Creating a Curriculum Guide Exemplar

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**Setting and Context**

The city of Gainesville has an estimated population of 41,464 and is ranked as the 21st largest city in Georgia (World Population Review, 2019).  Gainesville is a central location for a variety of economic activity in Northeast Georgia, including medical, judicial, and financial industries (Gurr, 2018). Having lived nearby most of my life, I have heard Gainesville commonly referred to as the “Poultry Capital of the World” with its many poultry processing plants as well as other manufacturing jobs and opportunities.  I have had many students who worked a 2nd or 3rd shift in a warehouse or plant, only to be tired during class.

The demographic composition of Gainesville, Georgia includes 70.6% white, 16.7% black, 7.0% other race, 3.2% two or more races, and 2.5% Asian, with 31.1% of Hispanic heritage (World Population Review, 2019). Language and communication are integral components of the Gainesville community.  According to World Population Review, “58.83% of Gainesville Ga residents speak only English, while 41.17% speak other languages. The non-English language spoken by the largest group is Spanish, which is spoken by 37.63% of the population” ((World Population Review, 2019).

Gainesville High School (GHS) is an inner-city school located in urban Gainesville, Georgia. Gainesville City School District is a separate entity from the suburban/rural Hall County School District, which surrounds the city.  Gainesville City Schools serve 8,386 students, with one high school, one middle school, and six elementary schools; Gainesville High School serves 2,252 students in grades 9-12 (The Governor’s Office of Student Achievement, n.d.). As a public charter high school, GHS has one main principal, 6 assistant principals, and 6 counselors, as well as an abundance of other support specialists. GHS also receives Title 1 funding. According to US News and World Report, the total minority enrollment at Gainesville High School is 83%, and 69% of students are economically disadvantaged (2019). The demographic composition of Gainesville High School includes 59% Hispanic, 18% black, 17% white, 4% Asian, and 2% multiracial. I have always loved the diversity and tolerance at GHS. Students and staff from cultures around the world join together here to learn and succeed!

In 2018, Gainesville High School received a CCRPI score of 68.5%, or D. This score is calculated by the Georgia Department of Education and is based on standardized test scores, student growth, and graduation rates (The Governor’s Office of Student Achievement, n.d.). Our school’s most recently reported graduation rate is 88.5%, and student proficiency or better achievement scores, as determined by the Georgia Milestones Assessments, in Reading and Mathematics are 35% and 27%, respectively (U.S News and World Report, 2019). As noted by the standardized assessments results, there is definitely a need for improvement. Gainesville High School implements the Georgia Standards of Excellence for all content areas, as adopted and updated by the Georgia Department of Education. Many of our content teams have common curriculum practices, including assessments and unit designs. This year (2019-2020), our professional learning is focusing on universal design and assessment practices. The Gainesville City School System’s (GCSS) strategic plan for 2019-2024 states that GCSS will “increase the percentage of students meeting growth targets on local and state assessments” (2019). Neither the high school, nor the district has an available current technology plan. Teachers are provided with technology supports for the classroom, instructions, and shared-resources for student access to devices.

Because our system’s strategic goal includes student performance progress, and because I believe that student success directly relates to their attendance, teachers’ instruction, and instructional supports, , I chose to focus on organization methods for improving teacher access to available resources. Mr. Jamie Green, principal of Gainesville High School, suggested the need for an exemplar curriculum map that thoroughly explores standards, learning targets, content resources, and supports for students (personal communication, 2019).

My capstone project will include creating a model curriculum resource and peer-coaching teachers to utilize technology resources to organize curriculum resources for ease of use. I will create an exemplar curriculum model for one content area to be shared with content teams. Teams will be supported in organizing their own content curriculum resources, including how to use it, how to create it, best practices for minimal changes, and avoiding movement of documents. This would directly support teachers and offer ideas/training to help them utilize technology and resources to promote student success. This capstone project will be completed individually and then presented to Mathematics teachers, from Gainesville High School, who teach 9-12 grade, specifically in Algebra 1, Geometry, Algebra 2, and 4th year math courses (AMDM, PreCalc, etc), as a model for organizing curriculum resources. Our school currently has 20+ math teachers, including Special Education and English-as-a-Second-Language teachers. This vision will eventually extend to encompass all content areas for the entire school, utilizing this project as an exemplar model for curriculum resources, although the context of this project is restricted to the mathematics team.

**Statement of Problem, Need and Rationale**

Gainesville High School has a high student transiency rate and attendance is a major concern.  As previously mentioned, GHS has a 24.8% chronic absenteeism rate, a graduation rate of 88.5%, low student proficiency scores on standardized assessments, and an overall CCRPI score of a D, all of which indicate an immediate need for concern and improvement. Our classroom instruction and supports for students directly influence student performance. One of our biggest areas of opportunity at GHS, which prompted this capstone proposal, is the need for organized curriculum resources for teacher and student use. A methodology for organizing curriculum resources will positively impact the school by aiding with the administration’s understanding of course content, teachers’ ability to easily access and connect to materials, and students’ need for additional supports and content understanding. The product would need to be accepted as a relevant and meaningful use of time by teachers, as they will ultimately be encouraged to use it as a model for creating curriculum resources for each course during Professional Learning over the course of the next two years.

From an administrative perspective, it is difficult to understand the course content, standards, and flow without a curriculum map. According to Jamie Green, the principal at GHS, one area of focus for our school this year is to create curriculum maps for each content area (personal communication, October 2019).  Only a handful of content teams have an established curriculum map that includes standards, learning targets, and timeframes. Pacing guides are works in progress as well. My proposal would utilize technology to create a hyper-linked curriculum resource to contain several aspects of curriculum design. Curriculum maps should be based on what teachers actually do in the classroom and how students accomplish learning (Archambault, 2015). Teachers must be a part of this creation and this process should be organic.

Additionally, organized curriculum resources would benefit teachers in planning daily instruction, connecting standards and learning targets, organizing instructional activities, documents, and assessments, as well as offering previously reviewed learning supports to students in a timely fashion. Furthermore, when a teacher transitions to a new content area, an organized curriculum resource would ease the frustration of relying on shared drives to determine what, how, and when to teach content. On the other hand, organized resources, such as lesson videos, external web resources, and links to notes and practices could more easily be distributed for student access through Google Classroom. Google Classroom promotes a blended method for learning that offers solutions for accessibility, scheduling flexibility, and adaptability (Al-Maroof & Al-Emran, 2018). This could become a great medium for organizing resources for struggling/absent students and for distributing engaging activities and assessment opportunities. Efficient use of Google classroom is currently impeded when resources are not readily available, teachers are not trained effectively in G-Suite applications, or students do not utilize it as a resource.

In a recent research study, at Al Buraimi University College (BUC) in Oman, students were surveyed about the implementation and effectiveness of Google Classroom (Al-Maroof & Al-Emran, 2018). Out of 305 students responding to the survey, 90.5% indicated that Google Classroom enhances students’ self-learning capabilities (Al-Maroof & Al-Emran, 2018). This study promotes the idea that Google Classroom can be used in the secondary education setting to support learning for struggling or absent students. The BUC study also addressed student perceived usefulness, ease of use, behavioral intention, and actual use of Google Classroom, and it found that 59% of the students favor the blended model for learning, including Google classroom and traditional instruction (Al-Maroof & Al-Emran, 2018). In my personal experience, once students become comfortable with accessing and using resources on Google Classroom, they begin to use it with less prompting, and it becomes a readily available resource. This is only a benefit when the teacher is prepared to post academic materials and resources for students, which may be limited by time constraints or the lack of readily available materials.

Organizing content resources would also improve teacher and student ease of access. For example, links to favorite websites, instructional videos, and interactive games could easily be associated with standards and learning targets. Teachers might have a multitude of mediums for student resources. For example, YouTube is an “open educational resource for presenting content knowledge [but] it is also useful for creating, uploading, and/or editing instructor created videos” (Reeves, Karp, Mendez, Veloso, McDermott, Borror, & Capo, 2018). Quizizz, an online practice and assessment website, offers shareable links to created activities, which can then be organized as a resource for all content teachers. Google Drive is a promising cloud-sources application that allows users to “store files securely and “share and edit documents in a variety of formats, including documents, spreadsheets, presentations, forms, drawings, and photos” (Sadik, 2017). These are just a few popular technology resources in the modern classroom. In Sadik’s (2017) study of 119 students at the College of Education at Sultan Qaboos University, he sought to identify factors that influence and contribute to the students’ acceptance of Google Drive in Education. The results of the study indicated that Google Drive is easy to use, useful for storing and sharing content, locating files quickly, and should be used by educators in future applications (Sadik, 2017). This is relevant to my project because, as a G-Suite school, our documents are currently stored in Google Drive, but there is a need for organization of the overwhelming amount of data in team drives. As I complete my project, I will create a document or website with hyperlinks to allow access to drive materials.

Integrating technology is an important aspect of 21st century learning, engaging students and enhancing instruction, but it should be done with a purpose, and tied to the learning outcomes (Reeves, et al., 2018). This capstone project product creates a method for teachers to easily reference associated learning targets with applications. I would like to create a shared resource that models curriculum development and available resources for one content area.  This would include a curriculum map (standards, learning targets, & pacing guides), teacher resources (notes packets, practice packets, assessments, activities, & keys) and student resources (helpful videos/websites by topics, to include some that translate to multiple languages).  Once created, this would become an exemplar for content teams to begin creating their own Curriculum Resources.  Teachers would easily be able to access student resources and load them to Google Classroom for students.

Another factor that is necessary to address for this project is my methodology for deciding on content presentation. In a study involving 2,242 American high school students, enrolled in either Math 3 or Algebra 2 in 10 high schools among 5 geographically dispersed states, following an integrated curriculum approach or subject-sequential approach, respectively, the effect of curriculum organization was examined (Chavez, et al., 2015). The integrated approach uses more applications, connects to a variety of math topics, and promotes extended investigations and collaboration, whereas the subject matter approach follows introduction to vocabulary and key concepts, guided examples, and individual practices (Chavez, et al., 2015). The results showed obvious favoritism (79%) for the integrated approach to curriculum organization but suggest further studies should examine the benefits of a hybrid curriculum (Chavez, et al., 2015). This study relates to my project by indicating a model for organization of content, e.g. the curriculum map, although organized by content standards and learning targets, should imbed applications and investigative inquiries to promote higher order thinking. It is important to create a curriculum exemplar that will promote student achievement to the best of its ability. I will use a framework that connects standards to learning targets and essential questions, then to content resources for instruction and assessment, and finally to include additional resources for students, differentiated for various needs.

The final consideration for completion of my project is teacher buy-in. Once my exemplar curriculum guide is finished, I will promote it to teachers at a Professional Learning demonstration, with the ultimate goal of convincing them of the advantages of creating a similar resource for each content group. In a study conducted at the University of Alcala (UAH) 29 groups, with a total of 220 teachers of various backgrounds were studied to identify best practices in fostering innovation in collaborative communities (Garcia, 2011). Results of this study indicate that teachers need a great deal of guidance on how to implement it in practice, cooperation should be promoted and expected as common practice, and it should be conducted on an ongoing basis promoting the sharing of ideas, resources, and dialogue (Garcia, 2011). I plan to present my model for curriculum organization and offer peer-coaching supports for teachers to create their own. To gain teacher acceptance, it will require a focus on all of the positive aspects of the process, as well as the benefits of creating the product. I believe it is worthwhile and that it will help our school with its curriculum mapping and vertical alignments of content standards.

**Objectives & Deliverables**

Gainesville High School serves a diverse group of learners, with a high minority enrollment, transient rate, and chronic absenteeism rate.  The administration has identified the need for content curriculum maps that are aligned to state standards, learning targets, and universally designed instruction and assessments.  The goal of this project is to create an exemplar curriculum resource, share this concept with math team at a professional learning session, and support math teachers in the advancement of school-wide curriculum map creation.  This resource would include unit standards, learning targets, essential questions, instructional resources, remediation resources, and assessments. It will be beneficial for teachers, administrators, and students. The following SMART goals clarify the objectives of this capstone project.

* Objective 1: An Exemplar Curriculum Unit for the Algebra 1 content will be created that will serve as a guide to develop a curriculum map for the full Mathematics Curriculum as well as a guide for other content areas.

Deliverable 1: A hyperdoc or website will be created that includes the features required for the organization of a Curriculum Map, including the Exemplar Curriculum Unit.

Deliverable 2: An Exemplar Curriculum Unit for the Math Content will be created that includes examples of many or all of the types of content that should be included in a Curriculum Unit.

* I will design an exemplar curriculum unit, either as hyperdocs or website, that includes links to unit standards, learning targets, essential questions, instructional and remediation resources/activities, and assessments.  These resources will be organized in an easy to use format for teachers and administrators. It will also include ready-to-share resources for student supports in Google Classroom. This objective should be completed by February 1st, 2020 following the following breakdown: organization of standards, learning targets, and essential questions by Dec 1, 2019, instructional, remedial, and assessment resources by Jan 1, 2020, shareable student supports and finished product by Feb 1, 2020.
* Objective 2: Math Teachers will learn to use the Exemplar Curriculum Unit.

Deliverable 3: A professional learning presentation will be created, including speakers notes, to explain the purpose and organization of the curriculum unit.

Deliverable 4: A summarizing video/how-to of the professional learning sessions will be created and shared as a resource.

Deliverable 5: Constructive feedback will be collected through surveys from administrators and teachers attending the professional learning session.

* I will conduct a 60-minute professional learning session to share the exemplar resource with the math team by May 20, 2020.  I will consult with our profession learning coordinator and administrators to determine the best time to complete the session, and also whether a follow-up session will be needed.  To achieve this objective satisfactorily, I will need to research professional development best practices, especially to achieve buy-in from peer teachers. Completion of this objective will be documented by feedback from administrators and attendees of the session and summarizing video clips from the session.
* Objective 3: Teachers on the Algebra 1 Math Team will participate in creating additional units for the Algebra 1 Content Map while teachers for other content areas will begin creating organized curriculum resources using the curriculum shell.

Deliverable 6: Surveys provided to teachers will provide feedback about ongoing support.

Deliverable 7: The curriculum map resource for all Math content groups will be finalized.

* The overall goal of this project is to create an exemplar unit to aid in our school’s development of organized curriculum resources for staff and students.  I will provide ongoing support for the math team in creation of organized curriculum resources for math content teams. To document my support in this process, teachers will be asked to complete a survey after any professional development meetings that I assist in towards this goal.  I will achieve a satisfaction rate of 85% or better from survey participants. An initial goal for completion of mathematics curriculum resources is set at May 20, 2021.
* Objective 4: The Exemplar Curriculum Unit for the Math Content and the Content Map design will be shared with teachers across content areas, along with instruction on the use of these tools, and information on creation of similar tools for each content area.

Deliverable 8: A professional learning presentation will be created, including speakers notes, to demonstrate the design of the Mathematics curriculum resource.

* I will conduct a separate professional learning session for other content areas to demonstrate the math curriculum resource and provide guidelines for expanding the project to all content areas at GHS. During this session, I will highlight key features of the completed curriculum resource and the vision for using it as a resource for teachers and students. I will provide a summary of the successes and challenges that the math team experienced during the creation of the math resource. My contribution to the organization of curriculum resources for the purpose of this capstone project is contained within the math department. Even so, I am prepared to assist our administration and leadership team with expanding the resource objective to other content areas as needed.

**PSC Standards**

The first objective, to create an exemplar curriculum unit, associates with standards *1.1 Shared Vision, 2.6 Instructional Design, 2.1 Content Standards and Student Technology Standards,* and *3.2 Managing Digital Tools and Resources.* The main goal of my proposal is to design a framework for organizing curriculum resources. This goal aligns to the school’s vision of challenging students academically by creating teacher and student curriculum resources. This objective also encompasses best practices in instructional design, alignment to standards, and identifying digital tools and resources. Each of these components will be embedded in the framework for the curriculum resource.

The second objective, to host professional learning sessions about the curriculum resource design, associated with standards *1.4 Diffusions of Innovation and Change* and *5.2 Professional Learning.* During professional learning, teachers will be trained on organizing curriculum resources into a useable, sharable product. This innovation includes a unified design for the collection of resources for both teacher efficiency and student achievement. Teachers will also be trained in using technology to organize curriculum and link to resources. Face-to-face training will be provided and summarizing videos will be provided for continual support.

The final objective of providing ongoing support for expanding the organization of curriculum resource to all GHS math content areas associates with standard *5.3 Program Evaluation.* It will be necessary to provide ongoing support for teachers during the expansive process, either as additional professional learning sessions or as small group collaboration meetings. To determine effectiveness of ongoing supports for this organization process, it will be necessary to design and implement program evaluations to determine overall satisfaction and impact on student learning. Please see Table 1, Standards and Objectives Alignment for a breakdown of the associated instructional technology standards, their descriptors, and my project objectives.

Table 1

*Standards and Objectives Alignment*

|  |  |  |
| --- | --- | --- |
| Standard  | Standard Descriptor | Project Objective |
| PSC 1.1/ISTE 1aShared Vision | Candidates facilitate the development and implementation of a shared vision for the use of technology in teaching, learning, and leadership | By February 2020, I will create an exemplar curriculum unit to model curriculum organization for the math team. |
| PSC 1.4/ISTE 1d Diffusion of Innovation and Change | Candidates research, recommend, and implement strategies for initiating and sustaining technology innovations and for managing the change process in schools. | I will research best practices for organizing curriculum by Dec 2019, recommend an organization framework to administrators, and initiate the process for designing organized school-wide curriculum resources. |
| PSC 2.1 /ISTE 2aContent Standards and Student Technology Standards | Candidates model and facilitate the design and implementation of technology-enhanced learning experiences aligned with student content standards and student technology standards. | During the process of creating an exemplar unit, technology standards will be aligned to technology-enhanced activities for students.  |
| PSC 2.6 /ISTE 2fInstructional Design | Candidates model and facilitate the effective use of research-based best practices in instructional design when designing and developing digital tools, resources, and technology-enhanced learning experiences. | During the creation of a curriculum resource, I will model expectations for incorporating technology into curriculum organization, and for transferring chosen digital tools and resources to student learning experiences through Google Classroom. |
| PSC 3.2 /ISTE 3bManaging Digital Tools and Resources | Candidates effectively manage digital tools and resources within the context of student learning experiences.  | I will assist with collection and organization of digital tools and resources to efficiently serve our students. |
| PSC 5.2/ISTE 4c Professional Learning | Candidates develop and implement technology-based professional learning that aligns to state and national professional learning standards, integrates technology to support face-to-face and online components, models principles of adult learning and promotes best practices in teaching, learning and assessment. | By spring 2020, I will coach 20 math teachers on how to use and organize curriculum resources in a curriculum map to benefit teachers and students. |
| PSC 5.3/ISTE 4c  Program Evaluation | Candidates design and implement program evaluations to determine the overall effectiveness of professional learning on deepening teacher content knowledge, improving teacher pedagogical skills and/or increasing student learning | By March 2021, I will conduct surveys to gather and analyze feedback from administrators and teachers about the effectiveness of my coaching impact of the curriculum resources on teachers and students. |

**Project Description**

This capstone provides a framework for organizing Gainesville High School’s mathematics curriculum resources into a central collective document or website. The final product will be user-friendly and connect standards, learning targets, essential questions, and topics to instructional activities, assessments, student resources, and supports for differentiation. This process will include guiding development of curriculum resources across the math content team, as well ongoing support and monitoring of progress. The following is a detailed description of the activities associated with the Capstone Proposal and how they are aligned with the aforementioned objectives, deliverables, and standards.

**Curriculum Resource Exemplar**

When first proposing my capstone idea to our principal, Mr. Jamie Green suggested that a curriculum map should be a resource that extends to students as well. My project includes creating an organization method that makes the curriculum accessible for teachers and provides suggestions for sharing content with students through Google Classroom. At our school, our curriculum maps are topics at best and teachers share Google Drives with an overload of resources, somewhat organized by unit. Standards and learning targets are not clearly connected and must be analyzed during planning and completion of units. Gainesville High School will benefit from an organized resource that connects each aspect of the curriculum into one user-friendly resource. Imagine a new teacher being able to open a website and see every topic, standards, learning targets, suggested activities such as notes, practices, and assessments, along with ready-to-share web-resources and content videos for struggling or absent students.

For the first part of the project, I will create an exemplar curriculum resource for one Algebra unit. The first step is to decide on a format and achieve administrator feedback on the desired framework, which I believe should take no more than 5 hours to complete. Then I will create an exemplar resource unit over the course of several months. By Dec 1, 2019, I would like to organize content and technology standards, associated learning targets, and unit essential questions. Instructional, remedial, and assessment resources, including student notes and practices, remediation resources, as well as formative and summative assessments should be completed by Jan 1, 2020. Shareable student supports, such as ready-to-post links to web-resources, games/activities, content videos (in English and Spanish) and completed guided notes will be added to the resource by Feb 1, 2020. I anticipate that each aspect of this part of the project will take 15 or more hours to complete for a total of at least 45 hours.

**Conducting Professional Learning for Math Content Teachers**

For the next part of the project, I will conduct a professional learning session to introduce the exemplar resource to peer teachers and outline goals for content-wide curriculum organization. I will need to research best practices for conduction professional learning sessions and for creating teacher buy-in for my program. I will conduct one or two coaching sessions to introduce my framework, model my exemplar unit, and coach teacher in creating unified resources. I will also create how-to guides for teacher resources and edit a summarizing video of the professional learning session. I anticipate that preparation for this part of the project, including research of best practices, will take six hours to complete, the professional learning session will take 1.5 – 3 hours to complete, and the editing of support resources and summarizing video will take and additional 8 – 9.5 hours to complete, for a total of 15 hours.

**Ongoing Support for Resource Development**

For the last part of the project, I will provide ongoing support for organized math curriculum development, as well as a professional learning session to share the process with non-Math content teams. This may require follow up coaching sessions or small group collaborations with content teams. It will extend to reviewing resource organization and providing timely feedback to content teams and answering any questions that arise during this process. I will provide ongoing support to teachers and request satisfaction surveys to analyze the effectiveness of my professional learning sessions, as well as the impact of the completed resources on teacher instruction and student learning. It is my understanding that all content teams will be asked to complete curriculum resource collection during professional learning collaborations for the 2020-2021 school year. To aid with this, I will conduct professional learning sessions to share the math resource, vision for organized curriculum resources, and a brief overview of the experiences of the math department during their creation phase. I anticipate that this aspect of the project will require 45 or more hours of time. A summary of project activities, expected timeframes, objectives, and deliverables is provided in Table 2, *Project Activities Alignment*.

Table 2.

*Project Activities Alignment*

|  |  |  |
| --- | --- | --- |
| Project Item/Activity | Project Objectives | Deliverable |
| Framework Design*5 total hours* | Develop a framework for organizing curriculum resources into one location. | 1. Shell for organizing curriculum resources |
| Exemplar Curriculum Resource*45+ total hours* | Create an exemplar curriculum resource for one unit of Algebra 1 | 2. Website or Hyperdoc |
| Professional Learning Math*15 total hours* | Conduct a professional learning session for math teachers to share the vision for unified curriculum resources and to model the creation of curriculum resources using the framework. | 3. Presentation, including speakers notes.4. Video of professional learning session.5. Summary of feedback. |
| Ongoing Support*30 total hours* | Provide ongoing support for the development of math content-team curriculum resources. Teachers will complete surveys to provide feedback. | 6. Summary from analyses of professional learning and collaborations surveys.7. Completed curriculum resource for all Math content areas. |
| Professional Learning non-Math*15 total hours* | Conduct a professional learning session for non-math content teams to share the vision for unified curriculum resources and the experience of the math team. | 8. Presentation, including speakers notes. |

**Evaluation Plan**

The success of the project could be measured in a variety of ways. First, the success of the curriculum organization framework could be measured through a user satisfaction survey, distributed to teachers and/or students during the phase-in of the resource. It could also be measured through student performance data, either through unit assessments, or possibly through End of Course assessments, such as the Milestones. For the purposes of evaluating the professional learning, in an effort to provide ongoing support to teachers during their creation of curriculum resources, I plan to use satisfaction surveys to gauge the effectiveness of the Professional Learning sessions that I host, as well as the ongoing support that I offer. I believe that Google Analytics, which provides website user data, will assist in determining the overall integration of the resources into actual practice at our school. I am excited to see if this adventure will become a useful tool for our teachers, and the teachers who have heard my idea are looking forward to access to the end-product as well. Data from the surveys will be used to provide constructive feedback to my practice and to ensure my growth as a efficient technology coach in my career.

**Project Timeline**

For the first part of the project, I will create a framework design that will house the curriculum resources. This will either be in a hyperdoc format or a website with links to documents. I anticipate that this part will take about five hours. Once the framework has been created, I will add the curriculum map and begin creating an exemplar unit for one content unit. The development of the unit will be divided into three parts. I plan to add the standards, learning targets and essential questions first, to be completed by December 2019, and consuming approximately 15 hours of time. Next, I will add the instructional, remedial, and assessment resources, such as practices, interactive games, checkpoints, and quizzes. This portion is to be completed by January 2020, and should take about 20 hours to finish. By February of 2020, I would like to add student supports and Google Classroom posts to the resource. For example, for a Google Classroom post, I would like to have the paragraph that explains the notes and individual practice assignment, as well as links to the guided notes, practice, interactive resources, and supporting websites/videos for students (translated for ESOL if possible). I anticipate that this portion of the project will take around 20 hours to complete.

For the second part of the project, I plan to spend around 18 hours preparing for and conducting a professional learning session to introduce teachers to my resource and guide them in creating resources for the entire department. This initial professional learning session will be completed by May 2020. Over the course of the next year, I will provide ongoing supports for all Math content teams to create organized curriculum resources, either through additional PL sessions or through small group collaborations. I anticipate that this will take around 32 hours and that the Math team will have completed curriculum resources by May 2021.

Table 2.

*Project Timeline*

|  |  |  |
| --- | --- | --- |
| Month | Project Item/Activity, or Evaluation Item | Hours |
| Dec 2019 | Establish Framework Design | 5 hours |
| Dec 2019 | Complete Standards, Learning Targets, Essential Questions for Exemplar unit | 15 hours |
| Jan 2020 | Add instructional, remedial, and assessment resources to Exemplar unit | 20 hours |
| Feb 2020  | Add students supports & Google Classroom posts to Exemplar unit | 20 hours |
| May 2020 | Complete a Professional Learning session to share product with Math Content teachers | 15 hours |
| May 2021 | Provide ongoing support through additional PL sessions and/or small group collaborations for Math teams | 30 hours |
| May 2021 | Complete a Professional Learning session to share product with non-Math Content teachers | 15 hours |
|  | Total Hours: | 120 hours |

Note: Month = the month during which activity or item will take place. Project Item/Activity, or Evaluation Item = statement to describe what learners or evaluation plan will do to meet the objective. Hours = hours necessary to create and implement, or evaluate content.

**Resources Needed**

To complete this project, I will need access to Google Suites Apps, specifically MySites and the content team drive, both of which I already have access to. Additionally, I will need access to the Professional Learning Center and reserved time for dedicated PL sessions. The PL sessions will be coordinated with Nick Scheman, assistant principal, who will also advise on our school’s vision of curriculum organization.

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**Appendix**