**Service Description**: Curriculum Survey Workshop

**This Service Description describes the Services IBM will provide to the Client.**

**Service Description**.

Implementing an aligned educational curriculum is a necessary prerequisite for optimization of each individual student’s *Opportunity to Learn* (OTL). At best, educators can only mitigate many of the other key OTL factors. Targeting the curriculum to learning objectives is one of the facets over which they exercise the most-direct control. This allows the educational system’s scarce resources to be deliberately focused on where they produce the greatest benefits.

Moreover, digitization of core components of the Curriculum, Instruction, and Assessments (CIA) framework can provide classroom teachers — as well as supervisory and curriculum administrators — with deep insights about what individual students are taught, how they are assessed, and what they probably actually know. Improvement of instructional efficiency and effectiveness, and reduction of cognitive load of instructional planning for diverse groups of learners are among the benefits. Digitization also paves the way for later adoption of emerging Artificial-Intelligence (AI) technologies supporting at-scale management of competency-based personalized learning or differentiated instruction.

IBM helps school districts understand the extent of digitization and alignment of their educational curricula. We accomplish this through a one-day curriculum-survey workshop, preceded by an estimated two weeks of preparatory assembly of essential information. IBM’s Curriculum-Survey Workshop provides school districts with a cursory, qualitative review of their curriculum. The workshop produces the outcomes listed in the following.

1. District-wide inventory of documents describing curriculum and assessments for academic courses spanning K-12 grade levels within the following subject areas:

* Mathematics;
* English, Language Arts, and Reading (ELAR);
* Science; and
* Social Studies.

1. Review by IBM Curriculum-Alignment expert via visual inspection of extent of alignment and digitization of Curriculum, Instruction, Assessments (CIA) framework with respect to published learning standards, and of course blueprints and evidence of learning with respect to each other.
2. A cursory executive-level readiness assessment by subject, grade level of extent of curricular alignment.

The template-driven analysis systematically works through curriculum artifacts using IBM-standard heuristics to identify well-aligned curricular facets, and to identify likely misalignments. Such misalignments reveal opportunities dig deeper and understanding lost opportunities for learning by students.

**Definitions**.

**Aligned Curriculum**. A Curriculum, Instruction, Assessments (CIA) framework within which instructional goals, materials, and measurements are explicitly articulated in terms of system-wide, consistent knowledge, skills, and indicators (<http://ibm.biz/Porter-Curric-Indicators>). In U.S. K-12 education, these desired outcomes are largely specified in terms of learning standards.

**Competency-Based Learning**. “…a system of education, often referred to as proficiency- or mastery-based, in which students advance and move ahead on their lessons based on demonstration of mastery. In order for students to progress at a meaningful pace, schools and teachers provide differentiated instruction and support.” (<http://ibm.biz/NCSL_Comp_Learning>)

**Curriculum Map**. The instructional scope in terms of instructional units and learning standards for an academic course (for illustration, see <http://ibm.biz/Engage_NY>). Also referred to as “course blueprint”, “scope and sequence”, “year at a glance”, etc.

**Differentiated Instruction**. A style for the management of classroom instruction by which teachers “…engage students in instruction through different approaches to learning, by appealing to a range of interests, and by using varied rates of instruction along with varied degrees of complexity and differing support systems.” (<http://ibm.biz/ASCD_Diff_CR_Book>)

**Digitized Curriculum**. The condition in which the CIA framework is captured in a homogenous, machine-processible format (for illustration, see <http://ibm.biz/ETS_ECD_TraceFile>) so that distinct aligned facets can be employed for artificial-intelligence purposes.

**Opportunity to Learn (OTL).** “…inputs and processes within a school context necessary for producing student achievement of intended outcomes (<http://ibm.biz/Oxford-Hbk-OTL>).”

**Personalized Learning**. A CIA structure “…that creates flexibility, allows students to progress as they demonstrate mastery of academic content, regardless of time, place, or pace of learning. Competency-based strategies provide flexibility in the way that credit can be earned or awarded, and provide students with personalized learning opportunities.” (<http://ibm.biz/US_DoEd_Comp_Pers_Learn>)

**Standards-Aligned Evidence of Learning**. An instrument, system, or set of methods for digital collection of evidence of learning by individual students with respect to distinct learning standards. This includes "...evidence gathered through a variety of formal and informal assessments during a unit of study or a course … «including» traditional quizzes and tests, performance tasks and projects, observations and dialogues, as well as students’ self-assessments gathered over time." (<http://ibm.biz/ASCD_UBD_Book>).

**IBM Responsibilities**.

Under this Order, IBM will undertake the following activities.

* 1. **IBM Curriculum-Survey Workshop**

IBM administers a Curriculum-Survey Workshop involving up to three school-district participants whose responsibilities span the curriculum and assessments CIA domains. Expected school-district stakeholder representation includes a Supervisory Administrator, a Curriculum Administrator, and an Assessments Administrator. IBM accomplishes the following tasks.

* + 1. Inventory by subject, grade-level, and academic course all-provided curriculum maps and commonly-collected standards-aligned evidence of learning for all K-12 courses in the Mathematics, ELAR, Science, and Social Studies subject areas. Document the extent of coverage.
    2. Visually audit, spot-check for all courses the learning-standards alignment the learning standards specified in the course blueprints and commonly measured via evidence of learning by individual students. Document extent of alignment.
    3. Conduct curriculum-alignment workshop. Employ an IBM-developed curriculum-alignment readiness model to map courses — by subject, grade level — to degree of readiness to adopt an AI-assistive solution. The readiness model evaluates courses in terms of extent of learning-standards alignment between curriculum maps and evidence of learning, and of the frequency of standards-aligned evidence-of-learning collection throughout the academic year in systems from which individual student/learning-standard measurements are exportable.
    4. Summarize the results in an executive-level briefing and review with the workshop participants and other stakeholders. Highlight likely obstacles to adopting an AI-assistive solution for at-scale management of differentiated instruction or personalized learning. Suggest approaches to overcoming these obstacles. Also suggest subjects, grade levels to implement first in a phased adoption of an AI-assistive at-scale competency-based management solution.

1. IBM and the client school district schedule and accomplish the workshop when the following conditions are met.
   * + - 1. The school district has provided IBM with all curriculum maps, assessment calendars, approaches to collection of individual-student evidence-of-learning with respect to individual learning standards, learning-standard vertical articulations, and learning standards themselves.
         2. Ten business days have elapsed from the delivery of the above materials. This time affords IBM the opportunity to review the materials and perform key portions of the analysis prior to the actual workshop itself.
         3. A Non-Disclosure Agreement (NDA) is in-place so that the IBM Curriculum-Alignment expert can, during the workshop itself, review actual exports from digital systems by which individual-student evidence of learning is collected.
         4. Exemplary exports from systems from which digital, standards-aligned evidence of learning are available and staged for review in the physical location within which the workshop occurs on the date of its occurrence.

This workshop will be complete when the Report of Curriculum Survey has been delivered to and reviewed with your designated Supervisory Administrator.

1. ***Report of Curriculum Survey. A summary report of the findings of the workshop including:***

* ***Results from analysis of the alignment of course blueprints, standards-aligned evidence of learning, and applicable learning standards with respect to each other;***
* ***Executive-level summary of curriculum readiness for AI-assisted management of differentiated instruction or personalized learning; and***
* ***Recommended components of a high-level plan to improve readiness.***

**Your Responsibilities**.

**Your Supervisory Administrator**.

You will designate a Supervisory Administrator to communicate with IBM and act on your behalf regarding this workshop. Your Supervisory Administrator’s responsibilities include the following.

* + - * 1. Coordinate the assembly of information, data, and decisions within three working days of IBM's request unless you and IBM agree in writing to a different response time.
        2. Receive and accept the final deliverable.
        3. Review with the IBM Curriculum-Alignment expert any of your invoice or billing requirements. Such requirements that deviate from IBM's standard invoice format or billing procedures may affect price.

**Your Curriculum Administrator.**

You will designate a Curriculum Administrator to communicate with IBM and act on your behalf regarding this workshop. The Curriculum Administrator represents and provides documents regarding school-district policies about the structure and scope of academic courses throughout the system. Your Curriculum Administrator 's responsibilities are delineated in the following.

* + - * 1. Provide to IBM digital-format curriculum maps covering Math, ELAR, Science, and Social Studies for K-12 Grade Levels.
        2. Provide IBM — either as a digital-format document or a link to a state education authority — the learning standards for Math, ELAR, Science, and Social Studies on which the curriculum is based.
        3. Provide learning-standard vertical articulations, alignments, or progressions (if used).
        4. Explain to IBM the curriculum documents provided.

**Your Assessments Administrator**.

You will designate an Assessments Administrator to communicate with IBM and act on your behalf regarding this workshop. The Assessments Administrator represents and provides documents regarding client-organization policies about assessing student progress, particularly with respect to standards-aligned evidence of learning. Your Assessments Administrator 's responsibilities are delineated in the following.

* + - * 1. Provide district- and campus-assessments calendars showing planned assessments for the current or upcoming academic year.
        2. Provide a summary by subject, grade level for academic courses in the Math, ELAR, Science, Social Studies subject areas, the currently-used approaches for collecting standards-aligned evidence of learning, including:

Timing and frequency;

Education technologies employed their collection and management;

Approaches (e.g., rubrics, numeric scores, categorical ratings) to individual student/learning-standard measurements of proficiency;

Exemplary exports from education-technology systems employed in the collection of standards-aligned evidence of learning for all subject, grade-level courses for which available.

**Your Other Responsibilities**

You will fulfill the following responsibilities.

* + - * 1. Obtain any approvals and enable access necessary for IBM to access and use your resources and systems to the extent necessary for IBM to provide the Services.
        2. Sign a mutually-agreeable Non-Disclosure Agreement allowing IBM access needed to review curriculum and assessment artifacts on which the Curriculum-Survey analysis is based. These artifacts include, but is not limited to, exemplary standards-aligned evidence of learning from school-district technology systems by which they are collected and managed.
        3. Make suitable staff, information, and materials available as IBM reasonably requires. IBM will not be liable for any damage or delay arising from inaccurate, incomplete, or otherwise defective information and materials supplied by or on behalf of Client.
        4. Be responsible for agreements with, management of, and the input and work of third parties whose work may affect IBM’s ability to provide the Services. Except to the extent IBM specifically agrees otherwise in this Service Description, Client is solely responsible for any third-party hardware, software or communications equipment used in connection with the Services.
        5. Be responsible for the content of any database, the selection and implementation of controls on its access and use, backup and recovery and the security of the stored data. This security will also include any procedures necessary to safeguard the integrity and security of software and data used in the Services from access by unauthorized personnel.
        6. Ensure that IBM is not exposed in performance of the Services to any US regulated data (whether HIPAA, FFIEC or other), any Canadian regulated data (whether PIPEDA or local province regulated health data or other) or any other Personally Identifiable Information (PII) originating from and regulated by any country outside the United States or Canada, beyond what is permitted under the NDA.
        7. School-District participants of the IBM Curriculum-Survey Workshop must include:

Supervisory Administrator;

Curriculum Administrator; and

Assessments Administrator.

* + - * 1. All participants of the Curriculum-Survey Workshop session must actively engage in the analysis and assist in evaluating the school district’s curriculum in terms of AI-adoption readiness criteria.

**Estimated Schedule**.

The Estimated Start Date for these services will be on or after the date of mutual contract execution, as agreed between the parties. The Estimated End Date will be ***30 days*** after the date of mutual contract execution. Estimated Start and End Dates may be agreed by email between the parties.

**Deliverables**.

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| **Deliverable** | **Deliverable Type** |
| Report of Curriculum Survey — Digital format. | Project Materials |

In the event a deliverable is inadvertently omitted from the list above, IBM will notify Client of the identity and the appropriate designation of the deliverable.

**Completion Criteria**.

IBM will have fulfilled its obligations under this Order when any one of the following first occurs:

* + - 1. IBM completes the IBM responsibilities, including submission of the deliverables, to the designated Supervisory Administrator; or
      2. The Services are terminated in accordance with the provisions of this Order and the Agreement.

**Charges**.

The Services will be conducted on a fixed price basis. The fixed price for performing the Services defined in this Service Description will be ***$10,500.00***. This fixed price is exclusive of any travel and living expenses and other reasonable expenses incurred in connection with the Services. All charges are exclusive of any applicable taxes.

Travel and living expenses are not expected. Should any travel to your facility under this Service Description be required, estimated travel and living expenses will be paid by you and will be authorized through a Project Change Request (PCR).

IBM will invoice you monthly for the Services performed in equal monthly amounts over the period of the performance specified in the “Estimated Schedule” section, plus applicable taxes, travel and living expenses, and other reasonable expenses incurred in connection with the Services

Following execution of this agreement IBM may perform a credit check on you within 90 days. IBM reserves the right to terminate this agreement without liability if you do not pass this credit check (as determined in IBM's sole discretion).