

2210 - CURRICULUM DEVELOPMENT

Pre-Review Stage - Audit

Step 1: External Audit

An external audit will be conducted in curricular areas that are up for a formal review. The scope and size of the external audit will be determined by the size, scope and recency of a prior curricular review. The purpose of the external audit is to broaden our perspective on the appropriateness, relevance, and quality of the curriculum delivered in regard to preparing students for the future. The external audit may include data analysis, survey feedback, focus groups, comparisons to best practice or exemplars, and reference to recent research in the content area being audited. The audit should also identify strengths, gaps, and areas in need of improvement. This audit will be conducted by an outside “expert” in the curricular area being reviewed. This individual(s) should be identified by the Director of Teaching and Learning and/or designee. The external auditor will be required to complete a written report and make a presentation of findings to the School Board.

Step 2: Audit Review

At the direction of the Director of Teaching and Learning (or designee) and Content Team Leader, a Content Team is convened to analyze, review, and evaluate the findings of the external audit. This review includes:

- a. review of data collected in audit
- b. analysis of current curriculum expectations and student outcomes (including allocated minutes for instruction)
- c. identification of strengths, areas of concern, and gaps in current curriculum
- d. consideration of audit recommendations

Step 3: Research

At the direction of the Director of Teaching and Learning (or designee) and Content Team Leader, a Content Team:

- a. conducts a literature review of best practices in the content area
- b. conducts an environmental scan of other high achieving institutions (local, national, and international)
- c. reviews national, state and local content area standards to include:
 - i. inclusive principles
 - ii. Common Core / Literacy in the Content
- d. analyzes all content-related data (WKCE trend, MAP, PALS, SBAC, local data, etc.)
- e. identifies best practice instructional pedagogy (CCSS Practices, NGSS Practices, etc.) to include technology integration and meeting the needs of all learners

Curriculum Development Stage

Step 1: Develop content area benchmarks that are:

- a. skill and concept based (Wiggins, Dweck)
- b. high leverage
- c. transferrable
- d. enduring
- e. readiness based

Step 2: Identify and delineate the grade level or course content.

Step 3: Develop a scope and sequence of what will be taught and when.

Step 4: Select program and/or material/resource (if warranted).

- a. Convene a Content Team for the purpose of reviewing and selecting supporting resources.
- b. Based on the findings from the audit and research stage of the process, develop a rubric for selection of programmatic, resource and/or instructional materials to include technology integration and meeting the needs of all learners (special education, ELL, gifted, students of color, economically disadvantaged, etc.).
- c. Contact sources/vendors to procure materials for review by the content team.
- d. Keep a record of all vendor presentations, rubric feedback, and rationale for rejecting or selecting a resource, and the process.
- e. Rank order resources; prepare top two resources for Curriculum Council.
- f. Complete Instructional Resources Proposal Form.

Step 5: Create a staff development plan to include the following:

- a. type of staff development needed
- b. training that needs to be provided
- c. person(s) responsible for delivery
- d. audience for staff development
- e. timeline
- f. cost
- g. expected outcomes

Approval Stage

Step 1: Prepare the following documents for Curriculum Council:

- a. summary of audit findings
- b. summary data
- c. outcomes from research stage
- d. copy of benchmarks
- e. scope and sequence/unit outline
- f. Instructional Resources Proposal form
- g. staff development plan

Step 2: Make presentation to the Curriculum Council.

Step 3: Submit documents to the Superintendent.

- a. Include feedback from Curriculum Council.
- b. Superintendent confers with School Board President to place the request on School Board agenda.

Step 4: Make presentation to the School Board.

- a. Make program and/or materials available for community and parent review for a two week period.
- b. Adopt program and/or materials pending School Board final approval.

Post-Approval Stage

Step 1: Purchase, receive, and distribute program and/or materials.

Step 2: Implement staff development plan.

Step 3: Content Team and/or Crosstown PLC teams (continuous improvement cycle):

- a. align adopted resource to the benchmarks
- b. develop common formative assessments
- c. develop common summative assessments, which must be established prior to or throughout the first year of implementation
- d. develop rubrics
- e. identify exemplars

Step 4: Monitor and measure curriculum implementation using:

- a. common summative assessments
- b. standardized assessments
- c. observational data
- d. stakeholder feedback

Approved/Adopted: July 13, 2009
Revised: February 2, 2016