

Curriculum Review Process

Phase One: Review and Research

1. Establish curriculum committees
2. Review state standards
3. Identify curriculum strengths and needs
4. Mapping and analysis of curriculum
5. Survey parents, teachers and students
6. Review research/literature for Best Practices
7. Contact and visit exemplary programs in other school districts
8. Draft and define program philosophy and goals
9. Summary of the above is presented for Board of Education approval

Phase Two: Preparation

1. Establish scope and sequence
2. Select materials to be piloted and/or reviewed
3. Develop procedures for pilot and/or review
4. Develop evaluation criteria to assess materials: quality, cultural diversity, assessments
5. Provide professional development
6. Summary of the above is presented for Board of Education approval

Phase Three: Pilot

1. Implement pilot program(s) and/or program review
2. Develop technology integration
3. Determine accommodations for enrichment, acceleration and remediation
4. Assess teacher, parent and student feedback
5. Prepare cost analysis for implementation of program and/or program review
6. Summary of the above is presented for Board of Education approval

Phase Four: Implementation District-Wide

1. Schedule staff development
2. Purchase materials and/or program
3. Implement the curriculum and/or program throughout the School District
4. Schedule summer workshops for the writing of the planned course(s)
5. Prepare a summary of the above to be presented to the Board of Education

Phase Five: Evaluation

1. Evaluate the effectiveness of the curriculum-collect and analyze data on teaching and learning
2. Supervise instructional strategies, curriculum assessments and rubrics
3. Review alignment of the written, taught, and assessed curriculum
4. Continue valuations and adjustments of curriculum as needed
5. Continue with staff development
6. Prepare a summary of the above to be presented to the Board of Education

Phase Six: Monitor

1. Monitor effectiveness of curriculum
2. Continue with data analysis
3. Continue with staff development and training of new staff

Key to a standards-based curriculum is the alignment of the standards with the most effective instructional practices, and with a balanced approach to assessment using multiple forms and types. Planned courses of instruction aligned to Pennsylvania State Standards in each subject area have been written for all courses Kindergarten through grade 12. The Planned Course of instruction form is outlined below.