



School District of Marshfield Curriculum Review Guide

Published August, 2015

Curriculum Cycle Process

Phase I: Foundational Research

OBJECTIVES FOR PHASE I

- Research best practices in this curricular area
- Define desired program outcomes based on what graduates must know, think and be able to do
- Evaluate current instructional strategies and identify possible new strategies
- Review state and national standards for this content area
- Review district standard alignment and current the current vertical and horizontal PK-12 Scope and Sequence documents
- Identify standard/content overlaps, gaps and inconsistencies
- List the assessment and evaluation measures used to assess student achievement in this content area
- Identify areas of strengths and growth through analysis of student achievement data
- Identify overall curricular area strengths and weaknesses

Phase II: Program Development

OBJECTIVES FOR PHASE II

- Review the findings of Phase I (best practice research, student achievement data, SWOT analysis)
- Extend research of best practice to schools/districts that can show by data success in this curricular area. This may include workshops and site visits
- Create student achievement goals for this curricular area, relying on information gathered to date
- Revisit the local standards for alignment to state and national standards
- Contrast current materials, supplemental resources and special equipment against possible needs
- Select tools and resource samples to evaluate for possible adoption that aligns with information collected during Phase I and Phase II
- Explore technology integration as it relates to curriculum, instruction, assessments, and digital literacy

Phase III: Documentation

OBJECTIVES FOR PHASE III

- Finalize standards created and reviewed in Phase II
- Pilot resources and/or lessons from desired resources that address adjusted standards
- Evaluate potential materials and supplemental resources including technology
- Finalize resource purchasing decisions
- Present research, student achievement data, and findings from the curriculum review process to the administrative team and Curriculum and Instruction committee
- Identify professional development, training and time needed to consistently implement the newly adopted curricular program

Phase IV: Implementation and Monitoring

Phase IV Year I

OBJECTIVES FOR PHASE IV Year I

- Implement new materials and resources with fidelity as mapped and scheduled by the curriculum team
- Document successes and challenges throughout the first year of implementation
- Conduct ongoing fidelity checks
- Make recommendations to the Director of Teaching and Learning to adjust the PK-12 Scope and Sequence (pacing guides, curriculum maps, and standard alignment documents)
- Refine and develop student assessments
- Conduct a comprehensive evaluation of homework; its purpose and outcomes

Phase IV Year 2

OBJECTIVES FOR PHASE IV Year 2

- Gather evidence of student learning using approved assessment measures
- Monitor and adjust PK-12 Scope and Sequence (pacing guides, curriculum maps, and standard alignment documents) as approved by the Director of Teaching and Learning
- Review and evaluate goals set throughout the curriculum cycle
- Share successful instructional strategies
- Report successes and challenges met during this material and resource adoption to the Administrative Team

Curriculum Cycle Process

Phase I: Foundational Research

OBJECTIVES FOR PHASE I

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- Define desired program outcomes based on what graduates must know, think and be able to do
- Evaluate current instructional strategies and identify possible new strategies
- Review state and national standards for this content area
- Review district standard alignment and current the current vertical and horizontal PK-12 Scope and Sequence documents
- Identify standard/content overlaps, gaps and inconsistencies
- List the assessment and evaluation measures used to assess student achievement in this content area
- Identify areas of strengths and growth through analysis of student achievement data
- Identify overall curricular area strengths and weaknesses

BEST PRACTICE (September - December)

1. What does research tell us about teaching and learning within this curricular area?
Investigate research and best practice in this curricular area. Use Form 1 to document your work.
Rely on refereed journals and research that has data from more than one district to support findings.

DEFINE PROGRAM OUTCOMES

1. After review of research, define the desired program outcomes based on the knowledge, critical thinking, and skills students must have within this curricular area, upon graduation from high school. Then create a program goal(s) for this curricular area. Use Form 2 to document your work.

INSTRUCTIONAL STRATEGIES

1. What are the instructional practices in this curricular area? Survey grade level teams in your school (or for your level of study). Identify current instructional practices typically used to provide instruction in this curricular area in your school or content area. Use Form 3 to document your work.
2. Discuss the information collected on Form 3. Discuss the following prompts to get a clear understanding of instruction for all learners:
 - a. What is the response when students struggle with learning?
 - b. What is the response when students need to go deeper and be challenged?
 - c. How is technology used to provide instruction in this curricular area?
 - d. What inconsistencies exist in how teachers/schools provide instruction in this curricular area?

STANDARD ALIGNMENT AND CURRENT SCOPE AND SEQUENCE (January - February)

1. Review current PK-12 Scope and Sequence (pacing guides, curriculum maps, and standard alignment documents) for this curricular area. Review district learning targets and benchmarks against state assessment strands. Review the learning targets, when the learning targets are taught, the resources used, and assessments given. Use Form 4 to record your work.

IDENTIFYING LEARNING TARGET OVERLAP AND INCONSISTENCIES (February)

1. Review the information collected regarding learning targets and discuss the following prompts:
 - Are essential learning targets spiraled across grade levels and courses?
 - What essential learning targets are not covered?
 - What areas of misalignment exist between learning targets and state assessments?
 - What areas of misalignment exist between instructional strategies of learning targets and best practice?

STUDENT ASSESSMENT DATA (March/April)

1. Review student achievement data for this curricular area.
 - a. According to state and local assessment measures, in which strands do our students excel?
 - b. Which strands need improvement?
 - c. What current interventions and supplements are we currently using in these strands?

EVALUATION OF STRENGTHS AND GROWTH AREAS IN THIS CURRICULAR AREA (June)

1. Review the documents created in Phase I and conduct a SWOT analysis for this curricular area. Use Form 5 to collect your information.



Curriculum Review Cycle – Phase I

Research Review Summary

Form 1

Research	Key Learning	Citation
Research articles 1. 2. 3. 4. 5.		
Person(s) Responsible:		
Authors and books 1. 2. 3. 4. 5.		
Person(s) Responsible:		
Websites 1. 2. 3. 4. 5.		
Person(s) Responsible:		



Curriculum Review Cycle – Phase I

Graduate Program Outcomes

Form 2

Curricular Area:		
Curriculum Team:		
Date		
Knowledge	Critical Thinking	Skills

Prioritize your ideas and select the top 2-3 outcomes for each area. Write a program goal(s) for this curricular area.



Curriculum Review Cycle – Phase I

Current Instructional Practices Inventory

December/January

Form 3

Instructional Strategy	Code	Instructional Strategy	Code
Whole Group Direct Instruction- Lecture	WGDI	Technology Teacher Led	TTL
Small Group Direct Instruction	SGDI	Technology Student Led	TSL
Small Group Instruction Student Led	SGSL	Independent Learning	IL
Inquiry/Project – Based Learning- Labs/Experiments	I	Personalized Learning – Individual Paced/Leveled	PL
Critical Thinking/ Problem Solving	CT	Other (list strategy)	O

Teacher Comfort Level Rating	
1	Beginning
2	Developing
3	Accomplished
4	Exemplary

Instructional Strategy Code	Time in Minutes (Total Minutes Spent)	Application	Resource(s) Used
		Teacher Comfort Level 1 2 3 4	
		Teacher Comfort Level 1 2 3 4	
		Teacher Comfort Level 1 2 3 4	
		Teacher Comfort Level 1 2 3 4	

Structure and Delivery of Learning

Describe the amount of time, location, and number of students in classes to provide instruction in this curricular area. Include if time used in this curricular area is team blocked or individual teacher scheduled.

Delivery Mode

Describe the current delivery mode for instruction in this curricular area. Examples of delivery mode include: face-to-face, co-teaching, online, hybrid/blended learning, flipped instruction, interactive media/technology, independent work through modules, and flexible grouping. List multiple modes and estimate percent of time used for each.

Instructional Strategy Vocabulary

Whole group instruction – lecture: Instruction using traditional textbooks or supplemental materials with minimal differentiation in either content or assessment. Typically, an instructor will stand before a class and present information for the students to learn.

Small Group Direct Instruction: Small group instruction typically refers to a teacher working with a small group of students on a specific learning objective. Small group instruction usually follows whole group instruction. It allows teachers to work more closely with each student, reinforce skills learned in the whole group instruction, and check for student understanding.

Small Group Instruction – Student Led: Allows students to take turns assuming the role of the leader and guiding instruction through question direction and answer facilitation.

Inquiry/Project – Based Learning – Labs/Experiments: Inquiry-based learning projects are driven by students. Instructors act more as coaches, guides, and facilitators who help learners arrive at their "true" questions—the things they really care about. Inquiry-based learning projects are differently structured. They require planning, preparation, and responsiveness from the educator.

Critical Thinking/Problem Solving: The process of independently analyzing, synthesizing, and evaluating information as a guide to behavior and beliefs. The ability to interpret, verify, and reason, all of which involve applying the principles of logic.

Technology Teacher Led: Teachers learning the use of technology to be applied in their teaching strategies--most importantly, getting feedback and modifying the design and measurement of learning objectives. The teacher plays a big part to trigger, stimulate, monitor and guide online as well as offline activities conducive to learning.

Technology Student Led: Students using technology that aims to give them greater control, ownership, and accountability over his or her own education.

Independent Learning: Learning that is self-directed. Teachers may act as facilitators or guides. However, the student is encouraged to plot their own path and to value their own research and guidance that they may gain from teachers.

Personalized Learning – Individual Paced/Leveled: Learning that is paced to student needs, tailored to learning preferences, and customized to the specific interests of different learners. Often technology is used to facilitate personalized learning environments. Competency based measurements may be different to tailor to needs.



Curricular Area:				
Grade Level:	Location:			
Learning Target/Benchmark	PK-12 Scope and Sequence Connections (List Quarters or Units)	Assessments		Student Achievement ✓ 80% or more proficient
		Formative Assessments	Summative Assessments	

Expanding form

Do the learning targets address all identified state and national standards assessed at this level? What revisions are needed?



Curriculum Review Cycle – Phase I
Strengths-Weaknesses-Opportunities-Threats
Form 5

Curricular Area:	
Strengths	Weaknesses
Opportunities to grow/Extend/Accelerate	Threats/Obstacles/Challenges

Curriculum Cycle Process

Phase II: Program Development

OBJECTIVES FOR PHASE II

- Review the findings of Phase I (best practice research, student achievement data, SWOT analysis)
- Extend research of best practice to schools/districts that can show by data success in this curricular area. This may include workshops and site visits
- Create student achievement goals for this curricular area, relying on information gathered to date
- Revisit the local standards for alignment to state and national standards
- Contrast current materials, supplemental resources and special equipment against possible needs
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- Explore technology integration as it relates to curriculum, instruction, assessments, and digital literacy

INFORMATION ANALYSIS (September)

1. Review the collected findings from Phase 1. Record important reminders on Form 1.

EXTENDED RESEARCH (September)

WORKSHOPS

1. List potential workshops or trainings in this curricular area that would benefit the curriculum team as they evaluate and select resources for possible adoption in this content area.

Workshops/Trainings	Cost	Location	Committee Members

SITE VISITS

1. Identify schools that can show by data success in this curricular area where a site visit would benefit the curriculum team as they evaluate and select resources in this content area.

School	Location	Committee Members

2. Design specific questions the committee would like to ask these schools.

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

GOAL SETTING (October - November)

1. Based on the research and student achievement data collected in Phase I, and the program goal(s) set for this curricular area, create 3-5 benchmark goals for each level of school (ES, MS and HS) in this curricular area. Indicate whether they are short, mid, or long-range goals. Record the goals on Form 2.

BUILD THE FRAMEWORK (December - March)

1. Review the PK-12 Scope and Sequence (curriculum maps and pacing guides) and the learning target analysis conducted in Phase I.
2. Adjust the PK-12 Scope and Sequence (curriculum maps and pacing guides) to address overlaps and gaps identified in Phase I.
3. Create new PK-12 Scope and Sequence (curriculum maps and pacing guides) with all learning targets covered at each level. Include all state and national standards essential to accomplish the program goal(s) identified for this curricular area. Use Form 3 as the Scope and Sequence template.
4. Conduct a K-12 cross check.
 - a. Does rigor increase as student's progress from PK through 12?

EVALUATE CURRENT RESOURCES (April - May)

REASOURCE/MATERIAL INVENTORY

Inventory current resources (materials, equipment, outside agencies/resources) used to provide instruction in this curricular area. Use the inventory form provided to collect information from your school/grade level. After you have completed this inventory discuss the following questions. Record important information on Form 4.

1. Are all schools/teachers at each level using the same curricular resources? Identify differences of materials across the district.
2. Identify align content vocabulary with agreed upon definitions at each grade level.
3. Review best practice research and instructional strategies and identify supplemental resources desired in this curriculum adoption cycle. What supplemental materials are needed?
4. How will/can technology be integrated into this curricular area? Identify technology resources desired in this curriculum adoption cycle.
5. What special equipment is needed for this curricular area? Identify any special equipment needed to meet learning targets in this curricular area and desired in this curriculum adoption cycle.

POTENTIAL REOURCES/MATERIALS

1. Identify resources and materials that will assist teachers in providing the necessary instruction aligned to the curricular goals in this area.
2. Complete the chart below and email it to the curriculum secretary to have samples sent to your department to view.

✓ To request	Name of Sample	Company	ISBN Number	Grade Level(s) Desired	Where to send



Curriculum Review Cycle – Phase II

Review of Phase I

Form 1

Curricular Area:	
Phase I Documents	Comments
Best Practice Research Review	
Graduate Program Outcomes	
Current Instructional Practices	
Learning Target Evaluation	
SWOT	



Curriculum Review Cycle – Phase II

Curricular Area Goals

Form 2

Program Goal(s):

Curriculum Area

Level **ES** **MS** **HS**

Benchmark Goal 1: _____

Short range (1-2 years) Mid-range (3-4 years) Long-range (5-7 years)

Benchmark Goal 2: _____

Short range (1-2 years) Mid-range (3-4 years) Long-range (5-7 years)

Benchmark Goal 3: _____

Short range (1-2 years) Mid-range (3-4 years) Long-range (5-7 years)

Benchmark Goal 4: _____

Short range (1-2 years) Mid-range (3-4 years) Long-range (5-7 years)

Benchmark Goal 5: _____

Short range (1-2 years) Mid-range (3-4 years) Long-range (5-7 years)



Curriculum Review Cycle – Phase II

Learning Target Template

Form 3A

Learning Targets for:	
Grade Level	
A. Content Area 1	
A1	
A2	
A3	
B. Content Area 2	
B1	
B2	
B3	
C. Content Area 3	
C1	
C2	
C3	

This is an expanding form. Include all learning targets at each grade level. All learning targets must align with state (or national) standards.

Each curricular area will have numbered learning targets using the district approved system to notate learning targets. Notation for each learning target will include a grade/level reference, for example A.6.1 is learning target A, for grade level 6, sub-target 1. High school learning targets will include an H in place of the grade level. For example, A.H.1 would indicate learning target A, for high school, sub-target 1. Complete for each quarter.



Curriculum Review Cycle – Phase II
Scope and Sequence Template
Form 3B

Grade Level	Curricular Area	Quarter
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Topic- Unit	Learning Targets	Materials	Days



Curriculum Review Cycle – Phase II

Curricular Resource Evaluation

Form 4

Prompt	Conclusions from Discussion
Are all schools using the same curricular resources to provide instruction in this content area consistently across levels?	
Based on research and best practice, what new resources are needed?	
How is technology utilized in this curricular area?	
What, if any, special equipment is needed to achieve the instructional goals in this curricular area?	

Curriculum Cycle Process

Phase III: Documentation

OBJECTIVES FOR PHASE III

- Finalize standards created and reviewed in Phase II
- Pilot resources and/or lessons from desired resources that address adjusted standards
- Evaluate potential materials and supplemental resources including technology
- Finalize resource purchasing decisions
- Present research, student achievement data, and findings from the curriculum review process to the administrative team and Curriculum and Instruction committee
- Identify professional development, training and time needed to consistently implement the newly adopted curricular program

CONFIRM LEARNING TARGETS (August)

3. Review and confirm learning targets and potential resources identified in Phase II.

CURRICULUM RESOURCE EVALUATION (September – March)

SAMPLE REVIEW (September)

1. Review selected samples requested in Phase II. Use Form 1 to record your findings.
2. Make recommendations for materials to pilot.

PILOT MATERIALS (October – February/March)

1. Identify pilot participants (teacher/grade level/school) and request materials for pilot. Form 2
2. Conduct pilot January to March. Participants are to complete weekly or unit journal logging experiences while piloting curricular materials. Form 3

MATERIAL/RESOURCE EVALUATION TOOL (March)

1. Complete the Textbook/Resource Evaluation tool for texts piloted. Turn in Form 4 to the Director of Teaching and Learning.

CURRICULAR RESOURCE RECOMMENDATION (March)

1. Discuss the results shared in pilot participant journals and textbook/resource evaluations and come to consensus about a curricular resources and materials adoption recommendation for this curricular area.
2. Present the curricular resources and materials recommendation to the administrative team and Curriculum and Instruction committee. (No later than April 1)

PREPARE FOR CURRICULAR RESOURCE ADOPTION (April - May)

1. Identify pre-implementation tasks to move the curricular adoption forward in a uniform and consistent manner. (Technology needs – for students and instructors, supplemental resources, training and professional development, writing time and so forth).
2. Provide a comprehensive update at spring PLC meetings.



Curriculum Review Cycle – Phase III

Selected Sample Review

Form 1

Team Member Name	Curricular Area			
Indicators	Sample 1	Sample 2	Sample 3	Sample 4
Program Goal(s) Addressed				
Best Practice Instructional Strategies				
Technology Integration/Support				
Cultural Responsiveness/ Competence				
Student Achievement Goal Areas				
Learning Targets/Standards				
Supplemental Resources				
Other				
Request to Pilot				



Curriculum Review Cycle – Phase III
Pilot Participant and Material Request
Form 2

Pilot Participant and Material Request			
Grade Level	Content Area		
Participant Name	School	Material(s) to pilot	Student Count



Curriculum Review Cycle – Phase III

Pilot Participant Journal

Form 3

Collect form 2 from each school that will be involved in the material/resource\ pilot process.

Sample Pilot Participant Journal

Grade Level _____

Curricular Area _____

Pilot Unit Topics	Pages	Vocabulary	Activities	Technology	Assessment

Additional Thoughts:

Curriculum Cycle Process

Phase IV: Implementation and Monitoring

Phase IV Year I

OBJECTIVES FOR PHASE IV Year I

- Implement new materials and resources with fidelity as mapped and scheduled by the curriculum team
- Document successes and challenges throughout the first year of implementation
- Conduct ongoing fidelity checks
- Make recommendations to the Director of Teaching and Learning to adjust the PK-12 Scope and Sequence (pacing guides, curriculum maps, and standard alignment documents)
- Refine and develop student assessments
- Conduct a comprehensive evaluation of homework; its purpose and outcomes

IMPLEMENTATION (September – May)

1. Implement new materials and resources with fidelity as mapped by the Curriculum Team in Phase III.
2. Document successes and challenges throughout the first year of implementation. Use Form 1. Discuss material and resource adoption at quarterly district PLC meetings and identify actions to address challenges.
3. Monitor PK-12 Scope and Sequence (pacing guides, curriculum maps, and standard alignment documents) and make recommendations to the Director of Teaching and Learning to adjust pacing as needed.

ASSESSMENTS

1. List student assessments used in the new material and resources and identify strengths and weaknesses of these assessments. Use Form 2. Create a list of additional common formative assessments needed. (April - May)



Curriculum Review Cycle – Phase IV Year 1

Implementation Check-in

Form 1

	Success	Challenges/Action
Student Results		Challenges: Action Plan:
Instructional Strategies		Challenges: Action Plan:
Pacing of Curricular Area		Challenges: Action Plan:
Standard Alignment		Challenges: Action Plan:
Fidelity		Challenges: Action Plan:
Short, Medium and Long-Range Goals		Challenges: Action Plan:
Technology Implementation		Challenges: Action Plan:
Needs of		Challenges:



Curriculum Review Cycle – Phase IV Year 1
Assessment Review
Form 2

Diverse Learners		Action Plan:
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Grade Level	Curricular Area
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List and evaluate the assessments used to monitor student learning in the new resources and materials.

Assessment	Strengths	Weakness	Modification Y or N

Additional common formative assessments to be developed:
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Curriculum Cycle Process

Phase IV: Implementation and Monitoring

Phase IV Year 2

OBJECTIVES FOR PHASE IV Year 2

- Gather evidence of student learning using approved assessment measures
- Monitor and adjust PK-12 Scope and Sequence (pacing guides, curriculum maps, and standard alignment documents) as approved by the Director of Teaching and Learning
- Review and evaluate goals set throughout the curriculum cycle
- Share successful instructional strategies
- Report successes and challenges met during this material and resource adoption to the Administrative Team

IDENTIFYING ASSESSMENTS

1. On Form 1 list learning targets from your most current Scope and Sequence (pacing guides, curriculum maps, and standard alignment documents) and identify the assessment measures (or other types of evidence of student learning) used to monitor these learning targets.
2. Identify learning targets missed in assessments given at your grade/level and develop a plan to cover all essential learning targets in formative assessments.
3. Using the data provided by the assessments listed on Form 1, in what areas are our students being successful and in what areas do they need more work? Record your evaluation on Form 2.

REVIEW GOALS

Review the goals set for this curricular area in Phase II of the curriculum cycle. Form 3

1. What does student achievement data tell you?
2. Which goals have been met in this curricular area?
3. Which goals have not?

EVALUATE CURRICULUM ADOPTION

1. List instructional strategies that have been successful in the classroom in this curricular area. Form 4
2. Identify instructional strategies that have not been successful. What recommendations are appropriate to improve outcomes or student in this area?
3. Report successes and challenges to the Director of Teaching and Learning at the end of year two of implementation.



Curriculum Review Cycle – Phase IV Year 2

Learning Target Assessment Review

Form 1

Grade Level	Curricular Area
Goals for Student Learning	Assessment Measures or Other Types of Evidence of Student Learning
Learning Target:	
Learning Target:	
Learning Target:	
Learning Target:	
Learning Target:	
Learning Target:	
Learning Target:	

Missed Learning Target	Plan to address



Curriculum Review Cycle – Phase IV Year 2

Learning Target Assessment

Form 2

Success	More Work Needed
Learning Target:	Learning Target:
Learning Target:	Learning Target:
Learning Target:	Learning Target:
Learning Target:	Learning Target:
Learning Target:	Learning Target:



Curriculum Review Cycle – Phase IV Year 2

Goal Review

Form 3

Elementary Goals

Goals from Phase II	Student Achievement Evidence	Goal Met Y or N

Middle School Goals

Goals from Phase II	Student Achievement Evidence	Goal Met Y or N

High School Goals

Goals from Phase II	Student Achievement Evidence	Goal Met Y or N

What does the student data tell you?



Curriculum Review Cycle – Phase IV Year 2

Instructional Strategy Success

Form 4

Grade level/Span	Curricular Area	
Successful Instructional Strategy	Application	Evidence of Success
4.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
Challenge Instructional Strategy	Application	Evidence of Challenge
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		