



Curriculum Review Cycle - Phase I  
Research Review Summary  
Form 1

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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

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\*Consider overall program 4K-12 or 7-12

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

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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	% of Time (Total should equal 100)	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.



# Curriculum Review Cycle – Phase I

## Learning Target Evaluation

### Form 4

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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

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

# Curriculum Cycle Process

## Phase II: Program Development

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### 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

### 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

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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

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Program Goal(s):
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Curriculum Area
Level <b>ES</b> <b>MS</b> <b>HS</b>

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

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<b>Learning Targets for:</b>	
<b>Grade Level</b>	
<b>A. Content Area 1</b>	
A1	
A2	
A3	
<b>B. Content Area 2</b>	
B1	
B2	
B3	
<b>C. Content Area 3</b>	
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  
Curricular Resource Evaluation  
Form 4

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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 Review Cycle – Phase III  
 Selected Sample Review  
 Form 1

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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

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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

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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 Review Cycle – Phase IV Year 1  
Implementation Check-in  
Form 1

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	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:





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

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Needs of Diverse Learners		Challenges:  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:



# Curriculum Review Cycle – Phase IV Year 2

## Goal Review

### Form 3

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#### Elementary Goals

Goals from Phase II	Student Achievement Evidence	Goal Met <b>Y or N</b>

#### Middle School Goals

Goals from Phase II	Student Achievement Evidence	Goal Met <b>Y or N</b>

#### High School Goals

Goals from Phase II	Student Achievement Evidence	Goal Met <b>Y or N</b>

What does the student data tell you?



Curriculum Review Cycle – Phase IV Year 2  
 Instructional Strategy Success  
 Form 4

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