



IGF-R - CURRICULUM REVIEW

District curriculum will be reviewed by committees of teachers, administrators, and community members using the following district curriculum development/review process:

YEAR ONE

(MATERIALS ADOPTION--MASTER STUDY--CONSISTS OF 3 STAGES)

A. INITIAL STAGE

Prior to beginning the review, the curriculum specialist will:

1. Inform all "stakeholders" of the initiation of the process and that communication will continue through the study.
2. Develop a plan for communication throughout the process with appropriate individuals and groups.
3. Determine who will be involved in the study and identify the roles of those involved.
4. Select the method for compensating those who will be involved--stipend, release-time, graduate credit, other.
5. Prepare a preliminary timeline.

B. FOUNDATION STAGE

1. The next step is foundational, including a comprehensive analysis of data collected in preceding years and studying issues identified by stakeholders in preceding years. Contact those impacted by the study.
 - a. Curriculum coordinating personnel
 - b. Principals
 - c. Community
 - d. Teachers
 - e. Curriculum study committee

2. Review research, trends, and best practices.
3. Develop or review philosophy beliefs and standards for the curriculum area. These must be aligned with district philosophy and beliefs.
4. Conduct an internal analysis of current curriculum. Strengths and weaknesses of the current curriculum will have been compiled by the curriculum coordinator through meetings with department chairs, parents, department meetings, and meetings with school district administration.
 - a. **STRENGTHS ANALYSIS:** Qualities, conditions, or circumstances that contribute to the area's ability to address standards and deliver content.
 - b. **WEAKNESS ANALYSIS:** Characteristics, conditions, or circumstances that restrict or prevent meeting of standards, including gaps and redundancies.
5. Conduct an external analysis. Develop background and consider the impact on students. Analysis should include, but not be limited to:
 - a. Social
 - b. Political
 - c. Demographic
 - d. Economic
 - e. Technological
6. Identify critical issues, including available money, space, support, and maintenance.
7. Assess the foundation stage--what worked; what didn't.

C. MATERIALS SELECTION/DEVELOPMENT STAGE

1. Identify student expectations.
 - a. State what the student will be able to do as a result of participating in the program.

2. Identify essential components for program including:
 - a. Content
 - b. Teaching strategies
3. Determine sequence of materials selection activities.
 - a. Survey available materials.
 - b. Consider alternatives to available materials.
 - c. Narrow possibilities.
 - d. Conduct on-site trials at every level affected.
 - e. Assess on-site trials.
 - f. Select materials to be recommended for purchase or development.
 - g. Development assessment tools.
 - h. Seek appropriate approval.
 - i. Plan staff development for implementation of selected materials.
4. Assess development stage.

YEAR TWO--INITIAL IMPLEMENTATION STAGE

The curriculum coordinator, working with department chairs and teachers, are responsible for implementing the processes and procedures of the curriculum review cycle.

1. Provide staff development for implementation.
2. Select appropriate implementation process
 - a. Several classrooms may use material in order to determine modifications prior to district-wide implementation.
 - b. If the implementation is not complicated, it may be possible to move to full implementation immediately.
3. Refine student expectations.

4. Refine assessment tools; gather baseline data on student achievement.
5. Assess initial implementation and modify as needed.
6. Identify any areas of concern.
7. Initiate program monitoring procedures.
8. School-to-career, technology, diversity infusion.

YEAR THREE

1. Continue gathering data on student achievement.
2. Continue developing appropriate assessment strategies.
3. Monitor standards through assessment, and modify and support as necessary.
4. Continue staff development.
5. Continue identifying areas of concerns/improvement.
6. Examine curriculum for strengths/weaknesses.
7. Begin analysis of data.
8. Identify additional data needed.
9. Monitor school-to-career, technology, diversity infusion procedures.

YEAR FOUR

1. Continue all processes/procedures from Year 3.
2. Use assessment data and other data to do program evaluation.
3. Share data and data analysis with stakeholders.

YEAR FIVE

1. Continue Year 4 activities.

YEAR SIX

1. Continue Year 5 activities.
2. Develop a plan for communication to all stakeholders regarding materials selection process.
3. Begin research process on trends and best practices for Year 1 (major study).
4. Consider piloting new programs if data substantiates that a change should be made.
5. Develop timeline and budget for pilots.

YEAR SEVEN

1. Continue Year 6 activities.
2. Intense review of assessment data, research trends, and current curriculum.
3. Identify method/criteria for selection of materials.
4. Review all standards/benchmarks.

Approved: January 9, 1991

Revised: April 8, 1991

Revised: April 4, 1997