

STEPS of the CURRICULUM REVIEW CYCLE

Elizabethtown Area School District



1. Evaluate & Assess Needs

- a. Comprehensive review of existing curriculum including PA Standards-alignment and coverage of PSSA & Keystone eligible content
 - i. Any new state requirements?
 - ii. All standards & eligible content addressed?
- b. Vertical alignment of scope & sequence
 - i. Gaps?
 - ii. Redundancy?
- c. Identify strengths & areas of need in current curriculum
 - i. Supporting district mission, vision, and goals?
 - ii. Preparing students for college & career pathways?
 - iii. Addressing needs of whole child?
 - iv. Appropriate pacing and level of rigor?
- d. Comprehensive review of textbooks and instructional materials
 - i. Content accuracy
 - ii. Engaging & relevant to students' lives – representative of diverse backgrounds & cultures, high-interest topics, local and global issues, etc.
 - iii. Online options and accessibility
 - iv. Updated curriculum guides
 - v. Pilot possible texts or instructional materials in a few classrooms
- e. Technology integration
 - i. Project-based assessments
 - ii. Pedagogical considerations – 21st Century skills
 - iii. Supportive of K-12 Digital Citizenship curriculum?
- f. Interdisciplinary connections & Personalization
 - i. Opportunities for collaboration & problem-solving
 1. STEAM opportunities?
 2. Humanities opportunities?
 - ii. Opportunities for student choice & input; Student directed learning
 - iii. Integration of higher order thinking skills – opportunities for analysis & synthesis
- g. Differentiation – resources & activities for remediation and enrichment, considerations for ELLs or other special needs students
- h. Review of student data & status of common assessments
- i. Determine needs for professional development in content or instructional strategies
- j. Budgetary considerations
 - i. Are there any obvious and substantial recurring costs?
 - ii. Cost of new textbooks or instructional materials?
 - iii. Implications to current staffing?
 - iv. Any special equipment or facility needs?
 - v. Include any anticipated costs in preliminary budget process

- k. Seek School Board approval for changes that need to occur, any proposed textbooks/instructional materials (when required)

2. Develop

- a. Complete any work identified as a need during Evaluation Cycle
 - i. Write or revise new curriculum
 - ii. Design lesson plans and authentic assessments
 - iii. Write or revise common assessments as needed
 - iv. Update curriculum guides, scope & sequence, etc. as needed
 - v. Seek School Board approval for final curriculum/new course (as needed)
 - vi. Purchase & align any newly approved textbooks and instructional materials with unit and lesson plans (AFTER School Board approval)
 - vii. Participate in professional development as needed (especially for those who were not part of the pilot) – content, instructional strategies, implementation of new resources, interdisciplinary connections, technology integration, etc.

3. Implement

- a. Fully implement board approved curriculum guides, common assessments, new textbooks, and/or new instructional materials district-wide (full grade level or department)
- b. Collect & review annual data from common assessments, PSSAs, Keystones, etc.
- c. Make minor adjustments as needed
- d. Ongoing & embedded professional development
- e. Integrate learning from professional development into daily practice

4. Implement

- a. Fully implement board approved curriculum guides, common assessments, new textbooks, and/or new instructional materials district-wide (full grade level or department)
- b. Collect & review annual data from common assessments, PSSAs, Keystones, etc.
- c. Make minor adjustments as needed
- d. Ongoing & embedded professional development
- e. Integrate learning from professional development into daily practice

5. Monitor

- a. Collect & organize quantitative and qualitative data in preparation for evaluation
 - i. Feedback from department or grade level
 - ii. Feedback from students
 - iii. Feedback from parents
 - iv. Review multi-year data from common assessments – identify trends
 - v. Review multi-year data from PSSA & Keystone data (when applicable) – identify trends
- b. Begin to research new textbooks or instructional materials (as deemed necessary)
- c. Continue implementation with minor adjustments as needed
- d. Ongoing & embedded professional development
- e. Begin preliminary list of needs
- f. Might begin pilot of new materials, strategies, texts, etc.