

Berlin-Boylston Regional School District



Curriculum Review Process and Cycle 2023-2024

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Introduction

The Berlin-Boylston Regional School district has an ongoing curriculum review and development cycle that spans across five years for each area of curriculum at the middle/high school level. The review process is reviewed by teachers, department heads, administration, and curriculum directors in a collaborative effort to evaluate, revise, and redefine curriculum and instruction throughout the district. The process involves reviewing the curriculum, researching best practices, reviewing educational literature and resources, and examining learning standards in order to make instructionally informed decisions. Every department involves visioning, conducting an internal evaluation for reflection on current instructional strategies, alignment to state standards, pacing, scope and sequence, and in investigating approaches and resources used in similar schools and districts, researching best practices, generating recommendations for improvement and finally implementing those recommendations.

The purpose for having this process is guided by four essential questions:

1. What do students need to know and be able to do to participate in a manner that is conducive to learning in each class?
2. How will we know that the students have learned the desired content?
3. What will we do if students are not learning?
4. What will we do if a student has already been exposed to the curriculum and therefore they are familiar with the curriculum or parts of it?

Cycles

Tahanto Regional Middle High School

School Year	Review	Recommend/Develop	Implement
22-23	Math, Arts		
23-24	ELA, Health/wellness	Math, Arts	
24-25	Sci/STEM, SEL, WL(*both French and Spanish)	ELA, Health/Wellness	Math, Arts
25-26	SS/Civics	Sci/STEM, SEL, WL	ELA, Health/Wellness
26-27		SS/Civics	Sci/STEM, SEL, WL
27-28	Math, Arts		SS/Civics

Review Cycle Checklist

As departments review their core subject areas, they should be considering the following questions. For all questions not able to be answered positively, recommendations should be made to resolve the issues at hand.

1. Is the curriculum aligned to state standards?
2. Is the curriculum vertically aligned throughout the district?
3. Is the scope and sequence and pacing of units aligned in an order that suits the curriculum best?
4. Are instructional strategies aligned with current best practices and rigor?
5. Does the curriculum allow for interdisciplinary work with other departments?
6. Do students have consistent opportunities for reflection and transference of developing skills and understanding new situations?
7. Are students given opportunities to learn the curriculum by applying it to real world application(s)?
8. Are students learning and applying 21st century skills during the units?

9. Is grade wise instruction aligned throughout all classrooms across the district?
10. Do the majority of our resources represent diversity of people and cultures (i.e. gender, race, sexual orientation, religion, ability, class, ethnicity, etc)?
11. Do the materials engage parents/guardians in a thoughtful way that impacts learning in a positive manner?
12. Are there opportunities within the curriculum to support SEL competency development?
13. Does the curriculum allow for a range of formative/summative assessments for data collection?
14. Do assessments contain aligned rubrics, answer keys, and scoring guidelines that provide sufficient guidance for interpreting student performance?
15. Are there opportunities for students to develop and use literacy skills in other content area studies?
16. Are students able to reach proficiency on MCAS testing by high school as a result of the curriculum?
17. Does the curriculum incorporate diverse types of writing assessments and assessments in general?
18. Does the curriculum include any opportunities for student voice and choice?
19. Have changes to the curriculum been shared with other departments?
20. Does the curriculum allow time for in class writing, conferencing, feedback and other key elements of instructions for a 48 minute period/class period?

Steps taken each year of the process

Year 1:

- Working together as a department or in a committee for core subject curriculum review.
- Identifying key issues, trends, and areas of concern
- Assessing needs and concerning issues
- Preliminary mapping of current curriculum and identification of common instructional vocabulary

- Planning for implementation of new assessments and data collection tools available or for future use
- Revision of curriculum mapping where necessary
- Analysis of MCAS, IXL, and AIMSweb data and development of recommendations for instructional practices and student placement based on data results.

Year 2:

- Continued analysis of MCAS, IXL, and AIMSweb data and instructional strategies
- Pilot new resources/texts
- Reestablishing course objectives if needed
- Budget for new resources and materials
- Order new texts and resources if deemed appropriate
- Professional development sessions used for Curriculum upload and about instructional strategies, data collection and analysis
- Completion of the review process and draft of recommendations

Year 3:

- Continued analysis of MCAS, IXL, and AIMSweb data and instructional strategies
- Implement New curriculum
- Work on developing best practices for newly recommended changes in curriculum
- Rate new texts and resources using the guide provided:
 - ☒ Bias/Stereotyping rubric BBRSD It is the expectation of the district that all educational materials are reviewed for simplistic and demeaning generalizations, lacking intellectual merit, on the basis of race, color, sex, gender identity, religion, national origin, and sexual orientation
- Write and submit Department Curriculum Review Report

Year 4:

- Continued analysis of MCAS, IXL, and AIMSweb data and instructional strategies
- Continuation of Professional Development offerings
- Continuation of curriculum mapping and development

Year 5

- Continued analysis of MCAS, IXL, and AIMSweb data and instructional strategies
- Start compiling concerns about current curriculum through department chair meetings and surveys
- Teachers evaluate strengths/weaknesses in their curriculum and/or newly adopted materials and/or programs

Summary

In summary, BBRSD believes that exemplary teaching and a high-quality curriculum equip our students with diverse 21st century skills to create solutions for a rapidly changing, technologically rich, and changing world. By having all departments participating in the

curriculum review process, our students are provided the opportunity for thoughtful evaluation of our current practice in order to maintain high academic standards and educational opportunities for all students, to align to local, state, and national frameworks, and to remain current with the best instructional practices.