



UPPER MERION AREA SCHOOL DISTRICT

CURRICULUM AND PROGRAM DEVELOPMENT DESCRIPTION OF CURRICULUM PHASES

**THE OFFICE OF THE DIRECTOR OF
CURRICULUM AND INSTRUCTION**

UPDATED JUNE 2015

*The mission of the Upper Merion Area School district is to inspire
excellence...in every student, every day*

***Upper Merion Area School District
Description of Curriculum Phases***

Phase One: Assess, Research & Development

Committee Organization

- A. Committee Structure – A study and research committee will be selected and, if possible, will be composed of the following:
 - a. Technology representatives
 - b. Librarian
 - c. Special Education representative
 - d. Administrator from each level
 - e. Teacher representatives
- B. Committee Protocols, Roles and Responsibilities
 - a. Communications are a key ingredient to success. A structure for communications will be developed and all work will be posted electronically.
 - b. An agenda will be established and distributed prior to each meeting by the committee chair to committee members and building principals.
 - c. Minutes will be taken for each meeting.
 - d. Follow-up reports will be presented by committee members to buildings via faculty meetings.
 - e. In addition to standing curriculum committees, various advisory and ad hoc committees may be created as sub committees to work on special projects under the direction of the appropriate curriculum supervisor.
- C. The work of all of the committees will be brought back to the administrative team and IAC.

Curriculum Review - Study and Research

UMASD curriculum will be developed through a consistent, logical progression of thought and action and may consist of several of the following steps:

During the review process, the following tasks will be completed:

- 1. Needs Assessment/District Survey
 - A. Review of literature into best practices in the content area
 - B. Review scope and sequence of K-12 curriculum
 - C. The mission, vision, philosophy of the curriculum area will be established, reviewed or revised

- D. Review student data and determine student achievement on standards utilizing the current curriculum
 - E. Determine current strengths and weaknesses
 - F. Determine gaps in the curriculum
 - G. Analyze vertical and horizontal articulation
 - H. Analyze current implementation of cultural awareness, technology and career awareness in curriculum
 - I. Analysis of the content area alignment with the applicable standards (PA Core – Math/ELA, Pennsylvania Standards or National)
 - J. Review and analysis of curriculum materials
2. Review of Trends and Issues
 - A. Trends: regional, national, international
 - B. National documents and reports
 - C. State and national standards documents
 - D. Visit other districts to review current practices
 3. Identification of work to be done and creation of timeline

Phase Two: Curriculum, Development, Identification of Resources/Materials & Possible Pilot

Curriculum Development

Curriculum will be developed within a framework that will include a scope and sequence appropriate to subject and grade, further defined by enduring understandings, essential questions, competencies, resources, assessments and standards (PDE/Common Core)

As per Board Policy #106 Guides for Planned Instruction should be prepared for every course taught in the district. Every planned course of study/curriculum document should:

- Be aligned to PDE and common core standards with standards not simply listed but integrated to support connections
- Reflect standards for 21st century learners (Partnership for 21st Century Skills <http://www.21stcenturyskills.org>)
- Wherever possible integrate with other content areas
- Identify enduring understandings and essential questions
- Identify core competencies, resources to be used, instructional strategies, activities and assessments
- Include performance assessments and scoring rubrics
- Assessments should include writing pieces and scoring incorporating PDE writing domains
- Reflect needs of multicultural learners

- The guides should reflect spiraled competencies

Through Board Policy #107, the board of school directors acknowledges that no planned instruction should be taught in district schools unless it has been adopted by a majority vote of the full board. The following process should be followed:

- Planned Instruction guides should be submitted to the following committees for preliminary review:
 - IAC
 - District Administrative Team
 - Curriculum Committee of the Board
- Following review by the Curriculum Committee of the Board, planned instruction documents should be presented to the school board for adoption.
 - Submit revised curriculum documents to IAC
 - Submit revised curriculum documents to the Curriculum Committee of the Board

Frame The Curriculum

1. Write Enduring Understandings (using the SAS if available) – these are the expectations for what students will know and be able to do at the end of a unit/grade/course
2. Write Essential Questions.
3. Determine the sequence of the competencies that will support the exploration of the essential questions and ultimately the enduring understandings and big ideas. This will drive unit development.
4. Identify other content areas for possible cross-curricular connections. Example: as Science is being studied, examine every content area curriculum (e.g. math, social studies, ELA, art, etc.) to determine possible cross-curricular connections.
5. Determine acceptable evidence of student understanding to be used in all classrooms (The definitions for each type of assessment should be taken from the PDE Standards Aligned System)
 - Formative
 - Benchmark
 - Summative
6. Plan learning experiences and instruction
 - Identify/develop activities and instruction that are aligned to the competencies
 - Eliminate content that does not provide such support
 - Learning experiences should be differentiated in order to meet the varied needs of students

7. Commit curriculum to planned instruction guide format as per UMASD template
8. Submit planned instruction guides to the following for preliminary review:
 - District Administrative C & I Team
 - IAC
 - Curriculum Committee of the Board
9. Modify planned instruction guide based on feedback from the preliminary review
10. Following review by the Curriculum Committee of the Board, planned instruction documents should be presented to the school board for adoption.
 - Submit revised curriculum documents to IAC
 - Submit revised curriculum documents to the Curriculum Committee of the Board
11. Identify and determine resources/materials and develop budget
 - *If a content area is not piloting a program, skip steps 12 to 14 and move to phase four.*
12. If piloting, arrange for presentations from vendors
13. Select pilot programs and submit to School Board for approval of pilots
14. Identify pilot teachers and communicate information regarding the pilot to all stakeholders

Phase Three – Pilot (Phase Three only applies to content areas that are piloting programs or materials)

1. Pilot chosen programs, collect and maintain data
2. Evaluate pilot materials
3. Present recommended materials to the Board of Directors for approval

Phase Four – Professional Development & Begin Implementation

During the professional development and beginning implementation phase the following tasks will be completed:

1. Plan for professional development
 - A. Identify professional development needed to implement curriculum
 - B. Develop a written plan and budget for professional development to include:
 - a. On-Going curriculum revision
 - b. Instruction
 - c. Assessment
 - d. Review professional development plan with Act 48 committee
 - C. Make recommendations to the District Administrative C & I Team
 - D. Make recommendations to the Instructional Advisory Committee
 - E. Make recommendations to the School Board

Phases Five and Six - Full Implementation, Monitoring & Evaluation

During the full implementation, monitoring & evaluation phases the following tasks will be completed:

1. Implement new curriculum
2. Monitor curriculum annually
 - a. C&I/building principal responsibility
 - b. Establish how the curriculum will be monitored, for example, walkthrough tools
3. Reflect and revise as needed
4. Evaluate assessments and revise as needed
5. Evaluate materials

Curriculum Cycle Checklists and Timeline:

Phase One - Study and Research

- ☐ Initiate Committee
 - ☐ Committee Structure
 - ☐ Technology representatives
 - ☐ Librarian
 - ☐ Special education representative
 - ☐ Administrator from each level
 - ☐ Building level representatives, one from each grade from each building
 - ☐ Teacher of the Gifted
 - ☐ Committee protocols, roles, and responsibilities
 - ☐ Agendas
 - ☐ Minutes
 - ☐ Monthly reports (committee member to buildings)

Phase One - Curriculum Review

- ☐ Needs Assessment
- ☐ District Survey
- ☐ Review Data
- ☐ Research trends and issues
 - ☐ Site visits
- ☐ Identification of work to be done and creation of timeline

Phase Two - Framing the Curriculum

- ☐ Identify 1 to 3 Big ideas/enduring understandings
- ☐ Determine essential questions
- ☐ Determine the sequence of the development of knowledge and skill
- ☐ Identify other content areas for possible cross-curricular connections.
Example: as Science is being studied, examine every content area curriculum (e.g. math, social studies, ELA, art, etc.) to determine possible cross-curricular connections.
- ☐ Determine evidence of student understanding
- ☐ Specify formative and summative assessments with rubrics
- ☐ Identify/develop activities and instruction that supports the big ideas and essential questions
- ☐ Commit curriculum to written format as per UMASD template
 - ☐ Subject
 - ☐ Grade Level
 - ☐ Course title (High School)
 - ☐ Number of credits (High School)
- ☐ Aligned to standards, include learning objectives, resources used, core content, instructional strategies, activities and assessments
- ☐ Preliminary Review
 - ☐ revised curriculum documents based on feedback provided from

- Administrative C & I, IAC, and curriculum committee of the Board
- ___ Following review by the Curriculum Committee of the Board, planned instruction documents should be presented to the school board for adoption.
 - ___ Submit revised curriculum documents to IAC
 - ___ Submit revised curriculum documents to the Curriculum Committee of the Board
- ___ Identify and determine resources/materials and develop budget

Phases Two & Three: Determine and list resources/materials and develop budget

- ___ Arrange for presentations from vendors
- ___ Develop and use an evaluation tool to choose pilot programs.
- ___ Identify pilot materials and pilot teachers.
- ___ Pilot chosen programs
- ___ Evaluate pilot materials
- ___ Present resources/materials to the Curriculum Committee of the Board
- ___ Present adoption to the Board of Directors for approval

Phase Four: Plan for professional development

- ___ Identify professional development needed to implement curriculum
- ___ Develop a written plan and budget for professional development to include:
 - ___ On-Going curriculum revision
 - ___ Instruction
 - ___ Assessment
- ___ Make recommendations to the District Administrative C & I Team
- ___ Make recommendations to the Instructional Advisory Committee
- ___ Make recommendations to the School Board

Phases Five and Six: Implementation

- ___ Implement new curriculum
- ___ Monitor curriculum
 - ___ C&I/building principal responsibility
 - ___ Establish how the curriculum will be monitored
- ___ Evaluate assessments and revised as needed
- ___ Evaluate materials