



# Curriculum Review Process

## September 2024 - June 2029



*Prepared by:*

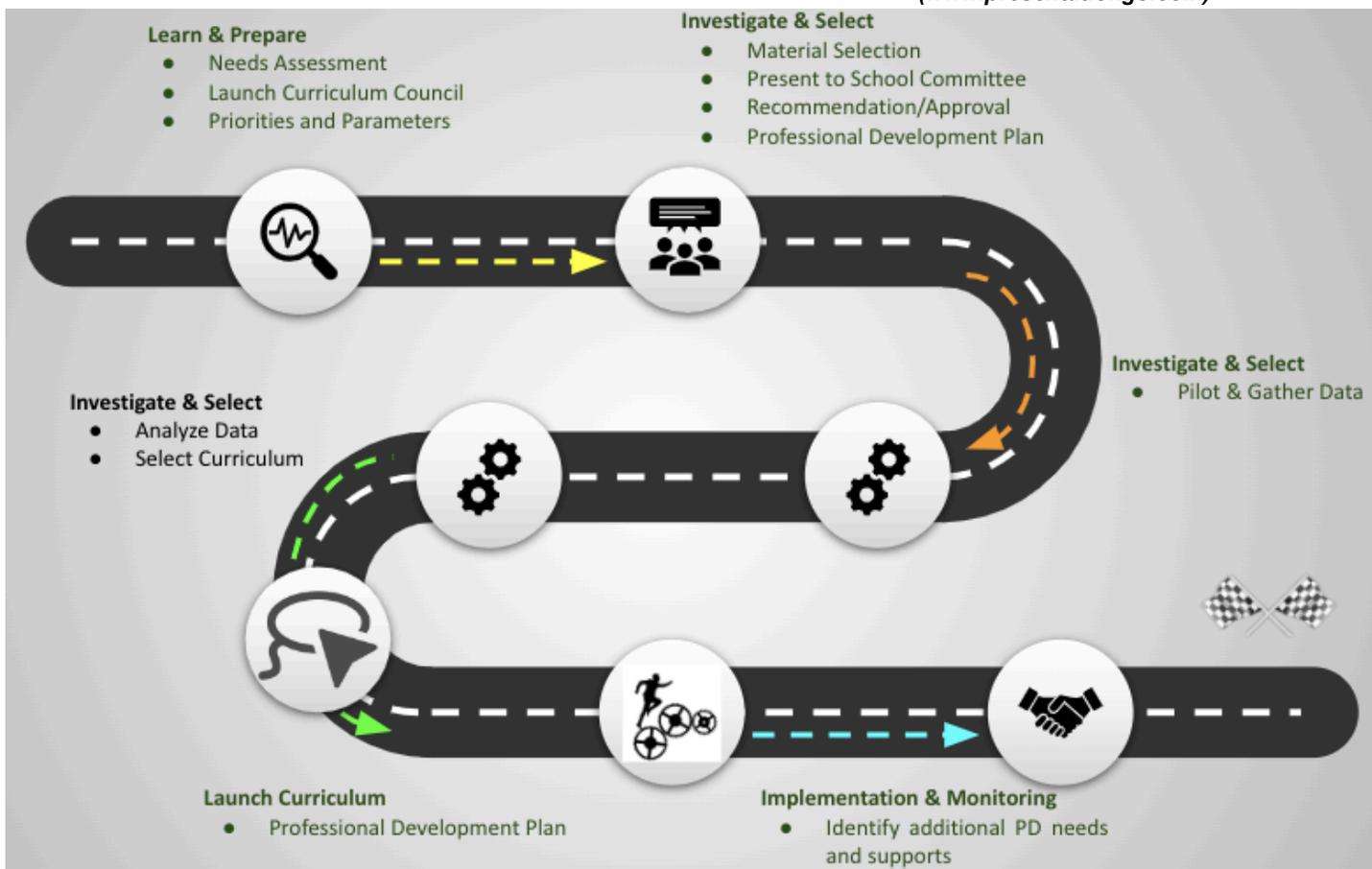
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## Curriculum Renewal Process

The Webster Public Schools (WPS) established a curriculum review process to review and evaluate all curriculum considered within the district to ensure they meet the needs of all students, particularly students from historically underserved groups and communities, and support continuous improvement in teaching and learning. The Director of Curriculum and Instruction works with teams of PreK-12 teachers and administrators on a regular basis to evaluate and revise curriculum to ensure it consists of high-quality instructional materials, HQIM, it is rigorous, relevant, and standard-aligned to standards. The Curriculum Review Team assesses new curriculum through the process of Curriculum Review and a Pilot program to study the effectiveness of the curriculum and instruction and curricular supporting materials. The team works together to ensure effective implementation and continual improvement. During the Curriculum Review process, all education materials will be reviewed for simplistic and demeaning generalizations on the basis of race, color, sex, gender identify, religion, national origin, and sexual orientation and that appropriate activities, discussions and/or supplementary materials will be used to provide balance and context for any such stereotypes depicted in such materials.

## Process Overview

([www.presentationgo.com](http://www.presentationgo.com))



## Curriculum Team Structure

The Director of Curriculum facilitates the district level curriculum renewal process. The Director of Curriculum begins the process, researches current trends in the curriculum area, researches independent third parties looking for evidence-based reports, works with publishers to obtain samples of curriculum materials, collaborates with staff in the process, and communicates the progress of this work to all stakeholders. At the start of the curriculum renewal process, the Director of Curriculum invites teachers and administrators to volunteer on a curriculum team. The curriculum team is made of representation from each grade or grade spans, relevant content areas and includes Special Education and ELL teachers and additional team members as deemed necessary. The team ultimately chooses the curriculum that will be launched and implemented.

## The Process

### Phase 1: Learn and Prepare

The Learn and Prepare Phase involves the evaluation, planning and reviewing of curriculum renewal choices or current curriculum by the Director of Curriculum and Instruction in collaboration with teams of teachers and building Principals. It includes a review of the state and national standards, as well as a review of current research and trends in curriculum, instruction and assessment. The team selects High Quality Instructional Materials (HQIM) to review.

#### Tasks associated with this phase include:

- Evaluation of existing curriculum materials and determine if the selection for new curriculum is needed
- Plan the process:
  - Develop a database of current instructional materials and resources
  - Compare current resources and curricula to the current state standards to determine if they meet criteria of HQIM.
  - Identify strengths and weaknesses of current resources noting areas for improvement, including biases and generalizations about specific groups of students.
  - Review district curriculum format and revise if necessary
  - Analyze scope and sequence, identifying gaps and overlaps
- Create a Curriculum Council:
  - Identification of members of the Curriculum Review Process
- Alignment to District Priorities:
  - Analysis of district priorities and data on student current performance and gap areas.
  - Analyze Teacher surveys, and other relevant data based on the district's goals
  - Review graduation requirements, pathways, and equitable course opportunities needed to meet the needs of the targeted student population
- Research the Curriculum choices that meet HQIM standards
  - Research current trends, issues, and best practices
  - Identify culturally responsive resources to ensure the curriculum supports all students
  - Specifically look for generalizations and/or biases in the curriculum and resources
  - Conduct visits to other school districts to observe exemplary programs that may be selected for the pilot phase
  - Identifying a timeline for the process is determined by members of the team

## Questions to focus on:

1. Current Curriculum Review
  - a. How old are they?
  - b. Are they aligned to standards?
  - c. Are they inclusive and culturally responsive?
2. What are the Main Parameters (“Non-Negotiables”) based on your budget, student needs, content area, grades...etc?
3. What are the main events and outcomes of this process, including timelines, curriculum review cycles, and decision making process?
4. Who should be part of the curriculum council?
  - a. How to recruit the members so that it is a diverse group?
  - b. What is the timeline and meeting structure for the curriculum council?
  - c. How often and how long will the team meet?
  - d. What will be the roles and responsibilities of the members?
  - e. Are there PD needs for the council members?
5. District’s instructional priorities and goals:
  - a. Does the current curriculum align with these priorities and goals?
  - b. How will you use the priorities and goals to guide the evaluation and process?
  - c. Does the curriculum support equity and all learners’ specific needs?
6. What will be the process for sharing the plan and timeline with all stakeholders?

## Phase 2: Investigate and Select

During this phase of the process, members of the Curriculum council narrow the curriculum options and investigate and explore the resources for each of the curricula chosen. As stated in the current Webster Educators’ Association contractual agreement Article III, Section 4-1, Instruction/Curriculum determination “shall be cooperatively arrived at through joint consultation among teachers and administrators with final approval by the Committee”. The curriculum team also identifies formative and summative assessments within this phase in addition to other tasks.

### Tasks associated with this phase include:

- Review Curricular options and research ratings (e.g., EdReports, Curate, and What Works Clearinghouse)
- Identify options of curriculum that will be pilot as part of the Curriculum Review Process based
- Identify the pilot timeline and criteria for assessment of effectiveness and alignment with current district priorities
- The Director of Curriculum and Instructions and building administrators present the curriculum choices to the Superintendent and School Committee for final approval
- Pilot the Curriculum options and gather data using the identified criteria to determine effectiveness of the curriculum
- The Curriculum Review Team meets frequently and discusses the curriculum pilot progress and shares the data with all stakeholders

- Surveys are created to gather data to help support the analysis of each of the curriculum piloted and help determine the final decision
- The team chooses the curriculum that will be launched and implemented based on the data collected during the course of the pilot process
- A Professional Development Plan is identified to help launch and appropriately prepare teachers for the implementation of the curriculum as needed
- Team identifies professional development needs focused on culturally responsive practices embedded in the curriculum without any biases

**Questions to focus on:**

1. How will you use the EdReports and CURATE rubrics to identify the top curriculum options for the pilot?
2. What additional resources will you be using or gathered to help support the selection of top curriculum options?
3. How will you review and analyze the curriculum choices?
4. What do you hope to learn from the review (e.g., teacher perspectives of the program, teacher perspectives of the ease of planning, content experts' perspectives of the pacing, learner specialists' perspectives of student accessibility)?
5. How will the team meetings focussed on ensuring the district priorities remain aligned with the process?
6. Pilot Questions:
  - a. What is it we specifically seek to understand through this pilot?
  - b. Who will be included in the pilot of the curriculum?
  - c. Who will lead the pilot process?
  - d. How often will the team meet and discuss the curriculum piloted and progress?
  - e. What questions will be included as part of the teacher and student surveys during the pilot process?
  - f. How will the Curriculum Council use the data from the observations, and surveys to assess the effectiveness and quality of the curriculum piloted based on the district's priorities and targeted learners?
  - g. How will the data and final decision on the chosen curriculum be shared with all stakeholders?

**Phase 3: Curriculum Launch**

During this phase the Curriculum Council along with the Director of Curriculum and Instruction identify the steps in the implementation of the new curriculum and the specific professional development and training needed for the successful implementation.

**Tasks associated with this phase include:**

- Implementation plan and timeline is outlined and communicated with all stakeholders and it may include the creation of an Implementation Council
- A Professional Development Plan is created and communicated with all stakeholders

- Purchase instructional materials and curriculum resources are distributed to teachers and staff implementing the curriculum.
- Develop, review, or revise essential learning targets for every grade and/or course
- Identify the needs of teachers to support implementation of the curriculum
- Identify and develop training on the different components of the curriculum to ensure effective implementation
- Additional training needs are identified and planned prior to the implementation
- Update of curriculum webpage and programs of studies as needed

**Questions to focus on:**

1. Who should be the members of the Implementation Council?
2. What will be the goals and assessment priorities that will be included as part of the implementation process?
3. How often will the team meet and discuss progress?
4. How will the team identify areas of additional training needs?
5. What additional professional development training will be needed to sustain the effective implementation of the curriculum?
6. How will the Implementation Council support the lesson planning process for teachers using the new curriculum?
7. How will common planning times and coaching sessions be used to support the implementation of the new curriculum?
8. How will the team identify additional coaching needs for teachers using the curriculum and the coaching tools?
9. How will the team create collaborative planning times to help support the planning process for the implementation of the new curriculum?
10. How often will the team meet to discuss additional needs and/or areas of additional support?

**Phase 4: Implement and Monitor**

In this phase, PreK-12 teachers implement the curriculum and reflect on the effectiveness of individual lessons, materials, and assessments. This will be an on-going process until Phase I begins again. They review the pacing calendars and the alignment of the maps with state and/or national standards. The Director of Curriculum and Instruction completes various tasks in this phase with the assistance of building Principals and teacher leaders as needed.

Grade level or content area teams meet to discuss issues regarding instructional materials, reflect on the curriculum documents, and analyze student work and assessments. During this time, the Principals will monitor implementation of the curriculum through various means including classroom observations, evaluations, and grade level meetings. Additionally, training needs are identified and ongoing plans are implemented to sustain the effectiveness of the implementation of the curriculum, until the curriculum review phase is reached again.

As the curriculum is being implemented individual teachers should reflect on its effectiveness and propose changes or additions to building Principals and the Director of Curriculum. These proposed changes will be considered by the Director of Curriculum and may result in curricular revisions. This process of reflection and revision is intended to continually improve student experience and performance. Revisions may also occur due

to changes in state or national standards, recognition of omissions in previous work, outdated materials, or other unforeseen events.

**Tasks associated with this phase include:**

- Review, comment on, and revise curriculum
- Review and finalize instructional materials
- Adopt assessments and review their effectiveness
- Identify and design professional development as needed

**Questions to focus on:**

1. Do teachers require additional training to successfully plan and implement the curriculum?
2. What are the specific areas of needed support?
3. Are teachers using common planning times to collaboratively plan lessons that support the specific needs of the students?
4. Do the student assessments and materials effectively support all students?
5. How will the team monitor and continue to assess the effectiveness of the curriculum and teaching strategies?
6. What are additional tools and/or coaching needs?

**CURATE Curriculum Review Rubrics**

- [CURATE Digital Literacy and Computer Science Rubric](#)
- [CURATE English Language Arts & Literacy Rubric \(K–5\)](#)
- [CURATE English Language Arts & Literacy Rubric \(6–12\)](#)
- [CURATE History and Social Science Rubric](#)
- [CURATE Mathematics Rubric](#)
- [CURATE Science & Technology/Engineering Rubric](#)

**Budget**

The budget for curriculum development may include stipends for work done outside of school hours. Additional professional development funds may be required for training in the standards, assessments, or methods for the particular subject area. Funding may be necessary for instructional materials as well. Investments in new instructional resources will be made during Phase 2, but may occur at other times as needs dictate.

## Curriculum Review and Renewal Cycle (5 years)

Content Area	Grade	Curriculum	Rating	Renewal/Review Due Date	Review/Renewal Phase
MATH	K-4	Great Minds - EurekaMath Squared	HQIM <a href="#">Curate</a> <a href="#">EdReports</a>	June 2029	Phase I - II: SY 27/28 Phase III-IV: SY 28/29
	Grade 6 - 8	Great Minds - EurekaMath Squared Accelerated CPM Math CPM Math Implement	HQIM Eureka: <a href="#">Curate</a> Eureka: <a href="#">EdReport</a> CPM: <a href="#">EdReports</a>	CPM: 2028-2029	Phase I-II: SY 27/28 Phase III-IV: SY 28/29
				Eureka Math Squared: 2029/2030	Phase I-II on SY28/29 Phase III-IV on SY 29/30
	9-12	CPM Math Implement	HQIM <a href="#">EdReports</a>	June 27/28	Phase I-II on SY 26/27 Phase III-IV on SY 27/28
PreK-5 ELA	PreK-5	Wonders ELA	HQIM <a href="#">Curate</a> <a href="#">EdReports</a>	Expires June 2026 (Renew one year)	Phase I-II: SY 24/25 Phase III-IV: SY 25/26
ELA	6-8	StudySync	HQIM <a href="#">Curate</a> 6-8 <a href="#">Curate</a> 9-12	June 2026	Phase I-IV: SY 25/26
ELA	9-12	StudySync ELA Implement		June 2026	Phase I-IV: SY 25/26
Science	K-4	STEMscopes Implement (Yr. 4)		June 2026	Phase I-IV
Science	5-8	Implement Yr. 5 STEMscopes MA (5-6) Implement Yr. 4 STEMscopes MA (7) Implement Yr. 3 STEMscopes MA (8)	Does not meet HQIM Standards <a href="#">EdReports</a>	June 2026	Phase I-IV
Science	9-12	Biology: Open SciEd Chemistry: Environmental Science: Physics:	OSE: <a href="#">Curate</a> , <a href="#">EdReports</a>  <a href="#">CURATE Science &amp; Technology/Engineering Rubric</a>	Bio: June 2029 AP Bio: June 2025 Chem: June 2025 AP Chem: June 2028 Environ: June 2025	Bio: Phase IV: SY 24/29 - Implement AP Bio/Chem/Environmental: Phase I-IV SY 26/27 AP Chem: Phase I-IV on SY 27/28
Innovation Pathways	9-12	PLTW Eng (Yr. 2) PLTW Biomed (Yr. 1)	N/A	June 2026	Phase I-IV on SY 25/26
Social Studies	K-4	S.S. Implement (Yr. 2)	<a href="#">CURATE History and Social Science Rubric</a>	June 2027	Phase I-IV on SY 26/27
Social Studies	5-8	S.S. Implement (Yr. 2)	<a href="#">CURATE History and Social Science Rubric</a>	June 2027	Phase I-II on SY 24/25 Phase III-IV on SY 25/26
Social Studies	9-12	SAVVAS - AP World (Yr. 5)	<a href="#">CURATE History and Social Science Rubric</a>	June 2027	Phase I-IV on SY 26/27

<b>Social Studies</b>	9-12	SAVVAS - US/World History (Yr. 6)	<a href="#">CURATE History and Social Science Rubric</a>	June 2027	Phase I-IV on SY 26/27
	9-12	AP American History (Yr. 1)	<a href="#">CURATE History and Social Science Rubric</a>	June 2029	Phase I-IV on SY 28/29
<b>Benchmark Assessment</b>	K-8	K-12 i-Ready Benchmark Assessment for Reading and Math (Year 5)	Math: <a href="#">EdReport</a> Reading: <a href="#">EdReport</a>	June 2026	Phase I-IV on SY 25/26
<b>Benchmark Assessment</b>	9-12	CPM Benchmark Assessments StudySync Benchmark Assessments	CPM: <a href="#">EdReports</a> StudySync: <a href="#">EdReports</a>	June 2026	Phase I-IV on SY 25/26