

CURRICULUM PROCESS FRAMEWORK



POLICY & OVERSIGHT

Governance Structure - Is there a decision-making structure in place to determine what is to be written, taught, and tested?

Curriculum Committee - Is there a committee accountable for annual analysis and revisions of what is to be written, taught, and tested? Are there clearly defined roles and responsibilities?

Curriculum Vision - Is there a common understanding, clear purpose, and written commitments to guide what is to be written, taught, and tested?

Curriculum Policy - Are there written policies to ensure all students have equal access to resources and instruction surrounding what is to be written, taught, and tested?

Communication Plan - Is there a clear plan for communicating the current state and future changes of what is to be written, taught, and tested?

WRITTEN, TAUGHT & TESTED CURRICULUM

Timelines - Are there clear timelines and cycles for analysis and revisions of what is to be written, taught, and tested, as well as the adoption of new materials and resources?

Standards Alignment - Has a gap analysis been performed to ensure your curriculum is aligned to all of the appropriate standards?

Core Curriculum - Is there a clearly written documentation identifying what is to be taught and tested in the core subject areas?

Non-Core Curriculum - Is there a clearly written documentation identifying what is to be taught and tested in the arts and other electives? Are there defined expectations surrounding interdisciplinary curricular components? Skills-based curriculum strategies (i.e. 21st Century skills, thinking skills, collaborative skills, etc.)?

Assessments - Are benchmark assessments established to determine student growth? Are there common district assessments that ensure instructional equity for all students?

ACCESSIBILITY & SUPPORT

Equity Plan - Do community members, families, and teachers have access to the written curriculum? Do all classrooms, teachers, and students have equal access to the curricular materials and supplies?

Inventory & Needs - Are there adequate materials to supply all classrooms in all schools? Do any classrooms have students with material needs that cannot be met without unique accommodations?

Rollout Plan - Is there annual consideration for curriculum review and redistribution of materials to accommodate new staff and/or teachers of new courses? Is there a distribution strategy for newly adopted materials?

Initial PD - Is there an adequate professional development (PD) available for new staff and/or teachers of new courses? Is there thorough PD for teachers implementing newly adopted curricular resources?

Continuous Support - Is curriculum-focused PD available at the district, school, and individual level? Is there a way for teachers to get immediate support and/or learning opportunities?

EVALUATION & REVISION

Fidelity Plan - Is there a plan to ensure that the written curriculum is being followed and the curricular resources are being used as they were designed?

Data Collection & Analysis - Is data collected and grouped to ensure an accurate analysis of the impact of both the written curriculum and the adopted resources?

Curricular Effectiveness Report - Are there strategies in place to allow for reporting and communicating the impact of both the written curriculum and the adopted resources?

Resources ROI - Is there a strategy for evaluating the success of the adopted curricular resources against expectations and investment?

Curricular Intervention Plan - Is there a process in place that allows for intervention when:

- a) the written curriculum is not being followed?
- b) the curricular resources are not being used as planned?
- c) the written curriculum is not meeting student needs?

CYCLIC RESOURCE ADOPTION

Adoption Committee - Is there a dedicated committee with representation from all stakeholders who have clear roles and responsibilities to ensure a successful resource adoption process?

Needs Analysis - Has an analysis been conducted to assess the current resources and materials, as well as to determine the need for new resources and materials as identified in the pre-established timelines?

Content Providers - Is there a plan to determine the content that will be considered as an option for classroom materials and resources? Is there a need to have a formal presentation from all or some of the identified providers?

Pilot Plan - Is there an established rubric for evaluating resources from content providers? Is there a plan to pilot some or all of the materials prior to purchasing?

Procurement - Are the procedures, roles, and accountabilities to purchase needed resources and materials established and clear?