

Riverside School District



ADMINISTRATOR'S GUIDE
TO
SUCCESSFUL CURRICULUM
DEVELOPMENT

July 2009
Revised

This handbook is intended to provide further clarification to the Riverside School District four-year curriculum cycle review.

As the curriculum coordinator you are expected to oversee the entire monitoring and assessment, research and investigation, revision and development, and implementation process. Each subject area is assigned a coordinator for the total four-year cycle.

Each year of the cycle several required activities are to be completed. These activities must be completed throughout the year not just on the assigned in-service time dedicated to curriculum development. It is the coordinator's responsibility to see that these activities are completed by year's end.

The curriculum coordinators are also responsible to lead the teachers through the curriculum approval process, textbook selection process, and meeting all time line requirements. While the task appears to be large, it requires time management and, at a minimum, monthly communication among the curriculum team.

Year one of the curriculum cycle focuses on research and investigation. It is expected that the curriculum team will; review State and National standards; review current literature in subject area; create at least 10 core concepts in every subject area; review current scope and sequence of K-12 curriculum; review standardized student test scores; determine what students should know and be able to do; determine current strengths and weaknesses of the program; determine current overlapping or gapping in program; decide when concepts should be introduced, developed and mastered; analyze vertical and horizontal articulation in program; analyze current implementation of cultural awareness, technology and career awareness in current curriculum; visit other "star" programs; and develop evaluation criteria.

These items should be assigned to all teachers on the team. It is suggested that the coordinator develop realistic due dates for the completion of each assignment. It is also suggested that written documentation or a checklist be completed by the individual teacher to confirm the completion of the year one assignments. The coordinator will secure and maintain all the teacher-completed documents. It is highly recommended that teachers be assigned, by the coordinator, to visit other districts to review current practices. The coordinator must develop questions for the teachers to complete while on this visit. (Appendix A)

Year two is the writing and approval phase of the curriculum cycle. During this year the coordinator is responsible to oversee the writing of the curriculum which includes; write curriculum; choose new materials; choose new textbooks; design and implement new staff development programs; provide feedback sessions for faculty; refine evaluation criteria from standards; and construct instructional activities to support students in the learning process.

The coordinator must make sure that all the required due dates are met. It is suggested that the coordinator begin this process as early as possible. In this year the curriculum must be approved prior to textbook selection. The state code only permits the

approval of textbooks between April 1 and August 1 following, please plan accordingly. (Appendix B)

There are several areas or sections the coordinator must review before signing (Appendix C) the curriculum for approval. The entire document should be reviewed for proper punctuation, spelling, grammar and formatting. The coordinator must also look very closely at number sequencing, font consistency, matching core concepts and objectives on all pages, correct grading scale, and objective numbering sequence.

The coordinator should look for the following items in the columns of the curriculum document. (IC Tracker)

Curriculum Writing to Anchor Standards: In an effort to clearly illustrate the PDE approved Anchor Standard writing process, examples of appropriately written Anchor Standard curriculum are provided in Appendix E. This method of writing curriculum may certainly be adapted to writing curriculum for other areas that are not identified as Anchor Standard areas of the curriculum, utilizing what the curriculum committees identify as essential material to be learned by all students.

Reporting Categories are broken down by the Pennsylvania Department of Education into Assessment Anchors, which translate into the Riverside curriculum as a Major Objective. For example, R11.B.3 reads, Interpret and analyze concepts and organization of nonfiction text, which now becomes the Riverside School District major objective. The Assessment Anchor may then be inserted in the Major Objective area of the curriculum template. In this same manner, the next item (Anchor descriptor R11.B.3.2) will be added to the Student Expectations column. The PDE Eligible Content will be added into the Specific Content section on Riverside's template.

Student Expectations: This column defines what the student will be expected to know. The desired learning expectation will be highlighted by using an action verb (Appendix D). An acceptable example is: Know and understand connected discourse about thematic vocabulary such as school, vacation, health, physical fitness, foods, house, furniture, allowances, jobs, clothing, occupations, future plans, chores. An unacceptable example is: answering questions about theme vocabulary.

Specific Content: This column defines what the student will do to meet the desired learning expectation. More specifically, what actual activities take place in the classroom either initiated or completed by the teacher or students to "teach" the expectation. An acceptable example is: Repetition of the thematic vocabulary as a class; Individual student interaction with teacher modeling the thematic vocabulary; Dictation of the thematic vocabulary as a class; Completion of corresponding tape and written exercises; Partner and/or small group interaction using thematic vocabulary in a communicative manner. An unacceptable example is: Student response to teacher questions.

Assessment: This column shows the actual form of assessment that will evaluate student knowledge of the desired learning expectation. Student evaluation/assessment should

reflect the manner in which material was taught. The assessments must be specific in description. The key is to be very specific in how and what is being assessed. The assessment statement should clearly identify what assessment item the teacher is looking at and what desired expectation the teacher is looking for. An acceptable example is: Monitoring of student verbal responses to teacher initiated drills for correctness and appropriateness of thematic vocabulary. An unacceptable example is: Quiz, test, homework, assigned projects, or vocabulary.

Resources/Materials: This column identifies the individual course textbook, workbook, video/audio, by name and page if possible. This will include all manipulatives and supplements used to teach the expectation, again by name. An acceptable example is: Textbook – Chapters 1 to 6 “Wir die Jugend”; Workbook – Chapters 1 to 6; Worksheet – Teacher generated; Video – Textbook Chapters 1 to 6. An unacceptable example is: Textbook.

The textbooks will be reviewed in year two of the curriculum cycle. The procedure to select textbooks will be comprehensive in nature. The selections of the textbooks are to be completed by the teacher but must be approved by the curriculum coordinator. Each classroom teacher will submit a textbook evaluation form for the actual textbook selected. (Appendix F) The textbook selection process will follow the approval flow chart:

Individual Teachers
Department Chairpersons/Team Leaders
Curriculum Coordinator
Superintendent of Schools
Committee Chairperson (Board)
Full Board (Vote)

All textbooks will be on review for public input for 30 days prior to final board approval.

It is the curriculum coordinator’s responsibility to provide a written update to the Superintendent of Schools on a monthly basis. The report should include the names of the curricula and the current status of each. (Appendix H)

The payment for curriculum writing shall be approved by the coordinator prior to submission for payment. The guidelines for curriculum writing and textbook selection are \$26.00 an hour for various maximum hours. (Appendix I) No payment will be made by the district until final approval of the textbook and curriculum by the Board of School Directors. It is the curriculum coordinator’s responsibility to inform the teachers of these guidelines.

The curriculum coordinators are responsible to make sure these timelines are met. Don’t wait; start now. The approval process is very time consuming and labor intensive. You must follow the timeline listed on Appendix J in order to successfully meet the curriculum writing goals.

Year three is the implementation of the approved curriculum phase. The coordinator is responsible to lead teachers in: total articulation in classroom; develop staff development activities for support; time for corrections and additions; refine student assessment; track student achievement; and monitor standardized testing results. The coordinator shall remind the teachers, at least monthly, to monitor the success or weakness of the approved curriculum. The coordinator shall also recommend possible future in-service programs.

The teachers should be encouraged to print a hard copy of their curriculum(s) to have available for quick reference. It is suggested that the principal complete the copies and distribute the copies to each teacher. The coordinator should also provide direction to the teacher as to how they can confirm the curriculum is being taught. The coordinator should not underestimate the importance of teaching the curriculum, as each building-level administrator will specifically look for this when formally and informally visiting classrooms.

The coordinator will aid the staff in developing forms of tracking student assessment and learning activities. This can be achieved through classroom evaluations and standardized test scores. All standardized test scores should be distributed by the curriculum coordinator to teachers.

Year four is when the coordinator will lead teachers through monitoring and assessing the implemented curriculum. This year includes: evaluate student successes and failures, explore extending curriculum into other subject areas; review new supplemental materials; evaluate teaching strategies; and evaluate delivery of curriculum.

During this year the teacher should actually change specific areas that are not working in the approved curriculum. This should be completed on the copy of the curriculum previously provided by the coordinator. This year the coordinator shall encourage teachers to pilot new instructional strategies. The new strategies shall be approved by the coordinator prior to use in the classroom.

The vision behind curriculum development is to provide a comprehensive program of planned instruction to enable district students to strive for academic goals and attain academic standards. Planned instruction shall consist of at least the following: objectives to be achieved by all students; content, including materials, activities and instructional time; relationship between objectives of a planned course and the established academic standards; and procedure for measurement of the objectives.

No planned instruction shall be taught in the district schools unless it has been adopted by a majority vote of the full Board. It is the building-level administrator's responsibility to assure the approved curriculum is taught. The Board reserves the right to determine which units of the instructional program constitutes such planned instruction. The building-level administrators are responsible for the continuous evaluation of the effectiveness of the planned instruction and shall recommend to the

Superintendent new planned instruction s/he deems to be in the best interests of district students.

The building-level administrator's recommendation may include the following information about the proposed planned instruction: applicability to students and an enumeration of those groups of students to be affected by it; description and content, including the instructional method where such method departs significantly from the traditional and is an integral part of the course; rationale in terms of district goals and academic standards and justification when it is proposed to take the place of an existing course; resources that its implementation will require such as textbooks, materials, equipment, personnel; assessment methods and criteria by which its effectiveness will be monitored and measured; and developmental history with data on its use elsewhere, if available.

Building level administrators shall be responsible to: appoint appropriate administrative and instructional staff to select resource materials, subject to the approval of the Superintendent; ensure that the Board's budgetary allotment for resource materials is spent efficiently and distributed equitably throughout the instructional program, ensure an inventory of resource materials that is well-balanced and well-rounded in coverage of subject, types of materials, and variety of content; evaluate the effectiveness of resource materials presently in use; assess the needs and values of the community and invite its representatives to participate in the selection process; and direct staff to consult a variety of media sources before selections are made.

To facilitate more effective instruction, lesson plans must be prepared in advance. Plans will be inspected and must conform to the guidelines established by the building-level administrator. Guidelines for implementation shall include; the format(s) for lesson plans shall be decided at the building level, i.e.: school-wide formats, departmental formats or individual formats – or any combination thereof – are acceptable, lesson plans for individualized programs should reflect a general overview and purpose of the instructional program; individual student records may serve as an integral part of the lesson plan; teachers are to provide adequate directions for substitutes the purpose of which shall be to continue, if possible, the ongoing program or, if more appropriate, a meaningful educational alternative that relates to the subject area; and plan books must remain in the teacher's desk overnight to be available or substitute teachers at all times.

The planned instruction that is to be offered in the Riverside School District encompasses the academic goals and standards as set forth in Chapter 4.

VISITATION SURVEY REPORT

Team Members:

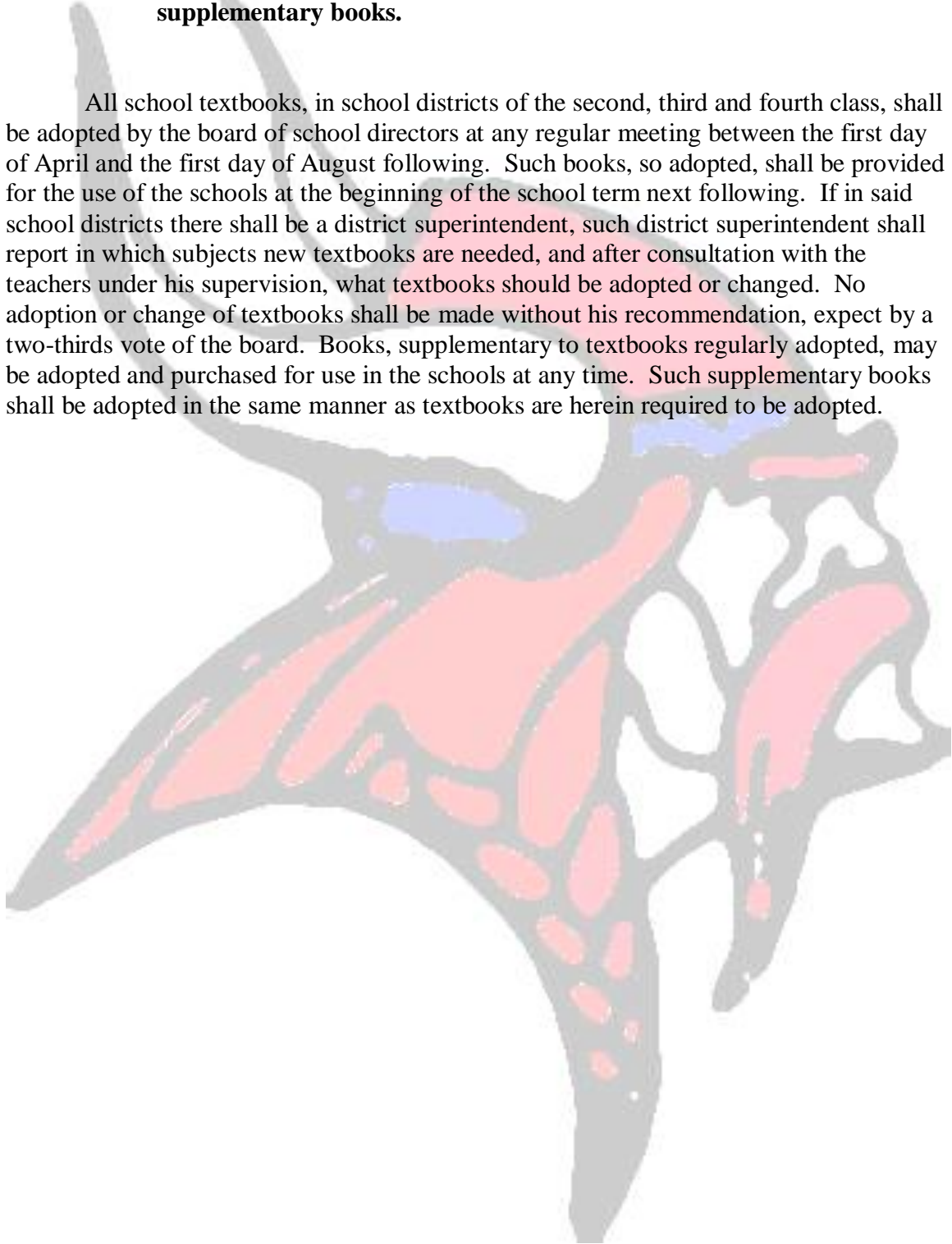
School Observed:

Date:

1. Report on building site layout (accessibility, safety, maintenance, classroom space, storage, special areas – auditorium, gymnasium, band, learning support, computer rooms and library, building location on site, building configuration, lighting, floor plan, other buildings on site and meeting areas)
2. Report on instructional programs (description of course offerings, organization of curriculum, extent of curriculum, educational expectations, curriculum breakdown – college prep, business, instructional activities, student assessment, small and large group instruction areas)
3. Report on use of technology (student expectations, teacher expectations, types of technology, location of facilities, use of programs, internet accessibility, use in media services, use in classroom and grading)
4. Report of guidance services (location in building, program organization, personnel, assignments, technology, student admission and orientation, consultation processes, educational planning, occupational planning, student placement in classes)
5. Report of library media services (location in building, technology, organization and management, financial provisions, selection process of material and equipment, accessibility of educational media, maintenance and security, internet availability and furnishings)
6. Report on auxiliary services (health and medical services, student accounting, food services, transportation, length of school day, organization of school day and athletic program)
7. What part of the building/program would be beneficial for us to mirror?

24 PS 8-803 Time and manner of adopting and furnishing textbooks and supplementary books.

All school textbooks, in school districts of the second, third and fourth class, shall be adopted by the board of school directors at any regular meeting between the first day of April and the first day of August following. Such books, so adopted, shall be provided for the use of the schools at the beginning of the school term next following. If in said school districts there shall be a district superintendent, such district superintendent shall report in which subjects new textbooks are needed, and after consultation with the teachers under his supervision, what textbooks should be adopted or changed. No adoption or change of textbooks shall be made without his recommendation, except by a two-thirds vote of the board. Books, supplementary to textbooks regularly adopted, may be adopted and purchased for use in the schools at any time. Such supplementary books shall be adopted in the same manner as textbooks are herein required to be adopted.



Action Words for Objectives

add	demonstrate	justify	remove
alphabetize	derive	label	reorganize
analyze	describe	list	restate
animate	design	locate	retell-in-your-own-words
apply	designate	make	revise
appraise	determine	manipulate	rewrite
arrange	develop	match	select
assemble	diagnose	measure	share
brainstorm	diagram	memorize	show
browse	differentiate	modify	sketch
build	discuss	multiply	solve
carve	dissect	name	sort
categorize	distinguish	operate	speak
choose	document	order	specify
classify	draw	organize	spell
cluster	estimate	outline	square
color	evaluate	paint	state
compare	examine	paraphrase	subtract
compile	explain	plan	suggest
complete	explore	plot	summarize
compose	extrapolate	position	support
compute	find out	predict	swing
conclude	fit	prepare	synthesize
conduct	formulate	present	tabulate
connect	generate	pretend	tell
construct	give-an-example	prioritize	throw
contrast	graph	produce	time
convert	hit	pronounce	trace
correct	hold	put-in-order	translate
create	identify	rank	type
cut	illustrate	rate	use
debate	indicate	read	verbalize
decide	infer	rearrange	verify
deduce	install	recall	weigh
deduct	interpret	reconstruct	write
defend	invent	reduce	
define	judge	relate	

TEXTBOOK EVALUATION FORM

All textbooks should be submitted to the building administrator by the first day of March
for the next school year.

Course of study: _____

Title/Author: _____

Grade Level(s): _____

Supplemental materials available: _____

Technology materials available: _____

Why did you select this textbook? _____

What parts of the textbook closely mirror the approved curriculum? Explain: _____

What parts of the textbook DO NOT closely mirror the approved curriculum? Explain: _____

Explain any ethnic or sexual bias found in the textbook: _____

TO: Superintendent of Schools

FROM:

DATE:

SUBJECT: Curriculum Update

Listed below is the current status of the curriculums under my direction:

Accounting I	Principal Review
Algebra (prep)	Submitted
Algebra I	Submitted
AP English	Teacher Writing
Business Law	Submitted
Clothing II	Submitted
Electricity	Teacher Writing
German II	Submitted
German III	Submitted
Health	Submitted
Ind. Tech. Metal	Teacher Writing
Ind. Tech. Wood	Submitted
Meal Planning	Deleted
Shorthand	Deleted
Spanish II	Submitted
Spanish III	Submitted
Trig & Adv. Math	Submitted
Typing II	Submitted

CURRICULUM DEVELOPMENT

PAYMENT GUIDELINES

These guidelines apply to the curriculum writing process.

1. When possible, existing in-service time will be used prior to paying for curriculum or textbook selection work/staff development.
2. The fee for developing a new planned course will be \$26.00 an hour up to a total of 30 hours totaling no more than \$780.00. This amount is for the total project. Individuals will share the fee. Payment will be made upon final approval of the new course.
3. The fee for revising an existing planned course will be \$26.00 an hour up to a total of 10 hours totaling no more than \$260.00. This amount is for the total project. Individuals will share the fee. Payment will be made upon final approval of the revised course.
4. The fee for textbook selection will be \$26.00 an hour up to a total of 5 hours totaling no more than \$130.00.

The following timeline is in place for all curriculum revisions and textbook adoptions:

July – October	Coordinator/Teacher Discussions
October – January	Write and Review by Team Leader/Department Chair
February	Review by Coordinator
March	Review by Superintendent
April	Tentative curriculum adoption
May	Final curriculum adoption Tentative textbook adoption
June	Final textbook adoption

This is the latest timeline that curriculum and textbooks can go through the adoption timeline. Failure to meet these timelines will force the curricular area to forfeit their opportunity for formal revisions and new textbooks.

