

## **Process for Curricular Review June, 2007**

The calendar for the comprehensive review has been approved by faculty and the curriculum committee and is as follows:

- **Social Studies and Foreign Languages** (Spanish and Latin) (1 year review) – 2007-8.
- **Language Arts** (2 year review, includes reading, writing and speaking) – 2008-2010
- **Science** (1 year review) – 2010-2011
- **Arts** (Music, Drama, Visual Arts) (1 year review) – 2011-2012
- **Library & Technology and Physical Education** (1 year review) – 2012-2013
- **Mathematics** (1 year review) – 2013-2014

*Below is the outline of steps for each comprehensive review:*

1. Review current curriculum by grade level, considering both content and pedagogy
2. EC, TIM, MS and AST teachers meet to brainstorm methodologies and approaches for teaching content and to exchange ideas and philosophical approaches relative to each grade level. A Faculty Subject Area Study Group is appointed.
3. The Study Group selects shared readings and sets schedule for discussion meetings.
4. The Study Group examines how current curricular materials and approaches line up with the current curriculum guide.
5. RESEARCH PHASE (note that the following activities take place concurrently)

The Study Group:

- Explores programs, materials, and resources from professional organizations (e.g., National Council for Teachers of Mathematics).
- Interviews teachers from other schools familiar with alternative curricula in target subject area.
- Visits other schools to learn about methods for teaching content areas.
- Designs and sends out survey to gather input from parents.

- Over several meetings and with input from all teams, a statement of shared values and beliefs for subject area is drafted.

## 6. PILOTING AND REVIEW PHASE

- New program undergoes piloting (by at least one teacher at every grade/team level).
- All teachers review results of pilot and compare curricula within each team, aligning curricula with statement of shared values and beliefs. This allows for a look at how the program builds on skills and knowledge over time.
- Study group and faculty determine needs and explore options for professional development to support instruction (including financial support)
- A list of needed materials and resources to support curricular changes is generated, including faculty development and training.
- The Curriculum Guide is revised to reflect changes and revisions based on work done by study group. Assessment instruments are developed to help faculty evaluate new programs.
- Entire faculty and Baker Curriculum Committee review findings and curriculum revisions.

## 7. IMPLEMENTATION PHASE

- Parent Night/Curriculum Kick-Off – to share curricular changes and implementation with parents.
- At the end of the first year, faculty assess the new curriculum, making changes and revisions as needed, update the curriculum guide if necessary, and work on additional professional development. (Note that this is a summer activity and requires staff development funding.)