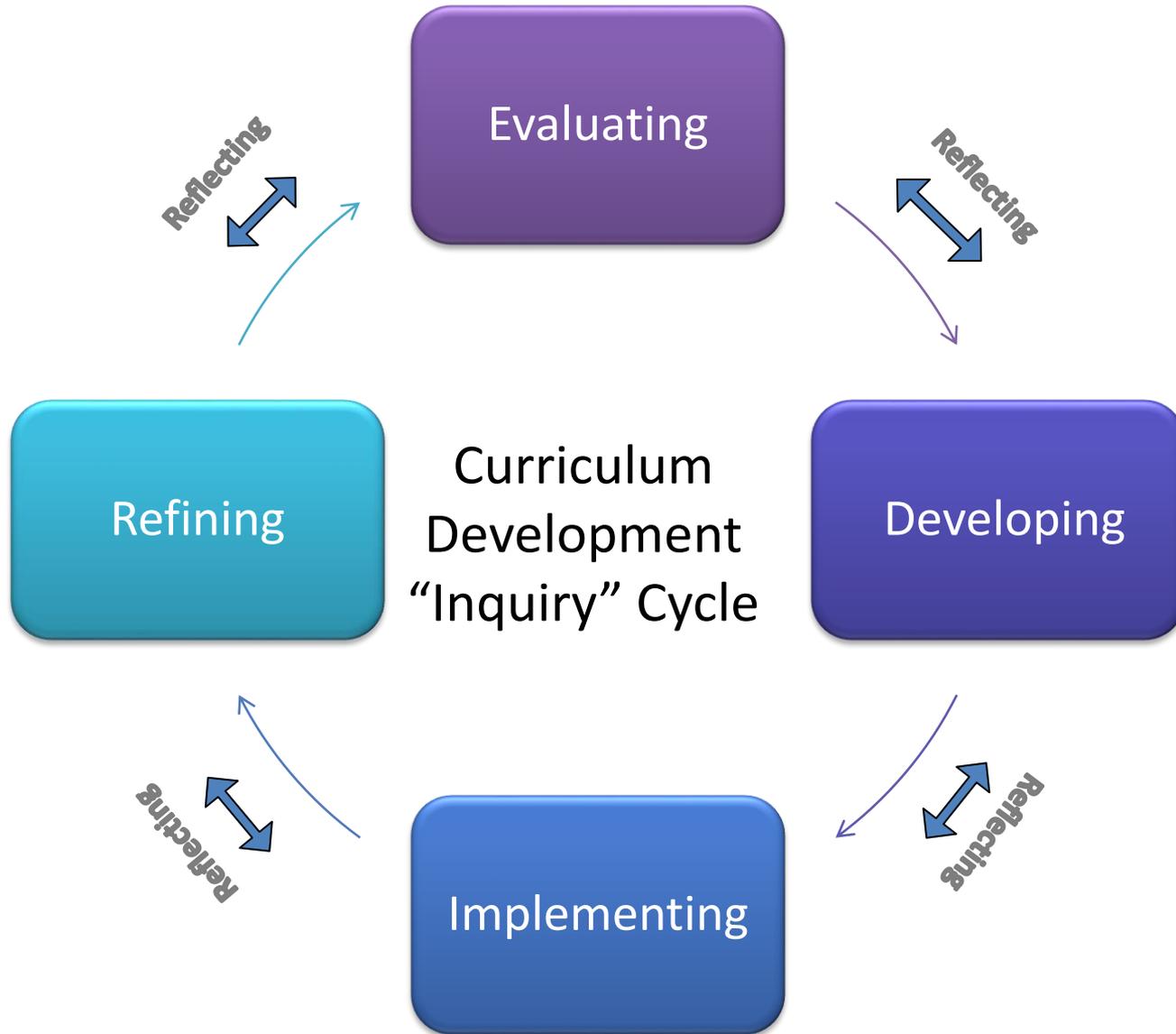# Assumptions

- The term "curriculum" refers to **written** curriculum (content standards and curriculum maps), **taught** curriculum (strategies) and **learned** curriculum (assessments and student achievement data)

- Curriculum development is an **iterative** and cyclical process. Curriculum is repeatedly developed, used, refined, and improved based on ever-changing performance data, student needs, and subject area standards. In this way, curriculum documents are almost **always a "work in progress."**

- Whenever possible, curriculum development should be a **collaborative** activity in which faculty can examine issues related to academic content, pedagogy, and student performance.

- A curriculum development process should allow for **flexibility** and encourage experimentation and innovation within an overall structure

- Different subject areas require different amounts of time to work through a curriculum development cycle. Therefore the process should be **differentiated**.

- A curriculum development process should promote **interdisciplinary approaches** and the integration of curricula when appropriate.

Curriculum Development Cycle

Evaluating

Reflecting

Reflecting

Refining

Curriculum
Development
"Inquiry" Cycle

Developing

Reflecting

Reflecting

Implementing

8/1/2012

Evaluating

Definition / Purpose	Review and evaluate existing curriculum and student performance data. Identify what is going well in this content area and what needs improvement.
Essential Questions	•What are students expected to learn? •Are students learning what they need to learn? •What is working? •What's not working? What can be improved? •What assessments are being used to provide formative and summative information in this content area?
Tasks	•Address the district's needs regarding content, strategies, and assessment by surveying students, teachers, parents, and administrators •Review current curriculum maps for rigor, relevance, and engagement •Review state and national standards •Review information from surveys, MCA and NWEA scores, district-wide assessments, classroom assessments and projects •Identify strengths and weaknesses in this content area
Products	•Data analysis results •Survey Results •Written recommendations as to where existing curriculum is weak

Developing

Definition / Purpose	Form a curriculum development team. Set goals and a timeline. Develop curriculum maps, resources, teaching strategies, and assessment materials.
Essential Questions	•What are our priorities? •What process will be used to develop the curriculum? •How much time will we need to develop and implement changes? •Are there any new developments in the content standards for this curriculum area? •How will we address all of the content standards for this content area? •Is our curriculum relevant, engaging, challenging, and significant? •What are the best resources available to us? •What is best practice in this content area? •What staff development will we need in order to increase teacher effectiveness and student achievement?
Tasks	•Form a curriculum development team •Research key issues and developments in content area •Write goals and a timeline. •Align state and national standards with curriculum maps •Review best practices for teaching and learning in this content area •Identify, preview, and purchase appropriate resource materials
Products	•Staff Development Calendar •Scope and sequence of knowledge, skills, and concepts for content area •Identified instructional strategies •Common assessments and rubrics

Implementing

Definition / Purpose	Train teachers and pilot new curriculum developments in terms of resources, strategies, and/or assessments. Refine curriculum maps.
Essential Questions	•What do teachers need in order to effectively implement new curriculum developments? •What to teachers need in order to effectively assess student learning? •In what ways can we differentiate instruction? •How is learning connected across content areas and disciplines? •How do we know if these new curriculum developments are working?
Tasks	•Train teachers •Distribute materials •Put new curriculum developments into practice •Pilot new materials •Identify and develop assessment strategies and tools •Gather feedback
Products	•Feedback from teachers, students, and parents •Student results

Refining

Definition / Purpose	Refine, modify, and consolidate curriculum developments. Update curriculum maps.
Essential Questions	• Are there essential questions from another stage of curriculum development that we need to revisit? • Are we meeting the needs of all students? • What impact have changes had on student achievement? • How well are these new curriculum developments working?
Tasks	• Review questions, tasks, and products • Refine and modify our curriculum (written, taught, and assessed) • Identify additional professional development needs • Compare district-wide data
Products	• Revised documents from developing and implementing stages • Feedback from teachers, students, and parents • Student results • Maintenance professional development plan