Curriculum Review and Development Cycle

Phase I
REVIEW/EVALUATE
Arizona Standards, New Century Learner Skills and state mandates
Identify recommendations for improvements with cross-curricular connections

Phase II
WRITE/REVISE
Curriculum Guide on iPLAN
Develop Assessment aligned to Arizona Standards and New Century Learner Skills

Phase III
REVIEW/SELECT
Materials technological devices, software and other instructional materials best aligned to Arizona Standards and New Century Learner Skills
Board adoption procedures

Phase IV
IMPLEMENTATION & PROFESSIONAL DEVELOPMENT
Refine/revise iPLAN
Pilots, special projects
Continual evaluation

Phase V
EVALUATION
Review longitudinal student and program data
Begin review and needs assessment
Phase I: Review and Evaluate the Current Curriculum

1. Review and evaluation completed by the Curriculum Development Team comprised of district, school and teacher leadership including state mandates, Arizona Standards and New Century Learner Skills related to curriculum.

2. Compare the goals, content and skills of the current curriculum to the Arizona Standards and New Century Learner Skills. Identify changes needed to improve the alignment of the Dysart curriculum, as prescribed in iPLAN with adopted state standards, Arizona Standards, and New Century Learner Skills mandates.

3. Conduct a needs assessment and gap analysis based on the evaluation of student academic performance on state and district assessments.

4. Identify recommendations for improvements in the curriculum, instruction and assessments to increase the rigor and content expectations and identify those areas requiring updated resources.

5. Identify cross-curricular connections to the New Century Learner Skills and Arizona Standards.

Phase II: Write the Revised Curriculum, Develop Assessment

A curriculum guide is written and contains the following items as found on iPLAN and iASSESS:

1. Curriculum (What students should know, be able to do, and understand.) including but not limited to:
   a. Arizona Standards, New Century Learner Skills mandates
   b. Aligned Content and skill objectives, with big ideas and essential questions
   c. Sequencing
   d. Task analysis of the skills and content
   e. Pacing guide
   f. Alignment of district-adopted resources
   g. 21st century skills
   h. Academic vocabulary

2. Benchmarks, performance assessments and exemplars with scoring rubrics for measurement of student growth by grade level and content areas. This includes but is not limited to:
   a. Assessment materials
   b. Assessment processes and procedures

3. Cross-curricular connections which require students to demonstrate the New Century Learner Skills and Arizona Standards expectations.
Phase III. Review and select materials

1. Follow the procedures outlined in the Instructional Materials Adoption and Committee Selection Process and Curriculum Development Teams (see attachments). This includes both core and supplemental materials for adoption.

2. Implement Board Adoption Procedures

Phase IV. Implementation, refinement, special projects

1. Provide orientation and on-going professional development for the implementation of curriculum and materials.

2. Update curricular planning documents and resources available on iPLAN,

3. Field test assessments, pilot programs or special projects as necessary before full implementation.

4. Revise and modify projects and pilots based upon data from field tests to ensure a continual improvement process that meets student needs.

Phase V. Evaluation

1. Review data on the student performance, program data, and observational data to determine areas of district concerns with implementation of standards and equity of academic programs across the district.

2. Examine new guidelines from ADE.

3. Based upon the collected data, the Curriculum Development Team determines the extent and nature of revisions to be made and returns to Phase I of Curriculum Review and Development Cycle.

(Include appendices or link to Arizona Standards, New Century Learner Skills.)
CURRICULUM COMMITTEES (CADRES) FOR THE COMPREHENSIVE CURRICULUM DEVELOPMENT/DESIGN PROCESS

The following cadres are committees of parents, teachers, and community members that have integral roles in the successful implementation of the Comprehensive Curriculum Development/Revision Process. The cadres allow for participants from all stakeholder groups to have input into the curriculum development/revision process.

Curriculum Advisory Committee (CAC)
This district-level Curriculum Advisory Committee will be composed of appointed community stakeholders and district leadership. The CAC will act in an advisory capacity to the district. They will be asked to:

- Foster communication by meeting with individuals and community groups concerned about curriculum.
- Confer with the Curriculum Development Team to convey community beliefs and opinions about curricular issues.

The CAC will not have direct involvement in the curriculum development or evaluation processes.

Director of Curriculum, Instruction and Assessment
The Director of Curriculum, Instruction and Assessment will provide the leadership to coordinate the curriculum process. The curriculum director will provide the in-depth knowledge of the district’s curriculum needs, expertise in curriculum planning, knowledge of research-based curriculum practices, and credibility with colleagues. The director will collaborate with the Educational Services Department who will provide the appropriate expertise in specialized areas in the curriculum development process; i.e., Primary Literacy, Instructional Technology, 21st Century Specialists and Professional Development Coordinator. The director will develop and coordinate the curriculum evaluation and monitor the pace of the Curriculum Development Team as the curriculum is being developed.

The Assistant Superintendent for Education will oversee and monitor all aspects of the curriculum process.

The Curriculum Development Team
The district-level Curriculum Development Team members will be selected based upon their expertise and experience in the process and content for specific curriculum projects. The team will include principals/assistant principals, teachers, and district level personnel. Criteria on which members would be selected include:

- A knowledge of the Arizona Standards
- A knowledge of the district’s curriculum process and standards-based curriculum
- An understanding that a standards-based curriculum is vital to the academic success of district students
- Understands the importance of the alignment of standards to assessment
- Successfully implemented standards-based instruction in their classroom and
- Proven leadership skills and shown collaboration skills in team settings.
The curriculum director is responsible for pacing, monitoring and providing leadership to the Curriculum Development Team in the development of all curriculum projects.

**Leadership Cadres – Campus Level**

The leadership cadres are campus level teams composed of such members as PLC leads and department chair that will assist principals/assistant principals in establishing their campus plans. In the curriculum process, the cadres will work with campus administrators in collecting input from the faculty at various stages of the curriculum development.
Instructional Materials Adoption
Committee Selection and Membership Process

A district 5-6 year revolving cycle will be utilized to examine instructional materials, technological devices, software and other instructional materials and replace materials in all subject areas. Open meetings will be held in compliance with Governing Board Policy and the Arizona Revised Statutes. Dysart Governing Board Policy IJJ states:

Pursuant to ARS 9.22, Dysart Unified School District in the selection of instructional materials will:

1. Require all meetings of committees authorized for purposes of instructional materials review and selection be open to the public; and
2. Make available in the district for public review a copy of each instructional materials being considered for selection, for a period of sixty (60) days prior to formal selection of instructional materials.

The advice of staff, parents, and students will be sought and utilized by the Board of Education in the process of selecting instructional materials and supplemental instructional materials. The responsibility for the selection of instructional materials and supplemental instructional materials resides with the Board.

Committee Selection and Membership
The members of the Instructional Material Adoption Committee may consist of assistant superintendent, curriculum director, teachers, parents and students. The method of selection is as follows:

1. The Assistant Superintendent for Education and the Director of Curriculum, Instruction and Assessment shall automatically serve on a committee and select a person to serve as the chairperson.
2. Principals/assistant principals will be selected.
3. Staff/Site Council members will be recommended to serve. Program representatives will be selected cooperatively by the principal, the program director/coordinator and representative teachers.
4. Parents and students will be selected through either their request to serve or through the recommendations of the principals or staff.
5. The committee will ultimately include district representatives, representatives from schools (grade level or subject area will be specified), grade appropriate principals and parents and/or students.

Role of Committee Members
The responsibilities of the committee members are as follows:

- Attend meetings as scheduled.
- Communicate all information regarding the adoption proceedings with other staff members.
- Assist with screening instructional materials and ancillary materials to determine the final programs for recommendation to the Governing Board.
- Provide evaluation forms to interested stakeholders and return them to the committee chairperson.
The Instructional Material Adoption Committees will be guided by the following *Criteria for Selection*:

- Resources will be recommended that are aligned to the Arizona Standards and New Century Learner Skills.
- Resources shall be recommended to support and enrich the school curriculum and to meet the personal needs of the students.
- Resources that are recommended shall be appropriate for the subject area and for the age, emotional development, ability level, learning styles and social development of students for whom the materials are selected.
- Resources that are recommended shall provide a background of information that will motivate students to examine their own attitudes and behavior, to comprehend their duties, responsibilities, rights, and privileges as participating citizens in our society, and to make intelligent judgments in their daily lives.
- Resources that are recommended shall provide information on differing sides of issues so that users may develop the practice of critical analysis.
- Resources shall be recommended for the atypical student as well as for the average student.
- Resources shall be recommended for their strengths rather than rejected for their weaknesses, and shall be judged as a whole.
- Recommendations shall support and be consistent with general education goals of the District and goals and objectives of specific courses.

**Evaluation of Materials**

Completed evaluation rubrics by the committee members on the materials being considered for adoption will be submitted to the Assistant Superintendent for Education. Along with the Director of Curriculum, Instruction and Assessment and the committee chairperson, the evaluation rubrics will be reviewed and the results will be compiled and presented to the Instructional Material Adoption Committee.

**Communication with Publishers**

All publishers whose names appear on the current Arizona Representative’s Association Directory will be notified by letter and asked to submit sample copies of programs and materials for evaluation. Publishers will receive written notice of the Governing Board’s decision regarding its final selection. All communication from the publisher will be directed through the Director of Curriculum, Instruction and Assessment.

Before the final selection is determined, a written agreement regarding the instructional material company’s specific services will be obtained. Additionally, an agreement will be written stipulating the free materials and the use of copyrighted materials that are included in the adoption.

**Procedure of Instructional Material Adoption Meetings**

At the initial meeting, the committee will review the district’s academic goals, the adoption process, and the evaluation rubric that will drive the selection process of the instructional material.

All materials that have been received from the publishers will be reviewed by the committee and
evaluated. The instructional materials must be displayed for the public for 60 days. The committee members will select the final three programs for further examination. When these programs have been identified, the publishers will be notified by letter and given the opportunity to make a presentation at a regularly scheduled meeting if needed.

The Instructional Materials Adoption Process will be contingent on available funds.

**The Instructional Material Adoption Process Timeline**

**Step 1**
- Identification of committee members.
- Letter sent to publishers.

**Step 2**
- Review of program goals, adoption procedures and evaluation instrument.
- Examination of materials by the Selection Committee. The committee recommends the programs to be thoroughly evaluated for selection.
- Notify publishers concerning presentations of the remaining programs under consideration for adoption.
- Meeting will consist of a 45-minute presentation by each publisher which includes time for questions and answers. The remainder of the meeting will be spent reviewing and evaluating the programs presented.
- Programs under consideration will be displayed for 60 days at the schools. The public will be informed that the materials may be reviewed.

**Step 3**
- Discussion and initial decision for recommendation.
- Complete the development of recommendations.
- Presentation of recommendation to the Governing Board.
- Publishers notified and instructional materials purchased from publisher through the District’s Purchase Order Process.
### Dysart Unified School District

**Textbook Adoption Cycle (3-5) and Comprehensive Curriculum Development/Revision Process**

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*Board Adopted if resources available

If no grade level indication then K-12.