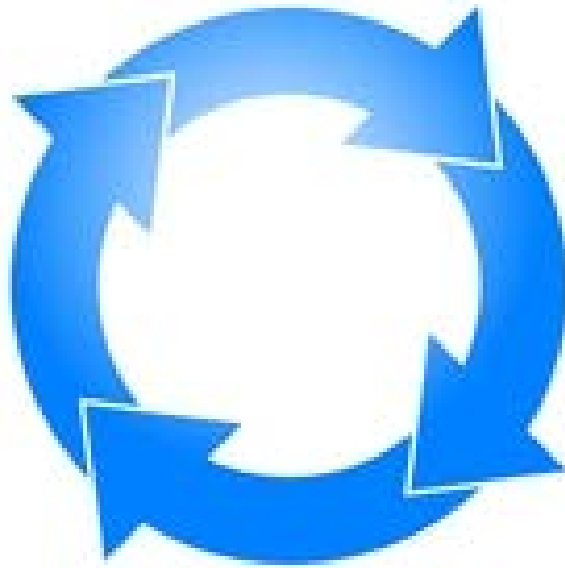# School District of Springfield Township

District Framework
For
Curriculum Review

The goal of a successful framework process is to develop and sustain quality instructional practices and curricular designs that connect both teaching and learning to the achievement of students. The District Framework for Curriculum Review uses management phases to coordinate the development and implementation of curriculum, instructional practices, and professional development.

The Management Phases
of the
District Framework for Curriculum Review

Phase One: Review

In this phase, K12 Curriculum Teams evaluate the current curriculum for its effectiveness in raising student achievement and engagement for all students, and addressing district goals around equity and inclusion, STEM integration, and meaningful student learning. The team develops key questions for evaluation which includes surveys, informal/formal discussions with stakeholders, assessment scores, and in some cases, independent evaluations. Alternate, research-based programs and practices may be investigated, to include off-site visitation to other districts that demonstrate consistent evidence of successful student achievement and engagement. Using all gathered evidence, the team will review and analyze data to determine whether or not to adopt a new program, restructure the existing program, or refine current program and practices, to include core, supplemental, and replacement curricula where needed and appropriate.

Phase Two: Develop

In this phase, essential curriculum development takes place. Key concepts, benchmarks, and learning outcomes are identified and aligned with state standards. Best instructional practices and accepted successful skills-based and knowledge-based acquisition are integrated into the curricular design, and k-12 articulation is finalized. Curriculum Team members acquire the training and knowledge necessary to lead colleagues in professional development related to the new curriculum, including the integration of companion technology.

Phase Three: Implement

In this phase, teachers implement the new curriculum in the classroom. This phase also includes continuous development and evaluation of the new curriculum. Formative evaluations are a key element as the curriculum is implemented, matures, and becomes the foundation for additional improvement. Ongoing professional development and instructional coaching is an essential component to the implementation phase of new curriculum.

Phase Four: Monitor

In this phase, teams monitor the impact of the curriculum on student learning, achievement and engagement. A wide range of assessment tools and data may be used, including district benchmark scores, classroom achievement, and student/community/staff feedback. Instructional practices and program components are strengthened through building and district professional development. In addition, curricular connections are established and adaptive approaches are implemented to ensure that programs are equitable and inclusive for all students.

K12 Curriculum Teams

Curriculum Teams are established and maintained throughout the four phases of curriculum review and are an integral part of the framework cycle for continuous improvement. The team is made up of two classroom teachers from each building as well as a special education teacher from each building. Curriculum teams work collaboratively on each phase and facilitate related professional development. The team members are responsible for analyzing standardized and curriculum based achievement to monitor student learning and engagement. Meetings may be split into elementary and secondary subgroups depending upon the focus of the team at that time. K-12 meetings focus on the overall articulation and consistency of the approach to teaching and learning, whereas K-2, 3-5, 6-8, 9-12, K-5 and 6-12 meetings allow for curriculum writing, program investigation, data-analysis and staff training.

Timeline and Phasing of Departments and Programs

Department	2018-2019	2019-2020	2020-2021	2021-2022
Math	Implement	Monitor	Monitor	Review
ELA	Monitor	Monitor	Review	Develop
Science	Monitor	Monitor	Review	Develop
Social Studies	Review	Develop	Implement	Monitor
World Language	Monitor	Review	Develop	Implement
Fine Arts	Monitor	Review	Develop	Implement
Music	Review	Develop	Implement	Monitor
Health/PE	Develop / Implement	Implement	Monitor	Monitor
Counseling	Develop	Implement	Monitor	Review

*specific electives may be developed separately from this schedule

Professional Development

Professional development needs are determined through the Administrative Team and the Curriculum Team. Teachers receive training on new curriculum and instructional practices, as well as best practices in education. Teachers meet with building leaders to pursue current and ongoing initiatives and priorities of the district.

Phase	Task	Purpose	Professional development	Leaders	Time frame
One	Review	Assess current district program and practices, analyze relevant data	Inservice day feedback Meetings with building staff	Assistant Superintendent Building Principals Curriculum team members	1-2 semesters
Two	Develop	Investigate other programs and practice, analyze relevant data Develop research and standards-based curricular and instructional practices	Inservice day reporting to building staff Developing curriculum in conjunction with instructional practices	Assistant Superintendent Building Principals Curriculum Team members	1-2 semesters
Three	Implement	Implement designed programs and practices Conduct formative assessment / ongoing evaluation	Continuous development of adopted curriculum Staff training in program's instructional components	Curriculum Team members Instructional coaches Department members	1 year
Four	Monitor	Monitor, review, and strengthen practices	Ongoing departmental meetings and consultation with instructional coaches for training and support Department meetings and inservice day training / SLA days to extend the program and/or revise practices	Assistant Superintendent Instructional coaches Curriculum team members Department members	2 years