

Treynor Community Schools

Curriculum Review Process



Treynor Community School will provide positive learning experiences for developing the maximum potential of students to be productive citizens and to prepare them to meet the choices and challenges of the future.

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Treynor Community School District Curriculum Review Process

Approved by Board of Education on December 11, 2017

The mission statement of the Treynor Community School District guides the work of this Curriculum Review Process: *Treynor Community Schools will provide positive learning experiences for developing the maximum potential of students to be productive citizens and to prepare them to meet the choices and challenges of the future.*

To assure that our curriculum is purposeful, defined, and shapes students' learning and behaviors, we advocate the use of this four-phase approach to assure that our leadership in the design, implementation, and assessment of our students' learning experiences achieves the district's mission in developing our students' maximum potential to be productive citizens, prepared to meet the choices and challenges of their future.

- Phase I: Learning and Reflecting
- Phase II: Establishment and Development of Shared Direction
- Phase III: Implementation of Shared Direction
- Phase IV: Gathering Data and Reporting Progress (Program Evaluation)

Phase I: Learning and Reflecting This phase is initiated with a community-based study committee. This committee is composed of teachers and administrators representing identified grade/building levels, department, and/or attendance centers which will be directly affected by the program review; district curriculum lead/superintendent; community/local representatives; parents, Area Education Agency/Iowa Department of Education (based on availability); and students. Members of the board of directors are also encouraged to participate.

During this phase the committee . . .

- Participates in a generalized study of the District's mission and vision, curriculum, and current learning/teaching theory common to all disciplines.
- Examines current research , trends and issues, Iowa Core, best practices, and expert advice in the content/discipline (external review/audit)
- Conducts internal review to assess and review present local thinking and practices in the content/disciplines, including implementation of the Iowa Core, professional development of staff members, common teaching-for-learning strategies, required/elective courses and students' involvement in those courses, etc. (internal review/audit)
- Summarizes both the internal and external reviews/audits. This summary becomes the basis for the development and/or revision of grading principles, philosophy, and learning expectations.
- Prepares and recommends research-based goals to establish direction for content/discipline work.

During this phase the curriculum lead/superintendent . . .

- Provides minutes and agendas to the committee members, principals, superintendent, and board of directors.
- Provides at least two updates at meetings of the board of directors.

Year 1 – Review/Analysis and Design: During school year . . .

- Team consisting of representatives from board of education, administration, teachers of content areas reviewed, school counselor , community/business representatives and led by curriculum director meet in the evenings to . . .
 - Review current reality of the content under review, including information regarding the following:
 - Grade levels and courses taught in subject area, including enrollment in each class. (5-year summary if possible)

- Alignment of “what is taught” with “what is required/recommended” by the Iowa Department of Education
- List of staff members teaching the grade-level curriculum and courses and years of involvement.
- Professional development of the staff members regarding the content area under review.
- Student data on success/progress in content area.
- Resources presently used.
- Review of Best Practices and Research of Content Area and Strategies to Achieve Students’ Success.
- Determine Draft of Vision for Content Area.
- Set Draft of Goals for Program.

Phase II: Establishment and Development of Shared Direction: A team of writers is responsible for this phase. This team is composed of teachers of the discipline and representing each grade level, department, and/or attendance center directly affected by the program revision; curriculum lead/superintendent. Other members of the community-based study committee may participate in this phase, but must commit to the entire phase.

During this phase, which occurs in the summer following Phase I, the team . . .

- Researches national and state mandates and standards (i.e., Iowa Core).
- Discusses beliefs about teaching/learning and best practices to define guiding principles, philosophy, and learning expectations.
 - Completes Vision for the Content Area
 - Finalizes Goals for the Content Area
 - Determines Governing Values for Content Area
- Creates and revises in subsequent reviews the framework for the content/discipline to include guiding principles, philosophy, learning expectations/indicators of success aligned with the Iowa Core, resources, strategies/activities, and assessments, including district assessments.
 - Review/Revise/Write/Adopt K-12 Standards for Content Area
 - Determine K-12 “I-Can”/Indicators/Benchmarks for Success for each grade level/course of content area
 - Check for Vertical and Horizontal Alignment of K-12 standards and “I-Can”/Indicators/Benchmarks for Success across the grade levels/courses of content area
 - Determine K-12 grade-level/district assessment(s) for each grade level/course of content area based on “I-Can”/Indicators for Success
- Plans for facilitation of professional learning to assure district-wide implementation of the new curriculum.

Phase III: Implementation of Shared Direction: The writers of the curriculum, the curriculum lead and teachers of the discipline/program/ curricular area and members of the community-based committee involved in Phase II are responsible for this phase. The community-based committee of Phase I, the teachers and principals, and the board of directors provide input before final approval of the curriculum framework by the board of directors.

During this phase the teachers . . .

- Participate in the review of the curriculum framework to achieve alignment and support.
- Explore instructional materials/resources.
- Pilot instructional materials when appropriate to contribute information critical to selection.
- Present curriculum framework and seek input from the community-based committee established in Phase I.
- Seek input and approval from the board of directors.
- Participate in district-wide professional learning.
- Recommend materials/resources for purchase.
- Implement in the classroom and across the district the approved curriculum and strategies learned through professional learning and using the purchased resources.
- Develop and implement the assessments, including district assessments identified/created in Phase II and the first year of Phase III.
- Use the data from the assessments to adjust instruction to assure the students' achievement of the intended learning.

During this phase the principals . . .

- Participate in district-wide professional learning, as described above.
- Monitor the review and purchase of materials and resources, as described above.
- Monitor the implementation of the curriculum, as described above.
- Monitor the implementation of the assessments, as described above.
- Monitor the adjustment of instruction, to assure the students' achievement of the intended learning.

During this phase the Curriculum Lead/Superintendent . . .

- Assures final copy of the curriculum framework is provided to all teachers of the content area/program and principals.
- Assures district-wide professional learning for all teachers of the content area/program.
- Provides for the review, purchase, and implementation of instructional materials/resources.
- Monitors district-wide implementation of the curriculum.
- Monitors district-wide implementation of the assessments.
- Oversees presentation to community-based committee (Phase I) and board of directors.

During this phase the community-based committee identified in Phase I . . .

- Provides input on the final draft of the curriculum framework.
- Receives updates on progress toward the research-based goals established in Phase II.

During this phase the board of directors . . .

- Provides input on the final draft of the curriculum framework.
- Receives updates on progress toward the research-based goals established in Phase I.

Year 2 – Finalize, Present to Board, and Pilot Instructional Materials:

- Finalize “the K-12 curriculum” for each grade level/course/program, assuring that all staff at each grade level using the K-12 standards and “I-Can”/Learning Expectations/Indicators/Benchmarks for Success for each grade level/course of content area have a deep understanding of the vertical and horizontal alignment and their own grade-level/course-level learning expectations.
- Present curriculum to the board for final approval.
- Continue work on summative assessments for demonstration of standards and “I-Can”/Indicators/Learning Expectations/Benchmarks for Success for each grade level/course of content area.
- Pilot instructional materials/resources supporting achievement of the K-12 curriculum and assessment.
 - Select by May if possible the instructional materials/resources supporting achievement of the K-12 curriculum and assessment.
 - Determine professional development needed by staff to implement the newly approved K-12 standards and “I-Can”/Indicators/Learning Expectations/Benchmarks for Success for each grade level/course of content area.

- Draft strategies/learning activities and units to support approved K-12 standards and “I-Can”/Indicators/Learning Expectations/Benchmarks for Success for each grade level/course of content area and the instructional materials identified.

Year 3 - Professional Development and Implementation and Assessment of New Curriculum and Supporting Instructional Materials supporting approved K-12 standards and “I-Can”/Indicators/Learning Expectations/Benchmarks for Success for each grade level/course of content area.

- Complete work on summative assessments for demonstration of standards and “I-Can”/Indicators/Learning Expectations/Benchmarks for Success for each grade level/course of content area.
- Develop formative assessments that allow for the adjustment of instruction so that students achieve the standards and “I-Can”/Indicators/Learning Expectations/Benchmarks for Success for each grade level/course of content area.
- Identify, provide and implement professional development needed by staff to implement the newly approved K-12 standards and “I-Can”/Indicators/Learning Expectations/Benchmarks for Success for each grade level/course of content area.
- Determine and monitor for implementation of strategies/learning activities and units to support approved K-12 standards and “I-Can”/Indicators/Learning Expectations/Benchmarks for Success for each grade level/course of content area and the instructional materials identified.

Year 4 - Implementation and Assessment of Students’ Success with K-12 Curriculum supporting approved K-12 standards and “I-Can”/Indicators/Learning Expectations/Benchmarks for Success for each grade level/course of content area.

- Monitor success of students based on summative assessments for demonstration of standards and “I-Can”/Indicators/Learning Expectations/Benchmarks for Success for each grade level/course of content area.
- Continue to develop and implement formative assessments that allow for the adjustment of instruction so that students achieve the standards and “I-Can”/Indicators/Learning Expectations/Benchmarks for Success for each grade level/course of content area.

- Continue to provide, implement, and monitor professional development needed by staff to implement the newly approved K-12 standards and “I-Can”/Indicators/Learning Expectations/Benchmarks for Success for each grade level/course of content area.
- Continue to determine and monitor for implementation of strategies/learning activities and units to support approved K-12 standards and “I-Can”/Indicators/Learning Expectations/Benchmarks for Success for each grade level/course of content area and the instructional materials identified.

Year 5: Implementation and Assessment of Students’ Success with K-12 Curriculum supporting approved K-12 standards and “I-Can”/Indicators/Learning Expectations/Benchmarks for Success for each grade level/course of content area.

- Monitor success of students based on summative assessments for demonstration of standards and “I-Can”/Indicators/Learning Expectations/Benchmarks for Success for each grade level/course of content area.
- Continue to develop and implement formative assessments that allow for the adjustment of instruction so that students achieve the standards and “I-Can”/Indicators/Learning Expectations/Benchmarks for Success for each grade level/course of content area.
- Continue to provide, implement, and monitor professional development needed by staff to implement the newly approved K-12 standards and “I-Can”/Indicators/Learning Expectations/Benchmarks for Success for each grade level/course of content area.
- Continue to determine and monitor for implementation of strategies/learning activities and units to support approved K-12 standards and “I-Can”/Indicators/Learning Expectations/Benchmarks for Success for each grade level/course of content area and the instructional materials identified.

Year 6: Implementation and Assessment of Students’ Success with K-12 Curriculum supporting approved K-12 standards and “I-Can”/Indicators/Learning Expectations/Benchmarks for Success for each grade level/course of content area.

- Monitor success of students based on summative assessments for demonstration of standards and “I-Can”/Indicators/Learning Expectations/Benchmarks for Success for each grade level/course of content area.

- Continue to develop and implement formative assessments that allow for the adjustment of instruction so that students achieve the standards and “I-Can”/Indicators/Learning Expectations/Benchmarks for Success for each grade level/course of content area.
- Continue to provide, implement, and monitor professional development needed by staff to implement the newly approved K-12 standards and “I-Can”/Indicators/Learning Expectations/Benchmarks for Success for each grade level/course of content area.
- Continue to determine and monitor for implementation of strategies/learning activities and units to support approved K-12 standards and “I-Can”/Indicators/Learning Expectations/Benchmarks for Success for each grade level/course of content area and the instructional materials identified.

Phase IV: Gathering Data and Reporting Progress (Program Evaluation): The teachers and administrators, including the curriculum lead/superintendent are responsible for gathering data and reporting progress.

Year 7: Program Evaluation of the Implementation and Assessment of Students' Success with K-12 Curriculum supporting approved K-12 standards and "I-Can"/Indicators/Learning Expectations/Benchmarks for Success for each grade level/course of content area.

During this phase the teachers/building staff . . .

- Determine grade level/content area/building representative(s) for the discipline/program review and serving on the community-based team in Phase I.
- Gather data in preparation for the internal audit in Phase I.
- Gather student progress using classroom and district assessments.
- Gather and report data from district assessments to grade-level/building representatives, curriculum lead/superintendent and building principals.
- Adjust learning strategies/activities, resources, and classroom assessment to achieve indicators of learning expectations.
- Make recommendations to grade-level/ content area/building representative(s) for changes in district assessments.

During this phase the grade-level/ content area/building representative(s) . . .

- Assimilate data in preparation or the internal audit in Phase I.
- Recommend students, parents, and community/local representatives for the community-based study team for phase I.
- Assimilate data from district assessments implemented in Phase III.
- Report collaboratively with principal appropriate data, including district assessments to teachers, students, parents, administrators, curriculum lead, superintendent, board, and community.
- Work collaboratively with curriculum committee and curriculum lead to adjust curriculum including assessments, instructional resources, and instructional methodology.
- Use data to recommend and collaboratively plan additional professional learning.
- Report annually the progress toward research-based goals established in Phase I.

During this phase the building principals . . .

- Facilitate the use of data collected annually in each discipline/program to impact the building and personal professional learning goals.
- Monitor the gathering of assessment data, including district assessments.
- Report collaboratively with building representatives appropriate data to teachers, students, parents, administrators, superintendent, curriculum lead, board of education, and community.

During this phase the curriculum lead/superintendent . . .

- Provides an update of progress on district assessment to the superintendent and board of directors.
- Provides assessment data, including district assessments to the superintendent for the annual report to the community.
- Monitors research-based goals established in Phase I.
- Prepare for Phase I review of curriculum.
- Seek faculty chairperson for the curriculum/discipline review.
- Share current research, trends and issues, and best practices.
- Reports program evaluation, including assessment data, to the board of education and the community.

During this phase the superintendent and the board of directors . . .

- Receive program evaluation including the progress toward the research-based goals established in Phase I and progress on district assessments.

Calendar of K-12 Curriculum Review Process

Revised 10/4/21

	2017-18	2018-19	2019 - 20	2020 - 21	2021-22	2022-23	2023-24	2024-25	2025-26
Year 1 Phases I and II	Science	Math	COVID	Social Studies		English Language Arts/ Literacy Counseling	Gifted Art Music	World Languages Physical Ed	CTE/ Vocational ELL
Year 2 Phase III		Science		Math	Social Studies		English Language Arts/ Literacy Counseling	Gifted Art Music	World Languages Physical Ed
Year 3 Phase III				Science	Math	Social Studies		English Language Arts/ Literacy Counseling	Gifted Art Music
Year 4 Phase III					Science	Math	Social Studies		English Language Arts/Literacy Counseling

Year 5 Phase III						Science	Math	Social Studies	
Year 6 Phase III							Science	Math	Social Studies
Year 7 Phase IV								Science	Math

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