

Northwestern Lehigh School District Curriculum Cycle – PRIMARY PHASE

Step	Activity	Persons Involved	Time Frame	When Concerns Arise
1 – Research and Preparation	<p>Review and gather appropriate data and research relevant to curricular area under review</p> <p>Develop curriculum map of existing courses for curriculum council phase</p> <p>Summarize findings for Phase 2 – Curriculum Council</p>	<p>Department Chairpersons Subject Area Contacts Director of Curriculum & Instruction Director of Student Services (ad hoc)</p> <p><i>Director of Curriculum & Instruction will coordinate process and serve as chair</i></p>	<p>½ to 1 school year</p>	<p>See attached flowchart.</p>
2 – Curriculum Council	<p>Conduct a broad-based analysis of summarized findings in research and preparation phase with current curriculum and programs</p> <p>Use of curriculum map and focus questions for dialogue will streamline this process</p> <p>Make recommendations for further investigation with regards to curriculum development and coordination</p>	<p>Department Chairpersons Subject Area Contacts Interested Teachers Building Administration School Board Representation Community/Parent/Career Representation Students Director of Curriculum & Instruction Assistant Superintendent Director of Student Services Superintendent (ad hoc)</p> <p><i>Director of Curriculum & Instruction will coordinate process and serve as chair</i></p>	<p>At least one meeting between October – March within one school year</p> <p>April – send recommendations to Board for approval</p> <p>April and May – finalize membership for all Task Forces for Phase 3 and hold general Task Force meeting to select dates and review Curriculum Council recommendations</p>	<p>See attached flowchart.</p>
3 – Curriculum Task Force	<p>Write curriculum guides, develop program goals, suggest inservice recommendations consistent with curricular and instructional</p>	<p>Building Administrators Department Chairperson Subject Area Contacts Other representative teachers as needed</p>	<p>1 school year as needed, may stretch into 2 school years if phase-in is necessary</p>	<p>Task Force will prioritize any issue that is a pressing concern</p>

	<p>needs and Curriculum Council recommendations</p> <p>Develop & revise existing curriculum maps of courses as needed</p> <p>Develop evaluation instruments, identify and purchase needed materials</p>	<p>Parents (as needed) Director of Curriculum & Instruction</p> <p><i>Building Principals and Director of Curriculum & Instruction will coordinate process and serve as chairs.</i></p>		
4 – Evaluation and Review	<p>Continue to oversee the implementation of the curriculum guides, assessment tools, instructional practices, programs, and materials</p> <p>Check data yearly to determine if curriculum, assessments, instructional strategies, programs, materials are helping to meet goals of increasing student achievement</p> <p>Identify needed inservice, curricular or program changes, support work of various levels to institute necessary changes</p>	<p>Building Administrators Department Chairperson Subject Area Contacts Other representative teachers as needed Parents (as needed) Director of Curriculum & Instruction Assistant Superintendent (ad hoc)</p> <p><i>Building Principals and Director of Curriculum & Instruction will coordinate process and serve as chairs</i></p>	<p>Meet at least 2 times per school year to check on student achievement against data as well as review newly adopted curriculum and materials At least one meeting (mid-year) should include staff from all buildings jointly</p> <p>Continue to operate until Phase A of Secondary Curriculum Cycle begins (1 year)</p> <p>May need to meet more regularly if concern arises</p>	<p>Evaluation group will prioritize any issue that is a pressing concern</p>

Northwestern Lehigh School District Curriculum Cycle – SECONDARY PHASE

Step	Activity	Persons Involved	Time Frame	When Concerns Arise
1 – Evaluation and Review of Research	<p>Analyze implementation year and identify modifications needed.</p> <p>Review and gather appropriate data and research relevant to curricular area under review and summarize findings</p>	<p>Department Chairpersons Subject Area Contacts Director of Curriculum & Instruction Director of Student Services (ad hoc)</p> <p><i>Director of Curriculum & Instruction will coordinate process and serve as chair</i></p>	<p>1 school year</p>	<p>See attached flowchart.</p>
2 – Curriculum Council (abridged version) May not be necessary for all curricular areas	<p>Conduct a broad-based analysis of summarized findings in research and preparation phase with current curriculum and programs</p> <p>Make recommendations for further investigation with regards to curriculum development and coordination</p>	<p>Department Chairpersons Subject Area Contacts Interested Teachers Parents (as needed) Building Administration Director of Curriculum & Instruction Assistant Superintendent Director of Student Services Superintendent (ad hoc)</p> <p><i>Director of Curriculum & Instruction will coordinate process and serve as chair</i></p>	<p>½ year</p> <p>Recommendations to Board for approval by mid-year</p>	<p>See attached flowchart.</p>
3 – Curriculum Task Force	<p>Revise and write curriculum guides, develop program goals, suggest inservice recommendations consistent with curricular and instructional needs and Curriculum Council recommendations</p>	<p>Building Administrators Department Chairperson Subject Area Contacts Other representative teachers as needed Parents (as needed) Director of Curriculum &</p>	<p>½ - 1 school year as needed, may stretch into 2 school years if phase-in is necessary</p>	<p>Task Force will prioritize any issue that is a pressing concern</p>

	<p>Develop evaluation instruments</p> <p>Develop and revise curriculum map of courses as needed</p>	<p>Instrucion</p> <p><i>Building Principals and Director of Curriculum & Instruction will coordinate process and serve as chairs.</i></p>		
<p>4 – Implementation, Evaluation and Review</p>	<p>Continue to oversee the implementation of the curriculum guides, assessment tools, instructional practices, programs, and materials</p> <p>Check data yearly to determine if curriculum, assessments, instructional strategies, programs, materials are helping to meet goals of increasing student achievement</p> <p>Identify needed inservice, curricular or program changes, support work of various levels to institute necessary changes</p>	<p>Building Administrators Department Chairperson Subject Area Contacts Other representative teachers as needed Parents (as needed) Director of Curriculum & Instruction Assistant Superintendent (ad hoc)</p> <p><i>Building Principals and Director of Curriculum & Instruction will coordinate process and serve as chairs</i></p>	<p>Meet at least 2 times per school year to check on student achievement against data as well as review newly adopted curriculum and materials At least one meeting (mid-year) should include staff from all buildings jointly</p> <p>Continue to operate yearly until Phase 1 begins again (1 - 2 years)</p> <p>May need to meet more regularly if concern arises</p>	<p>Evaluation group will prioritize any issue that is a pressing concern</p>

District Process for Reviewing Curricular Concerns that arise out of the Curriculum Review Cycle

Curriculum Contacts, Department Chairs, and Building Administrators identify concerns and bring them to the attention of the Director of Curriculum & Instruction



The Director of Curriculum & Instruction defines the concern with Curriculum Contacts, Department Chairs, and the Building Principal and collaboratively recommend a process for resolve and brings to the Administrative Team for discussion.



The Director of Curriculum & Instruction informs the Board of a possible curricular change if necessary.



The building or district level process must include a review of the data and research with Curriculum Contacts, Department Chairs, and Building Administrators. The issues should be discussed at appropriate levels with consideration of consistency between buildings and levels. Sub-committees make recommendations for change. The Director of Curriculum & Instruction coordinates this process with building principals.



The Administrative Team meets to review recommendations and make decisions as necessary.



Changes are made to the curriculum documents as necessary. Instructional materials or staff development are implemented as necessary.



Changes are submitted to the Board for approval.

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Guidelines for Review and Purchase of Curricular Materials Outside of the Curriculum Review Cycle

1. Individual teachers, Curriculum Contacts, and/or Department Chairs identify possible needs and/or concerns and bring them to the attention of the Building Administrator.

2. Evaluate need for new material

**** All persons initiating this process must be able to answer the question.....**

“Why is this new material necessary for instruction?”

- a. How does existing course material compare to proposed material?
- b. How does the proposed material relate to the written curriculum? (How/where will it be used?)
- c. How does the proposed material relate to the PA standards and anchors?

3. Determine suitability of proposed material

- a. Is the proposed material consistent with other existing district materials for this grade level and subject?
- b. Does the proposed material reflect the appropriate developmental level of our students? (i.e. vocabulary, reading level, content, etc)
- c. Do all of the other teachers of this grade level and subject support the incorporation and use of the proposed material?
- d. Will the proposed material be available to every student in a grade level and subject?
- e. Will the building budget support this purchase?
- f. How will materials be shared, if necessary?

4. Final decision will be made by Building Administrator, with input from the Director of Curriculum and Instruction and/or the Administrative Team.

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Curriculum Revision Process

Phase P = Primary
Phase S = Secondary

Content Area Schedule – General Guidelines**

SUBJECT	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Guidance (K-12)	P-3	P-4	S-1	S-2	S-3	S-4	P-1	P-1	P-2
Science (K-12)	P-3	P-4	S-1	S-2	S-3	S-4	P-1	P-2	P-3
Wellness/Fitness (K-12)	P-3	P-4	S-1	S-2	S-3	S-4	P-1&2	P-3	P-4
Family, Career & Tech (6-12)	P-2	P-3	P-4	S-1	S-2	S-3	S-4	P-1&2	P-3
Visual Art (K-12)	P-2	P-3	P-4	S-1	S-2	S-3	S-4	P-1&2	P-3
Math (K-5)	P-2	P-3	P-3	P-4	S-1	S-2	S-3	S-4	P-1
Math (6-12)	P-2	P-3	P-3	P-3	P-4	S-1	S-2	S-3	S-4
Social Studies (K-5)	P-1	P-2	P-3	P-3	P-4	S-1	S-2	S-3	S-4
Social Studies (6-12)	P-1	P-2	P-3	P-4	S-1	S-2	S-3	S-4	P-1
Music (K-5)	P-1	P-2	P-3	P-4	S-1&2	S-3	P-1	P-3	P-4
Music (6-12)	P-1	P-2	P-3	P-4	S-1	S-2	S-3&4	P-1&2	P-3
World Languages (9-12)	----	P-1	P-2	P-3	P-4	S-1	S-2	S-3	S-4
Library/Media (K-12)	----	P-1	P-2	P-3	P-4	S-1	S-2	S-3	S-4
Language Arts (K-5)	----	P-1	P-2	P-3	P-3	P-4	S-1	S-2	S-3
Language Arts (6-12)	----	P-1	P-2	P-3	P-3	P-4	S-1	S-2	S-3
Special Education (9-12)	----	P-1	P-2	P-3	P-4	S-1	S-2	S-3	S-4

**Schedule may be condensed or accelerated as needed per content area/grade level

 Indicates year of curriculum approval in Spring