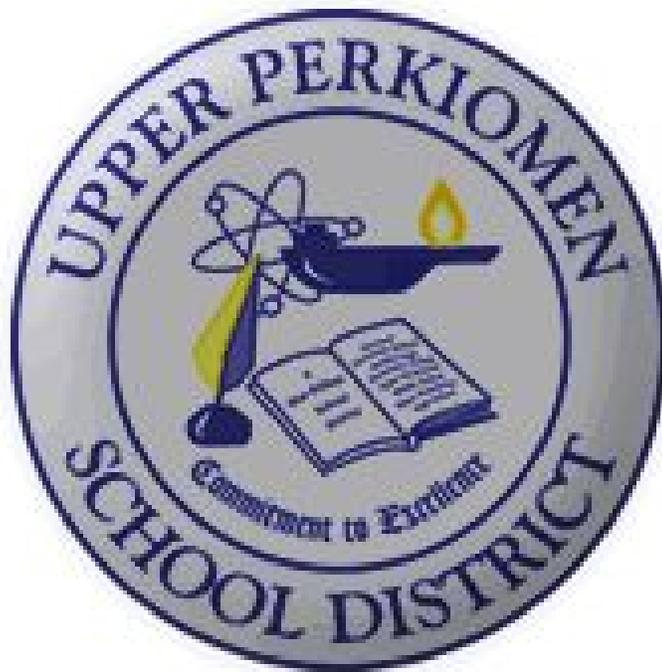


UPPER PERKIOMEN SCHOOL DISTRICT



**K-12 CURRICULUM REVIEW HANDBOOK
UPDATED 2017**

UPPER PERKIOMEN SCHOOL DISTRICT

District Mission:

The Upper Perkiomen School District empowers learners, fosters community partnerships, and inspires innovation to maximize personal growth.

District Vision:

Student Achievement: *At UPSD all students will have access to a full continuum of learning experiences in order to actualize their personal growth.*

Empowerment: *UPSD encourages all students and staff to responsibly advocate for themselves and actively make choices in their own learning.*

Culture: *UPSD provides a safe and supportive school environment that values and is responsive to the uniqueness of each individual.*

Partnerships: *UPSD fosters and utilizes local and global connections to cultivate learning experiences within and beyond the classroom.*

Innovation: *UPSD nurtures a student centered learning environment that enhances critical and creative thinking*

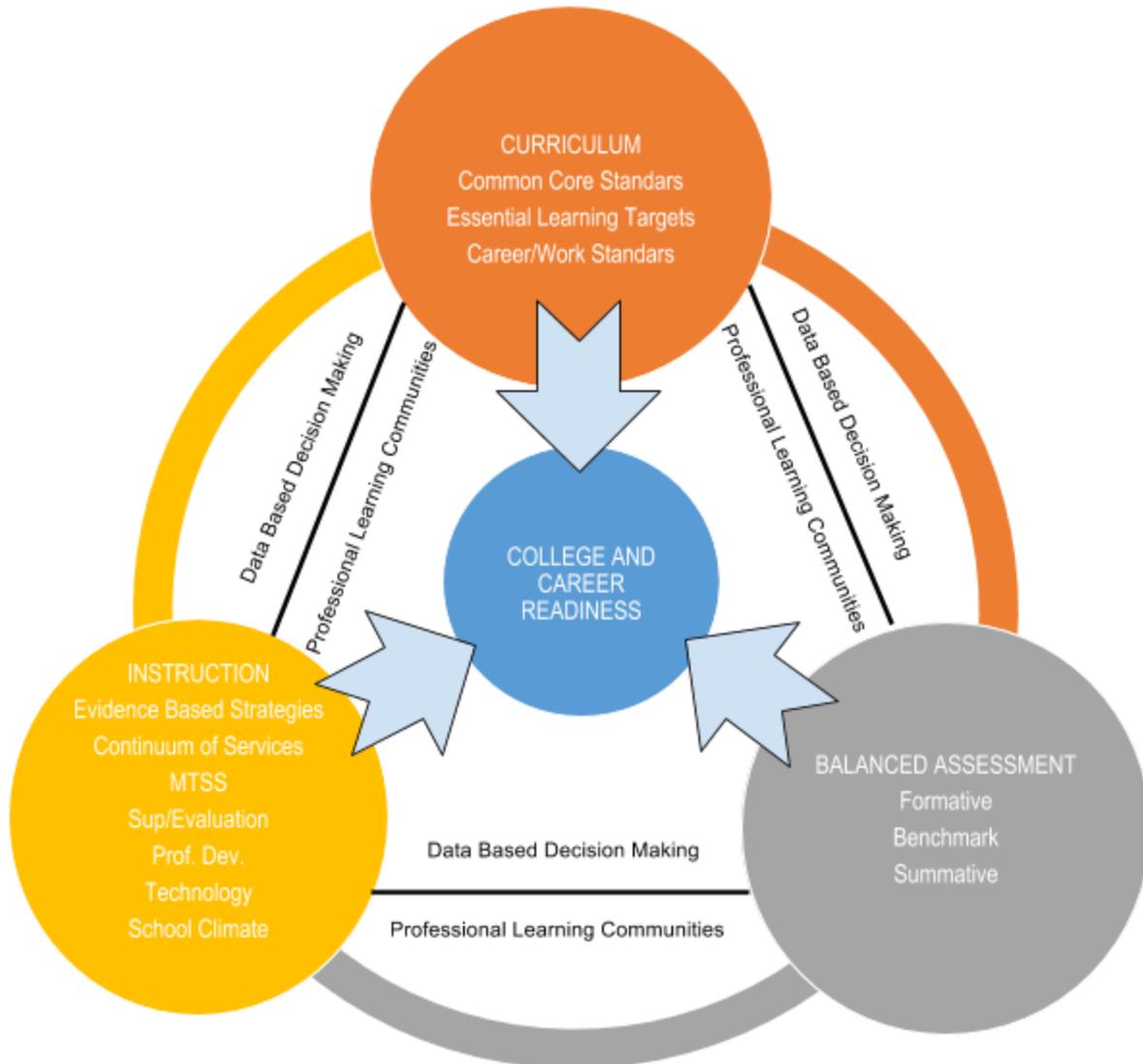
Introduction:

We believe all students can learn, and it is our duty to ensure that all students do learn. We accomplish this by developing a comprehensive, integrated approach that provides system-wide support to schools, families, and the community.

The Upper Perkiomen Area School District has a history of commitment to excellence in education. The Board of Education and district citizens have endorsed this commitment by supporting the development, implementation and evaluation of the curriculum and the instructional program. Administrators and staff members have worked together to design and implement instructional programs which will meet the many and diverse needs of students from pre-kindergarten through grade twelve. While there are many reasons to be proud of the district's instructional program, excellence demands a dedication to continuing evaluation and improvement.

This document is a design that provides for constant renewal to meet the changing needs of students and society. The philosophy and goals give direction and stability to the process. The guide provides for curriculum development by district staff and administration, and adoption by the Board of Education. It includes a structure for the implementation of curriculum standards in classrooms, and evaluation through a process of self-study and program review. The guide is intended to provide direction, coordination and structure for district teachers, administrators and leadership teams as they strive for excellence.

CONCEPTUAL FRAMEWORK FOR SCHOOL IMPROVEMENT & CURRICULUM



CURRICULUM DEVELOPMENT IN A PROFESSIONAL LEARNING COMMUNITY

According to studies, teachers increase the effectiveness of their schools when they collectively identify and work toward the results they desire, develop collaborative strategies to achieve their goals, and create systems to assess student learning through a backwards design process. A professional learning community strives to provide its students with a curriculum that has been developed by the faculty through a collaborative backwards design process. Students are much more likely to succeed in school if the teacher teaches to the curriculum developed by consensus, the students practice the skills the curriculum emphasizes, and assessment programs are designed to determine the degree to which students demonstrate understanding and transfer of big ideas.

Validating Alignment and Planning for Continuous Curricular Improvement

Agreement on standards of quality and mastery is essential in promoting excellence and equality of teaching and in validating alignment of curriculum, instruction, and assessment with standards across schools. The following are indicators of a well-designed standards-based curriculum implementation:

- The written curriculum is aligned with content and assessments standards.
- The curriculum is designed with clarity about the desired learning's, and based on evidence of real learning for understanding and transfer.
- The curriculum is rigorous, balanced, and aligned with a sharper focus on learning priorities: the focus is on big ideas, core tasks of transfer to frame curricula.
- Classroom assessments are central to the curriculum design, not an afterthought, and check for understanding and transfer.
- Data are used to improve teaching and learning.
- District policies and resources support the implementation of standards.

Principles of the UPSD Curriculum Development Process

1. Teacher teams will work collaboratively to write curriculum in an Understanding by Design (UbD) format with goals that ensure understanding and transfer of knowledge and skills for each content area.
2. The important determination of what students should know and be able to do as a result of their education will be a collective, rather than an individual decision.
3. The curriculum should help teachers, students, and parents clarify the specific knowledge, skills, and understanding that students should be able to transfer as a result of their schooling.
4. The results-oriented curriculum will reduce content and enable all parties to focus on essential and significant learning, understanding, and transfer.
5. The curriculum process will identify common evaluative criteria and assessments that will enable an individual teacher, a teaching team, and the school to monitor student achievement at the classroom level.
6. Curriculum and assessment development will support the UPSD continuous school improvement process.
7. The UPSD curriculum renewal process, professional development plans, and continuous school improvement processes are critically intertwined and will be intentionally designed to promote continuity.

ROLES AND RESPONSIBILITIES

All district staff members are responsible for ensuring that all students learn the district's curriculum and demonstrate achievement at high levels. As a function of responsibilities, certain roles can be specified, although the responsibilities are not limited to those listed.

SCHOOL BOARD

The Board will:

- Adopt goals that provide a well-balanced curriculum resulting in improved student learning;
- Establish policies to direct and support ongoing curriculum development and evaluation;
- Adopt a budget that provides for the development, implementation, training, and evaluation of curriculum;
- Authorize the implementation and review of a strategic plan for the district that identifies community expectations of curriculum;
- Communicate to its constituents the Board's curricular expectations.

SUPERINTENDENT

The Superintendent will:

- Implement board policies related to curriculum;
- Annually report to the Board concerning implementation;
- Oversee the work of district staff in accomplishing their responsibilities.

DISTRICT CURRICULUM STAFF

The Superintendent or designee will:

- Ensure that a master long-range plan is in place for curriculum development, revisions, program evaluation, and student assessment;
- Implement the master long-range plan, providing technical and expert assistance as required;
- Approve the District's curriculum, based on input from teachers;
- Provide district-wide professional development needed to implement the curriculum;
- Provide materials and design instructional programs that deliver district curriculum effectively;
- Support principals and teachers in their roles of delivering and managing curriculum and professional development;
- Provide support for analysis and interpretation of assessment data.

PRINCIPALS

Principals will:

- Develop a working knowledge of the curriculum content for all subjects/courses to effectively monitor delivery of the curriculum;
- Translate the importance of effective curriculum and instruction practices on a daily basis;
- Monitor the delivery of the district curriculum through the following basic strategies:
 - Walk-through observations
 - Formal classroom observations
 - Periodic review of lesson plans and curriculum documents
 - Ensure effective instructional delivery;
 - Collaborate with individuals and learning teams;
- Work with teams to review and interpret assessment data, set goals, and plan for continuous improvement of achievement;
- Update Campus Improvement Plans to support effective curriculum management;

ROLES AND RESPONSIBILITIES (CONT'D)

- Ensure that student progress in achievement is reported regularly to parents in an understandable manner;
- Facilitate and participate in professional development.

TEACHERS

Teachers will:

- Deliver the District curriculum, using strategies most effective for the students;
- Assess student learning with a variety of classroom, district, and state assessments;
- Use assessment data to drive instructional decisions;
- Involve students in the learning and assessing process;
- Involve parents in the learning process;
- Communicate strengths and weaknesses to students, parents, and others as appropriate;
- Participate in district, campus, and personal professional development.

STUDENTS

Students will:

- Be an active partner in the learning and assessing process;
- Understand their own learning strengths and weaknesses;
- Meet or exceed learning requirements based on the District curriculum and standards;
- Exhibit behavior that is conducive to learning for self and others.

PARENTS

Parents will:

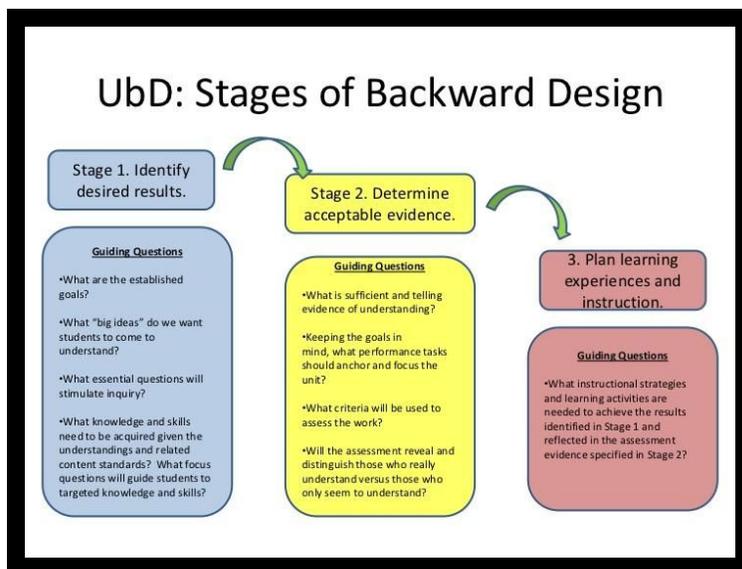
- Be valued partners in the learning process;
- Accept a shared responsibility working with the teacher in the learning process;
- Support the development of academic, communication, life, and technology skills.

Understanding by Design CURRICULUM FRAMEWORK

Understanding by Design (UbD) is a framework for improving student achievement. Emphasizing the teacher's critical role as a designer of student learning, UbD works within the standards-driven curriculum to help teachers clarify learning goals, devise revealing assessments of student understanding, and craft effective and engaging learning activities.

Understanding by Design is based on the following key ideas:

- A primary goal of education should be the development and deepening of student understanding—the ability to make meaning of learning via “big ideas” and to transfer learning.
- UbD unpacks and transforms content standards and mission related goals into relevant Stage 1 elements and appropriate assessments in Stage 2.
- Students reveal their understanding most effectively when they are provided with complex, authentic opportunities to explain, interpret, apply, shift perspective, empathize, and self-assess. When applied to complex tasks, these "six facets" provide a conceptual lens through which teachers can better assess student understanding.
- Effective curriculum development reflects a three-stage design process called "backward design" that delays the planning of classroom activities until goals have been clarified and assessments designed. This process helps to avoid the twin problems of "textbook coverage" and "activity-oriented" teaching, in which no clear priorities and purposes are apparent.
- Teachers are coaches of understanding, not just teaching; they always aim – and check – for successful meaning making and transfer by the learner
- Student and school performance gains are achieved through regular reviews of results (achievement data and student work) followed by targeted adjustments to curriculum and instruction. Teachers become most effective when they seek feedback from students and their peers and use that feedback to adjust approaches to design and teaching.
- Teachers, schools, and districts benefit by "working smarter" through the collaborative design, sharing, and peer review of units of study.



MONITORING THE CURRICULUM

Monitoring the curriculum involves determining to what extent the approved curriculum has been implemented. Close monitoring of the curriculum does not imply distrust of teachers, nor does it intend to reduce the teacher to a mechanical implementer of what others have produced; instead, this process ensures that students learn skills and gain knowledge in a coherent progression. The district curriculum has been carefully sequenced, articulated, and designed to include monitoring that ensures what students are being taught in 4th grade builds on the content of the 3rd grade curriculum and leads into that of the 5th. Monitoring ensures fidelity of implementation and consistency across the district. Initially, monitoring is useful in helping the principal become more visible and involved with curriculum, one of the central components of continuous improvement.

1. ***The intent is to emphasize mutual accomplishment.*** Mutual accomplishment is a type of implementation in which the developers of an innovation (the district curriculum teams) accomplish their central goal of changing the curriculum while the users of the innovation (teachers) accomplish their goals of influencing the curriculum and maintaining control of the essential elements of classroom life.
2. ***Establish a culture that values continuous improvement.*** The principal will facilitate a continuous improvement process and encourage it as part of the school's values. The emphasis is on improving student learning. Curriculum development and renewal is an ongoing process, not a single event.
3. ***Collaboration is the other critical element in a school's culture.*** The role of the continuous improvement team is to establish the importance of working together in a cooperative manner, create conditions that support collaboration, model it, and celebrate successes.
4. ***Ensure that resources are available in a timely manner.*** New texts and other materials will be ordered early enough to ensure that they will be available for teachers.
5. ***Provide ongoing professional development that is sensitive to teachers' needs.*** Professional development will be intentional, relevant, and aligned to school and district goals and initiatives.
6. ***Assist teaching teams in creating long-term instructional plans.*** Long-term planning calendars and units of study enable the teachers to develop planning documents that they can use as they plan for instruction. Once teaching teams have developed long term and unit plans, the team and the principal can confer in a collaborative climate. Teaching teams and the principal can then begin asking the following questions:
 - Have all the essential learning outcomes (ELOs) or standards been suitably emphasized?
 - Do time allocations reflect curricular priorities?
 - Is the sequence one that will likely lead to mastery?
7. ***Cheer for the new curriculum!***
8. ***Analyze student assessment results.*** The continuous improvement team and teaching teams should examine school-wide and classroom-specific results from an analytical perspective. Such a perspective systematically examines the following issues.
 - Was the assessment congruent with the curriculum?
 - Were the texts and other instructional materials congruent with the curriculum?
 - Was sufficient time devoted to the content included in the assessment?
 - Were students motivated to master the curriculum and perform well on the assessments?
 - Were effective instructional approaches used?
 - Was the curriculum itself of high quality?
 - Which groups of students performed below expectations? Do they need additional time, more varied materials, or diversified teaching and learning activities?

Curriculum monitoring is a problem solving process that supports continuous improvement and collaboration and ensures district curriculum coordination while honoring teacher expertise.

K-12 CURRICULUM AND INSTRUCTION TEAMS

Vertical alignment teams (K-12) are responsible for creating and updating the curriculum, instructional practices and assessment of each curriculum strand.

Curriculum Strands

- Art
- Business
- Technical Education
- English, Language Arts and Literacy
- Health and Physical Education
- Math
- Music
- Science
- Social Studies
- Student Services
- World Languages

Team Membership

Team membership will be determined based on the scope of the work. Each representative will have the following responsibilities:

1. Attend each meeting.
2. Report results at faculty meetings or team/department meetings.
3. Assume a leadership role in curriculum development with colleagues.

Curriculum Team Meeting Cycle:

DATE:

August 24, 2017

September 13, 2017

September 20, 2017

October 11, 2017

November 8, 2017

December 13, 2017

January 10, 2018

February 14, 2018

April 11, 2018

May 9, 2018

TIMEFRAME:

8:00 am -11:00 am

4:00 pm -5:00 pm

8:00 am -3:00 pm

8:00 am-3:00 pm

4:00 pm-5:00pm

8:00 am – 11:00 am

4:00pm – 5:00 pm

8:00am -3:00 pm

4:00 pm – 5:00 pm

8:00 am – 11:00 am

CURRICULUM REVIEW CYCLE

Content Area	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
ELA	Stage 2 and 3	Stage 4	Stage 5	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 1
MATH	Stage 2 and 3	Stage 4	Stage 4	Stage 5	Stage 5	Stage 1	Stage 2	Stage 3	Stage 4
SCIENCE	Stage 1 and 2	Stage 3	Stage 4	Stage 5	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
ART/MUSIC	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 1	Stage 2	Stage 3	Stage 4
SOC. STUD		Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 1	Stage 2	Stage 3
FOR.LANG.		Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 1	Stage 2	Stage 3
TECH. ED.			Stage 1	Stage 2	Stage 3	Stage 3	Stage 4	Stage 5	Stage 1
BUSINESS			Stage 1	Stage 2	Stage 3	Stage 3	Stage 4	Stage 5	Stage 1
PHYS. ED			Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 1	Stage 2

STAGES OF THE CURRICULUM REVIEW PROCESS

Stage One: Evaluation, Assessment & Research

K-12 departments in stage one will focus on the research of best practice, conduct site visits, review and interpret all available K-12 student achievement and growth data and develop an action plan.

Expected Outcomes:

- Identify a steering committee and meet with a steering committee consisting of teachers, students, parents, community members, administrators and other experts in the field
- Develop and implement an action plan that includes department mission, vision and goals that the K-12 team will accomplish over the course of the curriculum cycle
- Collect, analyze and interpret K-12 student achievement and growth data in the particular content area
- Develop a synopsis of current best practices and evidence of new learning through site visits

Evidence: Presentation to district liaison committee and school board on Stage One findings

Stage One Documents: Action Planning Template & Presentation to School Board

Stage Two: Curriculum Development & Resource Pilot

K-12 departments in stage two will focus on the completion of standards aligned curriculum maps and evaluate resources that align to the expected learning outcomes from the curriculum maps.

Expected Outcomes:

- Completion of standards aligned curriculum maps in the designated district approved format
- Completion of grade level/ course level scope and sequence
- Review resources and materials for purposes of program pilot
- Conduct pilot program and make data based recommendations to curriculum steering committee
- Participate in professional development

Evidence: Completed district approved curriculum maps, scope and sequence and initial data collection template

Stage Two Documents: UBD Unit Maps, Completed Resource Evaluation Rubric, Grade Level/ Course Scope & Sequence

STAGES OF THE CURRICULUM REVIEW PROCESS (CONT'D)

Stage Three: Implementation & Professional Development

K-12 departments in stage three will focus on deploying the revised curriculum maps and begin to align instruction, assessments and resources to the revised curriculum. K-12 departments will also engage in professional development to support their work.

Expected Outcomes:

- Create and begin to deploy professional development plan to align with revised curriculum maps, resource adoption and district professional development calendar
- Develop common assessments and rubrics
- Conduct assessment audit to ensure that assessments enable higher level thinking skills for all students
- Continuously examine and analyze student performance data

Evidence: Professional development plan, common assessments and database of assessment results

Stage Three Documents: Professional Development Plan, Common Assessments, Assessment Audit

Stage Four: Revision & Review

K-12 departments in stage four will focus on continuous improvement through the analysis of student performance data and alignment to standards, sharing of best practices and engaging in learning walks.

Expected Outcomes:

- Conduct learning walks to observe and get feedback on classroom instructional practices.
- Continuously examine and analyze student performance data
- Continuously making improvements to curriculum maps, scope and sequence documents and assessments
- Engaging in professional development

Evidence: Data collected from learning walks, student performance data, and professional development plan

Stage Four Documents: Classroom Walkthrough Data

Stage Five: Monitoring

K-12 departments in stage five will evaluate the effectiveness of the curriculum review process over the past stages. Staff members will be responsible for examining and reporting on student outcomes and making recommendations for further improvement.

Expected Outcomes:

- Review student assessment data and post-secondary outcomes to determine effectiveness of program implementation and standards aligned instruction
- Develop and conduct surveys to gain information about the current program.

Evidence: Presentation to the district liaison committee and school board and report on survey results

Stage Five Documents: Curriculum Review Survey & Board Presentation

INSTRUCTIONAL PROGRAM EVALUATION CYCLE

YEAR ONE

August-September

- Discuss Strengths, Weaknesses, opportunities, Threats (SWOT)
- Analyze/collect data – PSSA/KEYSTONE, MAP, BENCHMARK, PSAT, SAT and other assessment data
- Begin research of best practices (Focus on UbD and Differentiation)
- Begin to gather information about program

October-May

- Analyze/collect data— PSSA/KEYSTONE, MAP, BENCHMARK, PSAT, SAT and other assessment data
- Conduct Stage One Presentation to district liaison committee, building and district admin and school board
- Continue reading of research and analysis of data
- Continue discussion of research/best practices (Focus on UbD and Differentiation)
- Develop first Unit using UbD framework
- Identification of instructional program needs as related to program philosophy and goals
- Research exemplary school districts in Pennsylvania and beyond to determine which districts meet some or all of our desired outcomes
- Review current scope and sequence
- Continue to collect sample instructional materials

Summer Year 1

- Create Year at A Glance Scope and Sequence
- Begin development/review of program philosophy & goals, essential questions, and enduring understandings
- Begin Unit Design – Align Goals, Enduring Understandings and Essential Questions
- Review K-12 Goal Alignment
- Select potential programs/materials for presentation by consultants

YEAR TWO

September-November

- Curriculum writing – Work on Curriculum Map
- Continue review of materials
- Establish materials “wish list”
- View presentations of potential programs/materials from vendors
- Training for pilot materials
- Pilot programs for curricular materials, if needed

December-March

- Complete Curriculum Map
- Finalize curriculum writing
- Ensure alignment to scope and sequence, UbD framework, and standards
- Finalize selection of materials/program
- Presentation of program to Board of Education
- Order new materials

INSTRUCTIONAL PROGRAM EVALUATION CYCLE (CONT'D)

YEAR TWO (CON'T)

April-May

- Receive new materials
- Determine if additional professional development is needed for new materials

Summer Year 2

- Complete any final work related to curriculum renewal process

YEAR THREE

September

- Full implementation of new curriculum, instructional materials, and program changes

October-June

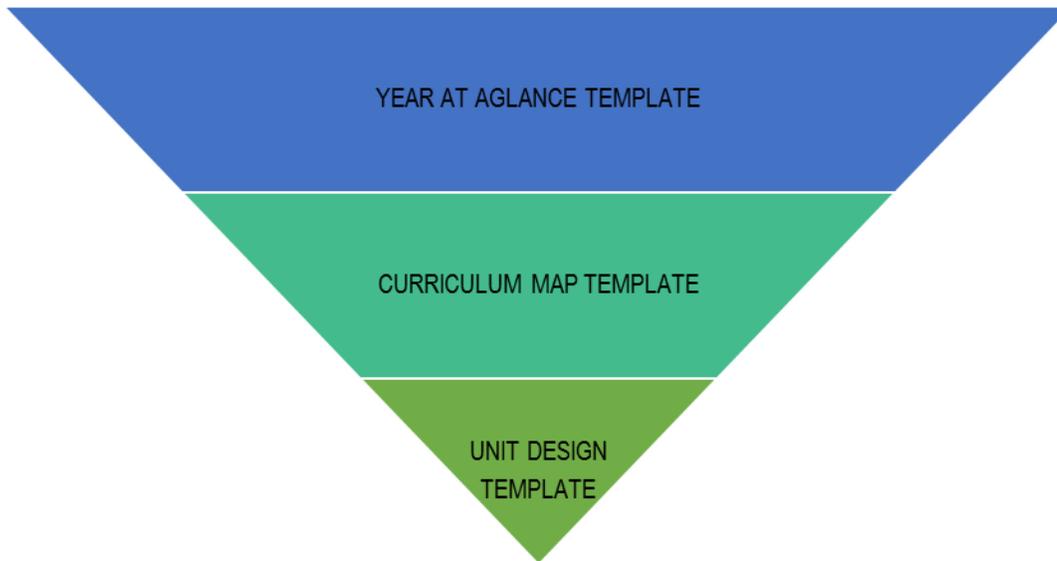
- Monitor curriculum implementation fidelity
- On-going data gathering and analysis
- Collaborate with administration for ongoing professional development and support

YEAR FOUR AND FIVE

July-June

- Reflect on curriculum effectiveness
- Collaborate with administration for ongoing professional development and support
- Collaborate with administration for additional curriculum and instructional needs

CURRICULUM PLANNING WITH TEMPLATES



Year at a Glance Template

Purpose: This template is used to provide a “skeleton” view of your planning over the school year. It supports planning among the classroom teachers and the specialists who instruct the students at that grade level. The scope and sequence for each content area may be used to select specific topics including goals for instruction for the entire course on the template.

Curriculum Map Template

Purpose: This template provides a more in-depth view of the topics teachers have selected to instruct over the current school year. Included in this template are the Unit Goal, Enduring Understandings, Essential Questions, Standards, Learning Targets (if applicable), Knowledge and Skills, Performance Tasks, Evaluative Criteria, and Differentiation for Learning. The Curriculum Map Template allows teachers to be more specific in their planning for instruction. This template requests input from classroom and specialists as to appropriate learning activities and materials that might be integrated into their planning for instruction.

Unit Design Template

Purpose: This template supports very specific planning of a unit for instruction. It includes all of the features of the Curriculum Map Template in much more detail. Therefore, input from classroom teachers and specialists are again essential to creating a unit that meets the needs of all students.

APPENDICES

CURRICULUM REVIEW TEMPLATES/DOCUMENTS

UNIT MAP TEMPLATE

Year at a Glance Scope and Sequence for _____ (Curricular Area)

Overarching Goal of the Curricular Area: _____

Grade Level: _____

Course: _____

Unit Theme/Description	Essential Questions for the Unit	Unit Materials, Resources, Technology	Summative Assessments for the Unit

TOPIC MAP TEMPLATE

CURRICULUM MAP FOR _____ (Course/ Unit)

Grade Level: _____

Topic Name					
Topic Description					
Duration					
Learning Targets (Please indicate if it is a knowledge or skills)					
Aligned Standards (Covered, Introduced, Mastered)					
Formative Assessment					
Key Learning Events					
Materials for Key Learning Events (File, Web Link, Google Drive Link) if applicable					

MATRIX OF ELEMENTARY ASSESSMENT TOOLS

Assessment Tools Utilized at the Elementary Level Upper Perkiomen School District						
Title	K	1	2	3	4	5
Bracken	X					
CoGat			X			
Fountas & Pinnell		X	X	X	X	X
MAP Assessment		X	X	X	X	X
Benchmark Literacy Mid-YR	X	X	X	X	X	X
Benchmark Literacy End YR	X	X	X	X	X	X
EDM Mid-YR	X	X	X	X	X	X
EDM End YR	X	X	X	X	X	X
PSSA ELA				X	X	X
PSSA Mathematics				X	X	X
PSSA Science					X	

MATRIX OF SECONDARY ASSESSMENT TOOLS

Assessment Tools Utilized at the Secondary Level Upper Perkiomen School District							
Title	6	7	8	9	10	11	12
MAP Assessment	X	X	X	X	X		
PSSA Math	X	X	X				
PSSA ELA	X	X	X				
PSSA Science	X	X	X				
Keystone Algebra 1			X	X			
Keystone Literature					X		
Keystone Biology				X			
PSAT					X		
SAT						X	
ACT						X	
Advanced Placement						X	X

ASSESSMENT AUDIT PROTOCOL

Departments in Stage Three of the Curriculum Review Process will be expected to engage in an assessment audit prior to revising/ creating common assessments. Through this process, departments will take a critical look at the current state of their assessments and evaluate the level of rigor and depth of knowledge present in the assessment. The purpose of this assessment audit is to guide the department in their understanding of assessment practices and to promote the development of assessments that engage students in a high level of thinking.

Collection & Correlation

Prior to initiating the assessment audit process, departments will gather and collate all existing major unit assessments into a folder. Departments will ensure that all assessments are labeled with the correct department, grade or course level and course name/ content area. Departments will then review the assessment and ensure that assessment items are aligned to a PA Standard. Departments will write the aligned PA standard next to the assessment item.

Audit

After ensuring the assessment is aligned to the standards, departments will use the assessment audit template to evaluate the depth of knowledge present in their current assessments. The type of assessment items will also be tallied (i.e. tally the number of assessment items that are selected response items or constructed response items)

Analysis & Evaluation

When the assessment has been audited and the depth of knowledge as well as task complexity has been evaluated, departments will discuss and reflect on the following questions:

- Are the assessment questions aligned to PA state standards or other standards?
- If the assessment questions are aligned to other standards outside of the PA standards, what standards are the assessments aligned to (i.e. Next Generation Science Standards, ISTE standards)
- What is the assessment format (ie. project, portfolio, paper and pencil assessment)
- What is the average level of task complexity? Do most of the questions fall in level one, two, three, four or five?
- What is the average level of cognitive demand? Do most of the questions fall in level A, level B, level C or level D?
- Compare the task complexity and cognitive demand. Do most of the assessment questions fall in the upper left section or the lower right section of the matrix?
- Does the assessment format, task complexity and cognitive demand match the expected learning goal(s), enduring understanding and essential question for the given unit?
- What changes or revisions need to be made to the assessment given the information found through the audit?
- What other inferences can you make from this assessment audit?

ASSESSMENT AUDIT TEMPLATE

DEPARTMENT NAME: _____

ASSESSMENT NAME: _____

ASSESSMENT TYPE: _____

DIRECTIONS: ANALYZE THE CURRICULUM BASED ASSESSMENT. DETERMINE AND ENTER THE NUMBER OF ASSESSMENT ITEMS THAT FALL INTO EACH CATEGORY. PLEASE ATTACH THE ASSESSMENT TO THIS TEMPLATE.

Assessment Format (Task Complexity & Context)	1. Selected-response Item: requires a selected answer(s) from given alternatives; no process, product or context is involved.	2. Brief Response: requires a brief written or spoken answer to a simple, straightforward prompt; no process or context is involved.	3. Short Constructed Response: requires a short crafted response to a discrete question or prompt; the process & product required are brief and routine (since the focus is on the content), and there is no context to consider.	4. Extended Constructed Response: requires production of a routine multi-step process and product, judged against criteria; some self-monitoring of process and product is required; simplified audience / purpose / setting may need to be considered.	5. Realistic Performance: requires production of a process and performance; ongoing self-monitoring and likely self-adjustment are needed in response to a multi-faceted and dynamic challenge, with emerging feedback against varied criteria; set in a realistic context involving audience(s), purpose(s), constraints, etc. that are realistically 'messy'.
Cognitive Demand (Depth & fluency of thinking)					
A. Recall: requires accurate memory of familiar content/process/routine and attention to directions. <i>NOTE:</i> This level describes the thinking required for <u>any</u> task in which the student was told how to do the task, studied questions just like the ones on the test, and/or was otherwise led through the task prior to and/or during the assessment.					
B. Inference: requires basic interpretation, analysis, connections, or straightforward reasoning in response to a familiar-looking question, prompt or problem. The kind of thinking needed should be obvious to the learner, given prior instruction.					
C. Application (near transfer): requires careful and skilled interpretation, analysis, connections, and reasoning, in response to a somewhat novel-looking challenge; non-formulaic use of prior learning is demanded, requiring a need to test, confirm, and perhaps justify the approach, response, and results.					
D. Creative Problem Solving (far transfer): requires insightful and in-depth thinking in response to a complex, open-ended and ill-structured problem/issue in which the solution path is not at all obvious. Sustained critical and innovative thinking, support/justification, and habits of mind (e.g., persistence, self assessment) are needed.					

STAGE ONE DEPARTMENT PRESENTATION FORMAT

Departments in Stage One of the Curriculum Review Process will be expected to prepare and present a presentation to the district curriculum administration, school district liaison committee and the school board in the fall of their stage one curriculum review work. Departments in stage one will be responsible for planning, presenting and deploying the following components of a program review:

Steering Committee Members: Departments will solicit the participation and opinions of different stakeholder groups throughout the community, school and district. Departments should consider participation from students, parents and community members as well as intermediate unit stakeholders.

Progress Review: Departments will take a general look back at the progress over the past five years and examine the following questions:

Where are our relative strengths and weaknesses? What are our program highlights?

How are our students performing in our program? How are our students performing after they exit our program?

What professional development have we participated in over the past few years? How has this benefitted our instructional practice?

What is our current program? What is our course sequence and what courses do we currently offer? What criteria do we use to decide course placements?

Department Mission & Vision Statements: Departments will formulate and present a department mission statement that aligns with the district mission statements. The mission statement will provide guidance for curriculum, assessment and instructional practice in that curricular area. Vision statement(s) will be developed that align with the department mission. Vision statements will describe how the mission statement is operationalized in our classrooms, school buildings and district

Assessments: Departments will consider historical and current student performance data. Possible data sources can include (but are not limited to) SAT scores, PSAT scores, AP scores, Keystone scores, PSSA scores, MAP scores, PVAAS data, survey data (student, teacher, admin, community), behavioral data, post-secondary data, curriculum based assessments and final grades

Five Year Action Plan & Goals: Departments will develop and present a five year action plan that aligns with the established district and department mission and vision statements. The department members and steering committee will establish goals that measure the progress toward the action steps. The five year action plan will provide recommendations for the future and consider current best practices and research in the content area.

Research: Departments will synthesize and formulate a synopsis of current research and best practices in the academic field. Team members will include findings, information and recommendations based on any site visits conducted by the department.

NEW TEXTBOOK REVIEW DOCUMENT

Grade level:	Date of Review:
Content Area:	Title:
Name of reviewer:	Publisher:
Copyright Date/Edition:	Author:

Rate the textbook by using the following scale of 1 to 5: (1 being the lowest score and 5 being the highest)

Score	Description
	Is the text aligned with the Common Core State Standards, PA State Standards and National curriculum standards?
	Does the text support the content and objectives of the curriculum?
	Does the text reinforce critical thinking, problem solving and higher order thinking skills beyond simple recall?
	Is the style of writing interesting, clear and appropriate for the students at this grade level?
	Are photographs, graphs, drawings, tables, diagrams and charts used effectively to support students' interpretation of and access to the content?
	Is the text balanced in gender representation?
	Does the text provide a fair and balanced representation of diverse cultures in valued roles and positive situations?
	Does the text provide a sufficient quantity and quality of assessments?
	Does the text support writing within the content area?
	Does the text provide authentic problems, issues or scenarios within and across the content areas for students to evaluate?
	Does the text support interdisciplinary connections and explorations?
	Does the text use technology as an educational tool?
	Does the teacher's manual include specific teaching strategies and supplemental lessons to assist the teacher meet the needs of all students?

OTHER CONSIDERATIONS:

CONSIDERATIONS	DIRECTIONS: Please provide information related to the following text related details.	
Does the text have an online version?	YES	NO
What is the Lexile level of the text?		
What are the outstanding features of the text?		
What are the shortcomings of the text?		
Should the textbook be adopted?	YES	NO

Additional comments:

Signature of Reviewer: _____

Date: _____

CURRICULUM WRITING CONTRACT (TRADITIONAL & ONLINE)

I, _____, agree to perform the specific work described herein:

Curriculum writing for: _____
COURSE/ GRADE LEVEL

I agree that the curriculum writing will be completed by _____. An initial meeting with the Assistant to the Superintendent/Designee will take place prior to the beginning of the writing process. Curriculum writing will be done in accordance with the established Upper Perkiomen School District *Curriculum Handbook* and shall include:

- Course Overview
- A series of UbD unit plans to be used by each teacher with recommended resources and PDE Core Standard/Anchor alignments included for each unit.
- Scope and Sequence document with PA Standards identified.

All writing must be completed and submitted to the Assistant to the Superintendent/Designee for review at designated intervals. Feedback and required revisions on submitted work will be given along with required dates for resubmission.

Designated intervals for writing/revising:

Final Submission - _____
Date

Final approved curriculum is to be electronically submitted no later than _____ and then payment will be authorized. Date

I further agree that my compensation shall be as specified below:

GRADE LEVEL/COURSE PROJECT ALLOTMENT: \$1,800 for a new course/ grade level, \$900 for revisions to a course/ grade level (to be divided among the number of participants for each course and/or grade level). An additional stipend of \$350 will be provided to online course maps

Number of Curriculum Writers for this course/ grade level : _____

OBLIGATIONS

The expectations for those receiving the allotment/portion of the allotment include:

- Attendance at after-school meetings (number to be determined by Asst. to Supt. and committee)
- Attendance at related training sessions (including summer trainings, when needed, up to 8 hrs.)
- Acceptable completion of written components of curriculum as described in Curriculum Handbook.

Writer's signature: _____

Date: _____

Building Principal's signature: _____

Date: _____

Superintendent/Designee: _____

Date: _____

UPPER PERKIOMEN SCHOOL DISTRICT

POSITION DESCRIPTION

Position Title: Curriculum Assistant

Date: May 11, 1983

REVISED DATE: August 5, 2016

Reports to: Principal/Assistant Superintendent

Location: High School (7), Middle School (6), Elementary (2)

Areas of Coordination:

- High School: Business, English and Foreign Language, Mathematics, Science, Health and Physical Education, Related Arts, Social Studies and Special Education
- Middle School: English Language Arts, Mathematics, Science, Related Arts, Social Studies and Special Education
- Elementary: One per building

Position Goal: To provide leadership, coordination and innovation in assigned academic goal area so that each student may derive maximum benefit from the continuing pursuit of educational quality.

Essential duties & responsibilities:

The Curriculum Assistants will work with fellow staff members, building principals and Assistant Superintendent, as needed:

1. To assist in the development curriculum and assessment;
2. To work with department members to create and analyze common assessments
3. To act as a lead for grade level/content area PLCs
4. To participate on building/grade level/department data teams
5. To orient new staff members/students teachers to the school district
6. To coordinate the materials/resources needs of the department and expectations of building and district administration, in particular:
 - a. Budget, inventory, and complete paperwork for materials to be ordered each year
 - b. Attend leadership team meetings at the building level
 - c. Coordinate department level team planning for content area instruction, assessment, and data review
 - d. Disseminate and collect information from department members
7. To refine and model instructional strategies
8. To encourage and model interdisciplinary activities
9. To apply latest technology
10. To encourage learning walks.
11. To perform other duties and responsibilities as assigned by the Principal or the Assistant Superintendent.

Terms of employment:

1. Terms in accordance with the Professional Agreement between the Upper Perkiomen Education Association and the Board of School Directors.
2. Performance of this job will be evaluated annually by the Principal and Assistant to the Superintendent.

Verification: The undersigned have read and concur with the information contained in this position description.

EMPLOYEE: _____

Date: _____

DIRECT SUPERVISOR: _____

Date: _____

APPROVED: _____

Date: _____: