



Curriculum Review Process: Early Childhood – 12th grade

□ Establish Parameters and Need

- Evaluate materials and needs using the Cultural Relevancy Rubric (url below):
 - Race
 - Gender
 - Socio-economic Status
 - Culture
 - https://internal.usd497.org/district/equity/_layouts/15/WopiFrame.aspx?sourcedoc=/district/equity/General%20Resources/Selecting%20Culturally%20Relevant%20Literature.pdf&action=default
- Review of student achievement data, including additional demographic data and student course enrollment patterns by teachers and curriculum TOSA.
- Teacher and administrative review of current state/district curriculum outcomes/documents, and how the outcomes/documents are used to guide/support instruction.
- Identification of strengths and areas of need based on the review.

□ Set Goals and Identify Considerations

- Articulation of goals including any unique factors for consideration (implementation of KCCRS, for example).
- Review and adjustment (if needed) of goals by the Teaching and Learning Team and Principal Teams .
- Communication of curriculum review goals to all stakeholders (building principals and staff, Teaching & Learning Team).

□ Establish Leadership Teams and Set Meeting Dates

- Recruit and establish Leadership Teams that include content/grade level teachers, resource teachers (Special Education, ESL, Title I, etc.) and administration trained in Beyond Diversity.
- Establish communication and leadership responsibilities for team members.
- Set meeting dates and communicate meeting dates to all stakeholders.

The following steps are to be completed by the Leadership Team, facilitated by the curriculum TOSA

□ Review Current Curriculum Outcomes/Documents & Determine Revisions

- Review and revise curriculum outcomes/documents; ensure alignment to KCCRS, local indicators for each grade level and/or course, vertical alignment within grade band (K-5, 6-8 and 9-12), and across transitional grades (5-6 and 8-9).
- Share recommended changes with all stakeholders (building principals and staff, Teaching & Learning Team, special populations, etc.) and collect feedback.

□ Evaluate Instructional Resources

- Determine what instructional resources are currently in use.
- Provide professional development for the Leadership Team in evaluating resources to district established criteria (alignment to curriculum, culturally responsive perspectives, integration of technology, tiered instruction options for intervention and extension, researched based instructional practices).



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Updated 01/26/16

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- Development by Leadership Team of recommendations to continue, enhance or replace current resource(s).

□ Plan and Provide Professional Development

- Identify priorities for professional development for building staff and principals for successful implementation of revised curriculum outcomes/documents and instructional resources.
- Construct a Professional Development Plan for staff that includes learning goals, timeline for implementation and a feedback process for implementing Professional Development.
- Review the Professional Development Plan with the Teaching and Learning Team and the Principal Team.

□ Identify Indicators of Success, Monitoring Tools and Process

- Identify indicators that will be used to monitor implementation of curriculum outcomes/documents and instructional resources.
- Identify tools that are currently used or could be used to gauge the successful implementation of curriculum and instructional resources.
- Provide professional development to model instructional expectations.

□ Review Data and Goals

- Review evidence of the completion of implementation goals.
- Identify unfinished goals and/or additional needs.

Curriculum TOSA Team	
Terry McEwen	Director-Curriculum, Instruction, and Assessment
Lizette Burks	K-12 Science
Danira Flores	6-12 Math, World Languages 7-12
Kristl Taylor	K-12 Social Studies, Advisory 6-8
Philip Thies	K-5 Math
Kathy Bowen	K-12 Gifted/Enrichment



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