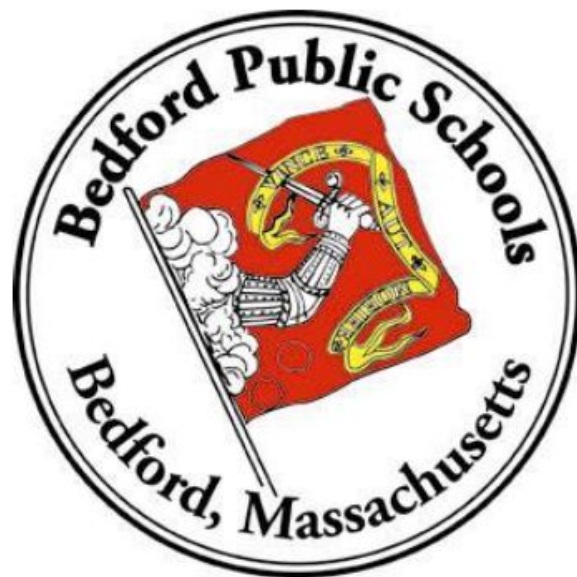


**BEDFORD PUBLIC SCHOOLS
BEDFORD, MASSACHUSETTS**



**CURRICULUM
REVIEW CYCLE**

What is a “Curriculum Review Cycle” ?

The review cycle is part of the system’s commitment to thoughtful, continual improvement in the Bedford Public Schools.

The review cycle is aligned with, and supports the system’s District Improvement Plan, and the School Improvement Plans created by each school.

All curriculum development must align with and be informed by the Massachusetts Curriculum Frameworks as well as College Board, ACT, and Advanced Placement course content expectations.

Why do we need to conduct “Curriculum Review Cycles” ?

File: IGA - CURRICULUM DEVELOPMENT

Constant adaptation and development of the curriculum is necessary if the District is to meet the needs of the students in its schools. To be successful, curriculum development must be a collaborative enterprise involving staff and administrators utilizing their professional expertise, and gathering input from parents and community.

The Committee expects its faculty and administration to regularly evaluate the education program and to recommend modifications of practice and changes in curriculum content as well as the addition or deletion of courses to the instructional program.

LEGAL REF.: [M.G.L. 69:1E](#)

[603 CMR 26:05](#)

Bedford Public Schools - approved June 15, 2004

The Curriculum Review Cycle is designed to meet the following needs:

- 1. A process to support both curriculum changes and instructional improvement.**
- 2. A process which is manageable for elementary teachers who are impacted by changes in many instructional areas.**
- 3. A method for the equitable distribution of funding for materials, staffing, curriculum work, and professional development.**



Which content areas are involved in the “Curriculum Review Cycle” ?

- Mathematics
- Science, Technology and Engineering Education
- Visual and Performing Arts
- Social Studies
- English, Language Arts, English Language Learning, and Reading
- Physical Education, Health, and Family & Consumer Sciences
- World Language

Who is involved in the “Curriculum Review Cycle” ?

The Role of the Curriculum Steering Committee

- Each curriculum content areas has a Curriculum Steering Committee whose membership includes representatives of all school buildings, including teachers and administrators. (15 PDPs)
- The PA/PD and Curriculum Coordinator (or teacher) serve as co-chairs of each steering committee. All curriculum decisions affecting a particular content area are developed in consultation with its Curriculum Steering Committee.



When does the “Curriculum Review Cycle” occur?

PHASES IN THE CURRICULUM REVIEW CYCLE

Phase 1 (1 year)

- Develop the Plan of Action; assess strengths and areas of growth for the department and prioritize focus areas.

Phase 2 (1 year)

- Develop/pilot recommended curriculum changes and instructional improvements
- Determine data to measure effectiveness

Phase 3: (1 year)

- Implement the Plan of Action across the content area
- Data collection and internal review

Phase 4: (1 year)

- Evaluate the effectiveness of the Plan of Action and present findings and program overview to the School Committee.

The following activities are suggested for each phase. Other activities can be occurring outside of the Curriculum Review Cycle.

Phase 1: Introduction

- Form the Steering Committee
 - The Steering Committee (K-12) will meet 3-4 times during the year to develop the Plan of Action.
- Develop the Plan of Action
 - Review the previous Plan of Action and the evaluation of that plan, when applicable, to maintain consistency and coherence between plans.
 - Assess strengths and areas of growth for the department and prioritize focus areas.
 - Set a timeline for necessary curriculum work and staff development to support the Plan of Action. The timelines for each phase can vary depending on the scope of the Plan of Action. The time frames provided are estimates.
- Share the Plan of Action with the Administrative Team (district and building-based) and all staff within the content area 6-12 and teachers K-5.

District Resources/Support (if applicable)

- Staff development funds
- Curriculum development funds
- Budget monies for *pilot* materials

Phase 2: Development

The Plan of Action may include the following steps:

- Evaluate materials/practices/curriculum/software
- Develop new curriculum
- Obtain *pilot* materials
- Plan and provide professional development relating to curriculum and instructional needs.
- *Pilot* new curriculum and/or instructional practices
- Provide and update budget implications to principals to ensure funding for *pilots* and for implementation
- Determine data and assessments needed to evaluate program effectiveness

District Resources/Support

- Staff development funds
- Curriculum development funds
- Budget monies for materials

Phase 3: Implementation

The PA/PD and/or Curriculum Coordinator and subcommittee(s) will:

- Communicate all curriculum decisions to faculty, making materials available and providing necessary staff development.
- Work with principals to purchase necessary resources to implement the Plan of Action in an orderly and thoughtful way, recognizing that spending may have to be spread over several years.
- Confer with PAs/PDs, building administrators, and K-5 Curriculum Coordinators regarding interdisciplinary opportunities.
- Gather data to document effectiveness of changes and improvements

District Resources/Support

- Budget priority will be given to curriculum programs in this implementation phase
- Budget for stipends for outside evaluation team (if applicable)
- Provide any necessary clerical assistance



Phase 4: Evaluation

The PA/PD and/or Curriculum Coordinator and Curriculum Steering Committee will evaluate the program(s) implemented for the Plan of Action. The Steering Committee will:

- Synthesize data and assessments to evaluate program effectiveness and make recommendations and/or determine next steps regarding implementation.
- Plan and coordinate a visit by an outside evaluation team, if deemed appropriate for the plan.
- Begin to identify next steps to inform development of Plan of Action in the next Curriculum Review Cycle.
- Share program evaluation and recommendations with administration and content area teachers.
- PA/PD and Curriculum Coordinator (if applicable) present the current program and results of the Plan of Action to the School Committee.

District Resources/Supports

- Provide necessary technical support to conduct surveys of parents, teachers, and students as needed/appropriate
- Provide any necessary clerical assistance

Bedford Public Schools Schedule for Curriculum Review Cycle

Department(s)	Phase 1 Introduction	Phase 2 Development	Phase 3 Implementation	Phase 4 Evaluation		Phase 1 Introduction
Mathematics	2022-2023	2023-2024	2024-2025	2025-2026		2029-2030
Science, Technology, and Engineering	2023-2024	2024-2025	2025-2026	2026-2027		2030-2031
Visual and Performing Arts	2024-2025	2025-2026	2026-2027	2027-2028		2031-2032
Social Studies	2025-2026	2026-2027	2027-2028	2028-2029		2032-2033
English Language Arts, ELL, and Reading	2026-2027	2027-2028	2028-2029	2029-2030		2033-2034
Physical Education, Health, and Family & Consumer Sciences	2027-2028	2028-2029	2029-2030	2030-2031		2034-2035
World Language	2028-2029	2029-2030	2030-2031	2031-2032		2035-2036

Thank you to the PA's/PD's and
Curriculum Coordinators for collaborating
on the development of the BPS
Curriculum Review Cycle

Questions