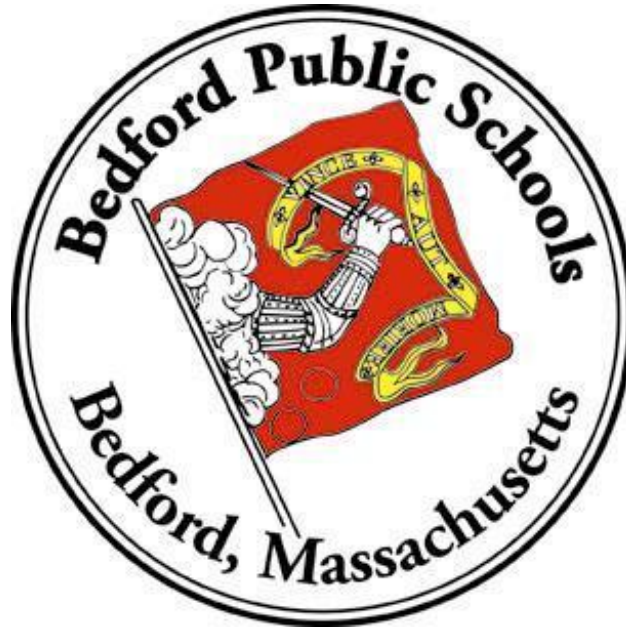


**BEDFORD PUBLIC SCHOOLS
BEDFORD, MASSACHUSETTS**



**CURRICULUM
REVIEW CYCLE**

**Philip Conrad, Superintendent
Dr. Tricia Clifford, Assistant Superintendent**

Bedford Public Schools

Philip Conrad

Tricia Clifford, Ed. D

Superintendent of Schools

Assistant Superintendent of Schools



97 McMahon Road
Bedford, MA 01730

TEL: 781-275-7588
FAX: 781-275-0885

OFFICE OF ASSISTANT SUPERINTENDENT

INTRODUCTION

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 Massachusetts Curriculum Frameworks as well as College Board, ACT, and Advanced Placement course content expectations.

The 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.

Curriculum development and instructional improvement are divided into the work of the following content areas:

- 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

ROLE OF THE PROGRAM ADMINISTRATORS, PROGRAM DIRECTORS, AND CURRICULUM COORDINATORS

Each curriculum content area is overseen by a Program Administrator, a Program Director, or at the K-5 level a Curriculum Coordinator, who is responsible for managing the review cycle within their content area.

ROLE OF THE CURRICULUM STEERING COMMITTEE

Each curriculum content area has a Curriculum Steering Committee whose membership includes representatives of all school buildings, including teachers and administrators. 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 which, therefore, plays a vital role in the curriculum review cycle. Teachers and administrators are encouraged to participate in these committees. All educators who participate will receive 15 Professional Development Points (PDP) from the district.

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

Following the recommendations of the Plan of Action, the Steering Committee Co-Chairs (i.e. PA/PD/Curriculum Coordinator/teacher) will form subcommittees as appropriate to address the Plan of Action (K-5 subcommittee and/or 6-12 subcommittee). The Steering Committee Co-Chairs will lead the subcommittee(s) to complete the Plan of Action. They will also update the Assistant Superintendent for Curriculum and Instruction as the subcommittees implement the Plan of Action.

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