

Curriculum Design and Review Process CDRP Inventory

1. Determine the need.	2. Design the curriculum.	3. Implement the curriculum.	4. Evaluate learning results.	5. Renew curriculum and instruction.
<p>(Score items)</p> <p><input type="checkbox"/> We have defined standards.</p> <p><input type="checkbox"/> We have clear performance expectations.</p> <p><input type="checkbox"/> We have communicated shared goals.</p> <p><input type="checkbox"/> Standards, expectations, and shared goals support mission and core values.</p>	<p>(Score items)</p> <p><input type="checkbox"/> We have a written curriculum aligned to the standards and core values.</p> <p><input type="checkbox"/> The w.c. states learning outcomes.</p> <p><input type="checkbox"/> The w.c. includes major assessments to match the outcomes.</p> <p><input type="checkbox"/> The w.c. names key strategies and resources.</p> <p><input type="checkbox"/> The w.c. suggests pacing priorities.</p>	<p>(Score items)</p> <p><input type="checkbox"/> Teachers follow the written curriculum.</p> <p><input type="checkbox"/> Teachers collaborate on developing assessments and rubrics to match w.c.</p> <p><input type="checkbox"/> Teachers collaborate on instructional design to match the w.c.</p> <p><input type="checkbox"/> Teachers are skilled in effective pedagogy.</p> <p><input type="checkbox"/> Teachers are knowledgeable in the subject matter.</p>	<p>(Score items)</p> <p><input type="checkbox"/> We gather learning results regularly and consistently.</p> <p><input type="checkbox"/> We record and communicate results.</p> <p><input type="checkbox"/> We use learning results to make instructional decisions.</p> <p><input type="checkbox"/> We can demonstrate that student learning results meet or exceed expectations.</p>	<p>(Score items)</p> <p><input type="checkbox"/> We make use of established processes for regularly reviewing curriculum and instructional effectiveness.</p> <p><input type="checkbox"/> We exercise responsibility toward each other to continually increase student achievement.</p>
Rubric:			Tentative Insights:	
<p>4 Present, stated, operative; working well.</p> <p>3 Mostly present; in need of updating, clarifying, or expanding.</p> <p>2 Present in isolated pockets.</p> <p>1 Not yet or minimally present.</p>			<p style="text-align: center;">Strong Satisfactory Inconsistent Absent</p>	

(Modified from JSEA 2009 & Lorraine Ozar, Ph.D., 2005)