

## *Curriculum Design & Review Process*

### CDRP PROCESS SUMMARY

Steps	Focus On	Questions to ask	Written Curriculum Product
<p><b>Determine the need</b></p> <p>“What do we want our students to learn?”</p>	<p>Mission Grad at Grad Core Values Professional Standards</p>	<ul style="list-style-type: none"> <li>• Who are the students?</li> <li>• What are their goals?</li> <li>• What are their needs?</li> <li>• What is the shape of the world?</li> <li>• What knowledge/skills do they need to do the things that need doing?</li> <li>• Where/how are the core values/essential characteristics and relevant standards operative in the stated goals.</li> </ul>	<ul style="list-style-type: none"> <li>• Shared Goals</li> <li>• Enduring Understandings</li> <li>• Agreed upon standards</li> </ul>
<p><b>Design the curriculum</b></p> <p>“Is our curriculum written in a clear format that can easily be shared?”</p>	<p>Outcomes Assessments/Rubrics Strategies/Resources</p>	<ul style="list-style-type: none"> <li>• What is the desired learning?</li> <li>• What is acceptable evidence of learning?</li> <li>• How do we facilitate the desired learning?</li> <li>• What are we doing now?</li> <li>• What fits standards, expectations, best practices?</li> <li>• Where are our priorities?</li> <li>• What are our non-negotiables?</li> </ul>	<ul style="list-style-type: none"> <li>• Learning-Focused Written Curriculum in UBD format</li> </ul>
<p><b>Implement the curriculum</b></p> <p>“How effective are we in teaching our curriculum?”</p>	<p>Professional Development Best practices</p>	<ul style="list-style-type: none"> <li>• What do we do to make the curriculum accessible to all?</li> <li>• How do we ensure that each student has opportunity to achieve the desired learning?</li> <li>• What are we doing now?</li> <li>• What do we know about research-based best practices?</li> <li>• How do our practices connect to the curriculum?</li> <li>• How can we support each other to be more effective?</li> </ul>	<ul style="list-style-type: none"> <li>• Quality teachers</li> <li>• Effective instruction</li> <li>• Consistent assessment</li> <li>• Sufficient resources</li> </ul>

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<p><b>Evaluate learning results</b></p> <p>“What can we learn about the effectiveness of our written curriculum by analyzing our learning results?”</p>	Analysis of student work	<ul style="list-style-type: none"> <li>• What are students learning?</li> <li>• What’s the level of performance?</li> <li>• Is it what we expected?</li> <li>• What might account for gaps?</li> <li>• What results do we see?</li> <li>• What were we expecting to see that we don’t see?</li> <li>• What do we see that we didn’t expect to see?</li> <li>• What’s working? What’s not?</li> <li>• What might account for it?</li> <li>• How are we gathering to communicate results?</li> </ul>	<ul style="list-style-type: none"> <li>• Learning results/ Data</li> <li>• Effective collaboration and sharing of results</li> </ul>
<p><b>Renew curriculum and instruction</b></p>	Sustaining a learning community	<ul style="list-style-type: none"> <li>• Based on our assessment of learning results, what can we do to improve and increase learning for all students?</li> <li>• What are the gaps between expectations and results for all students?</li> <li>• What might help to reduce those gaps?</li> <li>• How can we set new goals for design and/or implementation.</li> </ul>	<ul style="list-style-type: none"> <li>• Refined curriculum, instruction, assessment.</li> <li>• Increased collaboration.</li> <li>• Retooled organization to support collegiality.</li> </ul>