

The Expert's Guide *to* **Curriculum Review**



A Process for Christian Schools
Committed to Academic Excellence

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Curricular review. It's one of the most important ongoing projects for instructional leaders since it guides and empowers the people delivering your mission daily—classroom teachers.

Our team at Summit is confident that your school values excellent teaching and learning, and that's a great motivation to review and evaluate your curricular materials. But as a *Christian* school, you have an even bigger purpose—to nurture your students' Biblical worldview through how you approach teaching and learning. Given the incredibly high stakes of this eternally significant work, ensuring that your teaching resources, tools, and techniques are up to the challenge should be a primary focus of your leadership.

What is curricular review?

At Summit, we define curricular review as the systematic, cyclical, mission-driven evaluation of all the curricular materials and resources a school uses. There are four steps in the evaluation process: Preparing, Working, Deciding, and Implementing.

What follows is a sample process for continuous curricular review. The process involves looking at data, feedback, and materials and comparing them to your learning standards, school mission, and expected student outcomes. The goal is an honest self-assessment that

considers what is working and what needs to be changed when giving your students the best possible learning experiences.

As we travel around the country doing classroom observations and training teachers and instructional leaders, we find that curricular review is often not given the effort it merits. We get it. Instructional leaders are incredibly busy managing countless facets of “doing” school. Pickup lines, lunch orders, 504s, faculty vacancies, parent meetings, admissions interviews—these can all push curricular review to the back of the line.

Neglecting curricular review is like a construction company with neglected tools, leading to slow progress and the risk of poorly built structures. Similarly, schools may face issues when curricular review is overlooked for too long.

For instance, we’ve seen very well-meaning teachers stray from what the school says is essential, as reflected in the school’s learning standards. Without regular and rigorous review of teaching and learning materials, teachers can add bits and pieces to their resources and, over time, end up with a very different idea of what students need to learn. Students may enjoy the novel activities but may also develop significant gaps in learning or Biblical worldview formation.

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Summit’s Bible Curriculum

The Big-Picture View

The following grid gives you a big-picture view of the curricular review process. But first, a few notes:

1. The suggested timeline is just that. Suggested. Though the timeline assumes a fiscal year that begins in July, we understand that each school may have variations in timing. Adjust accordingly.
2. Our model for curricular review suggests roughly a 12-month process for each subject. We understand that sounds intimidating, but the process is chunked over time to allow for effective research and decision-making. Curriculum decisions *cannot* be made quickly.
3. Financial and budgeting circumstances will differ at each school, so we have not provided much detail in these areas. Ideally, we recommend schools allocate funds for one full curriculum adoption each year. We generally use a figure of \$100 per student per subject area as a rough guide for budgeting. Some subjects or grade levels may be less or more; however, building \$100 per student into the budget can give you plenty to work with as you update and refresh the curriculum from year to year.

STEP 1: Preparing	<ul style="list-style-type: none"> • Collect initial feedback from teachers & administrators. • Review current curriculum documentation. • Collect additional information for the review. 	<i>May to July</i>
STEP 2: Working	<ul style="list-style-type: none"> • Hold the initial meeting with review committee. • Research and identify curriculum options. • Assess the identified curricular options. 	<i>August to December</i>
STEP 3: Deciding	<ul style="list-style-type: none"> • Make a formal committee recommendation. • Make final administrative decision on adoption. 	<i>January to February</i>
STEP 4: Implementing	<ul style="list-style-type: none"> • Order resources and materials. • Provide orientation and training to teachers. • Check in throughout the first year. 	<i>February to August and Beyond</i>

Use the guidance and included templates/resources as you evaluate your examination material during this process.

Step 1 Preparing

Before reviewing your curriculum, you'll have some preparation work that involves gathering information and feedback about the curricular materials your school is currently using. The preparation process begins in May or June and can take one or two months to complete.

Collect Initial Feedback – Early Spring

The preparation process starts by obtaining feedback from your teachers, department chairs or division heads, special education personnel, and principals about their experience with the current curricular materials. This can be done with a simple Google survey that asks these types of questions:

We are in the process of evaluating our [subject] curriculum. Would you kindly answer the following questions for us? If you cannot answer any question, simply leave it blank.

1. Please comment on the strengths of our current [subject] curriculum.
2. Please comment on the weaknesses of our current [subject] curriculum.
3. Overall, how pleased are you with the curriculum (scale from 1 to 5).
4. What element is most important or desirable in a [subject] curriculum?
5. Do you think we should be looking at alternate curriculum options for the future of our [subject] department? Why or why not?

After closing the survey, your next step will be to analyze the data you've collected. Look for patterns in the answers. Do people like or dislike the current curriculum? How did the total group rate the curriculum? What elements emerged as strengths? What elements emerged as common complaints or weaknesses? Once you've analyzed the data, generate a summary of the feedback. Share it with the individuals who participated in the survey. (Keeping folks apprised of progress and appreciating their input is critical to maintaining strong buy-in with the entire process.)

A word about teacher buy-in:

While curriculum review can seem daunting and involved, including your teachers in the process as much as possible is an excellent opportunity to honor them by valuing their input and expertise. We understand that this can present a challenging balancing act. You want them involved, but at the same time, you don't want to burden them with extra work. Here are a few ideas to help you strike the right balance:



1. Whenever you ask your teachers to do something, give them clear directions, deliverables, and timeframes. Being asked to do something in a vague way with undefined expectations is very frustrating.
2. Look for ways to appreciate their involvement. Provide good coffee and snacks at a meeting. End the process with dinner out together. Give them release time to work on tasks. Surprise them with a small gift card.
3. Brag on your teachers to everyone you can. Tell the parents how the teachers are contributing to the process. Commend them to your board members. Tell specific stories of teacher contributions at faculty meetings.
4. Don't ask them to do things they are not equipped to do. For instance, don't ask them to generate the budget for a new curriculum.
5. Look for every opportunity to connect the process to the school's core mission, verbally and in writing. Curriculum review is integral to Biblical worldview formation and excellence in teaching and learning.

In many ways, your teachers *are* your school. Involve them in this essential process. Teachers engage with the curricular material daily, so you'll gain wisdom and critical support for the process by honoring their expertise and opinion.

Review Current Curriculum Documentation – Late Spring to Early Summer

The current scope and sequence and other curriculum documentation for the subject area should be reviewed and updated as necessary. Ideally, your teachers have kept these items updated as part of their annual teacher “close-out” process before summer break. Look for gaps in what your teachers have been able to accomplish. Invite your curriculum experts (department chairs, directors, assistant principals, etc.) to review the curriculum documentation. Create a summary of your research, highlighting any areas in which individual grades or divisions have not been able to follow the scope and sequence, learning outcomes and standards, or other elements of curriculum documentation.

Collect Additional Information – Summer

Now is the time to curate additional information/resources for the review process. Here is a short list of items that can help to inform your evaluation:

1. Relevant standardized test scores, aggregated by grade level. This should be on a spreadsheet and updated yearly for future reference and to track overall progress.
2. Average final grades for all students in [subject], aggregated by grade level in elementary and by course in upper school. This should be on a spreadsheet and updated yearly for future reference and to track overall progress.
3. Current research on best practices for [subject] instruction and reviews of various curricular materials.

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Step 2 Working

Once the preparation stage has been completed, it's time to move on to the Working stage. In this stage, a committee will review the materials curated in the Preparation stage and look at options for adopting different curricular materials. Moving into the following tasks, you'll need to appoint a math curriculum review committee.

Some possible members of the committee include:

1. Select elementary [subject] teachers
2. Elementary division chairs (K-2, 3-5, etc.)
3. Department chair
4. Select middle and high school teachers
5. Representative from the special education department, if applicable
6. Academic dean or director of curriculum
7. A parent or other volunteer subject matter expert

Note: When forming your committee, consider one of your more reluctant or challenging thinkers. Involving them in the process encourages rich discussions and pays excellent dividends later.

Initial Meeting with Committee – Upon Return to School (August)

Once you've identified committee members, your first task will be to meet with them to present your findings in the preparation stage and orient them to the project. Share the data on standardized test scores and school grades. Prepare copies of your [subject] learning standards and provide a brief overview of the standards and your initial assessment of where the department is doing well and where you see some gaps. Share any important information from your review of relevant research and reviews.

In this first meeting, a team leader should be identified. They will be responsible for keeping the committee on track with tasks and deadlines, reporting to you as the instructional leader. (Normally, if your school has an academic dean or director of curriculum, they will fill this role).

Also, in this first meeting, the team should conduct a SWOT analysis, a simple planning and evaluation tool that examines the strengths, weaknesses, opportunities, and threats related to [subject] education in your school. **Strengths** and **weaknesses** are self-explanatory: what are the strengths of your [subject] program, and what are the weaknesses? Though you or your curriculum expert may have synthesized this in the first stage, asking your committee to complete all parts of the SWOT analysis will help them dig through the data and draw meaningful conclusions. Remember, we want the workload to be reasonable, but it must also feel authentic.

Opportunities are areas in which your [subject] department and its instruction can grow or improve. For instance, if you are reviewing math and you recently created a maker lab for your school but have yet to consider how math classes can benefit from the lab, this is an opportunity. Or, if you have a significant number of parents in engineering or math fields for their vocation, you may have an opportunity to leverage their experience and passion to help shape your students. Your committee may use this area to identify a change in methodology or note a need for training not explicitly tied to textbook adoption.

Finally, **threats** are the challenges already hampering progress in [subject], or they could be on the horizon. COVID-19 learning gaps are a threat, as is high teacher turnover. While some identified threats may fall outside the limited scope of curriculum materials, the committee is still an excellent venue to identify and discuss your school's challenges.

The outcome of a SWOT analysis should be a concise one- or two-page listing of components identified in each area. Bullet points and brief descriptions are appropriate.



Identifying Curriculum Options – September

Outside of the September meeting, the committee members should do independent research into what is available in terms of options for quality current curricular materials. Good sources of ideas are internet searches and recommendations from colleagues in other schools. Committee members can provide their suggestions via email, with perhaps a reason or two why they believe it would be valuable to look at their suggested materials.

The committee leader should set reasonable time parameters for the group, collect suggestions for materials, assemble this feedback, and then, together with the principal (or another person authorized to do so), order review copies of two or three textbooks and resources that seem to be possible fits for the school. While you should look at materials written from a Biblical worldview, your choices may also include materials with a secular worldview as their foundation. If suggested options include digital elements, consulting with your IT department before ordering is essential. You don't want to invest too much time into the research and evaluation of a resource if it will not work in your digital ecosystem. All resources should be ordered promptly, as they must be available for the November committee meeting.

As soon as the material arrives on campus, the committee leader should prepare the Curricular Material Evaluation Form for each resource to be reviewed. Filling in the basic information on the guide before making copies is a helpful time-saver for the committee members. The committee leader is now ready to set the roll-out review meeting to assess curriculum options.

Don't reinvent the process of selecting a curriculum each review cycle. Use this guide to make your decision-making process easier while ensuring that your school selects a curriculum that deepens the students' Biblical worldview.

Get the Curricular Material Evaluation Form



Assess Curricular Options – October to December

With the previous work as a foundation, the committee is now prepared to review the current [subject] curriculum and other possible options for curriculum. Before diving into the materials, the committee should review their previous work, specifically the SWOT analysis, and discuss the central elements of what they are looking for in a resource. Summarize this discussion in three to five bullet points.

The committee leader should briefly introduce each curriculum option, including the current curriculum, if applicable. Then, committee members should be given some time to look at the various options, and each member will be given a copy of the Curricular Material Evaluation Form to complete for each option. This can be done in the meeting or completed on a “check-out” basis.

Finally, when each member has had time to review the textbooks and other materials, team members should be teamed up in small groups or pairs to conduct a collaborative review of each set of materials using their completed Curricular Material Evaluation Form. This small-group work may need to be completed in separate sessions, scheduled when convenient by each work group. Each small group will produce a top choice for adoption and a brief rationale for the selection.

A specific due date for the completed small-group work should be given to the groups. This due date should be approximately one to two weeks before the January committee meeting so that the committee leader can review the results before the meeting.

Once all evaluation forms are submitted, the committee leader should review them and prepare to lead a discussion with the committee in the January meeting. It is wise for the committee leader to have a general idea of each option’s strengths and weaknesses to honor the time for the committee recommendation meeting. Based on the small-group work, the committee leader can draft a general proposal based on the feedback if there is a clear favorite.

Step 3 Deciding

The final task for the committee is to agree on curricular resources and textbooks they will recommend to the appropriate decision-makers at the school via the committee leader. Remember, the recommendation can be to *avoid* making any significant curriculum changes. The results of all your review may be that what you currently use is well-suited to your school.

Committee Recommendation – January

For the January meeting, the committee leader should share a concise summary of the evaluation form prepared for each curriculum under consideration. After the summaries, the committee members should be invited to add their input. It is wise to have all the materials on hand for this meeting so that specific illustrations can be seen. This meeting should include the person who initially began the review process. Meeting with the committee brings credibility to their work and lets the decision-maker hear their thoughts first-hand.



As the discussion progresses, the committee leader should carefully listen for consensus among the committee members. At the end of the meeting, the committee will agree on a textbook and materials to recommend for adoption, with the committee leader having the final say in the decision if the committee is not unified behind a particular curriculum. Depending on the size of your school and the scope of the adoption, it may be wise to ask for the top two choices. The committee should be able to create a short rationale for each selection in paragraph or bullet-point form.

After the meeting, the curriculum leader will meet with the instructional leader to discuss and finalize the recommendation.

Final Decision on Adoption – Late January to Early February

Each school may have a different protocol for final approval for curriculum adoption. Ensure that that protocol is followed so the decision can be made as soon as feasible, as several vital tasks make up the implementation step.

After the adoption decision is finalized, the committee leader or instructional leaders should report the decision back to the committee. This is a great time to provide some kind of celebration for the committee. As mentioned earlier, a special lunch or gift cards are a good idea.

Additionally, this is a great time to inform other stakeholders about the decision and affirm the committee's work. Fellow faculty members, board members, parents, and even students are all entitled to know about the direction you're taking. And it's an excellent opportunity to refocus everyone on excellence in teaching and learning and the importance of Biblical world-view formation.

Depending on the audience, you may also want to share some of the data that informed your research. For instance, board members would be happy to know you've made changes informed by challenges in standardized testing scores. Parents would be interested in how you see the decision affecting their students. Teachers in other departments will be curious about the process and what they can expect when their department is up for review.

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Step 4

Implementation

Once the decision is made, plans should quickly begin for implementation. It has been said that the best ideas are only as good as their implementation. Plans for implementation should consider both practical steps, as outlined below, and proactive steps in communicating with stakeholders.

Ordering Materials – February

As soon as feasible, the order for new materials should be placed. Teachers will appreciate having their new texts, teacher guides, etc., in hand as quickly as possible. Many publishers are willing to send teacher supplies earlier than a full order, so don't shy away from asking for those! Your teachers will thank you.

Training/Orientation – February to March

If you remain with the current curriculum, write down why you're not making any changes. This can be kept on file as helpful talking points for you and others if some stakeholders believe a change was in order.

If you are making a change in curriculum, you'll need to create a written plan for how you will provide training for the team. Even though the end of the year is a busy time, your teachers will appreciate efforts to set them up for success. Of course, they'll take it home over the summer to dig deep. The curriculum publishers may have online training videos available; provide all the links and resources your teachers will need to prepare for full implementation.

Over the summer, it is helpful to reach out to the teachers with encouragement and to make yourself (or someone else) available for added support. While you likely don't want your teachers waiting for school emails through the summer, they'll appreciate the touchpoint asking them how they're doing and inviting questions or comments about the curriculum.

Schedule time for additional training and interaction in the fall orientation days before the school year. These meetings are great times to get teachers talking about the curriculum. Structured collaboration and connection can help teachers feel well-supported.

In all your planning for training, don't forget other important stakeholders. For example, one school held a math night for parents after adopting a new math curriculum school-wide. The instructional leaders made the decision as a result of the understanding that the new textbook offered a conceptual approach to math in elementary, which was a switch from the traditional abstract math families were familiar with. If your new materials are markedly different from those previously used, parents will appreciate your efforts to communicate and partner with them in their child's success.

Checking In – March to August and Beyond

Once the school year begins, it is easy to forget that your teachers are using a brand-new curriculum. Their prep time will have significantly increased, and their day-to-day teaching may be bumpy for a while. They'll need lots of encouragement and connection through friendly check-ins and "water-cooler" conversations. Consider spending time in classrooms to see how the new materials or texts are being used.



In addition to the more informal, relationship-based check-ins, we recommend that you schedule time, at least monthly, when you can hear from the entire team about how the implementation of the new curriculum is going. This will likely need to be done independently with each school division. Still, we also recommend that soon after the first quarter or trimester closes, you provide an opportunity for teachers to give more formal feedback on the implementation process. This can be in a meeting or via a survey. Either way, your listening ear and receptivity to feedback will go a long way in helping them feel supported and valued.

When you do ask for feedback, avoid vague questions such as, “How is the new curriculum going?” Instead, craft questions that relate to the review process and how you evaluated the options. For instance, ask, “Tell me how you’re doing with the new assessments. Are they seeming to assess your students’ mastery?” Or, “We talked a lot about differentiation in our committee meetings. How is the curriculum supporting your efforts at meeting all students’ needs?”

Be on the lookout for a teacher who is highly successful and happy with the new curriculum. They can help facilitate collaborative meetings with their peers. Sharing tips and tricks among colleagues can be more effective than an administrator who isn’t similarly living out this implementation stage. If you find this “power adopter” among your staff, encourage them to be a voice for and with their peers. This informal and formal feedback rhythm can continue throughout the year as necessary. Be attentive to your team; as we’ve said before, they deliver your mission!

Conclusion

An effective curriculum review and adoption cycle is a marathon, not a sprint. School administrators would do well to embrace the symbolic reference to a marathon when considering the task of curriculum review. Not in the flippant manner often heard when referring to the longevity of a task, but in the required effort, strategy, time, and research.

Though all school leaders would agree on the importance of curriculum review, we understand that the urgent, but sometimes fleetingly important, day-to-day happenings in schools often monopolize time, negatively impacting the focus needed for effective assessment. However, a well-crafted plan is essential in intentionally building a learning environment defined by academic excellence and immersed in a Biblical worldview. We encourage you to rally your team, make preparations, and invest in intentional and focused curricular review.

Now that you have read through this eBook, we have one last piece of advice. If you choose to adopt a secular curriculum, you'll need to ensure your teachers are equipped to do Biblical worldview immersion without the benefit of ideas and principles embedded in the curriculum. Your teachers will need and appreciate help and resources for Biblical worldview immersion; don't just assume they'll be able to bring a Biblical worldview approach to their content and pedagogy. Plan to provide subject-specific ongoing professional development for them. You may also need to communicate with parents about the change so that they do not interpret your decision as a move away from the core mission of the school. Likewise, if you move from a secular curriculum to a Biblical worldview-immersion curriculum, you may need to help your parents understand the rationale behind that decision. While these added communication tasks take time, they are valuable opportunities to train your parents in your school's mission and how what goes on in the classroom is critical to delivering that mission.



Resources

Summit's K-12 Bible Curriculum Samples

**The Full Grid on the Curricular
Review Process**
(Printable)

Process Timeline & Checklist
(Printable)

Initial Feedback Questions
(Printable)

Curricular Material Evaluation Form
(Printable)

The Four Steps of The Curricular Review Process

This grid gives you a comprehensive view of the curricular review process for any subject.

Step	Action	Deliverables	Timeframe	Responsible Party
Preparing	<p>Collect feedback from teachers, administrators, and other curriculum experts on campus.</p> <ul style="list-style-type: none"> • Create a subject-specific survey for the area(s) of review. • Probe for strengths and weaknesses; concise but open-ended is best. • Analyze, summarize, and share results. 	<ol style="list-style-type: none"> 1. Survey results report (easily exported from most digital survey tools such as Google and Microsoft Forms). 2. Written summary/analysis: bullet point general trends that emerge as strengths and areas of weakness. 	Early spring	<p>Instructional Leader (Head of school/ Headmaster, Director of Curriculum, AP of Curriculum, etc.)</p>
	<p>Review curriculum documentation systematically and comprehensively.</p> <ul style="list-style-type: none"> • Consider current scope and sequence for subject area. • Review adopted and/or relevant standards (Common Core, State Standards, etc.). 	<ol style="list-style-type: none"> 1. Updated curriculum documentation (attention given to pacing concerns, identified gaps, and general trends shared by teachers). 2. If needed, list areas of concern and needs that warrant consideration throughout the process. 	Late spring – early summer	
	<p>Collect additional information for the review process. Information includes, but is not limited to, the following:</p> <ul style="list-style-type: none"> • Possible new standards that will be adopted. • Standardized testing scores for the subject area. • Final student grade reports by student for the subject under review. • List of best practices and research in the subject area. 	<ol style="list-style-type: none"> 1. Synthesize the information in a basic report of: <ol style="list-style-type: none"> a. Brief gap analysis of standards vs. current curriculum. b. Relevant standardized testing results, including: a) comparative analysis of national performance, b) relevant trends, and c) interpretation of results vis-à-vis curricular strengths and weaknesses. c. Summary of current best practices and research in the subject area. 2. Create a plan to make the resources gathered from this stage available for your committee in the next stage (either hard copies or a digital shared folder). 	Summer	

Note: This timeline assumes a fiscal year that begins in July. Adjust accordingly for your timing.

Step	Action	Deliverables	Timeframe	Responsible Party
Working	Hold the initial meeting with your review committee , making sure all results of the preparation stage are available for consideration.	1. Strengths, weaknesses, opportunities, and threats (SWOT) analysis and summary.	August	Committee
	Research and identify possible curriculum options that support the identified needs assessment.	1. Names of curriculum options submitted to the committee leader. 2. The committee leader will obtain preview copies of any texts or other resources as needed. 3. The committee leader will prepare copies of the Curriculum Evaluation Form before the next meeting	September	
	The committee will meet—in one or two meetings—to assess curricular options that were ordered for review.	1. Completed <i>Curricular Material Evaluation Forms</i> for each option and by each member of the committee individually. 2. Small group recommendations of the top choice for adoption, accompanied by a short rationale. 3. Before the next stage, the committee leader will review, summarize, and prepare a proposal for the committee to review.	November – December	
Deciding	Committee will have a final meeting to review and make a formal recommendation .	1. A final recommendation is made by the full committee, accompanied by a written rationale.	January	Committee
	A final administrative adoption decision is made.	1. The decision-makers for curriculum and resource purchase should review the committee recommendation and all committee work to make a final decision. 2. Plan a celebratory thank you event for the committee.	January – February	Instructional Leader & Team (whoever is the final decision maker for adoption)

Step	Action	Deliverables	Timeframe	Responsible Party
Implementing	Create a plan for ordering resources that consider early access for classroom teachers.	<ol style="list-style-type: none"> 1. Compile all information for ordering the resources. Determine a timeline based on the type of resource and needed lead time. 2. Obtain access to teacher editions or preview copies that will be available before summer break. 	February	Principal or Instructional Leader
	Create a plan for training and orienting teachers to the new resources.	<ol style="list-style-type: none"> 1. A written plan of training days for teachers (PD days, summer, in-service for the fall). 2. Designate a point person(s) to lead the adoption. This will be the main person to field questions from teachers and fact-find as needed. 3. Meet with teachers impacted by the new adoption to inform them about curriculum resource choices and the plan for implementation. 4. A plan and schedule for orienting other stakeholders about the change, if needed. 	February – March	Instructional Leader & Team (Head of School/ Headmaster, Director of Curriculum, AP of Curriculum, etc.)
	Pre-determine check-in points throughout at least the first year of implementation.	<ol style="list-style-type: none"> 1. Create a plan for next year that considers individual and group check-ins with teachers 2. Ensure a time or plan for updating school-wide curriculum documentation, such as curriculum maps, website, etc. 	March – August and Beyond	

Process Timeline & Checklist

Step	Responsible Party	Suggested Timeframe	Action	Complete
Preparing	Instructional Leader (Head of school/ Headmaster, Director of Curriculum, AP of Curriculum, etc.)	Early spring	Collect initial feedback from teachers & administrators.	
		Late spring – early summer	Review current curriculum documentation.	
		Summer	Collect additional information for the review.	
Working	Committee	August	Hold the initial meeting with review committee.	
		September	Research and identify curriculum options.	
		November – December	Assess the identified curricular options.	
Deciding	Committee	January	Make a formal committee recommendation.	
	Instructional Leader & Team (whoever is the final decision maker for adoption)	January – February	Make final administrative decision on adoption.	
Implementing	Principal or Instructional Leader	February	Order resources & materials.	
	Instructional Leader & Team (Head of School/ Headmaster, Director of Curriculum, AP of Curriculum, etc.)	February – March	Provide orientation and training to teachers.	
		March – August and Beyond	Check in throughout the first year.	

Curricular Material Evaluation

Title/Publisher of Curriculum Material _____

Grade level(s) _____ ISBN _____

Publisher offerings at other levels _____

3-Strength of material 2-Present in material 1-Inadequate/Absent from material

	Rating	Comments
Goal Alignment <i>To what extent does the material:</i>		
1. Align with the school’s mission/vision.		
2. Support the school’s expected student outcomes.		
3. Align with the school’s learning standards.		
4. Align with Biblical worldview.		
Physical Characteristics		
1. Layout is consistent; chapters/units are arranged logically; and allow access through multiple modalities.		
2. Material contains examples, explanations, and/or online resources with depth and breadth related to the standards.		
3. Size and format of print is appropriate.		
4. Format is visually appealing and interesting.		
Content <i>To what extent does the material:</i>		
1. Reflect accuracy based on absolute truth and current, research-based trends?		

3-Strength of material 2-Present in material 1-Inadequate/Absent from material

	Rating	Comments
2. Include vocabulary that is specialized and age-appropriate across grade levels? (Consider reading level)		
3. Focus on the knowledge, skills, and abilities appropriate for the grade level?		
4. Clearly explain information and directions?		
5. Include content focused on 21st-century skill development such as collaboration, creative thinking, and problem-solving?		
6. Support Biblical truth claims specific to the subject area?		
7. Utilize questions and tasks that encourage the development and application of higher-level thinking skills?		
8. Reflect truth and promote unity with regard to race/ethnicity, religion, and intellectual and physical abilities? (Note: Should align with Biblical views of these things.)		
9. Encourage teachers to draw on multiple resources such as objects, drawings, and graphs to facilitate learning?		
<p>Diverse Learning Needs:</p> <p><i>To what extent does the material:</i></p>		
1. Provide teachers with strategies for meeting the needs of a range of learners?		

3-Strength of material 2-Present in material 1-Inadequate/Absent from material

	Rating	Comments
2. Provide instructional support to help teachers sequence or scaffold lessons so that students move from what they know to what they do not know?		
3. Consider tasks that apply to the diversity of students and their abilities, interests, and learning styles?		
4. Include various ways to differentiate instruction, including resources to support all learners (remediation/enrichment)?		
5. Provide both individual and collective opportunities for students to learn using a range of challenges?		
Assessment:		
1. Teacher edition includes formative assessment/ evaluation tools and processes.		
2. Teacher edition includes questioning strategies and/or questions to check for understanding at all knowledge levels.		
3. Assesses students at a variety of knowledge levels (e.g., memorization, understanding, reasoning, problem solving).		
4. Provides assessment tasks that are alternative/ performance-based in design.		
5. Provides opportunities for ongoing review and proactice with feedback related to learning concepts and skills.		

3-Strength of material 2-Present in material 1-Inadequate/Absent from material

	Rating	Comments
6. Supports a varied system of ongoing formative and summative assessment (formal or informal observations, interviews, surveys, performance assessments).		

Notes to share:

Initial Feedback Questions

We are in the process of evaluating our _____ curriculum.

Would you kindly answer the following questions for us?

If you cannot answer any question, simply leave it blank.

1. Please comment on the strengths of our current curriculum.
2. Please comment on the weaknesses of our current curriculum.
3. Overall, how pleased are you with the curriculum (scale from 1 to 5, 1 being very displeased and 5 being very pleased).
4. What element is most important or desirable in a curriculum?
5. Do you think we should be looking at alternate curriculum options for the future of our department? Why or why not?