



CURRICULUM DEVELOPMENT & REVIEW PROCESS DOCUMENT

FIRST PLANNING MEETING

SECTION/ DEPARTMENT BEGINNING THE CD&R PROCESS:

The purpose of this meeting is to begin planning and organizing for a review of the curriculum in your department/section.

AGENDA for the 1st Meeting: 1 hour.

1. Review the Curriculum Planning Process 1 before the end of the steps to be considered in the process.
2. Assign persons to be responsible to complete Phase 1 :

PHASE ONE:

Step 4C: Decide on the make-up of your curriculum review committee for your department/s Section and select the members.

Step 4D: Decide whether or not you wish to have ad hoc sub-committees to study the curriculum or do any specific task of the process.

Step 5D-H: Identify and state the role and responsibility of all individuals involved in the curriculum and review process.

Step 1: State the Curriculum Problem or Needs – needs assessment

- Make sure you know what is already being done.
- Decide what is wanted in your department/ section's curriculum.
- Determine what changes are needed.

Step 3D:- Schedule time for members to do curricular study and meet together.

3E:- Determine the availability of facilities, equipment and materials for the curriculum study.

3F:- Identify the possible constraints or barriers to the curriculum study and plan how to overcome

Step 6A:- Identify and locate several new or different curricula or programs or lists of K–12 standards for your subject area. This information is used during Phase 2, when you bring writing objectives. It may also inform your needs assessment in terms of identifying what you want in your curriculum.

3. **Set the next meeting date.**
4. **Adjourn -** (The person of the curriculum task force who will be your resource person is:)

PHASE TWO:

Step 2D, F, G: - Writing Objectives

Step 7:- Assessing the ideas for new or different curricula or programs which you began gathering last Semester. Selecting any relevant ideas.

Step 8A, B, C: - Designing or redesigning your department / section curriculum

PHASE THREE:

Year two of the Development / Review Process (dr 2) begins the implementation of the new or redesigned curriculum.

Step 9 A – 1:- Implementation

Step 10 A – F: Evaluation and making adjustments.



CURRICULUM PLANNING PROCESS

STEP 1					
	CONSIDERING IT	PLANNING IT	DOING IT	COMPLETED IT	N/A
1. STATE THE CURRICULUM PROBLEMS OR NEEDS					
<i>A. Identify the problem or need</i>					
1. If known, state the problem or need					
2. If unknown or if it needs to be verified, conduct a needs assessment					
a. Determine what is presently being done, (what now exists), if anything					
b. Determine what is wanted or intended					
c. Select or develop the ways data will be gathered (questionnaire, interviews etc)					
d. Collect and organize the information.					
e. Analyze the data: Compare what is wanted with what already exists. The difference is the curricular need.					
<i>B. Quick assessment and Overview of the Curriculum if an extensive Needs Assessment is not necessary, but a quick overview of the Curriculum is desired.</i>					



STEP - 2

2. IDENTIFY, REVISE OR DEVELOP CURRICULUM / PROGRAM GOALS AND OBJECTIVES					
	CONSIDERING IT	PLANNING IT	DOING IT	COMPLETED IT	NA
A. Identify, Revise or review SIS Philosophy					
B. Identify, Revise or develop SIS graduation goals.					
C. Identify, Revise or develop Goals (General Objectives or Aims) of Programs or Departmental Disciplines of the school					
D. Identify, Revise or Develop general Objectives for the Courses within each program or Departmental Discipline of school.					
E. Identify, Revise or develop terminal objectives for each course within each program or departmental discipline within the school.					
F. Identify, Revise or develop student Behavioral Objectives (Specific statements of outcomes of instruction) for course units and lessons for courses in the school					
G. Identify revise or develop course content and coordinate student between and within grade levels.					



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STEP - 3

PLAN AND ORGANIZE THE RESOURCES AND CONSTRAINTS OF CURRICULUM DEVELOPMENT

	CONSIDERING IT	PLANNING IT	DOING IT	COMPLETED IT	NA
A. Determine Availability of Qualified Personnel within KIS for the Curriculum Study					
B. Allot Sufficient Time for Personnel to do the Curricular Study.					
C. Determine the Availability of Facilities, Equipments and Material for the Curriculum Study.					
D. Identify Possible Constraints or Barriers to the Curriculum Study and Plan How to Overcome Them.					



STEP - 4

STATE THE FUNCTIONS OF AND SELECT THE COMMITTEES USED FOR CURRICULUM PLANNING AND DEVELOPMENT					
	CONSIDERING IT	PLANNING IT	DOING IT	COMPLETED IT	NA
A. Curriculum Task Force Select the Members					
B. Academic Affairs Select Committee Members					
C. Subject Area(Department and/or Section) Curriculum Committees 1. State the Main Functions and Duties of the Department / Section committees of curriculum Development. 2. Select Committee Members.					
D. Study Committees (Ad Hoc) 1. State the Main Functions and Duties of the committees assigned to study a curriculum. 2. Select committee members PYP/DP					



STEP 5

PLAN AND STATE THE ROLES AND RESPONSIBILITIES OF PERSONNEL INVOLVED					
IDENTIFY AND STATE THE ROLE AND RESPONSIBILITY OF THE FOLLOWING INDIVIDUALS INVOLVED IN THE CURRICULUM STUDY					
	CONSIDERING IT	PLANNING IT	DOING IT	COMPLETED IT	N/A
A. Principal					
B. Coordinator					
C. Head of Department					
D. Study Committee Chairperson					
E. Teachers who are Members of the Committee involved in the study					
F. Teachers who are not Members of the Committee involved in the study					
H. Consultant (if one is used)					



STEP 6

SEEK POSSIBLE WAYS TO MEET IDENTIFIED CURRICULAR GOALS / NEEDS BY ANALYZING POSSIBLE NEW CURRICULA, PROGRAMS OR OTHER CURRICULAR INOVATIONS

	CONSIDERING IT	PLANNING IT	DOING IT	COMPLETED IT	N/A
A. Identify and locate several new or different curricula, programs or innovations. Gather information by:					
1. Reviewing the appropriate professional, educational, or commercial literature					
2. Contacting appropriate professional, educations or commercial association's main office for information					
3. Contacting colleges, universities and national and state Department of Education.					
4. Seeking the advice of authorities in the field.					
5. Attending meetings and conferences related to the curricular need.					
6. Visiting successful programs in operation.					
7. Seeking input from local personnel.					
B. Analyze new curricula or programs by examining each for:					
1. Purpose- main intend, goals or objectives					
2. Advantages and Disadvantages					
3. Successful approaches, Techniques and ideas					
4. Necessary facilities, equipment, materials and resources					
5. Cost- for a pilot and /or school wide implementation					



STEP 7					
ASSESSES AND SELECT ONE OF THE NEW CURRICULA, PROGRAMS OR CURRICULAR INNOVATIONS TO MEET THE STATED CURRICULAR GOALS/ NEEDS					
	CONSIDERING IT	PLANNING IT	DOING IT	COMPLETED IT	N/A
A. Assess each possible new curriculum, program or innovation:					
1. Describe how it will meet the stated curriculum need/ goal.					
2. Describe how it will contribute to the graduation goals.					
3. Describe how it will fit into the work of SIS in terms of:					
a. staff					
b. students					
c. facilities					
d. equipments					
e. resources and materials					
f. cost					
B. Select desired new curriculum, program or innovation					
1. Select the new curriculum, program, innovation (or combination of several) that seems to best meet the stated curricular needs and fit into the school system					
2. List the reasons why this selected curriculum or program should be tried including specifically what it is designed to do for the student. List, number and describe each item separately.					



STEP 8

CURRICULUM DESIGN

DESIGN OR REDESIGN THE NEW CURRICULUM OR PROGRAM

	CONSIDERING IT	PLANNING IT	DOING IT	COMPLETED IT	N/A
A. Select the Learning Opportunity (Design) to be used in the new program(i.e. course, workshop, independent study, etc)					
B. Identify the major areas of declarative and procedural knowledge and content to be included in the new program.					
C. Identify and determine the availability of facilities, staff, materials, equipments, funds and any other resources required for implementation.					
USE THE CHECKLIST IF DESIGNING A COURSE					
A. Develop the main purpose of the course. This is philosophy of the course.					
B. Establish the course objectives. This includes the knowledge, concepts, skills and content to be covered in the course.					
C. Develop course terminal behavioral objectives (what the student should be able to do after completing the course)					
D. Identify and determine availability of all materials and equipment to teach (implement) the course.					
E. Develop a course of study or some type of course outline to guide instruction (implementation) of the course.					



STEP 9					
IMPLEMENT THE NEW OR REDESIGNED CURRICULUM OR PROGRAM OR INNOVATION					
	CONSIDERING IT	PLANNING IT	DOING IT	COMPLETED IT	N/A
A. Designate one individual to be in charge of implementing the new or redesigned curriculum or program.					
B. Obtain all necessary clearances (including funds, facilities and equipments)					
C. Select staff and orient them (train if necessary) to the new program, subject or course					
D. Select and prepare the actual site and facilities to be used					
E. Set the time and schedule to be used.					
F. Instructors select and organize the subject matter content to be used (including the selection of textbooks are related materials.)					
G. Instructors make certain all equipment, materials and other resources needed are ready to use.					
H. Instructors prepare the instructional plan or teaching unit.					
I. Assess the new program as it progresses (formative evaluation)					



STEP 10

CURRICULUM EVALUATION: EVALUATE NEW CURRICULUM OR PROGRAM					
	CONSIDERING IT	PLANNING IT	DOING IT	COMPLETED IT	N/A
A. Specify what is to be evaluated- entire curriculum, specific program or specific subject area ,and for what purpose content coordination, content achievement,etc					
B. Determine criteria to be used to make the evaluation					
C. Identify information (data) needed for evaluation					
D. Decide how to collect needed information (data) for the evaluation.					
E. Collect and analyze information (data) for the evaluation.					
F. Evaluate information (data) and make decisions.					