**Curriculum Piloting guidance**

**Principals** play an important role in the curriculum piloting process. Their active involvement in the process denotes a mutual responsibility for curriculum at the building level and provides an additional perspective for feedback and assessment regarding the written courses. Responsibilities for the principal include:

Meet regularly with pilot teachers to ensure adequate staff development and follow-up has been delivered.

Provide a culture that is supportive to piloting curriculum work. As the instructional guides are neither familiar nor in final form, a collaborative atmosphere is essential

Teachers should be encouraged to take risks to implement the curricula, without the pressure of teacher evaluation, and to give feedback regarding the materials being used.

Ensure that the materials needed to pilot the curriculum are available.

Assist with assessment of the written courses. In conducting observations between classrooms, the principal is in a unique position to provide feedback on the curriculum in each course and on the coordination and challenges of the curricula between grades.

Participate with teachers in training sessions.

**In piloting a curriculum**, it is essential to gather information regarding the effectiveness of the written courses. This is accomplished by monitoring and assessing throughout the piloting phase. Relevant information is identified and collected to guide decision-making about the components of the curricula and whether they are helping students’ master grade-level objectives. Decisions made should be based on carefully gathered information.

Information is also frequently gathered from parents and community representatives. The questions and criteria examined should reflect the district’s learning philosophy, curricular priorities, and the current body of knowledge regarding effective learning.

**Communication and preparing for implementation**

Parents and community members have vested interests in how and what their children learn. Keeping them well informed of the district's curriculum and providing them an opportunity for feedback is important. Information can be disseminated through parents/community meetings or forums, television and radio broadcasts, newsletters, or other forms of communication.

As the curriculum is piloted, regular meetings are held between curriculum leaders, teachers, and administrators to discuss both successes and challenges of the new courses. Ongoing staff development should be provided to support pilot teachers' efforts as needed.

At the end of the first year, feedback and data collected should be considered by the Curriculum Council. It will make decisions regarding changes or modifications needed and decide if the changes can be made at its level or if the Subject-Area Task Force should reconvene.

With the completed modifications, the Curriculum Council will prepare a budget ands staff development plan for the implementation of the curriculum. The budget will be sent with the revised planned courses to the Citizen Advisory Council for its review and recommendations.

After acceptance by the Advisory Council, the final product should be sent to the board of directors for formal adoption. Now the plans for district-wide or cyclical implementation should be made.

**Questions To Consider In Assessing a Piloted Curriculum**

1. Are the grade-level objectives developmentally appropriate?

2. Is the sequence of objectives meaningful? Is it well-coordinated between levels?

3. Are the standards clearly indicated for each course? Is the relationship between the standards and the content clear?

4. Has one component been emphasized at the expense of others?

5. What components need to receive more emphasis than is currently being done?

6. Do the grade-level objectives begin too early or too late to develop the skills and knowledge necessary for performance indicators?

7. Are students motivated? What is their reaction to the curriculum?

8. Did the students who took the planned courses achieve mastery of the standards?

9. Do units of study use a realistic time frame?

**Curriculum evaluation tool general**

|  |  |
| --- | --- |
| **Subject/Question** | **Evidence** |
| **Content/Format** |  |
| How appropriate is the content for the designated age level? Provide evidence. |  |
| How significant and relevant to students’ daily lives is the content? Provide evidence. |  |
| Is it a user friendly, written curriculum? |  |
| Is the curriculum in a format that makes it possible and likely for teachers to use it? |  |
| Did some methods work particularly well?  Did some methods not work and need to be changed? |  |
| Is the content at the appropriate depth and breadth for the audience? Is the reading level of the curriculum too difficult/easy? |  |
| Are the right topics covered? Are there topics missing? |  |
| Are there stories, examples, cases, content that could be incorporated into the curriculum? |  |
| What depth is needed for each content piece? |  |
| I enough time devoted to each objective? |  |
| Can all units be taught? |  |
| Which other themes could provide more relevant context? |  |
| Do units of study use a realistic time frame? |  |
| **Instructional design** |  |
| Is scientific investigation taught, modelled, and practiced where appropriate? Provide evidence. |  |
| Do the materials actively engage the students to promote their understanding of the content? Provide evidence. |  |
| Are there sufficient experiences and opportunities for discussion for students to develop deep understanding of content? Provide evidence. |  |
| Are teachers ensuring that students have opportunities to achieve the stated learning outcomes by using the curriculum? |  |
| Are students achieving the desired outcomes? |  |
| Are students motivated? What is their reaction to the curriculum? |  |
| Are the teaching methods (lecture, discussion, group work, etc.) used successful in increasing participant knowledge/understanding? |  |
| **Organization of teaching materials** |  |
| Do the teacher materials include clear and adequate background information? Provide evidence. |  |
| Are there clear and adequate guidelines to support teaching all aspects of the lessons? Provide evidence. |  |
| Are the format and structure of the teacher materials easy for a teacher to follow? |  |
| What special facilities and equipment are needed to implement the program? |  |
| Did you notice student learning as a result of using these materials? Please explain your observations and conclusions. |  |
| Are there any activities, background information, or resources for teachers and students that you recommend adding to these materials? Please include copies of your activities. |  |
| **Assessment** |  |
| Are assessments for both students and teachers included in the materials? Provide evidence. |  |
| Is there a variety of formal and informal assessments? Provide evidence. |  |
| **Equity** |  |
| Is the material free of racial, ethnic, gender, and age bias? |  |
| Are appropriate strategies included to meet the needs of special/diverse populations? Provide evidence. |  |
| **Alignment with standards/Objectives** |  |
| How does the content align with district and state standards and frameworks for subject knowledge? Provide evidence. |  |
| How does the content align with district and state standards and frameworks for subject thinking skills? Provide evidence. |  |
| Does the planned curriculum accurately reflect the school’s values and philosophy? |  |
| Is the curriculum commensurate (corresponding) with both current research and understanding about teaching and learning, as well as with the needs of the school’s current population? |  |
| Are the grade-level objectives developmentally appropriate? |  |
| Is the sequence of objectives meaningful? Is it well-coordinated between levels? |  |
| Are the standards clearly indicated for each course? Is the relationship between the standards and the content clear? |  |
| Do the grade-level objectives begin too early or too late to develop the skills and knowledge necessary for performance indicators? |  |

**Curriculum evaluation tool primary reading/writing**

|  |  |
| --- | --- |
| **Subject/Question** | **Evidence** |
| In how long it takes with the pilot curriculum for children to learn the letters names. |  |
| In how long it takes to learn the letter sounds. |  |
| In how long does it takes to get children blending words |  |
| In how long it takes children to read complete sentences |  |
| How well it helps children build reading vocabulary |  |
| In terms of reading age , level your average readers achieved |  |
| In terms of reading age , level your better readers achieved |  |
| In terms of reading age , level your worst readers achieved |  |
| In how long it takes with the pilot curriculum for children to write the letters names. |  |
| In how long it takes to write the letter sounds. |  |
| In how long does it takes to write children blending words |  |
| In how long it takes children to write complete sentences |  |
| How well it helps children write reading vocabulary |  |
| In terms of writing age , level your average readers achieved |  |
| In terms of writing age , level your better readers achieved |  |
| In terms of writing age , level your worst readers achieved |  |

#### SAMPLE PUPIL QUESTIONNAIRE

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ISSUES | Strongly agree | Agree | Disagree | Strongly disagree | Don’t know |
|  |  |  |  |  |  |
| I get a good choice of subjects |  |  |  |  |  |
| The courses will help me make choices for careers |  |  |  |  |  |
| Most courses are not too hard or too easy |  |  |  |  |  |
| I think I am stretched in most courses |  |  |  |  |  |
| A good variety of teaching methods are used in most courses |  |  |  |  |  |
| There are enough practical activities in most subjects |  |  |  |  |  |
| I enjoy most subjects I study |  |  |  |  |  |
| There are changes from the normal day to day classes from time to time for special occasions, celebrations or events |  |  |  |  |  |
| There are opportunities to meet other groups in the community or to represent the school |  |  |  |  |  |
| There are opportunities for me to make contact with the teacher |  |  |  |  |  |
| I have the opportunity to take park in work experience |  |  |  |  |  |
| There are opportunities to take part in experiences |  |  |  |  |  |
| I feel confident about my knowledge in most of the subjects |  |  |  |  |  |
| I feel not confident about my knowledge in some of the subjects |  |  |  |  |  |
| I am happy to listen to the ideas of other pupils |  |  |  |  |  |
| I am happy to work as part of a group to find out facts then present my knowledge |  |  |  |  |  |