

# CURRICULUM REVIEW & SELECTION

## *Unified School District of De Pere*

The review and selection of a curriculum resource can be a fraught process filled with conflicting information and opinions on whether or not to stay with the existing resource or choose a new one.

When the Unified School District of De Pere (WI) reviewed its K-8 math resource as part of a regular review cycle, they used TregoED processes to gather stakeholder input and ensure a sound conclusion. Ultimately, the District switched to a new Math curriculum—and were able to involve every K-8 Math teacher along the way.

### Critical Steps of De Pere’s Curriculum Review Approach

	<i>Objective</i>	<i>Benefits</i>	<i>Who Was Involved</i>	<i>Key Points</i>
<b>SCAN</b>	Form K-8 Math Review Leadership Team	Provided representative leadership for the Review process.	Curriculum Director, building principals, math supervisors and a representative group of math teachers.	
<b>SELECT</b>	Clarification of issues related to math resource/ curriculum	Increasing teacher and staff involvement provided excellent information on what to look for in a math curriculum.	All teachers who taught math from each grade band (K-4 <sup>th</sup> , 5 <sup>th</sup> , 6 <sup>th</sup> -8 <sup>th</sup> )	Teachers provided input on what to consider in choosing a curriculum, what they'd like to see, issues they'd had with the current curriculum, etc.
	Identification and prioritization of criteria for evaluating math curricula	Provided a consistent and agreed-upon framework for evaluating curricula.	The Leadership Team—with input	Criteria were drawn from issues and grouped into seven categories (e.g., teaching and learning, access and equity, etc.). Weights were considered first individually and then consolidated as a group. This step was completed in one afternoon and then shared for input from others.

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<b>SELECT</b>	Identification and evaluation of possible math curricula	Provided a clear picture of how well each curricula met the criteria.	All 5-8 Math teachers and a representative group of K-4 teachers	Four math resource options were evaluated. In small groups, teachers evaluated the options against an assigned category of criteria. The entire process was completed in one afternoon.
	Assess risks associated with favorite alternatives	Clarified the top concern was lack of training and support when switching curriculum—provided opportunity to mitigate this and other risks.	Leadership Team	
	Put forth a recommendation	Concerns and risks of switching curriculum were addressed. All K-8 math teachers had been involved or represented in some way and understood the rationale for the decision. Others could easily and clearly understand the logic and recommendation.	Leadership team	The District selected a curriculum that had been top choice for two of the groups and second choice for the other.

### Key Takeaways

- Establishing criteria with input from stakeholders is a game-changer and makes the rest of the process run more smoothly. Agreeing on what to look for, what’s important in a choice, and which criteria are most critical, helps avoid being overly influenced by the loudest voices, the publisher who has your ear, etc.
- Using a process to manage involvement allows for a lot of input while still making excellent use of time.
- Involving all teachers elicited valuable input and enabled them to review aspects of each curriculum under consideration—and to have a part in decisions that directly affected them.
- Using a process makes it easier for those approving recommendations (in this case the Board) to understand the rationale, ask questions, and have confidence that the recommendation is well thought out.

*“Using TregoED was a fantastic way to structure our evaluation and selection process. We were able to gather input from every one of our K-8 math teachers, develop clear criteria to guide our decision-making and analyze potential risks of the selection. TregoED helped us make a thoughtful, reasoned decision that will affect our students for years to come.”*

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