



DASD Curriculum Revision Handbook

The purpose of this document is to provide clear guiding principles for the district's three-year curriculum cycle review process. It establishes a clear, direct process for developing, implementing, and evaluating curriculum.

District mission: “Educate, empower and inspire all students to become contributing citizens in an ever-changing world.”

District Vision: “DASD students will achieve success by engaging in rigorous and relevant instruction, exploring a broad range of opportunities, and discovering unique pathways to a productive future through the supportive collaboration of the entire school community.”

Synthesis of research done by the Office of Superintendent of Public Instruction in the State of Washington identified nine characteristics that were common in high-performing schools (Shannon and Bylsma, 2007).

1. Clear and shared focus
2. High standards and expectations for all students
3. Effective school leadership
4. High levels of collaboration and communication
5. Curriculum and instruction aligned with standards
6. Frequent monitoring of teaching and learning
7. Focused professional development
8. Supportive learning environment
9. High levels of community and parent engagement

Curriculum defines ***what*** we teach. The curriculum is based on the PA standards, anchors, and eligible content.

Instruction is ***how*** we teach the curriculum. Instruction encompasses the routines, procedures, strategies, and learning activities that happen in our classrooms.

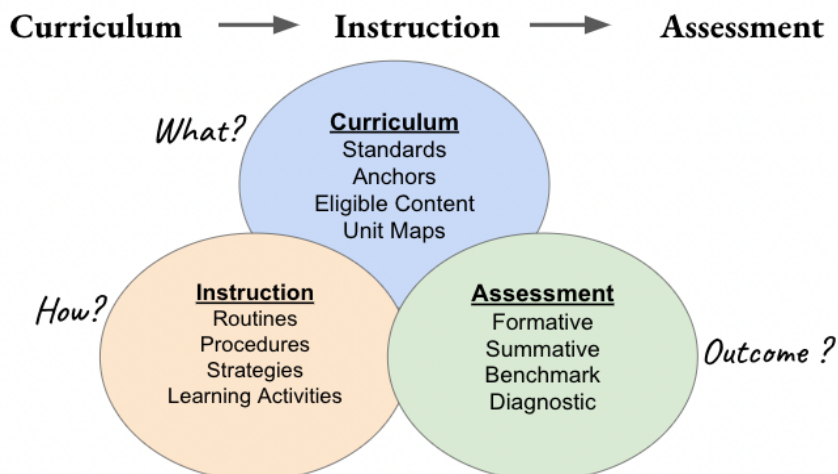
Assessment is how we define and measure the ***outcome***. Assessments include formative, summative, benchmark, and diagnostic.

Instructional Core is the interaction among teachers, students, and content. (Elmore, 2008)



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The curriculum is internally aligned when teachers use the written curriculum and when assessments reliably measure its intended outcomes.

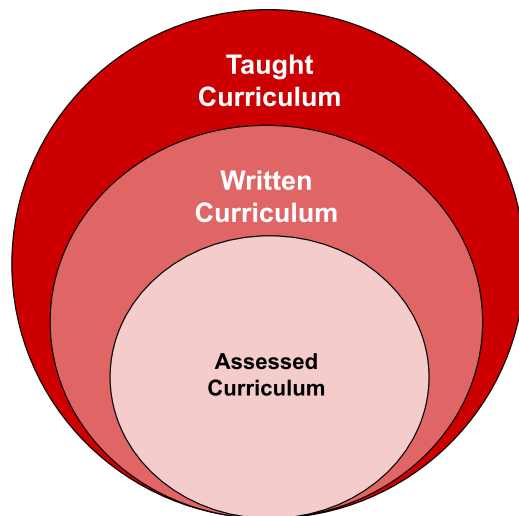


Further alignment exists when the written curriculum is taught in classrooms, when assessments are aligned to both the written and taught curriculum, and when the written curriculum is used to guide decisions about resources, materials, and professional development.

Written Curriculum is aligned with the PA State standards and defines the content teachers are to teach and the learning goals students are to achieve. The written curriculum includes KUD charts (Know-Understand-Do) and Unit Maps.

Taught Curriculum is the delivery of the written curriculum in classrooms. Lesson plans should reflect and be aligned with the written curriculum.

Assessed Curriculum - is the portion of the written and taught curriculum that is assessed to evaluate student progress toward mastery of the PA state standards. The tested curriculum should be prioritized and aligned to the PA Eligible Content.





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District Goals: Chapter 4 of the Pennsylvania School Code specifies planning requirements for school entities. The PA Comprehensive Planning model provides flexibility in the planning process based on individual community needs, is grounded in an outcomes-based approach focused on student achievement, and encourages schools and districts to plan and lead innovative school improvement practices more effectively and efficiently.

Through the collaborative work of a Dover Area School District Comprehensive Planning steering committee and input from various stakeholders, the Comprehensive Plan includes the following goals:

- All DASD schools will aim to meet the PD PA/Keystone interim targets for English Language Arts. The District will complete and finalize a Literacy Plan aligned with the Science of Reading
- DASD will develop a Math Achievement Plan to restructure instructional practices, focusing specifically on core content in grades 5–8, to ensure that all teaching practices, systems, and assessment tools align with state standards and eligible content, providing a consistent and responsive academic system for every learner.
- DASD will improve academic performance for students with disabilities and close widening skill gaps through a framework that prioritizes a strong core, including data-driven diagnostic assessments, scaffolded instruction, and tiered interventions.

Curriculum Leaders: Curriculum Leaders are expected to oversee the development and completion of the Dover Area School District curriculum. Dover Area SD board-approved curriculum includes Knows, Understands, and Dos (K-U-Ds), Unit Maps, Pacing Guides, Cover Sheets, and Common Assessments. KUDs directly connect the district curriculum with the Academic Standards provided by the Pennsylvania Department of Education (PDE). The purpose of the district curriculum is to provide clear direction for all planned instruction.

During each year of the curriculum cycle, several required activities are to be completed. For coherence, these activities must be completed throughout the year, not just during assigned Professional Development scheduled at various intervals of the district calendar. Curriculum Leaders are responsible for coordinating and supporting efforts to ensure activities are completed by year's end.

Curriculum Leaders are also responsible for leading grade-level/department members through the curriculum revision process and primary resource/textbook selection process while meeting all timeline requirements. While tasks may appear large, time management and monthly communication among the curriculum team will help ensure adequate progress.



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Year One (Research and Write) of the curriculum cycle focuses on research, identification of the curriculum, and ensuring the curriculum is written. It is expected that the curriculum team will:

1. From State and National standards, analyze what students must **Know**, **Understand**, and be able to **Do**. This analysis will be used to establish and write the subject area KUD. In content areas/courses **where no KUD exists** and/or in content areas with partially completed curriculum, curriculum leaders will complete a comparison in order to determine gaps/overlaps and propose revised/updated curriculum for adoption;
2. Analyze district approved curriculum as compared to state identified eligible content and **establish 8 - 12 priority standards** in every subject area.
3. Where no eligible content exists, an analysis of expected student learning shall be drawn from state and national standards and 8 - 12 priority standards shall be proposed;
3. Analyze the progression of learning with the grade/course before and after the current curriculum (eg, 5th grade math curriculum is analyzed beside 4th and 6th for a logical progression of student learning);
4. Analyze the presence of instructional resources, technology, and career awareness in the current curriculum and develop Unit Maps of all priority standards established, and Create a Curriculum Cover sheet and Pacing Guide;

At the conclusion of **Year one**, all curriculum must include (templates are linked):

1. [KUD](#),
2. [Unit Map](#),
3. [Cover sheet](#),
4. [Pacing Guide](#)
5. Priority Standards (8 - 12 ***Priority Standard**)
6. Common Assessments

Curriculum Leaders are responsible for a collaborative approach to completing all tasks listed above with each grade level/department team. It is suggested that the Curriculum Leader responsible for coordinating this work develop realistic expectations and due dates for the completion of each assignment by creating a shared document or checklist for coordination. The curriculum leader will work with the building administration to secure and maintain all the teacher-completed documents. It is highly recommended that building principals work with Curriculum Leaders to determine potential visits to other districts to review current practices. The Curriculum Leader and principal must establish questions for the teachers to complete while on this visit.



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Generating proficiency targets with strict adherence to PA Academic Standards and KUDs: In order to align School District Curriculum with [PA Academic Standards](#), work must be done with strict adherence to prioritized eligible content as provided for Grades 3 through 8 in the content areas of ELA, Math, and Science, and Grades 9 through 11 in the content areas of Algebra, Biology, and Literature. The process of curriculum writing requires committees to “unpack” the standard into “knows”, “understands”, and “dos” with a focus on the declarative, procedural, and/or cognitive skills required for proficiency.

When unpacking each standard within content areas, three areas of focus must be identified.

1. First, **eligible content** must be identified.
2. Next, a **clear understanding of proficiency** must be established. This includes what declarative, procedural, and/or cognitive skills a student must demonstrate.
3. Lastly, both **instructional and assessment resources** must be identified (***Priority Standard**) and aligned with student evidence (Common Assessment).

The focus of this process is alignment with and adherence to state- and local-required curriculum (**eligible content**). Curriculum developed in content areas absent eligible content must 1.) identify priority standards from analysis of both state and/or national standards, 2.) work as a committee to determine School District identify priority standards, and 3.) focus the standards into 8 - 12 priority standards. In this process, content areas without eligible content will follow the same curriculum-writing process described above.

Using eligible content, Curriculum Leaders will develop [secure common assessments](#) designed to assess the eligible content as provided by PDE. Because KUDs and Unit Maps have identified what students must Know, Understand, and Do, as well as Key Learnings, common assessments serve as curricular tools designed to evaluate students' learning and guide instructional practices. Common Assessments shall be used to evaluate student learning for all Priority Standards in all content areas.

The Pennsylvania Department of Education has established State Academic Standards, which represent the “Big Idea” of the content. These “Big Ideas” are subject to interpretation and can be ambiguous at times. Because of the breadth of these standards, the Pennsylvania Department of Education filters them into Reporting Categories, which are identified on state assessments. While these Assessment Anchors help refine and reduce ambiguity, Pennsylvania has identified Eligible Content, the most granular level of content used in state assessments. In the simplest terms, Eligible Content is the “testable” version of our state standards. The Tables below show the delineation of content from PA Academic Standard to Eligible Content for both Math and ELA.



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Table 1 (8th Grade Math)

Standard	CC.2.2.8.B.3 Students will demonstrate an understanding of the connections between proportional relationships, lines, and linear equations.
Reporting Category	M08.B-E Expressions and Equations
Assessment Anchor	M08.B-E.2 Understanding the connections between proportional relationships, lines, and linear equations
Eligible Content	M08.B-E.2.1.1 Graph proportional relationships, interpreting the unit rate as the slope of the graph

Table 2 (7th Grade ELA)

Standard	CC.1.2.7.C Students will analyze how an author develops and structures an informational text
Reporting Category	A-K Reading Informational Text
Assessment Anchor	A-K.1.1 Key Ideas and Details
Eligible Content	A-K.1.1.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text

It is the coordinating Curriculum Leader's responsibility to provide a written update to the Principal and Assistant Superintendent on a monthly basis. The communication may include a link to the curricular work completed to date. Compensation for classroom teachers shall be at the district-approved rate as identified in Appendix I, Subsection A(3) of the 2023–2028 Professional Agreement. All time sheets submitted for approval must reflect work completed outside the contracted workday and be approved by the building principal and the Assistant Superintendent. Curriculum Leaders are responsible for making sure timelines are met.

At the conclusion of Year One of the Curriculum Revision Cycle, a subject area will have completed a 1) KUD, 2) Unit Map, 3) Pacing Guide, 4) Cover Sheet, 5) 8 - 12 Identified Priority Standards, and 6) Common Assessments.

Year Two (Implement and Monitor) of the curriculum cycle focuses on the full implementation and review of Year One curriculum. During this year, the Curriculum Leader is responsible for:

1. Evaluate for adherence to the approved curriculum and all current curricular resources.
 - a. Textbooks



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- b. Workbooks
 - c. Instructional Software
 - d. Supplemental Core Resources
2. Analyze the progression of learning targets with adjacent grade levels
 - a. Review adjacent grade-level eligible content for logical sequencing.
 - b. Evaluate progress related to the curricular pacing guide to determine recommendations for modifications.
3. Provide monthly communication with all department members and building administrators regarding student performance on the common assessment.
4. Provide quarterly progress updates on assessment goals to building principals and the Assistant Superintendent.
5. Conduct a Year-End Review:
 - a. Complete a comparison Grade Level/Department level
 - b. Analyze Common Assessment, Benchmark, and/or State Assessment data for correlations
 - c. Evaluation successes and challenges
 - d. Provide an evaluation and proposal for any changes to current curricular resources.
6. Make recommendations based on common assessment and curricular data for proposed instructional modifications to the adopted written curriculum.

The Curriculum Leader serves to ensure adherence and communication of instructional and curricular expectations related to curricular resources and student assessments. With regular communication and coordination of thorough analysis of curricular resources, curriculum, and student assessments, Curriculum Leaders play a pivotal role in the completion of curricular implementation. During Year Two, core curricular resources shall be reviewed and analyzed throughout the school year. A written proposal for textbook adoption, additional/modified curricular resources and any changes to common assessments must be clearly communicated to the building principal and Assistant Superintendent. Timely communication is required for coordination of budget preparations.

There are several areas or sections the Curriculum Leader is expected to review before recommending the curriculum for approval. The Curriculum Leader must also look very closely at content sequencing/progression of learning content, matching core concepts and objectives throughout the document.

Core curricular resources and/or textbooks will be reviewed in year two of the curriculum cycle. The procedure for the selection of primary resources or textbooks will be comprehensive in nature. The process of selecting primary resources must include input from both grade level/department members and Curriculum Leaders, with recommendations made to the building principal and Assistant to the Superintendent. Through a process of collaboration, classroom teachers will provide a primary resource evaluation form for the proposed primary resource. The resource selection process will



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follow the approval flow chart:

Individual Teachers
Department Leaders/Team Leaders
Principals/Assistant Superintendent
Superintendent of Schools
Curriculum, Co-Curriculum, and Policy Committee (Board)
Full Board (Vote)

All primary resources and/or textbooks will be identified and available for public review, as per DASD Policy 109 for 30 days prior to final board approval.

It is the Curriculum Leader's responsibility to provide a written update to the Principal and Assistant Superintendent on a monthly basis. The report should include a link to the curricular work completed to date and, if necessary, any proposed requests for curricular work outside of the contracted day. Compensation for classroom teachers shall be at the district-approved rate as identified in Appendix I, Subsection A(3) of the 2023–2028 Professional Agreement. All time sheets submitted for approval must reflect work completed outside the contracted workday. The Curriculum Leaders are responsible for making sure timelines are met.

Year Three (Analyze and Evaluate) is the analysis and reporting phase of the district curricular work. The coordinator is responsible for:

1. Following instructional action plans from Year Two
2. Support complete implementation;
 - a. Provide input for staff development options for support;
3. Analyze the student acquisition of learning targets
 - a. Review and compare grade level eligible content with prior year's data.
 - b. Evaluate progress related to the instructional modifications to report on successes of modifications.
4. Data analysis
 - a. Provide a quarterly report of the comparison Grade Level/Department level with Year 1, 2, and 3 data.
 - i. Analyze Common Assessment, Benchmark, and/or State Assessment data for correlations
 - ii. Report on successes and challenges
 - b. Provide continuing feedback on all modifications to curricular resources.
5. Complete a Year End Report to include:
 - a. Considerations for curriculum change with data to support
 - b. Compile data from Year 1, 2, and 3 from Common Assessments and Other Assessment data

In Year 3 of this cycle, the coordinator shall organize and implement monitoring



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processes with the grade level/department team members, on at least a quarterly basis, for continuous review of successes and failures of the approved curriculum and its complete implementation. The Curriculum Leader shall also collect from the grade level/department team members recommendations for potential future in-service programs to the building principal and Assistant Superintendent.

The Curriculum Leaders are responsible for the placement of curricular documents on a shared document. The purpose of this document is to provide a secure location for the expected competencies students are expected to gain in each content area. Additional purposes of this document will be to provide access to primary resources and specific foundational knowledge and skills while encouraging and promoting parent, teacher, community, and board partnerships in education. The copy shall also serve as a quick reference for all teachers, students, and parents. The coordinator should also support the use of common assessments as a primary indicator of student learning. The coordinator should not underestimate the importance of student learning as each building-level administrator will specifically look for supporting practices during formal and informal classroom observations and walkthroughs.

The coordinator will aid the staff in developing systems of tracking student learning. This can be accomplished through data analysis of grade-level/subject-level common assessments.

Purpose of a Curriculum Revision Handbook:

1. To evaluation student successes and failures,
2. To exploration for potential extensions of the curriculum into other subject areas;
3. To ensure complete review new supplemental materials;
4. To evaluate and consider effective teaching strategies; and
5. Overall evaluation of the delivery of the curriculum.

The purpose of the development of this process is to provide a guaranteed and viable curriculum that will enable district students to strive for academic goals and demonstrate expected levels of proficiency. Planned instruction shall consist of at least the following: Key Learnings for all students; Unit Maps for instructional guidance; and anticipated instructional time.

Teachers are encouraged and expected to develop processes for the efficient and effective use of teaching strategies (Direct Instruction, Practicing/Deepening Skills and Knowledge, and/or Knowledge Application); student summaries of learning; and follow procedures for assessing students' current level of learning as coordinated by building administrators.

No planned instruction shall be taught in the district schools unless it is part of an approved curriculum adopted by a majority vote of the full Board. It is the building-level administrator's responsibility to ensure the approved curriculum is taught. The Board reserves the right to determine which units of the instructional program constitute such



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planned instruction. The building-level administrators are responsible for the continuous evaluation of the effectiveness of the planned instruction and shall recommend to the Assistant Superintendent new planned instruction that s/he deem to be in the best interests of district students.

Building level administrators shall be responsible to appoint appropriate administrative and instructional staff to select resource materials, subject to the approval of the Superintendent; ensure that the Board's budgetary allotment for resource materials is spent efficiently and distributed equitably throughout the instructional program, ensure an inventory of resource materials that is well-balanced and well-rounded in coverage of subject, types of materials, and variety of content; evaluate the effectiveness of resource materials presently in use; assess the needs and values of the community and invite its representatives to participate in the selection process; and direct staff to consult a variety of media sources before selections are made.

To facilitate more effective instruction, daily lesson plans must be prepared in advance. Lesson plans will be inspected and must conform to the guidelines established by the building principal. Teachers shall make thorough preparation for all daily lessons and shall prepare written/digital plans reflecting such preparation. Teachers are to provide adequate directions for substitutes, the purpose of which shall be to continue the instructional program or provide a meaningful educational alternative that relates to the subject area.

The planned instruction that is to be offered in the Dover Area SD encompasses the academic goals and standards as set forth in Chapter 4.

References:

Elmore, R. F. (2008). Leadership as the practice of improvement. Carnegie Foundation for the Advancement of Teaching.