Curriculum Development and Audit Process

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The curriculum audit process continues in numerous content areas this school year as the District continues its continuous improvement practices. The curriculum development and audit cycle is an ongoing process with specific content and/or program areas being focused on every five years. Redesign and revision of K-12 curriculum follows a four-phase process through which different content areas receive priority attention on alternating years. Phases may overlap or change direction depending on the needs of the curriculum area and the needs of the students. The phases utilized include: needs assessment/program evaluation, development/design improvement, implementation and assessment/progress monitoring. A few highlights would be the audits occurring in Art and Design Education, Business and Information Technology Education and Family and Consumer Science Education this year. Each of these audits is occurring in the District’s Careers and Arts programming strands.

Currently the Art and Design Education, Business and Information Technology Education and Family and Consumer Science Education audits are in phase one, needs assessment/program evaluation. The audit teams have been meeting regularly since the start of the school year. The teams are reviewing their current programming, gathering data, reviewing research, soliciting feedback and defining the actions needed. It is anticipated that phase one will be completed in each of the audits in January of 2014. Upon completion of phase one, a benchmark of course offerings against like/high performing state and national districts will be completed. A gap analysis will also be completed to determine if deficits are curricular, instructional, or lack fidelity, goals, objectives and scope. Problem statements will be developed to define the task for phase two. Phase two is anticipated to begin in February with completion prior to the end of the school year. The focus of phase two will be on curriculum development, alignment and assessment methods.

All three audits were grounded with some expectations at the start of the process. The audit expectations are unique to each audit, but share some commonalities, including:

- Ensure innovative program design and opportunities for student learning
- Alignment to standards, each programming area will align to new released standards in phase two
- Alignment to ACT standards to support all students scoring a 23 on the ACT
- Emphasis on career ready practices and the connection to the world of work
- Develop assessments that measure what the programs value

During the audit process the teams will merge the audit expectations with the goals, objectives, and problem statements formulated at the conclusion of phase one to develop the scope for phase two.

The audits are possible because of the teacher’s commitment to continuous improvement and alignment to the District’s mission of Preparing All Students for College AND Career Readiness. The work of the audit teams will continue to progress and, as a result, the students of the West Bend School District will have the opportunity to learn in system with a common, valid, aligned, and assessed curriculum, making the West Bend School District a Destination.