

CURRICULUM DEVELOPMENT

EG  
(LOCAL)

CURRICULUM  
DEVELOPMENT AND  
REVIEW

The Board recognizes the need for, and value of, a systematic, on-going program of curriculum development and evaluation. The Board designates the Superintendent as the curriculum leader in charge of establishing procedures for the design and delivery of the curriculum. The design and implementation of the curriculum shall be consistent with the Board's adopted mission and applicable goals, state law, and State Board of Education rules. The Board deems it essential that the District shall establish an annual cycle of curriculum review, revision, and development to provide a common direction of action for all instruction and programmatic efforts in the District and to meet changing needs. This curriculum component shall be an integral part of the District's long-range planning process. An environment to support curriculum delivery must be created and maintained by all functions of the organization. While instructional differentiation is encouraged to occur to address the unique needs of specific students, that instruction shall be derived from a set of curriculum learnings common to all students. There shall be equal access to the curriculum for all students, which shall be delivered in an equitable manner.

CURRICULUM  
DEFINITION

Curriculum is defined as the aligned, written, and tested knowledge, skills, attitudes, and the processes to be taught and learned at the appropriate levels/areas or in courses in the District schools.

CURRICULUM  
ARTICULATION AND  
DIRECTIONS

Curriculum shall be vertically articulated across grade levels/programs and coordinated across schools to ensure the appropriate scope and sequencing of content, to provide for reinforcement of knowledge and skills, and to assure that high expectations for student learning are achieved by District graduates. It shall be an objective of the curriculum to enable each student to obtain an education appropriate to his or her diverse interests, ambitions, and abilities. The curriculum shall reflect current research and technological advancements that promote congruence and appropriate modifications in instructional methodologies, pacing, and resources for all student populations.

CURRICULUM  
PHILOSOPHY

The purpose of education is primarily imparting knowledge, concepts, processes, and attitudes necessary for the student to successfully function in society. The educational community recognizes the characteristics unique to each individual and provides a process for the development and expression of each student's innate potential and talents.

The curriculum shall be designed and implemented using a competency-based curriculum approach that has the following premises:

1. Each student is capable of achieving excellence in learning the essentials of formal schooling using a continuous progress approach.

2. Success influences positive self-concept; positive self-concept influences learning and behavior.
3. The instructional process can be adapted to improve learning.
4. School staff shall maximize the learning conditions for each student through clearly stated expectations of what a student shall learn, high expectations for each student, short- and long-term assessments of student achievement, and instructional modifications based on assessment results.
5. Successful student learning must be based on providing appropriate educational experiences at the appropriate level of challenge in order to ensure the maximum level of achievement for each student.
6. Effective curriculum (design) and instruction (delivery) contribute to high levels of student achievement.

THE PLANNED AND  
WRITTEN  
CURRICULUM

The Board expects that learning shall be enhanced by adherence to a curriculum that promotes continuity and cumulative acquisition of skills and knowledge from grade to grade and from school to school. The curriculum should reflect the best available knowledge of the growth and development of learners, the needs of learners based on the desires of the residents and taxpayers of the District, state law, and State Board of Education rules. It shall encompass local goals, curriculum objectives, and skills that are identified by state and federal guidelines and mandates where applicable. ~~In addition, curriculum shall incorporate appropriate nationally published content area standards.~~ The focus of the curriculum will include mastery of skills in tested areas including language arts, mathematics, science, and social studies with emphasis on reading.

Subject area written curriculum and instructional guides shall be developed for all grade levels and subjects in the District. The expectations are that:

1. All curriculum shall be documented in writing. It shall embed external assessment learnings and reflect correlation to the state standards.
- ~~2.~~ The Superintendent or designee shall develop a plan for the development and review of curriculum ~~areas each year typically coinciding with any change in the state assessment program. The curriculum development process shall include teachers and administrators. An annual report will be given to the Board on the curriculum development and implementation process. on a regular cycle of review.~~

3. Teachers shall have immediate access to the guides and use the curriculum objectives in the guides to develop daily lesson plans.
4. Administrators shall work with teachers to maintain consistency between the written curriculum and the curriculum objectives actually taught.

Professional development shall be designed and implemented to prepare staff members to teach the designed curriculum and shall use effective change processes for the long-term institutionalization.

Instructional resources such as [personnel](#), textbooks, software, and other materials shall be selected based upon their alignment with the curriculum objectives and curriculum priorities of the District.

~~As approved and directed by the Board, proposed curriculum and instruction guides shall be reviewed by external experts.~~

~~Persons who have proposals to add, delete, or change the written curriculum shall submit those proposals to the assistant superintendent of instruction for their consideration. Curriculum is developed at the District level in order to ensure students have equal access to the academic standards and learning expectations approved by the Board.~~

THE TAUGHT  
CURRICULUM

All educational staff will work toward a common set of written curriculum objectives. All campus faculty members have a responsibility not only to contribute to the refinements of the written curriculum, but also to teach to the curriculum objectives. Principals shall ensure that optimum use is made of available written curriculum materials and instructional time. Teachers are required to use the District curriculum and instruction guides as their primary source of instructional direction.

The taught curriculum shall be aligned with the planned/written curriculum and the assessed curriculum, resulting in a high degree of consistency.

All programs, including those for special population students, shall be aligned to the District curriculum. Further, the programs shall be integrated in their delivery approach.

Curriculum and instruction guides shall serve as the framework from which a teacher shall develop units of study, individual lesson plans, and approaches to instruction that shall serve the students' particular needs at a particular time. The guides shall be used to map a logical sequence of instruction for each student.

Teachers are to determine where each student's learning is maximized and differentiate instruction as needed. Teachers are to teach each learning objective to individual student mastery.

In addition to consistent delivery of the curriculum objectives, teachers shall base their instructional delivery on sound teaching principles grounded in educational research and skills that are identified by District expectations, state or federal guidelines and mandates where applicable.

Instructional supervision efforts shall focus on these sound teaching principles. These principles include:

1. Establish a school climate that continually affirms the worth and diversity of each student.
2. Expect that students perform at their highest levels of learning.
3. Ensure campus staff members and students take responsibility for successful learning.
4. Assess student learning.
5. Analyze the content of each objective so that instructional strategies match content and assessment.
6. When appropriate, teach skills in order of difficulty to maximize the effectiveness of instructional delivery.
7. Orient students to the objectives to be learned.
8. Teach to the objectives that provide varied approaches, adequate time, and multiple opportunities for learning and success.
9. Assess student mastery of the learning objectives. For those students who attain mastery, progress to the next objective or offer extension or enrichment. For those students who do not attain mastery, provide correctives and/or use different strategies until mastery is attained.

Professional development shall be provided for teachers on research-based approaches to teaching in order to provide them with alternative ways to view the teaching act so that they may be as effective as possible.

THE TESTED  
CURRICULUM  
EVALUATION

The assessed curriculum shall include the following components:

1. National assessments when appropriate.
2. State-level assessments as required.

3. A District assessment system that documents, records, reports, and awards credit for student attainment.
4. An information management system at the classroom and building levels for coordinating timely instructional planning, student assessment and placement, instructional delivery, and program evaluation.
5. A program evaluation component that guides program redesign around the District curriculum and program delivery.

The Superintendent or designee shall establish assessment approaches for determining effectiveness of curricular and instructional programming at District, campus, and classroom levels.

Assessments shall focus on determining the extent to which each student is achieving and maintaining mastery of curriculum objectives and the extent to which instructors are effectively conveying the curriculum to the students.

District staff shall design and use a variety of assessment approaches in determining the effectiveness of the planned and written curriculum, the taught curriculum, and instructional programs. Annual reports shall be made to the Board concerning these assessments.

Teachers shall conduct frequent assessments of students on the curriculum objectives. Teacher-made tests, as well as criterion-referenced tests, shall be used to determine patterns of student achievement. Teachers shall use formative assessments to determine the status of individual student achievement, to continuously regroup students for instruction, to identify general achievement trends of various groups of students, and to modify curriculum and/or instruction as warranted by assessment results.

Campus administrators shall review and interpret student performance to help teachers ensure the assessments are congruent with the written curriculum. The data shall be used to determine appropriate interventions by campus administrators and teachers.

ROLES AND  
RESPONSIBILITIES OF  
THE BOARD

The Board shall:

1. Establish policies that support ongoing curriculum development and evaluation needed to increase student achievement.
2. Adopt academic standards that outline the goals and objectives that students are encouraged to master.
3. Adopt multiple instructional resources for teacher use within the constraints of state laws and State Board rules.

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4. Provide funding for research-based professional development opportunities that focus on and support curriculum design and delivery for increased student achievement.
5. Communicate to its constituents the Board's curricular expectations through the establishment of policy and support of administrative regulations.
6. Fund, through the budget process, resources (time, personnel, and money) needed to develop and implement the curriculum based on data to engender the success of each student.

SUPERINTENDENT

The Superintendent shall:

1. Develop and revise policies for adoption by the Board.
2. Implement policies as adopted by the Board.
3. Establish procedures and priorities to guide curriculum design and its delivery.
4. Ensure that a functional decision-making structure is in place to carry out this policy.
5. Provide support to District-level administrators in their roles of implementing and monitoring the curriculum.

DISTRICT-LEVEL  
ADMINISTRATORS

District-level administrators, under the direction of the assistant superintendent, shall be responsible for setting curriculum guidelines and priorities, and organizing/facilitating curriculum committees to develop and review the curriculum. They shall provide/ locate training and resources needed to implement the curriculum.

District-level administrators shall:

1. Implement District-level policies and procedures.
2. Implement the master long-range plan, providing technical and expert assistance as required.
3. Analyze data and prepare reports.
4. Provide support for campus-level administrators and teachers in monitoring the implementation of the curriculum.

CAMPUS-LEVEL  
ADMINISTRATORS

Campus-level administrators shall:

1. Analyze and interpret student assessment data to use in making school-improvement decisions.

2. Through a working knowledge of the curriculum, monitor the implementation of the curriculum using the following basic strategies:
  - a. PDAS observations and conferences.
  - b. Frequent walk through observations and followup conversations.
  - c. Curriculum planning meetings and review of minutes of the meetings.
  - d. Periodic review of curriculum documents.
3. Translate the importance of effective curriculum and instruction practices on a regular basis.
4. Observe classes, monitor lessons, and evaluate assessment materials used on their campuses.
5. Provide campus-based professional development opportunities.
6. Provide opportunities for teachers to discuss and share ideas and strategies to teach the curriculum standards and objectives.
7. Help parents understand their roles in supporting the learning of the curriculum.

TEACHERS

Teachers shall:

1. Align teacher resources to the District curriculum.
2. Align teaching to the District curriculum.
3. Analyze and interpret student assessment data to determine each student's learning in order to differentiate instruction to meet each student's instructional needs.
4. Incorporate research-based instructional strategies in the teaching of the curriculum.
5. Seek and actively participate in appropriate, ongoing professional development.
6. Participate collaboratively with colleagues to reflect on one's teaching practices.
7. Ensure equal access to curriculum and equitable delivery to each student.
8. Participate in curriculum development/revision activities.

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- PARENTS Parents are encouraged to participate in the education of their children through such things as attending student/teacher/principal conferences, supporting students as they complete homework, volunteering at school when possible, and communicating regularly with teachers. Parents are encouraged to provide their children with the nutrition, rest, and materials needed to be ready for school participation. Parents are encouraged to support learning through their children's prompt and regular attendance at school.
- STUDENTS Students are responsible for learning and for understanding their learning strengths and needs. Students are responsible for meeting learning targets based on the required curriculum. Students are responsible for their own behavior and its impact on their own learning and the learning of others.
- BUDGET The administration shall ensure that the District's budget becomes a document that reflects funding decisions based on the organization's educational goals and priorities: a performance-driven budget. The budget development process will ensure that goals and priorities are considered in the preparation of budget proposals and that any decisions related to reduction or increase in funding levels will be addressed in those terms.