

**CURRICULUM DEVELOPMENT POLICY**

**GUIDING PRINCIPLES**

This district shall conduct a review and/or replacement of textbooks, instructional materials, lab equipment, and computers at least every five (5) years.

Curriculum development will include:

- Broad-based representation and involvement of all teachers in the program development and may include parents, students and other community groups.
- Continuous program improvement through evaluating, modifying and changing based on assessment data.
- Staff development focusing on analysis of student assessment data and the appropriate application of new instructional strategies.
- Instruction that is developmentally appropriate, student-centered and research-based.
- An appropriate and embedded assessment system to be implemented by all teachers involved with the curricular program.
- Implementation of integrated/interdisciplinary instruction where appropriate.
- Universal utilization of technology supports where adopted as part of the program.
- Technology resources (including staff development, hardware, and software) will be focused, as part of the curricular adoption (not as add-ons).

## PROCESS COMPONENTS

### IDENTIFYING AND ASSESSING NEEDS:

1. The administration will define direction and parameters for the committee.
2. A formally appointed curricular committee will lead and conduct the process. All schools and grade clusters relevant to program area will be represented on the committee.
3. The strengths and weaknesses of the current program will be evaluated. This will include consideration of data results.

### ESTABLISHING CRITERIA:

4. Program criteria will be established, taking into consideration research and professional literature, national trends, state standards/assessment, district assessments, instructional technology, and the recommendations of other professional educational organizations. State standards and the assessment system, as well as a district assessment system, will be the key foundational pieces for the curricular review and adoption.
5. The focus for the district instructional assessment system is the state content standards, not the instructional resources (such as textbooks) or district objectives. Prior to screening, piloting or selecting textbooks or other instructional resources, the assessment system for that content area must be defined and fully developed such that the instructional materials are fully aligned to the state content standards and district assessment system. The assessment system should be supported by technology so that labor is reduced and analysis of data is enhanced.
6. Technological resource requirements will be considered, so that the infusion of technology into instruction and existing technology is emphasized. The Loti classification system may be used as one of sources of information for making decisions regarding the adoption and purchase of technology.
7. A plan for the development of reporting student progress, promotion, and graduation issues will be a part of the curriculum development process.
8. The committee will create a staff development plan for: a) the committee; b) the pilot teachers; c) all staff.
9. The instructional approach must be student-centered and activity-based.

10. The curriculum being developed must articulate with other grade levels and subject areas, as appropriate.

#### PILOTING AND INITIAL IMPLEMENTATION

11. When a pilot is necessary, it must be developed, implemented, and evaluated including opportunities for teachers and parents to observe and understand the new approaches. The structure and organization of the pilot should be designed by the curricular review committee. It should include an appropriate number of teachers at the necessary schooling levels. It may be linked with the development of units as they are completed. Professional development will be provided to the pilot teachers, as needed. Evaluation of the pilot must be linked with the assessment system.
12. If not selected from existing published programs, the curriculum must be written using the district standardized unit format..
13. All teachers who will be using the new/revised curriculum must have an opportunity to review and make recommendations for modification, if needed.
14. Committee will make modifications based on the evaluation of pilot experiences.
15. Presentation of the program will be made to all teachers for their approval.
16. The final curriculum will be presented to the school board for adoption. The committee and administration will consider opportunities to inform the community and strengthen support for the adopted instructional program as an enhancement of the district's mission and goals.
17. As part of the full implementation process, the administration and committee conduct professional development for all involved staff. All involved teachers are required to teach the adopted program and to participate fully in the staff development.
18. The administration and committee will meet and confer periodically to check progress, share experiences and outcomes, address questions and concerns, and make changes as needed based on student assessment data.

ADOPTED: 8/20/84; 6/20/05