CURRICULUM AND INSTRUCTION: 2020

The Superintendent will adopt and develop a rigorous standards-based academic program that enables all scholars to achieve the Board's *Ends* policies.

In accordance with Executive Limitation 2b, the Superintendent will:

- Develop and implement an academic program that is research-based, provides access and challenge for all, is complete, is culturally responsive, comprehensively uses resources, encourages innovation, and considers class size and organization.
- Ensure faculty know and teach the adopted curriculum through a program of rigorous staff development, training, coaching, and support.
- Ensure the regular monitoring and evaluation of the academic program and make appropriate modifications in practice and content.
- Regularly update curricula and recommend approval of updates to the Board.
- Recommend and implement a standards-based grading and reporting system.

This policy is essential to continued success of Federal Way Public Schools and continued effectiveness in moving the district forward in pursuit of Board Ends. Our district and schools identify and promote the implementation of research-based instructional practices such as using data to inform instruction, strategies to increase scholar participation and engagement, clearly identifying learning targets and success criteria for scholars, providing a relevant purpose for learning, aligning curriculum, instruction and assessment, and the use of a standards-based grading and reporting system. We must ensure our district uses National and State Standards to provide a baseline for our curriculum and provide guidance for rigorous classroom instruction based on the application of critical thinking skills and content acceleration. In addition, teachers must consider learning styles and scholars' needs when designing and implementing instruction, and that district programs provide a variety of learning opportunities to address scholars' learning styles and abilities.

Accountability for consistent instructional implementation will be monitored through feedback by building and district-level administrators, the implementation and analysis of common assessments, and regular reflection by staff members. The district will define a clear process is used in the selection of all textbooks and materials, inclusive of all stakeholders including parents, as well as training and accountability.

In order for all scholars to achieve content mastery of all subjects, this policy includes the following:

- The written curriculum as outlined within curriculum guides inclusive of the scope and sequence, resources, and instructional strategies;
- The taught curriculum as implemented by teachers with scholars;
- The learned curriculum as demonstrated by a comprehensive assessment system aligned to standards and expectations across contents for scholar mastery;

- The ongoing staff development needed to ensure consistent implementation, effective curriculum delivery, monitoring of scholar learning, and supervision;
- The monitoring of the effectiveness of the curriculum in collaboration with teachers, principals, and central office staff.

The Superintendent/Designee, in conjunction with staff, scholars, and community, establishes and uses the district strategic plan and goals to guide the district's curriculum and instructional program. It is the responsibility of the district staff to develop and implement program goals, course objectives, and curriculum design consistent with the district strategic plan and goals. Teaching staff will implement the adopted written curriculum to promote continuity and cumulative acquisition and the application of skills and knowledge vertically from grade level to grade level and horizontally from school to school.

Curriculum and instruction are defined by the following components:

- Graduation goal expectations
- P-12 content standards
- Grade-level or course objectives and learning targets
- The adopted instructional framework

Curriculum and instruction inform instructional planning, teaching practice, and scholar and teacher evaluation.

The written curriculum contains the District's prescribed elements of programs and courses, which shall state clearly and specifically what scholars are expected to know and be able to do, how well they will be able to do it, how they will meet their learning objectives, and by what means they will be assessed. District curriculum design documents will include rationale and purpose, scope and sequence of learning outcomes, instructional strategies, standards alignment, materials, adaptations for special populations, assessment procedures, and guidelines for standards-based grading.

Instruction needs to focus on an approach which diagnoses scholar learning needs on an ongoing basis to ensure scholars are ready for the next learning objective. The Superintendent recognizes the variability that all scholars bring to the classroom and the need for each scholar to be on a continuum of learning. Instruction needs to be challenging for each scholar yet provide each scholar the opportunity for high achievement. A continuous progress approach is expected. Teachers are to be knowledgeable of and use the latest teaching practice supported by the research. The Superintendent support staff development activities in these areas.

The Board of Education, Superintendent/Designee, and District staff support continuing efforts to improve instruction and outcomes to support scholars in leaving high school ready for college, career, and post-secondary experiences. To that end, the Central Office District Staff will provide suitable facilities, the needed equipment, curriculum materials for instruction and other facilitating

actions to improve instruction. The Superintendent/Designee expects from the staff evidence of achievement of scholars in light of the strategic plan and end goals. As evidence for guiding school improvement efforts, the Superintendent's best means of evaluating the school system is through analyzing scholar academic achievement and growth over time. The Superintendent/Designee will lead cyclical review processes to ensure rigor, curriculum, instruction, assessment, and scholar achievement gains.

Cross References:

Executive Limitation 2: SCHOLARS – RELATIONSHIPS, ACADEMIC PROGRAMS, AND CONDUCT/DISCIPLINE - EL-2b Academic Program, Standards, and Practices

Administrative Policy – 2000 Student Learning Goals

Administrative Policy – 2002 Instructional Guidelines

Administrative Policy – 2005 School Improvement Plan

Administrative Policy – 2010 School Leadership Team

Administrative Policy – 2018 Instructional Materials

Legal References:

RCW 28A.150.230 Basic education act–District school directors' responsibilities

RCW 28A.150.240 Basic education act–Certificated teaching and administrative staff as accountable for classroom teaching

RCW 28A.405.060 Course of study and regulations

RCW 28A.640 Sexual equality

WAC 180-16-220 Supplemental basic education program approval requirements

WAC 180-44-010 Responsibilities related to instruction