

CAMBRIAN SCHOOL DISTRICT
Board Policy

Policy 6140
Adopted: October 15, 2002
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INSTRUCTION

Tightly Coupled Curriculum

The Cambrian School District Board of Trustees recognizes the importance of a tightly coupled curriculum to an effective school program. A tightly coupled curriculum is characterized by:

- A. A base of sequential objectives around which instructional and curricular decisions are made.
- B. Interrelation of curricular materials, instructional approaches, and assessment instruments to the basic student objectives.
- C. Regular mechanisms in place to coordinate the curriculum.

The Board directs that a tightly coupled curriculum be established and maintained in the school district, and that the following guidelines be used in evaluating the degree of establishment:

- A. Sequential standards from grade to grade.
 - 1. Standards form the basis of instruction, not the textbook.
 - 2. Record keeping is based on benchmark assessments with monitoring.
- B. Curricular validity.
 - 1. Curriculum materials are aligned with objectives.
 - 2. Curriculum materials are aligned across the grades.
 - 3. Supplemental materials are aligned with objectives.
 - 4. Supplemental materials are aligned across the grades.
 - 5. Remedial materials are aligned with objectives.
 - 6. Special instruction is based on regular objectives.
- C. Instructional validity.
 - 1. Instructional approaches are aligned with objectives.
 - 2. Students receive instruction on new objectives.
 - 3. The actual instructional objective is taught, not just following the textbook.
 - 4. Direct instruction is emphasized (or highly structured individualized instruction).

- D. Assessment instruments are aligned with standards.
 - 1. Tests are built upon objectives.
 - 2. Selected tests assessed for overlap with objectives and standards altered to meet test.

- E. Regular coordinating mechanisms are in place.
 - 1. Regular record keeping procedures are maintained.
 - 2. Regular meetings occur to coordinate the curriculum.
 - 3. District:
 - a. Grade level objectives.
 - b. Uniform textbook adoption.
 - c. Ensure objective and curriculum match.
 - d. Ensure test and curriculum match.
 - e. Staff meetings.
 - f. Textbook committees/selection.

 - 4. School:
 - a. Faculty meetings.
 - b. Grade level meetings.
 - c. Alignment review committees.
 - d. Supplemental material selection.

 - 5. Classroom:
 - a. Lesson plan adoption.
 - b. Record keeping - monitoring of students.