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All scholars must have instruction and services mandated by law and rules as necessary for the implementation of a thorough and efficient system of free public education and such other instruction. The Superintendent/Designee shall annually approve a list of all programs and courses that comprise the District's curriculum and shall approve any subsequent changes in the curriculum in accordance with Policy 2020.

For purposes of this policy, "curriculum" means planned learning opportunities designed for every scholar, in each content area, the competency to master all subjects as aligned to content standards. This policy ensures scholars' persistence to graduation for high school and two or more years in college. A Scholar is a student as commonly used in RCW 28A et al, entitled to all rights and responsibilities.

Scholars will become self-directed learners who commit to the process of learning, formulate positive core values in order to create a vision for their future, set priorities and goals, create options, take responsibility for pursuing these goals, and monitor and evaluate their progress.

Scholars, as active learners, will engage as empowered critical thinkers who use multiple frames of reference to identify, assess, integrate, and apply appropriate sources for meaning and/or action.

The following procedures delineate a process for curriculum development, implementation, monitoring, and review for systematic horizontal/vertical alignment within the written, taught, and learned (assessed) curriculum.

Roles and Responsibilities

The School Board will:

- Approve policies via required approvals agendas and support ongoing curriculum development and evaluation
- Adopt core curriculum and a budget that provides for the development, implementation, training, and evaluation of curriculum

The Superintendent will:

- Oversee the work of district staff in accomplishing their responsibilities
- Ensure that a master long-range plan is in place for curriculum development, revisions, program evaluation, and scholar assessment
- Approve the District's curriculum, based on input from principals, teachers, and additional stakeholders

District Curriculum Leaders will:

- Implement the master long-range plan, providing technical and expert assistance as required

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- Include comprehensive stakeholder voice in curriculum development decisions
- Provide district-wide professional development needed to implement the curriculum
- Support principals, instructional coaches, and teachers in their roles of delivering and managing curriculum and professional development
- Provide support for analysis and interpretation of assessment data
- Monitor the delivery of the curriculum with principals, teachers, and additional stakeholders

Principals will:

- Develop a working knowledge of the curriculum content for all subjects/courses to effectively monitor the delivery of the curriculum
- Monitor the design and delivery of district curriculum through the following:
 - Walk-throughs
 - Formal observations
- Ensure effective instructional delivery through the implementation of CEL 5D
- Facilitate and participate in professional development

Teachers will:

- Deliver the district curriculum, using strategies most effective for scholars
- Assess scholar learning with a variety of classroom, district, and state assessments
- Use assessment data to drive instructional decisions
- Involve scholars and families in the learning process
- Participate in district, school, and personal professional development
- Participate in the design of curriculum guide writing

Instructional Coaches will:

- Develop a deep knowledge of the curriculum content for core subjects/courses to effectively support the delivery of the curriculum
- Support effective instructional delivery through the implementation of CEL 5D

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- Collaborate with individuals and learning teams
- Facilitate and participate in district, school, and personal professional development

Scholars will:

- Be active partners in the learning and assessing process
- Understand their own learning strengths and weaknesses
- Exhibit behaviors that is conducive to learning for self and others

Families will:

- Be valued partners in the learning process
- Accept a shared responsibility working with the teacher in the learning process
- Encourage their scholar's prompt and regular attendance at school

Curriculum Development

Written Curriculum

The written curriculum must attend to the content, context, and cognition levels of the national and state standards for each content area, course, and grade level. Core Curriculum must be approved by the Superintendent/Designee and adopted by the School Board. Core curriculum for courses with guaranteed and viable curriculum will result in fully developed instructional guides and assessments. The result is a fully developed course outline and supplements for each course, content area, and grade level.

A. Curriculum Planning

Given the systemwide impact of curriculum revisions, a comprehensive plan for development, implementation, monitoring, reporting, and review is required.

1. Curriculum decisions, including, but not limited to, elimination or addition of programs and courses, extensive content alteration, and changes that adversely affect other courses or subjects, shall require district approval.
2. Under direction of the Superintendent/Designee, development of curriculum is initiated by the Teaching for Learning Department for curriculum and instruction and presented to the Superintendent/Designee for approval to proceed with a formal plan for curriculum development or revision.
3. Teaching for Learning will submit a formal plan for curriculum development to Leadership and Cabinet as appropriate for input, feedback, and advisement. A formal plan to develop curriculum will include:

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- a. Curriculum Design Blueprint, inclusive of:
 - Vision and beliefs
 - Rationale (context for learning)
 - Goals: Standards-based Educational Approach and indicators
 - Components of the written curriculum
 - Content of the curriculum
 - Curriculum Development Cycle
 - Developing the Curriculum
 - Curriculum Staff Development
 - Comprehensive Assessment System
 - Full-scale implementation
 - b. Initial list of required and recommended instructional resources, differentiated as appropriate
 - c. Plan for scholar assessment in collaboration with the Department of Assessment and Accountability
 - d. Plan for staff development in collaboration with the Office of the Superintendent, the Office of Equity for Scholar and Family Success, and Teaching for Learning
 - e. Proposed budget for curriculum development, instructional materials, staff development, and staffing
 - f. Description of relationship to and impact on existing content curriculum, effect on elementary time allotments and secondary course sequences, and nature of credit scholars may earn, as appropriate
 - g. Timeline for development including plans for curriculum pacing and assessment, field-testing or piloting, staff development, materials selection and purchase, and district-wide implementation
4. Through a continuous cycle, the Teaching for Learning Department will make appropriate changes based on stakeholder input and submit the revised plan for curriculum development to the Superintendent/Designee.
 5. The Superintendent/Designee may consider a pilot/field test, based on input from the curriculum committee.
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6. The Superintendent/Designee may collect broader input from the community through an informal public comment process, as needed.
7. The Superintendent/Designee will include progress of new or revised curriculum in the annual report to the Board of Education concerning curriculum implementation.

B. Course Curriculum Planning

1. Curriculum decisions, including but not limited to elimination or addition of programs and courses, significant content alteration, and changes that adversely affect other courses or subjects, shall require Superintendent/Designee approval.
2. Under the direction of a principal or other FWPS central office administrator, school staff may submit a preliminary proposal to the appropriate content supervisor/coordinator within Teaching for Learning to determine quality of proposed curriculum, existence of similar or related programs, and alignment to standards and FWPS curriculum.
3. If appropriate, the content supervisor/coordinator will direct school staff to provide details in the designated FWPS Forms for Course Proposals and/or Instructional Materials.
4. The Chief Academic Officer for Teaching for Learning, which oversees curriculum and instruction, will submit a request to develop and pilot curriculum to the Superintendent/Designee for approval.
5. During the period of pilot and development, initiating staff will develop and identify:
 - a. Instructional sequence
 - b. Sample assessments
 - c. Approved instructional resources and materials

C. Externally Developed Curriculum and Instructional Programs

1. As determined by the Teaching for Learning Department, use of externally developed curriculum or use of instructional materials that replace, add to, significantly alter, or adversely affect FWPS curriculum, shall be subject to Superintendent/Designee approval and follow the curriculum development process as appropriate.
2. Externally developed curriculum and instructional programs currently in use shall be reviewed by the Chief Academic Officer for Teaching for Learning, which oversees curriculum and instruction.
3. Nationally or internationally recognized curriculum, comparable to and including Advanced Placement, Cambridge, International Baccalaureate, middle years Pre-IB, and primary years Pre-IB, may be used in place of FWPS curriculum, after review and approval using the process for curriculum development.

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D. Elements of Curriculum and Instructional Guides

Every scholar will receive an equitable opportunity to access content through the consistent use of curriculum and instructional guides. District-wide instruction is focused on each scholar's mastery of content.

Curriculum and/or Instructional Guides for courses with a guaranteed and viable curriculum include models of effective instruction which must include the following elements:

- How the actual standards are performed and how much time should be spent learning
- Target objectives/indicators addressed in the lesson
- Instructional scope and sequence/pacing guide
- Models of differentiation to challenge and support all scholars
- Resources (including adopted, supplemental, and recommended)
- Scientific research/evidence-based instructional strategies
- Concept maps inclusive of deeply aligned content, context, and cognitive demand
- Intervention and acceleration strategies
- Approved instructional materials and texts
- Comprehensive assessment system
 - Screening/pre-assessment
 - Diagnostic assessments
 - Formative/progress monitoring/benchmark
 - Summative (end of unit)
 - State summative

Resources such as textbooks, software, electronic resources, and other instructional materials shall be selected and approved based upon alignment with FWPS curriculum and system priorities using a uniform process. (Refer to Evaluation and Selection of Instructional Materials and Library Books)

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Implementation

E. The Taught Curriculum

Central office staff, principals, and teachers shall maintain consistent implementation of written, taught, and assessed curriculum and shall monitor scholar performance as measured by formal assessments. The taught curriculum is the implementation of the written curriculum. The taught curriculum is defined as the scientific research/evidence-based instructional strategies the teacher uses to ensure all scholars demonstrate mastery of the standards. The taught curriculum shall be aligned with the written and assessed curriculum to support scholar academic success and maintain consistency within and among schools.

The Teaching for Learning Department shall collaborate with a wide range of stakeholders to design and deliver professional development to prepare staff members to teach the written curriculum effectively and shall include methodologies to ensure staff members have appropriate discipline-specific knowledge, skills, strategies, and practices required for effective instruction and assessment.

1. Teachers, including those in day, night, Saturday, summer school, and other extended learning opportunities, will have a personal copy of current curriculum overview guides for assigned grade levels or courses.
2. Teachers will use the elements of curriculum overview guides, which may include enduring understandings, essential questions, assessed standards, indicators or objectives, focus statements, assessments, and required sequencing and pacing, as the basis for instruction.
3. Teachers will use descriptive elements of curriculum guides, which may include lessons, background information, and scholar resources as models for instruction.
4. Teachers will communicate learning objectives based on FWPS grade level or course expectations that communicate to the scholars:
 - a. What they are expected to know and do
 - b. How the scholars will demonstrate what they know and can do
5. Teachers will develop instructional plans focusing on indicators and progression of learning/knowledge as outlined in the curriculum overview guides.
6. Teachers will use the various assessments as directed in curriculum overview guides.
 - a. Professional development to support implementing new curricula will be offered to all relevant school-based administrators and central office staff.
 - b. Instructional delivery of all programs serving FWPS scholars shall be integrated with and aligned to the systemwide curriculum.
 - c. School-based and central office instructional leadership shall work with teachers to

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ensure appropriate use of approved instructional materials and texts as delineated in FWPS curriculum documents.

- d. All topics taught in courses or subjects shall be relevant to curriculum as outlined in FWPS documents and as required in state and FWPS regulations to ensure a balanced and sensitive presentation and respectful, appropriate inclusion of multiple perspectives, particularly in the case of topics of controversy.
- e. New or revised curriculum will be implemented only when adequate funding for staff development and instructional materials is available.

Monitoring

F. Monitoring the Learned Curriculum

Teachers will use a variety of assessment approaches to create a body of evidence and monitor scholar learning of written and taught curriculum, including pre-assessment, formative assessment, and end-of-unit assessments.

1. Assessment shall be ongoing to:
 - a. Determine patterns of scholar achievement systemwide
 - b. Determine individual scholar performance and progress for the purpose of continuous and flexible regrouping of scholars for instruction
 - c. Adjust instruction as needed
2. The Teaching for Learning Department will work with resource teachers, interdisciplinary resource teachers, ML certificated staff, interventionists, staff development teachers, consulting teachers, media specialists, other instructional leaders, and administrators to develop a variety of methods to collect and analyze evidence of scholar learning to inform instructional and programmatic decisions.
3. Department of Assessment and Accountability shall work with Learning Improvement Officers and principals to organize and interpret assessment results to monitor scholar learning and to ensure congruence of instruction and assessment with curriculum.
4. Principals and school leadership staff shall establish collaborative structures to assist teachers with implementation and monitoring, including but not limited to, group scoring and standard-setting using rubrics (i.e. range-finding, monitoring tools, peer observation and consultation, and program review).
5. Central office staff shall maintain a systematic process and electronic information management system to facilitate the assessment of scholar performance and shall collect, organize, analyze, and report results to administrators, teachers, parents/guardians, and scholars.

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6. Based on monitoring and assessment, in collaboration with relevant stakeholders, the Department of Assessment and Accountability shall evaluate the effectiveness of staff development efforts to identify teacher, administrator, and scholar needs related to:
 - a. Implementing written and taught curriculum
 - b. Designing, administering, and interpreting assessments
 - c. Reporting on scholar progress towards meeting standards
7. Professional development shall be modified based on qualitative and quantitative evidence of teacher practices implementing FWPS curriculum and contributing to increased scholar achievement.

G. Assessments

1. The FWPS assessment program will be developed as part of the process for curriculum development or revision.
2. The purpose of the comprehensive FWPS assessment program is to:
 - a. Evaluate scholar performance on the skills, knowledge, and concepts that will be assessed as outlined in the written curriculum
 - b. Guide instruction
 - c. Provide data for differentiation of instruction
 - d. Guide revisions of existing curriculum design in alignment with both internal and external assessments
 - e. Predict scholar performance on state and national assessments
3. All curriculum guides will include rubrics and formative assessments that are standards-based and aligned with grade level or course expectations and state and national assessments.
4. Assessments developed externally and acquired as part of the assessment program will undergo review at the time of curriculum review to determine reliability and validity.
5. Externally developed assessments must be reviewed and approved by the Teaching for Learning Department prior to use in FWPS schools.

Review

H. Review of the Entire Curriculum

1. The Teaching for Learning Department will review each content area curriculum on a

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multi-year cycle, with at least one area reported to the Board of Education every year.

2. The primary purpose of a multi-year curriculum review is to evaluate congruence among written, taught, and learned (assessed) curriculum. Review may include:
 - a. Benchmarking state, national, and international standards, curriculum documents, and practices, when appropriate
 - b. Benchmarking standards, curriculum documents, and practices of local and similar jurisdictions
 - c. Reviewing state, national, and international assessments
 - d. Reviewing current FWPS implementation practices and assessments and analyzing benchmarks to identify areas in FWPS standards, curriculum documents, and practices that require updating
 - e. Additional stakeholder input, feedback, and recommendations maybe sought and considered during the curriculum review process
3. For externally developed curriculum, the review must include the following considerations: alignment with comparable FWPS curriculum and achievement of scholars as compared to scholars in comparable FWPS curriculum.
4. Independent reviewers of curriculum shall be contracted under the following conditions:
 - a. When FWPS lacks the internal expertise
 - b. When investment of staff time would significantly impair ability to fulfill core duties
 - c. When funding sources are sufficient
5. Independent reviewers of curriculum shall meet the following criteria:
 - a. National recognition in content area of review
 - b. Academic credentials
 - c. Successful experience working with similarly situated school systems
 - d. Capacity of the organization to complete the task

Required Instructional Model:

This policy highlights the instructional components in interactive phases for instructional planning, instructional practice, and evaluation. The policy expects a learning environment that uses the adopted curriculum and research/evidence-based instructional strategies. Instruction is aligned and meets the district standards, determines scholar achievement, and that the instruction is meeting

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the curriculum effectively. Purposeful instruction is outlined by using prior formative assessment, key teaching points, learning targets, success criteria, progressions of learning, and evidence of learning.

Instructional Planning:

Instructional planning includes specification and ordering of learning targets, assessment and analysis, and selection or design of instructional strategies. The first function in instructional planning is to identify learning targets of what a scholar will know and be able to do. Instructional planning is inclusive of teacher practice of what to teach and the order of when to teach for each scholar.

Delivery of Instruction:

Classroom teachers shall be responsible for providing instruction and instructional activities that allow scholars the opportunity for mastery of content. Instruction shall focus on teaching that which is assessed, and assessing that which is taught. Assessment of the effectiveness of the instructional program shall be determined, in part, by the performance of scholars local and state competency tests.

Progress Monitoring of Scholar Performance Expectations:

The scholar performance expectations are the goals from the curriculum and instruction which all curriculum development efforts are derived during the curriculum development process. The goal of defining and implementing the curriculum development and management system is to develop scholars who will demonstrate skills and competencies as outlined in the FWPS Portrait of a Graduate.