

CURRICULUM DEVELOPMENT

EG
(REGULATION)

CURRICULUM
MODEL

The design and implementation of the curriculum will be consistent with the Board's stated curriculum goals and objectives. [See EG LOCAL] The curriculum will include provisions of the state laws and regulations established by the State Department of Education. The curriculum will be planned and coordinated to provide a common direction of action for all instruction in the District. There will be only one core curriculum with equal access for all students regardless of program funding source. The Superintendent will recommend all new and revised curriculum to the Board of Trustees for approval.

The Board of Trustees shall officially adopt the curriculum goals, objectives, and instructional resources, as needed. Adoption dates shall be stated on the cover of each guide.

The curriculum will be taken to the Board for adoption after it has been reviewed by at least two scholars/experts (one of whom must be external) who attest to its content validity. The opinion of the experts shall be affixed to each guide as it is being considered for adoption.

CURRICULUM
PHILOSOPHY

The purpose of education is to impart basic skills, knowledge, processes, and attitudes necessary for the student to successfully function in society. Education also recognizes the characteristics unique to each individual and provides a process for development and expression of each student's innate potential and talents.

A performance-based, progressive model shall be used to assure that the district's graduating students will possess the skills, knowledge, concepts, and processes to have successful experiences in higher education, in the work place, and society.

The curriculum is to be designed and delivered using a performance-based progressive approach. Such an approach is based on the following premises below.

1. All students can be successful in learning.
2. Students' self-concepts and behaviors can be influenced by successful learning.
3. The instructional process can be adapted to improve learning.
4. Learning conditions can be maximized for all students through clearly stated objectives, high expectations for all students, and continuous authentic assessment of student learning.
5. Successful, authentic student learning must be based on providing appropriate educational experiences at the appropriate level of challenge in order to ensure maximum student achievement.

The district subscribes to a standards based approach to curriculum and instruction that focuses on, and organizes, all of the district's efforts around the 12th grade goal expectations. The 12th grade graduation expectations are the goals from which all subject-area curriculum development is derived. These goals shall serve as the framework for all curriculum development and instructional delivery. The goals will be multi-disciplinary in nature and will focus on the delivery of the District's mission.

The fundamental goals of the District's curriculum and instructional program shall enable students to be:

1. 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 in rapidly changing political, social, and economic environments;
2. EFFECTIVE COMMUNICATORS who master the mathematical, technical and communicative skills sufficient for daily living and for effective functioning in a complex society.
3. CONTRIBUTING CITIZENS who take the initiative to use their time, energies, talents, skills, and abilities to improve the welfare of themselves and others, who demonstrate a sense of social responsibility in service to the community; and who participate in the democratic process and operate effectively as a responsible member of our global society;
4. COLLABORATIVE TEAM MEMBERS who use effective leadership and group skills to establish supportive and cooperative interpersonal relationships in culturally diverse work, community, and family settings; who value diversity and unique personal qualities and who have pride in one's own culture and appreciate and understand the contributions of all cultures;
5. ADAPTIVE PROBLEM SOLVERS who anticipate, assess, and make responsible decisions in order to resolve the challenges that accompany a rapidly changing society;
6. PERCEPTIVE THINKERS who are both creative and critical, and who use multiple frames of reference to identify, assess, integrate and apply information; and
7. QUALITY PRODUCERS who demonstrate high standards and a strong work ethic, and who create intellectual, artistic, and/or practical products and services for a global society.

PLANNED AND
WRITTEN
CURRICULUM

A performance-based curriculum is a set of student goals and objectives designed using a spiraling curriculum built from the 12th grade graduation goal expectations.

The components of the written performance-based curriculum will include layers of goals and objectives in order to achieve total alignment and articulation through the level of teacher lesson delivery. The components are listed below.

1. Graduation Goal Expectations are broad life-related skills and characteristics that students should demonstrate by the end of the 12th grade. The goals incorporate likely future trends that impact the lives of students.
2. Pre-K to 12 Content Standards are derived from and parallel the Graduation Goal Expectations. These content standards describe the core knowledge, strategies, and skills in each subject area. They describe what students know or what they will be able to do, after completing the entire course of study.
3. Performance Standards will indicate the evidence required to demonstrate mastery of the content standards and the quality of acceptable student performance.
4. From the Pre-K to 12 Content Standards, Level or Course Objectives are derived. These objectives describe standards in specific terms of what students will be able to do at the end of a year/semester/level in a particular area. The curriculum needs to be defined system-wide. Benchmark standards will establish the quality of acceptable student performance at a particular level or course.
5. Unit and Lesson Objectives are then derived from the Course/Level Objectives. Curriculum-based assessments built around benchmark standards will be used to determine acquisition and mastery of the objectives.

Subject-area written curriculum guides shall be developed for all grade levels or interdisciplinary subjects in the district. These guides shall reflect the District's philosophy and beliefs. These guides shall be revised and readopted by the Board every six years, or sooner if necessary. The guides shall contain the components listed below.

1. Mission statement of the District
2. Curriculum philosophy of the District

3. Belief statements related to the subject area and linked to appropriate 12th grade graduation goal expectations
4. Pre-K to 12 content standards for the subject area
5. A scope and sequence chart for use in designing instruction at the appropriate level of difficulty for all learners
6. Level or course learner objectives derived from the content standards for the subject area at all instructional levels, which identify specific content skills and concepts
7. Correlation of learner objectives to state frameworks and District criterion-referenced tests as well as standardized, state, and national tests
8. Correlation of objectives to available instructional resources
9. Relevant modifications and enrichment learner objectives and strategies as well as interdisciplinary approaches, when appropriate
10. Aligned suggested instructional strategies for each objective
11. Recommended time allocations for curriculum areas and for objectives as much as possible

All curriculum will be documented in writing. The planned courses will be updated at least once every six years. Teachers will have copies of planned guides and use them to develop daily lesson plans. Administrators will work with teachers to maintain consistency between curriculum design (written curriculum) and curriculum delivery (what objectives are actually taught).

Copies of the curriculum guides in complete sets shall be available to all teachers and the public in each school media center for review and reference.

Instructional resources such as textbooks, software, and other materials shall be selected based upon their alignment with the written objectives.

A focused staff development plan will be designed and implemented to prepare staff members to teach the designed curriculum, principals to monitor the curriculum, and parents to assist students in the learning of the curriculum.

TAUGHT
CURRICULUM

The District has several expectations toward the teaching process. Teachers have a right to expect that their teaching efforts are part of a

broad plan of quality education. There is to be assurance that teachers and their colleagues are working toward a common goal. All faculty members have a responsibility not only to contribute to the refinements of the written curriculum, but also to teach the curriculum. The principal and other supervisors shall see that optimum use is made of available curriculum guides.

Curriculum guides are to serve as the framework from which a teacher will develop units of study, individual lesson plans, and approaches to instruction that will serve the students' particular needs. The guides shall be used to map the logical sequence of instruction. Teachers will adhere to the guides' objectives.

In addition to consistent delivery of the learning objectives in the curriculum, it is expected that instructional delivery be based on teaching principles grounded in educational research. Instructional supervision efforts are to focus on these teaching principles.

A systematic process is to be in place for planning and providing appropriate instruction for each student and for engaging the student until learning objectives are attained. This systematic process is to include:

1. Establishing a school climate that continually affirms the worth and diversity of all students;
2. Expecting that all students will perform at high levels of learning;
3. Ensuring that all students experience opportunities for personal success;
4. Varying the time for learning according to the needs of each student and the complexity of the task;
5. Having both staff members and students take responsibility for successful learning objectives;
6. Assessing the student's current skills/learning in order to adjust his/her instructional assignment;
7. Analyzing the content of each objective so that instructional strategies match content and assessment;
8. When appropriate, sequencing tasks into a hierarchy of learning skills to maximize the effectiveness of instructional delivery;
9. Orienting students to the objective(s) to be learned;
10. Initial teaching to the objective(s) that provide varied approaches, adequate practice time, and multiple opportunities

for learning and success; and

11. Assessing student mastery of the objective(s) to determine the need for movement to a new instructional objective, extension/enrichment, or correctives.

The District staff development program for teachers, administrators, and parents shall include research-based approach to teaching to provide staff members with alternative ways to view the teaching process so that they may be as effective as possible.

EVALUATED
CURRICULUM

The District staff is to design and use a variety of assessment approaches in determining the effectiveness of the planned, written and taught curriculum. The Superintendent shall develop a set of guidelines for program evaluation.

The evaluated curriculum is to include the following components:

1. An assessment system that documents, records, reports, and awards credit for student demonstration of skill attainment,
2. District-level criterion-referenced assessment for selected core objectives across all levels and all subject areas,
3. A criterion-referenced, information-management and assessment system at the classroom and building levels for coordinating timely instructional planning, student assessment and placement, instructional delivery, and program evaluation,
5. An assessment approach to evaluate the status of students from a national perspective and for curriculum revision as well as program design,
5. A program-evaluation component that guides curriculum redesign and instructional planning based on program graduates and the performance demands of post-school roles .

It is expected that teachers will conduct frequent diagnosis of students on the curriculum objectives. Teacher-made as well as criterion referenced tests will be used to determine patterns of student achievement. The teachers and supervisors are to use test results to assess 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.

Principals are to review teacher-made tests to help teachers ensure that tests are congruent with the written curriculum and with what is to be taught.

CURRICULUM DEVELOPMENT

EG
(REGULATION)

ROLE
RESPONSIBILITIES

Superintendent and District staff members. The Superintendent is responsible for the implementation of the policy and all regulations. Teachers are expected to follow the curriculum developed for their teaching assignments. Administrators are expected to assist teachers in skillful implementations of the district curriculum. Personnel will have opportunities to make professional contributions to curriculum development through curriculum task forces.

SCHOOL CALENDAR

The District's calendar will be created to support educational goals and staff development. Improving the student achievement and improving the teaching/learning environment must be foremost in setting the school calendar.

BUDGET

The District's budget will reflect funding decisions based on the organization's educational goals and priorities - the type of document commonly referred to as a program-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 can be addressed in those terms. The format used in preparation will reflect these considerations, and the public document eventually developed will be an interpretive document that communicates the budget to the public in consideration of the goals and priorities. The expected results of proposed expenditures will be clearly explained in the public document as well as in the proposal preparation documents.

CURRICULUM
DEVELOPMENT
CYCLE

The curriculum administrator shall ensure that a long-range plan is in place for District curriculum development as well as for student and program assessment. All Pre-K to 12 curriculum areas are to undergo internal development cycles on a rotating basis. The purposes of such an ongoing review is to lend a concentrated focus to a given curriculum area. This procedure will provide a formal means by which all planned courses are revised and kept up to date.

The Superintendent shall organize a report/presentation to the Board that demonstrates how the policy and regulations are being implemented and to present such recommendations as may be necessary for the improvement of student growth. It shall candidly point out strengths and weaknesses and form the basis for later budget development.

The Board report process shall include a statement of instructional goals by grade level, assessment on testing trends data as may be relevant, important new trends that are to be incorporated into the curriculum, recommended instructional resources (e.g., textbooks) in the curriculum, and input from administrators and the teaching staff. The Superintendent shall, whenever possible, employ one or more curriculum experts to critique the proposed or existing curriculum in light of available knowledge regarding appropriate curriculum in the areas being reviewed,

and such reports/critiques shall be included with the Board report.

When a subject area is undergoing a development/redevelopment review, a Pre-K to 12 task force will be established composed of teachers, principals, District administrators, parents, students, representatives from higher education and business and industry, when appropriate. The task force will be used to provide input into the development cycle. The Superintendent or designee is to establish the procedures for such task forces.

The development cycle will include three phases:

Phase I - Review, planning, and initial development

Phase II - Further development of curriculum components and staff development plan

Phase III-Curriculum Implementation for field testing purposes

The entire process will usually take a two or three year time frame, depending upon the complexity of the task and current status of the curriculum. It is the expectation of the Board that staff members will move as quickly as possible toward the accomplishment of the development and redevelopment curriculum cycle as resources are made available and as needed.

The *Curriculum Development and Management Manual of Ector County Independent School District* describes in detail the process and tasks to be accomplished in each phase, reference to relevant board policy and District administrative directives, and specific directions for curriculum guide development.