

CONCEPTS AND ROLES**Curriculum Development And Management Policy: Purpose And Rationale**

The curriculum is defined as the concepts, skills and processes taught through the educational program offered by the district. The purpose of the Curriculum Development and Management Policy is to ensure that the rigorous, standards-based educational program is taught in a consistent and coordinated manner. The policy provides administrative direction and establishes mutual expectations and commitments for the process of curriculum development and management.

The district's development and management of curriculum focuses on social and academic achievement so that all students are prepared for successful transition to further learning and/or a meaningful career. The areas of curriculum management include: courses of study, lesson planning, effective teaching practices, professional development, assessment, curriculum leadership and program evaluation and planning.

Roles and Responsibilities**1. Board of Education**

The Board of Education approves, monitors and evaluates the Curriculum Development and Management Policy. Policies established by the Board set parameters for administrative action, providing both expectations and direction.

2. Superintendent and Deputy Superintendent

The Superintendent is responsible for the implementation of Board policy and serves as the leader of the management system. The Deputy Superintendent of Educational Services evaluates curriculum development and management practices, recommends modifications to the Superintendent and works with the management team to implement instructional policies.

3. Site Administrators

Site administrators are the key instructional leaders. They are responsible for curriculum management on a daily basis. Administrators observe classes, monitor lesson plans, evaluate staff and assess schoolwide achievement. Instructional supervision ensures the use of effective teaching practices and a positive school environment conducive to learning. Written and verbal communications from administrators in the form of curriculum bulletins and faculty meeting agenda items reinforce the district's Curriculum Development and Management Policy.

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4. Teachers

Teachers, as professional educators, have a primary role in the development and delivery of the curriculum. Teachers engage and support all students in learning the adopted courses of study by (a) creating and maintaining effective learning environments, (b) organizing subject matter, (c) planning instruction, (d) using effective teaching practices and (e) assessing student learning.

Curriculum

The Board desires consistency among the schools and classrooms with respect to curriculum content, goals and objectives.

The district's curriculum, aligned with State standards and frameworks, organizes subject matter for student learning. Teachers shall have copies of the courses of study and use them to develop instructional plans. Administrators shall work with teachers to maintain internal consistency between curriculum design (the courses of study) and curriculum delivery (what is actually taught). Within an adopted course of study, variance among schools and among classrooms may occur with respect to pacing and sequencing in order to meet specific student needs.

Curriculum will be developed through a process that links the results of student assessments and program evaluation with curriculum design. Proposals to revise existing or to develop new curriculum may be submitted by staff members, Board members, students, parents and/or community members. The curriculum revision or development process will include a review of available resources, which may include:

- Input from the school community
- Existing courses of study
- State standards and frameworks
- District and State assessment results
- Program evaluation results
- Cost-benefit analyses
- Textbooks, program guides and other instructional materials

The Deputy Superintendent of Educational Services shall develop an annual plan for curriculum review and development, and appoints curriculum development committees and their chairpersons. Curriculum committees shall:

1. Review available resources, assessment results, program evaluations and cost-benefit analyses
2. Recommend course of study revisions

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3. Identify professional development essential to implement the revised course of study
4. Set priorities for the purchase of instructional materials, including textbooks and programs

The Superintendent will report to the Board annually on curriculum review and development.

Elementary courses of study shall include:

Description of the Content Area:
Grade Level(s):
Goals and Standards For the Content Area:
Course Content and District Standards:
Suggested Teaching Strategies:
Suggested Assessment Strategies:
Primary Adoption:
Secondary Adoption:
Supplementary Instructional Materials:
(Date of Adoption or Revision)

Secondary courses of study shall include:

Department:
Course Title:
Grade Level:
Length:
Number of Credits:
Prerequisite:
Course Description:
Goals:
Student Performance Objectives:
Course Content and District Standards:
Suggested Teaching Strategies:
Suggested Assessment Strategies:
Textbook:
Primary Instructional Materials:
Supplementary Instructional Materials:
(Date of Adoption or Revision)

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Effective Teaching Practices

The district expects instruction to be based on effective teaching practices and a rigorous educational program consistent with the courses of study. The district provides an innovative and comprehensive professional development program that prepares teachers to deliver the curriculum identified in the courses of study.

Professional Development

The district's professional development program presents a research-based approach to teaching. The purpose of professional development is to provide teachers with a variety of instructional methodologies/strategies so that they are prepared to deliver a standards-based curriculum for all students. Teachers establish professional learning goals, pursue opportunities to develop professional knowledge and skill, and participate in the extended professional community through the district's professional development program.

Assessment

Results of teacher-made, district-adopted assessments, and standardized tests reflect patterns of student achievement. Teachers and administrators shall use assessment results to monitor individual student achievement, plan instruction, identify districtwide and group-level achievement trends, and modify curriculum and/or instruction. Standardized test data shall be regularly and publicly reported in an understandable manner.

1. In planning assessments, teachers shall ensure alignment with courses of study.
2. The district assessment plan for kindergarten through twelfth grade shall be based on district standards for language arts and mathematics.

The district shall participate in the California Standardized Testing and Reporting Program.

Curriculum Leadership

Administrators use three basic strategies to assess the effectiveness of curriculum and instruction: 1) classroom observations, 2) lesson planning and 3) analysis of student assessment results.