

CURRICULUM DEVELOPMENT, IMPLEMENTATION, AND EVALUATION**Philosophy of Curriculum**

Curriculum shall be designed and implemented using a standards-based approach that has the following premises:

1. All students are capable of achieving excellence in learning the curriculum as approved by the Board of Education.
2. Success influences self-concept and self-concept influences learning and behavior.
3. The instructional process can be adapted to improve learning.
4. Schools can maximize the learning prospects of all students through clearly stated expectations of what students will learn, high expectations for all students, regular and frequent assessment of student achievement, and modifications based on assessment results.
5. Successful student learning must be based on providing appropriate educational experiences at the appropriate level to ensure maximum student achievement.
6. High levels of student achievement are the results of effective curriculum and instruction.

The Written Curriculum

The Board of Education expects that learning will be enhanced by adherence to a curriculum that promotes continuity and cumulative acquisition of skills and knowledge from grade to grade and from school to school. The curriculum should reflect the best knowledge of the growth and development of learners, the needs of learners, the desires of the community and society, state law, and regulations set forth by the State Board of Education.

The focus of the written curriculum shall ensure:

1. Emphasis on reading at grade level
2. Mastery of basic skills
3. Objectives derived from local, state, and national assessments

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The curriculum is designed to provide teachers, students, and parents with the Board's expectations of what students are to learn and be able to do. Teachers are expected to teach the curriculum of the District.

Subject area written curriculum and curriculum guides shall be developed for all grade levels and subjects in the District. The expectations are that:

1. All curriculum shall be documented in writing
2. The curriculum shall be reviewed and updated as needed following the California adoption schedule
3. Teachers shall have copies of curriculum guides and use the objectives of the guides to develop daily lesson plans
4. Administrators shall work with teachers to maintain consistency between the written curriculum and the taught curriculum

Instructional resources such as textbooks, software, and other materials shall be selected based upon their alignment with the curriculum and curricular priorities of the District.

Staff development shall be designed and implemented to prepare staff members to teach the written curriculum.

The Taught Curriculum

The Board of Education expects that teachers are working toward a common set of curriculum standards. All teachers have a responsibility not only to contribute to the revision of the written curriculum, but also to teach to the curriculum standards. Teachers are required to use the District curriculum guides as their primary sources of instructional direction. The principal shall ensure that optimum use is made of curriculum guides and instructional time.

In order to ensure a high degree of consistency, the taught curriculum shall be aligned with the written curriculum and the tested curriculum.

All programs, including those for special population students shall be aligned to the District curriculum. There will be only one core curriculum with equitable access for all students regardless of program funding source.

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Curriculum guides shall be provided for all subject areas and courses to assist teachers in their teaching. The format for these guides shall be a collaborative district-level decision. The curriculum guides shall:

1. Be aligned to State adopted content standards
2. Include scope and sequence, objectives to be taught, assessments, aligned resources, time frame and instructional strategies
3. Include the date of approval by the Board of Education

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

In addition to consistent delivery of the objectives in the curriculum, instructional delivery shall be based on sound teaching principles grounded in educational research. Instructional supervision efforts shall focus on these sound teaching principles. This systemic process shall include:

1. Establishing a school climate conducive to learning
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
6. Objective assessing of student skills
7. Analyzing the content of each objective so that instructional strategies match content and assessment
8. Sequencing tasks into a hierarchy of learning skills to maximize the effectiveness of instructional delivery
9. Orienting students to the objectives to be learned

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10. Teaching to the objectives that provides varied approaches, adequate practice time, and multiple opportunities for learning and success
11. Assessing student mastery of the objectives; for those who obtain mastery, progressing to the next objective or offering enrichment; for those who do not attain mastery, providing corrective measures and/or using different strategies until mastery is attained

Staff development shall be provided for teachers on research-based approaches to teaching to provide them with the capacity to be as effective as possible.

The Tested Curriculum

The Superintendent or designee shall establish assessment practices for determining the effectiveness of instruction at the district, site, and classroom levels. Assessments shall focus on determining the extent to which students are achieving and attaining mastery of the curriculum objectives.

A variety of assessments will be used in determining the effectiveness of the written and the taught curriculum. Periodic reports shall be made to the board of education concerning these assessments.

The tested curriculum shall include the following components:

1. State level assessments as required
2. District criterion referenced assessments
3. Benchmark assessments developed for all grade levels and courses
4. An information management system that will provide relevant assessment data in a timely manner and in a format that is understandable and workable
5. A program evaluation component that guides program redesign around the district curriculum, as well as program delivery

Teachers shall conduct frequent assessment of students on the curriculum objectives. Teachers and administration shall use assessment results to determine 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.

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Principals shall review assessments to help teachers ensure the assessments are congruent with the written curriculum.

Roles and Responsibilities

The Board shall:

1. Have final approval of the recommended curriculum within the constraints of State law and Board of Education guidelines
2. Provide funding for staff development opportunities that focus on curriculum design and delivery for increased student achievement
3. Communicate to both staff and its constituents the Board's curricular expectations
4. Fund, through the budget process, adequate resources needed to implement the curriculum based on data

The Superintendent shall:

1. Implement the policy
2. Annually report to the Board concerning implementation
3. Ensure that a functional decision-making structure is in place to carry out this policy

The Assistant Superintendent of Curriculum and Instruction and the Curriculum Director(s) shall:

1. Ensure that a plan is in place for district curriculum development revisions, program assessment, and student assessment
2. Implement the plan, providing technical and expert assistance as required
3. Assist principals in monitoring the implementation of the curriculum

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The Principal shall:

1. Monitor the implementation of the curriculum
2. Stress the importance of the effective curriculum and instructional practices on a regular basis and provide intervention programs
3. Observe classes, monitor lessons, and evaluate assessment materials utilized on their campus
4. Use, at a minimum, the following basic strategies to monitor curriculum:
 - a. forty-five (45) minute or full period observations
 - b. frequent walk-through observations
 - c. periodic review of curriculum documents

The Teachers shall:

1. Teach the district curriculum
2. Frequently assess and document student mastery of curriculum objectives and modify instruction to ensure student success
3. Participate in curriculum development/revision activities

Budget

The administration shall ensure that the District's budget becomes a document that reflects funding decisions based on the organizations educational goals and priorities.

Staff Development

A focused staff development plan will be designed and implemented to increase the instructional capacity of teachers and administrators.

The Curriculum Process

All curriculum decisions shall be subject to Board approval. Since the curriculum is a system decision, not a campus or employee decision, curriculum proposals shall be presented to the Curriculum Coordinating Committee. If the proposal meets the criteria

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of the Curriculum Coordinating Committee, it shall then be presented to the Board of Education for approval.

Curriculum development and/or the revision of existing curriculum may be initiated in two ways:

1. By individual teachers or groups of teachers submitting, on a district template to the Office of Curriculum, a proposal based on specific concern or need
2. By the Curriculum Coordinating Committee based on the California adoption schedule for curriculum development and adoption of instructional materials
 - a. When the Curriculum Coordinating Committee initiates a curriculum revision or the development of a specific curriculum, elementary and secondary focus groups of teachers and coordinating committee members will be formed, under the guidance of the appropriate director, to complete the work necessary.
3. Once the curriculum is initiated in these two ways, it will be submitted to the Curriculum Coordinating Committee for review and additional revisions may be made at the committee's recommendation.

The development of curriculum and/or the revision of curriculum will be conducted by teachers, with input from teachers as appropriate. Curriculum development and revision will be conducted under the supervision of the Office of Curriculum and the Curriculum Coordinating Committee.

The Curriculum Coordinating Committee is responsible for reviewing the curriculum as developed by teachers and determining the following:

- the curriculum is aligned to State adopted standards and assessments.
- the curriculum is aligned within a grade level and across grade levels.
- teachers with an interest in the curriculum have had the opportunity to provide input.
- the affect of the curriculum on students as they move between and among school sites.

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The Curriculum Coordinating Committee will be comprised of the following individuals:

Director of Elementary Curriculum

Director of Secondary Curriculum

Director of Media Services

One (1) Elementary Principal/Assistant Principal from each elementary and K-8 school

One (1) Junior High Principal/Assistant Principal from each Junior High School and K-8 school

One (1) High School Principal/Assistant Principal from each High School and Buena Vista High School

One (1) member appointed by A.C.T.

One (1) Elementary Teacher from each elementary and K-8 school

One (1) Junior High School Teacher from each Junior High School and K-8 school

One (1) High School Teacher from each High School and Buena Vista High School

One (1) High School Counselor (from each comprehensive high school and Buena Vista High School)

Two (2) Parent Representatives (1 elementary & 1 secondary)

One (1) Alternative Education Representative

One (1) Special Education Representative

One (1) ELL Representative

Additional parent representatives will be appointed by board members (1 each)

Teachers and counselors interested in serving on the Curriculum Coordinating Committee will submit their names to the Assistant Superintendent of Curriculum and Instruction for consideration. Names submitted will be voted on by their peers (elementary teachers will vote for elementary representatives, etc.). Ballots will be counted by the Assistant Superintendent of Curriculum and Instruction and the president of A.C.T. The parent representatives will be appointed by the PTA and PFA.

Teacher, counselor, principal, and parent representatives will serve for a minimum of two (2) years.

Meetings of the curriculum coordinating committee will be open and may be attended by parents or other interested community members.

Chino Valley Unified School District

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