

## Curriculum Development Procedures

### Roles and Responsibilities

The Board shall:

1. Establish policies that support ongoing curriculum development and evaluation needed to increase student achievement.
2. Approve the scope of the written curriculum.
3. Adopt textbooks as instructional resources to teach the curriculum.
4. Provide funding for staff development opportunities that focus on and support curriculum design and delivery for increased student achievement
5. Communicate to its constituents the Board's curricular expectations through the establishment of policy and support of administrative procedures.
6. Fund, through the budget process, resources (time, personnel, and money) needed to develop and implement the curriculum based on data to engender the success of each student.

### The Superintendent

The Superintendent shall:

1. Develop and revise policies for adoption by the Board.
2. Establish procedures to guide curriculum design and its delivery.
3. Report annually to the Board concerning implementation of curriculum.
4. Ensure that a functional decision-making structure is in place to carry out this policy
5. Provide support to campus-level administrators in their roles of implementing and monitoring the curriculum.

### The Principal

The Principal shall:

1. Implement District-level policies and procedures.
2. Analyze data and prepare reports for staff and Board consideration.
3. Analyze and interpret student assessment data to use in making school improvement decisions.
4. Monitor teachers' implementation of the scope and sequence and pacing identified in the District curriculum using the following basic strategies:
  - Colorado State Model Performance Management System (RANDA) observations and conferences.
  - Frequent walk-through observations and post observation conferences.
  - Conduct curriculum planning meetings or review minutes of the meetings.
  - Periodic review of curriculum documents.

## **Curriculum Development and Review**

The Board of Education recognizes the need for and the value of a systematic, on-going program of curriculum development and evaluation. The Board designates the Superintendent as the curriculum leader in charge of establishing procedures for the design and delivery of the curriculum. The design and implementation of the curriculum shall be consistent with the Board's adopted mission and applicable goals, state law, and State Board of Education rules. The Board deems it essential that the school system continually develops and modifies its curriculum to provide a common direction of action for all instruction and programmatic efforts in the District and to meet changing needs. This curriculum component shall be an integral part of the District's long-range planning process. An environment to support curriculum delivery must be created and maintained by all functions of the organization.

While instructional differentiation is expected to occur to address the unique needs of specific students, that instruction shall be derived from a set of curriculum learning's common to all students. There shall be equal access to the curriculum for all students, which shall be delivered in an equitable manner.

## **Curriculum Philosophy**

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

The curriculum shall be designed and implemented using a competency-based curriculum approach that has the following premises:

1. Each student is capable of achieving excellence in learning using a continuous progress approach.
2. Success influences self-concept, self-concept influences learning and behavior.
3. The instructional process can be adapted and maximized to increase learning.
4. School staff shall maximize the learning conditions for each student through clearly stated expectations of what a student will learn. High expectations for each student, short and long term diagnostic assessments of student achievement, and instructional modifications based on assessment results are expected.
5. Successful student learning must be based on providing appropriate educational experiences at the appropriate level of challenge in order to ensure the maximum level of achievement for each student.
6. High levels of student achievement are the evidence of effective curriculum (design) and instruction (delivery).

## **The Taught Curriculum**

The Board designates the Superintendent to be the instructional leader. There must be assurance that teachers and their colleagues are working toward a common set of student objectives. All faculty members have a responsibility not only to contribute to the refinements of the written curriculum but also to teach to the curriculum objectives. Teachers are required to use the District's curriculum guides as their primary source of instructional direction. The principal shall ensure that optimum use is made of available written curriculum materials and instructional time.

The implementation of the curriculum shall be aligned with the planned and written curriculum, as presented to students by teachers, and the assessed curriculum. Each of these three components of the curriculum shall be matched to bring about a high degree of consistency.

All programs, including those for special population students, shall be aligned to the District curriculum. Further, they shall be integrated in their delivery approach.

Curriculum guides shall 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 at a particular time. The guides shall be used to map a logical sequence of the instruction for each student. Teachers are to diagnose where each student's learning is maximized and differentiate instruction as needed. Teachers are to teach individual student mastery.

In addition to consistent delivery of the objectives in the curriculum, teachers shall base their instructional delivery on sound teaching principles grounded in educational research. Instructional supervision efforts shall focus on these sound teaching principles. This systematic process shall:

1. Establish a school climate that continually affirms the worth and diversity of each student.
2. Expect that each student will attain high levels of learning.
3. Ensure that each student experiences opportunities for personal success.
4. Vary the time for learning according to the needs of each student and the complexity of the task.
5. Have both staff members and students take responsibility for successful learning.
6. Assess current student skills or learning in order to inform instruction.
7. Analyze the content and context of each objective so that instructional strategies match content and assessment requirements.
8. Staff development shall be designed and implemented to prepare staff members to teach the designed curriculum, and shall use effective change processes for long-term institutionalization.

Adopted: November 8<sup>th</sup>, 2018

LEGAL REFS.: Colo. Const. Art. IX, Sect. 15 (*Board has control of instruction within the district*)  
C.R.S. 22-7-1013(2) (*adoption of content standards; alignment of curriculum*)  
C.R.S. 22-20-101 *et seq.* (*Exceptional Children's Educational Act*)  
C.R.S. 22-20-201 *et seq.* (*education of gifted children*)  
C.R.S. 22-32-109 (1)(t) (*Board duty to determine educational program and prescribe textbooks*)  
C.R.S. 22-32-110 (1)(r) (*Board power to exclude immoral or pernicious materials and books*)

CROSS REF.: AEA, Standards Based Education  
IG, Curriculum Development

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