

CURRICULUM DEVELOPMENT

EG  
(LOCAL)

CURRICULUM  
PHILOSOPHY AND  
DEVELOPMENT

PURPOSE

The Board recognizes the need for and value of a systematic, on-going program of curriculum development, review, and evaluation. The design and implementation of the curriculum will be consistent with the Board's adopted mission and applicable goals, state laws, and State Board of Education rules. This curriculum component will be an integral part of the District's long-range planning process. The Board deems it essential that the school system continually develop and modify its curriculum to provide a common direction of action for all instruction in the District and to meet changing needs. While instructional differentiation is expected to occur to address the unique needs of specific students, instruction shall be derived from a set of curriculum learnings common to all students. There will be equitable access to the curriculum for all students.

The purpose of education is primarily imparting knowledge, skills, processes, and attitudes necessary for the student to successfully function in society, to lead a productive and effective life, to be a life-long learner, and to be a good citizen for Texas and beyond. The District recognizes the importance of ensuring that all children have access to a quality education that enables them to achieve their full potential. In order to ensure quality control of the curriculum and to be responsive to the school, community, and state requirements, the Board sets forth this policy to be followed by the Superintendent and professional staff.

A curriculum management plan shall be designed and implemented to carry out this policy.

DEFINITION

Incorporating state curriculum rules, curriculum development, implementation, and evaluation shall include the following aligned components: the written District curriculum, the taught curriculum as presented to students by teachers, and the assessed/tested curriculum as determined by student performance.

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The District 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 research-based best practices, the desires of the residents and taxpayers of the District, state laws, and the State Board rules. The curriculum shall be designed to provide teachers and students with the District's expectations of what students must learn. Teachers are expected to follow the curriculum of the District.

The Superintendent or designee shall cause a relevant and challenging curriculum to be developed that prompts achievement of the graduate profile, which shall guide teachers and the professional staff in all curriculum areas of the District.

The Board shall adopt academic standards that outline the objectives that students are expected to master.

Teachers shall have access to the curriculum using the objectives to develop daily lesson plans. Administrators shall work with the teachers to maintain consistency between the written curriculum and the objectives taught in the classroom. The curriculum shall be developed for all grade levels, courses, and/or subjects in the District. The curriculum shall contain, at a minimum, the following aligned components:

1. Academic standards including knowledge, skills/objectives, and expectations based on but not limited to state curriculum frameworks, state-testing programs, and national standards;
2. Instructional strategies and research-based practices;
3. Assessments; and
4. Instructional resources.

TAUGHT CURRICULUM

The District has several expectations of the teaching process. Teachers have a right to expect that their teaching efforts are part of a broad plan of quality education. There must be assurance that teachers and their colleagues are working toward a common goal. All faculty members have a responsibility to teach to the curriculum objectives. Teachers are required to use the District curriculum as their primary source of instructional direction. The principal shall ensure that optimum use is made of available curriculum materials and instructional time.

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

Staff development on research-based approaches to teaching shall be provided for teachers so that they may be as effective as possible.

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

1. Establishing a school climate that is conducive to learning,
2. Implementing research-based best practices/strategies to teach the curriculum,

3. Matching teaching strategies to the instructional needs of students,
4. Expecting that all students will perform at high levels of learning,
5. Ensuring that all students experience opportunities for success,
6. Setting expectations based on achievement of successful schools with comparable demographics,
7. Having staff members, students, and parents take responsibility for learning,
8. Analyzing the content of objectives so that instructional strategies match content and assessment,
9. Assessing student learning,
10. Varying the time for learning according to the needs of students and the complexity of the task,
11. Teaching objectives and providing adequate practice time and multiple opportunities for learning and success,
12. For those who attain mastery, progressing to the next objective or offering extension or enrichment, and
13. For those who do not attain mastery, providing correctives and/or using different strategies until mastery is attained.

A District staff development plan shall be developed and implemented to prepare staff to teach the designated curriculum.

ASSESSED / TESTED  
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A systematic process shall be in place for assessing/testing student performance. This process shall provide for the acquisition, analysis, and communication of student performance data to:

1. Measure student progress,
2. Guide teachers' instruction at appropriate levels,
3. Guide student learning,
4. Guide District/campus improvement of curriculum alignment and programmatic decisions,
5. Communicate progress to parents to support learning, and
6. Determine staff development needs in content, instructional strategies, and assessment.

The "tested" curriculum shall include the following components:

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1. State-level assessments as required,
2. District-developed assessments for grade levels and courses,
3. Nationally normed achievement tests as appropriate, and
4. A program evaluation component that guides curriculum re-design and instructional planning.

BOARD  
RESPONSIBILITIES

The Board shall establish policies that provide:

1. Ongoing curriculum development and evaluation that reflect research-based best practices,
2. The expectation for alignment of the written, taught, and tested curriculum,
3. Staff development to improve the instructional programs and assess increased student achievement, and
4. Direction that classroom instruction be tied to the beliefs, mission, and goals of the District.

The Board is responsible for adopting a budget that supports the development, implementation, and training needed to effectively deliver the curriculum.

SUPERINTENDENT  
AND DISTRICT-LEVEL  
STAFF  
RESPONSIBILITIES

The Superintendent is responsible for the implementation of curriculum policies that are founded on a solid research base and reflect best practices. The Superintendent and appropriate District-level staff are responsible for setting curriculum guidelines and priorities and organizing/facilitating curriculum committees to develop and review the curriculum. Staff members provide local training and resources needed to implement the curriculum. Staff members provide support to principals in their role of implementing and monitoring the curriculum on their campuses. The curriculum administrator shall ensure that a master long-range plan is in place for District curriculum development/revisions.

PRINCIPAL  
RESPONSIBILITIES

The building principal is the key to monitoring and implementing the curriculum. The principal must translate the importance of effective curriculum and instructional practices on a regular basis.

Principals shall manage the implementation of the aligned curriculum. Strategies for managing curriculum implementation include:

1. Understand the District curriculum philosophy and how it is reflected in the curriculum.
2. Support the need for research-based practice in the classroom and model those practices as an administrator.

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3. Analyze student assessment data.
4. Observe teachers.
5. Interview and conference with individual teachers and/or teams.
6. Meet with campus/District instructional facilitators.
7. Provide campus-based training opportunities.
8. Provide opportunities for teachers to discuss and share ideas and strategies.
9. Communicate with parents so they can support learning of the curriculum.

TEACHER  
RESPONSIBILITIES

Teachers shall teach the aligned written curriculum as directed. They shall be responsible for assessing student mastery and their own teaching using a variety of tools, including any required District/state assessments.

Teachers shall:

1. Apply research-based practice in their teaching,
2. Involve students in the learning process,
3. Diagnose students' learning strengths and needs,
4. Communicate learning strengths and needs to students, parents, and others,
5. Modify their instruction based on student performance,
6. Encourage parents to support learning of the curriculum, and
7. Participate in the training needed to effectively carry out these functions.

STUDENT  
RESPONSIBILITIES

Students are responsible for learning and understanding their learning strengths and needs. Students are responsible for meeting learning targets based on the required curriculum. Students are responsible for their own behavior and its impact on their own learning and the learning of others. Students should hold high expectations for the quality of the instruction presented to them.

BUDGET

The administration shall ensure that the District's budget becomes a document that reflects funding decisions based on the organization's educational goals and priorities — a program-driven budget. The budget development process shall ensure that goals and priorities are considered in the preparation of the budget proposals and that any decisions related to reduction or increase in funding levels will be addressed in those terms.