

The Curriculum Development Process

Acushnet Public Schools

THREE IMPORTANT RULES TO REMEMBER

- (1) The curriculum should be aligned to the state frameworks
- (2) The curriculum should be clear, detailed, and of high quality to ensure that it will be used
- (3) The curriculum should respond to a clearly defined need, such as the need to improve student achievement as measured by test scores

ORGANIZATIONAL STRUCTURE

School Committee

Responsibilities include:

- *Approval of the curriculum documents for the school district
- *Approval of textbooks
- *Adopting (officially) new programs and courses when they constitute an extensive alteration in instructional content or approach (SC Policy IGD/IFD)
- *Budget development to support a strong curriculum
- *Reviewing and analyzing curriculum information

Superintendent

Responsibilities include:

- *Informing the community of curriculum work
- *Recommending curriculum documents and textbooks to the SC
- *Recommendations on the budget to the school committee
- *Collaborating with the curriculum coordinator and building principals to monitor the curriculum development process
- *Presentation of the annual MCAS Analysis Report to the school committee
- *Approval of new programs and courses of study after they have been thoroughly studied and found to support educational goals (SC Policy IGD)

Curriculum Coordinator

Responsibilities include:

- *Schedule grade level/subject area curriculum committees in conjunction with the building principals (choose leadership and determine how decisions are made)
- *Meeting with grade level/subject area curriculum committees to analyze and assess curriculum in conjunction with the building principal
- *Reviewing and analyzing curriculum information (including drafts)
- *Recommending curriculum documents and textbooks to the superintendent & school committee
- *Design a process to develop each curriculum guide
- *Develop and submit budget recommendations for curriculum work to building principals
- *Arrange for needed professional development and training in curriculum development
- *Identify a standard format for curriculum guides
- *Develop a long-term schedule for accomplishing curriculum development in all subject areas
- *Develop a district-wide program for assessing student learning (e.g. benchmarks) as necessary to supplement MCAS
- *Compile the annual (district-wide) MCAS Analysis Report and forward to the superintendent (reevaluate teaching strategies and alter the curriculum based on findings)
- *Submit to the superintendent of schools periodic reports and evaluations of the curriculum development process (SC Policy IF-R)

Building Principals

Responsibilities include:

- *To ensure teacher compliance with the curriculum and state frameworks by monitoring teacher lesson plans
- *Reviewing and analyzing curriculum information (including drafts)
- *Monitor progress of grade level/subject area curriculum committees in conjunction with the curriculum coordinator (choose leadership and determine how decisions are made)
- *Meeting with grade level/subject area curriculum committees to analyze and assess curriculum
- *Development of curriculum drafts in collaboration with curriculum committees
- *Monitoring the instructional process
- *Compile the annual MCAS Analysis Report for his/her school based on the analysis of MCAS data by the teachers and forward results to the curriculum coordinator (reevaluate teaching strategies and alter the curriculum based on findings)
- *Reviewing and selecting textbooks to be purchased with feedback from the curriculum committee (who will serve as the textbook review committee)- The responsibility for textbook selection and adoption lies with the building principal per School Committee policy IJJ

Teachers

Responsibilities include:

- *Participating on grade level/subject area curriculum teams
- *Compose, update, analyze, and assess curriculum (SC Policy IF)
- *Develop lesson plans based on the curriculum and the MA state frameworks
- *Analyze and report on the MCAS data annually in order to identify student weaknesses with certain concepts (reevaluate teaching strategies and alter the curriculum based on findings)
- *Teaching the written curriculum, once adopted

CURRICULUM DEVELOPMENT TEAMS

This group focuses on the actual curriculum development. These teams are made up of subject area teachers at the Ford Middle School and by grade level at the Acushnet Elementary School. In addition to teachers, these teams include the building principal and/or the curriculum coordinator.

Specific responsibilities:

1. Review the learning standards as identified in the MA frameworks
2. Review grade level spans as provided in the frameworks
3. Identify mastery objectives that should be taught at a specific grade level and recommend appropriate grade placement for those objectives
4. Compose and develop for each grade level and subject area a detailed guide that teachers at that grade can use in making instructional plans
5. Develop units of study to correspond with the frameworks and curriculum guide
6. Implement the curriculum, providing enrichment and remediation as needed
7. Assess, update, and analyze curriculum guides
8. Recommend to the Professional Development Committee needed professional development as related to bolstering teaching practices, curriculum development, and the overall enhancement of student achievement
9. Discuss best teaching practices and incorporate these practices into the curriculum

COMPONENTS OF CURRICULUM GUIDES

Essentials:

- The subject and grade level
- References to the MA Standards
- Time Frame
- The lesson objectives, specified in detail
- Text Resources & Materials/ Learning Activities
- Assessments

- A copy of the scope and sequence chart
- Curriculum Benchmarks

In some curriculum guides, committees decide to include one or more of the following:

- Philosophy or basic beliefs
- Vision of excellence for the curriculum
- General goals to be accomplished by the end of elementary and middle schools
- Recommended teaching methods
- Suggestions for assessing student learning
- Instructional materials and learning resources
- Recommendations for remediation

ACUSHNET ELEMENTARY PROJECTED CURRICULUM PLANNING CHART

Subjects/Years	07-08	08-09	9-10	10-11	11-12
English/Language Arts	Production	Implement	Implement 2	Monitor	Plan
Mathematics	Plan	Production	Implement	Implement 2	Monitor
Science	Monitor	Plan	Production	Implement	Implement 2
Social Studies	Monitor	Plan	Plan	Production	Implement
Specialties	Monitor	Plan	Plan	Production	Implement

FORD MIDDLE SCHOOL PROJECTED CURRICULUM PLANNING CHART

Subjects/Years	07-08	08-09	9-10	10-11	11-12
English	Production	Implement	Implement 2	Monitor	Plan
Literature	Production	Implement	Implement 2	Monitor	Plan
Mathematics	Plan	Production	Implement	Implement 2	Monitor
Science/Technology	Plan	Production	Implement	Implement 2	Monitor
Social Studies	Plan	Production	Implement	Implement 2	Monitor
Specialties	Production	Implement	Implement 2	Monitor	Monitor

DESCRIPTION OF STAGES OF DEVELOPMENT

Plan - This stage encompasses the preliminary steps necessary to produce a high quality curriculum document: developing a knowledge base, orienting teachers, collecting data and input from teachers, selecting curriculum guide templates, deciding if the curriculum needs to be merely realigned or new textbooks and curriculum materials need to be purchased

This stage may require: sampling, piloting, and/or adopting new textbooks and curriculum materials (includes staff training when adopting new textbooks and curriculum materials)

Production - This stage involves the actual production of the curriculum guide: making scope and sequence charts, developing objectives, developing benchmarks, and producing any other materials to enable or support the guide (see: COMPONENTS OF CURRICULUM GUIDES)

Implementation - This part of the process involves making necessary modifications to instruction so as to incorporate the new curriculum into the school and classrooms

Implementation 2 - This year completes the implementation of the new curriculum, including obtaining evaluation data

Monitor - This stage calls for the monitoring of the continued compliance between the curriculum and the MA state frameworks (minor adjustments to the curriculum should be made accordingly)

This stage may begin the planning stage if it is deemed necessary to purchase new textbooks and curriculum materials

TEXTBOOK SELECTION AND ADOPTION

Responsibility for the review and selection of textbooks to be purchased shall rest with the principal of each school.

- 1) The principal should establish a textbook review committee to assist him/her in the process to determine the textbooks that best meet the curriculum guidelines of the district. The curriculum committee would be the most appropriate body to act as the review committee. Included in this curriculum committee for the purposes of textbook review and adoption would be a special education teacher.
- 2) Because textbooks are selected for several years of use, special attention also shall be given to their physical characteristics, durability, format, and price.
- 3) The textbook adoption form needs to be completed by each member of the review committee, as well as the building principal. The form includes criteria stating that students of both sexes and various cultures and physical conditions will be able to use the materials without feeling excluded, estranged, or diminished. The textbooks selected must be free of bias based on race, color, religious creed, national origin, ancestry, or sex. Appropriate activities, discussions and/or supplementary materials are used to provide balance and context for any such stereotypes depicted in such materials.
- 4) Once the textbook adoption form is completed, it should be forwarded to the superintendent and school committee for approval
- 5) Basic textbooks and textbook materials shall (SC Policy IJJ):
 - a. Advance the educational objectives of the school system and particular objectives of the course program
 - b. Contribute toward continuity, integration, and articulation of the curriculum
 - c. Establish a general framework for the particular course or program
 - d. Be mindful of the needs of all learners
 - e. Lead the student and teacher beyond the textbook into a wide variety of other materials and educational experiences
 - f. Present and encourage examination of varied points of view

PUBLIC COMPLAINTS ABOUT THE CURRICULUM OR INSTRUCTIONAL MATERIALS

School Committee Policy KEC

In summary, the committee assumes final responsibility for all books and instructional materials it makes available to students; it holds its professional staff accountable for their proper selection. It recognizes rights of individual parents with respect to controversial materials used by their own children; it will provide for the reevaluation of materials in library collections upon formal request. On the other hand, students' right to learn and the freedom of teachers to teach will be respected.