

Curriculum Development, Review and Implementation Procedures

1. Curriculum Philosophy

The purpose of education is primarily the imparting of basic skills, including academic and vocational/technical skills, knowledge, and behaviors necessary for the student to successfully function in society. Education recognizes the characteristics unique to each individual and provides a process for development, as well as opportunity for the expression of each student's innate potentiality and talents.

- 1.1 To assure that students leaving schools will possess the knowledge, skills, and behaviors to have successful experiences in higher education and in the work place, an outcome- or performance-based, continuous-progress model shall be used for the students of the district. Such an approach is based on the following premises:
 - 1.1.1 All students will be successful learners: All students are capable of achieving excellence in learning the essentials of formal schooling.
 - 1.1.2 Success leads to success: Success influences self-concept; self-concept influences learning and behavior.
 - 1.1.3 Schools control the conditions for student success: The instructional process provides adaptability and control to assure learning.
 - 1.1.4 Parent/Community involvement: Students learn better when their parent(s)/guardian(s) are involved in the learning process.

The district subscribes to an outcome- or performance- based approach to curriculum and instruction that focuses and organizes all of the district's efforts around adopted exit outcomes.

- 1.2 The exit outcomes are the goals from which all subject-area curriculum development efforts are derived during the curriculum development process. Yakima School District students upon completion of their education will:
 - 1.2.1 possess knowledge and the ability to think at all levels;
 - 1.2.2 have high self-esteem;
 - 1.2.3 be self-directed, lifelong learners;
 - 1.2.4 exercise responsible citizenship (local, national, global) and concern for others;
and
 - 1.2.5 use process skills of problem-solving, communications, decision-making and accountability.

2. Curriculum Alignment

Curriculum shall be aligned and reflect planned articulation (continuity) and coordination (consistency). It will provide focus and connection to reinforce complex learning leading to mastery within and across grade levels and schools. The district's curriculum shall provide the following, pursuant to law and regulation:

- 2.1 continuous learning through effective articulation among the schools of this district;
- 2.2 continuous access for all students to sufficient programs and services of a library/media

- facility and classroom learning resources collection to support the educational program;
- 2.3 guidance and counseling services for all students to assist in career and academic planning;
- 2.4 a continuum of educational programs and services for all children;
- 2.5 English language learner programs for students whose dominant language is not English;
- 2.6 compensatory education programs for qualifying students;
- 2.7 equitable educational opportunity for all students;
- 2.8 career awareness and opportunity for all students;
- 2.9 educational opportunities for exceptionally gifted and talented students; and
- 2.10 regular and continuous instruction in required safety procedures when learning involves activity, such as laboratory experiences.

3. Curriculum Design and Delivery

The components of the written curriculum will include belief statements and outcomes in order to achieve total alignment through the level of teacher lesson delivery. The following components are:

- 3.1 *Belief statements or philosophies* for each discipline area, which are broad statements reflecting current research, expert opinion, and teacher experience in a field of study.
- 3.2 *Program outcomes*, which are derived from the exit outcomes, that describe in broad terms what students will know or be able to do or attitudes they will hold after completing an entire program of study. Course descriptions will describe what a single course or year of study covers as a part of its alignment within the program outcomes.
- 3.3 *Level/course outcomes*, which are derived from program outcomes and are the district-developed outcomes that describe in specific terms what students will be able to do at the end of a year or specific portion of a year in a particular area of study.
- 3.4 *Unit outcomes*, which are teacher and district-prepared sub-objectives that are tied to a particular theme or instructional unit and are necessary to achieve a level or course outcome. These reflect critical learnings identified by the district.
- 3.5 *Lesson outcomes*, which are teacher-prepared objectives for specific daily lessons related to unit outcomes.

4. The Taught Curriculum

The district has several expectations toward the teaching process. Teachers have a right to expect that their teaching efforts are part of a broad plan of quality education. There is to be assurance that teachers and their colleagues are working toward common goals. All faculty members have a responsibility, not only to contribute to the refinements of written curriculum study, but also to teach the curriculum. The principal, department heads, or other supervisors shall see that optimum use is made of available, adopted curriculum.

The teaching and learning (T & L) department shall facilitate development of guides which are to serve as a framework from which a teacher will develop units of study, individual lesson plans, and approaches to instruction that will serve the student's particular needs at a particular time. The guides shall be used to map the logical sequence of instruction. Teachers will adhere to the guides.

In addition to consistent delivery of the learning outcomes in the curriculum, it is expected that instructional delivery will be based on an instructional process of sound teaching principles grounded in education research. Instructional supervision efforts are to focus on these sound teaching principles.

A systematic process is to be in place for planning and providing instruction appropriate for each student and for engaging the student until learning outcomes are attained. This systematic process is to include the following:

- 4.1 establishing a school climate that continually affirms the worth and diversity of all students;
- 4.2 expecting that all students will perform at high levels of learning;
- 4.3 ensuring that all students experience opportunities for personal success;
- 4.4 varying the time for learning according to the needs of each student and the complexity of the task;
- 4.5 for those who attain mastery, progressing to the next objective or offering extensions or enrichment;
- 4.6 challenging students to seek extended learning; teaching to higher order or critical thinking skill levels;
- 4.7 for those who do not attain mastery, providing correctives and/or using different teaching strategies until outcomes are attained;
- 4.8 having both staff members and students take responsibility for successful learning outcomes;
- 4.9 assessing current student skills and learning for instructional assignment while keeping parents informed and involved in the learning process;
- 4.10 analyzing the content of each outcome so that instructional strategies match content and assessment;
- 4.11 when appropriate, sequencing tasks into a hierarchy of learning skills to maximize the effectiveness of instructional delivery;
- 4.12 orienting students to the outcome(s) to be learned;
- 4.13 initial teaching to the outcome(s) that provides varied approaches, adequate practice time, and multiple opportunities for learning and success; and
- 4.14 assessing student mastery of the outcome(s) to determine the need for movement to a new instructional objective, extensions or enrichment, or correctives.

The T & L staff shall collaborate with teachers and principals to design a district staff development program for teachers which shall include a research-based approach to teaching so that teaching may be as effective as possible. Accepted teaching methods, such as cooperative learning, shall reinforce teaching the instructional process.

5. The Tested Curriculum

The district staff is to design and use a variety of assessment approaches in determining the effectiveness of the planned and written curriculum as well as the taught curriculum. The superintendent shall develop guidelines for the principal's role in using assessment information.

The tested or assessed curriculum is to include the following components:

- 5.1 a criterion-referenced assessment system that documents, records, reports, and awards credit for student skill attainment;
- 5.2 district-level criterion-referenced tests for selected core course outcomes across all levels;
- 5.3 a criterion-referenced information management system at the classroom and building levels for coordinating timely instructional planning, student assessment and placement, instructional delivery, and program evaluation;
- 5.4 a broad range of assessment strategies for teachers to diagnose and determine instructional assignments for students;
- 5.5 an evaluation system that allows students to demonstrate and receive credit for mastery at any time;
- 5.6 an assessment approach using norm-referenced tests for determining if the achievement of students improves or declines relative to the performance of the norm groups or on a state, regional and national basis;
- 5.7 a program evaluation component that provides a resource to the teaching and learning department and guides curriculum redesign and instructional planning, with the learning outcomes based on program graduates and the performance demands of post-school roles; and
- 5.8 a program evaluation which indicates the quality control of the district and whether the program is or is not working.

It is expected that teachers will conduct frequent diagnoses of students on the curriculum objectives. Teacher-made tests and assessments, as well as criterion-referenced and standardized tests, will be used to determine patterns of student achievement. The teachers and supervisors are to use evaluative results to assess 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.

Principals are to review teacher-made assessments to help teachers ensure that they are congruent with the written curriculum and with what is being taught.

6. Role Responsibilities

Superintendent and district staff members. The superintendent is responsible to the board for the implementation of the policy and these regulations. The superintendent is to serve as the prime mover of the management system. T & L staff members are to serve as technical advisors and

facilitators to principals and to establish the management pace and design. They assist principals in implementation of the plan and collaborate with the principals looking for ways to keep the practices functional and effective.

The superintendent will recommend all new and revised curriculum to the board for its approval. The board shall officially adopt curriculum at a regularly scheduled meeting. Adoption dates shall be stated on each guide, unit, or outcome series. The curriculum will be taken to the board for adoption after it has been reviewed by at least two (2) external experts or scholars (whenever possible) who attest to its content validity. The opinion of the experts shall be affixed to each guide as it is being considered for adoption.

Principals. The building principal is responsible for implementing the district-adopted curriculum and monitoring the curriculum in the classroom. The principal is the site-based curriculum quality control person. The principal will observe classes, monitor lessons, and will periodically review teacher-made assessments in order to assure alignment of the written, taught, and assessed curriculum and to assist teachers in their growth in these areas.

The superintendent will evaluate the principal's records of classroom monitoring of instruction annually. This review will consist of analyzing the quantity and quality of observations.

Teachers. The teachers are to carry out several responsibilities in curriculum development, assessment development, and program review that reflect their role in the curriculum management process. Teachers are responsible for teaching to the planned curriculum and for assessing students in order to make corrections in teaching strategy and/or curriculum pace. Teachers are also responsible for keeping parents fully informed about the curriculum and about their student's progress, involving the parents as actively as possible in their child's learning.

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