

# SOUTHERN COLUMBIA AREA SCHOOL DISTRICT

SECTION: PROGRAMS

TITLE: CURRICULUM DEVELOPMENT  
AND EVALUATION

ADOPTED: March 8, 1999

REVISED: February 18, 2008

<p>1. Authority Pol. 101</p> <p>2. Delegation of Responsibility</p>	<p style="text-align: center;">105. CURRICULUM DEVELOPMENT AND EVALUATION</p> <p>The Board shall adopt a comprehensive, curricular, instructional, and assessment program to serve the educational needs of the district’s students. The Board is responsible for establishing what all students should learn. Therefore, the Board shall adopt a district curriculum that, to the extent possible, reflects the mission of the school district and the needs of the community and the requirements of PA law.</p> <p>The design and delivery of curriculum is the primary work of the school district and as such will be part of an ongoing process of development, assessment, and improvement in this district.</p> <p>The Superintendent or designee shall have coordinating authority over the design and delivery of the curriculum. The Superintendent or designee shall develop a comprehensive process for curricular review and development that includes participation from teachers, administrators, and other stakeholders when appropriate. Input considerations should also include parents/guardians, community members, representatives from higher education, business and industry, state department officials, and other persons deemed relevant to the content under consideration.</p> <p>The Superintendent or designee shall keep the Board informed regarding curricular issues and student achievement. The Superintendent or designee shall provide all necessary assistance to the Board in reviewing reports, information and data on curricular evaluation and information and data critical to the Board for curriculum adoption. Prior to adoption, the Board shall consider the potential impact of the proposed curriculum on student achievement as measured by existing tests used in the district, data referencing the skills, knowledge and experiences students will need to be productive members of the community, and any other indices relevant to the curriculum under consideration.</p> <p>The Superintendent shall establish a curriculum review and evaluation cycle for each area of the curriculum that will serve as the timeline for district-wide curriculum development.</p>
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<p>3. Guidelines</p>	<p>The Board recognizes that effective curriculum development requires the planned allocation of resources, staff time, and professional development. The Board and Superintendent shall consider curriculum design and delivery of utmost importance in the allocation of resources.</p> <p><u>Curriculum Development and Review</u></p> <p>The Board affirms the need for an ongoing, systematic process of curriculum development and evaluation. It is the intent of the Board that curriculum shall reflect the changing needs of students and the requirements of the State of Pennsylvania. The improvement of curriculum design and delivery shall be a consistent part of the Board’s goals and objectives. To these ends, the Board authorizes the Superintendent to:</p> <ol style="list-style-type: none"> <li>1. Develop and present for Board adoption a set of articulated student learning standards.</li> <li>2. Develop and implement a “deep aligned,” comprehensive curriculum.</li> <li>3. Develop and implement a comprehensive system of student and program assessment.</li> <li>4. Develop and implement a system of communication to the implementation and assessment of the curriculum.</li> <li>5. Develop and implement a periodic cycle of curriculum review of all subject areas at all grade levels.</li> </ol> <p><u>The Written Curriculum</u></p> <p>It is recognized that learning is cumulative. In order for students to achieve at high levels and attain the student learning standards of the district, a comprehensive written curriculum is required for all subject areas and grade levels. The curriculum will reflect:</p> <ol style="list-style-type: none"> <li>1. The best knowledge and practice for the growth and development of learners.</li> <li>2. All disciplines and grade levels.</li> <li>3. Articulation and coordination across grade levels and schools.</li> <li>4. The needs of learners based on the nature of society, the nature of the discipline, and the nature of what students will be expected to know, think, do and demonstrate both now and in the future.</li> </ol>
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5. The desires of the residents and taxpayers of the district.

The curriculum is designed to provide teachers and students with the district's expectations of what students are to learn. Teachers will instruct their students according to the board approved curricula, so that the written, taught and tested curriculum is in alignment.

Hidden curriculum must be identified and thoroughly discussed for the purpose of becoming board approved or eliminated as a user of instructional time.

Curricular alignment includes:

- a. The written curricula must be aligned to the Pennsylvania Academic Standards which reveal the content, processes and skills that students need to know and be able to do.
- b. The taught curricula must be aligned to the level of complexity and rigor of the Pennsylvania Assessment Anchors and have the priority focus of the Eligible Content of those anchors. Furthermore, successful student learning must be based on providing educational experiences (instruction) at the appropriate levels of content, context and cognition (differentiation of instruction).
- c. The tested curricula must be aligned to the level of complexity and rigor of the Pennsylvania Assessment Anchors and, if need be, adjusted to the cognition of the individual student.

The scope and sequence of the K-12 plan for curriculum, instruction and assessment will lead students to meet or exceed the graduation expectations as outlined by board policy, and are congruent with the Pennsylvania System of School Assessment proficiency tests.

#### The Taught Curriculum

The implementation of the curriculum will be aligned with the planned and written curriculum as presented in the district approved curriculum guides. Teacher lesson planning will reflect the scope and sequence of district alignment guides. The delivery of the curriculum shall be aligned to provide a high degree of consistency for all students within and across grade levels and schools. The ultimate success of the delivery of the curriculum shall be measured by student assessment results on existing tests in use, and approved by the board.

	<p>All curricula will be subject to Board adoption. Proposals to change curriculum shall follow adopted procedures and practices as established in the district's curriculum development and management plan.</p> <p>Curriculum guides will be available for all teachers for the subject areas/grade levels they teach. Guides shall conform to criteria established by the Superintendent or designee, and chapter four of the Pennsylvania School Code. Guides shall provide a correlation to state requirements and assist teachers and administrators in the delivery of the curriculum.</p> <p>The Superintendent will formulate the following procedures:</p> <ol style="list-style-type: none"><li>1. The development of curriculum guides.</li><li>2. Professional development for teachers and administrators on the implementation of curriculum guides.</li><li>3. Articulation and coordination of the curriculum across grade levels and schools.</li><li>4. Clear expectations for administrators on the monitoring of curriculum delivery.</li></ol> <p><u>The Evaluated Curriculum</u></p> <p>The District shall establish procedures for determining the effectiveness of curriculum design and delivery at district, school and classroom levels. Evaluations will focus on determining the extent to which students are achieving and maintaining mastery of appropriate learning benchmarks and the extent to which teachers are displaying effective conveyance of curriculum in the classrooms. Evaluation of the curriculum will include, but not be limited to:</p> <ul style="list-style-type: none"><li>• Student assessments on State and/or other norm-referenced or criterion-referenced measures.</li><li>• Tracking cohort groups of students as they matriculate through the curriculum from grade level to grade level.</li><li>• Establishing longitudinal data on curricular effectiveness.</li><li>• Developing measures of curriculum program effectiveness for all subject areas and grade levels.</li><li>• A variety of measures of student and program effectiveness including:<ul style="list-style-type: none"><li>▪ Paper and pencil tests</li><li>▪ Portfolio's of student work</li><li>▪ Authentic measures of life skills</li><li>▪ Demonstrations of performance</li></ul></li></ul> <p>Evaluation data shall be consistent with data collected in the district's assessment plan.</p>
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