

Student Achievement Agenda

January 20, 2017

1. Discuss curriculum policy and make recommendations to the Policy Committee for updating current policy

The following is language we will discuss as to whether or not we add and/or edit in a recommendation to the Policy Committee.

District curriculum will be made viewable to the public off the district website.

Curriculum Evaluation

Minimally every five years every learning standards area curriculum will be evaluated by the Curriculum Council and Assistant Superintendent for Instruction. This evaluation should utilize contemporary best practices for such reviews. These evaluations should include any recommendations for changes in student programming. A presentation of these reviews need to be made to the Board of Education. These presentations should clearly denote any gaps between the present state of the curriculum and best practices.

New courses should not be considered by the Board of Education until such a review has been made and presented to the Board of Education.

The superintendent and/or designee shall annually present to the Board the changes in the district curriculum.

POLICY

2004

8110

Instruction

SUBJECT: CURRICULUM DEVELOPMENT, RESOURCES AND EVALUATION

The Board of Education supports and encourages development of a District-wide, articulated curriculum that conforms to state mandates and is responsive to the needs of children in a rapidly changing society. The principals of the elementary and secondary schools shall be responsible to the Superintendent for developing District-wide efforts toward the short and long-range improvement of curriculum and instruction.

Curriculum Resources

There are many resources for curriculum development that exist in our School District, and the instructional staff, under the guidance of the administration, is expected to delve into those resources for possible improvement of the instructional program. Each teacher has the privilege of being an initiator of improvement, as well as a reactor to changing conditions, and the principals shall be involved in curriculum development.

From the staff, the Superintendent may appoint curriculum study committees, and their findings, as well as the collective judgments of the staff about the pertinence of various possible changes, shall be submitted by the Superintendent to the Board of Education for consideration in the forming of curriculum policy.

Curriculum Evaluation

The Board of Education shall direct a continuing evaluation of the curriculum as part of a program of instructional improvement.

All aspects of the curriculum shall be subjected to a searching and critical analysis in an attempt to improve the learning and growth of students.

The administrative staff shall evaluate the curriculum in a systematic manner, involving school personnel and others as appropriate.

The administrative staff shall make periodic recommendations for action by the Board. The Board of Education from time to time may invite teachers or others to discuss the curriculum.

Education Law Sections 1709 and 3204

Adopted: 3/23/04

Instruction

SUBJECT: CURRICULUM DEVELOPMENT, RESOURCES AND EVALUATION

Research has demonstrated that student success is tied to curricula that is appropriately aligned and articulated, and in compliance with all state and national standards. The Board of Education supports and encourages development of a District-wide, articulated curriculum that conforms to state mandates and is responsive to the needs of children in a rapidly changing society. In order to help our students achieve success, the District will ensure that:

- a) All curriculum is aligned with District Learning Standards, New York State Learning standards and District vision;
- b) Approved curriculum is taught in every classroom.

~~The principals of the elementary and secondary schools shall be responsible to the Superintendent for developing District-wide efforts toward the short and long-range improvement of curriculum and instruction.~~ The Assistant Superintendent for Curriculum and Instruction and the Principals shall be responsible to the Superintendent for developing District-wide efforts toward the short and long-range improvement of curriculum and instruction. The District shall establish a K-12 Curriculum Council to review instructional programs and materials and make recommendations for their implementation. The administration is directed to ensure the implementation of this policy.

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~~From the staff, the Superintendent may appoint curriculum study committees, and their findings, as well as the collective judgments of the staff about the pertinence of various possible changes, shall be submitted by the Superintendent to the Board of Education for consideration in the forming of curriculum policy.~~

The Superintendent, the Assistant Superintendent for Curriculum and Instruction or Curriculum Council may appoint curriculum study committees; and their findings, as well as the collective judgments of the staff about the pertinence of various possible changes, shall be submitted by the Superintendent to the Board of Education for consideration in the forming of curriculum policy.

Curriculum Evaluation

The Board of Education shall direct a continuing evaluation of the curriculum as part of a program of instructional improvement. All aspects of the curriculum shall be subjected to a searching and critical analysis in an attempt to improve the learning and growth of students.

(continued)

Instruction

**SUBJECT: CURRICULUM DEVELOPMENT, RESOURCES AND EVALUATION
(Cont'd)**

The administrative staff and Curriculum Council shall evaluate the curriculum in a systematic manner, involving school personnel and others as appropriate; and ~~The administrative staff shall~~ make periodic recommendations for action by the Board. The Board of Education from time to time may invite teachers or others to discuss the curriculum.

Education Law Sections 1709 and 3204

Adopted: 3/23/04;

Policy Coding:

Red-Removal of Language

Blue-Different Language

Green-New/Additional Language

Orange-New Policy

CURRICULUM HANDBOOK

Planning And Organizing For Curriculum Renewal

by Allan A. Glatthorn, Judy F. Carr and Douglas E. Harris

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Evaluating the Curriculum

Curriculum needs to be evaluated at every level: state, district, school, and classroom. Without a rational evaluation process, it is impossible to gauge the soundness of the various types of curriculum or the overall effectiveness of the curriculum development process.

This section provides some strategies for ensuring that curriculum evaluation is comprehensive and well coordinated. Remember that there are various curriculum types (written and taught, for example), so this analysis will address these facets. Figure 10 is a thumbnail representation of some of the appropriate functions of the state, district, school, and classroom in curriculum evaluation.

Figure 10. Evaluation Levels and Purposes

FOCI, LEVELS	WRITTEN	TAUGHT	LEARNED	SUPPORTED	TESTED
STATE	Quality of state documents			Quality of state materials	Quality of state tests
DISTRICT	Quality of district documents		Assessment of school performance	Quality of materials	Quality of district tests
SCHOOL	Quality of school documents	Effectiveness and alignment of taught curriculum	Evaluation of school productivity		Quality of school-level assessment
CLASSROOM	Assessment of district		Assessment of individual		Quality of teachers'

	materials		student achievement		tests
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The District Perspective

In too many instances, leaders mistakenly believe that curriculum evaluation involves only the assessment of the written curriculum. You must install a more comprehensive process to ensure the quality of curricula and to fine-tune the processes of curriculum development.

The district's written curriculum usually includes a scope-and-sequence chart and a curriculum guide. Both of these elements should be looked at formatively and summatively by the Curriculum Planning Council and external evaluators. The formative evaluation is an ongoing process of checking on the progress of the task and the quality of the product. The summative evaluation takes place when the process has been completed. In evaluating the scope-and-sequence chart, evaluators should use the criteria shown in Figure 11. The criteria in Figure 12 can be used in regard to the curriculum guide.

Figure 11. Criteria For Evaluating Scope-and-Sequence Chart

Does the scope-and-sequence chart

1. Include only essential content, so as to simplify its use by teachers, administrators, and parents?
2. Show clearly the curriculum standards?
3. Show clearly the strands used in organizing the chart?
4. Show clearly the mastery benchmarks for each grade?
5. Seem professional in appearance?

Figure 12. Evaluating Curriculum Guides

FORMAT AND STRUCTURE

Does the curriculum guide

1. Seem professional in format and appearance?
2. Exhibit a clear and correct writing style?
3. Facilitate teacher use?
4. Identify grade-level benchmarks that are placed appropriately in relation to students' cognitive development?
5. Make a clear distinction between grade-specific benchmarks and benchmarks for continuing development?

6. Include all the elements that teachers want included (such elements as the curriculum philosophy, curriculum vision, and methods of assessment)?
7. Facilitate the integration of two or more subjects?

CONTENT

Does the curriculum guide

1. Reflect best current practice and sound research in that field?
2. Demonstrate an effective use of curriculum standards?
3. Show the relationship of standards and benchmarks?
4. Focus on the important knowledge and skills in that discipline?

Evaluating the **learned curriculum**—the components that assessments show students have successfully mastered—is also essential. This can best be done by using multiple measures of student achievement, including standardized tests, state-mandated tests, teachers' objective tests, and performance tests. (For further information about performance tests and the curriculum, see Glatthorn, 1998.) As noted previously, if student test scores suggest a problem with achievement, the principal and the teacher should confer to determine the cause. Often it is the lack of congruence between the tested and the taught curricula.

The **taught curriculum can best be evaluated by the curriculum monitoring process**, explained in greater detail on page 38. One of the most crucial ways of doing this is for the principal to make several informal observations to determine whether the teacher is implementing the written curriculum with reasonable fidelity and effectiveness.

Another key part of a comprehensive curriculum evaluation is **assessment of the textbooks and other major resources** that compose the supported curriculum. The criteria shown in Figure 13 can be used to evaluate learning materials, both before selection and during classroom use.

Figure 13. Evaluating Media and Materials

Is this material

1. Likely to help students achieve the learning goals in an efficient and effective manner?
2. Developmentally appropriate?
3. Current and up-to-date?
4. Free of ethnic and gender bias?
5. Appropriate for classroom use?
6. Free of commercialism?
7. Durable and made to last?
8. Aligned with the written curriculum?

The **tested curriculum** takes several forms and embraces several purposes. The tests that need the most careful evaluation are the ones teachers develop and administer to assess student achievement and give students their grades. Perhaps the best way to conduct this evaluation is for the principal (or supervisor, when the **principal** lack content knowledge) and the **teacher to do it jointly**.

The following is an example of an evaluation process that may be used:

1. All teachers receive staff development on the qualities of sound classroom assessment and, in the process, the participants review the general criteria shown in Figure 14.
2. Teams or departments meet to identify any subject-specific criteria that they believe are important enough to be added to the general criteria.
3. Each teacher identifies one test that has been administered and graded and one test that the teacher plans to use in the near future. The teacher completes a self-evaluation, using the general criteria and any subject-specific criteria that have been added.

Figure 14. Evaluating Classroom Tests and Teachers' Feedback

THE TEST'S DESIGN

Does the test

1. Have a clear instructional or learning purpose?
2. Provide clear directions?
3. Correspond with the taught and the written curriculum?
4. Indicate the relative weights of each section of the test?
5. Exhibit congruence between those relative weights and the emphasis given by the teacher in delivering the curriculum?
6. Suggest time allocations for the various sections?

THE TEACHER'S FEEDBACK

Does the teacher

1. Provide written or oral feedback to each student?
2. Indicate in the feedback both strengths and weaknesses in performance?
3. Indicate follow-up steps when remediation is needed?
4. Use test results to improve instruction?

The principal and the teacher then confer in a problem-solving session to review the teacher's self-assessment and enable the principal to offer constructive feedback.

This comprehensive approach to evaluation requires cooperation at several levels of curriculum work. The recommendations are supported by the research; however, district leaders should determine the shape of evaluations for their own districts because the decision is context-sensitive.