

## EDUCATIONAL PROGRAMS

### *Series 600*

**Policy Title:** Curriculum Review, Development, and Assessment

**Code Number:** 602.8

Curriculum development is an ongoing process which embraces research, design and assessment. Research is the inquiry and critical investigation of the various content areas for the purpose of revising and improving curriculum and instruction based on relevant information pertaining to the discipline. The study is conducted both internally to determine what and how we are currently doing at the local level effectively and externally to examine national standards and current research. Design is the deliberate process of planning and selecting the standards, based on the Iowa Core Curriculum, as well as, the instructional strategies that will improve the learning experiences for all students. Assessment involves the process in which instruction and learning is continuously appraised.

A systematic approach to curriculum development (research, design and articulation of the curriculum) serves several purposes:

- Focuses attention on the content standards of each discipline.
- Identifies student expectations that are rigorous, challenging, and represent the most important learning for our students.
- Facilitates communication and coordination.
- Improves classroom instruction.

In making recommendations to the Board, the Superintendent shall propose curricula that will meet the following criteria:

- Fulfill the mission statement of the District
- Promote the understanding of cultural differences and similarities, tolerance, and a globally interdependent view of the world
- Effectively meet and exceed the Iowa Core Curriculum
- Reflect the educational and operational needs of the District
- Assess student achievement of exit level performance and program standards at certain benchmarks in time

First Adoption: June 13, 1989

Revision Adoption: April 9, 1996/December 12, 2000/September 22, 2008/January 25, 2010/  
March 28, 2011

Legal Reference: Iowa Code §§279.8, 280.3-.14, 601A.9 (1989) 670 Iowa Admin. Code 3.5. 281  
Iowa Admin. Code 12.5(14) (new standards)

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- Be driven by exit level performance and program standards
- Identify minimum program standards for each course/grade level
- Articulate course of study for Preschool through Grade 12
- Assess student achievement of program/course level standards using formative and summative methods
- Provide remediation and enrichment programs based on student achievement of standards at specific benchmarks in time

The Standards and Benchmarks (newly developed or a major revision) must be approved by the Board before being implemented.

### **Stage One: Research and assess current status**

- a. Develop curriculum committee
- b. Analyze District data and investigate its use by buildings
- c. Collect and analyze perception data from parents and students
- d. Review state and national data
- e. Summarize and transmit current research on best practice
- f. Conduct needs assessment
- g. Analyze data from needs assessment

### **Stage Two: Refine/develop curriculum**

- a. Review beliefs, mission, vision and philosophy
- b. Critique current standards and benchmarks as an essential skills framework based on Iowa Core Curriculum, as a minimum
- c. Make revisions, as necessary (based on current research)
- d. Identify appropriate instructional strategies

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### Stage Three: Study and recommend resources

- a. Develop ad hoc curriculum/textbook committee
- b. Review current textbooks/resources
- c. Designate specifications for textbook/resources
  - At a minimum, the committees should consider the following areas when selecting textbooks and resources for curriculum delivery:
    - Accuracy, rigor, focus on multi-cultural approach, ability to differentiate for individual learners, instruction in the area of critical thinking, focus on respect for others, and a review of the publisher's service and professionalism.
- d. Determine companies for investigation of different resources
- e. Presentations given by company reps.
- f. Select resources through committee consensus
- g. Give purchase recommendations to Board of Education
- h. Formulate budget proposals for summer work
- i. Write/refine ancillary guides: curriculum maps, assessments
- j. Plan future professional development

### Stage Four: Implementation

- a. Distribution of textbooks/resources
- b. Provide professional development on implementation of resources with instructional strategies
- c. Survey teachers at the year's end for determination of additional PD needs
- d. Assess student progress through District developed formative and summative assessments

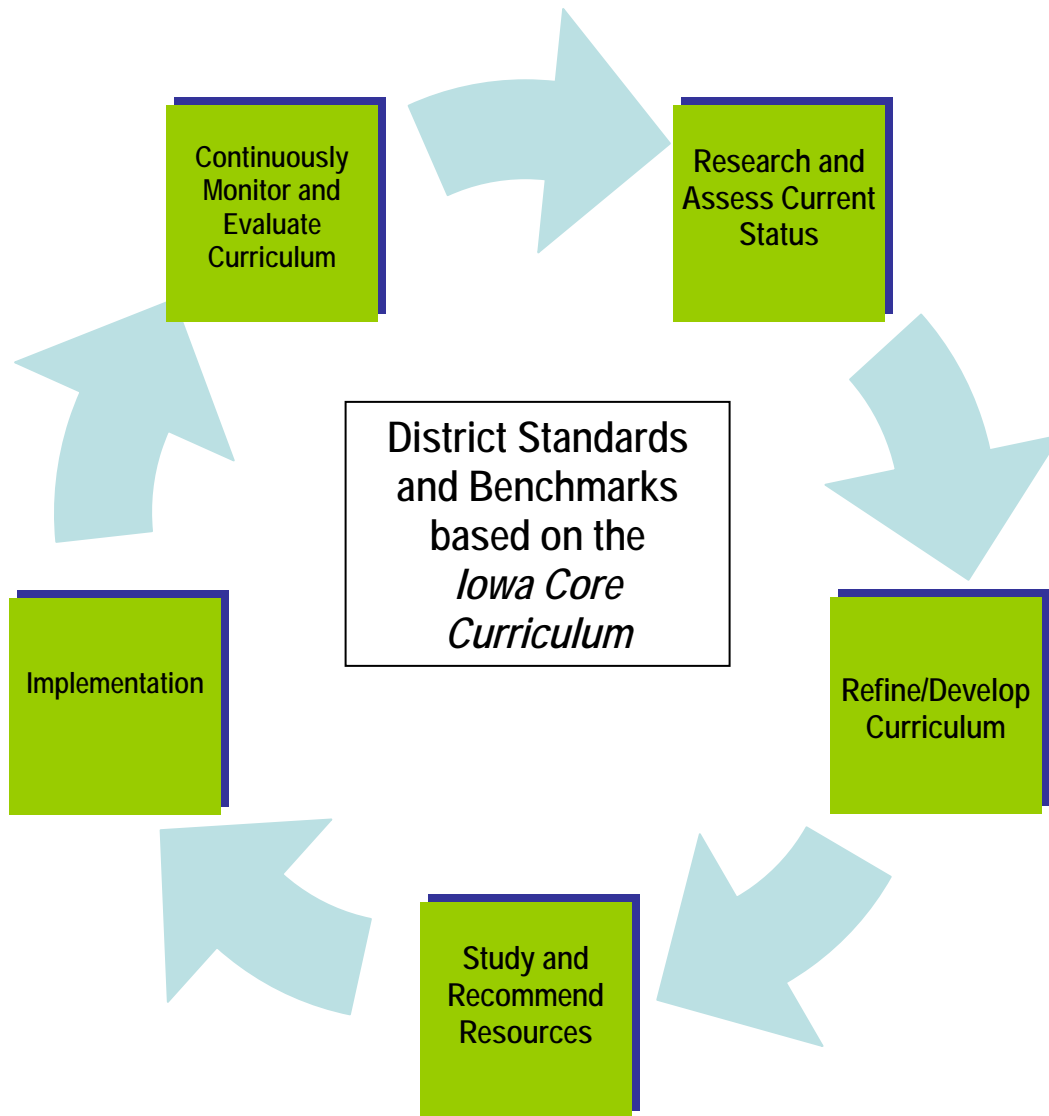
### Stages Five-Seven: Monitor and Evaluate Curriculum

- a. Analyze teacher surveys.
- b. Continue professional development based on data and surveys
- c. Analysis of student data based on ITBS/ITED performance levels:
  - a. 90% and above = advanced level
  - b. 41% -89% = proficient level
  - c. 40% and below = non-proficient level

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