

Board Policy Document

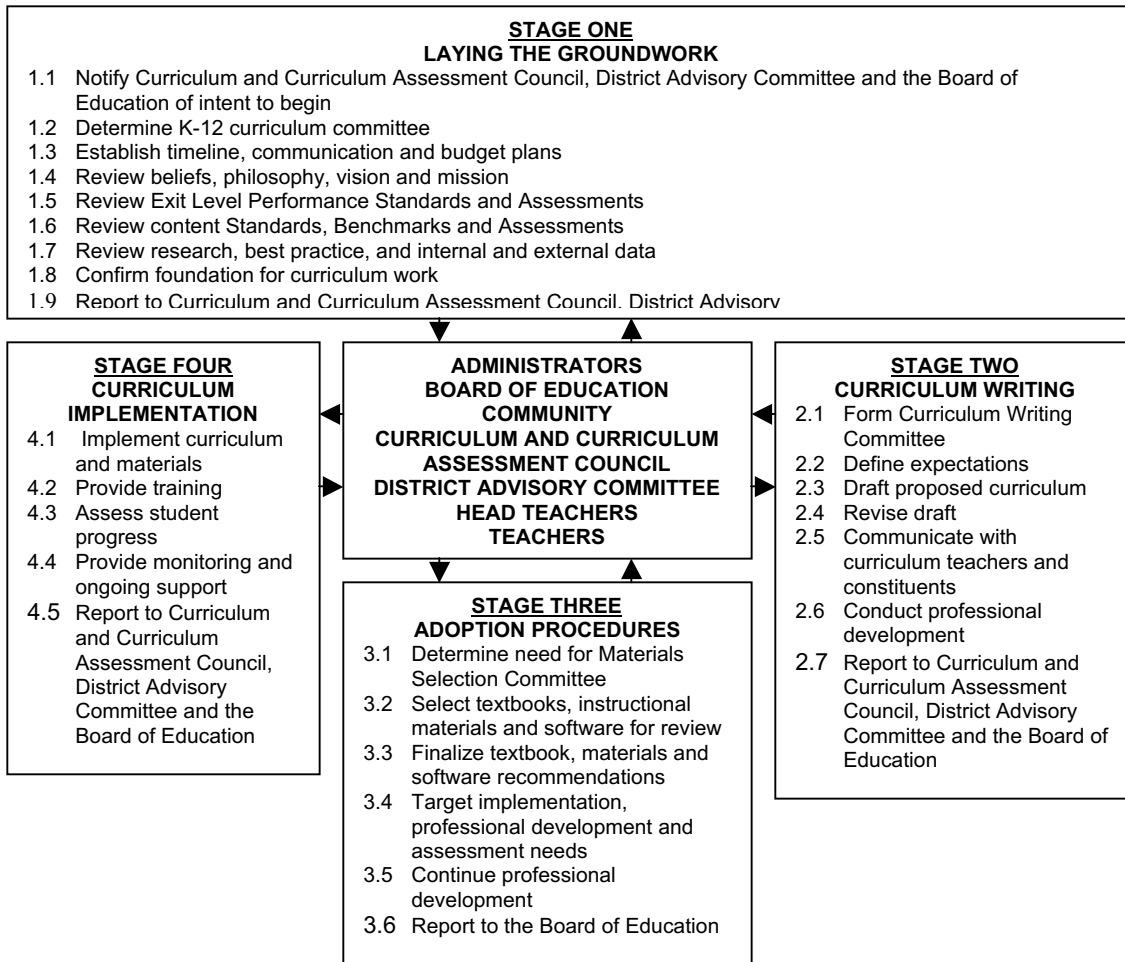
## EDUCATIONAL PROGRAMS

### Series 600

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

**Code Number:** AR602.8

#### CURRICULUM AND CURRICULUM ASSESSMENT FRAMEWORK



First Adoption: June 13, 1989  
Revision Adoption: April 9, 1996/December 12, 2000  
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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## **SIoux CITY COMMUNITY SCHOOL DISTRICT CURRICULUM AND CURRICULUM ASSESSMENT FRAMEWORK**

The review of a District curriculum is determined, in part, by an established Curriculum Cycle, which is mandated by the State Standards of Accreditation. More importantly, it is determined by Chapter 12 of the Iowa Administrative Code School Rules of Iowa and by the District's commitment to provide students with a rigorous, relevant and comprehensive academic program. Curricula targeted for review during a particular school year will be announced to the Board of Education at the beginning of that school year.

### ***STAGE ONE: LA YING THE GROUNDWORK***

**1.1 Notify Curriculum and Curriculum Assessment Council, District Advisory Committee and the Board of Education of intent to begin (Head Teacher/Curriculum Directors)**

**1.2 Determine K-12 curriculum committee (Head Teacher/Curriculum Directors)**

Solicit members from the K-12 educational community, parents and community stakeholders. Membership of each committee will be determined by its purpose. Selected, committed members should represent various broad constituencies and should agree to serve as liaisons to these constituencies.

**1.3 Establish timeline, communication and budget plans (Head Teacher/Curriculum Committee)**

**1.4 Review beliefs, philosophy, vision and mission (Head Teacher/Curriculum Committee)**

Short statements of values and convictions about curriculum, students teaching and learning. A broad statement of the unique purpose for which curriculum exists and the specific functions it performs.

**1.5 Review Exit Level Performance Standards and Assessments (Head Teacher/Curriculum Committee)**

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Review Exit Level Performance Standards to determine appropriate applications and assessments.

- 1.6 **Review content Standards, Benchmarks and Assessments (Head Teacher/Curriculum Committee)**  
Identify national standards, state competencies and local needs. Develop assessments to meet state requirements, provide information for programming decisions and promote instructional planning.
- 1.7 **Review research, best practice, and internal and external data (Head Teacher/Administration Advisor/Assessment Team/Curriculum Directors/Curriculum Committee)**  
Review District parameters -Graduation requirements, policies, etc. Analyze internal data -Internal strengths and weaknesses such as student achievement on multiple assessments, disaggregated results, trends, item analyses of assessments, climate, standards, dropout rates, current procedures, etc. Also, an examination of current research and trends as well as what effective districts are doing.
- 1.8 **Confirm foundation for curriculum work (Head Teacher/ Curriculum Directors/Curriculum Committee)**  
Identify limitations in the current curriculum. Recommend changes that address the current needs in relation to the availability of resources.
- 1.9 **Report to Curriculum and Curriculum Assessment Council, District Advisory Committee and The Board of Education (Head Teacher/Curriculum Directors)**

**STAGE TWO: CURRICULUM WRITING**

- 2.1 **Form Curriculum Writing Committee (Head Teacher/ Curriculum Directors/Curriculum Committee)**
- 2.2 **Define expectations (Head Teacher/Administration Advisor/Curriculum Directors/Curriculum Committee)**  
Outline the broad objectives.

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- 2.3 **Draft proposed curriculum (Head Teacher/Curriculum Committee)**  
Compare the scope and sequence of the K-12 curriculum and assessments across content areas. Align with Exit Level Performance Standards. Review draft with the various constituencies. Collect and evaluate input. Create specific lessons to support curriculum.
- 2.4 **Revise draft (Head Teacher/Administration Advisor/Curriculum Directors/Curriculum Committee)**  
Analyze input from teachers/committees. Make necessary revisions.
- 2.5 **Communicate with curriculum teachers and constituents (Head Teacher/Curriculum Directors)** Update the constituencies.
- 2.6 **Conduct professional development (Head Teacher/Curriculum Directors)**  
Begin professional development on standards, benchmarks and assessments, using the curriculum as written to date.
- 2.7 **Report to Curriculum and Curriculum Assessment Council, District Advisory Committee and the Board of Education (Head Teacher! Curriculum Directors)**

**STAGE THREE: ADOPTION PROCEDURES**

- 3.1 **Determine need for Materials Selection Committee (Head Teacher/Curriculum Directors)**
- 3.2 **Select textbooks, instructional materials and software for review (Head Teacher/Adoption Team/Administration Advisor)**  
Prepare criteria/rating sheet. Review available textbooks, instructional materials and software. Narrow options to those most closely matching the curricular Standards and Benchmarks. Provide opportunities to schools for examination. Collect feedback from all schools.
- 3.3 **Finalize the textbook, materials and software recommendations (Head Teacher/Adoption Team/Administration Advisor)**

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Answer final questions and concerns. Bring recommendation to the Curriculum and Curriculum Assessment Council and the District Advisory Committee prior to the Board of Education presentation.

- 3.4 **Target implementation, professional development and assessment needs (Head Teacher/Curriculum Committee)**  
Develop proposed implementation timeline. Outline instructional strategies and types of assessment for all learners. Identify administrative and teacher needs for professional development.
- 3.5 **Continue professional development (Head Teacher/Curriculum Directors)**
- 3.6 **Report to the Board of Education (Head Teacher/Curriculum Directors)**

**STAGE FOUR: CURRICULUM IMPLEMENTATION**

- 4.1 **Implement curriculum and materials (Head Teacher/Curriculum Directors)**  
Present finalized curriculum to the Board of Education for adoption. Make final recommendations for the textbook, material and software adoptions. Outline administrative and professional development needs. Identify assessment targets. Develop a comprehensive professional development timeline and identify needed resources.
- 4.2 **Provide training (Head Teacher/Curriculum Directors)**  
Collect implementation concerns. Conduct necessary professional development.
- 4.3 **Assess student progress (Head Teacher/Curriculum Directors/ Assessment Coordinator)**  
Develop appropriate curriculum assessments for all learners. Collect and analyze curriculum assessment data. Make ongoing revisions based on curriculum assessments and feedback.
- 4.4 **Provide monitoring and ongoing support (Head Teacher/Curriculum Directors)**

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Establish an ongoing professional development schedule for new teachers. Provide mentors and support within the building. Replace materials as necessary to keep the curriculum viable between major purchases. Continue to monitor local data, state expectations and other critical factors that may require changes before the current cycle finishes.

**4.5 Report to Curriculum and Curriculum Assessment Council, District Advisory Committee and the Board of Education (Head Teacher/ Curriculum Directors)**

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