

CURRICULUM DESIGN

EH  
(LOCAL)

CURRICULUM  
PHILOSOPHY

Curriculum serves as a basic component of an effective instructional program. To this end, the District shall ensure that a well-balanced and appropriate curriculum is provided to all students. All curriculum shall conform to state mandates regarding course offerings and essential knowledge and skills. The curriculum shall reflect current research, best practices, and technological advancements within the disciplines and shall promote congruence among written, taught, and assessed content. Appropriate modifications in instructional methodologies, pacing, and resources shall be provided for special populations.

CURRICULUM  
ARTICULATION

Curriculum shall be vertically articulated across grade levels and coordinated across schools to ensure the appropriate scope and sequencing of content, to provide for reinforcement of knowledge and skills, and to ensure that high expectations for student learning are achieved by District graduates.

PURPOSE

The Board recognizes the need and value of a systematic ongoing program of curriculum review and development. The Board shall encourage and support the professional staff in its efforts to investigate curriculum ideas, develop and improve programs, and evaluate results. In order to ensure quality control of the curriculum and to be responsive to the school, community, and state requirements, the Board sets forth this policy to be followed by the Superintendent and professional staff.

WRITTEN  
CURRICULUM

The Superintendent or designee shall cause a relevant and challenging curriculum to be implemented, which shall guide teachers and the professional staff in all curriculum areas of the District.

Electronic guides shall be provided for all grade levels, courses, and/or subjects in the District. The guides shall contain, at a minimum, the following aligned components:

1. Academic standards including knowledge, skills/objectives, and expectations;
2. Instructional resources; and
3. Assessments.

TAUGHT CURRICULUM

A systematic process shall be in place for planning and providing instruction appropriate for each student and for engaging the student until objectives are attained. This systematic process shall include:

1. Establishing a school climate that is conducive to learning;
2. Implementing research-based best practices/strategies to teach the curriculum;

3. Expecting that all students will perform at high levels of learning;
4. Ensuring that all students experience opportunities for success;
5. Analyzing content objectives so that instructional strategies match content and assessment; and
6. Assessing student learning at the campus and District level.

ASSESSED / TESTED  
CURRICULUM

A systematic process shall be in place for assessing/testing student performance. This process shall provide for the acquisition, analysis, and communication of student performance data to:

1. Measure student progress;
2. Guide teachers' instruction at appropriate levels;
3. Guide student learning;
4. Guide District/campus improvement of curriculum;
5. Guide alignment and programmatic decisions; and
6. Communicate progress to parents to support learning.

The "tested" curriculum shall include the following components:

1. A criterion-referenced assessment system that is Texas Essential Knowledge and Skills (TEKS)-specific and used to determine student progress, skill attainment, and award credits (grades); and
2. Formative system for teachers to assess, diagnose, and determine instructional assignments for students.

A District assessment plan shall be developed and implemented.

ROLES AND  
RESPONSIBILITIES

Roles and responsibilities regarding curriculum shall be as follows.

THE BOARD

The Board shall:

1. Approve the curriculum scopes and sequences and adopt multiple instructional resources for teacher use within the constraints of state law and State Board of Education rules;
2. Provide funding for staff development that focuses on curriculum design and delivery for increased student achievement;
3. Communicate to its constituents the Board's curricular expectations; and
4. Fund, through the budget process, adequate resources needed to implement the curriculum based on data and campus inventories.

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- SUPERINTENDENT      The Superintendent shall:
1.    Implement the policy;
  2.    Annually report to the Board concerning implementation; and
  3.    Ensure that a functional decision-making structure is in place to carry out this policy.
- ASSOCIATE  
SUPERINTENDENT      The associate superintendent for curriculum and instruction shall:
1.    Ensure that a master long-range plan is in place for curriculum development, revisions, program evaluation, and student assessment;
  2.    Implement the master long-range plan, providing technical and expert assistance as required; and
  3.    Assist principals in monitoring implementation of the curriculum.
- PRINCIPALS            Principals shall:
1.    Monitor the implementation of the curriculum;
  2.    Translate the importance of effective curriculum and instruction practices on a regular basis;
  3.    Observe classes, monitor lessons, and evaluate assessment materials utilized on their campus; and
  4.    Use, as a minimum, the following basic strategies to monitor curriculum:
    - a.    Complete observations and frequent walk-through observations;
    - b.    Conduct curriculum planning meetings or review of minutes of the meetings; and
    - c.    Review curriculum documents periodically.
- TEACHERS             Teachers shall:
1.    Teach the District curriculum;
  2.    Assess and document student mastery of curriculum objectives and differentiate instruction to ensure student success; and
  3.    Participate in curriculum development/revision activities.