

FERNDALDE SCHOOL DISTRICT NO. 502
ADMINISTRATIVE PROCEDURES

No. 2120 P-1

CURRICULUM DEVELOPMENT

The purpose of these procedures is to provide a systematic approach to curriculum development and revision in order to ensure curriculum continuity, K-12, and an educational program that meets the needs of the student, community, and society. The procedures specify the subject areas that will be reviewed during each year of the district's curriculum revision cycle and require the development and/or revision of goals, grade level expectations for students, instructional materials, and staff training.

I. CURRICULUM & STAFF CYCLE

The intent of this process is assess the need for revision or development of curricula on a regular and on-going basis and to develop, implement and monitor curricula of the Ferndale School District. All curricula, (with the exception of courses and materials being field tested) must be approved by the School Board of Directors.

A. Needs Assessment & Planning (NA/P)

The goal of this phase is to select content areas or courses of study for review based on the assessment of needs and upon the preliminary evaluation of current practice, current research, federal, state and local policies and laws. The needs assessment phase also must take into account student academic achievement standards required by all students for graduation from high school, particularly in relation to the current courses of study and selected instructional materials. Each year the curriculum director in collaboration with district level program directors, principals and teachers determines if a revision should be undertaken in the scheduled year or if it should be rescheduled based on an analysis of the available funding and prioritization of the curriculum development and instructional materials implementation needs of the students in Ferndale.

- review alignment of current course and or materials to skills and processes students must demonstrate on the Washington Assessment of Student Learning (WASL)
- review student achievement data and relative need to revise and or develop curricula
- review the current research related to the course and related to teaching and learning,
- review existing materials or current course content

FERNDAL SCHOOL DISTRICT NO. 502
ADMINISTRATIVE PROCEDURES

No. 2120 P-1

B. Curriculum Development: Standards & Indicators (CD)

The goal of this phase is to develop curricula that meets student needs. Curriculum development committees for each of the selected courses or academic domains are established with representatives from teachers currently teaching the subject or course, administrators, teachers on special assignment and interested community members, if requested by the committee to develop the revised or new curricula which include

- philosophical and belief statements
- alignment of standards and indicators with Grade Level Expectations (GLEs) and EALRs
- course content, K-12 scope and sequence
- essential skills, critical content, guiding questions, development of higher level thinking and processing skills
- integration of technology
- recommendation for embedded or independent assessments
- create a curriculum guide to include program course and goals, alignment with Washington State Learning Requirements, a scope and sequence across grade levels, strategies for assessment, and a list of recommended instructional materials and or technology resources.

C. Materials identification, materials field test and materials purchase (M/P)

Instructional materials, including textbooks, electronic media, telecourses, packaged courses or units, films, etc., and are generally the basic resources for teaching and learning. Instructional materials selection will include: 1. identification of the need for specific instructional materials; 2. Selection of instruction materials; and 3. Adoption and implementation of the materials. Board Policy No. 2311 on instructional materials selection must be followed in this process.

Representatives of the community and staff will be involved in the development and /or revision for each subject area in the curriculum cycle

The goal of this phase is to determine, based on a review of the curricular requirements, results of curriculum pilots, student performance or based on recommendations from state or federal level educational committee, a list or recommended instructional materials which may include textbooks or other print media, filmed, recorded materials

FERNDAL SCHOOL DISTRICT NO. 502
ADMINISTRATIVE PROCEDURES

No. 2120 P-1

- Develop a list of curriculum specific criteria and correlation with state GLEs and WASL test specifications criteria to be used in selecting materials
- Determine which vendors will be contacted for review of materials, check with OSPI recommendations with regards to state approved instructional materials.
- Conduct field tests of selected material
- Determine appropriate options for students of varying abilities of learning (Tier1, Tier 11 and Tier 111)
- Create a budget and timelines for purchase on instructional materials
- Determine basic, supplementary and /or technology materials to support curriculum
- Provide notice for public review and display, analyze feedback
- Recommend new curriculum standards and indicators and related instructional materials for approval by Board of Directors
- Plan for distribution and inventory of new instructional materials
- Design implementation plan for the fall following the selection of instructional materials

D. Professional Development and Implementation (PD/IMPL)

The purpose of staff development is to provide training for staff and administrators in order to improve instruction. As the curriculum of the Ferndale School District changes, it will be necessary to ensure that appropriate staff development programs are provided.

- Identify the required teacher skills and research based practices that promote student growth
- Determine professional development needs based on an analysis of current skill and application level of students
- begin the initial professional development associated with implementation
- determine format for professional development in terms of individual, small group and large group professional development opportunities at the district, building and classroom levels.
- determine strategies for building capacity across schools and the district in terms of teacher leaders, instructional coaches, instructional resource libraries, etc.

FERNDALE SCHOOL DISTRICT NO. 502
ADMINISTRATIVE PROCEDURES

No. 2120 P-1

- following the first phase of professional development the curriculum committee also convenes for the purpose of developing common assessments or making recommendations for which assessments best inform instruction (formative assessments) and which assessments best determine student's achievement at the end of a year and or course of study (summative assessments)
- collect student achievement data and design professional development based on identified areas for improvement

E. Review, Monitor and Refine Curriculum Development cycle (R/M)

The purpose of this phase to continuously review and analyze student performance to determine how the proposed courses, standards, indicators, instructional resources and assessments are meeting the needs of the students in the district.

- Review student performance data
- Review K-12 curriculum maps, standards, indicators, objectives instructional materials and assessments as required
- Evaluate curriculum guides and related communication documents
- Determine impact of course and next steps in continuous development

II. NEW PROGRAMS/COURSES OF STUDY

In recognition of the potential need to revise an existing class or introduce a new program or course of study in a subject area, the following procedures and timelines are to be followed.

Proposals shall be submitted and approved during the academic year prior to offering the course/program for the first time.

- A. Prior to April 1 of the year before the course/program is to be offered, the person(s) initiating the proposal shall:
1. Conduct an informal needs assessment with students and staff to determine feasibility of proposed new course or program.
 2. Meet with department chair, principal, and other pertinent staff to discuss budget, staffing, and scheduling implications, and
 3. Obtain building level administrator approval.

FERNDAL SCHOOL DISTRICT NO. 502
ADMINISTRATIVE PROCEDURES

No. 2120 P-1

By April 1, the building principal / designee shall submit the completed course / program proposal forms, Attachments 2 or the complete field test course forms, Attachment 3, to the department of curriculum and instruction. The building level administrator determines which, if any other programs are affected and need to be involved in the course development process. The department of curriculum and instruction will take action on the proposal after consultation with the Executive committee and forward a recommendation to the superintendent for approval by the board of directors at the April board meeting. During the year the course / program is offered, the teacher, department chair, or administrator will be required to provide a follow up report to the Department of Curriculum and Instruction containing the following: 1. course organizer, or course map 2. alignment of course with GLE from state of Washington 3. examples of assessment tools; and 4 student assessment results.

Implemented	12-13-1995
Revised	05-31-2001
Revised	11-15-2007