

**Renton School District 403
Department of Instruction**

**Curriculum Development
Handbook**

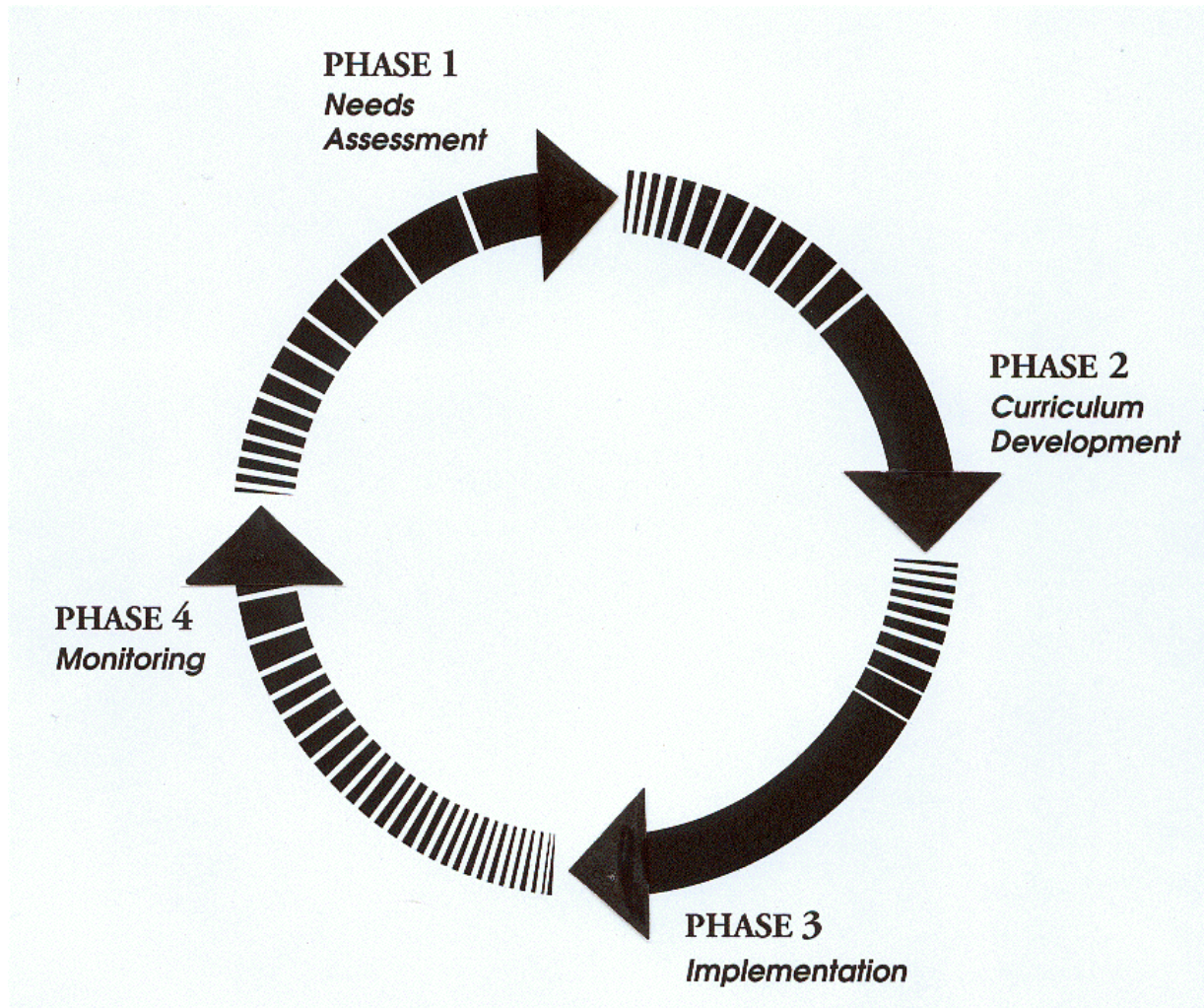


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Rationale

According to Marzano (2003), a detailed analysis of educational research revealed that one of the most powerful predictors of student achievement is a guaranteed and viable curriculum. A viable curriculum is defined as opportunity to learn and time spent teaching the content. Marzano argues that students' opportunity to learn is the most powerful predictor of student achievement. He offers the following action steps to achieve a viable curriculum in light of the current standards movement: identifying essential content, sequencing the content, finding time to teach the essential content, and ensuring that teachers teach the content (pp. 25-30).

In Washington, essential content is defined and sequenced in the Essential Academic Learning Requirements (EALRs), Grade Level Expectations (GLEs), and the Washington Assessment of Student Learning (WASL) (<http://www.k12.wa.us/CurriculumInstruct/default.aspx>). Locally, essential content can be further delineated through the identification of a set of big ideas called "enduring understandings" (Wiggins & McTighe, 2005). These understandings represent the soul of a discipline and should be engaging for students. Rigor is characterized as teaching fewer topics for depth coupled with analytic thinking skills. Once curriculum is adopted, ongoing professional development and support structures must be present in order to ensure effective teaching of adopted curriculum (Loucks-Horsley, Hewson, Love, & Stiles; 1998).

The goal of curriculum development in the Renton School District is to create rigorous, viable curriculum programs that provide opportunities for all students to learn. This process includes identifying and sequencing essential content, identifying enduring understandings, providing teachers with appropriate instructional materials, and providing professional development and support systems for teachers as they implement adopted curriculum.

Curriculum Development Cycle

The intent of this process is to assess the need for revision or development of curricula on a regular basis and to develop, implement, and monitor the curricula of the Renton School District. A planning calendar, revised annually, will display the curricula distributed across the seven years of anticipated use. All curricula and courses offered in the District (with the exception of courses being piloted) must have Board approval and must have an associated curriculum guide document. Approved curriculum guides are made available electronically on the district's website.

Phase 1: Needs Assessment

The goal of this phase is to select courses for full review based on assessment of needs and upon preliminary evaluation of current practice, current research, and federal, state and local policies and laws.

- 1) Each year the curriculum directors will consider courses assigned for review and decide whether a revision should be undertaken in the scheduled year or should be rescheduled. They or others (community members, educators and students) may also request consideration of other courses not scheduled for review.
- 2) Those courses selected will be prioritized by consensus among curriculum directors with consideration of available funding. The prioritized list will be distributed to members of the District Instructional Materials Committee (DIMC).

Phase 2: Development

The goal of this phase is to develop curricula that meet student needs.

1) **Organize Curriculum Committees.**

Directors will organize Curriculum Development Committees for each of the selected, funded courses. These committees will review the current curricula, develop the revised or new curricula, select materials (basic and supplementary), and begin the initial inservice planning. The process may be one or two years in length depending on the course.

2) **Review Needs:**

The Curriculum Development Committee, with input from the DIMC, will undertake the review process. The committee will:

- a) Review the current research related to the course and also current research related to teaching and learning.
- b) Review the current curriculum guide. Is there need for change? Are expectations relevant, current, appropriate, and reflective of community?
- c) Review the current course content. Is there need for change? Are the materials relevant, effective, current and accurate?
- d) Evaluate the need to revise based on synthesis of reviews and considering alignment with current state and District goals and Essential Academic Learning Requirements (EALRs) and Grade Level Expectations (GLEs).

3) **Develop Curriculum.** Using the District's Understanding by Design (UbD) Planning template and Curriculum Framework, the Curriculum Development Committee will develop curriculum and select materials to recommend for adoption.

- a) Develop course content, scope and sequence with attention to:
 - i) Identification of Enduring Understandings.
 - ii) Identification of Essential Questions.
 - iii) Identification of Core Assessments
 - iv) Identification of Unit Topics and Skills
 - v) Alignment with state goals and Essential Academic Learning Requirements (EALRs).
 - vi) Integration with other subject areas.
 - vii) Integration of technology.
 - viii) Infusion of diversity/multicultural perspectives.
 - ix) Provision of appropriate experiences for learners of varying abilities and learning styles.
 - x) Development of higher level thinking and processing skills.
 - xi) Articulation of scope and sequence across K-12.
- b) Begin development of the curriculum guide to include:
 - i) District Philosophy of Instruction (Policy 2000).
 - ii) General Instructional Goals (Policy 2001).
 - iii) Curriculum Development, Approval and Implementation (Policy 2020).
 - i) Historical summary of development of this curriculum.
 - ii) Renton School District UbD Curriculum Framework.
 - iii) List of rescinded materials.
 - iv) List of core assessments (Policy 2080)

- v) List of recommended library supplementary materials.
 - vi) A professional development and support system plan to ensure effective implementation. The plan should be based on the district's Professional Development Model.
- c) Discuss progress with DIMC, giving them an opportunity for comment and recommendations; modify the work in progress as needed. Curriculum directors may, at their discretion, assemble an ad hoc Articulation Committee to further review the Curriculum Development Committee's work.
 - d) Develop a list of curriculum-specific criteria to be used in selecting instructional materials.
 - e) Determine sources and contact vendors requesting preview materials. All vendor contact will be through the curriculum director or his/her designee.
 - f) Review, evaluate and rate materials according to established criteria. The committee may determine whether sample lessons should be conducted to gather teacher and student input.
 - g) Circulate proposed materials at the building level and solicit input.
 - h) Evaluate all input and formulate final recommendations using the District's "Form for Evaluating Print-Based Instructional Resources" and/or the District's "Form for Evaluating Non-Print Instructional Resources" (Policy 2020, Addendum 1 and Addendum 3) with consideration of budget parameters.
 - i) Finalize the curriculum guide.
 - j) Present final recommendations to DIMC for their review and recommendations; modify as needed.
- 4) **Obtain Approval.** The Curriculum Director will recommend the curriculum guide and instructional materials to the Board of Directors for their action.
 - 5) **Produce Copies.** The Curriculum Director will arrange for copies of the approved curriculum guides to be printed using the District standards for software and formatting. Guides will be distributed to principals and teachers in printed form and will be published on the District website.
 - 6) **Purchase instructional materials.** Instructional materials will be purchased and distributed.

Planning Template

(Understanding By Design Format)

Title:	
Stage 1: Desired Results	
Understandings (School Improvement Plan Goals)	
♦ Big ideas listed here	
Essential Questions	Knowledge & Skill
♦ What arguable, recurring, and thought-provoking questions will guide inquiry and point toward the big ideas of the plan?	♦ What is the key knowledge and skill needed to develop the desired understandings?
Stage 2: Assessment Evidence	
What evidence will be collected to determine whether or not the understandings have been developed, the knowledge and skill attained?	
Direct Evidence	Indirect Evidence
Stage 3: Learning Activities (see Action Plans)	
♦ What sequence of actions will enable the program to achieve the goals and enable students/staff to perform well and thus display evidence of the desired results in stage one? Use the action planning form to organize activities.	

Renton School District Curriculum Framework

Grade Level:		
Subject/Course:		
Unit Titles:		
<u>Standards (EALR/GLE)</u>	<u>Enduring Understandings</u>	<u>Essential Questions</u>
<u>Knowledge</u> <u>Skills and Processes</u>	<u>Assessment Tasks</u>	<u>Suggested Instructional Strategies and Processes</u>
<u>Suggested Technology Enhancements</u>	<u>Adopted and Supporting Resources</u>	

Date of Board Approval:

Phase 3: Implementation

The goal of this phase is to provide inservice to staff both at the initiation of the new curriculum and on a continuing basis. The curriculum director is responsible for providing inservice on the adopted curriculum. A professional development plan and support systems based on the district's Professional Development Model (shown on page 9).

Phase 4: Monitoring

The goal of this phase is to assure that review is undertaken as needed (Policy 2090). The planning calendar will be revised each year with input from curriculum directors, staff members, students and citizens.

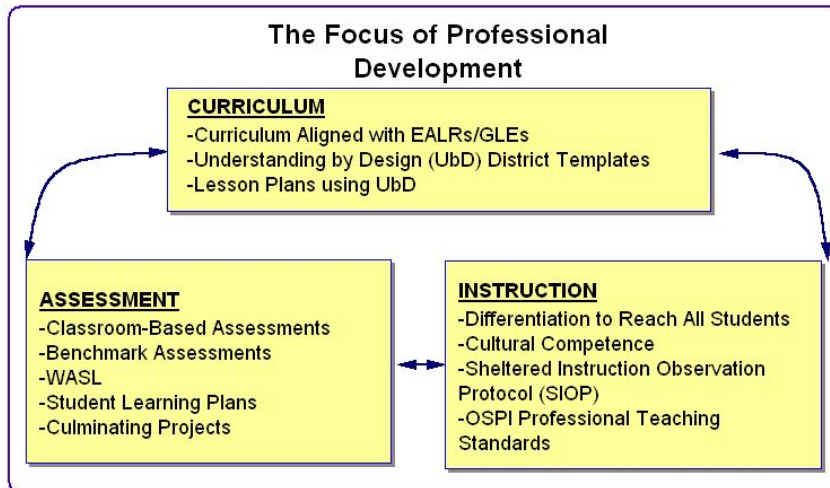
References

Loucks-Horsley, S., Hewson, P. W., Love, N., & Stiles, K. E. (1998). *Designing Professional Development for Teachers of Science and Mathematics*. Thousand Oaks, CA: Corwin Press.

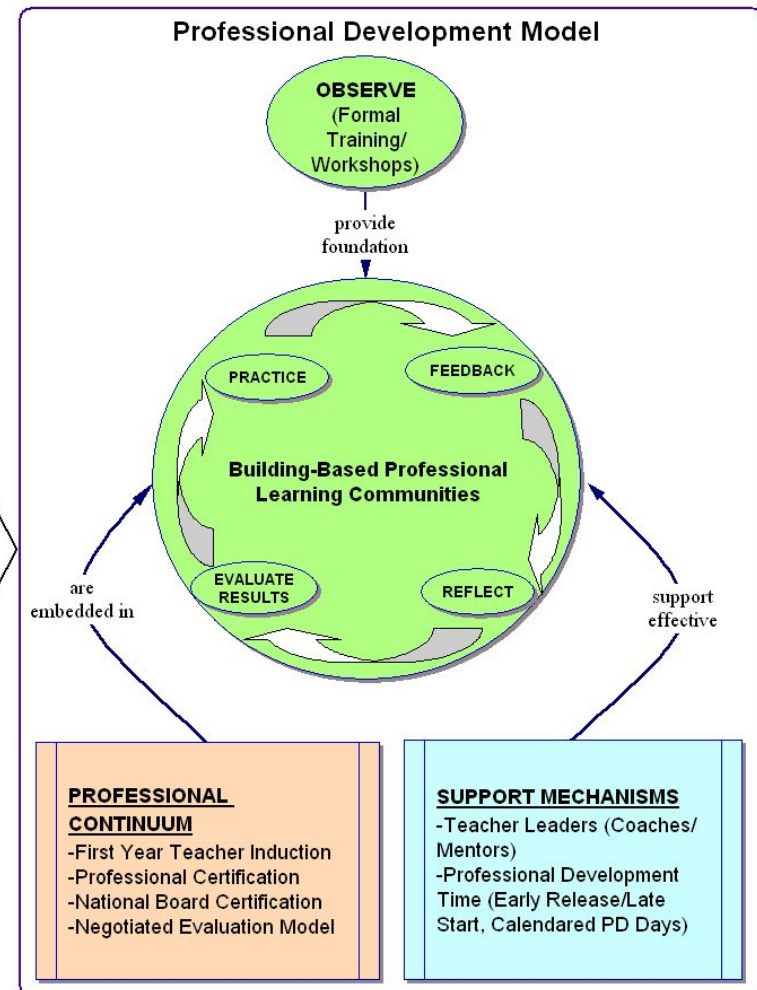
Marzano, R. J. (2003). *What works in schools: Translating research into action*. Alexandria, VA: Association for Supervision and Curriculum Development.

Wiggins, G., & McTighe, J. (2005). *Understanding by design, 2nd Edition*. Alexandria, VA: Association for Supervision and Curriculum Development.

RENTON SCHOOL DISTRICT
PROFESSIONAL DEVELOPMENT
November, 2005



District initiatives provide the focus for



Curriculum Development Committee Guidelines

Purpose:

To carry out tasks related to development and/or revision of curriculum.

Composition, Appointment, Term of Office and Voting:

- 1) The curriculum director or designee shall coordinate the selection of committee members with consideration for:
 - a) Expertise in one or more of the following areas:
 - i) Specific curricular area.
 - ii) Technology.
 - iii) Diversity/multicultural perspectives.
 - iv) Integration of subject matter with other subject areas.
 - v) Providing for varying student abilities and learning styles.
 - vi) Higher level thinking and processing skills.
 - vii) Articulation of scope and sequence across grades K-12.
 - b) Interest in serving on the committee.
 - c) Balanced representation.
- 2) Committee size will depend upon the curriculum under consideration.
- 3) Final recommendations will be determined by consensus of the committee members.
- 4) The committee will continue to meet through the development and implementation phases.

Meetings:

- 1) The number of meetings will vary according to the task.
- 2) The *Curriculum Development Committee Checklist* will be used to guide the activities of the committee.
- 3) Records of curricular drafts, materials reviewed, criteria used, voting and other pertinent information supporting the final recommendation shall be kept by the curriculum director for two years after Board approval.

Curriculum Development Committee Checklist

Review

- Review current research related to teaching, learning and the specific course.
- Review current curriculum guides and course materials.
- Evaluate need to revise based on synthesis of reviews and alignment with current state and District goals and essential academic learning requirements (EALRs).

Development

- Determine course content, scope and sequence.
- Begin development of the curriculum guide to include:
 - District Philosophy of Instruction (Policy 2000).
 - General Instructional Goals (Policy 2001).
 - Curriculum Development, Approval and Implementation (Policy 2020).
 - Historical summary of development of this curriculum.
 - Renton School District UbD Curriculum Framework.
 - List of rescinded materials.
 - List of core assessments (Policy 2080)
 - List of recommended library supplementary materials.
 - A professional development and support system plan to ensure effective implementation. The plan should be based on the district's Professional Development Model.
- Present "work in progress" to DIMC for comment; modify as necessary.
- Develop a list of criteria to be considered in selecting materials.
- Request preview materials from vendors.
- Conduct sample lessons and evaluate; consider student and teacher input.
- Circulate selected materials at building level; solicit student and teacher input.
- Evaluate all input and formulate final recommendations giving consideration to budget parameters. Use District forms. (Policy 2020)
- Finalize the curriculum guide.
- Recommend professional development and support plan.
- Present to DIMC for final review; modify as needed.

Approval

- Present to Board of Directors for review and action.

Instructional Resources List

Curriculum Guide:

- District Philosophy of Instruction (Policy 2000).
- General Instructional Goals (Policy 2001).
- Curriculum Development, Approval and Implementation (Policy 2020).
- Historical summary of development of this curriculum.
- Renton School District UbD Curriculum Framework.
- List of core assessments (Policy 2080)
- List of rescinded materials.
- List of recommended library supplementary materials.
- A professional development and support system plan to ensure effective implementation. The plan should be based on the District's Professional Development Model.

Basic Adopted Materials:

Those print and non-print resources adopted by the District as the primary means of implementing the adopted curriculum. Every teacher/classroom will receive a set of these materials.

Supplementary Adopted Materials:

Those print and non-print resources adopted by the District to enhance and extend instruction, intended for use along with the basic adopted materials. These materials are used sparingly in support of the Basic Adopted Materials.

Complementary Materials:

Those print and non-print resources selected by the teacher with principal approval are designed for short term use to enhance and extend instruction for use along with the basic and supplementary adopted materials. (*See Policy 2020*)

****Note****

Teachers may initiate consideration of a new course and/or alternative materials.
Please see the Pilot Course Proposal or Alternative Materials Proposal form.

Pilot Course Proposal

Submitted by _____ Building _____ Date _____

Proposed Course Title: _____

Grade Level _____ Department _____ Semester or Year _____

PLEASE ATTACH THE FOLLOWING:

1. Brief description of course content and how this course will meet current needs not being met by other courses (include needs assessment data).
2. Specifically, what will the student know and be able to do as a result of this course?
3. Describe how this course will address:
 - Integration of technology.
 - Infusion of diversity/multicultural perspectives.
 - Integration with other subject areas.
 - Provision of appropriate experience for learners of varying abilities and learning styles.
 - Development of higher levels thinking and processing skills.
 - Articulation of scope and sequences across grades K-12.
 - Alignment with state goals and EALRs.
4. Will this course replace an existing curriculum? If so, which course?
5. Statement of impact:
 - Personnel requirements
 - Facilities requirements
 - Other requirements (special transportation, scheduling, etc.).
6. Instructional materials and cost (include titles, names of publishers and copyright).

SIGN-OFF FOR PILOT COURSE RECOMMENDATION

- | | <u>Signature</u> | <u>Date</u> |
|---|------------------|-------------|
| 1. Department Head (secondary)
Accepts <input type="checkbox"/> Rejects <input type="checkbox"/> | _____ | _____ |
| 2. Principal
Accepts <input type="checkbox"/> Rejects <input type="checkbox"/> | _____ | _____ |
| 3. Curriculum Director
Accepts <input type="checkbox"/> Rejects <input type="checkbox"/> | _____ | _____ |

Return original to Curriculum Director. Copies to Principal and Course Originator.

Pilot Course Proposal Checklist

Teacher

- Initiates action by completing course proposal form.
- Presents form to principal (elementary) or department head/instructional representative (secondary only).

Department [Secondary Only]

- Considers proposal in relation to department needs, District and building goals, and student learning expectations.
- Assess impact and recommends revisions, if necessary.
- Department head/instructional representative signs, accepting or rejecting.
- If accepted, proposal sent to principal to indicate department support.

Building Principal

- Considers proposal in relation to building goals and Student Learning Improvement Plan.
- Assesses impact and recommends revisions, if necessary.
- Signs, accepting or rejecting.
- If accepted, proposal sent to Department of Instruction Curriculum Director.

Department of Instruction

- Considers the proposal in relation to District goals/student needs/available resources. Curriculum director may utilize an ad hoc Articulation Committee to gather input.
- Assesses impact and recommends revision, if necessary.
- Accepts proposal, recommends District approval, plans budget for course, or rejects proposal.
- If accepted, proposal sent to CACI.

District Instructional Materials Committee [DIMC]

- Reviews proposal in relation to community standards.
- Assesses impact and recommends revision, if necessary.
- Make recommendations to the Superintendent and Board of Directors.

Superintendent and Board of Directors

- Reviews recommendations.
- Assesses impact and recommends revisions, if necessary.
- Approves or rejects proposal.

Note: Pilot courses may be approved for two years only. After the second pilot year, the continuation of the course is dependent upon following full curriculum development processes for approval.

Pilot Course Interim Evaluation

Teacher: _____ Building: _____ Date: _____

To the teacher: In order to continue this pilot course past the second year, you, working with the curriculum director for the subject area, need to bring this course through full adoption processes, including the development of a curriculum guide. The following questions and their answers will assist in making the decision whether to go forward. Answers to these questions should be sent to the appropriate curriculum director by January of the second year. Please use this page as a cover sheet.

1. Title of course
2. Do you have the basic materials needed to teach the course?
3. Are these materials appropriate? Adequate?
4. Are supplemental materials available?
5. Is the course meeting the needs and goals it was developed to meet? Please describe evidence and give data if available.
6. Is the time allowed (semester, year) appropriate for the content to be taught?
7. Will it take additional funding to continue to offer this course? If yes, give costs and describe any resources of which you are aware to meet these costs.
8. What are students' reactions to this course?
9. What changes would you recommend if any?
10. Do you recommend that we go forward with the full development and adoption process for this course?

Alternative Materials Proposal

To be submitted if a teacher wishes to replace both basic and supplementary adopted materials with others. Submit a separate form for each proposed instructional resource. Please fill in the top of this sheet and use it as a cover for answers to questions below.

Submitted by _____ Building _____ Date _____

Proposed Course Title: _____

Grade Level _____ Department _____ Semester or Year _____

Please attach answers to the following questions:

1. Please provide title, author, publisher and copyright.
2. What is the format of the proposed material (e. g., text per student, kit for classroom, software, video, etc.)?
3. Describe how the proposed materials address the state EALRs, components and benchmarks.
4. Describe how the proposed materials address program and course goals.
5. Provide rationale for replacing adopted basic and supplemental materials.
6. Describe any potential controversy connected with the proposed materials.
7. What do you anticipate to be the funding source for these materials?
8. Complete and attach "Form for Evaluation of Print-Based Instructional Resources" or "Form for Evaluation of Non-Print-Based Instructional Resources" in accordance with Policy 6705R.

SIGN-OFF FOR ALTERNATIVE MATERIALS RECOMMENDATION

		<u>Signature</u>	<u>Date</u>
1.	Department Head (secondary) Accepts <input type="checkbox"/> Rejects <input type="checkbox"/>		
2.	Principal Accepts <input type="checkbox"/> Rejects <input type="checkbox"/>		
3.	Curriculum Director Accepts <input type="checkbox"/> Rejects <input type="checkbox"/>		

Return original to Curriculum Director. Copies to Principal and Course Originator.

Procedures for Course Deletion and Name Change

The following procedure is intended for use when:

Requesting to change the name of a currently offered course, using the same curriculum guide, same materials, and offering the same academic credit toward graduation.

Requesting that a course be deleted either with or without a replacement course.

1. The initiator may be a principal, teacher or curriculum director. The proposed change is presented to the appropriate curriculum director.
2. The director presents the proposed change at the regularly scheduled directors meeting.
3. Upon approval by the directors, the proposed change is taken through the regular curriculum approval process. (DIMC and Board)
4. In the case of a course name change, the director provides the information to the Board as an update.
5. In the case of a course deletion, the Board must approve the change.
6. After the Board has received information and/or approved the change, the director provides the information to Student Information Services for changes in the student database.
7. The director provides information for revision of registration materials.
8. The director notifies principals, counselors and registrars of the change.

Optional Articulation Committee Guidelines

Functions:

1. An ad hoc committee formed at the discretion of the curriculum director in order to provide input during a curriculum development process. These committees will consider the needs of students and the recommendations of students, staff, and community.
2. To make recommendations regarding the development, revision, implementation, and/or evaluation of curricula, programs and/or instructional materials.

Composition, Appointment, Term of Office and Voting:

- 1) Committees shall include teachers from primary, intermediate, middle and high school levels as well as a building administrator and a curriculum director or his/her designee. At the discretion of the curriculum director, additional two positions may be added in order to meet unique needs.
- 2) A curriculum director or his/her designee shall chair committees.
- 3) Selection of members shall be based on the following:

Expertise in one or more of the following areas providing a broadly representative committee:

- Specific curricular area.
- Technology.
- Diversity/multicultural perspectives.
- Integration of subject matter with other subject areas.
- Providing for varying student abilities and learning styles.
- Higher level thinking and processing skills.
- Articulation of scope and sequence across grades K-12.

Interest in serving on the committee

Meetings and Minutes

- 1) The curriculum director in response to activity shall schedule meetings by a curriculum development committee.
- 2) Meetings shall generally be held after the student day.
- 3) Minutes of each meeting shall be generated and distributed to:
 - a) Committee members.
 - b) Assistant Superintendent for Instruction and Technology