	<b>INSTRUCTION</b>  <b>Curriculum Development</b>	<b>Administrative Regulation #</b>	IGA
		<b>Implemented</b>	3/8/2017
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## Administrative Regulation

### 1. Purpose

These regulations define the process for curriculum development, implementation, monitoring, and review. It is expected that these regulations ensure that all CCPS curricula contain the Board of Education's prescribed elements of programs and courses, which state clearly and specifically what students are expected to know and be able to do and how well they will be able to meet their learning objectives. Curriculum documents and resources typically include goals and objectives, scope and sequence of learning outcomes, instructional strategies, adaptations for special populations, suggested resources, and assessment procedures.

Curriculum development requires consideration of the perspective that schools both reflect prevailing community values and establish standards and expectations in alignment with those values. Therefore, curriculum development will involve faculty and staff, students, community members, and other resources as appropriate.

### 2. Scope


These administrative regulations apply to all content areas, courses of study, and grade level instructional programs from PreK through grade 12 and the Post-Secondary Program.

### 3. Responsibilities


The Director of Curriculum and Instructional Resources serves as the Superintendent's designee to provide oversight and direction for all curriculum initiatives.

### 4. Procedures

- I. Curriculum Development
  - a. The Department of Curriculum and Instructional Resources will be responsible for implementing a curriculum development process guided by the following fundamental beliefs and principles:
    - i. A system-wide curriculum will be written, taught, and assessed for all courses of study;
    - ii. An aligned curriculum is best developed using a backward design process, starting with the content standards and course objectives, followed by the assessments of learning and finally the learning experiences.

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- iii. Challenging, real-world learning opportunities that reflect the diversity of our community, will be accessible for all students;
  - iv. Teaching and learning opportunities will be responsive to student differences, interests, and learning needs, while maintaining high standards for all students;
  - v. Universal Design for Learning (UDL) principles will be fundamental to all curricula.
- b. Curriculum supervisors shall be responsible for managing all curricula for their assigned content area(s) and ensure that their curriculum resources provide the following:
  - i. Continuity and cumulative acquisition and application of knowledge and skills from grade to grade and from school to school;
  - ii. A well balanced and appropriate course of study that meets the needs of diverse learners;
  - iii. Conformity to local and state standards and requirements regarding essential knowledge and skills for program and course offerings. Curriculum is designed to increase student learning, based on measurable objectives;
  - iv. Reflection of current research, best practices, data, and technological advancements within and among disciplines and promotes congruence among written, taught, and assessed content;
  - v. Strategies for differentiation in instructional methodologies, pacing, and resources;
  - vi. Ample resources that allow for multiple ways of representing information, multiple ways students can demonstrate what they know, and multiple ways to engage learners with the content of the unit or lesson;
  - vii. Opportunity for routine evaluation and revision.
- c. Curriculum Supervisors shall provide a long range plan for the development and revision of their curricula. Their plan shall include courses or grade levels in need of revision or updating, their timeline for completion, and budget. If there are changes to the curriculum standards, or if there is a new course of study, plans for field testing or piloting shall also be included.
- d. While curriculum work can be an ongoing process, most development and revision work occurs during the summer when writing teams have the opportunity to dedicate the time needed. Writing teams shall be comprised of a diverse group of teachers that may include classroom teachers, special educators, gifted and talented resource teachers,

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ESOL teachers, and other content experts, as appropriate. As appropriate, curriculum required for all students in grades PreK-12 shall be reviewed for possible revision and update, at a minimum, once every three years. All other curricula shall be reviewed on a five year cycle.


- e. Curriculum supervisors shall provide professional development opportunities to prepare instructional staff members to teach the written curriculum and support their instructional planning and delivery. Fidelity to the written curriculum shall also be monitored regularly through the observation and evaluation process.

## II. Stakeholder Involvement

- a. Curriculum development is a partnership among all stakeholders, including members of the Board of Education, teachers, principals, parents, students, content area experts, and members of the community, business, and higher education.
- b. The CCPS Curriculum Council is formed annually, and the membership is approved by the Board of Education. The membership of this council shall include curriculum staff, parent representatives from each CCPS school, a student representative from each high school, community members, and school administrators. The Council shall meet four times a year and shall be charged with the following responsibilities:
  - i. Develop a working knowledge of curriculum goals, trends, and issues;
  - ii. Network with curriculum supervisors to communicate local concerns and issues regarding curriculum and instruction;
  - iii. Communicate curriculum goals, trends, and issues with individual parents, parent groups, and the home school;
  - iv. Review and recommend instructional textbooks and materials proposed for adoption; and
  - v. Provide advice and recommendations to the Superintendent and Board of Education regarding issues related to curriculum as requested or as initiated by the Council.
- c. All new or revised curricula shall be available for public review and feedback. All existing curriculum documents shall be available for public review upon request.

## III. Curriculum Implementation

- a. The written curriculum shall:
  - i. Be designed using a backward mapping process;

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- ii. Include, at a minimum, a scope and sequence, goals, and objectives, assessment, instructional activities, and suggested resources;
- iii. Be guided by best practices and research-based strategies, including universal design for learning principles to meet the diverse learning needs of all students;
- iv. Include multiple learning opportunities for all students to achieve standards;
- v. Provide instructional resources to support student learning;
- vi. Be culturally sensitive and equitably accessible to teachers, students, and parents in a consistent digital format;
- vii. Align vertically (PreK-12) and horizontally (within grade level), to ensure students are able to successfully advance through the grades to become college and career ready.

b. The taught curriculum shall:


- i. Align with the written curriculum and the assessed curriculum to bring about a high degree of consistency;
- ii. Ensure all programs for students are aligned to the system-wide curriculum and integrated into daily instruction.

c. The assessed curriculum shall:

- i. Include both formative and summative assessments;
- ii. Be used to evaluate the extent to which students meet or exceed curriculum standards;
- iii. Provide evidence of learning;
- iv. Provide teachers with information needed to make appropriate instructional decisions;
- v. Provide information to students about what knowledge and skills they have mastered and what they need to learn next;
- vi. Support effective communication of student achievement;
- vii. Inform revisions to the written and taught curricula.

IV. Externally Developed Curriculum and Instructional Programs

- a. Use of externally developed curriculum or use of instructional materials that replace, add to, or significantly alter CCPS curriculum shall be subject to Board of Education approval and follow the procedures outlined in these regulations.
- b. Nationally recognized curriculum, comparable to and including Advanced Placement, Project Lead the Way (PLTW), and Curriculum for Agricultural Science Education (CASE) may be used in place of CCPS curriculum after review and approval using the process for CCPS curriculum development.

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#### V. References

- a. Section §4-101, Education Article, Annotated Code of Maryland
- b. Section §4-108, Education Article, Annotated Code of Maryland
- c. Section §4-111, Education Article, Annotated Code of Maryland
- d. Section §4-205(i), Education Article, Annotated Code of Maryland
- e. Board of Education Policy GCOA, Evaluation of Teachers
- f. Board Policy IHAA, Reading Policy
- g. Board Policy IHB, Writing Policy
- h. Board Policy IIAA, Selection, Evaluation, and Adoption of Instructional Materials
- i. Board Policy IGAB, Family Life and Human Development
- j. Board Policy IKF, Graduation Requirements
- k. Board Policy IL, Assessment

#### VI. Definitions

- a. Instructional Materials – those items such as books, other printed matter, video and audio recordings, computer software, and digital content which are used as part of the instructional process.
- b. Externally Developed Curriculum or Program – that which is developed by an outside organization. Its use may significantly alter, add to, or replace CCPS curriculum.
- c. Pilot – an early, limited implementation of proposed curriculum to determine strengths and suitability for wider implementation and to identify necessary changes.
- d. Written Curriculum – details what students are expected to know and be able to do by the end of a specific course or grade/subject.
- e. Taught Curriculum – describes how teachers implement the written curriculum, including instructional strategies.
- f. Assessed Curriculum – denotes what students know and are able to do before, during, and after instruction, as measured on pre-assessments, formative assessments, summative assessments, and county-wide benchmark assessments.