

Curriculum Development, Implementation and Evaluation

Curriculum development shall be an ongoing process in the Dubuque Community School District. Each curriculum area shall be reviewed, and revised when necessary, according to the timelines set out by the superintendent.

The superintendent or designee shall be responsible for curriculum development and for determining the most effective way for conducting research of the school district's curriculum needs and a long-range curriculum development program.

In making recommendations to the Board, the superintendent shall propose a curriculum that will:

- fulfill the philosophy of the school district;
- incorporate data/information from the needs assessment for student learning conducted by curriculum design teams;
- directly correlates with established state and national content standards;
- be based upon sound educational research;
- articulate courses of study from pre-kindergarten through grade twelve;
- identify standards for each course;
- allow flexibility while providing for systematic assessment of the standards;
- provide for effective monitoring of students' progress toward mastery of the standards;
- provide for the needs of all students regardless of their program of study; and
- be inclusive of stakeholder input.

The superintendent or designee shall be responsible for monitoring curriculum implementation and professional learning.

The superintendent or designee shall be responsible for curriculum evaluation and for determining the most effective way of ensuring that assessment activities are integrated into instructional practices as part of school improvement. As part of this evaluation process, student assessment information will be used to determine long-range and annual improvement goals.

It shall be the responsibility of the superintendent to keep the Board apprised of necessary curriculum changes and revisions and to develop administrative regulations for curriculum development and recommendations to the Board.

Adopted: August 14, 1989
Reviewed: January 29, 2013
Revised: May 14, 2018
Revised: December 12, 2022

Administrative Guidelines

CURRICULUM DEVELOPMENT, IMPLEMENTATION AND EVALUATION

I. Curriculum Development

- A. Curriculum development is an ongoing process in the school district and consists of both research and design. Research is the studious inquiry and critical investigation of the various content areas for the purpose of revising and improving curriculum and instruction based on relevant information pertaining to the discipline. This study is conducted both internally (what and how we are currently doing at the local level) and externally (what national standards, professional organizations, recognized experts, current research, etc. tell us relative to the content area). Design is the deliberate process of planning and selecting the standards and instructional strategies that will improve the learning experiences for all students. The Board delegates the curriculum development process to the Superintendent, who will make curriculum development recommendations and submit them to the Board for final approval.
- B. A systematic approach to curriculum development (careful research, design, and articulation of the curriculum) serves several purposes:
 - 1. Focuses attention on the content standards of each discipline and ensures the identified learnings are rigorous, challenging, and represent the most important learning for our students.
 - 2. Increases the probability that students will acquire the desired knowledge, skills and dispositions and that our schools will be successful in providing appropriate learning experiences.
 - 3. Facilitates communication and coordination.
 - 4. Improves classroom instruction.
- C. The superintendent or designee is responsible for the curriculum development process and for determining the most effective method of conducting research and design activities. A curriculum framework will describe the processes and

procedures that will be followed in researching, designing, and articulating each curriculum area. This framework will at a minimum, describe the processes and procedures for the following curriculum development activities to:

1. Study the latest thinking, trends, research and expert advice regarding the content/discipline;
 2. Study the current status of the content/discipline (what and how well students are currently learning);
 3. Identify content standards, benchmarks, and grade level expectations for the content/discipline with aligned assessments;
 4. Describe the desired learning behaviors, teaching and learning environment related to the content/discipline;
 5. Identify differences in the desired and present program and develop a plan for addressing the differences;
 6. Communicate with internal and external publics regarding the content area;
 7. Involve staff, parents, students, and community members in curriculum development decisions;
 8. Verify how the standards and benchmarks of the content discipline support each of the broader student learning goals and provide a Pre-K-12 continuum that builds on the prior learning of each level;
 9. Ensure proposed curriculum complies with applicable laws;
 10. Align annual improvement goals with needs assessment information.
- D. It is the responsibility of the superintendent or designee to keep the Board apprised of necessary curriculum revisions, progress or each content area related to curriculum development activities, and for curriculum development including recommendations to the Board.

II. Curriculum Implementation

- A. Without careful and continuing attention to implementation, planned changes in curriculum and instruction rarely succeed as intended. How change is put into practice, to a large extent, determines how well it fares.
- B. Implementation refers to what actually happens in practice as compared to what was supposed to happen. Curriculum implementation includes the provision of organized assistance to staff in order to ensure that the newly developed curriculum and the most powerful instructional strategies are actually delivered at the classroom level. There are two components of any implementation effort that must be present to guarantee the planned changes in curriculum and instruction succeed as intended:
 - 1. Understanding and supervising the conceptual framework of the content/discipline being implemented; and,
 - 2. Organized assistance to understand the theory and observe exemplary demonstrations
- C. The superintendent or designee is responsible for curriculum implementation for determining the most effective way of providing organized assistance and monitoring the level of implementation. A curriculum framework will describe the processes and procedures that will be followed to assist all staff in developing the knowledge and skills necessary to successfully implement the developed curriculum in each content area. This framework will, at a minimum, describe the processes and procedures for the following curriculum implementation activities to:
 - 1. Study and identify the best instructional practices and materials to deliver the content;
 - 2. Identify/develop exemplars that demonstrate the learning behaviors, teaching, and learning environment to deliver the content;
 - 3. Study the current status of instruction in the content area (how teachers are teaching);
 - 4. Compare the desired and present delivery system, identify differences and develop a plan for addressing the differences;

5. Organize staff into collaborative learning communities to support their learning and implementation efforts.
 6. Provide ongoing professional development related to instructional strategies and materials that focuses on theory, demonstration, practice and feedback;
 7. Regularly monitor and assess the level of implementation and make adjustments as needed;
 8. Communicate with internal and external publics regarding curriculum implementation;
 9. Ensure the curriculum framework complies with applicable laws;
 10. Provide professional development to staff to support effective curriculum implementation.
- D. It is the responsibility of the superintendent or designee to keep the Board apprised of curriculum implementation activities, progress of each content area related to curriculum implementation activities, for curriculum implementation including recommendations to the Board.

III. Curriculum Evaluation

- A. Regular evaluation of the total curriculum is necessary to ensure that the written and delivered curriculum is having the desired effect for students.
- B. Curriculum evaluation refers to an ongoing process of collecting, analyzing, synthesizing, and interpreting information to aid in understanding what students know and can do. It refers to the full range of information gathered in the school district to evaluate student learning and program effectiveness in each content area.
- C. Curriculum evaluation must be based on information gathered from common formative and summative assessment that are designed for accountability and committed to the concept that all students will achieve at high levels, are standards-based, and inform decisions which impact significant and sustainable improvements in teaching and student learning.
- D. The superintendent or designee is responsible for curriculum evaluation and for determining the most effective way of ensuring that assessment activities are

integrated into instructional practices as part of school improvement with a particular focus on improving teaching and learning. A curriculum framework will describe the procedures that will be followed to establish an evaluation process that can efficiently and effectively evaluate the total curriculum. This framework will, at a minimum, describe the procedures and tools for the following curriculum evaluation activities:

1. Identify specific purposes for assessing student learning;
2. Utilize common formative and summative assessment;
3. Select assessment tools that are valid and reliable;
4. Collect and analyze assessment data including various sub-groups of students;
5. Utilize assessment information to determine long-range and annual improvement goals;
6. Utilize assessment information in making decisions focused on improving teaching and learning (data-based decision making);
7. Provide support to staff in using data to make instructional decisions;
8. Provide clear communication about assessment results to the various internal and external publics
9. Verify that assessment tools are equitable for all students and are consistent with all state and federal mandates;
10. Verify that assessment tools measure the curriculum that is written and delivered;
11. Utilize multiple assessment measures to draw appropriate conclusions about student learning;
12. Ensure participation of eligible students receiving special education services in district-wide assessments;
13. Ensure curriculum complies with applicable laws.

- E. It is the responsibility of the superintendent or designee to keep the Board apprised of curriculum evaluation activities and outcomes, the progress of each content area related to curriculum evaluation activities and outcomes, for curriculum evaluation including recommendations to the Board.

