

INSTRUCTION

SUBJECT: Curriculum Development and Evaluation

Curriculum development is the responsibility of the professional staff. The instructional staff, under the direction of the County Superintendent of Schools, shall have full responsibility for curriculum design subject to the following:

The County Office of Education desires to provide a research-based, sequential curriculum which promotes high levels of student achievement and emphasizes the development of basic skills, problem solving, and decision making.

- (cf. 6000 - Concepts and Roles)
- (cf. 6142.7 - Physical Education)
- (cf. 6142.8 - Comprehensive Health Education)
- (cf. 6142.91 - Reading/Language Arts Instruction)
- (cf. 6142.92 - Mathematics Instruction)
- (cf. 6143 - Courses of Study)
- (cf. 6178 - Career Technical Education)
- (cf. 6178.2 - Regional Occupational Center/Program)

The County Office of Education's curriculum shall be aligned with the County Office of Education's mission for student learning, Board-adopted philosophy, academic content standards, state curriculum frameworks, state and County Office of Education assessments, graduation requirements, school and County Office of Education improvement plans, and, when necessary, related legal requirements.

- (cf. 0000 – Concept and Roles)
- (cf. 0420 - School Plans/Site Councils)
- (cf. 0520.1 - High Priority Schools Grant Program)
- (cf. 0520.2 - Title I Program Improvement Schools)
- (cf. 0520.3 - Title I Program Improvement Districts)
- (cf. 0520.4 - Quality Education Investment Schools)
- (cf. 6011 - Academic Standards)
- (cf. 6146.1 - High School Graduation Requirements)
- (cf. 6162.5 - Student Assessment)
- (cf. 6162.51 - Standardized Testing and Reporting Program)
- (cf. 6162.52 - High School Exit Examination)
- (cf. 6171 - Title I Programs)

The County Superintendent or designee shall establish a process for curriculum development, selection, and/or adaptation which utilizes the professional expertise of teachers, site administrators, and County Office of Education administrators representing various grade levels, disciplines, special programs, and categories of students as

appropriate. The process also may provide opportunities for input from students, parents/guardians, representatives of local businesses and postsecondary institutions, and other community members.

The selection and evaluation of instructional materials shall be coordinated with the curriculum development and evaluation process.

(cf. 1312.2 - Complaints Concerning Instructional Materials)

(cf. 6161 - Equipment, Books and Materials)

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

The County Superintendent or designee shall utilize research, data, or other evidence demonstrating the proven effectiveness of the proposed curriculum. He/she also shall provide the resources that would be necessary to successfully implement the curriculum and any modifications or supplementary services that would be needed to make the curriculum accessible to all students.

(cf. 0410.3 - Nondiscrimination in Programs and Activities)

(cf. 3100 - Budget)

(cf. 4131 - Staff Development)

(cf. 5149 - At-Risk Students)

(cf. 6159 - Individualized Education Program)

(cf. 6172 - Gifted and Talented Student Program)

(cf. 6174 - Education for English Language Learners)

(cf. 6179 - Supplemental Instruction)

The County Superintendent shall establish a review cycle for regularly evaluating the County Office of Education's curriculum in order to ensure continued alignment with state and County Office of Education goals for student achievement. At a minimum, these reviews shall be conducted whenever the State Board of Education adopts new or revised content standards or the curriculum framework for a particular subject or when new law requires a change or addition to the curriculum.

In addition, the County Superintendent may review the curriculum in one or more subject areas as needed in response to student assessment results; feedback from teachers, administrators, or parent/guardians; new research on program effectiveness; or changing student needs.

(cf. 6190 - Evaluation of the Instructional Program)

Legal Reference:

EDUCATION CODE

1240 General Duties, County Superintendent

221.5 Equal opportunity
35160 Authority of governing boards
35160.1 Broad authority of school districts
48645 Course of study for Juvenile Court Schools determined by Board
51050-51057 Enforcement of courses of study
51200-51263 Required courses of study
51500-51540 Prohibited instruction
51720-51879.9 Authorized classes and courses of instruction
52302.3 Review of ROP vocational courses by Board
60000-60424 Instructional materials
GOVERNMENT CODE
3543.2 Scope of representation
CODE OF REGULATIONS, TITLE 5
4000-4091 School improvement programs
4400-4426 Improvement of elementary and secondary education

Management Resources:

CSBA PUBLICATIONS

Maximizing School Board Leadership: Curriculum, 1996

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Content Standards for California Public Schools: Kindergarten Through Grade 12

Curriculum Frameworks for California Public Schools: Kindergarten Through Grade 12

WEB SITES

CSBA: <http://www.csba.org>

Association for Supervision and Curriculum Development: <http://www.ascd.org>

Association of California School Administrators: <http://www.acsa.org>

California Association for Supervision and Curriculum Development:
<http://www.cascd.org>

California Department of Education, Curriculum and Instruction:
<http://www.cde.ca.gov/ci>