TUSD Tucson, Arizona GOVERNING BOARD POLICY	POLICY TITLE: Curriculum Development, Implementation and Assessment
	POLICY CODE: IGA

Curriculum ~~**The need and value of a systematic, ongoing program of curriculum development and evaluation involving students, parents, teachers, and administrators is recognized. It is essential that the school system continually develop and modify its curriculum to meet changing needs. The Board authorizes the Superintendent to develop the curriculum for the school system and to organize committees to review the curriculum. All curriculum changes shall be approved by the Governing Board.**~~

~~**It shall be the responsibility of the Superintendent to develop proposals relating to curriculum modifications and additions that, in the opinion of the professional staff and consultants, are essential to the maintenance of a high-quality program of education from prekindergarten (PK) through grade twelve (12).**~~

~~**All certificated personnel have professional obligations to the school program beyond regular classroom duties, and these obligations will include work on curriculum committees.**~~

Development

The Board recognizes the need for and value of a systematic, ongoing program of curriculum development and evaluation. The design and implementation of the curriculum will be consistent with the Board's adopted mission, long range strategic plan, state laws and Board of Education rules. The Board deems it essential that the school system continually develop and modify its curriculum to provide common direction of action for all instruction and programmatic efforts in the District and to meet changing needs. This curriculum component will be an integral part of the District's long range strategic planning process. An environment to support curriculum delivery must be created and maintained by all functions of the organization.

The Superintendent shall develop a curriculum management plan to establish and maintain a quality curriculum that is (1) aligned to both AZ Standards for College and Career Readiness as well as PARCC assessments, (2) implemented with fidelity in every classroom and (3) continually evaluated using aligned, formative and diagnostic assessments. This plan shall include the requirements for an aligned written, taught, and tested curriculum for all subject areas at all grade levels and a multi-grade scope and sequence document for each content area, covering all grade levels of the taught curriculum. The plan shall define the roles and responsibilities of district administrators,

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central curriculum and program directors, school level administrators and teachers regarding curriculum.

While instructional differentiation is expected to occur to address the unique needs of specific students that instruction shall be derived from a set of curriculum learning common to all students. There will be equitable access to the curriculum for all students.

The Superintendent/designee shall develop a District curriculum framework that establishes course descriptions and strives to exceed statutory and regulatory requirements. This curriculum framework shall support and reflect the District's curriculum documents.

The District's written curriculum shall be culturally relevant and shall ensure vertical articulation and horizontal coordination within schools as well as vertical articulation across grade levels and horizontal coordination among schools at a given level for all content areas.

The Superintendent shall establish procedures to ensure all written curriculum is both formatively and summatively assessed for all grade and content levels on a five year cycle and revised as necessary to meet the needs of all students.

Subject-related and School-wide Programs

All educational programs shall be approved by the governing board prior to implementation. The Superintendent shall establish procedures to ensure that all educational programs are aligned with the district's long range strategic plan and are assessed regularly for such alignment and program effectiveness.

Curriculum Framework

The Superintendent/designee shall develop a curriculum framework and make it available to schools. The framework shall translate enhanced learning goals and academic expectations into a curriculum framework with sufficient specificity such that teachers shall consistently describe how students will demonstrate mastery of the intended objective. The framework shall be useful to teachers and accessible to parents while supporting the curriculum mapping system. The framework, course descriptions, curriculum maps ancillary materials and textbooks shall support the curriculum to be used by schools.

Instructional Program and Curriculum Design:

A basic instructional program shall be designed and implemented to meet the needs of students Pre-K – 12 as required by law. This program shall include but not be limited to instruction in the foundational skills of reading/language arts, mathematics, science, social studies, arts and humanities, practical living and vocational studies.

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The Superintendent shall provide the schools with the curriculum framework and curriculum maps and support through professional development, to support the instructional program and ensure that all students are college and/or career ready as a result of receiving a challenging curriculum in reading/language arts, mathematics, science, social studies, arts and humanities, practical living and vocational studies.

Implementation of Curriculum

The Superintendent shall ensure that professional development is provided to all certificated staff to support the implementation of the curriculum. Each teacher shall teach and assess curriculum as aligned to the District's written curriculum prescribed for the assigned grade and subject area.

Monitoring:

- Principals shall monitor the delivery of the curriculum with the support of central office curricular staff and shall evaluate teachers on the effectiveness of their delivery of the curriculum to students.
- Central leadership responsible for the evaluation of Principals shall ensure that the evaluation of Principals includes an assessment of the fidelity of the delivery of the curriculum on a school wide basis.

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Alignment of Assessments

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Benchmark assessments and other assessment instruments, aligned to the district curriculum shall be utilized to monitor student achievement, effectiveness of curriculum and curriculum delivery. Assessment instruments shall be reviewed annually for alignment with the curriculum framework and the district and state accountability systems.

Parental Engagement

The Superintendent shall develop a plan to ensure parent accessto and information about the curriculum.

Governing Board Oversight of the Curriculum

- The Governing Board shall adopt the District's written curriculum.
- Any new or revised curriculum shall be reviewed annually and adopted by the Governing Board.
- The curriculum framework shall be submitted to the Board for approval.
- The Superintendent shall make an annual report to the Governing Board regarding the status of curriculum delivery.
- Administrative staff shall prepare an annual report regarding the effectiveness of all subject-related and school-wide programs and will include recommendations

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for revision, expansion or termination of a program based upon student achievement.

- Prior to the curricular adoption cycle, the Superintendent shall provide summative reports every five years for all content areas before any curricular revisions or major materials acquisition.

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Adopted: July 2, 2012
Reviewed:
Revised: August 26, 2014

LEGAL REF: A.R.S. 15-203
15-341
15-701
15-701.01
15-721
15-722

CROSS REF:

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