

## **Policy Code: 3100 Curriculum Development, Delivery, Monitoring, and Evaluation**

Our district recognizes that curriculum serves as the foundational definition of what students should learn. We firmly affirm that student learning is the paramount objective in delivering our curriculum. Every facet of our educational endeavors is driven by the unwavering commitment to fostering student growth, development, and achievement. Our curriculum is thoughtfully designed to meet the diverse needs of our students and prepare them for lifelong success. We dedicate ourselves to ensuring that the curriculum aligns with educational standards, inspires curiosity, and equips students with the knowledge, skills, and experiences necessary for academic excellence and personal growth.

The Board recognizes that curriculum development must be an ongoing process in order to address the changing needs and diversity of all students and to fulfill the educational goals of the Board. The Board further recognizes that while educators must be responsible for developing the curriculum, parents/guardians, other governmental agencies, businesses, and members of the public have valuable insights into the type of curriculum needed.

It is the policy of our district that all personnel, including teachers, administrators, and support staff, are required to deliver the curriculum as approved by the board. This commitment to curriculum fidelity ensures that students receive a consistent and high-quality educational experience. By adhering to the approved curriculum, we maintain alignment with our educational goals, standards, and mission, ultimately promoting student learning and success.

### **Curriculum Approach**

The Board directs the administration to implement a standards-based approach to curriculum development that ensures high-quality education for all students. In this approach, curricula are designed and structured around clear learning standards and objectives. These standards serve as the foundation upon which the instructional content and assessments are built. By adhering to standards, students are exposed to a consistent and comprehensive education that prepares them for success in their academic journeys and future endeavors.

### **Curriculum Development**

Our school board recognizes that the design and development of the curriculum are fundamental processes that significantly impact the quality of classroom instruction. We firmly believe that a well-crafted curriculum serves as the cornerstone of effective teaching and learning.

In our commitment to educational excellence, we prioritize the meticulous design and continuous improvement of our curriculum. It is through this process that we define clear learning objectives, select relevant instructional materials, and align teaching strategies with educational standards. By focusing on curriculum development, we ensure that our students receive a comprehensive and rigorous education that prepares them for success.

Our board understands that the curriculum is not a static document but an evolving framework. We are dedicated to regular evaluation and enhancement to keep pace with changing educational needs and advancements. This ongoing commitment to curriculum development reflects the Board's unwavering dedication to providing our students with the highest quality classroom instruction, empowering them to achieve their full potential and thrive as productive citizens.

Curriculum will be developed to meet the requirements of the state and local boards. Current statewide instructional standards and any other legally required resources will provide the foundation for local curriculum development. All course offerings for which graduation credit may be received will

be recommended by the Curriculum Management Team and approved by the Board of Education and will conform to the course requirements established by the Department of Public Instruction. The superintendent is responsible for establishing a Curriculum Management Team to facilitate curriculum planning, recommend course additions, deletions, and revisions, and advise curriculum writing and textbook adoption teams. The Curriculum Management Team will ensure that the curriculum is aligned with the current statewide instructional standards, articulated from grade to grade, and coordinated among schools. All participants in curriculum design and development will receive appropriate training.

The Curriculum and Instruction Management Plan will define the role of procedures for and designate appropriate participation in the curriculum design process. Appropriate participation includes teachers, administrators, central office staff, the community, parents/guardians, and experts.

Additionally, the Board recognizes the importance of deep alignment between curriculum development and high-stakes assessments. We believe that a well-designed curriculum should include a comprehensive alignment with the content, skills, and standards assessed in high-stakes examinations. This alignment ensures that our students are well-prepared to excel in these assessments.

The Board directs the superintendent to ensure that the regular review and adjustment of curriculum materials and instructional strategies reflect the expectations of high-stakes assessments. By prioritizing this alignment, we aim to provide our students with the knowledge and skills necessary to excel academically and to foster a learning environment that promotes academic achievement.

## **Curriculum Delivery**

Teachers play a pivotal role in the successful delivery of the standards-aligned curriculum that supports the overarching vision, mission, and expectations of our school district. To translate our educational goals into meaningful learning experiences for our students, teachers are expected to adhere to the following instructional model in response to student's needs, as evidenced in data from multiple assessment tools:

- ? Delivering instruction that aligns with state and national educational standards, ensuring that students meet grade-level expectations.
- ? Differentiating instruction recognizing and responding to the diverse learning needs of students, adapting teaching strategies to provide targeted support and challenge when needed.
- ? Administering assessments that align with the curriculum and standards, using data to guide instructional decisions and support student growth.
- ? Fostering an inclusive classroom environment that respects and values diversity, promoting racial equity, social justice action, and cultural humility and understanding.
- ? Engaging in ongoing professional development to stay current with best practices in education and enhance their teaching skills.
- ? Collaborating with colleagues, administrators, and other stakeholders to support a cohesive and effective educational community.
- ? Ensuring that learning objectives and language objectives are evident to students and that the students understand what they should be able to know and do.
- ? Implementing higher-order questioning that helps students see the “big picture” of the concept,

knowledge, and skills being taught, as well as facilitating a deeper understanding of on-level content.

? Using small group activities, paired tasks, and cooperative learning strategies.

? Using sheltered strategies, such as SIOP, to provide English language learners and students with low vocabulary ranges access to the core curriculum and to support their academic English language development across all content areas.

? Engaging students in experimental inquiry, problem-solving, and investigation—all hands-on methods of applying or discovering new knowledge and concepts.

? Engaging students in metacognitive activities, whereby they analyze their own thought processes in approaching test questions, assignments, and new information.

? Using non-linguistic ways to support comprehension of, identification with, and retention of new concepts or knowledge, such as pictures, graphic organizers, and outlines.

? Tailoring instruction to the cultural, economic, and linguistic diversity present in every classroom, recognizing and valuing differences and similarities, and emphasizing the benefits of cultural and linguistic pluralism.

The Board mandates that the delivery of curriculum must consistently reflect on-grade-level content expectations across the district within a grade level or course. This commitment to uniformity ensures that all students receive an equitable educational experience, regardless of their school or classroom. By adhering to on-grade-level content, we create a cohesive and rigorous learning environment that aligns with educational standards and prepares students for academic success.

Moreover, this policy stipulates that the delivery of curriculum must be sequenced and spiraled from one grade level to the next in a consistent manner across the district. This approach ensures that students experience a logical progression of learning, building on foundational knowledge year after year. By maintaining curriculum coherence, we provide a strong educational foundation, foster skill mastery, and facilitate smooth transitions between grade levels. We believe that this consistency in curriculum sequencing and spiraling enhances student understanding, retention, and success, promoting academic excellence for all learners.

By fulfilling these responsibilities, teachers play a vital role in advancing our district's commitment to providing high-quality education and helping every student reach their full potential.

The administration will report to the Board annually, the status and effectiveness of curriculum delivery.

## **Curriculum Monitoring**

The Board defines curriculum monitoring as a systematic and ongoing process of observing, assessing, and evaluating curriculum delivery in our schools. It involves the regular collection of data, feedback, and observations to gauge the extent to which:

1. the adopted written curriculum is being implemented in classrooms as intended,
2. teachers are supported in delivering high-quality instruction aligned with curriculum standards and objectives,
3. strengths, weaknesses, and inconsistencies in curriculum delivery and instructional strategies are identified and addressed, and

4. the district's professional development plan appropriately aligns with identified needs and areas of growth.

The following processes outline this district's approach to curriculum monitoring.

? Collection of Student Work: The collection of student work serves as a valuable source of evidence for curriculum monitoring. It provides insights into the extent to which students are engaging with curriculum materials and achieving learning objectives. Educators shall regularly collect samples of student work that demonstrate progress and achievement within the curriculum. These samples may include assignments, projects, assessments, and other relevant artifacts.

? Analysis of Classroom Walkthroughs Data: Classroom walkthroughs conducted by central office curricular personnel offer a firsthand perspective on curriculum delivery and instructional practices. This data provides valuable insights into the alignment of teaching with curriculum standards. Central office curricular personnel shall conduct routine classroom walkthroughs, focusing on curriculum implementation and instructional practices. Data gathered from these walkthroughs will be analyzed to assess curriculum delivery consistency and instructional effectiveness.

? Student Surveys: Student surveys provide a unique perspective on curriculum engagement and the learning experience. They offer students an opportunity to provide feedback on curriculum delivery and instructional effectiveness. Student surveys shall be administered periodically to gather feedback on curriculum relevance, interest, and clarity. The feedback received will be analyzed to identify areas for improvement in curriculum delivery.

? Analysis of Data from Common Assessments: Common assessments are a valuable tool for evaluating student progress and curriculum alignment. The analysis of assessment data informs decisions regarding curriculum effectiveness and improvement. Data from common assessments shall be regularly collected and analyzed to assess student performance against curriculum standards and objectives. The results will guide adjustments to curriculum materials and instructional strategies.

? School Leadership Monitoring Reports: Administrators in each school shall provide periodic reports detailing the status of curriculum delivery. These reports will include:

- o An analysis of strengths, weaknesses, and inconsistencies in curriculum delivery.
- o Identification of specific professional development needs based on data.
- o Suggestions for curriculum revisions for the upcoming year linked to data findings.

## **Evaluation of the Curriculum**

The superintendent will ensure that the methods for meeting curriculum objectives are regularly reviewed, updated, and evaluated for their effectiveness in support of evolving educational standards, research-based best practices, and the changing needs of our students. This dynamic approach ensures that our curriculum remains relevant, effective, and responsive to the diverse needs of our student population.

The Board also recognizes that internal and external curriculum audits may be beneficial. Evaluation will occur as specified in the Curriculum and Instruction Management Plan. The Instructional Services Division will keep an inventory of instructional programs and conduct evaluations to ensure effectiveness and facilitate quality control.

To ensure the continuous improvement of our curriculum at all grade levels and content areas, we established this policy, which outlines procedures for both formative and summative reviews of curriculum quality and effectiveness.

### **Procedures for Formative Review:**

- ? Regular Assessment: Curriculum teams, composed of educators and administrators, will conduct ongoing assessments of curriculum materials, resources, and instructional strategies. These assessments will occur at least annually.
- ? Alignment with Standards: The formative review will evaluate the alignment of curriculum materials and teaching methods with state and national educational standards, ensuring that they meet the required learning objectives.
- ? Feedback and Input: Seek feedback and input from teachers, students, parents, and other stakeholders to identify strengths and areas for improvement in the curriculum.
- ? Professional Development: Provide professional development opportunities for educators to enhance their knowledge and skills related to curriculum design, delivery, and assessment.
- ? Continuous Improvement: Based on the formative reviews, curriculum teams will develop action plans for curriculum enhancements, modifications, and updates.

### **Procedures for Summative Review:**

- ? Comprehensive Evaluation: The district will conduct a comprehensive summative evaluation of the curriculum materials, resources, and instructional strategies on a cyclical basis, typically every five years.
- ? External Review: The district may engage external experts, when necessary, to provide an objective assessment of curriculum quality and effectiveness.
- ? Data Analysis: Student performance data, including standardized test scores, formative assessments, and graduation rates, will be utilized to evaluate the curriculum's impact on student achievement.
- ? Alignment with Goals: Curriculum teams, as part of the summative review, will analyze curriculum guides to ensure alignment with the district's educational goals, vision, and mission as outlined in the board-adopted strategic plan.
- ? Report and Recommendations: Curriculum teams will present summative evaluation reports and recommendations to the Board for implementation consideration.

### **Modification of the Curriculum**

The principal is the instructional leader of the school and is responsible for ensuring that the instructional program meets the needs of the students of the school. In consultation with appropriate district curriculum and instruction staff, the program should reflect best practices and research in the field.

If a school wishes to add new courses, delete courses, or modify program components, it should submit its proposal to the Curriculum Management Team, which will review all such changes and make a recommendation to the superintendent for approval by the Board. The Curriculum Management Team will establish procedures for schools to modify instructional programs. Such

procedures will be communicated to all schools by the leader of the curriculum and instruction department or a designee.

Legal References: [G.S. 115C art.8 pt. 1](#); [115C-47](#); [S.L. 2021-8](#), sec. 5.(a)

Cross References: Goals and Objectives of the Educational Program (Policy 3000), School Improvement Plan (Policy 3430)

Adopted:

Revised: 6/6/02, 7/17/14, 10/5/17, 2/17/22, 2/15/2024

**Chapel Hill-Carrboro Schools**

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