

CURRICULUM DEVELOPMENT

The Superintendent of Schools is responsible for selection, assignment, and direction of the professional staff required to provide the approved scope and sequence, courses of study, and curriculum guides, including the planning and budgeting of necessary curriculum development and inservice activities.

The development of curriculum and the implementation of change are intricate processes and require the close cooperation of all instructional personnel. Generally speaking, curriculum development concentrates on the scope and sequence of what is to be taught focusing on what students need to know to be college and career ready.

The official process for curriculum development requires the involvement of professional staff members who use the curriculum or are responsible for it. Curriculum documents are available for review by community members and parents. The curriculum process should ensure an understanding of the student performance objectives, the consideration of input from many sources, the articulation among the various levels of instruction, and the correlation among the different subject areas.

I. Process for Curriculum Development

The Assistant Superintendent for Instruction will provide leadership to the Curriculum Team who will:

- A. recognize and augment the subject matter expertise and organizational abilities of teachers and principals in improving educational programs;
- B. blend the contributions of individual, instructional services staff members into a unified approach to curriculum development, instructional improvement, and staff development;
- C. determine short-term and long-range instructional priorities for the school system;
- D. provide programs to assist students in becoming college and career ready;

- E. design and monitor a continuous cycle of planning, developing, implementing and evaluating the curriculum; and organize and allocate the resources of the instructional services staff on the basis of the changing needs of the system as designated by the Assistant Superintendent of Instruction.

II. Curriculum Documents

Curriculum documents will be developed or revised according to the long-range curriculum plan. The curriculum documents will include program goals and/or standards, student performance objectives and the scope and sequence of the content area or course. These documents, produced by teams of teachers and curriculum supervisors, will then be piloted. During this time, sample units and model daily lesson plans will be collected from teachers and added to the Units of Study. Sample units and/or model daily lesson plans will be made available to teachers. The combination of the sample units and model daily lesson plans complete the Curriculum Guide for the specific content or program area. The completed Curriculum Guide will be widely disseminated for use throughout the system.

All curriculum documents will be based on state and national content standards and local expectations. These documents should contain material that directly aligns with the Talbot County Essential Curriculum, the Maryland Content Standards, or a curriculum approved by Talbot County Public Schools. Curriculum documents will be evaluated continuously to assess their impact on student achievement. All documents will be reviewed annually.

III. Long Range Curriculum Plan

In order to ensure that all curricula is relevant and rigorous to adequately meet the demands of a global society and state and national standards, a three year cycle of review is necessary. During the first year, a new Course of Study is piloted, revisions made and sample units/model lessons added. The second year of the cycle allows for the full implementation of the Curriculum Guide. The second and third years of the cycle provide opportunities for determining the effectiveness of the curriculum documents and impact on student achievement. During the end of the third year, plans for revisions of the document can be determined to continue the next cycle.

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