

2.3 - Curriculum, Instruction and Assessment

The vision of the Fayetteville Public Schools is to provide an educational system where every student will leave with a full understanding of his or her potential and the skills necessary to be successful in an ever-changing, global society.

We believe that curriculum is the systematic organization of what is to be learned, supported by diverse resources and research-based instructional strategies that have a profound effect on every child's learning. Curriculum development is an ongoing process that addresses the changing needs of all students.

Curriculum Management

- A curriculum management plan is established to include procedures and expectations for the design of the curriculum that adhere to research-based learning practices in all content areas at all grades.
 - The curriculum management plan includes procedures and expectations for the delivery of the curriculum.
 - The curriculum management plan indicates a logical progression of prerequisites, learning goals, and objectives within and between grade levels/content areas to guide the delivery of instruction across the system.
 - The curriculum management plan provides seamless articulation of learning goals from grade to grade and course to course.
- Written curriculum guides for all courses include designated rigorous standards and clear linkages between lesson planning and student learning expectations.
- Curriculum guides are formatted in an approved structure to include strategies for:
 - differentiating the written curriculum based on identified student needs and
 - integrating technology into the design of the curriculum.
- A focused professional development plan prepares instructional staff to teach the written curriculum and includes opportunities for learning research-based instructional strategies to meet the needs of each student.
- Assessments that measure student progress and mastery of learning expectations are created or adopted.

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- A curriculum management plan includes a complete and updated list of assessments noting the use of each.
- Programs adopted by the district are aligned with student learning expectations and the written curriculum, and are documented with credible research.
- Annual reviews of the curriculum and programs will be conducted as outlined in the curriculum management plan.

Roles and Responsibilities

Teachers shall:

- Plan and teach to mastery with fidelity to the learner objectives included in the written curriculum guides;
- Implement research-based instructional practices;
- Actively engage students in the learning process;
- Assess and document student mastery of curriculum objectives;
- Communicate to students and families regarding student progress toward mastery of curriculum objectives;
- Differentiate instruction based on assessment data to ensure students' success;
- Utilize school and district resources effectively to maximize student learning;
- Participate in curriculum development/revision activities; and
- Participate in district approved professional development.

Principals shall:

- Oversee the implementation of the written curriculum, and document congruity between taught objectives and the board-adopted curriculum;
- Communicate to instructional staff and other stakeholders the importance of effective curriculum, and instructional practices on a regular basis by providing rationale, intent, evaluation procedures and effect on current practices;
- Develop a plan consistent with board policy for monitoring curriculum delivery;
- Recommend program modification or termination based on student achievement;
- Review student achievement data to identify professional learning needs of building instructional staff and recommend professional development opportunities;

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- Effectively utilize school resources related to curriculum and instruction; and
- Initiate reflective dialogue with instructional staff to improve instruction.

Supervisors of Principals shall:

- Ensure that schools conduct annual analysis of student achievement in each curricular area as part of the school improvement planning process;
- Recommend program modification or termination based on student achievement; and
- Conduct semi-annual on-site review of implementation of the curriculum management plan.

District Curriculum Supervisors shall:

- Ensure that a long-range plan is in place for aligned district curriculum development, professional development, student assessment and program evaluation;
- Communicate the long-range plan through the FPS curriculum management plan;
- Implement the long-range plan, providing for technical and expert assistance as needed;
- Monitor all courses to ensure that the written curriculum is the taught and assessed curriculum;
- Oversee the instructional resource adoption process, identify alignment issues, and provide supplemental resources where needed;
- Direct the evaluation of current programs, and ensure that plans for the evaluation of new programs are identified prior to program implementation;
- Recommend program modification or termination based on student achievement;
- Assist principals in monitoring the implementation of the curriculum process;
- Ensure that professional development is coordinated across the district;
- Develop and implement a plan to provide professional development follow-up; and
- Direct the ongoing evaluation of the impact of professional development on student achievement.

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The Superintendent shall:

- Implement the policies and board-approved long-range plans that relate to curriculum, instruction, assessment and budgeting;
- Ensure that a systematic decision-making structure and formalized processes are in place to carry out the goals of the district;
- Annually report to the board concerning the effectiveness of curriculum and instruction, program implementation, professional development, assessment results, and budgeting in meeting district student achievement and equity priorities based on established evaluation data;
- Direct the review of programs on a scheduled basis and recommend program modification or termination based on student achievement and cost effectiveness;
- Oversee the decision-making structure related to curriculum design and delivery as outlined in the curriculum management plan;
- Maintain an organizational structure that accurately reflects job descriptions, decision making processes, and accountability;
- Review the instructional staff evaluation process annually to ensure that job descriptions address specific functions related to student achievement, establish accountability for results, and recommend changes to the policy as needed;
- Collaborate with district instructional staff regarding plans for curriculum and instruction in the district;
- Establish a multi-year budgeting process that is based on identified student achievement goals; and
- Oversee facility planning that incorporates future curricular and instructional trends and student-centered instructional demands for the 21st Century.

The Board shall:

- Communicate to its constituents the board's curricular expectations;
- Approve the curriculum for all courses as recommended by the Superintendent;
- Review data regarding the effectiveness of curriculum and instruction, program implementation, professional development, assessment results, and budgeting in

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meeting district student achievement and equity priorities as presented by the Superintendent;

- Provide funding and support for professional development opportunities that focus on district curriculum design and increased student achievement; and
- Provide funding and support for the curriculum management plan.

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