

CURRICULUM DEVELOPMENT AND ARTICULATION

On a regular basis, Learning Support Services shall compare the district's curriculum, course content, and course sequence with the standards adopted by the State Board of Education.

The results of this review and comparison shall be incorporated into the district's process for curriculum development and evaluation.

The purpose of the curriculum development and articulation procedures is to provide a structure for all certificated staff members to be actively involved or effectively represented in curriculum development and to provide a means for active articulation and sharing of ideas among the district's programs of instruction.

Working in collaboration with LSS, the principal or designated representative of each school is charged with the responsibility of establishing a continuous process of curriculum assessment, revision, and development according to the procedure outlined in this section.

When curriculum is adopted by the Governing Board, it will be implemented at the appropriate level in all schools in the district.

Curriculum Development

Learning Support Services in collaboration with teacher leaders and site administrators are expected to establish procedures for assessment and evaluation which will ensure that the curriculum is current.

Recommended guidelines for this process are as follows:

1. Research and evaluate changes which have occurred within the discipline, within society, and in student needs.
2. Check for alignment to District Standards and/or California State Standards and applicable national standards.
3. Identify knowledge, skills, and attitudes necessary for success in school and society which are directly related to this discipline.
4. Determine how well students perform on state assessments, college entrance exams, district assessments, and other assessments and research the degree of success of students once they enter high school, college, or employment.
5. Involve students, parents, and community in determining needs. (Refer to District Goals and state frameworks where applicable.)

CURRICULUM DEVELOPMENT AND ARTICULATION (continued)

Once needs are established, LSS, in collaboration with teacher leaders and site administrators, will proceed with the development and implementation of new and/or revised curriculum.

Secondary Course Development

Once the department or team determines that curriculum revision and/or development is necessary, proceed as follows:

New Courses

1. Principal and/or LSS staff request new course through Learning Support Services by submitting New and Revised Course Proposal Form (PUSD LSS-17).
2. Principal and/or LSS staff present new course requests to principals/LSS Steering Committee at Secondary Principals' meeting for initial approval. Principals report initial approval to counselors and assistant principals.
3. Principals work with site department chairs/team leaders, identify a teacher representative from each school to draft a standards-based course outline.
4. Teacher representatives share course with department/team members for feedback.
5. Teacher representatives complete final revision.
6. Principals or LSS staff present final course outline to secondary principals/LSS Steering Committee for approval.
7. Principals or LSS staff present recommended courses to LSS and Superintendent's Cabinet for approval.
8. LSS staff present to Governing Board for final approval.
9. LSS staff distribute new course to appropriate staff at school sites, including administrators, counselors, registrars, schedulers, and teachers.

Course Revisions

1. Principals or LSS staff request course revision through Learning Support Services by submitting New and Revised Course Proposal Form (PUSD LSS-17).

CURRICULUM DEVELOPMENT AND ARTICULATION (continued)

2. Principals or LSS staff present revised course requests to principals/LSS Steering Committee at Secondary Principals' meeting for initial approval. Principals report initial approval to counselors and assistant principals.
3. If approved by LSS and principals, principals work with site department chairs/team leaders, identify a teacher representative per school to draft revised course according to standards.
4. Teacher representatives share revised course with department/team members for feedback.
5. Teacher representatives complete final revision.
6. Principals or LSS staff present revised course to secondary principals/LSS Steering Committee for approval.
7. LSS staff distribute revised course to appropriate staff at school sites, including administrators, counselors, registrars, schedulers, and teachers.

The continuation school will work with LSS staff in the development of continuation school courses in academic areas. The purpose of this discussion is to provide a reasonable amount of coordination with high school courses considering the different goals of the continuation high school curriculum.

All new courses and all courses in which major revision is recommended will follow this procedure. Both new and revised courses must be described by a detailed course outline for teacher usage, which follows the format prescribed for the district's courses of study. Minor changes in courses need not be taken through the curriculum development procedure.