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## Curriculum and Instruction Policy

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### Goals of this Policy:

- To describe Spectrum’s philosophy, policy, and procedure for curriculum design, management, and implementation;
- To define roles, responsibilities, and structure for curriculum review and implementation; and
- To ensure consistency regarding the Spectrum’s philosophy about teaching and learning.

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## **I. Philosophy and Beliefs of Curriculum and Instruction**

### **A. Standards-Based**

All curriculum is based on the Graduation Standards of the State of Minnesota or national standards in subjects where there are not state standards. These standards provide the core of the curriculum and drive the Data Driven Instruction implementation.

### **B. Alignment**

The curriculum provides for vertical and horizontal alignment of curriculum that articulates both scope and sequence within curricular areas and across curricular areas.

### **C. Assessment**

Curriculum design provides for integration of interim summative assessments that are aligned with content area standards. This includes quarterly DDI (Data Driven Instruction) assessments. Formative assessments are used throughout to improve curriculum and instruction.

### **D. Staff Development**

Staff Development needs and initiatives that support curriculum implementation and assessment are identified, budgeted, and implemented.

### **E. Instruction**

Instructional strategies are aligned with best practice, including implementation of current and engaging instruction in the classroom that ensures students meet standards. Accountability is provided by the Coordinator of Curriculum and Instruction, Instructional Coaches, and school Principals.

## **II. Roles and Responsibilities**

### **A. Spectrum Board of Directors**

The Board shall:

1. Approve policies that allow for administration to facilitate the design and delivery of curriculum.
2. Through the budget process, ensure adequate funding of resources needed to implement the curriculum.
3. Provide funding for professional development opportunities that lead toward increased student achievement.

### **B. Executive Director**

The Executive Director shall:

1. Work with the Coordinator of Curriculum and Instruction to establish and maintain a focus on high quality curriculum, assessment, and instruction.
2. Implement Board policies.
3. Ensure that adequate instructional time is available to implement the written curriculum.
4. Ensure professional development as needed.

5. Monitor the implementation of the written curriculum with assistance of the Coordinator of Curriculum and Instruction.
6. Assist principals, as needed, in the monitoring of the implementation of the written curriculum.
7. Work with staff to ensure that teachers are using the assessment system, including classroom, interim, and summative assessments, to adjust instruction, monitor student learning, and provide feedback to students and parents that is timely, descriptive, and construction.
8. Provide the resources needed to ensure high functioning professional learning communities are in place.
9. Create and manage annual budgets to support curriculum implementation.
10. Develop and execute system-wide leadership and accountability for the instructional program.
11. Ensure that assessment data is being used to improve curriculum and instruction.

### **C. Coordinator of Curriculum and Instruction**

The Coordinator of Curriculum and Instruction shall:

1. Oversee and implement a systematic approach for curriculum development, revision, program assessment, professional development, and student assessment.
2. Annually report to the Board concerning curriculum implementation and assessment results.
3. Work with the Executive Director to oversee annual and long-term budget planning to support implementation of the curriculum.
4. Supervise the process for curriculum development, revision, and implementation in collaboration with the Executive Director and Administration.
5. Support teachers with resources and instructional approaches to implement the written curriculum.
6. Coordinate and plan professional development opportunities to support implementation of the written curriculum, instructional resources, and instructional approaches.
7. Develop, implement, interpret, and communicate results of the DDI (Data Driven Instruction) assessment program to teachers and administration.
8. Provide expertise and professional development on assessment development, implementation, and communication of results to professional learning teams.
9. Provide information concerning instructional programs to support program evaluation.
10. Provide curricular expertise for curriculum development, revision, program assessment, and student assessment.
11. Lead teacher teams in the selection of high quality instructional resources.
12. Assist teachers and administration in the monitoring and the implementation of curriculum.
13. Plan and implement high quality professional development for administrators and teachers related to curriculum implementation, use of assessment information, instructional approaches, and instructional resources.

**D. Principal(s)**

The Principal(s) shall:

1. Provide leadership and support for curriculum development and implementation.
2. Ensure high functioning professional learning communities are in place in the school.
3. Ensure that data is utilized for the purpose of regularly using student work and assessment results to implement the curriculum and improve student achievement.
4. Work with the Coordinator of Curriculum and Instruction to ensure that instructional staff routinely uses the assessment system, including classroom, interim, and summative assessments to adjust instruction, monitor student learning, and provide feedback to students and parents that is timely, descriptive and constructive.
5. Develop a working knowledge of the curriculum in all subjects/courses.
6. Monitor implementation of the written curriculum by observing classrooms, monitoring lessons, meeting regularly with PLC's and teachers, and evaluating assessment results.
7. Provide instructional leadership for the school by regularly conveying the importance of implementing the written curriculum and effective instructional approaches.
8. Participate on and review meeting minutes of professional learning teams.
9. Communicate with parents about the school's curriculum, instructional program, and resources to support learning at home.
10. Identify professional development needs for the school to fully implement the curriculum.

**E. Instructional Coaches**

Instructional Coaches shall:

1. Provide instructional leadership to assist the principal(s) in the above-stated responsibilities.
2. Ensure the assessment system and curriculum maps are being implemented within instruction.
3. Participate in curriculum development and implementation processes.
4. Provide advice to Coordinator of Curriculum and Instruction on curriculum development, revision, program assessment, and student assessment.

**F. PLC Team Leaders**

PLC Team Leaders shall:

1. Provide building departmental leadership to assist the principal in the above-stated responsibilities.
2. Participate in curriculum development and implementation process, as needed.
3. Provide advice to Coordinator of Curriculum and Instruction on curriculum development, revision, program assessment, and student assessment in the subject area.

**G. Teachers**

Teachers shall:

1. Ensure the accuracy of the curriculum map(s) for their assigned courses.
2. Teach the written curriculum.
3. Actively participate in their professional learning community.

4. Regularly use student work and assessment results to implement the curriculum and improve student achievement.
5. Use the District's assessment system, including classroom, interim, and summative assessments to adjust instruction, monitor student learning, and provide performance feedback to students and parents that is timely, descriptive, and constructive.
6. Utilize effective instructional approaches resulting in high levels of learner engagement and student achievement of learning objectives.
7. Develop an expert knowledge of the curriculum in assigned subjects/courses.
8. Communicate with parents about the district curriculum, instructional programs, and student progress toward mastering learning objectives.
9. Participate in professional development to fully implement the curriculum.

#### **H. Students**

Students shall:

1. Recognize the importance of their active participation and engagement in the learning process.
2. Participate in self-assessment and goal setting, and monitor their progress toward mastery of learning objectives.

#### **I. Parents**

Parents shall:

1. Assume an active role in the education of their child.
2. Participate in two-way communication with the school about the instructional program and their child's learning needs.
3. Create a home environment that supports learning.

### **III. Curriculum Maps Components**

- A. All curriculum map documents should be in the required digital format, available through appropriate technology, and accessible through Google. The curriculum maps must include:
- B. Clear and specific measurable learning objectives from appropriate standards that state for each objective the what, when (sequence within course/grade), and the amount of time to be spent learning. This should include the essential/power standards.
- C. An assessment system that includes formative and summative assessments tied to standards (see Curriculum Assessment later in this document).
- D. Explanation of instructional tools and resources used to teach learning objectives.
- E. Activities incorporated for students to practice learning objectives.
- F. Vocabulary needed for students to learn the objectives.

### **IV. Guidelines and Procedures for Curriculum Revision and Program Evaluation**

#### **A. Curriculum Review and Revision**

Curriculum review and revision are continuous ongoing processes. Curriculum review should occur on an annual basis as student learning is monitored and curriculum is adjusted (as noted on the Curriculum Map) based on state standards and school needs.

## **B. Program Evaluation**

Program evaluation occurs based on the Program Evaluation Cycle noted below.

The purpose of the evaluation is to determine the quality and effectiveness of the overall program (e.g. Language Arts – Grades 6 through 12) in meeting student needs, instructional priorities, and state standards.

All changes and revisions to the program (including specific curriculum) will be communicated and distributed to all principals, teachers, and other staff in each building where the curriculum will be used. It is the responsibility of the principal to monitor the implementation of the curriculum in their building with support from the Coordinator of Curriculum and Instruction and Instructional Coaches.

## **C. Instructional Resource Selection**

Instructional resources selection (including textbooks and other materials) may take place concurrently as part of the curriculum review and revision process. Instructional resources and teaching strategies should be continuously monitored to improve teaching and learning, and the implementation of curriculum maps for teachers. A thorough review and selection of instructional materials will be conducted during the program evaluation. In addition, instructional materials may be reviewed and/or evaluated on an as needed basis.

**V. Program Evaluation Cycle**

<b>Year Evaluation Cycle Begins</b>	<b><u>Phase 1</u> Research &amp; Selection</b>	<b><u>Phase 2</u> Development</b>	<b><u>Phase 3</u> Implementation</b>	<b><u>Phase 4</u> Evaluation</b>
	Review team reviews current curriculum and selects new materials	Develop changes on curriculum maps as needed while utilizing new materials	Full implementation of curriculum maps and new materials	Evaluate curriculum and materials
<b>2018-2019</b>	Mathematics			
<b>2019-2020</b>	TBD			
<b>2020-2021</b>	TBD			
<b>2021-2022</b>	TBD			
<b>2022-2023</b>	TBD			

**VI. Instructional Resource Selection Procedures**

The selection of instructional resources is an important part of teaching and learning. The content and quality of those materials influence not only what students learn but how well they learn.

Therefore, educators must be as conscientious about selecting instructional resources as they are about developing curriculum. The process of selecting instructional resources must be systematic, objective, and thorough.

**A. Definition**

1. Instructional resources (e.g. textbooks, novels, articles, and digital media) are used by students in particular course of study or subject area.
2. Supplementary materials complete, reinforce, or extend the curriculum.

**B. Section criteria shall include:**

1. Alignment with district curriculum/state standards
2. Quality and timeliness of the material
3. Appropriateness for the needs, abilities, and achievement level of the students
4. Appropriate representation for the cultural needs of all students (e.g. ethnicity, gender, disability, family structure)
5. Appropriateness for the prevailing cultural and moral standards of the school community

**C. The following shall be used in analyzing, evaluating, and adopting instructional and supplemental resources:**

1. Resources shall be evaluated based on the Program Evaluation/Curriculum Cycle
2. The Coordinator of Curriculum and Instruction will convene a Selection Committee and

- solicit preview copies or logins
3. The Selection Committee will review district curriculum and utilize criteria established for evaluating resources
  4. In addition to the selection criteria, a *General Criteria Selection Guide* is provided below but the Coordinator of Curriculum and Instruction may develop an evaluation form specific to the content area that includes these general criteria.
  5. If necessary, the Selection Committee will narrow the possible choices to 2-3.
  6. All teachers teaching the subject will be given the opportunity to examine the resources being considered for adoption.
  7. The Selection Committee will complete its evaluation and make a recommendation to the Executive Director.
  8. All instructional resources and supplemental materials will be purchased through the Coordinator of Curriculum and Instruction.
  9. In the event of a curriculum complaint, a procedure for the re-evaluation of instructional resources and supplemental materials shall be maintained by the administration and facilitated by the Coordinator of Curriculum and Instruction in collaboration with the building principal.
  10. The adoption of some supplemental materials may not need to involve an extensive review process as long as it meets the selection criteria identified above. The Coordinator of Curriculum and Instruction will make that decision.

#### **D. General Criteria Selection Guide**

The following criteria shall be considered when purchasing any instructional resources or supplemental material for the classroom. This includes free resources.

1. How does the content of the instructional resource or supplemental material correlate with the objectives of the school's curriculum?
2. How does the content in the instructional resource or supplemental materials follow a defensible sequence of concepts and points of view?
3. How is the material presented to encourage critical thinking?
4. Is the material up-to-date and current?
5. Is the interest and reading level accessible and appropriate for as many students as possible?
6. How is the material presented to assure freedom from bias and stereotyping?
7. Why did you choose the materials over other resources that were reviewed and evaluated?

#### **E. Digital Resource Guide**

Digital resources are expected to enhance or lead to further learning and engaged instruction in the classroom. Class time is extremely valuable and showing full movies should be rare. *\*Note Copyright Guidelines below.* The following should be considered when showing and using a digital resource for instruction within the classroom.

1. For Spectrum Middle School (grades 6-8), a movie or clip from a movie must have a rating of G or PG.
2. For Spectrum High School (grades 9-12), a movie or clip from a movie must have a

rating of G, PG, or PG-13.

3. Along with the rating, any digital resources should also follow the selection criteria above.
4. Copyright Guidelines (Legal Zoom)
  - a. Public Display

A copyrighted movie cannot be publicly displayed without the consent of the copyright owner. However, if the movie is played privately, no violation occurs. The law defines public as a place that is open to anyone or has a substantial number of persons outside your normal social circle.
  - b. Fair Use Exception

Fair use allows the use of copyrighted material in a reasonable manner without the consent of the owner. Typically, the use is considered fair if it is for commentary, criticism, education or research. Courts look at several factors when deciding if the use is fair. If the group is watching a factual movie, doesn't charge money for the viewing, and watched the movie for educational or critical analysis, a court would more likely consider the use fair. However, if just for enjoyment and there is no discussion, the court will likely find infringement of the copyright.

#### **F. Approval**

The Coordinator of Curriculum and Instruction shall approve the selection of all requested and purchased instructional resources and supplementary material, in accordance with the above criteria, and the input of teachers, administrators, and other stakeholders as appropriate. All purchases must be pre-approved and remain within the allocated budget amounts.

It is the teacher's responsibility to ensure that all instructional resources and supplemental materials align with the above selection criteria, whether previously purchased by the school, received as a free resource, or personally owned. If in question, the teacher should seek out guidance from the Coordinator of Curriculum and Instruction. The request must contain the course name, grade level, and the instructional materials for review. The school will respond within 10 school days.

#### **G. Parental Appeal Process**

Spectrum believes that parents/guardians of students have the right to examine materials used by and with their children. Any request to review materials should be made to the Coordinator of Curriculum and Instruction. The request must contain the course name, grade level, and instructional materials for review. The school will respond within 10 school days.

If after reviewing the instructional materials (within 30 days), a parent, guardian, or an adult student (eighteen years old or older) objects to the content, they may request in writing the opportunity to make reasonable arrangements with school personnel for alternative instruction. The request should include specific rationale for the objection to the instructional materials. The school will have up to 10 school days to prepare an alternative curriculum plan and the parent, guardian, or adult student will then have 10 school days to review and

respond.

If the proposed alternative instruction does not meet their concerns, the parent, guardian, or adult student may provide the alternative instruction that meets the same standards and objectives proposed by the original materials (as reviewed by the Coordinator of Curriculum and Instruction).

1. The school is not required to pay for the costs of alternative instruction provided by the parent, guardian, or adult student.
2. Spectrum will not impose an academic or other penalty upon a student merely for arranging alternative instruction under this policy. School personnel may evaluate and assess the quality of the student work.
3. The intent is not to interfere with the rights of others to receive the instruction in question, nor does it relieve the students from meeting state standards and/or school learner outcomes.

## **VII. Assessment System (within curriculum)**

### **A. Questions to ask and guidelines to follow as assessments are collected or developed and included in curriculum maps.**

1. Centered on learning objectives
  - a. Does my curriculum include formative and summative assessment items keyed to measurable learning objectives that provide teachers adequate guidance in monitoring student performance on the objectives?
  - b. Does my curriculum provide pre-assessments for objectives where that is appropriate?
  - c. Does my curriculum include required interim assessments (data-driven assessments) tied to state standards?
2. Clear and appropriate users and uses of assessment and data
  - a. For teacher collaboration around student mastery of objectives
  - b. To measure progress
  - c. To inform curriculum revision and re-teaching
  - d. To shape professional development
  - e. To predict student performance on high stakes tests
3. Given its intended use(s), how will data be collected and reported?
  - a. DDI interim assessments collected and reviewed by teacher and Coordinator of Curriculum and Instruction
  - b. PLC goal assessments collected by teacher and PLC members

## **VIII. Definitions**

- A. **ALIGNMENT:** Teachers are responsible for effectively delivering the curriculum by aligning instruction to the written curriculum and by using assessment information to ensure that the learned curriculum, the taught curriculum, and the written curriculum are one in the same.

- B. **SCOPE AND SEQUENCE:** Curriculum maps for each subject area should provide a continuum of learning for grades 6-12 that provides vertical and horizontal alignment and connections.
- C. **INSTRUCTIONAL APPROACHES:** Teaching and learning techniques used to accomplish measurable learning objectives in the classroom. This includes AVID school-wide strategies and other best practices leading to engaged learning.
- D. **INSTRUCTIONAL RESOURCES or TOOLS:** Links, references, or full text of materials included within the curriculum map that teachers utilize to implement instructional activities matched to measurable learning objectives.
- E. **ASSESSMENT:** The process of collecting, analyzing, and interpreting information about academic performance related to standards and measurable learning objectives.
- F. **ASSESSMENTS:** Specific mechanisms that measure student achievement of learning objectives, including tests, performance-based measure, teacher observation, and other methods for students to demonstrate learning and progress.
- G. **ASSESSMENT SYSTEM:** Individual assessments should be situated within an assessment system that includes formative classroom assessments (for learning), which collectively provide adequate predictive purposes), and summative assessments (assessments OF learning), which collectively provide adequate information about student mastery of the measurable learning objectives in a given subject area.
- H. **SUMMATIVE ASSESSMENTS (Assessment OF Learning):** Summative assessments are given one time at the end of the quarter, semester, or school year to evaluate students' performance against a defined set of measurable learning objectives. These are teacher-administered end-of-unit, end-of-quarter, or end-of-semester tests that are used for grading purposes.
- I. **INTERIM ASSESSMENTS:** Assessments administered quarterly to evaluate students' knowledge and skills relative to a specific set of measurable learning objectives in order to inform teacher decisions regarding teaching and re-teaching. The specific interim assessment designs are driven by the purposes and intended uses.
- J. **FORMATIVE CLASSROOM ASSESSMENTS (Assessment FOR Learning):** Assessments used by classroom teachers to check where students are in their learning, where gaps in knowledge and understanding exist, and how to help teachers and students improve student learning. The assessment is embedded within the learning activity and linked directly to the measurable learning objective(s). It can be a five-second assessment and is often called "minute-by-minute" assessment or formative instruction. Furthermore, the tasks presented may vary from one student to another depending on the teacher's judgement about the need for specific information about a student at a given point in time. Providing corrective

feedback, modifying instruction to improve the student’s understanding, or indicating areas of further instruction are essential aspects of a classroom formative assessment.

**IX. References**

- A. Curriculum and Assessment Guidelines and Procedures – Columbia Public School District (March 2018)
- B. Stillwater Area Public Schools Curriculum Framework – Stillwater School District (March 2018)
- C. ISD #728 Alternative Programs Policy (March 2018)
- D. Legal Zoom. Accessed April 2, 2018. <http://info.legalzoom.com/copyright-laws-related-using-movies-group-showing-26393.html>