

Instruction

Curriculum Design and Development

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A. Each proposal for a *new* course should be developed as follows:

1. Name and Description of Course (one paragraph maximum);
2. Length of course, Frequency of Meetings and Credits;
3. Topical Outline of Course;
4. Goals and Objectives of the Course;
5. Reason for the Addition of the Course;
6. Vertical and Horizontal Relationship to Other Courses;
7. Estimated Cost of Implementing this Course;
8. Staffing Requirements;
9. Pilot Testing Recommended;
10. Proposal Developed by:

B. Each proposal for a revision or refinement of a course should be developed as follows:

1. Name and Description of Course;
2. Length of Course, Frequency of Meetings and Credits;
3. Topical Outline of Course;
4. Statement Relative to Areas of Proposed Revision;
5. Rationale for Course Revision;
6. Estimated Cost of the Course Revision;
7. Changes in Staffing Requirements;
8. Proposal Developed by:
9. Proposed Date of Implementation;

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C. Generalized Outline for Curriculum Guides

1. Statement of Philosophy: Each curriculum area is to have a K-12 statement of the philosophy of the program. For one area, vocational education, the statement will refer only to a secondary program.
2. Program Goals and Objectives: Each of the curricular areas is to prepare overall goals and objectives for the entire program. These are to be coordinated with the State and Vernon Board of Education goals for the school system. Refer to Teacher Handbook.
3. Behavioral Objectives: Each curriculum guide should contain behavioral objectives stated by grade level. These are to be measurable objectives that will form the basis for the evaluation of student progress.
4. Suggested Activities and Resources Available: Each guide should contain some suggested activities to assure learning of the essential skills and concepts. The resources available to help in accomplishing this should also be stated. Criterion tests should be developed to assess achievement of the curriculum concepts.

The above format should require the input of both supervisory and teaching staff so that not only will the curriculum be effective for each grade level, but also will be coordinated across grade levels for the complete program.

D. Assessment and Research Policy

1. It will be the policy of the Vernon Board of Education to encourage local research and to evaluate programs utilized by the school system.
2. All research assessments will be reviewed by the Superintendent of Schools.
3. Principals of those schools involved in any of the research projects will carry out the following:
 - a. Meet with and explain the project to the appropriate staff;
 - b. Alert parents when an assessment will be conducted with students;
 - c. Indicate to parents that they should call the school office in which the test is being administered if they have any questions about the assessment;
 - d. In the case of psychological or attitudinal tests (tests other than standard tests), parent's permission will be obtained prior to involving students;
4. All standardized testing for a given year and other types of ongoing tests (such as Whitlock Awards tests, etc.) will be explained to the parents in the school bulletin or newsletter (a written communication).

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D: Adoption of New Textbooks and Programs.

Textbook adoption requests first must be approved by the respective program committee, followed by approval of the Instructional Council, the Assistant Superintendent, the Superintendent and finally by the Board of Education. All textbooks will be reviewed and rated for reading difficulty by the reading staff under a consistent procedure.

For existing courses: A written recommendation for textbooks shall be made to the Instructional Council and shall include the following:

- The title, author and publisher of the textbook;
- The year of publication;
- The reasons for adopting this textbook;
- The number of copies to be ordered and the list price per copy;
- The title and publisher of all other textbooks examined by the department. In each school, a file of book publishers should be maintained to insure complete coverage of each subject area. As many examination copies should be obtained as possible;
- Copies of the top three textbooks which are being considered must be submitted to the Assistant Superintendent;
- The cost of adopting a new textbook must be included in the original budget request submitted to the Superintendent of Schools;
- Final selection must be made before May 1st. This will allow time for Board approval and summer ordering;
- The planned date of implementation.

For new courses or programs: a written recommendation shall be made to the Instructional Council consisting of the following elements:

- Stage of the program within the curriculum cycle.
- Name and description of the course/program.
- Length of the course, frequency of meetings and credits.
- Topical outline of the course/program.
- Goals and objectives.
- Reason for the addition
- Vertical and horizontal relationship to other courses.
- Estimated cost of implementation
- Staffing implications
- Proposal developed by:
- Proposed date of implementation
- Principal's approval.

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E: Course Drop Requests

Proposals for elimination of courses must be brought before the Instructional Council for approval. The same procedures are followed as for new course proposals. The following documentation must be provided to drop a course:

- School and department;
- Course title;
- Grades affected by the change;
- Reasons for dropping the course and the effect on the program;
- The course drop proposal is to be signed by the program committee chairperson and the principal of the school(s) offering the course.

F: Summer Workshop Requests

Summer workshops may be requested by curriculum committees through each program's chairperson. Workshop requests are to be submitted to the supervisor of instruction and placed before the Instructional Council. Approved workshops are then submitted to the Assistant Superintendent for Board of Education review.

Summer Workshop requests shall consist of the following components:

- Program stage on the curriculum model;
- Brief description of the workshop;
- Reason/need for the workshop;
- Expected outcomes;
- Vertical and horizontal relationships within the subject area;
- Cost of the workshop for personnel, secretarial help, supplies and materials, etc.

Legal Reference:

Connecticut General Statutes

10-16b Prescribed courses of study.

10-16c et seq. re family life education.

10-17 English language to be medium of instruction.

10-17 et seq. re Bilingual instruction.

10-18 Courses in United States history, government and duties and responsibilities of citizenship.

10-18a Contents of textbooks and other general instructional materials.

10-18b et seq. re Firearms safety programs.

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