

## **Instruction**

### **Curriculum**

The East Hampton Public Schools are committed to a comprehensive process of curriculum planning and assessment to foster continuous improvement of student performance as measured by the highest local, regional, national and international standards of excellence. Curriculum includes the scope and sequence of content, concepts, and skills taught in a particular discipline (or combination of disciplines, for interdisciplinary curricula); textbooks and other core materials; identified measurable student learning objectives; and the methods of assessing student performance of learning objectives.

The Board of Education is responsible for establishing the educational goals for the East Hampton Public Schools; for adopting measurable student learning objectives for each curriculum; for determining the assessments by which progress toward these goals will be measured; for approving all curricula and textbooks; and for approving all course additions or deletions. In accordance with Connecticut General Statute 10-220, this is a collaborative process, involving input from teachers, administrators, parents, community members, and students, as appropriate.

The Board of Education works with the administration in an ongoing cycle of review, revision, implementation, and evaluation of curriculum. The Board directs the Superintendent to develop and implement regulations that describe a process for educators to review, revise, develop, implement and evaluate curriculum and report to the Board on the status of each curriculum on a five year cycle.

A sound curriculum review and design process promotes effective teaching and learning. The following basic principles shall guide curriculum review and revisions:

- Curriculum design, development, implementation, assessment and revision shall be a planned, ongoing, and systematic process, which is supported by the school system.
- All curricula shall undergo regular review.
- Curricula shall be content rich and shall promote students' development of basic skills, critical thinking and creativity.
- Curricula shall address the diverse needs of students.
- State and national standards, sound research findings, best educational practices, and post-secondary expectations of students should form the basis of curriculum development, evaluation, and revision.
- Teachers and administrators shall participate in curriculum development, evaluation, and revision.

## **Instruction**

### **Curriculum** (continued)

#### **Objectives**

An orderly series of curriculum objectives that describe student learning shall be adopted by the Board of Education in each subject for each grade and course.

#### **Characteristics of Individual Learning Objectives**

Each learning objective shall have the following characteristics:

1. Be important for students to learn. That is, each objective shall be important either in and of itself or as a foundation supporting some more important, more advanced objective.
2. Be specific and measurable.
3. Be simply and clearly worded so that most lay people can read and understand it.

#### **Characteristics of the Set of Objectives for Each Grade or Course**

The set of objectives adopted in each subject for each grade or course shall have the following characteristics:

1. Be at levels of difficulty that challenge all students.
2. Reflect the abilities and needs of a diverse student body.
3. Cover a coherent and comprehensive set of topics within the subject for that grade, or course, or for the world of work.
4. Build on objectives taught in preceding grades or courses.
5. Prepare students for the objectives of the succeeding grade or course.
6. Support and be integrated with appropriate objectives in other curricula designed for the same student population.

#### **Review of Objectives**

During the process of curriculum development, the Superintendent shall assure that objectives are reviewed and critiqued by individuals from one or more of the following groups, as appropriate:

1. District faculty members in the appropriate grade, subject or course

**Instruction****Curriculum** (continued)**Review of Objectives** (continued)

2. District administrators
3. Nationally recognized experts in the subject field
4. Faculty members in other school districts
5. College and university professors in the subject field
6. Employers in the occupational field related to the subject field.

Brief documentation shall be made of the critiques provided by the reviews. This documentation shall be reviewed by the Board of Education as part of its process of adopting objectives for any grade or course.

**Use of Objectives**

Once objectives for any grade or course have been adopted by the Board of Education, the approved objectives shall be used by all people who are responsible for developing and implementing curriculum (i.e., program coordinators and administrators, ad hoc curriculum committees, staff developers, Principals, and teachers) for the following purposes, among others.

1. Selecting textbooks and other instructional materials for the grade or course
2. Acquainting newly employed district teachers with the objectives of the grade(s) or courses they will be teaching
3. Training current district teachers, if necessary, in any revised subject mater content and/or in instructional methods for teaching that content
4. Informing parents as to what their children are expected to learn in each grade or course
5. Selecting and/or creating assessments to see whether students have mastered the objectives for a grade or course

## Instruction

### Curriculum (continued)

#### Assessment

A comprehensive and systematic process for evaluating curricular programs is essential. The outcomes of program evaluation provide direction for staff development and for curriculum revision and improvement. The Superintendent shall be responsible for assuring that program effectiveness is assessed through a variety of measures. The assessment for each curriculum area shall include the following:

- Method of assessing implementation
- Measures to be used for evaluation of student progress during implementation and maintenance phases
- Measures to be used for evaluation of a program

Program effectiveness shall be measured through a variety of data sources. While student achievement data is a primary source, other sources may also be appropriate (e.g., teacher, parent, and student perceptions: follow-up data on student performance, etc.)

(cf. 0210 - Goals/Objectives for Student Accomplishment)

(cf. 1312 - Complaints Concerning School Personnel/Instructional Materials)

(cf. 5145.4 - Nondiscrimination)

(cf. 6000 - Concept and Roles in Instruction)

(cf. 6010 - Goals and Objectives)

(cf. 6141 - Curriculum Design and Development)

(cf. 6142 - Subject Fields)

(cf. 6144 - Controversial Issues)

Legal Reference: Connecticut General Statutes  
 10-15 Towns to maintain schools.  
 10-15c Discrimination in public schools prohibited.  
 10-16b Prescribed courses of study.  
 10-18 Courses in United States history, government and duties and responsibilities of citizenship.  
 10-19 Effect of alcohol, nicotine, or tobacco and drugs to be taught.  
 10-220 Duties of boards of education

Policy adopted: June 26, 2006

EAST HAMPTON PUBLIC SCHOOLS  
 East Hampton, Connecticut