

CURRICULUM DEVELOPMENT AND MATERIALS ADOPTION PROCESS I-5

The Mountain Brook Board of Education seeks to provide its students with a curriculum which:

- Ensures the mastery of knowledge and skills necessary for success in post secondary study and careers
- Challenges each student to do the best work of which each is capable
- Allows for individual student differences in needs, abilities, and interests
- Engages students in active learning in which they both acquire knowledge and learn to apply it in meaningful ways
- Enables students to see connections among the academic disciplines
- Enables students to become independent learners
- Is based on sound research and effective practice
- Is supported by high quality, engaging instructional materials
- Enjoys the understanding and support of faculty, parents, and community

In order to provide such a curriculum, the process outlined below will be implemented as each major curriculum area is scheduled for review. That schedule will be tied to the state materials adoption cycle which calls for certain subject areas to be reviewed in a given year. The process should be flexible enough to provide for necessary refinement of curriculum at any point in the cycle.

1. Identify curriculum committee members (teachers, media specialists, counselors, principals, administrators, parents, students, and community members with relevant expertise).
2. Gather and analyze data for the committee's work:
 - Needs assessment (staff, student, parent, and community)
 - Student performance data.

3. Establish parameters for the work of the committee (e.g., funding, time, grade levels, subject areas, committee charge, and process).
4. Collect available materials and research in the field of study:
 - state guidelines, curriculum guides, courses of study
 - exemplary curriculum guides
 - other school systems' curriculum plans
 - nationally recognized professional associations' projects
 - professional publications.
5. Organize the work of the curriculum committee to produce an instructional framework for the subject area under consideration:
 - familiarize committee with nature and emphases of the task
 - review current research
 - review needs assessments
 - develop instructional framework:
 - develop a philosophy
 - develop goal statements
 - develop specific academic objectives
 - review relevant student performance data to determine degree to which desired objectives are currently being attained
 - determine K-12 content organizational structure to include opportunities for integration with other subject areas
 - develop course content sequence including instructional time allocation and flexibility to meet individual student needs
6. Provide opportunity for staff, student, and community input on the proposed instructional framework.
7. Finalize committee recommendation of instructional framework based on staff, student, and community input.
8. Obtain Board of Education approval of instructional framework.
9. Select resources for instruction:
 - Review by committee of available materials, selecting those to be reviewed by staff, including a thorough analysis of how the integration of technology can be supportive of the instructional framework.
 - Review by total staff
 - Review by committee of input from total staff and recommendations including cost of materials to superintendent

- Display recommended materials at schools, libraries, and Central Office for review by parents, students, and community members.
 - Provide media specialists lists of supplementary materials to be considered and ordered by schools
 - Finalize committee recommendations incorporating input from staff, parents, students, and community
10. Present recommendations for adoption to Superintendent.
 11. Obtain Board adoption of materials.
 12. Develop classroom assessment procedures for determining students' attainment of academic objectives.
 13. Develop ongoing staff development program which supports the implementation of the framework and use of supporting materials.
 14. Develop management plan for program implementation to include ordering of materials, staff development, assessment activities, ongoing evaluation, and communication with parents.

Adopted: March 21, 1994