

POLICY

Curriculum Evaluation, Development and Adoption

IGA

Continual evaluation, development and adoption of curriculum is necessary if the District is to meet the needs of all students in its schools. The School Committee [Committee] will rely on its professional staff to research and implement instructional programs and courses of study that will forward the educational goals of the school system. To be successful, curriculum evaluation, development and adoption must be a collaborative enterprise involving faculty and administrators utilizing their professional expertise.

Evaluation

The Committee expects its faculty and administration to regularly evaluate the education program and to recommend modifications of practice and changes in curriculum content as well as the addition or deletion of courses to the instructional program.

During the evaluations, development and adoption process, the faculty and administration shall ensure that all educational materials are age and grade level appropriate and ensure that they do not contain simplistic and demeaning generalizations and bias on the basis of race, color, sex, gender identity, religion, national origin, sexual orientation, disability or homelessness.

Development and Adoption

Curriculum development and adoption is an ongoing process that involves the systematic design, implementation, and evaluation of planned learning experiences. The Committee encourages research activities by the District and urges application of research findings to instructional and managerial processes of curriculum evaluation, development and adoption. The Committee encourages action research in the form of evidential and pilot projects. Evidential and/or pilot projects may be recommended by staff members, administrators or curriculum committees. Evidential programs may be established in the area of instruction if approved by the principal of the building in which the program will be instituted and the Superintendent if across grade levels in more than one school.

The Superintendent will have authority to approve new programs and courses of study after they have been thoroughly studied and found to support educational goals. The Committee itself will consider, and officially adopt, new programs and courses when they constitute an extensive alteration in instructional content or approach. This includes a public presentation as the Committee wishes to be informed of all new courses and substantive revisions in curriculum.

Instructional materials under consideration for adoption should align with the Massachusetts Curriculum Frameworks and meet criteria established through a formal peer review such as nationally established EdReports.org or Massachusetts established CURATE. Instructional materials under consideration should undergo a peer review process where educators review and rate evidence on the quality and alignment of curriculum materials.

All instructional materials, including teachers' manuals and supplementary material, used in connection with any research of an evidential program, curriculum development and adoption will be available for review by all stakeholders.

Procedural Timelines

For extensive alterations in instructional content or approach, a representative group of faculty and administration will establish a procedural timeline for the School Committee. The timeline may be adjusted by the representative group throughout the evaluation, development and adoption, and review, revise and adapt processes.

Review, Revise and Adapt

A review process must collaboratively involve faculty and administrators. A review process must also include a reflective practitioner interview and observation mechanism to understand current teaching practices and desired learning outcome. Data collection adds value to the curriculum review process, such as, but not limited to, pre- and post- tests, common assessments, locally determined benchmarking, progress monitoring, standardized testing, and state assessments where applicable. As a result, faculty and administrators will identify revisions or adaptations to improve teaching and learning in a curricular area.

LEGAL REF:

M.G.L. [69:1E](#); [15:1G](#); [71:1](#); [69:1E](#)

603 CMR [26:05](#) ([Access to Equal Educational Opportunity – Curricula](#))

Adopted 03.09.2022