The curriculum is a set of skills, concepts and processes that our students are expected to learn during their kindergarten through grade twelve experiences. The purposes of the curriculum development process include the following:

- Respond to district needs assessments.
- Establish student learning expectations in each curriculum area.
- Respond to student needs.
- Provide a process for continual improvement of the curriculum to meet changing educational demands.
- Establish consistency and progression within, between, and across grade levels and subjects.
- Provide an orderly and systemic process that will avoid unnecessary duplication, and provide for a responsible use of resources and materials.

The Guilford Public Schools curriculum development process consists of two levels of review/revision:

- **Comprehensive:** an extensive process that examines K-8 grade level expectations as reflected in state and national standards as well as standards established by our district; high school curriculum may be identified by grade level or by course. A comprehensive review can lead to the adoption of new resources.
- **Targeted:** a more limited review of a particular portion of a curriculum or course in response to a defined need, to address a specific problem within that portion of the curriculum, to map a curriculum onto a new standard, or to assess compliance with a state standard. This process may or may not lead to the adoption of new materials.

Comprehensive reviews of each curriculum within the District should be conducted on a rotating schedule not to exceed eight years.

Throughout the curriculum revision process, parents and community members are invited to participate. Those seeking to participate in the full process will need to commit significant time and effort in order to aid in the smooth flow of the committee work. Please contact your building principal or the Associate Superintendent for Curriculum and Instruction.

**STAGES IN THE CURRICULUM REVISION PROCESS**

1. **Curriculum mapping** is used as the first step in the review process. Mapping is used to identify current objectives and course content. Additional information is gathered during the mapping process regarding supporting materials, assessments and units of study currently used in the district to support the current curriculum.

2. The “map” is then compared to grade level expectations, student achievement data, state frameworks, standards and current research to determine if it meets these criteria.
3. Based on the analysis of this comparison phase, revised curriculum is developed to reflect updated expectations.

4. Upon completion of the revisions, the proposed curriculum is field-tested by the teaching staff and resources are evaluated for adequacy and appropriateness. Based on staff input, specific units of study are examined and revised to reflect the new expectations.

5. At the conclusion of these steps, a determination is made whether or not to pursue the adoption of a new textbook and/or resources to support the implementation of the new curriculum. (If a major adoption is recommended, a committee must follow the textbook adoption process.)

At the conclusion of this process, curriculum documents are posted on our district website. At the elementary level, progress reports are revised to reflect the new curriculum. Additional curriculum information will also be shared with parents at Back-to-School Night.

Note: When targeted reviews are conducted, the mapping process is defined by the reason for the review. Resources may or may not be changed as a result of a targeted review.

CURRICULUM IMPLEMENTATION

It is at this stage of the process that decisions are made to define the locus of responsibility for assuring high standards of implementation. These decisions may require additional support such as the appointment of curriculum specialists (as in the case of our mathematics revision and new resource adoptions), building facilitators or team/discipline leaders.

Professional development for the staff is integral to successful implementation of any curriculum and is especially important when many changes in content are involved. Therefore, schools provide professional development for staff during the implementation phase. The level and nature of the professional development is planned in conjunction with the revision process. Ongoing professional support is also provided based on input from the building administrators and related curricular support staff.

Dynamic curricula, in conjunction with skilled professionals, engaged students, and supportive parents and community members, contribute to excellence in learning that Guilford Public School District strives to achieve.