



# ADMINISTRATIVE PROCEDURE

## DEVELOPING CURRICULUM DOCUMENTS FOR INSTRUCTIONAL PROGRAMS IN ELEMENTARY AND SECONDARY SCHOOLS

6132

Procedure No.

July 1, 2019

Date

- I. **PURPOSE:** To establish administrative procedures for developing curriculum documents for instructional programs Prekindergarten to Grade 12.
- II. **BACKGROUND:** The Prince George's County Board of Education delegates to its professional staff the responsibility for developing curriculum documents for instructional programs. This administrative procedure outlines the steps for developing curriculum documents for preparation and publication.
- III. **DEFINITIONS:** The following definitions apply to the content of this Administrative Procedure:
  - A. **Course:** Organization of subject matter and related learning experiences providing for the instruction of students on a regular or systematic basis for a predetermined period of time (e.g., semester, quarter, year).
  - B. **Culturally Responsive Education:** The position that values the diverse cultural backgrounds and identities of students as strengths and contends that consideration of culturally inclusive curriculum, assessment, and instructional resources makes the act of education more comprehensive, multi-dimensional, empowering, realistic and equitable.
  - C. **Curriculum:** The instructional content, resources, and instructional processes designed for the attainment of educational objectives.
  - D. **Curriculum Framework Progress Guide/Maps:** The official published curriculum document of a given content area.
  - E. **Nondiscrimination Policy:** The commitment of the Prince George's County Board of Education under Board Policy 0125 that it does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to designated youth groups.
  - F. **Objective:** Expected pupil outcomes of course offerings, or parts of a course in terms of content learned, skills attained, and attitudes acquired.
  - G. **Program:** A sequence of courses and related learning experiences in a particular discipline or field of study organized to fulfill a specified set of instructional objectives; e.g., Mathematics Program, Prekindergarten-12, World Language Program, K-12. A program may also be a sequence of courses and related learning experiences in several subject areas or disciplines designed to attain specific instructional objectives; e.g., Career and Technical Education Program (CTE), Creative and Performing Arts,



# ADMINISTRATIVE PROCEDURE

## DEVELOPING CURRICULUM DOCUMENTS FOR INSTRUCTIONAL PROGRAMS IN ELEMENTARY AND SECONDARY SCHOOLS

6132

Procedure No.

July 1, 2019

Date

English for Speakers of Other Languages, Environmental Education Program, Special Education Program. A program also may be a specialty program (e.g., Science and Technology Program, Talented and Gifted Program).

- H. Rationale: A statement of the beliefs about and principles underlying a subject area or discipline that determines the objectives, content, teaching strategies, learning activities, and evaluation techniques to be employed in planning, developing, implementing, and evaluating the instruction.

#### IV. **PROCEDURES:**

##### General Guidelines:

- A. Maryland State Department of Education mandates, district level initiatives, and content supervisors determine the need to develop or revise a curriculum document.
- B. All written curriculum documents across every content area must be accurately aligned with the adopted state standards for the given content area. In cases where such standards do not exist, curriculum can be aligned to national standards, or course specific standards as outlined by an adopted program or textbook.
- C. Supervisors of special programs such as the Talented and Gifted, Montessori, Immersion, Special Education, English for Speakers of Other Languages (ESOL), Advanced Placement, International Baccalaureate, and any other specialty program, are responsible for reviewing curriculum documents and providing feedback around program goals and requirements to content area supervisors.
- D. Content Supervisors will ensure that all curriculum materials are developed with a commitment to consideration of culturally responsive education principles and the Prince George's County Board of Education non-discrimination policy (see Definitions B, E).

The following steps must be followed when developing formal written curriculum:

1. Supervisors conduct ongoing assessments of curricular needs.



## ADMINISTRATIVE PROCEDURE

### DEVELOPING CURRICULUM DOCUMENTS FOR INSTRUCTIONAL PROGRAMS IN ELEMENTARY AND SECONDARY SCHOOLS

6132

Procedure No.

July 1, 2019

Date

2. Each content area must have a curriculum project process that includes the following steps:
  - a. Focus Groups must be conducted with teachers at least once annually to get feedback on curriculum resources. Focus group invitees should include representation from all grade levels, and be selected from a list of volunteers or by invite from the supervisor to ensure balance in the groups.
  - b. Each content area must collect curriculum feedback from teachers in the form of a survey or electronic form prior to writing the curriculum; this information should be used to inform the curriculum writing goals.
  - c. Each content area must have a curriculum writing plan on file that is developed based on an analysis of systemic data, classroom observations of curriculum implementation, teacher feedback, and changes/shifts to learning standards. The rationale for this plan should generally summarize the anticipated projects for the year.
3. Content supervisors will announce curriculum-writing opportunities to all teachers including instructions on the process. A record of candidate interest should be kept by the content supervisor electronically for at least three years. The number of available positions is impacted by budget, timing, and other factors that may impact the writing process. As a part of the application process candidates will provide a written lesson plan and/or writing sample. Candidates that are selected for writing will be selected based on writing experience, teaching experience/proficiency, writing ability, and team strengths. All candidates that indicated a desire to write will be notified of the decision by the content supervisor or his/her designee.
- E. Writing team(s) will meet at locations designated by the supervisor during approved times to develop curriculum materials.



## ADMINISTRATIVE PROCEDURE

### DEVELOPING CURRICULUM DOCUMENTS FOR INSTRUCTIONAL PROGRAMS IN ELEMENTARY AND SECONDARY SCHOOLS

6132

Procedure No.

July 1, 2019

Date

- F. Supervisors are responsible for ensuring that curriculum materials are edited for content appropriateness and accuracy, as well as for accuracy of grammar, spelling, syntax, and usage.
- G. Documents will be published on the P Prince George's County Public Schools' Curriculum Google Site.
- H. Supervisors plan for staff development to help teachers use new curriculum materials.
- I. Supervisors conduct an evaluation of curriculum materials.
- J. Supervisors utilize the feedback from the evaluation to revise/refine/develop documents.

V. **MONITORING AND COMPLIANCE:** The Director or Officer for each department will review this administrative procedure annually with the content teams in his or her area.

Each content area supervisor will keep a folder with the project plan, teacher feedback, list of writers, and link to curriculum writing application responses. There will be a folder for each content area each school year and the folder should be kept on file for a minimum of three years.

VI. **RELATED PROCEDURES:** None.

VII. **MAINTENANCE AND UPDATE OF THESE PROCEDURES:** These procedures originate with the Division of Academics and will be maintained and updated as required.

VIII. **CANCELLATIONS AND SUPERSEDURES:** This Administrative Procedure cancels and supersedes Administrative Procedure 6132, dated February 1, 2009.

IX. **EFFECTIVE DATE:** July 1, 2019.