



CURRICULUM DEVELOPMENT AND STUDENT ASSESSMENT

It is the responsibility of the New Castle County Vocational Technical School District to continually develop and modify curriculum and assessment methods to meet changing needs. All faculty and staff shall take responsibility for curriculum and assessment, both essential ingredients in high-quality instruction, which will be planned and coordinated to provide a common direction of action for all instruction in the district.

Teachers will use ~~curriculum~~ **course** guides to develop daily lesson plans. Administrators will work with teachers to maintain consistency between curriculum design (written curriculum) and curriculum delivery (what is actually taught). Instructional resources shall be selected based upon their alignment with the course guides. A professional development plan will be designed and implemented to prepare staff members to teach the designed curriculum.

While instructional differentiation is expected to occur to address the unique needs of specific students, instruction will be derived from a curriculum that is common to all students and all levels of that curriculum, and supplementary resource materials shall be available to all students and staff regardless of grade or subject assignment.

The curriculum is designed to provide teachers and students with the District's expectations of what young people are to learn. Teachers are expected to follow ~~the curriculum teaching assignments~~ **the course guides** and to utilize **district** assessments which have been developed by the **Instructional Services Division**.

Major curricula changes, including but not limited to elimination or addition of programs, will be subject to Board approval. Curricular proposals from staff may be presented to the superintendent **and/or the Director of Instruction** who will be responsible for making recommendations to the Board on such matters. The **course** guides will reflect alignment to the state standards and shall be designed to assist in strengthening and clarifying the educational philosophy of practitioners and will, when possible, suggest a variety of strategies for instruction.

Written curriculum guides shall be developed and contain the following components:

- Keep Mission Statement with District Logo Belief Statements related to the subject area
- Scope and sequence chart for use in designing instruction at the appropriate level of difficulty for all learners
- Identify specific content skills ~~and attitudes~~ **concepts**, ~~and processes~~ to be taught
- Correlation of learner outcomes to state and local assessments
- Correlation of learner outcomes to instructional resources, textbooks, and supplemental materials
- Recommended time allocations for curriculum areas and time range for outcomes
- ~~Homework guidelines~~ (add to faculty handbook rather than Board policy)
- Systemic Purposes of Assessment:
 1. Results of ~~unified summative~~ **district common** assessments and **DCAS State** assessments will be used to guide curriculum redesign and instructional improvement.
 2. Results of ~~unified summative~~ **district common assessments** and **DCAS State** assessments will be used to determine the extent to which students are meeting the state standards.
 3. Results of **DCAS State** assessments will be used to evaluate the status of students from national and state perspective.
 4. Results of formative classroom assessments will be used to inform decision making related to the instructional progress of individual students and groups of students.
 5. Results of summative classroom assessments will be used to inform end of marking period grading decisions.
 6. Where appropriate and when sufficient resources are available, commercially developed and/or district assessments will be used to diagnose and determine instructional assignments for students.
 7. Results of ~~unified summative assessments~~ **District common assessments** and **State DCAS assessments** will serve as one (set of) indicators (among several) used to verify instructors' instructional proficiency, and one (set of) indicators used to identify instructors who may be in need of constructive intervention from principals and district support staff. **Do we want to delete this since it is in DPAS**

The district shall be guided by the following basic tenets regarding the development and administration of assessments:

- Sound assessment is an essential ingredient in high-quality instruction. For this reason, it is paramount that assessment and instruction be integrated at all times.
- All assessment users should have the desire (i.e. incentives), opportunity (i.e. responsibility and time), and resources (i.e. training and support) needed to develop and use sound, instructionally relevant assessment.
- All assessments used in this district will meet five standards of quality. They will: (1) arise from and reflect a clear and specific target; (2) serve a clearly articulated purpose; (3) rely on a proper assessment method; (4) sample the target appropriately; and (5) control for extraneous factors that can cause the mismeasurement of achievement. All educators in the district should understand these standards and know how to apply them in their own assessment, evaluation, and communication contexts. All assessments not satisfying these quality criteria will be discarded.
- A variety of assessment strategies are acceptable, including paper and pencil tests and quizzes, **electronic assessments**, performance assessments and assessments based on personal communication with students. All district staff and faculty should understand these formats and know how to use them in their own assessment, evaluation, and communication contexts, and should be encouraged to experiment with innovative applications of these methods.
- Whenever possible, assessment procedures will be integrated and coordinated **within each of the course guides** across levels of decision-making (i.e. from individual students, to classroom, to building, to district) so as to promote efficient, cost-effective assessment and consistency in communication.

Regulatory Implications for Assessment:

The superintendent of schools is responsible for selection, assignment, and direction of the professional staff required to provide for offering the approved courses of study, including the planning and budgeting of curriculum development activities and professional development activities as may be required.

Further, it is the responsibility of the superintendent and building administrators to hire faculty and staff who possess competencies required to fulfill their assessment, evaluation, and grading responsibilities; secure or provide training for those currently employed who lack the necessary assessment

competence; and institute ongoing staff evaluation procedures to ensure the ongoing presence of appropriate levels of assessment competence at classroom, building, and district levels. In addition, the superintendent should encourage members of the school board to receive training necessary to fulfill their roles as users of assessment information.

Finally, it is the responsibility of the superintendent and principals to maintain a professional environment surrounding assessment, evaluation, and grading in which those unable to fulfill their responsibilities are encouraged to request appropriate assistance.

Role Responsibilities

Superintendent and District Staff Members: The Superintendent is responsible for the implementation of the policy and these regulations. The Superintendent/designee will serve as the primary initiator and monitor of the management system. Appropriate District staff members are to serve as technical advisors to principals and to establish the management pace. They assist principals in implementation of the plan, and they look for ways to keep the practices functional and effective.

Principal: The building principal is the key to the monitoring and implementation of curriculum and assessment. The principal /assistant principal will translate this importance to all staff members on a continuing basis. The principal/assistant principal will observe classes, monitor lessons, and evaluate teacher-made tests.

Principals/assistant principals should use the following basic strategies to monitor curriculum and assessment:

- Full-period classroom observations when possible
- Twenty-minute classroom observations
- Walk-through observations
- Interviews and conferences
- Child study team observations
- Participation in department meetings, Professional Learning Community meetings, and data analysis sessions led by the Department of Education Data Coach.

Department Chairs should use the following basic strategies to support consistent use of best practices related to curriculum and assessment:

- Collaborative analysis of student work
- Common grading, benchmarking

- Collaborative lesson planning
- Timely use of assessment data using the district's adopted data protocol(s)

Teachers: Teachers are to carry out several responsibilities that reflect their role in the curriculum management and assessment process. Teachers are responsible for teaching to the planned curriculum and for testing their teaching. Teachers are to administer district and ~~DCAS~~ **State** assessments according to test administration guidelines and are responsible for maintaining the integrity of secure tests (e.g., district **common assessments** ~~Unified Summative Assessment instruments~~, **DCAS State** tests).

Budget

The District will make every effort to provide the proper resources necessary to meet the organization's educational goals and priorities.

Curriculum and Assessment Development Cycle

The New Castle County Vocational Technical School District will review all curriculum on a three year cycle, **or when new standards are adopted by the State**. The Director of Instruction will assemble teacher leaders, administrators, experts from the Department of Education and Higher Education to review curriculum, assessments, textbooks, **electronic resources**, technology, and professional development for the Core Content Area being studied.