

LAMPETER-STRASBURG SCHOOL DISTRICT
Lampeter, Pennsylvania 17537

CURRICULUM EVALUATION AND DEVELOPMENT PLAN

I. RATIONALE FOR CURRICULUM EVALUATION AND DEVELOPMENT

A school system needs a continuing body with special responsibility to formulate recommendations with regard to curriculum development and coordination. In order to maintain a "system" for curriculum development, the Lampeter-Strasburg School District has developed District Curriculum Committees. These Committees provide a structure for curriculum development, change, coordination and evaluation. These Committees also initiate and become a clearing house for studies, experiments, and innovations. They formulate recommendations and, in general, are advisory to the Administrative Committee.

Persons responsible for curriculum development and coordination are represented on these Committees. Membership includes selected teachers, resource specialists, department chairpersons, and administrators.

II. PRINCIPLES OF CURRICULUM DEVELOPMENT AND IMPROVEMENT

- A. There must be a system-wide coordination and support of total curriculum. A system should be established for curriculum development, improvement, evaluation, and monitoring which emphasizes basic skill development in all disciplines.
- B. The development of any aspect of the curriculum must be related to the scope, sequence, and integration of learning experiences provided for pupils in grades Kindergarten to twelve.
- C. The leadership and active participation of the school principal and staff in curriculum improvement are the keys to successful programs.
- D. The advice and/or assistance of resource persons from within or without the district should be sought in an effort to improve the curriculum.
- E. Effective staff communication is essential for curriculum development.
- F. Curriculum development is based on the knowledge of how children grow, develop and learn.
- G. Available research and supporting data for initiating curriculum change and new curricula should be investigated.
- H. The curriculum must provide experiences which emphasize basic skill development systematically addressed at all levels and in each course of study and planned course.
- I. Curriculum should include planning in the affective, cognitive, and psychomotor domains.
- J. Curriculum development is an ongoing process that requires a maintenance system and necessitates continuous monitoring, evaluation, and coordination.

III. PRINCIPLES FOR QUALITY LEARNING EXPERIENCES

Quality learning experiences are inherent in an effective curriculum program. These experiences need to be:

Meaningful - providing opportunities for students to discover meaning, to make sense of their experience and to integrate knowledge

Involving - providing opportunities to become actively engaged in meaningful experiences

Diverse - using many learning styles, modalities and talents

Ethical - providing positive activities which dignifies the students and their experiences

Challenging - providing students new information and how to process it to meaningful situations

Appropriate - directly related to the context and the participant

Relevant - relates to and contributes to the unit objective(s)

IV. DISTRICT CURRICULUM COMMITTEE COMPOSITION

The District Committees' memberships includes department chairpersons, grade level representatives, classroom teachers, principals, and the Assistant Superintendent. The school administration will appoint a teacher to serve as the chairperson of each Committee for a two year term. Members to serve on the Committee are invited to do so by the principals and the Assistant Superintendent. Members are invited to serve on a yearly basis. Additional personnel, resource people, and members of the community and student body may be added to supplement the activities of the Committee.

V. GENERAL ASSUMPTIONS, PRACTICES AND PROCEDURES

- A. The District Curriculum Committees meet, on an average, three times per year. Additional meetings are called as needed to complete specific activities.
- B. The Committees are directed to accomplish developmental curriculum tasks. The goal is to improve curriculum and learning through coordination, developmental activities, and constant review of the status of curriculum and learning in the district.
- C. Needs assessments and evaluations of the curriculum practices in the district are conducted by the Committee in a systematic and structured sequence.
- D. The Committees keep the teaching staff and administrators informed through published minutes of all meetings.
- E. The Committee presents reports to the Administrative Committee for action.
- F. The Academic Committee, or other appropriate committee of the school board, receives recommendations from the Administrative Committee for discussion and support for action by the school board. For information purposes, the Academic Committee also receives reports and presentations from teachers, department members, and administrators.

VI. CURRICULUM REVISION

A. A specific schedule for revising the various instructional areas will:

1. Provide a logical sequence of activities to be followed in assessing and revising the curriculum.
2. Assure that every identified curricular area is examined on a five (5) year cycle.
3. Provide better coordination in preparation of planned courses.
4. Provide a basis for budgeting in the area of curriculum.
5. Provide regular communication to the School Board, via the Academic Committee, in terms of progress and current status of curricular areas.
6. Provide adequate resources for staff inservice programs as needed.

B. Curriculum Revision Cycle

1. **Needs Assessment**
2. **Planning and Development**
3. **Implementation**
4. **Evaluation**

VII. CURRICULUM EVALUATION AND DEVELOPMENT PLAN

A. **Needs Assessment**

1. Define program needs in relation to:
 - a. District scope and sequence of current planned courses
 - b. Program balance and consistency
 - c. Grade level and age appropriateness
 - d. Established goals, continuity and priorities
 - e. Relevance to the students' needs
 - f. Alignment with Pennsylvania Academic Standard
2. Define pupil needs in relation to:
 - a. Educational needs - present and future
 - b. Personal needs - present and future
 - c. Test results - local, state and national
 - d. Surveys both specific and general
 - e. Learning styles
 - f. Proficiency on Pennsylvania Academic Standards
3. Define staff needs in relation to:
 - a. Teaching strategies
 - b. Learning styles of pupils

- c. Improving pupil performance
 - d. Evaluating curriculum and learning
 - e. Interpreting course content in providing a balanced program
4. Define community needs in relation to:
- a. Needs and aspirations
 - b. Attitude toward the educational program
 - c. Cultural and aesthetic climate
 - d. Support and involvement

B. Planning and Development

1. Develop goals based upon:
- a. Needs assessment results
 - b. Research and accepted practices
 - c. Requirements of the local education agency
 - d. Requirements of the State and Federal Government
2. Develop objectives based upon:
- a. Established goals and objectives
 - b. Clarity and measurability
 - c. Relevance to implementation
3. Develop a balanced program of studies in relation to:
- a. Established goals and objectives
 - b. Scope and sequence
 - c. Essential knowledge and skills, defined by Pennsylvania Academic Standards
 - d. Elective courses which enable pupils to develop and pursue special interests
 - e. Integration of knowledge and skills with other disciplines
 - f. Reinforcement of skills for learning in many subject areas
 - g. Enrichment opportunities enabling pupils to expand their knowledge and pursue wider horizons
 - h. Responsiveness to the special needs of students
 - i. Meaningful and exciting activities and experiences
 - j. Students' involvement and active participation
 - k. Learning styles, modalities and talents of students
 - l. Providing students an opportunity to expand and search for new horizons and challenges
 - m. Appropriateness of the context for the participant
 - n. Relevance to the needs of the students and their educational objectives
4. Consider resources needed to:
- a. Support the educational expertise of the teaching staff
 - b. Support the administrative staff
 - c. Provide adequate training, inservice, etc.
 - d. Encourage community support and involvement
 - e. Secure support of the community and other agencies

C. Implementation

1. Implementation action plans need to be based upon:
 - a. Established goals and objectives
 - b. Specific tasks and activities
 - c. An established time line
2. Feedback activities need to be:
 - a. Continuous and related to the knowledge, needs, and understandings of the pupils
 - b. Assessed frequently based upon the relevance and age appropriateness of the learners
 - c. Evaluated regarding the involvement of students in their educational experience
3. Support needs to be:
 - a. Adequate to undergird the program to assure its effectiveness
 - b. Provided by all concerned i.e.: teachers, support staff, administrators, school board members, and the community
 - c. Available to provide tangible materials to aid the education process
 - d. Provided to train the staff in relation to new knowledge, student learning styles, research, development, and teaching styles

D. Evaluation

1. A systematic evaluation will be developed to measure:
 - a. The effectiveness of the curriculum based upon the goals and objectives
 - b. Student achievement of the goals and objectives
 - c. Teachers' progress in their effectiveness in delivering the education program
 - d. Administrative support to the teacher
 - e. Community perception of the education program
 - f. Alignment of Curriculum with Pennsylvania Academic standards
2. A systematic evaluation of the implementation action plan will assess:
 - a. The established goals and objectives
 - b. Specific tasks and activities
 - c. The appropriateness of the established time line
3. The teaching staff needs to assess:
 - a. The teachability of the program
 - b. Their preparation and training to deliver the program effectively