



Boulder Valley School District

File: IFA-R

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Revised:

CURRICULUM RESEARCH
(Procedure for Development of New Courses or
Major Modifications of Existing Programs)

Any major program change and/or new course development must be approved by the Board of Education prior to implementation in the schools. The process for securing this approval is based on an orderly progression from broad identification of proposed goals, objectives, evaluative criteria, and resource needs through review, approvals, and subsequent detailed planning and development. The "Who," "What," and "When" descriptions that follow outline processes for completing each step in the procedure.

Step 1: Define student needs. This step includes a) identification of current opportunities for student learning, b) an analysis of unmet student needs, and c) the definition of the difference(s). These differences should be related directly to the "Goals of Education in the Boulder Valley Public Schools" (see IA), and appropriate program level goals.

A. Who: Needs defined may include information from a variety of data sources including parents, students, teachers, administrators, and the Board of Education. Responsibility for initiation of developments may come from a teacher, a group of teachers, building and central administrator(s), program development specialist, content area resource teacher(s), and representative council(s).

B. What: Description of a) processes used to define student need(s), b) personnel involved in the processes, and c) precise definition of student needs.

C. When: For implementation in the following year, student needs definition should be completed in early November of the preceding year.

Step 2: Prepare Preliminary Change Proposal. This step includes broad identification of proposed goals, student objectives in terms of defined student needs and relationships to current curriculum, a description of proposed addition and/or modification, identification of evaluative criteria, and estimates of resource needs (time for development, materials, facilities, equipment, personnel — and related cost estimates).

A. Who: As in Step 1.

B. What: Program goals to be attained, rationale for the proposed course or modification, objectives (student skills, attitudes, competencies), identification of evaluation criteria, and resource estimates.

C. When: Proposal completed in November; program development specialist will place on December agenda for Instructional Cabinet.

Step 3: Instructional Cabinet Approval

A. Who: Program development specialist, principal, teacher(s), and Instructional Cabinet.

B. What: Examination of data from Steps 1 and 2 and determination of curricular relationships. Recommendation to submit change/addition to the Superintendent for the Board of Education. At this review step, the request may be disapproved or changes recommended. In the event of this action, appropriate responsibilities and timelines will be specified by the Cabinet which is chaired by the Assistant Superintendent.

C. When: December Instructional Cabinet meeting.

Step 4: Board of Education Approval

A. Who: Superintendent, Instructional Cabinet, program development specialist, principal, teacher(s), and Board.

B. What: Presentation to the Board of Education. Approval is necessary for subsequent development efforts. In the event of non-approval, reasons will be specified and the preliminary change proposal referred back to the initiating individual(s).

C. When: For implementation the following September, this step must be completed in January.

Step 5: Develop Program. In this step, curriculum development activities include wide involvement of teachers, administrators, instructional services support staff, and personnel from evaluation and guidance. The activities will be carried out through a budget established by the Director of Educational Programs. Course/grade level objectives, major instructional level objectives (with related content outline), materials definition, descriptions of sample activities, and evaluation strategies are to be developed in this step.

A. Who: Initiating teacher(s), department chairperson, content area resource teacher(s), representative council(s), principal, instructional services staff, evaluation and guidance staff, citizens advisory council (information), and students.

B. What: Objectives (related to program level goals), content outline (syllabus), major activities, evaluation strategies, materials needed, and inservice training needs for full development.

Step 6: Procedure/Develop Materials. Materials include basic and supplementary textbooks, manipulative resources, and community services resources.

A. Who: Teacher(s), principal(s), instructional services staff, representative council(s), level director, and consultants (inservice training).

B. What: Definition of necessary materials.

Step 7: Board of Education Approval — Basic Materials

A. Who: Teacher(s), principal(s), content area resource teacher(s), instructional services staff, level director, Assistant Superintendent, DIMC, and Board of Education (decision approval).

B. What: Presentation to the Board of Education. Approval of basic materials is necessary prior to purchase. As in each step, disapproval — with cause — will be referred back to appropriate personnel.

C. When: Completed by June for September implementation.

Step 8: Implement. At this point, instruction commences and the plan of action developed in Steps 1 through 7 is put into operation. Inservice activities may precede installation as well as be conducted during the planned implementation.

A. Who: Teacher(s), students, principal, executive level director(s), instructional services staff (support role).

B. What: Instruction begins in classroom(s). Inservice training is provided, as requested.

C. When: September.

Step 9: Evaluate. Determination of needs fulfillment through objectives achievement and of process effectiveness are made during this step of the process using evaluative criteria and strategies described in Steps 2 and 6.

A. Who: Teacher(s), principal(s), executive level director(s), office of evaluation and guidance, and instructional services staff, including representative councils as appropriate.

B. What: Determination of objectives achievement, needs fulfillment, and process effectiveness.

C. When: September through June of implementation with data analysis in July and August following the school year.

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