

Instruction

Administrative Procedure - Curriculum Development

(Please refer to the Professional Negotiations Agreement, Charleston Education Association, IEA/NEA and the Charleston Board of Education, Community Unit School District No. 1.)

Faculty Committee

The Faculty Curriculum Committee assists in the District's curriculum planning process and provides the Superintendent with recommendations and supportive summaries. The Committee shall serve in an advisory capacity only.

The Faculty Curriculum Committee will:

- provide adequate and continual communication on matters relating to curriculum between individual teachers (between grade levels, within subject-matter areas and between instructional and administrative staff);
- provide system-wide coordination of curriculum related to student learning experience;
- identify and categorize problems related to curriculum to establish priorities with respect to studies;
- conduct studies and research in the areas of curriculum, utilizing the resources available to the school system;
- engage in long-range planning for the continuous improvement of the curriculum in the School District.

The Superintendent will keep the Committee informed of the specific tasks and the time-frame in which the work must be completed.

Curriculum Guides and Course Outlines

1. Development of guides:

- curriculum guides are best developed by the staff and teachers who are to use them.
- when entire staff participation is not feasible, staff representatives and/or departments concerned shall form system-wide committees for study, creation and revision.
- completed guides will be given to the Superintendent.

2. Use of Guides:

- curriculum guides are to serve as a framework from which a teacher will develop units of study, individual lesson plans and approaches to instruction which will serve the student's particular needs at a particular time. The guides shall be used to map the logical sequence of instruction.
- in subjects where sequence is important, such as mathematics, teachers shall be expected to adhere to the guide. In subjects where sequential learning is less important, the teacher may be given a greater degree of freedom in respect to sequence.

- in all cases, sufficient latitude shall be permitted to provide the teacher with time to teach the current, topical and incidental issues that add to motivation and meaningful teaching and learning.
- the Building Principal and/or department heads shall see that optimum use is made of available curriculum guides.

Adopted: March 9, 2005