THE SCHOOL DISTRICT OF
PHILADELPHIA

Administrative Procedures for Curriculum Development
(Attachment for Policy No. 105)

Purpose

The Board of Education ("Board") recognizes its responsibility for the development, assessment, and improvement of the educational program of the School District of Philadelphia ("District") schools. To this end, these procedures provide guidance on development, modification, and evaluation of the District's curriculum.

Procedures

The Office of Curriculum, Instruction, and Assessment ("OCIA") makes a listing of core curriculum materials available on the District's website at
https://www.philasd.org/curriculum/curriculum-and-instruction/instructional-resources/.

Curriculum goals

The District is committed to the support of a full range of curricular programs that achieve the following goals:
1. Ensure that every student has developed their optimal level of intellectual capacity, academic ability, and content knowledge for post-secondary success.
2. Embed cultural and identity inclusivity in instructional practices and content.
3. Continuous learning through effective collaboration among the schools of this District.
4. Continuous access for all students to a sufficient library/media collection to support the educational program.
5. Guidance and counseling services for all students to assist in career and academic planning.
6. A continuum of educational programs and services for all students with disabilities, pursuant to law, regulations, and policies as adopted by the Board.
7. Language Instruction Educational Program for English Learner students and Limited English Proficiency programs for students whose dominant language is not English, pursuant to law, regulations, and policies as adopted by the Board.
8. Compensatory education programs for students, pursuant to law, regulations, and policies as adopted by the Board.
9. Equal educational opportunity for all students, pursuant to law, regulations, and policies as adopted by the Board.
10. Career awareness and career and technical education, pursuant to law, regulations, and policies as adopted by the Board.
11. Educational opportunities for identified gifted students, pursuant to law, regulations, and policies as adopted by the Board.
12. Regular and continuous instruction in required safety procedures.

Curriculum development/revision

Curriculum development begins when there are local, state, and federal mandates and standards, local data, and current research that requires the District to examine and develop more effective curriculum alignment.

The curriculum development/revision team includes, but is not limited to, staff from the following District offices:

- Academic Supports Office
- Schools Office (including teachers and learning network staff)
- Student Support Services
- Information Technology

The content-specific instructional frameworks are evaluated for effectiveness aligned to data, standards, and evidence-based practices. The curricula are reviewed for gaps in content; alignment to current local, state, and federal expectations; and data trends in student performance data. The curriculum revision team convenes to review and consider relevant information to determine existing strengths and areas of needed development, including, but not limited to, the following:

- Feedback from teachers, specialists, coaches, school leaders, and central office staff;
- Feedback from community partners and constituents;
- Pennsylvania's Core Academic Standards, national academic standards, and college and career readiness standards
- Standardized assessment;
- Research-based models and data for effective curriculum, instruction, and assessment;
- District-wide data on formative and summative assessments; and
- Nationwide trends.

Through a series of round table discussions, the curriculum development/revision team solicits feedback on a proposed curriculum from principals, administrators, and teachers as well as from community partners and experts in the field.

Pilot programs

The Office of Academic Supports may design programmatic cohorts to ensure quality, effectiveness, and impact of potential instructional practices and programs that could positively impact outcomes for all, or for groups of students.

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Curriculum Evaluation

The effectiveness of the curriculum is evaluated in various, ongoing ways, including, but not limited to:

- Upon request of the Chief Academic Officer, OCIA may contract with outside entities to conduct a curriculum audit to evaluate the alignment with standards, eligible content, and current trends as well as the written, taught, and assessed curriculum.
- OCIA, Office of Schools, and Learning Network staff conduct classroom visits to identify how schools are implementing the curriculum.
- OERA conducts teacher and administrative surveys, including surveys during professional development.
- OERA and the District Performance Office compile District-wide, School, and Network trend data including grades, content, skills, and other data reflective of progress toward achievement of the District's anchor goals.
- Each content area has a dedicated email account through which teachers, principals, and members of the community may submit feedback or concerns. The email addresses are available on the District's website at https://www.philasd.org/curriculum/contact/

OCIA reviews data and feedback throughout the year to evaluate the use and effectiveness of the curriculum. The results of the evaluation are utilized to determine professional development courses and content. In conjunction with the Office of Teaching and Learning, OCIA and other relevant offices and partners develop and design professional development to support the current curriculum.

Related Information:

Policy 112 - Guidance Counseling
Policy 113 - Special Education
Policy 138 - English as a Second Language/Bilingual Education Program
Policy 103 - Nondiscrimination in School and Classroom Practices
Policy 103.1 - Nondiscrimination-Qualified Students With Disabilities/Protected Handicapped Students
Policy 115 - Career and Technical Education
Policy 114 - Gifted Education
Policy 805 - Emergency Preparedness
Policy 105.1 - Review of Instructional Materials by Parents/Guardians and Students