

CURRICULUM IMPLEMENTATION

Without careful and continuing attention to implementation, planned changes in curriculum and instruction rarely succeed as intended. How change is put into practice, to a large extent, determines how well it fares.

Implementation refers to what actually happens in practice as compared to what was supposed to happen. Curriculum implementation includes the provision of organized assistance to staff in order to ensure that the newly developed curriculum and the most powerful instructional strategies are actually delivered at the classroom level. There are two components of any implementation effort that must be present to guarantee the planned changes in curriculum and instruction succeed as intended:

- Understanding the conceptual framework of the content/discipline being implemented; and,
- Organized assistance to understand the theory, observe exemplary demonstrations, have opportunities to practice, and receive coaching and feedback focused on the most powerful instructional strategies to deliver the content at the classroom level.

The superintendent is responsible for curriculum implementation and for determining the most effective way of providing organized assistance and monitoring the level of implementation. A curriculum framework will describe the processes and procedures that will be followed to assist all staff in developing the knowledge and skills necessary to successfully implement the developed curriculum in each content area. This framework will, at a minimum, describe the processes and procedures for the following curriculum implementation activities to:

- Study and identify the best instructional practices and materials to deliver the content;
- Monitor implementation of research-based instructional strategies;
- Describe procedures for the purchase of instructional materials and resources. See Policy 605 Instructional materials;
- Identify overlaps and gaps in standards and benchmarks vertically PK-12.
- Organize staff into collaborative study teams to address overlap and gaps of standards and benchmarks PK-12.
- Provide ongoing professional development related to instructional strategies and materials that focuses on theory, demonstration, practice and feedback.
- Regularly monitor and assess the level of implementation;
- Communicate with internal and external publics regarding curriculum implementation;
- Involve staff, parents, students, and community members in curriculum implementation decisions.

It is the responsibility of the superintendent to keep the board apprised of curriculum implementation activities, progress of each content area related to curriculum implementation activities, and to develop administrative regulations for curriculum implementation including recommendations to the board. New courses offerings with subject-matter not previously taught by the district shall be recommended by the superintendent and approved by the school board.

CURRICULUM IMPLEMENTATION

Legal Reference: 20 U.S.C. & 1232h (1994).
34 C.F.R. pt. 98 (2002).
Iowa Code && 216.9, 256.7, 279.8, 280.3-.14 (2005).
281 I.A.C. 12.8(1)(c),(1).

Cross Reference: 101 Educational Philosophy of the School District
103. Long-Range Needs Assessment
505. Student Scholastic Achievement
602. Curriculum Development
603. Instructional Curriculum

Approved: July 10, 2006 Reviewed: Feb 10 2022 Revised: _____