CURRICULUM DEVELOPMENT AND REVIEW POLICY

2023-24

Curriculum Development

Our curriculum development process describes a structured series of learning objectives and outcomes for a given subject area. It includes a specification of what should be learned, how it should be effectively taught, and the plan for implementing/assessing the learning. The curriculum development process includes preparing for the duties of teaching, deciding upon goals and emphases, determining curriculum content, selecting learning resources and classroom procedures, evaluating progress, and looking toward next steps.
The diagram below illustrates the four phases involved in International Academic School's curriculum development process.
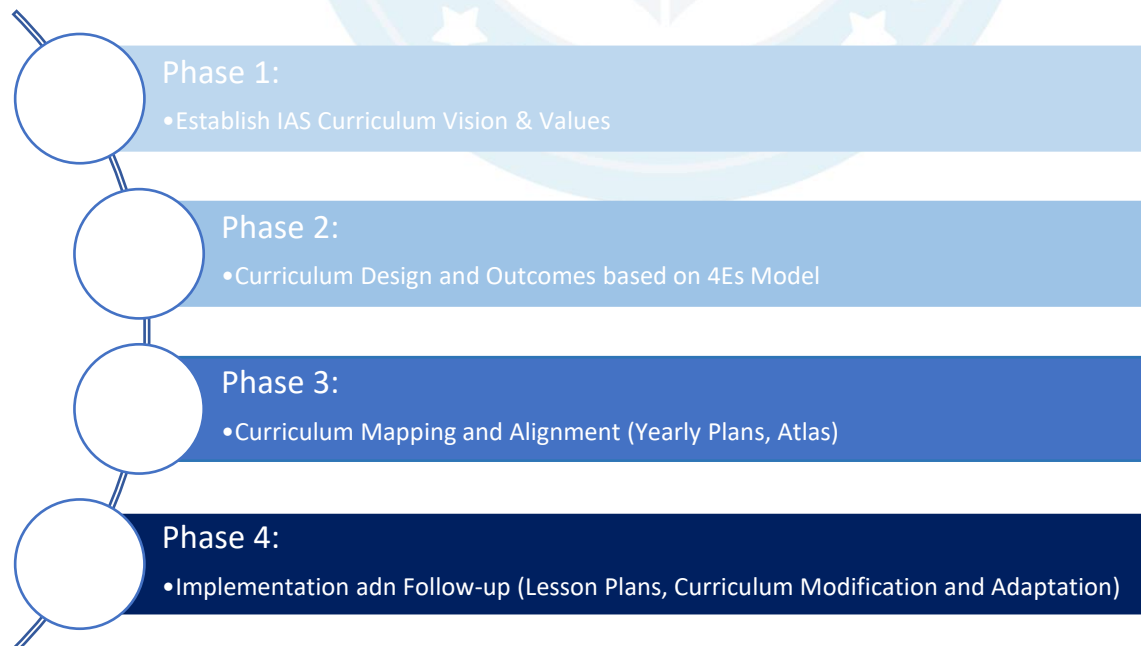
International Academic School Curriculum Development and Enhancement Process

Phase 1:
•Establish IAS Curriculum Vision & Values

Phase 2:
•Curriculum Design and Outcomes based on 4Es Model

Phase 3:
•Curriculum Mapping and Alignment (Yearly Plans, Atlas)

Phase 4:
•Implementation adn Follow-up (Lesson Plans, Curriculum Modification and Adaptation)

At International Academic School, our curriculum development process, based on the above mentioned four phases, focuses on three major components:

Curriculum:	The plan for a sustained process of teaching and learning. Curriculum typically refers to the knowledge and skills students are expected to learn.
Instruction:	The execution of the curriculum, actually teaching it
Assessment:	Student outcomes that are measurable, so we must design a set of evaluative instruments that will measure those skills and knowledge in a way that provides a formative link to future instructional strategies.

All subject courses at International Academic School have a well-developed curriculum illustrated on both the Yearly Plans and ATLAS Curriculum Mapping Software. Our Yearly Plans (Pacing Guides) incorporate the above mentioned three components: curriculum, instruction, and assessment. In detail, the table below shows all mechanisms required on yearly plans for each subject offered at American International School.
Pacing Guides are created in teams and are completed with both vertical and horizontal curriculum mapping. Our curriculum framework follows the 4Es Model as structured in our lesson plans.

Curriculum Review Process

At International Academic School, the curriculum development and review is a dynamic and continuous process in which the school plans, carries out and evaluates educational programs in a systematic and data-driven way (Internal and external assessments, Proficiency Level Reports, lesson observations, data reviews and analysis, etc.). This process helps us ensure that our curriculum expectations are rigorous and relevant. In addition, it guarantees that our curriculum is aligned with California State Standards. Preparing and inspiring students to realize their potential and to prepare them to be ready to enhance our global community is the primary focus of the work as it is illustrated in our school guiding statements.

At International Academic School, our curriculum review cycle occurs three times within an academic school year. The planning cycle as explained in the below diagram shows that there is constant need for review. In other words, the evaluation at the end of one curriculum cycle feeds right into the needs assessment of the next. In this way, the curriculum of our school is constantly being perpetually replenished and reviewed.
We encompass 3 types of review structures:
1. **Short Term Review:** Completed within PLCs three times a year.
2. **Medium Term Review:** Yearly reviews and feedback are provided to the Curriculum Advisory Committee for quality assurance.
3. **Long Term Review:** 3 to 4 years strategic plan, long-lasting systematic change.

Closing the Gap between Internal and External Assessments:

As a part of our short-term review process, a huge component is focused on closing the achievement gap between internal and external assessments. In addition to the use of Proficiency Level Reporting, which is described in further details below, teachers within their PLCs must identify their power standards that align with the MAP learning continuum for the following subjects: English, math, and science. Teachers when reviewing their yearly plans should make links (actual direct hyperlinks on the yearly plan documents) to the MAP learning continuum to ensure direct alignment between MAP and our curriculum mapping. Teachers can prefer to develop their yearly plans on Excel if it is more suitable for them.

How is the Curriculum Review Process Done at International Academic School?
As part of the ATLAS curriculum mapping development, we will be utilizing Proficiency Level Reports in ATLAS.

What are Proficiency Level Reports?
Proficiency Level Reports will allow teachers to view their students' performance data and pair the data with the actual curriculum they have on ATLAS.

How will teachers upload their students' data assessment onto Proficiency Level Reports?
The ATLAS team will transfer all our students' performance data into the system. Therefore, once a teacher logs in, automatically the complete system will be provided.

Procedures:
The provided rubric below must be used to review the curriculum. The rubric entails the following attributes: Content, Process, Concept, Assessment, Instruction, and Organization. Therefore, during review process, the following points must be considered:

- Review is done in both vertical and horizontal PLCs.

- The review process should not only focus on yearly plans/scheme of work, but rather focus on all entities including curriculum, assessment, and instruction.

- Strong focus on links between ATLAS curriculum mapping (including pacing), Proficiency Level Reports, and yearly plans.

- Assessment as described in yearly plans and its impact on student performance based on Proficiency Level data and visuals. (Pre/Post tests, MAP learning continuum, DOKs, etc.)

- The organization of instruction on UbD lesson plans, including content and concepts, and its alignment with the curriculum.

CONTENT				
Content objective(s) are connected to the appropriate standards.	1	2	3	4
The objective(s) drives the lesson plan/unit.	1	2	3	4
The content is precise and accurate.	1	2	3	4
The content objective(s) are meaningful and relevant.	1	2	3	4
The content objective(s) are written in the form of "I can" statements.	1	2	3	4

Targets for further improvement:

PROCESS				
Depth of Knowledge (DOK) is included in lesson structure and activities.	1	2	3	4
Evidence supported models are explicitly used to teach critical thinking skills.	1	2	3	4
Varied types of thinking skills are embedded within the unit.	1	2	3	4
Depth/complexity features are incorporated and enhance accelerated content objectives.	1	2	3	4
Specific questions/activities are included and engage students in deeper thinking.	1	2	3	4
Students are encouraged to ask their own questions.	1	2	3	4

Targets for further improvement:

CONCEPT				
Major concepts/big ideas are explicitly taught (illustrated on UbD lesson plans).	1	2	3	4
Concepts bridge multiple lessons/disciplines (cross-curricular integration).	1	2	3	4
Concept goals are included in lesson structure and activities.	1	2	3	4

Targets for further improvement:

Curriculum Review Rubric

ASSESSMENT				
Assessment options are included.	**1**	**2**	**3**	**4**
Assessments are used to inform instruction.	**1**	**2**	**3**	**4**
Pre and Post assessments are included to monitor growth.	**1**	**2**	**3**	**4**
Depth of Knowledge (DOK) leveled assessments are included.	**1**	**2**	**3**	**4**
Assessments provide sufficient opportunities to showcase knowledge (Formative and summative assessments).	**1**	**2**	**3**	**4**
Feedback options are included as part of ongoing assessment (Formative assessment/Rubrics).	**1**	**2**	**3**	**4**
Targets for further improvement:				

INSTRUCTION				
A variety of instructional strategies are incorporated.	**1**	**2**	**3**	**4**
The instructional strategies are developmentally appropriate.	**1**	**2**	**3**	**4**
The instructional strategies account for G&T, EAL, SEND, and struggling learner's needs.	**1**	**2**	**3**	**4**
Students have opportunities to reflect upon what was learned through journals, discussions, and teacher feedback.	**1**	**2**	**3**	**4**
Targets for further improvement:				

ORGANIZATION				
Unit lessons build upon each other in a way that makes sense.	**1**	**2**	**3**	**4**
The lesson plans are easy to follow.	**1**	**2**	**3**	**4**
Lessons follow a consistent format (Lesson Plan Template).	**1**	**2**	**3**	**4**
Lessons include content standards, big ideas, instruction (promotes creativity and innovation), and assessments as appropriate.	**1**	**2**	**3**	**4**
Targets for further improvement:				