



## ADMINISTRATIVE PROCEDURE

### EFFECTING INSTRUCTIONAL PROGRAM CHANGES IN ELEMENTARY AND SECONDARY SCHOOLS

6132

Procedure No.

July 1, 1996

Date

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- I. **PURPOSE:** To establish administrative procedures for effecting instructional program changes.
- II. **INFORMATION:** Program changes addressed in these procedures include:
- A. Introduction of new programs, including magnet programs.
  - B. Deletion of programs.
  - C. Introduction of new courses within existing programs.
  - D. Deletion of courses within existing programs.
  - E. Revisions of existing programs such as changes in rationale, objectives, and/or course emphases, scope and sequence.
  - F. Modification of graduation requirements.
  - G. Proposals for federal and state funding that relate to Division of Instruction.
- III. **BACKGROUND:** The Prince George's County Board of Education delegates to its professional staff the responsibility for developing educational programs. The Superintendent of Schools is charged, by law, to recommend such programs to the Board of Education for approval. This administrative procedure outlines the steps through which proposals for program changes must go in order that such proposals can be prepared and reviewed by appropriate staff and submitted to the Superintendent for appropriate action.
- IV. **DEFINITIONS:** The following definitions apply to the content of this Administrative Procedure:
- A. **Curriculum:** The instructional content, resources, and instructional processes designed for the attainment of educational objectives.
  - B. **Program:** A sequence of courses and related learning experiences in a particular discipline or field of study organized to fulfill a specified set of instructional objectives; e.g., Mathematics Program, K-12, Foreign Language Program, 7-12. A program may also be a sequence of courses and related learning experiences in several subject areas or disciplines designed to attain specific instructional objectives; e.g., Career Education Program, Environmental Education Program, Special Education Program. A program also may be a magnet school program; e.g., Science/Mathematics/Technology Program, Talented and Gifted Magnet Program.
  - C. **Course:** Organization of subject matter and related learning experiences providing for the instruction of students on a regular or systematic basis for a predetermined period of time; e.g., semester, quarter, year.



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- D. Rationale: A statement of the beliefs about and principles underlying a subject area or discipline that determines the objectives, content, teaching strategies, learning activities, and evaluation techniques to be employed in planning, developing, implementing, and evaluating the program.
- E. Objective: Expected pupil outcomes of course offerings, or parts of a course in terms of content learned, skills attained, and attitudes acquired.
- F. Program Emphases: Subject matter to be stressed in a program or parts of a program.
- G. Scope: Breadth of subject matter included in a program or parts of a program.
- H. Course Sequence: The order in which the courses are taken within a program.
- I. Program Area Teams: An advisory group to the Director, Supervisor, or Coordinator of an instructional program which makes recommendations for the planning, development, implementation (including staff development), and evaluation of that particular program.
- J. Program Documents: Those documents that give direction to administrators, supervisors, and teachers for implementing programs. They include:
1. Hardback or bound curriculum guides and course of study that contain the rationale for the course or program, objectives, scope and sequence of skills and/or content, suggested units, instructional strategies and materials, and evaluation strategies.
  2. Broad frameworks and guidelines which give the rationale and objectives for the course or program, outlines of content in terms of scope and sequence, and suggestions for implementation of program.
  3. Position papers which discuss the philosophy underlying the course or program, results of research in the discipline, national trends, and suggestions for next steps in program or course development.
  4. Supplemental materials that revise, modify, clarify, or update existing program documents.



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5. Guidelines for implementation of mandated programs which have curriculum documents developed by the Maryland State Department of Education.
  6. Adaptations of national and state curriculum projects to fit local needs.
  7. Selected textbooks and other materials purchased from commercial publishers for the purpose of implementing specific programs or courses.
- K. Program Guidelines: The assessment of a specific program or course for the purpose of determining the validity of objectives, relevancy and sequence of content, appropriateness of learning activities and achievement of specific objectives for the purpose of making decisions associated with planning, programming, implementing, revising program or course activities.
- V. **PROCEDURES**:
- A. General Guidelines:
1. Supervisors, Program Area Teams, and recommendations from schools determine the need to develop or revise a curriculum document.
  2. Cluster personnel may initiate the process of developing or updating a curriculum document through working with their supervisor and the appropriate Program Area Team.
  3. All written curriculum documents must be explicitly and Accurately aligned with the approved Scope and Sequence documents that constitute the school system's core curriculum.
  4. Supervisors of special programs such as TAG and Magnet programs are responsible for ensuring that all documents are clearly, explicitly and accurately aligned with approved Scope and Sequence documents and their grade-level delineation of performance indicators.
  5. The following steps should be followed when developing formal written curriculum:



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- a. Supervisor, appropriate Program Area Team members, and other writers submit a description or outline of content to be included in the proposed document to the Director of Curriculum and Instruction.
  - b. Description should include the number of teachers needed for writing team and the amount of time needed for preparation of the written curriculum document.
  - c. Description/outline should be submitted no later than the beginning of January during the proposed academic year to the Director of Curriculum and Instruction.
  - d. Based upon projected budget, preliminary approval is given by Director of Curriculum and Instruction for proposed projects to be advertised.
  - e. Supervisor of Curriculum and Program Development will advertise all proposed curriculum-writing workshops according to the requirements of the negotiated contract.
  - f. Content supervisors and Supervisor of Curriculum and Program Development will select writing team from applicants, according to established criteria.
6. Supervisor of Curriculum and Program Development will notify applicants.
  7. Writing team(s) will meet at designated locations during approved times to develop curriculum materials.
  8. Supervisors are responsible for editing curriculum materials for content appropriateness and accuracy as well as accuracy of grammar and usage. All curriculum materials should be written in the format (computer language and font) specified by the Supervisor of Curriculum and Program Development. In addition, all documents should be paginated.
  9. Documents are then submitted to the Supervisor of Curriculum and Program Development for preparation for submission to the Board of Education.
  10. Approval for the publication is obtained from:
    - a. Appropriate Director.
    - b. Chief Divisional Administrator for Instruction.
    - c. Deputy Superintendent for Instruction.
    - d. Superintendent of Schools.
    - e. Board of Education.



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11. All curriculum publications must be submitted to the Board of Education in a time frame that provides for First and Second Reader submission.
  12. Those primarily responsible for document development, i.e., supervisors, should be present at the Board of Education meeting at which the documents appear as a Second Reader.
  13. Supervisor of Curriculum and Program Development will arrange for printing, securing of copyright permission, and distribution of all curriculum materials.
  14. Supervisors and Program Area Team plan for staff development to help teachers use new curriculum materials.
  15. Supervisor and Program Area Team conduct an evaluation of materials.
- C. Proposals for school-based, cluster-based, and/or program-based curriculum development
1. On occasion, school-based teams, school clusters, and program-based personnel may initiate a curriculum development project that will generate curriculum products for use in one or more sites rather than the entire school system. All such projects must follow the standard curriculum development procedures and be approved for use by the Board of Education.
  2. Special projects and curriculum development initiatives must be aligned with the approved Scope and Sequence documents and should be developed in cooperation with appropriate instructional supervisors. (Note; examples of special projects have included school-based team development of MSPAP performance-based instructional and Assessment tasks; grant-funded lesson and unit plans in science, mathematics, And technology; and special projects involved reading, writing, and related competencies.)
  3. The procedure for developing these types of curriculum projects parallels the development process for centralized curriculum:
    - a. Development and approval of a preliminary proposal that includes the following elements:



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- (1) Rational (background, projected use intended program/population, etc.)
  - (2) Key objectives (aligned with Scope and Sequence)
  - (3) Content outline
  - (4) Evaluation strategies
  - (5) Timeline for development
  - (6) Identified writers and individuals responsible
- b. Submission of preliminary proposal to the Director of Curriculum and Instruction for review by Curriculum Advisory Team; modifications of proposal may be requested prior to submission to Deputy Superintendent for Instruction and Chief Divisional Administrator for Instruction.
  - c. After final approval has been granted, curriculum developers should follow steps outlined in A-C above.

VI. **RELATED PROCEDURES:** None.

VII. **MAINTENANCE AND UPDATE OF THESE PROCEDURES:** These procedures will be updated by the Division of Instruction.

VIII. **CANCELLATIONS AND SUPERSEDES:** This supersedes Administrative Procedure 6132 dated February 12, 1987.

IX. **EFFECTIVE DATE:** July 1, 1996.

Approved by:  
Jerome Clark  
Superintendent of Schools

Distribution: All Administrative Handbook Holders