



**CROWN AMERICAN PRIVATE SCHOOL**  
**مدرسة كراون الأمريكية الخاصة**

**Curriculum**  
**POLICY**  
**AY 2023/2024**

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## **POLICY INTENT**

The policy serves as a guide for the effective delivery of teaching and learning in the classroom, intended to raise the students' attainment and progress. All stakeholders are expected to have their commitment to the implementation of the policy stated herein.

## **SUPPORTING DOCUMENTS**

This policy is linked with the school's assessment, behavior, and technology policies.

## **POLICY IMPLEMENTATION**

The policy implementation date is September 2023. All stakeholders are expected to adhere to this policy with complete fidelity.

## **POLICY REVIEW**

This policy will be reviewed periodically not less than thrice a year.

Date of Completion: 10 September 2023

Date of Next Review: 2 January 2024

## Part A. CAPS Curriculum, Teaching and Assessment (Overview)

**Curriculum.** CAPS is offering an American Curriculum aligned with California State Standards with the MoE compulsory subjects. The number of periods shall be based on the international and local requirements of credit hours, particularly in the high school section. Instructional days shall be mandated by the requirement of the Ministry of Education. Islamic education, Moral Education and Social Studies, and National Studies will be taught in Arabic for Emirati and Arab students and in English for non-Arab students.

**The Advanced Placement (AP) Program at CAPS.** American curriculum schools are required to offer Advanced Placement (AP) courses to all enrolled high school students. With this new mandate, CAPS plans on offering AP courses to students of grades 10 to 12; the way this will be done so is detailed below.

The AP courses offered to students at CAPS are dependent on which cluster the student chooses to pursue. Please note that this decision must be made in grade 9, and that students are expected to stick to their chosen cluster for the entire duration of their high school career.

As per the guidelines from the Ministry of Education, the AP subjects offered for Advanced ( 2 AP subjects) and Elite (5 AP subjects) are as the following:

- AP Calculus AB
- A choice between AP Biology and AP Chemistry
- AP Physics C: Electricity and Magnetism
- AP Physics C: Mechanics.
- One elective AP subject

**Subject offerings.** CAPS offers the following subjects and number of period:

Table 1 - KG Curriculum Offerings

Subjects	Periods per Week
Arabic	3
Islamic studies	1
US Social Studies	1
English Language	5
Mathematics	5
Science	5
PE	2
Art	1
Music	1
Library	1
Circle Time	4
<b>Total</b>	<b>29</b>

Table 2 – Grades 1 to 8 Curriculum Offerings

Subjects	Periods per Week							
	G1	G2	G3	G4	G5	G6	G7	G8
Arabic Language	6	6	6	6	5	5	4	4
Islamic Studies	3	3	3	3	2	2	2	2
UAE Social and National Studies	1	1	1	1	1	1	2	2
Moral Education	1	1	1	1	1	1	1	1
English Language	5	5	5	5	5	5	5	5
Mathematics	4	4	4	4	4	4	4	4
Science	4	4	4	4	4	4	4	4
US Social Studies	1	1	1	1	1	1	1	1
ICT	1	1	1	1	1	1	1	1
PE	1	1	1	1	2	2	2	2
Arts	1	1	1	1	1	1	1	1
Music	1	1	1	1	1	1	1	1
French	0	0	0	0	1	1	1	1
<b>Total Periods per Week</b>	<b>29</b>	<b>29</b>	<b>29</b>	<b>29</b>	<b>29</b>	<b>29</b>	<b>29</b>	<b>29</b>

Table 3 – Grades 9 to 12 Curriculum Offerings

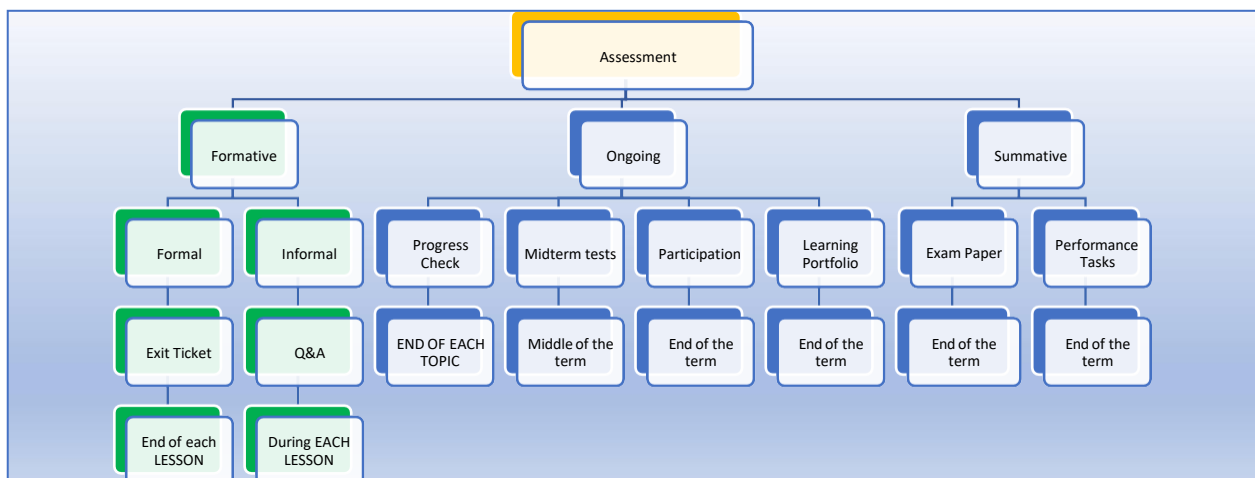
Subjects	Periods per Week			
	G9	G10	G11	G12
Arabic Language	4	4	4	4
Islamic Studies	2	2	2	2
UAE Social and National Studies	2	0	0	0
Moral Education	1	1	1	1
English Language	5	5	5	5
Mathematics	4	4	4	4
Physics	2	2	3	2
Biology	1	1	1	3
Chemistry	1	1	3	2
US Social Studies	1	2	2	2
ICT	1	2	1	1
PE	2	2	2	2
Arts	1	1	1	1
Music	1	1	1	1
French	2	2	0	0
<b>Total Periods per Week</b>	<b>29</b>	<b>29</b>	<b>29</b>	<b>29</b>

**Weekly Overview.** The weekly overview of the students the which is accessible to parents through the class dojo. This weekly overview contains the objectives, topics, and resources to be completed by the students during the week.

1. The school will be updating the weekly overview every week. The weekly overview for the week shall be available on each Friday.
2. Parents shall review the weekly overview from time to time to prepare the students for the lesson. Parents will ensure that students have access to the weekly overview and are properly arranged in the child's gadgets for easy access whenever needed. Weekly overviews are downloadable and can be organized in folders.
3. Classwork / Assignment. Classwork is to be completed only in school. Homework is not required but under the discretion of the teacher. If they see it fit, it must be given fortnightly. This can be completed at home in no more than 30 minutes, especially in the KG and Junior sections. However, teachers may assign more items to a few students based on their individual needs for differentiation purposes, especially for above and below-average students. Performance tasks should be assigned as homework and completed in school. Teachers can assign periods for this task. Still teachers can send some parts of the performance tasks as homework.

**School Supplies and Books.** It is not allowed to share school supplies, books, electronic devices, pens, pencils, coloring pens, scissors, and others of the same kind. Though books can be brought home, we suggest that you regularly sanitize the laminated cover daily to avoid cross-contamination. Each student should bring their laptop / Ipad when coming to school so they can access all the online activities prepared for them as well as other paperless activities. We encourage responsible use of these devices. More info about the usage of devices in school can be found in the Acceptable Use Policy.

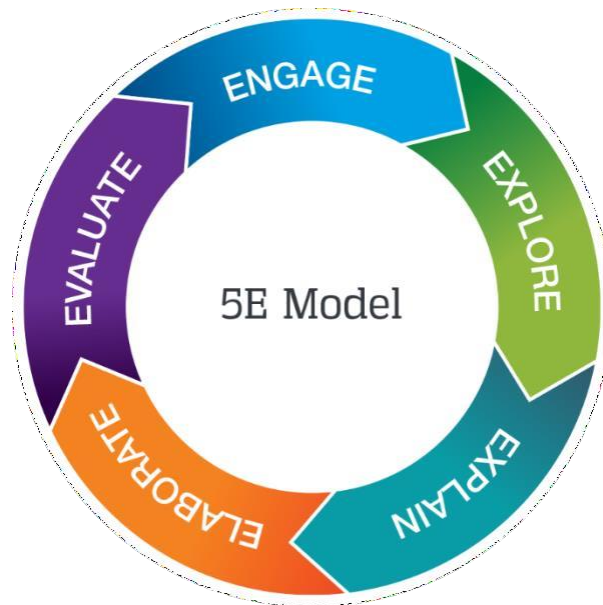
**Assessment.** The assessment at CAPS is meaningful and in three different ways – Formative, On-going and summative assessment. Ongoing assessments weight 60% and 40% for summative. Formative assessments are ungraded as they are used to check the students understanding during the lesson. Aside from the conventional paper-pencil assessment test, the school also uses performance tasks as summative assessments. Performance task allows the students to transfer their learning in a different context. Below is CAPS Assessment Structure. More info about CAPS Assessment Policy can be found in the Assessment Policy.



## Part B. Instructional model and Learning Skills

Teachers in CAPS in all learning domains aim to follow the BSCS 5E Instructional Model intended to enhance the students' interest, mastery, and reasoning skills in the classroom. The sequence of teaching and the expected teacher and student behaviors are listed as follows. The figure for the instructional sequence is shown on the following pages.

Figure 5E Model



The table breaks down the objectives for each step of the instructional model and the anticipated teacher and student behavior. The table serves as a guide to determine success in each phase. The table was based on the 5E Instructional Model presented by Dr. Jim Barufaldi at the Eisenhower Science Collaborative Conference in Austin, Texas, 2022.

Instructional Objectives	Teacher Behavior	Student Behavior
<b>ENGAGE</b> <ul style="list-style-type: none"> <li>• Generate interest</li> <li>• Access prior knowledge</li> <li>• Connect to past knowledge</li> <li>• Set parameters of the focus</li> <li>• Frame the idea</li> </ul>	<ul style="list-style-type: none"> <li>• Motivates</li> <li>• Creates interest</li> <li>• Taps into what students know or think about the topic</li> <li>• Raises questions and encourages responses</li> </ul>	<ul style="list-style-type: none"> <li>• Attentive in listening</li> <li>• Ask questions</li> <li>• Demonstrates interest in the lesson</li> <li>• Responds to questions demonstrating their own entry point of understanding</li> </ul>
<b>EXPLORE</b> <ul style="list-style-type: none"> <li>• Experience key concepts</li> <li>• Discover new skills</li> <li>• Probe, inquire, and question experiences</li> <li>• Examine their (student) thinking</li> <li>• Establish relationship and understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Acts as a facilitator</li> <li>• Observes and listens to students as they interact</li> <li>• Asks good inquiry-oriented questions</li> <li>• Provides time for students to think and to reflect</li> <li>• Encourages cooperative learning</li> </ul>	<ul style="list-style-type: none"> <li>• Conducts activities, predicts and forms hypothesis or makes generalizations</li> <li>• Becomes a good listener</li> <li>• Shares ideas and suspends judgment</li> <li>• Records observations and/or generalizations</li> <li>• Discusses tentative alternatives</li> </ul>

<p><b>EXPLAIN</b></p> <ul style="list-style-type: none"> <li>• Connect prior knowledge and background to new discoveries</li> <li>• Communicate new understandings</li> <li>• Connect informal language to formal language</li> </ul>	<ul style="list-style-type: none"> <li>• Encourages students to explain their observations and findings in their own words</li> <li>• Provides definitions, new words, and explanations</li> <li>• Listens and builds upon discussions from students</li> <li>• Asks for clarification and justification</li> <li>• Accepts all reasonable responses</li> </ul>	<ul style="list-style-type: none"> <li>• Explains, listens, defines, and questions</li> <li>• Uses previous observations and findings</li> <li>• Provides reasonable responses to questions</li> <li>• Interacts in a positive, supportive manner</li> </ul>
<p><b>ELABORATE</b></p> <ul style="list-style-type: none"> <li>• Apply new learning to a new or similar situation</li> <li>• Extend and explain concept being explored</li> <li>• Communicate new understanding with formal language</li> </ul>	<ul style="list-style-type: none"> <li>• Uses previously learned information as a vehicle to enhance additional learning</li> <li>• Encourages students to apply or extend the new concepts and skills</li> <li>• Encourages students to use terms and definitions previously acquired</li> </ul>	<ul style="list-style-type: none"> <li>• Applies new terms and definitions</li> <li>• Uses previous information: to probe, ask questions, and make reasonable judgments</li> <li>• Provides reasonable conclusions and solutions</li> <li>• Records observations, explanations, and solutions</li> </ul>
<p><b>EVALUATE</b></p> <ul style="list-style-type: none"> <li>• Assess understanding (self- peer and teacher evaluation)</li> <li>• Demonstrate understanding of new concepts by observation or open-ended response</li> <li>• Apply within the problem situation</li> <li>• Show evidence of accomplishment</li> </ul>	<ul style="list-style-type: none"> <li>• Observes student behaviors as they explore and apply new concepts or skills</li> <li>• Assesses students' knowledge and skills</li> <li>• Encourages students to assess their own learning</li> <li>• Asks open-ended questions</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates an understanding or knowledge of concepts and skills</li> <li>• Evaluates his/her own progress</li> <li>• Answers open-ended questions</li> <li>• Provides reasonable responses and explanations to events or phenomena</li> </ul>

## WHY BSCS 5E?

The reliance on the completion of lessons over learning retentions have been raised many times in individual, group meetings and conferences. If this is not addressed, student's performance in UAE NAEM will not be significantly contribute to the nation's educational targets.

Based on an analysis made by Bybee (2009) of the effectiveness of 5E, it shows some evidence of **increased mastery** when it is compared to other model. It also shows some evidence of the **development of more sophisticated aspects of science reasoning**. Furthermore, he also found out the greater evidence of **increased interest**.

When BSCS 5E is **functionally adopted** across the school curriculum will further develop interest of the students over the subject matter which will consequently lead to mastery of the content and enhance reasoning.

So, in CAPS we are aiming for a successful implementation of BSCS 5E in terms of improving (a) learning gains, (b) reasoning; and (c) interests in learning. The assessment of these 3 improvement areas shall be done through our progress checks.



## 4CS OF LEARNING – LEARNING SKILLS

CAPS teachers believe that the success of teaching lies on their abilities to make each student capable to manifest the 21<sup>st</sup> century skills. Particularly,

- ❑ **Critical thinking:** Learners use various types of reasoning as appropriate to the situation; analyze how parts of a whole interact with each other to produce overall outcomes in a complex system; effectively analyze and evaluate evidence, arguments, claims and beliefs; synthesize and make connections between information and arguments; interpret information and draw conclusions based on the best analysis; reflect critically on learning experiences and processes.
- ❑ **Communication:** Learners can articulate and listen to thoughts effectively in a diverse environment. Teachers use communication in various purposes, utilize multimedia and technology to access information and assess their impact.
- ❑ **Collaboration:** CAPS community can demonstrate an ability to work effectively and respectfully with diverse people, exercise flexibility and willingness to be helpful and assume shared responsibility and accountability for collaborative work.
- ❑ **Creativity:** CAPS learners can use a wide range of idea creation techniques; create new and worthwhile ideas; develop, implement and communicate new ideas to others effectively; be open and responsive to new and diverse perspectives; demonstrate originality and inventiveness; view failure as an opportunity to learn and act on creative ideas to make a tangible and useful contribution to the field in which innovation will occur.

### Part C. Costa's Levels of Questioning

It is essential for students to learn the skills of critical thinking and questioning. By asking higher levels of questions, students deepen their knowledge and create connections to the material being presented, which in turn prepares them for the inquiry that occurs in tutorials. Students need to be familiar with Costa's (and/or Bloom's) levels of questioning to assist them in formulating and identifying higher levels of questions. For this, our teachers should include Costa's Levels of Questioning in their lessons considering the following guidelines:

1. **The three levels of Costa's questioning** should be considered when questions are structured:
  - a. Level 1 (the lowest level) requires one to gather information.
  - b. Level 2 (the middle level) requires one to process the information.
  - c. Level 3 (the highest level) requires one to apply the information.
2. **Vocabulary:** Alignment between the verbs used in the questions and the intended success criteria should be considered when questions are built.
3. **Wait-Time** should be given to students when questions are asked.

## Part D. General Teaching and Learning Provisions

1. CAPS Teachers may decide on teaching strategies that match the instructional model and learning intentions or success criteria accordingly.
2. The optimum use of the complete model is a lesson with 10 to 15 periods to complete. Anything either less or more than the prescribed period per lesson will decrease the effectiveness of the instructional steps.
3. Teachers should provide a variety of assessment strategies during the lesson to measure the students' attainment and progress against the success criteria.
4. Lessons should be presented in PPT with the sequence arranged to develop the success criteria.
5. Style of implementation of the 5E may differ from one teacher to another as needs of students and subjects are different. Team leaders with strong coordination with the Head of Curriculum and Assessment will plan how the 5E is effectively implemented in their departments.
6. Lessons should be developed using appropriate learning skills such as collaboration, communication, critical thinking and creative thinking.
7. The number of activities to be given to students must be sufficient to allow them to reflect on every period and foster mastery.
8. E-safety and wellbeing activities must be integrated into the lessons at the beginning, middle, or end where the teachers feel deemed appropriate.
9. When questions are asked, Wait-Time should be offered by teachers to students to give them more space to think, analysis and then communicate their thoughts.
10. Date (External and internal) should be used to drive lesson planning to influence teaching and the curriculum in order to meet the learning needs of all groups of students and enhance their progress.

## Part E. Lesson Protocol

1. The lesson should start with the
  - a. Greetings of "Good morning and/or Good afternoon," and the students are expected to respond accordingly.
  - b. attendance checking using their seat plan. Ensure that the attendance form is complete and accurate.
  - c. completion of the entries of the following on the whiteboard (a) name of the teacher; (b) number of attending students; (c) name of subject, (d) names of absentees, and (e) success criteria.
  - d. Learning intentions should be introduced and placed in the assigned place to refer back to these LI in the following periods/days as needed.
  - e. starter activity where wellbeing or safety practices are embedded whenever applicable.
2. The lesson should end with the
  - a. Exit ticket as formal formative assessment to check the student's attainment and progress of the taught success criteria.
  - b. opportunities for the students to reflect on the lessons presented and for understanding to be consolidated.
  - c. reminders of the tasks to be completed, if there are any, such as class work, performance tasks, or homework.

## Part F. Differentiation

Opportunities for differentiation are provided in the lessons. This could be in content, product, or processes, preferably in the elaboration phase through differentiation can be done in any of the instructional phases at the teacher's discretion as they find fit. The below description is adopted from Model Teaching (2020) that CAPS follows:

1. **Content** – Content is differentiated when students are given fewer vocabulary terms or mathematical formulas to learn or a different text to read. This type of differentiation can also relate to the vertical alignment of standards. For example, suppose a third-grade student does not understand the idea that multiplication is repeated addition, something they should have learned in second grade. In that case, the current teacher will need to reteach that content before moving on to grade-level content.
2. **Process** – Teachers differentiate their instruction when working one-on-one with a student needing extra help or arranging a small group. Even something as simple as repeating directions, or offering written directions, is considered a way to differentiate instruction. For this type of differentiation, like setting/environment differentiation, the academic standards are not being changed or "watered down"; it is simply a scaffolding method so that students can be successful with grade-level content.
3. **Product** – Tasks are differentiated when one modifies the length or scope or offers extended time to complete it. When the scope of a task is modified, it may include lower-level thought processes, but only with the intent of scaffolding student learning so that eventually, they are ready to meet grade-level content expectations.

Teachers can differentiation in other ways such as the cognitive abilities of students (Verbal, nonverbal, quantitative, and spatial) or/and based on the student's academic level (Above, on, and below average).

Differentiation can be done in different ways; what matters the most is that differentiation must meet authentically needs of students to enhance their progress and attainment.

Students of Determination (SOD) and Gifted and talented (G&T) students are provided with the needed differentiation based on their IEP / ALP. Pull out sessions are arranged with strong coordination between subject leaders and subject teachers. SOD teachers will coordinate regularly with the subject teachers to monitor the completion of SOD IEL and special scope and sequence.

## Part G. Homework and Classwork

1. Classwork is to be completed only in school.
2. Homework is not required but under the discretion of the teacher. If they see it fit, it must be given fortnightly. This can be completed at home in no more than 30 minutes, especially in the KG to 4. However, teachers may assign more items to a few students based on their individual needs for differentiation purposes, especially for above and below-average students.

3. Performance tasks should be assigned as homework and completed in school. Teachers can assign periods for this task. Still teachers can send some parts of the performance tasks as homework.
4. If homework is given, strictly follow the homework turn-in schedule below. Subjects that are only once or twice a week may select any day of the week to turn in their student's homework.

<b>Monday</b>	English
<b>Tuesday</b>	MOE subjects
<b>Wednesday</b>	Math
<b>Thursday</b>	Science
<b>Friday</b>	ICT, French, Music, Art, US SS

5. During the holy month of Ramadan, HOMEWORK is *suspended*.

## Part H. Portfolio

A student portfolio is a compilation of academic work and other forms of educational evidence assembled for:

- a. evaluating coursework quality, learning progress, and academic achievement;
- b. determining whether students have met learning standards or other academic requirements for courses, grade-level promotion, and graduation;
- c. helping students reflect on their academic goals and progress as learners; and;
- d. creating a lasting archive of academic work products, accomplishments, and other documentation.

Advocates of student portfolios argue that compiling, reviewing, and evaluating student work over time can provide a richer, deeper, and more accurate picture of what students have learned and can do than more traditional measures—such as standardized tests, quizzes, or final exams—that only measure what students know at a specific point in time. (Glossary of Education Reform, 2016)

### Section 1. Student's Portfolio

1. Student portfolios should contain but are not limited to the following evidence on a digital or paper-based form agreed by the teachers and head of the department.
  - a. completed paper or digital worksheets
  - b. inventory checklists
  - c. completed performance tasks
  - d. learning activities, including those that appear in the textbooks
  - e. learning journal
2. The safekeeping of the portfolio is the responsibility of both teachers and students. KG to 4 should keep their portfolios in the school.
3. Student portfolios should be evaluated in each term. Head of Curriculum and Assessment arranges an evaluation committee to ensure an authentic portfolio assessment.

4. Subject leaders are expected to assess regularly the content and evidence of the student portfolio to keep track of whether the evidence compiled is authentic.

## **Section 2. Teacher's Portfolio**

1. Teachers are required to keep a portfolio of his / her achievement, skills, and evidence of teaching and learning progress in a file folder. It should contain but is not limited to the following documents:
  - updated curriculum vitae (cv) indicating her qualifications, skills, achievements, and personal details.
  - copies of the job responsibilities, evaluation report given by the subject leaders, certificates of degree, ministry approval, and other relevant documents that support the teacher's performance.
  - copies of certificates received during the academic year.
  - updated time table
  - seat plan of his or her classes, which contains the classroom layout with properly labeled names of the students. Emirati nationals should be appropriately labeled on the seating plan.
  - copies of the minutes of the department meetings one has attended or the agenda copybook provided to the teacher
  - plan of action for high level (HL) and low level (LL) learners in the classroom. The plan of action should contain lists of students' names with their classification and the plan of action to be done during the term/year.
  - Sample of Differentiated Worksheets
  - IEP or ALP if they have SOD or gifted and talented students identified by the IEAT
  - Updated CPD as per MOE regulations.
  - updated grading book
2. Teachers should prepare a creative cover of a portfolio showcasing the teacher's individuality.
3. Teachers should ensure the availability of the portfolio daily and it should be updated regularly. Subject leaders may randomly inspect the portfolio of every teacher.
4. The summative performance of the teacher will be based on the portfolio. As such, the teacher should ensure the portfolio's accuracy, authenticity, and completeness. Evidence not compiled in the portfolio during performance evaluation will not be credited.
5. The Principal shall appoint a committee assigned to evaluate the portfolio. The committee will then use the summative evaluation form to match any supporting evidence compiled in the portfolio with their evaluation rating.

## **Part I. Classroom Seat Plan**

1. The subject teachers must prepare a hard copy of the seating plan. A teacher may have her/his own layout for as long as the students can move to their seats in the shortest time possible during the transition.

2. Teachers should use any assessment data as a basis for grouping students. They can also be arranged based on their aptitude or interests. Groupings must be done effectively and must work in consonance with the teaching strategy. High school classrooms may arrange chairs in pairs.
3. Names of the students must be appropriately indicated in the seat plan layout. Emirati students should also be labeled with a UAE flag as a symbol to be identified in the plan efficiently.
4. Teachers should use this seating plan daily to monitor students' progress in class. Teachers may find a better way to promote high attainment and progress by using the seating plan.

## **Part J. Marking / Correcting Books, Worksheets, Exit Tickets and Progress Checks**

Crown American Private School marking policy it made to ensure that all students have their work marked in such a way that it improves learning, challenges pupils, develops self-confidence, raises self-esteem and provides opportunities for self-assessment.

CAPS recognizes that teachers' marking of students' work and students' assessment of their own progress and attainment are central functions in the learning process. The focus of written and verbal feedback is on helping students obtain a clear understanding of how well they have gained knowledge, concepts and skills and then explaining what needs to be done to meet the learning objectives. It is then essential that students are positively prompted to improve their learning. The marking of children's work can have different roles and purposes at different times and can involve both written and verbal feedback. Marking is most effective when the student knows:

- the purpose of the task
- how far they have moved towards achieving this
- how to move closer towards the goal of their learning

### **The Key Performance Indicators will be:**

- An improvement in children's attainment and progress
- Student voice
- Consistency in teacher's marking across the Elementary and Middle school
- Awareness on the part of the students of what is expected of them

### **Marking procedures**








- Children's work should be corrected as soon as possible after completion, and where possible, in the presence of the child
- Marking will be in pink pen and will be according to the symbols

- When marked work is returned to the children there should be verbal feedback either individually or as a class. (In the introduction of next lesson reflect on outcomes of previous lesson).

**Pens/Pencils:**

- Pencil: Child response/ self-assessment for KG to grade 4
- **Blue Pen:** Child response/ self-assessment for Gr 5 to 12
- **Green Pen:** Peer marking KG to 12
- **Pink Pen:** Teacher’s marking KG to 12

**CAPS Marking Symbols**

	Positive comment
	Next steps
	correct
	Mistake
A	Aided
I	Independent (KG only)
V	Verbal feedback
sp	Spelling mistake
	Change to or from a capital letter
//	New paragraph
	Does not make sense
^	Missing word
	Missing punctuation

Constructive feedback should be written to clearly define the next steps for students, as shown in the samples below (Natalie, 2021):

- Inspire students to embrace their mistakes and try again
  - “That’s a really great start, but perhaps you could...”
  - “You’re on the right track, but you’re not quite there yet.”
- Make students feel supported in their learning
  - “Thanks for that idea! How about...?”
  - “Can anyone add to what \_\_\_ said to help us get to the right answer?”
  - ” I love your suggestion!”
- Help students learn from their mistakes.

- “Can you tell me more about how you figured that out?”
  - “How did you arrive at your answer?”
- d. Encourage students to remember their prior learning
- “Do you remember how we did this last time?”
  - “You’re on the right track, but you’re not quite there yet.”
  - “Did you think about...?”

### **Presentation of Work Procedures**

- The full date is to be written by students on the top line starting from the left and underlined. Such as: Monday, 9/5/2022
- The learning intentions and success criteria are to be written and underlined.
- One line is to be missed between the success criteria and the start of written work. The children can remember this using ‘DUMTUM’ (Date, underline, miss a line, title, underline, miss a line)
- Have a go at spellings. If unsure, underline then check in a dictionary or use a word book or glossary
- Illustrations should be on the unlined pages or parts of pages, not applicable in English notebooks. Children should not color over writing and any coloring should be done with colored pencils not felt tip pens or markers.
- Science diagrams should be drawn in pencil
- Worksheets should be kept to a minimum and should only be used when necessary
- Children should take pride in their books, no graffiti on the front of books or use of correction fluids.
- Write on consecutive lines
- Neatness and care of presentation is to be encouraged at all times

The Principal, Vice Principal, Head of Curriculum and Assessment and all Team Leaders will review the quality of marking during learning walks, lesson observations and book scrutiny feedback sessions.

### **Part K. Preparing Worksheets and Exit tickets, Progress Checks and Mastery Tests**

1. Each department has a uniform template when preparing worksheets. Teachers should consult their team leaders about it. However, it is a must that every worksheet should contain the school logo, worksheet title, and the statement of standards/competencies that can be achieved when done successfully.
2. Teachers should strictly follow the format in preparing progress checks and mastery tests. By the rule, tests must be valid and should only contain items taught in class. The number of items should be commensurate to the periods allotted to answer it.



3. For open-ended questions, like essay type or drawing, it should have the corresponding rubrics when awarding points. The rubrics must also be in the worksheet or quiz papers to guide students.

## **Part L. Bulletin Boards**

By principle, classrooms and hallways must support instruction. **They should be updated and changed regularly.** They should elicit critical thinking, provide a creative exploration of the mind and contribute to students' success. Every corner of the room and any strategic place in the school should provide an opportunity for students to LEARN. However, decorations must be long-lasting, safe, grade-appropriate, and Islamically friendly.

### **Section 1. Material Resources.**

- a. Primarily, teachers and staff should use the students work samples to update the bulletin boards regularly.
- b. Recycled materials. Scrap materials from recycled bins can be re-used to re-design the board.
- c. A new set of materials can be requested with the supervisors' approval.

### **Section 2. Content.**

- a. The content of the boards should always be grade-appropriate and Islamically friendly. Pictures of pig or pork delicacies, girls or women wearing provocative attire, and many more are prohibited.
- b. Spelling and grammar must be checked thoroughly.
- c. Bulletin boards should elicit critical thinking. Teachers and staff may use essential questions in the unit plans, inspirational quotes from influential people, recent news or updates, awareness campaign materials, etc. Subject area boards in the hallways must promote awareness of content that will support the curriculum.
- d. Bulletin boards in the classroom should be allotted for each subject, including English, Arabic, Science, Math, Social Studies/Islamic Studies, and Homeroom. Homeroom teachers are assigned to allot specific areas for these subjects, while subject teachers should post 'exemplary student's work', "performance rubrics," "project descriptions or deadlines," and others in their assigned areas.
- e. Homeroom bulletin boards must contain essential school policies, classroom rules, a list of students for group work, and a Calendar of Activities, etc. Homeroom teachers should post any positive messaging to promote the school's values every month.

### **Section 3. Posting**

- a. Pushpins are not allowed in the classroom and hallway boards, but they can use stapler wires instead. Never use a glue stick, paste, or liquids on the surface of the board or the wall. Do not stick anything on the wooden frame of the boards. Staff shall be accountable for the repair and cleaning if such is violated.

- b. Instructional charts or any creative and colorful visual aids can be posted on the classroom walls using only paper tapes. Double adhesive tapes, colored packaging tapes, and glue sticks are not allowed as they damage the wall's paint, which leaves undesirable marks.
- c. Staff and teachers may post work of the students on the tiled surface located on the walls of the hallways. Never post anything on the white cement walls of the hallways. If unavoidable, they should seek approval from the school leaders. Post work that shows an **exemplary performance** of the students.
- d. Do not hang any decorative articles or educational materials that may block the CCTV view. Likewise, avoid sticking anything on the ceiling fan for safety purposes.

## Part M. Collaboration in the Classroom

Collaboration is a critical twenty-first-century skill. All subject teachers are required to implement collaboration in the classroom. Collaboration can be done by breaking the whole class into small groups based on given criteria. Below is all the necessary information that will guide teachers in structuring and implementing collaboration in the classroom.

### Section 1. Definition of Collaboration

Collaboration (Kerrigan, 2011) is a complex set of skills, abilities, and behaviors that can be taught and modeled, including, to mention a few:

1. **Communication Skills:** listening, attending to verbal and non-verbal cues and information, giving and receiving positive useful critiques;
2. **Cooperation Skills:** leading and following and switching from leading to following, taking responsibility for group tasks, attending to group process;
3. **Emotional Skills:** being aware of one's own and others' feelings, expressing feelings appropriately, and showing compassion and empathy;
4. **Mental Skills:** focusing on a task until complete, following a conversation, processing it, summarizing it, and taking creative leaps based on it.

As such, collaboration is simply a group of students working towards solving a problem. This problem is formed in the lesson as tasks. This problem or task can be in a variety of forms like solving a mathematical problem together, completing worksheets together, role-playing, designing a project together, and many more.

### Section 2. Forming small groups in the classroom

1. Homeroom teachers should divide the students into small groups based on any of the following styles and criteria:
  - a. **Heterogeneous Groups**: Students' academic levels are spread out in groups. Each group contains high, low, and average achievers. Teachers can use the

academic ratings obtained by the students in core academic areas as a basis for identifying their levels. Teachers can also use the results of CAT-4, ensuring that a variety of learning modalities are spread out.

- b. **Homogeneous Groups**: Students are grouped based on their common attributes. They share common interests (sports they like, shared hobbies, color preferences, etc.); needs (shared learning needs as shown in the MAP learning continuum, common learning strengths as shown in the results of CAT 4, same results in quizzes, etc.) or learning styles (visual, auditory, kinesthetic, tactile).
2. Subject teachers may opt to change the small groups prepared by homeroom teachers for as long as she/he can manage the preferred seating arrangement during the period. Subject teachers may opt to use any grouping styles as a basis for grouping students, as mentioned in 1 of section 2.

### **Section 3. Seat Plan**

1. The seating plan is the layout plan of the classroom specifying the location of the tables, whiteboards, and chairs. The names of the students are labeled in the layout plan.
2. Teachers should prepare a seating plan based on the grouping style. Emirati students should be appropriately labeled in the seating plan. The seat pan should be used functionally to monitor the student's attainment in the lesson and must always be used functionally during the actual teaching.
3. Each teacher should have printed copies of the seating plan based on the preferred groupings, and it should be kept in his/her portfolio.

### **Section 4. Cooperative Tasks**

1. Teachers should always have an opportunity for collaborative work at least once a week for core academic areas and once a month for other minor subjects.
2. A task is collaborative if the activity in the group is assigned to solve a problem related to the lesson. A problem can be stated in a situation where the group has to solve or propose a solution together. Below are a few examples of collaborative work:
  - a. **SCIENCE**: The group will experiment to prove that oxygen is formed during photosynthesis.
  - b. **ENGLISH**: The group shall create a slogan for the anti-bullying campaign in the classroom.
  - c. **MATH**: The group shall propose a way to solve mathematical problems. For example, the Cooperative Problem Solving (CPS) strategy is an effective activity to promote problem solving. The teacher presents the problem, students work the problem alone, students work together to compare and discuss answers with a partner or with a team, and finally class discusses solutions to reveal the answer to the class and call on students to share how they solved the problem.
3. Teachers should explain the task well and identify the roles of each person in the group. Ensure that the students understand the rules for collaboration as shown - GROUPS.

- a. **G**ive encouragement
  - b. **R**espect others
  - c. **O**n task (stay)
  - d. **U**se quiet voices
  - e. **P**articipate actively
  - f. **S**tay in group
4. The acronym GROUP should be posted on the bulletin board or visible in the classroom.
  5. The tasks given to all groups may be the same, but they produce different solutions to the problem for heterogeneous groups. Teachers may give different tasks to homogeneous groups depending on their attributes, and they will be asked to solve them based on their shared interests, needs, or style.

### Section 5. Group Assessment Scheme

1. Teachers should continually evaluate the group's performance based on the following criteria. Teachers may opt to develop this into more specific performance ratings.
  - a. **Communication Skills:** listening, attending to verbal and non-verbal cues and information, giving and receiving positive useful critiques;
  - b. **Cooperation Skills:** leading and following and switching from leading to following, taking responsibility for group tasks, attending to group process;
  - c. **Emotional Skills:** being aware of one's own and others' feelings, expressing feelings appropriately, and showing compassion and empathy;
  - d. **Mental Skills:** focusing on a task until complete, following a conversation, processing it, summarizing it, and taking creative leaps based on it.
2. Teachers should always give the criteria for evaluating the group performance prior to the collaborative activity. Likewise, students should be informed how they will be evaluated before conducting the activity. Numerical ratings obtained by the group should be reported to the class after completing tasks. Teachers may do the following variations whenever they are ready:
  - a. Teachers may also ask the group to evaluate themselves based on the same criteria. (Self-Evaluation). The self-evaluation and the teacher ratings can be averaged to obtain the final group ratings.
  - b. Teachers may also ask students to evaluate other groups. This can be done if the students can see the final output of the other groups. Make sure that there is a clear performance rubric to be used for evaluation.
3. The final rating must be made clear in the grading criteria to report the final grade for the term.

### Part N. Technology Platforms

CAPS LMS includes a variety of technology platforms to facilitate teaching and learning and to make sure that all stakeholders have access to the needed information and materials. Our LMS includes:

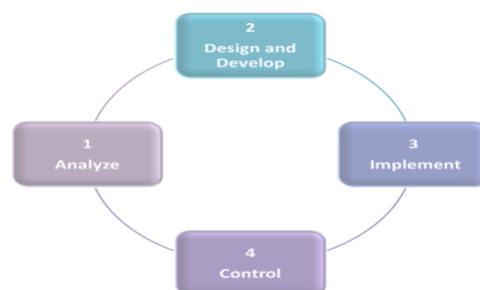
- 1- **CLASS DOJO:** ClassDojo is for communication purposes to the parents for announcements, circulars, and individual messaging. The student behaviour system is

managed through a point system in Class Dojo. This is primarily used by teachers and parents of students in KG to grade 12.

- 2- **School Website:** CAPS website creates a digital relationship between parents, students, and school that provides general school happenings, school happenings, admission details, academics like timetable, academic calendar, CAPS policies, assessment details etc.
- 3- **The Parent Portal** allows parents to take a more informed view of weekly plans of their child that stores all the learning tasks required to be completed by the students for all subjects.
- 4- **MS TEAM:** This is a learning management system of the school where teachers create a collaborative classroom for the delivery of synchronous and asynchronous modes of learning. Students are provided with school email accounts to access their MS teams. The students are given opportunity to have the class notebook where they create the academic portfolio. They also submit the student work in the form of assignments & keep a track of their self-directed learning.
- 5- **MS FORMS:** This is used to create assessments, use rubrics, surveys to collect information from students and parents. It saves educators time and brings student results to life through real-time results reporting.
- 6- **ONLINE RESOURCES / TEXTBOOKS:** Used as online resources and textbooks for students.
- 7- **ORISON:** Used as school ERP for storing student data and exam results.

## Part O. Curriculum Development Guide

The development of an effective curriculum is a multi-step, ongoing and cyclical process. The process progresses from evaluating the existing program to designing an improved program, implementing the new program and back to evaluating it at the end of its implementation. Below shows the different phases and description. The process is patterned after the System Model of Performance Improvement and Performance-Based Instructional Design System.



### Phase 1: Analyze

This involves crucial planning of curriculum through consideration of 2 key components: organizational performance diagnosis and work expertise documentation. Primarily, it includes front-end analysis which involves needs assessments, task analyses, and proposal development.

In this phase, it is imperative for the curriculum developers to reflect on the current practices and analyses of the available data which are integral components for curriculum development.

	<b>Steps</b>	<b>Documents Needed</b>	<b>Evidence</b>
<b>1</b>	The <b>teachers</b> shall reflect their experiences in curriculum development and curriculum implementation. The <b>subject leader</b> shall identify the significant factors that affect the implementation of the curriculum and use this to enrich the curriculum.	<ul style="list-style-type: none"> <li>• Curriculum Plans</li> </ul>	<ul style="list-style-type: none"> <li>• Completed curriculum</li> <li>• Development questionnaire</li> </ul>
<b>2</b>	The <b>teacher</b> shall list the content of the lessons to be covered by the students in every term. This list is called <b>Scope and Sequence</b> . Teachers shall ensure that there is no repetition of the content across the grade level and that the pre-requisite skills are developed.	<ul style="list-style-type: none"> <li>• Student's Books</li> <li>• Teacher's Guide</li> <li>• Curriculum Standards</li> <li>• Other relevant resources</li> </ul>	<ul style="list-style-type: none"> <li>• Grade level Scope and Sequence</li> </ul>
<b>3</b>	The <b>teacher</b> shall review the results of the MAP, PISA, TIMSS, Diagnostic Tests, Mastery and End of the Term Exam and identify significant factors which are applicable in enhancing the scope and sequence. The MAP learning continuum and the diagnostic tests results can be used to identify <b>pre-requisite skills</b> . TIMSS and PISA can be used to identify the content or skills needed to enrich the curriculum. The <b>subject leader</b> shall review and approve the scope and sequence based on the grade level standards.	<ul style="list-style-type: none"> <li>• School Performance data</li> </ul>	<ul style="list-style-type: none"> <li>• Grade level Scope and Sequence</li> </ul>
<b>4</b>	The <b>teacher</b> shall prepare the listings of the skills/competencies required to understand the content. The skills should match the curricular standards. The skills/competencies must be aligned with the grade level standards. The <b>subject leader</b> shall review and approve the grade level skills. These lists of skills will be the checklist for the student's portfolios.	<ul style="list-style-type: none"> <li>• Students' portfolio</li> <li>• Curriculum Standards</li> <li>• Approved grade level scope and sequence</li> </ul>	<ul style="list-style-type: none"> <li>• Grade level skills</li> </ul>

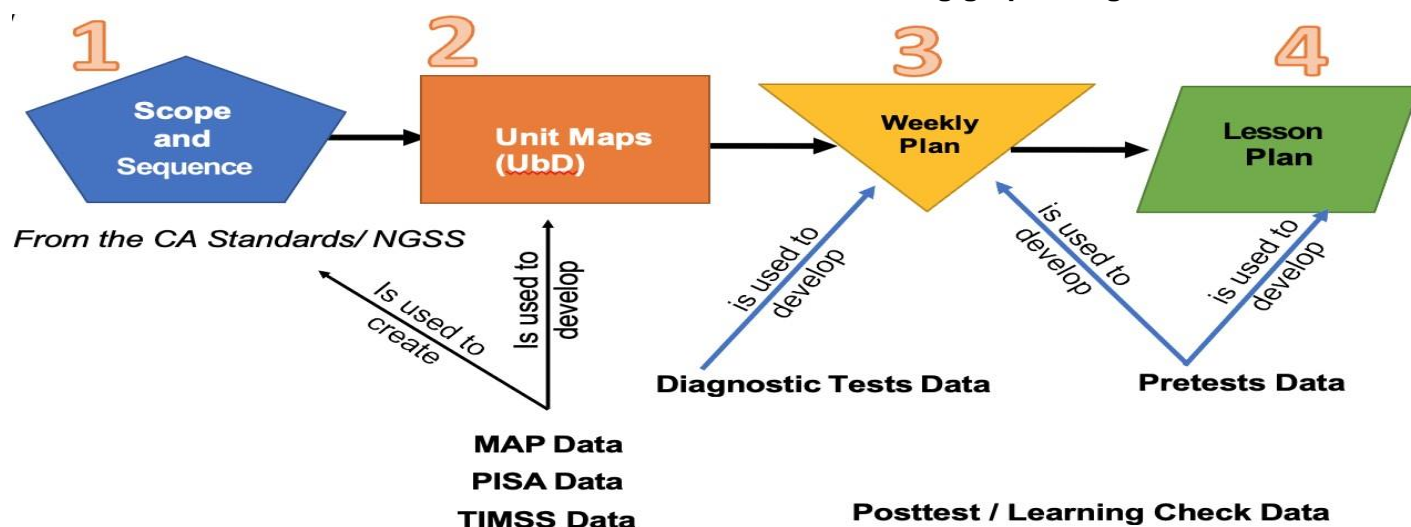
### Phase 2: Design and Develop

In this phase, program and lessons are designed based on the results of the analysis phase. New materials are developed and existing materials are revised. Prior to the development of the unit maps, the teachers and the subject leaders shall develop the interdisciplinary project themes

(First and second term) and the performance Task (Third Term). The steps for developing this project are shown below.

	<b>Steps</b>	<b>Documents Needed</b>	<b>Evidence</b>
<b>1</b>	<b>Head of Curriculum and Assessment</b> shall formulate <b>grade level teams</b> who will develop the interdisciplinary projects across the grade levels.	<ul style="list-style-type: none"> <li>• Lists of Teachers</li> <li>• Guidelines in Making Performance task</li> </ul>	<ul style="list-style-type: none"> <li>• Lists of Grade level teams</li> <li>• Schedule of meeting and training</li> </ul>
<b>2</b>	The <b>grade level teams</b> shall formulate the interdisciplinary projects (one project per term)	<ul style="list-style-type: none"> <li>• Parent Goals Survey</li> <li>• UNESCO Activities and Celebrations</li> <li>• Calendar of Activities</li> <li>• Guidelines</li> </ul>	<ul style="list-style-type: none"> <li>• Grade Level Interdisciplinary Project (GRASP)</li> </ul>
<b>3</b>	The <b>grade level team</b> shall submit the projects to the <b>Head of Curriculum and Assessment</b> for approval. The approved projects will be given to all subject teachers through the subject leaders and shall serve as the main performance task under stage 2 of their unit plans. The role of the teacher is to align the content of the lessons to the projects without compromising the logical sequence of the lessons.	<ul style="list-style-type: none"> <li>• IDP</li> </ul>	<ul style="list-style-type: none"> <li>• GRASPS</li> <li>• Students' projects</li> </ul>
<b>4</b>	The <b>teacher</b> shall prepare the unit maps based on the approved format in the context of the backward design (Understanding by Design). The main guidelines in the preparation of the unit maps are indicated in the succeeding page.	<ul style="list-style-type: none"> <li>• Student's Books</li> <li>• Teacher's Guide</li> <li>• Curriculum Standards</li> <li>• Other relevant resources</li> </ul>	<ul style="list-style-type: none"> <li>• Unit Maps</li> </ul>
<b>5</b>	The <b>teacher</b> shall submit the unit maps to the <b>subject leader</b> for checking, then to the <b>Head of Curriculum and Assessment</b> for approval.	<ul style="list-style-type: none"> <li>• Unit Maps</li> </ul>	<ul style="list-style-type: none"> <li>• Unit Maps evaluation form</li> </ul>

Teacher's Scheme of work is as show in the following graphic organizer:



### Guidelines in Preparing the Scope and Sequence

The **Scope and Sequence** is critical in preparing unit plans. **Scope** refers to the depth and breadth of the content to be taught at a specific grade level and the development of the content across grade levels. **Sequence** is the order in which the content should be taught for the best learning (building on past knowledge) within and across grade levels.

#### General Guidelines

1. The **Scope and Sequence** shall be divided into three terms. There is a prescribed format for each department. English, Math, and Science are required to prepare the scope and sequence.
2. The **Scope and Sequence** must be short and concise. It shall list the content, competencies, and standards to be covered across the term during the academic year.
3. The **teacher** shall use the student textbooks, teacher guide, approved curricular standards, and other relevant resources. The textbooks of the students are to be used as the main reference, but not the only resource for developing the Scope and Sequence. The results of the MAP through the learning continuum can also be the basis for determining the content and skills. Below are suggested resources in preparing the Scope and Sequence:
  - a. Approved textbooks and teacher guide to be used for the academic year
  - b. Previous years Unit Maps
  - c. Learning Continuum from MAP results
  - d. Applicable PISA, TOEFL, SAT and TIMSS Results (whichever is available)
  - e. Educational Websites



4. The number of contents and standards to be listed in each term shall be proportional to the number of instructional weeks per term (Term 1: 12 weeks, Term 2: 10 weeks, Term 3: 10 weeks). As such, it is a must to write only the standards that will be explicitly taught and assessed.
5. The headings and formats shall not be changed unless otherwise approved by the SLT. Teachers shall consider the following specifications:
  - a. Font Style: New Times Roman
  - b. Font Size: 10
  - c. It should not exceed five pages.
  - d. Paragraph alignments must be properly observed.

### **Guidelines in the Preparation of Unit Maps**

The guidelines below are based on the concepts of backward design by Wiggins and McTighe. Teachers are required to read and understand carefully the following points to ensure a well-prepared Unit Maps.

1. Science, Math, and English are required to develop unit plans that are based on backward design.
2. The Unit plans shall be comprised of three important stages: Desired Results (Stage 1), Evidence (Stage 2), and Learning Plans (Stage 3).
3. **Stage 1** identifies the desired results, essential questions, standards, transfer goals, and knowledge and skills. **Stage 2** shall indicate the performance tasks to be done at the end of the unit and the other evidence. **Stage 3** shall be the weekly plan prepared by teachers based on stage 1 and 2.
4. The content of PISA, TIMSS and the learning continuum of the MAP shall be integrated into the units whenever possible. The learning continuum of the MAP shall be the basis for identifying the pre-requisite skills:
  - a. The Learning Continuum in MAP contains learning statements that provide the teacher with an instructional starting point by describing the skills and concepts that are almost ready to be introduced, developed, or reinforced along a continuum of learning.
  - b. These statements must be indicated under pre-requisite skills column in Stage 3 of the Unit Map.
5. Subject teachers of the same grade level are required to use the approved integrated projects in every term as the performance task. However, the teachers shall ensure that the related content and skills are considered in the unit plan to prepare the students for performance task.

### **Guidelines in Preparing Interdisciplinary Projects**

1. The interdisciplinary projects are the main performance tasks that the students shall complete by the end of the term. The performance tasks must reflect the content and the skills the students must learn in English, Math, Science, Music and the Arts across the grade levels

from grades 1 to 12 within the given term. Computer lessons should be designed based on the nature of the projects.

2. The Interdisciplinary projects also reflect the UNESCO goals in which when the Ministry of Education (MOE) and its strategic partners have laid out a strong strategy to harness the national human capital's full potential by maximizing participation in high-quality education, to focus on equity and quality from kindergarten to higher education to fill the gap between academic requirements.

3. Use the **GRASP** principle when conceptualizing the project. **GRASPS** is an acronym to help designers construct authentic scenarios for performance tasks. a. **Goal**: the goal or challenge statement in the scenario

b. **Role**: the role the student plays in the scenario

c. **Audience**: the audience / client that the student must be within doing the task

d. **Situation**: the particular setting / context and its constraints and opportunities

e. **Product / Performance**: the specific performance or product expected

f. **Standards**: the criteria for success written in rubrics form

4. Each subject must design performance rubrics. Performance rubric is the assessment criteria in evaluating the performance of the students in the completion of their performance task. It shall be reflective of the skills in the subject for the given unit and shall be well-aligned with the competencies checklist in the student portfolio.

5. The themes of the projects shall be based on any of the selection, which is developed based on the 21st Century Interdisciplinary Themes and Parent Survey goals. The following are some suggested themes:

a. Civic Literacy

b. Environmental Literacy

c. Health Literacy

d. Financial, Economic, Business and Entrepreneurial Literacy

e. UNESCO (United Nations Educational, Scientific and Cultural Organizations) Sustainable Development Goals

### **Phase 3: Implement**

This phase primarily involves the delivery of plans in the classroom setting. CAPS academic community is confident with the collaborative efforts of the teachers, the subject leaders and the management in curriculum design. All academic decisions are conducted in an autonomous process through consultations with all the stakeholders about the perceived and actual needs of the students. As such, the implementation process becomes everyone's ownership. To ensure the attainment of the curriculum objectives, the following steps shall be considered:

1. First, teachers need time and opportunities to become aware of the new curriculum and its overall design, particularly how it differs from the past.

2. Then teachers need time and opportunities to become familiar with the new curriculum - often school or grade level sessions that focus on those specific parts of the curriculum for which individuals are responsible.
3. Next, teachers need at least two years to pilot the new curriculum and new materials in their classrooms. It is not unusual for this period to take up to two years before the new curriculum is fully implemented and comfortably integrated into day-to-day practice. It is critical that the curriculum development committee, resource teachers and principals and the parents (as stakeholders) are aware of this process and are available to nurture it.

*Below is the suggested lesson delivery flow.*

<b>Day</b>	<b>Task</b>	<b>Notes</b>
1	<p><b>Unit Overview and Expectation Settings</b></p> <p>Key: Discuss the unit's Transfer Task, Enduring Understanding, and Essential Questions</p>	<p>Orient the students briefly about the following:</p> <ol style="list-style-type: none"> <li>a. House Rules</li> <li>b. Transfer Goal</li> <li>c. Expected Performance and Project Output</li> <li>d. Assessment Methods (Formative and Summative Assessments)</li> <li>e. Learning Methodologies (Whole Group Sessions, Small Group Sessions, Differentiated Tasks)</li> </ol>
2	<p><b>Pre-assessment</b></p> <p>Key: Assess the students through a threshold approach (Beginning, Mid and End) UbD is heavy on Performance Tasks</p>	<ol style="list-style-type: none"> <li>1. Written Test based on the unit's standards and content</li> <li>2. Performance-Based assessment on the skills required to attain the transfer goal</li> </ol> <ol style="list-style-type: none"> <li>a. Provide rubric for each performance assessment.</li> <li>b. All pre-assessment tasks are to be evaluated and approved by the subject leaders.</li> <li>c. Copy of the tasks with the rubric are to be submitted to the Head of Curriculum and Assessment.</li> <li>d. Data/Assessment results to be submitted to the</li> </ol>
3	<b>Lesson 1 Introduction</b>	<ol style="list-style-type: none"> <li>1. Introduce the lesson as a whole group session.</li> <li>2. Inform the students about the lesson's required output (e.g. paragraph, artwork, puzzle, etc) and the rubric to be used for assessing the student's work</li> </ol>
4 onwards	<b>Formal Lesson Delivery</b>	<ol style="list-style-type: none"> <li>1. Conduct classes as planned.</li> <li>2. A Mastery Test can be conducted after two lessons.</li> </ol> <p><b>Indicate the required product or performance related to the transfer goal at the end of each lesson.</b></p>
End of the term	<b>Summative Assessment</b>	<ol style="list-style-type: none"> <li>1. Conduct Post Assessment (Written End of the Term Exam)</li> <li>2. Conduct Performance Assessment as set in the Transfer Task</li> </ol>

## Phase 4: Control

This phase is typically the evaluation part of the curriculum development. The conduct of lessons is evaluated, results are reported, teacher training and lessons are revised, teachers and students' proficiency are monitored and maintained.

For this phase, the curriculum **implementation (Process)** and the **outcome (Product)** will be assessed. The purpose of which is to monitor the process of implementation, and provide feedback and judgment of the program's effectiveness for continuous improvement.

Below is a checklist for evaluation:

<b>Process (Implementation)</b>	<b>Product (Outcome)</b>
<ul style="list-style-type: none"><li>• Identified the tasks/activities for monitoring</li><li>• Received aligned Weekly Plans and Teaching Maps</li><li>• Conducted class observations including peer observations</li><li>• Documented tasks/activities</li><li>• Gathered students' insights</li><li>• Gathered teachers' insights</li><li>• Gathered SLT's insights</li><li>• Reviewed students' work samples</li><li>• Conducted debriefing with teachers</li></ul>	<ul style="list-style-type: none"><li>• Conducted post qualitative and quantitative assessments of teachers</li><li>• Conducted post focus group interview of teachers</li><li>• Conducted post focus group interview of teachers</li><li>• Interviewed or surveyed other stakeholders, SLT, subject leaders, teachers, and parents of students</li></ul>

It is to be noted that the implementation phase (process) monitors project's process and potential procedural barriers, and identify needs for the curriculum adjustments. The outcome phase (product) measures, interprets, and judges project outcomes, and interpret their merit.

### 1. Updating the New Program

The implementers of the program shall convene on a regular basis to update curriculum changes by sharing materials, activities, units, assessments and even student work that support the achievement of the curriculum goals that were unknown or unavailable when the guide was first developed. It is to be noted that resource teachers are particularly effective vehicles for the preparation and distribution of these updates.

### 2. Determining the Success of the New Program

The curriculum development cycle ends and then begins again with a careful evaluation of the effectiveness and impact of the program. The curriculum team shall conduct surveys, focused discussions and meetings for purposes of periodic data gathering on perceptions of program strengths, weaknesses, needs, preferences for textbooks and other materials, and topics or

objectives that do not seem to be working effectively. The data from these surveys and meetings must then be combined with a careful analysis of more numerical data on the program such as:

- ongoing grade-level and course criterion-referenced exam data
- teacher developed assessments, performance assessments, student portfolios
- course enrollments (particularly by level in middle and high schools)
- International Benchmark Test

*This detailed review and analysis of quantitative and qualitative information on the program's impact and on the stakeholders' perceptions of its strengths and weaknesses form the foundation for the next round of curriculum development.*