

Curriculum Management Plan 2010-11



Center Independent School District

Curriculum and Instruction Department

Administration Building
P.O. Drawer 1689
Center, Texas 75935
936.598.1612
www.centerisd.org

Table of Contents

District Educational Philosophy	3
Philosophical Framework of Curriculum Design	4
Curriculum Defined	5
Curriculum Alignment	6
Purpose of a Curriculum Management Plan	7
Curriculum Philosophy	
Curriculum Mission Statement	
Roles and Responsibilities	8
CISD's Curriculum	11
Curriculum Implementation Year I.....	12
Curriculum Implementation Year II.....	13
Curriculum Review Cycle.....	14
Curriculum Guides.....	16
Requirements for Quality Curricular Control	
Format and Components	
Purpose of Curriculum Guides	
Standards.....	18
Assessment	19
Assessment Components	
Assessment Data	20
Professional Development	22
Monitoring the Curriculum	23
Curriculum Communication Plan	24
Glossary of Terms	25
References	29
Appendices	
Appendix A: Curriculum Calendar	30
Appendix B: Sample Instructional Focus Document (IFD).....	32
Appendix C: Sample Vertical Alignment Document (VAD).....	33
Appendix D: Sample Year-at-a-Glance (YAG)	34
Appendix E: TEKS Verification Matrix.....	35

District Educational Philosophy

Center ISD will provide a learning environment where the students will acquire skills necessary to lead productive lives in a society that is rapidly changing. Through an educational program based on equity and excellence, the District will ensure that all students have the opportunity to develop competency in the areas of:

- Academics: reading, writing, math, science, social studies, technology applications, other languages and career and college preparation;
- Human Relations: responsibility, respect for others, honesty and communication;
- Physical Well Being: knowledge of the components necessary in order to develop and maintain a healthy lifestyle

District Goals

- Firmly establish the implementation of an aligned curriculum in the core content and career and technical education areas utilizing research-based practices to provide rigorous College and Career Education courses and programs;
- Establish Center ISD, including all of its operations, as a level 3 organization as defined by the leadership rubric for systemic planning.
- Instill the Eight Elements of a Systemic Culture at all levels of the district while allowing them to serve as the district's foundation upon which all is based.

Philosophical Framework for Curriculum Design

The purpose of a school district is to educate all students to high levels through quality teaching and learning by providing an aligned curriculum. Center Independent School District is committed to continuous improvement of the teaching and learning process so all students will have the knowledge, skills, concepts, processes, and attitudes to function successfully in society.

The purpose of the *Center Independent School District Curriculum Management Plan* is to provide a framework for the alignment of the written, taught, and tested curriculum. This plan provides the structure to ensure quality control of the designed and delivered curriculum, internal consistency, and resources necessary to address the District's mission and goals.

The plan also conveys the procedural intent of District leadership with respect to curriculum adoption, implementation, evaluation, and revision. It provides clear direction for students, parents, teachers, and administrators in the system, establishing a framework that outlines guidelines and procedures for the design, delivery, monitoring, and evaluation of curriculum.

Curriculum Defined

The function of curriculum is to shape the work of classroom teachers (English, 2000, p. xiv). Curriculum is defined as any document or plan that exists in a school or school system that defines the work of teachers . . . [and] identifying the content to be taught children and the methods to be used in the process (English, 2000, p. 2). It can either be developed by or for teachers to use in classrooms by which the content, scope, and sequence of that content, and to some extent the methodology of their teaching, is defined and configured (English, 2000, p. 17).

There are three curricula components in any given curriculum: written curriculum, taught curriculum, and tested curriculum.

The written curriculum refers to the District's written curriculum guides consisting of Instructional Focus Documents (IFDs), Year at a Glance (YAGs), and Vertical Alignment Documents (VADs) from CSCOPE and is defined as those standards, goals, and objectives that students are to achieve and teachers are to teach.

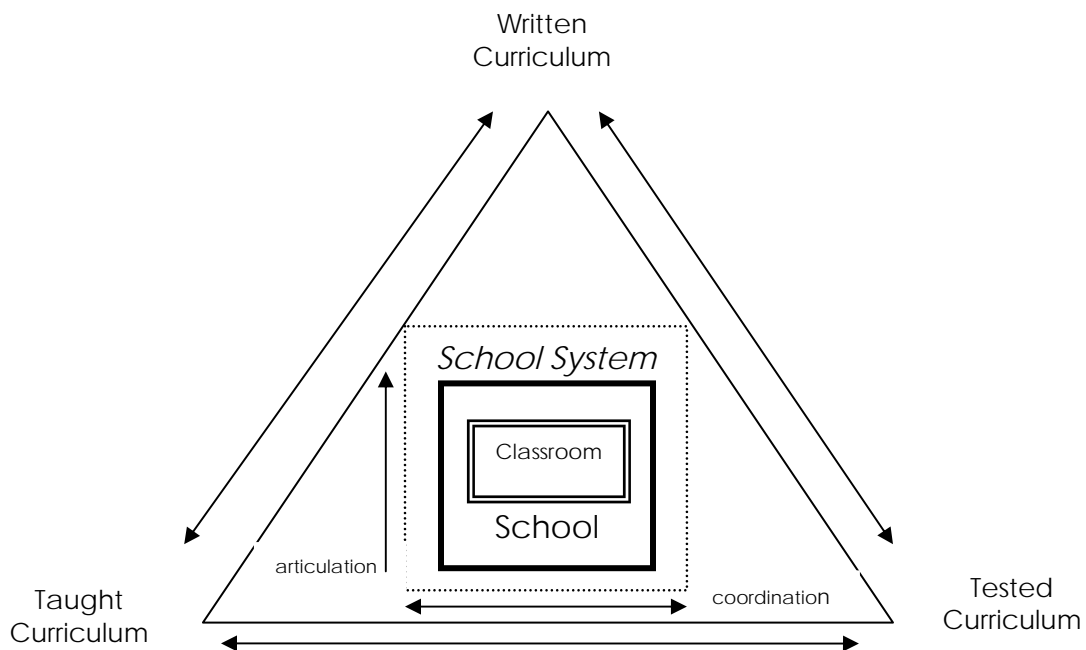
The taught curriculum refers to instruction, the process by which the teachers plan, organize, and deliver instructional strategies for teaching the written curriculum.

The tested curriculum is defined as the student assessment, both formal and informal (formative and summative), that is used to evaluate student progress toward mastery of the written curriculum.

Figure 1 depicts how the written, taught, and tested curriculum is aligned.

Curriculum Alignment

Figure 1 The Concept of Curriculum Alignment Nested in Three Levels of the Organization (English, 2002, p. 88).



English (2002) discusses the three forms of curriculum in school settings as being the written, taught, and tested. He discusses in further detail:

These forms may exist at any unit of analysis within schools: classrooms, grade levels (for elementary or middle schools), departments (for high schools), schools, or school districts. Within each one, the educator can establish coordination and articulation. When these facets are analyzed, the written expression of them is curriculum design. The expression of their implementation is curriculum delivery. The connectivity between all three has both content and context. When all of these elements are matched, we have engaged in deep curriculum alignment. (p. 87)

Purpose of a Curriculum Management Plan

The Board recognizes the need and value of a systematic, ongoing program of curriculum review and development. The Board shall encourage and support the professional staff in its efforts to investigate new curricular ideas, develop and improve programs, and evaluate results. In order to ensure quality control of the curriculum and to be responsive to the school community and state requirements, the Board sets forth this policy to be followed by the Superintendent and professional staff.

Curriculum Philosophy

From the Boardroom to the classroom, the District's philosophy is based on continuous student progress through vertically and horizontally aligned curriculum. A curriculum and instructional model with measurable results for learning will be designed and implemented in order to assure that graduates of Center ISD possess the skills and knowledge to have successful experiences in higher education, technical schools, or in the workplace. *Curriculum* guides the teaching and learning process and ensures that each student from classroom to classroom has the same opportunity to learn the standards mandated by the state and those developed by the district.

Curriculum Mission Statement

Center ISD is committed to providing all students with an educational experience that will enable them to excel academically. To achieve this, we will provide curriculum and instructional programs that are aligned to the state-mandated curriculum. Administrators and teachers will work collaboratively to ensure the written, taught, and tested curriculum are in alignment throughout the district. Teachers will use a variety of research-based instructional strategies and actively engage students in activities to promote a conceptual understanding. Teachers will be provided with professional development activities, support, and services to enable them to meet the needs of students. Student achievement data will be used to evaluate and improve instructional programs.

Roles and Responsibilities

All District staff members are responsible for ensuring that all students learn the district's curriculum and demonstrate achievement at high levels. As a function of responsibilities, certain roles can be specified, although the responsibilities are not limited to those listed.

Board of Trustees

The Board will:

- Adopt goals that provide a well-balanced curriculum resulting in improved student learning;
- Establish policies to direct and support ongoing curriculum development and evaluation;
- Adopt a budget that provides for the development, implementation, training, and evaluation of curriculum; and
- Communicate to its constituents the Board's curricular expectations.

Superintendent

The Superintendent will:

- Implement board policies related to curriculum;
- Annually report to the Board concerning implementation; and
- Oversee the work of district staff in accomplishing their responsibilities.

Superintendent and District Curriculum Staff

The Superintendent or designee will:

- Ensure that a master long-range plan is in place for curriculum development, revisions, program evaluation, and student assessment;
- Implement the master long-range plan, providing technical and expert assistance as required;
- Approve the District's curriculum;
- Provide district-wide professional development needed to implement the curriculum;
- Provide materials and design instructional programs that deliver district curriculum effectively;
- Support principals and teachers in their roles of delivering and managing curriculum and professional development; and
- Provide support for analysis and interpretation of assessment data.

Roles and Responsibilities (continued)

Principals

Building principals are the key to monitoring and implementation of the curriculum.

Principals will:

- Develop a working knowledge of the curriculum content for all subjects/courses to effectively monitor delivery of the curriculum;
- Translate the importance of effective curriculum and instructional practices on a daily basis;
- Monitor the delivery of the district curriculum through the following basic strategies:
 - Walk-through observations
 - Formal classroom observations
 - Periodic review of lesson plans and curriculum documents
- Ensure effective instructional delivery;
- Collaborate with individuals and learning teams;
- Work with teams to review and interpret assessment data, set goals, and plan for continuous improvement of achievement;
- Update Campus Improvement Plans to support effective curriculum management;
- Ensure that student progress in achievement is reported regularly to parents in an understandable manner; and
- Facilitate and participate in professional development.

Teachers

Teachers will:

- Deliver the District curriculum, using strategies most effective for the students;
- Assess student learning with a variety of classroom, district, and state assessments;
- Use assessment data to drive instructional decisions;
- Involve students in the learning and assessing process;
- Involve parents in the learning process;
- Communicate student achievement to students, their parents, and other district staff as appropriate; and
- Participate in district, campus, and personal professional development.

Roles and Responsibilities (continued)

Students

Students will:

- Be an active partner in the learning and assessing process;
- Understand their own learning strengths and weaknesses;
- Meet or exceed learning requirements based on the District curriculum and standards; and
- Exhibit behavior that is conducive to learning for self and others.

Parents

Parents will:

- Be valued partners in the learning process;
- Accept a shared responsibility working with the teacher in the learning process; and
- Support the development of academic, communication, life, and technology skills.

CISD's Curriculum

CSCOPE is the District's adopted curriculum and will be implemented beginning in the 2009-10 school year. CSCOPE will serve as the District's curricular foundation for all educational activities. The core of CSCOPE is its vertical alignment. The curriculum is guided and aligned to the Texas Essential Knowledge and Skills (TEKS). CSCOPE provides specificity to the TEKS and is aligned to the Texas College and Career Readiness Standards with embedded English Language Proficiency Standards (ELPS) in all core content areas.

CSCOPE is an online curricular component that houses the following documents: Instructional Focus Documents (IFDs), Vertical Alignment Documents (VADs), Year at a Glance Documents (YAGs), TEKS Verification Matrices, and Exemplar Lessons. The curriculum contains aligned assessments based on student performance indicators (PIs) on the IFDs. The exemplar lessons are based on the 5E Model of Instruction.

The VADs display the K-12 vertical alignment continuum detailing where knowledge and skills are introduced and reinforced for the core subjects and also provides specificity to the state standards, the TEKS. The YAGs provide bundled TEKS based on a six weeks period of time. Exemplar lessons and IFDs include a time frame for instructional delivery. CSCOPE also allows teachers to develop and input their lessons into the system for future use.

In 2010-11, CISD will no longer refer to the curriculum as CSCOPE. It will simply be called CISD's curriculum.

Curriculum Implementation- YEAR I

The District curriculum will be implemented on a five-phase schedule.

Phase I – Staff Development focused on CSCOPE and 5E Model of Instruction

- May 2009 – Two-day staff development introducing District staff to CSCOPE and the 5E Model of Instruction and *Examining Student Work for Standards Alignment*.
- June 2009 – Two-day staff development concentrated on analyzing the CSCOPE documents including the IFDs, YAGs, VAGs, Exemplar lessons, and TEKS Verification Matrices.
- June 2009 – Curriculum and Instruction Department will provide training, support, and resources to District core content area teachers.

Phase II – CSCOPE Implementation or Pilot Year

- August 2009 - Implement CSCOPE documents: Instructional Focus Documents (IFDs), Year at a Glance Documents (YAGS), and Vertical Alignment Documents (VADs) in the four core content areas: mathematics, science, social studies, and English language arts.
- August 2009 – District core content area teachers are given the option of using CSCOPE Exemplar lessons or their own exemplar lessons.

Phase III - Monitoring and Assessment of CSCOPE (every six weeks)

- Staff development days for the 2009-10 school year: August 17-21, 2009; October 2, 2009; November 2 and 25, 2009; February 1, 2010; and May 3, 2010.
- Develop and administer District benchmark assessments utilizing DMAC TEKS Assessment Generator (TAG) and Texas Mathematics and Science Diagnostics System (TMSDS).
- Administer state assessments (TAKS) and CSCOPE unit assessments.

Phase IV- Data Disaggregation

- Use DMAC State Assessment to disaggregate student assessment data.
- Disseminate assessment data to District instructional staff and campus administrators.

Phase V - Vertical Alignment

- Revise VADs, IFDs, and YAGs if needed.

Curriculum Implementation- YEAR II

After implementing the district curriculum for one year, it is important to discuss the objectives of the continued implementation for Year II.

Phase VI - Continue Staff Development efforts focusing on the Instructional Focus Documents (IFDs) and Performance Indicators (PIs).

- Bi-weekly meetings between curriculum specialists, principals, and instructional staff to discuss student assessment data.
- Meet individually with District instructional staff in need of assistance.
- Meet with instructional staff to discuss the level of instruction needed to meet the rigor of the Performance Indicators (PIs).

Phase VII – Continue using the Vertical Alignment Documents (VADs), Year at a Glance Documents (YAD), TEKS Verification Documents, and curriculum unit assessments to ensure vertical and horizontal alignment between grade levels and classes.

Phase VIII – Continue to monitor the implementation of the written curriculum (ongoing)

- Staff development days for the 2010-11 school year include: August 16-20, 2010; October 8, 2010; November 8, 2010; November 22, 2010 (Comp Day); January 15, 2011 (Comp Day); March 11, 2011; May 2, 2011; and June 7-8, 2011.
- Develop and administer District Benchmark assessments based on previously taught content.
- Continue instructional walk-throughs to monitor the curriculum implementation and diagnose areas of need.

Phase IX – Data Disaggregation

- Use DMAC State Assessment to disaggregate student assessment data from the curriculum unit assessments and TAKS.
- Disseminate data from the unit assessments to District instructional staff and campus administrators shortly after the test administration allowing time to spiral deficient areas into instruction.

Phase X – Curriculum Modification

- Continue modifications to curriculum documents approved by the Curriculum and Instruction Department.
- Modify unit assessments as requested in accordance with the outlined procedures.

Curriculum Review Cycle

CISD's curriculum will be reviewed continuously throughout the 2010-11 school year. The curriculum will be evaluated on its effectiveness in improving student achievement based on formative and summative assessments including unit assessments, District benchmark assessments, and the TAKS test.

The curriculum review cycle will include four components:

1. Aligning the written, taught, and tested curriculum;
2. Adopting textbooks and purchasing instructional materials to use as resources as supplements to the District curriculum;
3. Evaluating curriculum implementation using assessment and walk-through data; and
4. Revising curriculum in accordance with the results of an evaluation.

Component 1: Aligning the written, taught, and tested curriculum.

During this phase, district and campus staff will review the District philosophy, mission, and goals, as well as the curriculum design philosophy. Grade level or course teams will meet periodically to analyze the assessment data and to make recommendations for modifications to the curriculum according to the results of the data. The goal for CISD is to align the written curriculum during the 2009-10 and 2010-11 school years. At the end of 2010-11, the District will have 100% aligned, written curriculum.

Component 2: Adopting textbooks and purchasing instructional materials.

During this phase, the instructional materials are reviewed. The District will follow the state adoption cycle for review and purchase of textbooks and materials. Teacher committees will use District criteria to evaluate the state adopted resources in comparison to the District objectives and state standards. When reviewing textbooks and materials, a selection will be made based on the tightest alignment between materials, district objectives, state standards, and on the effectiveness of teaching materials. Once materials have been selected and ordered and textbooks adopted, appropriate training to District instructional staff will be provided. English Language Arts (ELA) textbooks were adopted and will be used as a resource during the 2010-11 school year.

Component 3: Evaluating curriculum implementation using assessment data

The revised curriculum content will be implemented in the fall by each grade level and core-content subject areas respective to the updates. Data from local and state assessments will be used to determine effectiveness of the curriculum documents. District intervention and acceleration classes will be included in the evaluation process using student assessment data.

Component 4: Revising curriculum

District and campus administrators will analyze assessment data and will share the analysis with the campus, grade levels, and instructional staff. Recommendations for curriculum revisions will be made throughout the school year. Revisions include clarification of objectives, resource references, suggested activities, and modifications to unit assessments and the Year at a Glance. Suggested revisions are reviewed and approved by the curriculum specialists. District assessments will be analyzed for alignment to the Instruction Focus Documents (IFDs) and daily instruction. Instructional calendars will be developed for each grade-level and core content subject area noting in calendar form, the duration of a unit and unit assessment dates. The calendars will also include the TEKS with the verbs in bold font emphasizing their importance and key vocabulary words.

Curriculum Guides

According to English (2000), the purpose of a functional curriculum guide is to *focus* and *connect* the work of teachers (p. 47). Curriculum guides serve as a framework from which a teacher will develop units of study, individual lesson plans, and approaches to instruction that will serve the students' particular needs at a particular time. The guides shall be used to map the logical sequence of instruction (Frase, English, & Poston, 2000, p. 127).

Curriculum guides, according to CMSI (2007), consist of the following components:

- Goals and objectives;
- Assessments;
- Scope and sequence or prerequisites;
- Instructional resources; and
- Approaches (instructional).

Requirements for Quality Curricular Control

There is an expectation that curriculum will be in written form and accessible to all District instructional staff. The curriculum guides will be utilized by District instructional staff to develop and plan daily lessons. Administrators and curriculum staff are encouraged to work with teachers to maintain consistency between curriculum design (written curriculum) and curriculum delivery (what is actually taught) to ensure alignment between the two.

Format and Components of Curriculum Guides

All CISD core content teachers will have a curriculum guide notebook containing the following documents:

- Vertical Alignment Documents (VADs);
- Year-at-a-Glance Documents (YAGs);
- Instructional Focus Documents (IFDs); and
- TEKS Verification Matrices.

Curriculum Guides (continued)

Curriculum Guides may also contain:

- Additional content and grade-level specific documents;
- Instructional calendars;
- Deconstructed TAKS charts; and
- Specific instructional resources.

Purpose of Curriculum Guides

Curriculum Guides for Center ISD will:

- Align with TEKS and State Assessments (TAKS);
- Provide focus (coordination) and connection (articulation);
- Provide order, sequence, and definition;
- Provide for basic skills as well as higher order skills; and
- Integrate appropriate technology applications.

Aligned Instructional Strategies:

- Use research-based pedagogical practices, methodologies, and interventions;
- Show evidence of developmental appropriateness; and
- Apply varying types of knowledge while increasing the rigor of instructional delivery.

Aligned Instructional Resources:

- Match rigor of TEKS, Performance Indicators (PIs), YAGs, and instructional strategies including higher-order questioning.

Aligned Curriculum Assessments will:

- Measure student progress of the Performance Indicators (PIs);
- Guide instructional staff to increase the rigor of instructional delivery to match the cognitive verbs included in the TEKS;
- Guide instructional staff to align instruction to include contextual examples of the taught content;
- Guide students' learning; and
- Guide District and campus improvement of curriculum alignment and programmatic decisions.

Standards

The primary function of a school system is to increase student achievement over time. This requires a school system to establish a clear, valid, and measurable set of pupil standards for learning. It is the expectation of the District that learning will be enhanced by adherence to an aligned, articulated curriculum that is accurate and precise while promoting continuity and cumulative acquisition of skills and knowledge from grade to grade and from school to school.

The District curriculum is derived from a backloaded approach. The curriculum is constructed using the TEKS to ensure deep alignment and student transfer of learning from class to class and grade to grade. The curriculum provides specificity to each TEK paying particular attention to the cognitive verbs and student expectations to provide a clear understanding of exactly what is to be taught (content) using a variety of formats (context) using the appropriate cognition type.

Assessment

Effective disaggregation and use of student achievement data are critical to assessing student mastery of the learning standards. Data driven instruction occurs when assessment data are used to guide instructional decisions at the student, classroom, grade, campus, and District levels.

The assessed curriculum should:

- Pre-assess students' learning levels for diagnostic purposes;
- Measure student progress;
- Guide teachers' planning to instruct at appropriate depth, rigor, and complexity;
- Vary the instructional time, setting, and/or presentation for reteaching and acceleration opportunities based on student achievement data;
- Guide student placement in tutoring/intervention programs based on assessment data;
- Focus/narrow instruction by teaching to objectives not mastered (spiraling);
- Allow opportunities for students to accelerate through the curriculum standards;
- Guide District/campus improvement of curriculum alignment and programmatic decisions;
- Identify general achievement trends of various student groups; and
- Communicate progress to parents.

Assessment Components

The assessed curriculum should include the following components:

- On-going or formative classroom level assessments of student learning in a variety of formats (context). These include, but are not limited to observation, oral, written, performance, visual representations, or other forms deemed appropriate by the instructor;
- A variety of tools to assess students, resources, and curriculum;
- Adequate practice and assessment in the testing format (context) of required state assessments;
- A District-wide criterion-referenced information management system that provides timely, efficient assessment feedback to students, teachers, and administrators;
- A program evaluation component that guides curriculum redesign, instructional planning, and programmatic decisions based on student achievement data within each program area.

Assessment Data

The following assessment model is used to maintain and improve student performance.

Step 1: Understanding the assessment

TAKS and all other assessments including District benchmarks and unit assessments

1. Determine which TEKS are assessed.
2. Determine the format or context of the student expectation assessed.
3. Determine the cognitive type.
4. Determine what (content) is measured and when it is taught.

Step 2: Analyzing assessment data

1. Based on the data, teachers identify the TAKS objectives (TEKS/SE) that need improvement.
2. TAKS results are analyzed by TEKS from the weakest to the strongest performance.
3. Curriculum specialists complete an item analysis of each TAKS release test to determine the weakest question/TEK objective/student expectation.
4. Causal factors for low success rate test items are identified.
5. Strategies for improvement/acceleration are identified and communicated.
6. Determine the most appropriate process for reporting student results.

Step 3: Administering District assessments and benchmarks

1. District assessments are administered at designated times during the year and evaluate mastery of all state-tested objectives.
2. Teachers use assessment data to guide planning and instruction and determine the content that needs to be spiraled in subsequent lessons.

Step 4: Monitoring

1. Teachers, curriculum specialists, the data/assessment coordinator, curriculum director, and campus administrators use assessment results to evaluate individual student achievement, identify general achievement trends of various student groups, and modify the curriculum and/or instruction as warranted by the results.

Assessment Data (continued)

-
2. The Executive Director of Curriculum and Instruction, Administrators, and Curriculum Specialists will monitor student assessment data and classrooms to ensure implementation of these plans.

Professional Development

The program for professional development is focused on continuous improvement of pedagogical strategies and is designed to provide teachers with the tools and knowledge needed to teach the written curriculum and engage the 21st Century Learner.

Professional development will focus on what is meant by curriculum and instruction. Instructional staff and campus and District administrators will have a thorough knowledge of the three C's: content, context, and cognitive type. Professional development will provide the following:

- Research-based training opportunities in the design and delivery of the written curriculum;
- Induction training for new teachers;
- Mentor training for selected teachers;
- Ongoing mentoring and coaching for all teachers;
- On-the-job application of learning with follow-up and support from campus administrators and curriculum specialists;
- Opportunities for teachers to share ideas and strategies with one another;
- An understanding of the College and Career Readiness Standards (CCRS);
- An understanding of the English Language Proficiency Standards (ELPS); and
- The expectation that learning and improving is a part of being an educator.

Monitoring the Curriculum

Curriculum monitoring is an evaluation process that occurs during every phase of the curriculum implementation cycle. **All** instructional staff including District administrators and the Curriculum department are responsible for monitoring the curriculum to ensure that the written, taught, and tested curricula are aligned.

Teachers monitor through continuous evaluation of student performance and assessment data. Teachers identify the instructional needs of individual students and student groups and then modify instruction based on these needs. Throughout the year, teachers assess the written curriculum, making notations for possible revisions and provide feedback to the curriculum specialists.

Teachers use student data as a basis for collaboration and planning.

As the instructional leader of the campus, the principal has the primary responsibility for monitoring the implementation of the written curriculum. Monitoring should occur through the following:

- Analysis of District and state assessment data.
- Review of lesson plans and curriculum documents.
- Individual conferencing.
- Department or campus grade-level meetings.
- Classroom walk-throughs.
- Formal observations.

Curriculum specialists are also critical staff members in the monitoring process by stressing the importance of the written curriculum, by ensuring that resources are available, and providing needed staff development and support.

District administrators monitor the curriculum through data analysis and provide periodic reports to the Superintendent and the Board that project actions and summarize accomplishments.

Curriculum Communication Plan

The Center ISD Curriculum Communication Plan is founded on the principle that communication is a social process based on openness, sharing, participation, and collaboration. Communication must recognize and leverage people's need for knowing and relating. Communication must be open, flowing vertically and horizontally throughout the organization. Communication must encourage and utilize user-created-content. The purpose of communication is not just to convey information, but to influence behavior. It influences behavior by persuading people to take action toward the organization's objectives. Communication must be consistent and continuous.

Based on these principles, the communication of the curriculum takes place in every stage of the design and delivery phases.

Initial Design

The first stage of curriculum design is the primary responsibility of the Curriculum and Instruction department. These staff members develop the Curriculum Management Plan. The design plans are communicated first to the District administrators. In collaboration with campus administrators, the Curriculum and Instruction department will establish curriculum development teams for each grade level and/or subject area and select facilitators for each team. Team members and facilitators are notified of their selection by the Curriculum and Instruction staff.

Professional Development

Team facilitators participate in training conducted by Curriculum and Instruction staff. This training includes an overview of the design process, the curriculum components (IFDs, YAGs, and VADs), the timeline for implementation, document and material management, and curriculum vocabulary.

Curriculum Publication

District curriculum documents are available via the internet on the CSCOPE portal. The website is accessible from the District's website: www.centerisd.org. Campus administrators and core content area instructional staff have access to the District's curriculum documents.

Curriculum Communication Plan (continued)

Curriculum Implementation and Monitoring

Principals and curriculum specialists at the campus level, discuss curriculum delivery at staff meetings, during planning time, at grade level or department meetings, and with individual teachers following walk-through and formal observations. Following each District assessment, all administrators participate in strategic communication based on curriculum documents, assessment data, and instructional strategies.

Glossary of Terms

Backloading

Backloading is the practice of creating alignment between the written and taught curriculum with the tested curriculum by beginning with the tested curriculum (English, 2002, p. 78).

Cognitive Type

Refers to Bloom's Cognitive Taxonomy including knowledge, comprehension, application, analysis, synthesis, and evaluation.

Content

Content is the essence of a curriculum area that can be expressed as core knowledge, ideas, themes, big ideas, or essential factual nuggets (English, 2002, p. 110).

Context

Context refers to the format or situation in which knowledge may be presented and or tested (English, 2002, p. 110).

Content and Context Alignment

Alignment between the test and the curriculum occurs at two levels. The first is called *content alignment* and refers to the situation where the test content and the curriculum content are the same. The second, *context alignment* (sometimes called *format alignment*) means that the testing protocol or scenario is the same as the one in the curriculum or work plan (textbook).

Curricular Quality Control

Quality control is a process that concerns the internal capability of a school system to improve its performance over time. It does this by developing goals and objectives (targeted behaviors), employing people to reach the goals (by striving to reach the targeted behaviors), periodically assessing the differences between desired and actual performance, and then using the discrepancy data to adjust and improve day-to-day operations (English, 2002, p. 19).

Curriculum Alignment

Curriculum alignment is a match between the written, taught, and tested curricula. Sometimes referred to in the literature as 'curriculum overlap' between the curriculum content and the tested content. Alignment raises

Glossary of Terms (continued)

the probability that the written curriculum will be learned because it will be taught (English, 2002, p. 46).

Curriculum Articulation

Also referred to as vertical curriculum alignment. Curriculum articulation is the focus and connectivity of the curriculum vertically within a school or school system (English, 2002, p. 78).

Curriculum Coordination

Also referred to as horizontal curriculum alignment. Curriculum coordination is the focus and connectivity of the curriculum laterally at any designated point as in the case of a grade level or series of grades (English, 2002 p. 78).

Curriculum Design

Curriculum design is any activity in creating curriculum that results in it becoming a written document (English, 2002 p. 78).

Curriculum Delivery

Curriculum delivery refers to any activity involved with implementing the written curriculum(English, 2002 p. 78).

Curriculum Evaluation

Evaluation of a curriculum may consist of assessing whether or not children have learned that which the curriculum indicated should be taught or it may be an assessment of the teacher in the act of delivering the curriculum. The latter is sometimes called teacher evaluation (English, 2002, p. 18).

Data Disaggregation

The act of taking test items and breaking them into smaller components, skills, knowledge, and content for teaching in smaller pieces and from which to adjust the curriculum or the work plan so that teaching changes as a result (English, 2002, p. 19).

Instruction

When teaching is influenced by or “guided by” a work plan (or curriculum), it becomes *instruction*. Instruction is focused and connected teaching. It is systematized teaching that adheres the curriculum, and all

Glossary of Terms (continued)

formal testing scenarios (and tests) are implicitly based upon this teaching (English, 2000), p. 18).

Frontloading

Frontloading is an approach to curriculum alignment, which begins with developing a curriculum and then selecting the appropriate measuring tool to assess it (English, 2002 p. 79).

Pedagogical Parallelism

Pedagogical parallelism refers to classrooms being set up so that specific testing approaches are embedded in activities, which children undertake but which are not exclusively confined to them (English, 2002, p. 110).

“Tightening” the Curriculum

This idea refers to actions that bring the written, taught, and tested curricula into alignment or congruence with one another. Tightening means that the lack of overlap between the three curricula is decreased (English, 2002, p. 19).

References

Curriculum Management Systems, Incorporated. (2007). *The curriculum management improvement model: Level I audit training program* [Training manual]. Johnston, IA: CMSI.

English, F. W. (2000). *Deciding what to teach and test: Developing, aligning, and auditing the curriculum* (Millennium ed.). Thousand Oaks, CA: Corwin Press, Inc.

English, F. W., & Steffy, B. S. (2002). *Deep curriculum alignment: Creating a level playing field for all children on high-stakes tests of educational accountability*. Lanham, MD: The Scarecrow Press, Inc.

Frase, L. E., English, F. W., & Poston, W. K. (2000). *The curriculum management audit: Improving school quality*. Lanham, MD: Rowman & Littlefield Education.

Appendix A

Curriculum Calendar

May

- Assessment data received and analyzed.
- Professional development introducing all District staff to the District adopted curriculum.

June

- Student assessment data presented to District administrators.
- Curriculum Implementation update presented to the Board of Trustees
- Professional development focusing on the District adopted curriculum for core content instructional staff and/or Systemic Planning process.

July

- Publication of District Assessment Calendar.
- Publication of YAGs for all grade levels and subjects.
- Publication of taught content for each six weeks for all grade levels and subjects.
- Submission of professional development for fall semester.

August

- Professional development- new teacher induction.
- Professional development- new employee orientation.
- Professional development- district-wide training on Systemic Planning process including *Good to Great* book study.
- Professional development- DMAC data disaggregation training for core content area instructional staff and District administrators.

September

- Test deconstruction meetings begin.
- Instructional strategies reviewed.

October

- Professional development- October 8, 2010

- Submission of professional development for spring semester.

November

- Professional development- November 8, 2010

January

- Student course selection process begins.
- Semester Exams.

February

March

- Staff development- March 11, 2011.

April

- Submission of professional development for summer 2010.
- Assessments due for printing: all end-of-the-year exams.

Appendix B

Sample Instructional Focus Document (IFD)

INSTRUCTIONAL FOCUS DOCUMENT
Second Grade/Science



UNIT: 01 TITLE: Patterns and Properties of Objects

SUGGESTED DURATION: 12 days

Exemplar Lesson 01: Patterns and Properties of Objects



State Resources:
Science TEKS Toolkit: <http://www.utdianacenter.org/sciencetoolkit/>

RATIONALE:
This unit bundles the student expectations that address properties and patterns of objects as well as process skills in order to expand on the concepts learned in previous grades.

According to the American Association for the Advancement of Science (AAAS), in the *Benchmarks for Science Literacy (Project 2061)* [online version], "Students should have opportunities to use tools, along with scientific and mathematical ideas, to solve problems and figure out more about how the world works. They should view, describe and discuss all kinds of objects—keeping notes, drawing pictures to suggest their thinking and raising questions."

American Association for the Advancement of Science. (1993). *Benchmarks on-line*. Retrieved April 26, 2008, from <http://www.project2061.org/publications/bsl/online/bolintro.htm>

PERFORMANCE INDICATORS	CONCEPTS	KEY UNDERSTANDINGS FOR LEARNERS
Using a set of teacher-chosen objects, students will classify objects based on properties, including color, size, shape, texture, and physical state. (2.5A)	Patterns – Objects Properties – Objects	Objects have observable properties. The properties of objects can be measured using different tools.
OR Using a set of pictures, students will classify objects based on properties, including color, size, shape, and physical state. They will describe orally, or in words, how they made their groups. (2.5A)	Nature of Science	Scientists use different tools to collect and analyze data to record change. Tools such as thermometers, magnifiers, rulers, or balances often give more information about things than can be obtained by just observing things without the use of tools.
Given a paper with a pre-drawn inch-square template, students will color the template with a pattern and describe the pattern using words. A cloze sentence may be provided for students who need this differentiation. (2.5A)	Patterns – Objects Properties – Objects	Objects have observable properties The properties of objects can be measured using different tools.
ELPS: 1E, 2E, 2I, 3D, 3H, 3J, 5B	Nature of Science	Scientists use different tools to collect and analyze data to record change.
ELPS: 1E, 2E, 2I, 3H, 3J, 4D, 5G		

Appendix C

Sample Vertical Alignment Document (VAD)

MATHEMATICS VERTICAL ALIGNMENT DOCUMENT
SIXTH, SEVENTH, EIGHTH

SIXTH GRADE		SEVENTH GRADE		EIGHTH GRADE	
6.1	<i>Number, operation, and quantitative reasoning. The student represents and uses rational numbers in a variety of equivalent forms.</i>	7.1	<i>Number, operation, and quantitative reasoning. The student represents and uses numbers in a variety of equivalent forms.</i>	8.1	<i>Number, operation, and quantitative reasoning. The student understands that different forms of numbers are appropriate for different situations.</i>
6.1A	<p>Compare and order non-negative rational numbers.</p> <p>Represent, Use, Compare, Order</p> <p>NON-NEGATIVE RATIONAL NUMBERS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> number sets (non-negative rational, whole, natural (counting), and zero) decimals (greater than or equal to 0) fractions (positive, unit, equivalent, proper, improper, and mixed numbers) relationships to benchmarks of 0, $\frac{1}{2}$, and 1 verbal, numerical, and written expressions to compare numbers number lines to compare numbers place value inequality words and symbols multiple forms of non-negative rational numbers within a single problem real-world problems 	7.1A	<p>Compare and order integers and positive rational numbers.</p> <p>Represent, Use, Compare, Order</p> <p>INTEGERS AND POSITIVE RATIONAL NUMBERS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> number sets (positive rational, integers, whole, natural (counting), and zero) decimals (greater than or equal to 0) fractions (positive, unit, equivalent, proper, improper fractions, and mixed numbers) percents (0% to 100%, inclusive, and greater than 100%) relationships to benchmarks of 0, $\frac{1}{2}$, and 1 verbal, numerical, and written expressions to compare numbers number lines to compare numbers place value inequality words and symbols multiple forms of positive rational numbers within a single problem real-world problems 	8.1A	<p>Compare and order rational numbers in various forms including integers, percents, and positive and negative fractions and decimals.</p> <p>Understand, Compare, Order</p> <p>RATIONAL NUMBERS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> number sets (rational, integers, whole, natural (counting), and zero) decimals (greater than, less than, equal to 0) fractions (positive and negative, unit, equivalent, proper, improper, and mixed numbers) percents (0% to 100%, inclusive, and greater than 100%) squares and square roots verbal, numerical, and written expressions to compare numbers number lines to compare numbers place value inequality words and symbols multiple forms of rational numbers within a single problem real-world problems
6.1B	<p>Generate equivalent forms of rational numbers including whole numbers, fractions, and decimals.</p> <p>Represent, Use, Generate</p> <p>EQUIVALENT FORMS OF NON-NEGATIVE RATIONAL NUMBERS</p>	7.1B	<p>Convert between fractions, decimals, whole numbers, and percents mentally, on paper, or with a calculator.</p> <p>Represent, Use, Convert</p> <p>POSITIVE RATIONAL NUMBERS REPRESENTATIONS</p>	8.1B	<p>Select and use appropriate forms of rational numbers to solve real-life problems including those involving proportional relationships.</p> <p>Understand, Select, Use, Solve</p> <p>RATIONAL NUMBERS</p>

TEXT— TEKS: **Bolded Black and Italics** Knowledge Statement (TEA); **Bolded Black** – Student Expectations (TEA); **Blue** – Supporting Information Clarifications from CSCOPE
CELL & HADING — **Blue**: Student Expectations that are tested at current and/or other grade levels.

Appendix D

Sample Year-at-a-Glance (YAG)



Year at a Glance
Sixth Grade – Social Studies

First Semester	Second Semester
1st Six Weeks	4th Six Weeks
Unit 01: North America (15 days) 6.1B; 6.2AB; 6.3AB; 6.4AC; 6.5B; 6.7A; 6.8B; 6.9A; 6.10B; 6.11ABCD; 6.12AC; 6.13ABC; 6.14AB; 6.15ABCD; 6.17AD; 6.18BC; 6.20A Unit 02: Middle America (10 days) 6.1B; 6.2A; 6.3B; 6.4ACD; 6.5A; 6.6AC; 6.7AB; 6.8A; 6.11ACD; 6.12B; 6.15AB; 6.16A Applicable process TEKS are identified on the TEKS Verification document.	Unit 07: Middle East (15 days) 6.1AB; 6.2A; 6.3AB; 6.5B; 6.7A; 6.8C; 6.11D; 6.13B; 6.16A; 6.17B; 6.18B; 6.19B Unit 08: Russia and the Eurasian Republics (13 days) 6.1B; 6.2AB; 6.6ABC; 6.7AB; 6.8AC; 6.9AB; 6.11AB; 6.12BD; 6.14A; 6.17DE
2nd Six Weeks	5th Six Weeks
Unit 03: South America (10 days) 6.1A; 6.2B; 6.3BC; 6.4D; 6.10B; 6.12B; 6.15A; 6.17A; 6.18A; 6.19A Unit 04: Southwest Asia (15 days) 6.1B; 6.2AB; 6.3A; 6.4B; 6.6A; 6.8C; 6.11ABC; 6.15B; 6.17F; 6.18BC; 6.19 B; 6.20C Applicable process TEKS are identified on the TEKS Verification document.	Unit 09: South Asia (10 days) 6.1A; 6.2AB; 6.3BC; 6.4C; 6.6AC; 6.8C; 6.12D; 6.17ABCDE Unit 10: East Asia (13 days) 6.1B; 6.2AB; 6.4AD; 6.6B; 6.7A; 6.8ABC; 6.9AB; 6.12D; 6.16B; 6.17EF; 6.20A
3rd Six Weeks	6th Six Weeks
Unit 05: Sub-Saharan Africa (12 days) 6.1B; 6.3B; 6.4AB; 6.6AB; 6.7ABC; 6.1CB; 6.12AB; 6.13B; 6.15D; 6.16A; 6.17BC; 6.18ABD; 6.19A; 6.20B Unit 06: Europe (13 days) 6.1AB; 6.2AB; 6.3B; 6.4CD; 6.5B; 6.6C; 6.8C; 6.11ABC; 6.12BCD; 6.15D; 6.17DE; 6.20A Applicable process TEKS are identified on the TEKS Verification document.	Unit 11: Southeast Asia (12 days) 6.1B; 6.2AB; 6.3A; 6.5AB; 6.7BC; 6.10AB; 6.12A; 6.13AC; 6.16AB; 6.20B Unit 12: Australia and The Pacific Realm (13 days) 6.1B; 6.2AB; 6.5AB; 6.7ABC; 6.9A; 6.12B; 6.17EF; 6.20AB Applicable process TEKS are identified on the TEKS Verification document.

Appendix E

Sample TEKS Verification Matrix



ELA TEKS Verification

3rd Grade

	1st 6Wks	2nd 6Wks	3rd 6Wks	4th 6Wks	5th 6Wks	6th 6Wks
(1) Listening/speaking/purposes. The student listens attentively and engages actively in various oral language experiences. The student is expected to:						
(A) determine the purpose(s) for listening such as to get information, to solve problems, and to enjoy and appreciate (K-3);	0	0	0	0	0	0
(B) respond appropriately and courteously to directions and questions (K-3);	0	0	0	0	0	0
(C) participate in rhymes, songs, conversations, and discussions (K-3);	0	0	0	0	0	0
(D) listen critically to interpret and evaluate (K-3);	0	0	0	0	0	0
(E) listen responsively to stories and other texts read aloud, including selections from classic and contemporary works (K-3); and	0	0	0	0	0	0
(F) identify the musical elements of literary language, including its rhymes, repeated sounds, or instances of onomatopoeia (2-3).		T	0	0	0	0
	1st 6Wks	2nd 6Wks	3rd 6Wks	4th 6Wks	5th 6Wks	6th 6Wks
(2) Listening/speaking/culture. The student listens and speaks to gain knowledge of his/her own culture, the culture of others, and the common elements of cultures. The student is expected to:						
(A) connect experiences and ideas with those of others through speaking and listening (K-3); and	0	0	0	0	0	0
(B) compare language and oral traditions (family stories) that reflect customs, regions, and cultures (K-3).		T	0	0	0	0
	1st 6Wks	2nd 6Wks	3rd 6Wks	4th 6Wks	5th 6Wks	6th 6Wks
(3) Listening/speaking/audiences/oral grammar. The student speaks appropriately to different audiences for different purposes and occasions. The student is expected to:						
(A) choose and adapt spoken language appropriate to the audience, purpose, and occasion, including use of appropriate volume and rate (K-3);	0	0	0	0	0	0
(B) use verbal and nonverbal communication in effective ways such as making announcements, giving directions, or making introductions (K-3);	0	0	0	0	0	0
(C) ask and answer relevant questions and make contributions in small or large group discussions (K-3);	0	0	0	0	0	0
(D) present dramatic interpretations of experiences, stories, poems, or plays (K-3); and		T				T
(E) gain increasing control of grammar when speaking such as using subject-verb agreement, complete sentences, and correct tense (K-3).	0	0	0	0	0	0
	1st 6Wks	2nd 6Wks	3rd 6Wks	4th 6Wks	5th 6Wks	6th 6Wks
(4) Listening/speaking/communication. The student communicates clearly by putting thoughts and feelings into spoken words. The student is expected to:						
(A) use vocabulary to describe clearly ideas, feelings, and experiences (K-3);	0	0	0	0	0	0
(B) clarify and support spoken messages using appropriate props, including objects, pictures, and charts (K-3); and		T		T		T
(C) retell a spoken message by summarizing or clarifying (K-3).	T	0	0	0	0	0
	1st 6Wks	2nd 6Wks	3rd 6Wks	4th 6Wks	5th 6Wks	6th 6Wks
(5) Reading/word identification. The student uses a variety of word identification strategies. The student is expected to:						
(A) decode by using all letter-sound correspondences within a word (1-3);	0	0	0	0	0	0
(B) blend initial letter-sounds with common vowel spelling patterns to read words (1-3);	0	0	0	0	0	0
(C) identify multisyllabic words by using common syllable patterns (1-3);	0	0	0	0	0	0