

# Curriculum Management Plan

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### **District Mission Statement**

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:

- Academic: 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**

- The District establishes and communicates a shared purpose and direction for improving the performance of students and the effectiveness of the District.
- The District provides governance and leadership that promote performance and District effectiveness.
- The District provides research-based curriculum and instructional methods that facilitate achievement for all students.
- The District enacts a comprehensive assessment system that monitors and documents performance and uses these results to improve student performance and District effectiveness.
- The District has the resources and services necessary to support its vision and purpose and to ensure achievement for all students.
- The District fosters effective communication and relationships with and among its stakeholders.
- The District establishes, implements, and monitors a continuous process of improvement that focuses on student performance.

## Philosophical Framework for Curriculum Design

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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

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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.

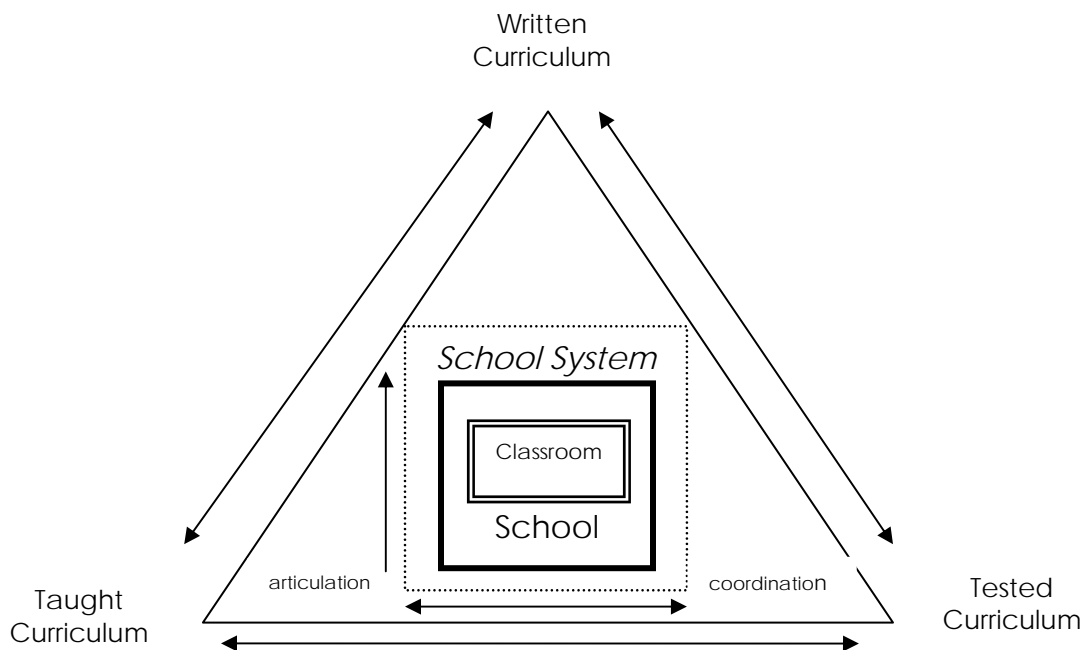
The tested curriculum is defined as the student assessment, both formal and informal, that is used to evaluate student progress toward mastery of the written curriculum.

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

# Curriculum Alignment

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Figure 1 The Concept of Curriculum Alignment Nested in Three Levels of 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. (EH – Local)

### **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 opportunity to learn the objectives mandated by the state and those developed by the district. (EH – Local)

### **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 and 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

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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)

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### **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 instruction 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 strengths and weaknesses to students, parents, and others as appropriate; and
- Participate in district, campus, and personal professional development.

## Roles and Responsibilities(continued)

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### **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.

## CSCOPE

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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 of 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 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). 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 include a time frame for instructional delivery. CSCOPE also allows teachers to develop and input their lessons into the system for future use.

CSCOPE was developed by the Texas Education Service Center Curriculum Collaborative (TESCCC) including a team of Education Service Centers that represent all areas of the state. The collaborative's goal is to provide a quality curriculum support system to K-12 Texas schools. TESCCC has developed CSCOPE, a comprehensive, customized, user-friendly curriculum support system. In addition to the curriculum, CSCOPE encompasses resources for the implementation, monitors the curriculum, and establishes an accountability process to ensure a quality implementation.

The curriculum component of CSCOPE is based on best practice models from top researchers. Lessons are all aligned with the TEKS/TAKS and each lesson meets the highest standards of rigor and relevance.

# Curriculum Implementation

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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 rewriting lessons in 5E Model of Instruction format based on the IFD Performance Indicators and YAG documents.

**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; and February 1, 2010, and May 3, 2010.
- Develop and administer District benchmark assessments utilizing DMAC TEKS Assessment Generator (TAG).
- Administer state assessments (TAKS) and CSCOPE unit assessments.
- Provide walk-through training to District administrators to monitor the implementation of CSCOPE and instructional delivery.

**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

- Establish vertical alignment teams (kindergarten through grade 12) for each core content area.
- Add specificity to each CSCOPE exemplar lesson and VADs.
- Revise VADs, IFDs, and YAGs if needed.

## Curriculum Review Cycle

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CSCOPE curriculum implemented in the four core content areas will be reviewed continuously throughout the 2009-10 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 and implementing textbooks and other instructional materials to deliver the curriculum;
3. Evaluating curriculum implementation using assessment data; and
4. Revising curriculum in accordance with the results of 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 annually to analyze the assessment data and to make recommendations for modifications to the curriculum according to the results of the data.

### **Component 2: Adopting and implementing textbooks and 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. When reviewing textbooks and materials, a selection will be made based on the tightest alignment between materials and district objectives 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.

### **Component 3: Evaluating curriculum implementation using assessment data**

The revised curriculum content and new materials will be implemented each fall by each grade level and subject area respective to the updates and adoptions. Data from local and state assessments will be used to determine effectiveness of the curriculum documents and instructional materials.

## Curriculum Review Cycle (continued)

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### **Component 4: Revising curriculum**

District and campus administration will analyze assessment data and will share the analysis with grade level and course instructional staff. During the implementation year, recommendations for curriculum revisions will be made throughout the implementation year. Revisions include clarification of objectives, resource references, or suggested activities. District assessments will be analyzed for alignment to the written curriculum. Revisions will be made during the summer and ready for implementation during the subsequent school year.

## Curriculum Guides

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According to English (2000), the purpose of a functional curriculum guide is to *focus* and *connect* the work of teachers (p. 47). Curriculum guides are to 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).

### 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 are encouraged to work with teachers to maintain consistency between curriculum design (written curriculum) and curriculum delivery (what is actually taught).

### Format and Components of Curriculum Guides

Curriculum Guides for Center ISD will consist of the following documents:

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

Curriculum Guides may also contain

- Additional content and grade-level specific documents
- Instructional calendars
- Deconstructed TAKS charts

### 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

## Curriculum Guides (continued)

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- Integrate appropriate technology applications

### Aligned Instructional Strategies:

- Use research-based pedagogical practices, methodologies, and interventions including the 5E Model of Instruction
- Show evidence of developmental appropriateness
- Apply varying types of knowledge while increasing the rigor of instructional delivery

### Aligned Instructional Resources:

- Aligned with TEKS, Performance Indicators (PIs), YAGs, and instructional strategies

### Aligned Curriculum Assessments will:

- Aligned with Performance Indicators (PIs)
- Measure student progress
- Guide District instructional staff at varying types of knowledge while increasing the rigor of instructional delivery
- Guide District instructional staff instruction for appropriate context
- Guide students' learning
- Guide District and campus improvement alignment and programmatic decisions

## Standards

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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, CSCOPE, 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. CSCOPE provides specificity to each TEK and student expectation to provide a clear understanding of exactly what is to be taught (content) in an appropriate format (context) using the appropriate cognition type.

## Assessment

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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:

- Measure student progress;
- Guide teachers' planning to instruct at appropriate depth and complexity;
- Pre-assess students' learning levels for diagnostic purposes;
- Focus/narrow instruction by teaching to objectives not mastered;
- Vary the instructional time, setting, and/or presentation for reteach and acceleration opportunities based on student achievement data;
- Guide placement in tutoring/intervention programs based on assessment data;
- Allow opportunities for students to accelerate through the curriculum requirements;
- 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);
- 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 within each program area.

# Assessment Data

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

## **Step 1: Understanding the assessment**

### *TAKS*

1. Determine which TEKS are assessed.
2. Determine the format or context of the student expectation assessed.
3. Determine the cognition type.

### *All other assessments*

1. Determine what is measured.
2. Determine the most appropriate process for reporting student results.

## **Step 2: Analyzing TAKS 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. Each curriculum specialist completes an item analysis of each TAKS release test.
4. Causal factors for low success rate test items are identified.
5. Strategies for improvement/acceleration are identified.

## **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.

## **Step 4: Monitoring**

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

## Assessment Data (continued)

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2. The executive director of curriculum and instruction, principals, and curriculum specialists will monitor to ensure implementation of these plans.

## Professional Development

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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.

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:

- Use of the 5E Model of instruction.
- Research-based training opportunities in the design and delivery of curriculum;
- Induction training for new 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; and
- The expectation that learning and improving is a part of being an educator.

## Monitoring the Curriculum

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Curriculum monitoring is an evaluation process that occurs during every phase of the curriculum implementation cycle. **All** instructional staff members 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 data. Teachers identify the instructional needs of individual students and of groups of student and then modify instruction based on these needs. Throughout the year, teachers track the written curriculum, making notations for possible revisions to the written curriculum and provide feedback to core curriculum content specialists.

Teachers use 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 observation.

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 by 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

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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 selects 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 accessing the CScope portal. District and campus administrators and core content area instructional staff have access to the curriculum documents.

## **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-

## Curriculum Communication Plan (continued)

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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

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### 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).

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

## Glossary of Terms (continued)

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

## Glossary of Terms (continued)

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### 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).

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# Appendix A

## Curriculum Calendar

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### May

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

### June

- Professional development focusing on the District adopted curriculum for core content instructional staff.

### July

- Publication of District Assessment Calendar.
- Submission of professional development for fall semester.

### August

- Professional development- new teacher induction.
- Professional development- district-wide training on 5E Model of Instruction.
- Professional development- DMAC data disaggregation training for core content area instructional staff.

### September

- Test deconstruction meetings begin.
- Instructional strategies reviewed.

### October

- Assessments due for printing: Mid-semester Exams.
- Submission of professional development for spring semester.
- Professional development- CSCOPE planning

### November

- Assessments due for printing: District benchmarks (Writing 4, 7; Reading 3, 5, 8-9; ELA 10-11; Math 3-4, 6-7; Science 5, 8, 10; and Social Studies 8, 10)

## January

- Student course selection process begins.
- Professional development- CSCOPE planning.

## February

- Professional development- CSCOPE planning.

## March

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

TEXT— TEKS: **Bolded Black and Italics** Knowledge Statement (TEA); **Bolded Black** – Student Expectations (TEA); **Blue** – Supporting Information Clarifications from CS SCOPE  
CELL SHADING — **Orange**: 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
<b>1<sup>st</sup> Six Weeks</b> 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.	<b>4<sup>th</sup> Six Weeks</b> 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
<b>2<sup>nd</sup> Six Weeks</b> 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.	<b>5<sup>th</sup> Six Weeks</b> 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
<b>3<sup>rd</sup> Six Weeks</b> Unit 05: Sub-Saharan Africa (12 days) 6.1B; 6.3B; 6.4AB; 6.6AB; 6.7ABC; 6.10B; 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.	<b>6<sup>th</sup> Six Weeks</b> 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

# Appendix E

## Sample TEKS Verification Matrix



ELA TEKS Verification

3rd Grade

	1st 6Wks	2nd 6Wks	3rd 6Wks	4th 6Wks	5th 6Wks	6th 6Wks
<b>(1) Listening/speaking/purposes.</b> 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
<b>1st 6Wks 2nd 6Wks 3rd 6Wks 4th 6Wks 5th 6Wks 6th 6Wks</b>						
<b>(2) Listening/speaking/culture.</b> 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
<b>1st 6Wks 2nd 6Wks 3rd 6Wks 4th 6Wks 5th 6Wks 6th 6Wks</b>						
<b>(3) Listening/speaking/audiences/oral grammar.</b> 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
<b>1st 6Wks 2nd 6Wks 3rd 6Wks 4th 6Wks 5th 6Wks 6th 6Wks</b>						
<b>(4) Listening/speaking/communication.</b> 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
<b>1st 6Wks 2nd 6Wks 3rd 6Wks 4th 6Wks 5th 6Wks 6th 6Wks</b>						
<b>(5) Reading/word identification.</b> 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