

Edition I - October 21, 2013

# Curriculum Management Plan

New Diana Independent  
School District

Carl Key, Superintendent

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# Curriculum Management Plan

Edition I – October 2013

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# About the District

New Diana ISD is located in the community of Diana, TX and is approximately 15 miles north of Longview on Hwy 259 and 12 miles southeast of Gilmer. Boundaries of the school district extend 59 square miles, with NDISD buses traveling over 300 miles daily. New Diana schools have more than 75 years of tradition in excellence. New Diana students are recognized statewide for academic and extracurricular success.

The mission of New Diana ISD is to educate and empower students to pursue their goals with a sense of purpose that motivates them to take control of their future and become successful, responsible citizens in an ever-changing world.

In NDISD, we believe:

- all children are given equal opportunity to learn, where every child can expect to be
- challenged to reach his or her highest level of individual potential
- we are all accountable for the success of our students
- in creating an atmosphere of excellence through citizenship, tradition, and high expectations
- our community and district will work collaboratively to foster and enhance the education of our children
- the hiring and retaining of dependable, knowledgeable, and resourceful staff is essential to the success of the district
- all district campuses and facilities will be equitable and the pride of the community
- New Diana ISD will set the standard for excellence
- all planning and actions will be purposeful and involve a high level of engagement
- disciplined people, in both thought and action, will achieve greatness over mediocrity

New Diana ISD's Vision Statement:

***Inspiring to Dream, Working to Fulfill, Soaring to Success***

# I. Curriculum Management Plan

## New Diana Independent School District

### Edition I – Fall 2013

#### Rationale

The primary function of a school system is to produce increased student learning over time. This requires a school system to establish a clear, valid, and measurable set of pupil standards for learning. Standards are then used to formulate measurable objectives that are set into a workable framework for teachers. In the New Diana Independent School District, these desired student learning expectations (i.e. objectives) reflect the Texas Essential Knowledge Skills, other identified national content standards, community attitudes and assumptions, as well as dominant beliefs about what students should know and be able to do. When combined in a coherent and systemic format, it becomes the guiding force for instruction, student assessment, and the teacher delivery system.

#### Purpose

A requirement of school systems committed to continuous improvement of the teaching and learning process is the development of a comprehensive curriculum management plan. The importance of such a plan is that it provides the internal congruency, quality assurances, clear linkages, and fiduciary support necessary for ensuring continuous improvement toward meeting the district's mission and goals. The Board recognizes the need and value of a systematic, ongoing program of curriculum development, assessment, implementation and evaluation. The New Diana ISD Curriculum Management Plan enables the organization to obtain the educational and economic benefits of a coordinated and focused program for students for the purpose of enhancing learning which is complex and multi-year in its dimensions while employing sound management practices to contain cost where applicable. The plan also provides a strong directional focus for instruction to facilitate the design, delivery, and assessment of the curriculum. In essence, it is the curriculum management plan that provides the structure to ensure quality control of the curriculum and instructional process. Instead of leaving the primary function of the school system to chance, the comprehensive curriculum management plan recognizes that student learning is the result of a well-planned series of events. These events are to be designed to happen consistently and coherently across the system. Board policy and long-range planning establish the curriculum and instructional program as an integral component of the system and a reflection of the Board's vision, mission, and goals. While instructional differentiation is expected to occur to address the unique needs of identified students, that instruction shall be derived from a set of curriculum objectives common to all students, with procedures and processes that provide equitable access to the curriculum and programs for all students.

## **Introduction**

The curriculum management plan communicates intent and direction for the district in the area of curriculum and instruction. It also connects the written, taught, and tested curriculum in a manner that unifies the district around a common vision and mission. As such, it becomes a catalyst for starting a transformational process for changing the culture of a district, the core work, and the relationships of the people within the organization who do the work. This cultural change starts with conversations about what the district wants to become and what it will take to reach that preferred future. Through such conversations, a vision of what is desired for students begins to emerge and ultimately, people willingly commit their hearts and minds to realize the vision. Because beliefs are more basic than vision, it is important that beliefs are clear and well articulated. Therefore, to develop a curriculum management plan for New Diana ISD, curriculum philosophy, vision, beliefs, and a Graduate Portrait were developed as a basis or foundation for all other components of the plan.

## **Vision Statement**

Provide an aligned, articulated, and assessed curriculum that provides the foundation for all students to learn, succeed, and to compete.

## **Curriculum Philosophy**

The purpose of education is primarily imparting basic knowledge, concepts, processes, and attitudes necessary for the student to successfully function in society. Education recognizes the characteristics unique to each individual and provides a process for development and expression of each student's innate potential and talents.

New Diana ISD ensures that graduates will possess the skills and competencies to be successful in an ever-changing and dynamic world. This preparation will provide pathways for students to make higher education, technical, and career choices based on meeting and exceeding state standards as well as the approved district standards and content objectives. Meeting these high performance standards and competencies is accomplished by subscribing to the following premises:

1. All students are capable of learning the essentials of formal schooling.
2. Success influences self-concept and student efficacy, which influences learning and behavior.
3. The instructional process is differentiated and flexible to improve learning.
4. Schools can maximize the learning conditions for all students through clearly stated expectations (curriculum) for all students, quality teaching, formative and summative assessments of student learning and achievement, and appropriate interventions and adjustments in classroom practices based on assessment results.
5. Successful student learning must be based on providing appropriate educational experiences at the appropriate level of rigor in order to ensure maximum student achievement.
6. High levels of student achievement are the benchmarks for effective curriculum (design) and instruction (delivery).
7. Parental and community involvement is fundamental to building a community where learning is valued, public education is supported, and partnerships are forged in an effort to provide a safe, orderly learning environment, challenging curriculum, quality educational programs, and successful learning experiences for each student.

## **Belief Statements**

We believe that:

1. Curriculum becomes the backbone of the instructional program by establishing a PK-12 framework in all curricular content areas so there is sufficient direction and specificity provided to teachers.
2. An effective curriculum is vertically aligned and articulated to prevent gaps from occurring as students matriculate through the system.
3. Curriculum is aligned to the state Texas Essential Knowledge and Skills Readiness and Supporting Standards.
4. Curriculum represents what students are to learn and is one of the key components to determine student success.
5. Teachers play an active role in determining the successful implementation of the curriculum.
6. Differentiating the delivery of the curriculum is based on factors that consider the needs of students.
7. Curriculum based assessments help to evaluate the efficacy of the curriculum and its delivery.
8. Teacher collaboration, when focused upon curriculum standards and assessment results, is correlated to high student performance.
9. Curriculum design is based upon vertical alignment, horizontal coordination, and system coherency.
10. Curriculum drives instruction.
11. A successful curriculum and instructional program requires that everyone in the district commits to and advocates for the same goals.
12. Implementation of the curriculum requires appropriate professional development for teachers.
13. An effective curriculum delivery system is supported by adequate time, trained personnel, and aligned resources.
14. A teachable and viable curriculum means that teachers know and understand what the essential requirements are for each grade level/content and that they have fidelity in delivering the curriculum as they plan for instruction.
15. Teachers collaborate with administrative staff to develop/implement curriculum and provide valuable feedback for evaluation and revision purposes.
16. Curriculum is non-negotiable and held tightly, while instruction is adaptable to meet the specific needs of students as identified through data, observations, and other programmatic information.

# II. Curriculum

## Executive Summary

This section presents management principles for the development of the written, taught, and assessed curriculum and guides district staff in its delivery.

## Key Points

- *Board Policy Statement EG (LOCAL): Curriculum Development* (See Exhibit 1) directs administration to develop an articulated, written curriculum for all content areas.
- Board policy directs teachers to teach the curriculum and for administrators to monitor the delivery of the curriculum to ensure optimal use of curriculum materials and instructional time.
- Curriculum management principles are used to guide the curriculum development process, the instructional delivery of curriculum, and the assessment program to ensure quality control of the system.
- The district will use aligned curriculum-based and benchmark assessments to evaluate the overall effectiveness of the curriculum in producing desired student achievement results.
- Curriculum alignment is the degree to which the written, taught, and tested curriculum is congruent and used to guide decisions about assessments, materials, textbooks, strategies, programming, grouping patterns, professional development, facilities, and budgeting.
- The written curriculum is defined as those standards/objectives that students are to achieve and teachers are to teach including the Texas Essential Knowledge and Skills, both readiness and supporting standards, units, concepts, key understandings, and guiding questions.
- The taught curriculum refers to the delivery of the written curriculum which is defined as instruction.
- The tested curriculum is that portion of the written curriculum that is assessed by national, state, and locally developed or purchased assessments that are administered based upon a district developed assessment calendar.

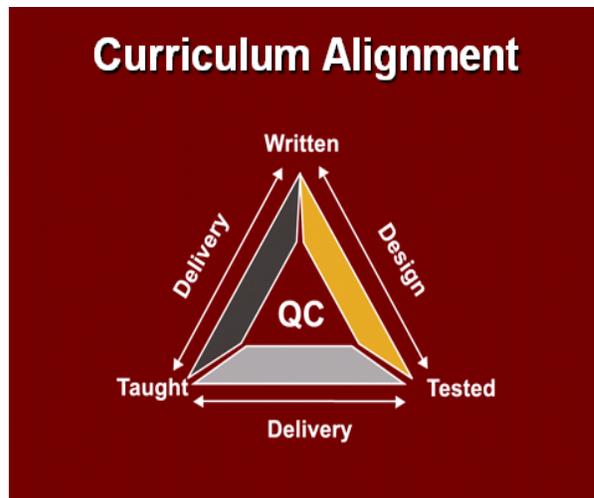
## Curriculum Mission Statement

New Diana 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, assessments, and instructional programs that are aligned with the state and national standards and assessments. Administrators and teachers will work collaboratively to ensure that both design and delivery of the written, taught, and tested curriculum is in alignment throughout the district. Teachers will use a variety of research-based instructional strategies to actively engage students in activities that promote conceptual understanding. Teachers and administrators will be provided professional development to enhance and support instructional delivery of the curriculum and to meet the differentiated needs of all students. Student achievement data will be used to evaluate and improve all aspects of the curriculum and instructional program.

## Curriculum Model

The curriculum model used by the district is based on Fenwick English’s alignment model that includes three components: written curriculum, tested curriculum, and taught curriculum. The basic assumption of this model is that the district must manage for quality control through the design and delivery of the curriculum. As such, quality control is defined as reducing random variation. With the use of well written curriculum documents, aligned to state assessments and implemented by teachers that have been trained to deliver the curriculum through aligned professional development, the district has created a coherent system that can be managed and controlled for quality purposes and improvement over time.

### Curriculum Alignment Model



*(Fenwick English)*

## Curriculum Management Definitions

*Curriculum alignment* is the degree to which the written, taught, and tested curriculum is congruent. It is also the extent to which the curriculum is used to guide decisions about assessments, materials, textbooks, strategies, programming, grouping patterns, professional development, facilities, and budgeting. If there is alignment of the curriculum, there is systemic agreement and connectedness, both horizontally and vertically. This provides a coherent system for students to matriculate through which reduces the impact of *organizational slack* or ambiguity that can exist between the written, taught, and tested curriculum. Student performance can and will be impacted to the degree that the system allows ambiguity/slack.

*Written curriculum* is defined as those standards, goals, and objectives that students are to achieve and teachers are to teach. It contains objectives which are aligned to the state curriculum framework (Texas Essential Knowledge and Skills), district/campus developed assessments, suggested timeframes, examples of strategies, grouping arrangements, programs, aligned resources, correlations to state assessments, and other district used assessments such as Advanced Placement, SAT/ACT, as well as any assessment associated with certifications, licensures, and end of course.

*Taught curriculum* refers to the delivery of the written curriculum (i.e. instruction). Teachers are required to develop lesson plans and approaches to instruction for teaching the written curriculum.

*Tested curriculum* is that portion of the written curriculum that is assessed, both formally and informally, to evaluate student progress toward mastery of the written curriculum. In keeping with the District's goal of providing an exceptional learning experience and to achieve academic excellence for all students, we will hold ourselves accountable for students achieving the passing standard on curriculum-based assessments and local benchmarks that will be administered, scored, and analyzed at the district, campus, and classroom levels.

## Curriculum Management Principles

The following principles are based upon the Curriculum Management Audit standards and are rooted in the theory of rationality and quality control. According to English (1988), "*a rational organization develops goals, translates them into activities that are congruent with the goals, portions its resources based on goal priorities, and translates both into tangible jobs to be performed and subsequently evaluated. Based upon feedback obtained from evaluation, the cycle is repeated until the desired results are obtained at the lowest possible cost*" (p. 329). Over time, when this cycle is systematically repeated, the organization achieves sustained improvement in results. Such an organization has purpose and institutes management principles to help maintain what Deming referred to as "constancy of purpose" and quality control of products and services.

## Curriculum Management Principles

- Curriculum development is dynamic and includes processes for the management, development, and delivery of the curriculum.
- Curriculum development reflects the best understanding of the growth and development of learners in a changing society, the needs of the community, research-based practices, state law, and State Board of Education requirements.
- Standards and student expectations are based upon the Texas Essential Knowledge and Skills (TEKS) and provide a framework for the development of a **core set of non-negotiable and measurable learner objectives/student expectations** that are vertically and horizontally

aligned. The results are well-articulated scope and sequence documents for all content areas and grade levels that guide decisions about teaching and learning.

- Curriculum documents are aligned and accessible.
- Curriculum is assessed by formative and summative assessments at the campus, classroom, and individual student level.

### **Instructional Management Principles**

- Teachers are required to use their assigned curriculum.
- Classroom instruction, including instruction for special population groups, shall be aligned to the district curriculum to include all skills and content required by the aligned scope and sequence and lessons and activities.
- Teachers select instructional resources such as textbooks, software, community resources, and other materials based upon a review process to ensure alignment to their required district curriculum.
- Professional learning is designed and implemented to prepare staff members to effectively deliver the prescribed curriculum and differentiate instruction based upon identified needs of students.

### **Assessment Management Principles**

- Student assessment data is disaggregated, distributed, and used to:
  - ✓ guide teachers' lesson design and instruction at appropriate levels of depth and complexity
  - ✓ plan for student learning
  - ✓ direct continuous district/campus improvement
  - ✓ modify instruction
  - ✓ make programmatic decisions
  - ✓ communicate student performance progress to parents
- District curriculum will be assessed to evaluate its overall effectiveness and its capacity to produce desired student achievement results. This will be achieved through the use of aligned curriculum based and benchmark assessments.
- Assessment data is used as the basis for quality control of the system.

# III. Curriculum Expectations

## Executive Summary

This part of the Curriculum Management Plan focuses upon the written curriculum and the criteria used by the district to develop, customize, and/or revise curriculum.

## Key Points

- All district curriculum documents are aligned to state standards (i.e. TEKS) and include standards that are articulated from PK-12, sequenced based upon grading periods, non-negotiable for teacher use, and measurable based upon district assessments.
- *TEKS Resource System* provides access to Year-At-a-Glance Documents, Vertical Alignment Documents, Scope and Sequence Documents, Unit Documents or Curriculum Maps, Unit Overview, Lesson Targets, Glossary of Terms, Instructional Resources, Recommended Strategies, and Assessments for core subject areas.
- Locally developed curriculum documents including Scope and Sequence Documents, Unit Overviews, Instructional Resources, and Assessments are used for elective courses.
- The Portrait of a Graduate will highlight the intent of the curriculum.

The Board of Trustees shall approve all course offerings and state approved resources for local adoption purposes.

## **The Written Curriculum**

Learning will be enhanced by adherence to the district's written, aligned, and articulated curriculum that promotes continuity and cumulative acquisition of skills and knowledge from grade to grade and from school to school. The curriculum should reflect the best knowledge and research regarding the growth and development of learners; the content requirements as set forth by the state, local, and national standards of the various content disciplines; consideration of the unique and special needs of students who attend the New Diana Independent School District; and the wishes as expressed by parents, patrons, and taxpayers of the District for preparing its students to become successful responsible citizens in an ever-changing world.

The PK-12 curriculum shall be based on a core set of non-negotiable and measurable student expectations/objectives and skills that prepare students to be college, technical school, or workforce ready and to be responsible community members.

## **Components of the Written Curriculum**

The district curriculum is aligned to ensure that students are prepared to be successful learners. The district will use scope and sequence documents provided through *TEKS Resource System* for grades K-12 in the four core areas. Curriculum documents for most electives and courses offered in Pre-Advanced Placement (AP) and AP, fine arts, and health/physical education will be selected from additional resources and/or developed by the district. The district will utilize the scope and sequences provided by the Texas Education Agency for Career and Technology Application (CTE) courses. All documents in the four core areas are housed in the automated curriculum management system. The district will enter into an annual contractual agreement with ESC 7 to provide curriculum and curriculum management in the four core areas and other content as made available.

Curriculum that is purchased such as *TEKS Resource System* and *Springboard* is customizable to address the specific needs of the district and includes Vertical Alignment Documents, Instructional Focus Documents, concept-based instructional units, research-based instructional plans, alignment continuum of performance assessments, TEKS overviews for six week planning, a Year-At-a-Glance planning tool to ensure comprehensive learning coverage, and scoring guides and rubrics. The TEKS are assembled in a vertical alignment format and ensure that each standard includes specificity for individual student expectations. The Vertical Alignment Documents provide the scope and ensure the level and complexity of a standard through grade levels. The Year-At-a-Glance and TEKS verification matrix provide the sequence and pacing. The Instructional Focus Documents serve as a bridge between curriculum, assessment, and instruction by bundling specified student expectations into key understandings or big ideas that need to be mastered by the students. Unit tests are provided and assess the specified student expectations as noted on the Instructional Focus Document.

## **Audit Criteria for Determining Adequacy of Curriculum**

The five criteria of Standard 2 of the Curriculum Management Audit form the basis for developing and customizing curriculum documents in New Diana ISD. The criteria include the following:

- Clarity and Specificity of Objectives
- Congruence of the Curriculum to the Assessment Process
- Delineation of the Prerequisite Essential Skills
- Delineation of the Major Instruction Resources
- Clear Approaches for Classroom Use

This criterion provides a process for evaluating all district curriculum documents. Curriculum documents are considered adequate with a minimum score of twelve out of fifteen points. The desired standard for all curricula is the maximum of fifteen points. Existing district curriculum will be internally reviewed and scored and revised by trained staff to meet the desired standard using a rubric based on the audit criteria listed above (See Exhibit 2).

## **Guidelines for Curriculum Customization, Development, and Revision**

The following questions are used in the district approved process to engage teams of professionals in dialogue to ensure a high degree of quality in developing, customizing, and refining curriculum documents.

### **1. Portrait of a Graduate, (See Exhibit 3), Course Mission, and Beliefs**

- i. Why do students need this course of study to be successful in life?
- ii. How does the curriculum support the Portrait of a Graduate?
- iii. What are the beliefs and mission for this course?

### **2. Aligned Matrix of Student Objectives (Scope and Sequence Document)**

- i. Is the scope and sequence document aligned to TEKS, national standards, STAAR, EOCs, SAT/ACT, curriculum-based assessments and other appropriate external/internal measures (i.e. local pre/post common assessments, AP exams, licensure exams)?
- ii. Are the objectives specific and measurable for all relevant grade levels and courses?
- iii. Are 70% of the student objectives written at the application level or above?
- iv. Is technology application integrated into the curriculum objectives?

### **3. Aligned Curriculum Assessments**

- i. Are there aligned assessment items (clarifiers/clarifying examples, test items) for every Readiness and Supporting TEKS?
- ii. Do the assessments provide data to measure student progress?
- iii. Are the data used to guide teachers' instruction at appropriate levels of cognition to ensure continuous progress monitoring?

- iv. Are students instructed in how to use and interpret their individual performance data?
- v. Are data used by the district and/or campus to improve curriculum alignment and programmatic decisions?
- vi. Does the district provide effective and efficient means of communicating student progress to parents to support learning at home?

#### **4. Aligned Instructional Strategies and Grouping Arrangements**

- i. What does a teacher need to know about research-based best practices, methodologies, developmental appropriateness, and priorities for use of instructional time in order to provide appropriate levels of challenge?
- ii. Are strategies and grouping arrangements provided to differentiate instruction?
- iii. What professional learning is required or recommended for the effective delivery of the district curriculum?

#### **5. Aligned Instructional Resources**

- i. Is there an approved list of instructional resources available?
- ii. Are there standards that define the alignment of designated resources?
- iii. What are the criteria and district process for selecting textbooks and additional resources, including software programs and/or stand-alone programs for RTI? (See, Resource Referral, Exhibit 4).

#### **6. Connections**

- i. Does the curriculum provide connections for special programs so that coordination and articulation occur by design?
- ii. Does the curriculum provide teachers with opportunities for students to see practical (i.e. real-world) applications for content and skills being taught?
- iii. Is there a cultural heritage connection to be experienced by students through the content?
- iv. Are there suggested strategies for integrating the curriculum across other disciplines including technology applications?

#### **7. Format**

- i. Does the subject area written curriculum contain the following elements:
  - 1. Content structures based on a format consistent with the required district components and the automated curriculum management system to include Year-At-a-Glance Documents, Vertical Alignment Documents, Instructional Focus Documents, units of study, lessons, TEKS verification matrix, unit test, alignment of district resources, key vocabulary, and critical questions;
  - 2. Standard format for lesson design and planning;
  - 3. Scope and sequence documents that delineate the prerequisites or discrete skills required;
  - 4. Correlations of learner objectives to TEKS, STAAR, EOCs, CBAs, and other national, state or locally administered assessments;

5. Correlations of objectives to available instructional resources, adopted texts, and other supplemental materials;
6. Aligned suggested strategies and grouping arrangements appropriate for each objective;
7. Recommended time allocations for each instructional objective;
8. Connections for special programs, interdisciplinary activities, cultural opportunities, and practical real-world applications;
9. Procedures for implementing the curriculum, assessing the curriculum, and for monitoring and reporting student progress; and
10. Strategies for training of administrators and teachers to effectively implement and monitor the curriculum.

## **8. Coordination of Curriculum Development, Customization, Revision**

- i. Do curriculum teams exist and are they organized to represent a vertical structure for each content area under consideration as well as provide representation from the elective courses and special programs that may be impacted?
- ii. Is the district approved process used to develop, customize, or revise curriculum including special programs?
- iii. Has a budget been prepared to support the curriculum development or revision cycle for courses and special programs being considered?
- iv. Has the district curriculum management plan been followed to develop, customize, or revise curriculum?
- v. Has a plan been developed that includes implementation as well as evaluation of the curriculum that is being considered?
- vi. Do program staff or other content area specialists coordinate the curriculum development, customization, or revision efforts with the Director of Curriculum?

## **9. Validation of Curriculum**

- i. Does every curriculum document undergo a process for validating its degree of adequacy and rigor by:
  1. Scoring the curriculum document using the curriculum management audit criteria for curriculum adequacy;
  2. Analyzing the objectives for level of difficulty as directed by the curriculum audit;
  3. Comparing the objectives to external national and/or international standards for the appropriate discipline;
  4. Consulting with a subject-area specialty teams for a review of the objectives; and/or
  5. Using an internal and external reviewer to validate adequacy and rigor?

## 10. District Approval of Curriculum

- i. Does the curriculum department review and recommend curriculum changes?
- ii. Does the district provide opportunities for teachers, students, parents, and community members to provide feedback regarding the curriculum development and revision process?
- iii. Does the Board of Trustees approve the district's course offering and state approved resources? (See Exhibit 5, *Policy Statement EFA (LOCAL): Instructional Materials Selection and Adoption*).

# IV. Instructional Expectations

## Executive Summary

Instruction is defined as curriculum plus teaching. Through *Policy Statement EG (LOCAL): Curriculum Development*, the Board of Trustees specifies that teachers are required to use the district curriculum as their primary source of instructional direction. This section of the Curriculum Management Plan delineates what the instructional expectations are, how the automated management system is used by teachers to access their curriculum for lesson planning, and how professional learning opportunities will be provided to build the capacity of teachers in providing quality instruction for students.

## Key Points

- Teachers are required to use the district curriculum as their primary source of instructional direction.
- Teachers will access the written curriculum and instructional components supporting the curriculum through the automated curriculum management system.
- Teachers have the flexibility to create, select, or customize lessons based upon student needs as indicated by performance data.
- Teachers other than the four core content areas will use the district approved template to plan lessons.
- Lesson planning will include research-based components that focus on what is necessary for students to learn the curriculum at high levels of engagement.
- Effective lesson planning is central to effective instruction, but is not the only contributing factor to student achievement.
- Effective use of student achievement data is critical to the attainment of the district's goals for student learning and is used to guide instructional decision making.
- A quality professional learning program is essential for building capacity within schools so there is high competency and high commitment among professional staff to the core work of teaching and learning and continuous improvement of the system.
- Professional learning needs to be designed to meet the needs of teachers based on where teachers are in their professional career.
- Professional learning is a means to an end and must be planned to enhance student learning of the curriculum.

## Components of Lesson Design

The district, through *Board Policy Statement: EG (LOCAL): Curriculum Development*, has delineated expectations of the teaching process. Specifically, teachers are required to use the district curriculum as their primary source of instructional direction. There is also the expectation that since the written curriculum and instructional components supporting the core curriculum are housed in the automated curriculum management system, teacher will be required to access curriculum documents, including supporting components. This automated system will ensure continuity and equity across the system in the delivery of the curriculum. Through the use of an automated curriculum management system, all faculty members can exercise their responsibility to contribute to the alignment, refinement, and continuous improvement of curriculum design and delivery functions. Teachers will use the automated system to plan lessons according to the Scope and Sequence. For those content areas where curriculum documents are not provided, teachers will follow the district approved curriculum documents. Principals and other key leaders are responsible for managing and monitoring the delivery of the district approved curriculum using components that are available through the automated system.

The minimal district requirements for lesson design include the following research-based components:

- **Standards** Knowledge, skills and competencies expected for mastery of a course or discipline based upon the Texas Essential Knowledge and Skills (TEKS). Often referred to as objectives
- **Resources** Materials that support instruction
- **Strategies** Techniques or tools that students use to process information that can be applied to any learning situation and that engages students in the learning process
- **Structures** Ways that a teacher organizes the classroom to maximize student engagement and interaction for the purpose of enhancing learning
- **Activities** Procedures and processes to ensure that what has been planned in terms of grouping and strategies occur in an efficient and effective manner
- **Assessments** Formative and summative measures to evaluate student learning

From a systems perspective, (See Exhibit 6, Planning for Learning: A Systems Perspective), lesson planning is a cognitive and intellectual event where teachers are engaged and collaborative with colleagues to produce desired learning outcomes. The above mentioned components reflect what teachers consider when designing quality work that students see as value-added and worthy of their effort.

## Instructional Design Characteristics and Process

The Board of Trustees has several expectations of the teaching and learning process. There must be assurance that teachers and their colleagues are working toward a common set of student standards/objectives. All faculty members have a responsibility not only to contribute to the refinement of the written curriculum, but also to teach to the curriculum standards/objectives. Thus, principals shall ensure that optimum use is made of the curriculum, instructional time, aligned resources, and the lesson planning tool that is provided to teachers to access their respective curriculum documents and assessments.

All programs, including those for special population students, shall be aligned to the district curriculum and support students assigned to the various programs in the acquisition of the required content and skills for mastery. This will necessitate integration and collaboration by teachers assigned to the various programs as they work with the regular education teachers in providing appropriate interventions for students.

All curriculum decisions, including but not limited to elimination, addition of programs, and courses, or extensive content modification, shall be subject to district approval. When curriculum documents are changed extensively by the District, an external expert may be used to evaluate the rigor and alignment of curricular content based on student performance data. Since curriculum management is a system decision, not a campus or employee decision, proposals from employees shall be submitted to their campus principal for referral to the central administration (i.e. see Roles and Responsibilities Section) in order for consideration and approval to be given. Also see Exhibit 4, Resource Referral Process. (Exhibit 9-Course Addition, Revision, Deletion Process)

Curriculum and instruction documents will be housed in an automated system for ease of access to all teachers and administrators. The guides shall follow a format that is based on management system requirements and customization decisions made by the District.

The curriculum documents will provide a scope and sequence with suggested time allocations that will provide direction to teachers in the lesson planning process. In addition to consistent delivery of the standards/objectives in the curriculum, instructional delivery shall be based on sound teaching strategies and pedagogy. Instructional supervision efforts will be aligned with these research-based teaching strategies and principals will use an approved walk through document to monitor delivery of the curriculum as well as provide instructional information for PDAS.

Other factors that contribute to effective teacher planning and to student achievement are:

- Establishing a school climate that is conducive to learning
- Implementing research-based practices
- Expecting high levels of learning for all students
- Ensuring that all students experience opportunities for personal success
- Varying the time for learning according to the special needs of students and the complexity of the task
- Having both staff members and students take responsibility for learning
- Determining students' current skills and learning to guide instruction at appropriate levels
- Basing instructional decisions on student achievement data

- Matching instructional strategies and assessments to the objectives
- Teaching the objectives using the appropriate grouping arrangements and strategies for differentiation
- Providing progression to a more challenging level for students who demonstrate mastery of the objectives
- Using technology as a tool to teach and learn the required curriculum

### **Data-Driven Instruction and Learning**

Effective use of student achievement data is critical to the attainment of the district’s goals for student learning that are specified in the written curriculum and in the district’s Portrait of a Graduate (See Exhibit 3). Assessment data is used to guide instructional decision making to ensure mastery of the curriculum and can be observed in the following ways:

- Using pre-assessment and placement assessments to determine students’ learning levels for diagnostic purposes
- Targeting instruction by teaching to TEKS/SE and STAAR reporting categories where mastery has not yet been demonstrated
- Using flexible grouping and regrouping of students within the classroom based upon student assessment data
- Varying the instructional time, setting, and/or presentation for differentiation based on student assessment data
- Communicating assessment/achievement data to students and parents in timely fashion
- Encouraging students and parents to work with teachers to establish learning targets/goals for students in order to achieve mastery of the curriculum
- Offering opportunities for students to experience authentic learning through the curriculum
- Providing opportunities for students to advance their course work through added on-line course selections when appropriate
- Using tutorials and other interventions to provide needed assistance to students who have not demonstrated mastery
- Using data to identify general performance trends across the district for the purpose of curriculum and instructional improvements
- Developing improvement plans at the district, campus, and classroom levels
- Evaluating and improving instructional programs based on student performance data and other relevant data

### **Professional Learning**

A quality professional learning program is essential for building capacity within schools so there is high competency and high commitment among professional staff to the core work of teaching and learning and continuous improvement (See Exhibit 7, Continuous Improvement Model). Schools with high competency and commitment levels embrace the concept of professional learning communities as a philosophy and process to establish a collaborative culture with a focus on student achievement. Effective professional learning efforts include high-quality ongoing development with intensive follow-up and support. In addition, the most effective professional learning models incorporate processes that are research-based and designed to engage adult learners.

The National Staff Development Council has identified several standards for the design and implementation of professional learning efforts. These standards as well as other research in the field of staff development formulate the basis for district planning that provides for:

- Research-based learning opportunities in how to design and deliver a standards-based aligned curriculum
- Induction training for new teachers and administrators
- Mentoring and coaching for all teachers and administrators, particularly those new to the district
- Follow-up and support for effective implementation of job-embedded learning
- Opportunities for teachers and administrators to share ideas and strategies
- Focus on capacity building at all levels to improve teaching and learning.

In addition to the list above, professional learning should be differentiated to meet the needs of teachers based on where teachers are in their professional career (i.e. novice to expert). When professional learning opportunities for teachers are based upon a differentiated model that considers readiness and specificity to teaching assignment, teacher acceptance and commitment is higher because they see relevance and consideration being provided.

In summary, teachers need to know how to implement the curriculum using approaches that promote mastery of the curriculum with consideration given to meeting students' individual needs. Professional learning is a means to an end and must be planned to enhance student learning of the curriculum.

# V. District Expectations for Assessing the Curriculum

## Executive Summary

Assessment, which is the focus of this section, provides feedback to the system for continuous improvement of the teaching and learning process. Thus, the use of assessments and the data they generate become an integral part of an effective instructional program. When viewed systemically, assessment is intentional, managed, consistent, aligned, coherent, and transparent. The intent is twofold. First, assessment is a process that when followed helps to determine the extent to which students are achieving and maintaining mastery of curriculum objectives. Second, it provides valuable information that when used by teachers and administrators improves decision making regarding classroom instruction, use of resources, needed professional development, appropriate instructional support for students, and changes or revisions to consider for curriculum design.

## Key Points

- *Board Policy EG (LOCAL): Curriculum Development* directs staff to use assessments for the acquisition, analysis, and communication of student achievement data for:
  - ✓ Measuring student progress
  - ✓ Directing and focusing teachers' planning of instruction
  - ✓ Informing students about their learning
  - ✓ Identifying the critical needs for district/campus planning
  - ✓ Evaluating the efficacy of curriculum and programs
  - ✓ Communicating progress to the Board of Trustees, parents, and community
- Both formative and summative assessments that are aligned to the written curriculum are used by teachers as they plan for learning.
- The district will incorporate both formative and summative assessment types into a comprehensive assessment policy and plan that includes at least 80% coverage of the curriculum and is administered and managed in a systematic process throughout the district.
- The assessment program is based upon an extensive body of research that includes using results to improve classroom instruction and support student learning of the required curriculum.
- The district's assessment program will provide a balance between assessments that are used for grading purposes and those that are used to provide diagnostic information for teachers, students, and parents.
- The district will implement an assessment model that includes steps for teachers and administrators to follow to improve student mastery of the curriculum and state accountability measures.

## **Purpose and Use of Formative and Summative Assessments**

The Superintendent or designee shall establish assessment approaches for determining the effectiveness of instructional programming at district, campus, and classroom levels. Assessments shall focus on determining the extent to which students are achieving and maintaining mastery of curriculum standards/objectives and the extent to which instructors are displaying effective conveyance of curriculum in the classrooms.

District staff shall design and use a variety of assessment approaches in determining the effectiveness of the planned and written curriculum, the taught curriculum, and instructional programs. Periodic reports shall be made to the Board of Trustees concerning these assessments.

Student performance data are needed to support decisions about the design and delivery of curriculum. The tested curriculum referenced in *Board Policy EG (LOCAL): Curriculum Development* (See Exhibit 1) provides for the acquisition, analysis, and communication of student achievement data for:

- Measuring student progress
- Directing and focusing teachers' planning of instruction at appropriate levels
- Informing students about their learning for the purpose of setting learning targets/goals
- Identifying the critical needs for formulating district/campus improvement plans
- Evaluating the efficacy of curriculum and programs
- Communicating progress to the Board of Trustees, parents, and community

## **Definition of Formative and Summative Assessment Including Components of an Assessment Program**

The comprehensive district assessment program establishes appropriate measures for determining the effectiveness of curricular design and instructional programming at district, campus, and classroom levels. It includes both formative and summative assessments. *Formative* assessments are used to determine the extent to which students are learning curricular standards/objectives so that appropriate adjustments can be made during the teaching learning process. They are also used to scaffold the learning and assessment of students to build confidence and capacity required for success. *Summative* assessments inform teachers and students whether the intended learning (i.e. mastery) occurred at the end of a unit or course of study. Both types of assessments, when done properly, are powerful catalysts for improved learning on the part of both students and teachers (See Exhibit 8, *Board Policy Statement EK (LOCAL): Testing Program*).

Formative and summative assessments are aligned to the written curriculum and are used in planning for learning in the taught curriculum. Both should be incorporated into a comprehensive assessment policy and plan that includes the following components:

- A variety of assessment instruments, surveys, evaluative studies and reviews
- A system for developing, selecting, purchasing, storing, administering, analyzing, and reporting results of curriculum based assessments, benchmarks, state and national assessments

- An assessment matrix that ensures coverage of at least 80% of the curriculum (i.e. referred to as scope)
- Reserved bank of items that the district uses to assess mastery of curriculum units of study for the purpose of documenting, recording, reporting, and planning for student mastery of the curriculum
- District calendar of all assessments, purposes, grade-levels, and content areas that are used to provide data for decision-making
- Procedures that delineate roles and responsibilities for assessments at the district and campus level
- Data-bank of assessment items aligned to the curriculum for all grade levels and courses for summative use by teachers for the purpose of planning for learning and assessing for learning (i.e. CBAs that teachers use to create common assessments and teacher developed assessments)
- A program evaluation cycle and process that provides data regarding the efficacy of the various programs so that revisions, modifications, and/or decisions about termination can be made
- A process and plan for administering online assessments
- A budget to support the comprehensive assessment program; and
- A plan for delivering professional learning to teachers and administrators responsible for the implementation of the district assessment program.

### **Assessment Model and Process to Maintain and Improve Student Performance**

Student assessment is an integral and critical component of instruction and should not be viewed as a separate event but rather a process that serves to inform instructional decision making and to motivate students to learn. According to the studies of several researcher (Amrein and Berliner (2002), as well as Harlen and Crick (2003), their findings show that *“motivation and achievement of some students actually suffer as a result of high-stakes standardized testing.”* Thus, a comprehensive assessment program, while certainly incorporating required high-stakes tests, should place equal, if not more, emphasis on assessment for learning using curriculum based assessment items that are aligned to the curriculum and properly scaffold so that student confidence and motivation to persevere are enhanced.

According to Rick Stiggins (2004), “there is an extensive body of research that reveals effect sizes (gains in standardized test scores) of a half to a full standard deviation and more directly attributable to the effective use of classroom assessments to support student learning (Black & William, 1998; Bloom, 1984; Meisels, Atkins-Burnett, Xue, Bickel, & Son, 2003; and Rodriquez, 2004). This research reveals that such gains occur when we:

- Share clear and appropriate learning targets with students from the beginning of the learning.
- Increase the accuracy of classroom assessments of those targets.
- Make sure that students have continuous access to descriptive feedback.
- Involve students continuously in classroom assessment, record keeping, and communication processes.

As a means to promote a balance between assessment of learning and assessment for learning, the district will implement an assessment model that includes steps for teachers and administrators to follow that is directed toward improving student mastery of the curriculum and accountability measures. These steps include:

- Understanding the curriculum standards (i.e. TEKS) and the assessment standards (i.e. STAAR, EOCs) which entails the content, context, and cognitive requirements
- Deconstruct essential assessment items for the purpose of unraveling the standards so that vocabulary, content, skills, processes, prerequisites, context clues, and cognitive levels are identified and designed into lessons and student work
- Communicate to students the assessment requirements and provide ample opportunities for students to practice in a variety of contexts and scaffold appropriately so that the element of surprise is eliminated and confidence is assured
- Use assessment as an integral element in the instructional process, providing valuable and timely feedback to students in order for corrective action to take place
- Analyze all assessment data to report results by student, teacher, campus, and district
- Base decision making about lesson design, curriculum revisions, program effectiveness, and response to interventions upon data disaggregation and analysis
- Require central office staff and principals to use data to monitor the design and delivery systems and to develop improvement plans based upon a continuous improvement cycle
- Report results and improvement plans to the Board of Trustees and community

# VI. Customization and Revision of Curriculum

## Executive Summary

Curriculum customization, development, and revision are ongoing and dynamic processes. Inherent in any of these processes is a level of participation by a variety of individuals representing primary stakeholders who have been selected and trained to work in a variety of roles. People selected to serve in any of the above mentioned structures will work in collaboration with the Director of Curriculum. The primary goal is to improve articulation, coordination, and collaboration across the system in continuously improving curriculum documents. To accomplish this goal, a cycle of curriculum customization, revision, development, and evaluation is used.

## Key Points

- Curriculum design work is an ongoing and dynamic process.
- Curriculum development is based upon prior approval of course offerings by the Board of Trustees.
- Curriculum review and revision will be based on a six-year cycle, although data will be used annually to determine curricular effectiveness.
- Vertical teaming is viewed as an integral part of the development process and will be led by the Director of Curriculum.
- All people involved in the development, customization, and revision process will be trained.
- All inputting of curriculum components into the automated system is under the leadership, direction, and control of the Director of Curriculum.

## **Curriculum Development, Customization and Revision Process**

The district has developed a model for the development, customization, and revision of district curriculum documents. Below is a description of the three levels of organization in this model.

*Director of Curriculum* is a key central office leadership position that is responsible for directing the curriculum development process for the district and working in collaboration with campus principals and teachers to ensure that curriculum documents are localized according to audit criteria and district guidelines.

*Curriculum Council* consist of the curriculum director and key campus leaders and is assigned with the responsibility for curriculum design work, content and program oversight, professional learning planning and training, delivery facilitation, and providing input into the decision making process for curriculum management.

*Vertical Teams* are composed of identified teacher leaders that represent the various content areas for all subjects and courses. The primary role of these teams is to provide leadership by working collaboratively with the content consultants in the development of an articulated scope and sequence for the various content areas.

## **Curriculum Development, Customization, and Revision Phases**

The curriculum development, customization, and revision cycle includes the following phases:

### **Phase I – Assess Curricular Needs**

During Phase I, the Director of Curriculum in collaboration with members of the Curriculum Council and vertical team members are charged with the responsibility of reviewing national, state, and local standards for the purpose of guiding the development, customization, and revision of curriculum documents. District student performance data is a major factor in determining curricular effectiveness and is a basis for recommended changes. The Curriculum Council in conjunction with campus leaders reviews course requests and recommendations for curriculum development, customization, and/or revisions. (See Exhibit 9: Course Addition, Customization, Revision, and Deletion Work Flow Chart). In addition, curriculum work plans will be developed by the Director of Curriculum and submitted to the Superintendent for budgeting purposes and reporting to the Board of Trustees following a yearly three phase cycle. These plans will establish budgeting priorities and will be submitted in advance of the budget being approved.

### **Phase II – Plan and Develop, Customize, or Revise Curriculum**

During Phase II the content vertical teams, under the leadership of the Curriculum Director will develop the philosophy, vision, and belief statements for their respective content areas. Using the Graduate Portrait (See Exhibit 3), Texas Essential Knowledge and Skills, national and district standards, Year-At-A-Glance Documents, vertical alignment documents, the following components are developed, customized, or revised whichever is deemed appropriate for the particular curricular content area:

- Unit Title
- Six-Week Period and Suggested Timeframe
- Standards (TEKS/SE's color coded as Readiness or Supporting Standards)
- Technology Applications
- English Language Proficiency Standards
- College and Career Readiness Standards
- Unit Overview
  - Student Expectation Clarification
  - Guiding Questions
  - Critical Vocabulary
  - Sample Assessment Items
  - Targeted Lessons Linked to Student Expectation
  - Instructional Strategies
  - Grouping Arrangements
  - Aligned Resources
  - Assessments

The curriculum management system will house all curriculum documents. All inputting of curriculum components into the automated system will adhere to a calendar and process that is established by the Curriculum Council and approved by the Director of Curriculum.

### **Phase III – Implement the Curriculum**

During this phase the Director of Curriculum in collaboration with the service provider and designated staff are responsible for training teachers and administrators in lesson design and using the automated system for lesson planning and data analysis. Teachers are required to use designated system components (i.e. Year-at-a-Glance, Vertical Alignment Documents, Scope and Sequence Documents, Unit Documents). The lessons located within the system will be used or modified to meet campus or district requirements. Vertical teams will provide feedback to the Director of Curriculum for making necessary modifications to all curriculum components as well as providing information to the service provider regarding the automated system and its components. Curriculum-based assessments are administered at the end of every unit for the purpose of monitoring student progress and curriculum effectiveness.

### **Phase IV – Evaluate and Revise Curriculum**

During this phase, the Director of Curriculum will work with the Curriculum Council to analyze student performance data, feedback from teachers, and campus administrators to make decisions regarding curriculum revisions. It is the district's expectations that a minimum of 70% of the curricular standards/objectives (i.e. TEKS Readiness and Supporting Standards) are at the application level or higher. Evaluation and revision of curriculum will be based on a six-year cycle (See Exhibit 8: Policy Statement E (LOCAL): Testing Programs). The evaluation process will also include using the functionality within the curriculum management system and the data analysis system to establish correlations

between student performance results and the degree to which lesson design and delivery are contextually and cognitively aligned. This information will be used to improve curriculum design, provide quality professional development to teachers, and to make adjustments in the instructional delivery system based on lesson design and delivery principles of accuracy and precision (i.e. deep alignment).

# VII. Roles and Responsibilities

## Executive Summary

Curriculum customization, development, revision, evaluation, and implementation result when all stakeholders know and understand their particular roles and responsibilities. In this section of the Curriculum Management Plan, the various stakeholders have been identified and thoughtful consideration has been given to delineate what each of these groups do to contribute to the successful design and delivery of an aligned curriculum.

## Key Points

- The Board of Trustees through its policy-making responsibility establishes policies to direct and support ongoing curriculum development and evaluation.
- The Superintendent is responsible for the implementation of the Board's policies, which includes the development and implementation of curriculum.
- The central administration is responsible for the development, assessment, and implementation of district curriculum.
- The campus principal is the key to implementing and monitoring the delivery of the curriculum.
- Teachers are responsible for effectively planning, delivering, and assessing the district curriculum.
- Students are responsible for actively participating in the teaching/learning process.
- Parents are active partners with teachers so that each of their children meets the New Diana ISD Graduate Portrait profile (See, Portrait of a Graduate, Exhibit 3).
- Financial Officer will ensure that the district's budget reflects the organization's goals and priorities for curriculum and instruction programming.

## **Roles and Responsibilities for Curriculum Management**

Curriculum management is a system function that requires specificity regarding the organizational structure, procedures, processes, staff, work tasks to be performed, and finances allocated toward fulfilling the school's primary function. As such, it is imperative that the Board of Trustees fulfill its obligation to establish a rational system that is governed by a set of policies that provide an operational framework for curriculum management and accountability. Roles and responsibilities regarding curriculum management shall include the following key stakeholders:

### **The Board of Trustees will:**

- Adopt policies to direct and support ongoing curriculum development and evaluation
- Approve recommendations from superintendent regarding curriculum and state approved instructional resources for teacher use
- Approve a budget that provides adequate funding for the development, implementation, and training needed to effectively design and deliver the curriculum
- Provide funding for the automated management system and adequate instructional resources to implement the curriculum based on system data
- Demonstrate an understanding of the curriculum management plan and articulate how the Board supports curriculum work
- Communicate to constituents the Board's curricular and student expectations

### **The Superintendent will:**

- Implement the policies of the Board
- Recommend that central staff is hired to develop, assess, and manage curriculum
- Ensure that a functional organizational structure is in place to manage curriculum design and delivery functions
- Recommend a budget to support curriculum design and delivery work
- Require that administrative regulations and management plans are developed and followed
- Report annually to the Board concerning curriculum design and delivery progress
- Be responsible for system coherency and capacity

### **The Director of Curriculum will:**

- Develop a comprehensive long-range plan for curriculum management, development, customization, revision, and evaluation
- Prepare a recommended budget
- Recommend staff to be hired
- Establish curriculum regulations, guidelines and priorities
- Organize and facilitate committees to develop, customize, review, and evaluate curriculum
- Oversee the assessment of curriculum
- Conduct program evaluations and communicate results
- Provide technical and expert assistance as well as training and resources needed to implement the curriculum
- Provide support to principals in their role of implementing and managing the curriculum on their campuses

### **The Campus Principal will:**

- Serve as the primary instructional leader of teacher leaders and be responsible for managing the delivery of the curriculum
- Translate the importance of curriculum delivery and instructional best practices on a regular basis
- Develop a working knowledge of the curriculum for all subjects/courses represented at the assigned campus
- Observe teaching and learning in each classroom
- Monitor lesson delivery and assessment (See Exhibit 10, Walk-through Template)
- Monitor the quality of work that teachers assign to students and look for evidence of the design characteristics of high student engagement
- Interview and conference with individual teachers and/or teams
- Meet with campus/district curriculum and instructional staff
- Provide campus-based professional learning that improves curriculum delivery and student performance
- Provide opportunities for teachers to discuss and share ideas and strategies through professional learning communities (Curriculum Days/Data Talks)
- Use assessment data in collaboration with teachers to continuously improve student performance and develop appropriate interventions and campus improvement initiatives
- Use, as a minimum, the district's approved walk-through template to monitor the delivery of curriculum
- Participate in professional learning offerings to effectively carry out instructional leadership responsibilities
- Help parents to understand their role in supporting learning for their children
- Demonstrate an understanding of the curriculum management plan and articulate how their work supports the curriculum vision

### **The Teachers will:**

- Be responsible for effectively teaching the district's written curriculum
- Deliver classroom instruction by using lesson plans that are designed and proven to high student engagement (See Exhibit 11, Lesson Plan Template)
- Determine student mastery by using a variety of assessments including common assessments, district curriculum based assessments/benchmarks, state and national assessments
- Collaborate during planned meeting times with peers and supervisors for the purpose of improving student learning
- Involve students in the learning process through the use of a variety of strategies and grouping arrangements
- Use assessment data to determine student proficiencies and areas of need and communicate those to students, parents, and staff
- Differentiate instruction based on student performance data to provide opportunities for students to demonstrate mastery of curricular objectives
- Participate in professional learning designed to improve classroom instruction and develop teacher leadership
- Demonstrate an understanding and commitment to the curriculum alignment process which includes aligning instruction contextually and cognitively

- Participate in curriculum development, customization, revision and evaluation activities as appropriate

### **The Students will:**

- Recognize the importance of their active participation in the learning and assessment process
- Understand and articulate their learning strengths and needs
- Articulate the learning objectives within a required unit of study
- Come to class with all the necessary learning tools
- Actively participate in the learning process
- Use data results to establish learning goals
- Meet or exceed learning requirements based on the district curriculum
- Recognize the impact their behavior has on their own learning and the learning of others
- Set goals for their own learning and aspire to meet the criteria of the Portrait of a Graduate

### **The Parents will:**

- Partner with teachers and administrators
- Establish high expectations for learning and nurturing the desire to be a life-long learner
- Be actively involved in their child's education by:
  - ✓ Knowing their child's teacher(s)
  - ✓ Attending meetings that provide parents with information about the school
  - ✓ Attending parent/teacher conferences
  - ✓ Keeping up with their child's progress, report cards, and test data
  - ✓ Making certain that their child completes homework assignments, and that their child goes to class prepared for learning with all the necessary learning tools.
- Help their child develop good study habits
- Support school policies including the discipline management plan
- Establish and maintain a positive attitude toward the school, personnel, and the educational process
- Make every effort to address the physical, emotional, and health care needs of their child

### **The Financial Officer will:**

- Ensure that the District's budget reflects the organization's goals and priorities
- Use a program based budgeting process that is based on goals, priorities, need, cost benefit, and perceived consequences if funding request is withheld or reduced
- Demonstrate an understanding of the curriculum management plan and articulate how the work is supported through the budgetary process
- Be able to track cost and benefit analysis to programs and services.

# VIII. Financial Support

## Executive Summary

The budget process ensures that district goals and priorities for the development and delivery of curriculum are considered as central to the core work. A major premise of curriculum management is that results can be assessed and that there is a relationship among goals and objectives, priorities, and costs. Budgeting processes are designed and used to establish linkage of goals, costs, priorities, and evaluation/results.

## Key Points

- The Curriculum Department utilizes a program-based budgeting process.
- Funding priorities are formulated in a manner that is congruent with the district Curriculum Management Plan.
- Decisions related to reduction or increases in funding levels are addressed through administrative decision making processes involving the Superintendent and administrative team.
- Budgeting decisions reflect curriculum design and delivery, student performance and accountability, program cost, legal and state requirements, district-established priorities, and growth.

## Financial Support of Curriculum Development, Delivery, Assessment, and Management

The budget serves as a link and provides tangible connections between cost and benefits of educational opportunities. The budget, therefore, is developed in a manner that ensures that the system is capable of attaining its goals and priorities for the development, delivery, assessment, and management of curriculum. Staff is required to utilize a program-based budgeting process in order to create linkages between expenditures and results achieved from the products and services that are designed and delivered by the district. Funding priorities for the curriculum, instruction, assessment, and accountability division are formulated in a manner that is congruent with the district curriculum management plan. Identified technological support, assessments, resources to support the curriculum, and professional learning opportunities are integral parts of formulating the curriculum, instruction, assessment, and accountability budget. Decisions related to reduction or requested increases in funding levels are addressed through departmental decision-making processes before submission to the Superintendent where final priorities are made. Budgeting decisions reflect the following considerations:

- Curriculum design and delivery
- Curriculum management system
- Student performance and accountability
- Planned series of interventions and special programs
- Legal and state requirements
- District growth and demographic changes, and
- District-established priorities

The divisional budget process requires the development of budget packets that include the following components:

- Description of the request including the total aggregate cost (i.e. work plans, materials, personnel, overtime/part-time, capital outlay (equipment), building modification, etc.)
- Rationale/Need/Justification
- Projected cost analysis
- Time line
- Implementation process
- Clear explanation of consequence if request is denied, reduced, or abandoned
- Assigned priority rank based on a 4 Point Scale
  - 1 for Legal Requirement/Mandated
  - 2 for Required by Curriculum/Program
  - 3 for District Priority
  - 4 for Department Priority

Once all or any of the recommendations are compiled, program team(s) will review the total budget for the division and the assigned rankings to establish a list of priorities. The Superintendent along with the administrative team will consider the requests and the recommended rankings and decide whether to keep the current rankings or make changes. Once this process has been completed, a priority list is developed, based on revised rankings and prioritizing each request. This leads to developing and communicating a revised priority list of projects and program requests based upon the funding capacity

of the district. The final step is converting the program-based budget packets into the state-required line-item budget for submission to the Board of Trustees for review and approval. The district uses the budget packets as back-up materials that Board members can reference. Once the budget is approved, the budget packets are used as work plans.

# IX. Automated Management System

## Executive Summary

Curriculum management means that there is a quality control process in place so that written curriculum, delivered curriculum, and assessed curriculum happens, not by default, but rather by design. Managing that process electronically guarantees that curriculum customization, development, and revision are a dynamic process. It also provides the means to have equitable access of curriculum by every teacher so that delivery is more consistent and coherent across the system. In addition, assessment of the curriculum is comparable, retrievable, and provides longitudinal analysis of student data over time. Last, using automated management systems that provide curriculum, assessment, lesson planning, aligned resources, monitoring of instruction, professional development tracking, and reporting results that are linked to curriculum allows for system alignment and the reduction of variability which is the enemy of system improvement.

## Key Points

- Curriculum is continuously improved and updated by using an online curriculum management system.
- Resources are allocated for contracting with the vendor to provide the automated system and all of the content that is available through the system.
- A web-based solution enables teachers and administrators access to all components of the curriculum at any time.
- There are three key components in the automated system should include:
  - ✓ **Professional Development**
    - Leadership professional development
    - Onsite modeling of instructional delivery
    - Video conferencing and Web-casting
    - Modeling of research-based, best practice lessons, and instructional strategies
    - Technical assistance
    - Ongoing support by content area specialists
  - ✓ **Curriculum and Assessment**
    - K-12 systemic model in the four core content areas
    - Clarified and specified TEKS/STAAR expectations assembled in a vertical alignment format
    - Variety of curriculum documents (year-at-a-glance, vertical alignment documents, instructional focus documents, units of study, exemplar lessons)
    - Customizable instructional plans
    - Lessons in English and Spanish (K-5)
    - Aligned continuum of authentic performance assessments
  - ✓ **Innovative Technology**
    - Domain name registration and secure network
    - Unlimited number of users
    - Technical support
    - Accessibility through the Web for lesson planning

## **Automated Curriculum Management System**

The district contracts with a vendor to provide curriculum management solutions and a data disaggregation system to all teachers and administrators. *TEKS Resource System* is an automated curriculum and instructional management system that provides a solution for housing curriculum documents K-12 in the four core areas and online lesson planning. The district also uses DMAC for data disaggregation, data analysis and curriculum management. *TEKS Resource System* and DMAC are both provided to the district by ESC 7 and a yearly negotiated contract is based on the district's ADA. Both systems used in conjunction with each other provide the district with management tools for curriculum, assessment, instructional planning, and data analysis. Teachers use both systems to access curriculum for the purpose of lesson planning, assessments, and tracking student performance based on state and local student performance data. Both systems will be used by the district to provide a solution to aid district administrators in managing random variation by tracking student performance over time based upon the content, context, and cognitive alignment of the design and delivery of district curriculum. The functionality of both *TEKS Resource System* and *DMAC* are described in the next section.

## **Curriculum and Instruction**

Teachers of the four core areas are required to use *TEKS Resource System* to access district approved curriculum and instructional resource materials that are available and accessible through the system. Teachers of content areas other than the four core are required to use the TEKS to plan lessons using the district's approved lesson planning template. All teachers are required to use the district's lesson plan templates for lesson design which are available through the curriculum management systems. Staff can create, manage, and share lessons, assessment items, and tests across the district and campus in *TEKS Resource System*.

Administrators will use the approved walk-through template to collect observation data for PDAS management. Both teachers and administrators are trained in the use of *TEKS Resource System* and *DMAC*.

An annual report regarding the implementation of the Curriculum Management Plan will be made to the Board of Trustees.

# X. Glossary

## Glossary of Terms

The following definitions are referenced in the book, *Deciding What to Teach and Test: Developing, Aligning, and Auditing the Curriculum*, written by Fenwick W. English.

**Benchmark** -- a district administered assessment given on a predetermined schedule (i.e. grading periods, twice a year) which meets the requirements for content, context and cognitive alignment.

**Curriculum Management** – rests on the central assumption of *control* meaning that the district will continue to exist; direct, maintain, or change its operations to ensure success; and charge people with specific roles and responsibilities based upon allocated resources that are designated for specific functions, tracked, and documented. Another important assumption is that the system is *rational*. This means that it is organized to accomplish specific goals and objectives. Thus, *management* entails doing what is necessary to improve itself over time and to take the necessary actions to alter what people do so as to bring about conformance to its overall goals and objectives. Curriculum management includes controlling random variation around the teaching and learning process so that student performance consistently improves over time.

**Curriculum** – is the work plan or plans developed by or for teachers to use in classrooms by which the content, scope, and sequence of that content, and to what extent the methodology of their teaching, is defined and configured.

**Instruction** – is influenced by or “guided by” a work plan (or curriculum), it becomes instruction. It is curriculum plus teaching. It is also focused and connected teaching that adheres to the curriculum and all formal testing scenarios (and tests).

**Coordination of curriculum** – refers to the lateral or horizontal focus and connectivity of curriculum in a school environment.

**Curriculum evaluation** – assessing whether or not children have learned that which the curriculum indicated should be taught.

**Curriculum design or development** – refers to the act of creating curriculum via specification or a template (i.e. criteria or requirements a curriculum must fulfill or include) which include state law, state testing, national goals, and local priorities.

**Curriculum delivery** – refers to the act of implementing the curriculum which will include teaching, monitoring, supervision, and reconnecting of test data back to the curriculum so it reflects changes brought about by identified shortcomings from the test.

**Curriculum Alignment** – the match, fit, or congruency between the written, taught, and tested curriculum; vertical alignment refers to agreement throughout the PK-12 system; horizontal alignment refers to agreement within a grade level or course.

**Content Alignment** – refers to the congruency between the written curriculum and the standards (i.e. topics) that are used for developing the written curriculum. Content alignment answers the question of what to teach. In Spring Hill ISD, the Texas Essential Knowledge and Skills, College Board exams, national standards, course prerequisites, and the Spring Hill ISD Graduate Portrait Expectations are used to develop, customize, or revise academic objectives. The objectives represent content alignment.

**Frontloading** – refers to the concept of design alignment in which the curriculum and the test (s) are “matched”. One would write the curriculum first and then select, adapt, or develop the test that “fits” the curriculum (or is aligned with it).

**Backloading** – begins with the test and works “back” to the curriculum.

**Context Alignment** – refers to format congruency between the written curriculum, assessed curriculum, and taught curriculum. In order to meet the contextual alignment requirement, teaching strategies and materials must be selected or developed with the assessment in mind. This requires that developers do a task analysis of the assessment. The task analysis reveals how the content must be delivered in order for there to be an alignment to the testing situation. In other words, the content must be taught within the context in which it is tested. Without contextual alignment, teachers are left to develop teaching strategies that may not align with the actual assessment, thereby reducing the likelihood that students are truly prepared to perform successfully on the assessment instrument.

**Deep Alignment** – refers to a process that entails deconstructing tests items so that key vocabulary, pre-requisites, concepts, skill, and processes are explicitly taught but extending instruction beyond the deconstructed test items. Thus, teachers anticipate the directions in which the test may be moving and they focus on the underlying principles and processes involved in truly comprehending and mastering the multiple learnings that are a part of every single test item.

**CRT** – is an acronym for criterion-referenced test (assessment based on performance toward a predetermined set of skill/competencies).

**Curriculum Based Assessments (CBAs)** – refer to assessment items that are written to curricular objectives for the purpose of determining student mastery of the curriculum.

**Curricular Quality Control** – refers to internal capability of a school system to improve its performance over time by developing goals and objectives, employing people to reach the goals, periodically assessing the differences between desired and actual performance, and then using the discrepancy data to adjust and improve day-to-day operations.

**Curriculum Writing Team** – individuals selected to develop, customize, or revise content specific curriculum based upon their strategic position in the K-12 teaching and learning process.

**Curriculum Matrix** – an aligned set of skills and competencies showing the scope and sequence instruction for all grade levels regarding a particular discipline.

**“Tightening” the Curriculum** – refers to actions that bring the written, taught, and tested curricula into alignment or congruence with one another so the overlap between the three curricula is increased.

**Data Disaggregation** – is the act of taking test items and breaking them into smaller components, skills, knowledge, and content for teaching in smaller pieces to adjust the curriculum or the work plan so that teaching changes as a result. It can also mean taking test results and breaking them out by various categories such as by teacher, groups of students, ethnicity, gender, grade level, socio-economic level, programs, campus, etc.

**Data-Driven Instruction** – the use of student achievement data and other learning data to guide and focus instruction, set goals, monitor programs and curriculum.

**Graduate Portrait** – The New Diana ISD expectations which list the standards all graduates should meet prior to graduation.

**Learning Targets** – the goals set by teachers and/or students (with teacher support) for achieving mastery of the required course objectives.

**Standards** –the content, skills, or competencies that students are expected to know and master. What students should know and be able to do. These standards are based upon the Texas Essential Knowledge and Skills and are often referred to as objectives.

**Portfolio** – is a compilation of achievement data, work samples, and evaluation data.

**Stakeholders** – refers to all constituencies involved in a particular process or decision.

**Reconnecting Data to the Curriculum or “The Reconnect”** – is taking disaggregated assessment data and reconnecting it to the work plan so that teachers have a different set of directions from which to teach (i.e. the curriculum is altered accordingly).

# XI. References

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# VII. Exhibits