

# Coppell ISD



**Curriculum  
Management Plan**

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## **Introduction**

### **Executive Summary**

A systematic, ongoing program of curriculum alignment, development, revision, and evaluation is crucial to ensuring the success of each learner. The curriculum is comprised of the knowledge, skills, dispositions, and processes to be taught and learned at the appropriate levels and courses in Coppell ISD (CISD) schools. The District ensures the optimum focus and connectivity by articulating and coordinating the curriculum for pre-kindergarten (PreK) through grade 12. It is essential that the school system continually develops and modifies its curriculum to provide a common direction of action for all instruction and programmatic efforts in the District, and to meet the needs of the learner population.

### **Statutory Authority**

The design and implementation of the curriculum are consistent with federal and state law, State Board of Education rules, and the District's mission and goals.

### **Coppell ISD Mission Statement**

The mission of the Coppell Independent School District, as a committed and proven leader in educational excellence, is to ensure our learners achieve personal success, develop strong moral character, and become dynamic leaders and global citizens with a zeal for service by engaging each individual through innovative learning experiences led by a visionary staff and progressive community.

### **Coppell ISD Call to Action**

Empowered with knowledge and skills, each CISD learner courageously pursues individual passions and meaningfully contributes to the evolving world.

## **Curriculum and Instruction Department**

### **Mission**

The CISD Curriculum and Instruction Department is dedicated to the success of each learner and is committed to excellence in teaching and learning. Collaborating with an incredibly talented instructional staff, the curriculum department focuses on research-based best practices in instruction and assessment to provide a rigorous curriculum designed to ensure innovative and customized learning opportunities for each learner.

### **Vision**

The CISD Curriculum and Instruction Department, with district personnel, campus administrators, and instructional leaders, improves and strengthens educator competency and efficacy.

### **Beliefs**

The CISD Curriculum and Instruction Department believes that equitable educational opportunity for each learner begins with a classroom culture that adopts the following core beliefs:

- Everyone has equal intrinsic worth and has the right to learn.
- Hard work and commitment are essential for achieving extraordinary results.
- A challenging, well-aligned curriculum fosters individual potential and continuous learning.
- Well-designed, constructivist learning experiences promote intrinsic motivation to learn.
- Instruction must be rigorous and relevant.
- Purposeful assessment drives instruction and affects learning.

- Embracing diversity leads to cultural competence and a global perspective.
- Professional learning empowers educators to connect design to the delivery of the curriculum, ensuring high levels of learning for all.

### **Rationale/Purpose**

The CISD Learner Profile ([Appendix A](#)) details the goals from which all content area curriculum development efforts, including the specific grade level, course, and learner objectives, are derived. These goals serve as a framework for all curriculum development and instructional delivery. The expectations are multidisciplinary in nature and direct attention is paid to the achievement of the District's mission which is to prepare learners for postsecondary success in the workplace and/or institutions of higher education.

A Graduate of CISD will

- experience personal success;
- embrace lifelong learning;
- be an engaged citizen; and
- be ready for the global workplace.

### **Educational Approach**

CISD's approach to the development of the curriculum is a process known as content and performance standards-based education, which is based on the following philosophical precepts:

- Excellence can be achieved by all learners.
- Success enhances self-efficacy; self-efficacy promotes learning and behavior that reflects sound values.
- Clearly and specifically stated learning objectives and outcomes, as well as ongoing authentic assessment, maximizes learning conditions.
- Challenging, real world experiences enhance learner achievement.

CISD utilizes national and state standards to design curriculum. This front-loaded approach also includes the identification of high priority learning standards to ensure mastery of the content and skills, rather than surface-level coverage. In the curriculum development process, an emphasis is given to these high priority learning standards. By ensuring deep coverage of the content and skills, learners are prepared to graduate from CISD with the tools necessary to experience personal success, continue as lifelong learners, be engaged citizens, and thrive in a global workplace.

**Texas Essential Knowledge and Skills.** The Texas Essential Knowledge and Skills (TEKS) are content standards, composed of readiness, supporting, and process standards, which focus on promoting learning proficiency in understanding the curriculum and preparing all students to meet the graduation requirements of the state.

#### **Readiness standards have the following characteristics:**

- Are essential for success in the current grade or course
- Are important for preparedness for the next grade or course
- Support College and Career Readiness Standards (CCRS)
- Necessitate in-depth instruction
- Address broad and deep ideas

**Supporting standards have the following characteristics:**

- May be introduced in the current grade or course and emphasized in a subsequent year
- May be emphasized in the previous year and reinforced in the current grade/course
- Play a role in preparing learners for the next grade/course
- Address more narrowly defined ideas
- Support a current readiness standard
- Serve as a foundation for a readiness standard in another grade level
- Are important but not critical to the grade level

**Process standards are:**

- Underlying processes and mathematical tools
- Scientific investigation and reasoning skills
- Social Studies skills
- [Figure 19 of the English Language Arts and Reading standards](#)

**High Priority Learning Standards.** For each content area, the curriculum plan incorporates high priority learning standards with the expectation that each learner will reach those standards. The creation of high priority learning standards, which are collaboratively developed, provide a common focus and further the District's efforts to prepare CISD learners to become contributing citizens.

Development of high priority content and performance standards requires the following aspects:

- Examination of the state standards (e.g. TEKS), national standards, and other sources of standards (e.g., National Council of Teachers of Mathematics, College Board, International Reading Association)
- Analysis of existing curriculum
- Reflection of the community
- Recognition of the skills demanded by a technologically evolving world

Alignment of the High Priority Learning Standards are noted by content in the HPLS State/National Alignment Template ([Appendix B](#)) and further explained in the High Priority Learning Standards Clarification Template ([Appendix C](#)).

# Curriculum Management Plan

## Executive Summary

This Curriculum Management Plan (CMP) establishes the expectations, guidelines, and procedures for the design, delivery, monitoring, evaluation, and revision of the curriculum in CISD. A school system with strong curriculum management has a comprehensive CMP with established guidelines and procedures for the design and delivery of the curriculum and a thorough system of quality control. This CMP expresses the procedural intent of the district leadership and provides direction for alignment, development, revision, and implementation of the curriculum. A curriculum that is horizontally coordinated, vertically articulated, aligned to assessments, and systematically evaluated to determine its effectiveness in improving learning can provide explicit direction to staff resulting in internal consistency. Our CMP provides a tight/loose structure for our system and communicates expectations of organizational beliefs and behaviors that are tightly held across the district and those considered loosely held where campuses have autonomy to provide contextual variations. Within this flexible aspect of the CMP comes the establishment of the campus and classroom environment.

## Curriculum Philosophy

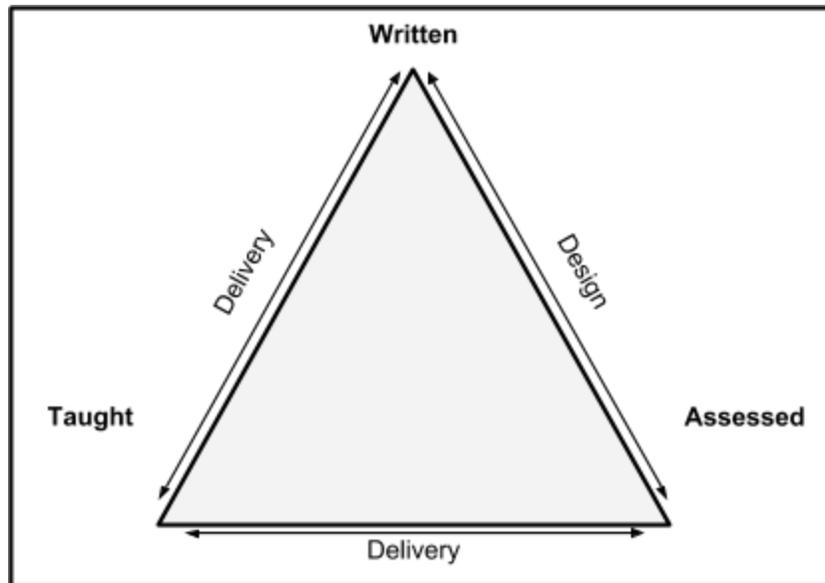
In CISD, we believe each learner must have equal access to a rigorous college and career-ready curriculum. CISD uses the process of backward design to ensure the alignment of the written, taught, and assessed curriculum. The curriculum of CISD focuses on the development and deepening of understanding and the transfer of knowledge and skills through the intentional design of learning experiences that integrate content with global dispositions and require high cognitive demand.

These core features of curriculum are evident in curriculum documents and tools through the following practices:

- identification of high priority learning standards to clarify and focus instruction;
- integration of future-ready outcomes and co-curricular standards with content expectations;
- inclusion of accommodations, scaffolds, and differentiation strategies into the curriculum frameworks and tools to meet the needs of each learner;
- selection and adoption of instructional materials that meet the expectations for content standards, cognitive demand, and responsiveness;
- engagement of all instructional staff in high-quality professional learning geared to facilitate learning of content standards and future-ready outcomes;
- use of an assessment system that relies on multiple measures to assess mastery of content and future-ready outcomes and that can be used to inform instruction, support student self-management of learning, and communicate progress;
- integration of technology standards and resources that reflect realities of the new digital era where learners are not just consumers of knowledge but creators of knowledge; and
- coordination with special programs in the written, taught, and assessed curriculum.

## Purpose of the Curriculum Management Plan

Curriculum alignment is the coordination of what is written, taught, and assessed (Figure 1). It is also the articulation of knowledge and skills from PreK-12. Articulation is the alignment of instruction within the department or grade level and from campus to campus. When curriculum is aligned, there is congruence both horizontally and vertically, which ensures high levels of learning for all.



**Figure 1. Curriculum Alignment Model**

The CMP provides specificity, content, and consistency to ensure deployment of a comprehensive curriculum system in CISD. Based on a continuous improvement model, the curriculum management plan communicates the District mission statement and Board Policy for the alignment, development, revision, and implementation of the written, taught, and assessed curriculum. The CMP provides the structure to ensure alignment and quality of the designed and delivered curriculum and necessary resources for curriculum implementation.

To be comprehensive, the CMP, aligned with the CISD Learning Framework, provides support in defining a common vision for teaching and learning. Educators utilize the curriculum and instructional strategies, outlined in the CISD Learning Framework, to promote habits of mind and student ownership for their learning. In addition to the CISD Learning Framework, the CMP builds capacity for the delivery of a consistent educational program. The Curriculum Management Plan components include:

- Written Curriculum: Alignment, Development, and Revision
- Taught Curriculum: Alignment, Development, and Revision
- Assessed Curriculum: Alignment, Development, and Revision
- Curriculum Implementation and Support
- Professional Learning and Capacity Building
- Evaluation and Revision of the Curriculum System

### **Curriculum Management Platforms**

CISD uses a combination of online platforms to provide all teaching, learning and assessment components to administrators and educators. These online platforms include:

- Schoology - a customizable learning management system that allows staff to create and manage academic courses for their learners. It provides educators with a method of managing experiences, engaging learners, sharing content, and connecting with other educators.
- Google Apps for Education - a core suite of communication and collaboration applications that allow learners to work from any device on documents and projects.

- Watson for Educators - a technology platform that uses natural language processing and machine learning to reveal insights from large amounts of unstructured data to inform educator decisions on personalized learning experiences for learners.
- Eduphoria
  - Aware - a tool used to analyze both summative and formative assessment data to assist in the design and implementation of targeted, focused adjustments to instructional plans
  - Appraise - an electronic file of yearly staff evaluations
  - Workshop - a professional development registration system that allows staff to enroll in and track registrations, course offerings, and professional development hours

### **Financial Support of Curriculum**

The District budget process ensures that goals and priorities for the development and delivery of curriculum are central to the core work of educating learners. Department funding priorities are in alignment with the following:

- Legal and state requirements
- District established priorities
- District growth and demographic changes
- Curriculum design, delivery, and assessment
- Educational resources
- Learner performance and accountability
- Intervention programs
- Professional development

### **Communication of the Curriculum Management Plan**

Continuous communication must occur about the essential components of the curriculum to ensure fidelity to the CMP. Similarly, each component of the CMP must systematically connect the work of the district and campuses. The primary aim in all instances is to foster high levels of learning for all.

The information presented in this CMP is shared with campus administration teams, educators, and support staff on an ongoing basis. Following the completion of the design of the written curriculum, educators impacted will have opportunities to engage in professional learning to understand the various components of the curriculum. Every new teacher and new administrator to the district will receive an orientation to CISD curriculum components.

Principals and other instructional staff at the campus level are expected to discuss instructional delivery of the curriculum at staff meetings, during regular and extended planning time, at grade level and department meetings, and with individual educators following observations.

### **Curriculum Access/Delivery**

- All District curriculum is accessible to each educator electronically via the District's online curriculum platforms.
- All District curriculum is the intellectual property of CISD and may not be shared in any format without written permission.
- All District employees shall comply with copyright and license agreements of the curriculum resources.

# **Written Curriculum: Alignment, Development, and Revision**

## **Executive Summary**

CISD has a process in place for the alignment, development, and revision of the written curriculum. The process includes teams of curriculum and instruction department and campus staff members who work in collaboration to develop and evaluate the written curriculum. District content directors facilitate team efforts. The primary goal of this process is to produce a high-quality curriculum aligned with state, national and international standards, that improves learner achievement.

## **Definition of Written Curriculum**

The written curriculum is an intentional organization of learning outcomes created to support educators in the design and facilitation of learning and to support administrators in the supervision of the learning. The goal is to develop learner conceptual understanding and transfer of knowledge and skills to ensure success in independent learning and performance in authentic contexts. Written curriculum includes:

- clear interpretations of the objectives;
- the manageable pacing of the objectives;
- programmatic and course assessment to gauge learner understanding; and
- support for effective differentiated instruction.

## **Guiding Principles of Written Curriculum**

Guiding principles for the written curriculum include:

- the need and value of a systematic, ongoing development, and review of curriculum.
- support for the professional staff in efforts to design and deliver a challenging, standards-based curriculum that meets the needs of a diverse learner population.
- instruction that is derived from a set of curriculum standards common to all learners.
- access to the curriculum and standards for educators to develop lessons that support appropriate design.
- consistency maintained by administrators between the written curriculum and the curriculum standards taught.
- a process for vetting the written curriculum and supporting resources.
- curriculum that is reviewed and updated as needed on a regular cycle.

## **Alignment of Written Curriculum**

In accordance with the District's mission, CISD has written a curriculum that is aligned with state standards, supports educators in instructional delivery, and monitors the implementation and results of the curriculum. The written curriculum is found in the documents produced by the district and is aligned with the TEKS as well as standards identified in national and international programs such as Advanced Placement (AP) and International Baccalaureate (IB). Improved student performance on tested curriculum can result when teachers carefully align instruction with learning goals and assessments. Other benefits include better communication and collaboration among educators and helping them understand how their instructional decisions contribute to students' overall learning.

## **Written Curriculum Development and Review Process**

Written curriculum development is a collaborative process in CISD engaging educators, curriculum experts, and school leaders in the design and improvement of curriculum documents. This plan articulates not only the content, but also considers multiple contexts and cognitive types for which the curriculum is

to be written, taught, and assessed. The process also outlines the periodic review of curriculum and changes to scope, sequence, and content. As new courses or state standards are approved, initiation of the development phase begins. The following process components for curriculum writing foster thoughtful planning to continually improve instruction. The curriculum development process, overseen by the curriculum directors, is comprised the following key stages:

### **Baseline**

1. Curriculum Audit
2. Developing written CMP
  - a. Determine processes and timeline for curriculum development
  - b. Form curriculum management team
  - c. Study the latest research and trends surrounding the subject area
  - d. Analyze learner assessment data
  - e. Form curriculum writing teams
  - f. Determine and train grade level curriculum reviewers
3. Communication and Stakeholder Input Processes
4. Resourcing/Budgeting for CMP Implementation
5. Creating Clear Expectations and Systems for Curriculum Development and Management
  - a. Develop coherent direction for curriculum development (definition, plan, tools, shared accountability, etc.)
  - b. Create quality criteria for curriculum development
  - c. Establish timeline, roles, and responsibilities for curriculum writing
  - d. Develop communication plan, feedback plan, and training tools
  - e. Develop assessment plan within and beyond Understanding by Design (UbD Stage 2)

### **Phase 1**

1. Drafting/writing written curriculum documents as directed in the CMP
  - a. Determine documents/templates for development
  - b. Select and train grade level curriculum reviewers
  - c. Engage teams in drafting curriculum documents according to rubrics, timelines, and guidelines
  - d. Develop assessment plan (including UbD Stage 2 and district assessments)
  - e. Conduct final review (curriculum directors)
2. Vetting curriculum through the reviewing and approval of written curriculum documents
  - a. Ensure curricular quality through vertical team evaluation
  - b. Engage in collaborative cross-content curriculum review
  - c. Refine or approve curriculum documents as needed
  - d. Upload approved curriculum documents to online system
  - e. Develop professional learning modules for educator and campus administrator curriculum orientation

## Phase 2

1. Implementing and monitoring written curriculum in schools
  - a. Provide professional learning for all educators and administrators
  - b. Support implementation of the curriculum as outlined in the Shared Accountability for Learning ([Appendix D](#)).
  - c. Conduct classroom observations to ensure to ensure the written curriculum is implemented at the appropriate level of depth, rigor, and complexity in a variety of contexts
  - d. Collect exemplars and learner work samples
  - e. Solicit ongoing feedback for improvement and support
  - f. Revise curriculum as needed
  - g. Provide ongoing professional learning

## Phase 3

1. Evaluation and revision of written curriculum
  - a. Guide the review and revision of the curriculum annually
  - b. Reconvene curriculum writing team to review data and revise curriculum
  - c. Analyze data and map implications to the curriculum (including federal, state, and local policies)
  - d. Revise curriculum document to reflect data input by curriculum writing team
  - e. Review and approve revised curriculum by content directors
  - f. Provide updates and any additional professional learning as needed to campus administrators and educators

## Written Curriculum Development and Review Timeline

The quality curriculum is maintained by revising in a timely manner and aligning with up-to-date research and technology. The Timeline for Content Curriculum Design ([Appendix E](#)) indicates the timeline to be used for scheduling curriculum development and revision.

## Critical Components of Written Curriculum

CISD is committed to each learner having equal access to high-quality, college and career-ready curriculum which is developed for all disciplines, courses, and grade levels according to the District's curriculum development timeline. While each discipline may have some unique curricular features, the following common curriculum components are developed and maintained across content areas and grade levels:

- **Program Level Plan:** Programmatic Plan Template ([Appendix F](#)) identifies the beliefs, transfer goals, overarching understandings and essential questions, global competencies and future-ready knowledge and skills for a given program.
- **Scope and Sequence:** The Scope and Sequence Template ([Appendix G](#)) is a list of all the standards covered throughout the curriculum units. The document shows the vertical and horizontal articulation of a particular subject PreK-12 as well as the pacing of each course by the unit. The document makes reference to the standards, where applicable, in three ways: readiness standards, supporting standards, and process standards as defined by Texas Education Agency (TEA).
- **Year at a Glance:** the Year at a Glance Template ([Appendix H](#)) curriculum document is a macro view of what learners will study within a given course. The S&S shows the timing of each unit in the course, as well as the transfer goals, and knowledge and skills, that learners will acquire as a result of the unit. Additionally, for each unit a short narrative is provided to explain what learners will know and be able to do.

- **Unit Plans:** Utilizing UbD as the foundation of unit design, curriculum writers use the CISD UbD 2.0 Template ([Appendix I](#)), to identify a reasonable number of objectives for learners to demonstrate proficiency within an allotted time frame. Unit plans position student expectations into a conceptual framework that is ultimately focused on the transfer of knowledge and skills. The unit plans provide an overview of learning that include the following information for each content area/course:
  - Pacing of standards with the inclusion of high priority learning standards and embedding processes for future-ready skills
  - Desired Results: UbD Stage 1
    - Transfer goals, meaning-making, and acquisition
  - Evidence: UbD Stage 2
    - Formative and summative assessment guidance and models
    - Performance-based assessments and rubrics
  - Learning Plan: UbD Stage 3
    - Instructional strategies, guidance, resources, and supports
    - Responsive intervention, enrichment guidance, and resources. More information can be found as part of the Intervention Programs Cycle ([Appendix J](#)).
- **Data-driven decision-making strategies and protocols**
  - Response to Intervention (RtI) Tier 1 Fidelity Checklists
  - Responsive RtI Tier 2 and 3 interventions and enrichment

AP courses will follow course guidelines provided by the College Board and will have their syllabi and materials approved through the College Board audit process. Dual Credit courses will follow course guidelines and syllabi as approved by the District Community College partner for each course. Other content areas such as fine arts, physical education, career and technical education, and languages other than English will continue to use the state TEKS as the foundation for their curriculum development. Document components and formatting for specialized courses will still adhere to the District's expectation of curriculum writing.

### **Written Curriculum Quality Criteria/Rubrics**

To ensure curriculum meets high standards for quality in content, pedagogy, technology, assessment, and supports, a curriculum quality rubric is provided and is applicable across all content areas. The summary of the key quality principles upon which curriculum documents are developed is found in Figure 2. The Curriculum Quality Criteria Rubric may be found in [Appendix K](#).

**Figure 2. Curriculum Quality Criteria**

<b>Dimension</b>	<b>Criteria</b>
Established Outcome Goals: Stage 1	High priority learning standards including: Vertical alignment of TEKS AP/IB Standards (as appropriate) Global Competencies English Language Proficiency Standards CISD Technology Proficiency Standards College and Career Readiness Standards (CCRS) National/International standards
Desired Results: Stage 1	Clear articulation of transfer goals Clear articulation of meaning-making Clear articulation of acquisition Unit considerations/misconceptions Academic vocabulary
Evidence: Stage 2	Formative assessment Summative assessment Rubrics and exemplars of quality work
Learning Plan: Stage 3	Guidance for responsive, relevant, differentiated, learner-centered experiences Instructional strategy resources Examples of extension and intervention Supports for responsive intervention and enrichment guidance and resources Examples of digital resources to support integration of digital learning Recommended instructional materials
Digital Curriculum and Data Management	Digitized curriculum access and navigation Access to assessment results and reports Use of data to inform practice

## **Taught Curriculum: Alignment, Development, and Revision**

### **Executive Summary**

The CISD Learning Framework ([Appendix L](#)) was created to support educators in the development and alignment of curriculum. The CISD Learning Framework provides an explanation of the instructional pedagogy needed to support the design of experiences, which allows for the construction of knowledge, disciplined inquiry, and connections in and beyond the classroom. The CISD Learning Framework nurtures learning through a constructivist mindset, with meaningful dialogue, collaboration, and reflection. By utilizing methods of inquiry, educators are able to design experiences for learners that foster increased intellectual engagement and deeper understanding.

### **Definition of Taught Curriculum**

The taught curriculum refers to instruction, the process by which educators develop units of study, lesson plans, and/or approaches to instruction for teaching the written curriculum. The taught curriculum is the intentional backward design of learning experiences, facilitated by educators, that provides a bridge between the district's written curriculum and the assessed curriculum. The CISD Learning Framework guides educators in determining by what method the written curriculum should be taught.

### **Guiding Principles of Taught Curriculum**

Guiding principles for the Taught Curriculum include:

- working toward common learning outcomes, using the district's curriculum as the primary source of instructional design.
- collaborating to ensure the learning is connected from one teacher to another; from one grade to another to make learning more meaningful.
- providing high-quality and rigorous learning experiences for each learner.
- designing and facilitating constructivist learning experiences.
- integrating opportunities for fluency.
- assessing the current skill level of learners and differentiating instruction appropriately.
- creating a learner-centered environment in which learners gradually construct their own meaning.
- contributing to refinements of the written curriculum based on current best practices and research-based instructional strategies.

### **Alignment of Taught Curriculum**

The alignment of the taught curriculum considers how the written curriculum is structured and the assessment is designed. To facilitate learner success, it is critical that learners are taught the curriculum with the same type of context and cognitive levels that are aligned to assessments.

### **Taught Curriculum Development, Review Process, and Timeline**

The CISD Learning Framework is continually revised to reflect best practices and to provide needed supports and guidance to educators and administrators. The most recent version of that document is available online.

## **Critical Components of Taught Curriculum**

The CISD Learning Framework is a dynamic document divided into five chapters: Environment, Learning, Curriculum, Design, and Assessment. Through this common vision and language, administrators and educators are empowered to create physically, intellectually, and emotionally safe environments, to develop growth mindsets, to design active and engaging learning experiences, and to promote learning as a lifelong process.

**Environment.** For learning to occur, the learning environment must be safe; physically, intellectually and emotionally. A constructivist learning environment supports the construction of knowledge, disciplined inquiry, and value beyond school. It nurtures higher order thinking, natural curiosity, deep knowledge, substantive conversation, and connections to the world beyond the classroom. A constructivist learning environment promotes meaningful dialogue, meaning-making, collaboration, and reflection. Every educator has the responsibility to provide a safe and healthy learning environment. The dimensions of the environment include:

- Academic/Learning
- Physical/Virtual
- Social/Emotional
- Community

To help educators create a constructivist learning environment, the district and campus will:

- Provide systems of support for educator efficacy.
- Respond to the unique needs of novice, experienced, master, and struggling educators.
- Create a system-wide culture of collaboration and engagement.
- Provide a professional learning system that builds capacity in facilitating meaningful learning for all.
- Commit resources for the design and expansion of flexible learning spaces.

In order to equip educators with actionable strategies that improve classroom management and instructional efficacy, the District utilizes the CISD Classroom Management Framework (Appendix M). This framework establishes common vision among educators and administrators that align our beliefs about classroom management. The classroom management practices transform our beliefs into actions.

**Learning.** We believe every individual involved in the learning process can make a significant impact. Every learner is an educator. Every educator is a learner.

Both the district and campuses provide support for educators to engage in collective inquiry and action research (professional learning) as a means to hone their craft and develop proficiencies in their discipline. By working in local and global networks, educators develop partnerships for reciprocal learning that serves as a support system for educators to take risks in their classroom. The supports for facilitating learning include:

- Instructional Coaching (CISD Instructional Coaching Manual Appendix N)
- Learning Walks
- Professional Learning Communities (PLC)
- Critical Friends Protocol

**Curriculum.** The design of curriculum involves weaving together the basic elements of content, skills, and assessments. A curriculum incorporates standards, scope and sequence, enduring understandings, essential questions, performance assessments and recommended resources. To ensure vertical alignment of standards, program level transfer goals are utilized. These goals explicitly communicate skills and knowledge the learners are expected to demonstrate independently to bring greater coherence to the program.

**Design.** Educators intentionally design authentic learning experiences that bridge learners' prior understandings and new ideas. The designed learning experiences allow learners to collaborate, communicate, model, investigate and reflect as they develop understanding of the big ideas. Educators have autonomy in creating experiences for the learning process. The district expectation is to follow the scope and sequence for each content area for the designated grade or course and to maintain the integrity of the UbD design model.

**Assessment.** Assessment, as both a process and product, promotes learner success when used intentionally to uncover each learner's level of mastery and to determine the next steps in instruction. A systematic and systemic assessment process ensures that educators, learners, and parents have an understanding of where each learner is along the continuum of content and skill mastery. Assessment as a process or product informs multiple aspects of learning including the need for differentiation of instruction, mild or intensive interventions, grade or program placement, and graduation decisions. To this end, assessment provides valid and reliable qualitative and quantitative data, which improves the learning of each individual.

### **Evaluation of the Taught Curriculum**

To ensure taught curriculum meets high standards for quality in content, pedagogy, technology, assessment, and supports, curriculum evaluation is conducted across all programs and content areas. CISD Curriculum Snapshot for Continuous Improvement (Appendix O) is one tool utilized to evaluate the taught curriculum.

## **Assessed Curriculum: Alignment, Development, and Revision**

### **Executive Summary**

Recognizing that the primary function of evaluation is to provide meaningful feedback to learners and educators, CISD utilizes a balanced assessment system to provide information that guides learning. A balanced assessment system includes a variety of assessment methods or tools that educators and learners use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, and educational need. Members of the learning community reflect on data to monitor progress, provide timely feedback, drive relevant change in instruction, and ensure ownership of learning.

### **Definition of Assessed Curriculum**

Assessment, as both a process and product, promotes learner success when used intentionally to uncover each learner's level of mastery and to determine the next steps in instruction. In the process of assessment, educators regularly check for understanding through the frequent use of formative and summative assessment. When used formatively, assessments provide a means to assess for learning while learning is taking place. Formative and summative assessments provide a means for educators, learners, and parents to identify mastery of learning outcomes at a culminating moment, such as the end of a unit, grading period, or semester.

### **Guiding Principles of Assessed Curriculum**

Guiding principles for the Assessed Curriculum include:

- Alignment between the written, taught and assessed curriculum.
- Use of frequent formative assessment to assess individual learner achievement, continuously regrouping learners for instruction, identifying general achievement trends, and differentiating instruction.
- Opportunities for educators and learners to provide specific, accurate, fair and timely feedback regarding learner performance.
- Well-designed rubrics in order to provide learners with an understanding of where they are on the learning continuum.
- Appreciation for learner goals, learning modalities, and learner choice.
- Transfer (performance) tasks measure deep understandings resulting from the written curriculum and elements of cognitive rigor such as application of knowledge.
- Collaboration among educators in the design of common assessments and subsequent use of the data to monitor and adjust instruction.
- Clearly established success criteria that the learner understands and can articulate.

### **Alignment of Assessed Curriculum**

In accordance with the District's mission, CISD creates, supports, and maintains a balanced assessment system which informs the development of high-quality curriculum and promotes success for each learner and educator. Aligned assessments are the coordination of what is assessed to what is written and taught. Assessments are developed for all disciplines, courses, and grade levels according to the district's written curriculum development and review process (as defined in Chapter 3).

A balanced assessment system and appropriate use of data promote congruence both horizontally and vertically which ensures high levels of learning for all. The Assessment Alignment Expectations document ([Appendix P](#)) establishes a balanced assessment system for CISD that provides a continuum of assessments ranging from formative to summative assessments. Types of assessments include:

- Classroom Assessments
- Team Assessments
- Universal Screeners
- District Assessments
- State Assessments
- National and International Assessments

### **Assessed Curriculum Development and Review Process**

Assessment development is a collaborative process engaging educators, curriculum experts, and school leaders in the design and improvement of the assessment process. The development of district common assessments ensures alignment and rigor of the written, taught, and assessed curriculum. In addition, the data serves as evidence for curriculum evaluation. The assessment development process is comprised of the following key stages:

- Developing a plan for assessment and policies as part of the written curriculum development and review process (as defined in Chapter 3)
- Communication and stakeholder input processes
- Resourcing/budgeting for CMP Implementation
- Creating clear expectations and systems for assessment development and management
- Drafting/writing assessments
- Reviewing and approval of assessments
- Implementing and monitoring assessments in schools
- Evaluation and revision of assessments to ensure continuous alignment and rigor

### **Assessed Curriculum Development and Review Timeline**

To ensure assessments meet the quality expectations, are revised in a timely manner, and are aligned with up-to-date research and technology, common district assessments are designed during Stage 2 of the UbD curriculum development and follow the Timeline for Content Curriculum Design ([Appendix E](#)).

### **Critical Components of Assessed Curriculum**

The curriculum serves as the pathway for instruction in classrooms and guides the design of formative and summative assessments which are aligned with the content and process standards.

The assessment system includes the following critical components:

- Ongoing classroom formative assessments provided in a variety of formats
- A variety of assessment tools/items to assess learners, resources, programs, and curriculum
- Exposure to the format of state assessments in the design of some questions/answer choices on district assessments
- A system for developing, selecting, storing, administering, analyzing, and reporting results of district, state, and national assessments
- A process and a plan for administering paper/online assessments
- A program evaluation component that guides curriculum redesign, instructional planning, and programmatic decisions based on learner achievement within each program area
- Authentic assessment activities or tasks, in addition to paper/pencil type assessments, to measure learning outcomes
- Assessment is embedded in learning activities/tasks and informs the planning of further activities/tasks
- A process for delivering professional learning regarding assessment and analysis of data to educators and administrators
- A budget to support the comprehensive assessment program

Test accommodations will be made for learners with a disability and/or language difference in accordance with their Individualized Education/Accommodation Plans. The resulting data will be analyzed to assist in the efforts to determine the adequacy of the design of educational programs and the effectiveness of the delivery of classroom instruction.

### **Principles of Assessment Design**

An assessment system includes different types of assessments that communicate results, facilitate learner involvement, and promote ownership of learning. In designing a wide variety of assessments, the following principles are considered:

- **Alignment** - There must be a genuine relationship between context, content, and cognitive type, including the level of rigor as indicated in the standards.
- **Authenticity** - Authentic assessments are relevant and reflect real world uses of knowledge and skills.
- **Fairness** - A variety of assessment types are utilized to provide fair and appropriate assessments to learners, with various learning styles and backgrounds, an equal opportunity to demonstrate the extent of their learning.
- **Manageability** - Efficiency in the use of assessments and the overall number of required assessments mitigates the amount of instructional time required for assessment. Assessments do not take away from instructional time but are part of the learning experience as evidence of learning.
- **Reliability** - Reliability of assessment refers to the accuracy and precision of measurement.
- **Transparency** - Transparent assessments measure expectations for learners with clear task descriptions, criteria, and exemplars.
- **Validity** - A valid assessment is closely aligned to the specific learning outcomes to ensure the assessment measures what it is intended to measure and prevents biased or skewed data.

### **Processes for Data Analysis**

Data analysis occurs at all levels of the organization to monitor the written, taught, and assessed curriculum. Educating district staff, campus administrators, and educators requires:

- Developing an understanding of creation and use of formative assessments.
- Providing guided practice in constructing/analyzing assessment items.
- Comparing curriculum and assessments to ensure alignment.

Campus staff is trained to analyze data to guide instructional decision-making and to ensure mastery of the curriculum. This process includes the following:

- Analyzing Data
  - Engaging in the utilization of data protocols
  - Disaggregating data to identify standards/targets that need improvement and to determine individual students and/or student groups who are experiencing difficulties in learning
  - Analyzing universal screener data and progress monitoring data to determine and monitor individual learner interventions
  - Determining causal factors to identify gaps in the curriculum or instructional process
- Planning for Instruction
  - Informing action plans to improve instructional practice and learner achievement
  - Determining time allocations for improvement of identified standards/targets

- Developing additional activities for teaching the standards/targets that can be integrated in the curriculum
  - Providing for additional interventions and/or adjustments to interventions
- Monitoring Instruction and Learning
  - Working directly with learners to continually evaluate instructional effectiveness and student learning
  - Collaborating with learners to assist them in development of skills to self-monitor learning

# Curriculum Implementation and Support

## Executive Summary

Clear expectations for implementation of the curriculum have been developed to provide guidance and support to educators and principals. The “what” of curriculum is a district-level decision (tightly held) that includes the vision, mission, transfer goals, curriculum standards/outcomes, essential and high priority learning standards, and aligned assessments. The district expectation is to follow the scope and sequence for each content area for the designated grade or course and to maintain the integrity of the UbD design model.

CISD values the professionalism and creativity of educators to design high-quality learning experiences based on the needs of learners in the classrooms. Therefore, the “how” includes planning, differentiation, scaffolding, (etc.) of curriculum that is driven by data and designed by the educators (loosely held).

## Definition of Implementation and Support

Implementation and support of the curriculum is a shared responsibility of all stakeholders in CISD. From the superintendent to the individual educator and learner, all stakeholders have an important role in the process of putting the written, taught, and assessed curriculum into practice in the design of exceptional learning experiences.

## Shared Accountability

Clear roles and responsibilities for teaching and learning have been determined to ensure that the CISD written, taught, and assessed curriculum is implemented and supported in a coherent, effective manner. The overarching roles and responsibilities for teaching and learning systems are depicted in Figure 3.



Figure 3. Shared Accountability Diagram

Successful development, implementation, and support of the written, taught, and assessed curriculum is the result of key staff knowing and understanding their particular roles and responsibilities.

The Superintendent will:

- Develop and recommend policies for adoption by the Board.
- Establish procedures to guide curriculum design, delivery, and evaluation in accordance with Board policy and federal and state laws.
- Ensure a functional decision-making structure is in place to implement this policy.
- Provide support to campus-level administrators in their roles of implementing and monitoring the curriculum.

District-level administrators will:

- Implement federal, state, and local policies and procedures.
- Implement the CMP providing expertise as required.
- Provide local training and resources needed to implement curriculum.
- Conduct regular evaluations, both formative and summative, of the impact of professional development on learner achievement.
- Conduct data analysis for curriculum revisions.
- Analyze data and prepare reports for staff and Board consideration.
- Provide support for campus-level administrators in monitoring the implementation of the curriculum.
- Align available resources to the district curriculum.

Principals will:

- Analyze and interpret data to use in making school improvement decisions.
- Monitor implementation of the curriculum using the following basic strategies.
  - Observations, walkthroughs, and conferences
  - Attend team meetings and review evidence and artifacts of the meetings
  - Ongoing review and feedback of educator unit designs
- Communicate the importance of effective curriculum and instruction practices on a regular basis.
- Provide campus-based professional learning opportunities to support the curriculum.
- Provide opportunities for educators to discuss and share ideas and strategies to teach the curriculum standards and objectives.
- Partner with parents and local/global communities to support the learning of the curriculum.

Instructional Coaches and Content Leaders will:

- Analyze and interpret data to use in making instructional decisions.
- Communicate curriculum revisions to campus educator teams.
- Monitor implementation of the curriculum using the following basic strategies.
  - Observe classes and peer coaching
  - Attend curriculum planning meetings
- Provide ongoing review and feedback of educator unit designs.
- Provide job-embedded professional learning for educators to support the curriculum.
- Share and model best instructional practices.
- Communicate the importance of effective curriculum and instruction practices on a regular basis.

Educators will:

- Analyze and interpret assessment data to diagnose individual learning needs in order to differentiate and scaffold instruction.
- Design and align instruction to the District curriculum.
- Incorporate research-based instructional strategies in teaching the curriculum.

- Seek and actively participate in appropriate, ongoing professional development.
- Participate in PLC to collaboratively reflect on one's teaching practices with colleagues for the purpose of improving instructional practices.
- Ensure equal access to curriculum and equitable delivery to each learner.
- Partner with parents and local/global communities to support the learning of the curriculum.

Educators will engage in continuous improvement activities by seeking out professional learning activities driven by self and team assessments. Through capacity building and engagement as collaborative teams, educational stakeholders will utilize data-based discussions and assessments to ensure effective implementation of the written, taught and assessed curriculum. A more detailed role-by-role description of Shared Accountability for Learning may be found in ([Appendix D](#)).

# Professional Learning and Capacity Building

## Executive Summary

CISD's program of professional learning is comprehensive and collaborative. This plan includes coaching, mentoring, and capacity building. CISD's professional learning experiences promote a culture of continuous learning which encourages the alignment of the written, taught and assessed curriculum. CISD is dedicated to providing resources that actively engage the school community with continuous professional learning in the knowledge and skills needed to implement the curriculum. The school community is responsible for engaging in professional learning experiences, which are research-based and represent best practices across disciplines.

## Definition of Professional Learning

Through the utilization of multiple approaches, professional learning is designed to provide educators with the tools and knowledge needed to teach the curriculum. Professional learning serves to improve professional knowledge, competence, skill and effectiveness to enable learners to succeed in a well-rounded education and to meet challenging academic standards.

## Guiding Principles of Professional Learning

- Professional learning is an interconnected series of activities aligned to district and campus goals focused on increasing student achievement, school culture, and improving classroom instruction.
- Professional learning will include support for the participants during the implementation stage.
- Sustained professional learning gives participants time to integrate new learning into effective practices for learner engagement and success.
- Sessions are rooted in adult learning theory and utilize the most appropriate structures to achieve their learning objectives.
- Professional learning allows for educator follow-up for observation and feedback.
- Facilitators are articulate, confident, engaging, and respectful.
- Facilitators design relevant learning experiences to address participants professional learning while considering the voice and choice of the participants.
- Facilitators engage participants in thoughtfully prepared sessions by building rapport, continually reading the audience, and responding or adjusting as necessary.

## Alignment of Professional Learning

For aligning and sustaining the implementation of the CMP, the CISD Professional Learning Plan (Appendix Q) was developed. Quality professional learning improves educator effectiveness and results for each learner through:

- **Professional Learning Communities** - committing to continuous improvement, collective responsibility, shared understanding, collective inquiry, action research, and goal alignment.
- **Leadership** - empowering skillful leaders to develop capacity, advocacy, and create support systems for professional learning.
- **Resources** - providing, prioritizing, monitoring, coordinating, curating, and creating resources for educator learning.
- **Learning Design** - integrating theories, research, knowledge, and models of human learning to achieve its intended outcomes.

## Professional Learning Development, Review Process, and Timeline

Professional Learning will take place throughout all stages of the curriculum process.

**Written Curriculum.** Professional development must take place after the written curriculum is created and prior to instruction to ensure that educators and administrators understand the document, the contents, and the standards. This professional development will be led by curriculum directors, curriculum writers, instructional coaches, content specialists, and/or administrators.

**Taught Curriculum.** In order to support the taught curriculum, ongoing professional development will be designed and delivered based on educator and learner needs. These needs are determined by using data gathered by administrators and curriculum directors, through means such as walkthroughs. Using this data will ensure alignment and fidelity with curriculum delivery. This professional development will be led by curriculum directors, curriculum writers, instructional coaches, content specialists, and/or administrators.

**Assessed Curriculum.** Professional development regarding assessment strategies and the use of data will be delivered to ensure educators and administrators analyze data to guide instructional decision-making and to ensure mastery of the curriculum. This professional development will be led by curriculum directors, instructional coaches, content specialists, and/or administrators.

**Professional Learning Cycle for Curriculum Development**

The following professional learning cycle has been created to ensure fidelity to the implementation of the curriculum as outlined in the CMP.

<b>TIME</b>	<b>PROFESSIONAL LEARNING</b>	<b>TARGET AUDIENCE</b>
<i>Year Prior to Curriculum Implementation</i>	Needs assessment and awareness of current trends in the content	Content leaders (content specialists, instructional coaches, etc.) Potential members of the Curriculum Writing Team
	Development of curriculum documents	Members of the Curriculum Writing Team
	Needs assessment and awareness of current trends of instructional materials	Educators and administrators as appropriate
<i>Summer Prior to Implementation and During First Year of Implementation</i>	Delivery of the curriculum documents	Educators and administrators as appropriate
	Identification and use of strategies that support the new/revised curriculum (including the Intentional Design Process)	Educators and administrators as appropriate
<i>Monitoring Years</i>	Sessions based on data and updates to curriculum	Educators and administrators as appropriate

	Steps to selecting textbooks/supplementary materials *As needed for new courses/programs/standards/adoptions	Educators and administrators as appropriate
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### Critical Components of Professional Learning

Facilitation of Professional Learning requires a careful balance between management of the structure and flexibility. Through various experiences and discussions, the participants come to an intended understanding. Facilitators use a wide variety of techniques and methodologies to ensure that participants leave having achieved the predetermined goal. The CISD Facilitation Framework (Appendix R) provides guidance for presenters to facilitate learning experiences that will lead to deeper understanding and the ability to successfully transfer understanding into the educational setting.

### Leadership and Capacity Building

The responsibility of a leader is to recognize and cultivate the potential in others, preparing and encouraging them to create their own legacies while ensuring sustainability through capacity building. The CISD Leadership Framework ([Appendix S](#)) establishes a common vision among leaders and aligns our beliefs through six tenets: Attitude and Responsibility, Mutual Respect, Communication, Growth Mindset, Knowledge and Skills, and Building Capacity.

- **Attitude and Responsibility** - Leaders believe their attitude is the catalyst that affects personal behavior and the influence they have on others. Leaders are mindful of their strengths and weaknesses and accept the responsibility to utilize them as a service for positive change.
- **Mutual Respect** - Leaders empower others to take risks necessary for growth and support an environment where mutual respect is evident. There is courteous regard for one another, allowing for honesty, trust, and meaningful communication. Leaders value others, consider their ideas, and see mistakes as opportunities for correction, reflection, and growth.
- **Communication** - Leaders are mindful that effective communication is more than an exchange of information and can contribute to shaping relationships and cultures where trust can thrive. Leaders utilize effective interpersonal skills when interacting with others.
- **Growth Mindset** - Leaders embody a growth mindset: a belief that leadership qualities can be cultivated and honed through effort, learning, and reflection. Leaders believe in their own potential and the potential of others.
- **Knowledge and Skills** - Leaders value learning and continually seek experiences to develop their skills. Every situation is viewed as a learning opportunity. Leaders promote growth within their organizations by utilizing effective facilitation skills that allow for knowledge and meaning to be constructed and shared.
- **Building Capacity** - Leaders seek qualities in others that can be developed and grown. They recognize that others have the potential to lead, regardless of title, experience, or present skill set. Through feedback and coaching, leaders mentor, empower, build confidence, and provide opportunities to learn and lead. Leading is a shared endeavor.

# Evaluation and Revision of the Curriculum System

## Executive Summary

CISD utilizes a continuous improvement approach for the evaluation and revision of the district curriculum. The curriculum and instruction department, along with campus staff, utilizes quantitative and qualitative data to inform decisions on classroom instruction, instructional support for learners, selection of resources, professional learning, and revisions needed for curriculum documents. Data drives continuous improvement and when used effectively, results in high levels of program fidelity and a guaranteed and viable curriculum.

## Definition of Evaluation and Revision of the Curriculum System

Curriculum evaluation is an ongoing process that utilizes multiple data sources to determine the extent to which the alignment between curriculum and state standards is present. Throughout the year, educators will monitor the curriculum and provide feedback based on learner performance data. The data from district common assessments, state assessments, and national assessments will serve to determine the relationship between the written and taught curriculum. This input will drive curriculum revision, programmatic decisions, and budget priorities.

## Curriculum Monitoring, Support, and Feedback

CISD believes successful implementation of the written, taught, and assessed curriculum includes monitoring, support, and feedback.

- **Monitoring**
  - Educators self-monitor implementation of the curriculum.
  - Instructional coaches/content leaders monitor implementation of the curriculum during the unit design process.
  - Campus administrators monitor implementation of the curriculum through review of lesson designs, walkthroughs, and observations.
  - Directors monitor implementation of the curriculum through meetings, observations, curriculum walkthroughs, and results of district common assessments.
- **Content Support**
  - Training is provided by directors and instructional coaches/content leaders.
  - Resources are provided by content directors and shared with educators, instructional coaches, and campus administrators.
  - Campus content leaders are trained in using the curriculum to provide support when designing lessons.
  - Administrators, directors, and instructional coaches/content leaders work together to meet the needs of educators.
- **Feedback**
  - Educators, instructional coaches, and administrators have opportunities to provide feedback.
  - Changes made, based on feedback received, will be communicated to district administrators, campus administrators, and educators.

## Curriculum Evaluation Cycle

The process for evaluation consists of two main steps:

1. Collection and review of data
  - Collect educator, instructional coach, and administrator input.

- Gather evidence including:
    - State/National assessments (STAAR, STAAR EOC, AP Exams, NAEP)
    - Local assessments
    - Learner work
    - Diagnostic assessments (iStation, DRA, etc.)
    - Teacher surveys
    - Quantitative and qualitative classroom walk-through data
  - Content directors will facilitate meetings with appropriate teams in order to collect feedback and analyze data points.
2. Curriculum Revision
- Curriculum directors enact the necessary steps for curriculum revisions.
  - Curriculum directors, in collaboration with curriculum writing teams, make necessary curriculum revisions.
  - Curriculum directors, in collaboration with curriculum vetting teams, review and propose revisions to the curriculum.
  - Curriculum directors communicate curriculum revisions to district administrators, campus administrators, instructional coaches and educators.

### **Program Evaluation**

Evaluation data will serve as the foundation for aligning specific programs to standards for areas such as Gifted and Talented, core content, and/or RtI. Formative and summative data are utilized to identify and align program goals, objectives, and expectations to the standards set forth by the state. The determination of budget allocations will be based on the alignment and expected outcomes of the program(s) to the standards.

### **Review and Adoption of Instructional Materials Resources**

CISD believes that instructional materials are important to support educators, as a resource, in the actualization of the CISD Learning Framework. The District will adopt instructional resources that align with the goals and objectives identified in the District's written curriculum. These resources will be reviewed regularly and will align with the targets and objectives of the District's curriculum plan, state assessment system, and national standards. Adoptions of common resources and curricular materials shall be aimed at promoting consistency and clarity of instructional focus.

To review and adopt instructional materials, CISD will conduct a needs assessment and select resources by seeking feedback from educators and administrators. A committee process utilizing rubrics for measurement will rank the materials that are up for consideration. Materials that are purchased must support the implementation of the curriculum. Request for materials outside of the curriculum and instruction department must go through an approval process with the content director certifying alignment of the materials to program goals.

### **Summary**

Through the established expectations, guidelines, and procedures outlined in this plan, CISD can ensure alignment of the written, taught, and assessed curriculum. The comprehensive nature of the CMP provides direction for alignment, development, revision, and implementation of the curriculum. It is through this process, and an intentional ongoing review, that CISD is able to evaluate the effectiveness of the curriculum, utilize data to drive continuous improvement efforts, and ensure program fidelity.

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## Appendices

### **Appendix A**

[CISD Learner Profile](#)

### **Appendix B**

[HPLS State/National Alignment](#)

### **Appendix C**

[HPLS Clarification](#)

### **Appendix D**

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[Timeline for Content Curriculum Design and Materials Adoption](#)

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[CISD Programmatic Plan Template](#)

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### **Appendix I**

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### **Appendix J**

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### **Appendix K**

[Curriculum Quality Criteria Rubric](#)

### **Appendix L**

[CISD Learning Framework](#)

### **Appendix M**

[CISD Classroom Management Framework](#)

### **Appendix N**

CISD Instructional Coaching Manual  
[iBook Version](#) [PDF Version](#)

### **Appendix O**

[Curriculum Snapshot for Continuous Improvement](#)

### **Appendix P**

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### **Appendix Q**

[CISD Professional Learning Plan](#)

### **Appendix R**

[CISD Facilitation Framework](#)

### **Appendix S**

[CISD Leadership Framework](#)

## Glossary

**Acquisition** - the learning or development of a skill, habit, or quality.

**Action Research** - research initiated by individuals or teams to solve a problem and improve the way to address issues and solve problems.

**Alignment** - a specific vertical and/or horizontal process used to develop lessons, deliver instruction, and evaluate learning, growth, and achievement.

**Backwards Planning** - a method of designing educational curriculum by setting goals before choosing instructional methods and forms of assessment. Backward design of curriculum typically involves three stages: Identify the results desired (big ideas and skills), determine acceptable levels of evidence that support that the desired results have occurred (culminating assessment tasks), and design activities that will make desired results happen (learning events).

**Cognitive Levels** - the major levels of cognitive learning can be classified as memorizing, understanding, and applying.

**Constructivism** - a theory which states that people construct their own understanding and knowledge of the world through experiencing things and reflecting on those experiences.

**Constructivist Learning Experiences** - learning which occurs as learners are actively involved in a process of meaning and knowledge construction rather than passively receiving information.

**Contextual Variations** - differences in the use of provided information.

**Continuous Improvement** - a term which refers to any school- or instructional-improvement process that unfolds progressively, does not have a fixed or predetermined end point, and is sustained over an extended period of time. The concept also encompasses the general belief that improvement is not something that starts and stops, but is something that requires an organizational or professional commitment to an ongoing process of learning, self-reflection, adaptation, and growth.

**Curriculum** - an intentional organization of learning outcomes created to support educators in the design and facilitation of learning and administrators in the supervision of the learning.

**Curriculum Document** - a written piece which refers to the lessons and academic content taught in a school or in a specific course or program.

**Curriculum Management Plan (CMP)** - a plan designed to increase student learning by guiding the educational experiences that ensure high school graduation and postsecondary success.

**Curriculum Resources** - texts, videos, software, and other materials used by educators to assist learners in meeting the expectations for learning.

**Data-Driven** - when progress in an activity is compelled by an analysis of data, rather than by intuition or personal experience.

**Data Management** - the development, and execution of policies, practices, and procedures utilized to manage vast amounts of student data in an effective manner.

**Design** - this process involves weaving together the basic elements of content, concepts, skills, and assessments to provide constructivist learning experiences through which meaning is made.

**Differentiation** - a wide variety of teaching techniques and lesson adaptations that educators use to instruct a diverse group of learners with diverse learning needs, in the same course, classroom, or learning environment.

**District Common Assessments** - measurement that uses direct observation and recording of a learner's performance in the local curriculum as a basis for gathering information to make instructional decisions.

**Enrichment** - opportunities and experiences based on learner passion and interests that lead to new in-depth learning.

**Environment** - the physical, emotional, intellectual, and virtual space where learning occurs.

**Equal Access** - the legal obligation of a public school district to provide a free and appropriate high-quality public education to each learner.

**Exemplars** - something or someone that serves as a model or example.

**Extension** - an activity that extends the learning of the lesson, can be done individually or in small groups, and advances the learner's understanding of the content but, unlike intervention, is not necessarily tied to learner interest.

**Facilitation Framework** - a document which provides facilitators with specific strategies as guidance to ensure deeper understanding of the learning and the ability to successfully transfer that understanding into the educational setting.

**Feedback** - an essential part of the learning process which helps learners raise their awareness of strengths and areas for improvement and identify actions to be taken to improve performance.

**Fidelity** - the degree of exactness with which something is copied or reproduced.

**Future-Ready Knowledge and Skills** - specific knowledge and skills that equip learners with the dispositions and competencies needed for college, career, and life. These include Global Competencies, 21st Century Skills, College and Career Readiness Standards, and Social-Emotional Learning Competencies.

**Future-Ready Outcomes** - refers to a broad set of knowledge, skills, work habits, and character traits that are believed—by educators, school reformers, college professors, employers, and others—to be critically important to success in today's world, particularly in collegiate programs and contemporary careers and workplaces.

**Global Competencies** - the capacity and disposition to understand and act on issues of global significance.

**Guaranteed and Viable Curriculum** - all learners, regardless of their educator or school, will have access to the same content, knowledge, and skills across the district.

**Habits of Mind** - problem solving, life-related skills, necessary for behaving intelligently when confronted with problems, the answers to which are not immediately known: dichotomies, dilemmas, enigmas, and uncertainties.

**High Priority Learning Standards** - standards identified as “knowings and doings” that must be mastered in a specific grade level in order to be prepared for the next level of learning or content these standards include the essential standards, as well as standards which prepare learners for college and career readiness; these standards are reflective of current research in the area of college and career readiness and national and international standards.

**Inclusion** - Inclusive education is based on the principle that every child and family is valued equally and deserves the same or equitable opportunities and experiences.

**Instructional Focus** - a process which aligns what we teach with how we teach and what we assess in a continuous cycle.

**Instructional Resources**- anything which is read, listened to, manipulated, observed, or experienced by learners as part of the instructional process.

**Intentional Design Process**- a specific process educators utilize to deconstruct curriculum units in order to make decisions for intentional lesson design.

**Intervention** - a strategy used to teach a new skill, build fluency in a skill, or encourage a child to apply an existing skill to new situations or settings An intervention can be a specific program or set of steps to help a learner improve in an identified area of need (reading, math, behavior, articulation and/or language).

**Leadership Framework** - a document which establishes a common vision among leaders and aligns beliefs through six tenets: Attitude and Responsibility, Mutual Respect, Growth Mindset, Knowledge and Skills, Communication, and Building Capacity.

**CISD Learning Framework** - a document, inspired by *Creating a New Vision for Public Education in Texas*, which outlines ideas and premises for transforming education to better address the needs of learners and educators in the 21st Century; the CISD Learning Framework provides a support for administrators and educators, creating a common vision for teaching and learning which allows for the construction of knowledge, disciplined inquiry, and connections in and beyond the classroom. It nurtures learning through a constructivist mindset, with meaningful dialogue, collaboration, and reflection.

**Learning Management System** - a software application for the administration, documentation, tracking, reporting and delivery of electronic educational technology (also called e-learning) courses or training programs.

**Learning Standards** - specific knowledge, skills, and performance expectations by grade level. These include content area TEKS, English Language Proficiency Standards (ELPS), Technology Proficiency Standards, IB or AP Standards, and National Standards.

**Loosely Held** - part of a system in which campuses have the autonomy to provide contextual variations to the district's tightly held system.

**Meaning-Making** - developing understanding from what is known, seen, heard, and experienced.

**Monitor** - the observation of learning in progress to ensure learners are on-course to meet the objectives and performance targets.

**NAEP**- National Assessment of Educational Progress

**Professional Learning Community (PLC)** - a culture of continuous improvement where high functioning teams have collective responsibility, shared understanding, and collective inquiry to improve learner outcomes.

**Program** - a comprehensive system of projects or services intended to meet an educational need [examples: RtI, bilingual, ESL(LEP/ELL), gifted and talented, CTE, Special Education (SPED)].

**Program Level Transfer Goals** - highlight the effective uses of understanding, knowledge, and skill focusing on helping learners come to an understanding of important ideas and transfer their learning to new situations

**Response to Intervention (RtI)** - a multi-tier approach to the early identification and support of students with learning and behavior needs.

**Rigor** - the term widely used by educators to describe instruction, schoolwork, learning experiences, and educational expectations that are academically, intellectually, and personally challenging.

**Rubric**- a multidimensional set of scoring guidelines that can be used to provide consistency in evaluating individual programs. A rubric includes descriptions of levels of performance quality on the criteria to ensure that multiple users, using the same rubric for an intervention program evaluation, arrive at the same score.

**Shared Accountability** - a process that takes into account the belief that teaching and learning, as well as the functioning of our schools, takes place in the context of complex social interactions, both within the school and between the school and the community.

**Substantive Conversation** - interactions that are reciprocal and promote shared understanding.

**Support** - a wide variety of instructional methods, educational services, or school resources provided to learners in the effort to help them accelerate their learning and meet learning standards; support encompasses a broad array of educational strategies, including tutoring sessions, supplemental courses, summer learning experiences, after-school programs, educator advisors, and volunteer mentors, as well as alternative ways of grouping, counseling, and instructing learners.

**Test** - an assessment that measures achievement in subjects of study.

**Tightly Held** - a highly-organized, system-based process where the district has a structure in place with expectations of organizational beliefs and behaviors to guide campuses.

**Transfer** - the application of skills, knowledge, and/or attitudes that were learned in one situation to another learning situation.

**Understanding by Design (UbD)** - an educational planning approach of backward design