

# Curriculum Management Plan



Terrell ISD

*A+ Education*

## PURPOSE OF CURRICULUM MANAGEMENT PLAN

The Board recognizes the need and value of a systematic, ongoing program of curriculum review and development. The design and implementation of the curriculum shall be consistent with the Board's adopted mission and applicable goals, state law, and State Board of Education rules. The Board deems it essential that the school system continually develop and modify its curriculum to provide a common direction of action for all instruction and programmatic efforts in the District and to meet changing needs. This curriculum component shall be an integral part of the District long-range planning process. An environment to support curriculum delivery must be created and maintained by all functions of the organization.

While instructional differentiation is expected to occur to address the unique needs of specific students, that instruction shall be derived from a set of curriculum learnings common to all students. There shall be equitable access to the curriculum for all students.

## 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.

The curriculum shall be designed and implemented using a competency-based curriculum approach that has the following premises:

1. All students are capable of achieving excellence in learning the essentials of formal schooling.
2. Success influences self-concept; self-concept influences learning and behavior.
3. The instructional process can be adapted to improve learning.
4. Schools can maximize the learning conditions for all students through clearly stated expectations for all students, short- and long-term assessments of student achievement, and modifications based on assessment results.
5. Successful student learning must be based on providing appropriate educational experiences at the appropriate level of challenge in order to ensure maximum student achievement.
6. High levels of student achievement are the benchmarks for effective curriculum (design) and instruction (delivery).

## CURRICULUM MISSION STATEMENT

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

## CURRICULUM DEFINED

Curriculum is defined as the knowledge, skill, attitudes, and processes to be written, taught, and tested at the appropriate levels/areas or courses in the District schools. (EH - Local)

## **CURRICULUM MODEL**

The model for curriculum development, implementation, and evaluation shall include the following components: curriculum (written curriculum), instruction (teaching the written curriculum), and evaluation (testing the written curriculum). The curriculum shall be stated clearly and comprehensively in writing so that the faculty can teach the written curriculum. The teacher-made tests and standardized tests shall be congruent with the written and taught curriculum. The curriculum shall encompass local goals and objectives, and skills that are identified by state and federal guidelines and mandates where applicable. The written, taught and tested curriculum will be aligned to bring about a high degree of consistency. (EH - Local)

## **CURRICULUM ALIGNMENT**

Curriculum alignment is a coordination of what is written, taught, and tested. It is also the articulation of the curriculum from PK-12, as well as the alignment of instruction within the department/grade level and from school to school.

## **WRITTEN CURRICULUM**

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 district assessments, suggested timeframes, examples of instructional strategies, aligned resources, correlation to TAKS, and a scope and sequence.

Principles:

- Curriculum development is an on-going process that reflects the best understanding of the growth and development of learners in our changing society, the needs of the community, state law, and State Board of Education rules.
- The curriculum is based on a core set of non-negotiable student objectives, which guide decisions about teaching and learning, and which are aligned both vertically (PK-12) and horizontally (within a grade level / course).
- Curriculum is developed to ensure that students from teacher to teacher have the opportunity to learn the same core objectives at each instructional level.
- The curriculum is accessible and manageable.
- The curriculum is reviewed and updated regularly.
- The curriculum is assessed regularly.

### **TAUGHT CURRICULUM**

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

Principles:

- All classroom instruction, including those for special population students, shall be aligned to the District curriculum.
- Teachers are encouraged to use flexibility and creativity in the “how” of teaching (instruction), not the “what” of teaching (curriculum objectives).
- Teachers select instructional resources such as textbooks, software, community resources, and other materials based upon their alignment with the curriculum.
- Staff training is designed and implemented to prepare staff members to help meet the needs of their students.

### **TESTED CURRICULUM**

Tested curriculum is student assessment, both formal and informal, that is used to evaluate student progress toward mastery of the written curriculum. Student assessment must do the following:

- Guide teachers’ instruction at appropriate levels of depth and complexity.
- Guide students’ learning.
- Guide district/campus improvement of curriculum alignment and programmatic decisions.
- Communicate progress to parents to support learning at home.

## **THE WRITTEN CURRICULUM**

The Board expects that learning will be enhanced by adherence to a 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 of the growth and development of learners, the needs of learners based on the nature of society, the desires of the residents and taxpayers of the District, state law, and State Board of Education rules.

The focus of the curriculum shall ensure:

1. Emphasis on reading at grade level;
2. Mastery of basic skills of writing and mathematics; and
3. Objectives derived from state and national assessments.

The curriculum is designed to provide teachers and students with the Board's expectations of what students are to learn. Teachers are expected to teach the curriculum of the District.

Subject area written curriculum and instructional guides shall be developed for all grade levels and subjects in the District. The expectations are that:

1. All curriculum shall be documented in writing;
2. The curriculum shall be reviewed and updated as needed on a regular cycle of review;
3. Teachers shall have copies of guides and use the objectives in the guides to develop daily lesson plans; and
4. Administrators shall work with teachers to maintain consistency between the written curriculum and the curriculum objectives actually taught.

Instructional resources such as textbooks, software, and other materials shall be selected based upon their alignment with the curriculum objectives and curriculum priorities of the District.

Staff development shall be designed and implemented to prepare staff members to teach the designed curriculum and shall use effective change processes for long-term institutionalization.

## THE TAUGHT CURRICULUM

The Board has several expectations of the teaching process. There must be assurance that teachers and their colleagues are working toward a common set of student objectives. All faculty members have a responsibility not only to contribute to the refinements of the written curriculum, but also to teach to the curriculum objectives. Teachers are required to use the District curriculum, but also teach to the curriculum objectives. Teachers are required to use the District curriculum and instruction guide as their primary source of instructional direction. The principal shall ensure that optimum use is made of available written curriculum materials and instructional time.

The implementation of the curriculum shall be aligned with the planned and written curriculum, as presented to students by teachers, and the assessed curriculum. Each of these three components of the curriculum shall be matched to bring about a high degree of consistency.

All programs, including those for special population students, shall be aligned to the District curriculum. Further, they shall be integrated in their delivery approach.

All curriculum decisions, including but not limited to elimination or addition of programs and courses and extensive content alteration, shall be subject to Board approval. Since the curriculum is a system decision, not a campus or employee decision, curriculum proposals from

employees shall be presented first to central administration. If the proposal is acceptable at that level, it shall then be presented to the Board.

Curriculum and instruction guides shall be provided for all subject areas and courses to assist teachers in their teaching. The format for these guides shall be a collaborative District-level decision. The guides shall:

1. Reflect alignment to TAKS objectives;
2. Include scope and sequence, objectives to be taught, assessments in acceptable format, aligned resources, time frame, and instructional strategies; and
3. Include the Board's approval date on the cover.

Proposed curriculum and instruction guides shall be reviewed by external experts prior to adoption, whenever possible.

Curriculum and instruction guides shall serve as the framework from which a teacher will develop units of study, individual lesson plans, and approaches to instruction that will serve the student's particular needs at a particular time. The guides shall be used to map a logical sequence of instruction.

In addition to consistent delivery of the objectives in the curriculum, instructional delivery shall be based on sound teaching principles grounded in educational research. Instructional supervision efforts shall focus on these sound teaching principles. This systematic process shall include:

1. Establishing a school climate that continually affirms the worth and diversity of all students.
2. Expecting that all students will perform at high levels of learning.
3. Ensuring that all students experience opportunities for personal success.
4. Varying the time for learning according to the needs of each student and the complexity of the task.
5. Having both staff members and students take responsibility for successful learning.
6. Assessing current student skills or learning for instructional assignment.
7. Analyzing the content of each objective so that instructional strategies match content and assessment.
8. When appropriate, sequencing tasks into a hierarchy of learning skills to maximum the effectiveness of instructional delivery.
9. Orienting students to the objectives to be learned.
10. Initial teaching to the objectives that provides varied approaches, adequate practice time, and multiple opportunities for learning and success.
11. Assessing student mastery of the objectives to determine the need for movement to a new instructional objective, extensive/enrichment, or corrections.
12. For those who attain mastery, progressing to the next objective or offering extension or enrichment.
13. For those who do not attain mastery, providing correctives and/or using different strategies until mastery is attained.

Staff development shall be provided for teachers on research-based approaches to teaching to provide them with alternative ways to view the teaching act so that they may be as effective as possible.

## THE TESTED CURRICULUM

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 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 concerning these assessments.

The assessed curriculum shall include the following components:

1. State-level assessments as required.
2. A District criterion-referenced assessment system that documents, records, reports, and awards credit for student skill attainment.
3. An assessment approach developed for all grade levels and courses.
4. A criterion-referenced information management system at the classroom and building levels for coordinating timely instructional planning, student assessment and placement, instructional delivery, and program evaluation.
5. A program evaluation component that guides program redesign around the District curriculum, as well as program delivery.

Teachers shall conduct frequent assessment of students on the curriculum objectives. Teacher-made tests, as well as criterion-referenced tests, shall be used to determine patterns of student achievement. Teachers and supervisors shall use test results to assess the status of individual student achievement, to continuously regroup students for instruction, to identify general achievement trends of various groups of students, and to modify curriculum and/or instruction as warranted by assessment results.

Principals shall review assessments to help teachers ensure the assessments are congruent with the written curriculum.

## **ASSESSMENT MODEL TO MAINTAIN AND IMPROVE STUDENT PERFORMANCE**

### Understanding the Assessment

TAKS Test:

1. Which TAKS Objectives are assessed?
2. Which TEKS are assessed?
3. At what level are the questions asked?
4. Which formats are used to ask questions?

### All Other Assessments

1. What is measured?
2. What is our process for reporting?

### Analyze TAKS Data

1. Based upon the data, teachers identify the TAKS objectives (TEKS/SE) that need improvement.
2. TAKS results are analyzed by Objectives/TEKS from the weakest to the strongest performance.
3. Each grade level/ department in all core subject areas completes an item analysis of each TAKS Release Test.
4. Causal factors for low-success-rate test items are identified.
5. Strategies for improvement are identified.
6. Refer to the Data Review Process for further steps to take in analyzing data.

### Plan Instructional Sequence

1. TAKS analysis data is used to determine the time allocations of identified TAKS Objectives/TEKS.
2. An instructional calendar is established based upon inclusion of TAKS objectives in the curriculum.
3. Assessment dates are included in the instructional calendar

### Monitoring

1. Grade level/departments meet to discuss assessment data and to develop plans to address both individual student and classroom/grade level weaknesses. Campus administrators attend these meetings.
2. Principals monitor to ensure implementation of these plans.

## CURRICULUM DEVELOPMENT CYCLE

The curriculum development cycle will include the following components:

### Planning, Articulation, and Development

- Study the latest research and trends surrounding the subject area
- Analyze student assessment data
- Align objectives (horizontal and vertical)
- Select resources for high-level alignment
- District templates will be used

### Piloting the Curriculum

- Provide training for teachers
- Evaluate and revise curriculum and assessments as needed

### Implement the Curriculum

- Monitor implementation

Curriculum for each core subject and the enrichment subjects will be reviewed and/or revised on a four to five year cycle. This process may begin earlier for any given subject if changes in the state standards and/or the state assessment warrant it. The Terrell ISD three-year plan for curriculum development is as follows.

**2008-2009**

All Scope & Sequence

Planning, Policy Updates, Articulation, Calendars, and Written Lesson Development      English Language Arts, Math, Science, Social Studies (core subjects)

**2009-2010**

Piloting and Implementing the Curriculum

English Language Arts, Math, Science, Social Studies (core subjects)

**2009-2010**

Planning, Policy Updates, Articulation, and Written Lesson Development

Enrichment subjects

**2010-2011**

Piloting and Implementing the Curriculum

Enrichment subjects

## **CURRICULUM ROLES AND RESPONSIBILITIES**

Roles and responsibilities regarding curriculum shall include: (EH - Local)

The Board shall:

1. Approve the curriculum scopes and sequences and adopt multiple instructional resources for teacher use within the constraints of state law and State Board of Education rules.
2. Provide funding for staff development that focuses on curriculum design and delivery for increased student achievement.
3. Communicate to its constituents the Board's curricular expectations.
4. Fund, through the budget process, adequate resources needed to implement the curriculum based on data.

The Superintendent shall:

1. Implement the policy.
2. Annually report to the Board concerning implementation.
3. Ensure that a functional decision-making structure is in place to carry out this policy.

The coordinator for curriculum and instruction shall:

1. Ensure that a master long-range plan is in place for curriculum development, revisions, program assessment, and student assessment.
2. Implement the master long-range plan, providing technical and expert assistance as required.
3. Assist principals in monitoring implementation of the curriculum.

Principals shall:

1. Monitor the implementation of the curriculum.
2. Translate the importance of effective curriculum and instruction practices on a regular basis.
3. Observe classes, monitor lessons, and evaluate assessment materials utilized on their campus.
4. Use, as a minimum, the following basic strategies to monitor curriculum:
  - a. Forty-five minute observations
  - b. Frequent walk-through observations.
  - c. Conduct or review minutes of curriculum planning meetings meetings.
  - d. Periodic review of curriculum documents.

Teachers shall:

1. Teach the District curriculum.
2. Frequently assess and document student mastery of curriculum objectives and modify instruction to ensure student success.
3. Participate in curriculum development/revision activities.

The financial office shall:

The administration shall ensure that the District's budget becomes a document that reflects funding decisions based on the organization's educational goals and priorities – a performance-driven budget. The budget development process shall ensure that goals and priorities are considered in the preparation of budget proposals and that any decisions related to reduction or increase in funding levels are addressed in those terms.

## GLOSSARY OF TERMS

Alignment	The agreement (match) of the written, taught, and tested curriculum; the vertical alignment refers to agreement throughout the PK-12 system: horizontal alignment refers to agreement within a grade level or course.
Articulation	The curriculum is focused and connected vertically from one grade level to the next or from one school to the next.
Curriculum Alignment	Teach what is tested; the skills, knowledge, and information required of students for success on an assessment.
Context Alignment	Teach in the way the skills are tested; the format or testing protocol students must follow for success on an assessment.
Curriculum	The knowledge, skills, attitudes, and processes to be written, taught, and tested at the appropriate levels/areas or courses.
Data-driven Instruction	The use of student achievement data and other learning data to guide instruction, set goals, and monitor programs and curriculum.
Data Disaggregation	The act of taking test items and breaking them into smaller components, skills, knowledge, and content for teaching in smaller pieces and from which to adjust the curriculum or the work plan so that teaching changes as a result. Such changes may include or exclude different content, may spend more time on certain areas to teach, and may alter the scope and/or sequence of curricular content.
Depth and Complexity	<b>Depth</b> – exploration of content within a discipline; analyzing from the concrete to the abstract, from the familiar to the unfamiliar, known to the unknown; exploring the discipline by going past facts and concepts into generalizations, principles, theories, laws;

investigating the layers of experience within a discipline through details, patterns, trends, unanswered questions, ethical considerations.

**Complexity** – extending content in, between, and across disciplines through the study of themes, problems, and issues; seeing relationships between and among ideas in/within the topic, discipline, and/or disciplines; examining relationships in, between, and across disciplines over time, and from multiple points of view.

Instruction	Focused and connected teaching; the process used by the teachers to implement the curriculum.
Instructional Targets	Students skills/competencies expected for mastery of a course or discipline.
Scope and Sequence	Refers to what it is students are to learn (scope) and the order in which those are to be taught (sequence).
Taught Curriculum	Refers to the delivery of the written curriculum. It is the process that is used by teachers to develop units of study, lesson plans, and/or approaches to instruction.
Tested Curriculum	That portion of the written curriculum that is assessed, both formally and informally, to evaluate student progress towards mastery of the written curriculum.
Written Curriculum	The standards, goals, and objectives that students are to achieve and teachers are to teach. It contains objectives, which are aligned to district developed assessments, suggested timeframes, examples of instructional strategies, aligned resources, correlations to TAKS, and a scope and sequence.

Compiled from Deciding What to Teach and Test by Fenwick English (2002).