Clear Creek Independent School District

Curriculum Management Plan

Revised 08-26-19

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District Philosophy and Definition of Curriculum

The purpose of education is to impart the knowledge, concepts, processes, and attitudes necessary for all students to be successful in society. This includes the preparation necessary to develop higher-order thinking, creativity, innovation, and college and career readiness skills. Recognizing the characteristics unique to each student, the District provides a process for development and expression of each student's innate potential and talents.

Philosophy

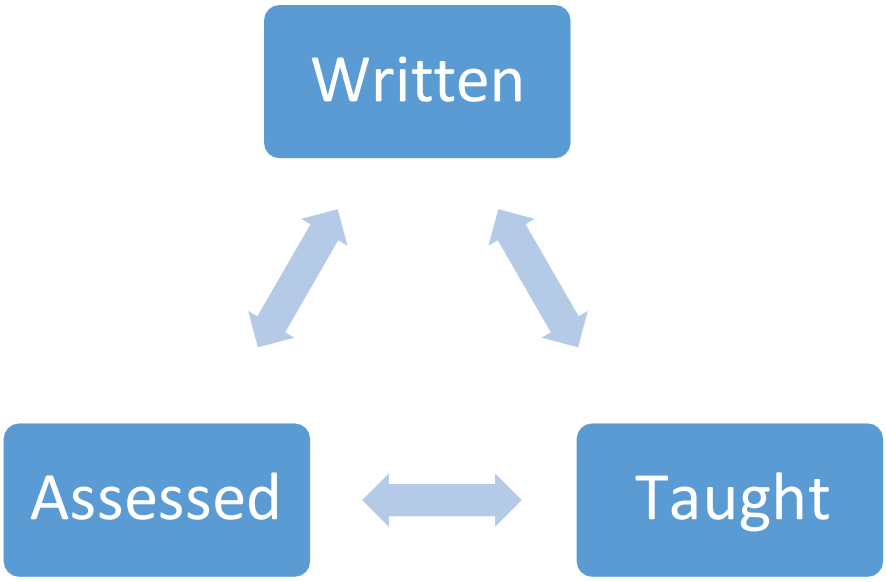
The District curriculum shall be designed and delivered using a Texas Essential Knowledge and Skills (TEKS)-based curriculum approach having the following premises:

1. All students are capable of achieving excellence in learning the essentials of formal schooling.
2. Success influences self-concept, and self-concept influences learning and behavior.
3. The instructional process will be adapted to improve learning.
4. Schools should maximize the learning conditions for all students through clearly stated expectations of what students will learn, high expectations for all students, student goal setting and formative and summative assessments and instructional differentiation based on assessment results.
5. To ensure maximum student achievement, student learning is based on meaningful educational experiences.
6. High levels of student achievement are the benchmarks of effective curriculum design and instructional delivery.

Definition: Overview of Written, Taught, and Assessed Curriculum

Curriculum in our District is defined as the knowledge, skills, attitudes, and processes to be taught and learned at the appropriate levels in District schools. The curricula specify the content of the student objectives/expectations and include multiple contexts and cognitive types. The written, the taught, and the assessed curriculum must be aligned. Clear Creek ISD equips campus administrators to ensure the curriculum is being implemented in the classrooms. Annually, a professional learning calendar is created to support campus administrators that includes learning walks with curriculum leaders and curriculum update sessions.

The Clear Creek Independent School District instructional design is based upon the conceptual framework by Fenwick English, 1996. The three elements of quality control; which include the written, taught, and assessed curriculum, are aligned to ensure a cohesive instructional program. This can be depicted as follows:



Written Curriculum Defined

The written curriculum includes curriculum documents and support materials that designate the goals and objectives to be taught. It outlines the core knowledge, instructional strategies, and skills, as well as clear descriptions of student outcomes. The District expects adherence to the aligned, articulated curricula that promote continuity and cumulative acquisition of skills and knowledge from grade to grade and from school to school.

Taught Curriculum Defined

Teachers utilize the district written curriculum to prepare lessons and write plans for what is taught. The majority of the taught curriculum is determined by the district written curriculum, but occasionally schools may enrich student experiences with additional objectives.

Assessed Curriculum Defined

The assessed curriculum should be aligned to the written and taught curriculum and include all standards (TEKS) for each course. These assessments are conducted both formally and informally through assessments written at the district and campus level.

Curriculum Alignment

Alignment is the degree to which the written, taught, and assessed curricula are aligned. Research supports that adherence to a tightly aligned curriculum will result in higher student achievement, and that the linkages provide instructional focus. Curriculum principles are to be translated in documents, instructional practices, and student assessments through the development of an aligned written, taught, and assessed curriculum system.

The Written Curriculum

Clear Creek ISD written curriculum is collaboratively created by content coordinators, coaches, and master teachers. Curriculum writing committees also include representatives from special education, gifted and talented and ESL in order to provide support for learning experiences and differentiation. Subject-area written curriculum guides are developed for all grade levels and subjects in the District.

Strategies for Curriculum Development
Clear Creek ISD strives to develop well-crafted, focused, valid, and clear curriculum to direct teaching. We have adopted the strategies for curriculum development recommended by Fenwick English, 2009.

Strategy 1: Embed external assessment target objectives in the written content standards and link them to the state standards.

Strategy 2: Have clear and precise district curriculum objectives with the appropriate content, context, and cognitive type.

Strategy 3: Deeply align objectives from external assessments.

Strategy 4: Sequence objectives for mastery well before they are tested.

Strategy 5: Provide a feasible number of objectives to be taught.

Strategy 6: Identify specific objectives as benchmark standards (High Priority Learning Standards. For the process to develop High Priority Learning Standards, see Appendix E).

Strategy 7: Place objectives in a teaching sequence.

Strategy 8: Provide access to written curriculum documents and direct the objectives to be taught.

Components of the Written Curriculum
The Clear Creek ISD curriculum is organized into instructional units. Each unit is further broken down into manageable building blocks of learning. (See Appendix F. for template.) Curriculum guides include the following components:

1. Description, Purpose, and Relevance Statement
2. Year at a Glance
3. Unit of Study Overview, which includes the following:
    - content overview
    - Texas Essential Knowledge and Skills covered in the unit
    - unit time frame
    - big ideas of the unit
    - list of building blocks that make up each unit

- evidence of learning

4. Building Blocks for each unit include the following:
   - building block time frame
   - big idea of the building block
   - alignment to previous grade levels
   - alignment to future grade levels
   - student outcomes, deconstructed and written in student-friendly "I can…" statements
   - learning experiences
   - differentiation recommendations for both extensions as well as scaffolds for support
   - tips for success
   - evidence for learning
   - assessment samples
   - academic vocabulary
   - suggested resources and materials
5. Assessment items and/or tasks which:
   - measure student progress, including formative and summative assessments
   - guide teachers' instruction at appropriate levels of challenge
   - guide students' learning
   - guide district/campus improvement of curriculum alignment and programmatic decisions
   - communicate progress to parents to support learning at home

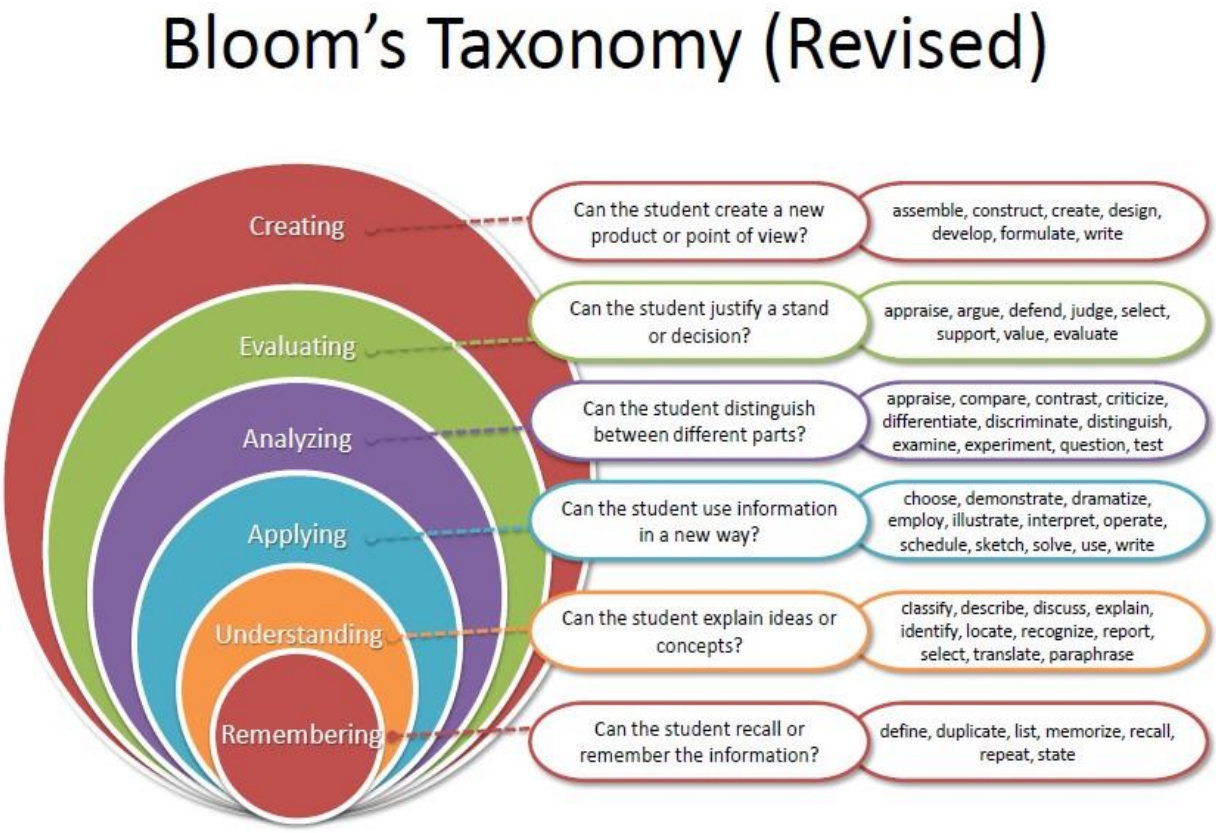
Distribution of the Written Curriculum

Subject-area written curriculum guides are developed for all grade levels and subjects. After subject-area curricula development is completed, curricula will be disseminated as follows:

1. Curricula originals are stored electronically in the Learning Management System and the Curriculum and Instruction Department;
2. All teachers have access to curriculum guides for courses they teach;
3. Principals have access to curriculum guides for all courses;
4. Curriculum information is available to the public on our district website.

Cognitive Taxonomy

Clear Creek ISD has adopted Bloom's revised taxonomy as a guide to curriculum development. This taxonomy provides a common language for describing the cognitive levels embedded in the written, taught, and assessed curriculum.



Roles in the Development of Curriculum Documents

CCISD utilizes a common curriculum template so that there is consistency in the quality of the documents. In addition, a common template supports teachers who teach more than one content. (See Appendix D. for the templates.) Curriculum coordinators, instructional coaches, and teacher teams play important roles in the development of curriculum. The following table outlines roles:

Unit of Study Overview	
TEKS covered in the unit	Coordinator
Unit time frame	Coordinator
Big ideas of the unit	Coordinator
List of building blocks that make up the unit	Coordinator
Building Blocks	
Building block time frame	Coordinator
Big idea of building block	Coordinator
Alignment to previous grade levels	Coordinator
Alignment to future grade levels	Coordinator

Student outcomes, deconstructed into student friendly "I can…."	Coordinator
Learning experiences	Teacher Team
Differentiation: Extensions and Scaffolds	GT/Sped/ESL Teams
Notes from the master teacher (referred to as "tips for success")	Teacher Team
Evidence of learning	Joint
Assessment samples	Coordinator
Academic vocabulary	Joint
Suggested resources and materials	Teacher Team
Differentiation	Joint

New Course Curriculum Development

The District develops curriculum guides for new courses according to a cycle that allows for a pilot-year working draft, feedback and revisions, final document review and approval, an implementation/expansion phase, and an update review. This process is outlined below:

Phase I: Planning and Development

1. Develop and approve new course offering.
2. Develop curriculum utilizing a team of teachers who are facilitated by a curriculum coordinator.
3. Train curriculum writers in the components of the curriculum documents, including the design of clear precise objectives aligned to the appropriate cognitive type to be mastered.
4. Develop purpose, standards, goals, aligned objectives, curriculum map, assessment/measurement guidelines.
5. Collect/preview resources.
6. Develop district assessments, select resources, alignment of resources/instruction/activities/assessment, provide professional learning opportunities, etc.
7. Complete the first draft for finalization by August 1 annually.
8. Place draft curriculum on pilot implementation phase for one school year.
9. Revise the curriculum with input from pilot implementation phase.
10. Provide the Board of Trustees an annual update on the curriculum framework and curricular revisions.

Phase II: Implement the Curriculum

Implement the curriculum district wide.

Phase III: Review and Revise the Curriculum

Curriculum guides will be reviewed and/or revised every year or as directed by the Superintendent or designee. Revisions may be initiated by teacher feedback, assessment results and other forms of data, the need to include new instructional strategies or materials, or revision of State standards (TEKS).

The Taught Curriculum

All teachers are expected to teach and assess the written curriculum; the taught curriculum should be aligned to both the written and assessed curriculums. Clear Creek ISD believes that students learn best when they are provided opportunities to engage in relevant, authentic learning tasks. Concepts are solidified when students are allowed varied opportunities to explore new ideas and construct meaning for themselves. CCISD embraces student-centered, personalized learning environments where students are active, self-directed participants in their own learning.

Instructional Approaches: Personalized Learning

Clear Creek ISD is personalizing learning opportunities for students. The Glossary of Education Reform defines personalized learning as "a diverse variety of educational programs, learning experiences, instructional approaches, and academic support strategies that are intended to address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students." Through personalized learning opportunities, teachers can better meet the individual needs of their students. Personalized learning can be enhanced through technology integration and utilization of the CCISD Expected Instructional Practices.

Technology Integration

Teachers are encouraged to integrate technology when it enhances instruction. Clear Creek ISD believes that every learner is unique. The skillful use of technology integration can support personalized learning opportunities and increase engagement for students. Learning technology coaches, instructional coaches, and teacher leaders work together to support teachers in designing lessons that include the integration of technology.

Expected CCISD Instructional Practices

The following instructional practices are aligned to the Texas Teacher Evaluation and Support System (T-TESS) and the CCISD Lead Educator Appraisal and Development System (LEADS) document and are the expected in CCISD classrooms. These practices promote student-centered, personalized learning opportunities for students.

- **Achieving Expectations**
  Students ask questions to drive their own learning, set goals for themselves, and can respond to the prompt, "What are you working on and why?"

- **Content Knowledge and Expertise**
  Teachers model thinking and skills related to visible outcomes and provide opportunities for different types of thinking. Students utilize appropriate academic language to describe their thinking and understanding. Teachers strategically apply direct instruction to front load complex or new learning for students and anticipate common misunderstandings.

- **Communication**
  Teachers skillfully balance wait time and questioning techniques to clarify, elaborate, and extend learning. Questions are used to support students' creative, evaluative, and analytical

thinking. Students collaborate with peers and provide evidence to support their thinking.

- **Differentiation**
  Teachers provide a wide variety of opportunities for students to access new information, engage with content, and demonstrate learning.

- **Monitor and Adjust**
  Teachers utilize discreet, explicit checks for understanding to maintain student engagement. Student feedback influences instructional decisions throughout the lesson. Students can articulate progress toward their learning goal(s).

- **Classroom Environment, Routines, and Procedures**
  Teachers establish and use classroom systems for learning. Teachers equip students to take primary leadership and responsibility through predictable classroom routines, transitions, and procedures.

The Assessed Curriculum

The assessed curriculum should be aligned to the written and taught curriculum and include all standards (TEKS) for each course. These assessments are conducted both formally and informally through assessments written at the district and campus level. In addition, CCISD has identified high priority learning standards that are assessed in varied ways including through performance tasks. Performance tasks integrate the high priority learning standards with 21st century skills and allow students to demonstrate their learning in authentic ways. Clear Creek ISD utilizes a variety of assessments to support teachers and students regarding individual and group achievement. Assessment data is also used to inform instructional teams about the effectiveness of the written curriculum. Assessment supports the alignment of the written and taught curriculum. For details regarding assessment, see *Clear Creek ISD Student Assessment Plan EK Local and Regulation.*

Beliefs Regarding Assessment

We believe that . . .

1. Students should be provided a balanced and comprehensive approach to assessment using multiple tools, rubrics, and processes for the purpose of improving student learning.
2. Assessment should portray an accurate record of a student's learning over time.
3. Assessments should provide an opportunity for students to transfer what was learned to a new context or situation.
4. Assessments should evaluate and measure the individual and collective progress of students to guide instruction at the classroom level and programmatic decisions at the district level.
5. Teachers play a fundamental role in student assessment and should seek out ongoing professional learning in formative and summative assessment development, implementation, and data analysis.
6. Instruction should match the diverse needs of all learners and assessments should match instruction.
7. All stakeholders, including students, teachers, parents, and community members should

clearly understand, in advance, the purposes for which an assessment is given.

Types of Assessments

Clear Creek ISD uses a variety of assessments and assessment data, including the following:

- State assessments
- Local Assessments, including individual reading and math assessments in the primary grades College Readiness Assessments, including the PSAT and Texas Success Initiative Assessment

State Assessments

Clear Creek ISD administers the state mandated assessments, STAAR, STAAR EOC, and TELPAS.

Local Assessments

The content coordinators develop local assessments in the core areas to check progress toward mastery of the Texas Essential Knowledge and Skills. Local assessments include benchmark assessments which mirror the blueprint of STAAR, curriculum-based assessments that assess the curriculum taught up to the point of assessing, and formative assessments known as learning checkpoints. All assessments are developed to assess student mastery at the intended rigor and cognitive level of the TEKS. In addition, content coordinators facilitate the development of performance tasks that integrate high priority learning standards and 21st century skills.

Elementary District Local Assessments:

1. Benchmark assessments are developed and administered to students in grade levels and content areas that are assessed by STAAR. Benchmark assessments mirror the blueprint and format of the STAAR, including the content and cognitive level of the TEKS. They are administered approximately six weeks before the STAAR.
2. Curriculum Based assessments are developed by curriculum coordinators and are administered once a year in grade levels and content areas assessed by STAAR. They are formatted like the STAAR, assess the same content and cognitive level of the TEKS, but only assess objectives that have been taught prior to the assessment.
3. Classroom teachers administer the Benchmark Assessment System reading test individually to students in grades K-2 twice a year. Data is utilized by teachers to inform reading instruction. In addition, it is collected at the district level to inform professional learning needs as well as intervention needs.
4. Classroom teachers administer components of the Assessing Math Concepts math tests individually to students in grades K-2 twice a year. Data is utilized by teachers to inform math instruction. In addition, it is collected at the district level to inform professional learning needs as well as intervention needs.
5. Learning checkpoints have been developed for grades 2-5 in math, reading, science, and writing, and for grades 4-5 in social studies. Learning checkpoints are provided to formatively assess progress in units of study.
6. Some learning checkpoints are designated as required and district data will be collected and analyzed for future professional learning and support for campuses. The Assistant Superintendent for Elementary Education determines the required assessments based on

STAAR data. All grade 3-5 math learning checkpoints are required.

7. Instructional coaches are trained in using learning checkpoints to support teachers in planning. Instructional coaches also facilitate data conversations regarding required learning checkpoints with teacher teams.
8. Learning checkpoints contain multiple contexts, including questions similar in format to the state assessments, written responses, performances, and/or creating products.
9. Performance Tasks are embedded in some content area curriculum documents. Performance tasks are authentic tasks that help students understand how their work applies to the real world.

Secondary District Local Assessments:

1. Coordinators develop one secure semester exam, except for grade 7 writing in which the coordinator also develops one benchmark.
2. Semester exams will remain secure and will not be released. A student or parent may request to review the test, and have an opportunity with the teacher present. Teacher leaders and instructional coaches will review the exams ahead of time and provide input.
3. Learning checkpoints have been developed for all courses with STAAR assessments. Required checkpoints have been identified by curriculum coordinators in each course to assess objectives that have been of concern.
4. Instructional coaches are trained in using learning checkpoints to support teachers in planning. Instructional coaches also facilitate data conversations regarding required learning checkpoints with teacher teams.
5. Learning checkpoints contain multiple contexts, including questions similar in format to the state assessments, written responses, performances, and/or creating products.
6. Performance Tasks are embedded in some content area curriculum documents. Performance tasks are authentic tasks that help students understand how their work applies to the real world.

Campus Common Assessments

CCISD also values the knowledge and experience of classroom teachers. Classroom teachers are instrumental in the development of *campus common assessments*. These assessments are collaboratively developed by teams of teachers in advance of planning for units of instruction. Teacher teams are trained by instructional coaches and content coordinators to analyze the TEKS of a unit and then employ a backwards design to planning, beginning with clear student outcomes. Assessments are developed and then learning progressions to build toward student mastery are designed. Campus common assessments are typically administered at the end of a unit and are sometimes combined with learning checkpoints. To support the development of campus common assessments, the district provides a test bank of vetted questions that match the intended rigor (cognitive level) of the TEKS. Test bank items are available for secondary math, ELA, social studies, and science.

The Monitored Curriculum

The curriculum serves as the road map for instruction in classrooms. It is a dynamic tool for creating

high quality student learning opportunities. It requires a dynamic, ongoing process for monitoring its implementation. Shifting the focus to curriculum implementation monitoring in alignment with the monitoring of instructional practices will strengthen the District's focus on the principals' instructional leadership responsibilities.

Campus leaders serve as the first line of monitoring the curriculum. It is the responsibility of building principals, assistant principals, and Deans to observe instruction and collect student work artifacts to determine what is being taught and whether it aligns in content, context, and cognitive type with the written curriculum. This is distinct from monitoring for instructional strategies; instead, it focuses on whether the written curriculum is being faithfully carried out in the classroom. In addition curriculum coordinators monitor curriculum delivery as they visit schools on a frequent and regular basis.

The curriculum is monitored by the campus level administrative team through a process that includes walk-through and formal observations. The campus principal is the instructional leader responsible for monitoring the implementation of the district curriculum. The walk-through observations include quick "snapshots" of the daily implementation of the curriculum and instructional strategies. Our process includes a focus on data collection on the implementation of the curriculum, instructional strategies, and student engagement.

To support campus leaders in the process of monitoring the taught curriculum, the curriculum content coordinators conduct learning walks with campus instructional administrators in order to determine the level of fidelity in which the curriculum is taught. Curriculum coordinators utilize this data to determine how the curriculum is translated by teachers. This data is used to identify possible misunderstandings in the curriculum documents that need to be clarified, or teacher professional learning needs. The following data is gathered and utilized for curriculum adjustments:

- Was the lesson following the district scope and sequence?
- Did the teacher's instruction match the cognitive level of the standard?
- What does the assessment data show about the content?
- What grouping patterns were used by the teacher?
- Who is primarily doing the work?
- How was technology utilized?
- What form of interaction was the teacher using?
- What was the task/work asked of students?
- How were students processing the new learning?

Frequency

The district curriculum team conducts a minimum of two curriculum learning walks on each campus every year for each core content area. Data collected is shared among the team to determine next steps for curriculum revisions and professional learning for teachers.

Campus administrators are recommended to conduct a minimum of eight walk-throughs each week. Data collected is utilized to develop conversations and reflection regarding teaching and learning.

Tools:

1. Weekly lesson plans are submitted and reviewed by campus administrators.
2. Locally developed observation forms are used to monitor the delivery of the scope and sequence of the curriculum.
3. Curriculum Based Assessments, Benchmark Assessments, learning checkpoints, and quizzes assess curriculum and instruction.
4. Curriculum coordinator data collection tools are used to monitor fidelity of curriculum implementation.

Additional Tools for Monitoring the Curriculum

- analysis of student assessment data;
- observations of teachers;
- interviews and conferences with individual teachers and/or teams;
- meetings with district curriculum/instruction personnel;
- review of lesson plans and instructional units;
- campus-based professional learning opportunities;
- curriculum surveys and focus groups;
- opportunities for teachers to discuss and share ideas and strategies.

Professional Learning to Support Curriculum Design and Delivery

For Teachers: All core teachers receive at least two days of CCISD curriculum training specific to their grade level and content area. In addition, each year new teachers to the district receive a written and oral overview of the TEKS for the subjects they teach, even if they have taught in other districts. The purpose of this overview is to explain the linkages between curriculum and the state/local assessment procedures. Curriculum documents are reviewed and revised annually to correspond with student learning needs and objectives. Additionally, curriculum, support resources, and professional learning tools are housed in our district learning management system and are available for immediate and constant teacher use. Finally, each year, both summer professional learning as well as in-service during the year focus on specific areas of need identified in various ways regarding either the design or the delivery of the curriculum. (See the District and Campus plans for specific emphasis for the year.)

For Instructional Coaches: Coaches receive content training from curriculum coordinators and coaching training from the coordinator for professional learning. Curriculum coordinators instruct and educate coaches specifically in instructional practices, curriculum development, assessment development, and data disaggregation. Instructional coaches are expected to support teachers in responding to data, including state scores, curriculum-based assessments, learning checkpoints, and other formative data. Instructional coaches also participate in curriculum previews with the content coordinator and learn strategies to support teachers in planning to teach the curriculum. The coordinator of professional learning supports coaches with coaching techniques and reflective conversations.

For Instructional Aides: Teaching assistants are trained at the same time or shortly after the teachers

are trained in the delivery of the curriculum depending on the scheduling and time of year that professional learning is offered. It is critical for the teaching assistant to be as knowledgeable as the teacher because paraprofessionals reinforce the learning in small groups.

For Campus Administrators: CCISD expects all principals and assistant principals to be instructional leaders on their campuses. To do this, they must know the rationale for the design of the curriculum and the various delivery strategies available to teachers. Monitoring the curriculum, therefore, is a critical part of the job of the campus administrator. Curriculum coordinators conduct curriculum walk-throughs with campus leaders in an effort to support leaders in recognizing the intended rigor of the learning objectives.

For Education Support Center Administrators**:** ESC administrators are expected to be knowledgeable in the Texas Essential Knowledge and Skills (TEKS). Program evaluation and curriculum alignment are major leadership areas for the central curriculum staff. Content curriculum coordinators are trained in the Curriculum Management Audit process to ensure continuity in curriculum components and expectations.

All ESC administrators are T-TESS and LEADS trained and certified. In addition, the ESC curriculum team conducts "learning walks" at least three times a year and invites members from departments including ESL, special education, assessment, early childhood. During these walks, the curriculum team teaches participants how to recognize the intended rigor as well as showcase district initiatives.

For the School Board: New members to the school board are provided with an orientation regarding the TEKS and the district curriculum. Additionally, various information items presented to the Board for their review include curriculum issues. The Board of Trustees receive background information with each new curriculum approval process as well as with textbook adoption actions so as to ensure the philosophy that the curriculum drives textbook selection rather than the textbook driving the curriculum.

Communication Plan for Design and Delivery of the Curriculum

The CCISD Curriculum Management Plan is designed to receive input from all stakeholders. The design for the plan is primarily the responsibility of the Curriculum Department within the ESC. The actual communication of the curriculum design is first presented to the Administrative Instructional Leadership Team which includes ESC administration. The design is presented to the Campus Improvement Committee and to the District Educational Improvement Committee which includes teacher representatives from each campus as well as support personnel within the district.

Following the completion of the design/alignment phase, every teacher impacted by the curriculum area will have access to electronic copies of all curriculum documents, resources, and professional learning supports. Every new teacher and new administrator to the district receives an orientation to the CCISD curriculum components including scope and sequences, instructional and assessment timelines, and unit plans.

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 teachers following walk-through observations as part of clinical supervision.

Evaluation of Programs

New District programs shall be evaluated after the implementation period. After a program enters into the standard operating period, it shall be evaluated at least once every five years. Existing programs shall be slated on a schedule within this cycle. A schedule of program evaluations shall be established, which may be modified as needed. The schedule shall be presented to the Board at the July Board meeting of each year. Programs that require an evaluation more frequently than five years as mandated by the Texas Education Agency (TEA) or other entities shall be placed on the schedule accordingly.

Evaluation Design
Program evaluations shall be conducted using the Joint Committee on Standards for Educational Evaluation (JCSEE), which include utility standards, feasibility standards, proprietary standards, and accuracy standards. Program evaluations may include quantitative and/or qualitative data, shall be conducted using scientifically based methodologies, and shall examine both the quality of the implementation and the impact of the program on student achievement. Data may include local, state, national, trend, group, standard, test, cost analysis, and survey data. Measurable objectives shall be studied resulting in findings, recommendations, and/or conclusions.

Use of Evaluations
Evaluation reports shall be shared and discussed with the stakeholders of the program, the administrative staff responsible for the implementation of the program, the Superintendent, and the Board. Accepted recommendations shall be reflected in revisions to the program and the associated budget. [See Board policy BQ(LOCAL)]

Next Steps for Curriculum Development

There are many layers to curriculum development that must be accomplished over time. The following steps are in process or will be implemented over the next three years. This is a cyclical process and will begin again once new TEKS are identified by the State.

1. Transition curriculum to new template. (See Appendix F.)
2. Develop high priority learning standards for core content and revise in the event of TEKS changes.
3. Develop authentic assessment opportunities such as performance tasks, ongoing research, or team projects to assess high priority learning standards.
4. Include differentiation strategies to documents: extensions and scaffolds.
5. Expand personalized learning experiences for students to include at least one learning experience developed in each unit.

APPENDIX A

Glossary of Terms

Alignment the agreement of the written, taught, and tested curriculum; vertical alignment refers to agreement throughout the PK-12 system; horizontal alignment refers to agreement within a grade level or course.

Assessed Curriculum used to determine and communicate student mastery, evaluate the curriculum, and analyze programs/courses.

Benchmark (Statewide Assessment-Based) A District-Developed Benchmark Test is an assessment that is designed to assist students with mastery of the statewide assessment objectives. These assessments cover the TEKS addressed on a specific test and are administered about 6 weeks prior to the statewide assessment. The benchmark may contain objectives the statewide assessment measures that have not yet been covered in the sequence of the curriculum. The assessment is utilized to help students develop personal assessment plans, to adjust instruction, and as a predictive measure.

Core subjects are

- Math
- Language arts
- Science
- Social studies
- World Languages and Cultures

Curriculum Alignment Team vertical or horizontal team of teachers and other participants elected to develop or revise curriculum.

Curriculum Based Assessment (CBA) assessments that are designed to assess student performance of the mastery of the prescribed curriculum objectives for the nine-week grading period.

Data-driven Instruction the use of student achievement data and other learning data to guide instruction, set student learning goals, and monitor programs.

High Priority Learning Standards learning standards determined to have high degrees of leverage and endurance in a student's educational experience.

Learning Checkpoints formative assessments that assess units of study. They are developed by curriculum coordinators and teams of teachers.

Measures established assessment data used to measure tools performance in a particular area.

Objectives student skills/competencies expected for mastery of a course or discipline.

Performance Tasks are embedded in some content area curriculum documents. Performance tasks are authentic tasks that help students understand how their work applies to the real world.

Personalized Learning instructional experiences aimed at meeting individual learning needs preferences, and interests.

Portfolio a compilation of achievement data, work samples, and evaluation instruments.

Skills student's knowledge and learning expectations for a particular subject/discipline.

STAAR State of Texas Assessment of Academic Readiness, the state mandated assessment.

Taught Curriculum the instructional strategies, resources, and teacher lesson plans used to teach the curriculum.

TEKS Texas Essential Knowledge and Skills, the state-mandated curriculum expectations for all students in every state-approved course of study.

Written Curriculum the district curriculum documents which outline the expectations for student mastery of a particular course/subject.

APPENDIX B

Curriculum Management Review Audit Presented April 2014

Characteristics:	Adeq	Inad	Plans to Address
1. Describes the philosophical framework for the design of the curriculum, including such directives as standards-based, results-based, or competency- based; the alignment of the written, taught, and tested curriculum; and the approaches used in delivering the curriculum.	X		
2. Identifies the timing, scope, and procedures for a periodic cycle of review of the curriculum in all subject areas and at all grade levels.	X		
3. Defines and directs the stages of curriculum development.	X		
4. Specifies the roles and responsibilities of the board, central office staff members, and school based staff members in the design and delivery of curriculum.	X		
5. Presents the format and components of all curriculum, assessments, and instructional guide documents.	X		
6. Directs how state and national standards will be considered in the curriculum. This includes whether or not to use a backloaded approach, in which the curriculum is derived from high-stakes tested learnings (topological and/or deep alignment), and/or a frontloaded approach, which derived the curriculum from national, state or local learnings.	X		
7. Requires for every content area a focused set of precise student objectives/student expectations and standards that are reasonable in number so the student has adequate time to master the content.	X		
8. Directs that curriculum documents not only specify the content of the student objectives/student expectations, but also include multiple contexts and cognitive types.	X		
9. Specifies the overall beliefs and procedures governing the assessment of curriculum effectiveness. This includes curriculum-based diagnostic assessments and rubrics (as needed). Such assessments direct instructional decisions regarding student progress in mastering prerequisite concepts, skills, knowledge, and long-term mastery of the learning.	X		
10. Directs curriculum to be designed so that it supports teachers' differentiation of instructional approaches and selection of student objectives at the right level of difficulty. This ensures that those students who need prerequisite concepts, knowledge, and skills are moved ahead at an accelerated pace, and that students who have already mastered the objectives are also moved ahead at a challenging place.	X		
11. Describes the procedures teachers and administrators will follow in using assessment data to strengthen written curriculum and instructional decision making.	X		
12. Outlines procedures for conducting formative and summative evaluations of programs and their corresponding curriculum content.	X		
13. Requires the design of a comprehensive staff development program linked to curriculum design and its delivery.	X		
14. Presents procedures for monitoring the delivery of curriculum.	X		
15. Establishes a communication plan for the process of curriculum design and delivery.	X		

APPENDIX C

Process for Identifying High Priority Learning Standards

Clear Creek ISD

Process based on the work of Larry Ainsworth*: Power Standards: Identifying the Standards that Matter the Most, 2003*

Step 1: As a curriculum team, establish the purpose and define the work. Why is this important? It is critical to get the team on the same page. Define terms.

- Priority Standards: Grade-level concepts and skills essential for success in school and life.
- Endurance: Will this provide students with knowledge and skill that are of value in life regardless of career choice? In future courses? Beyond a single test date?
- Leverage: Will this provide knowledge and skills that will be of value in multiple disciplines?
- Readiness: for the next level of learning. Will this provide students with essential knowledge and skills that are necessary to pass upcoming high stakes assessments?

Step 2: Create a Cohesive K-12 team for each content area.

- Select 2-3 teachers/specialists from each grade level who are people of good will.
- Set norms, expectations and timelines. Define terms.
- Ice Breaker: Seat group by grade spans: K-3, 4-7, 8-12. Ask each teacher to make a list of the three most important things they want their students to know or be able to do when they leave their classroom at the end of the year and write them on three sticky notes. The teachers get up and form a triad with two other teachers from the other two grade spans. Teachers introduce themselves and then share their sticky notes. Find something they group had in common or something that surprised them. Return to grade span tables and create an affinity diagram of the responses. Ask, "What do you notice? Put a colored dot next to standards that meet the definition of endurance, leverage, and readiness.

Step 3: Begin the Process.

- Seat teachers by grade spans: K-3, 4-7, 8-12 and give them the list of standards for the grade levels. Ask them to choose one grade level within that span. Each individual takes five minutes by themselves to mark each standard that he/she considers absolutely essential.
- Discuss with the team. Share the standards marked and note where the group agreed and disagreed. Reach initial consensus for the grade level**. Aim for 7-12 priority standards per grade level.**

- List the chosen priority standards on a chart in the same order found in the standards using TEK number and verbiage. Consider each chosen standard through the lenses of endurance, leverage, readiness. Place one or more color coded dots next to each standard.
- Next, consider the assessed curriculum and examine three years of assessment data. Make any necessary revisions. Continue this process with the remaining grade levels in the grade level span.
- Post all results from the grade level span. The group looks for:
    1. Is there a standard needed to be taught to students in more than one grade level that is missing from a grade's list? (GAP)
    2. Is there a standard that is being redundantly taught in two or three grade levels that could be thoroughly taught in only one grade level? (OVERLAP)
    3. Is there a standard likely to be tested that is completely missing from two or more grades? (OMISSION)

Step 4: Share the work with others and get input from all stakeholders.

- Consider getting input from coaches, department heads, teacher leaders, etc. Revise based on feedback.

Step 5: Market, communicate, and incorporate this work into curriculum design and assessments.

- Design performance tasks that incorporate priority learning standards.
- Revise curriculum to reflect this prioritization.
- Communicate often with teachers.

APPENDIX D

Unit Overview Template

Unit #:		**Content Overview of the unit**		**Unit Time Frame Number of days/weeks**	
Insert Graphic Here					
Week	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
1	**Calendar is optional**				
2					
3					

Big Ideas

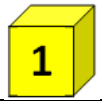
- **Of the unit**

Suggested Sequence	**Instructional Days**
Building Block 1**: Break unit into smaller chunks**	# days **for each building block**
Building Block 2:	# days
Building Block 3:	# days
Evidence "of" Learning: **Could be Learning Checkpoints, Performance Tasks, Common Campus Assessments**	# days

TEKS

APPENDIX E

Building Block Template

	**Unit : Title of Unit**	**Unit Time Frame: # weeks**
	Building Block : Title	**Building Block 1: # days**

Big Idea:

-

Alignment to previous grade levels (Prerequisite Skills/Knowledge):

- **What skills or knowledge in previous grades should students have learned?**

Alignment to future grade levels:

- **What future skills will this impact?**

Student Outcomes: Add TEKS code at end of each I can statement

-

Learning Experiences: Elaborate on possible learning experiences. Fewer, more powerful is better than a list.

Differentiation:

PreAP: Include PreAP extensions for grade levels and courses that offer PreAP

Extensions: Differentiation for advanced students

Scaffolds: Differentiation for at-risk, special education, or ESL

Tips for Success:

- **Student Struggling Point**
- **Possible Misconceptions**
- **Classroom management tips for the learning experiences**

Evidence "for" Learning: Include a variety of contexts, such as:

- **Multiple choice**
- **Written response**
- **Performance (speaking, performance task, etc.)**
- **Create a product**

Technology Applications: Utilize the foundational tools when possible

Assessment Sample: Include at least one assessment item in STAAR format. Could also include

Academic Vocabulary: Limit to 5-7 words

Resources/Materials: Must be materials that are available on every campus

TEKS: May be placed above Big Ideas

APPENDIX F

Year at a Glance Overview Template

Course Name: **School Year:**

Course Purpose and Relevance:
How to Assist Your Learner at Home:
Link to Course TEKS on State website: