



Fredericksburg ISD

Curriculum Management Plan

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Section I - Governance and Control

District Information

Fredericksburg ISD serves approximately 3,100 students at six campuses in Gillespie County, and we are committed to partnering with our parents and community to achieve our District's mission.

Fredericksburg ISD is a fantastic school district with a tradition of academic and extra-curricular success. Fredericksburg ISD is blessed with tremendous community support for public education. The Fredericksburg ISD Education Foundation strives to inspire students, drive teacher innovation and pilot new educational programs. Fredericksburg ISD's commitment to innovative educational experiences and extracurricular opportunities is evidenced by course offerings and the many student clubs and organizations on its campuses. Fredericksburg ISD faculty is comprised of close to three hundred professional, certified staff including teachers, counselors, librarians, and administrators, as well as over one hundred caring and committed paraprofessionals including instructional assistants, administrative assistants, custodians, maintenance, food service and transportation employees. Together we are making a positive difference in the lives of children.

Rationale

The Fredericksburg ISD Curriculum Management Plan (CMP) will serve as the framework for instruction and student assessment. This plan will direct all curriculum components toward alignment with the Texas Essential Knowledge and Skills (TEKS) and/or other state and national standards. The curriculum management plan is designed around the components of written, taught, and tested curriculum to provide each and every student with a meaningful, challenging education.

Purpose

Fredericksburg ISD is committed to "Inspiring Excellence". Continuous school-wide improvement requires a Curriculum Management Plan that supports consistent, quality teaching practices with equitable access for all students. This plan ensures opportunities for students to learn in an environment of high-quality instruction and high expectations while meeting students' individual needs. This Curriculum Management Plan is the structure by which curriculum and instructional processes are aligned and defined. This plan encompasses all pieces of the curriculum and provides the framework for consistency, quality assurances, defined processes and procedures, shared communication, and secure relationships that support the continuous movement toward successfully meeting district goals. Without such a framework, a school may have dysfunctional areas caused by random variations. Alignment of prioritized standards, curriculum and instructional processes and resources, as well as assessment practices alleviates gaps in students' knowledge when transitioning between grade levels and campuses. The CMP represents an articulation of what students should know and be able to do and supports teachers in knowing how to achieve these goals.

Introduction

The Curriculum Management Plan (CMP) will guide all district stakeholders in the design, planning, and delivery of instruction that provides a challenging, equitable, and innovative learning environment for all students. The CMP is the district guide for maintaining communication of procedures and expectations in curriculum and instruction. This plan provides a common vision for the written, taught, and tested curriculum. With this common mission, Fredericksburg ISD will *equip students for excellence in life to positively impact their communities*.

Vision Statement

Fredericksburg ISD - Inspiring Excellence!

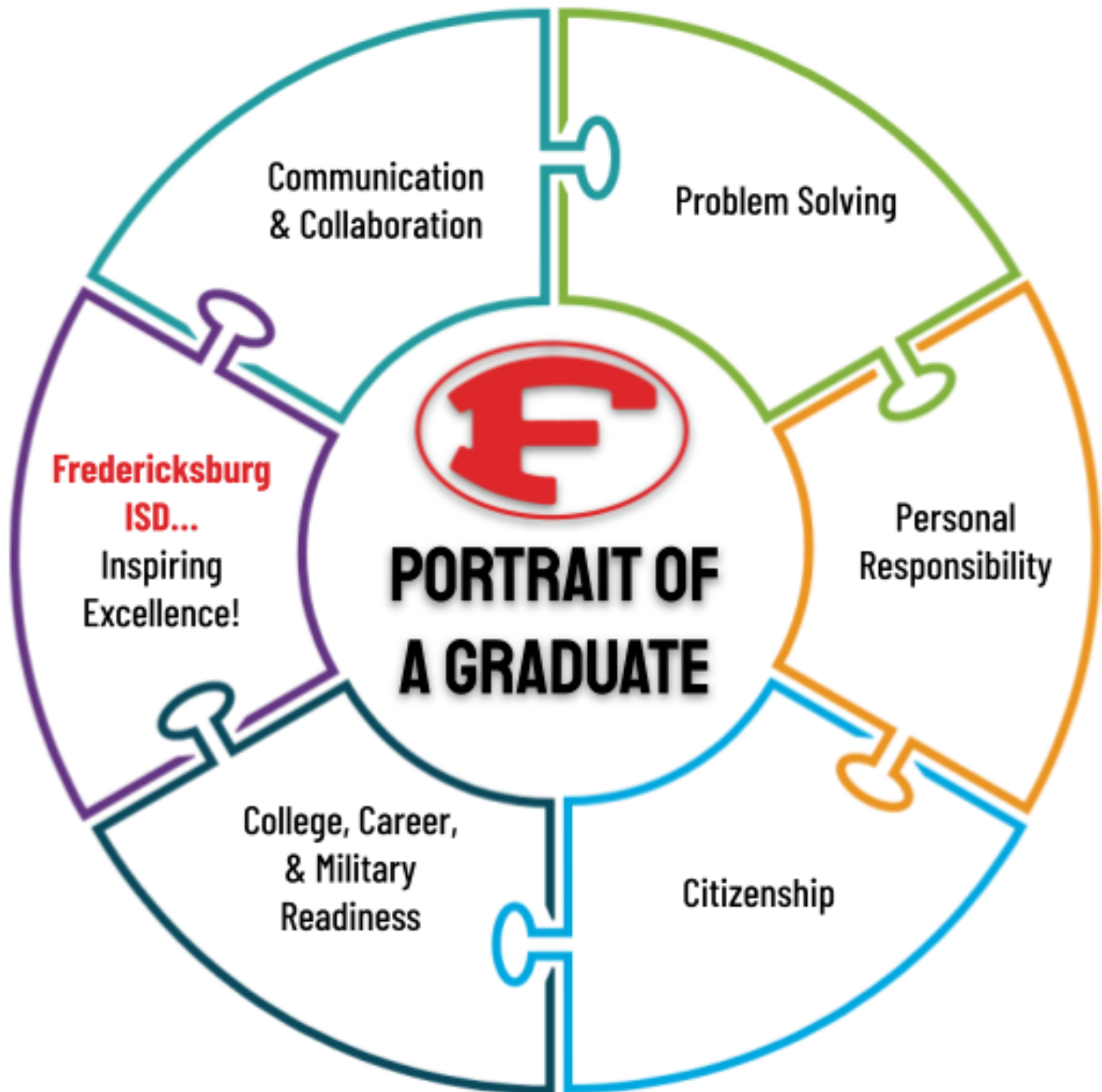
Mission Statement

To guide students to be the best version of themselves and achieve unlimited potential.

Belief Statements

- Students will be challenged and engaged as creative and collaborative problem solvers with academic confidence.
- Teachers build individualized relationships with students and families to strengthen academic confidence, inspire an ongoing desire to learn, and to be a positive, contributing member of society.
- Campus Leaders are accountable to the community, staff, and students through active engagement, academic confidence, and team driven results.
- Parents and Families are engaged partners who both need and provide appropriate levels of support and good communication so that all partners can be accountable.
- The Superintendent and Central Office Staff have a supportive role in the school district, to facilitate, communicate, evaluate, and lead all aspects of the District's goals.
- The School Board is the voice of the community by demonstrating accountability, instituting checks and balances, providing governance oversight, and bridging the gap between the community and the school district.

Fredericksburg ISD
Portrait of a Graduate



Roles and Responsibilities

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

Key Points

- Our Board of Trustees through its policy-making responsibility establishes policies to direct and support ongoing curriculum development and evaluation.
- Our Superintendent is responsible for the implementation of the Board's policies, which includes the development and implementation of curriculum.
- Our curriculum staff is responsible for the identification, implementation, and assessment of district curriculum.
- Our instructional materials coordinator is responsible for the adoption of curriculum resources.
- Our campus administration is responsible for monitoring, observing, and managing the delivery of the district curriculum.
- Our instructional coaches are responsible for providing guidance and support through modeling and coaching best practices for curriculum delivery.
- Our teachers are responsible for effectively planning, delivering, and assessing the district curriculum.
- Our students are responsible for actively participating in the teaching and learning process.
- Our parents/guardians are active partners with teachers so that each of their children meets the Fredericksburg ISD Graduate Portrait profile (See Portrait of a Fredericksburg ISD Graduate).
- Our Financial Officer will ensure that the district's budget reflects the organization's goals and priorities for curriculum and instruction programming and will develop a process of tracking spending within instructional programs.

The Board of Trustees will...

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

The Superintendent will...

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

The Curriculum Staff will...

- Develop a comprehensive long-range plan for curriculum management, customization, revision, and evaluation.
- Prepare a recommended budget.
- Establish curriculum regulations, guidelines, and priorities.
- Organize and facilitate committees to identify, customize, review, and evaluate curriculum.
- Serve as facilitator for vertical and horizontal alignment of campus instruction based on district curriculum.
- Conduct program reviews and communicate results.
- Provide technical and content assistance as well as training and resources needed to implement the curriculum.
- Participate in the selection of instructional materials adoptions.
- Oversee training and implementation of instructional materials.
- Provide support to principals in their role of implementing and managing the curriculum on their campuses.
- Conduct classroom walkthroughs to ensure alignment and collect system data for evaluating the effectiveness of professional learning and to help improve decision-making regarding future professional learning and campus support.

The Instructional Materials Coordinator will...

- Outline the process for instructional materials adoptions based on the state instructional materials adoption schedule.
- Create a timeline for review and adoption of new instructional materials.
- Organize a committee of relevant stakeholders to serve on the adoption committee.

- Provide sample instructional materials to the committee for review.
- Make a recommendation in writing for instructional materials adoptions to the Superintendent and Assistant Superintendent for Board approval based on committee feedback.
- Coordinate with publishers for quotes regarding identified instructional materials.
- Order selected instructional materials from publishers and secure funds from EMAT.
- Disperse instructional materials upon arrival.

The Campus Administration will...

- Serve as the primary manager of district curriculum delivery.
- Communicate the importance of curriculum delivery and instructional best practices on a regular basis.
- Develop a working knowledge of the curriculum for all subjects and courses represented at the assigned campus.
- Monitor the quality of work that teachers assign to students and look for evidence of the design characteristics of high student engagement.
- Observe teaching and learning in each classroom to ensure alignment.
- Conduct T-TESS observations and teacher conferences.
- Observe PLC team meetings and Leadership Team initiatives on his/her campus.
- Monitor lesson design and assessment through review and feedback of lesson plans.
- Conference with individual teachers and/or teams.

- Meet with campus/district curriculum and instructional staff.
- Provide opportunities for teachers to discuss and share ideas and strategies through professional learning communities.
- Use assessment data in collaboration with teachers to continuously improve student performance and develop appropriate interventions and campus improvement initiatives.
- Use, as a minimum, the district's approved walk-through template to monitor the delivery of curriculum.
- Participate in professional learning offerings to effectively carry out the monitoring of district curriculum and instructional programs.
- Help parents understand their role in supporting learning for their children.
- Demonstrate an understanding of the curriculum management plan and articulate how their work supports the curriculum vision.

The Instructional Coaches will...

- Provide guidance on research based instructional practices and support effective implementation of high-quality instructional practices.
- Provide teacher support through coaching cycles.
- Model instructional practices in the classroom and co-plan with teachers to implement instructional strategies.
- Identify and provide a variety of resources to enhance classroom instruction and assessment.
- Design and facilitate effective professional learning opportunities for campus, district, and one-on-one personalized training.
- Collaborate with teachers and administrators to analyze formative and summative student achievement data.

The Teachers will...

- Be responsible for effectively teaching the District's identified curriculum.
- Plan classroom instruction by creating lesson plans in Planbook.com using the district required components.
- Determine student mastery by using a variety of assessments including formative and summative assessments and state and national assessments.
- Collaborate through professional learning communities for the purpose of improving student learning.
- Involve students in the learning process through the use of a variety of pedagogical strategies.
- Use assessment data to determine student proficiencies and areas of need and communicate those to students, parents, and staff.
- Differentiate instruction based on student performance data to provide opportunities for students to demonstrate mastery of curricular objectives.
- Participate in professional development designed to improve classroom instruction.
- Demonstrate an understanding and commitment to the curriculum alignment process which includes aligning instruction contextually and cognitively.
- Participate in curriculum development, customization, revision and evaluation activities as appropriate.
- Participate in the identification and implementation of instructional material.

The Students will...

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

The Parents/Guardians will...

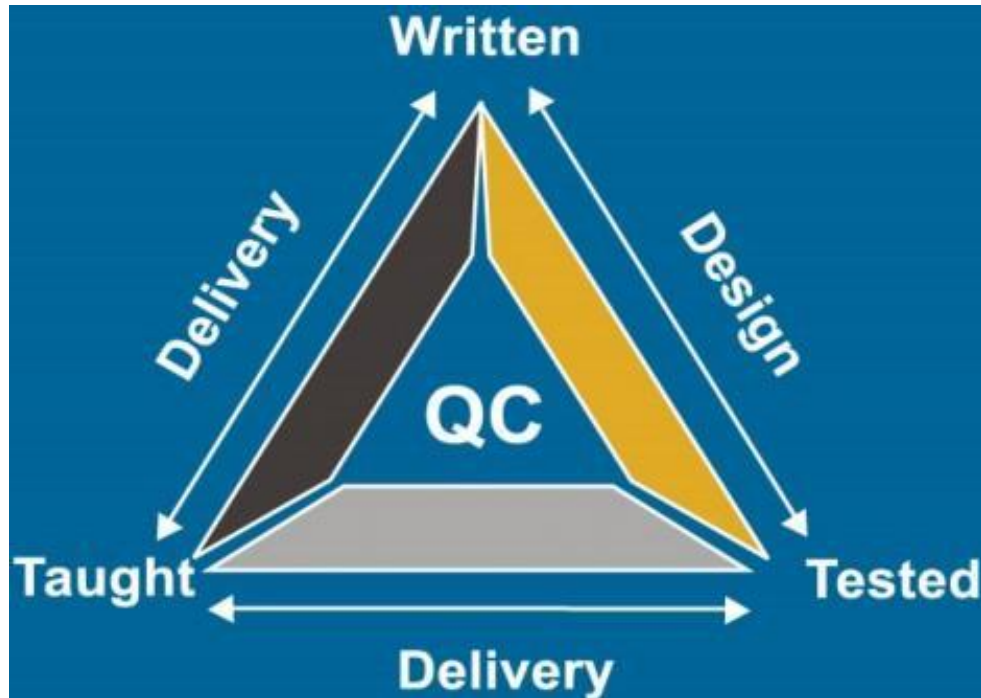
- Establish and maintain a positive attitude toward the school, personnel, and the educational process.
- Partner with teachers and administrators.
- Establish high expectations for learning and nurture the desire to be a life-long learner.
- Be actively involved in their child's education by:
 - o knowing their child's teacher(s)
 - o attending meetings that provide parents with information about the school
 - o attending parent/teacher conferences
 - o keeping up with their child's progress, report cards, and test data
 - o making certain that their child completes homework assignments

- o ensuring that their child goes to class prepared for learning with all the necessary learning tools
- o help their child develop good study habits
- o support school policies including the discipline management plan
- o make every effort to address the physical, emotional, and health care needs of their child

The Financial Officer will...

- Ensure that the District's budget reflects the organization's goals and priorities.
- Use a program-based curriculum budgeting process that is based on goals, priorities, need, cost benefit, and perceived consequences if funding is withheld or reduced.
- Demonstrate an understanding of the curriculum management plan and articulate how the work is supported through the budgetary process.
- Be able to track the cost of programs and services.
- Provide adequate funding for district curriculum programs identified in the District and Campus plans that are intended to improve student performance.

Curriculum Alignment Model



English, F. W., (2000). Deciding What to Teach and Test. Thousand Oaks, CA: Corwin Press.

The Fredericksburg ISD Curriculum Management Plan revolves around the alignment model above developed by Fenwick English. This model considers three components, the written, tested and taught curriculum. The triangle shows that these three components are connected through the design and delivery of the curriculum and at the center is the quality control (intended outcome of services and programs) provided by well-designed curriculum documents, training and practices that eliminate random variation. Each level of the organization plays a vital role in the curriculum alignment model.

Section II - Curriculum Design

Curriculum Philosophy

Fredericksburg ISD is committed to providing all students a high-quality education through an alignment of curriculum, instruction, and assessments. Administration and teachers will work collaboratively to ensure that these three components are in alignment across all grade levels and classrooms. Teachers will utilize a planning process that begins with the end in mind (backward design) and plan quality instruction using resources that are aligned with the content and rigor of the standards. Professional development will be identified to support district practices and programs. Through these practices *Fredericksburg ISD seeks to inspire excellence among all students and staff*. The following components comprise the Fredericksburg ISD curriculum framework:

- Scope and Sequence: This is a mapping of the standards into units of instruction and provides a timeline for the instruction of the units in days. Also, teachers develop a scope and sequence calendar that provides a year-long outlook for instruction (pacing calendar).
- Standards Analysis: The standards analysis process is a breakdown of the TEKS including what verbs are used to describe the actions of students to demonstrate mastery of the TEKS, academic vocabulary, as well as specific skills and knowledge students need to know.
- Assessments: Using the backward design of instruction, assessments are developed at the rigor of the TEKS. These assessments serve as a guide, indicating what the standards look like in application and ensure students are exposed to the content at the same level.
- Instructional Cycle: The instructional cycle consists of:
 - 1.) Initial instruction (Tier I)
 - 2.) Assessment
 - 3.) Data analysis
 - 4.) Data-driven planning and reteach
 - 5.) Reassessment

Curriculum Definition

Curriculum is a standards-based, non-negotiable, challenging, and relevant sequence of planned learner outcomes that guide decisions in teaching and learning. Curriculum is the central guide for all educators as to what is essential for teaching and learning so that every student has access to rigorous academic experiences. The organization, structure, and considerations in a curriculum are created in order to enhance student learning and facilitate instruction. Curriculum must include the necessary goals, methods, materials, and assessments to effectively support instruction and learning.

Written Curriculum

Written curriculum are the standards, objectives, and goals that students are expected to achieve and teachers are expected to teach. Written curriculum contains objectives which are aligned to the state standards and instructional resources are selected accordingly. Staff development is utilized for the continuous improvement of these processes.

Taught Curriculum

Taught curriculum is the instructional process by which teachers plan, organize, and deliver instruction of the written curriculum. Teachers are required to develop lesson plans using district approved curriculum and to implement best teaching practices when delivering instruction.

Assessed Curriculum

Assessed curriculum refers to student assessment, both formal and informal, which is used to evaluate student progress toward the mastery of written curriculum. District staff will design and use a variety of assessment approaches to determine the effectiveness of the written and taught curriculum. Teachers will conduct frequent assessments of students on the curriculum objectives.

Curriculum Management Principles

- Curriculum development is dynamic and includes processes for the management, development, and delivery of the curriculum.
- Curriculum development reflects the best understanding of growth and development of learners using research-based practices, state law, and State Board of Education requirements.
- Standards and student expectations are based on the Texas Essential Knowledge and Skills (TEKS) and provide a framework for the development of a core set of non-negotiable and measurable student standards that are incorporated into scope and sequence documents and curriculum units. These documents are both vertically and horizontally aligned. In addition, TEKS Vertical Alignment documents are available for all core content areas and grade levels to validate adequate coverage of TEKS. All curricular documents, when used by teachers, serve as a guide to connect and focus teaching as well as facilitate the decision-making process regarding teaching and learning.
- Curriculum documents are aligned, accessible, manageable, and user-friendly.
- Curriculum is assessed by formative and summative assessments at the campus, classroom, and individual student level.

Instructional Management Principles

- Teachers are required to use district approved curriculum.
- Classroom instruction, including instruction for special population groups, shall be aligned to the district curriculum to include all skills and content required by the aligned scope and sequence.
- All instructional resources are vetted through an alignment process which includes the input of all appropriate stakeholders.

- Professional learning is designed and implemented to prepare staff members to effectively deliver the prescribed curriculum and differentiate instruction based upon identified needs of students.

Assessment Management Principles

- Student assessment data is disaggregated, distributed and used to:
 - Guide teachers' lesson design and instruction with content, context and cognitive rigor of the students
 - Plan for student learning
 - Direct continuous district/campus improvement
 - Modify instruction
 - Make programmatic decisions
 - Communicate student performance progress to parents
- District curriculum will be assessed to evaluate its overall effectiveness and capacity to produce desired student achievement results. This will be achieved through the use of aligned unit assessments and various additional screeners throughout the year.
- Assessment data is used as the basis for quality control of the system.

Section III - Assessment of Curriculum

Introduction

The district assessment program within Fredericksburg ISD employs appropriate measures for determining the effectiveness of curricular design and instructional programming at district, campus, and classroom levels. Student assessment data is utilized to plan for student learning, guide teachers' lesson design and instruction, align curriculum, provide information essential to program decisions, and communicate student progress to the students and their parents/guardians. The assessment program also assists in the identification of critical needs necessary in formulating district and campus improvement plans and thereby directs continuous improvement. Assessment is used to evaluate the district curriculum in order to determine its overall effectiveness and its capacity to produce desired student achievement results and serves as quality control for the curriculum system.

In Fredericksburg ISD, a variety of assessments are used to guide the learning process:

- Pre-assessments are used as assessments "for" learning. These assessments are used to show students' prior knowledge and to guide instructional decisions.
- Formative assessments are used as assessments "for" learning. These assessments are used to determine the extent to which students are learning curricular objectives so that teachers can monitor and adjust instruction as needed.
- Summative assessments are used as assessments "of" learning. These assessments inform teachers, parents/guardians, and students as to whether the intended learning occurred.

These forms of assessment will:

- Guide district/campus improvement of curriculum alignment and programmatic decisions.
- Assess aspects of the instructional program, providing information that can be used in planning program improvements.

- Guide teachers' instruction at appropriate levels of depth and rigor.
- Serve as a diagnostic pre-assessment for students' learning levels.
- Provide data to use in evaluating the effectiveness of planning and teaching.
- Assess student achievement and provide data for evaluation and reporting student progress.
- Identify general achievement trends of various student groups.
- Guide placement in intervention programs based on assessment data.
- Provide important data that guides reteach and enrichment opportunities.
- Guide flexible grouping and regrouping of students within the classroom based on student achievement data.
- Indicate student progress towards mastery of the learning standards.
- Guide students in setting personal learning goals.

Data-Driven Decision Making

Data-Driven Decision Making emphasizes making strategic decisions based on data analysis and interpretation. Data-Driven Decision Making is used at all levels in the organization including decisions regarding school programs while Data-Driven Instruction influences decisions affecting student performance. Data from multiple sources such as state and local is considered. The four building blocks of effective data driven instruction according to Paul Bambrick-Santoyo include:

1. Assessment - Create rigorous assessments that provide meaningful data.
2. Analysis -- Examine the results of assessments to identify the causes of both strengths and shortcomings.
3. Action - Teach effectively what students most need to learn based on assessment results.
4. Culture - Create an environment in which data-driven instruction can survive and thrive.

Assessment Design

Teachers design quality assessments based on criteria established by the district. The focus of this criteria revolves around assessment questions that align with the content and rigor of state standards. Various measures for determining the effectiveness of curricular design and delivery are utilized at the campus and classroom levels. Assessment design and analysis include the following:

- Backward design
- District-wide online assessment design tool
- A variety of assessments to assess students, programs, and curriculum
- On-going classroom level assessments of student learning

Section IV: Curriculum Delivery - Instruction

Delivery of instruction is the implementation of the planned curriculum through instructional strategies designed to meet student needs. This section of the Curriculum Management Plan outlines Fredericksburg ISD's expectations for instruction resulting from planning and the implementation of strategies acquired in professional learning. It is essential that students receive quality and consistent instruction regardless of instructional setting.

District Instructional Expectations

- Teachers are required to use the district curriculum as the primary source of instructional direction.
- Teachers will utilize district approved resources, each serving a particular purpose for quality instructional decisions.
- Teachers will use the district designated lesson planning tool (Planbook.com) and required components and will adjust plans based on feedback from administration.
- Teachers will analyze data through the Data-Driven Instruction process to plan instruction that targets the needs of groups as well as individual students.
- Teachers will engage in high quality lesson planning as one essential piece that contributes to effective instruction.
- Teachers and all key stakeholders will be provided professional development to ensure consistency and sustainability of district programs across the system.
- Teachers will attend quality professional development that is targeted to district goals, which is essential for building the capacity of teachers and administrators to achieve and sustain student growth.

Teachers are required to use the district curriculum as their primary source of instructional direction. The backward design approach to lesson planning will be used by teachers to create exemplary lessons. Lesson plans will be created collaboratively between teams of teachers using Planbook.com and required

components and made available for access by teachers and administrators online. Using district approved resources for planning will ensure continuity and equity across the system in the delivery of the curriculum.

The district lesson plan includes the following required components:

- Learning Standards (TEKS/PreK Guidelines), which are populated in the lesson plan template via drop-down menus.
 - Priority (Readiness) Standards: Content standards that serve as the "big ideas" of learning.
 - Supporting Standards: Content standards that include knowledge and skills leading to proficiency with the priority standard
 - Process Skills: Skills needed for applying the content standards
 - Spiraled Standards: Previously taught TEKS revisited for reinforcement and retention
- Resources: Materials that support instruction and are aligned to the curriculum
- Guided Practice and Strategies: Techniques or tools that teachers and/or students use to process information that can be applied to any learning situation and that engages students in the learning process
- Independent Practice and Strategies: Student work that shows understanding of the lesson
- Lesson Frame: explains what students will be doing/learning (We Will - content objective) as well as describing how the students will prove their learning through formative assessment (I Will - language objective)
- Higher-Order, Critical Thinking Questions (HOT)
- Differentiation: tailored instructional strategies to meet the individual needs of student

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

- Establishing a school climate that is conducive to learning
- Routine classroom and behavior management systems
- Implementing research-based practices
- Expecting high levels of learning for all students
- Ensuring that all students experience opportunities for personal success
- Staff members take responsibility for their own learning by goal setting and data tracking
- Students take responsibility for learning
- Determining students' current skills and learning to guide instruction at appropriate levels
- Using data-driven instruction to guide decisions
- Instruction that aligns with the content and level of rigor of state standards and assessment
- Providing differentiation for all levels of learners that both reinforces and enriches learning

Data-Driven Instruction and Learning

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

- Using pre-assessment and universal screeners to determine students' learning levels for diagnostic purposes
- Providing instruction that is targeted on the TEKS/SE and STAAR reporting categories where mastery has not yet been demonstrated

- Using flexible grouping and regrouping of students within the classroom based upon student assessment data
- Varying the instructional time, setting, and/or presentation for differentiation based on student assessment data
- Communicating assessment/achievement data to students and parents in a timely fashion
- Encouraging students and parents to work with teachers to establish learning targets/goal for students in order to achieve mastery of the curriculum
- Using tutorials and other interventions to provide needed assistance to students who have not demonstrated mastery
- Using data to identify general performance trends across the district for the purpose of curriculum and instructional improvements
- Developing improvement plans at the district, campus, and classroom levels
- Evaluating and improving instructional programs based on student performance data and other relevant data

Section V: Professional Learning

Professional development provided to all key stakeholders is required to ensure consistency and sustainability of district programs across the system. Quality professional development that is targeted to district and campus goals is essential for building the capacity of teachers and administrators to achieve and sustain student growth.

Fredericksburg ISD professional development provides teachers and administrators with the knowledge and tools necessary to teach the required curriculum. Professional development is necessary for pedagogical decision-making within the curriculum. A consistent emphasis on instructional methods through professional development is essential for providing equitable learning opportunities for all students.

The purpose of professional development is to ensure continued professional growth and organizational development that ultimately results in higher student achievement. Fredericksburg ISD believes that all employees impact student learning. Sustained individual growth is a professional responsibility for all personnel.

Fredericksburg ISD offers professional learning that:

- Reflects the District's mission and vision as well as board goals.
- Aligns goals at all levels to promote student success.
- Invests in the campus principal as an instructional leader.
- Provides for the integration and implementation of research-based practices.

Staff development is designed to provide:

- Research-based learning for the design, delivery, and assessment of a standards-based aligned curriculum.
- Familiarity with state accountability standards.
- Strategies for disaggregating and analyzing student performance data.
- Induction training for new teachers and leaders.

- Mentoring and coaching for all teachers and administrators, particularly those new to the district.

Professional learning opportunities include:

- Compliance requirements.
- Follow-up and support.
- Continuous improvement.
- Capacity building to improve teaching and learning.
- Integration of technology standards.
- Coordination with special programs in the written, taught, and assessed curriculum.
- Strategies for supporting social-emotional health and restorative practices.
- Book studies/research.
- Campus staff development.
- District staff development.
- Instructional coaching support.
- Teacher Mentoring.
- Online training.
- Out-of-district workshops.
- Professional conferences.
- Professional learning communities (PLCs).
- Opportunities for teachers and administrators to share ideas and strategies.

Section VI: Monitoring of Curriculum Programs and Curricular Implementation

Fredericksburg ISD will utilize a four-phase process for evaluating curriculum programs. Each phase is intended to provide for a consistent approach to the identification and adoption of new curriculum programs that involves all stakeholders.

Monitoring of Curriculum Programs

Phase I: Needs Assessment

- Collect and analyze student achievement data
- Identify gaps between current and desired performance

Phase 2: Research and Evaluation

- Assemble a committee of relevant stakeholders
- Establish a timeline for review of materials
- Research potential programs and analyze each using the district rubric
- Contact districts using potential programs
- Communicate regularly with a larger set of stakeholders

Phase 3: Implementation

- Secure funding for the purchase of materials
- Provide extensive professional development for stakeholders including support staff, teachers, and administrators
- Plan for daily implementation of instructional materials

Phase 4: Ongoing evaluation of implemented programs

- Collect and analyze student achievement data
- Supplement in areas of need
- Provide extensive professional development for new staff

Quality Lesson Plans

Quality lesson plans serve as a guide for teachers to consciously affect student learning through impactful instruction. Campus instructional leaders will review lesson plans weekly for alignment to the standards, the scope and sequence, and the expected level of rigor. Campus leaders will provide teachers with feedback and lesson planning support. District instructional leaders will collaborate with the campus instructional leaders to assist with reviewing lesson plans frequently for alignment to the standards, the scope and sequence, and the expected level of rigor, and provide teachers with feedback and lesson planning support. Fredericksburg ISD has provided an online platform for documenting, reviewing, and providing feedback of lesson plans.

Classroom Walkthroughs

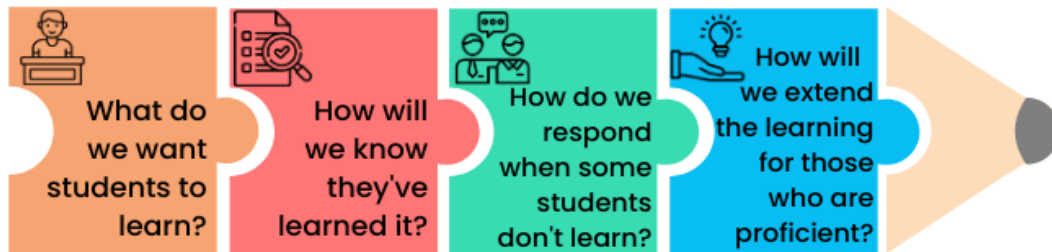
Fredericksburg ISD utilizes a standardized walkthrough template whose components are based on district programs such as Data-Driven Instruction, Fundamental 5, and Sheltered Instruction strategies. An accumulation of data from frequent and short walkthrough visits will be used to create a picture of instruction across classrooms and evaluate consistency in the delivery.

Professional Learning Conversations

Conversations between teachers, administrators, and district instructional leaders are used to provide insight into instructional practices through the analysis of data resulting from formative and summative assessments. Other practices teachers participate in that assist with instructional continuity include backward design practices such as the TEKS breakdown process, lesson frame development, formative and summative assessment development, planning conversations, and data conversations.

Planning Documents

UNIT PLANNING



1. Read [IFD](#) to fully understand student expectations and rigor for the unit
2. Review last year's data in [Eduphoria](#)
3. Identify and use the [Standards Analysis document](#) for each Power Standard
4. Create a common unit assessment
5. Plan Instruction
 - Consult the Pacing Guide to determine the number of days needed per objective
 - Write daily lesson frames (We will..., I will...) that include content and language objectives
 - Determine and develop common formative assessments to assess progress on the objectives (performance assessments, pre-test, checks for understanding, etc.)
 - Create detailed lesson plans that include TEKS/guidelines, resources, guided/independent practice & instructional strategies, higher order questions, differentiation for special populations
6. Analyze student work
7. Modify instruction as student data indicates
8. Analyze common unit assessment using [AIM sheet](#)

Unit Planning

Analyze the TEKS Resource System Year-at-a-Glance (YAG) or Develop a Year-long Scope and Sequence if your subject is not part of the TEKS Resource System

Materials:

- Year at a Glance (YAG) or Scope and Sequence
- [Pacing Calendar](#)
- [District Calendar](#)
- District Assessment Calendar
 - ★ [Elementary School](#)
 - ★ [Middle School](#)
 - ★ [High School](#)
- [District Approved Resources](#)
- [Unit Planning Checklist](#)

Steps for development:

1. If a tested grade level, mark the date(s) for your STAAR/EOC on the pacing calendar.
2. In pencil, map out the YAG or scope and sequence unit timelines onto the pacing calendar. (i.e. If 10 days is recommended for unit 1, mark that many days from the first day of instruction on the pacing calendar.)
3. Assessment: Add 1 additional day for each unit assessment and 1 day to review results with students. Also set aside district assessment dates based on the windows.
4. When finished mapping all units on the pacing calendar, count the number of days between all content being taught and the STAAR/EOC test. You should leave time for review prior to STAAR/EOC (2-4 weeks).

Standards Analysis

Materials:

- [YAG](#) or pacing calendar
- [Standards Analysis Worksheet](#)
- TEKS Specificity from TRS from IFD

Complete the Standards Analysis sheet for each readiness standard within the unit, as needed.

1. Write the TEKS at the top
2. Identify the nouns within the TEKS and record those on the template
3. Identify the verbs within the TEKS and record those on the template
4. Identify the [complexity of thinking/depth of knowledge](#) and mark it
5. Write the learning progression steps needed by students to reach mastery of the standard

Complete the [Standard](#)

STANDARDS ANALYSIS

EKS in the unit.

The Learning Standard (TEKS): _____

KNOWLEDGE AND SKILLS <i>What Do Students need to KNOW and be able to DO?</i>	
NOUNS of the TEKS <i>Content. What do students need to KNOW?</i> <small>(list the noun(s) found in the TEKS above)</small>	VERBS of the TEKS <i>Skills. What do students need to be able to DO?</i> <small>(list the verb(s) found in the TEKS above)</small>
<b style="color: blue;">COMPLEXITY OF THINKING <small style="color: blue;">Level of Rigor/Depth of Knowledge</small> <small>(click on this hyperlink to find the verb(s) you listed above. The verb determines the DOK level)</small>	
____ <i>Level One (Recall)</i> ____ <i>Level Two (Skill/Concept)</i> ____ <i>Level Three (Strategic Thinking)</i> ____ <i>Level Four (Extended Thinking)</i>	
LEARNING PROGRESSION TO REACH COMPLEXITY OF THINKING (Verb) Step 1: Step 2: Step 3: Step 4: Step 5: Step 6:	

DOK DEPTH OF KNOWLEDGE SNAPSHOT

LEVEL 1

Recall



- Basic recall of information, such as a fact, definition, term, or procedure
- Requires students to follow a formula or recipe

Keywords:

- Identify
- Recall

LEVEL 2

Skills & Concepts



- Complete multiple steps in order to find a solution
- Requires students to make informed decisions about problem-solving and procedures

Keywords:

- Classify
- Organize
- Estimate
- Collect and display data

LEVEL 3

Strategic Thinking



- Reasoning, planning, using evidence, or a higher level of thinking
- Requires students to draw conclusions from observations

Keywords:

- Justify
- Explain
- Draw conclusions

LEVEL 4

Extended Thinking



- Complex reasoning, developing, or thinking over a period of time
- Requires students to design and conduct an experiment

Keywords:

- Relate
- Make connections

Develop the Common Unit Assessment in Eduphoria

Materials:

- [YAG](#) or Pacing Calendar
- Results from any data analysis
- Lead4ward documents (linked below)

Checklist for developing quality common unit assessments:

- Grades 2-8 in the core subject areas and EOC subjects at the high school will be required to create and administer unit assessments through Eduphoria; however, it is recommended that all core subjects at the high school level utilize Eduphoria for test creation and administration. If a unit is only a few days in length, teachers may combine two units in one assessment.
- The Readiness Standards should make up 60-75% of the total points on the unit assessment. The remaining points should be from process and Supporting Standards. ([Lead4ward Frequency Distribution Table](#))
- Question format should be either multiple-choice or [technology enhanced items](#).
- All questions should come from the test banks in Eduphoria. If a sufficient number of technology-enhanced questions are not available in the banks, you may adapt a question to make it align with the new STAAR Redesign question type.
- Title assessments (campus initials, grade level and/or subject, unit #, school year. Example, FES 3rd Grade Math Unit 3 2023-24)
- Set the approaches, meets, and masters cut points to reflect the STAAR/EOC standards. Fields A and B may also be used to set specific classroom criteria (ex. 70%, 90%).
- Based on data, spiral questions back in from previous unit assessments where students showed an area of weakness.
- Include as many representations for each of the TEKS as necessary. (Tables, graphs, equations, decimals, fractions, percent, etc.) ([Link to lead4ward IQ](#))
- Alternate questions by standard so that there are no consecutive questions for the same TEKS.
- Teachers take the test and create an exemplar of each question.
- Unit Assessments, with the exception of 2nd grade, should be recorded as a summative grade in Skyward.

Additional Screeners

The following screeners/assessments may be administered throughout the year (subject to change based on information from the TEA):

- CLI Circle: PreK
- mClass Texas: K-1
- MAP Growth:
 - Reading 1-8, English I & II
 - Math 1-8, Algebra 1
 - Science 3-8, Biology
- MAP Fluency:
 - Reading 1, 2, 7
- STAAR Interim
 - Reading Language Arts 3-8, English I & II
 - Math 3-8, Algebra 1
 - Science 5, 8, Biology
 - Social Studies 8, U.S. History
- Released STAAR/EOC
- District Curriculum-Based Assessment

Lesson Development

Materials:

- [Standards Analysis sheets](#)
- [FISD Curricular Resources](#)
- [Implementing the TEKS](#)
- [TEKS Resource System](#)
- Unit Assessment (developed in the previous step)

Process for planning instruction:

1. Refer to the previously created standards analysis sheet(s).
 - a. Determine the number of days needed per objective.
 - b. Identify all possible representations of the TEKS (found on the IFD and TEKS clarification document).
 - c. Order and group the knowledge and skills to be taught for each day.
 - d. Create daily learning objectives (Lesson Frames) based on the knowledge and skill to be taught.
2. Write daily formative assessments for each learning objective.
3. Create detailed lesson plans that include TEKS/guidelines, resources, guided/independent practice & instructional strategies, higher order questions, differentiation for special populations.

FISD Instructional Expectations

Elementary Instructional Model		
Should see and hear almost daily	Should see and hear often	Should never see or hear
<ul style="list-style-type: none"> • Students actively engaged • Students working collaboratively <ul style="list-style-type: none"> • Partner/group • small group, purposeful talk about learning • Differentiation • Positive feedback • Progress Monitoring/Formative Assessment • Teacher modeling • Higher level thinking • Questioning • Active learning • Small group instruction • Lesson Frame/Daily Learning Objective • Respectful interactions • Teacher prepared for lessons • Student centered learning • Effective Classroom Management 	<ul style="list-style-type: none"> • Group work • Technology integration • Project-based learning • Cross-curricular learning • One-on-one instruction • Reteach • Whole group instruction • Independent work • Assessment--formative and summative • Differentiation of stations and instruction • Flexible seating • Movement in classroom 	<ul style="list-style-type: none"> • Inappropriate use of technology • Unattended students • Extended time in teacher work area • Disengaged students • Disengaged teacher • Off topic student work • Student work not aligned to learning objective

Secondary Instructional Model

Should see and hear almost daily	Should see and hear often	Should never see or hear
<ul style="list-style-type: none"> • Students working collaboratively <ul style="list-style-type: none"> ◦ Partner/group ◦ small group, purposeful talk about learning • Procedures/ Expectations evident • Daily Learning Objective • Intentional & Efficient use of time • Direct Instruction • Progress Monitoring/Formative Assessment • Differentiation • Students actively engaged • Chunking Content/Instruction • Positive feedback 	<ul style="list-style-type: none"> • Independent Reading • Purposeful Group Assignments • Identifying Similarities & Differences or Compare/Contrast • Technology Integration • Cross-Curricular Learning • Project-based learning • Reteach • Whole group instruction • Independent work • Assessment-- summative 	<ul style="list-style-type: none"> • Inappropriate use of technology • Unattended students • Extended time in teacher work area • Disengaged students • Disengaged teacher • Off topic student work • Student work not aligned to learning objective

Fredericksburg ISD Lesson Plan Expectations and Procedures

At the core of effective schools is effective instruction: interactions between students, teachers, and content determine learning outcomes.

Expectations of the Classroom Teacher

All teachers will create and submit lesson plans that include the learning standards (TEKS/PreK Guidelines), resources, guided practice and strategies, independent practice and strategies, lesson frames, higher-order questions, and differentiation.

Steps to Create and Submit Lesson Plans:

Teachers will complete their lesson plans in Planbook.com by Thursday of the preceding week.

Expectations of Campus Administrators

Campus instructional leaders will review lesson plans frequently for alignment to the standards, the scope and sequence, and the expected level of rigor, and provide teachers with feedback and lesson planning support.

The instructional leader will verify each teacher has completed quality lesson plans for the coming week by 4:00 pm on Thursday of the preceding week.

Expectations of Central Administration/Support Staff

District instructional leaders will collaborate with the campus instructional leaders to assist with reviewing lesson plans frequently for alignment to the standards, the scope and sequence, and the expected level of rigor, and provide teachers with feedback and lesson planning support

Approved District Resources

[FISD Curricular Resources](#) (sample below)



Fredericksburg ISD Curriculum and Instruction

Elementary	PK	Kinder	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
Scope and Sequence	TEKS Resource System-YAG	TEKS Resource System-YAG	TEKS Resource System-YAG	TEKS Resource System-YAG	TEKS Resource System-YAG	TEKS Resource System-YAG	TEKS Resource System-YAG
Math	-Frog Street -Estrellita	- TEKS Resource System (TRS) -Stemscopes Math -Imagine Math	- TEKS Resource System (TRS) -Stemscopes Math -Imagine Math	- TEKS Resource System (TRS) -Stemscopes Math -Imagine Math	- TEKS Resource System (TRS) -Stemscopes Math -Imagine Math	- TEKS Resource System (TRS) -Stemscopes Math -Imagine Math	- TEKS Resource System (TRS) -Stemscopes Math -Imagine Math
RELA	-Frog Street -Estrellita -Heggerty	- TEKS Resource System (TRS) -Reading Horizons Discovery -HMH Intro to Reading/ HMH/Arriba la Lectura! - Amplify -Estrellita -Heggerty(FPS)	- TEKS Resource System (TRS) -Reading Horizons Discovery -HMH Intro to Reading/ HMH/Arriba la Lectura! - Amplify -Estrellita -Heggerty(FPS)	- TEKS Resource System (TRS) -Reading Horizons Discovery -HMH Intro to Reading/ HMH/Arriba la Lectura! - Amplify -Esperanza	- TEKS Resource System (TRS) -Reading Horizons Discovery -HMH Intro to Reading/ HMH/Arriba la Lectura!	- TEKS Resource System (TRS) -HMH Intro to Reading/ HMH/Arriba la Lectura!	- TEKS Resource System (TRS) -HMH Intro to Reading/ HMH/Arriba la Lectura!
Science	-Frog Street	- TEKS Resource System (TRS) -Stemscopes Science	- TEKS Resource System (TRS) -Stemscopes Science	- TEKS Resource System (TRS) -Stemscopes Science	- TEKS Resource System (TRS) -Stemscopes Science	- TEKS Resource System (TRS) -Stemscopes Science	- TEKS Resource System (TRS) -Stemscopes Science
Social Studies	Frog Street	- TEKS Resource System (TRS) -Savvas My World/ Mi Mundo Social Studies	- TEKS Resource System (TRS) -Savvas My World/ Mi Mundo Social Studies	- TEKS Resource System (TRS) -Savvas My World/ Mi Mundo Social Studies	- TEKS Resource System (TRS) -Savvas My World/ Mi Mundo Social Studies	- TEKS Resource System (TRS) -Savvas My World/ Mi Mundo Social Studies	- TEKS Resource System (TRS) -Savvas My World/ Mi Mundo Social Studies
Handwriting	Frog Street	-Reading Horizons	-Reading Horizons	-Zaner Bloser -Reading Horizons	-Zaner Bloser	-HMH Intro to Reading/ HMH/Arriba la Lectura! -Zaner Bloser(SES)	-HMH Intro to Reading/ HMH/Arriba la Lectura! -Zaner Bloser(SES)
Approved Supplemental Resources	- FPS Campus Approved Curricular Resources	- FPS Campus Approved Curricular Resources - SES Campus Approved Curricular Resources	- FPS Campus Approved Curricular Resources - SES Campus Approved Curricular Resources	- FES Campus Approved Curricular Resources - SES Campus Approved Curricular Resources	- FES Campus Approved Curricular Resources - SES Campus Approved Curricular Resources	- FES Campus Approved Curricular Resources - SES Campus Approved Curricular Resources	- FES Campus Approved Curricular Resources - SES Campus Approved Curricular Resources

*See Special Programs for a list of Curricular Resources

Data Analysis

Link to **AIM (Analyze, Interpret, Modify) Sheet**:

[FISD AIM Sheet 2023-2024_Editable](#)

FISD Appraiser Walkthrough Form

Visited During:

- Beginning of class
- Middle of class
- End of class

Instructor Location:

- Power Zone
- Lecture Position
- Instructor Work Area
- Not in Room
- Other

Lesson Framing/Alignment:

- 'We will' and 'I will' statements posted
- Learning objective evident
- Activities aligned to standards and objectives
- Not Applicable - Success Lab/RTI class/Credit Recovery, etc.

Grouping Format:

- Whole group
- Small group
- Paired
- Individual
- Other

Student Engagement:

- Highly engaged - most students are actively engaged
- Managed - students are willingly, ritually engaged
- Disengaged - most students actively reject the assigned task or are off task

Rigor Level:

- Creating - design, develop, formulate, investigate, assemble
- Evaluating - justify, select, argue, weigh, support
- Analyzing - draw connections, experiment, compare, contrast, examine, organize
- Applying - solve, interpret operate, implement, use information in new situations
- Understanding - classify, describe, explain, report, translate, recognize, select
- Remembering - recalling facts, duplicate, list
- No observable instructional activity or task

Content Knowledge and Expertise:

- Teacher knowledge of content

Differentiation:

- Adapts lessons for all students

Classroom Environment, Routines, and Procedures

- Procedures and routines in place
- Safe, organized classroom

Managing Student Behavior:

- Behavior systems in place

Comments:

Glossary

Assessed Curriculum - Assessed curriculum refers to student assessment, both formal and informal, which is used to evaluate student progress toward the mastery of written curriculum.

Backward design - The process of developing curriculum and instruction that begins with pre-defined learning goals as the focus.

Best-practice strategies and structures - Those strategies and structures that are proven by research to yield positive learning outcomes. Teachers select strategies and structures that will cause students to engage in the precise thinking required of the standards.

Checkpoint Assessments - a district-administered assessment given on a predetermined schedule (i.e., grading periods, twice a year) which meets the requirements for content, context and cognitive alignment. Test items are aligned to the content standards and the performance standards in terms of context and rigor.

Cognitive rigor - Complex thought processes the brain must use to manage information; and, the amount of effort a student must use to accomplish a task or learning objective.

Content - The academic knowledge and skills that students should attain; guides instruction.

Content alignment - refers to the congruency between the written, taught, and tested curriculum throughout the grade levels and content areas.

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

Curriculum - refers to the lessons and academic content taught in a school or in a specific course or program.

Curriculum alignment - The horizontal and vertical alignment between the written, taught, and tested curriculum PK-12.

Curriculum delivery - refers to the teaching, monitoring, supervision, and reconnecting of the content.

Curriculum design or development - refers to the act of creating curriculum according to established state and local guidelines.

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

Curriculum management - administrative processes and procedures involved in maintaining accurate, up-to-date curriculum.

Data disaggregation - the analysis of data from multiple sources used to identify student strengths and weaknesses. This practice is often focused on student demographics and/or specific learning standards.

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

Differentiation - a variety of teaching techniques and lesson adaptations that educators use to instruct a diverse group of students, with diverse learning needs, in the same course, classroom, or learning environments

Eduphoria -- that documents, records, and reports student mastery on local and state assessments. This tool provides timely, efficient feedback to teachers, principals, and district administrators.

Enrichment - meaningful instruction at a higher level to extend students' learning

Formative assessments - assessments designed and used at the classroom level to determine the extent to which students are learning curricular standards/objectives over relatively short intervals so that appropriate adjustments can be made during the teaching learning process.

Formative feedback - frequent and ongoing interaction between teacher and student either through formal or informal means providing the opportunity to assess student understanding of the content.

Fundamental Five - a framework for instruction that includes framing the lesson, proximity, frequent small group purposeful talk, recognize and reinforce, as well as critical writing.

Instruction - Delivery of the content within state standards through high-yield, research-based instructional practices.

Instructional Cycle: The instructional cycle consists of: Initial instruction (Tier I), assessment data analysis, data-driven planning and reteach, and reassessment

Learning objective - What students are expected to know, understand, and be able to do following instruction.

Learning goals - Students' personal learning goals, developed collaboratively with the teacher, so that the student can see his/her learning progress over time.

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

Lesson Frame - the bookends of a lesson that outlines what the student will be learning and how they will demonstrate their learning.

Portrait of a Graduate - Standards all students in Fredericksburg ISD should attain prior to graduation. These standards guide the development of the whole student throughout all grade levels.

Priority (Readiness) Standards: Content standards that serve as the "big ideas" of learning.

Process Skills - Skills needed for applying the content standards

Resources - materials that support instruction and that are aligned with the curriculum.

Rigor - work that challenges students' thinking in new and interesting ways.

Rubric - a guide that outlines the expectations for an assignment or product created as part of the learning process. The rubric is also used to assign proficiency scores within the categories of the assignment.

Scope and sequence - often referred to as the year-at-a-glance (YAG), the scope and sequence is a blueprint that outlines the standards to be taught within a specified timeline.

Spiraled Standards: Previously taught TEKS revisited for reinforcement and retention.

Standards Analysis: The standards analysis process is a breakdown of the TEKS including what verbs are used to describe the actions of students to demonstrate mastery of the TEKS, academic vocabulary, as well as specific skills and knowledge students need to know.

Stakeholders - refers to all constituents involved in a particular process or decision.

Standards -the content, skills, or competencies that students are expected to know and master. These standards are based upon the Texas Essential Knowledge and Skills (TEKS) and are often referred to as objectives.

Strategies - techniques or tools that students and teachers use to assist with the processing of information.

Student-centered - The focus is on what students do, not what the teacher is doing. Students are involved in authentic tasks that are challenging and provide experiences that lead to holistic learning.

Summative assessments - tests to inform teachers and students whether the intended learning (i.e., mastery) has occurred at the end of a unit or course of study. Examples of summative assessments include unit assessments, checkpoint assessments, semester exams, and STAAR/EOC assessments. This is not an exhaustive list.

Summative feedback - Feedback given at the end of the learning process or unit of study to assess how well a student accomplishes a task or achieves mastery of the standards, usually for the purpose of grading.

Supporting Standards - Content standards that include knowledge and skills leading to proficiency with the priority standard

Taught Curriculum - Taught curriculum is the instructional process by which teachers plan, organize, and deliver instruction of the written curriculum.

Vertical Alignment Document--Vertical Alignment documents provide a complete listing of the TEKS curriculum from pre-kindergarten through end-of-course. These documents provide a total overview of the knowledge and skills statements and align student expectations across the grades.

Written Curriculum - Written curriculum are those standards, objectives, and goals that students are expected to achieve and teachers are expected to teach.

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