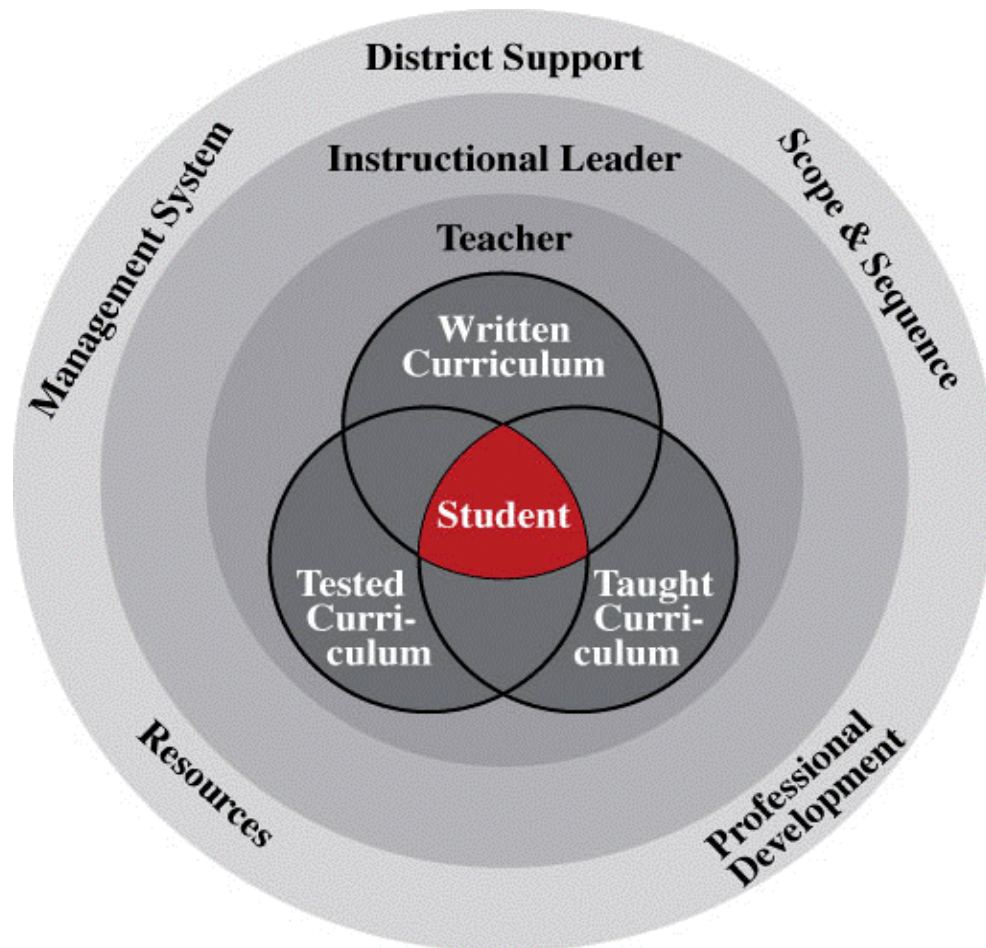




SABINE INDEPENDENT SCHOOL DISTRICT CURRICULUM MANAGEMENT PLAN



Purpose of Curriculum Management Plan

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

While instructional differentiation is expected to occur to address the unique needs of specific students, instruction shall be derived from a set of curriculum skills common to all students.

There shall be equitable access to the curriculum for all students.

Curriculum Philosophical Framework

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

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

1. All students are capable of achieving excellence in learning the essentials of formal schooling.
2. Success influences self-concept; self-concept influences learning and behavior.
3. The instructional process can be adapted to improve learning through maximizing existing resources, providing strong leadership, and leveraging the systems of support.
4. Schools can improve the learning conditions for all students through clearly stated expectations for all students, short and long-term assessments of student achievement, and modifications based on data-driven assessment results.
5. Successful student learning must be based on providing appropriate educational experiences at the appropriate level of rigor in order to ensure maximum student achievement.
6. High levels of student achievement are the benchmarks for effective curriculum (design) and instruction (delivery).
7. A rigorous, relevant curriculum for all students is an important factor for short and long-term health of our district, state, and our society.

The purpose of the Sabine Independent School District Curriculum Management Plan is to provide a framework for the alignment of the written, taught, and tested curriculum. This comprehensive plan provides the structure to ensure quality control of the designed and delivered curriculum, internal consistency, and resources necessary to address the district's goals.

The plan also conveys the procedural intent of the district leadership with respect to curriculum development, adoption, implementation, evaluation, and revision. It provides clear direction for students, parents, teachers, and administrators in the system, establishing a framework that outlines guidelines and procedures for the design, delivery, monitoring, and evaluation of curriculum.

Curriculum Mission Statement

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

Curriculum Defined

Curriculum is defined as the knowledge, skill, attitudes, and processes to be written, taught, and tested at the appropriate levels/areas of courses in the school system.

Curriculum Model

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

Curriculum Alignment

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

Written Curriculum

Written curriculum is defined as those standards, goals, and objectives that students are to achieve and teachers are to teach. It contains objectives, which are aligned to district and state assessments, suggested time frames, examples of instructional strategies, aligned resources, correlation to STARR, and a scope and sequence

The focus of the curriculum shall ensure:

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

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

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

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

Staff development shall be designed and implemented to prepare staff members to teach the designed curriculum and shall use effective best practices and efficient routine processes for long-term implementation.

Taught Curriculum

Taught curriculum refers to instruction, the process by which the teachers plan, organize, and deliver instructional strategies for teaching the written curriculum. Teaching the assessed objectives is not negotiable.

Principles:

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

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

This systematic process shall include:

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

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

Tested Curriculum

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

Student assessment must do the following:

- Guide teachers' instruction at appropriate levels of depth and complexity.
- Guide students' learning and serve as an indicator of mastery.
- Guide district/campus improvement of curriculum alignment, programmatic, and professional development decisions.
- Communicate progress to parents to support learning at home.

The assessed curriculum shall include the following components:

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

Teachers shall conduct frequent formative and summative assessments of students on the curriculum objectives. Assessments shall be used to determine patterns of student achievement. Teachers and supervisors shall use test results to assess the status of individual student achievement, to continuously provide differentiated instruction, to identify general achievement trends of various groups of students, to modify curriculum and instruction, and drive intervention as warranted by assessment results.

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

SISD Curriculum Management System

TEKS Resource System is SISD's adopted curriculum management system. It was implemented in the 2013-2014 school year. TEKS Resource System serves as the district's curricular guide and foundation for all educational activities. The core of TEKS Resource System is its vertical alignment. The curriculum is guided and aligned to the Texas Essential Knowledge and Skills (TEKS). TEKS Resource System provides specificity to the TEKS and is aligned to the Texas College and Career Readiness Standards with embedded English Language Proficiency Standards (ELPS) in all core content areas.

TEKS Resource System is an online curricular management system that houses the following documents: Instructional Focus Document (IFDs), Vertical Alignment Document (VADs), Year at a Glance Documents (YAGs), and TEKS Verification Matrixes. The curriculum management system contains an assessment bank that teachers can use to build their teacher developed unit assessments. The district also has purchased other assessment banks that will assist the teachers in developing their unit assessments. Lessons created by the teachers should be taught and based on the 5E Model, Balanced Literacy Approach and the SEs from the units of the IFDs.

The VADs display the K-12 vertical alignment continuum detailing where knowledge and skills are introduced and reinforced for the core subjects and also provides specificity to the state standards, the TEKS. The YAGs provide bundled TEKS based on a six weeks period of time. The IFDs include a suggested time frame for instructional delivery. TEKS Resource System also allows teachers to develop and input their lessons into the system for future use.

Curriculum Documents

Curriculum documents consist of the following:

- **Vertical Alignment Documents (VAD)** – These documents present aligned standards (including the TEKS knowledge and skills statement and student expectations) among grade levels. Each standard includes specificity for each student expectation so instruction and standards are truly aligned between and among grade levels.
- **Year at a Glance (YAG)** – The Year at a Glance is designed to present a quick snapshot of the entire year's instructional plan.
- **Pacing Guides** - Pacing guides are used to pace out a certain period of time, and to identify standards or units to be taught during that time. Pacing guides "chunk" the learning for more efficient lesson planning. Pacing guides are recommended to be developed weekly for each 6 week period.
- **TEKS Verification Matrix** – This matrix ensures that all of the state standards are fully accounted for in the TEKS Resource System curriculum system.
- **Instructional Focus Document (IFD)** – These documents logically group the specified standards into coherent units of instruction. They include a rationale to explain why the standards are bundled together, misconceptions, performance indicators, academic vocabulary, concepts, and key understandings.

- **Performance Assessments (PA)** – Performance Assessments are evidence of student attainment of and/or progression toward an identified standard(s).
- **Unit Tests**– Unit tests assess the specified student expectations as noted on the Instructional Focus Document. These assessments include a variety of items, including ones which are written in the format of the state assessment.
- **Teacher Developed Lessons** – Teacher developed lessons should provide a comprehensive resource of exemplar instructional activities. Lessons should be based on the 5E Model and the Balanced Literacy Approach and should be designed to ensure that students meet the performance assessments determined for the specified standards.
- **Enhanced TEKS Clarification Document**
- **Resources**

Requirements for Quality Curricular Control

1. A rigorous *written* curriculum, in clear and consistent form, for application by teachers in classrooms or related instructional settings.
2. A rigorous *taught* curriculum that is shaped by and interactive with the written curriculum.
3. A rigorous *assessed* curriculum that is linked to both the taught and written curriculum and that includes the tasks, concepts, and skills for student learning.
4. *Technology*, used for instruction, assessment, management, and the support of teaching and learning, is also an integral component.

Assessment Model to Maintain and Improve Student Performance

Understanding the Assessment

STAAR Test

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

All Other Assessments

1. What is measured and how is it relevant to the curriculum?
2. What is our process for reporting?
3. Backwards Design planning is used with assessments being developed first as the end in mind with targeted standards to be taught in instructional lessons and assessed with unit assessments.

Analyze the STAAR Data

1. Based upon the data, teachers identify the STAAR objectives (TEKS/SEs) that need improvement.

2. STAAR results are analyzed by objectives/TEKS from the weakest to the strongest performance.
3. Causal factors for low success rate test items are identified.
4. Strategies for improvement are identified.

Plan Instructional Sequence

1. STAAR analysis data is used to determine the time allocations of identified STAAR objectives/TEKS.
2. An instructional calendar is established based upon six weeks (YAG) inclusion of STAAR objectives in the curriculum. The YAG is then broken down into weekly pacing guides for each 6 week period.
3. Backwards Design planning is used to develop lessons that align with targeted standards that will be assessed.
4. Assessment dates are included in the instructional/assessment calendar.
5. Teachers work to ensure that the verbs in the SEs are being demonstrated by students in activities in lessons.
6. Teachers work to ensure that the academic vocabulary is being taught and assessed.

Monitoring

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

Curriculum Development Cycle

The curriculum development cycle will include the following components:

Planning, Articulation, and Development

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

Piloting the Curriculum

- Provide training for teachers both in summer and during the year
- Evaluate the curriculum, assessments, and schedule to adjust as needed

Implement the Curriculum

- Monitor implementation

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

2012-2013

TEKS Resource System introduced in the spring as an additional resource for core subject areas; pilot groups developed and attended training. Articulation of consistent use of TEKS Resource System unit objectives and assessments for English Language Arts, Math, Science, and Social Studies (core subjects), vertical alignment continues.

2013-2014

TEKS Resource System designated as the core curriculum management system district wide; unit assessments used for data collection, and unit assessments charted to reveal patterns of instructional strengths/weaknesses, vertical and horizontal teams meet weekly to improve planning and fluidity of curriculum.

2014-2015

Evaluation of data from first year in TEKS Resource System and plans developed to increase rigor and better address objectives in areas of weakness; professional development is driven by data and needs; curriculum development and implementation continues in enrichment subjects; vertical and horizontal teams meet and minimum of every grading period (6 weeks) to improve fluidity of curriculum.

2015-2016

Continued evaluation of data; cross curriculum planning is added to teams twice a year; classroom observation opportunities given to teachers to better share and learn.

2016-present

Continued evaluation and monitoring in the forms of classroom walk-through's student failure reports, lesson plans, unit assessment results, STAAR scores, and staff development attendance. Adjustments to District expectations will be made according to this working document based on needs to improve and develop a cohesive and consistent management plan of this system. Teacher developed unit assessments, backward design instructional lessons and pacing guides have been implemented to improve the written, taught and tested curriculum.

Curriculum Roles and Responsibilities

Roles and responsibilities regarding curriculum shall include:

The Board shall:

1. Provide funding for staff development that focuses on curriculum design and delivery for increased student achievement.
2. Communicate to its constituents the Board's curricular expectations.
3. Fund, through the budget process, adequate resources needed to implement the curriculum based on data.

The Superintendent shall:

1. Implement the policy.

2. Ensure that a functional decision-making structure is in place to carry out this policy.
3. Provide continued resources and support for the curricular planning and implementation throughout the district.

The Director of Curriculum and Instruction shall:

1. Ensure that a master long-range plan is in place for curriculum development, revisions, program assessment, and student assessment.
2. Implement the master long-range plan, providing technical and expert assistance as required.
3. Assist principals in monitoring implementation of the curriculum.
4. Provide ongoing professional development to support the curriculum and instructional goals of the district.
5. Meet with district departments/grade level teachers every 6 weeks and do data digs for discussion.

The Principals shall:

1. Monitor the implementation of the curriculum.
2. Translate the importance of effective curriculum and instruction practices on a regular basis.
3. Observe classes, monitor lessons, and evaluate assessment materials utilized on their campus.
4. Use, as a minimum, the following basic strategies to monitor curriculum:
 - a. Forty-five minute observations
 - b. Frequent walk-through observations and TEKS Resource System observations
 - c. Support and provide time for curriculum planning meetings.
 - d. Periodic review of curriculum documents and assessment data.
 - e. Monthly data discussions with faculty.

The Teachers shall:

1. Provide intervention and enrichment.
2. Implement district resources and materials.
3. Use a variety of assessments, including mastery checks, curriculum-based unit assessments, benchmarks, state, and national assessments to determine student mastery.
4. Collaborate through professional learning communities (PLCs) for the purpose of improving student learning.
5. Use assessment data to determine student areas of need.

Glossary of Terms

Alignment	The agreement (match) of the written, taught, and tested curriculum; the vertical alignment refers to agreement throughout the PK-12 system; horizontal alignment refers to agreement within a grade level or course.
Articulation	The curriculum is focused and connected vertically from one grade level to the next or from one school to the next.
Curriculum Alignment	Teach what is tested; the skills, knowledge, and information required of students for success on an assessment.
Context Alignment	Teach in the way the skills are tested; the format or testing protocol Students must follow for success on an assessment.
Curriculum	The knowledge, skills, attitudes, and processes to be written, taught, and tested at the appropriate levels/areas or courses.
Data-driven Instruction	The use of student achievement data and other learning data to guide Instruction, set goals, and monitor programs and curriculum.
Data Disaggregation	The act of taking test items and breaking them into smaller components, skills, knowledge, and content for teaching in smaller pieces and from which to adjust the curriculum or the work plan so that teaching changes as a result. Such changes may include or exclude different content, may spend more time on certain areas to teach, and may alter the scope and/or sequence of curricular content.
Depth and Complexity	Depth – exploration of content within a discipline; analyzing from the concrete to the abstract, from the familiar to the unfamiliar, known to the unknown; exploring the discipline by going past facts and concepts into generalizations, principles, theories, laws; investigating the layers of experience within a discipline through details, patterns, trends, unanswered questions, ethical considerations. Complexity – extending content in, between, and across disciplines through the study of themes, problems, and issues; seeing relationships between and among ideas in/within the topic, discipline, and/or disciplines; examining relationships in, between, and across disciplines; over time, and from multiple points of view.
Formative Assessment	Formative assessment provides feedback and information during the instructional process, while learning is taking place, and while learning is occurring. Formative assessment measures student progress but it can also assess your own progress as an instructor. Formative assessment determines how much students have learned and how much they still have to learn. It can be informal assignments, homework, teacher observation, a quiz or short test over what has been taught to that point. It is used to provide constructive feedback to improve learning and understanding. Formative assessment is an ongoing assessment used to inform or form

instruction. Frequency is not defined and could be weekly or quarterly. Types of measure is not defined, so long as the information is helpful for the teacher in making adjustments to instruction in an ongoing manner. It is a learning tool that allows you to identify weak areas in instruction and reteach them before finishing a unit.

Instruction	Focused and connected teaching; the process used by the teachers implement the curriculum.
Instructional Targets	Students skills/competencies expected for mastery of a course or discipline.
Scope and Sequence	Refers to what it is students are to learn (scope) and the order in which those are to be taught (sequence).
Summative Assessment	Summative assessments encompass all the knowledge of students should have learned about that subject or unit, and they are more formal, such as test, benchmarks, quizzes, essays or projects. Summative assessment takes place after the learning has been completed and provides information and feedback that sums up the teaching and learning process. Typically, no more formal learning is taking place at this state, other than incidental learning which might take place through the completion of projects and assignments. Summative assessment is the type with which most people are familiar. It is usually conducted in the last few weeks of term to see how well students have learned what they were supposed to have learned. Summative assessment is given at predetermined intervals and is a demonstration of how much students have learned overall. It could range from a state assessment to a benchmark test, or an end-of-unit test. It is specifically testing the knowledge that a student should have mastered by a particular point in time and used for accountability.
Taught Curriculum	Refers to the delivery of the written curriculum. It is the process that is used by teachers to develop units of study, lesson plans, and/or approaches to instruction.
Tested Curriculum	That portion of the written curriculum that is assessed, both formatively and summatively, to evaluate student progress towards mastery of the written curriculum.
Written Curriculum	The standards, goals, and objectives that students are to achieve and teachers are to teach. Objectives are aligned to assessments, suggested timeframes, examples of instructional strategies, aligned resources, correlations to TAKS/STAAR, and a scope and sequence.

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

Grading and Assessment

Sabine ISD will follow the standard procedure. A specific percentage or weight for each type of grade has not been assigned and varies from each campus in the district. Check with your principal for information regarding this. Adjustments will be made in future for a coherent and cohesive policy to follow.

Homework grades

All Unit Assessments will be counted as test grades **(summative)**.

Any daily checks, quick, oral, probably isn't paper-pen traditional quiz or test format **(formative)**.

Reminders:

- Some grades during the six weeks need to reflect student learning of Key Academic Vocabulary found on TEKS Resource System IFDs.
- Kindergarten, 1st, and 2nd grade will use performance assessments as summative assessments. Average all summative performance assessment grades for a cumulative six weeks unit assessment average.
- Occasionally, a "chunk" of a performance assessment might be included too early for students to show mastery. If this happens, move the chunk to the next nine or six weeks.
- Kindergarten follows a nine week grading period with 1st -12th following a six week grading period.
- Always be specific when labeling and naming unit assessments for scanning in DMAC i.e. Name of teacher, date, subject and unit

Assessment

The unit assessments are a mandatory component at SISD. Sabine ISD teachers are expected to administer teacher-developed unit assessments in all core subjects based on the TEKS Resource System YAGs for each core subject. SISD will be tracking and monitoring each unit assessment that is given for each core subject in all grade levels. These will be monitored through DMAC. All unit assessments will be entered/scanned into TEKSScore by the teacher or a person designated by the campus principal. This will provide the district with valid and consistent data to monitor the progress of our students. Some assessments will have to be adjusted due to the rubric and griddable formats of these assessments. Training will be given to teachers to learn how to make adjustments within the system for this.

Remember that assessment is more than a test. Assessing for learning without a test consists of many ways. Always consider including other ways when evaluating the progress of your students. The following could be considered ways to assess: listening, conversations, portfolios, anecdotal records, quick writes, observations, feedback, and student questions.

Planning instruction and lessons require beginning with the end in mind which is called Backward Design Planning. Look at the unit assessments and assess what SEs need to be prioritized and the need of how to develop instruction and lessons based on the SEs and standards that are assessed and within the IFD.

The district will develop a unit assessment calendar to include dates for unit assessments to be given and scanned into DMAC prior to the end of the 6 week period. Some subjects may need to be divided due to the length of the unit. Teachers may develop a unit # “A” test and a unit # “B” test if needed. With the campus principal approval, teachers may also overlap the 6 week mark and give the unit assessment at the beginning of the next 6 week period. The district must be informed if this is done so we can notate that in our records when we are looking at the data.

District benchmarks are not administered. The district looks at the data from teacher developed unit assessments, interim assessments, released STAAR and current STAAR assessments. There will be one Released STAAR “mock” test administered at a scheduled time by the district/campuses.

This document includes the current year State Student Assessment Testing Calendar and recommended unit assessment calendar. Dates are always subject to change.

BACKWARDS DESIGN INSTRUCTIONAL LESSON PLANNING

Backward Design, also called backward planning or backward mapping, is a process that educators use to design learning experiences and instruction techniques to achieve specific learning goals. It is looking at the end in mind and prioritizing what standards need to be focused on and creating your assessment first based on those targeted standards. Those standards are embedded in the instructional lessons based on what students need to learn and in which they will be assessed.

Year at a Glance (YAG)

The YAG is a mandatory component at SISD. The YAG will be reconciled by each department on each campus to the school calendar to maximize and ensure adequate instructional time/days. The needs of the students based on assessment data and records also will play a part in sequencing the units in the YAG. Emphasis will be on ensuring that critical skills based on required state standards (TEKS) are taught prior to state assessment time. The principal will approve each YAG adjustment before submitting to the district curriculum office.

PACING GUIDES

Pacing guides are used to pace out a certain period of time, and to identify standards or units to be taught during that time. Pacing guides “chunk” the learning for more efficient lesson planning. Pacing guides are recommended to be developed weekly for each 6 week period.

Instructional Focus Document (IFD)

The IFD is a mandatory component at SISD. All teachers will use and refer to the IFD as a foundational piece and map in developing their lessons for instruction. Deeper training will be emphasized this year to gain better knowledge of breaking down the IFD and using it effectively. The IFD unit overview is a major piece of the IFD to review before developing lessons. The IFD overview provides information on what the student should know before and after the learning process and much more.

NOTES

Updated 7/2026