



Curriculum Management Plan 2024

Vision

Our vision is to be a world-class school system where every student is a learner, every learner is a graduate, and every graduate is a success.

Mission

The mission of the Corpus Christi Independent School District is to develop the hearts and minds of all students, preparing them to be lifelong learners who continue their education, enter the world of work, and become productive citizens.

Goals

Goal 1: Percent of all students in Grade 3 who achieve Meets Grade Level Performance or above on STAAR Reading and Math will increase to at least 55% or higher by 2025. (Meets HB3 requirement)

Goal 2: Percent of all students in Reading and Math who achieve meets Grade Level or above on the STAAR assessments will increase to least 60% or higher by 2025.

Goal 3: Percent of graduates who meet one or more of the College and Career Readiness (CCR) criteria will increase from 56% to 70% by the end of school year 2025. (Meets HB3 requirement)

Goal 4: Non-Academic Goals- Discipline, Attendance, Communication and Long-Range Planning.

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I. INTRODUCTION

A. OVERVIEW OF CURRICULUM MANAGEMENT PLAN

The Curriculum Management Plan communicates intent and direction for the district in the area of curriculum and instruction. It also connects the written, taught, and tested curriculum in a manner that unifies the district around a common vision and mission. As such, it becomes a catalyst for starting a transformational process for changing the culture of a district, the core work, and the relationships of the people within the organization who do the work. This cultural change starts with conversations about what the district wants to become and what it will take to reach that preferred future. Through such conversations, a vision of what is desired for students begins to emerge and ultimately, people willingly commit their hearts and minds to realize the vision. Because beliefs are more basic than vision, it is important that beliefs are clear and well-articulated. Existing curriculum philosophy and beliefs were examined and modified where necessary to ensure that they aligned with the district's direction and reflect the work that is currently being done in the curriculum and instruction division.

The curriculum management plan is based upon the premise that when curriculum can be managed (developed, implemented, monitored) effectively it can be adequately evaluated, and consequently, improved.

B. PURPOSE OF CURRICULUM MANAGEMENT PLAN

The purpose of the plan is to define and describe in written form the guiding principles and processes utilized by the CCISD staff to manage the curriculum cycle. The plan's main goals are to ensure:

- The CCISD curriculum helps realize the district's goals for educating students
- There is a framework that guides the staff in aligning curriculum, instruction, and assessment to required standards (state, local, and select national standards)
- All students have significant and equitable opportunities to learn and demonstrate mastery of the Texas Essential Knowledge and Skills (TEKS), as well as local and select national standards

Finally, the plan helps the district gain the educational and economic benefits of having a deeply aligned curriculum that avoids unnecessary repetitions and allows for multi-year rigorous learning goals.

The plan establishes a systematic way of monitoring and evaluating the effectiveness of programs by providing:

- **Directional Focus**—conveying the intent of the district leadership and guiding the development, scope, alignment, and evaluation of the written curriculum
- **Internal Congruency**—establishing common definitions, principles, and expectations
- **Quality Assurances**—documenting review cycles and required curriculum components
- **Clear Linkages**—specifying roles and responsibilities, and service and fiduciary supports

During the 2022-2023 school year, CCISD has partnered with TNTP to implement high quality instructional materials in identified grades and content areas to better support the board goals. To support this effort CCISD joined the TEA sponsored Resilient Schools Support Program (RSSP) to assist in strategic planning and implementation of this curricular shift across the district. The prioritized content areas and HQIM include the following:

- a. K-1 Eureka Math
- b. Middle School Amplify
- c. Middle School Carnegie Math
- d. High School Odell
- e. High School Carnegie Math

The comprehensive strategic plan for the 2022-2023 initiative with TNTP is located [here](#).

C. PHILOSOPHY

About **Students and Learning**, we believe:

- All students can learn.
- All students must be challenged and supported in their learning.
- Students benefit when they are held to clear and appropriate expectations and when assessment matches expectations.
- Every student has abilities and talents that are worthy of being recognized and developed.
- Students' strengths and interests are enhanced when instruction is meaningful and engaging.
- Education must prepare students to become competent and productive citizens.

About **Curriculum**, we believe that it must:

- Be informed by research and data, developed with an awareness of future trends, and aligned to state standards.
- Be equitably accessible to all students—while differentiation is expected

to occur to address the needs of students, core instruction will be derived from a set of curriculum standards common to all students.

- Be collaboratively designed to align instruction horizontally and vertically PK-12.
- Be continually developed, revised, and improved based on evolving student needs, assessment data, and changing goals or standards.
- Guide teaching and learning with an emphasis on high expectations for student success.
- Emphasize quality instruction, both teacher-directed and student-centered, that is aligned with written, taught, and tested curriculum.
- Describe essential student learning objectives, define depth and breadth of instruction, include aligned assessments, and provide scope and sequence as appropriate to guide instruction.

About **Teachers and Teaching**, we believe that:

- To produce the highest levels of student learning, teachers need time for collaboration, reflection, and professional development on a regular and consistent basis.
- The quality of the student-teacher relationship directly impacts learning and achievement.
- Teachers must understand and address the different learning styles of their students.
- It is important that parents and the community value and support excellence in teaching.

About **Schools as Professional Learning Communities**, we believe that:

- Students and staff need to have safe, respectful, and challenging learning environments.
- Education is a shared responsibility between students, teachers, and parents with support from the community.
- Schools must provide a diverse and wide range of learning opportunities for students and staff to be successful.

D. CCISD GRADUATE PROFILE

The CCISD Graduate Profile describes and summarizes the district's purpose, vision, and expectations for graduates of the district.

Seeks Academic Knowledge

- Has developed literacy, mathematics, and scientific skills grounded in historical, cultural and global perspectives.
- Is intrinsically motivated to learn and acquire new knowledge.
- Is prepared to pursue multiple post-secondary opportunities.

Exhibits Strong Character and Personal Qualities

- Demonstrates integrity, resiliency, responsibility, self-advocacy and work ethic.

- Shows sensitivity and respect for cultural diversity.
- Contributes to the community and values democratic principles.
- Embraces wellness as a lifetime choice

Demonstrates 21st Century Skills

- Is able to reason, think critically, and solve problems in innovative ways.
- Values collaborative work and recognizes the importance of inclusiveness.
- Demonstrates effective leadership skills by inspiring and motivating others.
- Uses effective communication skills appropriate to an ever changing and complex world.

Applies Technology Skills

- Is able to choose appropriate technology to achieve desired outcomes.
- Uses technology to manage, analyze, and organize information.
- Is able to use foundational knowledge in emerging technologies.

Understands the Global Society

- Applies 21st Century Skills to reach innovative solutions to global issues.
- Displays sensitivity to world cultures and understands the impact of culture on decision-making.
- Recognizes the global importance of social, political and environmental issues.



II. CURRICULUM ALIGNMENT

A. DEFINITION OF CURRICULUM

Corpus Christi ISD is a standards-based educational system that uses the Texas Essential Knowledge and Skills (TEKS) as the foundation for the curriculum used in every course, grade, school, and classroom. A standards-based education across the district ensures that Corpus Christi ISD students graduate with the critical knowledge and 21st century skills they will need to be productive citizens.

Curriculum is a plan developed for and by teachers to use for instruction. The curriculum defines the knowledge, skills, attitudes, and processes to be taught and learned at the appropriate levels, areas, or courses. The curriculum specifies

the content of the student objectives and includes multiple contexts and cognitive types. The process of arranging standards and benchmarks as building blocks within a timeframe (a unit of weeks, a semester, a school year, or a sequence of years) is the infrastructure of a curriculum. The curriculum process is a shared responsibility of curriculum coordinators, teachers, and students.

Curriculum can be divided into three categories—written, taught, and tested curricula.

- **Written** (intended curriculum)—refers to the content target for the Taught Curriculum. It is often broadly stated in subject area state standards.
 - Identifies Critical Expectations
- **Taught** (enacted curriculum)—refers to the actual content and instructional methods used by the teacher in the classroom or other learning setting
 - Defines Essential Outcomes
 - Presents Relevant Information
 - Develops Understanding
- **Tested** (assessed curriculum)—refers to the specific content and cognitive types (context) that will be assessed to determine achievement (mastery)
 - Reveals Students' Achieved Skills
 - Includes Diagnostic, Formative, and Summative Assessments

B. PURPOSE OF LOCAL CURRICULUM

A primary purpose of the local curriculum is to provide teachers with instructional planning tools and resources they will need to answer four basic questions of the continuous improvement instructional model:

DEFINE: What do students need to know, understand, and do?

MEASURE: How will the teacher determine when students have learned what they need to know, understand, and do?

SCAFFOLD: What should the teacher do when students do not learn what they need to know, understand, and do?

EXTEND: What should the teacher do when students have already learned what they need to know, understand, and do?

C. MODEL OF CURRICULUM ALIGNMENT

Students benefit when they are held to clear and appropriate expectations and

when the assessment matches expectations.

According to Fenwick W. English, curriculum alignment refers to the “match” or overlap that exists between the curriculum and the assessment used to measure mastery of the content being taught. The closer the match, the greater the potential for improving student performance on the assessment measure.

English’s research on alignment showed that student achievement (quality control) is directly related to the degree to which there is a “match” between what is tested and what is taught, regardless of other factors.

Alignment is an even stronger predictor of student achievement on standardized tests than socioeconomic status, gender, race, and teacher effect (Elmore & Rothman, 1999; Mitchell, 1998; Wishnick, 1989).

The model below is based on English’s recommended back loading (also known as backward planning) approach to curriculum alignment.

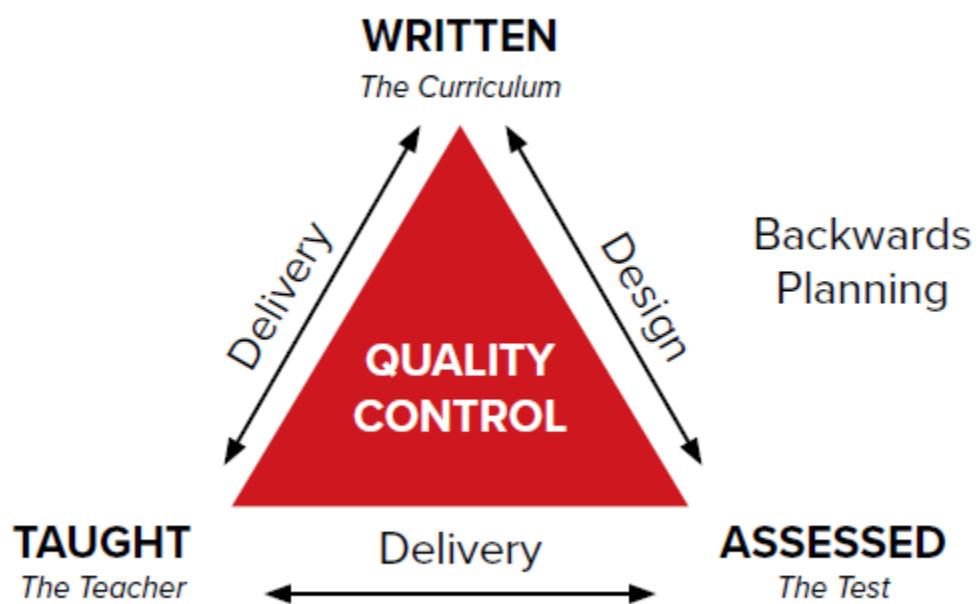


Figure 1: CCISD Curriculum Alignment Model (adapted from Fenwick W. English, 1992)

Alignment is defined as the extent to which the written and taught curriculum match

what will be assessed. In this model, the assessed curriculum is used to guide decisions about the written and taught curricula, materials, strategies, programming, grouping patterns, professional development, facilities, and budgeting. When a district’s curriculum is well aligned, there is systemic

agreement and connectedness between these three curriculum categories.

D. DIMENSIONS OF CURRICULUM ALIGNMENT

Deep alignment does more than establish systemic agreement and connectedness between categories; it also addresses the qualitative dimensions of curriculum (Niebling et al., 2008). Deep alignment looks at the development of concepts from grade-to-grade, the consistency of content between classrooms, and the extent to which the curriculum challenges students to work at the cognitive level required by the assessed curriculum.

DIRECTIONALITY (Vertical and Horizontal Alignment)

Curriculum has a dimension of directionality — a **vertical direction** looks across grade levels and a **horizontal direction** looks within a grade level or course.

DIMENSION OF DIRECTIONALITY	RATIONALE FOR ALIGNMENT
VERTICAL ALIGNMENT: refers to the coherent progression of concepts and skills across grade levels, as well as the degree of match within one component (for example, rigor and content of district benchmark assessments) across multiple grade levels.	Analysis of vertical alignment is done to determine coherence and depth of curriculum. Vertical alignment prevents gaps, repetitiveness, weaknesses, and/or lack of cognitive demand for a component across levels. The vertical alignment process tracks, or maps, the progression of concepts and/or skills across grade levels.
HORIZONTAL ALIGNMENT: refers to the degree of match across two components within a single level.	Analysis of horizontal alignment is done to reduce random variation between settings. This ensures instructional consistency and equity for all students.

DEMAND (Content/Cognitive/Context)

Alignment can refer both to the interaction and connectedness between categories and to the degree of coherence across levels and consistency within levels. In general, the different aspects that can be examined to determine alignment can be summarized along three qualitative dimensions (Niebling et al., 2008):

1. **CONTENT** refers to the big ideas, topics, and core processes students are supposed to learn — do teachers teach & assess topics and concepts in the curriculum?
2. **COGNITIVE TYPES** refers to what students are expected to do with the knowledge and skills — are students working & thinking at the cognitive level required by the assessed curriculum? **CONTEXT** refers to the extent to which

the desired knowledge and skills are addressed by the written, taught, and tested curriculum — does the curriculum match the cognitive demands and knowledge types required by the standards and the test?

Curriculum content is more than specific ideas and topics, it also addresses the different types of knowledge that students must acquire during the learning process.

E. COMPONENTS OF ALIGNED CURRICULUM

The following guiding principles provide Corpus Christi ISD with a foundation for enabling the staff to promote student achievement through deep alignment of the *written, taught, and assessed* curriculum.

a. Written Curriculum

The term written curriculum refers to those standards, objectives, and content that students are to achieve in school. The written curriculum represents the district's vision and goals in detail. To promote continuity and cumulative acquisition of knowledge and skills, the district expects teachers to follow the district's written curriculum from grade to grade, course to course, and school to school.

PRINCIPLES

- Curriculum and instruction together comprise a collaborative process involving teachers, campus based instructional coaches, campus administrators, department chairs, instructional technology, curriculum specialists, and curriculum coordinators.
- Curriculum is standards-based with clear and specific learning objectives built upon the Texas Essential Knowledge and Skills (TEKS), College and Career Readiness Standards (CCRS), and the English Language Proficiency Standards (ELPS).
- Curriculum is aligned vertically and horizontally which allows for equity and access across classrooms and the district.
- Curriculum is accessible and managed through the district LMS.
- Each objective is keyed to state performance standards
- Curriculum is assessed regularly to monitor progress at all levels.

COMPONENTS

- Scope and Sequence with timeframe and Instructional Guides
- Student Objectives Based on Texas Essential Knowledge and Skills
- English Language Proficiency Standards (ELPS), Technology TEKS, CCISD Graduate Profile, College and Career Readiness Standards (CCRS), International Baccalaureate, and College Board
- Essential Questions and Knowledge and Skills
- Aligned Assessments and Student Tasks which can:
 - measure student progress (what students know, understand, and do)

- provide teachers feedback to guide instruction to appropriate levels of challenge
- guide students' learning
- be used to guide curriculum alignment efforts and programmatic decisions
- be used to communicate progress to parents to support learning at home
- Prerequisite Skills
- Academic Vocabulary and Interdisciplinary Connections
- Instructional strategies that can be used for differentiation
- Aligned resources including textbooks and supplementary materials
- Appropriate Technology Applications
- Specific exemplar examples to approach key concepts/skills in the classroom

DISSEMINATION/ACCESSIBILITY

Core content area written curriculum-planning guides shall be developed for all grade levels and subjects in the district. After core content area curricula development is completed, curricula will be disseminated as follows:

- Curricula originals will be stored electronically at a central location and at the departmental level
- All instructional staff and administrators will have online access to curriculum guides for core courses

PROFESSIONAL LEARNING

- Professional learning is aligned to the demands of the written curriculum. Training is designed to prepare teachers to effectively teach the written curriculum.

b. **Taught Curriculum**

The taught curriculum refers to the instructional plan that teachers develop for teaching a unit of study based on the written curriculum described in the district's curriculum documents and instructional guides. This includes creating engaging lesson plans, internalizing the curriculum, and employing effective pedagogy.

It is the responsibility of all teachers to teach the district's approved curriculum and to contribute to the development and refinement of the written curriculum through the process of internalizing the lesson.

Teachers are expected to teach and assess the objectives stated in their subject-area instructional guides, as well as any required units or activities as directed.

Instructional support staff and campus administrators are expected to be knowledgeable about the written curriculum in order to support teachers in the implementation and internalization of the curriculum. In addition to

consistent delivery of the learning objectives in the curriculum, it is expected that instructional delivery will be based on sound teaching principles grounded in educational research.

PRINCIPLES

- Teachers implement components of the written curriculum, or what to teach, while effectively differentiating instruction, or the how to teach, in order to meet the needs of each student
- Effective instruction is the shared responsibility of the entire educational community
- Taught curriculum is the instruction delivered by the teacher which includes:
 1. clear articulation of the student learning outcomes
 2. deep alignment to the written and assessed curriculum, including the content, context, and cognitive level
 3. responsiveness to the personalized learning needs of students
 4. instructional decisions based on student achievement data
 5. reteach and acceleration opportunities for students
 6. enrichment opportunities for more challenging levels of instruction to meet the needs of advanced students
 7. technology as a tool for teaching and learning
 8. expectation that all students will perform at high levels
 9. consideration of students' social and emotional needs
 10. student centered, rigorous, and relevant instruction
 11. strategies for integration across content areas and disciplines
- Professional learning is aligned to the demands of the written curriculum. Training is designed to prepare teachers to effectively teach the written curriculum.
- Resources and research-based strategies cited in the district's curriculum are consistently used by teachers during instruction

c. Assessed Curriculum

Assessed curriculum is that portion of the curriculum that is measured, formally and informally, to evaluate student progress toward mastery of the written curriculum. Teachers will use formative and summative assessments to determine student achievement on given objectives and standards. Assessment data is used to make curriculum decisions for classroom instruction and individual student needs.

PRINCIPLES

- Assessment data guides lesson design, instruction, and student learning to appropriate levels of development and cognition
- Assessment data is used to determine the effectiveness of the written curriculum documents, resources, and instruction provided by teachers
- District and campuses report state-level assessments as required

- Assessment results are used to communicate student performance and progress to parents so that learning can be supported at home

PROFESSIONAL LEARNING

Professional learning is aligned to the demands of the written curriculum, and training is designed to use the data to make instructional decisions.

d. Monitored Curriculum

Monitoring of curriculum implementation and instructional practices is the responsibility of principals. Campus administrators are expected to monitor the delivery of the curriculum and be able to determine the concept or skills being taught, the context within which it is being taught, and the cognitive level at which students are expected to demonstrate their learning in a typical learning walk of the classroom.

The campus principal is the instructional leader who is responsible for monitoring the implementation of the district's curriculum through a variety of methods, including learning walks and formal observations. Learning walk observations should include quick "snapshots" of the daily implementation of the curriculum and instructional strategies.

While monitoring the implementation of curriculum, principals are expected to be able to determine if all of the activities observed support the aligned curriculum and professional learning. Classroom observation data should guide and inform the dialogue between administrators and teachers about instructional practices to improve the delivery of the district curriculum.

PRINCIPLES

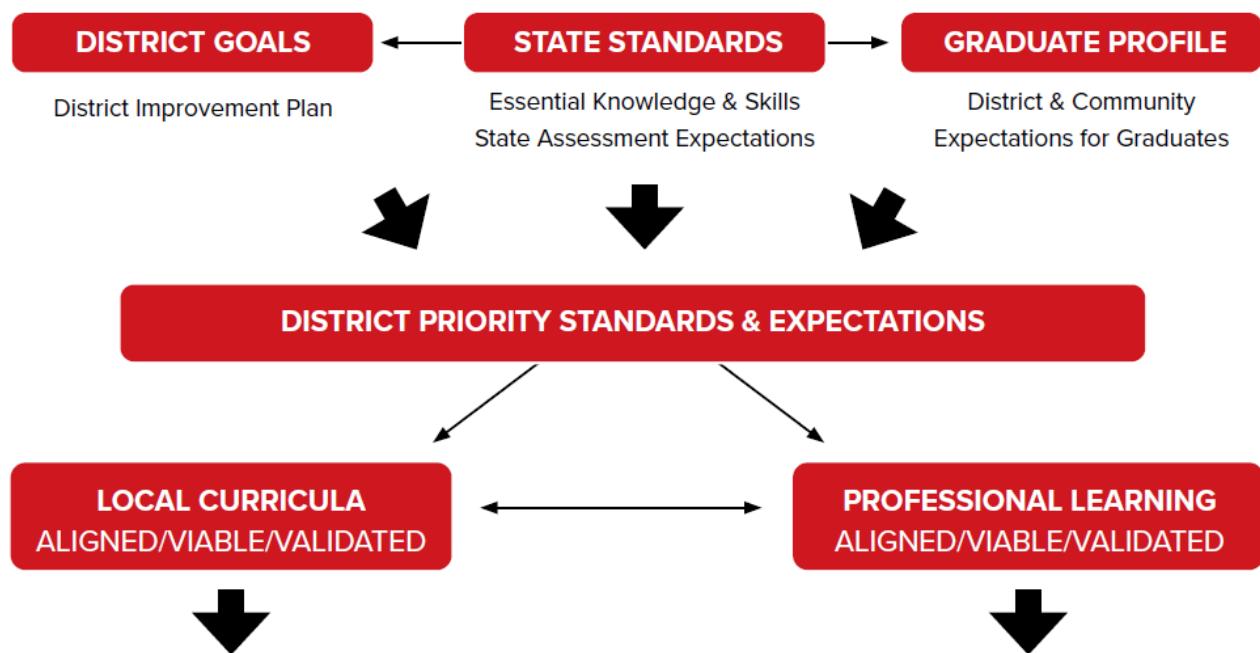
- Administrators are the instructional leaders who are responsible for monitoring the delivery of curriculum and instruction
- Classroom observation is a vital component of monitoring the implementation of the written curriculum
- Monitoring curriculum implementation is useful to administrators in determining and addressing teachers' needs and concerns
- Monitoring includes the use of tools and strategies for collecting student data to implement the **Multi-Tiered Systems of Support or MTSS**

TOOLS

- Classroom learning walk processes and district developed observation forms are used to monitor the delivery of the curriculum
- Review of lesson plans and student tasks
- Analysis of assessment data and universal screening

- Analysis of actual student work and comparison to assessment results
- Peer observations and learning walks
- Interviews and conferences with individual teachers and teams
- Meetings with district curriculum and instruction personnel
- Site-based training opportunities
- Established team planning opportunities for teachers to discuss and share ideas

F. CCISD CURRICULUM ALIGNMENT PROCESS



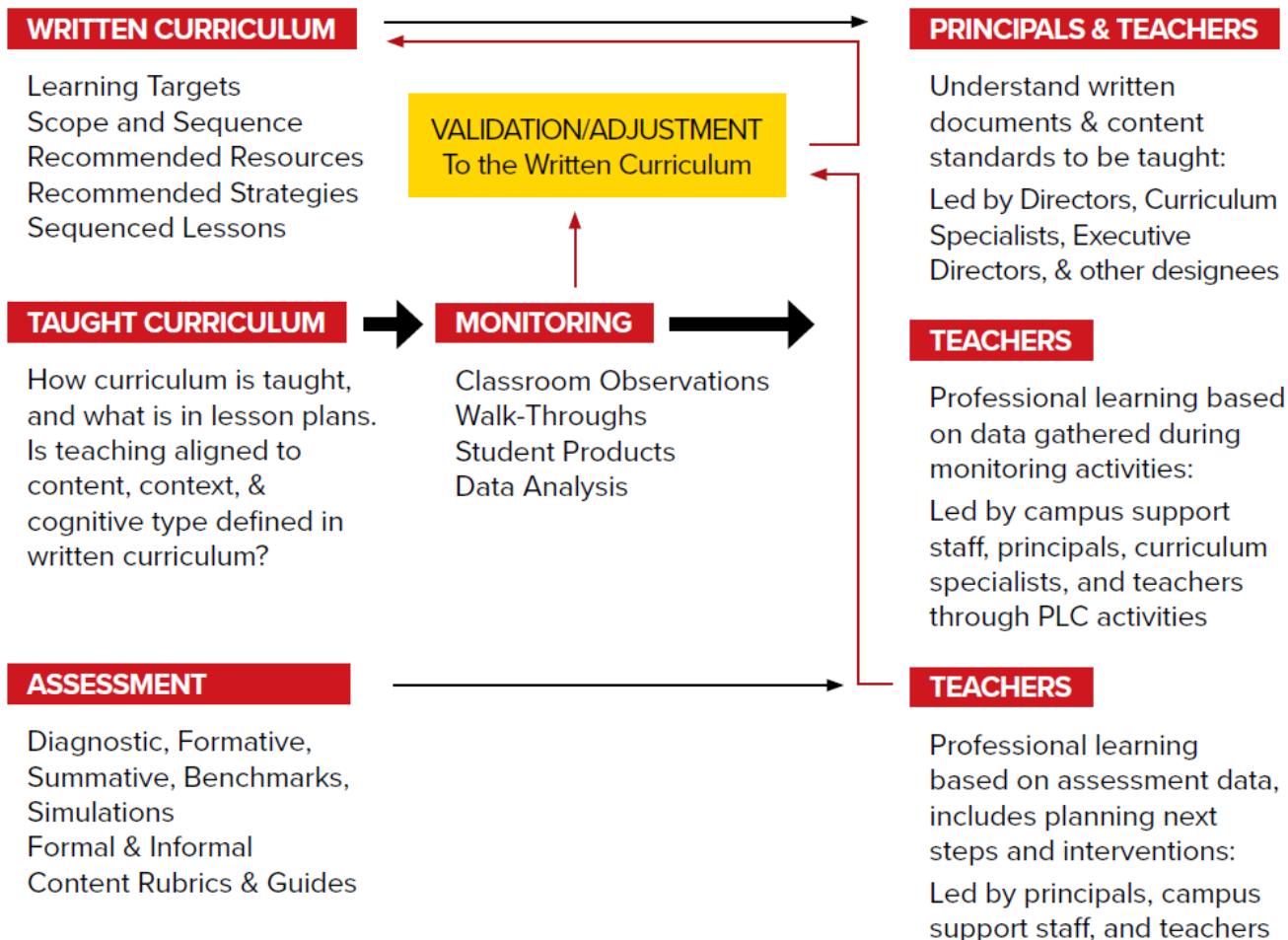


Figure 2: Vertical and Horizontal Alignment



III. CURRICULUM MANAGEMENT PLAN COMPONENTS

A. COMPONENTS OF MANAGEMENT PLAN

A curriculum management plan looks at four aspects of the curriculum process: design, delivery, monitoring, and internalization. Although PLCs are not a true component of a curriculum management plan, they are the means by which the previous four components are developed and carried out.

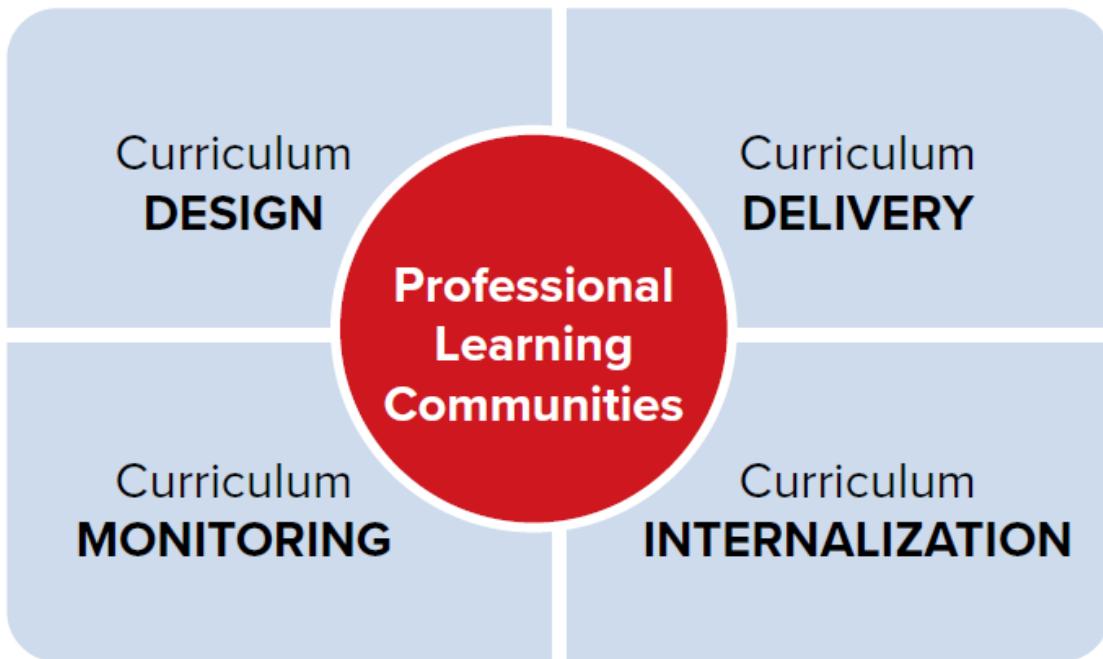


Figure 3: Professional Learning Communities

DEFINITIONS

Design — the philosophical and practical framework used to develop the written curriculum includes the timeline, scope, and procedures used for creating and reviewing the curriculum in order to determine its effectiveness. Data is used to review and strengthen curriculum and instruction.

Delivery — the staff development model used to ensure that teachers have the knowledge and skills to be able to effectively deliver the written curriculum

Internalization — the process of thinking through student needs by reading the district instructional guide to:

- understand the objective and standards of the lesson,
- analyze how the lesson being taught builds on previously taught standards,
- plan the pacing of the lesson,
- identify the background knowledge and vocabulary that needs to be frontloaded,
- write questions designed to both scaffold and increase rigor,
- create an exemplar model of appropriate student responses,
- employ backward design to analyze the assessed curriculum with the

- goal of effectively delivering the taught curriculum, and
- identify probable misconceptions and areas of difficulty.

Monitoring — the procedures that will be used for monitoring the taught curriculum in order to determine whether the approved curriculum is being implemented consistently in classrooms

Professional Learning Communities (PLC) — PLCs refer to the teams of educators who systematically work together to improve teaching practice and student learning. PLCs exist at all levels of the organization including board, leadership, department, campus, and classroom levels.

B. PRINCIPLES OF CURRICULUM MANAGEMENT

Effective management of the curriculum requires that there be established procedures and routines for the design, development, dissemination, implementation, internalization, and monitoring of the curriculum. Curriculum management assumes that when the cycle is systematically repeated, the organization achieves sustained improvement in results. Such management principles help maintain what Deming referred to as “constancy of purpose” and quality control of products and services.

PRINCIPLES

- Curriculum management is a dynamic process that includes procedures for the design, development, delivery, internalization, and monitoring of the curriculum.
- Curriculum management reflects the best understanding of the growth and development of learners, the needs of the community, research-based practices, state law, and State Board of Education requirements.
- Standards and student expectations are based upon the Texas Essential Knowledge and Skills (TEKS) and provide a framework for the development of a core set of non-negotiable and measurable learner objectives and student expectations that are vertically and horizontally aligned.
- Curriculum management is the shared responsibility of the entire educational community.
- Curriculum management requires multiple tools at various levels to determine areas of strength and weakness in the system.

IV. CURRICULUM DESIGN AND DEVELOPMENT

A. DESIGN MODEL

Curriculum design includes the development, customization, and revision of materials, resources, and strategies that are aligned, viable, and guaranteed.

The district's curriculum design is based on the principle that curriculum and instruction specialists and coordinators design curriculum that includes authentic tasks that engage students in meaningful learning.

DEVELOPMENT

In designing curriculum, CCISD staff is guided by the Understanding by Design® Framework model (McTighe and Wiggins). This model relies on previous research (Tyler, 1949; Bruner, 1960; English, 1992) on the effectiveness of a backwards approach—i.e., starting with the end in mind. Once the desired objectives and end results are defined, they become the criteria by which resources are selected, content is organized, and instruction and assessment are developed. Focusing on instructional goals and standards helps to prevent two common pitfalls of curriculum design: treating the textbook as the curriculum instead of a resource and designing curriculum as a series of activities with no clear focus, purpose, or priority.

An important feature of this model is that it requires curriculum designers to think of instructional goals in terms of what will be used as evidence that students have attained desired understanding before planning teaching and learning experiences.

The backwards design process has three-stages:

Stage 1: Identify Desired Results

What should students Know, Understand, and be able to Do? — At this stage, goals, standards, and curriculum expectations are reviewed, prioritized, and selected.

Enduring Understandings or big ideas are selected to anchor learning **Important Knowledge** (facts, concepts, and principles) and **Skills** (processes, strategies, and methods) are specified:

Stage 2: Determine Acceptable Evidence

What will be accepted as evidence of student understanding and proficiency? The evidence of what will be accepted for measuring student understanding and proficiency is identified. The model asks curriculum writers to think in terms of collecting evidence over time to validate learning, instead of relying on a single assessment. The continuum of assessment methods recommended for this model includes:

- Informal Checks for Understanding
- Observation and Dialogue
- Quizzes and Tests
- Academic Prompts
- Performance Tasks and Projects

Stage 3: Plan Learning Experiences

What knowledge and skills will students need to perform to achieve results?

What activities will help students attain knowledge and skills?

What will need to be taught for students to be ready to do performance tasks?

What materials and resources are needed?

The model asks curriculum writers to think of instructional activities and strategies after identifying desired results and assessments.

- Deliberate, sequenced path of instruction
- Varied learning experiences and student tasks to develop understanding

UNPACKING STANDARDS

In an aligned standards-based curriculum, how teachers interpret and understand standards is critical to improve student learning. As O’Shea (2005) and Hale (2008) have noted, mere alignment of topics is not enough to guarantee student mastery of the standards. Curriculum writers must be able to interpret what the standards mean, and be able to identify content, concepts, and skills, including prerequisite skills that must be taught and mastered for students to achieve intended results (Hale, J. A. 2008).

According to Janet A. Hale (2008), curriculum designers must be able to “unpack” standards into constituent parts in order to create meaningful curriculum maps. Curriculum maps display student-learning expectations horizontally and vertically disaggregated into concepts, content, skills, and assessments. Disaggregating standards requires that teachers analyze the explicit and implicit content and skills learning contained in the standard statement.

Unpacking a standard is a collaborative process that leads to formulating enduring understanding or big ideas, and essential questions that guide the development of curriculum units of instruction.

B. CURRICULUM COMPONENTS AND FORMAT

The Coordinators of Elementary and Secondary Curriculum are responsible for directing the work of content area specialists and curriculum writers in the establishment of curriculum documents. Although the style and format of templates may change from year to year to improve clarity and functionality, all curriculum documents will contain required components. Required minimum components of the CCISD curriculum include Scope and Sequence, Instructional Guides, and Curriculum Based Assessments.

Instructional Guides will include the following components:

- Unit/Module Theme or Unit/Module Title
- Big Ideas, Enduring Understandings, or Essential Questions
- Clear learning objectives – Know, Understand, and Do
- Unpacking Standards —clarification of student expectations (content, context, and cognitive level)

- Clarification of content, topic, or strategies, as well as teacher background information
- Grading period and suggested timeframe
- Prerequisite Skills
- Standards:
 - TEKS/SE's identified as readiness or supporting standards
 - English Language Proficiency Standards (ELPS)
 - College and Career Readiness Standards as appropriate
 - National Standards such as ACT and Advanced Placement (AP)
- Academic vocabulary
- Aligned resources and/or lessons to student expectations
- Recommended instructional strategies
- Technology applications, if applicable
- Assessments (Pre-Assessment, Formative and/or Summative)

C. CURRICULUM DEVELOPMENT PHASES

The Coordinators for Elementary and Secondary Curriculum and Instruction are responsible for directing the work of curriculum specialists in the development of district curriculum and working in collaboration with directors, executive directors, campus principals and teachers to ensure implementation of the written curriculum and district guidelines. Curriculum design teams consisting of content area curriculum specialists and selected key teachers are assigned the responsibility of developing the written curriculum for the district. In addition, curriculum design teams will work collaboratively with the director of professional learning to plan and deliver professional development and training to facilitate the implementation of the written curriculum.

Curriculum Development Cycle

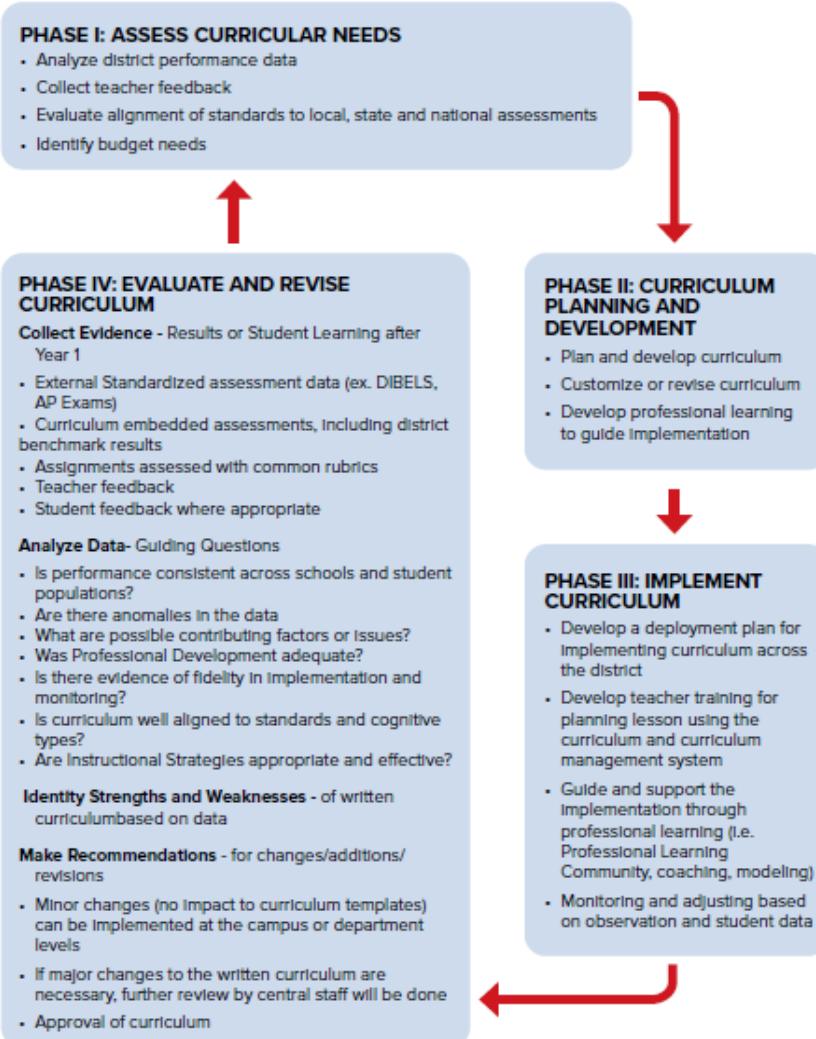
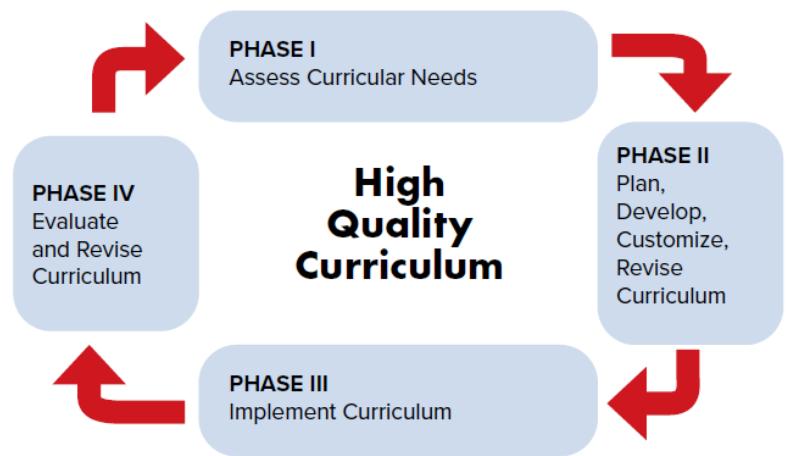


Figure 4: Curriculum Development Cycle

D. ADOPTION OF INSTRUCTIONAL MATERIALS

The Instructional Materials Coordinator will establish a Proclamation Coordinating Committee to review Proclamation Procedures Manual, timeline of events, scoring rubrics, forms, and meeting dates. The Proclamation Coordinating Committee will consist of Curriculum and Instruction, Special Education, Instructional Technology, Professional Development, and Technology: Specialists, Coordinators, and Directors. The Instructional Materials Coordinator will maintain the Proclamation Procedures Manual in compliance with CCISD Board policy. (CMD Regulation)

The adoption process is the evaluation and selection of State adopted instructional materials. The district curriculum will establish two district committees: the Subcommittee and the Official Committee. The primary goal of these committees is to ensure instructional materials are aligned with the current Texas Essential Knowledge and Skills (TEKS), College, Career and Military Readiness (CCMR) and College Board standards.

The committees will base their decisions using criteria of the instructional materials: alignment to TEKS, accuracy, physical features & durability, organization, visual cues, layout, and appropriate grade level. The district will develop a scoring rubric that evaluates nine categories:

1. Organizational/ General
2. Concept Development
3. Skill Development
4. Accessibility
5. Digital Curriculum
6. Assessments
7. Instructional Model
8. Sequencing
9. Accuracy Analysis

Instructional Materials Subcommittee

The Instructional Materials Subcommittee are CCISD qualified classroom teachers, recommended by their campus principal, or Curriculum & Instruction Specialist. The subcommittee members are appointed by the Board of Trustees to act as the official agent, to review and select instructional materials, for the district. The responsibility of the subcommittee is essential, as the selection will affect the instructional resources for 1-8 years and sometimes longer.

Subcommittee Meetings

A timeline of events will be outlined in the Proclamation Procedures Manual. The teacher subcommittee must attend 3-4 mandatory meetings:

1. Teacher Subcommittee Orientation, in November to review Procedures Manual.

2. Textbook Expo and Publishers Round Robin, in January to allow Publishers to present content. This meeting is open to the public, which allows parents and community members to provide input as a non-voting member.
3. Review and Discussion Meeting, in February to allow subcommittee members to score rubric and top 3 rank publishers.
4. Final Voting Meeting, in March to select a publisher and forward recommendations to the Official Committee.

Instructional Materials Official Committee

Instructional Materials Official Committee shall be district level professionals and classroom teachers serving on subcommittee. The Superintendent of Schools shall be a member and shall serve as Chairperson of the Instructional Materials Official Committee.

Upon the recommendation of the Superintendent of Schools and prior to December 15 of each year, the Board of Trustees of the District shall appoint the Instructional Materials Official Committee. The Instructional Materials Official Committee shall be composed of the teacher subcommittee chairs and administrative professionals. The official minutes of the meeting of the Board of Trustees, at which the appointment of the Instruction Materials Official Committee and Subcommittee Members are made public, shall include a record of the names of persons appointed to serve on these committees.

The Official Committee is responsible for approving or denying the Subcommittee recommendations of instructional materials. The Official Committee will meet in March to discuss recommendations, based on scoring rubric, pros, and cons of reviewing the publisher's content.

Board of Trustees

Once the Official Committee approves the Subcommittee recommendations, the Instructional Materials Coordinator will submit a Consent Agenda Item to have Official Committee recommendations approved by the Board of Trustees. During the meeting, the board will approve the estimated projected cost of Instructional Materials.

E. LEARNING MANAGEMENT SYSTEM

Students and teachers will utilize the district's learning management system. Our district went through an extensive process to find the best learning management system for our district and chose Canvas. Canvas provides a learning platform that can be accessed by students, teachers, leaders and guardians. Canvas provides daily interaction and a hub to access teaching and learning materials. Our learning management system is designed with a consistent framework in order to provide easy navigation and access for our students and guardians. The following information details the different

components of the learning management system which align to the board policy:

Schedules will be posted on the **SYLLABUS PAGE** of each Canvas course and the course syllabus page will be published as the **HOME** page, which is public facing. This will allow parents to quickly see teachers' office hours, weekly schedule and upcoming assignments. Schedules for students will match or exceed the following daily minimum across all grade levels.

LMS (Canvas) and ESchoolPlus programs are integrated so that teachers and students will be placed together in course tiles. Registrars and designated personnel at each campus will input students as they usually do. Every elementary student will have a designated teacher, and every middle and high school student will have a teacher per class period.

Curriculum and Instruction will provide **BLUEPRINT** courses to all major core content areas as well as Fine Arts, CTE and Advanced Placement. **BLUEPRINTS** will be pushed to all Canvas Course cards and will be updated as needed. Curriculum and Instruction will also use **CANVAS COMMONS** as well to share content and provide a network of support to all teachers.

Every year, the Office of Curriculum and Instruction shall determine the best digital resources and content to place in the blueprint and which items can be accessed through commons. Access [Blueprint and Checklist](#) to see details on the process.

In order to ensure **CCISD parents** are confident with using Canvas and become partners in their child's learning, a video series has been created in both [English](#) and [Spanish](#) with additional training to take place at Tech2Teach and during the school year.

Curriculum documents, such as Instructional Guides, are accessed by educators and leaders on the global navigation of the learning management system. A special icon, called "the APPLE" was developed and programmed to provide quick access to a Canvas course that provides a table representing every Grade level and content area.



V. CURRICULUM DELIVERY

A. PROFESSIONAL DEVELOPMENT MODEL

CCISD Professional Development Handbook

The Corpus Christi Independent School District Professional Development Mission is to provide continuous professional growth opportunities designed to increase the success of students and actively engages all members of the school community.

A quality professional development program is essential for building capacity within schools so there is high competency and high commitment among professional staff to the core work of teaching and learning and continuous improvement.

Effective professional development efforts are aligned to the core work and include high quality, ongoing learning with intensive follow-up and support. In addition, the most effective professional development models incorporate processes that are research-based and designed to engage adult learners.

The National Staff Development Council has identified several standards for the design and implementation of professional development efforts. These standards as well as other research in the field of staff development formulate the basis for district planning that provides for:

- Research-based learning opportunities in how to design and deliver a standards-based aligned curriculum
- District Comprehensive Needs Assessment
- Induction training for new teachers and administrators
- Mentoring and coaching for all teachers and administrators, particularly those new to the district
- Follow-up and support for effective implementation of job-embedded learning
- Opportunities for teachers and administrators to share ideas and strategies
- Focus on capacity building at all levels to improve teaching and learning

In addition to the list above, professional development should be differentiated to meet the needs of teachers based on where teachers are in their professional career (i.e., novice to expert). When professional development opportunities for teachers are based upon a differentiated model that considers readiness and specificity to teaching assignment, acceptance and commitment is higher because teachers see relevance.

The Office of Instructional Technology utilizes a [Canvas Checklist Rubric](#) to help teachers and leaders determine where they are in the professional learning stage and can request support based on where they are in the rubric.

Teachers need to know how to implement the curriculum using approaches that promote mastery learning with consideration given to meeting students' individual needs. In summary, professional development is a means to an end and must be designed with a focus on student success.

CCISD uses both in-person and on-line delivery for professional development. In addition to the sessions that are available to employees through our Omni Track system, employees have 24-hour access to InfoBase Learning which provides self-paced on-line professional development in multiple areas.

B. PROFESSIONAL LEARNING COMMUNITIES

Schools with high competency and commitment levels embrace the concept of professional learning communities as a philosophy and process to establish a collaborative culture with a focus on student achievement. A critical part of professional learning is the degree to which professional staff collaborate around the 4 corollary questions:

- What do students need to know and be able to do?
- How will we know when they have learned it?
- What will we do when they have not learned it?
- What will we do when they already know it?

The four questions above are the questions that CCISD educators ask themselves as they strive to help every student succeed academically. Professional development is the key that unlocks the answers. Teachers, principals, central office staff, the superintendent and the board collaborate in a variety of learning teams to:

- develop classroom, campus and district leadership
- allocate resources of time, money and personnel
- analyze performance data
- incorporate research-based tools and practices
- evaluate growth and improvement
- build capacity throughout the system
- design and implement effective strategies
- develop deep understanding of learning
- provide educational equity for all learners
- involve families in the education of their children

C. District Professional Learning

Teacher professional learning is of increasing interest as a critical way to support the increasingly complex skills students need to learn in order to succeed in the 21st century. Sophisticated forms of teaching are needed to

develop student competencies such as deep mastery of challenging content, critical thinking, complex problem solving, effective communication and collaboration, and self-direction. In turn, effective professional development (PD) is needed to help teachers learn and refine the instructional strategies required to teach these skills.

The CCISD Office of Professional Learning collaborates with all Curriculum and Instruction Departments to determine the professional development needs of Instructional employees. These departments include Reading/English, Math, Science, Social Studies, Fine Arts, Health and PE, Instructional Technology, Career and Technical Education, Advanced Academics and World Languages. Also included in the planning, development and implementation of professional development are the special program areas of Bilingual and ESL Education, Special Education and Student Support Services.

On-going support and annual training opportunities include the following:

- Summer Professional Development
- Mentor Teacher Training
- First Year Teacher Academies
- New Teacher Orientation
- Superintendent's Leadership Conference
- Tech2Teach Conference
- Blended Learning
- Aspiring Principal Institute
- Aspiring Assistant Principal Institutes
- Making Connections Conference
- Hearts and Minds Wellness Retreats
- Parent University

D. Troubleshooting Alignment Tool

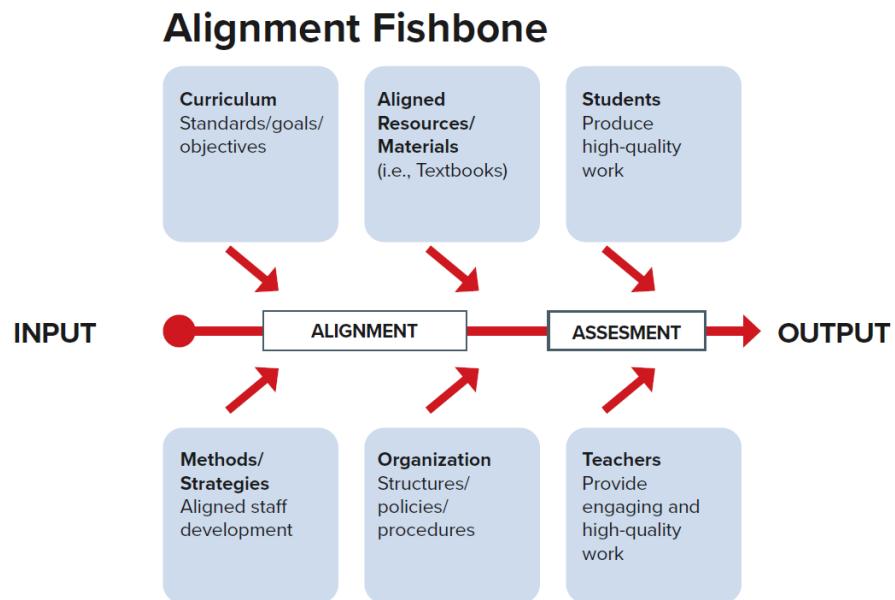


Figure 5: Teaching and Learning Module

E. CALIBRATED LEARNING WALKS

Classroom learning walks (also known as walkthroughs) are an integral part of teacher support, instructional management, and a keyway for us to 'inspect what we expect' for student experiences across CCISD.

Why classroom walkthroughs/observations?

- Systematic walkthroughs and observations help us understand the strengths and supports that our teachers need to be successful. Classroom walkthroughs are a way to support and partner with teachers, not only evaluate them, and ensure that there is consistency in student experience across the school.
- A large segment of our teacher population is new or novice teachers (18%) shifting from lesson planning to lesson internalization will ensure kids get quality curriculum and content regardless of teacher planning skill.
- One of the keyways we monitor implementation is through consistent observation and curriculum embedded feedback cycles. We cannot expect what we don't inspect.
- STAAR has been revised to incorporate more open-ended questions that require conceptual understanding of mathematics and evidence-based writing in reading language arts. The curriculum we have adopted has been designed with the RBIS and STAAR 2.0 in mind.
- One of the greatest indicators for student success and area of growth coming out of SY21-22 for CCISD is around 'student ownership' in tier 1 instruction. Consistent walkthroughs allow us to understand the health of 'student ownership' on our campuses and give us the data we need to lead initiatives on campus.

How will we ensure that walkthroughs and observations are an effective use of time across the district?

- Throughout the year we will calibrate and norm on the key Look-Fors to ensure strong instructional practices in classrooms.
- We will conduct walks alongside school leadership teams to learn and determine action steps for improvement of instruction and material usage across the district.
- By conducting systematic walkthroughs, we will highlight champions of curriculum implementation work, to build investment and spread best practices across the district.

For the 2022-2023 school year, CCISD will use the [District Walkthrough Guidance](#) document, which contains strategies and protocols, when conducting walkthroughs on campuses.



VI. EVALUATION

A. ALIGNED ASSESSMENT MODEL

Corpus Christi ISD has a comprehensive assessment program for determining the effectiveness of its curriculum design and instructional programming at the district, campus, and classroom levels. The assessed curriculum should include on-going classroom level assessment of student learning using a variety of formats and tools. Students need adequate practice and knowledge in the testing format for required state assessments. The district utilizes an information management system to provide timely, efficient, and effective feedback for students, teachers, and administrators. Characteristics should also include a program evaluation component that guides curriculum redesign, instructional planning, and programmatic decisions based on student achievement within each program area. The detailed rubric of these characteristics is referenced in the appendix.

B. PURPOSE OF ASSESSMENT

Corpus Christi ISD developed an Assessment for Learning model to help educators better visualize the work of teachers as they plan and assess students' learning. The model incorporates and illustrates the relationships among teachers' planning processes, including:

- Collaborating to identify and understand student learning standards or outcomes
- Designing assessments to measure student learning and mastery of standards
- Designing and implementing learning experiences for students to develop mastery
- Evaluating the effectiveness of planning for learning and the alignment of instruction and assessment.

Assessment provides feedback to the system for continuous improvement of the teaching and learning process. Thus, the use of assessment and the data they generate are integral components of an effective instructional program. When implemented systematically, assessment is intentional, managed, consistent, aligned, coherent, and transparent. The intent is twofold. First, assessment is a process that helps to determine the extent to which students are achieving and maintaining mastery of curriculum objectives. Second, it provides teachers and administrators valuable information to improve decision making regarding classroom instruction, use of resources, needed professional development, appropriate instructional support for students, and changes or revisions to consider for curriculum design.

C. DATA ANALYSIS PROCESS

Effective and efficient use of student achievement data is important to achieving district goals. This type of data driven instruction is purposeful when students are assessed regularly for mastery of the standards. The analysis of the assessment data is used to guide instructional decisions at the student, teacher, campus, and district level. The district and campus improvement plans contain strategies to focus on student performance levels and curriculum mastery. Assessment data is used to analyze strengths and areas of need at each campus. Data is analyzed by racial/ethnic groups, economically disadvantaged status, special education classification, and other student special programs such as Emergent Bilingual, Section 504, and students with Dyslexia. Data trends are used to refine and align curriculum standards, instructional strategies, program evaluation, and professional development opportunities. Diverse assessment strategies utilize the following:

- Focusing and narrowing instruction on standards not mastered and differentiating the curriculum to meet the needs of the students
- Instructional group settings within the classroom based on student needs for re-teaching or enrichment
- Communication with parents in a timely manner
- Data analysis to identify general achievement trends across the district for curriculum and instructional improvements
- Developing improvement plans for the teacher, campus, and district levels
- Evaluating and improving instructional programs based on student achievement data and other relevant data

Administering Assessments

- Pre-Assessments – assessments used to determine learning levels for diagnostic purposes
- Interim assessments (Curriculum Based Assessments, Unit/Module Assessments, Benchmark assessments, TEKS checks - interim criterion-referenced assessments aligned to the scope and sequence and administered at periodic intervals)
- Teacher created formative assessments utilized as a systematic check for understanding at the classroom level
- Weekly progress checks in Eduphoria
- State mandated criterion-referenced assessments
- Diagnostic Assessments such as NWEA MAP, Renaissance Star, mCLASS

Analyzing Results

- Disaggregating data to identify target student expectations that need improvement and to determine which students or student groups are experiencing difficulties in learning
- Determining causal factors – gaps in the curriculum or instructional process
- A consistent template will be utilized to analyze data and create a plan of action

Planning for Instruction

- Identifying necessary strategies for improvement
- Determining time allocations for improvement of identified objectives/targets
- Developing additional activities for teaching the objectives/targets that can be integrated in the curriculum
- Providing for additional interventions (Tiers 2 and 3)
- Creating time for mastery

Monitoring Instruction and Learning

- Working directly with students to set progress goals
- Collaborating with students to develop skills to self-monitor learning

D. COMMUNICATING RESULTS

Timely assessment and reporting procedures are important in order to meet the district's goals. Feedback includes student progress, classroom grades, benchmarks, local assessments, state assessments, etc. Notification to parents/guardians is given in a timely manner so that possible solutions can be discussed. Classroom work, report cards, student progress reports, and state assessment results are communicated to parents/guardians and available online in Home Access Center. Updated assessment information can be found on the district and campus' websites.

E. ASSESSMENT TYPES

Diagnostics Assessment	An assessment intended to identify student strengths and deficits in skills and content knowledge necessary for mastery of grade-level appropriate content. Results from diagnostic assessments may serve as the basis for development of individual student intervention plans.
Formative Assessments	Assessment designed and used at the classroom level to determine the extent to which students are learning curricular standards or objectives over relatively short intervals so that appropriate adjustments can be made during the teaching and learning process.
Interim Assessments	An assessment designed and used at the campus or district level to evaluate students' learning of a defined set of curricular standards or objectives over intermediate periods. Aggregated data from interim assessments are used to inform decisions regarding the alignment, design, delivery, and effectiveness of the curriculum at the classroom, campus and district level.
Summative Assessments	An assessment used to inform teachers and students whether the intended learning (i.e., mastery) occurred at the end of a unit or course of study. They are primarily used for evaluative purposes, such as for grading or accountability

	rating and are not typically used to provide detailed information for instructional decision-making at the student level.
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VII. Assessment Calendar

The district assessment calendar is a collaboration between assessment, curriculum, and individual campuses. All local and state assessment dates can be found on the district assessment calendar. The district's curriculum determines timeframes for Curriculum Based Assessments. The Texas Education Agency determines the dates for state mandated assessments. The district and state assessment calendar can be accessed [here](#).



VIII. MONITORING

A. MONITORING PROCESS (MTSS)

A Multi-Tiered System of Supports (MTSS) is a systemic, continuous-improvement framework in which databased problem solving and decision-making is practiced across all levels of the educational system for supporting students. The framework of MTSS utilizes high quality evidence-based instruction, intervention, and assessment practices to ensure that every student receives the appropriate level of support to be successful. MTSS helps schools and districts to organize resources through alignment of academic standards and behavioral expectations, implemented with fidelity and sustained over time, in order to enable every child to successfully reach his/her fullest potential.

1. Multi-Tiered Systems of Support

The term MTSS refers to an approach to instruction that is designed to support students who have special learning or behavioral needs.

- a. Each campus will develop a well-functioning MTSS Team that meets regularly.

- i. Before an MTSS meeting is held, classroom interventions must be attempted and documented.
- ii. Parents/guardians are communicated with at each step of the MTSS process by phone, letter, or email. Parents are invited and encouraged to attend.
- b. Each campus will include the following steps in the MTSS process:
 - i. **Identify Student Needs** (from multiple resources)
 - ii. **Identify the Problem**
 - iii. **Develop a Plan**
 - iv. **Implement the Plan**
 - v. **Monitor and Adjust**
 - 1. Students who currently have an IEP do not go through the MTSS process. Concerns about learning or behavioral needs are addressed by the ARD committee.
 - 2. English Language Learners (ELL) continue to go through the LPAC process. They may go through MTSS, if a need is indicated.

MTSS is not a program or special curriculum, but a way to systematically monitor instruction and implement various levels of interventions to meet the individual needs of students. The MTSS process systematically monitors student progress using a three-tiered instructional model.

TIER 1 instruction is considered the core instruction that all students receive in a general education setting. Instruction in Tier 1 is provided by the classroom teacher using a variety of grouping arrangements (whole-class, small groups). Within Tier 1, teachers are expected to implement the district's written curriculum flexibly in order to differentiate instruction to meet the needs of students. Typically, eighty percent or more of students show adequate growth within the core curriculum (Howard, 2099; NASDSE 2006).

TIER 2 instruction is given to students who are not making adequate progress as identified through *universal screening* and *systematic progress monitoring*. Tier 2 involves providing identified students with additional instructional time daily. Tier 2 instruction may be provided by the classroom teacher or curriculum specialist. Regardless of who provides Tier 2 instruction, the focus is on supporting and extending Tier 1 instruction with extra time, intensity of focus, and collaboration aimed to help the student be successful. Around 10 to 15 percent are identified for Tier 2 instruction (Howard, 2099; NASDSE 2006).

TIER 3 is generally provided outside the classroom to students who have not made adequate progress in the tiered instruction and the needed adaptations have been considered for special education programs and services.

ASSESSMENTS

Three categories of assessments are used in the MTSS process: *universal screening*,

progress monitoring, and formative assessments.

- **Universal Screening** — is administered through NWEA MAP. The key purpose of universal screenings is to identify students whose reading achievement or reading related knowledge is significantly below expectations and who would consequently benefit from supplemental instruction. The district uses NWEA MAP as its universal (K-12) screening assessment. The district recommends that campus teams also consider additional sources of evidence to more accurately determine which students should receive supplemental services.
- **Progress Monitoring** —in the MTSS process progress monitoring involves collecting repeated measures of performance in order to:
 - Estimate rate of progress towards grade-level goals
 - Identify students who are not making adequate progress
 - Compare efficacy of different forms of instruction to design more effective individualized instruction

Progress monitoring assessments are administered weekly or in monthly intervals. Monitoring tools selected should assess the skills and strategies that have been targeted for intervention; they should show change over time and be sensitive to small changes.

Teachers are encouraged to use multiple sources of information, such as diagnostic assessments, classroom observations, parent conferences, collaboration school personnel to make decisions about a student's instructional program.



IX. ROLES AND RESPONSIBILITIES

A. OVERVIEW

Curriculum management is a system function that requires specificity regarding the organizational structure, procedures, processes, staff, work tasks that need to be performed, and finances allocated toward fulfilling the organization's primary function. This begins with the Board of Trustees establishing policies that govern the operational framework for curriculum management and accountability. Roles and responsibilities regarding curriculum management will include the following key stakeholders:

District Expectations Curriculum Implementation

1. Set campus expectations that the teachers must use the CCISD instructional guide scope and sequence with fidelity by ensuring every instructional component is implemented without deviation.
2. Set campus expectations that the use of all CCISD high quality Tier 1 instructional material is used with fidelity, routinely.

3. Set the expectation that the use of embedded Tier 1 curricular formative assessments as determined by assessment calendar with fidelity to inform universal instruction planning decisions.
4. Implement regular cadence of campus walkthroughs with fidelity for Tier 1 curriculum implementation integrity.

B. ROLES AND RESPONSIBILITIES FOR CURRICULUM MANAGEMENT

District Level Leadership Roles

BOARD OF TRUSTEES

- Establishes policies to direct and support ongoing curriculum development and evaluation;
- Adopts a budget that provides for the development, implementation and training needed to effectively deliver the curriculum; and,

SUPERINTENDENT AND DEPUTY SUPERINTENDENT OF CURRICULUM & INSTRUCTION

- Ensure implementation of the Board policies.
- Setting curriculum guidelines and priorities.
- Organizing and facilitating committees to develop and review the curriculum.
- Providing training and resources needed to implement the curriculum.
- Providing support to principals in their role of implementing and managing the curriculum on their campuses.

CURRICULUM & INSTRUCTION EXECUTIVE LEADERSHIP (Chief, Senior, and Director Levels)

- Communicate and invest stakeholders in the vision to build capacity across the district.
- Oversee the development, implementation, and evaluation of the curriculum.
- Conducts research and consults with directors, principals, and teachers in the design and development of standards-based guaranteed and viable curriculum across all content areas.
- Revisit and revise district-wide systems that promote implementation with integrity.
- Differentiate professional learning to meet the needs of individual departments.
- Develop a comprehensive long-range plan for curriculum management, development, customization, revision, and evaluation.

EXECUTIVE DIRECTORS FOR SCHOOL LEADERSHIP

- Provide support to principals in their role of implementing and managing the

curriculum on their campuses.

- Conduct campus walkthroughs to collect data about the instructional management, school improvement goals, and building and operational issues to determine needed areas of support.
- Support principals, assistant principals, and instructional coaches in the roles of delivering and managing curriculum and professional development.

INSTRUCTIONAL SUPPORT AND COUNSELING SERVICES TEAM (MTSS, Bilingual, Special Education, Section 504, Counselors, Mental Health Professionals, Student Health Services)

- Provide professional development and training on MTSS intervention programs, progress-monitoring assessments, and data collection based on diagnostic and curriculum-based assessments.
- Monitor the integrity of implementation of MTSS at school sites, including the identification of students, delivery of Tier 2 and 3 interventions, and progress monitoring.
- Collaborate with building administrators, educators, support staff, families, and students to establish and implement a tiered framework that uses data to meet the needs of each student through academics, behavior, and character education interventions.
- Work collaboratively with campus leaders and teachers to determine best practices for assessment and instructional accommodations for students.
- Assist campuses in observing students in the instructional environment to help identify appropriate intervention strategies, to identify barriers to intervention, and to collect response to intervention data.

ASSESSMENT AND ACCOUNTABILITY TEAM

- Internalize RBIS, units, and lessons for upcoming PLCs to support teachers in the internalization process.
- Conduct consistent observation and coaching cycles that improve the quality of implementation and makes use of embedded differentiation and scaffolding.
- Design and implement a professional development plan that supports the components of the curriculum management plan.
- Anchor PD, coaching conversations, and walkthroughs in the district and school vision.
- Collaborate with C&I, deputy superintendent, directors, content coordinators, specialists, principals, and teachers to develop a professional development program that ensures adequate training of district professionals on the district curriculum.

Instructional Support and Campus Leadership

PRINCIPALS AND ASSISTANT PRINCIPALS

- Train staff and ensure that unit and lesson internalization protocols are in place and

followed up by consistent walkthroughs to ensure implementation integrity.

- Collect campus-wide data on curriculum assessments and support teachers/structures to engage in student work analysis.
- Provide curriculum embedded coaching and PD to improve internalization, implementation, and calibration on a timely and consistent basis.
- Highlight strong practices from teams and individuals to celebrate, replicate and scale.
- Serve as the primary instructional leader of teacher leaders and be responsible for managing the delivery of the curriculum.
- Monitor lesson design and assessment using Canvas.
- Use assessment data in collaboration with teachers to continuously improve student performance and develop appropriate interventions and campus improvement initiatives.
- Use the observation and feedback forms to monitor the delivery of curriculum and documents in SchoolMint Grow.
- Provides opportunities for teachers to collaborate in Professional Learning Communities (PLCs) to review and interpret assessment data, set goals, and plan for continuous improvement of achievement and share ideas and instructional strategies.

CAMPUS LEVEL INSTRUCTIONAL COACHES/DEANS

- Internalize RBIS, units, and lessons for upcoming PLCs to support teachers in the internalization process.
- Conduct consistent observation and coaching cycles that improve the quality of implementation and makes use of embedded differentiation and scaffolding.
- Make use of embedded differentiation and scaffolding researched based strategies.
- Analyze student work in PLCs and coaching conversations to help teachers see the qualitative wins and gaps for students.
- Coaching and supporting teachers in understanding standards to the level of depth and complexity needed for mastery.
- Monitor instructional effectiveness and student progress during instructional time to ensure alignment with district curriculum and initiatives.
- Use assessment data in collaboration with teachers to continuously improve student performance and develop appropriate interventions and campus improvement initiatives.
- Use the observation and feedback forms to monitor the delivery of curriculum and documents in SchoolMint Grow.

PROFESSIONAL LEARNING COMMUNITIES (PLC)

- Internalize RBIS, units, and lessons for upcoming PLCs to support teachers in the internalization process.
- Conduct consistent observation and coaching cycles that improve the quality of

implementation and makes use of embedded differentiation and scaffolding.

- Design and implement a professional development plan that supports the components of the curriculum management plan.
- Anchor PD, coaching conversations, and walkthroughs in the district and school vision.
- Collaborate with C&I, deputy superintendent, directors, content coordinators, specialists, principals, and teachers to develop a professional development program that ensures adequate training of district professionals on the district curriculum.

TEACHERS

- Understand the vision for the year and meet curricular expectations to support the implementation process.
- Internalize units and lessons to differentiate and scaffold instruction that meets the needs of all students.
- Engage in coaching and student data cycles to differentiate and scaffold instruction to address with integrity predicted and proven gaps in student learning.
- Consistently celebrate small wins of student engagement, preparedness, ownership, and discourse to build a safe and trusted learning environment.
- Collaborate through professional learning communities for the purpose of improving student learning.
- 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.



IX. APPENDIX

A. GLOSSARY OF TERMS

Authentic student tasks and products - The focus is on what the students are actually doing each day. The work students do causes them to engage in the content, context, and cognitive rigor of the standards, as well as connects their learning to real-world issues, problems, and applications. Students are able to demonstrate understanding of the connection between the standards and their work tasks and products.

Authentic tasks/work products – Tasks or products aligned to standards and focused on connecting student learning to real-world issues, problems, and applications.

Backwards Planning – begins with the test and works “back” to the curriculum.

Benchmark – 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.

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.

Content – The knowledge and skills that students should attain; often call the “what” of “what students should be able to do.”

Context – How students will be required to demonstrate mastery of the content. Teaching strategies and materials must be aligned to how students will be assessed.

Continuous improvement – refers to the model used to monitor and adjust curriculum and curriculum delivery. The components consist of Plan, Do, Study, Act.

Criterion-referenced test (CRT) – an assessment based on performance toward a pre-determined set of skills or competencies.

Curriculum – is the work plan or plans developed by or for teachers to use in classrooms by which the content, scope, and sequence of that content, and to what extent the methodology of their teaching, is defined and configured.

Curriculum alignment – the match, fit, or congruence between the written, taught, and tested curriculum; vertical alignment refers to agreement throughout the PK-12 system; horizontal alignment refers to agreement within a grade level or course.

Curriculum-based assessments (CBAs) – assessments written to curricular objectives for the purpose of determining student mastery of the curriculum. Test items are aligned to the content standards and the performance standards in terms of context and rigor

Curriculum delivery – refers to the act of implementing the curriculum which will include teaching, monitoring, supervision, and reconnecting of test data back to the curriculum, so it reflects changes brought about by identified shortcomings from the test

Curriculum design or development – refers to the act of creating curriculum via specification or a template (i.e., criteria or requirements a curriculum must fulfill or include) which include state law, state testing, national goals, and local priorities.

Content alignment – refers to the congruency between the written curriculum and the standards (i.e., topics) that are used for developing the written curriculum. Content alignment answers the question of what to teach. In Corpus Christi ISD, the Texas Essential Knowledge and Skills, College Board exams, national standards, course prerequisites, and the Corpus Christi ISD Graduate Portrait Expectations are used to develop, customize, or revise academic objectives. The objectives represent content alignment.

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.

Deep alignment – refers to a process that entails deconstructing test items so that key vocabulary, pre-requisites, concepts, skill, and processes are explicitly taught but extending instruction beyond the deconstructed test items. Thus, teachers anticipate the directions in which the test may be moving, and they focus on the underlying principles and processes involved in truly comprehending and mastering the multiple learnings that are a part of every single test item.

Evidence – multiple measures or techniques used by teachers to evaluate student learning which also can include both formative and summative assessments.

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. They are also used to scaffold the learning and assessment of students to build confidence and capacity required for success.

Frontloading – refers to the concept of design alignment in which the curriculum and the test(s) are “matched”. One would write the curriculum first and then select, adapt, or develop the test that “fits” the curriculum (or is aligned with it).

Graduate Portrait – Corpus Christi ISD’s expectations which list the standards all graduates should meet prior to graduation.

Instruction – is influenced by or “guided by” a work plan (or curriculum), it becomes instruction. It is curriculum plus teaching. It is also focused and connected teaching that adheres to the curriculum and all formal testing scenarios (and tests).

Interim assessments – tests designed and used at the campus or district level to evaluate students’ learning of a defined set of curricular standards or objectives over intermediate periods of time. Aggregated data from interim assessments are used to inform decisions regarding the alignment, design, delivery, and effectiveness of the curriculum at the classroom, campus and district level.

Learning expectations – What students are expected to know, understand, and be able to do following instruction. Teachers deeply understand the content, context, and cognitive requirements of the standards, explicitly communicate learning expectations so students clearly understand and can take ownership over their own learning, and design learning tasks that closely align to the content, context, and cognitive requirements of the standards. Teachers and students monitor learning toward achievements of standards.

Multi-Tier Systems of Support (MTSS) - is a multi-tiered approach to the identification and support of students’ learning and behavioral needs. It includes screening of all children and evidence-based interventions for students.

Personalized learning - refers to instruction that is paced to learning needs and tailored to the

learning preferences and specific interests of individual learners. In an environment that is fully personalized, the learning objectives and content, as well as the method and pace, may all vary in order to best meet the learning needs of the students.

Planning – lesson planning is deeply aligned to the curriculum and is based upon what students need to know and be able to do with greater emphasis on what students are doing to meet the performance standards (i.e., formative and summative assessments) instead of what the teacher is doing. Also, planning includes forward and backward design.

Planning for teaching – lesson planning includes curricular standards and activities, but the focus is more on what the teacher is doing (i.e., methodology orientation versus results orientation). Planning for teaching is a frontward design where the teacher plans the lesson and then assesses based upon what was taught.

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.

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

Rubric – The purpose of a rubric is to determine individual, grade level/department, campus and district status on a performance continuum.

Scope and sequence – refers to the vertical alignment and articulation of curriculum standards PK-12 in each content area presented in the order in which the standards are taught. These documents provide the “backbone” of the curriculum and establish system focus, connectivity, and coherency.

Stakeholders – refers to all constituencies involved in a particular process or decision.

Standards – the content, skills, or competencies that students are expected to know and master. What students should know and be able to do. 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 use to process information that can be applied to any learning situation and that engages students in the learning process

Student-centered – The focus is on what students do, not what the teacher is doing. It is about the learning students will be involved in, more authentic tasks which 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) occurred at the end of a unit or course of study. They are primarily used for evaluative purposes, such as for grading or accountability rating and are not typically used to provide detailed information for instructional decision-making at the student level.

B. RESOURCES

[District Instructional Resources \(Curriculum Management Cycle I\)](#)
[Collection of Instructional Materials by C&I office](#)