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Linda Denning – Advanced Academics
CyLynn Braswell – Outdoor Learning Center
Core Beliefs

We believe that:
- Kids come first
- Continuous improvement is essential for future success
- The success of each student is the shared responsibility of students, families, schools, and community
- Environment influences learning

Vision

Northwest ISD
The best and most sought-after school district where every student is future ready:
- Ready for college
- Ready for the global workplace
- Ready for personal success

Mission

Northwest ISD, in partnership with parents and community, will provide all students a premier education, preparing them to be successful, productive citizens.
Profile of a Graduate

As 21st century citizens, Northwest Independent School District (NISD) students must be prepared with high levels of academic strength including literacy, digital skills, critical thinking, problem solving, collaboration, and communication. The mission of NISD is to provide a premier education, preparing all students to be successful, productive citizens. Embedded in our vision is that our students will be future ready: ready for college, ready for the global workplace, and ready for personal success. To accomplish this goal, a student who graduates from NISD will be:

Ready for College

*To prepare to be future ready, a student who graduates from NISD will:*
- Engage in relevant literacy through proficiency in reading, writing, listening, and speaking.
- Employ proficient and responsible use of digital media to effectively communicate, synthesize, and create new knowledge.
- Problem solve and critically analyze with determination to take risks, learn from mistakes, and adapt to new thinking.
- Determine validity and relevance of information resources in the development of research skills.

Ready for Global Workplace

*To prepare to be future ready, a student who graduates from NISD will:*
- Connect and correlate knowledge and skills continuously through real-world applications in reading, writing, mathematics, science, social studies, the arts, and enrichment experiences.
- Construct new ideas through original and innovative thinking.
- Exhibit vision for personal learning and forward thinking to prepare for the future.
- Understand and adapt responsibility to a changing global community.

Ready for Personal Success

*To prepare to be future ready, a student who graduates from NISD will:*
- Practice ethical behaviors exhibiting integrity, respect, and commitment within a well-balanced lifestyle.
- Show initiative and responsibility through positive actions to express self-motivation, self-discipline, and perseverance.
- Communicate and collaborate by exercising a willingness to help and connect with culturally diverse individuals and groups to make necessary compromises toward accomplishing a common goal.
- Prepare for the unknown by being empowered with tools to face challenges and life-long learning.
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Curriculum Philosophy

The Northwest Independent School District believes the purpose of education is to prepare all students to be successful, productive citizens. In conjunction with our District’s Strategic Plan, Northwest ISD will design dynamic learning experiences to ensure that all students are future-ready learners. Premier instruction aligns the written, taught, and assessed curriculum, and reflects a standard of high expectations for student achievement. Premier instruction takes place in an engaging environment, incorporates engaging work, and results in engaged learners. Premier instruction is a collaborative effort shared by students, parents, community partners, teachers, principals, central administrative staff, the superintendent, and the Board of Trustees.

The development of the core and enrichment curriculum is research-based, data driven, and developed with an awareness of future trends. An ongoing cycle of curriculum design, delivery, monitoring and evaluation ensures continual program improvement and enhanced student achievement. The management of the curriculum is guided by strategic planning, including the NISD core beliefs, vision, and mission.

Purpose of the Curriculum Management Plan

The Curriculum Management Plan (CMP) is designed to support the mission of the Northwest Independent School District (NISD) to provide all students a premier education preparing them to be successful, productive citizens. NISD is committed to continuous improvement of teaching and learning to produce graduates that are future-ready. The design and implementation of the curriculum is consistent with the district’s goals, mission, state law and State Board of Education rules. The Curriculum Management Plan details a systematic, on-going program of curriculum development, assessment, implementation and evaluation of the curriculum.

The CMP provides clear direction for students, teachers, and administrators. It establishes a framework that outlines guidelines and procedures for the design, delivery, monitoring, and evaluation of curriculum (See Figure 1). NISD understands that student learning is the result of well-written aligned curriculum delivered by highly-qualified teachers using sound instructional practices.

While instructional differentiation shall occur to address the unique needs of all students, instruction must be delivered from a common set of standards and curriculum objectives. This plan helps to ensure equitable access to the curriculum for all students, so that all graduates of NISD are ready for college, ready for the workplace, and ready for personal success.
Figure 1: Curriculum Management Plan Components

<table>
<thead>
<tr>
<th>Curriculum Design</th>
<th>Curriculum Delivery</th>
</tr>
</thead>
<tbody>
<tr>
<td>A documented curriculum management plan includes the philosophical framework for the design of the curriculum and describes the timing, scope, and procedures for curriculum review. The plan also presents the format and components of aligned curriculum guides.</td>
<td>A documented curriculum management plan provides direction for curriculum delivery. The plan identifies a comprehensive staff development program linked to curriculum design and delivery.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Curriculum Monitoring</th>
<th>Curriculum Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A documented curriculum management plan presents procedures for monitoring curriculum delivery in order to determine whether approved curriculum is implemented consistently in classrooms.</td>
<td>A documented curriculum management plan specifies assessment procedures to determine curriculum effectiveness and describes the approaches by which assessment data will be used to strengthen curriculum and instruction.</td>
</tr>
</tbody>
</table>

Northwest ISD Four-Year Strategic Plan 2014-2018

Operational Goal I
Northwest ISD will design dynamic learning experiences to ensure that all students are future-ready learners.

<table>
<thead>
<tr>
<th>Targeted Objective A</th>
<th>Design and implement curriculum that incorporates the learning requirements of future-ready students as identified by the NISD Profile of a Graduate.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Targeted Objective B</td>
<td>Transform the learning environment through choice, relevance, and engagement.</td>
</tr>
<tr>
<td>Targeted Objective C</td>
<td>Advance collaboration, creativity, imagination, and innovation through differentiation and multi-dimensional learning.</td>
</tr>
<tr>
<td>Targeted Objective D</td>
<td>Provide personalized anywhere/anytime learning through the integration of evolving digital resources.</td>
</tr>
<tr>
<td>Targeted Objective E</td>
<td>Facilitate healthy life choices to advance student health, productivity, and well-being.</td>
</tr>
</tbody>
</table>
Curriculum Alignment Definitions

In keeping with the goals and objectives of the NISD’s mission, vision, Profile of a Graduate and Strategic Plan goals, we will create an aligned curriculum that promotes success for all students. The CMP is based upon the following definitions and principles about curriculum design, delivery, monitoring, and evaluation.

Written Curriculum
Written Curriculum is defined as those standards and goals that students are to achieve and teachers are to teach. Teachers are required by board policy to deliver the written documents. Since the curriculum is a system decision, not a campus or employee decision, curriculum proposals must be approved by central administration. Written curriculum for Northwest ISD will contain the following components: state standards which are aligned to district developed and criterion-referenced assessments; a scope and sequence with suggested pacing schedules, aligned resources; and examples of instructional strategies.

Guiding principles for the management of the written curriculum include:

- a curriculum that prepares all students to be future-ready while adhering to state laws, State Board of Education rules, as well as state and federal requirements
- a curriculum that involves students, teachers, principals, curriculum coordinators, parents, and/or community members, as appropriate
- a curriculum that is based on a set of non-negotiable, relevant and challenging student standards which guide decisions about teaching and learning and which are aligned vertically (PK-12), horizontally and systemically across campuses
- a curriculum developed to ensure that students from teacher-to-teacher and campus-to-campus have the same opportunity to learn the same standards at each instructional level
- a curriculum that is accessible, manageable, use-friendly, and current
- a curriculum that is reviewed and updated regularly at all levels: district, campus, and classroom.

Taught Curriculum
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 for teaching the written curriculum. Guiding principles for the management of the taught curriculum include:

- a classroom instruction that is aligned to the district curriculum
• professional development for teachers to fully understand curriculum standards
• an analysis of each objective so that instructional strategies match content and assessment
• instructional resources and programs such as textbooks, software, community resources, and other materials based upon their alignment within the written curriculum
• expectations that all students will perform at high levels
• a varied pace for learning according to the needs of each student and the complexity of the task
• opportunities for teachers to use flexibility and creativity in their approach and practice time for student learning success.

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

Guiding principles for the management of the assessed curriculum include acquisition, analyses, and communication of student achievement data to:
• guide lesson design and instruction at appropriate levels of cognition
• guide student learning
• guide district/campus improvement of curriculum alignment and programmatic decisions
• report State-level assessments as required
• communicate student performance and progress to parents so that learning can be supported at home
• guide curriculum writers’ in determining the effectiveness of the written curriculum document, resources, and instruction provided by teachers.

**Curriculum Alignment**
Curriculum alignment is the coordination of what is written, taught, and assessed. It is also articulation of knowledge and skills from PK-12, as well as the alignment of instruction within the department or grade level and from school to school. Curriculum alignment principles are to be reflected in the curriculum guides, instructional resources, staff development, instructional practices, student assessments, facilities, and budgeting. When the curriculum is aligned, there is congruence both horizontally and vertically.
Figure 2: Curriculum Alignment Model

- Written
- Design
- Taught
- Assessed
- Delivery
Figure 3 shows the alignment between the written, taught, and assessed curriculum and how professional development is delivered during each stage.

**Figure 3: Curriculum Alignment Process**

- **Northwest Strategic Plan Goals**
- **State Standards**
- **Northwest Profile of a Graduate**
- **High Standards & Expectations**
- **Guaranteed, Viable, and Aligned Curriculum**
- **Aligned Professional Development**

**Written Document**
- Aligned standards, scope & sequence, resources, and strategies (see curriculum writing guide)

**Aligned Instruction**
- How the written curriculum is taught, and what is in the lesson plans.

**Aligned Assessment**
- Assessment used to test the written curriculum. Both formal and informal assessments will be used.

**Curriculum Monitoring**
- Observations
- Assessments
- Teacher Feedback
- Walkthroughs
- SBBB Walks
- Instructional Rounds
- Work Products

**Written Curriculum Adjustments**

**Principals and Teachers**
- Understand the document, contents, standards led by coordinators, coaches, curriculum writers, and Executive Director

**Teachers**
- PD is based on data gathered during WTs, document checks. Led by coordinators, coaches, principals, CITs, and teachers

**Teachers**
- PD uses assessment data, planning next steps, and interventions. Led by principals, CITs, coaches, and teachers
Curriculum Development, Customization and Revision Process

NISD has developed a model for the development, customization, and revision of the district curriculum documents.

Executive Director of Curriculum and Staff Development is a central office leadership position that is responsible for directing the curriculum development process for the district and working in collaboration with curriculum coordinators, curriculum writers, campus principals and teachers to ensure that curriculum documents meet district mission, vision, and profile of a graduate meet rigorous student goals and expectations. He/she also plans and develops professional development necessary to successfully implement curriculum and provide strong instructional strategies for success for all students.

Curriculum Coordinators are responsible for curriculum design, alignment, content and program oversight. Curriculum coordinators work closely with curriculum writers, campus administrators and teachers to successfully implement the written curriculum. They provide training for teachers and administrators, evaluate assessment data, revise curriculum documents to assure alignment, best practices, and success for all students.

Curriculum Writers are teachers that are nominated by their principal annually. They are responsible for the development and revision of curriculum documents. Curriculum writers make adjustments to curriculum documents based on data that includes, but is not limited to observations, teacher feedback, assessment data, walkthrough data, and student work products. Curriculum writers are led by the curriculum coordinators and consist of classroom teachers.

NISD curriculum development is framed by the efforts of the curriculum coordinators and writers. The teams articulate and coordinate the curriculum content for all subjects and courses. They are organized and trained to write the curriculum using a standard template. Subject-area curriculum coordinators provide input to the curriculum development process and guide the writing teams. The Executive Director of Curriculum and Staff Development chairs the curriculum and staff development teams. Together these groups coordinate, manage, and evaluates the overall effectiveness of the curriculum development and alignment, as well as the staff development process.

Phase I – Planning and Developing Curriculum
Phase II – Initial Implementation of the Curriculum & Staff Development
Phase III – Revision and Implementation of the Curriculum
# Curriculum Design & Component

NISD strives to develop and implement a rigorous curriculum that develops future-ready students. The components of the curriculum writing document strengthen and enhance the curriculum. The guide provides a structure for curriculum writers by listing components that may be present within the curriculum documents.

**Figure 4: Curriculum Writing Component Guide**

## Standard Components

**Student Standards:** Scope and Sequence, including the TEKS/SEs for the subject. All student expectations are aligned to state standards tied into Profile of a Graduate. Documents for teachers to use for unpacking the TEKS/standards and clarification statements to ensure understanding of depth of instruction necessary. Identification of readiness and supporting standards, Focus on pre-requisite skills and/or necessary prior knowledge, Concept misconceptions outlined to help teachers with addressing common misconceptions and look-fors. Year at a glance with overview of each 6-weeks,

Appropriate pacing guides will be written and aligned using previous years’ data to ensure appropriate time allotment for difficult or power standards.

## Additional Components

**Student Expectations** will be aligned within a 6 weeks calendar as a planning guide for teachers to follow. TEKS checklist for course to make sure all have been included in scope and sequence document.

**Vertical alignment charts** that highlight power standards as well as supporting and readiness standards.

**Embedded technology proficiencies**

**Video links to clarify TEKS**

**Exemplar pieces** are present to ensure that performance standards are measured to the same standard.

**Rubrics** are developed for assessments to ensure alignment and guide student understanding.

**Critical writing assessments** for teachers to use in all subject areas.

**Eportfolios** to house assessments for students

## Aligned Assessments

Formative and Summative assessments are planned out for student standards and units of study. Common assessments are used to help determine alignment across the district. Curriculum writers will ensure that assessments are written to the level of rigor or higher as the standards are written. Reviewing the assessments prior to lesson planning and instruction are key. Assessments are aligned to student goals and Profile of a Graduate.

- Use multiple measures
- Measure what matters

Assessments include:

- Curriculum-Based Assessments (CBAs)
- Local & State Assessments

- 60-65% Readiness Standards
- 35-40% Supporting Standards

- Rubrics

## Aligned Instructional Strategies

Suggested research-based instructional strategies are provided to guide teachers’ instruction. Strategies should be merely a guide, but flexible enough for teacher to use personal experiences and students’ background knowledge in their instruction.

- Vocabulary for the unit
- Problem based learning plans
- Rubrics
- PreAP Extensions
- SpEd

- Activities
- Projects
- Journal suggestions
- Reteach suggestions
- Sample Assessment items

- Suggested technology Components
- Standards-based bulletin board
- Guiding questions & Learning Targets
- ELL Accommodations

## Aligned Instructional Resources

List available and approved resources for the standards/lessons being taught. Resources will include both instructional resources as well as resources used for assessments. Page numbers and chapters also included.

Technology resources for teachers

Additional pieces for instruction:

- Anchor Charts, Extension pieces for ELL students, intervention suggestions, reteaching and enrichment activities, technology applications, Thinking Maps

- Cross-curricular connections built into the curriculum.

- Videotaping openings or closing of lessons that are accessible to teachers prior to them teaching difficult or power standards.

- Video links for teachers to use with students
Rigorous Curriculum Model Components

A rigorous curriculum is essential in order for students to maximize their learning potential. NISD has four specific components in their curriculum writing documents. Each of these components will be explained in depth in the next few pages.

- Standards
- Instruction
- Assessments
- Data Analysis

Standards
Academic standards are determined by the State of Texas for each academic content area. The State Board of Education periodically updates content standards called the Texas Essential Knowledge and Skills (TEKS). The TEKS have been developed to help children be successful during and after school. Student Expectations (SEs) or TEKS consist of both Readiness and Supporting Standards.

Texas Education Agency (TEA) has determined readiness standards from the TEKS, and although readiness standards are more essential than supporting standards, supporting standards still play a vital role in student learning. Lead4ward classifies readiness and supporting standards as follows:

**Readiness standards:**
- are essential for success in the current grade or course
- are important for preparedness for the next grade or course
- support college and career readiness
- necessitate in-depth instruction
- address broad and deep ideas.

**Supporting standards:**
- are introduced in the current grade or course, but may be emphasized in a subsequent year
- are reinforced in the current grade or course, but may be emphasized in a previous year
- play a minor role in preparing students for the next grade or course but not a central role
- address more narrowly defined ideas.
Aligned Standards Curriculum Components

When appropriate, curriculum documents will contain the following components.

- **Standards** – Aligned student objectives for each unit are stated at the beginning of each unit. All standards are aligned to state and grade level standards for each content area. Readiness and supporting standards are identified within the document.

- **Correlation** – Standards should always show correlation to TEKS, STAAR, PSAT/SAT, ACT, Advanced Placement exams, end-of-course exams, and locally developed criterion-referenced assessments.

- **Rigor of Standards** – Definitions of the standards are present in the document as well as the level of thinking or skills rigor that is necessary for the student to successfully demonstrate mastery of the standard.

- **English Language Proficiency Standards** – The ELPS are important for English Language Learners to develop for successful implementation of the curriculum.

- **College and Career Readiness Standards** – Any college and career standards that are present within the document are highlighted.

- **Technology Standards** – Integrated technology standards are highlighted within the document.

- **Vertical Documents** – Understanding the vertical alignment of the standards is important, so that teachers understand what learning students are coming to the grade with and what they need to be able to do when they leave.

- **Scope and Sequence** – A timeframe for teaching each standard and student expectation is provided in the scope and sequence. Components of the scope and sequence may include:
  - Curriculum maps
  - Pacing guide - Appropriate pacing guides are written and aligned using previous years’ data to ensure appropriate time allotment for difficult, readiness or power standards.
  - Order and Sequence

- **Academic Vocabulary** – Essential vocabulary is listed within the curriculum document for teachers to highlight or front-load for increased student understanding and success.

- **Essential Questions** – Essential questions establish a learning focus, based on the standards throughout the entire lesson.

**Unwrapping Standards**

Unwrapping a standard determines the rigor of the standard, the academic vocabulary, and essential questions. Unwrapping the standards is part of the curriculum writing process, but continues with the classroom teacher prior to teaching the lesson to ensure
they fully understand the student expectation and standard. Understanding exactly what the learning standard expects a student to achieve is critical for student success on any given lesson as it identifies key concepts and skills. Curriculum writers have unwrapped the standards and fully understand the level of complexity of the standard. When standards are unwrapped, teachers understand exactly what students must know and be able to do in order to master the standard. Unwrapping standards allow for conceptual misunderstandings to be identified within the scope of instruction.

**Additional Considerations**

Curriculum writers should consider the following things when writing district curriculum:

- Why do students need this course or skill to be successful in life?
- How does the curriculum support the profile of a graduate?
- What are our beliefs for this course?
- What is our mission for this course?

**Aligned Instruction Curriculum Components**

Aligned instruction is equally as important as the standards being taught. Instructional differentiation is necessary to meet the individual needs of all students, and the curriculum document provides suggestions for instructional practices that prove to be effective and research-based.

The curriculum documents may contain the following components regarding instruction:

- research-based practices, instructional strategies, and methodologies aligned to the state standards and 21st century skills
- levels of depth and complexity and higher-order thinking skills
- conceptual units of study with performance tasks, scoring guides, rubrics
- engaging student learning experiences
- related instruction with a variety of strategies to ensure differentiation, enrichment, and intervention strategies for a variety of learners:
  - ELL
  - Special Education
  - Gifted and Talented
- sample assessment items
guiding questions
- essential vocabulary
- technology applications
- cross-curricular components
- appropriate Thinking Maps & Anchor Charts that are applicable to specific standards.

**Considerations**
Curriculum writers consider what a teacher needs to know about research-based best practices, methodologies, developmental appropriateness, and priorities for use of instructional time in order to provide appropriate levels of challenge.

**Connections**
The curriculum provides connections for special programs so that coordination and articulation occur by design.
- Teachers provide opportunities for students to see practical applications for content and skills being taught.
- Cultural heritage connections and opportunities are present throughout the content.
- There are suggested strategies for integrating the curriculum across other disciplines, including technology applications.

**Coordination with Special Programs**
Curriculum writers will work with directors and coordinators that oversee special programs within the district. The following questions should be addressed:
- Is there seamless coordination between coordinators of special programs and the Executive Director of Curriculum and Staff Development relative to curriculum design?
- Is the district approved template used to develop curriculum for special programs?
- Has a vertical team been organized to develop curriculum for the special programs?
- Has a budget been prepared to support the curriculum development cycle for special programs?
- Has the district curriculum management plan been followed to design, deliver, monitor, and evaluate curriculum for special programs?

**Resources**
NISD is a resource–rich district with both traditional type resources as well as technology-driven resources. Due to the abundance of resources, it is important for the curriculum to give a list of suggested resources for teachers to use for instruction within their
classroom. It is also imperative that resources are approved by the State of Texas as well as NISD for proper use. Resource approval is based on the following criteria:

- aligned with state standard
- uses appropriate levels of depth and complexity
- provides training of administrators and teachers to effectively implement the curriculum
- incorporates effective instructional strategies (i.e. Marzano, AP strategies)

Resources not approved by curriculum and instruction or in the curriculum document must be submitted by the principal or their designee to the Executive Director of Curriculum and Staff Development for alignment and review. The principal must use the district form found in the appendices.

The curriculum document also contains external links to additional resources for teachers. These resources may include:

- videos of lessons being taught previously
- training or professional development pieces on specific standards
- exemplars or examples of student work

**Taught Curriculum Protocols**

Per Board Policy *EH (Local): Curriculum Design*, teachers shall follow the District’s curriculum that has been designed for their teaching assignments. Teachers will be trained in the delivery of the curriculum. Campus administrators will be expected to monitor the proper implementation of the District’s curriculum. District and campus personnel will be expected to provide an environment of support for the delivery of the curriculum. Through vertical teams, writing cadres, and special task forces, staff will have the professional opportunity to help develop curriculum, make curriculum revisions, and provide direct feedback about the curriculum.

It is expected that instructional delivery will be based on sound teaching principles and grounded in educational research. The instructional delivery process is to include the following:

- determination of students’ current skills and learning to guide instruction at appropriate levels of challenge
- analysis of a variety of student achievement data
- alignment between the standard, instructional strategies and assessment
- provides a bridge between the written standard and the assessment
Aligned Assessment Curriculum Components

Assessments are an important part of the curriculum plan and process. Students, teachers, campuses and school districts are evaluated based on performance on state assessments, but that is a very small part of the importance of the assessment component. Assessments guide teachers’ instruction at appropriate levels of depth and complexity as well as appropriate context as it is related to specific content. Assessments are designed to measure student progress to allow teachers to make instructional decisions using data from assessments. Curriculum-based assessments also guide district improvement of the curriculum alignment and programmatic decisions. Assessments or blue-print for assessments should be reviewed prior to instruction to ensure proper instruction for students.

The curriculum documents include the following components based on assessments:

- formal and informal assessment opportunities
- checking for understanding activities
- assessments are aligned with standard and Profile of a Graduate
common Summative Assessments
pre and post Formative Assessments
assessments use multiple measure and formats to assess learning
on-going classroom-level assessment of student learning in a variety of formats (portfolios, performances, products, demonstrations, criterion-referenced tests, etc.)
adequate practice and assessment in the testing format of STAAR, SAT, ACT, and Advanced Placement exams
diagnostic Assessments
end of Course/Summative Assessments
accommodations/Modifications for English Language Learners
special Education Students.

Additional Assessment Resources include:
- exemplars to ensure that performance standards are measured at the same standard
- rubrics to ensure alignment and guide students understanding
- critical writing opportunities in all content areas.

NISD students have eportfolios to house work products and assessments throughout their time within the district.

For a full explanation of the assessment plan along with the Assessment Calendars for each grade and content area please review the Northwest Independent School District’s Assessment Plan document.

Data Analysis
Effective use of student achievement data is critical to assessing student mastery of the NISD standards. Data-driven instruction occurs when assessment data is used to guide instructional decisions at the student, classroom, campus, and district levels. Assessments have many purposes that are focused around student achievement:

- diagnose student learning needs
- measure student progress
- pre-asses students’ learning levels for diagnostic purposes
- focus or narrow instruction by teaching to standards not mastered
- guide teachers’ instruction at appropriate levels of depth and complexity
- vary the instructional time, setting, and/or presentation for reteach and enrichment opportunities based on student achievement data.
- evaluate performance levels of students and student groups
- guide placement in tutoring or special help programs based on assessment data
- determine effectiveness of written curriculum
- evaluate effectiveness of instructional strategies
- align classrooms or campuses
- communicate progress to parents to support learning at home.

A systematic approach to data analysis is important to ensure that data is analyzed and used to improve instruction and student achievement. NISD has information management systems to house data from state, campus, or district assessments. Principals, district leaders, and teacher leaders will lead groups through data disaggregation following assessments.

**Professional Learning Communities (PLCs)**
Campus or district level PLCs will analyze both quantitative and qualitative data to determine next steps in student learning. Timely review of assessment data is important, so misconceptions can be addressed as quickly as possible. During PLCs, educators analyze student work and/or assessments for alignment between classrooms, campuses, and the curriculum.

Curriculum coordinators are responsible for district level PLC agendas and reporting results of district assessments. Campus administration set expectations and agendas for campus PLCs.

Campuses will analyze their data in comparison to district and state data to diagnose student learning needs. Teachers work together to select research-based instructional strategies to meet the goals and needs of their students and student groups. Comprehensive action plans for intentional monitoring of strategies throughout initial or reteach process to evaluate implementation of instructional strategies.
Curriculum Audit

The district curriculum will be written and aligned to ensure students are provided a premier education preparing them to be successful, productive citizens. The goals and standards within each curriculum shall be clear and concise, and incorporated into a common format for ease of use by the classroom teacher. District, state and national standards shall guide curriculum development.

Validate the curriculum for its degree of adequacy and rigor by:

- scoring the curriculum document using the curriculum management audit criteria for curriculum adequacy
- analyzing the standards for level of difficulty as directed by the curriculum audit
- comparing the standards to external national and/or international standards for the appropriate discipline
- using an internal and external reviewer to validate adequacy and rigor.

Curriculum guides shall, at a minimum, address the following criteria (Figure 5):

- clarity and specificity of standards
- congruence of the curriculum to the assessment process
- delineation of the prerequisite essential knowledge, skills, and attitudes
- delineation of the major instructional resources
- clear approaches for Classroom use.

The following rubric is used to measure effectiveness of the following criteria within the curriculum document.
### Figure 5: Curriculum Components Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Meets Standard</th>
<th>Small Revision Needed</th>
<th>Needs Revision</th>
<th>Missing Components</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarity and Specificity of Standards</strong></td>
<td>Score Point 3</td>
<td>Score Point 2</td>
<td>Score Point 1</td>
<td>Score Point 0</td>
</tr>
<tr>
<td>States for each standard what the standard is, when it will be taught during the course, performance standard, and the amount of time to be spent learning</td>
<td>States the task to be performed or the skills to be learned</td>
<td>Vague delineation of goals or learner standards</td>
<td>No goals or standards present</td>
<td></td>
</tr>
<tr>
<td><strong>Congruence of the Curriculum to the Assessment Process</strong></td>
<td>Each standard is aligned to district and/or state performance assessments</td>
<td>States knowledge, skills, concepts which will be assessed</td>
<td>Some approach of assessment stated</td>
<td>No assessment approach</td>
</tr>
<tr>
<td><strong>Delineation of the Prerequisite Essential Knowledge, Skills, and Attitudes</strong></td>
<td>States specific documented prerequisite or description of discrete skills or concepts required prior to this learning (may be a scope and sequence across grades/courses)</td>
<td>States prior general experience needed in specified grade level</td>
<td>States prior general experience needed</td>
<td>No mention of required skill</td>
</tr>
<tr>
<td><strong>Delineation of the Major Instructional Resources</strong></td>
<td>States for each standard the “match” between the basic text/instructional resources and the curriculum standard and provides multiple resources</td>
<td>Names the basic text/instructional resources and supplementary materials to be used</td>
<td>Names the basic text/instructional resources</td>
<td>No mention of textbook or instructional tools/resources</td>
</tr>
<tr>
<td><strong>Clear Approaches for Classroom Use</strong></td>
<td>Provides specific examples on how to approach key concepts/skills in the classroom</td>
<td>Provides general suggestions on approaches</td>
<td>Overall, vague statement on approaching subject</td>
<td>No approaches cited for classroom use</td>
</tr>
</tbody>
</table>

______________________________
Total Points for Guide (NISD Standard = 14 Points)
Curriculum Monitoring

Principals, curriculum coordinators, and district administration shall manage the implementation of the aligned curriculum. Curriculum monitoring is an evaluation process that occurs during every phase of the curriculum development cycle. All instructional staff members are responsible for monitoring the curriculum to ensure that the written, taught, and assessed curricula are aligned. Strategies for curriculum management include the following:

- analysis of student assessment data throughout the year, followed by conferences with individual teachers and/or teams
- translate the importance of effective curriculum and instruction practices on a regular basis
- observations of teachers (both forty-five minute and frequent walk-throughs)
- schedule curriculum-planning meetings or review minutes of team/departmental meetings
- meetings with district Curriculum and Instruction personnel
- review of lesson plans and district curriculum
- campus-based training opportunities on the curriculum using district-approved trainers
- opportunities for teachers to discuss and share ideas and strategies
- professional Learning Communities (PLCs)
- principals, curriculum coordinators, and district administrators provide feedback to teachers regarding implementation of the curriculum.

The following chart (Figure 6) shows the process of monitoring the curriculum and checking for fidelity of implementation in regard to curriculum and instruction. The chart can be used when looking at specific strategies, standards, and content focuses. The chart is designed to determine alignment across grades, contents, campuses or district.

Campus administrators, as well as District administrators, are responsible for monitoring curriculum delivery. Administrators should use observations, PLCs, and student data to design, professional development that reinforces the expectation of quality instruction.
Figure 6: Fidelity of Implementation

Focus or Expectation

Walkthroughs
See Figure 7 for Walkthrough protocols

Provide Feedback

Aligned

Instructional Alignment

Not Aligned

Celebrate!
Post Exemplars

Move to next focus

Use walkthrough data to determine how to create the missing alignment piece. This can take place during PLCs, grade level meetings, or staff development training. It is important to discuss expectations, show exemplars, and make sure staff has proper training. Staff must understand the learning target and expectation to ensure alignment.

Walkthroughs

Provide Feedback
The following chart shows the different types of walkthroughs that NISD administrators do on campuses. Each of the walkthroughs has a different purpose and provides a variety of feedback for teachers. *I want to review this chart slightly and make a few changes.*

Figure 7: Types of Walkthroughs

<table>
<thead>
<tr>
<th>Type</th>
<th>Purpose</th>
<th>Participants</th>
<th>Feedback</th>
<th>Length</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Walkthroughs</strong>&lt;br&gt;(A.K.A. Classroom visits, Power walks, etc.)&lt;br&gt;Why? To ensure the quality of instruction in the building is consistent</td>
<td>May be evaluative; Should be descriptive</td>
<td>Campus administrators; CIT; Department chairs</td>
<td>Each teacher should receive some type of feedback (at least 3-5 times a semester. Written feedback should be provided at least twice a year.</td>
<td>The length should be determined by the purpose of the walkthroughs</td>
<td>Daily. An administrator should visit every classroom every week. This may be for a brief observation, for looking at student work, for talking with students, etc. Feedback is not necessary on every visit.</td>
</tr>
<tr>
<td><strong>Focused Walk-Throughs</strong>&lt;br&gt;(District Protocols)&lt;br&gt;Why? Professional Development for the “walker” or the “wallee”</td>
<td>Non-evaluative; Descriptive feedback</td>
<td>Administrator or CIT and 2 to 3 others</td>
<td>Participant group debriefs observation; Lead person is responsible for meeting to deliver feedback</td>
<td>Approximately 15 minutes per visit</td>
<td>Focused walkthroughs should be occurring on the campus weekly (by each administrator)</td>
</tr>
<tr>
<td><strong>Instructional Rounds</strong>&lt;br&gt;Why? To focus on an agreed-upon Problem of Practice</td>
<td>Non-evaluative; Descriptive feedback</td>
<td>All staff Led by the campus principal (instructional leader)</td>
<td>Share trends from the Instructional Rounds process with all staff; No individual feedback</td>
<td>Approximately 10-15 minutes per visit</td>
<td>Instructional Rounds should be occurring on the campus at least once each semester</td>
</tr>
<tr>
<td><strong>PDAS/PDAS opt out walk-throughs</strong>&lt;br&gt;Why? To meet the requirements of the district evaluation system</td>
<td>Evaluative</td>
<td>Campus administrators</td>
<td>Written</td>
<td>At least 15 minutes per visit</td>
<td>A minimum of one per teacher per semester</td>
</tr>
<tr>
<td><strong>1st 30 Days Observation Protocols</strong>&lt;br&gt;(Elementary/Middle)&lt;br&gt;Why? To ensure the effective implementation of the Workshop model</td>
<td>May be evaluative; Monitor the implementation of the first 30 days in ELA and Math classrooms K-8</td>
<td>Campus administrators</td>
<td>Written</td>
<td>Approximately 15 minutes per visit</td>
<td>Minimum of one grade level per day</td>
</tr>
<tr>
<td><strong>Campus Based</strong>&lt;br&gt;*If a campus has created a walk-through protocol it is responsible for ensuring the staff has a deep understanding of the purpose and the expectations of the walk-through</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Campus Based*
Curriculum Evaluation

Curriculum updates are an on-going process and curriculum is updated annually. Teachers monitor through continuous evaluation of student performance data. Throughout the year, teachers track the written curriculum, making notations for possible revisions to the written curriculum. A program evaluation component that guides curriculum redesign, instructional planning, and programmatic decision based on student achievement within each program area will be the basis for curriculum redesign.

Curriculum is updated throughout the course of the year based on following evaluation data:

- Disaggregated and analyzed student data
  - State assessments and district benchmarks
  - Curriculum-based assessments
  - Advanced Placement exams
  - Diagnostic tests
  - PSAT/SAT/ACT
  - CogAT
  - ITBS
  - INOVA
- Deconstructed test
- Data that reflects implementation of curriculum
  - Classroom observations
  - Teacher feedback
  - Walkthroughs
  - Standards-based bulletin boards
  - Student work products
- Curriculum audit data
- Teacher needs assessment
Professional Development

The professional development plan for Northwest ISD is focused on continuous improvement of instruction and is designed to provide teachers with the tools and knowledge needed to teach the curriculum as outlined in the NISD Curriculum Management Plan.

It is important that professional development take place throughout all stages of the curriculum process.

Written - Professional development must take place after the written curriculum is created and prior to instruction to ensure that teachers and principals understand the document, its contents, and the standards. Prior to instruction, it is important to reflect what professional growth is required or recommended for effective delivery of the district curriculum. This professional development will be led by curriculum coordinators, curriculum writers, content coaches and/or the executive director of curriculum.

Instruction – During this stage of the curriculum process, professional development needs to be done based on teacher, student, or class needs. Administrators gather data based on walkthroughs, student work products, and document checks. Administrators use the process of needs assessment based on classroom observations to determine professional development needs. Professional development is used to ensure alignment as well as fidelity with curriculum delivery. This professional development is led by curriculum coordinators, content coaches, curriculum writers, principals, CITs, or teacher leaders.

Assessment – Student achievement data must guide instruction and improve student performance. Professional development is determined after using a variety of assessment data. During this stage, next steps need to be determined and interventions planned for increased student achievement. This stage of professional development is led by principals, CITs, coaches or teachers.

Professional development will provide for the following:

- research-based training opportunities in the design and delivery of curriculum
- induction training for new teachers
- mentoring and coaching for all teachers
- on-the-job application of learning with follow-up and support
- opportunities for teachers to share ideas and strategies
- the expectation that learning and improving is part of the job.
Delivery of professional development occurs in the following ways:

- through instructional strategies workshops
- through team building exercises
- through curriculum writing
- through writing for publication
- through presenting at conferences
- individually, in small groups, and in large groups
- via online coursework
- via distance learning.

**CURRICULUM SUPPORT – ROLES AND RESPONSIBILITIES**

Exemplary curriculum design, delivery, monitoring, and evaluation result when all stakeholders know, understand, and execute their respective roles and responsibilities. The district has purposefully considered what each stakeholder does to contribute to the successful evolution of an aligned curriculum. In this section of the Curriculum Management Plan, the various stakeholders have been identified, and thoughtful consideration has been given to their respective roles and contributions.

**Students**

Students are recognized and valued as the beneficiaries, and as partners, in the teaching and learning process. For optimal learning to occur, students must be active participants engaged in the learning process. Students:

- understand their learning strengths and needs
- meet or exceed learning requirements based on the district curriculum and standards
- recognize the impact that their behavior has on their own learning and the learning of others.

**Parents**

Parents are the child’s first and most influential teachers. They know their child better than anyone else. Thus, in partnership with the teacher(s), parents play a critical role in the learning process. Parents:

- establish high expectations for learning, and nurture the desire in their child to be a lifelong learner
- are actively involved in their child’s education by:
o knowing their child’s teacher(s)
o attending meetings that provide them with information about the school
o attending parent/teacher conferences
o keeping up with their child’s progress, report cards, and test data
o making certain that their child completes homework assignments, and that their child goes to class prepared for learning with all the necessary tools
- help their child develop good study habits
- establish and maintain a positive attitude toward the school, personnel, and the educational process
- make every effort to provide for the physical, emotional, and health care needs of their child.

**Teachers**
The teacher is responsible for effectively teaching the locally adopted curriculum with a variety of instructional tools and for assessing student mastery with a variety of assessment tools, including any required district/state assessments. To support learning of the required curriculum, the teacher:
- identifies students’ learning strengths and needs
- develops a deep understanding of the curriculum and of effective ways to facilitate student learning of the curriculum
- continues to unpack standards to better understand student expectation and rigor or learning that must take place
- designs and implements a program of instruction that meets the strengths and needs of each student
- engages students in the learning process
- frequently assesses and documents student mastery of curriculum objectives and modifies instruction to ensure student success
- communicates learning strengths and needs to students, parents, and others
- provides feedback to students on a continuous basis to help students understand needs and next steps so that they have control of their own learning
- encourages parents to support student learning
- participates in the district/campus professional development designed to support these functions
- demonstrates an understanding of the curriculum management plan and articulates how their work supports the curriculum mission.
Principals

The campus principal is the key to implementing and monitoring the delivery of the curriculum. The principal must transmit the importance of curriculum delivery on a daily basis. To effectively support curriculum delivery, the principal:

- develops a working knowledge of the curriculum scope and sequence matrices for all subjects/courses
- reviews and interprets assessment data, and plans for improvement of assessment results
- updates the Campus Improvement Plan (CIP) to reflect the implementation of a highly articulated and coordinated curriculum, and provides/facilitates professional development related to the campus improvement plan
- reviews curriculum maps and lesson plans, observes teaching in each classroom on a regular basis, monitors implementation of the required curriculum, and ensures effective instructional delivery
- participates in regular classroom walkthroughs
- provides feedback for teachers based on classroom walkthroughs, student work, and student assessment data
- uses walkthrough and student data to determine alignment between grade levels, campus, and district
- collaborates with individual teachers and/or teams
- meets with district instructional staff
- provides opportunities for teachers to discuss and share ideas and strategies
- participates in staff development needed to effectively carry out these functions
- helps parents understand their role in supporting the curriculum
- demonstrates an understanding of the curriculum management plan and articulates how their work supports the curriculum mission.

Superintendent and Central Administrative Staff Members

The superintendent is responsible for implementation of the Board’s policies. The superintendent and designated central administrative staff member(s):

- assist the Board in creating and revising required policies to ensure a comprehensive curriculum management system
- analyze and interpret assessment data
- participate in classroom and campus walkthroughs
- provide feedback to teachers and principals based on walkthrough data and student work
- determine alignment between campuses and district
- set curriculum guidelines and priorities
- organize and facilitate committees to develop and review the curriculum
provide/locate professional development and resources needed to implement the curriculum
provide support to principals and teachers in their roles of implementing and managing the curriculum on their campuses
demonstrate an understanding of the curriculum management plan and articulate how their work supports the curriculum mission.

**Board of Trustees**
The Board, through its policy-making responsibility:

- establishes policies to direct and support ongoing curriculum development and evaluation
- authorizes the development, implementation, and review of a strategic plan for the District that identifies community expectations for curriculum
- adopts a budget that provides for the development, implementation, and training needed to effectively deliver the curriculum
- approves curriculum scope and sequence matrices that outline the standards, goals, and benchmarks that students are expected to master
- demonstrates an understanding of the curriculum management plan, and articulates how their work supports the curricular mission.

**Guidelines for New Courses, Initiatives, Programs, and Materials**

**Requirements for New Courses**
Initial proposal development and review should include Campus Site-based Teams including the principal, department or grade level chair, and curriculum coordinator.

Proposals for new courses are due to the Executive Director of Curriculum and Professional Development on or before the last school day of October. All proposals must include the following criteria:

- Course Title
- Grade Level
- Student population(s) served
- Rationale and justification in terms of student needs
• Description of the course and objectives
• Methods for evaluating student achievement
• Prerequisites
• Amount of credit and GPA level for courses
• Instructional resources and materials to be considered
• Certification/Personnel requirements
• Budget for 1st year implementation
• Projected costs for maintaining course
• Description of professional development
• Technology requirements and implementation plan
• Space/Facilities requirements.

A review committee consisting of representatives from Curriculum, Finance, Human Resources, Technology, and campuses will review all proposals.

All new courses recommended by the committee will be submitted to the Board of Trustees. All approved courses will be offered for the following school year provided that the needed curriculum has been elaborated.

**Requirements for Curriculum Initiatives and Programs**

New curriculum initiatives and program proposals will be accepted by the Executive Director of Curriculum and Staff Development at any time. Initial development and review should include Campus Site-based Teams including the principal and department or grade level chair.

New curriculum initiatives and programs must be research based and aligned with district curriculum standards. All proposals (see Appendix C for form) must include the following criteria:

• Initiative or Program Title
• Grade Level(s)
• Student population(s) served
• Rationale and justification in terms of student needs
• Description of the initiative/program components
• District standards/TEKS addressed
• Methods for evaluating student achievement
• Additional instructional resources and materials needed
• Budget for 1st year implementation
• Projected costs for maintaining initiative/program
• Description of professional development
• Technology requirements and implementation plan
• Space/Facility requirements.

A committee designated by the Executive Director of Curriculum and Staff Development will review all proposals.

All approved curriculum initiatives and programs will be implemented in accordance with the submitted plan.

Requirements for Instructional Materials and Textbooks
Instructional materials and textbooks are an important part of the learning process and environment. NISD aligns all instructional resources to the Texas Essential Knowledge and Skills (TEKS). The State Board of Education (SBOE) approves both the resources eligible for adoption and the replacement cycle time line. NISD selects textbooks through a committee process and both the committee and selections must be approved by the NISD Board of Trustees. Each committee is comprised of teachers, curriculum coordinators and administrators. The committee reviews and ranks all State-approved materials. The committee creates a rubric for teachers to use to evaluate the materials. Representatives from each campus collect the evaluation rubrics the committee presents their recommendation to the Board of Trustees. In accordance with state law, the district makes the material available to all teachers, administrators and parents to review prior to presenting its selection to the Board of Trustees for approval.

Review of Instructional Materials
NISD believes that instructional materials that are being used by teachers must be fully aligned to the Texas Essential Knowledge and Skills that are being addressed at the grade level. The Curriculum and Instruction Department reviews materials for alignment to the TEKS and the written curriculum at each grade level. Teachers requesting to use a resource that has not been provided to them by the curriculum department, must go through an approval process. NISD does not approve the use of materials that are not aligned to the TEKS or that have not been through the review process.
Financial Support
The budget process will ensure that district goals and priorities for the development and delivery of curriculum are met in the preparation of the district budget. In order to do this, staff will utilize a program-based budgeting process. Funding priorities for the curriculum and instruction department will be formulated in a manner that is congruent with the district curriculum management plan. Identified technological support and staff development needs will be an integral part of formulating the curriculum and instruction budget. Decisions related to reduction or increases in funding levels will be addressed through the district decision making process. Finally, budgeting decisions will reflect program costs that are driven by the district’s curriculum and instruction foci, legal requirements for program delivery, growth, and district priorities.
Glossary

Alignment - the "match" between the written, assessed, and tested curriculum
  • Vertical Alignment (articulation) - refers to the agreement throughout the PK-12 system
  • Horizontal Alignment (coordination) - refers to the agreement within a grade level or course
  • Content Alignment - refers to teaching what is tested (skills and knowledge required for success on assessments)
  • Context Alignment - refers to teaching the way skills are tested (format or testing protocol student must follow for success on assessments)
  • Deep Alignment - refers to clarifying standards with specificity such that variation is eliminated.

Assessment - evaluative measure of student achievement

Assessments - refers to STAAR released tests used as a district assessment
  • CBAS Assessments - refers to a district developed assessment used to measure student progress on taught standards
  • Criterion Referenced Tests - refers to an assessment based on performance toward a pre-determined set of skills/competencies
  • Norm Referenced Tests - refers to an assessment that compares a student's performance based on established norms
  • Universal Screener – assessments that to identify students that are at risk for experiencing learning difficulties. Universal screeners are target specific skills. Some universal screeners are given more than one time a year to determine growth.

Best Practices - optimally effective professional behaviors that are confirmed by sound research

Bloom's Taxonomy - a classification of thinking developed by Benjamin Bloom and organized by level of complexity: knowledge, comprehension, application, analysis, synthesis, and evaluation.

Critical Thinking - the development of analytical processes for purposes of decision-making which includes using specific attitudes and skills such as analyzing arguments carefully, seeing others' points of view, reaching sound conclusions, and the higher levels of Bloom’s Taxonomy
Curriculum - the knowledge, skills, understandings, attitudes, and processes to be written, taught, and tested at the appropriate levels/areas or courses

- **Written Curriculum** - refers to the standards, goals, and objectives that students are to achieve and teachers are to teach
- **Taught Curriculum** - refers to the methods of delivery (by teachers) of the written curriculum
- **Assessed Curriculum** - refers to the portion of the curriculum that is assessed (both formally and informally) to evaluate student mastery of the written curriculum
- **Backloaded Curriculum** - refers to alignment of the taught curriculum to established test objectives
- **Frontloaded Curriculum** - refers to the process of aligning the tested curriculum's content with the written curriculum

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

Depth and Complexity Model – refers to an instructional model embraced by Texas which advances the premise that instruction and assessment need to span the levels of both depth and complexity.

- **Depth** - refers to exploration of content across the cognitive levels of Bloom’s Taxonomy
- **Complexity** – refers to exploration of content by going past facts and topics to develop concepts, generalizations, principles, and theories

Differentiated Instruction - responding to the needs of all learners by focusing on processes and procedures that ensure effective learning for varied individuals (Tomlinson, McTighe, 2006)

Guiding (Essential) Questions - open-ended, thought-provoking questions that probe the factual and conceptual levels of understanding (Erickson, 2002)

Pacing - the rate at which bundled TEKS should be taught

Graduate Portrait - the Northwest ISD graduate expectation which lists the standards that students should know and be able to do prior to graduation
Scope and Sequence - objectives students are supposed to learn (scope) and the order in which they are to be taught (sequence)

Standards – The student expectations that are determined by the TEKS.
  • Readiness Standards – essential skills that necessary for success in the current grade level as well as the following grade level
  • Supporting Standards – skills that support readiness standards

Structure of Knowledge - a schema (visual or verbal) that specifies a cognitive hierarchy and relationship between facts, topics, concepts, generalizations and principles, and theories (Erickson, 2002)

Concept - refers to a mental construct that frames a set of examples sharing common attributes that are timeless, universal, and abstract (Erickson, 2001)

Generalization - refers to the enduring understandings or "big ideas" that synthesize facts and summarize learning (Erickson, 2001)

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

Thinking Maps - eight fundamental thinking skills defined and animated by maps designed for a common visual language for thinking and learning

Walk-Throughs – walking through teacher classrooms to look for instructional alignment, curriculum implementation, and teaching practices. Walk-throughs may take place by campus or district administrators, curriculum coordinators, or teachers.
Bibliography


Appendices
Northwest Strategic Plan Goals

State Standards

Northwest Profile of a Graduate

High Standards & Expectations

Guaranteed, Viable, and Aligned Curriculum

Aligned Professional Development

Written Document
Aligned standards, scope & sequence, resources, and strategies (see curriculum writing guide)

Written Curriculum Adjustments

Curriculum Monitoring
Observations
Assessments
Teacher Feedback
Walkthroughs
SBBB Walks
Instructional Rounds

Principals and Teachers
Understand the document, contents, and standards. Led by coordinators, coaches, curriculum writers, and Executive Director

Aligned Instruction
How the written curriculum is taught, and what is in the lesson plans.

Aligned Assessment
Assessment used to test the written curriculum, both formal and informal assessments will be used.

Teachers
Based on data gathered during WTs, document checks. Led by coordinators, coaches, principals, CITs, and teachers

Teachers
Using assessment data, planning next steps, and interventions. Led by principals, CITs, coaches, teachers
NORTHWEST ISD—CURRICULUM WRITING COMPONENT GUIDE

Standard Components

**Student Standards:** Scope and Sequence, including the TEKS/SEs for the subject. All student expectations are aligned to state standards tied into Profile of a Graduate. Documents for teachers to use for unpacking the TEKS/standards and clarification statements to ensure understanding of depth of instruction necessary. Identification of readiness and supporting standards, Focus on pre-requisite skills and/or necessary prior knowledge, Concept misconceptions outlined to help teachers with addressing common misconceptions and look fors. Year at a glance with overview of each 6-weeks,

Appropriate pacing guides will be written and aligned using previous years’ data to ensure appropriate time allotment for difficult or power standards.

**Aligned Assessments:** Formative and Summative assessments are planned out for student standards and units of study. Common assessments are used to help determine alignment across the district. Curriculum writers will ensure that assessments are written to the level of rigor or higher as the standards are written. Reviewing the assessments prior to lesson planning and instruction are key. Assessments are aligned to student goals and Profile of a Graduate.

- Use multiple measures
- Measure what matters
- Alignment to goals (of students, Profile, standards)

Assessments include:
- Curriculum-Based Assessments (CBAs)
- Local & State Assessments

- 60-65% Readiness Standards
- 35-40% Supporting Standards
- Rubrics

**Aligned Instructional Strategies:** Suggested research-based instructional strategies are provided to guide teachers’ instruction. Strategies should be merely a guide, but flexible enough for teacher to use personal experiences and students’ background knowledge in their instruction.

- Vocabulary for the unit
- Problem-based learning plans
- Rubrics
- PreAP Extensions
- SpEd

- Activities
- Projects
- Journal suggestions
- Reteach suggestions
- Sample Assessment Items
- Suggested technology Components
- Standards-based bulletin board
- Guiding questions & Learning Targets
- ELL Accommodations

**Aligned Instructional Resources:** List available and approved resources for the standards/lessons being taught. Resources will include both instructional resources as well as resources used for assessments. Page numbers and chapters also included.

Technology resources for teachers

Advanced Components

**Student Expectations** will be aligned within a 6 weeks calendar as a planning guide for teachers to follow. TEKS checklist for course to make sure all have been included in scope and sequence document.

- Vertical alignment charts that highlight power standards as well as supporting and readiness standards.
- Embedded technology proficiencies
- Video links to clarify TEKS

**Aligned Assessments:**
- Exemplar pieces are present to ensure that performance standards are measured to the same standard.
- Rubrics are developed for assessments to ensure alignment and guide student understanding.
- Critical writing assessments for teachers to use in all subject areas.
- Eportfolios to house assessments for students

**Aligned Instructional Resources:**
- Additional pieces for instruction:
  - Anchor Charts, Extension pieces for ELL students, intervention suggestions, reteaching and enrichment activities, technology applications, Thinking Maps
  - Cross-curricular connections built into the curriculum.
  - Video taping openings or closing of lessons that are accessible to teachers prior to them teaching difficult or power standards.
  - Video links for teachers to use with students
Curriculum Writing Check List

1. Calendar for each six weeks.  ___1\textsuperscript{st} ___2\textsuperscript{nd} ___3\textsuperscript{rd} ___4\textsuperscript{th} ___5\textsuperscript{th} ___6\textsuperscript{th}

2. Year at a Glance that includes an overview of each unit per six-weeks.

3. Scope and Sequence Document for each six weeks with the following information included:
   ___1\textsuperscript{st} ___2\textsuperscript{nd} ___3\textsuperscript{rd} ___4\textsuperscript{th} ___5\textsuperscript{th} ___6\textsuperscript{th}
   a. Content divided into tested units of study that are numbered in consecutive order from beginning of year to end of year with pacing for each unit.
   b. TEKS for each unit are listed and, if needed, specific parts within TEKS are identified as the focus for the unit. New TEKS that will be implemented are clearly labeled.
   c. Clarification statements for each unit to ensure all teachers understand depth of instruction.
   d. Sample items for the unit, such as: test questions, student samples, videos of instruction, screencasts, web links (anything that will support the clarification statement).
   e. “including” statements for the unit (non-negotiable), such as:
      1) Activities
      2) Projects
      3) Problem Based Learning plans
      4) Standards Based Bulletin Boards
      5) Grading Rubrics for any of the above
      6) Calculator and/or Technology Expectations (specific to unit and assessment)
      7) Use of Formulas, Notes, and Journals (specific to unit and assessment)
   f. “such as” statement for the unit (suggestions), such as:
      1) Instructional ideas
      2) Activities
      3) Standards Based Bulletin Boards
      4) Technology Ideas
   g. Vocabulary for the unit
   h. Pre-requisite skills and/or prior knowledge
   i. Resources available, including page numbers and/or chapters
   j. First 30 Days (6\textsuperscript{th} grade – 9\textsuperscript{th} grade)
   k. PAP Extensions for each unit

4. TEKS check list for course to make sure all have been included in scope and sequence document.

5. Semester Exams (60-65% Readiness and 35-40% Supporting). The semester exams need to be created by the writing team to set the expectation for the semester. These exams will be the driving force behind each unit assessment as we continue our backwards design approach to instruction.

6. Training plan created to effectively communicate revisions to teachers in August.

7. All documents saved to jump drive and delivered to curriculum coordinator by August 1.
## Curriculum Components Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Meets Standard</th>
<th>Small Revision Needed</th>
<th>Needs Revision</th>
<th>Missing Components</th>
</tr>
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<td>Score Point 3</td>
<td>Score Point 2</td>
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<td>Clarity and Specificity of Standards</td>
<td>States for each standard what the standard is, when it will be taught</td>
<td>States the task to be performed or the skills to</td>
<td>Vague delineation of goals or learner standards</td>
<td>No goals or standards present</td>
</tr>
<tr>
<td></td>
<td>during the course, performance standard, and the amount of time to be spent</td>
<td>be learned</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>learning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Congruence of the Curriculum to the Assessment Process</td>
<td>Each standard is aligned to district and/or state performance assessments</td>
<td>States knowledge, skills, concepts which will be</td>
<td>Some approach of assessment stated</td>
<td>No assessment approach</td>
</tr>
<tr>
<td>Delineation of the Prerequisite Essential Knowledge, Skills, and Attitudes</td>
<td>States specific documented prerequisite or description of discrete skills or concepts required prior to this learning (may be a scope and sequence across grades/courses)</td>
<td>States prior general experience needed in specified grade level</td>
<td>States prior general experience needed</td>
<td>No mention of required skill</td>
</tr>
<tr>
<td>Delineation of the Major Instructional Resources</td>
<td>States for each standard the “match” between the basic text/ instructional</td>
<td>Names the basic text/ instructional resources and supplementary materials to be used</td>
<td>Names the basic text/ instructional resources</td>
<td>No mention of textbook or instructional tools/resources</td>
</tr>
<tr>
<td>Clear Approaches for Classroom Use</td>
<td>Provides specific examples on how to approach key concepts/skills in the</td>
<td>Provides general suggestions on approaches</td>
<td>Overall, vague statement on approaching subject</td>
<td>No approaches cited for classroom use</td>
</tr>
<tr>
<td></td>
<td>classroom</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total Points for Guide (NISD Standard = 14 Points)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Fidelity of Implementation

Focus or Expectation

Walkthroughs

Provide Feedback

Aligned

Instructional Alignment

Not Aligned

Celebrate! Post Exemplars

Move to next focus

Use walkthrough data to determine how to create the missing alignment piece. This can take place during PLCs, grade level meetings, or staff development training. It is important to discuss expectations, show exemplars, and make sure staff has proper training. Staff must understand the learning target and expectation to ensure

Walkthroughs

Provide Feedback
<table>
<thead>
<tr>
<th>Type</th>
<th>Purpose</th>
<th>Participants</th>
<th>Feedback</th>
<th>Length</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Walkthroughs</strong> (A.K.A. Classroom visits, Power walks, etc.)</td>
<td>Why? To ensure the quality of instruction in the building is consistent</td>
<td>May be evaluative; Should be descriptive</td>
<td>Each teacher should receive some type of feedback (at least 3-5 times a semester. Written feedback should be provided at least twice a year.</td>
<td>The length should be determined by the purpose of the walkthroughs</td>
<td>Daily. An administrator should visit every classroom every week. This may be for a brief observation, for looking at student work, for talking with students, etc. Feedback is not necessary on every visit.</td>
</tr>
<tr>
<td><strong>Focused Walk-Throughs (District Protocols)</strong></td>
<td>Why? Professional Development for the “walker” or the “walkee”</td>
<td>Non-evaluative; Descriptive feedback</td>
<td>Administrator or CIT and 2 to 3 others</td>
<td>Participant group debriefs observation; Lead person is responsible for meeting to deliver feedback</td>
<td>Approximately 15 minutes per visit</td>
</tr>
<tr>
<td><strong>Instructional Rounds</strong></td>
<td>Why? To focus on an agreed-upon Problem of Practice</td>
<td>Non-evaluative; Descriptive feedback</td>
<td>All staff Led by the campus principal (instructional leader)</td>
<td>Share trends from the Instructional Rounds process with all staff; No individual feedback</td>
<td>Approximately 10-15 minutes per visit</td>
</tr>
<tr>
<td><strong>PDAS/PDAS opt out walk-throughs</strong></td>
<td>Why? To meet the requirements of the district evaluation system</td>
<td>Evaluative</td>
<td>Campus administrators</td>
<td>Written</td>
<td>At least 15 minutes per visit</td>
</tr>
<tr>
<td><strong>1st 30 Days Observation Protocols (Elementary/Middle)</strong></td>
<td>Why? To ensure the effective implementation of the Workshop model</td>
<td>May be evaluative; Monitor the implementation of the first 30 days in ELA and Math classrooms K-8</td>
<td>Campus administrators</td>
<td>Written</td>
<td>Approximately 15 minutes per visit</td>
</tr>
<tr>
<td><strong>Campus Based</strong></td>
<td>*If a campus has created a walk-through protocol it is responsible for ensuring the staff has a deep understanding of the purpose and the expectations of the walk-through</td>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>