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Revised May 2015
Our Vision:  Children First, Always... The Bryan Way.

Our Mission:  Bryan ISD will provide positive educational experiences that ensure high school graduation and post-secondary success.

Our Goals:
1. Meet the educational needs of every student by continually addressing instruction and learning so all students reach their maximum potential.
2. Recruit and retain a high quality workforce to support student success.
3. Optimize resources to support district goals and student success.
4. Maintain and develop quality facilities that support student success.
5. Proactively improve communication and perception of Bryan ISD by engaging the students, community and district employees.

Our Core Principles:
1. Every student will be unconditionally accepted, supported and celebrated.
2. Bryan ISD employees will promote the district in a positive way.
3. We will provide a safe and secure learning environment.
4. District leaders will provide support for staff.
5. All Bryan ISD employees will be held accountable.

Revised May 2015
The following plan was developed by the Bryan ISD Curriculum and Instruction Department Cadre #1. (see Exhibit #23 CMP Members and Process)
Section I:  Bryan ISD Curriculum Management Plan Philosophy

Purpose Statement

The Bryan ISD curriculum management plan is designed to increase student learning by guiding the educational experiences that ensure high school graduation and postsecondary success. The purpose of this plan is to coordinate efforts in designing, developing, and delivering curriculum that is aligned from school to school and from classroom to classroom to meet the needs of a diverse student population. The plan outlines the expectations and procedures regarding the written curriculum (guides), the taught curriculum (resources and instruction), and the assessed curriculum (assessments) in accordance with Board regulation.

Curriculum Vision

Vision Statement
The Bryan ISD Curriculum Management Plan will provide a foundation for student-centered instruction that is based on an aligned, focused, standards-based curriculum. As a foundation for all other components of the plan, the curriculum philosophy, vision, belief statements, and Portrait of a Graduate were developed.

Portrait of a Graduate
Bryan ISD graduates are lifelong learners who

- demonstrate mastery of required curriculum and skills.
- prepare for college and workforce opportunities.
- set, work to attain, and evaluate personal goals.
- exhibit a healthy, balanced lifestyle.

Bryan ISD graduates are accomplished communicators who

- collaborate effectively with others from diverse backgrounds.
- listen and respond respectfully and empathetically.
- contribute to group effort with ideas, suggestions, and hard work.
- use multi-media and technology tools in professional and personal situations.

Bryan ISD graduates are innovative thinkers and leaders who

- show perseverance and resilience in the face of adversity.
- think critically and analytically to acquire and apply new knowledge.
- employ higher-order thinking and sound reasoning.
- facilitate consensus and negotiate solutions.
- adapt to new situations and challenges.

Bryan ISD graduates are conscientious citizens who

- exhibit self-discipline, honesty, respect, and integrity.
- initiate and accept personal accountability for actions.
- value and participate in the democratic process.
- understand the value and rewards of work.
- serve the community through volunteerism and civic activities.

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Curriculum Philosophy

Definition of Curriculum
Bryan ISD defines curriculum as the knowledge, skills, attitudes, and processes to be taught and learned at the appropriate levels. A comprehensive curriculum provides a written plan to guide the design of student experiences for learning, development and goal attainment.

Philosophy Statement
Curriculum development, implementation, and evaluation shall include the following aligned components: the written, the taught, and the assessed curriculum as follows:

Belief Statements
Curriculum designed, developed, and implemented in Bryan ISD should be centered around the following core beliefs:

We believe
1. all students can learn and deserve a quality education.
2. instruction should be differentiated in order to be appropriate for all learners.
3. the district’s comprehensive curriculum should be accessible and followed by all stakeholders with fidelity in order to alleviate random variation.
4. district curriculum should be organized in a logical framework with clearly stated expectations that are based upon best practices.
5. strong Tier I instruction is essential and that teachers play an active role in determining the successful implementation of the curriculum.
6. the district curriculum should be tightly aligned to the state standards including the Texas Essential Knowledge and Skills (TEKS), English Language Proficiency Standards (ELPS), College and Career Readiness Standards (CCRS), and Technology Application Texas Essential Knowledge and Skills (TATEKS) eliminating gaps as students matriculate.
7. the district curriculum guides instruction including the level of rigor, pacing, and sequencing.
8. communication with parents and the community helps drive student success.
9. the written, taught, and tested curriculum is the framework for continuous improvement.
10. teachers should differentiate instruction to meet the needs of students within the confines of the established curriculum.

Revised May 2015
11. assessments aligned to the written curriculum will measure student mastery.
12. the curriculum is a fluid document that should be revised regularly based on performance data and stakeholder feedback.
13. a successful curriculum and instructional program requires that everyone in the district commits to, and advocates for, the same goals.
14. high levels of student achievement are the benchmarks for effective curriculum design and instructional delivery of the curriculum.
15. implementation of the curriculum requires appropriate professional development for teachers and administrators.
Section II
Curriculum Management
Section II: Curriculum Management

Executive Summary

This section outlines the management principles governing the creation of curriculum in Bryan ISD. These principles help coordinate the development of the written, taught, and assessed components, which guide the delivery of instruction.

Key Points

- Board Regulation, EG (REGULATION), directs administration to develop an articulated, written curriculum for all content areas.

Curriculum Mission Statement

Bryan ISD will provide positive educational experiences that ensure high school graduation and post-secondary success. We will provide curriculum, assessments, and instructional programs aligned to the state standards and assessments in order to meet the educational needs of every student. Administrators, instructional leaders, and teachers will work collaboratively to ensure that both design and delivery of the written, taught and tested curriculum is in alignment throughout the district. Teachers will use a variety of research-based instructional strategies to actively engage students in activities that promote conceptual understanding. Teachers, instructional leaders, and administrators will be provided professional development to enhance and support instructional delivery of the curriculum and to meet the differentiated needs of all students. Student achievement data will be used to evaluate and improve all aspects of the curriculum and instructional program.

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Curriculum Model

The curriculum model used by Bryan ISD is based on Fenwick English’s alignment model that includes three components: written, taught, and assessed curriculum. With the use of well-written curriculum documents, the district has created a coherent system that can be managed and controlled for quality purposes and improvement over time. The documents are aligned to state standards and state assessments, which are implemented by teachers who have been trained to deliver the curriculum through aligned professional development.

Curriculum Definitions

**Curriculum alignment** is the degree to which the written, taught, and assessed curriculum is congruent. It is also the extent to which the curriculum is used to guide decisions about assessments, materials, textbooks, strategies, programming, grouping patterns, professional development, facilities, and budgeting. If there is alignment of the curriculum, there is systemic agreement and connectedness, both horizontally and vertically. This provides a coherent system through which students matriculate and reduces the effects of random variation.

**Written curriculum** is defined as those standards, goals, and objectives that students are to achieve and teachers are to teach. It contains objectives which are aligned to the state curriculum framework, which includes the TEKS, ELPS, CCRS, TATEKS, district/campus developed assessments, suggested time frames, examples of strategies, grouping arrangements, programs, aligned resources, correlations to state assessments, and other district used assessments such as Advanced Placement, International Baccalaureate, SAT/ACT, as well as any assessment associated with end of course, certifications, and licensures.

**Taught curriculum** refers to instruction, and the process by which the teachers plan, organize, and deliver instructional strategies for teaching the written curriculum. Teachers are required to develop lesson plans and implement best practices when teaching the written curriculum.

Revised May 2015
**Tested curriculum** is that portion of the written curriculum that is assessed, both formally and informally, to evaluate student progress toward mastery of the written curriculum. Bryan ISD is accountable for students achieving the passing standard on state assessments, curriculum based assessments, and local benchmarks.

**Curriculum Management**

The following principles are based upon the Curriculum Management Audit standards (see *Exhibit 2. Audit Curriculum Guide Criteria Rubric*) and are rooted in the theory of rationality and quality control. According to English (1988), "a rational organization develops goals, translates them into activities that are congruent with the goals, portions its resources based on goal priorities, and translates both into tangible jobs to be performed and subsequently evaluated. Based upon feedback obtained from evaluation, the cycle is repeated until the desired results are obtained at the lowest possible cost" (p. 329). Over time, when this cycle is systematically repeated, the organization achieves sustained improvement in results. Such an organization has purpose and institutes management principles to help maintain what Deming referred to as "constancy of purpose" and quality control of products and services.

**Curriculum Management Principles**

- Curriculum development is dynamic and includes processes for the management, development, and delivery of the curriculum.
- Curriculum development reflects the best understanding of the growth and development of learners in a changing society, the needs of the community, research-based practices, state law, and State Board of Education requirements.
- Standards and student expectations are based upon the TEKS, ELPS, and CCRS, and provide a framework for the development of a core set of non-negotiable and measurable learner objectives/student expectations that are vertically and horizontally aligned. The results are well-articulated scope and sequence documents for all content areas and grade levels that guide decisions about teaching and learning.
- Curriculum documents are aligned and accessible.
- Curriculum is assessed by formative and summative assessments at the campus, classroom, and individual student level.

**Instructional Management Principles**

- Teachers are required to use the district’s assigned curriculum.
- Classroom instruction, including instruction for special population groups, shall be aligned to the district curriculum to include all skills and content required by the standards-based scope and sequence for the course being taught.
- Teachers select instructional resources such as textbooks, software, community resources, and other materials based upon a review process to ensure alignment to their required district curriculum.
- Professional learning is designed and implemented to prepare staff members to effectively deliver the prescribed curriculum and differentiate instruction based upon identified needs of students.

Revised May 2015
Assessment Management Principles

- Student assessment data is disaggregated, distributed, and used to
  - guide teachers' lesson design and instruction at appropriate levels of depth and complexity.
  - plan for student learning.
  - direct continuous district/campus improvement.
  - modify instruction.
  - make programmatic decisions.
  - communicate student performance progress to parents.
- District curriculum will be assessed to evaluate its overall effectiveness and its capacity to produce desired student achievement results. This will be achieved through the use of aligned benchmark and curriculum based assessments.
- Assessment data is used as the basis for quality control of the system.
- See BISD Assessment Plan for further details and information.
Section III
Curriculum Expectations
Section III: Curriculum Expectations

Executive Summary

This part of the Curriculum Management Plan focuses on the written curriculum and the criteria used by the district to develop, customize, and/or revise curriculum.

Key Points

- All district curriculum documents are aligned to the Texas Essential Knowledge and Skills (TEKS) and include standards that are articulated from PK-12, sequenced based upon grading periods, non-negotiable for teacher use, and measurable based on district assessments.
- Bryan ISD provides public access to six weeks at a glance documents in core curriculum areas.
- Bryan ISD provides public access to vertical alignment documents, scope and sequence documents, six weeks at a glance documents, TEKS navigational tool documents, TEKS audit documents, district based assessments, and pacing calendars in core curriculum areas.
- Curriculum for non-core courses will be developed to address course pacing and horizontal alignment based on an on-going production schedule.
- The Portrait of a Graduate will highlight the intent of the curriculum.

All curriculum and adopted resource decisions, including but not limited to the elimination or addition of programs, courses, and extensive content alteration, shall be subject to Board approval. Since the curriculum is a system decision, not a campus or employee decision, curriculum proposals from employees shall be presented first to central administration. If the proposal is acceptable at that level, it shall then be presented to the Board (see Exhibit 1. EG (REGULATION)).

The Written Curriculum

Learning will be enhanced by adherence to the district's written, aligned, and articulated curriculum that promotes continuity and cumulative acquisition of skills and knowledge from grade to grade and from school to school. The curriculum should reflect the best knowledge and research regarding the growth and development of learners; the content requirements as set forth by the state, local, and national standards of the various content disciplines; consideration of the unique and special needs of students who attend the Bryan Independent School District; and stakeholder input for preparing its students to meet society’s demands for a well-prepared and competitive citizenry for the 21st Century.

The PK-12 curriculum shall be based on a core set of non-negotiable and measurable student expectations/objectives and skills mandated by the state that prepare students to be college, technical school, or workforce ready and to be responsible community members.

Revised May 2015
Components of the Written Curriculum

Bryan ISD’s curriculum is aligned to ensure that students are prepared to be successful learners. District developed scope and sequence documents for grades K-12 in the four core areas will be followed. Curriculum documents for electives and courses offered in Pre-Advanced Placement (Pre-AP) and Advanced Placement (AP), fine arts, and health/physical education will be developed by the curriculum writing committees composed of selected teachers, instructional coaches, curriculum coordinators and directors. The district’s CTE courses will follow the TEKS provided by the Texas Education Agency. All documents in the four core areas are housed digitally in the Eduphoria - Forethought curriculum management system and Google documents.

### Bryan ISD Curriculum Components

<table>
<thead>
<tr>
<th><strong>Curriculum Component</strong></th>
<th><strong>Document Contents</strong></th>
<th><strong>Document Purpose</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Vertical Alignment Document (VAD)</strong></td>
<td>TEKS for the subject area in a view that shows the alignment of skills learned in the previous and ensuing grade/course.</td>
<td>Prerequisite skills are identified in the VAD will be considered when designing aligned lessons.</td>
</tr>
<tr>
<td><strong>Scope and Sequence Document</strong></td>
<td>TEKS are bundled into units for each of the six weeks grading periods.</td>
<td>Following an overview of when the TEKS are covered during the year allows a clear picture of what is to be taught and helps ensure consistency across the district.</td>
</tr>
<tr>
<td><strong>Six Weeks at a Glance</strong></td>
<td>TEKS and main topics/activities for each six weeks</td>
<td>This is used to inform parents and guardians of what will be taught each six weeks in each content area.</td>
</tr>
<tr>
<td><strong>TEKS Navigational Tool Document</strong></td>
<td>This document contains the bundled standards to be taught within a unit, including the Texas Essential Knowledge and Skills, English Language Proficiency Standards, College and Career Readiness Standards, and Technology Application TEKS. Also included is the time frame for teaching the unit, academic vocabulary, objectives, TEKS clarifications, sheltered instruction strategies, and resource links helpful for teaching the content.</td>
<td>This unit guide is to be used by teachers when planning for the unit’s instruction.</td>
</tr>
</tbody>
</table>

Revised May 2015
<table>
<thead>
<tr>
<th>TEKS Audit Document</th>
<th>All TEKS for each course are listed with a column for each six weeks. It is noted in the column whether the TEKS is taught (T) or receives ongoing instruction (O) within the six weeks column.</th>
<th>This document provides assurance that 100% of the TEKS are covered within the curriculum.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content Calendars</td>
<td>Each content area or grade level has a calendar of significant dates on this document. Entries may include dates for state assessments, benchmarks, beginning and ending of units, and district based assessments.</td>
<td>This document assists teachers and administrators with a timeline to guide planning for instruction and assessments.</td>
</tr>
<tr>
<td>District based assessments</td>
<td>TEKS aligned, STAAR-like questions based on the standards taught. Designed to be administered during a single class period.</td>
<td>These district-generated formative assessments are designed to give teachers and instructional leaders data on student performance at the SE level.</td>
</tr>
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</table>

### Development and Distribution of the Written Curriculum

The Board expects that a consistent, managed curriculum will be followed across the district. Teachers are expected to teach the curriculum of the district. The curriculum is designed to provide teachers and students with the Board’s expectations of what students are to learn. The developed curriculum will ensure the following:

- The curriculum will emphasize reading and writing at grade level.
- The curriculum will provide for mastery of grade level standards in mathematics, science, and social studies.
- The curriculum will prepare students for state and national assessments.

### Development and Revision

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

- The curriculum is developed within the district by the curriculum writing committees composed of selected teachers, instructional coaches, curriculum coordinators and directors, and is based on state standards and research-based best practice.
- Developed and revised curriculum will follow the uniform component format established by the district’s content coordinators. Cosmetic and utility changes to the component format will be suggested, discussed and agreed upon prior to the occurrence of revision work impacting the following school year.

Revised May 2015
Revisions to the curriculum will be made based on state TEKS revisions, assessment data, and stakeholder feedback. Curriculum documents for the core areas will be revised annually based on feedback obtained from teachers and end users as follows:

- Teachers will be given the opportunity to submit feedback and revision suggestions at least twice per school year.
- Feedback and suggestions will be reviewed by content area experts including content coordinators and instructional coaches.
- Warranted curriculum changes will be made in writing prior to implementation in the following school year.

Mandated or directed revisions will occur following the time frame indicated by the directive.

Major curriculum revisions will occur based on the schedule of the implementation of new or revised state standards. The schedule of curriculum revision will be based on state expectations and district needs. (see Exhibit 6, Five Year Curriculum Improvement Plan)

An annual curriculum update and revision summary will be prepared by the director of Curriculum and Instruction and submitted for board approval prior to the beginning of each school year.

Technology Applications TEKS and Technology Integration Activities shall be included and developed for each core content area at grade levels K-8. The following are expectations for the integration into the curriculum:

- The Technology Application TEKS will be aligned to the core content unit and included on the TEKS Navigational Tool document beginning with grades 6-8.
- Digital Learning resources and example activities will be embedded in the Resource section of the TNT beginning with grades 6-8.
- Example activities will be written according to the lesson planning template format (Ex: I Do...You Do...We Do).

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

Staff development shall be designed and implemented to prepare staff members to teach the designed curriculum and shall use effective change processes for long-term standardization.

**Distribution** - Subject area written curriculum and instructional guides shall be made available digitally for all grade levels and subjects in the district. The following are expectations for the distribution of the curriculum:

- The curriculum documents are available for district stakeholders in a web-based format.
- Teachers shall access the web-based curriculum documents to develop daily lesson plans.
- Parents will have access to six weeks at a glance curriculum documents via the district website or upon request to a school administrator.
- The district curriculum documents are developed for and used by Bryan ISD employees only.

Revised May 2015
Section IV
Instructional Expectations
Section IV: Instructional Expectations

Executive Summary

Instruction is defined as curriculum plus teaching. Through Curriculum Development EG (Regulation) the Board of Trustees specifies that teachers are required to use the district curriculum as their primary source of instructional direction. There must be assurance that teachers and their colleagues are working toward a common set of student objectives as evidenced by walkthroughs and lesson plan review. This section of the Curriculum Management Plan delineates the instructional expectations and how professional learning opportunities will be provided to build the capacity of teachers in providing quality instruction for students.

Key Points

- Teachers are required to use the district curriculum as their primary source of instructional direction.
- Teachers will access the written curriculum and instructional components supporting the curriculum through the web-based system to develop daily lesson plans.
- Lesson planning occurs at the teacher level, is monitored for composition by principals and instructional leaders and will include research-based components that focus on what is necessary for students to learn the curriculum at high levels of engagement.
- Effective lesson planning is central to effective instruction, but is not the only contributing factor to student achievement.
- Effective use of student achievement data is critical to the attainment of the district's goals for student learning and is used to guide instructional decision making.
- A quality professional learning 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 of the system.
- Professional learning needs to be designed to meet the needs of teachers based on where teachers are in their professional career.
- Professional learning must be planned to enhance student learning of the curriculum.
- Lesson planning occurs at the teacher level and is monitored by campus administrators adhering to the required components set by the district.
- Administrators shall work with teachers to maintain consistency between the written curriculum and the curriculum objectives actually taught and tested.
- All programs, including those for special population students, shall be aligned to the district curriculum and be integrated in their delivery approach.
- It is expected that instructional delivery will be based on sound teaching principles grounded in educational research and supports the district’s mission.
Components of Lesson Design

District curriculum and instruction components shall serve as the framework from which a teacher will develop individual lesson plans and approaches to instruction that will serve the students’ particular needs at a particular time. The guides shall be used to map a logical sequence of instruction. The sequence of instruction should be planned keeping in mind the allotted minutes per class period as defined by the bell schedules for secondary schools and the Elementary Master Schedule Time Requirements (See Exhibit 11, Elementary Master Schedule Time Requirements).

Lesson planning is a cognitive and intellectual event where teachers are engaged and collaborate with colleagues to produce desired learning outcomes. Teachers should purposefully plan for engaging lessons using active cognitive engagement (ACE) (See Exhibit 12, ACE Definition). Formative assessments, such as Mastery Checks (See Exhibit 8, Mastery Checks Definition) should be used daily. All lessons require teacher planning but those involving low performing standards require more extensive planning. Therefore, BISD uses two basic lesson plan formats: The “Components of a General Lesson Plan” and a “Lesson Plan for Low Performing SEs” are outlined below.

It is the expectation that lesson plans are written for each instructional day following one of the two plans. Teachers will choose the lesson plan format based on student achievement data.

<table>
<thead>
<tr>
<th>Components of a General Lesson Plan</th>
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<tbody>
<tr>
<td>○ Student Expectation(s)/ELPS</td>
</tr>
<tr>
<td>○ Learning Objective (I can)</td>
</tr>
<tr>
<td>○ Verb(s)</td>
</tr>
<tr>
<td>○ ELPS</td>
</tr>
<tr>
<td>○ Language Objective (I will)</td>
</tr>
<tr>
<td>○ Academic Vocabulary</td>
</tr>
<tr>
<td>○ Key Questions</td>
</tr>
<tr>
<td>○ Bell Ringer</td>
</tr>
<tr>
<td>○ Key Learning Activities (I do, We do, You do; 5E)</td>
</tr>
<tr>
<td>○ Optional: Stations/Centers</td>
</tr>
<tr>
<td>○ Optional: Meaningful Homework, Building Background</td>
</tr>
</tbody>
</table>

Instructional Design Characteristics and Processes

The District has several expectations of the teaching and learning process. There must be assurance that teachers and their colleagues are working toward a common set of student standards/objectives. All faculty members have a responsibility to teach to the curriculum standards/objectives. Principals shall ensure that optimum use is made of the curriculum, instructional time, aligned resources, and the lesson planning tool that is provided to teachers to access their respective curriculum documents and assessments.

Revised May 2015
When planning for units of instruction, teachers and instructional leaders should follow research-based practices. The use of a planning/learning cycle model such as the one exemplified by the district’s “Coherency Cycle” allows teachers to use backwards design to build units of instruction that are based on state standards. Refer to Coherency Cycle graphic in Exhibits. Coherency Cycle (See Exhibit 4, Curriculum and Coherency Cycle) Planning tools such as "The Planning Placemat" (See Exhibit 5, Planning Placemat) can be used to assist teachers in the alignment of instruction to the appropriate rigor level of the TEKS/SE taught in a unit.

All programs, including those for special population students, shall be aligned to the district curriculum and support students assigned to the various programs in the acquisition of the required content and skills for mastery. This will necessitate integration and collaboration by teachers assigned to the various programs as they work with the regular education teachers in providing appropriate interventions for students.

The curriculum documents will provide a scope and sequence with time allocations that will provide direction to teachers in the lesson planning process. Instruction will consistently address the state standards and be based on sound teaching strategies and pedagogy. Instructional supervision efforts will be aligned with these research-based teaching strategies and principals will use an approved walk through document (Walkthrough Form) to monitor delivery of the curriculum as well as provide instructional information for the state appraisal system.

Other factors that contribute to effective teacher planning and to student achievement include

- establishing a school climate that is conducive to learning.
- having both instructional staff members and students take responsibility for learning.
- implementing research-based practices.
- expecting high levels of learning for all students.
- ensuring that all students experience opportunities for personal success.
- initial teaching to the objectives that provides varied approaches, adequate practice time, and multiple opportunities for learning and success.
- teaching the objectives using the appropriate grouping arrangements and strategies for differentiation.
- basing instructional decisions on student achievement data.
- matching instructional strategies and assessments to the objectives.
- for those who attain mastery, providing progression to a more challenging level for students who demonstrate mastery of the objectives.
- for those who do not attain mastery, providing correctives and/or using different strategies until mastery is attained.
- using technology as a tool to teach and learn the required curriculum.

Revised May 2015
Data-Driven Instruction and Learning

Effective use of student achievement data is critical to the attainment of the District's goals for student learning that are specified in the written curriculum and in the District's Portrait of a Graduate (See Exhibit 3, Portrait of a Graduate). Assessment data is used to guide instructional decision making to ensure mastery of the curriculum and can be observed in the following ways:

- Student progress toward mastery of the state standards is monitored daily through the use of mastery checks.
- Pre-assessment and placement assessments are used to determine students' learning levels for diagnostic purposes. Ex. Universal screeners and SRI.
- Instruction is targeted by teaching to TEKS/SE and STAAR reporting categories where mastery has not yet been demonstrated.
- Flexible grouping and regrouping of students are used within the classroom based upon student assessment data.
- Instructional time, grouping, and/or presentation are varied for differentiation based on student assessment data.
- Assessment/achievement data is communicated to students and parents in timely fashion.
- Students and parents are encouraged to work with teachers to establish learning targets/goals for students in order to achieve mastery of the curriculum.
- Using daily in class remediation, extended time tutorials and other interventions to provide needed assistance to students who have not demonstrated mastery.
- Data is used to identify general performance trends across the district for the purpose of curriculum and instructional improvements.
- Instructional programs are evaluated and improved based on student performance data and other relevant data.

Professional Learning

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

Revised May 2015
Delivery of a quality written curriculum requires all stakeholders to be informed regarding the characteristics of the curriculum components and implementation expectations. The district will provide staff development for principals, instructional coaches, returning teachers and new teachers to ensure a shared vision regarding the use of curriculum components. Additionally, staff development will be provided for teachers on research-based approaches to effective instruction. Where possible, a differentiated model of professional development will be used to efficiently address teacher growth in their professional career. Curriculum-related staff development will include, but may not be limited to

- research-based learning opportunities in how to design and deliver a standards-based aligned curriculum. ([Coherency Cycle](#)), [BISD Guidelines for Teacher’s PLC](#)
- induction training for new teachers and administrators.
- mentoring and coaching for all new teachers and administrators.
- follow-up and support for effective implementation of job-embedded learning.
- opportunities for teachers, instructional coaches, and administrators to attain new learning and to share ideas and instructional strategies.

Planned professional learning that communicates the goals, component purpose and key features of the written curriculum, will serve to enhance teacher efficacy in implementation. Further, this type of professional development will promote mastery of the curriculum and thereby enhance student learning.

A detailed description of the district’s professional develop program can be found in the Bryan ISD Professional Development Plan.
Section V: Tested Curriculum

Executive Summary:

The comprehensive district assessment program establishes appropriate measures for determining the effectiveness of curricular design and instructional programming at district, campus, and classroom levels. It includes both formative and summative assessments. Bryan ISD’s formative assessments are modeled after best practices delineated in the work of Stiggins, English, Bloom, Marzano and Popham. These assessments serve to provide data used to drive decisions at all levels from student to campus to district, ensure that students are recipients of instruction anchored in a guaranteed curriculum that provides instruction in all student expectations provided by the state standards, ensure that students are recipients of instruction of a viable curriculum taught in alignment with the district’s scope and sequence. Summative assessments inform teachers and students whether the intended learning occurred at the end of a unit or course of study. Both types of assessments, when done properly, are powerful catalysts for improved learning on the part of both students and teachers.

Key Points

Formative and summative assessments are aligned to the written curriculum and are used in planning for learning in the taught curriculum. Both should be incorporated into a comprehensive assessment policy and plan that includes

- a variety of assessment instruments, surveys, and reviews (i.e., district based assessments, Benchmarks, STAAR/EOC, DRA/EDL, TPRI/Tejas LEE, TELPAS, Universal Screeners).
- a system for developing, selecting, purchasing, storing, administering, analyzing, and reporting results of curriculum based assessments, benchmarks, state and national assessments. District Based Assessment Program Description (See Exhibit 7, District Based Assessment Program Description), District Based Assessment FAQ, (See Exhibit 9, District Based Assessment FAQ 2015-16) District Based Assessment Oral Administration FAQ, (See Exhibit 10, District Based Assessment Recording FAQ).
- a district calendar of assessments that are used to provide data for decision-making and calendaring.
- procedures that delineate roles and responsibilities for assessments at the district and campus level.
- a process and plan for administering online assessments including SRI, ISIP, Edgenuity, TELPAS, STAAR A practice, etc.
- a budget to support the comprehensive assessment program.
- a plan for delivering professional learning to teachers and administrators responsible for the implementation of the district assessment program.
- a blueprint of each district based assessment that will be administered. (See Exhibit 14, Sample District Based Assessment Blueprint)

Revised May 2015
Section VI

Roles and Responsibilities
Section VI: Roles and Responsibilities

Executive Summary
In this section of the Curriculum Management Plan, the various stakeholders have been identified and thoughtful consideration has been given to delineate what each of these groups do to contribute to the successful design and delivery of an aligned curriculum.

Key Points
- The Board of Trustees through its policy-making role is responsible for establishing policies and supporting regulations to direct and support ongoing curriculum development and evaluation.
- The Superintendent is responsible for the implementation of the Board's policies and district regulations which include the development and implementation of curriculum.
- The central administration is responsible for the development, assessment, and implementation of district curriculum.
- The campus principal is the key to implementing and monitoring the delivery of the curriculum.
- Teachers are responsible for effectively planning, delivering, and assessing the district curriculum.
- Students are responsible for actively participating in the teaching/learning process.
- Parents are active partners with teachers so that each of their children meets the Bryan ISD Portrait of a Graduate profile (See Exhibit 3, Bryan ISD Portrait of a Graduate).
- The Financial Officer will ensure that the district's budget reflects the organization's goals and priorities for curriculum and instruction programming.

Roles and Responsibilities for Curriculum Management
Curriculum management is a system function that requires specificity regarding the organizational structure, procedures, processes, staff, work tasks to be performed, and finances allocated toward fulfilling the school's primary function. Roles and responsibilities for the key stakeholders regarding curriculum management shall include the following:

The Board of Trustees will
- adopt policies and support regulations to direct and support ongoing curriculum development and evaluation.
- approve recommendations from the superintendent regarding curriculum scopes and sequences and adopt multiple instructional resources for teacher use within the constraints of state law and SBOE rules.
- approve a budget that provides adequate funding for staff development that focuses on curriculum design and delivery for increased student achievement.
- demonstrate an understanding of the curriculum management plan and articulate how the Board supports curriculum work.
- communicate to its constituents the Board’s curricular expectations.
- fund, through the budget process, adequate resources to implement the curriculum.
The Superintendent will

- implement the policies of the Board.
- recommend that central staff is hired to develop, assess, and manage curriculum.
- enforce the use of District curriculum.
- ensure that a functional decision-making structure is in place to carry out this administrative regulation.
- ensure that a master long-range plan is in place for curriculum development, revision, program evaluation, and student assessment.
- implement the master long-range plan, providing technical and expert assistance as required.
- assist principals in monitoring implementation of the curriculum.
- recommend a budget to support curriculum design and delivery work.
- require that administrative regulations and management plans are developed and followed.
- ensure that a functional organizational structure is in place to manage curriculum design and delivery functions.
- report annually to the Board concerning curriculum design and delivery progress.
- be responsible for system coherency and capacity.

The Assistant Superintendent of Curriculum and Instruction will

- oversee the development of a plan for curriculum management, development, customization, revision, and evaluation.
- establish curriculum regulations, guidelines and priorities.
- meet with Curriculum and Instruction directors weekly.
- oversee the assessment of curriculum.
- provide guidance for the principals in data analysis of benchmark tests and state assessments.
- provide support to principals in their role of implementing and managing the curriculum on their campuses.

The Director of Curriculum and Instruction will

- develop a plan for curriculum management, development, customization, revision, and evaluation.
- establish curriculum regulations, guidelines and priorities.
- provide technical and expert assistance as well as training and resources needed to implement the curriculum.
- ensure that Curriculum and Instruction coordinators remain updated on curriculum expectations and initiatives.
- oversee the Instructional Coaching Program.
- oversee the assessment of curriculum.
- establish district testing calendar.
- provide guidance for the principals in data analysis of benchmark tests and state assessments.
- provide support to principals in their role of implementing and managing the curriculum on their campuses.

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Directors of Bilingual and Special Education will

- support the plan for curriculum management, development, customization, revision, and evaluation.
- support the curriculum regulations, guidelines and priorities.
- provide technical and expert assistance as well as training and resources needed to implement the curriculum.
- ensure that Curriculum and Instruction coordinators remain updated on curriculum expectations and initiatives.
- oversee the Instructional Coaching Program as related to Bilingual and Special Education.
- support the assessment of curriculum.
- provide guidance for the principals in data analysis of benchmark tests and state assessments with regard to Bilingual and Special Education students.
- provide support to principals in their role of implementing and managing the curriculum on their campuses in accordance to Bilingual and Special Education program guidelines.

Director of Professional Development will

- support the plan for curriculum management, development, customization, revision, and evaluation.
- design and implement a professional development plan that supports the components of the curriculum management plan.
- support the curriculum regulations, guidelines and priorities.
- collaborate with C&I assistant superintendent, directors, content coordinators, principals and teachers to develop a professional development program that ensures adequate training of district professionals on the district curriculum.
- provide opportunities for new teachers and new administrators to develop a clear understanding of the district curriculum.

The content coordinators will

- implement the plan for curriculum management, development, customization, revision, and evaluation.
- implement the curriculum regulations, guidelines and priorities.
- provide technical and expert assistance as well as training and resources needed to implement the curriculum.
- insure the implementation of curriculum through the Instructional Coaching Program.
- guide the assessment of curriculum.
- establish and maintain district testing calendar.
- provide guidance for the principals in data analysis of benchmark tests and state assessments.
- provide support to principals in their role of implementing and managing the curriculum on their campuses in a timely manner.
- ensure that required assessments are provided for translation in a timely manner.

Revised May 2015
The campus principal will
- serve as the primary instructional leader for campus staff and be responsible for managing and monitoring the implementation of the district curriculum
  - by observing teaching and learning in each classroom.
  - by monitoring lesson delivery and evaluating assessment materials used on the campus.
  - monitor the quality of work that teachers assign to students and look for evidence of the design characteristics of high student engagement.
  - conferencing with individual teachers and/or teams.
- convey the importance of curriculum delivery and instructional best practices on a regular basis.
- develop a working knowledge and conduct a periodic review of the district curriculum for all subjects/courses represented at the assigned campus.
- communicate regularly with the C&I Department regarding district curriculum and instruction expectations.
- provide campus-based professional learning that improves curriculum delivery and student performance.
- provide opportunities for teachers to discuss and share ideas and strategies through professional learning communities.
- provide campus-level opportunities for stakeholder input on district curriculum.
- monitor curriculum through curriculum planning meetings or reviews of minutes of such meetings.
- use assessment data in collaboration with teachers to continuously improve student performance and develop appropriate interventions and campus improvement initiatives.
- use, as a minimum, formal observations (generally 45 minutes in length) and frequent walk-through observations utilizing the district's approved walk-through template (Walkthrough Form) to monitor the delivery of curriculum.
- participate in professional learning offerings to effectively carry out instructional leadership responsibilities.
- communicate to parents their role in supporting learning for their children.
- demonstrate an understanding of the curriculum management plan and their role within the plan.

The instructional coaches will
- serve as the instructional content leader for campus staff and be responsible for managing the delivery of the district curriculum. This will be done through
  - observing teaching and learning in each classroom.
  - monitoring lesson delivery and assessment.
  - modeling effective instruction at least 4 times per week.
  - monitoring the quality of work that teachers assign to students and look for evidence of the design characteristics of high student engagement.
  - conferencing with individual teachers and/or teams weekly.
- convey the importance of curriculum delivery and instructional best practices on a regular basis.
- possess a clear understanding of the district curriculum for assigned subjects/courses/content areas.
- communicate regularly with the C&I Department regarding district curriculum and instruction expectations.
- provide campus-based professional learning that improves curriculum delivery and student performance.
- provide opportunities for teachers to discuss and share ideas and strategies through professional learning communities.
● use assessment data in collaboration with teachers to continuously improve student performance and develop appropriate interventions and campus improvement initiatives.
● use, as a minimum, the district's approved instructional coach walk-through template. (Walkthrough Form) to monitor the delivery of curriculum.
● participate in professional learning offerings to effectively carry out instructional leadership responsibilities.
● communicate to parents their role in supporting learning for their children.
● demonstrate an understanding of the curriculum management plan and their role within the plan.
● demonstrate an understanding and commitment to the district curriculum alignment process.

The teachers will
● be responsible for effectively teaching the district's written curriculum.
● deliver classroom instruction by developing lesson plans and recording them in Eduphoria.
● design lessons to ensure high student engagement.
● determine and document student mastery by using a variety of assessments including mastery checks, curriculum based unit assessments, benchmarks, state and national assessments.
● collaborate through professional learning communities for the purpose of improving student learning.
● involve students in the learning process through the use of a variety of strategies and grouping arrangements.
● use assessment data to determine student proficiencies and areas of need and communicate those to students, parents, and principal.
● differentiate instruction based on student performance data to provide opportunities for students to demonstrate mastery of curricular objectives.
● participate in professional learning designed to improve classroom instruction and develop teacher leadership.
● demonstrate an understanding and commitment to the district curriculum alignment process.
● participate in curriculum development and evaluation activities as appropriate.

The students will
● recognize the importance of their active engagement in the learning and assessment process.
● understand and articulate their learning strengths and needs.
● articulate and apply the learning objectives within a required unit of study.
● come to class with all the necessary learning tools.
● actively engage in the learning process.
● use data results to establish learning goals.
● meet or exceed learning requirements based on the district curriculum.
● recognize the impact their behavior has on their own learning and the learning of others.
● set goals for their own learning and aspire to meet the criteria of the Bryan ISD Portrait of a Graduate.
The parents will

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

The Assistant Superintendent of Business Services will

- ensure that the District's budget reflects the organization's goals and priorities.
- use a program based budgeting process that is based on goals, priorities, need, cost benefit, and perceived consequences if funding request is withheld or reduced.
- demonstrate an understanding of the curriculum management plan and articulate how the work is supported through the budgetary process.
- be able to track cost and benefit analysis to programs and services.

Revised May 2015
Glossary and References
Glossary of Terms

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

Articulate  The curriculum is focused and connected vertically from one grade level to the next or from one school to the next.

Coherency Cycle  Model for planning instructional units and lessons that allows teachers to use backwards design to build units of instruction that are based on state standards.

Context Alignment  Teach in the way the skills are tested; the format or testing protocol students must follow for success on an assessment.

Curriculum  The knowledge, skills, attitudes, and processes to be written, taught, and tested at the appropriate levels/areas or courses.

Curriculum Alignment  Teach what is tested; the skills, knowledge, and information required of students for success on an assessment.

Data Disaggregation  The act of taking test items and breaking them into smaller components, skills, knowledge, and content for teaching in smaller pieces and from which to adjust the curriculum or the work plan so that teaching changes as a result. Such changes may include or exclude different content, may spend more time on certain areas to teach, and may alter the scope and/or sequence of curricular content.

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

Depth and Complexity  Depth – exploration of content within a discipline; analyzing from the concrete to the abstract, from the familiar to the unfamiliar, known to the unknown; exploring the discipline by going past facts and concepts into generalizations, principles, theories, laws; investigating the layers of experience within a discipline through details, patterns, trends, unanswered questions, ethical considerations.

Complexity – extending content in, between, and across disciplines through the study of themes, problems, and issues;
seeing relationships between and among ideas in/within the
topic, discipline, and/or disciplines; examining relationships in,
between, and across disciplines over time, and from multiple
points of view.

**Instruction**
Focused and connected teaching; the process used by the
teachers to implement the curriculum.

**Planning Placemat**
A planning tool used during the coherency cycle to assist
teachers in the alignment of instruction to the appropriate rigor
level of the TEKS/SE taught in each unit.

**Scope and Sequence**
Refers to what it is students are to learn (scope) and the order in
which those are to be taught (sequence).

**Taught Curriculum**
Refers to the delivery of the written curriculum. It is the process
that is used by teachers to develop units of study, lesson plans,
and/or approaches to instruction.

**Tested Curriculum**
That portion of the written curriculum that is assessed, both
formally and informally, to evaluate student progress towards
mastery of the written curriculum.

**Written Curriculum**
The standards, goals, and objectives that students are to
achieve and teachers are to teach. It contains objectives, which
are aligned to district developed assessments, suggested
timeframes, examples of instructional strategies, aligned
resources, correlations to STAAR, and a scope and sequence.
References

- Clark, Elizabeth A. Managing the tasks: the system world in balance with the lifeworld of schools. leaders of Learners: TX ASCD, 2009.


Exhibits
Exhibits

Exhibit 1: Curriculum Development EG(Regulation) [link to document]

**Note:** Curriculum and instruction are integral parts of a public school system. The state’s curriculum standards, called the Texas Essential Knowledge and Skills (TEKS), are periodically updated by the State Board of Education (SBOE). Before the adoption of a major curriculum initiative, including the use of a curriculum management system, the District must use a process that is in accordance with state law.

**CURRICULUM DEVELOPMENT AND DELIVERY MANAGEMENT**

The design and implementation of the curriculum will be consistent with the Board’s stated curriculum competencies and objectives and with applicable state requirements. The curriculum will be planned and coordinated to provide a common direction of action for all instruction in the District. The Superintendent will recommend all new and revised curriculum to the Board for approval.

**Curriculum Model:**

Before Board adoption, the District’s curriculum will be reviewed by a process that:

1. Includes teacher input;
2. Includes a meeting of the Board at which information regarding the initiative is presented, including the cost of the initiative and any alternatives that were considered;
3. Provides members of the public and District employees with the opportunity to comment on the initiative.

Information on all District initiatives designed to improve student learning will be presented to the Board for periodic review along with information regarding the effect of the initiative in terms of student learning.

The Board will officially adopt the curriculum goals, objectives, and instructional resources, as needed. Adoption dates will be stated on the cover of each guide.

**CURRICULUM PHILOSOPHY**

The primary purpose of education is to impart basic knowledge, concepts, processes, and attitudes necessary for students to successfully function in society, while recognizing characteristics unique to each student and providing a process for development and expression of each student’s innate potential and talents.

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The curriculum will be designed and implemented using an approach with the following premises:

1. All students will have access to a high quality curriculum that will enable all students to access multiple avenues following high school graduation including a high-tech workforce, community college, or university.

2. All students are capable of achieving excellence in learning the essentials of formal schooling.


4. The instructional process can be adapted to improve learning.

5. Schools can maximize the learning conditions for all students through clearly stated expectations of what students will learn, high expectations for all students, short- and long-term assessment of student achievement, and modifications based on assessment results.

6. Successful student learning and mastery of TEKS must be based on appropriate educational experiences at an appropriate level of challenge to ensure maximum student achievement.

7. High levels of student achievement are the benchmarks for effective curriculum design and delivery of instruction.

The goals of the District will be multidisciplinary in nature and will focus on the delivery of the District’s mission. [See AE(LOCAL)]

PLANNED AND WRITTEN CURRICULUM

The Board expects learning to be enhanced by adherence to a curriculum that promotes continuity and cumulative acquisition of skills and knowledge from grade to grade and from school to school. The curriculum will reflect the best knowledge of the growth and development of learners, the needs of learners based on the nature of society, the desires of the residents and taxpayers of the District, state law, and SBOE rules.

The curriculum will emphasize reading at grade level and mastery of the basic skills of writing and mathematics.

Curriculum objectives will be derived from state and national assessments.

The curriculum will be designed to provide teachers and students with the Board’s expectations of what students are to learn. Teachers will be expected to teach the curriculum of the District.
The District will develop and implement written curricula and instructional guides for all grade levels and subjects in the District with the expectation that:

1. The District will document all curricula in writing;
2. The District will review curriculum on a regular cycle and update as necessary;
3. Teachers will have access to guides and will use the objectives in the guides to develop daily lesson plans; and
4. Administrators will work with teachers to maintain consistency between the written curriculum and the curriculum objectives actually taught by providing targeted discussions during lesson planning as well professional development.

The District will select instructional resources, textbooks, technological resources, and other instructional materials, based upon their conformity to the curriculum objectives and priorities of the District. [See EFA and EFAA]

A focused staff development plan will be designed and implemented to prepare staff members to teach the designed curriculum, principals to facilitate and monitor the curriculum, and parents to assist students in the learning of the curriculum. The staff development will focus on research-based approaches to teaching and alternative ways for teachers to view their responsibilities and be as effective as possible.

THE TAUGHT CURRICULUM

The components of the written performance-based curriculum are:

- Graduation requirements, which are defined by the SBOE and by the District, that dictate the courses students need to complete to graduate from high school. The program or endorsement plan requires evidence of certain courses that have been successfully completed to demonstrate that the graduation exit competencies have been met. [See EIF]
- Level or course objectives that describe standards in specific terms of what students will be able to do at the end of a year/semester/level in a particular area. Benchmark standards will be established as a recognized quality of student performance deemed acceptable at a particular level or course. Curriculum-based assessments built around benchmark standards will be used to determine acquisition and mastery of the learning.

Subject-area written curriculum guides will be developed for all grade levels or interdisciplinary subjects in the District. These guides will be derived from the District’s philosophy and beliefs and will represent tangible operational bridges to and from them. The guides will be revised and readopted by the Board every five to seven years, or more often as necessary. The guides will contain the following components:

- Mission statement of the District.
- Curriculum philosophy of the District.
- Graduation requirements based on applicable program.
- A scope and sequence chart for use in designing instruction at the appropriate level of difficulty for all learners.

Revised May 2015
● Level or course learner objectives derived from the content standards for the subject area at all instructional levels, which identify the specific content skills, attitudes, concepts, and processes to be taught.
● Correlation of learner objectives to TEKS and District criterion-referenced tests as well as standardized tests and state tests, and national tests.
● Correlation of objectives to available instructional resources, adopted texts, and other supplemental materials.
● Relevant modifications and enrichment learner objectives and strategies as well as interdisciplinary approaches, when appropriate.
● Aligned suggested instructional strategies for each objective.
● Recommended time allocations for curriculum areas and time range objectives.
● Progress reporting procedures.

Access to the curriculum guides in complete sets will be available to all teachers.

An overview of the curriculum used at each school will be available to the public online at the district website for review and reference.

Instruction will be consistent in delivering curriculum objectives and will be based on sound teaching principles grounded in educational research.

THE TESTED CURRICULUM
The Superintendent or designee will establish with District staff assessment approaches for determining the effectiveness of instructional programming at the District, campus, and classroom levels. Assessments will measure the extent to which students are achieving and maintaining mastery of curriculum objectives and the extent to which instructors are effectively conveying the curriculum in the classrooms.

District staff will design and use a variety of assessment approaches in determining the effectiveness of the planned and written curriculum, the taught curriculum, and instructional programs.

Teachers will conduct assessments based on the District’s assessment schedule. Teacher-made tests, as well as standardized criterion-referenced tests, will be used to determine patterns of student achievement. Teachers and supervisors will use test results to assess the status of individual student achievement, to continuously regroup students for instruction, to identify general achievement trends among various groups of students, and to modify curriculum and instruction as warranted by assessment results. Principals will review assessments to ensure they are aligned with the written curriculum.
ROLES AND RESPONSIBILITIES

BOARD
The Board will:
1. Approve the curriculum scopes and sequences and adopt multiple instructional resources for teacher use within the constraints of state law and SBOE rules; [See EFAA]
2. Provide funding for staff development that focuses on curriculum design and delivery for increased student achievement;
3. Communicate to its constituents the Board’s curricular expectations; and
4. Fund, through the budget process, adequate resources to implement the curriculum.

CENTRAL ADMINISTRATION
The Superintendent or designee will:
1. Enforce the use of District curriculum;
2. Ensure that a functional decision-making structure is in place to carry out this administrative regulation;
3. Ensure that a master long-range plan is in place for curriculum development, revision, program evaluation, and student assessment;
4. Implement the master long-range plan, providing technical and expert assistance as required; and
5. Assist principals in monitoring implementation of the curriculum.

PRINCIPALS
Principals will:
1. Monitor the implementation of the curriculum;
2. Communicate the importance of effective curriculum and instruction practices on a regular basis;
3. Observe classes, monitor lessons, and evaluate assessment materials used on the campus; and
4. Use, as a minimum, the following basic strategies to monitor curriculum:
   a. Formal observations (generally 45 minutes in length) and frequent walk-through observations.
   b. Curriculum planning meetings or reviews of minutes of such meetings.
   c. Periodic review of curriculum documents.

TEACHERS
Teachers will:
1. Teach the District curriculum;
2. Frequently assess and document student mastery of curriculum objectives, modifying instruction to ensure student success; and
3. Participate in curriculum development and revision activities.

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BUDGET
The administration will ensure that the District’s budget reflects funding decisions based on the District’s educational goals and priorities. The budget development process will ensure that goals and priorities are considered in the preparation of budget proposals and that any decisions related to reductions or increases in funding levels are addressed in those terms. [See CE]
## Exhibit 2: Audit Curriculum Guide Criteria Rubric

### Audit Criteria for Minimum Guide Components and Specificity

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Description</th>
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</thead>
</table>
| **One**  | **Clarity and Validity of Objectives**  
0. No goals/objectives present  
1. Vague delineation of goals/learner outcomes  
2. States tasks to be performed or skills/concepts to be learned  
3. States for each objective the what, when (sequence within course/grade), how actual standard is performed, and amount of time to be spent learning |
| **Two**  | **Congruity of the Curriculum to Testing/Evaluation**  
0. No evaluation approach  
1. Some approach of evaluation stated  
2. States skills, knowledge, concepts which will be assessed  
3. Each objective is key to district and/or state performance evaluation |
| **Three** | **Delineation of the Prerequisite Essential Skills, Knowledge and Attitudes**  
0. No mention of required skill  
1. States prior general experience needed  
2. States general experience needed in specified grade level  
3. States specified documented prerequisite or description of discrete skills/concepts required prior to this learning (may be a scope and sequence across grades/courses) |
| **Four** | **Delineation of the Major Instructional Tools**  
0. No mention of textbook or instructional tools  
1. Names the basic text/instructional resource(s)  
2. Names the basic text/instructional resource(s) and supplementary materials to be used  
3. States for each objective the “match” between the basic text/instructional resource(s) and curriculum objective |
| **Five** | **Clear Linkages (Strategies) for Classroom Use**  
0. No linkages cited for classroom use  
1. Overall, vague statement on linkage for approaching the subject  
2. Provides general suggestions on approach  
3. Provides specific examples on how to approach key concepts/skills in the classroom |
Bryan ISD Portrait of a Graduate

Mission Statement
Bryan ISD will provide positive educational experiences that ensure high school graduation and post-secondary success.

Portrait of a Graduate
Bryan ISD graduates are lifelong learners who
  ● demonstrate mastery of required curriculum and skills
  ● prepare for college and workforce opportunities
  ● set, work to attain, and evaluate personal goals
  ● exhibit a healthy, balanced lifestyle

Bryan ISD graduates are accomplished communicators who
  ● collaborate effectively with others from diverse backgrounds
  ● listen and respond respectfully and empathetically
  ● contribute to group effort with ideas, suggestions, and hard work
  ● use multi-media and technology tools in professional and personal situations

Bryan ISD graduates are innovative thinkers and leaders who
  ● show perseverance and resilience in the face of adversity
  ● think critically and analytically to acquire and apply new knowledge
  ● employ higher-order thinking and sound reasoning
  ● facilitate consensus and negotiate solutions
  ● adapt to new situations and challenges

Bryan ISD graduates are conscientious citizens who
  ● exhibit self-discipline, honesty, respect, and integrity
  ● initiate and accept personal accountability for actions
  ● value and participate in the democratic process
  ● understand the value and rewards of work
  ● serve the community through volunteerism and civic activities

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Exhibit 4: Curriculum and Coherency Cycle of Planning
Exhibit 5: Planning Placemat

**Planning Placemat**
The Planning Placemat is a tool used during the Coherency Cycle to assist teachers in the alignment of instruction to the appropriate level of rigor of the TEKS/SE taught in each unit. This process, based on Robert Marzano’s backwards design, begins with each teacher taking and analyzing the unit assessment to help them become better acquainted with the expectations of the unit. **Campuses are expected to ensure that units of instruction are appropriately aligned and taught to the level of the rigor required in the standard.**
Exhibit 6: 5 Year Curriculum Improvement Plan

Proposal for Curriculum Improvement Plan

<table>
<thead>
<tr>
<th></th>
<th>Year 1 2014-15</th>
<th>Year 2 2015-16</th>
<th>Year 3 2016-17</th>
<th>Year 4 2017-18</th>
<th>Year 5 2018-19</th>
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<td><em><em>Rev. TNT</em> K - 5</em>*</td>
<td><em><em>Rev. TNT</em> K - 5</em>*</td>
<td><em><em>Rev. TNT</em> K - 5</em>*</td>
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<td><strong>New SE’s for HS</strong></td>
<td><em><em>Rev. TNT</em> for all</em>*</td>
<td><em><em>Rev. TNT</em> for all</em>*</td>
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<td><em><em>Rev. TNT</em> 6-8</em>*</td>
<td><em><em>TNT</em> 6 - Alg II</em>*</td>
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<td><strong>Rev. modified TNT</strong></td>
<td><strong>New SE’s for HS</strong></td>
<td><em><em>Rev. TNT</em> K - 5</em>*</td>
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<td><em><em>Rev. TNT</em> for all</em>*</td>
<td><em><em>Rev. TNT</em> for all</em>*</td>
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<td><em><em>TNT</em> K-2</em>*</td>
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<td><strong>Revisions for new SEs</strong></td>
<td><strong>New SE’s for HS</strong></td>
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<td><strong>Revise 3-5</strong></td>
<td><strong>Revisions</strong></td>
<td><strong>New SE’s</strong></td>
<td><em><em>TNT</em> K-5</em>*</td>
<td><em><em>New SE’s TNT</em> for all</em>*</td>
</tr>
<tr>
<td><strong>SS Secondary</strong></td>
<td><em><em>TNT</em> 6,7,8,WG, US</em>*</td>
<td><strong>Revise WH TNT</strong></td>
<td><strong>Revision All</strong></td>
<td><strong>Revision for new SEs</strong></td>
<td><strong>New SEs for HS</strong></td>
</tr>
<tr>
<td><strong>Eco./Govt, Psych, Sociology</strong></td>
<td><em><em>TNT</em> 6-US -</em>*</td>
<td><em><em>TNT</em> WH, Eco./Govt, Psych,Sociol</em>*</td>
<td><em><em>TNT</em> 6-9</em>*</td>
<td><em><em>TNT</em> 6-9</em>*</td>
<td><em><em>TNT</em> 6-9</em>*</td>
</tr>
<tr>
<td><strong>Sci Elementary</strong></td>
<td><strong>Revise TNT’s K-5</strong></td>
<td><em><em>Revise TNT</em> K-5</em>*</td>
<td><em><em>Revise TNT</em> K-5</em>*</td>
<td><strong>New SE’s for HS</strong></td>
<td><em><em>Revise TNT</em> for all</em>*</td>
</tr>
<tr>
<td><em><em>TNT</em> K - 5</em>*</td>
<td><strong>Revise TNT’s 10 -12</strong></td>
<td><em><em>Rev. TNT</em> 10 - 12</em>*</td>
<td><em><em>Rev. TNT</em> Year 1, 2</em>*</td>
<td><em><em>Revise TNT</em> Year 1, 2</em>*</td>
<td><em><em>Revise TNT</em> All</em>*</td>
</tr>
<tr>
<td><strong>Sci Secondary</strong></td>
<td><strong>New SE’s Scope and Sequence for year 1 &amp; 2 of all lang.</strong></td>
<td><strong>Revise Scope and Sequence for year 3 &amp; 4 of all lang.</strong></td>
<td><strong>Revise Scope and Seq. for years 3 &amp; 4</strong></td>
<td><strong>Revise Scope and Sequence for years 3 &amp; 4</strong></td>
<td><strong>Revise Scope and Sequence for years 3 &amp; 4</strong></td>
</tr>
<tr>
<td><strong>World Lang.</strong></td>
<td><strong>Scope and Sequence for year 1 &amp; 2 of all lang.</strong></td>
<td><strong>Finals for all courses.</strong></td>
<td><strong>Revise finals for all.</strong></td>
<td><strong>Revise finals for all.</strong></td>
<td><strong>Revise finals for all.</strong></td>
</tr>
</tbody>
</table>

TNT* - updated version **Any new course starts on TNT* Color Code: Red: Year of implementation of new SE’s, Green: Updated version of TNT* Blue: revision work on new TNT* Pink: revision of previous TNT’s

Revised May 2015
District Based Assessment Program

Definition: The district based testing program centers around curriculum based assessments that serve as formative evaluations of student learning. These formative tests are used by all teachers in a subject at the same grade level to monitor student progress on TEKS/SE in the course curriculum. Bryan ISD core content areas of ELA, Math, Science, and Social Studies participate in the district based assessment program. District based assessments will not be comprehensive and will only focus on a few SEs.

District-Based Assessments (DBAs)
District based assessments are course specific, STAAR-like formative assessments. These assessments are based upon only what students should have learned by that test and constructed on district-curriculum guides. DBAs will be 10-12 questions in length targeting specific state standards. DBAs will emphasize a few SEs from each six weeks that have been identified as focus SEs based on historical data. These assessments will be given each six weeks following the district testing calendar. Non-tested grade levels may have fewer than 6 district based assessment per year.

Rationale: BISD’s assessment program, modeled after best practices in education, serves to
- provide data used to drive decisions at all levels from student to campus to district
- ensure that students are recipients of instruction anchored in a guaranteed curriculum that provides instruction in all SEs provided by the state standards.
- ensure that students are recipients of instruction of a viable curriculum taught in alignment with the district’s scope and sequence

Attributes of the District Based Testing Initiative:
- District based assessments are to be treated as secure documents. These tests will be given within one day of the testing calendar date. Tests can be given one day before or one day after the scheduled date. The test questions should be delivered to students as novel items.
- District based assessments will be composed of 10 to 12 questions designed to mimic the level of rigor students will experience on the state’s assessment program, STAAR.
- Teachers are not to view or use the district based assessment questions as review items prior to the administration of the test in order to maintain assessment validity
- Blueprints for each district based assessment will be available digitally in the grade level folder.
- Teachers may create their own reviews using the assessment blueprint as a guide should they choose to do so.
- Student scores on district based assessments may be used as an initial major grade or a replacement grade to take the place of a lower test score, but replacement grades should not be used as a part of the student’s grade if the score lowers the student’s overall average.
- If the district based assessment is used as an initial major grade then there must be an opportunity for the student to retest.

Revised May 2015
<table>
<thead>
<tr>
<th>Content Area</th>
<th>Grades Participating in District Based Assessment Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts/SLA</td>
<td>Grades 1 - 8, English I &amp; II</td>
</tr>
<tr>
<td>Math</td>
<td>Grades 1 - 8, Algebra 1</td>
</tr>
<tr>
<td>Science</td>
<td>Grades 1 - 8, Biology</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Grades 6 - 8 &amp; U.S.History</td>
</tr>
</tbody>
</table>
Exhibit 8: Mastery Checks Definition

**Mastery Check**

**Definition:** A mastery check is a brief, end-of-instruction check that is used to determine student mastery of the learning objective.

**Rationale:** The use of mastery checks provides daily formative assessment data that can be used to identify and repair gaps in student learning. Research shows that students who receive immediate remediation are able to repair their learning more efficiently than those who receive delayed intervention.

**Attributes of Mastery Checks**

<table>
<thead>
<tr>
<th>Attribute</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administered near the end of an instructional episode when students are expected to master the learning</td>
<td></td>
</tr>
<tr>
<td>Aligned to content of state standard</td>
<td></td>
</tr>
<tr>
<td>Frequently aligned to the format of the state assessment</td>
<td></td>
</tr>
<tr>
<td>1-2 questions</td>
<td></td>
</tr>
<tr>
<td>Not a warm-up</td>
<td></td>
</tr>
<tr>
<td>Used as a source of data to guide instruction for re-teach or extension</td>
<td></td>
</tr>
<tr>
<td>May be judiciously used for a grade</td>
<td></td>
</tr>
</tbody>
</table>

Revised May 2015
FAQ District Based Assessments for 2015-2016

**Audience:** Principals, testing coordinators, teachers, and instructional coaches

**Purpose:** Communicate regarding the district testing program changes for the 2015-2016 school year.

**What are district based assessments?**
District based assessments are course specific, STAAR-like formative assessments. These assessments will be 10-12 questions in length targeting specific state standards. These assessments will be given each six weeks following the district testing calendar. Non-tested grade levels may have fewer than 6 district based assessment per year.

**Why are the District Based Assessments unavailable for previewing during the 2015-16 school year?**
District based assessments will be unavailable to teachers prior to the testing date in order to simulate state testing conditions and to avoid any tendency to “teach to the test”. Using the SE to plan instruction will help teachers focus on the rigor of the SE rather than the specific test item. Test confidentiality will better ensure data is collected under comparable conditions.

**How will the District Based Assessments get to my campus?**
The assessments will be sent to the Bryan ISD Print Shop by the content coordinators. Once printed, assessments will be delivered to campuses a few days prior to the test date designated on the district’s elementary and secondary district based assessment calendars.

**Are campuses receiving class sets or one for every child?**
Campuses will fill out the number of tests they need on the Google form provided by Print Shop. Campuses will be charged for the cost of printing of district based assessments. Campuses are responsible for printing the appropriate reference for the assessments.

**Where will the tests be housed when they arrive on the campus?**
Tests will be delivered to the campus testing coordinator or designee. The campus testing coordinator should secure the tests in a locked storage cabinet until day of delivery. A process should be developed by the campus so teachers have the tests no later than the morning of the test administration to ensure confidentiality of the tests. Teachers will sign a confidentiality statement prior to the first unit assessment.

**When do I give the district based assessment?**
The district based assessment will be given within one day of the testing calendar date. Tests can be given one day before or one day after the scheduled date. District based assessment questions should be delivered to students as novel items. The questions should not be reviewed with students in advance of administering the test.

Revised May 2015
When will the district based assessments be graded?
Aware documents should be scanned in a timely manner. Multiple choice assessments should be scanned by 5:00 PM the day following the scheduled test date. Assessments with short answer/essay portions should be scanned and scored within three school days after the calendared test date.

What if I have a student that is absent and I need to scan their test into AWARE after the AWARE testing window is closed?
Teachers should contact their Instructional Coach and the Instructional Coach will contact the appropriate Content Coordinator to re-open the testing window.

Can district based assessments be used for retesting or make-up tests?
No. These STAAR-like, 10-12 question tests contain secure assessment items which should not be used for retesting or make-up tests. Teachers in need of additional quality assessment items should contact their instructional coach or content coordinator.

After students have taken the district based assessment, how long should the test be kept on file?
First semester district based assessments should be kept on the campus through the end of January. Second semester district based assessments should be kept on campus through the end of June. Campuses should develop procedures for disposing of the confidential tests in a proper manner.

Can parents review the district based assessments?
Tests should be readily available in case a parent wants to review a test after it is administered. See EF Legal policy. There should be a campus check-out procedure in place if tests are sent home with the student for parent review.

How do teachers know the SEs that will be assessed on each District Based Assessments?
District based assessment blueprints will provide the Student Expectations (SEs) that are assessed on the district based assessments. Blueprints can be accessed through the curriculum folder. For further clarification of the SEs, teachers should refer to the TEKS Navigational Tools (TNTs). There are also links to sample STAAR questions and mastery checks.

Will the new policy for district based assessments apply to all assessments or just the ones provided by the district?
Only the district provided assessments for the following grade levels and subject areas below will be unavailable for previewing prior to the administration of the test.

- 1-8 Math, Algebra I
- 1-8 ELA, English I & II
- 1-5 SLA
- 1-8 Science & Biology
- 6-8 SS & US History

Revised May 2015
How will the district based assessments be scored in AWARE?
For AWARE, the passing standard will be set at 70 percent and there will not be an Advanced Level indicator entered. The grade a student makes on the district based assessment is the grade that should be entered into AWARE. See below for grading guidelines.

Is it a requirement for a district based assessment grade to be entered as a major grade in the gradebook?
No, Student scores on district based assessments may be used as a replacement grade to take the place of a lower test score. The district based assessment should not lower the student’s overall average.
District Based Assessments Oral Administration FAQ

Why is the district creating pre-recorded district tests?
Since district based tests will not be available for teachers in advance, there may be a time constraint for teachers with students requiring an Oral Administration accommodation. In the past, some teachers have pre-recorded an oral version of the test, and this may no longer be feasible. In order to help teachers, there will be pre-recorded versions of the district based tests made available for teachers.

The C&I department will receive feedback on the District Based Tests Pre-Recorded process from the 1st six weeks and make adjustments if necessary for the 2nd - 6th six weeks.

Since district based tests are unavailable for previewing, how will campuses have time to record the district based tests for oral administration?

District based assessments will be available through Kurzweil for students needing oral assistance so separate recordings will not be necessary.

If a campus opts to record their own district based tests, how will there be enough time to record district based tests that are unavailable for previewing?

Students who will be taking STAAR A should be exposed to computer generated oral administration using the Kurzweil program. Students who will have Standard Oral Administration should be provided oral reading by certified personnel.

If a student is absent during the testing window when they are available in Kurzweil, how will he/she be able to receive oral administration?

The student can receive oral administration through a teacher.

Revised May 2015
2015-2016 Elementary Master Schedule Time Requirements

7 hour instructional day (including lunch and recess but not breakfast and dismissal)

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Grades K – 2 Minimum Time</th>
<th>Grades 3 – 5 Minimum Time (w/out interventions)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td>90 minutes</td>
<td>80 minutes</td>
</tr>
<tr>
<td>Reading/Writing</td>
<td>155 minutes</td>
<td>120 minutes</td>
</tr>
<tr>
<td>Science</td>
<td>45 minutes</td>
<td>50 minutes</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Integrated into LA Block</td>
<td>30 minutes</td>
</tr>
<tr>
<td>Specials</td>
<td>50 minutes</td>
<td>50 minutes</td>
</tr>
<tr>
<td>Lunch</td>
<td>30 minutes</td>
<td>30 minutes</td>
</tr>
<tr>
<td>Recess</td>
<td>15 minutes</td>
<td>15 minutes</td>
</tr>
<tr>
<td>Intervention/Enrichment</td>
<td>30 minutes</td>
<td>40 minutes</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>6 hours 55 minutes</strong></td>
<td><strong>6 hours 55 minutes</strong></td>
</tr>
</tbody>
</table>

- These times are minimum requirements daily. (for 4th grade Reading/Writing should be a 1 hour / 1 hour time split)
- Intervention time for Tier II is included in the content time.
- Recommended times for Math and LA are blocked and should not be interrupted by other content areas.
- Calendar time should not be included as math time.
- State PE requirements are a minimum of 135 minutes per week. Time requirements may be gained through structured activity during a school campus’ daily recess also.

Revised May 2015
Active Cognitive Engagement

Definition: Active Cognitive Engagement is the consistent and continual involvement of the mind of a student with the learning objective. The purpose is to maintain or extend student knowledge through interactions with others and worthwhile tasks.

Rationale: Learning occurs when a student’s mind is engaged. The goal is to have students plugged in to learning.

Evidence of engagement: Teachers know students are engaged when they can produce an overt response to a covert mental activity. Teaching with ACE requires periodic, overt evidence of processing the information. See specific examples below:

<table>
<thead>
<tr>
<th>Student Activity</th>
<th>ACE Example</th>
<th>ACE Non-Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Color, cut, &amp; paste</td>
<td>(1) Students cut and sort shapes by the number of sides. (2) Students cut and sequence sentences in chronological order.</td>
<td>(1) Students color holiday pages. (2) Students cut and paste for an extended time to keep them busy.</td>
</tr>
<tr>
<td>Direct Instruction</td>
<td>Teacher talk is timed. When the timer goes off, students process what they have heard.</td>
<td>Students face forward and look at the teacher while he or she talks.</td>
</tr>
<tr>
<td>Group work</td>
<td>Every group member has a job that is tied to the objective. For example, students have cards to sort. Each group member places their cards in the correct category upon group agreement.</td>
<td>Students complete a worksheet at a table in groups. One person finds all the answers and then shares it with the others.</td>
</tr>
<tr>
<td>Questioning</td>
<td>Teacher purposefully engages all minds by saying, “All of you think in your head about how the character felt in the story. (Wait time) Now, everyone put your finger on the text evidence that supports your answer.”</td>
<td>Teacher calls on one student by name and asks, “How did the character feel in this story?” The teacher then moves on.</td>
</tr>
<tr>
<td>Reading</td>
<td>Students share a response to text through drawing, writing, or verbally processing.</td>
<td>Students read quietly to themselves without immediate accountability.</td>
</tr>
<tr>
<td>Taking Notes</td>
<td>(1) Students write a summary statement periodically. (2) Students verbally process their notes by explaining the meaning to their neighbor.</td>
<td>(1) Students copy straight from board or projector (2) Students copy vocabulary definitions from the dictionary.</td>
</tr>
<tr>
<td>Worksheets</td>
<td>Students work five aligned problems and explain the process to a neighbor.</td>
<td>Students work 52 computation problems. This low level, repetitive practice is used as a time filler and busy work.</td>
</tr>
</tbody>
</table>

Revised May 2015
Exhibit 13: District Walkthrough Form

IC Walkthrough

Teacher: Observed By:
Class Information: Observation Date:
Start Time: End Time:

Alignment

What is the lesson objective?
Is the lesson/objective aligned to the district scope and sequence?
Yes No

What is the language objective?
Alignment - Comments

Notes/Comments

TEACH

Please indicate which of the TEACH tips were observed in the classroom during your visit.
NOTE: Please use ‘Not Applicable’ if you were not present during the point in the lesson when that teaching tip would have been observable.

Yes No Not Applicable

Teach Bell to Bell
Effectively Question
Ask Students to Justify Answers
Closely Monitor
Have a Bell Ringer

TEACH - Comments
### Evidence of Effective Instructional Strategies & Active Cognitive Engagement

<table>
<thead>
<tr>
<th>Instructional technology used by students</th>
<th>Identifying Similarities and Differences</th>
<th>Summarizing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reinforcing Effort and Providing Recognition</td>
<td>Nonlinguistic Representations: (such as graphic organizers, charts, graphs, pictures, realia, visuals)</td>
<td>Cooperative Learning (roles assigned to each student)</td>
</tr>
<tr>
<td>Pre-teaches academic vocabulary</td>
<td>Sentence Stems</td>
<td>Simplifies/clarifies/restates language when necessary</td>
</tr>
<tr>
<td>Reinforces academic vocabulary through use of word walls, word banks, compare/contrast activities and games</td>
<td>Build background knowledge/Connect to prior learning</td>
<td>Wait Time (allows all students to develop a response)</td>
</tr>
</tbody>
</table>

### ACE: % of Student Engagement

<table>
<thead>
<tr>
<th>% of students who are actively cognitively engaged</th>
<th>90-100%</th>
<th>80-89%</th>
<th>70-79%</th>
<th>60-69%</th>
<th>59% and Below</th>
</tr>
</thead>
</table>

### Comments: Evidence of Effective Instructional Strategies & Active Cognitive Engagement

### Notes/Comments

**Instructional Setting**

### What are the Students doing?

- Seat Work
- Lab/Hands On
- Presentation

### What is the Teacher doing?

- Direct Instruction
- Assisting
- Small Group Instruction
- AV Presentation
- Listening
- Whole Group
- Off Task
- Small Group Instruction
- AV Presentation

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*Revised May 2015*
Exhibit 23: Cadre #1 Curriculum Management Plan Members and Process

Cadre #1 Members:
Colleen Adams - Secondary Curriculum Coordinator, Bilingual Programs
Kristen Beesaw - Secondary ELA Curriculum Coordinator
JoLyn Bricker - Elementary ELA Curriculum Coordinator
Janyce Kinley - K-12 Social Studies Curriculum Coordinator
Debbie Richards - K-12 Science Curriculum Coordinator
Marilyn Rosas - Director of Bilingual Education
Mary Russ - Elementary Math Curriculum Coordinator
Alma Velez - Elementary Curriculum Coordinator, Bilingual Programs
Teressa Voltz - Assistant Superintendent of Curriculum and Instruction

Revised May 2015