

Curriculum Management Plan Birdville Independent School District 2010-2011

District Philosophy of Curriculum Design

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

The district curriculum will be designed and delivered using a competency-based curriculum approach that has the following premises:

1. All students are capable of achieving excellence in learning the essentials of formal schooling.
2. The instructional process can be adapted to improve learning.
3. 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.
4. Successful student learning must be based on providing appropriate educational experiences at the appropriate level of challenge in order to ensure maximum student achievement.
5. High levels of student achievement are the benchmarks for effective curriculum design and instructional delivery of that curriculum.

Cycle of Curriculum Review

Any area of the curriculum framework that is assessed by the state testing system is automatically reviewed each year following the receipt of the state assessment scores. Other areas are reviewed on a three-to-five year basis unless the assessment process changes. A change in state-wide assessment procedures will trigger an immediate review of the curricular areas addressed by the assessment process.

Roles and Responsibilities Regarding Curriculum Management

Board of Trustees: It is the responsibility of the Board of Trustees to approve the objectives of the curriculum prior to its delivery in classrooms. In doing this, the Board is approving the "what" that is taught in all classrooms of the same grade level and within the same content area. [See policy EG (Local) for specifics.]

Central Administration: It is the responsibility of the central administration to create the design of the curriculum so that it is articulated from the 12th grade down to the Pre-kindergarten classrooms and coordinated throughout the district at common grade levels and within common content areas. Central administration will facilitate the planning and professional learning activities so that all staff is equally knowledgeable about the design and validation process used. [See policy EG (Local) for specifics.]

Campus Administration: It is the responsibility of campus administration to be the instructional leaders of the delivery of the curriculum at the campus level. In fulfilling this process, campus administrators are expected to use effective “walk-through” (brief classroom observation) strategies to monitor the delivery of the curriculum. [See policy EG (Local) for specifics.]

Teachers: It is the responsibility of the teacher within the classroom to deliver the curriculum on a daily basis and to meet with grade level and horizontal and vertical teams so that the delivery of the curriculum is both coordinated and articulated well. It is also the responsibility of the teacher to assess the degree to which the design and delivery of the curriculum is meeting the individual needs of students. When there is a discrepancy between the curriculum design and delivery and the results in terms of learning, it is the responsibility of the teacher to call that to the attention of the campus administrator and the central administration. Changes in the curriculum design can then be considered. [See policy EG (Local) for specifics.]

Components of Quality Curriculum Guides

Following the establishment of content standards, grade level benchmarks, student performance indicators, and assessment correlations, curriculum guides will include the following components:

- Clear and valid learner objectives for skills and/or concepts to be learned, including local cross-disciplinary skills
- Alignment to a testing/evaluation process
- Pre-requisite skills
- Instructional tools, including the textbook and supplementary materials
- Classroom strategies that are differentiated to meet the different needs of learners

Alignment to Local, State and National Standards

The BISD curriculum framework is based on national standards established within each content area. In addition, all of the Texas Essential Knowledge and Skills (TEKS) are included.

Determination of Curriculum Effectiveness

Curriculum effectiveness is determined by the use of a variety of measures, including, but not limited to, the following:

- The ability of students to work effectively on real-world applications and make connections to real-world contexts
- The degree to which students are motivated to continue their learning
- The ability of students to make conceptual connections across the content areas
- The ability of students to be successful after their graduation from the PK-12 system

Use of Assessment Data to Strengthen Curriculum

Assessment data from state level testing is reviewed at the end of each year to determine if the curriculum needs to be adjusted in any way. Areas of curriculum shortfall are determined by looking at the results by objective for each of the schools. If numerous schools' results fall short of expectations for any single objective or group of objectives, the actual curriculum for the delivery of the objective is analyzed with the assessment items that are designed to measure that skill or concept. Adjustments are made to the specificity of the curriculum design and/or the timing of the teaching of that skill or concept.

However, if only one school is having problems with a particular objective, the campus principal is expected to determine if instructional practice needs to be modified at that school or within a particular classroom. Curriculum and professional learning staff members are available to assist the principal if necessary.

Professional learning on the curriculum itself or the use of more effective instructional strategies or resources may be provided. Likewise, peer coaching from more experienced or successful teachers may also be offered if the delivery, rather than the curriculum design, is determined to be the problem.

In curricular areas where state testing is not available, other assessment data such as AP exam data, departmental tests, or unit rubrics form the database for curriculum review.

Professional learning to Support Curriculum Design and Delivery

For Teachers: All teachers receive at least four-days of professional development specific to their grade level and content area. In addition, each year new teachers to the district receive an overview of the Engaged learning/Continuous improvement standards even if they have taught in other districts. The purpose of this overview is to explain the extent to which the BISD Standards incorporate Engaged learning/Continuous improvement standards. It is also designed to explain the linkages between the curriculum and the state and local assessment procedures. Finally, each year both summer professional development and professional learning during the year will focus on specific areas of need identified in various ways regarding either the design or the delivery of the curriculum. (See the District Improvement Plan for specific emphases for the year.)

For Instructional Assistants: Instructional assistants are trained at the same time or shortly after the teachers are trained in the delivery of the curriculum, depending on the scheduling and time of year professional development is offered. It is critical for the instructional assistant to be as knowledgeable about what is to be taught as the teacher is due to the fact that instructional assistants reinforce student learning in small groups.

For Campus Administrators: The BISD expects all principals and assistant principals to be instructional leaders on their campuses. To do this, they have to know the rationale for the design of the curriculum and the various delivery strategies available to teachers. Monitoring of the curriculum is a critical part of the job of the campus administrator. In addition to the same type of training in the BISD Standards that all teachers have, campus administrators also will participate in Walk-Through training so they are able to assess the degree to which the teacher is delivering the intended curriculum. Annually, follow-up training in walk-through strategies will be provided so that the principals' skills will be honed.

For Central Administrators: Programmatically, all special programs personnel are expected to be knowledgeable in the curriculum framework so that they can reinforce the philosophy that all specialized programs address the curriculum but may modify the delivery to meet the special needs of various populations. All new programs to the district (in core subjects) are assessed by central curriculum personnel prior to their implementation for the extent to which they support or mirror the curriculum and for the extent to which they will have to be augmented if gaps are identified. Therefore, program evaluation and curriculum alignment are central to the work of the curriculum and instruction division.

For the Board: New members to the Board of Trustees are provided with an orientation regarding the BISD Standards. Additionally, information items presented to the Board include curriculum issues. Finally, the Board of Trustees receives background information with each new curriculum approval process as well as with textbook adoption actions so that they are aware that the curriculum drives textbook selection rather than the textbook driving the curriculum.

Requirements for Monitoring the Delivery of the Curriculum

All administrators are expected to monitor the delivery of the curriculum. [See policy EG (Local)]

Communication Plan for Design and Delivery of the Curriculum

The BISD Curriculum Communication Plan is the responsibility of the Curriculum and Instruction Division within the Central Office. The actual communication of the curriculum design is first presented to the Leadership team. Then the design is presented to the Principals Advisory Council and the facilitators within the district. The principals are asked to submit names to the Curriculum Department for facilitators at each grade level and each department.

Following the completion of the design phase, every teacher responsible for teaching a curriculum area is presented with curriculum documents and ample time is provided for the designers of the curriculum to discuss the model that was used as well as the extent to which various considerations were made in the design phase. Likewise, every new teacher and administrator to the district receives an orientation to the BISD Standards and all components that have been developed such as scope and sequences, instructional and assessment timelines, and unit plans.

Any communication that goes directly to teachers who are engaged in curriculum design is also provided electronically as well as in hard copy form to the principals.

Principals and other instructional staff at the campus level are expected to discuss curriculum delivery at staff meetings, during block planning time, at grade level meetings, and with individual teachers following walk-through observations.

Timetable for Curriculum Work

Dates	Tasks
2002-2003	<ul style="list-style-type: none"> Curriculum Audit performed by TASA produces the needs assessment for the curriculum of BISD.
2003-2004	<ul style="list-style-type: none"> BISD Standards in the four core areas were developed based on national content standards and the TEKS. BISD Standards were correlated with the TAKS tests. Scopes and sequences for the four core areas were developed. Textbook selection is aligned to the BISD Standards. Periodic assessments in all four content areas were developed and implemented based on TAKS. Benchmark tests were developed for the grades 3-11 based on the assessment timelines. Schools began giving benchmark assessments based on a school assessment timeline.
2004-2005	<ul style="list-style-type: none"> Work is completed to provide scope and sequence on-line to all district staff. Engaging lessons begin development. Course prerequisites are developed.
2005-2006	<ul style="list-style-type: none"> Curriculum management plan was developed and implemented. Board policy regarding curriculum management was developed. Benchmark tests were developed for the grade 2 based on the assessment timelines.
2006-2007	<ul style="list-style-type: none"> Unit plan writing begins for core areas in grades PK-12.
2007-2008	<ul style="list-style-type: none"> Unit plan writing begins for middle and high school areas

	<p>of languages other than English, fine arts, and career technology education.</p> <ul style="list-style-type: none"> • Elementary health curriculum and PE curriculum development begins. • Continue enrichment area unit plan unit design in the four core areas.
2008-2009	<ul style="list-style-type: none"> • Design curriculum for middle and high school PE. • Complete curriculum for other enrichment areas. • Begin designing local assessments in the form of end-of-course tests and/or performance assessments to test students' understanding of major conceptual pieces of the curriculum.
2009-2010	<ul style="list-style-type: none"> • Continue development of end-of-course assessments and/or performance assessments for all content/courses not tested by test or local assessments.

Appendices

Appendix A – Profile of a Graduate

Appendix B – Local curriculum management policy (EG Local)

Appendix A: Profile of a Graduate

Profile of a Graduate

Business leaders from every part of the community, along with representatives from both the community college and the local university as well as parents, teachers, students were invited to attend several meetings in 2003-2004 to establish the Birdville Independent School District Graduate Profile. These leaders and representatives met with district Board of Trustees, and other district personnel attending the meetings. This document was the results:

Academic Achievement

- **Possess a rigorous and extensive foundation in core academic areas: math, science, language arts, and social studies**
- **Show proficiency on state and national assessments as well as applicable industry licensures and certifications**
- **Display mastery of technology in personal, scholastic, and career settings**
- **Demonstrate confidence in expression and understanding of a language other than English**
- **Participate in and appreciate the literary, visual, and performing arts**

Strength of Character

- **Exhibit honesty, integrity, and trustworthiness**
- **Accept responsibility for personal actions**
- **Possess self-discipline and motivation**
- **Show perseverance and resilience in the face of adversity**

Effective Problem-Solving Skills

- **Utilize comprehension, analysis, and creativity in decision making**
- **Demonstrate logic, critical thinking, and deductive reasoning to solve problems and draw conclusions**

Communication Skills

- **Write clearly and effectively for different audiences and purposes**
- **Express ideas and thoughts verbally in various situations**
- **Collaborate effectively with others through attentive and critical listening, and appropriate response**
- **Contribute to team effort through communication of ideas and actions**
- **Write clearly and effectively for different audiences and purposes**

- **Express ideas and thoughts verbally in various situations**
- **Collaborate effectively with others through attentive and critical listening, and appropriate response**
- **Contribute to team effort through communication of ideas and actions**

Personal Independence

- **Embrace a healthy lifestyle and sense of self-worth**
- **Practice personal financial responsibility**
- **Utilize effective time management and organizational skills**
- **Make wise career decisions based on self-knowledge, educational and occupational exploration, and career planning**
- **Participate in extracurricular activities for a well-rounded perspective**