This administrative regulation provides the developers of curriculum, assessments, and instructional documents in the Diboll Independent School District (DISD) a manual to direct their work. Further, the manual provides direction to all staff involved in the delivery of the curriculum. The document is designed to be in compliance with Board of Trustees' policies and to implement policy directives.

The document includes the following:
- Purpose of curriculum design, its assessment, and expected instructional delivery
- Specifications for the district's written curriculum
- Aligned comprehensive assessment system
- Aligned Instructional delivery approach
- Roles and responsibilities of board and staff

It is expected that all curriculum writers in or outside the system will use this manual in the design of their work and that district level officers directing the work of the writers will adhere to the directives herein and orient stakeholders to its contents.
This section presents the rationale, purpose, and beliefs for Diboll Independent School District’s Early Childhood (EC)-14 curriculum (the curriculum is coordinated with area colleges), its assessment, and expected instructional delivery.

A. Rationale and Purpose
The Diboll Independent School District is committed to the development of an exemplary curriculum that sets rigorous, high expectations for students and teachers that result in meaningful learning for each student. The overriding goal of the curriculum is to help each student realize his or her potential and move toward higher educational and career goals.

The purpose of the curriculum is to establish a system that ensures students learn the DISD core of significant learnings at a particular instructional level regardless of the teacher teaching or the school attended. Curricular objectives which are specified embed high stakes assessments early in the instructional levels to increase the likelihood of student access and mastery prior to their being assessed.

According to Board Policy EG Local: Curriculum Development: the curriculum will be designed by;

- Embedding the learnings from all relevant external assessments including the state assessment;
- Correlating to the State of Texas student learning expectations as well as national standards;
- Building in a spiraling manner incorporating the Graduate profile.

Further, the curricular student learnings will incorporate national standards.

The focus of the curriculum shall have the following priority order:

1. Mastery of grade level reading and skills;
2. Mastery of mathematics skills;
3. Mastery of skills congruent with those tested for each grade level or course.

**DISD assessments** will be designed around the District’s curriculum to provide diagnostic tools for teachers to use to determine students’ prerequisite knowledge, current knowledge of the curriculum, initial acquisition of the learnings, and mastery of the curriculum.

According to Board Policy EG Local: *Curriculum Development*: the **instructional approach** shall:

1. Establish a school climate that continually affirms the worth and diversity of each student.
2. Expect that each student will perform at high levels of learning.
3. Ensure that each student experiences opportunities for personal success.
4. Vary the time for learning according to the needs of each student and the complexity of the task.
5. Have both staff members and students take responsibility for successful learning.
6. Assess current student skills or learning for instructional assignment.
7. Analyze the content of each objective so that instructional strategies match content and assessment.
8. When appropriate, sequence tasks into a hierarchy of learning skills to maximize the effectiveness of instructional delivery.
9. Orient students to the objectives to be learned.
10. Teach to the objectives providing varied approaches, adequate time, and multiple opportunities for learning and success.
11. Assess student mastery of the objectives to determine the need for movement to a new instructional objective, extensive enrichment, or correction.
12. For those students who attain mastery, progress to the next objective or offer extension or enrichment.
13. For those students who do not attain mastery, provide correctives and/or use a different strategy until mastery is attained.
DISD Mastery Learning Approach will incorporate these ideas to be used both in the design and the delivery of the curriculum.

B. Beliefs about Curriculum Design and its Delivery in the Diboll Independent School District

The purpose of education is to impart basic knowledge, concepts, processes, and attitudes necessary for the student to successfully function in society. Education recognizes the characteristics unique to each individual and provides a process for the development and expression of each student’s innate potential and talents. The curriculum shall be designed and implemented using a competency-based curriculum approach that has the following premises:

1. Each student is capable of achieving excellence in learning the essentials of formal schooling using a continuous progress approach.
2. Success influences self-concept and self-concept influences learning and behavior.
3. The instructional process can be adapted to improve learning.
4. School staff shall maximize the learning conditions for each student through clearly stated expectations of what a student will learn, high expectations for each student, short-and long-term diagnostic assessments of student achievement, and instructional modifications based on assessment results.
5. Successful student learning must be based on providing appropriate educational experiences at the appropriate level of challenge in order to ensure the maximum level of achievement for each student.
6. High levels of student achievement are the evidence of an effective curriculum (design) and instruction (delivery).

C. DISD Mission and School Board Goal
The Diboll Independent School District subscribes to a **competency based approach** to curriculum, assessment, and instruction. This approach focuses and organizes the district’s efforts around the vision, mission, goals, and the district’s curriculum for each content area.

The mission of the district is as follows:

**Diboll Independent School District Mission**

*Diboll Independent School District, as the educational center of our community, prepares our students for the challenges of the 21st century through the collaborative efforts of parents, staff, and community in a safe learning environment.*

The Board of Trustees identified its number one priority to be “high student achievement.”

**D. Diboll Independent School District Graduate Profile**

The Graduate Profile will serve as a framework of broad life-related skills and characteristics that students should have by the end of the 12th grade, incorporating likely future trends that will impact the lives of students and to which they will be expected to make moral, ethical, financial, or civic decisions. Performance standards will indicate both the nature of the multi-disciplinary evidence required to demonstrate that the 12th grade graduation goal expectations have been met and the quality of student performance that will be deemed acceptable.

These goals shall serve as a framework for all curriculum development and instructional delivery. The fundamental 12th grade graduation goals of the DISD are listed on the table on the next page.
12th GRADE GRADUATE PROFILE

The graduate profile represents the core proficiencies graduates need in order to enter into today’s workforce and post-secondary education. The fundamental goals shall enable each student to be a/an:

**EFFECTIVE COMMUNICATOR** – Students will master the basic skills of reading, writing, comprehending, listening and speaking, critical to daily life in a complex society. They will be able to relate to others in an articulate, effective, and efficient manner.

**COMPETENT PROBLEM SOLVER** – Students will have the ability to make decisions wisely and handle problems and challenges as well as think systemically. They will interpret and process information, assess the current and desired situation, anticipate the potential outcomes, and solve problems.

**SELF-DIRECTED LEARNER** – Students will set priorities and goals, create options, and develop plans of action as well as monitor and evaluate their progress. They will analyze their work and create multiple frames of reference to identify, assess, integrate, and apply available information for meaning or action. They will display high standards of effort.

**QUALITY PRODUCER** – Students will have basic knowledge of world issues, foreign affairs, politics, and geography. They will be aware of current events and be able to analyze and make decisions on issues affecting the national and international economies.

**RESPONSIBLE CITIZEN** – Students will contribute their energy, time, and talents to improve the welfare of themselves and others. They will have a sense of social responsibility and participate in the democratic process. They will exhibit honesty and integrity, choose ethical courses of action, and take personal responsibility for their actions.
A. Components of the Written Curriculum

The components of the written curriculum will include “layers” of objectives and increasingly complex student expectations in order to achieve total alignment and articulation of the written curriculum through the level of teacher lesson delivery. The layers will include the following:

- **Strands**– major topics or categories of learning around which goals and objectives are written.
- **Objectives**– broad goal statements around a particular concept or group of concepts; may not always be written using the same language as TEKS since they will include goals identified in the DISD Graduate Profile and national standards.
- **Student Expectations**– specific, measurable learnings written as knowledge and skill statements.
- **Evidence of attainment**– diagnostic descriptors for diagnostic assessments.

The components of the written curriculum include the following:

- Reasonable number of precise, clear student expectations for each discipline and grade level or course; derived from learnings tested in state and other high stakes tests and correlated to the Texas Essential Knowledge and Skills (TEKS), national standards, and DISD Graduate Profile expectations.
- A scope and sequence of the student expectations by instructional level and course based upon when the learnings are to be acquired (short-term memory)
and mastered (long-term memory). A Year at a Glance scope and sequence will be available to communicate student expectations to parents/guardians and students.

- A minimum teaching sequence of the student expectations within an instructional level or course.
- A curriculum management system designed around the curriculum student expectations that teachers can use for teaching and reporting purposes.
- Aligned diagnostic assessments which can be used by teachers to determine student prerequisite skills and on-going acquisition and mastery of the student expectations.
- Pre-assessments and post-assessments to be used both diagnostically and in a summative way to determine student progress and academic gains over a period of time.
- Progress reports of student accomplishments on the student expectations will be used during the grading periods to communicate each student’s progress to parents/guardians and students.
- Projections of the time range necessary (pacing) to teach the student expectation(s), prerequisite skills, aligned resources, and sample assessments with multiple contexts will be specified.

Curriculum designers, under the direction of the Chief Curriculum Officer, will use the definitions as guidelines to formulate EC-14 objectives and strands for the subject area under review and align with the district level student expectations. Course/instructional level student expectations will be generated and aligned with the objectives and will describe the desired student expectations for a particular instructional level.

B. The Content of the Curriculum

Curriculum designers for DISD cannot depend entirely on the content of textbooks or the skills used by standardized tests or state frameworks to identify the important learning objectives and student expectations of a good education. In this information-based society, knowledge is multiplying so rapidly that one can no longer expect to teach everything that may be important. In addition, one cannot assume that what has been
taught in the past is important for the future. One must constantly check objectives and student expectations for their relevance to students’ lives, for their relationship to the needs of the workplace, and their contribution to the development of the total student in a rapidly changing world.

The debate over what to teach will keep curriculum theorists busy for years to come. Practitioners (in this case, DISD curriculum designers) must make timely decisions on an on-going basis about how to best meet the needs of today’s students and how to anticipate the needs of the future. Students need to have a foundation of basic skills and relevant facts and information about the world around them. Students must be able to discuss the past and present from a literate viewpoint; cite significant artists and authors; and demonstrate understanding of their cultural heritage and its importance. Students must know how to “handle” information; how to access, interpret, and analyze information; how to use information to solve new problems; and how information from one discipline relates to another.

Diboll Independent School District proposes that depth of the content is more important than coverage of the content. Depth refers to the thorough investigation of a fundamental set of concepts and principles along with meaningful factual information. Coverage refers to the presentation of a large amount of factual information without the emphasis on associated concepts and principles. As a result, the curriculum designers will build the curriculum around a reasonable number of focused student expectations which fit into the time frame available for teachers to deliver the curriculum.
III. CURRICULUM AND ASSESSMENT DEVELOPMENT CYCLE

The EC-14 curriculum areas, their assessments, and aligned instructional resources will undergo internal development and review cycles on a rotating basis. The purpose of an ongoing review is to lend a concentrated focus to a given curriculum area. This procedure will provide a formal means by which all planned courses are periodically revised.

A. The Approval Process

The Director of School & Program Improvement will organize an annual report to the Board of Trustees through the Superintendent that demonstrates how the policy and this administrative regulation is being implemented and will present recommendations for the improvement of student growth. Strengths and weaknesses will be clearly articulated and will form the base for future financial decisions.

The Board of Trustee report process will include a statement of curricular goals by course/grade as well as instructional level, relevant data, important new trends to be incorporated into the curriculum, and recommended instructional resources (e.g. textbooks). The report will include input from administrators and the instructional staff.

When a subject area is undergoing a development and review process, a curriculum task force will be formed to provide input into the development cycle. The Director or designee will establish procedures for review and involvement of the task force. The DISD Administrative Team composed of central office administrators and campus principals will also provide input into the development cycle.

B. The Subject Matter Cycle

During the 2008-2011 years an intense curriculum refinement and/or development will be undertaken to design all required curriculum courses in the academic areas of language...
arts, mathematics, social studies, and science. Scopes and sequences will be designed along with assessments and testing matrixes, and curriculum, assessment, and instructional guides (Instructional Focus Documents). These documents will serve the district for several years while a more comprehensive approach to curriculum design and review is established.

The chart on the next page identifies the proposed curriculum development cycle for all course offerings (including electives) as well as assessment and instructional delivery suggestions for the district beginning in 2009-10. Although a subject area may be scheduled for consideration, a decision may be made to waive its review based upon major curriculum initiatives requiring several years to initiate; changes in state curriculum/assessment requirements; and/or budget constraints.

C. Phases of the Development Cycle

The development cycle includes eight phases:

Phase I: Planning, Trend Examination, Examination of Current Curriculum by Reviewing and Revising Strands, Objectives, Student Expectations, Assessment Specifications and Recommendations for Development Effort

Phase II: Develop EC-14 Scope and Sequence and District Assessment Specifications

Phase III: Develop District Criterion Referenced Assessments

Phase IV: Select Aligned Instructional Resources (including textbooks)

Phase V: Develop Curriculum, Assessment, and Instructional Guides

Phase VI: Provide Staff Development

Phase VII: Pilot and Revise Curriculum, Assessment, and Instructional Guides

Phase VIII: Implement and Monitor the Curriculum and Aligned Programs

Usually, the entire process for a given subject area occurs within a two to four-year time frame, depending upon the complexity of the task and current status of the curriculum. The expectation is that curriculum staff move as quickly as possible toward the accomplishment of the development, review, and redevelopment cycle as resources are made available.
<table>
<thead>
<tr>
<th>Year</th>
<th>Phases I and II: Planning and Scope and Sequence Development</th>
<th>Phases III and IV: Assessment and Resource Development</th>
<th>Phases V, VI, and VII: Design, Deployment, and Field Test Curriculum</th>
<th>Phase VIII: Full Scale Implementation</th>
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<tbody>
<tr>
<td></td>
<td>• Review/Revise/Strands Objectives and Student Expectations (Content and Context) &lt;br&gt;• Design EC-14 Scope and Sequence &lt;br&gt;• Design Criterion Reference Assessment Specifications</td>
<td>• Develop Criterion Reference Assessments &lt;br&gt;• Select Aligned Instructional Resources (including textbooks)</td>
<td>• Develop Guides &lt;br&gt;• Provide Staff Development for all appropriate individuals &lt;br&gt;• Pilot and Revise Guides</td>
<td>• Monitor Curriculum for Implementation &lt;br&gt;• Provide Continuous Staff Development &lt;br&gt;• Use and Examine Assessment Data to Drive Decisions</td>
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<tr>
<td>08-09</td>
<td><strong>English/Language Arts (incorporating ELL)</strong>&lt;br&gt;<strong>Mathematics</strong></td>
<td><strong>English/Language Arts</strong>&lt;br&gt;<strong>Mathematics</strong></td>
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<tr>
<td>09-10</td>
<td><strong>Science</strong>&lt;br&gt;<strong>Social Studies</strong></td>
<td><strong>Science</strong>&lt;br&gt;<strong>Social Studies</strong></td>
<td><strong>English/Language Arts</strong>&lt;br&gt;<strong>Mathematics</strong></td>
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<tr>
<td>10/11</td>
<td><strong>English/Language Arts/(incorporating ELL)</strong>&lt;br&gt;<strong>Second (Foreign) Language Acquisition</strong></td>
<td><strong>English/Language Arts</strong>&lt;br&gt;<strong>Second (Foreign) Language Acquisition</strong></td>
<td></td>
<td><strong>Science</strong>&lt;br&gt;<strong>Social Studies</strong></td>
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<tr>
<td>11/12</td>
<td><strong>Mathematics</strong></td>
<td><strong>English/Language Arts</strong>&lt;br&gt;<strong>Second (Foreign) Language Acquisition</strong></td>
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<tr>
<td>12/13</td>
<td><strong>Science</strong>&lt;br&gt;<strong>Physical Education and Health</strong></td>
<td><strong>Mathematics</strong></td>
<td><strong>English/Language Arts</strong>&lt;br&gt;<strong>Second (Foreign) Language Acquisition</strong></td>
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<td>13/14</td>
<td><strong>Social Studies</strong></td>
<td><strong>Science</strong>&lt;br&gt;<strong>Physical Education and Health</strong></td>
<td><strong>Mathematics</strong></td>
<td><strong>English/Language Arts</strong>&lt;br&gt;<strong>Second (Foreign) Language Acquisition</strong></td>
</tr>
<tr>
<td>14/15</td>
<td><strong>Visual and Performing Arts</strong></td>
<td><strong>Social Studies</strong></td>
<td><strong>Science</strong>&lt;br&gt;<strong>Physical Education and Health</strong></td>
<td><strong>Mathematics</strong></td>
</tr>
<tr>
<td>15/16</td>
<td><strong>Career and Technology Education (CATE)</strong></td>
<td><strong>Visual and Performing Arts</strong></td>
<td><strong>Social Studies</strong></td>
<td><strong>Science</strong>&lt;br&gt;<strong>Physical Education and Health</strong></td>
</tr>
<tr>
<td>16/17</td>
<td><strong>English/Language Arts/(incorporating ELL)</strong>&lt;br&gt;<strong>Second (Foreign) Language Acquisition</strong></td>
<td><strong>Career and Technology Education (CATE)</strong></td>
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<td><strong>Social Studies</strong></td>
</tr>
</tbody>
</table>
Phase I: Planning, Trend Examination, Examination of Current Curriculum by Reviewing and Revising Strands, Objectives, Student Expectations, Assessment Specifications and Recommendations for Development Effort

1. Study the current thinking, trends, and expert advice on the basic beliefs surrounding the discipline.

2. Seek copies of course documents/content standards from experts, the state, other school districts, and commercial publishers; review existing district documents.

3. Gather district data regarding current student achievement, including internal and external assessments, from the subject area under consideration.

4. Develop criteria and establish procedures to utilize when assessing the quality of the current/proposed curriculum system. Criteria should address, but not be limited to:
   a. Significance and adequacy of the depth and breadth of the content and processes.
   b. Appropriate level placement of specific student expectations and scope for required and elective courses.
   c. Reasonable number of student expectations within the available time frame.
   d. Incorporation of tested student expectations into the curriculum.
   e. Spiraled curriculum from 12th Grade Graduate Profile to early childhood after the initial refinements take place.
   f. Expectation that most student expectations are real world applications or higher cognition type.

5. Identify differences in desired program and current program.

6. Identify significant subject-area beliefs that would impact the redesign of the curriculum.

7. Obtain input from community and staff regarding the belief statements.

8. Draft/revise curriculum belief statements linked to TEKS/TAKS and other external assessments and identify EC-14 objectives.

9. Finalize the curriculum belief statements.

10. Make a determination as to revision status of the curricular area. What revisions, if
Phase II: Develop EC-14 Scope and Sequence and District Assessment Specifications

1. Identify the tested learnings from high stakes tests and other external assessments (e.g. TAKS, AP, SAT, ACT, Accuplacer, THEA, NAEP, TIMSS).

2. Place the tested learnings into an instructional level/course; identify the TEKS strand and objectives under which the learning is placed; and correlate the learning to the TEKS.

3. Rewrite/write student expectations to observable objective language including:
   a. content to be learned
   b. cognition level to be attained
   c. contexts (TAKS test formats, and authentic real world application) of the objective
   d. standards of performance.

4. Spiral the student expectations by identifying pre-requisites, expectations/objectives (downward) and subsequent meaningful learning expectations/objectives (upward).

5. Assign a probable time range in minutes for the typical student to acquire the learning (short-term memory) and master the learning (long-term memory). Determine number of practice opportunities needed. Determine difference between number of minutes needed and number of minutes available.

6. If there are too many minutes, determine which learnings to delete through a prioritization process.

7. If more minutes are available, identify any needed student expectations (based on TEKS/ National Standards/ Graduate Profile) and add to the scope and sequence. Determine time range and correlate according to the TEKS.

8. Obtain recommendations from the task force and Administrative Team on the proposed/revised scope and sequence (curricular strands, objectives and student expectations).

9. Revise scope and sequence and finalize it with the task force and the Administrative Team.

10. Obtain Superintendent approval. Recommend scope and sequence to Board of Trustees for approval.
Phase III: Develop District Criterion Referenced Assessments

1. Develop/select sample assessments for multiple purposes for each student expectation.
   a. Examples can be placed in the guide.
   b. Include both multiple choice and authentic application examples for each student expectation.

2. Provide instructional level assessments (curriculum based assessments) around “chunks” of student expectations at frequent intervals. After the assessments have been phased in and professional development on mastery learning has taken place, instructional staff will select the appropriate level for each student and determine the administration interval. Efficient scoring methods will be developed so teaching staff can score on-campus. Assessments will include both pre-requisite student expectations as well as the student expectations of the “chunk” of learnings.

3. Establish assessments to be administered at the end of each term or year (end of course exams) that will assess a sampling of the student expectations to be learned during the term or year. The assessments will be used as a summative measure of the learning as well as diagnostic data for teachers who receive the students the next term. The student expectations built into the assessment will be those for which mastery (long-term memory) could be expected. Eventually, equivalent assessments will be developed for administration at the start of the year/term to determine if students already have mastery on some and/or all of the student expectations. Scores for awarding credit will be established.

4. Provide a bank of multiple assessments aligned to each student expectation for teachers to use in diagnosing and determining instructional student assignments to maximize student learning. These items will be easily accessible to teachers for their use. Curriculum writers will identify a location of appropriate assessment items and place in the guide sheets. The items will be set up so teachers can score them as they use them. Eventually, the assessment banks will be placed on a database in the employee secured section of the district web site.

5. Using the TAKS released tests, provide a practice and diagnostic assessment several weeks prior to the state testing time. (The released test will be administered in a simulated TAKS approach.) An internal scoring process will be established.

6. Establish a criterion-referenced assessment system that documents, records, reports, and awards credit for student skill attainment. A criterion referenced information management system will be available at the classroom and building levels for coordinating timely instructional planning, student assessment and placement, instructional delivery, and program evaluation.
7. Establish an evaluation system to allow students to demonstrate and receive credit for mastery at the beginning of each term for Grades 9-12.

8. Incorporate assessment of student expectations into a test matrix. The matrix will include summative assessments and other assessments for instructional diagnosis, program placement, and/or program evaluation. The test matrix will include the when, why, who, and what of the tests administered in the district.

9. Establish methods to evaluate curriculum design and delivery. The evaluated curriculum will include the following components:

   a. District-level criterion referenced tests for target student expectations across all levels and all subject areas. The assessments will be administered to a stratified random sampling of students on the year prior to any redesign of a particular subject area.

   b. Use an assessment approach to evaluate the status of strategies (random sampling of students) from a national perspective and for curriculum revision as well as program design. This should take place one year prior to any curriculum or program redesign in a subject area (See cycle).

10. Design and implement a program evaluation component that guides program redesign and instructional planning. This will include such programs as Special Education, Title I, Bilingual/ELL, Dyslexia, Gifted and Talented, etc.
Phase IV:  Select Aligned Instructional Resources (including textbooks)

1. Align current resources to student expectations (e.g. textbooks, video, software, and internet links).

2. Evaluate current instructional resources and other available resources. Include a determination of costs if additional or replacement instructional resources are planned.

3. Develop a teaching sequence and timeline (pacing chart) for a typical student at a particular instructional level/course.
   a. Correlate available instructional resources, adopted texts, and other supplemental materials to student expectations.
   b. Provide relevant revisions, re-teaching, and enrichment of student expectations and strategies using interdisciplinary approaches when appropriate.
   c. Recommend time allocations for curriculum areas and time range for student expectations.

4. Establish student grade and progress report procedures around the student expectations.

5. Establish homework guidelines.

6. Examine and modify all appropriate programs to be aligned to the curriculum.

7. Develop a staff development plan for implementation of the curriculum.
Phase V: Develop Curriculum, Assessment, and Instructional (CAI) Guides

1. Review the format of the CAI guide. As much as possible, maintain uniformity of guide components across all subject areas.

2. Develop the CAI guide incorporating student expectation assessments, resources, and other aspects of the guide. All curriculum, assessment, and instructional guides in the district will be maintained on the web with hard copy upon request, and will have the following components:
   a. Course title/instructional level
   b. Scope and sequence and testing matrix
   c. Strands and objectives
   d. Student expectations: clearly written with content, context, cognitive type, and standard of performance
   e. Prerequisite objectives and prior learnings linked to new learnings
   f. Correlation to TEKS/TAKS and other assessments as applicable, as well as, national standards and DISD graduate profile goals
   g. Timeline for acquisition, review, and mastery
   h. Assessment samples (local, state, national) using multiple choice, constructed and authentic real world, multi-disciplinary examples
   i. Identification of district bank of aligned assessment items
   j. Possible aligned instructional resources (textbook, technology, web links, others) including page, activity, and degree of content and context alignment
   k. Activity ideas (real world, multi-disciplinary), if commercial materials are lacking in alignment requirements.
   l. Aligned extension/remediation (acceleration), modifications, and re-teach strategies
   m. Accommodations for English Language Learners and other special populations
   n. Vertical and horizontal teaching scope and sequence within instructional level/course
   o. Terminology and expected vocabulary
   p. Required and optional reading lists, where appropriate
   q. Interdisciplinary correlations
   r. Technology integration, whenever relevant
   s. Writing integration, whenever relevant

3. The guides will meet the CMSi: Curriculum Audit characteristics for quality guides for frames one through six (see Appendix). Curriculum developers and design evaluators will use the following quality screens as a framework through which the guide objectives, activities, resources, etc. are to be developed. The screens are critical beliefs and values of the curriculum development design philosophy. It is presented here as a checklist for curriculum developers.

A. Student Expectation Screens
   1. Derived from the high stakes tests (e.g. TAKS, etc.)
2. Vertical articulation and embedded spiraling downward at decreasing levels of difficulty, and cumulative learning.
3. Correlated with state standards, and national standards, when appropriate.
5. Higher level objectives: application and higher for over 50% of the objectives.
6. Parallel student expectations from the other disciplines.
7. Free of gender and race bias.
8. Build in library, science, and technology student expectations.
11. Middle school level objectives focus on process.

B. **Activity Screens (only if written due to resource inadequacy)**
1. Content alignment of activity with student expectations.
2. Cognitive alignment between student expectations and activity.
3. Experiential: uses direct, active, hands-on concrete experiences that promote learning of the objective.
4. Reflective: guides students through thinking about what they have learned.
5. Authentic: uses context-rich real world activities to empower and engage students.
6. Social: provides opportunity for learning through collaboration without promoting competition.
7. Student-centered: uses student’s interests and choices to develop responsibility in building ownership of the curriculum.
8. Developmental: adjusts activities to meet the needs of each student who accesses the curriculum. Provides for:
   - basic learning activity
   - re-teaching activity
   - extension activity
   - special education activity
9. Constructivist: build the learners’ understandings by promoting prior knowledge as they build concepts.
10. Variety: uses a wide variety of activities to accommodate diverse learners.
11. Library and technology skills are built into activities.
12. Activities are multi-cultural.
13. Science skills are built into activities.
14. Build in school-to-work attitudes and activities that are in context of future careers.
15. Middle school level activities focus on process.
16. Free of gender or racial bias.
17. Builds in practice for acquisition and mastery.
C. **Resource Screens**
   1. High alignment with student expectations content.
   2. High alignment with the variety of test and real world contexts.
   3. Free of gender or racial bias.
   4. Provides for multi-media possibilities.
   5. Variety of resources to meet a student expectation.
   6. Authentic resources.
   7. Uses community as a learning environment.

D. **Assessment Screens**
   1. Align with content of student expectations.
   2. Align with contexts of student expectation.
   3. Provide multiple formats of assessments (e.g. multiple choice, constructed, authentic performance).
   4. Provide several equivalent assessments to be used for diagnostic, acquisition, and mastery purposes.
   5. Prepare guides for pilot-test or field test distribution.

**Phase VI: Provide Staff Development**

1. Design staff development proficiencies for appropriate constituents (different staff may have different proficiency needs).

2. Review staff development proficiencies by curriculum task forces and District Administrative Teams.

3. Revise staff development proficiencies, as needed, and design staff development modules around the proficiencies.

4. Pilot or field test the staff development modules with the appropriate constituents.

5. Implement staff development modules with all appropriate constituents.
Phase VII:  Pilot and Revise Curriculum, Assessment, and Instructional Guides

1. Pilot the curriculum, assessment, and instructional guides with selected teachers.
2. Regularly gather formative data for revisions.
3. Provide for on-going revision during the pilot process.
4. Prepare materials for full-scale implementation.

Phase VIII:  Implement and Monitor the Curriculum and Aligned Programs

1. Provide a process for input on future revisions.
2. Monitor the implementation of the curriculum, assessments, and its delivery (instruction) through district and campus level administrator visits to the classrooms, staff meetings, etc.
3. Designate a person to provide oversight and trouble shooting as problems arise.
4. Develop a plan for revision as needed.
5. Provide a supervisory support system.
6. Revise curriculum, assessment tools, scope and sequence, guides, staff efforts, and communication strategies, as needed.

At this point, the development cycle returns to Phase I as a particular discipline (subject area) comes up for periodic review.
IV. CURRICULUM, ASSESSMENT, AND INSTRUCTIONAL GUIDE FORMAT

The documents prepared as CAI guides will be set up for both web based and hard copy use. All guides designed in the District will have the following common sections and components:

A. Front Matter

- Cover
- District Information (board members, senior officers, data included in the document)
- Acknowledgments of Designers, Vertical Team, and Appropriate Committees
- Table of Contents

B. How to Use This Guide

- Purpose of Guide
- How the Guide is Designed
- How to Use the Guide
- How the Guide is Organized (visual overview)
- Glossary of Terms (and acronyms, if used)

C. Orientation to the Curriculum (reference policy when appropriate)

- Basic Philosophy of the Written Curriculum
- Mission
- 12th Grade Graduation Profile
- Strands
- Objectives
- Student Expectations
- Relationship to TEKS and National Standards
- Predictability Matrix and Presentation of Spiral Curriculum Aspects
- Listing of Major Resources
- Listing of Formal Assessments and Location for Access
- Time Allocations
- Delivery Alignment Expectations (mastery learning approach; teach to the objective; align activities, resources, and assessments to the objective)
- Instructional Model Expectations (mastery teaching model)
- Reporting Requirements (progress reports, report cards, portfolio)

D. General Information Regarding the Discipline Area

- Subject Area Beliefs and Underlying Research
- Basic Premises of Content
- Strategies for Teaching the Subject Area
E. **Scope and Sequence**
   • Across Instructional Levels and Courses
   • Developed for Cumulative Learning

F. **Guide Sheets** *(Linear/Parallel Discipline Approach)*
   • Alignment with 12th Grade Graduate Profile
   • Correlation with TEKS and National Standards
   • Strand
   • Student Expectation(s) *(concept/skill/Knowledge/process/attitude, standard of performance, time range)*
   • Prerequisite Learnings
   • Critical Attributes of Objective *(key information)*
   • Parallel/Multi-disciplinary Objectives in Other Student Expectations
   • Aligned Assessment
   • Sample Assessment Items by Context
   • Aligned Resources *(textbooks, kits, software, guest speakers, community field trips)*
   • Aligned Activities/Strategies
     - Basic
     - Re-teach
     - Extension
     - Differentiated Homework Activities

G. **Teaching Sequence**
   • Sequence for Teaching the Learnings *(student expectations are taught early enough to master the learning prior to high stakes test)*

H. **Assessment Probes/Bank**
   • Sample Assessment Items for Various Student Expectations

I. **Feedback**
   • Feedback Forms *(pull out sheets to provide feedback to the developers)*

*In addition, a parent/guardian/student version of the student expectations scope and sequence *(Year at a Glance)* will be available in hard copy and on the district web site.*
V. ALIGNED COMPREHENSIVE ASSESSMENT SYSTEM

Throughout the document there have been many steps presented around the expectations regarding a comprehensive district assessment system. These expectations are clarified in this section.

A. Assessment Beliefs

The primary purpose of assessment will be diagnosis of student learning. As a result, assessment is an integral part of instruction. Teachers must provide on-going formal and informal assessments of students and their learning on a daily basis. Informal assessments come in many forms such as questioning strategies, checking for understanding strategies, guided and independent practice activities, warm-up and sponge activities, previewing prior learnings, quizzes, etc. Teachers must align these strategies and activities to the curricular student expectations to be learned.

The district’s mastery learning approach will be used by teachers in their planning and teaching of the district curriculum. This approach requires numerous formal assessments. These formal assessments are not summative assessments such as the state tests, college entrance tests, and advanced placement tests; rather they are formal assessments to be used in a formative manner. The district will provide (formal) criterion-referenced formative assessments. The assessments will be used in a diagnostic manner to help teachers determine if the student(s) has the pre-requisite skills to a new learning, or if student(s) has already mastered the learning. The information helps teachers differentiate learning objectives for the student(s). The assessments will be designed so that they provide diagnostic information on initial acquisition of the learning objectives being taught as well as long-term mastery of the objectives. The assessments are curriculum-based assessments and are designed to measure “chunks” of learning. The assessments will be administered prior to and right after acquisition of the set of student expectations.

Secure comprehensive assessments will be designed to be administered at the beginning of the year and end of semester/year to measure mastery of the student expectations. These assessments are summative in nature. The test items will be a sampling of the student expectations taught during the time frame. Priority student expectations are those tested most frequently and missed most often. The beginning of the year assessment (pre-assessment) and end of semester/year assessment (post assessment) may be administered to a stratified random sampling of students to establish gain scores for specified student expectations.
In addition, practice assessments (benchmarks) similar to the state, national, and other high stakes tests, will administered to students prior to the required testing. These assessments, which will be released tests or equivalent forms of high stakes tests, will be used by teachers to determine any re-teaching that might be needed so that each student is able to perform at a high level on the high stakes tests administered.

District-wide assessment and reporting will be conducted periodically. The purpose will be to determine if the system is achieving its stated mission and goals. Assessment will focus on determining the extent to which curriculum alignment is present.

Program evaluation data will serve as the foundation for aligning specific programs to curricular student expectations. Both formative and summative evaluation criteria will be identified and tied to program objectives and student expectations. Budget allocations will be made based upon program evaluation data.

B. Assessment Design Expectations

Assessment designers will design the following assessments tools as curriculum scopes and sequences are being developed:

- A criterion-referenced assessment system that documents, records, reports, and awards credit for student skill attainment. A credit by exam procedure will be established.

- Criterion-referenced tests to measure student expectations across all levels and all subject areas including:
  - Pre and post diagnostic instructional level assessments built around chunks of learning (student expectations) and given at frequent intervals (formative). The assessments will be secure and administered by teachers at appropriate intervals for each student according to his/her instructional level. The use of the assessments are based on a continuous progress approach, not a lock-step approach. If possible, every student expectation taught will be tested. Staff development on mastery learning and differentiated instruction will include developing skills to help teachers determine when to administer the assessments.
  - Pre and post comprehensive assessments (end of term/end of course) which are built around a sampling of course student expectations and can be used to determine student progress and academic gains over a period of time (summative) will be given at designated intervals. Comprehensive assessments will be mastery tests. Mastery testing means students should have had enough time to move learnings to long-term memory (distributed practice).
  - A pool of multiple assessments items aligned to each student expectation will be provided for teachers to use to diagnose and determine instructional assignments to maximize student learning. Assessments will provide for the measurement of prerequisite skills as well as on-going acquisition and mastery of the objectives.
  - Examples will be placed in the guide.
Assessment items will include multiple choice, constructed, and authentic application examples for each student expectation.

Diagnostic practice assessments (benchmarks) aligned to the TAKS assessments for the grade level/course will be developed. These may include released tests. Because TAKS tests are cumulative tests, they often test student expectations that are taught at an earlier grade level. As a result, they will often measure different learnings than the formative or summative tests administered within a diagnostic or comprehensive context. These tests will be administered several weeks before the high stakes test is administered.

Establish a student progress reporting system around the student expectations, which can be leveled by the instructional placement of each student. Grades can also be given overall for a subject until such time as teachers, students, and parents/guardians have demonstrated proficiency in using a mastery learning approach to grading.

Establish a criterion-referenced information management system at the classroom and building levels for coordinating timely instructional planning, student assessment and placement, instructional delivery, and program evaluation.

Establish an evaluation system to allow students to demonstrate and receive credit for mastery at any time.

Ensure an assessment approach to evaluate the status of students from a national perspective, for curriculum revision, and for program design.

Establish a program evaluation component that guides curriculum redesign and instructional planning, with the student expectations based on program graduates and the performance demands of post-school roles.

C. Matrix of Tests

A list of district wide assessments administered in a given year will be included in a Test Matrix established and maintained by the assessment developers for the district. The list will be maintained in the operating guidelines of the Office of Assessment and Program Evaluation. The list will be accessible on the district web site.
D. Use of District Assessment Data

There are two major foci of the use of the district assessments; individual student achievement data for instructional purposes and program evaluation. Individual student achievement data will be used by teachers using the mastery learning model described in Section V.

Program Evaluation serves two purposes:
1. To determine if student achievement or curriculum student expectations meet or exceed district expectations.
2. To determine if specific programmatic efforts (e.g. Title I, Gifted, Special Education, a particular commercial program) are meeting student achievement expectations in accordance with the district curriculum.

E. Use of Required State and/or National External Assessment Data

External tests are typically summative in nature. They are used for accountability or placement purposes (e.g. EMST, ACT). In DISD, external assessments will be used, in part, to assist in setting school improvement planning goals annually. The data is expected to be disaggregated by gender, race/ethnicity, socioeconomic status and other relevant subpopulations, as well as by individual students, classrooms, buildings, courses, grade levels, etc, where the analyses may be used for program and instructional planning.

DISD staff members will make use of the data in a formative manner. Staff will examine the data of incoming students to determine deficiencies. Staff will also use the data to help teachers examine their own teaching and needed modifications which may be needed as they focus on mastery learning of student expectations and/or instructional delivery decisions.

Such external assessment data may be used as one measure for program evaluation, although greater priority will be given to district assessments which are better aligned to the DISD curriculum.
VI. ALIGNED INSTRUCTIONAL DELIVERY APPROACH

This section presents the approach DISD teachers will use as they are planning their delivery of the curriculum.

A. Mastery Learning Approach

Instructional delivery of the curriculum by DISD teachers will be built around a DISD Mastery Learning Approach and a set of researched instructional strategies. The learning of students and their continuous progress toward DISD curriculum student expectations is the central focus of the instructional model. Mastery learning approach does not mean dictating the exact strategies or teaching techniques a teacher will use to teach a student expectation. Rather, it is to direct the structure for the overall planning of instruction and its delivery. The approach is based in the concept of teaching to mastery and the need to differentiate instruction for each student based on data. The guidelines are not about writing a lesson plan rather about the thought processes one goes through in planning lessons.

The Mastery Learning approach requires:

- designing lessons and units of study around the DISD student expectations;
- diagnosing students on these student expectations prior to teaching the student expectations to establish teaching at the right level of difficulty for students;
- designing activities aligned to the student expectations and anchored to appropriate student instructional level;
- delivering aligned lessons using researched based teaching practices;
- using assessments periodically to determine if students have mastered the student expectations or need further re-teaching; and
- keeping track of where students are in their learning.
The following illustrates the basic components of the DISD Mastery Learning Instructional Delivery Model:

B. Lesson Planning Outline for Teachers*

* This Lesson Planning Outline is built around the Mastery Learning Model (Downey, 2001); Hunter Lesson Design, DataWorks Explicit Direct Instruction, Sweetwater Union High School (San Diego) Lesson Design, and Marzano's What Works In the Classroom practices as well as other well researched effective teaching practices.
The following outline is a guide for the teacher's consideration in designing and delivering each lesson. DISD teachers are encouraged to use this outline in the design and delivery of their lessons.

I. Designing

A. What do I want my students to know?

<table>
<thead>
<tr>
<th>Planning Area:</th>
<th>REMEMBER to...</th>
</tr>
</thead>
</table>
| 1. Content Student Expectations | • Facilitate lessons around selected skills, knowledge, concepts and/or processes aligned to the DISD Curriculum.  
   * Estimated Class time: ___ periods |
| 2. Critical Attributes of the Student Expectation(s) | • Refer to the written curriculum to determine what the student needs to know and be able to do.  
   • Using the written curriculum, specify critical attributes in precise and measurable language.  
   • Using the sequence of the written curriculum, present the critical attributes in the most effective teaching order. |
| 3. Essential Questions | • Design at least one question to focus students for each critical attribute.  
   • Plan for a variety of question types (e.g. open-ended, higher levels of inquiry, etc.). |
| 4. Essential Terms | • Refer to the written curriculum for essential terms included in the content of the student expectations using language students understand (consider second language acquisition expectations).  
   • Determine where in the lesson you will teach these terms most effectively. |
| 5. Essential Prerequisites | • Identify prerequisites required to learn the student expectation(s), noting that SOME learnings require NO prerequisites.  
   • Detail specific prerequisites for special student populations (e.g. Sp. Ed, LEP, G/T, etc.). |

B. How will I know if they have learned the content student expectation(s)?

<table>
<thead>
<tr>
<th>Planning Area:</th>
<th>REMEMBER to...</th>
</tr>
</thead>
</table>
| 1. Initial Assessment (Diagnosis) | • Determine if each student has the prerequisite skills and which of the new learnings he or she already knows.  
   • Plan both formal and informal strategies to identify student readiness to learn.  
   • Select strategies to quickly teach essential prerequisites to those needing them.  
   • Identify the performance target at the outset (i.e. what will provide evidence). |
| 2. Acquisition Assessments (Short-Term Learning) | • Plan to provide periodic acquisition assessments (e.g. quizzes, labs, worksheets, discussions, etc.) throughout the lesson(s), this may also serve as practice activities.  
   • Plan for a variety of assessment contexts (e.g. test format, real-world, etc.) as illustrated in the DISD Curriculum, Assessment, and Instructional Guides  
   • Revisit the learnings continuously through on-going assessments of the student expectation(s) for several weeks (e.g. in warm-up activities, homework, future test items, quizzes, etc.). |
| 3. Mastery Assessments (Long-Term Learning) | • Specify how you will return to this student expectation(s) in future lessons to review and reinforce mastery.  
   • Plan for a variety of question types including the item-format of high-stakes tests.  
   • Allow multiple ways to demonstrate mastery (including end-of-course exams, portfolios, etc.). |

C. What resources and strategies will I use to teach the student expectations(s)?

<table>
<thead>
<tr>
<th>Planning Area:</th>
<th>REMEMBER to...</th>
</tr>
</thead>
</table>
| 1. Resources | • Refer to the written curriculum adopted according to Board Policy (EG Local) as a starting point.  
   • Select instructional resources critically, aligning to both content and context of student expectation(s).  
   • Obtain additional materials as needed to support attainment of learning student expectation(s). |
II. Delivery Planning

How will I construct the learning experiences for each lesson?

<table>
<thead>
<tr>
<th>PART OF INSTRUCTION</th>
<th>REMEMBER to...</th>
</tr>
</thead>
</table>
| Set/Advanced Organizer | - Furnish students with a clear vision of the learnings to come with a meaningful reason for mastering the student expectation(s)—include how it fits into the big-picture of their education and the world around them.  
- Reveal the specific content student expectation(s) and the type of learning (e.g. skill, knowledge, concept and/or process) to be mastered.  
- Activate what students have already learned in life and school that relates to the new learning (i.e. scaffolds prior knowledge). |
| Relevant Input | - Teach the critical attributes and key terms of the student expectation(s) using a variety of research-based instructional strategies.  
- Use high-interest, real-world examples and non-examples.  
- Provide explicit samples of how students will demonstrate mastery—the format(s) and standards of performance.  
- Ensure universal engagement throughout the lesson (e.g. by writing the answers, pair-sharing, using whiteboards, cue checks, etc.).  
- Use the essential questions to focus on critical attributes of the student expectation(s).  
- Provide for language-development activities as appropriate to meet student needs.  
- Group students in a variety of ways (e.g. individuals, pairs, small and large groups; cooperative learning, reciprocal teaching, Socratic seminars, etc.).  
- Check students' initial understanding of the learnings and determine which students are ready to move to guided practice. |
| Guided and Independent Practice | - Help students develop increased proficiency under close, guided supervision with corrective feedback.  
- Provide independent practice experience under continued teacher supervision (i.e. observe cues as students work alone, etc.).  
- Provide a variety of ways and multiple opportunities, linked to District Curriculum and Instructional Guide contexts, to move toward mastery.  
- Use homework carefully (i.e., to reinforce the learnings you are confident students can be successful in without support, to gather new information for readiness for next learnings, to complete extended readings, etc.). |
### VII. Roles and Responsibilities

The following are the roles and responsibilities of various constituents regarding Diboll Independent School District curriculum design and its delivery:

#### A. Board of Trustees

1. Develop policies that establish essential guidelines and procedures to facilitate the design and delivery of the curriculum.
2. Approve the scope of courses as they are developed.
3. Adopt a budget that supports the development, implementation, and training required to effectively design, deliver, and assess the curriculum.

#### B. Superintendent

1. Develops/revises policies for Board adoption that influence both the design and delivery of the curriculum.
2. Implement adopted policies.
3. Ensures that a functional decision-making structure supports policy implementation.
4. Establishes curriculum guidelines and priorities.
5. Provides support to principals in their role of implementing and managing the curriculum at their local school sites.
C. **District Level Administrators/Specialists**

1. Establish frameworks, guidelines, and standards to unify curriculum district wide.

2. Provide a process that ensures the curriculum and instructional delivery are consistent at the district, school, and classroom levels.

3. Identify learning materials and other instructional resources that are aligned with curriculum objectives.

4. Conduct and coordinate district wide curriculum alignment training.

5. With the assistance of the Director of Quality Assurance establish assessment methods to determine the effectiveness of instructional programs at the district campus, and classroom levels. Assessments shall focus on determining the extent to which students are achieving and maintaining mastery of curriculum objectives and the extent to which instructors are effectively delivering curriculum in the classroom.

D. **Campus-Level Administrators**

1. Analyze and interpret student assessment data to use in making school-improvement decisions.

2. Monitor the implementation of the curriculum using the following basic strategies:
   a. PDAS observations and conferences
   b. Frequent walk-through observations and follow up conversations
   c. Conduct curriculum planning meetings or review of minutes of the meetings.
   d. Periodic review of curriculum documents
   d. 3 and 7 chart review

3. Translate the importance of effective curriculum and instruction practices on a regular basis.

4. Observe classes, monitor lessons, and evaluate instructional and assessment materials used on their campuses.

5. Provide campus-based professional development opportunities.

6. Provide opportunities for teachers to discuss and share ideas and strategies to teach the curriculum standards and objectives.

7. Help parents understand their roles in supporting the learning of the curriculum.

8. Assist staff in calibrating materials to determine alignment prior to requesting the purchase of materials.
E. Teachers

1. Align teaching to the curriculum.
2. Align resources used to the district curriculum.
3. Use, analyze, and interpret student assessment data to diagnose each student’s learning in order to differentiate instruction to meet each student’s instructional needs.
4. Incorporate research-based instructional strategies in the teaching of the curriculum.
5. Use a mastery learning approach in the planning and delivery of instruction.
6. Seek and actively participate in appropriate, on-going professional development.
7. Participate collaboratively with colleagues to reflect on one’s teaching practices.
8. Ensure equal access to curriculum and equitable delivery to each student.
9. Encourage parents to support student learning.

F. Vertical Teams

Curriculum development ad hoc groups (Vertical Teams) support a specific discipline area in cooperation with the Director of School & Program Improvement and Chief Curriculum Officer. The Vertical Teams provide review and recommendations on a continuing basis.

The following presents the role, responsibilities, and membership of the curriculum design vertical team task force:

1. Role of Vertical Development Teams

   The ad hoc team(s) will provide recommendations for the design, development, pilot and field testing of revised/refined curriculum for a specific discipline area.

2. Responsibilities of Vertical Development Teams

   The following are the major responsibilities:

   - Advise the district leadership regarding design/redesign/refinements in a designated curriculum area.
• Provide leadership to the curriculum development process.

• Serve as a representative for two-way input and communication to staff and other constituents regarding curriculum changes.

• Study the current curriculum and student achievement data and identified specific issues.

• Review significant events and changes in the school district and/or community that may influence the curriculum.

• Recommend belief statements, EC-14 strands, goal statements, and levels/course expectations/objectives for inclusion in the curriculum as well as review and reaffirm the curriculum intent.

• Suggest strategies for evaluating the curriculum and assessing student learning.

• Review/critique/validate and provide input into the design of curriculum products.

• Recommend the selection of aligned instructional materials to support the delivery of the objectives.

3. Membership

• One teacher per discipline area to represent each appropriate grade level/department with a balance of school representation.

• Two or more district representatives who have responsibilities in the instructional arena.

• Campus administrator, parent, and student representation will be optional depending upon the recommendation of the Vertical Development Team and decision by the Chief Curriculum Officer.

4. Chair of Vertical Development Team

The Chief Curriculum Officer shall be the chair.

5. Technicians
The following individuals will serve as technicians:

- Instructional Specialist of the subject area being addressed who serves as the major technician and recorder.
- Other Instructional Specialist in the subject area or for integration of subject areas.
- Director of Quality Assurance who serves as the major technician in the area of assessment.
- Expert consultant (as needed) for either discipline or curriculum development expertise.
- Other staff as appropriate. (e.g. writers)

G. Administrative Team

The Administrative Team is made up of administrator in the district. This team has many functions. One of these will be to review all curricular decisions and products prior to any action. The Team will receive recommendations from the task force and make recommendations to the Superintendent. The Superintendent, or designee, makes final decisions except in those areas requiring Board of Trustee approval.

H. Superintendent’s Team

The Superintendent is the leader of the Administrative Team. However, at times, the group will be used to advise the Superintendent on curriculum, assessment, instructional design, deployment and implementation issues. This Team will provide input prior to any curriculum development and their approval of curriculum recommendations is required prior to the superintendent presentation to the Board of Trustees for approval.
A. CMSi Curriculum Guide Analysis

Curriculum guides are to be reviewed through an evaluation framework to ensure completeness of curriculum inclusion. The critique should include seven analysis frames:

Frame One: Minimal Guide Components and Specificity (Required)
Frame Two: Connectivity and Predictability (Required)
Frame Three: Equality
Frame Four: Objective Complexity
Frame Five: Best Practice
Frame Six: Authenticity
Frame Seven: Multi-disciplinary and Integrated

Frame One Analysis: Minimal Guide Components and Specificity

- Components:
  - Goals and objectives
  - Assessments
  - Scope and sequence or pre-requisites
  - Instructional resources
  - Approaches
- Specificity of components

Frame Two Analysis: Connectivity and Predictability

- Internal consistency:
  - Goals to themes
  - Themes to objectives
  - Objectives to sub-objectives
- Vertical articulation
- Spiral curriculum of increasing levels of difficulty
- Congruence alignment:
  - Congruence between objective and assessment on content/concept/process (topological alignment)
Congruence between objective and assessment on context (conditions under which student will demonstrate knowledge, etc.) (Note: need both content and context alignment for deep alignment)

Congruence between objective and assessment on cognition type

Content, cognitive, context congruence between objective/assessment and instructional resource (absolute, high partial, low partial, no correlation. Seek to establish absolute or high partial in all instructional resources utilized)

Congruence between objective/assessment content and context and instructional strategy

Congruence between objective/assessment content and context and suggested activity

- State Framework Alignment
- National Standards Alignment

Frame Three Analysis: Equality/Equity

- Gender bias
- Race bias
- Cultural bias
- Disability
- Age
- Religion

Frame Four Analysis: Objective Complexity

- Cognition type – higher level thinking (Bloom)
  - Knowledge
  - Comprehension
  - Application
  - Analysis
  - Synthesis
  - Evaluation
- Psychomotor level (Simpson)
  - Perception
  - Guided response
  - Mechanism
  - Complex over response
- Affective level (Krathwohl)
  - Receiving
  - Responding
  - Valuing
  - Organization
  - Characterization by a value complex

Frame Five Analysis: Best Practice
• Objective Analysis
  o Process/concept focus
  o District philosophical framework (performance based, competency based, middle school approach, multi-cultural infusion, etc.)
  o Content area emphasis match
  o Time allocation feasibility
• Activity Analysis
  o Practice for acquisition and mastery
  o Alignment to analytical framework on types of activities (CMAC rubric)

• Resource Analysis
  o Menu of resources for each objective
  o Variety of resources to meet different styles of learning and teaching
  o Provides for various levels of differentiation
• Assessment Analysis
  o Best practice correlation (Stiggins)
  o Use of multiple assessment practices

Frame Six Analysis: Authenticity

• Objective Analysis
  o Real-world expectations
• Activity Analysis
  o Experiential, hands on activity
  o Real world context (there is some overlap with the Best Practice Activity criteria)
• Resource Analysis
  o Community as the learning environment
  o Authentic resources
• Assessment Analysis
  o Real world context
  o Authentic measures

Frame Seven Analysis: Multi-Disciplinary and Integrated

• Multi-disciplinary approach
• Integrated objectives (parallel)
APPENDIX B: GLOSSARY OF TERMS

**Acquisition:** Moving a new learning into short-term memory. This is accomplished by mass practice and continuous reinforcement.

**Assessment:** Gathering data to be used to determine the effect of instruction on how well students are learning the curriculum.

**Authentic/Performance Assessment:** Requires a product, performance, or demonstration to show mastery of the learning.

**Backloading:** The practice of creating alignment between the written and taught curriculum with the tested curriculum beginning with the tested curriculum.

**Benchmark Assessments:** Tests are given at major milestones in the learning of students. Typically they are given after students have had the opportunity to master to long-term memory the student expectations. They will given at end of the year or term and will be a sampling of the priority student expectations. They are used mainly as summative tests.

**Bloom’s Taxonomy:** Graduated levels of thinking skills or cognition, including knowledge, comprehension, application, analysis, synthesis, and evaluation. The district uses the original version.

**Cognitive Type:** The type of thinking skill called for by a content objective based on Bloom’s Taxonomy (usually identified by the verb).

**Constructed Response:** An assessment that requires making meaning of what is being learned and expressing that meaning, usually in writing.

**Content:** The curriculum area to be taught expressed as core knowledge, ideas, themes, big ideas, or essential facts.
Content Objective: The term defining the learnings (skills, knowledge, concept, process) students in the Diboll Independent School District are expected to master in each subject. They are derived from the objectives in the TEKS and those tested on the TAKS.

Context: The format or situation in which the student will demonstrate the content objective tested, e.g. multiple choice, essay test, or real word situation.

Criterion Referenced Test: Tests that are referenced to specific objectives and student responses—content validity.

Curriculum: The goals, objectives, learnings and skills the students will master after instruction and practice.

Curriculum Alignment: A match between the written, taught, and tested curricula. It raises the probability that the written curriculum will be learned because it will be taught.

Curriculum Articulation: The focus and connectivity of the curriculum vertically within a school or a school system. It can be interdisciplinary or subject specific.

Curriculum and Instruction Guides: The name of the complete documents that will direct the teaching of each level or course in the Diboll Independent School District. Guides will minimally include K-12 scopes and sequences, level/course content objectives—both by strand and teaching sequence, assessment and practice formats, aligned resources, time range for teaching, and instructional strategies.

Deep: Extending the topological alignment by extending the range of the content, raising the cognitive level, and including a variety of assessment items, some of which are real world scenarios.

Delivery: Any activity involving teaching to a curriculum

Design: Any activity that leads to the creation of a curriculum

Distributed Practice: Intermittent practice over a long period of time to move learnings from short to long-term memory.

Formative Assessment: On going classroom assessments to diagnose and monitor student progress as well as inform instruction.

Frontloading: An approach to curriculum alignment that begins with developing a curriculum and then selecting the appropriate measuring tools to assess it.

Graduate Profile: The expected multi-disciplinary student goals the Diboll Independent School District has identified as essential for each high school graduate.
Instruction: The resources, textbooks, teaching processes and strategies aligned to the curriculum, including effective teaching practices.

Mass Practice: Continuous and focused practice over a short period of time required to move learnings into the short-term memory.

Mastery: Moving learning from short term into long-term memory. This is accomplished through distributed practice and intermittent reinforcement.

Norm Referenced Test: A test scored by indicating how an individual student did compared to all the others who took the same test. Usually reports scores by percentiles.

Pacing Chart: A sequence for each level or course that shows the scope teaching order and projected teaching time for the content objectives, aligns the content objectives to the primary text, and, on occasion, suggests teaching approaches.

Performance Standards: The number or percent of students who demonstrate mastery of a content objective over a given number of assessments (formal or informal) at a given rate or percentage of accuracy.

Prerequisite Learnings: Knowledge, strategies, and/or skills students must already have in order to master the new content objective.

Review: Time built into the curriculum both within and across grade levels to provide the intermittent practice necessary to move learnings into long-term memory.

Summative Assessment: One-time assessments, usually high stakes that provide data about student performance on that given day.

Scope and Sequence EC-14: A matrix displaying what is to be learned throughout the curriculum (scope) and at what instructional level or in what course it is to be learned from pre-kindergarten through second year of college (sequence).

Spiraling the Learning: Writing content objectives across levels on the same concept but with greater complexity of the concept (spiraling up) or breaking the content objective into its prerequisites and placing those learnings into the previous level (spiraling down).

Strand: The TEKS breaks the essential knowledge and skills (student expectations) for each subject into common learning goal strands that run through the scope of the curriculum. There are eight strands grades K-12 in history/Social studies, for example.

Test Matrix: A document displaying the tested TEKS in each subject area and the grade levels at which they are taught, reviewed, and tested.
Texas Assessment of Knowledge and Skills (TAKS): Annual State tests for core subjects that assess what has been taught in each level or course in the state of Texas. Tests in all core subjects are not given at each grade level or in each course.

Texas Essential Knowledge and Skills (TEKS): State documents for each subject area that direct what is to be taught in each level or course in the state of Texas.

Topological: Matching the tested objective to the curriculum objective, based on the objective’s content, context, and cognitive level.