



## Curriculum Leadership Academy II February - October 2009

### Class Projects

**Jan Boomer**

**Grapevine-Colleyville ISD**

**Project: Developing a Two-Way Dual Language Enrichment Program**

The purpose of this project was to research and develop a Two-Way Dual Language Enrichment Program.

Implementation:

1. Secure district approval
  2. Establish a district committee consisting of representation from all stakeholders
  3. Lead committee through the process of studying program models, visiting established programs, reading professional literature and coming to a consensus for a recommendation to the School Board
  4. Select the model to be implemented in the district
  5. Write proposal and prepare budget
  6. Present final recommendation to the School Board
  7. Develop and execute implementation plan
  8. Implement selected program model
- Evaluate program at the end of first year

**Erin Bown**

**Grapevine-Colleyville ISD**

**Project: Developing Elementary Social Studies Curriculum (Tied to Curriculum Management Plan)**

The purpose of this project was to lead elementary teachers through systemic process to develop comprehensive curriculum documents that guide teacher instruction.

Implementation:

1. Meet with the Director of Curriculum and Instruction and other content coordinators to discuss the process and get approval of the project.
2. Meet with 4 key vertical team members from each grade level representing different campuses in the district.
3. Provide instructional workshop educating the group on the need for the process of developing a more comprehensive curriculum and assessments in social studies at the elementary level that would include major components of a comprehensive curriculum management plan and meet standards that are aligned with the curriculum audit expectations.
4. Using the aspects of curriculum models learned, develop District Social Studies Philosophy of Instruction
5. Develop Learning Summaries for each nine weeks for each grade level based on the TEKS and Enduring Understandings previously bundled and identified.
6. During the summer, continue to educate the masses using "Fundamentals of Elementary Social Studies" course, focusing on the learning summaries and how that impacts instruction in the classroom.
7. Start with the development of 5<sup>th</sup> grade "TEKS Checks" that support these identified big concepts.
8. Including bigger vertical team representation, educate a more critical mass with every campus and grade level represented on the philosophy and learning summaries. Using a Hist-o-map, each grade level curriculum is mapped out over the year so they can see the Learning Summaries, and enduring understandings so they can begin making decisions about how to infuse the philosophy into individual unit documents.
9. Create group in new social network "Grapeville" (an in-district online community like Facebook) to facilitate ongoing conversation about curriculum ideas and any confusion that has bubbled to the surface.
10. Develop unit curriculum documents for each grade level to guide instruction based on the Philosophy, learning summaries, TEKS, and enduring understandings.
11. Continue process with middle and high school curriculum.

12. Evaluate and implement curriculum documents, while creating more grade level assessments. Monitor their effectiveness by continuing to meet teachers at the individual, team and vertical team level.

**Keith W. Desrosiers**

**Yes Prep Public Schools**

**Project: Building A Master Teacher Program / Career Leader Track**

The master teacher track will have three major outcomes:

1. Retention of Teachers – Provide opportunities for teachers to advance and grow professionally while remaining in the classroom
2. Recruiting Edge – Add to YES Prep's value proposition in an increasingly competitive hiring environment
3. Professionalization of Teaching – Restructure compensation so that teachers are rewarded for results, not for tenure

Implementation:

1. Initial meeting with Head of Schools and Chief Program and People Officer to map out the goals for the Master Teacher Program.
2. Interviews with current excellent YES teachers, excellent teachers who have left YES, and high caliber applicants who did not choose to work at YES to discuss the vision and potential impact of such a program at YES.
3. Present findings from these interviews to campus School Directors.
4. Initial criteria for placement of teachers at different stages of continuum developed.
5. Review historical data of teacher evaluation system to build financial models for the Master Teacher Program.
6. Recruit one teacher from each campus to serve on the Steering Committee for the Master Teacher Program.
7. Research models for teacher evaluation, measuring student achievement data, and opportunities for educational leadership positions both within and without the organization.
8. Biweekly meetings with Steering Committee to develop the Master Teacher Program and refine as needed.
9. Present model for the Master Teacher Program to teachers at all seven YES campuses.
10. Continue meeting with Steering Committee to implement any needed changes.
11. Selection of teachers to pilot this program starting in the Spring of 2010.
12. Make revisions to program, specifically in the area of teacher evaluation and the use of student achievement data.  
Full implementation of Master Teacher Program in Fall of 2010.

**James B. Cowley**

**Sunnyvale ISD**

**Project: Manage curriculum or cats which is the easier choice**

The development of the curriculum management plan will provide a systemic and systematic process to manage the District developed curriculum, instruction, and assessment guides. Managing the tasks is one function that the Assistant Superintendent Office must manage. Completion of the curriculum management plan will provide direction for the continued curriculum development.

Implementation:

1. Obtain permission from School Board for completion of curriculum management plan.
2. Research various curriculum management plans.
3. Establish Committees for Subjects (Core and Elective).
4. Meet with Curriculum Committee Chairs to develop curriculum management plan.
5. Uploading of Core Curriculum on the district web site.
6. Formation of CTE Curriculum Team.
7. Meet with Curriculum Committee Chairs to discuss formation of Curriculum Management Plan (sample plans provided for review).
8. Committee reviewed initial draft of Curriculum Management Plan.
9. Curriculum Committee Chairs approve Curriculum Management Plan.
10. Presented Curriculum Management Plan to Administrative Team for review.
11. Curriculum Management Plan approved by Administrative Team.
12. Sunnyvale ISD Board of Trustees approve Curriculum Management Plan

13. Meet with Curriculum Committee Chairs to finalize curriculum management plan.

**Julie Fisher**

**Canton ISD**

**Project: Implementation of C-Scope Curriculum Managed System**

- **Curriculum Management Plan**

The purpose of this project was to introduce and implement the C-Scope Curriculum Management Program into Canton ISD.

Implementation:

1. Meet with the superintendent to receive approval of the project.
2. Meet with the Canton ISD Leadership Team (superintendent, assistant superintendent, curriculum director, and campus principals) to present an overview of the program and discuss its viability within Canton ISD.
3. Receive approval of the Leadership Team to adopt a three year implementation model. Year one will begin with implementation of Science K-12.
4. Prepared budget and proposal for C-Scope and implementation materials.
5. Enter contract for purchase of C-Scope.
6. Held introduction and training session for all 1-5 grade teachers, science teachers 6-12, and other department leaders (ELA, SS, Math) grades 6-12.
7. Negotiable & non-negotiable portions of C-Scope items were shared with all personnel. Vertical alignment, scope and sequence (order of units); performance indicators are required and are non-negotiable. Instructional Focus Documents are non-negotiable. Exemplar lessons are negotiable and may be substituted with rigorous lessons that cover the same TEKS Student Expectations. Teachers are required to utilize at least one exemplar lesson each six weeks. The decision to make lessons negotiable was based on prior state assessment scores in the area of science and to acknowledge of the mastery level of CISD teachers.
8. Prepared binders containing hard copies of the first two six-weeks of school for each science teacher.
9. Held four workshops prior to start of school:
  - (1) High school science teachers,
  - (2) Junior High science teachers,
  - (3) Intermediate teachers, grades 3-5;
  - (4) Elementary Teachers, grades K-2.In these sessions teachers reviewed the scope and sequence as well as the lessons for the first six-weeks. Grades levels were given the latitude to substitute lessons but were required to maintain the integrity of the TEK Student Expectation and ensure equivalent depth and rigor. Teachers made decisions and submitted a materials needed list to the curriculum director.
10. Materials and supplies were purchased for the teachers.
11. On-going development and trainings are held each six-weeks to review lessons for the upcoming six-weeks, address needs and concerns, make decisions, and purchase materials necessary.
12. Evaluation of student achievement, teacher adaptation, and C-Scope usage.  
This process (#4-10) will be repeated during the 2010-2011 school year for the areas of Social Studies and Mathematics.

**Cathy Garner**

**Greenville ISD**

**Project: Implementation of a District Curriculum Plan**

To guide Principals, Teachers, and Central Office Staff through a process to study, create, and implement a curriculum plan for Greenville ISD. As we move into our third year of implementation of CSOPE, we need to address the next phase.

Implementation:

1. Meet with the Deputy Superintendent to get approval for the project.
2. Meet with the Superintendent, Deputy Superintendent, and Curriculum Coordinators to brainstorm ideas for the upcoming Administrator's Retreat.
3. Contact the Service Center to ask them for CSCOPE support for our Administrator's Retreat.
4. Plan and schedule meetings with the Service Center contact for CSCOPE.
5. Plan and schedule workshop/retreat for Principals and Central Office Staff in conjunction with CSCOPE contact.
6. Develop a plan for the presentation with Danna Meyers, CSCOPE Coordinator for the region.
7. Make presentation at Administrator's Retreat.
8. Help implement and support approved plan through meetings with grade level teachers, lead teachers, SSI Coordinators, Campus Data Analysts, and Instructional Coaches.

**Kim Lawson****Linking ISD****Project: Integrating Technology & Curriculum**

The purpose of this project was to enhance student learning through collaborating with the curriculum and integration specialists (technology department) based on recent district reorganization.

**Implementation:**

1. Meet with the director of instructional technology to discuss ideas for collaboration. Identify desired outcomes.
2. Meet with the three area assistant superintendents for approval of plans.
3. Begin conversations with curriculum specialists.
4. Plan collaboration schedule with input from stakeholders.
5. Implement phase I.
6. Visit schools to check progress.
7. Debrief fall progress formally.
8. Set goals for curriculum writing, professional learning, and developing more district lessons for teachers.
9. Monitor
10. Plan 2010-11 professional learning by involving professional learning department and integration specialists.
11. Implement full plan.
12. Adjust as necessary.

**Lane Ledbetter****Birdville ISD****Project: Curriculum Management Plan and Learning Plan**

The purpose of this project was to develop a curriculum management plan for BISD as well as a Learning Plan to integrate the district initiatives into one document for teachers.

**Implementation:**

1. Organizational meeting with the core curriculum consultants to brainstorm the purpose and key components of the Learning Plan.
2. Following the initial planning meeting, there were multiple meetings to discuss the format and content of the plan.
3. Once the first draft was ready, it was presented to district leadership including the Superintendent and the Associate Superintendents.
4. The document was presented to district principals for their input. (Feedback was used to make minor adjustments)
5. The document was placed on the district online curriculum platform. (Curriculum Central Online)
6. The document was presented to the BISD school board.
7. A small group of teachers were introduced to the Learning Plan in the spring semester of 2009 with all teachers being trained at the completion of the 2009-2010 school year.
8. In the spring of 2009, consultants began working on a curriculum management plan to define the work of the department.
9. During Instructional Leadership Meetings each month, principals are provided with opportunities to explore the Learning Plan.
10. During district professional learning, core consultants utilize the learning plan to convey instructional expectations for teachers in BISD.

**Isela Montes****La Porte ISD****Project: Gifted and Talented Program Review**

The purpose of this project is to compile observations and data to provide suggestions for improvement of the La Porte ISD Gifted and Talented Program.

**Implementation:**

1. Meet with the superintendent to get approval of the project
2. Contact RSC and HCDE to inquire about contracting with them to do the review. Inquired about: number of days needed to do the review, format and delivery of written report, review of the findings and recommendations and cost
3. Follow-up with the superintendent to discuss funding source and contracting with an outside source versus conducting the review in house
4. Inform LPISD executive cabinet
5. Select and contact the outside source to request a contract for services and to set a timeline for the review.
6. Notify campus administration of purpose and timeline for the review
7. Conduct the review
8. Submit a purchase order for payment to the reviewer
9. Meet with reviewer to discuss program evaluation findings
10. Meet with senior staff to discuss findings
11. Review findings with district administrators
12. Develop a plan to determine next steps
13. Implement plan
14. Evaluate progress of plan implementation

**Michael Nesbit****Medina Valley ISD****Project: Establishing a local DAEP**

The purpose of this project was to create a local DAEP for MVISD. Students were previously served in a DAEP Co-op 30 miles away. Our aim is to establish a local DAEP to better serve our students in core curriculum areas and in leadership development.

**Implementation:**

1. Meet with Superintendent to discuss concerns with the DAEP Co-op
2. Discuss concerns with Principals
3. Meet with district Leadership Team
4. Develop Cost Analysis and proposal to board
5. Hire staff and prepare site
6. Develop Policies and Procedures Manual
7. Develop Curriculum
8. Presentations to MS and HS faculties
9. Meeting with Students
10. Implementation

**Sara Ptomey****Aldine ISD****Project: Instructional Support for All Campuses**

The purpose of this project was to align and refine the instructional support provided by the Aldine ISD Curriculum and Instruction office to all campuses.

**Implementation:**

1. Meet with the superintendent to get approval of the project.
2. Work with C & I core content area program directors to create a model for the instructional support plan.
3. Share the instructional support plan with area superintendents.
4. Provide principals an overview of the instructional support plan.
5. Implement the instructional support plan.
6. Evaluate the impact of the instructional support plan.
7. Revise plan and implement second year

**Debbie Reutelhuber**

**Anna ISD**

**Project: Vertical Alignment within CSCOPE**

The purpose of this project is to give teachers professional development time to align our new CSCOPE curriculum with the grade above and the grade below.

Implementation:

1. Get documents ready for teacher groups.
2. Divide groups into clusters and assign meeting rooms.
3. Teachers look at the documents and highlight common student expectations.
4. Teachers discuss vocabulary to make sure words increase in rigor and are not repeated at each grade level.
5. Teachers discuss Bloom's Taxonomy level to compare and assign variations so alignment from one grade to the next will flow smoothly without repetition of material.
6. Teachers look at AEIS IT Item Analysis sheet to observe which student expectations were the lowest.
7. Teachers turn in excel document to CSCOPE trainers to discuss at our next meeting two weeks following training.

**Dennis D. Williams**

**Kilgore ISD**

**Project: Building from the Ground Up**

The purpose of the first year of the project was to assess the needs of the district and lead the board of trustees, teachers, and administration through training, development, and implementation of written, taught, and tested curriculum.

Year 2: The purpose of this phase of the project was to design a 5 year plan that would guide the district in the implementation of curriculum that is aligned with state and federal accountability.

Implementation:

1. Superintendent's approval to assess district curriculum (February)
2. Assembled district curriculum staff (March)
3. Analyzed three years of district students data by subpopulations (March)
4. Review of curriculum models (March/April)
5. Conducted surveys that included students, parents, teachers, community & businesses (March/April)
6. Gained approval from district educational council (May)
7. Curriculum plan introduced to school board (May)
8. Curriculum plan introduced to teachers and staff (May [end of school])
9. Curriculum alignment training (78 lead teachers, campus & central administration (June)
10. Curriculum implementation (August/September)

Year 2:

1. Alignment of curriculum with state standards (ongoing as state update TEKS)
2. Curriculum review cycle to align with state and national systems of assessment and accountability
3. Curriculum review cycle to align with the state adoption of textbooks/materials
4. Curriculum management online system

For more information on projects or the Curriculum Leadership Academy

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