

Curriculum Leadership Academy

Class 1

July 14, 2008 through February 24, 2009



“Charting the Course”

Class Projects

Marlane Burns and Debbie Henderson

Fort Stockton ISD

Project: **21st Century Learning and Educating the Whole Child**

The purpose of this project was to review the technology available to Fort Stockton ISD staff and identify how the teachers are integrating this technology into their lessons.

Implementation:

1. Meet with the technology director to identify how our project can enhance the technology competency process the district has adopted. (<http://www.fsisd.net/ttccp/>)
2. Observe instructional settings (using an informal walk-through process).
3. Attend TCEA (Texas Computer Education Association) conference in February 2009.
4. Work with the classroom teachers who also attended the conference to develop integration projects. These will be shared with the superintendent and then at each of the campus' staff meeting.
5. Contact key classroom teachers to provide demonstration lessons.
6. Develop a schedule for summer training opportunities.
7. Work with technology director to prepare proposal and budget for school board presentation.
8. Develop a new timeline for observing classrooms. (Work with technology coordinator to create a tracking/reward system when integration is observed.)
9. Evaluate use and impact of integration across the district.

Sylvia Chastain

Red Oak ISD

Project: **Managed Curriculum**

Marano's *What Works in Schools* names a guaranteed and viable curriculum as the single most powerful factor in student achievement. ROISD Curriculum Audit #1 recommendation was to 'acquire or develop' a managed curriculum.

Implementation:

1. Met with focus groups (groups of teachers representing campuses – content areas, Dyslexia, ESL/Bilingual, and Advanced Academics) to discuss what is working, district goals, and changing demographics.
2. The district had a curriculum audit – audit recommended district acquire or develop a managed curriculum. Results presented to administrators at a staff meeting and to the school board at a school board meeting.
3. Researched curriculum already available and also time involved in developing our own.
4. Met with focus groups to discuss district options. Presented curriculum available and also information on developing our own..
5. Invited teachers who were currently using CScope to speak to our teachers. Focus group recommended CScope.

Sedric Clark

Longview ISD

Project: Enhancing Advanced Classes through Student Leadership Training and a Focus on Math & Science

The curriculum of advanced classes will be enhanced through exposure to leadership opportunities and through a focus on math and science. As a result of this project, the number of students enrolling in advanced classes will increase.

Implementation:

1. Meet with teachers to discuss situation and develop a plan.
2. Review student data and identify possible candidates for advanced classes.
3. Invite identified students to join math/science and robotics teams.
4. Send identified students to area student leadership conference.
5. Schedule teaming seminar for teachers.
6. Write grants to fund unfunded areas of project.
7. Push 2009 – 2010 student enrollment in advanced classes and participation in math/science and robotics teams.
8. Enroll students in classes and teams
Review student data; issue and collect surveys; revise plan appropriately

Jean Frankie

Lamar CISD

Project: Math Works

The Math Works project creates a lab setting for students in 7th grade math class. Students rotate through stations throughout the instructional time.

- The goal of Math Works is to create a junior high math classroom similar to the Read 180 classroom format.
- Read 180 has stations that students rotate through during the class period: reading, computer, teacher.
- Math Works would be piloted for 7th grade during summer school, 2008.

Implementation:

1. Meet with campus principals and designated teachers on junior high campuses to explain vision.
2. Identify teachers who would be involved in the implementation of the pilot.
3. Identify materials and programs that would be used as resources.
 - iSucceed from Great Source
 - Plato
 - Evolver Single Player Game from Tabula Digita
 - TMSDS
 - VersaTiles from ETA Cuisenaire
 - Algebra Works from ETA Cuisenaire
 - Fraction Works from ETA/Cuisenaire
 - Holt Mathematics, Course 2 resources
 - Teacher contributions
4. Meet with implementation team (teachers involved in teaching the Math Works class) to begin developing lessons and materials for the stations.
5. Determine what lessons will be taught daily and assemble activities and materials for lessons.
6. Design: Each classroom will have three stations for summer school: teacher station, computer station, activity/hands-on/manipulative station
7. Daily Activities
 - The teacher station will review new objectives with the students.
 - The activity station and computer stations will review the objectives the students reviewed at the teacher station the previous day.
 - Each day the student will take a 5 question test on the day's objective using the TMSDS.
8. Monitor implementation and determine next steps.
9. Modifications for 2009 – 2010 school year: Add problem solving station and adjust times at each station to meet class/campus schedule.

Catherine Hart

Corpus Christi ISD

Project: Integrating Instructional Technology into Core Curriculum

The purpose of this project is to outline professional development for the 2009-2010 school year. The goal is to incorporate newer, more innovative strategies to encourage teachers to implement technology into PreK – Grade 12 curriculum.

Implementation:

1. Review current professional development offered by Instructional Technology (IT).
2. Review district planned technology purchases.
3. Survey campus staff to determine professional development needs and optimal schedules.
4. Determine which topics can be delivered online.
5. Purchase software (such as Camtasia) for developing online professional development.
6. Train IT staff to use Camtasia.
7. Each IT Specialist will work on at least one of the online offerings.
8. Create draft of 2009-2010 professional development schedule.
9. Create draft of budget for 2009-2010 professional development plan.
10. Implement professional development plan.
11. Evaluate 2009-2010 plan by using session evaluation forms and implementation surveys.

Sherry Kenner

Woodville ISD

Project: Creating Curriculum Policy

The purposes of this project was to

- design a curriculum policy that would guide the district in the process of formulating a revised written, taught, and tested curriculum.
- move district toward achieving a tight alignment in curriculum, instruction, and assessment

Implementation:

1. Gathered consensus and determined staff curriculum development needs in Math & Science.
2. Scheduled and conducted training: Curriculum Design, Alignment and Writing, Lesson Delivery and Assessment, Creating Grade Level Safety Nets & Timelines, and Data Walks
3. Gained superintendent's approval of need for an additional district policy.
4. Researched ISD's policy documents. Collaborated with superintendent of policy contents and need for change.
5. Contacted TASB to review potential recommended policy. Changes made.
6. Draft policy was presented to Board member as information.
7. Presented revised policy and gained approval from the Board.
8. Presented to administrators the overview and discussed connection regarding the new policy, expectations, accountability, and the curriculum plan.
9. Held debriefing meeting with curriculum coaches and administrators on improvement of training process and content for summer curriculum writing in Language Arts and Social Studies.
10. Scheduled summer training and curriculum writing plans for Language Arts and Social Studies.

Laura Lockhart

Keller ISD

Project: Building Academic Vocabulary – Study and Implementation

The purpose of this project is to build capacity in campus and central office personnel through a process of study, planning, and implementation of a formal Vocabulary Development Process in Keller ISD.

Implementation:

1. District analysis – TAKS data and instructional practices of vocabulary development
2. Met with Assistant Superintendent of Curriculum and Instruction to discuss models for vocabulary development and get approval of the project.
3. Purchased books and training materials on Marzano's Building Background Knowledge
4. Lead a book study with content area coordinators on Marzano's Building Background Knowledge
5. Content area coordinators researched other districts and states on vocabulary lists and processes for us to review.
6. Lead a book study with principals that are interested in studying more about the process.
7. Review training modules from Marzano/ ASCD with principals.

8. Plan their campus/teacher training.
9. Scheduled ASCD Maximizing Student Success: Building Background Knowledge and Academic Vocabulary (two day training in May)
10. All content coordinators and principals in book study are registered – required – attend in May.
11. Working with Director of Professional Development and Organizational Improvement in principal book study to discuss and work through implementation of pilots on campuses interested.
12. Create Plan, Do, Study, Act – collect base line data
13. Decide on words to use for the 2009-2010 school year
14. Input words and process into curriculum documents to pilot
15. Implement Pilot in 2009-2010 school year
16. Set up schedule to meet with pilot principals throughout 2009-2010 school year
17. Study data every nine weeks (surveys, CBA's, TPRI, AIMSweb) using continuous improvement tools
18. Begin study groups with the rest of the principals – begin to build capacity
19. Develop campus training module for principals to use
20. Pilot principals create presentation of study and implementation and present to the rest of the principals
21. Build training into new teacher training for 2010 and 2011 school year.

Donna Luther

Sheldon ISD

Project: Implementing the Curriculum Alignment Model in Sheldon ISD

The purpose of this project is to lead the curriculum department and campuses through a process of understanding a Curriculum Alignment model and select a model that best meets the needs of our district.

Implementation:

1. Meet with assistant superintendent for instruction to review curriculum models.
2. Discuss curriculum models with Curriculum Department.
3. Contact mentor to get information on curriculum model and implementation strategies used at her district.
4. Review current literature on curriculum alignment.
5. Meet with campus principals to discuss strengths and weaknesses of current curriculum model and curriculum documents.
6. Review curriculum framework (C-Scope) online with curriculum department and in person at ESC.
7. Select a curricular framework model and present to school board.
8. Determine the implementation phases.
9. Introduce the curriculum framework to the campuses.
10. Make revisions to curriculum documents as needed.
11. Begin professional development with curriculum specialists
12. Develop campus coach professional development calendar for 2009-2010
13. Implementation of aligned curriculum framework

Kevin McCune

Lamar CISD

Project: Integrating Career Planning and Exploration with the General Social Studies Curriculum

Provide social studies teachers with the resources, materials, training, and curriculum to integrate with the Achieve Texas Initiative on career planning and awareness.

Implementation:

1. Meet with Head of Secondary Education to discuss integration.
2. Meet with the Director of CTE to design a roadmap for implementation. Use Kuder career assessment program and curriculum for grade 7.
3. Use Junior Achievement for grades K-6.
4. Present project proposal to principals for approval.
5. Discuss with classroom teachers and receive feedback.
6. Update general education scope and sequences to align with Achieve Texas.
7. Provide teacher training and support.
8. Classroom teachers implement integrated curriculum
9. Evaluate 1st year program
10. Determine changes needed.
11. Provide updated information to principals and teachers on adjustments.

Michael Milburn

McKinney ISD

Project: Guide for the Curriculum and Instruction Department: Coordinators of Secondary Schools

McKinney ISD is a fast growth district. The Curriculum and Instruction Department has grown, in order to have the ability to support the campuses. The project was designed to help a new secondary coordinator understand their job duties, and the expectations placed on them.

Implementation:

The creation of this project was first discussed with the Assistant Superintendent of Curriculum and Instruction to see if there was a need. After consulting with Assistant Superintendent of Curriculum and Instruction, it was determined that this project was needed, and would be a benefit to the department. Goals were formed for the department and a process was created so the department would achieve the goals in a similar fashion. The Departmental Classroom Observation Form was created using a form created by UT Austin's Dana Center as a starting point.

This guideline will be used with new Secondary Coordinators, but will be remodeled after the District's Long Range Planning is finished in order to remain relevant.

Connie Player

Gladewater ISD

Project: Building a website for the Department of Instruction

The purpose of the project is to enhance communication between the Department of Instruction and the staff of Gladewater ISD and to inform the public of the instructional services available.

Implementation:

November 2008 and continually updating with information important to teachers, administrators, parents, and the community.

Donna Porter

Carthage ISD

Project: On Account of Accountability

Knowing and understanding the system in which a school is evaluated and how it is held accountable is of utmost importance to campus administrators. This project will enable administrators from Carthage ISD to recognize existing accountability factors and new measurement models which impact their campus accountability ratings.

Implementation:

1. Obtain approval from Superintendent to proceed with project
2. Research State and Federal Accountability Systems and the Texas Projection Measure
3. Training on Accountability Systems for Texas
4. Survey Principals concerning knowledge base on current accountability system and the Texas Projection Measure (TPM)
5. Contact Region VII Educational Service Center to obtain additional information concerning State and Federal Accountability Systems and TPM
6. Order flipcharts on accountability developed by Region VII ESC for each Principal
7. Organize and plan presentation of current accountability elements and the Texas Projection Measure for campus Principals
8. Prepare accountability power-point presentation / attain TEA power-point presentation on TPM
9. Review presentation with Superintendent
10. Invite Principals to accountability meeting
11. Share accountability power-points with Principals
12. Encourage open discussion with Principals
13. Evaluate Principals' new found understanding
14. Report Principals' increase in understanding to Superintendent

Vicente R. Reyes

Dallas ISD

Project: African American Mathematics Achievement Task Force (AAMATF) and the African American Mathematics Achievement Project (AAMAP)

Purpose of the African American Mathematics Achievement Task Force:

In support of the Dallas ISD Board of Trustees' and Superintendent's goal to improve the academic achievement of ALL students and to eliminate the achievement gap between and among student groups, the Dallas ISD African American Mathematics Achievement Task Force was charged with four responsibilities:

- Examine student performance in mathematics to describe the current data, identify trends in the data, and examine the achievement of African American students,
- Review current research and best practice programs related to African American mathematics student achievement
- Analyze the district's newly designed curriculum (curriculum planning guides) and instruction for alignment to the research and practices, and
- Identify and prioritize a set of recommendations for improvement given the achievement data studied, the review of research and best practices, and the analysis of the district's mathematics curriculum and instruction program

After almost a year of reviewing the literature and District tools and processes in math, recommendations and a plan of action were put forth.

Based on recommendations made by the AAMATF, the African American Mathematics Achievement Project's (AAMAP) goal was to coordinate, implement, and monitor program activities at the campus level in an effort to increase African American student achievement in mathematics. The recommendations included:

- ❖ Provide a mathematics coach.
- ❖ Provide mentors/tutors for students.
- ❖ Support the formation of math clubs.
- ❖ Provide assistance with technology, such as additional calculators.
- ❖ Provide tuition support for one teacher for approved graduate-level courses.
- ❖ Support teacher growth through additional professional development.
- ❖ Provide a summer program for eighth grade students at the targeted middle school campuses.

High schools having the largest percentage of African American students coupled with the smallest percentage of African American students passing the *Texas Assessment of Knowledge and Skills (TAKS) Mathematics*, and their designated feeder middle school, were selected as target schools for the AAMAP. All students enrolled in mathematics courses, not just African American students at target schools were participants in the project.

Implementation:

2006 (Fall) Establish Task Force: Following the review of final Math TAKS data for African-American students
2006 – 2007 Task Force Work: Review and analyze research, current data (SAT and ACT Performance for College Readiness, ITBS Performance, TAKS), curriculum and make initial recommendations. Create timeline.

2007 – 2008 Phase I

- ❖ Implement recommendations in targeted campuses with largest percentages of struggling African American students.
- ❖ Provide mathematics tutors and mentors, February – June 2008. The AAMAP contracted with Group Excellence to provide mentoring and mathematics tutoring services to high-risk students participating in the project. Group Excellence provided varied tutoring services to students based on the needs and requests from individual campuses. These services included, but were not limited to: Saturday sessions, in-class or pull-out instruction, or after-school sessions. Campus participation in tutoring and mentoring services was voluntary.
- ❖ Provide support to form mathematics clubs, January – June 2008. Funds are designated for mathematics club activities that include connecting students to community resources, such as engineers at Texas Instruments.
- ❖ Provide additional TI calculators to targeted campuses, November 2007 – February 2008. AAMAP purchased and distributed 470 TI-84 graphing calculators to target schools. This initiative ensured that every Algebra I student, at each target campus, had access to appropriate mathematical technology in their mathematics classroom.
- ❖ Assist with teacher tuition and books, 1 per campus, for graduate courses, January – June 2008. AAMAP provided monetary supplements in the form of fee reimbursement for tuition and books to mathematics teachers who completed graduate coursework in educational leadership, mathematics, or curriculum and instruction, with a grade of B or better in the course.
- ❖ Provide additional professional development to teachers at the targeted campuses during Fall 2007 and Spring 2008 AAMAP provided mathematics teachers and principals with two professional development sessions specifically geared toward improving their practice of

- ❖ leadership of standards-based math and culturally relevant pedagogy.
- ❖ Provide a summer academy for thirty 8th grade students from each of the targeted middle schools, June 2008. Dallas ISD and the Dana Center/Agile Mind will implement the Academic Youth Development Initiative. AAMAP's Academic Youth Development (AYD) Project was a 3-week (12 day) summer camp academy for 8th grade students who would be scheduled to take Algebra I as 9th graders during the 2008-09 school year. The goal of the AYD Project was to assist students in learning Algebra I mathematics content and strategies to support academic progress, allow students to develop bonds with mathematics teachers that would enable them to have a support system during the 2008-09 school year, and give participants an opportunity to meet other students that would enable them to support each other academically. Participants that attended at least 11 of the 12 days of the summer camp received a graphing calculator.
- ❖ Provide Math Coaches for campuses. AAMAP also placed at least one full-time mathematics coach at each of the target campuses. The mathematics coaches were responsible for providing campus mathematics teachers with services that included, but were not limited to: instructional demonstrations or strategies, mentoring services, professional development, classroom teacher observations, or one-on-one instructional assistance as needed.
- ❖ Implement several recommendations at all Dallas ISD schools for improving mathematics performance of all African American students.

2008 - 2009 Phase II

- ❖ Evaluate improvements in African American achievement and determine which implemented recommendations should be systemic and expanded to all schools. (See attached Data)

2008 – 2009 Phase III

- ❖ Identify additional campuses with percentages of struggling African American students for targeted interventions. Six schools have been added for 2008-2009.

Teresa Richard

Kountze ISD

Project: Accountability

The purpose of this project is to help provide methods of accountability to principals, counselors, and teachers of student progress throughout the year. Help principals and teachers target areas that they need improvement and/or re-evaluation. To set the entire district on the same consistent path.

Implementation:

1. Setup and begin benchmark assessment program
2. Use ARI data along with benchmark, 6 weeks grades, and teacher data to evaluate student needs
3. Continue RTI at elementary, begin RTI middle school level, research RTI for high school level.
4. Begin weekly teacher classroom observations
5. Monthly administrative meeting with principals to discuss observation
6. Provide assistance, staff development, etc where needed as deemed by observations and data

Beverly A. Richard

Lamar CISD

Project: Differentiation – Practicing What We Preach

The purpose of this project was to move the monthly Elementary Reading Facilitator meetings from a one-size-fits-all format to a differentiated model that takes into account participant learning styles, intelligences, interests, and needs. Using the Gradual Release of Responsibility model (Pearson & Gallagher, 1983), this process was first modeled for Reading Facilitators with differentiated agendas and activities at meetings. Next, supported practice was provided to guide the Reading Facilitators through the process of creating differentiated meeting agendas and activities. Finally, Reading Facilitators were responsible for delivering their meetings in a differentiated manner.

Implementation:

1. Review information from Conference of English Leadership conference session on differentiation.
2. Choose several areas to target.
3. Research ways to survey/measure learning styles, intelligences, interests, and needs.
4. Develop surveys specific to Reading Facilitator interests and needs.
5. Meet with Reading Facilitators to complete surveys (Composite Learning Style Inventory, Multiple

- Intelligences Survey, Interest Survey, Needs Survey).
6. Compile data from each survey.
 7. Share information from surveys with Reading Facilitators.
 8. Use survey information to create an agenda for a Reading Facilitator meeting that targets each participant's learning styles, intelligences, interests, and needs.
 9. Create a participant feedback form.
 10. Receive feedback from Reading Facilitators.
 11. Use feedback to impact agenda preparation for the next meeting.
 12. Guide Reading Facilitators through the process necessary to create differentiated agendas and activities.
 13. Gather data on number of differentiated meetings presented by Reading Facilitators.
 14. Repeat survey process as new Reading Facilitators are added to the group or as other information is needed (ex. Readiness Level for topic).
 15. Continue with differentiated Reading Facilitator meetings.
 16. Continue monitoring the number of differentiated meetings presented by the Reading Facilitators.

Priscilla Ridgway

Aldine ISD

Project: Create an Academic Vocabulary List

Research shows that the majority of economically/academically disadvantaged students and limited English proficient students have limited academic background knowledge to understand the content they will encounter in school. Since vocabulary is an essential aspect of academic background knowledge, systematic instruction in important academic terms is essential. The goal of this project is to create certain content area academic vocabulary lists of terms that are critical to the understanding of those content areas. In turn, as part of the district curriculum, these words will be taught to all students using Marzano's six-step process for teaching academic vocabulary.

Implementation:

- Phase 1: Determine target number of words to be taught at each grade level
- Phase 2: Create a rank-ordered list of words considered important
- Phase 3: Determine number of terms to be taught in each content area
- Phase 4: Generate the final list of terms for each content area
- Phase 5: Assign terms to specific grades

Teacher staff development

Classroom implementation

Impact Study

Lisa Robinson and Linda Jacobs

Forney ISD

Project: Instructional Technology Integration Initiative (Year One)

Forney ISD is currently in the process of implementing a student laptop program which will provide laptops for all students, 5th – 12th, by 2010. This project will extend to all high school students for the first time in 09-10.

The purpose of this project is to plan and provide adequate and appropriate instructional technology support to Forney's secondary teachers as they move to a 1:1 laptop environment.

Implementation:

1. Meet with Asst. Superintendent of C&I for project approval.
2. Research:
 - a. Survey teachers to identify areas of concern regarding student laptops. (still evaluating – plan may be revised based on results)
 - b. Talk with other 1:1 districts
3. Meet with secondary Instructional Facilitators and Instructional Technology Coordinator to draft a training plan for the 2009 fall semester and set goals for successful instructional technology integration.
4. Meet with high school principals to set training dates for Fall '09.
5. Create and train the Instructional Technology Council, comprised of teachers to serve as training and support facilitators on each high school campus.
6. Plan training sessions.
7. Implement trainings in Fall '09.

8. Use teacher surveys to evaluate training sessions and monitor teacher use of laptops / measure success in meeting goals.
9. Evaluate fall trainings and plan spring '10 training and support.
10. Implement and evaluate spring trainings.
Meet with secondary Instructional Facilitators, Instructional Technology Coordinator, and Instructional Technology Council to set goals and draft plan for Technology Integration Initiative Year Two.

Christine Scroggs

Floydada ISD

Project: CURRICULUM – SOMETHING to CELEBRATE!

The purpose of this project was to lead teachers and administration through a process to develop and implement curricular documents aligned with the Texas Essential Knowledge and Skills.

Implementation:

1. Meet with superintendent and other administrators to discuss and receive approval for project.
2. Research curriculum models being used and achieved success in surrounding school districts and throughout the state.
3. Pull TAKS data on researched districts in order to make data-driven decisions.
4. Develop Vision, Mission, and Guiding Principles for Department of Curriculum, Instruction, and Assessment
5. Interview teachers and principals to determine curricular needs, current expectations, concerns, etc.
6. Meet with other curriculum directors to discuss successes, pitfalls, and visions.
7. Meet with key classroom teachers and administrators to gather feedback on various models and data-driven preferences.
8. Select the model to be implemented in the district. Make revisions as recommended by teachers.
9. Develop timeline for development, implementation, and revision process.
10. Facilitate "Curriculum Mapping and Alignment Workshops" to begin development of curricular documents.
 - a. Determine PK-12 Overarching Understandings and Essential Questions.
 - b. Develop Scope/Sequence ("Year-at-a-Glance") for all core content areas.
 - c. Develop Unit Maps for all units in all core content areas.
 - d. Develop Lesson Plans for all units in all core content areas.
11. Develop electronic storage facility for curricular documents.
12. Post-electronic copies of curricular documents.
13. Research instructional monitoring models to be used as part of implementation monitoring.
14. Meet with administrators to share findings on instructional monitoring models.
15. Develop and facilitate district training on instructional monitoring instrument to be used: "Classroom Walk-Through Feedback Form"
16. Monitor implementation of use of curricular documents by teachers on all campuses.
17. Facilitate additional "Curriculum Mapping and Alignment Workshops" throughout the year with content area and grade level teams.
18. Use student assessment data to monitor effectiveness of curricular documents and make adjustments as needed.
19. Post newly developed and revised curricular documents.
20. Gather feedback on the effectiveness and ease of use of the design of the curricular documents. Make changes as needed.
21. Continue to facilitate "Curriculum Mapping and Alignment Workshops" for core content area teams and begin the process for other content areas.
22. Evaluate the use and impact of the model and process.

Doris Shelley, Nancy McElroy and Linda Jacobs

Forney ISD

Project: Parent Guide to Curriculum and Instruction

The purpose of this project is for Forney Independent School District to provide expedient, consistent, and honest communication along with positive parental and community involvement opportunities.

Implementation:

1. Meet with the assistant superintendent to get approval of the project.
2. Investigate other districts' websites to determine if they have a parent guide for curriculum and instruction.
3. Lead the curriculum department in the creation of the guide.
4. Contact key classroom teachers to provide feedback and offer suggestions to enhance the information included in the parent guide.

5. Make presentation to superintendent's council.
6. Work with the technology department to develop plan to publish to our website.
7. Plan for publishing and placing in local libraries.
8. Implement the use of the parent guide.
9. Evaluate use and impact of the guide.

Kathryn Torralva-Villa, Patricia Carvajal, Cynthia Hernandez, Allison Trevino

San Antonio ISD

Project: Curriculum Integration: Why Integrate?

The purpose of this project is to lead the curriculum department through the process of integrating the San Antonio ISD curriculum guide in the core content areas.

Implementation:

1. Senior Executive Director of Curriculum and Instruction and Senior Coordinators meet to discuss to what extent the curriculum guides will be integrated.
2. Senior Coordinators and Teacher Specialists from the core content areas will meet to determine how to naturally integrate content (create a chart which shows the concepts/content which is common to core content.)
3. Teacher Specialists will meet to determine natural fit of integration (ex: geography in social studies and science).
4. Review current models of integration with Senior Coordinators and choose a model to use with the curriculum guides.
5. Create examples of the integration in core content areas for other teacher specialists.
6. Plan professional learning for the integration of the curriculum guides with all teacher specialists.
7. Meet with master teachers to review and make suggestions to the integration activities in the curriculum guides.
8. Make revisions to the curriculum guides in the core content areas for the first nine weeks only.
9. Present the revised curriculum guides at the beginning of the year at the Summit (for all teachers) and discuss and model the integration process and activities at each grade level. Also discuss the research related to integration.
10. Visit classrooms to determine the level of understanding of the curriculum guides and the level of implementation (2009-2010 School Year).
11. Make revisions to the curriculum guides in the core content areas for the remaining nine weeks.
12. Continue visiting classrooms to determine level of implementation of the curriculum guides.
13. Continue working with master teachers to help with integration ideas.
14. Begin working on the next level of integration for the 2010-2011 School Year

Travis Whisenant

Bridgeport ISD

Project: Tier I alignment

The vision for this project is to design an aligned process for Tier I of the Bridgeport Independent School District RTI model. The operative description of "Tier I" will include an aligned process for:

- Universal Screening
- Data analysis
- Core Instruction integrating the Bridgeport ISD scope and sequence
- Differentiation for remediation
- Differentiation for acceleration
- Assessment

The desired outcome is to take the different resources and programs, which are currently acting as "random acts of improvement" and "put it all together," into a process that expands their use from isolated to widespread success in serving student's needs.

Implementation:

The responsibility of the Bridgeport ISD Department of Curriculum and Instruction is to communicate the process for applying these resources toward serving student's needs.

Effective design and implementation of this model is dependent on collaboration with central office personnel including the BISD Technology Director, BISD Bilingual and ESL Director, and Director of the Wise County Special

Education COOP. In addition, a BISD instructional specialist oversees the implementation of the RTI process and serves as a liaison between BISD Department of Curriculum and Instruction and the WCSEC.

Principals and lead teachers will serve the role of campus implementation. BISD believes the most effective staff development occurs through the collaboration of faculty. Therefore, a “teach the teacher” model will be utilized to provide staff development and assistance on each campus. Department heads and lead teachers have received off-site training on these programs and will collaborate with their campus in the spring, summer and fall to insure successful implementation. These teachers will receive credit for two “flex days” on the 2009-2010 calendar in return for their preparation and service as trainers. The instructional specialist will serve as a resource to assist these staff.

While teachers will be responsible for staff development and on-site assistance, principals will oversee the effective implementation of the model. This will be monitored and evaluated through classroom observations and a locally designed monitoring instrument correlated to the PDAS appraisal process.

Sheree Will and Tammy McDuff

Silsbee ISD

Project: Common Understanding of Curriculum and Instruction at Silsbee ISD

The purpose of this project is to outline the direction of the curriculum and instruction department at Silsbee ISD. The goal is to develop a district-wide understanding of “Written, Taught, and Tested” curriculum philosophy at SISD.

Implementation:

Spring/Summer 2009 - Gather data and research on quality of curriculum programs (CSCOPE)

Beginning of Summer/Fall 2009 – Meeting with campus leaders to develop understanding of curriculum, instruction and assessment

Fall 2009 – Professional development on aligned curriculum (possibly CSCOPE), district resources and needs specific to SISD

Spring 2010 – continue to work with teacher leaders, campus leadership on alignment

Summer 2010 – disaggregate data, trends, patterns, areas of success

Suzanne Welch

Lamar CISD

Project: Coordinating a Pilot for Online Curriculum Resource

This project was to address the need for Science teachers to be able to access curriculum resources and integrate technology. A group of teachers viewed the Curriculum Online Resources for Educators (CORE) and decided that it was a system they would like to pilot in the district. Lamar CISD will enter into a pilot for CORE in the 2008-09 school year. The pilot will involve all campuses and provide access to 10 teachers per campus.

Implementation:

Evaluation:

1. Participating teachers will provide feedback via Googledocs.
2. The feedback will be used to evaluate the program.
3. The feedback will be used to decide the fate of the program in the district.

Process:

1. Checked compatibility of online system with district technology capabilities through Director of Technology.
2. Presented project to Executive Director of Curriculum.
3. Spring 2007 teachers participated in webinars and demos to introduce the product.
4. Teachers wanted to pilot the CORE project during the 2008-09 school year.
5. Requested and received a bid for CORE.
6. A line item was created in the proposed 2008-09 budget to cover the cost of the pilot.
7. Budget was submitted and approved by the School Board.
8. The product was presented to administrators via Principal Meetings.
9. Requested and received names of individuals who would participate in the pilot.
10. Log-on IDs were received from CORE.
11. Teachers were provided the opportunity for training (program is user friendly and easy to use.)
12. Feedback surveys will be sent to participants. The feedback will be used to judge how often teachers are using the product and if the product will be purchased district wide.

For more information on projects or the Curriculum Leadership Academy
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