



EH(LOCAL)

Administrative Procedures Curriculum Management Plan

APPROVED: November 2023

Curriculum Management Plan

Policy Cross Reference Sheet

This handbook is an administrative procedure of the District and subject to policies adopted by the Board of Trustees. In case of conflict between administrative procedures and Board policy, policy shall prevail.

Date of Superintendent Approval: *Dr. Christie Whitbeck 11/30/23*

Version Number: 2022.1

The contents of this handbook relate to the following Board policies:

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AE (LOCAL)	EDUCATIONAL PHILOSOPHY	9
CMD (LOCAL)	EQUIPMENT AND SUPPLIES MANAGEMENT INSTRUCTIONAL MATERIALS CARE AND ACCOUNTING	22
DNA	PERFORMANCE APPRAISAL – EVALUATION OF TEACHERS	30
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EH (LOCAL)	CURRICULUM DESIGN	9,10,20

NOTE: TASB HAS RECOMMEND THE DISCONTINUATION OF EG LOCAL. THEY RECOMMEND SHIFTING CONTENT TO EH LOCAL.

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District Mission and Vision

Core Beliefs and Commitments

Fort Bend ISD Core Beliefs & Commitments



1

Core Belief

All students can reach their full potential.

commitment:

FBISD will provide an educational system that will enable all students to reach their full potential.

2

Core Belief

We believe student success is best achieved...

A ...through effective teachers that inspire learning.

commitment:

FBISD will recruit, develop and retain effective teachers.

B ...in a supportive climate and safe environment.

commitment:

FBISD will provide a supportive climate and a safe learning/working environment.

C ...by empowered and effective leaders throughout the system.

commitment:

FBISD will provide and promote leadership development at all levels.

D ...in a well-functioning, high-performing community of learners.

commitment:

FBISD will be a collaborative, efficient and effective learning community.

Mission

FBISD exists to inspire and equip all students to pursue futures beyond what they can imagine.

Vision

Fort Bend ISD will graduate students who exhibit the attributes of the District's Profile of a Graduate.

Profile of a Graduate

The Curriculum Management Plan provides a framework to ensure that FBISD curriculum supports teachers in empowering students with the attributes aligned to the District's Vision.

The vision of FBISD is to graduate students who exhibit the attributes of the District's Profile of a Graduate. A Fort Bend ISD graduate has a rigorous academic foundation, strong character, and is

...equipped with skills for life.

Fort Bend ISD graduates exhibit grit and determination in all aspects of life; respect self and others; engage in healthy life choices; are literate and articulate; proficient with technology; and meaningfully and practically apply knowledge in productive ways.

...a servant leader.

Fort Bend ISD graduates demonstrate confidence while maintaining a humble and kind demeanor; prioritizing the needs of others while accepting responsibility for themselves and are accountable for their own actions; are optimistic; and strive to bring out the best in others.

...an effective communicator.

Fort Bend ISD graduates communicate clearly both orally and in writing; respectfully and actively listen to others; appropriately engage in courageous conversations; and appropriately adapt their communication style to the audience.

...a critical thinker.

Fort Bend ISD graduates are visionary and solutions-oriented problem solvers; are inquisitive and innovative; and have the courage to actively challenge conventional methods in order to improve themselves and the world around them.

...a compassionate citizen.

Fort Bend ISD graduates are empathetic to their fellow citizens, exhibiting care and concern for others; are inclusive and embrace differences; are culturally aware; actively engage in improving our diverse community; exercise their right to vote; and are dependable, respectful, trustworthy, and self-disciplined.

...a collaborative team member.

Fort Bend ISD graduates work effectively with others to achieve group goals; take actions that respect the needs and contributions of others; yield their own objectives to the goals of the team; and positively facilitate and contribute to teamwork.

...a life-long learner.

Fort Bend ISD graduates approach life with wonder and curiosity; seek opportunities to be creative; possess a thirst for knowledge and the ability to adapt to change; and are academically prepared to pursue and attain futures beyond what they can imagine!

INTRODUCTION

Philosophy

In accordance with the Fort Bend ISD Profile of a Graduate and the characteristics unique to each student, the District shall provide an educational system that will enable all students to reach their full potential. The District curriculum shall support that educational system and shall be designed to meet the needs of diverse learners with diverse goals. Curriculum development shall be responsive to the students, school, and community and shall include all state requirements. The administration shall design a curriculum management plan to ensure quality control and alignment of the written, taught, and tested curriculum. **Policies AE (Local) and EH (LOCAL)**

Purpose – Curriculum Management Plan

The Curriculum Management Plan supports the mission of Fort Bend ISD to inspire and equip all students to pursue futures beyond what they can imagine by establishing a system to ensure the continual development and revision of a relevant and rigorous curriculum that is responsive to the needs of all students. The plan establishes a framework that outlines the guidelines and procedures for the on-going, systematic process of curriculum development, assessment, implementation, professional learning models, monitoring, and evaluation of the curriculum. The design and implementation of the curriculum, governed by board policy, serves as the vehicle to achieve the District's Mission and Vision.

Theory of Action – Managed Curriculum

The District's theory of action is managed curriculum and includes a comprehensive system to develop leadership throughout the organization. Managed curriculum aligns what is written, taught, and tested, and requires adequate resources, systematic monitoring, and highly qualified teachers. **Policy EA (LOCAL)**

Components

FBISD's decision to determine a set of standardized curriculum components fully supports the Board of Trustees' goals to promote an equitable learning environment where all students access the curriculum and use the curriculum to monitor their own learning and progress in order to ensure success for all students.

The following standardized curriculum components are present in all content areas and courses throughout the Pre-K through 12 curriculum.

- Unit Overview
- Learning Progressions
- Unpacked TEKS
- Integration Focus
- Key Vocabulary
- Teaching Considerations
- Unit Assessments
- Instructional Delivery
- Instructional Delivery Supports
- Re-Engagement
- Resources

Philosophy of Teaching and Learning

The District curriculum shall support a student-centered approach to instruction, which promotes student ownership of learning and aligns to the District Vision. The following statements articulate the philosophy of teaching and learning in FBISD:

- Effective teachers inspire learning.
- Relevant learning experiences promote student ownership of learning.
- Student ownership of learning is developed through clearly stated learning intentions and success criteria aligned to identified learning progressions.
- The written, taught, and tested curriculum supports the development of assessment capable learners.
- The formative assessment cycle informs parents, students, and teachers of student progress through the curriculum.
- Effective instruction includes adaptive supports to meet the identified needs of all students to integrate skills, which will equip students for their futures.
- A continuous improvement cycle guides ongoing curriculum review and revision to meet the changing needs of learners.
- Implementation of a guaranteed and viable curriculum promotes student growth and future success.

Definitions

Curriculum Framework

The Curriculum shall be developed in alignment with the District's Core beliefs and Commitments. **Policy EH (LOCAL)** A student centered curriculum framework is in place to develop student ownership of learning and instill the attributes of the Profile of a Graduate.

Students who own their learning are 'assessment capable' meaning that they can:

- Define where they are and where they are going related to the learning progression,
- Set learning goals and monitor progress,
- Identify the tools or strategies that they can use to move to the next step, and
- Seek and respond to feedback.

A student centered learning framework promotes student ownership of learning and includes the components of instruction, assessment, and the learning environment to develop the attributes of the Profile of a Graduate.

- ✓ **Student Centered Instruction** develops student ownership of learning through clearly stated learning intentions and defined success criteria aligned to established learning progressions.
- ✓ **Student Centered Assessment** develops student ownership of learning by promoting self and peer assessment, goal setting, and feedback, including opportunities for revision.
- ✓ **Student Centered Learning Environments** develop student ownership through established protocols for communication, collaboration, and feedback aligned to learning progressions.

Teaching

Teaching is a systematic process where teachers serve as facilitators of differentiated student learning through a four-part framework. This framework includes planning and preparation, classroom instruction, classroom environment, and professional responsibilities. Teaching involves a continual process of self – reflection, monitoring, and adjusting so that students are inspired to take ownership of their learning and develop skills that will equip them to achieve the District's Vision.

Learning

Learning is a dynamic process whereby all students demonstrate growth in the acquisition and application of knowledge and skills. A learning environment that promotes student centered instruction and assessment ensures active engagement in a rigorous, balanced curriculum through a variety of group and individual learning experiences. Learning experiences are designed to support student academic and social emotional needs while promoting critical thinking and learning in an inclusive and collaborative environment.

Written Curriculum

The written curriculum articulates 'what' to teach. It outlines the standards, big ideas, essential questions, and learning progressions for each content area. It is aligned to the TEKS and describes the strategies, and skills to teach, as well as the instructional model and tiered instructional levels of support. Adherence to the aligned curriculum and articulated instructional model/pedagogy promotes continuity and cumulative acquisition of skills and knowledge from grade to grade and from school to school. The written curriculum provides a foundation to support teacher clarity and is a tool that supports teachers in providing all students equitable access to the curriculum.

Taught Curriculum

The taught curriculum is the content knowledge, skills, attitudes, and processes or strategies that a teacher uses to deliver instruction to students. Teachers utilize the District's written curriculum to plan instruction and assessments. Teachers must understand the effective instructional practices articulated in the curriculum and proactively plan a variety of approaches to implement the curriculum to support growth in all students.

Tested (Assessed) Curriculum

The tested or assessed curriculum references the knowledge and skills for which teachers monitor student progress. Assessments administered throughout the school year include a variety of both formative and summative measures of learning. Educators analyze assessment data and reflect on their practice in order to identify where students are and where they are going related to the identified learning progressions.

Curriculum Alignment

Curriculum alignment refers to the degree to which the written, taught, and tested/assessed curriculum are aligned. A tightly aligned curriculum supports positive student outcomes for all students by focusing teacher efforts and instructional decisions on the most important things students should learn.

Coherent Curriculum

A Coherent Curriculum is established when "policies, strategies, and content across subject areas and grade levels are consistent and aligned, reflect standards, and result in students, teachers, and parents positively perceiving the rationale, scope, and sequence of educational experiences" (Liebling 1997, 16).

Teacher Clarity

Teacher Clarity is an important driver to improve student learning with an effect size of .75. Teacher Clarity requires that a teacher knows what students need to learn (Written Curriculum), communicates those expectations to students, conveys the success criteria, and presents lessons in a coherent way (Taught Curriculum). (Hattie 2018,16) Teacher Clarity ensures students have access to learning intentions, success criteria and tools to drive development of student ownership of learning.

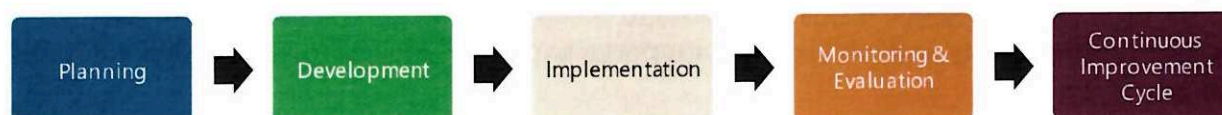
CURRICULUM DEVELOPMENT PROCESS – Written Curriculum

Coherent Curriculum Development

All courses offered in Fort Bend ISD shall have a written curriculum. The intent of curriculum development in FBISD is to ensure that a coherent curriculum is designed, implemented and supported in order for all students to reach their full potential. A coherent curriculum “provides a way for schools to define, align, and assess a curriculum to generate improved student results while maintaining a balance that everyone understands, accepts, and uses for continual improvement” (Squires 1998, 24).

Development Process

Curriculum development, review, and revision is a process of steps and actions designed to engage key stakeholders in the development of a guaranteed and viable curriculum.



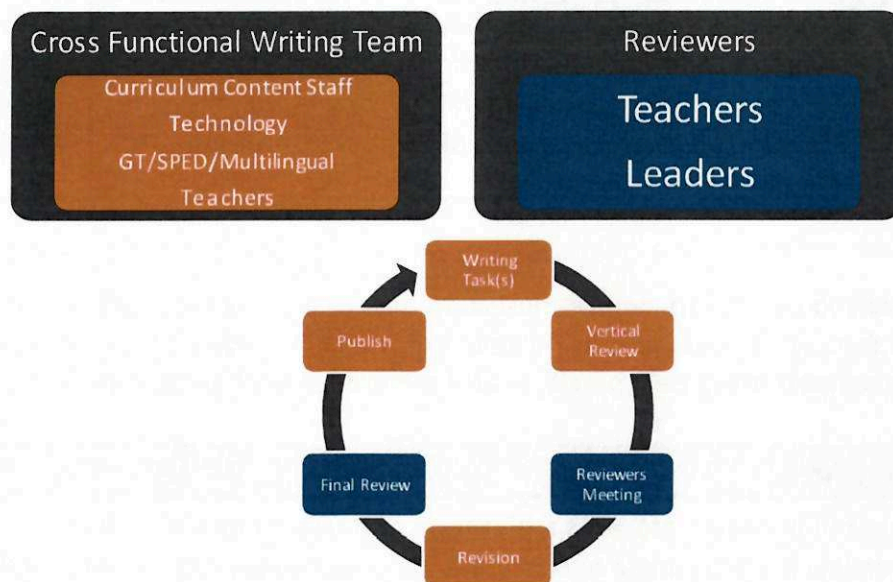
Curriculum Planning Tasks		
Task	Purpose	Stakeholders
Data Review	Continuous Cycle of Improvement – Review data to measure curriculum implementation and student outcomes; identify needed curricular changes	eTeam members, identified administrators and central office leaders, Teaching and Learning Division, Departments responsible for curriculum development
Professional Learning	Analyze research based best practices for instruction, develop capacity for leadership tied to identified curricular needs	eTeam members, administrators and identified departments: Curriculum and Instruction, Multilingual, Teacher Development, Instructional Resources, Special Education (SPED), Fine Arts, CTE, SEL, Early Childhood
Curriculum Philosophy & Components	Establish a common vocabulary and agree upon standardized curriculum components	Curriculum & Instruction, Multilingual, SPED, Teacher Development, SEL, CTE, Fine Arts, Early Childhood, teacher leaders, identified central office, campus administrators, and eTeam members
Cross Functional Writing Teams	Engage teachers in the writing and review process, ensure collaboration among departments within FBISD	Curriculum & Instruction, Multilingual, SPED, Teacher Development, CTE, SEL, Fine Arts, Early Childhood, teacher leaders, administrators, identified eTeam members

Timeline & Budget	Meet the District Strategic Plan Goals, identify curricular needs by course, schedule professional learning	Curriculum & Instruction, SPED, Teacher Development, Multilingual, Instructional Resources, Fine Arts, CTE, SEL, Early Childhood
Curriculum Development Protocols	Create and implement protocols to guide curriculum work, ensure quality, and build capacity in leaders	Curriculum & Instruction, Teacher Development
Curriculum Development Tasks		
Foundational Documents	Develop and establish resources for curriculum development teams to guide creation of curriculum	Curriculum & Instruction, Teacher Development, Multilingual, SPED, Fine Arts, CTE, SEL, Early Childhood and other identified curriculum development areas
Curriculum Template	Ensure a standard template for curriculum access via the learning management system	Curriculum & Instruction
Feedback Tools, Timeline, & Cycle	Establish & implement feedback tools and provide venues for feedback on curriculum documents, implementation to evaluate effectiveness	Executive Director of Teacher & Learning with leaders from central office and campuses
Write, Review, & Revise Curriculum Units	Ensure a guaranteed and viable curriculum	Curriculum Development Teams
Curriculum Monitoring Tools	Establish monitoring tools and system to provide feedback on curriculum implementation	Executive Directors of Academic Affairs and Assistant Superintendents
Curriculum Development Training	Establish a systematic process for the development, format, and review of curriculum documents.	Executive Director Teaching & Learning
Curriculum Implementation Tasks		
Messaging & Implementation Timeline	Identify key milestones to monitor progress on curriculum development and implementation	Executive Director of Teaching and Learning with identified central office leaders
Communicate Curriculum Development	Establish common messaging related to curriculum work	Academic Affairs Division, Department of School Leadership, & Campus Leaders
Professional Learning	Ensure a long – term professional learning plan is in place to launch and deepen implementation	Academic Affairs Division, Department of School Leadership, & Campus Leaders
Curriculum Communication & Monitoring Tool Protocols	Establish systems to ensure that curriculum implementation is monitored	Academic Affairs Division, Department of School Leadership, & Campus Leaders
Leadership	Build capacity in leaders to	Academic Affairs Division,

Capacity	support implementation of the curriculum	Department of School Leadership, & Campus Leaders
Revision Cycles	Establish a system to promote continuous improvement	Teaching and Learning Division, SPED, Fine Arts, CTE, SEL, Early Childhood
Curriculum Implementation	Design learning experiences to meet student needs	FBISD Teachers
Curriculum Monitoring Tasks		
Implementation Monitoring	Establish and implement systems to support monitoring and feedback related to the implementation of the curriculum. (Learning Walk Process)	All stakeholders
Job Embedded Supports	Support fidelity of implementation of the written curriculum	Academic Affairs Division, Department of School Leadership, & Campus Leaders
Implementation Feedback Tools	Gather feedback on curriculum to determine needed revisions	All stakeholders
Continuous Improvement Cycle Tasks		
Formative Data Review	Evaluate curriculum implementation and determine impact on student outcomes and/or revision needs	Academic Affairs Division
Utilize Feedback	Incorporate evidence, feedback on content, context, and coherence and TEA cycles to drive revision of curriculum	Teaching and Learning Division, SPED, Fine Arts, CTE, SEL, Early Childhood
Review & Revision Cycles	Ensure curriculum revision follows a continuous cycle of improvement	Teaching and Learning Division, SPED, Fine Arts, CTE, SEL, Early Childhood
Communicate Improvements	Ensure that all stakeholders remain actively engaged in the development and use of the curriculum	Academic Affairs Division

Curriculum Development Team

The curriculum development team is a cross functional team, comprised of curriculum leaders, teachers, and experts from special education, multilingual, and technology to support the development of a robust curriculum. A recruitment and application process identifies teachers to participate on content area writing teams. Each curriculum writing team follows the process below to develop, review, revise, and publish curriculum documents.



Teacher and leader feedback are purposefully embedded throughout the process to ensure that the curriculum design is accessible and supports rigorous instruction. Each curriculum team develops a timeline for writing tasks and review meetings. Curriculum directors monitor progress using the District SharePoint site.

Foundational Documents

Curriculum development must align to the Texas Essential Knowledge and Skills (TEKS). Foundational documents are essential to guide curriculum unit development and to support curriculum writers and ensure alignment. Foundational documents must include the following:






















Foundational Document	Purpose	Source
Vertical Alignment of Standards	Assists in developing coherence across content areas. Informs curriculum organization and identification of priority standards. Supports the curriculum development team and teacher clarity. Supports equitable access to a PreK-12 system of essential knowledge and skills.	Texas Education Agency
Priority Standards	Articulates identified priorities in a course. Used to develop learning progressions. See Exhibit A	Curriculum Development Team
Unpacked Standards	Unwraps the standards, articulates the knowledge, skills, and context for each priority standard and ties to big ideas, essential understandings, and tasks. See Exhibit B	Curriculum Development Team
Core Unit Organizer	Organizes course standards into units, outlines essential understandings and big ideas. Informs standard unit framework designed by the curriculum development team. See Exhibit C	Curriculum Development Team
Learning Progressions	Defines critical student understandings along a continuum of learning. Used to guide the formative assessment as well as the learning process.	Curriculum Development Team

Scope and Sequence	Provides a year-long overview of units, sequence, and pacing for the curriculum. Informs teacher planning.	Curriculum Development Team
At a Glance	Provides a broad scale overview of the order and pacing for curriculum units. Used to align pacing throughout the course.	Curriculum Development Team

Components

The following standardized curriculum components are present in all content area/course unit maps throughout the Pre-K through 12 curriculum. These components provide a common student centered framework and are developed using best practices and current research in teaching and learning.

Component	Contents	Purpose
Unit Overview	The unit overview provides a planning and pacing guide or yearly overview in each course or content area. Active links are embedded and allow teachers to access their content area units taught throughout the year. It also contains the unit's big ideas and essential questions. Big ideas are the underlying concepts, themes, or issues that bring meaning to content. These big ideas anchor all the smaller isolated, facts together in a unit. Essential questions allow students to go deeper in their thinking and to answer the big ideas.	Provide an overview of unit concepts
Learning Progressions	Learning progressions refer to the purposeful sequencing of teaching and learning expectations across multiple developmental stages, ages, or grade levels. Learning progressions reference learning standards - concise, clearly articulated descriptions of what students should know and be able to do at a specific stage of their education. Learning progressions support the formative assessment cycle and allow teachers and students to set targeted goals for growth.	Define a progression of learning to guide formative assessment and track student growth
Unpacked TEKS	Each unit identifies priority standards and unpacks those standards for fidelity of implementation. Priority standards brings focus and direction within a single course as well as across courses in a discipline. Addressing key standards deeply and repeatedly provides students with greater understanding of concepts and the application of key skills.	Promotes teacher clarity
Integration Focus	This section includes process standards, English Language Proficiency standards, technology TEKS, and interdisciplinary connections related to the unit's content. It supports teachers in planning cross-curricular content and incorporating 21st century skills that support FBISD's Profile of a Graduate.	Describes integration content to support instructional planning
Key Vocabulary	This section includes an overview of the unit's core vocabulary including relevant Spanish cognates for English Learners. The unit's vocabulary is tiered to include every day, academic, and content-specific vocabulary.	Support language development

Instructional Model	This section includes an overview of FBISD's instructional model for the given content area. Each instructional model supports best practices for tiered instructional delivery, which supports teachers in whole group, small group, and one-on-one instruction with students.	Define research based best practice in instruction																					
Teaching Considerations	This section includes content to support considerations before teaching the unit or possible teaching points for teachers to consider when planning this unit of study. Teachers sequence teaching points, grouped by the unit's priority standards, and suggested lessons using current needs and experiences of their particular students. Informing what to teach and how best to teach it is a teacher's decision given students' particular strengths and needs. Teachers have the flexibility to implement considerations and teaching points in whole group, small group, or one-on-one instruction with students.	Provides context to promote teacher clarity in instructional approaches																					
Unit Assessments	This section provides an overview of the formative assessment cycle as well as specific examples of varied assessments aligned to the TEKS for this unit's content. Culminating tasks with success criteria tied to the priority standards in each concept are provided to allow teachers to measure student mastery of the TEKS and utilize the data to determine student instructional supports. Examples of teacher rubrics and student checklists support teachers providing feedback to students and in engaging students in self and peer assessment.	Support implementation of the assessment framework																					
Instructional Delivery	This section includes exemplars of learning intentions and success criteria aligned to the unit's priority standards. The learning intentions are clear statements that explicitly state what students are going to learn and why the learning is important. Success criteria or "look-fors" help students be clear about what the criteria is for assessing their work. The "look-fors" need to state exactly what the students and teachers need to see to be successful with the learning intention. Success criteria serve as a guide for learning. The type of learning task employed allows for tailoring of success criteria and provide feedback about student performance as well as next steps for growth. Teachers have access to tier 1, tier 2, and tier 3 suggested lessons, including strategies to assist students in demonstrating mastery of content. This model supports differentiation in the classroom for all students.	Defines Tier 1, Tier 2, and Tier 3 instructional approaches																					
Instructional Delivery Supports	<p>The following icons identify targeted supports within the curriculum:</p> <table><tr><th>21st Century Skills</th><th colspan="2">Blended Learning</th><th colspan="4">Differentiated Instruction</th></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Graduate Profile</td><td>Technology Integration</td><td>Scholology</td><td>ELL Supports</td><td>Enrichments</td><td>Accommodations</td><td>SPED Modifications</td></tr></table>	21 st Century Skills	Blended Learning		Differentiated Instruction											Graduate Profile	Technology Integration	Scholology	ELL Supports	Enrichments	Accommodations	SPED Modifications	Articulates Blended Learning, Profile of a Graduate, and Differentiation supports
21 st Century Skills	Blended Learning		Differentiated Instruction																				
																							
Graduate Profile	Technology Integration	Scholology	ELL Supports	Enrichments	Accommodations	SPED Modifications																	
Re-Engagement	This section includes common student misconceptions and areas of difficulty within this unit's core concepts as well as suggestions for how to re-teach/re-engage students who are struggling. Teachers	Supports intervention through																					

	have use of additional time to re-engage students in learning challenging concepts.	identified strategies
Resources	This section includes instructional resources aligned to the TEKS that address unit content for whole group, small group, and one-on-one instruction. The resource section is tiered to provide teachers with multiple resources to address student needs in tier 1, tier 2, and tier 3.	Aligns instructional resources to content

Curriculum & Differentiation for Special Populations

The curriculum contains three tiers of instruction to address the needs of all students. These tiers include both enrichment and intervention resources and strategies. All teachers, including general education, special education, English as a Second Language, Bilingual, coaches and specialists, must work and plan collaboratively to progress all students toward mastery of the curriculum.

Curricular alternatives are embedded in each unit of instruction within the elementary curriculum to support gifted and talented students that display mastery of the grade level standards. These curricular alternatives provide an opportunity for students to engage in learning and display their understanding of the content with cross curricular connections and critical thinking skills.

Bilingual curriculum supports are included in the curriculum to support instruction aligned to the Spanish Language Arts standards, English Language Development lessons, and acquisition of content learning in both English and Spanish through preview, view, and review strategies.

Students with disabilities should participate in the same learning experiences as their non-disabled peers unless otherwise specified in an ARD/IEP. Similarly, students who meet Dyslexia criteria or who are English Language Learners should engage in the same learning opportunities as non-disabled peers unless specified in a student's 504 or Language Proficiency Assessment Committee documentation. Appropriate accommodations, modifications, and linguistic accommodations for identified individual students provide opportunities for all learners to master their grade level curriculum and are indicated using the appropriate Instructional Delivery Support icon.

Cognitive Taxonomy/DOK

The decision to prioritize standards in each content area unit across grades and courses supports teacher clarity and student mastery of critical, developmental TEKS anchored to big ideas and essential questions that span grades and content areas. The Unpacked TEKS section in the FBISD curriculum includes the verbs and nouns, key actions and ideas and skills broken down in student-friendly language. Teachers access the cognitive difficulty of each action, idea or skill in this section as well as the level of depth of knowledge required by students to show mastery of the content.

Distribution of the Written Curriculum

All grade levels and courses include specific subject-area curriculum. The curriculum is stored electronically in the Learning Management System, Schoology. All teachers have access to the curriculum for the subjects and courses they teach and all campus administrators have access to the curriculum for all subjects and courses they oversee. Copies of curriculum overview documents, which detail scope and sequence as well support resources for parents are available on the Fort Bend ISD website for parents to access.

Monitoring & Evaluation

Curriculum updates are ongoing and include procedures for evaluating implementation and determining revisions by utilizing protocols. Disaggregated student achievement data, stakeholder feedback, curriculum audit recommendations, new research findings and changes in state and federal laws and regulations inform the creation and revision of curriculum.

Teachers continuously monitor the curriculum throughout its implementation. Campus administrators monitor curriculum implementation through walk-throughs, PLCs and T-TESS evaluations. Teachers and campus administrators may make suggested revisions of the curriculum through District-wide curriculum surveys administered three to four times per year or through the continuously available Let's Talk online platform located on the Fort Bend ISD website.

District administrators regularly participate in Learning Walks to help gauge curriculum implementation as well as analyze and disaggregate various forms of student data, including district learning assessments, state assessments, Advanced Placement exams, and PSAT, SAT, and ACT results.

Curriculum Revision Process

The curriculum development process ensures a guaranteed and viable curriculum is available to support teachers in planning of instruction and to provide supports to reach all students. The curriculum revision process is ongoing and can be initiated in one of the four ways identified below. When a need to revise is identified, a curriculum development timeline is established to ensure revisions are timely and align to the instructional calendar.

New Course Approval

As part of an annual cycle, stakeholders in FBISD are invited to submit New Course Proposals to initiate offering a new course at identified grade levels. A review process involves Teaching and Learning, Social Emotional Learning and Comprehensive Health Department, the Department of School Leadership, Principals, and the District Planning Advisory Council. The department who assumes ownership of the course builds a timeline for all approved courses to support teacher and student access to curriculum for the new course.

TEA TEKS Revision

TEKS revisions also prompt the revision of curriculum. The curriculum team follows the Texas Education Agency timeline outlined in [Exhibit D](#).

Annual Review and Revision Cycles – Formative Data Review

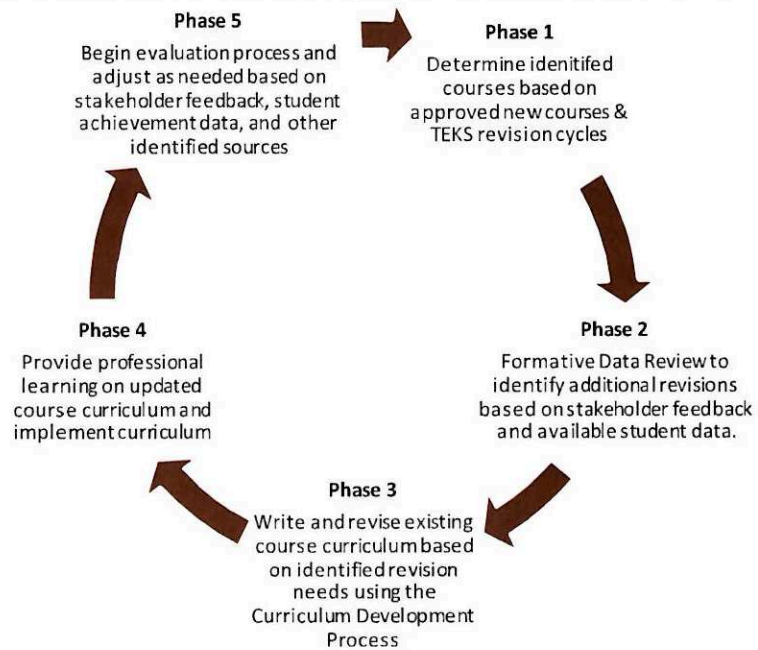
Formative data from stakeholder feedback and student data review inform curriculum revisions and enhancements every year. The annual curriculum review and revision cycle provide an opportunity to formally engage stakeholders to ensure all curriculum is guided by research based methods, address current instructional trends and needs, align to state standards, and include quality professional learning that address necessary changes in instructional practices.

Shift in District Instructional Priorities

FBISD initiated a curriculum rewrite in 2017. The development of student ownership of learning as a district goal initiated this rewrite. The rewrite spans a three-year period. FBISD curriculum writing teams rewrite courses using the schedules provided in [Exhibit E](#).

Annual Review & Revision Cycles

The following phases ensure a continuous cycle of improvement for all curriculum content. These annual review and revision cycles ensure the evaluation of quality, implementation, and effectiveness of the curriculum.



INSTRUCTIONAL PRACTICE – Taught Curriculum

Instructional Approaches

FBISD is committed to graduating students who exhibit the attributes of the District's Profile of a Graduate. The District recognizes that the curriculum serves as the foundation for the educational system that will prepare learners. Therefore, teachers have roles and responsibilities in the development and implementation of the District's curriculum. It is an expectation that teachers will work professionally and plan collaboratively in order to effectively teach the District's curriculum and deliver instruction in a balanced, unbiased manner to ensure mastery of the curriculum through differentiated instruction to meet the needs of all learners. The District defines differentiated instruction as "a set of decisions that brings learning within the reach of each student." Teachers enable all students to reach their full potential when they provide the appropriate level of challenge, rigor, and support to each student.

PLC Planning Protocol

Policy EH (LOCAL) defines the teacher's role in instructional planning and promotes the use of the district curriculum as part of the managed curriculum theory of action. The following planning process contains guiding questions that may be used when planning instruction to help determine the knowledge, skills, and strategies that best align with the standards to be taught.

What do we expect our students to learn?	
Deepening Our Understanding of the Concept	<ul style="list-style-type: none"> How many total days are dedicated to this concept/skill? (<i>Scope & Sequence, Instructional Delivery</i>) What is the purpose of this unit/concept/lesson? (<i>Instructional Delivery</i>) What are the big ideas and essential questions for this unit/concept/lesson? (<i>Instructional Delivery</i>) What student expectations (TEKS) support the big ideas for this unit/concept/lesson? (<i>Instructional Delivery</i>)
Learning Intention(s)	<ul style="list-style-type: none"> What should students learn by the end of this unit, concept and/or lesson? (<i>Instructional Delivery</i>)
Success Criteria	<ul style="list-style-type: none"> How will students know that they have mastered the intended learning for this concept and/or lesson? (<i>Instructional Delivery</i>) <ul style="list-style-type: none"> What evidence would show you that students have achieved conceptual understanding? What process might they need to follow to show their understanding? What language will they need to use to share their evidence of learning?
How will we know students are learning?	
Assessment(s)	<ul style="list-style-type: none"> Considering the pre-requisite knowledge and skills that were identified in unit planning, are there additional prior knowledge and skills that are needed? (<i>Unpacked TEKS/D.O.K</i>) What information do we have on student's current level of knowledge and skills for this concept/skill? (<i>Refer to pre-assessment</i>) What method will we use to show evidence of mastery by the end of this concept and/or lesson? (<i>Unit Assessment</i>)

	<ul style="list-style-type: none">What models of success will students have to reach expected learning outcomes? (<i>Collaboratively create or select exemplars/examples</i>)How do the assessment(s) align to the rigor of the TEKS and the summative unit assessment? (<i>Unpacked TEKS</i>)<ul style="list-style-type: none">What verbs are included in the student expectation(s) and TEKS?What important academic vocabulary is related to the student expectation(s) and TEKS?How does the formative assessment(s) support the learning progression towards unit mastery?						
	<table><tr><th colspan="2">Methods of Assessment</th></tr><tr><th><i>Formative Assessment Opportunities</i></th><th><i>Summative Assessments Opportunities</i></th></tr><tr><td><ul style="list-style-type: none">Pre-AssessmentChecks for UnderstandingFormative ProductFormative PerformanceFormative ProcessSelf & Peer AssessmentTeacher-/Student Conference</td><td><ul style="list-style-type: none">Culminating ProductCulminating PerformanceOpen-Ended ResponseMultiple-Choice Assessment</td></tr></table>	Methods of Assessment		<i>Formative Assessment Opportunities</i>	<i>Summative Assessments Opportunities</i>	<ul style="list-style-type: none">Pre-AssessmentChecks for UnderstandingFormative ProductFormative PerformanceFormative ProcessSelf & Peer AssessmentTeacher-/Student Conference	<ul style="list-style-type: none">Culminating ProductCulminating PerformanceOpen-Ended ResponseMultiple-Choice Assessment
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Designing Meaningful Learning Experiences	<ul style="list-style-type: none">What meaningful learning experiences should students engage in to meet the expectation of the standard that aligns with the content lesson cycle and/or instructional model? (<i>Instructional Delivery</i>)How do the learning experiences support the learning intention?What scaffolded instruction is needed to support student in achieving the learning intention(s)? (<i>Learning Progressions, Unpacked TEKS D.O.K</i>)At what point(s) in the concept/lesson will we collect evidence of students understanding of the learning intention(s) through informal formative assessment?What opportunities for self and peer assessment are available within the lesson(s)?What opportunities are available for students to engage in feedback within the lesson(s)?How can we incorporate the use of technology to enhance the learning experience(s)? (<i>Instructional Delivery, Integration Focus</i>)<ul style="list-style-type: none">What opportunities are available for blended learning?What differentiated experiences and advance supports should we consider to meet the needs of all learners within the learning experience(s)? (GT, SPED, EL, 504) (<i>Instructional Delivery: Tiered Instruction, Re-engagement</i>)						
Resources	<ul style="list-style-type: none">What resources will we need to support the learning experience(s)?What setup and logistics do we need to consider when using technology devices and applications?						
How will we respond if students don't learn it?							
Intervention	<ul style="list-style-type: none">What additional learning experience(s), different than the initial experience(s), will students engage in if they are unsuccessful in reaching mastery? (<i>Instructional Delivery-Tiered Instruction</i>)What format for this additional instruction is most appropriate? (small group, 1 on 1, workstations)						
How will we respond if students already know it?							

Enrichment	<ul style="list-style-type: none"> What additional enriching learning experience(s), different than the initial experience(s), will students engage in if they are already proficient in meeting mastery? (<i>Instructional Delivery-Tiered Instruction</i>) What format for this additional instruction is most appropriate? (small group, 1 on 1, workstations)
Next Steps for Educator	
Next Steps	<ul style="list-style-type: none"> What professional learning will we engage in, individually or collectively, to increase educator understanding of instructional practices to deliver or facilitate the learning experience(s)? (<i>Campus Instructional Leaders, Professional Learning Experiences, Job-embedded Professional Learning Practices</i>) Develop daily lesson plans individually or collectively to target individual and classroom learning needs

Instructional Delivery Supports

The curriculum provides built-in instructional delivery supports that equip teachers to meet the needs of the District's diverse learners with diverse goals. The curriculum organizes instructional delivery supports into three different strands: 1) 21st century skills, 2) blended learning, and 3) differentiated instruction. Curriculum documents tag each unique instructional support with one of the icons below so that teachers are aware of how a specific instructional practice serves to make the learning experience more meaningful to students.

21 st Century Skills	Blended Learning		Differentiated Instruction			
						
Graduate Profile	Technology Integration	Schoology	ELL Supports	Enrichments	Accommodations	SPED Modifications

Content Area Instructional Models

Distinct, research-based instructional models, which interact fluidly with the instructional delivery supports ground all content areas. The curriculum outlines the instructional delivery expectations so that teachers effectively utilize their content-specific instructional model. [See Exhibit F](#)

Instructional Resources

Resources are a critical element of curriculum. The Academic Affairs Division identifies materials that support the written curriculum and partners with campuses in reviewing resources requested at the campus level. All District provided resources are integrated through the District Learning Management System, Schoology or through single sign on applications such as Clever. Categories of resources include district-adopted resources, District supplemental resources, and campus identified resources. Formats include print, digital materials, and technology hardware. FBISD local policies including **CMD and EF**, address expectations for acquisition, support, and management of instructional resources.

Technology resources include the classroom toolset (teacher device, student device(s), and projection device(s)). Subject or program-specific devices are also available to teachers and students. The Teaching and Learning Division in partnership with the Information Technology Department manages device selection and support.

Resource Adoption & Requests

The District curriculum system integrates resources through a variety of methods.

Resource Acquisition Method	Overview
Proclamation Adoption (Reference Appendix)	The District identifies and adopts instructional materials during state proclamation cycles for each program area.
District Supplemental Adoption	District staff review and propose supplemental resources to support specified instructional targets or pedagogy within a program area. Multiple program areas may use the same resource.
Campus Requests – identified need	School-level instructional staff may request resources to support specific programs or areas of need.

Review Criteria – Resource Adoption (Proclamation, District, & Campus)

The Teaching & Learning Department facilitates review of proclamation, department, and campus resource requests. Key areas of review include the following frameworks:

- *Instructional Indicators* – This framework includes a review of TEKS alignment, FBISD curriculum alignment, support of program-specific instructional models, differentiation, and flexibility of format.
- *Assessment Indicators* – This framework includes a review of item alignment to subject area TEKS, FBISD assessment philosophy, item format and validity, rubrics and answer keys with analysis, and feedback to user.
- *Technical Indicators* – This framework includes a review of compatibility with the FBISD learning management system, expectations for blended and online learning, user and data security, access protocols, and technical support requirements.

Proclamation Adoption Process

The District sets a timeline beginning in the early fall through the spring to review and adopt resources during state proclamation cycles. The staff and the community review proposed materials through a variety of opportunities designed to gather input and feedback. Committees comprised of teachers and District department representatives review resources using rubrics that reflect District and program-area priorities for teaching and learning. The FBISD Board of Trustees reviews recommended resources and provides final approval. **Policy EF (LOCAL)** governs this process.

District Supplemental Process

In addition to adopted resources, District departments may provide supplemental instructional resources to address specific programs or identified curricular needs. Supplemental resources are identified and reviewed by Teaching and Learning, Fine Arts, SEL, Early Childhood, SPED, or CTE staff as appropriate. Resource purchases must be approved through the appropriate procurement processes. The Academic Affairs Division partners with the Purchasing Department to secure vendors through the request for proposal (RFP) process. This process includes developing and publishing a request for vendor proposals that will meet the identified curricular needs. RFP's are posted publicly for the required amount of time during which vendors can submit proposals. Vendor proposals are then reviewed and scored by the appropriate instructional staff and the Purchasing Department staff using a rubric. Vendor proposals that meet the established criteria are then submitted to the Board of Trustees for approval. After Board approval, contracts and other documentation are

reviewed by our Legal Department. Vendors successfully completing all steps in the procurement process are included on the District's master vendor list.

Campus Request Process

In order to ensure that teachers have resources to support implementation of the curriculum, campuses review the approved master vendor list and determine if the supplemental resource is provided by an approved vendor. If the vendor is already approved, then the campus follows procurement processes to obtain the resource. If the resource includes digital licenses for teachers or students, the campus requisition is also provided to the Teaching and Learning department for approval prior to Information Technology approval.

Resource Funding

A variety of sources, including the instructional materials allotment (IMA), local district funds, Title funding, and grants, provide funding for instructional resources. Full procurement of resources includes input from various FBISD departments including Teaching & Learning, Information Technology, Legal, Purchasing, and Textbooks. Other departments including Career and Technology, SEL, Early Childhood, SPED, Fine Arts, Literacy, Multilingual Services, Special Education, STEM, etc. may also be included to review subject-specific resource requests.

Resource Management

The District centrally manages all print and digital resources provided as District-level resources. The Textbook Department orders, distributes, and inventories all printed textbooks and consumable products adopted through the proclamation process. The Teaching & Learning Department in partnership with the Data Services and Application Support teams manages digital proclamation resources. When a campus receives approval for a requested school-level resource, the purchase, implementation, and management are the responsibility of campus staff unless otherwise stipulated.

ASSESSED CURRICULUM – Tested

Assessment Philosophy

FBISD believes in using assessment to improve both teaching and learning. The District assessment philosophy states: *"FBISD believes in empowering and growing all learners by utilizing fluid feedback and reflective practice to determine where students and educators are and where they are going in the teaching and learning process."* To assist teachers in helping students take ownership of their learning, the District structured the curriculum around concrete learning intentions, success criteria, and tools to support peer and self-assessment within all K – 12 curriculum.

Assessment Framework

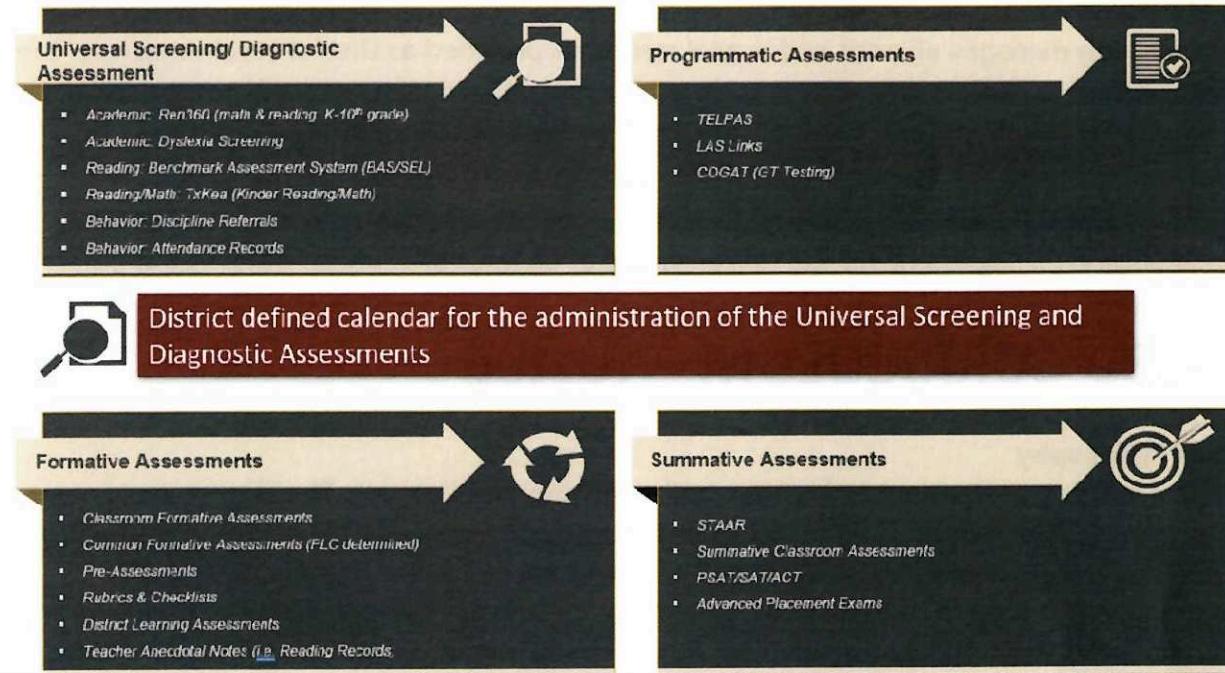
Fort Bend ISD will implement a balanced assessment framework that incorporates diagnostic, formative, summative, and programmatic assessments to collect evidence of student learning and progress using various modalities and types of assessment that demonstrate student thinking, promote student ownership of learning, and guide instructional and programmatic decisions.

- FBISD will implement a student-centered assessment system to monitor and measure student growth.
- FBISD will implement systems that enable students to own and be responsible for their learning and behavior.

Guiding Principles for Assessment:

- *A classroom teacher has the ability to make the most immediate impact on student learning through the analysis of classroom assessments (formative and summative).*
- *Assessments should be designed in a modality that allows student thinking to be visible to diagnose student understanding.*
- *Assessments should be aligned to instructional standards and be made in a variety of modalities to show evidence of student understanding and misconceptions.*
- *Assessments should be student centered and provide students with feedback on where they are in their learning and where they are going.*
- *The Professional Learning Community (PLC) should engage in assessment design to ensure alignment between instruction and assessment; calibration of proficiency; and analysis of student work to make instructional decisions based on student needs.*

To implement the assessment framework and support the guiding principles for assessment, the District assessment framework is grounded in formative assessment that includes diagnostic, classroom formative, and district formative assessments (Learning Assessments) all aligned to the content and rigor of the state standards.



Assessment Types

Diagnostic Assessment

The District has implemented the a Universal Screener, Renaissance 360 (Ren 360), an efficient and computer-adaptive screening assessment that provides teachers with preliminary student data in the

areas of math, reading, and early literacy. Screening data helps teachers determine what students already know and what they are ready to learn next, to monitor student growth, and to determine which students may need additional help or enrichment.

Teachers and administrators glean valuable information about student mastery of grade level skills as well as potential gaps in understanding. This data helps teachers plan for tiered instruction and targeted intervention and enrichment supported by the curriculum.

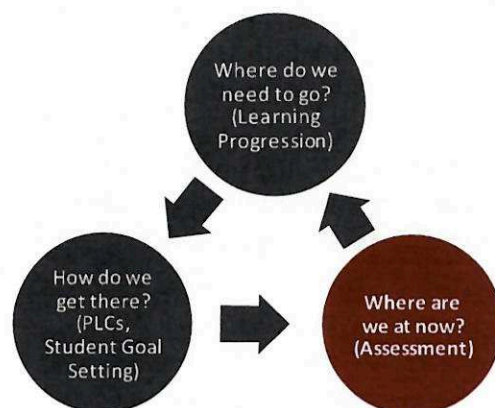
All K-6th grade students, unless exempt, complete the district approved Renaissance 360 math and reading universal screeners three times per year during the designated assessment windows as outlined in the FBISD Assessment Calendar. Students who were not successful on STAAR in grades 7-10th or students receiving special education services in grades 11 & 12 are required to take the Ren360 assessment.

In accordance with House Bill 3 requirements, each elementary campus also administers the TxKea Literacy assessment to kindergarten students at the beginning of the year. TxKea Math is provided to kindergarten students at the beginning, middle, and end of year to determine student numeracy development. In 1st and 2nd grades, the Benchmark Assessment System (BAS) assessment is administered to gather diagnostic reading data and support teachers in identifying instructional reading level information.

Formative Assessment

Classroom Formative Assessments

The varied formative assessments used throughout the curriculum align to the state standards and drive instruction to promote student growth. Additionally, the curriculum includes a common formative assessment task for each identified priority standard. Educators use the data from these assessments to make daily instructional decisions and to provide descriptive feedback to students to move them toward the shared learning target. Students know where they are in their learning process and where they are going and use this feedback to self-assess, set goals, and take ownership of their learning.



Campus Formative Assessments (CFAs)

Grade level teams, working in Professional Learning Communities (PLCs) are empowered to create common formative assessments or CFAs that can be given to all students in a given grade

level or course to determine student mastery of one or more unit standards/TEKs. PLCs should collaboratively develop these types of assessments to target current instructional content. PLC teams should analyze student performance on CFAs to make strategic instructional decisions to meet the needs of all students.

District Formative Assessment – Learning Assessments

In addition to emphasizing the use of the formative assessment cycle in the classroom, the District has created District Learning Assessments based on content that has been taught in accordance with the defined scope and sequence for each content area. The District Learning assessments are designed to measure priority standards using a similar format to the STAAR assessment by incorporating various interactive assessment question types.

The District administers learning assessments to 1st -11th grade students in various content areas including; ELA, Math, Science, and Social Studies. Grade level and content area requirements for Learning Assessment administration are outlined in the District Assessment Calendar. Learning Assessments have a narrow focus aligned to the FBISD curriculum that target critical areas of need.

The assessments are scored within the Student Data System, Eduphoria. After scoring the assessments, teachers meet in PLCs to analyze student responses and look for trends in student mastery to determine if reteaching or instructional supports are needed for specific TEKS or concepts.

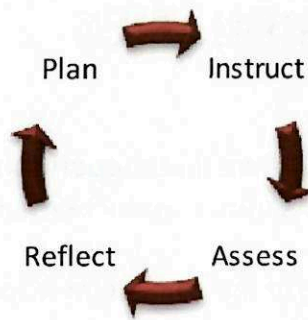
State/National Assessments

Fort Bend ISD administers the state mandated assessments STAAR and TELPAS. The Texas STAAR tests provide useful information about how much students have learned academically and how well prepared they are for what comes next. The State of Texas Assessments of Academic Readiness, or STAAR tests, ask students to answer questions that measure the knowledge and skills they need to be college and career ready. The Texas English Language Proficiency Assessment System (TELPAS) assesses the progress that limited English proficient students make in learning the English language. TELPAS assesses the four language domains: reading, writing, listening, and speaking.

Data Analysis

Protocols

In addition to the daily instructional decisions teachers make based on ongoing reflection on formative assessment data, teachers and instructional leaders collaborate regularly in PLCs to evaluate student work, reflect on individual student needs, and determine how to increase their impact on student growth in the classroom. One protocol utilized in the District is the Evidence Analysis Action (EAA) protocol, which supports teachers in analyzing student work to determine instructional next steps. See **EXHIBIT G – EAA Protocol** for an example. Teachers' daily self-reflection on the assessed curriculum and their collective inquiry within a PLC drives thoughtful instruction.



Assessing Special Populations

FBISD has implemented a system that utilizes teacher and student reflection on formative assessments to help students and teachers determine where an individual student is, where he or she is going, and how to close the gap. The ongoing process of collectively analyzing student work in PLCs provides educators with targeted evidence to direct the learning of individual students toward their specific needs. All priority standards have Learning Progressions and success criteria. Students and teachers use these progressions and success criteria to set goals and individualize instruction. Teachers are encouraged to use authentic or performance-based assessments to assess special populations effectively. The curriculum includes ideas for these assessments. The district supports teachers in using alternate methods for assessing the needs of specialized populations.

ROLES & RESPONSIBILITIES

The Board of Trustees will

- Adopt policies and review regulations that support curriculum development and revision
- Approve funding for instructional resources for teachers to utilize that align to grade level standards
- Demonstrate an understanding of the curriculum management plan and articulate how the Board supports the curriculum

The Superintendent will

- Enforce the policies of the Board of Trustees
- Support the hiring of central office staff to develop and manage the curriculum
- Recommend a budget that supports the design and implementation of the curriculum

Central Office Staff will

- Create and oversee the Curriculum Management Plan
- Provide support to campus administrators, specialists, and teachers in the implementation of curriculum on their campus
- Design and implement a long-term professional learning plan that supports the components of the curriculum

Principals will

- Monitor the implementation of the district curriculum, including instructional best practices, on a regular basis
- Provide job embedded professional learning opportunities that improves curriculum delivery and student ownership of learning
- Communicate to various stakeholders the role of curriculum and how effective implementation is essential for student success

Teachers will

- Design and implement differentiated high quality lessons aligned to the curriculum
- Utilize a variety of data, including formative assessment data, to provide feedback to facilitate student ownership of learning
- Collaborate in professional learning communities to enhance classroom instruction

Students will

- Become owners of their learning through goal setting and aspiring to accomplish the FBISD Profile of a Graduate attributes
- Be active participants in the learning process
- Recognize how their behavior impacts their learning and the learning of others

Parents will

- Collaborate with teachers and administrators to establish high expectations of learning

- Establish and maintain a positive attitude regarding their child's campus, teachers, and administrators
- Make every effort to address the needs of their child, including physical, emotional, and health care needs

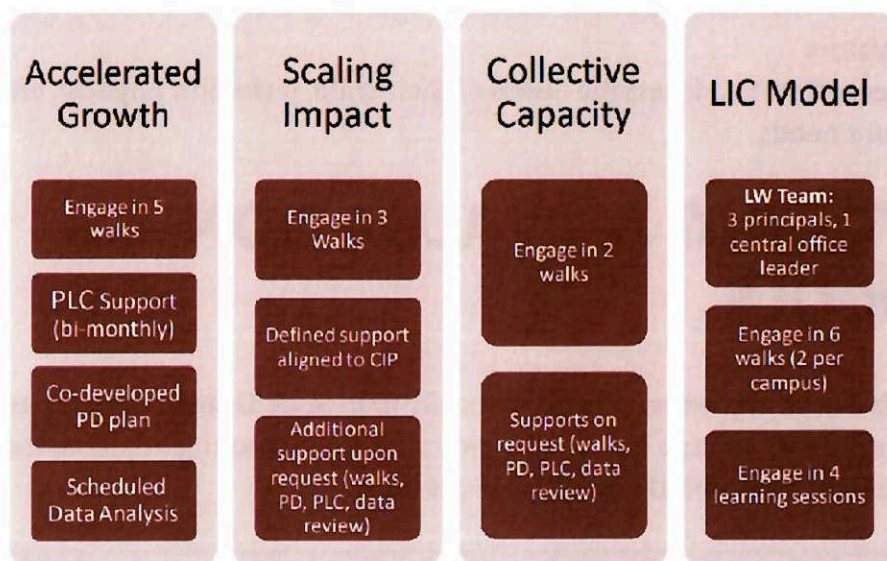
MONITORING & EVALUATION PROTOCOLS

Monitoring tools will be implemented systematically to include District, campus, and individual teacher opportunities to engage in learning protocols for measuring implementation of the written curriculum and identified instructional priorities.

Examples of Monitoring Tools		
Monitoring Tool (cycle)	Use of Tool	Purpose
Learning Walk – District walk-through <i>(minimum – 2 times per year; number of walks varies based on identified campus distinction)</i>	Academic Affairs, Organizational Development Department, Department of School Leadership, Campus Leaders, Teachers	Collaborative monitoring tool to monitor curriculum alignment, instructional model implementation, and instructional practices
Implementation Walks <i>(Monthly)</i>	Campus Based Tool, Learning Walk tool, other identified observation protocol	Focused walk-throughs to evaluate the curriculum implementation
T- TESS <i>(according to TEA Commissioner's rules)</i>	Administrators	Teacher Evaluation
Observation & Feedback Protocols <i>(identified by need, and to support lab classroom development)</i>	Curriculum Leaders, Department of School Leadership, Administrators Instructional Coaches, Teachers	Protocols designed to provide feedback on instructional practice related to identified instructional priorities

Learning Walks

District and campus representatives work together on Learning Walks to conduct campus based instructional walk-throughs. Each campus administrator selects an instructional focus aligned to the learning walk tool (clarity, feedback, goal setting & revision) and the walk-through teams gather evidence of teacher and student behaviors as they relate to the focus. Learning Walks follow a coaching cycle; whereby campuses identify a focus area, conduct walk-throughs in classrooms, examine evidence for patterns and areas needing improvement, and create a support plan to assist the campus with identified needs. The number of learning walks conducted on a campus is determined based on the distinction level of the campus. This distinction level is determined based on student data, curriculum implementation data, and principal choice. The distinction levels are described below.



The Learning Walk rubric was designed to monitor the alignment to the curriculum, TEKS rigor, and instructional model along with identifying the implementation of instructional best practices along a continuum of practice. The current Learning Walk tool can be accessed in [Exhibit H](#).

The process for Learning Walks is defined in the graphic below:



Each walk-through team member inputs classroom observation data into a Microsoft survey, to compile the data to support discussions at the campus and District levels. Learning Walk teams discuss observational data, evidence, and quantitative trend data using a feedback protocol. This protocol can be accessed in [Exhibit I](#).

The Teaching and Learning Division uses learning walk data trends to plan professional learning support for teachers and administrators, as well as determine revisions and additions to the current curriculum. The learning walk cycle allows for continued access to campuses and classrooms to measure the implementation of the FBISD curriculum. Data that shows non-alignment provides administrators and District personnel with information to analyze the root cause of poor implementation.

Implementation Walks

Campus administrators employ a systematic approach to monitor instruction and provide feedback through evidence based discussions. Campus leaders have the option to develop their own tools, use the learning walk tool, or select an observation tool that the Teaching and Learning Division has developed.

T-TESS

The Texas Teacher Evaluation and Support System (T-TESS) is a system designed by educators to support teachers in their professional growth. T-TESS includes three components:

- Educator goal setting and professional development plan
- Evaluation cycle (including: pre-conference, observation, post – conference)
- Student growth measure

FBISD campus administrators are certified evaluators in T-TESS. During the 2023-24 school year, teachers in FBISD had the option to submit a waiver for T-TESS evaluation. Teachers eligible for waiver are outlined in **Policy DNA (LOCAL)**.

Observation Protocols

Beyond walk-throughs, classroom or content area focused observation protocols are available for use to provide specific feedback related to instructional practice. Examples of these tools are:

- Guided Observation Protocol
- Balanced Literacy Observation Tool

Feedback Protocols

Schoolology Teacher Survey: The District receives feedback on teacher perceptions and use of the curriculum components multiple times each year during the collection of a curriculum feedback survey. This provides information to guide curriculum revision, teacher support, and District messaging around the curriculum.

Let's Talk Platform: Fort Bend ISD also utilizes the Let's Talk platform internally for teachers and administrators, to post questions and concerns and receive feedback from District personnel.

Teacher focus groups: The District will create teacher focus groups to receive specific feedback upon the creation of new curriculum. The feedback in these groups is very targeted based on newly designed curriculum.

PROFESSIONAL LEARNING PLAN

Overview

Fort Bend ISD provides professional learning through various avenues to support the implementation of the curriculum and instructional best practices. Professional learning experiences can take the form of face-to-face, blended, and online learning experiences. Teachers and leaders participate in a job embedded professional learning path(s), which promote ongoing and relevant learning experiences to support implementation.

Teacher Professional Learning

The State of Texas requires classroom teachers to complete 150 clock hours of continuing professional education every five years and educators who hold a professional certificate are required to complete 200 hours of continuing professional education every five years.

All teachers in FBISD are required annually to complete a set number of hours in professional learning during the summer. Each year the professional learning plans are developed in collaboration with District level content area experts and communicated through the Organizational Development Department. The professional learning plans are developed based on the job role of the teacher. These required professional learning hours are built into the teacher's annual salary and employment contract. Failure to complete the professional learning plan assigned to the teacher can result in the teacher receiving a non-compliance memorandum, a leave and/or pay adjustment, and a lower rating in T-TESS Domain 4: Professional Practices and Responsibilities Domain.

Required summer professional learning is also supported by ongoing professional learning opportunities that support the implementation of a student-centered curriculum. These learning experiences occur through four primary modes of job embedded support:

- Blended Learning
- Peer Observation
- Instructional Coaching
- Professional Learning Communities

Teacher leaders, District administrators, and campus administrators participate in ongoing professional learning throughout the year to promote and sustain implementation.

Professional Learning Planning Cycle

Timeline & Implementation Stages

The graphic below shows the stages of planning and implementation of professional learning to support implementation of curriculum and instructional priorities.



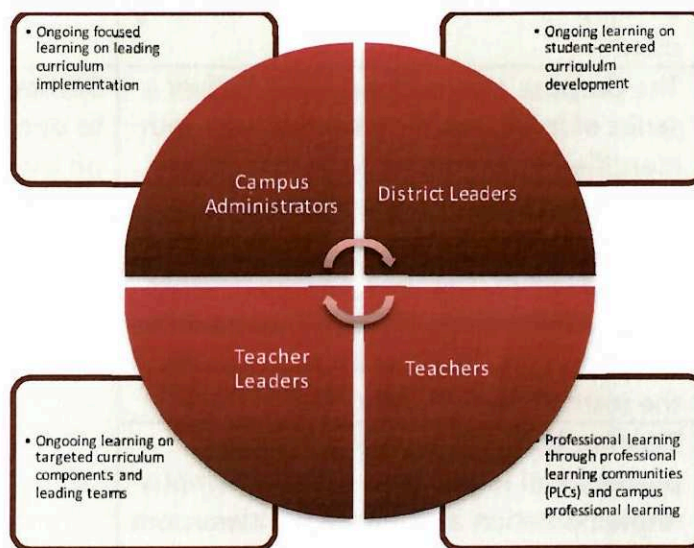
The chart below details the purpose and timeline for each stage.

Professional Learning Planning Cycle Timeline		
Implementation Stage	Definition/Purpose	Timeline
Planning	The purpose of the planning stage is to engage in data analysis, identify goals and student outcomes to drive the development of the professional learning plan.	11 months prior to launch an instructional priority
Launch	The purpose of the launch is to deliver a series of initial learning experiences with identified stakeholders to communicate common messaging specific to instructional priorities.	Between three months to one year depending on the instructional priority
Leadership Development <i>Goal: build capacity at all levels of the organization to support implementation</i>	Central Office/Campus Administrators engage in ongoing professional learning to support and lead the implementation of the instructional priority.	Ongoing throughout implementation
	Teacher leaders engage in ongoing professional learning to support campus implementation and create lab classroom environments to model instructional practices.	
	Campus support leaders engage in ongoing professional learning to promote common messaging and utilize campus structures to build capacity in teachers.	
Job Embedded Supports <i>Goal: to provide ongoing, differentiated professional learning for teachers</i>	Blended Learning – provides flexibility to reinforce, sustain, or extend learning.	Ongoing throughout implementation
	Peer Observation – topic based guided observations to promote teacher reflective practice.	
	Instructional Coaching – campus based coaching cycle that includes support for planning, observations/modeling, and reflection.	
	Professional Learning Community Protocols – protocols designed to facilitate learning, planning instruction, and data review.	
Continuous improvement cycle	The process of evaluation is to formatively monitor, gather evidence of the fidelity of implementation, provide continuous	Ongoing throughout implementation

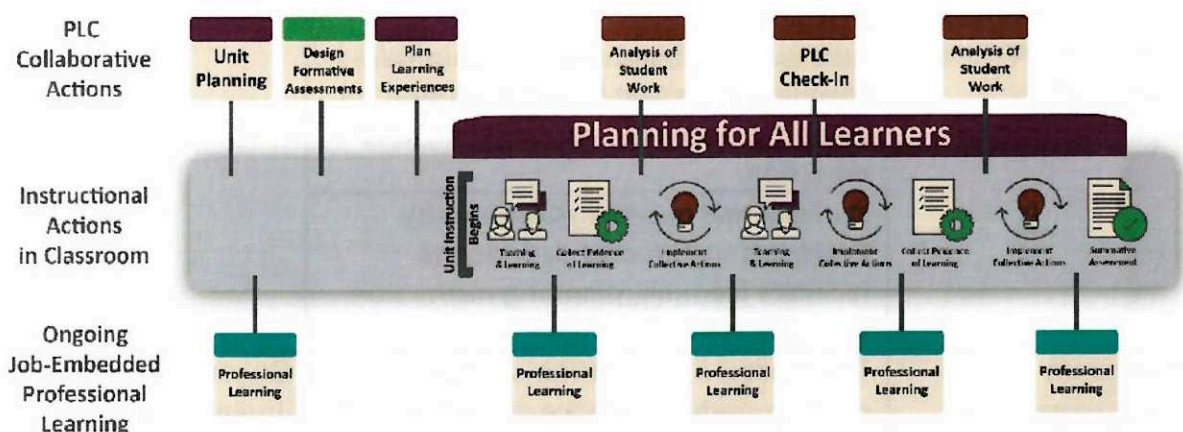
	feedback, and adjust support to refine practice.	
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Multi – Tiered Approach

Supporting the implementation of the curriculum requires a multi-tiered approach to professional learning that includes various stakeholders at different levels of implementation. Fort Bend ISD utilizes professional learning opportunities with stakeholder groups to communicate similar learning experiences and messaging so all stakeholders are learning about targeted curriculum components at the same time to support implementation.



Fort Bend ISD has implemented professional learning communities to establish communities of learners on each campus to support the use of instructional planning, instructional best practices, and analysis of student work. Professional learning communities meet on a regular basis on campuses and focus on learning and planning that promotes student-centered instruction, student ownership of learning, and formative assessment practices. The graphic below shows the high leverage PLC actions that support effective instruction.



Leadership Development

Leadership development ensures that central office leaders, campus and teacher leaders, along with all instructional staff in FBISD receive targeted, intentional, professional learning designed to support the fidelity of curriculum implementation and support for defined instructional priorities. This graphic provides a visual of the venues that promote learning for all leaders.



Teacher Leadership

Fort Bend ISD has created a teacher leadership model that supports the implementation of the written curriculum through a combination of district, campus, and department leadership roles.

District Level Leadership			Campus Based Leadership		Department Leadership	
Curriculum Writer	Professional Learning Presenter	Instructional Cadre	Focused Teacher Support	Focused Student Support	Teacher Leader – PLC Team Leader	Teacher Leader – Dept. Head
Identified via application	Identified via teacher cadre, teacher leader role, or application	Identified via application	Campus principal designates	Campus Principal designates	Campus principal designates	Campus principal designates

The teacher leadership roles are evident at all levels to assist with implementation of the curriculum, integration of technology, and instructional best practices to build capacity and ownership at the campus level. Teacher leadership groups take on various forms with different priorities. Professional learning for these groups is ongoing throughout the school year with all learning experiences developed to focus on the learning targets for each year of implementation.

Teacher Leadership Opportunities		
District Leadership	Level	Role
Curriculum Writer	All levels	Curriculum writers engage in the development of curriculum units and all designated components. They solicit and act on feedback from peers to ensure a viable curriculum.
Professional Learning Presenter	All levels	Professional Learning presenters develop and present professional learning to teachers to promote implementation of the curriculum and instructional best practices.
Instructional Cadre	All levels	Cadres are groups of teachers who elect to participate in targeted professional learning centered on specific content

		knowledge support and instructional model. Teachers participating in the cadres experience professional learning and coaching to aid in implementation. Cadre teachers also set up a lab classroom environment to welcome other teachers to observe the practice.
Department Leadership Job Roles		
Department Leadership	Level	Role
Department Head	MS/HS	Department Heads organize and provide instructional leadership in each core content area and World Languages. Department Heads attend professional learning to support leadership of a department based on content areas.
Team Leader	All campuses	A classroom teacher from each grade level team serves as a facilitator of PLCs and receives specific training related to District messaging and learning. Team Leaders may serve on campus instructional leadership teams.
Campus Based Leadership		
Focused Teacher Support	Level	Role
Instructional Coach (Title 1 campuses)	ES/MS/HS	Instructional Coaches specialize in providing ongoing job embedded professional learning to teachers through professional learning experiences, facilitating professional learning communities (PLCs), and in-classroom coaching. Instructional coaches specialize in mathematics or literacy.
Focused Student Support	Level	Role
Literacy Intervention Teacher	All ES Identified MS	Literacy Intervention Teachers specialize in providing Tier II and Tier III intervention to students during the school day. These teachers receive specialized professional learning related to literacy instruction.
Math Specialist/ Interventionist	All ES	Math Specialists/Interventionists provide Tier II and Tier III intervention to students during the school day. These teachers receive specialized professional learning related to math instruction.
EL Specialist	All ES Identified Sec. campuses	EL Specialists provide job embedded support to teachers by modeling language acquisition strategies in classrooms and with teachers during PLCs. These teachers received specialized professional learning related to the ESL program and support of ELLs.
ESL Lead Teacher	MS/HS only	A classroom teacher provides support to EBs through classroom instruction and push in support. ESL Lead Teachers attend professional learning on research based best practices for sheltered instruction and supporting the ESL program at the secondary level.

BUDGET

Process

The FBISD budget process will ensure that District instructional goals and priorities for the development and delivery of curriculum are included in the District budget. Funding priorities for the Teaching and Learning Department will be determined and aligned with the FBISD Curriculum Management Plan and identified curriculum priorities. Identified curriculum supports and professional learning needs will be included as part of the creation of the Teaching and Learning budget. FBISD's identified budget decision making process will determine any reductions or necessary increases in the Teaching and Learning budget. All budgeting decisions will reflect costs supported by the District's curriculum and instruction needs, as well as legal requirements for course and program delivery and district priorities.

Funding Sources

A variety of funding sources align to support the identified instructional priorities in Teaching and Learning. The chart below shows the budget, allocation supports, and budget process owners for each budget source. Budget allocations are determined on a yearly basis in conjunction with the process owner. ESSA Guidelines govern all Title budget allocations.

Budget Source	Allocation Supports	Process Owner
199	Supports the implementation of the District Curriculum and instructional priorities.	Budget & Finance Division
Title 1 – District	Supplements District level efforts to promote positive student outcomes at Title I campuses.	Accountability, Assessment, and Compliance Division
Title 2	Supplements identified professional learning.	Organizational Development Division
Title 3	Supplements identified priorities for English Language Learners.	Multilingual Department
Title 4	Supplements programming, professional learning, and student opportunities to develop the whole child, promote college and career readiness, STEM programming, and school safety.	SEL Division
Grant Funds	Each year, Teaching and Learning collaborates with the Strategic Planning Division to identify and pursue grants to support innovations in teaching and learning.	Collaboration – Teaching and Learning, Strategic Planning

EXHIBIT A – Priority Standards

Priority Standards Assessment Matrix

[illegible]

EXHIBIT B – Unpacked Document

Unpacking for Success™

1) Research Standard(s): Use this box for notes	
2) Determine the Skills & Concepts	
Skills (verbs)	Concepts (nouns)
3) DOK (Depth of Knowledge) - Rigor & Rationale	
4) Learning Progressions (grade expectations above and below this grade)	
5) Relevance & Big Idea	
Essential Question	Big Idea

Relevant Products / Performances
6) Develop Key Competencies (<i>standards based</i>)
I can...

EXHIBIT C – Core Unit Organizer

Course	
Unit Title	

UNIT OVERVIEW

Essential Question(s)	Big Idea(s)
The essential question frames a unit of study as it sparks inquiry uncovering what will be learned.	The big idea uncovers what students will discover and learn in the unit. They anchor all the smaller, isolated facts together in a unit.

GRADE LEVEL STANDARDS AND STUDENT EXPECTATIONS		
Priority Standard	Important Standard	Integrated Standard
<ul style="list-style-type: none"> Essential to the learning assessed in the unit May be present in multiple grade levels Leverage – taught across content areas Endurance – life skills Readiness – needed in order to be successful in future grade level learning <p>Students must have mastery of this standard within this grade level in order to have conceptual development prior to the next grade level's content</p> <p><Insert Standard and DOK Level Here></p> <p><Insert Standard and DOK Level Here></p>	<p>Must be taught explicitly either in this unit or in a previous unit</p> <p>Similar to supporting standard as defined by TEA – explicitly taught, content standard that supports mastery of the priority standard and/or larger concept or idea</p>	<p>Integrate with priority standard and must be taught</p> <p>Process or skill standards that are typically reinforced within multiple units of instruction as it is more universal in nature</p>

Standard Boundaries/Vertical Alignment		
Grade Level Below	On Grade Level Proficiency	Grade Level Above
	This column outlines the concepts and/or skills (derived from the standards) that represent grade level proficiency.	

Misconceptions	
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Recurring Themes & Concepts (RTCs) – Science Only

ENGLISH LANGUAGE PROFICIENCY STANDARDS AND STUDENT EXPECTATIONS*				
Learning Strategies	Listening	Speaking	Reading	Writing
The EB student uses language learning strategies to develop an awareness of his or her own learning processes in all content areas.	The EB student listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas.	The EB student speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas.	The EB student reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas.	The EB student writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas.

*The English language proficiency standards (ELPS) are to be implemented as an integral part of each subject in the required curriculum if emergent bilingual (EB) students are in that classroom/course.

TRAJECTORY OF THE CONCEPTS	
Beginning of Unit	End of Unit
A trajectory of the concepts is a compilation of content topics to be taught in a particular sequence that build upon one another and lead to uncovering the answers to essential questions and big ideas for the unit. It should detail the big ideas captured in an on-level pathway from the beginning to the end of the unit.	

Concept 1...			

EXHIBIT D – TEA TEKS Revision Timeline

TEKS and Instructional Materials Review and Adoption Schedule

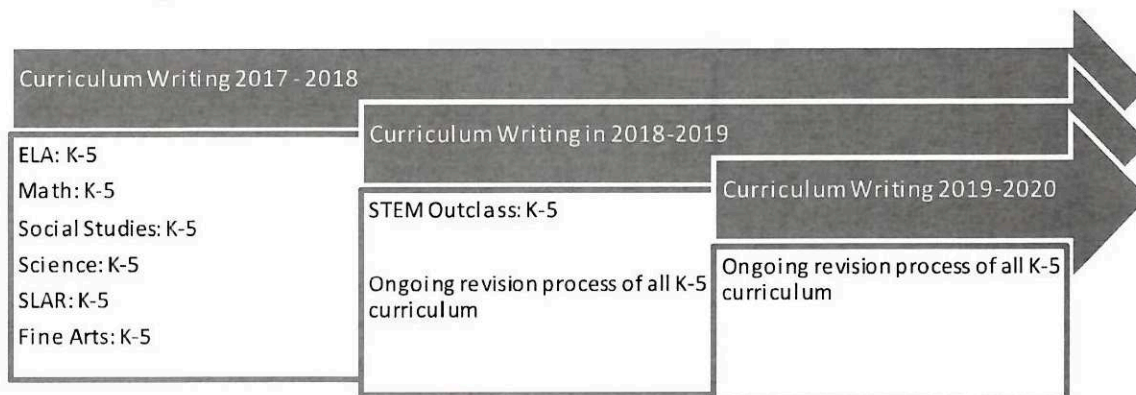
Subject	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-2031
*E & S Language Arts and Reading	K-8 TEKS and IM Implemented 113 IM Adopted	HS TEKS and IM Implemented						TEKS** Reviewed	Revised TEKS** Adopted Issue Proc. 2020	K-8 IM Reviewed	K-8 IM Adopted	K-8 TEKS and IM Implemented 113** IM Reviewed
	TEKS HS Reviewed	Revised HS TEKS Adopted K-8 TEKS Reviewed Issue Proc. 2024	IM Reviewed	IM Adopted	Revised TEKS and IM Implemented							
*Science	Streamlined HS and HS TEKS Implemented	Streamlined K-5 TEKS Implemented	TEKS Reviewed	Revised TEKS Adopted Issue Proc. 2025	IM Reviewed	IM Adopted	Revised TEKS and IM Implemented					
*Math				TEKS Reviewed	Revised TEKS Adopted Issue Proc. 2026	IM Reviewed	IM Adopted	Revised TEKS and IM Implemented				
*Fine Arts					TEKS Reviewed	Revised TEKS Adopted Issue Proc. 2027	IM Reviewed	IM Adopted	Revised TEKS and IM Implemented			
Health/PE	TEKS Reviewed Issue Proc. 2022	Revised TEKS Adopted IM Reviewed	IM Adopted	Revised TEKS and IM Implemented								
Tech Apps		K-8 TEKS Reviewed	K-8 Revised TEKS Adopted Issue Proc. 2024	IM Reviewed	IM Adopted	Revised K-8 TEKS and IM Implemented						
LOTE							TEKS Reviewed	Revised TEKS Adopted Issue Proc. 2029	IM Reviewed	IM Adopted	Revised TEKS and IM Implemented	
Other	Pre-K Systems Reviewed	Pre-K Systems Adopted	ELPS Adopted Pre-K Systems Implemented								ELPS Reviewed	

* Including CTE courses as appropriate

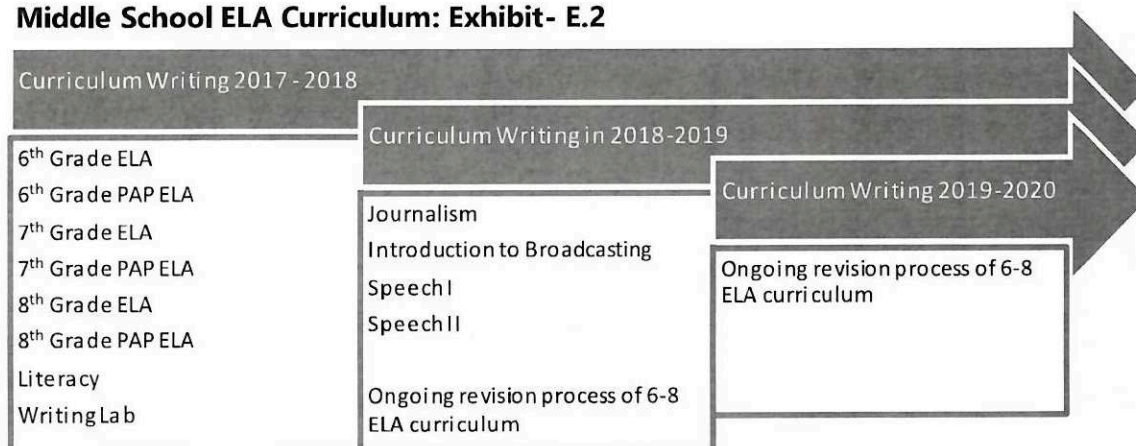
** Including other High school English courses

EXHIBIT E –Student Centered Curriculum Development Schedules

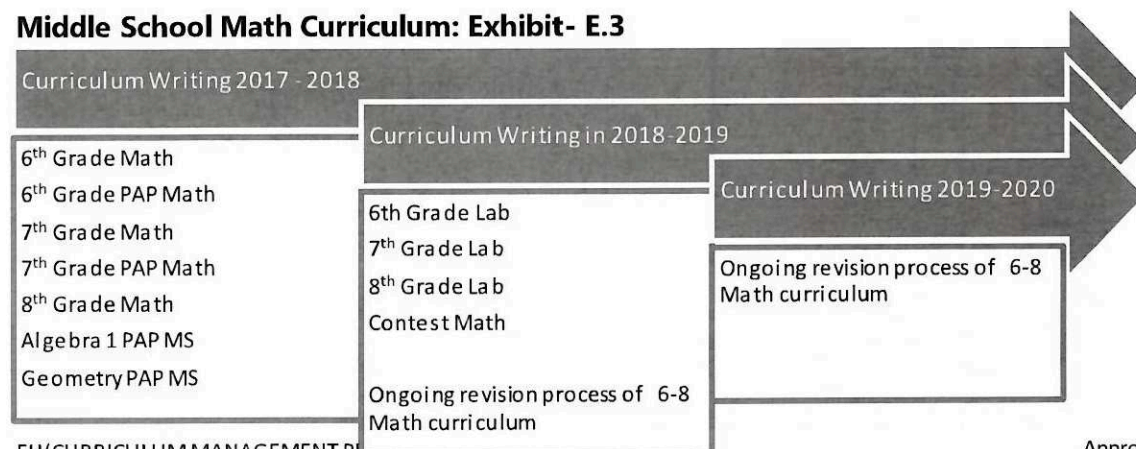
Elementary Curriculum: Exhibit- E.1



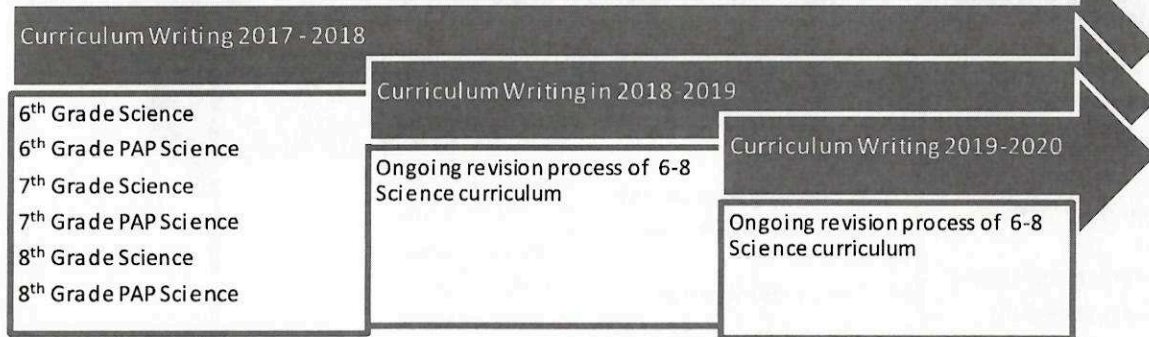
Middle School ELA Curriculum: Exhibit- E.2



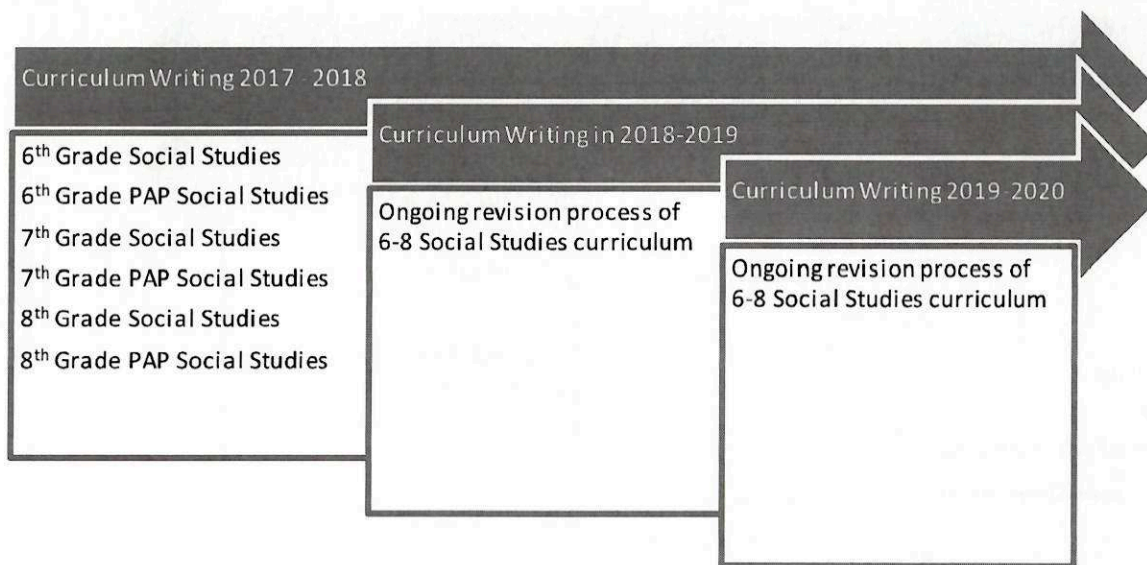
Middle School Math Curriculum: Exhibit- E.3



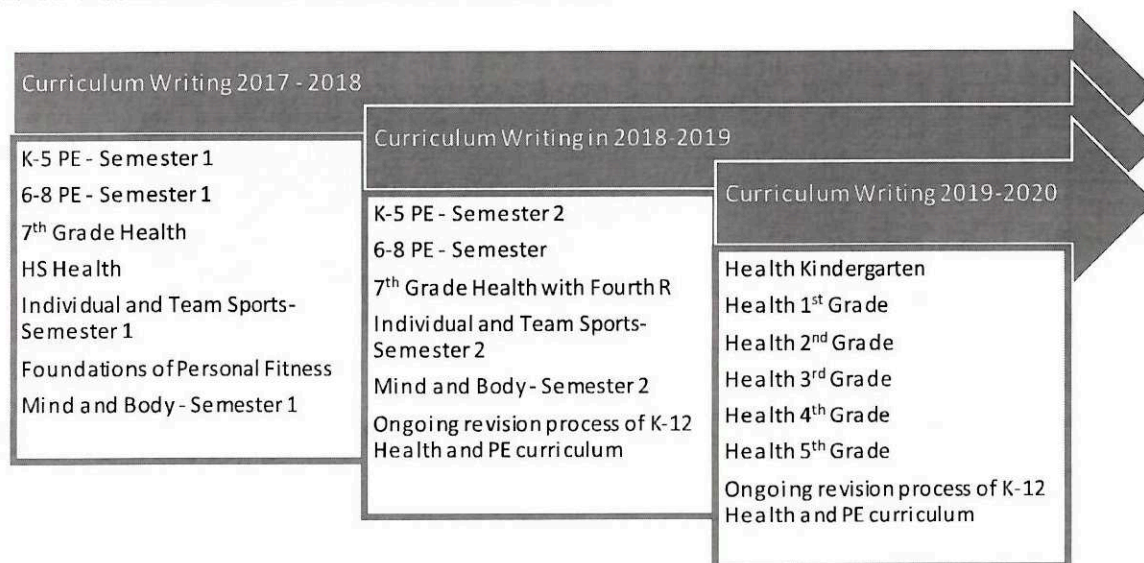
Middle School Science Curriculum: Exhibit- E.4



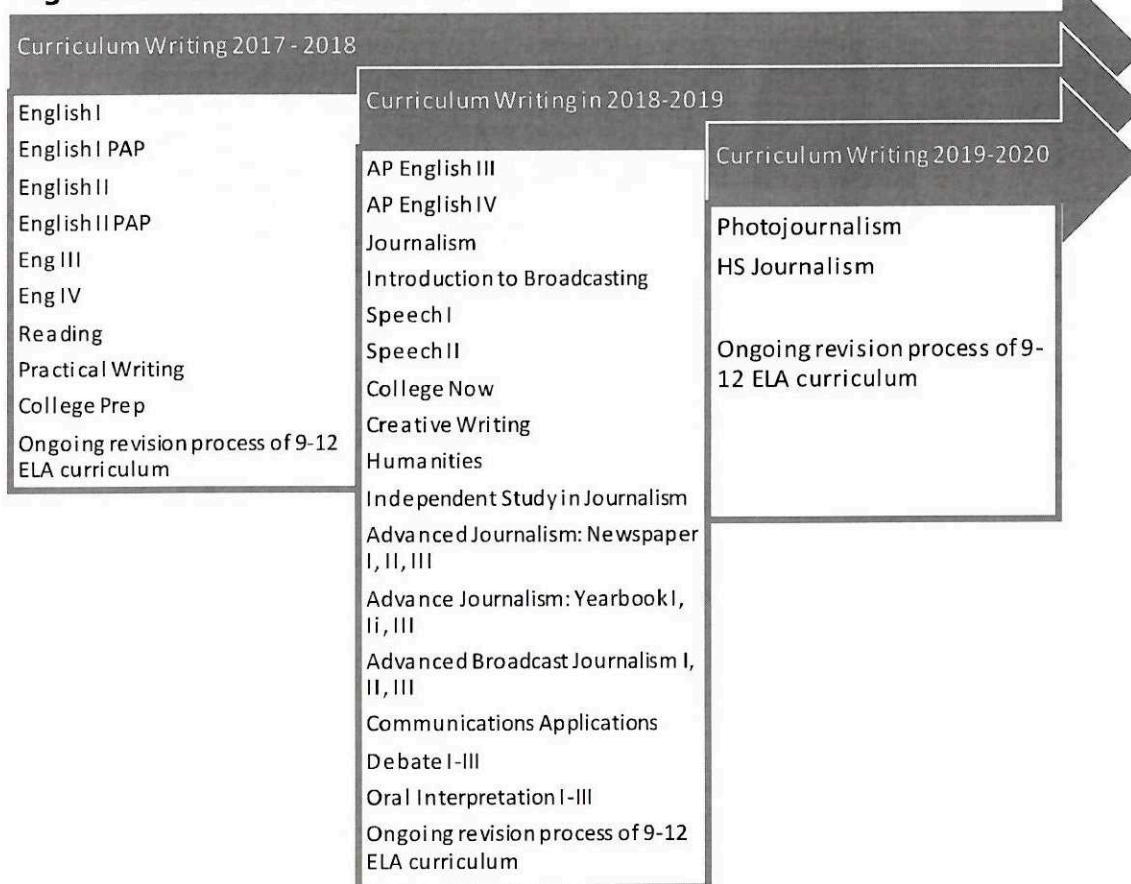
Middle School Social Studies Curriculum: Exhibit- E.5



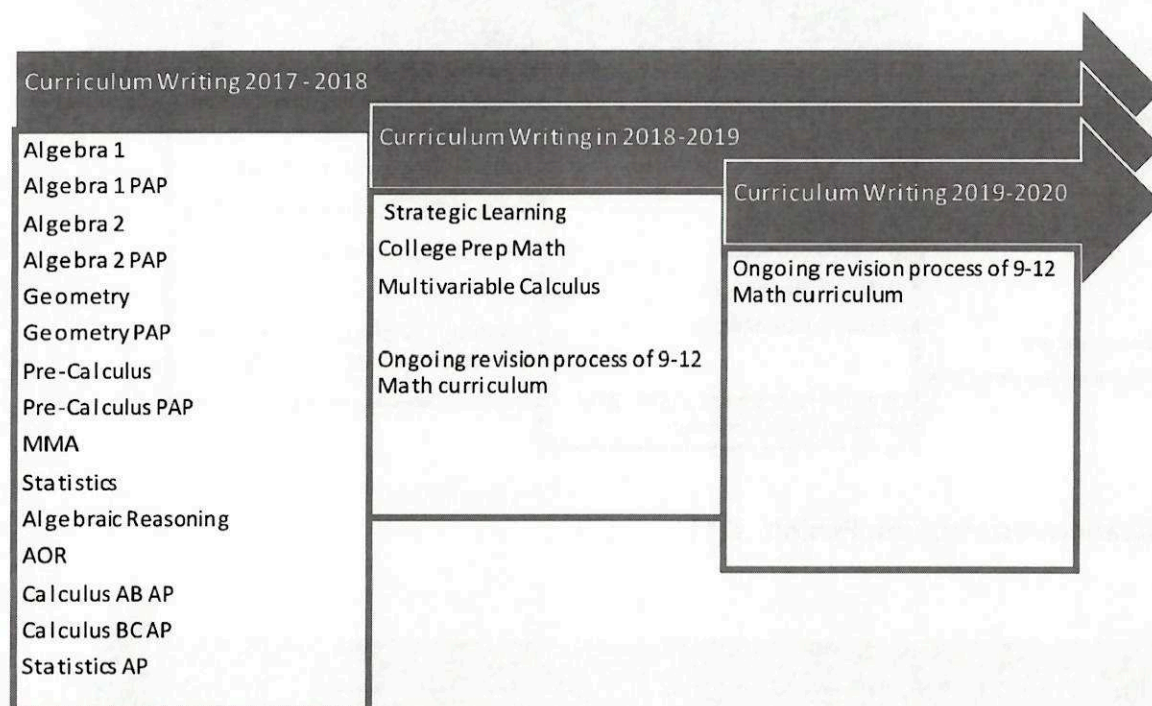
K-12 Health and PE Curriculum: Exhibit- E.6



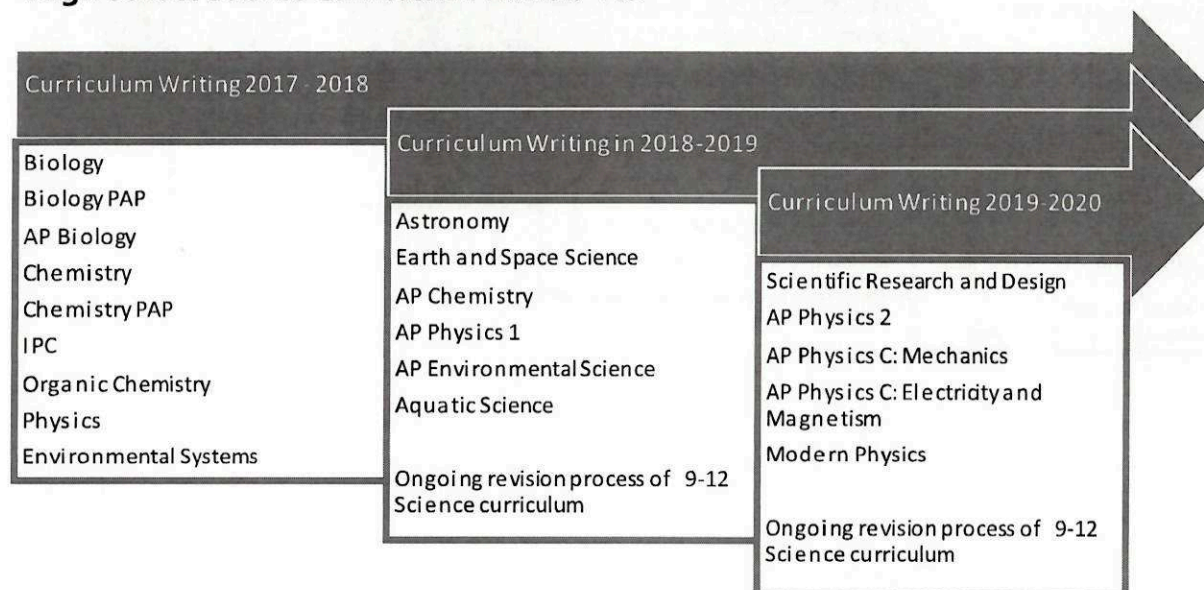
High School ELA Curriculum: Exhibit- E.7



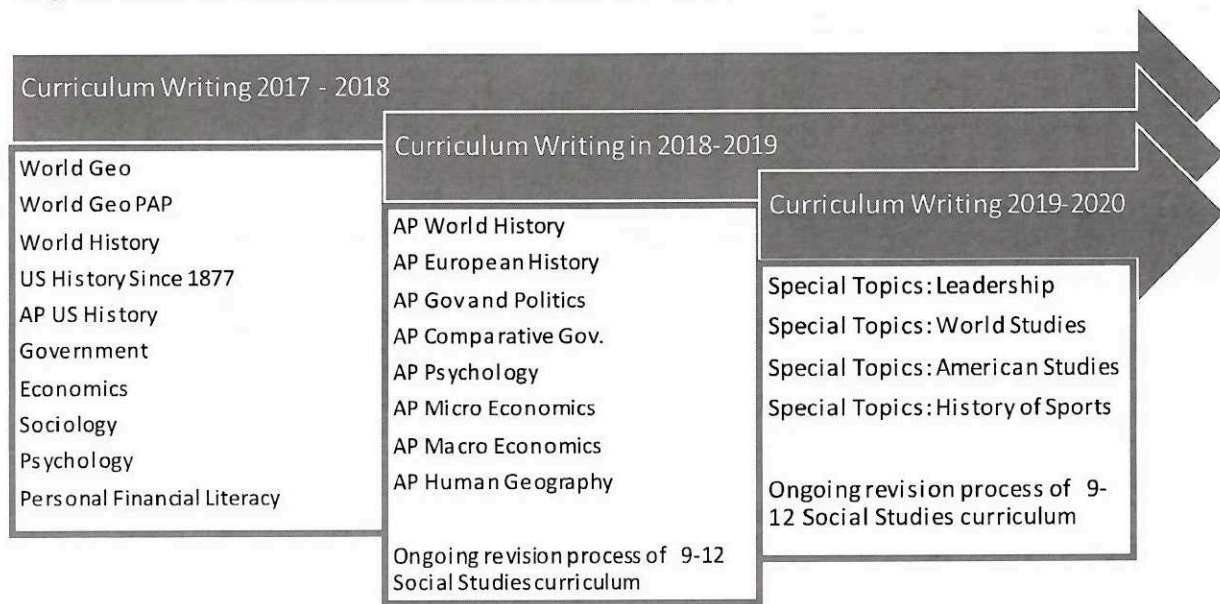
High School Math Curriculum: Exhibit- E.8



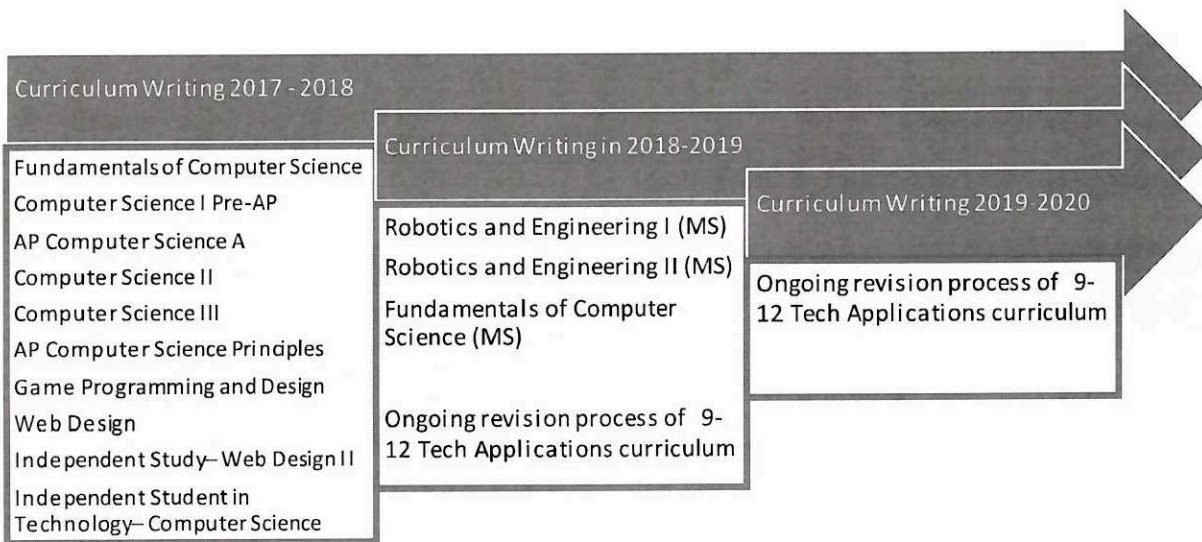
High School Science Curriculum: Exhibit- E.9



High School Social Studies Curriculum: Exhibit- E.10



Tech Applications Curriculum: Exhibit- E.11



World Language Curriculum: Exhibit- E.12

Curriculum Writing 2017 - 2018		
Spanish IA Spanish IB Spanish for Spanish Speakers Spanish I - III Spanish III PAP French I - III French III PAP German I & II ASL I - III	Curriculum Writing in 2018 - 2019	Curriculum Writing 2019-2020
	Spanish IV AP Language and Culture Spanish V AP Literature and Culture French IV AP Language and Culture German III on-level German III pre-AP German IV AP Language and Culture Japanese I - III Japanese III PAP Chinese I - III Chinese III PAP Latin I & III Ongoing revision process of 9-12 World Language curriculum	Chinese IV AP Language and Culture Japanese IV AP Language and Culture Latin III pre-AP Latin IV AP Ongoing revision process of 9-12 World Language curriculum

Secondary CTE Curriculum: Exhibit- E.13

Curriculum Writing 2017 - 2018		
Career Investigation Principles of Ag, Food and Natural Resources Livestock Production Wildlife Floral Design Principles of Construction Principles of Law and Public Safety Principles of Business, Marketing and Finance Business Information Management Touch System Data Entry Business Law Digital Media Professional Communications Introduction to Engineering Design Principles of Engineering Principles of Health Science Medical Terminology Principles of Human Services Gateway to Technology	Curriculum Writing in 2018 - 2019	Curriculum Writing 2019-2020
	Health Science Theory + Clinical Anatomy and Physiology Law Enforcement I Forensic Science Human Growth and Development Lifetime Nutrition and Wellness AV Production + Lab Principles of Architecture Architectural Design Securities and Investments Accounting Fashion Design Hospitality Services - DC Culinary Arts - DC Welding I - DC Global Business Entrepreneurship Cosmetology I Advertising Sports and Entertainment Marketing Graphic Design and Illustration Transportation I - DC Practicum in Business	Medical Microbiology Pathophysiology Law Enforcement II Court Systems and Practices - DC Architectural Design II Interior Design I Hotel Management - DC Restaurant Management - DC Advanced Culinary Arts - DC Welding II - DC Instructional Practices - DC HVAC - DC Plumbing Technology - DC Electrical Technology - DC Digital Audio Technology - DC Pharmacology - DC Cosmetology II Child Guidance Networking - DC Transportation II - DC

Secondary Fine Arts Curriculum: Exhibit- E.14

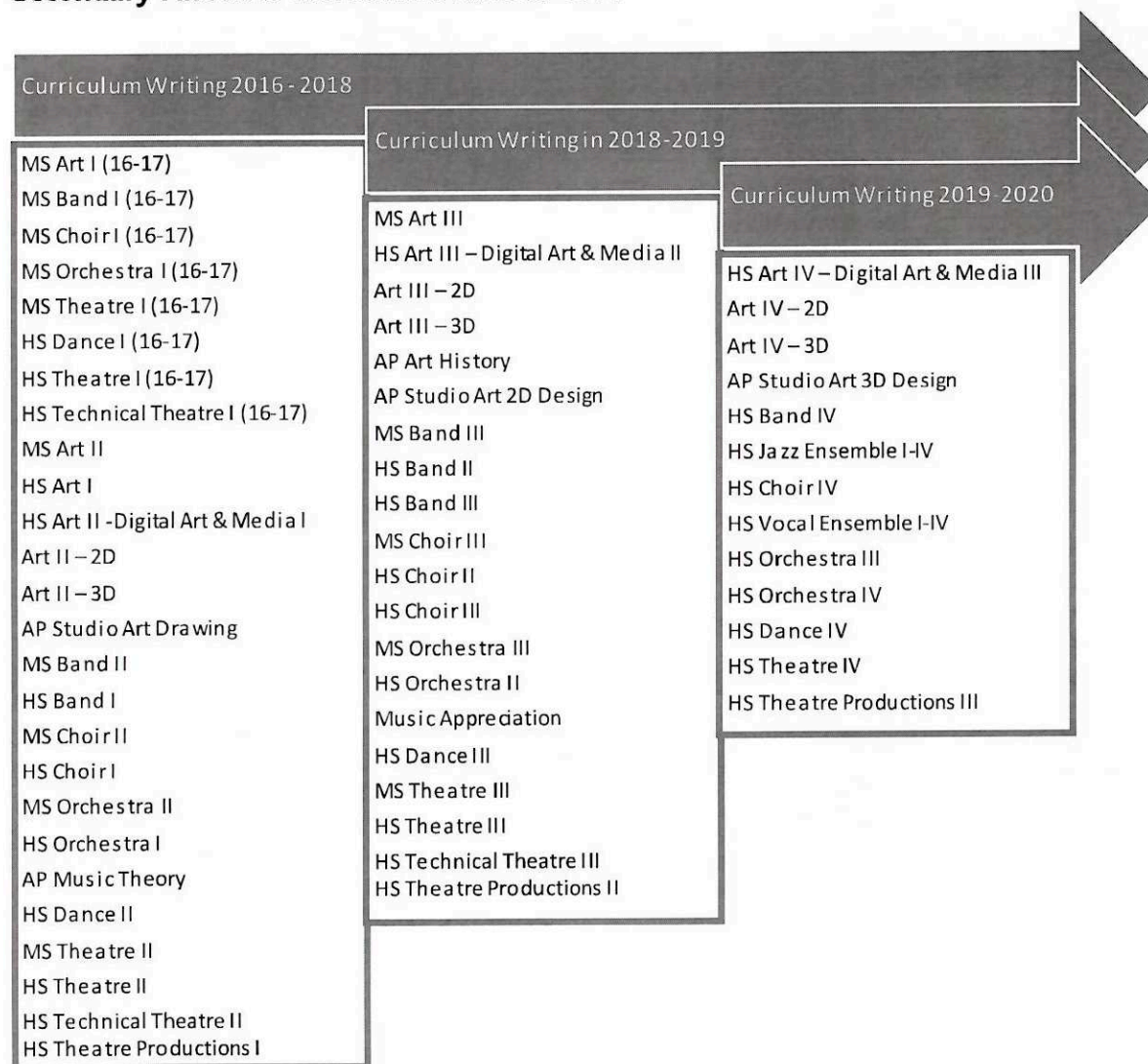
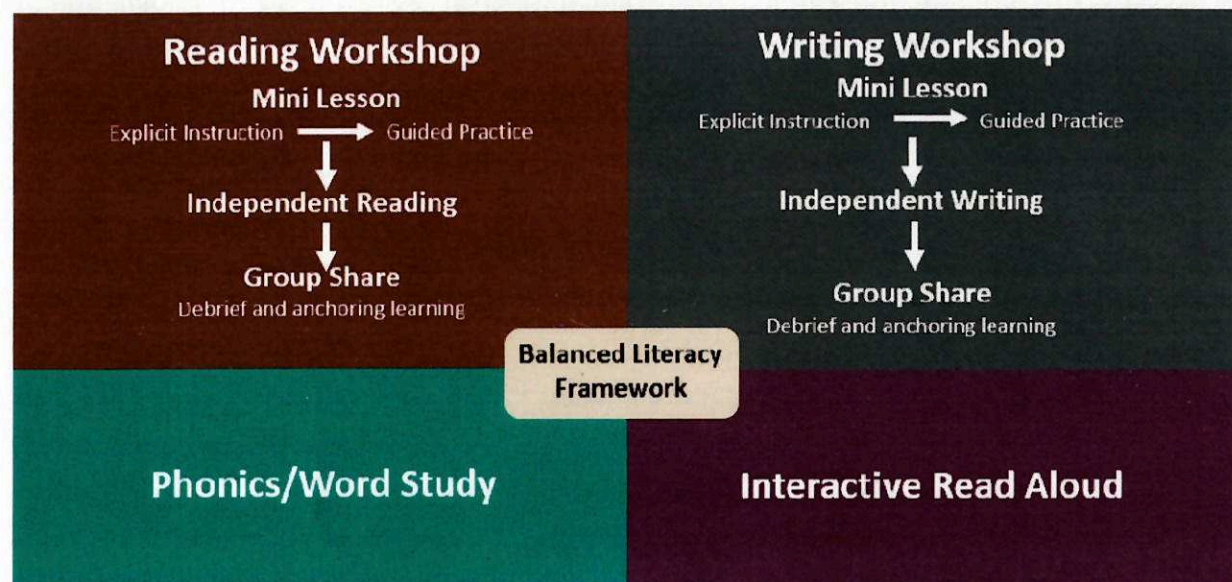


EXHIBIT F – Instructional Models

English Language Arts

Reading and Writing Workshop have a similar structure and follow the workshop model, which incorporates gradual release. The reading/writing workshop approach allows teachers to reach all students at their level of proficiency. There are 3 phases in the workshop approach: the mini-lesson, guided practice, and independent practice. The mini-lesson involves the teacher teaching TO the students. Guided practice involves the teacher teaching WITH the students. Independent practice involves students doing BY themselves.

Reading and Writing Approach



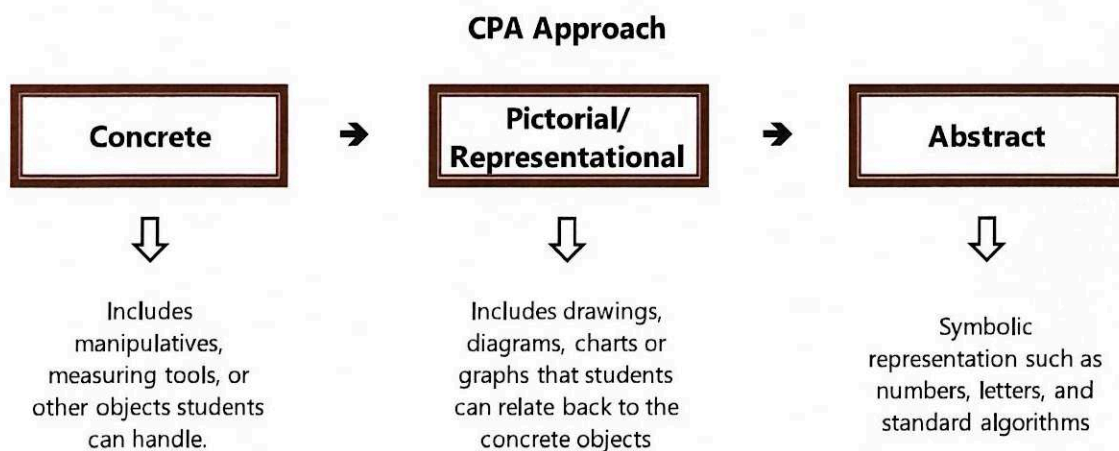
After the reading mini lesson, students transition to independent reading. Students should spend time reading self selected texts *every day* and engage in a variety of text based learning experiences. Students may meet with the teacher in a small group or conference, work with others in book clubs, talk about reading, and write about reading. Students should engage in each of these authentic experiences across a week.

After the writing mini lesson, students transition to independent writing. Students should spend time writing *every day* and engage in a variety of learning experiences that grow students as writers. Students may meet with the teacher in a small group or conference, work with a peer to provide feedback on their writing, and work on other writing pieces of their choosing. Students should engage in each of these authentic experiences across a week.



Mathematics

The potential for student learning and mastery of the content is high when instruction is purposefully sequenced and scaffolded. The Concrete-Pictorial-Abstract (CPA) approach is a research-based, gradual and systematic approach in which each stage builds on the previous stage. The act of “doing” forms the concrete stage and involves physical manipulation of objects to solve a problem. The “seeing” component involves visual representation of mathematical concepts and problems and forms the pictorial stage. The final component is the abstract or “symbolic” stage and uses only symbols and numbers to represent concepts and mathematical relationships. Developing strong conceptual understanding of mathematical concepts requires purposeful integration of these representations. Real world applications and integration of the process standards promote true learning of skills and ensure successful transfer of knowledge in future problem-solving situations.



Elementary Math Lesson Cycles

Shared Experience & Learning Stations			Shared Experiences		Mini-Lesson	
10 minutes	Number Sense Routine		10 minutes	Number Sense Routine	10 minutes	Number Sense Routine
35 minutes	Shared Experience		35 minutes	Shared Experience	15 minutes	Mini-Lesson
35 minutes	Guided Math	Learning Stations	35 minutes	Shared Experience	55 minutes	Guided Math Learning Stations
10 minutes	Math Huddle Closure		10 minutes	Math Huddle Closure	10 minutes	Math Huddle Closure

Secondary Math Lesson Cycle, Grade 8 and High School

Lesson Components	Sample Activities	Timeframe
Engage	<ul style="list-style-type: none"> Inquiry / Explore Concept Pre-Task 	5 – 10 min

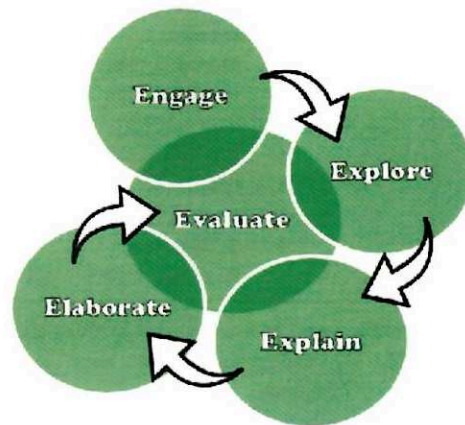
	<ul style="list-style-type: none"> • Tell me all you know • Graffiti Wall • Which One Doesn't Belong • Quick Write 	
<p>Learning Experiences</p> <p>*Whole group strategies can also be used in small group instruction</p> <p>Follow the Upside Down Teaching Approach ("You do, We do, I do") where students use productive struggle to discover content.</p>	<ul style="list-style-type: none"> • Whole Group <ul style="list-style-type: none"> • Discovery Lessons • Rigorous Tasks • Conceptual Learning Experiences • Questioning • Feedback • Manipulatives • Parallel Tasks • Small Group <ul style="list-style-type: none"> • Workstations • Feedback • Manipulatives • Scaffolding • Practice 	15 – 20 min
Structured Practice	<p><i>Practice could be structured in the following ways</i></p> <ul style="list-style-type: none"> • Guided (small group) • Partnered • Individual • Team – Pair – Solo • Solo – Pair – Consensus • Pairs Check 	10 – 15 min
<p>Check for Understanding</p> <p><i>*Should occur throughout the cycle</i></p>	<ul style="list-style-type: none"> • FACT Strategies • Formative Assessments • Rubrics/Checklists 	<i>Should occur throughout the lesson cycle</i>
<p>Math Discussions</p> <p><i>*Should occur throughout the cycle</i></p>	<ul style="list-style-type: none"> • Think A-louds • Kagan Discussion Strategies • Error Analysis • Strategy Harvest 	<i>Should occur throughout the lesson cycle.</i>
Closure	<ul style="list-style-type: none"> • Reflection • Summary - (POMS) • Quick Write 	5 – 10 min

Science

The 5-E instructional model, engage, explore, explain, elaborate, and evaluate provides the framework for science instruction.

- It is based on the constructivist learning theory, which states that learners build or construct new ideas based on their experiences.
- It represents a recursive cycle of cognitive stages in inquiry-based learning.
- Stages are intended to be completed sequentially, however you may revisit a stage more than once during the 5E process.
- It capitalizes on hands-on activities, students' curiosity, and academic discussion among students.

- Typically, **NOT** all five stages would be experienced in a single classroom period, but all five would certainly be embedded in a series of lessons that would develop a particular concept, lasting days or weeks.
- It should be used to develop conceptual understanding over time with each stage building on the previous stage, rather than serve as a series of activities.
- It should be used in conjunction with other instructional strategies such as writing in science, graphing, graphic organizers, collaboration, etc.



Stage	Description
ENGAGE	<ul style="list-style-type: none">• The teacher starts the learning process by involving students in making connections between their past and present learning experiences (activating prior knowledge).• The teacher <u>builds</u> on prior knowledge if students lack the prerequisite skills to be successful with the new learning. For example, second language learners may need visual representations of the Tier 1 and Tier 2 vocabulary. However, the teacher should avoid introducing Tier 3 vocabulary that will be discovered within the lesson.• This stage is meant to create interest, generate curiosity, and raise questions and problems.• This stage helps the teacher to identify students' misconceptions. The teacher should avoid addressing misconceptions at this stage, but note them and ensure they are addressed within the Explore and Explain stages.• Any activity a teacher might use to engage students should be explicitly connected to the objectives in the unit lesson.

What the Teacher Does	What the Student Does	Possible Activities
<ul style="list-style-type: none">• Uses formative assessment strategies to collect evidence of individual student understanding• Creates interest• Generates curiosity• Raises questions• Elicits responses that uncover what the students know or think about the concept/topic• Identifies misconceptions• Builds prior knowledge from prerequisite skills/concepts	<ul style="list-style-type: none">• Asks questions such as, "Why did this happen? What do I already know about this? What can I find out about this?"• Shows interest in the topic• Connects to prior learning	<ul style="list-style-type: none">• Demonstration• Reading• Free Write• Analyze a Graphic Organizer• KWL• Brainstorming• Discrepant event• Probes• Mix-Pair-Share• Analyze Visual Representations

EXPLORE

- The teacher guides students as they perform hands-on investigations where scientific practices and process skills are used to ask questions, observe, predict, measure, illustrate, and record.
- The teacher designs activities that encourage students to think critically, collaborate and construct their own knowledge or skills.
- Students engage in scientific practices.
- Active exploration arouses curiosity and leads students to discover new ideas, confirm prior assumptions, and challenge their thinking.

What the Teacher Does	What the Student Does	Possible Activities
<ul style="list-style-type: none"> • Uses formative assessment strategies to collect evidence of individual student understanding • Encourages the students to work together without direct instruction from the teacher • Observes and listens to the students as they interact • Asks probing questions to redirect the students' investigations when necessary • Provides time for students to puzzle through problems • Intentionally plans structured opportunities for students to practice listening, speaking, reading, and writing skills 	<ul style="list-style-type: none"> • Thinks freely but within the limits of the activity • Classifies • Forms new predictions and hypotheses • Tests predictions and hypotheses • Designs and carries out investigations • Collects and interprets data • Collaborates with peers • Communicates conclusions • Problem solves • Records observations and ideas • Suspends judgment • Utilizes self and peer-assessment • Sets goal 	<ul style="list-style-type: none"> • Investigation • Read authentic resources to collect information • Solve a problem • Construct a model • Project Based Learning (PBL) • Argument Driven Inquiry (ADI) • Simulation

EXPLAIN

- Part 1: First, the teacher guides students as they discuss the discoveries they made during the Explore activity.
- Part 2: the teacher makes explicit connections between the Engage and Explore activities and the learning intentions.
- Students organize information into evidence-based statements, using the academic language of science.
- This is the time to clarify misconceptions.
- The teacher will directly teach Tier 3 vocabulary, create anchor charts, and provide opportunities for note taking.

What the Teacher Does	What the Student Does	Possible Activities
<ul style="list-style-type: none"> • Uses formative assessment strategies to collect evidence of individual student understanding • Formally provides scientific vocabulary, definitions, and explanations • Encourages the students to explain concepts and definitions in their own words • Asks for justification (evidence) and clarification from students • Uses students' previous experiences as basis for explaining concepts • Corrects misconceptions • Provides scaffolding such as sentence stems, think-alouds, and paragraph frames 	<ul style="list-style-type: none"> • Explains possible solutions or answers to others • Listens for accuracy in peers' explanations • Questions peers' explanations • Listens to and tries to comprehend explanations the teacher offers • Refers to previous activities • Uses recorded observations in explanations • Takes notes, draws pictures, labels models or diagrams 	<ul style="list-style-type: none"> • Student analysis & explanation • Claims, Evidence, & Reasoning Statements (CER/CERR) • Argument Driven Inquiry (ADI) • Supporting Ideas with Evidence • Structured Questioning • Reading and Discussion • Teacher Explanation • Thinking Skill Activities: compare, classify, error analysis

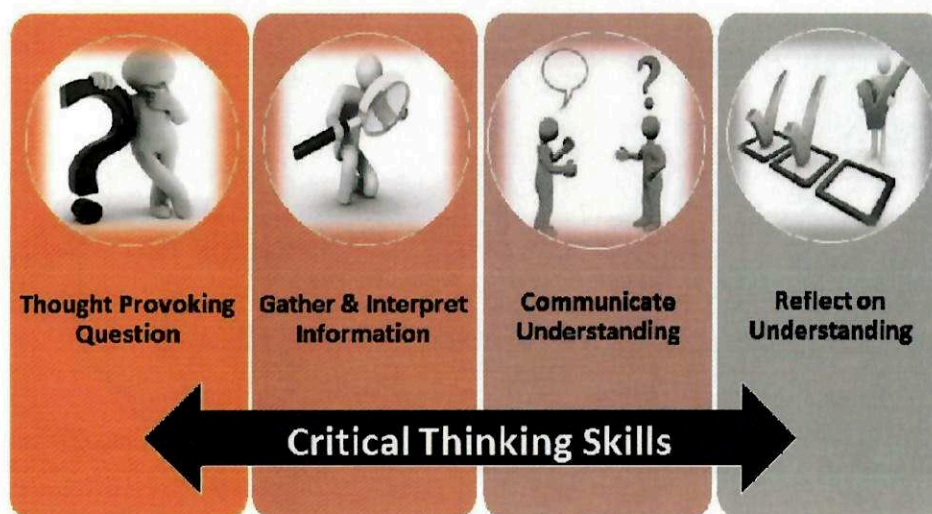
ELABORATE	<ul style="list-style-type: none">Students apply what they learned thus far to new experiences in order to develop, extend, connect, and deepen their understanding.The new experiences can be another set of hands-on experiences, word problems, writing about science, CER, ADI, or PBLThe teacher monitors activities and facilitates discussions that challenge and extend students' understanding and skills.Students should be comparing, contrasting, combining, synthesizing, generalizing, and making inferences.Students debate alternative explanations and contrast new facts with prior knowledge.Teacher uses formative assessment data to tier instruction.					
	<table><tr><th>What the Teacher Does</th><th>What the Student Does</th><th>Possible Activities</th></tr><tr><td><ul style="list-style-type: none">Uses formative assessment strategies to collect evidence of individual student understandingProvides tiered instruction by varying the content, process, product, or level of support based on the data that has been collectedExpects the students to use formal labels, definitions, and explanations provided previouslyEncourages the students to apply or extend the concepts and skills in new situationsReminds the students of alternative explanationsRefers the students to existing data and evidence and asks, "What do you already know? Why do you think...?"Makes connections to the real world</td><td><ul style="list-style-type: none">Applies new labels, definitions, explanations, and skills in new, but similar situationsUses previous information to ask questions, propose solutions, make decisions, and design experimentsDraws reasonable conclusions from evidenceRecords observations and explanationsChecks for understandings among peersSelf-assesses using success criteria, a checklist or rubricMakes connections to the real worldUses 21st century thinking/skillsSets or adjusts goals</td><td><ul style="list-style-type: none">Problem SolvingDecision MakingExperimental InquiryActivities that include 21st century thinking such as analysis, critical thinking, communication, collaboration, creativity, etc.Peer FeedbackCER/CERRADIPBL</td></tr></table>	What the Teacher Does	What the Student Does	Possible Activities	<ul style="list-style-type: none">Uses formative assessment strategies to collect evidence of individual student understandingProvides tiered instruction by varying the content, process, product, or level of support based on the data that has been collectedExpects the students to use formal labels, definitions, and explanations provided previouslyEncourages the students to apply or extend the concepts and skills in new situationsReminds the students of alternative explanationsRefers the students to existing data and evidence and asks, "What do you already know? Why do you think...?"Makes connections to the real world	<ul style="list-style-type: none">Applies new labels, definitions, explanations, and skills in new, but similar situationsUses previous information to ask questions, propose solutions, make decisions, and design experimentsDraws reasonable conclusions from evidenceRecords observations and explanationsChecks for understandings among peersSelf-assesses using success criteria, a checklist or rubricMakes connections to the real worldUses 21st century thinking/skillsSets or adjusts goals
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EVALUATE	<ul style="list-style-type: none">This stage occurs throughout the cycle through the use of formative assessment.The teacher may administer a summative assessment that incorporates both content knowledge and process skills.Feedback may come from checking for understanding, quizzes, student discussions, or journals, rubrics, discussion protocols, among others.Throughout the lesson, the teacher uses the feedback to reflect on the effectiveness of the lesson, and make adjustments to better fit the needs of the students.At the end of the cycle the teacher will evaluate student learning and consider necessary interventions for struggling students.					
	<table><tr><th>What the Teacher Does</th><th>What the Student Does</th><th>Possible Activities</th></tr><tr><td><ul style="list-style-type: none">Observes the students as they apply concepts and skillsAssesses students' knowledge and/or skillsLooks for evidence that students' misconceptions are correctedAllows students to assess their own learning and group-process skills</td><td><ul style="list-style-type: none">Answers open-ended questions by using observations, evidence, and reasoningDemonstrates an understanding or knowledge of the concept or skillEvaluates his or her own progress and knowledge</td><td><ul style="list-style-type: none">Use a Scoring Tool or RubricTestPerformance AssessmentSelf-AssessmentsPeer AssessmentsProduce a ProductJournal EntryPortfolio</td></tr></table>	What the Teacher Does	What the Student Does	Possible Activities	<ul style="list-style-type: none">Observes the students as they apply concepts and skillsAssesses students' knowledge and/or skillsLooks for evidence that students' misconceptions are correctedAllows students to assess their own learning and group-process skills	<ul style="list-style-type: none">Answers open-ended questions by using observations, evidence, and reasoningDemonstrates an understanding or knowledge of the concept or skillEvaluates his or her own progress and knowledge
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	<ul style="list-style-type: none"> Asks open-ended questions, such as: "Why do you think...? What evidence do you have? What do you know about x? How would you explain x?" Provides specific feedback to students in order to move them forward on learning progressions 	<ul style="list-style-type: none"> Asks related questions that would encourage future investigations Uses feedback to reflect on what they understand and what they still need to learn to achieve the success criteria Assesses or adjusts goals 	
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Social Studies

This model is an inquiry-based approach with a focus on critical thinking skills. It starts with a thought provoking question that then flows throughout the lesson. After students make predictions based on the question, they will gather & interpret information that will help them better understand the standard(s) addressed by the question. Next, they will apply communicating skills to demonstrate their understanding of the standard(s) addressed by the question. Finally, students will reflect and assess their understanding.

Social Studies Instructional Model



Social Studies Instructional Model to Support Critical & Historical Thinking Skills

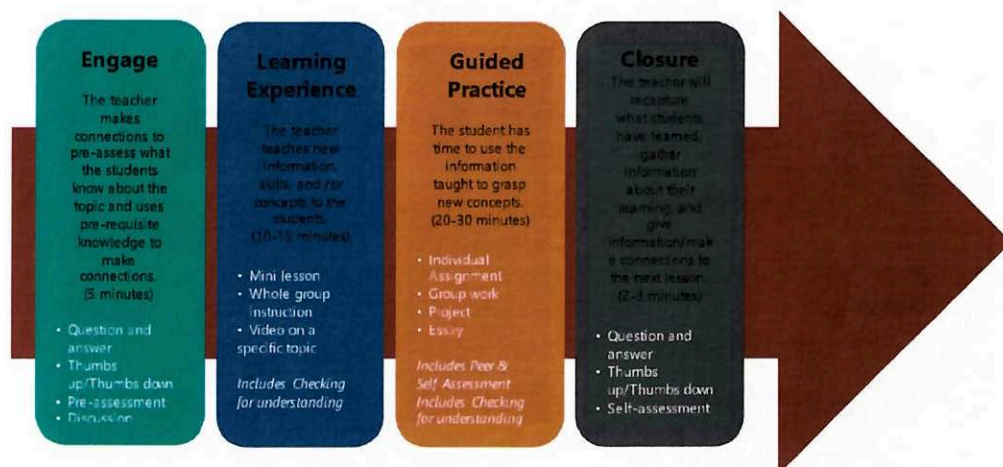
Components of Instruction				
	Thought Provoking Question	Gather & Interpret Information	Communicate Understanding	Reflect on Understanding

Best Practices for Teaching and Learning	This is the opening or engage phase of instruction.	This is the learning experience phase of instruction.	This is the structured practice phase of instruction.	This is the closing phase of instruction.
	Teacher will frame the lesson with a thought provoking question that will pique student interest and assess for background knowledge.	Teacher will present information to students in a variety of ways, and they will facilitate learning activities that align to the standard(s) addressed by the question.	Teacher will provide opportunities for students to demonstrate their understanding of the standard(s) addressed by the question.	Teacher will provide an opportunity for students to engage in academic discourse to reflect on their understanding.
	Students will use critical thinking skills to make predictions based on the question.	Students will use critical thinking skills to gather, interpret, and organize information to gain a deeper understanding of the question.	Students will apply critical thinking and communication skills by completing structured activities independently and/or collaboratively.	Students will apply critical thinking skills by discussing, reflecting, and assessing their understanding.

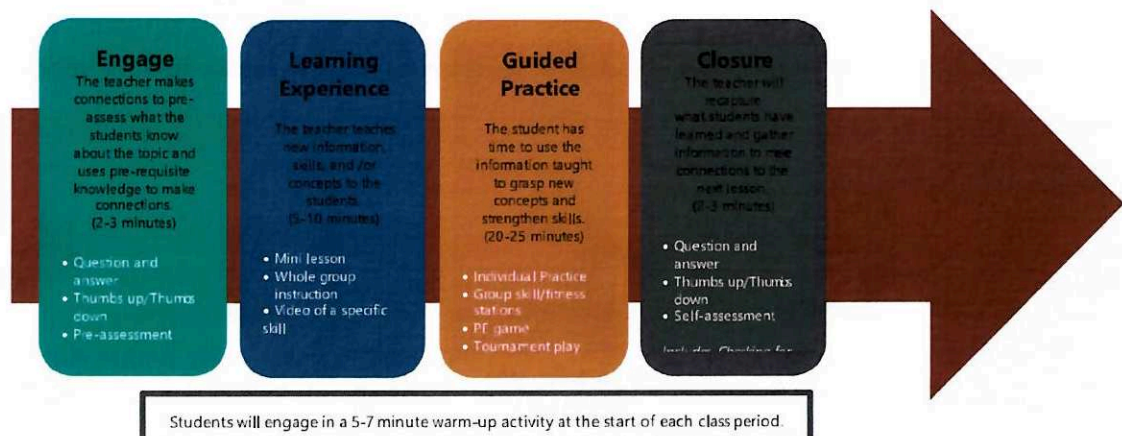
Formative Assessment (Checks for Understanding)

Health & PE

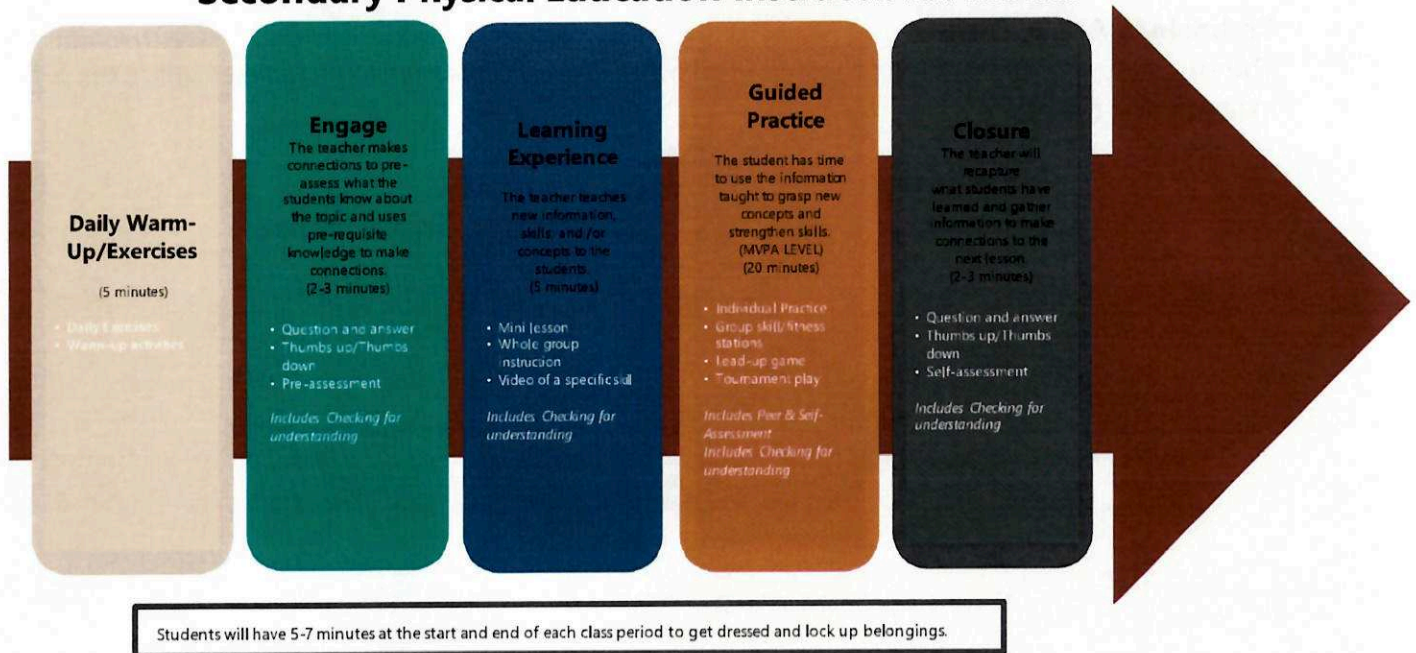
Health Instructional Model



Elementary Physical Education Instructional Model

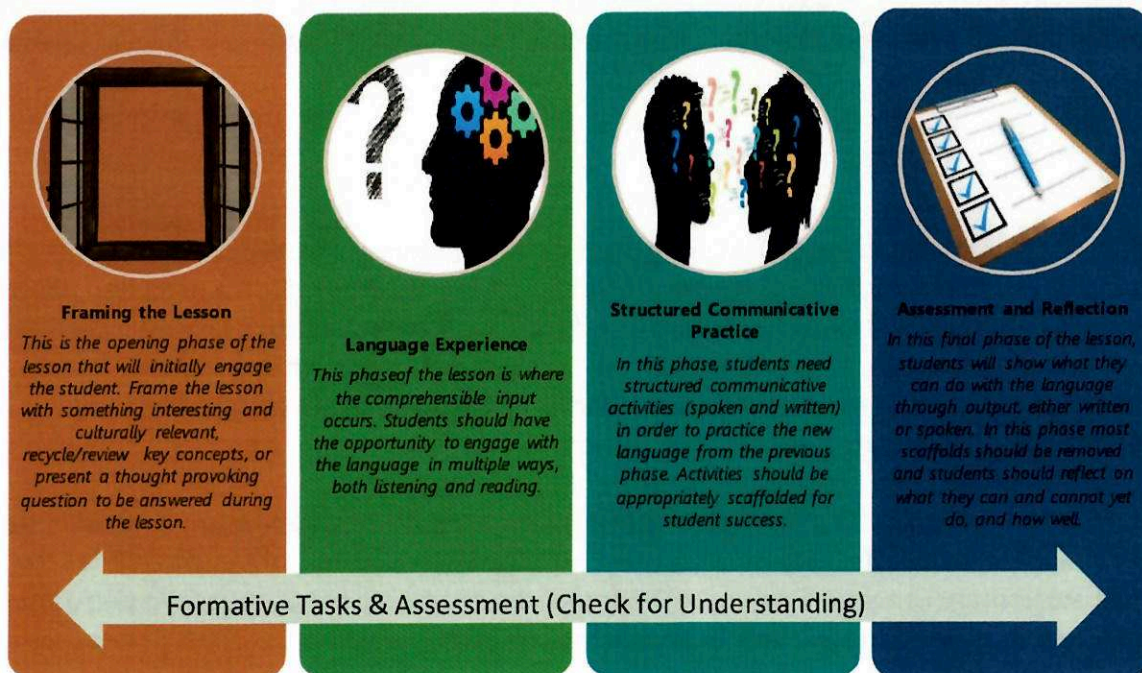


Secondary Physical Education Instructional Model



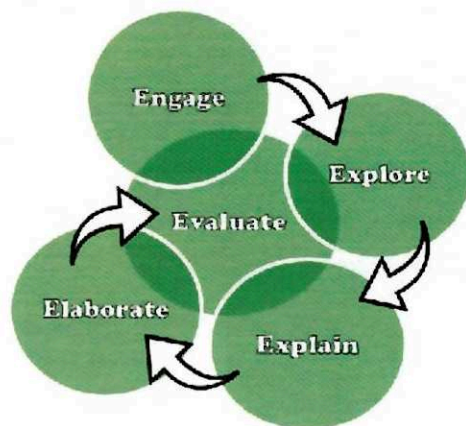
World Language

In any World language class, students should be engaging with the language in an authentic way for at least 90% of the class period. Emphasis is placed on communication rather than translation or grammar. Students will also have the opportunity to engage with authentic resources from the target culture, much as they would if they were to visit that culture. Providing real-world opportunities for students to communicate in the target language as much as possible enables them to move them up the proficiency scale in all three modes of communication: interpersonal, interpretive and presentational.



Technology Applications

The elementary STEM outclasses as well as all other technology application courses utilize the 5-E instructional model.



Career and Technical Education



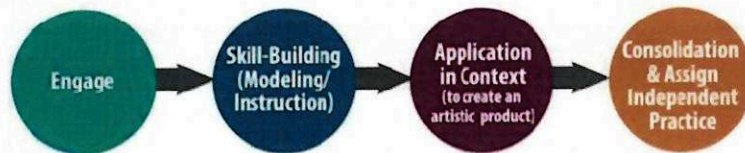
Fine Arts

The Macro-Lesson outlines how a class period would be structured. The teacher will spend a few minutes with an activity to engage students, usually some kind of centering exercise. When students are engaged, skill-building is presented through teacher instruction and modeling, followed by group practice. Students then apply the skills within the context of their art form. At the end of the period, the teacher will consolidate learning and make assignments for independent practice before the next class period.

The micro-lesson occurs multiple times throughout a class period or rehearsal. The left side of the model comprises the delivery of instruction and the right side of the model defines the formative assessment process. Starting at the top of the image, students engage in performing a particular skill or repertoire selection in an attempt to meet performance goals previously

set. The teacher will evaluate the progress toward meeting the performance goal and identify strengths and weaknesses of the performance through descriptive feedback. Based on the day's Learning Intentions, the teacher will diagnose problems, which hinder students from achieving Success Criteria. Using their pedagogical knowledge, teachers will prescribe solutions to the problems they diagnose. Students then will set and/or revise performance goals, and the cycle begins over again.

Macro-Lesson



Micro-Lesson



Gifted and Talented

Gifted and Talented courses and modules are designed using the 7E model. The Texas Performances Standards Project, problem based learning experiences designed for gifted and talented learners are provided by the Texas Education Agency, uses the 7E model to allow these learners opportunity for authentic growth and engagement.

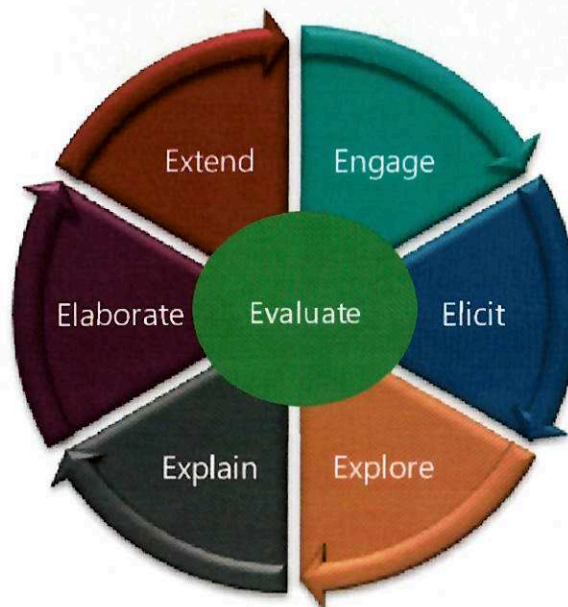


EXHIBIT G – EAA Protocol

This is a foundational data protocol, which may be adapted for use with any data a PLC uses including Learning Assessment data.

NORMS					
Respect	Prepared	Punctual	Focused	Control	
ENDURING UNDERSTANDING					
Why is it important for students to learn this?					

STUDENT FORMATIVE ASSESSMENT DATA					
Teacher Name	Total # of Students	Developing	Progressing	Proficient	Advanced

EVIDENCE	ANALYSIS	ACTION
ADVANCED Success Criteria	Why were students successful?	How can we accelerate learning?
PROFICIENT 1-2 Barriers from Advanced	Why was this challenging?	What actions can we take? + Same As Above

PROGRESSING 1-2 Barriers from Proficient	Why was this challenging?	What actions can we take?
		+ Same As Above
DEVELOPING 1-2 Barriers from Proficient	Why was this challenging?	What actions can we take?
		+ Same As Above <input type="checkbox"/> Surface Learning <input type="checkbox"/> Vertical Learning Progression <input type="checkbox"/> Small Group Instruction

GOALS			
Advanced	Proficient	Progressing	Developing

NORMS				
Respect	Prepared	Punctual	Focused	Control

MEETING SUMMARY & NEXT STEPS
Next Meeting: <ul style="list-style-type: none"> <input type="checkbox"/> Check In <input type="checkbox"/> Case Study <input type="checkbox"/> Micro-Teaching <input type="checkbox"/> Lesson Study <input type="checkbox"/> Unpacking for Success <input type="checkbox"/> Calibration <input type="checkbox"/> Evidence Walk

EXHIBIT H- Learning Walk Tool

Learning Framework Classroom Clarity			
	Observed		Not Observed
CC1. Instruction aligns to the rigor of the standards.			
CC2. Instruction aligns to the scope & sequence			
CC3. Instruction aligns to the instructional model/lesson framework.			
CC4. The learner experience aligns to the classroom learning intentions and success criteria			
CC5. Teacher co-constructs learning success criteria with students in the classroom using exemplars or examples/non-examples so that students know what success looks like.			
CC6. Students can articulate what they are learning and what success looks like.			
CC7. Students engage in work that shows evidence of their thinking through authentic student work.			
CC8. (<i>Teacher/ Student</i>) Uses student work (exemplar, individual, or peer) to annotate success criteria.	TEACHER MODELS	OBSERVED STUDENT	NOT OBSERVED
CC9. (<i>Teacher/ Student</i>) Identifies and interacts with success criteria within their work using tools (checklist, exemplars, progressions, ...)	TEACHER MODELS	OBSERVED STUDENT	NOT OBSERVED

Learning Framework Feedback			
	Observed		Not Observed
F1. (<i>Teacher/ Student</i>) Engages in giving/receiving feedback using structured feedback protocols that include language supports (visuals, sentence stems, and purposeful talk).	TEACHER MODELS	OBSERVED STUDENT	NOT OBSERVED
F2. (<i>Teacher/ Student</i>) Engages in giving/receiving feedback using tools (checklist, exemplars, progressions, etc.) to identify success criteria in authentic student work.	TEACHER MODELS	OBSERVED STUDENT	NOT OBSERVED
F3. Teacher provides students feedback to improve the quality of their self-assessment and peer feedback (feedback on feedback).			
Learning Framework Goal Setting & Revision			
	Observed		Not Observed
GSR1. Students use feedback to revise work and demonstrate new understanding.			

GSR2. (<i>Teacher/ Student</i>) Sets learning goals based on success criteria and identified areas of improvement.	TEACHER MODELS	OBSERVED STUDENT	NOT OBSERVED
GSR3. (<i>Teacher/ Student</i>) Uses/accesses goal setting systems and structures to develop, review, adjust and reach learning goals.	TEACHER MODELS	OBSERVED STUDENT	NOT OBSERVED
GSR4. (<i>Teacher/ Student</i>) Engages in monitoring progress towards learning goals over time aligned to success criteria using tools (checklists, progressions, exemplars, etc.)	TEACHER MODELS	OBSERVED STUDENT	NOT OBSERVED

Student Ownership of Behavior Framework			
	Observed		Not Observed
PBIS1. Classroom Behavior Expectations are visible and written positively (<i>we are on level 0 vs. no talking</i>)			
PBIS2. Teacher positively acknowledges expected student behaviors.			
RP1. (<i>Teacher / Student</i>) Use of strategies to purposefully build relationships. (<i>i.e. co-created respect agreements, community building circles, SEL sentence stems, ...</i>)	TEACHER MODELS	OBSERVED STUDENT	NOT OBSERVED
POG1. (<i>Teacher / Student</i>) Engage in effective communication with peers and the teacher using classroom communication protocols. (<i>i.e. turn and talk, pair share...</i>)	TEACHER MODELS	OBSERVED STUDENT	NOT OBSERVED
POG2. (<i>Teacher / Student</i>) Use structures and/or tools to facilitate collaboration opportunities for students. (<i>i.e. using defined roles, working to a shared outcome or product</i>)	TEACHER MODELS	OBSERVED STUDENT	NOT OBSERVED
POG3. Students practice their identified disposition(s) using the success criteria that will support the achievement of their learning goal(s)			

EXHIBIT I – Learning Walk Agenda Protocol

CAMPUS LEARNING WALK AGENDA PROTOCOL	
Before the Walk – Welcome & Focus (10–20 min)	
<ul style="list-style-type: none"> • Campus leaders identify expectations and look fors aligned to the identified focus area. Team Members note the look fors on the observation form. • Team members review the learning walk process and protocols with the walk-through team. • Team members calibrate the expectations as a group prior to conducting the walk. Discuss what the expectations might look like in practice. What are students saying and doing? What are adults saying and doing? • Team members review the classroom walk-through schedule and check the scope and sequence for their assigned classrooms. 	
During the Walk (1.5 hours)	
<ul style="list-style-type: none"> • Team members record evidence for each classroom visit on the campus focus observation form. Try to be as specific as possible in what you see and hear with specific examples to be shared during the debrief. • Team members engage in a hallway conversation: <ul style="list-style-type: none"> ○ to calibrate the electronic walk through tool; ○ to identify and discuss evidence related to expectations; and ○ to clarify/unpack expectations. <p><i>Evidence is based on what participants see and hear and should be non-judgmental.</i></p> 	
After the Walk – Debrief & Next Steps (40 min)	
<ul style="list-style-type: none"> • (5 minutes) – Team members will individually review observations and synthesize the data to identify specific trends and patterns across the walk in the form of Noticings, Wonderings, Inspirations and Suggestions. Record analysis on the Learning Walk Debrief Form. • (20 minutes) – Team members engage in a discussion and record trends and patterns for Noticings, Wonderings, Inspirations and Suggestions. Be as specific as possible in recording the trends and patterns. The written recording should be visible to all team members and captured using chart paper. In the case of virtual meetings, the written recording should be captured by projecting the digital debrief form. • (15 minutes) – Campus leaders identify next steps, expectations, and plan support. • (After the Walk) – A district member of the learning walk team will generate a feedback memo to be shared with the campus leadership for the purpose of engaging in feedback with teachers. <ul style="list-style-type: none"> ○ The Campus principal should determine what venue the feedback will be shared with the campus community (PLCs, faculty meetings, etc.). To avoid misunderstandings, the feedback memo provided from the learning walk team member should not be directly forwarded to staff. ○ The Learning Walk Leader will follow up to ensure that all campus support is scheduled and monitor progress. ○ The district member of the learning walk team will enter any campus support into the Service and Support tool. 	

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