

CURRICULUM DEVELOPMENT

EG
(LOCAL)

PURPOSE	<p>The Board recognizes the need and value of an ongoing cycle of curriculum review and development. The Board believes the District curriculum needs to be rigorous, relevant, and responsive to students.</p>
PHILOSOPHY	<p>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.</p>
DEFINITION	<p>Curriculum shall be defined as the knowledge, skills, attitudes, and processes to be taught without bias while addressing the needs of diverse learners through differentiated strategies and resources. [See also EA(LOCAL)]</p>
CURRICULUM FRAMEWORK	<p>Curriculum serves as the foundation of an effective educational system. The curriculum shall facilitate learning that encompasses the essential knowledge, skills, concepts, processes, competencies, and attitudes necessary for each student to obtain an education appropriate to his or her interests, ambitions, and abilities.</p> <p>The District's curriculum shall be designed and implemented using a curriculum development approach aligned with the District's core beliefs and commitments as described in AE(LOCAL), the Board's goals and objectives, and the Texas Essential Knowledge and Skills (TEKS). The curriculum shall reflect 21st century learning practices and environments, as well as best practices and technological advancements within the disciplines in order to support and align with the District Profile of a Graduate. Curriculum development, implementation, and evaluation shall include the following aligned components: the written, taught, and assessed curriculum.</p> <p>The District shall review annually and modify as needed its curriculum to ensure alignment with the TEKS, consistency for all instructional programming, strategies to meet diverse needs of learners, and strategies to adequately address the learning style and needs of today's students. Differentiated instructional strategies shall be included in the curriculum to improve instructional supporting the students' attainment of curricular goals. The curriculum shall provide the appropriate level of challenge, rigor, and support to all students in reaching their full potential. All students shall have equitable access to the District's curriculum.</p>

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MANAGEMENT PLAN

A District curriculum management plan shall be developed, implemented, reviewed, and revised as needed. Revisions shall be reported to the Board. [See also DISTRICT STRATEGIC PRIORITIES AND MAJOR CURRICULUM INITIATIVES at EHAA(LEGAL).]

CURRICULUM
ARTICULATION

The District's curriculum shall be vertically and horizontally articulated across grade levels and schools to ensure the appropriate scope and sequencing of content and to provide for reinforcement of knowledge and skills.

WRITTEN
CURRICULUM

The Superintendent shall guarantee that a rigorous and relevant written curriculum shall be designed to equip students with the attributes of the Profile of a Graduate.

The curriculum shall be designed to provide teachers and students with unbiased and aligned expectations of what students will learn. The District's curriculum shall reflect an understanding of growth, development, and needs of learners. The written curriculum shall include strategies, models, and resources that allow equitable access for all learners. Curriculum guides shall be developed locally for all prekindergarten–grade 12 courses and subjects in the District. The administrative staff shall review the curriculum on a biannual cycle.

Each course guide shall include a year at a glance and a vertical alignment document. Other essential components that each unit guide shall include are priority standards, a scope and sequence, time frame, unpacked student expectations, big ideas, essential questions, unit success criteria, and assessment samples. To address the needs of all learners, tiered instructional strategies shall be embedded in order to provide guidance regarding differentiation and enrichment. Aligned resources that enable teachers to present a variety of opinions and theories that support the development of students' critical thinking skills shall also be included.

Professional development shall be designed for staff to ensure the curriculum is implemented with fidelity. Professional learning opportunities shall prepare staff members to teach the curriculum in a balanced, unbiased manner and shall use effective change management processes that include, but are not limited to, determining teacher needs, system readiness, implementation, and ongoing monitoring and support strategies for long-term success.

TAUGHT CURRICULUM

A systematic process that includes the use of collaborative planning shall be in place to develop student centered lessons and to ensure that instruction engages students. This planning process shall be implemented in a way that helps students master intended learning outcomes. This systematic and collaborative process

shall include establishing a school climate that is conducive to effective teaching and learning.

In addition, the process shall be designed to empower teacher leadership and inspire student-centered lesson design by scheduling time for teachers to plan collaboratively for the purposes of analyzing data, ensuring instructional delivery matches the rigor required of the student expectations, and developing common assessments to assess student learning.

Instructional strategies that reflect best practices to teach the curriculum in a balanced, unbiased manner shall be implemented and resources that present a variety of opinions and theories shall be utilized to ensure the development of a well-functioning, high-performing community of learners.

The instructional process shall include setting expectations for high levels of student learning and shall also provide instructional supports to ensure all students experience success. Student learning shall be assessed using formative and summative assessment measures that are designed to inform the instructional process.

Teachers shall develop units of study, individual lesson plans, and approaches to instruction based on the structure (in both scope and sequence) provided in the curriculum guides.

Professional development shall be provided for teachers to ensure a deep understanding of the written curriculum, effective instructional strategies, and proven approaches to teaching and learning.

ASSESSED / TESTED
CURRICULUM

A systematic process shall be in place for assessing students' knowledge of the curriculum standards, assessing students' academic performance and progress, and diagnosing their academic needs. This process shall provide for the acquisition, analysis, and communication of student performance data that includes, but is not limited to, measuring student progress, guiding teachers' instruction at appropriate rigor, guiding District/campus improvement of curriculum, guiding alignment and programmatic decisions, and communicating progress to parents to support learning.

Teachers shall assess student achievement and progress toward mastery of the curriculum through a variety of methods including, but not limited to, observations, teacher-made tests, and other required assessments. Teachers and supervisors shall use all data to assess the status of individual student achievement, to continuously regroup students for instruction, to identify general achievement trends of various groups of students, and to modify instruction.

Assessments shall focus on determining the extent to which each student is achieving and maintaining mastery of the curriculum objectives and the extent to which instructors are effectively conveying the curriculum to students.

The assessment system components may include, but are not limited to, national assessments, state assessments, and locally developed assessments. The assessment system may include a standards-based assessment system that is TEKS-specific and used to determine student progress and skill attainment, and to award credit and grades; a formative system for teachers to assess, diagnose, and inform instruction; a learning management system (LMS) to coordinate timely student assessment and instructional planning; and a program evaluation component that guides program redesign of the District curriculum, as well as program delivery.

ROLES AND
RESPONSIBILITIES
BOARD

The Board shall periodically review the curriculum management plan to ensure it aligns with the District's core beliefs and commitments as well as District goals, objectives, and priorities. The Board shall also ensure the curriculum management plan provides equity and access to all students, supports increasing student achievement, and meets the needs of the District's diverse learners.

Additionally, the Board shall support implementation of the plan through the budgetary process, through the adoption and provision of major resources and materials, and through the provision of professional development aligned to the District's mission and goals. Curricular materials and policy shall adhere to the constraints of state law and State Board of Education rules.

The Board is committed to equity and access to the District curriculum as well as the delivery of instruction using a balanced and unbiased approach. Thus, the Board is committed to managed instruction as a theory of action for change to provide a stable, long-term system for improving student achievement in the District. [See EA(LOCAL)]

As a governing body, the Board's expectation is that the curriculum shall be developed, implemented, and utilized to ensure consistency of instructional opportunity across the District.

SUPERINTENDENT

The Superintendent shall support the development and implementation of the curriculum management plan. The plan shall be reviewed and revised as needed to ensure all students can reach their full potential. The Superintendent shall provide to the Board an annual review of the curriculum management plan as well as periodic reports of students' academic results. Furthermore, the

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Superintendent shall implement systems for the balanced, unbiased delivery, and monitoring of the curriculum. Additionally, the Superintendent shall support development, delivery, and oversight of the District's curriculum as well as the implementation of related local and legal policies.

CENTRAL OFFICE
ADMINISTRATORS

Under the leadership of the Chief of Schools, central office administrators shall incorporate stakeholder input in the development of a long-range curriculum management plan that includes curriculum development, revision, assessment, and program evaluation.

In developing the curriculum, central office administrators shall include technical and expert assistance and shall annually review all components of the written curriculum and its alignment with Board and state expectations. Curriculum revision shall occur as indicated by students' academic performance, students' interests, new course development, and changes in state standards. Central office administrators shall utilize campus input to develop District assessments and shall analyze data and provide reports for routine monitoring of students' progress.

The central office administrators shall be responsible for overseeing and assisting campus administrators in implementation of systems and professional development that ensures alignment between the written, taught, and tested curriculum and provide systems that ensures balanced and unbiased delivery of the curriculum.

Central office administrators shall be responsible for monitoring student achievement progress.

CAMPUS-LEVEL
ADMINISTRATORS

Campus-level administrators have roles and responsibilities in the development and implementation of the District's curriculum as well as a responsibility for building and maintaining a positive campus culture and climate to facilitate continuous improvement. Campus-level administrators shall monitor the implementation of the curriculum and analyze and interpret student assessment data to use in making school improvement decisions. Campus-level administrators shall also convey the importance of effective curriculum and instructional practices to faculty and staff on an annual basis, and provide opportunities for teachers to plan collaboratively in order to effectively teach the curriculum standards and objectives.

Campus-level administrators shall ensure classroom materials and resources used by teachers are unbiased, balanced, and present a variety of opinions and theories. Campus-level administrators shall monitor lessons, evaluate alignment and effectiveness of materials utilized at the campus, and complete formal observations and fre-

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quent walkthroughs with opportunities for collaborative reflection [see also DNA].

Campus level administrators shall provide feedback and suggestions to the Chief of Schools and/or Central Office Administrators on the curriculum, associated resources, and related professional development.

TEACHERS

Teachers shall have roles and responsibilities in the development and implementation of the District's curriculum. Teachers shall work professionally and plan collaboratively in order to effectively teach the District's curriculum and deliver instruction in a balanced, unbiased manner using resources that present a variety of opinions and theories. Teachers shall develop common assessments to document student mastery of curriculum objectives. Additionally, teachers shall utilize assessment data to inform instruction, ensuring mastery of the curriculum through differentiated instruction to meet the needs of all learners.

Teachers shall provide a safe instructional setting that allows students to make mistakes through inquiry and discovery of learning in a culturally sensitive environment. Teachers will also participate in appropriate professional development and implement strategies learned to ensure that students are actively engaged in the learning process and successful in learning.

BUDGET PROCESS

The budget development process shall ensure that funding decisions are based on assessed needs and are made with consideration of the District's goals, objectives, and priorities. The administration shall ensure that proposed budgets reflect such funding decisions.