EH(LOCAL)

Administrative Procedures Curriculum Management Plan

APPROVED: August 2018

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: _____

Version Number: 2018.1

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

Policy	Title	Page(s)
AE (LOCAL)	EDUCATIONAL PHILOSOPHY	9
CMD (LOCAL)	EQUIPMENT AND SUPPLIES MANAGEMENT INSTRUCTIONAL MATERIALS CARE AND ACCOUNTING	22
DNA	PERFORMANCE APPRAISAL – EVALUATION OF TEACHERS	30
EA (LOCAL)	INSTRUCTIONAL GOALS AND OBJECTIVES	9
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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. PLANS ARE UNDERWAY TO MAKE THESE ADJUSTMENTS

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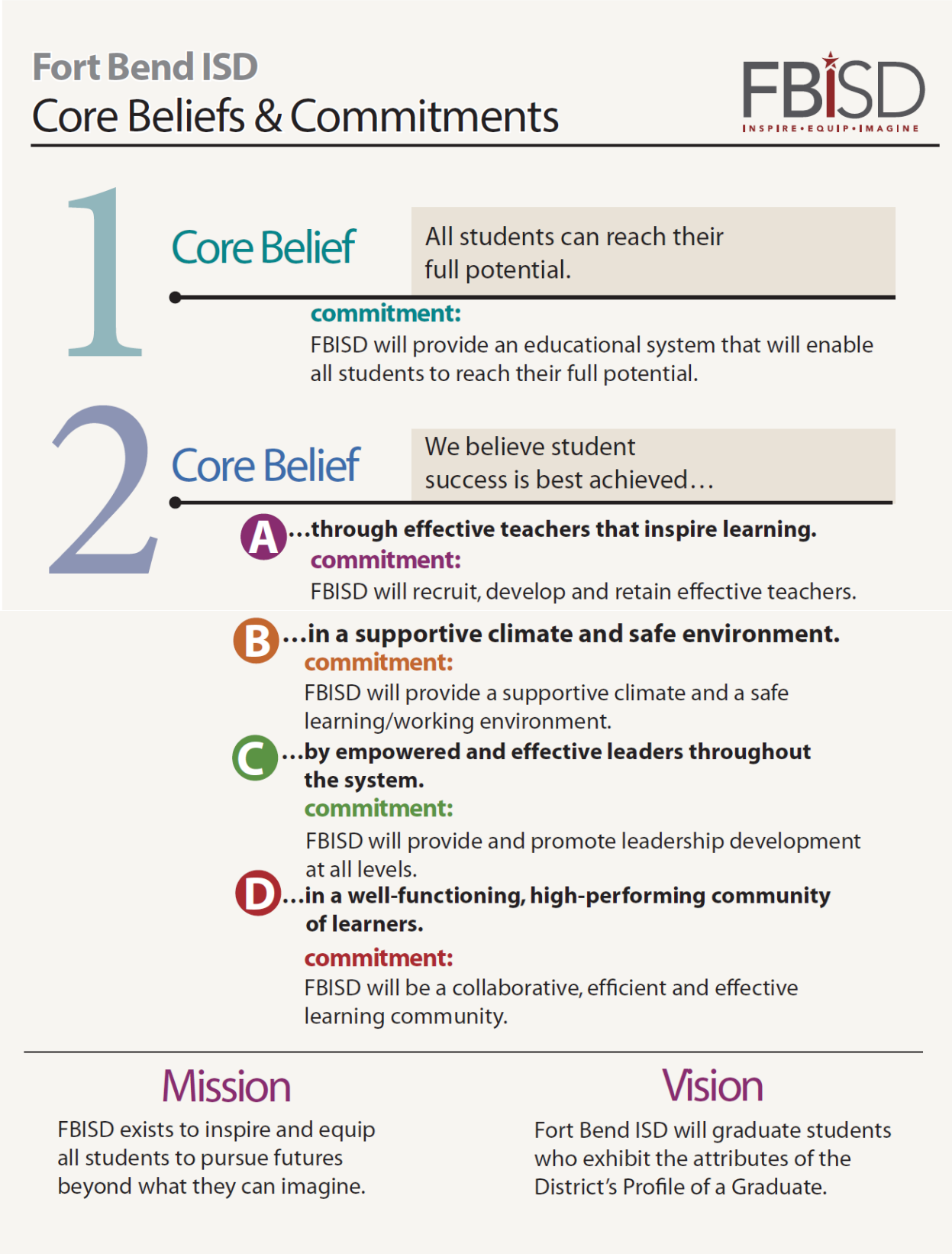
District Mission and Vision

Core Beliefs and Commitments



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. 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.

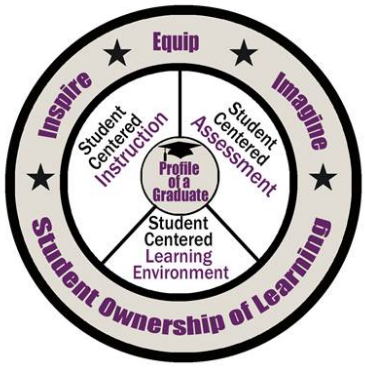
The following standardized curriculum components are present in all content areas and courses throughout the Pre-K through 12 curriculum.

- 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.

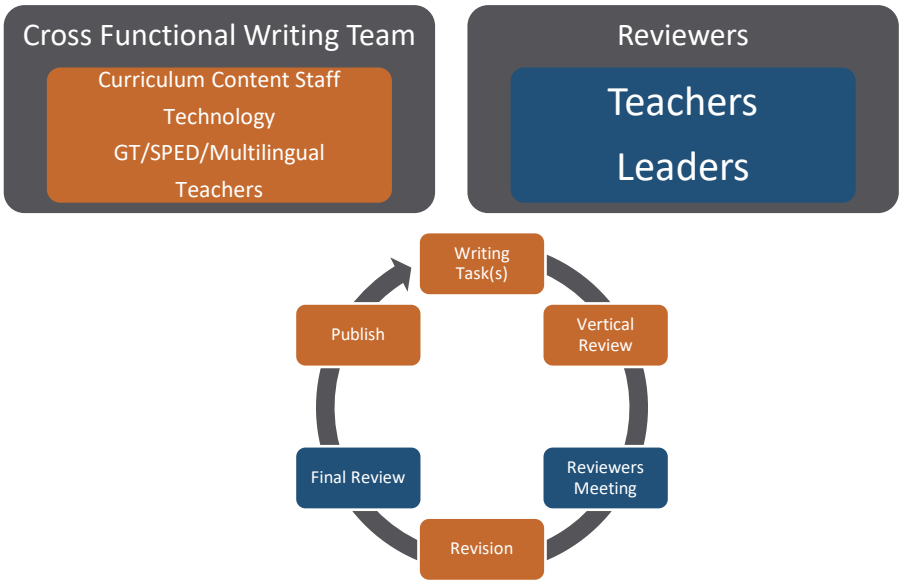
Curriculum Planning Tasks		
Task	**Purpose**	**Stakeholders**
Data Review	Continuous Cycle of Improvement – Review data to measure curriculum implementation and student outcomes; identify needed curricular changes	eTeam members, identified administrators and central office leaders, Teaching and Learning Division
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
Curriculum Philosophy & Components	Establish a common vocabulary and agree upon standardized curriculum components	Curriculum & Instruction, Multilingual, SPED, Teacher Development, 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, 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
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, 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 Team
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 Capacity	Build capacity in leaders to support implementation of the curriculum	Academic Affairs Division, Department of School Leadership, & Campus Leaders
Revision Cycles	Establish a system to promote continuous improvement	Teaching and Learning Division, SPED, Fine Arts, CTE
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. (CST 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
Review & Revision Cycles	Ensure curriculum revision follows a continuous cycle of improvement	Teaching and Learning Division, SPED, Fine Arts, CTE
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

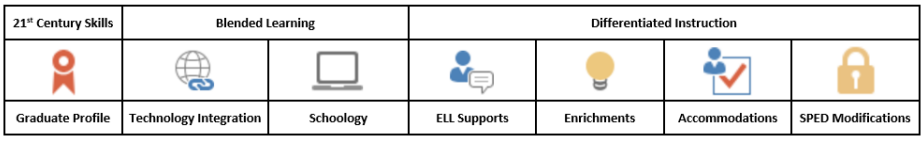
Curriculum development must align to the Texas Essential Knowledge and Skills (TEKS). Foundational documents are essential to guide curriculum unit development and to support curriculum writers and ensure alignment. Foundational documents must include the following:

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	Promotes teacher clarity

	key standards deeply and repeatedly provides students with greater understanding of concepts and the application of key skills.	
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 preferred 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 apporoaches
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. 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	The following icons identify targeted supports within the curriculum: 	Articulates Blended Learning, Profile of a Graduate, and Differentiation supports

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 have use of additional time to re-engage students in learning challenging concepts.	Supports intervention through 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, coaches and specialists, must work and plan collaboratively to progress all students toward mastery of the curriculum.

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 Campus Support Team 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, the Department of School Leadership, Principals, and the Academic Advisory Council. The Teaching and Learning team 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 Association's timeline outlined in Exhibit D.

Annual Review and Revision Cycles – Formative Data Review

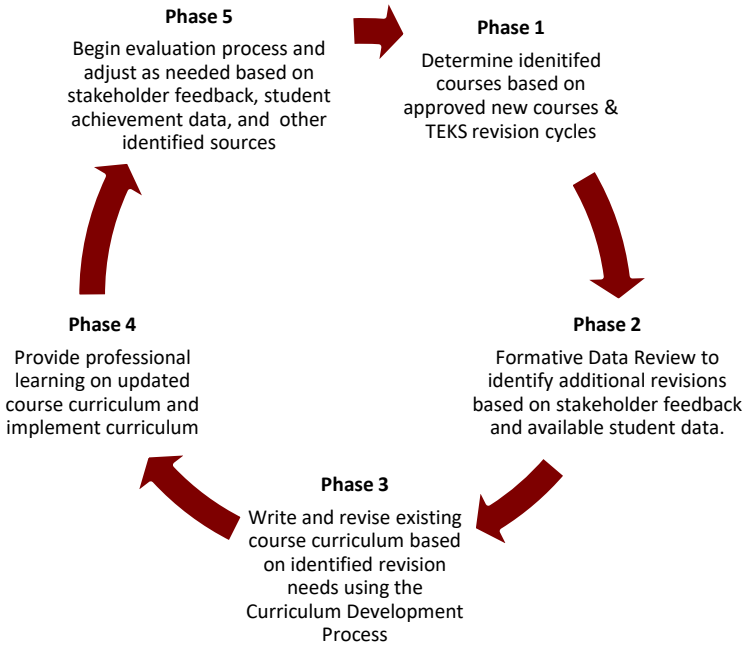
Formative data from stakeholder feedback and student data review inform curriculum revisions and enhancements every year based. The annual curriculum review and revision cycle provide an opportunity to formally engage stakeholders to ensure all curriculum is guided by research based methods, address 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.


Phase 5
Begin evaluation process and adjust as needed based on stakeholder feedback, student achievement data, and other identified sources
Phase 1
Determine idenitifed courses based on approved new courses & TEKS revision cycles
Phase 2
Formative Data Review to identify additional revisions based on stakeholder feedback and available student data.
Phase 3
Write and revise existing course curriculum based on identified revision needs using the Curriculum Development Process
Phase 4
Provide professional learning on updated course curriculum and implement 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 Concept 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	• How many total days are dedicated to this concept/skill? *(Scope & Sequence, Instructional Delivery)* • What is the purpose of this concept/lesson? *(Instructional Delivery)* • What are the big ideas and essential questions for this concept/lesson? *(Instructional Delivery)* • What student expectations (TEKS) support the big ideas for this concept/lesson? *(Instructional Delivery)*
Learning Intention(s)	• What should students learn by the end of this concept and/or lesson? *(Instructional Delivery)*
Success Criteria	• How will students know that they have mastered the intended learning for this concept and/or lesson? *(Instructional Delivery)* ○ 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)	• Considering the pre-requisite knowledge and skills that were identified in unit planning, are there additional prior knowledge and skills that are needed? (*Unpacked TEKS/D.O.K*) • What information do we have on student's current level of knowledge and skills for this concept/skill? *(Refer to pre-assessment)* • What method will we use to show evidence of mastery by the end of this concept and/or lesson? (*Unit Assessment)* • What models of success will students have to reach expected learning outcomes? (*Collaboratively create or select exemplars/examples)* • How do the assessment(s) align to the rigor of the TEKS and the summative unit assessment? (*Unpacked TEKS)* ○ What verbs are included in the student expectation(s) and TEKS? ○ What important academic vocabulary is related to the student expectation(s) and TEKS?

<table>
<tr><td></td><td colspan="2">
How does the formative assessment(s) support the learning progression towards unit mastery?
Methods of Assessment
</td></tr>
<tr><td></td><td>Formative Assessment Opportunities
• Pre-Assessment
• Checks for Understanding
• Formative Product
• Formative Performance
• Formative Process
• Self & Peer Assessment
• Teacher-/Student Conference</td><td>Summative Assessments Opportunities
• Culminating Product
• Culminating Performance
• Open-Ended Response
• Multiple-Choice Assessment</td></tr>
<tr><td>Designing Meaningful Learning Experiences</td><td colspan="2">
• 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? (Instructional Delivery)
• How do the learning experiences support the learning intention?
• What scaffolded instruction is needed to support student in achieving the learning intention(s)? (Learning Progressions, Unpacked TEKS D.O.K)
• 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)? (Instructional Delivery, Integration Focus)
o 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) (Instructional Delivery: Tiered Instruction, Re-engagement)
</td></tr>
<tr><td>Resources</td><td colspan="2">
• 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?
</td></tr>
<tr><td colspan="3">How will we respond if students don’t learn it?</td></tr>
<tr><td>Intervention</td><td colspan="2">
• What additional learning experience(s), different than the initial experience(s), will students engage in if they are unsuccessful in reaching mastery? (Instructional Delivery-Tiered Instruction)
• What format for this additional instruction is most appropriate? (small group, 1 on 1, workstations)
</td></tr>
<tr><td colspan="3">How will we respond if students already know it?</td></tr>
<tr><td>Enrichment</td><td colspan="2">
• What additional enriching learning experience(s), different than the initial experience(s), will students engage in if they are already proficient in meeting mastery? (Instructional Delivery-Tiered Instruction)
• What format for this additional instruction is most appropriate? (small group, 1 on 1, workstations)
</td></tr>
</table>

Next Steps for Educator	
Next Steps	• 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)? (*Campus Instructional Leaders, Professional Learning Experiences, Job-embedded Professional Learning Practices)* • 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.

21st 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 Teaching and Learning 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. Categories of resources include district-adopted resources, District supplemental resources, and campus identified resources. Formats include print, digital materials, and technology hardware. Various FBISD local policies including **CMD, EF, EFA, and EFAA** 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 Instructional Resources 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 EFAA (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, or CTE staff as appropriate. Resource purchases must be approved through the appropriate procurement processes. The Academic 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, a standardized process for the review of instructional materials is in place. The following graphic outlines the campus request process to evaluate and procure requested resources.

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 Instructional Resources, Information Technology, Legal, Purchasing, and Textbooks. Other departments including Career and Technology, 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 Instructional Resources 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

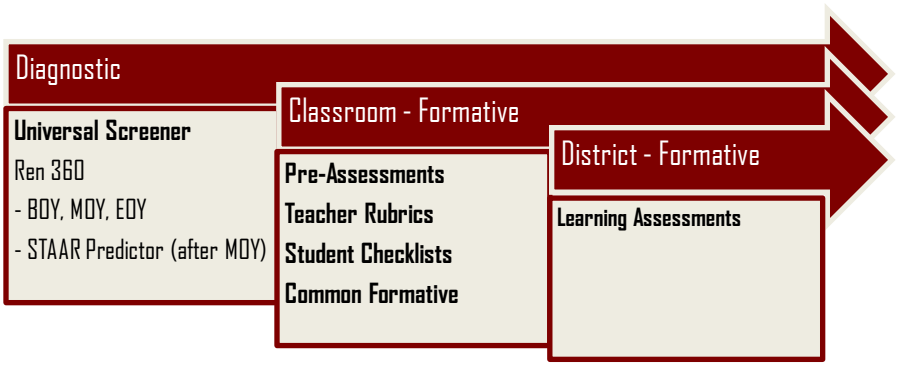
structured the curriculum around concrete learning intentions, success criteria, and tools to support peer and self-assessment within all K – 12 curriculum.

Assessment Framework

The FBISD assessment framework supports the growth of all students to develop ownership and responsibility for their learning, behavior, and progress through the FBISD curriculum. The following two objectives focus the structure of the assessment system.

- 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.

To reach these two objectives, the District an assessment framework 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-5 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. All K-3 students complete the Ren 360 early literacy universal screener during the beginning of the year screening window. Based on their performance, eligible K-3 students attempt the Renaissance 360 reading and math assessments as well.

All non-exempt students in grades six through ten who do not achieve the "Approaches" performance level on end of year STAAR assessments are required to complete the Renaissance 360 math and reading universal screeners during the three designated assessment windows as outlined in the FBISD Assessment Calendar. Secondary campuses may administer the universal screeners to additional students as needed.

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 moved away from multiple-choice benchmark testing to rubric-based learning assessments grounded by the priority standards. The learning assessment model identifies trends in data to identify high leverage standards. These assessments help to determine student learning and measures growth along learning progressions. This model requires teachers to engage in intentional conversations within a professional learning communities (PLC) to analyze student performance and areas of need. The chart below illustrates the development cycle for Learning Assessments.

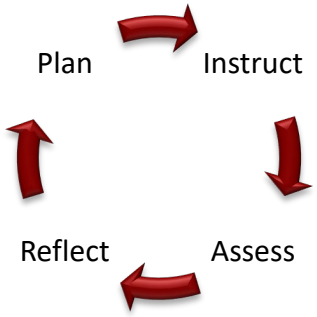
The District administers learning assessments to K-10 students in ELA, Math, Science, and Social Studies twice each year. Learning Assessments have a narrow focus aligned to the FBISD curriculum that target critical areas of need. The format of these assessments require students to engage in critical thinking and communication, which are essential qualities of the District's Profile of a Graduate.

Teachers score the assessments in grade level teams. After scoring the assessments, they meet in PLCs to analyze student work using a collaborative data analysis protocol called Evidence, Analysis, Action. This protocol, found in Exhibit G, involves collecting evidence, analyzing similarities of students at each

level of the learning progression, and planning action by developing an instructional plan to meet the needs of learners at each performance level.

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. 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.

District Learning Assessments have been accommodated for both ELL and Special Education students. Additionally, the learning progression and rubric for each assessment includes criteria for advanced students. 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

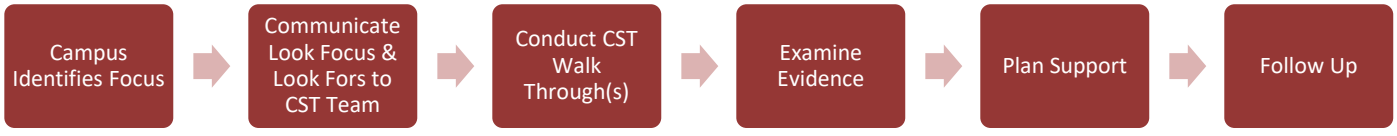
MONITORING & EVALUATION PROTOCOLS

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**
Campus Support Team Walk-Throughs *(minimum – 5 times per year)*	Academic Affairs, Department of School Leaders, Campus Leaders, Teachers	Collaborative monitoring tool to monitor curriculum alignment, instructional model implementation, and instructional practices
Implementation Walks *(Monthly)*	Campus Based Tool, CST Walk through tool, other identified observation protocol	Focused walk-throughs to evaluate the curriculum implementation
T- TESS *(according to TEA Commissioner's rules)*	Administrators	Teacher Evaluation
Observation & Feedback Protocols *(identified by need, and to support lab classroom development)*	Curriculum Leaders, Department of School Leadership, Administrators Instructional Coaches, Teachers	Protocols designed to provide feedback on instructional practice related to identified instructional priorities

Campus Support Teams (CST)
District and campus representatives work together on Campus Support Teams (CST) to conduct campus based instructional walk-throughs. Each campus administrator selects an instructional focus from the CST walk through tool for their campus and the walk-through teams gather evidence of teacher and student behaviors as they relate to the focus. CST walk-throughs follow a coaching cycle; whereby campuses identify a focus area, CST conduct walk-throughs in classrooms, examine evidence for patterns and areas needing improvement, and create a support plan is to assist the campus with identified needs. The CST conducts five coaching visits and follow up support visits at per campus each school year. The CST 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 CST tool can be accessed in Exhibit H.

The process for CST walks is defined in the graphic below:



Each walk-through team member inputs classroom observation data into Tableau, an interactive online platform, to compile the data to support discussions at the campus and District levels. CSTs 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 CST data trends to plan professional learning support for teachers and administrators, as well as determine revisions and additions to the current curriculum. The CST 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 CST 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. All classroom teachers in FBISD are currently evaluated using the T-TESS System in accordance with **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
- Formative Assessment Leadership Tool

Feedback Protocols

K – 12 Survey: The District receives feedback on teacher perceptions and use of the curriculum components multiple times each year during the collection of a K-12 curriculum survey. This monitoring tool 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.

Schoology: Curriculum leaders solicit feedback from teachers via Schoology to inform pacing, curriculum revision, and resource development.

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 Department of Teacher Development. 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.

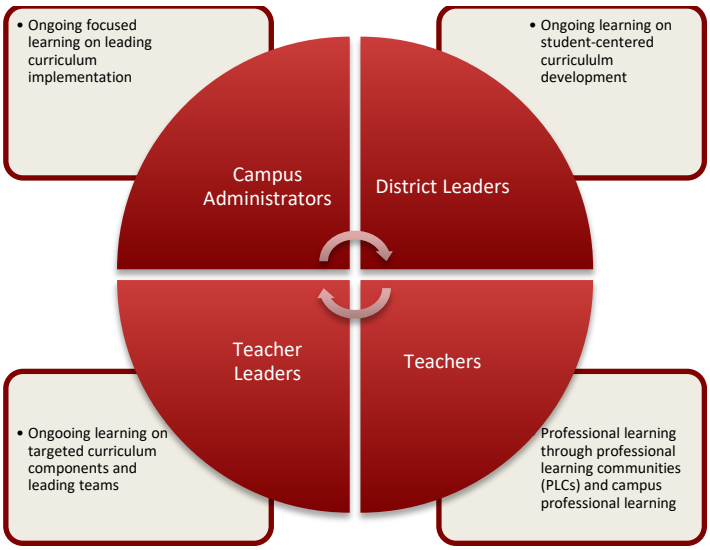
Professional Learning Planning Cycle
Timeline & Implementation Stages
The graphic below shows the stages of planning and implementation of professional learning to support implementation of curriclum and instructional priorities.

The chart below details the purpose and timeline for each stage. See Exhibit J for a professional learning implementation plan exemplar.

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 ***Goal:*** *build capacity at all levels of the organization to support implementation*	**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 ***Goal:*** *to provide ongoing, differentiated professional learning for teachers*	**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 feedback, and adjust support to refine practice.	Ongoing throughout implementation

Multi – Tiered Approach

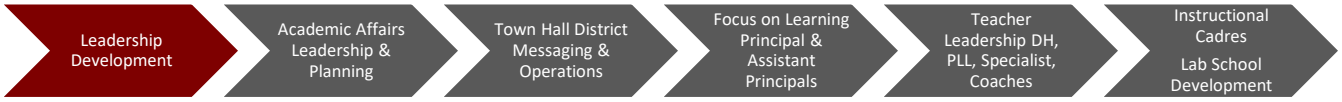
Supporting the implementation of the curriculum requires a multi-tiered approach to professional learning that includes various stakeholders at different levels of implementation. Fort Bend ISD utilizes professional learning opportunities with stakeholder groups to communicate similar learning experiences 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.

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.
Professional Learning Lead (PLL)	All campuses	A classroom teacher develops and presents professional learning experiences for the campus aligned to district and campus instructional goals. The PLL will host and facilitated guided observations on the campus to promote job embedded professional learning from peers.
Technology Integration Champion (TIC)	All Campuses	A classroom teacher develops and presents professional learning experiences for the campus aligned to District and campus instructional goals with a focus on purposeful technology integration. The TIC will host and facilitated guided observations on the campus to promote job embedded professional learning from peers.
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. At some campuses, this teacher leader will provide coaching support to teachers on literacy instruction.
Math Specialist	All ES	Math Specialists provide Tier II and Tier III intervention to students during the school day. These teachers receive specialized professional learning related to math instruction. At some campuses, this teacher leader will provide coaching support to teachers on math instruction.
ESL Support Teacher	ES only	ESL Support Teacher provides Tier II and Tier III intervention utilizing a push in or pull out model with students during the school day. 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 ELLs 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 Division
Title 2	Supplements identified professional learning.	Teaching & Learning 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.	Teaching & Learning 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

Content Area:		Grade Level:					Section or Strand:	
Selected by:		Draft:	1st	2nd	3rd	Final	Approved by	

Priority Standards (Number and Brief Description)	College Career Readiness (lasting concepts and skills)	Transferability (applicable to other areas)	Learning Progressions (K-12 alignment across grades)	Data Driven (based on FBISD trends, patterns)	Coherent (across units)	Selection Confirmed Y/N Notes/Comments	

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 *(standards based)*	
I can…	

EXHIBIT C – Core Unit Organizer

*Key Below

Specific Expectations • Grade Level Standards
Focus: Important: Integrated (Supporting):
Big Idea(s) Enduring Understanding: What will students discover this unit?
Strategies

Products •Performances • Processes	Overarching Learning Intentions
	Review:
	New!
Success Criteria	
Detailing the **products** w/ Success Criteria - Exemplars or Non-Example • Brainstorm first • Sort and Organize • Revise and Calibrate	

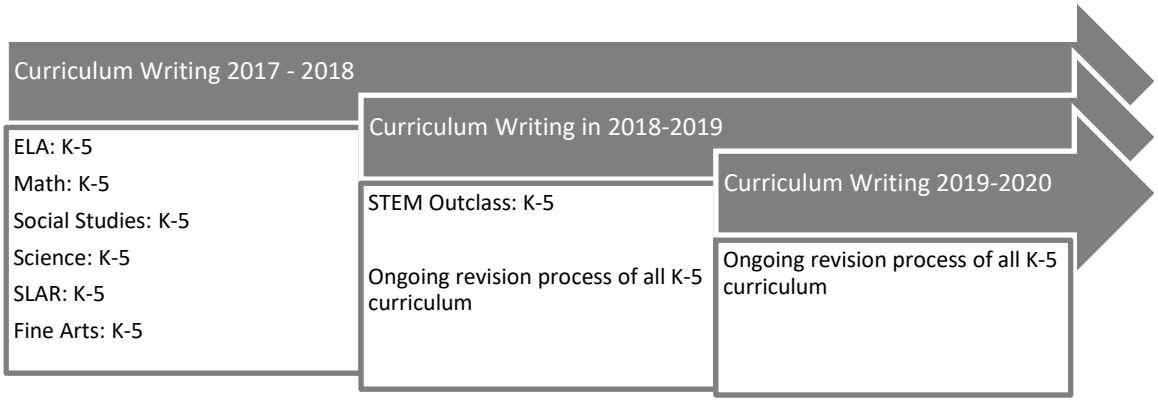
Priority	Standard is assessed in unit – and across the year. *Bold Face any standard that is new to the student
Important	Must be introduced in unit so students have time to master. Frontload in read-aloud and shared/close reading.
Integrated	These standards integrate with focus standards and must be taught. Key competencies can be included from these standards into the products and performances based on focus standards.

EXHIBIT D – TEA TEKS Revision Timeline

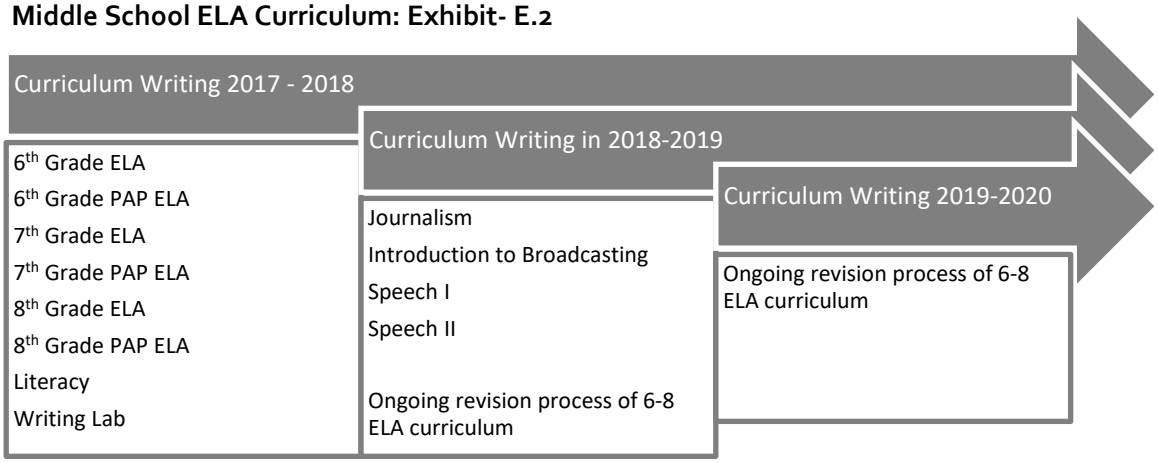
TEA TEKS Revision Schedule					
2017-18	**2018-19**	**2019-20**	**2020-21**	**2021-22**	**2022-23**
No Revisions	**Science** Streamlined TEKS Implemented	**ELA & Reading** K-8 TEKS and IM Implemented	**ELA & Reading** HS TEKS and IM Implemented	**Health & PE** Revised TEKS and IM Implemented	**Science** Revised TEKS and IM Implemented
No Revisions		**Social Studies** Streamlined TEKS Implemented		**Pre-K** Pre-K System Implemented	**CTE** STEM and Health Science Implemented
2023-24	**2024-25**	**2025-26**	**2026-27**	**2027-28**	**2028-29**
Tech APPS Revised TEKS and IM Implemented	**Math** Revised TEKS and IM Implemented	**CTE** Manufacturing and Architecture/ Construction Implemented	**Social Studies** Revised TEKS and IM Implemented	**Fine Arts** Revised TEKS and IM Implemented	**ELA & Reading** K-8 TEKS and IM Implemented
CTE Arts/A/V/ Comm and IT Implemented	**CTE** Hospitality/Tourism and Human Services Implemented		**CTE** Educ/Training Govt/Pub Admin and LPSCS Implemented	**CTE** AFNR and TDL Implemented	**CTE** STEM and Health Science Implemented

EXHIBIT E –Student Centered Curriculum Development Schedules

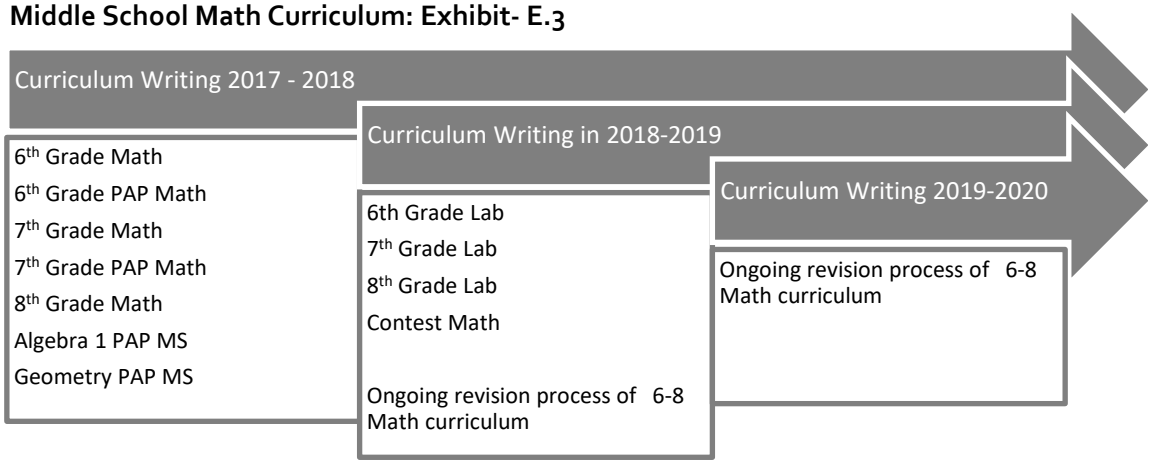
Elementary Curriculum: Exhibit- E.1



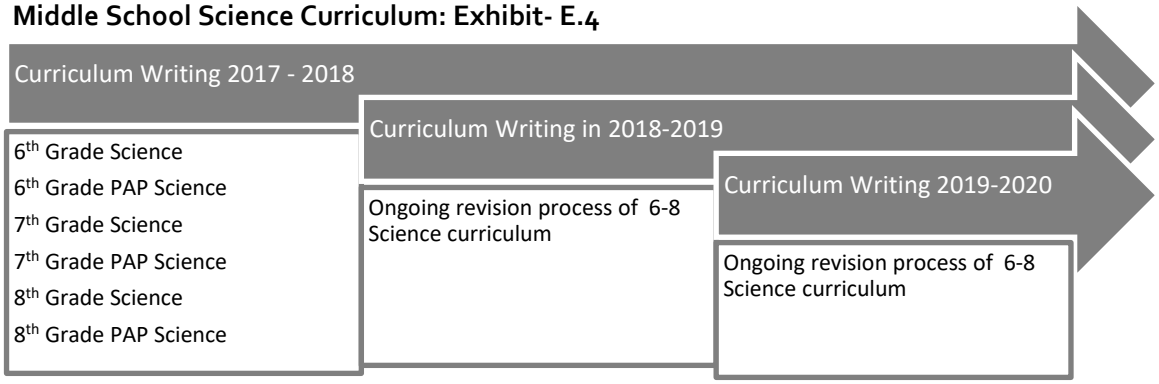
Middle School ELA Curriculum: Exhibit- E.2



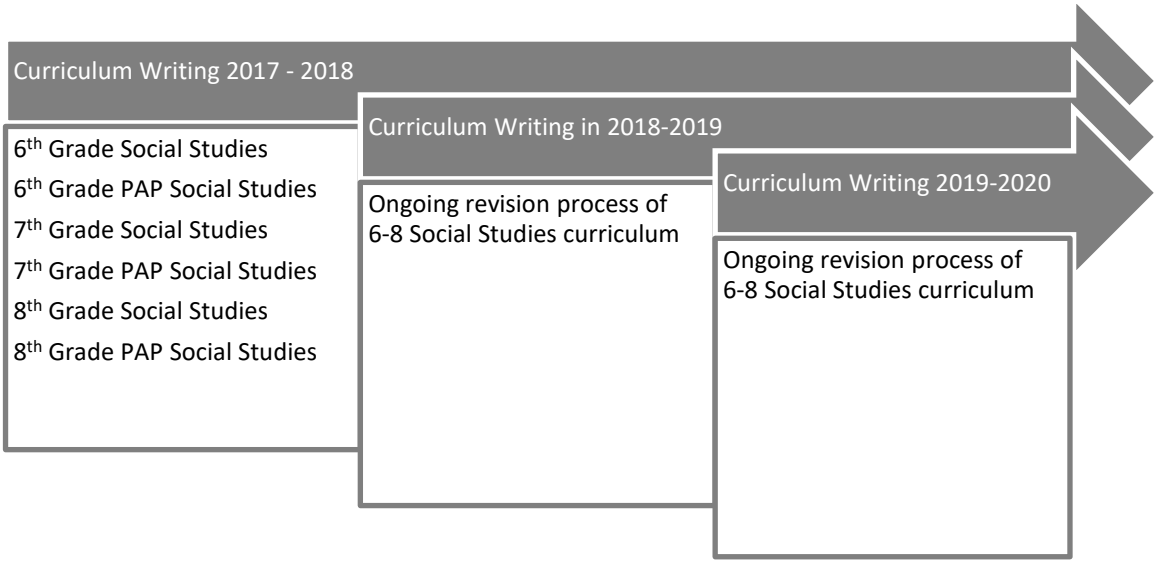
Middle School Math Curriculum: Exhibit- E.3



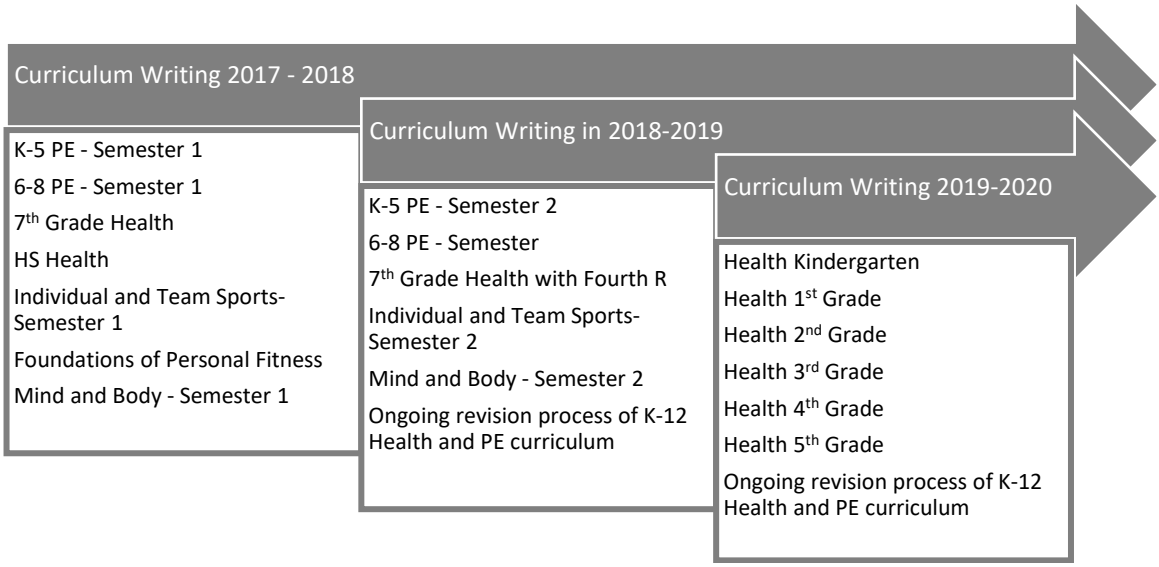
Middle School Science Curriculum: Exhibit- E.4



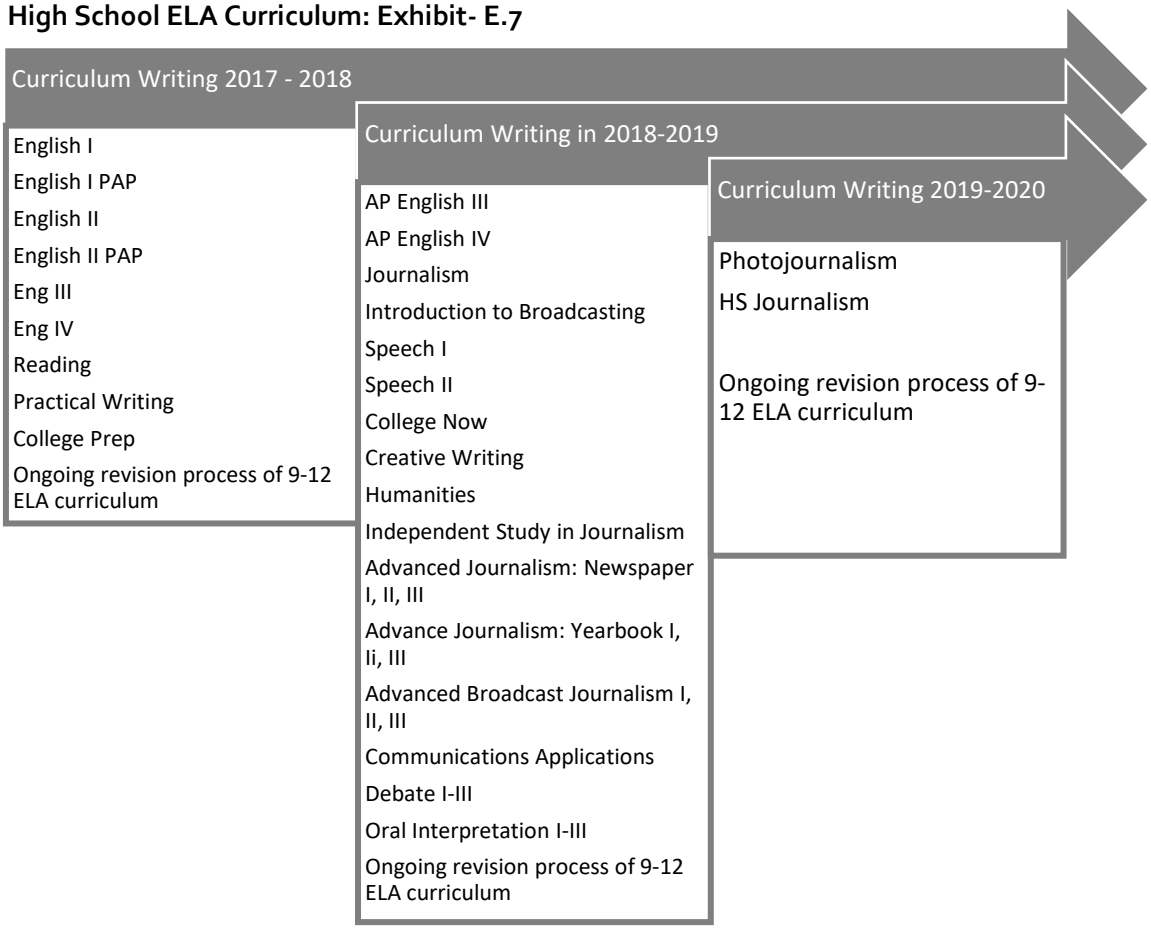
Middle School Social Studies Curriculum: Exhibit- E.5



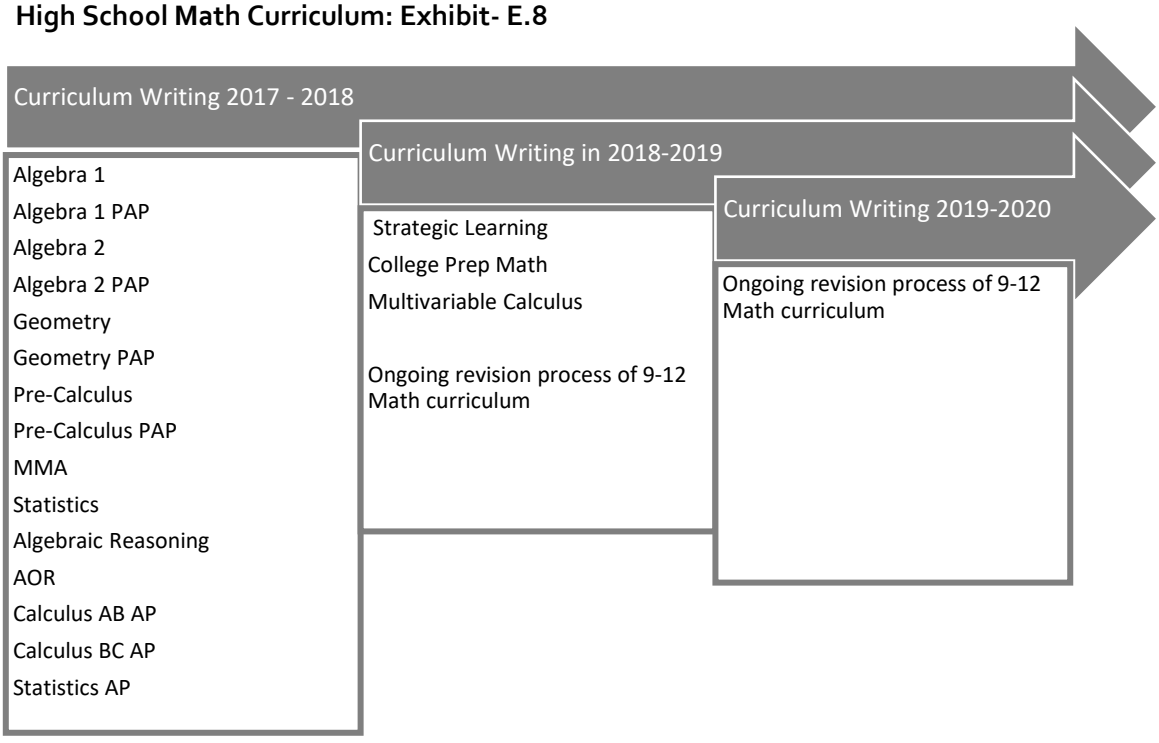
K-12 Health and PE Curriculum: Exhibit- E.6



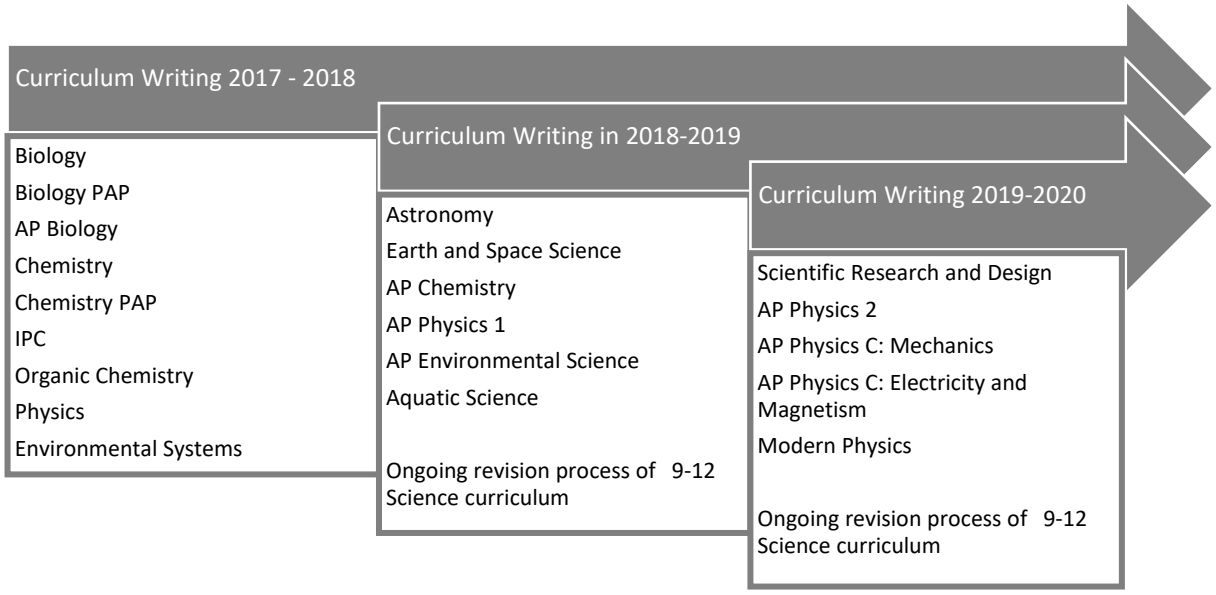
High School ELA Curriculum: Exhibit- E.7



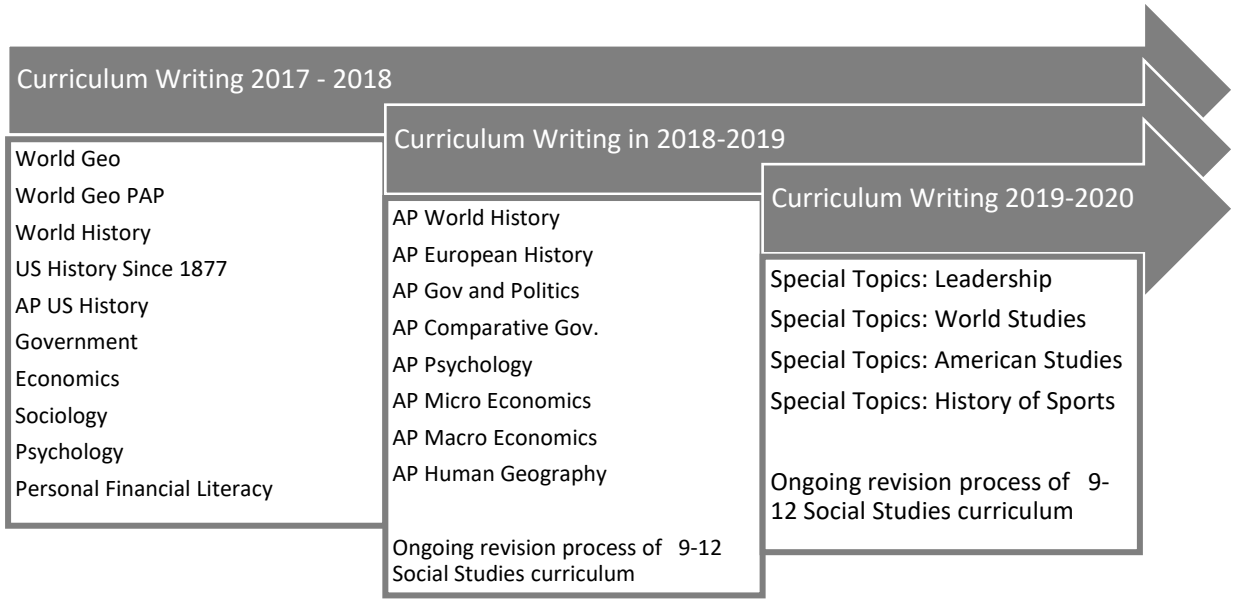
High School Math Curriculum: Exhibit- E.8



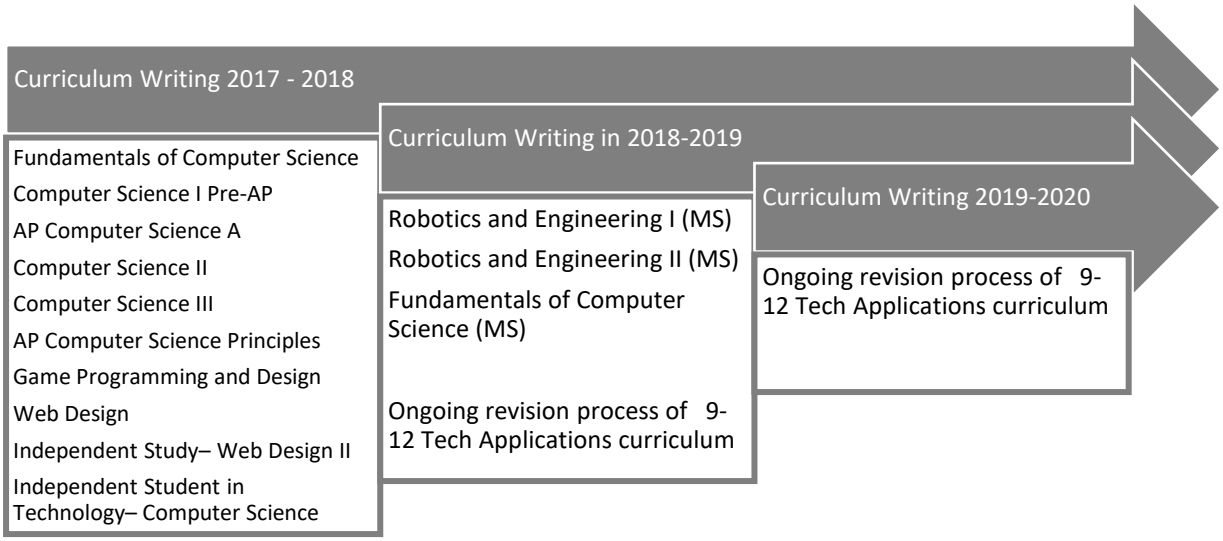
High School Science Curriculum: Exhibit- E.9



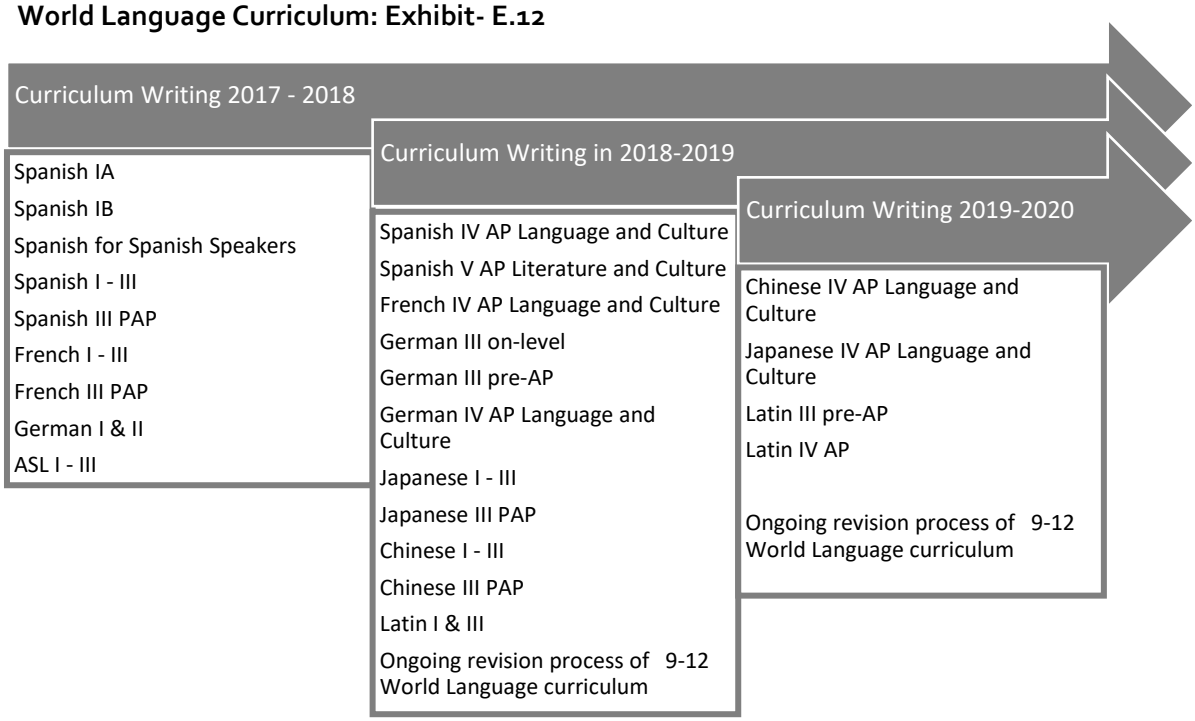
High School Social Studies Curriculum: Exhibit- E.10



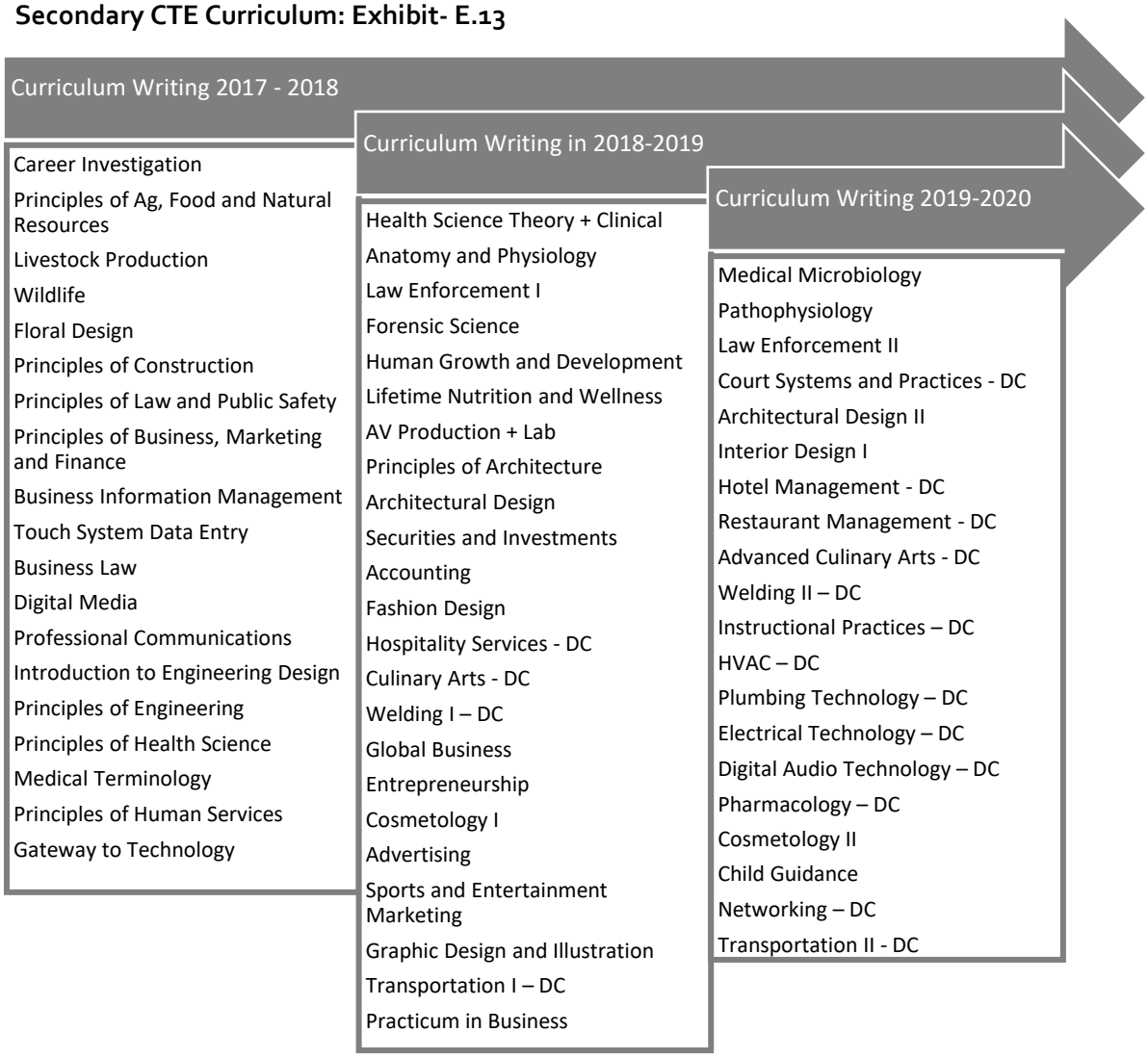
Tech Applications Curriculum: Exhibit- E.11



World Language Curriculum: Exhibit- E.12



Secondary CTE Curriculum: Exhibit- E.13



Secondary Fine Arts Curriculum: Exhibit- E.14

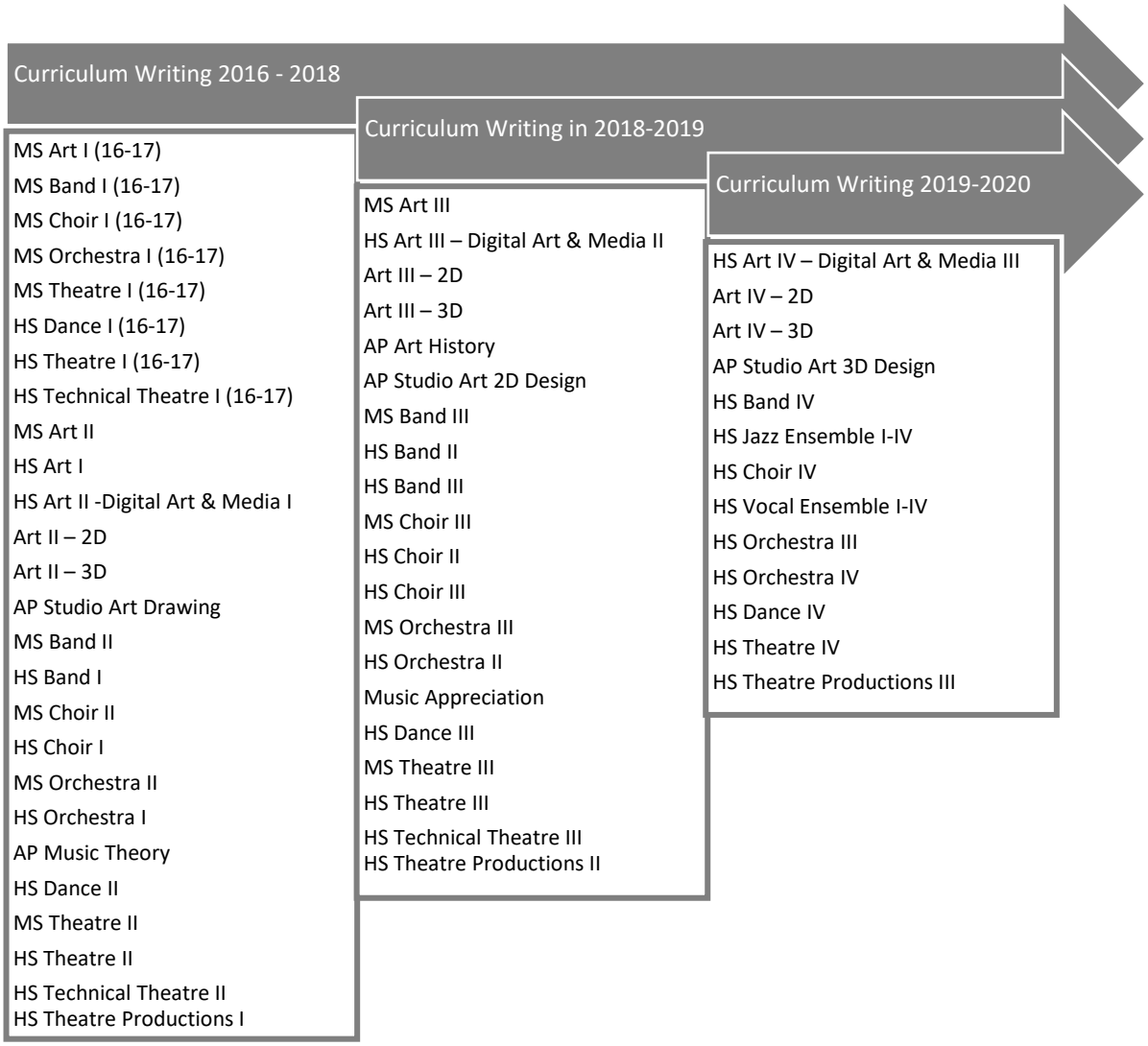
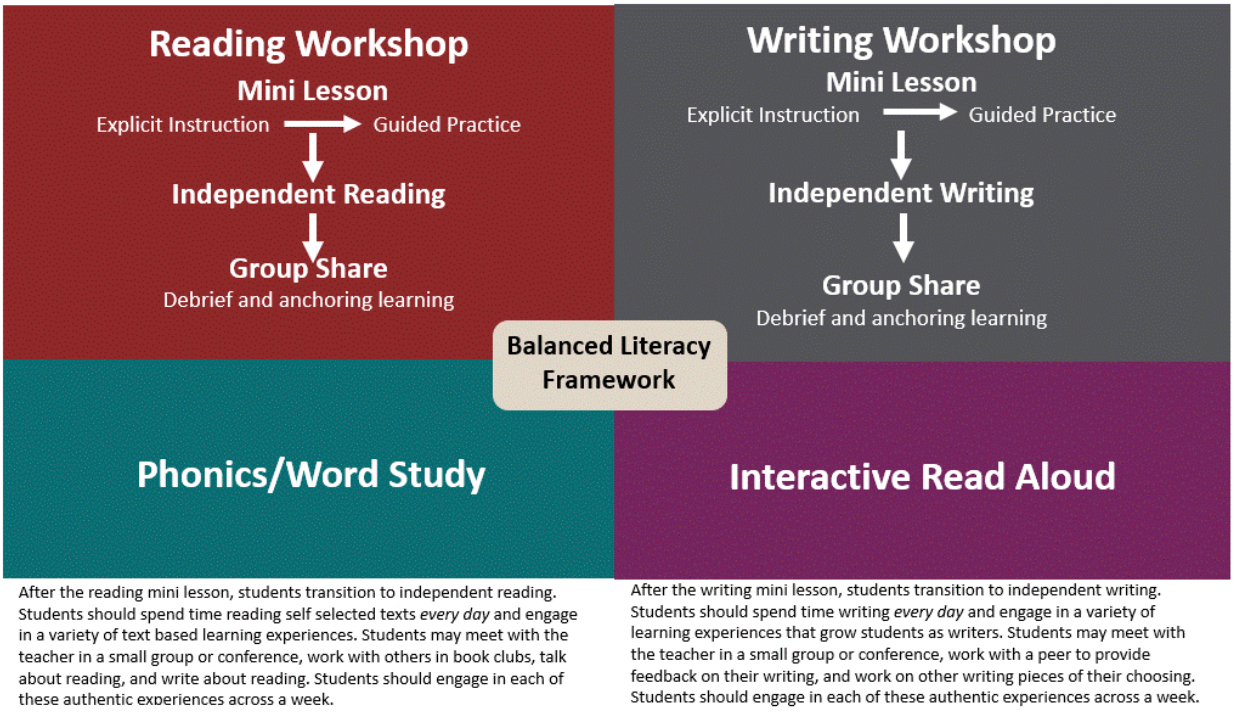


EXHIBIT F – Instructional Models

English Language Arts

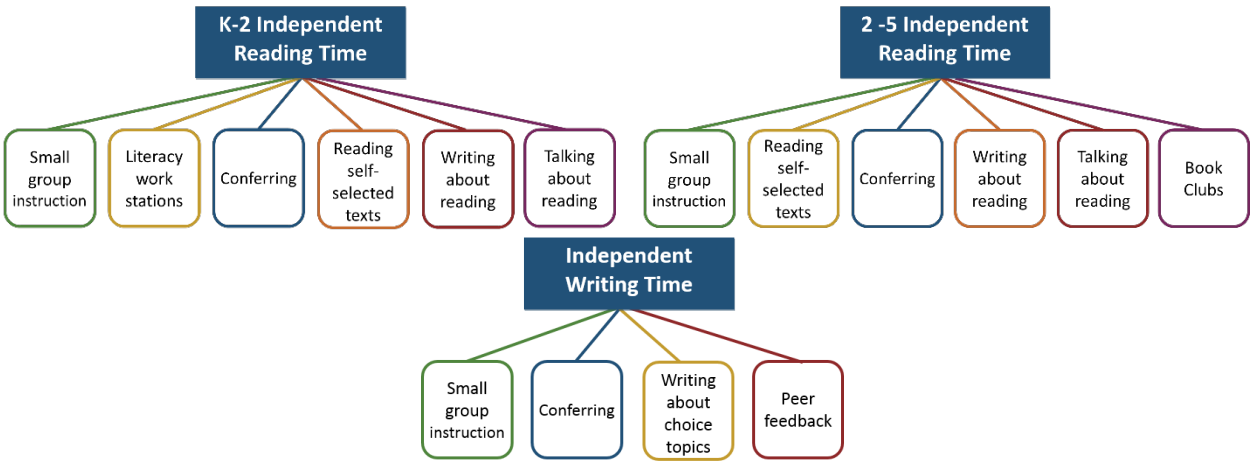
Reading and Writing Workshop have a similar structure and follow the workshop model, which incorporates gradual release. The reading/writing workshop approach allows teachers to reach all students at their level of proficiency. There are 3 phases in the workshop approach: the mini-lesson, guided practice,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

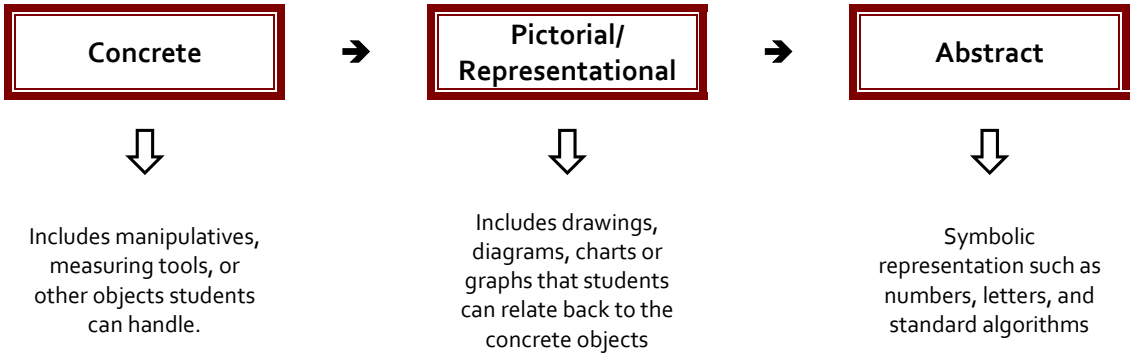
After the writing mini lesson, students transition to independent writing. Students should spend time writing *every day* and engage in a variety of learning experiences that grow students as writers. Students may meet with the teacher in a small group or conference, work with a peer to provide feedback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

CPA Approach



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	• Inquiry / Explore Concept • Pre-Task • Tell me all you know • Graffiti Wall • Which One Doesn't Belong • Quick Write	5 – 10 min

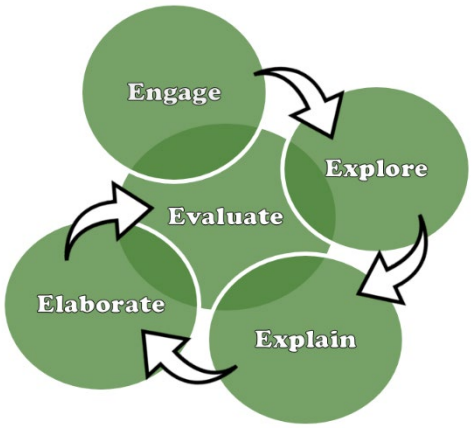
Learning Experiences
*Whole group strategies can also be used in small group instruction
	• Whole Group
	  • Discovery Lessons
	  • Rigorous Tasks
	  • Conceptual Learning Experiences
	  • Questioning
		15 – 20 min

Follow the Upside Down Teaching Approach ("You do, We do, I do") where students use productive struggle to discover content.	• Feedback • Manipulatives • Parallel Tasks • Small Group • Workstations • Feedback • Manipulatives • Scaffolding • Practice	
Structured Practice	*Practice could be structured in the following ways* • Guided (small group) • Partnered • Individual • Team – Pair – Solo • Solo – Pair – Consensus • Pairs Check	10 – 15 min
Check for Understanding **Should occur throughout the cycle*	• FACT Strategies • Formative Assessments • Rubrics/Checklists	*Should occur throughout the lesson cycle*
Math Discussions **Should occur throughout the cycle*	• Think A-louds • Kagan Discussion Strategies • Error Analysis • Strategy Harvest	*Should occur throughout the lesson cycle.*
Closure	• 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.



<table>
<tr><th>Stage</th><th>Description</th></tr>
<tr><td>ENGAGE</td><td>

The teacher starts the learning process by involving students in making connections between their past and present learning experiences (activating prior knowledge).
The teacher builds 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.

<table>
<tr><th>What the Teacher Does</th><th>What the Student Does</th><th>Possible Activities</th></tr>
<tr>
<td>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</td>
<td>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</td>
<td>Demonstration
Reading
Free Write
Analyze a Graphic Organizer
KWL
Brainstorming
Discrepant event
Probes
Mix-Pair-Share
Analyze Visual Representations</td>
</tr>
</table>
</td></tr>
<tr><td>EXPLORE</td><td>

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.

<table>
<tr><th>What the Teacher Does</th><th>What the Student Does</th><th>Possible Activities</th></tr>
<tr>
<td>Uses formative assessment strategies to collect evidence of individual student understanding
Encourages the students to work together without direct instruction from the teacher</td>
<td>Thinks freely but within the limits of the activity
Classifies
Forms new predictions and hypotheses
Tests predictions and hypotheses</td>
<td>Investigation
Read authentic resources to collect information
Solve a problem
Construct a model</td>
</tr>
</table>
</td></tr>
</table>

• 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	• 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	• 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
• 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	• 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	• 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

- 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 PBL
- The 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.

What the Teacher Does	What the Student Does	Possible Activities
• Uses formative assessment strategies to collect evidence of individual student understanding • Provides tiered instruction by varying the content, process, product, or level of support based on the data that has been collected • Expects the students to use formal labels, definitions, and explanations provided previously	• Applies new labels, definitions, explanations, and skills in new, but similar situations • Uses previous information to ask questions, propose solutions, make decisions, and design experiments • Draws reasonable conclusions from evidence • Records observations and explanations	• Problem Solving • Decision Making • Experimental Inquiry • Activities that include 21st century thinking such as analysis, critical thinking, communication, collaboration, creativity, etc. • Peer Feedback • CER/CERR • ADI

	• Encourages the students to apply or extend the concepts and skills in new situations • Reminds the students of alternative explanations • Refers the students to existing data and evidence and asks, "What do you already know? Why do you think…?" • Makes connections to the real world	• Checks for understandings among peers • Self-assesses using success criteria, a checklist or rubric • Makes connections to the real world • Uses 21st century thinking/skills • Sets or adjusts goals	• PBL

EVALUATE

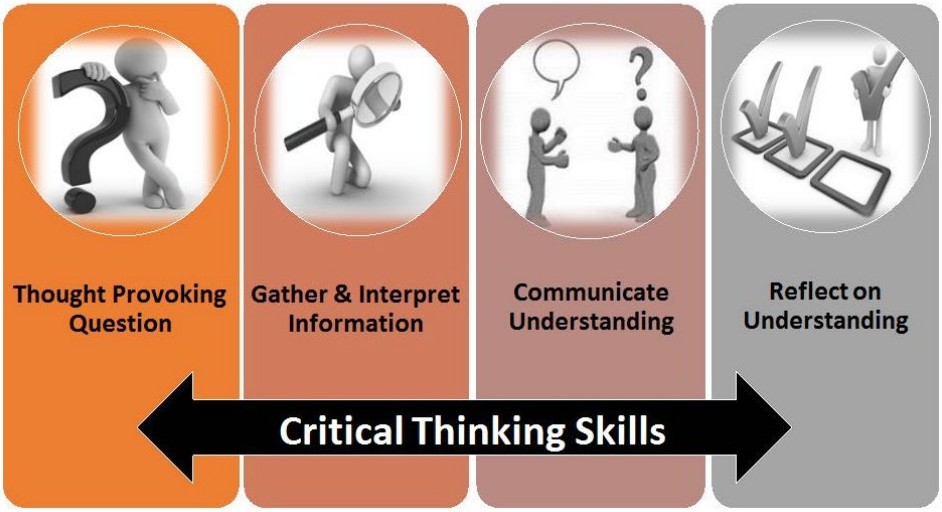
- This stage occurs throughout the cycle through the use of formative assessment.
- The teacher may administer a summative assessment that incorporates both content knowledge and process skills.
- Feedback may come from checking for understanding, quizzes, student discussions, or journals, rubrics, discussion 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.

What the Teacher Does	What the Student Does	Possible Activities
• Observes the students as they apply concepts and skills • Assesses students' knowledge and/or skills • Looks for evidence that students' misconceptions are corrected • Allows students to assess their own learning and group-process skills • 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	• Answers open-ended questions by using observations, evidence, and reasoning • Demonstrates an understanding or knowledge of the concept or skill • Evaluates his or her own progress and knowledge • 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	• Use a Scoring Tool or Rubric • Test • Performance Assessment • Self-Assessments • Peer Assessments • Produce a Product • Journal Entry • Portfolio

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

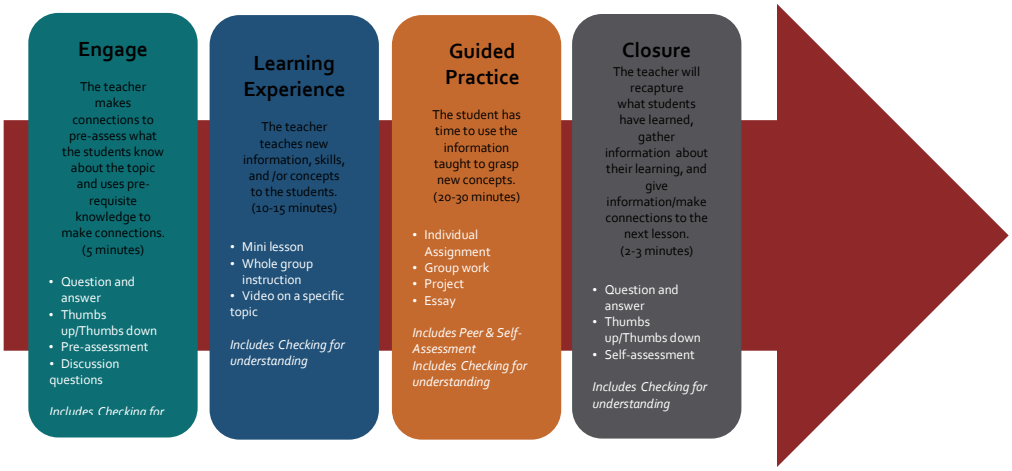


Social Studies Instructional Model to Support Critical & Historical Thinking Skills

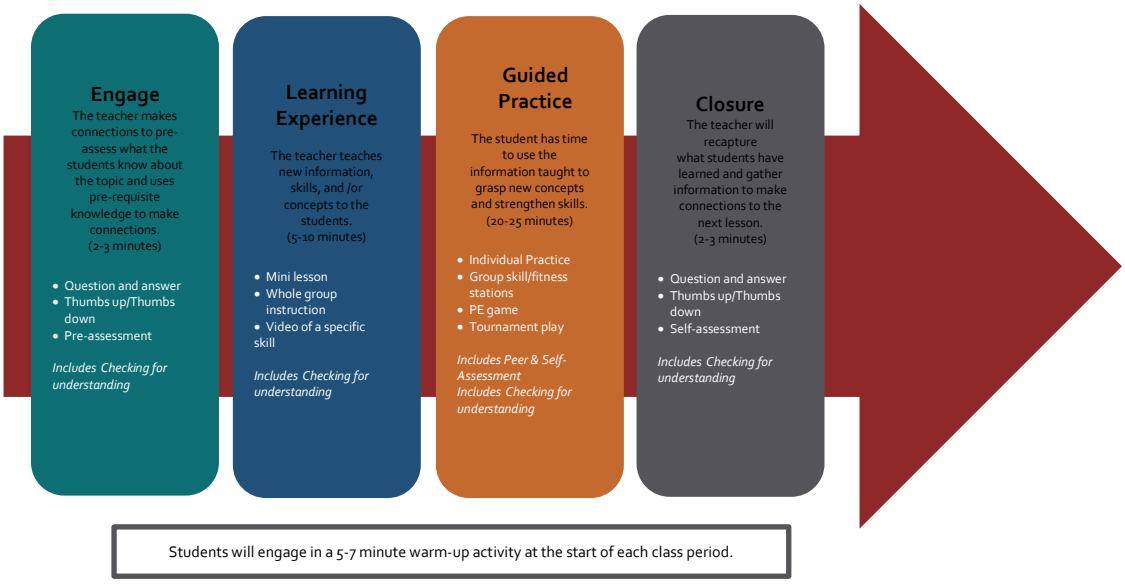
Components of Instruction				
	Thought Provoking Question	**Gather & Interpret Information**	**Communicate Understanding**	**Reflect on Understanding**
Best Practices for Teaching and Learning	This is the opening or engage phase of instruction. Teacher will frame the lesson with a thought provoking question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

Formative Assessment (Checks for Understanding)

Health Instructional Model

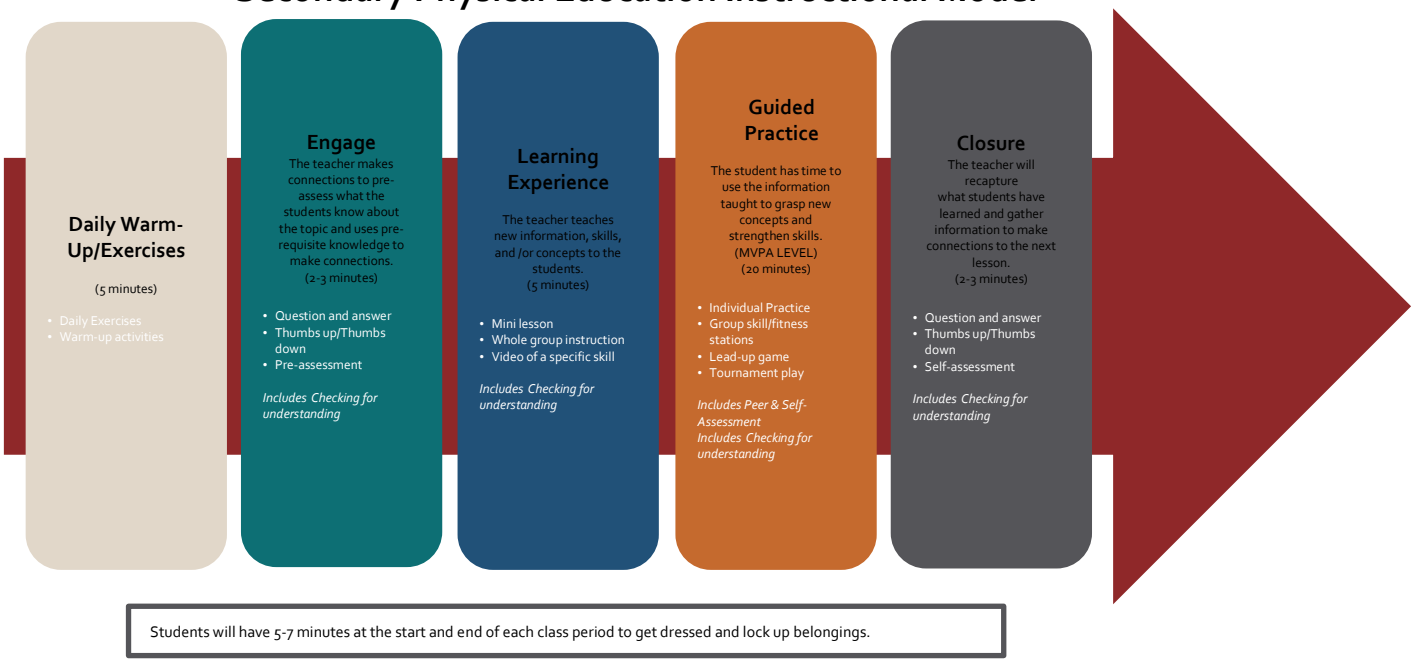


Elementary Physical Education Instructional Model



Students will engage in a 5-7 minute warm-up activity at the start of each class period.

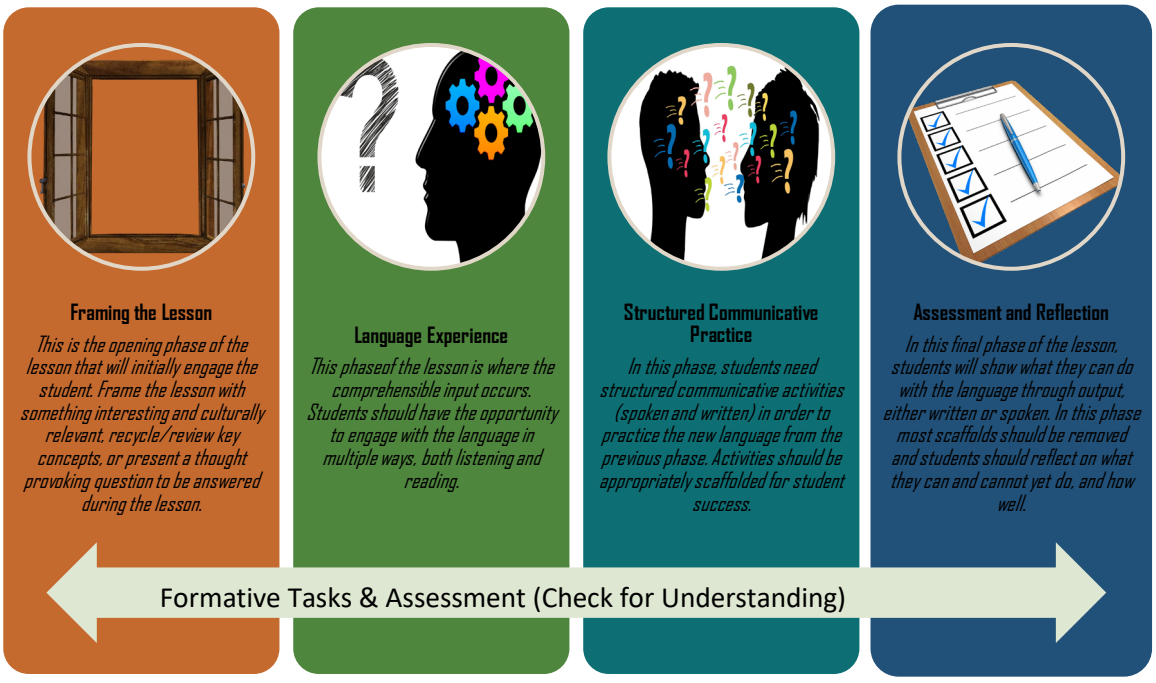
Secondary Physical Education Instructional Model



Students will have 5-7 minutes at the start and end of each class period to get dressed and lock up belongings.

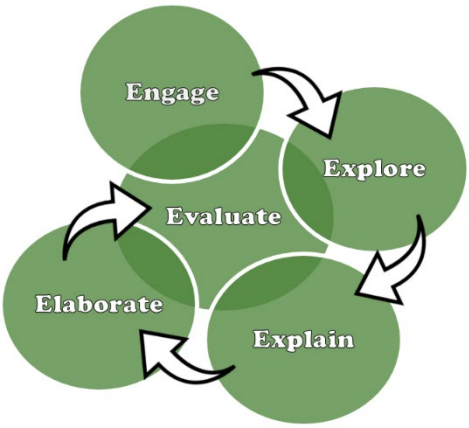
World Language

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.

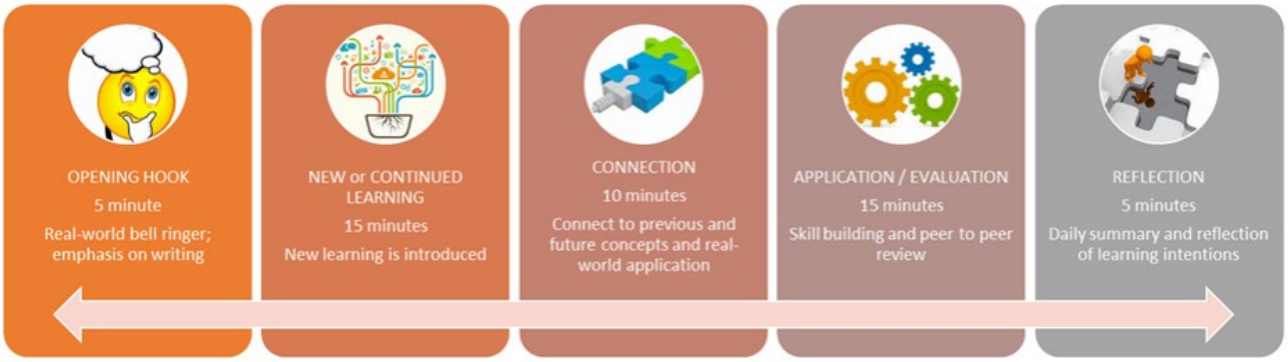


Technology Applications

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



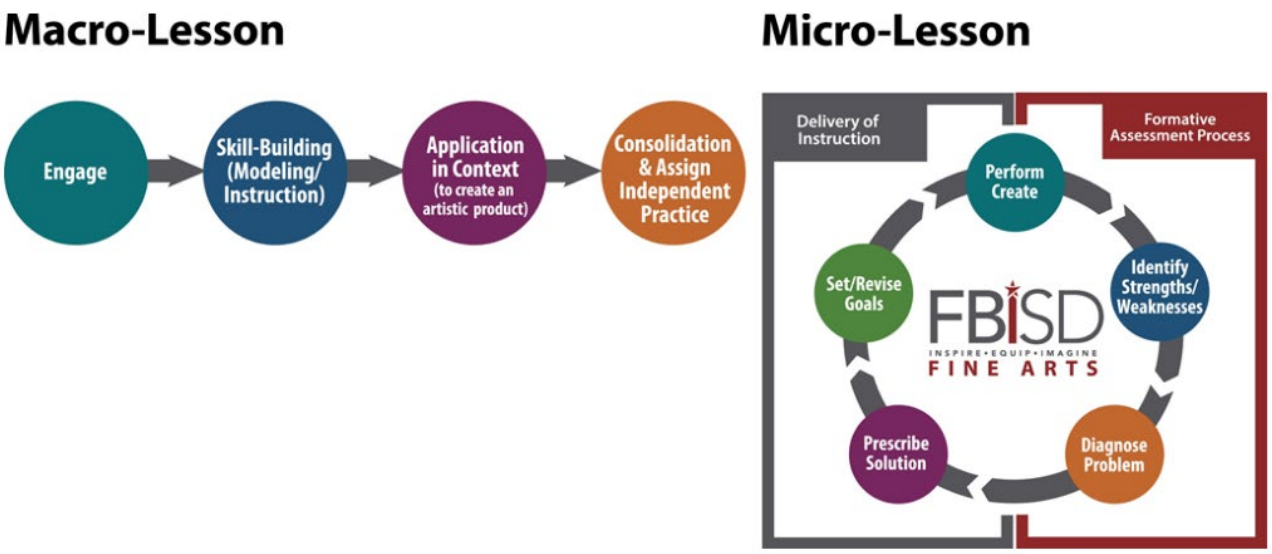
Career and Technical Education



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.



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.

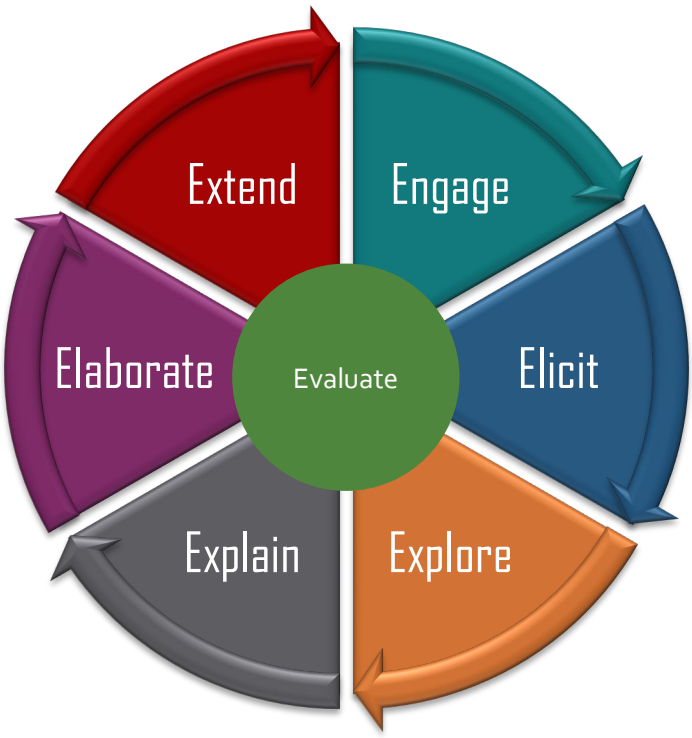


EXHIBIT G – EAA Protocol

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 ❑ Surface Learning ❑ Vertical Learning Progression ❑ Small Group Instruction

GOALS			
Advanced	**Proficient**	**Progressing**	**Developing**

NORMS				
Respect	**Prepared**	**Punctual**	**Focused**	**Control**

MEETING SUMMARY & NEXT STEPS
Next Meeting: ❑ **Check In** ❑ **Case Study** ❑ **Micro-Teaching** ❑ **Lesson Study** ❑ **Unpacking for Success** ❑ **Calibration** ❑ **Evidence Walk**

EXHIBIT H- CST Tool

Focus on Standards		
Alignment to Scope & Sequence	☐ Aligned	☐ Not Aligned
Alignment to Rigor of Standards	☐ Aligned	☐ Not Aligned
Alignment to Instructional Model	☐ Aligned	☐ Not Aligned

Student-Centered Assessment – *"not observed" will be an option for each component*					
Components	**Pre-Launch**	**Launching**	**Developing**	**Expanding**	**Empowered**
Learning Intentions (1.1; 2.2)	Teacher articulates or communicates an activity or topic.	Teacher articulates or communicates learning intentions.	Students can communicate the learning intentions.	Students can explain how the learning intentions is connected to activity/ learning.	Students can track their progress and mastery of the learning intentions.
Success Criteria (2.1)	Teacher uses a strategy or tool to measure student understanding.	Teacher defines or provides success criteria.	Students use teacher-created success criteria to analyze work.	Students co-construct success criteria with the teacher.	Students revise and refine success criteria based on the standards.
Self- and Peer-Assessment (1.2; 2.3, 3.3)	Teacher reflects on student or class work.	Teacher models the self- and peer-assessment process for students.	Teacher facilitates self and peer assessment process using authentic student work.	Students respectfully identify strengths and next steps using the success criteria.	Students initiate the self- and peer-assessment process or use feedback from the process independently.
Evidence-Based Feedback	Teacher provides general feedback.	Teacher provides explicit feedback tied to success criteria.	Students use teacher-feedback to improve their performance.	Peers provide and use feedback based on success criteria.	Feedback comes from many sources and is based on success criteria; feedback is valid and reliable.

Goal-Setting	The teacher articulates a task oriented goal.	The teacher sets a learning goal for the class that is aligned to the TEKS.	The student tracks progress on a goal established by teacher.	The teacher and students negotiate goals together based on feedback aligned to success criteria; includes evidence of progress monitoring	Students independently develop goals based on feedback aligned to success criteria; includes evidence of progress monitoring.
Revision	Teacher provides an opportunity for students to revise, without explicit direction.	Teacher identifies revision goals tied to specific feedback and provides an opportunity to revise.	The teacher provides feedback and facilitates student engagement in the revision process	Students support each other with revision based on feedback.	Students can independently revise their own work based on feedback from many sources.
Student-Centered Learning - *"not observed" will be an option for each component*					
Components	**Pre-Launch**	**Launching**	**Developing**	**Expanding**	**Empowered**
Purposeful Communication (2.3)	The teacher models thinking about content and/or invites individual students to respond.	The teacher incorporates student talk time throughout the lesson.	Students have structured opportunities to discuss content.	Students engage in higher-order thinking that promotes academic conversational skills.	Students initiate and lead academic conversations to synthesize learning, justify point of view, and deepen understanding of content.
Differentiation (1.3, 1.4, 2.4)	The teacher delivers lesson content to the whole group.	The teacher provides scaffolded learning experiences and incorporates differentiated strategies for groups of students.	The teacher provides targeted instruction based on data.	The teacher uses learners' strengths, learning differences, and backgrounds to adapt the learning experience for all students.	The students use success criteria to determine the process, pace, and/or strategies that support their success.
Technology Integration (1.4)	The teacher utilizes technology to display instruction and/or tasks.	The teacher and students interact with technology during the lesson.	Students utilize technology as a tool for learning the content.	Students engage in blended learning tasks that balance face-to-face learning and online content.	Students utilize technology to personalize the learning experience (path, place, and pace).

Classroom Environment and Culture - *"not observed" will be an option for each component*					
Components	**Pre-Launch**	**Launching**	**Developing**	**Expanding**	**Empowered**
Positive Behavior Supports (3.1, 3.2)	Classroom behavior systems and expectations are unclear or inconsistent.	The teacher uses positive behavior strategies are evident. Reinforcement is needed to enforce compliance.	Students engage in teacher created procedures and routines. Student compliance is evident based on extrinsic outcomes.	Students take ownership in adhering and reinforcing classroom expectations. The classroom environment is safe to promote risk taking.	Teacher and students have co-created, adopted, and maintain classroom behavior standards that encourage student effort and achievement.
Equity (1.3, 2.4, 3.3)	Teacher acknowledges student differences and responds inconsistently.	Teacher models and shows value for student differences. Teacher connects to student background and relevant life experiences.	Teacher creates a safe environment where students acknowledge differences. Teacher redirection should occur when students respond inappropriately.	Student can acknowledge differences and respect different opinions/ viewpoints.	Students can acknowledge differences and advocate for diverse opinions/ viewpoints.
Student Work/ Voice	Student work is on display.	Student work is displayed to support the classroom learning experience.	Student work exemplars are tied to identified learning goals or progressions.	Teacher and students reference student work exemplars to identify success and plan revisions.	Students use work exemplars to engage in peer feedback, revision, and goal setting.

EXHIBIT I – CST Feedback Protocol

STEP	PROCEDURE
1.	***Setting the Stage***
	• Team members discuss the Campus Instructional Focus • Team members review the EAA evidence walk protocol • Discuss the following questions as a full group: What have you been working on as a campus?
2.	***Focus on Learning***
	• How do students know what they are learning, why they are learning it, and what success looks like? • Briefly discuss what you would hope to hear and see regarding the instructional focus.
3.	***Overview of Lessons and Context***

	• Host shares details regarding class contexts (class size, relevant student and classroom information).
	• Host shares what questions they are curious about specific to the instructional focus.
	  ○ We have been wondering about …
	  ○ We have been trying …
	  ○ We want to know what you think about …
	• Group defines what questions they will ask students when entering the classroom
	  ○ What are you learning?
	  ○ How do you know you will be successful?
	  ○ Why are you learning this?

4.	***Review Norms for Observation***
	• Evidence will be recorded based on Campus Instructional Focus using EAA protocol • Calibrate with group after each walk • Evidence is based on what participants see and hear – descriptive and nonjudgmental.
STEP	**EVIDENCE**
5.	***Observations***
	• Describe what students are saying and/or doing. • Describe what the teacher is say and/or doing
STEP	**ANALYSIS**
6.	***Observation Analysis (Debrief)***
	• Sharing of observations based on evidence • What were the students able to do? What are their strengths? • What can we infer based on the evidence related to the campus instructional focus and the learning the teachers have engaged in?
STEP	**ACTION**
7.	***Responding to Host***
	• Responding to host's questions • Determining next steps for professional learning and campus support • Discussing any questions raised • Setting goals for the campus or group

Observation Analysis (Debrief) – Sentence Stems

• During the welcome we discuss and campus focus on _____, I noticed …   ○ chart responses on paper
• During the walk-through students were able to … (in relation to campus focus)
• During the walk through I saw teachers … (in relation to campus focus)
• During the welcome we discussed the teachers have been learning about _____, based on the evidence we can infer that …

Action: Responding to the Host (Campus Support Planning) – Question Stems

• Based on the analysis of evidence we noticed _____, what kinds of support might be helpful to your teachers based on your campus focus?
• What kinds of support would help the campus based on the work you have already done and would like to do?
• Who would you like to be involved in the support cycle from your campus (specialists, coaches, assistant principals, etc.)?
• Is there a specific method and frequency you'd like to establish to discuss the support plan and the follow-up?
• Our campus support plan should focus on the coaching cycle, building campus capacity, and maintaining a relationship between the campus and central office, do you believe the plan we have discussed meets those criteria?

EXHIBIT J – Professional Learning Implementation Exemplar

Impact Teams Implementation Exemplar

Fort Bend ISD launched the Impact Team process to support the implementation of Professional Learning Communities (PLCs) during the 2017-18 school year. During the planning stages the Teaching & Learning division engaged in learning related to impact teams, principals participated in an overview session, and campus selection began based on principal interest and teacher readiness. Required resources for this project were identified, campus, and student outcomes were determined.

Launching Impact Teams began with a foundational professional learning experience for identified campus administrators and grade level Impact Teams participating in this priority. Meetings were conducted with campus administrators and teams of teachers to describe the Impact Team process and commitment.

Fort Bend ISD partnered with the Core Collaborative to provide specific training throughout the 2017-18 school year to support administrators, teachers, and campus support personnel with the implementation of Impact Teams. The professional learning plan included three on-site Impact Team trainings and ongoing implementation support from FBISD Teaching & Learning staff.

Throughout the process, the Teaching & Learning team worked with campus administrators and teacher teams to gain feedback regarding the process. Adjustments were made to and specialized trainings were developed to meet the needs of each campus participating in the Impact Team process.

To support the implementation of a student-centered curriculum and promote student ownership of learning, the following timeline has been developed. Professional learning topics are presented to campus administrators, teachers, and campus support staff to promote implementation.

Impact Team Timeline		
2017-18	**2018-19**	**2019-20**
Initial Principal Training **Introduction to Impact Teams** • 14 campuses • 14 grade level/content area teams • Introduction to 3 protocols • Ongoing FBISD support	**Expansion of Impact Teams** • 14 campuses • 35 grade level/content area teams • Year 1 Teams & Year 2 Teams • Begin FBISD video repository • Ongoing FBISD support **Year 1 Focus**: Introduction to Impact Teams **Year 2 Focus:** Collective Inquiry Cycle	**Expansion of Impact Teams:** • Increase campus participation by adding elementary and secondary campuses • Continued increase of teams at current Impact Team schools • Utilize video repository as job embedded learning for other campuses

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