

Curriculum Handbook



**Embrace change,
Maximize potential,
Create the future.**



Introduction

This Curriculum Handbook serves as a guide for the development and implementation of a guaranteed and viable curriculum, what research has long supported as one of the most important school-level factors leading to positive student outcomes (Marzano, 2000a).

The term “guaranteed and viable curriculum” is rich and complex. It implies that a high-quality curriculum is consistently taught, tested, and learned, which means that it must first be documented, published, and used. Curriculum development is never finished as the needs of students and the demands of the community, workforce, and the world change.

Curriculum must be accessible to all learners and provide teachers with the flexibility to differentiate for students of all ability levels and backgrounds. A guaranteed and viable curriculum requires that all students have an opportunity to learn, including access to high quality materials and resources as well as time to learn.

An ideal K-12 curriculum is one that is characterized as:

- rigorous
- relevant
- accessible
- dynamic
- cohesive
- connected

It is written with the learner at the center and provides a comprehensive approach to education, which ultimately prepares all students to gain the skills, knowledge, attitudes, and dispositions needed for the world beyond high school, to be college, career and life ready. The purpose of this Handbook is to provide the guidance needed to effectively use the curriculum to plan for instruction.

Central Consolidated School District
Curriculum & Instruction Department

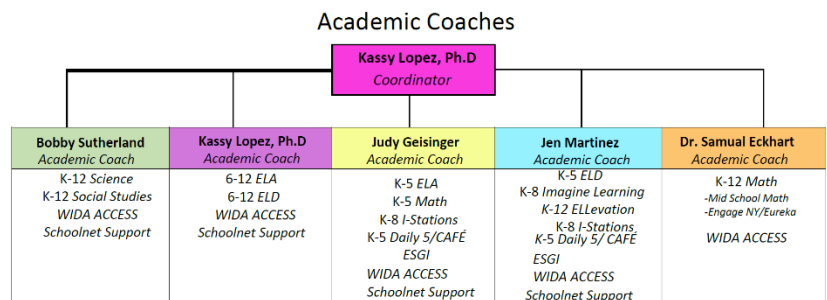


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MISSION--VALUES

Mission Statement

The mission of the Curriculum and Instruction department is to encourage knowledge and learning through a variety of resources, strategies and professional development while ensuring that cultural and linguistic diversity are valued and embedded in our instructional practice.

Vision Statement

Embrace change,

Maximize potential,

Create the future.

Values

We believe that ...

- all students can learn.
- lifelong learning is essential.
- individuals must possess a sense of purpose and belief in their own potential for excellence.
- collaboration among the home, school district and community positively impact learning.
- critical thinking and the acquisition and application of knowledge are keys to success.
- diversity is valued and individuality is celebrated.
- individuals are responsible for their choices and accountable for their actions.
- healthy lifestyle choices are imperative for optimal development.
- a safe and interactive environment is critical.
- ethical decision-making is expected.

Curriculum

Curriculum refers to the overall course of study offered in an educational institution, including core subjects, career technical education (CTE), content support subjects (art, music, library, etc.), and electives. The term *curriculum* is also used to describe the planned course in any one subject area or class.

Curriculum and Standards

Standards define what students should *know* and be *able to do* as a result of the learning experiences in a particular subject area and grade level. Standards do not dictate how content is to be taught, what materials to use, or how student will be assessed.

The curriculum details how to deliver the content that results in the outcomes required by the standards. It includes the Big Ideas and Essential Questions that provide focus and clarity, that answer the question asked for centuries by students around the world, *Why do we have to learn this?* The question by teachers, *How do I connect this to real world experiences?*

Curriculum breaks down the standards into the content (knowledge and concepts) as well as the skills that students will demonstrate as a result of instruction. Curriculum further details the ways student learning will be assessed and what materials and resources will be used in instruction.

Curriculum Development Teams

For K-5 subjects, the “formal” Curriculum Development Team for every course consists of the following:

- three teachers from across the District at each grade level per content,
- the District Instructional Coaches,
- the District Instructional Coordinator.

For secondary courses, the Curriculum Development Team will consist of the following:

- three teachers from across the District at each grade level, per content,
- the District Instructional Coaches,
- the District Instructional Coordinator.

Each teacher of a particular course, even if not involved with the formal Curriculum Development Team, is responsible for keeping a record of what was taught during each instructional unit, reflecting on what worked, what didn't work, and determining areas in which curriculum revision is in order. This documentation will be used to annually update the curriculum for each course.

Curriculum Writing/Review Process

Many factors influence the status of the curriculum: changes in state and national standards, availability of curriculum resources, emergence of new best practices, changes brought forth by new technologies, trends in the field, and changes in district leadership are just a few. As such, curriculum development is a constant process. While detailed below as a series of steps, writing, revising, adding, and removing should occur yearly.

The curriculum is a set of skills, concepts and processes that our students are expected to learn during their kindergarten through grade twelve experiences. The purposes of the curriculum development process include the following:

Respond to district needs assessments.

- Establish student learning expectations in each curriculum area.
- Respond to student needs.
- Provide a process for continual improvement of the curriculum to meet changing educational demands.
- Establish consistency and progression within, between, and across grade levels and subjects.
- Provide an orderly and systematic process that will avoid unnecessary duplication, and provide for a responsible use of resources and materials.

The Central Consolidated Schools curriculum development process consists of two levels of review/revision:

- *Comprehensive*: an extensive process that examines K-8 grade level expectations as reflected in state and national standards as well as standards established by our district; high school curriculum may be identified by grade level or by course. A comprehensive review can lead to the adoption of new resources.
- *Targeted*: a more limited review of a particular portion of a curriculum or course in response to a defined need, to address a specific problem within that portion of the curriculum, to map a curriculum onto a new standard, or to assess compliance with a state standard. This process may or may not lead to the adoption of new materials.

Comprehensive reviews of each curriculum within the District should be conducted on a rotating schedule not to exceed eight years.

Throughout the curriculum revision process, parents and community members are invited to participate. Those seeking to participate in the full process will need to commit significant time and effort in order to aid in the smooth flow of the committee work. Please contact your building principal or the Associate Superintendent for Curriculum and Instruction.

Stages in the Curriculum Revision Process:

1. **Curriculum mapping** is used as the first step in the review process. Mapping is used to identify current objectives and course content. Additional information is

gathered during the mapping process regarding supporting materials, assessments and units of study currently used in the district to support the current curriculum.

2. The “**map**” is then compared to grade level expectations, student achievement data, state frameworks, standards and current research to determine if it meets these criteria.
3. Based on the analysis of this comparison phase, **revised curriculum is developed** to reflect updated expectations.
4. Upon completion of the revisions, the proposed curriculum **resources are evaluated** for adequacy and appropriateness by District Curriculum Department. Based on staff input, specific units of study are examined and revised to reflect the new expectations.
5. At the conclusion of these steps, a determination is made whether or not to pursue the adoption of a new textbook and/or resources to support the implementation of the new curriculum. (If a major adoption is recommended, a committee must follow the textbook adoption process.)

At the conclusion of this process, **curriculum documents** are posted on our district website. Additional curriculum information will also be shared with parents at Back-to-School Night.

Note: When *targeted reviews* are conducted, the mapping process is defined by the reason for the review. Resources may or may not be changed as a result of a targeted review.

Curriculum Implementation

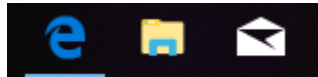
It is at this stage of the process that decisions are made to define the locus of responsibility for assuring high standards of implementation. These decisions may require additional support such as the appointment of curriculum specialists, building facilitators or team/discipline leaders.

Professional development for the staff is integral to successful implementation of any curriculum and is especially important when many changes in content are involved. Therefore, schools provide professional development for staff during the implementation phase. The level and nature of the professional development is planned in conjunction with the revision process. Ongoing professional support is also provided based on input from the building administrators and related curricular support staff.

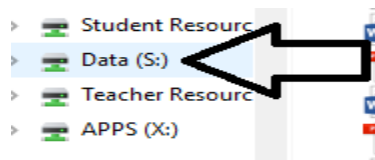
Dynamic curricula, in conjunction with skilled professionals, engaged students, and supportive parents and community members, contribute to excellence in learning that CCSD strives to achieve.

How to access the Curriculum

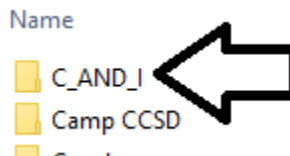
1. Click on the yellow file folder at the bottom of the toolbar.



2. Click the Data (S:) drive.



3. Click on the C and I file.



Key Terms

BOY- Beginning of Year -

CCR- College and Career Ready

CCSS-Common Core State Standards

CFA- Common Formative Assessment

A collaboratively selected and/or designed product or performance administered on a common testing date or within a common testing window and evaluated by all teachers responsible for the instruction of the content tested in the assessments. Teachers score students' work and compile the results to discuss needs and provide collective support to encourage and ensure student progress.

Content Area- The subject matter area such as mathematics, language arts, science, career technical education, etc.

CTE: Career & Technical Education

Curriculum- how to deliver the content that results in the outcomes that is required by the standards

Curriculum Mapping-Curriculum maps are intended to clearly articulate what standards are to be taught (tightly aligning those skills to the content that is presented) and what skills students are expected to demonstrate at each grade level.

DOK (Depth of Knowledge)- Focuses on how the student shows s/he can successfully complete an assessment task and/or a task designed to demonstrate mastery of concepts.

ELA- English Language Arts

ELD-English Language Development

ELL-English Language Learner

ESEA- Elementary and Secondary Education Act- The act provides federal funding to primary and secondary education, with funds authorized for professional development, instructional materials, resources to support and educational programs, and parental involvement promotion. The act emphasizes equal access to education, aiming to shorten the achievement gaps between students

by providing federal funding to support schools with children from impoverished families.

Standards- What students should know or be able to do.

Essential Questions- Questions that are not answerable with finality in a brief statement and require analysis and critical thought.

EOY-End of Year

HS- High School

IECI- Indian Education Curriculum Initiative

ISIP- Istation Indicators of Progress

K- Kindergarten

LEP- Limited English Proficiency

MS- Middle School

MOY- Middle of Year

NGSS- Next Generation Science Standards

PLC- Professional Learning Community- A professional learning community is a method to foster collaborative learning among colleagues within a particular work environment or field.

PM- Progress Monitor- used to assess students' academic performance, to quantify a student rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction.

SIOP-Sheltered Instruction Observation Protocol, the only research-based model designed for sheltered instruction.

SL- Speaking and Listening

Types of Assessment

Summative Assessment ...

- Seeks to make an overall judgment of progress made at the end of a defined period of instruction.
- Occurs at the end of a grade level, course, or unit.
- May be administered at certain grades for purposes of state or local accountability.
- Examples include:
 - unit tests, projects, speeches, essays, etc.
 - midterms
 - final exams
 - state tests

Formative Assessment...

- Refers to a process integrated into instruction and learning, rather than a particular kind of assessment.
- Involves collecting evidence about how student learning is progressing during the course of instruction
- Provides teachers and students with feedback so that necessary instructional adjustments can be made to support learning.
- Examples include:
 - questioning strategies
 - active engagement check-ins (i.e. response cards, white boards, think-pair-share)
 - exit tickets
 - analysis of student work based on rubrics and standards
 - journal entries
 - CFA's

Diagnostic Assessment...

- Provides in-depth information relative to a student's strengths and needs
- Is often used to individualize instruction as it pinpoints specific skill deficits and areas for enrichment
- May be used by teachers to differentiate instruction and by students in order to set personal goals for growth and achievement
- Examples include:
 - District Interims
 - Initial writing prompts
 - Running Records
 - Informal Reading Assessments
 - Pre-tests
 - IStations/On-Demand

District Assessment Maps

The following schedules depict the district-planned assessments used for the purpose of developing and revising curriculum, instruction, and assessment to support all students' growth and achievement. These maps are reviewed annually and adjusted as needed by school-level and district-level teams.

Please note: Newcomb Mid-school is the only Mid-school that will be taking the Istation Assessments at this time.

Assessment Descriptions-

ESGI- Educational Software for Guiding Instruction automates one on one assessments that assess the reading and math foundational skills.

KOT- The purpose of this assessment is to gather information on how children perform at the time of kindergarten entry and to also assist teachers in data-driven instruction decision making at the child and classroom level.

Istation- Istation's Indicators of Progress (ISIP) Early Reading are sophisticated, web-delivered computer-adaptive testing (CAT) systems that provide continuous progress monitoring (CPM) by frequently assessing and reporting student ability in critical domains of reading and early reading, respectively throughout the academic year.

Imagine Learning- research-based, standards-aligned curriculum that builds core reading and academic language skills.

Interim Assessments- A form of assessment that educators use to evaluate where students are in their learning progress and to determine whether they are on track to performing well on future assessments, such as standardized assessments or end-of-course exams.

Elementary Assessment Map

Month	Assessment	Purpose	K	1	2	3	4	5
August	ESGI	Baseline	x					
August 12-30	KOT	Assessment						
August 12-30		Essential Skills	x					
September	Quarter 1 Interim	Essential Skills	x					
Sept. 1-20		BOY	x	x	x	x	x	x
Sept. 3-13		BOY	x	x	x	x	x	x
Sept. 3-13		Assess		x	x	x	x	x
Sept. 30-Oct. 11		Standard Mastery						
Sept. 30-Oct. 17	ESGI/ Observation	Assess Standard Mastery	x					

October Oct. 1-7 Oct. 1-10	Istation Quarter 1 Interim	Progress monitoring Assess Standard Mastery	x x	x x	x x	x x	x x	x x
Oct. 1-17	ESGI/ observation	Assess Standard Mastery	x					
November Nov. 1-8	Istation	Progress Monitoring	x	x	x	x	x	x
December Dec. 2-6 Dec. 9-20	Istation Quarter 2 Interim	Progress Monitoring Assess Standard Mastery	x x	x x	x x	x x	x x	x x
Dec. 2-20	ESGI/ observation	Assess Standard Mastery	x					
January Jan. 13-24 Jan. 8-17	Istation Imagine Learning	MOY MOY	x x	x x	x x	x x	x x	x x
February Feb. 2-7	Istation	progress Monitoring Assess Standard Mastery	x x	x x	x x	x x	x x	x x
Feb. 24-	ESGI							
March Mar. 2-6 Mar. 2-13	Istation Quarter 3 Interim	Progress Monitoring Assess Standards Mastery	x x	x x	x x	x x	x x	x x
Mar. 1-12	ESGI/ observation	Assess Standard Mastery	x					
April April 1-7	Istation	Progress Monitoring	x	x	x	x	x	x
May May 11-22 May 1-15 May 4-22	Istation Imagine Learning ESGI/ observation	EOY EOY Assess Standard Mastery	x x x	x x	x x	x x	x x	x x

Middle School Assessment Map

Month	Assessment	Purpose	6	7	8
September Sept. 3-13	Istation Imagine	BOY	x	x	x
Sept. 3-13	Learning	BOY	x	x	x
Sept. 30- Oct. 11	Quarter 1 interim	Assess Standards Mastery	x	x	x
October Oct. 1-7	Istation	Progress Monitoring	x	x	x
November Nov. 1-8	Istation	Progress Monitoring	x	x	x
December Dec. 2-6 Dec. 9-20	Istation Quarter 2 Interim	Progress Monitoring Assess Standards Mastery	x x	x x	x x
January Jan. 13-24 Jan. 8-17	Istation Imagine Learning	MOY MOY	x x	x x	x x
February Feb. 2-7	Istation	Progress Monitoring	x	x	x
March Mar. 2-6 Mar. 2-13	Istation Quarter 3 Interim	Progress Monitoring Assess Standards Mastery	x x	x x	x x
April April 1-7	Istation	Progress Monitoring	x	x	x
May May 11-22 May 1-15	Istation Imagine Learning	EOY EOY	x x	x x	x x

High School Assessment Map

Month	Assessment	Purpose	9	10	11	12
September Sept. 30-	Quarter 1 Interim	Assess Standards Mastery	x	x	x	x
October Oct. 1-11	Quarter 1 Interim	Assess Standards Mastery	x	x	x	x
November						
December Dec. 9-20	Quarter 2 Interim	Assess Standards Mastery	x	x	x	x
January						
February						
March Mar. 2-13	Quarter 3 Interim	Assess Standards Mastery	x	x	x	x
April						
May						

CCSD Interim Skills Identification and Teacher Prediction Template

Name: [Click here to enter text.](#) Assessment/Content Area: [Click here to enter text.](#) Date: [Click here to enter text.](#)

Question	What Skills are Being Assessed?	Will At Least 60% of Your Students Answer This Question Correctly? Check the Box of Your Prediction	Actual Percent Correct
Guide	To be completed before each quarter begins and before lesson plans.	One week before interim is assessed	Complete after interim is given
1		Confident <input type="checkbox"/> Not Sure <input type="checkbox"/> No Way <input type="checkbox"/>	
2		Confident <input type="checkbox"/> Not Sure <input type="checkbox"/> No Way <input type="checkbox"/>	
3		Confident <input type="checkbox"/> Not Sure <input type="checkbox"/> No Way <input type="checkbox"/>	
4		Confident <input type="checkbox"/> Not Sure <input type="checkbox"/> No Way <input type="checkbox"/>	
5		Confident <input type="checkbox"/> Not Sure <input type="checkbox"/> No Way <input type="checkbox"/>	
6		Confident <input type="checkbox"/> Not Sure <input type="checkbox"/> No Way <input type="checkbox"/>	
7		Confident <input type="checkbox"/> Not Sure <input type="checkbox"/> No Way <input type="checkbox"/>	
8		Confident <input type="checkbox"/> Not Sure <input type="checkbox"/> No Way <input type="checkbox"/>	



CCSD INSTRUCTIONAL ACTION PLAN

1

Teacher: _____ Grade/Class: _____ Date _____

Topic _____ Assessment _____

Standards Analysis	Analysis of Why Students Did Not Learn Standard (UTILIZE ITEM ANALYSIS REPORT FROM SCHOOLNET)												
<p>WHOLE CLASS INSTRUCTION What question #, standards, and skills need whole class re-teach?</p> <p><u>If less than 60% of the students are proficient, then implement Whole Class Instruction to reteach the standard skills.</u></p> <table border="1"> <thead> <tr> <th>Question #</th> <th>Standard</th> <th>% proficient</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Question #	Standard	% proficient										<p>Instructional Plan— What misunderstandings are revealed? Why do I think students failed to reach mastery? What Techniques Will You Use to Address These Standards? How assessed/When?</p> <p>Question # Instructional Plan:</p> <ul style="list-style-type: none"> • What misunderstandings are revealed? • Why do I think students failed to reach mastery? • What Techniques Will You Use to Address These Standards? • How assessed/When? <p>Question # Instructional Plan:</p> <ul style="list-style-type: none"> • What misunderstandings are revealed? • Why do I think students failed to reach mastery? • What Techniques Will You Use to Address These Standards? • How assessed/When?
Question #	Standard	% proficient											

Professional Learning Communities-

An ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators.

In a PLC, *collaboration* represents a systematic process in which teachers work together interdependently in order to impact their classroom practice in ways that will lead to better results for their students, for their team, and for their school.

The teams in a PLC engage in collective inquiry into both best practices in teaching and best practices in learning. They also inquire about their current reality including their present practices and the levels of achievement of their students. They attempt to arrive at consensus on vital questions by building shared knowledge rather than pooling opinions. They have an acute sense of curiosity and openness to new possibilities.

A PLC is an ongoing cycle of:

- Gathering evidence of current levels of student learning
- Developing strategies and ideas to build on strengths and address weaknesses in that learning
- Implementing those strategies and ideas
- Analyzing the impact of the changes to discover what was effective and what was not
- Applying new knowledge in the next cycle of continuous improvement

This focus on results leads each team to develop and pursue measurable improvement goals that are aligned to school and district goals for learning. It also drives teams to create a series of common formative assessments that are administered to students' multiple times throughout the year to gather ongoing evidence of student learning. Team members review the results from these assessments in an effort to identify and address program concerns (areas of learning where many students are experiencing difficulty). They also examine the results to discover strengths and weaknesses in their individual teaching in order to learn from one another. Most importantly, the assessments are used to identify students who need additional time and support for learning. Frequent common formative assessments represent one of the most powerful tools in the PLC.

<http://www.allthingsplc.info/about>

PLC Fall Schedule Outline

Date	Week	Elementary Description	Secondary Description
August 14	Week 1	Teachers will complete the Skills Identification portion of <u>Interim/1st</u> Skills Identification and Teacher Prediction Template	Teachers will complete the Skills Identification portion of <u>Interim/1st</u> Skills Identification and Teacher Prediction Template
August 19-23	Week 1	View and Discuss District Interims and plan for instruction	View and Discuss District Interims and plan for instruction
August 26-30	Week 2	Discuss CFA data	Discuss CFA data
September 3-6	Week 3	Discuss resources, groupings, strategies, lessons	Discuss resources, groupings, strategies, lessons
September 9-13	Week 4	Discuss <u>1st</u> BOY	Beginning of the year data
September 16-20	Week 5	Discuss CFA data	Discuss CFA data
September 23-27	Week 6	Discuss On-Demand	Discuss Bi-weekly progress monitoring data
September 25	Week 6	Teachers will complete the Prediction portion of <u>Interim/1st</u> Skills Identification and Teacher Prediction Template	Teachers will complete the Prediction portion of <u>Interim/1st</u> Skills Identification and Teacher Prediction Template
September 30-October 3	Week 7	View and Discuss District Interims and plan for instruction for next 9 weeks	View and Discuss District Interims and plan for instruction for next 9 weeks
October 7-11	Week 8	Discuss CFA (<u>End</u> of First quarter)	Discuss CFA (<u>End</u> of First quarter)
October 16	Week 9	Teachers will complete the Skills Identification portion of <u>Interim/1st</u> Skills	Teachers will complete the Skills Identification portion of

PLC Fall Schedule Outline

		Identification and Teacher Prediction Template	Interim/ <u>I</u> station Skills Identification and Teacher Prediction Template
October 15-18	Week 9	Discuss <u>I</u> station progress monitoring data	Discuss monthly progress monitoring data
October 18	Week 9	Discuss District Interim data and do action plans	Discuss District Interim data and do action plans
October 21-25	Week 10	Discuss resources, groupings, strategies, lessons	Discuss resources, groupings, strategies, lessons
October 28- November 1	Week 11	Discuss On-Demand	Discuss Bi-weekly progress monitoring data
November 4-8	Week 12	Discuss CFA data	Discuss CFA data
November 11-15	Week 13	Discuss <u>I</u> station progress monitoring data	Discuss monthly progress monitoring data
November 18-22	Week 14	Discuss CFA data	Discuss CFA data
December 2-6	Week 15	Discuss On-Demand	Discuss Bi-weekly progress monitoring data
December 4	Week 15	Teachers will complete the Prediction portion of Interim/ <u>I</u> station Skills Identification and Teacher Prediction Template	Teachers will complete the Prediction portion of Interim/ <u>I</u> station Skills Identification and Teacher Prediction Template
December 9-13	Week 16	Discuss <u>I</u> station progress monitoring data	Discuss monthly progress monitoring data
December 16-20	Week 17	Discuss resources, groupings, strategies, lessons	Discuss resources, groupings, strategies, lessons

Note: All CFA discussion dates are based on 10 day instructional cycle.

PLC Spring Schedule Outline



Date	Week	Elementary Description	Secondary Description
January 13-17	Week 1	View and Discuss District Interims and plan for instruction	View and Discuss District Interims and plan for instruction
January 21-24	Week 2	Discuss CFA data	Discuss CFA data
January 27-31	Week 3	Discuss resources, groupings, strategies, lessons	Discuss resources, groupings, strategies, lessons
February 3-7	Week 4	Discuss Istation BOY	Beginning of the year data
February 10-14	Week 5	Discuss CFA data	Discuss CFA data
February 18-21	Week 6	Discuss On-Demand	Discuss Bi-weekly progress monitoring data
February 24-28	Week 7	View and Discuss District Interims and plan for instruction for next 9 weeks	View and Discuss District Interims and plan for instruction for next 9 weeks
March 2-6	Week 8	Discuss CFA	Discuss CFA
March 9-13	Week 9	Discuss Istation progress monitoring data (Third quarter <u>ends</u>)	Discuss monthly progress monitoring data (Third quarter ends)
March 23-27	Week 9	Discuss District Interim data and do action plans	Discuss District Interim data and do action plans
March 30- April 3	Week 10	Discuss resources, groupings, strategies, lessons	Discuss resources, groupings, strategies, lessons
April 6-9	Week 11	Discuss On-Demand	Discuss Bi-weekly progress monitoring data
April 13-17	Week 12	Discuss CFA data	Discuss CFA data
April 20-24	Week 13	Discuss Istation progress monitoring data	Discuss monthly progress monitoring data
April 27- May 1	Week 14	Discuss CFA data	Discuss CFA data
May 4-8	Week 15	Discuss On-Demand	Discuss Bi-weekly progress monitoring data

PLC Spring Schedule Outline

May 11-15	Week 16	Discuss <u>Istation</u> progress monitoring data	Discuss monthly progress monitoring data
May 18-22	Week 17	Discuss resources, groupings, strategies, lessons	Discuss resources, groupings, strategies, lessons

Note: All CFA discussion dates are based on 10 day instructional cycle.

Istation Testing Calendar 2019-2020

Date	Testing
September 3-13	BOY
October 1-7	Progress Monitoring
November 1-8	Progress Monitoring
December 2-6	Progress Monitoring
January 13-24	MOY
February 2-7	Progress Monitoring
March 2-6	Progress Monitoring
April 1-7	Progress Monitoring
May 11-22	EOY

Quarterly Interim Assessments

Date	Assessment
September 30-October 11	Quarter 1 Interim
December 9-20	Quarter 2 Interim
March 2-13	Quarter 3 Interim

Imagine Literacy for Designated ELL students

Date	Testing
September 3-13	BOY
January 8-17	MOY
May 1-15	EOY

Curriculum Implementation

Purpose: Any expenditure of resources - time, personnel, money - to support curriculum and instruction must be continually scrutinized to ensure that the use of a particular program or material (software, text-based materials, manipulatives, hardware, etc.) is matching the desired outcome.

Timeline

- Phase 1: Investigation
 - Collect and analyze data to determine current needs (district-level, school-level)
 - Review available curricular programs (teachers, admins, department leader)
 - Select program(s) for pilot or review based upon alignment to district mission, vision, values, goals, and curriculum
 - Determine pilot or review desired outcomes (qualitative, quantitative)
 - Provide any needed teacher training
 - Conduct pilot or review while collecting interim data to monitor progress
 - Evaluate summative data against desired outcomes
 - Make final decision

- Phase 2: Initial Implementation (1st year implementation)
 - Identify and communicate purpose of program to teachers, students, and parents
 - Identify measures to monitor student growth and achievement as well as teacher feedback and fidelity of implementation
 - Provide ongoing professional development
 - Educate parents/families
 - Conduct end of year evaluation of data to determine:
 - Professional development needs
 - Parent support
 - Additional resources
 - (End of Phase 2) Use the above information to develop goals for formal implementation and measures to be used to monitor and evaluate results

- Phase 3: Formal Implementation (2-3 years)
 - Provide ongoing professional development to address areas of need
 - Continue parent/family education
 - Collect and monitor formative data
 - Conduct annual evaluation of data to analyze attainment of goals
 - Establish next year's goals for student growth/achievement

- Phase 4: Evaluation
 - Analyze quantitative and qualitative data; evaluate against goals to determine if appropriate growth/improvement has been made
 - Return to Phase 1 OR Phase 3

Academic Coaches

Kassy Lopez, Ph.D <i>Coordinator</i>				
Bobby Sutherland <i>Academic Coach</i>	Kassy Lopez, Ph.D <i>Academic Coach</i>	Judy Geisinger <i>Academic Coach</i>	Jen Martinez <i>Academic Coach</i>	Dr. Samuel Eckhart <i>Academic Coach</i>
K-12 Science K-12 Social Studies WIDA ACCESS Schoolnet Support	6-12 ELA 6-12 ELD WIDA ACCESS Schoolnet Support	K-5 ELA K-5 Math K-8 I-Stations K-5 Daily 5/CAFÉ ESGI WIDA ACCESS Schoolnet Support	K-5 ELD K-8 Imagine Learning K-12 ELlevation K-8 I-Stations, K-5 Daily 5/ CAFÉ ESGI WIDA ACCESS Schoolnet Support	K-12 Math -Mid School Math -Engage NY/Eureka WIDA ACCESS

Essential Duties and Responsibilities of an Academic Coach:

- Develop curriculum, instructional materials, and assessments.
- Model lessons in classrooms as needed.
- Support the instructional development of all teachers in understanding the NM Common Core State Standards and varied assessments, the Framework for Teaching, and data analysis.
- Provide direction and coordination for how the curriculum is taught consistent with District initiatives and recognized best instructional practices.
- Create an articulated schedule with building administration.
- Assist teachers in understanding CCSD mission and core values.
- Provide technical support to collaborative teams within buildings.
- Assist teachers with resources, materials, tools, information, etc. to support classroom instruction and planning, including new resources.
- Support teachers and administrators in using data to improve instruction on all levels.
- Assist teachers with planning and pacing of lessons, the development of differentiated lessons, and the selection of best practices to meet the needs of their students.
- Support teachers by helping with the multiple instructional strategies/processes during planning times.
- Informally observe (non-evaluative) lessons and provide feedback for a teacher's professional growth and students' success.
- Develop staff members' knowledge and skills through a variety of professional development targeted topics and designs.
- Develop coaching plans for teachers to ensure student improvement.
- Assist in devising and implementing a district-wide assessment system to chart student achievement.
- Support teachers in providing intensive ELL strategies, at all levels of proficiency, to meet the instructional needs of identified students, as required by State and Federal mandates
- Attend all District professional development trainings related to the position of Instructional Coach
- Remain current best instructional practices by attending professional conferences, events, workshops, webinar's, and educational book studies as required
- Align work time to goals and objectives of the district school improvement plan
- Comply with all Board of Education policies, administrative regulations, Public Education Department guidelines, and local, state and federal laws
- Perform additional job responsibilities as assigned

How to reach your Academic Coaches:

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Embrace change,

Maximize potential,

Create the future.

