



Contents

4.	Curriculum Expectations	4
	General Information	4-1
	Written Curriculum	
	<i>General information</i>	4-2
	<i>Additional Criteria</i>	4-3
	<i>Audit Criteria</i>	4-4
	Taught Curriculum	
	<i>General information</i>	4-6
	<i>Instructional Process</i>	4-7
	<i>Data-Driven Instruction and Learning</i>	4-8
	<i>Instructional Professional Development</i>	4-9
	Tested Curriculum	
	<i>General Information</i>	4-10
	<i>Examples</i>	4-10
5.	Curriculum Development Cycle	5
	General Information	5-1
	Phase 1 <i>Planning and Developing the Curriculum</i>	5-2
	Phase 2 <i>Implementing the Curriculum</i>	5-2
	Phase 3 <i>Evaluating and Implementing the Curriculum Documents</i>	5-2
6.	Guidelines for New Courses, Initiatives & Programs	6
	Requirements for New Courses	6-1
	Requirements for Curriculum Initiatives and Programs	6-2
7.	Resources	7
	Exhibit A-21st Century Learning Framework	7-1
	Glossary of Terms	7-2
	Frequently Asked Questions	7-4



District Overview

Carroll Independent School District

General Information

Phase 1

Phase 2

Phase 3



District Vision, Mission & Goals

Our Vision

Creating an environment that fosters excellence.

Our Mission

To provide a caring and creative learning environment that promotes excellence, fosters integrity and encourages each student to reach his or her academic, extracurricular and social potential.

District Goals

Raise the academic challenge and performance of each student.

Ensure quality personnel in all positions.

Provide a school environment supportive of learning.

Effectively manage and further develop financial resources.

Improve public understanding and support of our schools.

Core Values

Excellence

Relationships

Character and Integrity

Innovation

Open and Honest Communication

General Information

Carroll ISD District Overview

Carroll ISD is a K-12 public school system located in the heart of the Dallas-Fort Worth Metroplex. The 21-square-mile district consists of 11 schools serving more than 7,800 students and 1,000 employees.

The state of Texas does not rank public schools, but they do rate them based on performance on standardized tests, attendance, and drop out rates. CISD has a zero percent dropout rate, a 97 percent attendance rate, and consistently scores above the state and national averages on assessments.

The state holds districts to a high standard of 90 percent passing to obtain the Exemplary rating. In addition, each subgroup must receive a 90 percent for a district or campus to earn the top rating. Carroll ISD is currently the largest Exemplary-rated district in the state of Texas.

Five of CISD's schools have been named National Blue Ribbon Schools by the U.S. Department of Education. The Blue Ribbon Schools include Rockenbaugh Elementary, Johnson Elementary, Carroll Elementary, Carroll Middle School, and Carroll Senior High School. In addition, Durham Elementary received the Blue Ribbon Lighthouse School Award in 2009.

Eight of the 11 campuses were named to the Texas Business Education Coalition's 2008 Honor Roll. These include Dawson Middle School, Eubanks Intermediate School, Durham Intermediate School, Durham Elementary School, Old Union Elementary School, Carroll Elementary School, Johnson Elementary School, and Rockenbaugh Elementary School.

Approximately 98 percent of Carroll's seniors attend a college or university after graduation. The Class of 2009 earned more than \$18 million in scholarships to colleges and universities across the nation, and the class of 2010 was awarded an incredible total of \$25 million in scholarships. More than 90 percent of Carroll students take a college entrance exam, with composite scores on the SAT and ACT that exceed state and national averages.

Enrollment

2009-2010 Campus and Grade Enrollment

School	Total EN-ROLLED	E E	PK	K	01	02	03	04	05	06	07	08	09	10	11	12
CARROLL ELEMENTARY	557	20	49	77	96	96	103	116								
DURHAM ELEMENTARY	499		10	90	93	90	93	123								
JOHNSON ELEMENTARY	703	11		109	139	141	143	160								
OLD UNION ELEMENTARY	500		21	79	86	92	118	104								
ROCKENBAUGH ELEMENTARY	522		20	96	102	83	115	106								
DURHAM INTERMEDIATE	596								322	274						
EUBANKS INTERMEDIATE	632								315	317						
CARROLL MIDDLE SCHOOL	592										318	274				
DAWSON MIDDLE SCHOOL	688										341	347				
CARROLL HIGH SCHOOL	1289												600	689		
CARROLL SENIOR HIGH SCHOOL	1200														570	630
Totals	7778	31	100	451	516	502	572	609	637	591	659	621	600	689	570	630

Elementary	2781
Intermediate	1228
Middle	1280
High	2489
	7778

Projected Enrollment

2010-2011 Projected Enrollment

School	Total Registered	EE/PK	K	01	02	03	04	05	06	07	08	09	10	11	12
CARROLL ELEMENTARY	491	57	72	77	91	92	102								
DURHAM ELEMENTARY	479	10	91	96	96	88	98								
JOHNSON ELEMENTARY	658	0	106	108	149	147	148								
OLD UNION ELEMENTARY	482	20	79	81	86	95	121								
ROCKENBAUGH ELEMENTARY	515	20	91	97	100	86	121								
DURHAM INTERMEDIATE	650							323	327						
EUBANKS INTERMEDIATE	613							288	345						
CARROLL MIDDLE SCHOOL	597									274	323				
DAWSON MIDDLE SCHOOL	663									316	345				
CARROLL HIGH SCHOOL	1238											645	593		
CARROLL SENIOR HIGH SCHOOL	1251													680	571
Totals	7637	107	439	459	522	508	590	611	652	592	668	645	593	680	571

Elementary	2625
Intermediate	1263
Middle	1260
High	2489
	7637

Educational Performance

Exemplary

Carroll ISD is rated Exemplary by the state of Texas.

Recognitions and Accomplishments

Largest district in the state of Texas to earn the top rating of "Exemplary" by the Texas Education Agency (TEA) Exemplary School rating for all 11 campuses

District and all campuses met federal guidelines for the No Child Left Behind Act

National and state recognition for academic, athletic, and fine arts programs

Five National Blue Ribbon Schools and eight TBEC Honor Roll Schools

Nine National Merit Semifinalists and 23 Commended Students

Scores

Average SAT Score: 1123 + 541 (Writing)

Average ACT Score: 24.5

College-Bound Seniors: 98%

Lone Star Cup (2 consecutive years) - Awarded by the University Interscholastic League

TAKS Results

Reading/ ELA

	2007		2008		2009-Met Standard		2009-Commended	
	Met Standard	Commended	Met Standard	Commended	District	State	District	State
3 rd	100%	81%	100%	78%	100%	89%	86%	46%
4 th	98%	66%	100%	66%	99%	84%	71%	40%
5 th	99%	52%	99%	62%	99%	83%	68%	40%
6 th	100%	83%	100%	84%	100%	91%	73%	43%
7 th	99%	60%	99%	63%	99%	84%	64%	29%
8 th	100%	77%	100%	84%	100%	93%	81%	48%
9 th	98%	44%	99%	55%	100%	87%	38%	20%
10 th	96%	25%	96%	35%	99%	88%	34%	18%
Exit Level	98%	44%	99%	55%	99%	92%	53%	31%

4th and 7th Grade Writing

	2007		2008		2009-Met Standard		2009-Commended	
	Met Standard	Commended	Met Standard	Commended	District	State	District	State
4 th	99%	80%	100%	77%	99%	91%	80%	32%
7 th	100%	65%	100%	61%	100%	93%	73%	34%

Science

	2007		2008		2009-Met Standard		2009-Commended	
	Met Standard	Commended	Met Standard	Commended	District	State	District	State
5 th	96%	51%	96%	59%	98%	84%	70%	43%
8 th	98%	55%	95%	60%	95%	72%	60%	24%
10 th	93%	39%	92%	37%	93%	66%	37%	13%
Exit Level	92%	49%	97%	55%	97%	85%	44%	19%

TAKS Results

Mathematics

	2007		2008		2009-Met Standard		2009-Commended	
	Met Standard	Com-mended	Met Standard	Com-mended	District	State	District	State
3 rd	99%	65%	100%	72%	99%	84%	77%	37%
4 th	99%	76%	100%	76%	100%	86%	83%	40%
5 th	98%	74%	100%	75%	100%	84%	77%	44%
6 th	98%	72%	100%	80%	99%	80%	77%	36%
7 th	96%	40%	98%	50%	98%	79%	58%	19%
8 th	95%	48%	98%	52%	98%	79%	60%	24%
9 th	92%	49%	95%	55%	95%	67%	56%	23%
10 th	91%	36%	92%	43%	92%	65%	35%	15%
Exit Level	96%	25%	95%	35%	96%	81%	58%	28%

Social Studies

	2007		2008		2009-Met Standard		2009-Commended	
	Met Standard	Com-mended	Met Standard	Com-mended	District	State	District	State
8 th	99%	72%	99%	74%	99%	92%	81%	43%
10 th	98%	63%	98%	60%	99%	90%	68%	40%
Exit Level	91%	36%	100%	43%	100%	97%	83%	48%

Teaching & Learning Department



Curriculum Philosophy

The curriculum management plan communicates the intent and direction for our district's Teaching and Learning Services Department. In addition, it should serve as the basis for conversation and collaboration regarding curriculum.

As our world continues to change, the methods employed in teaching will change. The standards of the curriculum must include the fundamental and foundational skills related to core academic subject knowledge and understanding among all students.

Those who can think critically and communicate effectively must build on a base of core academic subject knowledge. However, within the context of core knowledge instruction, students must also learn the essential skills for success in today's world, such as critical thinking, problem solving, communication and collaboration. Having critical conversations will contribute to a relevant and meaningful educational experience for all students.

As we develop, revise, and update our curriculum, it is imperative that our philosophy, mission, and beliefs be clear for all administrators, teachers, students, and parents.

Key Points

The purpose of education is to develop the skills, knowledge, processes, and attitudes necessary for the student to successfully function in society.

The district's curriculum is a standards-based.

The district's thoughtfully designed and implemented curriculum is correlated to meaningful assessment.

All students are capable of meeting high standards of excellence.

Success influences self-concept; self concept influences learning and behavior.

The community and parents are partners in our mission.

Mission Statement & Beliefs

Mission Statement

The mission of the Teaching and Learning Department is to design, implement, and support the delivery of an aligned, articulated, and assessed curriculum that challenges all students to attain excellence in their academic pursuits and become lifelong learners.

Beliefs

The Carroll ISD Curriculum Management Plan is grounded in a set of commonly held beliefs about the role of curriculum in the educational process. From these beliefs, emerge the district's vision and long-term plan for the curriculum that is written, taught, and tested.

A quality curriculum is standards-based with learning activities that are relevant and represent real-world skills to the extent possible.

A well-defined curriculum is written, aligned vertically and horizontally, effectively delivered, and assessed.

Success is judged on the basis of student outcomes (achievement).

A positive correlation exists between student academic achievement and teacher expectations.

Teachers and administrators can and do make a difference daily in the quality of the education every child receives.

Mutual trust between district and campus leaders enhances collaboration, cooperation, and collegiality that contribute to the curriculum development process.

Through systematic review of the curriculum, teaching and learning should be dynamic in response to research, college requirements, technological advances, and workplace changes.

Board policies emphasize the importance of a written, taught, and tested curriculum. Equity in curriculum design and delivery is fundamental.

Student objectives encompass a classical knowledge base, thinking processes, learning how to learn, and skills for social responsibility which can be integrated across the disciplines.

Social and technological changes are essential components of the systematic curriculum review process.

Because students progress through the curriculum at different rates, teachers should differentiate to meet the learning needs of all students.

Graduate Profile

The goal of **Carroll Independent School District** is that our students possess the knowledge, skills and habits of mind necessary to succeed and contribute in the

21st century
global environment. CISD graduates are...

Prepared for Success in a Global Environment. They...

- ◆ Are 21st century literate and are proficient in all core academic areas.
- ◆ Articulate ideas and information by writing and speaking correctly, effectively, and fluently for various audiences and purposes.
- ◆ Analyze and evaluate global issues from multiple perspectives, gather and synthesize relevant information from around the world, and draw conclusions that reflect the consideration of the impact from various viewpoints.
- ◆ Understand how the world's people and institutions are interconnected and know how critical international economic, political, technological, environmental, and social systems operate inter-dependently.
- ◆ Are proficient in the ethical use of digital media, can evaluate the validity and integrity of information, and can identify sources of bias.

Self-Directed Learners. They...

- ◆ Capitalize continuously on previous learning and experiences to acquire and/or produce new knowledge.
- ◆ Seek new growth experiences which may involve some risk and thereby result in the possibility of success or failure.
- ◆ Grow intellectually and expand their capacity to function as versatile and creative individuals.

Critical and Creative Thinkers. They...

- ◆ Think analytically and intuitively.
- ◆ Examine issues from a wide variety of perspectives.
- ◆ Identify problems and utilize appropriate strategies and innovations toward their solution.
- ◆ Know how to locate, evaluate, and apply information needed to solve a problem.
- ◆ Possess the core knowledge and abilities to solve multidisciplinary, open-ended problems.

Empathetic Leaders. They...

- ◆ Have the ability to think unconventionally, imagine new scenarios, and produce meaningful work.
- ◆ Embrace risk while understanding the responsibility of leadership.
- ◆ Understand their responsibility to make ethical decisions and responsible choices, to weigh the consequences of their actions for themselves and others.
- ◆ Understand and value the opportunity to work collaboratively with individuals from cultural backgrounds different from their own and can view the world from the perspective of others.

Excellence. Relationships. Character & Integrity. Innovation. Open & Honest Communication.



Curriculum Design and Management Plan



Carroll Independent School District

Management Plan Rationale
Management Plan Purpose

Rationale

Management Plan Rationale

As educators, parents, and community members representing diverse backgrounds and cultures, we share a common commitment to our children. Therefore, our goal must be to design a curriculum that is academically rich and challenging that holistically prepares our students for the 21st Century.

The Carroll Independent School District is committed to the design of an exemplary curriculum that reflects and promotes authentic, collaborative, and reflective learning experiences. While academic achievement of the content standards is critical, we also expect our students to be self-directed and entrepreneurial, able to manage complexity, to think critically, to communicate and solve problems using contemporary tools.

CISD subscribes to a standards-driven approach to curriculum and instruction. Our student objectives begin with the Texas Essential Knowledge and Skills (TEKS), but they must also align to national and international content standards. In addition, our community beliefs and standards should be reflected in what a student from the Carroll Independent School District should be able to know, understand, and do.

These standards must be systematically integrated to design a curriculum that exemplifies critical thinking in the real world. Only then will we be able to provide optimal, meaningful learning opportunities for all students.

Purpose

Management Plan Purpose

The purpose of the Carroll ISD Curriculum Management Plan is to have a properly aligned and articulated system that promotes continuity and cumulative acquisition of skills and knowledge from teacher-to-teacher, grade-to-grade, and school-to-school.

As the amount of information in our world grows exponentially each year, so school systems must focus on continuous improvement and a systematic and thorough review of the curriculum.

To ensure that our students are provided daily with the best teaching and learning, the district must have an identified curriculum aligned to the standards.

We must be intentional with the development, adoption, implementation, evaluation and revision of the curriculum as an on-going process. By utilizing this plan, the Board of Trustees, district and campus leadership, and teachers will follow an orderly and carefully orchestrated process to consistently validate and articulate the curriculum of the district.

When effectively monitored and adjusted, the teaching and learning process helps our students realize their potential as they pursue higher educational and career goals.

Moreover, a carefully articulated curriculum grounded in CISD standards guides the review of instructional resources and practices as well as establishes budgetary priorities.



Curriculum Defined

Carroll Independent School District

Purpose & Definition of Written Curriculum
Alignment
Principles
Roles and Responsibilities

Purpose and Definition

Purpose of Written Curriculum

The purpose of a written curriculum is to provide a system that ensures that students from teacher-to-teacher and school-to-school learn a specified core of significant objectives at an instructional level appropriate for their needs.

Curricula objectives are based upon and aligned with the district's expectations for students. The primary goal of the curriculum is to strike a balance between providing a firm foundation in essential skills and preparing students to be problem solvers, critical and creative thinkers, appreciators of the fine arts, and active participants in their society.

Definition

According to EG (LEGAL), curriculum is defined as the aligned, written, and tested knowledge, skills, attitudes, and the processes to be taught and learned at the appropriate levels/areas or in courses in Carroll ISD schools.

The curriculum shall emphasize the core knowledge and skills that are necessary for profitably pursuing further education in college, technical/vocational education, and productive and responsible community membership. It shall be an objective of the curriculum to enable each student to obtain an education appropriate to his or her diverse interests, ambitions, and abilities.

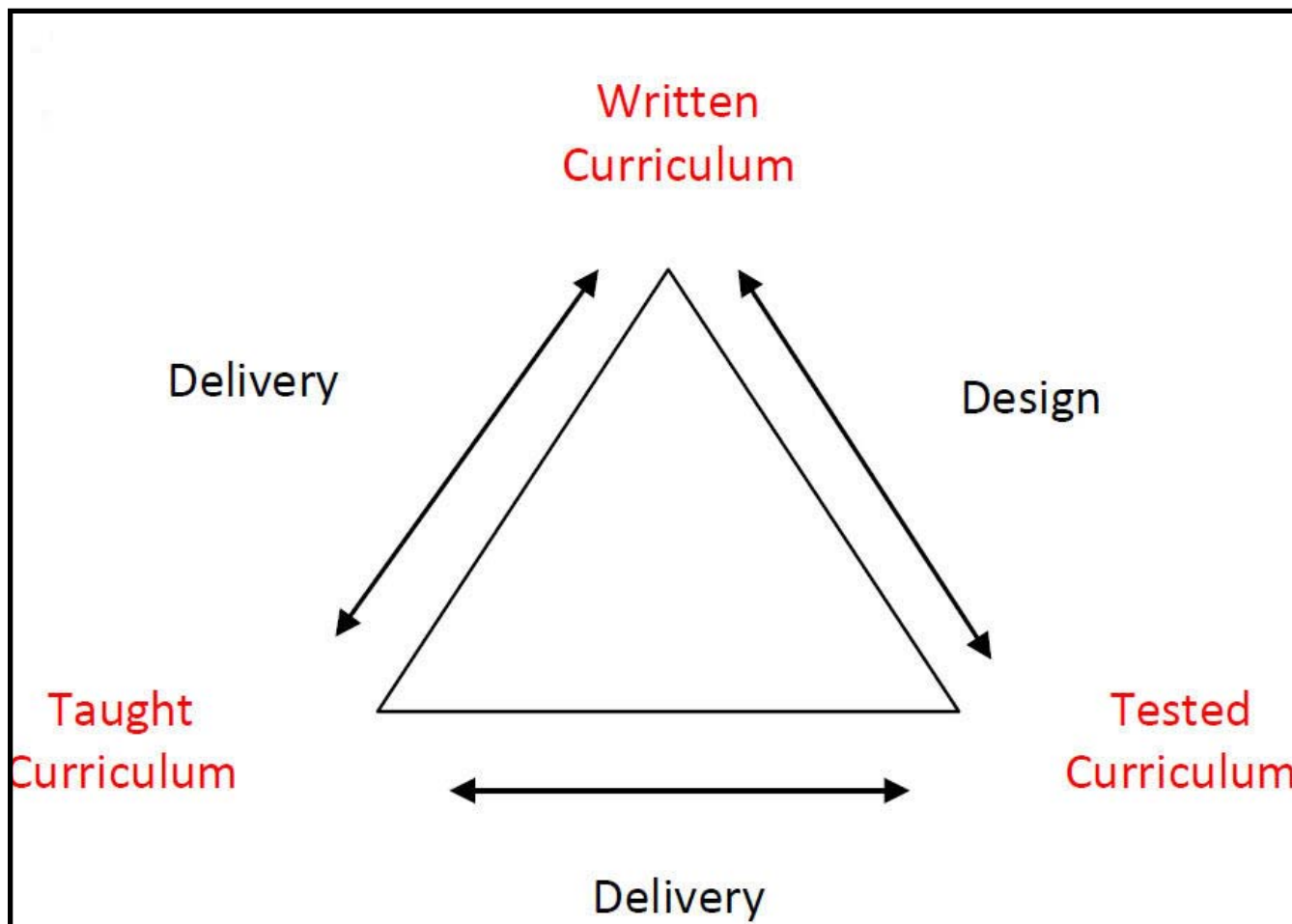
Specific objectives for core knowledge and skills shall be based on the Texas Essential Knowledge and Skills (TEKS), College and Career Readiness Standards, as well as published national and international standards.

Alignment

Alignment

Curriculum alignment is the degree of coordination between what is written, taught, and tested. It is also the articulation of knowledge and skills from Preschool-12 as well as the alignment of instruction within the department/grade level and from school to school.

The figure below depicts how the written, taught, and tested curriculum is aligned. The Concept of Curriculum Alignment Nested in Three Levels of Organization (English, 2002, p. 88).



Principles

Curriculum Management Principles

Curriculum will be managed through monitoring delivery, analysis of student assessment data, regular observations of teaching, gathering input from teachers, and providing quality time for teachers to dialogue and share information about the teaching and learning process. An integral part of the process will be rigorous professional development as determined by data gathered from multiple sources. When these efforts are combined, the Carroll ISD Curriculum Management Plan will enable Carroll students to exit our schools as achievers and leaders capable of thriving within the communities which they serve.

Curriculum development is an ongoing process that includes management, development, and delivery of curriculum. It is participatory in nature, involving vertical teams of teachers, administrators, and curriculum coordinators.

The curriculum is based on a core set of non-negotiable, relevant, and challenging student objectives that guide decisions about teaching and learning, and which are aligned both vertically (Preschool-12), horizontally (within an instructional level), and systematically (across campuses).

Curriculum is developed to ensure that students from teacher-to-teacher and school-to-school have the opportunity to learn the same core of significant objectives within a grade level.

The curriculum is accessible, manageable, user friendly, and current.

The curriculum is assessed regularly at all levels: district, campus, classroom, and individual student.

Instruction & Assessment

Instructional Management Principles

Classroom instruction must include all skills and content required by the aligned scope and sequence and any required units/activities as directed by the curriculum guide.

Teachers are encouraged to use flexibility and creativity with how they instruct their students. The “what” of teaching is designated by the district and is non-negotiable.

The instructional resources and programs such as textbooks, software, and other materials, are selected by the curriculum development team based upon the degree of alignment between the instructional resources and the district curriculum.

Professional development is designed and implemented to prepare staff members to effectively teach the prescribed curriculum.

Assessment Management Principles

Student assessment must provide for the acquisition, analysis, and communication of student achievement data to accomplish these purposes:

Guide teachers’ lesson design and instruction at appropriate levels of cognition.

Guide student learning.

Guide district/campus improvement of curriculum alignment and programmatic decisions.

Communicate student performance progress to parents so that learning can be supported at home.



Roles and Responsibilities

Board of Trustees

The Board of Trustees will

Adopt a well-balanced curriculum which results in improved student learning.

Establish policies to direct and support ongoing curriculum development and evaluation.

Adopt a budget that provides for the development, implementation, training, and evaluation of curriculum.

Communicate to its constituents the Board of Trustees' curricular expectations.

Superintendent

The Superintendent will

Develop and revise policies for adoption by the Board.

Establish procedures to guide curriculum design and its delivery.

Ensure that a functional decision-making structure is in place to carry out this policy.

Provide support to campus-level administrators in their roles of implementing and monitoring the curriculum

Roles and Responsibilities

District Level Administrators

District-level administrators will

Create and periodically review a master long-range plan for curriculum development, revision, program evaluation, and student assessment.

Analyze data and prepare reports that evaluate the effectiveness of teaching and learning.

Provide professional development and resources needed to implement the district curriculum.

Collaborate with campus personnel to support their delivery and management of the district curriculum.

Form teams of teachers and/or administrators as needed to review and update curriculum documents.

Campus Level Administrators

Campus-level administrators will

Develop a working knowledge of the curriculum content for all subjects/ courses in order to effectively monitor its delivery.

Monitor the delivery of the district curriculum through

- 1. Walk-through observations*
- 2. Formal classroom observations*
- 3. Periodic review of lesson plans and curriculum documents*

Communicate on a regular basis the importance of effective curriculum and instruction to staff.

Collaborate with district and campus staff personnel to review and interpret assessment data, set goals, and plan for continuous improvement of Achievement.

Facilitate and participate in campus and district professional development.

Facilitate parent communication concerning student progress and school events and activities.

Roles and Responsibilities

Teachers

Teachers will

Deliver the district curriculum by

- 1. Determining students' learning strengths and needs*
- 2. Involving students in the learning process*
- 3. Using best practices to facilitate student learning*
- 4. Using the written curriculum guide for intentional lesson planning*
- 5. Using assessment data to drive instructional decisions*

Administer state and district standardized assessments.

Communicate to parents their child's academic progress, learning strengths, and weaknesses.

Involve parents in the learning process.

Prepare lesson plans aligned to the District scope and sequence.

Participate in district, campus, and personal professional development

Students

Students will

Be active participants in the learning process.

Understand their individual learning strengths and weaknesses

Meet or exceed learning requirements based on district curriculum and standards.

Strive to exhibit behavior that is conducive to learning for self and others.

Roles and Responsibilities

Parents

Parents will

Establish high expectations for learning.

Nurture the student's desire to be a lifelong learner.

Accept a shared responsibility with teachers to be a vital part of the learning process.

Attend school and district meetings.

Attend conferences with teachers and/or school personnel.

Monitor their child's progress by reviewing report cards and test data.

Ensure that their child completes assigned homework and attends class prepared to learn.

Help their child develop good study habits.

Maintain a positive attitude toward the school, school personnel, and the educational process.

Carroll parents are active participants in their children's education.

Many parents are PTSO members and spend countless hours volunteering at school and participating in District sponsored events such as Rachel's Challenge and Relay for Life.





Curriculum Expectations



Carroll Independent School District

General Information
Written Curriculum
Taught Curriculum
Tested Curriculum

General Information

District Expectations

The expectation of the district is that learning for all students will be enhanced through delivery of a written, aligned, coordinated, and articulated curriculum that promotes continuity and cumulative acquisition of skills and knowledge from grade to grade and from school to school.

The curriculum should reflect the best knowledge about the growth and development of learners, and the content requirements as set forth by the state, local, and national standards of the various content disciplines.

In consideration of the unique and special needs of students who attend the Carroll Independent School District, curriculum should also be developed within the culture and context of the community's desires to assure that our students have skills required to meet society's demands for a well-prepared and competitive citizenry for the 21st Century.

In addition, the curriculum design should also enable each student to obtain an education appropriate to his or her diverse interests, ambitions, and abilities. A curriculum is divided into three components: the written, the taught, and the tested objectives.



Carroll Medical Academy students enjoy a rigorous curriculum which helps prepare them for college and future in the health industry.

Written Curriculum

General Information

The written curriculum framework specifies what students should know, understand, and be able to do by the end of each grade level in each subject area. It should be aligned with the Texas state standards and include both national and international goals and objectives as specified by the district.

Minimum Criteria

The following represents the minimum criteria.

Course/Grade Level Instructional Objectives and Standards

Derived from national and international PreK-12 content standards and the Texas Essential Knowledge and Skills (TEKS/SE).

These objectives describe in specific terms what students will know, understand, and be able to do at the end of a year/semester/level in a particular subject area.

The curriculum is defined district-wide through these objectives.

Subject Area/Discipline Philosophy

The collective values, ideas and theory behind instruction in a particular course of study (e.g. Mathematics, Science, Fine Arts, etc.).

Year At A Glance

A timeline and review of key topics taught within a given subject.

Written Curriculum

Additional Criteria

In addition to the three main components described above, curriculum guides will contain several references to aid in lesson planning. These may include the following:

Delineation of pre-learning and post-learning of the Texas Essential Knowledge and Skills

State assessment instruments alignment (i.e. TAKS, etc.), if applicable

National assessment instruments alignment (i.e. SAT, PSAT, ACT, etc.) if Applicable

Clarifying activities for initial instruction

Suggested extension/modification strategies to include those for differentiation and acceleration

Model lessons and integrated activities aligned with best practices

Common unit vocabulary

Delineation of the major resources

Suggested integrations for technology

College and Career Readiness Standards

All district curriculum documents will utilize a standardized format approved by the Executive Director of Teaching and Learning. Moreover, coordination of the curriculum development will be made in conjunction with special programs.

A management system will be implemented to provide ease of access to all curriculum documents, lesson planning and delivery options, and locally developed assessments.

Written Curriculum

Audit Criteria

In order for district curriculum documents to be considered adequate documents for guiding instruction, the district will use criteria from the Curriculum Management Audit. This criterion provides a process for evaluating all district curriculum guides.

Of a maximum fifteen points which indicates superior curriculum documents meeting all criteria, curriculum documents are considered adequate by the audit criteria with a minimum score of twelve points. The minimum standard for curriculum documents in the Carroll Independent School District will be thirteen points.

Existing curriculum documents will be reviewed and scored using this criteria as the curriculum is revised and developed. Missing curriculum documents will be developed to meet the minimum standards as set forth in the Curriculum Management Plan schedule, which will be developed to correspond with the state textbook adoption cycles.

The table on the following page shows the criteria that will be used to evaluate and develop curriculum guides.

Written Curriculum

Audit Criteria for Determining Adequacy of Curriculum	
Point Value	Criteria
	Clarity and Specificity of Standards
0	No goals or standards present
1	Vague delineation of goals or learner standards
2	States tasks to be performed or skills to be learned
3	States for each standard the what, when (sequence within course/grade), how actual standard is performed, and amount of time to be spent learning
	Congruence of the Curriculum to the Assessment Process
0	No assessment approach
1	Some approach of assessment stated
2	States knowledge, skills, concepts which will be assessed
3	Each standard is keyed to district and/or state performance assessments
	Delineation of the Prerequisite Essential Knowledge, Skills, and Attitudes
0	No mention of required skill
1	States prior general experience needed
2	States prior general experience needed in specified grade level
3	States specific documented prerequisite or description of discrete skills or concepts required prior to this learning (may be a scope and sequence across grades/courses)
	Delineation of the Major Instructional Resources
0	No mention of textbook or instructional tools/resources
1	Names the basic text/instructional resource(s)
2	Names the basic text/instructional resource(s) and supplementary materials to be used
3	States for each standard the "match" between the basic text/instructional resource(s) and the curriculum standard
	Clear Approaches for Classroom Use
0	No approaches cited for classroom use
1	Overall, vague statement on approaching subject
2	Provides general suggestions on approaches
3	Provides specific examples on how to approach key concepts/skills in the classroom
—	Total Points for Guide (CISD Standard = 13 points minimum)

Taught Curriculum

General Information

The taught curriculum refers to the delivery of the written curriculum. It is the process that is used by teachers to develop units of study, lesson plans, and/or approaches to instruction for teaching the written curriculum.

The district has several expectations for the teaching and learning process. Teachers have a right to know what the district expectations are regarding curriculum and instruction. They also have the right to expect that their teaching efforts are included in the planning process of providing a quality education program throughout the district.

The district is responsible for assuring continuity and equity across the system in the delivery of the curriculum. Thus, all faculty members have a responsibility not only to contribute to the refinements of the written curriculum as specified in this plan, but to teach the curriculum according to the policy on Curriculum and Instruction Guides.

The principal and other supervisors shall ensure optimal use of available curriculum guides and necessary resources to support the delivery of the district-approved curriculum. Curriculum guides are to serve as a framework from which teachers develop units of study, lesson plans, and approaches to instruction that will serve the students' needs.

Included in each curriculum guide will be a scope and sequence that serves as a guide for planning units of study and mapping the curriculum. In addition to consistent delivery of the learning objectives in the curriculum, it is expected that instructional delivery will be based on sound teaching principles grounded in educational research.

Instructional supervision efforts, therefore, are to focus on the delivery of the curriculum using these principles.

Taught Curriculum

Instructional Process

A systematic process is to be in place for planning and providing instruction appropriate for each student and for engaging the student until learning objectives are attained. This systematic process is to include the following:

Establishing a school climate that is conducive to learning.

Implementing research-based practices and strategies to teach the curriculum.

Expecting high levels of learning for all students.

Ensuring that all students experience opportunities for personal success.

Varying the time for learning according to the special needs of students and the complexity of the task.

Having both staff members and students take responsibility for learning.

Differentiating curriculum in order to meet individual student needs.

Determining students' current skills and learning to guide instruction at appropriate levels of challenge.

Basing instructional decisions on student achievement data.

Matching instructional strategies and assessments to the objectives.

Teaching to the objectives using approaches to meet a variety of learning styles and needs.

Providing progression to a more challenging level for students who demonstrate mastery of the objectives.

Providing re-teach, enrichment or acceleration opportunities for students based upon the results of initial instruction.

Integrating technology as a tool for learning.

Taught Curriculum

Data-Driven Instruction and Learning

Effective use of student achievement data is critical to achieving the district's standards and helping students reach indicators in the Graduate Profile. This type of data-driven instruction occurs when students are regularly assessed for mastery of the curriculum and the assessment data is used to guide instructional decisions at the student, building, and district levels.

Some evidence of data-driven instruction:

Using pre-assessment to determine students' learning levels for diagnostic purposes.

Focusing and narrowing instruction by teaching to objectives not mastered and differentiating curriculum to address individual needs.

Using flexible grouping and regrouping of students within the classroom based upon student achievement data.

Varying the instructional time, setting, and/or presentation for re-teaching and enrichment opportunities based on student achievement data.

Communicating information about student achievement to parents in a timely, understandable fashion.

Encouraging parents and students to work with teachers to establish learning targets for students in order to achieve mastery of the curriculum.

Offering opportunities for students to accelerate through the curriculum requirements.

Using tutorials and other special programs to provide needed help and assistance to students who have not demonstrated mastery.

Using data to identify general achievement trends across the district for the purpose of curriculum and instructional improvements.

Evaluating and improving instructional programs based on student achievement data and other relevant data.

Taught Curriculum

Instructional Professional Development

A quality professional development program is essential for creating schools where there is a commitment to learning and continuous improvement. In such schools, all students and staff members engage in learning opportunities that focus the learner on improving his/her performance.

Effective professional development efforts include high quality, ongoing, results-based professional development with follow-up and support. In addition, the most effective professional development plans use recommended models and processes that are proven to be more effective and engaging for adult learners.

The National Staff Development Council has identified several standards for the design and implementation of staff development efforts. These standards as well as other research in the field of staff development formulate the basis for district planning.

Staff development should provide the following:

Research-based training opportunities in the design and delivery of curriculum.

Induction training for teachers new to the district.

Mentoring and coaching for all teachers, particularly those new to the district.

Development and implementation of a staff development plan to accompany curriculum revisions, curriculum development, and new district initiatives in curriculum and instruction.

On-the-job application of learning with follow-up and support.

Opportunities for teachers to share ideas and strategies.

The expectation that learning and improving is part of the job.

Tested Curriculum

General Information

The tested curriculum is defined as the student assessment, both formal and informal, that is used to evaluate student progress toward mastery of the written curriculum. The tested curriculum directs teacher instruction for appropriate levels of challenge, guides district/building improvement of curriculum alignment and programmatic decisions, and communicates progress to parents in order to support learning at home.

Examples of tested curriculum:

Assessment includes pre-assessment, formative (collected throughout a period of instruction to enable “mid-course” corrections), and summative (a means to determine student mastery of content).

Assessments may also be teacher-generated (classroom assessments) or standardized across a grade level or subject area.





Curriculum



Development Cycle

Carroll Independent School District

Purpose & Definition of Written Curriculum
Alignment
Principles
Roles and Responsibilities

General Information

General Information

Preschool-12 content areas will undergo internal development/redevelopment cycles on a rotating basis. The purpose of such an ongoing review is to lend a concentrated focus to a given curriculum area. This procedure will provide a formal means by which all planned courses are revised and updated.

The Teaching and Learning Services Department shall provide an annual written report to the Board summarizing the progress of the curriculum revision cycle. With this expectation and in accordance with Carroll ISD Policy Statement EG (LOCAL), “The model for curriculum development, implementation, and evaluation shall include the following components: curriculum (aligned/written curriculum), instruction (taught curriculum), and evaluation (tested curriculum).”

When a subject area is undergoing review, a Preschool-12 vertical team will be established to complete the three phases of the curriculum development cycle and monitor the implementation of the products. The team will be composed of teachers, administrators, and curriculum staff members.

The entire process is designed as a three year project but is dependent upon the complexity of the task and the current status of each curriculum area. It is important to note, however, that all curriculum areas are in some phase of the revision process at all times. In addition, because curriculum development is a recursive process, activities within each phase may overlap.

In order to produce a complete curriculum guide encompassing subject/grade level curriculum frameworks, assessments and instructional guides, the vertical team will develop curriculum based upon the phases described.

Phases

The curriculum development cycle will include three phases:

Phase 1:

Planning and Developing the Curriculum

Using the district template, the following components will be completed as appropriate:

Estimated time frame for teaching content

TEKS/Student Expectations

Carroll Specifications

Instructional Resources/Textbook Correlations

Suggested Strategies/Activities

Pre-Assessment/Assessment

Technology Resources/Tips

Phase II:

Implementing the Curriculum

During this phase teachers will execute the curriculum as specified in the district curriculum documents. During this process teachers will have input into making necessary modifications to the curriculum, including modifications to the scope and sequence and to time frames for teaching required objectives.

It is during this phase that suggested teaching strategies and connections will be completed. Between Phase II and Phase III, an external review of the curriculum will be completed. This review will be used to make further curriculum adjustments.

During this phase, additional development may need to occur.

Phase III:

Evaluating the Implementation of the Curriculum Documents

A data-driven system and process for evaluating the effectiveness of all components of the curriculum document will be established. Revision of one or more curriculum documents will occur. Teachers will evaluate the design of the curriculum including recommendations for redesign.

Phases

Curriculum Phases by Grade Level & Core Content Area 2010-2011

Subject/Course	Phase 1	Phase 2	Phase 3
Language Arts			
K-4	√		
5-10		√	
11-12	√		
Mathematics			
K-4		√	
5 th	√		
6-12		√	
Science (new TEKS)			
K-12	√		
Social Studies (new TEKS)			
K-6	√		
7-8		√	
9-12	√		



Guidelines for New Courses, Initiatives & Programs



Carroll Independent School District

Requirements for New Courses
Requirements for Curriculum Initiatives and Programs

Requirements

Requirements for New Courses

New courses should be developed and reviewed by the campus site-based teams and reviewed by the principal, department/grade level chair and the district curriculum coordinator. All courses will be evaluated annually for possible sunseting from the district's course offerings.

Proposals for new courses should use the appropriate form (See Appendix) and be submitted to the Executive Director of Teaching and Learning on the dates specified each year. All proposals must include the following criteria:

Course title

Grade level

Population(s) served

PEIMS number

Rationale and description of the course and objectives

Methods for evaluating student achievement

Prerequisites

Amount of credit and GPA level for courses

Instructional resources and materials to be considered

Certification and personnel requirements

Budget for first-year implementation

Projected annual costs

Description of professional development requirements

Technology requirements and implementation plan

Space and facility requirements

A review committee will review all proposals. This committee will include the appropriate staff and faculty based on the course. Members could include representatives from Financial Services, Technology, Personnel Services, and Teaching & Learning Services.

All courses recommended by the committee will be reviewed by the District Advisory Committee.

After the review process, approved courses will be submitted to the Board of Trustees for approval.

All approved courses will be offered for the following school year provided that the curriculum has been appropriately developed and articulated.

Requirements

Requirements for Curriculum Initiatives & Programs

New curriculum initiatives and program proposals will be accepted by the Executive Director of Teaching and Learning at any time. Initial proposal development and review should include campus site-based teams, including the principal and department grade level chair.

New curriculum initiatives and programs must be research based and aligned with district curriculum standards.

All proposals (see Appendix C for form) must include the following criteria:

Initiative or program title

Grade level(s)

Student population(s) served

Rationale and justification in terms of student needs

Description of the initiative/program components

District standards/TEKS addressed

Methods for evaluating student achievement

Additional instructional resources and materials needed

Budget for first-year implementation

Projected costs for maintaining initiative/program

Description of professional development

Technology requirements and implementation plan

Space/facility requirements

A committee designated by the Executive Director of Teaching and Learning will review all proposals as needed.

All approved curriculum initiatives and programs will be implemented in accordance with the submitted plan.



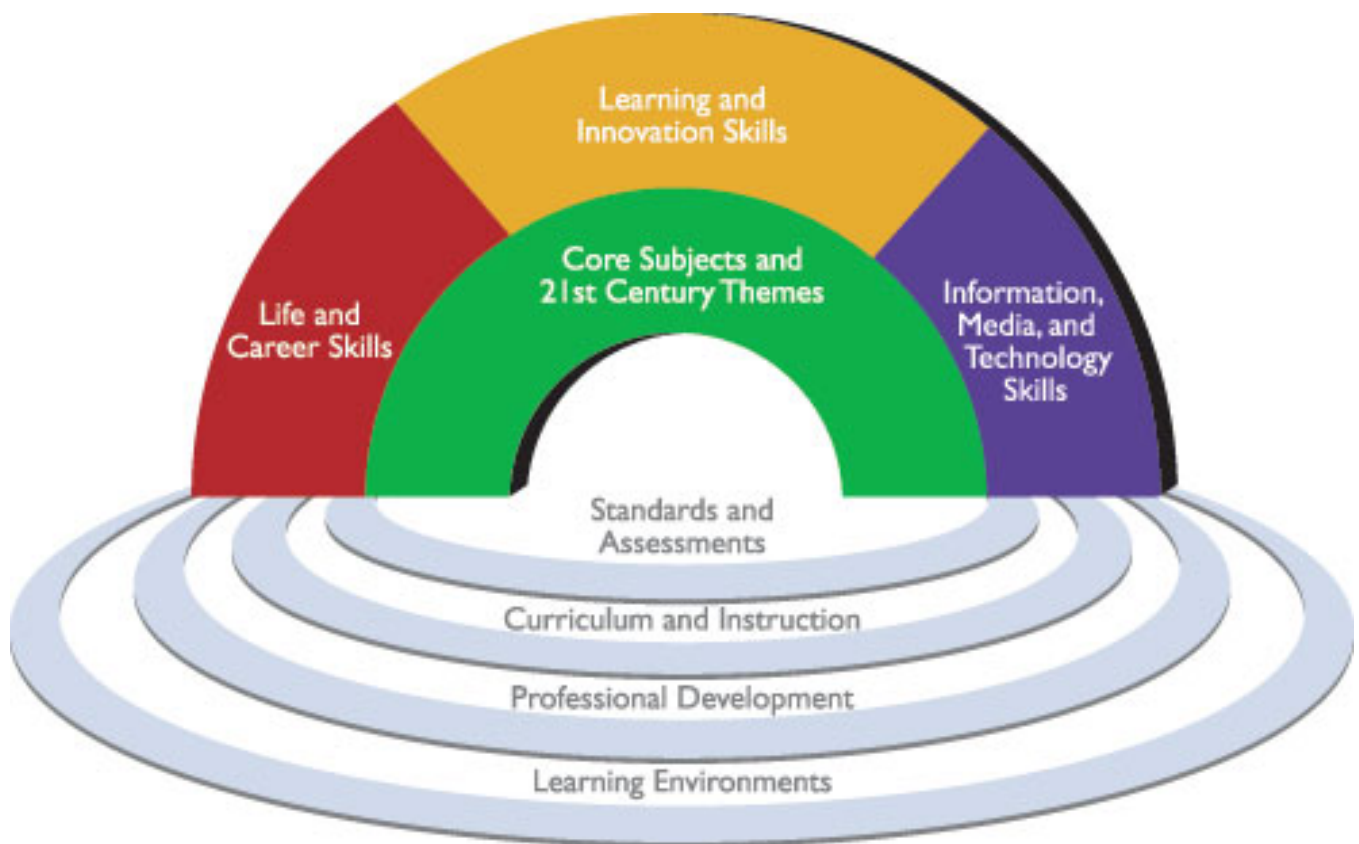
Resources

Carroll Independent School District

Exhibit A - 21st Century Learning Framework
Glossary of Terms
Frequently Asked Questions
Appendices

Exhibit A

21st Century Learning Framework



Glossary of Terms

Alignment – the congruency between the written, taught, and tested curriculum; vertical alignment refers to agreement throughout the PK-12 system; horizontal alignment refers to agreement within a grade level or course.

Assessment - means of determining levels of student knowledge and understanding including pre-assessment (allows the teacher and student to discover what is already known in a specific topic or subject), formative assessment (collected throughout a period to enable mid-course corrections), and summative (a means to determine student mastery of content)

Content alignment – refers to the congruency between the written curriculum and the standards/topics that are used for developing the written curriculum. Content alignment answers the question of what to teach. In Carroll ISD, The Texas Essential Knowledge and Skills, College Board exams, national standards, course prerequisites, and the Carroll Graduate Profile Expectations are used to develop the academic objectives. These objectives represent content alignment.

Context alignment – refers to format congruency between the written curriculum, assessed curriculum, and taught curriculum. In order to meet the contextual alignment requirement, teaching strategies must be developed with the assessment in mind. This requires that developers do a task analysis of the assessment. The task analysis reveals how the content must be delivered in order for there to be an alignment to the testing situation. In other words, the content must be taught within the context in which it is tested. Without contextual alignment, teachers are left to develop teaching strategies that may not align with the actual assessment, thereby reducing the likelihood that students are truly prepared to perform successfully on the assessment instrument.

Curriculum development team – groups of administrators and teachers within CISD charged with making systematic decisions about the target audience (learner characteristics), intended out-comes (objectives), content, methods, and evaluation strategies for district curriculum. With input from the curriculum development team, draft curriculum products are developed, tested, evaluated, and revised.

College and career readiness standards - the College and Career Readiness Standards (CCRS) program is identifying, defining and implementing college and career readiness educational standards in partnership with Texas secondary schools. The program is a collaboration between the Texas Education Agency and the Texas Higher Education Coordinating Board. The initiative was formed by the 79th Texas Legislature (3rd Called Session) through House Bill 1, now Section 28.008 of the Texas Education Code.

Criterion referenced test (CRT) – an assessment based on performance toward a pre-determined set of skills/competencies.

Curriculum alignment – the degree to which the written, taught and tested curriculum is congruent. It is also the extent to which the curriculum is used to guide decisions about materials, textbooks, staff development, facilities, and budgeting. If there is alignment of the curriculum, there is agreement, continuity, and connectedness, horizontally, vertically, and systemically.

Curriculum writing team – individuals selected to develop content specific curriculum based upon their strategic position in the K-12 teaching and learning process.

Glossary of Terms

Data-driven instruction – the use of student achievement data and other learning data to guide instruction, set goals, monitor programs and curriculum, etc.

Graduate profile – the Carroll ISD expectations which list the standards all graduates should meet prior to graduation.

Lone Star Cup – an award given by the University Interscholastic League (UIL) and is based on a school district’s combined academic and athletic achievements. All UIL member high schools in good academic and athletic eligibility standing will be included for contention. This annual program recognizes five high schools, one in each of the five UIL classifications (5A, 4A, 3A, 2A, and 1A), based on their overall team achievement in designated team sports, individual sports, and non-athletic competitions.

Measures – established assessment tools used to measure performance for a particular area.

Objectives – student skills/competencies expected for mastery of a course or discipline.

Portfolio – a compilation of achievement data, work samples, and evaluation instruments, etc...

Skills – student knowledge and learning expectations for a particular subject/discipline.

Special programs – the collective service offerings to meet the wide ranging needs of Carroll ISD’s student population. These services include (but are not limited to) special education, section 504, dyslexia, English as a Second Language, etc.

Stakeholders – all people involved in a particular process or decision.

TAKS – (Texas Assessment of Knowledge and Skills) state mandated criterion referenced assessment.

TEKS – (Texas Essential Knowledge and Skills) the state-mandated curriculum expectations for all students in every state-approved course of study.

Texas Business Education Coalition (TBEC) – TBEC was formed by Texas business leaders to engage with educators in a long-term effort to improve public education in Texas. The TBEC mission is to convene business and education leaders to confront Texas with the realities of the global economy, to impact public policy, and to change public education.

Twenty-first Century Skills/Learning - 21st century skills implementation requires the development of core academic subject knowledge and understanding among all students. Students who can think critically and communicate effectively must build on a base of core academic subject knowledge.

Within the context of core knowledge instruction, students must also learn the essential skills for success in today’s world, such as critical thinking, problem solving, communication and collaboration.

Vertical alignment team – membership comprised of representatives from all grade levels for each of the various content areas.

United States Department of Education Blue Ribbon Award - The Blue Ribbon Schools Program honors public and private elementary, middle and high schools that are either academically superior or that demonstrate dramatic gains in student achievement to high levels. In addition to being honored at a ceremony in Washington, DC, where each school receives a plaque and flag signifying their status, these schools serve as models for other schools throughout the nation.

Frequently Asked Questions

1. How will the district ensure that students' unique needs are taken into consideration in the classroom if teachers are expected to deliver a centrally developed and aligned curriculum?

Although the curriculum will provide teachers with suggested instructional strategies, these strategies would not limit what teachers can do to deliver the curriculum. Instead, these suggested strategies are examples of best practices that are specifically aligned to the assessments and objectives. Thus, if teachers use these strategies they will be assured that what they teach is aligned vertically and horizontally. Also, these suggested strategies would give teachers good models that can be used to develop additional outstanding lessons.

2. What process and assurance will be used to guarantee that there is an appropriate balance between instruction and assessment?

Students' learning will be measured on an annual basis with assessments for a variety of purposes. The state requires the administration of the Texas Assessment of Knowledge and Skills (TAKS), an early reading inventory in grades K-2 (administered at the beginning, middle, and end of the school year), and other assessments for various populations and purposes.

In addition to these measures, students will be assessed in grades 2, 4 and 6 using the norm referenced tests CoGaT and Iowa Test of Basic Skills to determine how CISD students are performing in relation to those across the United States. Finally, teachers assess in class periodically to determine progress toward mastery of the curriculum's objectives. While there are many assessments utilized with students throughout the school year, the district strives to avoid an overemphasis on testing.

The data gleaned from these assessments is needed to guide further instruction and alterations to instructional programming. It is important to remember that student test scores are only one measure of student success and to that end, CISD is very intentional about the data we collect and the purposes for which we use it.

3. How will the Curriculum Management Plan be distributed district-wide?

Information about the curriculum will be communicated through a variety of sources. Appropriate portions of the document will be posted on the CISD web page and communication will be sent to teachers on a regular basis regarding updates and training pertaining to the Curriculum Management Plan. Additionally, professional development for teachers will be designed according to the components of the Curriculum Management Plan and in this way, teachers and staff members will be active participants in the document's implementation.

4. How will special needs learners and instructors be incorporated into the curriculum initiative?

CISD's curriculum is designed with all learners in mind. It reflects what the state requires all students to know through the Texas Essential Knowledge and Skills as well as what the local district requires in order to prepare students for other important assessments and course requirements. The district's curriculum is capable of being differenti-

Frequently Asked Questions

ated to meet the needs of learners with many special needs. Objectives have suggested assessment and strategies for teaching which can be adjusted according to student need. Additionally, enrichment strategies are included and encouraged in order for instruction to occur at appropriate levels of challenge.

5. How will the district support teachers in the implementation of the curriculum?

Professional development will be planned to enhance the delivery of the prescribed curriculum. Principals will also facilitate this process through the delivery of site based professional development opportunities on an ongoing basis to support both vertical and horizontal teaming.

6. What will we do to ensure that the needs of students who relocate to Carroll ISD from another district are met?

Pre-assessments and formative assessments will be an important part of this process. As students enter CISD, teachers will utilize this information to gain an accurate picture of students' skills. This diagnostic information will then be used to differentiate instruction to move the student toward the appropriate place in the CISD scope and sequence timeline. If additional instructional support is warranted in order for the student to master the necessary skills to "catch up" with his/her new classmates, additional tutoring and/or instructional support may be offered.

7. What will the district do to communicate between and among departments so that curriculum delivery is effective and efficient?

Communication about curriculum and instructional issues will be greatly enhanced once it becomes routine for teachers to utilize Eduphoria to access scope and sequence documents, curriculum resources, lesson planning templates, and professional development opportunities. This process will involve a high degree of communication from the Teaching and Learning Services Department as well as the principals to help accessing Eduphoria and utilizing the Scope and Sequence documents to become routine.

8. In designing the curriculum, how will objectives be sequenced and paced throughout the year to ensure that deep learning occurs, rather than simply "coverage" of the material?

In the scope and sequence documents for each core area, there are certain objectives that are newly taught during each six week period/unit and there are certain objectives which are taught on an ongoing basis throughout the year. The ongoing objectives are either "tool objectives" which support/enable the learning of newer objectives or they are objectives that are of such critical importance that they need to be taught throughout the year in increasing depth and complexity. As teachers progress through their teaching of the scope and sequence, it will be important for them to pay particular attention to the teaching of these ongoing objectives and not treat them superficially. They are curricular components that facilitate deep learning in the content area.

9. How will staff members plan, prepare, and present a budget which supports curricular goals?

Frequently Asked Questions

As budgets are developed each year, they need to be based on both ongoing needs as well as needs that become apparent through the analysis of data sources. For example, if it becomes apparent through the analysis of assessment data that writing performance is weak, the budget should reflect this need and money should be allocated to strengthen instruction in this area.

10. What is the time frame for curriculum management training?

Training for the Curriculum Management Plan and curriculum management based on the audit standards will be an ongoing process for the district. Each year, training priorities will be established and a schedule of training sessions will be planned.

11. The curriculum development cycle only includes subjects within the four major content areas. When will electives be included in the cycle?

The vertical team concept and the six-year curriculum cycle allow for integration of elective courses into the core content areas. Elective courses should be incorporated into the second and third year of the curriculum cycle. However, Advanced Placement courses, ESL, Bilingual, gifted and talented, and Career and Technology Education courses are in the process of being developed. The intent is to develop a curriculum for the various courses as soon as possible.

12. When will curriculum be developed? What is the process that will be used to develop curriculum, and how will teachers participate?

Curriculum development is already underway in the district. Within the next two years, scope and sequence charts and curriculum resources will be completed for the core content areas. The process for developing curriculum relies on the formation of vertical teams. These teams are composed of teachers, librarians, and administrators. Subject area vertical alignment teams and the curriculum writing teams will also be composed of teachers. The six-year curriculum review cycle indicates that a draft will be sent to all related subject area teachers for input before the curriculum document is finalized.

13. How will state assessments be addressed in the future?

The state of Texas is currently in the process of transitioning from the Texas Assessment of Knowledge and Skills (TAKS) test to the State of Texas Assessments of Academic Readiness (STAAR) test and the End of Course (EOC) exams. This change has been brought about as a result of newly adopted state curriculum standards and the subsequent need to modify assessments based on these new documents. The TAKS test will be administered for the last time in the spring of 2011 and until that time, teachers will continue to refer to these testing objectives and formatting guidelines as they prepare students to take this assessment. Beginning in the fall of 2011, teachers will need to be fully aware of the new STAAR and EOC testing requirements. The details of these requirements are being released by TEA on a gradual basis and the Teaching and Learning Ser-

Frequently Asked Questions

vices department is disseminating this information as it becomes available. While the testing information is becoming available gradually, the new TEKS are being or have been adopted in each core area and teachers are expected to be teaching these objectives (according to their placement on the CISD scope and sequence documents). Instruction on these objectives ought to ensure that once the assessment transition is complete, Carroll ISD students will be well prepared to succeed on these tests.

14. Will schools be required to teach the district curriculum?

Teaching the district curriculum will be a requirement and is non-negotiable. This ensures that students across Carroll ISD are uniformly exposed to the curriculum requirements of the state and that all students will be well prepared for the corresponding assessment of this curriculum (STAAR and EOC exams – see question #14). Within the district curriculum framework, teachers are encouraged to differentiate curriculum according to student needs and to enrich the curriculum with their own expertise and creativity. However, the core objectives and the timeline in which they must be taught will be a standard guideline used to guide every classroom teacher.

15. How will teachers document the teaching of the district curriculum?

Teachers will be required to enter their daily lesson plans into Eduphoria. This lesson planning format will be standardized throughout the district. Specific information regarding the format is found in the Grading and Reporting Handbook. Principals will monitor the lesson planning within Eduphoria to ensure that teachers are using the scope and sequences to guide planning and that TEKS references are being made within lessons.

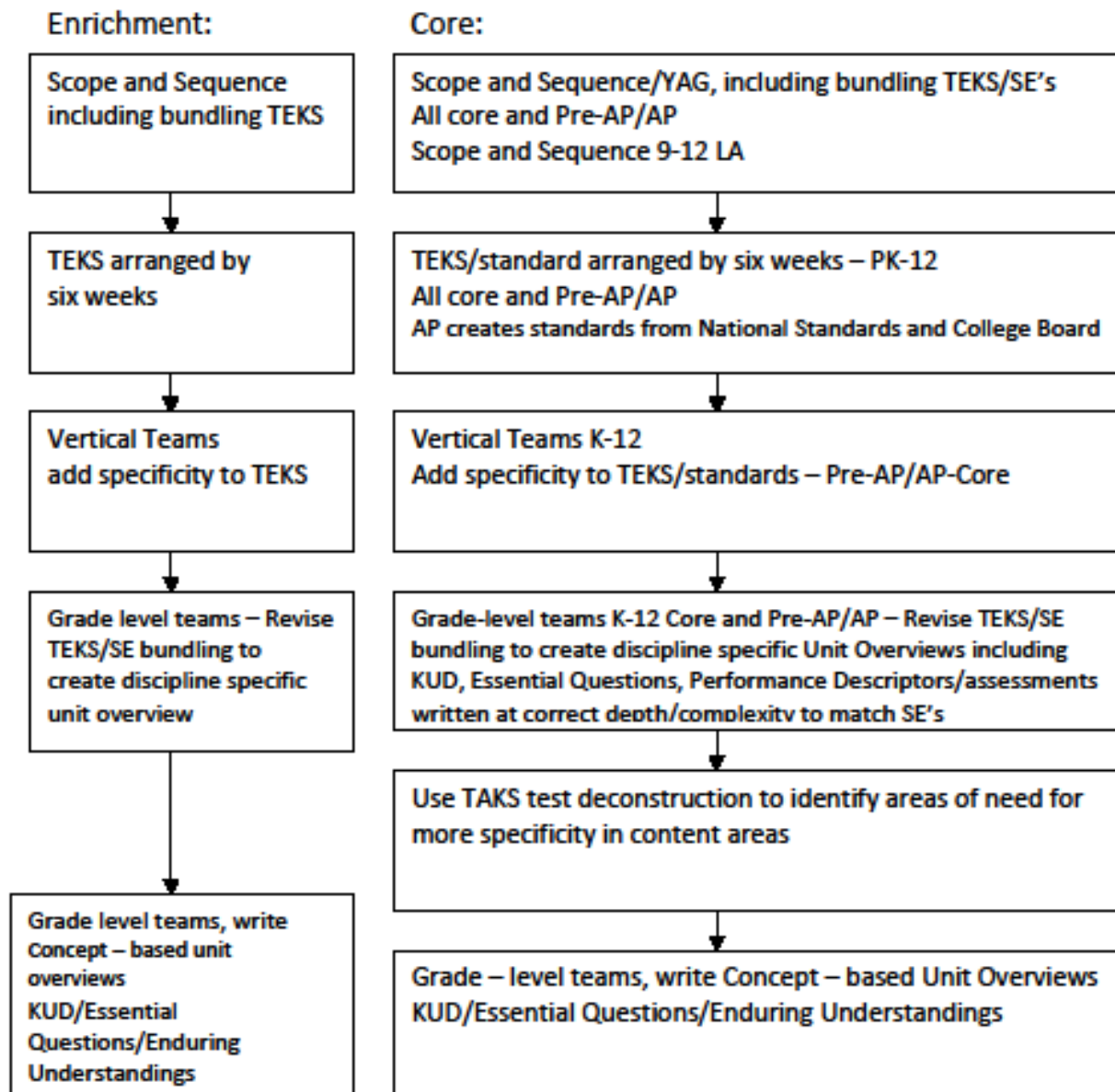
16. How will information about the Curriculum Management Plan be disseminated to ensure consistency throughout the district?

The department of Teaching and Learning Services will facilitate implementation of the Curriculum Management Plan. This will include an action plan, timelines, and areas of responsibility for various staff members. The training of staff will be an integral part of this implementation plan. Materials will be developed and produced to use during these training sessions.

17. Who specifically writes the curriculum and how are these team members selected?

CISD Curriculum Coordinators serve as facilitators of vertical teams as well as writing teams. They are responsible for selecting and training the teams to do the required work. The grade level, course content under development, and state revision cycle of the TEKS also play a part in the people involved and the timing of their involvement.

CURRICULUM WRITING PLAN



Curriculum documents based on the works of Fenwick English, Grant Wiggins, and Jay McTighe

COURSE PROPOSAL
for
School Year ____ - ____

Course title:

Grade level(s):

Student population served:

Rationale/justification in terms of student needs:

Description of the course and objectives:

District standards/TEKS addressed:

Methods for evaluating student achievement:

Course prerequisites/requirements:

Amount of credit and GPA required for course enrollment:

Instructional resources/materials to be considered:

Certification/personnel requirements:

Budget implications for first year implementation:

Projected costs for succeeding years:

Description of professional development:

Technology requirements and implementation plan:

Space/facilities requirements:

Date Proposal submitted by

Date Department Head

Date Principal

Date District subject area Specialist

Please submit completed proposal to Darrell Brown, Executive Director of Teaching & Learning Services
by October 30.

CURRICULUM INITIATIVE PROPOSAL
for
School Year ____ - ____

Program/initiative title:

Grade level(s):

Student population served:

Rationale/justification in terms of student needs:

Description of the initiative/program components:

District standards/TEKS addressed:

Methods for evaluating student achievement:

Instructional resources/materials to be considered:

Budget implications for first year implementation:

Projected costs for succeeding years:

Description of professional development:

Technology requirements and implementation plan:

Space/facilities requirements:

Date Proposal submitted by

Date Department Head

Date Principal

Date District subject area Specialist

Please submit completed proposal to Darrell Brown, Executive Director of Teaching & Learning Services
by October 30.



CARROLL
INDEPENDENT SCHOOL DISTRICT

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