

Tupelo Public School District

Curriculum Management Plan

June 27, 2010



PHILOSOPHY:

The curriculum should be the soul of a school district; it should abound with works and topics that fill the mind and deepen one's outlook on life. It should be both fixed and changing; stable enough that teachers need not rewrite it from scratch every year, but flexible enough that they may supplement it daily, revise it over time, and teach it the way that they judge best.

CURRICULUM, ASSESSMENT, AND INSTRUCTIONAL DESIGN AND DELIVERY MANUAL

This administrative regulation provides the developers of curriculum, assessments, and instructional documents in the Tupelo Public School District (TPSD) a manual to direct their work. Further, the manual provides direction to all staff involved in the delivery of the curriculum. The document is designed to be in compliance with Board of Trustees’ policies and to implement policy directives.

Table of Contents

I. PURPOSE OF CURRICULUM DESIGN, ITS ASSESSMENT, AND EXPECTED INSTRUCTIONAL DELIVERY 3

II. SPECIFICATIONS FOR THE DISTRICT’S WRITTEN CURRICULUM 6

III. CURRICULUM AND ASSESSMENT DEVELOPMENT CYCLE 7

IV. CURRICULUM, ASSESSMENT, AND INSTRUCTIONAL GUIDE FORMAT 18

V. ALIGNED COMPREHENSIVE ASSESSMENT SYSTEM 19

VII. ALIGNED INSTRUCTIONAL DELIVERY APPROACH 23

VII. ROLES AND RESPONSIBILITIES..... 27

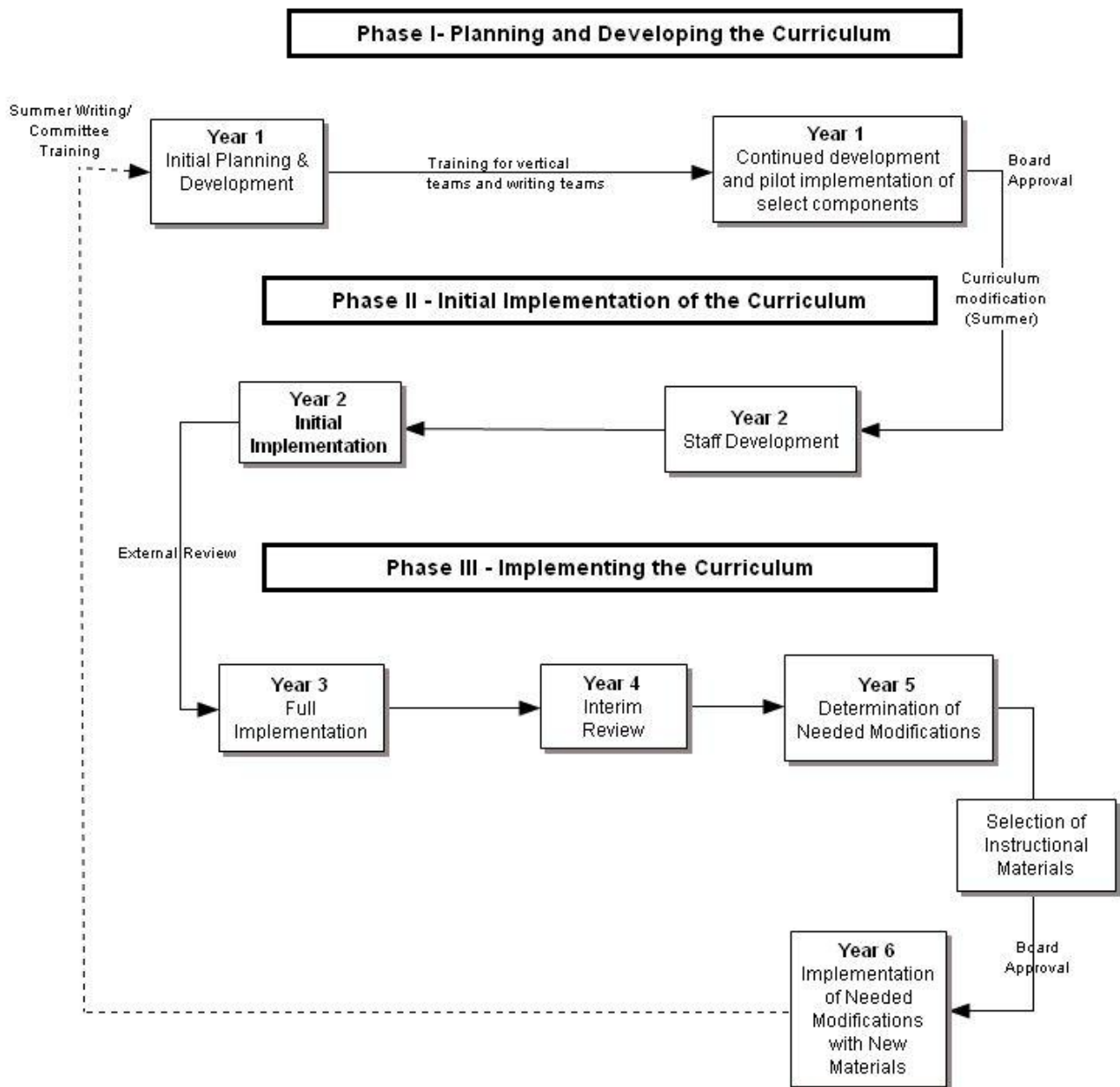
APPENDIX A: TPSD CURRICULUM GUIDE ANALYSIS 31

APPENDIX B: GLOSSARY OF TERMS 33

It is expected that all curriculum writers in or outside of the system will use this manual in the design of their work and that district level officers directing the work of the writers will adhere to the directives herein and orient stakeholders to its contents.

Tupelo Public School District

FIVE-YEAR CURRICULUM CYCLE



I. PURPOSE OF CURRICULUM DESIGN, ITS ASSESSMENT, AND EXPECTED INSTRUCTIONAL DELIVERY

This section presents the rationale, purpose, and beliefs for Tupelo Public School District’s Pre-Kindergarten (PK) -12 curriculum, its assessment, and expected instructional delivery.

A. Rationale and Purpose

The Tupelo Public School District is committed to the development of an exemplary curriculum that sets rigorous, high expectations for students and teachers that result in meaningful learning for each student. The overriding goal of the curriculum is to help each student realize his or her potential and move toward higher educational and career goals.

The purpose of the curriculum is to establish a system that ensures that students learn the TPSD core of significant learnings at a particular instructional level regardless of the teachers teaching the students or the schools attended. Specifics to high stakes assessments are embedded early in the instructional levels to increase the likelihood of student access and mastery prior to their being assessed.

According to Board Policy IE: Curriculum Development, the curriculum will be designed by:

- Embedding the learnings from all relevant external assessments including the state assessment;
- Correlating the State of Mississippi student learning standards as well as national core standards;
- Incorporating TPSD Graduate Requirements
- Building in authentic pedagogy and performance strategies and assessments

Further, the curricular student objectives will incorporate national standards.

The focus of the curriculum shall have the following priority order:

1. Mastery of grade level reading and writing skills;
2. Mastery of mathematics skills;
3. Mastery of skills congruent with those tested for each grade level or course

TPSD assessments will be designed around TPSD curriculum to provide diagnostic tools for teachers to use in determining students’ prerequisite knowledge, current knowledge of the curriculum, initial acquisition of the objectives, and mastery of the curriculum.

According to TPSD Board Policy IE: Curriculum Development, the instructional approach shall:

1. Establish a school climate that continually affirms the worth and diversity of each student.
2. Expect that each student will perform at high levels of learning.
3. Ensure that each student experiences opportunities for personal success.
4. Vary the time for learning according to the needs of each student and the complexity of the task.
5. Have both staff members and students take responsibility for successful learning.
6. Assess current student skills or learning for instructional assignment.
7. Analyze the content of each objective, so that instructional strategies match content, context, cognitive level, and assessment.
8. When appropriate, sequence tasks into a hierarchy of learning skills to maximize the effectiveness of instructional delivery.
9. Orient students to the objectives to be learned.
10. Teach to the objectives providing varied approaches, adequate time, and multiple opportunities for learning and success.
11. Assess student mastery of the objectives to determine the need for movement to a new instructional objective, extensive enrichment, or correction.
12. For those students who attain mastery, progress to the next objective or offer extension or enrichment.
13. For those students who do not attain mastery, provide correctives and /or use different strategies until mastery is attained. Utilize the Response to Intervention (RTI) process in monitoring the remediation process.

The TPSD Instructional Delivery Approach will incorporate these ideas to be used both in the design and the delivery of the curriculum.

B. Beliefs about Curriculum Design and Delivery in the Tupelo Public School District.

The purpose of education is primarily imparting basic knowledge, concepts, processes, and attitudes necessary for the student to successfully function in society. Education recognizes the characteristics unique to each individual and provides a process for the development and expression of each student's innate potential and talents. The curriculum shall be designed and implemented using a competency-based curriculum approach that has the following premises:

1. Each student is capable of achieving excellence in learning the essentials of formal schooling using a continuous progress approach.
2. Success influences self-concept; self-concept influences learning and behavior.
3. The instructional process can be adapted to improve learning.
4. School staff shall maximize the learning conditions for each student through clearly stated expectations of what a student will learn, high expectations for each student, short- and long-term diagnostic assessments of student achievement, and instructional modifications based on assessment results.
5. Successful student learning must be based on providing appropriate educational experiences at the appropriate level of challenge in order to ensure the maximum levels of achievement for each student.
6. High levels of student achievement are the evidence of effective curriculum (design) and instruction (delivery).

C. TPSD Core Values

Rigor: Employing a thorough project-learning college/career preparatory curriculum that sets high expectations for everyone. This will give our students the skills and motivation to meet them.

Relationships: Designing schools that are small, personalized learning environments. Class sizes are also small, and teams of teachers and peers provide students with academic and social guidance.

Relevance: Providing an education that must have meaning every day. Faculty and staff create curriculum around current events, personal backgrounds, and historical realities while emphasizing competency in twenty-first-century skills.

Results: Focusing on the results of student learning using multiple indicators, so our teachers can adjust their practices, and our schools can offer personalized support to students.

D. TPSD Mission and School Board Goals

The Tupelo Public School District subscribes to a competency-based approach to the curriculum, assessment, and instruction. This approach focuses and organizes the district’s efforts around the vision, mission and goals of the district’s curriculum for each content area.

The mission of the district is as follows:

Tupelo Public School District Mission Statement

The Tupelo Public School District serves the community by engaging each student in an excellent education that develops skills and citizenship needed for success in a global society.

The Board of Trustees identified the following goals:

- Ensure a safe and healthy educational environment.
- Promote community knowledge of, involvement in, and support for the TPSD pursuit of excellence.
- Implement and sustain comprehensive programs that address the needs of all students.
- Ensure that the budget supports the goals of the district.
- Support quality teaching that inspires students to achieve at their highest potential.

II. SPECIFICATIONS FOR THE DISTRICT'S WRITTEN CURRICULUM

The Tupelo Public School District competency-based curriculum is a set of student objectives and student expectations designed using a curriculum built from the 12th grade graduation requirements, the Mississippi Frameworks, the expected district-wide learning goals and objectives spiraled downward, and embedded objectives from external assessments.

A. Components of the Written Curriculum

The components of the written curriculum will include “layers” of objectives and increasingly complex student expectations in order to achieve total alignment and articulation through the level of teacher lesson delivery. The layers will include the following:

- Strands – major topics or categories of learning around which goals and objectives are written.
- Objectives – broad goal statements around particular concepts or group of concepts – which may not always be written using the same language as MS Frameworks, since they will include goals identified in the TPSD Graduation Requirements and national standards.
- Evidence of Attainment – diagnostic descriptors for diagnostic assessments.

The components of the written curriculum include the following:

- Reasonable number of precise, clear student expectations for each discipline and grade level or course - derived first from those learnings tested in state and other high stakes tests, correlated to the MCT2, SATP, National Common Core Standards, and TPSD Graduation Requirement expectations.
- A scope and sequence of the student expectations by instructional level and course that are based upon when the learnings are to be acquired (short-term memory) and mastered (long-term memory). A layperson scope and sequence will be written for communication of the student expectations to parents/guardians and students.
- A proposed teaching sequence of the student expectations within an instructional level or course derived in part by the available resources teachers typically use in the delivery of the curriculum.
- A curriculum management system designed around the curriculum and students' expectations that teachers can use for teaching and reporting purposes.
- Aligned district diagnostic assessments which can be used by teachers to determine student prerequisite skills as well as on-going acquisition and mastery of the student expectations.
- Pre-assessments and post assessments to be used both diagnostically and in a summative way to determine student progress and academic gains over a period of time.
- Progress reports of student accomplishments of student expectations will be used during the grading periods to communicate each student's progress to parents/guardians and students.

- Projections of the time range necessary to teach a reasonable number of student expectation(s), prerequisite skills, aligned resources, and sample assessments with multiple contexts.

Curriculum specialists, under the direction of the Superintendent's designee, will use these definitions as guidelines to formulate PK-12 objectives and strands for the subject area under review and align with the district level student expectations. Course/instructional level student expectations will be generated and aligned with the objectives and will describe the desired student expectations for a particular instructional level. The term *instructional level* is used rather than grade to clarify that a student's grade level is not necessarily the same as his or her instructional level. Each student should be working at the appropriate instructional level.

B. The Content of the Curriculum

Curriculum Specialists for TPSD cannot depend entirely on the content of the textbooks or the skills used by standardized tests or state frameworks to identify the important learning objectives and student expectations of a good education. In this information based society, knowledge is multiplying so rapidly that one can no longer expect to teach everything that may be important for the future. One must constantly check objectives and student expectations for their relevance to students' lives, for their relationship to the needs of the workplace, and their contribution to the development of the total student in a rapidly changing world.

The debate over what to teach will keep curriculum theorists occupied for years to come, but practitioners (in this case TPSD curriculum specialists) must make timely decisions on an on-going basis about how to best meet the needs of today's students and how to anticipate the needs of the future. Certainly students need to have a foundation of basic skills, as well as relevant facts and information about the world around them, to be able to discuss the past and present from a literate viewpoint, to cite significant artists and authors, and to demonstrate understanding of their cultural heritage and its importance. Students also must know how to "handle" information; how to access, interpret, and analyze information; how to use information to solve new problems, how to create; how information from one discipline relates to another.

TPSD proposes that depth of the content is more important than coverage of the content: depth is defined as the thorough investigation of a fundamental set of concepts and principles along with meaningful factual information; coverage is the presentation of a large amount of factual information without the emphasis on associated concepts and principles. **As a result, curriculum specialists will build the curriculum around a reasonable number of focused student expectations, which will fit into the time frame available for teachers to deliver the curriculum.**

III. CURRICULUM AND ASSESSMENT DEVELOPMENT CYCLE

The PK– 12 curriculum areas, their assessments, and aligned instructional resources will undergo internal development/redevelopment cycles on a rotating basis. The purpose of an ongoing

review is to lend a concentrated focus to a given curriculum area. This purpose will provide a formal means by which all planned courses are revised periodically.

A. The Approval Process

The Assistant Superintendents for School Improvement shall organize an annual report/presentation to the Board of Trustees through the Superintendent that demonstrates how the policy and this administrative regulation is being implemented and will present recommendations for the improvement of student growth. Strengths and weaknesses will be clearly articulated and will form the base for future financial decisions.

The Board of Trustees report process will include a statement of curricular goals by course/grade as well as instructional level, relevant data, important new trends to be incorporated into the curriculum, and recommended instructional resources (e.g. laptops, interactive boards, and textbooks). The report will include input from administrators and the instructional staff.

When a subject area is undergoing a development/redevelopment process, a curriculum task force will be formed to provide input into the development cycle. The Assistant Superintendents for School Improvement will establish procedures for review and involvement of the Task Force. The TPSD Administrative Team composed of central administrators and campus principals, will also provide input into the development cycle.

B. The Subject Matter Cycle

During the 2010-2013 school years, an intense curriculum refinement and/or development will be undertaken to design all required curriculum courses in the academic areas of language arts/English (reading, writing, speaking and listening), mathematics, social studies, and science. Scopes and sequences will be designed along with diagnostic assessments, testing matrixes, as well as curriculum, assessment, and instructional guides. These documents will serve the district for several years, while a more comprehensive approach to curriculum design and review is established.

The chart on the next page identifies the proposed ambitious curriculum development cycle for all course offerings including electives as well as assessment and instructional delivery suggestions for the district beginning in 2010-2011. Although a subject area may be scheduled for consideration, a decision may be made to waive its review based upon major curriculum initiatives requiring several years to initiate and/or changes in state curriculum/assessment requirements and /or changes in state curriculum/assessment requirements and/or budget constraints.

Phases of the Development Cycle

The development cycle includes three phases:

Phase I:

- Planning, Trend Examination, Examination of Current Curriculum by Reviewing and Revising, Strands, Objectives, Student Expectations, Assessment Specifications and Recommendations for Development Effort
- Develop PK-12 as well as alternative program Scope and Sequence and District Assessment Specifications
- Develop District Criterion Referenced Assessments
- Select Aligned Instructional Resources (including textbooks)

Phase II:

- Develop Curriculum, Assessment, and Instructional Guides
- Provide Staff Development on the curriculum and curriculum documents
- Pilot and Revise Curriculum, Assessment, and Instructional Guides

Phase III:

- Implement and Monitor the Curriculum and Aligned Programs
- Usually, the entire process for a given subject area occurs within a two to three year time frame, depending upon the complexity of the task and current status of the curriculum. The expectation will be that staff members move as quickly as possible toward the accomplishment of the development and redevelopment cycle as resources are made available.

Five -Year Review Cycle for Curriculum Development, Its Assessment, and Instructional Delivery Suggestions (Beginning 2011– 2012)

Year	Phase I	Phase I	Phase II	Phase III:
	Planning and Scope and Sequence Development 1. Review/Revise/ Strands Objectives and Student Expectations (Content and Context) 2. Design PK-12 Scope and Sequence 3. Design Criterion Reference Assessment Specifications	Assessment and Resource Development 1. Develop Criterion Reference Assessment and 2. Select Aligned Instructional Resources (Including textbooks)	VII: Design Deployment, and Field Test Curriculum 1. Develop Guides 2. Provide Staff Development for all appropriate Individuals 3. Pilot and Revise Guides	Full Scale Implementation 1. Monitor Curriculum Implementation 2. Provide Continuous Staff Development 3. Use and Examine Assessment Data to Drive Decisions
2010-2011	English/Lang. Arts (Incorporating ELL) Mathematics	English/Lang. Arts Mathematics	English/Lang. Arts Mathematics	
2011-2012		Science Social Studies	Science Social Studies	English/Lang. Arts Mathematics
2012-2013	English/Lang. Arts incorporating ELL)			Science Social Studies

	Second (Foreign) Language Acquisition			
2013-2014	Mathematics	English/Lang. Arts Second (Foreign) Language Acquisition		
2014-2015	Science Physical Education and Health	Mathematics	English/Lang. Arts Second (Foreign) Language Acquisition	
2015-2016	Social Studies	Science Physical Education and Health	Mathematics	English/Lang. Arts Second (Foreign) Language Acquisition
2016-2017	Visual and Performing Arts	Social Studies	Science Phy. Ed. and Health	Mathematics
2017-2018	Career and Tech Ed. (CATE)	Visual and Perform Arts/	Social Studies	Science
2018-2019	English/Lang. Arts Second (Foreign) Language Acquisition	Career and Technology Education (CATE)	Visual and Performing Arts	Social Studies

Phase I: Planning, Trend Examination, Examination of Current Curriculum by Reviewing and Revising Strands, Objectives, Student Expectations, Assessment Specifications and Recommendations for Development Effort

1. Study the current trends, and expert advice on the basic beliefs surrounding the discipline.
2. Seek copies of course documents/content standards from experts, the state, other school districts, and commercial publishers and compare existing district documents.
3. Gather district data regarding current student achievement, including internal and external assessments, from the subject area under consideration
4. Develop criteria and establish procedures to utilize when assessing the quality of the current/proposed curriculum system. Criteria should address, but not be limited to:
 - a. Significance and adequacy of the depth and breadth of the content and processes.
 - b. Appropriate level placement of specific student expectations and scope for required and elective courses.
 - c. Reasonable number of student expectations within the available time frame to teach the learnings.
 - d. Incorporation of tested student expectations into the curriculum.
 - e. Spiraled curriculum from 12th Grade Graduation Requirements to early childhood after the initial refinements take place.
 - f. Student expectations are real world applications or higher cognitive type.

5. Identify differences in desired program and current program.
6. Identify significant subject-area beliefs that would impact the redesign of the curriculum.
7. Obtain input from community and staff regarding the belief statements.
8. Draft/revise curriculum belief statements linked to MCT2/SATP and other external assessments and identify PK-12 objectives.
9. Finalize the curriculum belief statements.
10. Make a determination as to revision status of the curricular area. What revisions, if any, are needed?

Phase I: Develop PK-12th Scope and Sequences and District Assessment Specifications

1. Identify the tested learnings from high stakes tests and other external assessments (e.g. MCT2, SATP, AP, NAEP, ACT).
2. Place those learnings into an instructional level/course. Identify the MS Curriculum Framework strand and objectives under which the learning is placed, and correlate learnings to the MCT2 and SATP.
3. Rewrite/write student expectations to observable objective language including:
 - a. Content to be learned
 - b. Cognition level to be attained (Depth of Knowledge)
 - c. Contexts (MCT2 test formats)
 - d. Standards of performance.
4. Spiral student expectations by identifying pre-requisites, expectations/objectives (downward), and subsequent meaningful learning expectations/objectives (upward).
5. Assign probable time range (in minutes) for the typical student to acquire the learning (short-term memory) and master the learning (long-term memory). Number of practice opportunities need to be determined. Add up the total number of minutes and compare with daily instruction.
6. If there are too many minutes, determine which learnings to delete through a prioritization process. Identify any absolutely needed (MS Frameworks/National Standards' strands/statements/expectations) and add to the scope and sequence.
7. Obtain task force's and Administrative Team's recommendations on the proposed/revise scope and sequence. (Curricular strands, objectives and student expectations)

8. Revise scope and sequence and finalize it with the task force, Administrative Team, and Senior Staff.
9. Obtain Senior Staff's approval.
10. Recommend the scope and sequence and the curricular student expectations to the Board of Trustees for approval.

Phase I: Develop District Criterion Referenced/Assessments

1. Develop/select sample assessments for multiple purposes for each student expectation.
 - a. Examples should be placed in the guides.
 - b. Include both multiple choice and authentic application examples for each student expectation.
2. Provide diagnostic instructional level assessments (Curriculum Based Assessments, Pre-assessments and Post assessments) around groups of student expectations (two to nine weeks of work. After these assessments have been phased in and professional development has taken place, teachers will select the appropriate level for each student and determine the time of administration. Pre-assessments will include both pre-requisite student expectations as well as the student expectations of the group of learnings.
3. Establish benchmark tests to be administered at the end of each term or year (End of the Course Exams) to assess a sampling of student expectations to be learned during the term or year. The assessments can be used as a summative measure of learning as well as diagnostic data for teachers receiving students during the next term. The student expectations built into the assessment tool will be those for which mastery (long-term memory) should be expected. Beginning of the year/term assessments will be administered to determine if students already have mastery on some and /or all of the tested student expectations.
4. Provide a bank of multiple assessments aligned to each student expectation for teachers to use in diagnosing and determining instructional assignments to maximize student learning. These items need to be easily accessible to teachers for their use. Curriculum writers need to identify location of appropriate assessment items and place in the guide sheets. (Released MCT2, SATP tests, and previously developed assessments by curriculum writers.) These items will be set up so the teachers can score them as they use them. Eventually, these banks of assessment items will be placed on a database for pulling from the employee secured section of the District Web Site.
5. Using the MCT2 and SATP released tests, provide a practice and diagnostic assessment several weeks prior to the state testing time. The released tests are to be administered in a simulated MCT2, SATP approach. A process will be established to allow the tests to be scored at the school level.

6. Establish a criterion-referenced assessment system that documents, records, and reports student skill attainment. The criterion referenced information management system needs to be available at the classroom and building levels for coordinating timely instructional planning, student assessment and placement, instructional delivery, and program evaluation.
7. Establish an evaluation system to allow students to demonstrate mastery at the beginning of each term for Grades K-12.
8. Incorporate into the test matrix these student expectation diagnostic assessments along with the summative assessments and other assessments for instructional diagnosis (e.g. K-8 The Continuum of Literacy Learning - Fountas and Pinnell, Orton-Gillingham Protocol, Children's Progress and Envision Math), and /or program evaluation. The text matrix needs to include the when, why, who, and what of the test administered in the district.
9. Establish methods to evaluate curriculum design and delivery. The evaluated curriculum is to include the following components:
 - a. District-level criterion referenced tests for target student expectations across all levels and all subject areas to be administered to a stratified random sampling of students on the year prior to any redesign of a particular subject area. These items could be pulled from the pool of assessment items or the pre-post diagnostic assessments.
 - b. Use an assessment approach to evaluate the status of strategies from a national perspective and for curriculum revision as well as program design. This should take place one year prior to any curriculum or program redesign in a subject. (See cycle).
10. Set up a program evaluation component that guides program redesign and instructional planning. This will include such programs as Special Education, Title I, ELL, etc.

Phase I: Select Aligned Instructional Resources (including textbooks)

1. Align current resources to student expectations (e.g. laptops, textbooks, video, software, interactive boards, and internet links).
2. Evaluate current resources to determine costs if additional or replacement instructional resources are planned.
3. Develop a teaching sequence and timeline (pacing chart) for a typical student at a particular instructional level/course.
 - a. Correlate available instructional resources, adopted texts, and other supplemental materials to student expectations.
 - b. Provide relevant revisions, re-teaching, and enrichment of student expectations and strategies as well as interdisciplinary approaches, when appropriate.

- c. Recommend time allocations for curriculum areas and time range for student expectations.
4. Establish student grade and progress report procedures around the student expectations.
5. Establish homework guidelines.
6. Examine and modify all appropriate programs to be aligned to the curriculum.
7. Develop a plan for providing training on curriculum design, assessment, and delivery.

Phase II: Develop Curriculum, Assessment, and Instructional (CAI) Guides

1. Review format of (CAI) guide while attempting to keep uniformity of guide components across subject areas.
2. Develop the **CAI** guide incorporating student expectation assessments, resources, and other aspects of the guide. All curriculum, assessment, and instructional guides in the district will be maintained on the web with a hard copy upon request and will have the following components.
 - a. Course title/instructional level
 - b. Scope and sequence and testing matrix
 - c. Strands and objectives
 - d. Student expectations – clearly written with content, context, cognitive type, and standard of performance
 - e. Prerequisite objective and prior learnings linked to new learnings
 - f. Correlation to MCT2/SATP and other assessments as applicable, as well as National Standards and TPSD graduation requirements goals
 - g. Timeline for acquisition, review and mastery
 - h. Assessment samples (local, state, national) using multiple choices, constructed and authentic real world, multi-disciplinary examples
 - i. Identification of district level bank of aligned assessment items
 - j. Possible aligned instructional resources (text, technology, laptops, web links, others) including page and activity and degree of content and context alignment

- k. Activity ideas (real world, multi-disciplinary), if commercial materials are lacking in alignment requirements
 - l. Aligned extension/remediation (acceleration), modifications, and re-teach strategies (for Gifted, ELL, RTI, and SPED)
 - m. Accommodations for English Language Learners and other special population students
 - n. Vertical and horizontal teaching scope and sequence within instructional level/course
 - o. Terminology and expected vocabulary
 - p. Required and optional reading lists, where appropriate
 - q. Interdisciplinary correlations
 - r. Technology integration, whenever relevant
 - s. Writing integration, whenever relevant
3. The guides will meet the Curriculum Management Systems Inc. (CMSi) Curriculum Audit characteristics for quality guides for frames one through six (See Appendix). Developers, as well as design evaluators, will use the following quality screens as a framework through which the guide objectives, activities, resources, etc. are to be developed. The screens are critical beliefs and values of the curriculum, development design philosophy. It is presented here as a checklist for developers.
- a. Student Expectation Screens
 - 1. Derived from the high stakes test (e.g. MCT2, SATP, and NAEP)
 - 2. Vertical articulation and embedded spiraling downward at decreasing levels of difficulty, and cumulative learning
 - 3. Correlated with state and national standards, when appropriate
 - 4. Challenging student expectations – outlines as rigorous, research-based learning
 - 5. Higher level objectives-application and higher cognitive levels for over 50% of the objectives
 - 6. Parallel student expectations from the other disciplines
 - 7. Free of gender and race bias
 - 8. Built in library science/technology into student expectations
 - 9. Built in multi-cultural student expectations
 - 10. Build in school-to-work student expectations
 - 11. Middle school level objectives focused on process
 - b. Activity Screens
 - 1. Content alignment of activity with student expectations
 - 2. Cognitive alignment between student expectation and activity
 - 3. Experiential—uses direct, active, hands-on concrete experiences to promote learning of the objective
 - 4. Reflective –guides students through thinking about what they have learned

5. Authentic – uses context-rich real world activities to empower and engage students
6. Social—provides opportunity for learning through collaboration without promoting competition.
7. Student-centered—uses student’s interests and choices to develop responsibility in building ownership of the curriculum
8. Developmental—adjusts activities that meet the needs of each student to access of the curriculum. Provides for:
 - Basic learning activity
 - Re-teaching activity
 - Extension activity (Acceleration)
 - Special Education activity
9. Constructivist –learners build understanding by promoting students’ prior knowledge as they build concepts
10. Variety—uses a wide variety to accommodate diverse learners
11. Built in library skills/technology into activities
12. Built in multi-cultural activities
13. Built in science skills into activities
14. Built in school-to-work attitudes and activities that are in context of future careers
15. Middle school level activities focused on process
16. No gender or racial bias in activities
17. Built in practice for acquisition and mastery

c. Resource Screens

1. High alignment with content of student expectations
2. High alignment with a variety of test and real world contexts
3. Free of gender or racial bias
4. Multi-media
5. Variety of resources to meet a student expectation
6. Authentic resources
7. Community as a learning environment

d. Assessment Screens

1. Aligned with content of student expectations
2. Aligned with contexts of student expectations
3. Multiple formats of assessments (e.g. multiple choice, constructed, authentic performance)
4. Several equivalent assessments to be used for diagnostic, acquisition, and mastery purposes.

4. Guides for pilot-test or field test distribution

Phase II: Provide Professional Development

1. Design professional development proficiencies for appropriate constituents (different staff may have different proficiency needs).

2. Review professional development proficiencies with curriculum task force and District Administrative Teams.
3. Revise professional development proficiencies, as needed, and design staff development modules around the proficiencies.
4. Pilot test the professional development modules.
5. Revise professional development modules as a result of pilot test
6. Implement professional development modules with appropriate constituents.

Phase II: Pilot and Revise Curriculum, Assessment, and Instructional Guides

1. Pilot the curriculum, assessment, and instructional guides with selected teachers.
2. Gather formative data regularly for revisions.
3. Provide for on-going revision as pilot takes place
4. Prepare materials for full-scale implementation

Phase III: Implement and Monitor the Curriculum and Aligned Programs

1. Provide a process for input for future revisions.
2. Monitor the implementation of the curriculum, district assessments, and its delivery through district-level and campus-level administrator visits to the classrooms, staff meetings, etc.
3. Designate a person to provide oversight and trouble shooting as problems arise.
4. Develop a plan for revision as needed.
5. Provide a supervisory support system.
6. Revise curriculum, assessment tools, scope and sequence, guides, staff efforts, and communication strategies as needed.

At this point, the development cycle returns to Phase I as a particular subject area comes up for periodic review.

IV. CURRICULUM, ASSESSMENT, AND INSTRUCTIONAL GUIDE FORMAT

The documents prepared as **CAI** guides will be set up for both web based and hard copy use. All guides designed in the District will have the following common sections and components:

A. Front Matter

- Cover
- District information—Board members, senior officers, data included in the document
- Acknowledgments of the designers, vertical team, and appropriate committees
- Table of Contents

B. How to Use This Guide

- Purpose of guide
- Set up procedure
- How to use
- How the guide is organized (uses visuals)
- Glossary of terms (and acronyms, if used)

C. Orientation to the Curriculum (reference policy when appropriate)

- Basic philosophy of the Written Curriculum
- Mission
- 12th Grade Graduation Requirements
- Strands
- Objectives
- Student Expectations
- Relationship to MS Framework and National Standards
- Listing of Major Resources
- Listing of Formal Assessments and Location for Access
- Time allocations
- Delivery Alignment Expectation (mastery learning approach, teach to the objective, align activities, resources, and assessments to the objective)
- Instructional Approach Expectations (mastery teaching model)
- Reporting requirement—progress report, report cards, portfolio

D. General Information Regarding the Discipline Area

- Subject Area Beliefs and Underlying Research
- Basis of Content
- Strategies for Teaching the Subject Area

E. Scope and Sequence

- Across Instructional Levels and Courses
- Developed for Cumulative Learning

F. Guide Sheets (Linear/parallel discipline Approach)

- Alignment with 12th Grade Graduation Requirement Goals

- Correlation with MS Framework and National Common Core Standards
- Strand(s)
- Student Expectation(s) (Concept/Skill/Knowledge/Process/Attitude, Standard of Performance, Time Range)
- Prerequisite Learnings
- Critical Attributes of Objective (key information)
- Parallel/Multi-disciplinary Objectives in Other Student Expectations
- Aligned Assessment
- Sample Assessment Items by Context
- Aligned Suggested Resources (textbooks, kits, technology, software, guest speakers, and community field trips)
- Aligned Suggested Activities/Strategies, if needed
 - Basic
 - Re-teach
 - Extension
 - Homework Differentiated Activates

G. Teaching Sequence

- Sequence in which to teach the learnings
- Student expectations are taught early enough for students to master the learning at least six months prior to high stakes testing

H. Assessment Probes/Bank

- Sample Assessment Items for the Various Student Expectations

I. Feedback –Pull out sheets for feedback to the developers

In addition, a parent/guardian/student version of the student expectations scope and sequence will be made available in hard copy as well as placement on that part of the district web to which all have access.

V. ALIGNED COMPREHENSIVE ASSESSMENT SYSTEM

Throughout the document there have been many steps presented that are centered around the expectations regarding a comprehensive district assessment system. These expectations are pulled together in this section.

A. **Assessment Beliefs**

The primary purpose of assessment will be diagnosis of student learning. Assessment is an integral part of instruction and teachers need to provide on-going formal and informal

assessments of students and their learnings on a daily basis. Informal assessments come in many forms such as questioning strategies, checking for understanding strategies, guided and independent practice activities, warm-up and sponge activities, previewing prior learnings, quizzes, etc. Teachers need to align these strategies and activities to the curricular Student Expectations.

The district's instructional approach, which is to be used by teachers in their planning and teaching of the district curriculum, calls for numerous formal assessments. These formal assessments are not summative assessments such as the state tests, college entrance tests, and advanced placement tests; rather, they are formal assessments to be used in a formative manner. The district will provide the formal criterion-referenced assessments which are to be used in a diagnostic way. Teachers determine student's pre-requisite skills to a new learning and whether the student has already mastered the learning prior to teaching, so the teacher can differentiate the learning objectives for every student. These assessments need to be designed, so that they also provide diagnostic information on initial acquisition of the learning objectives being taught as well as long-term mastery of the objective. These shall be called Curriculum Based Assessments around groups of learnings to be administered prior to and right after expected acquisition of the set of student expectations. Moreover, from the pool of diagnostic formative assessments, a bank of unsecured items will be made available for teachers to use in the daily lessons.

Secure benchmark tests will be designed to be administered at the beginning of the year and end of term/year to measure mastery of the student expectations. These benchmark test items will be a sampling of the student expectations taught during that period of time and will be those with the highest priority (tested most frequently and missed most often). If desired, the pre-assessment may be administered to a stratified random sampling of students and gain scores obtained only from those same students who take the post-assessment.

In addition, practice assessments similar to the state, national, and other high stakes tests need to be in place for administration to students several weeks prior to the required testing time. These assessments, which will be released test items or equivalent forms of high stakes test, will be used by teachers to determine any re-teaching that might be needed, so that each student is able to perform at a high level on the high stakes tests administered.

District-wide assessment and reporting will be conducted periodically. The purpose will be to determine if the system is achieving its stated mission and goals. Assessment will focus on determining the extent to which curriculum alignment is present. See the pre-post benchmark assessments described earlier.

Program assessment data will serve as the foundation for aligning specific programs to curricular student expectations. Both formative and summative evaluation criteria will be identified and tied to program objectives and student expectations. Budget allocations will be made based upon assessment data.

B. Assessment Design Expectations

The curriculum writers or other designees will design the following assessment tools:

- A criterion-referenced assessment system that documents, records, and reports student skill attainment.
- District-level criterion referenced tests for student expectations across all levels and all subject areas including:
 - Pre-Post diagnostic instructional level assessments built around short chunks of learning (Student Expectations) of approximately two to nine weeks. The secure assessments should be administered by teachers at appropriate times for each student according to his/her instructional level. Use is based upon a continuous progress approach not a lock-step approach. Test every student expectation to be taught, if possible, depending upon the time to take the test. The ability to determine when to administer the assessments would follow professional development on mastery learning and differentiated instruction as well as use of such data.
 - Pre and End of Term/End of Course Benchmark Assessments which are built around a sampling of course student expectations and can be used to determine student progress and academic gains over a period of time. These are to be mastery tests which means students should have had moved learnings to long-term memory (distributed practice). End of Semester Course assessments will be used in a summative way.
 - Provide a pool of unsecured multiple assessments aligned to each student expectations for teachers to use to diagnose and determine instructional assignments to maximize student learning. Assessments will provide the measurement of prerequisite skills as well as on-going acquisition and mastery of the objectives.
 - Examples should be placed in the guide.
 - Include multiple choice, constructed, and authentic application examples for each student expectation.
 - Develop diagnostic practice assessments aligned to the MCT2 and SATP assessments for the grade level/course. Released tests can be used. Because MCT2 tests are cumulative test, they often test student expectations that are taught at an earlier grade level. As a result, they will often measure different learnings than the diagnostic level. Administer the tests several weeks before the high stakes test is administered.
 - Establish a criterion-referenced information management system at the classroom and building levels for coordinating timely instructional planning, student assessment and placement, instructional delivery, and program evaluation.
 - Ensure an assessment approach to evaluate the status of students from a national perspective and for curriculum revision as well as program design
 - Set up a program evaluation component that guides curriculum redesign and instructional planning, with the student expectations based on program graduation requirements and the performance demands of post-school roles.

C. Matrix of Tests

The following is a list of all the district-wide assessments administered in a given year. The matrix includes purpose of the test, when it is administered, to whom it is administered and who is responsible for administering.

Regular Education Assessments Used in District					
Type of Test: D = Diagnostic, S = State, P = Program, O = Optimal					
Type	Test Name	Subject Covered (grade level)	Given When	Purpose of the test	Used By
O	ACT	College Entrance Exam	Set by College Board though-out the year	Entrance to College	Junior and Seniors
P	AP	Advanced Placement Tests	May of each Year	To earn college credit	High schools- requires a score of 3 or higher to gain credit from the College Board
O	ASVAB	Armed Service Vocational Aptitude Battery	Junior year	Aptitude Test	Counselors to guide student career choices
D	Benchmark	All tested core subject areas	End of each semester for district and multiple times for classrooms	Measures student progress toward mastery of the state curriculum	Parents, teachers, and students to maintain levels of mastery and to monitor effectiveness of district curriculum
	Children's Progress	Language Arts/ Reading/ Math	K-2	Screener for RTI	Parents, teachers, and students to maintain levels of mastery and to monitor effectiveness of district curriculum
S	MS-CPAS2	Ms Career Planning and Assessment	10-12 Vocational Students	Measures occupation-specific aptitude	Counselors to guide student career choices
D	Developmental Reading Assessment	Fountas and Pinnell Benchmark Assessment System	Given 3-4 times per year to children in grades K-5	To assess fluency level/comprehension on reading materials to mark progress toward grade level goals	Classroom Teachers
D	EPSF: Early Prevention of School Failure	Peabody Language Draw a Person	Beginning/Middle/End for ages 4-6 years old	Measures the developmental levels and learning styles of children PK-K- and new first graders to the district	Teachers in PK, K, and 1 st
O	EXPLORE	Grade 10	Once a Year in October	Practice test for ACT	Counselors
S	English II Writing	Writing	Given in March to first time test takers and last opportunity for seniors	Measure proficiency in writing	Counselors
S	MCT2	Language Arts/ Reading/Writing/Math	Given in may to all 3-8 graders	Proficiency measure	Counselors
	MCCPPA	Alternative Assessment Sped	State Assessment Calendar	State Accountability	SPED Teachers
	NAEP	National Assessment of Educational Progress	January	Provides results on subject-matter achievement, instructional experiences, and school environment for populations of and groups within those populations	Counselors

D	Orton Gillingham Protocol	Post Kindergarten Screener, Gallistel-Ellis Test of Coding Skill, Gates Oral Reading, Sight Word Screening Test	K-3 grade	Used to develop interventions in the RTI process	Classroom Teachers
O	Otis-Lennon School Ability Test	Assess Intelligence	Given in January	Gifted and Talented Program 1 st grade screener for gifted	Gifted teachers
O	PLAN	Grade 9	Once a year in October	Practice test for ACT	Counselors
D	Progress Planet	Language Arts/English and Mathematics	Given at the Beginning/Middle/End Grades 6-8	Screener for determining RTI process	Classroom teachers
O	RAVEN	Raven Standard Progressive Matrices	Measures General Intelligence. Given in first grade	Screener for Gifted Ed. Program nonverbal	Challenge Teacher, Classroom Teachers
S	SATP	Algebra I English II US History Biology I	High School students 9-12. Given in April for first time takers.	State exit requirement,	Counselors
S	Science MCT2	Science	5 th and 8 th graders March		Counselors
D	TABE	Test for Adult Basic Education	9 th Grades	A RTI screener for reading and math	Classroom Teacher/counselor
S	MWAP	Ms Writing Assessment Program	4 th and 7 th graders March		Counselors
O	WRAT	Wide Range Achievement Test	K-5	Grade placement	Counselors
S	WIDA	World-Class Instructional Design and Assessment	ELL students grades K-12	Language Acquisition	Counselors
D	WIIG Language Test	Language Test	K-3	Screener for all Tier II students	Speech Pathologists

D. Use of District Assessment Data

There are to be two major foci for the use of district assessments--individual student assessment data for instructional purposes and program evaluation.

Program Evaluation will serve two purposes: (1) to determine if student achievement or curriculum student expectations meet or exceed district expectations and (2) to determine if specific programmatic efforts (e.g. Title I, Gifted, Special Education, a particular commercial program) are meeting student achievement expectations on the district's curriculum.

E. Use of Required State and/or National External Assessment Data

External tests are typically summative in nature. They are used for accountability or placement purposes (e.g. MCT2, SATP, NAEP, AP and ACT). In the TPSD, such assessments will be used to assist in setting school improvement planning goals annually (Children's Progress, MCT2, SATP and Envision Math K-5). Such data is expected to be disaggregated by gender, race/ethnicity, and socioeconomic status as well as by individual students, classrooms, buildings, and grade levels where these analyses may be used for program and instructional planning. In some cases, the data is disaggregated by course taken.

TPSD staff members are to make use of the data in a more formative manner. External assessment data may be used as one measure for program evaluation; although greater priority will be given to district assessments that are better aligned to the TPSD curriculum.

VII. ALIGNED INSTRUCTIONAL DELIVERY APPROACH*

This section presents the approach TPSD teachers are to use as they are planning and delivering the written and assessed curriculum.

A. Instructional Expectations

Instructional delivery of the curriculum by TPSD teachers is to be built around a set of researched instructional strategies. The learning of students and their continuous progress toward the completion of the TPSD curriculum student expectations is the central focus of instruction. This does not mean dictating the exact strategies or teaching techniques a teacher is to use to teach a student expectation. Rather, it is to direct the structure for the overall planning of instruction and its delivery. The teacher's instructional plan should be based on the concept of teaching to mastery and the need to differentiate instruction for each student based on data. The guidelines are not about writing a lesson plan rather about the thought processes one goes through in planning lessons.

TPSD instructional expectations include:

- Designing lessons/units of study around the TPSD student expectations
- Diagnosing students' mastery of student expectations prior to teaching;
- Establishing teaching at the right level of difficulty for students;
- Designing differentiated activities aligned to student expectations and anchored to appropriate student instructional level;
- Delivering aligned lessons using researched based teaching practices;
- Using assessments to determine if students have mastered TPSD student expectations or need further re-teaching; and
- Keeping track of where students are in their learning.

* *Based on the Sheltered Instructional Observation Protocol (SIOP) Model and the Mastery Learning Model*

B. Lesson Planning Outline for Teachers

The following procedures guide teachers in designing and delivering each lesson. TPSD teachers are expected to use the procedures in the design and delivery of their lessons*. The following eight elements should be included in the lesson plans: 1) content/language objectives, 2) essential question(s), 3) activating strategies, 4) differentiated instructional strategies, 5) Thinking Map/graphic organizer, 6) technology, 7) assessments, and 8) resources/materials. The

expectations are that students will read, write, speak and work collaboratively during the duration of the lesson.

* *Based on the Sheltered Instructional Observation Protocol (SIOP) Model and the Mastery Learning Model*

I. Design Planning

What do I want my students to know?	
Planning Area:	REMEMBER to...
1. Content Student Expectations Estimated Class Time: periods	<ul style="list-style-type: none"> • Build lessons around selected skills, knowledge, concepts and/or processes aligned to the TPSD Curriculum. • Gauge adequate time to teach the student expectation/s (i.e. partial to multiple class periods). • Determine actual student expectations to be taught to which students based on Initial Assessment (see B Below)
2. Critical Attributes of the Student Expectation/s	<ul style="list-style-type: none"> • Decide what the student needs to know and be able to do. • Specify attributes in precise and measurable language. • Sequence the critical attributes in the most effective teaching order.
3. Essential Questions	<ul style="list-style-type: none"> • Design at least two questions to focus students for each critical attribute. • Plan for a variety of question types (e.g. open ended, higher levels of inquiry, etc.)
4. Essential Terms	<ul style="list-style-type: none"> • Identify and define essential terms included in the content of the student expectations using language students understand (consider second language acquisition expectations). • Determine where in the lesson you will teach these terms most effectively.
5. Essential Prerequisites	<ul style="list-style-type: none"> • Select prerequisites required to learn the student expectation/s, noting the SOME learnings require NO prerequisites. • Start by reviewing prerequisites in TPSD Curriculum. • Detail specific prerequisites for special student populations (e.g. Sp. Ed.)
How will I know if they have learned the content student expectations?	
Planning Area:	REMEMBER to....
1. Initial Assessment (Diagnosis)	<ul style="list-style-type: none"> • Determine if each student has the prerequisite skills, which of the new learning he or she already knows. • Plan both formal and informal strategies to identify student readiness to learn. • Select strategies to teach quickly essential prerequisites to those needing them. • Identify the performance target at the outset (i.e. what will provide evidence of adequate student performance).
2. Acquisition Assessments (Short-term learning)	<ul style="list-style-type: none"> • Plan to provide periodic acquisition assessments (e.g. quizzes, labs, worksheets, discussions, etc.). • Plan for a variety of assessments contexts (e.g. test format, real-world, etc.) as illustrated in the TPSD Curriculum, Assessment, and Instructional Guides.
3. Mastery Assessments (Long-term Learning)	<ul style="list-style-type: none"> • Specify how you will return to this student expectation/s in future lessons to review and reinforce mastery. • Plan for a variety of question types including item-format of high stakes tests. • Allow multiple ways to demonstrate mastery (including end-of-course exams, portfolios, etc.). • Plan to provide multiple opportunities to demonstrate mastery.
What resources and strategies will I use to teach the student expectations?	

Planning Area:	
Planning Area:	REMEMBER to.....
1. Resources	<ul style="list-style-type: none"> • Select instructional resources critically, aligning to both content and context of student expectation/s. • Create or seek additional materials as needed to support attainment of learning student expectations.
2. Strategies	<ul style="list-style-type: none"> • Consider a variety of ways to present the learning (e.g. inductively, deductively, inquiry, direct instruction, concept formation, structured discovery, divergent, and project based etc.) • Select the most appropriate strategies based on what is being taught: Skills, Knowledge, Concepts, and /or Processes. • Select research-based instructional strategies, such as those in Marzano’s Classroom Instruction that Works, as appropriate. • Consider strategies for differentiation and special student populations (SPED, ELL,) • Teach objectives using multiple modalities (e.g. visual, auditory, written, tactile, and kinesthetic).

II. Delivery Planning

How will I construct the learning experience for each lesson?		
	PART OF INSTRUCTION	REMEMBER to ...
<p style="text-align: center;">Monitoring And Feedback</p> <ul style="list-style-type: none"> • Provide students with signals and reminders designed to sustain the learning activity and hold students accountable throughout the lesson /s. • Monitor the quality of student participation and products throughout the lesson/s. • Provide continuous targeted academic feedback that is specific to the content throughout the lesson/s. 	Set/Advanced Organizer	<ul style="list-style-type: none"> • Furnish students with a clear vision of the learnings to come with a meaningful reason for mastering the student expectation s/s –include how it fits into the big-picture of their education and the world around them. (e.g. a problem that needs solving, a current scenario, a recurring human theme, a unit of study, a link to something students want to know, etc.). • Reveal the specific content student expectation/s and the type of learning (e.g. skill, knowledge, concept and/or process) to be mastered. • Activate what students have already learned in life and school that relates to the new learning (i.e. scaffolds prior knowledge)
	Relevant Input	<ul style="list-style-type: none"> • Teach the critical attributes and key terms of the student expectation/s using a variety of research-based instructional strategies. • Use high-interest, real-world examples and non-examples. • Provide explicit samples of how students will demonstrate mastery-the format/s and standard of performance. • Ensure universal engagement throughout the lesson, (e.g. by writing the answers, pair-sharing, using whiteboards, cue checks, etc). • Use the essential questions to focus on critical attributes of the student expectations. • Provide for language-development activities as appropriate to meet student needs. • Group student in a variety of ways, e.g. individuals, pair, small and large groups; cooperative learning, reciprocal teaching, Socratic seminars, etc.). • Check students’ initial understanding of the learnings and determine which students are ready to move to guided practice.

	<p>Guided and Independent Practice</p>	<ul style="list-style-type: none"> • Help students develop increased proficiency under close, guided supervision with corrective feedback. • Provide independent practice experience under continued teacher supervision (i.e. observe cues as students work alone, etc) • Provide a variety of ways and multiple opportunities, lined to the <i>District Curriculum and Instructional Guide</i> contexts, to move toward mastery. • Use homework carefully (i.e., to reinforce the learnings you are confident students can be successful in without support, to gather new information for readiness for next learnings, to complete extended readings, etc.)
	<p>Closure</p>	<ul style="list-style-type: none"> • Provide final practice on the key concepts to clarify the student expectation/s learned. • Use the information from the closure activities to diagnose next teaching steps (e.g. re-teach, move on, individual review, etc.).
	<p>Mastery and Follow-up</p>	<ul style="list-style-type: none"> • Allow multiple ways and opportunities to demonstrate acquisition of the learnings (e.g. end-of-unit exams, projects, presentations, etc.). • Return to this content student expectations/s over time to review and reinforce mastery, either embedded in future lessons or as stand-alone activities.

VII. Roles and Responsibilities

The following are the roles and responsibilities of various constituents regarding Tupelo Public School District curriculum design and its delivery:

A. Board of Trustees:

1. Develop policies that establish essential guideline and procedures to facilitate the design and delivery of the curriculum.
2. Approve the scope and sequence of courses as they are developed.
3. Adopt a budget that supports the development, implementation, and training required to effectively design, deliver, and assess the curriculum.

B. Superintendent

1. Develops/revises policies for Board adoption that influences both the design and delivery of the curriculum.

2. Implement adopted policies.
3. Ensures that a functional decision-making structure supports policy implementation.
4. Establishes curriculum guidelines and priorities.
5. Provides support to principals in their role of implementing and managing the curriculum at their local school sites.

C. District Level Administrators/Specialists

1. Establish frameworks, guidelines, and standards to unify curriculum district wide.
2. Provide a process that ensures the curriculum and instructional delivery are consistent at the district, school, and classroom levels.
3. Identify learning materials and other instructional resources that are aligned with curriculum objectives.
4. Conduct and coordinate district wide curriculum alignment training.
5. With the assistance of the TPSD Testing Coordinator, establish assessment methods to determine the effectiveness of instructional programs at the district campus and classroom levels. Assessments shall focus on determining the extent to which students are achieving and maintaining mastery of curriculum in the classrooms.

D. Campus-Level Administrators

1. Analyze and interpret student assessment data to use in making school-improvement decisions.
2. Monitor the implementation of the curriculum using the following basic strategies:
 - a. Observations and conferences
 - b. Frequent walk-throughs (3 Minutes), observations, and follow-up conferences
 - c. Curriculum planning meetings
 - d. Periodic review of curriculum documents
 - e. Data for program evaluation and trend data from walk-throughs
3. Translate the importance of effective curriculum and instructional practices on a regular basis.
4. Observe classes, monitor lessons, and evaluate instructional and assessment materials used on their campuses.
5. Provide campus-based professional development opportunities.
6. Provide opportunities for teachers to discuss and share ideas and strategies for teaching the curriculum standards and objectives.

7. Help parents understand their roles in supporting the learning of the curriculum.
8. Assist staff in calibrating materials to determine alignment prior to requesting the purchase of materials.

E. Teachers

1. Align teaching to the curriculum.
2. Align resources used to the district curriculum
3. Use, analyze, and interpret student assessment data to diagnose each student's learning in order to differentiate instruction to meet each student's instructional needs.
4. Incorporate research-based instructional strategies in the teaching of the curriculum.
5. Use the TPSD instructional approach in the planning and delivery of instruction.
6. Seek and actively participate in appropriate, on-going professional development.
7. Participate collaboratively with colleagues to reflect on one's teaching practices.
8. Ensure equal access to curriculum and equitable delivery to each student.
9. Encourage parents to support student learning.

F. Vertical Teams

Curriculum development ad hoc groups (Vertical Teams) support a specific discipline area in cooperation with the Assistant Superintendents for School Improvement. The Vertical Teams provide reviews and recommendations on a continuing basis.

The following presents the role, responsibilities, and membership of the curriculum design vertical team task force:

1. Role of Vertical Development Teams

The ad hoc team/s will provide recommendations for the design, development, pilot and field testing of revised/refined curriculum for a specific discipline area.

2. Responsibilities of Vertical Development Teams

- Advise the district leadership regarding design/redesign/refinements in a designated curriculum area.
- Provide leadership to the curriculum development process.

- Serve as a representative for two-way input and communication to staff and other constituents regarding curriculum changes.
- Study the current curriculum and student achievement data and identify specific issues.
- Review significant events and changes in the school district and /or community that may influence the curriculum.
- Recommend belief statements, PK-12 strands, goal statements, and levels/course expectations/objectives for inclusion in the curriculum as well as review and reaffirm the curriculum intent.
- Suggest strategies for evaluating the curriculum and assessing student learning.
- Review/critique/validate and provide input into the design of curriculum products.
- Recommend the selection of aligned instructional materials to support the delivery of the objectives.

3. Membership

- At least one teacher per discipline area to represent each appropriate grade level/department with a balance of school representation.
- Two or more district representatives who have responsibilities in the instructional area.
- Campus-level administrator, parent, and student representation will be optional depending upon the recommendation of the Vertical Development Team and decision by the Assistant Superintendents for School Improvement.

4. Chair of Vertical Development Team

The Director of Curriculum Alignment shall be the chair.

5. Technicians

The following individuals will serve as technicians;

- Curriculum Specialist of the subject area being addressed and serves as the major technician and recorder.
- Other Curriculum Specialists in the subject area or the integration of subject areas.
- Director of Testing who serves as the major technician in the area of assessment.

- Expert consultant (as needed) for either discipline or curriculum development expertise.
- Other staff as appropriate (e.g. writers).

G. Administrative Team

The Administrative Team is made up of all administrators in the district. This team has many functions. One of these will be to review all curriculum decisions and products prior to any action. They will receive recommendations from the task force and make recommendations to the Superintendent. The Superintendent, or designee, makes final decisions except in those areas requiring Board of Trustees' approval.

H. Superintendent's Team (Senior Staff)

The Superintendent's Senior Staff members sit on the Administrative Team. However, at times, the group will be used to advise the Superintendent on curriculum, assessment, instructional design, deployment, and implementation issues. They especially provide input prior to any curriculum development. Their approval is required prior to the superintendent's decision regarding any curriculum presented to the Board of Trustees for approval.

APPENDIX A: TPSD CURRICULUM GUIDE ANALYSIS

A. TPSD Curriculum Guide Analysis

Curriculum guides are to be reviewed through an evaluation framework to ensure completeness of curriculum inclusion. The critique should include seven analysis frames.

- Frame One: Minimal Guide Components and Specificity (Required)
- Frame Two: Connectivity and Predictability (Required)
- Frame Three: Equality
- Frame Four: Objective Complexity
- Frame Five: Best Practice
- Frame Six; Authenticity
- Frame Seven: Multi-disciplinary and Integrated

Frame one Analysis: Minimal Guide Components and Specificity

- Components:
 - Goals and objectives
 - Assessments
 - Scope and Sequence or pre-requisites
 - Instructional Resources
 - Approaches
- Specificity of Components

Frame Two Analysis: Connectivity and Predictability

- Internal consistency:
 - Goals to themes
 - Themes to objectives
 - Objectives to sub-objectives
- Vertical articulation
- Spiral curriculum of increasing levels of difficulty
- Congruence alignment:
 - Congruence between objective and assessment on context (conditions under which students will demonstrate knowledge, etc.) (Note: need both content and context alignment for deep alignment)
 - Congruence between objective and assessment on cognition type
 - Content, cognitive, and context congruence between objective/assessment and instructional resource (absolute, high partial, low partial, no correlation.) Seek to establish absolute or high partial in all instructional resources utilized.
 - Congruence between objective/assessment content context and instructional strategy.
 - Congruence between objective/assessment content context and suggested activity
- State Framework Alignment
- National Common Core Standards Alignment

Frame Three Analysis: Equality/ Equity

- Gender bias
- Race bias
- Cultural bias
- Disability
- Age
- Religion

Frame Four Analyses: Objective Complexity

- Cognitive type – higher level thinking (Bloom)
 - Knowledge
 - Comprehension
 - Application
 - Analysis
 - Synthesis
 - Evaluation
- Psychomotor level (Simpson)
 - Perception
 - Guided response
 - Mechanism
 - Complex over response
- Affective level (Krathwohl)
 - Receiving
 - Responding

- Valuing
- Organization
- Characterization of a value complex
- Depth of Knowledge (Webb)
 - Extended
 - Strategic Thinking
 - Skill/Concept
 - Recall

Frame Five Analyses: Best Practice

- Objective Analysis
 - Process/concept focus
 - District philosophical framework (performance based, competency based, middle school approach, multi-cultural infusion, 21st Century Skill infusion, etc.)
 - Content area emphasis match
 - Time allocation feasibility
- Activity Analysis
 - Practice for acquisition and mastery
 - Alignment to analytical framework on types of activities (rubric)
- Resource Analysis
 - Menu of resources for each objective
 - Variety of resources to meet different styles of learning and teaching
- Assessment Analysis
 - Best practice correlation (Stiggins)
 - Use of multiple assessment practices

Frame Six Analysis: Authenticity

- Objective Analysis
 - Real-world expectations
- Activity Analysis
 - Experiential, hands on activity
 - Real world context (there is some overlap with the Best Practice Activity criteria)
- Resource Analysis
 - Community as the learning environment
 - Authentic resources
- Assessment Analysis
 - Real world context
 - Authentic measures

Frame Seven Analysis: Multi-Disciplinary and Integrated

- Multi-disciplinary approach

- Integrated objectives (parallel)

APPENDIX B: GLOSSARY OF TERMS

Acquisition: Moving a new learning into short-term memory. This is accomplished by mass practice and continuous reinforcement.

Assessment: Gathering data to be used to determine the effect of instruction on how well students are learning the curriculum.

Authentic/Performance Assessment: Requires a product, performance, or demonstration to show mastery of the learning.

Backloading: The practice of creating alignment between the written and taught curriculum with the written curriculum beginning with the tested curriculum.

Benchmark Assessments: Tests are given at major milestones in the learning of students. Typically they are given after students have had the opportunity to master the student expectations. They will be given at the end of the year or term and will be a sampling of the priority student expectations. They are used mainly as summative tests.

Bloom's Taxonomy: Graduated levels of thinking skills or cognition, including knowledge, comprehension, application, analysis, synthesis, and evaluation.

Cognitive Type: The type of thinking skill called for by a content objective based on Bloom's Taxonomy (usually identified by the verb).

Constructed Response: An assessment that requires making meaning of what is being learned and expressing that meaning - usually in writing.

Content: The curriculum area to be taught expressed as core knowledge, ideas, themes, big ideas or essential facts.

Content Objectives: The term defining the learnings (skills, knowledge, concept process) students in the TPSD are expected to master in each subject. They are derived from the objectives in the MCT2 and SATP.

Context: The format or situation in which the student will demonstrate the content objective tested, e.g. multiple choice, essay test, or real world situation. (How)

Criterion Referenced Test: Test that are referenced to specific objectives and student responses – content validity.

Curriculum: The goals, objectives, learnings, and skills the students will master after instruction and practice.

Curriculum Alignment: A match between the written, taught, and tested curricula. It raises the probability that the written curriculum will be learned because it will be taught.

Curriculum Articulation: The focus and connectivity of the curriculum vertically within a school or a school system. It can be interdisciplinary or subject specific.

Curriculum and Instruction Guides: The name of the complete documents that will direct the teaching of each level or course in the TPSD. Guides will minimally include PK-12 scopes and sequences, level/course content objectives – both by strand and teaching sequence, assessment and practice formats, aligned resources, time range for teaching, and instructional strategies.

Deep: Extending the topological alignment by extending the range of the content, raising the cognitive level, and including a variety of assessment items, some of which are real world scenarios.

Delivery: Any activity involving teaching to a curriculum.

Design: Any activity that leads to the creation of a curriculum.

Distributed Practice: Intermittent practice over a long period of time required to advance learnings from the short to the long-term memory.

Formative Assessment: Ongoing classroom assessments to diagnose and monitor student progress as well as inform instruction.

Frontloading: An approach to curriculum alignment that begins with developing a curriculum and then selection the appropriated measuring tools to assess it.

Graduate Requirement (Profile): The expected multi-disciplinary student goals the TPSD has identified as essential for each high school graduate.

Instruction: The resources, textbooks, teaching processes, and strategies aligned to the curriculum, including effective teaching practice.

Mass Practice: Continuous and focused practice over a short period of time required to move learnings into the short-term memory.

Mastery: Moving learning from short term into long-term memory. This is accomplished through distributed practice and intermittent reinforcement.

Mississippi Curriculum Framework: State document for each subject area that directs what is to be taught in each level or course in the state of Mississippi.

Mississippi Criterion Test edition 2, (MCT2): Annual state NDCAD tests for core subjects that assess what has been taught in each level or course in the state of Mississippi. Tests in all core subjects are not given at each grade level or in each course.

Norm Referenced Test: A test scored by indicating how an individual student did compared to all the others who took the same test. Usually reports scores by percentiles.

Pacing Guide: A sequence for each level or course that shows the scope teaching order and projected teaching time for the content objectives, aligns the content objectives to the primary text, and, on occasion, suggests teaching approaches.

Performance Standards: The percent of students who demonstrate mastery of a content objective over a given number of assessments (formal or informal) at a given rate or percentage of accuracy.

Prerequisite Learnings: Knowledge, strategies, and/or skills students must already have in order to master the new content objective.

Review: Time built into the curriculum.

Summative Assessment: One-time assessments, usually high stakes that provide data about student performance on that given day.

Scope and Sequence PK-12: A matrix displaying what is to be learned throughout the curriculum (scope) and at what instructional level or in what course it is to be learned from pre-kindergarten through twelfth grade.

Spiraling the Learning: Writing content objectives across levels on the same concept but with greater complexity of the concept (spiraling up) or breaking the content objective into its prerequisites and placing those learnings into the previous level (spiraling down).

Strand: The Mississippi Curriculum Framework (MCF) breaks the essential knowledge and skills (student expectations) for each subject into common learning goal strands that run through the scope of the curriculum. There are five strands grades K-12 in mathematics.

Test matrix: A document displaying the tested MCF in each subject area and the grade level at which they are re-taught, reviewed, and tested.

Topological: Matching the tested objective to the curriculum objective, based on the objective's content, context, and cognitive level.