



UNITED INDEPENDENT SCHOOL DISTRICT AGENDA ACTION ITEM

TOPIC: Approval of 2013-2014 Professional Development and Curricular Initiatives: Concept-Based and ABYDOS

SUBMITTED BY: Dr. Guadalupe C. Gorordo, Ph.D., Associate Superintendent

OF: Curriculum & Instruction Department

APPROVED FOR TRANSMITTAL TO SCHOOL BOARD: _____

DATE ASSIGNED FOR BOARD CONSIDERATION: _____ August 21, 2013

Recommendation:

Flagship professional development initiatives: Concept-Based Curriculum and Instruction and ABYDOS

Beginning with the SY 2013-2014, our district will begin to implement an intensive professional development initiative based on a concept-based curriculum and instruction model (constructed under the H. Lynn Erickson concept-based frame). A concept-based curriculum units and instruction delivery will integrate the rigor and relevance needed in our classrooms and in the district's scope and sequence curricular documents.

The Abydos Writing Institute provides the participant an opportunity to go through intensive training in writing theory and pedagogy. The solidity of the three-week writing institute ensures that teachers will have the opportunity to fundamentally contribute to the implementation of research-based teaching practices in their classrooms.

Rationale: As a result of changes in state assessment and the need to realign current district's curricular documents to meet the needs of United ISD students, over the course of this past school year, several meetings were held with administrators, teachers, and coordinators. Furthermore, research on quality professional development was done to identify research-based teaching practices and pedagogy to impact instructional delivery and curriculum development.

Budgetary Information:

Concept-Based Curriculum Professional Development: \$142,075.86 from Title I, Part A; \$8,305.12 from Title III, LEP

ABYDOS: \$22,000 from Title II, Part A(255); \$108,518.75 from 211

Board Policy Reference and Compliance:



United Independent School District

Professional Development and Curricular Initiatives

**Concept-Based Curriculum and Instruction
ABYDOS – Writing Institute
August 2013**

Effective Teacher in EVERY Classroom

- Smart recruitment and staffing
- Individualized teacher support
- High Expectations and Accountability for teachers
- Aligned Curriculum Based Assessments (CBAs)
- Coordinated and Embedded Professional Development
- Implemented Professional Learning Communities

Effective Principal in EVERY Campus

- Creating clear standards and recommended practices to guide decision making
- Establishing stronger principal-recruiting practices
- Implementing a more robust instructional leadership development program
- Focus on All Students Learning
- Dynamic and Distributed Leadership
- Sustained Improvement Efforts Over Time

Rigorous and Relevant Instruction

- Providing equity in access to high-quality educational programs and instruction
- Refining the current aligned standards-based curriculum (scopes) and assessment system to a **CONCEPT-BASED** Curriculum and Instruction
- Using the RtI model district wide to provide early, effective assistance to children with behavior issues and/or who have difficulty learning
- Redefining the **TIER** campus project to transform the lowest-performing schools

Data-Based Accountability

- Building better systems for collecting, analyzing, reporting, and monitoring data and performance
- Designing and implementing performance management systems, tools and practices for decision-making
- Implementing effective and efficient business processes and procedures for optimization of resources and result

The Curriculum Framework

- At UNITED ISD, our goal is to deliver an integrated, concept-based curriculum which is rich, diverse and relevant to the needs of our students and community.
- A concept-based curriculum enables students to transfer their understandings across learning areas and contexts, and make connections to their own experiences.
- Having a conceptual understanding provides students with a framework through which to develop their own way of structuring their understandings.
- Learning will be enhanced through opportunities to explore and revisit concepts in-depth, through many perspectives and in a number of contexts.

Why Concept-Based?

- ❖ Adds Depth and Breadth
- ❖ Extends Beyond Knowledge
- ❖ Makes Learning Meaningful
- ❖ Increases student understanding
- ❖ Increases student thinking
- ❖ Creates the motivation for learning

- Constructed under the H. Lynn Erickson concept-based frame, the vision for curriculum is as follows: *Teaching and learning will be intellectually rigorous, delivered within a real world context and provide in-depth knowledge guided by student voice.*

CONCEPT-BASED: Implementation Plan

CERTIFIED

H. Lynn Erickson

- curriculum and instructional unit development
- instructional delivery
- PD: 5 days - H. Lynn Erickson Institute
- Provide training for campus administrators during Leadership Tuesday sessions
- Provide training for USD Endorsed Master Class
- Develop and lead district's Professional Learning Community (PLCs)
- In order to have Concept-Based Instruction, we must have Concept-Based Curriculum as result:
- Timeline for the development of Instructional Units (scope & sequence integrated):
 - Phase 1: November 2013
 - Phase 2: February 2014
 - Final Phase: April 2014
- Master Class teachers review instructional units: **May/ June 2014**
- Provide PD on the implementation of instructional units - **August 2014**
- Continue the development of instructional units - **Fall 2014 & Spring 2015**

ENDORSED

Master Class

Approx: 120 teachers, coordinators, administrators

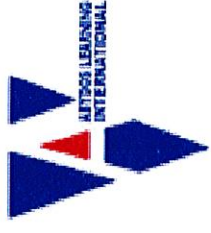
- curriculum - instructional unit development
- delivery, modeling, and implementation of instruction
- Teacher Profile: Influential, master in discipline, teacher of teachers
- Endorsement Requirements:
 - 1. PD: 5 days + min. of 6 hrs (follow-up); total: min. 36-40 hrs.
 - 2. Turn around training for campus teachers- intermittently
 - 3. Develop and lead campus Professional Learning Community (PLCs)
 - 4. Participate in district PLCs
 - 5. Create and model a Concept-based classroom showcase
 - 6. Review instructional units developed by C&I coordinators - **May/ June 2014**
 - 7. Provide PD on the implementation of instructional units - **August 2014**
- **Required Reading for administrators :**
 - Erickson, H. L. (2007). *Concept-Based Curriculum and Instruction for the Thinking Classroom*. Thousand Oaks, CA: Corwin Press
 - Erickson, H. L. (2008). *Stirring the Head, Heart, and Soul: Redefining Curriculum, Instruction, and Concept-Based Learning* (3rd Edition). Thousand Oaks, CA: Corwin Press
- **Required Reading for enrolled teachers:**
 - Erickson, H. L. (2007). *Concept-Based Curriculum and Instruction*. Thousand Oaks, CA: Corwin Press

TRAINED

Teacher

- Awareness phase
- Develop unit lesson plan (KUDs-Know, Understand, Do)
- Focus on delivery and implementation of instruction; model concept-based instruction
- Participation in campus PLCs
- PD: **min. of 15-20 hrs**; documented through ERO
- **SY 2014-2015: Implement Instructional Units by August 2014**

ABYDOS



- **ABYDOS/NJWPT** (New Jersey Writing Project in Texas) offers a quality program in writing, reading, and literacy. Its foundation is intensive training of teachers in writing theory and pedagogy.
- The solidity of the three-week writing institute ensures that teachers will have the opportunity to substantively contribute to the implementation of research-based teaching practices in their classrooms.

ABYDOS



Implementation Plan

- 2013 Summer – 1st Cohort of ABYDOS trained teachers by ABYDOS – 3 wks. -- July 22nd – August 6, 2013
- 2014 Summer – 2nd Cohort of ABYDOS trained teachers by UISD TOT – 3 wks.
- Cycle will continue every summer; teachers assigned to teach grade 4/ 7 writing, HS ELA will be required to attend the 3-wk. training within 3 years of assignment.

QUESTIONS

Concept-Based Curriculum and Instruction
ABYDOS – Writing Institute