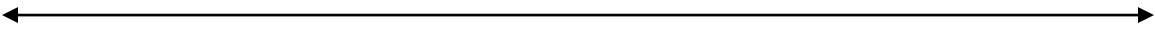




DUMAS ISD
Dumas, Texas



L eading

E xploring

A ligning

D eveloping

TEACHER

Facilitator:
Sally Heaton

CURRICULUM ALIGNMENT: THE FOCUS

In order to optimize student learning as evaluated by the Texas State Assessment program, a district must engage in the understanding of and local alignment of the state curriculum, the Texas Essential Knowledge and Skills (TEKS). The solution to problems of alignment is to create curricular designs that focus on and integrate the skills, knowledge, attitudes, and processes that are identified in the TEKS including those tested on the state assessments. Additionally, remembering that a high degree of cumulative learning is measured by the state assessment, it is imperative that connectivity across campuses is ensured by district-wide efforts, both horizontally and vertically. The LEAD Teacher program is the vehicle to accomplish the crucial alignment and vertical issues. The goal of local curriculum alignment and connectivity, then, is that “every educator understands what is expected of students, understands these expectations within the context of the K-12 program, and accepts responsibility for these expectations.” (TEKS for Leaders: A Study of the TEKS)

DUMAS ISD LEAD TEACHER MODEL: FOCUSING ON CURRICULUM ALIGNMENT

In an effort to better ...

- ❖ align the curriculum to the TEKS Student Expectations
- ❖ ensure essential knowledge and skills are taught at the same grade level throughout the district
- ❖ ensure horizontal coordination among teachers via a curriculum designed by the TEKS Resource System and the teacher
- ❖ ensure vertical coordination to reduce gaps in cumulative learning
- ❖ develop a delivery system that aligns with the state assessment format
- ❖ ensure appropriate staff development opportunities for specific grade levels and/or subject areas
- ❖ encourage sharing of effective teaching strategies and methodologies among teachers in the same grade level and/or subject area

... the LEAD Teacher model effectively addresses identified needs for the district and establishes a link between the curriculum directors, instructional coaches, and respective grade levels and/or subject areas.

CURRICULUM ALIGNMENT: THE IMPACT ON TESTING

RESEARCH FACTS-----TEST RESULT PREDICTABILITY

- ❖ 60% depends on wealth
- ❖ 70% depends on wealth and educational level of the mother
- ❖ 90% depends on:
 - Individual school wealth
 - Education of parent
 - Community composition
 - State wealth

Conclusion:

The written curriculum (the TEKS), tested by the Texas State Assessment program **MUST** be the taught curriculum (adapted from Fenwick English) or the factors above are the guiding parameters

AND

you cannot change them.

Three situations exist where "teaching to the test" is not appropriate:

1. When the test is a measure of genetic ability, i.e., eye chart, intelligence.
2. When the test is used to rank schools, but the test includes items not appropriate to the assessed curriculum, i.e., TERRA NOVA, ITBS, ACT, SAT.
3. When the test measures or indicates interest or aptitudes, i.e., COPS, CAPS.

General Lead Teacher Responsibilities

- ❖ Analyzing district grade level/subject area state assessment results for problematic areas in student performance.
- ❖ Reviewing curriculum for alignment with Texas Essential Knowledge and Skills.
- ❖ Maintaining vertical coordination between grade level/subject areas with LEAD teachers at grade levels above and below.
- ❖ Promoting delivery of the curriculum in the context format in which the state assessment is presented.
- ❖ Encouraging the sharing of effective teaching practices and techniques.
- ❖ Promoting a general understanding of the curriculum, methodologies, processes, strategies, and delivery systems by the administration.
- ❖ Working closely with the respective curriculum director and instructional coach throughout the school year.

LEAD TEACHER GUIDELINES

District Level Curriculum Leads

Responsibilities:

- o Liaison between Principals, Curriculum Director, Instructional Coaches, and horizontal subject area team
- o Disseminate curriculum information and supplies to core teachers
- o Informal contact made at least once a month with core teachers through the first semester. Second semester as needed
- o Conduct Calendar Revision meeting in the spring and Planning Meeting in the summer

Requirements:

- o Reports to curriculum director
- o Selected by campus principals and curriculum director
- o \$1000 stipend DHS, \$500 DJHS and DIS
- o Attend District Lead Teachers meetings 3 times per semester as scheduled by curriculum director
- o

LEAD TEACHER POSITIONS

Core Teachers – District Level

Fifth Grade:	ELAR Math Science Social Studies	Fifth Grade ELAR Teacher Fifth Grade Math Teacher Fifth Grade Science Teacher Fifth Grade Social Studies Teacher
Sixth Grade:	ELAR Math Science Social Studies	Sixth Grade ELAR Teacher Sixth Grade Math Teacher Sixth Grade Science Teacher Sixth Grade Social Studies Teacher
Junior High:	ELAR Math Science Social Studies	Junior High ELAR Teacher Junior High Math Teacher Junior High Science Teacher Junior High Social Studies Teacher
High School:	English Math Science Social Studies	High School English Teacher High School Math Teacher High School Science Teacher High School Social Studies Teacher