



Delivering a Guaranteed, Viable Curriculum

Components, Descriptions, and Uses for Educators in the CSCOPE Curriculum System

Component	Description	District/System Leaders	Campus Leaders	Teachers
CURRICULUM				
Vertical Alignment Documents	<p>Vertical Alignment Documents present aligned standards (including the TEKS knowledge and skill statement and student expectations) among grade levels. CSCOPE ensures that each standard includes specificity for each student expectation so instruction and standards are truly aligned between and among grade levels.</p>	<p>District leaders use the Vertical Alignment Documents to:</p> <ul style="list-style-type: none"> • Ensure instructional focus is maintained on specified learning standards at each grade level • Evaluate instructional resources against specified grade level standards • Develop district benchmark exams and other assessment tools 	<p>Campus leaders use the Vertical Alignment Documents to:</p> <ul style="list-style-type: none"> • Ensure that teachers develop a deeper understanding of what is to be taught at their grade levels as well as expectations from the previous grade level and for the next one. • Lead conversations about how the curriculum standards are integrated and supported • Ensure that the level of rigor presented in the standard is being implemented 	<p>Teachers use the Vertical Alignment Documents to:</p> <ul style="list-style-type: none"> • Gain clarity regarding their accountability for student learning in the grade/course • Track vertically the depth and complexity of a standard through grade levels • Choose instructional resources and materials that are aligned with the specified standards
Year at a Glance	<p>The Year at a Glance is designed to present a quick snapshot of the entire year's instructional plan.</p>	<p>District leaders use the Year at a Glance to:</p> <ul style="list-style-type: none"> • Outline the scope and sequence of instruction for the entire year • Align district timelines to units of study to ensure congruence 	<p>Campus leaders use the Year at a Glance to:</p> <ul style="list-style-type: none"> • Monitor instruction by ensuring that the specified content is being taught at the correct time across grade levels and departments • Communicate with parents about the scope and sequence of the curriculum • Plan regularly with teachers to ensure proper pacing • Ensure availability of resources 	<p>Teachers use the Year at a Glance to:</p> <ul style="list-style-type: none"> • Scope out the year in a single snapshot • Work with colleagues to share and allocate instructional resources • Monitor their pacing
TEKS Verification Matrix	<p>The TEKS Verification Matrix ensures that all of the state standards are fully accounted for in the CSCOPE curriculum system.</p>	<p>District leaders use the TEKS Verification Matrix to:</p> <ul style="list-style-type: none"> • Ensure that all tested standards are taught prior to the state assessment • Provide documentation for value added components of CSCOPE, state, and district resources 	<p>Campus leaders use the TEKS Verification Matrix to:</p> <ul style="list-style-type: none"> • Ensure alignment with state standards and state assessment systems 	<p>Teachers use the TEKS Verification Matrix to:</p> <ul style="list-style-type: none"> • Verify that all of the state standards are fully accounted for in the CSCOPE curriculum system
Instructional Focus Documents	<p>Instructional Focus Documents logically group the specified standards into coherent units of instruction. These documents include a rationale to explain why the standards are bundled together, misconceptions, performance indicators, academic vocabulary, concepts, and key understandings.</p>	<p>District leaders use the Instructional Focus Documents to:</p> <ul style="list-style-type: none"> • Ensure adequacy of district resources to implement the curriculum • Ensure that all tested standards are taught prior to the state assessment 	<p>Campus leaders use the Instructional Focus Documents to:</p> <ul style="list-style-type: none"> • Monitor for high quality instruction taught at the appropriate level of rigor • Lead conversations about the standards taught in each instructional unit. • Support teacher development in the integration of the standards into instruction/ 	<p>Teachers use the Instructional Focus Documents to:</p> <ul style="list-style-type: none"> • Determine exactly what is to be taught in each unit with specificity and appropriate level of rigor. • Maintain focus on standards, concepts, key understandings, and performance indicators BEFORE planning instruction • Make connections to state and district resources

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ASSESSMENT				
Performance Indicators	Performance Indicators are evidence of student attainment of, and/or progression toward an identified standard(s).	District leaders use the Performance Indicators to: <ul style="list-style-type: none"> • Create a full performance continuum • Ensure that student learning is assessed before, during, and after instruction 	Campus leaders use the Performance Indicators to: <ul style="list-style-type: none"> • Determine levels of student attainment of the standards • Lead conversations about how student mastery of the standards will be evaluated through the performance indicators • Organize systems of support in intervention for students. 	Teachers use the Performance Indicators to: <ul style="list-style-type: none"> • Develop a depth of understanding of how the performance indicators will measure student learning of the bundled standards • Determine level of student attainment of the standards • Determine which students need additional instruction or intervention
Unit Tests	Unit tests assess the specified student expectations as noted on the Instructional Focus Document These assessments include a variety of items including ones which are written in the format of the state assessment.	District leaders use the Unit Tests to: <ul style="list-style-type: none"> • Track student progress • Provide support to campus leaders for teachers whose students are struggling 	Campus leaders use the Unit Tests to: <ul style="list-style-type: none"> • Ensure that all students are held to the same rigorous standards • Identify individual students or teachers who need additional support 	Teachers use the Unit Tests to: <ul style="list-style-type: none"> • Measure student attainment of the specified standards at the level of rigor required for success on state assessments • Identify individual students needing accelerated instruction • Provide a piece of a more comprehensive set of data used to make RtI decisions •
INSTRUCTION				
Exemplar Lessons	Exemplar Lessons provide a comprehensive resource of exemplar instructional activities. Based on the 5E model, the lessons are designed to ensure that students meet the performance indicators determined for the specified standards.	District leaders use the Exemplar Lessons to: <ul style="list-style-type: none"> • Ensure that all schools have access to high quality exemplars for instruction • Evaluate district resources, including textbooks 	Campus leaders use the Exemplar Lessons to: <ul style="list-style-type: none"> • Provide all teachers with a resource for instruction • Ensure that instruction is rigorous and relevant • Provide a common basis for differentiation and for customizing lessons to unique campus initiatives and resources • Provide mentors a tool to use with teachers who are new to profession, new to grade level or content, or struggling 	Teachers use the Exemplar Lessons to: <ul style="list-style-type: none"> • Plan high quality instruction • Ensure that instruction, assessment, and curriculum standards are fully aligned • Actively engage students in the learning process • Provide a common basis for differentiation to meet individual student needs • Springboard into other teacher developed/selected lessons inspired by the exemplars
Lesson Planner	The Lesson Planner is used to develop, share, and maintain plans for high quality instruction.	District leaders use the lesson planner to: <ul style="list-style-type: none"> • Support campus based instruction planning 	Campus leaders use the lesson planner to: <ul style="list-style-type: none"> • Monitor instruction • Set up systems of support and collaboration 	Teachers use the lesson planner to: <ul style="list-style-type: none"> • Develop, share, and maintain plans for high quality instruction.

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RESOURCES AND SUPPORT STRUCTURES				
Leadership Tools and Resources	<p>Leadership Tools include walkthrough forms, instructional focus monitoring data tools, resources for professional learning communities, and reports in the Developer to support monitoring of the curriculum.</p>	<p>District leaders use leadership tools and resources to:</p> <ul style="list-style-type: none"> • Determine high needs areas for support and resources • Help campus leaders monitor instruction • Determine district wide professional develop needs and support structures • Induct new campus leaders 	<p>Campus leaders use leadership tools and resources to:</p> <ul style="list-style-type: none"> • Monitor instruction • Determine areas for professional development • Create structures for ongoing conversation about student learning needs 	<p>Teachers use leadership tools and resources to:</p> <ul style="list-style-type: none"> • Adjust instruction based on feedback • Plan for differentiation prior to instruction • Determine areas for professional growth • Collaborate with others on planning for instruction
ESC Professional Development Activities and Support	<p>Each ESC provides training, support, and technical assistance to districts according to district need.</p>	<p>District leaders use professional development activities to:</p> <ul style="list-style-type: none"> • Provide job-embedded professional development • Maintain curriculum and instruction conversations among campus leaders 	<p>Campus leaders use professional development activities to:</p> <ul style="list-style-type: none"> • Provide ongoing job-embedded professional development • Maintain curriculum and instruction conversations among teachers 	<p>Teachers use professional development activities to develop deep understanding of:</p> <ul style="list-style-type: none"> • The state standards, the specificity provided in CSCOPE, the rationale for how the standards are bundled in CSCOPE, and the common errors in learning for each unit of study • Instructional strategies that support active, engaged student learning • The purpose and use of ongoing assessment, Performance Indicators, and Unit Tests • How to use exemplar lessons to plan differentiated instruction that meets the needs of all students