

# TIEGERMAN

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TEACHING THE EXTRAORDINARY

EXPERTS IN LANGUAGE AND COMMUNICATION DEVELOPMENT



## Curriculum Management Plan

September 2024

## **Curriculum Management Plan**

### **Mission**

The Tiegerman mission of “teaching the extraordinary” reflects the organization’s goal to substantively transform the lives of individuals with developmental disabilities from preschool throughout adulthood by means of the Tiegerman Learning Method. We are committed to providing an enduring opportunity for exceptional instruction, education and support to ensure that the children and adults we serve achieve their potential in life. We believe that each individual is extraordinary and through our extraordinary efforts they will achieve a more independent and successful future.

### **Introduction: Curriculum Management Plan**

The Curriculum Management Plan communicates the intent and direction for Tiegerman Schools in the areas of curriculum, instruction, and assessment. The plan coordinates efforts in the development, implementation, evaluation and revision of the curriculum. It outlines the expectations and procedures of the curriculum as it is written, taught and assessed. Central to the Curriculum Management Plan are Tiegerman’s vision, values and beliefs regarding teaching and learning.

### **Vision**

Tiegerman provides an articulated and aligned curriculum that provides a focused program for student learning.

### **Values and Beliefs**

Tiegerman’s curriculum is designed and delivered using a standards-based approach and is based on the following principles:

1. Curriculum is the backbone of the instructional program.
2. A well-designed curriculum is written, aligned vertically and horizontally, delivered and assessed.
3. Curriculum is based on and aligned to established New York State student learning objectives and represents what students are to learn in each content area and grade level.
4. Curriculum is non-negotiable and is closely adhered to, while instruction and assessment are adaptable to meet the specific needs of each student as identified on his/her IEP and through data, observation and other available information.
5. A successful curriculum and instructional program requires staff understanding and acceptance of its intended goals and the principles upon which it is developed.
6. Curriculum development involves continual collaboration among teachers, the support of administrative staff and necessary resources.
7. The design and implementation of curriculum requires training for all teachers.
8. The need for curriculum revision is determined by student performance data and is necessitated by changes in established learning expectations and/or the acquisition of new instructional programs.

## **Curriculum Defined**

The term “curriculum” most typically refers to the knowledge and skills to be taught and learned within each subject area and at each grade level. However, curriculum takes many forms. Curriculum comprises the learning standards/learning objectives students are expected to meet, the units and lessons teachers are to teach, the assignments given to students, the textbooks, videos, presentations and other materials used to deliver information and the assessments that measure student understanding of information. Strict adherence to guidelines for the development and implementation of curriculum will facilitate all students’ achievement of high learning expectations and improve teacher performance.

## **Curriculum Development**

Tiegerman implements the Backward Design process of Grant Wiggins & Jay McTighe (2006) in its design of curriculum. In this three-stage approach to planning, instructional lessons are originated from the desired results sought (the learning standards), rather than from curriculum guides, themes or teachers’ favorite activities. The learning standards provide a framework for identifying teaching and learning priorities (Stage 1). In addition to the standards, the diverse needs and interests of students are considered when designing learning experiences (Wiggins & McTighe, 2006). Once the desired learning has been determined, teachers can then determine what evidence (assessment) can be collected to show that the students have learned (Stage 2) and design instructional activities, strategies and materials to achieve the desired outcomes (Stage 3). Teachers use this process to create unit plans and/or Year at Glance in their content area(s). Teachers’ instructional planning and delivery, as well as their formal written lesson plans, will also reflect the use of this Backward Design method.

## **Curriculum Delivery**

Tiegerman implements an instructional model that is grounded in research of effective instruction of diverse populations and facilitates effective teaching for all students. This model is centered around five standards for effective pedagogy derived from multiple studies conducted by the Center for Research on Education, Diversity and Excellence (CREDE) from 1996-2004. These standards for effective pedagogy include:

1. Joint Productive Activity
2. Language Learning across the curriculum
3. Contextualization (teachers connect new information to students’ personal experiences)
4. Rigorous Curriculum
5. Instructional Conversation (teachers provide instruction in small groups and utilize interactive conversational dialogue as a tool for learning) (McIntyre, Kyle, Chen, Kraemer, & Parr, 2009)

The framework for the delivery of instruction will be based on that provided in the *Sheltered Instruction Observation Protocol (SIOP)* model, an instructional approach to promote the academic success of English Language Learners, developed by Jana Echevarria, Mary Ellen Vogt and Deborah Short under the auspices of the Center for Research on Education, Diversity and Excellence. This model addresses the language, literacy and instructional needs of ELLs and its basis in effective pedagogy provides a framework for the delivery of high-quality instruction to make academic content comprehensible and foster language acquisition for all students, including

typical language learners and students with disabilities. Teachers design instruction and create written lesson plans aligned with the New York State Learning Standards and the instructional methods outlined in the *Sheltered Instruction Observation Protocol*.

### **Components of the Curriculum Management Plan**

Tiegerman's Curriculum Management Plan includes:

- Written Curriculum
- Taught Curriculum
- Assessed Curriculum
- Curriculum Implementation, Monitoring and Support
- Professional Learning and Capacity Building
- Curriculum Evaluation and Revision

## Preschool/Elementary School

### Written Curriculum

The written curriculum is the organization of learning outcomes that promotes continuity and the acquisition of knowledge and skills from grade to grade. The curriculum will reflect knowledge and research regarding effective pedagogy, the established content requirements and learning standards set forth by New York State, and the State laws and regulations. The written curriculum will support educators in the design and delivery of instruction and the facilitation of learning. It will also support administrators in the supervision of instruction and the evaluation and monitoring of student learning.

### Critical Components of Written Curriculum

1. **Unit Outline:** A document that provides a view of when each unit is taught during the course of the school year in a given subject area
2. **Scope and Sequence:** An overall view of the content and skills to be covered in a particular unit for a given subject area and how the skills and content are ordered over time
3. **Learning Standards:** A written description of the knowledge, skills and understandings that students should demonstrate over time when provided with high-quality instruction and learning experiences
4. **Unit Plans:** A written plan that outlines the desired learning (as determined by the learning standards) and how student learning is to be measured (assessments) for a given unit of study
5. **Lesson Plans:** A written plan for each day of the week in a particular subject area that indicates the activities, the sequence of learning experiences and the materials and resources that will be implemented to help students achieve the desired learning

### Taught Curriculum

The taught curriculum refers to instruction. It is the process by which educators plan, organize and implement instructional approaches and strategies to teach the written curriculum. Instructional delivery must be based on sound teaching principles and practices which are grounded in educational research.

### Critical Components of Taught Curriculum

1. **Written Curriculum Framework:** Learning standards, unit plans, lesson plans and assessments
2. **Framework for the Delivery of Instruction:** The framework, based on the SIOP model, includes the critical components of lesson design and delivery and the strategies within each component that are implemented to make academic content understandable for all learners. Such components and strategies include:
  - a. Preparing for the Lesson
  - b. Building Background
  - c. Comprehensible Input
  - d. Instructional Strategies
  - e. Differentiation
  - f. Interaction
  - g. Practice/Application
  - h. Lesson Delivery
  - i. Assessment
3. **Data-driven Instruction and Learning:** Assessment data is used to guide instructional decision making to facilitate achievement of expected learning

4. **School Climate**: A positive school climate offers recognition and continual support of the worth and diversity of all students
5. **Environment**: An effective learning environment is one that offers a platform for learners that is safe physically, intellectually and emotionally. It is one in which students feel supported and respected. It is one that supports the construction of knowledge, is interactive and engaging, promotes higher order thinking and fosters learning beyond the classroom

### **Assessed Curriculum**

The assessed curriculum refers to the assessment of student learning and progress toward mastery of the written curriculum. It includes both formal and informal, and formative and summative assessments. The assessed curriculum is used to evaluate and monitor understanding of instructional objectives, guide instruction, differentiate instruction and help determine the effectiveness of the written curriculum, the taught curriculum and the instructional programs.

### **Critical Components of Assessed Curriculum**

1. Alignment of assessments with the curriculum content and learning standards
2. Ongoing and varied classroom formative assessments (e.g., authentic performance tasks, tests/quizzes, homework, self-assessments, etc.)
3. Variety of assessments tools
4. Assessment is embedded in instructional activities and is used to determine instructional next steps, student groupings and differentiation
5. Assessment guides decisions regarding curriculum development, instruction and instructional programs
6. Assessment guides programmatic decisions
7. Provision of professional learning regarding assessment and analysis of data
8. Budget to support the comprehensive assessment program

### **Expectations**

The development and delivery of curriculum are guided by these principles:

1. Curriculum is based on an established set of rigorous learning standards that indicate what students are to learn
2. A well-designed curriculum is aligned both vertically and horizontally.
3. The design and development of curriculum involve collaboration among teachers with the support of administration and other school staff
4. All students can learn when presented with high-quality, evidenced-based and individualized instruction
5. Effective assessment practices are essential to student learning and curriculum improvement

### **Curriculum Implementation, Monitoring and Support**

It is the role of the teacher to design high-quality learning experiences based on understanding of the expected learning outcomes. To effectively implement the curriculum, teachers must incorporate sound, researched-based instructional practices and identify and provide individualized supports to meet the needs of all students.

Teachers also have the important responsibility of monitoring the curriculum to ensure the alignment of the written, taught and assessed curriculum through continuous evaluation of student performance data. Teachers must be able to analyze the available data, identify the instructional needs of their students and differentiate instruction to meet their individual needs.

Clear expectations and guidelines for the implementation and monitoring of curriculum must be established and communicated to all teachers. However, it is recognized that implementation and monitoring of the curriculum are not solely the responsibility of the teacher. Rather it is the shared responsibility of all stakeholders at Tiegerman. It is important to have clearly established roles and responsibilities for the support of the written, taught and assessed curriculum that are understood by all stakeholders.

### **Roles and Responsibilities:**

The Director will:

1. Provide guidance and support to administrators and coordinators in their roles in developing, implementing, assessing and monitoring of the curriculum
2. Ensure that an effective curriculum decision-making structure is in place
3. Implement federal and state policies, regulations and procedures

The Principal will:

1. Analyze student performance data and use in decisions regarding school improvement
2. Monitor implementation of the curriculum through such practices as conducting observations and evaluations of instructional staff, conducting classroom walk-throughs, attending team meetings and reviewing evidence of student performance
3. Provide on-site professional learning opportunities to support curriculum and instruction
4. Consistently communicate to all staff the importance of effective curriculum and instruction practices

The Coordinators will:

1. Monitor implementation of the curriculum through such practices as conducting observations and evaluations of instructional staff, conducting classroom walk-throughs, regularly reviewing unit plans and lesson plans and providing feedback, attending team meetings and reviewing evidence of student performance
2. Establish and communicate procedures and expectations for the development and revision of curriculum
3. Provide job-embedded professional learning to support curriculum and instruction through trainings and teacher conferences
4. Consistently communicate to all staff the importance of effective curriculum and instruction practices.

The Educators will:

1. Develop unit plans utilizing the Backward Design model and in accordance with established procedures and guidelines
2. Develop daily lessons and write formal lesson plans aligned with expected learning outcomes and in accordance with established procedures and guidelines.
3. Utilize research-based instructional strategies
4. Analyze student performance data to identify students' individual learning needs and differentiate instruction

5. Collaborate with colleagues for the purpose of designing, implementing and assessing the curriculum
6. Identify, seek and participate in appropriate ongoing professional development.
7. Work in partnership with families to support students in their learning of the curriculum

### **Curriculum Evaluation and Revision**

Tiegerman is committed to maintaining improvement efforts to increase the effectiveness of its schools and teaching and to promote the growth of all students. Tiegerman's administration and educational staff will continually work to develop and modify the curriculum to meet changing educational needs, as such efforts are essential to maintaining a high-quality educational program. Data will be used to guide decision making regarding classroom instruction and instructional supports for students, the development and revision of curriculum documents, the selection of curriculum materials and professional development.

Through the following practices, Tiegerman's curriculum will be monitored, supported and evaluated:

1. Teachers self-monitor curriculum implementation.
2. Coordinators monitor the process for development of the curriculum (unit planning)
3. Coordinators monitor implementation of the curriculum through review of unit and lesson plans, classroom walk-throughs and formal observations/evaluations
4. The Director/Principal monitors implementation of the curriculum through meetings, classroom walk-throughs and review of student performance data
5. Curriculum and instructional resources are selected and provided by administrators, coordinators and/or teacher content area committees
6. Regularly scheduled time for unit planning in grade-level or content area teams is provided
7. Professional learning regarding curriculum development, instruction, implementation of instructional programs and use of curriculum resources/materials is provided by administrators, coordinators, specialists, consultants and/or outside professionals
8. Teachers provide feedback regarding their students' performance
9. Coordinators communicate feedback to the Principal and Director regarding curriculum development, instruction and student performance
10. Administrators, coordinators and teachers review available data, both quantitative (NYS Assessments, Woodcock-Johnson IV Tests of Achievement, curriculum assessments, teacher-made assessments) and qualitative (student work samples, IEP/Progress Reports, teacher feedback regarding student performance)
11. Administrators and coordinators identify necessary revisions to the curriculum and the procedures needed to make the revisions
12. Coordinators communicate curriculum revisions to the teachers and the guidelines and timelines for making the revisions



## Middle/High School

### Written Curriculum

The written curriculum is the organization of learning outcomes that promotes continuity and the acquisition of knowledge and skills from grade to grade. The curriculum will reflect knowledge and research regarding effective pedagogy, the established content requirements and learning standards set forth by New York State, and the State laws and regulations. The written curriculum will support educators in the design and delivery of instruction and the facilitation of learning. It will also support administrators in the supervision of instruction and the evaluation and monitoring of student learning.

### Critical Components of Written Curriculum

1. **Year at a Glance:** A document that provides an overall view of what students will learn within a given subject area/course
2. **Scope and Sequence:** A list of the standards, content and skills to be covered in a particular subject area/course at a particular grade level, and how the skills and content are ordered and presented over time
3. **Learning Standards:** A written description of the knowledge, skills and understandings that students should demonstrate over time when provided with high-quality instruction and learning experiences
4. **Lesson Plans:** A written plan for each day of the week in a particular subject area that indicates the activities, the sequence of learning experiences and the materials and resources that will be implemented to help students achieve the desired learning

### Taught Curriculum

The taught curriculum refers to instruction. It is the process by which educators plan, organize and implement instructional approaches and strategies to teach the written curriculum. Instructional delivery must be based on sound teaching principles and practices which are grounded in educational research.

### Critical Components of Taught Curriculum

1. **Written Curriculum Framework:** Learning standards, lesson plans and assessments
2. **Framework for the Delivery of Instruction:** The framework, based on the SIOP model, includes the critical components of lesson design and delivery and the strategies within each component that are implemented to make academic content understandable for all learners. Such components and strategies include:
  - a. Preparing for the Lesson
  - b. Building Background
  - c. Comprehensible Input
  - d. Instructional Strategies
  - e. Differentiation
  - f. Interaction
  - g. Practice/Application
  - h. Lesson Delivery
  - i. Assessment
3. **Data-driven Instruction and Learning:** Assessment data is used to guide instructional decision making to facilitate achievement of expected learning

4. **School Climate:** A positive school climate offers recognition and continual support of the worth and diversity of all students
5. **Environment:** An effective learning environment is one that offers a platform for learners that is safe physically, intellectually and emotionally. It is one in which students feel supported and respected. It is one that supports the construction of knowledge, is interactive and engaging, promotes higher order thinking and fosters learning beyond the classroom

### **Assessed Curriculum**

The assessed curriculum refers to the assessment of student learning and progress toward mastery of the written curriculum. It includes both formal and informal, and formative and summative assessments. The assessed curriculum is used to evaluate and monitor understanding of instructional objectives, guide instruction, differentiate instruction and help determine the effectiveness of the written curriculum, the taught curriculum and the instructional programs.

### **Critical Components of Assessed Curriculum**

1. Alignment of assessments with the curriculum content and learning standards
2. Ongoing and varied classroom formative assessments (e.g., authentic performance tasks, tests/quizzes, homework, self-assessments, etc.)
3. Variety of assessments tools
4. Assessment is embedded in instructional activities and is used to determine instructional next steps, student groupings and differentiation
5. Assessment guides decisions regarding curriculum development, instruction and instructional programs
6. Assessment guides programmatic decisions
7. Process and plan for administering review guides and assessments
8. Provision of professional learning regarding assessment and analysis of data
9. Budget to support the comprehensive assessment program

### **Expectations**

The development and delivery of curriculum are guided by these principles:

1. Curriculum is based on an established set of rigorous learning standards that indicate what students are to learn
2. A well-designed curriculum is aligned both vertically and horizontally
3. The design and development of curriculum involve collaboration among teachers with the support of administration and other school staff
4. All students can learn when presented with high-quality, evidenced-based and individualized instruction
5. Effective assessment practices are essential to student learning and curriculum improvement

## **Curriculum Implementation, Monitoring and Support**

It is the role of the teacher to design high-quality learning experiences based on understanding of the expected learning outcomes. To effectively implement the curriculum, teachers must incorporate sound, researched-based instructional practices and identify and provide individualized supports to meet the needs of all students.

Teachers also have the important responsibility of monitoring the curriculum to ensure the alignment of the written, taught and assessed curriculum through continuous evaluation of student performance data. Teachers must be able to analyze the available data, identify the instructional needs of their students and differentiate instruction to meet their individual needs.

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### **Roles and Responsibilities:**

The Director will:

1. Provide guidance and support to administrators and coordinators in their roles in developing, implementing, assessing and monitoring of the curriculum
2. Ensure that an effective curriculum decision-making structure is in place
3. Implement federal and state policies, regulations and procedures

The Principal will:

1. Analyze student performance data and use in decisions regarding school improvement
2. Monitor implementation of the curriculum through such practices as conducting observations and evaluations of instructional staff, conducting classroom walk-throughs, attending team meetings and reviewing evidence of student performance
3. Provide on-site professional learning opportunities to support curriculum and instruction
4. Consistently communicate to all staff the importance of effective curriculum and instruction practices

The Administrators/Coordinators will:

1. Monitor implementation of the curriculum through such practices as conducting observations and evaluations of instructional staff, conducting classroom walk-throughs, regularly reviewing Year at a Glance documents, lesson plans and providing feedback, attending team meetings and reviewing evidence of student performance
2. Establish and communicate procedures and expectations for the development and revision of curriculum
3. Provide job-embedded professional learning to support curriculum and instruction through trainings and teacher conferences
4. Consistently communicate to all staff the importance of effective curriculum and instruction practices

The Educators will:

1. Develop a Year at Glance to use as a curriculum guideline
2. Develop daily lessons and write formal lesson plans aligned with expected learning outcomes and in accordance with established procedures and guidelines
3. Utilize research-based instructional strategies
4. Analyze student performance data to identify students' individual learning needs and differentiate instruction
5. Collaborate with colleagues for the purpose of designing, implementing and assessing the curriculum
6. Identify, seek and participate in appropriate ongoing professional development.
7. Work in partnership with families to support students in their learning of the curriculum

### **Curriculum Evaluation and Revision**

Tiegerman is committed to maintaining improvement efforts to increase the effectiveness of its schools and teaching and to promote the growth of all students. Tiegerman's administration and educational staff will continually work to develop and modify the curriculum to meet changing educational needs, as such efforts are essential to maintaining a high-quality educational program. Data will be used to guide decision making regarding classroom instruction and instructional supports for students, the development and revision of curriculum documents, the selection of curriculum materials and professional development.

Through the following practices Tiegerman's curriculum will be monitored, supported and evaluated:

1. Teachers self-monitor curriculum implementation
2. Administrators/Coordinators monitor the process for development of the curriculum
3. Administrators/Coordinators monitor implementation of the curriculum through review of Year at a Glance and lesson plans, classroom walk-throughs and formal observations/evaluations
4. The Director/Principal monitors implementation of the curriculum through meetings, classroom walk-throughs and review of student performance data
5. Curriculum and instructional resources are selected and provided by administrators, coordinators and/or teacher content area committees
6. Regularly scheduled time for unit planning in grade-level or content area teams is provided
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9. Administrators/Coordinators communicate feedback to the Principal and Director regarding curriculum development, instruction and student performance
10. Administrators/Coordinators and teachers review available data, both quantitative (NYS Assessments, Woodcock-Johnson IV Tests of Achievement, curriculum assessments, classroom assessments) and qualitative (student work samples, IEP/Progress Reports, teacher feedback regarding student performance)
11. Administrators/Coordinators identify necessary revisions to the curriculum and the procedures needed to make the revisions

12. Administrators/Coordinators communicate curriculum revisions to the teachers and the guidelines and timelines for making the revisions

Tiegerman's Curriculum Management Plan serves to provide direction and coordinate efforts for the alignment, development and implementation of the curriculum. Strict adherence to the guidelines and procedures outlined in the Plan, and continuous monitoring and evaluation of the effectiveness of the curriculum, will enable Tiegerman Schools to provide an exceptional educational program and supports to meet the needs of our extraordinary learners.

**Adapted from:** Coppell ISD, Mansfield ISD, Spring Hill ISD