



# A GLOBAL DISTRICT IN A GLOBAL CITY

## **Driving Mastery with A Leading Edge, Digital Curriculum Management Plan**

**Carla Stevens**

Assistant Superintendent, Research and  
Accountability

**Annie Wolfe**

Officer, Secondary Curriculum & Development

# INSTRUCTIONAL TRANSFORMATION



## GRADUATE



### LEADER

Works collaboratively and leads by example. Embraces new ideas and technologies and motivates others to be open to change.



### ADAPTABLE & PRODUCTIVE

Industrious member of a global society. Demonstrates flexibility and cross-cultural skills when fulfilling personal, professional, and community experiences.



### COLLEGE-READY LEARNER

Proficient in the core disciplines as evidenced by successful performance on state and national assessments. Works hard and persists to achieve academic and career goals.



### CRITICAL THINKER

Identifies and dissects issues, seeks multiple opinions, and critically evaluates various solutions. Understands when additional information is needed and effectively uses technology (21<sup>st</sup>-century literacies) to research.



### SKILLED COMMUNICATOR

Reads, writes, speaks, and listens effectively — adapts to diverse audiences and settings.



### RESPONSIBLE DECISION MAKER

Sets goals, develops action plans, and works hard. When faced with challenges and obstacles is able to persist to achieve goals.



## TEACHER



### DEEPER-LEARNING CULTIVATOR

Designs learning experiences that develop academic mindsets and foster critical thinking, innovation, and collaboration. Ensures mastery of core academic content through application of knowledge and skills in novel and meaningful contexts.



### SOCIAL & EMOTIONAL LEARNING FACILITATOR

Creates a learner-centered community with safe and flexible environments to meet the needs of all learners. Develops attitudes and skills of learners to establish and maintain relationships, be empathetic, and make responsible decisions.



### PERSONALIZED LEARNING ARCHITECT

Curates, creates, and collaborates with learners to provide path choices and resources to achieve individual goals. Utilizes strengths and interests of individuals to build knowledge and skills.



### LITERACY DEVELOPER

Designs and facilitates learning experiences that develop necessary skills for fluent reading, writing, speaking, and communicating. Develops proficiency in use of technology to create, analyze, and synthesize multimedia to skillfully communicate and collaborate with global audiences for a variety of purposes.



### LIFELONG LEARNER

Seeks feedback and growth opportunities to develop, lead, and collaborate with all stakeholders. Persists in the continual development of the technical, content, and pedagogical knowledge necessary for teaching diverse learners.



### DATA DRIVEN

Designs and uses multiple forms of data to monitor and adjust learning experiences. Ensures students utilize precise and timely feedback to inform goal-setting and be adaptive and productive learners.



## LEADER



### VISIONARY

Establishes a collective vision of excellence and builds a shared commitment among stakeholders in achieving that vision. Develops a school culture that promotes habit building and inspires behaviors that directly align with the established vision of excellence.



### DATA DRIVEN

Gathers and organizes data from multiple stakeholders. Ensures data is robust, relevant, and systematically utilized to improve practices and impact scholar outcomes.



### CULTURE DEVELOPER

Creates a strong culture where learning thrives and habits for success are developed.



### LEADERSHIP TEAMS MANAGER

Leverages colleagues inside and outside of school to build expertise, share best practices, and foster collaboration across the district. Develops structures to manage and support the school leadership team in delivering on the mission.



### INSTRUCTIONAL PLANNING

Assures instructional plans afford every scholar rigorous and well-structured lessons that promote intellectual growth, curiosity, collaboration, problem-solving, and creativity.



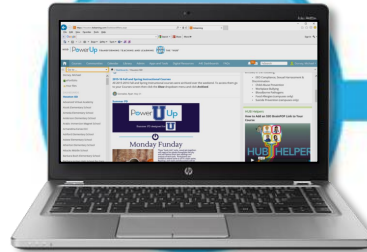
### OBSERVATION & FEEDBACK

Prioritizes professional development, learning communities, and a consistent feedback cycle to empower staff and improve their craft. Exemplifies a growth mindset and builds capacity among leadership team/colleagues through distributed leadership.



# INSTRUCTIONAL TRANSFORMATION

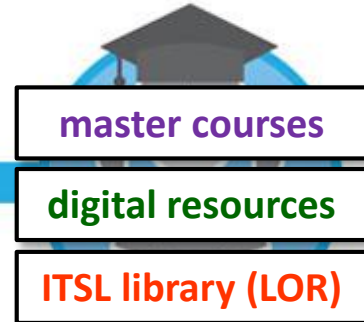
**PowerUp**  
HISD | TRANSFORMING  
TEACHING AND LEARNING



TECHNOLOGY



THE "HUB"

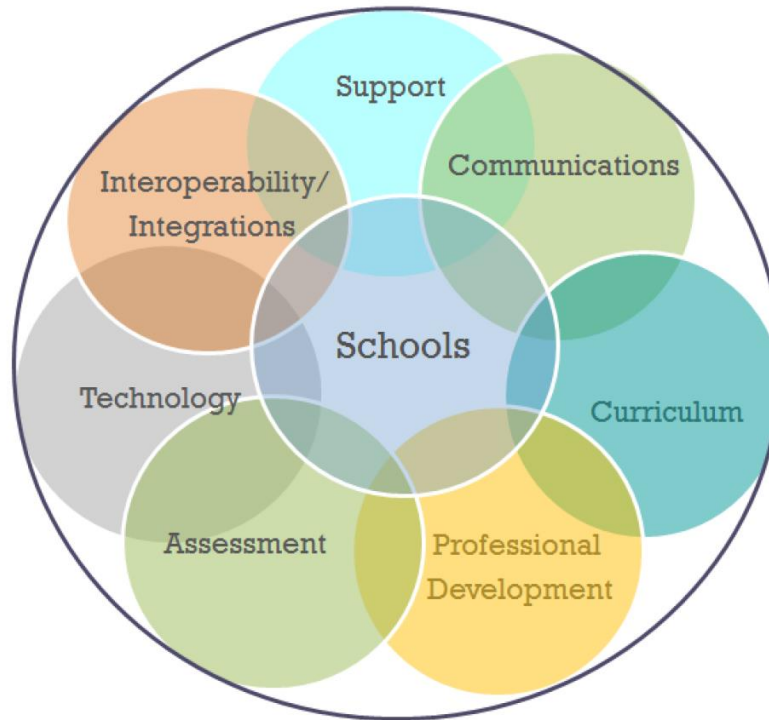


PERSONALIZATION

# INSTRUCTIONAL TRANSFORMATION

## Steering Committee:

Key Players in decision making & resource alignment



## Functional Team:

Provides updates and escalates issues/risks from work stream to Project/Program managers.

Issues not resolved in the functional team meeting are escalated to the steering committee.

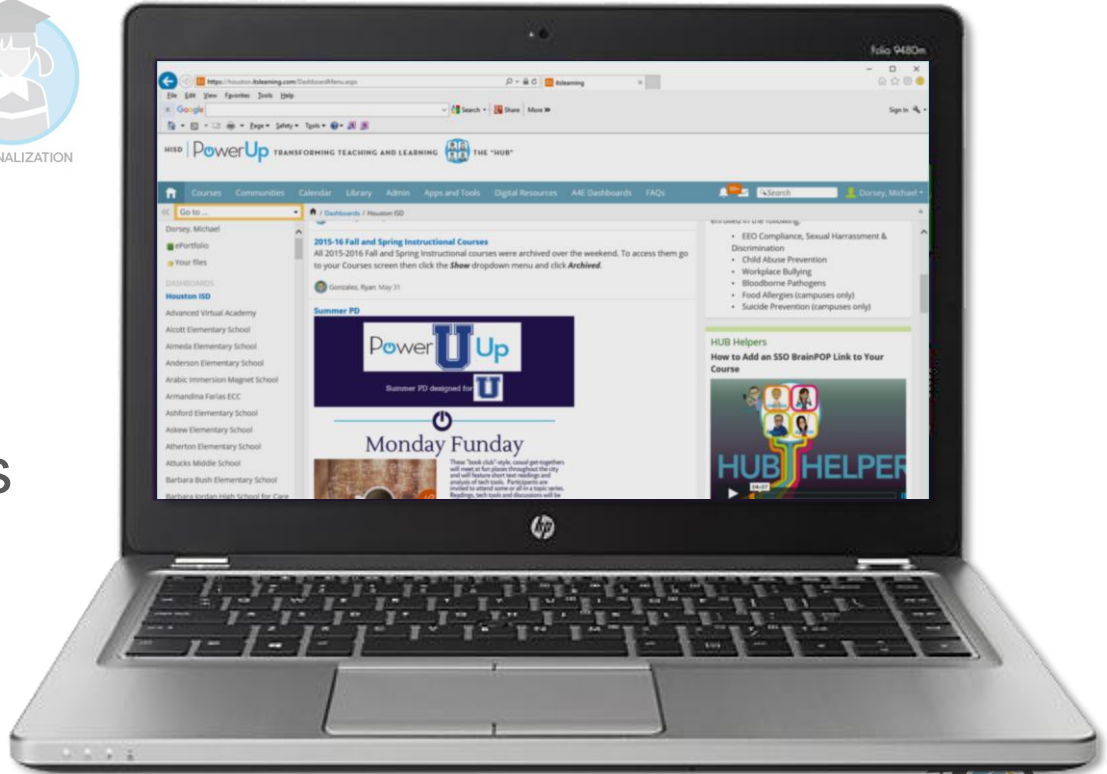


# INSTRUCTIONAL TRANSFORMATION

**PowerUp**  
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TEACHING AND LEARNING



- Leased HP EliteBook laptops
- 1:1 in all high schools





# INSTRUCTIONAL TRANSFORMATION

**PowerUp**  
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TEACHING AND LEARNING



TECHNOLOGY



THE "HUB"



PERSONALIZATION



# INSTRUCTIONAL TRANSFORMATION



- Flexibility; ability to customize
- Interoperability
- Library (LOR)
- Potential for differentiation

# INSTRUCTIONAL TRANSFORMATION



**IMS GLOBAL**<sup>TM</sup>  
Learning Consortium

Advancing Learning Impact by Enabling the Open Foundation for  
Seamless, Agile and Information-Rich Educational Technology Integration





# NEXT-LEVEL ACCESS: STUDENTS ON 24/7

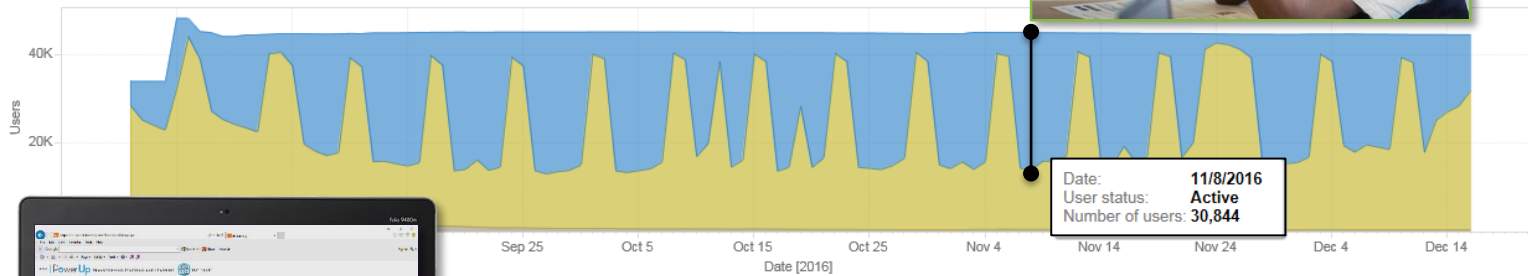


## User status - daily overview

[← Back to Advanced Reporting](#)

User status | Organization table

### User status



Date: 11/8/2016  
User status: Active  
Number of users: 30,844

Date range  
8/22/2016 12/16/2016

Organization  
(Multiple values)

Profile  
Student - HS

Show users in trash  
 yes  
 no

User status selector  
Active   
Inactive   
Never active

On any given day, three fifths or more of HISD high school students are active on the itslearning LMS engaging with digital coursework, resources, and assessments.



# INSTRUCTIONAL TRANSFORMATION



TECHNOLOGY



THE "HUB"



PERSONALIZATION

- Development of master courses for all core foundation courses in grades 6 – 12
- Ensuring that all instructional materials and resources are LTI-compliant and loaded into the HUB Library
- Teacher Training
- Campus Instructional Technologists



# INSTRUCTIONAL TRANSFORMATION

## I-4 ENGAGES STUDENTS IN WORK THAT DEVELOPS HIGHER-LEVEL THINKING SKILLS

*The following best describes a teacher performing at Level 1 in this criterion:*

- Teacher provides limited or no opportunities for students to engage in work that requires higher-level thinking skills.
- Students do not employ higher-level thinking skills during the lesson.

*The following best describes a teacher performing at Level 2 in this criterion:*

- Teacher uses instructional tasks that require students to use higher-level thinking skills.
- Teacher provides limited guidance and support to students in employing higher-level thinking skills.
- Students employ higher-level thinking skills during the lesson but may not do so in a way substantially connected with the mastery of the lesson objectives.

**Possible sources of evidence for this criterion include but are not limited to:** classroom observations, reviews of planning materials, and reviews of individual and group student work products.

*The following best describes a teacher performing at Level 3 in this criterion:*

- Teacher embeds higher-level thinking skills into the lesson objective so that mastery of the objective requires students to meaningfully employ higher-level thinking skills.
- Teacher uses a variety of instructional strategies and questioning techniques to develop students' higher-level thinking skills.<sup>1</sup>
- Teacher provides students the support and guidance (e.g., scaffolding) needed to apply higher-level thinking skills.
- Students employ higher-level thinking skills to engage with lesson concepts, questions, and tasks, and to demonstrate understanding of the lesson objectives.<sup>2</sup>
- Students use online resources and/or instructional tools to research, gather, synthesize, and create information.

*The following best describes a teacher performing at Level 4 in this criterion:*

*All indicators for Level 3 are met, and some or all of the following evidence is demonstrated:*

- Students synthesize diverse perspectives or points of view during the lesson to construct knowledge or create new meaning.
- Students skillfully communicate their thinking and reasoning processes, and encourage their peers to do the same, when appropriate.
- Students independently select and utilize online resources and/or instructional tools to create understanding and work products.<sup>3</sup>

Go to ...

/ Courses / Secondary Curriculum Master Courses / Elements in Secondary Curriculum Master Courses / 4th Six Weeks / Science / Biology / Unit 14 / Student Biological Processes in Animals and Plants Lesson

- Secondary Curriculum Master Courses**
- Course dashboard
  - Follow-up and reports
  - Properties
  - Course content
  - Planner
  - Working portfolio
  - Assessment portfolio
  - Links
  - Secondary Curriculum Master Courses
    - 1st Six Weeks
    - 2nd Six Weeks
    - 3rd Six Weeks
    - 4th Six Weeks
      - Social Studies
      - Science
        - Biology
          - Unit 13
          - Unit 14
            - Student Biological Processes in Animals and Plants Lesson
            - Teacher Note
            - Wastes from Cellular Respiration Quick Lab
            - Enzyme Lab
            - Photosynthesis and Cellular Respiration Lab Investigation
            - Gizmos Cell Energy Cy

## Student Biological Processes in Animals and Plants Lesson

**Virilen Runner**

### Academic Vocabulary

Activation Energy	Substrate	Enzyme
Photosynthesis	Cellular Respiration	Electron Transport Chain
Reactants	Products	Metabolism
Glucose	Carbon dioxide	ATP
Hydrolysis	Glycolysis	Krebs Cycle
Catabolism	Aerobic	Anaerobic

### Academic Vocabulary- FLASHCARDS

Options

**Feedback Inhibition**

process in which a stimulus produces a response that opposes the original stimulus; also called negative feedback

Click to flip

1 of 18

Quizlet View this study set Choose a Study Mode

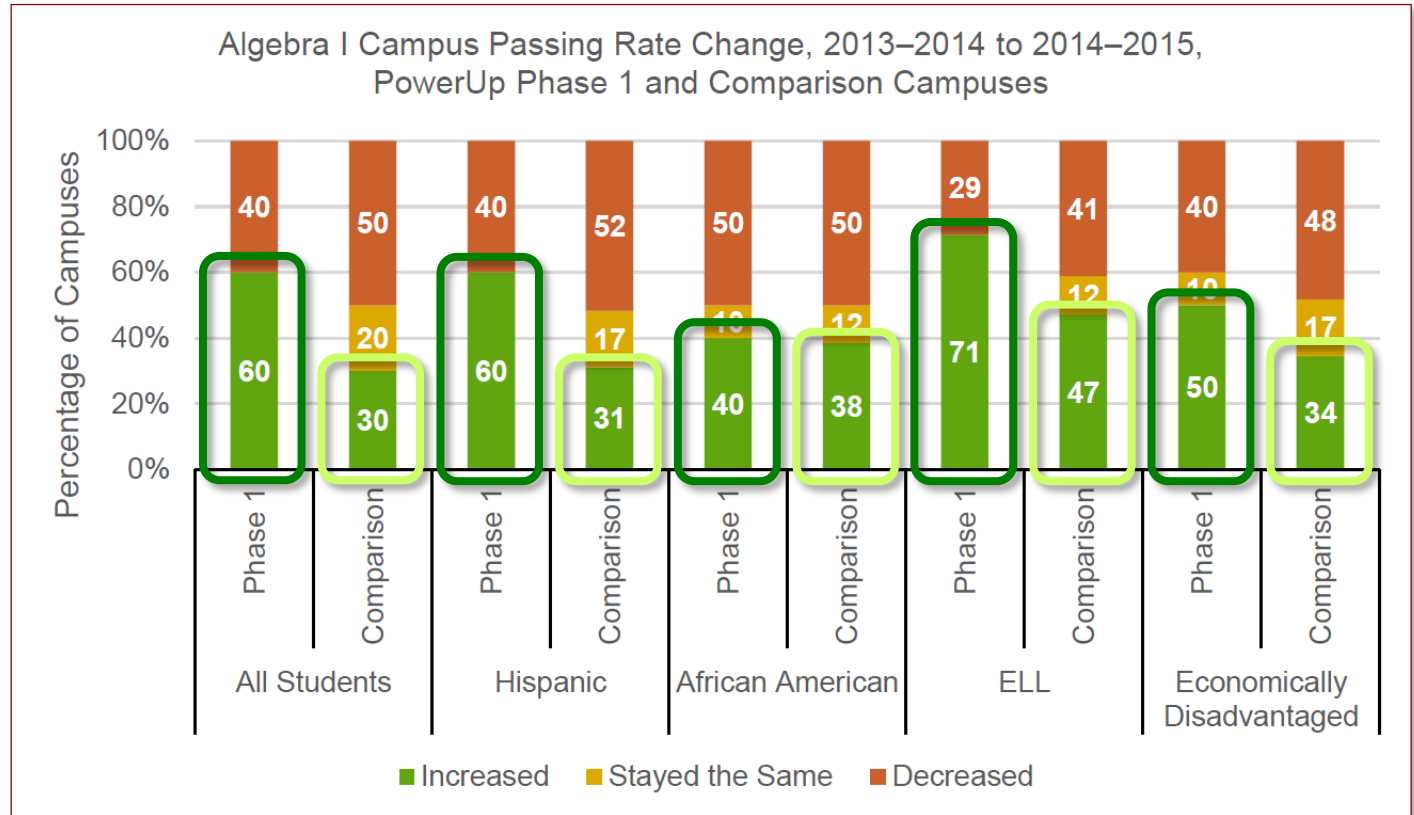
**WHAT YOU WILL NEED TO KNOW...**

The process of photosynthesis converts light energy into chemical energy for plant cells.

# NEXT-LEVEL RESULTS: ALGEBRA 1 EOC, PHASE 1

Percentage of district schools with positive, negative, or no change in the percentage of students meeting the satisfactory student standard on the Texas Algebra I EOC exam from SY2013-2014 to SY2014-2015.

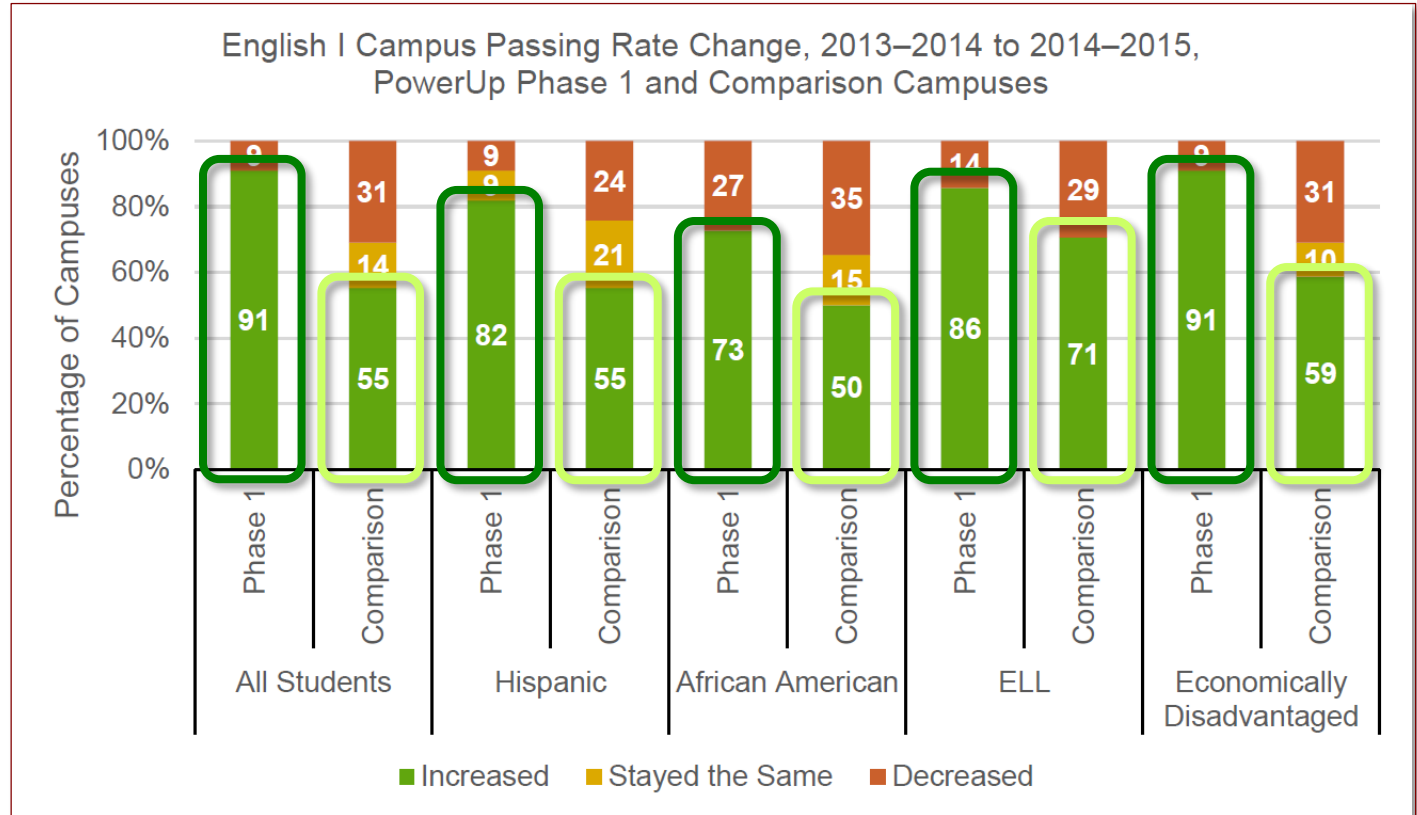
*Phase 1 schools compared to schools not yet implementing PowerUp.*



# NEXT-LEVEL RESULTS: ENGLISH 1 EOC, PHASE 1

Percentage of district schools with positive, negative, or no change in the percentage of students meeting the satisfactory student standard on the Texas English I EOC exam from SY2013-2014 to SY2014-2015.

*Phase 1 schools compared to schools not yet implementing PowerUp.*

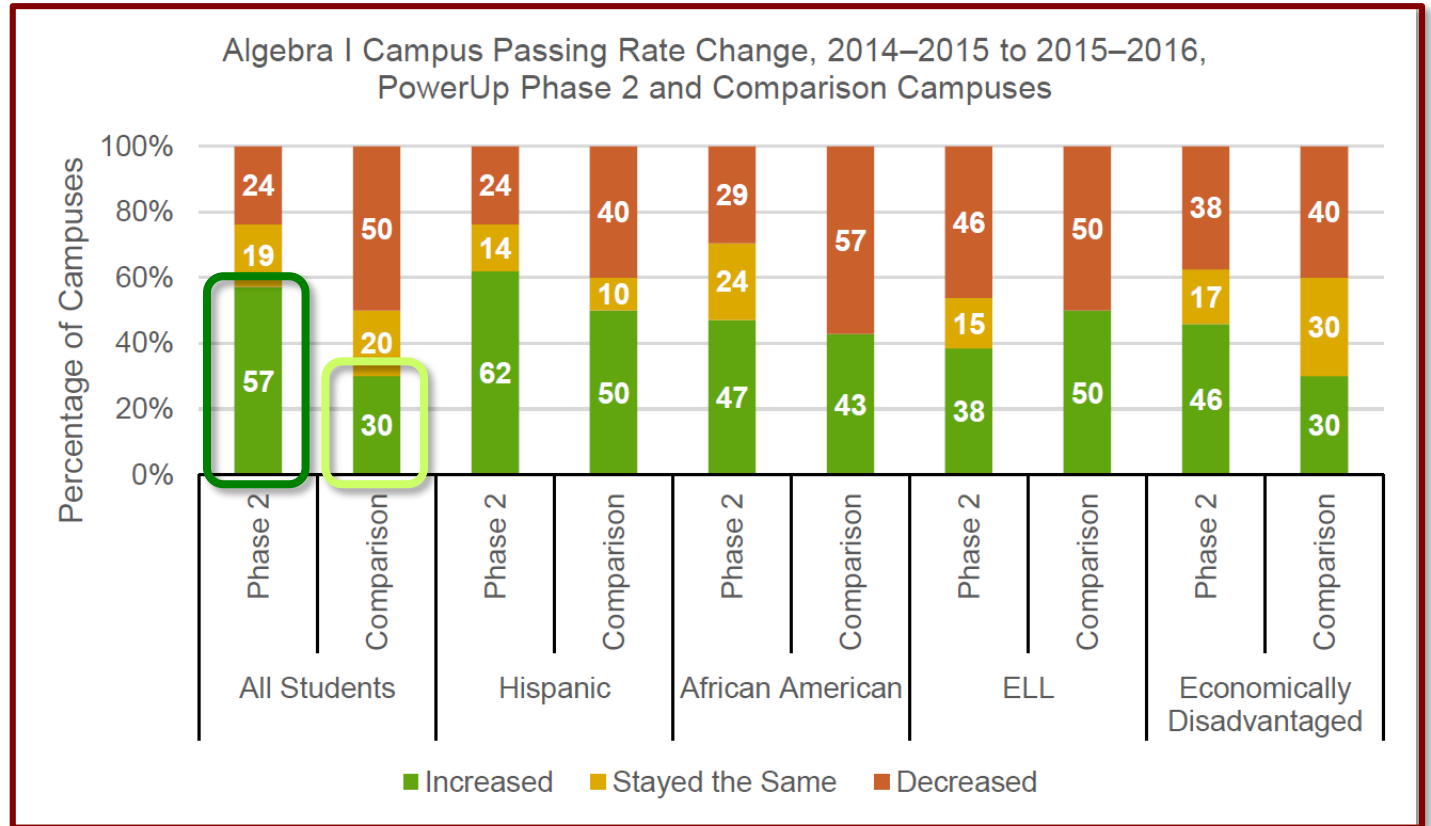




# NEXT-LEVEL RESULTS: ALGEBRA 1 EOC, PHASE 2

Percentage of district schools with positive, negative, or no change in the percentage of students meeting the satisfactory student standard on the Texas Algebra I EOC exam from SY2014-2015 to SY2015-2016.

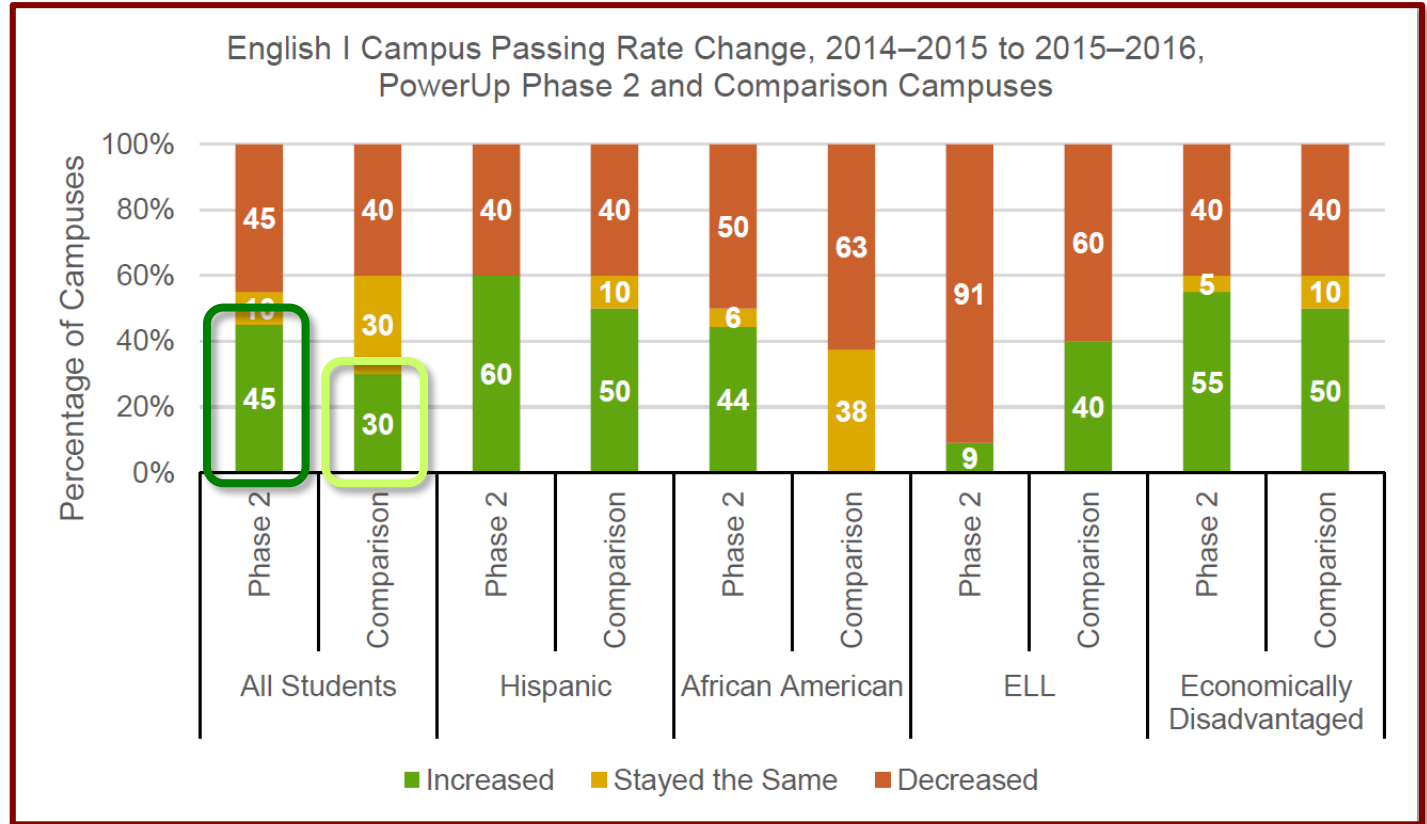
*Phase 2 schools compared to schools not yet implementing PowerUp.*



# NEXT-LEVEL RESULTS: ENGLISH 1 EOC, PHASE 2

Percentage of district schools with positive, negative, or no change in the percentage of students meeting the satisfactory student standard on the Texas English I EOC exam from SY2014-2015 to SY2015-2016.

*Phase 2 schools compared to schools not yet implementing PowerUp.*



# INSTRUCTIONAL TRANSFORMATION



Questions?

Thank You

Website: [houstonisd.org](http://houstonisd.org)

