Redding Curriculum Committee

March 4, 2014

Curriculum, Instruction, Assessment & Professional Development

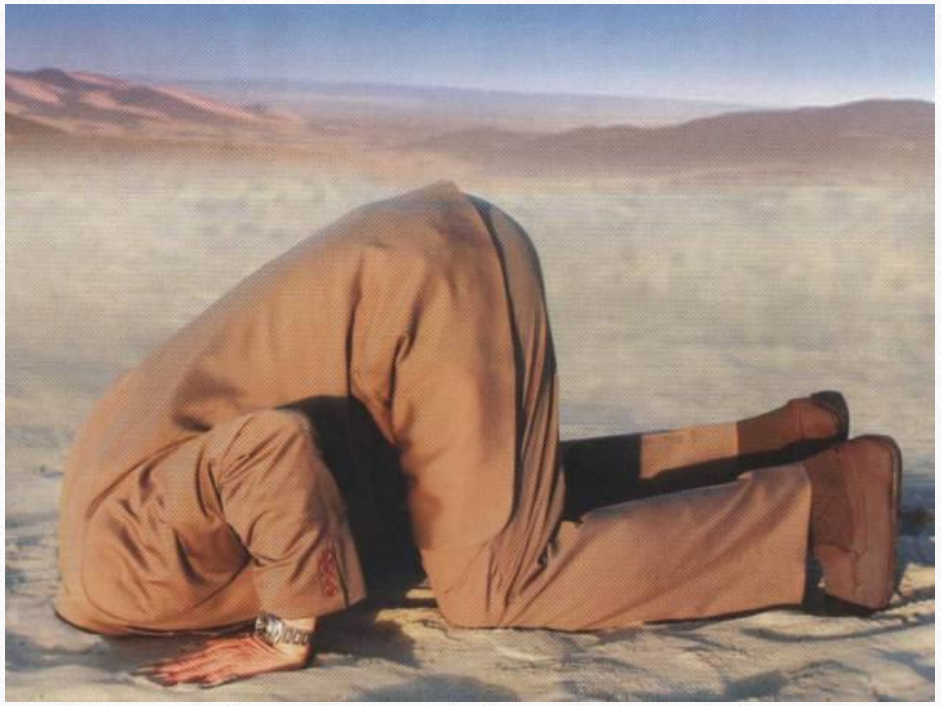
- WHAT: Curriculum revisions and professional development
- WHY: Focus on student-centered teaching and learning communities

  Change in standards- Common Core State Standards (now CT Core Standards)

- HOW – Within district with some external resources
- WHEN- Concurrent, ongoing

  PD deepens capacity- curriculum revisions- instruction- formative assessment

Sound PD is not:



But it probably also is not:

What Does PD Entail?

Guided by: Learning Forward – National Standards in Professional Learning

- Intensive, embedded, sustained, active participation

- New Learning (Intensive) –Out of Classroom- Grade level team, department, cross-department
- Embedded – Coaching – (Specialist, Instructional Leader, Coach), Gallery site classrooms, Peer Practice Coach
- Sustained – Theories of Action- Multi-year Process
- Active Participation – Learn, Try, Discuss, Looking At Student Work protocols

Professional Development

Purpose- Theories of Action – If…then…

Literacy

- Adults: If we are going to implement a balanced literacy model that includes a student-centered approach to reading and writing, we must deepen our understanding of this model and its associated practices.
- Students: If we expose students to a variety of texts, provide choice in their reading and writing, and implement instructional practices aligned with a balanced, process approach to literacy, students will develop their abilities as self-directed, thoughtful individuals who read and write for authentic purposes and audiences.

PD Specifics- Literacy

Intensive –

- Elementary School (K-5 teachers including special educators)
  - Focus: Reading Workshop (Teachers College)
- Middle School (6-8 English language arts, social studies and special educators)
  - Focus: Literate learning communities- Adolescent Literacy by Randy Bomer

5- half-day sessions/year

PD Specifics – Literacy

- **Embedded** –
  - Coaches and consultant modeling and supporting – in class – gradual release
  - Gallery site – emerging model of peer collaboration and support
  - Peer Practice Coach – Connect new learning to Connecticut Core of Teaching domains
- **Sustained** – Multi-year process connected to theories of action
- **Reflection & Formative Assessment**- Learn, Try, Discuss…Team discussions, student work analysis

PD Specifics- Numeracy

***Numeracy* Theories of Action:**

- Adults: If we are going to implement a student-centered, balanced approach to math instruction that engages students in deeper, connected thinking that requires perseverance, we must deepen our understanding of this model and associated practices.
- Students: If we provide a balanced instructional approach that includes regular experiences with novel, open-ended problem solving, students will develop their abilities as self-directed, thoughtful individuals who demonstrate the ability to transfer content understanding to solve real world mathematics problems for authentic purposes and audiences.

PD Specifics- Numeracy

Intensive –

- Elementary & Middle Schools (K-8 teachers including special educators) Focus: Content & Instructional shifts of CCSS- Accessible Mathematics by Steve Leinwand
- K- 5 group & Gr. 6-8 group- led by math specialists

5- half-day sessions/year

PD Specifics – Numeracy

- **Embedded** –
  - Coaches and consultant modeling and supporting – in class – gradual release
  - Gallery site – emerging model of peer collaboration and support
  - Peer Practice Coach – Connect new learning to Connecticut Core of Teaching domains
- **Sustained** – Over one year, future needs being assessed
- **Reflection & Formative Assessment-** Learn, Try, Discuss…Team discussions, student work analysis

Professional Development- Vertical Alignment Pre K – 12 Question Strands:

- **How do students develop as readers and writers who read and write for authentic purposes and audiences?**
- **How do students learn and demonstrate perseverance and problem solving competence?**
- **How are metacognition and critical thought taught and assessed within and across content areas?**
- **What must our students encounter in our classrooms to appreciate the complexity of living in and contributing to a global society?**

Pre-K – 12 Question Strands

PD Structure

- ~33 small groups
- All groups – all levels
- Staggered start times
- One hour, 20 minutes, 2x/year
- Sustained – evolving

Fine, Practical, Performing Arts, Physical Education, Library Media

- PD – Focus: curriculum revision & K-12 alignment & articulation
  - Cross-district, cross-level
  - Backwards design
    - Use of Atlas curriculum mapping software/database
  - Library media – sustained focus – 21st Century Libraries/Learning Commons

Future:

- **Sustained work:**
  - Literacy- reading/writing connection, assessment/feedback
  - Numeracy- critical thinking, use of instructional resources, assessment/feedback
- **Future CT adoption of national frameworks:**
  - Science – Next Generation Science Standards (NGSS)
  - Social Studies – College, Career and Civic Life Framework (C3 Framework)

Social Studies – Future National Standards Framework – College, Career & Civic Life- "C3"

Inquiry Arc Instructional Shifts:

Dimension 1: Developing Questions and Planning Inquiries	Dimension 2: Applying Disciplinary Tools and Concepts	Dimension 3: Evaluating Sources and Using Evidence	Dimension 4: Communicating Conclusions and Taking Informed Action
Developing Questions and Planning Inquiries	Civics	Gathering and Evaluating Sources	Communicating and Critiquing Conclusions
	Economics		
	Geography	Developing Claims and Using Evidence	Taking Informed Action

Science – STEM-
Next Generation Science Standards

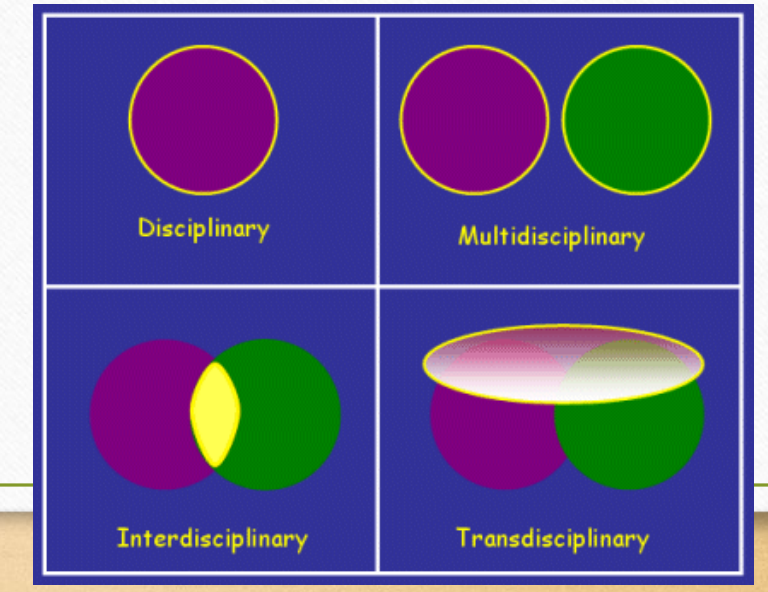
- **We use the term "practices" instead of a term such as "skills" to emphasize that engaging in scientific investigation requires not only skill but also knowledge that is specific to each practice. (NRC Framework, 2012, p. 30)**
- 1. Asking questions (for science) and defining problems (for engineering)
- 2. Developing and using models
- 3. Planning and carrying out investigations
- 4. Analyzing and interpreting data
- 5. Using mathematics and computational thinking
- 6. Constructing explanations (for science) and designing solutions (for engineering)
- 7. Engaging in argument from evidence
- 8. Obtaining, evaluating, and communicating information

STEM Curriculum & PD- Future

- **Interdisciplinary & Transdisciplinary Learning**

Transdisciplinary learning is the exploration of a relevant issue or problem that integrates the perspectives of multiple disciplines in order to connect new knowledge and deeper understanding to real life experiences.

- Intensive/New learning PD – all levels
  - Out of district- CT Science Center, state consultants
  - In-district – collaboration across levels
  - Coaching – STIC



World Language

- Curriculum re-design and revision
- Collaboration with consultant
  - Focus: Language selection, models, options for exploration vs. proficiency-building
- 6-12…K-12 continuum
- Integrated Performance Assessment (ACTFL)

Leadership PD

- Leaders – Specialists, Peer Practice Coaches, Administrators
  - Relationship-building, effective collaboration, gradual release
  - Collaboration with Cooperative Educational Services 2014-2015- Peer Practice Coaches

Questions?