

Curriculum, Instruction and Assessment February 15th, 2022 board meeting report.

- We are continuing to lead teaching staff through a process of identifying priority standards and are adjusting pacing guides where necessary to address priority standards multiple times each year. We have completed the initial steps of vertical alignment. We are discovering there is little if any vertical curriculum alignment from one school to the next. We are designing future professional learning with that in mind.
- As the district continues to use CASE we are finding gaps between instruction and the intended grade level of standards. In-other-words, we are assuming our students cannot perform at grade level and therefore never giving them an opportunity. CASE assessments have provided grade level rigor assessment items. Teachers can compare classroom instruction and assessments to the rigor of CASE assessment items. The goal is to accelerate learning by offering “just in time” instruction that provides the needed support before teaching standards at grade level. As opposed to never getting to the grade level standard learning or “covering” the grade level standard without addressing student learning needs. Our moral imperative is to provide grade level learning opportunities to all students. There are many factors that have contributed to the current reality. Teachers/administrators have not been receiving adequate support and guidance. That has changed. District leadership has owned this responsibility and responded in a number of ways.
 - We are still collaborating with OVEC in developing and implementing accelerated learning plans in the district. This is exciting work.
 - We have begun a deep dive into the elements of effective teaching and learning. The instructional team will be developing and defining the elements of effective teaching. Then, we will focus on providing the very best training and support for our teaching staff. Raising the expectations is very important. Higher expectations must come after the district provides clarity and much needed support to our schools. We cannot just say, “we need to do better.” District leadership has to define what “better” looks like. Then we can expect to see it. This is a huge task that we are excited about. It can be frustrating because it means we all have to change some of our practices.
- The district is close to completing ACCESS testing of all EL students. Our new ESL instructional assistants are doing a phenomenal job. Teachers, students and families are becoming more engaged in EL learning activities. Our families are finding a great liaison and that has opened numerous opportunities.
- We will be administering the ACT to juniors on March 8th and to sophomores on March 29th. Junior ACT assessments are required by the KSA and sophomore ACT assessments are an opportunity the district provides to our students.
- 2/14 PD opportunities. There were numerous activities throughout the district. iReady trainers offered on-site professional learning in three of our schools. iReady has so much to offer our students and teachers. We want to make the most out of our investment so training is necessary.

I participated in vertical standards alignment with schools in the morning. We had much to learn and discuss. School administrators and instructional coaches were trained by OVEC staff. We are taking a closer look at “learning targets.” What they are and why they are important.

“When students understand exactly what they’re supposed to learn and what their work will look like when they learn it, they’re better able to monitor and adjust their work, select effective strategies, and connect current work to prior learning (Black, Harrison, Lee, Marshall, & William, 2004; Moss, Brookhart, & Long, 2011).”