

Curriculum Department Report to the Board of Education
Curriculum Department Highlights
June 28, 2023

To: Mr. Watts, Superintendent
Ms. Malone, Chairperson of the Board
Members of the Board of Education

Newport Curriculum Department Vision:

We envision a day when **all leaders** of Newport Independent Schools exhibit high expectations and guarantee excellence of instruction, ensure equitable opportunities and leverage all high quality resources so that students, staff and leaders will **maximize** their fullest potential.

Director of Curriculum and Instruction: Professional Development

The primary focus for PLCs this year is Collective Teacher Efficacy through effective instructional practices. It is important to ensure that the current systems that are in place have a direct impact on the learner. Improving teacher efficacy is paramount to increasing student success quickly. John Hattie's research states the following concerning collective teacher efficacy: "Collective Teacher Efficacy is the collective belief of teachers in their ability to positively affect students. With an effect size of $d=1.57$ Collective Teacher Efficacy is strongly correlated with student achievement." In Hattie's work Collective Teacher Efficacy has the highest effect size concerning impact on student achievement.

Keeping this in mind the professional development for teachers this year, which will occur on the district assigned days, will contain a variety of opportunities to improve in a conference like setting. This will allow teachers to build their professional practices in areas that are separated by pathways. These pathways are the superintendent's 4 pillars which focus on PBIS, RTI, CRTL, and PLC. We have partnered with several community members to ensure the success of this conference called the "Wildcat Academy". Our hope is that teachers realize that we support personalized approaches to their professional development. Many community educational organizations have partnered with NISD to make this professional development happen.

Some of the topics to be presented are listed below: August 14th and 15th

1. Learning Targets/Success Criteria (what is the importance and difference between the two)
2. Behavior Management
3. The effects of trauma on the brain and learning
4. Culturally Responsive Teaching and Learning
5. Student Goal Setting (how to involve students in their learning and progress monitoring)
6. SEL for teachers (self care)
7. Formative Assessment
8. Assessment for learning vs. Assessment for learning
9. Technology for student with IEP
10. Data Informed Instruction
11. Teaching student with Disabilities - Instructional strategies
12. Co-teaching
13. PD for Special Area Teachers (what do you offer?)
14. SIOP training (to support ELL students)
15. Any content specific trainings

16. Communication between home and school - Talking to Parents 101
17. Reading across Content
18. Infinite Campus 101 - grade book, etc.
19. Social Media
20. Data Collection that drives instruction
21. How Fine Arts teachers can support (reading and math)
22. Effective instructional practices for CTE teachers
23. RETRAINING OUR BRAIN: Understanding Bias/Culture
24. Validating student identities in curriculum
25. ENGAGING COMMUNAL LEARNERS WITH CRTL
26. ADDRESSING CULTURAL BEHAVIORS IN OUR CLASSROOMS
27. Assistive Technology for All
28. Connecting KDE Kentucky Mathematics Toolkit to Support Student with Disabilities to Lesson Plan Design and Implementation
29. Triangulating Individual Student Data to Support Programming & Instruction
30. IEP Development Progress Monitoring & Analyzing Data
31. Legal Reporting of ARC Decisions. Justifications, Recommendations, and Discussion of Student Data to Address Needs.
32. Dealing with Difficult Situations During ARC Meetings. Circumstances and Issues to Prepare for.
33. Legal Responsibilities When Investigating & Documenting Harassment and Discrimination

Gifted & Talented Proposal

Kentucky offers gifted education services for identified students across all grade levels. Primary students are screened and selected as high potential learners and students in grades 4-12 are formally identified for services in one or more of the following areas:

- general intellectual aptitude
- specific academic aptitude
- creative or divergent thinking
- psychosocial or leadership skills
- visual or performing arts

• Students in grades 4-12 that have been formally identified are required to receive annual services that are outlined in the Gifted

Student Service

Plan.

- Multiple service options must be provided.
- Formal Identification requirements for each area are outlined in

70 KAR 3:285 and

outlined in district level procedures.

Please see proposal for details

New Teacher Induction

Onboarding is a vital first step of the recruitment and hiring process. The onboarding process is not just an opportunity for new hires to fill out paperwork, but to acclimate to campus culture and to learn knowledge vital to their roles.

Newport District Administrator & School Administrators will facilitate an induction program that meets the needs of all newly hired educators and first-year teachers. (School mentors are selected and trained in order to maintain high expectations, consistency of support and align all required activities, schedules and programs that will enhance success for all stakeholders.)

The district will launch the New Teacher Induction Program with an orientation prior to the start of the school year. The orientation will include an overview of the district schools and key personnel as well as highlights of the New Teacher Induction Program. The orientation will also include expectations of mentors and mentees as well as scheduled program activities. A portion of time will be dedicated throughout the year for NTI Onboarding professional learning during our orientation sessions to support and prepare all new wildcats with experiences by providing them with a thoughtful, intentional onboarding experience that sets them up for success.

The Why:

Teacher Retention: Research confirms induction programs increase the likelihood the teacher will remain in the teaching field and increases the likelihood the teacher will remain in our district.

Classroom Practice: Induction ensures beginning teachers are more effective in practice, including maintaining a positive classroom environment and demonstrating successful classroom management.

Student Achievement: Research consistently shows that students of beginning teachers who are involved in some kind of induction generally demonstrate higher scores and more growth on academic assessments.

Mount Saint Joe University: A team from Newport Independent Schools who are members of the Diversifying the Teaching Profession Task Force were Granted Access to attend MSJ Reading Science Summit (Wednesday, June 28th 8:00 - 5:00PM):

- **Bridging the Research to practice GAP**

The Summit's focus will be on teaching reading and writing following the science of reading as the way to improve reading outcomes for all children, particularly in low-income communities that have been hardest hit by the learning loss that has been experienced by the pandemic.

Respectfully Submitted,

Katina Brown

Director of District Wide Services

Darla Payne

Director of Curriculum and Instruction