

**Curriculum Department Report to the Board of Education**  
**Curriculum Department Highlights**  
**September 27, 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.

**Chief Academic Officer & Director District Wide-Services**

**INSTRUCTIONAL COACHING FOR CONTINUOUS IMPROVEMENT**

Instructional coaching is a powerful continuous improvement strategy in education that has the ability to enhance teacher effectiveness and student achievement. At its core, instructional coaching involves a skilled and experienced educator working closely with teachers to support their professional growth and development. This collaborative partnership can lead to sustained improvements in instructional practices.

One of the key strengths of instructional coaching is its personalized approach. Coaches tailor their support to meet the unique needs of each teacher, focusing on specific areas of growth and refinement. This individualized attention allows educators to receive targeted feedback, engage in reflective practices, and implement evidence based strategies in their classrooms. Furthermore, instructional coaching fosters a culture of continuous learning within schools, where teachers are encouraged to experiment with new strategies/techniques and refine their teaching methods over time. As a result it not only improves the skills of the teacher but also contributes to a school-wide culture of improvement, ultimately benefiting students in their academic success.

We are currently developing Newport's K-12 instructional coaching program to include job embedded professional development not only for teachers but also for the coaches themselves. Instructional coaches will focus on coaching teachers in both best practices as well as content specific strategies. (ie.. use of manipulatives in math class, and writing strategies like RACE in writing/language arts) We are providing opportunities for the instructional coaches from each building to meet and observe teachers in the buildings outside of their home schools. Coaches are currently participating in the district walkthroughs, offering feedback and discussion with district leaders concerning instructional practices and their impact on student achievement.

Coaches will also participate in a Mike Rutherford lab, held at NHS to learn best practices of giving effective feedback to teachers. This lab is given and sponsored by KDE. This is a continuation of learning that began with KDE's participation in our Wildcat Academy in August.

This month we also met with NWEA to develop their support and our expectations of instructional coaches' professional learning. We have contracted professional learning sessions for coaches that will be personalized and completed throughout the school year.

## **EXTENDED SCHOOL SERVICES (ESS)**

Extended school services is a strategy that has demonstrated its potential to significantly boost student achievement. By providing students with additional educational opportunities beyond the traditional school day, this addresses various factors that contribute to improved academic performance.

First, extended school services allow for more focused and individualized instruction. With extra time available, teachers can offer targeted interventions and support to students who may be struggling in specific subjects. This personalized attention helps bridge learning gaps and ensures that no student is left behind. Moreover, it enables educators to explore innovative teaching methods and engage in project-based learning, which can enhance students' critical thinking and problem-solving skills.

Second, ESS and the 21st Century programming provides students with access to enriching extracurricular activities, such as clubs, sports, and arts programs. These activities not only keep students engaged and motivated but also develop a range of valuable skills, including teamwork, leadership, and time management. ESS and 21st Century programming offer a safe and structured environment during after-school hours, which can be particularly beneficial for students who struggle with current grade level content.

This month we have met with all ESS coordinators and 21st Century coordinators to ensure intentionality within the program towards student achievement. Each school has selected a population of students that would most benefit from ESS services. They have created communication plans for staff, students, and families to invite students to participate as well as monitor for increased mastery of standards. Students will participate in small group direct instruction in either reading or math focusing on Tier II instruction that will give students access to current grade level material. ESS coordinators will work closely with the 21st century program to maintain alignment of requirements of both grants and enrichment programs. Each school has also created a list of incentives to promote student participation.

## **Director of District-Wide Services:**

### **BELT TEAM PRESENTATIONS**

#### **Professional Learning**

Pillar 4: -Culturally Responsive Teaching & Learning

Culturally responsive teaching means using students' customs, characteristics, experience, and perspectives as tools for better classroom instruction.

The term was coined by researcher Geneva Gay in 2000, who wrote that “when academic knowledge and skills are situated within the lived experiences and frames of reference for students, they are more personally meaningful, have higher interest appeal, and are learned more easily and thoroughly.”

It's the kind of teaching that helps students of color see themselves and their communities as belonging in schools and other academic spaces, leading to more engagement and success.

Diversity Equity Inclusion & Belonging:

As we move forward together we must strive to work together, as a community, to support youth and the pursuit of equal educational opportunities.

Our desire for the best outcome of our students is matched only by our efforts to create a supportive educational learning environment.

Each member of our community counts, and deserves the respect and love our culture promises.

#### **Professional Learning:**

BELT Team Professional Learning Sessions:

Train the Trainer

#### **Early Release Day**

- Building Equity Leadership Team (BELT):

District-wide BELT Team lead professional learning with all schools district-wide during Newport's Early Release day on September 20, 2023. BELT Team members provided learning to all staff in a train the trainer model for the following session series below.

## **Session 1: Date: September 20, 2023**

CRTL: Professional Learning Sessions:

### **Topic:**

#### [SESSION 1: RETRAINING OUR BRAIN: UNDERSTANDING BIAS/CULTURE](#)

**Description:** In this session, participants are introduced to the idea of implicit bias, and how aspects of a students' identity can advantage and disadvantage them in schools.

Summary: One way that students are advantaged and disadvantaged in the classroom is through their cultural archetypes. *Participants will learn about the cultural archetype continuum (individualist to collective) and the opportunity to explore which cultural archetypes align with the culture of our schools, and which cultural archetype is more likely to struggle academically and behaviorally in school.* Through videos, discussion, and a fun interactive simulation, participants will gain a deeper understanding of what bias is, how school policies and procedures favor certain cultures, and how to take steps to ensure all students are successful.

Session 1: Data from Teachers/Staff see link below and attachment from feedback

[Session 1: The Impact of Bias & Culture on Our Students and Our Schools](#)

Our next scheduled Early Release and Districtwide professional learning session will be on October 25, 2023.

### **Next Worksession schedule:**

Oct 4, 2023

Oct 8, 2023

#### [SESSION 2: VALIDATING STUDENT IDENTITIES IN CURRICULUM](#)

In this curriculum focused session, participants are introduced to the idea of a culturally responsive curriculum.

## **NEW TEACHER INDUCTION PROFESSIONAL LEARNING**

Professional Learning was provided to our Newport Newbies in Frontline, Time/Attendance and Evaluations.

### **FRONTLINE TIME/ATTENDANCE:**

The training provided new teachers with absence management & employee basics, work detail, how to complete/submit time sheets, how to create an absence in frontline, accessing time and attendance.

### **EVALUATIONS:**

Professional Growth Plan, PGP

A professional growth plan is a document that outlines a professional's goals, strengths, weaknesses, and an action plan for achieving career objectives. Trainers provided an explanation of each section and an example of how to complete the PGP form and shared a deadline for completion/submission with all New Teachers.

Presenters shared the learning through a series of modules of what a professional growth plan is and step by step guidance on how to complete the Professional Growth Plan as well as shared and discussed NISD certified evaluation plan see link below.

[NISD Certified Evaluation Plan](#)

**E-WALK:**

District -wide Walk throughs the past two weeks have started with NHS and NIS using the E-walk platform which allows NISD the following:

1. Collecting data in real time through virtual observations,
2. Provide feedback,
3. Reinforce best practices,
4. Coach your teachers to new heights.

Provided support to district and school administrators to ensure all observers have access to the platform to observe and provide just in time feedback to teachers.

Respectfully Submitted,

**Katina Brown**  
Director of District Wide Services

**Darla Payne**  
Chief Academic Officer