

Curriculum Department Report to the Board of Education
Curriculum Department Highlights
Mar 22, 2024

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:

Middle School Career Exploration Course - Construction

The Chief Academic Officer in collaboration with Newport High School and community partners has met to work toward a course schedule for 7th and 8th grader career exploration in the field of construction.

The middle school career exploration class on the construction industry provides students with valuable insights into the diverse opportunities available within this dynamic field. Through a combination of classroom instruction, hands-on activities, and real-world experiences, students gain a deeper understanding of the various career pathways and skills required for success in construction-related professions.

The curriculum covers essential topics such as construction methods, project management, safety regulations, and sustainable building practices. Students learn about different roles within the construction industry, including architects, engineers, contractors, electricians, plumbers, and carpenters. They also explore emerging trends such as green building and technological advancements shaping the future of construction.

Hands-on activities, such as building models, designing structures, and simulating construction projects, allow students to apply their knowledge in practical settings. Field trips to construction sites, visits from industry professionals, and guest lectures provide students with real-world perspectives and valuable networking opportunities.

Throughout the course, emphasis is placed on developing essential skills such as teamwork, problem-solving, communication, and critical thinking. Students are encouraged to explore their interests and strengths, identify potential career paths, and set goals for their future educational and professional endeavors.

By participating in the middle school career exploration class on the construction industry, students gain valuable insights, skills, and experiences that prepare them for success in this exciting and rewarding field. Whether they choose to pursue further education or enter the workforce directly after graduation, they are equipped with the knowledge and confidence to pursue fulfilling careers in construction and related industries.

LETRS(Language Essentials for Teachers of Reading and Spelling) CEO Rank Change Program - Northern Kentucky Cooperative for Educational Services

Why Early Literacy?

A child's ability to read is a critical predictor of both educational and lifelong success. Students must have every opportunity to gain and strengthen this skill, and teachers must be equipped and empowered in the teaching of reading to best support their students. To support this goal, the Northern Kentucky Cooperative for Educational Services (NKCES) along with the Kentucky Department of Education are launching a new, exciting partnership, called the LETRS CEO Rank Change Program, which brings the LETRS, Language Essentials for Teachers of Reading and Spelling, professional learning opportunity to educators in Northern Kentucky as well as offer a certificate for rank change.

Through LETRS, teachers gain essential knowledge to master the fundamentals of literacy instruction required to transform student learning and create a more vibrant experience for each and every young reader. LETRS CEO Rank Change Program is a 2-year program where you are assigned a mentor as you work through the eight components of LETRS. The mentor meets with the mentee group around four times a year after the initial orientation meeting. This year's rank change program was \$5,000 if paid in full or \$5,400 if paid over the four payments.

In addition to the LETRS work, you upload your Bridge to Practices with the work around three identified students, certificates of component completion with 80% accuracy, live training certificates, a videotape for each component, and then a research paper and capstone presentation at the end of the program focused on a problem of practice.

[Copy of NKCES PHASE 2 LETRS Early Literacy CEO II Orientation](#)

[Early Literacy CEO II Information.pdf](#)

Professional Learning - Instructional Coaches

In collaboration with the Northern Kentucky Cooperative for Educational Services we are bringing a professional learning experience for our Instructional Coaches. This professional learning will create alignment in our knowledge of the Art of Teaching. In appreciation of our continued work with our Instructional Coaches and teachers, NKCES has offered to provide the training, free of charge, on-site for Newport Independent Schools. The professional development session is entitled, "Designing for Depth: Instructional Strategies to foster Deeper Learner".

"The New Art and Science of Teaching" by Marzano presents a comprehensive professional learning opportunity aimed at educators seeking to enhance their instructional practices and improve student outcomes. Drawing upon the latest research in educational psychology and cognitive science, Marzano offers practical strategies and techniques designed to engage students, deepen understanding, and promote long-term retention of knowledge.

The professional learning opportunity covers a wide range of topics, including the importance of building strong relationships with students, establishing clear learning goals, providing effective feedback, and fostering a growth mindset. Marzano emphasizes the need for educators to employ a variety of instructional strategies tailored to meet the diverse needs of learners, including cooperative learning, formative assessment, and differentiated instruction.

Through interactive workshops, online modules, and collaborative discussions, participants have the opportunity to explore key concepts and reflect on their current practices. They learn how to

design engaging lessons, create meaningful learning experiences, and leverage technology to enhance instruction. Additionally, Marzano provides guidance on classroom management strategies, behavior interventions, and creating a positive learning environment conducive to student success.

By participating in "The New Art and Science of Teaching" professional learning opportunity, coaches gain valuable insights, practical tools, and evidence-based strategies to transform their teachers' practices and positively impact student learning. Armed with a deeper understanding of effective instructional techniques, our coaches are empowered to support the creation of engaging, dynamic, and student-centered classrooms that foster a love of learning and set students up for success in school and beyond.

District Wide Services:

Professional Learning - BELT Teams and New Teacher Training

Building Equity Leadership Teams, (BELT) used Dr. Mahmood's Culturally Responsive Framework SERVE, VERVE & OBSERVE. Teacher Leaders utilized action research and prepared for school level professional learning with teachers/staff and school administrators ready to implement ideas on how to supplement their instruction to become culturally responsive, and how to build academically productive relationships with diverse populations throughout SY:23-24.

Equity Teacher Leaders along with guidance and support from Director of District Wide Services utilized action research from the following authors:

Dr. S. Hollie - Culturally and Linguistically Responsive Teaching and Learning;

Dr. Z. Hammond-Culturally Responsive Teaching & The Brain:

Dr. G. Muhamad- Cultivating Genius: An Equity Framework For Culturally and Historically Responsive Literacy.

BELT provided the following professional learning. The trainings was interactive, BELT provided and examination through action research, activities and rich discussions to build the capacity for the learner that cascaded district wide.

Sessions, Title, Date, Duration and Description.

<p>Session I.</p>	<p>Retraining Our Brain: Understanding Bias/Culture</p> <p>Estimated time: 1 hour Date: Sept. 20, 2023</p>	<p>In this session, <i>participants are introduced to the idea of implicit bias, and how aspects of a students' identity can advantage and disadvantage them in schools.</i> One way that students are advantaged and disadvantaged in the classroom is through their cultural archetypes. <i>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.</i> 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.</p>
<p>Session II.</p>	<p>Validating Student Identities in Curriculum</p> <p>Estimated time: 1 hour Date: Oct. 25, 2023</p>	<p>In this curriculum focused session, <i>participants are introduced to the idea of a culturally responsive curriculum. This session offers suggestions for how to tweak the curriculum teachers are already teaching students to ensure that they are validating students' identities, building their cultural proficiency and teaching them more whole and accurate history.</i> The easy-to-follow framework (inspect, reflect, correct, and connect) shared will help guide teachers on how to introduce social justice topics, identity vocabulary, and discussions with students from Kindergarten through middle school. Resources will be shared which can be used across all content areas including reading, math, science, and social studies.</p>
<p>Session III.</p>	<p>Engaging Communal Learners With CRTL</p> <p>Estimated time: 1 hour Date: Jan. 2, 2024</p>	<p>In this highly engaging session, <i>participants are introduced to culturally responsive instructional practices which can engage communal learners whose behaviors are often misinterpreted as deviant in school settings.</i> Culturally responsive instructional practices like call and response, gamifying lessons, storifying lessons, adding verve to the classroom instruction and stage setting will not only be explained, but also practiced. These strategies can be used the very next day in your classroom and will not only keep your most active communal learners engaged in your lessons but will also increase the academic achievement of all of your students.</p>
<p>Session IV.</p>	<p>Addressing Cultural Behaviors In Our Classrooms</p>	<p>In this session, <i>participants are introduced to how culture can influence the way that teachers view behaviors in the classroom.</i> Participants will be given an overview of cultural archetypes (collectivist versus individualistic cultures) and explore the ways in which students are advantaged and disadvantaged for their cultural archetype. <i>Participants will dissect different behavioral scenarios</i></p>
	<p>Estimated time: 1 hour Date: Mar. 14, 2024</p>	<p><i>teasing out the differences between cultural behaviors and problem behaviors.</i> A culturally responsive strategy for how to address cultural behaviors in the classroom differently from problem behaviors will be shared and practiced.</p>

KCWP 6: Classroom Establishing Learning Culture and Environment

- Train the Trainer BELT Team Professional Learning
- Inaugural Wildcat Academy 2-day Professional Learning with selected BELT Team members by school Administrator's across NISD -Primary, Intermediate and High Schools. August 14th-15th
- Newport Independent School District (NISD) will ensure leadership capacity is built through the Building Level Equity Team (BELT) leadership teams at a minimum within our priority focus schools Targeted School Improvement (TSI), schools and that everyone in these school buildings are operating under a unified definition of cultural responsiveness.
- NISD will ensure that teachers within our intentional schools Targeted School Improvement (TSI), that classrooms are culturally responsive to all student needs.
- NISD will ensure that systems are in place that address culturally responsive teaching and learning being evidenced with the school classrooms through the curriculum and teaching and learning practices in their classrooms?
- NISD will cultivate healthy and safe learning environments where adult and student behaviors inspire all to learn.
Through intentional collaboration, planning, and implementation of Family and Community Engagement (FACE) & NISD will continue to provide effective communication to multiple stakeholders (e.g., teachers, staff members, parents, students, community partners) in full collaboration with the District Spokesperson using multiple platforms (e.g. NISD District webpages, social media, coordinated automated phone messaging in multiple languages, letters, billboards, public forums, school governance body meetings, professional learning and development sessions) to address barriers to learning and to assist with providing stakeholders a better understanding of what students should know and be able to do at home and in school.
- NISD BELT Team will collect immediate and just-in-time student feedback and will provide effective two-way communication with students to remove barriers that disrupt teaching and learning for all students.'

BELT Team NPS, NIS, & NHS participation Data-Session Survey's: (see link)

<https://docs.google.com/document/d/1Oev7fDi9CTEpPVE20czXR6FqRRJaU3QCq62BQX1bfvo/edit?usp=sharing>

New Teacher Induction, (NTI) (see link below)

New Teacher's throughout SY:23_24 had a total of seven District Wide Professional Learning sessions throughout the year. New Teachers were assigned a Mentor for support throughout the school year. Please see session topics as described in the link.

https://docs.google.com/document/d/1K63wr4t157qziz0_zxLL175wgsVX1gQd/edit

Recruitment & Retention Career Fair:

Provided potential candidates with the following:

- Candidate/Credentials NISD is looking for
- Promoting NISD & schools

- Brief outline of hiring process
- Mock interview sessions (drafted five questions for each school level)
- Follow up
- Sharing materials
- Provide position updates

Attended the following Education Career Fairs (see link)

Green River Regional Educational Cooperative, GRREC
Bowling Green, KY

GRREC Recruitment Link: (potential candidates)

https://docs.google.com/document/d/1GJjcwZBehfyDZreBYgRmL_kxS74ZnnddYW6j6GwSfalM/edit

Southwest Ohio & Northern Kentucky Link: (potential candidates)

<https://docs.google.com/document/d/1g1pd-RqLa4lh1MX4SlrZtEFXXaVI6OQD26Ht8CYoJBc/edit>

Mt. Healthy City Schools

Mt. Healthy City Schools Recruitment Link (potential candidates)

chrome-

extension://efaidnbnmnnibpcajpcglclefindmkaj/file:///Users/kbrown/Downloads/Mt.%20Healthy%20Recruitment%20List%20(Responses).pdf

Letter to Mt. Healthy City Schools

<https://docs.google.com/document/d/1JY7v1GDNfDbv-JRnEoohRB8FbGsc9Y3vrKk3F78eIvk/edit>

Respectfully submitted,

Darla R Payne

Chief Academic Officer

Katina Brown

Director of District Wide Services

