

Curriculum Department Report to the Board of Education
Curriculum Department Highlights
December 18, 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.

Director of District-wide Services

Building Equity Leadership Team(s): Being Responsive To Student Needs Survey Data Session V

As NISD continues to cultivate a culture of growth and capacity building, our BELT Team(s) is in year 2 of maximizing the capacity of leaders, teachers, and staff to provide high-quality learning experiences and opportunities by cultivating a culture of continuous improvement, collaboration, and professional learning while holding one another accountable to a growth mindset and a culture of equity and excellence.

BELT Team Professional Learning Sessions:
September 25, 2024 and November 20, 2024

Two Part Series:

Schools: NPS, NIS & NHS

Session Description:

Part 1: *In this session, participants will learn how we can turn student relationships into allyships. What types of observations are valuable to make about students?* What is culturally Responsive RTI or MTSS? How do we match our observations of students to what we have learned about culturally responsive teaching in order to meet student needs?

Participation Survey Data: 84 Responses

Job Assignment Location

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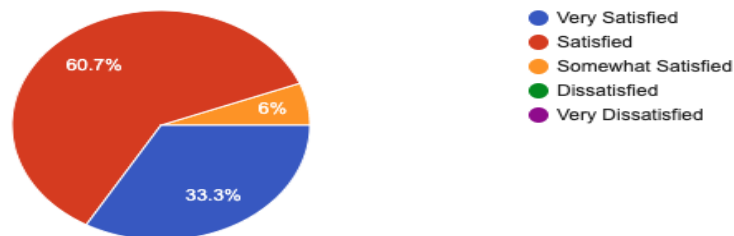
84 responses



Please indicate your overall satisfaction with today's presentation from the BELT team.

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84 responses



If you chose very satisfied or very dissatisfied above, please explain.

21 responses

Good examples

Great Info!

To the point and resources are provided.

It was interesting

Clearly explained the presentation.

I like them keep it short

The presentation was really great and I learned a lot.

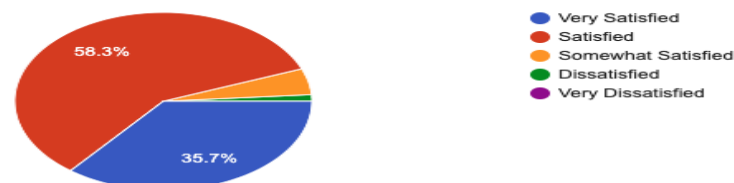
Good relevant information

Teamwork was apparent. Concise review. Attitude was positive, welcoming, and informative.

How would you rate the relevance of the activities and content presented?

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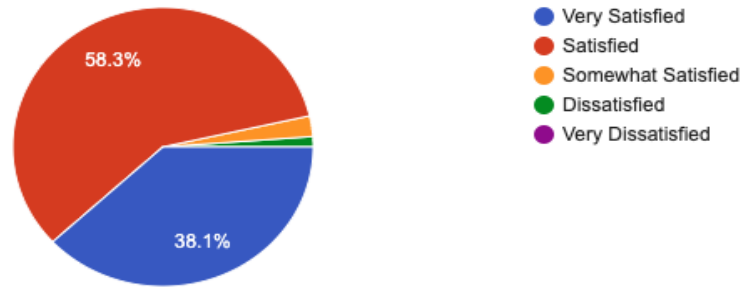
84 responses



How would you rate the quality of the content presentation?

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84 responses



Other Comments (plus/delta)

20 responses

N/A

Thank you.

Great job to everyone!

Great Job!

Love the resource for restorative practices.

none

I liked how short it was! We could have done more independent/group work on restorative practices to really drive the point home and give us something to practice on

Loved that it was quick and short to the point info was very helpful and very well organized

Other Comments (plus/delta)

20 responses

Plus: positivity

Humor, vibe was awesome!

.

I was a little surprised at the presenter's implicit bias in assuming teachers are all individualistic rather than collective.

Can we have a copy of the powerpoint?

The real-world situation of choosing a student and reflecting on how to create an allyship was impactful.

Thank. you!

relevant practices to use in the classroom

Great working definitions of relationship vs allyship - really made it clear that you can still love the students

and push them to do hard things.

Plus: Presenters were great and well spoken.

Delta: With using the same information and presentation from last year, I lost interest very quickly because I had already heard it.

NISD: District Wide Professional Learning

District Wide Services

Building Equity Leadership Team(s): Being Responsive To Student Needs Survey Data Session V

Schools: NPS, NIS & NHS

Session Description:

Part 2: In this session, participants will learn how we can turn student relationships into allyships. What types of observations are valuable to make about students? *What is culturally Responsive RTI or MTSS? How do we match our observations of students to what we have learned about culturally responsive teaching in order to meet student needs?*

Participation Survey Data: 60 Responses

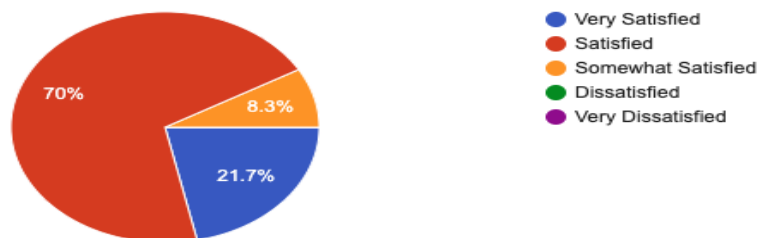
Job Assignment Location

59 responses

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Please indicate your overall satisfaction with today's presentation from the BELT team.

60 responses

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If you chose very satisfied or very dissatisfied above, please explain.

6 responses

Very informative and made me think about the teacher I am

Lots of good and motivating information

relevant to the challenges in our school

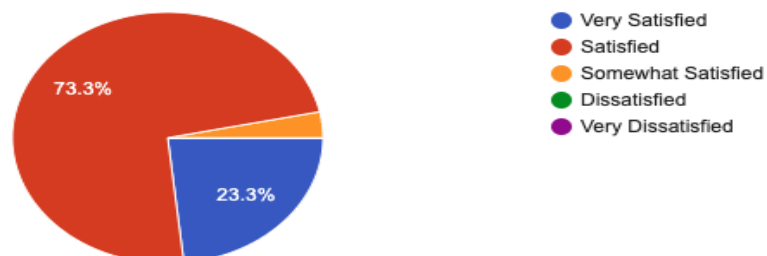
I made many connections into my current role from today's BELT session - so powerful!

Love the idea of positive affirmations and positive outlooks

I appreciate the research that was included in this presentation.

How would you rate the relevance of the activities and content presented?

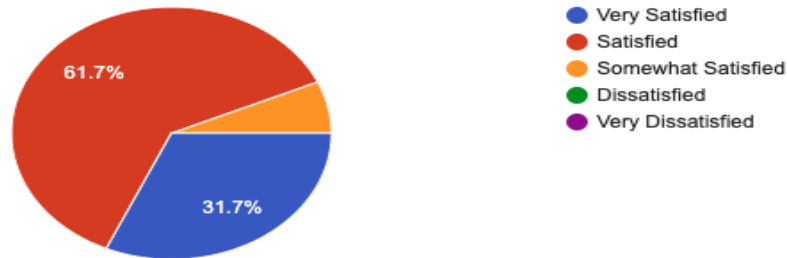
60 responses

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How would you rate the quality of the content presentation?

 Copy chart

60 responses



Other Comments (plus/delta)

8 responses

The warm demander.

Good information to remember and remind ourselves of

Really liked the warm demander chart.

Emily Kenner did outstanding.

The TEDxTalk was really helpful to make the information clear.

I enjoyed the video, but I was a psychology major so I like hearing about experiments.

plus - thinking more indepth about my own deficit based thinking and how to make changes personally and how this can relate to my classroom instruction

Thank you for the time, energy, and effort put forth in this presentation - from the conception to the delivery.

BELT Team(s) will continue with a final session scheduled on Feb. 26th 2025

Session Description: Establishing Alliance in the Learning Partnership

Professional Development: Instructional Practice Alignment

Summary of Professional Development on Practice 1 with Dr. Donyall Dickey and his team

As a reminder, our district remains steadfast in its commitment to implementing effective instructional practices that directly impact student outcomes. The professional development sessions with Dr. Donyall Dickey on Practice 1, *Alignment of Curriculum, Instruction, and Assessment*, exemplify this focus.

On November 21, 2024, NISD district leadership, school administrators, and instructional coaches participated in the professional development: Instructional Practice 1 Support: Composing and Leveraging Performance Based Objects. (formerly known as “Learning Targets”)

NISD had the opportunity to work with Educational Epiphany personnel to assess and strengthen participants' understanding of the transformational power of standards-informed, performance-based objectives and build participant capacity to:

1. generate appropriate learning objectives
2. critique content and grade-specific learning objectives
3. differentiate between and among flawed, content-driven, and performance-based objectives.

Participants learned the strategic use of Performance-based Objectives will increase positive student outcomes, as well as, support teachers' ability to design, deliver, and evaluate their instructional practices. This professional learning session was designed as a preview to what would be presented to teachers on December 2, 2024.

December 2, 2024

The professional development was delivered to both teachers and building administrators, ensuring a shared understanding and consistent implementation across all levels. Key components of the training included:

1. Deep Alignment: Participants explored strategies to ensure lesson plans and classroom instruction are tightly aligned with state standards and assessment criteria. This included the use of pacing guides, essential questions, and instructional exemplars.
2. Data-Driven Instruction: Dr. Dickey emphasized the importance of using student performance data to inform instructional decisions. Educators practiced analyzing data and identifying instructional gaps to tailor support for students effectively.
3. Collaborative Leadership: Building administrators received additional training on how to support teachers in implementing Practice 1 through instructional coaching, walkthroughs, and actionable feedback.

Feedback from participants highlighted the sessions' practical value, particularly the tools and resources provided for immediate classroom application. Teachers reported a clearer understanding of how to align their instructional practices, while administrators expressed confidence in coaching staff to improve instructional quality.

December 18th, 2025

NISD District, School Administration, Teachers, and Staff participated in the following professional learning(s): Instructional Practice 2 Support: Curriculum-Driven Opportunities to Teach and Assess General and Content -Specific Academic Language.

Educational Epiphany personnel introduced stakeholders to the immediate and lasting impact of teaching & assessing general and domain-specific academic language and best practices for seamlessly integrating the following research-based literacy supports “before” and “during” reading opportunities across grades and disciplines:

Domain-Specific Academic Language and Best Practices

1. Point of Use Annotation of Objectives
2. The Universal Language of Literacy
3. Greek and Latin Word Parts
4. The Four Types of Context Clues
5. Word and Definition Word Walls
6. Knowledge of High Frequency Words
7. Point of Use Annotation of Complex Texts/Bringing Students up to the Text

The next steps include follow-up coaching sessions and the development of accountability measures to monitor the fidelity of implementation. The district anticipates measurable improvements in student outcomes as these practices become embedded in daily instruction.

This professional development represents a significant step in equipping our educators with research-based strategies to ensure every student has access to high-quality, standards-aligned instruction.

Respectfully Submitted,

Katina Brown
Director of District-Wide Services

Darla Payne
Chief Academic Officer