

Tasks completed by Brittany and Kiley 2018-2019

Brittany: (So far this year)

- Curriculum Planning Council member: attend monthly meetings, present department updates, collaborate with colleagues to prepare for their presentations.
- Data Committee member: attend monthly meetings
- Teaching and Learning Committee member: attend monthly meetings and sub-committee meetings, follow through on various tasks and initiatives (for example administer staff survey for planning)
- School Leadership Team- Social Studies team leader: attend twice monthly meetings, communicate and organize department needs (ongoing).
- Advisory Committee- attend planning meetings, created and maintain the resource website and manage calendars
- New Teacher Induction Building Facilitator- lead monthly meetings, individual coaching and supports, coordinate observation days and professional development ongoing throughout the year.
- FOCUS team core member (student support team) designing supports and interventions with teachers. Meet weekly for planning, and then frequently with teacher teams to respond to need. Testing and observations provided as needed.
- School Staff Spirit Team- we do staff apparel and events to build community
- Coordinated the School-Wide Spelling Bee
- Designed (with Larissa Ragazzo) the school-wide book pacing and planning guides.
- Coordinate testing and data collection for 1200 students tri-annually for STAR through Renaissance Learning and the NH State Testing in the spring.
- Organize and share student STAR data at grade-level data meetings to plan RTI groups.
- Communicate with students and parents to support VLACS partnerships
- Meet and communicate with DHS teachers and leaders to collaborate- particularly Social Studies and Math departments.
- Collaborated to create a coordinated k-8 science scope and sequence, developed new curriculum guide for Science grades 5-8 aligned to NGSS, and researched comparable area schools for NGSS instructional support material options. Attended trainings on NGSS and disseminated information and techniques to science teachers.
- Supported Social Studies C3 progress. Continued PD activities for teachers individually and by grade level.
- Facilitated opportunity with Kiley Hemphill for collaboration between 5th grade middle school teachers and the three sending elementary schools. Ongoing planning to improve communication and transition for 4-5 progression in our system.
- Collaborate with building principal and leadership team to design and lead professional development for middle school staff through staff meetings and one-on-one support in areas such as learning objectives and depth of knowledge.
- Observation (non-evaluative), consultation and modeling for individual teachers: areas of individual support have included: student engagement techniques, differentiation for higher learners, accommodations for struggling students (sometimes also in coordination with SPED staff), behavior management strategies, parent communication needs.

- Designed professional development for middle school staff to support professional development enrichment opportunities in PCs. Attend PC's regularly to support development and increase communication.
 - Increase communication between staff and administration through building relationships and supports. Meet weekly with Principal Lyndes and frequently with Dean Dube to respond to needs and direction from them.
 - Developed individual math programming for students who are not on grade level but do not have Special Education identification. Support specific ongoing interventions for students.
 - Consulted on and/or designed curriculum updates for a variety of departments including Physical Education, Science, Social Studies, Language Arts, Computer/Study Skills and Math.
 - Other building needs: advisory group, cover classes for teachers to attend meetings or PD, plan assemblies, support field trips, student supervision duties, etc.
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Kiley

- worked with Brittany to develop a curriculum map template, to be used for all content areas. Goals:
 - increased consistency and communication, K-8
 - as a planning tool for instruction, focused on competencies & backwards planning (summative/formative)
 - create a tool that can be used for increased transparency with the greater community
- leading grade level math teams (one team per grade level):
 - shared and explained curriculum maps - competencies, unit objectives vs daily learning targets
 - used map to design performance tasks based on competencies
 - used map to align daily learning targets with CCSS, compiled supplemental instructional resources to support these learning targets
- leading grade level science teams (one team per grade level):
 - assembled team of teachers for each grade level, created "buy-in"
 - shared and explained curriculum maps - competencies, unit objectives vs. daily learning targets
 - used map to design and compile NGSS-aligned science units, including performance tasks for each Performance Expectation
- presenting workshops:
 - Project-Based Learning for WPS staff
 - NGSS presentation for all 1-4th grade teachers
 - math night for parents at HSS and at WPS
- modeling lessons for teachers:
 - 3 Act Tasks in 2nd grade
 - rekenreks in K
 - Number Talks in K, 3rd
 - Bar models in 3rd
 - math games in 1st, 3rd
 - angles in 4th

- supporting instruction:
 - send out weekly emails for each grade level with a "low floor, high ceiling" problem solving task, activity, game, or resource
 - meet with teachers to help plan for increased student voice and choice, support struggling students/high achieving students, align instruction to CCSS, share instructional strategies
 - work with individual students whom teachers have questions about
 - meet with intervention teachers, collect/maintain data on students
 - with Brittany, planned a day for 5th grade teachers to observe 4th grade teachers and engage in a focused discussion afterward
- supporting curriculum:
 - significant role in writing/revising new STEM curriculum
 - significant role in writing/revising new 3rd grade science unit
 - used curriculum map template (see above) to develop a map for each math unit, for each grade level as well as for each science unit for each grade level, to be used as a guiding document toward increased competency-based planning/instruction/assessment
- making connections:
 - UNH lending library - bringing Ozobots to WPS SOCC/Title 1 program
 - coding.org training - bringing coding to STEM
 - visiting other elementary schools - bringing new practices around math math "menus", play-based learning
 - UNH Cooperative Extension - bringing (hopefully!) inquiry-based PD to teachers
 - maintaining communication with the 3 building principals
- district level committee work:
 - Teaching and Learning Committee - with sub-committee, created a survey to assess the general knowledge of DOK in the district. Will use the results to plan future PD
 - Data Team - contributing to the conversation about the profile of a graduate and how we communicate our goals/successes as a district
 - Curriculum Planning Council - presented to the committee about the state of STEM as well as K-8 science in the district