



**DOVER SCHOOL
DISTRICT**

DOVER SCHOOL BOARD – AGENDA

Meeting Type:	Workshop #1
Meeting Location:	Room 306 (Media Center), McConnell Ctr.
Meeting Date:	Monday, March 25, 2019
Meeting Time:	6:00 pm

- A. CALL TO ORDER**
- B. ROLL CALL**
- C. PLEDGE OF ALLEGIANCE**
- D. CITIZENS' FORUM (Limited to Agenda Items Only)**
- E. CURRICULUM PRESENTATION**
- F. SCHOOL BOARD MATTERS OF INTEREST**
- G. ADJOURNMENT**

Curriculum Management Project Status Report

Project Title:	Competency-Based Education
For Period:	2018-2019
Submitted by:	Paula Glynn
Distribution:	Superintendent, School Board, Leadership Team

Overall Project Status:

Status Item	Current Status	Prior Status	Status Notes:
Academic Competencies	GREEN	YELLOW	Most content areas have completed work on standards and competencies. There are revisions to be made as the work is implemented.
Social Competencies	BLUE	RED	Two separate efforts are being made on social competency work. A Social Emotional Task Force has been working throughout the year to evaluate the districts' needs in terms of social emotional learning. They will be reporting out on their findings in May and will be making recommendations to the district for moving forward. This task force is focusing more on the social emotional needs that our learners are bringing to school. The Teaching and Learning Committee has been working on A Portrait of A Dover School District Graduate. This work, still in draft form, will be shared with you tonight. This work focuses more on soft skills that students will need to be successful in the workplace.
Curriculum and Instruction	YELLOW	YELLOW	We are beginning to see an instructional shift that focuses instructional practice on mastery of skills and knowledge rather than "getting through the curriculum." Students are more often being asked to solve real world problems and authentic challenges. This is happening in pockets and our challenge is to make it a more pervasive process.
Performance Assessments	BLUE	YELLOW	Performance-based assessment tasks are much more common in our curriculum than previously, particularly in math and science. We are also beginning to see them in social studies as we implement the C3 Framework. You will actually experience one later this evening which will demonstrate the depth of understanding needed to be successful.

Student Work Review	BLUE	YELLOW	Buildings needed to make time in their schedules for teams of teachers to come together to discuss student work. This is happening slowly. HSS is developing PLCs. DMS has developed PC's. DHS has big blocks of time for teams to meet together. WPS and GES have grade level meetings.
Grading	YELLOW	YELLOW	A Report card committee is forming this spring to overhaul the elementary report card. We have been waiting for two things to be in place which now has happened – a new SIS system and content areas to be ready. The elementary schools are now ready to take this on.

Next Steps:

- Communicating some of our major shifts with parents.
- Reporting System
- Following recommendations for Social Emotional Learning
- Working on instructional practice and performance tasks.

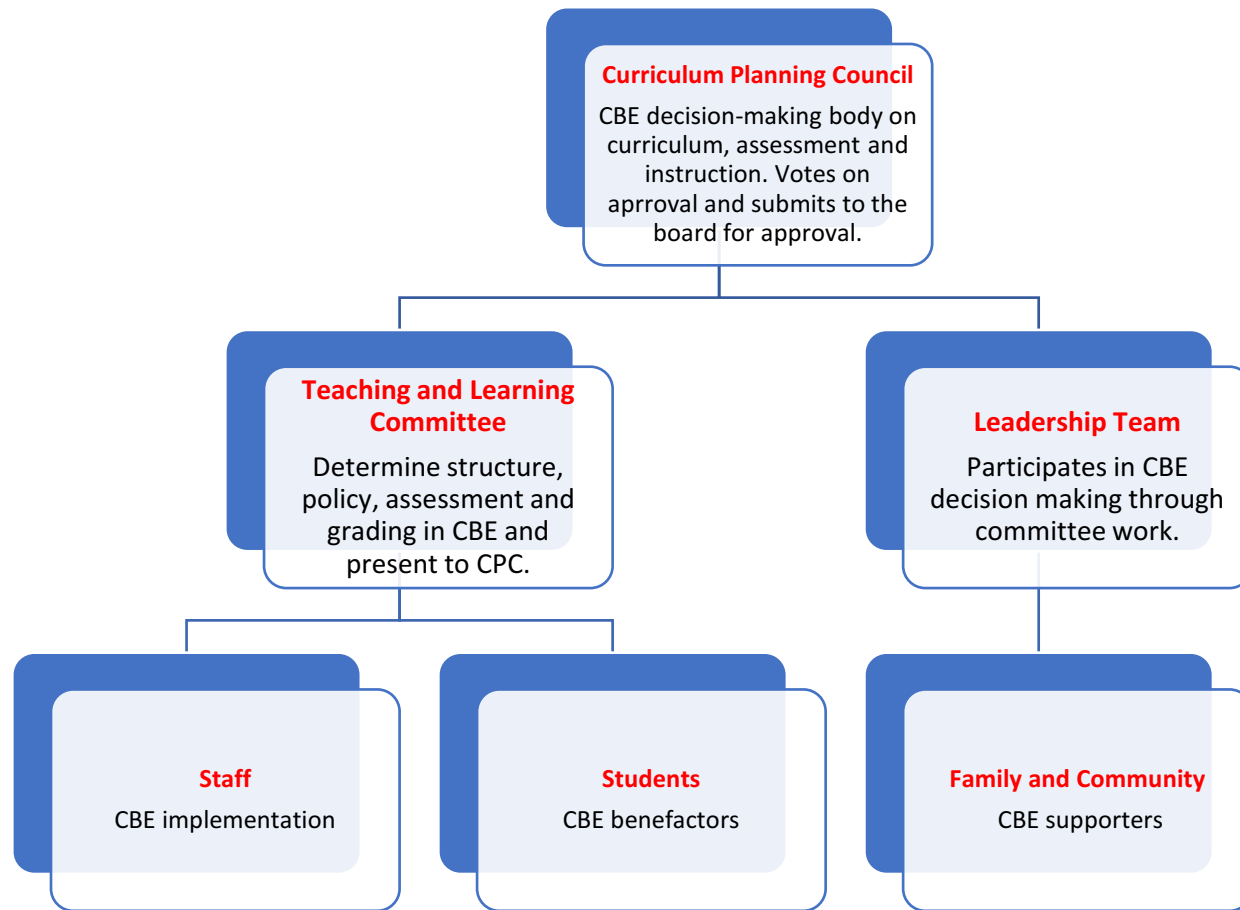
Key Risks that May Affect the Project:

- Time
- Capacity
- Growth mindset of staff
- Money

Key Issues that Currently Affect the Project:

- Time
- Capacity
- Growth mindset of staff
- Money

GREEN	Complete or close to completion.
BLUE	Work is ongoing and progressing as planned.
YELLOW	Work is just beginning or not yet started.
RED	Circumstances exist that prevent or make it unlikely to meet goals without changes to schedule, resources, and/or scope.



Curriculum Design, Development and Implementation
Dover School District
Revised November 3, 2016

Vision: To unite the Dover educational community in a collaborative, creative effort to ensure high performing schools.

Mission: To evaluate, approve and support the design and implementation of effective instruction and curriculum that ensures equitable access and success for all students.

The Curriculum Planning Council:

- Will function as a governing, voting board
- Will provide content area task forces with templates / support to complete curriculum design especially in the area of competencies
- Will vote on and approve curriculum, including competencies and materials/textbooks, to forward to the school board for adoption
- Will approve new course requests
- Will develop, implement and monitor protocols regarding curriculum and materials adoption and use
- Will expand membership to include more educators
- Will set up term limits for membership
- Will understand current board policies pertaining to curriculum and make policy change recommendations to the board

Content Area Task Forces (academic coordinators, literacy facilitators, math facilitators and special education coordinators are required members of content area task forces) **and Building**

Administrators:

- Will ensure curriculum work is guided by mission and vision statements (including specific content mission and vision)
- Will align curriculum to appropriate standards
- Will ensure that curriculum and assessments are competency based
- Will ensure that chosen/created instructional materials are aligned to district curriculum, age appropriate, accessible to all students and reflective of the pluralistic nature of American society
- Will design effective assessment tools
- Will analyze the impact/results of curriculum initiatives and instructional materials through use of data, including student work
- Will identify necessary revisions and modifications
- Will identify budget needs
- Will identify professional development needs
- Will prepare presentations for the curriculum council and school board

Dover School District Curriculum Approval Criteria

			EVIDENCE
Criteria # 1	Non-Negotiable STANDARDS:	a. The curriculum aligns with district, state and national standards.	☐ Yes ☐ No
Criteria # 2	Non-Negotiable COMPETENCIES:	a. Competencies for the course are fully developed and include explicit measurable, transferable learning objectives that empower students. b. Competencies emphasize application and development of important skills. c. Competencies allow for student choice in learning outcomes.	☐ Yes ☐ No ☐ Yes ☐ No ☐ Yes ☐ No
Criteria # 3	Non-Negotiable INSTRUCTIONAL OBJECTIVES:	a. Instructional objectives are stated clearly in terms of standards and learning targets.	☐ Yes ☐ No
Criteria # 4	Non-Negotiable RESEARCHED BASED:	a. The curriculum is researched based. b. The curriculum supports best practice models.	☐ Yes ☐ No ☐ Yes ☐ No
Criteria # 5	Non-Negotiable EXPECTATION OF LEARNING:	a. The curriculum facilitates learning and understanding. b. The curriculum takes a developmentally appropriate approach to student learning, allowing students to learn at their own pace. c. The curriculum focuses on supporting students in meeting their maximum potential.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Criteria # 6	Non-Negotiable STUDENT INTERACTION AND COLLABORATION:	a. The curriculum materials contain effective, authentic and engaging activities. b. The curriculum focuses on developing 21 st century skills.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Criteria # 7	CONTENT:	a. The curriculum contains appropriate content that is relevant to the diverse abilities and needs of the students. b. Curriculum materials allow teachers the freedom to offer students choice when learning. c. The curriculum is accessible and geared towards culturally and linguistically diverse students. Materials are available to support all learning needs.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Criteria # 8	KEY CONCEPTS:	a. The curriculum concentrates on developing big ideas, essential questions, and key concepts, allowing for depth of knowledge, higher order thinking skills and inquiry around big ideas. b. Focus is on mastery of skills and knowledge more than "getting through the curriculum."	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Criteria # 9	PEDAGOGY:	a. The curriculum emphasizes the exploration of questions, rather than the learning of answers. The curriculum stresses less recitation and encourages student inquiry, problem solving and constructivist teaching. b. Classroom instruction reflects a student driven learning environment. c. Students are asked to solve real world and authentic challenges when appropriate.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Criteria # 10	<u>ASSESSMENT:</u>	a. The curriculum supports valid and varied assessments, including formative, summative, performance based and traditional assessments. Assessments are created using Depth of Knowledge 3-4 to assess competency. b. Assessments focus on a variety of tasks that address	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
		multiple modalities. c. Students are required to apply their understanding, knowledge and skills for summative assessments. Students are allowed to design their own presentation of competency.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Criteria # 11	<u>ADDITIONAL RESOURCES:</u>	a. The curriculum includes supplemental or parallel resources that supplement, enhance or augment the concepts within the content and meet all criteria for the National Instruction Materials Access Center. The b. additional resources also support multiple modalities.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Criteria # 12	<u>INTERDISCIPLINARY CONNECTIONS AND COHERENCE:</u>	a. The materials encourage interdisciplinary connections by integrating big ideas and essential questions or skills and processes across disciplines. There is coherence across subject matter domains and grade levels.	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Dover School District Teacher Competency Based Education Map

Competency based education - Teacher will be able to create and manage a learning system that:

- **Focuses on the learner** as an individual. The teacher supports each student develop skills at his/her own pace, collaborate with others, collect evidence of learning, and become a successful lifelong learner.
- **Establishes well-defined learning outcomes.** The teacher creates, manages, and aligns sets of competencies to standards, learning resources, assessments, and rubrics, with analytics to track performance.
- **Differentiates.** Teacher recognizes and adjusts to meet the needs of individual learners. Student choice, 21st century instructional skills and instructional practices, and performance assessments are critical components of differentiation. Differentiation is multi-faceted and applies to learner support, communications, and interventions, as well as learning processes.

Standards for Teachers	Academic Competencies	Social Competencies	Curriculum and Instruction	Performance Assessments	Student Work Review	Grading
	Develop competencies for every course that I teach that are aligned to the appropriate standards. Write competencies that include explicit measurable, transferable learning objectives that empower students. Track individual student course competencies and report to students and parents. The learning outcomes of my course competencies emphasize application and development of important skills and dispositions.	Measure all school identified social competencies in all my courses for all my students. Report on social competencies to students and parents. Identify social competencies for performance assessments and collect evidence on how those practices impacted the quality of the product.	Give student choice in their learning and student products. Instruct students in a student driven learning environment. Focus instructional practice on mastery of skills and knowledge rather than “getting through the curriculum.” Ask my students to solve real world problems and authentic challenges. Use curriculum materials and resources that offer my students choice when learning. Make sure leveled reading materials are available.	Give students choice in performance-based assessment tasks. Create assessments using Depth of Knowledge (3-4) to assess competency. Create summative assessments (performance assessments) in which students are required to apply their understanding, knowledge and skills. Allow students to design their own presentation of competency. Give students the opportunity to relearn material and reassess. Use progressions to monitor student learning.	Find time with my team weekly to review student work. Review student work with my team and then use the results of that discussion to make changes in my instructional practices and my assessment practices.	Create grading practices that are aligned with competency-based learning. Separate work/study practices reporting from academic competency reporting.

K-12 Content Five Year Plan
(worksheet for approval criteria)

Working Draft!!!!

May 4, 2017

Black = Completed and rolled out to all staff

Blue = Work being done only by AC's, Literacy Facilitators, Math Facilitators

Red = Future Goals

Yellow = Resources Needed

Orange = Resources needed but funding unavailable

Topic	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Appropriate Standards Unpacked and Aligned					
Competencies - Write/revise Course Competencies are fully developed and include explicit measurable, transferable learning objectives that empower students and are aligned to appropriate standards					
Review Impact/Results of Current Curriculum and materials • Student data • Strengths • Weaknesses • How well do materials support the					

delivery of the curriculum? • How well do curriculum and materials meets all Curriculum Approval Criteria • Technology needs and integration					
Comprehensive curriculum design – identify necessary revisions, modifications and new material needs • Review and selection of materials • Meets all Curriculum Approval Criteria • Technology Integration					
Assessment tools Design • Formative • Performance Tasks • Summative					
Professional Development Detail specific PD needs as well as you can					
Budget Needs Create and submit a detailed budget of prioritized needs					
Identify Current Phase in Curriculum Cycle					

K-12 Content Five Year Plan
Visual Performing Arts
(worksheet for approval criteria)
April 5, 2018

Black = Completed and rolled out to all staff

Blue = Work being done only by AC's, Literacy Facilitators, Math Facilitators

Red = Future Goals

Yellow = Resources Needed

Orange = Resources needed but funding unavailable

Topic	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Appropriate Standards Unpacked and Aligned	K-12 Core Arts Standards are unpacked, working on vertical alignment. Resources to facilitate K-12 collaboration.	Vertical alignment is complete K-12	Review standard alignment		
Competencies - Write/revise Course Competencies are fully developed and include explicit measurable, transferable learning objectives that empower students and are aligned to appropriate standards	Overarching K-12 competencies completed (2014). Performing Ensembles (4-12) have aligned standards to competencies. (2017). K-4 music is completed and has begun to implement.	Integrate Social Competencies to VPA. To facilitate a workshop that focuses on CB Assessments K-12. Either a guest or in-house facilitator. Further break down competencies for 5-8.	District K-12 Visual Arts teachers are working on Inquiry projects (action research) that are based on CB Assessments. Review and update competencies as needed.	Continuing with assessment work.	Continuing with assessment work.

	Curriculum Maps are complete for Visual Arts & K-3, Middle School still needs to complete. Our next Visual Arts focus will be working on competency-based assessment. Teachers work on CB assessments.				
Review Impact/Results of Current Curriculum and materials • Student data • Strengths • Weaknesses • How well do materials support the delivery of the curriculum? • How well do curriculum and materials meets all Curriculum Approval Criteria • Technology needs and integration	Performing Arts staff completed <i>Opportunity to Learn</i> inventory (NAfME) (2017) With the update to the Interior Design Curriculum and adding a future digital media class, new computers will be needed. Elementary music equipped with (old) SmartBoard technology. Develop a developmentally appropriate, collaborative performance	Digital Media Arts approved and added to the 2019-2020 Program of Studies. 2 computers needed in 4 art rooms. 10 additional MacBooks needed to replace “old” Macs. Update instrument inventory. Identify repair/replacement needs. Provide authentic performance experiences to audiences K-12. Technology	Digital Media Arts Class implemented. 2 more computers needed, so there are 4 Apple Desktops in each art room. F.T music teacher at DHS for further growth and accountability.	Update of software for the Digital Media Arts.	Update of software for the Digital Media Arts.

	calendar. Identified areas of growth in assessment for performance ensembles ie. digital portfolios, DHS staffing. Identified need for supplemental K-4 interactive whiteboard materials.	Need time to research appropriate Digital Portfolio Platforms. Apple Desktops Retina 5K Display 3.5GHz Processor 1TB Storage QTY (2 for each art room) 8 X \$1,999.00=\$15,992 Adobe Creative Suite License for Apple Computers at \$25 a student for a total of 25 students = \$625 * CTC is ordering 100 licenses for a bulk price, this would be the art department share of this cost. Research possible vehicles for digital portfolios K-12.			
Comprehensive curriculum design – identify necessary revisions, modifications and new material needs - Review and selection of materials - Meets all Curriculum	Using any available school Ipads as a tool for drawing and editing portfolios for all grades levels. Identified areas of	Using any available school Ipads as a tool for drawing and editing portfolios for all grades levels. Provide authentic	Adding to number of Ipads. Grow possible	Adding to number of Ipads.	Ipad mobile lab available for all art classes at each school.

Approval Criteria • Technology Integration	growth in assessment for performance ensembles ie. digital portfolios, DHS staffing. Plan to provide authentic performance experiences for all students K-12.	performance experiences for all students K-12.	collaborations with local and professional arts organizations.		
Assessment tools Design • Formative • Performance Tasks • Summative	Met K-12 on assessment strategies for music performing ensembles. Facilitate work on performance task design K-4. Create an online bank of assessments strategies and performance tasks.	Research possible vehicles for digital portfolios K-12. Technology to support digital portfolio creation. Additional Music faculty to support documentation of student growth.			
Professional Development Detail specific PD needs as well as you can	Time to meet as a vertical VPA team.	Time to work as VPA as well as content specific. Time to create performance tasks.	Work as VPA group to integrate new technology. Work as a VPA group to align assessments.	Work as VPA group to integrate new technology.	

		Memberships to state and national professional organizations opens up PD opportunities (workshops, conferences, webinars, publications). CB Assessment Some Visual Arts teachers attend the NAEA conference in Boston, MA.			
Budget Needs Create and submit a detailed budget of prioritized needs		** see attached for High School Epson Projector for Middle School Art Room <u>PowerLite 675W WXGA 3LCD Presentation Display</u> \$1,190.00 Full Time Music Teacher at DHS	Start building Ipad mobile art labs for all schools \$650 for each ipad	Continue building Ipad mobile art labs for all schools \$650 for each ipad	Ipad mobile art labs for all schools
Identify Current Phase in Curriculum Cycle		Phase One			

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- **Focuses on the learner** as an individual. The teacher supports each student develop skills at his/her own pace, collaborate with others, collect evidence of learning, and become a successful lifelong learner.
- **Establishes well-defined learning outcomes.** The teacher creates, manages, and aligns sets of competencies to standards, learning resources, assessments, and rubrics, with analytics to track performance.
- **Differentiates.** Teacher recognizes and adjusts to meet the needs of individual learners. Student choice, 21st century instructional skills and instructional practices, and performance assessments are critical components of differentiation. Differentiation is multi-faceted and applies to learner support, communications, and interventions, as well as learning processes.

Standards	Academic Competencies and Standards	Social Competencies	Curriculum and Instruction	Performance Assessments	Grading	Student Work Review
Marshall Domains 1. Planning and Preparation for Learning 2. Delivery of Instruction 3. Classroom Management 4. Monitoring, Assessment, and Follow-Up 5. Family and Community Outreach	I can develop competencies for every course that I teach. I can write competencies that include explicit measurable, transferable learning objectives that empower students. I can track individual student course competencies and report to students and parents.	I can measure all school identified social competencies in all my courses for all my students. I can report on social competencies to students and parents. I can identify social competencies for performance assessments and collect evidence on how those practices impacted	I can give student choice in their learning and student products. I can instruct students in a student driven learning environment. I can focus my instructional practice on mastery of skills and knowledge rather than "getting	I can give students choice in performance based assessment tasks. I can create assessments using DOK (3-4) to assess competency. I can create summative assessments (performance assessments) in which students are required to apply their understanding, knowledge and skills.	I can create grading practices that are aligned with competency-based learning. I can separate work/study practices reporting from academic competency reporting.	I can find time with my team weekly to review student work. I can review student work with my team and then use the results of that discussion to make changes in my instructional practices and my assessment practices.

6. Professional Responsibilities 7. Inquiry Project Rubric	The learning outcomes of my course competencies emphasize application and development of important skills and dispositions.	the quality of the product.	through the curriculum.” I can ask my students to solve real world problems and authentic challenges. I can use curriculum materials and resources that offer my students choice when learning. I can make sure leveled reading materials are available to my students in all areas.	I can allow students to design their own presentation of competency. I can give students the opportunity to relearn material and reassess. I can use progressions to monitor student learning.		
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DOVER SCHOOL DISTRICT COURSE CURRICULUM MAP

Grade:

Course:

Competencies:

Core Standard Addressed <i>A student will be able to:</i>	Essential Questions	I Can Statements (grade specific)	Instructional Strategies	Assessment/Performance Activities <i>Student will demonstrate skill by:</i>	Additional Teacher Resources and Notes

Dover High School (DHS) Course Curriculum Map

Course Name: Health Education

Teachers: A.Lee & E.Goodman

State Standard (CCSS, NGSS, or NH Grade Level Expectations)	DHS Competencies (essential concepts, skills)	Essential Questions and/or Unit Objectives	Instructional Strategies (include 21 st Century skills and best practices)	Assessments
*Health Standards (HS) are based on the NH state curriculum guidelines adopted by the National Health Education Standards <u>Students will...</u> HS1: comprehend concepts related to health promotion and disease prevention. HS2: demonstrate the ability to access valid health information and health-promoting products and services. HS3: demonstrate the ability to practice health-enhancing behaviors and reduce health risks. HS4: analyze the influence of culture, media, technology, and other factors on health. HS5: demonstrate the ability to use interpersonal communication skills to enhance health.	<i>Knowledge & Comprehension:</i> <i>HS-1,6,7</i> 1.Students will describe, analyze, and synthesize the definition of wellness, common healthy lifestyle characteristics, and personal practices in these areas. <i>Application:</i> <i>HS-1,5,</i> 2.Students will demonstrate the ability to use interpersonal communication to enhance personal health and advocate for personal, family, and community health concerns. <i>Analysis/Synthesis:</i> <i>HS-1,2,4,7</i> 3.Students will access valid information and services while analyzing impact of family, peers, culture, and media in	<i>Personal Health and Health Skills</i> <i>Enduring Understanding</i> Students will understand that personal wellness is dependent upon applying health-related concepts and skills in everyday lifestyle behaviors. <i>Essential Questions</i> What is personal health? What are some factors that can influence my personal health? What are the consequences (especially unforeseen) to my choices in terms of wellness? <i>Mental Health</i> <i>Enduring Understanding</i> Students will understand that lifelong personal well-being is achieved through responsible actions based on healthy attitudes, behaviors and choices.	-Class discussions (small group, large groups) -Brain storming -Simulations -Investigation -Situation analysis -Relative articles -Debate -Story Telling -Professional community members (guest speakers) -Collaborative projects -Compare and contrast perspectives	<i>*Assessments continue to change based off the needs of the students but ultimately are in a variety of the following</i> Pre/post assessments: Pre assessments helps drive the focus for the concept or change the concept to be more student centered. Exit tickets: Are used to help drive the next lesson. For health they are often used as a mini quiz to help promote the reflective practices. Reflections Writing Prompts: generated to assist in student thought processing and freedom

HS6: demonstrate the ability to use goal-setting and decision-making skills to enhance health. HS7: demonstrate the ability to advocate for personal, family, and community health.	influencing personal health behaviors. <i>Evaluation:</i> <i>HS-1,2,3</i> 4.Students will recognize concepts related to health promotion and disease prevention to enhance health. <u>Health Education Skills:</u> ● Accessing valid information and resources ● Self-Management ● Analyzing Influences ● Decision Making ● Interpersonal Communication ● Goal Setting ● Advocacy	<i><u>Essential Questions</u></i> What does it mean to be mentally healthy? What factors in my life affect my mental health? Should the perception and treatment of mental illness be any different from physical illness? How can I eliminate some of the social stigma associated with mental illness? What resources are available for me in school and the community for mental health? <i><u>Nutrition</u></i> <i><u>Enduring Understanding</u></i> Students will understand that healthy eating is important for proper growth and development and can prevent diseases. <i><u>Essential Questions</u></i> Why do we eat? Where can I access valid nutrition information? How can I benefit from making healthful food choices?		to express how they feel or think. Written exam: Based off of skills gained throughout the concept learned. Projects: various projects focusing on the concept being taught Portfolio: Summative assessment addressing the competency statements and reflecting on what was learned throughout the class specific to each student.
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		<i>Drugs and Decision Making</i> <u><i>Enduring Understanding</i></u> Students will understand that the use of legal and illegal substances can negatively impact their health. <u><i>Essential Questions</i></u> How do legal and illegal drugs impact my life? How can I promote a drug-free lifestyle? Why do I want a drug free lifestyle? <i>Human Sexuality:</i> <u><i>Enduring Understanding</i></u> Students will understand that sexual health is a decision that has to be made responsibly. <u><i>Essential Questions</i></u> What are some consequences of sexual activity? Where can I access valid information about growth and sexual health? What role does gender play in society? What does a healthy relationship look like?		
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2018-2019 Calendar of Task Force Reports to CPC – 3:30 to 5:00

<u>Thursday, September 6, 2018</u> <u>Review of summer work</u>	<u>Thursday, October 4, 2018</u> <u>PE/Health/Wellness – K-12</u> <u>Peter Wotton</u>	<u>Thursday, November 1, 2018</u> <u>CTC 9-12 Report</u> <u>Lisa Danley</u>
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<u>Thursday, December 6, 2018</u> <u>STEM</u> <u>Report on the rollout of new curriculum</u> <u>Phase One</u> <u>Kiley Hemphill</u> <u>Presentation of proposed new classes for 2019-2020</u> <u>DHS</u> <u>Emily Sherman</u>	<u>Thursday, January 10, 2019</u> <u>Science K-4</u> <u>Report on progress in creating new curriculum</u> <u>Phase One – Kiley Hemphill</u> <u>Science 5-8</u> <u>Report on progress in creating new curriculum</u> <u>Phase One -Brittany Granfield</u> <u>Science 9-12</u> <u>Report on current status of curriculum</u> <u>Phase One – Emily Sherman</u>	<u>Thursday, February 7, 2019</u> <u>Social Studies 5-8</u> <u>Report on progress with the C3 Framework</u> <u>Phase One -Brittany Granfield</u> <u>Social Studies 9-12</u> <u>Report on progress with the C3 Framework</u> <u>Phase One -Emily Sherman</u>
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<u>Thursday, March 7, 2019</u> <u>Language Arts K-8</u> <u>Phase One -Jackie Tromba, Deb Nary, Brittany Granfield</u> <u>Language Arts 9-12</u> <u>Emily Sherman</u>	<u>Thursday, April 4, 2019</u> <u>Math K-8</u> <u>Phase One but Quickly Moving to Phase Two</u> <u>Kiley Hemphill, Brittany Granfield</u> <u>Math 9-12</u> <u>Phase One</u> <u>Emily Sherman</u>	<u>Thursday, May 2, 2019</u> <u>SEL Task Force Report – Travis Bickford</u> <u>Guidance K-12 - Sally Thorn</u>
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<u>Thursday, June 6, 2019</u> <u>Year in Review</u>
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Dover School District Curriculum Development Cycle – 2018-2019

The Dover School District curriculum development cycle has four phases. At times these phases may move quickly, slowly, overlap, or even reverse, depending on the needs of students and/or the curriculum area. Student performance data, consideration of best practice research, and professional development are used to inform the work that will occur in each phase.

The phase that each curriculum area is in will be determined by the CPC in conjunction with AC's and Literacy and Math facilitators at Curriculum Planning Council meetings. Each curriculum area will meet with the Curriculum Planning Council every year.

Phase One – Research, Analysis and Unpacking

- Unpack standards and develop competencies and essential questions
- Analyze strengths and weaknesses of current curriculum
- Determine what parts need to be revised, upgraded, eliminated
- Research materials and strategies to fill in gaps
- Check in with the Curriculum Planning Council

Phase Two – Curriculum Development, Professional Training and Resource Allocation

- Develop assessments – formative, summative, and performance based using curriculum map and backwards design
- Develop instructional strategies using curriculum map and backwards design
- Identify, select and purchase needed curriculum materials
- Determine needed professional development
- Present to the Curriculum Planning Council

Phase Three – Professional Training and Implementation

- Arrange and provide needed professional development
- Begin implementation of curriculum
- Check in with the Curriculum Planning Council

Phase Four – Refinement and Evaluation

- Ongoing cycle of monitoring, revising, evaluating
- Check in with the Curriculum Planning Council

School Year 2018-2019	Phase 1	Phase 2 \$\$\$\$\$	Phase 3 \$\$	Phase 4	NA
September					
October	Physical Education K-12				
November					CTC
December			STEM K-4		
January	Science 5-12		Science K-4		
February					
March	Literacy 5-12	Literacy K-4			
April					
May					
June					

Still to be seen this year: Social Studies, Math , SEL task force

Curriculum Planning Council
2018-2019 Content Area Status Report
March 25, 2019

Content Area	Standards	Competencies	Instructional strategies and lessons	Assessment	Curriculum Materials Review	Curriculum Materials Revision	Professional Development	Budget Needs	Phase in Curriculum Cycle
Social Studies	Waiting on new K-12 standards from the state. Should be available this spring.	Waiting on state for K-12 social studies competencies. Should be available this spring.	Lessons being created 5-12 using the 3C inquiry framework.	Formative and summative assessments being created as part of the 3C framework efforts.	Not yet	We know now that more chrome-books are needed to be successful with the 3C framework.	5-12 receiving ongoing PD from Craig Perrier, SS consultant. Need to start the process with K-4.	Money for technology an immediate need	Phase One
Content Area	Standards	Competencies	Instructional strategies and lessons	Assessment	Curriculum Materials Review	Curriculum Materials Revision	Professional Development	Budget Needs	Phase in Curriculum Cycle
World Language 7-12	Syllabi complete and published for all WL courses. The 5C's - Communication, Cultures, Connections, Comparisons, and Communities (standards of the American Council of Teachers of Foreign Language) are being written currently.	Competencies written for all 3 languages (Latin, French and Spanish.) These documents align the 5C's and are written with visual progressions from level I to Level IV honors. Curriculum maps for all 3 languages need to be completed.	Textbook series No mention of performance tasks or PBL.	Common summative assessments For all courses at all levels given twice a year. Formative assessments used in most classrooms to inform instruction. All 3 languages offer the national exams for students which ranks students	Each language has a comprehensive textbook series that aligns with the standards and competencies.	All textbooks need to be updated for technology integration. Online version for each available but not yet purchased. New text program for each language identified. Devices needed.	PD time to complete curriculum maps for all units for all courses.	Chromebooks for students Online licenses for textbooks	Phase One

				nationally and internationally. Exemplar performance tasks and rubrics will be developed.					
Content Area	Standards	Competencies	Instructional strategies and lessons	Assessment	Curriculum Materials Review	Curriculum Materials Revision	Professional Development	Budget Needs	Phase in Curriculum Cycle
Literacy K-4	K-4 Reading and writing lessons for all units are aligned to the CCSS.	Competencies for K-4 literacy written by the state. Members of the district elementary literacy team are creating curriculum maps for each of the 6 literacy domains.	Lessons completely written, vetted and revised through DGR and DGW. Some revisions have been made. Strategies include: - Read Aloud - Shared Reading - Guided Reading - Independent Reading - Writing Aloud - Shared Writing - Interactive Writing - Independent Writing	- PALS (k-1) - STAR Screener - Benchmark Reading Assessment - Words Their Way - High Frequency Words - Writing Rubrics created not yet used No performance tasks have yet been written.	Survey distributed to teachers to ascertain strengths and weaknesses of the DGR/DGW curriculum. DELT team determined word study was a real area of weakness and needed to be strengthened. Current student reading materials need replacing and upgrading.	A sequential word study program – Foundations. Upgrade to DGR/DGW – Fountas and Pinnell Classroom System	Foundations FP Benchmark Reading assessments calibration Writing – organization, expectation and support	Money for Foundations and FP	Phase Two

			Word Study						
Literacy 5-8	CCSS standards completely unpacked by teachers and aligned to 5-8 units.	State level competencies shared with teachers. State level competencies split between grade level spans. (i.e. narrative writing in 5th and 7th, expository writing in 6th and 8th) Teachers need to unpack competencies and develop rubrics to measure student understanding. Need to revise literacy curriculum maps to include essential questions, instructional strategies and performance tasks.	Text-based resources available PBL training and SS/Science cross-curricular developments Limited intervention opportunity Freedom to create own lessons based on student need.	Create performance tasks and assessments Create central location with summative rubrics for each competency and standard Develop PBL opportunities for each competency	Textbook materials are all CCSS aligned for all grades Journeys – gr.5 Collections 6-8 Common Core Coach – 5-8 Teacher freedom to create lessons to meet student need. Weaknesses – lack of technology Lack of Common rubrics	Connecting current materials to competencies. Need to work on more integration with SS and science. Performance based tasks	PD and time around looking at student work PD around assessing competencies PBL Time for teachers to work together	Software to track student progress with standards and competencies. Journeys and Collections online materials 1:1 devices Money for classroom libraries	Phase One

Content Area	Standards	Competencies	Instructional strategies and lessons	Assessment	Curriculum Materials Review	Curriculum Materials Revision	Professional Development	Budget Needs	Phase in Curriculum Cycle
Science K-4 and STEM	Standards unpacked and aligned NGSS to curriculum this academic year.	Science competencies assigned by the state. K-4 and STEM have written all new lessons to align the standards, competencies and curriculum.	Inquiry based PBL Performance Tasks	Performance Assessments have been created to support new curriculum SAS	All new curriculum has been written by the teachers for K-4 and STEM.	Materials are being purchased to support new curriculum.	PD on NGSSX PBL Performance tasks and assessment Writing science units and lessons	Ongoing money for materials, books and technology devices	Phase Three
Science 5-8	5 th , 7 th and 8 th grades unpacked and aligned NGSS to curriculum this academic year. Yet to be done with 6 th grade	Competencies assigned by the state. 5 th , 7 th and 8 th grades are in the process of writing all new lessons to align the standards, competencies and curriculum. 6 th just beginning to do the work.	Inquiry based PBL Performance Tasks	Performance Assessments being created to support new curriculum SAS	N/A: re-writing all new curriculum 5 th , 7 th , and 8 th in process 6 th just beginning	Materials need to be purchased to support new curriculum. Mystery Science has been purchased for 5-8	PD on NGSSX PBL Performance tasks and assessment Writing science units and lessons	Money for materials, content resources, and technology devices	Phase One
Science 9-12	Physics and Chemistry - in process of incorporating NGSS; uses cross-cutting concepts and skills	Physics – Almost all done Biology – done but undergoing adjustments Earth Science – 70% done Chemistry – 100% done	Claim-Evidence-Reasoning	Formative – used primarily by biology (10%) Performance tasks used by bio, physics and chem	All courses – statistical analysis: item analysis to common exams	Junior science symposium initiative	Performance assessments	Classroom technology Vernier labware	Phase One

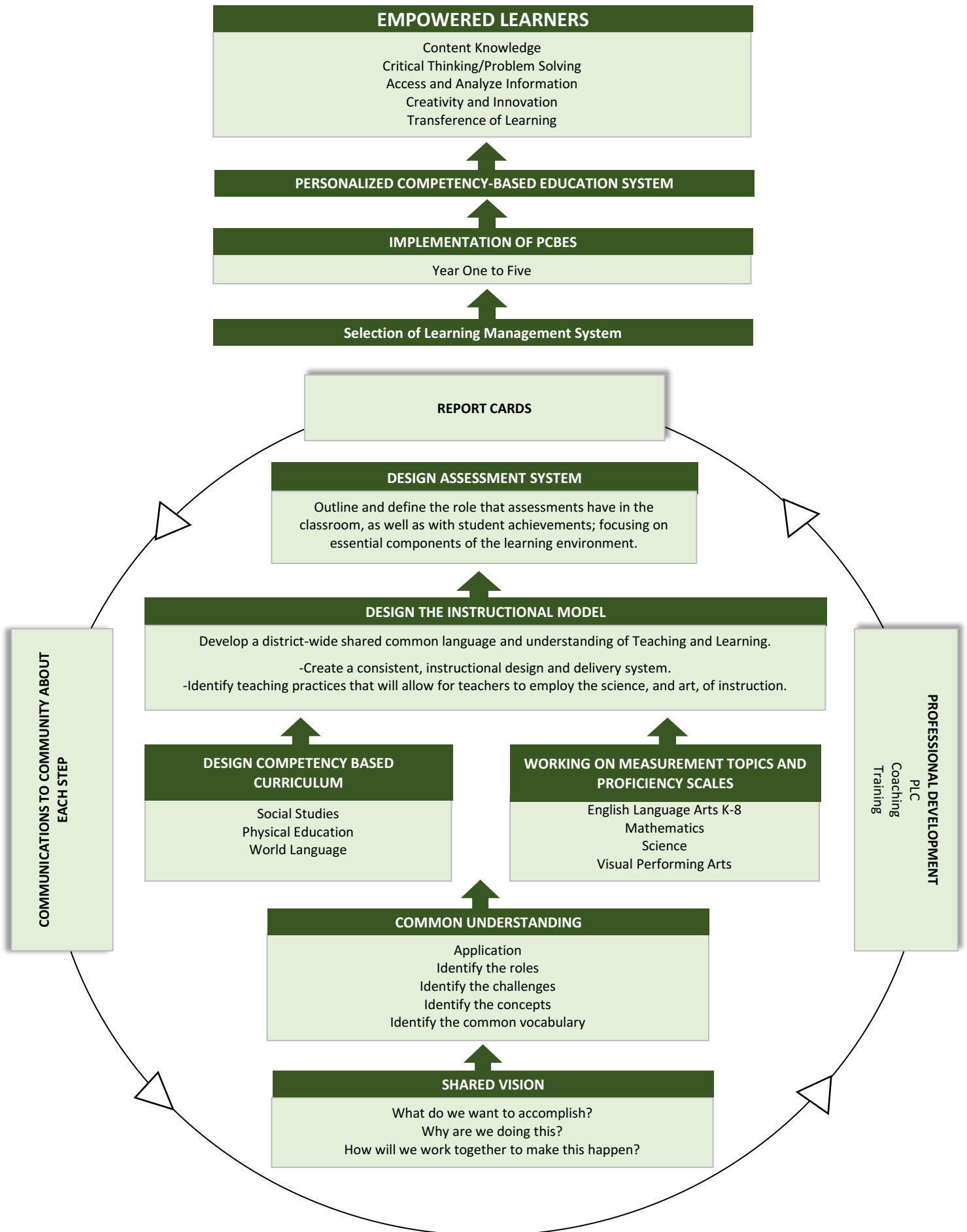
	Biology - full infusion of NGSS Earth Sci – 50% NGSS			Summative assessments used by all but not all are standards or competency selected criteria.	Biology – reassessment initiative				
Content Area	Standards	Competencies	Instructional strategies and lessons	Assessment	Curriculum Materials Review	Curriculum Materials Revision	Professional Development	Budget Needs	Phase in Curriculum Cycle
VPA K-12	K-12 core arts standards are unpacked. Working on vertical alignment.	Overarching K-12 competencies completed. Performing ensembles have aligned standards to competencies. K-4 music is completed and has begun to implement. Curriculum maps are complete for Visual Arts for DHS and K-3. Middle School still needs to complete.	Authentic performing experiences	Met K-12 on assessment strategies for music performing ensembles Facilitate work on performance task design K-4 Create an online bank of assessments and strategies and performance tasks	Performing arts staff completed <i>Opportunity to Learn</i> inventory (NAfME) Elementary music equipped with old SmartBoard technology Develop a developmentally appropriate, collaborative performance calendar Identified areas of growth in assessment for performance	Using any available school ipads as a tool for drawing and editing portfolios for all grade levels Identified areas of growth in assessment for performance ensembles ie. Digital portfolios, DHS staffing	Time to meet as a vertical team.	K-12 digital portfolio with student access and video/audio capabilities K-4 GamePlan visuals and digital resources Art Great need for Technology K-12 (list provided)	Phase One but very close to phase two

					ensembles ie. Digital portfolios, DHS staffing				
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Content Area	Standards	Competencies	Instructional strategies and lessons	Assessment	Curriculum Materials Review	Curriculum Materials Revision	Professional Development	Budget Needs	
Math K-4	CCSS Unpacked and aligned with Math in Focus Curriculum	State level math competencies revised as needed for Dover.	K-4 Instructional resource – Math in Focus	Performance tasks have been created for every unit in K-4 and materials have been supplied.	Materials have undergone a comprehensive review and areas of weakness have been identified.	Supplemental materials have been added to address areas of weakness	Kiley Hemphill has worked with grade levels K-4 in half day segments multiple times throughout the year. They have been working on project-based learning and creating performance assessments. Ongoing professional development for program	Technology Time to meet Supplemental materials	Phase Three

							implementa- tion		
Math 5-8	CCSS Unpacked and aligned with Math in Focus Curriculum	State level math competencies and process barriers shared with teachers and staff. State level math competencies revised as needed for Dover. Curriculum guides with learning targets, learning objectives and course competencies created and shared in a central location using technology.	5–8 Instructional resource – Math in Focus Lessons being developed using a PBL model K-8. More work to be completed.	Rubrics and Assessments being created to go with PBL units.	Math in Focus – primary curriculum resource Number Worlds – primary intervention resource Working on collecting data to determine which competencies are best met by MIF	Determine what the gaps are in MIF and how we are going to fill them in. Decide if we need workbooks vs. online resources. More technology	Work on project-based learning and creating performance assessments. More time is needed for this endeavor.	Technology Time to meet Supplemental materials	Phase One but quickly approaching Phase Two at the 5-8 level.
Math 9-12	CCSS aligned with all curriculum maps for college prep courses. Syllabi complete and published for all DHS mathematics courses.	Updated competencies for all DHS mathematics courses. Completed curriculum maps for all college prep level courses. Need to complete for all DHS	Exemplar performance tasks and rubrics being designed as samples.	Common summative assessments for all courses given twice a year. STAR data for general level freshmen and sophomores SAT results for all juniors	Algebra 1, Geometry and Algebra 2 textbooks aligned to CCSS and online. (including honors courses) Pre-calculus, statistics	Update all textbooks to include technology integration and CCSS alignment.	PD time this year primarily spent on NEASC visit. Need time to develop new units with performance tasks and rubrics. PD time to complete	Smartboards for all classrooms Replace calculus books with updated online version aligned to CCSS. SIS to track student competencies.	Phase One

		mathematics courses (general and honors) and for new units in college prep courses.		AP exams Working on developing sample performance assessments and rubrics on what meeting the competency looks like.	Aligned to CCSS and rigorous but no technology component. AP calculus – need new books with online component		curriculum maps for all units for all courses.	Need to maintain online licenses for all textbooks. Maintain plan to replace annually a portion of the graphing/scientific calculators.	
Content Area	Standards	Competencies	Instructional strategies and lessons	Assessment	Curriculum Materials Review	Curriculum Materials Revision	Professional Development	Budget Needs	Phase in Curriculum Cycle
Physical Education K-12	SHAPE National Standards	SHAPE National Standards Identified psychomotor, affective and cognitive overarching Physical Education competencies.	-Modeling -Student practice -Visual and auditory cues -Critical thinking -Making judgements and decisions -Problem solving	-Performance task -Visual assessment -Student reflection	Curriculum materials and equipment somewhat outdated	Vertical alignment K-12	Time to work on curriculum and together. Visits to other districts	Technology that supports movement.	Phase One



Competency-Based Education in Dover, NH

Why is our district transitioning to Competency-Based Education?

The Dover School District is transitioning to Competency-Based Education (CBE) to allow educators to honor every child's unique learning process, thus empowering all learners to succeed in an evolving workplace and world.

Competency-Based Education is a system that addresses the diverse needs of all students. CBE ensures all students reach mastery of content and skills at their own pace. In a CBE system, there is no penalty for relearning. Making mistakes is regarded as an opportunity for growth.

Competency-Based Education allows students voice and choice in creating their own pathways for learning. The system enables students to achieve greater understanding through relevant application and assessment of learning.

In a Competency-Based Education system, students strengthen skills highly valued by the workplace such as creativity, collaboration, communication and critical thinking. Students develop ownership of their learning which in turn fosters investment in school and deeper understanding, encourages perseverance, risk taking, and learning from mistakes.

Competency-Based Education supports the Dover School District's mission of working collaboratively to empower all learners to become dynamic global citizens.

School Leadership



With what confidence can we guarantee that graduates are ready for the challenges of 21st-century life, work, and citizenship? For years I have worked with district leaders to help principals, teacher coaches, and so many other educators build credibility, coherence, and community around their education transformation efforts. District leaders must manage a myriad of priorities, and I often tell them that the best first step they can take to ensure our students' success in life, work, and citizenship is to develop and adopt a graduate profile.

The Graduate Profile as True North

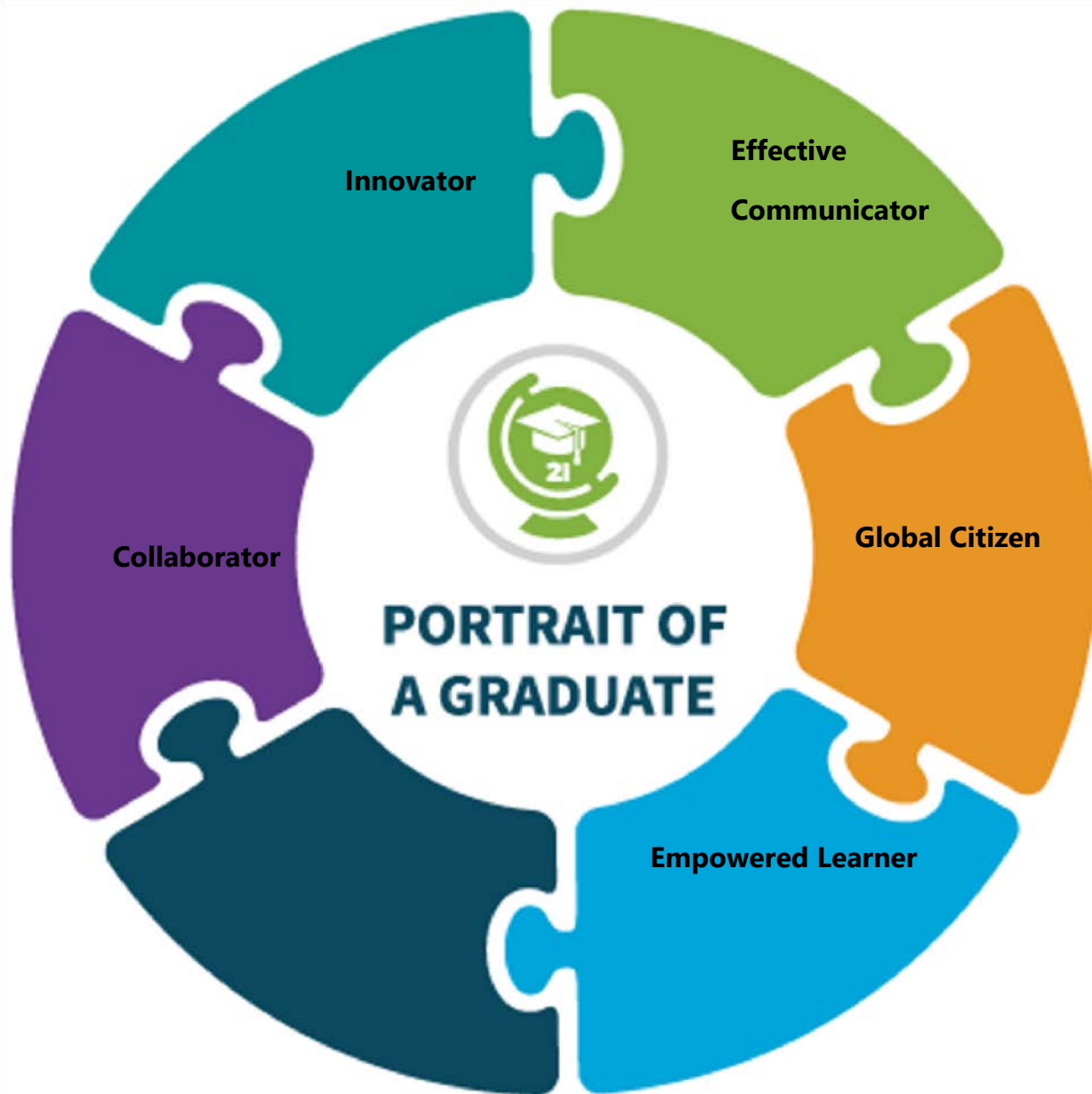
Unlike a mission or vision statement, a graduate profile is a document that a school or district uses to specify the cognitive, personal, and interpersonal competencies that students should have when they graduate. Co-created with input from key stakeholders, this profile is a clear visualization of priority goals for teaching and learning that can be easily communicated to students, parents, faculty, and staff to align their collective efforts. Until you identify and prioritize these competencies for your school or district, you won't have a shared vision of your destination.

Emily Sherman

Principal |

e.sherman@dover.k12.nh.us

This sketch of my Portrait of a Graduate is for sharing in ongoing community conversation as one part of our school system's development process.



Emily Sherman

e.sherman@dover.k12.nh.us

Principal |

Innovator	Student: ❖ Collects, assesses and analyzes relevant information. ❖ Thinks flexibly. ❖ Synthesizes from multiple disciplines. ❖ Identifies, defines and solves authentic problems. ❖ Evaluates information critically and competently. ❖ Reflects critically on learning experiences, processes and solutions. ❖ Knows how to protect legal, financial, and personal digital information.
Effective Communicator	Student: ❖ Speaks and writes clearly. ❖ Listens actively. ❖ Adapts communication to the needs of an audience.
Global Citizenship	Student: ❖ Seeks cultural understanding and shows empathy. ❖ Respects diversity of opinions. ❖ Participates in the democratic process and impacts the community responsibly. ❖ Understands the local and global implications of civic decisions. ❖ Develops and maintains a responsible and ethical digital footprint. ❖
Empowered Learner	Student: ❖ Demonstrates competency in academic skills. ❖ Persists through difficulties. ❖ Uses creativity to challenge ideas. ❖ Assumes responsibility of learning for professional and personal fulfillment. ❖ Understands the benefits and risks of using technology. ❖ Approaches challenges with a growth mindset.
Collaborator	Student: ❖ Works effectively and respectfully with diverse teams. ❖ Gives and receives feedback. ❖ Assumes shared responsibility for collaborative work, values individual contributions made by each team member, and owns team outcomes. ❖ Peacefully resolves conflict.

A Dover Graduate.....

Demonstrates Personal Responsibility

- ❖ Approaches challenges with a growth mindset.
- ❖ Persists through difficulties
- ❖ Assumes responsibility of learning for professional and personal fulfillment.
- ❖ Gives and receives feedback.
- ❖ Develops and maintains a responsible and ethical digital footprint.
- ❖ Participates in the democratic process and impacts the community responsibly.

Demonstrates Academic Skills and Critical Thinking

- ❖ Speaks and writes clearly.
- ❖ Collects, assesses and analyzes relevant information.
- ❖ Synthesizes from multiple disciplines.
- ❖ Knows how to protect legal, financial, and personal digital information.
- ❖ Thinks flexibly
- ❖ Synthesizes from multiple disciplines.
- ❖ Identifies, defines and solves authentic problems.
- ❖ Evaluates information critically and competently.
- ❖ Reflects critically on learning experiences, processes and solutions.
- ❖ Understands the local and global implications of civic decisions.
- ❖ Uses creativity to challenge ideas.

Demonstrates the Ability to Get Along with Everyone

- ❖ Listens actively.
- ❖ Adapts communication to the needs of an audience.
- ❖ Seeks cultural understanding and shows empathy.
- ❖ Respects diversity of opinions.
- ❖ Works effectively and respectfully with diverse teams.
- ❖ Assumes shared responsibility for collaborative work, values individual contributions made by each team member, and owns team outcomes.
- ❖ Peacefully resolves conflict.



DOVER SCHOOL DISTRICT

EMPOWERING ALL LEARNERS!

Teaching and Learning Committee Sub-Committees Targets 2018-2019

Committee Directive: Create a blueprint for implementing a system of competency-based learning in the Dover School District.

Mission Statement: To unite the Dover educational community in working collaboratively to create a system of competency-based learning to empower all learners to become dynamic global citizens.

Vision Statement: The Dover educational community is working collaboratively in a system of competency-based learning to empower all learners to become dynamic global citizens.

Future Teaching and Learning Committee Practices

- To base the development of Dover School District's Competency-Based Learning Model on research and/or evidence-based effective practices.
- To represent student voice, identify a seventh and eighth grade student to serve on the Teaching and Learning Community.
- To represent student voice, Identify a student from the grade span 9-10 and a student from the grade span 11-12 to serve on the Teaching and Learning Committee.
- To represent parent and community voice, identify four parents and/or community members to serve on the Teaching and Learning Community.

Philosophy Sub-Committee

MEMBERS: Bill, Linda, Nancy, Leighann, Beth

The sub-committee will be responsible for the development of the following targets

- Identify practices that will assist in developing a growth mindset pertaining to the development and implementation of Dover School District's Competency-Based Learning Model.
- Define the core values of diversity, opportunity, voice, engagement, and rigor that will frame the development, implementation, and instructional decisions and practices related to Dover School District's Competency-Based Learning Model. Consult the following resources in the development of the definitions:
 - Nellie Mae



DOVER SCHOOL DISTRICT

EMPOWERING ALL LEARNERS!

- Visioning Committee
 - NEASC
 - Dover Listens
 - Strategic Plan Input
-
- How do we infuse the core values and live them every day?

Planning Sub-Committee

MEMBERS: Tom, Lindsay, Fran, Christine, Deb

The sub-committee will be responsible for the development of the following targets:

- Design a decision-making process to guide the development and implementation of competency-based education.
 - In the design of the process, identify who does what.
 - In the design of the process, identify who/what bodies will make ultimate decisions.
- Identify the following pertaining to the development and implementation of the Dover School District's competency-based education.
 - Inventory of who is implementing CBE
 - Identify the capacity of the Dover School District for competency-based learning
 - Identify the strategic pieces related to the development and implementation of the Dover School District's Competency-Based Learning Model.
 - Determine the pacing of the development and implementation of the Dover School District's Competency-Based Learning Model.
 - Identify the order of operations for the development and implementation of the Dover School District's Competency-Based Learning Model.
 - Identify how to measure teacher competency with the competency-based learning.
 - Determine what information we share with the community and when.

Structure Sub Committee

MEMBERS: Emily, Kate, Kim, Patrick, Patty, Jackie



DOVER SCHOOL DISTRICT

EMPOWERING ALL LEARNERS!

The sub-committee will be responsible for the development of the following targets:

- Design of Professional Learning Community Model to sustain the implementation and continual improvement of the Dover School District's Competency-Based Learning Model.
- Identify how school schedules can support Competency-Based Learning Model.
- Identify how academic and SEL competencies will be integrated into the Dover School District's Competency-Based Learning Model.
- Identify a data system to support the Dover School District's Competency-Based Learning Model inclusive of but not limited to:
 - The tracking of student progress;
 - Identifying how we will know we are successful
 - Identify where all documents will be housed.
 - Other.

Practice Sub-Committee

MEMBERS: Paula, Sara, Kiley, Roseanna, Brittany,

- Investigate the current level of practice and the future direction in implementing the following practices within the Dover School District's Competency-Based Learning Model:
 - Formative Instructional Practices
 - Depth of Knowledge (DOK)
 - Assessment
 - Reporting
- Develop district wide common language around DOK, instruction and assessment.
- Develop a district wide collective understanding around DOK, instructional practices and assessment.
- Develop a PD plan for district wide staff.

Philosophy sub-committee

As a Dover learning community, we believe that students from all backgrounds, nationalities, ethnicities, races and sexes have the same potential for success. We also believe in, and celebrate, the individual differences young people bring to an educational environment; learners vary in the pace at which they learn, in the subjects and topics they find interesting, and the types of materials that they find engaging. We believe in the principles of restorative justice as a way to build a community and an academic culture. We believe that education can be the most powerful mechanism of social change.

We also hold a set of beliefs around key partners in the educational process; namely, teachers and families. We believe that we must position teachers for success with sufficient support, time, tools, and learning opportunities. We believe that parents and guardians are critical partners in ensuring each student's success.

To accomplish this, we will use a competency-based education system that allows student voice and choice, and strengthens their creativity, collaboration, communication, and critical thinking.

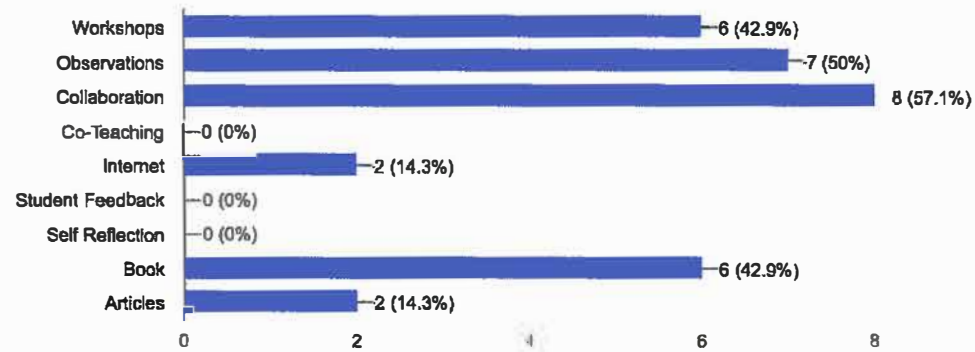
	Competency Based Education Terms Dover, NH
TERM	DEFINITION
Academic Competency	A model where students advance when they demonstrate mastery of a collection of standards. Standard – The breakdown of competencies which describe the content and skills students are required to know and perform. • Learning Targets (k-4) – I Can Statements that address content standards and objectives designed for a particular grade level. The learning targets define specifically what students should know and be able to do at the end of instruction written in <u>student friendly language</u>. • Instructional Objectives (5-8) – The knowledge and skills you want students to be able to demonstrate by the end of instruction. • Unit Objectives (9-12) – The unit objectives describe the knowledge, attitudes, and skills that a learner should be able to demonstrate following instruction.
Essential Question	Universal question that frames learning throughout a unit, typically exploring timeless and philosophical matters. Examples: How have humans impacted the earth? How does art inspire life? How do we know when a solution is correct?
Academic Achievement	Academic Achievement - The extent to which a student has accomplished personal short-term and long-term goals by demonstrating learning that is characterized by a high degree of academic rigor and the ability to transfer knowledge and skills. Academic Rigor - Quality of being extremely thorough, exhaustive and accurate in reflective thought, analysis, problem-solving, evaluation and/or creativity. Transferability – Ability to apply knowledge and skills in novel situations. Bloom's Taxonomy - Developed by Benjamin Bloom to classify levels of learning; described as creating, evaluating, analyzing, applying, understanding, and remembering. Webb's Depth of Knowledge (DOK) - Developed by Norman Webb et al to describe four depths of knowledge: Recall, Skill/Concept, Strategic Thinking, Extended Thinking.

Project Based Learning	<u>Project Based Learning</u> - A teaching method in which students gain knowledge and skills by working to investigate and respond to an authentic, engaging, and complex question, problem, or challenge. The project would act as the primary instructional method as opposed to only a final assessment.
Assessment	<u>Formative Assessments</u> – Provide students with ongoing feedback that can be used by teachers to inform instruction and by students to improve their learning. <u>Summative Assessments</u> – Used to evaluate student learning at the end of an instructional unit by comparing it against standards. Formative assessments are <i>for</i> learning. Summative assessments are <i>of</i> learning.
Performance Assessment	A student's demonstration of learned knowledge and skills. Performance assessment is designed: • To require transferability and academic rigor. • To measure a student's ability to directly demonstrate competence • Is scored using established criteria for acceptable demonstration
21st Century Skills	Creativity and Innovation • Critical Thinking and Problem Solving • Communication • Collaboration Information Literacy • Media Literacy • ICT (Information, Communications and Technology) Literacy Flexibility and Adaptability • Initiative and Self-Direction • Social and Cross-Cultural Skills • Productivity and Accountability • Leadership and Responsibility
Social Competency	Behavioral qualities or habits of mind that students need to be successful in college, career, and life: communication, creativity, collaboration, self-direction

Horne Street Elementary School Data

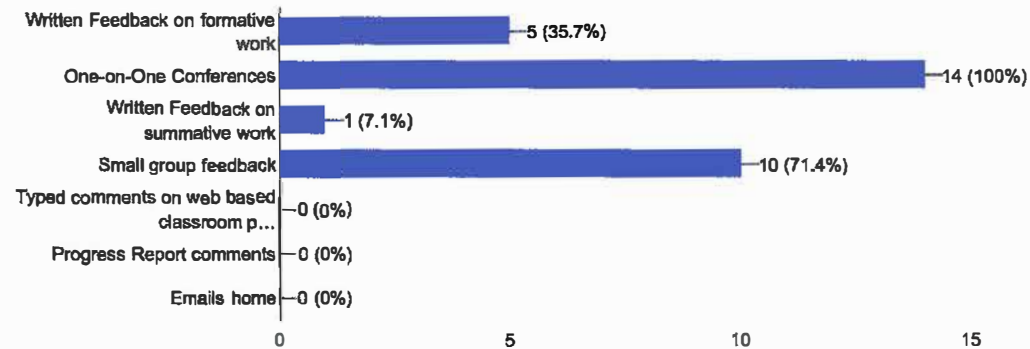
What is your best resource for improving your instructional practice?

14 responses



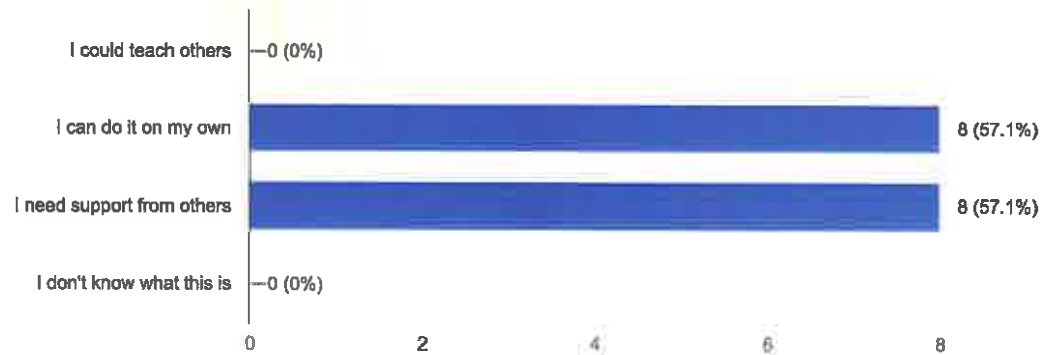
List ways you have given feedback individually to students in the past month.

14 responses



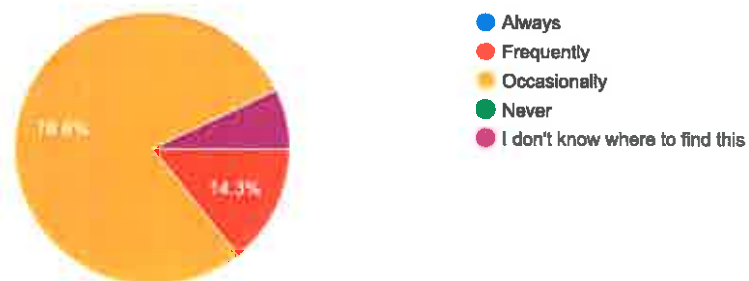
How confident are you with designing lessons that reach a higher depth of knowledge?

14 responses



In the past month, how often have you referenced the DOK rubrics?

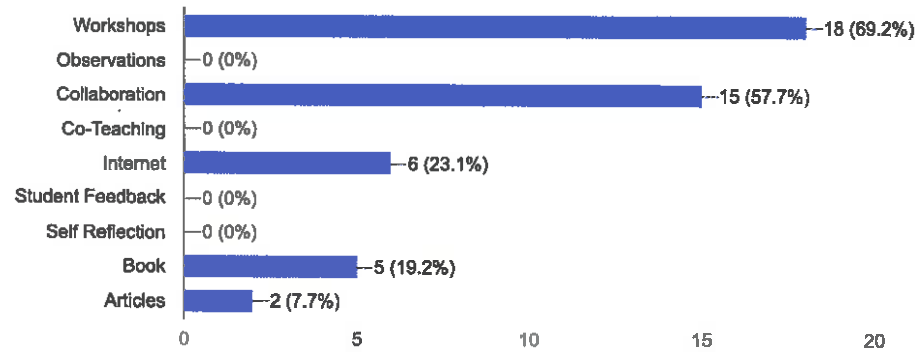
14 responses



Garrison Elementary School Data

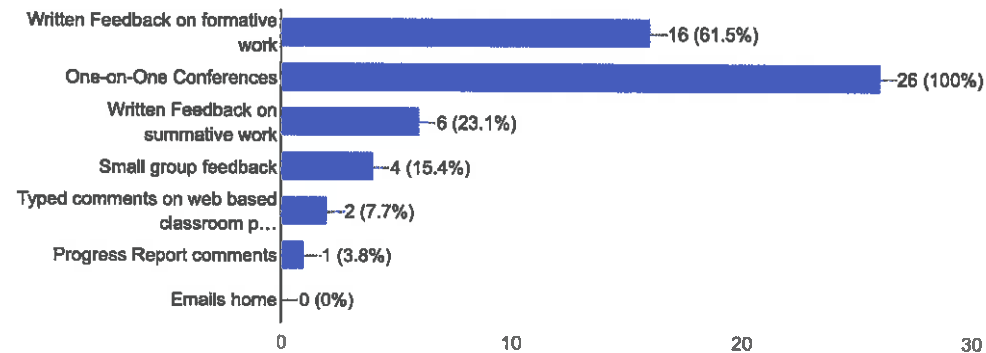
What is your best resource for improving your instructional practice?

26 responses



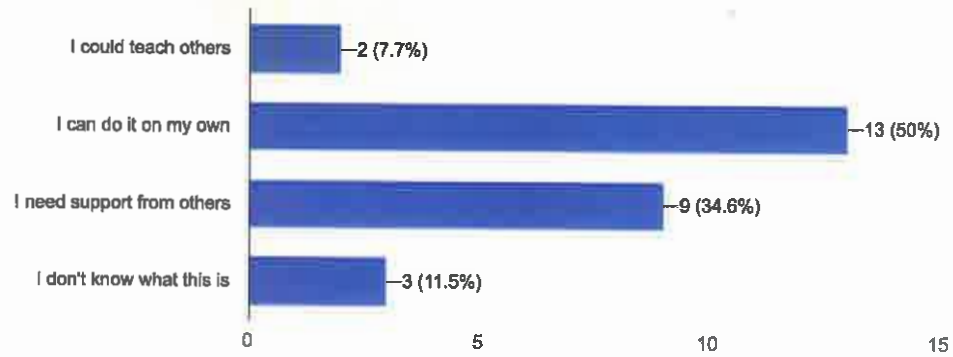
List ways you have given feedback individually to students in the past month.

26 responses



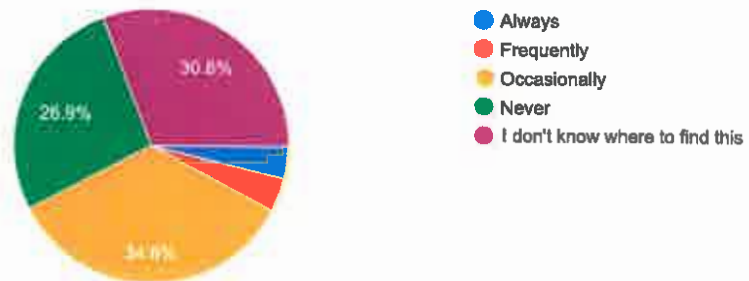
How confident are you with designing lessons that reach a higher depth of knowledge?

26 responses



In the past month, how often have you referenced the DOK rubrics?

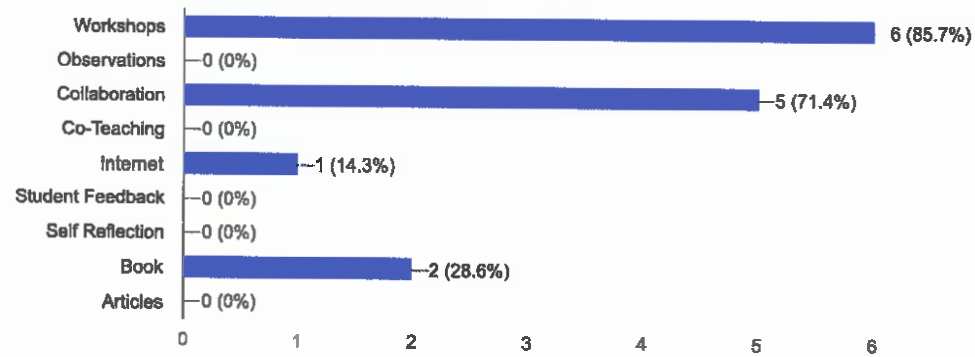
26 responses



Woodman Park Elementary

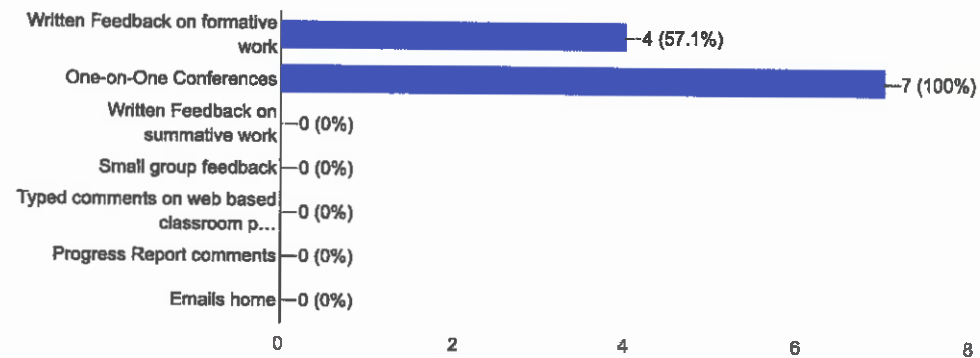
What is your best resource for improving your instructional practice?

7 responses



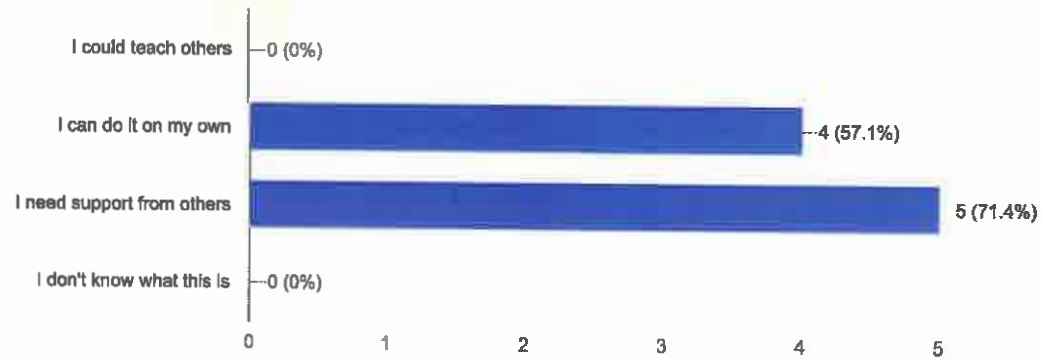
List ways you have given feedback individually to students in the past month.

7 responses



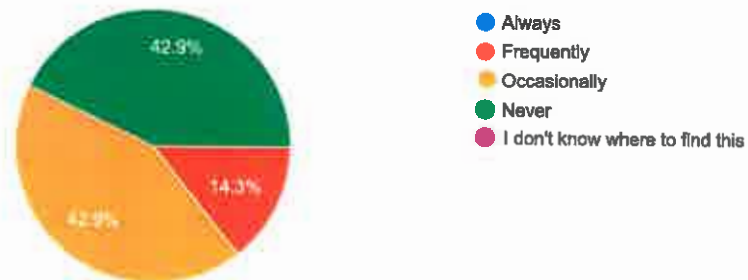
How confident are you with designing lessons that reach a higher depth of knowledge?

7 responses



In the past month, how often have you referenced the DOK rubrics?

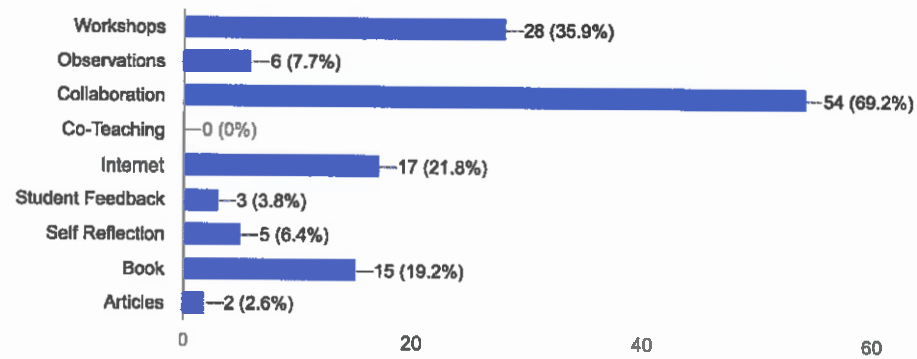
7 responses



Middle School Data

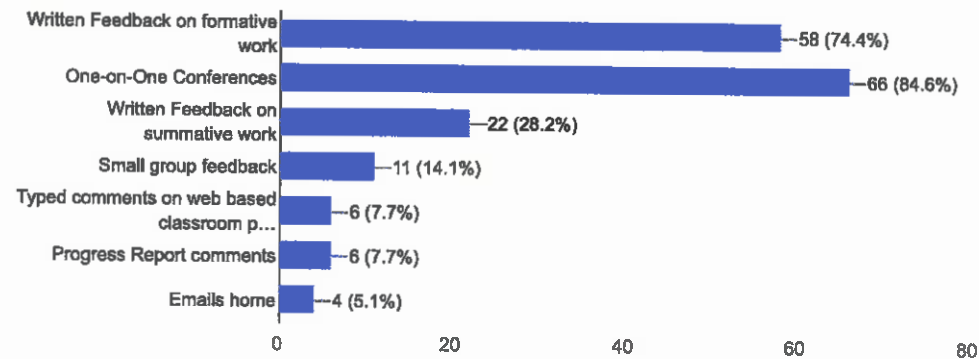
What is your best resource for improving your instructional practice?

78 responses



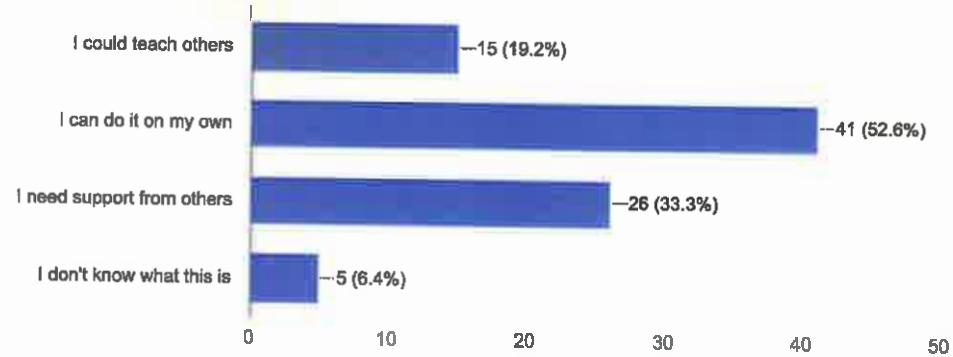
List ways you have given feedback individually to students in the past month.

78 responses



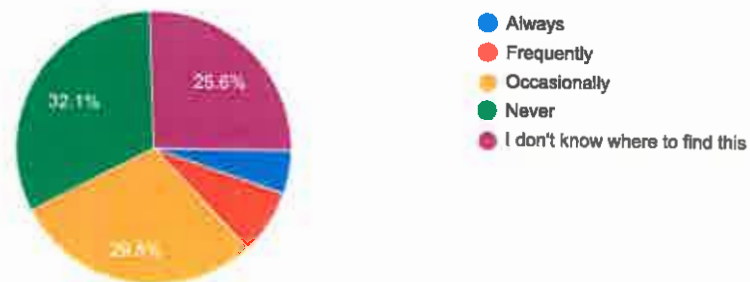
How confident are you with designing lessons that reach a higher depth of knowledge?

78 responses



In the past month, how often have you referenced the DOK rubrics?

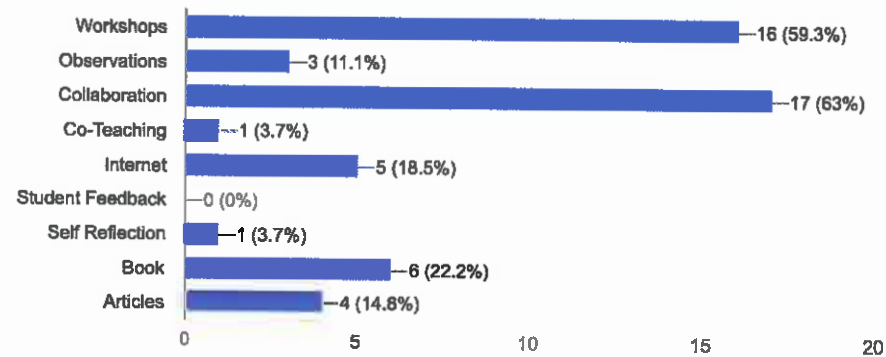
78 responses



High School Data

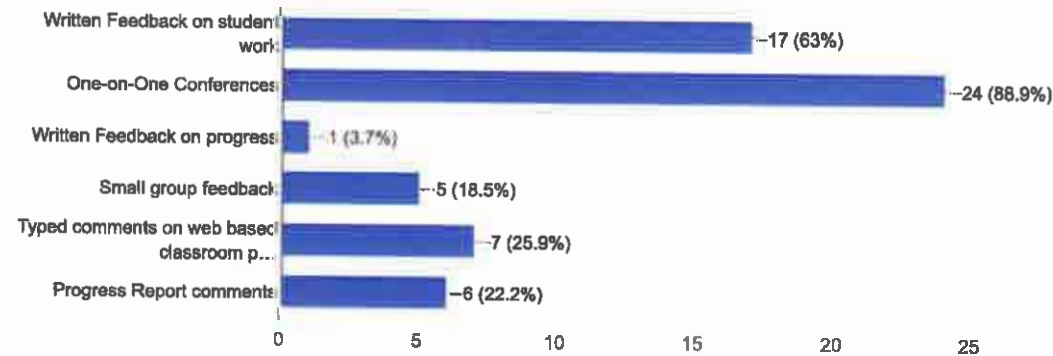
What is your best resource for improving your instructional practice?

27 responses



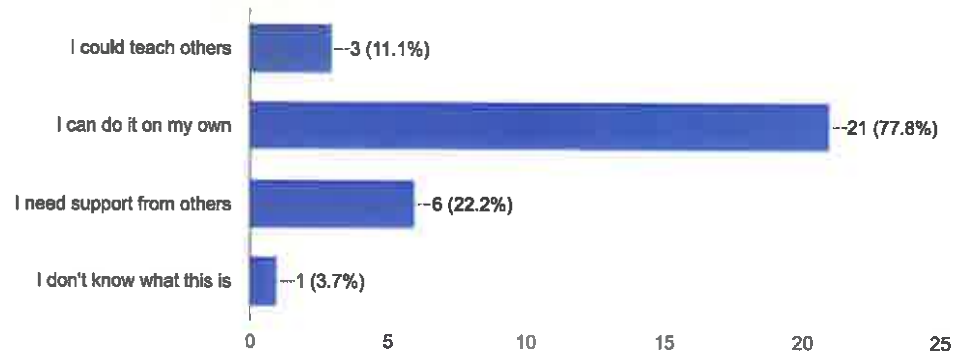
List ways you have given feedback individually to students in the past month.

27 responses



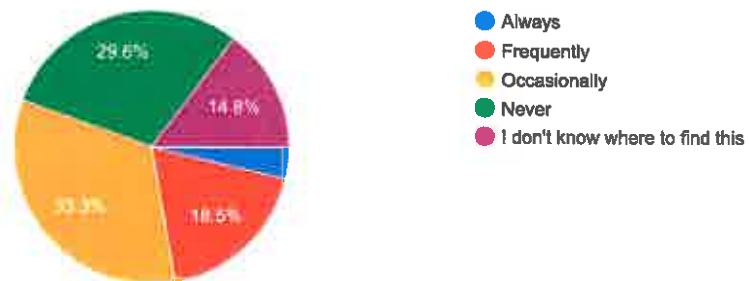
How confident are you with designing lessons that reach a higher depth of knowledge?

27 responses



In the past month, how often have you referenced the DOK rubrics?

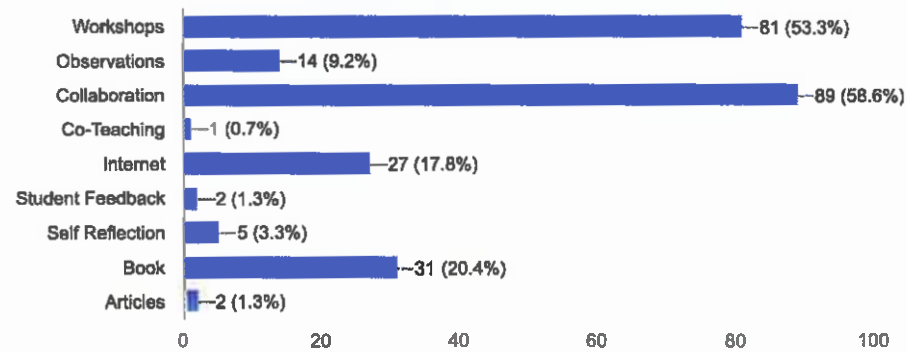
27 responses



All School Data

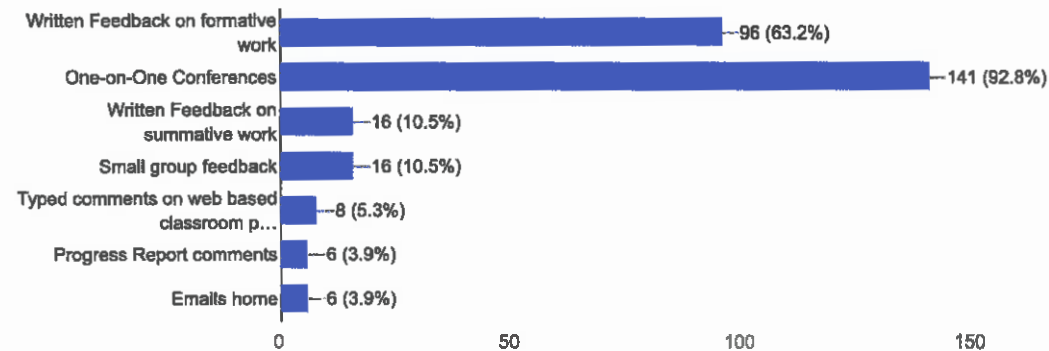
What is your best resource for improving your instructional practice?

152 responses



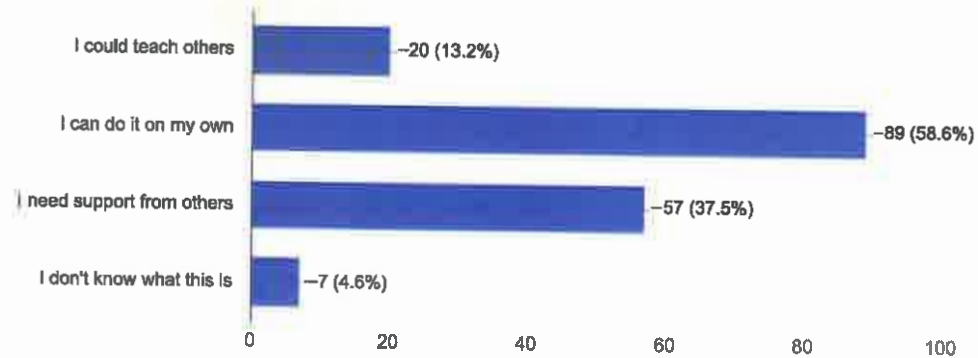
List ways you have given feedback individually to students in the past month.

152 responses



How confident are you with designing lessons that reach a higher depth of knowledge?

152 responses



In the past month, how often have you referenced the DOK rubrics?

152 responses

