

Denali Borough School District
Director of Learning and Instruction
May 26 – September 14, 2026

Instructional Support and Instructional Coaching

- May 26 and May 27, worked with Jamie Wollman for two-days on curriculum materials to strengthen face-to-face instruction in her secondary multi-grade classroom, helping to identify and connect her with access to appropriate resources, and make decisions about content across multiple grades in multiple subjects. Includes analyzing assessment data for literacy skills, alignment of content standards and courses, alternative materials for specific courses, open source curriculum materials, and considerations for multi-grade supports. Since the beginning of the 2026-2027 school year, met with Jamie weekly in her classroom, in Cantwell, to discuss questions about curriculum materials, literacy instruction, and student needs. On-going communication between meetings for instructional and curriculum support.
- June 2, August 24: Met with Kaely Ross and Tom Mendoza (*LMB*) and discussed observations about student progress, debrief of teacher learning including analyzing progression of students and pacing of instructional strategies, reflections on the length of the coaching support and what would be next steps if we could continue the support, and data of student progress. Worked with Tom for quotes on renewing coaching through the winter semester to further Rachel Nicole's and Maria Cordova's confidence with utilizing *LMB* strategies, assessing growth and progress of students, and designing lesson plans. Renewed our contract with *LMB*.
 - August 28: Kaely Ross, Maria Cordova, and Rachel Nicole met to kick-off coaching for the new year including determining coaching sessions and assessment dates.
- June 1, met with Tobe and Dan to discuss how our current evaluation system metrics and ratings need to be revised for individual dimension performance levels and the overall final ratings determined from the individual dimension ratings. Met with *Classroom Mosaic* to give direction to them to reprogram this component of our online evaluation system. One is in relation to their interpretation of the document I provided to them when they designed the online platform for us and the other change is in relation to the number of dimensions between our old framework (the Charlotte Danielson framework) and our new framework (the University of Washington Center for Educational Leadership 5D+).
- June 4, the administration team including Terri Schuetz, Jamie Wollman, Tobe Gurley, Dan Polta, and I met to review data and discuss DBSD priorities for 2026-2027. The 2026-2027 priorities were identified as follows:

As guided by the DBSD Strategic Plan, DBSD identified these priority areas as key leverage points to improve student learning and achievement.

Community Engagement and Partnership –If we increase our engagement with our community, then parents, families, and community members will be supportive and actively engaged partners in improving student learning. If parents, families, and community members are actively engaged partners in improving student learning,

then they will support student engagement with learning at school, at home, and in the community. If student engagement improves, then student learning and achievement will increase across multiple dimensions.

Attendance – If we improve student and staff attendance, then more students will be present and engaged in learning with their classroom teachers. If students are present and engaged with their classroom teachers, then they will participate in more high-quality instruction. If students participate in more high-quality instruction led by their classroom teachers, then student learning and achievement will increase across multiple dimensions.

Positive School Climate and Culture – If we create a positive school climate, then we will develop a positive school culture of strong interpersonal relationships. If we develop a culture of strong interpersonal relationships, then people will develop trust and be willing to engage in the ongoing process of developing our skills to navigate personal differences. If we improve our skills to navigate personal differences, we will improve our ability to work together to reflect on and improve our teaching practices under Denali Learning. If we improve our ability to work together under Denali Learning, then our students' sense of belonging, learning, and achievement will increase across multiple dimensions.

High Quality Instruction – If we reflect on the impact of our instruction on student achievement, then we will find multiple access points for each of us to enter our own improvement process. If we engage in our own improvement process within Denali Learning, then we will provide ourselves avenues for the shared work that is the catalyst for collaborative professionalism. If we demonstrate collaborative professionalism, then student learning and achievement will increase across multiple dimensions.

- July 21 and July 23, helped Bill Burr and Teena Calkin with interviews for teaching position.
- Worked with Mark Moran to share with him the *EL Education* English Language Arts curriculum materials for middle school, *Odell High School Literacy* curriculum materials, and the *iCEV* program for his careers exploration course. In follow-up conversations, continued support will be needed to help him learn how to use the English Language Arts curriculum materials. Also, made sure that Mark knew where to find and access the I.E.Ps for students in his courses.
- Identified a program to donate text sets not in use to students in Africa. Working with Mark Martin's middle school Crew to sort the texts and analyze appropriate texts to send to Africa.
- August 24, met with Terri Schuetz, in Anderson, to review the course schedule she designed for the secondary teacher and identify materials for both the substitute teacher and new teacher, Joseph Kaiser.
- Worked with a teacher to revise grading for a course to include self-assessment of workforce employability skills, peer feedback, and to support students to regularly gather evidence of their own progress toward meeting their course goals.

- Worked with a teacher to discuss the value of additional diagnostic literacy assessments and how data from these assessments can help with instructional decisions versus *NWEA MAP* growth assessment data.
- Rachel Nicole and I discussed how to support students who transition from 3rd grade to 4th grade and no longer have the support of their Individual Reading Improvement Plans (IRIPs) and whether their IRIPs should be extended through 4th and 5th grade. Most of these students have Individual Education Plans through special education (I.E.Ps), but their I.E.Ps. do not identify the same type of support. We noticed that many students receiving Title 1 support, in middle grades, have I.E.Ps. We decided that even though the 4th and 5th grade students who need more support already have I.E.Ps, we will try to provide them with additional support through Title 1 to match the level of intensity of intervention, to actually close gaps in reading deficits, that was identified by their IRIPs.
- Worked with *Imagine Learning* to identify certified teaching services as an option for advanced math courses for secondary students in Anderson.
- Worked with a teacher to discuss the specific interventions that should be provided for students during Tier 2 intervention times including explicit instruction utilizing *Lindamood Bell* Seeing Stars, not using the time for mathematics instruction, and not placing students on programs on devices. We talked about the importance of teacher explicit and direct instruction and immediate corrective feedback that can only be delivered by a teacher.
- Worked with secondary special education aide to understand I.E.P. goals and supporting materials for instruction for those goals.
- Helped assess middle school students using *DIBELS* comprehension maze, vocabulary assessment, and oral reading fluency measures.
- Worked with K-2 teachers, individually, to review assessment data for placing students in cycles within the *EL Education* ELA Skillsblock and/or for small group instruction during Tier 1 instruction. Reviewed the new Skillsblock assessment teacher guides, and researched online, to help teachers understand how to use the new assessments and how to analyze the data that comes from these assessments.
- September 4, met with Tobe Gurley, Stephanie Stickle, and Mark Moran to discuss how to support Mark in the new careers exploration course utilizing the *iCEV* program to allow students to independently explore careers they are interested in.
- September 10, met with Joseph Kaiser, in Anderson, to share with him curriculum materials and programs that can support him in learning how to teach secondary students across multiple subjects. On-going work of trying to help him gain access to online curriculum components and materials.
- September 11, worked with grade 3-5 teachers and aides, at Tri-Valley, to review *i-Ready* mathematics diagnostic data for Tier 2 intervention groups.
- Supporting teachers with strategies for how to design replacements for lost learning for students who are already submitting planned absence forms with excessive absences (1-2 months).
- Reached out to Hannah Ragland, MSLC & Education Program Manager for Denali National Park and Preserve, to collaborate with her on how she and her team can support DBSD teachers in deeper science teaching through partnership with Denali National Park.

Curriculum

- In June, reordered consumable materials, after inventorying and working with teachers and principals to identify needs for next year; evaluated use of intervention materials; determined estimated enrollment number for licenses to some programs; and sought input of usage of supplementary online programs. Submitted 15 different requests for quotes to be submitted for purchasing and renewing these supports. Submitted purchase order for purchasing K-8 *EL Education* ELA materials.
- May 28, removed previously adopted curriculum materials and organized them for storage outside of Tri-Valley school's attic. This included pulling old textbooks, outgoing K-5 English Language Arts materials, and recently adopted programs that we must hold onto for 6 years out of the attic and classrooms and organizing them by adoption years.
- In June, requested that Chris Basille add the two new courses added to the DBSD Course Guide to the course master in Skyward. These courses were: Personal Finance and STEM Exploration: Design and Fabrication.
- In August, received and distributed curriculum materials and consumables to classrooms including the new K-5 *EL Education* English Language Arts materials and *EL Education* Skillsblock materials. Realized that the decodables for Skillsblock were not part of the purchase, in June, and worked with *Open Up* to find a reasonable shipping rate to get decodables for this year. Renewed online license for *Carnegie* Mathematics for middle school for one-year through this year's adoption cycle. Ordered text sets for *Odell High School Literacy* for Mark Moran, Jamie Wollman, and Joseph Kaiser.
- Since the beginning of the new school year, worked with teachers to support them with access to *95% Group* comprehension programs online, *95% Group* Core Phonics program materials, sharing anchor texts for modules within the *EL Education* ELA curriculum, locating *Amplify* Physical Science kit materials for middle school, additional mathematics fluency practice books, intervention materials for mathematics intervention groups, access to *iCEV*, upgrades to *Carnegie* online platform, and *Words Their Way* word study workbooks.
- Continuous work with the technology team to ensure that teachers have access to programs that they need to support instruction.
- Created curriculum committee application form to determine teachers who have strong expertise, interest, and commitment to identifying mathematics curriculum materials. Shared with teachers on September 14 to determine interest in helping with materials adoption.

Strategic Plan

- June 9, provided summary of accomplishments and goals not met for Strategy 1 of the current strategic plan to Dan Polta.
- On-going work with Anna Switzer to design the beginning of the year in-service, which she was on-site for and to work together to provide feedback on expedition design during the summer for Donna, Lori, and Beth and from the beginning of the year in-service. We met on the following dates for 1.5 - 2 hours: June 2, June 4, July 6, August 5, August 10, August 13, August 14, September 2, and September 9. Anna was on-site for the beginning of the year in-service and the new teacher in-services, August 17-21. On August 17, Anna and I met with Bill Burr so that she could meet him while here in

person and to clarify what to communicate about strategic planning and the future of Denali Learning.

- September 4, Bill Burr and I met with Sean Dusek and Steve Atwater, from A.C.S.A. to learn about their work to support strategic planning. I prepared data we've used to monitor our progress and goals to share with Sean and Steve. I've answered on-going questions in support of helping them prepare to facilitate strategic planning.

Instructional Leadership Team (ILT)

- Collected artifacts of expedition design from the beginning of the year in-service for review by the Instructional Leadership Team.
- Organized the Instructional Leadership Team for the 2026-2027 school year. Kaitlyn Weitzel, Paula Newton, Alexa Calkin, Mark Martin, Katie Stainbrook, Dani Talerico, Beth Norman (asynchronously), Tobe Gurley, and Bill Burr will serve on the ILT this year. The ILT will meet on the second Thursday of the month, from 2:30 – 4:00 p.m. with the first meeting set for October 8.

In-Service / Professional Development

- In June, developed Professional Learning Calendar and Professional Learning Focuses based on recommendations from the Instructional Leadership Team, DBSD Priorities identified by administration, and strategic plan goals. Shared the Professional Learning Focuses with administrators for discussion and feedback.
- On July 8, provided written feedback to Donna Gurley and Lori Stafford on their summer expedition design work. Met with Donna and Lori, on July 21, to discuss the written feedback specific to the standards-target-assessment alignment template, lesson plan alignment to grade-level standards, and how to organize content learning within the framework of an expedition design. On July 17, provided written feedback to Beth Norman on her summer expedition design work and talked on the phone with Beth several times about the progress of her expedition design work.
- Planned and facilitated parts of the New Teacher In-Service and the Beginning of the Year In-Service for certified teachers with Anna Switzer. During the New Teacher In-Service, we provided an overview of Denali Learning including Expedition Design, Use of Learning Targets, Student Engaged Assessment Practices, Student-Led Conferences, Celebrations of Learning, and CREW. The Beginning of the Year In-Service focused on areas of Expedition Design that were identified as areas of focus by the ILT at the end of the last school year. This including designing for Kick-Off Experiences, Experts, Fieldwork, and Authentic Audience. It also included core structures of this design work that need to be revisited for remembrance including the 4 T's (topics, texts, tasks, targets) as a design structure, product planners, the expedition planner, standards-targets-assessments template, and schematic of connecting elements of an expedition.
- Designed the September 21 in-service to continue expedition design work but specifically focus on how to design instructional support scaffolds for students to produce high quality work including explicit criteria, critique and feedback protocols, and what makes feedback effective (or not).