NWABSD Curriculum & Instruction Department Board of Education Updates

November 2026

“We recognize our own strengths. . . We incorporate that along with whatever we are doing in the community, in the region. . . It will create a generation of stronger children.”

Bertha Jennings, Noatak

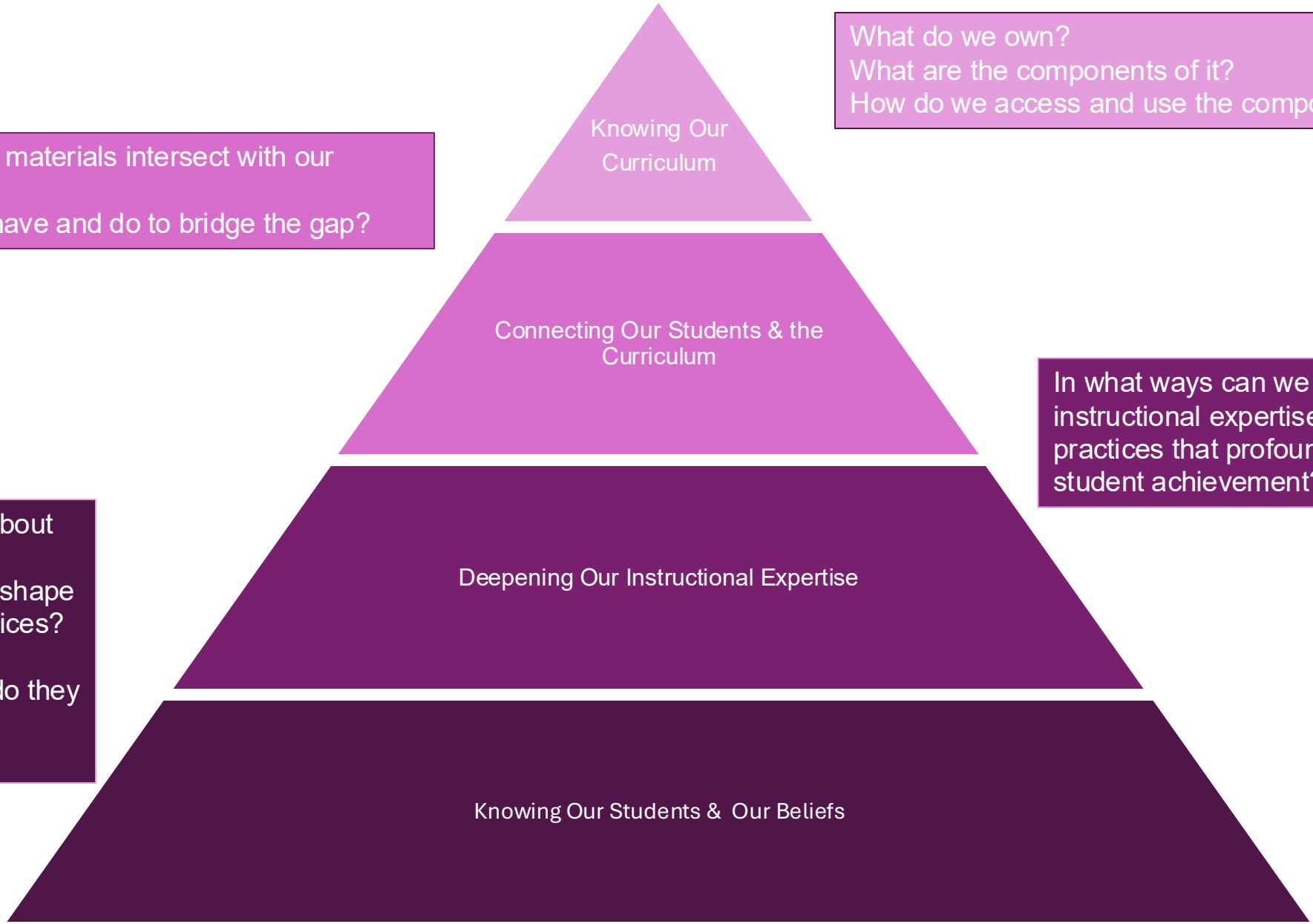


Today we will discuss. . .

- Instructional Coaching
- Legislative Updates
- Curriculum Committee
- Upcoming Benchmark Assessment Windows

What do we own?
What are the components of it?
How do we access and use the components?

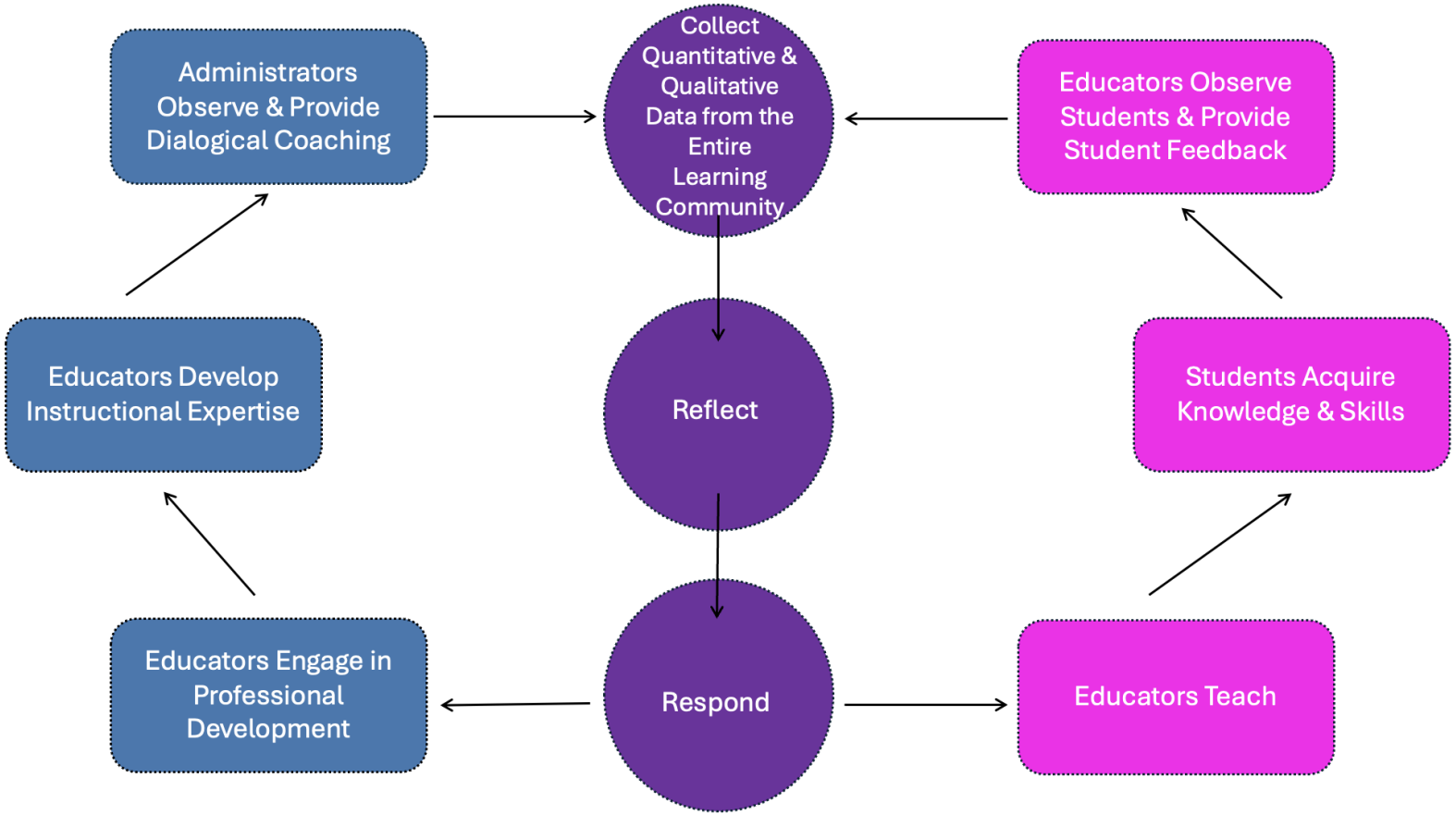
How do our curricular materials intersect with our students?
What do we need to have and do to bridge the gap?



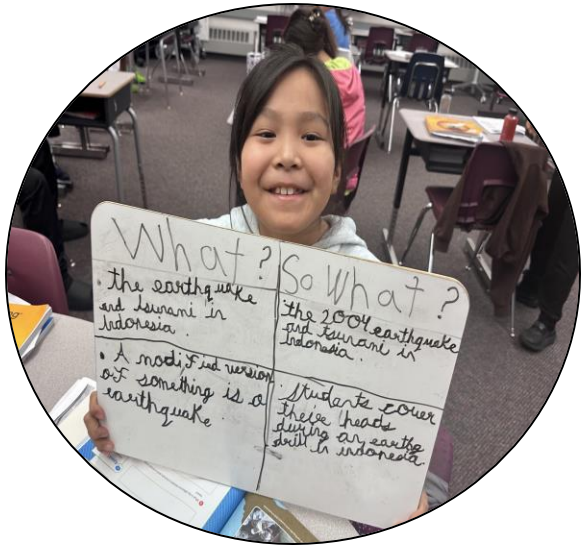
In what ways can we refine our instructional expertise and implement practices that profoundly impact student achievement?

What do we believe about our students?
How do those beliefs shape our instructional practices?
Who are our students holistically and what do they need to outgrow themselves?

NWABSD Professional Development:
Deepening Our Practice, Expanding Our Possibilities



Teaching, learning, and professional development in NWABSD are rooted in Iñupiaq ways of knowing and being and informed by research, quantitative and qualitative evidence, including student and instructional staff feedback and data. We learn, observe, reflect, and respond to achieve our district mission.







C&I Site Visits & Literacy Strategies, LLC Partnership

Barring unforeseen circumstances, at the close of the first semester, the C&I Department will have provided on-site instructional support to every NWABSD school.





Demonstrating Culturally-Responsive Instruction

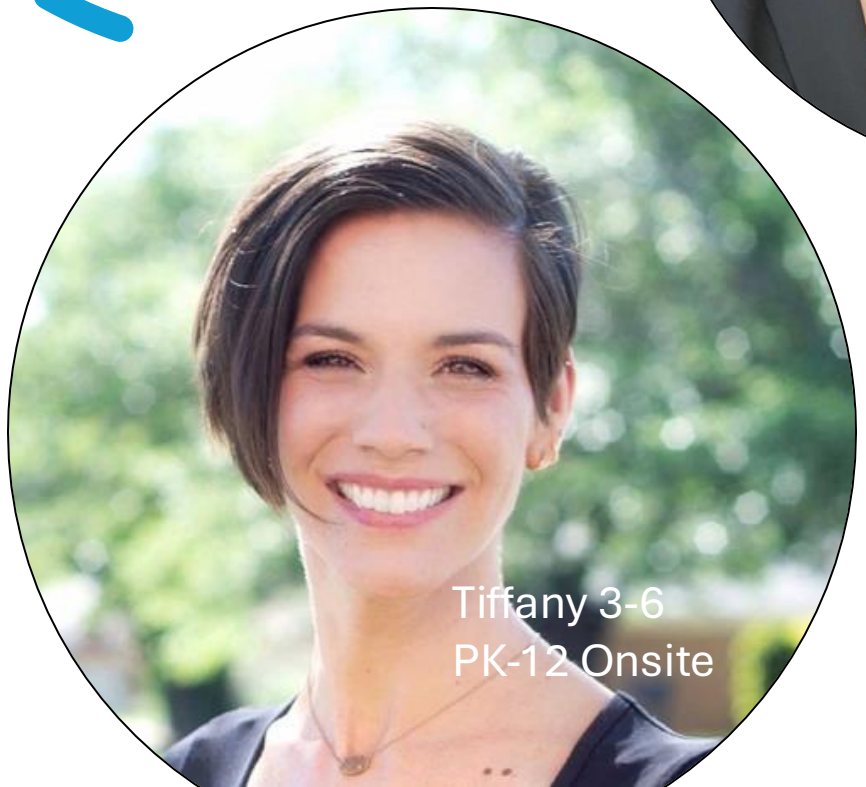
- When environmental change threatens a community's way of life, who gets to decide its future?
- In what ways are the Dust Bowl and the current crisis in Kivalina the same? In what ways are they different?
- What can history teach the people of Kivalina as they make decisions about their future?
- Who had the power to make decisions about the land, and how did ordinary people exercise power when their homes and livelihoods were threatened?
- How did the Iñupiaq community of Kivalina draw upon their cultural knowledge and values, collective strength, and self-determination to protect their homelands and shape their futures in the face of environmental change?
- Imagine the place your family has called home for generations is becoming increasingly difficult or dangerous to live in. Would you leave? What would influence your decision? Use information you've learned today to support your ideas.

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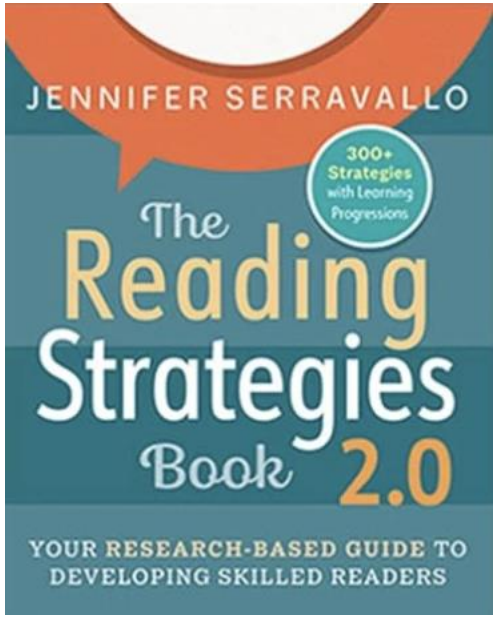
- Professional Learning Communities
- Inservices
- Onsite Classroom-Embedded Professional Development

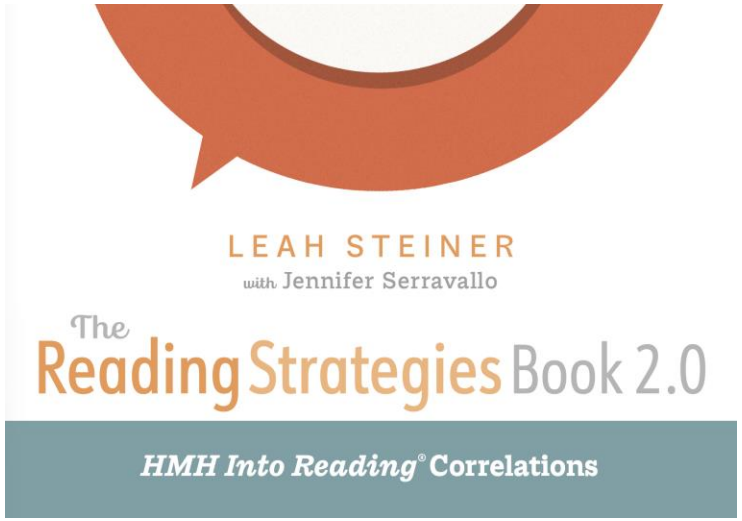


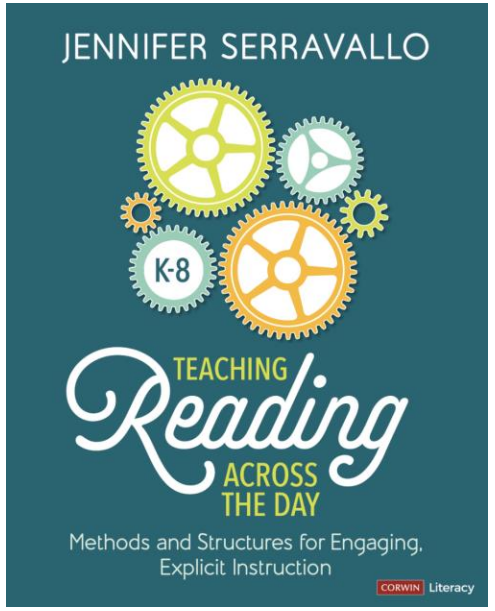


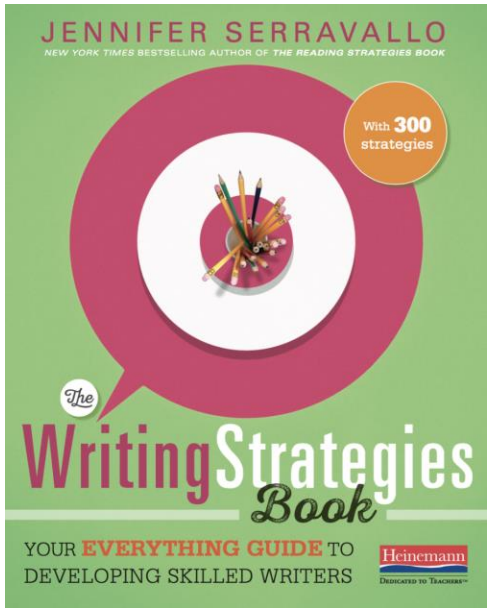


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Faith
W

NWABSD teachers say. . .





Legislative Updates

- Senate Bill 23: Civics Education



- House Bill 27: Hands-Only CPR Education

HANDS ONLY CPR

Everyone Can Save A Life

NWABSD Curriculum Committee

- Purpose
- Process



PREPARE

1. Establish Your Process
2. Develop Your Lens

STUDY

3. Know and Winnow Your Choices
4. Investigate the Materials

DECIDE + LAUNCH

5. Make a Decision
6. Implement

Upcoming Benchmark Assessment Windows

- Winter MAP: November 30 – December 11(1^{st} - 10^{th})

  Reading, Language Usage, and Mathematics

- mCLASS: January 4 –15, opening the day we return (K-3)

  Early Reading Skills



