



NEW FAIRFIELD'S DISTRICT INSTRUCTIONAL STRATEGY MAP 2022 - 2023

District Leaders will	Building Leaders will	Coaches, Department Chairs and Grade Level Leaders will	Teachers will	Students will	So that our Graduates are...
<p>Utilize the district's vision for our graduates as a "true north"</p> <p>Communicate our shared vision</p> <p>Collaborate regularly with building leaders</p> <p>Lead district-wide equity work</p> <p>Support the work through Professional Learning:</p> <ul style="list-style-type: none"> ● Task Design (Antonetti) ● Responsive Classroom (A. Story) ● Reading Strategy Groups (Dignon) ● Community Building (Cobb/Hall) ● Numeracy Practices ● Gifted consultant (Dr. Earle) ● Coaching training for coaches ● Dyslexia/Literacy Acquisition (Nascimento) <p>Share in teacher evaluation, focusing on this plan</p> <p>Provide an SLO that addresses the district focus</p> <p>Continue to develop a comprehensive K-12 systemic curricula</p> <p>Purchase new resources as necessary and appropriate</p> <p>Promote a positive district culture and climate</p>	<p>Utilize the district's vision for our graduates as a "true north"</p> <p>Create building specific strategy maps to support this plan</p> <p>Observe instruction regularly</p> <p>Use the co-created HQI definition to discuss and evaluate instruction</p> <p>Build off of our work with JA about task design and support teachers' work</p> <p>Listen closely to staff to understand their needs</p> <p>Support a "Walk-through" model for teachers</p> <p>Support the coaches in implementing the district coaching model (no opt-outs)</p> <p>Support the implementation of our systemwide, tiered intervention process</p> <p>Promote a positive school culture and climate</p>	<p>Utilize the district's vision for our graduates as a "true north"</p> <p>Implement the district coaching model</p> <p>Work side-by-side, hands-on, with teachers</p> <p>Encourage teacher reflection</p> <p>Participate in PL alongside teachers</p> <p>Participate in coaching training</p> <p>Develop a deep understanding of HQI</p> <p>Develop a deep understanding of "agency"</p> <p>Build off of our work with JA about task design and support teachers' work</p>	<p>Utilize the district's vision for our graduates as a "true north"</p> <p>Design tasks that support mastery of the standard and for which success is clearly defined and are designed for students to make meaning and provide an opportunity for <i>each</i> student to engage personally, intellectually, and academically</p> <p>Create a learning environment that is inclusive, flexible, and emotionally and intellectually safe in order to foster authenticity, personal connections, learning with and from others, and intellectual risk-taking</p> <p>Intentionally and purposefully orchestrate student-centered learning through questioning, listening, eliciting student thinking, and providing actionable feedback to support students in making meaning</p> <p>Provide tiered intervention in a systematic manner in line with our Intervention Process</p> <p>Partner with colleagues to support student learning</p> <p>Actively engage with coaching</p>	<p>Develop their ability to integrate thinking, feeling, and behaving to succeed at important developmental tasks (CASEL)</p> <p>Be academically and intellectually engaged to make meaning and connections</p> <p>Take ownership of their learning through civil discourse, questioning, taking risks, extending thinking, collaborating, and persevering</p>	<p>Knowledgeable Scholars</p> <p>Talented Communicators</p> <p>Critical & Creative Thinkers</p> <p>Engaged Global Citizens</p> <p>Self-determined & Self-reliant Individuals</p>