

Curriculum, Instruction & Assessment Update

Presentation to the Board of Education
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Curriculum Update

Resources, Maps,
Implementation Guides and
Professional Development



Derby Public Schools Curriculum

What We Do...



Standard	Grade
Reading	1-5
Math	1-5
Science	1-5
History	1-5
Art	1-5
Music	1-5
Physical Education	1-5
Health	1-5
Character Education	1-5

Curriculum Maps

PK-12

Here you find the curriculum maps for the district. These maps align the standards for teaching and learning. It is what students will know and be able to do.

They are the what we teach.



9-6-2: School Mascot (Part 1)

Students will be able to identify the school mascot and describe its characteristics. They will also be able to explain the significance of the mascot to the school community.

1. Identify the school mascot and describe its characteristics.

2. Explain the significance of the mascot to the school community.

Implementation Guides

Here are the teacher resources that allow the written curriculum to become the taught curriculum.

They are the how we teach.

- [Elementary](#)
- [Middle School](#)
- [High School](#)



Assessment	Frequency	Grade	Month	Notes
Reading	Quarterly	1-5	September	Reading Inventory
Math	Quarterly	1-5	October	Math Inventory
Science	Quarterly	1-5	November	Science Inventory
History	Quarterly	1-5	December	History Inventory
Art	Quarterly	1-5	January	Art Inventory
Music	Quarterly	1-5	February	Music Inventory
Physical Education	Quarterly	1-5	March	Physical Education Inventory
Health	Quarterly	1-5	April	Health Inventory
Character Education	Quarterly	1-5	May	Character Education Inventory

Assessments

Here we use tools to understand what our students have learned and what they are able to do as a result of the curriculum.

This is how we know how we are doing.

Why We Do It!

Derby Public School's Mission

To provide all students with a high quality, challenging education in a safe, supportive environment, in which, to become lifetime learners





Curriculum Implementation/Resources Available

What are the consistent, vetted instructional resources available for teachers

Grade	ELA	Math	Science	Social Studies
K-5	Journeys and ECRI	Math Expressions	FOSS Kits	CT Social Studies Framework Kids Discover
6-8	Expeditionary Learning	Illustrative Math	CREC Science Bundles	CT Social Studies Framework
9-12	Engage NY	CT Model Math Curriculum Alg, Geometry, Alg II;	CREC Science Bundles	CT Social Studies Framework



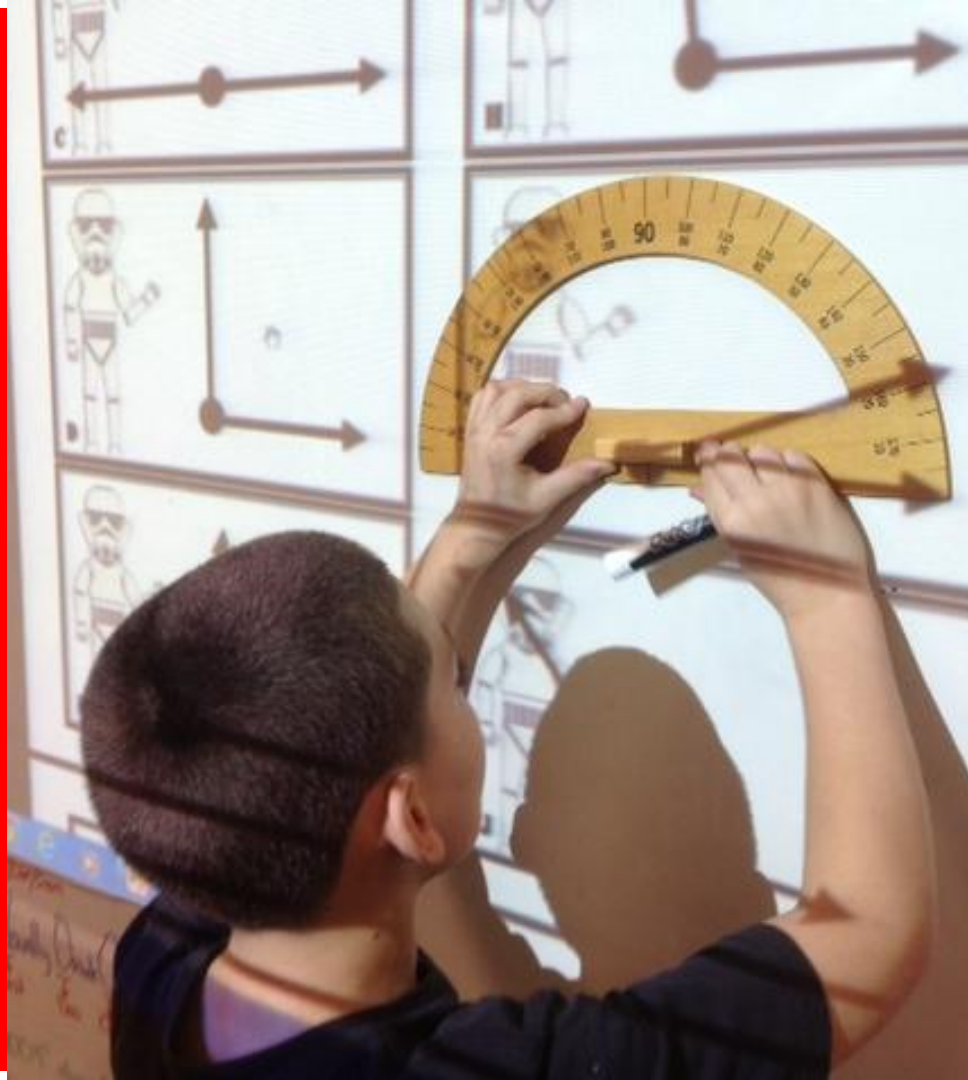
Core 4 Curriculum Mapping Progress

Grade Level	Maps Needed	Completion Status
Pre-K - Elementary	28	Math 100% ELA 15% (Grade PK complete; Grade 5 in progress) Science- In Research SS- In Research
Middle	12	Math 100% ELA 10% (Grade 8 in progress) Science- In Research SS- In Research
High School	40	Math 38% (Alg I, Algebra II, Geometry complete) ELA 10% (Grade 9 om progress) Science- In Research SS- In Research
Totals	80	14* (Electives not written at high school level yet)

*Support for distance learning and professional development was the focus throughout spring 2020;
Curriculum writing will resume in August after the Reopening Plan is finalized*

Reimagining Derby's Classroom Instruction

for Onsite or Remote Blended
Learning





Theory of Action: If we use a shared understanding and application of high quality instruction, a research-based (tiered) model for intervention, and assessments that inform instruction, then student learning and growth will be evident.

Subcommittee: Instruction

[Planning Documents Link](#)

Central Office Learning	Central Office Doing	Principals Learning	Principals Doing	Teacher and Student Supports Available	Staff Learning	Staff Doing	Students Learning /Doing (If applicable)	Focus Area
								<i>Helping Students Stay on Track for Success Socially, Emotionally & Academically</i>
CO learns how to model and facilitate HQAdminMs. (Principles of adult learning)	Providing in school support to give feedback to admin as they run curriculum planning and unpacking meetings	Principals learn how to model and facilitate HQDMs. (Principles of adult learning)	Creating calendars and facilitating grade level/department meetings to unpack priority standards	Asst Principals, Deans, Coaches and Directors provide ongoing in class supports to translate the standards to classroom practice	Teachers learn more about the progression of standards (i.e. the progression of a 5ht grade standards from 4th grade to sixth grade)	Teachers Meeting to Unpack Priority Standards (see Priority Standards Guide Sheet)	Students are given the learning intentions and success criteria for the priority standards	<i>Intentional Curriculum Planning (Compacting)</i>
					Teachers learn effective instructional technique (HQ) and HQRL) for in person and remote learning			<i>Restorative Supports for Teachers Professional Learning Offerings for Teachers</i>
								<i>Assessing Students' Learning Progress and Loss</i>
Ways to Track Progress in Central Office Learning	Ways to Track Progress in Central Office Doing	Ways to Track Progress in Principal Learning	Ways to Track Progress in Principal Doing	Ways to Track Progress of Supports Implemented	Ways to Track Progress in Staff Learning	Ways to Track Progress in Staff Doing	Ways to Track Progress with Students	
								<i>Helping Students Stay on Track for Success Socially, Emotionally & Academically</i>

Assessment Updates



High School SAT



All state summative assessments for 2019-20 cancelled

- Gr 11 students could not take the CT SAT School Day in March
- Students in CT have access to an SAT exam at no-cost
- The CSDE made arrangements with the College Board so current Grade 11 students (Grade 12 in fall 2020) can take the SAT in fall 2020
- Test administered on a weekend or school day administration (on Sept. 23 or Oct. 14).
- This would be an optional test for students (no state requirement)
- This is not a rescheduling of the Connecticut SAT School Day.

Priorities for Assessments in Fall 2020

Change from 2019-2020

[DPS Assessment Summary](#)

Goal for 2020 - 2021

- **Ease students back**
- **Accelerate learning**
- **Advance equity**

- Minimize testing time
- Increase instructional time
- Empower teachers
- Promote vertical communication among teachers using available information
- Implement differentiated instruction, personalized learning, and formative assessment practices
- Review and prioritize standards
- Review resources for equity of access and inclusiveness

Smarter Balanced

Grades 3-8

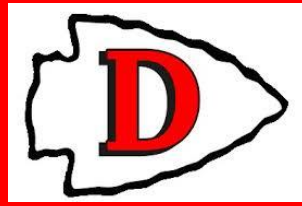


- [Tools for Teachers](#) launched in June 2020
- The website is an easy to-search collection of instructional resources that support the formative assessment process
- Provides teachers with access to lessons, lessons, activities, strategies and PD to help tailor instruction searchable by topic, claim, target, or resource
- **Features:** recommendations on next steps based on interim assessment results; high-quality resources aligned to learning standards; formative assessment strategies embedded in every resource; and accessibility instructional strategies. Hundreds of educators from across the consortium developed, reviewed, and approved the resources.
- Trainings to support teachers

Five success factors for implementation



- **Success Factor #1:** Create a culture of learning and teaching that supports an infrastructure for blended learning environments (Developing plan for Synchronous and Asynchronous Learning experiences) [Collaboration and Professional Development Spring 2020](#) [HQI & HQRL](#)
- **Success Factor #2:** Establish a district platform or learning management system for communicating and accessing learning resources whether onsite or remote [Derby PS Every Day Learning Platform](#)
- **Success Factor #3:** Establish data review cycles and [protocol to monitor progress](#) and modify learning plan or experiences
- **Success Factor #4:** Create learning experiences with district [standards-based curriculum](#) as the lead designer for high quality, high impact instruction. This will ensure [continuity of learning](#) in the event of unplanned extended remote learning is required
- **Success Factor #5:** All learners develop [digital citizenship skills](#) to participate fully in their communities and make smart choices online and in life.



Questions?

Thank you!