

Curriculum and Instruction Board Report November 2019

Professional Development Day

Teachers and staff from across the district recently participated in a professional development day. English Language Arts teachers (K-8) from across the district had a full day training which continued their development in utilizing all of the components of their new instructional materials. Other teachers and staff from across the district participated in full day training in supporting English Learners in attaining language through a language-rich interactive classroom. Teachers and staff also participated in the training “Stop the Bleed” which now is required by the Texas Legislature for all public and open-enrollment charter schools..

Eagle Induction Design Day

New teachers from each campus participated in a mini design session. Teachers focused on understanding that profound learning happens when students are engaged, and engagement hinges on customized classroom experiences that address students needs, motives, and values. The framework for design and the design qualities were shared along with discussions around creating work around hard to teach, difficult to learn concepts.

Academy for Transformational Leadership

District and campus leaders attended the second session of TASA’s Academy for Transformational Leadership. The 2-day session focused on designing with the customer in mind, the importance of asking the right questions to gain clarity of the needs of the customer, and understanding the six critical social systems that govern behavior and are part of every organization.

Response to Intervention

Staff trainings and student support team meetings continued through October. Students who struggle academically and/or have specific skill gaps are discussed through Student Support Team meetings. Meetings for individual students occur on every campus where learning data is reviewed and discussed by an academic support team made up of the student’s teachers and campus and district administrators.. Through these meetings, targeted interventions and learning goals are established by the teacher. Teams from across the district meet frequently to check student progress on the learning goals and to make additional recommendations.

Respectfully submitted by:
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