

To: Dr. Charles Johns
From: Rosanne Williamson, Ryan Bretag, Cameron Muir, Ed Solis, Kathy French, Douglas Strong, Stacey Wolf, Mary Rockrohr, Jeffrey Rylander
Re: Curriculum Report: Tools and Technology
Date: March 13, 2023

Purpose:

Our purpose is to share an update on the work our teams have achieved through their curriculum improvement efforts. Two departments represented by five Instructional Supervisors will share their work in the areas of tools and technology. It should be noted that the special education departments identified similar needs and worked together as did GBN and GBS science departments.

This report is presented for the Board’s review. No action is needed.

Background:

We initiated an evaluation of the curriculum review process in October 2021 with our Instructional Supervisors. This internal review identified a need to create a process that

- a. is more meaningful and impactful for the departments;
- b. is centered on actionable data and work;
- c. is more streamlined and focused on academic and well-being outcomes; and,
- d. is aligned with ensuring our students are provided with rigorous academic experiences based on informed teaching and learning practices while maintaining annual course reviews.

With the emergence of Teaching and Learning goals and initiatives in January of 2022, there was alignment between these and the evaluation of the curriculum review process that was already underway.

In the summer of 2022, the educational services committee finalized the new curriculum review process and established an internal implementation guide. At the end of the 2022-2023 academic year, the committee will use feedback from teacher curricular teams by way of the instructional supervisors to refine the guide. Based on this feedback, we will finalize our recommendations with the 7010 curriculum strategies policy and procedures this summer.

TIMELINES ASPECTS

- Educational Services Committee* Review: October 2021 Review
- Subcommittee Meetings**: November 2021, February 2022, April 2022
- Educational Services Committee Finalization: June 2022
- Educational Services Committee New Process Launch: August 2022

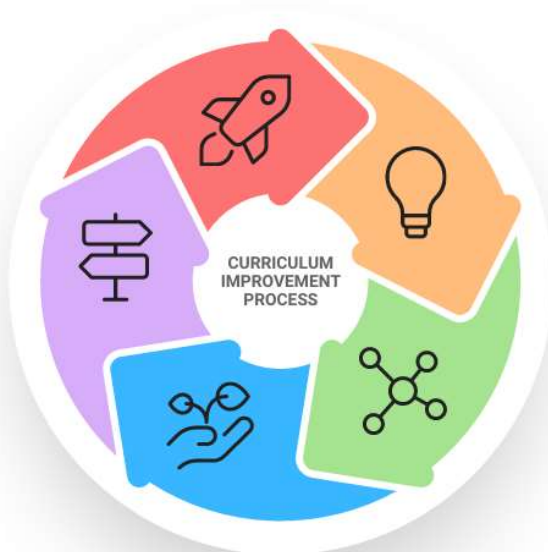
*All instructional supervisors, associate principals of curriculum and instruction, assistant principals of student services, director of instructional innovation, assistant superintendent for educational services

**Cameron Muir, Dawn Hall, Eric Etherton, Edward Solis, Jeannie Logan, Josh Morrel, Jennifer Pearson, Jeffrey Rylander, Lara Cummings, Mary Kosirog, Mary Rockrohr, Maria Vasilopoulos, Ryan Bretag, Rosanne Marie Williamson, Stacey Wolfe

Phases of the Curriculum Improvement Process:

5 PHASES OF Curriculum Improvement Process

- Common Awareness and Lens of Focus**
Annual sharing of district and building data, goals, and updates to inform phases of the cycle
- Department Focus and Improvement Needs**
Development of department focus based upon program data, goals, and needs
- Data Collection and Analysis**
Department collection and analysis of data, both quantitative and qualitative, deemed valuable in the program review, analysis, and outcomes
- Develop Improvement Action Plan and Needs**
Development of department improvement action plan and needs analysis to support this work including curriculum, instructional needs, professional development, space, technology, resources, etc.. Plans shared internally.
- Implement Action Plan and Progress Refinement**
Implementation and refinement of action plan. Curriculum improvement report shared reflecting building and district-wide themes. Progress updates shared as thematic presentations.



Curriculum Improvement Process Themes

This year's work yielded four main themes: Scope and Sequence, Instructional Strategies, Tools and Technology, and Program Review.

The theme for this report is Tools and Technology.

Theme Three: Tools and Technology (Board Report on March 13, 2023)

Departments: Special Education (GBN, GBS and Off Campus), Science (GBN and GBS)

Overview: These departments are working on implementing new systems that impact all courses: Special Programs (GBN, GBS Special Education and Off Campus), Panorama (GBN, GBS Special Education and Off Campus), and physical learning spaces (GBN and GBS Science). The focus of their work is on monitoring the implementations and making adjustments to ensure success for students and teachers. This work affords the opportunity to revisit current classroom and management practices in order to make adjustments. These areas align with student well-being in using the student success platform and the implementation of physical learning spaces.

Courses: All courses are impacted by this work and allow for conversations about the collective impact on the department but also specific sub-discipline impacts (e.g. biology vs. chemistry)

Data: Student success (academic, attendance, behavior, social-emotional, well-being); student and teacher survey data; observational data; teacher mobility data (Science)

Examples: implementation plan development; professional development, support, and training plan; monitoring of new systems' efficacy and impact

