Brookfield Public Schools Curriculum, Instruction, and Assessment BOE Presentation Series, Episode #2

Spring, 2024
Dr. Anna Mahon and Mrs. Debbie Farias
Working to create a world class school district

Purpose of this Series

- Concrecretize the curriculum process, how it is reviewed/revised, and how it serves our students

- **Highlight the connection between curriculum, instruction, and assessment through the lens of the <u>instructional core</u>:**
  - **What is the instructional core and how does it relate to the continuum?**
  - **Where do instructional coaches fit into the instructional core?**
  - **Roles and responsibilities of members of the instructional core**

- Connect the continuum of instruction to evaluation, growth, and support plan for certified educators

AND

Help the BOE and public see the intended outcomes of this critical work

The "who" of the instructional core:

Instructional Coaching Team Members:

- ○ K-5 ELA- Julie Vaughan
- ○ K-5 math- James FitzPatrick
- ○ K-8 social studies- Jen Schuchat
- ○ K-8 science- Rachel Cohen
- ○ 6-8 ELA- Aggie Burns
- ○ 6-8 math- Mark Jewett
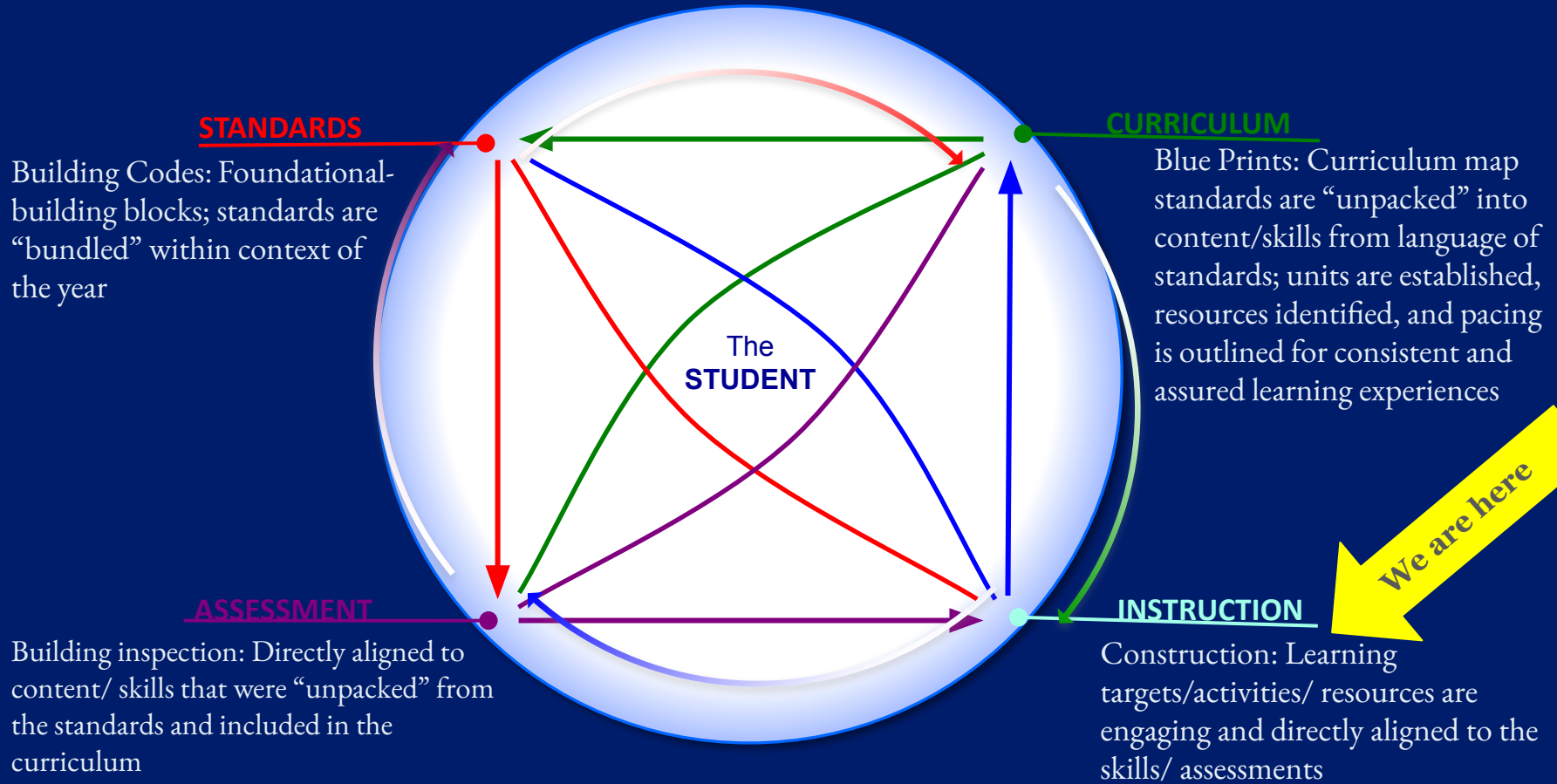- ○ K-12 technology integration- Jackie Whiting

Building/District Administrators:

- ○ Director of Instruction- Debbie Farias
- ○ 9-12 Humanities- Dr. Liz Spencer
- ○ 9-12 STEM- Andrew Hill
- ○ K-12 World Language/MLL- Katherine Abrego
- ○ K-12 Physical Education/Health-Steve Baldwin

Classroom Teachers, Interventionists, Paraeducators, School and District Administrators

Precision of Alignment

STANDARDS

Building Codes: Foundational-building blocks; standards are "bundled" within context of the year

CURRICULUM

Blue Prints: Curriculum map standards are "unpacked" into content/skills from language of standards; units are established, resources identified, and pacing is outlined for consistent and assured learning experiences

The **STUDENT**

We are here

ASSESSMENT

Building inspection: Directly aligned to content/ skills that were "unpacked" from the standards and included in the curriculum

INSTRUCTION

Construction: Learning targets/activities/ resources are engaging and directly aligned to the skills/ assessments

Responsibilities & Duties of the Instructional Core
to be Leaders of Learners

- Support the learning of all students through effective instructional approaches
- Work in collaboration with individual teachers or a team of teachers to address a topic that will improve student learning outcomes
- Implement process and procedures for assessments (universal screeners, diagnostic, summative, formative, etc.)
- Collect, share and analyze data with teachers
- Attend professional learning training/complete research (often outside of school hours) to help lead professional learning in district with teachers & educational leaders
- Review curriculum documents and align with instructional approaches
- Research curricular tools to align with curriculum, instruction, and assessment practices of BPS

Professional Anchor Texts and Tools
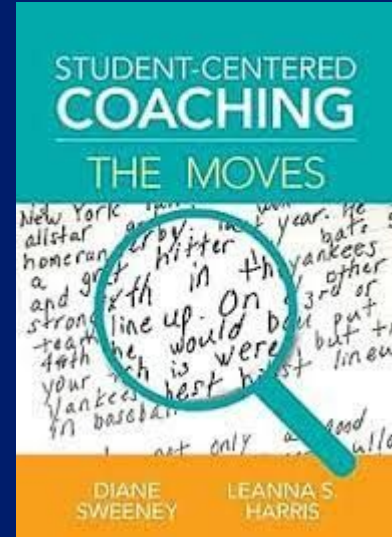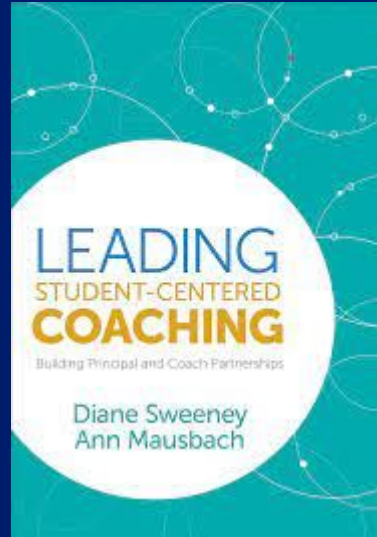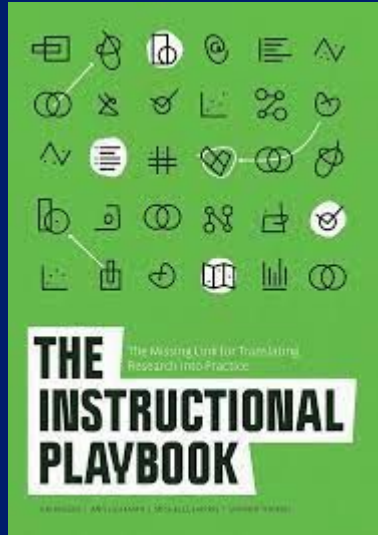
Results Based Coaching Tool   Instructional Playbook

Student-Centered Instructional Coaching

1. Organizing Coaching through Cycles (Identify, Learn, Improve)
2. Setting Goals for Coaching Cycles
3. Using Standards-Based Learning Targets
4. Using Student Evidence to Co-Plan Instruction
5. Co-Teaching with a Focus on Effective Instructional Practices
6. Measuring the Impact of Coaching on Student and Teacher Learning
7. Partnering with the School Instructional Leaders

The Impact of a Coach on Student Learning: Student Centered Instructional Coaching

- Design learning through a partnership with teachers to create learning experiences that are rigorous, engaging and based on a specific objective for student learning.
- Analyze data and student work in partnership with teachers to review progress and collaborate around instructional decisions.
- Coaches are critical drivers in improving student outcomes through building capacity.
- Coaches support the school improvement efforts so deep levels of implementation can occur.
- Coaches link the schoolwide student goals to the classroom through coaching cycles that focus on outcomes.

Principles of instructional coaching in BPS

Coaching is a partnership focused on student learning

Coaching is about continuous professional growth

Coaching is part of a robust ecosystem of professional learning

AND

- Curriculum reflection and development
- Data analysis
- Assessment review
- Resource refinement and piloting, to name a few things

BPS Instructional Coaches:
Brief history and alignment to strategic plans

- 7 Instructional Coaches: K-5 ELA, K-5 math, K-8 social studies, K-8 science, 6-8 ELA, 6-8 math, and K-12 technology integration
- All ELA and math positions were reallocated from existing positions within operating budget; 3 new positions originally funded through ARP ESSER with a phase-in for the operating budget
- Building staff capacity with curriculum review and development, highly-impactful instructional approaches, authentic assessment strategies (Tier 1 instructional support)
- Provide support to teachers and building leaders through embedded PD, student data review, intervention teams, etc
- Invest in Tier I (entire class) instructional strategies and approaches to enhance classroom experiences for all students; directly aligned to BOE adopted Strategic Plan and forthcoming Brookfield Portrait of the Graduate

Brookfield Public Schools
Create Your Tomorrow

Vision	***Create a world-class school district that cultivates learning and growth*** **Alignment with BPS Instructional Coaching Model and Instructional Core**
Mission	**To inspire, challenge and prepare all students to live meaningful and productive lives.**
Brookfield C's	COMMUNICATORS COLLABORATORS CREATIVE & CRITICAL THINKERS CHANGEMAKERS

Strategic Actions	Develop the Pre-K through Grade 12 standard definition of the Brookfield Portrait of the Graduate	Incorporate authentic, assured, immersive and personalized instructional practices PreK-12 that align with the Portrait of the Graduate.	Invest in district technology & training that prioritizes digital learning tools to enhance curriculum and support the Portrait of a Graduate.	Continuously improve District Systems & Structures in alignment with the Portrait of the Graduate to ensure school operations best support quality education.
Objectives 2023-2024	**Develop Standard Portrait of the Graduate (POG)**	**Incorporate Instructional POG Practices**	**Integrate Technology to Enhance Learning Experience**	**Support a Culture of Continuous Improvement**
Initiatives District Implementation Plan: 2023-2028	- POG is clearly defined Pre-K through Grade 12 - POG is explicitly integrated into curriculum at all grade levels and across all subject areas - POG is assessing at necessary checkpoints (Grades 5, 8, 11 with an opportunity at Grade 12) - Students will show growth over time in each disposition of the POG	- Professional development for all district staff, specific to connecting POG to classroom/school experiences and roles, is designed and implemented - Rigorous, aligned, standards-based curriculum has been designed and will further be incorporated into the POG - Research-based instructional and assessment practices that are assured for each student are designed and implemented - Universal, real-world community connections are in place across the curriculum	- Digital tools will be incorporated into curriculum - Regular feedback from all staff is collected to evaluate technology programs and platforms - Majority of professional learning will have digital tools for learning - Every educator will have an external learning opportunity regarding technology utilization - Budgets will have digital learning tool components	- Well controlled financial & operational management - Continued development of technology infrastructure capacity - Efficient & well maintained facilities - Timely & user friendly communications - community & staff engagement - School Security - continuously enhance protocols and facilities - Board policies that support teaching & learning

What comes next? (May/June BOE Meeting)

- Connect the continuum of curriculum, instruction, and assessment through evaluation, growth, and support plan for certified educators
  - Review of the <u>new guidelines</u> and how they support curriculum and assessment as part of the instructional core process
  - PDEC process and creation of the revised educator growth and support plan
  - Illustration of how professional learning will directly connect to professional growth goals

Creating tomorrow today.