Derby's Promise

Committing to assured educational experiences for our students

Samples of Systems and Products in Teaching and Learning

Step One-
Create a curriculum revision calendar

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PUBLIC SCHOOLS Curriculum Renewal Calendar 2015-2023

Content	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23
Agri-Science	Rev	Rec*	IMP	IMP	IMP	IMP	IMP	R/R
Career & Tech Includes Business, Family & Cons Sci, Computer, Tech Ed	R/R	R/R*	Rev/Rec	IMP	IMP	IMP	IMP	IMP
English Lang Arts	**Rec***	IMP	IMP	IMP	IMP	IMP	R/R	Rev/Rec
Fine Arts Includes Art, Music	IMP	IMP	IMP	R/R	Rev/Rec	IMP	IMP	IMP
Math	R/R	**Rev/Rec***	IMP	IMP	IMP	IMP	IMP	R/R
PE/Health	IMP	IMP	IMP	R/R	Rev/Rec	IMP	IMP	IMP
Science	IMP	R/R	**Rev/Rec***	IMP	IMP	IMP	IMP	IMP
Social Studies	IMP	IMP	R/R	**Rev/Rec***	IMP	IMP	IMP	IMP
World Language	IMP	IMP	IMP	IMP	R/R	Rev/Rec	IMP	IMP

R/R= review/research: examine all current documents; research any changes to standards or response to trends in college & career readiness

Rev= Revision

Rec *=Recommendation: Review by Director, Superintendent, BOE, any relevant constituent groups

IMP=Implementation: teach with ongoing evaluation, minor revisions of assessments, resources, etc.

Step Two-
Create a common curriculum map template

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Content Area: Mathematics	Course: Math	Grade Level: 7/Pre Algebra
	R14 The Seven Cs of Learning	

Unit Titles	Length of Unit
• Rational Numbers and Exponential Notation	9 weeks
• Proportionality	5 weeks
• Linear Relationships	9 weeks
• Creating, Comparing, and Analyzing Geometric Figures	9 weeks
• Statistical Inferences and Probability	6 weeks

Unit Title	Rational Numbers and Exponential Notation`	Length of Unit	9 weeks

Critical Content: My students will **Know**...	Key Skills: My students will be able to **(Do)**...
- Adding a negative number is equivalent to subtracting its positive opposite - Multiplying by a given number is equivalent to dividing by its reciprocal - The sum of any number and its opposite is zero - Properties of operations extend to all rational numbers - The rules for multiplying rational numbers allow for the distributive property to be extended to all rational numbers - Integers can be divided, provided that the divisor is not zero - Every quotient of integers (with non-zero divisor) is a rational number. (i.e $-(p/q)=(-p)/1=p/(-q)$) - The decimal form of a rational decimal either terminates in zeros or eventually repeats - Every number has a decimal expansion - Non-perfect squares and non-perfect cubes are irrational. - The laws of exponents as well as why they work in mathematics	- Apply properties of operations as strategies to add, subtract, multiply, and divide rational numbers. - Describe situations in which opposite quantities sum to zero - Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts. - Interpret products and quotients of rational numbers by describing real-world contexts. - Solve problems involving complex fractions - Convert a decimal expansion which repeats eventually into a rational number - Use rational approximations of irrational numbers to compare the size of irrational numbers - Locate irrational numbers approximately on a number line diagram, and estimate the value of expressions that include irrational numbers - Apply the properties of integer exponents to generate equivalent numerical expressions. - Evaluate square roots of small perfect squares and cube roots of small perfect cubes - Use numbers expressed in the form of a single digit times a whole-number power of 10 to estimate and make comparisons among very large or very small quantities - Perform operations with numbers expressed in scientific notation

Assessments:	Performance task focused on strategies for adding subtracting, multiplying, and dividing rational numbers, properties of operations representing rational and irrational numbers, operating with exponents, interpreting and representing quantities represented in scientific notation, evaluating square and cube roots
Teacher Resources:	Engage NY, 3 Act Task Bank, CCSS aligned anchor tasks, Illustrative Mathematics, Georgia Department of Education CCSS aligned tasks, North Carolina Department of Instruction, CCSS aligned tasks.

Step Three-
Create multi-year common curriculum implementation guides

Reading Week 1 Dates	Day 1	Day 2-Begin to plan out Research Clubs with topics they will research. Provide options for research with text sets ready for the following day.	Day 3- Research Clubs begin assigned issues.	Day 4	Day 5- Use this debate as a baseline. USe Cross Text Synthesis and Main Idea and Supporting Detail Summary strands from the continuum to support future teaching.
Sessions **Bend I: Investigating Issues** **Suggested Small Groups/Conferring TPs to support Bend I.** • **Track difficulties students have in studying arguments through a chart.** **Grasping a Central Claim** / **Summarizing Arguments** **Considering how claims are/are not supported** / **Using academic vocabulary** • **Support note taking- use exemplars to show various means to note take.** • **Chunk out texts to summarize as you go, not noticing every detail in passage.**	*Assessment* *Teacher Instructions* **Pre-Assessment** **Rubric** **Sample Responses** **Learning Progression**	*Session 1: Argument Intensive* **Teaching Point:** A good argument has reasons to support it and evidence to back those reasons. When you analyze an argument, it helps to ask, "What is the claim being made? What reasons support that claim? What the evidence to support those reasons? Anchor Chart: Some Questions Readers Can Ask to Analyze Argument **Teach & Active Engagement:** Study a text with an unsubstantiated claim (ie, food product with marketing claims) questioning the claim and evidence. **Independent Work:** Evaluate persuasive and argumentative texts questioning the claim and evidence to support.	*Session 2: Organizing an Ethical Research Life to Investigate an Issue* *Partners discuss launching into research projects briefly reviewing the points on* Anchor Chart. **Teaching Point:** Grasp the different sides of the argument early in the research process. One way to do this is to focus initially on texts that lay our the argument clearly, and then read to learn about both sides. **Teach:** Demonstrate two ways to approach research. 1. Begin to read a text unethically by clearly stating your opinion and then only looking for evidence to support that opinion in an article. 2. Begin by highlighting what the debate is about, thinking	*Assessment Review* *Students spend time reviewing rubrics and learning progressions, monitoring their growth within reading development.* **Learning Progression**	*Session 3: Letting Nonfiction Reading on an Issue Spur Flash-Debates* *If you are using Chocolate Milk to study in your Argument Essay, many of the notes contained in today's chart will be similar.* **Teaching Point:** After reading about an issue for a bit, nonfiction readers can let their research spru quick flash-debates. This can help you clarify your thinking and know what further research you need to do. **Teach Active Engagement: :** Reveal notes taken on Chocolate Milk in Schools chart. Partnerships each take one side of argument and begin to prepare their position with evidence to support. *Coach into debate language: I take the position that..because..For example.. Allow only 1 minute for each argument and then partnerships will provide feedback to each other on

Course Title: World History

Unit: Classical Civilizations to Post-Classical Era
Theme: The Evolution of Government

Essential Questions:
- How did classical societies contribute to western thought and culture?
- Why did feudalism develop and what was its global impact?

Skills:
close reading (how to annotate), how to use noodletools to annotate, how to annotate digitally, interpret various primary sources and infer what they reveal about the society that created them, work effectively both alone and within cooperative groups

Week	Objectives	Instructional Strategies	Resources	Assessments
1 - 2	-Apply elements of classical society (ie. individualism) to the beliefs of modern western society	-Ancient Greek Government Systems note taking activity -compare and contrast Athenian and US democracy	-Citizenship in Athens and Rome Mini DBQ -paragraph on essential question (after database lesson with LMC)	-note-taking activity (interim)
2 - 3	-the reasons for the rise of feudalism and its impact in societies around the world -how the migrations of people led to new states	-Compare and contrast the circumstances that led to the collapse of the Roman Empire with conditions in modern America -feudal society simulation	-simulation activity -Castle Video -feudalism debate	-"Collapse?" roundtable discussion -feudal system simulation discussion questions/debate (small summative)

Step Four-
Create a website for teacher implementation guides and resources

High School NGSS aligned Units and Resources

Full NGSS Aligned Units	
Life	HS Storylines-antibiotics
	HS Storyline-ecosystems 1
	HS Storyline-ecosystem populations2
	HS AST Unit_Algae Fuel
	HS AST Unit-Cell Division
	HS AST-ecosystems and populations-Bundle Orca
	Hs storyline genetics
Physical	HS Storyline-Chemical Reactions
	HS Storyline-Heat transfer
	HS Unit-electric interactions
	HS Unit-electrical interactions 2
Earth and Space	HS Unit-oceans/atmosphere
Mini Units/Tasks	
NSTA	NGSS aligned tasks searchable by discipline/grade level

Step Five-
Create a multilevel professional development plan

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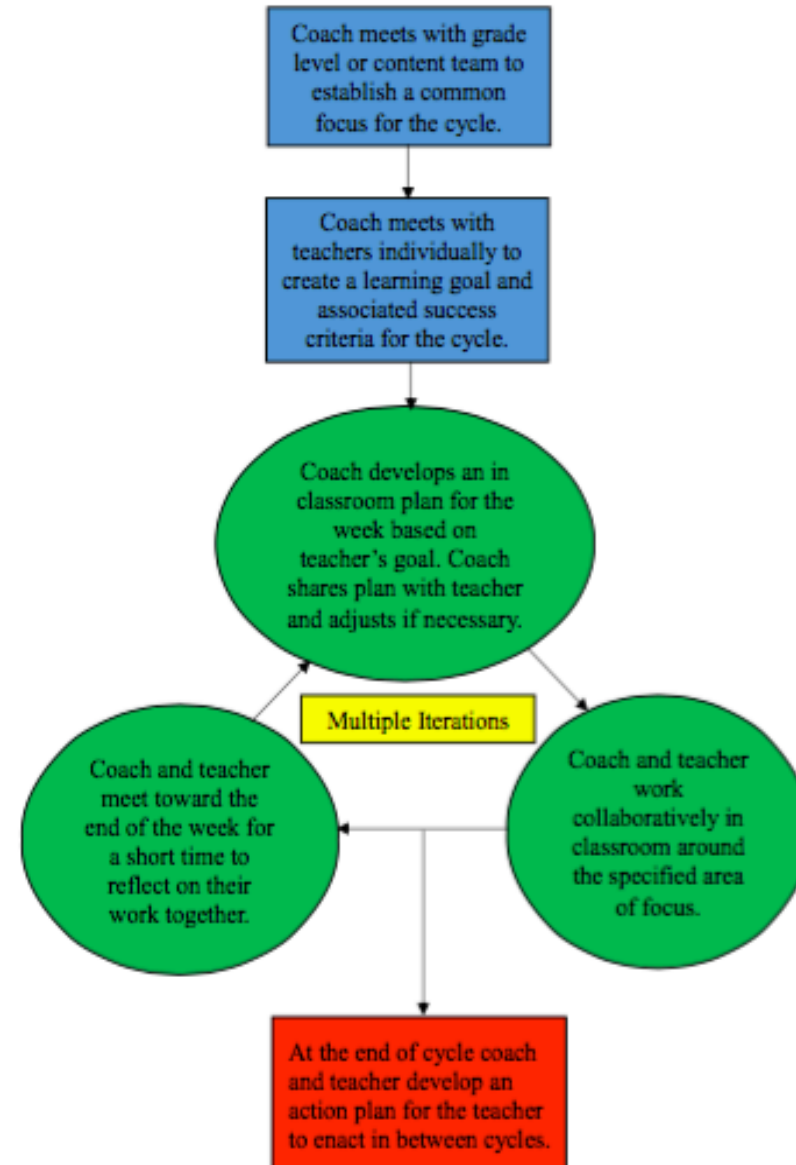|	
August (8:00 - 3:00) 28 Breakfast, convocation & building based 29 Up to 3 hours of admin programs and then work day (with admin guidance)	
September 6 Staff Mtg 13 Feedback 20 Curriculum/Vertical Planning 27 Building	**October** 4 Feedback 11 Staff Mtg 18 Curriculum/Vertical Planning (ALICE trng) 25 Building (ALICE trng)
November 1 Feedback 7 Full Day PL - ED Camp 8 Staff Mtg 15 Building 29 Curriculum/Vertical Planning	**December** 6 Feedback 13 Staff Mtg 20 Building
January 3 Feedback 10 Staff Mtg 12 Early Dismissal PL Building 17 Curriculum/Vertical Planning 24 Building 31 Building	**February** 7 Feedback 14 Staff Mtg 16 Full Day PL District 21 Curriculum/Vertical Planning 28 Building
March 7 Feedback 14 Staff Mtg 21 Curriculum/Vertical Planning 28 Building	**April** 4 Feedback 11 Staff Mtg 25 Building
May 2 Feedback 9 Staff Mtg 16 Curriculum/Vertical Planning 23 Building 25 Early Dismissal PL Building 30 Building	**June** 6 Feedback 13 Staff Mtg 20 Building

Professional Development Plans

	August	September	October	November Election Day	December
District PD Wednesday	3 Feedback Frames: • Process • Praise • Effort	3 Process Frames: • Review • Strategy • Add On	Questioning Protocol (Make One Change)	½ Day Feedback on Feedback (Looking into the Great White Space)	Inventory and In Between Survey (Needs Assessment)
1:1 PD Wednesday	Logging On, Sharing and Editing a Google Doc	Revisiting the Google Classroom	Connect Chrome and Curriculum	½ Google Training	Creating Collaborative Projects
Curriculum Pull Out Days	ELA Curriculum and Implementation Guide	Revising ELA Curriculum Reviewing Vo Ag and Business	Reviewing Social Studies	ELA Revisions Vo Ag and Business Reviews and BOE Prep	ELA Revisions
Other Pull Out Days	Block Scheduling HS	LLI Training	Block Scheduling HS	LLI Part 2 Now I Really Have Questions	Block Scheduling

Step Six-
Create district wide coaching protocols

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Coach meets with grade level or content team to establish a common focus for the cycle.

Coach meets with teachers individually to create a learning goal and associated success criteria for the cycle.

Coach develops an in classroom plan for the week based on teacher's goal. Coach shares plan with teacher and adjusts if necessary.

Multiple Iterations

Coach and teacher meet toward the end of the week for a short time to reflect on their work together.

Coach and teacher work collaboratively in classroom around the specified area of focus.

At the end of cycle coach and teacher develop an action plan for the teacher to enact in between cycles.

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Grade Level	Teacher	IL	Date(s)

Focus	Description of Focus (Prior to class visits)
✓ Questioning/Conferring ❑ Formative Assessment ❑ Student Discourse ❑ Instructional Flow ❑ Other	• Student-to-student questioning during structured problem-solving/work time

Action Plan (In class)	
TEACHER: **INSTRUCTIONAL LEADER:** ✓ Coaching-in ❑ Co-teaching ❑ Observation and feedback	Teacher and Instructional Leader will co-confer (side-by-side) with pairs during structured problem solving and debrief in the moment Key Considerations • What were you hoping they would discuss? • What made you think so? • They might need you to model what questions to ask, provide a focus for independent work. • Upping ante - "talk about that further, I'll come back." • Model partner-to-partner, leave a focus • Anchor chart - list of good questions to ask - refer back

Artifacts to be Collected	Description of Artifacts (Debriefing after)
❑ Student Work ✓ Conferral Notes ✓ Observational Data ❑ Assessment Data ❑ Other	• Observe how students confer after the teacher leaves • Observe what kinds of questions students ask

Next Steps (Coming Attractions)
TEACHER:

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Observation Protocol

1. You are viewing the interaction between teacher to student and student to student. Be clear on the area of focus (RSA, Actionable Feedback, etc.).
2. Please do not teach during the visit. But it is okay to ask students questions about their learning.
3. The visitors record phrases in each category or focus area. No need to capture everything. You most likely need 10-15 minutes in the classroom
4. After the teaching, debrief and discuss the teacher's intention as it relates to the area of focus in the visit (Stay focused on this area and beware of distractions.) Try to summarize big ideas noticed in the session.
5. After the session is over. Complete the following chart/questions:
   Click here to fill the form:
   https://goo.gl/forms/F07Humcgb94NaBPO2

   a. What did you find most helpful about today's session?
   b. Is there another way you might have done something today?
   c. Have you tried any of the strategies you have seen today?
   d. What is one new thing you will try in your practice?

Derby Public Schools
Feedback Protocol for Teachers and Leaders

	Feedback
A **Administrator Reviews/Reflects on Effective Instructional Practices <u>with</u> <u>Evidence</u>** ● I noticed you…which worked to… ● One thing I found effective was….because students…	Positive environment/climate? Focus on positives With evidence
B **Teacher <u>Reviews/Reflects</u> on Effective Instructional Practices** <u>Review/Reflect Questions:</u> ● How did you come to choose to…? ● What did you find most helpful with student/s? and/or **Teacher Identifies <u>Strategies</u> to Use/Change** <u>Scaffold/Strategy Questions:</u> ● What tools/instructional practices did you use to get to your teaching goals? ● Have you thought of_____? and/or **Teacher Identifies what to Change or Add Onto Lesson**	What strategy did you use that was most effective? Objective Most Efficient Change modify how do you know what each student can do What went well today? How do you know?

Step Seven-
Create an assessment system that monitors curriculum and learning

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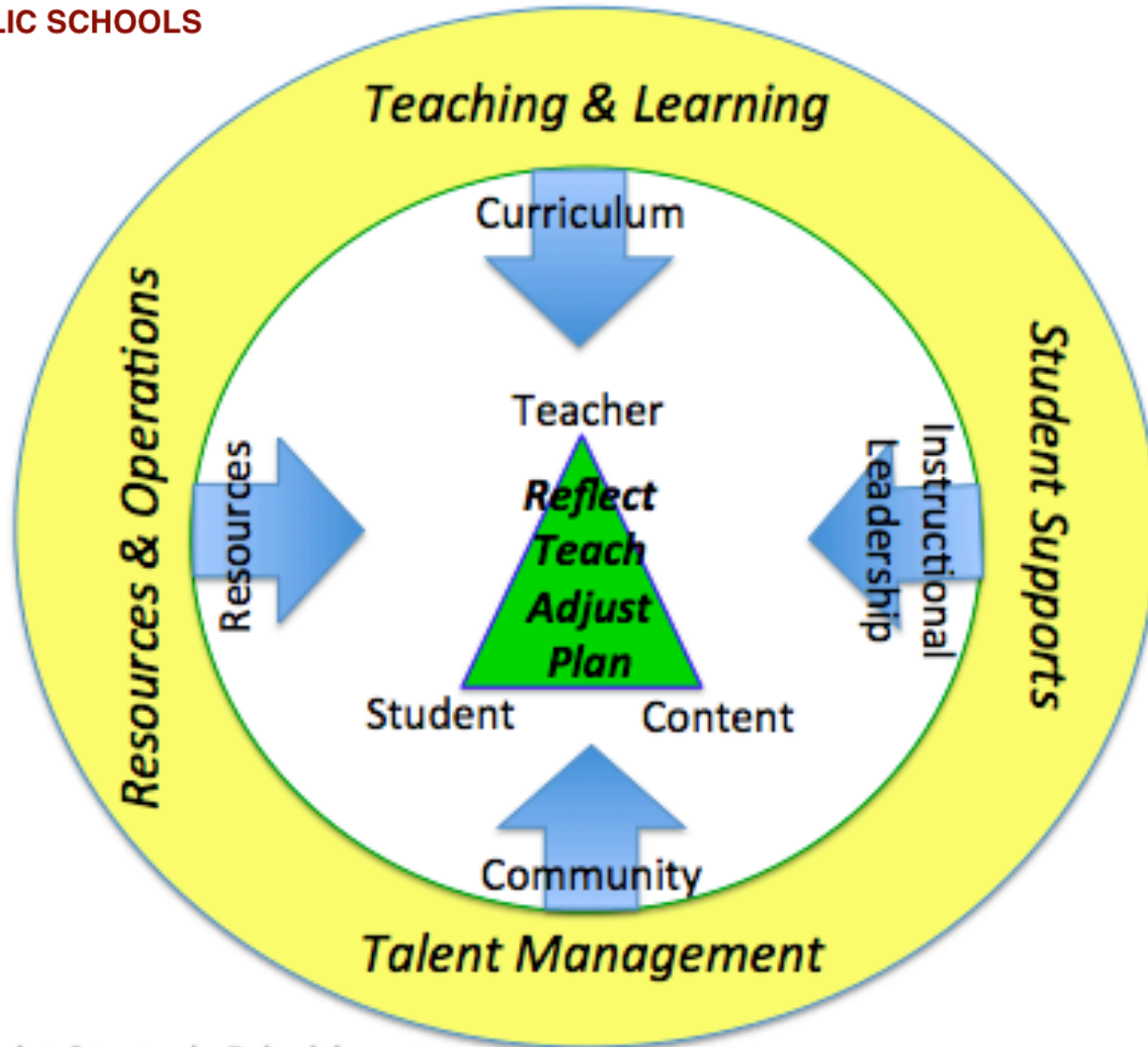| Grade 4		
10/15/18-11/1/18 10/1/18-10/31/18 December 2018	• Spelling Inventory • F&P BAS • Fall math screener • OA IAB (Omit #3) (after unit 3)	Due in Google Sheets by 11/7/18 Due in Forms by 11/1/18
March 2019 2/4/19-2/22/19 April/May 2019 1/2/19-1/31/19 Feb 2019	• On Demand Informational • F&P BAS • On Demand Opinion • Winter math screener • Fractions IAB (after unit 4)	Due in Google Sheets April 2019 Due in Google Sheets by 3/1/19 Due in Google Sheets March 2019 Due in Forms by 2/1/19
5/21/18- 6/8/18 5/29/18-6/1/18 5/21/18-6/8/18 June 2019 April 2019 5/20/19-6/14/19	• F&P BAS • GATES • Spelling Inventory • On Demand Narrative • NBT IAB (after unit 6) • Spring math screener	Due in Sheets 6/14/19 Due in Google Sheets June 2019 Due in Forms by 6/14/19

Rubric for Comprehensive Core Literacy Intervention

Components	Evidence	Wonderings
Classroom Environment		
Reading materials were organized; table free of clutter		
Students had access to the text large or small		
Library contained sufficient texts and variety		
Learning Intention (Minilesson goal)		
Teacher gave a learning intention		
Success criteria was co-created		
Phonemic Awareness/Phonics		
Generalizable concept taught		
Multimodal approach used		
Students received direct instruction and link to application		
Comprehension		
Teacher modeled a comprehension strategy		
Students applied reading strategies during guided or independent work		
Students could self-assess understanding		
Fluency/Vocabulary		
Rereading was based on meaning		
Vocabulary was introduced prior to reading/reviewed after reading		
Students self assessed their progress		
Guided Writing		
Teacher used open or dictated sentence (circle one)		
Students had writing notebook with practice page		
Practice page used for (circle) letter formation, taking high frequency words to fluency, sound boxes, letter boxes,		