



A Community of Learners

Informational Memo: 2017-18 Teaching and Learning Overview

TO: School Board
Superintendent Kocanda

FROM: Barry Rodgers
Director of Innovation, Teaching and Learning

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Background

Over the summer, teams met to complete curriculum work, review assessments, participate in professional development, and identify supplemental resources. The work completed represents our efforts of revising and refining our teaching and learning practices in the spirit of continuous improvement.

On August 16, we launched a new curriculum cycle with our Social Studies Department. The curriculum cycle begins with a review of the new Illinois Social Studies Standards and their implications for teaching and learning. In addition, teachers will get exposure to new digital tools that support the standards and inquiry based learning. All other committees will be at the implementation or monitoring phase of the curriculum cycle.

On August 21-24, we will host a four day Homegrown Advanced Reading Institute with the Reading and Writing Project of Teachers College of New York for 75 teachers and administrators. The Institute furthered our capacity our balanced literacy teaching practices and ELA goals. A comprehensive list of all summer curriculum work can be found here: [2017 Summer Curriculum/Program Work](#)

2017-18 Goals

Our goal of *Reaching All Learners* is designed to provide a consistent district wide approach to ensure that all learners are challenged and supported. To this end, two overarching sub goals will focus on supporting high readiness learners and building our capacity to utilize assessments. In order to meet the needs of high readiness learners, we

will focus on providing access and challenge through rigorous inquiry based learning and real world application. In the area of assessments, we will continue to build upon our goal to provide meaning and context for our major assessments for parents, teachers, and students.

District 36 has established a robust suite of assessments utilizing multiple measures to provide information on student performance. Research from experts such as John Hattie indicates that student assessments have the most positive impact on student learning when they provide teachers with immediate, actionable feedback to improve teaching. This has helped to inform the following modifications to our assessment program for the 2017-18 school year:

- The MAP assessment will be administered three times throughout the year (Fall, Winter, and Spring).
- The SVMI assessment math tasks which were piloted during this past year will be incorporated into curricular units.
- The Math Disposition Instrument will be streamlined.

These changes will serve to strengthen our assessment practices and represent a more effective use of instructional time. A complete listing of our assessment portfolio and calendar can be found here: [D36 Assessment Calendar](#)

As we begin the new school year, committees and grade level teams will review summer work and align their future work to curricular needs and District 36 goals.

2016-17 Curriculum Highlights

English Language Arts (ELA)

- Support ongoing professional development needs following the Teachers College Home Grown Reading Advanced Institute
- Implement new Word Study Scope and Sequences including K-8 Grammar-at-a-Glance, K-8 Vocabulary Acquisition/Foundational Skills, and K-2 Language and Foundational Skills (Phonics and Word Study)
- Implement student and teacher resources and materials for Word Study
 - Words Their Way*
 - Grades 3, 4, and 5
 - Implementation Rollout: either 2017-18 or 2018-19
 - Wordly Wise*
 - Grades 6, 7, and 8
- Research and pilot additional student and teacher resources and materials for Word Study

- Monitor goals and targets for District Improvement Plan utilizing:
 - PARCC Assessment
 - MAP Assessment
 - Teachers College Reading Assessment
 - Reading Inventories

Math

Grades 1 - 4

- Integrate digital resources
 - Teacher - tool during lessons/all resources in one place
 - Student - use during school
- Implement revisions to scope & sequence and lessons plans in grades 1-4
- Increase opportunities and challenge for high readiness learners
- Math Disposition Instrument
 - Streamline and focus survey
 - Identify grades to be surveyed
- Growth Mindset Work
 - Provide resources for teachers
 - Dr. Jo Boaler visit and workshop
- SVMI
 - Expand to Grades 1, 4, 5 and 8
 - Determine units and tasks to be integrated
- Strengthen home-school partnership through additional resources and increased communication with parents
- Continue work supporting access/pathways to Algebra
- Monitor goals and targets for District Improvement Plan utilizing:
 - PARCC Assessment
 - MAP Assessment
 - NFA Assessment

Social Studies

- Initiate Curriculum Review Cycle
 - Research and study new Illinois Social Standards which emphasize inquiry and disciplinary concepts.
 - Review current curriculum and practice to identify alignment and areas of strength and weakness.
 - Conduct research analysis of best practices, national trends and recommendations of national organizations.
 - Conduct site visits or site calls based on model programs as indicated by student data and research.

- Explore digital resources such as Discovery Education, ThinkCERCA, and National Geographic Education.
- Design vision and belief statements for the content program
- Coordinate with New Trier with regards to their program and offerings.
- Begin designing course (unit) expectations in KUD format.

Science

- 50% of NGSS aligned units in place and functioning
- Remaining 50% of NGSS aligned units implemented, reflected upon, and revised as needed
- Identify and utilize science materials to support KUD's
- Three dimensional learning and teaching (practices of scientists and engineers, cross-cutting concepts, and disciplinary core ideas) being developed and practiced
- Integrate STEAM practices at all schools

KW Health

- Continue implementation of new curriculum
- Conduct year 2 Implementation of Fitnessgram digital platform that assesses the five components of health related fitness: Aerobic Capacity, Muscular Strength, Muscular Endurance, Flexibility, and Body Composition.

STEAM

- STEAM and Science facilitators will develop additional, explicit curriculum connections
- Initiate common STEAM activities in all three elementary schools in grades 1-4
- Continue Digital Portfolio (SeeSaw) integration for grades K-5

Fine Arts

- Embed design thinking
- Integrate STEAM activities

World Language

- Continue curriculum updates to curriculum related to students' improved functional language proficiency.

Alignment with the District 36 Shared Vision

The collective efforts represented in the Office of Teaching and Learning Overview reflect our Shared Vision through the following:

- Facilitating high levels of instruction to empower every student**
- Facilitating high levels of instruction**
- Supporting innovation and experiential learning**
- Ensuring the continual growth and achievement of all students**

Next Steps:

- District Committees will meet to refine goals and establish action steps. Committee work will be supported at the building level through grade level release days, Institute Days, and professional learning opportunities.
- The Office of Innovation, Teaching and Learning will help to ensure a smooth and effective roll out of the Extended Day Kindergarten program.
- Facilitators will work closely with intervention staff and building principals to ensure effective and efficient intervention practices aligned to curricular outcomes.