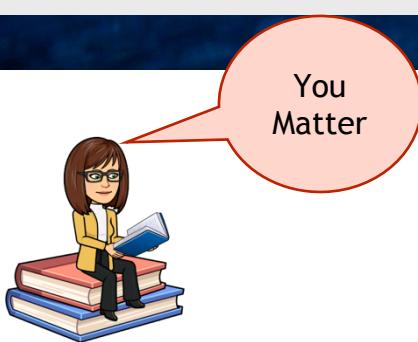


Curriculum Matters

Misty McBrierty Ed.D

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Farmington School District
Office of Curriculum
mmcibrierty@sau61.org



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“One moment of patience may ward off great disaster. One moment of impatience may ruin a whole life.”

Getting Started with 2020-21 School Year

The start of this school year has proven to be exciting and challenging. I have seen so many of our staff working tirelessly to ensure our students are safe, feel cared for, and have their needs met as we start this school year. We are working through all the complex issues that we face with this new normal and the unknown. I am very proud of our staff and students for how flexible and resilient they are being.

We kicked off the first week back for teachers with two trainings offered by the office of curriculum remotely through Zoom.

The first training was focused on the instructional design best practices. This included the process of effective instructional design practices, making the learning destination clear, and planning for the essential learning.

The second training was focused on Google Classroom and Sites to support teachers in building a structure for their instructional design plan.

Since then I have been spending a lot of time helping teachers and leaders trouble shoot and plan as they work to establish relationships, build positive culture, new routines and procedures, and continue to improve communication.

I have told the staff that my biggest job is to help them “Brave this Wilderness” and I am honored to work with all of them to ensure they have the skills and supports they need to grow and thrive in this ever changing world. I am very lucky to work with such great people.

Learning Progressions

What are learning progressions?

Learning progressions are instructional goals organized into measured topics and proficiency scales from the required standards which includes the areas of content, thinking skills, and habits of mind (social emotional learning). Here is an example of a measured topic area and scales in order by developmental level:

<https://drive.google.com/file/d/1MwHpVzTeVknN6MDrLemeqf7wjP0MKTd/view?usp=sharing>

The staff in the next few months will vote on the process for establishing learning progressions for the Farmington School District. The options for this process are as follows:

Option 1: Choose one of the models available to edit

Option 2: Build our own set of learning progressions (This would be the lengthier route)

Once the learning progressions are established a learning management system is needed to then track and report on student progress systemically.

The teachers use them to design ideal learning experiences so students can show their learning through engaging and meaningful context that encompass content, thinking skills, and habits of mind.

New and Improved Curriculum and Instruction Website



This website is for the SAU 61 staff. With a district login staff can access lots of resources and professional learning through this site. (Only Viewable with SAU 61 emails)

<https://sites.google.com/sau61.org/sau-61-curriculum-and-instruct/home>

Professional Learning

Professional Learning Opportunities this year will focus in on learning progressions, instructional design, habits of mind (AKA social emotional learning), thinking skills, and leadership.

We have some resources at our disposal that are meant to support teachers and provide avenues for them to customize and have choice and voice in their learning. As a premium member of MCCL we have access to their trainings and on line resources. We also have the platform Eduplanet 21 which has learning pathways for our teachers to work through both for their own growth and recertification. The office of curriculum has put together a full Google Classroom Training for the most important componants of highly effective teachers as well as the resource website with additional supports and guidance.

Master Teacher for Paras is also a platform we use to support the professional growth and recertification of paraprofessionals.



<http://mainecustomizedlearning.org/>



Google Classroom and Instructional Design

Google Classroom is the platform we are currently using to leverage technology in order to manage learning experiences for our learners. Though this is not a learning management system it is a tool that helps teachers organize learning experiences in conjunction with face to face or live sessions(digital).

This does have its limitations however so it is important to have good communication between home and school using a combination of google classroom, powerschool, e-mail, newsletters, and personal phone calls to ensure that connection stays strong and positive.

Intelligence plus character that is the true goal of education.
– Martin Luther King

Parent Tutorials
Google Classroom:
<https://youtu.be/IqS-hoSljnw>

<https://youtu.be/2lowi-qmbys>

Google Meets:
<https://youtu.be/QiLkyQcftXw>

What should instructional design for high learning impact look like?

1. Learners should have a clear picture of their learning destination
2. Learners have opportunities to collect and organize evidence of learning, reflect, and track their own progress
3. Assessment which is vital to learning (grading is not) should be used to inform instruction and next steps in learning. That feedback should clearly show the learners what they go next.
4. Learners should have choice and voice in the time, place, path, and pace of their learning
5. Learners should have access to both online and face-to-face or live learning experiences
6. Experiences should help them practice “how to think” not what to think and build healthy habits for positive and productive social and academic success
7. Experiences should value that mistakes are inherent in learning and provide learners with feedback and additional opportunities to show learning
8. Experiences should incorporate collaboration, creativity, and challenge

Strategic Design Update

Schedule Dates: November 12th & 13^t (4pm-8pm) & 14th (8:30-3pm)

Place: Fully Remote using Zoom

We are in the planning stages of this event but want to start reaching out to the community to gather willing participants for this important work especially at this time. We have been meeting with Linda Laughlin the facilitator of this event and more communication and details will come soon.

Preliminary Work

- Address immediate business and organizational issues
- Build leadership capacity
- Build harmonious relationships with staff
- Ensure that the board of trustees understands and supports the reform efforts
- Improve instructional practices
- Seek out research-based practices and outside perspectives
- Engage key stakeholders in a jointly **developed strategic design**

SD Video: <https://youtu.be/EqVtbd9IYts>

SD Registration Links

SAU 61 Staff:

<https://forms.gle/RW897hN4nNfSDVif9>

Farmington Community Registration Link:

<https://forms.gle/JiHvRu4kdyPLj1mQ6>

SAU 61
35 School Street
Farmington, NH 03835

