
Summer Curriculum Development

10 October 2017

Context

- Increased investment over last several years; now comprises about half the professional development (PD) budget
- Additional \$20,000 in FY17 PD funding allocated to summer curriculum work
- Belief that teachers learn best from deep collaboration with colleagues on curriculum connected to daily practice, often with teacher-initiated ideas
- Projects are connected to district vision and improvement plans

Higher Order Thinking; Student-Centered Learning I: Literacy Implementation

Davis 2nd grade integrated curriculum continued integration of science and social studies into curriculum to encourage critical thinking, collaboration, communication, and creativity.

Lane science and math: develop more authentic performance tasks (math) and science assessments that integrate more curriculum areas, in particular ELA

JGMS Social Studies: develop clearer more specific sequence of literacy skills within social studies (reading-writing-speaking / listening), identifying areas where they need to add instruction, practice, and/or assessments

Higher Order Thinking; Student-Centered Learning II: Literacy Implementation

JGMS English: Grade 8 teachers designed a more thematically based course with culminating project in which student defends a value identified and traced throughout the year.

BHS Social Studies: Grade 9 created templates for a variety of literacy skills (main idea, identifying arguments, examining data, analyzing visual sources) and identified additional materials / sources to support that work. Recast opening unit to “Freedom and Slavery in the early Republic” (piloted in 16-17)

Equity and Diversity

- Davis School Open Circle-Teaching Tolerance: developed anchor standards and banks of questions to help in planning lessons. Identified picture books to accompany lessons.
- Lane School: Planned “slow rollout” of Responsive Classroom in four areas (greeting students, class meeting, morning message, class contract); planned PD for faculty
- JGMS: planned ELA curriculum for heterogeneous grade 7 using Universal Design for Learning (UDL) principles.
- BHS: Continued development of unlevelled senior English classes in African-American and Asian-American Studies. Enrollment more than

Teaching All Students I

Co-teaching training K-12:

- Training led by our own experienced teachers (rather than consultant)
- Co-teaching now at all grade levels K-5; in ELA and math grades 6-12
- Will be accompanied by release days and planning time during the year
- Co-teaching will be presented to school committee by participating teachers and trainers later this fall

BHS Science: Developed new or revised one-semester courses Astronomy (new) and Forensics (revised), both with high interest topics. Biology reordered units to increase student engagement. Redirected CP Anatomy to focus on

medical tests, procedures, careers

Teaching All Students II

Foreign Language 6-12: Revised curriculum in several areas to better meet the needs of all learners, including creating a Foundations of Spanish course at JGMS; revising Latin poetry to be more linguistically challenging to students entering from class added last year; and restore French I as a separate course at the high school.

BHS Math: Worked in several courses (Statistics, CP Geometry, Honors Pre-Calculus) to better meet needs of students through more hands-on activities, more frequent and varied assessments, and clearer expectations, respectively.

Collaborative Professional Culture

Leadership training at Davis:

- 3-day training in designing learning for adults to deepen leadership capacity

Program Administrators and Directors, as well as curriculum coordinators, joined in the Administrative Retreat in July to train for and plan literacy implementation.

Thank you for your support

This support allows for regular practice of reflection and improvement of our instructional practices and curriculum.