

To: Dr. Charles Johns
From: Rosanne Williamson, Ryan Bretag, Cameron Muir, Ed Solis, David Adamji, Jeannie Logan,
Scott Williams, Josh Morrel
Re: Curriculum Report: Instructional Strategies
Date: February 27, 2023

Purpose:

Our purpose is to share an update on the work our teams have achieved through their curriculum improvement efforts. Three Departments represented by four Instructional Supervisors will share their work in the areas of instructional strategies - techniques teachers use to help students become independent, strategic learners.

This report is presented for the Board's review. No action is needed.

Background:

We initiated an evaluation of the curriculum review process in October 2021 with our Instructional Supervisors. This internal review identified a need to create a process that

- a. is more meaningful and impactful for the departments;
- b. is centered on actionable data and work;
- c. is more streamlined and focused on academic and well-being outcomes; and,
- d. is aligned with ensuring our students are provided with rigorous academic experiences based on informed teaching and learning practices while maintaining annual course reviews.

With the emergence of Teaching and Learning goals and initiatives in January of 2022, there was alignment between these and the evaluation of the curriculum review process that was already underway.

In the summer of 2022, the educational services committee finalized the new curriculum review process and established an internal implementation guide. At the end of the 2022-2023 academic year, the committee will use feedback from teacher curricular teams by way of the instructional supervisors to refine the guide. Based on this feedback, we will finalize our recommendations with the 7010 curriculum strategies policy and procedures this summer.

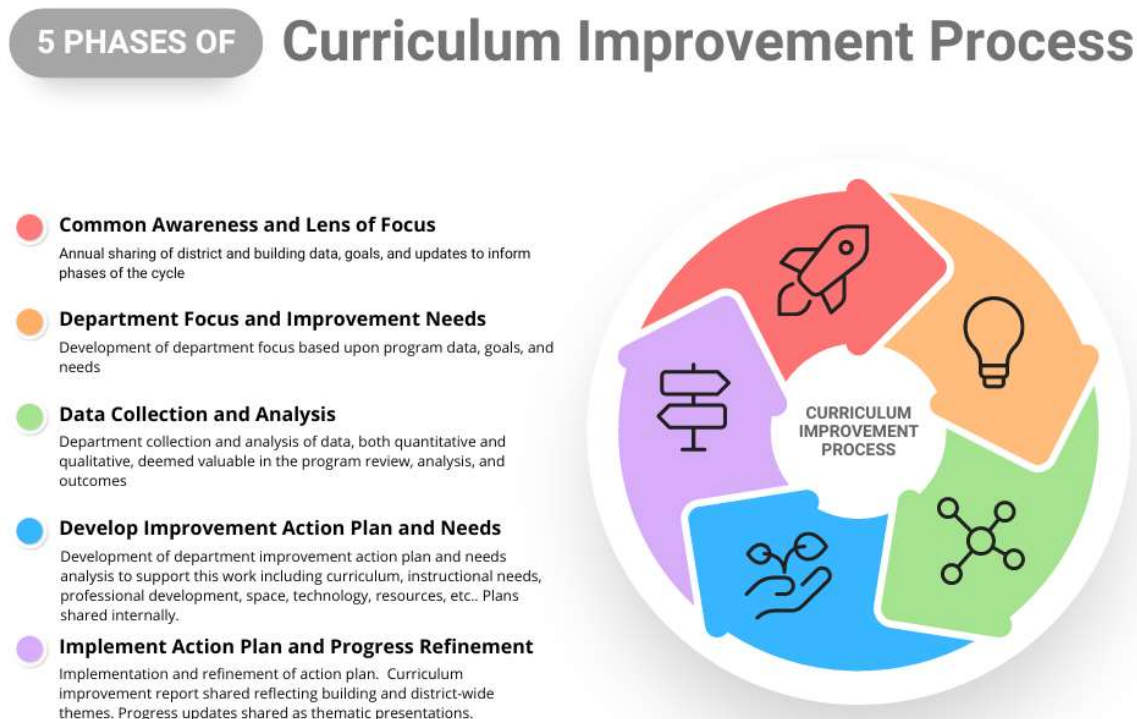
TIMELINES ASPECTS

- Educational Services Committee* Review: October 2021 Review
- Subcommittee Meetings**: November 2021, February 2022, April 2022
- Educational Services Committee Finalization: June 2022
- Educational Services Committee New Process Launch: August 2022

*All instructional supervisors, associate principals of curriculum and instruction, assistant principals of student services, director of instructional innovation, assistant superintendent for educational services

**Cameron Muir, Dawn Hall, Eric Etherton, Edward Solis, Jeannie Logan, Josh Morrel, Jennifer Pearson, Jeffrey Rylander, Lara Cummings, Mary Kosiog, Mary Rockrohr, Maria Vasilopoulos, Ryan Bretag, Rosanne Marie Williamson, Stacey Wolfe

Phases of the Curriculum Improvement Process:



Curriculum Improvement Process Themes

This year's work yielded four main themes: Scope and Sequence, Instructional Strategies, Tools and Technology, and Program Review.

The theme for this report is Instructional Strategies.

Theme Two: Instructional Strategies - (Board Report on February 27, 2023)

Departments: GBS English, Social Studies (GBN and GBS common focus on reading), GBN World Language.

Overview: These departments are focused on reviewing teaching strategies that support students in their overall literacy. As well, a key to this work is creating greater opportunities for each student to improve their critical thinking through reading which requires the use of practice known as differentiation. This means tailoring instruction to each student.

Courses: The work in English and Social Studies will impact nearly all courses. GBS Social Studies focused on all freshman and most sophomore courses. GBN World Language addressed all upper-level multi-section classes (e.g., French 4 and French 5 taught together).

Data: Student and teacher survey data, focus groups, artifacts such as current reading assignments, course expectations, types of texts used, current reading skills strategies and outside resources are examples of information that will be used to inform and develop department action plans.

Examples: Strategies for differentiating learning experiences to meet the increasing range of learning needs (post-pandemic or in multi-section classes); strategies for improving reading skills for close reading, analysis, and efficiency; and, strategies and best practices for digital versus print reading formats (GBN Social Studies).

