

Curriculum, Instruction, Assessment Staff Development

USD 116 Board of Education

April 7, 2009



District Improvement Plan

- Select and monitor the implementation of key practices related to continuous school improvement
- Use data to inform decision-making at all levels
- Communicate our progress and procedures to the Board of Education and community

Integrating District Initiatives

USD Supportive Supervision

- Planning
- Delivery
- Assessment
- Instructional Environment
- Professional Responsibility

Curriculum Alignment

- Standards: Content and Skills
- Evidence of student learning
- Pacing Guides/Consensus Maps

Best Instructional Practices and Strategies

- Differentiated Classrooms
- Content Area Literacy
- CRISS
- Writing Across the Curriculum
- Common Rubrics and Anchors

Response to Intervention

- Differentiated instruction
- Tiered Intervention System
- Problem-solving model

Positive Behavior Intervention/ Social Emotional Learning

- Respect and Responsibility
- Decision-making
- Conflict Resolution and Negotiation

Professional Learning Communities:

Focused Discussion About Student Learning and Our Response to Their Learning

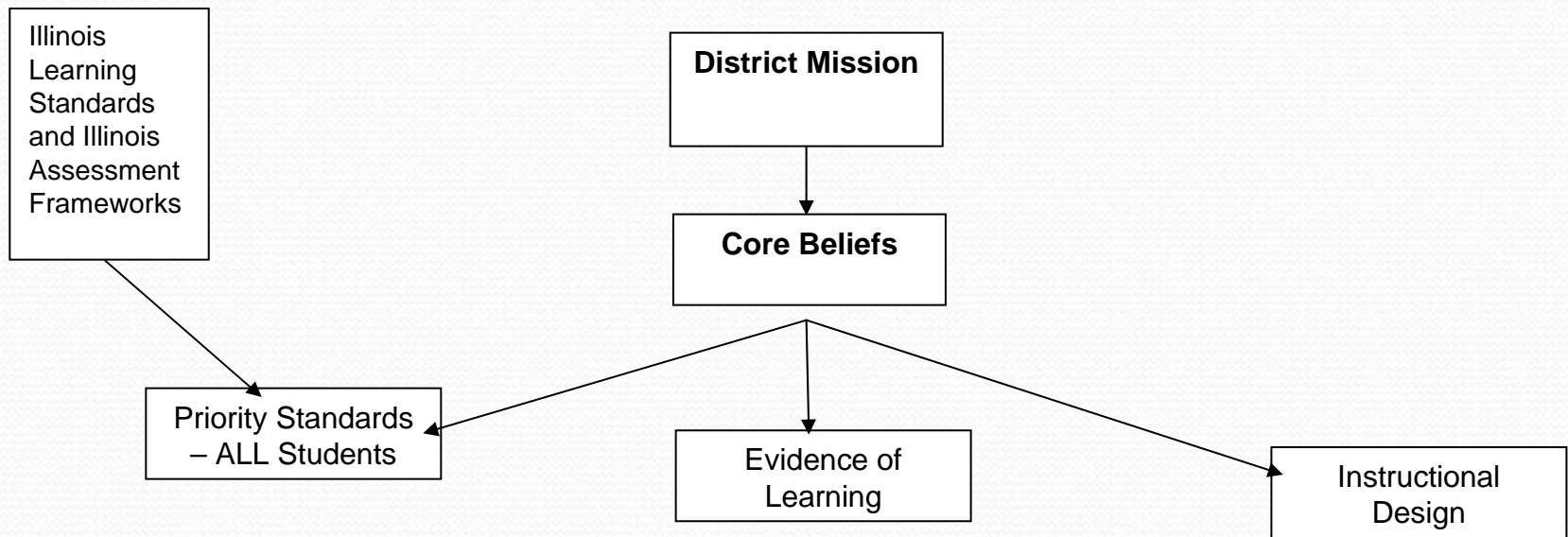
District Mission

Core Beliefs

Curriculum Development

- Phase One: Alignment of all Content Areas, EC – 12, with Illinois Learning Standards and Illinois Assessment Framework
- Phase Two: Identification of Priority Standards to be taught for understanding and development of common assessments to provide proof of learning

Connections

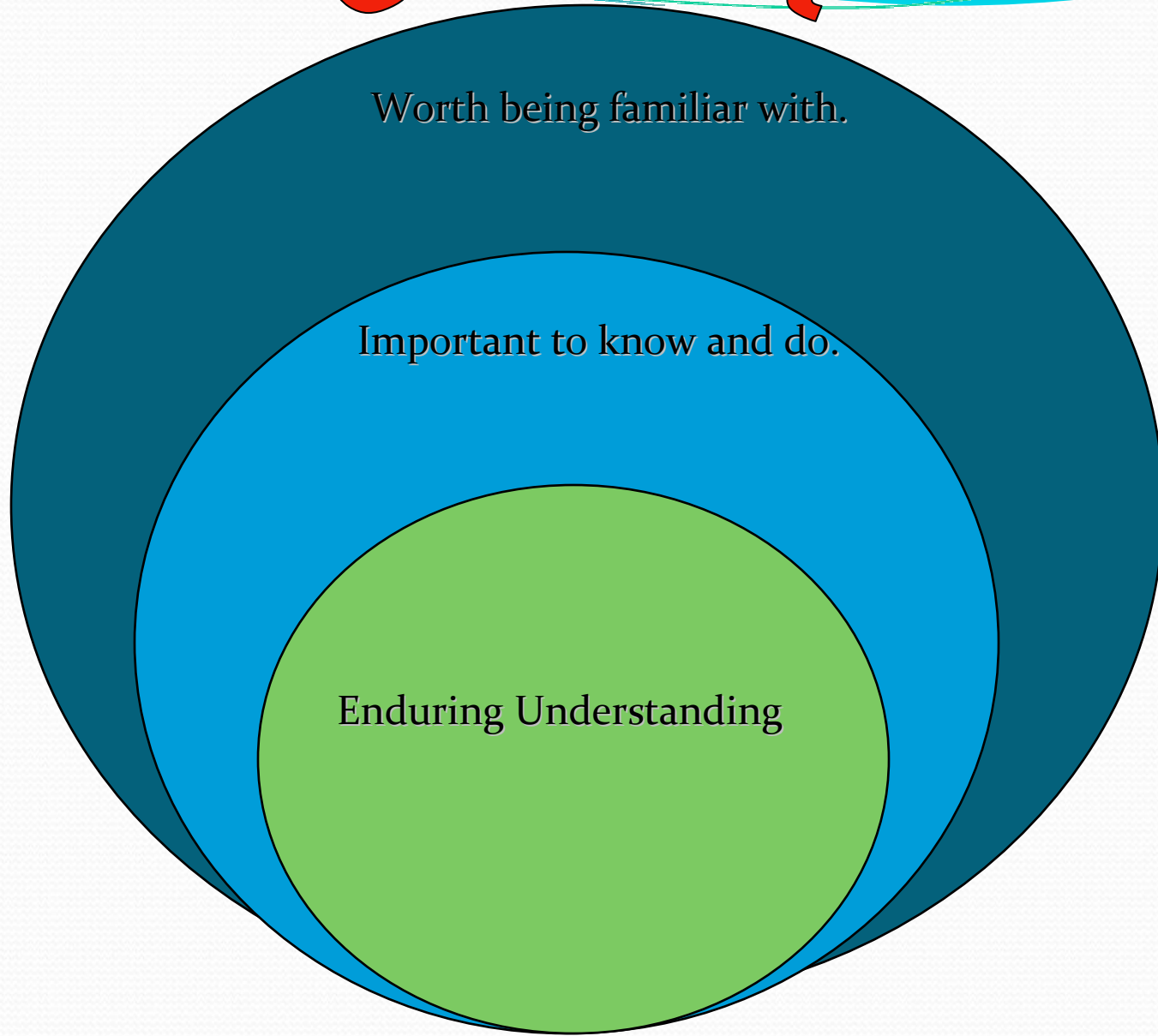


Content

Worth being familiar with.

Important to know and do.

Enduring Understanding





Articulation of Curriculum

- Written
- Taught
- Tested



Elementary Early Release Time

- Identify critical performance descriptors for all grades
- Identify important themes to teach for understanding across grade levels and content areas
- Examine student work and share effective lessons and strategies

Secondary Early Release Time

- Develop, refine, and articulate common semester exams
- Refine consensus curriculum maps

Winter In-service Day

January 30th, 2009

- Community Expo featured 66 organizations and businesses sharing their resources and explaining how they can support EC-12 education
- Great Ideas Mini Sessions featured 57 presentations, each offered twice
- Teachers also had time to collaborate on curriculum work with their colleagues

Optional Professional Development

- From June 2008 until May 2009, Urbana School District offered over 445 hours of optional professional development with over 65 workshops, study groups, institutes, and other trainings.
- Professional development in Urbana is funded by grants including Title I, Title IIA, Title IID, Title V, Mental Health Grant, New Teacher Mentoring Grant, and Teaching American History Grants

New Teacher Mentoring and Induction

- All new teachers participate in New Teacher Orientation and New Teacher CRISS (reading strategies) training in August
- Throughout the school year, all new teachers are supported in elementary, middle, or high school induction meetings
- 43 first and second year teachers have mentors this year
- Urbana teachers who are new to the profession receive lots of extra support in terms of time with the Lead District Mentor and training
- This grant is coordinated by Alexis Jones with Jacinda Crawmer serving as our Lead District Mentor

American History Teachers' Collaborative

- Workshops, summer institutes, discussion nights, learning trips, conference teams, and teacher fellowships to improve the American History content knowledge of K-12 teachers
- Current funding through 2011 with the 2007 and 2008 Teaching American History Grants
- Website includes descriptions of past and future activities, website links and digitized resources for teachers, and lesson plans using local primary sources:

www.americanhistoryteachers.org

Ongoing District Professional Development Topics for All Levels

- Differentiation of instruction
- Curriculum support within and across grade levels
- Response to Intervention (RtI)
- Social Emotional Learning (SEL)
- Positive Behavior Interventions and Supports (PBIS)
- Project CRISS (**C**reating **I**ndependence through **S**tudent-owned **S**trategies)
- Professional Learning Communities (PLC)

Professional Learning Communities (PLC)

- UHS is a Professional Learning Community and UHS teachers continue their work to implement PLC best practices
- King is becoming a Professional Learning Community
- UMS teachers have had regular discussions about Professional Learning Communities as they move to make UMS a PLC next year
- Teachers and administrators from UMS, King, Wiley, and Thomas Paine are attending an intense PLC training of trainers series at EIU



Curriculum, Instruction, and Assessment Mission Statement

We will support and challenge students throughout their learning experiences by

- Preparing educators
- Providing leadership
- Aligning curriculum
- Supporting families
- Building community outreach
- Securing, providing, and managing resources