

## Curriculum and Instruction Coordinator Scope of Work for 2017-2018

Strategic Plan Outcome	Learning Intentions for Staff	Success Criteria
<p><b><i>Systematically Implement ISS/CCSS aligned math program K-5</i></b></p>	<ol style="list-style-type: none"> <li>1) Develop an understanding of the Mathematics Curriculum Framework Document:               <ol style="list-style-type: none"> <li>a) Required/Recommended/Rejected Resources</li> <li>b) Differentiation for Intervention/Practice/Enrichment</li> </ol> </li> <li>2) Develop an understanding of the Guided Math approach</li> <li>3) Understand success criteria identified in the performance level rubrics to monitor student growth</li> <li>4) Utilize pre-assessment and formative assessment data to guide instructional planning</li> </ol>	<p>Educators will:</p> <ul style="list-style-type: none"> <li>● Identify and utilize those resources aligned to the Mathematics Curriculum Framework</li> <li>● Articulate the relationship between and among essential standards for their grade level and the grade levels above or below during grade level curriculum and instruction meetings</li> <li>● Monitor student growth along the performance level rubrics for each unit</li> <li>● Utilize assessment data to flexibly plan guided math instruction during data meetings</li> <li>● Share standards-based resources and report standards-based progress for parents</li> </ul> <p>(K-5 teachers will meet with Jennie 1-2 times per week about mathematics implementation.)</p>
<p><b><i>Identify and align essential standards K-8 for ELA (Reading, Writing, Speaking/Listening, Language)</i></b></p>	<ol style="list-style-type: none"> <li>1) K-5 classroom teachers, 6-8 ELA, science, and social Studies teachers will develop a collective understanding of the commonalities among ELA, science, and social studies <b>expectations</b> (especially inquiry).</li> <li>2) Develop an understanding of the ELA progressions for each strand (Reading, Writing, Speaking &amp; Listening, Language)..</li> <li>3) Develop an understanding of the structure of NGSS and C3 Frameworks as they apply to ELA</li> </ol>	<p>Educators will:</p> <ul style="list-style-type: none"> <li>● Articulate and address the common ELA themes shared by science and social studies</li> <li>● Map out the learning progression for the NGSS crosscutting Concepts</li> <li>● Engage in inquiry to examine the four dimensions of the C3 Framework as they apply to ELA</li> <li>● Map how inquiry looks from grade to grade in the 3 content areas.</li> <li>● Map how assessment of writing changes from grade to grade using rubrics</li> </ul> <p>The ELA Committee will:</p> <ul style="list-style-type: none"> <li>● Design a curriculum framework template to include required/recommended/rejected resources and differentiation for intervention/remediation, practice, and enrichment.</li> <li>● Identify and define the purpose of anchor texts for each grade level.</li> </ul>

<p><b><i>Systematically implement current science units with a focus on NGSS science &amp; engineering practices (SEP) and crosscutting concepts (CC) at K-5.</i></b></p>	<ol style="list-style-type: none"> <li>1) All science teachers K-8 will have a collective understanding of three-dimensional learning and its relationship to inquiry.</li> <li>2) All science teachers K-8 will have a collective understanding of the progression of crosscutting concepts.</li> </ol>	<p>Educators will:</p> <ul style="list-style-type: none"> <li>● Share and critique examples of crosscutting concept connections made by students</li> <li>● Share and critique examples of science and engineering practices demonstrated in their current units of instruction.</li> <li>● Map out the learning progression for the NGSS crosscutting Concepts</li> </ul>
<p><b><i>Align current Social Studies curriculum to C3 framework 6-8.</i></b></p>	<ol style="list-style-type: none"> <li>1) 6-8 social studies teachers will understand the four dimensions of the C3 framework as it applies to current curriculum and instruction.</li> <li>2) 6-8 teachers will understand the inquiry expectations in the C3 framework.</li> </ol>	<p>Educators will:</p> <ul style="list-style-type: none"> <li>● Identify current curriculum &amp; instructional practices that represent alignment to the four dimensions of the C3 framework (Geography, History, Civics, Economics).</li> <li>● Identify gaps in C3 framework that are not being addressed in our 6-8 curriculum.</li> <li>● Identify instances in our current curriculum where inquiry is utilized.</li> <li>● Engage in inquiry to examine the four dimensions of the C3 Framework as they apply to ELA</li> </ul>
<p><b><i>Apply our knowledge of formative assessment in depth K-8.</i></b></p>	<ol style="list-style-type: none"> <li>1) K-8 teachers will understand the four levels of formative assessment (1. Teacher use to guide instruction, 2. Student use to guide learning, 3. Classroom climate of feedback, 4. Team use for intervention/enrichment in PLC)</li> <li>2) K-8 teachers will understand different types of feedback (for ex. evaluative vs. objective).</li> <li>3) K-8 teachers will understand complexity using the SOLO taxonomy (compared to difficulty).</li> </ol>	<p>Educators will:</p> <ul style="list-style-type: none"> <li>● Document and share practical examples of their use of formative assessment data with their teammates to guide instructional decisions.</li> <li>● Document and share examples of coaching feedback provided to students and how students responded.</li> <li>● Document and share examples of student-to-student feedback in their classrooms and the impact of the feedback on results.</li> <li>● Plan for intervention/enrichment as grade level teams using formative assessment data.</li> <li>● Analyze assessment tools with regard to complexity (SOLO taxonomy) and difficulty (grade to grade standards).</li> </ul>

<p><b><i>Systematically implement ISS aligned program for K-8 Core/Encore/Allied Art.</i></b></p>	<ol style="list-style-type: none"> <li>1) Educators will develop a collective understanding of learning progressions for their respective content areas (Music, Visual Arts, Theater, Physical Education, Foreign Language)</li> <li>2) Educators will use formative assessment to guide instructional planning in their respective content areas.</li> </ol>	<p>Educators will:</p> <ul style="list-style-type: none"> <li>● Meet with counterparts from the other building to discuss learning progressions, common language, and assessment for essential standards</li> <li>● Provide a scope-and-sequence of standards-based units for the public curriculum website</li> <li>● Document and share examples of formative assessment use for guiding instruction</li> <li>● Document and share examples of coaching feedback provided to students and how students responded.</li> <li>● Document and share examples of student-to-student feedback in their classrooms and the impact of the feedback on results.</li> </ul>
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