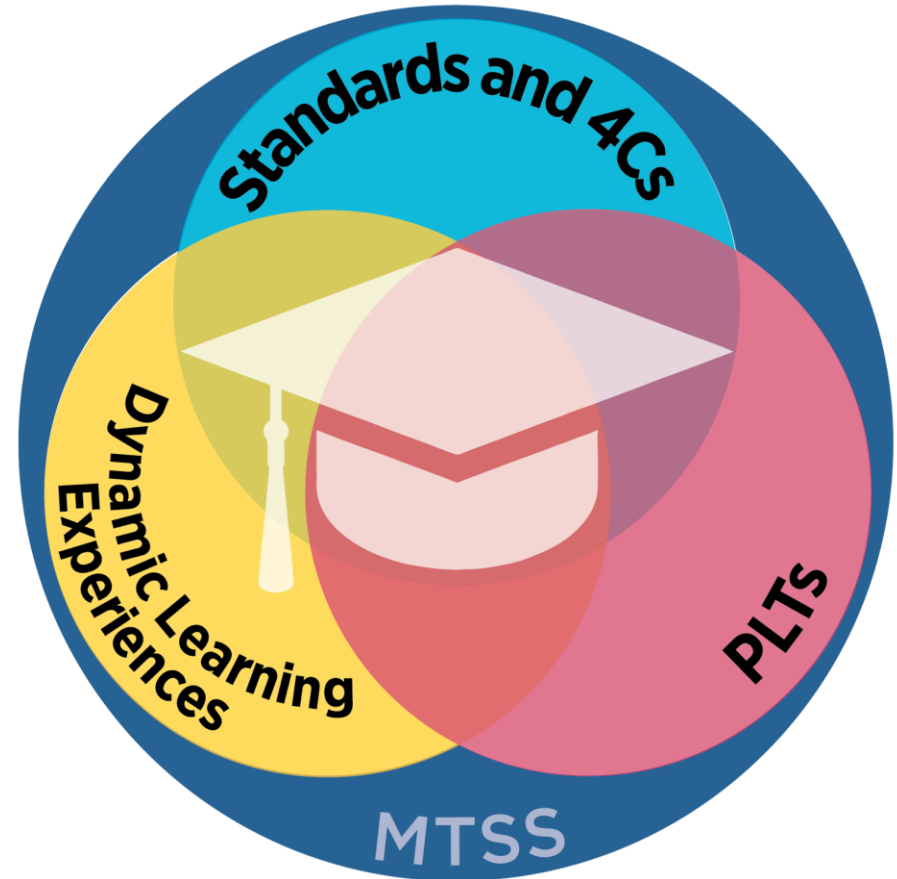


WCPSS Core Curriculum Adoption 2017

Recommendation to the Board of
Education

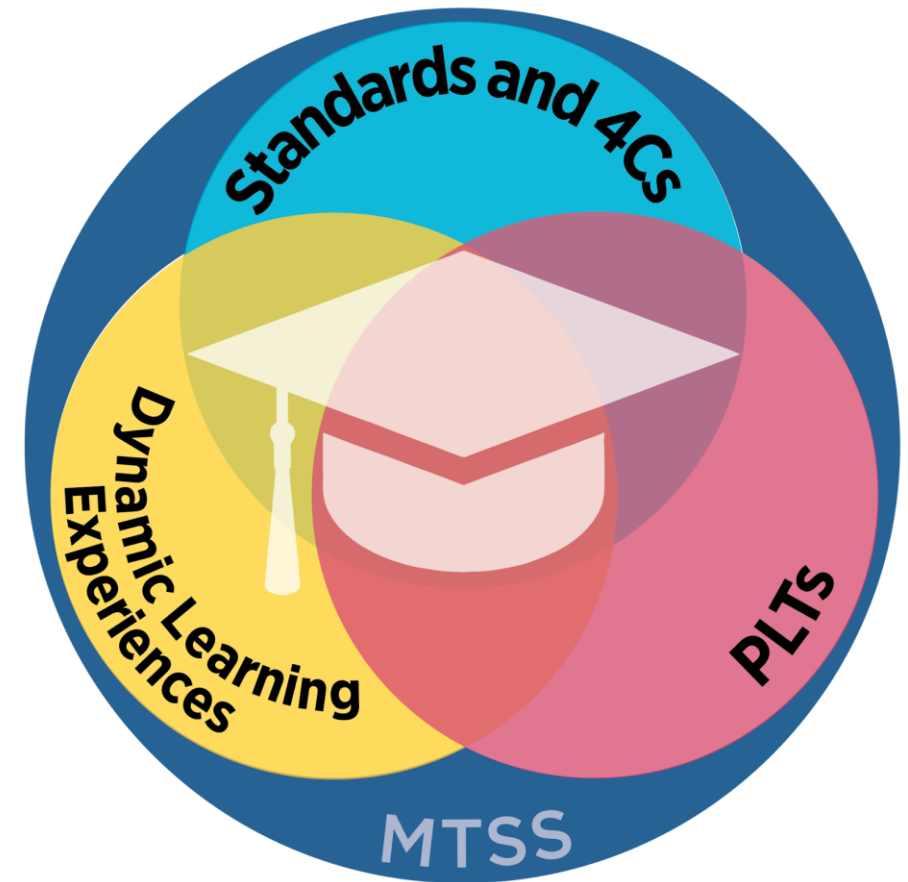
May 2, 2017



WCPSS Core Curriculum Adoption 2017 Alignment to Strategic Plan



How did we get here?



WCPSS Core Curriculum Adoption 2017

What do we want our students to be able to do?

Students will be successful communicators, collaborators, creative and critical thinkers who have mastered the NC State Standards and 4Cs. This will make them ready to graduate as productive citizens and for success in higher education and careers.



WHAT DO WE WANT STUDENTS TO KNOW AND BE ABLE TO DO?

Students will be successful **communicators, collaborators, creative** and **critical thinkers** who have mastered the **NC State Standards and 4Cs**. This will make them ready to graduate as productive citizens and for success in higher education and careers.



NC State Standards and 4Cs	How will we help students to achieve the Standards/4Cs?		How will we know students are learning the Standards/4Cs?		How will we respond when students don't learn the Standards/4Cs?		How will we respond when students already know the Standards/4Cs?	
	STUDENTS WILL...	ADULTS WILL...	STUDENTS WILL...	ADULTS WILL...	STUDENTS WILL...	ADULTS WILL...	STUDENTS WILL...	ADULTS WILL...
Dynamic Learning Experiences	Demonstrate Social-Emotional Learning through setting and achieving goals and displaying confident behaviors to relate to others	Provide instruction and develop relationships that meet the needs of the "whole" child in the classroom	Learn to gather evidence of their learning and present it in a digital portfolio	Guide students in collecting, curating, and presenting their learning in a portfolio	Advocate for and engage in additional learning opportunities	Ensure involvement in increased learning opportunities that target identified achievement gaps (low-income students, students of color, English Language learners, and students with disabilities)	Advocate for and engage in additional learning offerings	Ensure involvement in increased learning opportunities that target identified achievement gaps (low-income students, students of color, English Language learners, and students with disabilities)
	Express their understanding of Standards and the 4Cs	Provide classroom instruction and structures that demonstrate deep understanding and application of the Standards and 4Cs	Know how to speak, write, read, and listen, and will have the skills to work well with others	Develop tightly aligned common assessments, with an emphasis on performance tasks and rubrics	Communicate obstacles in their learning path when they arise	Use timely and varied assessment data and the data-based problem solving approach to intervene for students at all tiers	Communicate obstacles in their learning path when they arise	Use timely and varied assessment data and the data-based problem solving approach to intervene for students at all tiers
	Exhibit Digital Learning through use of technology resources	Provide instruction which integrates appropriate tools (digital and non-digital) to personalize each student's learning	Use the 4Cs to solve complex problems	Use timely and varied assessment data and the data-based problem solving approach to intervene for students at all tiers	Set learning goals to map out their progress towards success		Set learning goals to map out their progress towards success	
	Access Learner Agency as they reveal their voice and choice in learning	Provide Standards-based instruction to meet the interests and learning styles of students, empowering them to take ownership of their learning			Access their voice to communicate what learning supports they desire or need		Access their voice to communicate what learning supports they desire or need	
	Access their voice to communicate what non-academic supports they desire or need	Expand non-academic student supports that promote well-being and achievement						
	Seek involvement and engagement in non-academic activities	Lead culturally responsive instruction with their students						

Multi-Tiered System of Supports (MTSS)

Leadership • Building the Capacity for Implementation • Collaboration and Communication • Data-based Problem Solving • Three-tiered Instructional Model • Data Evaluation

By 2020, WCPSS will annually graduate at least 95% of its students ready for productive citizenship as well as higher education or a career.

Open Education Resources

- Open Education Resources (OERs) are teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use and re-purposing by others.
- OERs include full courses, course materials, modules, textbooks, streaming videos, tests, software, and any other tools, materials, or techniques used to support access to knowledge (Hewlett Foundation).



WCPSS Core Curriculum Adoption 2017

Overview of Curriculum Solutions

What are the benefits of Open Education Resources (OERs)?

- OERs designed since the publication of Common Core (and NCSS) incorporate the “shifts” in ways traditional publishers may not
- Digital form of OERs is accessible to teachers and students anywhere, anytime
- Cost reductions in the purchase of instructional materials so that dollars can be dedicated to implementation
- OERs being digital/cloud-based enables recurring updates to materials
- High volume of OERs freely available enable teachers to provide more options to students to meet individual needs and diversified interests
- Estimated free and open content objects can enable teacher creativity, customizing or “chunking” content to meet individual student needs/interests

What Districts have adopted OERs as core materials? (examples)

- Duval County, FL: elementary reading and math (EngageNY)
- Boston Public Schools:
- D.C. Public Schools: English/learning arts (various), Denver Public Schools then adopted DCPS (9-12) curriculum

ELA – Expeditionary Learning (EL)

We have always viewed every teacher—regardless of subject area, grade or specialization—as a teacher of readers, writers, and content. Our curriculum engages students and supports teachers in building students’ capacity to read, think, talk, and write about complex texts.

ELA Curriculum - Expeditionary Learning (EL)

- ❖ Grades 3-8 by 2019-2020
- ❖ EL is an open-source literacy curriculum written by and for teachers.
- ❖ EL was created to address the shifts in the Common Core standards as well as address the future needs of students competing in a global community.
- ❖ Balance of literary and informational texts at appropriate levels of complexity
- ❖ EL has four modules, with 3 units in each, comprise a full year's curriculum. Each module progresses in a standard sequence: Building Background Knowledge (Unit 1), Extended Reading and Research (Unit 2), and Extended Writing (Unit 3).

High School Math – Math Vision Project

- Transforming Mathematics Education.....
- “What students learn is fundamentally connected to how they learn it.”

-- Deborah Ball, Ph.D.



High School Math – Math Vision Project

- ❖ MVP materials top the charts when it comes to **Alignment, Rigor & Balance** as well as **Deeper Learning**--all essential attributes of a focused, coherent and rigorous curriculum.
- ❖ The **MVP team** has created all of the resources you need to guide students to develop conceptual understanding with proficiency, along with factual knowledge and procedural facility.
- ❖ The **MVP classroom experience** does not look like the traditional mathematics classroom. In the **MVP** classroom the teacher launches a rich task and then through “teacher moves” encourages students to explore, question, ponder, discuss their ideas and listen to the ideas of their classmates.

Next Steps.....

- 2-Day Face-to-Face Professional Learning for all grade 3 and 6 ELA teachers and Math 1 teachers beginning in June and running throughout the summer
- Attainment of student anchor texts
- CMAPP updated with this new curriculum content
- Support for principals and key school based stakeholders through the MTSS Leadership Team