



AIKEN COUNTY
PUBLIC SCHOOLS



Instructional Services Division Update

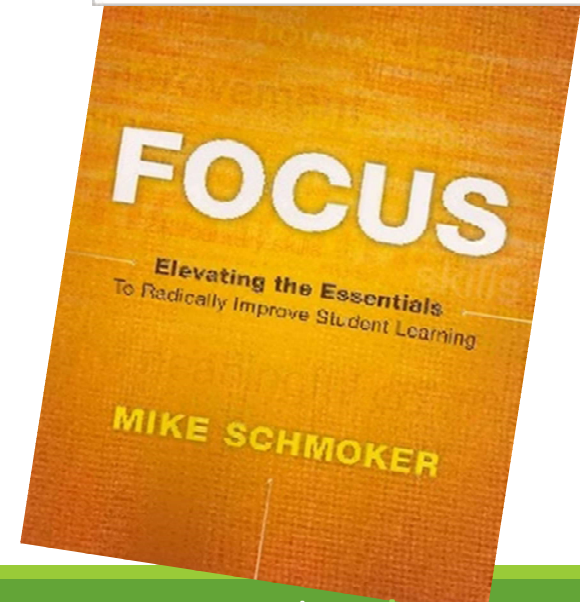
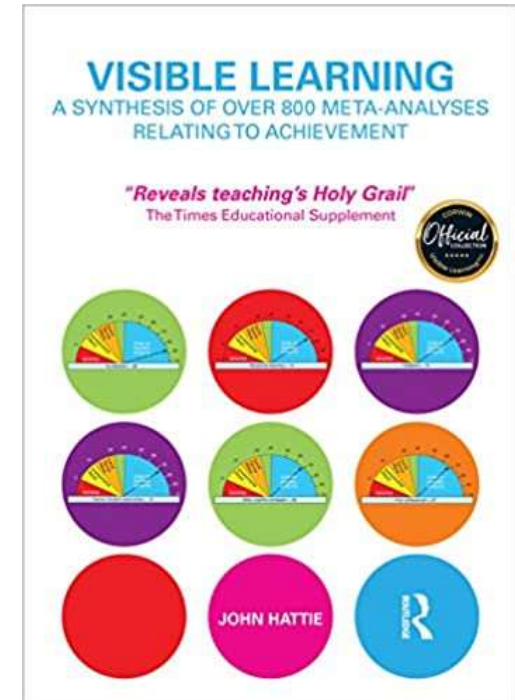
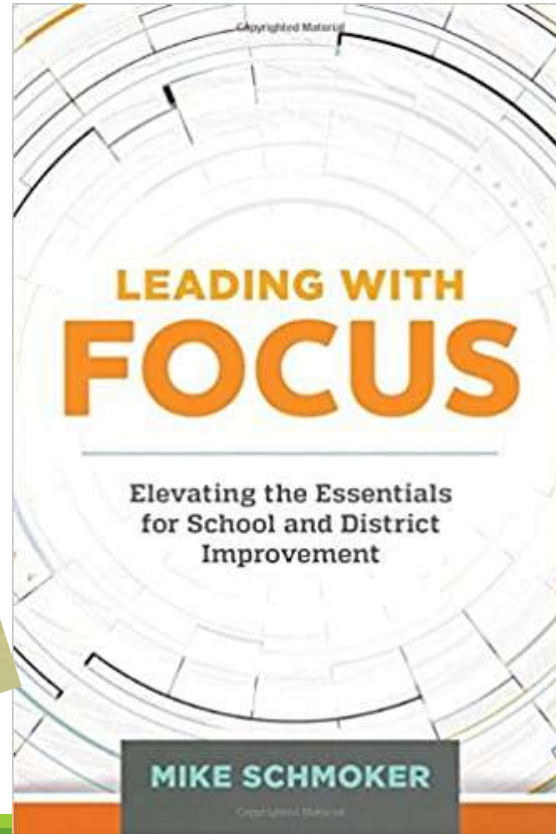
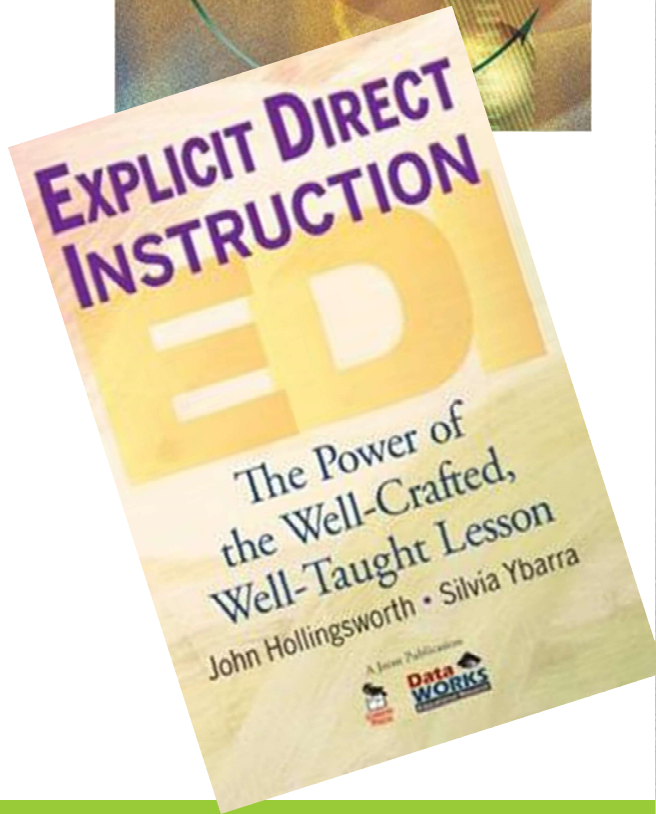
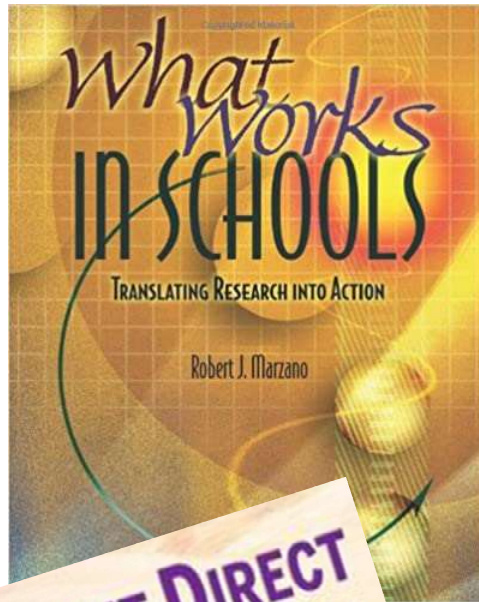
AIKEN COUNTY PUBLIC SCHOOL DISTRICT 4.20.2021



ISD Priorities

- Curriculum
- Instruction
- Assessment

The Research



Curriculum

MICKI DOVE, DIRECTOR OF CURRICULUM SUPPORT

MELISSA TURNER, CONTENT INTERVENTIONIST



Guaranteed and Viable Curriculum

“A Guaranteed and Viable Curriculum (GVC) ensures that all students have an equal opportunity to learn.”

- aligns to **state standards** and **assessment**
- clear **learning goals** for critical content and skills (*learning objectives*)
- adequately addressed **in the course of a school year** (*pacing guide*)
- equitable **access for all students**
- **student data analyzed** and interpreted regularly (*benchmarks and debriefing*)
- **targeted instruction based** on student data for remediation and enrichment (*debriefing action plans*)

Summer Curriculum Teams

Teacher Created GVC!

Develop, modify, and enhance *pacing guide*

Deconstruct standards to create *learning objectives*

Develop *assessments* (CFAs and Benchmarks) aligned to standards

Create *exemplar lessons* and *resources*



Rubicon Atlas

The screenshot displays the Rubicon Atlas interface. On the left, the 'Assessment' section is expanded, showing a list of assessments with their respective standards. The 'Resources' section is also expanded, displaying a list of resource files and documents. The interface includes a search bar and a list of resources with icons for each item.

Assessment View Standards Alignment Details

Add New Assessment

- 2017-2018 3rd Grade Unit Formative: Test
Folktale
RL6.1, 10.1
3rd_ELA_Unit
2 Standards
- 3rd Grade Unit Formative: Test
Grade 3 Unit
Grade 3 Unit
3 Standards
- 2020-2021 Quarterly Formative: Test
2020-2021
SCREEDY
TDA Administration
1 Standard

Resources

Resources will be added throughout the year. Teachers should recommend resources through the "leave a note" feature in Atlas.

- DOK Chart.pdf
- Guided Reading Resources.zip
- Literary Learning Progressions.pdf
- Learning_Progression_of_Spelling_Patterns (2).docx
- Culturally Diverse book titles
- LITERARY_GENRES.pdf
- GenreCharacteristicsChart.pdf
- Historical Fiction Writing Unit.pdf
- HISTORICAL FICTION 3RD & 4TH GRADES _ Portage County Public Library.pdf
- Narrative Writing Progression.pdf
- 3rd Grade Serravallo Standards-Strategies.docx
- 31 Common Themes in Children's Literature
- Capitalization, Punctuation, Spelling Progression K-6th.pdf

Instruction

JEANIE GLOVER



The “Why” Behind an Instructional Framework

- District data supported the need to place emphasis on core instruction.
- Research supports that effective lessons contain distinct components that lead to academic success.
- To create a common language about what constitutes quality teaching and how it looks.
- To provide guidance in designing and implementing quality instruction for each student (PK-12).
- To have collaborative, meaningful, and reflective dialogue about our work using a common language.
- To become self-reflective, self-analytical individuals seeking increased efficiencies to improve student achievement.
- To ensure an alignment with professional development (school resources, priorities and teacher supports).

The Work

The Committee – 55 people

- 5 Geographical areas
- All levels (elementary, middle, high)
- Across the content areas
- Administrators (Principals and APs)
- Teachers (General Ed, SPED, GT, Foreign Language, ESOL, Arts)
- Literacy Coaches
- Content Interventionists
- School Interventionists

The Work

Reviewed Exemplars

- Baltimore Schools Instructional Framework
- Explicit Direct Instruction
- Gradual Release of Responsibility
- Gagne's Nine Events of Instruction

Read and Discussed Research

Charted Commonalities

Described and named components

Built the Aiken County Public Schools Framework



The Result



Assessment

MICKI DOVE, DIRECTOR OF CURRICULUM SUPPORT

AMANDA BURNSIDE, CONTENT INTERVENTIONIST



Sentence Completion

“If an assessment asks students to evaluate and create but our instruction asks only that they remember and comprehend, then...

We’ve taken a wrong direction”

Michael Fisher, ASCD

Benchmarks Assessments

Teacher Created

Aligned to the priority standards identified in the GVC

Q1, Q2, & Q3

2 nd -3 rd grade	4 th – 5 th grade	6 th – 8 th grade	9 th – 12 th grade
ELA	ELA	ELA	ELA
Math	Math	Math	Math
	Science	Science	Science
	Social Studies	Social Studies	Social Studies

Debriefing



Benchmark Data Debriefing Worksheet

Administrators, and Content
ies to:

Teacher Name:	School:
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Grade Level:	Content/Course:	Instructional Time Period: (circle) Q1 Q2
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Description (10 minutes)
Focus on the facts of the data. Record only what can be seen in the data. Document trends with a focus on the quantitative evidence of student learning. Consider the Questions as you reflect on the data.

Guiding Questions	Debriefing Notes
<ul style="list-style-type: none"> What are the strongest standards for your classes? What are the weakest standards for your classes? What parts of the data catch your attention? What similarities or differences exist among the various classes you teach? What patterns or trends do you observe? 	

Interpretation (10 minutes)
Make inferences about what the data suggests about student learning. Consider not support instructional practices and the need for differentiated instruction.

Guiding Questions	Debriefing Notes
<ul style="list-style-type: none"> What does the data tell us? What does the data NOT tell? What good news is there to celebrate? What are problems of practice suggested by the data? How does the data confirm or challenge our previous thoughts? Based on the evidence, what instructional strategies appear to have been successful in impacting student achievement? What have I done in the past to address the identified areas of deficiency? What are our key conclusions? 	

Benchmark Debriefing Action Plan				
School: _____		Content: _____		Grade: _____ Teacher: _____
Develop an action plan with deliberate next steps for ensuring all students receive targeted opportunities for academic growth.				
Data Analysis				
What do we expect our students to learn?				
Identify 2-3 targeted standards/indicators based on data				
Action Planning				
	Teacher Action (instructional strategies)	Student Evidence	Support Needed	Progress Monitoring- Expected timeline
How will we respond if they need remediation? • reteaching strategies • how & when • I do & We do	• What are your deliberate efforts to provide interventions for struggling students?	What evidence will we use to demonstrate mastery? You do (student) independently	• Resources • Development	
How will we respond if they are near mastery? • reteaching strategies • how and when • I do & We do	• What are our deliberate efforts to provide interventions for struggling students?	What evidence will we use to demonstrate mastery? You do (student) independently	• Resources • Development	
How will we respond if they have mastered the standard/indicator? • extension strategies	• What are our deliberate efforts to provide enrichment opportunities to stretch students who have already demonstrated mastery of targeted learning goals?	What evidence will we use to demonstrate mastery? You do (student) independently	• Resources • Development	
Persons Responsible	Teacher Signature	School Administrator Signature	Content Interventionist Signature	Date

Debriefing Video Clips

QUESTIONS & COMMENTS



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