2021-2022

Core Curriculum Resources and Aligned Professional Learning

- Office of Teaching and Learning -

Dr. Kimberly Smith, Executive Director
September 21, 2021

JACKSON
PUBLIC SCHOOLS
Transforming lives through
excellent education

Mission

At Jackson Public Schools, we develop scholars through world-class learning experiences to attain an exceptional knowledge base, critical and relevant skill sets, and the necessary dispositions for great success.

Vision

At Jackson Public Schools, we prepare scholars to achieve globally, to contribute locally, and to be fulfilled individually.

JPS Commitments

A Strong Start

Innovative Teaching and Learning

Talented and Empowered Teams

Joyful Learning Environments

A Culture of Accountability and Excellence

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JPS Core Values

Equity
Excellence
Growth Mindset
Relevance
Relationships
Positive and Respectful Cultures

Presentation Purpose

- to articulate and explain the textbook adoption process

- to articulate and explain the core curricula resources and their appropriate usage

- to articulate and explain the professional learning aligned to effective implementation of the core curricula resources

- to provide the instructional staff's perspective on the use of core curriculum resources
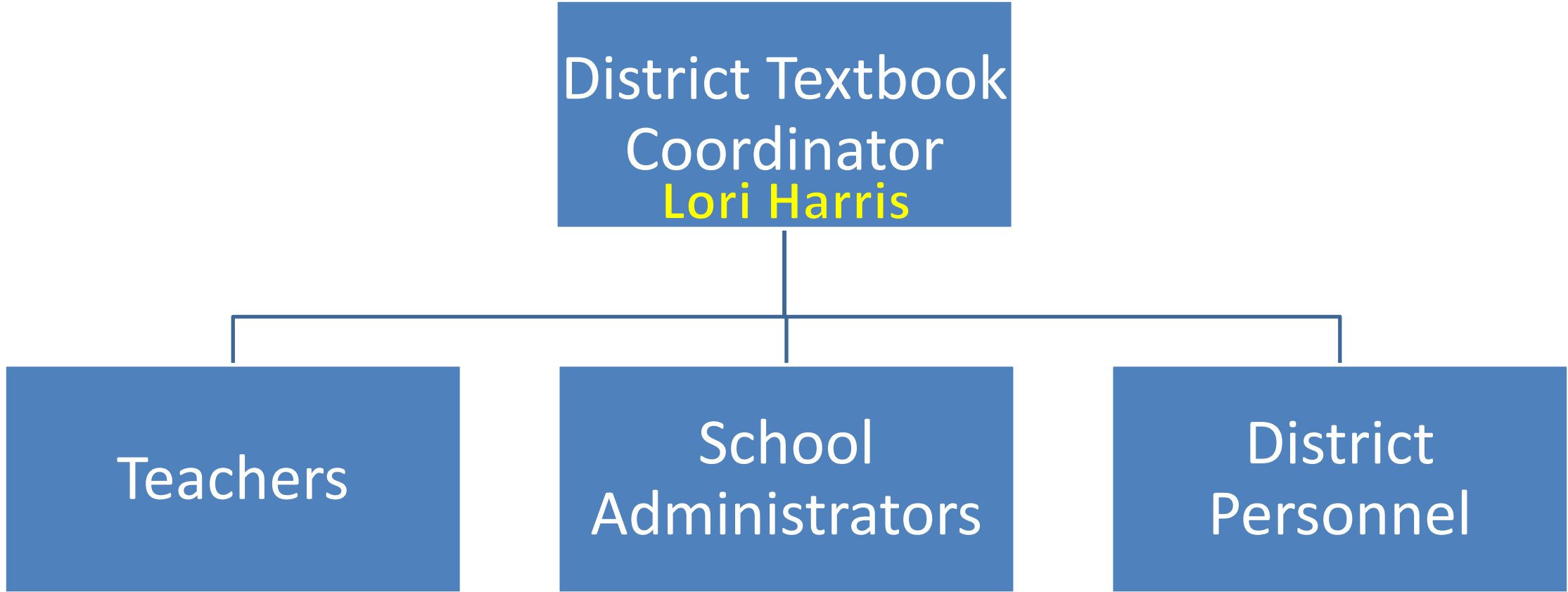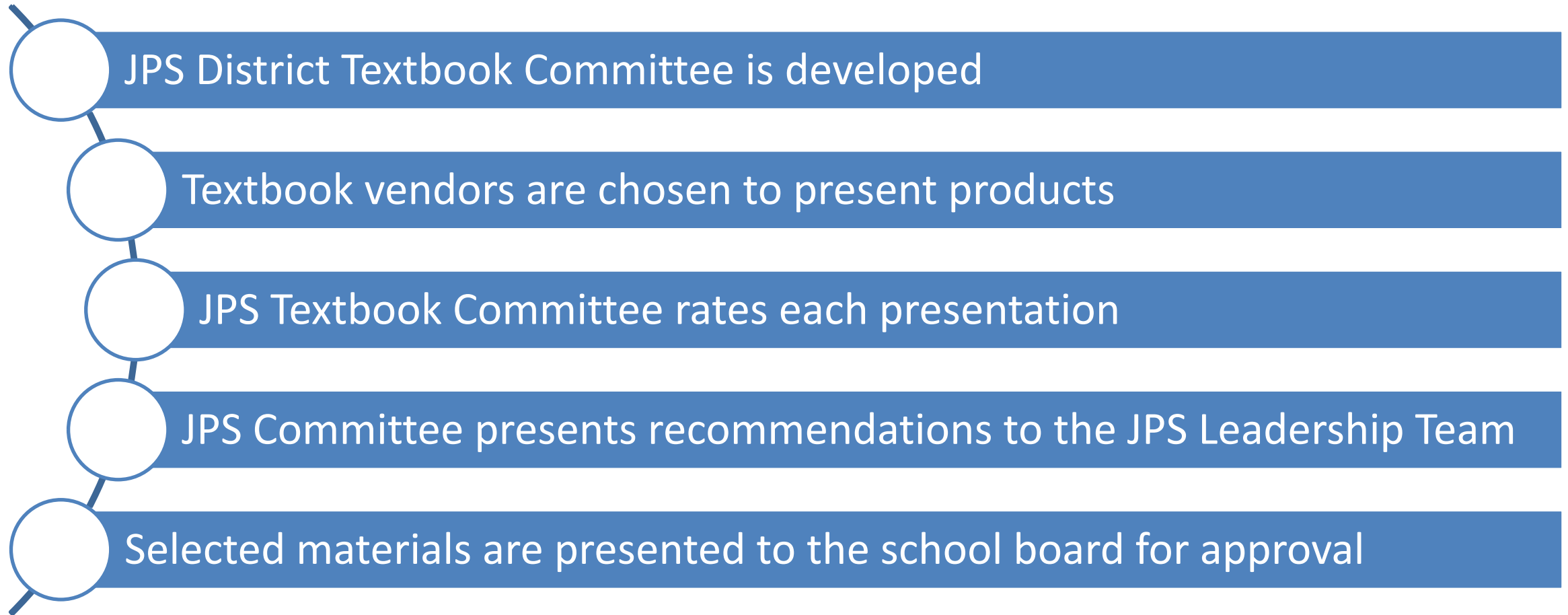
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JPS Core Curricula Selection Process

Curricula Selection Process

District Textbook
Coordinator
Lori Harris

Teachers

School
Administrators

District
Personnel

Curricula Selection Process

- JPS District Textbook Committee is developed
- Textbook vendors are chosen to present products
- JPS Textbook Committee rates each presentation
- JPS Committee presents recommendations to the JPS Leadership Team
- Selected materials are presented to the school board for approval

JPS Core Curricula

Commitment 1: A Strong Start

Implement high-quality developmentally appropriate curriculum

Curriculum	Academic Content Area	Grade Band	Purpose of Implementation
Opening the World of Learning (OWL)®	Early Literacy	Pre-Kindergarten	• develops oral language and early literacy skills • provides guidance for teachers with a variety of materials to implement thematic units
Fundations® Foundational Phonics Curriculum	Foundational Skills (Literacy)	K-2	• guides students in phonemic awareness and word study • contributes greatly to fluency, vocabulary development, and the applications of strategies for understanding text

O.W.L Kit

Wilson's Fundations Phonics Kit

Teacher's Kit

Student's Kit

Commitment 2: Innovative Teaching and Learning

Implement coherent and focused curricula

English/Language Arts

Curriculum	Academic Content Area	Grade Band	Purpose of Implementation
Great Minds® Wit and Wisdom	Integrates Reading and Writing	K – 5	• builds background knowledge, vocabulary, and writing skills • exposes to works of literature, informational text, and art of the highest quality. • deepens understanding of core knowledge
Great Minds® Wit and Wisdom - InSync	Integrates Reading and Writing	K – 5	• Formatted for virtual instruction
McGraw-Hill® Study Sync	Integrates Reading and Writing	6-12	• (6-8) builds strong, skills-based foundations • (9-12) focuses on independent critical thinking and analysis skills

Commitment 2: Innovative Teaching and Learning

Implement coherent and focused curricula

Mathematics

Curriculum	Grade Band	Purpose of Implementation
Curriculum Associates® Ready Math	K - 8	• specifically aligned to the MS-CCRS • allows students to take ownership of their learning • provides rigorous practice opportunities that build students' conceptual understanding and procedural fluency
SAVVAS Learning – Envisions Integrated Mathematics®*(formerly known as Pearson)* **Algebra I Algebra II Geometry**	9-12	• emphasizes conceptual understanding • facilitates productive struggle strengthening students' ability to think mathematically

Commitment 2: Innovative Teaching and Learning

Implement coherent and focused curricula

Science

Curriculum	Academic Content Area	Grade Band	Purpose of Implementation
McGraw Hill Inspire Science® **McGraw-Hill Integrated Science**	Science	4-5 6-8	• aligned to the Next Generation Science Standards • provides inquiry-based, hands-on investigations of real-world phenomena-integrated with differentiated instruction, supports for EL and exceptional students • lessons are based on the 5 E-Instructional Model
SAVVAS Learning® *(formerly known as Pearson)* **McGraw Hill® Inspire Science**	Biology Chemistry Physics Physical and Earth Science	9-12	• allows scholars to interact with natural phenomena through problem-based learning, research, and lab experiments • allows scholars to construct explanations for scientific phenomenon and design solutions for real-world problems

Inspire Science

Forces an

Inspire Science

Using Ene

Inspire Science

Our Dyna

Inspire Science

Information Processing
and Living Things

realize

PROGRAMS   CLASSES   DATA

Miller & Levine Biology

Table of contents   Resources   Standards   eText

My content   Create content ▼

Chapter 4: Ecosystems

Chapter Opener: Ecosystems
Assign   Teacher resources   Customize

1   Lesson 1: Energy, Producers, and Consumers
Assign   Info   Customize

2   Lesson 2: Energy Flow in Ecosystems
Assign   Info   Customize

3   Lesson 3: Cycles of Matter
Assign   Info   Customize

Commitment 2: Innovative Teaching and Learning
Implement coherent and focused curricula

Social Studies

Curriculum	Academic Content Area	Grade Band	Purpose of Implementation
SAVVAS Learning® *(formerly known as Pearson)*	Social Studies	K-12	- engage students and help develop thoughtful, literate citizens - opportunities for students to practice reading and writing, and involve collaboration and communication skills

You Don't Have to Take My Word For It...

"As an Algebra I teacher, my favorite resource is the Envision Standards Practice Workbook. It helps to equip students with the necessary test-taking strategies in preparation for the End-of-the-Course Exam, as well as future exams, like the ACT."

"As an EE inclusion teacher, I find the JPS curricula resources to be easily accessible. They provide a multitude of strategies enable me to differentiate instruction; therefore, making learning attainable for every level of scholar."

Alisha Gibson
Algebra I Teacher
Murrah High School

Angela Stamey
Exceptional Ed. Teacher
North Jackson Elementary School

JPS Instructional Priorities

Three Instructional Priorities

Acceleration of Learning

Balance Assessment System

Culture of Observation and Feedback

Implementation Of Acceleration of Learning

- Provide high-quality instruction at grade level

- Analyzed assessment data was to determine
  levels of support needed

- Implementation Methods
  - **Scaffolding Supports**
    - *Use of prior knowledge to build understanding*
  - **Vocabulary Strategies**
    - *Explicit vocabulary instruction to build vocabulary and make connections*
  - **Writing Strategies**
    - *Journal writing, text-based writing*
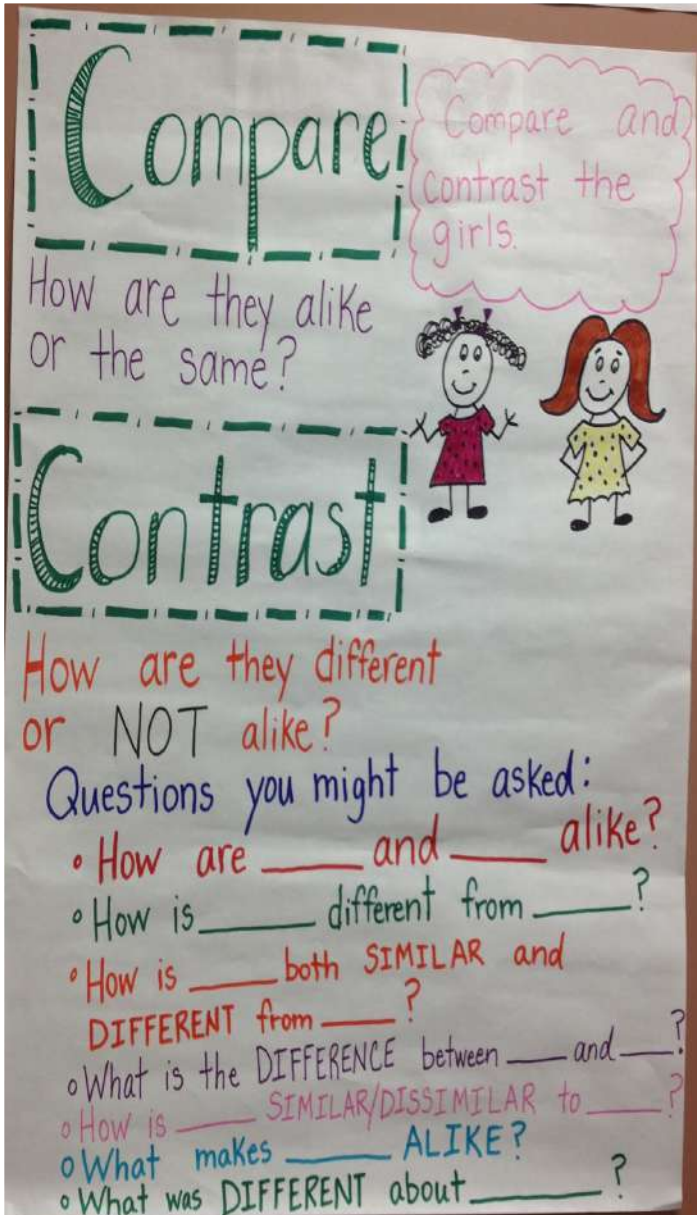
Acceleration of Learning

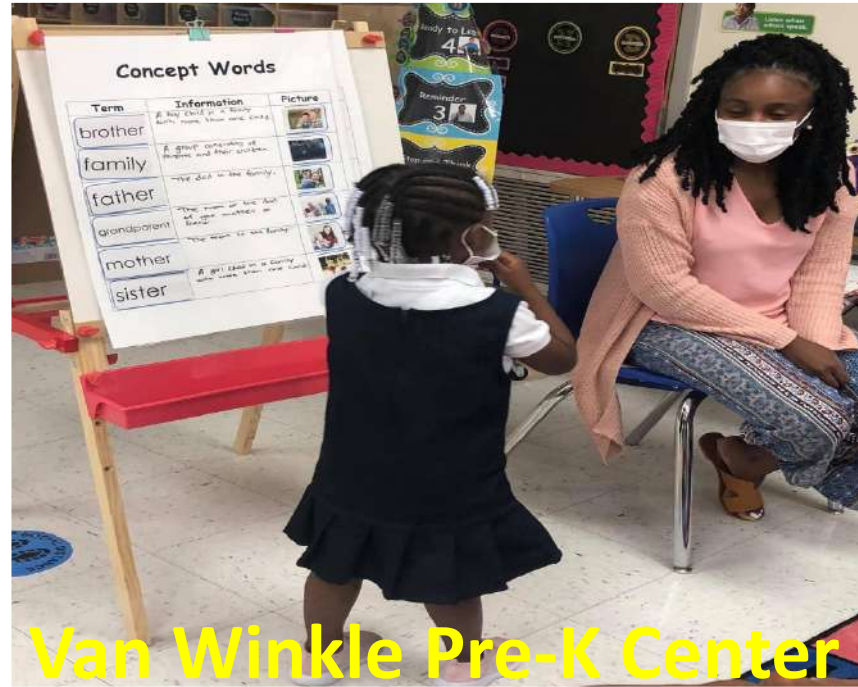- Provide high-quality instruction at grade level

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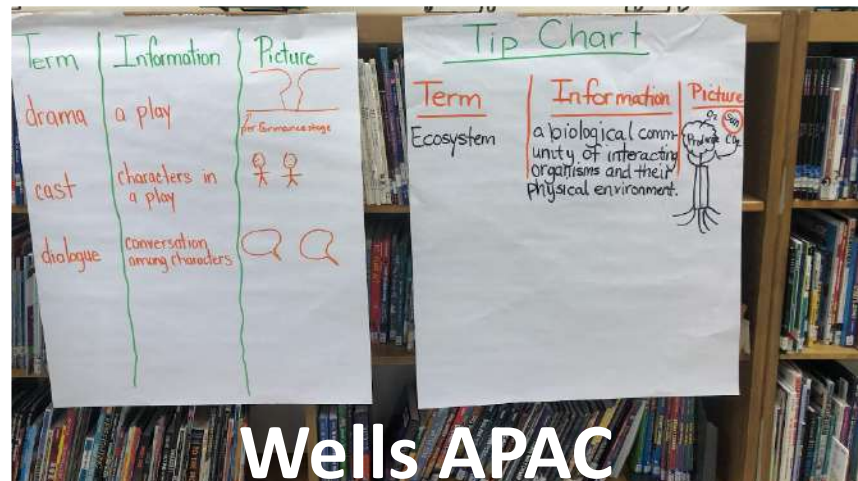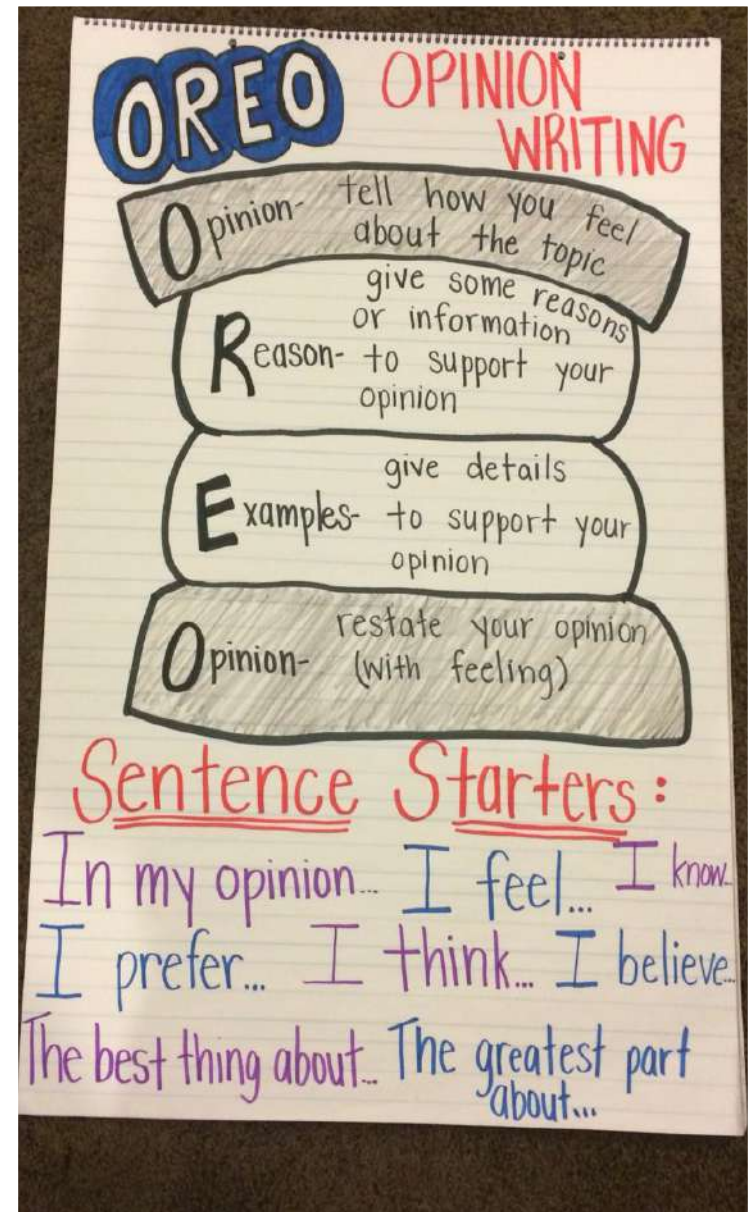   - *Journal writing, text-based writing*

Scaffolding Supports

Compare

Compare and contrast the girls.

How are they alike or the same?

Contrast

How are they different or NOT alike?

Questions you might be asked:
- How are ___ and ___ alike?
- How is ___ different from ___?
- How is ___ both SIMILAR and DIFFERENT from ___?
- What is the DIFFERENCE between ___ and ___?
- How is ___ SIMILAR/DISSIMILAR to ___?
- How is ___ ALIKE?
- What makes ___ ALIKE?
- What was DIFFERENT about ___?

Vocabulary Strategies

Concept Words

Term	Information	Picture
brother		
family		
father		
grandparent		
mother		
sister		

Van Winkle Pre-K Center

Term	Information	Picture
drama	a play	
cast	characters in a play	
dialogue	conversation among characters	

Tip Chart

Term	Information	Picture
Ecosystem	a biological community of interacting organisms and their physical environment.	

Wells APAC

Writing Strategies

OREO OPINION WRITING

Opinion- tell how you feel about the topic

Reason- give some reasons or information to support your opinion

Examples- give details to support your opinion

Opinion- restate your opinion (with feeling)

Sentence Starters:

In my opinion... I feel... I know...

I prefer... I think... I believe...

The best thing about... The greatest part about...

Balanced Assessment System

- Provide multiple ways to assess student understanding

- Methods of implementation
  - Formative assessments
    - Checks for understanding
    - Exit tickets
    - Questioning
  - Performance-based assessments
  - Project-based assessments
  - Summative assessments

Culture of Observation and Feedback

- Provide multiple opportunities for students, teachers, and leaders to improve their learning/practice

- Method of implementation
  - A.I.C. Protocol
    - **A**ffirming the action
    - Discuss the **I**mpact
    - What Challenges the actions for improvement or needs to **C**ontinue
  - Immediate and actionable

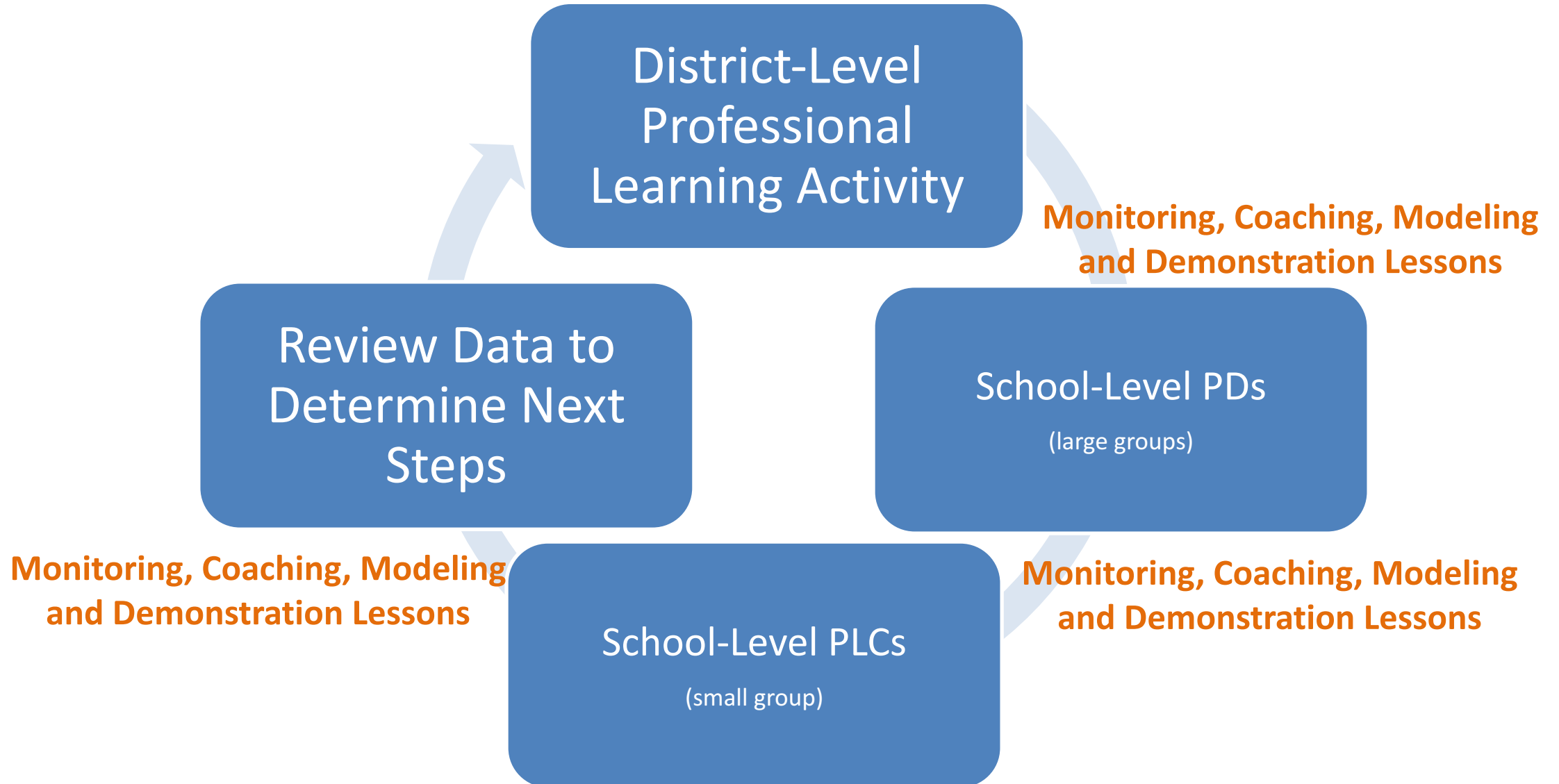**Professional Learning Opportunities**

Monthly Professional Learning

- Aligned instructional priorities to the core instructional resources

- Aligned teacher and school leader district-level professional development

- Continuous monitoring, coaching, demonstration and modeling of instructional best practices and effective implementation of core resources

- Review of evaluation data to help refine professional learning opportunities

Professional Learning Calendar Excerpt

Date and Intended Audience	Session Title	Session Outcome
September 21, 2021 **Audience: Trainers from Each School**	Monitoring and Maintaining Fidelity to Daily Instructional Routines	Observe classroom instruction utilizing the teacher's lesson plan & Classroom Observation Protocol (COP) Identify 1-2 prioritized, bit-sized action steps related to acceleration practices and/or checks for understanding (assessment) and plan the feedback conversation with the teacher Role play offering prioritized feedback to the teacher.
September 23, 2021 **Audience: School Leaders**	Providing a Coherent Sequence of Learning through High Leverage Instructional Routines	Utilize stages of the learning process such as teacher modeling/facilitating, concept development, checks for understanding throughout the lesson, and multiple opportunities for student practice Evaluate video instructional clips for examples of effective instructional routines and missed opportunities to develop student understanding;

From PD to Implementation Flow Chart

District-Level Professional Learning Activity

Monitoring, Coaching, Modeling and Demonstration Lessons

School-Level PDs
(large groups)

Monitoring, Coaching, Modeling and Demonstration Lessons

School-Level PLCs
(small group)

Monitoring, Coaching, Modeling and Demonstration Lessons

Review Data to Determine Next Steps

Voices from the Field

Any Questions?