Curriculum Subcommittee

September 21, 2021
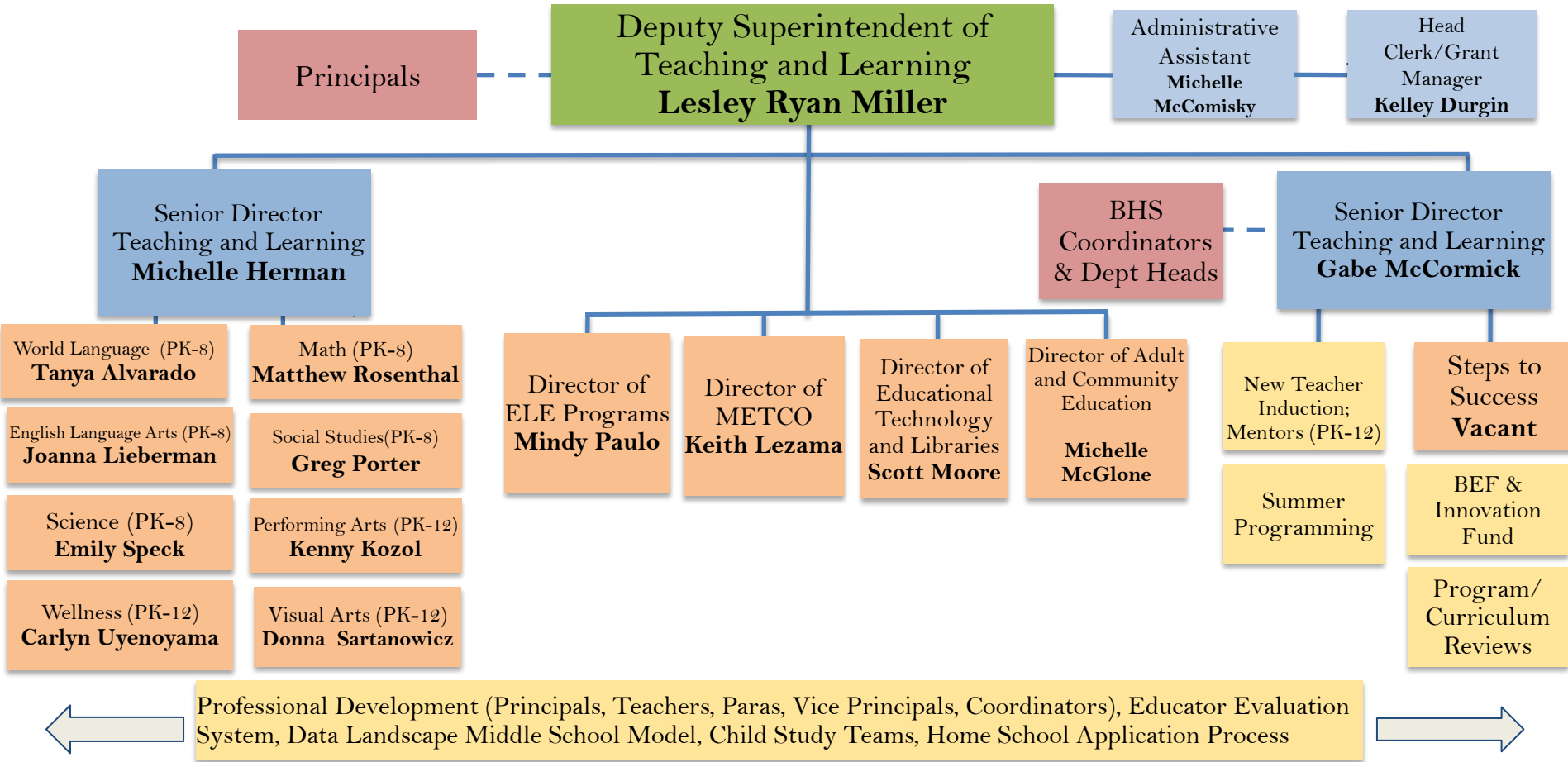
PUBLIC SCHOOLS of
BROOKLINE

OTL Structure & Goals

Office of Teaching and Learning Organization Chart (SY 21-22)
Positions/Work

Principals

Deputy Superintendent of Teaching and Learning
Lesley Ryan Miller

Administrative Assistant
Michelle McComisky

Head Clerk/Grant Manager
Kelley Durgin

Senior Director Teaching and Learning
Michelle Herman

BHS Coordinators & Dept Heads

Senior Director Teaching and Learning
Gabe McCormick

World Language (PK-8)
Tanya Alvarado

Math (PK-8)
Matthew Rosenthal

English Language Arts (PK-8)
Joanna Lieberman

Social Studies(PK-8)
Greg Porter

Science (PK-8)
Emily Speck

Performing Arts (PK-12)
Kenny Kozol

Wellness (PK-12)
Carlyn Uyenoyama

Visual Arts (PK-12)
Donna Sartanowicz

Director of ELE Programs
Mindy Paulo

Director of METCO
Keith Lezama

Director of Educational Technology and Libraries
Scott Moore

Director of Adult and Community Education
Michelle McGlone

New Teacher Induction; Mentors (PK-12)

Summer Programming

Steps to Success **Vacant**

BEF & Innovation Fund

Program/ Curriculum Reviews

Professional Development (Principals, Teachers, Paras, Vice Principals, Coordinators), Educator Evaluation System, Data Landscape Middle School Model, Child Study Teams, Home School Application Process

OTL SY 21-22 Goals

Goal 1: Every Student Achieving.

With teacher support, identify and implement "essential curriculum" and learning standards. These learning standards highlight grade level learning expectations, skills for mastery, and introduce future content. (Essential Curriculum)

Goal 2: Every Student Invested in Learning

Instruction integrates culturally responsive strategies that honor/recognize students' identities while providing entry points for all students into the grade level content. Instructional strategies encourage student agency. (Cultural Competence & Anti-Racism)

OTL SY 21-22 Goals

Goal 3: Every Student Prepared for Change and Challenge

OTL curriculum departments will highlight the connections between the CASEL framework 5 core competencies and our curricula, as appropriate (Social-Emotional Learning)

Goal 4: Every Educator Growing Professionally

Support educators across the district with implementation of content defined in the Essential Curriculum, culturally responsive teaching practices and student social-emotional development. (Professional Development)

Technical vs. Adaptive Challenges

Skill-set Shift
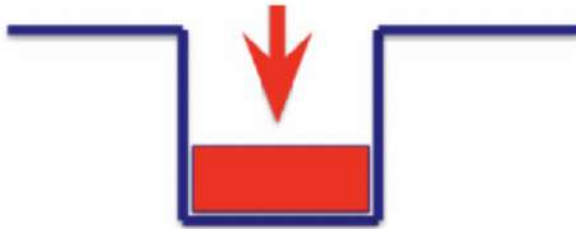
Technical challenges require information

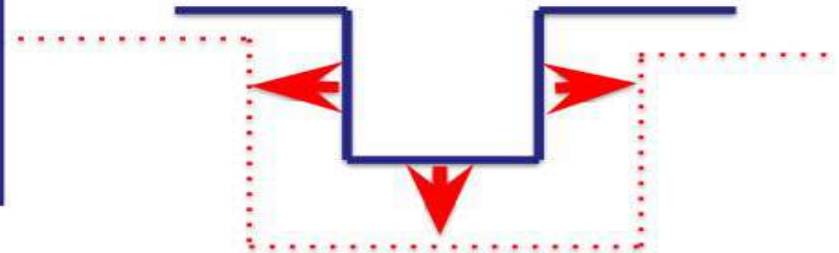**Mindset Shift**

Adaptive challenges require transformation
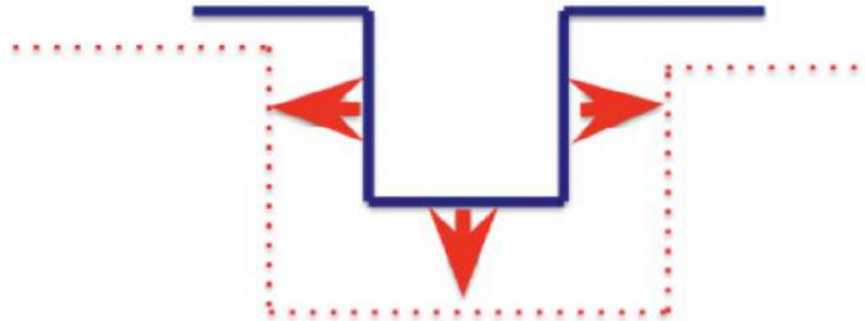
* Heifetz, R. and Laurie, D. The work of leadership. *Harvard Business Review*, Dec. 2001.

Adaptive Challenges

- Involve problems that are complex

- Have solutions that are not clear or easily arrived at

- Require leaders to engage people in order to solve problems

Mindset Shift

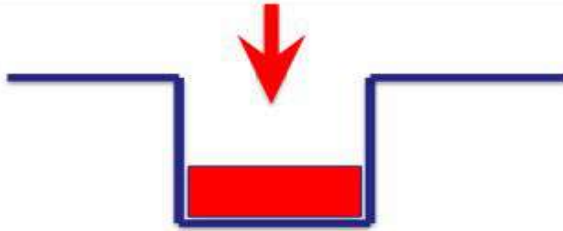**Adaptive** challenges require **trans**formation

* Heifetz, R. and Laurie, D. The work of leadership. *Harvard Business Review*, Dec. 2001.

Technical Challenges

Skill-set Shift

Technical Challenges require **in**formation

- Involve problems with known solutions

- Can be extremely difficult and require much skill

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Technical vs. Adaptive Challenges

Type of Challenge	Problem definition	Solution	Locus of work
Technical	Clear	Clear	Authority
Technical & Adaptive	Clear	Requires Learning	Authority & Stakeholders
Adaptive	Requires Learning	Requires Learning	Stakeholders

Focus Areas SY 21-22

➜ Time on Learning PreK-12

➜ Middle School Model

➜ Child Study Teams

➜ Essential Curriculum

➜ Professional Development Model

➜ K-5 Math Curriculum Roll Out

A Sample of Pre-Existing Work

➔ Department & Program Management

➔ Support of Tier 1 Instruction

➔ Updating Educator Evaluation Systems & Technology Platforms

➔ Professional learning & coaching for evaluators

➔ Induction of new teachers & administrators

➔ English Language Education (ELE) DESE's Tier Focused Monitoring (TFM) Action Steps

➔ Processing and Evaluating Home-school Applications

➔ Grant Management

Essential Curriculum

Rationale, Goals and Outcomes

Essential Curriculum Rationale

➔ Provide a visual overview of the essential curriculum across content areas and grades.

➔ Our district struggles with the quantity of content and not enough time. To begin alleviating this issue, Curriculum Coordinators have prioritized curriculum that addresses high leverage skills and key content standards.

➔ Scope and Sequences provide pathways for potential curriculum integration.

Essential Curriculum Rationale

➔ Our students who move between schools or programs will have a more seamless experience.

➔ Easier collaboration amongst educators within and across schools as well as with EL, special education, and other service providers.

➔ The pandemic is not over. Therefore, we need to be prepared for typical instruction to be interrupted at any moment. This overview highlights the grade level concepts, skills, and knowledge central to each subject.

Essential Curriculum Goals & Outcomes

➔ Create a unified scope and sequence

   ◆ Providing common experiences for students through curriculum units, can be personalized by teachers

➔ Create a uniform platform for access to content

➔ Embed Project Based Learning as a part of core instruction

➔ Revise Progress Reports and Report Cards as needed

➔ Identify needed professional development

Grade 3 Scope & Sequence

CONTENT AREA		SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE
ENGLISH LANGUAGE ARTS	READING	Getting to Know Your Readers and Writers	FICTION: Building a Reading Life			NONFICTION: Reading to Learn: Grasping Main Ideas and Text Structures			BOOK CLUB: Character Studies		
	WRITING	Getting to Know Your Readers and Writers	NARRATIVE: Crafting True Stories			INFORMATION: The Art of Information Writing			ARGUMENT: Changing the World: Persuasive Speeches, Petitions, and Editorials		
	WORD STUDY	Words Their Way									
MATH		Getting Started - Routines	UNIT 1: Multiplication and Division 1	UNIT 2: Modeling with Data	UNIT 3: Addition, Subtraction and the Number System- 1	UNIT 4: 2-D Geometry and Measurement	UNIT 5: Multiplication and Division 2	UNIT 6: Fractions	UNIT 7: Addition, Subtraction and the Number System- 2	UNIT 8: Multiplication and Division 3	
SCIENCE/ ENGINEERING		Developing a Scientific Mindset for Third Grade	Human-Made Structures: Engineering Our World			How do Plants and Animals Survive in Different Places?		Mammal Detectives			Living Structures: The Skeletal System (Optional)
SOCIAL STUDIES		Massachusetts and New England Unit and Resources (Geography)		First People of MA: The Wampanoag Unit	Plimoth Colony: Pilgrim Unit	Puritan Colonial Massachusetts Unit	Pre-Revolutionary War Unit/ Discovering Justice		Slavery and Freedom in Brookline	Frederick Olmsted Good Neighbors Mini-Unit Field Trip	Massachusetts Biography Unit

Questions?