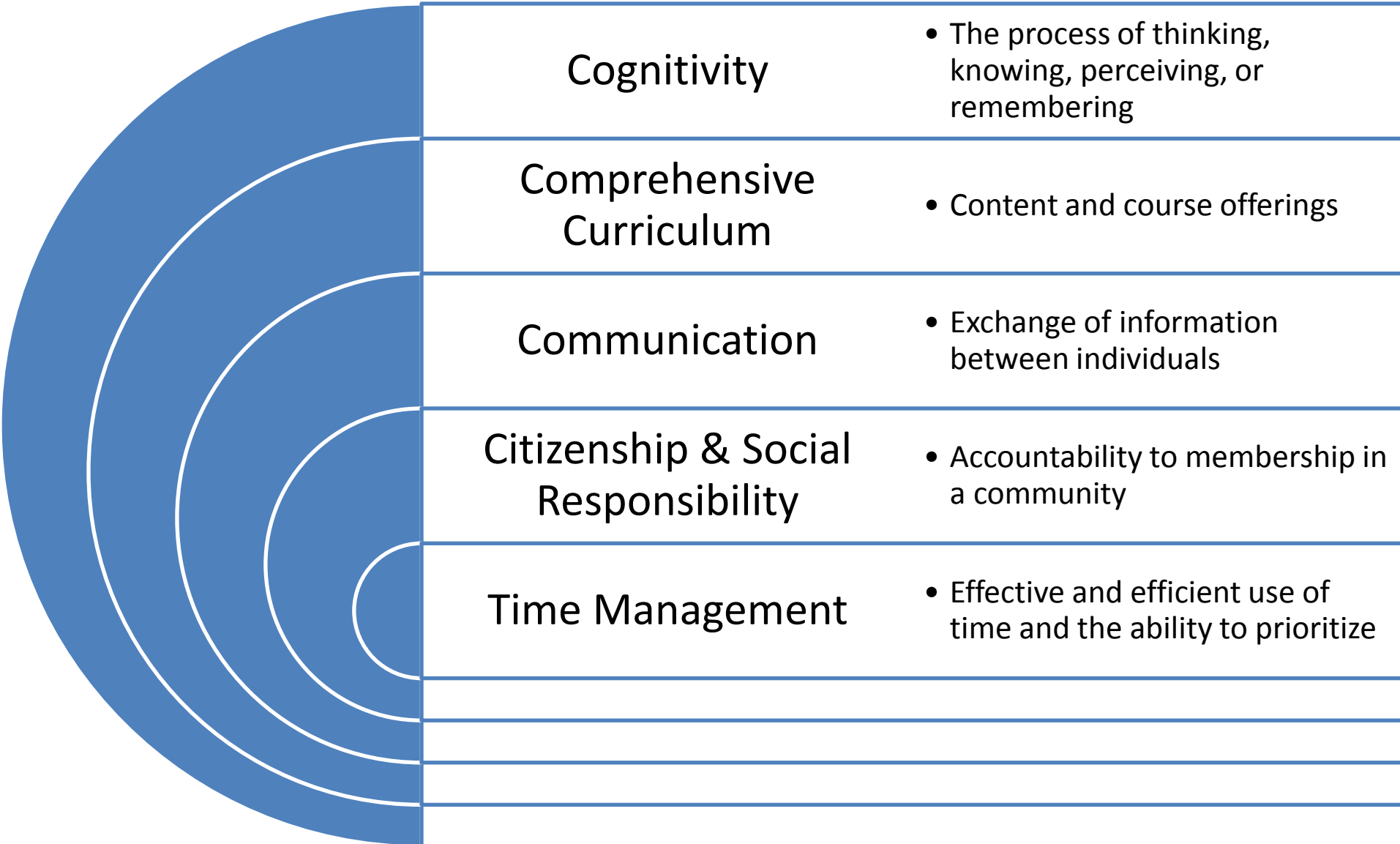# Transformation Task Force

October 3, 2013

# Values and Beliefs

TTF Work will be based on the agreed upon Values & Beliefs

- **We value maximizing student learning**
- **We value a differentiated structure of the professional teaching day**
- **We value the multi-faceted aspects of the school community**

# The Vision Framework

| | |
|---|---|
| **Cognitivity** | • The process of thinking, knowing, perceiving, or remembering |
| **Comprehensive Curriculum** | • Content and course offerings |
| **Communication** | • Exchange of information between individuals |
| **Citizenship & Social Responsibility** | • Accountability to membership in a community |
| **Time Management** | • Effective and efficient use of time and the ability to prioritize |

# What Transformation Could Look Like

- The following slides give examples of how we <u>might</u> reach our vision.

- Recommendations to the Board and ETA regarding student contact time will be developed after community feedback.

- Recommendations other than student contact time will be made to the appropriate area of the organization:
  - Superintendent and administration
  - Existing committees
  - Bargaining teams

# Teacher Collaboration & Professional Development

### Early Childhood

- Early release of students one day per month
- Providing art, music, and PE for early childhood students

### Elementary

- Extend school day to "bank" time for early release of students (teachers stay to collaborate)
- 160 minutes of weekly planning time for teachers

### Middle

- Increase teacher plan time from period to two to allow for an additional period of team/department collaboration time
- Early release days once per month to allow teachers time for professional development

### High School

- Continue with school-based early release or late arrival days to provide teacher collaboration time
- Flexible scheduling for students

# Student Transitions

**Middle**
- Elementary student visits to middle schools
- Middle school students teamed when possible so they share the same group of teachers

**High**
- Middle school student visits to high schools
- Freshmen teams formed at end of 8th grade
- Guided study: Earlier start to school year
- Mentoring of 9th graders

**College**
- College visits
- Social work interns from universities to help seniors

Opportunities for parents to learn strategies to assist their child in transitioning

# Meeting Individual Student Needs

## Early Childhood

- "Push in" support services during student work time

## Elementary

- Daily time for individualized instruction for every student
- Consistent time each day for core curriculum instruction

## Middle

- 9th period allowing for one period of either intervention for struggling students, or enrichment

## High School

- Provide enrichment and extended learning opportunities when school is not in session
- Allow students the ability to take a course in place of study halls when appropriate

# Comprehensive Curriculum



## Early Childhood

- Art, music, and physical education
- Science integrated into outdoor time



## Elementary

- Instructional time for art, music, PE, technology, and informational literacy
- Integration of art, music, PE and technology into all subject areas



## Middle

- Offer Project Lead the Way and Speech-Debate as semester courses
- Offer year-long reading or advanced reading for all students



## High School

- Standards-based curriculum and assessment

# Smaller Learning Communities

## Early Childhood
- Staffing to accommodate small group instruction

## Elementary
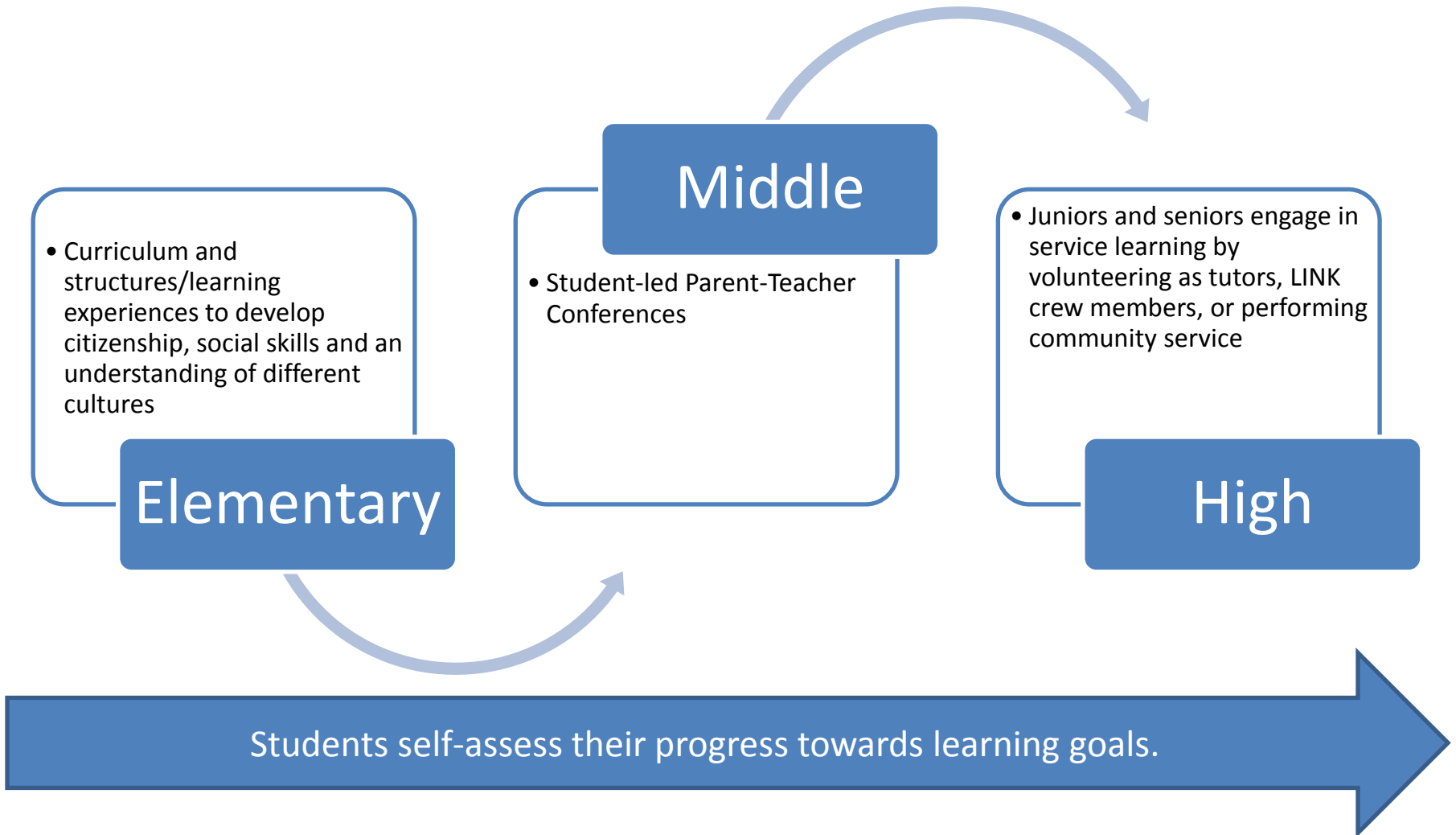- Teachers work in teams to provide support for all students

## Middle
- Students assigned to teams that have a consistent group of teachers

## High School
- Students grouped by cohorts to meet their academic interests or needs.
- Teachers work in teams to provide support for a consistent group of students
- Students may have same instructor for more than one academic year

# Student Accountability

**Elementary**

- Curriculum and structures/learning experiences to develop citizenship, social skills and an understanding of different cultures

**Middle**

- Student-led Parent-Teacher Conferences

**High**

- Juniors and seniors engage in service learning by volunteering as tutors, LINK crew members, or performing community service

Students self-assess their progress towards learning goals.

# Student Contact Time

Early Childhood - Arrival of students before instructional time, and dismissal after instructional time (supervised by support staff rather than teacher)

Elementary - "Bank" time (longer day with periodic early release days)

Middle – 9 period school day for students (additional 43-45 minutes per day) to allow instruction in 6 core and 2 elective classes

High – Shortened lunch period to provide additional time for instruction

Provide teachers the opportunity to teach online courses using current instructional minutes

# Next Steps

- Parent, Teacher, Student & Community feedback

- Consideration of feedback when developing final recommendations

- Final report and recommendations to Board of Education and ETA regarding student contact time