




Raymond School District

Director of Curriculum, Instruction
and Assessment Overview



Introduction

Dr. McCoy - Superintendent

Curriculum

Instruction

Assessment

Environment



Responsibilities

Performance Responsibilities:

- Supervise and coordinate the instructional, assessment, and curricular programs for grades preschool-12
- Maintain close contact with principals and teachers in the areas of instructional responsibility through classroom visitations, in-service programs, faculty meetings, department/team meetings, conferences, and other appropriate methods of communication
- Assist in the development, review, assessment, and revision of curriculum for grades preschool-12 to ensure alignment/compliance with state and local policies, requirements and standards.
- Develop a timeline for review and revision of preschool-12 curriculum based on the priorities of the District and data from state and local sources
- Stay abreast of new requirements and trends related to curriculum, instruction and assessment and communicate these to other key leaders in the District

Responsibilities (continued)

Performance Responsibilities:

- Collaboratively plan and coordinate professional development activities aligned with District needs and priorities
- Coordinate District assessment program
- Chair District data team
- Spearhead collaborative analysis of assessment data to guide improvements in the instructional program
- Coordinate and oversee the teacher induction/mentoring program
- Write and administer Title I and II grants

Responsibilities (continued)

Performance Responsibilities:

- Coordinate and oversee all aspects of the Title I program
- Responsible for the research, writing and coordinating of competitive grants
- Prepare reports for and present information to the School Board
- Review the curriculum and instructional program for homeschooled students as needed in coordination with the Superintendent or his/her designee
- Coordination of Summer Enrichment Programs
- Other duties as assigned by the Superintendent

Curriculum Director

Job Goal:

Lead the development, implementation and revision of the Raymond School District's curriculum, instruction and assessment program.

Strategic Development: Responsible for all Curriculum, Instruction, and Assessment Goals and Strategies in the SAU 33 Strategic Plan.

Curriculum Director

Building Common Language and Understanding:

Curriculum - The set of courses, coursework, and their content, A program is not a Curriculum.

National, State, Local Standards to inform our curriculum documents.

Instruction - Direction and facilitation of the learning process.

Assessment - The Evaluation, measurement, and documentation of academic readiness, learning progress, skill acquisition, or educational needs of students

Grant Writing and Management

Federal

Title IA - \$344,777.51 Helping Disadvantaged Children Meet High Standards (NCLB/ESSA)

Oversee and Support an Amazing Staff of Title 1 Tutors at LRES AND IHGMS

Title IIA - \$67,394.90 Support Effective Teaching and Leading

Title IVA - \$35,997.89 School Improvement (Well-Rounded, Safe Schools, Technology)

Grant Writing and Management Continued

Competitive

Title IIA Math - \$1,500

Plymouth State/Morgridge Foundation/RELN - \$2,500

Application Process

Priority to Be Addressed, Activity, Performance Measurement, Outcome, and Budget

Curriculum = The set of courses, coursework, and their content.

Curriculum Documents

Scope and Sequence - Subject Competencies, Unit, Competencies Assessed, Power Standards, Work Study Practices, Summative Assessments, Estimated Instructional Time, and Primary Resources Used.

Competency Documents - Composition of National, State, Local Supporting Standards, Power Standards, and Overarching Competencies.

Work Study Practices - Communication, Creativity, Collaboration, Self Direction, Critical Thinking, and Problem Solving.

Curriculum Development Process

Phase 1: Outcomes Development

Competencies - Knowledge and Skill Attainment

Phase 2: The What of Learning

Knowledge, Skills, Dispositions

Phase 3: The How of Learning

Learning Activities Instructional Strategies, Materials & Resources

Phase 4: The Evidence of Learning

Formative and Summative

Instruction - Direction and facilitation of the learning process.

Professional Development

New Teacher Inservice and 6.5 Inservice Days

Advanced Placement, Literacy, Math Practices, Data Dives...

Instructional Best Practices

Greet students at the door at the beginning of each instructional period.

Instructional outcomes are evident to students in the classroom or instructional setting.

Educators are actively interacting with students on a personal level (formatively assessing, monitoring student work, progress, engagement etc.) .

Instruction (Continued)

Multi-Tiered Systems of Support (RtI)

Supporting the Whole Student to Ensure Continuous Academic and Social Growth Across All Grade Levels

Culture of Relearning and Reassessing

Academic and Social Emotional Support

Scheduling and Support



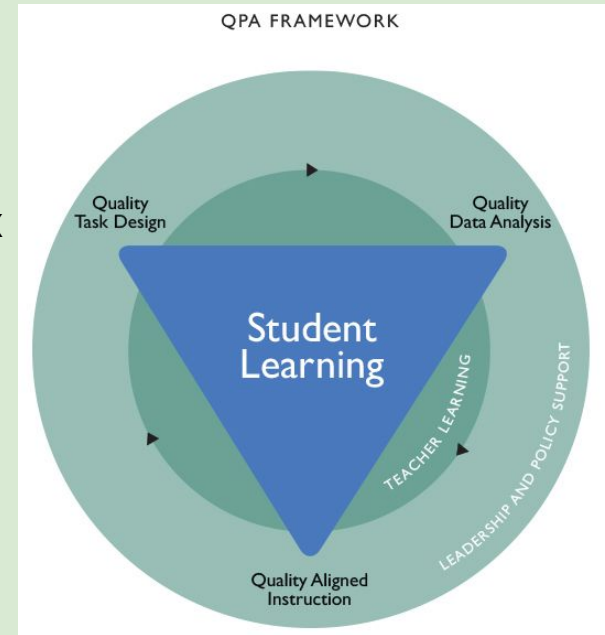
Assessment - The Evaluation, measurement, and documentation of academic readiness, learning progress, skill acquisition, or educational needs of students

Common Summatives - Ensure Reliability and Fidelity

Quality Performance Assessments

Assessment Continuum Response Items - Complex Performance Tasks

Knowledge/Content - Knowledge/Content and Skills and Work Habits and Dispositions



Assessment (continued)

Summative Rubrics

Proficiency Continuum - Interwoven into DoK (Depth of Knowledge)

Student Will/Skill to be Applied

Competency Standards

Student Reflection (Grade)

Assessment (continued)

Benchmarking - Culture of Data Informed Decision Making

Consistent and Common K-12 Data

State Assessment System/SAT

Implementation & Disaggregating Data

Data Informed Vs. Data Driven

The Purpose of Assessment is to inform continuous improvement of curriculum and instruction

District Community Leadership

Chair District Instructional Team

Chair District Professional Development Committee

Chair District Teaching and Learning Committee

Chair for Building and District Leadership Hiring Committees

Raymond Coalition For Youth, BoD

District Community Leadership Team

Mission - The mission of the Raymond School District is to ensure high levels of learning and critical thinking for all and to promote the skills, dispositions, and habits that allow students to become resilient, engaged citizens who value others and contribute positively to society. Through innovation and collaboration with our community, we will encourage and challenge each student with a rigorous and relevant program.

Vision - Uniting our school district and community to prepare students for future success; ready for anything!

Closing Remarks: Dr. McCoy



Questions?