

**Addendum**  
**Curriculum Committee Meeting**  
**September 1, 2022**



**Barre Unified Union School District**

# **Support for BUUSD Curriculum Development and Instructional Practice**

**September 1, 2022**

# Areas of Work

1. Curriculum Development and Cohesion
2. Administrative & Instructional Leadership
3. Professional Learning Group (PLG)

Facilitation

# GSP Support Goal

Support the development of **systems** to support **professional learning structures**, which result in enhancing **teachers' practices** and improving **students' learning** experiences in BUUSD schools.

# GSP Support Role

Build on the strengths within the district;

Offer resources, training, support services in those areas of greatest need, aligned with district priorities.

# GSP Services Provided

- Summer workshops, trainings
- Monthly meetings with groups of teacher leaders
- Individual meetings with administrators and teachers as needed
- Regular meetings with the curriculum director to coordinate support services

# Areas of Work

## 1. Curriculum Development and Cohesion:

- Teachers are getting clearer about the standards they're teaching to
- Teacher voice has increased in the planning of professional development
- Curriculum leaders and coaches coordinate PD

# Areas of Work: October 2021 Feedback

## 1. Curriculum Development and Cohesion:

- 65% indicate they have a clearer understanding of what to prioritize in their instructional planning
- 78% left with actions they can apply to their work with students
- 90% indicated their time in their content area group was worthwhile



# Areas of Work

## 2. Administrative & Instructional Leadership

- Weekly meetings with curriculum leaders and coaches
- Twice monthly meetings with PK-8 administrators and coaches
- Instructional planning: Essential Elements of Instruction

# Areas of Work: Spring 2022 Coach Feedback

## 2. Administrative & Instructional Leadership

- 80% strongly agree that I demonstrate a strong understanding of district context needs
- 90% strongly agreed that I am knowledgeable about effective leadership practices
- 100% strongly agreed that I am knowledgeable about effective instruction

# Areas of Work

## 3. Professional Learning Group (PLG) Facilitation

- Build on district experiences
- Ensure consistency of structures and leadership
- Focus on training and supporting facilitators

# Areas of Work: Spring 2022 Facilitator Feedback

## 3. Professional Learning Group (PLG) Facilitation

- I find the monthly meetings with other facilitators and Jean very helpful! They help keep me focused.
- Knowing that Jean is available for support is very helpful
- I truly enjoy this work as a facilitator; it's been extremely important to my growth as an educator. Thank you for this opportunity!

# Areas of Work: Spring 2022 Facilitator Feedback

## 3. Professional Learning Group (PLG) Facilitation

### Strengths:

- Helping teams set norms and goals, reflect on goals, leading teams analyzing data;

### Areas for growth:

- Addressing group dynamics
- Sharing practices for feedback from colleagues

# Thank you!



My 13 year old self tried to avoid having a Batmitzvah for fear of having to speak in front of a large audience. To make matters worse I struggled learning my own language (I wouldn't know it for another year, but I had been stumbling my way through school with a specific learning disability). Having to learn so much Hebrew and write a speech was another "No because" -- I didn't want to go through with it, it was an impossible feat (BUT I had a deadline, I got support, and I learned how to practice; I was fine).

Now, I had one of my first "Yes, and's." **Yes** I can do this, **and** I can also do other hard things.

Yes, and...

Good morning,

I'd like to share some ideas that relate to multi-tier systems of support. You won't find any references to the "triangle" today. Using that model has led to a widespread deficit-approach to teaching and learning. We too easily slip into using language and labels that restrict student potential. For our students (and for us) a deficit approach to learning and growing is taking a "no because" stance.

Instead, VT AoE encourages us to use an asset-based model where all students have access to quality, first wave instruction, and those who need more, are provided with additional layers of support.

This model applies as much to academic learning as it does to social emotional learning.

Yes, and.

You may be thinking that these additional "layers of support" are mythical creatures that everyone talks about, but never actually witnesses--but I'd like you to know that we have what it takes to meet the needs of all our students (I know because I've seen it). We have enough years of experience and training to know what isn't working, AND we can work together to move forward. We can do this by leaning on each other and our effective practices.

Yes, and.

If the Strategic Plan is our "what," and our students are the "why," then the Elements of Effective Instruction are one of our main "hows." These practices (that faculty helped to identify and revise last spring) are drivers for the work we do in our schools. With time, they may evolve, but the intention of creating learning experiences that are framed by universal practices--will not go away.

Yes, and.

We will learn and grow together while we strive to meet all students' academic and social emotional needs. The Effective Elements of Instruction will be the guardrails for creating more equitable experiences and continuous learning.

Whether you are a classroom teacher, an office support member, a counselor, a custodian, an Allied Arts teacher, a paraprofessional, a member of student supports, a nurse, a school psychologist, a social worker, a special services teacher, an administrator, a specialist, a school board member, or you work at the central office, when we are mindful of our actions and our interactions, we are able to move from healing to well-being. While we do this, let's lean on "yes, and" (rather than "no, because"), we will get much further than we would ever think could be possible. Thank you for being here, and for showing up for our students. I hope that if you lost your spark over the last few years, that you find it again soon; remember that you are not alone and that we can do hard things.

Yes, and.