

DARTMOUTH PUBLIC SCHOOLS

Office of Teaching & Learning

8 Bush Street

Dartmouth, MA 02748

Telephone - 508-997-3391

Fax - 508-991-4184

www.dartmouth.school

Mrs. Catherine Pavao
Director of Teaching & Learning
Elementary

Mr. Ross A. Thibault
Director of Teaching & Learning
Secondary



The Office of Teaching and Learning for the Dartmouth Public Schools is responsible for coordinating systemic efforts to ensure every student receives high quality instruction on a daily basis. 2022 was a year of transition for the Office of Teaching and Learning as veteran Director of Teaching and Learning, Mrs. Tracy Oliveira retired after many years of service to the Dartmouth Public Schools.

Following Mrs. Oliveira's retirement announcement, Superintendent of Schools Dr. Bonny Gifford shared a plan to redesign the Office of Teaching and Learning splitting the Director of Teaching and Learning position into two positions and splitting responsibilities by level. Additionally, the responsibilities that were formerly assigned to the Assistant Superintendent were redistributed between the two new directors. Mrs. Catherine Pavao, DeMello Elementary School Principal was named the Director of Teaching and Learning Elementary Level and Mr. Ross Thibault, Dartmouth High School Principal was named the Director of Teaching and Learning Secondary Level.

Across the district, teaching and learning during 2022 continued to prioritize a transition to pre-pandemic practices in many ways, including a renewed emphasis on implementing blended, personalized, and project-based learning as core instructional practices. In addition, ensuring all students received grade appropriate instruction with just in time scaffolds as outlined in the Acceleration Roadmap as well as School Improvement Plans presented to the School Committee remained an area of focus. At the elementary level, teachers continued the implementation of a new math curriculum, Bridges in Mathematics, which is a comprehensive PK-5 curriculum that equips teachers to fully address state standards in a rigorous, engaging, and accessible manner. Students gain a deep understanding of concepts, proficiency with key skills, and the ability to solve complex problems.

At the district level, part of our commitment to a return to pre-pandemic practices included a need to update the District Strategic Plan. A team comprised of educators and administrators from each school as well as Central Office was formed to look at current practices and prioritize needs going forward. As part of that work, the District Strategic Team engaged in a professional learning network overseen by LearnLaunch Institute, a non-profit organization serving the education ecosystem in the New England Region. Work was and continues to be done in auditing existing structures, identifying areas of need, and creation of specific policies, processes, and systems with the goal of this network being to support district and school leaders to make changes on a high level to support students' sense of belonging.

Learning loss that occurred as a result of the COVID-19 pandemic continued to be a priority area of concern for the Dartmouth Public Schools throughout 2022. In order to address learning loss concerns, Dartmouth Public Schools offered several "Acceleration Academies" throughout the year. Acceleration Academies were intense, week-long academies that took place during February and April vacation as well as during the summer. These academies were grant funded by the Massachusetts Department of Elementary and Secondary Education allowing Dartmouth Public Schools to service approximately 300 students in total.

An additional area of focus across the district was the development and implementation of a Digital Literacy Curriculum. Lead by District Instructional Technology Specialist Trisha Leary, a Digital Literacy Committee comprised of elementary teachers representing all schools was formed to review the standards, identify which



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standards were already integrated in classroom content areas, and develop units in the areas of Digital Citizenship and Computer Science. Building on the work done at the elementary level, a team of secondary educators met regularly throughout the year to map out the digital literacy standards across the middle and high school curriculum. Digital Citizen Units were also developed and embedded into Dartmouth High School's Advisory Program.

Continuing with the practice of offering personalized professional development, a district-wide site license was obtained allowing access for all Dartmouth Public School educators to Master Teacher. Master Teacher provided educators the opportunity for self-paced, asynchronous professional development centered on a variety of topics.

In the fall, the Curriculum Council was reconvened for the first time since the COVID-19 pandemic. The Curriculum Council is made up of teachers, administrators, and community members from across the district and provides input into various matters related to teaching and learning, including professional development offerings. Following two years of asynchronous professional development, with input from the Curriculum Council, the decision was made to offer several different district-wide strands beginning in January to meet the professional development needs of educators from across the district. Strands include the following:

- Social Emotional Learning
- Special Education
- Curriculum, Instruction, and Assessment
- Technology Integration
- Sheltered English Immersion
- Book Study: Teach Like a Champion 3.0

Finally, one of the most exciting aspects of the work that took place was the launch of the district's efforts to develop a Pre-K-12 Portrait of a Learner. Partnering with Envision Learning Partners, stakeholders from across Dartmouth will develop a Pre-K-12 Portrait of a Learner to serve as the district's north star. A Portrait of a Learner is a movement to clearly identify the major skills, competencies, and knowledge that all Dartmouth Public School students will develop throughout their time as a student and will drive strategic decisions and initiatives moving forward.