

GERMANTOWN SCHOOL DISTRICT

TO: Board of Education **TOPIC:** Ad hoc Curriculum Committee

FROM: Brian Medved/
Jeff Holmes/Brenda O'Brien/
Building Principals **BOARD MEETING:** August 26, 2019

DATE: August 21, 2019 **AGENDA ITEM:** V.A.

See attached supporting document regarding the establishment of the Ad hoc Curriculum Committee.

RECOMMENDATION: Informational only.

Germantown School District

Ad hoc Curriculum Committee - Established August 26, 2019

Brian Medved (Chair), Sarah Larson, & Lester Spies - Board Members

Mission Statement: Empower and Inspire Every Student to Success

District Initiative: Building a foundation for SUCCESS within every child.

- Cultivate the “Whole Child”
- Develop the Essential Success Factors and Growth Mindset
 - Know THEMSELVES; HOW to learn; How to COLLABORATE

Ad hoc Curriculum Committee Purpose Statement: Create and expand upon **POWERFUL LEARNING** experiences, document those experiences, and take actions that ensure every student is engaged and learning successfully (Universal Instruction) through enhanced teacher skill-sets, implementation of professional research, best practice, and modes of inquiry (Content Expertise) and intentionally teaching the Essential Success Factors and Growth Mindset (Whole Child Development).

1) What will the Board’s Ad hoc Curriculum Committee’s work entail?

Ensuring that the District’s vision is maintained, advocating with the Board for necessary resources, providing guidance that aligns with the Board’s direction, monitoring the work of staff in attaining the mission, and reporting out on a regular basis through the Ad hoc Curriculum Committee and its workgroup(s).

2) Who makes up the working group(s)?

Generally, it will be the Ad hoc Committee members, designated administrators, and designated teachers necessary to address the identified priorities and the tasks associated with those.

3) How do we obtain input in this process?

Utilize the staff survey results, parent survey results, building-level input, professional development meetings, listening sessions, and focus groups to gain perspective and provide suggestions to the Ad hoc Curriculum.

4) How does the Ad hoc Curriculum Committee and working group(s)'s work intersect with the teaching and learning advancement already taking place?

The work already done fits well into the Ad hoc Curriculum Committee's purpose. This will allow for the District to bolster and focus the work necessary to address the vision and attain the mission.

5) What are the functions of the working group(s)?

Cultivate resources, generate ideas, develop high-level plans, customize approaches, evaluate the work, and report on progress that specifically address the Ad hoc Curriculum Committee's purpose.

6) How does the Ad hoc Curriculum Committee guide and monitor the working group?

The Ad hoc Curriculum Committee will actively monitor and partake in the activities of work group(s) efforts in order to garner first-hand accounts of those activities and provide guidance based upon those observations.

7) How will this work alter the current structure of our educational system?

It has the potential to create an educational environment that better addresses the needs of our students for a modern age and it will coincide with how professional growth is recognized within the District's compensation model..

8) How will the District sustain and/or support the Ad hoc Curriculum Committee and the working group beyond the normal scope of daily operations?

The Ad hoc Curriculum Committee will dedicate their time and efforts to facilitating this important endeavor and will work with the full Board to appropriately support those aspects of the work.

9) What are the indicators of success for the Ad hoc Curriculum Committee?

Improvement of the students', parents', and staff's satisfaction with the Germantown School District.

AREAS of FOCUS: School-wide and Professional Growth Process

	All District		
Universal Instruction	<ul style="list-style-type: none"> ● Relationships ● Meaningful Engagement <ul style="list-style-type: none"> ● Physically ● Emotionally ● Cognitively ● Socially ● All Students Feeling Safe ● All Students Feeling Successful ● All Students Learning and Achieving at High Levels ● Learning is Valued <i>by the Learner</i> 		
	Elementary	KMS	GHS
Content Expertise	<ul style="list-style-type: none"> ● Inquiry ● ELA ● Math ● Content Expertise Development 	<ul style="list-style-type: none"> ● Content Expertise Development ● UBD ● Inquiry 	<ul style="list-style-type: none"> ● Content Expertise Development ● UBD/Assessment
Whole Child Development	<ul style="list-style-type: none"> ● Social Emotional Learning ● Growth Mindset ● Career Awareness 	<ul style="list-style-type: none"> ● Social Emotional Learning ● Growth Mindset ● Career Awareness ● ACP work 	<ul style="list-style-type: none"> ● Growth Mindset ● ACP work ● Career Identity

UBD = Understanding by Design: A framework and accompanying design process for thinking decisively about unit lesson planning. The concept was developed by Jay McTighe and Grant Wiggins, and as part of their principles they state that UBD "...is not a philosophy of education". It is not designed to tell teachers what or how to teach; it is a system to help them teach more effectively. In fact, its flexibility is one reason it has gained so much acclaim. With UBD, the ultimate goal is to think backward, focusing on the big picture: at the end of a unit, what is the essential question your students should be able to answer?; **ELA** = English/Language Arts; **ACP** = Academic and Career Planning