Summer Curriculum Work & Continuity of Instruction Plan for Reopening

July 21, 2020 Presentation to the Board of Education
Summer Curriculum Work
Summer Work
Curriculum, Instruction, and Assessment

1. Senior Profile Projects with Jay McTighe and Envision Learning Partners

2. Technology PD

3. Curriculum Revisions
   - LGBTQ+, Disabilities, and Diversity
   - Blended Learning
   - Clarifying Content Priorities
Senior Profile Projects

• Team of 18 teachers and 13 administrators is collaboratively designing 8 new high school courses focused on our Profile of a Ramsey Graduate and departmental transfer goals

• Courses will culminate in each student completing a Profile Project and defending the learning through a public exhibition

• Working with world-class educational researcher Jay McTighe and Envision Learning Partners of San Francisco, CA
Building Our Toolkits
For Blended and Remote Teaching

• 2 weeks of professional learning focused on instructional technology
• Over 150 Ramsey teachers are participating
• 1,280 hours of professional development!
• All sessions will be recorded and posted on internal Schoology page
Curriculum Revisions
LGBTQ+, Disabilities, and Diversity

Bergen County Curriculum Consortium
West Bergen Mental Health

- West Bergen conducted an audit of our existing ELA and SS curriculum in Grades 6-12 through the lens of inclusive content and materials.
- Made recommendations for improvement.
- Supervisors and coaches have begun and will continue integrating these resources with our existing curriculum for the 2020-2021 school year.
Group of educators from across the county, including Rebecca Saltzman from Ramsey, created toolkits for creating curricular resources “with a focus on highlighting the contributions of LGBTQ+ individuals and persons with disabilities and a commitment to reflecting diversity. These resources have been designed to work in tandem with existing curricula.”

• We received the toolkits focused on:
  • Disabilities
  • Diversity
  • LGBTQ+

• Supervisors and coaches have begun and will continue integrating these resources with our existing curriculum for the 2020-2021 school year.
Curriculum Revisions

Classroom Libraries

• Conducted audit of middle and high school libraries to assess diversity of authors and topics.

• Allocated financial resources in June 2020 to diversify classroom libraries.

• Continuing looking for more of our anchor texts to be written by authors of color.
Curriculum Revisions
Integrating Blended Learning Components

• Every opening unit of every course K-12 will be revised to include instructional technology that can be implemented during either blended or remote learning.

• Including, but not limited to:
  • Digital assessments
  • Screencast videos
  • Hyperdoc Assignments
It would take 23 years to cover the standards in K-12 schooling.
Curriculum Revisions

“Marie Kondo” the Curriculum

“The curriculum is as overstuffed as most American houses…The result is a curriculum with too many topics and too little depth…students said that almost every memorable or powerful learning experience came when they had the time and space to go deeper. Thus there are sound educational reasons to thin the curriculum…It also makes much more sense as an approach to next year.”

-Jal Mehta and Shanna Peeples, Harvard Graduate School of Education (June 25, 2020)
Curriculum Revisions
Clarifying Priorities

Jay McTighe @jaymctighe · 11h
These are the questions that Grant Wiggins and I pose in Understanding by Design®. They are especially relevant during the current pandemic where many schools are shifting to virtual or blended learning and it is unlikely that the same amount of content can be "covered."

TeachThought @TeachThought · 17h
Good questions to guide teacher lesson planning should help move the teacher from 'What will students do?' to 'How can I help students understand?'

14 Questions Every Teacher Should Ask Themselves About That Lesson Plan - bit.ly/2hymkDx
Curriculum Revisions

Clarifying Priorities

Clarifying Content Priorities and Planning Assessments

Possible Assessment Types
- Quizzes
  - Selected response
  - Constructed response
- Performance Tasks and Projects
  - Open ended
  - Creative
  - Complex
  - Authentic

Worth being familiar with

Important to know and do

Big ideas and core tasks

Example from Intro Statistics Course

Familiar with:
- Key figures who contributed to the development of modern statistics (Pascal & Terman)
- Non-essential terminology, for example, interquartile range (no need to be able to define these)

Important to know and do
- Measures of central tendency; mean, median, mode, range, standard deviation
- Data displays: bar graph, line plot, box and whiskers plot, stem and leaf plot
- Various statistical formulae and techniques

Big Ideas
- “Average,” range, degrees of confidence, lying with statistics, valid model, reliable data
- Big ideas framed as “understandings”
  - Statistical analysis often reveals patterns that prove useful or meaningful
  - Statistics can conceal as well as reveal
  - Abstract ideas, such as fairness, can be modeled statistically

Core Tasks
- Choosing the appropriate measure of central tendency in real-world situations
- Critique of real-world statistical analyses and misleading graphs

Continuity of Instruction
Scheduling Plan
for Reopening in Fall 2020
## Timeline

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 26</td>
<td>The Road Back is released by NJDOE</td>
</tr>
<tr>
<td>June 27-July 21</td>
<td>District Restart and School-Based Pandemic Teams met</td>
</tr>
<tr>
<td>July 20</td>
<td>Governor Murphy tweets that families will be allowed to choose all-remote option</td>
</tr>
<tr>
<td>July 21</td>
<td>Presentation to Board of Education</td>
</tr>
<tr>
<td>July 27</td>
<td>Plan submitted to county for approval</td>
</tr>
<tr>
<td>August 3</td>
<td>Full Plan released to Ramsey community</td>
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</tbody>
</table>
Make up of Committees

- 74 Staff Members
- 23 Parents
- 12 Administrators
- 3 Students
- 2 BOE Members
6 Principles for Moving Forward

1. The Vision is NOT Canceled!
2. Relationships are Foundational
3. Design with Equity at the Center
4. Focus on Students, Not Gaps
5. Building Time will be Gold
6. Attend to Adult Learners
Our Task: Develop a Reopening Plan to Balance...

Continuity of Learning

Health and Safety of Students and Staff
Continuum of Options

Full Face to Face

Face-To-Face Learning

BLENDED LEARNING

Online Learning

Full Remote
Continuum of Options

- Full Face to Face
- BLENDED LEARNING
- Online Learning
- Full Remote
Plan for educating 2 groups

Hybrid

All-Remote
A/B Minimum Days with Full Remote Wednesdays
A/B Daily with live remote learning on Wed

What is it?

• Students are divided into three groups (Blue, Gold, All-Remote).

• Blue/Gold students come to school buildings for face-to-face instruction on either A or B day, and rest of instruction is completed at home and via videoconferencing.

• All-Remote students will complete their instruction at home and have check-ins via videoconferencing with teacher in the afternoon.

• Wednesdays are remote (with live instruction) for all.
Rationale for A/B Minimum Days
Also considered AM/PM and A/B Full Day

• Allows for 5 days of teacher contact at K-5 level.

• Keeps entire district on same A/B schedule so families will have same weekly schedule for all children.

• Avoids lunch/recess.

• Avoids having multiple groups of students in K-5 classrooms on same day (AM/PM).

• Wednesdays are remote (with live instruction) for all.
Rationale for Synchronous Wednesdays

- Allows full classes to meet at least once a week.
- Allows for both ongoing ABAB rotation of days AND days to be fixed each week (i.e. Monday schedule is the same each week).
- Allows time for teachers to complete their professional responsibilities including collaborative planning time.
- Allows extra time for deep cleaning of buildings.
# Weekly Schedule for Elementary

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A Day</td>
<td>B Day</td>
<td>Synchronous for All</td>
<td>A Day</td>
<td>B Day</td>
</tr>
<tr>
<td>AM (4 hours)</td>
<td>Blue Group at School</td>
<td>Gold Group at School</td>
<td>Synchronous Schedule for AM</td>
<td>Blue Group at School</td>
<td>Gold Group at School</td>
</tr>
<tr>
<td></td>
<td>Gold Group at Home</td>
<td>Blue Group at Home</td>
<td>Time for Professional Responsibilities for Specialists</td>
<td>Gold Group at Home</td>
<td>Blue Group at Home</td>
</tr>
<tr>
<td>Lunch</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher Lunch</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PM</td>
<td>Optional Check in with Gold Group</td>
<td>Optional Check in with Blue Group</td>
<td>Time for Professional Responsibilities for Teachers</td>
<td>Optional Check in with Gold Group</td>
<td>Optional Check in with Blue Group</td>
</tr>
<tr>
<td>PM</td>
<td>Mandatory Check in with All-Remote Group</td>
<td>Mandatory Check in with All-Remote Group</td>
<td>Synchronous Options for Students</td>
<td>Mandatory Check in with All-Remote Group</td>
<td>Mandatory Check in with All-Remote Group</td>
</tr>
</tbody>
</table>
Sample Daily Schedule for Elementary Students

**Blue Group**
- Morning (In school)
  - Reading
  - Writing
  - Mathematics
  - Science/SS
- Special
- Afternoon
  - Homework

**Gold/All-Remote Groups**
- Morning (At home)
  - Independent Reading
  - Writing Assignments
  - Math Assignments
  - Science/Social Studies
  - Specials
- Afternoon
  - Check-in via videoconferencing

Minimum requirements set by NJ Department of Education are 4 hours of instruction per day.
### Weekly Schedule for Secondary

<table>
<thead>
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**AM (4 hours)**

- **Blue Group at School**
- **Gold Group at School**
- **Gold Group at Home**
- **Blue Group at Home**
- **Gold Group at Home**
- **Blue Group at Home**

**Lunch**

- **Teacher Lunch**

**PM**

- **Office Hours including optional check-ins with Blue Group and mandatory* for All-Remote Group**
- **Office Hours including optional check-ins with Blue Group and mandatory* for All-Remote Group**
- **Time for Professional Responsibilities for Teachers**
- **Office Hours including optional check-ins with Blue Group and mandatory* for All-Remote Group**
- **Office Hours including optional check-ins with Blue Group and mandatory* for All-Remote Group**

*Exact schedule TBD*
Sample Daily Schedule for Secondary Students

Blue Group
• Morning (In school for minimum day)
  • Face-to-face classes
• Afternoon
  • Homework

<table>
<thead>
<tr>
<th>Morning (At home)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete asynchronous assignments</td>
</tr>
<tr>
<td>View videos and complete reading for next class</td>
</tr>
<tr>
<td>Possibly participate in online collaborations synchronously with Blue Group</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Afternoon</th>
</tr>
</thead>
<tbody>
<tr>
<td>Option check-in office hours via videoconferencing</td>
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</table>

Gold/All-Remote Groups

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Minimum requirements set by NJ Department of Education is 4 hours of instruction per day.
Full Remote Learning Plan

Enhancements

• More live instruction via videoconferencing according to organized weekly schedule
• Schoology use K-12
• Parent Accounts for Schoology
• Chromebooks for K-3 students arriving mid-October

THIS IS IF WE GO FULL REMOTE AS A DISTRICT. THIS IS NOT NECESSARILY FOR STUDENTS WHO CHOOSE ALL-REMOTE IN THE CURRENT PLAN
Other Improvements
For Blended or Remote Learning

• Partnered with Ramsey Community School to offer virtual sessions for K-6 literacy and mathematics.

• Invested in SORA (4-12) which provides a digital platform for e-books and audiobooks.

• Invested in Defined Learning (K-5), an online Project-based platform.
Thank you.