



Laconia Curriculum, Instruction, Assessment News

December 2017

Atlas Rubicon Curriculum Management Site

In an effort to accomplish the initial goals set forth by the Laconia Curriculum, Instruction, and Assessment (LCIA) group, the district made the decision to transition curriculum development from Microsoft Office Share Points to Atlas Rubicon International, which is a curriculum management platform. PreK-12 teachers are now creating units of study using the Atlas Rubicon platform.

Laconia Curriculum, instruction, Assessment 2017-2018

Vision: The Laconia CIA will ensure that all students are prepared for college, career, and life by providing authentic, creative and engaging learning experiences in all curricular areas.

Mission: The Laconia CIA (with support of the district's teachers) will ensure completion of their vision through the creation of a horizontally and vertically articulated curriculum in all subjects, including formative and summative assessments and resources.

Goals: Complete and align existing curriculum maps; create new curriculum maps as needed; focus on two disciplines each year for revision (one from Humanities and one from STEM – 2017-2018 school year focus on Social Studies and Science); involve and seek input from as many PreK-12 teachers district-wide as possible; adopt a curriculum review cycle.

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Performance Assessment for Competency Education

The Laconia School District has begun its PACE work within the 5 Laconia schools. We sent teams to the 2017 PACE Summer Institute in August. The teachers on the teams listed below attend Task Development Trainings throughout the school year. In addition, there is a team of teachers attending the PACE Teacher Leader Training to further extend their knowledge of leading the district through the PACE process.

Tier One Team:

Woodland Heights: Irene Stinson and Jessica Ortolf

Pleasant Street School: Courtney Leighton, Kaitlyn Riendeau and Lisa Moore

Elm Street School: Barbara Fisher, Brian Bolduc, and Andrea Morin

Tier Two Team:

Laconia Middle School: Whitney McCullum, Deb Tivey, Rebecca Sims, Tara Columb, Chris Carey, Shannon Siegler, Leanne Keller, and John Cardin.

Laconia High School: Steve McDonough, Alison Witham, Lisa Hinds, Ramsey Eliason, Chris Longo, Jeff Whartenby, Ivy Leavitt-Carlson, and Bonnie Ashworth.



Teacher Leader Training: Leanne Keller, Gail Bourn, Jessica Ortolf, Irene Stinson, Brian Bolduc, Kaitlyn Riendeau, Barbara Fisher, Lisa Hinds, Angel Burke, and Ivy Leavitt-Carlson

Task Development

Throughout the year, PACE Task Development teachers are meeting with other educators across the state to develop the 2018-2019 PACE tasks. These groups represent the 23 New Hampshire PACE school districts and bring a variety of expertise, ideas, and perspectives to the table.

At the task development meetings, Laconia teacher representatives are learning about the quality performance assessment (QPA) process, working with consultants from the Center for Collaborative

Education (CCE), gaining access to the bank of PACE performance assessments, learning about piloting new assessments, and developing the 2018-19 PACE performance tasks.

The PACE work also brings professional development opportunities. In December the LMS PACE team will work with our CCE consultant, Carisa Carrow, on the QPA protocols. Throughout the year, teacher leaders are attending workshops sponsored by 2Revolutions and the NEA to learn about messaging to help others, including colleagues, parents, and students, to better understand the transition to competency-based education.

“New Hampshire’s Performance Assessment of Competency Education (PACE) serves as an inspiration for what’s possible. In PACE districts, New Hampshire expects educators to judge and validate student learning using robust performance assessments they’ve developed, rather than relying only on an annual state test” – Bill Porter, Education First

Laconia CIA Members

Woodland Heights School

Eric Johnson
Jessica Ortolf
Irene Stinson

Pleasant Street School

David Levesque
Portia Magdziak
Linda Thanas
Kaitlyn Riendeau

Elm Street School

Tara Beauchemin
Andrea Morin
Christine Bassett
Donna-Marie Gamlin
Brian Bolduc

Laconia Middle School

Chris Carey
Deb Tivey
Lindsay Middleton
Leanne Keller

Laconia High School

Seth Leavitt-Carlson
Rick Crockford
Bonnie Ashworth

District Administration

Angel Burke
Gail Bourn
Dr. Brendan Minnihan
Amy Hinds
Christine Gingerella

Social Studies and Science Curriculum Work

This year the Laconia CIA group is focusing on the Social Studies and Science PreK-12 curriculums. The CIA teams are developing a PreK to 12th grade vertically aligned curriculum and units of study for each content area.

The Social Studies department continues to learn and write units using the C3 Framework, <http://www.socialstudies.org/sites/default/files/c3/C3->

The Science Department is utilizing the Next Generation Science Standards, <https://www.nextgenscience.org/>, to create the Pre-K – 12th grade units of study.

The Social Studies and Science teams meet each month to work on this work. In addition to the monthly CIA meeting, grade level teams meet during PLCs or job-embedded professional development to continue the work on the units of study and performance based assessments for each unit.

LEEF (Laconia Endowment Educational Foundation) 2017 Grant Winners:



Thank you,
LEEF Board Members,
Carole Davis, Kay Anderson
& Joan Leroux!

IDM Social Studies Conference



The LR CIA provided scholarships for two teachers to attend the Third Annual (IDM)™ Summer Institute in Raleigh, North Carolina in summer 2017.

Jay Perringer and Whitney McCallum attended this institute with the charge of learning all they could about the Inquiry Design Model, networking with leaders to consider the formation of a NH C3 Network, and to educate students using the IDM framework in our social studies classes.

The Institute featured the Inquiry Design Model (IDM), a unique approach to creating curriculum and instructional materials while relying on teacher expertise and experience. Jay and Whitney teamed up with another partner and created an Inquiry Design Model based on the question “Are civilized societies moral?” This compelling question launches students on a journey to discover the answers to this question and, in the end, take informed action based on their new understandings.



Instructional Rounds

The Instructional Rounds Teams from ESS, PSS, and WHS continue their work with Stefanie Reinhorn from Harvard University. Instructional

Rounds will take place at ESS, PSS, and WHS throughout the 2017-2018 school year. Instructional Rounds is a practice that supports the Instructional Core at a school (similar to medical rounds). The process was created by Lee Tietal, Harvard University. Schools go through the process of rounds based on a Problem of Practice to gather data/evidence that then leads to identifying patterns from across the classrooms. The patterns developed from the rounds determine the Next Level of Work at the school.

The three elementary schools continue to do Instructional Rounds at each school based on a Problem of Practice developed specifically for each school. For the 2017-2018 school year, each Instructional Rounds team will work with Stefanie Reinhorn, Harvard University, to fine tune their Problem of Practice and the rounds process. Each school has an Instructional Rounds team:

ESS: Tara Beauchemin, Andrea Besegai, Andrea Morin, Barbara Fisher, Trish Poliquin, and Amanda Youssef.

PSS: David Levesque, Kaitlyn Riendeau, Lisa Moore, Carmelle Gagne, and Courtney Leighton.

WHS: Eric Johnson, Irene Stinson, Laurie Hale, and Holly Knowles.

Elm Street School completed their Instructional Rounds on December 6th and will begin their Next Level of Work on January 19, 2018. Woodland Heights is working with Stefanie to develop their POP and will complete rounds on January 11, 2018. Pleasant Street School will begin the process in January and complete rounds on February 6, 2018.



(IDM)™ Summer Institute in Raleigh, North Carolina in summer 2017.

Sponsored by C3

Teachers, the National Council for the Social Studies, and North

Carolina State University,

the Institute featured

hands-on opportunities

for teachers to develop

inquiry materials for use

in their classrooms and

to join a community of

educators who share an

interest in invigorating

their classrooms through

inquiry teaching and

learning. The Institute

featured the Inquiry

Design Model (IDM), a

unique approach to

creating curriculum and

instructional materials

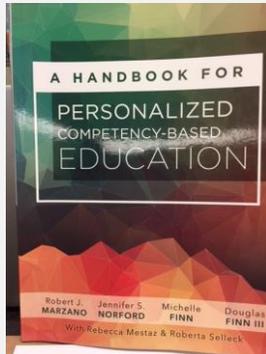
while relying on teacher

expertise and

experience.

Laconia School District

39 Harvard Street
Laconia, NH 03246
603-524-5710



Professional Learning Communities (PLCs)

Professional Learning Communities are a long-standing tradition in the Laconia School District to make data-driven decisions to inform instructional practices, look at student work, have professional conversations, and collaborate. PLCs were piloted at Elm Street School in 2008-2009 and were adopted by the rest of the district by 2010. Initially teams were sent to Dufour and Dufour trainings to learn about the PLC model, which was then brought back to each building in the Laconia School District to incorporate into our professional practice.

What is a PLC? www.allthingsplc.info defines them as an “ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional Learning Communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators.”

Throughout the district, teachers meet in grade level, content areas, guidance, behaviorists, or technology teams, to work collaboratively to develop curriculum, research an area of interest, analyze data, and other professional learning. Each PLC team has established a consistent day and time to ensure that they are able to meet. The PLCs are providing teams a time to extend their learning to guide their instruction or professional learning.

Professional Reading:

Across the district there are many teams that are reading professional books within their PLCs. To name a few:

1. A Handbook for Personalized Competency-Based Education
2. Quality Performance Assessment: A Guide for Schools and Districts
3. Observation Survey: Early Literacy Assessment
4. Tapping the Power of Personalized Learning

