



RSU 16 School Board
Administrative Report

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Professional Development and Programming:

- **January 2nd was a workshop day for RSU 16.** K-6 teachers are working on creating a shared understanding of the skills we expect students to demonstrate in science and social studies. The educator terms for this work are “learning intentions” and “success criteria”. Learning intentions and success criteria help teachers *and* students identify skills that will be learned, serves as a starting point for lesson plans, and enables teachers and learners to note where success has been achieved and where help is needed.
- Our K-6 **task force committees** for science, social studies, and math continue to meet on a regular basis. Our work is focused on this question: *What do we want our students to learn?* We use the Maine Learning Results and Next Generation science standards or Common Core State Standards to ensure our students are meeting state and national standards. Our work is centered around two beliefs from Mike Mattos, an internationally recognized author, presenter, and practitioner who specializes in uniting teachers, administrators, and support staff.
A culture of collective responsibility is based on two fundamental beliefs (Mattos, 2016):
 1. The first assumption is that we, as educators, must accept responsibility to ensure high levels of learning for every child. While parental, societal, and economic forces impact student learning, the actions of the educators will ultimately determine each child’s success in school.
 2. The second assumption is that all students can learn at high levels. We define “high” levels of learning as “high school plus,” meaning every child will graduate from high school with the skills and knowledge required to continue to learn. To compete in the global marketplace of the 21st century, students must continue to learn beyond high school, and there are many paths for that learning, including trade schools, internships, community colleges, and universities.
- K-6 Math Task Force met on January 18. This group consists of Amy Hughes, Daniella Mason, Amy Robinson, Kimberlee Gould, Sharon Plante, Carol Coy, Chris Gurney, Shelley Jackson, Amber Bissonette, Jen French, Jess Harvey, Haley Saurman, Katie Toothaker. One of the goals is to offer support to teachers to use the online reporting components of Everyday Math 4. RSU16 is very lucky to have a dedicated group willing to review each report to make recommendations to their grade level teams. We look forward to sharing the options with the entire K-6 staff in March.
- Our PreK staff have been researching screen time for 3-5 year olds in order to make recommendations for appropriate use of digital learning tools at school. PreK staff is organizing school based Informational Nights for PreK eligible students for next year.
- A big thank you to Jill Beaucage, from Bader physical therapy, and Ann Butler (pictured right) who facilitated a professional development session on fine and gross motor development in 3-5 year olds. Ann and Jill presented to PreK and K staff during early release time. Many demonstrations and handouts allowed teachers to have new strategies to use with their students to develop movements related to large muscles like arms and legs (gross motor) and movements involving smaller muscles like in the hands and wrist (fine motor).

