

Board of Education
June 23, 2021

Performance Improvement



Challenges in Our Work

Technical Challenges vs. Adaptive Challenges



Technical Challenge – A problem that we recognize how to solve, and the focus becomes which questions we should ask and what tools we should use to solve the problem.

Skill



Adaptive Challenge – A problem that we do not recognize how to solve and there is no easy solution or a known solution for solving the problem. We are forced to ask new questions or to reframe the problem which requires us to learn new ideas, be creative and be flexible in our thinking to solve the problem.

Mindset



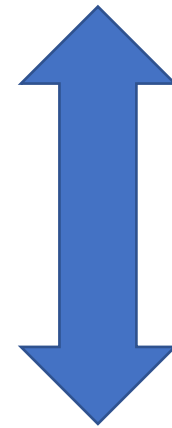
Curriculum & Instruction

There is a continuum of work which is done to ensure our educators are intentional in their work with students to align instruction with the Colorado Academic Standards. This work happens at the District level, the building level, and the classroom level.

- Colorado Department of Education (CDE) and Cherry Creek School District (CCSD) Standards Revision Timeline of the Colorado Academic Standards
- Curricular resources to align with Colorado Academic Standards (CAS)
- Ongoing professional learning focused on instructional practices and the Curriculum Review Process



Technical



Adaptive

CDE & CCSD Standards Review Timeline

- **Yellow** = CDE Revisions;
- **Transition** = CCSD collaborative process to plan, design, test & refine curricular resources; and
- **Implementation** = CCSD full implementation of standards with supporting curriculum and instruction

CDE and CCSD Standards Revision Timeline								
Subject Area	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
Social Studies	Revision	Transition: Plan and design	Transition: Test and refine	Implementation	Implementation and Refine	Revision	Transition: Plan and design	Transition: Test and refine
Performing/Visual Arts	Revision	Transition: Plan and design	Transition: Test and refine	Implementation	Implementation and Refine	Revision	Transition: Plan and design	Transition: Test and refine
Computer Science	Implement 2020 Standards	State planning of new standards- Implement 2020 and refine standards	Revision	Transition: Plan and design	Transition: Test and refine	Implementation	Implementation and Refine	Revision
Comprehensive Health and Physical Education	Implement 2020 Standards	State planning of new standards- Implement 2020 and refine standards	Revision	Transition: Plan and design	Transition: Test and refine	Implementation	Implementation and Refine	Revision
World Languages	Implement 2020 Standards	State planning of new standards- Implement 2020 and refine standards	Revision	Transition: Plan and design	Transition: Test and refine	Implementation	Implementation and Refine	Revision
Reading, Writing, and Communicating	Implement 2020 Standards and refine	Implement 2020 standards and refine	Implement 2020 standards and refine	State planning of new standards	Revision	Transition: Plan and design	Transition: Test and refine	Implementation
Mathematics	Implement 2020 Standards and refine	Implement 2020 standards and refine	Implement 2020 standards and refine	State planning of new standards	Revision	Transition: Plan and design	Transition: Test and refine	Implementation
Science	Implement 2020 Standards and refine	Implement 2020 standards and refine	Implement 2020 standards and refine	State planning of new standards	Revision	Transition: Plan and design	Transition: Test and refine	Implementation

Instructional Practices & Curriculum Review Process

Performance Improvement has partnered with Educational Operations, Equity, Culture, and Community Engagement, and Special Populations to create a Curriculum Review Process in Cherry Creek Schools.

- There is **no perfect curriculum**.
- This is **complex work** for educators as they use a culturally responsive mindset to implement instructional practices in the classroom.
- The Curriculum Review Process provides a process for checking an educator's **instructional blind spots** and supports educators in creating a place where all students are **connecting individually** with curriculum and instruction.
- Educators **utilize resources** to teach the history, culture and social contributions of multiple races and gender identities.
- We will **work collaboratively** with curricular resource publishing partners to provide feedback and make changes to the curricular resources we use.



Best Practices in Social Studies

The purpose of elementary school social studies is to enable students to understand, participate in, and make informed decisions about their world. Social studies content allows young learners to explain relationships with other people, to institutions, and to the environment, and equips them with knowledge and understanding of the past. It provides them with skills for productive problem solving and decision making as well as for assessing issues and making thoughtful value judgments...

-The National Council for the Social Studies



Why Inquiry Journeys?

Identified for its anchoring of inquiry based learning experiences

- Connects to both Project Based Learning and the social studies best practice of the C3 Inquiry Design model
- Student centered
- Engaging

C3 Inquiry Design Model

Dimension 1: Developing Questions and Planning Inquiries	Dimension 2: Applying Disciplinary Tools and Concepts	Dimension 3: Evaluating Sources and Using Evidence	Dimension 4: Communicating Conclusions and Taking Informed Action
Developing Questions and Planning Inquiries	History	Gathering and Evaluating Sources	Communicating and Critiquing Conclusions
	Geography		
	Civics	Developing Claims and Using Evidence	Taking Informed Action
	Economics		

Inquiry-Based Learning



Inquiry Journeys

- Unit Inquiry questions frame lessons linked to learning objectives and aligned to state standards
- Diverse representation of American minorities in the teaching of social contributions in civil government (HB 19-1192)
- Student centered in student questioning
- Use learning to identify connections to the lives of students and the community



INQUIRY JOURNEYS:
SOCIAL STUDIES
IN ACTION



Social Studies Resource Review

Performance Improvement partnered with Educational Operations and Equity, Culture, and Community Engagement, to identify a diverse team of stakeholders to participate in the review process.

- Diverse representation geographically, racially, gender, and role in the organization
- Of the 47 parents, teachers, coaches, and administrators invited, 21 participated



Review Process

The work of the review team was anchored in a Curriculum Review Resource Guide, which was made up of 5 parts:

- Utilizing Standards Based Instruction
- Connects to High-Quality, Diverse Sources
- Provides Instructional Supports and Continuous Professional Development
- Supports Culturally Responsive Education
- Integrates Inquiry-Based Instruction

Each grade level team went through the virtual platform of Inquiry Journeys, scoring each part of the resource review guide and shared their findings with the larger review team.



Review Process

Rigorous process of digging deeply into the virtual platform and engaging in meaningful conversations that highlighted the importance of a diverse team.

- Each of the two long days was split into 3 90-minute blocks with an hour long intersession between. Intersessions included additional work for participants to dig deeper and have time to process on their own.
- Majority of each block was spent in grade level small groups and participants captured their thinking, questions, and feedback into their individual review guide.
- Time to hear from the various perspectives in the space was a vital part of the process and allowed for great learning for all involved.

Review Process

As a result of the deep review and hearing from the multiple perspectives of the stakeholder team, we decided at the end of Day 2 additional information was needed from Inquiry Journeys. Additionally, we considered what other options we had outside of Inquiry Journeys:

- Allow teachers to use what has previously been curated
- Organize grade level teacher groups to develop units that can be developed this school year
- Move forward with Inquiry Journeys and work collaboratively with the publisher



Moving Forward

After meeting with both Inquiry Journeys and partner districts utilizing Inquiry Journeys, the lingering questions and concerns of the review team were addressed.

- We found Inquiry Journeys to be very responsive to our questions and feedback.
- Many areas where questions/concerns within units had already been revamped.
- Inquiry Journeys continues to take feedback from their partner sites to make ongoing adjustments to units and resources within lessons.
- While not a perfect resource, as there is no such thing, Inquiry Journeys provides a solid foundation of shifting to an Inquiry based approach as well as being grounded in a culturally responsive mindset.
- We will continue to support educators through professional learning in their understanding and implementation of being responsive to all students through their instructional design and delivery.
- Reviewing curriculum will continue to be an ongoing process that engaged diverse stakeholders.

Cherry Creek Future Forward Focus

INSTRUCTIONAL EXCELLENCE:

Eliminate academic achievement disparities by providing ALL students with rigorous and relevant learning experiences to become leaders who create solutions that contribute to the betterment of our global society.

As educators plan for learning experiences that are engaging and purposeful, they should consider both “windows” and “mirrors”, providing opportunities for students to see themselves within the curricular resources, and see the experiences of those different than them reflected as well.



Thank you

Questions ...

