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# Time & Content in PSB

— March 3, 2020 —

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# Agenda

- Context for our Curriculum & Time Allocations in Brookline
- District-Wide Work
- Content Areas
- Schools Level Work
- Moving Forward

# Commonalities Across PSB

- **Equity:** Time allocations and some general content should be coherent across all schools. *To promote equitable outcomes, there must be equitable opportunity.*
- **Time:** Offer some longer blocks of time for teachers to do more project-based learning and integrated units.
- **Support:** Provide opportunities for intervention, practice, and extension

# Essential Curriculum

Essential curriculum: our path to excellent and equitable student outcomes

**Make it clear, make it fit, make it accessible!**

## **Rationale:**

As we work to create equitable outcomes for all students, it is important that we provide a guaranteed and viable curriculum to each and every student across the district. Teachers and students deserve to have access to curriculum that makes sense and can fit into the school year. Our students must have access to our best and most challenging curriculum and the opportunities necessary to master that curriculum so that they are prepared for success in school and beyond.

# Purpose of Essential Curriculum

- **Make it clear** to educators and families what content students will learn and skills students will develop during the course of a year
- Make sure what is asked of educators and students actually **fits** within a school year
- Make sure the content is **accessible** to teachers (meaning they can get their hands on all necessary materials, etc.) and that all lessons and units are **accessible** to all students because they have been planned with all learning styles and needs in mind

# Components of the Essential Curriculum Project

1	Portrait of a Graduate	<ul style="list-style-type: none"><li>• Determine skills, habits, dispositions for graduates of Brookline</li><li>• Initial survey all professional staff</li></ul>
2	District T&L Philosophy	<ul style="list-style-type: none"><li>• Develop District Philosophy in line with Portrait of a Graduate and Brookline core values.</li></ul>
3	Department Philosophies	<ul style="list-style-type: none"><li>• Develop unified K-12 department philosophies of teaching and learning to support the work</li></ul>
4	Scope and Sequence Project	<ul style="list-style-type: none"><li>• Draft curriculum scope and sequences for K-9</li><li>• Inventory current curriculum and weed outdated items</li></ul>
5	Curriculum Revision Work	<ul style="list-style-type: none"><li>• Publishing revised/new curriculum</li><li>• Align summer work to the Essential Curriculum Project</li><li>• Develop common unit and lesson design templates</li><li>• Update BHS course syllabi</li></ul>
6	Future Work	<ul style="list-style-type: none"><li>• Improve access to curriculum and resources</li><li>• Revise report cards, progress reports,</li></ul>

# Portrait of a Graduate?

In the Fall of 2018, the Office of Teaching & Learning began to survey teachers in all of our schools to learn what they believed to be important skills/knowledge for ALL PSB students to have for school and beyond. We are still in the very beginning stages of this process.

The following slide shows our educators' top responses.

**One next step (of many):** Gather similar input from families and community members. In order to do this, we need to develop a systematic process to collect this information.

# Portrait of a Graduate Pillars

ANSWER CHOICES	CURRENT RANK	PREVIOUS RANK(S)	RESPONSES	COUNT as of Sept 2019
Critical Thinking and Problem Solving	1	1	72.07%	498
Empathy	2	3   5   8	62.23%	430
Social and Cross-Cultural Skills	3	3	57.74%	399
Communication	4	2	57.60%	398
Flexibility and Adaptability	5	5   6	54.41%	376
Personal Responsibility	6	5   7   9	53.84%	372
Collaboration	7	4	52.97%	366
Resilience	8	9   7	47.90%	331
Creativity and Innovation	9	6   8   5	47.47%	328
Metacognition / Learning How to Learn	10	9   10	39.80%	275
Conflict Resolution	11	8   10	38.35%	265
Initiative and Self-Direction	12	New	34.59%	239

<b>Key</b>	No Change	Up	Down	New
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# Current Challenges

- Teachers unclear about required curriculum
- Not enough time in a day/week/year for all that the Brookline community wants to see happen in schools
- Unclear what TO do and what NOT to do
- Shared document repositories in the Portal can be overwhelming for teachers

# Current Examples of Time on Learning

# Current Challenges: Time Allocations Across the District

## ELA: Grade 6

School A	225 weekly minutes
School B	240 weekly minutes
School C	480 weekly minutes

## Math: Grade 6/7/8

School K	225 weekly minutes
School L	235 weekly minutes
School M	240 weekly minutes

## WL: Grades 7 and 8

School X	180 weekly minutes
School Y	225 weekly minutes
School Z	240 weekly minutes

# Current Challenges: Time Allocations Across the District

Primary Grade Classes Across School 1:

<b>Content/Skill</b>	<b>Minutes/Week</b>
Reading	255
Writing	185
Word Study	80
Math	210
Science/Social Studies	100

<b>Content/Skill</b>	<b>Minutes/Week</b>
Reading	270
Writing	220
Word Study	20
Math	185
Science/Social Studies	115

<b>Content/Skill</b>	<b>Minutes/Week</b>
Reading	0 - 175
Writing	0 - 195
Word Study	0 - 175
Math	120 - 150
Science/Social Studies	0 - 355

# Current Challenges: Time Allocations Across the District

Primary Grade Classes Across School 2:

<b>Content/Skill</b>	<b>Minutes/Week</b>
Reading	90
Writing	35
Word Study	unclear
Literacy	290
Math	310
Science/Social Studies	125

<b>Content/Skill</b>	<b>Minutes/Week</b>
Reading	60
Writing	50
Word Study	90
Literacy	390 - 490
Math	170 - 270
Science/Social Studies	95

<b>Content/Skill</b>	<b>Minutes/Week</b>
Reading	unclear
Writing	unclear
Word Study	unclear
Literacy	480
Math	330
Science/Social Studies	135

# Next Steps

- Work with stakeholders to create a common vision of the scheduling we want in our schools (Example: Opportunities for Project-based learning?)
- Continue to gather feedback and input from teachers, coordinators, principals to affirm or adjust time allocations
- Most discrepancies occur at the middle school level. Address these challenges through collaborative work with teachers and administrators
- Continue “Essential Curriculum” work to ensure that curriculum is clear, accessible, and fits into the school year