



RSU 16 School Board
Administrative Report
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K-6 Science and Social Studies

After one year of implementing the science and social studies curriculum in grades K-6, it is now time to develop assessments to ensure our students are learning the intended outcomes. Each grade level team is developing one formative assessment to give mid-unit and one summative assessment for the end of the unit. Our assessments will be common, which means all teachers in the grade level at all schools will give the same assessment.

Formative assessment: Formal and informal process teachers and students use to gather evidence for the purpose of learning. *Assessment for learning.*

Summative assessment: Assessments that provide evidence of student achievement for the purpose of making a judgement about student competence or program effectiveness. *Assessment of learning.*

Sub Training

Jenny Rose and I hosted an Adult Education Substitute Training workshop. Eleven people were in attendance. A highlight for me was reviewing sample lesson plans with the attendee's to increase their confidence with what to look for in lesson plans and how to set students up for success during each lesson. Thank you to Ken, who attended in the morning to welcome our potential substitute teachers to the RSU 16 team.

Title I Literacy

Our Title I literacy team joined together to create a district Screen Team, which traveled as a team to each school. This group of 2 teachers and 5 educational technicians screened every student in K-2. This screening helped to identify student strengths, weaknesses, as well as program effectiveness. This also served as our dyslexia screening and the tool to identify students for Title I literacy services. I will provide overall results during a future board report or presentation. (Our Screen Team is working with teachers to reveal finding and provide actionable next steps).

Needs: K-6 Coaches for Teachers

- One **math coach/specialist to be shared by the K-6 schools** for the 2019-2020 school year. A math coach/specialist would support teachers in the area of curriculum, assessment, and instruction of mathematics by fostering collaboration, reflection, and professional growth.

Goals and Expected Benefits of a K-6 Math Coach:

1. Work with teachers to plan, implement, and reflect on mathematics instruction using EM4

Data point: In our Spring 2018 survey of K-6 elementary teachers, 28% (or 13 teachers) reported they are not teaching all parts of the lesson.

Action steps: Each part of a lesson has a time frame. During the first 1.5 months of school, our goal is for every teacher to master the warm-up in the 5 minute allotted time.

Need: If we had a math coach, he/she could provide additional help for teachers struggling to meet this goal. You may ask why would a teacher struggle to meet this goal? The most repeated reason is, "some students don't understand so I begin to teach them how to do the warm-up questions." The warm-up is a 5-minute routine to get kids thinking about math. It provides a quick practice before the teacher teaches the heart of the lesson. Why is this a concern? Now the teacher has lost 10 minutes of the actual teaching of the lesson or students have lost 10 minutes of practicing and receiving feedback. If we had a math coach he/she could visit all classrooms to observe and give feedback so we can have 100% of our teachers completing the warm-up in 5 minutes.