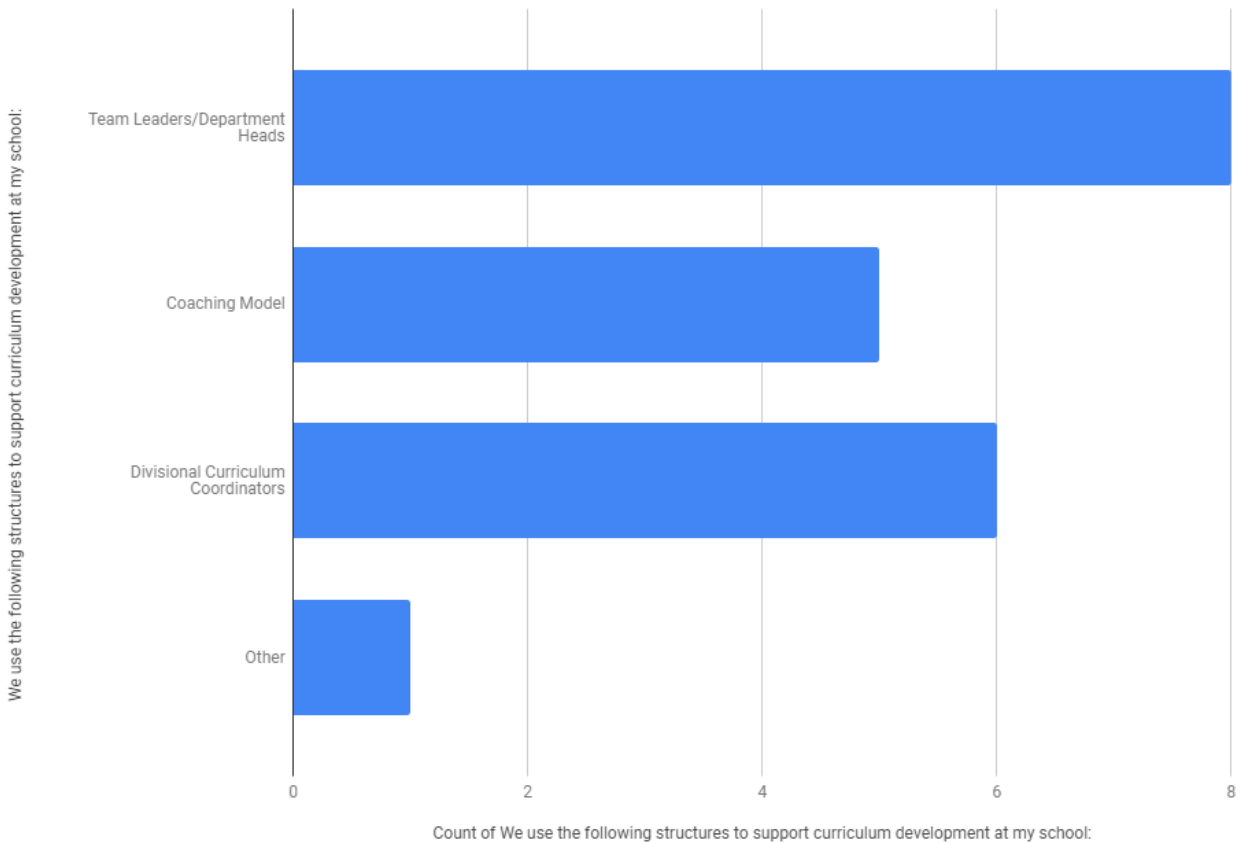


PTCNET SURVEY RESULTS - 2018

Topic: Curriculum Support Structures	Date conducted: 11-17-18
Number of responses: 9	Submitted by: Kristen MacConnell

We use the following structures to support curriculum development at my school:

Count of We use the following structures to support curriculum development at my school:



If you use team leaders/department heads, please describe their roles and responsibilities.

- Quite detailed and hard to summarise
- Ideally, they are meant to be mentoring, coaching, observing, etc. In reality, they set department goals, keep departments on track to achieving those, and help lead professional development around the Cultures of Thinking (a current school-wide focus). Of course, this is a simplified description of the role.
- Mostly supervisory to ensure curriculum documents are being uploaded.
- Largely focused on delivering messages and requirements from the leadership team. Supporting curriculum development, managing department budget.
- Work with Principals and Curriculum Coordinator to implement Learning goals, creating rubrics and closely supervising teacher's work and assessment policies.
- They lead the PLC team work the department generates and also the administrative tasks for the department.
- The team leaders meet weekly and discuss a variety of topics including curricular topics. They meet back with their teams and share the information discussed. This team is often the brainstormers and the first to discuss initiatives.
- lead departments in the nitty gritty as well as facilitate curriculum conversations and analysis. The department heads meet together to discuss and implement school wide initiatives.

If you use a coaching model, please describe how it works.

- Everyone has a mentor; three formal meets a year to set, review and reflect on goals; many shorter informal meetings. Cognitive Coaching model employed.
- We have instructional coaches who work with different groups in diverse capacities.
- Before I arrived, we had 2 coaches (1 primary and 1 secondary) who worked solely with Diane Sweeney's Student Centered Coaching model. This year, the role has been combined into 1, and I support the entire school (P3- leadership) in differentiated coaching practices, depending on need. I run learning labs for teams with difficult schedules to coordinate, I support team meetings and I also have a caseload of 1:1 coachees. I have been trained in Cognitive Coaching and Student Centered coaching (among various other trainings), so I differentiate based on the situation.
- There is one coach for the MS. She meets with MS teachers for coaching cycles as well as with the other school-wide coaches (one per division) She can handle about 3 or 4 (max) coaching cycles at a time. She is also the curriculum coordinator.
- Student-centered coaching model is in the process of implementation, but the coaching role still varies from student-centered to teacher-centered to resource.

If you use a coaching model, how many coaches do you have in each division?

- Formally, few, but some 200 have done the full cognitive coaching course. We see EVERYONE as a coach, or at least able to draw on coaching skills as needed.
- We have coaches assigned across divisions.
- Currently, 1 full time coach and 1 'teacher leader' (not an official title) who teaches 75% and coaches for program implementation 25%
- 1 per division
- Depends

If you use divisional curriculum coordinators, please describe their roles and responsibilities.

- We have one Director of Teaching and Learning for the lower school (PK-5) and one for the upper school (6-12). Our jobs focus on curriculum review and development, professional development, data analysis, assessment coordination (e.g., MAP, ERB, etc.). Having two of us is ideal because we can each focus on and lead our divisions within the structures that best suit them. Our ES DTL is able to meet with every grade level before they teach a unit and work with them on developing/updating it and then reflecting on it afterwards. I work in the upper school and find it much more difficult to manage these types of conversations since there are so many discreet courses being taught. I'd love to hear how others are managing this part of the work!
- They are responsible for overall frameworks, storage, and instruction on how to maintain curriculum
- Oversight of department heads, coaching of department heads, general programme management.
- Only one curriculum coordinator KG3- 12 grades. Work in implementing written curriculum, supervise assessment policies, supervise best practices implementation and gather data.
- Our PYP and MYP coordinators are also the assistant principals for their division. They run team meetings that support P/MYP alignment planning.
- There are 4 curriculum coordinators: PYP, MS, HS, DP. They meet weekly to discuss things that are school-wide and to discuss issues and propose ideas to the teaching and learning team. They keep an eye on the Atlas documentation to be sure it is up to date. They help with planning lessons and deciding on new standards (eg: NGSS) and new frameworks (eg: Math Open Up). As this is new, it is still being developed.

If you are the only person responsible for the work, describe your ideal support structure.

- I would love to have more time to supervise classroom work. HOD's help is important. Give them time to work with individual teachers would be ideal.
- I would love to have at least two more coaches and an Academic Council, with the director, principals, department heads, and me attending (these dept. heads should oversee the entire area K-12).
- I would love to have 2 full time teacher leaders (60% teaching / 40% coaching release time) to work with me; one at the secondary and one at the elementary level. These teachers would serve as model classrooms for learning walks as well as support with team planning.
- I am the only coach/curriculum coordinator in the MS, however having weekly meetings with the other coaches/curriculum coordinators is super helpful. We also have an administrator who meets with us. I love the structure and it seems to be working. As this is our first year with this particular structure we are all still learning and developing the structure. We all seem pretty happy for now.
- For me, I believe in the student-centered coaching model and any model that treats adult learners with dignity and gives coaches the amount of discretion needed to build teacher leadership.