Leaving Your Own Island:
The Medals and Missions of Writing Original Research Based Curriculum

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Are you smarter than a 5\textsuperscript{th} grader?

- Flip over the paper on your desk and try answering as many questions as possible in \textit{one minute}. 
Partner-up

• Now find a partner.

• Answer as many questions as possible. The team with the most correct answers will get a prize.
Last time!

• Make a group of four and try one more time!
Reflection

Distributive Leadership

- Focus on collaboration and shared purpose for all members of the society
- Shared leadership and work regardless of position
Theory of Practice

Distributed Leadership (Hargreaves and Fink, 2005)

- Focus on collaboration and shared purpose for all members of the society
- Shared leadership and work regardless of position
Context

• Developing an original curriculum
  • New Social Studies Standards, *Reading Like a Historian*, *New Visions*, *History Alive*, *AP*, *APPR*, Social Studies Inquiries Toolkit, ENL and SPED ED as main resources

• Two teacher leaders
  • Curriculum development, NYS Social Studies Inquiries Toolkit IB and AP

• Extensive paid and unpaid PD

• Consultants
Context

How it works:

• Paid time- PD Summer time and Saturdays
• In school-Collaborative Planning Time or CPT
  • Collaborate, Collaborate, Collaborate!
  • Willingness to try something new
  • Reflect, re-think, question and perhaps abandon past practices
  • Use evidence and data to drive decisions
  • Common units, common assessments, common lessons using a common template through Google
  • Open to feedback- learning walks and Medals and Mission feedback
  • Curriculum coach (TL)- co-teach, coaching cycles, learning walks, lead CPT, secure time for curriculum writing
Role of the University

The University of Rochester has provided extensive support developing the curriculum:

• Three consultants with expertise in:
  ➢ UbD curriculum development
  ➢ Social Studies education
  ➢ Development of Regents examinations at the state level

• Hundreds of hours for curriculum development
• Coaching the coaches
• Securing professional development and resources
• Frequent feedback on units and lessons
Evolution of the Initiative

Year 1-Curriculum and Design
- Writing Stage 1 and 2 of UbD units
- Learning Targets
- Managing the Active Classroom (MAC)

Year 2-Assessment
- Common assessments across curriculum areas (CFAs)
- Curriculum embedded performance tasks

Year 3-Deliberate Practice
- Engagement
- Targeted Interventions
- Common lesson template
What We’ve Noticed

Aha moments!
Discussion and Take Aways:

I am excited to try...
One challenge I foresee...
One question I have is...