

Take-Aways from Admin Discussion  
 Academic Freedom  
 March 15, 2019

Issue	Perception	Solution/Reality
Additional Subjects	There is a lack of time for these subjects in the master schedule.	<ul style="list-style-type: none"> <li>• After analysis of all buildings' submitted master schedules, most teachers in most buildings have 30 or more minutes of "white time" to teach these subjects. Many have more but they are not in solid chunks.</li> <li>• Principals will mindfully complete master schedules to optimize "white time" to teach these subjects as much as possible. However, we must all realize that we are part of a larger system that is meant to optimize services for all subgroups of students.</li> <li>• Principals may label such time with the appropriate subject or create a schedule with teachers to show SS, Science, Health, etc.</li> <li>• A definite benefit of the new Social Studies curriculum (presented to teachers since August) is that it fits into the reading block as informational text.</li> </ul>
Supplemental Resources	Supplemental resources are not allowed in reading or math.	<ul style="list-style-type: none"> <li>• Supplemental resources are allowed in both reading and math and have even been provided by the district.</li> <li>• A turn-and-talk at the August inservice involved discussion about what materials teachers used to supplement.</li> <li>• Some priority plans mention the possible use of supplementary curriculum (3<sup>rd</sup> grade is one example).</li> <li>• Additional supplements are at the principal's discretion but cannot replace the district's purchased curriculum.</li> </ul>

Flexibility	There is no flexibility in the priority plans, no room for the art of teaching,	<ul style="list-style-type: none"> <li>• After closer analysis of priority plans, it was found that K &amp; 1 do have tight priority plans due to the necessity of instruction in foundational reading skills per Common Core State Standards.</li> <li>• Grades 2-6 have greater flexibility within their schedules with larger amounts of time devoted to the instruction of literature and informational standards. That method of instruction is open to the interpretation of the teacher, but it is still expected that students receive instruction aligned to grade level standards per the priority plans.</li> <li>• Grades 3-6 have six-day priority plans that specifically allow for flexibility and differentiation to support the priority standards.</li> <li>• Resources have been provided and teachers have been trained to provide students a common language that is taught vertically and horizontally in the KCS D system.</li> </ul>
Walkthroughs	Walkthroughs are intimidating, evaluative, and ineffective.	<ul style="list-style-type: none"> <li>• Walkthroughs can be intimidating, especially if there are a large number of people in the room.</li> <li>• Walkthroughs were scheduled at the discretion of the principal this year. Only 2-3 people were meant to be in a room. Many reported that walkthroughs were a positive experience this year.</li> <li>• Walkthroughs will be scheduled for all elementary schools. Specific walkthrough schedules will be at the discretion of the principal. Schools will be buddied up. Experts will be assigned to build relationships and coach.</li> </ul>
Differentiation	Teachers do not have the ability to differentiate instruction.	<ul style="list-style-type: none"> <li>• There is an expectation of differentiation built within the programs. Opportunities exist within benchmark and comp groups. Teachers have been able and encouraged to teach SS, science, etc. within the reading block in support of the priority standards.</li> <li>• Time in text presents opportunities for differentiation in that students choose their own right-fit books.</li> </ul>
WIN	Every student must participate in WIN groups.	<ul style="list-style-type: none"> <li>• WIN is an acronym that stands for What I Need. Not every student needs reading intervention. Teachers have been and may be given permission to use this time differently for benchmark students only as decided in GrIP meetings or with the admin. Examples exist in the use of this time for test prep, science and social studies instruction, centers, and special projects.</li> </ul>

<p>Pacing</p>	<p>The pacing of the program(s) moves too fast to reach mastery.</p>	<ul style="list-style-type: none"> <li>• Common Core State Standards are rigorous and the pacing of the standards is intense. The programs must move fast to meet the demand of the standards.</li> <li>• The standards spiral so that a student who does not master a concept will receive instruction of the concept when the standard is taught the following year.</li> <li>• The math leaders created pacing guides for math and the reading experts created pacing guides for reading. The pacing guides were meant to be guides, not directives.</li> <li>• Principals check pacing and ensure that reasonable progress is being made. Major adjustments to pacing guides can be made via a conversation with the teacher’s principal.</li> </ul>
<p>Scripted Programs</p>	<p>The reading and math programs are scripted.</p>	<ul style="list-style-type: none"> <li>• Reading priority plans direct the use of routines and templates to teach foundational skills and vocabulary in reading that are highly effective per a large base of research.</li> <li>• Math lessons contain scripts that the program calls “sample vignettes”. The vignettes are meant to serve as examples of instruction for teachers to understand how to teach the lesson’s concept.</li> <li>• ENY specifically states that a teacher should not attempt to follow the script with students.</li> </ul>