

Supervisors of Instructional Support Services Report

September 2005

Jan Kennerknecht and Patrick Holland

Curriculum Development

1. Bi-weekly Rigor and Relevance sessions began on September 20th. Instructors will work in small groups with four of our administrators to evaluate weekly student assignments against a checklist of criteria. Assignments should reflect:

- A progression from lower levels on Bloom's Taxonomy to higher levels of analysis, synthesis and evaluation
- The use of technology and reference materials
- Interaction among students and people outside the school
- Approaches appealing to a variety of learning styles
- Alignment to national and state standards
- Professional appearance of materials
- An opportunity for student feedback on lessons

2. On September 13th and 14th, workshops were held to develop a duty/task list of competencies for the proposed Natural Resources and Environmental Sciences program. Nine content area experts worked with a DACUM facilitator to determine specific skills that students should be taught. Business and industry represented include: The Tom Ridge Center at Presque Isle; a private landscaping business; the Department of Conservation and Natural Resources; the NW Region PA Game Commission; a private environmental remediation business; and the PA Department of Environmental Protection. A list of recommended equipment and supplies for the program was also developed. A final report from our facilitator should be available for the October board meeting. See the Supplemental Information link for photographs of our workshop.

Special Education

1. We have shared information about each student's specific disability with the instructors and the instructional assistants assigned to that program. In the profiles we have tried to identify each student's strengths, weaknesses, and recommendations on how they learn best.
2. Jan and Pat have started to attend student Individualized Education Plan (IEP) meetings to represent our Instructors and report on individual student progress.