

Timberlane Regional School District Meeting Minutes

Curriculum & Assessment

MEETING

JANUARY 8, 2019 4:00-5:38 PM

SAU BOARDROOM

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| TYPE OF MEETING | Curricular and Assessment |
| FACILITATOR | Christi Michaud |
| ATTENDEES | Meagan Koelker, Lois Paul, Sarah Macheimer, Susan Sherman, Melissa MacDonald, Lucy Canotas, Mark Pedersen, Sandy Allaire, Christi Michaud, Ken Henderson, Lorin Caffelle, Nancy Barcelos, Scott Strainge |
| AGENDA | Welcome and Meeting called to order at 4:01 PM by S. Sherman Approval of minutes 12/4/19 Motion to approve made by Sarah M., seconded by Lucy C. Lois – in quote “fre” edited to “fire” Conclusions: approved 11-0-2 Block Scheduling Curriculum updates and proposed changes NH Standardized Assessment Calendar NHSAS and SAT Results |

Quote: “Human history becomes more and more a race between education and catastrophe.”
H.G. Wells

Block Scheduling

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| DISCUSSION | <p>TRMS – M. Koelker will bring comparative data next time. Look at paper provided.</p> <p>S. Sherman hesitant to share with school board the chart because of lack of “bullying”. Only 1 report made this year. Through investigations, it was confirmed.</p> <p>C. Michaud - Would we look at any reports or only substantiated? M - Only substantiated. Investigate anything reported, but in terms of substantiated claims, only 1 bullying. Because of culture shift, teachers who were having difficulty with block are adjusting this year.</p> <p>S. Sherman – what happens if teachers are not making shift and are still standing and delivering? M.K. – as evaluators doing informal observations and in stopping in to classrooms, able to offer different tools and have conversations. Individual conversations happen for those that are in need.</p> <p>L. Caffelle - common planning time with teams and PLCs with Deans still happening to share ideas with each other. Example – flexible seating is more common, movement breaks with learning continuing through break.</p> <p>M. Koelker – talked about idea of a “drop blocks” to provide ideas and have others in to observe these ideas. One Thursday a month, go into a different classroom that is not your content area to gather new ideas to try in your classroom.</p> <p>L. Caffelle – teachers are adding to “pineapple chart” so that teachers can see what is happening and know which classrooms they may want to go into.</p> |
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TRHS - Scott reported that they reach out to others who may have been involved with student in past to determine if investigation is necessary. Pre-investigation is done to see where it rises. In course of document, it may end up going in a different direction than bullying. Full form comes to SAU with documentation supporting outcome.

C. Michaud- is there something we could do differently as this comes up repeatedly. Something that we could be doing that we are not.

S. Machemer - making law easily accessible for parents on website. A breakdown that simplifies for parents, whom to contact, chain of command so it is not put on social media.

S. Strainge - Progressive discipline would be helpful for parents to know. With continuity of administrator at TRHS, taking care of issues by working with guidance counselors, school psych staff. Same happens at TRMS. Taking care of more things in the moment.

S. Machemer - transition from elementary school to middle school is huge. Parents are close to elementary teachers. Need to know who to reach out to at middle school first. Reach out classroom teacher, counselor, and administrator.

K. Henderson - Many things have been added to updated websites. Anti-bullying resources under parent menu on school websites. No Bully link on district website.

S.S. - where is this student on the progression at certain time of year?

S. Sherman - talking about this topic in conjunction with block scheduling. This is not going away. Block scheduling is a positive.

S. Strainge - February report will have more as Q2 is coming to a close. If on any informals, anything is below a level 3, have an immediate conversation. How do we go about conversation? How can we move teacher to understanding?

Starting to see teachers reach out to administrator and deans for support with trying out new things in class. Admin are going to calibrate informals to see how they are reacting and responding to situations. The staff that is still not comfortable with block are working with admin. Seeing teachers popping into other classrooms during their 90-minute planning.

M. Pedersen - has started AP PLC, admin have stepped out as evaluators to allow them to have their time. Moving toward midterms and finals. Has blocked helped students during high stacks testing? Added two days to the quarter. As approach the midyear of the 180 school days. Talk to teachers about how block has supported academics.

S. Strainge - has gone back to look at credit recovery. How successful are we now that we are in 90-minute block? How has that helped teachers, students, and graduation rates? Will bring data next time.

C. Michaud - we are collecting walkthrough observation data. Looking at instructional shifts that may be helpful information to share in non-evaluative way. Changes that we would expect to see in a shift to block. We would not expect to see "stand and deliver" for a full 90 minutes. Good information for people to know.

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| CONCLUSIONS | We need to know what to look for rather than whether block is or is not working. Student engagement, instructional shifts, personalized learning, etc. A lot of these shifts are coming from administrators going through observer training. All administrators went through 20+ hours of observer training. Learned how to provide teachers with valuable and meaningful feedback. Looks different from how we may have provided it in the past. Admin are undergoing more training on how to support teachers in the classroom. |
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Curriculum updates and proposed changes

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| DISCUSSION | <p>S. Allaire – Nov. 13th was teacher PD day, out of this day there were some proposals for changes to curriculum. *see document provided.</p> <p>Accept revisions as presented to civics: motion made by Sarah and seconded by Scott 13-0-0</p> <p>S. Sherman – concerned about lofty competencies in K-5 meeting once a week. S. Allaire – have competencies in strands. These competencies are what they do. accept revisions: Lois made motion, Nancy B. seconded 13-0-0</p> <p>L. Paul - happy to see this happening. Used to be a struggle. Changes being made through conversations and what is happening in classrooms. Teachers had felt disengaged from curriculum work. Teachers are now involved and proposing changes themselves through work.</p> <p>L. Canotas – Nov. 13th and other district curriculum staff meeting days, these UA teachers have been working together and meeting.</p> <p>L. Canotas - spoke to elementary science – last year it was difficult to report from one trimester to the next. Proposed earlier this year to C&A that we would report out on three statements. Through 1st trimester, some teachers brought forward concern that statements were not competencies, but were being reported on as such. Proposed changes will help teachers to integrate science as well as integrate science into more of day.</p> <p>S. Sherman - expressed continued concern about how science is taught in elementary schools.</p> <p>L. Canotas - expressed that we are getting teachers to this place. Put teachers through NGSX training. Teachers can extend block into other areas so they are not cutting time short for science.</p> <p>M. Pedersen - mentioned that teachers need to focus on skills - those are the critical pieces of what to teach. Coming back to skills at any time of year. Need to engage students in skills of science.</p> <p>N. Barcelos - spoke to types of evidence students are able to demonstrate skills to justify and explain. Teachers have rubrics to assess. Looking for documents to align.</p> <p>S. Sherman - would like to take the time to look through the proposed document and bring it back in February.</p> |
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L. Paul - spoke to science training. Elementary, middle, and high school teachers all there at same time. She has seen them take this back to their classrooms. This will help them master their craft and improve their teaching.

Quote for Latin textbook:

Asked at last month's C&A meeting to bring revised quote based on levels 1&2 based on enrollment. Teacher shared with Sandy the 5-year plan for the program. Only 2nd year students are able to take Latin toward requirements for scholastic diploma. Develop program so that students could choose to take AP Latin in senior year. Latin in many schools begin level 1 in 9th grade and is a rigorous course of study. This text has a focus on development of grammar and usage of language so they could handle rigors and demands of AP Latin 4. Will be working with college board to develop AP level course. Use of textbook is different when teaching a "classical" language vs. a modern language.

Sarah Machemer - asked what type of students are taking Latin. Are they on a specific career path? Vast variety of students. Teacher is differentiating to help students move to a more advanced level if interested.

K. Henderson - did you consider eBooks? Will be 1:1 at TRHS next year.

S. Allaire - would be open to this possibility. Pearson is locked into PowerSchool, can individualize which students have access.

C. Michaud - funds are available in textbook account.

L. Paul - would like to see how much an eBook costs in comparison.

Authorize the purchase of the book, S. Allaire will come back to update about eBooks - S. Strange made motion, L. Caffelle seconded 13-0-0

Strategic plan:

Christi - Dr. Wilson updated school board at last week's meeting.

Tom, Susan, and Christi gave brief update at time. 3 committees that will be sharing in Jan. - elementary and secondary grading and reporting committees. Have been charged with variety of tasks. Looking at soliciting parent and teacher voices around new reporting K-6. Determining unmet needs in terms of grading and reporting. Looking at communication tool to better articulate vision and beliefs to community.

Currently have a teacher's guide to help as they work through reporting. Now that teachers have been utilizing guide to support through shift, may need to update. Secondary will utilize tools to help develop their own. Opportunities for the two groups to come together when appropriate.

Mentoring committee and PD committee meeting - will have updates on their action items at Feb. C&A meeting

Necessary for honest, accurate information to get out to public to help stay informed.

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| CONCLUSIONS | L. Canotas will provide S.S. and S.M. the crosswalk of how these came to be. *Put on agenda for February and vote to accept then. |

NH Standardized Assessment Calendar

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| DISCUSSION | <p>Will move to Feb. Many board members are looking to be better informed of assessments.</p> <p>S. Rasicot – can this just be information in their packets?</p> <p>C. Michaud – 1st two columns are the most important to bring attention to. Column three N/A. DLM is for small percentage of population in special ed. 1-2%. Column 5 is standardized assessments for EL population.</p> <p>S. Machemer - will speak with Lorin and/or Christi prior to presenting to school board.</p> <p>S. Rasicot - will run this by Dr. M.</p> |
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| CONCLUSIONS | |

NHSAS AND SAT RESULTS

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| DISCUSSION | Scores public at beginning of Dec. SLT asked that Christi bring data back to SLT a second time before bringing to C&A. In past always looked at achievement and participation. Now state is including equity and growth in addition. a little more complicated and SLT would like more time to work with data. |
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| CONCLUSIONS | Bring to C&A in Feb. |

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| DISCUSSION | |
| CONCLUSIONS | |

Next meeting February 5, 2019 at 4:00 pm
Meeting adjourned at 5:38 pm