

Timberlane Regional School District Minutes

Curriculum & Assessment

MINUTES

SEPTEMBER 4, 2018

4:00PM

SAU BOARDROOM

TYPE OF MEETING	Curriculum & Assessment Committee
FACILITATOR(S)	Sue Sherman and Christi Michaud
ATTENDEES	L. Caffelle, M. Pedersen, N. Barcelos, S. Strainge, S. Machemer, S. Sherman, M. MacDonald, C. Michaud, S. Allaire, L. Canotas, M. Koelker
AGENDA	Previously disseminated and posted on line

Quote: "Alone we can do so little; Together we can do so much." –Helen Keller

Meeting called to order by Sue Sherman at 4:03PM.

APPROVAL OF MINUTES FROM 6/6/2018.	MOTION TO APPROVE WITH CORRECTIONS BY S. MACHEMER, SECONDED BY L. CANTONAS	APPROVED 9-0-2
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Review Committee Goals from 2017-18

DISCUSSION	Sue Sherman		
	<ul style="list-style-type: none"> In agreement that Mission Statement is accurate and appropriate Monthly (anecdotal) reports to the board in regards to Goal #1 Goal #2 is all set Goal #3 is still a focus with competency based reporting at TRMS/TRHS Discussion of order noted that goals were in an appropriate order General consent accepted the mission statement and the goals (with a few changes as noted below) 		
CONCLUSIONS			
ACTION ITEMS	PERSON RESPONSIBLE	DEADLINE	
Changes to goals: #1: change the years, add in "related to the further implementation" #2: change the years #3: change the years, take out "/newly revised District Report Cards", add in "will continue to support the development of", make levels plural			

Grade 6 Reporting Updates

DISCUSSION	S. Allaire, M. Pederson, (M. Flynn)		
	<ul style="list-style-type: none"> In May (ER day)...grade 6 teachers reviewed the process and supporting docs (Summer work) Mark, Sandy, Christi, Mike F and Ken H talked about how to best support teachers last week: shared Power School Pro which allows us to also report out on competencies, updated docs from Spring, met with grade 6 staff and UA teachers during start of year PD Mark noted that during the demo, he showed differences between Power School Pro and old Gradebook. He also showed how to link competencies to assignments Support of teachers (and in turn, communication with parents)...focusing on a hybrid model using 100 point scale/letter grades but adding in competency based reporting. Teachers are encouraged to connect these when appropriate but it shouldn't feel forced and should be authentic. Work study practices will be on the report card Inform parents with a grading/reporting guide (similar to the K-5 one) that includes work study habits...will include information on the language of competency based learning/reporting 		

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- Sue asked about the continuation of a hybrid model...yes, this is the plan
- Christi noted that Elementary parents shared that the parent guides were very helpful

CONCLUSIONS	Continued conversations with teachers about reporting out
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ACTION ITEMS	PERSON RESPONSIBLE	DEADLINE
1-Teacher training (by grade level)	1-M. Flynn, S. Allaire, M. Pedersen	
2-parent guide to be posted by mid-late October (online)	2-M. Flynn, S. Allaire, M. Pedersen	

Science Report Card

DISCUSSION	L. Canotas
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- Last year (K-5) went to competency based report card; issues around what to identify in Science...the focus was "Science" with a goal of being more specific in 2018-19
- Focus areas to be aligned K-12: Observing/Measuring, Investigate/Analyze, Conduct and Report Investigations
- Curriculum docs won't be edited but rubrics will be shifted so the teacher sees the competency and each statement

CONCLUSIONS	
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ACTION ITEMS	PERSON RESPONSIBLE	DEADLINE
rubrics will be shifted so the teacher sees the competency and each statement	L. Canotas	

Teacher Input in Curriculum Writing

DISCUSSION	S Sherman
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- Discussion of opportunities for teachers to be part of writing curriculum work at all stages including initial writing of curricula, stage 2 assessment writing and rubric design, and stage 3 – instructional planning.
- Christi noted that there are several committee requesting ongoing participation
- Christi noted that curriculum work is highly collaborative and several opportunities exist for teachers to provide input and contribute substantially to the work
- Teachers may feel that Stage 1 was the only curriculum input opportunity, but each year teachers review documents and make suggestions for revisions (in a formalized way in May each year at the secondary level)
- Current focus is on rubric design, performance task writing, and tweaking documents annually as appropriate
- Scott noted that administrators do not see the survey before it's given and are unaware of the survey items that are asked of teachers.
- Sarah talked about the survey data regarding standardized testing and impacting teachers ability to teach
- Christi noted the timing of the administration of state assessments is set at the state level (but the district has looked at local assessments and have calendared them out to spread out required testing...for example STAR benchmarking in the Spring has been pushed out later so that it doesn't interfere with the NHSAS)
- Christi mentioned recent legislation that allows school districts to test just one time at each building level, however, school districts that receive federal funds, like Timberlane, are ineligible per federal laws. NH is seeking a waiver at the federal level to allow districts to reduce testing. PACE districts have been granted this waiver already.

CONCLUSIONS	
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Make sure we clear up any misinformation (for example, a letter to parents about how and why we use STAR – sending home week of Sept.10th)
 Help parents understand local assessment vs. state accountability

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ACTION ITEMS	PERSON RESPONSIBLE	DEADLINE
Continue to invite teachers to be part of curriculum opportunities	administrators	

Future Meetings

DISCUSSION	S. Sherman		
	<ul style="list-style-type: none"> • Christi noted that a monthly meeting seems logical (never a shortage of agenda items) • Each meeting: report on extended learning 		
CONCLUSIONS			
	Next meeting: Tuesday, October 2 @ 4pm		
ACTION ITEMS	PERSON RESPONSIBLE	DEADLINE	

DISCUSSION			
OBSERVERS			
RESOURCE PERSONS			
SPECIAL NOTES	Meeting adjourned at 4:53pm by Sue Sherman		