

Timberlane Regional School District Minutes

Curriculum & Assessment

MINUTES

FEBRUARY 4, 2020 4:00PM

SAU BOARDROOM

TYPE OF MEETING	Curriculum & Assessment Committee
FACILITATOR	Sue Sherman and Sarah Macheimer
ATTENDEES	K. Henderson, N. Stafford, S. White, S. Macheimer, M. Pedersen, S. Allaire, M. Koelker, M. MacDonald, S. Strainge, L. Canotas, S. Sherman,
AGENDA	Previously disseminated and posted on line

Quote: "Follow your passion, not your parent's, not your teacher's, your's!" – Robert Ballard

Meeting called to order by Susan Sherman at 4:00PM.

<p>APPROVAL OF MINUTES FROM 1/7/2020</p>	<p>MOTION TO APPROVE WITH CORRECTIONS (SPELLING ERROR IDENTIFIED BY L. CANOTAS). BY N. STAFFORD SECONDED BY S. MACHEMER</p>	<p>APPROVED 11-0-0</p>
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DISCUSSION	Assessment Presentation – S. Allaire, L. Canotas, M. Pedersen
	<ul style="list-style-type: none"> • Discussion regarding the impetus of the presentation and the connection of the presentation to the school board goal of “review state testing and building assessment scores” • Discussion regarding the two different score reports released by the state, and the discrepancies between the two. • - SDRC: what the public sees for ‘school accountability’. This report includes ‘penalty’ for less than 95% of students taking assessment • -ORS what educators see (and what is used to generate reports for parents), for student skills/ progress. This report does not include ‘penalty’ for less than 95% of students taking assessment. • Further explanation of the ‘penalty’: There is the option for parents to ‘Opt’ their child out of testing, as per state law and TRSD process. Because TRSD receives Federal Title 1 funds, if less than 95% participation as a whole or in each sub-group, those scores from students who are not taking the test count as zeros. If a student is in a sub-group (or multiple sub-groups) their ‘zero’ score counts multiple times (once as a whole, and once for each sub-group that they are in).
CONCLUSIONS	This was not a voting action item. General consensus was to bring the full presentation to the school board on February 20, 2020.

DISCUSSION	Elementary L. Canotas
	<ul style="list-style-type: none"> • The goal of summer reading is to get students to read. • The books are in a series or by an author with other titles in the same age range. • <i>Dory Fantasmogory</i> • <i>Juana and Luca</i> • <i>Code 7: Cracking the Code for an Epic Life</i> • <i>My tooth is Lost</i> • <i>A Pig, a fox, and a Box</i>

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- *Friends forever*

CONCLUSIONS	This is informational
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DISCUSSION	Expository Writing Competency change- S. Allaire, M. Pedersen
	<ul style="list-style-type: none"> • Expository writing has two units. The request from the English department is to remove the 'writing argument' competency from the first unit, and leave it in the second unit. • There is no change to the overall competencies to the course. There is simply a greater focus on the two different specific competencies per unit.

CONCLUSIONS	Motion to accept these changes made by L. Canotas. Seconded by M. Koelker. Approved 11-0-0
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DISCUSSION	Update/ highlights of grading and reporting from the strategic plan.
	<p>Hybrid reporting 1.3.e Design and implement reporting tools for secondary schools that reflect a traditional grade and supplemental information on competency acquisition. ---- a hybrid report card was implemented in grade 6 during the 2018-2019 year. This tool is now used across grades 6-8. During the 2019-2020 year, the high school is using this tool internally to practice and support teachers through the transition to hybrid grading and reporting. The new hybrid report card will be officially used across grades 9-12 during the 2020-2021 school year.</p> <ul style="list-style-type: none"> -Created a timeline for all secondary grade levels to report on competencies – complete -designed and prepared for 2018 grade 6 roll out of new hybrid reporting tool- complete - training teachers in use of Powerschool Pro – on going -Reconvene grading and reporting committees -support PreK-6 competency based reporting in all trimesters.

CONCLUSIONS	Informational only
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DISCUSSION	MS to HS World Language transition S. Allaire M. Pedersen
	<ul style="list-style-type: none"> • Briefed the group on the work of the FLES transition committee. • Full presentation will be added to agenda in March.

CONCLUSIONS	
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SPECIAL NOTES	Meeting adjourned at 5:48 PM Next meeting is on March 3 rd .
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The Timberlane Regional School District is committed to 21st century curriculum, instruction, and assessment.

We recognize the value of providing students PK-12 with opportunities to develop academic, social, and civic knowledge and skills across content areas in order to prepare and support them in thinking critically.

We believe in the value of data collection and review through multiple and varied assessments to guide teachers in improving instructional practices and inform all stakeholders of student progress.