



Timberlane Regional School District Minutes

Type of Meeting	Curriculum and Assessment Committee
Date	4/11/2023
Facilitator	Sandy Allaire
Attendees	Sandy Allaire, Mark Pederson, Lucy Canotas, Ken Henderson, Ashley Harbel, Tim Guanci, Jennifer Puchlopek, Kim McCormick, Don Woodworth, Paul LeCain, Kelley Brooks, Chris Snyder, Sarah Galligher
Agenda	Previously disseminated and posted online.
Notetaker	Ashley Harbel

Approval of minutes from 3/7/2023
Notes: Meeting called to order at 4:03 PM
Motion to <i>Approve</i> by: Ashley Harbel Seconded by: Tim Guanci
7 in favor; 0 opposed; 2 abstentions

TOPIC: Review of C&A Mission and Goals	
Discussion:	Sandy Allaire
<ul style="list-style-type: none"> ● Overview of mission of C and A for new board members <ul style="list-style-type: none"> ○ Review and vett curriculum ○ Review and vett instructional resources and texts ○ Review, discuss, and monitor assessment data ○ Review, discuss, and monitor state assessment data 	
Conclusions:	
Action Items	Person Responsible / Deadline



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TOPIC: TRHS Portfolio Writing Curriculum Revisions

Discussion: Jen Puchlopek

- JP - Revision for Portfolio Writing class - English elective class at the high school
 - JP - Teacher felt that reading information was missing from competencies
 - JP - Document 1 - all of the additions
 - JP - Document 2 and 3 - curriculum documents - has cross-outs with what will be deleted.
 - JP - Unit: Inspiration, Development, and Revision
 - Take out reading literature competency and add reading information competency
 - With each form of writing, they are doing a bulk of informational texts. While students do read literature, the lessons are connected to informational and three writing types.
 - Standards changed to reflect the informational text content standards to include ALL of the standards for the skills in competency.
 - Essential questions - Delete inspiration question and add focus question on writing to connect with competencies of course
 - Students will know - added items and then deleted those connected to literature
 - Students will be skilled at - the skills directly align to the content standards. Deleted all skills related to literature and added skills related to reading information
 - Vocabulary - removed reading literature terms
 - JP - Unit: Research, Elaborate, and Refine
 - Report out reading information competency
 - Process the same as the other unit - changes in curriculum reflect change from removing literature competency and skills and adding in informational competency and skills/standards
 - JP - Process - changes made by teacher, brought back to the English department. The English department was on board with all changes.
 - For the second read - Jen will complete the finished new curriculum document for our viewing.
- KM - how long does it take as a committee/group to make these changes in this curriculum?
 - JP - English teachers are pretty familiar with all of the courses and what is happening. The teacher speaks to the specifics of what she is doing in the course and gives more information. Then the teacher and Jen make changes.
 - KM - and familiar with standards/competencies?
 - JP - these are for all courses in the English department, so teachers are very familiar with these standards and competencies.
 - SA - when they are juniors, students take a full year course (American Lit). Senior year, students take two electives. Over the course of the two years, all of the standards and competencies in the grade span of grade 11/12.
 - PL - one thing that caught the eye - vocabulary words are not just knowing the definition, but also knowing the word at a deeper level. Do we address the vocabulary we are taking out somewhere else?



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- JP - yes. We have reading literature in other courses (and 100% in grade 9-11).
- PL - so the vocabulary we are putting in, it seems to be focused on today - are we focusing on how to identify things like misinformation, etc...
 - JP - you have to understand these things and identify them as a reader in order to do them as a writer.
- SA - no changes to the writing competency?
 - JP - no - she does all three.
- MP - when teachers come to us when they are looking to make a curriculum change, it is years in the making. A year or two or more of teaching it - reflecting on their teaching, assessment, and outcomes. We look at the data of student assessment. Teachers can come to Jen and Mark at any point to bring ideas. They bring it back to their department to get input and consensus and have more eyes and input in any potential changes.
- KM - I like that teachers can come and say that they have seen these things and they think a change is needed.
- SA - this one is a senior elective. If this was something that came for example from a 5th grade teacher, we would look at it across schools, but also would need to look at a vertical alignment as well to make sure that our students are prepared.

Conclusions:	Mark Pedersen - make a motion for a first read. Tim Guanci - seconded 9 in favor; 0 opposed; 0 abstentions
Action Items	Person Responsible / Deadline
Read through documents to prepare questions for second read	All
Finish curriculum document with updated changes for second read	Jen Puchlopek

TOPIC: March 28, 2023 Professional Development Day - Update	
Discussion:	Sandy Allaire
<ul style="list-style-type: none"> ● SA - Important to share so everyone understands <ul style="list-style-type: none"> ○ March 28, 2023 - planned by professional development committee (chaired by Mark), made up of admin, teachers, and paraprofessionals. Teachers identified themes that teachers were asking for sessions on and then identified external presenters and called for staff to present. All teachers have option to propose session for colleagues. ● SA - Keynote - Charlie Applestien - practical applications for teachers with students who are struggling behaviorally, positive feedback from all grade levels and across the board ● SA - Two sessions - one morning and one afternoon 	



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- Teachers can choose from a variety of sessions
- See [Link](#) for Brochure for all sessions
- AH - High school talked about keynote and did an activity with the staff during their staff meeting the Monday after.
- SA/TG - Justin (asst. superintendent) did a session on advisory. Teachers already putting things into practice and very positive about it.
- JP - can we bring Charlie back?
 - AH - I know at the high school, people were still talking about what else they would like to know.
 - SA - maybe bring him in for smaller sessions - TELA sessions, elementary/MS/HS sessions - more interactive with Charlie.
 - AH - would be great to continue the thread and conversations so it is not a one off.
- PL - this is one day? And they sign up for the sessions?
 - SA - yes - teachers can sign up on the program we use to track professional hours. They sign up for one morning and one afternoon session, along with the keynote.
- People overall positive. Did not hear any negative feedback.

Conclusions:	
Action Items	Person Responsible / Deadline
Bring feedback to PD committee See if we can bring Charlie back	

TOPIC: Strategic Plan	
Discussion:	Sandy Allaire
<ul style="list-style-type: none"> ● SA- Last week, school board saw the strategic plan as a first read ● SA - Link send to community (staff, families, etc...) and a thought exchange link for feedback sent out. <ul style="list-style-type: none"> ○ LINK to Strategic Plan ● SA - as a committee - we have served as the group who had oversight of current strategic plan. Anticipating that we will be the group that monitors the plan moving forward. Good to have on our radar. <ul style="list-style-type: none"> ○ Feedback will be collected and second read going to Board in May ● KM - encourage people to take a look and fill out the thought exchange ● SA - can also send to people on the committee (including SA). ● SA - this time, attempt to keep goals flexible and specific - not as many - feedback from past was that it was overwhelming for people with so many goals. ● MP - it would be nice to get more public input <ul style="list-style-type: none"> ○ KM - so much went into this - but it is important to look through it all. 	



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- MP - a takeaway from a conference that connects - it is bigger than just one person or one group. You have to do work that is for the community. Important that it reflects the community.
- KM - and we are giving them opportunities to chip in.
- KM - will we be the group tasked with this?
 - SA - I think we will. We removed the start dates. But some of the end dates would come from the process of engaging the groups that would enact these goals. Rather than put in arbitrary dates, the people who will be directly involved will weigh in on the timeline for the next five years.
- PL - one question - how do you measure some of these things? If I cannot, we need to revisit it.
 - SA - there are four goals in learning for example. Goals have tasks associated with them. Some of them are more measurable within themselves. These are a bit more higher level. For each goal, the set of tasks associated with them are timebound and measurable.
 - PL - I agree with the open due dates - you don't know when things are going to happen.
 - SA - our current strategic plan is a series of charts with years and goals and checkboxes of what years you are supposed to focus on the goals. There are pages of tasks. It started feeling like a checklist instead of goals to be completed over time.

Conclusions:	
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Action Items	Person Responsible / Deadline

Observers	None
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Resource Persons	N/A
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Special Notes	Meeting adjourned at 5:14PM
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