

Curriculum Committee Meeting

Tuesday, March 14, 2023 3:00 PM

Remote Session

I. Call to order

II. Approval of February 2023 meeting minutes

III. Curriculum & Instruction Updates:

- Portrait of the Graduate: Follow up
- Literacy
 - School-based conversations with PTOs in May
- Math
 - Tri-State consultancy visit overview - Math, March 29-31, 2023
- Assessment
 - State assessment window update
- Special Education
 - Next parents' meeting - April 2023

IV. Next meeting agenda topics

V. Adjournment

Curriculum Committee Meeting

February 14, 3:00 p.m.

Via Google Meet

Present Committee Members:

Bernadette Kingsley (Chairperson), Chad Hoepfner, David Felton

Present Administration:

Tina Henckel, Ed.D, Assistant Superintendent; Tracy Edwards, Director of Pupil Personnel Services; Meghan Ward, WHS Principal; Pattie Falber, WIS Principal; Laura Kaddis, HES Principal; Meredith Starzyk, WHS Director of Counseling; Patty Powers, K-12 Health and Physical Education CIL; Nick Torres, 6-12 Social Studies CIL

1. Call to Order

The meeting called to order at 3:06 p.m.

Discussion:

Dr. Henckel reviewed the general purpose of the Curriculum Committee meetings and reviewed the virtual meeting norms.

2. Approval of January 2023 minutes

Motion Passed: Move that the Curriculum Committee approve the January 2023 meeting minutes. This motion made by David Felton and seconded by Bernie Kingsley.

2 Yeas – 0 Nays

3. Curriculum and Instruction Updates

Discussion:

- Social Studies
 - Mr. Torres spoke on the upcoming release of K-12 social studies standards in June 2023. He explained that the state will publish a model curricula that will not be prescriptive, but more of a guideline. He stated that the curriculum revision process will be more than enough to implement the new standards.
 - Mr. Torres also reported on the new statutory requirements for grades 6-12. In July 2023, the state will require every school district to offer a curriculum that includes indigenous American studies. A stand-alone course will not be required. The State of Connecticut is requiring districts to bring the study of Native American studies with a focus on the Eastern Woodland tribes into the existing curriculum. He stated that this addition to the curriculum fits best into the grade 8 social studies course.
 - The other part of the legislation is the implementation of Asian-American and Pacific Islander studies by July 2025. He stated that this fits well into the grade 11 American History curriculum. The existing course already focuses on these themes, and the social

studies department will look at what they are doing well and make improvements. The State is also supposed to release curriculum guidelines.

- Committee members asked about interdisciplinary learning opportunities across different curricula.
- The committee also discussed professional development opportunities for staff.
- **Special Education**
 - Dr. Henckel defined the CASEL framework for applying evidence-based social-emotional learning (SEL) supports in school communities. She also reviewed the common terms used in SEL such as RULER, DBT and CBT.
 - Principal Kaddis spoke on how Hurlbutt Elementary aligns SEL into the curriculum.
 - Principal Falber described how SEL is incorporated into the classroom as well as whole-school initiatives and activities.
 - Ms. Powers spoke on K-12 health education initiatives. The department works to make experiences more authentic. She reviewed how the DBT skills are incorporated in the curriculum at each level.
 - Guidance counselors in both the middle and high schools work on DBT with staff and meet with classrooms/groups regularly.
 - Principal Ward reported on Link Crew, a grade 9 transition program that provides support for grade 9 students as well as a leadership opportunity for grade 11-12 students. She emphasized the importance of development and continuance of DBT from the lower grades into the secondary grades.
 - The committee discussed parent resources and suggested creating a repository of resources on the new website.
- **Summer AI Camp Opportunity**
 - Dr. Henckel stated she has been exploring opportunities for enrichment and summer camp. AI-camp.org is a virtual camp for high school students. The camp would focus on increasing students' knowledge on coding. She will work with Megan Ward on communicating these opportunities.

4. Next Meeting Topics

- Innovation: Future Ready Schools Framework

5. Adjournment

Meeting adjourned at 4:36 p.m.

Respectfully submitted,

June Curiano



Tri-State Overview

March 14, 2023

WPS March Visit - 2023

What is The Tri-State Consortium?

Mission: “The Tri-State Consortium is an alliance of public school districts committed to systems thinking and collaborative inquiry as pathways toward continuous improvement. Working together as colleagues and critical friends, we apply the standards of the Tri-State model to benchmark member districts' progress in advancing teaching and learning. **Consortium members support each other through external peer review of programs and practices, study groups, conferences and topic-based seminars designed to deepen professional learning.**” *(Revised 2019)*

Consortium members are working together as a peer review group of “critical friends”.



Focus of the Visit

Focus of the Visit:

- Assets-based approach.
- Seek to understand.
- Elevate and move to the next level of instructional and academic performance.
- Influence of many initiatives for us to rethink K-12 to a 5-9 focus.
 - Using the feedback on grades 5-9 as a case study that would inform a K-12 enhancement.
 - One aspect of the Tri-state visit and the alignment of the EQ's and Indicators is to gather feedback around curriculum and instruction so that it can inform our work moving forward.

Type of Visit:

- Consultancy: 2-3 Indicators to evaluate against
- Commending and recommending practices focused on continuous improvement of student performance

Peer Review of:

Student Performance: Indicator 2: Student Metacognition

Definition: Educators design and provide a learning environment that asks students to reflect not just on *what* they have learned, but also on *how* they have learned. The district encourages and enables students to engage in metacognition continuously and systemically. Students build the capacity over time to assess, reflect upon and make choices that advance their own learning.

Internal Support: Indicator 6: Equitable Support for Student Needs

Definition: Processes and practices are in place that identify and address students' academic and non-academic needs. These processes are informed by data and evidence gathered from a variety of sources and are aligned with learning goals for students at all performance levels. Policies and practices that govern student access to all curriculum and programs are non-discriminatory and set expectations that permit students to be challenged at the highest levels. All students have equitable access to all programs.

Indicators & Essential Questions

Essential Question #1:

"To what extent do our instructional strategies promote a student-centered approach to learning mathematics in grades 5-9?
(Indicators 2, 6)

Essential Question #2:

To what extent does our current math curriculum in grades 5-9, provide all students with an equal opportunity to access grade level content and maintain high expectations for all? (Indicators 2, 6)



Structure of the Visit

2.5 Day: Consultancy Visit

March 29: Day 1 (Full Day) 8:00-3:00

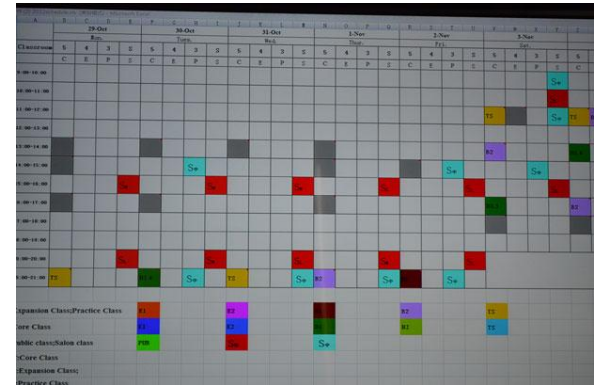
- AM:
 - District Presentation
 - Review of Evidence
- BREAK
- PM:
 - School based Classroom Observations
 - Interviews with BOE, Administrators, Teachers, Students, Parents

March 30: Day 2 (Full Day) 8:00-3:00

- AM:
 - School Interviews
- BREAK
- PM:
 - Finish Interviews and Classroom Observations
 - Fish-Bowl Activity with Weston and Tri-State

March 31: Day 3 (Half Day) 8:00-11:30:

- District de-brief
- DEPART



Questions

