

Curriculum Committee Meeting

Wednesday, November 8, 2023 3:00 PM

Remote Session

I. Call to order

II. Approval of October 2023 meeting minutes

III. Curriculum & Instruction Updates:

- Information on Digital Literacy & Technology Goals
 - K-2 lens

IV. Future Meeting Topics:

- Information on Digital Literacy & Technology Goals
 - 3-5 lens
- Math pilot program at WIS guided by the Tri-State report from 2022-23

V. Adjournment

Curriculum Committee Meeting

October 10, 2023 at 3:00 p.m.

Via Google Meet

Present Committee Members:

Dr. Bernadette Kingsley (Chairperson), Chad Hoepfner

Present Administration:

Tina Henckel, Ed.D, Assistant Superintendent; Meghan Conetta, WHS Principal; Laura Kaddis, HES Principal; Beth Lancaster, CIL 6-12 Science & Technology; Elizabeth Morris, CIL, K-12 Performing Arts

1. Call to Order

The meeting called to order at 3:03 p.m.

Discussion:

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

2. Approval of April 2023 minutes

Motion Passed: Move that the Curriculum Committee approve the September 2023 meeting minutes. This motion made by Chad Hoepfner and seconded by Bernadette Kingsley.

2 Yeas – 0 Nays

3. Overnight field trip approval

Discussion:

- Performing Arts CIL Liz Morris presented on the four-day, three-night field trip to Nashville, Tennessee proposed for February 29 to March 3, 2024. She outlined the itinerary and gave highlights of the proposed activities.
- The trip is an opportunity for students to work in a recording studio, to work with other students outside the school setting, as well as get a glimpse of music careers other than just performing.
- The trip is open to any student in a performing ensemble at Weston High School for up to 100 students. Currently there are 13 committed chaperones.
- Dr. Kingsley suggested sharing some of the highlights of the trip at the March Board of Education meeting.

4. Presentation from Weston High School on their updates to the Program of Studies for the 2024-2025 school year

Discussion:

- WHS Principal Conetta presented on three new course proposals:

- AP Physics II, an algebra-based physics, to replace AP Physics I-C, a calculus-based physics. She explained that WHS will continue to offer an AP Calculus course, and students will still have access to taking the AP Physics I-C exam.
- Digital Electronics, a PLTW course, to replace Computer Integrated Manufacturing course. The proposed course is more of a hands-on course and more relevant to the interests of the WHS students.
- Lastly, an addition of a course that is based on dialectical behavior therapy (DBT) tenets called Wellness Seminar that delves deeper into DBT skills.

5. Overview of the Teacher Leader Fellowship Academy (TLFA) sponsored by Weston Education Foundation (WEF)

Discussion:

- Dr. Henckel reported that a cohort of 16 teachers and administrators are engaging in professional development through Sacred Heart University that focuses on creating connections and a stronger sense of belonging for students, staff and community. Specifically, on creating more joyful and impactful places for teaching and learning. The first meeting focused on leveraging opportunities to redesign the school space, leveraging curriculum design, and ways to integrate the portrait of the graduate K-12 at the elementary school level.

6. Update regarding the District’s shift to digital assessment distribution

Discussion:

- Dr. Henckel reviewed with the committee the shift from physical mailing to digital distribution of NWEA assessments. She explained that the results will be delivered in a secure email with the results in an attachment as well as a cover letter that explains the data points.

7. Review and communication of the new kindergarten school year start law

Discussion:

- Principal Kaddis spoke on the shift in age requirement to start kindergarten. The new law states that a child must be the age of five on or before September 1 of the kindergarten school year.
- She explained that parents will have the opportunity to have an early entrance option for next year. Dr. Henckel also added that the BOE Policy Subcommittee will discuss changes to policy and regulations on appeals for early/late entry to kindergarten.

8. Link to Pupil Personnel Services website

Discussion:

- Dr. Henckel reviewed with the committee that a link is provided on the Pupil Services and Special Education area on the district website that contains the recorded Parent DBT presentation on October 4, 2023.
- Those who missed the meeting but would like to view the recording should navigate to the Pupil Personnel Services & Special Education tab on the right side of the Weston School District website and then scroll down to the “Recordings/Presentations of PPS/Special Education

Meetings” area. Links to recorded meetings/workshops are linked there.

9. Next meeting topics

Discussion:

Dr. Henckel stated that information on the district’s literacy and technology goals would be a topic of discussion for the next meeting.

10. Adjournment

Meeting adjourned at 4:15 p.m.

Respectfully submitted,

June Curiano

DRAFT

Integrating Information, Digital & Technology Literacies

Presented to WPS BOE
Curriculum Sub-Committee



Expanding what it means to be literate

Background

Standards Adopted by CT



June 2018



June 2018
2024 Mandate



Digital Citizenship,
Internet Safety,
and Media Literacy Guidelines
and Recommended Actions
January 2020



December 2021



Click on logos to access standards



All the Literacies

Information Literacy is a set of abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information. To be information literate, then, one needs skills not only in research but in critical thinking. (ALA)

Digital literacy (in conjunction with information literacy) is the ability to use information and communication technologies to find, evaluate, create, and communicate information, requiring both cognitive and technical skills. (ALA's Digital Literacy Task Force)

Media Literacy is the ability to access, analyze, evaluate, create, and act using all forms of communication.

- Media refers to all electronic or digital means and print or artistic visuals used to transmit messages.
- Literacy is the ability to encode and decode symbols and to synthesize and analyze messages.
- Media literacy is the ability to encode and decode the symbols transmitted via media and synthesize, analyze and produce mediated messages. (National Association of Media Literacy Education)

Technology Literacy is the ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information to improve learning in all subject areas and to acquire lifelong knowledge and skills in the 21st century. (SETDA)

Computer Science is the study of computers and algorithmic processes, including their principles, their hardware and software designs, their implementation, and their impact on society. (CSTA)

Technology can be a powerful tool for transforming learning:

- help affirm and advance relationships between educators and students
- reinvent our approaches to learning and collaboration
- shrink long-standing equity and accessibility gaps
- adapt learning experiences to meet the needs of all learners

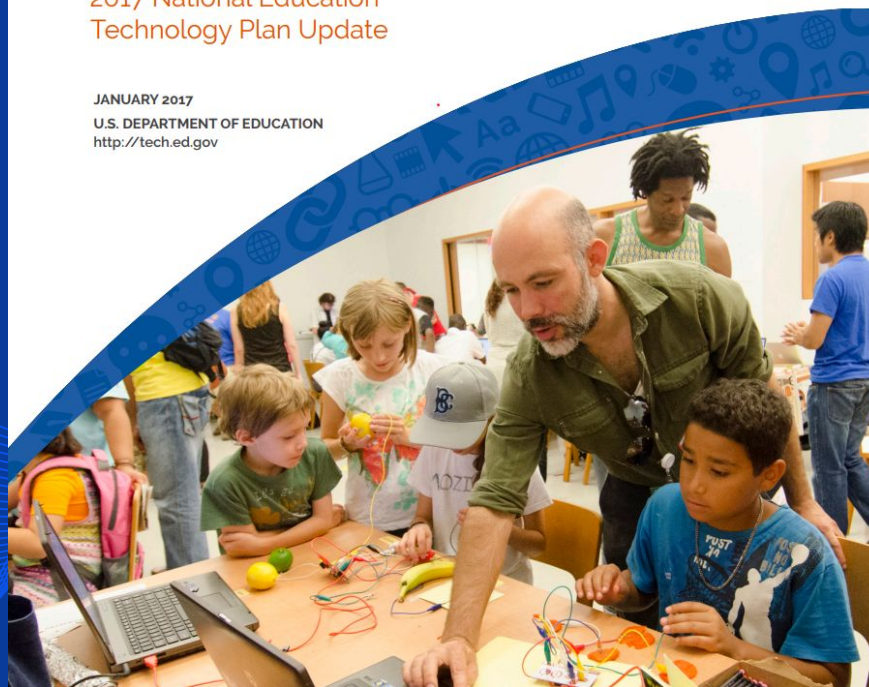


OFFICE OF
Educational Technology

Reimagining the Role of Technology in Education:

2017 National Education
Technology Plan Update

JANUARY 2017
U.S. DEPARTMENT OF EDUCATION
<http://tech.ed.gov>



Click to access NETP

2024 Update in Process

Consumer & Creator

Simply consuming media or completing digitized worksheets falls short.



PASSIVE USE



ACTIVE USE

Universal Design for Learning (UDL) & Technology

We must also close the digital use divide by ensuring all students understand how to use technology as a tool to engage in creative, productive, life-long learning rather than simply consuming passive content.

Provide multiple means of representation so that students can approach information in more than one way.

- digital books
- specialized software/websites
- screen readers with text-to-speech, changeable color contrast, alterable text size, selection of different reading levels or materials written in the learner's primary language

Provide multiple means of expression so that all students can demonstrate and express what they know.

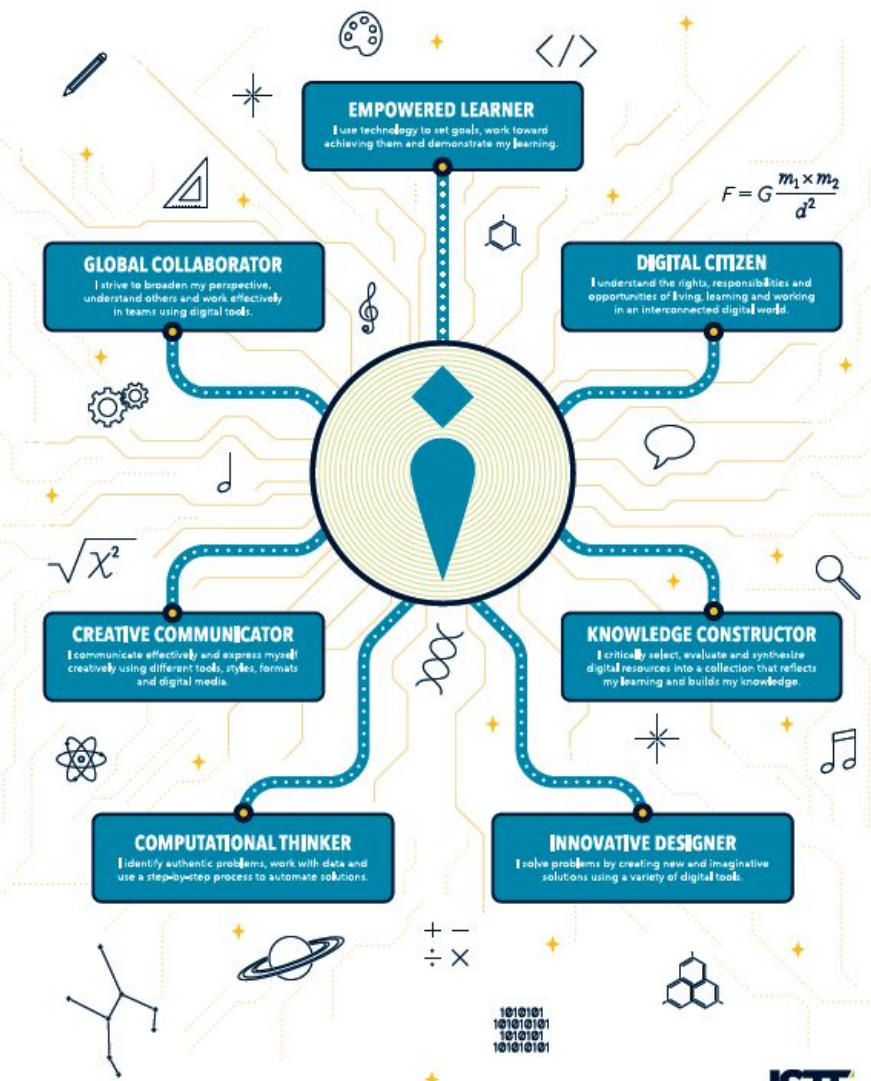
- writing
- online concept mapping
- speech-to-text
- translation programs

Provide multiple means of engagement to stimulate interest in and motivation for learning.

- options among several different learning activities or content for a particular competency or skill
- opportunities for increased collaboration or scaffolding
- tools, such as digital storytelling, to ensure grade-appropriate content material is accessible to many learners.

I AM A DIGITAL AGE LEARNER

ISTE STANDARDS FOR STUDENTS



EMPOWERED LEARNER
I use technology to set goals, work toward achieving them and demonstrate my learning.

GLOBAL COLLABORATOR
I strive to broaden my perspective, understand others and work effectively in teams using digital tools.

DIGITAL CITIZEN
I understand the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world.

CREATIVE COMMUNICATOR
I communicate effectively and express myself creatively using different tools, styles, formats and digital media.

KNOWLEDGE CONSTRUCTOR
I critically select, evaluate and synthesize digital resources into a collection that reflects my learning and builds my knowledge.

COMPUTATIONAL THINKER
I identify authentic problems, work with data and use a step-by-step process to automate solutions.

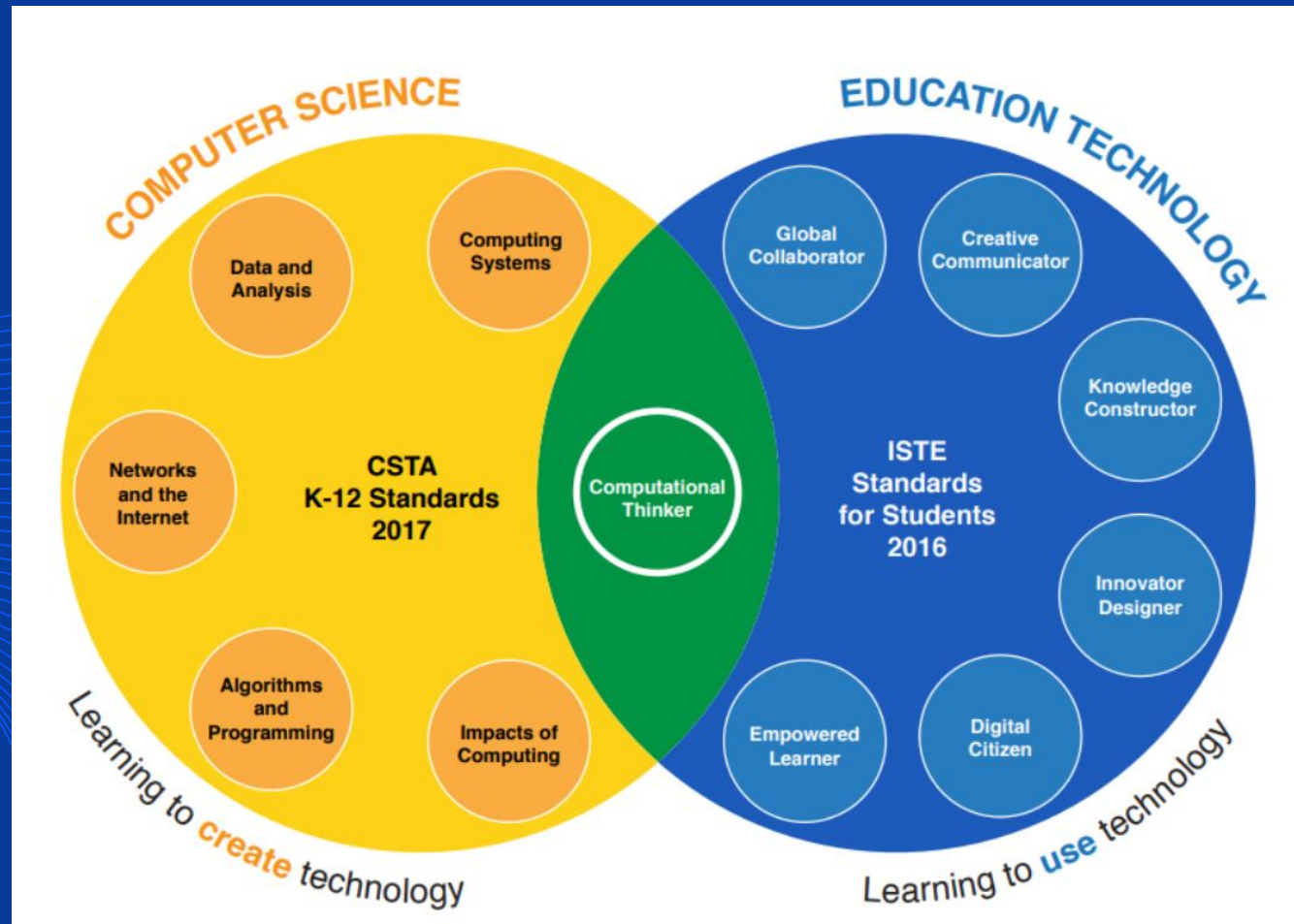
INNOVATIVE DESIGNER
I solve problems by creating new and imaginative solutions using a variety of digital tools.

SHARED FOUNDATIONS

KEY COMMITMENTS



What is the *difference* between Computer Science and Education Technology?



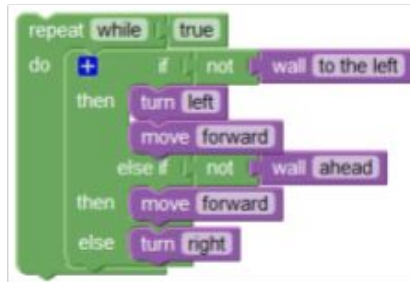
What is Computer Science?

...and how is it different than Digital Literacy

Computer Science

Understanding why and how computers work. Creating programs, rather than just using them.

Programming an app or game
Interactive data visualizations
Online dating algorithms
Simulating disease spread
Building a computer system



Digital Literacy

Using computers to perform everyday tasks.

Keyboarding
Using the Internet
Creating a PowerPoint
Editing a photo or movie
Using apps created by others



The parts of a computer
Computing's impact on society
Why we need safe online practices

Sources: K-12 CS Framework, NCAA CS Rubric, Civil Rights Database



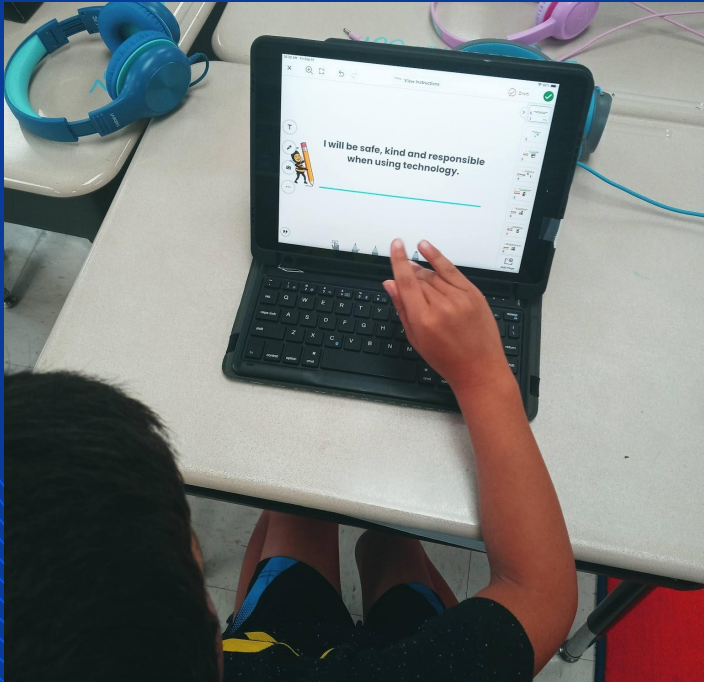
**How will the
integration of these
skills support WPS**

Portrait of a Graduate?



How will the integration of these skills support WPS *Portrait of a Graduate?*





I'm a Digital Citizen



I'm inclusive

I engage with others online with respect and empathy.



I'm informed

I evaluate the accuracy, perspective and validity of online information.



I'm engaged

I use technology for civic engagement and to be a force for good.



I'm balanced

I prioritize my time and activities online and offline.

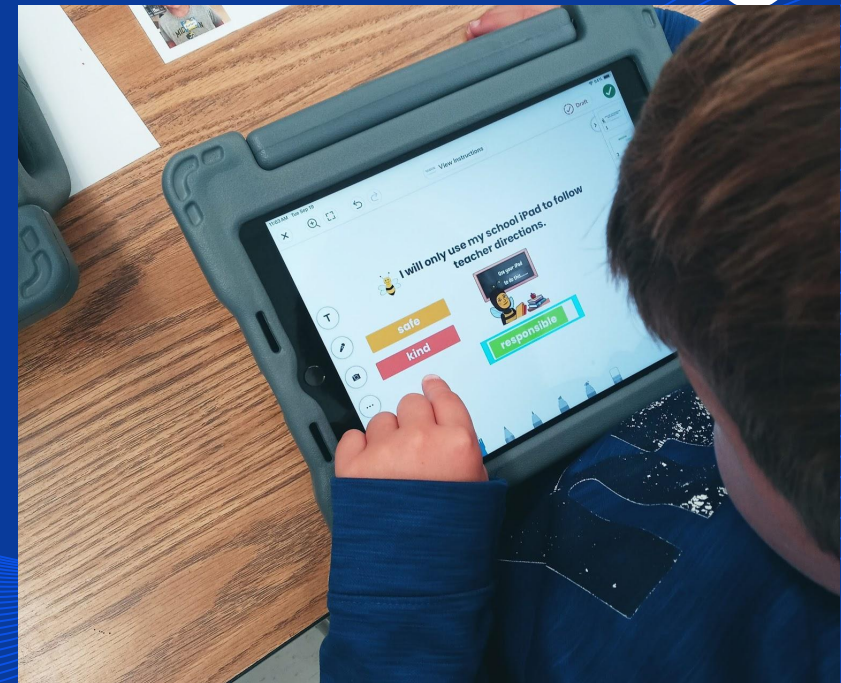


I'm alert

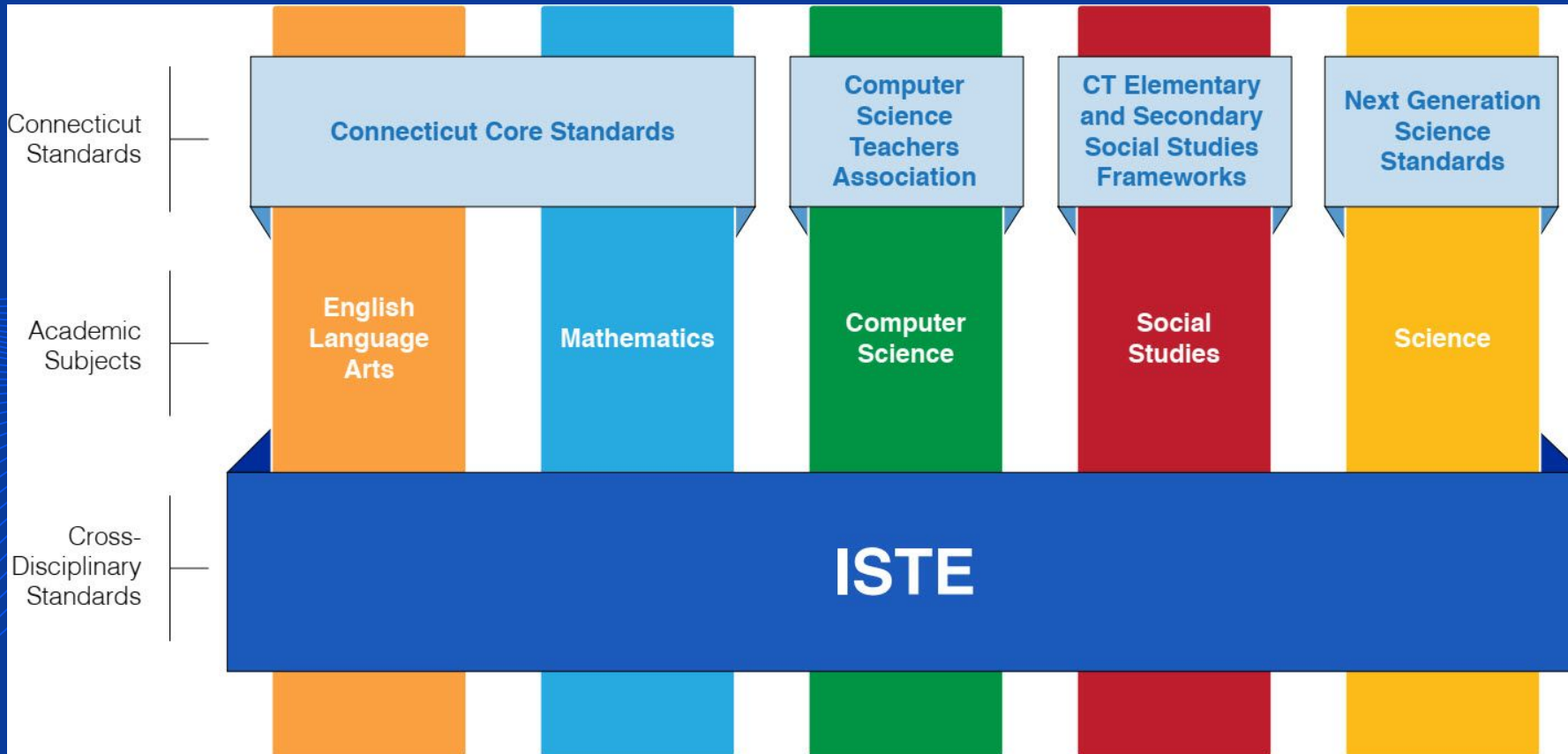
I know how to be safe online and create safe spaces for others.

DigCitCommit
digcitcommit.org
#digcitcommit

ISTE



How do we enhance our current curricula through *technology integration?*



https://portal.ct.gov/-/media/DAS/CTEdTech/images/CS-ISTE_Integration.jpg



How do we enhance our current curricula through *technology integration*?



How will the integration of these skills align *DIPS & SIPS?*

Goal: Empower all students to be responsible digital citizens in a global community by providing a future-ready technology-enhanced K-2 learning environment.

Performance Goal: By June 2024, the WPS will increase the integration of the ISTE/AASL Standards in K-12 content-specific areas.

ACTION STEPS	START DATE	END DATE	EVIDENCE INDICATOR
Identify opportunities that integrate the ISTE/AASL standards with K-2 learning experiences using the ARC curriculum resources.	October 2023	June 2025	lesson plans classroom observations,
Pilot lessons in collaboration with classroom teachers	November 2023	June 2024	Unit plans and lesson plans, classroom observations, classroom schedules; student projects

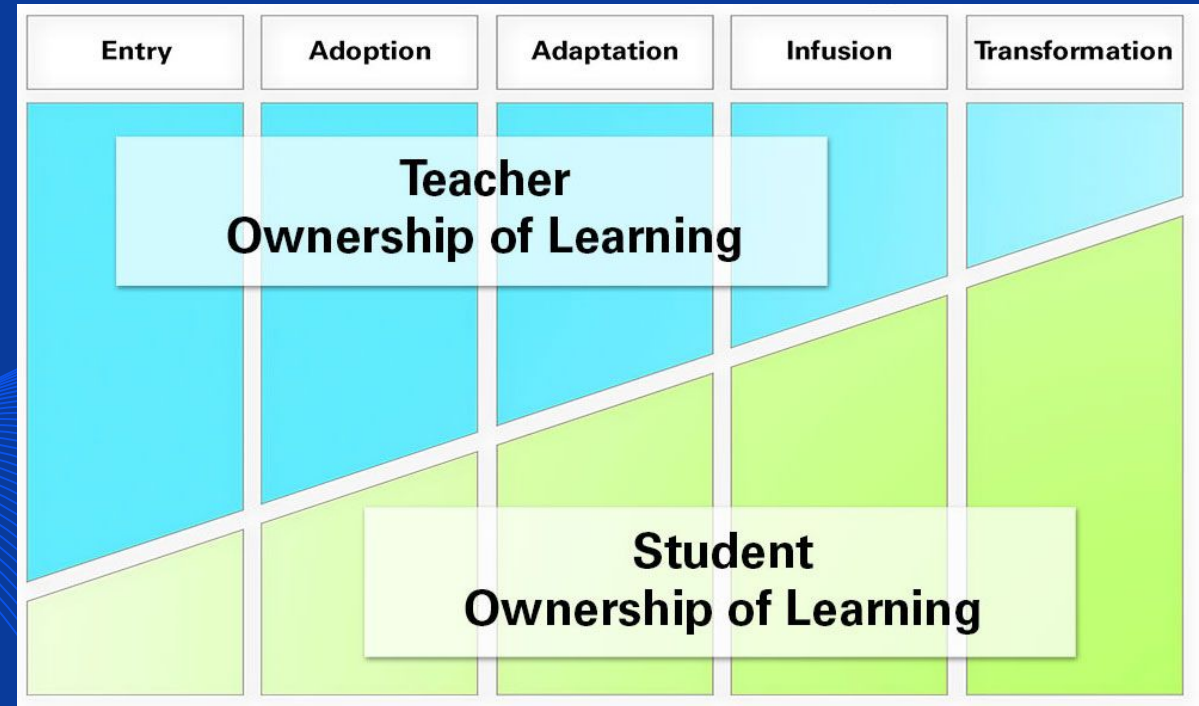
What *Resources* will guide our work of purposeful technology integration?

Technology Integration Matrix TIM

Levels of Technology Integration

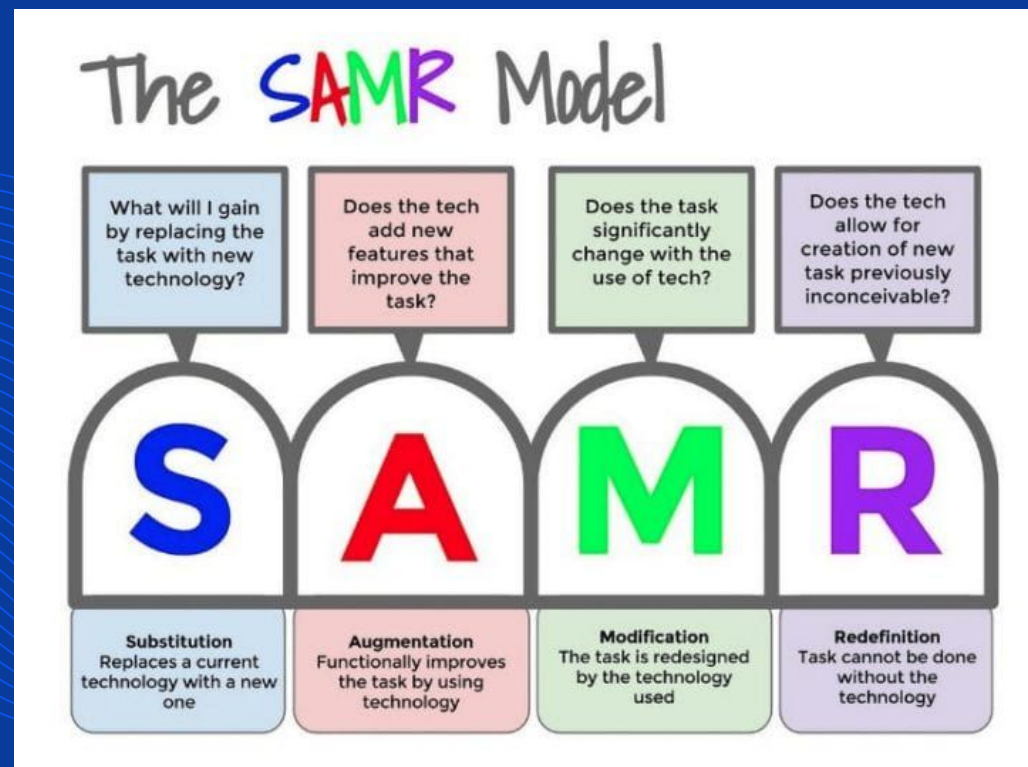
	ENTRY LEVEL	ADOPTION LEVEL	ADAPTATION LEVEL	INFUSION LEVEL	TRANSFORMATION LEVEL
ACTIVE LEARNING Students are actively engaged in using technology as a tool rather than passively receiving information from the technology.	Active Entry Information passively received	Active Adoption Conventional, procedural use of tools	Active Adaptation Conventional independent use of tools; some student choice and exploration	Active Infusion Choice of tools and regular, self-directed use	Active Transformation Extensive and unconventional use of tools
COLLABORATIVE LEARNING Students use technology tools to collaborate with others rather than working individually at all times.	Collaborative Entry Individual student use of tools	Collaborative Adoption Collaborative use of tools in conventional ways	Collaborative Adaptation Collaborative use of tools; some student choice and exploration	Collaborative Infusion Choice of tools and regular use for collaboration	Collaborative Transformation Collaboration with peers, outside experts, and others in ways that may not be possible without technology
CONSTRUCTIVE LEARNING Students use technology tools to construct new information to their prior knowledge rather than to passively receive information.	Constructive Entry Information delivered to students	Constructive Adoption Guided, conventional use for building knowledge	Constructive Adaptation Independent use for building knowledge; some student choice and exploration	Constructive Infusion Choice and regular use for building knowledge	Constructive Transformation Extensive and unconventional use of technology tools to build knowledge
AUTHENTIC LEARNING Students use technology tools to use learning activities to the world beyond the instructional setting rather than working on decontextualized assignments.	Authentic Entry Technology use unrelated to the instructional setting	Authentic Adoption Guided use in activities with some meaningful context	Authentic Adaptation Independent use in activities connected to students' lives; some student choice and exploration	Authentic Infusion Choice of tools and regular use in meaningful activities	Authentic Transformation Innovative use for higher-order learning activities connected to the world beyond the instructional setting
GOAL-DIRECTED LEARNING Students use technology tools to set goals, plan activities, monitor progress, and evaluate results rather than simply completing assignments without reflection.	Goal-Directed Entry Directions given; step-by-step task monitoring	Goal-Directed Adoption Conventional and procedural use of tools to plan or monitor	Goal-Directed Adaptation Purposeful use of tools to plan and monitor; some student choice and exploration	Goal-Directed Infusion Flexible and assumes use of tools to plan and monitor	Goal-Directed Transformation Extensive and higher-order use of tools to plan and monitor

Characteristics of the Learning Environment



Click to access TIM

What *Resources* will guide our work of purposeful technology integration?



What *Resources* will guide our work of purposeful technology integration?

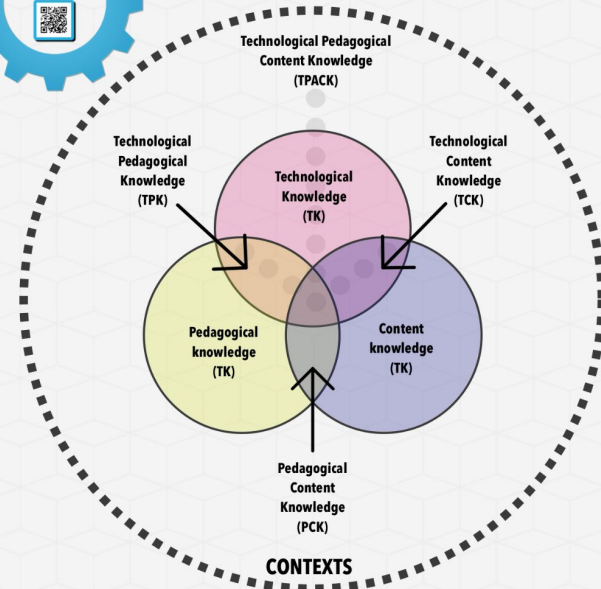
Technological Pedagogical Content Knowledge (TPACK)

What is TPACK?
 TPACK is a framework that teachers can use to help them identify knowledge they might need to focus on to be able to teach effectively with technology.
 It builds upon the work of Shulman's idea of Pedagogical Content Knowledge: http://en.wikipedia.org/wiki/Lee_Shulman.
 Using their Venn diagram the aim is to equally apply the three separate areas of knowledge.

Technological Knowledge
 This is the knowledge and mastery of technology so that an educator can use & confidently plan use of technology in the classroom including when it is not required.

Pedagogical Knowledge
 This is the knowledge and practice of teaching & learning that an educator can use such as classroom management, taxonomies, planning & assessment.

Content Knowledge
 This is the knowledge of subject content such as concepts, theories, ideas, frameworks, evidence & proof and established practices including ways to develop such knowledge.



Pedagogical Content Knowledge
 PCK links together the pedagogical and content knowledge to bring about learning that is built upon strong subject knowledge and teaching & learning strategies.

Technological Content Knowledge
 TCK links together technology and content knowledge to bring about learning that is built upon strong subject knowledge and a mastery of "more than the subject they teach."*

Technological Pedagogical Knowledge
 TPK is "an understanding of how teaching & learning can change when particular technologies are used in particular ways."*
 Knowing a range of tools & their appropriateness within different strategies.

Technological Pedagogical Content Knowledge TPACK
 This is truly meaningful, deeply skilled teaching with or without (because sometimes this can be the best choice) technology. It differs from three individual concepts because to embrace all three simultaneously requires a deep understanding of how all three can work together to bring about the best technologically and pedagogically sound learning based upon a deep understanding of subject matter.
 An example of this might be a lesson plan based upon assessment (PK) which looks at the content matter (CK) which examines how technology (TK) could transform learning.

TPACK is truly meaningful, deeply skilled teaching with or without (because sometimes this can be the best choice) technology."

DEVELOPED FROM THE TPACK MODEL BY KOEBLER & MISHRA - ORIGINAL FOUND @ WWW.TPACK.ORG

* Koebler & Mishra, 2009

Next Steps

- Pilot K-3: integration of information, digital & technology skills with ARC
- PD for staff on standards
- Identification of integration that already exists
- Identification of opportunities in curriculum to integrate skills
- Creation and implementation of integrated learning opportunities
- Assessment of new learning opportunities

