

CPDC UPDATE FOR COUNCIL MEMBERS

January 9, 2020

AGENDA

- Portrait of the Graduate
- Course Proposals & Recommendations

Introductions CPDC & NEASC

- CPDC, NEASC and Department Coordinators introduced themselves and shared one skill or attribute they felt has served them well in life and why

Portrait of the Graduate

- Prior to this meeting, CPDC met in October and initiated the portrait of the graduate work with Jonathan Costa
- The next week, Jonathan met with the NEASC committee and did the same presentation
- These presentations were done separately as each group was coming at the work from different places. This approach allowed for a more leveled playing field for the work starting at this meeting and moving forward
- While the Portrait of the Graduate is a component required for NEASC accreditation, the District feels it is important to create this portrait PK-12 as PK-8 builds the foundation for everything that happens in high school
- The meeting began with reviewing the feedback collected through the Thoughtexchange platform and the information from the previous meetings
- Based on this information and table discussions, the priority skills for the Portrait of the Graduate were identified first individually, then working in pairs participants identified 2-4 consensus priorities, and then working as a table participants identified a unified table list of 2-4 consensus priorities
- The priority skills were then reported out to the entire group and a master list was created
- Next the full group processed the list through clarifying, combining, advocating and then independently voting (ranking their top 5 choices)
- The “results” were tallied and the priority skills identified: communication; critical and creative thinking; independent and collaborative work; and cultural competence

- Next the same process was used to identify the priority dispositions: empathy/compassion; resilience/perseverance; responsible/accountable/integrity; and self-regulated
- Finally small groups were given one skill or disposition to begin the initial work of defining the term, identifying the indicators or evidence of success – what should/could a student be able to do if they have mastered or demonstrated proficiency, etc.
- This work will be continued at the next CPDC meeting in April

New Course Proposals

- Three course change proposals were presented
 - Algebra II (was Integrated Algebra)
 - Advanced Algebra II (was Algebra II)
 - Applied Topics in Math (was Consumer Math)

Launch

A shared vision is not an idea. It is rather, a force in people's heart. At its simplest level, a shared vision is the answer to the question "What do we want to create?"

Peter Senge