

CPDC UPDATE NOTES FOR COUNCIL MEMBERS

February 16, 2017

AGENDA

- District & Curriculum Updates
- K-12 Mathematics Curriculum Review
- Review Software Approval Process
- New Course Proposals
- Primary Instructional Material Proposals
- Continued Development of SRBI Behavioral Side of the Triangle

Good News

- Council members shared good news

Update on curriculum work & other items

- Curriculum updates to Council members from each department
- Current curriculum areas of focus include:
 - Wellness, Spanish and Latin finalizing Stage I in preparation to move to BOE for adoption
 - K-5 Science is finalizing Stage I in preparation to move to BOE for adoption and will be piloting 1 unit per grade in the spring
 - PreSchool & French continue their work
 - Music has commenced their work and art will be coming to the design table in March
- The BOE recently revised the high school graduation requirements, moving from the required 25 credits for the class of 2019 back to the current 22.5 credits. The original requirements were maintained and additional requirements were added within the 22.5 credits. These include a 1.0 credit of World Language, a .5 credit of personal finance, a 1.0 STEM elective credit, and a .5 credit for a Capstone project. With these changes the elective choices dropped from 7 credits to 4 credits
- The CSDE has funded technical assistance to schools for work in the area of Accessible Educational Materials and Assistive Technology. We are taking advantage of this opportunity and are assembling a committee to work with representatives from SERC to examine and refine our practices in this area

K-12 Mathematics Curriculum Review

- Members of K-12 vertical mathematics team shared their journey and presented their findings during the first formal curriculum review
- Following the presentation, small groups discussed what they had heard with one member of the mathematics vertical team listening in and documented their take-aways, lingering questions and any other comments for each of the indicators and identified priorities. Each group then reported out to the larger group
- Finally, feedback was collected on how the review process worked overall and if there were any areas that needed to be considered for revision or revamping
- Some of the overall strengths that emerged K-12 were:
 - Alignment with current state and/or national standards
 - Discipline-specific terminology
 - Common assessments
 - Range of assessments – summative and formative
 - Small group instruction
 - Objectives stated at beginning of lesson
 - Curriculum aligned vertically and horizontally
 - The written, taught and tested curriculum are consistently aligned
- Long- and short-term goals that were set for K-12 include:
 - Explore professional development to create and enhance performance tasks
 - Define modifying assessments versus accommodating assessments
 - Further clarification/integration of 21st century skills needed across all content areas
 - Identify common problem solving practices
 - Provide collaborative time between 8th and 9th grade Algebra I to create common assessments
 - Continue K-12 vertical team meetings to address and monitor identified needs
 - Explore and address the number of students repeating Algebra I in 9th grade
 - Explore and address the disconnect between the horizontal and vertical reviews for grade 5
 - Provide students with the opportunity to reflect on work
 - Provide exemplars for students

- Plan method for maintaining skills and continuously assessing those skills
- Individual members of the vertical team will be meeting with each grade level/course team to share the findings for that specific grade level/course and then the members of the grade level/course team will create an action plan to address any identified needs

Creation of Software Approval Process

- Council members reviewed a draft Software Approval Process that was developed based on their input from the October meeting
- The process is similar to the primary instructional materials and textbooks proposal process
- Feedback was provided by Council members that will be incorporated into the form which will then be used for the remainder of the school year
- The CPDC will then assess how the process and form worked and what if any revisions need to be made

New Course Proposals

- Course proposals were presented and Council members made their individual recommendations. The courses presented included:
 - Advanced Health I – change in title from Advanced Health
 - Advanced Health II – new course
 - UConn ECE Discrete Math – change in credits from 1.0 to 0.5
 - ECE Chemistry – change in level from Honors to ECE
 - ECE Environmental Science – change in level from Honors to ECE
 - AP Latin/ECE Latin Literature – change in title from AP Latin Virgil

Primary Instructional Materials Proposals

- New primary instructional material proposals for grades 4, 6 and 9-12 English Language Arts were presented. A description of each textbook along with the reason for proposing the resource were provided to the Council. After the presentations, Council members were able to ask questions and then made recommendations

Continued Development of SRBI Behavioral Side of the Triangle

- Council members received a quick presentation on a Prevent – Teach – Respond approach to behaviors
- Council members were assigned to a specific group with a resident “expert” and provided time to delve into a program or model that the principles apply to or support the behavioral side of the SRBI model. The activity concluded with each group reporting out to the large group through a demonstration or illustration of what their model would look like during Prevent – Teach – Respond
- The programs/models explored were:
 - Social Thinking Curriculum
 - Restorative Practices
 - Collaborative and Proactive Solutions
 - Student Goal Setting and Progress Monitoring
 - Principles of ABA/Behavior Management
 - Positive Behavioral Intervention Supports
- This work will continue at the next meeting