

Special Darien Board of Education

Curriculum Committee Meeting

Thursday, June 9, 2022

8:30 a.m.

Darien Public Schools' Administrative Offices

35 Leroy Avenue

Board of Education Meeting Room

AGENDA

1. RULER Overview
2. Science Update (6-12)
3. Public Comment*
4. Adjournment

AA:nv

*** * The Board of Education meeting will be available to the public in person and via Zoom. Wearing of masks is optional and seating is limited by room capacity. Doors open at 8:15 a.m. for the 8:30 a.m. meeting.**

Those members of the community wishing to participate in public comment may join the meeting via Zoom:

<https://darienps.zoom.us/j/97578162511>

Those members of the community wishing to view only, should do so through the Darien Youtube link: <https://www.youtube.com/channel/UCUnnvYKBfFrTWQRuoB6OZA>

In order to reduce audio interference, members of the community are requested not to simultaneously view by Youtube while participating on Zoom.



Memorandum

To: Darien Board of Education
From: Christopher Tranberg, Ph.D., Assistant Superintendent of Curriculum and Instruction
Julie Droller, Director of Elementary Education
Christian Dockum, Science Dept. Chair, 6 - 12
RE: BOE Curriculum RULER & Science Update
Date: June 9, 2022

Social and emotional learning (SEL) is embedded in the learning of students in grade Pk-12. From building relationships to responsible decision making, SEL is a hallmark of high-quality instruction. As such, we are always working to ensure students are developing their skills in this area so they may successfully regulate their emotions whether working alone or with their peers. To enhance opportunities for students, this year the District embarked on a partnership with the Yale Center for Emotional Intelligence in implementing the RULER program. Today's overview includes a program overview, highlights from year one implementation and a look ahead to working with students next year.

The Science Update focuses on programmatic information for grades 6-12. With the Next Generation Science Standards still new to the teaching and learning landscape, the District continues to make enhancements that are aligned to the standards and associated practices. The science presentation offers a historical perspective of programmatic work, a current explanation of areas of curricular focus and looks ahead to future work for the department.



Overview

BOE Curriculum Committee

June 9, 2022

Julie Droller, Director of Elementary Education

Social Emotional Learning 2021 – 22

MISSION

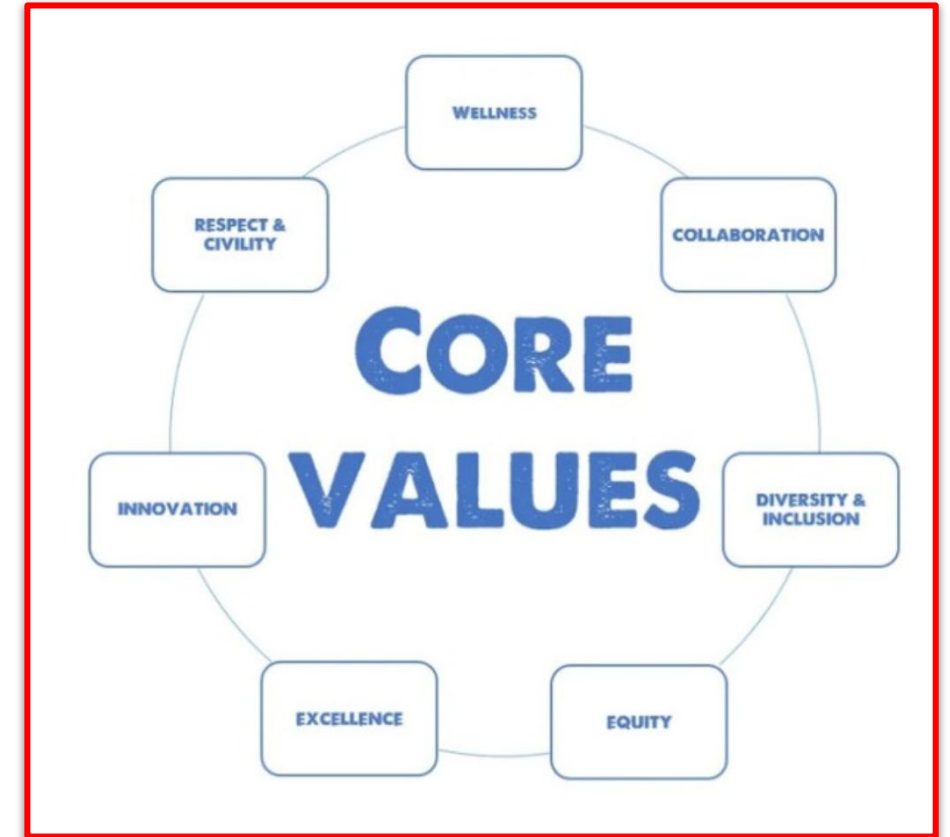
Inspiring a love of learning in all students so they develop as critical thinkers and innovative creators who contribute to the world with integrity and purpose beyond themselves.

VISION

Preparing all students today to thrive in a changing world tomorrow.

DHS Vision of the Graduate

Communication
Creativity
Curiosity
Empathy
Independence
Integrity





Evidence-based approach to social and emotional
learning development at the Yale Center for
Emotional Intelligence.

Emotions Matter



Modern View of Emotion

- Attention, Memory & Learning
- Decision Making
- Relationship Quality
- Physical & Mental Health
- Everyday Effectiveness

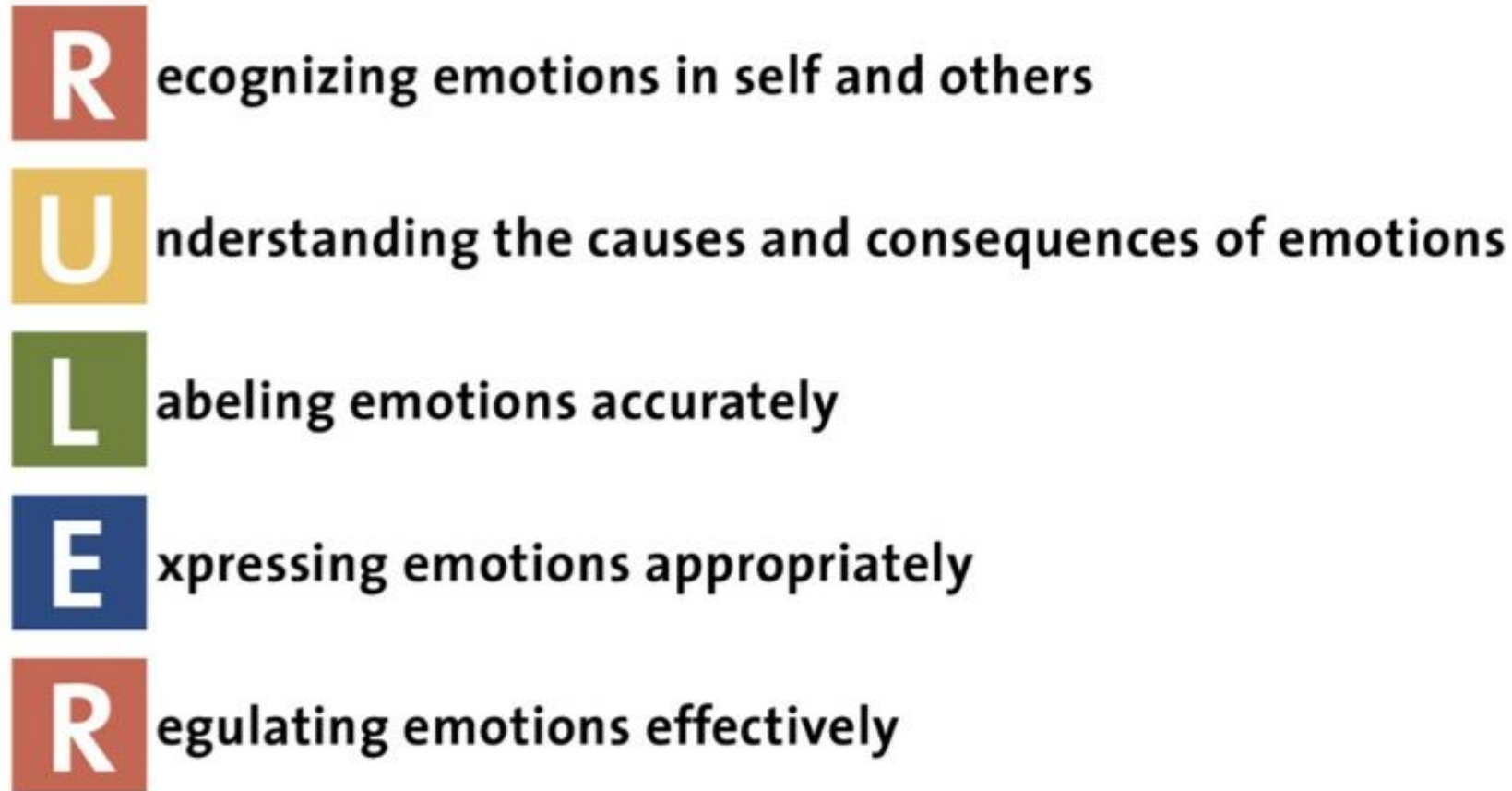
What is Emotional Intelligence?

“Emotional intelligence is the ability to monitor one’s own and others’ feelings,
to discriminate among them,
and to use this information to guide one’s thinking and action.”

–Salovey & Mayer, 1990

What is Emotional Intelligence?

The knowledge, attitude and skills associated with:



What is Emotional Intelligence?

Recognizing Emotion

Identifying emotion in oneself and others by interpreting facial expressions, body language, vocal tones, and physiology

Understanding Emotion

Knowing the causes and consequences of emotions, including the influence of different emotions on thinking, learning, decisions, and behavior

Labeling Emotion

Having and using a sophisticated vocabulary to describe the full range of emotions



Understanding & Labeling Emotion

Why does understanding and labeling emotions matter?

- Helps us to articulate our own and other's needs
- Builds self-awareness, including greater emotional granularity
- Improves communication (written/spoken)
- You've got to name it to tame it: Enhances our ability to regulate our own and others' emotions

Expressing & Regulating Emotion

Expressing

Knowing how and when to express emotions with different people and in multiple contexts

- Individual differences
- Social norms (family/work)
- Cultural norms

Regulating

The “thoughts” and “actions” used to prevent, reduce, initiate, maintain, or enhance (PRIME) emotions in order to promote personal growth, enjoy healthy relationships, achieve greater well-being, and attain goals

RULER Impact

Students

- Less anxious and depressed
- More developed emotional skills
- Fewer attention problems
- Better academic performance
- Greater leadership skills

Teachers

- More engaging, supportive, and effective

Classrooms/Schools

- More positive climates and less bullying



Anchors of Emotional Intelligence

Emotional Intelligence Charter

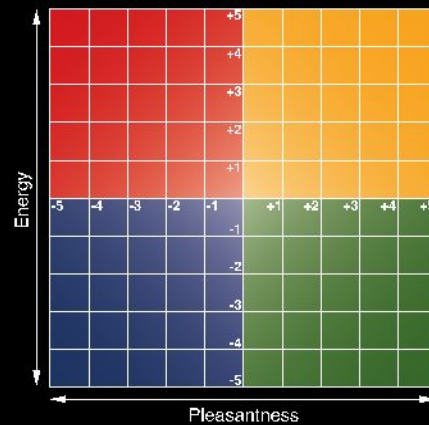
As a class, we want to feel...

In order to have these feelings consistently, we will...

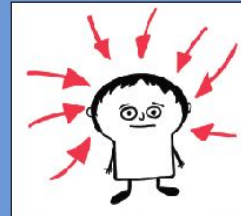
We will prevent and manage conflict by...

The Mood Meter

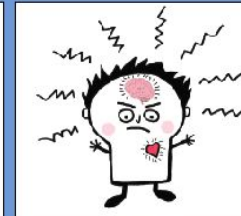
How are you feeling?



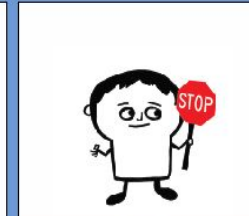
Take a Meta-Moment



1. Something happens



2. Sense



3. Stop



4. See your best self



5. Strategize



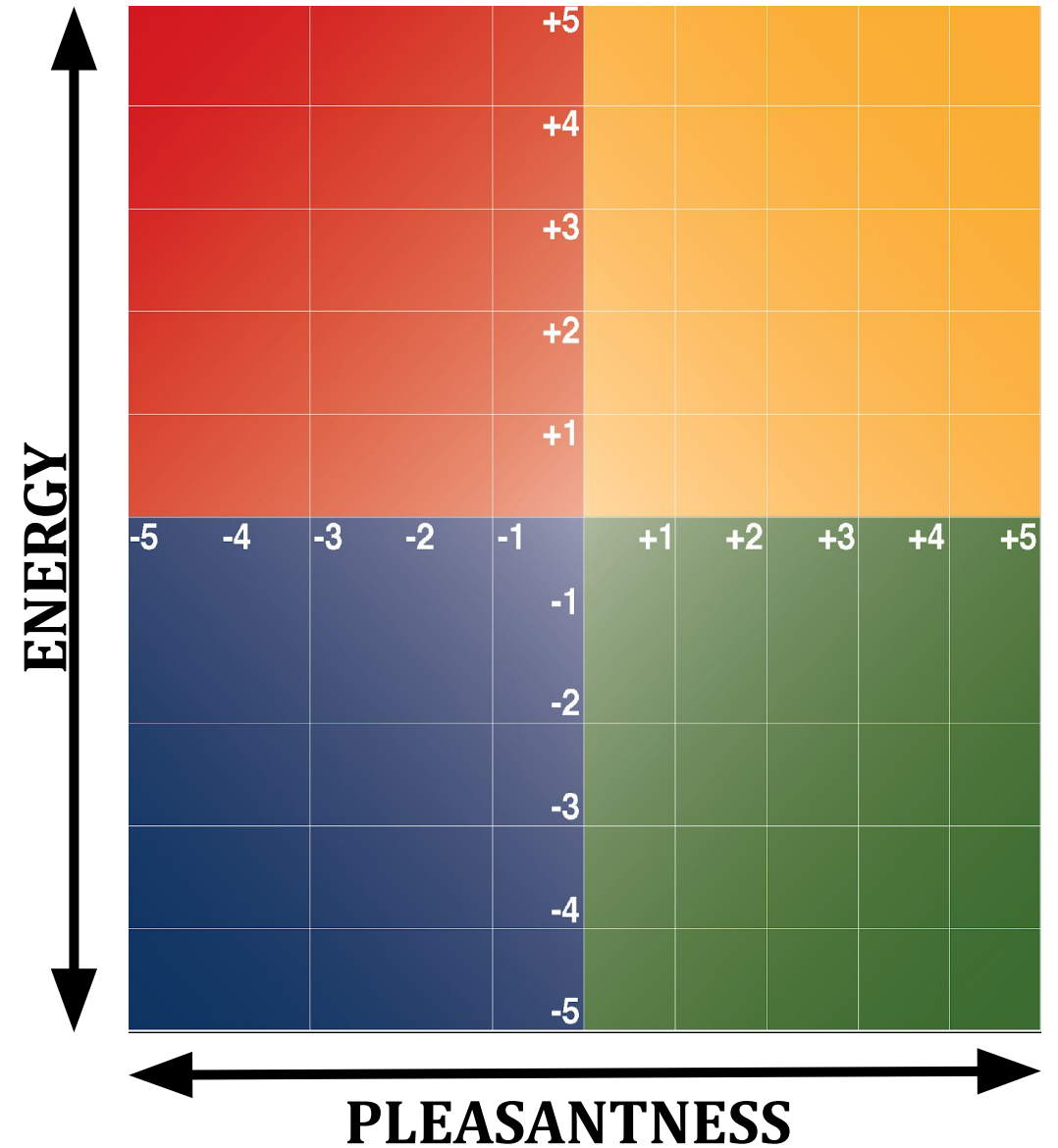
6. Succeed!

Solve problems with The Blueprint

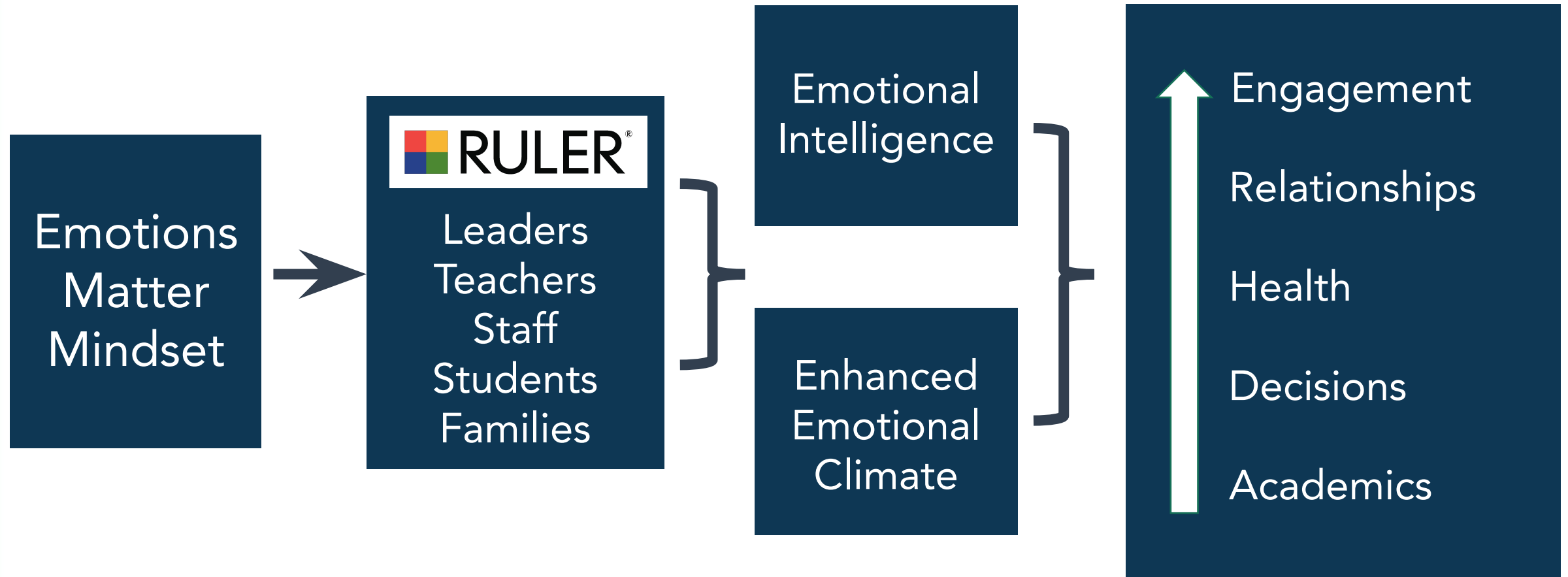
Describe	What happened?	
RULER Skill	Me	Other Person
Recognize & Label	How did I feel?	How did _____ feel?
Understand	What caused my feelings?	What caused _____'s feelings?
Express & Regulate	How did I express and regulate my feelings?	How did _____ express and regulate his/her feelings?
Reflect & Plan	What could I have done to handle the situation better? What can I do now?	

Mood Meter

One of the 4 tools of the RULER approach



Our Theory of Change





RULER[®] Implementation Plan

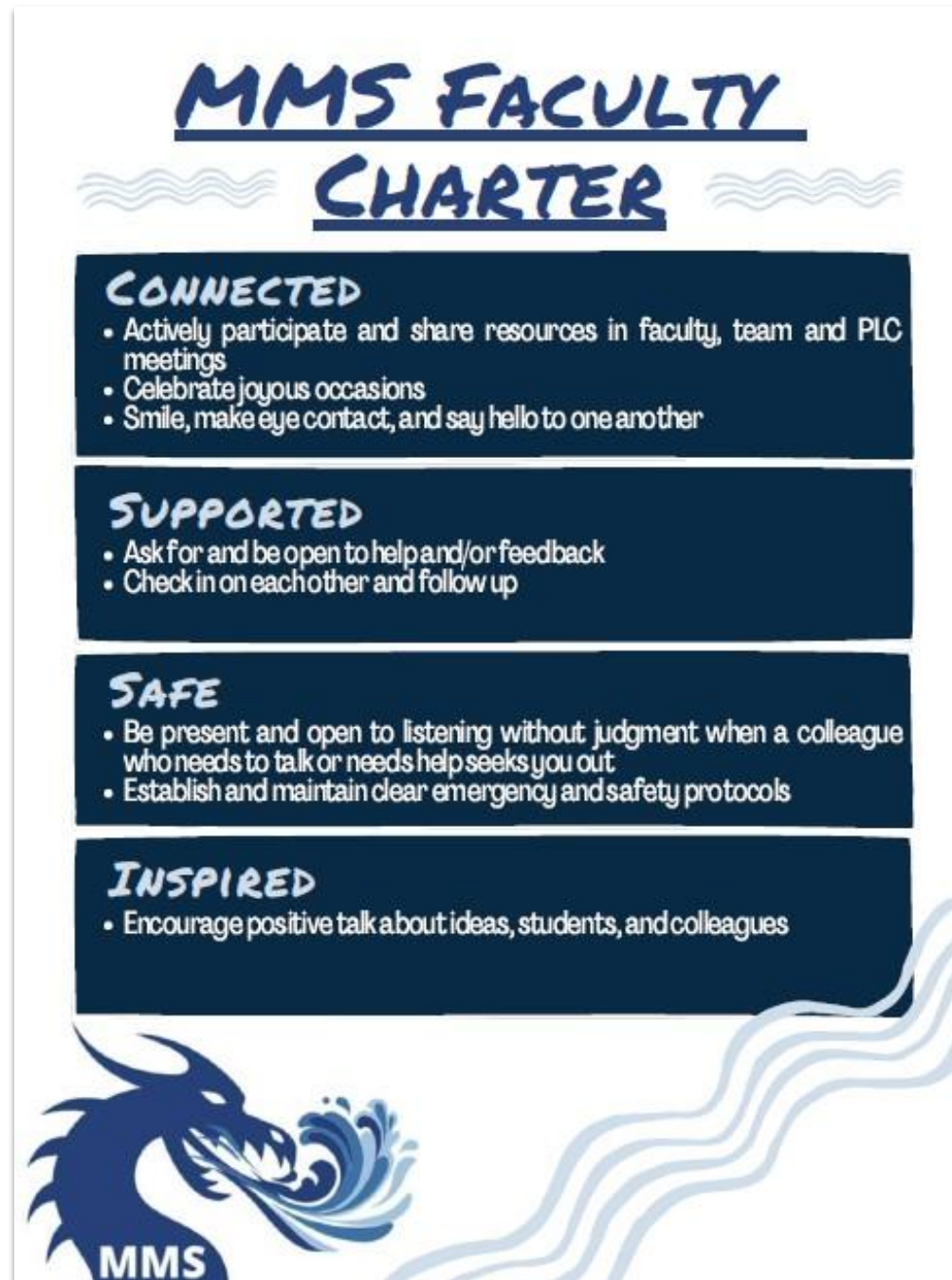
Summer 2021

- Yale Institute for school-based teams
- Administrator PD

2021 – 2022

- School-based training for staff
- District SEL Committee
- Planning for roll-out with students
- School-based parent sessions

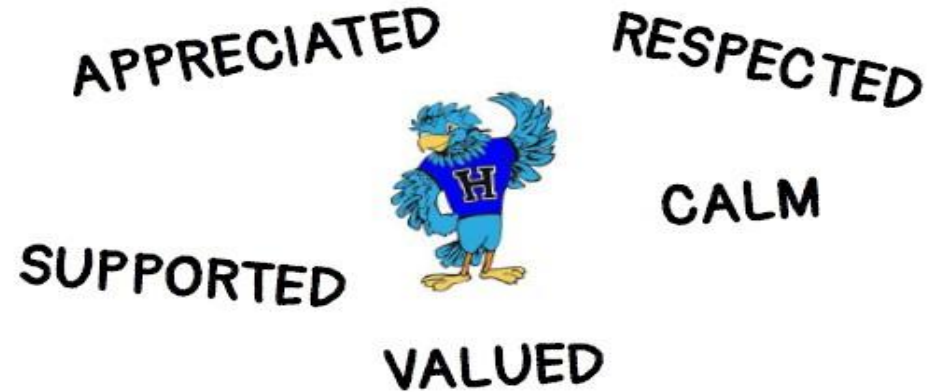
Middlesex Faculty Charter:



Holmes Faculty Charter:

Holmes School Charter 2021-2022

At Holmes School, we want to feel:

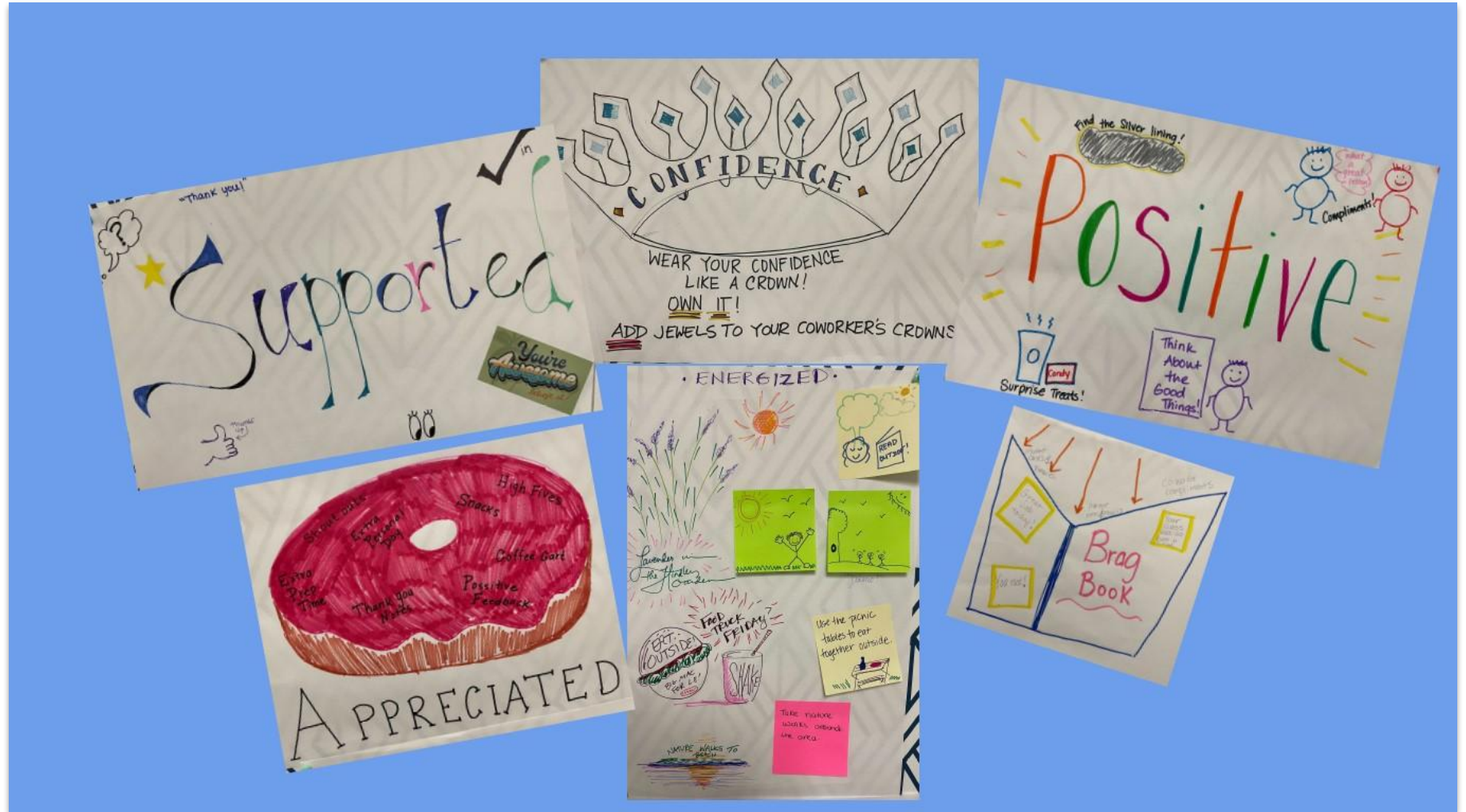


In order to feel this way, we will practice the following norms*:

- Honor each other's time: focus on the task at hand and stay present
- Ensure everyone has a voice
- Listen actively: be open-minded and defer judgement
- Communicate clearly: be empathetic and mindful of your tone
- Be aware of other people's feelings: be willing to repair breakdowns in communication and/or understanding
- Recognize the hard work of others; provide positive feedback

*Meeting norms are the standards you set for working together positively and productively as a group. They should provide a guide for behavior. Sometimes, these are behaviors that may be considered common sense without being expressly articulated. But we can save ourselves frustration and miscommunication if we practice being clear and direct. (idealist.org)

Holmes Faculty Charter



Ox Ridge Faculty Charter



OX RIDGE STAFF CHARTER ~ WE WANT TO FEEL:		
<p><i>Inspired, so we will:</i></p> <ul style="list-style-type: none"> • Share ideas with one another • Talk about the "why" when we are doing something new in school • Make efforts to get to know each other • Share enthusiasm for our craft. • Find ways to meet other staff outside of our grade level 	<p><i>Calm, so we will:</i></p> <ul style="list-style-type: none"> • Listen to more music • Stay present in the moment 	<p><i>Fulfilled, so we will:</i></p> <ul style="list-style-type: none"> • Share what is working for us with others. • Reflect on our curriculum and give ourselves permission to follow student learning • Use PLCs to connect with one another
<p><i>Enthusiastic, so we will:</i></p> <ul style="list-style-type: none"> • Observe our colleagues in exciting teaching 	<p><i>Balanced, so we will:</i></p> <ul style="list-style-type: none"> • Divide work amongst colleagues. • Check in with people who are not on immediate team. • Make the effort to greet people in the hallways. • Remind others to take a break or "go home". • Check in with each other on non-school related activities. 	<p><i>Supported, so we will:</i></p> <ul style="list-style-type: none"> • Leave each other supportive notes. • Compliment colleagues, especially ones we don't usually work with. • Make sure we help one another across all aspects of working in a school • Respond promptly to emails or for requests for help. • Dedicate one PLC with an open agenda to talk about personal or work-related topics.



RULER[®] Implementation Plan

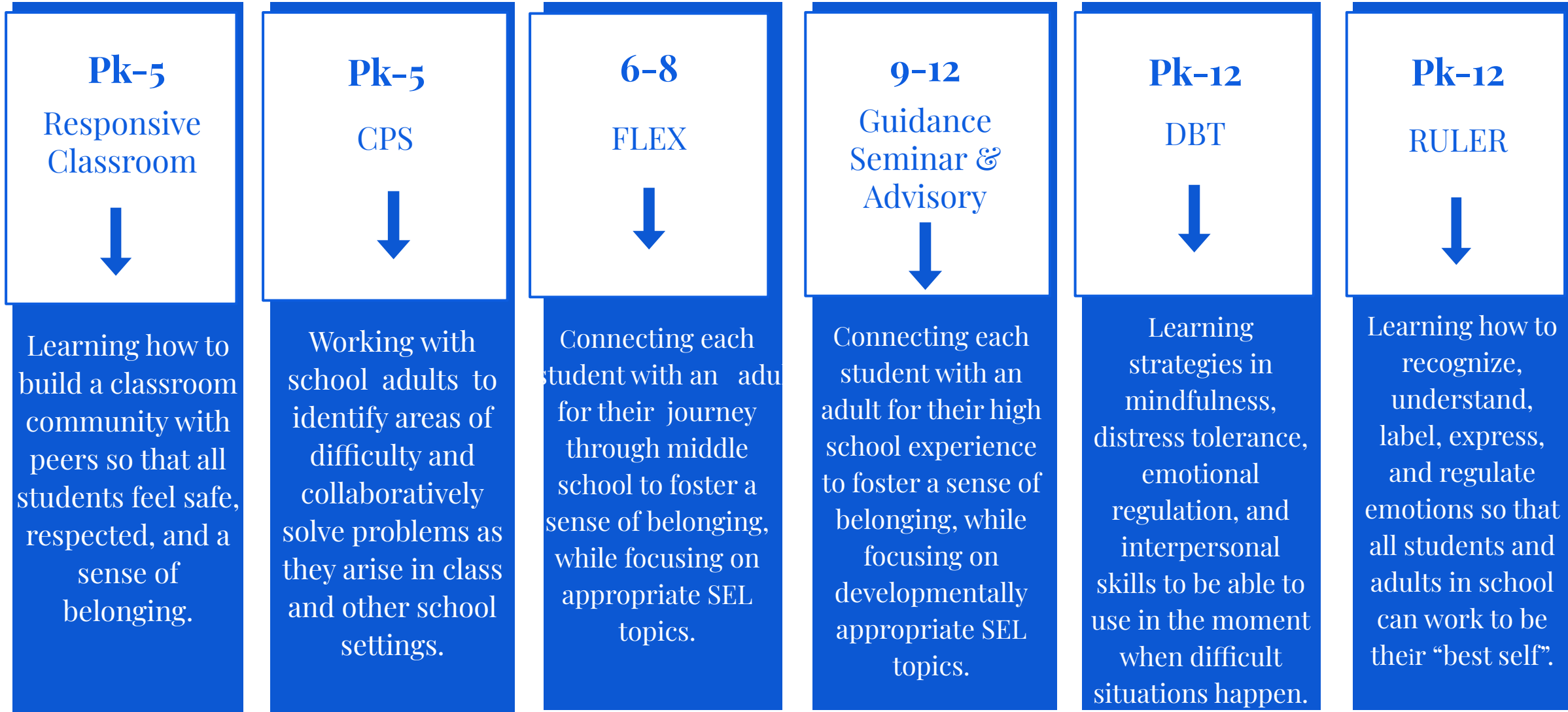
Summer 2022

- Yale Institute for new team members
- Administrator PD
- Curriculum writing

2022 – 2023

- Year 1 implementation with students
- Training for additional staff
- Parent Engagement and Partnership

Putting It All Together



“I’ve learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel.”

– Maya Angelou



6-12 Science Update

June 9th, 2022

Christian Dockum

6-12 Science Department Chair



Agenda

- ★ 6-12 Science Program Overview
- ★ Historical Perspective
- ★ Curriculum Update
- ★ Next Steps

6-12 Science: Program Overview

3 Dimensional Approach

Learning Progressions

Student Centered
Pedagogy

Historical Perspective

Curriculum

- Scope and sequence for 6th-8th Science
- Develop and implement NGSS Aligned units 6th-8th
- Develop and implement NGSS aligned 9th grade
- Course sequence in grades 9-12

Professional Development:

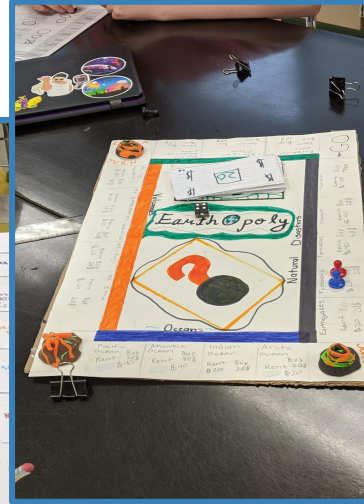
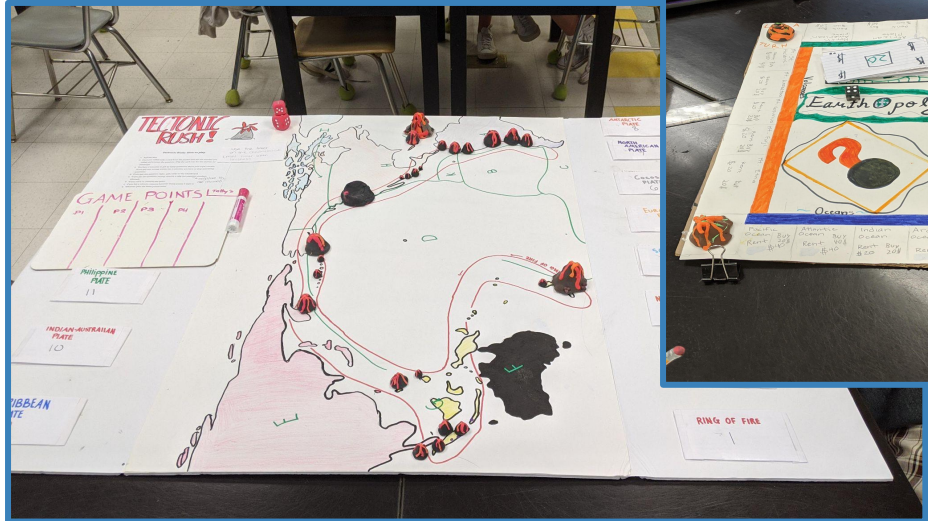
- Claim, Evidence and reasoning
- Scientific argumentation
- Productive talk strategies
- Scientific modeling
- NGSS Aligned Assessments
- Student Centered Instructional strategies
-

Teaching and Learning

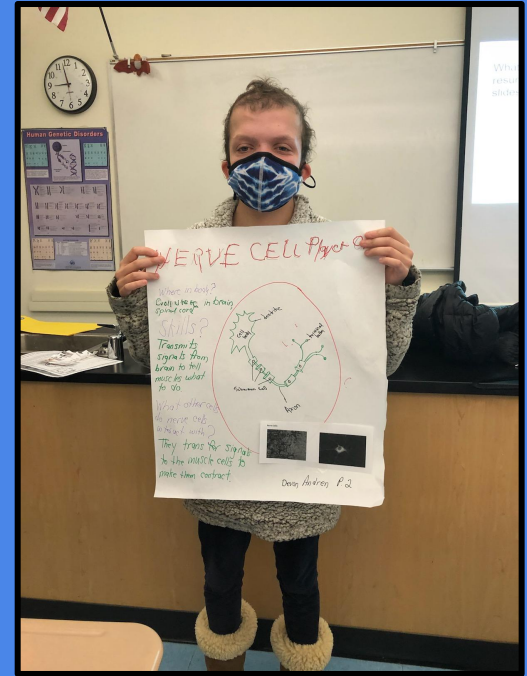
- Peer classroom observations
- Alignment of Major Summative Assessments
- Student choice Assessments
- Phenomena based lesson and unit design
- Utilizing technology to guide inquiry.

Grade 7 Earth's Features & Natural Resources

Using models to describe the cycling of Earth materials



9th grade student Modeling the structures of the cell



6-12 Science: Curriculum Development Updates

Curriculum Development

- ▣ Grade Level Teams
- ▣ EduPlanet 21
- ▣ Units
 - ▣ Transfer Goals
 - ▣ Essential Question
 - ▣ Storyline

Science 6-12: Continuing to Study

Continuing Our Work...



6-8

Collect Feedback & Revise
Curricular units.

Shift Units to EduPlanet21

Professional Development

- Research Based Instructional Strategies
- Student Choice Assessment
- Student Feedback



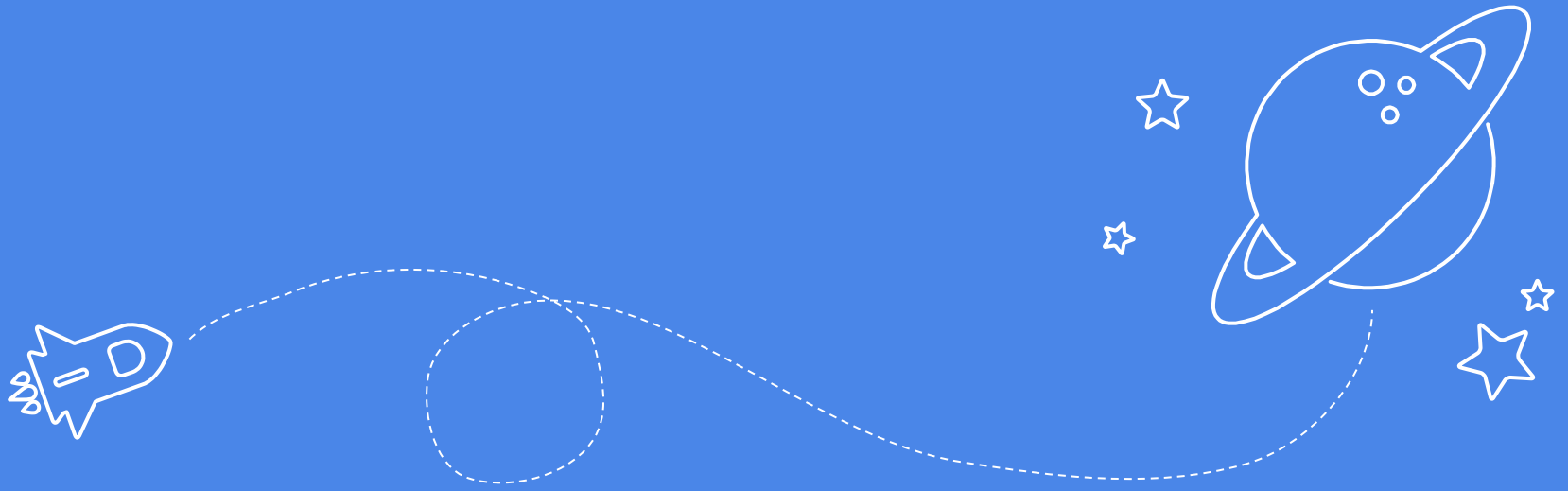
9-12

Develop Scope and Sequence
for NGSS Aligned content
courses

Shift Revised Units to
EduPlanet21

Professional Development

- Research Based Instructional Strategies
- Student Feedback



QUESTIONS

The 3 Dimensions of NGSS

Science and Engineering Practices

1. Asking questions & defining problems
2. Developing & using models
3. Planning & carrying out investigations
4. Analyzing & interpreting data
5. Using mathematics & computational thinking
6. Constructing explanations & designing solutions
7. Engaging in argument from evidence
8. Obtaining, evaluating, & communicating information

Disciplinary Core Ideas

Physical Science

PS 1: Matter & its interactions

PS 2: Motion & stability: Forces & interactions

PS 3: Energy

PS 4: Waves & their applications in technologies for information transfer

Life Sciences

LS 1: From molecules to organisms: structures & processes

LS 2: Ecosystems: Interactions, energy, & dynamics

LS 3: Heredity: Inheritance & variation of traits

LS 4: Biological evaluation: Unity & diversity

Earth & Space Sciences

ESS 1: Earth's place in the universe

ESS 2: Earth's systems

ESS 3: Earth & human activity

Engineering, Technology, & the Application of Science

ETS 1: Engineering design

ETS 2: Links among engineering, technology, science, & society

Crosscutting Concepts

1. Patterns
2. Cause & effect
3. Scale, proportion, & quantity
4. Systems & system models
5. Energy & matter
6. Structure & function
7. Stability & change

Learning Progressions

- [Science Engineering Practices](#)
- [Disciplinary Core Ideas](#)
- [Cross Cutting Concepts](#)

	Grades K-2	Grades 3-5	Grades 6-8	Grades 9-12
ESS2: Earth's Systems				
ESS2.A: Earth Materials and Systems	<ul style="list-style-type: none"> • Wind and water can change the shape of the land. (2-ESS2-1) 	<ul style="list-style-type: none"> • Rainfall helps to shape the land and affects the types of living things found in a region. Water, ice, wind, living organisms, and gravity break rocks, soils, and sediments into smaller particles and move them around. (4-ESS2-1) • Earth's major systems are the geosphere (solid and molten rock, soil, and sediments), the hydrosphere (water and ice), the atmosphere (air), and the biosphere (living things, including humans). These systems interact in multiple ways to affect Earth's surface materials and processes. The ocean supports a variety of ecosystems and organisms, shapes landforms, and influences climate. Winds and clouds in the atmosphere interact with the landforms to determine patterns of weather. (5-ESS2-1) 	<ul style="list-style-type: none"> • All Earth processes are the result of energy flowing and matter cycling within and among the planet's systems. This energy is derived from the sun and Earth's hot interior. The energy that flows and matter that cycles produce chemical and physical changes in Earth's materials and living organisms. (MS-ESS2-1) • The planet's systems interact over scales that range from microscopic to global in size, and they operate over fractions of a second to billions of years. These interactions have shaped Earth's history and will determine its future. (MS-ESS2-2) 	<ul style="list-style-type: none"> • Earth's systems, being dynamic and interacting, cause feedback effects that can increase or decrease the original changes. (HSESS2-1),(HS-ESS2-2) • Evidence from deep probes and seismic waves, reconstructions of historical changes in Earth's surface and its magnetic field, and an understanding of physical and chemical processes lead to a model of Earth with a hot but solid inner core, a liquid outer core, a solid mantle and crust. Motions of the mantle and its plates occur primarily through thermal convection, which involves the cycling of matter due to the outward flow of energy from Earth's interior and gravitational movement of denser materials toward the interior. (HS-ESS2-3) • The geological record shows that changes to global and regional climate can be caused by interactions among changes in the sun's energy output or Earth's orbit, tectonic events, ocean circulation, volcanic activity, glaciers, vegetation, and human activities. These changes can occur on a variety of time scales from sudden (e.g., volcanic ash clouds) to intermediate (ice ages) to very long-term tectonic cycles. (HS-ESS2-4)

Student Centered Instruction

