

AMITY REGIONAL SCHOOL DISTRICT NO. 5 BOARD OF EDUCATION CURRICULUM COMMITTEE  
NOVEMBER 14, 2022 MEETING MINUTES  
4:45 p.m., Virtual Meeting

**COMMITTEE MEMBERS PRESENT:** Shannan Carlson, Andrea Hubbard, Donna Schuster, Dr. Jennifer Turner

**COMMITTEE MEMBERS ABSENT:** Carla Eichler

**STAFF MEMBERS PRESENT:** Frank Purcaro

**1. Call to Order**

Shannan Carlson called the meeting to order at 4:45 p.m.

**2. Approval of Minutes**

**a. Curriculum Committee Meeting – October 17, 2022**

*MOTION by Dr. Turner, SECOND by Andrea Hubbard, to approve minutes as submitted*

*VOTES IN FAVOR, 4 (unanimous)*

*MOTION CARRIED*

**3. Public Comment**

None

**4. Monthly Updates on Teaching and Learning**

**5. Reviewing the SRBI/MTSS Process**

**6. Introduction to Learning Progressions for the Amity Portrait of a Graduate**

**7. Adjournment**

*MOTION by Andrea Hubbard, SECOND by Dr. Turner, to adjourn meeting*

*VOTES IN FAVOR, 4 (unanimous)*

*MOTION CARRIED*

Meeting adjourned at 5:30 p.m.

Respectfully submitted,

***Frank Purcaro***

Frank Purcaro

Assistant Superintendent

FP/pjp

# Curriculum Committee

November 14, 2022



# Agenda

- Monthly updates on Teaching and Learning
- Reviewing the SRBI/MTSS Process
- Introduction to Learning Progressions for the Amity Portrait of a Graduate



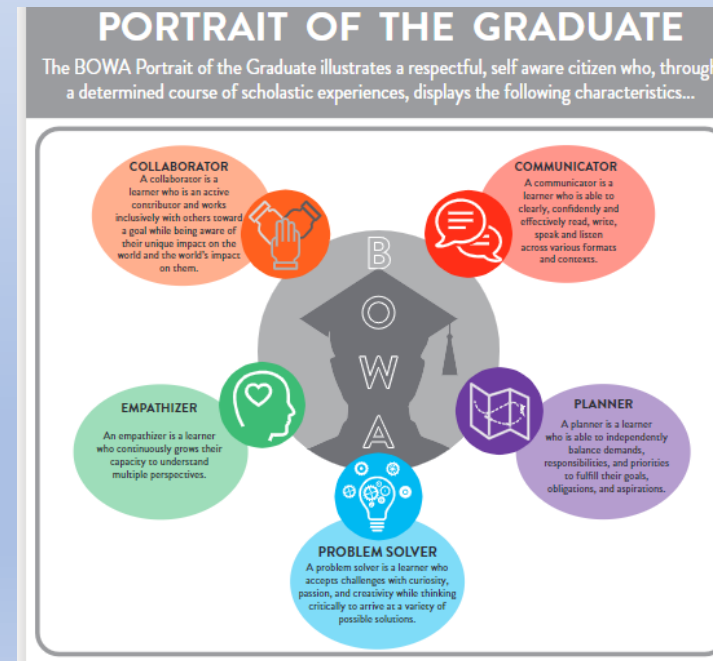
# Monthly Update: Teaching and Learning

**November 8th Professional Learning Day:** All staff reported to the high school on Tuesday, November 8th for a full day of professional learning.

- Presentation from our district's Multi-Tiered System of Support Committee (MTSS) that included an overview of Amity's intervention processes and instructional practices.
- Tier 1 differentiated instruction facilitated by Dr. Kristi Doubet from James Madison University.
- Career Connections Collaborative, hosted by our district's counseling department in support of the ongoing implementation of our Portrait of a Graduate.

# Monthly Update: Teaching and Learning

**Career Connections Collaborative:** A unique opportunity for teachers to hear directly from working professionals regarding the skills and characteristics they recommend students must have to be successful in their careers.



# Monthly Update: Teaching and Learning

## Career Connections Collaborative:

- The presenters discussed education and training requirements, provided an overview of a typical work day, shared their impactful experiences from middle and high school, and linked their presentations to the skills and characteristics outlined in the BOWA Portrait of a Graduate.
- **Careers represented included:** Attorney, University Professor, Veterinarian, Arts Administrator, Business Owner, Medical Lab Assistant, Surgeon, Librarian, Physical Therapist, Tradebook Editor, Pharmacy Manager, IT Business Executive, and Police Officer.

# Monthly Update: Teaching and Learning

- **Curriculum Articulation Meetings:** The first round of curriculum articulation meetings between middle school content leaders and high school department chairs were held throughout the past month. Topics for discussion included: vertical alignment of the curriculum, resource usage, and areas for professional growth and development.



# Monthly Update: Teaching and Learning



## Teacher Evaluation:

- **Complementary Observer Training:** A total of thirty-five teachers from both middle and high school were trained to act as complementary observers as part of this year's teacher evaluation plan. Once trained, these teachers will now partake in classroom observations of their colleagues.
- The focus of their work throughout the year includes collecting evidence from classroom lessons that aligned to the attributes of the Connecticut Common Core of Teaching Rubric and providing teachers with beneficial, reflective feedback on their instructional practices.
- **Whole Group Admin Meeting/Admin Professional Learning:** District and building based administrators engaged in a collaborative professional learning session this month focused on defining the characteristics of a high-quality goals for teacher evaluation.



# What is MTSS? (Multi-Tiered System of Support)

- Framework used by school districts to **identify** and then **provide support** to students experiencing academic and/or behavioral challenges.
- Tiered levels of support are a defining characteristic – typically three: 1. whole group, 2. small group with specialist support, 3. individualized with specialist support.
- Support at each tier is more focused and intensified, if needed.
- Helps to address gaps in curriculum and instruction.
- Provides a data informed pathway to possible special education identification.



# \*MTSS is Not...

- Just academic support. When needed, includes behavioral and social-emotional support.
- Just the work of support specialists. Classroom teachers play a key role in identification and support.
- A barrier to special education evaluation.

\* Adapted from the MTSS Facts Sheet, National Center for Learning Disabilities.

# What are the differences between the Tiered Supports?

- **Tier I:** General education core curriculum, instruction, and behavioral supports for all students with differentiated instruction as a norm (100% of students).



- **Tier II:** Short term, small group interventions for students who are not responding adequately to the general education core curriculums and differentiated instruction. May be completed within the general education or outside settings (5%-10% of students).



- **Tier III:** Short term interventions that are more individualized, intensive, and frequent than Tier 2 interventions for students that need the most support (1%-5% of students).



# Re-emphasizing MTSS in Amity...

- **COVID** disrupted tiered meetings and supports which provided us with an opportunity to step back, reflect, and revise.
- **Changing student needs** – post-COVID unfinished learning & academic gaps, post-COVID social and behavioral changes.
- **State mandates** – State rollout of a new platform for special education documentation that includes a segment for the recording of tiered supports for students.

# What are the next steps?

- Retraining staff on the tiered support structure in Amity – strategies and processes – Nov 8<sup>th</sup> Full staff PD with district's MTSS Committee and additional support from Dr. Kristina Doubet from James Madison University.
- Creation of Tier II and Tier III teams at middle and high school to review data collected from interventions and make recommendation from movement between the tiers.
- Use of our PowerSchool database to document the effectiveness of interventions.
- Increase communication between middle and high school to ensure a consistent transition for students receiving academic and behavioral supports.

# What are the next steps?

- Identification and adoption of additional math and reading resources to support intervention.
- Overall increase in math supports. (On average, middle school SBA math scores 9% below ELA for students who are meeting or exceeding grade-level expectations)



# Portrait of the Graduate Update: The Creation of Learning Progressions

What do the skills and characteristics listed in the POG look like for students and teachers at different grade-spans?

## COLLABORATOR

A collaborator is a learner who is an active contributor and works inclusively with others toward a goal while being aware of their unique impact on the world and the world's impact on them.



## COMMUNICATOR

A communicator is a learner who is able to clearly, confidently and effectively read, write, speak and listen across various formats and contexts.



## EMPATHIZER

An empathizer is a learner who continuously grows their capacity to understand multiple perspectives.



## PLANNER

A planner is a learner who is able to independently balance demands, responsibilities, and priorities to fulfill their goals, obligations, and aspirations.



## PROBLEM SOLVER

A problem solver is a learner who accepts challenges with curiosity, passion, and creativity while thinking critically to arrive at a variety of possible solutions.







# How do we shift our systems so that the Vision of the Graduate is at the center?

SHIFT **1**

**Designing** and **defining**  
your Vision of a  
Graduate.

What will your students know  
and be able to do?

SHIFT **2**

**Measuring** your Vision  
of a Graduate.

What assessment system will  
capture rich evidence of  
student performance?

SHIFT **3**

**Centering** your Vision  
of a Graduate in  
teaching & learning.

How will your VoG live and  
breathe in all parts of your  
system?

# Stage 1- Designing and Defining our POG

What will students know  
and be able to do?  
\*\*Mostly accomplished

- ✓ Introduce the concept of POG and bring together stakeholders who can lead the work
- ✓ Listen to your community about their highest hopes and most necessary skills- lots of rounds to include all voices
- ✓ Identify major skill categories that garner the most excitement across stakeholders.
- ✓ Define those categories with blurb definitions and attributes
- ❑ Draft performance outcomes for grade level bands that articulate what those skills look like/sound like/ feel like in student work performance. Start at the end point and work backwards for vertical articulation.

# Questions/Comments

