



Barre Unified Union School District
Spaulding High School
Central Vermont Career Center
Barre City Elementary and Middle School
Barre Town Middle and Elementary School

Chris Hennessey, M.Ed.
Superintendent of Schools

A rock solid education for a lifetime of discovery

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MEMORANDUM

TO: Barre Unified Union School District Curriculum Committee
Nancy Leclerc, Michael Boutin, Chris Parker, Melissa Battah, Rachel Aldrich

DATE: March 28, 2023

RE: BUUSD Curriculum Committee Meeting
April 5, 2023 @ 6:00 pm
In-Person: Spaulding High School Library, 155 Ayers St, Barre
Remote Options: Google Meeting ID: [meeting link](#)
Phone Number: 1-413-327-0525 PIN: 177 328 274#

If you attend the meeting remotely you must state your name for the record to satisfy the Open Meeting Law.

AGENDA

1. Call to Order (Superintendent)
2. Organize
3. Additions/Changes to Agenda
4. Public Comment
5. Review/Approval of Meeting Minutes
 - 5.1. Meeting minutes from February 2, 2023
6. New Business
 - 6.1. Feedback on Coaching Model (April or May) (requested by Nancy Leclerc - February 2023)
 - 6.2. Hexagonal Thinking Exercise
7. Old Business
8. Items for Future Agenda
9. Next Meeting Date: May 3, 2023 at 6:00 pm, SHS Library or via Google Meet.
10. Adjournment (appreciations and gratitude)

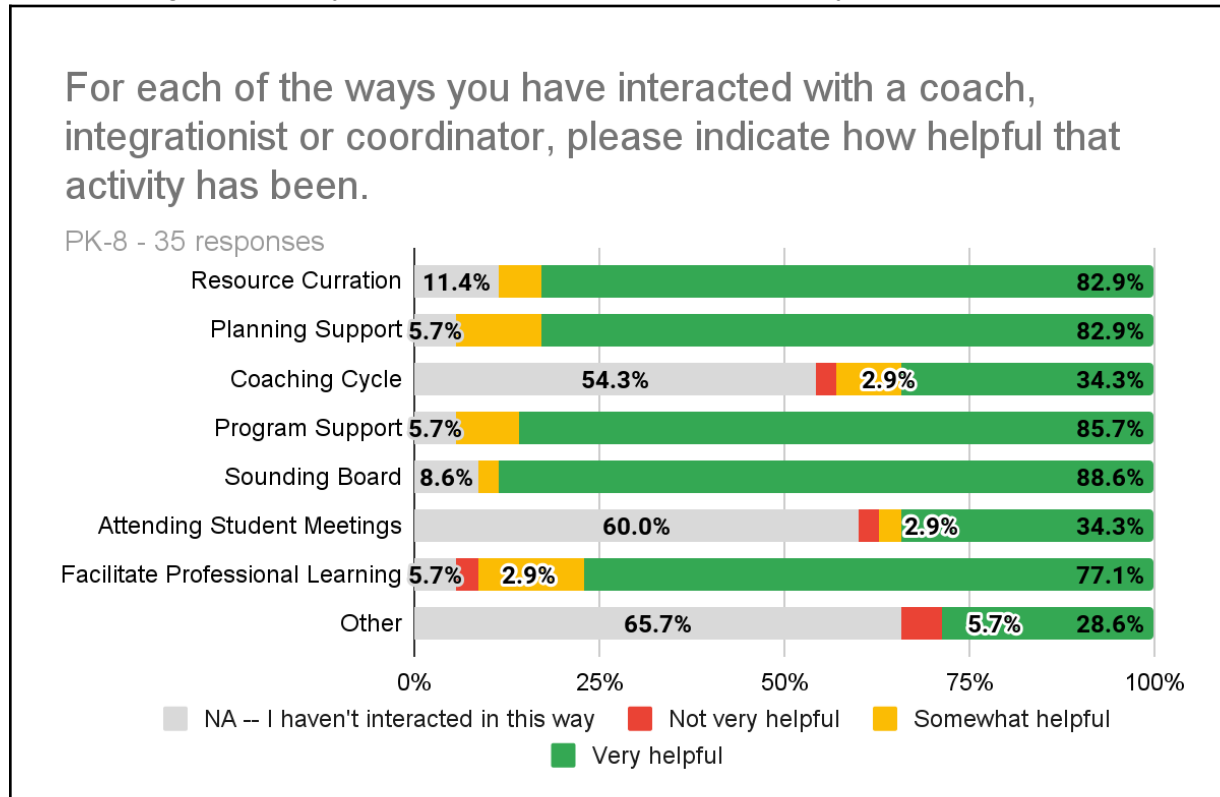
Parking Lot of items:

- A. Cost/Benefit Analysis of Effectiveness of Curriculum Consultants - (Alice Farrell / Jan. 2023)
- B. Assistance and Guidance for Staff with Emergency or Provisional Licenses - (Alice Farrell / Jan. 2023)
- C. Summary of Overall Feedback from Professional Development Days (do at end of summer) (requested by Alice Farrel – February 2023)
- D. Consolidated Federal Programs
- E. Review of SBAC Scores

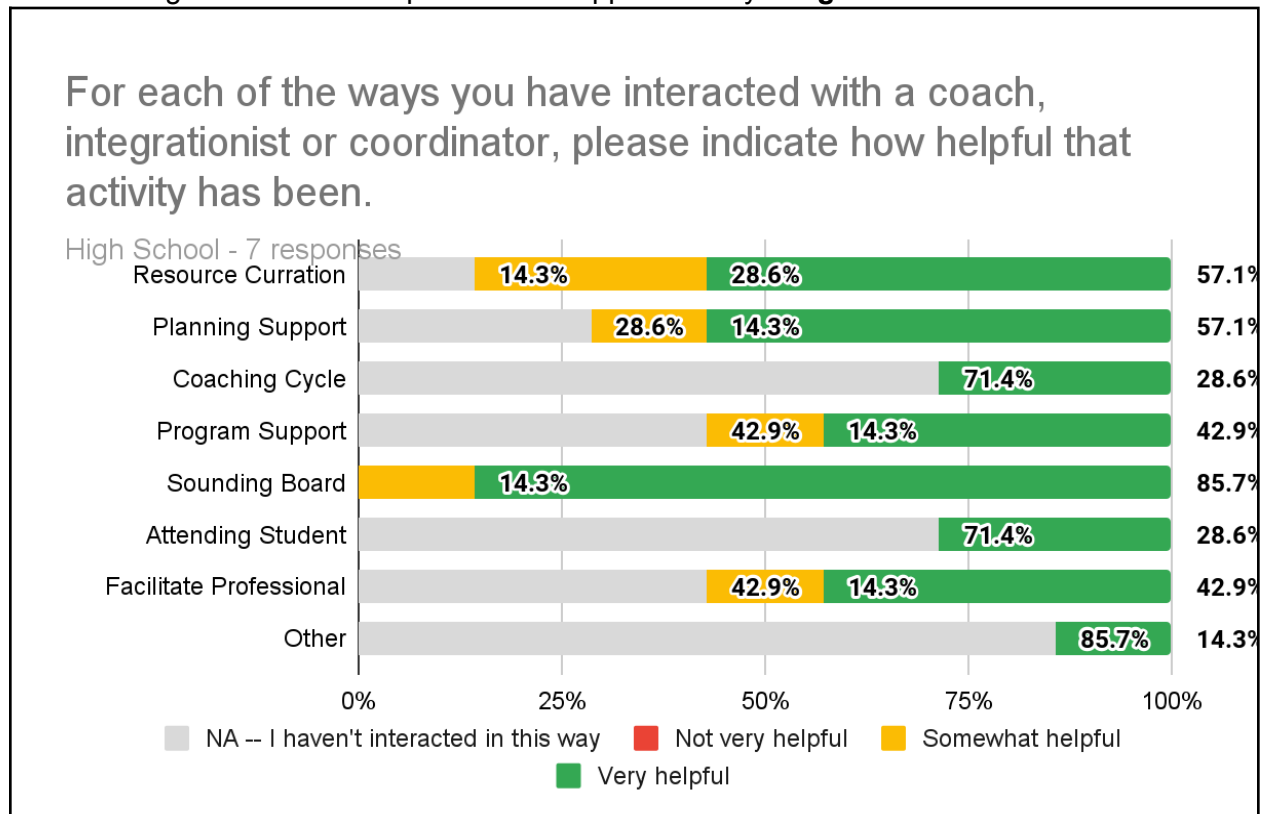
BOARD/COMMITTEE MEETING NORMS

- Keep the best interest of the school and children in mind, while balancing the needs of the taxpayers
- Make decisions based on clear information
- Honor the board's decisions
- Keep meetings short and on time
- Stick to the agenda
- Keep remarks short and to the point
- Everyone gets a chance to talk before people take a second turn
- Respect others and their ideas

The following data displays reflect responses from approximately 35 **PK-8** staff members.



The following charts reflect responses from approximately 7 **high school** staff members:



Qualitative Feedback: How did the partnership impact your instructional practice?

“This partnership allowed me to see a different style of teaching, get feedback on my own, and engage in professional conversation around the curriculum in a safe, non judgemental space.”

“Helping me find resources to best support my students, guidance on where to begin planning a teaching unit and utilizing standards to narrow down the focus; these individuals have knowledge of resources the district already offers to teachers and students.”

“It was extremely helpful. I was extremely overwhelmed with the new program, and the assistance with getting things organized was a great help.”

“Karen’s help has kept me more focused and directional with my curriculum and goals. She’s been an immense help to me as a first time teacher who is still struggling to figure everything out.”

“The partnership makes a direct positive impact on my instruction daily. Between knowledge, resources, and time, the support I receive from our instructional coaches makes me a better teacher.”

“As a teacher it is vital that I have an experienced teacher who is tech savvy that I can go to when I am looking for help integrating tech into my classroom in an authentic way. Without her, I would simply have less tech in my classroom. I would not have the depth of knowledge to know which tech supports are out there to facilitate my teaching and support student learning. Jess lets me continue to plan and assess content specific lessons while she finds ways to enrich them with technology.”

“Patrick has helped me to understand the reasons behind why some math concepts are taught a certain way. This helped me to buy into the approach. Patrick has given me a lot of information about the overall sequence of IM (math). He has given me ideas to use when teaching and also guided me to professional learning sources.”

“I have learned a lot from bouncing ideas off each other. Mike in particular has been incredible with all my technology needs. I have also paired with him during Explore to create the morning announcements, a combination of theater and videotaping.”

“I honestly can not imagine teaching at BCE without this support / professional system in place.”

“I enjoyed the professional development with Shelby where we were given resources for lesson planning and small group lessons with Geodes. At this time we also collaborated with co-workers about what our literacy time looked like and how we hope to integrate Geodes. I walked away feeling inspired and more knowledgeable about Geodes.”

“Mya has been an amazing support through this coaching model. She spent time in one of the most challenging classes of my career so far to help formulate a schedule and classroom setup (physical space and lesson planning) that would help that group function. She followed up by

observing my other blocks to see the differences in my teaching with each group. I know that she's available to answer any of my questions and there hasn't been a time yet that she was unable to help me."

"I've received invaluable lessons on matters ranging from the very small (where to input X grade), to the very large (how to weigh student growth vs. performance against a standard when it comes to grading). I've also been asked to think about matters of handling the classroom I hadn't considered before, like time I speak vs. time students talk about their learning or comments of praise vs. comments of correction. This way of putting the question has been really helpful for me to brainstorm ways to improve my teaching besides more obvious/traditional ones like "how to get a student engaged who won't respond."

"[Coaching] makes way more sense to me than sitting in a classroom at a college talking about hypothetical classroom situations or philosophy. This is truly "active learning" and vital training."

"Both of them have provided me with the resources to help have a richer classroom experience. Mya has provided ELA materials to assist with scientific writing. Angelique has assisted me with adding more hands-on tech tools to demonstrate abstract scientific concepts."

How did the partnership impact your students' learning?

"I was better prepared with content and resources to meet their needs."

"With Jess's help, I am able to increase student engagement 10 fold!"

"Because of the support from our instructional coaches, my students have stronger literacy skills."

"I believe it improved student participation and especially helped them learn better writing skills in a more sequenced format."

"Continuous focus on student growth and reflection on current practices"

"Jess helped my students obtain assistive technology to better access learning in their classrooms, coaches helped give my students access to targeted and intentional instruction."

"I feel more confident teaching math since working with Patrick. Also, he sometimes comes to my classroom when I am teaching. He may clarify an idea I am teaching. He has also worked with groups of students who I have had trouble finding the time to support."

"The coaching I've received has manifested in a more positive classroom space this semester compared to the last and one that I think has made it easier for my students to learn. They have responded well to the structure I've come up with from my experience of coaching and I have felt equipped with good tools to make on-the-fly adjustments to student actions during class time."