



THE WOODSTOCK ACADEMY
BOARD OF TRUSTEES
NOTICE OF MEETING

ACADEMIC COMMITTEE
AGENDA

Date: Monday, October 7, 2019
Time: 5:45 p.m.
Location: AH 119 - South Campus

1. Call to Order
2. Community Participation
3. Secretary's Report – Minutes of September 9, 2019
4. Class Size Report
5. Course Proposal: African-American Studies
6. School-wide Goal: Assessment
7. Apple Professional Learning
8. Other
9. Community Participation
10. Adjournment

The Woodstock Academy prepares all students by providing diverse opportunities through a rigorous curriculum and a variety of programs in order to cultivate the necessary skills to become lifelong learners and global citizens.

MINUTES OF THE MEETING
THE WOODSTOCK ACADEMY
BOARD OF TRUSTEES
ACADEMIC COMMITTEE
September 9, 2019



These minutes are for
informational purposes only.

PRESENT: Child, Barbara; Musumeci, Joseph; Paquette, Philippa; Harten, Michael; May, Val; Musko, Jason; Singleton, Holly; Walley, David; Arends, Alyssa (alternate); Ignacio, Joey; Pan, Jingy
ABSENT WITH NOTIFICATION: Young, Scott;

1. Call to Order

The meeting was called to order by Chairman Paquette at 5:30 p.m.

2. Community Participation – None.

3. Secretary's Report—Minutes of June 10, 2019

MOTION: (Harten/Child) To approve the minutes of June 10, 2019 with a correction stating Barbara Child was in attendance at the meeting on June 10, 2019.

Unanimous

4. Reevaluating Final Exams

Dr. Harten discussed the White Paper of Reevaluating Final Exams and reviewed the recommendations of the assessment change process. Musko and May gave teacher insight into the proposed changes. There was a recommendation to collect feedback from students when in college to make sure they were prepared. Worth noting is the stress reduction for the students that this change will create. Harten shared the school goal for the next few years is to work on creating effective assessments. WALT will coordinate the timing of when assessments are given. Recommendations: Assurance of similarities of assessment for different sections of a class, training for teachers, calibration for assessment, mid-term check in, and alumni survey. The proposal was approved.

5. Academic Report

Dr. Harten presented the Academic Report which includes academic achievement, SAT, ECE & AP data, Performance Gap data, and survey results from staff, teachers, parents, and students.

6. Teacher Evaluation—peer feedback changes

Dr. Harten discussed the history of recent changes. This year, teachers are asked to both highlight strengths and suggest strategies for growth. Musumeci complimented the coaching model that is being used in the Peer Observation component of the Teacher Evaluation Plan.

7. Academic Committee Goals

Chair Paquette reviewed the 2019-2020 goals.

- 1) Continue to monitor the achievement gap.
- 2) Encourage cross-departmental collaboration.
- 3) Monitor mental support systems for students and collect data.
- 4) Encourage BOT members to visit The Academy.

The group talked about some strategies for achieving these goals.

8. NEASC Visit Update

The schedule for the visit was reviewed. The visit is on a day that the Academic Committee meets, so NEAS&C members could be in attendance.

9. Other – None.

10. Community Participation – None.

11. Adjournment

MOTION: (Child/Pan) To adjourn the meeting at 6:50 p.m.

Unanimous

Respectfully submitted,

Holly Singleton

Holly Singleton

Associate Head of School

The Woodstock Academy prepares all students by providing diverse opportunities through a rigorous curriculum and a variety of programs in order to cultivate the necessary skills to become lifelong learners and global citizens.

PROPOSAL FOR CURRICULUM CHANGE

Course Title: African-American Studies New x Change

Target Population: Grade(s) 9 10 11 x 12 x 13 x

Level(s) ST CP x H x ACC

Core Elective/Supplemental x Pilot

Duration: One semester x One year

Credits: ¼ ½ 1 x 2

Description of course objectives, essential questions, content, and student skills (include 21st Century skills):

Course Objective:

This elective course will examine the history and culture of Africa and the African-American experience, from the Middle Passage to the present day. Critical thinking, reading, writing, and oral presentation skills will be emphasized.

Essential Questions/Content:

Unit One: African Kingdoms and the Slave Trade

Students will briefly cover the history of African Kingdoms, focusing primarily on West Africa, and eventual contact with European Traders. Emphasis will be primarily placed on the development and implementation of the Atlantic Slave trade and its impact on both Africa and the settlement of the New World. Finally, students will examine the conditions and situations with which African slaves were greeted upon arrival in North and South America.

1. How did culture develop in Africa prior to the slave trade?
2. Why was there such a demand for slave labor in the New World?
3. How was African culture transmitted to the New World?

Unit Two: Slavery in the United States

Students will examine the variety of conditions that slaves were in during the time from the American Revolution until the Civil War. The economics of slavery and reasons why it perpetuated in the South is a main topic to be contrasted with the growing abolitionist movement in the North. Additionally, the culture of slaves and their many forms of resistance will be discussed.

4. How were slaves able to resist against their masters and find support in their efforts?
5. How were slaves able to create a distinct culture separate from their white oppressors?
6. Why did slavery continue to exist in the United States throughout the 1800s?

Unit Three: Civil War and Reconstruction

This unit covers the series of events that created the tensions which led to the Civil War and how many of those events centered on slavery. The role of African Americans in the war effort, for both the North and South, is also a major topic. Finally, the promise of Reconstruction and its successes and failures with regard to cementing rights and economic equality for African Americans is covered in great depth.

7. Why did the United States resort to Civil War to resolve sectional disputes?
8. How were African-Americans able to play a role in the war?
9. Why could the era of Reconstruction be considered both a success and a failure?

Unit Four: Successes and Struggles in a Post-Slavery Society

This unit covers an extended period of time from the end of Reconstruction to the Second World War. Key points of emphasis will include the plight of African Americans trying to attain economic equality

and the key figures associated with different strategies, the development of a distinct black culture due to the Great Migration and as part of the Harlem Renaissance, and the struggles of African Americans during the Great Depression.

10. How did the segregation system perpetuate racism and discrimination in the United States?

11. How did African Americans differ in their strategies for attaining equality?

12. How were African Americans able to create a celebrated, distinct culture during this time period?

Unit Five: Fighting for Civil Rights

This unit covers the period from the start of WWII until the conclusion of the Vietnam Conflict. Major topics addressed focus on the Civil Rights Movement of the 1950s and 60s. Issues regarding the different leaders and strategies, as well as the many successes and failures of the movement, will be the emphasis.

13. How were African Americans able to obtain Civil Rights, previously denied them, during the period of 1945 to 1975?

14. Why were some Civil Rights groups more actively militant than others?

15. How did white America respond to the Civil Rights movement?

Unit Six: Contemporary Issues

This unit covers issues that are being dealt with today in black America. Focus will be placed on modern black political leaders and cultural icons. Attention will be placed on cultural expression via music and mass media and current issues.

16. How have African-Americans continued to play an important role in the political process and outcomes of the United States?

17. How has a modern black culture developed as a form of popular expression in United States?

18. What issues are currently facing African-Americans today?

21st Century Student Skills:

Critical Thinking

Communication

Collaboration

Information and Media literacy

Presentation Skills

Problem Solving

Decision-Making

Description of how the course fits into the philosophy and programs offered by department:

The Social Studies Department prides itself on offering a variety of classes that not only encourage life-long learning but also expose students to a diversity of cultures, thoughts, and experiences. This course adds to our department's depth and breath.

Prerequisites:

Modern World History, American Government and Politics

Rationale for proposal (to include relevance to the school mission, identified student need, and supporting data):

A part of the Woodstock Academy's mission is to prepare all students with the skills

necessary to become global citizens through a variety of programs. In addition, the increase of multicultural diversity of campus, it is important that the Social Studies Department course offerings reflect our changing population. This course will foster a variety of educational experiences, including, but limited to, research, presentation, debate, creation and collaboration that will promote understanding.

Interdisciplinary connections/opportunities:

Many opportunities exist for interdisciplinary connections. The use of literature, art, music, and other mediums are constant themes in this course. Teachers and students in a variety of classes could work together on units and/or lesson, which will add to the students' experience.

Technology Integration:

Students will use technology to access information and to share their creations with other members of the class and our Woodstock Academy community throughout the duration of the course. Possible examples could include, but are not limited to, blogging, digital media projects and social media.

Resources required (e.g. new text, materials, staffing, classroom requirements, professional development, etc.):

Reference books as needed

Timetable for implementation:

Pilot in 2020-2021 School year

Plan to assess the *success/effectiveness* of the proposed new course/course change (*Completed assessment plan to be submitted to Woodstock Academy Leadership Team on May 1*):

Mid-semester and end-of-course evaluation survey – to provide feedback before the end of the semester so changes can be implemented by the end of the year as well as for future years.

Presentations of student work artifacts at department meetings throughout the semester to monitor progress and solicit feedback from colleagues.

Signatures of teachers proposing the course: _____

APPROVAL PROCESS

Dept. of _____:

Consensus _____ Disapproval _____ Date _____

Woodstock Academy Leadership Council:

Approval _____ Disapproval _____ Date _____

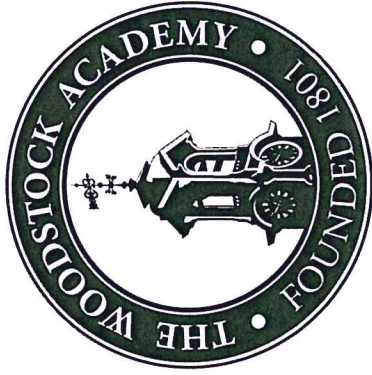
Academic Committee:

Approval _____ Disapproval _____ Date _____

Reasons for Disapproval (select all that apply):

- ☐ Lacking necessary course information
 - ☐ Curriculum does not align with state standards and frameworks
 - ☐ Insufficient reading/writing components
 - ☐ Insufficient core curricular concepts
 - ☐ Insufficient laboratory work/inquiry-based learning
 - ☐ Lack of resources to support course
 - ☐ Negative impact on overall school program
 - ☐ Demographics insufficient to support course
 - ☐ Other
-

- ☐ Please resubmit with the following changes:



2019-20 School-wide Goal: Assessment

School Focus Area: Improve assessment practices and procedures to provide common, effective assessment experiences to all students.

School Goal (2019-20): Each department will develop a plan to improve end-of-term summative assessments by the end of the year.

Procedure:

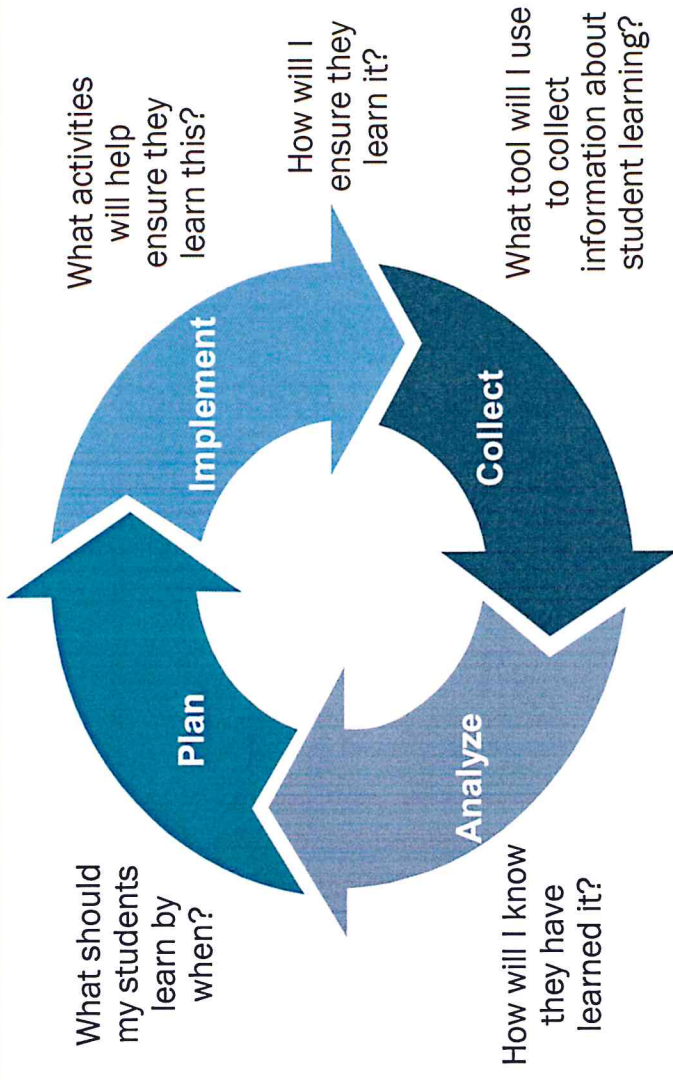
- Using the rubric as a guide, each department will develop a plan to improve end-of-term summative assessments (due October 16).
- Department members will use department meetings, planning time, and professional development time (October 16, February 18, March 6) to work collaboratively on improving end-of-term summative assessments.
- Individual department members will share an update on their progress towards the school goal in the mid-year conference. Questions on the mid-year:
 - Describe your department's plan for improving assessments this year.
 - What have you done so far to help accomplish this plan?
 - What do you still need to do between now and the end of the year?
- By the end of the year, each department will evaluate where they are on the assessment continuum and use this information for planning for the 2020-21 school year.

Assessment Continuum:

Department: _____

	BELOW (1)	DEVELOPING (2)	PROFICIENT (3)	EXEMPLARY (4)	Initial Score	Evidence:
End-of-term Summative Assessment	1 or 0 out of 4: <ul style="list-style-type: none"> common across sections aligned to standards incorporate a variety of assessment approaches appropriate level of challenge 	2 out of 4 <ul style="list-style-type: none"> common across sections aligned to standards incorporates a variety of assessment approaches appropriate level of challenge 	3 out of 4 <ul style="list-style-type: none"> common across sections aligned to standards incorporates a variety of assessment approaches appropriate level of challenge 	4 out of 4: <ul style="list-style-type: none"> common across sections aligned to standards incorporates a variety of assessment approaches appropriate level of challenge 		
Other Assessments	1 or 0 out of 4: <ul style="list-style-type: none"> common across sections aligned to standards incorporate a variety of assessment approaches appropriate level of challenge 	2 out of 4: <ul style="list-style-type: none"> common across sections aligned to standards incorporates a variety of assessment approaches appropriate level of challenge 	3 out of 4: <ul style="list-style-type: none"> common across sections aligned to standards incorporates a variety of assessment approaches appropriate level of challenge 	4 out of 4: <ul style="list-style-type: none"> common across sections aligned to standards incorporates a variety of assessment approaches appropriate level of challenge 		
Feedback/ Reflection	No opportunities for individual student feedback or student reflection on assessments.	Opportunities for individual student feedback or student reflection on few assessments.	Opportunities for individual student feedback and/or student reflection on some assessments.	Opportunities for individual student feedback and/or student reflection on all or most assessments.		
Grading/ Scoring	Rubrics/scoring done individually by teachers; no alignment or use of common rubrics/scoring guides	Common rubrics/scoring guides used some of the time; some informal discussion among multiple scorers on some major assessments	Common rubrics/scoring guides used; developed collaboratively; some use of anchor sets; individual scorers on most major assessments	Common rubrics/scoring guides used; developed collaboratively; use of anchor sets; multiple scorers on some major assessments		
	Average overall rating:					

Where do Assessments Belong in the Teaching and Learning Cycle?



Assessment practices which create student ownership of learning include:

- Incorporating a variety of assessment approaches.
- Continuously providing task-involving feedback.
- Creating opportunities for productive struggle.
- Developing and utilizing common assessments when practical.

From State of New Jersey Department of Education, Achieve NJ, "Effective Assessment Practices."