Curriculum and Instruction Committee Meeting Minutes
Monday, June 11, 2012
Watertown High School Principal's Conference Room
6:00 p.m.

<table>
<tr><td><u>Present:</u></td><td>Eric Berthel (Chair)</td><td>James Collin, Ed.D.</td></tr>
<tr><td></td><td>Guy Buzzannco</td><td>Monica Kreuzer</td></tr>
<tr><td></td><td>Susan McCabe</td><td>Fran Palmer</td></tr>
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Mr. Berthel called the meeting to order at 6:01 p.m.

1. <u>Integration of Common Core State Standards (CCSS) Update</u>
   The attached document, *Attachment A*, was reviewed.

2. <u>Instructional Technology</u>
   The attached documents, *Watertown High School Technology in the Classroom* and *Technology Recommendations (Attachments B and C)* were reviewed and discussed.

3. <u>Intervention for Under-Credited Students at High School Level</u>
   The attached document, *Revised Summer School Regulations (Attachment D)*, was reviewed and discussed.

   The committee discussed the calculation of the State of Connecticut's cohort graduation rate. Watertown High School has a cohort graduation rate of 87.8%. This number will be finalized by the state shortly.

   Interventions for students who fail a course and fall behind in the number of credits they acquire were discussed. These interventions include improving core curriculum and instruction, designing quality Tier II and IIII supports, guided study and Flex.

   The district also shared the current research underway to investigate online supports and courses to help students with credit recovery. The committee discussed the need to use this resource in conjunction with teacher guidance and support for students.

4. <u>Honors Music Proposals</u>
   The attached document, *Honors Level Status for WHS Music Courses (Attachment E)*, was reviewed and discussed.

Mr. Berthel adjourned the meeting at 6:45 p.m.

Respectfully submitted,

James J. Collin, Ed.D.
Assistant Superintendent of Curriculum and Special Services

JJC/hr

ELA –

Grade 1:	ELA documents completed on Friday
Grade 2:	begin work using grades 3-5 template and new 5 point rubric
Grade 3 and 4:	revise performance tasks and rubrics for units 1-4 using the new 5 point scale; revise unit 1 (consider launching in 2 weeks and moving process/metacognitive strategies into existing units); establish pacing guide; develop writing units
Grade 5:	complete instructional sequence for unit 4 and then see notes for grades 3 and 4.
Grade 6-8	Litlife Units in place: reading curriculum close to complete; writing/speaking components will be strengthened 2012-2013
Grades 9 -12	Strong list of PLC based curriculum project in place for Summer 2012; Taft – AP training continuing

3-5 Summer Reading:

Polk & Judson will coordinate with the local librarian for a day when students can hear about the summer program.   Bring a parent to school day will be held, share the local summer events with both the students and parents

A letter is going out today and Tuesday to all students concerning donation of Giant book store set up of all of the donated books will take place in the cafeteria, just before school is finished, every child will select at least one book!!!!

We are asking each teacher to do the following - *Please take your class to the computer lab and introduce them to the downloadable books from the Watertown Library.*

> http://libraryconnection.lib.overdrive.com/BE4F61BF-A154-4099-B65B-95984183C715/10/435/en/SearchResults.htm?SearchID=4086604s&SortBy=Coll Date

The plan is for every child to leave at the end of school year with the following –

> Their first book for the summer
> A journal or folder (Polk) in which they will keep all of their summer reading info (and a goal for number of books)
> A list of book recommendations from the students in the class above them…i.e. the fifth graders will make suggested reading lists of their favorites that will be passed "down" to the fourth grade students…as well as the Watertown Reading List

The Governor's reading challenge materials
Summer Reading Newsletter – also in the works and will be sent over to Polk
Book give-a-way – through JTPS summer school flyer to be distributed

Mathematics:

The K-2 work is in its final stage. The materials in enVision have been aligned to the CCSS. We have completed the instructional plans for each grade and have developed pacing materials. Yesterday we completed the instructional focus piece for each grade and the literature connections for each grade. We also planned the half-day PD for June 19.

We are confident the June intro to the new materials will be successful.

We met with the grade 3 and 4 representatives yesterday to discuss the development of the lesson materials for an administrative council meeting. The group first reviewed the CCSS materials and also looked at the enVision Math materials. The following goals were set:

- Grade 3-5 representatives would like to meet on June 21 and 22 to prepare for the transition to CCSS. This would need to be approved by you since 6 people would be paid for 2-6 hour sessions.
- The end product of this meeting would be to develop CCSS materials such as unwrapped CCSS standards, standards documents, etc. and plan out the 2012-2013 school year by deleting materials that are not in the CCSS and adding some lessons to supplement the CCSS using the present resources available.
- In addition, we would prepare a PD session for August for Grades 3-5 that introduces the CCSS and provides a timeline for implementation.
- We will follow your idea of making fewer changes in the first half of the year and moving to make changes in the second half of the year.

We are planning to move to the CCSS. However, the CMT still needs to be addressed.

- How will we address the discrepancies in the CMT vs CCSS as it relates to the assessment? Our plan is to continue with the spiral review. The students will have been exposed to the materials so we should be OK.
- Are we still held to the AYP?
- Is CMT data still being used until we switch to Smarter Balance? Is there any transition plan at the state level to accommodate this discrepancy?
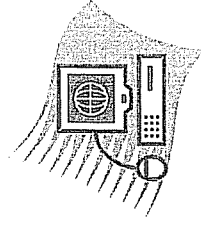
Watertown High School

Technology in the Classroom

Thoughts from *Curriculum 21*, by Heidi Hayes Jacobs

"Preparation for future work situations requires teaching learners 'to use their minds well' rather than testing them reductively" (p. 11)

"All students must graduate from high school college-ready and globally competent, prepared to compete, connect, and cooperate with their peers around the world" (p. 101)

"In the past teachers were the owners of learning....knowledge was given to students; they simply had to sit and receive it—as students take more ownership of their learning, their interest in learning creates a desire to learn more" (p. 121)

"Our society appears to be moving away from passive consumption...people want a greater sense of involvement and participation, of network" (p. 126)

"If our media-rich culture is shaping the way students think and express themselves, how are we as educators to use the new, expressive, creative forms to empower learning?" (p. 126)

"For the first time in history, our students have the capacity to produce high-quality products that rival those of professional production companies" (p. 126)

Blogging
Gami Rosa

○ Class blog found at :
http://gamalielrosa.blogspot.com/

○ Provide students with:

→ Expectations

→ Directions for how to start

→ Explanation of appropriate "netiquette"

→ Rubric— description of "Very Invested" below

"Student was a key and important contributor to the discussion (usually at least 3 questions or reactions). Comments were consistently thoughtful, accurate, relevant, and source referenced."
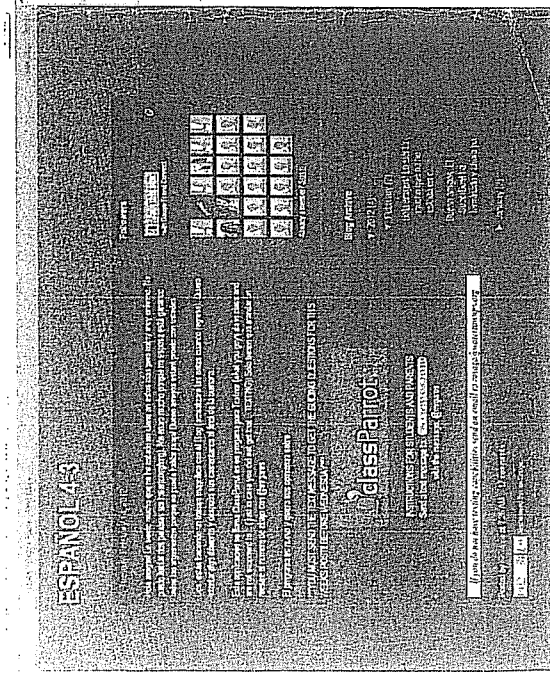
Ipads in the Music Program

Kyle Culbertson

Ipads help students in Percussion Ensemble to

- Compose original music quickly
- Compose music as a group
- Analyze the accuracy of our own performances
- Make creative choices
- Improvise solos

WebSpiration

Warren Campbell

Students can create graphic organizers for gr... or individual projects

It automatically produces an outline as well

Information is represented graphically and by

Can be imported and printed in word

Students can collaborate online

Try to by going to

http://www.webspiration.com and reg... ing for a free 30-day trial

A Field Trip with Ipads

Linda Bartholomeo

Interdisciplinary field trip (Art, History, and American Studies English course) to New Britain Museum of American Art

After a docent-led tour, student browsed the museum's collection independently to:

- Use the camera feature on the ipads to photograph a piece of art that spoke to them
- Find information on the artist and time period online through the ipad
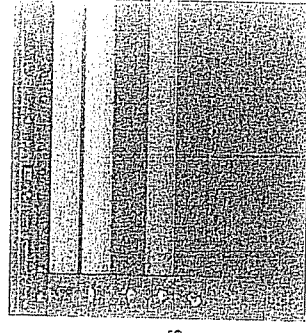- Write about the piece and email their work to their teacher

Podcasting

Paulina Auclair/Michelle Baim

The Search for Human Rights: Modern-day "Mockingbirds"

Many of the texts read sophomore year, including To Kill a Mockingbird, deal with the search for justice. However, whether or not justice is served can be de...eated. Violations of human rights still occur today all over the world.

Research a human rights violation currently oc...urring in any country (including ours!), and pro...uce a podcast that explains what is occurring, ...ow others are addressing the injustice, and ...that you believe can/should be done about it.

Our goal is to create an informative podcast ...which is then broadcast to bring awareness to ...e social issue.

sophomore using
...udacity, a free
...dio recording
...ogram, to
...dcast.

Technology Recommendations

February 3, 2012

- Building-wide wifi
- Become a "Google School" – Google Apps for Education
  - Email for all staff *and students*
  - Cloud computing – access to shared folders/documents from anywhere
  - Increased collaboration
  - More meaningful feedback from teachers on in-process assignments
- Continue to explore implementation of BYOD (Bring Your Own Device)
  - A team attended training at Ed Connection last spring
  - Examples of districts and schools that have had success with allowing students to bring in their own laptops, ipads, and other devices can be found within Connecticut
- Increase Watertown High School's virtual presence
  - Establish a Facebook page, Wikipedia entry, and (possibly) a Twitter account to keep students and families aware of events in the school community
  - Continued/increased use of wiki for staff
- Offer professional development and training on technology topics to staff
  - Already offer informal "drop-in" style PD on "First Fridays"
  - Suggestion to offer after school workshop series
  - Create virtual professional development models for staff to utilize outside the school day
  - SmartBoard training to maximize potential capabilities
- Explore use of technology as a means to credit recovery and blended learning
  - WHS created credit recovery courses, Blackboard, Moodle courses?
- Look into working collaboratively with other districts using technology
  - Skyping/online courses taught to students in a number of buildings to expand course offerings available through all school involved
- Use of Skype to open classrooms and expose students to those in the outside world
  - Last year, government students Skyped with local congressman in Washington DC
  - 5th and 10th graders Skyped with peers in the south as part of a To Kill a Mockingbird unit
  - Look into having authors, subject area experts, etc. visit classes virtually
- Incorporate instruction on the ethical and appropriate use of technology into curriculum
  - Work with middle /high school students to establish their "online presence" -> what comes up when you go a Google search for their name?
  - Creation of a web-based resume
  - Plagiarism issues
- Begin to build an e-book collection in the library
- Purchase more Apple products (Macs) instead of PCs and laptops in the future -> less troubleshooting, students increasingly likely to see on college campuses
- More printers schoolwide -> network all computers in school to working printers

- Reliability of technology
  - Projectors not consistently
  - Laptop cart in the library also inconsistent
- Create stipend positions for technology facilitators at each building in district
  - Housed in building -> Addresses tech. issues that need to be resolved immediately (projector stops working in the middle of a lesson)
  - Responsible for informal PD trainings done through PLCs/departments at building level
  - Serves as liaison between IT department and school community

REVISED SUMMER SCHOOL REGULATIONS

Tutoring, or the use of an alternative setting such as CT's virtual high school, in order to recover a credit lost in a course failed will not be permitted in lieu of participation in the Watertown Summer School. However, in the event that a student is precluded from taking two make-up courses at Watertown Summer School because they are scheduled concurrently, the student may register for one course at the summer school and arrange for tutoring, or an alternative setting, in the other subject at his/her own expense or may arrange to take courses for credit through another summer school program. A student who selects the tutoring or alternative program option for one course accepts the responsibility for arranging and paying for that programming, and for seeing that the tutor or alternative program reports back to the high school as noted below. All credit retrieval course work must be approved by the high school principal prior to enrollment.

If a course is not offered in the Watertown Summer School, a student may be permitted to make up a course through tutoring or alternative method only if:

1. The tutor, or alternative programming, is provided by a certified teacher in the area of the course to be given.

2. The tutoring must be of at least fifteen hours in duration.

3. The tutor must certify in writing before the reopening of school that in the tutor's judgment the student met the minimum criteria for the course, that the tutoring was at least fifteen hours in duration and that the student has taken and passed a final exam for that course.

Courses not offered in the Watertown Summer School may be made up at other summer schools that offer the courses failed.

Courses for make-up credit or additional credit may be taken at an institution of higher education or in an approved technology based program. If the course is for additional credit, a three-credit semester course is the equivalent of ½ credit at Watertown High School.

Note: In extenuating circumstances and upon request of the student prior to the start of Summer School, the administration may grant exceptions to the above guidelines when, in its judgment, course requirements are appropriately addressed in an equitable manner.

4/8/91
Revised 3/22/10

Honors Level Status for WHS Music Courses

There are a number of students at Watertown High School who devote many additional hours to the study of music performance. The honors level designation and course credit will provide those students who seek the highest level of commitment and excellence in music with the opportunity to gain credit for their advanced level of study.

Students may contract for Honors Level Status in any of the WHS Performing Groups (Chamber Choir, Concert Choir, Band, Jazz Band and String Orchestra). Honors Status must be in place by the First Marking Period Progress Report. There will be differentiated course objectives for the students who seek Level 3 credit in a performing ensemble.

To be considered for Honors Status at WHS, the student must complete two mandatory requirements and select three requirements from the options listed below.

Mandatory Requirements:
- Audition for Honors Status at WHS by performing the CMEA Regional Music Festival Selection and scales for Music Faculty members.
- Perform one solo selection in a music department sponsored recital each semester.

Additional Requirements: (select three of the following)
- Private lessons. Students will take private lessons on the instrument they play in the ensemble. University music departments and conservatories require a competitive audition, and it is essential to successfully prepare such an audition under the guidance of a private teacher. The private teacher will be informed of the Level 3 requirements, and will sign at the end of each quarter that the lessons have been taken.
- Present a music-based research paper on an approved topic.
- Attend three professional or semi-professional performances and write a critique within one week of each performance.
- Participation in another ensemble. These ensembles might include Litchfield County Children's Choir, Greater Waterbury Youth Symphony, Greater New Haven Youth Orchestra, Connecticut Youth Orchestra, or Connecticut Wind Ensemble, Naugatuck Valley Community College Jazz Band.
- Present a solo recital.
- Audition for the CMEA Regional Music Festival.