

RSU #38 Curriculum Committee Meeting Agenda
May 20, 2020
4:00-5:00 pm

Present: Kim Bowie (M), Wendy Brotherlin (M), Gary Carr (W), Patty Gordon (R), Cathy Jacobs (MtV), Nancy Harriman, Jay Charette, Abby Shink, Jeanette Jacobs

Check-in and Updates

No curriculum presentations today – Covid has thwarted our plans

FYI: Visual and Performing Arts, K-12 faculty unanimously voted to postpone their presentation of VPA Curriculum to the full board for adoption until next Fall.

Select Timekeeper: Cathy Jacobs, Thank you! Hope to keep this meeting to an hour!

Curriculum Review Cycles (Hand-out attached) – Discussion and Feedback

Useful for reference

Needs to be flexible

Agreed: Curriculum Director will keep it updated and available to Committee or Board as needed, but we will be flexible in expectations around new Curriculum Proposals to Committee next year.

Coaching Implementation Update – Staff Report & Discussion

Presentation with notes will be shared with these minutes

Feedback: Great presentation!

Clarity and starting with year with goals was good – everything seemed to link back to that as the year went on.

Q: How much, as a math coach, were you involved in the implementation of Aimee Reiter's real-life math problems that she developed during her sabbatical?

A: They were created before I started as Math, K-12 Coach, but this is the first year they were all put on the 6-8 curriculum maps. Also, we used Learning Labs at grades 6, 7, 8 to try out/model some of those problems. I look forward to leveraging those problems for co-planning more lessons with middle level math teachers.

Q: How often do you do Learning Labs? Are they for a specific reason?

A: It depends on the school – some schools like RES have been doing them for several years so the principal makes sure to schedule several with the leadership team for the year in advance (3 for math this year?) WES held one for Math. At MMS, their principal was very interested in Labs so scheduled 3 for year for Literacy (not all happened) and 3 per grade level team for math (most happened until closure). Jeanette had a first one scheduled for HS but it didn't happen because of closure. At K-5 they started as part of grade level meetings to investigate a particular instructional practice or aspect of learning with “real students” but now school-based is more common.

Math Achievement Analysis - Staff Report & Discussion

Presentation with notes will be shared with these minutes

Feedback: This presentation was very helpful. Could we perhaps share it with the full board next year? Perhaps in a workshop?

Q: Is this how you choose students for Rtl?

A: Yes! Again, we use multiple data points, but the NWEA is our main “universal” screening measure for K-10

Q: The MEA takes so long to get? Is that a problem too?

A: Yes – and now there won’t be MEA results for this year due to CoVid. Yes, the MEA is more rigorous but isn’t as timely or as readily broken down (analyzed) by staff.

Q: So do we still need the NWEA? What about next year?

Agreed: For 20-21 as a district we need to continue to use the NWEA, but may want to look ahead at assessment needs for the future during ‘20-’21.

Q for Supt. or future discussion: Is this a Curriculum Committee agenda item? Or is there a different Board Committee who would take on this issue?

Q: for Supt or future discussion. Could you also provide a brief update on the K-5 Math Committee at this point?

A: Yes, we’ve convened, reviewed our charge, and developed a plan. Hope to meet one more time this year – hope to make a final recommendation re: a K-5 math program to this Committee by Jan. ’21.

Q: All the money we are spending for Beta IM (Illustrative Math) workbooks for next year, what if we have to do remote learning next year? Won’t that be a waste?

A: Conversations with staff from schools all over the country who are currently providing remote instruction with IM effectively now (including Portland, ME) have reassured us that we can implement it effectively, too, regardless of the type of learning situations we are in due to Covid developments. Also, the company has invested a LOT of resources in updating the curriculum for each grade level to add lessons from a previous level to the units where they are likely to be needed due to school closures this year. That kind of work is VERY labor intensive, and not something we would have the capacity to do for all our own K-5 levels and units. (I have started some similar work with 6-8 teachers for our own middle level math curriculum.)

Q: Is it true you stopped using IM during remote learning this year? Parents told me they were happy you had returned to regular math they could do with their children.

A: During the Emergency Closure this year first 3 weeks: menus of reinforcement activities for concepts already taught through IM this year (i.e. math games, not labeled as IM) ; second 3 weeks: combination of reinforcement and some new concepts (almost all activities copied directly from IM but not labeled as such); this last 3 weeks, interactive math projects (more applied math practice) purchased from another vendor.

Q: When will teachers have IM books for next year?

A: TBD ... final decisions haven’t been made about all the details yet.

FUTURE AGENDAS

Agreed – Update on the Math K-5 Program Selection Committee at our Fall meeting

5:14 Adjourned