AOS 43 Curriculum Meeting

Minutes

August 28th, 2014

1. Introductions and Welcome

Present: Mary Lynn K, Debbie P., Gary P., Amy R., Lil P., Karla D., Julie R., Bill V., Jeremy B., Carol M., Michael W., George E., Nathan D., Carol S., Allison W., Brynn O., Stacy S., Chad G.

Absent: Jen J. (ex.), Roberta T.

1. ELA update Grades 6-12

Karla D. shared the process that the ELA team went through this spring and summer to create Power Standards. The team aligned the CCSS with the curriculum, then they selected the standards they thought most important for all students to graduate with proficiency in, and then they created a logical progression of skills and strategies from 6-8 and then 9-12. Amy R. discussed how she had shared with the students identified with special needs how this year will be different for them. They will all be in grade level classes working on the same power standards just with appropriate accommodations and when necessary modifications. Jeremy noted that it will be important to realize how easy the transition will be for students taking classes in the resource room to move to a general education class. Chad G. explained that he has already shared the standards with his students. He feels it gives them a good focus and everyone knows what the target is. There is no guessing about what the district expectation is in ELA for graduation because we have clearly defined it.

1. Literacy Coach update

Allison W. shared a handout on the Literacy Collaborative with the group. There are 10 components to the collaborative and this year the focus on celebrating and spotlighting what we are already doing well. She shared that there are two classes being offered right now a PreK-2 and a 3-8 literacy course. Both courses in SAD 41 have 10 students each in them and both courses in SAD 31 have 9 students in them. Carol S. talked about the daily schedule. As part of the class each participant receives coaching from the Literacy Coach so our coaches will be in the various buildings sharing and working with staff. She continued that part of their job is to bring the researched based strategies and programming to the teachers. The best part of the course is that we will all have foundational literacy knowledge and a common language. Common language is something that we have been striving towards for years but haven’t had the mechanism to do it. Brynn O. shared that 19 elementary teachers across the AOS participated in training for a new writing program that focuses on both the writing process and the three types of writing that the Common Core focuses on: Informative, Narrative and Argumentative. Data collection is something that we do with writing and reading. There are elementary data walls tracking student’s reading progress. We have students complete the writing prompts twice a year and from those prompts and scoring rubrics students will be creating writing goals.

1. Talk Science Introduction

Debbie P. and Mary Lynn K. began talking about the idea of Professional Development. Debbie has completed 78 hours of training and Mary Lynn has completed 12 hours. Talk science has been introduced to 1000 elementary teachers in Maine and 13 in SAD 41. Part of the summer work that Debbie did was to recommend to the State of Me. DOE was STEMscope as a science program. Both Debbie and Mary Lynn will pilot that program this year. Mary Lynn said that she has heard Talk Science language used in an ELA class. This language gives students an opportunity to talk with each other about science and also to listen to each other. The focus for Debbie’s work this year with the University is the cross cutting standards of the NGSS. They worked with a geneticist this summer and he was saying that they can teach the science what they can’t teach without a lot of experiences is looking for patterns. (for example)

Debbie showed a video about Talk Science and how it works.

1. Curriculum Plan

Stacy passed out an example of the curriculum work that has been done with ELA. The 8th grade curriculum has a color coding system to differentiate the 1st and 2nd semester Power Standards. The vertical progression of all standards for writing was also shared and the color system for those was shared as well. The vertical progressions only have the 6-8 standards highlighted now. By the end of the year all the standards that will be focused on will be highlighted K-12. Unit plans are the next component of what we will be doing. Staff has begun to work on those pieces. The reporting system was also discussed. In SAD 31 the reporting system will be based on the domains of the CCSS –Reading Literature, Reading Informational Literature etc. SAD 41 has yet to make that decision. The scoring component also needs to be discussed. The goal is to have the elementary report cards ready to go by November and the MS/HS report cards ready to report ELA and Math standards by November.

1. Standards-based Diploma

The team reviewed the Policy for standards-based diplomas and why the push to get the power standards especially for freshman selected and ready to be displayed on the report cards.

1. Mindset work

A protocol was put into place to discuss an article about mindset. Quotes from the article were handed out to teams. They discussed what the quote made them mindful of and then shared both the quote and their thoughts with the team. The team reviewed what a growth and fixed mindset is. The article was passed out to the team.

1. Meeting dates for the year

10/23 1/15 4/9

Agenda items for next meeting:

1. Unit Plans
2. Math Curriculum work
3. Review article