

**NEW MILFORD BOARD OF EDUCATION**  
New Milford Public Schools  
50 East Street  
New Milford, Connecticut 06776

**COMMITTEE ON LEARNING**  
**MEETING NOTICE**

<b>DATE:</b>	March 19, 2013
<b>TIME:</b>	7:30 PM
<b>PLACE:</b>	Lillis Administration Building – Room 2

**AGENDA**

**New Milford Public Schools Mission Statement**

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family, and community is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

**1. CALL TO ORDER**

**2. PUBLIC COMMENT**

The Board welcomes public participation and asks that speakers please limit their comments to three minutes. Speakers may offer objective comments of school operations and programs that concern them. The Board will not permit any expression of personal complaints or defamatory comments about Board of Educations personnel and students, nor against any person connected with the New Milford Public School System.

**3. DISCUSSION AND POSSIBLE ACTION**

A. Review and approval of curriculum:

1. Advertising Art & Design
2. Crafts

Mrs. Paula Marian  
Mrs. Annette Marcus

**4. ITEMS OF INFORMATION**

- A. High School Graduation Requirements Presentation
- B. New Course Proposal Overviews
  1. AP Comparative Government and Politics
  2. AP Computer Science A
  3. AP World History
  4. Forensic Psychology
- C. Math Pilot Update
- D. SEED Update

Mr. Greg Shugrue  
Mr. Greg Shugrue

Mrs. Jill Bracksieck  
Mr. Joshua Smith

**5. ADJOURN**

**Sub-Committee Members:** Mr. David Lawson, Chairperson  
Mr. David Shaffer  
Mrs. Daniele Shook  
Vacancy

**Alternate:** Mrs. Lynette Celli Rigdon  
Mr. William Wellman

GEORGE C. BUCKBEE  
TOWN CLERK  
2013 MAR 15 A 8:38  
NEW MILFORD, CT

The Committee on Learning curriculum  
can be previewed in the  
Office of the Assistant Superintendent  
Lillis Administration Building – Room #6.

Office Hours: 8:00 a.m. – 4:00 p.m.

## Requests for a New Program or Course

Signature of Principal: \_\_\_\_\_  
Signature of Department Chair: \_\_\_\_\_ (if applicable)

Date: 10/23/12 Title of Proposal: AP Comparative Government and  
Politics, United States Government and Politics

Person(s) Submitting Proposal: Mark Pernerewski

Curriculum Area: Social Studies

Number of Credits/Level (if applicable): 1 credit AP level

Prerequisite Courses (if applicable): none

Grade(s): 11/12

1. Description of Program/Course: (What is it this course/program addresses? How does it relate to the Common Core? What other pertinent information about the proposal do you wish to share? (Use attachment if more space is needed.)

“The AP course in Comparative Government and Politics introduces students to fundamental concepts used by political scientists to study the processes and outcomes of politics in a variety of country settings. The course aims to illustrate the rich diversity of political life, to show available institutional alternatives, to explain differences in processes and policy outcomes, and to communicate to students the importance of global political and economic changes. Comparison assists both in identifying problems and in analyzing policymaking

In addition to covering the major concepts that are used to organize and interpret what we know about political phenomena and relationships, the course should cover specific countries and their governments. Six countries form the core of the AP Comparative Government and Politics course: China, Great Britain, Iran, Mexico, Nigeria, and Russia. By using these six countries, the course can move the discussion of concepts from abstract definition to concrete example, noting that not all concepts will be equally useful in all country settings

A well-designed AP course in United States Government and Politics will give students an analytical perspective on government and politics in the United States. This course includes both the study of general concepts used to interpret U.S. government and politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. government and politics. While there is no single approach that an AP United States Government and Politics course must follow, students should become acquainted with the variety of theoretical perspectives and explanations for various behaviors and outcomes”( <http://apcentral.collegeboard.com/apc/public/repository/ap-govt-politics-course-description.pdf> ).

2. Describe the Current Situation and why the new proposal seems needed. Please also describe what alternatives were considered and what you believe are the advantages and disadvantages of the proposal (use attachment if more space is needed).

In addition to offering rich classroom experiences, the addition of AP level courses offers our students the opportunity to take college level courses while still in high school. Successful completion of the course gives students an advantage in the college application process and enables them to enter college with credits earned in high school. Initially department members considered offering only one single semester course, but decided that continuous contact with their AP teacher until the test was more beneficial.

3. Forecasted impact of change: (again, use an additional sheet if needed)

A. Please describe the likely impact of change on the students intended to be directly served by the program/ course. The course will help students develop the skills and habits required in college. The class offers additional elective alternatives to satisfy the state Civics requirement.

B. Will it have impact on other students, if so how. The impact on other students would be minimal. The enrollment in Civics and Modern America would change slightly when some students opt to take the AP course instead. How will it affect students currently being served and are caught in a transition process? (If applicable) .  
no impact

D. What is the impact of this proposal on staffing? It would not impact staffing but any new offering does have the potential to increase the number of preparations for individual staff members.

E. Are there scheduling implications associated with this proposal? If yes, detail those implications. In order to keep the number of teacher preparations manageable at the current level of staffing, it may become necessary to offer other elective courses during alternate semesters or years. The guidance department will need to schedule this as a full year course.

F. Are there space implications associated with the program/ course? none

How might this impact other programs? (Example: Is a new elective likely to affect enrollment in other departments?) It should not impact enrollment in other departments as all students must fulfill the state civics requirement. It could impact other courses if they are scheduled at the same time if there is more interest in this one but this is true of any courses.

4. What resources are required for the program? We would need to purchase textbooks, supplementary materials, and supply training for each course before they could be offered.

A. Is there a need for new technology? If so, explain. No

B. What current materials will need replacement? none

C. Are there staffing needs required because of the resources? no

D. Would there be specific needs for materials for SPED or for ELL? no

E. Is specialized training required for staff? There is professional development offered during the summer in preparation for teaching the courses on the AP level.

5. Who will be involved in curriculum writing and when does one envision it will occur? Department members would use college board guidelines to write the curriculum for the course during the spring semester 2013.

6. Develop a projected budget of impact costs for three years:

Description	Year One	Year Two	Year Three	Year Four
Costs of Text	\$4,000			
Supplies				
Professional Development	\$1,800			
Curriculum Writing	\$1,210			
Staffing				
Other (Identify)				
Total				
Costs of Text	\$7,010			

## Requests for a New Program or Course

Signature of Principal: \_\_\_\_\_  
Signature of Department Chair: Shana Bergonzelli-Graham (if applicable) David

Date: 10/1/12\_

Title of Proposal: AP Computer Science A

Person(s) Submitting Proposal: Shana Bergonzelli-Graham

Curriculum Area: Business

Number of Credits/Level (if applicable): 1 Credit

Prerequisite Courses (if applicable): Intro to Programming

Grade(s): 10-12

1. Description of Program/Course: (What is it this course/program addresses? How does it relate to the Common Core? What other pertinent information about the proposal do you wish to share? (Use attachment if more space is needed.)

This course is an Advanced Placement Computer Science course, offering students with an interest in and aptitude for Computer Science the opportunity to earn college credit. The content of this course is college-level and incorporates high-level thinking skills. Many skills in the curriculum align with Common Core Math Standards or practices, such as quantitative reasoning (N-Q), writing expressions (A-SSE), abstractive reasoning and problem solving (Math Practices).

2. Describe the Current Situation and why the new proposal seems needed. Please also describe what alternatives were considered and what you believe are the advantages and disadvantages of the proposal (use attachment if more space is needed).

New Milford High School Intro to Programming students who are interested in advancing their knowledge of computer science currently have no options. This course would allow those students the opportunity to learn college level material as well as gain college credit upon successful completion of the Advanced Placement Examination. The advantages of the proposal would be: an opportunity for students to gain high level thinking skills and earn college credit. They would also be gaining valuable workplace skills and STEM skills.

3. Forecasted impact of change: (again, use an additional sheet if needed)

A. Please describe the likely impact of change on the students intended to be directly served by the program/ course.

The students intended to be directly served by the course would need to ensure that they have room in their schedule for a yearlong elective. Those students who intend to take this course in addition to other Advanced Placement courses may need to plan their schedules in advance to accommodate all the courses they wish to take. They should also be realistic about the amount of work they are willing to take on at one time.

B. Will it have impact on other students, if so how.

No impact anticipated

C. How will it affect students currently being served and are caught in a transition process? (If applicable) ,

N/A

D. What is the impact of this proposal on staffing?

No foreseeable impact at this time.

E. Are there scheduling implications associated with this proposal? If yes, detail those implications.

It is a yearlong elective for 1 credit. Students interested in the course would need to ensure that they have room in their schedules for a yearlong elective.

F. Are there space implications associated with the program/ course?

None anticipated at this time.

G. How might this impact other programs? (Example: Is a new elective likely to affect enrollment in other departments?)

The new elective may impact students who would otherwise choose to take another Advanced Placement course or advanced course in math or science. There is a small chance these courses would experience lower enrollment. It may also possibly affect enrollment for Web Design II.

4. What resources are required for the program?

New Textbooks and test preparation books as well as software installation on classroom computers. The software to be installed is all free and licensed. Also, some supplies will need to be ordered to aid instruction.

A. Is there a need for new technology? If so, explain.

Yes, classroom computers would need to be re-imaged with the latest version of Java as well as the Eclipse and JGrasp development environments. The latest version of the Google Chrome web browser, Flash, and other web tools would also need to be on the image. All software needed for this class will be free.

B. What current materials will need replacement? New textbooks would need to be ordered. Classroom computers would need to be re-imaged with current software/links to assist instruction (it is imperative that this is done before Fall Semester 2013 begins).

C. Are there staffing needs required because of the resources?  
No

D. Would there be specific needs for materials for SPED or for ELL?  
For SPED students, the curriculum could be modified to use resources such as Karel the Robot or Alice 2.2. These resources teach programming concepts without necessitating Java language knowledge. SPED students could participate in the class without taking the examination, if necessary.

E. Is specialized training required for staff?  
No. Possible professional development would be ideal, but is not necessary.

5. Who will be involved in curriculum writing and when does one envision it will occur?

Ms. Bergonzelli-Graham will write the curriculum with support from Mr. Daniels, and this will occur Fall 2012-Spring 2013, with completion of the curriculum at the end of the Spring Semester.

6. Develop a projected budget of impact costs for three years:

Description	Year 1	Year 2	Year 3	Total
Costs of Text	\$890			
Supplies	\$100			
Professional Development	\$0			
Curriculum Writing	\$0			
Staffing	\$0			
Other (Identify)	\$0			
Total				



## Requests for a New Program or Course

Signature of Principal: \_\_\_\_\_

Signature of Department Chair: \_\_\_\_\_

(if applicable)

Date: 10/23/12

Title of Proposal: \_\_\_\_\_

AP World History

Person(s) Submitting Proposal: Greg Holmes

Curriculum Area: Social Studies

Number of Credits/Level (if applicable): 1 credit AP level

Prerequisite Courses (if applicable): none

Grade(s): 10

1. Description of Program/Course: (What is it this course/program addresses? How does it relate to the Common Core? What other pertinent information about the proposal do you wish to share? (Use attachment if more space is needed.)

The AP World History course is designed "to provide students with a learning experience similar to that of an introductory college course in world history. Students should understand the evolution of global processes and contacts, in interaction with different types of human societies. The course will highlight the nature of changes and continuities over time and their causes and consequences, as well as comparisons among major societies. Students develop analytic skills through exposure to historical documents, visual and statistical evidence and conflicting interpretations" (collegeboard.org).

2. Describe the Current Situation and why the new proposal seems needed. Please also describe what alternatives were considered and what you believe are the advantages and disadvantages of the proposal (use attachment if more space is needed).

In addition to offering rich classroom experiences, the addition of AP level courses offers our students the opportunity to take college level courses while still in high school. Successful completion of the course gives students an advantage in the college application process and enables them to enter college with credits earned in high school.

3. Forecasted impact of change: (again, use an additional sheet if needed)

A. Please describe the likely impact of change on the students intended to be directly served by the program/ course. The course will help students develop the skills and habits required in college. The class offers additional elective alternatives to satisfy graduation requirements. Students would take this world history course in grades 9 and 10 rather than Western Civilization and Global History.

B. Will it have impact on other students, if so how. The impact on other students would be minimal. The enrollment in Western Civilization and Global would change slightly when some students opt to take the AP course instead. How will it affect students currently being served and are caught in a transition process? (If applicable). no impact

D. What is the impact of this proposal on staffing? It would not impact staffing but any new offering does have the potential to increase the number of preparations for individual staff members.

E. Are there scheduling implications associated with this proposal? If yes, detail those implications. In order to keep the number of teacher preparations manageable at the current level of staffing, it may become necessary to offer other elective courses during alternate semesters or years. The guidance department will need to schedule this as a full year course, possibly with the same teacher, for both 9<sup>th</sup> and 10<sup>th</sup> grade.

F. Are there space implications associated with the program/ course? none

How might this impact other programs? (Example: Is a new elective likely to affect enrollment in other departments?) It should not impact enrollment in other departments as all students now take a 9<sup>th</sup> and 10<sup>th</sup> grade social studies class.

4. What resources are required for the program? We would need to purchase textbooks, supplementary materials, and supply training for the course before it could be offered.

A. Is there a need for new technology? If so, explain. No

B. What current materials will need replacement? none

C. Are there staffing needs required because of the resources? no

D. Would there be specific needs for materials for SPED or for ELL? no

E. Is specialized training required for staff? There is professional development offered during the summer in preparation for teaching courses on the AP level.

5. Who will be involved in curriculum writing and when does one envision it will occur? Department members would use college board guidelines to write the curriculum for the course during the spring semester, 2013.

6. Develop a projected budget of impact costs for three years:

Description	Year One	Year Two	Year Three	Year Four
Costs of Text	\$1750-2,100			
Supplies				
Professional Development	\$900			
Curriculum Writing	\$1,210			
Staffing				
Other (Identify)				
Total	Aprox\$3,200			

**REQUEST FOR NEW PROGRAM OR COURSE**

Principal's Signature: \_\_\_\_\_

Chair's Signature (If applicable): \_\_\_\_\_

Date: 10/25/2011

Title of Proposal: Forensic Psychology

Person(s) Submitting Proposal: Wisdom Jarvis

Curriculum Area: Social Studies \_\_\_\_\_

Number of Credits/Level (if applicable): 0.5 \_\_\_\_\_

Prerequisite Courses (if applicable): Introduction to Psychology

Grade(s): 11-12 \_\_\_\_\_

1. Description of Program/Course: (What is it this course/program addresses? How does it relate to the Common Core? What other pertinent information about the proposal do you wish to share? (Use attachment if more space is needed.)

This course examines the basis for the process of forensic profiling and its use in the criminal justice system. The course will examine profiling undertaken by law enforcement and prosecution authorities which consists of gathering, reviewing and analyzing evidence pertaining to crimes in order to create a description of the personality of the criminal and the circumstances of the crime. Some distinctions will be made between legitimate forensic profiling activities and those of fictional characters portrayed in the media. A variety of types of forensic profiling will be reviewed and the information will include a review of the mental disorders often associated with these types of offenders; the importance of the crime scene as a reflection of the criminal's personality. Various facets of the forensic profiling process will be examined, such as the psychology of the offender, deception, crime scene analysis, and interpretation of evidence.

2. Describe the Current Situation and why the new proposal seems needed. Please also describe what alternatives were considered and what you believe are the advantages and disadvantages of the proposal (use attachment if more space is needed).

Currently the high school offers a Forensics course in the science department. Before Forensics started students had already been expressing an interest in a Forensic Psychology course, and a course description and syllabus was written up, which allowed students to begin taking the course as an independent study. Over the last few years the course has been selected by students as an independent study, however, other students with an interest in the material have been unable to take it as an independent study because of their schedule, or have been turned away because the teacher could not accommodate them. Establishing this as an elective course will meet this demand and will offer students more opportunity to obtain the credits needed for graduation. Lastly this course on a student's transcript increases their competitiveness for colleges.

### 3. Forecasted impact of change: (again, use an additional sheet if needed)

A. Please describe the likely impact of change on the students intended to be directly served by the program/ course.

Students with an already established interest in the material, such as students who already know they want to be involved with psychology and law, will be further invigorated in their aspirations. Students with a general interest will learn about the multiple dimensions of psychology in the field of law enforcement and the courts. Further, students will learn how to dissect the differences between what is presented in the media on the topic, and the reality of the profession. Beyond that all students will learn how to hone their critical thinking skills, as much of the material requires analysis and evaluation.

B. Will it have impact on other students, if so how.

It will not impact other students.

C. How will it affect students currently being served and are caught in a transition process? (If applicable)

Beyond the benefits expressed above, students transitioning might find themselves able to take more credits for graduation.

D. What is the impact of this proposal on staffing?

The teacher who has been developing the Forensic Psychology course teaches Global Studies, and would teach the Forensic Psychology course instead. This might impact the existing number of preps for this teacher and might increase class loads for other teachers as Global Studies sections would get picked up by existing staff. (Currently this would mean one section of Global to be picked up.) This might be ameliorated, however, by offering the class every other semester, or every other year.

E. Are there scheduling implications associated with this proposal? If yes, detail those implications.

The scheduling implications are noted above. The teacher developing this course would have a change in schedule.

F. Are there space implications associated with the program/ course?

Space will be determined by the number of sections that will be run. Looking at the current logistics, a maximum number of sections that could be run would be six. Three in the first semester, and three in the second. However, it is unlikely that six sessions would run, nor that we would have enough books for three classes a semester. It is more likely that two, or one, would run each semester.

G. How might this impact other programs? (Example: Is a new elective likely to affect enrollment in other departments?)

The class that Forensic Psychology would potentially compete with most would be Introduction to Psychology. However, this competition is eliminated by the fact that Introduction to Psychology is a prerequisite course for Forensic Psychology. It is possible that there might be some competition with the science departments Forensics course, however, since the material of the Forensic Psychology course differs from that of the Forensics course, it is not likely that a student would choose one over

the other. It is more likely that they would take both.

4. What resources are required by the program?

A. Is there a need for new technology? If so explain.

No.

B. What current materials will need replacement?

There is no need to replace current materials.

C. Are there staffing needs required because of the resources?

There are no staffing needs created by resources.

D. Would there be specific needs for materials for SPED or for ELL?

No. Materials already exist to help SPED and ELL learners.

E. Is specialized training required for staff?

No. A current staff member has the requisite training and has taught the class as an independent study for a number of years already.

5. Who will be involved in curriculum writing and when does one envision it will occur?

The Assistant Superintendent has slated the writing for this curriculum to take place during the 2011-2012 school year. (Please see the five-year curriculum plan.)

6. Develop a projected budget of impact costs for three years:

Description	Year 1	Year 2	Year 3	Total
Costs of Text	\$4197*	0	0	\$4197*
Supplies	\$100	\$50	0	\$150
Professional Development	0	0	0	0
Curriculum Writing	\$1210	0	0	\$1210
Staffing	0	0	0	0
Other (Identify)	0	0	0	0
Total	\$5507	\$50	0	\$5557

\* Based on two sections per semester. If there is only one section a semester, then it will be half that cost.



# Moving the High School Forward

Committee on Learning

March 19, 2013

## Graduation Standards

### Current Graduation Requirement Breakdown

- The minimum requirements for graduation include:
- English 4 Credits
- Mathematics 3 Credits
- Science 3 Credits
- Social Studies (including 1 credit for U.S. & ½ credit in Civics) 3 Credits
- Arts (Fine or Practical) 1 Credit
- Health ½ Credit
- Physical Education 1 Credit
- Electives 7 Credits
- **Total Credits to graduate 22.5**



## In addition to the 22.5 credits

A New Milford High School graduate must complete all academic requirements  
AND demonstrate basic skills in these three areas:

1. Reading and Writing,
2. Quantitative Thinking (Math & Science),
3. Information Literacy

- The Reading, Writing, Math, and Science standards can all be attained in the 10<sup>th</sup> grade with a score of 3 or better on the CAPT.\*
- The Information Literacy requirement is a project that **all** students must complete successfully by the time they are ready to graduate.\*\*

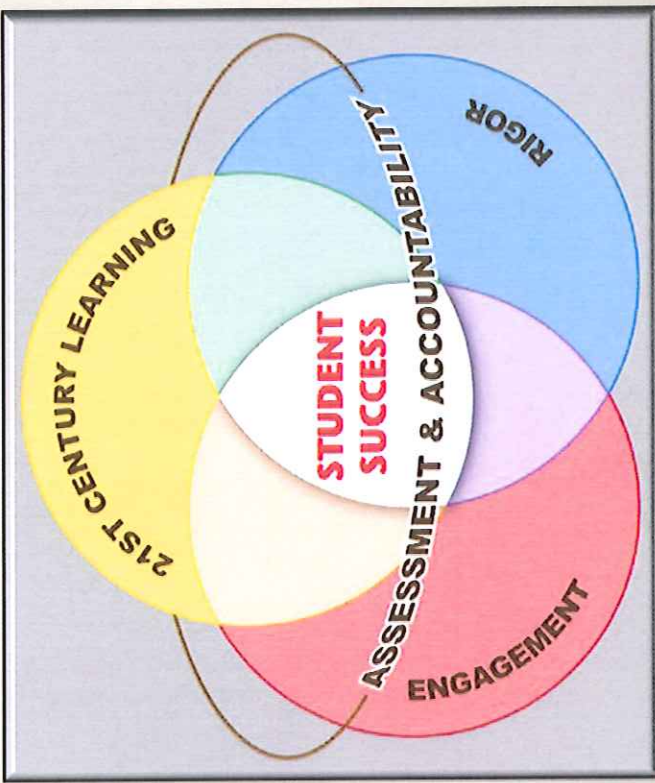
\*This BOE policy will have to be addressed once CAPT is no longer given.

\*\* This too should be examined as to when it's expected to be completed. I recommend completion in the 9<sup>th</sup> grade year. Sound research skills will help lead to success through out high school.

# Moving Forward

Humanities

Capstone Experience



STEM Experiences

Career & Life Skills





# Proposed Minimum Graduation Standards Graduation Requirement Breakdown

## **Cluster 1: STEM** (Science, Technology, Engineering, and Mathematics) **Total Credit Requirement: 8**

### Science: (3)

- Environmental Earth Science
- Biology
- Chemistry

### Math: (4)

- Math I
- Math II
- Math III
- Math IV

### STEM electives: (1)

- Auto CAD, Adv. Auto CAD, Arch. Drafting (I-III), Intro. to Woods, Gen. Woods, Comp. Programming, AP Comp. Programming, PLTW, Web Design I-II

### Credits

1  
1  
1  
  
1  
1  
1  
1  
  
1



# Proposed Minimum Graduation Standards Graduation Requirement Breakdown

**Cluster 2: Humanities Total Credit Requirement: 9**

**English: (4)**

- English I 1
- English II 1
- English III 1
- Senior English Electives (2 x .5) 1

**Social Sciences & Fine Arts (4.5)**

- DWC 1
- Global 1
- United States History .5
- Civics or equivalent 1
- Fine Arts: Art, Music .5

**Required Humanities Elective (1.5)**



## Proposed Minimum Graduation Standards Graduation Requirement Breakdown

### Cluster 3: Career & Life Skills Total Credit Requirement: 4.5

#### Career & Life Skills (2.5)

- Health Education .5
- Physical Education 2\*

\*(.5 of PE credit during 11<sup>th</sup> or 12<sup>th</sup> grade year can be substituted with .5 health elective)

#### Career & Life Skills Electives (2)

- Accounting I & II, Advertising Art, Allied Health, BCA, Bus. Law, Child Dev., CPC, EMT, Early Childhood, English as a Second Language, Intro to Bus., Marketing I & II, Med. Tech., Personal Finance I & II, Economics, Sports Med., World Languages.

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Electives: 3.5

Capstone Experience: 1

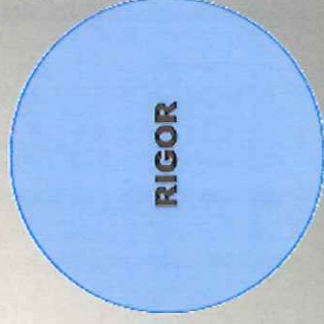
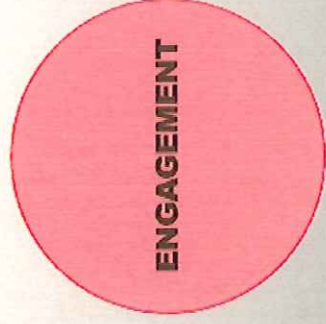


## Proposed Minimum Graduation Standards Graduation Requirement Breakdown

### Summary

- Cluster 1: STEM 8 credits
- Cluster 2: Humanities 9 credits
- Cluster 3: Career & Life Skills 4.5 credits
- Electives 3.5 credits
- Capstone Project 1 credit

❖ Total credits required to graduate: 26 credits





## Breakdown by Grade

- Freshman Year: at least 6.5 credits
- Sophomore Year: at least 6.5 credits
- Junior Year: at least 6.5 credits
- Senior Year: at least 5.5 credits plus Capstone

### 9<sup>th</sup> Grade

Currently 98% of our 9<sup>th</sup> graders have 6 credits on their schedules, 72% of them have 7 credits or more on their schedules.

### 10<sup>th</sup> Grade

96% of this year's sophomore class started the year with 6 or more credits. This year 99% have at least 6 credits on their schedules. 82% of them have 7 or more credits on their schedules.

# Proposed Phase in of Credit increase



- Increase PE Credit from 1 to 2
- Total Credits to 23.5
- No budget impact



- Capstone
- 1 Credit increase
- Total Credits 24.5
- Minimal budget impact



- Increase Math to 4 years
- .5 Humanities Elective
- 1.5 Credit increase
- Possible required finance or economics credit
- Total Credits to 26
- Staffing implications



# CAPSTONE



# What is a “Capstone” ?

- *culminating* activity completed in senior year
- *project* focused on a student’s personal interest, career path or academic pursuit
- *synthesizes* classroom study and real world perspective
  - students demonstrate the *knowledge and skills* they have acquired K-12
  - students demonstrate their *ability to apply* key knowledge and skills by planning, completing and presenting a culminating project

# Purpose of Capstone

Prepares students for

- *self-directed, lifelong learning* and
- *effective and productive citizenship*

Provides **school** and **community** with

- *demonstration* of students' K-12 learning

## 5 Capstone Components: I. CHOICE

### Essential

1. *Student leadership* and flexibility in choice of topic
2. Support of *in-school advisor/mentor* in articulation of topic, work plan, and objectives
3. Projects that “stretch” each student by requiring *new learning*

### Recommended

- Experiential learning

## 5 Capstone Components: II. STANDARDS & SKILLS

### Essential

1. Thinking *critically* and *creatively*
2. Demonstrating *flexibility* and *initiative*
3. Conducting *analysis* and *research*
4. Communicating ideas through *multiple modalities*
5. Using *technology* effectively

## 5 Capstone Components:

### III. PROCESSES

21ST CENTURY  
LEARNING

#### Essential

1. *Developing and implementing a plan of action*
2. *Conducting research*
3. *Working with an advisor/mentor*
4. *Presenting/exhibiting* through multiple modalities, with question and answer or other form of interaction
5. *Reflecting and self-evaluating*

RIGOR

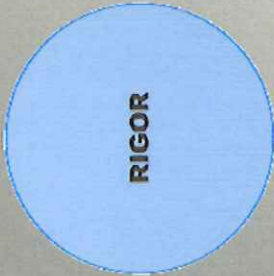
5 Capstone Components:

## IV. PRODUCTS

### Essential

1. Project *proposal*
2. Reflective *journal/process log*
3. Final *product*
4. *Presentation/exhibition*
5. *Reflection and self-evaluation*

21ST CENTURY  
LEARNING

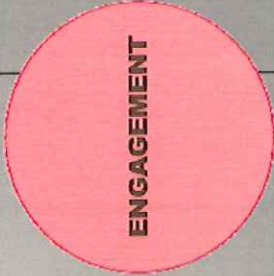


## 5 Capstone Components:

# V. SUPPORTING ORGANIZATIONAL STRUCTURE

### Essential

1. *Process to cultivate* Capstone in school and community
2. *Planning timeline* for students that begins prior to the senior year, including specific milestones
3. School-wide *program coordinator*
4. Regular monitoring and recording of each student's progress by *in-school adult advisor/mentor*
5. Program *handbooks* (timelines, rubrics, etc.)
6. *Rigor* equivalent to one credit of high school work
7. Connections to *Student Success Plan*
8. Clearly articulated *scoring tools*
9. *Inclusion* of Capstone in key school resources and communications





RIGOR

## 5 Capstone Components:

# V. SUPPORTING ORGANIZATIONAL STRUCTURE

## Essential

1. *Process to cultivate* Capstone in school and community
2. *Planning timeline* for students that begins prior to the senior year, including specific milestones
3. School-wide *program coordinator*
4. Regular monitoring and recording of each student's progress by *in-school adult advisor/mentor*
5. Program *handbooks* (timelines, rubrics, etc.)
6. *Rigor* equivalent to one credit of high school work
7. Connections to *Student Success Plan*
8. Clearly articulated *scoring tools*
9. *Inclusion* of Capstone in key school resources and communications

ENGAGEMENT

## 5 Capstone Components:

# V. SUPPORTING ORGANIZATIONAL STRUCTURE

(cont.)

## Recommended

- **Vertical articulation** with middle school
  - alignment of middle school curriculum to prepare students for Capstone work
  - middle school mini-capstone project
  - explain Capstone at middle school parent night
  - invite middle school parents to high school project exhibitions
- Opportunities for **student leadership** of Capstone program
- Include **community mentors** in projects as appropriate

# Capstone Handbook

**New Milford High School**  
*Capstone Project Handbook*

# Timeline

- Continue to slowly add staff to minimize impact on budget over the next three years
- Increase credit requirement to 24 for class of 2015
- Increase credit requirement to 26 credits for the class of 2016
- Mandate capstone project for the graduating class of 2016

# Costs Associated with Moving Forward

- Additional FTE
  - Math
  - Practical Arts
  - Fine Arts
- Capstone Stipends
  - Capstone Coordinator
  - Capstone Advisors

# Questions



# Math Pilot

March 19, 2013

# Common Core

Rigor

Focus

Coherence



# Criterion for Program Selection

K-8 Publishers Criteria for the Common  
Core

# Focus on Major Work

Materials focus on the major work of the grade,  
as outlined in the Common Core.

## Math Unit Comparison: Grade 2

State	Days	My Math	Days	Go Math	Days	Stepping Stones	Days
Fact Strategies	10	Add/Sub Concepts	19	Number Concepts	12	Place Value 100	15
Place Value 1,000	20	Number Patterns	12	Numbers to 1000	15	Add Concepts/Time Place Value	15
Add/Sub 2 digit	15	Add 2 digit	12	Add/Subtract	14	1000/Measurement	15
Add/Sub 3 digit	15	Subtract 2 digit	14	Add 2 Digit	15	Sub 2 digit/Time	15
Money	15	Place Value 1,000	12	Sub 2 Digit	14	Place Value 1000/2d shapes Add 2	15
Geometry	10	Add 3 digit	13	Add/Subtract 3 Digit	13	digit/Measurement	15
Customary	15	Subtract 3 digit	14	Money and Time	14	skip count/mult/money	15
Time	10	Money	9	Customary	12	sub 2 digit/lbs and kilos	15
Data	10	Data	13	Metric	10	Add Sub 100/fractions	15
Multiplication	10	Time	11	Data	9	3 digit add/3D shapes	15
		Customary/Metric	18	Geometry	13	3 digit sub/mult and div 3 digit	15
		Geom/Equal Share	13	Preparing for Grade 3	23	add&sub/capacity	15
<b>Total Days</b>	<b>130</b>		<b>160</b>		<b>164</b>		<b>180</b>

# Rigor

Materials foster conceptual understanding of key math concepts.

Materials set an expectation of fluency.

Students spend time working with engaging applications of skills and concepts.

# Connections/Coherence

Learning objectives are visibly shaped by CCSS standards.

Lessons often connect 2 or more standards or clusters in a domain, in cases where those connections are natural and important.

Materials meaningfully connect practice and content standards.

# Emphasis on Reasoning

Prompts students to construct viable arguments and critique the arguments of others.

Engages students in problem solving as a form of argument.

Attends to the specialized language of math.

Reasoning is not confined to optional or avoidable sections of materials but is inevitable when using the materials as designed.

Teachers and students, using the materials as designed, spend from a quarter to half their time communicating reasoning.

# Multiple Representations

Manipulatives and visual representations (like diagrams) enhance conceptual understanding.

Manipulatives/visual representations are closely connected to numerical representations.

# Digital Navigation of Progressions

Teachers can easily navigate content across grade levels.



# Professional Development

There are separate teacher materials that support teacher study of content being taught.

# Brevity

A textbook that is focused is short. Elementary textbooks should be less than 200 pages.

COMMON CORE MATHEMATICS

ORIGO  
**STEPPING  
STONES**

WHERE MATH MAKES MORE SENSE

McGraw-Hill  
Worship

**New Milford Board of Education  
 Committee on Learning Minutes  
 March 19, 2013  
 Lillis Administration Building, Room 2**

Present: Mr. David A. Lawson, Chairperson  
 Mrs. Wendy Faulenbach, Seated for Vacancy  
 Mrs. Daniele Shook  
 Mr. William Wellman, Alternate

Absent: Mr. David R. Shaffer

Also Present: Dr. JeanAnn C. Paddyfote, Superintendent of Schools  
 Mr. Joshua Smith, Assistant Superintendent of Schools  
 Mr. Greg Shugrue, Principal, New Milford High School  
 Mr. Marc Balanda, Assistant Principal, New Milford High School  
 Mrs. Paula Marian, Teacher, New Milford High School  
 Mrs. Annette Marcus, Teacher, New Milford High School  
 Mrs. Jill Bracksieck, Math Coach  
 Mrs. Virginia Mooney, Grade 1 teacher, John Pettibone Elementary School

1.	<b>Call to Order</b> The meeting of the New Milford Board of Education Committee on Learning was called to order at 7:30 p.m. by Mr. Lawson. Mrs. Faulenbach was seated due to vacancy and Mr. Wellman was seated in the absence of Mr. Shaffer.	<b>Call to Order</b>
2.	<b>Public Comment</b> <ul style="list-style-type: none"> <li>• None</li> </ul>	<b>Public Comment</b>
3.	<b>Discussion and Possible Action</b> <ul style="list-style-type: none"> <li>• Mr. Lawson said if there was no objection from Committee members, he would change the agenda for Item 4 to begin with C. Math Pilot Update. There was none.</li> </ul> <b>A. Review and Approval of curriculum:</b> <ol style="list-style-type: none"> <li>1. <b>Advertising Art &amp; Design</b> <ul style="list-style-type: none"> <li>• Mrs. Marian said she has been teaching this semester course for over 25 years. This is the second rewrite during that time and aligns the course with the common core standards.</li> <li>• Mr. Wellman noted the many references to ethics and asked Mrs. Marian to elaborate.</li> </ul> </li> </ol>	<b>Discussion and Possible Action</b>  <b>Review and Approval of curriculum:</b>  <b>1. Advertising Art &amp; Design</b>

<p>2.</p>	<p>Mrs. Marian said the class explores different sides of ethical issues in advertising in order to foster students' critical thinking skills.</p> <ul style="list-style-type: none"> <li>• Mr. Wellman asked about the use of rubrics and standards used. Mrs. Marian said a rubric is a way of measuring student success based on goals set. The method of measurement and actual rubric used varies with the assignment.</li> <li>• Mr. Lawson said the revision was very comprehensive and up to date.</li> </ul> <p><b>2. Crafts</b></p> <ul style="list-style-type: none"> <li>• Mrs. Marcus said she has been teaching Crafts for eight years now. The course design utilizes contemporary ideas and technology but looks back on history for inspiration. Examples of work explored include mosaics and embroidery.</li> <li>• Mrs. Marian said that both these courses tend to attract non-art students. Interest is there for more sections but is confined by space and number of teachers.</li> </ul> <p><b>Mrs. Shook moved to bring the following curricula to the full Board for approval: Advertising Art &amp; Design and Crafts, seconded by Mrs. Faulenbach and passed unanimously.</b></p>	<p><b>2. Crafts</b></p> <p><b>Motion made and passed unanimously to bring the following curricula to the full Board for approval: Advertising Art &amp; Design and Crafts.</b></p>
<p>4.</p> <p>C.</p>	<p><b>Items of Information</b></p> <p><b>Math Pilot Update</b></p> <ul style="list-style-type: none"> <li>• Mr. Smith said this was an update on the two math programs the district is piloting in relation to changes in the common core standards.</li> <li>• Math Coach Mrs. Jill Bracksieck said the common core is requiring changes to math teaching in the areas of rigor, focus and coherence. A vertical progression of skills from K-12 is called for along with a narrow deeper numeracy focus. These two pilot programs were chosen because they are both built around the common core. The program <i>Stepping Stones</i> is being piloted now with <i>My Math</i> to follow. Both will be piloted for nine weeks each by the same teachers and students. Teachers piloting</li> </ul>	<p><b>Items of Information</b></p> <p><b>C. Math Pilot Update</b></p>

are using a rubric to assess the program's effectiveness.

- Mrs. Bracksieck said both programs stress understanding and fluency and real world connections and applications. There is an emphasis on reasoning; students must justify their thinking. The brevity of the text is utilized to create a deeper focus. There are multiple representations of material and the SmartBoard is an integral tool. Both programs come with differentiated lessons too.
- Mr. Smith said teachers have access to lots of professional development materials which is especially important at the elementary level where the common core requires a large math content knowledge. While cost was not the driving factor in the choice of either program, Mr. Smith said they are cost effective since the whole program is delivered on-line, cutting down on the expense of textbooks and teacher manuals. He talked about how valuable the math coach has been to this pilot in overseeing the whole program and providing a deeper connection to teachers.
- Mr. Lawson asked if there was a way for parents to see the programs. Mrs. Bracksieck said parents can do a 30 day free evaluation on-line if they wished. She has also presented to all the elementary PTO's.
- JPS Grade 1 teacher Mrs. Virginia Mooney called the program a model for teaching and learning. She said it provides lots of modalities for students and her class has come alive to the concept. She is finding it very beneficial for students.
- Mrs. Shook asked if the teacher guides provide ideas of the type of questions to ask students. Mrs. Bracksieck said they do.
- Mr. Wellman asked if any studies had been done on the success of this type of program elsewhere. Mrs. Bracksieck said the programs are based on common core standards which were developed based on high international benchmarks of success. *Stepping Stones* is

- owned by an Australian company with other award winning programs. *My Math* is a McGraw Hill product.
- Mrs. Shook asked how it compares to Saxon Math. Mrs. Mooney said she is finding it more fluid, rigorous, and deeper in student thinking.
  - Mrs. Shook asked what will come after K-5. Mr. Smith said there is a consultant working with the middle school teachers and the high school Math department head, Mr. Ryan Fitzsimmons is a member of the vertical team.
  - Mr. Smith said he is planning to give an update on *My Math* at the May COL meeting.

**A. High School Graduation Requirements Presentation**

- Principal Greg Shugrue and Assistant Principal Marc Balanda said this follows up on the discussion started at Policy on changing the graduation requirements. The current credit requirement is 22.5 with additional academic requirements. This is very easily attainable under the present schedule. Going forward, a gradual increase to 26 credits is proposed. This year's sophomore class would see an increase of 1.0 PE credit for a total of 23.5 credits, with no budget impact. This year's freshman class would add an additional requirement of a Capstone project, for a total of 24.5 credits, with minimal budget impact. This year's 8<sup>th</sup> graders would be the first class at 26 credits: an additional 1.0 credit in Math, 0.5 in Humanities or a possible economics or personal finance credit requirement.
- Mr. Lawson asked for a rough estimate as to the number of staff that would be required to get to the 26 credits. Mr. Shugrue estimated three to four teachers.
- Mr. Smith said the plan would be to add staff gradually to reach the total. He said the current requirement of 22.5 credits was not rigorous enough for students. There is room for more under the schedule and student interest to support the courses.

**A. High School Graduation Requirements Presentation**



- Mr. Balanda and Mr. Shugrue elaborated on the Capstone project. Mr. Shugrue said this initiative arose from concerns from the business and college communities regarding readiness of students graduating from high school. Mr. Balanda said the project is designed to be a culminating activity in which a graduating senior demonstrates knowledge and skills in some encompassing real world application. It will require three components: field work, research paper and portfolio. All projects will require a student presentation. Honors credit may also be given with additional requirements for completion. Mr. Shugrue said Honors recognition would be given at senior awards night, in the graduation program, and on the transcript.
- Mr. Shugrue says the project ties in well with the district's mission statement regarding building collaborative partnerships. It will also tie in with the Student Success Plan.
- A draft handbook for Capstone and a sample project were distributed to the Committee to give them a better sense of the scope of the program.
- Mr. Shugrue said the program will require a coordinator at the high school level, advisors, and community mentors in many cases. He also wants to make sure that awareness of the requirement starts at the middle school level.
- Mr. Smith said that is part of the reason for discussing it now with an implementation target of three years out. It gives time to make community connections, train staff and reallocate resources.
- Mrs. Faulenbach suggested that Channel 17 would be a good resource for notifying parents of the program.
- Mr. Lawson reiterated the necessity to have a dedicated coordinator to oversee this huge project. Mr. Shugrue said advisors would also be critical.
- Mrs. Faulenbach asked if the project could be finished after graduation. Mr. Shugrue said yes

	<p>but the student would not be allowed to participate in the graduation ceremony.</p> <ul style="list-style-type: none"><li>• Mr. Wellman stated that as part of the Capstone a student might create original work and asked if there would be protection for that. Mr. Smith said that would need to be further considered.</li><li>• Mr. Lawson asked for confirmation that the proposed changes could be accommodated under the present schedule and Mr. Shugrue said yes with no problem.</li><li>• Mrs. Faulenbach said policy revision would have to come before any changes can be made to the requirements so the two committees should work closely on this.</li></ul> <p><b>B. New Course Proposal Overviews</b></p> <ol style="list-style-type: none"><li>1. AP Comparative Government and Politics</li><li>2. AP Computer Science A</li><li>3. AP World History</li><li>4. Forensic Psychology</li></ol> <ul style="list-style-type: none"><li>• Mr. Smith said the overviews for these proposed courses were sent out with the agenda and they were on the five year curriculum plan.</li><li>• Mr. Shugrue said these courses fit in with the concept of more rigor and the wish to have more AP courses with open enrollment to all students. AP Comparative Government and Politics would be two half year classes in grades 11 or 12. Comparative Government would also fulfill the Civics graduation requirement. AP World History would be a hybrid course taught over two years in grades 9 and 10 for a total of 2 credits. The AP test would be taken in grade 10.</li><li>• Mr. Lawson asked about AP European History and Mr. Shugrue said that would be proposed at a later date.</li><li>• Mr. Shugrue said Forensic Psychology would be a half credit addition to the psychology curriculum, adding a third choice in that area for students.</li><li>• Mr. Smith said last year saw the highest number of students take AP courses at New Milford</li></ul>	<p><b>B. New Course Proposal Overviews</b></p> <ol style="list-style-type: none"><li>1. AP Comparative Government and Politics</li><li>2. AP Computer Science A</li><li>3. AP World History</li><li>4. Forensic Psychology</li></ol>
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	<p>High School. There was a slight dip in scores as a result. Mr. Shugrue said even with that dip, New Milford High School made the AP Honor Roll, one of only 15 or 16 schools in the state to do so.</p> <ul style="list-style-type: none"> <li>• Mr. Lawson expressed concern about the financial impact on families of all the tests.</li> <li>• Mrs. Faulenbach asked about the procedure going forward. Would the Committee be making a motion to bring these courses forward to the full Board for approval?</li> <li>• Mr. Lawson said that could be done with a motion to amend the agenda since they were listed as Items of Information only.</li> </ul> <p><b>Mrs. Shook made a motion to amend the agenda to move Items of Information B. to Discussion and Possible Action, seconded by Mrs. Faulenbach.</b></p> <p>Motion passed unanimously.</p> <p><b>Mrs. Faulenbach made a motion to bring forward the new course proposals to the full Board for approval, seconded by Mrs. Shook.</b></p> <p>Motion passed unanimously.</p> <p><b>D. SEED Update</b></p> <ul style="list-style-type: none"> <li>• Mr. Smith said things continue to evolve quickly in this area. There was a meeting last week about expanding guidelines as a result of pilot district reports but the information is not public yet. The challenge is that districts need to choose their process by April 15 and things are not definite yet.</li> <li>• Dr. Paddyfote said any updates would be brought to the Operations Committee on April 2<sup>nd</sup>.</li> <li>• Mr. Wellman asked if any reports are available and Mr. Smith referred him to the SEED website: <a href="http://www.connecticutseed.org">www.connecticutseed.org</a>.</li> </ul>	<p><b>Motion made and passed unanimously to move Items of Information B. to Discussion and Possible Action.</b></p> <p><b>Motion made and passed unanimously to bring forward the new course proposals to the full Board for approval.</b></p> <p><b>D. SEED Update</b></p>
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5.	<b>Adjourn</b>  Mrs. Shook moved to adjourn the meeting at 9:35 p.m. seconded by Mr. Wellman and passed unanimously.	<b>Adjourn</b>  Motion made and passed unanimously to adjourn the meeting at 9:35 p.m.
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Respectfully submitted:



David Lawson, Chairperson  
Committee on Learning