

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

COMMITTEE ON LEARNING  
MEETING NOTICE

<b>DATE:</b>	May 21, 2013
<b>TIME:</b>	7:30 PM
<b>PLACE:</b>	Lillis Administration Building – Room 2

GEORGE C. BUCKBEE  
TOWN CLERK  
GJM

2013 MAY 17 P 4: 18  
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NEW MILFORD, CT

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. PE III/IV

Mr. Keith Lipinsky

4. ITEMS FOR INFORMATION AND DISCUSSION

A. Curriculum Writing Process and Approval Timeline

Mr. Joshua Smith

B. Graduation Requirements and Financial Literacy

Mr. Greg Shugrue

C. Capstone Requirements and Information

Mr. Greg Shugrue

D. Math Pilot Update

Mr. Joshua Smith

E. Teacher & Administrator Evaluation Update

Mr. Joshua Smith

5. ADJOURN

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

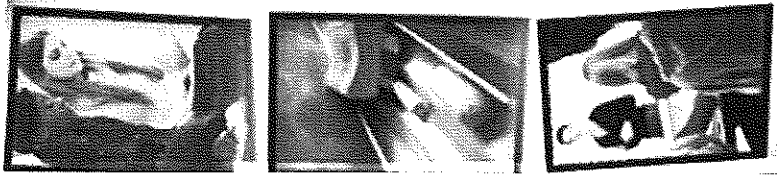
**Alternate:** Mrs. Lynette Celli Rigdon  
Mr. William Wellman

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.

# Connecticut's High School Reform

Updated: May 21, 2013



## Building Blocks of Reform

### Engagement

- Extensive Professional Development (Engaging Instructional Practices, Technology, nurturing positive school culture, differentiated instruction)
  - Expanded Learning Options (internships, online classes, courses taking 2 years instead of 1, graduating in 3 - 5 years...)
  - Increased Supports Programs for Remediation and Strengthening Skills
  - Student Success Plans with Career Path Options (based on interests and unique abilities)
  - Smaller Learning Communities and Increased Adult-Student Connections (every student has connections with an adult in the building - no one gets lost)
- RIGOR**
- 2.5 Credits: Includes a Core Curriculum of Required Courses
  - End-of-Course Assessment Examinations and Performance Tasks
  - 21<sup>st</sup> Century Learning
  - Technology and other 21<sup>st</sup> Century Learning Skills Embedded in State-Developed Model Curricula
  - A Senior Demonstration Project (one credit toward graduation)

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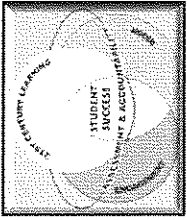
- **Rigor**

- 25 Credits: Includes a Core Curriculum of Required Courses
- End-of-Course Assessment Examinations and Performance Tasks

- **21<sup>st</sup> Century Learning**

- Technology and other 21<sup>st</sup> Century Learning Skills Embedded in State-Developed Model Curricula
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New Milford Graduation Credits  
and  
Capstone



## Proposed 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

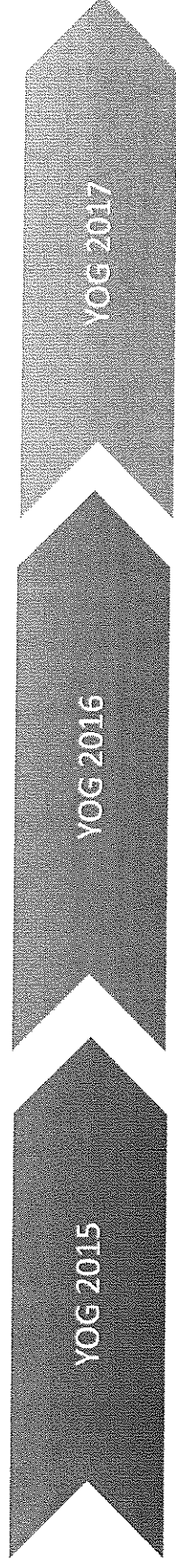
### 9<sup>th</sup> Grade

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
- 6 advisor stipends (\$10,885)\*

- Increase Math to 4 years
- .5 Humanities Elective
- 1.5 Credit increase
- Possible required finance or economics credit
- Total Credits to 26
- Staffing implications
- 1 Math Teacher @ \$60,000

2010-2011 Required Graduation Credits:  
State Average 26.4  
DRG Average 23

\*See cost breakdown slide



# State and DRG Breakdown

DRG	Required Credits		
A	23.3		
B	21.9		
C			
D	23		
E			
F			
G	22.9		
H			
I	46		
New Milford	22.5		
State Average	26.4		

• **Engagement**

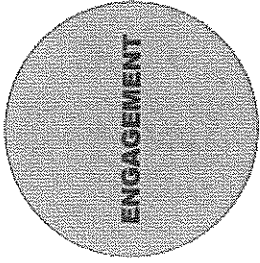
- Extensive Professional Development (Engaging Instructional Practices, Technology, nurturing positive school culture, differentiated instruction)
- Expanded Learning Options (internships, online classes, courses taking 2 years instead of 1, graduating in 3 – 5 years...)
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- End-of-Course Assessment Examinations and Performance Tasks

• **21<sup>st</sup> Century Learning**

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- A Senior Demonstration Project (one credit toward graduation)



# Engagement *includes...*

- **Interpersonal**
  - Student-to-Student
  - Student-to-Adult
- **Group**
  - Classroom
  - School
  - Community
- **Intellectual**
  - Student-to-Class Content
  - Student-to-Course Choices
- **Aspiration**
  - Student-to-College
  - Student-to-Career

“Learners [are] involved and motivated through connections to content, individuals, and community”

# **Personalizing Education:**

## **Some Key Strategies**

- **Individual Student Success Plan (SSP)**
- **Core and elective courses include:**
  - Exploration of Interests
  - Career Pathway
  - Preparation for Post-Secondary Education
- **Positive adult relationship(s)**

# 21<sup>st</sup> Century Learning

- Creativity & Innovation
- Multi-media Literacy, Communication & Collaboration
- Global Citizenship and Multi-cultural Awareness
- Critical Thinking, Problem-Solving & Decision-Making
- Social, personal, and financial responsibility
- Research & Information Literacy
- Work ethic

**“Students prepared for success in the world of today and tomorrow.”**

## Connecticut Plan – Engagement (p.3)

- **Engagement Component 2: *Require a Capstone Experience for Every Student***
- The end-product of each student’s school experience is a “capstone” project culminating in a product that integrates many, if not all of the essential skills acquired over a student’s seven-year history in secondary school. Each student will complete this project as one of the requirements for graduation from high school.
- Students have several choices for completing the capstone experience—from developing a portfolio of best work, to completing a set of experiments organized around one or more scientific problems, doing community service, or working as an intern in a local business. The options are varied, but firmly anchored to both the SSP and the Grade 8 portfolio or project. (See the chart that follows at the end of this section). All capstone requirements will include research, written, and presentation components, and, as suggested above, the SSP and the advisor/mentor will play critical roles in helping each student adjust as necessary and complete the Capstone Experience successfully.

# Language in Raised Bill 944

- Section 1. (NEW) (*Effective July 1, 2009*) (a) On and after July 1, 2015, local and regional boards of education may implement, in accordance with this section, "The Connecticut Plan: Academic and Personal Success for Every Middle and High School Student" adopted by the State Board of Education on October 2, 2008, provided funding is appropriated to the Department of Education and school districts for such implementation.
- (b) The plan includes, but is not limited to, the following:
  - (4) Requiring students to satisfactorily complete a "capstone experience" or senior demonstration project that offers evidence of mastery of essential skills and knowledge identified in each student's individualized "success plan";

# Capstone Charge

To develop *guidelines* for  
and collect *models* of  
for-credit capstone courses  
for students completing  
high school and middle level  
education



# Capstone Experience:

As defined the Connecticut State Department of Education

- The **Capstone Experience** is a culminating activity that provides a way for students to demonstrate the knowledge and skills they acquired during their secondary school years of education. It engages students in a project/experience that focuses on an interest, career path or academic pursuit that synthesizes classroom study and real world perspective. High school students are asked to demonstrate their ability to apply key knowledge and skills by planning, completing and presenting a culminating project linked to one or more area of personal interest and the individual's Student Success Plan.
- The capstone experience may include an in-depth project, reflective portfolio, community service and/or internship. As part of the experience, the student will demonstrate research, communication and technology skills including additional relevant 21<sup>st</sup> century skills.
- Work on the Capstone Project may begin as early as 9th grade. Successful completion of a Capstone Project will earn the student one credit toward high school graduation.

# Task Process and Outcomes

1. Literature review, including existing models
2. Skills:
  1. research, communication, knowledge acquisition
  2. 21st Century
3. Student Success Plan connections
4. Guidelines and methods of evaluation
  - core (required) experiences
  - optional (recommended) experiences
5. Pilot and refine guidelines and evaluation tools
6. Distill models (alternative approaches, work samples)
7. Identify Professional development needs
8. Dissemination and delivery
9. Repeat for Middle Level

# Capstone Recommended Practices

		Essential		Recommended	Examples (See Contacts below)
Choice	Student chooses focus Requires new learning In-school advisor* support			Experiential learning	Mission: Barrington HS Student expectations: JBHS Branford HS Personalized learning: Bolton HS
Standards and Skills	Critical and creative thinking Flexibility and initiative	Analysis and research Multi-modal communication Effective use of technology			Guiding questions: JBHS Faculty reading: Barrington HS Learner Outcome: Branford HS
Processes	Plan Research Implement Present	Reflect Self-Evaluate Ongoing in-school adult advisor/mentor*			Phase of project: Bolton HS Senior Project Calendar: Barrington HS
Products	Proposal Journal or Process Log End Product	Presentation/Demonstration Reflection Self-Evaluation			Final Reflection: JBHS Demonstration Evening: Bolton HS Graduation Exhibit: Branford HS
Supporting Organizational Structure	Early planning Program Coordinator Required for graduation Expectations worthy of one high school credit Scoring tools	Introduction for school and community In-school advisor/mentor* also monitors student progress Systematic inclusion in school resources Connections to Student Success Plan	Vertical articulation with middle school Student leadership of Capstone program Community mentors		Faculty coordinator, 23 faculty advisors: Branford HS Technical advisor: JBHS Coordinators: JBHS, Barrington HS

## **Capstone: Essential and Recommended Practices**

### **Contacts for Examples Cited in Table:**

- Bolton High School “Senior Demonstration” – Contact: 860-643-2768
- Branford High School “Senior Graduation Exhibition” – Contact: 203-488-7291
- Joel Barlow High School (JBHS) “Capstone” – Contact: 203-938-2508
- Barrington High School (Barrington, Rhode Island) “Senior Project” – Contact: 401-24

### **Other Resources:**

- Senior Project Center: <http://www.seniorproject.net/>
- Senior Portfolio Exhibition Guide, Samuel F. B. Morse High School, Pdf ([www.morsehs.com/fourpages/auto/2008](http://www.morsehs.com/fourpages/auto/2008))
- NWREL, The Senior Project, North Salem H.S., Salem, Oregon – Contact: Ken Hansen (Phone: 503-399-3241)
- 21<sup>st</sup> Century Skills: <http://www.21stcenturyskills.org> or [www.metiri.com/21st%20Century%20Skills/PDFtwentyfirst%20century%20skills.pdf](http://www.metiri.com/21st%20Century%20Skills/PDFtwentyfirst%20century%20skills.pdf)

<u>CAPSTONE/OTHER SCHOOL DISTRICTS</u>		Requirement
Bethel	Yes, students have tasks to complete each year that leads to the CapStone final project. They award .25 credits each year.	Yes
Brookfield	Yes	No
Joel Barlow	Yes	Yes
Masuk	Yes	Yes
Newtown	Elective, they do receive credit.	
Oxford	Yes	Yes
Region 15	No	Na
Ridgefield	Yes	Yes
South Windsor	Currently piloting with several seniors, they are not receiving credit.	No
Stratford	No	
Torrington	No	
Weston	No	

# Proposed Advisory Coordinator (1)

## **PURPOSE:**

- The Capstone Coordinator oversees the entire scope of New Milford High School's Capstone Projects. The Capstone Coordinator works directly with each Capstone Advisor to ensure successful completion of a project for each and every graduating senior. In addition to overseeing the program as a coordinator, the Capstone Coordinator serves as a Capstone Advisor for a group of students.

## **QUALIFICATIONS:**

- Candidate must be employed as a teacher at New Milford High School.
- Candidate must be proficient in electronic communication and online file sharing.
- Candidate must be proficient in the usage of turnitin.com or willing to be trained in the usage of turnitin.com

**REPORTS TO:** Principal and/or Assistant Principal.

**COLLABORATES WITH:** Capstone Project Advisors, Supervisor of Special Education, Department Chairs, Head Teachers, Teacher, Paraeducators, tutors, volunteers, and members of the greater New Milford Community.

**STIPEND:** Level D as set by contract schedule between the Board of Education and Teachers Association.

## **RESPONSIBILITIES:**

- The Capstone Coordinator will also serve as a Capstone Advisor
- The Capstone Coordinator will also:
  - Promote the importance of Capstone Projects to the greater New Milford community and businesses
  - Prepare and review annual Capstone Project handouts and guidelines for Capstone Project Advisors and students
  - Assigning graduating seniors to work with a Capstone Advisor
  - Develop relationships with local businesses to support Capstone field work and identification of mentors
  - Plan annual Capstone Board Day including securing panels of judges consisting of community stakeholders
  - Provide support for Capstone Advisors
  - Meet monthly with New Milford High School administration and guidance counselors to review overall student progress
  - Coordinate modifications/accommodations for individual projects based on Special Education and 504 eligibility status
  - Chair the Capstone Board to approve proposals and determine year end successful completion of Capstone Projects

# Proposed Capstone Advisor (6)

## **PURPOSE:**

- Capstone Advisors support students in a process that challenges them to demonstrate and display their mastery of many of the skills they acquired during their years in the New Milford Public Schools. Capstone Advisors empower students to take control and have a powerful voice in their own education and development both as learners and individuals. Capstone Advisors provide guidance to students so they are able to accomplish and to showcase their achievements while stretching their boundaries of intellect and academic abilities.

## **QUALIFICATIONS:**

- Candidate must be employed as a teacher at New Milford High School.
- Candidate must be proficient in electronic communication and online file sharing.
- Candidate must be proficient in the usage of turnitin.com or willing to be trained in the usage of turnitin.com

**REPORTS TO:** Capstone Coordinator, Principal, and/or Assistant Principal.

**COLLABORATES WITH:** Supervisor of Special Education, Department Chairs, Head Teachers, Teacher, Paraeducators, tutors, volunteers, and members of the greater New Milford Community.

**STIPEND:** Level B as set by contract schedule between the Board of Education and Teachers Association.

## **RESPONSIBILITIES:**

- Provide an overview of the Capstone Project to their advisees
- Participate in a training session(s) to reinforce the fundamentals of research projects
- Assist advisees with the completion of the Capstone Project through electronic communication, small groups, and one to one arrangements as necessary
- Hold after school assistance for advisees in a whole group format 1 time/per month
- Participate as a member of the Capstone Board to:
  - Approve advisees' Capstone Project proposals (including Honors options)
  - Assist with determining successful completion of advisees' Capstone Projects (including serving as a judge on the Portfolio Presentation Board)
- Review advisees' submitted Capstone Project materials
- Communicate with Guidance counselors regarding status of advisees' Capstone Projects
- Support advisees' field work by communicating with established mentors and/or providing resources to obtain mentors if necessary

# New Milford High School Capstone Project Proposal *Budgetary Impact*

- Implementation of the Capstone Project will require two types of Extracurricular Activity Advisors that would be paid according to the contract schedule between the Board of Education and the Teachers Association. The positions and stipends are as follows:
- Capstone Project Coordinator: Level D = \$2371
- Capstone Project Advisor: Level B = \$1419
- Based on an average Senior class enrollment of 350 students, 1 Capstone Project Coordinator (who also serves as a Advisor) and 6 Capstone Project Advisors, would create a 50:1 Advisor to student ratio.
- Capstone Project Coordinator: 1 @ \$2371 = \$2371
- Capstone Project Advisor: 6 @ \$1419 = \$8514
- Total Cost: \$10,885



**New Milford Board of Education  
 Committee on Learning Minutes  
 May 21, 2013  
 Lillis Administration Building, Room 2**

**Present:** Mr. David A. Lawson, Chairperson  
 Mr. David R. Shaffer  
 Mrs. Daniele Shook  
 Mr. William Wellman, alternate

**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  
 Mr. Keith Lipinsky, Substitute Athletic Director, New Milford High School

GEORGE C. BUCKBEE  
 TOWN CLERK  
 2013 MAY 23 P 2:19  
 NEW MILFORD, CT

<b>1.</b>	<p><b>Call to Order</b></p> <p>The meeting of the New Milford Board of Education Committee on Learning was called to order at 7:31 p.m. by Mr. Lawson. Mr. Wellman was seated due to vacancy.</p>	<p><b>Call to Order</b></p>
<b>2.</b>	<p><b>Public Comment</b></p> <ul style="list-style-type: none"> <li>• None</li> </ul>	<p><b>Public Comment</b></p>
<b>3.</b>	<p><b>Discussion and Possible Action</b></p> <p><b>A. Review and Approval of curriculum:</b></p> <p><b>1. PE III/IV</b></p> <ul style="list-style-type: none"> <li>• Mr. Lipinsky gave highlights of this curriculum which applies to the junior and senior years of high school physical education. Students select from 24 different units according to interest. One unit must be in the fitness category, two from the outdoor category, two from team sports and two from individual sports. In the junior/senior years the focus is on the strategy of the game/sport over basic skills which the students should already have. They have also started to incorporate technology with the use of applications to log progress etc.</li> </ul>	<p><b>Discussion and Possible Action</b></p> <p><b>Review and Approval of curriculum:</b></p> <p><b>PE III/IV</b></p>

	<ul style="list-style-type: none"> <li>• Mr. Wellman asked what standards of success are used and for more clarification regarding the use of rubrics. Mr. Lipinsky said they vary depending on the activity but all are based on common formative assessments.</li> <li>• Mr. Shaffer asked what happens in the case of a student who is absent frequently. Mr. Lipinsky said they require make-up classes. One written assignment is allowed as a make-up each semester. In the case of a medical excuse, they work with the student on a case by case basis.</li> <li>• Mrs. Shook said she thought the curriculum was very comprehensive.</li> <li>• Mr. Smith commended Mr. Lipinsky on his work overall with the 9-12 PE curriculum.</li> </ul> <p><b>Mr. Shaffer moved to bring the following curriculum to the full Board for approval: PE III/IV, seconded by Mrs. Shook and passed unanimously.</b></p>	<p><b>Motion made and passed unanimously to bring the following curriculum to the full Board for approval: PE III/IV.</b></p>
<p><b>4.</b></p> <p><b>A.</b></p>	<p><b>Items of Information</b></p> <p><b>Curriculum Writing Process and Approval Timeline</b></p> <ul style="list-style-type: none"> <li>• Mr. Smith said he and Mr. Lawson had conversations about this topic and Mr. Shaffer had expressed concerns about the writing process previously. Mr. Smith noted that curriculum writing is much more fluid with the common core. There is less of a written component being required for curriculum support. There is also lots of curriculum now available in the public domain to review thanks to federal dollars utilized. He said the Five Year Curriculum Plan is a good tool for budgetary purposes but the timeline is often manipulated and reprioritized based on strengths and weaknesses and the money available.</li> <li>• Mr. Lawson expressed reservations with the current process where the entire curriculum is fully approved before it is taught.</li> </ul>	<p><b>Items of Information</b></p> <p><b>Curriculum Writing Process and Approval Timeline</b></p>

	<ul style="list-style-type: none"> <li>• Mr. Shaffer agreed saying that often when teaching begins adjustments need to be made.</li> <li>• Mr. Lawson suggested the possibility of changing the process to require that an outline of the course be approved first with the full course guide being approved after teaching has begun, thereby creating a two tier approval process.</li> <li>• Dr. Paddyfote cautioned that there is language in the teacher contract governing curriculum writing. She also questioned the purchase of textbooks with only the outline approved vs. the full curriculum approval.</li> <li>• Mr. Lawson said he was trying to make the process easier on teachers not complicate it.</li> <li>• Mr. Smith agreed to talk to the teachers who have written curriculum to see what they think the biggest problems with the current system are.</li> <li>• The consensus of the Committee was to continue the current practice.</li> </ul>	
<p><b>B.</b></p>	<p><b>Graduation Requirements and Financial Literacy</b></p> <ul style="list-style-type: none"> <li>• Mr. Smith said the Financial Literacy requirement was added to the graduation requirements policy currently under discussion for revision based on suggestions at a previous meeting.</li> <li>• Mr. Lawson said he thought it was a fabulous idea.</li> </ul>	<p><b>Graduation Requirements and Financial Literacy</b></p>
<p><b>C.</b></p>	<p><b>Capstone Requirements and Information</b></p> <ul style="list-style-type: none"> <li>• Mr. Smith said Capstone has been a topic of discussion at both Policy and Committee on Learning meetings.</li> <li>• Mr. Balanda provided samples of Capstone work done in other districts as well as a draft binder for use in New Milford. He said the Oxford district has invited Committee members to their culminating assembly on May 23<sup>rd</sup>.</li> <li>• Mr. Shaffer said Joel Barlow had extended the same invitation to their event on May 30<sup>th</sup>.</li> <li>• Mr. Shaffer asked what happened in the case of a student moving into district mid-year.</li> </ul>	<p><b>Capstone Requirements and Information</b></p>

	<p>He also asked about the case of a student leaving and coming back in to district during the year.</p> <p>Mr. Shugrue said modifications would need to be made on an individual basis to meet the spirit of Capstone without causing undue hardship on the student.</p> <ul style="list-style-type: none"> <li>• Mr. Lawson asked if thought had been given to the weight of the course. Mr. Balanda said as presented it is not a course but a requirement. In the draft of the Capstone materials, there is an option for completion with honors. Mr. Shugrue said a calculation could be made to add to the grade point average.</li> <li>• Mr. Shaffer asked who decides if a topic is worthy. Mr. Shugrue said the topic was not necessarily key; rather it is the experiential nature of the project and its real world applications that would be more important. He envisions these types of discussions happening with the coordinators and other school members prior to its adoption in 2016 or 2017.</li> <li>• Mr. Shaffer said he was told that the projects take 50 hours at Joel Barlow and asked how New Milford would compare. Mr. Balanda said it could easily be 50 hours or more all told.</li> <li>• Mr. Lawson asked how the program's effectiveness would be evaluated. Mr. Balanda said how the project is implemented will affect that but it could be through rubrics, reflections after completion, discussions with mentors etc.</li> <li>• Mr. Smith spoke about national organizations that have been researching Capstone programs for years and pointed to several indicators of success and that many business organizations promote a stronger connection between education and workforce experience.</li> </ul>	
<p><b>D.</b></p>	<p><b>Math Pilot Update</b></p> <ul style="list-style-type: none"> <li>• Mr. Smith said he met with teachers on May 15<sup>th</sup> to review the pilots. Consensus was that the program that was easiest to implement and most well organized lacked rigor. The other program which was more rigorous had</li> </ul>	<p><b>Math Pilot Update</b></p>

	<p>technical issues and required a high degree of technology use by the teacher. With an estimated \$100,000 to \$175,000 investment required, the group is not recommending adoption of either one at this time. Instead, the district will use a hybrid next year based on four to six model units that will be bolstered by current materials available to move closer to common core expectations. Staff will have weekly curriculum meetings to assist with implementation and the Math Coach will oversee the process.</p> <ul style="list-style-type: none"><li>• Mrs. Shook said she thought the weekly meetings would be crucial for success.</li></ul> <p><b>E. Teacher and Administrator Evaluation Update</b></p> <ul style="list-style-type: none"><li>• Mr. Smith said the state has released training dates for this summer. Assistant principals will be required to attend five days. All other administrators will be required to attend nine days total. Training must be completed before September. There will be minimal cost to districts. A decision has been made regarding an on-line management system but it is unknown yet whether that will be no cost or fee based.</li><li>• Mr. Lawson asked if there was any more word regarding the six formal observations requirement. Mr. Smith said there is some grandfathering so a certified tenured staff member who was proficient under the old system will require two formal and two informal observations. Non-tenured or below proficient staff will require three formal and two to three informal observations.</li><li>• Mr. Shaffer asked if department chairs with 092 certifications would be trained this summer. Mr. Smith said there was no clear answer yet.</li><li>• Mrs. Shook asked for clarification on what an informal observation would consist of. Mr. Smith said consensus was no less than a ten minute timeframe but beyond that not a lot of clarity on this topic yet.</li></ul>	<p><b>Teacher and Administrator Evaluation Update</b></p>
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5.	<b>Adjourn</b>  Mrs. Shook moved to adjourn the meeting at 8:36 p.m. seconded by Mr. Shaffer and passed unanimously.	<b>Adjourn</b>  Motion made and passed unanimously to adjourn the meeting at 8:36 p.m.
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Respectfully submitted:



David Lawson, Chairperson  
Committee on Learning