

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

COMMITTEE ON LEARNING
MEETING NOTICE

DATE:	September 18, 2012
TIME:	7:30 P.M.
PLACE:	Lillis Administration Building – Room 2

GEORGE C. BUCKBEE
TOWN CLERK

2012 SEP 14 P 12:53

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. Experimental Chemistry
- 2. German I
- 3. Marketing II

Mr. Joshua Smith
Mrs. Lauren Iverson
Mr. Joshua Smith

4. ITEMS OF INFORMATION

- A. State & National Initiatives
 - CSS/Smarter Balance/Student Performance Indicators/Evaluations
- B. CMT/CAPT Presentation and District Academic Goals
- C. Five-Year Curriculum Plan

Mr. Joshua Smith
Mr. Joshua Smith
Mr. Joshua Smith

5. ADJOURN

Sub-Committee Members: Mr. David Lawson, Chairperson
Mr. Thomas Brant
Mr. David Shaffer
Mrs. Daniele Shook

Alternates: Mrs. Lynette Celli Rigdon
Mr. William Wellman

Committee on Learning Agenda

September 18, 2012

Attachments

3. A. Review and approval of curriculum

1. Experimental Chemistry
2. German I
3. Marketing II

The above curriculum can be previewed in the Assistant Superintendent's Office
Lillis Administration Building – Room #6

4. A. State & National Initiatives

The Common Core State Standards Initiative*

A state-led effort to create shared high standards to make sure all American students are ready for college and work.

Two plus two should equal four, no matter where you are. Today, we have different standards in every state and we need a common core of state standards to ensure all students, no matter where they live, are prepared for success in college and work. Building on the excellent foundation of standards states have laid, these standards are the first step in providing our young people with a high-quality education. It should be clear to every student, parent, and teacher what the standards of success are in every school.

Teachers, parents and community leaders have all weighed in to create the common core state standards. The draft K-12 Common Core State Standards are a breakthrough in focus and coherence. They allow students to understand what is expected of them and to become progressively more proficient in understanding and using mathematics. At the same time, teachers will be better equipped to know exactly what they need to help students learn and establish individualized benchmarks for them. The common core draft standards focus on core conceptual understandings and procedures starting in the early grades, thus enabling teachers to take the time needed to teach core concepts and procedures well -- and to give students the opportunity to really master them.

With students, parents and teachers all on the same page and working together for shared goals, we can ensure that students make progress each year and graduate from school prepared to succeed and build a strong future for themselves and the country.

Key Takeaways from the Draft K-12 Common Core State Standards Initiative in Mathematics

- The K-5 standards provide students with a *solid foundation in whole numbers, addition, subtraction, multiplication, division, fractions and decimals*--which help young students build the foundation to successfully apply more demanding math concepts and procedures, and move into applications.
- In kindergarten, the standards follow successful international models and recommendations from the National Research Council's Early Math Panel report, by focusing kindergarten work on the *number core*: learning how numbers correspond to quantities, and learning how to put numbers together and take them apart (the beginnings of addition and subtraction).
- The K-5 standards build on the best state standards to provide detailed guidance to teachers on how to navigate their way through knotty topics such as *fractions, negative numbers, and geometry*, and do so by maintaining a continuous progression from grade to grade.
- The standards stress not only procedural skill but also conceptual understanding, to make sure students are learning and absorbing the critical information they need to succeed at higher levels - rather than the current practices by which many students learn enough to get by on the next test, but forget it shortly thereafter, only to review again the following year.
- Having built a strong foundation K-5, students can do *hands on learning* in geometry, algebra and probability and statistics. Students who have completed 7th grade and mastered the content and skills through the 7th grade will be *well- prepared for algebra* in grade 8.

- The middle school standards are robust and provide a coherent and rich *preparation for high school mathematics*.
- The high school standards call on students to *practice applying mathematical ways of thinking to real world issues and challenges*; they prepare students to think and reason mathematically.
- The high school standards set a *rigorous definition of college and career readiness*, by helping students develop a depth of understanding and ability to apply mathematics to novel situations, as college students and employees regularly do.
- The high school standards *emphasize mathematical modeling*, the use of mathematics and statistics to analyze empirical situations, understand them better, and improve decisions. For example, the draft standards state: "Modeling links classroom mathematics and statistics to everyday life, work, and decision-making. It is the process of choosing and using appropriate mathematics and statistics to analyze empirical situations, to understand them better, and to improve decisions. Quantities and their relationships in physical, economic, public policy, social and everyday situations can be modeled using mathematical and statistical methods. When making mathematical models, technology is valuable for varying assumptions, exploring consequences, and comparing predictions with data."

The Common Core State Standards Initiative:

A state-led effort to create shared high standards to make sure all American students are ready for college and work.

Today, we have different standards in every state and we need a common core of state standards to ensure all students, no matter where they live, are prepared for success in college and work. Building on the excellent foundation of standards states have laid, these standards are the first step in providing our young people with a high-quality education. It should be clear to every student, parent, and teacher what the standards of success are in every school.

Teachers, parents and community leaders have all weighed in to create the common core state standards. The draft K-12 Common Core State Standards are a breakthrough in focus and coherence. They allow students to understand what is expected of them and to become progressively more proficient in understanding and using English and Language Arts. At the same time, teachers will be better equipped to know exactly what they need to help students learn and establish individualized benchmarks for them. The common core draft standards focus on core conceptual understandings and procedures starting in the early grades, thus enabling teachers to take the time needed to teach core concepts and procedures well -- and to give students the opportunity to really master them.

With students, parents and teachers all on the same page and working together for shared goals, we can ensure that students make progress each year and graduate from school prepared to succeed and build a strong future for themselves and the country.

Key Takeaways from the Draft K–12 Common Core State Standards in English Language Arts**Reading**

- The standards establish a “staircase” of increasing complexity in what students must be able to read so that all students are ready for the demands of college- and career-level reading no later than the end of high school. The standards also require the progressive development of reading comprehension so that students advancing through the grades are able to gain more from whatever they read.
- Through reading a diverse array of classic and contemporary literature as well as challenging informational texts in a range of subjects, students are expected to build knowledge, gain insights, explore possibilities, and broaden their perspective. Because the standards are building blocks for successful classrooms, but recognize that teachers, school districts and states need to decide on appropriate curriculum, they intentionally do not offer a reading list. Instead, they offer numerous sample texts to help teachers prepare for the school year and allow parents and students to know what to expect at the beginning of the year.
- The standards mandate certain critical types of content for all students, including classic myths and stories from around the world, foundational U.S. documents, seminal works of American literature, and the writings of Shakespeare. The standards appropriately defer the many remaining decisions about what and how to teach to states, districts, and schools.

Writing

- The ability to write logical arguments based on substantive claims, sound reasoning, and relevant evidence is a cornerstone of the writing standards, with opinion writing—a basic form of argument—extending down into the earliest grades.
- Research—both short, focused projects (such as those commonly required in the workplace) and longer term in depth research —is emphasized throughout the standards but most prominently in the writing strand since a written analysis and presentation of findings is so often critical.
- Annotated samples of student writing accompany the standards and help establish adequate performance levels in writing arguments, informational/explanatory texts, and narratives in the various grades.

Speaking and Listening

- The standards require that students gain, evaluate, and present increasingly complex information, ideas, and evidence through listening and speaking as well as through media.
- An important focus of the speaking and listening standards is academic discussion in one-on-one, small-group, and whole-class settings. Formal presentations are one important way such talk occurs, but so is the more informal discussion that takes place as students collaborate to answer questions, build understanding, and solve problems.

Language

- The standards expect that students will grow their vocabularies through a mix of conversations, direct instruction, and reading. The standards will help students determine word meanings, appreciate the nuances of words, and steadily expand their repertoire of words and phrases.
- The standards help prepare students for real life experience at college and in 21st century careers. The standards recognize that students must be able to use formal English in their writing and speaking but that they must also be able to make informed, skillful choices among the many ways to express themselves through language.
- Vocabulary and conventions are treated in their own strand not because skills in these areas should be handled in isolation but because their use extends across reading, writing, speaking, and listening.

Media and technology

- Just as media and technology are integrated in school and life in the twenty-first century, skills related to media use (both critical analysis and production of media) are integrated throughout the standards.



A Summary of Core Components

The Smarter Balanced Assessment Consortium is one of two multistate consortia awarded funding from the U.S. Department of Education to develop an assessment system based on the new Common Core State Standards (CCSS). To achieve the goal that all students leave high school ready for college and career, Smarter Balanced is committed to ensuring that assessment and instruction embody the CCSS and that all students, regardless of disability, language or subgroup status, have the opportunity to learn this valued content and to show what they know and can do.

With strong support from participating states, institutions of higher education and industry, Smarter Balanced will develop a balanced set of measures and tools, each designed to serve specific purposes. Together, these components will provide student data throughout the academic year that will inform instruction, guide interventions, help target professional development and ensure an accurate measure of each student's progress toward career- and college-readiness.

The core components of Smarter Balanced are:

Summative assessments:

- ▶ Mandatory comprehensive accountability measures that include computer adaptive assessments and performance tasks, administered in the last 12 weeks of the school year in grades 3–8 and 11 for English language arts(ELA)/literacy and mathematics;
- ▶ Designed to provide valid, reliable and fair measures of students' progress toward and attainment of the knowledge and skills required to be college- and career-ready;
- ▶ Capitalize on the strengths of computer adaptive testing (e.g. efficient and precise measurement across the full range of achievement and quick turnaround of results); and,
- ▶ Produce composite content area scores, based on the computer adaptive items and performance tasks.

Interim assessments:

- ▶ Optional comprehensive and content-cluster measures that include computer adaptive assessments and performance tasks, administered at locally determined intervals throughout the school year;
- ▶ Results reported on the same scale as the summative assessment to provide information about how students are progressing;
- ▶ Serve as the source for interpretive guides that use publicly released items and tasks;
- ▶ Grounded in cognitive development theory about how learning progresses across grades and how college- and career-readiness emerge over time;
- ▶ Involve a large teacher role in developing and scoring constructed response items and performance tasks;
- ▶ Afford teachers and administrators the flexibility to:
 - select item sets that provide deep, focused measurement of specific content clusters embedded in the CCSS;
 - administer these assessments at strategic points in the instructional year;

- use results to better understand students' strengths and limitations in relation to the standards;
- support state-level accountability systems using end-of-course assessments.

Formative tools and processes:

- ▶ Provides resources for teachers on how to collect and use information about student success in acquisition of the CCSS;
- ▶ Will be used by teachers throughout the year to better understand a student's learning needs, check for misconceptions and/or to provide evidence of progress toward learning goals.

System Features

- ▶ Ensures coverage of the full range of ELA/literacy and mathematics standards and breadth of achievement levels by combining a variety of item types (e.g., selected-response, constructed response, and technology-enhanced) and performance tasks, which require application of knowledge and skills.
- ▶ Provides comprehensive, research-based support, technical assistance and professional development so that teachers can use assessment data to improve teaching and learning in line with the standards.
- ▶ Provides online, tailored reports that link to instructional and professional development resources.

LEARN MORE AND GET INVOLVED

Visit SmarterBalanced.org to learn more about the Smarter Balanced Assessment Consortium and sign-up to receive our monthly eNewsletter. For more information, please contact Info@SmarterBalanced.org.



Computer Adaptive Testing

The Smarter Balanced Assessment Consortium is a state-led consortium working collaboratively to develop next-generation assessments aligned to the Common Core State Standards (CCSS) that measure student progress toward college- and career-readiness. The work of the Consortium is guided by the belief that a high-quality assessment system can provide resources and tools for teachers and schools to improve instruction and help students succeed.

An Innovative Approach

The Smarter Balanced assessment system capitalizes on the precision and efficiency of computer adaptive testing (CAT) for both the mandatory summative assessment and the optional interim assessments. Based on student responses, the computer program adjusts the difficulty of questions throughout the assessment. For example, a student who answers a question correctly will receive a more challenging item, while an incorrect answer generates an easier question. By adapting to the student as the assessment is taking place, these assessments present an individually tailored set of questions to each student and can quickly identify which skills students have mastered. This approach represents a significant improvement over traditional paper-and-pencil assessments used in many states today.

- ▶ **Better information for teachers:** Optional computer adaptive interim assessments will provide a more detailed picture of where students excel or need additional support, helping teachers to differentiate instruction. The interim assessments will be reported on the same scale as the summative assessment, and schools will have flexibility to assess small elements of content or the full breadth of the CCSS at locally-determined times throughout the year.
- ▶ **More efficient and more secure:** Computer adaptive tests are typically shorter than paper-and-pencil assessments because fewer questions are required to accurately determine each student's achievement level. The assessments draw from a large bank of questions, and since students receive different questions based on their responses, test items are more secure and can be used for a longer period of time.
- ▶ **More accurate:** Computer adaptive testing offers teachers and schools a more accurate way to evaluate student achievement, readiness for college and careers and to measure growth over time.

Support for States

Smarter Balanced is committed to helping states transition successfully to CAT. We collaborated with PARCC to develop a technology readiness tool to identify infrastructure gaps that might serve as barriers for computer-based assessments. States will have the option to administer a paper-and-pencil version of the summative assessment during a three-year transition period. Finally, the 12-week administration window for the summative assessment will reduce pressure on school information technology resources.

Additional Resources

Smarter Balanced is working with experts in the field of computer adaptive testing, drawing on the experience of member states like Oregon, which implemented CAT in 2001. For more information on CAT, see:

- ▶ *A Framework for the Development of Computerized Adaptive Tests*, Nathan A. Thompson, Assessment Systems Corporation, and David J. Weiss, University of Minnesota
- ▶ *The Road Ahead for State Assessments*, Rennie Center for Education Research & Policy, Policy Analysis for California Education (PACE)

LEARN MORE AND GET INVOLVED

Visit SmarterBalanced.org to learn more about the Smarter Balanced Assessment Consortium and sign-up to receive our monthly eNewsletter. For more information, please contact Info@SmarterBalanced.org.

**New Milford Board of Education
 Committee on Learning Minutes
 September 18, 2012
 Lillis Administration Building, Room 2**

Present: Mr. David A. Lawson, Chairperson
 Mr. Tom Brant
 Mr. David R. Shaffer
 Mrs. Daniele Shook

Also Present: Dr. JeanAnn C. Paddyfote, Superintendent of Schools
 Mr. Joshua Smith, Assistant Superintendent of Schools
 Mrs. Eileen Reed, Science Department Chair, New Milford High School

GEORGE C. BUCKBEE
 TOWN CLERK

2012 SEP 20 P 3:08

NEW MILFORD, CT

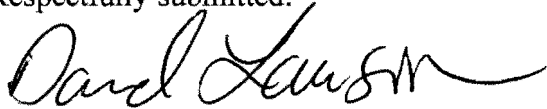
1.	<p>Call to Order The meeting of the New Milford Board of Education Committee on Learning was called to order at 7:30 p.m. by Mr. Lawson.</p> <ul style="list-style-type: none"> Mr. Lawson welcomed Mr. Smith. He reminded Committee members that questions and comments should go through the Chair. 	<p>Call to Order</p>
2.	<p>Public Comment</p> <ul style="list-style-type: none"> None 	<p>Public Comment</p>
3. A. 1.	<p>Discussion and Possible Action</p> <p>Review and Approval of curriculum:</p> <p>1. Experimental Chemistry</p> <ul style="list-style-type: none"> Mrs. Eileen Reed presented the Experimental Chemistry curriculum which was written by Chemistry teacher Kristin Stolle. The course has been offered for many years, typically with three to four sections per year. This year there are three sections. It is a hands-on course with the focus on experimental activities vs. math based chemistry. Major chemistry concepts are covered with a focus on real world applications. A food chemistry unit has been added. The revision is in the new format for the common core. Mr. Shaffer asked what “describe periodic trends” referred to on page 20. Mrs. Reed said that was a reference to how the periodic table is organized. Mr. Shaffer asked for a definition of DHMO on page 20. Mrs. Reed said this 	<p>Discussion and Possible Action</p> <p>Review and Approval of curriculum:</p> <p>Experimental Chemistry</p>

<p>4.</p> <p>A.</p> <p>B.</p>	<p>Items of Information</p> <p>State & National Initiatives – CSS/Smarter Balance/Student Performance Indicators/Evaluations</p> <ul style="list-style-type: none"> • Mr. Smith spoke on the initiatives happening at the state and national level. There is currently a big emphasis for legislation and change in education resulting in many changes that will be implemented over time. A common core of state standards has been adopted by 46 states and a national assessment is in the development stage. New standards for teacher and administrative evaluation are in the works as are changes in tenure and professional development. Mr. Smith said change is happening at such a fast pace that the information being disseminated is not always accurate. • Mr. Lawson suggested that a glossary of terms would be helpful and Mr. Smith said he would prepare a handout. <p>CMT/CAPT Presentation and District Academic Goals</p> <ul style="list-style-type: none"> • Mr. Smith provided an overview of CMT/CAPT and other district academic measures and how they relate to state and national norms. He reminded the Committee that assessments are only one measure of our students' success. • He highlighted the significant gains in reading made at the 4-6 grade level which he attributed to the addition of literacy coaches and the professional development given for literacy instruction. • In a comparison to our DRG, the district typically ranks in the middle to low end, clearly showing there is work to be done. • At the high school level, there has been a decline in reading, suggesting the need for professional development in that area. • At the Advanced Placement level, scores can vary significantly based on the number of 	<p>Items of Information</p> <p>State & National Initiatives – CSS/Smarter Balance/Student Performance Indicators/Evaluations</p> <p>CMT/CAPT Presentation and District Academic Goals</p>
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	<p>students taking each test. There has been consistent growth in the number of students taking tests.</p> <ul style="list-style-type: none">• Mr. Smith feels that using the new state indicators, the district will rank in the transition to progressing level, which means we will meet most annual targets but not all.• Mr. Smith plans to focus future courses of action on professional development in reading and literacy skills, on the K-8 math curriculum, and on writing to the new assessment formula.• Mr. Lawson suggested that in light of the work that needs to be done, the Board may need to consider adding a math coordinator for K-12.• Dr. Paddyfote added that the Board would have to look at the overall picture as complementary educators for evaluation may be needed as well. Coming reforms may have strong budgetary impacts. <p>C. Five-Year Curriculum Plan</p> <ul style="list-style-type: none">• Mr. Smith distributed a draft of the Five-Year Curriculum Plan through 2017. He suggested changes will be necessary to accommodate reforms and that it may be necessary to fund professional development vs. revising curriculum.• Mr. Shaffer expressed concern about the upcoming high school accreditation and the effect outdated course guides might have.• Mr. Lawson stated that he was sure NEASC was aware that the urgent change at the state and national level was creating issues.• Mrs. Shook stated that she approved of the emphasis on training over curriculum revisions, considering it more urgent. It is more important to train teachers in how to teach the curriculum than to just revise what we have with no training.	<p>Five-Year Curriculum Plan</p>
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5.	Adjourn Mrs. Shook moved to adjourn the meeting at 8:32 p.m. seconded by Mr. Brant and passed unanimously.	Adjourn Motion made and passed unanimously to adjourn the meeting at 8:32 p.m.
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Respectfully submitted:



David Lawson, Chairperson
Committee on Learning