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

COMMITTEE ON LEARNING
MEETING NOTICE

DATE:	February 15, 2011
TIME:	7:30 P.M.
PLACE:	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.

A. CALL TO ORDER

B. PUBLIC COMMENT
The Board welcomes public participation and asks that speakers please limit their comments to 3 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.

C. DISCUSSION AND POSSIBLE ACTION
1. Review and Approval of New Course Request
   a. Social and Emotional Thinking – Mrs. Erica Fradette
2. Approval of Technology Competencies

D. ITEMS FOR DISCUSSION
1. Grade Point Average – Mr. Greg Shugrue
2. High School Schedule – Mr. Greg Shugrue
3. Curriculum Update

E. ADJOURN

Sub-Committee Members:	Mrs. Alexandra Thomas, Chair
	Mr. David A. Lawson
	Mrs. Lynette Celli Rigdon
	Mrs. Nancy C. Tarascio-Latour
Alternates:	Mr. Thomas McSherry
	Mr. Rodney Weinberg

Request for a New Program or Course

Signature of Principal: _____

Date: 10/17/10   **Title of Proposal:** Social and Emotional Thinking

Person(s) Submitting Proposal: Erica Fradette, School Psychologist, New Milford High School

Curriculum Area:

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

Prerequisite Courses (if applicable): None

Grade(s): 9 – 12

---

1. Description of Program/Course:

What is it this course/program addresses? –

This course will address Social and Emotional Thinking and Related Skills.

Social Thinking is a form of intelligence that is key to learning concepts and integrating information across a variety of settings; academic, social, home and community. Social thinking challenges represent a social executive function problem. The ability to socially process and respond to information requires more than factual knowledge of the rules of social interaction, it also requires the ability to consider the perspective of the person you are talking to. Perspective taking can be defined as considering the emotions, thoughts, beliefs, prior knowledge, motives and intentions of the person with whom one is communicating as well as one's self. This ability then allows one to not only better determine the actual meaning behind the message being communicated but also how best to respond to that message. Thus applying social knowledge and related social skills successfully during social interactions requires the complex synchronicity of perspective taking along with language processing, visual interpretation and the ability to formulate a related response (verbal or non-verbal) in a very short period of time (1-3 seconds).

Emotional Thinking/ Intelligence is a self-perceived ability to identify, assess, and control the emotions of one's self, of others, and of groups. Emotional intelligence is not a new concept; it was around as long ago as Socrates, who had these wise words of advice: Know Thyself. Hundreds of years later, we have begun to formalize Socrates' philosophies into what has become known as social and emotional learning, the learning process by which we can aspire to a higher Emotional Intelligence. Studies show that Emotional Intelligence is the best predictor of a child's future achievement; better than any other single factor. Emotional Intelligence is a better predictor of success than IQ and technical skills combined. In the 1980s, Howard Gardner, in his important work on multiple intelligences, outlined the presence of seven domains of intelligence; two of them were interpersonal and intrapersonal - these combined were the forerunner of what we now know as emotional intelligence. The term was first coined by Peter Salovey, professor and psychologist at Yale University, and John Mayer, professor and psychologist at the University of New Hampshire. In 1995 Daniel Goleman, the leading expert in this field, reported *"IQ is only a minor predictor of success in life, while emotional and social skills are far better predictors of success and well-being than academic intelligence."*

How does this course relate to the Common Core? –

A growing number of educators recognize that students who receive an exclusively academic education may be ill-equipped for future challenges, both as individuals and members of society -- it's just not enough to feed only the mind. The field of social and emotional learning has emerged from these new understandings of the nature of biology, emotions and intelligence and their relation to success and happiness. Through social and emotional learning children's emotional intelligence is bolstered, giving them an enormous edge in their personal and professional futures.

Other pertinent information about this proposal –

The importance of social cognition in human relationships and development is widely recognized across disciplines. Psychologists and social psychologists refer to social cognition as the process whereby "people make sense of other people and themselves" (Fiske and Taylor 1991, p. 260) or as the acquisition and processing of social knowledge, as well as understanding how social forces contour social knowledge.

Recent advancements in the field of cognitive neuroscience have allowed researchers to make important connections between brain development and its relationship to social cognition during adolescence. Blakemore and Choudhury (2006) reported the influence of the prefrontal cortex in self-awareness, perspective taking, and executive functioning based on a review of recent brain imaging studies. They postulate that the proliferation of synapses and pruning that naturally occurs in adolescence, combined with hormonal changes are likely to influence social cognitive growth. Thus, social cognition is the complicated process whereby individuals acquire, understand and use social knowledge to quickly and accurately respond to verbal and nonverbal social information. It is this process that forms the foundation for successful human communication and it is the hallmark deficit in social knowledge in individuals with Asperger syndrome/ High Functioning Autism (AS/HFA).

Social thinking plays into the academic world as well, requiring students to think about the motives and intentions of people they read about in literature and history.

Social thinking affects us in adulthood. To hold a job, most of us have to adapt our own social behavior based on the perceived thoughts of the people we work and live with.

Daniel Goleman's exceptional reporting and culling of research on social and emotional competencies in his 1995 book Emotional Intelligence brought this concept into a much needed focus. Goleman's work teaches us that children's emotional and social skills can be cultivated, so that the child will accrue both short-term and long-term advantages in regard to well-being, performance and success in life. He outlines five crucial emotional competencies basic to social and emotional learning:

   a. Self and other awareness: understanding and identifying feelings; knowing when one's feelings shift; understanding the difference between thinking, feeling and acting; and understanding that one's actions have consequences in terms of others' feelings.
   b. Mood management: handling and managing difficult feelings; controlling impulses; and handling anger constructively.
   c. Self-motivation: being able to set goals and persevere towards them with optimism and hope, even in the face of setbacks
   d. Empathy: being able to put yourself "in someone else's shoes" both cognitively and affectively; being able to take someone's perspective; being able to show that you care
   e. Management of relationships: making friends, handling friendships; resolving conflicts; cooperating; collaborative learning and other social skills

The mastery of these five competencies results in enhanced emotional intelligence

2. Describe the Current Situation:

Why the new proposal seems needed -

Social cognitive deficits, also known as social thinking challenges or social learning disabilities, prevent students from interpreting social information accurately. By learning how other people think, our students can understand other people's points of view and why specific social and communication skills are required in different situations.

Social thinking challenges present themselves during academic tasks that require flexible abstract thinking. These include written expression, reading comprehension of literature, organization and planning of assignments and in more abstract math (such as word problems). Social cognition allows us to abstract, interpret and take perspective of the information required to assist with tasks such as: reading comprehension of socially abstract concepts (literature), math word problems, written expression, interpreting non-literal directions, participation as part of a group in the classroom, participation with peers or family members during unstructured time, organizational skills both within the classroom and during homework assignments and working together with peers on class projects. Social thinking is also required for success as adults on college campuses, holding jobs and maintaining a healthy home environment. As a result, persons with significant difficulties relating to others interpersonally often have related academic struggles in the classroom.

Dr. Maurice Elias, a leading child psychologist, researcher and expert on SEL from Rutgers University, explains the dangers of omitting social-emotional programs from our children's classrooms. He maintains that "many of the problems in our schools are the result of social and emotional malfunction and debilitation from which too many children have suffered and continue to bear the consequences. Children in class who are beset by an array of confused or hurtful feelings cannot and will not learn effectively. In the process of civilizing and humanizing our children, the missing piece is, without doubt, social and emotional learning. Protestations that this must be outside of and separate from traditional schooling are misinformed, harmful and may doom us to continued frustration in our academic mission and the need for Herculean efforts in behavioral damage control and repair. The roster of social casualties will grow ever larger."

Emotional well-being is "dramatically and positively predictive not only of academic achievement, but also of satisfactory and productive experiences in the world of work and marriage, even of better physical health."

Alternatives considered –

Antoinette Montague, Speech/Language Pathologist for Schaticoke Middle School and New Milford High School, and I have been offering a "Social Thinking Club" after school for students with such difficulties. We ran 10 sessions for this club in the 2009 – 2010 school year and are currently running the group on Mondays from 2:30 – 3:30.

While the "Social Thinking Club" helps to address the social thinking and related challenges of the students we are trying to support,

Advantages and disadvantages of Proposal -

Advantages
- SEL improves students' positive behavior and reduces negative behavior. It *promotes* young people's academic success, health, and well-being at the same time that it *prevents* a variety of problems such as alcohol and drug use, violence, truancy, and bullying.

- A large body of scientific research has determined that effective SEL in schools significantly improves students':

- o Social-emotional skills

- o Attitudes about self and others

- o Social interactions

- o Decreases their levels of emotional distress and conduct problems.

- SEL is also associated with significant improvements in students' academic performance and attitudes toward school. A landmark review found that students who receive SEL instruction had more positive attitudes about school and improved an average of 11 percentile points on standardized achievement tests compared to students who did not receive such instruction.

- SEL prepares young people for success in adulthood. SEL helps students become good communicators, cooperative members of a team, effective leaders, and caring, concerned members of their communities. It teaches them how to set and achieve goals and how to persist in the face of challenges. These are precisely the skills that today's employers consider important for the workforce of the future.

Disadvantages

3. Forecasted impact of change:

A. **Likely impact of change on the students intended to be directly served by the program/course –**

By strengthening and increasing social-emotional educational opportunities, we will increase our children's capacity to learn, give them the tools to aspire to personal and professional achievements, and enable them to experience personal satisfaction.

Self-understanding and greater emotional management coupled with the ability to deal wisely and effectively with others, positively impacts people's capacity to negotiate their everyday lives. Researchers and psychologists maintain that social and emotional competencies "allow us to modulate emotions, solve social problems creatively, to be effective leaders and collaborators, (and) to be assertive and responsible."

Mark Greenberg, Social – Emotional Learning pioneer at Penn State, suggests that "we can teach children how to overcome and manage emotions such as fear, hatred, anger and anxiety. Social – Emotional Learning programs have proven that children can develop lifelong abilities such as self-awareness, anger management and impulse control, and positive qualities such as empathy and compassion."

Research shows that promoting social and emotional skills leads to reduced violence and aggression among children, higher academic achievement, and an improved ability to function in schools and in the workplace. Students who demonstrate respect for others and practice positive interactions, and whose respectful attitudes and productive communication skills are acknowledged and rewarded, are more likely to continue to demonstrate such behavior. Students who feel secure and respected can better apply themselves to learning. Students who are encouraged to practice the Golden Rule find it easier to thrive in educational environments and in the wider world.

B. **Impact on other students –**

In a recent evaluation of the Atlanta-based Resolving Conflict Creatively (RCCP), a multi-school project which has social-emotional learning techniques at the core of its pedagogy, ..."there was generally less school violence, and there was increased self-esteem, improved abilities to help others, and greater personal responsibility for resolving conflicts among participating youngsters. After only two years of implementation, there were substantial

improvements in participating schools' course failure, dropout, student attendance and suspension rates." Dr. Stanley J. Schneider, Senior Vice President of Metis Associates.

    C. **How will it affect students currently being served and are caught in a transition process?**
    D. **Impact of proposal on staffing**

The Social and Emotional Thinking class will not require the hiring of a new teacher, nor will a teacher currently working in the district be asked to instruct this course. However, the support of para-professionals may be needed to enhance the learning of special education students who enroll in this course.

    E. **Scheduling implications associated with this proposal**

This class is proposed to meet for one period each day. Because the targeted population is similar to those participating in the Work Exploratory Program (F and G periods), it is recommended that the Social and Emotional Thinking class not take place at that time.

    F. **Space implications associated with the program/course**

The course will require the use of a classroom.

    G. **Impact on other programs** (Its affect on enrollment in other departments)

Enrollment in this course may impact the ability of students to participate in other elective courses as it will inevitably take up a class period in their schedule.

    4. **Resources required for program:**

        A. **Need for new technology**

None.

        B. **Current materials needing replacement**

None.

        C. **Staffing needs required because of resources**

Potential para-professional support for special education students.

        D. **Specific needs for materials for SPED or for ELL**

None.

        E. **Specialized training required for staff**

None.

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

- Erica Fradette, School Psychologist, New Milford High School
- Linda Grimm, Autism Specialist and Consultant to the District
- Antoinette Montague, Speech and Language Pathologist, Schaticoke Middle School and New Milford High School

- <u>Karen Hores</u>, School Psychologist, Schaticoke Middle School
- <u>Jennifer Titus</u>, Speech and Language Pathologist, District Wide

6. <u>Projected budget of impact costs for three years:</u>

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

REFERENCES

Educating Minds and Hearts. Social Emotional Learning and Passage into Adolescence J. Cohen Teachers College Press 1999

Comer, J. (Nov.1999). Speech at Columbia University, Teachers College.

Emotional Intelligence D. Goleman Bantam Books 1995

Mayer J., Caruso, D., and Salovey, P. (2000). Emotional intelligence meets traditional standards for an intelligence. Intelligence 27 (4) 267-98.

Collaborative for Academic, Social and Emotional Learning (CASEL) http://www.casel.org/

Social and Emotional Learning: What is it? How can we use it to help our children. By Robin Stern of NYU Child Study Center (http://www.aboutourkids.org/articles/social_emotional_learning_wh...)

Resources and Supporters of Social – Emotional Learning Education

CASEL Collaborative for the Advancement of Social and Emotional Learning: 312-413-1008; www.casel.org

CSEE Center for Social and Emotional Education: 212-570-1075

RCCP Resolving Conflicts Creatively Program: 212-509-0022: www.esrnational.org

SDMPS Social Decision Making and Problem Solving: (732)235-9279; www.umdnj.edu/spsweb/

Emotionally Intelligent Parenting: eqparenting.com

Communities of Hope: www.communitiesofhope.org

Six Seconds: www.6seconds.org

Education Commission of the States www.ecs.org

Illinois State Board of Education

Educating the Heart by Melvin McLeod, Shambhala Sun, January 2007.

New Milford Public Schools
K-8 Education Technology
Scope and Sequence

Introduction

The New Milford Education K-8 Technology Scope and Sequence outlines concepts, skills, and processes using technology hardware and software that students will develop K-8. It complements the New Milford Public Schools' K-8 Education Technology Competencies (2010). It also aligns with the conceptual topics derived from the National Educational Technology Standards (NETS) and Performance Indicators for Students. This document will promote the six Enduring Understandings listed in the New Milford Public Schools K-8 Education Technology Competencies (2010).

A scope and sequence was determined to be the most effective format for presenting targeted technology objectives because most technology instruction will be presented to students through the content areas. In the coming years, teachers will be folding technology concepts, skills, and processes into units of content curriculum, and students will learn and practice using technology as part of a project or activity in literacy, mathematics, science, or social studies.

For example, in third grade students will develop advanced keyboarding skills to increase proficiency and efficiency as they begin to use word processing to type various works written in the classroom. During the beginning and a good part of third grade, our main focus is on keyboarding skills. By the time students are in third grade, they have already learned letter/number location and recognition on the keyboard. We progress into using both hands properly, correct posture, and increasing their words per minute.

In seventh and eighth grade, students use Microsoft Word and Excel for science. They do labs in the classroom and then create data tables and charts in Excel and add them to detailed lab reports written in Word. Over time, the scope and sequence can be easily adjusted to reflect changes in hardware, software, and student competencies.

Technology objectives are targeted in the following areas:
Technology Operations and Concepts
Digital Citizenship
Creativity and Innovation
Communication and Collaboration
Research and Information Fluency
Critical Thinking, Problem Solving, and Decision Making

The guide for implementing each objective is expressed in three stages:
     Exposure: At this level, teachers model the use of targeted concepts, skills, and processes for students.
     Practice: At this level, students begin and continue to practice the use of targeted concepts, skills, and processes.
     Independence: Students are able to employ the targeted concepts, skills, and processes independently.

There is overlap in these three stages throughout the scope and sequence to accommodate expected variety in students' readiness for and ability to perform targeted outcomes.

New Milford Public Schools
Education Technology Scope and Sequence

E=Exposure   P=Practice   I=Independence

Technology Operations and Concepts	K	1	2	3	4	5	6	7	8
Computer Operations									
Students use correct posture and position at computer.									
Students use developmentally appropriate terminology to communicate about technology.	E	EP	P	P	PI	I	I	I	I
Students identify computer hardware components and peripheral devices.	E	EP	P	P	PI	I	I	I	I
Students start, restart, and correctly shut down the computer.	E	EP	PI	I	I	I	I	I	I
Students identify the parts of a computer: monitor, keyboard, mouse, CPU, speakers, and control buttons.	E	EP	P	PI	I	I	I	I	I
Students use the mouse to choose options in a menu.	E	EP	P	PI	I	I	I	I	I
Students click, double click, and click/drag the mouse.	E	P	I	I	I	I	I	I	I
Students insert, eject, and properly care for a CDROM.		E	EP	PI	I	I	I	I	I
Students identify correct software application icon for a task.		E	EP	PI	I	I	I	I	I
Students save files and folders to different disks and drives.		E	EP	PI	I	I	I	I	I
Students create and organize folders in multiple ways.					E	EP	PI	I	I
Students use search operation for folders and files.						E	EP	PI	I
Students change control panel and set options.						E	EP	PI	I
Students create shortcuts on desktop.						E	EP	PI	I
Students check for computer viruses and know how to prevent them.				E	E	EP	PI	I	I
Students recognize common file extensions (doc, jpg, bmp, xls, exe).				E	E	EP	PI	I	I
Students understand and use memory size.				E	E	EP	PI	I	I
Students understand the use of digital cameras, scanner, LCD projector, and fax machine.		E	E	EP	EP	PI	I	I	I

New Milford Public Schools
Education Technology Scope and Sequence

E=Exposure   P=Practice   I=Independence

Technology Operations and Concepts (continued)	K	1	2	3	4	5	6	7	8
Students use content specific hardware such as graphing calculators, scientific probes, and PDAs.					E	EP	PI	PI	I
Students use content specific tools and software (science probes, calculators, simulation, etc.) to support learning and research.					E	EP	EP	PI	PI
Students solve routine technical problems using online help and troubleshooting strategies.			E	E	EP	PI	PI	I	I
Students identify and use various drives.			E	E	EP	PI	PI	I	I
Keyboarding									
Students use developmentally appropriate keyboarding techniques.	E	E	EP	PI	PI	PI	I	I	I
Students use a keyboarding program to type the home row keys using correct form.		E	EP	PI	PI	PI	I	I	I
Students use the keyboard to type capitals and lowercase letters, numbers, and symbols.	E	EP	PI	I	I	I	I	I	I
Students use punctuation keys.	E	EP	PI	I	I	I	I	I	I
Students use the enter, space bar, and backspace keys.	E	EP	PI	I	I	I	I	I	I
Students use arrow, tab, shift, and caps lock keys.	E	E	EP	PI	I	I	I	I	I
Students type words.	E	EP	PI	I	I	I	I	I	I
Students type phrases.	E	EP	PI	I	I	I	I	I	I
Students type sentences.	E	E	EP	PI	I	I	I	I	I
Program Operations									
Students recognize program and document icons.	E	E	EP	PI	PI	I	I	I	I
Students select appropriate program/resource to complete a task.		E	EP	EP	PI	PI	PI	I	I
Students open and exit programs correctly.	E	EP	PI	PI	I	I	I	I	I
Students click on icon, folder, or document to open or start a program.	E	EP	PI	PI	I	I	I	I	I

New Milford Public Schools
Education Technology Scope and Sequence

E=Exposure   P=Practice   I=Independence

Technology Operations and Concepts (continued)	K	1	2	3	4	5	6	7	8
Students use "Save" and "Save As" appropriately to save documents or to create new versions of a document.	E	EP	PI	PI	I	I	I	I	I
Students create, name, and save new files.	E	E	EP	PI	PI	I	I	I	I
Students open, close, add, and delete files.	E	E	EP	PI	PI	I	I	I	I
Students rename a file.	E	E	EP	PI	PI	I	I	I	I
Students create a new folder and move files to that folder.		E	EP	PI	PI	I	I	I	I
Students view file Properties to determine memory size.				E	EP	PI	I	I	I
Students use a virus scanner to protect and maintain their files.				E	EP	PI	I	I	I
Students use Page Setup and Print Preview.				E	E	EP	PI	I	I
Students print a document.	E	EP	PI	I	I	I	I	I	I
Students open, close, minimize, and resize a window.				E	E	EP	PI	I	I
Students move between two or more open programs (windows).				E	E	EP	PI	I	I
Students use the spell checker, dictionary, and thesaurus.				E	EP	EP	PI	I	I
Students set preferences and options in different software programs.				E	EP	PI	I	I	I
Students use content specific software such as spreadsheets, databases, and concept mapping software.		E	EP	PI	I	I	I	I	I
Network Operations									
Students log on and off the NMPS network correctly.	E	EP	PI	PI	I	I	I	I	I
Students use personal password to log into network account.		E	EP	PI	PI	I	I	I	I
Students save files in a group folder on NMPS network.		E	EP	PI	PI	I	I	I	I
Students manage their own files (move, copy, delete) on network.			E	EP	EP	PI	PI	I	I
Students use a web browser, buttons, and hypertext links.				E	EP	PI	PI	I	I

New Milford Public Schools
Education Technology Scope and Sequence

E=Exposure   P=Practice   I=Independence

Technology Operations and Concepts (continued)	K	1	2	3	4	5	6	7	8
Network Operations (continued)									
Students use a favorites or bookmarked list to access web sites.		E	EP	PI	PI	I	I	I	I
Students effectively use a variety of search engines, online databases, and search techniques.			E	E	EP	EPI	EPI	I	I
Students evaluate accuracy and quality of online information.			E	E	EP	EP	PI	PI	I
Students use correct bibliographic citation for Internet resources.				E	EP	EP	PI	PI	I

New Milford Public Schools
Education Technology Scope and Sequence

E=Exposure   P=Practice   I=Independence

Digital Citizenship	K	1	2	3	4	5	6	7	8
Students describe and exhibit responsible and appropriate use of computers, disks, and peripherals.	E	EP	PI	PI	I	I	I	I	I
Students explain and practice the rules of DPS policies related to Internet and computer use.	E	E	EP	PI	PI	I	I	I	I
Students show respect for the work of others.	E	EP	PI	PI	I	I	I	I	I
Students explain and respect copyright law.		E	EP	PI	PI	PI	I	I	I
Students identify ethical and unethical uses of computers, networks, and other technologies.				E	EP	PI	PI	PI	I
Students demonstrate an understanding of plagiarism and its consequences.	E	E	EP	PI	PI	PI	I	I	I
Students explain Internet safety guidelines.	E	E	EP	PI	PI	PI	I	I	I
Students responsibly use their network password privilege.		E	EP	PI	PI	PI	I	I	I
Students use email appropriately.			E	E	EP	PI	PI	I	I
Students are respectful of school computer and network privacy.			E	E	EP	PI	PI	I	I
Students explain how hacking, filtering, information technology, business practices, government controls, access to technology, and privacy issues affect them and the world in general.					E	E	EP	EP	P

New Milford Public Schools
Education Technology Scope and Sequence

E=Exposure   P=Practice   I=Independence

Creativity and Innovation	K	1	2	3	4	5	6	7	8
Students identify the functions and advantages of computer productivity software.		E	E	E	EP	PI	PI	I	I
Word Processing – Max Write, Word									
Students use toolbar icons: new, open, close, save, print.	E	EP	PI	PI	I	I	I	I	I
Students use toolbar icons: undo, copy, cut, paste.	E	EP	EPI	PI	PI	I	I	I	I
Students use toolbar icons to change font.	E	EP	EP	PI	PI	I	I	I	I
Students use dropdown menus to operate a word processing program.									
Students file: new, open, close, save, print.	E	EP	PI	PI	PI	I	I	I	I
Students file: save as, page setup, print preview, send to.		E	EP	EP	EP	PI	PI	I	I
Students file: save as web page, web page preview, properties.			E	E	EP	EP	PI	PI	I
Students edit: undo, cut, copy, paste, select all, clear.		E	EP	EP	PI	PI	I	I	I
Students edit: find, replace, go to, paste as.		E	E	EP	PI	I	I	I	I
Students view: normal, print layout, toolbars.		E	E	EP	EP	PI	PI	I	I
Students view: header/footer, zoom, full screen.		E	E	EP	EP	PI	PI	I	I
Students insert: page number, date, picture.		E	EP	EP	PI	PI	I	I	I
Students insert: text box, hyperlink.		E	EP	EP	EP	PI	PI	I	I
Students format: font, paragraph.		E	EP	EP	PI	PI	I	I	I
Students format: columns, tabs, border/shading, bullets, numbering.		E	EP	EP	PI	PI	PI	I	I
Students use tools: spell check.		E	EP	EP	I	I	I	I	I
Students use table: insert, delete, add rows, add columns.			E	EP	PI	I	I	I	I
Students use table: select, split cells, autoformat, autofit, hide gridlines.				E	EP	EP	EP	PI	PI

Creativity and Innovation (continued)	K	1	2	3	4	5	6	7	8
Students use help features.	E	E	EP	EP	PI	PI	I	I	I
Students use icons of paint in Max Write to draw pictures.	E	EP	EP	PI	I	I	I	I	I
Students use features of standard and formatting toolbars.		E	EP	EP	PI	PI	I	I	I
Students use features of draw and SMART toolbars.	E	E	EP	EP	PI	PI	I	I	I
Students insert, move, and resize a graphic in a document.		E	EP	EP	EP	PI	PI	I	I
Slide Presentation – Max Show, Powerpoint									
Students use toolbar icons to create a simple slide presentation.	E	E	EP	EP	PI	PI	I	I	I
Students create a new presentation from scratch or use a design template.		E	EP	EP	EP	PI	PI	I	I
Students format slide layout, color scheme, background, design template.		E	EP	EP	EP	EP	PI	PI	I
Students add action and animation to slide show.		E	EP	EP	EP	PI	PI	I	I
Students add sound, pictures, video to slide show.		E	EP	EP	EP	PI	PI	I	I
Students add text box, slide number, date/time, picture, chart, table to slide show.			E	EP	PI	I	I	I	I
Students individually create a multimedia slide show presentation.				EP	EP	EP	PI	PI	I
Spreadsheet – Max Count, Excel									
Students use toolbar icons to create simple tables and charts.	E	E	EP	EP	PI	PI	I	I	I
Students understand and explain the purpose and use of a spreadsheet.		E	EP	EP	EP	PI	PI	PI	I
Students add, delete, move text and numbers in an existing spreadsheet.		E	EP	EP	EP	PI	PI	I	I
Students add, delete, move text and numbers in a created spreadsheet.		E	EP	EP	EP	EP	PI	PI	I
Students insert cell, row, column, worksheet, chart.			E	EP	EP	EP	PI	PI	I
Students format cell, row, column, sheet.			E	EP	EP	EP	PI	PI	I
Students insert function: sum, average, product.			E	EP	EP	EP	EP	PI	PI

Creativity and Innovation (continued)	K	1	2	3	4	5	6	7	8
Spreadsheet – Max Count, Excel (continued)									
Students insert a spreadsheet or graph into another document.			E	E	EP	EP	EP	PI	PI
Students utilize spreadsheet to analyze data and test hypothesis.			E	EP	EP	EP	PI	PI	PI
Concept Mapping – Kidspiration, Inspiration									
Students create graphic organizers to develop and structure ideas.		E	EP	EP	EP	PI	PI	PI	I
Students use icons to brainstorm and organize ideas and information.		E	EP	EP	EP	PI	PI	PI	I
Students use graphics, symbols, and text to represent ideas and information.		E	EP	EP	EP	PI	PI	I	I
Students link ideas and information to show relationships.		E	EP	EP	EP	EP	PI	PI	PI
Students use paint feature of Kidspiration to create representations of ideas.	E	E	EP	EP	PI	PI			
Students create an outline/diagram of a topic for prewriting.		E	EP	EP	PI	PI	I	I	I
Students create an outline/diagram for a report or presentation.		E	E	EP	EP	PI	PI	I	I
Database – Access									
Students explain the purpose of a database and show how it works.			E	E	EP	EP	EP	PI	PI
Students add, delete, and move text in an existing database template.			E	EP	EP	EP	PI	PI	PI
Students create and sort data on a simple database.			E	E	EP	EP	EP	PI	PI
Students add, delete, and move text in a designed database.			E	E	EP	EP	EP	PI	PI
Students use find, sort, show, and hide functions.			E	E	EP	EP	EP	PI	PI
Students use a database to look for relationships and test hypotheses.			E	E	E	EP	EP	EP	PI
Students design, create, and test the effectiveness of a database.				E	E	EP	EP	EP	PI

Creativity and Innovation (continued)	K	1	2	3	4	5	6	7	8
Internet									
Students enter an Internet address (URL) to access a website.			E	E	EP	EP	PI	PI	PI
Students access websites bookmarked by teacher.		E	EP	EP	PI	PI	I	I	I
Students bookmark websites.			E	E	EP	EP	PI	PI	I
Students create simple web pages using a web page design/editing program.			E	E	EP	EP	PI	PI	I
Students create hypertext links and insert graphics into simple web pages.			E	E	EP	EP	PI	PI	I
Students collaborate to create class web pages or online class projects.			E	E	EP	EP	PI	PI	I
Students open and send email messages.				E	E	EP	EP	PI	PI
Students use email to communicate with experts and to collaborate with peers.				E	E	EP	EP	PI	PI
Students send email to groups.				E	E	EP	EP	PI	PI
Students open and send email attachments.				E	E	EP	EP	PI	PI
Students use interactive real time filtered online communication (CHAT) to collaborate with peers.				E	E	EP	EP	PI	PI
Students participate in video conferencing to communicate and to collaborate with peers.				E	E	EP	EP	PI	PI
Multimedia Program									
Students create a linear multimedia slide show containing text and graphics.				E	E	EP	EP	PI	PI
Students modify the color scheme in their multimedia product.				E	E	EP	EP	PI	PI
Students insert graphs and charts into their multimedia product.				E	E	EP	EP	PI	PI
Students use transitions and create simple animations in a multimedia program.				E	E	EP	EP	PI	PI
Students add sounds to a multimedia presentation.				E	E	EP	EP	PI	PI
Students use different views (outline, slide sorter, etc.) to create and organize multimedia presentations.				E	E	EP	EP	PI	PI

Creativity and Innovation (continued)	K	1	2	3	4	5	6	7	8
Multimedia Program (continued)									
Students print audience handouts to go with their multimedia product.				E	E	EP	EP	PI	PI
Students collaborate in the creation of a multimedia slide show containing text and graphics.				E	E	EP	EP	PI	PI
Students create a nonlinear (branching) presentation or instructional game.					E	E	EP	EP	PI
Students use graphics and video software to create graphics, edit photos, and create short movies.					E	E	EP	EP	PI
Desktop Publishing Software									
Students collaborate to create a newsletter using Desktop Publishing software.				E	E	EP	EP	PI	PI
Students create a newsletter, brochure, or booklet using Desktop Publishing software.				E	E	EP	EP	PI	PI
Students use the principles and elements of visual design (line, balance, contrast, variety, center of interest) in the creation of Desktop Publishing products.				E	E	EP	EP	PI	PI
Students use columns, text boxes, headlines, and graphics in their Desktop Publishing product.				E	E	EP	EP	PI	PI
Students collaborate to create a tri-fold brochure using Desktop Publishing software.				E	E	EP	EP	PI	PI
Students use color, graphics, fonts, and white space effectively.				E	E	EP	EP	PI	PI
Students create a greeting card, label, sticker, bookplate, or simple sign using Desktop Publishing software.		E	E	EP	EP	PI	PI	I	I
Students use Desktop Publishing software to create brochures with graphics, letterhead, resumes, and business cards.				E	E	EP	EP	PI	PI

New Milford Public Schools
Education Technology Scope and Sequence

E=Exposure   P=Practice   I=Independence

Communication and Collaboration	K	1	2	3	4	5	6	7	8
Students explain the concept and identify the components of e-mail, such as mailboxes, address, and e-mail formatting.			E	E	EP	P	P	I	I
Students explain the concept of distance learning.			E	E	EP	P	P	I	I
Students send and receive messages and ideas using proper structure, format, and syntax in email communication.					E	E	EP	P	I
Students send and receive messages with attachments.				E	E	P	I	I	I
Students transfer information through electronic communication such as facsimile.					E	E	P	I	I	I
Students use information gathered through electronic communication in appropriate curriculum activities (i.e., email, Internet, telephone, fax).			E	E	E	E	E	P	PI
Students participate in discussion groups via email.			E	E	EP	P	P	I	I
Students collaborate in the creation of a multimedia slide show containing text and graphics.				E	E	EP	EP	PI	PI
Students collaborate with peers and others to solve problems and to develop solutions using technology tools and resources.			E	EP	EP	PI	PI	I	I

New Milford Public Schools
Education Technology Scope and Sequence

E=Exposure   P=Practice   I=Independence

Research and Information Fluency	K	1	2	3	4	5	6	7	8
Students do a keyword search using an online encyclopedia.		E	EP	EP	P	PI	PI	I	I
Students use search engines.			E	E	EP	EP	PI	PI	I
Students use Boolean search terms (AND, OR, NOT).			E	E	EP	EP	PI	PI	I
Students can search using a keyword, name, title, author, and phrase.		E	EP	EP	P	PI	PI	I	I
Students design a search strategy, narrowing the search parameters as needed.			E	E	EP	EP	PI	PI	I
Students develop and implement a project using online resources.			E	E	EP	EP	PI	PI	I
Students analyze and evaluate the accuracy and credibility of web resources.				E	EP	EP	PI	PI	I
Students create reports using information from an online source and a word processor.				E	EP	EP	PI	PI	I
Students gather information from several online sources and save the text in a word processing document.				E	EP	EP	PI	PI	I
Students use multiple search engines.				E	EP	EP	PI	PI	I
Students use a library database to find information.			E	E	EP	EP	PI	PI	I
Students use the find function in browser to locate specific information on web page.				E	EP	EP	PI	PI	I
Students cite the resources they use.				E	EP	EP	PI	PI	I
Students develop and implement a project using online resources.				E	EP	EP	PI	PI	I
Students sort and filter data.			E	EP	EP	EP	PI	PI	PI

New Milford Public Schools
Education Technology Scope and Sequence

E=Exposure   P=Practice   I=Independence

Critical Thinking, Problem Solving, and Decision Making	K	1	2	3	4	5	6	7	8
Students collaborate with peers and others to solve problems and to develop solutions using technology tools and resources.			E	EP	EP	PI	PI	I	I
Students use multiple resources, tools, and technologies to solve complex problems and to present solutions.			E	EP	EP	PI	PI	I	I
Students analyze/reflect on collaboration, design, research, problem solving process.			E	E	EP	EP	PI	PI	I
Students create electronic portfolios to demonstrate technology skills and content area knowledge.					E	EP	EP	PI	PI

New Milford Public Schools K – 8 Education Technology Competencies
Scope & Sequence

February 2011

Board of Education	**Central Office Administration**

Wendy Ann Faulenbach, Chairperson

Daniel Nichols, Vice Chairperson

David Lawson, Secretary

Nancy C. Tarascio-Latour, Assistant Secretary

Thomas McSherry

Lynette Celli Rigdon

Alexandra Thomas

Rodney Weinberg

William Wellman

Dr. Jean Ann Paddyfote, Superintendent

Dr. Maureen E. McLaughlin, Assistant Superintendent

Mr. Daniel DiVito, Director of Technology

Committee Members

David Bilmes, SMS

Leanne Buckley, HPS

Eric Conklin, NES, JPS

Daryl Daniels, NMHS

Jeff Ferguson, SMS

Monique Gil-Rogers, SNIS

Greg Shugrue, NMHS

Linda Thomas, SNIS

New Milford Public Schools K – 8 Educational Technology Competencies

Introduction

The New Milford Schools believe technology is a tool to be used to create and innovate, communicate and collaborate, conduct research, promote ethical thinking, problem solve, and improve decision-making. As such, we believe students need to understand and practice responsible digital citizenship and master technology operations to a level that helps students embrace the opportunities technology affords them.

The scope and sequence of the document that follows is organized around the conceptual topics derived from the National Educational Technology Standards (NETS) and Performance Indicators for Students. This document will promote the six Enduring Understandings listed below.

The document is organized by concept topics and by grade levels (primary K-3, intermediate 4-6, and middle school 7-8). It is the intention that the students will master the major concepts outlined in this document by the conclusion of grade 8, so that those concepts and skills will be successfully utilized by the students in their high school courses.

The major concepts and enduring understandings achieved by this scope and sequence follow:

Concepts
Technology Operations and Concepts
Digital Citizenship
Creativity and Innovation
Communication and Collaboration
Research and Information Fluency
Critical Thinking, Problem Solving, and Decision-Making

Enduring Understandings

- Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
- Students use digital media and environments to communicate and to work collaboratively, including at a distance, to support individual learning and to contribute to the learning of others.
- Students apply digital tools to gather, evaluate, and use information.
- Students use critical thinking skills to plan and conduct research, to manage projects, to solve problems, and to make informed decisions using appropriate digital tools and resources.
- Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
- Students demonstrate a sound understanding of technology concepts, systems, and operations.

New Milford Public Schools
K – 8 Education Technology Competencies

Technology Standard: **Creativity and Innovation**

Grade Level	Conceptual Themes & Sub-Concepts	Learning Skills	Technology Skills	Resources
K - 3	Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. • Apply existing knowledge to generate new ideas, products, or processes • Create original works as a means of personal or group expression • Use models and simulations to explore complex systems and issues • Identify trends and forecast possibilities	Students can accurately interpret and create simple visuals (i.e., charts, maps, graphs, and models) and use this information to solve problems and to communicate information. Students articulate thoughts and ideas, representative of real and imaginary experiences, clearly and effectively through oral, written, or multimedia communication. Students engage in discovery, exploration, and experimentation to reach unexpected answers. Students make unusual associations and provide a variety of solutions to problems. Students identify parts of a system and explain how those parts interact with one another. Students understand the defined learning goal and use age-appropriate instructional rubrics and tools to assess their performance in meeting the goal within the timeline established by the teacher.	Students use electronic drawing and paint programs to create graphics. Students participate in a group to locate and create pictures, clip art, graphs, tables, and other appropriate objects to insert into documents and presentations. Students, working in a teacher-led whole group project, use presentation software to illustrate concepts and communicate ideas. Students use input and output devices to successfully operate a computer. Students create developmentally appropriate multi-media products. Students use a variety of technology resources for directed and independent learning. Students identify different purposes among software applications (i.e.., puzzles, writing tools, graphing tools, concept mapping tools).	Digital drawing, paint, and photo editing tools Digital cameras Computer OS Word processing software Desktop Publishing Web 2.0 tools Content specific resources for models and simulations (i.e.., life cycle of plants and animals) Input/output devices

Grade Level	Conceptual Themes & Sub-Concepts	Learning Skills	Technology Skills	Resources
		Students manage negative emotions, align their goals to the goals of others, and work cooperatively and productively with others in small groups.		
4 – 6	Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. • Apply existing knowledge to generate new ideas, products, or processes • Create original works as a means of personal or group expression. • Use models and simulations to explore complex systems and issues • Identify trends and forecast possibilities	Students identify information needed to solve a problem or to complete an assignment, conduct a search, and prioritize various sources based on credibility and relevance, retrieve relevant information from a variety of media sources, and use this information to create an effective presentation. Students accurately interpret symbols and visuals and can distinguish fact from opinion when presented with visuals through various media. Students use their knowledge to construct new knowledge and to communicate information. Students, cognizant of audience and purpose, articulate thoughts and ideas accurately and effectively through oral, written, or multimedia communications. Students identify parts of a system and explain how those parts interact with one another.	Students use keyboard, mouse and other common input and output devices (including adaptive devices when necessary) efficiently and effectively. Students handle diskettes, CD/DVDs, USB drives, microphones, and headphones with care. Students open files independently, save documents, and send documents to the printer. Students use menu options in software applications to create documents, simple spreadsheets, and presentations and to save files to various locations (i.e., USB drive, diskette, hard drive, server). Students begin to use e-mail to exchange documents with other teachers and students. Students know how to organize files through the use of folders. Students find, import, insert, and resize or move pictures, images, and charts in word processing documents, spreadsheets, presentations, and other electronic templates.	Digital drawing, paint, and photo editing tools Digital cameras Computer OS Word processing software Desktop Publishing Web 2.0 tools Content specific resources for models and simulations (i.e., life cycle of plants and animals) Input/output devices Database resources Spreadsheet software E-mail access

Grade Level	Conceptual Themes & Sub-Concepts	Learning Skills	Technology Skills	Resources
		Students generate ideas for solutions to problems and ask questions in order to create unusual, unique or clever products. Students begin to cognitively recognize the skills of adapting, improving, modifying, and expanding existing thoughts or ideas to create products. Students engage in the goal setting process, and with guidance, demonstrate the ability to change focus and direction or to use different strategies while using instructional rubrics and other tools to monitor and evaluate their performance. Students appreciate, accept, and work cooperatively with others, in both academic and social contexts. Students maintain a positive, constructive attitude in collaborative learning environments.	Students create developmentally appropriate multi-media products. Students create a presentation of at least four to six slides. Students insert slides and choose backgrounds, fonts, and slide layouts. Students understand and use different formats for viewing (i.e., slide sorter menu, slide show menu, normal view). Students use technology tools (i.e., presentation software, word processing software, publishing software, group web page design, digital cameras, scanners) for individual and collaborative writing, communication, and publishing activities to create informative products for various audiences inside and outside the classroom. Students use a variety of software for directed and independent learning activities.	
7 – 8	Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Apply existing knowledge to generate new ideas, products, and processes • Create original works as a means of personal or group expression • Use models and simulations to explore complex systems and issues	Students can accurately interpret abstract visuals (i.e., charts, maps, graphs, and models) and create products that reflect a growing understanding of visual language and require effective use of tools (i.e., cropped photos, original charts and graphs, well chosen images from databases, video clips) and use this information to solve problems and communicate information.	Students connect peripheral devices (i.e., microphones, headphones, digital cameras, USB drives) to computers and use them efficiently and effectively. Students access server and/or network resources (i.e., file folders/software programs, bookmarked sites).	Digital drawing, paint, and photo editing tools Digital cameras Computer OS Word processing software Desktop Publishing

Grade Level	Conceptual Themes & Sub-Concepts	Learning Skills	Technology Skills	Resources
	• Identify trends and forecast possibilities	Students present ideas through the use of technology. Students create thoughtful ideas and solutions and take risks as they work toward goals despite mistakes. Students begin to think consistently of all the possibilities and to diverge to become more expansive with their thoughts/ideas that lead to the creation of original products. Students present thoughts, ideas, and conceptual understanding efficiently, accurately, and in a compelling manner to enhance the oral and written presentation through the use of technology.	Students recognize different file format extensions (i.e., .doc, .xls, .ppt, .rft, .pdf, .jpeg, .gif, .mpg, .wav, .mp3) and can import the different formats into documents, presentations, spreadsheets, and databases. Students use audio, video, pictures, clip art, moviemaker programs, webpage design software, Web 2.0 resources, electronic documents, and other files to create and publish electronic products to communicate with various audiences inside and outside the classroom. Students use advanced features and utilities of presentation software (i.e., design templates, design layouts, fonts/colors/backgrounds, animations and graphics, inserting pictures, objects, movies, sound, charts, hyperlinks, and graphs) to create an original product. Students use content specific tools, software, and simulations to support learning and research. Students apply productivity/ multimedia tools and peripherals to support personal productivity, group collaboration, and learning.	Web 2.0 tools, such as wikis, blogs, podcasts, Glogster, School Tube Content specific resources for models and simulations (i.e., life cycle of plants and animals) Input/output devices Spreadsheet software Database software E-mail access

Grade Level	Conceptual Themes & Sub-Concepts	Learning Skills	Technology Skills	Resources
			Students use telecommunications and collaboration tools to work with peers and others to investigate information and to develop solutions or products.	

New Milford Public Schools
K – 8 Education Technology Competencies

Technology Standard: **Communication and Collaboration**

Grade Level	Conceptual Themes & Sub-Concepts	Learning Skills	Technology Skills	Resources
K – 3	Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and to contribute to the learning of others through the following: • Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media • Communicate information and ideas effectively to multiple audiences using a variety of media and formats • Develop cultural understanding and global awareness by engaging with learners of other cultures • Contribute to project teams to produce original works or to solve problems	Students confirm an understanding of what it means to communicate a thought or idea. Students identify hardware and software as communication devices and tools. Students recognize that communication requires the contribution of a receiver as well as a sender of the message. Students identify hardware and software as communication devices and tools. Students express several methods of communication. Students verbalize ways technology assists people to communicate. Students list ways they communicate and collaborate with their family. Students explain how they like to use the computer to communicate.	Students enter key words and sentences into a word processor. Students insert images and identify each with a description or caption. Students print and share work and ideas. Students use electronic mail to communicate with others. Students view online videos. Students engage in learning activities with learners from multiple cultures through digital means. Students illustrate and communicate original ideas and stories.	Word processor Web browser Image creation software E-mail software or website Websites with video and images Electronic communications device Instant messaging

Grade Level	Conceptual Themes & Sub-Concepts	Learning Skills	Technology Skills	Resources
		Students are able to name multiple software packages or websites that can be used to communicate with others. Students edit their writing and pictures that are sent to others. Students name a computer application or website they have used to draw.		
4 - 6	Students use digital media and environments to communicate and to work collaboratively, including at a distance, to support individual learning and to contribute to the learning of others through the following: • Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media • Communicate information and ideas effectively to multiple audiences using a variety of media and formats • Develop cultural understanding and global awareness by engaging with learners of other cultures • Contribute to project teams to produce original works or solve problems	Students record ways that websites help people communicate their ideas. Students are able to speak about the different methods people use to publicize their messages. Students show an ability to use technology in ways that assist themselves with remembering tasks and responsibilities. Students show an understanding of how they can find other opinions about specific subjects. Students show an awareness of the attributes of a site that makes them continually visit. Students identify websites and their categories (i.e., social networks, instant messaging, etc) they use to communicate with their friends.	Students identify and apply communication techniques helpful in solving problems. Students work collaboratively with a partner at school. Students discuss methods of communicating with technology. Students show graphic representation of data. Students model acceptable behavior and understand e-mail etiquette. Students collaborate by assisting and editing. Students represent communication in a professional manner.	Word processor Spreadsheet software Presentation software Web browser Network Electronic communication devices Instant messaging Social networking Web authoring software Intranet Telecommuting

Grade Level	Conceptual Themes & Sub-Concepts	Learning Skills	Technology Skills	Resources
		Students show an awareness of audience demographics. Students appreciate how technology allows them to communicate with more than one friend at a time. Students show their learning styles Students show several ways that numbers are connected to each other. Students explain the pros and cons of telecommuting.	Students use a variety of technologies to produce a digital presentation or product within a collaborative work environment. Students utilize the Internet to facilitate information sharing. Use graphing applications, students show the relationships among numbers in several ways. .	Message boards Blogs
7 - 8	Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and to contribute to the learning of others through the following: • Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media • Communicate information and ideas effectively to multiple audiences using a variety of media and formats • Develop cultural understanding and global awareness by engaging with learners of other cultures • Contribute to project teams to produce original works or solve problems	Students identify software and websites that identify voice, video, and text that can be used online to communicate. Students identify technology that can obtain the opinions or perceptions of others and explain how the information can be useful. Students show an awareness of the rules of presenting within their presentations. Students identify formats (i.e., table, spreadsheet, database, chart, image) and software) used to present numeric data. Students identify the best digital tools to communicate information.	Students use online tools to collaborate with students. Students use online tools to convey thoughts and to solicit assistance from others involved. Students take part in a collaborative effort to present information effectively. Students demonstrate the solution to a challenge through video. Students summarize with audio electronically communicated. Students present information regarding topic or solution. Students communicate with experts.	Presentation software Spreadsheet software Sound editing software Audio creation software/podcasting software Cloud computing Online collaborative editing tools Distance learning Webcam Video conferencing Software Video creation

Grade Level	Conceptual Themes & Sub-Concepts	Learning Skills	Technology Skills	Resources
		Students recognize a range of methods and the parties necessary to communicate information on the web for their audience to observe. Students name specific online companies or websites that can assist in publishing their material.	Students publish original content onto Internet or Intranet.	software Web authoring software Online web authoring Google docs Podcast Wiki software

New Milford Public Schools
K – 8 Education Technology Competencies

Technology Standard: **Research and Information Fluency**

Grade Level	Conceptual Themes & Sub-Concepts	Learning Skills	Technology Skills	Resources
K - 3	Students apply digital tools to gather, evaluate, and use information. • Plan strategies to guide inquiry • Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety or sources and media • Evaluate and select information sources and digital tools based on the appropriateness to specific tasks • Process data and report results	Students use text, people, and electronic resources to locate and to organize information for classroom assignments. Students can find and evaluate information related to a current or historical person or event using digital resources. Students can identify, research, and collect data on an environmental issue using digital issue and propose an environmentally appropriate solution. Students can accurately interpret and create simple visuals and use this information to solve problems and communicate information. Students articulate thoughts and ideas, representative of real or imaginary experiences, clearly and effectively through oral, written, or multimedia communication.	Students use keyboards and mouse to enter name and User ID, type sentences, and follow on-screen prompts to successfully operate computers. Students demonstrate correct keyboarding posture and correct hand and finger placement for home row; know how to use keyboard to create lower and upper case letters, numbers, and special keys; know how to use a mouse to print and click, and correctly place curser. Students use technology tools to locate, organize, and evaluate information. Students create text, type words and sentences, and insert images using word processing software. Students create, save, print, and open existing files. Students enter simple data into a spreadsheet and create graphs electronically.	Web sites Online encyclopedia Word processing Spreadsheets Databases

Grade Level	Conceptual Themes & Sub-Concepts	Learning Skills	Technology Skills	Resources
			Students use presentation software to illustrate concepts and to communicate ideas. Students begin to locate information in a variety of developmentally appropriate technology resources to support classroom assignments	
4 - 6	Students apply digital tools to gather, evaluate, and use information. • Plan strategies to guide inquiry • Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety or sources and media • Evaluate and select information sources and digital tools based on the appropriateness to specific tasks • Process data and report results	Students use key words to initiate searches. Students analyze sources to determine reliability. Students select and apply digital tools to collect, organize, and analyze data to evaluate theories or test hypotheses. Students produce a media-rich digital story about a significant event based on first-person interviews. Students identify and investigate a global issue and generate possible solutions using digital tools and resources.	Students begin to locate information using key words presented in the technology resources. Students use keyboards and mouse to enter name and User ID, type sentences, and follow on-screen prompts to successfully operate computers. Students use technology tools to locate, organize, and evaluate information.	Web sites Slideshow presentations Word processing Spreadsheets Databases
7 - 8	Students apply digital tools to gather, evaluate, and use information. • Plan strategies to guide inquiry • Locate, organize, analyze, evaluate, synthesize and ethically use information from a variety of	Students, when presented with a problem, identify the information needed; use text, people, online databases, and search engines to filter relevant information efficiently; analyze information for biases, timeliness, and accuracy of the content; synthesize information	Students employ data-collection technology such as probes, handheld devices, geographic mapping systems, and online surveys to gather, view, analyze, and report results for content-related problems.	Web browsers/search engines Databases Bibliographic sites

Grade Level	Conceptual Themes & Sub-Concepts	Learning Skills	Technology Skills	Resources
	sources and media • Evaluate and select information sources and digital tools based on the appropriateness to specific tasks • Process data and results	gathered, and create an effective and efficient response to the problem. Students properly cite sources. Students are proficient with different search strategies and know which ones to use at which times. Students draw conclusions from a variety of data sources to analyze and interpret systems. Students effectively collaborate online and recognize the benefits of online collaboration. Students maintain focus on larger project goals, frame appropriate questions, reflect on possible courses of action and their likely consequences, develop and initiate a plan of action with appropriate smaller objectives and benchmarks, and submit the completed project when due.	Students select and use appropriate tools and digital resources to accomplish a variety of tasks and solve problems. Students use collaborative electronic authoring tools, such as wikis and blogs, to explore common curriculum content from multicultural perspectives with other learners. Students develop products using technology tools. Student use telecommunications tools (i.e., email, web pages, blogs, discussion groups, list-serv, etc.) to learn academic content and to gather, share, and publish information to various audiences. Students use Internet browsers, various search engines, book marking feature, and advanced search techniques to gather information; students evaluate the information for validity, bias, appropriateness, content, and usefulness.	Social networking sites, including blogs and wikis Social networking tools, such as electronic communication devices

New Milford Public Schools
K – 8 Education Technology Competencies

<u>Technology Standard</u>: **Critical Thinking, Problem Solving, and Decision-Making**

Grade Level	Conceptual Themes & Sub-Concepts	Learning Skills	Technology Skills	Resources
K - 3	Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. • Identify and define authentic problems and significant questions for investigation • Plan and manage activities to develop a solution or to complete a project • Collect and analyze data to identify solutions and/or to make informed decisions • Use multiple processes and diverse perspectives to explore alternative solutions	Students understand that computers and software can be used to collect data. Students understand how the Internet can be used to find information. Students find information on a topic on the Internet with support. Students understand when it is preferable to use books or the Internet to find information. Students engage with teacher assistance in a critical thinking process by conducting basic evaluations using simple criteria. Students engage in discovery, exploration, and experimentation to reach unexpected answers. Students make unusual associations and provide a variety of solutions to problems.	Students use a variety of technology resources for directed and independent learning activities. Students use technology to gather information. Students use software for problem solving and for illustration of thoughts and ideas. Students use online sources to access remote information. Students use a simple computer graphing application to display data.	Web sites Word processor Graphing software
4 - 6	Students use critical thinking skills to plan	Students understand why a	Students use content specific tools,	Web sites

Grade Level	Conceptual Themes & Sub-Concepts	Learning Skills	Technology Skills	Resources
	and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. • Identify and define authentic problems and significant questions for investigation • Plan and manage activities to develop a solution or complete a project • Collect and analyze data to identify solutions and/or make informed decisions • Use multiple processes and diverse perspectives to explore alternative solutions	spreadsheet is more appropriate for collecting data than a word processor. Students engage in a problem solving process that promotes questioning, planning, investigations, and finding answers and solutions. Students demonstrate how easy access to data increases problem solving. Students use critical thinking and cross referencing skills to show that the data collected from the Internet is accurate. Students engage in a critical thinking process that synthesizes knowledge and ideas. Students generate ideas for solutions to problems and ask questions in order to create unusual, unique, or clever products	software and simulations to support critical thinking, solve a problem, or help in decision-making. Students select and use digital tools, instruments, and measurement devices to collect and analyze data while conducting experiments, evaluating theories, and/or testing hypothesis. Students identify and investigate an issue and generate a possible solution using digital tools/resources. Students use spreadsheets and other applications to make predictions, solve problems, and draw conclusions.	Databases Spreadsheets Scientific tools
7 - 8	Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. • Identify and define authentic problems and significant questions for investigation • Plan and manage activities to develop	Students demonstrate how electronic information and data facilitate critical thinking and problem solving. Students understand that databases store and retrieve data. Students understand when it is preferable to use a spreadsheet or a	Gather data, examine patterns, and apply information to decision-making using electronic tools/resources. Students independently use appropriate technology tools to define problems and to propose hypothesis.	Web sites Data bases Spread sheets Scientific tools

Grade Level	Conceptual Themes & Sub-Concepts	Learning Skills	Technology Skills	Resources
	a solution or complete a project • Collect and analyze data to identify solutions and/or to make informed decisions	database to store electronic information. Students engage in a critical thinking process that supports synthesis and conducts evaluations by applying comprehensive criteria. Student draws conclusions from a variety of data sources to analyze and interpret information. Students engage in a problem solving process that divides complex problems into simpler parts in order to devise solutions. Students create thoughtful ideas and solutions and take risks as they work toward a goal despite mistakes. Students begin to think consistently of all the possibilities to become more expansive with their thoughts/ideas that lead to the creation of original products.	Students use and modify databases and spreadsheets to analyze data and to propose solutions. Students develop and use guidelines to evaluate the content, organization, design, use of citations, and presentation of technologically enhanced projects. Students explain and demonstrate how specialized technology tools can be used for problem solving, decision-making, and creativity in all subject areas.	

New Milford Public Schools
K – 8 Education Technology Competencies

Technology Standard: **Digital Citizenship**

Grade Level	Conceptual Themes & Sub-Concepts	Learning Skills	Technology Skills	Resources
K - 3	Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. • Advocate and practice safe, legal, and responsible use of information and technology. • Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity. • Demonstrate personal responsibility for lifelong learning. • Exhibit leadership for digital citizenship.	Students use their interpersonal skills in assigned leadership roles to help others stay focused and to communicate when they need support in order to complete goals. Students use technology tools for problem solving, self-directed learning, and extended learning activities. Students appreciate, accept, and work cooperatively with others in both academic and social contexts. Students learn what a virus is. Students recognize and understand the effects of technology on home and school environments. Students recognize and understand how technology supports individual and group work.	Students identify the effects of a virus on hardware and software. Students identify the need for acceptable use policies (AUP) and discuss basic issues related to the responsible use of technology and information. Students abide by district restrictions and follow the district's policy of asking permission before using Internet sites. Students are introduced to and discuss some of the issues related to the responsible use of technology. Students participate in teacher-led discussions about Internet safety and the importance of protecting identity on-line, in e-mail, and/or websites, and of limiting distribution of information and pictures.	Technology tools Internet "Raising a Digital Child" – by Mike Ribble

Grade Level	Conceptual Themes & Sub-Concepts	Learning Skills	Technology Skills	Resources
		Students recognize and understand how technology assists students with disabilities. Students practice responsible use of technology systems. Students identify consequences of vandalism and inappropriate use of hardware and software.	Students show regard for their peers and adults by logging off or shutting down technology tools and by keeping their technology area clean.	
4 - 6	Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. • Advocate and practice safe, legal, and responsible use of information and technology • Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity • Demonstrate personal responsibility for lifelong learning • Exhibit leadership for digital citizenship	Students select appropriate technology tools and resources needed to communicate information to others, to achieve personal goals, and to support independent learning. Students identify and describe the impact of technology on home, school, and business environments. Students identify how technology supports individual and group work and assists students with disabilities. Students discuss issues related to responsible use of technology and information and describe personal consequences of inappropriate use. Students discuss common use of technology in daily life and the advantages and disadvantages its use provides.	Students use technology tools (i.e., calculators, data collection probes, videos, educational software) for problem solving, self-directed learning, and extended learning activities. Students practice responsible use of technology systems. Students identify the consequences of viruses, vandalism, and the inappropriate use of hardware and software. Students comply with acceptable use policy. Students identify the need for acceptable use policies (AUP), discuss basic issues related to responsible use of technology and information, describe personal consequences of inappropriate use, and begin to cite sources for information found through electronic searches.	"Raising a Digital Child" – By Mike Ribble

Grade Level	Conceptual Themes & Sub-Concepts	Learning Skills	Technology Skills	Resources
		Students debate changes in technology and their effect on daily life for individuals, society, and the global community.		
7 - 8	Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. • Advocate and practice safe, legal, and responsible use of information and technology • Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity • Demonstrate personal responsibility for lifelong learning • Exhibit leadership for digital citizenship	Students exhibit leadership, ethical behavior, respect for others; accept responsibility for personal actions considering the impact on others; take the initiative to plan and execute tasks, and interact productively as a member of a group. Students demonstrate ethical behavior and work responsibly and collaboratively with others, in academic and social contexts, to accomplish both individual and team goals related to improved academic, extracurricular, and co-curricular performances. Students analyze current information technologies and the effect these technologies have on school, workplace, and society. Students recognize personal limits in their knowledge and develop strategies and skills for using technology to seek information.	Students comply with acceptable use policy. Students discuss legal and ethical behaviors related to acceptable use of information and communication technology (i.e., privacy, security, copyright, file-sharing, plagiarism) and predict the possible effects of unethical use of technology (i.e., consumer fraud, intrusion, spamming, virus setting, hacking) on the individual and society, as well as identify methods for addressing these risks. Students model ethical behavior relating to security, privacy, computer etiquette, passwords and personal information. Students demonstrate an understanding of copyright by citing sources in papers, projects and multimedia presentations. Students identify the methodologies that individuals and businesses can employ to protect the integrity of technology systems.	www.mybytes.com www.digitalcitizenshiped.com/ "Raising a Digital Child" – by Mike Ribble http://digitalcitizenship.net/Home_Page.html

Grade Level	Conceptual Themes & Sub-Concepts	Learning Skills	Technology Skills	Resources
		Students develop an understanding of the need to protect their identity online, in e-mail, and on websites, limit the distribution of personal information and pictures/video, and evaluate the authenticity of e-mail that solicits personal information.		

New Milford Public Schools
K – 8 Education Technology Competencies

<u>Technology Standard</u>: **Technology Operations and Concepts**

Grade Level	Conceptual Themes & Sub-Concepts	Learning Skills	Technology Skills	Resources
K - 3	Students demonstrate a sound understanding of technology concepts, systems, and operations. • Understand and use technology systems • Select and use applications effectively and productively • Troubleshoot systems and applications • Transfer current knowledge to learning of new technologies	Students identify input and output devices used with computers. Students understand the importance of using technology in their daily lives. Students demonstrate how to properly log on and off a network. Students discuss the advantages and disadvantages of viewing work on a monitor or from a printout. Students confidently know the parts of a computer. Students operate productivity software and its various uses effectively. Students are able to display proper hand placement on a keyboard. Students are able to display proper mouse skills using all buttons.	Students properly turn computer on and off. Students properly log on and off the network. Students are able to create, edit, save, print, and open within a program. Students demonstrate the ability to navigate in virtual environments such as electronic books, simulation software, and websites. Students have basic keyboarding skills. Students have proficient mouse skills. Students communicate about technology using developmentally appropriate and accurate terminology.	Keyboard Mouse Monitor Printer C.P.U. Speakers/Headphones Projector Software Internet browser File system Word processing

Grade Level	Conceptual Themes & Sub-Concepts	Learning Skills	Technology Skills	Resources
			Students are able to access, save, and retrieve files from a network.	
4 - 6	Students demonstrate a sound understanding of technology concepts, systems, and operations. • Understand and use technology systems • Select and use applications effectively and productively • Troubleshoot systems and applications • Transfer current knowledge to learning of new technologies	Students discuss common uses of technology in daily life. Students understand the benefits of being on and using a network. Students discuss the advantages and disadvantages of viewing work on a monitor or from a printout. Students determine which input/output devices to use. Students identify various software applications that can be applied to learning projects. Students are able to use properly external devices to save or load various file types (i.e., CD-R, USB drives, Internet).	Students continue to develop proper keyboarding skills. Students utilize multimedia tools effectively and apply in slideshow/video presentations and works of art. Students independently operate school computers. Students confidently apply knowledge of digital tools to collect, organize, and analyze data and/or research. Students develop more advanced file management skills. Students are able to access, save, and retrieve files from a network. Students are introduced to spreadsheets and their uses. Students are able to apply previous knowledge of digital technology operations to analyze and to solve current hardware and software problems. Students understand the uses of the CTRL+ALT+DEL function and when to use it.	Multimedia tools Internet tools Computer OS Peripherals Searching file systems Slideshow Presentations Spreadsheets Electronic communication devices

Grade Level	Conceptual Themes & Sub-Concepts	Learning Skills	Technology Skills	Resources
7 - 8	Students demonstrate a sound understanding of technology concepts, systems, and operations. • Understand and use technology systems • Select and use applications effectively and productively • Troubleshoot systems and applications • Transfer current knowledge to learning of new technologies	Students identify software that is needed to make hardware work properly. Students learn how device drivers enable or restrict the movement of peripherals. Students know what information is needed to access a user's home directory. Students learn about computer security and file management. Students understand advanced concepts of networking. Students are able to manage files and folders within a network and external devices as well as perform backups. Students identify various software applications that can be applied to learning projects. Students are able to properly use external devices to save or load various file types (i.e., CD-R, USB drives, Internet). Students know how to properly and effectively manage a database.	Students perform advanced word processing skills independently. Students employ data-collection technology such as spreadsheets and databases to gather, view, analyze, and report results. Students integrate a variety of file types to create and illustrate a document or presentation. Students are able to access, save, and retrieve files from a network. Students utilize multimedia tools effectively and apply in slideshow/video presentations and works of art. Students understand the uses of the CTRL+ALT+DEL function and when to use it. Students select and use the appropriate tools and digital resources to accomplish a variety of tasks and to solve problems. Students are able to apply Internet skills to perform research for classroom assignments. Students independently develop and apply strategies for identifying and solving routine hardware and software problems.	Spreadsheets Database drivers Computer OS File system explorer Hardware peripherals Multimedia tools Networks Device drivers Electronic communication devices

New Milford Public Schools
K – 8 Education Technology Competencies
Grades K – 3 Skills

Upon completion of third grade, the students will be able to work cooperatively and productively with others in small groups and use age-appropriate instructional rubrics and other tools to assess performance related to the learning goal. The students will practice correct keyboarding and proper care of computer software and hardware, create text using word processing software, and use email to send messages. The students will use an Internet browser to access websites for developmentally appropriate technology resources to locate information for assignments. They will also use presentation software to explain and to communicate information using drawing or paint software to create a picture.

Strand	Skills Required by End of Grade 3
Technology Awareness	Identifies different parts of a computer and their use. Properly starts up and shuts down a computer Uses a mouse to open/close a program, highlight text, choose menus, and complete basic drawings Logs on and off a computer Properly saves and closes files Selects a network print device and prints a document
Keyboarding	Uses a keyboard to input upper and lower case letters, numbers, spaces, and punctuation Uses special keys to navigate within and edit a document (i.e., tab key, arrow keys, enter, delete, and backspace) Uses two hands to informally type a paragraph.
Word Processing	Inputs and edits a sentence or short paragraph Correctly spaces while typing a sentence or paragraph Modifies format of document (i.e., font, font size, alignment, text color)
Painting/Drawing/Graphics	Uses a program's drawing tools to create a simple picture Explains the difference between the different drawing tools Adds text to a picture
Multimedia Presentations	Combines several simple pictures into short slide show Includes appropriate sounds and/or voice in their presentations

	Describes transitions and uses them appropriately in their slide shows
Network Awareness	Logs on and off a network Opens files from and saves files to a file server

Upon completion of the sixth grade, the students will work productively in a group setting and demonstrate flexibility in assuming different roles and responsibilities. The students will engage in a problem-solving process that promotes questioning, investigating, and finding solutions. They will begin to select appropriate tools for problem-solving, self-directed learning, and extended learning activities. The sixth grade students understand the meaning of acceptable use, protect online identity, and demonstrate personal responsibility in the use of technology. The students continue to expand the use of word processing software, begin to use a spreadsheet to perform calculations, understand the functionality of a database, and create a simple multimedia project. Students use technology tools in a collaborative setting to generate products, create ideas, and to communicate effectively.

Strand	Skills Required by End of Grade 6
Technology Awareness	Opens, moves, resizes a window Creates and deletes folders Creates, renames, moves, copies files
Keyboarding	Can touch type
Word Processing	Cuts, copies, pastes text Uses spell checker Imports, moves, and manipulates graphics in a word processing document
Painting/Drawing/Graphics	Resizes objects Uses various tools such as lasso, line, shape, and text Moves, groups, and copies objects
Spreadsheets	Understands the purposes of a spreadsheet Knows parts of a spreadsheet such as cells, rows, and columns Navigates within a spreadsheet Selects cells or blocks of cells Inputs text and numbers Sorts information

	Creates simple charts and graphs
Information Systems	Opens files in a CD Uses an electronic encyclopedia Searches for information using key words, names, and phrases
Multimedia Presentations and Electronic Presentations	Defines basic elements of a multimedia presentation Creates a multi-page presentation including text, graphics, photos, scanned images, and buttons Creates templates including common backgrounds
Network Awareness	Accesses, saves to, and retrieves files from a network Chooses printers
Internet/Telecommunications	Creates, opens, responds to, deletes, and e-mails Opens and navigates websites Uses search engine to find web information Uses websites to find information for projects

Upon completion of the eighth grade, the students will demonstrate ethical behavior and work responsibly and collaboratively with others to accomplish both individual and team goals. The students will become a more critical thinker and problem-solver and use technology tools to solve problems and make decisions related to classroom assignments. The eighth grade students will create products that reflect a growing understanding of visual language and the effective use of technology tools. The students will use expanded features of spreadsheet, database, and presentation software and use telecommunications to publish information. As proficient users of technology, the students will demonstrate a sound understanding of the nature and operation of technology systems and will effectively use telecommunications tools for research, collaboration, and communication. The students understand the need for individuals and businesses to protect the integrity of technology systems.

Strand	Skills Required by End of Grade 8
Technology Awareness	Understands and respects copyright laws
Keyboarding	Understands relative position of the keys on a keyboard and uses formal keyboarding skills
Word Processing	Uses the "save as" feature to create copies or new versions of documents Understands how to position and remove different kinds of tabs Inserts and customizes footers and headers Manipulates the layout of a document using margins, justification, and line spacing Uses the indents, page breaks, spell check, and thesaurus Creates or imports spreadsheets into word-processed documents Uses find and replace commands
Spreadsheets	Inserts and deletes cells Formats a cell or block of cells Displays or removes grid, column, and row headings Changes column and row width Adds headers and footers Builds formulas into a cell and can copy and paste values and formulas into selected cells Is able to analyze the effects of changes made to a spreadsheet

	Designs a spreadsheet and uses the data to create charts and graphs
Database	Determines what items to use in a physical database Retrieves records from physical databases – single field, exact match Retrieves records from an electronic database – single field, exact match
Painting/Drawing/Graphics	Manipulates and exports graphics into other documents Imports a digital image into a word processing document Applies special effects to a graphic (rotate, stretch, and perspective)
Multimedia Presentations and Electronic Presentations	Understands the concept of a template and the use of color schemes, background items, and clip art within the template Creates a series of screens that show objects and backgrounds changing in simple animation Uses cell-based animation Uses pre-recorded sounds or CDs within the presentation Digitizes and saves sound from an audio CD to include presentation Records sound, saves in a digitized format, and includes in presentation Edits digitized sounds Plays digitized movies using a stand-alone application Captures video from a source (camcorder, VCR) and saves in digitized form Adds digitized movies to a presentation
Network Awareness	Logs on and off a network with a password Accesses, saves to, and retrieves files from a network
Internet/Telecommunications	Attaches a document to an e-mail message Enters a Uniform Resource Locator (URL) Uses the directory buttons in the web browser Uses the tool bar in a web browser Saves sites using a bookmark, hotlist, or favorite Evaluates web pages using evaluation criteria Creates a class or school home page Can develop a personal portfolio Adds images from the web to their work
Information Systems	Uses electronic resources including software and web pages Uses keyword search to locate information Identifies key words, names, phrases, major headings, and groupings for a search Designs a title search strategy, narrowing the search parameters as needed Can do a Boolean word search Skims articles for major ideas Transfers notes to a notepad or word processor

New Milford Board of Education
Committee on Learning Meeting Minutes
February 15, 2011
Lillis Administration Building, Room 2

Present:	Mrs. Alexandra Thomas, Chairperson Mr. David Lawson Mrs. Lynette Celli Rigdon Mr. Thomas McSherry, Alternate
Absent:	Mrs. Nancy Tarascio-Latour

Also Present:	Dr. JeanAnn C. Paddyfote, Superintendent of Schools Dr. Maureen McLaughlin, Assistant Superintendent Ms. Ellamae Baldelli, Director of Human Resources Mr. Greg Shugrue, Principal, New Milford High School Mrs. Adele Johnson, Director, Pupil Personnel Services Mrs. Erica Fradette, Psychologist Mrs. Lisa Meyer, Teacher Mrs. Lauren O'Leary, Teacher

A.	**Call to Order** The meeting of the New Milford Board of Education was called to order at 7:30 p.m. Mr. McSherry was seated for the meeting.	Call to Order
B.	**Public Comment** There was none.	**Public Comment**

C.
1.
	Discussion and Possible Action
	Review and Approval of New Course Request
	   a. Social and Emotional Thinking
	
	• Mrs. Fradette said this course will teach students who have some difficulty in social situations how to navigate those situations. Students with social cognitive difficulties need to be taught certain skills. This class will allow students to earn credits and give the teacher the opportunity to work with students more frequently.
	• Dr. McLaughlin noted that students with significant difficulties relating to others interpersonally often have related academic struggles in the classroom.
	• Mrs. Fradette said at the high school level that students' lives wrap around social interactions. This class will help students take another person's perspective. She said she was not
		Discussion and Possible Action Review and Approval of New Course Request
		   a. Social and Emotional Thinking

asking for any budget as she had the resources she needed.

- Dr. McLaughlin asked how students would sign up, and Mrs. Fradette said the guidance counselors would be asked for referrals as there should be some type of screening process.
- Mr. McSherry asked who the intended audience would be, and Mrs. Fradette said it would be for all students.
- Mr. Lawson asked if this was a full or half-year course, and Mrs. Fradette said it was half-year but offered both first and second semesters.
- Mr. Lawson said while he appreciated Mrs. Fradette's plan not to ask for any money in her budget, $500 should be in the budget in case additional resources are needed.
- Mrs. Johnson commended Mrs. Fradette for what she has brought to the district. She noted her department has done a lot of work and research. She said the students will be motivated to take this course with the credits. She said these are important skills that will help these students be successful when they leave the high school.

Mrs. Rigdon moved to bring to the full Board for approval, a new course at New Milford High School called Social and Emotional Thinking, seconded by Mr. McSherry and passed unanimously.

Motion made and passed to bring to the full Board for approval, a new course at New Milford High School called Social and Emotional Thinking.

2.

Approval of Technology Competencies

Approval of Technology Competencies

Dr. McLaughlin said that in November she had shared the technology competencies and scope and sequence for the district with the committee. She said Dan DiVito has looked at it and concurs with its content. She noted it is not a curriculum because technology is woven into the course curricula.

- Mr. Lawson said he thought the scope and sequence skills were good, but he felt they should be part of an overall, technology curriculum.
- Mrs. Thomas said the Board needs to move

	forward. Computers are tools for the classroom and until the district makes a commitment to run a full computer literacy program for K-12, the Board does need to have competencies. **Mr. McSherry moved to bring the technology competencies to the full Board for approval, seconded by Mrs. Rigdon and passed 3-1.** Aye: Thomas, McSherry, Rigdon No: Lawson	**Motion made and passed to bring the technology competencies to the full Board for approval.**
D. **1.**	**Items for Discussion** **High School Schedule** Mr. Shugrue introduced Lauren O'Leary, chair of the school schedule committee, and Lisa Meyer, a committee member. Mr. Shugrue noted that the high school looked at changing the current schedule to fit into the district's strategic plan, problems with the current schedule, the NEASC report, mandates from the State, the need to teach 21st century skills, student performance, and the research done. • Mrs. O'Leary said she started working on this in the summer of 2009. She had conversations with schools of the same size, same DRG, etc. The concerns with the current schedule include the lack of collaborative time, inflexibility of electives for students, inequity in time of class periods, and the need for 25 credits. • Mrs. O'Leary communicated with 21 different schools. The different class layouts included eight periods, classic block, semester block, rotating schedule, and a mix of eight periods with block schedules. The committee narrowed the districts to visit to Bethel, Brookfield, Oxford, and Litchfield. • The faculty senate voted on the final recommendation which was the block schedule. • Mr. Shugrue said the committee determined that they would not change the schedule unless it aligned with the strategic plan which it does. This block schedule will allow for dynamic	**Items for Discussion** **High School Schedule**

New Milford Board of Education
Committee on Learning Meeting Minutes
February 15, 2011
Lillis Administration Building

Page 4

instruction and more creative teaching by the staff.

- Mrs. Meyer said the schedule now is seven periods with each teacher teaching five throughout the day. The schedule currently is built around PE and science. The new proposed schedule allows more flexibility and builds in collaborative time.
- The state mandates are forcing the schools to become more student-centered through programs such as SRBI. Seniors will have to do a Capstone project which will be an in depth project. Also, the number of credits required to graduate is increasing.
- Mr. Shugrue said the things NEASC asked the high school to address have been a struggle to achieve with the current schedule.
- He noted the revised schedule will allow for more personalized instruction with an emphasis on inquiry, problem-solving, and 21st century skills.
- The new master schedule will address NEASC recommendations, allow for collaborative time, reduce conflicts in schedules, eliminate science lab conflicts, make the advisee program better, allow 21st century skills to be taught, and show "depth versus breadth" in teaching.
- Mrs. O'Leary said the new proposed schedule will run on two day block – an A day and a B day. Each class will be 79 minutes allowing greater equity in the schedule. On the A day, which the first week would be Monday, Wednesday, and Friday, a teacher might have three classes, a prep period, lunch, and a flex period. On the B day, which would then be Tuesday and Thursday, there would be collaborative time or duty time, two classes, flex time, lunch, and prep. The teacher is still teaching five classes.
- A sample student's schedule might be Monday, Wednesday, and Friday (A day) including English, Algebra I, Spanish 2, Lunch, Flex, and PE, while Tuesday and Thursday (B day) would include study, Environmental Sciences, Western Civilization, lunch, flex, and key. For
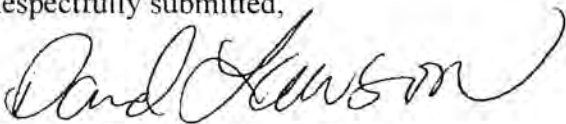
seniors, all classes would end at 12:46 allowing them to take electives, make up class work, leave for a job, etc.

- Mrs. Meyer said this schedule should improve achievement as there is extended contact with the students and improved morale overall. The end result will be equal time for all classes with the teacher still teaching five classes. More collaborative time will be built into the schedule and students will have 25 minutes of flex time and 25 minutes of lunch. There will be more comprehensive writing and expanded work time for fine arts, practical arts, and PE. The science labs will be more equitable. The learning will be project based and more in depth which will enhance student learning.

- Mr. Shugrue said he files a form for the state, ED165, which spells out instructional time for the students. He said the current schedule only allows for 990 hours of instruction per year when lunch and hall passing time are backed out. This proposed schedule will allow 1,008 hours of instruction per year or 2 ¾ more days to teach. He noted that this process started in September of 2009 and was not haphazardly concluded. This schedule will benefit the whole school community.

- Mr. McSherry asked what happens in case of a snow day, and Mr. Shugrue said the days are just bumped ahead.

- Mrs. Rigdon asked how early dismissal would impact the schedule, and Mr. Shugrue said it depends on when the notice is given but in general the schedule would be reduced equitably.

- Mrs. Thomas asked what the down side of this type of scheduling would be, and Mrs. Meyer said some departments, such as a world language, might say they would like to meet every day. Mr. Shugrue said the data supports this type of schedule working, and the teachers who are using it at other schools do not want to go back to their previous schedule.

- Mr. Lawson asked if this schedule allowed for 25 credits as will be necessary soon, and Mr.

New Milford Board of Education
Committee on Learning Meeting Minutes
February 15, 2011
Lillis Administration Building

Page 6

Shugrue said a student could take 6 ¼ credits under a best case scenario but most will be under six.

- Mr. Lawson asked if there was any impact on class size, and Mr. Shugrue said the class sizes in science would go down.
- Mrs. Rigdon said she has trouble sitting still and asked how students would be able to sit still for the longer class time. Mrs. O'Leary said it will be up the teacher to teach differently; she said many transitions throughout the class period may be needed.
- Mrs. Thomas asked how this would be rolled out to the community, and Mr. Shugrue said he will go to PTO meetings, parent informational seminars will be held, channel 17 will be used, the website and print media will be used, and sessions with students.
- Mr. Shugrue said he will be putting together a brochure to discuss the salient points of the new schedule and why it has been adopted.

2.	**Grade Point Average**	**Grade Point Average**

Mr. Shugrue said the current system is complex and not in alignment with any area schools, and most importantly, with what colleges are looking at. Currently a numerical system is used which is based on 100 points with a weighting for AP, honors, academic, and general levels. Mr. Shugrue described the very complex formula which might mean a student could have a GPA ranking of 115 or 119.7 versus the four point scale most colleges recognize.

This will mean a change in regulation 6146 as the current regulation has the numeric scale. Mr. Shugrue said the future GPA rating will be based on a letter grade with a 90 equaling an A- for example which would be a 3.33. There will still be a weighting of .83 additional for honors classes and 1.3 for AP classes.

Mr. Shugrue said with the current GPA ranking it is impossible for New Milford students to receive a 4.0. This process will be more transparent. This will not take place until next year, so this year's seniors' GPAs

New Milford Board of Education
Committee on Learning Meeting Minutes
February 15, 2011
Lillis Administration Building

Page 7

	will remain untouched. He said this change will put New Milford schools on the same playing field as other schools.	
3.	**Curriculum Update** Dr. McLaughlin said she reviewed three curricula which she sent back for revisions but expects them to be presented at the March meeting. She is revising the curriculum handbook, and contracts have been written for this year. There are seven curricula in the pipeline plus the three she sent back.	**Curriculum Update**
E.	**Adjournment** Mr. McSherry moved to adjourn the meeting at 8:59 p.m., seconded by Mrs. Rigdon and passed unanimously.	**Adjournment** **Motion made and passed to adjourn the meeting at 8:59 p.m.**

Respectfully submitted,

Mr. David Lawson, Board Secretary
Committee on Learning Member