

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

COMMITTEE ON LEARNING
MEETING NOTICE

DATE: March 17, 2015
TIME: 7:30 PM
PLACE: Lillis Administration Building – Room 2

RECEIVED
TOWN CLERK
2015 MAR 13 A 8:48
NEW MILFORD, CT

AGENDA

New Milford Public Schools Mission Statement

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

1. CALL TO ORDER
2. PUBLIC COMMENT

An individual may address the Board concerning any item on the agenda for the meeting subject to the following provisions:

- A. A three-minute time limit may be allocated to each speaker with a maximum of twenty minutes being set aside per meeting. The Board may, by a majority vote, cancel or adjust these time limits.
- B. If a member of the public comments about the performance of an employee or a Board member, whether positive, negative, or neutral, and whether named or not, the Board shall not respond to such comments unless the topic is an explicit item on the agenda and the employee or the Board member has been provided with the requisite notice and due process required by law. Similarly, in accordance with federal law pertaining to student confidentiality, the Board shall not respond to or otherwise discuss any comments that might be made pertaining to students.

3. DISCUSSION AND POSSIBLE ACTION

- A. 2015-2016 Curriculum Plan Adjustment
1. Grade 6 Math
2. K-5 Social Studies
3. K-2 Developmental Guidance
Mr. Joshua Smith
- B. Middle School Project Lead the Way Survey
Mr. Joshua Smith

4. ITEMS FOR INFORMATION AND DISCUSSION

- A. Assessment Schedule
Mr. Joshua Smith
- B. Grade 7 Math Pilot
Mr. Joshua Smith

5. PUBLIC COMMENT

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6. ADJOURN

Sub-Committee Members: Mrs. Daniele Shook, Chairperson
Mrs. Angela C. Chastain
Mr. Dave Littlefield
Mr. David R. Shaffer

Alternates: Mr. John W. Spatola
Mr. David Lawson

CONNECTED MATH PROJECT GRADES 6 & 7

Presentation to the Committee on Learning
Joshua Smith, New Milford Public Schools
March 17, 2015

CMP Background

The Connected Mathematics Project (CMP) was funded by the [National Science Foundation](#) to develop a complete middle school mathematics curriculum, *Connected Mathematics*, for students and teachers. CMP is a problem-centered curriculum promoting an inquiry-based teaching-learning classroom environment. Mathematical ideas are identified and embedded in a sequenced set of tasks and explored in depth to allow students to develop rich mathematical understandings and meaningful skills. The Common Core State Standards for Mathematics (CCSSM) and the Standards for Mathematical Practice are embedded within each problem.

<https://connectedmath.msu.edu/>

Grade 6

Grade 6

- Outsourced initial training from CMP3 in May 2014 for all regular and special education 6th grade math teachers.
- Math teachers work with Peggy Neal (CREC) for 10 total days during the 2014-2015 school year. Math coach assists/attends all sessions.
- Teachers work collaboratively with the coach to pack units, review standards, model/observe lessons, and edit assessments/create common grading procedures across grade level.
- All teachers work with math coach throughout school year.
- Teachers participate in book study with math coach.



working as a group

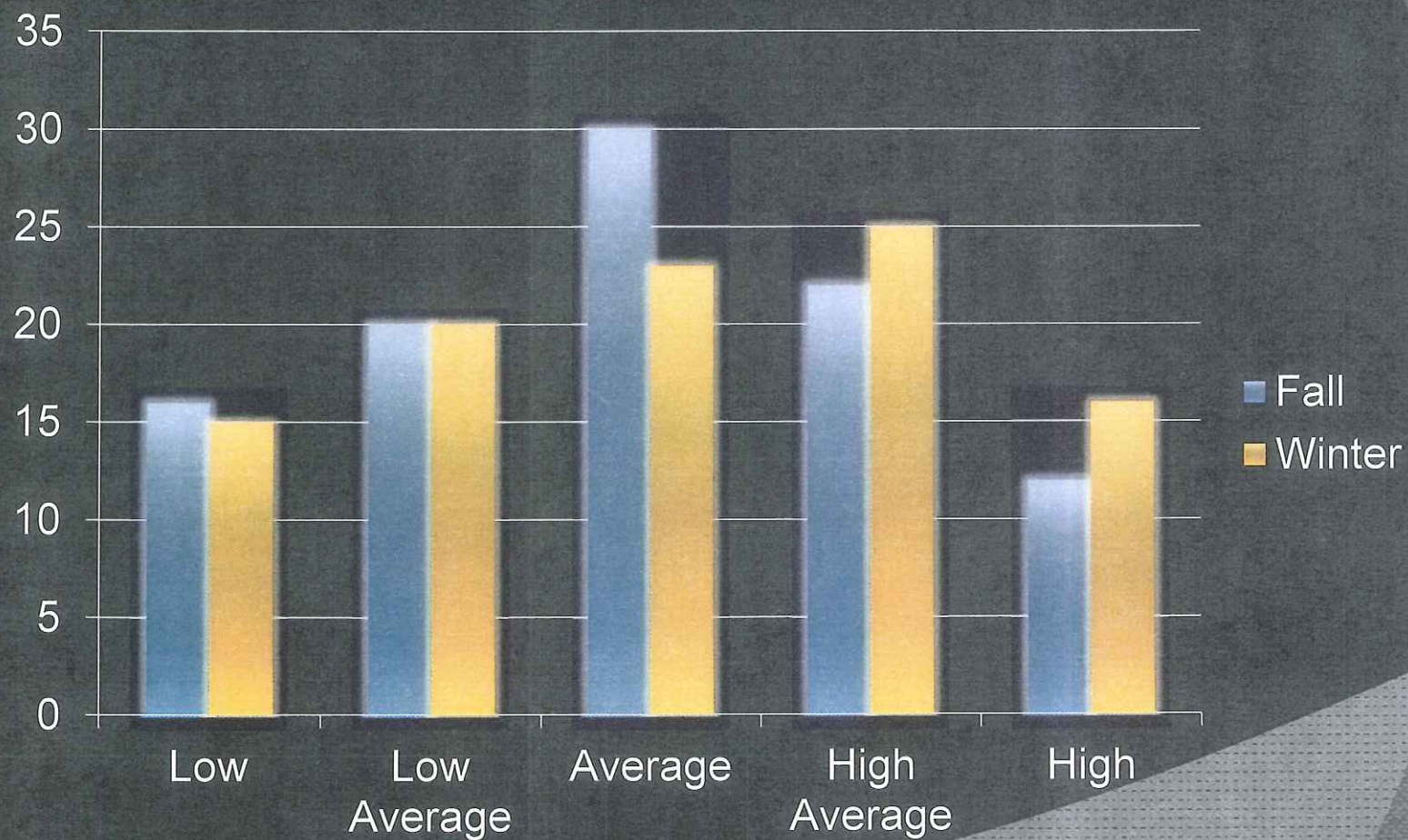
and independently

[Link to classrooms](#)



Student Growth

Grade 6: Real and Complex Number Systems



Parent Feedback

- Thank you for the opportunity to experience my son's math class and this program. I especially appreciated teachers taking the time to explain and listen to their students' explanations of how they arrived at their answers/solutions. Thank you again.
- I really appreciated the opportunity to come in and observe. I left with a much better understanding of this new math program. I most enjoyed seeing the obvious strong relationships the teacher has built with each student. He/she is open-minded, positive, encouraging and down to earth. As a parent, I can see why my daughter so enjoys the class. Thank you!
- The kids in that class are being challenged and learning as a result!
- It was great to come in and see how the class works. I found it interesting how the kids came up with different ways to answer the same questions.


Grade 7

Grade 7

- Introduced to CMP3 during November PD (2014).
- Were provided with full samples of teachers' guides, student editions, etc. Reviewed basic information regarding program, authors, how the standards are approached.
- All 7th grade math teachers and the Interventionist at SMS visited SNIS on 2/4/15 to experience CMP3 further.
- Met with math coach and asst. superintendent (asked questions, looked at resources, discussed what they would see in the classrooms).
- Each observed a 6th grade math lesson (each teacher visited one classroom for an entire period).
- Met with 6th grade math teachers and math coach after observation to discuss what they saw and to ask questions about the program.
- Spent rest of afternoon back at SNIS highlighting positive aspects of program, as well as concerns they had.

Planning for Grade 7 Pilot

- Teacher materials will be available prior to May.
- Plan professional development in May and June.
- Structure monthly support for all grade 7 teachers throughout next year.



Project Lead The Way and Elements of Project Based Learning

Presentation to the Committee on Learning
Joshua Smith, New Milford Public Schools
March 17, 2015

The Gateway Curriculum Model

- The curriculum modules and individual lessons are broken down into two components.
 - Understandings: Concepts that students will explore, general definitions, and global themes.
 - Knowledge and Skills: Discrete tasks and performance tasks that results in an observable outcome.

Examples of Understandings

- Science is the study of the natural world, while technology is the study of how humans develop new products to meet needs and wants.
- Teams of people can accomplish more than one individual working alone.
- Technology can have positive and negative social, cultural, economical, political, and environmental consequences.
- Being able to measure accurately is important at school, home, work, and when pursuing hobbies.
- Quality workmanship and accurate measurements with precise instruments are necessary to successfully solve problems.
- The ability to create a rapid, accurate sketch is an important skill to communicate ideas.
- The fabrication of a prototype is the opportunity for the designer to see the product as a three-dimensional object.
- Fluid power systems are categorized as either pneumatic, which uses gas or hydraulic, which uses liquids.

Examples of Knowledge and Skills

- Use the design process to design, model, and test a wind turbine for efficiency.
- Research and design an airfoil that will create lift using a wing tester.
- Use a simulation to select optimal components for a lunar robot to save stranded astronauts on the moon.
- Work as a part of a team to solve an oil spill engineering simulation problem
- Recognize and demonstrate safety rules for using lab tools and machines.
- Build, test, and evaluate a model of a design problem.
- Construct and test physical electrical circuits based upon circuit diagrams.
- Measure voltage, current, and resistance using a multimeter.
- Read and interpret a blueprint of a floor plan.

PROJECT LEAD THE WAY SCHOOL SURVEY

District	PLTW/and or Engineering Program	Wood working	TechEd Hybrid	Other
Bethel	Design			
Branford				
Brookfield		Y		
Colchester	Design and Engineering			
Danbury				
East Granby			Y	Technology education as part of the quarterly rotation for all grades 6-8. Units include coding, legos, bridge building, CAD
East Lyme			Y	
Farmington	Applied Physics and Engineering			
Grandby	Engineering and Problem Solving			
Killingly	STEM			Graphic Design, Cooking, Video Production
Ledyard	PLTW-2015-16		Design & construct: aerodynamic cars using power tools and different types of wood. Additionally, TechEd program includes a bridge building unit in which students create a bridge using thin strips of wood.	
Milford			Trimester survey course for grades 7/8. Students study woodworking, bridge building, robotics, etc.	
Monroe	PLTW			
Newington	STEM Exploratory program			Woodshop/Computer Lab Combo
Newtown				
Old Saybrook		Y		Computer Aided Design
Region 14				Broadcasting and Robotics
Region 15	STEM - Aerospace & Engineering			
Shelton	Engineering			Video Game Programming
South Windsor	PLTW			
Watertown			Y	
West Hartford		Y	Woodworking & Manufacturing	
Wethersfield			Y	

**Does not offer if blank*

PROJECT LEAD THE WAY SAMPLE MATERIAL LIST

Consumables	Equipment/Hardware	Digital Equipment/Software
<ul style="list-style-type: none"> • PLTW Engineering Notebook • Melissa and Doug Construction Box Set • Tech Card Build-It Kit • Linking Cubes • Wood Blocks (set of 10) • 1" x 1" x 24" piece of wood • 3-16" Dowel Rods • 1" x 24" Dowel Rod • Assorted Finishing and Common Nails • Carpenter's Wood Glue • Lo-Temp Glue Sticks, ½" x 4" Long • Assorted Sandpaper • Colored Pencils • Assorted Permanent Markers • Construction Paper, Assorted Colors • #20 Tag Board or File Folders • Paper Clips • Staples 3/8" Long for Staple Gun • Prong Paper Fasteners - 2" • Heavy Duty, 1/8" x 7" Rubber Band • Electrical Tape ¾" x 30' • Invisible Tape • Duct Tape, Gray, 50' • Acto Knife Replacement Blade 	<ul style="list-style-type: none"> • Staple Gun • Bench Top Tilting Band Saw, 9" Throat, 115V, 1.5HP • Saw, Back Blade 14", 12 pts. Per inch • Miter Box, Hard Maple or Plastic 4" High Sides • Lo-Temp Full Size 110 Volt Glue Gun • Utility/X-Acto Knife • Quick Grip Bar Clamp, 12" Jaw, Quick Grip • Safety Glasses with Side Shields, Adjustable Temple • Quick Grip Bar Clamp, 6" Jaw, Quick Grip • Phoenix Edge-Black • Digital Multimeter • Hot Wire Foam Cutter, Free Hand, 11 3/4" X 16" 24 gauge wire • Spring Clamps, 4" Long, 1" opening • Storage Cabinet, Steel, 36"W x 18"D x 72"H with 5 Steel Shelves and locking handle • 16 oz. Curved Hammer & 8 oz. Ball Peen Square, Combination, 12" Grooved Blade • Digital Instant Read Pocket Thermometer • Plastic Ruler and Meter Stick • Metric Tape Measure • Steel Tape measure, Blade Size 1" X 25", Power Return and Thumb Lock • Wire Stripper • Three Hole Punch • Scissors • Compact Digital Scale, 2000 g. Capacity • Spring Clamps, 9" Long, 3" Opening • Hooked Weight Set – 10-1000g • Drill Press Vise, 4" & 10" Bench Top Model • 6" Steel Dial Calipers, graduated in .001, White faced Dial • 4.5" Needle Nose Pliers (Crescent or Channel Lock) • 4.5" Diagonal Cutter (Crescent or Channel Lock) • 8" Bastard-Cut Mill File • Plastic File Handle 	<ul style="list-style-type: none"> • Laptop Computer • Student Computer (desktop) • Headphones to plug into computer • ROBOTC® programming software is required for VEX® equipment • Autodesk • VEX GTT Kit • Digital Camera, Canon Power Shot (with video capability) 10.0 Megapixel Resolution, 3.3 Optical Zoom and 2.5 LCD screen, 4GB SD Card for Camera



NEW MILFORD PUBLIC SCHOOLS
Office of the Assistant Superintendent
50 East Street
New Milford, Connecticut 06776
(860) 354-3235 FAX (860) 210-2643

Joshua Smith
Assistant Superintendent of Schools

March 9, 2015

Dear Parents/Guardians:

Beginning later this month New Milford Public School students will participate in Connecticut standardized assessments. Student assessment is an integral part of teaching and learning. Asking students to demonstrate their understanding of important concepts not only evaluates our educational goals, but also measures student performance. Students in grades 3-8 and 11 will participate in the Smarter Balanced Assessment for both Mathematics and English. The Smarter Balanced assessment for Mathematics and English Language Arts has replaced the former Connecticut Mastery Test (CMT) and Connecticut Academic Performance Test (CAPT) for these content areas. Please note that students in Grade 5, 8, and 10 are still required to take the CMT or CAPT Science test this year.

The Mathematics and Language Arts assessments are computer based and are not timed and testing sessions will occur over several days. You will receive the assessment results along with an explanation of your student's performance.

CMT/CAPT (Science) Assessment Dates:

- Grade 5 – March 16
- Grade 8 – March 17
- Grade 10 – March 19

The CMT/CAPT Assessments are timed and will take approximately 75-80 minutes to complete.

Smarter Balanced Assessment Dates:

- Grade 3 – May 18-June 5
- Grades 4-6 – May 13-May 29
- Grades 7-8 – May 18-June 2
- Grade 11 – May 18-June 5

These assessments will provide an academic checkup by measuring real-world skills like critical thinking and problem solving. In addition, they will provide information during the year to give teachers and parents a better picture of where students are succeeding and where they need help.

Please note that, as in the past, all assessment information will adhere to all federal and state privacy laws, including but not limited to the Family Educational Rights and Privacy Act (FERPA) and that the use of any student specific data is limited to use by the Connecticut State Department of Education and the New Milford Public Schools.

Please visit the Curriculum and Instruction page on the district website (www.newmilfordps.org), the Smarter Balanced website at www.smarterbalanced.org or the State Department of Education at www.sde.ct.gov for more information. If you have any questions, please contact your student's principal or my office.

Sincerely,

A handwritten signature in cursive script that reads "Joshua Smith".

Joshua Smith
Assistant Superintendent of Schools