

**NORWALK BOARD OF EDUCATION
CURRICULUM & INSTRUCTION COMMITTEE
SPECIAL MEETING
APRIL 23, 2015**

ATTENDANCE: Mike Lyons, Chair; Mike Barbis, Sherelle Harris, Shirley Mosby (7:45 pm)

STAFF: Talia Negroni, Curriculum & Instruction, Anthony Daddona, (7:45 p.m.)
Deputy Superintendent; BMHS: Mary Michailidis, Housemaster;
Adrienne Harris; NHS: Reginald Roberts, Principal; Adam Reynolds,
Housemaster; Pat O’Shaughnessy, Emma Rodriguez, Gabriel Cossuto;
Mary Yordon, Jackie Aarons, Emma Perez-Rodriguez, Joe Giandurco (8:46)

Call to Order

Mr. Lyons called the meeting to order at 7:50 p.m. and stated that members in attendance were as listed above and there was a quorum present.

Report and Discussion on World Language Curriculum

Talia Negroni introduced members of the World Languages CCSS curriculum alignment group (members in attendance as listed above) and the power point presentation was highlighted. Questions and comments from the Committee members were fielded throughout the presentation, as follows:

**6-12 World Languages
CCSS Curriculum Alignment**

- ▶ **Purpose:** To align the 6-12 World Languages Curriculum in French, Italian and Spanish with National Standards for Foreign Languages, the CCSS and the new expectations for assessment.
- ▶ **The Committee:** All WL teachers in middle and high schools with Marcia Schenker, CES Consultant

BMHS	Michelle Amezzane, Xiomara Brea, Martina Bria, Yanetsy Diaz, Sylvia Galambos, David Marchetti, Hector Mirabel, Laura Nardi
NHS	Daniel Aloï, Juan Carlos Arango, Gabriel Cossuto, Claudia Cuevas de Taranto, and Laura Vancini
NHMS	Bertha Fair, Diedre Halliday, Michelle Sullivan, Mercedes Tomasi
PRMS	Thomas Fried, Mayrenid Mejia-Ayala, Therese Papadopoulos, Victor Santana, Mary Yordon
RMS	James Wenger
WRMS	Carol Falcone. Elizabeth Murray



6-12 World Languages CCSS Curriculum Alignment

▶ **What's new and different?**

- Communicative, performance-based program of speaking, listening, reading and writing
- Common unit assessments in all schools; common mid-term and final
- Teachers and students use the target language **90%** of the instructional time ✱
- Students are active learners
- New words and expressions taught in context
- More "student talk" than "teacher talk"
- Pair conversations, small group work, role plays, songs, poems, non-fiction and authentic stories
- Materials include audio, video, authentic realia, artifacts and resource textbooks
- Homework = interactive, research, study and project work assignments

▶ **What we did:**

- 2013-14 Year 1:
 - Observed classes in all 6 secondary schools
 - Reviewed current curriculum guides
 - Developed a curriculum writing plan
 - Held monthly meetings Jan. through Aug. 2014
 - Completed writing of new level 1 curriculum
 - Completed assessments for units 1-5 + final exams in all 3 languages
 - Created new unit resources for teacher use, units 1-5
- ▶ **2014-2015 Year 2**
- ▶ Coaching in all middle and high schools
- ▶ Classroom observations and meetings with individual teachers and department heads
- ▶ Meetings with principals and assistant principals/housemasters
- ▶ Textbook selection in all 3 languages
- ▶ Training on use of ancillary resources
- ▶ Mid-term exams for middle/high schools in 3 languages
- ▶ New resources and assessments, units 5-7 developed
- ▶ Level 2 curriculum in Spanish, French, Italian started - to be completed by June 30

Textbook selection

- ▶ **World Language Department met as a committee comprised of high school and middle school representatives on November 4 and November 13, 2014**
 - Criteria for new textbook selection developed
 - Previewed new materials
 - Discussed needs related to the new curriculum being piloted in all 6-12 schools
 - Discussed merits of several publications and their ancillary resources
- ▶ **After considerable discussion and strong consensus on the criteria to use, rated each publisher on a scale of 1-4 with 4 being the highest**
- ▶ **See below for criteria, ratings and final recommendations**

BOOK SELECTION CRITERIA--MUST HAVES

- ▶ Current, up-to-date in all aspects of presentation and materials
- ▶ Technology for classroom use as well as on-line interactive resources for teachers and students
- ▶ Authentic materials that would be used/ read by native speakers of the language being taught
- ▶ Contemporary reading, fiction and non-fiction, as well as reading activities aligned with the Common Core Contains visuals that are colorful, motivating and current
- ▶ Adequate audio and video resources
- ▶ Communicative activities for student practice
- ▶ Teacher resources to augment the curriculum
- ▶ Themes in the text match the themes presented in the World Language curriculum of the Norwalk Public Schools
- ▶ Cultural information that is current, relevant, interesting and presented in a variety of reading formats
- ▶ Functional grammatical approach in which grammar structures are embedded in meaningful contexts

Recommendations

▶ **For Levels 1 & 2 for 2015-16**

(Level 3 for 2016-17)

- | | |
|--------------------|----------|
| ◦ French 1, 2, 2H | D'Accord |
| ◦ Italian 1, 2, 2H | Ciao |
| ◦ Spanish1, 2, 2H | Descubre |

TOTAL EST. COST:	\$179,820
TOTAL STUDENTS:	1,809
PER STUDENT:	\$99

World Language Curriculum—presentation continued

Next Steps

- | | |
|---|------------|
| ▶ 1. Purchase and receive materials | May/June |
| ▶ 2. Distribute to teachers before last day | June 15 |
| ▶ 3. Continue working in Level 2 | June/July |
| ▶ 4. Begin work on Heritage and Level 3 | June/July |
| ▶ 5. PD for Middle and High WL teachers | Aug/SIOP |
| ▶ 6. Prep Middle/High Admin on new program | Aug. |
| ▶ 7. Coach Level 1 & 2 teachers M/H | Sept.-Dec. |
| ▶ 8. Continue Admin support | Sept.-June |
| ▶ 9. Recap with Admin Mid/High | Dec. /June |

Report and Discussion on Social Studies Curriculum

Talia Negroni introduced members of the Social Studies CCSS curriculum alignment group (members in attendance as listed above) and the power point presentation was highlighted. Questions and comments from the Committee members were fielded throughout the presentation, as follows:

9-12 Social Studies CCSS Curriculum Alignment

- ▶ **Purpose:** To align the 9-12 Social Studies Curriculum in Civics, US History and World History with the CCSS and the newly developed CT Elementary and Secondary Social Studies Frameworks..
- ▶ **The Committee:** Civics, US History and World History teachers from BMHS and NHS met with Mary Clark, CREC Social Studies Curriculum Consultant

BMHS	Robert Ayala, Adrienne Harris, Alexander Meli, Barbara Wood
NHS	Robert Karl, Christopher Laughton, Pat O'Shaughnessy, Keven Von Arter, Adam Romaldo

Instructional Shifts in Social Studies

1. Inquiry should be the primary form of instruction in all social studies classes
 - **Dimensions of Inquiry:**
 - Developing questions that matter and planning inquiry
 - Applying disciplinary concepts and tools
 - Evaluating sources and using evidence
 - Communicating conclusions and taking informed action
 - Working in a collaborative context to support student inquiry
2. Content and skills should be integrated meaningfully
3. Teachers should help students articulate **disciplinary literacy practices and outcomes should be articulated**, for example, thinking, reading, writing speaking like a historian, like a geographer, like an economist, etc.
4. Teachers should provide and help students develop tangible opportunities to make informed decisions

9-12 Social Studies – What we did!

2013-14 Year 1:

- Created a shared understanding of the curriculum revision process among teachers and administrators
- Assessed and revised, as needed, course content to align with expectations for a 21st century global citizen
- Revised course curriculum by unit for Civics, US History, World History

Textbook selection

- ▶ **Social Studies teachers from BMHS and NHS met as a committee to select new materials**
 - Developed criteria for new textbook selection
 - Previewed new materials
 - Discussed needs related to the new curriculum being piloted in Civics, US History, World History
 - Discussed merits of several publications and their ancillary resources
- ▶ **After considerable discussion, reached strong consensus on the criteria to use, rated each publisher on a scale of 1-4 with 4 being the highest**
- ▶ **See below for criteria, ratings and final recommendations**

BOOK SELECTION CRITERIA--MUST HAVES

- ▶ Alignment with revised curriculum, CCSS and CT Social Studies Frameworks
- ▶ Alignment with Power School
- ▶ Online Resources
- ▶ Teacher planning materials 21st Century Skills Section

Recommendations

*includes Honors

◦ Civics	Magraders/Pearson American Government
◦ US History*	US History/Prentice Hall/Pearson Reconstruction to the Present
◦ AP US History	American Pageant/Cengage Aligned to the new AP Exam
◦ World History*	World History/Pearson The Modern Era
TOTAL EST. COST:	\$164,007
TOTAL STUDENTS:	2,082
PER STUDENT:	\$78

Next Steps

1. Purchase and receive materials	May/June
2. Distribute to teachers before last day	June 15
3. Begin work on middle school realignment	May/June
4. Prep High Admin on new programs	Aug.
5. Continue work with middle schools	Sept./Dec.
6. Coach middle school SS teachers	Sept./Dec.
7. Begin work on SS electives	Sept./June
8. PD for High SS teachers as needed	Sept./Dec.
9. Continue Admin support	Sept.-June
10. Recap with Admin Mid/High	Dec. /June

Mr. Daddona explained that a key next step is to nail down the Professional Development plan with costs outlined for budgeting.

There was a discussion about schedules and Mr. Daddona noted that uniform scheduling is in development with the high school reform. He explained that they are working on a preliminary plan of block scheduling that will transition next year.

The meeting was adjourned at 9:35 p.m.

Respectfully submitted,
Marilyn Knox, Telesco Secretarial Services