

**NORWALK BOARD OF EDUCATION
CURRICULUM & INSTRUCTION COMMITTEE
APRIL 19, 2016**

ATTENDANCE: Artie Kassimis, Chair; Sherelle Harris Shirley Mosby (6:15 p.m.)

STAFF: Dr. Michael Conner, Deputy Superintendent;
Curriculum Specialists: Tamre Mockus, Science
Italia Negroni, Social Studies; Rob Pennington, Roton Middle School;

Call to Order

Mr. Kassimis called the meeting to order at 5:40 p.m. and stated that those in attendance were as listed above and there was a quorum present

Curriculum Design and Summer Institute

Dr. Conner provided the Power Point presentation on the Rigorous Curriculum Design and outlined the steps of the RCD process of prioritizing standards. (Charts attached)
Comments and questions were fielded throughout the presentation.

It was noted that RCD would be forwarded on to the full Board for review at the next workshop meeting.

SEPUP Presentation

Tamre Mockus, Curriculum and Instructional Specialist for Science presented the program binder for Science Education for Public Understanding Program (SEPUP) (Charts attached)
Comments and questions were fielded throughout the presentation.

It was noted that this would be forwarded on to the full Board for review at the next workshop meeting.

Social Studies and Science Pilot Study Presentation and Recommendations

It was noted that this was presented at the February meeting and is being presented again.

Grades 6-8 Social Studies Pilot Textbook Adoption

Talia Negroni introduced Rob Pennington who delivered a power point presentation, with highlights and next steps as follows:

6-8 Social Studies Design Project

- ▶ **Committee formed 2014-15 School Year**
 - NHMS Amy Jones, Tanika Vellucci, Antoinett Giles
 - PRMS Michael Ferrari, Joseph Giandurco, Patrick Jeanetti
 - RMS Robert Pennington, Christi Robinson
 - WRMS Anita Chauvin, Pat Festa, Martha Zombar
- ❖ **ALL 6-8 SOCIAL STUDIES TEACHERS PARTICIPATED IN CURRICULUM ARTICULATION AND ALIGNMENT PROFESSIONAL LEARNING DAYS IN 2014-15 AND 2015-16**
- ❖ **February 2015** – CT C3 Social Studies Framework Adopted
- ▶ **Summer 2015** – developed unit focus areas in alignment with the CT C3 Elementary and Secondary Social Studies Framework
- ▶ **Jan. 2016 – June 2016** – Continue to work on curriculum re-alignment using the Rigorous Curriculum Design Template and explore/pilot new resources

6-12 World Languages Update

- ▶ **Level 1** piloted in 2014-15 and fully implemented 6-12 in 2015-16 with new resources purchased in July 2015 for Levels 1 and 2 and on-going professional learning
- ▶ **Level 2** piloted in 2015-16 to be fully implemented in 2016-17 with on-going professional learning support
- ▶ **Levels 3 and 4** curriculum revision to be completed with unit assessments, mid and end terms in June/July 2016; **need to purchase new resources** to align with Levels 1 and 2 Descubre and D'Accord
- ▶ **Heritage Language** Courses curriculum revision to begin in July 2016 and continue through the 2016-17 school year

Recommended Capital Projects Request

- ▶ **6-8 Social Studies:** To purchase textbooks and online resources to align 6-8 Social Studies curriculum with the new C3 Framework
- ▶ **Levels 3 and 4 World Languages:** To purchase textbooks and online resources for French, Italian, Spanish
 - **6-8 Social Studies** -1 set for each classroom, online access for all students
 - **Level 3-4 World Languages** – 1 set for each classroom, online access for all students
 - Funding request to be finalized March 18, 2016

Next Steps for 6-8 Social Studies

- | | |
|---|-----------|
| 1. Complete the Pilot | March 18 |
| 2. Review Surveys and Assessment Data | March 18 |
| 3. Make Recommendations for Purchase
Curriculum Committee | March 22 |
| 4. Make Recommendation to BOE | April ? |
| 5. Approve 6-8 Social Studies Resource
Recommendations | April ? |
| 1. Present to Land Use | May |
| 2. Present to Common Council | May/June |
| 3. Purchase New Materials | June/July |
| 4. Complete Unit Designs with
APTs (Authentic Performance Tasks) | June/July |

**** MS. HARRIS MOVED TO APPROVE THE SOCIAL STUDIES CURRICULUM AND FORWARD ON TO THE FULL BOARD FOR APPROVAL.**

**** MS. MOSBY SECONDED THE MOTION.**

**** MOTION PASSED UNANIMOUSLY.**

**** MS. HARRIS MOVED TO ADJOURN.**

**** MS. MOSBY SECONDED THE MOTION.**

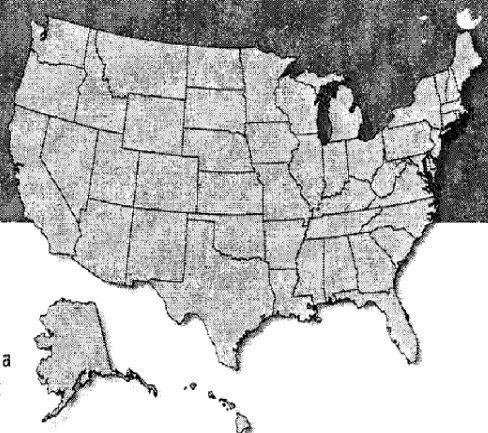
**** MOTION PASSED UNANIMOUSLY.**

The meeting was adjourned at 7:10 p.m.

Respectfully submitted,
Marilyn Knox,
Telesco Secretarial Services

Supplemental Charts & Attachments
Rigorous Curriculum Design
Science SEPUP

Science Education for Public Understanding Program (SEPUP)



Program Overview:

Founded in 1983, Science Education for Public Understanding Program (SEPUP) is a program of the Lawrence Hall of Science at the University of California, Berkeley. It designs instructional materials for elementary and secondary schools and the community that focus on science and technology and their interaction with people and the environment. These learner-centered materials promote the use of scientific principles, processes and evidence in public decision making. The SEPUP approach enhances the role of teachers as facilitators of student learning and as educational leaders within their communities by having them share in the development, implementation and assessment of issue-oriented science materials and programs.

Reach/Target Student Population:

Conservative estimates indicate that since 1990, more than 10 million students have used a least one of the SEPUP modules or year-long courses. SEPUP materials are designed for fourth through 12th grade and are appropriate for students of all ethnic, cultural and socio-economic backgrounds. They are field tested and used in a wide variety of school districts, from rural to inner-city schools, with student populations that include English language learners, student groups that are underrepresented in the sciences, special needs students and gifted students. Examples of school districts with significant implementations of SEPUP materials are New York City, N.Y.; Baltimore, Md.; Charleston, S.C.; Chicago, Ill.; Clark County, Nev.; Denver, Colo.; and, Grand Rapids, Mich.

Community Partners:

Since its establishment, SEPUP has been supported by grants from public agencies and by contributions from private foundations and industry. To deliver its program, SEPUP partners with scores of school districts, universities and colleges. In addition, Lab Aids, Inc. produces the materials and kits that accompany all SEPUP courses and modules.

Learning Environment:

SEPUP strives to support a classroom learning environment in which the connections of science to students' lives and other school subjects are established through discussion of real-world issues. These issues might be related to personal and community health or to environmental or other community issues. SEPUP curriculum materials foster group interaction and discussion and debate about scientific phenomena and the impact of science on their lives. Students work individually and in groups to explore scientific phenomena and relate them to larger concepts. The teacher facilitates learning, helping students when necessary, while encouraging them to become more independent as they take the next step in learning.

Program Results Highlights:

SEPUP's impact on science education is evident from professional reviews of the curriculum, the adoptions and implementation of SEPUP materials in school districts nationwide, and the evaluation of student progress. The National Science Foundation has identified SEPUP as "providing a good model for . . . engaging students in learning and applying important science concepts" (NSF, 1997).

Opportunities for Support/Replication:

Given its broad reach, SEPUP is a highly replicable program suitable for various school district environments. Private- and public-sector support is welcome as the program continues to refine its offerings and develop new ones.

In order for all students – regardless of age, gender, cultural or ethnic background, disability, aspiration, inspiration or motivation – to achieve in science, they must have access to highly-skilled professional teachers, adequate classroom time dedicated to science learning and quality science learning materials.

Given that, to be considered for inclusion in Bayer Corporation's **Planting the Seeds for a Diverse U.S. STEM Pipeline: A Compendium of Best Practice K-12 STEM Education Programs**, a program had to meet the following four criteria:

1. Challenging Content/Curriculum

- An inquiry-based, experiential curriculum that is clearly defined and understood
 - related to real-world applications
 - encourages critical thinking, problem solving and team working
 - goes beyond minimum competencies
 - reflects local, state and/or national standards

2. An Inquiry Learning Environment

- An environment where teachers and their students work together as active learners
 - teachers have access to and time allotted for professional development that hones their science knowledge and experiential teaching approach
 - necessary curriculum materials are supplied in full
 - students' diversity, individuality and uniqueness are recognized and respected

3. Defined Outcomes/Assessment

- Goals are clearly identified and success is measured against them
 - assessment tools are designed to measure outcomes
 - assessment provides:
 - *both quantitative and qualitative information
 - *basis for research and continuous improvement of program

4. Sustained Commitment/Community Support

- Program has strong leadership and sufficient resources
 - continuity of program funding
 - school and/or school district support
 - community support, including parents and private industry

NOTE: Criteria based on guidelines provided by Building Engineering and Science Talent (BEST) Commission, National Science Education Standards and National Science Resources Center.

Rigorous Curriculum Design Year 1: SUMMER 2016

Step of RCD Process	June 2016
Overview and Launch	<u>PRIORITIZING STANDARDS</u> June 16 & 17 Days 1 & 2: ELA K-5 Days 1 & 2: Math K-5
Foundational Steps <ul style="list-style-type: none"> • Complete Vertical Alignment • Name the units • Assign all standards to units • Prepare packing calendars • Confirm Curriculum Map Template 	<u>CURRICULUM INSTITUTE</u> June 27 & 28 Days 3 & 4: ELA K-5 Days 3 & 4: Math K-5
Complete Foundational Steps <ul style="list-style-type: none"> • Begin Unit Assessment Design • “Unwrapping” Priority Standards • Big Ideas/Essential Questions • Blooms, DOK, Analysis of Rigor 	<u>CURRICULUM INSTITUTE</u> June 29 & 30 Days 5 & 6: ELA K-5 Days 5 & 6: Math K-5
Begin APT Development <ul style="list-style-type: none"> • Seminar 	<u>CURRICULUM INSTITUTE</u> July 1 Day 7: ELA K-5 Day 7: Math K-5

Rigorous Curriculum Design YEAR 2, 2016-17: Complete RCD PK-5; Begin RCD Grades 6-12

Step of RCD Process	July 2016	Fall 2016	Winter 2017	June 2017
APT/Differentiation <ul style="list-style-type: none"> Develop Authentic Performance Task Development Review and finalize APT for publication Include considerations for differentiation in each unit 	JULY 11-13 Days 8, 9, 10: ELA K-5 Days 8, 9, 10: Math K-5			
	JULY 14 & 15 Days 11 & 12: ELA K-5 Days 11 & 12: Math K-5			
Create Short Cycle Assessments <ul style="list-style-type: none"> Coaching and Feedback Instructional Resource Alignment for 1-6 		Days 13 & 14: ELA K-5 Days 13 & 14: Math K-5		
Coaching and Feedback <ul style="list-style-type: none"> Instructional Resource Alignment for 1-6 units Finalize Units for Publication 			Days 15 & 16: ELA K-5 Days 15 & 16: Math K-5	
BEGIN RCD for Grades 6-12 *Please note – Grades 6-12 completed Days 1 and 2 of RCD in Year 1 with PK-5				
Foundational Steps <ul style="list-style-type: none"> Complete Vertical Alignment Name the units Assign all standards to units Prepare packing calendars Confirm Curriculum Map Template 				<u>CURRICULUM INSTITUTE</u> Days 3 & 4: ELA 6-12 Days 3 & 4: Math 6-12
Complete Foundational Steps <ul style="list-style-type: none"> Begin Unit Assessment Design “Unwrapping” Priority Standards Big Ideas/Essential Questions Blooms, DOK, Analysis of Rigor 				<u>CURRICULUM INSTITUTE</u> Days 5 & 6: ELA 6-12 Days 5 & 6 : Math 6-12
Continue Unit Assessment Design <ul style="list-style-type: none"> Pre and Post Assessments Scoring Guides 				<u>CURRICULUM INSTITUTE</u> Day 7: ELA 6-12 Day 7: Math 6-12