

**NORWALK BOARD OF EDUCATION
CURRICULUM & INSTRUCTION COMMITTEE
JUNE 21, 2016**

ATTENDANCE: Artie Kassimis, Chair; Dr. Yvel Crevecoeur, Shirley Mosby

STAFF: Dr. Albert Sackey, Nathan Hale Middle School Principal;
Curriculum/Instruction Site Specialists: Craig Creller, Janine Goss;
Deborah Bell-Johnson; Mary Yordon, NFT
Dr. Lynne Moore, West Rocks Middle School Principal.

Call to Order

Mr. Kassimis called the meeting to order at 5:30 p.m. and stated that those in attendance were as listed above and there was a quorum present

Teach-to-One Math Pilot

Curriculum Site Specialists, Craig Creller and Nathan Hale Middle School Principal Sackey presented the Teach-to-One Math Pilot presentation.

Questions and comments from the Committee members were fielded. The following handout was provided to further detail and documentation on the elements of the program:

1. What is Teach to One: Math?

Teach to One: Math is a personalized instructional model focused on middle school math, developed by New classrooms Innovation Partners, a non-profit organization Teach to One replaces a School's traditional textbook-based math program with a re-imagined way of teaching and learning — one that is both aligned to Common Core State Standards and personalized to each student's unique academic needs. In Teach to One: Math, students receive a targeted, individualized learning experience, at the right academic level, using the most appropriate instructional format.

2. How does the model work?

At the beginning of each School year, students are assigned a set of skills they are expected to experience over the course of the year based on their current learning level. This set of skills, known as a student's skill library, may include pre-grade level, on- grade level, or above-grade level skills.

Students experience these skills through multiple instructional approaches, or 'learning modalities,' including teacher-delivered instruction, small group student collaboration, or independently with a computer or worksheet. At the end of each day, students take a five-question computer-based quiz, the results of which help determine what they will work on the following class day.

3. What are the instructional approaches or “learning modalities” in Teach to One: Math? In Teach to One: Math, students will explore math using a variety of different instructional approaches, which we call modalities. Your child’s teachers play an important role in each of these approaches to learning.

Teacher-Delivered Modalities

Students work with a teacher to explore particular concepts, skills, and approaches to learning. Specific modalities include:

- Live Investigation, where a teacher leads a single lesson on a skill
- . Tasks in which a teacher works with a consistent group of students over several days to help students work together to solve a real-world problem by applying multiple mathematical skills.

Student Collaboration Modalities

In these teacher-facilitated modalities, students work together or work to teach one another strategies to solve math problems. Teachers use a variety of strategies to encourage discussion, debate, and collaborative problem solving. Specific modalities include:

- Small Group Collaboration, where three to six students work on an exercise together.
- Peer-to-Peer, where two students work on an exercise together.

Independent Modalities

While a student may work alone to learn new skills or practice and reinforce Concepts, teachers support learning by asking questions and helping students to stay on task. Specific modalities include:

- Virtual Instruction, where students work independently and receive instruction from an online learning program.
- Virtual Reinforcement, where students complete reinforcement lessons to practice a skill after an instructional lesson.
- Independent Practice, where students work independently to practice a skill.

4. What assessments do students in Teach to One take?

Before leaving class each day, students take a five-question computer-based assessment on what they learned that day. This is called an exit slip. Information from the exit slip is used to determine whether students have grasped a skill and can move on to a new one or need to keep working on the same skill the following day.

At the end of each round, students take a playlist demo, which is a longer assessment that is customized to what skills students worked on during a two-to-three week learning period called a round.

All assessments are individualized to what your child is learning or has learned. The information from these assessments is constantly being updated and analyzed to help determine what skills your child has passed or retained and what they should work on or review next. -

5. How are students scored in Teach to One?

The components of a student's grade include the following:

Points: students can earn points in a round by showing that they've passed a skill using an exit slip or playlist demo. Students also receive points when they receive badges for demonstrating behaviors like persistence or stretching themselves to pass difficult skills. Students may need more than one day to learn and master a skill, so it is normal that students will not earn points every day.

Participation: each day teachers will record a student's attendance and assess the work ethic (e.g. student persistence and determination) and contribution that the student demonstrated.

6. What does homework cover?

Homework is assigned to help students with skills that they have been exposed to. Homework can also be assigned to help students review skills that they have already Mastered to make sure that they continue to practice and retain those skills.

7. Does Teach to One: Math focus only on mathematical skills and concepts? In addition to mathematical skills and concepts, students in Teach to One: Math will focus on a variety of lifelong learning competencies to help them reach their fullest potential. Teachers work with students to develop the skills and know-how to think critically, to apply knowledge in real-world situations, engage productively with fellow students, to learn how to learn, and to recognize the pleasures and importance of intellectual exploration.

8. How can I support my son or daughter's learning?

After school begins, parents and guardians will have access to their students' portal username and password. By logging into the Teach to One portal, parents have access to information about students' schedules, skills, progress, upcoming key dates, and history. There are several ways to use this information to support your son or daughters learning:

- Ask students to reflect on learning trends. Look for changes in your student's progress. The Scores & History Page provides a snapshot of a student's progress over the course of the school year. Do you notice any trends?

DIBELS District K-3 Gap Analysis

Janine Goss presented DIBELS District K-3 Gap Analysis.

Questions and comments were fielded throughout and there was discussion on timing and implementation.

- Ask informed questions about student's learning. The Scores & History Page gives parents or guardians a way to stay engaged in their student's education in a way often unavailable. If your student had a Virtual Instruction lesson today, ask them what they thought was helpful from the video or software they used. When the student has experienced a Virtual Instruction or a Live Investigation, ask your child about their learning via notes that they have taken on these lessons.

If they had a Small Group Collaboration, ask them what role they played in working with their fellow students. Ask students how what they are learning connects to their Stories.

- Help students with specific skills. Look for specific skills where a student has struggled. If a skill has been scored “almost there” or “room for growth” (indicated by the yellow or red circles), the student could benefit from additional support on this skill. Review these skills with the student. Encourage the student to take advantage of the Watch/Practice functionality for resources on this skill by clicking on the skill name.

2015/2016 EOY Comparisons – K-3

	2015		2016				
	At Benchmark	Achievement Gap (AG)	At Benchmark	Gains	Achievement Gap (AG)	Change in Percentage Points	Percent Reduction in Achievement Gap
Non-SPED	83.8%	42.1%	82.9%	-0.9	36.3%	-5.8%	-13.8%
SPED	41.7%		46.6%	+4.9			
Non- F/R	90.2%	19.5%	86.5%	-3.7	15.2%	-4.3%	-22.1%
F/R	70.7%		71.3%	+0.6			
Non-ESL	85.8%	29.2%	85.0%	-0.8	27.9%	-1.3%	-4.5%
ESL	56.6%		57.1%	+0.5			
Non-High Needs	94.1%	24.1%	91.1%	-3.0	21.1%	-3.0%	-12.4%
High Needs	70.0%		70.0%	+0.0			

2015 Demographic data from Power School are as of June 2015;
2016 Demographic data from Power School as of April 2016.

There was discussion of next steps including parent workshops being scheduled in the summer.

- ** **DR. CREVECOEUR MOVED TO ADJOURN.**
- ** **MS. MOSBY SECONDED THE MOTION.**
- ** **MOTION PASSED UNANIMOUSLY.**

The meeting was adjourned at 6:45 p.m.

Respectfully submitted,
Marilyn Knox,
Telesco Secretarial Services