CONTOOCOOK VALLEY SCHOOL DISTRICT
Office of the Superintendent of Schools
106 Hancock Road, Peterborough, NH 03458-1197

EDUCATION COMMITTEE
May 21, 2018
SAU Boardroom
5:30 PM

Agenda

Committee Members:

Richard Dunning, Bernd Foecking, Janine Lesser, Niki McGettigan, Linda Quintanilha, Kristen Reilly, and Crista Salamy

5:30 **Approval of April 30, 2018 Minutes**

5:35 **Recommendations from the Math Committee**

Related to Strategic Plan Action Step:
1.1.1 The School District will conduct a review of the mathematics content and instruction, and then revise curriculum and professional practices based on research and/or the analysis of CVSD student data.

6:15 **Review Policy IIB Class Size (Part I)**

6:30 **Other**

Next meeting: Monday, June 18, 2018 in the SAU Boardroom

Scheduled Agenda Topics:

Recommendations from the ELA Committee

Related to Strategic Plan Action Step:
1.1.5 The School District will perform a review of Reading content and instruction and then revise curriculum and professional practices based on research and/or the analysis of CVSD student data.

Review Policy IIB Class Size (Part II)

CONTOOCOOK VALLEY SCHOOL DISTRICT

Office of the Superintendent of Schools

106 Hancock Road, Peterborough, NH 03458-1197

EDUCATION COMMITTEE

April 30, 2018

SAU Boardroom

5:30 PM

Minutes

Committee Members:

Richard Dunning, Bernd Foecking, Janine Lesser, Niki McGettigan, Linda Quintanilha, Kristen Reilly, and Crista Salamy

Crista Salamy called the meeting to order at 5:30 p.m.

5:30 Appoint Chair

Linda Quintanilha moved to nominate Crista Salamy as Education Committee Chairperson. Dick Dunning second. Unanimous.

5:35 Approval of March 19, 2018 Minutes

Linda Quintanilha moved to accept the minutes of March 19, 2018. Second. Dick Dunning and Niki McGettigan abstained. All others in favor. Motion carried.

5:40 Recommendations from the Science Committee

Related to Strategic Plan Action Step:

1.1.3 The School District will perform a review of the Science content and instruction, and then revise curriculum and professional practices based on research and/or the analysis of CVSD student data.

Carol Young, Dana Wood, Moira Milne, and Ann Forrest were present from the Science Committee. Janet Altobello was also present. Janet works for the Harris Center, one of the District's community partners. Carol Young explained that the Next Generation Science Standards (NGSS) have replaced the K-12 Science Frameworks. The NGSS was developed as a result of concerns that current approaches were not preparing students to live in an increasingly technological world, and not preparing students to compete for jobs in the fields of science, engineering, and technology. Ann added that the NGSS also grew out of new research that had emerged on how students learn science and how to improve instruction.

Carol described how the NGSS have three dimensions—(1) science and engineering practices, (2) disciplinary core ideas, and (3) cross-cutting concepts. In addition to being three dimensional, the NGSS differ from previous science standards and approaches in other ways, including the role of phenomenon, the practice of using models, the use of scientific models, and the importance of "productive talk."

One of the challenges with NGSS is that it is shifting territory; nationally, everyone is continuing to deepen their understanding of NGSS and the necessary instructional shifts that need to happen. As a result, professional learning is a major recommendation from the committee. K-12 teachers need professional learning that will focus on helping them to learn and understand the standards, as well as how to design and deliver instruction that will support students to meet the standards. Designing and scoring performance assessments will also need to be a major focus for professional learning, as well as 1:1/Blended Learning professional learning with a specific science/NGSS focus.

Other recommendations from the committee include: complete the inventory of science materials, develop a clear process for reordering and distributing science materials, and provide teachers with guidance on how and when to use materials.

Science curriculum maps have been developed and aligned to NGSS. Still need to make sure science materials/resources are listed in the science curriculum maps and secure budget lines for replacement of science supplies.

Science Competencies – The NH Department of Education has released K-12 Model Science Competencies. After extensive review, the high school science department decided to write competencies based on the NGSS Science and Engineering Practices. As a District, we need to decide if we should adopt the model science competencies, which are based on the cross-cutting concepts, OR science competencies based on the science and engineering practices. The high school has been working with competencies that focus on the science and engineering practices, which has been working really well.

Performance Assessments and getting kids up to speed is important. Students' ability to apply and communicate their knowledge of science is part of a goal. Developing 2-3 performance assessments and scoring rubrics per year at each grade span (K-4, 5-8, 9-12) will result through collaboration.

Janet Altobello, from the Harris Center, was able to attend most of the Science Committee meetings. Having representation from the Harris Center was valuable in that it will ensure the partnership between the District and the Center offers students a coordinated and rich science learning experiences. The partnership has been particularly valuable at the elementary level where teachers teach all the subjects. Having opportunities to collaborate and co-teach with science staff from the Harris Center supports teachers understanding and teaching of science.

Learning Style Assessment in Naviance

Kim Chandler, School Counseling Director, was present to share information about Learning Style Assessment in Naviance. Ann Forrest explained that "learning styles"
refers to the concept that learners differ in regard to what mode of instruction is most effective for them. The learning style hypothesis claims that individualizing instruction to a learner's style (e.g., visual, auditory, kinesthetic) will lead to greater levels of learning. NO research supports the learning style hypothesis. Evidence from research does support that students learn best when taught in a variety of modalities. Research also supports that helping students to understand themselves as learners and helping them to use strategies that will support and enhance their learning is a good thing.

Kim explained that Naviance has been used at the high school for four years. It has streamlined the college application process. Everything is one place; it houses everything related to applying to college.

There are also six assessments available to students in Naviance--Career Cluster Finder, Career Interest Profiler, Do What You Are assessment, Learning Styles Inventory, Multiple Intelligence, and Strengths. The Learning Style Inventory is based on the idea that people prefer to work and learn differently from one another. The Learning Style Inventory is not mandatory. Instead, the Learning Style Inventory is available for students who are interested. The Inventory can be reset for students who want to take it more than once. The Inventory provides students with strategies that they can try in order to enhance their learning. Students are provided with time to explore the resources available in Naviance.

Linda Quintanilha asked how much has using this tool affected the time counselors have to spend with students. The tool was brought in primarily to support the college application process. Discussion in earnest took place about the values and drawbacks of taking assessments and leading kids in a career direction. The review of the school counseling program begins this summer. This work will include reviewing the role and use of Naviance.

Neurodevelopmental Framework
An "Explanation of Neurodevelopmental Terms" was distributed. The Neurodevelopment Framework has been used by middle school teachers as they analyze students' work. The Framework helps teachers to identify students' strengths and areas of challenge, as well as to analyze the activities and assignments that teachers are asking students to do.

Students take a survey that brings out specific areas that result in a map of strengths and challenges. How does the practice take place in terms of strategies that are suggested to strengthen in areas identified? How does it become practical? Reflection on success after strategies are built should occur. The critical step is looking at the data with kids, discussion with students about the strategies, and a report back on the success or failure of those strategies. It would build from there. Teachers should come and share how this impacts their instruction.

Other
None.

Dick Dunning motioned to adjourn at 7:19 p.m. Second. Unanimous.

Next meeting: Monday, May 21, 2018 in the SAU Boardroom

Scheduled Agenda Topics:

Recommendations from the Math Committee
Related to Strategic Plan Action Step:
1.1.1 The School District will conduct a review of the mathematics content and instruction, and then revise curriculum and professional practices based on research and/or the analysis of CVSD student data.

Respectfully submitted,

Brenda Marschok