

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

## **EDUCATION COMMITTEE MEETING**

**Monday, December 19, 2022**

**5:30 PM**

**Physical Location:** SAU Boardroom

### **Agenda**

**Education Committee Members:** Tom Burgess, Richard Dunning, Michael Hoyt, Liz Swan, and Stephen Ullman (Chair)

- 5:30**      **Approval of [November 21, 2022 Meeting Minutes](#)**
- 5:35**      **High School Schedule**
- 6:15**      **Other & Adjourn**

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## **EDUCATION COMMITTEE MEETING**

**Monday, November 21, 2022**

**5:30 PM**

**Physical Location:** SMS Room 12

### **Minutes**

**Education Committee Members:** Tom Burgess, Keira Christian, Richard Dunning, Liz Swan, and Stephen Ullman (Chair)

**Present:** Tom Burgess, Keira Christian, Richard Dunning, Stephen Ullman, Janine Lesser, Dr. Ann Forrest, Ben Putnam, Victoria Burnham, Zachery Shapiro, Rebecca McLean, Karrie Mitschmyer, Carolann Tebbetts

**Stephen Ullman called the meeting to order at 5:33 p.m.**

#### **5:30 Approval of [October 17, 2022 Meeting Minutes](#)**

**Dick Dunning motioned to approve the minutes of October 17, 2022. Tom Burgess seconded. Keira Christian abstained. All others in favor. Motion carried.**

#### **5:35 Arts Curriculum Review & Renewal**

The Visual ART Mission Statement was shared. It is to inspire all learners to be creative makers, innovative thinkers, and problem solvers.

Those present were broken into one of three centers (groups); "Bear How-to with Zak", "Task Party with Victoria", "Portrait Pass Along with Carolann". After completing one center, they moved to a second center. Time spent at each center was timed in five- minute increments.

Those who participated were asked how they felt during the breakout sessions. Some shared that they were surprised, humbled, happy, and relaxed.

Dick Dunning said that for kids, it takes away embarrassment; everyone is level on the playing field.

The Visual Arts Vision was shared as follows: foster creativity and innovation, develop critical thinking and problem-solving skills, provide opportunities for visual and kinesthetic expression and communication, reinforce the symbiotic relationship between the visual arts and all other disciplines, provide collaborative enrichment programs outside the art studio/classroom, provide our students with a safe and equitable space with available resources.

The Visual Arts Goals were shared.

What technology is available in classrooms to address goals? Students have 1:1 Chromebooks to access technology, photoshop, and higher-level techniques.

Ben Putnam said that MacTools are available at the high school level. Chromebooks and Google Classroom is where everything is housed at the high school level.

Graphic Arts, under CTE, uses additional equipment and arts software. Otherwise, it is more materials based and hands on.

Collaboration between the arts programs and the CTE was discussed. Digital art and photography shared the same vocabulary.

Ben Putnam spoke about the deterioration of hand skills in students over time as noticeable. He is having to teach skills to students now that he never had to address years prior.

Zak Shapiro echoed what Ben said about his having to teach scissor skills and line cutting that he never had to do prior.

Ben Putnam spoke about the shift in the way that the teaching of art is approached. It is more about putting materials in hands and exploration of discovery rather than making a prescribed product. It makes for a much more deeper learning experience about the art process and shifts away from the final product. It allows a better understanding about developing an idea through multiple revisions.

Ben said that the evaluation process is difficult. At the high school level, they teach multi-level classrooms so it is about growth over time. Competency areas were shared.

Carolann Tebbetts shared that she finds it easier to grade based on competencies. When you grade just the problem at the end, it is more difficult. It gets judgmental. With competencies, it is about observations, growth, and real outcomes.

The possibility for individual artistry to shine is now apparent rather than every student producing the same picture or product.

The current art program at each level was shared.

What area or areas have teachers decided enhancement is needed?

- Integration of concepts into curriculum maps
- revise district-wide common assessments in Atlas Maps (K-4)
- Visit classrooms in our district and others to see what work is underway
- Establish an Art ILC meeting times throughout the school year
- Develop an Artist in Residence experience K-12
- Time to access Art specific PD Opportunities (Kk-12)

The difference in time for art between GBS and SMS was discussed. Due to the population of students, two teachers are needed at SMS allowing for more.

Research based practices were shared. The studio habits of mind are terminology used to relate to what is going on and provide the thought about space. It is a framework about problem solving unique to a specific space.

Teaching Artistic Behaviors (TAB) allows for a safe space for students to try new things.

Possible Pilot Programs were shared. A Q&A took place.

The board thanked the art department for presenting.

### **6:05 Student Performance Data**

- Results from the fall administration of NWEA's Measures of Academic Progress (MAP) assessment

Stephen Ullman referenced the Student Performance Data on reading. Classes are achieving better than 50%.

In math, there are instances where fewer than 50% of students are achieving above the 50th percentile. The good news is that scores are reflecting some form of recovery occurring.

Stephen spoke about the success that students who have a 504 Plan are achieving in the area of math.

Dick Dunning noted that when kids take the test in the fall of fifth grade it reflects fourth grade work. Is it a fifth-grade problem or something else? Data K-4 and 5-8 would be needed to determine where the problem is.

Dr. Ann Forrest said that we are not happy across the board with where kids are performing in math, especially compared to reading. COVID impacted math more than reading. When the gaps open in math, closing them gets exponentially harder over time.

With literacy coaches, they are doing work helping teachers be strategic about their teaching. Pacing has been worked on to allow complete lessons to be taught in an amount of time that allows more to be taught.

Teachers choices, research-based teaching strategies, time, and pacing are just a few of the things that are being looked at.

Dick Dunning said that he wants to see the data from grades 5-8 over time. What does growth look like over time?

The makeup of the district makes it difficult for teachers of the same grade, or grade level, to connect to one another. In addition, in the past, there were mainly veteran teachers. Over the past several years, our teachers are newer. Some teachers are more skilled than others. Others have more support.

### **6:30 Other & Adjourn**

**Tom Burgess motioned to adjourn at 6:56 p.m. Dick Dunning seconded. Unanimous.**

Respectfully submitted,

Brenda Marschok