Ed Programming/Curriculum Committee Meeting
Date: October 17 ,2017
Agenda

Time: 4:30-6:00

Location: SAU #36 Central Office

Members Present: S.Kleinschrodt, G. Brodeur, P. Riviere, M. Anastasia, K. Sheehan

Members that need to know: unknown

Notetaker: K. Sheehan

Time	Agenda Items	Person(s) Responsible
4:30	Dates and times: expectations for meetings The next meeting with the committee will be scheduled for a Tuesday before the board meeting same time frame.	K. Sheehan
	Keep in mind Norms: *respect for the skills, contributions, and needs of everyone involved.*	
4:35	The Evolution of the STEAM program at WMRHS Melissa presented a handout. She discussed a direction of instruction and daily schedule. STEAM would like to become a full day, every day cohort that would move out to specific special classes- and have ongoing projects based on integrated curriculum. PR: How will this affect the FTE and budget? WIth 4 teachers set aside? What is the teacher ratio? MJ: We would like a cohort of 70 -100 students. MB: We at the high school have been careful with programming and FTE. We will be prudent and responsible. However, as a school if we move in this direction it will actually reduce the number of staff. SK: Students make more connections when they are provided with projects that are not just 'siloed' out. KS: Melissa, I heard Scott mention students make connections to the work, and studies provide this to enrich transferability of the knowledge, what else have you seen that is positive? MJ: Increased GPA's, higher rates of Attendance and lower rates of discipline problems.	M. Jellison, M. Berry, J. LaBounty
5:00	The Futures Program Overview Mike presented several handouts: description of programs, position realms, ideas for summer enrichment, ELO enrollment. PR: Could we have other students be involved? Other districts? MC: That would be a great idea. We will have a fee (small sliding fee) for our students, we could charge those other students a higher rate. PR: Is this going to be in the Budget?	M. Curtis

	MC: Most of these monies are from a CTE grant that has been written, and could be also supported by fees.	
5:15	WMUR Video Spot on Mastery Model Learning (3:14) This is a possible vision, but we want to make sure this is personalized to our students and district. This may not be the full scope of where we are headed, but some new ideas that we are discussing.	L. Cote
4:55	Goals for this curriculum transformation 1. Designing a curriculum framework with the competency perspective ○ Develop Performance assessments ○ Assessing Image of a Grad independent of academic grades (Work Study practices)	K. Sheehan
	CBE Vision Statement: A competency based education approach will allow all WMRSD students to succeed academically, personally, and socially through personalized pathways in their future endeavors . This is a statement that is a living statement. That we may achieve this, but move to the next step in the district.	M. Cronin
5:00	Presentation by teachers from Design Studio to Staff on Opening day SK: Go check out Lisbon--they have been doing this for a bit. I do this on a small scale, it is a worthwhile. PR: What happens when students 'are done' with us and the competencies? KS: Work releases, ELO's, College course credits, Associate certifications (welding, plumbing..) Mike Curtis? MC: That is the idea of the opportunities we can provide to students. We will facilitate their transitions. MCr: And if students find they need more education for the particular career pathway--we can provide that.	L. Cote, A. Giragosian,
5:30	Curriculum Steering Committee work ● Craft a curriculum that is based on a philosophy of Competency-Based Education. It is guided by the Mission of WMRSD. ● Establish a sequence between the grade spans and within the school year of learning progressions. This will be explicit as to what students should know and be able to do by the end of the grade span. ● All curriculum will be written with the same framework, which will allow transparency and ease of understanding. ● Curriculum will allow for interdisciplinary integration when appropriate.	

	• Curriculum will be designed with the learning outcomes/standards at the core and incorporate a means to assess and provide evidence to that learning has taken place. Students will show the ability to transfer their knowledge to real world application. 1. Meet with Steering committees facilitators to discuss the framework and the competency model of curriculum. 2. Adopt model Competencies- by the State 2. Steering committees will create Units with learning progressions based on appropriate developmental stages and learning process. 3. Create Performance Assessments to assess major competencies. GB: Provided a wonderful memory of when he was a CTE teacher, and became the play director of 'Oliver'. He said that the experience blended students and students were able to try new skills and were interested. He said it was not only a success as a play, but also with the students.	
Adjourned at 6:00		
FYI	Collaboration with SAU #84 with Consultant from NHLI When? 10 days allotted with consultant Why Collaborate? • Pool Resources and teacher knowledge to create a positive learning community • Create learning progressions/pathways using experienced teachers • Design and Validate Competencies: ○ Create Long term professional development in writing higher order performance tasks and performance assessments and rubrics to incorporate DOK	K. Sheehan
	Proposed Timeline: needs to be approved by DLT	

	Additional thoughts:
	Outcomes for this change
	     ■ Climate
	     ■ Culture (attendance, image of a grad)
	     ■ College & Career readiness
	SAU 36 DLT self-evaluation of competency readiness	

	Resources: (one page summaries) Competency Based Education Performance Assessments	

Norms:
1. Participate fully in every discussion and uphold decisions, even if not present
2. Presume positive intentions and be solution-focused
3. Establish Talking Points (consistent message to community and schools)
4. Identify actions and persons responsible for agenda item decisions
5. Maintain Confidentiality (check in at end of meeting to confirm which items remain confidential)
6. Agenda distributed prior to meeting and agreed/revised prior to the start of meetings
7. Minutes distributed after meetings