

Curriculum Committee Meeting

January 23, 2017

Attendees: Deirdre Burns, Laura Schulkind, Joe Phelan, Marvin Kreps

Absent: Deirdre d'Albertis

BMS Computer Lab

Marvin provided a draft of the group's summary feedback. He is still awaiting input from John Kemnitzer and Steve Jensen before sharing it with Laurie Keating and the development team. Once he is able to reconvene the group, they will generate a new draft of the curriculum. The committee offered suggestions for the structure and language of the document. It is clear that the development team has worked hard to generate a K-12 map and further developing the BMS computer curriculum will only help inform instruction at CLS and support further RHS technology integration.

The group wondered about the 7 ISTE standards and the appropriate balance and depth of education in each domain. Given the limited lab time, are we making the best choices? Marvin will take all the feedback to the team for assessment.

The group then discussed today's "digital natives." Though kids are able to do a lot with technology, our job is to make learning durable and develop student intellect. Simply getting the answers from the internet doesn't develop knowledge, but more and more, our teachers are observing students' growing tendency toward seeking the quick answer. Marvin observed that students seem somewhat overwhelmed by the amount of information they are exposed to online and, in a growing number of cases, acknowledged a rising level of student stress around their digital lives.

Next Generation Science Standards (NGSS)

Marvin reported that the Regents have approved the NGSS and work can begin to align our local practice. He is very positive about these new standards - how they were developed and the time taken for thorough and thoughtful development. There will be no testing on the new standards until 2019-20 and will likely occur in 5th and 8th grades.

The new standards have content topics shifting throughout K-12 and are modernizing science scholarship. Throughout the standards, the scientific method will be utilized to explore observations and answer questions so that kids are "doing" science not simply learning science. Our science faculty have begun surveying the new standards and will use the summer to develop and align our local curricula.

CLS Math Review

Though the Regents are making progress reviewing and revising the Math and ELA state standards, they have extended the review period. Their goal is to have the revised standards in place to begin testing during the 2019-20 school year. There has been no advice about how those tests will be introduced - whether it be on a rolling basis or all at once.

Though Everyday Math was never fully aligned with the NYS Common Core standards, kids were still receiving a "complete" math education. At this point, curriculum development will continue to be on hold until the Regents have finished defining the standards.

The Math Study Group that came together at the end of the 2015-16 school year is eager to reconvene in order to review the work on the standards to date. They have also requested that Marvin provide different math programs to review against those standards. Once they have a better sense of the best programs, they will engage the secondary math teachers to ensure proper sequencing.

Deirdre wondered if buying a Math program (i.e. Everyday Math) rather than developing our own curriculum as we did with ELA was the best course of action. Given that elementary teachers are not necessarily math specialists, buying pre-aligned curricula provides teachers with properly sequenced lessons developed by mathematicians as well as built in PD and support for them.

At this point, our ELA curriculum, despite any potential revisions, is on very solid ground. This is an appropriate time to foreground work on the District's Math and Science curricula.

2016 Summer Curriculum Work

Marvin provided a summary of all the completed 2016 summer curriculum work (see attached) for review. Not only does this document illustrate the depth of projects across the District but outlines the numbers of teachers who worked together on projects. Rhinebeck continues to support innovative thinking from teachers, and the more deeply embedded that philosophy is, the more teachers are willing to try new approaches. The vast majority of summer PD requests are either approved or approved with modifications and are typically well-focused on outcomes for the classroom.

February Agenda

- review any questions related to summer curriculum document
- revisit the Kindergarten entry age - Brett King to be invited to address this topic
- Rigor of K-1 curriculum
- update on CLS Health Curriculum
- review of potential curriculum work with budgetary impact

Respectfully submitted by Laura Schulkind