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Curriculum Committee Meeting Minutes

October 18, 2017

Submitted by Jaclyn Savolainen

Attendees: Stephen Jensen, Marvin Kreps, Joe Phelan, Jaclyn Savolainen, Laura Schulkind

Guest: Dr. Davenport

Update from Dr. Davenport

Dr. Davenport shared with the committee two new pilots: the NYSED Seal of Biliteracy and the PERTS "Growth Mindset Feedback Tool".

First, as of this year, Rhinebeck High School will be offering a Seal of Biliteracy for students.

"The New York State Seal of Biliteracy (NYSSB) recognizes high school graduates who have attained a high level of proficiency in listening, speaking, reading, and writing in one or more languages, in addition to English. The intent of the NYSSB is to encourage the study of languages; identify high school graduates with language and biliteracy skills for employers; provide universities with additional information about applicants seeking admission; prepare students with twenty-first century skills; recognize the value of foreign and native language instruction in schools; and affirm the value of diversity in a multilingual society."

<http://www.nysed.gov/bilingual-ed/schools/new-york-state-seal-biliteracy-nyssb>

Some curriculum work is needed at RHS to create an implementation process and a rubric to evaluate the portfolio component. Current seniors will be eligible to apply for the seal if they choose to do so. Other than the cost of the curriculum development work and the price of the seal itself (to emboss or stamp on diplomas), there is no additional cost to the district.

The second pilot involves implementing a "Growth Mindset Feedback Tool", developed by PERTS (Project for Education Research that Scales) at Stanford University. The Growth Mindset Feedback Tool will be used with our 9th graders and involves two modules of reading and writing exercises, approximately 30 minutes each, delivered in students' English classes approximately four weeks apart. The first module will likely be conducted after the winter holidays.

The basic concept follows: if students think intelligence is flexible and can be developed like a muscle, they experience higher levels of achievement and lower levels of anxiety than if they think intelligence is a static quality. Teachers learn to use language praising *process* rather than *product*.

Dr. Davenport said he will analyze results from the project, largely through anecdotal and narrative evidence provided by the teacher. He and the English teachers are potentially interested in doing this every year with 9th graders.

Old Business

Marvin wants to bring for approval the new curricula for the Journalism and Kinesiology and Anatomy classes, both electives which were developed over the summer. He commended the work done by the teachers involved in developing these new courses. Laura noted that ENTA (Education Network for Teachers & Artists) does a paper arts/science activity in Red Hook that might work well for this course. Marvin will pass along the lead. The new 12th grade English curriculum is not quite ready for approval.

New Business

Marvin also shared the products of a substantial effort from CLS: six "placemats" (laminated sheets) laying out the school's version of Fountas & Pinnell's balanced literacy program. These placemats were created by K-5 vertical teams to agree upon a school-wide approach to curriculum coherence and instructional coherence for balanced literacy. Mr. Phelan pointed out that this is an example where we can celebrate the positives of a smaller school district. Laura asked if there could be some continuity between this work and the bridge to middle school work.

The committee briefly discussed NYSED's new curriculum standards in Math, ELA, Social Studies, Science and the Arts, but agreed to dedicate a larger block of time for a detailed presentation by Marvin at an upcoming meeting.

The committee also discussed the new middle school technology curriculum and asked for regular updates from Marvin, Stephen and John Kemnitzer. Stephen will also update the committee on our progress in the ongoing goal of K-12 technology integration.

Stephen referred back to last month's discussion about online learning and machine learning, and asked for clarification about what we would like to hear from him. Joe said it would be good to hear an overview of what's being done in other school districts, including a broad sense of benefits, drawbacks and pitfalls, before we go into great detail on any one platform or program. Laura mentioned a model in Elizabethtown that shares online classes across schools and brings the online teacher into each school at times to have some face-to-face interactions.

Items for next month's agenda

NYSED new curriculum standards (Marvin)

Update on K-12 technology integration (Stephen)

Earning the New York State Seal of Biliteracy

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- A. Students wishing to receive the New York State (NYS) Seal of Biliteracy must complete all requirements for graduating with a NYS Regents diploma*;
 B. In addition to the above minimum requirement, students wishing to receive a NYS Seal of Biliteracy must earn three (3) points in each of the two (2) areas listed below:

Criteria for Demonstrating Proficiency in English	Point Value	Criteria for Demonstrating Proficiency in a World Language	Point Value
Score 75 or higher on the NYS Comprehensive English Regents Examination or score 80 or higher on the NYS Regents Examination in English Language Arts (Common Core)* or English Language Learners (ELLs) score 75 or above on two Regents exams other than English, without translation.	1	Complete a Checkpoint C level World Language course, with a grade of 85 or higher, or a comparable score using another scoring system set by the district and approved by the Commissioner, for both the coursework <u>and</u> final examination consistent with Checkpoint C standards.	1
ELLs score at the Commanding level on two modalities on the New York State English as a Second Language Achievement Test (NYSESLAT).	1	Provide transcripts from a school in a country outside of the U.S. showing at least three years of instruction in the student's home/native language in Grade 8 or beyond, with an equivalent grade average of B or higher.	1
Complete all 11 th and 12 th grade ELA courses with an average of 85 or higher or a comparable score using another scoring system set by the district and approved by the Commissioner.	1	For students enrolled in a Bilingual Education program, complete all required Home Language Arts (HLA) coursework and the district HLA exam with an 85 or higher or a comparable score using another scoring system set by the district and approved by the Commissioner.	1
Achieve the following scores on the examinations listed below: -3 or higher on an Advanced Placement (AP) English Language or English Literature examination, or -80 or higher on the Test of English as a Foreign Language (TOEFL).	1	Score at a proficient level on an accredited Checkpoint C World Language assessment (See "Checkpoint C World Language Assessments and Minimum Scores" on the following page.)	1
Present a culminating project, scholarly essay or portfolio that meets the criteria for speaking, listening, reading, and writing established by the district's NYS Seal of Biliteracy Committee to a panel of reviewers with proficiency in English.	2	Present a culminating project, scholarly essay, or portfolio that meets the criteria for speaking, listening, reading, and writing established by the district's NYS Seal of Biliteracy Committee and that is aligned to the NYS Checkpoint C Learning Standards to a panel of reviewers with proficiency in the target language.	2

Testing accommodations recommended in an individualized education program or section 504 Accommodations Plan must be provided for all State and districtwide assessments administered to students with disabilities, as consistent with State policy. Students with disabilities should also receive these testing accommodations on Checkpoint C World Language Assessments, as permitted.

* Students in schools with an alternate pathway for graduation approved by the Commissioner will be held to those schools' criteria.

Checkpoint C World Language Assessments and Minimum Scores

(based on ACTFL Intermediate High standards)

Completing one or one group of these examinations will yield one point towards the three total points necessary on the criteria point system for demonstrating world language proficiency.

ASSESSMENT	MIN SCORE
AP – Advanced Placement Examination Chinese, French, German, Italian, Japanese, Latin, Spanish, Spanish Literature	4
IB - International Baccalaureate	5
STAMP4S - Standard Based Measurement of Proficiency Arabic, Chinese (Traditional and Simplified), English, French, Hebrew, Japanese, Spanish, German, and Italian	6
DELE (Diplomas of Spanish as a Foreign Language) – through Cervantes Institute NYC	B1
AAPPL-The ACTFL Assessment of Performance toward Proficiency in Languages Arabic, Chinese, French, German, Portuguese, Russian, Spanish, and ESL	I-5
OPI – The ACTFL Oral Proficiency Interview Afrikaans, Akan-Twi, Albanian, Amharic, Arabic, Armenian, Azerbaijani, Baluchi, Bengali, Bosnian, Bulgarian, Burmese, Cambodian, Cantonese, Cebuano, Czech, Dari, Dutch, English, French, Ga, Georgian, German, Greek (Modern), Gujarati, Haitian, Creole, Hausa, Hebrew, Hiligaynon, Hindi, Hmong-Mong, Hungarian, Igbo, Ilocano, Indonesian, Italian, Japanese, Javanese, Kashmiri, Kazakh, Kikongo-Kongo, Korean, Krio, Kurdish, Lao, Malay, Malayalam, Mandarin, Mandingo-Bambara, Nepali, Norwegian, Pashto, Persian-Farsi, Polish, Portuguese, Punjabi, Romanian, Russian, Serbian/Croatian, Sindhi, Sinhalese, Slovak, Somali, Spanish, Swahili, Tagalog, Tajik, Tamil, Tausug, Telugu, Thai, Tigrinya, Turkish, Turkmen, Uighur, Urdu, Uzbek, Vietnamese, Wolof, Wu, and Yoruba OPIc - The ACTFL Oral Proficiency Interview by Computer Arabic, English, French, German, Italian*, Korean, Mandarin, Pashto, Persian, Farsi, *Portuguese, Russian and Spanish. (*Limitations apply) WPT/BWT – The ACTFL Writing Proficiency Test/Business Writing Test Paper & Pen: Albanian, Arabic, Chinese-Cantonese, Chinese-Mandarin, English, French, German, Greek, Haitian Creole, Hebrew, Hindi, Italian, Japanese, Korean, Persian, Polish, Portuguese, Russian, Serbian/Croatian, Spanish, Turkish, Urdu, and Vietnamese -Internet: Arabic, Chinese-Cantonese, Chinese-Mandarin, Danish, English, French, German, Greek, Hindi, Italian, Japanese, Korean, Norwegian, Polish, Portuguese, Russian, Spanish, Turkish, Vietnamese RPT – The ACTFL Reading Proficiency Test English, French, German, Italian, Portuguese, Russian, and Spanish LPT – The ACTFL Listening Proficiency Test English, French, Italian, Portuguese, Russian, Spanish, and German.	Intermediate High In this section, Students must take exams in all four modalities (speaking, listening, reading and writing) to qualify for Checkpoint C credit (When applicable)
ALIRA – The ACTFL Latin Interpretive Reading Assessment	I-4
SLPI: ASL – American Sign Language Proficiency Interview	Intermediate Plus

NOTE: Some exams do not give results until after June, so students/advisors may need to plan accordingly.

60-Second Overview

Here's the short and sweet description of Growth Mindset for 9th Graders. The rest of the packet goes into considerable detail about each of the sections below.

The 60-Minute Module: Research, Content, and Impact

Growth Mindset for 9th Graders is an evidence-based program designed to increase 9th grade students' academic motivation, resilience, and achievement. As we describe in The Research: An Introduction to Growth Mindset, it takes aim at the common misconception that intelligence is fixed — a pernicious misconception that erodes students' motivation and makes them less likely to persist and succeed when they encounter academic difficulties. The online module is broken up into two 30-minute sessions and consists of survey questions, brief passages of reading, and writing exercises. In previous randomized controlled studies, Growth Mindset for 9th Graders has led to improved academic performance and persistence — including increased course pass rates and GPAs.

Program Implementation Guide

Students can complete the two 30-minute online sessions any time within the participation window (August - April of a given academic year). The two sessions should be spaced about 1-4 weeks apart. It typically takes about 2-4 weeks to finalize the program logistics for your school and less than one hour to register and get set up on our online platform. In a nutshell, program implementation looks like this:

1. *Learn and Discuss.* Download this Program Information Packet to learn how participation works and discuss your options with your colleagues. Wow — you're already on top of it! Amazing!
2. *Sign up.* Enter your email at perts.net/orientation/hg17, create a user account and decide how your students will participate. The Registration and Setup section goes into considerable detail about how to get your school set up to participate using our online platform.
3. *Participate.* 9th grade students complete the two 30-minute modules during class. The modules should be spaced 1-4 weeks apart. Students can participate in the program at any time between August and April of a given academic year. Remember that no student should participate in the program more than once.
4. *Track Impact.* Track participation in real time to see how many students completed the program, and come back to download a report about the program's impact on student survey outcomes. There are two reporting periods in an academic year.

Growth Mindset Feedback Tool

Growth minded language motivates students to ensure they remain persistent, resilient, and focused on the process of learning. It is important to give learners feedback about how their process leads to a result so they can understand that their abilities will develop with effort.

Use these language frames in the following situations:

When they struggle despite strong effort

- OK, so you didn't do as well as you wanted to. Let's look at this as an opportunity to learn.
- What learning strategies are you using? How about trying some different ones?
- You are not there yet. *or*, When you think you can't do it, remind yourself that you can't do it yet.
- I expect you to make some mistakes, since we're learning new things. If we examine what led to our mistakes we can learn how to improve.
- Mistakes are welcome here! Our brains grow if we learn from our mistakes.
- You might be struggling now, but you are making progress. I can see your growth (in these places). (Note: Say this only if they're indeed making progress).
- Yes, it's tough – we come to school to make our brains stronger! If it were easy you wouldn't be learning anything!
- You can learn to do it – it's tough, but you can; let's *develop our brains* break it down into steps.
- Let's stop here and return tomorrow with a fresher brain.
- I admire your persistence and I appreciate your mental effort. It will pay off.

When they are lacking specific skills needed for improvement

- Let me add new information to help you solve this.
- Here are some strategies to figure this out.
- Describe your process for completing this task.
- Let's practice this so we can move it from our short-term to our long-term memory.
- Give it a try – we can always fix mistakes once I see where you are getting held up.
- What parts were difficult for you? Let's look at them.
- Let's ask [another student] for advice—they may be able to explain it in a new way, suggest some ideas, or recommend some strategies.
- Let's write a plan for practicing and learning.
- If you make [these specific] changes, we can reassess your score. Let's discuss a plan for you.

When they are making progress

- Hey, do you realize how much progress you've made?
- That's a tough problem/task/concept that you've been working on for a while. What strategies are you using? They are really working for you.
- I can see a difference in this work compared to your earlier work. You have really grown with ____.
- I see you using your strategies/tools/notes/etc. Keep it up!
- Hey! You were working on this for a while and you didn't quit!
- Your hard work is clearly evident in your process/project/essay/assignment.
- Look at how much progress you've made so far! Do you remember how difficult this was when you first started?

When they succeed with strong effort

- ② I am so proud of the effort you put forth.
 - I am very proud of you for not giving up, and look what you have to show for it!
 - Congratulations – you really used great strategies for studying, managing your time, controlling your behavior, etc.
 - I want you to remember for a moment how challenging this was when you began. Look at how far you have come!
- ① All that hard work and effort paid off!
 - The next time you have a challenge like this, what will you do?
 - What choices did you make that you think contributed to your success?
 - It's exciting to see the difference in your work now when we compare it to your earlier work.
 - Doesn't it feel good to master this? How does it feel to master this?
 - Are you proud of yourself? Tell me what makes you most proud.

When they succeed easily without effort

- It's great that you have that down. Now we need to find something a bit more challenging so you can grow. That's what we all come to school to do.
- It looks like your skills weren't really challenged by this assignment. Sorry for wasting your time!
- I don't want you to be bored because you're not challenging yourself.
- We need to raise the bar for you now.
- ① You're ready for something more difficult.
 - What skill would you like to work on next?
 - What topic would you like to learn more about next?
 - Could you find two other ways to solve that problem? Solving problems in different ways helps us deepen our understanding and be able to apply it.
 - Can you help Billy learn what you've learned? By helping others, we not only contribute to their success, but we also deepen our own understanding.

When they don't put in much effort and then don't succeed

- I understand that it may seem daunting at first. How can we break this down into smaller tasks so it's not so overwhelming?
- What are your goals for this assignment/class/year? How can you make a plan to achieve those goals? What effort will be required?
- It looks like you're not putting forth much effort. Is this the way you see it? If not, what is it that you are doing, and how can I help you with some new strategies?
- What are the barriers to your success? How can I help you overcome them?
- Remember when you worked really hard for ____ and were successful? Maybe you could try those strategies again.
- If improvement is your goal, it's going to take effort and practice to get there. Our brains won't grow if we don't try hard things.
- What choices are you making that contribute to this outcome? If you want a different outcome, maybe you need to make different choices.