

Curriculum Committee Minutes

November 4, 2014

Attending: Deirdre d'Albertis, Laura Schulkind, Rick Walker, Joe Phelan, Marvin Kreps

APPR & Assessment

In accordance with State regulation, the committee reviewed Rhinebeck's assessment regimen as it relates to the negotiated APPR plan approved by SED. With the roll-out of the APPR, SED determined that teacher evaluations should be based in some part on student achievement. Where state tests are administered (Math & ELA in 3-8 and Regents Exams in the High School), those exams will be used to determine the "State 20%" of the teacher's total score. Where no state tests are administered, it is up to the district to determine what measure to use as the "State 20."

Prior to the advent of the current APPR, Rhinebeck had been looking for a measure of student growth that would inform internal discussions around efficacy of educational programs, academic planning as well as student development. The Northwest Evaluation Association (NWEA) had developed MAPS (Measure of Academic Progress) assessments in an effort to assist schools in making these sorts of decisions, and the District identified this measure as a valuable diagnostic tool. The timing of the District's decision to employ MAPs testing for internal purposes coincided with SEDs requirement that Districts provide student growth data as it relates to teacher evaluations.

Due to the amount of push back SED received statewide from Districts and parents, they have altered their position on testing and are encouraging schools to limit the number of assessments, particularly in the primary grades, while still requiring that schools live up to their negotiated APPR plans. Rhinebeck will continue to use MAPS as a tool for teachers and administrators to evaluate student growth year-on-year. As it is also an SED-approved assessment, it will continue to be used as the "State 20" for APPR until an alternate negotiated plan, if any, is identified.

State 20 vs. Local 20

State 20 is based on student Growth (i.e. Year-on-year)

- state mandated assessments (Math & ELA in 4th - 8th grades, 4th & 8th Science, Regents exams) are used to determine score; for all other grades, MAPS testing is used to determine the State 20

Local 20 is based on student Achievement (i.e. % passed)

MAPS used to determine score when state mandated assessments are in place; teacher-developed, summative exams are given in Social Studies and Science

Common Core and Social Studies curriculum

Social Studies is alive and well in Rhinebeck. Alan Singer of Hofstra University asserts that History before 1750 will no longer be taught in schools. http://www.huffingtonpost.com/alan-singer/common-core-history-exams_b_6050456.html This is not the case in Rhinebeck though there are some shifts in the Regents requirements which might allow students to opt out of one of the traditional core Regents exams in order to pursue an alternate path to graduation.

The Regents are promoting a shuffling of the current 5 Regents exams requirement for graduation (Math, ELA, 2 Social Studies and Science) to a 4+1 model that would allow for 4 Regents exams in the core courses plus an alternate exam. There is concern that a Social Studies exam would be dropped, but the "+1" has not been clearly defined. It is clear that the "+1" relates to the multiple pathways to graduation approach by which a student will be able to earn graduation credit for Career & Technical Education (CTE), STEM, Arts, Biliteracy and Humanities courses. It is anticipated that the Board of Regents will

provide more information to the field after their January meeting. At this time, the traditional history and social studies courses are being delivered in the high school, middle school and elementary school.

Common Core and Literature

Deirdre d'Albertis raised the concern over how Common Core would limit our teachers' ability to teach literature given the strong focus on non-fiction text in the new standards. Rhinebeck's philosophy has always been to offer a strong educational program and let the tests fall where they may. Given all the external variables that are being imposed on our classrooms, it becomes increasingly difficult to maintain this approach. However, we remain committed to providing deep and well-rounded curricula. Our challenge will be to find ways that alternate courses (i.e. Social Studies, Science) can share the burden of teaching the standards of expository reading and writing while leaving room for English teachers to continue to explore multiple genres.

New Curriculum documents

The majority of the elementary curriculum documents are nearly complete and will be reviewed by the consultant, teachers and Marvin this week. He anticipates that they will be ready for review by the committee in early December as planned and will update us should there be any delay.

Extended Response for Science & Math Grant

Laura Schulkind raised the question of how the collaborative lesson planning and peer review inherent in this professional development would become internal practice. Marvin's office is awaiting a report from Ric Campbell, Brett King and the teachers defining how the program has developed and what the teachers need to either finish their development or build out the work they've already accomplished. Joe anticipates interest in continuing the work for a 3rd session but will be guided by the teachers' plan.

Mandatory CPR Training

Governor Cuomo has signed a bill mandating all HS students be trained in CPR. It has not been determined where it will be taught (i.e. Health class?) or what age group will receive the training. At this point we are in a good place to provide the training but need to know the requirement for frequency and type of training required. It is unclear whether students will receive basic training or CPR certification. We will await SED's guidelines.

Yearlong Agenda

- Collaboration and Strategic Planning for program growth (NYSSBA Conference)
- Ric Campbell (Extended Response for Science & Math) Grant - how will this work become practice, not parallel project?
- Curriculum Governance Council - framework and implementation
- Comprehensive Health Plan - Health, Wellness, PE curriculum review
- New Curricula Review - K-12
- Instructional Technology Plan - digital learning platforms and plan for what "technology instruction" looks like going forward (Dec/Jan meeting)
- Social Studies framework
- Next Gen Science Standards
- Potential ELA adjustments

Submitted by: Laura Schulkind