

REGIONAL SCHOOL UNIT NO. 13
SCHOOL BOARD
CURRICULUM & TECHNOLOGY COMMITTEE MEETING MINUTES
December 4, 2017

Committee Members Present : L. Andrews, S. Allen Thomas, C. Bachofner
Other Board Members Present : G. Weinand
Staff Members Present : S. Tribou, J. Onorato
Location : McLain Building, Rockland

I. Call to order:

This meeting was called to order by Steffany Tribou at 4:35 PM.

II. Curriculum and Technology:

In envisioning ways to support RSU13 being a K-12 one to one district in terms of devices, Bruce Johnson explained that he ultimately would like to see a two-tiered system to technology integration. Tier 1 is a support for student use of the device, in which an integrator would be delivering technology curriculum through library time and serving in a media specialist type of a role in a building. This model is already in place and working well at South School. Other K-5 schools have been hoping for a similar model, and the first tier of this type of support would further support efforts such as integrating technology in the guiding principles (in which all students must show proficiency in by graduation according to state law). The second tier of this support would be to have a technology integrator available in each building throughout the day to work directly with teachers integrating technology into content classes. The district proposes that teachers follow the SAMR model in which teachers gain confidence with technology by first Substituting other forms of instruction or content with technology and moving toward Augmenting, then Modification, then Redefinition of practice. Bruce suggests that since we are still relatively new to the devices in the K-5 schools (being brand new to K-2 this year), we are still in the Substitution phase working toward Augmentation of instruction. He suggests that a two tiered approach would help this cause and is the ultimate vision. With that said, he is not proposing that we add any additional positions to the budget this year for technology integrators. We can use existing staff to ensure that tier one is satisfied, and during the next school year, we can assess our needs in terms of teacher support to see which areas in particular require the most support.

From a hardware side, Apple TVs seem to be up and running, but to resolve issues that some teachers had with them last year meant purchasing an upgrade, and the upgraded component has an additional plug requiring an outlet, which has proved to be problematic in some older classrooms. Additionally, in discussing upgrades, projectors will begin to go on a replacement cycle. Finally, with the addition of the K-2 iPads, K-2 teachers were able to administer the NWEA assessment for the first time on devices that were able to read the interactive assessment to students. Bruce reported that all fall testing seemed to go quite smoothly despite this being the first time testing for K-2 teachers and students.

III. Update on K-5 Reporting Standards Progress:

Steffany shared a sample of the current trimester report card for the committee to briefly review. Since moving to a proficiency based report card, teachers have received input from parents as well as colleagues in regards to using the report card as a tool to understand student progress. Thus, the K-5 Reporting Committee was formed last year with the goal of clarifying the report card into student, teacher, and parent-friendly language with a clear key to what the scores represent. Steffany further explained the Report Card Committee work taking place with K-5 teachers this year and shared some sample language from ELA and math. By the end of this year, we should have revised report card language to roll out next year. The Report Card Committee will be developing ways to share this work with parents, and Steffany will continue to keep the board informed of the progress.

IV. Handwriting Across the District

The committee wished to further understand where and when handwriting takes place in the current curriculum (particularly cursive). Steffany requested a poll from K-5 administrators who have been working to ensure more consistency across the district. Handwriting is one of their priorities, but developing a plan to create consistency is still in the works in terms of programming. Most of the schools use a program called "Handwriting Without Tears," but grade level consistency and the use of cursive still needs some uniformity. One school does not use Handwriting without Tears and instead uses a program called Foundations in grade K-1 only, which is acknowledged as an area in which programming should be considered to align with the rest of the district. While handwriting is vital, there was some question about balance at the beginning of this year because iPads were new K-2, a reading program was adopted, and K-2 also started the NWEA assessment for the first time (which historically has been a 3rd-10th grade assessment in our district). Additionally, teachers were asked if they wanted to pilot Typing without Tears, which is a program that teaches students keyboarding skills. With the addition of the Tier 1 technology support as explained above, the keyboarding instruction could shift to be a component of library time, so administrators will continue to look at the handwriting consistency issue going forward to see if district uniformity is a possibility for next year as well as a better fit in terms of layering in new programs.

V. Discussion of Literacy Needs (G. Weinand)

Gerald Weinand joined the committee meeting to present the idea that our community is in need of a literacy support service for babies to preschoolers to begin meeting students' needs prior to them even arriving in kindergarten or Pre-K programs. He referenced the Hart & Risley research in which they define the gap in early literacy learning as a 30 million word gap by age 3. This word gap is often present in homes of children raised in poverty. The committee engaged in a rich discussion of the need for community outreach in terms of literacy support and raised some questions in terms of what this might look like and the allocation of resources for this type of an effort. This might be a topic to include in future Student Engagement Task Force meetings as well since that is an opportunity to pool our community resources around students' well-being. Additionally, if the strategic planning committee sees this as an area to prioritize, this could be a consideration of a component of the strategic plan (such as a district outreach; some board members referenced other districts with other community outreach programs, so these will need to be researched and considered).

V. Other/Adjourn:

The committee will meet again on Monday January 22, 2017 at 3:30. Agenda items to include:

**Video presentation of TedTalks Animate Changing Education Paradigms by Sir Ken Robinson to begin framing strategic plan ideas/reflections on the current plan.*

Chair Andrews adjourned this meeting at 6:10 PM