



MONROE PUBLIC SCHOOLS
— MONROE, CONNECTICUT —

375 Monroe Turnpike
Monroe, Connecticut 06468

WEDNESDAY, OCTOBER 1, 2014
MASUK HIGH SCHOOL
LIBRARY/MEDIA CENTER
1014 MONROE TURNPIKE
MONROE, CONNECTICUT 06468

**CURRICULUM COUNCIL
AGENDA**

4:00 P.M.

OLD BUSINESS

- I. APPROVAL OF THE MINUTES FROM THE SEPTEMBER 10, 2014 MEETING.

NEW BUSINESS

- I. TECHNOLOGY SOFTWARE SURVEY - JACK ZAMARY
- II. CURRICULUM COUNCIL PLAN - JOHN BATTISTA/SHEILA CASINELLI

Meeting Minutes

The meeting was called to order at 4:00 p.m. by Sheila Casinelli.

Those in attendance included: Jim Agostine, John Battista, Sheila Casinelli, Kay Moser, Jack Zmary, Joe Kobza, Jack Ceccolini, Kevin Welch, Ian Lowell, Jim Stoelzel, Ann Odoy, Mike Crowley, Lisa Peterson, Darleen Fensore, Mark Schwarz, Bruce Lazar, Deb Kovachi, Becky Kosisko, Debbie Walls, Cindy Brooker, Roseanne Haughton, Jamie Sherry, Mary Rauner, Elisa Rubis, Sean Serafino, Amy Pecora, John Biase, Laura Massey, Vivian Segall, Diane Gaber, Tracy Forstrom, and Kelly Pecca.

Old Business

Approval of May 7, 2014 Minutes

Motion: John Battista

Motion to approve minutes from the May 7, 2014 Curriculum Council meeting.

Second: Jamie Sherry

Vote: Unanimous

New Business

I. AP PHYSICS 2/UCT – JIM STOELZEL/PETER SCHMITT

Jim Stoelzel, Secondary Instructional Leader for Science, shared the proposal for changes in our Physics offerings. AP Physics 2/UCT is the equivalent to a second-semester college course in algebra-based physics. The course covers fluid mechanics; thermodynamics; electricity and magnetism; optics; atomic and nuclear physics. The pace and workload of this course is rigorous. This course has been designed to prepare students for the AP Physics 2 Exam and the UCONN 1202 final exam. Students who satisfactorily complete this course may receive up to 4 college credits issued by the University of Connecticut for their Physics 1202 course and AP credit for a first-semester calculus-based physics course.

Motion: Jim Agostine

Motion to send the AP Physics 2/UCT course to the Board of Education for approval

Second: Ann Odoy

Vote: Unanimous

II. FORENSICS II – JIM STOELZEL

Jim Stoelzel, Secondary Instructional Leader for Science, along with Diane Gaber, Masuk Forensics teacher, explained the need for this next level course. Forensics II is a half-year elective course that goes beyond the introduction to the topics of criminology within the field of forensic science. Study includes the applications of concepts from the areas of biology, chemistry, physics and geology to analyze and investigate evidence that may be discovered in a criminal investigation, with more opportunity for mathematical modeling, greater reading and writing expectations than are required

in Forensics I. Classroom activities include experiments, projects, case studies and the incorporation of technology.

Motion: Jamie Sherry

Motion to send the Forensics II course to the Board of Education for approval

Second: Jim Agostine

Vote: Unanimous

III. HORTICULTURE A & B – PETER LOPUCH/MARK SCHWARZ

Mark Schwarz, Masuk Assistant Principal and CTE Chair, provided a background to this proposal. Horticulture is the science of cultivating both decorative plants and food crops. The course would investigate the science and business associated with the growth of plants. Horticulture would delve into topics such as climate, soil chemistry, geography, business, marketing, farming economy, sales, etc. This course is recommended to be broken into two half-year portions - fall and spring. There are different growing seasons and horticulture topics and techniques that are separately covered in these similar courses.

There were several questions about this course. The recommendation from the Curriculum Council Committee was for the authors of the course proposal to go back and do some more work before bringing this back for review.

IV. GRADUATION REQUIREMENTS - JOE KOBZA

Joe Kobza, Masuk High School Principal, shared information about Connecticut State Statute 10-221a or High School Reform Act. The 2010 Connecticut General Assembly adopted legislation regarding high school requirements. Since 2010, the law has had modifications to it. Despite these changes, the law will increase graduation requirements in Connecticut public schools beginning with the Class of 2020. The new law increases the minimum credits required from 20 to 25 and gives greater emphasis to math, science and world language, and requires every student to complete a “capstone project.” The legislation also calls for increased supports for students to help them to succeed in the classroom and to graduate on time. Joe shared a proposal for increasing graduation requirements to meet the needs of the graduating class of 2020.

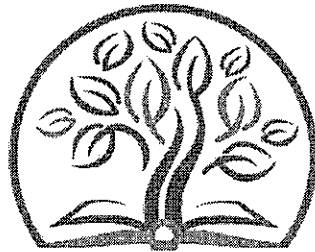
V. K-5 MATH COMMITTEE – CINDY BROOKER

Cindy Brooker, K-5 Math Coordinator, shared information about a K-5 Math Committee that she is chairing this year to examine K-5 math resources. The Connecticut Core Standards (CCS) for math require students to demonstrate a blend of skills, conceptual understandings, and problem solving, and require teachers to integrate the Standards for Mathematical Practice into classroom instruction. We need to strengthen our instruction with resources, tools, and assessments, digital media and technology, to help our students reach higher levels of math achievement. The Math Committee met at the end of September for the first time. They will meet in October and November to explore materials from various publishers and narrow down options to pilot. December and January will bring visits to various districts currently using the materials selected and January/February will have teachers piloting the materials in their classrooms. The committee will meet again in March to review the site visits and pilot. Recommendations will be made to the District’s Curriculum Council and the BOE for approval before June, 2015 and anticipate having the materials available for teachers to use beginning fall of 2015.

The meeting adjourned at 5:10 PM.

Next meeting ~ Wednesday, October 1 in Masuk's Library from 4-5:30 PM.

Monroe Public Schools



MONROE PUBLIC SCHOOLS
— MONROE, CONNECTICUT —

CURRICULUM REVIEW, EVALUATION, AND REVISION PLAN

Draft

Calendar

| | | |
|-----------|---|--|
| | <p>Whole Committee</p> <ul style="list-style-type: none"> • K-12 committee members <p>Used for:</p> <ul style="list-style-type: none"> • Final Presentations <p>Purpose:</p> <ul style="list-style-type: none"> • Review the Cycle • Review Curriculum Materials before the meeting and make suggestions • Listen to presentation and make suggestions | <p>Vertical Teams</p> <ul style="list-style-type: none"> • SIL, Interested volunteers from Whole Committee. Based on Subject and interest • Principal • Subject area teachers <p>Used for :</p> <ul style="list-style-type: none"> • Review & Revision Cycle • New Proposed Courses (off cycle) • Review new materials <p>Purpose:</p> <ul style="list-style-type: none"> • Conduct Curriculum study based on cycle • Work with new curriculum authors to ensure curriculum components are met. • Present to Curriculum Council |
| September | Does Not Meet | Does Not meet |
| October | Does Not Meet | Vertical teams are formed - Cycle - As needed |
| November | Meets – 3 presentations | Vertical teams - Cycle - As needed |
| December | Meets – 3 presentations | Vertical teams - Cycle - As needed |
| January | Does Not Meet | Vertical teams - Cycle - As needed |
| February | Does Not Meet | Vertical teams - Cycle - As needed |
| March | Does Not Meet | Vertical teams - Cycle - As needed |
| April | Does Not Meet | Vertical teams - Cycle - As needed |
| May | Meets – examines cycle recommendations | Does Not Meet |
| June | Does Not Meet | Does Not Meet |

Curriculum Council Members:

- Central Office Personnel
- Board of Education Member
- Administrators
- Secondary Instructional Leaders
- K-5 Coordinators
- Teacher Representatives from each school building
- Student Representatives from Masuk High School
- Parents

Mission Statement

The mission of the Monroe Public Schools is to ensure that all students reach their full potential as innovative thinkers and responsible citizens through a challenging, inquiry-based curriculum delivered by skilled, dedicated, and engaging educators.

Curriculum Council Purpose

1. Provide a forum to vet new proposed curriculum and resources.
2. Provide critical and constructive feedback to the authors.
3. Provide a K-12 perspective on curriculum.
4. Provide a curriculum review and revision cycle
5. Ensure that all curriculums have common elements (i.e., technology, inquiry, higher order thinking, etc.)

Scope of Curriculum Council Committee

Curriculum defines what students learn, how they learn it, how learning is measured, and how students progress.

Curriculum is not only a description of units of study particular to a course or grade level, but also encompasses all components of assessment and instruction that affect student learning.

These components include but are not limited to:

- instructional materials
- activities such as field trips, assemblies, assured experiences
- instructional policies such as homework and grading

Since curriculum is multi-faceted, our Curriculum Council will examine and consistently improve our comprehensive K-12 program of studies.

CURRICULUM REVIEW, EVALUATION, AND REVISION PROCESS

Curriculum study and writing is a continuous improvement process. Each curriculum document is reviewed and revised on an annual basis and an in-depth revision is completed on a five-year cycle. The content and format for the curriculum documents are clearly established for continuity across the disciplines and through the grades.

A systematic approach to curriculum evaluation can result in better alignment among the district's written, taught, and tested curriculum. The data and information gathered through the new, comprehensive evaluation procedure can also be used to make improvements in instruction, assessment, and staff development.

A review and evaluation of curriculum takes place each year. These reviews are informal, with small changes being made to the document based on data analysis and feedback from teachers and administration.

Every five years, the review and evaluation procedure is expanded to include the following:

1. To ensure continuous improvement, goals are set by vertical teams in each content area. The vertical team is responsible for obtaining feedback from the staff, students, principals, and parents about the effectiveness of the curriculum.
2. The Assistant Superintendent, Director of Curriculum and Instruction, and the vertical teams analyze student data to assist with the evaluation of the curriculum and set goals.
3. Any changes to the curriculum as a result of the above processes are compiled and presented to the building administrators. The changes are presented to the Curriculum Committee and the Board of Education for approval.

CURRICULUM PROGRAM EVALUATION

The purpose of curriculum program evaluation is to determine the effectiveness of curriculum – what is working, what is not working, what to change, and what to keep. Evaluation is a process used to assess the quality of curriculum. In addition to analyzing student assessment data, the vertical curriculum teams will respond to these three interrelated questions:

1. Is the curriculum being implemented as designed?
2. Are students mastering the core conceptual objectives and performing at a high level on the common assessments identified in the implemented curriculum?
3. Is the curriculum effective in accomplishing the overall goals, mission, and curriculum vision of our district?

Evaluation will also occur as a result of the review of the goals and the degree to which the goals set annually in each content area is accomplished

THE STEPS IN CURRICULUM REVIEW, EVALUATION, AND REVISION

Curriculum development within the Monroe Public Schools is a systematic process that engages vertical, content-specific teams. Curriculum review, evaluation, and revision teams are co-led by the Assistant Superintendent and Director of Curriculum and Instruction.

STEP 1

The Assistant Superintendent and Director of Curriculum and Instruction co-lead the vertical team in the revision and update of the curriculum document. Step 1 **compares the existing curriculum** to the Connecticut standards and determines where revisions are needed in order to align them. This review also includes **feedback from the vertical team members** regarding **needed revisions, analysis of student data** (including student work), and **analysis of documents from other school districts**. The review produces an overview of the needed revisions and the vertical team submits a proposal for curriculum work.

STEP 2

Complete the Curriculum Proposal Form. This form includes course information, relevance to mission, scope and sequence, and financial/time needs to complete the curriculum.

STEP 3

The curriculum process includes **reviewing instructional materials** for possible adoption. The Vertical Team **orders sample materials** from the publishing companies, giving department and elementary staff the opportunity to **preview the resources**. The teacher teams are asked to **fill out a form** for each instructional material previewed. It may be decided by the members of the core area curriculum team to postpone the adoption of new materials or continue the adoption process. The vertical curriculum team members **vote to select the textbook / instructional materials**. The top choice is **presented to the Curriculum Council** along with the curriculum.

STEP 4

There will be a **presentation to the Curriculum Council** regarding the newly revised curriculum and instructional materials. **Feedback** from the Curriculum Council will be used to make any necessary changes in both curriculum and/or instructional materials. Once the curriculum and instructional materials receive a **recommendation from the Curriculum Council** to move to the BOE for adoption, a **formal vote of the BOE** is needed.

STEP 5

Implement the curriculum in the classroom and monitor its delivery and efficacy.

STEP 6

Second review and monitor of the newly adopted curriculum.

* The amount of time to move through the steps varies with each curriculum area.

** There may be times when a revision or new curriculum needs to be adopted outside of the review cycle. In those cases, approval from the school principal, the director of instruction and the assistant superintendent is needed to move forward. Once those approvals are gained, the curriculum author(s) will need to begin the process on STEP 2.

INSTRUCTIONAL MATERIALS REVIEW AND ADOPTION SCHEDULE

| Discipline | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 |
|---------------------------|------------------|------------------|------------------|------------------|------------------|
| English | | | | | |
| Language Arts | | | | | |
| Mathematics | | | | | |
| Science | | | | | |
| Social Studies | | | | | |
| World Languages | | | | | |
| Health/Physical Education | | | | | |
| Fine Arts | | | | | |
| Guidance | | | | | |
| CTE | | | | | |
| | | | | | |
| | | | | | |

**MONROE CURRICULUM COUNCIL
MONROE BOARD OF EDUCATION**

Monroe, Connecticut

Curriculum Alignment Review Form

| | | | |
|-----------------------|--|------|--|
| Subject Area | | Date | |
| Vertical Team Members | | | |

Respond to the following questions as they apply to your proposal.

Part A: Curriculum Information and Connecticut Standards

How does the existing curriculum compare to the current Connecticut Standards?

| Similarities | Differences |
|--------------|-------------|
| | |

What revisions are needed in order to align them?

| |
|--|
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Part B: Curriculum Analysis

How does the analysis of student data (including student work) demonstrate the need for curriculum revision?

| Student Work examples Summaries | Student Assessments – formative, summative |
|---------------------------------|--|
| | |

Part C: Curriculum from Other Districts

How does the analysis of documents from other school districts demonstrate the need for curriculum revision?

| District | Curriculum Exemplars |
|----------|----------------------|
| | |

**MONROE CURRICULUM COUNCIL
MONROE BOARD OF EDUCATION**

Monroe, Connecticut

Curriculum Proposal Form

| | | | |
|--------------------|----------|------------|-----------|
| Course Title | | | |
| Subject Area | | Grade Span | |
| Proposal Author(s) | Date | | |
| Course of Study | New | | Revised |
| | Semester | | Full Year |

Respond to the following questions as they apply to your proposal.

Part A: Course Information

Rationale for Requested Curriculum Work

Provide a narrative description of the course.

Describe any prerequisites for taking this course and how this course fits in a sequence.

If this is a revision to a course, what data (quantitative/qualitative) contributed to the need for a revision?

Can the existing school facility/schedule accommodate this change? Require any additional staffing?

In developing this course, please cite the research and sources consulted in designing this proposal.

Part B: How does your Curriculum Proposal meet the mission of the district?

The mission of the Monroe Public Schools is to ensure that all students reach their full potential as innovative thinkers and responsible citizens through a challenging, inquiry-based curriculum delivered by skilled, dedicated, and engaging educators.

Provide evidence for each of the following:

Challenging

Relevant

Inquiry based

Technology

Other

Part C: Scope and Sequence/Units of Study

Develop a Scope and Sequence or Units of Study for the curriculum.

Part D: Curriculum Writing

If this proposal is approved, you will be expected to map the units of study that will be covered in this course of study.

| Recommended Hours | Requested Hours |
|--|------------------------|
| New Course – Semester approximately 20 hours Year Course approximately 40 hours Revision – Semester approximately 15 hours Year Course approximately 20 hours | Total Hours: |

Part E: Professional Development

Please describe any professional development activities needed to implement this curriculum. Do not count curriculum writing in this section.

| Activity | Requested Hours |
|-----------------|------------------------|
| | |
| | |

Part F: Approval (Signatures required)

I have reviewed this course proposal and I am requesting approval by the Monroe Board of Education.

| Title | Signature | Date |
|--------------------------------|-----------|------|
| Recommended by: | | |
| Secondary Instructional Leader | | |
| Principal/Director: | | |
| Director of Instruction: | | |
| Assistant Superintendent: | | |
| Superintendent: | | |
| Board of Education | | |

**MONROE CURRICULUM COUNCIL
MONROE BOARD OF EDUCATION**

Monroe, Connecticut

Instructional Materials and Resources Evaluation Form
Vertical Team Use ONLY

| | | | |
|--------------|--|-----------------|--|
| Title: | | | |
| Publisher: | | Copyright Date: | |
| Course: | | | |
| Reviewer(s): | | Date | |

Part A: Rating Survey

| Characteristics | Ratings | | | | |
|--|----------------------|---|---|---|----|
| | Disagree 1 - Agree 4 | | | | |
| The resource is well aligned with the curriculum key concepts and benchmarks. | 1 | 2 | 3 | 4 | NA |
| It provides multiple perspectives for examining a topic. | 1 | 2 | 3 | 4 | NA |
| It is thorough in terms of its coverage of identified topics. | 1 | 2 | 3 | 4 | NA |
| It is free of bias; including, but not limited to, race, gender, ethnicity, religion, and culture. | 1 | 2 | 3 | 4 | NA |
| The layout/format is inviting and supportive of student engagement. | 1 | 2 | 3 | 4 | NA |
| The content provides thoughtful challenge for higher level critical analysis. | 1 | 2 | 3 | 4 | NA |
| The reading level is appropriate. | 1 | 2 | 3 | 4 | NA |
| There are appropriate support materials (i.e., maps, charts, digital resources, etc.). | 1 | 2 | 3 | 4 | NA |
| There are meaningful technology support materials (i.e., video, audio, SMARTboard, etc.). | 1 | 2 | 3 | 4 | NA |
| There are assessments or materials that lend themselves to assessments. | 1 | 2 | 3 | 4 | NA |

Part B: Resource Information

Strengths of this resource:

Weaknesses of this resource:

How can we address the weaknesses?

Other comments:

Part C: How does this Resource meet the mission of the district?

The mission of the Monroe Public Schools is to ensure that all students reach their full potential as innovative thinkers and responsible citizens through a challenging, inquiry-based curriculum delivered by skilled, dedicated, and engaging educators.

Provide evidence for each of the following:

Challenging

Relevant

Inquiry based

Technology

Other

**MONROE CURRICULUM COUNCIL
MONROE BOARD OF EDUCATION**
Monroe, Connecticut

Instructional Materials and Resources Proposal Form
Submitted to Curriculum Council

| | | | |
|--------------------|----------|------------|-----------|
| Course Title | | | |
| Subject Area | | Grade Span | |
| Proposal Author(s) | Date | | |
| Course of Study | New | | Revised |
| | Semester | | Full Year |

Respond to the following questions as they apply to your proposal.

Part A: Resource Proposal

| | | | |
|--|--|-----------------------|--|
| Resource Title: | | | |
| Resource Type: (print or digital) | | | |
| Author/Editor: | | Copyright Date: | |
| Publisher: | | Latest Revision Date: | |
| Recommended for use in grade(s) | | High/Avg/Low level: | |
| Subject | | | |
| Course Title: | | | |
| Digital Resources only: Minimum Device Requirements | | | |

Part B: Resource Information

Rationale for Requested Resource

| |
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Why is this resource needed? Include an explanation of how the text relates to the proposed course of study.

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Identify other resources that were considered, and include the publishers/copyright.

Why was the recommended resource chosen?

Part C: Funding

Funding for this course should be included in the budget for the implementation year. Failure to include the funding may result in a delay in implementation. Courses added to program of studies booklets prior to approval by the Board of Education should include "pending BOE approval" alongside the course title.

Budget Request:

| Item | Quantity | Unit Price | Extended Price |
|--------------------------|----------|------------|----------------|
| Resource | | | |
| Workbooks | | | |
| Software/Online textbook | | | |
| Equipment/Hardware* | | | |
| Other supplies | | | |
| | | Total | |

*Describe Equipment/Hardware

Part D: Approval (Signatures required)

I have reviewed this course proposal and I am requesting approval by the Monroe Board of Education.

| Title | Signature | Date |
|---------------------------------|-----------|------|
| Recommended by: | | |
| Secondary Instructional Leader: | | |
| Principal/Director: | | |
| Director of Instruction: | | |
| Assistant Superintendent: | | |
| Superintendent: | | |
| Board of Education | | |

Format for Curriculum Council Presentations:

Curriculum Council

| Curriculum Council | |
|---|---|
| <i>First Wednesday of the Month MHS Library from 4:00-5:30 PM</i> | <i>Agenda Topics: I have plugged things in but not necessarily when they will happen - looking for input from people</i> |
| September 10, 2014 | <ul style="list-style-type: none"> • Graduation Requirements - Joe • Physics AP2 and Physics 2 - Jim S • Forensics 2 - Jim S • Horticulture - Peter Lopuch/Mark/Jim S • K-5 Math Committee - Cindy |
| October 1, 2014 | <ul style="list-style-type: none"> • Spanish 1 - Lisa • WL grade 6 - Lisa • UCONN French - Lisa • Review of Software - Jack Z |
| November 5, 2014 | <ul style="list-style-type: none"> • UCONN Calc - Kevin • Personal Finance - Kevin • Grade 8 math - Kevin |
| December 3, 2014 | <ul style="list-style-type: none"> • Honors Economics - Ian • English 12 - Mike |
| February 4, 2015 | <ul style="list-style-type: none"> • Presentations? |
| March 4, 2015 | <ul style="list-style-type: none"> • Grade 5 music program/presentation - Julia • Presentations? |
| April 1, 2015 | <ul style="list-style-type: none"> • K-5 Math Committee recommendations - Cindy • Presentations? |
| May 6, 2015 | <ul style="list-style-type: none"> • Presentations? |