



Curriculum Council Notes

September 8, 2005

WELCOME & INTRODUCTIONS: All members were asked to pick their favorite color of skittles candy, which represented a question that was answered based upon the information below.

- Red: favorite book
- Yellow: best part of education
- Green: favorite subject as a student
- Orange: favorite grade taught
- Purple: favorite education experience as a teacher or learner

AGENDA REVIEW: Members were asked if they would like to add anything else to the agenda. Members were reminded to contact either RoseMary or Donna to place items on the agenda in the future.

NORMS, RECAP OF ACCOMPLISHMENTS AND GOALS: AI discussed the formation of the Curriculum Council years ago to consist of a body of wide representation by teachers. The purpose of the council, norms and goals were reviewed via overhead. Several districts have contacted us to mirror our instructional materials evaluation process and development that was established through the curriculum council. Members were asked to bring back opinions if they want to change the process of the council somehow. Decisions should be based upon whether it will benefit our children. Solution criteria is the most important step in the decision making process.

After much discussion, it was agreed that the members would be asked if any further discussion is needed on an issue, before giving a thumbs up or down. If everyone can “live” with the decision and can defend it with reason, than the thumbs up means going forward with the decision.

Discussion took place on how the voting is done on issues presented at the council. The consensus model is used. .

It was suggested that future minutes will read: **It was the consensus of the curriculum council that.....**(in an attempt to avoid any confusion over decisions made). A recap and summarization will be made at the end of the day for debriefing of decisions made that day

How information discussed at curriculum council is being communicated at the site level was discussed.

Although minutes are available on the website, it would be ideal if each principal would allow time for the cc rep to share information at the site meetings on a regular basis. Upcoming topics will be made available as soon as we are aware of the scheduled discussion. The major issues identified at the first meeting will be shared in the minutes.

DISTRICT PI STATUS: Sharon reviewed the handout explaining why we are a PI District, , what we need to do and when we need to do it.

We are a PI District because we failed to meet the EL subgroup goal in ELA and Students with Disabilities goal in ELA and Mathematics for the third year.

We need to focus on our EL’s reaching targets in ELA proficiency and Students with Disabilities ELA and Mathematics proficiency.

We also need to implement the State and Federal Academic Program Recommendations that address the nine essential program components of student instruction and learning as follows:

- 1) Instructional Program
- 2) Instructional Time
- 3) School Principals Instructional Leadership Training
- 4) Credentialed Teachers and Professional Development Opportunity
- 5) Student Achievement Monitoring System
- 6) Ongoing Instructional Assistance and Support for Teachers
- 7) Monthly Collaboration by Grade Level or Teachers facilitated by the Principal
- 8) Lesson Pacing Schedule
- 9) Fiscal Support

The deadline for having all the above components in place is June, 2006.

Discussion took place on what pieces are not in place yet. Instructional Program CORE needs to be monitored with daily documentation and administered on a regular basis to assure first good teaching of all groups. Instructional Time Reading/Language Arts must have daily time protected from interruptions. Groups are currently working on how to accomplish this. Instructional Time Language Arts Interventions and Mathematics Interventions monitoring processes need to be established as well.

Conversations need to start taking place at the site levels as to how the implementation of these mandated requirements will take place. CC reps may contact Sharon if they would like her to come to their site to have the conversations with them and assist in the process. Principals were just given this information yesterday.

There is nothing we are being asked to do that will not ultimately help students and teachers become better teachers.

Discussion took place regarding the impact on students that are at grade level and how to schedule their needs.

Rivera found that the SAIT process helped their grade level students as well as those below grade level.

Math monitoring testing questions were asked. The District is looking at other models, not just pull out deployment model. Options will be reviewed regarding the implementation of the math requirements and all others required by the state.

MATH PACING CALENDAR: Paula reviewed the changes made to the Math Pacing Calendar pilot for the 2nd Quarter. The overhead presented to the council is still under development, and was presented as an example. As a result of the PI status, our pacing calendar MUST be in alignment with the state standards (as identified on the left hand side of the pilot overhead).

Publishers did not get the opportunity to get into the rigors or meat of the state standards when the state adoptions took place. The publishers now know what the state is expecting and to what level. The District will eventually have a mixture of what we have in our text and what we know is a realistic developmental sequence that makes sense to all of our teachers. Voluntary meetings were scheduled for K-5 teachers by Wendy York on the pacing calendar. AB466 feedback was implemented. The District recently found out that a formal mandated pacing calendar must be implemented which includes benchmark assessments. This is a starting point to move toward that goal.

Middle schools that already had pacing calendars in place were submitted, included and considered in the second version of the pacing calendar (above as presented in the overhead). This is a quarterly pacing calendar allowing flexibility in what and when the skills sequences are taught. Big idea's first (listed on the left of the overhead).

The pacing calendar represents the content area that will be tested and will ultimately help our transient student population with consistency.

Discussion took place on the AB466 training calendar that was developed for 7th grade and the correlation to the version that was presented via overhead to the council members. Further discussion will take place as there was an acknowledged disagreement amongst teachers that attended the AB466 training and how much consensus took place on the pacing calendar at this grade level.

The timing and sequences given out at the original inservice training were reflected in the presented pacing calendar with the inclusion of universal access, standard and prerequisite skills *without dates*.

The belief is that within two years, our intensive students should be caught up. Within one year, our strategic students should be caught up and the others holding ground.

A benchmark test will be developed for middle school use. After review and implementation, the District will analyze the effectiveness of the test and continue to tweak as needed.

AL discussed the reaction of the District to a change mandated by the state, without any prior notice. The issue is not the pacing calendar.....but how do we address the needs of the students that is in conflict with a directive given by the state. We need to focus on a calendar that meets the criteria and the needs of the students. We are dealing with all students and the State is saying you don't have the choice...you will teach the grade level standards. We don't get children who are all ready to learn grade level standards. We must look at the criteria and then look at the options as to which calendar makes sense based upon the criteria.

Math intervention programs were discussed. There is no state adopted "complete" math intervention program available for purchase at this time, therefore, we will have to pull from a variety of programs and develop our own.

We must instruct our students on the grade level content area as determined by the state. Whatever teachers need to do to embellish their program to accomplish this - do it! Teachers professional judgement should be used to fill in the holes on the pacing calendar, but keep to the quarter goals.

DISTRICT ASSESSMENT PLANS: Nanette reviewed the need for both formative (guiding instruction) and summative (is our instruction effective) assessments. Performance series was discussed as a continued adaptive test and a great way to look at the progress of a student as measured by scaled scores and achievement through the grade levels. Do we need to re-think when we administer this test? Achievement series is a criterion referenced test to see how a student is achieving on grade level standards.

Teresa Saldivar-Morse presented an overview of how Chenoweth uses the Performance series assessments with positive results as follows:

Reading, Math, LA & Science Assessments 3-5 th grade	September 9
Reading, Math, LA & Science Reassessments/Gain Reports 3-5 th grade	December 5 – 16
Analyze Data	March 13 – April 22
End of Year Reading & Math Assessment – 2 nd grade	March 13 – 24
End of Year Reading, Math, LA & Science Assessments 3-5 th grade	March 13 – 24

Chenoweth uses their gains reports early on. Skills Connection is used to develop tutorial programs. Administering the test three times a year has provided Chenoweth with valuable information towards these students taking the CST test. It was suggested that the District should establish the final testing window as March 13th – March 24th. What will middle schools want as the reading piece summative report to pass on to the middle school?

The state criterion for Read 180 program intervention has been established as more than two years below grade Level. Each school site has developed their own assessment as to how to determine the above criterion. Sites can choose to use the Performance series assessments several times throughout the year. **Council members were asked to go back to their sites to get input into the assessment calendar for language arts and math. This information should be brought back to the council for future discussion and review.**

Benchmark test will be developed by a group of teachers and administered by the District. Kindergarten teachers were given a Reading/Language Arts Assessment Calendar for review. **Kindergarten council members were asked to go back to their site kindergarten teachers, get input into the assessment calendar and bring back to the council for discussion and review at the next meeting.**

It was suggested that the District laminate the required assessments tests (2 each grade level) to have available at each school site.

Council members were asked to go back to their sites and get input as to what they want to add to the assessment calendar outside of the minimum benchmark test and bring back to the council for discussion and review at the next meeting.

Grade 8 recommendations from the math teachers was made to replace the McDougal tests with the high school Algebra I and Algebra Readiness Test , to include general and basic students. It was suggested that this test be administered at the end of 7th grade, as well as the end of 8th grade.

Benchmark tests will be done on Achievement Series (mid-year) as well as any other test the teachers want to create and implement. March testing data should be used for upcoming student placement purposes.

For Language Arts purposes it was suggested to use the Harcourt 4th quarter tests as the summative assessment. Eighth grade students will not take the performance series end of year test.

Discussion took place with regard to the Mc Dougal tests not being peer reviewed or normed. A correlation study was suggested.

ILLUSTRATIVE ESSAY BOOKLETS: Kudo's to our teachers and council.....other districts would love to get their hands on our Illustrative Essay booklets!

REPORT CARDS: Samples of the draft report cards were distributed (K – 5) and reviewed. Members were asked to receive input from their sites and forward to Ed Services no later than next Friday (9/16). There is not a particular date established yet as to when each site mails out their report cards. This will be discussed with the principals at the next Leadership meeting.

HISTORY/SOCIAL STUDIES ADOPTION PROCESS: Nanette reviewed the timelines for the adoption process for the middle school history/social studies materials. The pilot committee (12 teachers, 4 each grade level) will review publisher presentation at MCOE in December and select the top two publishers to be piloted. Each teacher will pilot both publishers materials from January – April, 2006. Final recommendations to the curriculum council will be made in May, then will go to the management team with the first reading by the board to occur in June and the second reading by the board to occur in July, 2006. Materials will be ordered after board approval in July and will be in place for use in August by our teachers.

Members were asked to submit the names of their middle school pilot teachers ASAP.

CONSTITUTION DAY: A flyer was distributed to members outlining the new law requiring every educational institution receiving federal funds to “hold an educational program” on September 17 of each year in observance of “Constitution Day and Citizenship Day.

SPELLING BEE: The format for this year's spelling bee will remain unchanged. The scheduled dates are: February 14 – 16th.

FUTURE TOPICS: Major topics identified for discussion, review and action this year are:

- Assessment Program
- Math Pacing Calendar
- Performance Series Assessments (when and why)
- Pilot teachers for History/Social Science adoption

Members were asked to share the major subject topics with site staff in preparation of input to be received at a later date.

REP RAP:

Concerns over computer down time during Ed Performance assessments was discussed. Sites are experiencing the loss of signals, computers down, etc. Concerns over the impact of the Read 180 program on site technology was also shared. It was suggested the Greg Blount be invited to a future meeting to discuss the situation and long range plan for support.

Sites expressed frustration with the inadequate amount of start up instructional supplies received. Many items were on backorder and still have yet to be received. Poor quality issues were also raised, especially regarding the #2 pencils that keep breaking. The district believes it has addressed this problem, however, Steve Shields will be made aware of the concerns discussed.

Confirmation was requested that the report card samples reviewed today were the revised report cards and that we were not going towards a standards based report card. This was confirmed.

Questions were asked as to what data should be used for third grade report card preparation. Continue to use what has been used before. The committee will need to possibly begin looking at the inclusion of vocabulary into the report card and standardized criteria for advanced, proficient, basic and below basic scores.

Direction was requested as to what the EO students should be doing during ELD time. It was determined that the specific instruction during this time is a site based decision, due to the particular needs of the students in writing, LA, etc. Every site has a different number of EL's with various needs. The sites need to begin discussion on determining a more effective teaching method for our EL students. Sharon offered to come to each site and look at their data to come up with a solution specific to the site.

Frustration was expressed over the inability to use the United Streaming technology at some sites, as the older televisions do not have the adapters necessary for this technology. Paula will relay the options available to address this problem to each LMT to share with the staff. Sites were advised not to "download" video streaming, as recommended by United Streaming as well. Further concerns were raised regarding the technical support by our IT Department for programs such as Read 180 and United Streaming. This subject needs to be reviewed again at a future curriculum council meeting.

The teaching of Social Studies and Science was discussed. Some teachers conveyed that they are being told that there is no time to teach this subject area. Nanette shared that this is not the case - we have to find the time to teach it all. Discussion took place regarding the need to tie everything into the core subject areas. The instructional minutes matrix will be reviewed throughout the year for further clarification and development.

The request was made to include a Special Ed teacher as a pilot for the upcoming Social Studies adoption. Greg Spicer will be contacted for his recommendation.

Concerns were expressed from Tenaya that the new construction may affect the student scores. The lack of access to use of the sports fields (engagement in physical activity) may have a negative affect in their behavior in the classrooms. The fields are bone dry and are not being watered at all. This information will be relayed to Maintenance and Facilities Planning.

Fremont concerns regarding the delay of printing request orders was expressed. This information will be relayed to Karen Downey @ Food Services.

The parameters of the pilot full day kindergarten program were questioned. Gracey has reportedly staffed a 6 hour aide position in the pilot classroom. Clarification as to whether this will be the District standard was requested. The District standard will be to fund a 3 ½ hour aide position, and it will be a site decision if the "site" chooses to staff a 6 hour aide, and where. The lottery was used to pick the children who are in the full day pilot classes. The kindergarten committee will be meeting again this year to discuss the outcome of the pilot program.

The change to some sites recess schedule was discussed. The changes were done out of the district wide need to have all of our sites compliant with state instructional minutes guidelines. The sites have some flexibility in how they choose to schedule their recess breaks.

Clarification was made that the District is "not" running copies of the theme skills tests at this time. It is the desire of the District to laminate two tests per grade level and have those available for the next scheduled testing window. Some sites have developed their own answer keys to be re-used.

Franklin addressed the concerns of poor quality construction and workmanship at their site. Ten million dollars of construction work was done district wide in a period of 44 days. Continued cleanup and punchlists will be done during the weekends and evenings. Facilities staff will be doing walk through inspections upon completion of projects. The poor quality concerns will be referred to Steve Shields. Teachers should be compiling a list of what wasn't done, or was done poorly, and submit to the Facilities Planning department to learn from this process and/or make corrections where possible.

Burbank expressed a desire to have three copies of the 3rd grade theme skills test available to review with their parents.

Concerns over the Muir overflow 1st grade class students riding the bus for 1 ½ hours were expressed. The district has over 200 more kindergarten students enrolled than what we originally anticipated, adding to the overflow problem. Adding another kindergarten class may add to the current busing problem.

The continual teacher sub shortage was discussed. It was suggested that we offer more incentives, although the District is paying average wages for subs in the valley. Tapping into the Modesto area resources was suggested.

An update on mitigation with developers was given by Al. The District is mandated to place students when they enroll. We currently need three more schools, one of which would be in the Bellevue development area. With the influx of the UC communities, we will need another 9-12 elementary schools in the next 10 years. We can house existing students for the next three years, if all else stays the same. Class size reduction may be at risk in the future. The building industry has a website that has inaccurate information, referring to local schools that are not in place or are planned for. We receive approximately \$4,000 per house in developer fees yet need \$16,000 to build a new school.

Farewell to Dr. Rasmussen

A card and cake were presented to Dr. Rasmussen on behalf of the Curriculum Council.

Best wishes to a wonderful man and leader who will be missed tremendously!

May your retirement be the best experience yet!



NEXT MEETING: Thursday, October 13th

