

Teaching and Learning Committee Meeting

December 3, 2010, 8:00 a.m.

*In attendance: Rebecca Millett, Alan Hawkins, Gary Lanoie,
David Hillman, Michael Moore, Kate Williams-Hewitt, Mary Townsend*

1. Overview of Technology Workshop (Alan/Gary)
 - a. Direction of presentation
 1. Mr. Lanoie gave an explanation of the planned Technology Workshop, which is designed to be more of an overview of the Technology Department and its offerings, than an in-depth look at the Technology Curriculum.
 - b. Possible Board questions
 1. Ms. Millett suggests that we look at covering the Technology Curriculum later in the year to assure we are taking a district-wide, collaborative approach to technology offerings.
 2. Mr. Hawkins and Mr. Lanoie expressed concern that in order to continue to maintain our high-level technology employee we may need to offer higher salaries. Mr. Lanoie specifically suggested that the district increase the pay of the Tech Integrators (move from an Ed Tech I to an Ed Tech III.)
 3. Ms. Townsend asked Mr. Lanoie to include list of technology that has been purchased (by CEEF, the parent associations, and the district), for whom it was purchased, and how it is being currently utilized.
 4. Mr. Hillman commended the district for choosing cost effective technology such as Google.docs.
 5. Mr. Lanoie agreed to compile a written presentation along with providing some online sites for the Board to visit to prepare for the presentation.
 6. Ms. Townsend asked Mr. Lanoie to please add budget piece—how much do we spend on technology, training, upkeep, etc.
 7. Ms. Williams-Hewitt asked Mr. Lanoie to add any special technology that is allocated for Instructional Support.
 8. Mr. Hawkins suggested that there is a curriculum piece to the workshop--integrators, data collection, etc. that will be covered
2. Follow-up on November 30 Literacy Workshop (Committee Discussion)
 - a. Additional Questions/Comments
 1. Mr. Hillman said he was curious about how Angela is utilized why is it so difficult to get High School teachers to “buy into” her services.
 2. Ms. Millett asked “What are the next steps that Angela and Jeff envision for systemizing this literacy work? What is the plan for enlarging the scope to more classrooms in the district?”

3. Mr. Hawkins suggested that we have a tight timeframe. Ms. Schipani is looking at the broader picture. “The first step is always working with people who are ready to buy into the change.”
4. Ms Williams-Hewitt thinks we now have a model that Ms. Schipani’s work can fit into (K-12 literacy assessment work).
5. In addressing the history of the literacy specialist position, Ms. Millett reminded the committee that the position was created to coach teacher--primarily in the High School.
6. Mr. Hawkins added that Ms. Schipani was initially placed in the High School to work on grades 9-12, but it became clear after the ELA report there were weaknesses in the Middle School, so she began working in grades 6-8.

Pond Cove Portion of the Workshop

1. Mr. Hillman said the team explained a great deal about the assessments, but not the results.
2. Ms. Williams-Hewitt recollected that Reading Recovery was questionable on the budget last year. These assessments are a way of trying to keep kids out of RTI later, and distribute reading resources to a broader population (all of kindergarten for instance).
3. Ms. Millett wondered if kindergarteners exposed to the new assessments
4. Mr. Hawkins told the committee classroom teachers are taking 5 students from each class in each grade to do assessments on—the students aren’t random, but are chosen by ability level.
5. Ms. Townsend will send out a reminder to board to send questions in.

3. Follow up on Math Survey (Alan)

a. Explanation of data and DLT follow up

1. Mr. Hawkins suggested that the response rate was not statistically significant--92 respondents. The question that he was most interested in was: “How much time do you spend helping your children with math?” Tom Eismeier and John Casey will take the survey back to the math team and have them evaluate the data.
2. Ms. Millett suggested that the District, as part of the district’s regular curriculum review through the CMP process, should consider revisiting Everyday Math and its methodology to determine if it’s still the best approach for Cape’s students. For now, the district needs to re-affirm its commitment by supporting teachers through training, and supporting parents and students with better communication about the spiraling nature of the curriculum. This support is very doable and inexpensive. Historically, it is important to note that Michael Ephron did not believe EDM would serve the needs of every student. He thought 20-30% would

likely need extra help/support. It is unrealistic to expect that any one program, reading or math, will meet the needs and learning styles of all learners in our classrooms. In addition to training and communication, the Math Lab maybe a solution to issues around support. However, the district should always be looking at what new math programs are out there and how they compare to current curriculum.

3. Mr. Hawkins reminded the Committee that the EDM curriculum is designed to be taught for 1.15 hour a day. Currently, it is taught for 45 minutes per day. We don't have that time in the classroom. There are additional challenges with only a ½ day kindergarten program.
4. Again, Mr. Hawkins indicated support for math and literacy being the primary focus of K-2 learning.
5. Ms. Williams-Hewitt suggested that such a model would mirror what some of the best pre-schools are currently doing.

4. Review of Alan's Curriculum Consultation Work for 2011 (Alan)

1. Ms. Williams-Hewitt suggested that team sports be added to PE/Health curriculum. What we teach in health needs to be integrated in the curriculum of sports (psycho-social learning and healthy behaviors).
2. Mr. Hillman pointed out that a major part of what we do in public school is social/emotional.
3. Mr. Moore suggested that the Social/Emotional piece goes beyond discussions of curriculum in Health and PE and could be integrated into all curriculum discussions.
4. Ms. Millett suggested that we add a workshop for extracurricular/sports, and ask: What is our approach to how we view learning in this arena? She also made a case for relevance, in that this committee is about all of ways we invest in learning and teaching in our schools (sports, drama, speech, arts)—not just academic.
5. Mr. Hillman pointed out that when committees meet to present at a workshop, it creates opportunities for team members to work together and discuss the intent and purpose of their purpose, which is a very good thing for district continuity.

b. Mr. Hawkins hopes to complete work on:

1. Social Studies
 2. PE/Health
 3. Art
 4. Music
- and work on a plan for:
5. Drama (Steve Price/Dick Mullen)
 6. Industrial Technology (Jim Ray, Betsy Nilsen, Christopher Turner)

5. Transition of Teaching and Learning Chair/Committee
 - a. Kate and Mary will get together to discuss the transition.

6. Next Meeting
 - a. January 7, 8:30 a.m. in the Jordan Conference Room

The meeting adjourned @ 9:30 a.m.

*Respectfully Submitted,
Mary Townsend*

December 9, 2010