

New Milford Public Schools



Curriculum, Instruction and Accountability

Meeting minutes 11/10

Introduction:

We have to build this work together

- Where are we today? Where are we going?
 - Need to be mindful that we are using data to make decisions and at some point we may add others to the committee, growing over time.
- Driving Questions:
 - How do we align what we have to what is needed?
 - Where are we now and what systems need to be developed in order for this work to be successful?

TC Updated Units

- Each unit is being analyzed to determine what we keep, what we change, what we get rid of, and what might need to be added to meet the needs of our students.
- Rewriting every component, but it takes a long time.
 - We need to do all of this work before we are able to get to the next steps.
 - We need to justify our decisions by doing this work before we are able to do this work with our state coaches.
 - The team and Megan are working on next steps day by day.
- State is still looking at programs
 - Have been other publishers that have been approved and added to the state's list of approved programs.
 - The list has grown since being originally released.
 - This message needs to be released to the staff. They may not know this information. Analogy: common core was released and many programs were aligned, later determined that they were not good. We want to be mindful of this and it is important for them to hear this.
- Teachers should not buy programs on their own
 - We will determine what programs we will be using. Do not buy programs, as we may not end up using those. Please do not do this work yet.
 - This is where the messaging may be confusing.
 - People are feeling like they want to try this work, and they are looking for ways to try this work in their rooms with fidelity.

- TC unit changes are tweaks to language. This work is being dictated by the idea that all grade levels are receiving something that will support them where they are.
- Everyone has the right to be mentored or coached
- Everyone has the right to be a learner

Data:

- Looked at grade 2
- Around 80% of students are less than one grade level below. They are close to benchmark.
- When broken down by domain around 15% of all students are below benchmark in PA
- 25% in Phonics
- 25% vocabulary
- Fill foundational skills with T1 instruction.

Learning Walks:

- Culture Shift we need to make:
 - We used to have instructional rounds.
 - Going into classrooms.
 - How do we set the stage, so intention is of the purest.
 - Looking at what the students are doing and saying to determine what that means for our work.
 - How do we get into classrooms to build capacity?
- Opportunity to visit classrooms in a transparent way.
 - This is part of our district SLO with the state.
- Beginning with looking for environmental
 - Note catcher
 - Do kids know how to use tools? Not even looking at SoR
 - Questions for student conversations.
- Learning Walk Note Catcher
 - Not even looking at the teacher. This is student centered.
- Make it transparent.
 - Begin in one building before we try it in other places.
 - Determine “potholes” of the process.
 - Looking for people to open their doors and learn from this process.
- Tools will be our focus for a while.
- Round 1: 1x a week.
 - It could even be math centered.
 - 1x will be members of this team.
- Holly will be working with the building leaders.
- Begin with staff that will be comfortable with this process.
- No longer than five (5) minutes in a room
- We need to change the culture of our buildings and adjust mindsets.
 - We need to make this a good thing.
 - We have been admiring the problem a lot, but now we need to think about how

- we can move forward.
 - We need to get in and talk to kids, this is a good thing to walk through.
- Literacy Walks are a common practice in most districts, it is important for us to know this.
- Need to think about tools that they can have to support this work.
 - Moving forward as a district, we need tools that are aligned to support instruction across the district.
 - Need to hear from others things that are noticed, and what we can do to support work moving forward.
- Learning walks are looking at data.
 - What trends do we see?
 - EG we noticed that in most K classrooms picture power is still on the chart... We need to change those.
- Labsites will begin.

December 15th PD day:

- Are we building our professional learning to show a clear progression?
- Master class and K-5 literacy teams will be delivering the PD on this day.
- Megan developing the PD: topic -vocabulary
 - The smaller teams will be turnkeying the PD to the rest of the building.
- Megan will be providing the PD after vetting it, present to each of these teams, and then we will be working with specific building staff.
- Part of the supportive system and equitable messaging
- Need feedback from the team if we think there might be hiccups
- The Special Education Team needs to be a part of this whole process. They need to be in the SoR trainings with the whole staff.
 - There is a plan in place for the Special Education Department and SoR training chapters.
 - They also need to be a part of the TC writing work that is being done.
 - They need to be the “most trained” because of the students that they are teaching.
- Take 10's or Tuesday Takeaways to have the work embedded in what we do all of the time instead of “silo” experiences.
 - This would make the work smaller pieces, more manageable to work through, and take back to try in our classrooms.
- We have to look at ways to build professional learning in action.
 - We are better served to do a little bit of learning and then have conversations in action.
 - Supporting growth in the moment and building our mindsets.
- Need to pace out our work for moving forward.
- Next year all IEPs have to be aligned to the state standards.
 - This work is going to have to include the general education teachers.
 - They need to help determine how we are going to modify as well as collect the data needed to support this work.
 - The more the Special Education staff knows about this work, the better off we will

all be moving forward.

- We need to look at all of the pieces of this work and figure out a way that everything fits together and makes sense.

Building Level Teams:

- We have a Master Class Group and a district literacy team
- How do we carry this over into our building?
- How do we keep these conversations moving forward? Need to begin thinking about the building level teams and how they can message this information to their colleagues.
 - Add to GLM updates? Staff Meeting updates?
 - Does not always need to be the coaches and the coordinators that present to colleagues.
 - Build capacity through the building level teams and staff on the K-5 Literacy Teams.
 - Explain to staff where this is going.
- Start thinking about having conversations like our team meetings across our buildings.
- How can we make this conversation part of something that already exists?
- How can this be brought back as shared capacity for our buildings?
- Need to level the playing field.
- One rep per grade level and EL and Interventionists.
 - Go to interventionists if we have questions about work.

Work moving forward:

- Megan is vetting and looking at possible programs to learn about specific ins and outs of the programs.
- Wants the smaller committee to look through recommendations and determine whether it meets the criterion.
- This is in the future.
- We will do this work thoughtfully.
- We are not ready for this yet, we are still at the beginning stages of this work.
- Changes are still happening and there are still programs that have not been approved, but might be.
- We want to make sure we take our time, and find a program that is the most impactful and supportive of our work.
 - We want to do this work carefully and make sure it is the best decision for our students.
- All of this information needs to be delivered to the staff.
- We are moving with you, staying true to our process.