

Ad Hoc Enrichment Committee Meeting

September 24, 2018

CALL TO ORDER: Dr. Fleischman, Chair called the meeting to order (7:08 PM).

BOARD MEMBERS PRESENT: Dr. Steve Fleischman, Chair; Ms. Claire Coleman and Mr. Todd Jokl.

STAFF: Mr. Robert Gilbert, Superintendent; Cheryl Mammen, Special Services Director; Analisa Sherman, Assistant Principal.

COMMITTEE MEMBERS: Maureen, Krawec, Jean Molot, Michaelle Shepard, Teachers; Wendy Glynn, Teacher Assistant; Linda Christy, Stillman Jordan, Marsha Miller-Ackerman, Joyce Shavers, Parents and Patrick Reed, community.

PUBLIC COMMENT – None

Dr. Fleischman reviewed the committee charge. Teachers shared several samples of BRS of Exemplars, Classroom Enrichment and Curriculum Compacting inclusive of:

1. Review and explanation of curriculum template- Grade 4 Unit 1.
2. Curriculum Compacting (handouts provided). Pre-test given at the start of a mathematics unit. Students broken out by standard/skill. Resources are embedded within the curriculum template for review and practice, enrichment and extension.
3. Exemplars (handouts provided): Problem solving tasks. Emphasis on communicating reasoning and representing their thinking. Differentiated at three levels. Similar to performance tasks that students are asked to complete on the SBA.
4. Classroom enrichment: one example shared was Marcy Cook tiles. Available at all grade levels. Engaging tasks that often have multiple solutions and require students to persevere to complete.

Ms. Mammen presented a synopsis of current TAG Programming and Identification.

1. Past: teacher recommendation or parent recommendation. Committee would meet to review recommendation and data to determine identification.
2. This year: every third grader will be assessed. Off level testing available to new student in different grades.
3. TAG programming ranges from once every six day cycle from 30 to 60 minutes.

Committee members discussed various efforts to enhance communication. Questions raised:

1. STAR scores-- distributed at the middle school level but not at Beecher?
2. Different kinds of things being communicated: STAR and SBA results vs. what a student is doing within the curriculum?
3. Specific to TAG: communication about what students are learning and doing?
4. Communication around math instruction-- unit letters sent home at the start of each unit?
5. Each parent is interested in having their child's needs met/challenged.
6. Homework—how useful is it?

Topics raised during Open Discussion included:

- Major concern: how do we ensure our students are challenged?
- Research→ flexible grouping, acceleration
- How do we make the practice of differentiation as great as the theory? How do we build capacity?
- Do we believe having a separate TAG program is worth the use of resources available or do we believe that we should use our resources to support school-wide enrichment models?

Meeting Adjourned (9:15 PM)

Next Meeting: October 22 at 6:00 PM