

Woodbridge Board of Education Curriculum Committee

December 16, 2020

Via WebEx <https://woodbridgeps.webex.com/woodbridgeps/j.php?MTID=mb18456977db03354016417451ae16033>

Meeting number (access code): 146 779 0155

Meeting password: gA5hy5hStE7

CALL TO ORDER: Dr. Strambler, Chair called the meeting to order at 5:03 PM.

IN ATTENDANCE: Dr. Michael Strambler, Chair, Daniel Cowan, Lor Ferrante-Fernandes, Lynn Piascyk, Dr. David Ross, Ms. Joyce Shavers, Dr. Jeffrey Townsend, Board Members; Dr. Jonathan Budd, Superintendent; Christine Syriac, Interim Superintendent; Analisa Sherman, Principal, Doreen Merrill, Assistant Principal; Cheryl Kiesel, Special Services Director; Marsha DeGennaro, Clerk of the Board; Sandy Stein, BOS Liaison; Kim Franklin, WEA, Josh David and Ruchi Jain. Community.

Superintendent's Report: Dr. Budd highlighted three themes: dedication, commitment and strengths of the teaching staff, a decade of strong history of programming centered around Readers / Writers Workshop and Responsive Classroom and professional development to support teacher learning that also supports student learning and shared interest in continued innovation and improvement to support strong learning goals. It is anticipated there will be a January budget proposal to support teaching learning.

Public Comment – None

Catching Up, Celebrating Successes and Moving Forward Presentation: Dr. Budd noted the continuous improvement of teaching and learning, maintaining collaboration and things that are excellent and to push innovation further to reach all learners for making 21st century learning even better.

Ms. Sherman and Ms. Kiesel presented an overview of teaching and learning elements in Trimester 1. Teachers were provided with very clear guidelines for completion of the summer curriculum work. Representation consisted of a minimum of 2-3 teachers from each grade level. Teachers and curriculum leaders (both language arts and math) engaged in vertical conversations to review what content standards had been taught in-person as well as remotely. Pacing guides were reviewed and modified to identify priorities and coherence in standards and assessments, specific to 2020/21. There was general consensus among teachers that the beginning of the school year would focus on reinforcement of foundational reading and writing core lessons as well as social-emotional learning student strategies and goals. For math it was agreed a review of the prior year standards would occur in the first trimester to ensure student success of current year standards as they move forward in the school year. Targeted resources include use of Lexia across all grade levels, symphony math individualized for student achievement, differentiation supports throughout curriculum standards.

Ms. Kiesel reviewed the special services area inclusive of synchronized and/or stream teaching with small group instruction, one-on-one assistance as well as dedicated one-on-one teacher assistant support for individual students. An emphasis on reading was targeted as a priority for the 2020/21 to close previously identified student learning gaps. One of the resources utilized is "Sunday" a multi-sensory approach which allows for differentiation and individualized student achievement.

Dr. Budd indicated he has met with five of the eight remote teachers and held three parent forums. Some of the fully remote classes have experienced changes in personnel and overall have larger class sizes than in-person classes. A reevaluation of the needs of remote teachers as well as funding for the remote coaching consultant will occur in the coming weeks.

Board Member Discussion – what are the pre-post and formative assessments being developed and implemented for remote learners what administrative decisions were made on how to adapt the pedagogy for on-line components, what level of faculty development has been provided to help faculty develop new pedagogy for a totally different format of teaching and learning and in what ways is administration assessing the successes of these interventions. There is a basic level of equity that is not being addressed for the 20% of the student body participating in remote learning and whose student learning experience is vastly different than in-person instruction. The Board was informed there would be a robust remote learning program, that did not happen and no specialized planning was conducted.

A decision was made to defer assessments (that normally occur within the first month of school) to allow all students to adjust to new protocols, build community / become comfortable with their learning environment etc. and to focus on the social emotional development of children. While Star assessments were administered recently, informal teacher assessments have occurred since the beginning of school. In addition to the six professional development days designated at the start of the school year, specific resources were purchased to support remote teachers in their collaborative work with their individual grade level team members as well as their own PLC. While the remote student work day looks differently than in-person, comparable and similar projects are occurring. The remote teachers have a dedicated teacher assistant assigned to them as well as a variety of teacher assistants who provide small group work and individual student support.

What is the performance level of students compared to last year and how will that data be analyzed. How are remote learners assessed for social emotional well-being and is responsive classroom utilized for remote learners. It is anticipated that detailed student assessment data will be presented at the January Curriculum meeting as well as differentiation of support and programming for remote teachers and students.

It was agreed this Committee would continue to meet on the third Thursday of the month at 4:30 PM.

Meeting Adjourned 6:35 PM