CURRICULUM COMMITTEE MEETING

Monday, November 9, 2026 10:00 AM
Glastonbury Public Schools, Central Office, Conference Room A
628 Hebron Avenue
Glastonbury, CT 06033

1. Review Modifications to Existing Courses at Glastonbury High School for the 2027-2028 School Year
   A. *Ceramics*, Level 1
2. Review of Proposed Courses at Glastonbury High School for the 2027-2028 School Year
   A. *Percussion Ensemble*
   B. Family Consumer Science/Education Pathways
      1. *Foundations of Teaching*
      2. *Introduction to Special Education*
   C. Business Pathway
      1. *Introduction to Business*
3. Presentation of Career and Technical Education Curriculum Review Report

CAREER TECHNOLOGY EDUCATION

Curriculum Review Report
2025-2026

Glastonbury Public Schools
Glastonbury, CT

Submitted by:

Elizabeth Cole

Presented to the Glastonbury Board of Education
Fall 2026

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- B. Other (e.g., unique scope and sequence, department-specific terminology and/or tools)

Committee Membership

May Brandt-White, Business Teacher
Elizabeth Cole, CTE Director
Lauren DeBlois, Family Consumer Sciences Teacher
Andrew Diaz, Technology Education Teacher
Emily Dominioni, Family Consumer Sciences Teacher
Laurie Donahue, Business Teacher
James Giudice, Technology Education Teacher
Nicholas Girouard, Business Teacher
Erek Grohs, Technology Education Teacher
Dana Kinel, Technology Education Teacher
Jamie Lang, Technology Education Teacher
Jamie LaPointe, Family Consumer Sciences Teacher
Katherine Morrone, Family Consumer Sciences Teacher
Raymond Perry, Business Teacher
Connor Spencer, Technology Education Teacher
James Thorn, Technology Education Teacher
Kirby Turner, Family Consumer Sciences Teacher
Sheri Winchell-LaPlaca, Technology Education Teacher

Introduction

Thank You:

Thank you to the teachers and committee members who generously contributed their time, talent, and expertise to the 5-year program review process. Your thoughtful insights, dedication, and collaboration were instrumental in shaping a thorough and meaningful review of our programming. The work you have done not only honors the strength of our current programming but also lays a strong foundation for continued excellence in the years to come. The contributions to follow will directly support our efforts to meet the needs of all learners at high levels and ensure that our programs continue to offer exceptional opportunities for every student.

Purpose of Curriculum Review:

The formal, comprehensive Curriculum Review is designed to be systematic, collaborative, and consistent with the Glastonbury Public Schools curriculum development process across content areas. As scheduled every five years, Curriculum Directors examine the entire program, including curriculum and assessment, instructional practices, student outcomes, professional learning, outreach, and resources.

Through this process, we seek to identify areas for continued development, evaluate the alignment of program initiatives, and advance the goals and actions of the 6th Generation Strategic Plan. Findings will drive long and short-term goals and recommendations to support program improvements.

To complete the process, Director of CTE, Elizabeth Cole, led the department and a Curriculum Review Steering Committee through the examination of five program domains. This process is designed to determine strengths and challenges of each domain as well as produce recommendations to support short and long term goals for the program. The five domains under review include:

1. Curriculum & Assessment
2. Teaching & Learning
3. Professional Development
4. Communication & Outreach
5. Operations

Furthermore, two specific domains of the program were examined through an equity lens. This process supports our district's commitment to providing students with "mirrors" reflecting their own experiences and "windows" into experiences different from their own. We believe the curriculum should include diverse representation and perspectives and that teaching and learning should ensure equity and access by all.

This rigorous and reflective Curriculum Review underscores our school system's dedication to fostering inclusive and dynamic learning environments and experiences, ensuring our curricula not only meets the highest standards but also resonates with and supports every student.

Department Description

Mission and Philosophy:

Our mission is to cultivate active learners and curious thinkers by providing an inclusive, equitable environment where every student explores diverse college and career pathways through rigorous, hands-on learning. Rooted in Glastonbury Public Schools' commitment to empowering students who thrive as compassionate individuals in a global community, we foster the academic, technical, and real-world skills necessary for postsecondary excellence. Through transformative learning experiences, we prepare resilient individuals and compassionate citizens to earn valuable credentials, build lasting confidence, and excel as lifelong learners in dynamic, high-demand fields.

GPS Course Offerings and Staffing:

Classroom teachers are instructors of Career and Technical Education (CTE) courses in Glastonbury Public Schools at both Smith Middle School and Glastonbury High School. For the purposes of this report, the AgriScience and Technology Education (ASTE) department is not included, as a separate 5-year curriculum review was completed for that program. In the remaining CTE departments, sixteen teachers provide direct instruction to students in grades 7-12 in the areas of: Business, Family and Consumer Sciences, and Technology Education. There is no head teacher for the CTE department. While all teachers are certified across all domains within their individual content areas, each has their own unique speciality and assignments across more than 50 different course offerings.

The CTE department creates opportunities for students to personalize both what they learn and how they prepare for their future. Foundational exploration at Smith Middle School connects to increasingly advanced coursework and experiences at Glastonbury High School, including pathway-specific courses, choice and specialization, dual enrollment, industry credentials, and independent study opportunities. Together, these opportunities allow students to build the knowledge, skills, confidence, and real-world experience needed to *explore* their interests, *experience* authentic applications, and *advance* toward their individual postsecondary goals. Each set of course offerings allows for students to both sample and/or concentrate in college and career pathways which lead to high-skill, high-wage and in-demand careers.

Discipline	School	Course Offerings & Options **L1 +Industry Recognized Credential ^ College Credit*
Business	Smith	N/A
	GHS	Accounting, Advanced Accounting*^, Banking & Investments*, Business Computer Application^, Civil Law, Entrepreneurship*, Financial Decision Making, International Business, Keyboarding & Computer Applications, Marketing, Personal Finance, Sports & Entertainment Marketing
Family & Consumer Sciences	Smith	Design Your Space, Understanding Young Children+, Foods & Nutrition, Speciality Foods, Money Matters
	GHS	Culinary Arts & Nutrition+, Foods & Cultures, Professional Baking^, Professional Cooking^, Early Child Development, Early Childhood Education, Foundations of Teaching*^, Introduction to Individual and Family Development*^, Fashion Design
Technology Education	Smith	Computer Graphics, RoboCode, New Media, Young Inventors, Manufacturing Lab, World of Motion, Pre-Engineering, Aero-Lab
	GHS	Advanced Photography, Applied Engineering, Architecture Design*, Beginner Game Design, Computer Assisted Design*^, Digital Electronics*, Engineering Design*, Graphic Design Lab*^, Photography, Production Systems*, Transportation Systems, Video Game Design and Development*^, Web Design and Development*, Coding Data Science and Society*^, Principles of Applied Robotics & Engineering*, TV Broadcasting

Executive Summary

The Career and Technical Education (CTE) department at Glastonbury Public Schools provides a comprehensive, innovative, and hands-on experience for students in grades 7–12 across three primary discipline areas: Business, Family and Consumer Sciences (FCS), and Technology Education. Grounded in foundational exploration at Smith Middle School and expanding into specialized pathways, concurrent-enrollment college opportunities, and industry-recognized credentials at Glastonbury High School, the CTE program empowers students to explore diverse career fields, experience authentic project-based learning, and advance toward postsecondary success in high-demand, high-skill global industries.

Strengths and Celebrations:

- CTE courses prioritize hands-on, sensory-rich active learning across disciplines from mock businesses and culinary labs to CAD design fostering high student engagement and real-world application.
- Curricula are strongly aligned with state and national standards, offering diverse pathways including concurrent college enrollment, industry-recognized credentials, and customizable learning options.
- Assessments are clearly communicated and used formatively to adapt instruction in real time, backed by multiple performance-based evaluation methods like portfolios and certifications.
- Departments effectively integrate accessibility technology, teacher modeling, and collaborative project structures to support a wide range of learner needs.
- Dedicated professional learning, clear parent/community communication channels, and specialized lab environments mirror professional settings and foster authentic career readiness.

Priority Recommendations:

- Address immediate infrastructure needs in the culinary kitchens, replace and relocate the SMS dust filtration system in CTE classrooms, and increase furniture/electrical flexibility to support multi-discipline use classrooms.
- Review course offerings through the new Connecticut Career Clusters (2026-27) and potential Pathways programming.
- Actively expand the representation of under-represented groups in specialized fields (such as finance, banking, and high-tech engineering) through guest speakers, career profiles, diverse case studies and guaranteed classroom examples.
- Provide ongoing training focused on Universal Design for Learning (UDL) to help staff navigate and adapt to the rapidly changing industry landscape to meet the needs of all learners.
- Expand the network of available internships and community jobs to prepare for a greater district focus on work-based learning connected to the revised Career Clusters.

Curriculum Review Findings

Domain 1: Curriculum & Assessment

Guiding Questions:

- Is the curriculum comprehensive, rigorous, and based on relevant standards?
- Are the assessment expectations and criteria clearly communicated?
- Do assessments provide valid and reliable information on student learning that is used to drive ongoing instructional decisions?
- Are there frequent opportunities to help identify and address learning gaps?
- *How does our curriculum and assessments ensure equitable representation and perspectives of all students?*

Strengths:

- CTE courses prioritize hands-on, sensory-rich experiences (e.g., culinary labs, technical manipulative kits, and real-world budgeting simulations) that accommodate diverse learning profiles.
- All CTE departments demonstrate a strong commitment to rigor by aligning their curricula with relevant national and state standards, including National FCS Standards, CT CTE Standards, NGSS, CSTA K-12 Computer Science Standards and the National Career Clusters Framework.
- Assessment expectations are consistently and clearly communicated to students through multiple channels, including Google Classroom, course syllabi, detailed rubrics, and project-specific examples.
- Teachers across all departments actively use assessment data gathered via exit tickets, digital tools like Google Forms/Go Formative, and skill checklists to make real-time adjustments to pacing and reteaching.
- The curriculum emphasizes innovation, collaboration and student choice, allowing learners to bring their own interests, cultural backgrounds, and career goals into project-based work.
- There are frequent, structured opportunities to identify gaps through project milestones, skill-based observations, and formative checks, ensuring students receive targeted support before summative evaluations.

Recommendations & Actions:

- Continue the development of unit plans and update specific course documents (e.g., Video Game Design, Web Design, and ECE-compliant Coding) to ensure full standards alignment and instructional consistency.
- Review course offerings through the new Connecticut Career Clusters (2026-27) and potential Pathways programming.

- Actively expand the representation of under-represented groups in specialized fields (such as finance, banking, and high-tech engineering) through guest speakers, career profiles, diverse case studies and guaranteed classroom examples.
- Continue to audit and update physical and digital resources such as keyboards for diverse learners or a wider variety of global culinary ingredients to ensure adequate support for all students' intended outcomes.
- Conduct a department-wide inventory to identify needs for modified tools, ergonomic equipment, or adaptive manipulatives (e.g., left-handed culinary tools or screen-reader-compatible coding interfaces).
- Embed explicit "Project Milestone" checklists and digital organizational templates to scaffold executive functioning skills and ensure equitable completion rates for longer/larger projects.
- Provide ongoing training focused on Universal Design for Learning (UDL) to help staff navigate and adapt to the rapidly changing industry landscape to meet the needs of all learners.

Domain 2: Teaching & Learning

Guiding Questions:

- Does instruction foster active learning by students K-12?
- Are Tier 1 strategies known and used by teachers to support all learners?
- Are there a variety of opportunities for students to demonstrate their understanding?
- *How does teaching and learning promote access and support for all learners?*

Strengths:

- Across all CTE disciplines, instruction is characterized by active, hands-on learning. Whether students are managing mock businesses in Entrepreneurship, executing knife skills in Culinary Arts, or designing CAD models in TE/STEAM, the focus is consistently on the application of knowledge through real-world scenarios.
- The program provides a wide variety of ways for students to demonstrate understanding of content and proficiency of skill. This includes professional certifications, physical prototypes, performance-based labs, and digital portfolios, ensuring that students with different learning strengths can succeed.
- Teachers across disciplines demonstrate a strong command of instructional strategies. The use of teacher modeling, guided practice, and the sharing of high-quality examples provides a clear road map for student success and reduces ambiguity in complex tasks.
- Technology is used, not just as a tool, but as an accessibility feature. The use of built-in translation, visual enlargement, and captioning tools, along with specialized hardware like "learning lights" keyboards, promotes independence for diverse learners.
- Student voice and choice are deeply embedded in the instructional design. By allowing students to select project topics or specific design constraints, teachers foster high levels of engagement and personal relevance.

- Learning is rarely an isolated activity; instruction frequently utilizes group work, peer feedback, and shared responsibilities, effectively reflecting the collaborative nature of modern professional workplaces.

Recommendations & Actions:

- Partner with the Multilingual Learner and Special Education departments to develop and install visual communication boards and bilingual technical glossaries in high-use CTE lab spaces.
- Expand representation of underrepresented populations and global perspectives in CTE fields.
- Develop a task neutral "Project Management Toolkit" for students, including milestone checklists and time-management templates, for long-term assignments to scaffold executive functioning across grades 7-12.
- Provide professional development opportunities focused on adaptive technology and modified technical tools to ensure speciality spaces (ie. Technology Education labs, kitchens, and computer labs) remain accessible to all students.
- Document specific scaffolding tools (e.g., graphic organizers, sentence starters, and tiered instructions) within the unit plans during the upcoming curriculum revision cycles.

Domain 3: Professional Development

Guiding Questions:

- Are department-based goals provided to staff to support success with Educator Evaluation Plans?
- Do PD opportunities serve to promote active learning and high expectations for all students?
- Do PD opportunities serve to create safe, supportive, and inclusive learning environments?
- Do PD opportunities serve to prioritize the health and well-being of students and staff?
- Do all staff have access to interest-based professional learning experiences both in and out of the district?

Strengths:

- Credentialing pathways provide tangible value by supporting industry-related certifications and/or concurrent enrollment opportunities.
- Dedicated collaboration time serves as a core highlight, enabling staff to share high-leverage instructional strategies and practices.
- Professional learning offerings provide strategies for fostering inclusive, safe, and restorative classroom environments.
- Flexible workshop schedules deliver a highly rated balance of choice and dedicated application time.

- The current evaluation structure allows teachers to focus on areas of their craft that most benefit their specific students.

Recommendations & Actions:

- Authorize attendance for rare or industry-essential training, such as the Culinary Institute of America or ServSafe.
- Implement training for project-based learning (PBL), differentiated instruction for a wide range of learner profiles, and culturally responsive teaching within the technical areas.
- Provide professional learning in the area of mental health awareness to specific classroom contexts (e.g., managing stress during group work).
- Prioritize instructional strategies to support teaching and learning within the block schedule for non-lab based disciplines.

Domain 4: Communication & Outreach

Guiding Questions:

- How are program goals, instructional approaches, and student learning expectations communicated to families and the broader community?
- Do community partnerships exist to support the initiatives and goals of the program?

Strengths:

- ParentSquare, department websites, and the CTE Pathways pamphlet provide clear, easy-to-access information that helps students and parents make informed course decisions.
- Regular contributions to *The Glastonbury Citizen* and well-attended open houses keep the broader community informed of program offerings and student achievements.
- Teachers successfully recruit enthusiastic guest speakers who provide students with authentic, real-world learning connections.

Recommendations & Actions:

- Move beyond guest speakers by creating more opportunities for students to visit local businesses and see industry environments first-hand.
- Expand the network of available internships and community jobs to prepare for a greater district focus on work-based learning connected to the revised Career Clusters.
- Improve internal knowledge and understanding of programming; invite counselors and career center staff to visit classes and preview offerings to better highlight student learning to younger grades.

Domain 5: Operations

Guiding Questions:

- Are learning environments safe, supportive, and inclusive?
- Does staffing support the intended outcomes of the curriculum?
- Does the allotted time (e.g. daily schedule) support instructional outcomes of the curriculum?
- Do the instructional spaces support the intended outcomes of the curriculum?

Strengths:

- The department successfully mirrors professional environments through specialized labs (STEAM, Business, SMS Tech rooms) and a culture of mutual respect that prepares students for real-world expectations.
- At GHS, the block schedule is leveraged effectively to allow for deep, project-based learning, simulations, on-site learning experiences and equitable access to equipment and technology that students might not have at home.
- Staff members hold appropriate certifications and often bring direct industry experience, providing students with strong vertical alignment and career-focused expertise.
- Learning environments are structured with clear norms and inclusive content, featuring diverse entrepreneurial examples and collaborative structures that support teamwork.
- Business classrooms have space to simulate modern business environments, encouraging collaboration within a small-team environment.

Recommendations & Actions:

- Address immediate infrastructure needs in the culinary kitchens, replace and relocate the SMS dust filtration system in CTE classrooms, and increase furniture/electrical flexibility to support multi-discipline use classrooms.
- Streamline IT support and technology approval processes to be more responsive to constantly changing resources.
- Review field trip practices to allow for spontaneous industry opportunities that arise during the school year.
- Focus training on emerging technologies (AI, cybersecurity, data analytics) and provide pedagogical support for maximizing student engagement.
- Examine the senior exam schedule to preserve instructional time in mixed-grade courses at GHS.
- Continue expanding the representation of diverse backgrounds within the business curriculum.
- Formalize succession planning for specialized staff roles.
- Ensure consistent funding for equipment replacement and hardware refresh cycles to prevent instructional disruptions.
- Allow CTE teacher duty to support the STEAM lab and work with students.
- Expand core computer literacy lessons to students prior to reaching GHS (AI literacy, keyboarding, file management, device care)

Appendices

A. Vertical Articulation Guide

Department	Career and Technical Education *College and Careers Pathways web site and publication (2025)*

Courses / At-A-Glance Guides (Teacher Facing) *List all of the courses and hyperlink the At-A-Glance Guides. Modify as needed based on departmental offerings.*	
Pre-Kindergarten	*N/A*
Kindergarten	*N/A*
First Grade	*N/A*
Second Grade	*N/A*
Third Grade	*N/A*
Fourth Grade	*N/A*
Fifth Grade	*N/A*
Sixth Grade	
N/A	
Seventh Grade	
Cluster	**Course(s)**
Family Consumer Sciences	● Design Your Space ● Foods & Nutrition ● Understanding Young Children
Technology Education	● Computer Graphics ● Pre-Engineering Lab ● Young Inventors ● Aero Lab
Eighth Grade	
Cluster	**Course(s)**
Family Consumer Sciences	● Money Matters ● Design Your Space ● Foods & Nutrition ● Specialty Foods

	• Understanding Young Children
Technology Education	• New Media • Robo Code • Manufacturing Lab • World of Motion
High School	
Cluster	**Course(s)**
Business	• Keyboarding & Document Production 1 • Business Computer Applications • International Business • Personal Finance • Financial Decision Making • Banking & Investments • Accounting • Advanced Accounting • Civil Law • Marketing • Sports & Entertainment Marketing • Entrepreneurship L1 • Entrepreneurship L2

Family Consumer Sciences	• Culinary Arts & Nutrition
	• Foods & Cultures
	• Professional Baking
	• Professional Cooking
	• Fashion Design
	• Early Childhood Development
	• Early Childhood Education
	• Introduction to Individual & Family Development
	• Foundations of Teaching
	  ○ If You Love it, Teach it *(fall semester)*
	  ○ Introduction to Special Education *(spring semester)*

Technology Education	• Advanced Photography • Photography • Applied Engineering • Principles of Applied Robotics & Engineering (PARE) • Architectural Design • Coding, Data Science & Society • Computer Assisted Design (CAD) • Digital Electronics • Engineering Design • Beginner Game Design • Video Game Design & Development • Graphic Design Lab

	● Production Systems ● Transportation Systems ● TV Broadcasting ● Web Design & Development
Post-Graduate	
N/A	