

Curriculum/Instruction Subcommittee

Monday, March 25, 2024 7:00 PM

Meeting Access: Curriculum Subcommittee (3/25/24 at 7:00 p.m.) Web:
<https://zoom.us/j/99865845636> Dial In: (929) 205-6099 Meeting ID: 998 6584
5636, 3 Brush Hill Road, New Fairfield, CT 06812

I. CALL TO ORDER

II. APPROVAL OF THE MINUTES

II.A. February 26, 2024 – Regular

III. INFORMATION ITEMS

III.A. Middle School Unified Arts, 24-25

III.B. World Language Program Expansion - "Next
Steps" Update

III.C. Curriculum and Instructional Coach Overview

IV. ACTION ITEMS

V. OTHER

V.A. K-5 Reading Pilot Update

VI. ADJOURNMENT

BOARD OF EDUCATION, NEW FAIRFIELD, CT
Curriculum Subcommittee Meeting

Name of Subcommittee: Curriculum

Meeting type: Regular

Date of Meeting: 2/26/24

Minutes submitted by: Tim Blair

Members present: Kathy Baker, Tim Blair, Greg Flanagan, Sue Huwer

Members absent:

Other attendees: Ken Craw, Kristine Woleck, Allyson Story, Jean Gephart, Amy Johnson, Ed Sbordone

Place of meeting: Meeting Access: Curriculum Subcommittee (2/26/24 at 7:00 p.m.)

Web: <https://zoom.us/j/95267000653> Dial In: (929) 205-6099 Meeting ID: 952 6700 0653

Meeting called to order: at 7:00 p.m.

II. APPROVAL OF MINUTES

A. January 22, 2024 – Regular Meeting

Motion: To approve the minutes of January 22, 2024

Made by: Greg Flanagan

Seconded by: Tim Blair

Discussion initiated by Sue Huwer in regard to questioning the wording around the reading pilot program. Result of discussion: All in favor of approving the minutes.

Recording of vote: All in favor

III. INFORMATION ITEMS

A. Strategic Planning Update - Dr. Ken Craw began the update. He talked about how the team met and are refining three goals. Two Co-Chairs of each goal have been selected; six total. Goal 1 is to have an engaging K-12 curriculum, another is innovative challenging instruction, and the third around student wellness.

B. February Professional Learning Summary - Kristine Woleck presented and shared the two days of professional learning. She spoke about how this strengthens our core. First day was the most current student data and thinking about targeting instruction moving forward. This led to instruction sessions many of which were led by staff, some consultants such as from the Bridges program as well. They dedicated time also to K-12 curriculum, and provided a definition of curriculum as the way in which we organize our content standards to define what students should understand, learn and be able to do. Dr. Woleck shared the staff feedback which was very positive on the experience. Greg Flanagan asked what the feedback on Bridges is thus far, and Dr. Woleck indicated that the instructors see the value in this program and this session helped them learn how to differentiate this instruction to meet the range of learners in the classroom.

C. PreK-12 Science Curriculum Vertical Articulation - Jean Gephart presented. She talked about the positive energy from bringing together the educators for this work. She talked about the NGSS standards, how they apply to this session, the framework of the instruction, and the positive results from the ability of the educators to collaborate on a day for this. Kristine also spoke about how this work will impact the entire team moving forward. All presenters added to the discussion on how beneficial this professional learning has been.

D. Elementary Reading Pilot Update - Allyson Story presented. She provided information on how the two pilot programs are going. She indicated that there was an opportunity to hear from each company, for the educators to ask questions during the professional learning, and for the educators to take a look at the materials. Allyson indicated that during the week of March 4th, the teachers in the pilot program will talk about what is working so far, how the students are responding so far as we go through and the anticipated time for completion of the pilot will be

around April break. After that, we are going to analyze the data and carefully look at this before going with the new program.

IV. ACTION ITEMS - none

V. OTHER - Greg Flannagan commented on the positive nature and excitement from the meeting and the direction of the curriculum. Tim Blair echoed the sentiment.

Motion to adjourn: Made by: Susan Huwer
Recording of vote: All in favor

Seconded by: Greg Flanagan
Meeting adjourned at: 7:59 p.m.

NFMS SCHEDULE

24-25



NFMS SCHEDULE

24-25



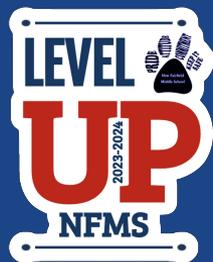
Unified Arts Classes **Currently** Offered:

- P.E.
- S.T.E.A.M.
- Art
- Health
- Music
 - Band, Chorus, Strings, General Music

Every student takes every U.A. class throughout the year.

NFMS SCHEDULE

24-25

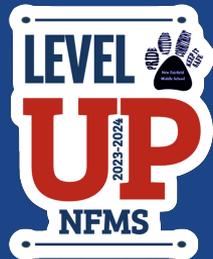


- NFMS currently runs a 4 day rotation (A-D).
- Each student takes two U.A. / World Language classes per day.
- **Students rotate through their U.A. classes and have each class every 4 days for the entirety of the school year.**

	A	B	C	D
Period 1	Health	S.T.E.A.M.	Art	Music
Period 2	P.E.	Spanish	P.E.	Spanish

NFMS SCHEDULE

24-25



Challenges:

- Consistency
- Continuity
- Project completion
- Connections
- Performing Arts Groups meet 1x/rotation
- Most U.A. teachers teach *all* students *all* year
 - Personalized instruction
 - Feedback / Grading

	A	B	C	D
Period 1	Health	S.T.E.A.M.	Art	Music
Period 2	P.E.	Spanish	P.E.	Spanish

NFMS SCHEDULE

24-25



Changes:

- 2-day rotation (A-B)
- Performing Arts groups (*Chorus, Band, Strings*) would meet every other day for the year.
- Health, S.T.E.A.M., Art, and General Music would each meet every other day for a full trimester during the year.

P.E. & World Language would continue to meet every other day for the year.

NFMS SCHEDULE

24-25

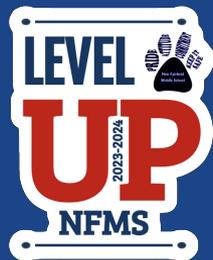


T1	A	B
Period 1	Chorus	Health
Period 2	P.E.	Spanish

T2	A	B
Period 1	Chorus	S.T.E.A.M.
Period 2	P.E.	Spanish

T3	A	B
Period 1	Chorus	Art
Period 2	P.E.	Spanish

NFMS SCHEDULE 24-25



T1	A	B
Period 1	General Music	Health
Period 2	P.E.	Spanish

T2	A	B
Period 1	Art	S.T.E.A.M.
Period 2	P.E.	Spanish

T3	A	B
Period 1	<i>**S.T.E.A.M. Explorations (as an example)</i>	<i>**Art Explorations (as an example)</i>
Period 2	P.E.	Spanish

**These UA courses will be based on current UA curriculum in the area and piloted in 24-25. Any new courses will be taught within our existing FTE.

NFMS SCHEDULE

24-25



Benefits:

- Contributes to a more robust music program. Performing Arts groups (*Chorus, Band, Strings*) would meet every other day for the full year.
- Offers students greater consistency and continuity in their schedule and connections with U.A. teachers.
- Allows for more responsive teaching and personalized feedback to students given the greater continuity in the schedule each trimester.



New Fairfield Schools

World Languages

Who are these people?



Señor Garcia



Señorita Smith



Madame Graves

Who we are and why we're here...



New Fairfield High School

- Señor García - Spanish

What languages does New Fairfield High School offer:

- French
- Italian
- Mandarin Chinese
- Spanish

New Fairfield Middle School

- Ms. Graves - French
- Ms. Smith - Spanish

What can you expect from your French class?

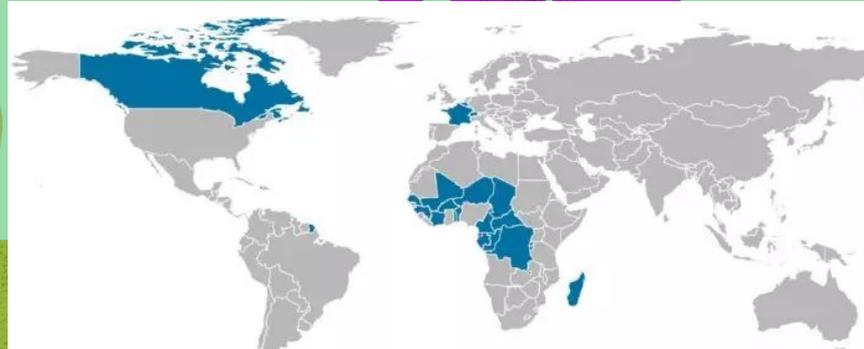
La langue (Language)

La géographie (Geography)

La nourriture (Food)

La culture (Culture)

La musique (Music)



What can you expect from your Spanish class?

Language (La Lengua)

Geography (La Geografía)

Food (Comida)

Culture (La Cultura)

Music (La Música)





Let's have a conversation!

Le français	/	el español
Bonjour	/	Hola
Ça va?	/	¿Cómo estás?
Bien	/	Bien
Et toi?	/	¿Y tú?
Au revoir	/	Adiós



Do you have any questions?

¿Tienen preguntas?

Avez-vous des questions?



Thank you!

Merci!

¡Gracias!





New Fairfield Public Schools Job Description

Instructional Coach

Overview

The Instructional Coach is a critical lever in supporting classroom teacher development and improving student achievement. The role of the coach is to build teacher capacity and their understanding of instructional practices as related to New Fairfield's curriculum and pedagogical philosophies.

An instructional coach is a learner who models continuous improvement and goes above and beyond to ensure student success. Furthermore, a coach promotes teacher reflection, provides guidance and structure where needed, and focuses on strengths, collaboration and common issues of concern. They are responsible for ensuring high-quality instruction in classrooms through modeling, co-planning, co-teaching and providing feedback to teachers.

Supervisor: Assistant Superintendent

Terms of Employment: Per NFEA Contract

Salary: Per NFEA Contract

Qualifications

- Connecticut teaching certification appropriate to the specific assignment
- Master's degree preferred
- Minimum of five years teaching experience
- Proven ability to work cooperatively and effectively with colleagues, including the ability to create and nurture a professional community of adult learners
- Demonstrated leadership qualities and strong interpersonal skills, including giving and receiving constructive feedback
- Strong pedagogical knowledge and content expertise
- Demonstrated evidence of professional growth, including leadership and participation in a wide range of significant professional development activities

Key Responsibilities

- Model lessons in classrooms on a daily/weekly basis
- Support the instructional development of all teachers in understanding the New Fairfield curriculum, varied assessments, and innovative instructional approaches
- Leads the development and implementation of a standards-based curriculum, including common grade-level/course assessments.
- Facilitates the writing of curriculum in their subject area.
- Build strong relationships with teachers, administrators, and other coaches
- Provide direction and coordination for how the curriculum is taught consistent with District initiatives and recognized best instructional practices.
- Create an articulated schedule with building administration that includes coaching cycles and appointment times whereby teachers can utilize the coaches available time effectively
- Lead PLCs, faculty meetings and professional learning opportunities associated with best practices and research
- Assist teachers with resources, materials, tools, information, etc. to support classroom instruction and planning, including new resources
- Support teachers and administrators in using data to improve instruction on all levels
- Assist teachers with planning and pacing of lessons, the development of differentiated lessons, and the selection of best practices to meet the needs of their students

- Support teachers by sharing multiple instructional strategies/processes during planning times and coaching cycles
- Informally observe (non-evaluative) lessons and provide feedback for a teacher's professional growth and students' success
- Develop staff members' knowledge, skills, attitudes, and behaviors through a variety of professional development targeted topics and designs
- Develop coaching plans for teachers to ensure student improvement.
- Utilize Adult Learning Theory to motivate adult learners to improve professional practice.
- Provide job-embedded informal professional learning beyond the coaching responsibility

The duties and responsibilities included in this description are not intended to be all-inclusive, and employee will be expected to perform other reasonable job-related duties as assigned by management.

The Town of New Fairfield reserves the right to revise or change the job duties and responsibilities included herein at any time upon written notice to employee. This description does not constitute a written or implied contract of employment.

July 2023

The Role of the Instructional Coach

New Fairfield Public Schools



NFPS Coach Description

The role of the coach is to **build teacher capacity** and their understanding of **instructional practices** as related to New Fairfield's **curriculum** and pedagogical philosophies. An instructional coach is a learner who models **continuous improvement** and goes above and beyond to ensure **student success**.

Furthermore, a coach promotes teacher reflection, provides guidance and structure where needed, and focuses on strengths, collaboration and common issues of concern. They are responsible for ensuring high-quality instruction in classrooms through modeling, co-planning, co-teaching and providing feedback to teachers.

**Knowledgeable
Scholars**



**Talented
Communicators**



**Critical & Creative
Thinkers**



**Engaged Global
Citizens**

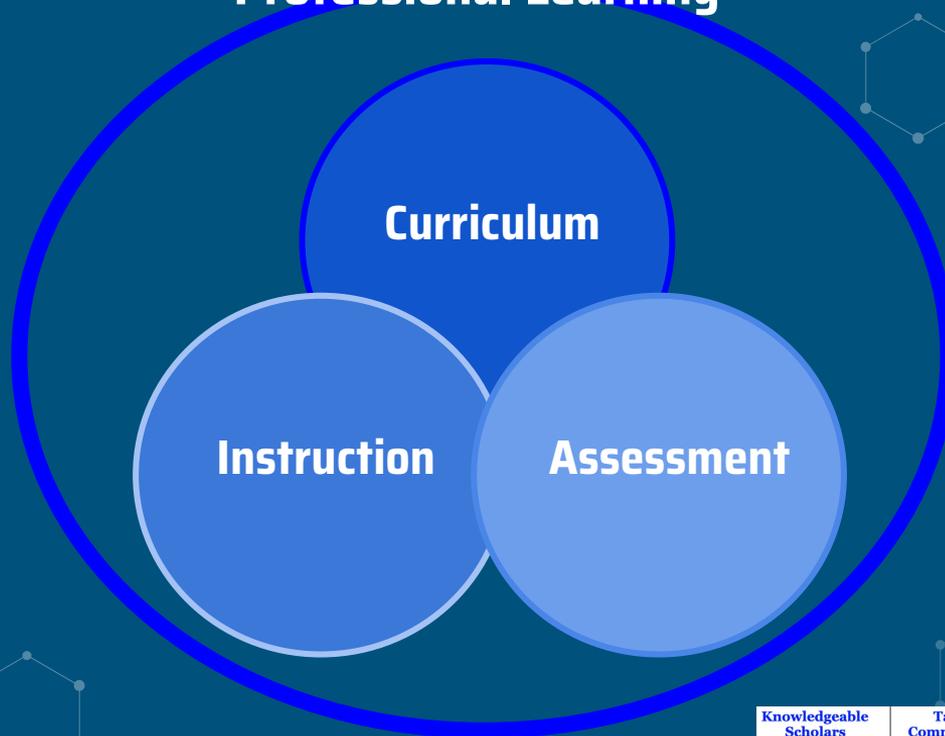


**Self-determined &
Self-reliant
Individuals**



Strengthening Our Core Systems for Teaching and Learning

Professional Learning



Knowledgeable
Scholars



Talented
Communicators



Critical & Creative
Thinkers



Engaged Global
Citizens



Self-determined &
Self-reliant
Individuals



NFPS Coaching - Instruction



- Model lessons in classrooms on a daily/weekly basis
- Support the instructional development of all teachers in understanding the New Fairfield **curriculum, varied assessments, and innovative instructional approaches**
- Assist teachers with **resources, materials, tools, information, etc.** to support classroom instruction and planning, including new resources
- Support teachers/administrators in **using data** to improve instruction on all levels
- Support teachers by **sharing multiple instructional strategies/processes** during planning times and coaching cycles
- Informally observe (non-evaluative) lessons and provide **feedback** for a teacher's professional growth and students' success

NFPS Coaching - Curriculum



- Leads the **development and implementation of a standards-based curriculum**, including common grade-level/course assessments
- Facilitates the **writing of curriculum** in their subject area
- Provide **direction and coordination for how the curriculum is taught** consistent with district initiatives and recognized best instructional practices
- Assist teachers with **resources, materials, tools, information, etc.** to support classroom instruction and planning, including new resources
- Support teachers/administrators in **using data** to improve instruction on all levels
- Develop staff members' knowledge, skills, attitudes, and behaviors through a variety of **professional development** targeted topics and designs

NFPS Coaching - Professional Learning

- Create an articulated schedule with building administration that includes coaching cycles and appointment times whereby teachers can utilize the coaches available time effectively
- **Lead PLCs, faculty meetings and professional learning opportunities** associated with best practices and research
- Develop staff members' knowledge, skills, attitudes, and behaviors through a **variety of professional development targeted topics and designs**
- **Provide job-embedded informal professional learning** beyond the coaching responsibility.





What does this look and sound like?

- Curriculum / unit overview and planning sessions
- Demonstrations / Collaborative teaching
- Learning walks
- Lesson study
- Data analysis sessions
- Assessment design
- Coach consultation
- New teacher mentoring
- Curriculum design work sessions





Why coaches?

- Effective curriculum design and development
- Fidelity of curriculum implementation
- Ongoing instructional best practices in our classrooms
- Analysis and effective use of student assessment data
- Responsiveness to student learning needs
- Differentiated, collaborative professional learning for teachers
- Teacher growth and retention
- Enhanced student learning outcomes

Coach → **Teacher** → **Student**





Coach  ***Teacher***  ***Student***

