

## **Curriculum/Instruction Subcommittee**

Monday, March 24, 2025 7:00 PM

Meeting Access: Curriculum Subcommittee (3/24/25 at 7:00 p.m.) Web:  
<https://zoom.us/j/91287210253> Dial In: (929) 205-6099 Meeting ID: 912 8721  
0253, 3 Brush Hill Road, New Fairfield, CT 06812

### **I. CALL TO ORDER**

### **II. APPROVAL OF THE MINUTES**

II.A. February 24, 2025 – Regular

### **III. INFORMATION ITEMS**

III.A. Vision of the Learner Performance Dimensions /  
Indicators (*Curriculum and Instruction Goals*)

III.B. Elementary Master Schedule, 25-26 (*Instruction  
Goal*)

### **IV. ACTION ITEMS**

V. **OTHER**

### **VI. ADJOURNMENT**

**BOARD OF EDUCATION, NEW FAIRFIELD, CT**  
**Curriculum Subcommittee Meeting**

Name of Subcommittee: Curriculum

Meeting type: Regular

Date of Meeting: 2/24/25

Minutes submitted by: Tim Blair

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

Members absent:

Other attendees: Ken Craw, Kristine Woleck, James D'Amico, Jean Gephart, Becky Pendergast, Ed Sbordone

Meeting Access: Curriculum Subcommittee (2/24/25 at 7:00 p.m.)

Web: <https://zoom.us/j/95514523283> Dial In: (929) 205-6099 Meeting ID: 955 1452 3283

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

**II. APPROVAL OF MINUTES**

A. December 16, 2024 – Special – Approved by consensus.

**III. INFORMATION ITEMS**

**A. NFHS Course of Study Updates - ECE Courses, Honors Ensembles** (*Strategic Planning Goal: Curriculum / Instruction*) - Dr. Woleck presented. In partnership with WCSU, we are going to offer 4<sup>th</sup> year Italian and Mandarin ECE credits to our students. This credit option was offered to both Spanish and French language students and now is being expanded. This college level credit is transferable not only at West Conn but also for review at other universities. In the area of Honors, students who participate in the wind ensemble or the chamber singers will now have the option of pursuing those ensembles with an honors designation.

**B. PK-12 Science Curriculum Design** – (*Strategic Planning Goal: Curriculum*) - Dr. Woleck talked about the work and introduced Jean Gephart. Detail was given on how this work was based on our core guiding principles in development. There has been very systematic teamwork put together with transfer goals. Some examples of storyboard learning were given, and how mapping out successive storyboards can help the deep understanding and help students make connections from prior learning. A comprehensive review of Unit Design Examples was given, explaining the focus on a student's acquisition of knowledge and skill. Reflection Tools were discussed, which is a way for the design team to evaluate their work and make adjustments. In addition, we learned that families would be able to access curriculum summaries in Eduplanet, giving them easy access and transparency to see what their child is learning in the classroom, something we are excited about as a district.

**C. NFPS Curriculum Design Phase 5-Year Plan** (*Strategic Planning Goal: Curriculum*)  
Dr. Woleck presented our 5-year plan for Curriculum Design. Over the next 5 years, each area of Curriculum will go through a systematic process of Research, Design, Implementation and then Monitoring/ Revision. She talked about how we will roll this out over the next 5 years, and how this will be a fluid project that will require funding at each stage. There will be an option to move a full Curriculum agenda if a need arises.

**IV. ACTION ITEMS - None**

**V. OTHER** - Sue Huwer asked the difference between an ECE course and an Honors Course and the cost difference. James D'Amico explained that there is a highly reduced fee for an ECE class but that it can provide up to 3 credits for a university. The honors courses are home grown classes we provide within the district. Sue Huwer also asked for an update on the summer reading program, which we will explore at our April meeting.

**VI. ADJOURNMENT**

**Motion to adjourn:** Made by: Tim Blair

Recording of vote: All in favor

Seconded by: Greg Flanagan

**Meeting adjourned at:** 8:01 p.m.

# NFPS Vision of the Learner

Board of Education Curriculum Subcommittee  
New Fairfield Public Schools  
March 24, 2025



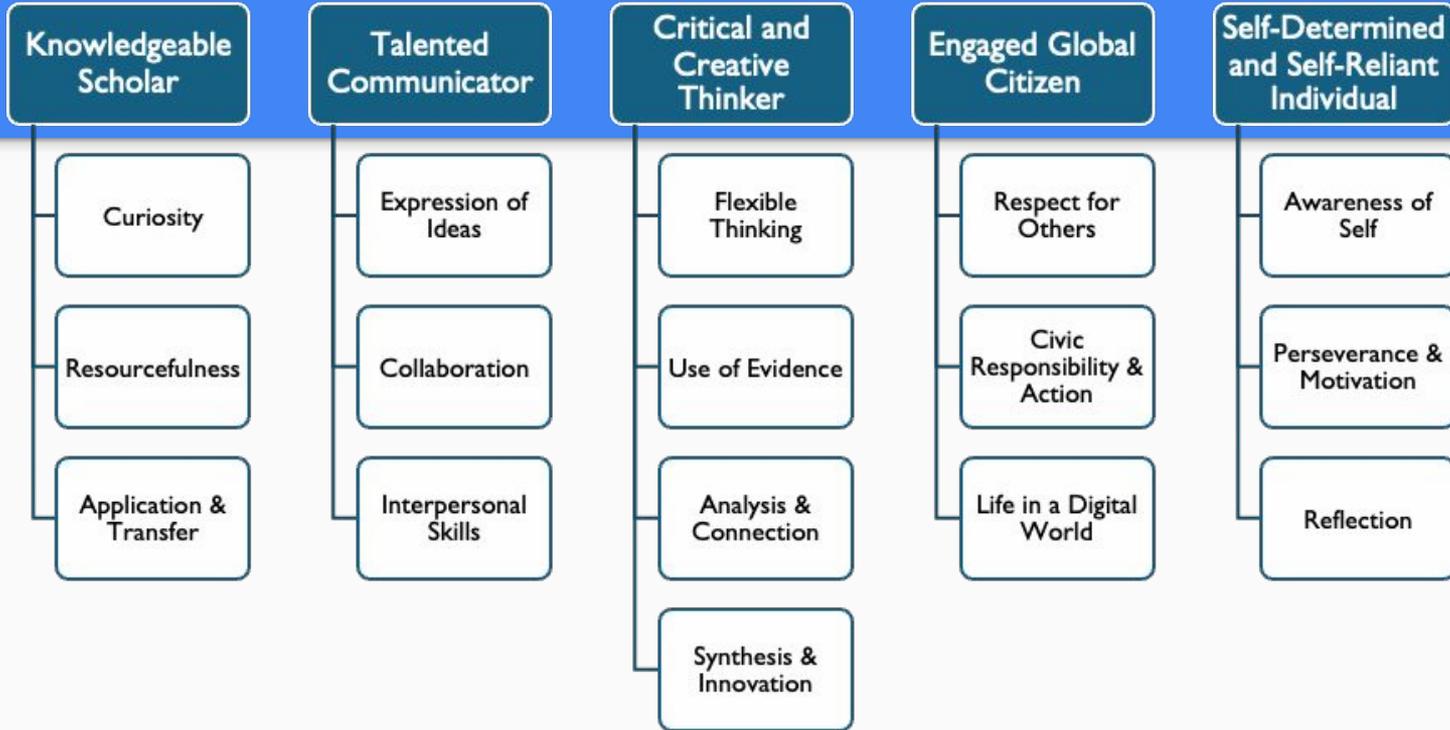
# NFPS Vision of the Learner

The five pillars of our **Vision of the Learner** articulate the desired attributes and outcomes for all learners in their journey through New Fairfield Public Schools.

<p><b>Knowledgeable Scholars</b></p> 	<p><b>Talented Communicators</b></p> 	<p><b>Critical &amp; Creative Thinkers</b></p> 	<p><b>Engaged Global Citizens</b></p> 	<p><b>Self-determined &amp; Self-reliant Individuals</b></p> 
<p>Pursue their interests and make meaning while developing a depth of background knowledge in all of the core academic domains as well as in life skills such as financial literacy, that they can use to solve problems and succeed in life.</p>	<p>Read, write, listen, speak, create and view skillfully, critically and confidently. They can adapt their style and message for a variety of purposes, situations and audiences. As a result, they have strong relationship skills and can collaborate well. They can manage conflict confidently and respectfully.</p>	<p>Access, evaluate and apply information to solve problems, pursue their curiosities and make decisions. They will grow their creativity through experiences within the fine and performing arts which will further support their ability to think critically and creatively.</p>	<p>Learn about the history of their local community, our country and other countries around the world to understand the value and unique principles of our American democracy. They learn what other cultures are like so that they can understand, respect and embrace diversity, be socially aware, be kind, compassionate, empathetic and respectful. They obtain information from multiple, reliable sources and use it to be active, civic-minded participants within and beyond their community.</p>	<p>Set goals, persevere, and reflect as they learn to understand and regulate their emotions and reactions, which will foster their overall health, wellness and mindfulness. Through this they will become intentional, resilient, independent and most importantly, self-reliant.</p>



# Performance Dimensions





<b>KNOWLEDGEABLE SCHOLARS</b>	
<b>Performance Dimension</b>	<b>Indicators</b>
<b>Curiosity</b>	<ul style="list-style-type: none"><li>● Reads closely, widely, and deeply</li><li>● Seeks new knowledge and skills</li><li>● Interested in the way others behave, think, and feel</li><li>● Asks original and thought-provoking questions</li></ul>
<b>Resourcefulness</b>	<ul style="list-style-type: none"><li>● Manages time efficiently</li><li>● Strategically finds and leverages information and necessary resources to support learning</li><li>● Looks for alternatives when faced with a problem rather than giving up or waiting for answers</li></ul>
<b>Application and Transfer</b>	<ul style="list-style-type: none"><li>● Uses prior knowledge to assist in current learning</li><li>● Applies knowledge and skills to solve problems, including problems that may be unfamiliar or ill-defined</li><li>● Transfers learning to new contexts or new situations</li></ul>



<b>TALENTED COMMUNICATORS</b>	
<b>Performance Dimension</b>	<b>Indicators</b>
<b>Expression of Ideas</b>	<ul style="list-style-type: none"> <li>● Receives and responds to information respectfully and appropriately</li> <li>● Expresses and articulates ideas and thoughts with clarity, verbally, in writing, and across a range of media</li> <li>● Communicates information with intentionality and attention to audience</li> </ul>
<b>Collaboration</b>	<ul style="list-style-type: none"> <li>● Engages in conversations and actively participates with others</li> <li>● Elicits the voices of others in group discussions</li> <li>● Gives and receives critical feedback to elevate one's own work as well as the work of others</li> </ul>
<b>Interpersonal Skills</b>	<ul style="list-style-type: none"> <li>● Respects others' ideas, perspectives and background knowledge</li> <li>● Navigates conflict and differences in a variety of situations</li> </ul>



<b>CRITICAL AND CREATIVE THINKERS</b>	
<b>Performance Dimension</b>	<b>Indicators</b>
<b>Flexible Thinking</b>	<ul style="list-style-type: none"> <li>● Applies different approaches to different scenarios</li> <li>● Demonstrates flexible ways of thinking and considers multiple perspectives to inform solutions or next steps</li> <li>● Maintains composure when faced with situations where there is uncertainty or lack of clarity</li> <li>● Demonstrates a willingness to change approach and thinking given further inquiry, exploration, or the complexity of a situation or issue</li> </ul>
<b>Use of Evidence</b>	<ul style="list-style-type: none"> <li>● Applies evidence and past experience to solve problems</li> <li>● Cites evidence to support / refute an argument</li> </ul>
<b>Analysis &amp; Connections</b>	<ul style="list-style-type: none"> <li>● Analyzes and evaluates an issue, problem, or information, from multiple perspectives to ensure depth of understanding</li> <li>● Makes connections across concepts to solidify learning or develop new insights</li> </ul>
<b>Synthesis / Innovation</b>	<ul style="list-style-type: none"> <li>● Integrates knowledge, concepts and skills in new ways to produce a unique and original solution, design, or innovation</li> <li>● Pursues curiosity and interest to develop an idea, design, or innovation to completion.</li> <li>● Finds inspiration in others' ideas</li> </ul>



<b>ENGAGED GLOBAL CITIZENS</b>	
<b>Performance Dimension</b>	<b>Indicators</b>
<b>Respect for Others</b>	<ul style="list-style-type: none"> <li>• Demonstrates awareness of one's own perspective and knowledge of differing perspectives</li> <li>• Demonstrates compassion and empathy toward differing situations and contexts</li> <li>• Treats others with respect and kindness</li> </ul>
<b>Civic Responsibility and Action</b>	<ul style="list-style-type: none"> <li>• Understands their rights and responsibilities as an active citizen of our local community and the world</li> <li>• Questions respectfully and seeks solutions through negotiation and compromise</li> <li>• Seeks out opportunities to advocate for and contribute to improvement and growth within and beyond their community</li> </ul>
<b>Life in a Digital World</b>	<ul style="list-style-type: none"> <li>• Obtains information from reliable sources and is a critical consumer of information</li> <li>• Builds a positive digital footprint with intentionality</li> <li>• Demonstrates the ethical use of technology and socially responsible interactions in the digital world</li> </ul>



## SELF-DETERMINED & SELF-RELIANT INDIVIDUALS

### Awareness of Self

- Accurately describes their own emotions and the causes of those emotions
- Uses strategies to regulate emotions appropriately
- Demonstrates awareness of one's own learning and actively seeks effective strategies for learning

### Perseverance and Motivation

- Perseveres when confronted with obstacles
- Independently initiates an experience, a task, or a process to further learning
- Monitors progress and adjusts approach when needed to pursue a task or experience to completion

### Reflection

- Reflects accurately on performance and growth
- Sets attainable and realistic goals for personal and academic growth
- Selects strategies and tools to make choices that support academic and personal success

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Scholars**



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