

**WALLINGFORD BOARD OF EDUCATION
INSTRUCTIONAL COMMITTEE MEETING
Monday – March 9, 2015
Board of Education Conference Room
Hall-Elton Building**

MINUTES

I. CALL TO ORDER

Vice Chairperson Shortell called the meeting to order at 6:11 p.m.

BOARD MEMBERS PRESENT

J.P. Bolat, K. Hlavac, R. McKay, C. Shortell, M. Votto

STAFF MEMBERS PRESENT

P. Fleischmann, K. Friend, A. Hosmer, C. Lavalette, C. Madancy, B. McCully, S. Menzo, S. Parkhurst, A. Sundt, C. Warner, D. Worth

II. ACCEPTANCE OF MINUTES

Instructional Committee Meeting minutes of January 5, 2015 were accepted as presented with the exception of J.P. Bolat who abstained from voting. (Mr. Bolat was not at the January 5, 2015 Instructional Committee Meeting.)

III. PRESENTATION

A. Presentation on Math Coaching and Professional Development

Shawn Parkhurst, Assistant Superintendent for Curriculum & Instruction, introduced Ashly Hosmer, Courtney Warner and Dulcey Worth. Ms. Hosmer and Ms. Worth are district math coaches for grades 3-5 and Ms. Warner is a grade 2 teacher at Cook Hill Elementary School. Coaching and job imbedded professional development came about as part of the strategic plan. Last year one of the greatest needs in the district was focusing on math in grades 3-5, and thus the hiring of two coaches was approved. Grant money was used to fund long-term substitutes in Ms. Hosmer and Ms. Worth's classrooms when they transitioned to the coaching positions. Both these teachers shared with the Board what they have been doing at their schools, how it impacts student achievement, and what teachers are saying about the support they have provided in the classroom. Ms. Hosmer works at Pond Hill and Rock Hill Elementary School and spoke about how she and Ms. Worth both have worked to build a culture of public teaching and ongoing professional development within the classroom. They have introduced new instructional strategies which align with Common Core Standards shifts, they have worked on incorporating technology into the classroom which supports mathematics instruction and lastly they have worked to connect professionals within each school and across the district together to share ideas and talk about their instructional strategies.

Ms. Worth is the math coach at Parker Farms and Yalesville Elementary School and stated as a coach they work with both teachers and administrators. They have become a second instructional leader in the building and assist teachers in planning and modifying lessons as well as providing support during lessons. In addition they also help classroom teachers establish effective math routines. Ms. Worth noted she maintains a shared vision for mathematics curriculum and instruction with the building administrator and helps to plan professional development at the building level. Both coaches have weekly meetings to review progress and address needs of the teachers along with establishing plans to meet building needs/goals and communicate curriculum updates regularly.

Ms. Hosmer stated she works very closely with the special education teachers in her two buildings and because their students have such individualized needs, she spends a lot of time analyzing the work and developing strategies to help these students.

Both math coaches run four to six week coaching cycles and all teachers know ahead of time which units will be addressed during that particular cycle. The first year of any coaching model is about building relationships with classroom teachers and students. Coaching responsibilities include analyzing student work/data to diagnose learning needs and plan interventions and extensions, researching best practices and facilitating professional development on instructional shifts in the Common Core Standards. Ms. Hosmer and Ms. Worth co-plan, co-teach and demonstrate lessons, organize teacher attendance at professional conferences, collaborate with administrators to build consistency and provide materials and implementation strategies for supporting fact fluency and problem-solving skills.

Both coaches stated they are on a six-day schedule where they spend three days at one of their schools and three days at the other school. They build a schedule in each school based on requests from teachers which allows each coach to get into most classrooms sometime during the three days. Impact on students is to hopefully see an increase in student engagement, have students become flexible in their mathematical thinking, have students able to handle more rigorous math content, create excitement about learning math, provide support for below-grade level learners and to see an increase in student achievement. The number one impact on student achievement is instruction in the classroom.

Ms. Warner stated she is doing some informal coaching as part of earning her administration degree and the focus is math instructional coaching at the K-2 level. She noted even at this level she has seen increased student engagement in math through the development of new strategies.

Mr. Shortell stated he would like to see a similar presentation to this one at a future televised Board of Education meeting. The Board members commended all three of these teachers for their presentation.

IV. CURRICULUM

A. Approval of Wallingford Hosting Exchange Students from Germany – May 17, 2015 to May 28, 2015

Peter Fleischmann, German teacher at Sheehan High School, stated there has never been an exchange of students from Germany in Wallingford. There will be fifteen students, ages fourteen and fifteen, arriving in May and hopefully we will be sending fifteen students to Germany at a future date. These students will arrive on a Sunday afternoon and be welcomed by their host families with a “meet and greet” dinner at Sheehan High School. During the following week students will attend classes with host partners, take part in family and common activities, attend school functions, community events and give presentations to German classes. Students will also visit Lake Compounce and finish their trip with a visit to Boston and New York City.

The unanimous consensus of the Board was to send the proposed Wallingford Hosting Exchange Students from Germany – May 17, 2015 to May 28, 2015 for approval to the Board of Education for action at its next meeting.

V. REVIEW

A. District Data Team Update

Mrs. Lavalette stated this is only a sample draft of the district profile and performance report from the Connecticut State Department of Education. Some of the areas being addressed in this report are school climate, class size, graduation rate, promotion rate, instruction and resources, overall expenditures and special education resources.

VI. POLICY

A. Proposed Revision of Policy: 6146 – Graduation Requirements/Standards of Mastery

Mr. Parkhurst stated there are two revisions to this policy – one being starting with the class graduating in 2017 and beyond there are 26 credits required to graduate and the Capstone Experience requirement will start beginning with the graduating class of 2018. The other revision is beginning with the class of 2018, students who successfully complete a world language in middle school, will be awarded one credit towards the world language graduation requirement upon entering high school in grade nine. Beginning with the class of 2019, students who successfully complete Algebra in middle school and continue their study of mathematics with Geometry, will be awarded one credit towards the mathematics graduation requirement upon entering high school in grade nine.

The unanimous consensus of the Board was to send the proposed adoption of revised policy 6146 – Graduation Requirements/Standards of Mastery to the Board of Education for action at its next meeting.

B. Proposed Revision of Regulation: 6146a – Graduation Requirements/Standards of Mastery

Mr. Parkhurst stated the major change in the regulation is the addition of the two tables on page 2. The first table on this page identifies the graduation requirements for students where they must attain a certain level on SBAC (Smarter Balance Assessment Consortium). The second table identifies the science CAPT (Connecticut Academic Performance Test) requirements and students must demonstrate success in one of the indicators in the science content area.

The unanimous consensus of the Board was to send the proposed adoption of revised regulation 6146a – Graduation Requirements/Standards of Mastery to the Board of Education for action at its next meeting.

There being no further business, Vice Chairperson Shortell adjourned the meeting at 7:55 p.m.

Respectfully submitted,
Betsy McCully
Assistant Superintendent's Secretary