

**WALLINGFORD BOARD OF EDUCATION
INSTRUCTIONAL COMMITTEE MEETING
Monday – December 2, 2013
Board of Education Conference Room
Hall-Elton Building**

MINUTES

I. CALL TO ORDER

Chairperson Cei called the meeting to order at 7:03 p.m.

BOARD MEMBERS PRESENT

K. Castelli, J. Cei, C. Mansfield, J. Marrone, C. Miller, R. McKay

STAFF MEMBERS PRESENT

D. Bryant, K. Daly, D. Dayo, J. Francese, D. Kimball, C. Lavalette, R. Mancusi, B. McCully, C. McNamara, S. Menzo, M. Montagnon, J. Murphy, R. Napoli, S. Parkhurst, T. Snyder

II. ACCEPTANCE OF MINUTES

Instructional Committee Meeting minutes of November 4, 2013 were accepted as presented.

III. PRESENTATION

A. Presentation of District Performance Index and School Performance Index Scores

Dr. Menzo stated these scores at this time are still embargoed by the state. He placed this item on the agenda in anticipation they would be released today. When he receives the information from the state, he will share it with the Board at a future meeting.

B. Capacity Committee Presentation

Cindy Lavalette, Assistant Principal at Lyman Hall High School, spoke to the Board about Building Capacity in Times of Change. Members of this committee include Deb Dayo, Principal at Yalesville Elementary School, Jim Francese, Assistant Principal at Sheehan High School, Dave Kimball, Assistant Principal at Sheehan High School, and Cindy Lavalette. She noted this presentation is still in draft form and thanked Dr. Menzo for the opportunity to have a committee to try and help the district grow. Wallingford's Leadership Team Philosophy includes "four pillars" of being a good school leader. One must be an instructional leader, a visionary, a connector and a manager. The leadership team of the Wallingford Public Schools, believes that through collaboration with students, staff, and community members, we will cultivate a culture of engagement, growth, and reflection.

The first pillar of school leadership is *Instructional Leaders* who have been impacted the most by legislative changes. Instructional leaders maintain focus on students, are visible, available & consistent, demonstrate follow through, promote tiered responsibility to provide opportunities for Teacher-Leaders, facilitate growth of all stakeholders, leverage technology to impact student learning, celebrate the uniqueness of every child, make learning accessible for all students and provide specific, timely, goal-referenced ongoing feedback.

The second pillar of school leadership is *Managers*. Managers utilize a systems-approach, leverage technology to streamline practice, communicate timely, frequently & inclusively, they establish clearly articulated protocols, are fair and decisive, appreciate others & their contributions, model professionalism & integrity, give 100% and base decisions to best serve district and community.

The third pillar of school leadership is *Visionaries*. A visionary articulates vision and connects it to regular practice, they build consensus among staff, cultivate reflection by promoting it, engaging in it & ensuring others have the time to do the same, share a commitment to growth and lead with humility and integrity.

The fourth pillar of school leadership is *Connectors*. Connectors solicit and honor input of stakeholders, build a culture of sharing, share leadership & grow educational leaders, unite students, staff & community as well as reaching beyond the schools-connect resources internally & externally and strengthen school/parent partnerships.

To Build Capacity in Times of Changes there must be a vision for change in order to fulfill and execute the requirements of SEED (System for Educator Evaluation and Development) in Connecticut. Each evaluation includes multiple planned parts that don't allow for flexibility in scheduling. These multiple planned parts include establishing an initial goal setting conference, 3 formal observations, 1 pre-observation lesson design conference, 3 post-observation reflection conferences, 1 mid-year conference, 1 end of year review and tagging and rating each phase of the process. The minimum total time required per tenured evaluate is 16 to 18 hours, the minimum additional time per non-tenured/supported evaluate is 3 to 5 hours, the average time to complete one observation per evaluate is 4 hours and the average number of evaluates per administrator is 30 hours.

Change will help to meet the increasing academic needs of the student population, meet the increasing emotional needs of the student population, and meet the increasing behavioral needs of the student population. One of the ideas of this committee is to give the six curriculum resource teachers administrative privileges. This would create a pool of discipline-based experts, supplement continued implementation of a viable and sustainable curriculum (11 month position) as well as develop a pool of additional, trained evaluators to assist with subject-specific evaluation across all levels. Building capacity will enable department chairs to contribute to the SEED observation process by providing content specific expertise for teachers allowing for meaningful feedback essential to the SEED process. The department chairs will add to the administrative team and serve as complementary evaluators. It will also provide a path to create a district-wide director of guidance position to maintain consistency of service delivery and will allow to eliminate building-level director position at both at both high schools and will allow keeping building-level directors on as guidance counselors to help reduce overall counselor caseloads and provide improved service to students and families.

By creating eight administrative intern positions the district will build leadership capacity, provide a career path for teacher development and distribute throughout the district to ensure that observers are able to honor pre-scheduled evaluation commitments (goal-setting, observation, progress, etc.). There was a discussion at the conclusion of the presentation regarding budget implications and if the existing resource teacher staff each has the certifications to become administrators.

C. Innovation Team Presentation

The Innovation Team, David Bryant, Ken Daly and Melanie Montagnon gave a presentation of the 2013-2014 Innovation Team Projects. Projects include exploring Credit Recovery which is a system to assist students falling behind in core subjects to catch up on the content and skills they are missing in an after school, personalized environment. The team conducted online research and visited Wallingford's EEP and Maloney High School in Meriden. A committee of teachers from both high schools has been formed to pilot this program for the second half of the 2013-2014 school year and answer key questions for full implementation next year.

The team explored a program called Bridge Academy which is a summer program for students identified in grade 8 who need emotional, academic, and social support in order to be successful in high school. A committee of high school and middle school teachers has been formed to identify students and pilot this program in the summer of 2014.

Update on Capstone Experience: The team visited Avon High School, Coventry High School in Rhode Island and they skyped with E.O. Smith High School to see how each of their respective students complete their Capstone project. Capstone is a culminating, interdisciplinary, student-centered project which is completed in the second half of a student's high school career which includes components of research, internship/community service and a presentation. A committee from both high schools has been formed to pilot a Capstone Project for 20-30 students next year and make key decisions about the parameters of what will ultimately be a graduation requirement.

The team is working on a mastery-based assessment which is an approach to assessment that seeks to align our grading practices with what we expect students to know and be able to do, differentiating between skills and what are called "habits of work". The team attended 3 local and regional conferences about mastery-based assessment and also visited Coventry High School in Rhode Island, which has a mastery-based portfolio as a graduation requirement. A committee has been formed between the two high schools to determine the initial steps to communicate this to a variety of stakeholders.

Other initiatives include collaboration with Choate-Rosemary Hall School about offering a project-based course in newly designed spaces at each high school and the Hubcap project.

IV. DISCUSSION

A. Advertising on High School Athletic Fields

Dr. Menzo stated he was approached by Town Councilor Cervoni regarding advertising on the high school athletic fields and placing this item on a future Planning and Zoning Committee Meeting.

The unanimous consensus of the Board was to have Dr. Menzo write a letter to the Wallingford Planning and Zoning Board requesting to place this item on a future Planning and Zoning Meeting.

V. CURRICULUM

A. Proposed Deletion of H.S. Course – Eastern Civilization

The unanimous consensus of the Board was to send the proposed deletion of high school course – Eastern Civilization to the Board of Education for action at its next meeting.

B. Proposed Deletion of H.S. Course – Western Civilization

The unanimous consensus of the Board was to send the proposed deletion of high school course – Western Civilization to the Board of Education for action at its next meeting.

C. Proposed Modification of H.S. Course – Advanced Placement European History

The unanimous consensus of the Board was to send the proposed modification of high school course – Advanced Placement European History to the Board of Education for action at its next meeting.

D. Proposed Modification of H.S. Course – Sociology

The unanimous consensus of the Board was to send the proposed modification of high school course – Sociology to the Board of Education for action at its next meeting.

VI. POLICY

A. Proposed Adoption of New Policy: Aquatic Activity Safety – 6142.63

This item was tabled and will be presented at a future Instructional Committee Meeting.

B. Proposed Adoption of Revised Policy: Graduation Requirements – 6146 (IKF)

This item was tabled and will be presented at a future Instructional Committee Meeting.

C. Proposed Adoption of Revised Regulation: Graduation Requirements – 6146a (IKF-R)

This item was tabled and will be presented at a future Instructional Committee Meeting.

IV. ADJOURNMENT

There being no further business, Chairperson Cei adjourned the meeting at 9:37 p.m.

Respectfully submitted,
Betsy McCully
Assistant Superintendent's Secretary