

**WALLINGFORD BOARD OF EDUCATION  
SPECIAL INSTRUCTIONAL COMMITTEE MEETING  
Monday – April 18, 2016  
Board of Education Conference Room  
100 South Turnpike Road**

**MINUTES**

**I. CALL TO ORDER**

Chairperson Cei called the meeting to order at 8:35 p.m.

**BOARD MEMBERS PRESENT**

M. Brooder, K. Castelli, J. Cei, K. Hlavac, S. Glidden, R. McKay, M. Votto

**STAFF MEMBERS PRESENT**

C. Lavalette, R. Mancusi, B. McCully, S. Menzo, K. O'Donnell

**II. DISCUSSION**

**A. Curriculum Discussion and Proposed Approval of *Dream-Design-Do***

Dr. Salvatore Menzo, Superintendent, stated the Wallingford Public Schools 3-D Learning Program is comprised of three modules. Module 1 is the *Dream* module, Module 2 is the *Design* module and Module 3 is the *Do* module. Starting in the fall of 2016 students at both middle schools in grades 6, 7 & 8 will be introduced to this student driven discipline of problem solving. Teachers are the facilitators in classrooms where students will be taught to brainstorm, identify problems, gather information, ask questions and identify constraints and then define and explain a solution. Students will be able to independently use their learning to *Dream* big, *Design* creatively and *Do* what innovators, creators and engineers embark on every day. They will be required to do research and conduct interviews during this process. Kate O'Donnell, district Science Curriculum Resource teacher, provided the following overview of the Wallingford 3-D Program.

In the *Dream* module students will learn to be problem solvers and apply a number of strategies to identify problems and solutions, learn that problem solving is an important life skill that has leverage, it is a multi-step process that requires reflection and communication, innovation requires creative thinking and perseverance and there are multiple solutions to a problem. Essential questions for students include: What strategies will help generate and solve problems? When will I use problem solving in real life? Why is problem solving important to me? How can my solution impact others? What do I do when I get stuck solving a problem? How can others help me solve a problem? When is it ok to abandon a problem or an idea? How many solutions are needed to solve a problem and how do I know when a solution will work?

In the *Design* module students will learn that failure is an expected outcome during the design process, creating a design solution requires perseverance, designing a solution is a cyclical process, the goal of the design process is to create an original product or process and the development of a solution to a problem requires reflection of the design system. Essential questions for students include: What strategies can I use when my design idea fails? How do I know when I have a workable solution? How can researching other designs help create a new product? How can evaluation of my thinking help to design or redesign a solution?

In the *Do* module students will learn constructing explanations requires a clear description of the design outcome, final designs do not stand alone and need to be explained and justified. Even final designs can have room for improvement, reflection is necessary and should be continuous throughout the entire process. Essential questions for students include: What strategies will I use to develop a comprehensive explanation of the final design? How can I communicate my final design and the process I used to achieve it? How can I improve my design? What can I learn from reflecting on the entire design process?

The unanimous consensus of the Board was to send the proposed approval of *Dream-Design-Do* to the Board of Education for action at its next meeting.

### **III. PRESENTATION**

#### **A. Wallingford Promise**

Dr. Menzo stated the potential components of Wallingford Promise are only recommendations. The Wallingford Promise would be a multi-level document which would connect student, parent, teacher, district and Board of Education in a compact to invest in each other's mutual success in striving to meet the Wallingford 100. (The Wallingford 100 is based on 100% community involvement, 100% student engagement to achieve 100% student success.) Students, parents and teachers need to know that the activities and attitudes of one part of the triad directly impact the success of all three.

Potential components of the Wallingford Promise include the following: Student statements of commitment which include habits of work, content knowledge, skill acquisition, behaviors and citizenship (school and community involvement). Parent statements of commitment include child wellness, school involvement and future planning. Teacher statements of commitment include habits of work development, content knowledge development, skill acquisition development, personalization of learning and connection with students & families. District/Administrator statements of commitment include resource allocation, innovation & change for student growth, professional growth for all constituents, communication to all constituents and community involvement. Board of Education statements of commitment include resource allocation, policy development to support all constituents, future focus for all constituent needs, communication to all constituents and community involvement.

Dr. Menzo proposed that a committee be established consisting of students, parents, teachers, administrators and Board of Education members to establish the specifics of each component of the Wallingford Promise. The committee will develop the indicators and students & parents will sign-off on these approved indicators. Indicators will be developmentally appropriate and will be tied into Mastery Based Learning. He added the timeline could be flexible, but the goal is to have the completed Wallingford Promise approved by the November 2016 Board of Education meeting to ensure successful communication and implementation for fall 2017.

### **IV. POLICY**

#### **A. Discussion – Student Cell Phone Policy**

This item was tabled for a future meeting.

### **V. ADJOURNMENT**

There being no further business, Chairperson Cei adjourned the meeting at 9:22 p.m.

Respectfully submitted,  
Betsy McCully  
Assistant Superintendent's Secretary