

REGIONAL SCHOOL UNIT NO. 13  
SCHOOL BOARD  
CURRICULUM & TECHNOLOGY COMMITTEE MEETING MINUTES  
May 20, 2019

Committee Members Present : L. Andrews, S. A. Thomas  
Other Board Members Present :  
Staff Members Present : J. McDonald, S. Tribou, B. Johnson  
Location : McLain Building, Rockland

I. Call to order:

*This meeting was called to order by Susan Allen Thomas at 3:35 pm.*

II. Technology:

➤ **School wiring project update**

-All of the wiring is now up-to-date. The rewiring project started in August, and all six school buildings have now been rewired. The head end of the network is now at OMS as opposed to the Central Office at the McLain School, a changeover which took place during April break.

-With the updated wiring, we now have a new firewall in the system. This allows us to see the type of data being used and this provides us with some additional analytics.

\*The state is proposing that we add a year 5 to our MLTI rotation. We are currently on year 3 going into year 4. This new plan will cut the price in half and keep us under warranty with Apple. Mr. Johnson is planning to swap out all of the batteries during the next year to ensure that our batteries are new and that this swap is covered under the warranty.

➤ **Update on Instructional Technology Committee plans**

-The committee has established a process for orientation and training of new teachers and basic review and refresher opportunities for all teachers.

-We need to continue to develop ways to elevate use in the classroom. The admin team is in agreement that our tech integrators' presence in each building (with the exception of a shared role between middle and high school) has been helpful in elevating the role of tech integration. Tech integrators are actively seeking ways to collaborate with teachers around unit development.

III. Curriculum:

➤ **K-5 Science Selection and Report**

-The link above details a 34-page report from the K-5 Science Pilot, which took place this year during Trimester 2. The process for the pilot is outlined in the beginning of the report. Teachers were asked to provide feedback and detailed explanations around student engagement, teacher instruction, assessment, and preparation, and distribution of materials. Ultimately, all piloting teachers participated in a final vote in which Mystery Science was the recommended program resource. The K-5 administrators accepted this recommendation as did Mr. McDonald with the caveat that training be provided in the scientific practices. With Maine recently adopting the NGSS, these trainings will be widespread and readily available to our district. Mystery Science has been used for two years already by many K-5 teachers in the district, so this formal adoption will not be a time-consuming undertaking. It will allow teachers access to a common science resource while also allowing flexibility for teachers to apply innovative planning to their Science "I can" statements such as through integrated units, partnerships with local science opportunities for students, and other rich learning opportunities for students such as gardening units and art integration with science. By accessing the materials list for classroom activities, RSU 13 will be able to reuse and repurpose many existing science materials that were formerly distributed centrally through a kit system. Additional resources that teachers need will be ordered by schools as opposed to centrally, which is only a change to the person placing the order since the cost center for any centrally distributed materials in the past was always the school. Going

forward, teachers will submit their request for materials at the beginning of the year for ordering by their admin assistants.

➤ **Revisit pullout work completed this year and discuss support for this work moving forward**

-As a reminder to the board, pull-out work is vital to the success of curriculum alignment, which has a direct impact on instruction and assessment. The early stages of this work requires a facilitator and support for teachers participating in this work. Currently, the Director of Curriculum, Assessment, and Instruction is fulfilling the role of facilitator in this effort. Last year, K-5 teachers completed “I can” performance indicators that are used to align curriculum, assessments, and instruction across the district in English, math, science, social studies, P.E., music, and art. These statements now appear on our new progress report and are developmentally appropriate for each grade level. Building off of that work for this year, K-5 teachers have been collaborating on rubrics that define scoring criteria for each “I can” statement. All rubrics have been completed for K-5 English, P.E., music, and art. We have partial completion of math and social studies. The rest of math and social studies will be completed next year along with science. Once teachers have completed this work, a next step is to collaborate around calibration of assessments (particularly writing), and to collaborate on the creation of content units or integrated units. Once we get to the level of this work, it is still helpful to have a facilitator, but not as critical as the initial work in which careful documentation and vertical alignment is crucial.

-Furthermore, OMS and OHS have begun clarifying their performance indicator language. Language that was too broad such as math and science, or attempted to cover too many performance indicators in one year to allow for any level of depth such as ELA will have more precise language moving into next year for OMS. These discussions and agreements allow us to have open dialogue around assessment and grading practices in order to improve both our understanding as well as how we communicate strengths and areas of need to families. Another goal of this work is to improve the consistency in our district, particularly where students transition, such as between grades 5-6 and 8-9. The transition between 8 and 9 has been a focus this year, and OMS and OHS teachers have been collaborating around improving this process for students and families. In addition, both schools are actively seeking ways to collaborate; on May 24<sup>th</sup>, OMS math teachers will be working with the OHS team leader, a freshman math teacher, and a high school special education teacher to discuss how teachers develop scoring methods as well as interventions for students.

-It's important that the board and community have an understanding of this work since it plays such a central role in instruction. Board members are encouraged to contact Steffany Tribou with additional questions. Board members present suggested the creation of a Vimeo that explains this work so that community members and new board members can easily access this explanation.

[Performance indicators by grade level](#) can be found here (please note that OMS and OHS language will be changing this summer to reflect the work that departments completed this year, particularly in math, ELA, and science).

All draft rubrics are currently accessible by RSU 13 teachers and board members on our curriculum website under [“Teacher Resources,”](#) but they are posted on a public site and will be available publicly at the end of this summer.

IV. Other/Adjourn:

*The committee will meet again on **August 26, 2019 at 3:30pm.***

*Susan Allen Thomas adjourned this meeting at 4:53 pm.*