

CURRICULUM ASSESSMENT AND PROGRAM EVALUATION COMMITTEE

Thursday, September 17, 2020

Zoom Invitation- 5:45 p.m.

Minutes

Present: BOE Subcommittee Members: Joy Greenstein, Jennifer Laden, Michael Murphy
Assistant Superintendent Maureen Ruby, BHS Principal Marc Balanda, WMS Principal Deane Renda, Director of Instruction Debbie Farias, and Department Chair World Language/TESOL Kemen Holley

The meeting was called to order by Jen Laden at 5:48 p.m.

There were no members of the public present; therefore, there was no Public Comment.

The Board requested a review of the previous work and current functioning of curriculum and student placement in the World Language Program at WMS and BHS.

Administrators provided a comprehensive presentation with information regarding middle school Spanish program history and placement of students; middle school Social Studies programming history and current scheduling and implementation of CT Social Studies Framework Standards and the Connecticut Core Standards for ELA in History/Social Studies, Science, and Technical Subjects; and high school world language placement. The presentation included information on data collected and presented to the BOE on the district study of Social Studies and WL time for peer middle schools as compared to that at WMS. How the current programming/scheduling was decided upon, using the comparison data, data on student proficiency, and the current state standards and BOE policies [6142 (a) and 5122 (a)] were also presented and discussed.

Administrators shared information regarding opportunity equity, teacher capacity and budget, middle school heterogeneity and instructional differentiation, proficiency assessment, and student course trajectory as related to the ability to take AP and advanced coursework at BHS.

Following the presentation, subcommittee members posed questions, which were answered by the administrators present.

The CAPE subcommittee unanimously supported the current process and procedures related to World Language and Social Studies curriculum and student placement.

For the "Good of the Order," Jen Laden requested that future CAPE meetings include presentations updating members on curriculum initiatives not necessarily related to curricular approval items. The subcommittee members will submit a list of topics of interest to Dr. Ruby.

The meeting was adjourned at 7:33 p.m.

Respectfully submitted,

Maureen Ruby, Ph.D.

Brookfield BOE CAPE Subcommittee Meeting

September 17, 2020

Review of Middle School Spanish Program

- Brief History
- Changes to scheduling
 - Impact of Social Studies instructional planning
 - Extensive research: Data collection on SS and Foreign Language Instruction
 - Multiple Schedules reviewed and developed; presented to the BOE in January 2017
 - Changes to UNAH rotation: Focus on culture

Review of Student Placement in Spanish Classes at WMS

- Historical data
 - Lack of objective data reviewed
 - Custom that was established: Informal conversation with a teacher
 - Inequitable outcome: students not taking social studies, opportunity only offered to AIS students
- Transitioning student data (following slide)
- Since the original FLES plan implemented, there has been a change in state standards for ELA and Social Studies

As the results are individualized, and it would be a violation of student data privacy laws to share the specific testing reports due to the intimate number of students coming from AIS, we present the results in generalities as follows (Descriptions are from the testing company Language Testing International):

40 % of the students scored N1

Description of N1-Interpersonal Speaking/Listening

Your AAPPL score of N-1 means that you can say a few things about yourself. You can list, name, and identify common things with single words. You can answer one or two of the basic kinds of questions that you have learned and practiced in class. You can do this in a way that your teachers and others who are used to language learners can understand some of what you are saying.

60 % of the students scored N3-Interpersonal Speaking/Listening

Description of N3

Your AAPPL score of N-3 means that you can say a number of things about yourself. You can list, name, and identify everyday things with words and phrases and an occasional simple sentence. You can ask and answer some very common and familiar questions. You can do all of this in a way that your teacher and others who are used to language learners can understand most of what you are saying.

*Tested rudimentary elements of the language

ACTFL PROFICIENCY GUIDELINES	ACTFL PERFORMANCE SCALE	AAPPL PERFORMANCE SCORE	FORM	
Advanced Low	Advanced	A-1		B
Intermediate High		I-5		
Intermediate Mid	I-4			
Intermediate Mid	I-3			
Intermediate Mid	I-2			
Intermediate Low		I-1	A	
Novice High	Novice	N-4		
Novice Mid		N-3		
Novice Mid		N-2		
Novice Low		N-1		

High School Spanish Program Placement

- Scheduling differences at WMS and BHS
- Teacher Capacity
- Equity
 - 32 Portuguese Native and Heritage Speakers at WMS who are ELs or Former ELs
 - 20 Spanish Native and Heritage Speakers at WMS who are ELs or Former ELs
 - Unknown # of Native and Heritage Speakers at WMS who were never identified as EL

CT State BOE Position Statement on Comprehensive Social Studies Education for All Students K-12 and Beyond

- [STATE BOE POSITION STATEMENT](#)

Responsibilities of Middle Grades

- Provide students a meaningful, challenging, inquiry-based and active social studies curriculum, aligned with the Connecticut Social Studies Framework that includes, but is not limited to, local and state history.
- **Provide comparable instructional time and resources to social studies as is provided for other core content areas.**
- Promote classroom instruction that is based in critical thinking, discourse, inquiry, questioning, service learning and extracurricular activities that connect to democratic ideals, student involvement in school governance and simulations of democratic processes.
- Provide opportunities in the classroom that develop students' abilities to work collaboratively to formulate questions; develop and apply interdisciplinary tools and concepts; and analyze sources, communicate learning and take action.
- Develop and implement interdisciplinary, project-based assessments that provide opportunities for choice, research, deep reading from multiple points of view, critical thinking, informed evidenced-based writing, and varied presentations of learning that involve audiences outside the classroom.
- Ensure a curriculum that is content rich and focuses on developing a strong sense of national identity, ethics, group and other-centeredness, and a global perspective.
- Promote civic virtue and encourage meaningful connections between classroom and real-world experiences.
- Provide opportunities for students to explore careers in social studies.
- Encourage students to participate in social studies competitions and enrichment activities, such as History Day in Connecticut.

CT Standards for Social Studies Instruction

In Connecticut, we are responsible for implementation of two sets of standards in the teaching of Social Studies in Grades 6-12:

- The CT Social Studies Framework, based on the C3 Standards
- [CT Social Studies Frameworks](#)

And

- The Connecticut Core Standards for English Language Arts in History/Social Studies, Science, and Technical Subjects
- [CCS for ELA in History/SS, Science, and Technical Subjects](#)

CCS for ELA in History/Social Studies, Science and Technical Subjects

- The standards establish guidelines for English language arts (ELA) as well as for literacy in history/social studies, science, and technical subjects. Because students must learn to read, write, speak, listen, and use language effectively in a variety of content areas, the standards promote the literacy skills and concepts required for college and career readiness in multiple disciplines.
- The College and Career Readiness Anchor Standards form the backbone of the ELA/literacy standards by articulating core knowledge and skills, while grade-specific standards provide additional specificity. **Beginning in grade 6, the literacy standards allow teachers of ELA, history/social studies, science, and technical subjects to use their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields.**
- **It is important to note that the grade 6–12 literacy standards in history/social studies, science, and technical subjects are meant to supplement content standards in those areas, not replace them.** States determine how to incorporate these standards into their existing standards for those subjects or adopt them as content area literacy standards.
- The skills and knowledge captured in the ELA/literacy standards are designed to prepare students for life outside the classroom. They include critical-thinking skills and the ability to closely and attentively read texts in a way that will help them understand and enjoy complex works of literature. Students will learn to use cogent reasoning and evidence collection skills that are essential for success in college, career, and life. The standards also lay out a vision of what it means to be a literate person who is prepared for success in the 21st century.

BOE Policy 6142(a)

As required by law the Board shall provide a program of instruction which shall include at least the following subject matter as taught by highly qualified teachers, the arts; career education; consumer education; health and safety; including, but not limited to, human growth and development, nutrition, first aid, disease prevention, community and consumer health, physical, mental and emotional health, including youth suicide prevention, substance abuse prevention, and safety, and safety and accident prevention; instruction on acquired immune deficiency syndrome (AIDS); language arts, including reading literature and for information, writing, speaking and listening and language mathematics, physical education; science; social studies, including, but not limited to, citizenship, economics, geography, government and history; **and in addition, on at least the secondary level, one or more world languages and vocational education.**

Language arts may include American sign language or signed English, provided such subject matter is taught by a qualified instructor under the supervision of a certified teacher.

The implementation of these programs shall be the responsibility of the building principals.

BOE Policy 5122 (a)

Student Assignments to Classes

- The school principal will have the responsibility and the authority for the assignment of students to their classes and teachers. Principals will not accept requests to place children with particular teachers. Parents or guardians are encouraged to consult with their principal in the spring of the school year prior to classroom assignments concerning their child's learning style, special circumstances, and particular needs, personal or educational. A student transferring from a school accredited by a State Department of Education will generally enroll at the grade level and with the course credits indicated by the records of the previous school. Students transferring from a school that is not accredited, from a home-school or from other high school alternative programs will be accepted for enrollment at the level school records indicate, subject to validation of students' knowledge and skills against the district's standards, common assessments, or special placement assessments, as outlined below.

BOE Policy 5122 (a)

Students Transferring into Grade 6-8

- When a student transfers into Whisconier Middle School, the principal or designee will determine the appropriate placement after a review of any report cards, achievement tests, or other assessment data accompanying the student's permanent record. If the principal or designee determines that a student's permanent record does not contain enough information to make a grade placement, then the DIBELS and/or Star Reading/Star Math Assessment and other appropriate assessments will be administered to determine the student's achievement levels.

Questions

