2022-2023
Curriculum Council
All meetings will be held in the ECS Board Room.
Optional Zoom Link: **Zoom Link**

February 14, 2023
Slide Deck

Norms*:* 1. Assign and use roles (snacks on your own) 2. Start and stop on time
3. Develop and follow agendas 4. Distribute minutes and agenda to council members
5. Notify a council member if you will be absent 6. Decision making is by consensus
7. End with round table 8. Provide prior notice if "homework" is required

Members: MA Buckley, Z. Cooney, AM Crye, **L. Cursino, D. DiSabato, K. Finter, C. Goodell, JE Hill, D. Knapp**, A. Magin, S. Markin-McMurtrie, **K. McLaughlin, S. Nhaila**, C. Prescott, **L. Reynolds**, A. Ricci, **C. Saar, L. Shaw, S. Utz,** M. VanRensselaer

Topics/ Subject	Minutes
I. Warm Welcome **January 2023 Minutes** (In March, we will further develop recommendations for the "Front Facing" Curriculum & Instruction materials on VCS Website)	JE Hill - Motion Lisa Shaw - Second Approved
II. Engaging Learning Activities/Council Business A. K-6 ELA Report Card Revisions B. 21st Century Classroom Conversations (D. Valese) C. Feedback - "Program Review, 2.0"	A.) K-6 ELA Report Card Revisions-K.Williamson ● Want to include feedback through family/parent lens ● Last Spring - satisfaction survey with report card indicators. Approximately 80% not satisfied ● 2 main themes -want them to be family friendly (clear language, digestible by stakeholders, consolidation) and to align with what is taught ● Process included: Sample documents reviewed, drafts created, feedback cycles ● Listening and Speaking - will be owned by ELA portion of report card (Next Gen. standard focus)

| | Reading categories are consistent K-6. Categories are comprehension, vocabulary, accuracy, fluency. Aligned to Next Gen. standards and research-based practices. Part of work going forward is focus on how we support teachers in collecting data around how they are achieving within these categories (assessments, anecdotal focus) Writing categories - consistent within grade level bands. Up to 4th grade, spelling is it's own category. Categories are ideas, organization, language, and conventions Feedback/Questions: Possible confusion around difference between accuracy and fluency. Suggestion - possible example of each Like having the categories separated out. Allows teacher to highlight areas of strength, while a student may struggle in a different area Writing - was there conversation about including feedback on the writing process? Conventions - a lot of information is included within this category. What about students that may be strong in 1 sub-category, but not another? Need to encourage comments by teachers because so many sub-areas have been combined into categories. Parents really look to those comments for the details around strengths/areas in need of growth [Feedback Form](#)
B.) 21st Century Classrooms - D. Vallese
What would a perfect classroom look like (looking forward)? Will change the way we teach students. How can space fit educational needs? ***Resources in Slide Deck*** Center space (quad) with classrooms off of that space. Creates collaboration spaces between classrooms/teachers Flexibility of space Larger spaces - Current classrooms feel small. |

	Having larger spaces allows for different types of grouping, activities
	● Space, windows, temperature control
	● Vertical learning spaces around the perimeter of the room.
	● Science spaces - general updates to K-12 spaces. K-6: Create space that supports the integrated approach (flexible). 7-12: Remove demo desks - creates a barrier between teacher and classroom. Think differently about that space.
	● Non-centralized board - create "boards" around the room as different focal points for direction instruction
	● Flexible seating - to create different configurations for students. Different seating options (standing areas, flexible seating)
	● Technology spaces - Computer Science, Technology/PLTW learning experiences (update, more space, replicate industry spaces)
	● Look at those spaces where instruction is impacted by the structure (technology, computer science, science)
	
	Feedback & Ideas to:
	
	Derek Vallese (vallesed@victorschools.org) Chris Marshall, marshallc@victorschools.org or
	
	C. Program Review
	● Focus on creating a cycle and process
	● Time looking through current document - what to keep, what is missing, what areas could use modifications, re-brand the name/process
	● Thoughts/feedback
	    ○ Concerns around curriculum writing as part of that process
	    ○ How does the data being reviewed reflect what is being looked at? What are the protocols to look at the data?
	    ○ How can we ensure external perspectives? Industry, higher education, etc. Are they part of the program review teams or are they part of an external program review team?

	○ How to ensure that action items/conclusions of the program review connect to focus areas/initiatives for upcoming work (curriculum, facilities, budget, etc.). ○ How to create focus for sub -areas of a department that need attention (Algebra within Math, Orchestra within Music). Value of having a K-12 lens, but need to look at specific areas/grades. ○ Focus of "Is this program meeting the needs of our students?" "What is this data telling us" ○ Tying program review to desired outcomes ○ Using data, efficacy of programs, and giving the work to the staff that are closest to it to complete that work ○ Where does Professional Development and professional practice live within this process? ○ Importance of rebranding the process ○ Challenge - come up with new name for process for March meeting
III. Optimistic Closure: Round Table **Next Meeting: March 15, 2023**	