

Pathways Advisory Committee Agenda

Monday, March 4, 2019
Educational Services Center
Room 610
7:00-9:00 PM

<u>Time</u>	<u>Business</u>
7:00-7:05	Welcome and Approve Agenda Mike Jones, Chair

Amy moved to accept the agenda. Motion was seconded and carried. Introductions were made and Mike welcomed new members of the group.

7:05-7:35	Next Technologies for Learning: Technology Enhanced Learning John Weisser, Executive Director of Technology & Information Services and Katrina Mezera, Digital Learning & Data Manager
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John provided background information about the technology referendum and Next Technologies for Learning. Katrina shared the mission statement for Next Technologies for Learning: We will personalize learning to support students along their pathway to career and college readiness. BPS is currently 1:1 with Chromebooks and minimally 1:3 with iPads in K-2 classrooms. Katrina shared that the focus is on balanced use of technology.

Questions/Points of Discussion:

- How are students supporting other students in using their technology effectively?
 - There are student tech teams who teach other students lessons about how to use technology.
- How do students use their district-assigned devices at home?
 - Currently 2.9% of students do not have internet access, so BPS provides hot spots for students to check out if needed.
- Maribeth offered feedback that parents and families need support to be more involved with the digital tools and have access to students' assignments/strategies to make sure they can help their student at home if needed. Families can see assignments but not necessarily access them.
 - Parents can access their student's password and can log in as their student if needed. The Hub was created to offer families a place to be able to track what their students are working on and have a central planner.
- How do teachers balance standardized experiences with personalized experiences? How do teachers have standardized expectations and how are resources allocated to teachers? How do teachers receive ongoing professional development to ensure equitable practices across classrooms?
 - There are several supports provided for teachers around the use of technology. There are some base levels of technology use (e.g., email, electronic gradebooks) that are defined at the district and/or building level. The digital learning team also looks at needs (e.g., online learning opportunities) and build systems to address those needs. There are media directors at each building who can provide support for teachers. There are also options (e.g., student-centered cohort) for teachers to participate in more substantial learning around the use of technology.
- Are there skills that students are losing as new digital experiences replace more traditional learning experiences? Are there any lost opportunities related to the increase in digital learning?
 - Our focus is on starting with standards first. Technology is one of the tools we use to provide as rich of a learning experience to support students' mastery of academic standards as possible.

7:35-8:05

[K-12 Visual Art Curriculum Review Update and Feedback Opportunity](#)

Rachel Gens, Curriculum & Instruction Director
Marcie Coval, Kelsey Nash, and Jane Lescarbeau Curriculum & Instruction Specialists

8:05-8:35

[K-12 Music Curriculum Review Update and Feedback Opportunity](#)

Rachel Gens, Curriculum & Instruction Director
Marcie Coval, Kelsey Nash, and Jane Lescarbeau Curriculum & Instruction Specialists

Rachel provided an overview of the curriculum review process and key outcomes. Jane, Marcie, and Kelsey shared information about specific courses to be offered K-12 and the benchmarks tied to each course.

The group offered feedback related to the following questions:

- Do the proposed courses offer a balance between introductory, survey-like courses and more advanced offerings for students with a passion for or interest in each area?
 - The balance is appropriate. Students who want more advanced opportunities also have access to a variety of extra-curricular/after school programs in the arts.
- Do the priority benchmarks emphasize the knowledge, dispositions, and skills that are important for college and career readiness, success in future courses, and community participation?
 - The prioritization is appropriate. The presentation skills and discipline learned are critical to career success. The skills of analyzing, justifying, critiquing, and explaining are lifelong skills that are important in multiple disciplines.
- Are there other courses you'd like to see offered that would address academic standards in the arts?
 - BPS offers a good variety of courses given the amount of time students have for electives in their schedules.
 - Consider offering dance or drama at the middle school level (e.g. a world culture and dance survey course).
 - Is it possible to have an arts-focused advisory period?
- In your opinion, what would the ideal amount of art and music instruction be?
 - For students who are very interested in music or the arts, it would be ideal to have 1 class per trimester.
 - It is important for the fine arts to have equal ground with STEM courses in order to develop well-rounded students.

Additional questions/points of discussion:

- Why do students not take choir in 5th grade? Are there opportunities for exposure to and appreciation of other musical forms?
- What flexibility do students have to change music courses? Can students easily transition from middle school choir or band to a music exploration course?

A motion to affirm that the curriculum review process was followed and to endorse the work of the review teams was made by Ally and seconded by Paul. Motion was carried.

8:35-8:50

[Science from Scientists and Partners in Education Program Expansion](#)

Rachel Gens, Curriculum and Instruction Director

Rachel shared that the Science from Scientists program will be continuing at Poplar Bridge Elementary. The organization recently received a grant from Cargill that would allow Title I schools to partner at no cost. There are an additional two elementary schools (Oak Grove and Valley View) that are exploring this option. Rachel also provided an update on the Kennedy Center Partners in Education program. As a result of this partnership between BPS and Artistry, elementary visual art and music teachers had 3 professional development sessions this year with local and/or national teaching artists. Through the partnership, classroom teachers will have the option to participate in two workshops on arts-integration strategies. The C&I department is working to expand the program to secondary arts teachers during the 2019-20 school year.

8:50-9:00

Closing

Mike Jones, Chair

Mike asked if there were any topics the committee would like to hear about/discuss at the next meeting.

Suggestions included:

- Update on early learning and CCR work
- Legislative update
- Update on English Learners program, particularly how the disparities between JHS and KHS are addressed

Jim made a motion to adjourn the meeting. The motion was seconded by Amy. Meeting was adjourned at 9:00 p.m.

Next Meeting: May 6, 2019

	Phase 1: Initial Curriculum Review	Phase 2: Units of Study & Assessment Development	Phase 3: Implementation	Phase 4: Mid-Cycle Review	Phase 5: Implementation
2018-2019	Art & Music Health (K-5)	Health (6-12) & PE (K-12) ELS	Math World Language CTE Counselors		ELA Science Social Studies