

**Instruction Committee Meeting
School Department Board Room
September 21, 2017
6:45 PM**

AGENDA

1. Approval of Minutes
2. Review of Recent Professional Development
3. Field Trips
4. Public Comment
5. Other
6. Adjournment

Committee Members:

Robert Watson, Chair
Matthew Pappas
Amy Malone
Thomas O'Connor
Karen Stokes
Raymond Turner

**Rochester School Board
Instruction Committee Minutes
School Department Boardroom
August 17, 2017**

DRAFT

Members Present

Mr. Matthew Pappas
Mrs. Amy Malone
Mr. Thomas O'Connor
Mr. Raymond Turner

Members Absent

Mr. Robert Watson
Mrs. Karen Stokes

Also Present

Mr. Michael Hopkins
Mr. Kyle Repucci
Ms. Nichole Danforth
Guests & Public

Mr. Pappas called the meeting to order at 6:45 p.m. with a quorum present.

Approval of Minutes

Mr. O'Connor moved, second by Mrs. Malone, to approve the minutes of the July 27, 2017 Instruction Committee meeting. The motion passed unanimously.

Year at a Glance – No Action Required

Mr. Kyle Repucci, Assistant Superintendent, gave an update on the EdElements work and reviewed the schedule; the roll out is scheduled for December 1, 2017.

Instruction Presentation Preview – No Action Required

Mr. Repucci reviewed the dates. Spaulding High School, Bud Carlson Academy and Rochester Middle School presentations will be October 18 at Bud Carlson Academy. The Elementary Schools presentation will be October 19 at the Maple Street Magnet School.

Flex Time at Spaulding High School – No Action Required

Mr. Repucci explained the data. The plan is to start flex time second semester. Student performance will then be compared. The Rochester Federation of Teachers will need to adjust the language in the contract and vote on it before it can be implemented.

Personalized Professional Development for Teachers – No Action Required

Mr. Repucci reviewed how professional development will be different this year, the format of the sessions and how the topics will be selected. Mr. Repucci thanked the RFT for allowing the time frame for the sessions for all teachers and paraprofessionals to be the same.

Field Trips – No Action Required

Reviewed

Public Comment

None

Other

None

Adjournment

Mr. Turner moved, second by Mr. O'Connor, to adjourn. On a unanimous vote, the Committee adjourned at 7:02 p.m.

Respectfully submitted,

Mr. Matthew Pappas, Vice Chair

Instruction Update:

8/25/17 – MS & HS science collaborated and worked on competency alignment and program of studies.

MS goal: redefine the MS scope and sequence based upon NH DOE Science competencies and to vertically align with elementary and high school.

HS goal: combine 4 quarter classes into 2 semester courses.

9/13/17 – EdElements Design Workshop (SHS, RMS, ERS, Gonic, & McClelland). Personalized Learning Leadership team collaborated with Brittany Griffin (EdElements Project Manager) on building background knowledge and developing turnkey presentations that will be delivered to entire school staffs on September 20th. [\(See attached back up on Station Rotation Model & RSD PL Bingo Board\)](#)

9/14/17 – Elementary Science

Goal: to create one common Performance Assessment per grade level.

Grade	1. Nature of Science*	2. Patterns	3. Cause & Effect	4. Scale, Proportion, & Quantity	5. Systems & System Models	6. Energy & Matter	7. Structure & Function	8. Stability & Change of Systems
K	X		X					
1st	X						X	
2nd	X							X
3rd	X				X			
4th	X	X				X		
5th	X			X	X			

*NOS – scientific and engineering practices and the crosscutting concepts (scientific investigations, scientific knowledge, scientific models & theories, science is a way of knowing).

9/15/17 – Elementary ELA training delivered by our Pearson Instructional Specialist on Reading Street & Words Their Way (Core Programs)

9/27/17 – Our next cohort of Orton Gillingham scholars begins on September 27th.

Name	School	Title
1. Nicole Merrigan	East Rochester School	Reading Specialist
2. Chris Evans	Rochester Middle School	Reading Specialist

3.	Kim Barham	East Rochester School	Special Educator
4.	Monique Boudreau	MSMS	Reading Specialist
5.	Melissa Cunliffe	Gonic School	Grade 4
6.	Caroline Langelier	Gonic School	Para Educator
7.	Jen Hersom	SSS	Principal
8.	Sally Stailey	Chamberlain Street School	Special Educator
9.		Paul School	
10.		Paul School	

10-4-17 – DIBELS Training for elementary teachers. The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of procedures and measures for assessing the acquisition of early literacy skills from kindergarten through sixth grade.

10-11-17 – EdElements PL Design Studio – During this workshop school PL teams will deepen knowledge of core four focus areas, customize resources for PL classrooms, and refine school support plans.



10-18-17 – SHS, BCA and RMS Presentations at Bud Carlson Academy

10-19-17 – Elementary Schools Presentation at Maple Street Magnet School

Competency: Teachers understand personalized learning at RSD and implement strategies to improve student learning in their classrooms

Proficiency Scale

Image

Evidence Blueprint

In addition to 'shallow end' performance, participants will indicate in-depth inferences and applications that go beyond what was taught. For example, participants will:



Participants will complete **all tiles** of the Bingo Board & share/reflect on each experience in FlipGrid

- Make advanced connections between the Core Four and student learning.
- Fluidly implement a variety of personalized instructional strategies and/or instructional models

Deep End

- Participants should be able to answer the following:
 - How does personalized learning improve teaching & learning in my classroom?
 - Which personalized learning strategies are the most impactful for my students?
 - Which instructional model best supports my teaching style, my students, and my content area?

In addition, participants will:

- Attempt 35 personalized learning strategies

In addition to 'dip a toe' performance, participants will



Shallow End

Participants will complete **3 tiles per column of the Bingo Board + 1 tile of their choice & share/reflect on each experience** in FlipGrid

- Understand how the personalized learning deepens existing best practices to support teaching & learning
- Understand how the Core Four personalized learning elements can be layered to improve teaching & learning

In addition, participants will:

- Attempt 16 personalized learning strategies

- Participants should be able to answer the following:
 - **Essential Question:** How does the PL deepen best practices at RSD?
 - **Essential Question:** How can Core Four PL elements be layered to improve teaching & learning?

Participants will recognize, understand, and use specific vocabulary such as:



Dip a Toe

Participants will complete **2 tiles per column of the Bingo Board & share/reflect on each experience** in FlipGrid





- Personalized Learning
 - Instructional Model
 - Station Rotation
 - Playlist
 - Flipped Classroom
 - Targeted Instruction
 - Data-Driven Decisions
 - Integrated Digital Content
 - Student Reflection & Ownership
- In addition, participants will:**
- Describe what each of these terms looks like in practice
 - Attempt 10 personalized learning strategies

- Participants should be able to answer the following:
 - What is personalized learning?
 - What is an instructional model?
 - What do the following models look like: station rotation, playlist, flip?
 - What are classroom examples of Targeted Instruction?
 - What are classroom examples of Data-Driven Decisions?
 - What are classroom examples of Integrated Digital Content?
 - What are classroom examples of Student Reflection & Ownership?
- **Essential Question:** What are the elements of personalized learning? What does personalized learning look like in practice?

With help, partial change in instructional practice at 'Dip a toe' or 'Shallow End'

Even with help, no change in instructional practice

Personalized Learning Implementation Bingo Board

<h2>Instructional Model</h2>				
<p>Try a station rotation</p>	<p>Give a written exit ticket to determine what your students do/don't know from your lesson. Identify 1-3 instructional needs to address the next day.</p>	<p>Define reflection with your students and model it. Help your students understand why reflection is so important.</p>	<p>Use formative assessments to check for student understanding</p>	<p>Establish routines & expectations for students to use digital tools. Create anchor charts or other documentation.</p>
<p>Use a playlist with your students</p>	<p>Use Kahoot or Mentimeter to see what your students do/don't know from the lesson. Form tomorrow's groups based on this data.</p>	<p>Students uses a tracker to monitor their own data and use simple means to reflect on their learning.</p>	<p>Offer a template for students to track their data for at least 10 days. Data could be academic or behavioral.</p>	<p>Empower students to troubleshoot basic technology issues that arise (sample anchor chart, student tech support)</p>
<p>Flip a lesson in class</p>	<p>Offer small group instruction that addresses each group's specific needs (the instruction is different for each small group).</p>	<p>Work with each student to establish a learning goal. (EX: mastering a specific concept, reading certain article/book)</p>	<p>Creates an interactive data wall to show student progress towards a specific class goal or in meeting class objectives.</p>	<p>Commit to a set number of minutes for students to use digital tools or apps weekly.</p>
<p>Flip a lesson out of class</p>	<p>Offer differentiated independent activities targeting specific student needs (ex: playlists or digital content like ALEKS).</p>	<p>Create a lesson in which students choose from a set of resources that cover similar concepts. (Sample Playlist)</p>	<p>Meet with colleagues/PLC at least twice to discuss and review student data.</p>	<p>Try at least 2 digital tools/apps suggested by colleagues.</p>
<p>Try two instructional models in one week</p>	<p>Regroup your students at least twice within one unit based on formative assessments.</p>	<p>Provide time for students to reflect on their learning and goals. (EX: exit tickets, journals, google form entry)</p>	<p>Identify which data source(s) will inform you that a student has mastered a specific competency.</p>	<p>Assign students (or groups) specific tools or digital content based on student needs.</p>
<p>Collect feedback from your students on your instructional model(s)</p>	<p>Group students based on their interests related to the content you're teaching.</p>	<p>Allow students to create their own unique way of demonstrating mastery on a particular concept or objective.</p>	<p>Use data from multiple sources to inform an instructional decision for individuals or groups of students</p>	<p>Use an online tool to promote collaboration thinking and/or peer feedback of student writing.</p>
<p>Model an instructional model for another teacher in you building</p>	<p>Offer differentiated instruction for multiple purposes (introduction to new material, guided practice, etc.)</p>	<p>Students provide evidence of work completion and/or concept mastery. (Example: portfolios)</p>	<p>Use data to provide immediate feedback to students and adjust your instruction accordingly</p>	<p>Gather feedback from your students on digital tools/apps. What do they like/dislike, and why?</p>

Bingo Board Overview



Teachers will implement PL at varying levels this year. We understand that everyone is beginning at his/her own start line. We all must grow, but what that looks for each person will vary.

This bingo board and learning progression are meant to help teachers set appropriate, achievable goals for instructional change.

For now, each teacher will set their own goal, but as a district we ultimately want all teachers to reach (at least) level 3. You'll set your PL implementation goal [here](#) during your Design Workshop.



PL Implementation Bingo Board Challenge (December 7th-end of the school year)

1. Identify your PL implementation goal (how many tiles you'll tackle)
2. Attempt a tile in your classroom
3. Share & Reflect on your experience in a short video on your school's FlipGrid
4. Earn a raffle ticket
5. Repeat and win prizes - drawings held intermittently!



Base Model: Station Rotation

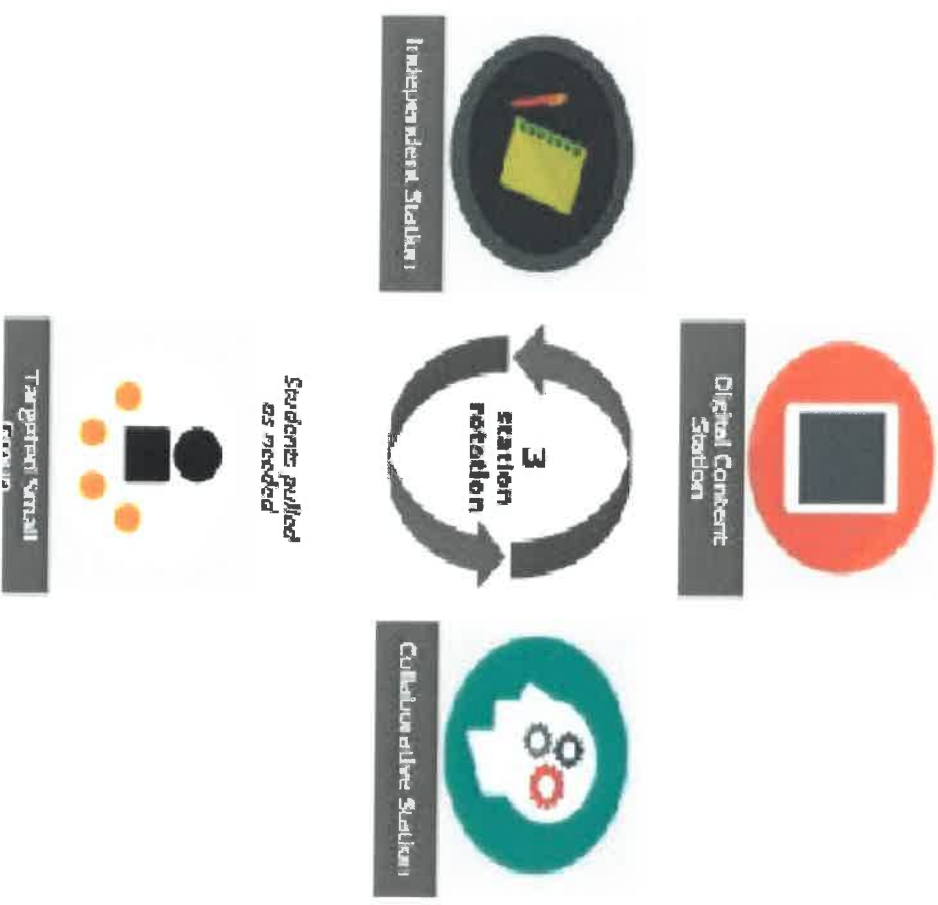
Description: Students to visit various stations or centers during the allotted time for a specific subject. Stations may be assigned by teacher, or self-selected by students. Digital content plays a role in delivery of content, aligned with offline curriculum.

Benefits:

- Stations can address different levels of depth with students
- Teachers can work with smaller groups of students to provide targeted instruction
- Students have opportunities for collaborative and self-led learning
- Students have multiple opportunities to reflect their learning in different ways

Considerations:

- What digital content and tools are available to support offline instruction?
- How do you ensure content is differentiated across stations for individual students?
- How are students being grouped?
- What routines and procedures do you have in place to support a blended station rotation?



Report for the School Board for
Approved Field Trips

9/21/17

School: SHS **Grade Level:** 11-12 **# students:** 25 **Type of Field Trip:** Daytrip

Date Rec'd: 9/8/2017 **Date of Trip:** **Day:** W **Trip Time:** 2:15pm-6:00pm

Location: UNH, Durham, NH **Transportation:** Bus

Notes: Course: Project SEARCH - Students will learn several topics that will be covered beyond the school walls and will be expected and encouraged to share their info learned with the rest of SHS peers and faculty. These trips will be bi-monthly Sept. - April.

School: SHS **Grade Level:** 11-12 **# students:** 30 **Type of Field Trip:** Daytrip

Date Rec'd: 9/8/2017 **Date of Trip:** 9/20/17 **Day:** W **Trip Time:** 8:15am-1:00pm

Location: Dover High School, Dover, NH **Transportation:** Bus

Notes: Course: Project SEARCH - Students annually participate in the ropes course team building experience prior to working in seminars with their groupmates from 11 area schools.

School: Gonic **Grade Level:** 5 **# students:** 40 **Type of Field Trip:** Daytrip

Date Rec'd: 9/14/2017 **Date of Trip:** 10/13/17 **Day:** F **Trip Time:** 9:00am-1:30pm

Location: Blue Job Mountain, Strafford, NH **Transportation:** Bus

Notes: Prior to the hike, students will learn poetic devices and how to write a haiku poem (C6, C1, C4). Students will write a haiku poem on Blue Job; rough draft will be edited/revised in class. The class will create a haiku book.

School: Gonic **Grade Level:** K **# students:** 32 **Type of Field Trip:** Daytrip

Date Rec'd: 9/14/2017 **Date of Trip:** 10/27/17 **Day:** F **Trip Time:** 8:30am-1:30pm

Location: Emery Farm, Durham, NH **Transportation:** Bus

Notes: Competency 4: Writing - combination of drawing, dictating and writing to narrate a single event and provide a reaction to what happened.

Report for the School Board for
Approved Field Trips

9/21/17

School: McClell **Grade Level:** 4 **# students:** 41 **Type of Field Trip:** Daytrip

Date Rec'd: 9/21/2017 **Date of Trip:** 10/16/17 **Day:** M **Trip Time:** 8:30am-2:00pm

Location: State House/Historical Society, Concord, NH **Transportation:** Bus

Notes: This trip will teach students about NH history and government as required for 4th grade competencies. The students will have to list the branches of government and explain what their jobs are.

School: SHS **Grade Level:** GOS **# students:** 12 **Type of Field Trip:** Daytrip

Date Rec'd: 9/8/2017 **Date of Trip:** 9/5-2/1/18 **Day:** M-F **Trip Time:** 8:00am-2:00pm

Location: Vocational & Recreational Sites **Transportation:** Private Autos

Notes: Students will demonstrate self management skills in order to enable them to increase their independence in community based settings. Students will effectively work alongside others in community settings in order to contribute to group efforts by sharing ideas, suggestions and work loads.

School: ERS **Grade Level:** 5 **# students:** 49 **Type of Field Trip:** Daytrip

Date Rec'd: 9/13/2017 **Date of Trip:** 10/4/17 **Day:** W **Trip Time:** 8:30am-2:00pm

Location: State House, Concord, NH **Transportation:** Bus

Notes: This trip will introduce students to government operations, Colonial America and the Civil War. Competencies C1, C2, C4, and C5 are aligned with this field trip.

School: NLS **Grade Level:** 4 **# students:** 15 **Type of Field Trip:** Daytrip

Date Rec'd: 8/30/2017 **Date of Trip:** 9/5/17 **Day:** Tu **Trip Time:** 9:45am-11:30am

Location: East Rochester School **Transportation:** Walking

Notes: To participate in the instrument demonstration assembly which serves as a kick-off to recruiting new band students. Those students who sign up for band will experience music literacy and technical skills involved in playing an instrument and lifelong learning.

Report for the School Board for
Approved Field Trips

9/21/17

School: SSS **Grade Level:** 4 **# students:** 16 **Type of Field Trip:** Daytrip

Date Rec'd: 8/30/2017 **Date of Trip:** 9/5/17 **Day:** Tu **Trip Time:** 1:00pm-2:30pm

Location: Chamberlain Street School **Transportation:** Walking

Notes: To participate in the instrument demonstration assembly which serves as a kick-off to recruiting new band students. Those students who sign up for band will experience music literacy and technical skills involved in playing an instrument and lifelong learning.

School: SHS **Grade Level:** 12 **# students:** 8 **Type of Field Trip:** Daytrip

Date Rec'd: 9/7/2017 **Date of Trip:** 9/12/17 **Day:** TU **Trip Time:** 7:00am-3:00pm

Location: Pease ANG Base, Newington, NH **Transportation:** Bus

Notes: Course: ROTC - Orientation Flight on Pease Air National Guard KC-135 air refueling aircraft.

School: McClell **Grade Level:** 3 **# students:** 80 **Type of Field Trip:** Daytrip

Date Rec'd: 9/7/2017 **Date of Trip:** 10/27/17 **Day:** F **Trip Time:** 8:30am-4:00pm

Location: Squam Lake Science Ctr, Holderness, NH **Transportation:** Bus

Notes: Understand plant life cycle; understand what plants need to survive; observe the impact of people and animals on the environment.

School: McClell **Grade Level:** 1 **# students:** 68 **Type of Field Trip:** Daytrip

Date Rec'd: 9/7/2017 **Date of Trip:** 10/24/17 **Day:** Tu **Trip Time:** 8:35am-2:00pm

Location: Pumpkin Valley Farm, Dayton, ME **Transportation:** Bus

Notes: This trip is tied to our unit on plants. We are doing a PBL unit on pumpkins so each student will return with a pumpkin. We will learn about life cycle, seed dispersal, counting, measurement, and begin persuasive writing.

Report for the School Board for
Approved Field Trips

9/21/17

School: SHS **Grade Level:** 11-12 **# students:** 40 **Type of Field Trip:**

Date Rec'd: 9/18/2017 **Date of Trip:** 10/11/17 **Day:** W **Trip Time:** 7:45am-2:00pm

Location: Bates College, Lewiston, ME **Transportation:** Bus

Notes: Course: Guidance - This trip aligns with school priority to improve the college going on rate. This trip will often be the participants first campus visit which can serve to motivate and focus the student to achieve at a high level and be prepared to meet college admissions requirements.

School: SHS **Grade Level:** 11-12 **# students:** 40 **Type of Field Trip:**

Date Rec'd: 9/18/2017 **Date of Trip:** 11/1/17 **Day:** W **Trip Time:** 8:00am-1:30pm

Location: UNH, Durham, NH **Transportation:** Bus

Notes: Course: Guidance - This trip aligns with school priority to improve the college going on rate. This trip will expose first generation, multicultural and low income students to the UNH campus, admissions requirements, academic expectations and supports available to UNH students to succeed.

School: SHS **Grade Level:** 9-12 **# students:** 60 **Type of Field Trip:**

Date Rec'd: 9/18/2017 **Date of Trip:** 9/23/17 **Day:** Sa **Trip Time:** 3:00pm-9:00pm

Location: NH Motor Speedway, Loudon, NH **Transportation:** Bus

Notes: Course: ROTC - New Hampshire Motor Speedway Fundraiser - Competency 3 - AFJROTC Cadet Skills

School: SSS **Grade Level:** K-2 **# students:** 52 **Type of Field Trip:**

Date Rec'd: 9/15/2017 **Date of Trip:** 10/12/17 **Day:** Th **Trip Time:** 9:00am-1:30pm

Location: Emery Farm/Wagon Hill, Durham, NH **Transportation:** Bus

Notes: Math and Reading Comptencies: Students will read about and complete activities related to the life cycle of a pumpkin. Students will use their pumpkins to complete a pumpkin investigation where students will describe, weigh and measure the pumpkins.
