

BRANFORD BOARD OF EDUCATION
Teaching & Learning Committee Minutes

DATE: January 9, 2019

LOCATION: Branford High School Lower Media Center
185 East Main Street, Branford, CT

SUBJECT: Teaching & Learning Committee

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ATTENDANCE

HERE	ATTENDEE	AFFILIATION
Y	John Prins, Committee Chair	Board of Education
Y	Joanne M. Borrus	Board of Education
Y	Michael Krause, CIC	Board of Education
N	Maria Ehrhardt	Board of Education
Y	Ellen Michaels	Board of Education
Y	John O'Connor	Board of Education
N	Dawn Perrotti	Board of Education
Y	Elizabeth Regan	Board of Education
Y	Shannen Sharkey	Board of Education
N	Riyanusu Bam	Board of Education
N	GianCarlo Giannini	Student Representative
N	Riyanshu Bam	Student Representative
N	GianCarlo Giannini	Student Representative
N	Mia Josephy-Zack	Student Representative
N	Lisa Kroeber	Student Representative
Y	Minsok Lee	Student Representative
N	William Riggs	Student Representative
Y	Hamlet M. Hernandez, Superintendent	Central Office
Y	Rachel Sexton, Assistant Superintendent	Central Office

Others in attendance: Lee Panagoulis, BHS Principal; Joe Briganti & Stephanie Byrd, BHS Assistant Principals; Lauren Skultety & Ashley Marinaro, Curriculum Coordinators

BUSINESS ITEMS

ITEM DESCRIPTION

CALL

01 Meeting was called to order at 7:19 P.M. by John Prins, Committee Chair.

APPROVE MINUTES

02 A. MOTION (Sharkey/Regan) to approve the minutes from the December 12, 2018 Teaching & Learning Committee Meeting.
APPROVED UNANIMOUSLY

03 **PRESENTATIONS**

A. High School Credits

Superintendent Hernandez stated that there is new legislation that by 2023 students will need to have 25 credits to graduate. The Board will need to approve how the 25 credits will be clustered. Rachel Sexton stated that high school reform is very much about preparing graduates for the 21st Century. Changes how credits are clustered, work around Global Learning Competencies (GLC's). Making GLC's the center of what we are doing to prepare students for the 21st Century. Lee Panagoulis stated that legislation and ideas have been around for a number of years and he is happy with latest iteration as it gives flexibility for making the move from 20 credits to 25, so it does not have a big impact on personnel or financially. He stated that 4 years ago BHS moved the science credit from 2 to 3 credits.

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A. High School Credits (Continued)

Among the items discussed in their BHS Graduation Requirements Presentation, Rachel Sexton and Lee Panagoulas, discussed the class of 2018 graduation data including the percentage of students earning credit, students completing at least one advanced level course (91.2%), the total number of credits earned– average 25.8; minimum 22; maximum – 29.5, they stated that the driver for this change is Public Act 17-42 Section 1, Graduation Requirements for Classes 2019-22; total credits = 22, Graduation Requirements for Classes 2023 and on; total credits = 25, the Main Content Clusters; Humanities – 9 (English - 4, Social Studies - 3, Fine Arts -1, Elective - 1); STEM – 9 (Math – 3, Science – 3, Electives – 3); Other – 7 (World Language – 1, Mastery-based diploma – 1, PE & Wellness – 1, Health & Safety – 1, Electives – 3), Next Steps – Performance Graduation Requirements; Transfer Goals, SPIRIT Portfolio; Community Services & Capstone.

Joe Briganti and Stephanie Byrd, explained that the SPIRIT (in SPIRIT Portfolio) stands for Social Awareness, Personal Improvement, Integrity, Resilience, Independent Learning and Transition Beyond High School.

Among the questions that Board members asked were; is there the possibility of financial education classes? Are the new requirements going to be able to fit in the schedule? In the same class can you get two credits? With new the legislations are higher secondary education institutes in Connecticut on board and are they expanding their programs around certification? Currently or in the future does community service get awarded credits? Regarding to the second I in SPIRIT (Independent Learning) is there an online component?

When asked what he thought of the increase in graduation credits, Student Representative, Minsok Lee, said that he found it all very interesting to hear and that he felt that there were a lot more options as opposed to his freshman year.

B. Elementary Science Program

Superintendent Hernandez stated that there is a gap at the elementary level. The hope for this evening is to orient the Board to what is seen as a viable option for science instruction at the elementary level. The outcome that we are looking for is that the Board mulls this over and contemplates and approves the curriculum. Project Lead the Way is the rare instance where the program is the curriculum.

Rachel Sexton stated that there is a real need to look at current curriculum practices in science at the elementary level and align them to keep the momentum of what was happening at the secondary levels.

Among the items discussed in their presentation, Lauren Skultety and Ashley Marinaro discussed; the Goals for Elementary Science – all K-4 students will ask questions, pursue answers to those questions and share their findings with others; all K-4 students will have a common set of experiences related to science instruction and all K-4 students will deepen their knowledge base to prepare for further and advanced studies in science. The three most important things that Project Lead the Way lends itself is it conveys information, pursues interests and curiosities and uses flexible approaches. Curriculum: The Work Ahead, they discussed the goal of this work which is sustainable changes that support the growth

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of all students and prepare all learners for a successful future. The steps that were taken to get us to here - Laying the Groundwork; elementary participation in K-12 Vertical Team, investigation into resources, crosswalk of resources to standards, site visits to see implementation of resources, consultation with colleagues across the region, use of the secondary curriculum process to inform decision regarding the development of the elementary science work. Instructional Design: project-based learning, engage students in situations that related to the world around them and learn content and address K-12 transfer goals by solving various challenges. Student Learning: tap into and build on student curiosity, provide great student choice, support growth related to GLC's – **Effective Communicators and Collaborators, Self-Directed Learners and Critical Thinkers** (these are the most prevalent in Project Lead the Way) and active well-rounded citizens, de-compartmentalize student learning.

With Project Lead the Way, our students will experience hands-on activities, projects and problems; develop a mindset for design thinking and also develop critical and creative thinking, communication, collaboration, skills and perseverance.

Connection to Standards: teachers facilitate learning, not deliver content; addresses NGSS, as well as Common Core Standards for Math and ELA – heavy focus on NGSS practices means students are doing science and follows story line approach to science.

With Project Lead the Way there are four modules designed for each grade-level and exposure to computer science, engineering and biomedical science.

With Project Lead the Way the benefits for students are: spark a lifelong love of learning- all students see themselves as scientists as they do science; incorporate GLC's that students will use in all levels of school and beyond and also gain foundational knowledge for advanced studies in computer science and engineering.

The Next Steps: Continue curriculum work in science at intermediate and high schools, develop a vision and plan for expanding engineering opportunities at the intermediate and high schools, provide science instruction to elementary students through use of Project Lead the Way.

Mrs. Skultety and Mrs. Marinaro finished their presentation by showing a short video from a school district in New York sharing their experience with Project Lead the Way.

Among the questions that Board members asked were: will we be able to provide appropriate staffing? Is Project Lead the Way new at the elementary level? Where the District stands with Language Arts?

PUBLIC COMMENT

There were no public comments at tonight's meeting.

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ADJOURN

04 Mr. Prins adjourned the meeting at 8:46 PM.

**The next Teaching & Learning Committee Meeting will be
Wednesday, March 6, 2019 at 7:00 PM at Branford High School, Dining Commons.
This meeting will be the District's Annual Art Show.**

Respectfully submitted,
Elizabeth Regan
Secretary

Prepared by,
Kerry Eyrich