

**Curriculum Committee Meeting Minutes**  
**Wednesday, January 23, 2019**  
**4:00 p.m.**  
**District Office, Board Room**

**Attendees:** Dr. Michelle Cardwell, John Lumia, Peggy Kelland, Linda Rappaport, Amy Fazio, Jessica Turner, Helen Soyka, Matthew Keeney, Steven Shuchat, Christine Zandstra, Jim Nurre, Donna Kart, Kourtney Cabello, Amanda Deck, Mary Wexler, Tara Koehler, Lauren Hernandez

The meeting was called to order at 4 p.m. by Dr. Michelle Cardwell.

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- Jessica Turner presented the K-6 curriculum map overview. This can be found on the district website. It is important to streamline the elementary work over the entire district. The scope and sequence is provided by core content area as well as by quarter.
- K-6 Math Curriculum - Standards, resources, vocabulary and assessments so that all K-6 continuum have the same assessments when talking about student proficiency. Resources are also linked for teachers. Mapped out pre and post test learning standards. Coherence map is also available to click on any standard to prepare students in K-6 for algebra. Shows where standards came from and where it is going which provides differentiation for student learning. There is also a rubric broken down by skills.
- A teacher shared that curriculum writing was an ongoing process and moved away from resources to standards being taught. Realized that we could hit all the standards based on the resources. Teachers are more comfortable with the standard, then with a book. Teacher shared that in the past there was nothing to guide the teachers with a traditional classroom with whole group instruction and guided practice. More resources became available but some things didn't need to be taught.
- It was stated that writing about math this year has improved immensely. There is value in how teachers structure the elementary math classroom. K teacher shared you can meet the K student where they are and grow with them. The workshop model ensures that she hits all the items in stations where the students rotate. The students have opportunity to think in the workshop model. There is a reflection at the end on what the students learned as it provides the teacher with a way to see where they are and moves them forward while providing extra for the students who are ahead. The students do math through play in the primary classroom without diluting the standards.

- Question was asked and answered: Does WCSD curriculum align to NYS standards? Yes. Does NYS test reflect what we are teaching? Yes.
- Question asked and answered: Are students better prepared today to be critical thinkers? Yes, absolutely. Today the workshop model introduces skills to work collaboratively and problem solve. This builds student confidence that they are thinkers and learners.
- Question asked and answered: What supports do you need? Additional support may be needed such as ability to have ½ day professional development to make the games as a grade level, as inservice or professional development. Another need is money to order games (School Specialty). Parent agrees that student has improved by ability and love of math. Are most teachers adopting workshop method in the district at this point? About half, because we have one math specialist and we have 10 buildings they are in a building once every 10 weeks.
- Suggestion was made to have secondary teachers come observe elementary level workshop model. This would start the discussion to see if students at secondary level can benefit from workshop model. A teacher stated that it is not ideal at this time because of the number of topics covered at the secondary level.
- 7-12 Math Curriculum presentation facilitated by Adam Panzer: the efficacy relevance and alignment of math curriculum. Study of three year trend that shows where the district is on teaching the standards. It compares WCSD to all districts reporting to DC BOCES. Math 7 and 8 are subject to opt out rates. Sharing of resources and documenting how a teacher whose students performed on par or above on a particular standard. During curriculum writing, they would review where this is on the curriculum map and make determinations to revise the curriculum. NYS Next Generation is a rebranding of the Common Core. We are in the raising awareness and building capacity phase.
- For grades 7 and 8, the Common Core provides vertical alignment for easy progression from one year to another. Does the state assessment reflect what you teach? Yes. The problem is the reading. The questions are too dense. Lower end students have difficulty in reading and they are struggling with the reading, especially the geometry.
- Teachers indicated they were teaching during the transition from when there were math tests with no curve. NYSED then moved over to Math A and B which was a half year program with conversion charts with points out of 85 instead of out of 100, then transitioned back to one year course Algebra/Geo/Algebra II Trigonometry with conversion charts. Then, common core with Algebra, Algebra II and Geometry.

Teachers indicated that there are certain topics that are addressed better than in previous years. However, radicals are gone from the NYS math program. It was stated that there are holes in student learning that the teacher continues to plug into the math standards. Higher level math students are able to have a better conversation with you about math. However, there are drill and practice skills that students still need. Lower level math students have difficulty with word problems due to the level of reading that is involved.

- WCSD is very fluid. We sit down with the standards and make sure all topics are covered. They also review all regents exam questions to see if there are trends. Another focal point is exponents. Data showed each question on the exam and she could compare to colleagues in her building and also other districts. Will work with colleagues to compare data with strengths and weaknesses to improve instruction. Biggest hit was losing Trigonometry from Algebra II as it is now in the pre-calculus curriculum.
- Members were asked to email suggestions regarding goals for the Strategic Planning to Dr. Cardwell.
- Meeting was adjourned at 5:30