

Teaching and Learning Committee
October 2, 2023
9:30-11:00

In attendance: Kathy Silletti, Suzanne Jordan, Robin Jacobowitz, Cathy Collins, Beth Lews-Jackson, Stacia Felicello, Beth Bonville, Dr. Padalino, Kirk Reinhardt, Alissa Oliveto, Angela Armstrong (visitor for last portion)

- I) Approval of minutes, June 2023 meeting
- II) T&L Charter
- III) I-ready/Fundations: curriculum, professional development, assessment
- IV) 9th grade English and Global honors class data
- V) Diversity summary of KCSD faculty/staff

I) Approval of minutes, June 2023 meeting

II) T&L Charter- 3 changes suggested and approved unanimously

- Three revisions were made to the charter:
 - changed s/he pronouns to “they”
 - Include annual reports on the diversity of KCSD faculty and staff; this is in line with both Superintendent and BOE goals.
 - Altered the committee composition to include “other faculty and staff as needed” so teachers could participate

III) Curriculum initiatives

Drs. Felicello and Oliveto presented information about recent curriculum initiatives including the motivation for changing curricula, the professional development plans for supporting faculty and staff, and how each initiative will be assessed.

Initiatives can be grouped by the way they address particular learning goals.

Phonics: To build a stronger foundation in phonics, the district is implementing Foundations. The rollout has been gradual over the past couple of years, but as of 23-24 school year grades K-3 are now using it. Fast Forward is a computer-based program that support phonics development for struggling readers. Right now the district is using Fast Forward with special education students (K-12), but exploring its potential to serve ELL students. Finally, I-Ready Phonics is being used for Tier 2 &3 students in grades 4-8. Those are grades that between Covid and the timing of curriculum changes, were never exposed to phonics or Foundations. The hope is that in a few years we may not need this program because younger grades have all be supported since kindergarten.

Dr. Oliveto shared the professional development calendars for Foundations, Fast Forward and i-Ready.

Writing: Writer's Workshop has been rolled out in grades K-3 so far, and is projected for grades 4 and 5 in the next two years. Goals of this program are to increase vocabulary and comprehension; this is likely most effective if tied in with other disciplines, so there are continued efforts to link curriculum in other subjects with writing exercises. Students are evaluated by unit assessments and student portfolios that will move up with the student as they grow. Professional Development for Writer's workshop is led by Lindsay Barton and for the 2023-2024 academic year is focused on grade 3 and new teachers.

Math: i-Ready classroom is now being used in grades K-8. There is a two-year plan for professional development to support teachers; PD is organized by topic and date (links are in slide show in board library on website). I-Ready classroom aligns with the Next Generation Standards and will prepare students for the new Regents Exams which will begin for Algebra in 2024, for Geometry in 2025, and for Algebra 2 in 2026.

ELA: i-Ready NY. Data in recent years have shown that comprehension skills are suffering in Grades 3-8, prompting the change to i-Ready. ELA Regents will reflect new NYS Standards in 2026.

Changes in curriculum require a shift in diagnostics as well.

Diagnostics: The i-Ready diagnostics are replacing the STAR tests because they are more closely tied with the new curriculum and they can personalize recommendations for each student (via MyPath). I-Ready diagnostics include phonics, vocabulary and comprehension (skills stressed by Foundations, Fast Forward, and Writer's Workshop) as well as the Ready NY reading curriculum and i-Ready classroom, the math curriculum. 2022-23 pilot teachers used STAR and I-ready for comparison. Outcomes were similar for some students but not all, so we need to keep this in mind as we interpret data comparing students outcomes across years that use different curricula.

Science: Grades 2-7 have new standards and curriculum, but grades differ with what curriculum is used (e.g., Carolina Smithsonian for 2-4 while grades 5-6 science curricula are developed in-house). NYS Science assessments are now computer based and no lab performance testing. In June 2025 students will take Regents aligned to new standards (Earth Science renamed Earth & Space).

Social Studies – teachers have been using resources provided through BOCES.

Brief Discussion:

- Plan to make subs available for PD to help facilitate training? (Yes, that will be provided when needed) 2-hour delay trainings went well.

- How do we provide enough catch-up training for comprehension? Writing workshops will not catch up with the students who need it. (This is still somewhat unresolved)
- Running Records were a useful tool. Still used in some circumstances.

III. 9th Grade Honors – ELA & Global

Goal was to create more access to honors classes by letting students self-select into 9th grade honors ELA and Global classes. Total enrollments rose dramatically: as an example, from 22-23 school year, 81 total students were in English 9, and this year, there were (at the time of the report) 145 students. For global studies, in those same years, the number of students went from 76 last year, to 173 this year. This meant that there were 3 sections of each taught last year, and now we have 5 sections of ELA and 7 sections of global. With this overall increase in numbers were increases in representation of all demographic subgroups. For the first time we also have integrated sections for ELA/global studies, co-instructed to support students with disabilities.

*Note: Because students had 7 weeks to take an exit ramp out, these numbers might have shifted some). Administrators were getting feedback from teachers (around the time of the T&L meeting), so we look forward to hearing how it is going from their perspective.

IV. Diversity Summary – by Ms. Armstrong

Presented a slide show highlighting Ms. Armstrong's background and what she does day-to-day in her job to recruit and retain diverse faculty, and some data. Among the statistics, two stand out: 34 EOC hired in the past 3 years, and 33.3% of new hires this year were EOC

The committee discussed and commended the purposeful recruitment efforts. We also acknowledge the importance of retention and the great value that comes from Ms. Armstrong building relationships with these educators, and facilitating opportunities for relationship-building amongst EOC.\

Next meeting is November 6, 2023.

Meeting adjourned at 10:58 a