

QUINCY SCHOOL COMMITTEE

TEACHING & LEARNING SUBCOMMITTEE MEETING ~ April 3, 2017

A meeting of the Teaching & Learning Subcommittee was held on Monday, April 3, 2017 at 5:00 pm in the Coddington Building. Present were Mrs. Kathryn Hubley, Mrs. Emily Lebo, and Ms. Barbara Isola, Chair. Also attending were Superintendent DeCristofaro, Deputy Superintendent Kevin Mulvey, Ms. Roberta DiTullio, Ms. Elizabeth Hallett, Ms. Maura Papile, Ms. Erin Perkins, Ms. Madeline Roy, Mr. Keith Segalla; and Ms. Laura Owens, Clerk.

Senior Curriculum Director Madeline Roy and Special Education Director Erin Perkins presented an update on Science Curriculum for Grades K-12. At the high school level, all curriculum mapping is complete and standards alignment is underway. Science & Engineering courses are being evaluated against the new standards with shifts being made as needed to reflect the standards. Science and Engineering practices are being incorporated and assessed as it is anticipated that the new Science MCAS will assess these practices. DDMs are being administered and incorporated into evaluation. New CVTE framework has been incorporated into instruction already.

In terms of high school MCAS, this year's Grade 10 students are considered legacy students and are being assessed under the 2001/2006 Science standards. Next year's Grade 10 students are in this category as well. Decisions are to be made for the students currently in Grade 8 and below. In June, the Biology MCAS will be administered to 844 QPS students, in Grades 9 & 10.

For middle schools, Grades 6-8 Science & Technology Engineering teachers have met as a time during professional development days. At their sites, teachers work together vertically. Advanced Science Curriculum work will be completed during the summer; students are being selected at the school site level during the scheduling process. Pearson's *Interactive Science* program is being considered for purchase; this is a blended program with both print and digital materials. Content is organized by domains of Earth, Physical, or Life Science and in topics for each domain. Inquiry work is built in and the program has a STEM resource for Tech Engineering extensions.

In the elementary school levels, teachers are also working on becoming familiar with the new Science standards. Grade 5 teachers worked with middle school teachers two years ago so have a bit of a head start in their buildings. Science Ambassadors from DESE have come to QPS for training for Grades 3-5 Science focus teachers, focusing on the difference between the new and old standards and adapting curriculum maps in order to be able to implement the new standards. Curriculum map work will continue in professional development meetings and over the summer. Classroom teachers asked for more time to understand the new standards before looking at new curriculum resources, there is more interest in kits rather than textbooks. Another piece of the elementary transition is integrating science with ELA, Mathematics, and Social Studies.

Mrs. Lebo asked for an update on the DESE requirement for DDMs. Mr. Mulvey said that parts of the student impact rating will be incorporated into the summative rating, which will have to be bargained with the QEA. Model language has not yet been released by DESE.

Ms. Hallett and Ms. DiTullio presented an update on the High Needs EL Team. The team has expanded to all eleven elementary schools and includes English Learner, Resource Room, and Literacy teachers; Guidance staff, Psychologists, and school administrators. Very strong collaboration, attendance at SSTs, Team Meetings, and collaborative development of IEP goals. LSIF intake forms are used at Central Registration to determine student's formal schooling and family background.

In reflecting on this year's goals, the teachers from the original five schools will be assistive to the newer schools, as they have a two-year head start. In the first years of the initiative, there was a focus on gathering information and observation; now the RTI process is being rolled out with the development of ICAP for ELs (Individual Curriculum Accommodation Plan), documented evidence of attempted interventions or accommodations. These accommodations are attempted prior to the formal IEP establishment, document effective ways to work with students within the classroom.

Mrs. Lebo asked for a ballpark number of students, Ms. Hallett said 4.3% of EL students are on IEPs, these High Needs students are pre-IEP but struggling, and these interventions are to assist with determining where the issues lie.

Mrs. Perkins presented the updated MCAS Timeline. Parent nights were held with Citywide and all elementary and middle schools; attendance varied with evening events more well-attended. QPS IT performed preliminary walkthroughs at all sites to determine setups for large and small group assessment. Practice tests have been administered on pencil & paper and online at all sites for Grades 4 & 8. Last week, all student information was uploaded to the live site, six schools began online testing today. Other schools began paper-based testing today as well.

Ms. Isola said the planning and support has evidently paid off and that the students are probably less concerned than the adults. Mrs. Lebo said that at Sterling's Academic Night last week, the teachers definitely felt the student confidence was there. Mrs. Lebo asked about the mock test, is there any value for future usage as a preparation item. Ms. Roy said that most schools did not administer the whole test, used a class period to try out the hardware and software.

Mrs. Lebo made a motion to adjourn the meeting at 5:50 pm. Mrs. Hubley seconded the motion and on a voice vote, the ayes have it.