

CENTRAL BUCKS SCHOOL DISTRICT
Curriculum Committee Minutes
October 5, 2016

MEMBERS PRESENT

Ms. Sharon Collopy, Chair
Ms. Karen Smith

OTHER BOARD MEMBERS AND ADMINISTRATORS PRESENT

Mr. John Kopicki Dr. Davidheiser Dr. Bolton
Ms. Beth Darcy Mr. Glenn Schloeffel Mr. Jason Jaffe
Mr. Richard Kratz

MEMBERS NOT PRESENT

Mr. Dennis Weldon
Mr. Jerel Wohl

PREVIOUS MEETING MINUTES

The meeting minutes from the September 14, 2016 meeting were reviewed and approved without changes.

PUBLIC COMMENT

There was no public comment at the meeting.

INFORMATION DISCUSSION ITEMS

“OneNote for a Paperless Classroom Environment” Jason Jaffe, Director of Technology and Innovation, reviewed the *OneNote* Microsoft Suite software component as the web application that has a wide potential for use in classroom instruction. A video illustration of *OneNote* classroom use (St. Thomas School in North Carolina) demonstrated the software effectiveness connecting teacher, students, (and parents) in instruction, notetaking, collaboration, real time comment on student work by the teacher, and even voice feedback which expanded paths to learning. Jason introduced Josh Hoskins, Social Studies teacher at CB-East, as a best-use example of effectively supporting instruction in the new “paperless” environment. Josh’s students are all online. He explained the development of his full integration of instruction into the *OneNote* base over the last two years and how it has organized his instruction and response to student work, facilitated keeping instruction materials current, speeds up his daily preparation of lessons, and documents by daily agenda with links to what is covered in each lesson keeping students fully informed. Each student has access to the daily lessons, can copy documents and annotate notes directly on those documents in their own *OneNote* notebook. The student notebook becomes the submission tool for homework. Monitoring student collaboration in *OneNote* in real time, the teacher is able to view student work and as a “fly on the wall” provide redirection, comment, and student accountability. As Jason noted earlier, use of *OneNote* is not mandated at this time, but the hope is that in the future it will become the instructional tool of choice. Video of a CB student testimonial acknowledged how very helpful use of the *OneNote* was in easing the classroom focus on notetaking by students, freeing their attention for more complete engagement during class time. Mr. Kopicki asked whether all students could access the *OneNote* outside of the district. The full current class has access, however if situations arose where a student did not have access, this could be accommodated by download of document hard copies, or by accessing online through library computer. Mr. Kopicki asked about the transition to the online format for students—were

evaluate two of the six free response questions on the AP statistics exam. In 2015 there were 250,000 AP statistics test takers. Over a seven-day period these reviewers graded their assigned questions according to the established response rubric. All costs for the experience are covered by the College Board. Reviewers work from 8 a.m. to 5 pm. each day, and have professional development offered in the evening that included panel discussions with former chief AP readers, best practices sharing, and additional review training on those questions that were not specifically assigned to you as a participant. The experience provided Mr. Scarpill greater understanding of the AP exam expectations and overall positive professional development. Mr. Scarpill noted there are a number of subject areas where there is need for AP readers. Mr. Schloeffel asked Mr. McGlone whether he felt the AP reader experience was worthwhile? Mr. Chris McGlone, math teacher at CB-South, who had been an AP reader on four separate occasions, shared that participation by more teachers could enhance professional development within CB. Mr. Schloeffel noted that timing of the AP reader sessions, the first two weeks of June, would be a stumbling block since the district is still in session, and the vacancy rate is high during that time. Ms. Darcy asked how is this handled by other districts—are other districts approving AP reader participation? Mr. Scarpill indicated the co-readers he had spoken to from neighboring districts were approved as conference attendees by their administrations.

Update on the Middle School Survey Dr. Scott Davidheiser indicated that the survey is in its final stages of preparation and should be transmitted within a week in a community blast, through the web, and Facebook. The survey will be open for two weeks, then the results of the survey will be shared with the community in the form of a white paper. Continued review will include groups of teachers, high school students, and a parent advisory group. We are in the fifth year of the schedule change initiated in 2012. Ms. Collopy indicated that this survey would be of the current grades 7 to 12, and she would like to see that responses could also be included from those who are current college freshman for their perspective on the schedule before and after the schedule change. Dr. Davidheiser indicated that the depth and scope of the survey questions will be eliciting more in-depth view by students of their current experience by nature of the questions. Mr. Kopicki noted that research has been done for qualitative questions in the survey that will provide good solid data for an improved schedule down the road.

Update on Elementary Math Curriculum Selection Mr. Richard Kratz noted that the variety of math program options to be reviewed has been increased from nine to 11 with the addition of two programs, *Investigations in Number, Data & Space*, and *Bridges in Mathematics*. In the recent trip to the Baltimore School District, their staff spoke favorably regarding the *Investigations* program, and a nearby school district, Avon Grove, is currently using the *Bridges* software—a discussion with their district staff regarding their outcomes is planned for the near future. Special education teachers are included in the math program review committee, as currently special education is using a different program than regular education, it would be more effective if both sides of math instruction participate in the search to see if there is one program that will meet all needs. Ms. Darcy asked if any programs include special education instruction as well as regular education. Mr. Kratz noted that any program can provide additional guidance for special

to carefully review two programs a month. Mr. Kratz plans to have publishers come in and present their programs with prior knowledge of what the district is looking for in their final choice. Each grade level team has selected two instructional topics essential to their grade to sharpen their focus on what is being offered by each potential program. Two key drivers to the process: (1) the program *must* teach all PA core standards, and (2) reviewers must keep open minds when viewing each program. The first two programs for review are already available to committee members digitally.

Ms. Darcy asked whether public comment on technology used to teach basic math facts was taken into