

**Fairbanks North Star Borough School District
Curriculum Advisory Committee**

-- 520 Fifth Avenue, Curriculum Library --
Thursday, September 5, 2019 -- 5:30 p.m.

A G E N D A

A. PRELIMINARIES

1. Call to Order

2. Roll Call

Maxine Dibert

Patrick Frymark

Aimee Hart

Sharon Hildebrand

Earnest Kincade

Allyson Nicholson

Earl Peterson

Deborah Rinio

Christina Sinclair

Graham Storey

Sue Wilken

Nonvoting Members

Chrya Sanderson

Melanie Hadaway

B. APPROVAL OF AGENDA

- Recommend approval of the meeting agenda for September 5, 2019

C. APPROVAL OF MINUTES

- Recommend approval of the meeting minutes for April 4, 2019

D. CAC BYLAWS

E. CURRICULUM UPDATE

Develop and Define

- 7-12 English Language Arts
- K-12 Social Studies
- CTE Information Technology, STEM, and Aviation

Research and Review

- K-12 Mathematics
- K-6 English Language Arts

F. GENERAL COMMENTS/ QUESTIONS

G. ADJOURNMENT

Upcoming Curriculum Advisory Committee Meetings

October 3, 2019

November 7, 2019

December 5, 2019 (tentative)

January 9, 2019

February 6, 2020

March 5, 2020

April 2, 2020

April 16, 2020 (tentative)

**Fairbanks North Star Borough School District
Curriculum Advisory Committee**

Minutes of April 4, 2019

Ms. Hadaway called the meeting to order at 5:33 p.m. in the Administrative Center, Curriculum Library, 520 Fifth Avenue, Fairbanks, Alaska.

Members introduced themselves to the group before roll call.

Members Present:

Paula Addis
Jessica Eid
Grant Guy
Aimee Hart
Earnest Kincade

Deborah Rinio
Fé Seymour
Christina Sinclair
Heather Stewart
Sue Wilken

Nonvoting Members Present:

Melanie Hadaway
Chrya Sanderson

Members Excused:

Tara DeVaughn
Sharon Hildebrand
Earl Peterson

Staff Present:

Jennifer Morgan

Guest Present:

Joni Simpson

APPROVAL OF THE AGENDA

Ms. Wilken moved to accept the April 4, 2019, agenda; Ms. Addis seconded. Hearing no objection or comment, the motion was approved.

APPROVAL OF THE MINUTES

Ms. Addis moved to accept the February 7, 2019, minutes; Ms. Sanderson seconded. Hearing no objection or comment, the motion was approved.

CTE CURRICULUM REVISION

Recommend Approval of the TDL Curriculum

Ms. Hadaway briefly went over the curriculum revision process. Then, Ms. Simpson talked about the proposed changes to the Transportation, Distribution, and Logistics (TDL) curriculum. She explained that at the beginning of every CTE curriculum revision the writers visit with industry representatives and discuss what employers are looking for in recent high school graduates. For the TDL revision, the writers spoke with representatives from local dealerships, small shops, and other automotive-related companies. It became very clear that there is a huge demand in the community for Automotive Service Excellence (ASE) certified workers and that this certificate has value.

After meeting with industry representatives, the curriculum writers set priorities for the TDL revision, one of which is to have both district gas automotive programs certified through the ASE Education Foundation. North Pole High School already has this certification and is renewing it this year. Hutchison High School will work towards this certification, with the goal of completing it by the 2020-2021 school year.

The second priority set by the writers was the auto body and collision pathway, which is in high demand in the community. Hutchison has a full auto body shop, and this program has a lot of room for growth.

The third priority was to add a light diesel pathway to the TDL curriculum. The writers decided a whole new pathways is not needed, but instead this can be built onto an existing automotive pathway.

While revising the curriculum, the writers streamlined things and tried to get rid of some of the clutter. For example, the currently adopted curriculum has *Consumer Automotive*, which is not part of a pathway and covers the same things taught in *Basic Automotive IA*. A duplicate course is not needed, and there was some concern that students assume *Consumer Automotive* is a course for girls. The writers discussed access and equity, and they want to make sure the district is encouraging all students to take these courses and not miss any steps. With this in mind, *Consumer Automotive* was removed from the proposed curriculum, and *Basic Automotive IB* was added to allow for more time to cover the instructional topics.

Ms. Simpson noted that *Advanced Automotive Technology* is still double-blocked, meaning students work in the shop for two full class periods. The writers also recommended double-blocking the last two capstone courses in the auto body pathway: *Painting and Refinishing 1A/1B* and *Plastics and Adhesives 1A/1B*. Teaching auto body in just one hour is very difficult, and double-blocking these courses will give students more time in the shop.

Also, the district used to have a tech prep agreement with the University of Alaska Anchorage (UAA) for students to earn nine university credits for *Advanced Automotive Technology* if they paid a \$25 per credit fee. Although UAA no longer offers this, the district may partner with UAF in the future.

Ms. Hadaway mentioned the writers initially proposed cross-crediting *Advance Automotive Technology* so students could receive science credit. However, most CTE teachers hold a type M certification, which is a specialized certification for those who have not gone through a teaching program but have industry experience. In Alaska, those with a type M certificate cannot carry a content endorsement such as science. In order for students to receive science credit for the CTE course, the teacher has to have a science certification. If the course is cross-credited, it could create a situation in which one school offers the it as a science credit and another does not. Equity across schools was discussed and, at this time, the course will not be cross-credited with science. However, Ms. Hadaway wants to continue to explore this topic to see if there is a solution.

After Ms. Simpson went over the proposed changes to the curriculum, committee members asked questions and discussion ensued.

Ms. Sinclair moved to recommend the School Board adopted the proposed TDL curriculum; Ms. Seymour seconded. Hearing no further comment or objection, the motion was approved.

Recommendation Memo to the School Board

Ms. Hadaway directed the committee's attention to the draft recommendation letter in their packet, and explained it is generic and addresses common questions asked by the School Board. The committee had the option to use and edit this draft letter, start from scratch, or decide to not send a letter to the Board. She asked members if they were interested in forming a letter of support to the Board, and they indicated they were. Members reviewed the draft letter provided in their packet.

Mr. Guy asked for clarification about the phrase "the curriculum group began a thorough comparison of the adopted FNSBSD TDL Curriculum..." in the second sentence of the third paragraph. Ms. Hadaway stated this refers to the writers, and the phrase can be amended to the "curriculum revising group."

Ms. Stewart motioned to send the recommendation memo to the School Board with the amendment of "curriculum revising group" in the second sentence of the third paragraph; Ms. Seymour seconded. Hearing no further comment or objection, the motion was approved as amended.

CURRICULUM UPDATE

Committee members were given a handout about competency-based learning. Ms. Daml, who attended the previous meeting, wanted the group to have this document. It is the same information given to the English Language Arts and Social Studies curriculum research groups. The researchers have drafted a list of competencies, which the curriculum writers will use in August to start draft one of the curriculum.

CAC INFORMATION

2019-2020 Meeting Schedule

The committee was given the meeting schedule for the 2019-2020 school year. Ms. Hadaway went over the dates, highlighting the two tentative meetings.

CAC Application for the 2019-2020 School Year

Ms. Morgan drew members' attention to the stickers at the top of their agendas, which lists their term end date. Some parent and community members' terms are ending in May, and there are applications available for those who

wish to apply for the next school year. Ms. Morgan also pointed out that this year members were given one- or two-year terms to create a staggered affect. Going forward, all terms will be two years.

Tentative April 18 Meeting

Ms. Hadaway stated she does not have any items for the April 18 agenda. Ms. Stewart moved to cancel the April 18 meeting. Hearing no opposition, the meeting was cancelled.

GENERAL COMMENTS/ QUESTIONS

Ms. Eid inquired about student surveys. Ms. Hadaway explained surveys about teachers are completed once per semester in high school and once a year in elementary. Responses are anonymous, but the input is shared with teachers. Ms. Eid asked if the School Board looks at the survey information and takes it into consideration, and Ms. Hadaway clarified the Board does not look at the results, but schools do. Mr. Guy stated this information can be used to discuss elements of the teacher evaluation, such as if there is a concern about the quality of instruction. Ms. Stewart stated that, at the middle school level, students often go to counselor when there is a concern. The school helps students through this process to determine what they need in a class that they are not getting. For example, students might develop a list with bullet points to help them discuss certain things with their teacher. The goal is to build self-advocacy training and focus on what the student needs.

Mr. Guy is excited that kids have the opportunity to participate in these things and walk away with a certificate.

Ms. Hart thanked the group for all their hard work. She also informed the committee that her son recently got into Hutchison, and is excited to explore and settled in at the school.

Ms. Wilken appreciates the warm welcome she received and looks forward to working with everyone. She is excited about the curriculum they are going to look at next, because she used to teach social studies.

Ms. Stewart thanked Ms. Simpson for all her hard work in CTE, and stated she has made a note to have Ms. Simpson visit the school in the fall to talk with students.

Ms. Sinclair thanked the group for the opportunity to be on the committee, which she pointed out is a great way to serve her community. She also thanked Ms. Simpson for her work and dedication. Ms. Sinclair commented that her high school did not offer courses like this, and she loves that her child will have the opportunity to have this.

Ms. Seymour stated the committee is one of the most enjoyable things of her month, and she sees things change for the better.

Ms. Rinio is excited about the new TDL curriculum and thanked all who participated. She is also excited about the English Language Arts and Social Studies curricula, and hopes to see some good changes and positive direction.

Mr. Kincade commented that he took small engines and construction courses in school and liked it. On another topic, he announced he plans to ramp up the internship program. Ms. Simpson commented that the mentor program at Eielson is unique in that the district and the military are partnering to offer internships.

Ms. Sanderson thanked everyone that serves on the committee. She stated that she is new to the School Board, but has spent 35 years in the district. She mentioned that at the beginning of her term she reviewed the committee's agendas and minutes from past meetings, and she appreciates their passion. The committee is an open opportunity to service, and people can have a voice and provide input.

Ms. Hadaway thanked the committee for their work this year, and she feels fortunate to be a part of it. She hopes members consider reapplying for the next school year and welcomed the new member to the committee. She stated input from the community makes everything stronger.

ADJOURNMENT

Mr. Guy moved to adjourn the meeting; Ms. Seymour seconded. Hearing no objection or further comment, the meeting adjourned at 6:57 p.m.

Year One: Research and Review –

The purpose of Year One is twofold:

1. Engage in an in-depth study of the current program and determine its overall effectiveness.
2. Research current trends in curriculum content and pedagogy.

Community and staff input is gathered. Content area teams of teachers examine current best practice in curriculum and instruction. Based on the results of the study, participants in the Research and Review phase identify strengths and weaknesses of the current instructional program, and create a vision for instruction and student achievement in the content area. Content Teachers engage in professional development on innovative instructional practices, including assessment.

Year Two: Develop and Define -

During Year Two the vision for curriculum revision is developed and define. Content area teams review the current K-12 scope and sequence and

- align to state and/or national standards *and benchmarks*.
- create a district curriculum map that identifies the essential knowledge, understandings and skills that students need to know, be able to do, and act upon.
- review instructional best practices and make recommendations for a curriculum mix consisting of foundational, flexible and highly customizable content. Recommendations are made which consider digital resources and integration of instructional technology and ensure that the new curriculum and materials are culturally sensitive and non-discriminatory.

Content Teachers engage in professional development on creation and curation of digital curriculum.

A final curriculum report is submitted to Board of Education for approval. Professional development activities are planned to ensure that proper training and support are provided relative to the new curriculum and materials.

Year Three: Implementation -

The purpose of Year Three is to implement the new curriculum and develop common assessments based upon essential learnings, beginning with one common assessment for each quarter. Common assessments are not limited to traditional quantitative assessments but can and should include project based or performance assessments. In year three school teams do the following, providing feedback to the Teaching and Learning Department throughout the year.

- recommend grouping strategies, identify how to accelerate and remediate students, and address issues relating to students with special needs such as ELL and special education,
- review if what is intended in the scope and sequence is actually achievable
- align foundational and supplemental materials to essential learnings.

- Identify additional professional development needs. (such as effective use of time in PLCs, effective use of data, and changing instructional strategies based on the learning issues identified by the common assessments.)

Years 4 – 6:

Measuring - Steps are taken to ensure the curriculum is implemented as intended. Staff pay careful attention to how well students are responding to the new curriculum and ensure that teachers' and parents' questions are answered. Common assessments continue to be reviewed and refined. Teachers review data from the assessments and respond with appropriate instruction.

Revising: School level teams make appropriate adjustments and implement changes to better meet student learning needs. The curriculum is evaluated in terms of how well it is working and where modifications need to be made. Common assessments continue to be reviewed and refined.

Refining: School level teams continue to refine the curriculum delivery and identify systemic needs and suggestions. The Teaching and Learning Department creates formal opportunities for feedback.

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