MCCPS Board of Trustees

Academic Excellence Committee Committee Meeting

Published on June 3, 2020 at 9:16 AM EDT

Date and Time
Wednesday June 10, 2020 at 8:00 AM EDT

https://us02web.zoom.us/j/82913159414?pwd=OXcyUlpIeVQxKzd3cGF2dTNhTXpodz09

Agenda

	Purpose	Presenter	Time
I. Opening Items			**8:00 AM**
Opening Items			
A. Record Attendance and Guests		Jessica Xiarhos	
Record Attendance			
B. Call the Meeting to Order		Jessica Xiarhos	
C. Accept Remote Participation	Vote	Jessica Xiarhos	3 m

In light of the ongoing COVID-19 coronavirus outbreak, Governor Baker issued an emergency Order on March 12, 2020, allowing public bodies greater flexibility in utilizing technology in the conduct of meetings under the Open Meeting Law. This committee makes a motion to accept this Executive Order for this meeting of the Academic Excellence Committee, on June 3, 2020.

	Purpose	Presenter	Time
D. Approve Minutes from 6/3/20	Vote	Jessica Xiarhos	5 m
II. Academic Excellence Committee			**8:08 AM**
Academic Excellence Committee			
A. Role of Academic Excellence Committee in Distance Learning	Discuss		30 m
B. Implementation of Criteria for Excellence Documents in Remote Learning	Discuss		25 m

Layers to using the documents ...

- PD for Staff on how to implement
- Redesigning in-person curriculum and aligning with PBL
- Then again redesigning for remote learning
- How do we reach all learners?
- Aligning student - teacher - parent expectations at different grade levels
- How do we replicate what we do - keeping the same level of rigor - in a remote setting?

C. Next Steps   Discuss   Jessica Xiarhos   5 m

Deciding on an action plan for ...

- sharing Criteria for Excellence with the community, teachers
- PD for how to use the document in person and remotely
- aligning with projects/reworking curriculum

III. Closing Items   **9:08 AM**

A. Action Items   FYI   Jessica Xiarhos   5 m

B. Adjourn Meeting   Vote

Cover Sheet

Approve Minutes from 6/3/20

Section: I. Opening Items

Item: D. Approve Minutes from 6/3/20

Purpose: Vote

Submitted by:

Related Material:

2020_06_03_academic_excellence_committee_committee_meeting_minutes.pdf

MCCPS Board of Trustees

Minutes

Academic Excellence Committee Committee Meeting

Date and Time
Wednesday June 3, 2020 at 8:30 AM

https://us02web.zoom.us/j/82913159414?pwd=OXcyUlpIeVQxKzd3cGF2dTNhTXpodz09

Committee Members Present
Ellen Lodgen (remote), Jessica Xiarhos (remote), Kimberly Sullivan (remote), Matt Cronin (remote), Peter Cohen (remote)

Committee Members Absent
Emily Westhoven, Michael Condon

Guests Present
Molly Wright (remote), Sarah Plymate Ragozin (remote)

I. Opening Items

  A. Record Attendance and Guests

  B. Call the Meeting to Order
    Jessica Xiarhos called a meeting of the Academic Excellence Committee committee of MCCPS Board of Trustees to order on Wednesday Jun 3, 2020 @ 8:02 AM.

  C. Accept Remote Participation
    Jessica Xiarhos made a motion to In light of the ongoing COVID-19 coronavirus outbreak, Governor Baker issued an emergency Order on March 12, 2020, allowing public bodies greater flexibility in utilizing technology in the conduct of meetings under the Open Meeting Law. This committee makes a motion to accept this Executive Order for this meeting of the Academic Excellence Committee, on June 3, 2020.
    Ellen Lodgen seconded the motion.

The committee **VOTED** unanimously to approve the motion.

Roll Call

Emily Westhoven	Absent
Ellen Lodgen	Aye
Matt Cronin	Aye
Michael Condon	Absent
Jessica Xiarhos	Aye
Sarah Plymate Ragozin	Absent
Kimberly Sullivan	Aye
Peter Cohen	Aye

D. Approve Minutes from 5/6/20

Ellen Lodgen made a motion to approve the minutes from May 6. Academic Excellence Committee Committee Meeting on 05-06-20.

Matt Cronin seconded the motion.

The committee **VOTED** unanimously to approve the motion.

Roll Call

Sarah Plymate Ragozin	Aye
Ellen Lodgen	Aye
Peter Cohen	Aye
Kimberly Sullivan	Abstain
Matt Cronin	Aye
Jessica Xiarhos	Aye
Michael Condon	Absent
Emily Westhoven	Absent

II. Academic Excellence Committee

A. Role of Academic Excellence Committee in Distance Learning

B. Review of Draft Math Department "Criteria for Excellence"

Academic Reopening Commission - several scenarios playing out.

How do we train staff to do some form of remote learning?

- We need a more unified front from grade levels
  - alignment necessary for some sort of cohesiveness

State-wide there is a reopening commission

- fear of decision making being turned over to district level
- Pressure on commissioner to have 100% attendance in order to send working parents back to work
- Hybrid model disruptive and complicated
- Providing educational services to those who don't choose to return to school
- Lynn schools thinking about only bring elementary students back in - upper schools/ high school more successful online, elementary students spread out amongst classrooms
- Staggered start times

How do we replicate what we do in a remote setting?

- Is this the responsibility of our committee or the Academic reopening commission?
- Narrowing the focus... concrete questions we would like to explore

- Community is an aspect. Different strategies to do that.
- Academics - PBL -
  - Criteria for success for math - are we in a position to share this out to the community? - a way to focus us for the fall
  - A "backbone" for the curriculum will help guide thinking and provide a framework
- Push to finish ELA Criteria for Success as something to guide
- State identifying power standards - curriculum frameworks to comprehensive

Layers to Criteria for Success

- PD for Staff
- Redesigning curriculum based on criteria
- Then again reworking for remote learning
- Taking different learners into account
- What is our priority?
- Alignment between criteria and what has been being done remotely
- Discourse missing - hallmark of what we do.

Any tweaking or adjusting to the criteria through the lens of in-person learning - not designed for this scenario - potentially uncover weaknesses

Considering synchronous classes in the fall - Live Streaming Lessons

- At the college level (Northeastern) live streaming lectures - not necessarily a good fit for our model
- Week on, week off - students at home would work on remote learning assignments
  - 90 days of education vs. 180
- Staffing at lower levels - lessons look different in lower school
  - classroom management on Zoom - standards of behavior - guidelines for parents - Zoom behavior etiquette
  - 4th vs. 8th grade definitely look different

Creating expectations of students, teachers, and parents

- Rethinking the start of school - time spent of systems, technology learning, getting to know the students
- First day on the field, gym per grade level to make face-to-face connection
- Strong communication between current teachers and future teachers
- How has the parent seen their child through distance learning?
- Small groups for parents and student to come in and meet with new teacher

C. Next Steps
For Meeting on W, June 10 @ 8:00 - Review ELA and Math Criteria for Excellence; begin thinking about how we can incorporate these documents to help frame remote learning curriculum.

Meeting on first Wednesday of July, 07/01/2020

D. Project Based Learning

III. Closing Items

A. Action Items

B. Adjourn Meeting
There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:56 AM.

Respectfully Submitted,
Jessica Xiarhos

Documents used during the meeting

- 2020_05_06_academic_excellence_committee_committee_meeting_minutes-2.pdf

Cover Sheet

Implementation of Criteria for Excellence Documents in Remote Learning

Section:	II. Academic Excellence Committee
Item:	B. Implementation of Criteria for Excellence Documents in Remote Learning
Purpose:	Discuss
Submitted by:	
Related Material:	Academic Excellence- Language Arts .pdf ELA Criteria for Success.pdf Math Criteria Draft - April 9, 2020-3.pdf

Reading Skills

- Identify the purpose of a text (entertain, inform, persuade, etc..)
- Distinguish between fact and opinion
- Pose both text-based questions and questions to evoke higher-level thinking
- Draw connections between ideas within a text and to other texts
- Independently apply a variety of comprehension strategies (predicting, summarizing, paraphrasing, visualizing, retelling, etc...)
- Make inferences into overtones of text
- Support interpretations with evidence
- Engage in thoughtful discussion about readings with peers
- Consider an idea, event, or problem from multiple perspectives
- Use literature to develop an understanding of social issues and gain insights into human experiences
- Identify words and meanings

Writing Skills

- Use the writing process (brainstorm, draft, revise, and publish) to develop, clarify and communicate ideas accurately

- Use precise language to express individual perspectives and ideas drawn from personal experience
    - Persuasive: develop the foundations for constructing an argument
    - Expository (inform): explain, inform, analyze, evaluate interpret
    - Narrative: respond to literary genres to interpret and evaluate

-Create texts and media for different audiences:
    - Experiment with different points of view
    - Different voices
    - Different styles (formal and informal)

- Show mastery of standard grammar, sentence writing, and punctuation

Speaking Skills

-Engage in both formal and informal public speaking opportunity
-Communicate ideas with clarity
-Share and support opinions in class discussions

Research Skills

-Utilize text to find information. supporting evidence and relevant quotes
-Find appropriate sources of information
-Evaluate credibility and applicability of resources
-Identify keywords to foster research
-Use a variety of resources to select an appropriate text for a specific purpose
-Effectively use dictionaries, thesauri, and other supporting texts
-Use index, table of contents, footnotes, forwards, author's notes, images, cover and book flap information to focus search or aid in understanding
-Paraphrases information effectively

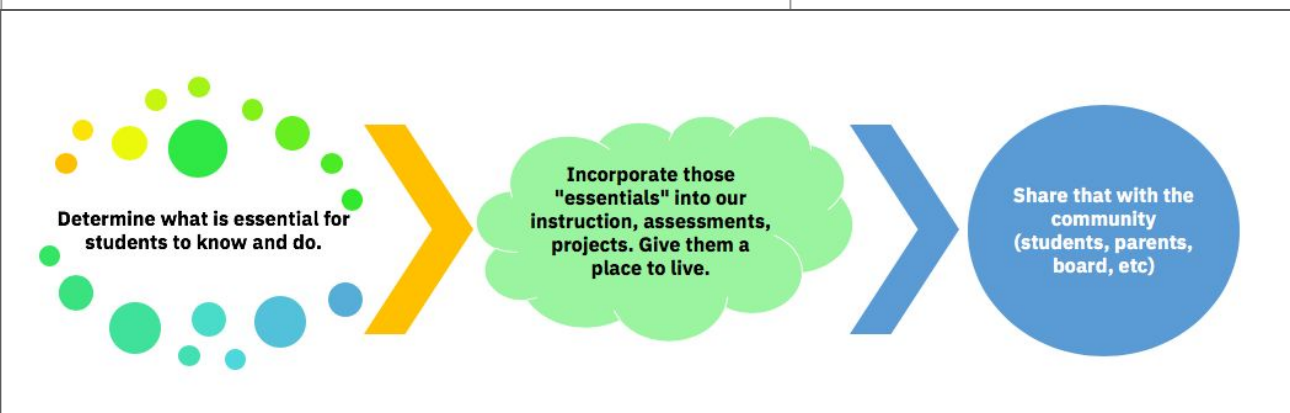| Vision of a Graduate	ELA Anchor Standards	Parker Critical Skills	NCTE Standards
- Spelling Grammar Conventions - Ask Good Research Questions - Use Rubric to Revise / Assess - Recognize POV / Perspective in Lit and Life - Make / understand inferences - Rigor and self-directed discourse - Presentation / Speaking Skills - Communicate Through Writing - Working Independently and in Groups - Reflect and Improve on Their Work	**Reading** 1.Read closely to determine what a text states explicitly and to make logical inferences from it. 2. Determine central ideas or themes of a text and analyze their development. 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Craft and Structure 4. Interpret words and phrases as they are used in a text 5. Analyze the structure of texts 6. Assess how point of view or purpose shapes the content and style of a text. Integration of Knowledge and Ideas 7. Integrate and evaluate content presented in diverse media and formats, 8. Delineate and evaluate the argument and specific claims **Writing** Text Types and Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. 3. Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well- structured sequences. Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 6. Use technology to produce and publish writing and to interact and collaborate with others. Research to Build and Present Knowledge 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. 8. When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. 9. Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.	**Reading** - Identify form and genre of text - Use reading strategies (annotations, visualization) - Recognize elements of text - Understand sequence of text - Infer meanings of word - Summarize main ideas - Create questions about a text - Distinguish fact from opinion - Analyze POV and support with evidence - Compare and contrast ideas - Connection within / across texts - Evaluate writers craft - Identify and seek help with reading problems - Use reading journal or log - Discuss reading with others **Writing** - Write with purpose and make it clear - Narrow topic, support with specific detail / evidence - Cite sources - Tone / voice suits the purpose - Show rather than tell - Use precise words - Correct spelling and grammar - Use prewriting and drafts to shape and revise writing - Get feedback and reflect on work / process **Listening / Media Analysis** (Similar to Reading w/ other media included) **Oral Presentation** - Communicate clear message - Info is substantive and accurate - Organized to move presentation forward - Use rhetorical strategies - Use eye contact, body language, pace, and emphasis to engage audience - Prepare for presentation - Reflect on process and work **Research** - Brainstorm and organize ideas - Narrow focus for research questions - Use a variety of sources and decide which help answer questions / topic - Organize and document sources (bibliography) - Plan and manage your time - Reflect on process / revise research questions	1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works. 2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions of human experience. 3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sentence structure, context, graphics). 4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes. 5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes. 6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts. 7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources to communicate their discoveries in ways that suit their purpose and audience. 8. Students use a variety of technological and information resources to gather and synthesize information and to create and communicate knowledge. 9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles. 10. Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum. 11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities. 12. Students use spoken, written, and visual language to accomplish their own purposes.

Determine what is essential for students to know and do. → Incorporate those "essentials" into our instruction, assessments, projects. Give them a place to live. → Share that with the community (students, parents, board, etc)

DRAFT: Marblehead Community Charter Public School Criteria for Success: Math

Problem Solving:

- Make sense of problems and persevere in solving them.
- Solve problems that arise in mathematics and in other contexts.
- Apply and adapt a variety of appropriate strategies to solve problems. .
- Justify and reflect on the process for problem solving and the solution.
- Ensure solutions are accurate and precise.

Reasoning and Proof:

- Recognize reasoning and proof as fundamental aspects of mathematics.
- Make and investigate mathematical conjectures.
- Develop and evaluate mathematical arguments and proofs.
- Select and use various types of reasoning and methods of proof.
- Make sense of the quantities and their relationships in problem solving.
- Understand and use stated assumptions, definitions, and previously established results in constructing arguments.

Communication (Oral and Written):

- Organize and consolidate mathematical thinking through communication.
- Communicate and defend mathematical thinking coherently and clearly to peers, teachers, and others.
- Analyze and evaluate the mathematical thinking and strategies of others.
- Use the language of mathematics to express mathematical ideas precisely.

Connections:

- Recognize and analyze patterns/structure in order to make connections among mathematical ideas.
- Understand how mathematical ideas interconnect and build on one another to produce a coherent whole.
- Recognize and apply mathematics in contexts outside of mathematics.

Representation:

- Create and use representations to organize, record, and communicate mathematical ideas.
- Select, apply, and translate appropriate mathematical representations to solve problems.
- Use representations to model and interpret physical, social, and mathematical phenomena.

*Based NCTM Process Standards and Massachusetts Curriculum Frameworks

Last revised by Ellen Lodgen, Matt Cronin, and Jessica Xiarhos on April 9, 2020