



MCCPS Board of Trustees

Academic Excellence Committee Meeting

Published on August 23, 2022 at 7:21 PM EDT

Date and Time

Friday August 26, 2022 at 2:45 PM EDT

Location

17 Lime Street, Marblehead, MA 01945

If you need to meet via Zoom: <https://marbleheadcharter.zoom.us/j/85414341015>

Agenda

	Purpose	Presenter	Time
I. Opening Items			2:45 PM
Opening Items			
A. Record Attendance and Guests		Jessica Xiarhos	
Record Attendance			
B. Call the Meeting to Order		Jessica Xiarhos	
C. Approve Minutes from 06/10/22	Approve Minutes	Jessica Xiarhos	5 m
II. Academic Excellence Committee			2:50 PM
Academic Excellence Committee			
A. Criteria Update - Global Studies	Vote	Jessica Xiarhos	10 m

Purpose Presenter Time

Please come prepared with any edits so that we can vote on an updated, draft version of the GS Criteria. Edits made by Molly W and Jessica X with oversight from Matt C. GS Criteria on pages 4 & 5.

B. Summer Work Update	Discuss	Jessica Xiarhos & Molly Wright	15 m
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- Criteria Unit Plans, examples
- Criteria Spreadsheet by Domain Areas, with examples
- Criteria/Portfolio/Unit Presentation to Faculty on Tues. 8/23 debrief

Google Drive Link: <https://drive.google.com/drive/folders/1iz4tr-3VuJOCosRdzNEGIrWZLdYWeVZd?usp=sharing>

C. MCAS Board Presentation - Upcoming	Discuss	Jessica Xiarhos	15 m
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We are currently waiting on scaled scores. Matt will likely present at the October Board meeting.

- Measure of Metrics
- Questions to Ask
- Data to be collecting/looking at
- What data is going to tell us which questions to ask?
- SEL vs. Academic Scores
- What priority does MCAS take in regards to other data points?

D. Next Step - Reporting on Progress (Summer Update)	Discuss	Peter Cohen	5 m
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Lift Learning

[Discussion re: reporting progress, grading system, portfolios - what is our goal and when do we want to accomplish it?]

III. Closing Items 3:35 PM

A. Action Items	FYI	Jessica Xiarhos	2 m
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B. Adjourn Meeting	Vote		
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Coversheet

Approve Minutes from 06/10/22

Section: I. Opening Items
Item: C. Approve Minutes from 06/10/22
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Academic Excellence Committee Meeting on June 10, 2022



MCCPS Board of Trustees

Minutes

Academic Excellence Committee Meeting

Date and Time

Friday June 10, 2022 at 2:45 PM

Location

6 Gold

If you need to meet via Zoom: <https://marbleheadcharter.zoom.us/j/85414341015>

Committee Members Present

Elizabeth Burns (remote), Ellen Lodgen, Jessica Xiarhos, Kimberly Sullivan, Matt Cronin

Committee Members Absent

Meg Upton, Meghan Hale, Molly Wright

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 Friday Jun 10, 2022 at 2:47 PM.

C. Approve Minutes from 5/13/22

Ellen Lodgen made a motion to approve the minutes from Academic Excellence Committee Meeting on 05-13-22.

Kimberly Sullivan seconded the motion.

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

Roll Call

Elizabeth Burns	Abstain
Meghan Hale	Absent
Meg Upton	Absent
Matt Cronin	Aye
Ellen Lodgen	Aye
Jessica Xiarhos	Aye
Kimberly Sullivan	Aye
Molly Wright	Absent

II. Academic Excellence Committee

A. Community Criteria Presentation - Debrief

- Would have loved to have more people
- Well received by those in attendance
- Members of audience made the suggestion that this is a selling point that really differentiates us.
- What are the moments in Sept. where we have a larger captive audience?
 - Abridged version at Open House?
 - Table at the August BBQ
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- Can it be brought to news outlets?
 - Cable Access Channel?
 - Marblehead Reporter? (lost our connection)
 - Facebook?
 - **More reach beyond Marblehead**
 - Jewish Journal? Wicked Local? Lynn Item? Salem News? Globe/Sunday Local North section?
 - What would a Press Release look like?
- Focus next year on PBL. Once trained, simultaneously creating units aligned to Criteria?
 - Jess/Matt to give presentation to staff?
 - Use teaching Force model to share ideas/give feedback
 - Emphasizing the already established aspects.
 - Looking to expand opportunities
 - Being able to pass off well thought out units to colleagues (creating a "Playbook")
- Strategic Planning Committee - how do we want this articulated in the strategic plan?

- Overlap with Jess and Peter.
- Committee membership?
 - More direct ask of those who attended the presentation.
 - Timing of meetings
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B. Department Updates Re:Criteria

C. MCAS Board Presentation - Update

D. Next Step - Reporting on Progress

E. Summer Work - What should we accomplish?

Opportunity for staff Units of Study to align with Criteria, teaser at dept. levels. Any folks at the dept. level to recommend to work on specific units.

We want to be able to provide examples to new/current folks.

Systematizing the kind of thing Jessica has shown at different presentations across grades and topics.

Proactive on MCAS presentation. Preliminary raw scores on ELA data. Shooting for OCTOBER board meeting.

III. Closing Items

A. Action Items

- Next meeting - Friday August 26th at 2:30 pm
- Jess to email potential members (esp. 5th grade parents in attendance at presentation)

B. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 3:21 PM.

Respectfully Submitted,
Jessica Xiarhos

Documents used during the meeting

None

Coversheet

Criteria Update - Global Studies

Section: II. Academic Excellence Committee
Item: A. Criteria Update - Global Studies
Purpose: Vote
Submitted by:
Related Material: FINAL - MCCPS Criteria for Excellence -13.pdf



Criteria for Excellence

Marblehead Community Charter Public School Criteria for Excellence

English Language Arts

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: 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 opportunities
- Communicate ideas with clarity
- Share and support opinions in class discussions

Research Skills and Media Analysis

- 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

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- 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
- Paraphrase information effectively

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Global Studies ***DRAFT* (8/16/2022)**

Community and Government

- Explain how community members work together for the benefit of their community and act respectfully, responsibly, and justly
- Understand the role of the individual in social participation
- Identify & research community needs
- Design a plan of action to address a community problem
- Compare past and present beliefs about power and government
- Compare democracies and other forms in different countries and different time periods.
- Research roles and functions of local government to identify the people who influence change and power in the community
- Explain how government policies affect the economy

Historical Thinking Skills

- Read and interpret primary and secondary sources.
- Compare and contrast different perspectives of events.
- Analyze cause and effect relationships.
 - Analyze the chronology of events and explain cause and effect where applicable.
- Construct and interpret timelines
- Read and interpret physical, political and thematic maps
 - Use location terms and geographic language to identify regions
 - Compare regions by common characteristics
 - Describe how boundaries are historically constructed and change over time
- Describe the relationship between geography, economics, and history as a context for events and movements
- Corroborate evidence from multiple sources to determine similarities and differences between historical accounts
- Explain how economic roles affect individuals and society

Literacy Skills

- Analyze different historical interpretations using close reading
- Demonstrate respect for the rights of others in discussions or debates; respectfully disagree with other viewpoints
- Develop and ask questions to gather information when using primary and secondary sources

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- Construct arguments with evidence from a variety of historical sources to support a position
- Cite evidence from the text when writing or speaking to support ideas about the text.

Research Skills

- Evaluate sources for bias and presentation; determine whether sources are informational or opinion-based
- Locate sources from a variety of credible news outlets
- Explain a conclusion using valid reasoning and evidence
- Identify compelling questions or issues to understand and share findings.
- Use online databases and library resources to find sources.
- Record the best evidence from sources in a note-taking format.
- Present research in written, oral, digital/virtual form.

Marblehead Community Charter Public School Criteria for Excellence

Health, Wellness, and Physical Education

Personal and Social Competency

- Demonstrate responsible personal and social conduct used in physical activity settings
- Exhibit responsible personal and social behavior that respects self and others.
- Demonstrate strategies for inclusion of all students in physical activity settings related to strength and speed
- Recognize the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction
- Describe the purpose and benefits of sports, games, and dance in modern society
- Define the functions of leadership in team sports (increasing motivation, efficiency, and satisfaction)

Fitness and Wellness

- Apply basic principles of training and appropriate guidelines of exercise to improve immediate and long-term physical fitness
- Participate in activities that promote physical fitness, decrease sedentary lifestyle, and relieve mental and emotional tension
- Explain the personal benefits of making positive health decisions and monitor progress towards personal wellness

Motor Skill Development

- Use combinations of manipulative, locomotor, and non-locomotor skills to develop movement sequences and patterns, both individually and with others
- Demonstrate developmentally appropriate basic manipulative and advanced specialized physical skills, including throwing and catching different objects with both accuracy and force, hand and foot dribbling while preventing an opponent from challenging, and accurate striking proficiency
- Perform a rhythm routine that combines traveling, rolling, balancing, and weight transfer into smooth flowing sequences with intentional changes in direction, speed, and flow

Marblehead Community Charter Public School Criteria for Excellence

Mathematics

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
- 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

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Music

Creating

- Improvise melodic and harmonic characteristics within a certain style
- Sing or play original musical ideas that explore complex rhythms
- Arrange the music of others
- Understand basic music theory and how to apply it to composition
- Use a variety of sources to generate musical ideas for defined purposes and contexts
- Record using and/or audio/ video recording to document personal musical ideas
- Use standard notation accurately to record musical ideas
- Edit, refine, reflect, and evaluate original arrangements and/compositions using criteria that includes appropriate application of compositional techniques, style, form, and use of sound sources
- Present and share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality
- Apply knowledge of theory to share compositions, arrangements, and improvisations that demonstrate an accomplished level of musicianship and organization
- Imagine new musical ideas

Performing

- Practice, improve, and refine artistic techniques while learning to play an instrument and/or sing
- Select varied musical works to present based on interest, knowledge, technical skill, and context
- Identify function standard symbols for notation, rhythm, pitch, articulation, dynamics, tempo, and form
- Rehearse, evaluate, refine, evaluate, and refine personal and ensemble performances, individually or in collaboration with others
- Identify and interpret music notation
- Refine and determine when the music is ready to perform.
- Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context
- Perform music with technical accuracy, stylistic expression, and culturally authentic practices in music
- Practice and perform a varied repertoire for individual and small group performances that include melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles
- Analyze and interpret artistic work for presentation. Identify standard notation symbols and musical terms referring to dynamics, tempo, articulations, meter, and expression and apply them when performing

Marblehead Community Charter Public School Criteria for Excellence

- Convey meaning through the presentation of artistic work
- Sing and/or play in groups responding to cues
- Accurately perform music while reading notation, and by ear
- Adhere to proper performance etiquette
- Select, analyze, and interpret artistic work for presentation. Contribute to the production of a small group performance
- Identify strategies and employ them while practicing music

Responding

- Listen, analyze, and evaluate music
- Analyze and identify ways a contemporary musical piece pushes boundaries of the genre and discipline
- Interpret the ways one's own cultural and personal perspectives and biases affect understanding of a musical work
- Meet expectations of an audience member like listening quietly and clapping at the end of a performance
- Perceive and analyze artistic work: analyze how cultures are reflected in a diverse range of musical work
- Interpret intent and meaning in artistic work: explain how a musical work is connected to the particular cultural and historical context
- Apply criteria to evaluate artistic work: develop criteria for a rubric for evaluating musical works
- Reflect on one's work orally and in writing
- Select or choose music to listen to and explain the connections to specific interests or experiences for a specific purpose
- Analyze how the structure and context of varied musical works inform the response
- Support interpretations of musical works that reflect creators'/performers' expressive intent
- Evaluate musical works and performances based on analysis, interpretation, and established criteria
- Compare, contrast, and identify artistic elements from a variety of music styles and historical periods
- Listen and write about various styles, composers, and musical time periods

Connections:

- Synthesize and relate knowledge and personal experiences to make music.
- Describe and demonstrate influences of one's personal musical style and preferences
- Relate artistic ideas and works to societal, cultural, and historical contexts.
- Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life
- Explain the development of one's musicality or musical style and how it relates and compares to other music

Marblehead Community Charter Public School Criteria for Excellence

Science & Engineering

Principles of Science and Engineering

- Ask questions and define problems
- Develop and use models
- Plan and carry out investigations
- Analyze and interpret data
- Use mathematics and computational thinking
- Construct explanations and design solutions
- Engage in argument from evidence
- Obtain, evaluate, and communicate information

Crosscutting Concepts of Science and Engineering

- Observe patterns and describe relationships and the influencing factors
- Explore situations of cause and effect and explain their underlying mechanisms
- Recognize the importance of scale, proportion, and quantity
- Define systems and design models to understand and test ideas
- Understand the flow of energy and matter in various systems
- Understand the relationship between structure and function
- Examine the stability of various systems and rates of change as they evolve

Scientific Text

- Read and understand scientific texts and primary sources
- Validate information for veracity and reliability of the source
- Identify and define scientific vocabulary
- Summarize main ideas presented in article first text
- Apply knowledge to additional situations and investigations

Investigations

Framing the Question

- Based on observation of phenomena, understand or come up with a question or hypothesis to investigate
- Collect information and ideas about your question
- Identify the variables or special factors that may affect your investigation

Scientific Research

- Gather information that addresses the question or hypothesis
- Identify, use, and cite appropriate scientific references
- Make a plan for investigating the question or hypothesis

Marblehead Community Charter Public School Criteria for Excellence

Laboratory Investigation

- Make a plan for testing the question or hypothesis
- Identify and use appropriate scientific equipment
- Make observations and record data
- Use appropriate representations, such as charts, tables, and graphs, to display data

Analyzing What You Find

- Consider multiple explanations for what you observe or discover
- Use evidence to draw or support a logical conclusion
- Identify possible sources of error and bias in the investigation or research
- Verify the results of the investigation or find corroborating evidence for your research
- Revise your explanation if necessary

Synthesizing What You Find

- Answer your question and/or draw conclusions about the validity of your hypothesis
- Use the observations to ask additional questions, make new predictions, and test those predictions by running more simulations or by changing the model
- Connect ideas to other information, or to a "real world" use
- Use data or research to respond to questions or comments from others
- Share and defend the results of the investigation in writing and orally

Marblehead Community Charter Public School Criteria for Excellence

Visual Arts

Connecting

- Relate artistic ideas and works to societal, cultural, and historical contexts to deepen understanding

Responding

- Perceive artistic work to analyze how culture is reflected in an artwork
- Interpret intent and meaning in an artistic work by explaining how an artwork is connected to the particular cultural, historical context where it was created

Creating

- Generate and conceptualize artistic ideas and works
- Engage in the creative process by observing, investigating, imagining, and innovating
- Organize and develop artistic ideas and works through planning and careful tool, media, and technique selection
- Reflect on what media and techniques will work best to communicate an idea or message
- Consider how to use the elements and principles of design effectively
- Refine and complete artistic works

Presenting

- Develop and refine artistic techniques for presentation
- Consider the contents of the artist's statement - thoughtfully answer questions regarding the work and the process using the correct and appropriate art vocabulary

Marblehead Community Charter Public School Criteria for Excellence

World Languages

Communication

- Write and speak in a language other than English to present information, concepts, and ideas on a variety of topics
- Use language to interact orally (conversations, discussions) as well as in writing (short essays, emails, letters, postcards)
- Converse in a language other than English to provide and obtain information, express feelings and emotions, and exchange opinions
- Understand and interpret ideas and information written or spoken in a language other than English
- Use a language other than English with the purpose of “doing things with words”: interacting with others and with one’s environment, playing, singing, completing interdisciplinary activities, discovering the world, dreaming and imagining, undertaking group and individual projects

Comparisons

- Use the target language to reinforce and expand students’ knowledge of other disciplines and to acquire new information and knowledge
- Demonstrate an understanding of the concept of culture through comparison of the target culture with their own
- Understand the nature of language through comparison of the language studied with their own
- Observe and reflect on how language works to understand language structure.
- Observe and infer how words function in relation to each other within sentences and texts to produce meaning
- Discover differences and similarities with their native language or with the languages they are familiar with

Cultures

- Demonstrate an understanding of the traditions, perspectives, practices, and products of the culture studied, including human commonalities as reflected in history, literature, and the visual and performing arts
- Demonstrate the ability of identifying and locating countries, provinces, and cultures where the target language is spoken and understand why
- Demonstrate a curiosity and openness to the world and culture and language diversity
- Opening up to others and to a world of diversity. Learning to be open-minded, tolerant citizens and to respect differences