

Windsor Locks Public Schools



Board of Education Curriculum Committee

October 12, 2021 4:15 pm

Meeting will be held in WLHS PD Room

Agenda

- 1. New Business**
 - a. Purpose of Curriculum Committee
 - b. November 2, 2021 Professional Development Plans Overview
 - c. Coaching Cycles - Baseline Data & Next Steps for Instructional Improvements

- 2. Informational Items**
 - a. Quarantine Remote Instruction Expectations
 - b. Intervention Process
 - WLHS
 - WLMS
 - South & North
 - c. Accountable Talk & Academically Productive Talk - District 21-22 Focus Area

- 3. Adjourn**

Windsor Locks Public Schools

During the 21-22 school year, some students will need to be out of school due to school required quarantine related to exposure to Covid-19 or in isolation at home after testing positive for Covid-19. These absences will be limited in duration and for specific students, and not typically all students in a specific class. The district will provide instruction to students on quarantine or in isolation as appropriate for the grade level and subject at hand, following the guidelines below. This is not a program provided to students physically absent from school for other reasons. The purpose of instruction during quarantine is to reduce the impact of not being able to attend in person. *In the event that an entire class/course is quarantined, the teacher would be required to utilize livestream/google meet for direct instruction.*

Elementary Quarantine Expectations

While students are out of school, the teacher/team will prioritize the following:

- Providing ELA and Math instruction/resources

Parent Communication (required)	Math & ELA Instruction	Asynchronous Learning Activities
<p>Connect with the family each school day while the student is in quarantine. The purpose of the communication is to explain assignments, and answer questions in order to keep the family connected to the classroom as much as possible. Initial contact must be by the end of the first quarantine day.</p> <p>This can be done via a google meet, Seesaw, Class DoJo, phone call, email or through your Google Classroom.</p>	<p>Classroom teachers, interventionists and special education staff will use iReady and assign teacher lessons to students for the duration of the quarantine period, until the 1st diagnostic is complete. After 1st diagnostic, students on quarantine will use <i>My Path in the iReady platform</i></p> <p>Assignments will be provided via Seesaw/google classroom aligned to the in-person assignments.</p> <p>PreK/K will be provided with print materials only</p>	<p>Paper materials may be picked up if agreed upon between the teacher and parent.</p> <p>Any additional online resources, such as Footsteps to Brilliance, EPIC, are suggested to be pushed out.</p> <p>Unified Arts staff will post activities for students to access in Google Classroom or SeeSaw</p>

- Attendance: Students must complete required assignments to be considered present

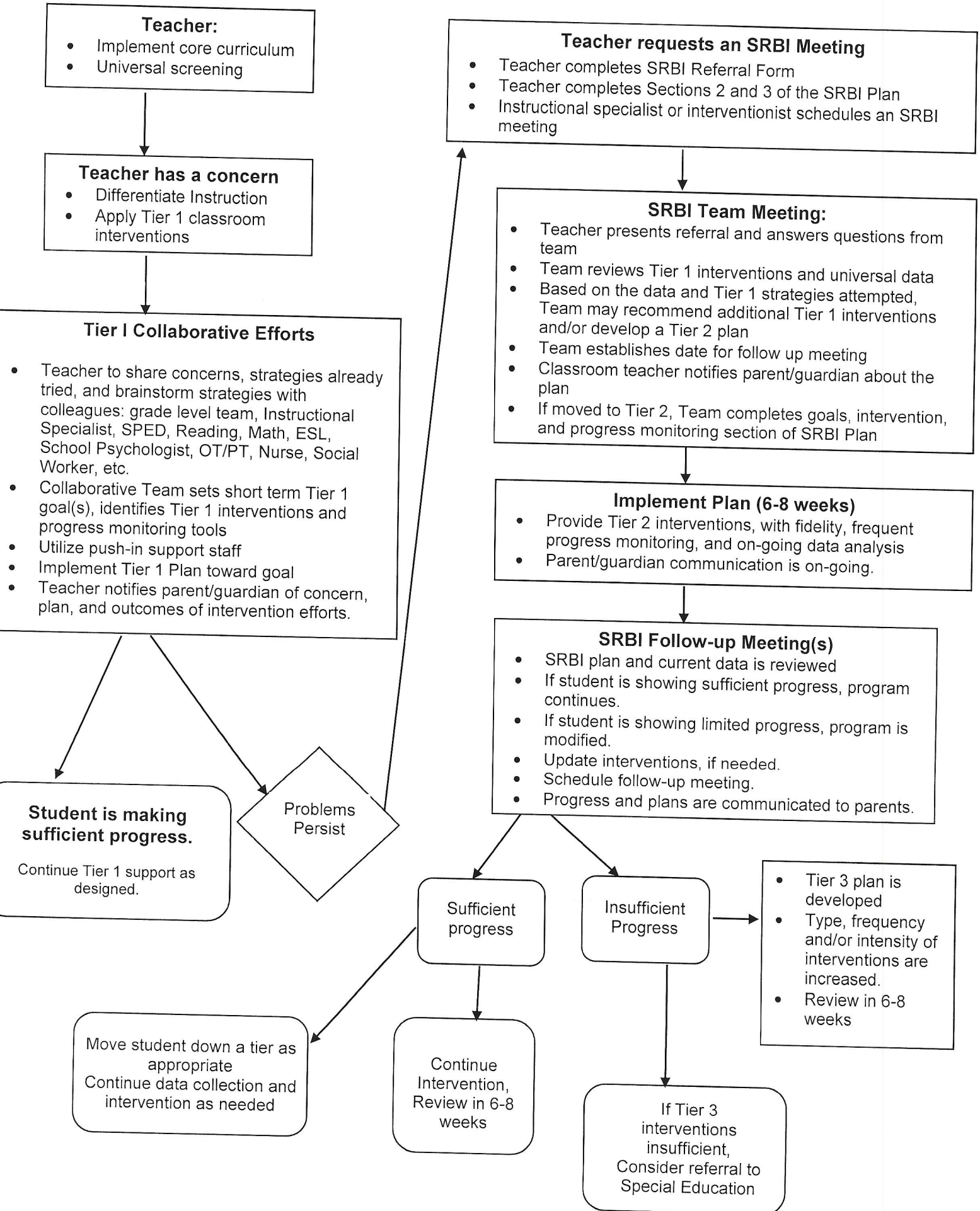
MS/HS Grades 6-12 Quarantine Expectations

Student/ Parent Communication (required)	Middle School	High School
<p>Teachers will connect with the student or family regularly while the student is in quarantine. The purpose of the communication is to explain assignments, provide feedback on work and answer questions. Initial contact must be by the end of the first quarantine day.</p> <p>This can be done via google classroom, email or other communication methods as appropriate.</p>	<p>Mathematics & English Language Arts: Classroom teachers, interventionists and special education staff will use iReady and assign teacher lessons to students for the duration of the quarantine period, until the 1st diagnostic is complete. After 1st diagnostic, students on quarantine will use <i>My Path in the iReady platform</i></p> <p>All subjects: Assignments will be provided via google classroom aligned to the in-person assignments.</p> <p>Paper materials may be picked up if agreed upon between the teacher and student/parent.</p>	<p>Assignments will be provided via google classroom aligned to the in-person assignments.</p> <p>Paper materials may be picked up if agreed upon between the teacher and student/parent.</p>

- Attendance: Students must complete required assignments to be considered present

Attendance Process: Clerks will be given a list from nursing staff of students in quarantine, Clerks will go into PowerSchool and code the students as quarantined (to activate the icon on teacher attendance, alerting them to communicate with student/families and check for work completion), Clerks will enter students as remote absent for the duration of the quarantine, eliminating the need for teachers to mark students daily Classroom teachers will adjust attendance based on work completion from remote absent to remote present- There will be a 3 week window to adjust attendance

WLPS SRBI Flowchart





Accountable Talk Moves at WLPS

In order to be **VALUABLE**, talk has to be **ACCOUNTABLE!**

Students will use Accountable Talk in both writing and their vernacular (everyday language).

Students in Accountable Talk seek to:

CLARIFY
SUPPORT
BUILD UPON

Remember to...	Sounds like...
Be respectful of others in the discussion	<ul style="list-style-type: none"> ➤ That is a good idea because... ➤ Although you make an excellent point, I think that... ➤ I understand what you mean, but I think that... ➤ Another way to think about that is... ➤ I have a different idea about that because... ➤ I want to respectfully disagree with that idea because...
Ask questions when you don't understand a topic.	<ul style="list-style-type: none"> ➤ Could you clarify your statement? ➤ What did you mean when you said...? ➤ What led you to that conclusion? ➤ Where did you see that in the chapter? ➤ Can you give me another example so I can understand?
Give evidence to support your statements.	<ul style="list-style-type: none"> ➤ Here in the text it says... ➤ My evidence is on page ____, it says... ➤ I can connect this to another reading because...
Give a reason why your idea is a good one.	<ul style="list-style-type: none"> ➤ This reminds me of... because... ➤ I got this idea from an article we read.
Ask for evidence when something sounds incorrect.	<ul style="list-style-type: none"> ➤ Can you show me a place in the reading that illustrates that idea? ➤ I'm not sure that's correct. Can you tell me why you think that is true?
Use ideas from others to add to your own. Make a connection to others or other texts.	<ul style="list-style-type: none"> ➤ I agree with ____ because... ➤ ____'s idea reminds me of... ➤ I want to build upon... ➤ I would like to tie into what ____ just said. ➤ I can connect this to...
Make a prediction and think outside the box!	<ul style="list-style-type: none"> ➤ I think that ____ will happen because... ➤ I wonder if... ➤ Since this happened, then what if...



Academically Productive Talk

8 Accountable Talk Moves for a Successful Classroom

Talk Move	Function/Purpose	Example
To Support Accountability to the Community		
Marking	Direct attention to the value and importance of a student's contribution	<i>Excellent point; it is important to compare the size of the pieces I like how you used that idea....</i>
Linking Contributions	Make explicit the relationship between a new contributions and what has gone before while reminding them that they must hear what others have said	<i>Does anyone have a similar idea? Do you agree or disagree with what was said? Can someone respond to that comment? Can someone repeat what was just said? Can someone add to that idea? Your idea sounds similar to their idea.</i>
Revoicing	Align a student's explanation with content, or connect two or more contributions with the goal of advancing the discussion	<i>So are you saying...? Can you say more? Who understood what was said? Who can put that into their own words?</i>
To Support Accountability to the Knowledge		
Pressing for Accuracy	Hold students accountable for the accuracy, credibility and clarity of their contributions	<i>Where did you get your evidence? Why do you think that? Someone give me the term for that.</i>
Building on Prior Knowledge	Tie a current contribution back to knowledge accumulated by the class at a previous time	<i>What have we learned in the past that links with this? How does this connect to...?</i>
Recapping	Make public in a concise, coherent form, the group's achievement at creating a shared understand of the topic under discussion	<i>Let me put these ideas all together. What have we discovered? Who can synthesize what we have learned today?</i>
To Support Accountability to the Rigorous Thinking		
Pressing for Reasoning	Elicit evidence to establish what contribution a student's participation is intended to make within the group's larger purpose	<i>Why does this happen? What does this mean? Who can make a claim and then tell us what their claim means? Why do you think he/she said that?</i>
Challenging	Redirect a question back to the students, or use students' contributions as a source for further challenge or query	<i>Does the idea work if I change the context? Who can answer his/her question? Let me challenge you; is that always true/ Who can defend the point that he/she just made?</i>



Windsor Locks Public Schools
Seven Year Professional Growth & Development Plan

Area for Professional Growth & Development <i>Aligned to CCT, evaluation plans and School Improvement Plans</i>	21-22	22-23	23-24	24-25	25-26	26-27	27-28
<p><u>Academically Productive Talk & Accountable Talk</u> <i>For classroom talk to promote learning it must be accountable to the learning community, to accurate and appropriate knowledge, and to rigorous thinking.</i></p>	Introduce	Proficient	Mastering				
<p>Writing to Learn <i>Making thinking visible, fosters critical thinking by requiring students to analyze content</i></p>			Introduce	Proficient	Mastering		
<p>Effective Feedback <i>Effective feedback needs to be purposeful, timely, calibrated and honest</i></p>					Introduce	Proficient	Mastering
<p>Professional Learning Communities (PLC) <i>Feedback form tied to <u>topic schedule</u> submitted at the conclusion of eac PLC Team Meeting</i></p>	<i>Integrated throughout and a key to the process of growth and development of these high-leverage instructional practices</i>						