

Curriculum Coordinating Council Agenda
April 13, 2006
12:30 – 3:00
 District Services Meeting Room

Member	P/A
Jane Peschel	Facilitator
Linda Barrows	DSO
Cynthia DiCamelli	BOE
Bob Scott	Admin 9-12
Kyle Cherry	Admin 7-8
Jan Bonsett-Veal	Admin 5-6
Anita Koehler	Admin K-4
Jon Tanner	Technology Coordinator
Judy Chilson	Reading Coordinator
Kerri Modjeski	BKE
Mary Ellen Miller	BKE
Jennie Ebert	PVE
Jim Hanson	PVE
Kitty Haas	NKE
Jack Kohler	NKE
Gunnard Swanson	RCI
Catherine Barder	RCI
Mark Lindsey	OMS
Margene Anderson	OMS
Peter Kritsch	OHS
Lou Kindschi	OHS
Angela Seger	OEA

A. Check- in and approval of agenda

B. Communication

C. Old Business

- a. **Inservice Plans for 06-07 (suggested proposal)**
- b. **Curriculum w/o BOE Approval**

D. New Business:

- a. Curriculum projects approval for 06-07
- b. Promotional/Transitional Academy Requirements

E. Future Agenda Items:

- a. **Budget Approval for 06-07**
- b. **ESEA Grant Projects (review of 05-06, proposals for 06-07)**

Next Meeting Date: May 16, 2006
3:45 – 5:00
District Services Meeting Room

Curriculum Coordinating Council Minutes

Thursday, March 16, 2006

8:30 AM – 11:00 AM

Oregon District Services Meeting Room

Member		P/A
Jane Peschel	Facilitator	P
Linda Barrows	DSO	A
Cynthia DiCamelli	BOE	P
Bob Scott	Admin 9-12	A
Kyle Cherry	Admin 7-8	P
Jan Bonsett-Veal	Admin 5-6	P
Anita Koehler	Admin K-4	P
Jon Tanner	Technology Coordinator	A
Judy Chilson	Reading Coordinator	P
Kerri Modjeski	BKE	P
Mary Ellen Miller	BKE	P
Jennie Ebert	PVE	A
Jim Hanson	PVE	A
Kitty Haas	NKE	A
Jack Kohler	NKE	A
Gunnard Swanson	RCI	A
Catherine Barder	RCI	P
Mark Lindsey	OMS	A
Margene Anderson	OMS	A
Peter Kritsch	OHS	A
Lou Kindschi	OHS	A
Angela Seger	OEA	A

A. Check-in and approval of agenda and minutes.

The Minutes of February 19, 2006 were approved and will be posted on the District Web Page.

The Agenda for March 16, 2006 was approved.

B. Communication:

It was suggested that an item should be added to the agenda for April related to Promotional Academy. The request is to have some discussion on the definition of who should participate and whether or not it should be expanded.

C. Old Business:

In-service Plans for 06-07:

The committee reviewed some of the results from the School Perceptions Survey. The overall notes from that discussion are attached. It became apparent from looking at the results that teachers are interested in training that will help them improve the strategies and techniques within their own subject area. There were some differences noticed within subgroups. For instance, teachers with 1-10 years of experience were more likely to be interested in learning additional information about student specific strategies while teachers with 10+ years were more interested in enhancing the content specific skills. Teachers who taught subjects such as Social Studies and Language Arts were interested in Multicultural issues. Science and Math teachers were focused on content specific strategies. Art, Music, Physical Education, Business, Vocational Technical, and Foreign Language staff were also focused on enhancing content specific skills.

The result of this discussion was 1) to reinforce the need for a task force that can work to organize a district effort to provide for various needs and 2) to focus the 2006-07 school year on building goals, data analysis, and identifying specific needs within departments, grade levels, and/or specific student populations such as special education, gifted and talented, etc. If district level coordinators need to have time next year to address issues, it was recommended that they try to avoid the October In-service date. It was also suggested that afternoons be set aside for district level meetings so that the buildings can have every staff member available in the mornings.

D. New Business:

Information was passed out related to curriculum without board approved outcomes. Discussion will take place at a future meeting.

E. Other Items:

None

F. Future Agenda Items:

- Curriculum Proposal Approval
- Budget Approval for 06-07
- ESEA Grant Projects (review of 05-06, proposals for 06-07)
- Promotional/Transitional Academy requirements

Next Meeting Date: April 13, 2006
12:30 – 3:00 PM
District Services Meeting Room (1548)

Analysis of Professional Perceptions Inventory – 2005-06

Grades PK – 6

Teachers with 1-10 years of experience were primarily interested in:

- Content Expertise,
- Differentiation, and
- Teaching Strategies

Teachers with 10+ years of experience were primarily interested in:

- Content Expertise,
- Differentiation,
- Teaching Strategies,
- Learning and Development.

Differences/Similarities between the two groups:

*1-10 there seemed to be more of a focus on how students learn

*10+ this groups has more of an interest in general broader content focus

Content Expertise was common between two groups. The following were listed as top priorities within this category:

- Use a variety of ways to show and explain content,
- Understand how content evolves and how to stay current,
- Work to reflect diversity in lessons

Grades 7-12

Teachers with 1-10 years of experience:

- Content Expertise: Variety of teaching strategies
Understanding major content concepts, staying current
- Learning and Development: Understanding social/emotional needs,
cultural differences

Teachers with 10+ years of experience:

- Differentiation,
- Content Expertise: I lead my students to inquire and post questions to help them construct their own (Constructivist Model?), variety of strategies

Teachers of K-12 Science and Math :

- Content expertise,
- Teaching strategies - Both groups wanted evolution of content, staying current, and
- Differentiation. However, majority interest is content expertise. Neither one had any specific areas identified in Differentiation listed.

K-12 Language Arts and Social Studies:

- Content Expertise
- Cultural diversity
- Teaching strategies – Learning styles differences, technology
- Differentiation, in particular “sensitivity to cultures” as well as understanding learning differences

Other Teaching Staff were interested in the following:

- Content Expertise - Finding a variety of ways to show content and process, Integrating and making curriculum relevant.
- Differentiation - Cultural differences,
- Learning and Development
- Teaching strategies - Students constructing own understanding
- Collaboration (using community resources)

Content Expertise is high in all areas. The majority of teachers want to stay current in their area. Is there a way to generalize this need? According to research, teachers should be working in groups, looking at data, and identifying what they need.

To make things pertinent, perhaps it needs to stay within the building. We have to get past the lowest level of Bloom’s taxonomy. Gaining knowledge is not enough. We also have to work our data into this so that there are common strategies learned.

Inservice and Professional Development for 2006-07

Based on a report from the Inservice and Professional Development study group, a recommendation was made to organize a Task Force to determine the best approach to provide quality Professional Development to our teaching staff. This task force will begin in the fall of 2006.

After study of the School Perceptions Inventory completed by the teaching staff during the 05-06 school, CCC recommends that building administrators and their teams use this information along with the data collected on student achievement to plan the use of the inservice time for the upcoming school year. In addition, time should be designated for District Level training to occur only during specified times on specific inservice days so that building can effectively plan out the entire year.

Therefore, the following inservice schedule is proposed:

August 30 – 7:30 – 10:00 District 10:00 – 3:45 Building

August 31 - AM – Building PM – District (as needed)

October 9 – Building (except for PE staff)

Jan. 15 – AM Building PM – District (as needed)

Feb. 22 – AM Building PM – District (as needed)

June 8 - Building

District time is available for district wide teams such as Special Education, Gifted and Talented, etc. or for district wide needs such as all K-4 teachers to work on Math or all teachers of children who are English Language Learners.