

**AGENDA**

**ITEM # 22**

**Hartford Board of Education  
Workshop Meeting – Tuesday, January 4, 2011  
Parkville Community School – 1755 Park Street**

**MINUTES**

**I. Roll Call and Call to Order**

5:25 p.m. Ms. Miranda called the meeting to order. A quorum was present.

<u>Present:</u> Ms. Ada Miranda, Chairperson Mr. David MacDonald, Vice Chair Ms. Pamela Richmond, Second Vice Chair Mr. Israel Flores Ms. Patterson-Stallings Mr. Luis Rodríguez-Dávila Mr. Robert Cotto, Jr.	<u>Absent:</u> Ms. Lori L. Hudson, Secretary Ms. Elizabeth Brad Noel
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A. Executive Session (Superintendent Search Update)

**Ms. Miranda accepted a motion from Ms. Richmond to enter into executive session; Mr. Cotto seconded.**

**The motion passed unanimously by voice vote.**

The executive session adjourned at 6:10 p.m. A quorum was present.

<u>Present:</u> Ms. Ada Miranda, Chairperson Mr. David MacDonald, Vice Chair Ms. Pamela Richmond, Second Vice Chair Mr. Israel Flores Ms. Patterson-Stallings Mr. Luis Rodríguez-Dávila Mr. Robert Cotto, Jr.	<u>Absent:</u> Ms. Lori L. Hudson, Secretary Ms. Elizabeth Brad Noel
Superintendent Steven Adamowski	

**II. Workshop Session**

## A. New School Development

### 1. McDonough Expeditionary Learning School

Mr. Kevin McCaskill, Director of school Design, introduced the co-chairs of the McDonough Expeditionary Learning School: Mr. Dirk Olmstead, Dean of Students at Thomas J. McDonough School, and Ms. Kristem Crawford, Curriculum Specialist at Thomas J. McDonough School.

### **Overview of the School Model**

Major characteristics of the Expeditionary Learning (EL) model include:

- Focus on adolescents
- Student empowerment
- Deep engagement
- Connections to community and field experts
- An integrated curriculum
- Infusion of technology in real world learning tasks
- Workshop model instruction

### **Model Sites**

*"Expeditionary Learning...this is how kids want to learn"*(U.S. Secretary of Education Arne Duncan at King Middle School - September 2010)

- King Middle School (6-8) Portland, ME
  - Diverse, low income student population
  - Academically outperforms the state and district in student achievement
- World of Inquiry 58 (PreK-8) Rochester, NY
  - Minority and low income student population
  - US Department of Education National Blue Ribbon School 2010
  - Top-performing school in Rochester, now expanding to Grade 12

### **Mission and Vision**

*We are crew, not passengers (Kurt Hahn, EL School 6-12 in Brooklyn, NY.)*

#### Mission

The mission of the McDonough Expeditionary Learning School is to increase student achievement and engagement through rigorous, compelling and interdisciplinary learning expeditions.

#### Vision

- An academically rigorous journey which establishes a personal compass for each student, grades 6-8
- Deep engagement in interdisciplinary learning expeditions
- Preparation for high school without remediation

- Learning through collaborative enterprises with staff, family and community

### **Research Basis**

- In a national study of more than 11,000 students in 8 states, students attending EL schools with strong fidelity to the model experienced significantly greater test score gains than non-EL students on math, reading, and language usage tests. (Mountain Measurement, Inc., August 2010)
- Impact on student achievement is even greater for subgroups that have a history of low performance including economically disadvantaged students and students requiring special education services. (UMass Donahue Institute, September 2010)

### **Curriculum**

- Cornerstone of EL curriculum and instruction  
A set of learning expeditions aligned with state standards/in-depth sustained theme-based units
- Criteria for Learning Expeditions
  - Student inquiry and critical thinking
  - Original research
  - Academic products shared with authentic audiences
  - Reorganization of time, student grouping, and resources to support high quality

### **An Expeditionary Learning Teacher**

- Values in-depth content
- Promotes student ownership of learning
- Extends learning beyond the classroom to the world around them
- Develops empathy and compassion for others

Superintendent Adamowski explained that these units are interchangeable. Teachers in schools develop them and share them in the network. It is possible to use units that have been developed by other schools and our staff is able to develop other units and share.

Mr. Olmstead stated that two expeditionary units per grade level were created at King Middle school.

Ms. Patterson-Stallings stated that there is only one parent in the design team. She asked if parents have been informed of the model. She also asked if there was parent participation on the site visits.

Ms. Crawford stated that the school held a couple of meetings to inform parents and to help them transition into the new model. None of the parents attended the site visits, but there is a second site visit scheduled in the near future and parents will be invited to that.

Ms. Miranda asked regarding the parent leadership component.

Mr. McCaskill stated that one of the key components is that parents come to the school and understand the model. That will bring more support to the EL model. When there is a transition from elementary into middle school, parents will know exactly what will occur.

Ms. Patterson Stallings asked for the transition of the students that will go into high school. Mr. McCaskill explained that the students will have an understanding of the model and materials. They will be much more prepared to transition into grade 9.

Dr. Adamowski explained that the transition from middle schools to high schools have been a problem in our system historically. We had a very large number of eight graders coming into high schools unprepared to do high school work. There has been considerable research in the new American School Design. This design has been the highest achieving across the content area. It works very well for high school preparation because it allows the students to come in with a higher level of science and social studies, etc.

Mr. Olmstead explained that there are nine EL schools in inner cities with high poverty and they have a 100% college acceptance club.

## 2. Dr. James H. Naylor/CCSU Leadership Academy

Dr. Adamowski explained that this partnership is not new. It has been extremely well established and has been very successful. This partnership has contributed that Naylor is one of the schools with higher demand by parents. This is the next step in the maturity of the partnership and of the model. Many people have worked many years to define this point.

Mr. McCaskill introduced the co-chairs: Mr. Robert Travaglini, Principal at Dr. James Naylor School, Dr. Karen Riem, University facilitator, and Ms. Nancy Hines, School Facilitator.

Mr. Travaglini provided an overview of the presentation. He explained that sustainability is the deciding factor in this proposal.

### **Overview of the School Model**

#### Naylor-CCSU Leadership Academy

- Naylor-CCSU Partnership from 1996
- Grades pre-kindergarten to 8
- CCSU Professional Development School model
- Laboratory for preparation and support of teachers, nurses, marriage and family therapists and other professionals
- The formal opening of Naylor-CCSU Leadership Academy is proposed for August 2011 school opening. As such, it will be a new school in Hartford's portfolio of schools.

### **The PDS Model**

- Core instructional program, challenging curriculum
- Recognition of the physical, mental and emotional health needs of young people and their families
- School, university and community engagement during and after school and year-round at Naylor and CCSU
- CCSU and Naylor staff collaboration on grants, research, curriculum and professional development
- Teacher candidates involved in all classrooms and CCSU professors and undergraduate--doctoral students contribute throughout the school community

Dr. Riem stated that the partnership started with a wonderful school and community. CCSU has a long tradition of teacher education. Blending the two together was a perfect match.

### **School Mission and Vision**

Naylor – CCSU Leadership Academy

Professional Development School Partnership: Collaborating in the preparation of professionals for work and service in urban schools and communities.

- High Achieving Neighborhood School
- Empowering Micro Society School
- Capacity Building Community School
- Urban Education Laboratory School

The partnership represents a strategic change with two institutions growing together.

### **Research Basis**

**The National Council for Accreditation of Teacher Educators (NCATE) report on Professional Development School standards highlights these best practices:**

- Integration of professional and student learning through inquiry
- Students at the center of PDS work
- Learning in the context of practice
- Blending of resources
- Expanded learning community
- PDS as a standards-based institution
- Leverage change

### **Curriculum**

**The curriculum is instructionally designed as a learning continuum from preschool to Grade 8 with a focus on inquiry-based learning and leadership development.**

**Major design aspects:**

- Collaboration among Naylor staff, CCSU students and professors

- Infusion of technology
- Learning-centered activity
- Balanced literacy approach
- An articulated PK-8 art, music and physical education program
- Center-based, problem-solving approach to math
- CCSU Mentors
- CMT, workshop structure, and non-fiction focus in science and social studies
- Integration and alignment of CCSU curriculum within authentic school-community setting

Mr. Travaglini explained that when he came on board and started looking at the model framework, he looked at it with a perspective as a parent and as a resident. Curriculum and instruction was big part of that. The question now is how to sustain student achievement. As the school embarks in this new level of partnership, we would like to look at using the university and their expertise in research on instruction projects or best practices. The partnership brings the resources and the expertise.

### **District Benefits**

- District Recruitment Pool:
  - CCSU-Naylor Teacher Candidates now Hartford teachers. Also preparing other school professionals.
- Learning laboratory:
  - Research into Curriculum Development, Student Behavior and Instructional Best Practices
  - Co-design of Urban Leadership Development program with Naylor as authentic school-community setting
  - University courses, projects, resources and faculty on-site
  - Access to CCSU campus activities, resources and expertise
- Unique, year-round Family Support and Education Program (through CCSU Marriage and Family Therapy licensure program)

Mr. Rodriguez-Davila stated that this partnership is the perfect example of balance. Without the leadership component, the community part, the counseling part, it would not be possible.

### **3. Hartford Magnet Trinity College Academy**

Superintendent Adamowski explained that the discussion started two years ago; at which point the discussion of a partnership between HMMS and Trinity started. This discussion coincided with a strong demand from HMMS parents who were demanding a high school. That is the one drawback for the school which is that there is no high school to go to. This is a school that is producing students at a very high level. Discussions with Trinity started again and the discussion moved forward with a liberal arts proposal.

Mr. McCaskill introduced the co-chairs: Ms. Sally Biggs, Principal at Hartford Magnet Middle School, and Dr. Thomas M. Mitzel, Associate Academic Dean, Professor of Chemistry at Trinity College.

Ms. Biggs stated that the school has had a wonderful partnership with Trinity for several years. The idea of an early college model has been well supported. The middle school model will continue with the core and encore model. When the school moves into a high school model, the students will have a plan and they will have some experience in college level courses during their senior year.

### **Background and Overview**

- Hartford Magnet Middle School: Core and Encore Design
- The Learning Corridor
- Trinity College
- Proposed August 2011 for Grade 9

### **Trinity College / HMTCA Partnership**

- Synergy of the Arts and Sciences
- New Facility as Experiential Learning Center
- New Science Labs
- Immersion of Academy Seniors on the Trinity College Campus/Dual Credit
- Study Abroad Program
- Internships

### **Curriculum Design**

- The Arts and Sciences as complementary Disciplines
- Understanding by Design Model

### **Early College Model Student Benefit**

- College Success in High School
- Savings of Time and Money/Accelerated Academic Trajectory and Dual Credit Course Offerings
- Opportunities for Enrollment at Prestigious Colleges and Pathway to Trinity
- Flexible Use of Time to Advance Opportunities for Mastery
- The Integration of High School and College Study in an Articulated Program

Superintendent Adamowski explained that the district has identified enough space in the learning corridor to house nine, ten grade and possibly eleven grade. The long term solution is the new building that will house the high school science labs and it will be jointly use by Trinity and the high school. The senior year would be on campus. This is an incredible opportunity for any student that is able to attend the school.

Mr. Rodriguez-Davila stated that the District is looking forward to this partnership. He also asked for the number of credits that the students will have access to.

Ms. Biggs stated that a very advance student will be able to finish its high school credits by its junior year. There has been discussion to have our students getting a full year of Trinity college credits which would be ideal. This could be arranged; it might be one course for some children, it could be a full year for others.

Dr. Adamowski explained that 50% of students from University High School earn an average of 12 credits.

Mr. Rodriguez-Davila explained that sometimes kids are not ready for college and they need the support or a backup system.

Ms. Biggs explained that as part of the partnership, there are over 60 HMMS students working one-on-one with Trinity College students who are their mentors throughout the year. They meet with the kids twice a week after school and this is part of the after school program. Trinity has been successful in recruiting college mentors for all of the kids participating in the school.

Mr. MacDonald stated that the early college model is a great model and it will have a high demand. Discussion started years ago and it is great to see that is finally coming to fruition.

#### 4. Dr. Joseph S. Renzulli Academy for Gifted and Talented

Mr. McCaskill introduced Ms. Taylor, Assistant Superintendent for Support Services, and Ms. Ruth Lyons, Lead Teacher at the Renzulli Academy who led the presentation.

### **Overview**

- The State of Connecticut mandates that districts identify gifted and talented learners.
- Hartford Public Schools has taken this mandate to the next level and is providing services in a full day model that offers rigorous, accelerated and unique curriculum to gifted learners.
- Gifted behavior consists of behaviors that reflect an interaction among three basic clusters of human traits – above average ability, high levels of task commitment, and high levels of creativity.
- Persons who manifest or are capable of developing an interaction among the three clusters require a wide variety of educational opportunities and services that are not ordinarily provided through regular instructional programs.

### **Location**

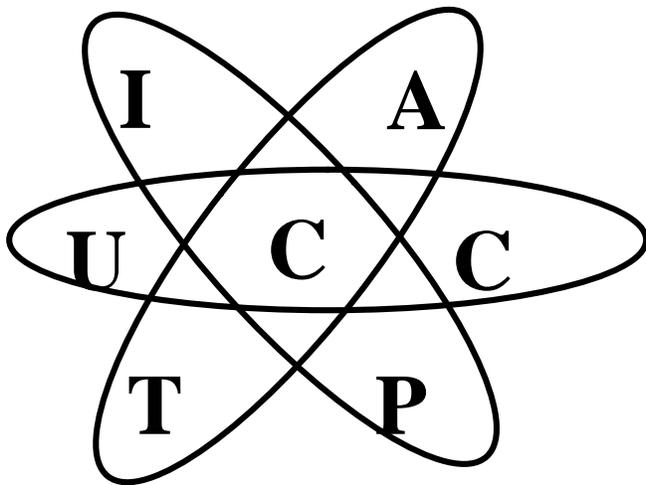
- The Renzulli Academy Pilot:
  - Simpson Waverly School – 2009 to present
- The Renzulli Academy Future Location:
  - Mountain Laurel School Building

### **The S-Ring Conception of Giftedness**



### Drawing out Gifted Attributes in Students...

- In Certain People
- Under Certain Circumstances
- At Certain Times



Renzulli Academy Curriculum

2011 – 2012 Grades 4 – 8

- School-wide Enrichment Model Reading
- Inquiry Based Science
- Project M<sup>3</sup>: Mentoring Mathematical Minds
- Pre-Algebra for 7<sup>th</sup>
- Algebra for 8<sup>th</sup>
- Social Studies
- Independent Study
- Renzulli Learning
- Enrichment Clusters
- Counseling Services
- Rosetta Stone
- Technology Based Art
- Writing Clusters
- Type I Opportunities
- Hartford Symphony Orchestra (Type I)

School Enrichment Model -Reading is a framework for reading instruction based on Renzulli's Enrichment Triad Model (Renzulli, 1977)

Students engage with texts of their choice at an appropriate level of challenge with reading strategy support

Three phases: focusing on interest-based reading, individualized, differentiated conferences, and freedom of choice & challenging content.

- **Phase 1:** Book Hook
  - **Phase 2:** Supported Independent Reading Individual Conferences
  - **Phase 3:** Self selected interest and choice components
1. The science curriculum is based upon challenging standards that employ the scientific method to project based learning and inquiry experiences in science.
  2. Students keep a scientific lab book which details labs and content related writing and research.
  3. The annual goal is for students to submit a science fair project or invention at the state level.
  4. The Mentoring Mathematical Minds Math Program emphasizes understanding and problem solving in real life contexts, while teaching and learning basic skills in the process.
  5. The math units in *Project M3: Mentoring Mathematical Minds* are based on problem solving approaches to teaching mathematics with a focus on the development of critical and creative thinking skills.
  6. Project-Based
  7. Curriculum Focus:

- 4th Grade: Connecticut History
- 5th Grade: American History
- 6th Grade: Ancient Civilizations / National History Day

### **The Enrichment Triad Model**

Type I: General Exploratory Activities

Type II: Group Training Activities

Type III: Individual and Small Group Investigation of Real Problems

### **First Year Accomplishments**

- Highest CMT scores within Hartford Public Schools (89% at goal or mastery)
- Two State Level Winners at the Connecticut Invention Convention
- Future Producers Academy (CT Public TV)
- National Geography Bee Participation
- Students participated and placed in Columbus State University's Math Contests

Ms. Miranda asked if Hartford is the only district with a full time program for gifted and talented.

Ms. Lyons stated that Hartford may be the only district that offers his program in New England.

Superintendent Adamowski explained that CT has a very unusual law for gifted students. Districts are required to identify gifted students but they are not required to provide the services.

Mr. MacDonald congratulated the team for their job and for their presentation.

### **III. Adjournment**

The meeting adjourned at 8:38 p.m.