



## CURRICULUM COUNCIL AGENDA

October 22, 2015

Members Present: Wanda Miller, Cathy Collins, Harmony Brennehan, TJ Winkler, Allison Van Gorder, Jill Ackerman, Jackie Blosser, Sally Windle, Stacy Barker, Joel Steinmetz, Brian Wischmeyer, Lee Stockhaus, Peter Badertscher purple not in attendance

*Review/Approve minutes* Jackie moved and Stacy seconded. Passed without dissent.

Old Business-

HS grading policies – approved in April 2012 to implement in 2013-14. However, revision to policies approved last year wasn't done in DASL through last year despite requests. It is fixed for this year, already.

**Distress Committee** – Jill nothing new to report

New Business – none

### *Committee Updates*

**Math** – Cohort One and coaches starting to use Google drive. Committee to be meeting shortly on distress committee.

**Technology** – Technology Integration Matrix shared. People default definition of technology is "hardware" but it is really more.

**ELA** – Concern with teachers being held accountable for using the resources and ensuring rigor since not using common assessments this year. Not have had time for subcommittee to meet as of today. 20 million dollars plus 8 million race to the top plus curriculum manager department to create curriculum guides over three plus years in Cincinnati to create guides.

**Social Studies** – Financial Literacy Nov. 19<sup>th</sup> rescheduled times for HS economics. We are Working on grant to take Government classes to OHIO statehouse to see state government at work. No subcommittee yet, but trying to find examples of curriculum guides has not been productive because no access to links.

**Career Tech** – Career Transition fair Th. Stem club and vocation going to Makerfest competition Nov. 20. Robotics field trip to UNOH for Medical students and with STEM club tomorrow.

**Special Ed.** – Pacing guides for math for special ed were completed. Need to know if other subjects need to be done.

**Science** – Subcommittee to evaluate use of materials is in place. We are storing Inquiry kit refills in old Ed. center.

**Arts** – No report

**Meeting was adjourned at 2:03 P.M.**

Remember November's Meeting was moved to MONDAY, November 16 AT South!

# Technology Integration Matrix

## Active

Students should discover process, and apply their learning instead of passively receiving information and lessons.

## Collaborative

Technology is used to facilitate, enable, or enhance students' opportunities to work with peers and outside experts.

## Constructive

Students are using technology tools of their choice to connect new information to their prior knowledge.

## Authentic

Technology is used to link learning activities to the world beyond the instructional setting and place it in a meaningful context.

## Goal-Directed

Technology is used to set goals, plan activities, monitor progress, and evaluate results, leading to meaningful reflection.

<p>The teacher begins to use technology tools to deliver curriculum content to students</p>	<p>The teacher controls the type of technology and how it is used. The teacher may have students each complete each step in the same sequence with the same tool. Although the students are more active than students at the Entry level in their use of technology, the teacher still strongly regulates activities. Students may have very limited to the technology resources.</p>	<p>The teacher facilitates students in exploring and independently using technology tools</p>	<p>The teacher provides the learning context and the students choose the technology tools to achieve the outcome.</p>	<p>Innovative use of technology tools facilitate higher order learning activities that may not have been possible without the use of technology.</p>
<p>Students receive information from the teacher or from other sources. The teacher may be the only one actively using technology. The students complete "drill and practice" activities on computers to practice basic skills. The setting is arranged for direct instruction and individual seat work. The students may have limited access to the technology resources.</p>	<p>Students have opportunities to use basic collaborative tools, such as email, in conventional ways. These opportunities for collaboration with others through technology are not a regular part of their learning. The teacher directs students as they work with others. The setting allows for the possibility of group work.</p>	<p>Students work independently with technology tools in conventional ways, and the teacher chooses which technology tools to use and when to use them. However, the teacher does not direct the students step by step through activities. Instead, the teacher acts as a facilitator toward learning. Technology tools are available on a regular basis.</p>	<p>Students are comfortable with multiple types of technology tools. The teacher guides student choices of technology tools and is flexible and open to student ideas. Lessons are structured so that student use of technology is self-directed. Multiple technology tools are available in quantities sufficient to meet the needs of all students.</p>	<p>The teacher serves as a guide, mentor, and model in the use of technology. The teacher facilitates lessons in which students are engaged in higher order learning activities that may not have been possible without the use of technology tools. The teacher helps students locate appropriate resources to support student choices. The arrangement of the setting is flexible and varied.</p>
<p>Students primarily work alone when using technology. Students may collaborate without using technology tools. The teacher directs students to work alone on tasks involving technology. The setting is arranged for direct instruction and individual seat work.</p>	<p>Students independently use technology tools in conventional ways for collaboration. Students are developing understanding of the use of a variety of technology tools for working with others. The teacher selects and provides technology tools for students to use in collaborative ways, and encourages students to begin exploring the use of these tools.</p>	<p>Students begin to use technology tools independently to learn concepts and show understanding. The teacher designs lessons in which students' use of technology tools is integral to learning a concept. The teacher gives the students access to technology tools that facilitate the construction of meaning.</p>	<p>Students regularly use technology tools for collaboration, to work with peers and experts irrespective of time zone or physical distances. The teacher encourages students to extend the use of collaborative technology tools and partnerships in higher order learning activities. Technology tools include text, voice, and video chat applications.</p>	<p>Students regularly use technology tools for collaboration, to work with peers and experts irrespective of time zone or physical distances. The teacher encourages students to extend the use of collaborative technology tools and partnerships in higher order learning activities. Technology tools include text, voice, and video chat applications.</p>
<p>The teacher uses technology to deliver information to students. The setting is arranged so that all students can view the teacher's presentation.</p>	<p>Students begin to utilize technology tools to build on prior knowledge and construct meaning, but the teacher is making the choices regarding technology use. Technology tools that allow for building knowledge are available to students for conventional uses on a limited basis.</p>	<p>Students select appropriate technology tools to complete activities that have a meaningful context beyond the instructional setting. The teacher provides a learning context in which students regularly use technology tools and have the freedom to choose the tools that for each student, best match the task.</p>	<p>The teacher consistently allows students to select technology tools to use in building an understanding of a concept. Technology tools are seamlessly integrated into a lesson, and the teacher is supportive of student autonomy in choosing the tools that students use.</p>	<p>Students use technology to construct and share knowledge in ways that may have been impossible without technology. The teacher facilitates higher order learning opportunities. The teacher encourages students to explore the use of technology tools in unconventional ways. There is robust access to online resources and communities and the ability to publish new content online.</p>
<p>The teacher assigns work based on a predetermined curriculum unrelated to the students or issues beyond the instructional setting. Resources available via technology in the instructional setting include primarily textbook supplementary material and reference books or websites, such as encyclopedias.</p>	<p>Students have opportunities to apply technology tools to some content-specific activities that are related to the students or issues beyond the instructional setting. The setting includes access to information about community and world events and primary source materials.</p>	<p>Students have opportunities to independently use technology tools to facilitate goal-setting, planning, monitoring, and evaluating specific activities. The teacher facilitates students' independent use of the technology tools to set goals, plan outcomes. The teacher may provide guidance in breaking down tasks.</p>	<p>Students regularly use technology tools to set goals, plan activities, monitor progress, and evaluate results using tools of their choice. The teacher creates a learning context in which students regularly use technology tools for planning, monitoring, and evaluating learning activities. The teacher facilitates students' selection of technology tools.</p>	<p>Students explore and extend the use of technology tools to participate in projects and higher order learning activities that have meaning outside of school. The teacher encourages innovative use of technology tools in higher order learning activities that support connections to the lives of the students and the world beyond the instructional setting.</p>
<p>Students receive directions, guidance, and/or feedback via technology. The teacher uses technology to give students directions and monitor step-by-step completion of tasks. The setting includes access to skill building websites and applications, including the ability to track student progress across levels.</p>	<p>Students follow procedural instructions to use technology to either plan, monitor, or evaluate an activity with teacher direction. The setting includes that allow students to plan, monitor, and evaluate their work.</p>	<p>Students have greater ownership and responsibility for learning. The teacher creates a rich learning environment in which students regularly engage in higher order planning activities that may have been impossible to achieve without technology. The teacher sets a context in which students are encouraged to use technology tools in unconventional ways that best enable them to monitor their own learning.</p>	<p>Students have greater ownership and responsibility for learning. The teacher creates a rich learning environment in which students regularly engage in higher order planning activities that may have been impossible to achieve without technology. The teacher sets a context in which students are encouraged to use technology tools in unconventional ways that best enable them to monitor their own learning.</p>	<p>Students have greater ownership and responsibility for learning. The teacher creates a rich learning environment in which students regularly engage in higher order planning activities that may have been impossible to achieve without technology. The teacher sets a context in which students are encouraged to use technology tools in unconventional ways that best enable them to monitor their own learning.</p>

### KEY

- G = Green/ I'm doing this
- B = Blue/ I probably have the skills I need to do this, but I'm not doing it.
- R=Red/ Reaching this as a district in the next 3-4 years isn't possible
- The background color of the box is how our respondents rated the trait, a colored triangle shows that a person or two were outliers from the group consensus.