October 9, 2012 Staples High School

WESTPORT BOARD OF EDUCATION

*AGENDA

(Agenda Subject to Modification in Accordance with Law)

PUBLIC SESSION/PLEDGE OF ALLEGIANCE:
7:30 p.m. Staples High School, Cafeteria B (Room 301)

ANNOUNCEMENTS FROM BOARD AND ADMINISTRATION

PUBLIC QUESTIONS/COMMENTS ON NON-AGENDA ITEMS (15 MINUTES)

MINUTES: September 10, 2012, September 23, 2012 and September 24, 2012

DISCUSSION:

1. New Course Proposals: Staples High School	(Encl.)	Ms. Comm Mr. D'Amico Dr. Scheetz Ms. Zachery
2. Progress Report: Program for the Gifted	(Encl.)	Mr. Rizzo

INFORMATION:

1. October 1, 2012 Enrollment Report	(Encl.)	Dr. Landon
2. Staffing Report	(Encl.)	Ms. Cion

DISCUSSION/ACTION:

1. Adoption of 2013-14 Budget Calendar	(Encl.)	Dr. Landon Ms. Harris
2. Board of Education Meeting Calendar: July 1, 2013 – June 30, 2014	(Encl.)	Dr. Landon

ADJOURNMENT

*A 2/3 vote is required to go to executive session, to add a topic to the agenda of a regular meeting, or to start a new topic after 10:30 p.m.
The meeting can also be viewed on cable TV on channel 78; AT&T channel 99 and by video stream @www.westport.k12.ct.us

PUBLIC PARTICIPATION WELCOME USING THE FOLLOWING GUIDELINES:

- Comment on non-agenda topics will occur during the first 15 minutes *except* when staff or guest presentations are scheduled.
- Board will not engage in dialogue on non-agenda items.
- Public may speak as agenda topics come up for discussion or information.
- Speakers on non-agenda items are limited to 2 minutes each, except by prior arrangement with chair.
- Speakers on agenda items are limited to 3 minutes each, except by prior arrangement with chair.
- Speakers must give name and use microphone.
- Responses to questions may be deferred if answers not immediately available.
- Public comment is normally not invited for topics listed for action after having been publicly discussed at one or more meetings.

WESTPORT PUBLIC SCHOOLS

ELLIOTT LANDON
Superintendent of Schools

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To: Members of the Board of Education

From: Elliott Landon

Subject: Staples High School New Course Proposals

Date: October 9, 2012

Please find appended to this memorandum proposals to add five (5) new courses to the repertoire of course offerings listed in the Course Catalog of Staples High School beginning with the 2013-14 school year.

The five new full-year and semester courses, alphabetically arranged, are:

Full Year

1. Advanced Placement European History
2. Advanced Placement Latin
3. Advanced Placement Studio Art 3-D

Semester

4. Engineering and Applied Physics
5. Environmental Science Problem Solving

This item is on the agenda of our October 9th meeting for Board discussion, with Board approval anticipated for our meeting of October 22.

ADMINISTRATIVE RECOMMENDATION

Be It Resolved, That upon the recommendation of the Superintendent of Schools, the Board of Education approves the addition of five (5) new courses effective with the start of the 2012-13 school year; namely, (1) Advanced Placement European History; (2) Advanced Placement Latin; (3) Advanced Placement Studio Art 3-D; (4) Engineering and Applied Physics; and, (5) Environmental Science Problem Solving

ADVANCED PLACEMENT

EUROPEAN HISTORY

Staples High School
Course Proposal

Course Title: Advanced Placement European History

Credit: _____ .25 Quarter
_____ .5 Semester
__X__ 1 Year

Credit Area(s):
The credits for this course would go toward satisfying an elective credit in Social Studies.

Prerequisites/Eligibility:
Course is open to juniors and seniors only
Students must have passed United States History (A or H)

Course Development
If the course has been suggested by an individual teacher, a student, or some other agent, it should have been reviewed and accepted by the department(s) before being presented to Collaborative Team.

Course proposed by

___Administration ____ Board of Education ____ Students

___ K-12 Curriculum Review __X__ Department ____ Other

I. Rationale:

AP European History was offered by the SHS Social Studies Department through the 2008-09 school year, and replaced in 2009 by AP World History. At the time, the department felt that our course offerings did not adequately address globalization and the interconnectedness of the world, and that with three years of American studies in middle school, Western Humanities in grade 9, and US History in grade 10, that our curriculum was overly focused on Western history and culture. Since that time, we have revised the 9th grade curriculum, which is now our Global Themes course, and the middle schools are in the midst of a revision that will see greater emphasis on world geography, culture and history. The addition of AP European History will give students the opportunity to study the development of the West, which is no longer emphasized in the earlier grades.

II. Staples Expectations for Student Learning Alignment:

- Academic:
  1. Each student will think critically in a variety of contexts and situations
  3. Each student will read critically
  4. Each student will write effectively
  9. Each student will demonstrate an understanding of the human experience through a study if history and diverse cultures

III. Westport 2025

How does the course provide opportunities for students to develop specific capacities on the Westport 2025 lens ?

This course addresses the Critical Thinking domain through the focus on interpretation and analysis of historical content, and making connections to current issues in Europe and the world. Global Thinking is addressed in the course by the analysis of political, cultural, economic, and social developments, and the multidisciplinary nature of the content.

IV. Course Catalogue Description

AP European History is a rigorous and intellectually demanding course, intended for qualified students who wish to complete studies in secondary school equivalent to an introductory college course in European history.

The study of European history since 1450 introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. Without this knowledge, we would lack the context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse. In addition to providing a basic narrative of events and movements, the goals of AP European History are to develop (a) an understanding of some of the principal themes in modern European history, (b) an ability to analyze historical evidence and historical interpretation, and (c) an ability to express historical understanding in writing.

Students must be prepared to spend up to 1 to 1 ½ hours of preparation for each class. All students are expected to take the AP exam in May.

IV. Course Content (Themes, topics)

See AP European History Course Description pp. 4-6

V. Educational experiences in this course will assure that students will:

See AP European History Course Description, pp. 4-6

VI. Student Assessment

Students will be assessed in multiple forms, both individually and collaboratively, including but not limited to: multiple-choice tests, document-based and free response essays, researched papers, Socratic seminars multimedia and oral presentations.

VII. Materials/Texts:

All students will need a textbook and a historical atlas of the world for the course. Teachers will also utilize supplemental texts to increase understanding of core concepts of the course. Materials are still housed in the department to meet these needs.

VIII. Required Resources and Budget:

The social studies department still has all of the materials from AP European History, including texts, electronic resources, and library databases. The teachers who were trained and taught the course through 2008 are still in the department. Therefore, there are no additional costs associated with bringing back the course.

AP European History

INTRODUCTION

The AP course and exam in European History are intended for qualified students who wish to complete classes in secondary school equivalent to college introductory courses in European history. The exam presumes at least one academic year of college-level preparation, a description of which is set forth in this book.

The inclusion of historical course material in the Course Description and in the exam is not intended as an endorsement by the College Board or ETS of the content, ideas, or values expressed in the material. The material has been selected by historians who serve as members of the AP European History Development Committee. In their judgment, the material printed here reflects the course of study on which this exam is based and is therefore appropriate as a measure of the skills and knowledge acquired in this course.

The AP European History course corresponds to the most recent developments in history curricula at the undergraduate level.* In colleges and universities, European history is increasingly seen in a broad perspective, with teaching methods reflecting an awareness of other disciplines and diverse techniques of presentation, including visual and statistical materials. Trends such as these are used by the Development Committee to adjust the course and the exam.

The exam is divided into three parts: a multiple-choice section dealing with concepts, major historical facts and personalities, and historical analysis; a document-based essay designed specifically to test students' ability to work with evidence; and two thematic essays on topics of major significance. Together, these three parts of the exam provide students with an opportunity to demonstrate that they are qualified to pursue upper-level history studies at college.

All sections of the exam reflect college and university programs in terms of subject matter and approach. Therefore, questions in cultural, diplomatic, economic, intellectual, political, and social history form the basis for the exam. Students are expected to demonstrate a knowledge of basic chronology and of major events and trends from approximately 1450 (the High Renaissance) to the present. The entire chronological scope and a range of approaches are incorporated throughout the exam. Students need to understand the designations for centuries; e.g., the seventeenth century is the 1600s, *not* the 1700s. In the multiple-choice section, approximately one-half of the questions deal with the period from 1450 to the French Revolutionary and Napoleonic era, and one-half deal with the period from the French Revolutionary and Napoleonic era to the present. A number of questions may be cross-chronological or combine several approaches. No essay or multiple-choice question will focus on the pre-1450 or the post-2001 period.

*The Development Committee periodically revises the content and structure of the *AP European History Course Description* to reflect new developments in the discipline, to aid teachers in maintaining the comprehensive quality of their courses, and to assist teachers new to the program. Regular updates and the most current information about AP European History are available at AP Central (apcentral.collegeboard.com).

THE COURSE

Goals

The study of European history since 1450 introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. Without this knowledge, we would lack the context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse.

In addition to providing a basic narrative of events and movements, the goals of AP European History are to develop (a) an understanding of some of the principal themes in modern European history, (b) an ability to analyze historical evidence and historical interpretation, and (c) an ability to express historical understanding in writing.

Topic Outline

The outlined themes that follow indicate some of the important areas that might be treated in an AP course in European History. The ideas suggested do not have to be treated explicitly as topics or covered inclusively, nor should they preclude development of other themes. In addition, questions on the exam will often call for students to interrelate categories or to trace developments in a particular category through several chronological periods. For this reason, students and teachers need to address periodization in European history and to relate periodization, as appropriate, to the following themes.

1. Intellectual and Cultural History

Changes in religious thought and institutions
Secularization of learning and culture
Scientific and technological developments and their consequences
Major trends in literature and the arts
Intellectual and cultural developments and their relationship to social values and political events
Developments in social, economic, and political thought, including ideologies characterized as "-isms," such as socialism, liberalism, nationalism
Developments in literacy, education, and communication
The diffusion of new intellectual concepts among different social groups
Changes in elite and popular culture, such as the development of new attitudes toward religion, the family, work, and ritual
Impact of global expansion on European culture

2. Political and Diplomatic History

The rise and functioning of the modern state in its various forms
Relations between Europe and other parts of the world: colonialism, imperialism, decolonization, and global interdependence
The evolution of political elites and the development of political parties, ideologies, and other forms of mass politics

The extension and limitation of rights and liberties (personal, civic, economic, and political); majority and minority political persecutions
The growth and changing forms of nationalism
Forms of political protest, reform, and revolution
Relationship between domestic and foreign policies
Efforts to restrain conflict: treaties, balance-of-power diplomacy, and international organizations
War and civil conflict: origins, developments, technology, and their consequences

3. Social and Economic History

The character of and changes in agricultural production and organization
The role of urbanization in transforming cultural values and social relationships
The shift in social structures from hierarchical orders to modern social classes: the changing distribution of wealth and poverty
The influence of sanitation and health care practices on society; food supply, diet, famine, disease, and their impact
The development of commercial practices, patterns of mass production and consumption, and their economic and social impact
Changing definitions of and attitudes toward social groups, classes, races, and ethnicities within and outside Europe
The origins, development, and consequences of industrialization
Changes in the demographic structure and reproductive patterns of Europeans: causes and consequences
Gender roles and their influence on work, social structure, family structure, and interest group formation
The growth of competition and interdependence in national and world markets
Private and state roles in economic activity

THE EXAM

The exam is 3 hours and 5 minutes in length. It consists of a 55-minute multiple-choice section and a 130-minute free-response section.

The multiple-choice section consists of 80 questions designed to measure the student's knowledge of European history from the High Renaissance to the present. Approximately one-half of the questions deal with the period from 1450 to the French Revolutionary and Napoleonic era and one-half from the French Revolutionary and Napoleonic era to the present. The questions covering the nineteenth century and the twentieth century are divided evenly (approximately 25 percent of the total number of questions for each century).

Approximately one-third of the questions focus on cultural and intellectual themes, one-third on political and diplomatic themes, and one-third on social and economic themes. Of course, many questions draw on knowledge of more than one chronological period or theme. A student is not expected to be familiar with all the material covered.

ADVANCED PLACEMENT

LATIN

Staples High School
Course Proposal

Course Title: **AP Latin**

Credit: _____ .25 Quarter
_____ .5 Semester
__X__ 1 Year

Credit Area(s):
The credits for this course would go toward satisfying World Language requirements.

Prerequisites/Eligibility:
Students must have successfully completed Latin Three Honors with at least a grade of 85%.

Course Development
If the course has been suggested by an individual teacher, a student, or some other agent, it should have been reviewed and accepted by the department(s) before being presented to Collaborative Team.

Course proposed by
_____ Administration _____ Board of Education ____ Students
_____ K-12 Curriculum Review __X__ Department ____ Other

I. Rationale:

The addition of Advanced Placement Latin constitutes the natural progression of Latin at Staples High School for the Honors level student population. The AP Latin course was recently revised by College Board to promote reading Latin poetry and prose with historical and literary sensitivity. Students will develop linguistic skills by engaging in multiple activities, including translating poetry and prose from ancient Roman authors. AP Latin is roughly equivalent to an upper-intermediate college or university course.
The revised course is designed to achieve the following objectives:

- **Offer poetry and prose readings. In addition to the required readings, the curriculum framework features a list of common terminology, which can help facilitate discussions of Latin grammar, syntax, and literary style.**

- **Expose students to characteristic methods of classical philology. Students pay rigorous attention to linguistic detail, critical interpretation, and analysis.**

- **Develop students' ability to read Latin at sight. The AP Latin Reading List recommends several texts for this purpose.**

- **Articulate achievement-level descriptions. Teachers are enabled to set expectations for student progress and to differentiate instruction, as students relate Latin texts to Roman historical, cultural, and literary contexts.**

- **Incorporate learning objectives. Teachers learn what skills students need to succeed on the AP Latin Exam in terms of reading and comprehension, translation, contextualization, and analysis of texts.**

II. Staples Expectations for Student Learning Alignment:

Academic:

- **Students will learn to think critically in a variety of contexts and situations**
- **Students will be active learners and engage in inquiry and classical dialogue**
- **Students will use technology as a tool for learning**

Civil/Social:

- **Students will work cooperatively toward common goals**
- **Students will demonstrate honesty and integrity**
- **Students will develop a rationale for making informed judgements and decisions**

III. Westport 2025

How does the course provide opportunities for students to develop specific capacities on the Westport 2025 lens ?

This course will address the Critical Thinking domain by providing students with the opportunity to analyze ideas and concepts with supporting evidence to arrive at new meanings. They will also provide an original in-depth response as a result of evaluating content.
The course will also address the Creative Thinking domain by providing students with the opportunity to ask new and origianl questions that lead to deeper explorations of ideas.
In the Communication domain, students will work collaboratively to generate an original idea or solution based on historical data.
Lastly, the course will address the Global Thinking domain by providing the students the opportunity to synthesize knowledge from multiple content areas to create original ideas.

IV. Course Catalogue Description

The Advanced Placement course combines the reading of Latin prose and Latin poetry via the works of Julius Caesar (De Bello Gallico/Commentaries on the Gallic Wars) and Vergil (The Aeneid). The course requires the student to read and translate Latin prose and poetry, to analyze literary texts in written argument, and to practice sight reading. In addition, the student will compare the Latin texts to Roman historical, cultural and literary contexts. This will be accomplished through reading and comprehension exercises, translation, contextualization and analysis of texts.

V. Course Content (Themes, topics)

- **Translate Caesar/Focus on First Century BC politics, struggle for power, military operations, opinions of different styles of government, the start of The Golden Age of Rome**
- **Translate Vergil/ Focus on First Century AD politics, positions of power relative to the founding of Rome, the middle of The Golden Age of Rome**
- **Readings for AP Latin: The required syllabus lists the minimum number of readings that students need to study in Latin and in English, encourage**

students who work quickly to read beyond the minimum for each language, and offer students many opportunities to develop the ability to read Latin poetry and prose at sight.

- **Required Readings in Latin**
  Vergil, *Aeneid*
  Book 1: Lines 1-209, 418-440, 494-578
  Book 2: Lines 40-56, 201-249, 268-297, 559-620
  Book 4: Lines 160-218, 259-361, 659-705
  Book 6: Lines 295-332, 384-425, 450-476, 847-899
  Caesar, *Gallic War*
  Book 1: Chapters 1-7
  Book 4: Chapters 24-35 and the first sentence of Chapter 36
  (Eodem die legati . . . venerunt.)
  Book 5: Chapters 24-48
  Book 6: Chapters 13-20
- **Required Readings in English**
  Vergil, *Aeneid*
  Books 1, 2, 4, 6, 8, 12
  Caesar, *Gallic War*
  Books 1, 6, 7
- **The required syllabus includes readings in Latin and English from Vergil's *Aeneid* and Caesar's *Gallic War*. Reading in English helps students identify significant themes, central characters, and key ideas in the Latin passages.**
- **Reading Latin at Sight: To develop students' ability to read Latin at sight, texts with relatively common vocabulary and straightforward grammar and syntax are chosen. Recommended prose authors include Nepos, Cicero (but not his letters), Livy, Pliny the Younger, and Seneca the Younger rather than Tacitus or Sallust. Recommended verse authors include Ovid, Martial, Tibullus, and Catullus, rather than Horace, Juvenal, or Lucan. Portions of the works of Vergil and Caesar that are outside the required reading are also recommended.**

VI. Educational experiences in this course will assure that students will:

Skills

- **Students will be able to read , understand, interpret and anlyze Latin prose and poetry**
- **Students will be able to read sight passages with comprehension based on the recognition of Latin words pertinent to the texts studied**
- **Students will be able to write analyses that demonstrate the results of critical reading in clear and coherent arguments supported by textual examples**

Knowledge

- **Students will demonstrate knowledge of Latin vocabulary**
- **Students will be able to prepare and translate Latin readings with an accuracy that reflects precise understanding of the Latin in all its details**
- **Students will be able to utilize specific Latin grammar, syntax and literary terminology in their study of Latin texts**

- **Students will be able to identify particular cultural and historial contexts that bear meaning to the texts**

VII. Student Assessment:

Students will be evaluated based on:

1. **Practice Advanced Placement Exams**
2. **Advanced Placement Exams from previous years**
3. **Sight translations**
4. **Short answer and essays on context of the Latin and English readings**
5. **Multiple choice questions on grammar, meter, syntax and literary style**
6. **Vocabulary quizzes**

Rubrics will be used for sight translations, essays and short answer assignments.

VIII. Materials/Texts:

Caesar-Selections from his Comentarii de Bello Gallico by Hans-Friedrich Mueller-Bolchazy-Carducci AP

- **Student Edition ISBN – 9780865167780 $44**
- **Teacher Manual ISBN – 9780865167544 $20**

Caesar Workbook by Debra L. Nousek and Rose Williams Bolchazy-Carducci AP

- **Student Edition ISBN 9780865167537 $27**
- **Teacher Manual ISBN 978086516755 $27**

Song of War: Readings from Vergil's Aeneid (Updated Version) Pearson

- **Student Edition ISBN 9780133205206 $44.97**
- **Teacher Manual ISBN 9780133205190 $20.97**

Vergil's Workbook (Second Edition) by Katherine Bradley and Barbara Boyd

- **Student Edition ISBN 9780865167742 $27**
- **Teacher Edition ISBN 978086516755 $27**

Cost for 16 students

Workbooks (432 + 432) Textbooks (704 + 719.52) Teacher's Editions (94.97)

Total (excluding tax and shipping) $2382.49
Total (excluding taxes, shipping and Teacher Editions) $2287.52

Publisher Websites – www.bolchazy.com
www.pearsonschool.com

IX. Required Resources and Budget:

Textbooks/Workbooks
Additional staffing: .2 FTE

ADVANCED PLACEMENT

STUDIO ART 3-D

Staples High School
Course Proposal

Course Title: *AP Studio Art 3-D*

Credit: _____ .25 Quarter
_____ .5 Semester
___x__ 1 Year

Credit Area(s):
The credits for this course would go toward satisfying *art requirements.*

Prerequisites/Eligibility:
It is recommended that students should have taken one semester of either Pottery or Ceramics and minimum of one semester of either Advanced Pottery or Advanced Ceramics.

Course Development
If the course has been suggested by an individual teacher, a student, or some other agent, it should have been reviewed and accepted by the department(s) before being presented to Collaborative Team.

Course proposed by

_____ Administration _____ Board of Education _____ Students

_____ K-12 Curriculum Review ___X___ Department _____ Other

I. Rationale:

AP Studio art is designed for serious art students who are interested in the practical experience of the art making process. The course is designed to engage students in the development of studio art techniques and discipline, including the investigation of art history, art criticism, and the aesthetic experience as it relates to the creation of personal art work.

This class will help students complete a college-level art course and permits colleges to evaluate, acknowledge, and encourage that accomplishment through the granting of appropriate credit and placement.

II. Staples Expectations for Student Learning Alignment:

Academic:
- *Students will learn to think critically in a variety of contexts and situations*
- *Students will be active learners and engage in aesthetic dialogue and inquiry*

Civil/Social:
- *Students will demonstrate honesty and integrity.*
- *Students will develop rationale for making informed judgments and decisions.*
- *Students will work cooperatively toward common goals.*

III. Westport 2025

How does the course provide opportunities for students to develop specific capacities on the Westport 2025 lens ?

AP Studio Art 3-D is an opportunity for students to explore the physical world around them. The course is a natural vehicle for developing self expression, fostering curiosity and solving problems in innovative ways. Students will become self directed and reflective learners who independently manage their goals and time as they continuously improve as artists.

IV. Course Catalogue Description

AP Studio Art 3-D is for highly motivated students who are seriously interested in the study of art; the course demands significant commitment. Students will submit a portfolio for evaluation at the end of the year. For this portfolio, students are asked to demonstrate mastery of 3-D design through clay, including, but not limited to, figurative or nonfigurative ceramics and pottery.

V. Course Content (Themes, topics)

Portfolios submitted to the college board will require the students to show a fundamental competence and range of understanding in visual concerns and methods. Each portfolio asks the students to demonstrate a depth of investigation and process of discovery through the concentration, breadth, and quality sections of the portfolio.

Students will need to work outside the classroom, as well as in it. Students should be considered responsible enough to leave the art room if an assignment requires them to do so, and homework, such as maintaining a sketchbook or journal is a necessary component of instruction.

Themes and topics of student art are dependant on personal aesthetic. Students will discuss their cohesive and thematic ideas communally and individually in a critical and analytical way. Some examples of themes and topics are:

- *Collecting information pivotal to the emergence of a topic historically, socially, and culturally*
- *Locating different mass media and pop culture connections to the topic*
- *Charting lyrics, rhythms, and tempos (musical, seasonal, universal) that might be exploited visually*
- *Discovering textures and colors found in common items such as candy wrappers or fabric designs*

VI. Educational experiences in this course will assure that students will:

Skills

- *Students will create a portfolio that allows freedom of personal styles while keeping in mind quality and breadth of work at college-level standards*
- *Students will be able to generate original ThreeDimensional works of art that demonstrate both technical merit and aesthetic sense.*
- *Students will be able to constructively describe, analyze, interpret, and evaluate Three Dimensional works of art completed by artists and peers*

Knowledge

- *Students learn how to research, plan, and execute their vision*

- *Students will gain knowledge of aesthetics, which in turn will provide a greater understanding of the diverse intentions of art.*
- *Students will understand how making art is an ongoing process that involves critical decision making*
- *Students will become independent thinkers who will contribute inventively and critically to their culture though the making of art*

VII. Student Assessment

Students will be assessed on their 3-D design portfolio.
***Section 1- Quality**: each of the 5 works will demonstrate mastery of the three-dimensional design in concept, composition, and execution*
***Section 2 – Concentration**: each of the 5 works will encompass a body of work investigating a strong underlying visual idea in 3-D design*
***Section 3 – Breadth**: each of the 5 works will demonstrate a variety of concepts and approaches in 3-D design.*

Students will be also assessed on their class commitment and sketchbook journal depicting their creative process.

VIII. Materials/Texts:

1copy of Evaluating the AP Portfolio in Studio Art
16 student Sketchbooks
Art materials (clay, glaze)

IX. Required Resources and Budget:

The introductory budget for initiating AP Studio 3-D will include a one time purchase of resource materials to have available to students in the studio. Instructor preparation is to include professional development and a summer curriculum workshop. Approximately $1000.00 is required for materials and approximately $690.00 is required for summer workshop for curriculum writing.

Resource Materials:

Nelson, Glenn C. *Ceramics: A Potter's Handbook.* Mountain View, CA: Mayfield Publishing Co., 1994

Tourtillott, Suzanne *500 Teapots: Contemporary Explorations of a Timeless Design.* Lark Books, 2004

Tourtillott, Suzanne *500 Cups: Ceramic Explorations of Utility and Grace.* Lark Books, 2004

Perry, Barbara. *American Ceramics: The Collection of Everson Museum of Art.* Rizzoli International Publications, Inc., New York, NY, 1989

Levin, Elaine M. *Movers and Shakers in American Ceramics: Defining Twentieth Century Ceramics.* The American Ceramics Society, Westerville, OH, 2003

ENGINEERING AND APPLIED PHYSICS

COURSE OUTLINE FORMAT

Staples High School

Course Title: **Engineering and Applied Physics**

Credit:
_____ .25 Quarter
__X_ .50 Semester
___ 1 Year

Credit Area(s): Science, Technology and Engineering

Course proposed by:
If the course has been suggested by an individual teacher, a student, or some other agent, it should have been reviewed and accepted by the department(s) before being presented to Collaborative Team.

___X__ Administration	__X__ Board of Education	_____ Students
____ K-12 Curr. Review	__X__ Department	___X___ Other

Prerequisite : Physics (any level), or concurrent enrollment in physics (any level)

Rationale:

1. How does this course contribute to the department goals and objectives?
    - The Science Department is committed to providing students with authentic science and technology learning experiences. Additionally, the department is constantly seeking new ways for students to show what they know. The institution of an engineering course will allow students to engage in real life problem solving through the engineering and design process. One of the key learning outcomes will be that students realize the iterative nature of problem solving, where they generate an idea, prototype it, analyze the prototype and redesign multiple times until the best solution is found. Better understanding of this process is a key goal of the science department.

2. What is the need this course addresses?
    - Many physics students have difficulty with the numerical aspect of physics. This is often because they cannot see the practical application of the concepts they learn. Additionally, this class fills the need of students who like physics, but don't want to take AP Physics.

- According to the Bureau of Labor Statistics too few students graduate with engineering degrees. Additionally, research shows that early exposure to engineering practices and concepts increases the chances that students will pursue engineering as a career.

3. How does this course support the recommendation of the latest K-12 review?
   - The K-12 review process is ongoing and does not currently have a recommendation specifically directed at an engineering course, although many national organizations and the most recent draft of the National Science Standards call for a concerted K-12 engineering approach.

4. How does this course support Staples' mission statement?
   - The Staples mission statement focuses on developing students who are active problem solvers. It emphasizes working across many disciplines and working together. With its focus on design challenges, prototype building and teamwork, the engineering course is designed to encourage this type of learning.

5. How does this course align with the goals of Westport 2025?
   - This course most closely addresses the Critical Thinking domain because it allows students the opportunity to engage in each of the four capacities; Interpreting, Analyzing, Making Applications and Evaluating. However, strong opportunities for student engagement exist in the Creative Thinking domain also because students will be asked to develop creative solutions to design challenges. Since students will also be asked to work as part of a design team and to present the results of their efforts, the communication domain will also be a critical domain for this class.

<u>Staples Expectations for Student Learning Alignment:</u>

1. Academic Expectations
   - Students will think critically in a variety of contexts and situations.
   - Students will be competent problem solvers.
   - Students will use technology as a tool for learning.

2. Civic Expectations
   - Students will demonstrate a sense of ethics both in their words and their actions.

3. Social Expectations
   - Students will work cooperatively towards common goals.

<u>Course Catalogue Description:</u>
Engineering and Applied Physics introduces students to practical applications of their physics knowledge. This lab course blends the mathematical treatment of physics with

hands on problem-based design challenges. The course is designed to be a survey of various types of engineering endeavors. Students will work in small design teams to develop solutions to engineering challenges. They will build virtual and material prototypes, evaluate them and/or redesign them.

Prerequisite: Physics (any level) or concurrent enrollment in physics

Course Content

- Instruction on the engineering/design process from concept development to prototyping to evaluation
- Instruction on specific categories of engineering; mechanical, electrical, civil and biomedical.
- Instruction on types of engineering analysis.

Expectations for Student Learning (Outcomes)

Skills:

- Will be able to work in small groups to collaboratively develop design concepts
- Students will be able to evaluate criteria and constraints within a design challenge
- Students will be able to generate prototypes of design concepts
- Students will be able to critically evaluate new concepts

Knowledge:

- Students will gain an understanding of the design process
- Students will gain an understanding of the iterative nature of design
- Students will gain an understanding of the various areas of engineering
- Students will gain insights into the career opportunities available in the fields of engineering

Assessment:

Students will be evaluated on both the products they produce (did their prototype work?) and the process they used to solve each challenge (did their solution fit within the design constraints and criteria?). Rubrics will be used for both evaluation components.

Equipment/Materials/Texts:

Most equipment needed is already resident in either the Science or Technology Departments. Anticipated new equipment includes a 3-D printer, for which grant money will be sought, and electronics kits as well as several testing apparatuses. It is anticipated that the main cost will be in the form of consumables such as electrical supplies fasteners, and stock (plastic, wood and metal). Consumable costs will be taken from the science department budget. There are no plans for a formal textbook.

ENVIRONMENTAL SCIENCE

PROBLEM SOLVING

COURSE OUTLINE FORMAT

Staples High School

Course Title: ***Environmental Science Problem Solving***

Credit:
_____ .25 Quarter
__X__ .50 Semester
_____ 1 Year

Credit Area(s): *Science*

Course proposed by:
If the course has been suggested by an individual teacher, a student, or some other agent, it should have been reviewed and accepted by the department(s) before being presented to Collaborative Team.

_____ Administration	_____ Board of Education	_____ Students
_____ K-12 Curr. Review	__X__ Department	_____ Other

Prerequisite: *Biology & Chemistry, Environmental Studies OR AP Environmental Science recommended but not required.*

Rationale:

1. How does this course contribute to the department goals and objectives?

   - *The science department is currently exploring additional ways in which they might achieve the goals of the Westport 2025 initiative. While many science courses already address the 21st Century Skills through the use of labs, activities, lessons, or assessments, they do so in a way that must fit within the existing course curriculum. As a result of this, many of the opportunities to practice the 21st century skills are constrained by either time or the need to cover specific course content. The proposed course takes a new approach to addressing the 21st century skills by utilizing the Problem Based Learning approach. Rather than being driven by specific course content, instruction and learning are driven by solving real-world, open-ended problems. While important content in environmental science and sustainability will be learned along the way, the real emphasis in this course will be on practicing and mastering the 21st century skills outlined within Westport's 2025 initiative.*
   - *By creating a course that focuses exclusively on utilizing the PBL method, important lessons can be learned about what methodologies do and do not*

work well within our current academic structure. What is learned can then be shared with other instructors so that PBL style opportunities could better be implemented in mainstream courses.

2. What is the need this course addresses?

   - *Problem Based Learning is an instructional method that lends itself well to teaching students the 21st century skills as outlined in the Westport 2025 initiative. However, in order to execute PBL in a way that is most meaningful to students, significant time and flexibility is needed for students to explore realistic and meaningful solutions. Unfortunately, our current academic structure does not typically offer such opportunities. Consequently, an entire course dedicated exclusively to the PBL technique allows for the necessary time and flexibility needed to achieve these goals.*

   - *At the moment, the faculty is relatively inexperienced in the PBL technique. By offering a single course now that focuses on this style of instruction, a limited number of faculty can learn the benefits and drawbacks of using such a technique. This experience can help determined whether it is valuable to expand the PBL method on a larger scale, perhaps even school wide.*

   - *Students in existing environmental courses have expressed a real desire to work on solutions to the various environmental problems that have been discussed in their courses. This course would provide an outlet for these students to pursue this ambition.*

3. How does this course support the recommendation of the latest K-12 review?
   - *As the recommendations of the latest K-12 review are consistent with development of the Westport 2025 initiative, the course clearly creates a unique opportunity for students to practice and develop 21st century skills.*

4. How does this course support Staples' mission statement?
   - *Staples' mission statement states that, "We strive to become a community of learners who treat each other with care and respect; we think critically & creatively, use contemporary literacy skills, and work to solve real-world problems.*
   - *The PBL technique aims to teach students HOW to solve problems in a general sense as opposed to teaching how to solve any one specific problem as is the case in many courses.*
   - *By focusing on the 'process' of problem solving, this course prepares students to be effective, life-long learners no matter what field they may enter. The course is designed to allow students to take risks and to learn from their mistakes. Such an approach is often difficult in traditional classes, but the format of this coure truly encourages creative thinking and risk taking.*

- *The course utilizes real world problems taken from society and industry. The problems mimic the reality of what students will face after they leave highschool.*
- *With a focus on issues of sustainability, students will be forced to examine whether or not the solutions they develop in the course are socially responsible and how their solutions impact the larger global community.*

5. How does this course support the goals of the Westport 2025 inititative?
   - *This course is designed to foster critical thinking in the sense that environmental problems are presented and unique solutions to the problems can be developed.*
   - *Since there is no right answer for most of these scenarios, students can develop creative and innovative solutions.*
   - *This course, by its nature, fosters global thinking in the sense that most of the scenarios have implications beyond local or regional environmental impacts.*
   - *The course is structured such that students will be functioning in capacities similar to a real world working environment. Many of the scenarios have been developed with input from the professional teams that originally addressed the problems.*

Staples Expectations for Student Learning Alignment:

1. Academic Expectations
   - Students will think critically in a variety of contexts and situations.
   - Students will be competent problem solvers.
   - Students will use technology as a tool for learning in both accessing and analyzing information.
   - Students will effectively communicate their solutions and understanding using a variety of media.
   - Students will think creatively and will adapt their thinking in response to both critical feedback and changing demands.

2. Civic Expectations
   - Students will demonstrate a sense of ethics both in their words and their actions.
   - Students will consider their actions and solutions within the context of the global environment.

3. Social Expectations
   - Students will work collaboratively towards common goals.

Course Catalogue Description:

Environmental Problem Solving challenges students to find solutions to real world problems in environmental science and sustainability. Unlike traditional courses that are content driven, this course focuses on learning and developing the process and skills necessary for solving problems encountered in the real world. Over the duration of the course, students are presented with actual problems taken from industry and society which have a focus on environmental or sustainability issues. Students are then expected to work collaboratively to both research their problem and develop a working solution. Some examples of the problems that will be tackled include: redesigning a wind turbine to maximize energy efficiency and finding ways of diverting and treating contaminated rainwater runoff in a neighborhood. While some problems will involve a simple oral or written communication of the proposed solution, other problems will involve the physical development and creation of a product or engineering design.

Prerequisite: *Biology and Chemistry. Environmental Studies or AP Environmental Science are recommended but not required.*
.5 credit, fall semester course

Course Content

- *This course utilizes the Problem Based Learning Approach to instruction in which students are presented with open-ended problems which in turn, drive the instructional process. Students follow a standard problem based approach that involves 1) Problem Analysis 2) Independent Research 3) Solution Development & 4) Solution Testing.*
- *The problem solving process is scaffolded for students in three stages. Students are first introduced to the problem solving process using the Structured Challenge approach which is more instructor led. Once they become familiar with the problem solving process, they then tackle new problems using the Guided Challenge approach which is instructor guided, but not instructor led. After this, students are presented with new problems using the Open-Ended Challenge method in which students control the process and where the instructor acts as a consultant. Beyond this, given adequate time, students are then encouraged to present a problem of their choosing and develop a solution.*

Expectations for Student Learning (Outcomes)

Skills:

- *Students will be able to develop solutions to open-ended problems through the use of a well defined and systematic problem solving approach.*
    - *Students will be able to characterize and define a problem in terms of information that is already known and new information that must be learned in order to develop a working solution.*
    - *Students will be able to utilize a variety of research techniques.*
    - *Students will be able to analyze and evaluate information obtained from a variety of sources.*

- *Students will be able to evaluate their solutions.*
- *Students will be able to work collaboratively and efficiently in groups in order to solve a variety of novel problems.*
- *Students will be able to communicate their results and solutions in a variety of media.*

Knowledge:

- *The content derived from this course is driven by the nature of the problems that are being addressed. Because different problems and solutions may take different groups of students in a variety of new directions, the actual content knowledge will vary from person to person and from group to group. Nevertheless, specific content is expected to be learned with respect to each of the problems being proposed in the course. These include:*
  - Redesign of a wind turbine generator
  - Design of an energy efficient lighting system for submarines.
  - Improve an existing cranberry bog to be more energy efficient and environmentally friendly.
  - Design a low cost system to reduce rainwater pollution runoff in a neighborhood.
  - Develop a treatment for eczema based on natural ingredients.
  - Find a solution to the problem of installing a solar array system on a roof with limited weight capacity.
  - Perform a cost benefit analysis of different lighting technologies.

Assessment:

Each problem based unit will be assessed in four different areas: Content Knowledge, Conceptual Knowledge, Problem-Solving Ability, and Teamwork.

- *Content Knowledge will be assessed through traditional testing in the form of multiple choice or short answer questions related to the topic being investigated. This assessment receives the least weight in the overall assessment of student performance.*
- *Conceptual Knowledge will be assessed through the use of concept mapping. In some cases the instructor will present students with a list of concepts and students must provide the appropriate connections. As students progress, students will be expected to provide their own list of topics or concepts as well.*
- *Problem-Solving Ability will be assessed both through a presentation of their proposed solution and on the students' completion of a final challenge report in which students are asked to reflect upon their problem solving process. In some cases, problem solutions may involve the creation of a physical product in which case the assessment will be based upon the efficacy of that product in testing.*
- *Teamwork will be assessed through the instructor's observations and through written evaluations submitted by students of team participation and contributions.*

Equipment/Materials/Texts:

All the materials are supplied for free by the New England Board of Higher Education. No text is required and any research materials that would be needed are already available within the school. At times, some materials will be needed for problems that require a physical model or product to be developed but all such purchasess will be submitted for approval to the science department head in advance of the course commencing.

New Science Courses

EngineeringandAppliedPhysics

EnvironmentalProblemSolving

I. How these courses relate to Westport 2025 and the Lens

A. CriticalThinking

>These courses will give students the opportunity to provide original and in-depth response as a result of evaluating content.

B. CreativeThinking

>These courses will give students the opportunity to make informed judgments about how to observe in order to create an original possibility.

>These courses will give students the opportunity to embrace change eagerly and generate new possibilities.

C. Communication

>These courses will give students the opportunity to communicate original thoughts/ideas.

D. GlobalThinking

>These courses will give students the opportunity to synthesize content knowledge to create innovative solutions to real-world problems.

>These courses will give students the opportunity to synthesize knowledge from multiple content areas to create original ideas.

II. How these courses relate to the Next Generation Science Standards

A. The Next Generation Science Standards (NGSS) will be released in the coming months and the State of Connecticut will then consider and most likely adopt them in some form. These standards will be the basis for the next generation of CMT and CAPT assessments for science.

B. These standards will stipulate that students, K-12, will learn both science and engineering practices. These courses are our initial effort to build engineering into our science curriculum.

"The actual doing of science or engineering can also pique students' curiosity, capture their interest, and motivate their continued study; the insights thus gained help them recognize that the work of scientists and engineers is a creative endeavor--one that has deeply affected the world they live in. Students may then recognize that science and engineering can contribute to meeting many of the major challenges that confront society today, such as generating sufficient

energy, preventing and treating disease, maintaining supplies of fresh water and food, and addressing climate change."

From *A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas,* The National Academy of Sciences

III. How these classes prepare WPS students for STEM-related careers?

A. National Science Foundation studies show that one key feature in promoting STEM career interest is early exposure to STEM fields.

B. The Bureau of Labor Statistics predicts continued (up 23% from 1994-2003) strong growth of STEM career opportunities.

"Economic projections point to a need for approximately 1 million more STEM professionals than the U.S. will produce at the current rate over the next decade if the country is to retain its historical preeminence in science and technology. To meet this goal, the United States will need to increase the number of students who receive undergraduate STEM degrees by about 34% annually over current rates."

From *Engage to Excel: Producing One Million Additional College Graduates with Degrees in Science, Technology, Engineering, and Mathematics.* A President's Council of Advisors on Science and Technology (PCAST) report.

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DIRECTOR OF PUPIL SERVICES

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TO: Dr. Elliott Landon

FROM: Michael Rizzo

DATE: October 9. 2012

RE: Workshop Program Action Plan

Enclosed is a comprehensive outline updating the ongoing work with Westport's Workshop Program. The report is based on information provided to the Board by the Workshop Committee and its members at Board of Education meetings on August 29, 2011, December 19, 2011, and May 21, 2012.

The work of our gifted teachers, regular education teachers, and school and district administrators has resulted in progress toward the Workshop Committee's ultimate goal of making the Workshop Program part of the "fabric" of the school, a program that is linked to and an extension of our regular education curriculum for our gifted students. The specific steps outlined in the attached document for the 2012-13 school year will continue this progress and will provide us direction in the years to come.

Thank you for the opportunity to present and discuss this important work.

Workshop Program Action Plan

NAGC Standard	2010-11	2011-12	2012-13	2013-14	2014-15
Learning and Development: Educators, recognizing the learning and developmental differences of students with gifts and talents, promote ongoing self-understanding, awareness of their needs, and cognitive and affective growth of these students in school, home, and community settings to ensure specific student outcomes.	No systematic transition services for grades 8-9	SHS gifted students met with Grade 8 gifted students as part of transition to SHS in 45-minute meeting at MS in January	Continue to have SHS gifted students met with Grade 8 gifted students as part of transition to SHS in 45-minute meeting at MS in January	Continue formal transition process for gifted students	Continue formal transition process for gifted students
	MS gifted teachers met with Elementary students as part of transition	MS gifted teachers and MS gifted students (CMS) met with grade 5 gifted students as part of transition	Elementary gifted students will visit grade 6 workshop teachers at the MS	Continue formal transition process for gifted students to MS	Continue formal transition process for gifted students to MS
	No formal program for counselors or psychologists to collaborate with workshop program	Professional development provided for counselors and psychologists on the characteristics of gifted children and twice exceptional children	School counselors or psychologists "push in" to workshop room at least twice a year to support individual and group learning needs	Evaluate effectiveness of push-in model and make necessary adjustments	

NAGC Standard	2010-11	2011-12	2012-13	2013-14	2014-15
Assessment: Assessments provide information about identification, learning progress and outcomes, and evaluation of programming for students with gifts and talents in all domains	Parent and student survey conducted by Assistant Superintendent and Director of Psychological Services; focus groups done with students. Recommendations included a program review and accelerated math group, and stated a wholesale change is not warranted.	Workshop Committee Program Review, including focus groups with teachers and administrators, reported to Board with recommendations on Decemer 19, 2011 Cluster grouping review, reported to Board on May 21, 2012 Conducted review of Identification process and made recommendations including continuing global identification to Board on May 21, 2012	Conduct independent assessment of Workshop program enhancement and modifications Implement "modified" cluster grouping Implement recommendations including the use of grade 2 Singapore math unit extensions as student work samples within identification process	Assess staffing levels for budget consideration Continue to implement modified cluster grouping Summer 2013: Examine if grade 2 Singapore Math extensions can replace current math lessons in identification process	Consider conducting survey of students, parents, and staff Continue to implement modified cluster grouping Revise math lessons in identification process as possible

NAGC Standard	2010-11	2011-12	2012-13	2013-14	2014-15
Curriculum Planning and Instruction: Educators apply the theory and research-based models of curriculum and instruction related to students with gifts and talents and respond to their needs by planning, selecting, adapting, and creating culturally relevant curriculum and by using a repertoire of evidence-based instructional strategies to ensure specific student outcomes.	No systematic unit or lesson extensions of the Elementary math curriculum; Leveled math in grade 5	Developed Grade 2 Singapore math extensions	Gifted teachers work in grade 2 classrooms for math extensions and gifted identification	Develop grade 3 and 4 Singapore Math extensions	Evaluate if grade 3 and 4 Singapore math extensions meet the needs of our gifted students
	Limited participation in core curriculum writing and development	Gifted teachers participated in Elementary Literacy, Science, and Math curriculum writing	Gifted teachers continue to participate in all Elementary curriculum work	Gifted teachers continue to participate in all Elementary curriculum work	Gifted teachers continue to participate in all Elementary curriculum work
	Limited participation of MS gifted teachers in core curriculum writing and development	Middle school gifted teachers worked with SS, Science, and Language Arts teachers to develop and implement unit/lesson extensions	Continue development of unit/lesson extensions in collaboration with general education teachers	Continue development of unit/lesson extensions in collaboration with general education teachers	Continue development of unit/lesson extensions in collaboration with general education teachers
	No systematic rubric for assessment of	Middle School gifted teachers developed	Apply common rubric to Workshop	Revise common rubric(s) to Elementary	Continue revision as necessary to

Curriculum Planning and Instruction (cont.)	2010-11	2011-12	2012-13	2013-14	2014-15
	student work within the MS workshop curriculum	common rubric for application to Workshop curriculum	curriculum and revise rubric as necessary to further align with Westport 2025 skills	and Middle School workshop curriculum to align with Westport 2025 skills	align with Westport 2025 skills
	Limited alignment between the Workshop and core curriculum	Began to align the Elementary Workshop curriculum to the Elementary core curriculum in Math and Literacy	Continue to align the Elementary Workshop curriculum to Elementary core curriculum in Math, Literacy, Social Studies and Science	Revise Workshop curriculum to reflect revisions in core curriculum and Westport 2025 initiative	Revise Workshop curriculum to reflect revisions in core curriculum and Westport 2025 initiative
NAGC Standard	**2010-11**	**2011-12**	**2012-13**	**2013-14**	**2014-15**
Learning Environment: Learning environments foster personal and social responsibility, multicultural competence, and	Elementary gifted students across schools participated in online collaboration with math problem solving activities.	Elementary gifted students across schools participated in online collaboration with math problem solving activities.	Provide 2 additional opportunities for gifted students to gather across schools. Analyze outcomes of field trips and cross-	Implement recommendations coming from analysis of gifted student outcomes of field trips and cross-school experiences.	Continue to provide opportunities for gifted students to interact with intellectual peers in meaningful

Learning Environment (cont.): interpersonal and technical communication skills for leadership in the 21st century to ensure specific student outcomes.	**2010-11**	**2011-12**	**2012-13**	**2013-14**	**2014-15**
			school learning opportunities.	Implement recommendations coming from analysis of student outcomes of field trips and cross-school experiences.	activities
	Gifted student attended Eli Whitney Museum (grades 3-5)	Gifted students attended Eli Whitney Museum (grades 3-5)	Gifted students attended Eli Whitney Museum (grades 3-5)		
	Gifted students complete Community Issues Project presentation – grade 5	Gifted students complete Community Issues Project presentation – grade 5	Review and revise, as necessary, Community Issues Project using Westport 2025 lens. Examine student work for improvement.	Apply Westport 2025 lens to 2 additional Workshop projects	Continue to revise and develop Workshop projects with Westport 2025 lens
	Grade 8 gifted students visit to Norwalk Courthouse; limited grade 6 or 7 cross-school interaction	Grade 8 gifted students visit to Norwalk Courthouse; limited grade 6 or 7 cross-school interaction	Grade 6 gifted students visiting Westport Public Library with focus on research; Grade 7 students visiting CT Science Center in conjunction with grade 7 Science	Implement recommendations coming from analysis of student outcomes of field trips and cross-school experiences.	Continue to provide opportunities for gifted students to interact with intellectual peers in meaningful activities

Learning Environment (cont.)	2010-11	2011-12	2012-13 and Social Studies curriculum ; Grade 8 students visiting Norwalk Courthouse in conjunction with study of debate	2013-14	2014-15
NAGC Standard	**2010-11**	**2011-12**	**2012-13**	**2013-14**	**2014-15**
Programming: Educators are aware of empirical evidence regarding (a) the cognitive, creative, and affective development of learners with gifts and talents, and (b) programming that meets their concomitant needs. Educators use this expertise systematically and collaboratively to develop, implement, and effectively	Limited collaboration between general and gifted educators Limited attendance by gifted teachers at grade level meetings "Pull-out" service as primary method of service delivery by gifted teachers	Introduction of Mainstream Articulation Plans; 1 unit extension implemented at each school Gifted teachers attended meetings as possible within second semester Gifted teachers began "push-in" model as possible, in addition to pull out services, within second semester	3 units per year per student on a MAP; units are an extension of classroom learning Gifted teachers scheduled into grade level 3-8 meetings on a rotating basis Gifted teachers scheduled 45 minutes per week of "push-in" time per grade level or subject area; maintain pull-out	4 units per year per student on a MAP; units are an extension of classroom learning Include gifted students in grade level RTI discussions Implement recommendations from evaluation of push-in model	Continue building additional unit extensions for student MAPs Include gifted students in grade level RTI discussions Continue to provide a continuum of services to address the needs of our gifted students

Programming (cont.): manage comprehensive services for students with a variety of gifts and talents to ensure specific student outcomes.	**2010-11**	**2011-12**	**2012-13** services and evaluate push-in model	**2013-14**	**2014-15**
	Varying, thoughtful grouping practices of gifted students across the district	Reviewed cluster grouping and recommended "modified" cluster grouping for gifted students	Implemented a "modified" cluster group: elementary students in 1-2 classes per grade level; grade 6, gifted students on two teams Revised Math Acceleration criteria	Continue to implement a "modified" cluster grouping of gifted students; place grade 7 and 8 students on two teams Evaluate impact of revised Math Acceleration criteria	Continue to implement a "modified" cluster grouping
	Assistant Superintendent met with gifted PTA representatives	District administrators met with district Gifted PTA chairs 3 times during year	Established 4 meetings within 2012-13 school year with Gifted PTA co-chairs and building representatives with district gifted administrators	Continue with regularly scheduled meetings with Gifted PTA co-chairs and building representatives with district gifted administrators	Continue with regularly scheduled meetings with Gifted PTA co-chairs and building representatives with district gifted administrators

Programming (cont.)	2010-11	2011-12	2012-13 Lego Robotics as addition to MS extra-curricular options for gifted and regular education students	2013-14 Continue to consider extra-curricular options for gifted students	2014-15
NAGC Standard	**2010-11**	**2011-12**	**2012-13**	**2013-14**	**2014-15**
Professional Development: All educators (administrators, teachers, counselors, and other instructional support staff) build their knowledge and skills using the NAGC-CEC Teacher Standards for Gifted and Talented Education and the National Staff Development Standards. They formally assess professional development	2 days with Elizabeth Murphy regarding personality types No systematic professional development involving general education and gifted teachers	3 days workshop for gifted teachers with Dr. Heilbronner: differentiation, collaboration with regular education, gifted models 1/2 day with Dr. Heilbronner, gifted teachers, and MS English teachers on differentiation	Include gifted teachers involved in Singapore Math and Literacy professional development 1-2 days with general and gifted education teachers – differentiating lessons for high ability learners	To be determined; continue to include gifted teachers in regular education professional development To be determined; continue to include gifted and regular educators in professional development in gifted education	To be determined; continue to include gifted teachers in regular education professional development To be determined; continue to include gifted teachers in regular education professional development

Professional Development (cont.): needs related to the standards, develop and monitor plans, systematically engage in training to meet the identified needs, and demonstrate mastery of standard. They access resources to provide for release time, funding for continuing education, and substitute support. These practices are judged through the assessment of relevant student outcomes.	**2010-11**	**2011-12** Pat Schuler, CAG, and school psychologists and counselors regarding the characteristics of gifted children and twice exceptional children Gifted administrator attended NAGC conference and shared information with gifted teachers and Workshop Committee Gifted teacher attended Confratute and regional gifted conference	**2012-13** Counselors and psychologists will continue to focus on the social/emotional needs of gifted children through case studies at department meetings and clinical supervision Gifted teachers will provide PD on characteristics of gifted children and differentiation	**2013-14** Counselors and psychologists will continue to focus on the social/emotional needs of gifted children through case studies at department meetings and clinical supervision	**2014-15** Counselors and psychologists will continue to focus on the social/emotional needs of gifted children through case studies at department meetings and clinical supervision

Professional Development (cont.)	2010-11	2011-12	2012-13	2013-14	2014-15
			strategies for building staff		
	Gifted PPTs conducted by one central administrator	Building administrators provided professional development in conducting gifted PPTs; PPTs run at the building level by building based administrator	Continue to implement a building-based model for administration of gifted program; Established district and building administrators meeting structure to supervise and evaluate workshop program	Continue to implement a building-based model for administration of gifted program; Established district and building administrators meeting structure to supervise and evaluate workshop program	Continue to implement a building-based model for administration of gifted program; Established district and building administrators meeting structure to supervise and evaluate workshop program

Mainstream Articulation Plan

Frequently Asked Questions

What is a Mainstream Articulation Plan?

A Mainstream Articulation Plan (MAP) is a working document developed by gifted teachers and regular education classroom teachers for students identified as Gifted. The MAP outlines student strengths, areas for growth, and differentiated work in the workshop and regular education classroom.

What is the purpose of a MAP?

The purpose of a MAP is to assist gifted teachers and regular education teachers in collaborating and planning differentiated lessons or units for gifted students. A MAP also provides a longitudinal view of the work of gifted students.

What is contained in a MAP?

Every MAP will contain a description of the student's strengths, and areas for growth. Additionally, each MAP will contain information on units being extended for gifted students, including the work that will be differentiated in the regular classroom and the work that will be differentiated in the workshop room.

Who is responsible for the MAP?

Gifted teachers maintain primary responsibility for the MAP. However, it is the responsibility of all teachers to collaborate on the MAP and plan meaningful differentiation for gifted students. Additionally, students will be encouraged to share their input in the development of their MAPs.

How often does a MAP get completed?

The goal for the 2012-13 school year, the first full year in which MAPs will be implemented, is that each student will have 3 units on his/her MAP. Future expectations for completion will be decided after reflection on the 2012-13 school year.

How will MAPs be shared with parents?

MAPs will be shared with parents during conference times at the elementary level, or, if requested, during separate phone conversations or appointments with gifted teachers. At the middle school level, MAPs can be shared through phone conversations or appointments with the gifted teacher.

WESTPORT PUBLIC SCHOOLS

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To: Board of Education

From: Elliott Landon

Subject: Enrollment Report: October 1, 2012

Date: October 9, 2012

Appended to this memorandum may be found the report entitled, "October 1, 2012 – Official Registered Enrollment and Class Size." The report delineates the following:

1. Numbers of students by grade and by school, K-5
2. Numbers of class sections by grade and by school, K-5
3. Average class size by grade and by school, K-5
4. Comparisons between 2012-13 actual enrollments/numbers of class sections and 2012-13 budget projections of enrollments/numbers of class sections, by grade and by school, K-5
5. Numbers of students by grade and by school, Bedford Middle School and Coleytown Middle School
6. Comparisons between 2012-13 actual enrollments and 2012-13 budget enrollment projections, Bedford Middle School and Coleytown Middle School.
7. Numbers of students by grade, Staples High School
8. Comparisons between 2012-13 actual enrollments and 2012-13 budget enrollment projections, Staples High School.

Of interest to note is the fact that our actual total enrollment, K-12, as compared to our projected total enrollment, is up by 70 students, i.e., 1.2%.

WESTPORT PUBLIC SCHOOLS

OCTOBER 1, 2012 - OFFICIAL REGISTERED ENROLLMENT AND CLASS SIZE

		MAX 22		MAX 25				Grade							K-12		
School	PRE K	K	1	2	3	4	5	6	7	8	9	10	11	12	ACTUAL *12-13*	BUDGET *12-13*	BUD TO *PROJ* DIF
Coleytown El	46	59	60	75	83	89	80								446	447	(1)
# sections		3	3	4	4	4	4								22	22	-
estimated class size		19.67	20.00	18.75	20.75	22.25	20.00								20.27		
Green's Farms		62	76	75	76	76	87								452	431	21
# sections		3	4	4	4	4	4								23	22	1
estimated class size		20.67	19.00	18.75	19.00	19.00	21.75								19.65		
Kings Highway		72	76	73	85	91	89								486	468	18
# sections		4	4	4	4	4	4								24	23	1
estimated class size		18.00	19.00	18.25	21.25	22.75	22.25								20.25		
Long Lots		82	93	107	104	99	98								583	571	12
# sections		4	5	5	5	5	5								29	28	1
estimated class size		20.50	18.60	21.40	20.80	19.80	19.60								20.10		
Saugatuck		89	81	91	83	96	84								524	522	2
# sections		5	4	4	4	4	4								25	24	1
estimated class size		17.80	20.25	22.75	20.75	24.00	21.00								20.96		
Pre-K-5 Total	**46**	**364**	**386**	**421**	**431**	**451**	**438**								**2,491**	**2,439**	**52**
# sections		**19**	**20**	**21**	**21**	**21**	**21**								**123**	**119**	**4**
estimated class size		**19.16**	**19.30**	**20.05**	**20.52**	**21.48**	**20.86**								**20.25**		
Bedford Middle								298	287	283					**868**	872	(4)
Coleytown Middle								181	175	156					**512**	512	-
6-8 Budget Total								**479**	**462**	**439**					**1,380**	**1,384**	**(4)**
Staples High School											**479**	**468**	**469**	**466**	**1,882**	**1,861**	**21**
Total K-12															**5,753**	**5,684**	**69**
Pre-K															**46**	45	**1**
Placed Out (K-12)															**26**	26	**-**
Grand Total Students:															**5,825**	**5,755**	**70**

*Source: E SCHOOL ENROLLMENT

WESTPORT PUBLIC SCHOOLS

MARJORIE CION
Director of Human Resources

110 MYRTLE AVENUE
WESTPORT, CONNECTICUT 06880
TELEPHONE: (203) 341-10004
FAX: (203) 341-1024

To: Elliott Landon

From: Marge Cion

Subject: Staffing Report for the 2012 – 2013 School Year

Date: October 9, 2012

At this time, the District is fully staffed for the 2012 – 2013 school year, with the exception of the Special Education Vice Principal position at Coleytown Middle School. We intend to post for this position during the month of November in order to hire a permanent replacement by January 2, 2013. Until that time, Carol Kolonay-Spangler, a retired Principal from Fairfield who has served us on an interim basis previously, as Principal at King's Highway School and Coleytown Middle School and Assistant Principal at Coleytown Elementary School, will be serving in that role.

This year, we hired a total of 39 new certified staff members, an increase from the 28 that were hired last year. Three of the new certified staff members are administrators, including Adam Rosen, principal of Bedford Middle School, Colleen Banick, Vice Principal of Bedford Middle School, and Julie Heller, English Department Chair. In addition to these three administrators, we hired 36 teachers, 14 at the elementary level, 5 at the middle schools, and 17 at the high school.

These openings in the District occurred for a variety of reasons, including relocation out of state (3 positions), performance concerns (8), increased enrollment at individual schools (13)[1], resignations or leaves of absence for childrearing or health concerns (8), retirement (2), and acceptance of positions in other Connecticut school districts (5).

While we continue to attract much of our certified staff from local universities, this year, due to a continued commitment to expand our recruiting efforts, we were able to attract teachers with degrees from Harvard, Teachers College/Columbia University, University of California/Berkeley, New York University, the University of North Carolina, Middlebury, Bennington, the Eastman School of Music, and the University of Richmond. Thirty-four of the new certified staff have at least a master's degree, and four have doctorates. Thirty-four of the thirty-six new teachers have prior teaching experience; the new teachers worked an average of 6.5 years before coming to Westport.

In addition to the certified staff, we hired 10 non certified personnel, including one nurse, an occupational therapist, four paraprofessionals, three custodians and a security guard at Staples High School.

[1] The 13 listed above represents only 7.45 FTE

WESTPORT PUBLIC SCHOOLS

ELLIOTT LANDON
Superintendent of Schools

110 MYRTLE AVENUE
WESTPORT, CONNECTICUT 06880
TELEPHONE: (203) 341-1025
FAX: (203) 341-1029

To: Members of the Board of Education

From: Elliott Landon

Subject: Budget Calendar/2013-14 School Budget

Date: October 9, 2012

Appended to this memorandum may be found a proposed calendar prepared by Nancy Harris concerning preparation of the budget of the Board of Education for the 2013-14 school year. It is similar to the budget calendars adopted by the Board in previous years.

The budget calendar provides for the first public presentation of the Superintendent's proposed budget on Monday, January 7; one all-day budget meeting on Friday, January 11 at the Westport Public Library; and, additional budget-related meetings scheduled for Monday, January 14; Tuesday, January 22; Monday, January 28; and, Monday, February 4. It also provides for several meetings with the Board of Finance, one on Monday, December 3 and a second on Tuesday, January 22, consistent with our practices of the past.

This budget calendar provides for delivery of the Superintendent's proposed budget to the Board of Education on Friday, January 4, 2013, following the December school system holiday recess.

ADMINISTRATIVE RECOMMENDATION

Be It Resolved, That upon the recommendation of the Superintendent of Schools, the Board of Education approves a budget calendar for the preparation of the 2013-14 school budget, said calendar to be appended to the Minutes of the meeting of October 9, 2012.

WESTPORT PUBLIC SCHOOLS
FINAL BUDGET CALENDAR FOR FISCAL YEAR 2013-2014

October 23, 2012	Superintendent holds budget discussion with Principals and distributes forms and Handbook to Administrators
Oct – Nov, 2012	Administrators work with staff to develop budget plan(s)
November 16, 2012	Administrators submit budget plans, Pentamation input and required forms to Assistant Superintendent for Business. Request Narrative from Administrators
Nov 27 & Nov 28, 2012	Superintendent and TSO Administrators meet with Cost Center Administrators to review budget requests (Agenda in Handbook)
Dec 3, 2012	Board of Ed meets with Board of Finance (BOF), & RTM Education and Finance Chair for preliminary budget discussions including major budget assumptions (such as enrollment, capital projects etc.)
December 11, 2012	Superintendent and TSO Administrators meet with Cost Center Administrators to review budget requests (Room 307/309 2:00 – 4:30 pm)
January 4, 2013	**Superintendent's Proposed Budget distributed to Board of Ed**
January 7, 2013	Board of Education Meeting – Superintendent presents Budget
January 11, 2013	Board of Education Meeting – Budget Discussions (all day meeting beginning 8:30 am) McManus Room, Westport Public Library
January 14, 2013	Board of Education (Regular Meeting) – Budget Discussions
January 22, 2013	Board of Education (Regular Meeting) – Budget Discussions Proposed Board of Education/Board of Finance/RTM Education and Finance Chairs Joint Budget Meeting – Insurance and Capital Projects
January 23, 2013	Superintendent meets with Cost Center Administrators re Budget (Room 307/309 at 2:00 pm Principals Meeting)
January 28, 2013	Board of Education (Regular Meeting) – Budget Discussions
February 4, 2013	**Board of Education (Regular Meeting) – Board Approves Budget Submission**
February 11, 2013	Board of Education Submits Budget Request to Town of Westport
March 2013	Board of Finance Meeting – Budget Workshops *(dates determined by BOF)* ***February school vacation – February 18-22***
March 2013	Board of Finance Meeting – Acts on Board of Education Budget *(dates determined by BOF)*
April 2013	Board of Education (Regular Meeting) – Determine need for restoration request
April 2013	Representative Town Meeting (RTM) – Budget Workshops with Sub Committees *(dates determined by RTM)* Restoration request as needed ***April school vacation – April 15-19***
May 2013	Representative Town Meeting (RTM) – Adopts Budget *(dates determined by RTM)*
April/May 2013	Board of Education (Regular Meetings) - Develops 2013-2014 Goals & Objectives
May/June, 2013	**Board of Education (Regular Meetings) – Adopts 2013-2014 Budget**

WESTPORT PUBLIC SCHOOLS

ELLIOTT LANDON
Superintendent of Schools

110 MYRTLE AVENUE
WESTPORT, CONNECTICUT 06880
TELEPHONE: (203) 341-1010
FAX: (203) 341-1029

To: Members of the Board of Education

From: Elliott Landon

Subject: Proposed BOE Meeting Dates: July 1, 2013-June 30, 2014

Date: October 9, 2012

The Board of Education is required to file with the Town Clerk an annual schedule of meeting dates. In recent years, the Board has elected to address this requirement by posting its annual schedule of meetings on a "school year," rather than a "calendar year," basis. Therefore, consistent with the Board's previous actions, I have prepared for your review a calendar that lists proposed Board meeting dates from July 1, 2013 through June 30, 2014.

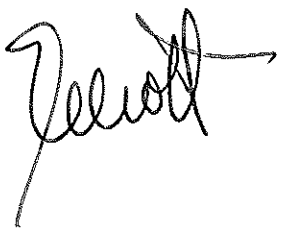
While we attempt to schedule regular Board meetings on the second and fourth Mondays of each month, it is not always possible to adhere to that timeline. Thus, it is recommended that Board members reserve all Mondays in the event special meetings, other than scheduled ones, may be required throughout the year.

You should note that building principals are directed not to schedule special functions on Monday nights to avoid conflicts for Board members, staff and parents.

The calendar appended to this memorandum is being presented to the Board for your review at the meeting of October 9. It will again be presented to you at a subsequent meeting for your approval.

ADMINISTRATIVE RECOMMENDATION

Be It Resolved, That upon the recommendation of the Superintendent of Schools, the Board of Education approves a calendar of scheduled public meetings for the period July 1, 2013-June 30, 2014.



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WESTPORT PUBLIC SCHOOLS

PROPOSED BOARD OF EDUCATION -- MEETING CALENDAR JULY 2013- JUNE 2014

January 2013 (20)

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	**11	12
13	14	15	16	17	*18	19
20	21	22	23	24	25	26
27	28	29	30	31		

DATES APPROVED AT BOE MTG October 24, 2011

1 New Years Day
**11 All Day Budget Work Session
*18 Staff Development Day
No School Students
21 Martin Luther King Day

February 2013 (14)

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	*25	26	27	28		

18 Presidents Day
18-22 Winter Recess
*25 Staff Development Day
No School Students

March 2013 (20)

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

29 Good Friday

April 2013 (17)

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

15-19 Spring Recess

May 2013 (22)

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

27 Memorial Day

June 2013 (11)

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

20 Students/Teachers Last Day
Shortened Day for Students Only

PROPOSED MEETING DATES

JULY 2013 (0)

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

4 Independence Day

AUGUST 2013 (4)

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	*22	*23	24
25	*26	(27)	28	29	30	31

*22,*23,*26 Staff Dev. Days
(27) Students' First Day

SEPTEMBER (19)

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

2 Labor Day
5 Rosh Hashanah

OCTOBER 2013 (22)

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

*14 Columbus Day

NOVEMBER 2013 (18)

S	M	T	W	Th	F	S
					1	2
3	4	*5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

*5 Election Day/Staff Dev. Day
No School Students'
27 Shortened Day
28-29 Thanksgiving Recess

DECEMBER 2013 (15)

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

23-31 Holiday Recess

JANUARY 2014 (20)

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	**10	11
12	13	14	15	16	*17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

** All Day Budget Work Session

1 New Years Day
*17 Staff Development Day
No School Students'
20 Martin Luther King Day

FEBRUARY 2014 (14)

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	*24	25	26	27	28	

17 Presidents' Day
18-21 Winter Recess
*24 Staff Development Day
No School Students'

MARCH 2014 (21)

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

APRIL 2014 (17)

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

14-18 Spring Recess
18 Good Friday

MAY 2014 (21)

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

26 Memorial Day

JUNE 2014 (11)

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

19 Students'/Teachers Last Day
Shortened Day for Students Only

Students - 182 days *Teachers - 188 days
Staff Development Days: August 22, 23, 26, November 5, January 17, February 24.
Students'/Teachers' Last Day will be June 19. If there are no snow days, Students'/Teachers Last Day will be June 16.