



May 14, 2009

Board Members:

**RE: CURRICULUM COMMITTEE REPORT**

The spring round of the 2008-2009 Curriculum Committee meetings has been completed, with sixteen meetings taking place. A summary of individual committee activity is provided below. **Recommendations requiring Board of Education action are bolded and noted with an asterisk (\*).**

Each curriculum committee agenda consisted of a consent agenda which included written reports regarding department work on the Critical Learning Standards (CLS), Leadership Enhancement and Professional Development Activities, School Improvement Plans, and a report of activities from the April Institute meeting. Once again, the list of professional development opportunities and activities is extensive. District 211 teachers have been supported in their efforts to attend a wide range of activities hosted at the local, state and national levels. Teachers have engaged in in-depth learning activities through professional organizations, local universities, and state educational agencies.

Each Curriculum Committee reviewed proposals for summer curriculum projects. The various summer projects directly address academic initiatives of this school year, and those in planning for next year. Proposals that are accepted by the committee are then forwarded to the Superintendent and will be presented to the Board of Education tonight as a separate report. It is anticipated that these projects will once again be supported nearly equally by Title II grant funds and local funds.

Upon completion of the summer work, a written report or copy of the product produced will be presented and reviewed by the Director of Curriculum and Student Services Samantha Dolen. Upon her review, the report or product is then presented to the appropriate curriculum committee during the fall meeting. Samples of products from summer projects also will be available for review by the Board of Education with the 2009 Fall Curriculum Committee Report.

A summary of individual committee activity is provided below. **Recommendations requiring Board of Education action are bolded and noted with an asterisk (\*).**

## Applied Technology

- Teachers and department chairs have attended multiple professional development activities including: the Illinois Computer Educators conference, graduate coursework, and various Administrator Academies hosted by North Cook Intermediate Service Center.
- The Building Construction project houses are nearing completion. Each of the homes will be ready for the scheduled May Open Houses.
- Morning work sessions have allowed teachers to analyze data collected through formative assessments in various courses. These assessments have been designed to measure student learning relative to the Critical Learning Standards in reading. This work continued during the April Institute day activities. The Applied Technology department plans to create and implement formative reading assessments during the 2009-2010 school year; the School Improvement Action plans will be revised to reflect this activity.
- The Department Chairs presented a preliminary proposal for the third course in the Project Lead the Way program. Digital Electronics is being investigated as the next possible course; this course explores various technology systems and manufacturing processes as well as the social and political consequences of technological change. If the formal proposal is accepted in the fall of 2009, this course would begin with the 2010-2011 school year.
- Committee Items for Consideration: *What items and potential issues should be considered in the decision of which Project Lead the Way Tier 2 courses should be offered within the district?* The agreement with Project Lead the Way requires the District to offer 4 classes to our students within 5 years of program implementation. Tier 2 options are Aerospace Engineering, Biotechnical Engineering, Civil Engineering and Architecture, and Computer Integrated Manufacturing. The tier 3 capstone course is Engineering Design and Development, which is a problem-based course. Issues for consideration include: program cost, common college majors, student interest, and post-college career opportunities.

### **\*Minor Proposal: Course Name Changes**

T202 from Introduction to Engineering Design to PLTW Introduction to Engineering Design

T302 from Principles of Engineering to PLTW Principles of Engineering

It was suggested by the Project Lead the Way external review committee, that District 211 include the Project Lead the Way acronym in the course title to assist college admissions officers during transcript review.

**\*T. Busch moved to approve the proposed course name changes; J. Butzen seconded the motion. The motion passed unanimously.**

## Art

- Teachers and department chairs have attended or lead multiple professional development activities including: lectures hosted by the Art Institute of Chicago, Conant High School Literacy Committee meetings, graduate coursework in Art Instruction and Education Administration, and the Illinois Computer Educators conference.
- School Improvement Initiatives: All departments continue to emphasize reading skill development. Additionally, the departments are beginning to identify Critical Learning Standards for Art. Fundamental Art and Design concepts will be identified, taught and assessed throughout the course sequence.
- The department chairs recommended that language for mid-term comment #13 be changed from “consistently misses project due dates” to “missed project due dates.” This will allow teachers to better reflect student performance on the midterm reports sent to parents.

## Art (con't)

- Committee Item for Consideration: *How can the Art Department continue and expand post-secondary options for students? What community and area resources are available to benefit and support these efforts?* The April 13 Institute Day was an excellent time to come together with the new and veteran staff to discuss the vision of the art department with new technology and changing needs of the student body. The chairs discussed providing opportunities for students and their parents to get information about college and career options. Art-specific college fairs combined with portfolio days could be expanded to include an art show.

## Business Education

- Teachers and department chairs have attended multiple professional development activities including: the Illinois Computer Educators conference, the national Business Educational Association convention, and the Harper College Technology Summit.
- The morning work sessions and the April Institute Day have been devoted to the further development and analysis of formative assessments in reading. These assessments have been utilized in Consumer Education and Computer Application courses. Consumer Education courses also have supported student skill development in mathematics. These applied mathematics skills have been monitored through the use of pre- and post-tests within the course.
- The Business Education Department suggested changes to three midterm notices included in the general comments. These recommendations will be further reviewed by the Interdisciplinary committee. Additionally, the Business Education Department Chairs suggested that additional positive comments be included on the report card comment options.
- Committee Item for Consideration: *How can the Business Education Department continue and expand post-secondary options for students. What community and area resources are available to benefit and support these efforts?* Students are encouraged to seek vocational certification. Business Professionals of America offers content and skills based competitions that are very popular in the Midwest. The Advanced Placement (AP) Accounting course that may be available for the 2011-2012 academic year will be another opportunity for District students. The work programs offer experience to increase student success when they enter the work world. This program is valuable for students going directly to the work world and college bound students as well. Department chairs were encouraged to investigate the future job market skills and the preparation that our students will need to be successful in the 21<sup>st</sup> century.

### **\*Approval of Course Objective Revisions**

B163 Advanced Computer Applications

B285 Consumer Education

B332 Business Internship

Medial objectives were added to include topics mandated by the State of Illinois. Verbiage was updated to reflect current business practices and terminology. Medial objectives references old computer programs were removed.

**\*L. Small moved to approve the revisions to the course objectives; R. Cregier seconded the motion. The motion passed unanimously.**

## Driver Education

- Teachers and department chairs have attended multiple professional development activities including the Driver Education State and Local Conferences.

## **Driver Education (con't)**

- Morning work sessions and the April Institute Day have been utilized by Driver Education teachers to develop and review the reading and writing instruction and assessment strategies. Collaboration with both the English and technology departments has allowed for the development of a variety of assessment tools.
- Committee Item for Consideration: *What strategies have been utilized to reinforce knowledge and skills previously developed with the simulation portion of the course?* Now that simulators are no longer part of the curriculum, the department is looking at which skills need to be reinforced during the behind-the-wheel portion of the course. Steering, shoulder check, and crash avoidance are three of the skills that students need to visualize and practice. Students are required to gain more road practice which has a positive impact on student driving ability. The Driver Education Chairs noted a correlation between the amount of practice at home and classroom success.

## **English**

- Teachers and Department chairs have attended multiple professional development activities including: Advanced Placement workshops hosted by College Board, graduate coursework for reading and education administration, and the Association of Supervision and Curriculum Development national convention.
- April Institute: teachers have worked in grade-level based professional learning communities to develop and assess literacy strategies within the various English courses. Both reading and writing have been emphasized within these teacher discussions. Additionally, English teachers have worked as literacy coaches assisting teachers in other departments with the implementation and assessment of literacy goals.
- Committee Item for Consideration: *Report of Progress on Reading Initiatives for 2008-2009*. Several summer curriculum projects presented will address the identified need for both vertical and horizontal alignment between and within reading and English course levels. The Department Chairs presented a chart of skills and strategies that will form the foundation of activities for reading improvement. These skills and strategies will be embedded in reading courses, English courses, and, eventually, content-area courses. The use of the common vocabulary and strategies will help students improve reading comprehension in all courses. Data for the evaluation of reading improvement has been identified for both the freshmen and sophomore levels. The Department Chairs will continue to discuss the options for evaluation of reading among junior and senior students. The Department Chairs distributed and discussed recommended placement and exit guidelines for reading courses at each grade level.

### **\*Supplemental Textbook Recommendations**

E101, E102: *Romeo and Juliet*, by William Shakespeare (adapted by Adam Sexton and Yali Lin), Wiley Publishing, 2008.

E331, E301, E401, E141, E241, and E341: *Warriors Don't Cry*, by Melba Patillo Beals, Simon Pulse, 2007.

**\*T. Little moved to approve the supplemental textbook recommendations, M. Albrecht seconded the motion. The motion passed unanimously.**

### **English as a Second Language (ESL)**

- Teachers and department chairs have attended multiple professional development activities including: the Illinois Conference for Teachers Serving Linguistically and Culturally Diverse Students, the Illinois Computer Educators conference, and the Illinois Reading Council conference.
- Morning work sessions have been devoted to the development of literacy skills among English Language Learners. Department chairs will extend this work into the summer utilizing a summer curriculum project to compile and analyze student learning data including the ACCESS test data, Measures of Academic Performance (MAP) data, and Read 180 data.
- Committee Item for Consideration: *How can we best address student reading needs in Level 5 courses?* The best way to address student reading needs in Level 5 courses may or may not be a new course. The key question is how successful students are when they leave English as a Second Language and go into mainstream classes. Anecdotally a significant number of students earn D's and F's after they transition. Students who exit ESL are then enrolled in the grade-appropriate English course. E151 is based on the E102 curriculum; however, students who enter a senior English class experience a gap in curricular experiences. Follow-up data needs to be collected on exited students to determine what these students have in common. The department chairs were encouraged to investigate the use of resource and E151 classroom instruction in order to provide additional support to struggling students.

### **Family and Consumer Sciences**

- Teachers and department chairs have attended multiple professional development activities including: Connections Conference, Differentiated Instruction workshops, graduate coursework, and literacy seminars.
- Morning work sessions have been utilized in each of the schools to develop and analyze reading assessments designed to measure student understanding of the Critical Learning Standards. Data from these assessments has led to the development of additional instruction of literacy strategies within target courses. The April Institute time allowed for these same discussions across the district.
- Committee Item for Consideration: *How is student learning in Consumer Management impacted by the age, grade, and life experiences of the students?* Department chairs provided an overview of the course objectives and the activities used to engage students in the course content. Department chairs expressed a belief that sophomore students lack experiences related to employment, insurance, taxes, and banking. While classroom learning is evident, the chairs question how well students apply this learning later in life. Older students, who more often have jobs and bills, may experience greater benefits from this course. Department chairs plan to gather student feedback regarding this topic.

### **Guidance**

- Counselors and department chairs have attended multiple professional development activities including: Illinois Association of College Admission Counselor Seminars, Counselor Workshops and Articulation sessions hosted by various universities, the Domestic Violence Symposium at Harper College, and the Alexian Brothers Behavioral Health Seminar Series.
- Morning work sessions have been dedicated to discussions of student learning relative to the three domains of the District Guidance Standards: Academic, Social/Emotional, and Post High School.

## Guidance (con't)

- April Institute: Departmental activities included development of facilitation strategies for leading student counseling groups, interventions for Response to Intervention for problem solving teams, and processes for meeting revisions to the federal 504 Plan requirements.
- Committee Item for Consideration: *What qualitative analysis of our problem solving team data shows we have focused on students that fail and/or have poor attendance? How can we involve the entire staff in the mission to assist these students?* In each of the schools problem solving teams are working and collecting data; Response to Intervention is a vehicle for helping students who are experiencing academic or behavior problems. Each school's program has unique characteristics based on the needs of the identified students; summer curriculum projects are intended to help share strategies across the district and analyze data available from initiatives this year.

### **\*Approval of District 211 Guidance Standards**

Since September 2007, District Guidance staff, in conjunction with the Student Services Directors and District Administration, has worked to define standards for student learning. These District standards were based in part on the American School Counselor Association guidelines for a comprehensive high school counseling program. The standards include three developmental domains: Academic, Post-secondary planning, and Social/Emotional.

**\*G. Steiger moved to approve the District 211 Guidance Standards; T. Little seconded the motion. The motion passed unanimously.**

## Health

- Department chairs have attended Administrator Academy sessions hosted by North Cook Intermediate Service Center.
- During the April Institute Day Health Education teachers met to re-certify CPR instructors. Additional meeting time was utilized to coordinate classroom activities and assessments.
- Committee Item for Consideration: *What role can Health Education play in the implementation of Public Internet Safety Education?* Beginning next year, a federal mandate will require that internet safety be taught during each of the four years of high school. The School Board will be required to set policy regarding the hours and courses selected for this requirement. A comprehensive four year plan, including instruction already occurring in the Health Education classes, will be developed to ensure that the mandate is met and then be presented to the Board of Education for approval.

## Mathematics

- Teachers and department chairs have attended multiple professional development activities including: the National Association of Supervision and Curriculum Development (ASCD) convention, the Illinois Computer Educators conference, the Metropolitan Math Club (MMC) of Chicago conference, and various Math Educators Exploring Computer Algebra System (MEECAS) workshops.
- Morning work sessions have been utilized by teachers to work collaboratively in the analysis of student Critical Learning Standards assessment data. Student performance in Algebra, Geometry, and Algebra is measured through formative and benchmark assessments recorded in the District Electronic Gradebook.

## Mathematics (con't)

- The Department Chairs recommended changes to three midterm comments. Comment #5 would be changed from “student needs to complete math essential skills test” to “Please consult the on-line grades. All grades have been updated.” Comment #7 “student is developing strong analytical skills” would be replaced with “Low performance on critical learning standards is affecting grade.” Comment #11 “excellent computer skills” would be replaced with “Needs to go to tutor center for remediation in critical learning standards.”
- Committee Item for Consideration: *What are lessons learned from recent extended time initiatives (M113, Extended M117, SHS Double M117 pilot, M147) and differentiated instruction efforts and how can we motivate further achievement?* A primary concern among the chairs was the need to support these students as sophomores. Students who succeed in the extended-period courses often struggle when those supports are not available the following year. A variety of programs such as altered course sequence, extended periods, and technology-based resources will continue to be used so that students succeed in advanced courses. For many of these students the problems are larger than just math; study skills, coping skills, motivation, and self-image regarding math performance must be considered; Response to Intervention can play a role in diagnosing and supporting specific student needs.

### **\*Approval of M408 Advanced Trigonometry/Pre-Calculus Course Objectives**

This recently developed course provides opportunity for mathematics acceleration to students who have demonstrated an interest and ability during their high school mathematics program.

**\*G. Steiger moved to approve these course objectives. J. Butzen seconded the motion. The motion passed unanimously.**

## Music

- Teachers and department chairs have attended multiple professional development activities including: the Midwest Band and Orchestra Clinic and the Illinois Music Educators Association All-state Conference
- Each department has utilized the morning work sessions to align reading activities to school-wide literacy development goals. While the strategies vary by building, each department has selected music-related reading materials and strategies to embed into band, orchestra, and chorus courses. Reading and writing are also developed through the use of music performance critiques completed by students.
- Committee Item for Consideration: *How does the music program provide post-secondary options for students, regardless of whether or not music is their career choice? What areas of performance and production are strengths in this aspect? Where might we identify areas for greater emphasis?* Student involvement in high school music increases his/her post secondary opportunities. A recent published survey showed that music was the number one undergraduate major for students accepted into medical schools. Students that do not major or minor in music still have employment opportunities in music-related fields such as corporate music sales and sound board operators. University marching bands and ensemble groups are open to and may even offer scholarships to students who do not major or minor in music. The goal of our District music department is to provide students a solid background in music much like our physical education department does for athletics knowing that very few will become professional athletes. Developing a stage presence in musical groups can give students confidence to excel in presentation skills. Life-long avocations are developed. In the Chicago area many community based bands, orchestras, and choral groups depend on musicians trained in secondary schools.

## **Physical Education**

- The morning work sessions have been utilized by teachers to discuss and analyze instruction and assessment of Critical Learning Standards in reading and mathematics. This work will continue at the April Institute meetings where teachers will also discuss plans for the creation of Critical Learning Standards in Physical Education. Among these standards would be physical development and fitness. The Department Chairs also outlined plans for representative teachers to visit other districts to generate ideas for better use of District physical education facilities.
- Committee Item for Consideration: *What criteria should be used in evaluation of student achievement in physical education? What aspects of physical ability and skill development are appropriate for evaluation of students within physical education courses?* The Department Chairs acknowledged that the debate of physical skill and ability versus demonstration of increased fitness continues to occur among Physical Education teachers. The Department Chairs agreed that life-long fitness should be the focus for physical education courses. The department can identify, implement, and assess Critical Learning Standards in Physical Education; the development and inclusion of these standards in Physical Education courses would help define the aspects expected of students which impacts choices regarding grading criteria.

## **Science**

- Teachers and department chairs have attended multiple professional development activities including: the Alternative Energy Conference, College Board Advanced Placement workshops, the Illinois Computer Educators conference, and the Illinois Reading Conference.
- The use of morning work session time has varied based on the building goals; however, all science departments share a common focus on scientific literacy. Formative assessments have been developed and implemented; teachers continue to focus discussions on use of the data to improve student learning.
- Committee Item for Consideration: *What are the goals for progress on the implementation and analysis of CLS assessments in science? What has been learned from the current CLS assessment data? What resources are needed for continued progress in this area?* Development and use Critical Learning Standard assessments were the focus of the April 13, 2009 Institute Day activities; the morning sessions used PLC groups to look at examples of assessment and share results and successes. Teachers also discussed options for students who do not achieve the 3.0 target. Continued professional development for all science teachers is needed to develop, implement, and analyze student learning relative to the CLS formative assessments. The Science Department Chairs must identify the appropriate means for providing this professional development; district-wide work should be initiated by the department chairs to increase teacher ability with this data source.

## **Social Studies**

- Teachers and department chairs have attended multiple professional development activities including: Newberry Consortium seminars, advanced coursework in American History, Education Administration, and Reading Instruction, and school-based technology training.

## **Social Studies (con't)**

- The morning work sessions in social studies have focused on the development and analysis of assessments for Reading Critical Learning Standards. Additionally, the Palatine Social Studies Department continues to promote student involvement in curricular, co-curricular, and extracurricular activities; this involvement helps engage students in the school community and has been shown to demonstrate positive academic outcomes. Among these activities are the Evening Moving Nights which are followed by writing prompts in the classes; issue forums, and youth mentoring events.
- Committee Item for Consideration: *What is the proper balance between the teaching of critical learning skills and the traditional social studies curriculum?* District Social Studies Chair Ric Lindeen shared that the balance between teaching skills and content has been an ongoing debate among social studies teachers. During the April 13 Institute Day activities Social Studies teachers were surveyed; feedback demonstrated that teachers felt instruction of reading and writing skills complemented the content. People are directing skills at the content and, thus, making the content more meaningful for students.

## **Special Education**

- Teachers and department chairs have attended multiple professional development activities including: conferences regarding differentiated instruction, response to intervention, and reading; participation in the National Board Certification cohort; and the Illinois Speech and Hearing Association convention.
- Critical Learning Standards in reading have been incorporated into the School Improvement Action Plans developed by Special Education staff. Critical Learning Standards have been assessed and recorded in the District Electronic Grade Book. The District Electronic Grade Book allows teachers to track individual and group performance data. Parents and students are also able to monitor student progress on the Critical Learning Standards.
- Committee Item for Consideration: *How can special education teachers better use behavioral data, curriculum-based measures, and Measures of Academic Progress (MAP) to both assess student performance and to guide interventions and instruction for special education students?* Special Education teachers are gathering large amounts of information, for example MAP test data, and are looking at how well they are sharing the information both within and outside of the department in a timely manner. The faster the data is shared, the sooner it can be used to inform instruction. Teaching assistants have been trained to tally behavioral data during classroom instruction. The data is then graphed and shared with parents and students. This information has led to diminishing the target behavior as well as improved conversations with both parents and students.

## **World Language**

- Teachers and department chairs have attended multiple professional development activities including: a Differentiated Learning conference conducted by the Association of Supervision and Curriculum Development, the Illinois Computer Educators conference, and the Central States Foreign Language Conference. Additionally, two Conant High School teachers, Dennis Nykiel and Maureen Donehey, presented at DePaul University on the topic of foreign language learning by special education students.
- Morning work sessions have been school-based; however, all world language departments have focused on literacy improvement. Various readings in the target language have been utilized and teachers have instructed students in reading strategies. Student performance in writing, reading, listening and speaking of the target language has been monitored and discussed during these work sessions.

### **World Language (con't)**

- The Department Chairs recommended changes to two of the departmental mid-term comments. World Language comment #11 would be changed from “Absences are affecting aural listening skills” to “Needs to improve reading skills in the target language.” Comment #15 would change from “Needs to practice grammar” to “Needs to do his/her fair share in group work.”
- Committee Item for Consideration: *What interventions do we currently have for students who struggle to develop oral and written language skills in language courses? What interventions could be developed to support language learning for these students?* Tutoring is available in all the buildings before school and after school. For incoming freshmen, L164 Spanish Enrichment for freshmen is an intervention; this course provides instruction for students who did not master the level one course during junior high coursework. The language lab may be used as an intervention. Chairs were encouraged to look at teacher-based instructional interventions available in the classroom before depending on an outside intervention. The department chairs were also encouraged to examine the commonalities of students who struggle with different aspects of world language, like memorization of vocabulary and lack of participation, to create interventions which could be employed by teachers in the classroom.

## Summary of Motions for Action:

### Applied Technology

#### **\*Minor Proposal: Course Name Changes**

T202 from Introduction to Engineering Design to PLTW Introduction to Engineering Design

T302 from Principles of Engineering to PLTW Principles of Engineering

It was suggested by the Project Lead the Way external review committee, that District 211 include the Project Lead the Way acronym in the course title to assist college admissions officers during transcript review.

**\*T. Busch moved to approve the proposed course name changes; J. Butzen seconded the motion. The motion passed unanimously.**

### Business Education

#### **\*Approval of Course Objective Revisions**

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B285 Consumer Education

B332 Business Internship

Medial objectives were added to include topics mandated by the State of Illinois. Verbiage was updated to reflect current business practices and terminology. Medial objectives references old computer programs were removed.

**\*L. Small moved to approve the revisions to the course objectives; R. Cregier seconded the motion. The motion passed unanimously.**

### English

#### **\*Supplemental Textbook Recommendations**

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### Guidance

#### **\*Approval of District 211 Guidance Standards**

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**\*G. Steiger moved to approve the District 211 Guidance Standards; T. Little seconded the motion. The motion passed unanimously.**

**Mathematics**

**\*Approval of M408 Advanced Trigonometry/Pre-Calculus Course Objectives**

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**\*G. Steiger moved to approve these course objectives. J. Butzen seconded the motion. The motion passed unanimously.**

**Suggested Motion:**

That the committee reports and recommendations be approved as presented.

Nancy N. Robb  
Superintendent