



ORANGE UNIFIED SCHOOL DISTRICT

Curriculum Council Meeting Notes

October 25, 2016

Board Rooms 1 & 2

3:30-5:00 pm

1. Welcome

Cathleen Corella welcomed the group.

2. Educational Services Updates

Presenters: Gunn Marie Hansen

Dr. Hansen talked about the LCAP survey and how to locate it on the OUSD website. On the OUSD webpage there is a direct link titled "Local Control Funding Formula (LCFF) Information". If you click on the link it will take you directly to the LCFF page and if you scroll down, you can find the links to take the survey. The survey comes in English, Spanish, and Vietnamese. Also, depending on the school site you are affiliated to, the survey questions will adjust to that school site. The survey is also divided by Parent and Community, Staff, and Student. Dr. Hansen encouraged everyone to take the survey and also to encourage other stakeholders to participate as well.

3. OCDE CTE Credential Program

Presenters: Kathy Boyd/ Bridget Mondt

Kathy Boyd started by showing a video created by students from Cerro Villa Middle School explaining what they do and learn in their Tech Action Lab class which is part of the CTE program. Kathy gave a brief introduction about a new program that will give teachers the opportunity to obtain a Career Technical Education (CTE) Credential. Kathy introduced Bridget Mondt from the Orange County Department of Education. Bridget Mondt is a CTE Program Specialist for the Orange County Department of Education (OCDE). The Preliminary Designated Subjects CTE Teaching Credential authorizes the holder to teach in the subject or subjects named on the credential in grades twelve and below. This new program became available starting October 3rd, 2016. The Preliminary CTE Credential is issued by the CTC for three years. It authorizes the CTE candidate to teach one or more subjects in the industry sector named on the credential and in classes organized primarily for adults in career technical, trade or vocational courses.

Requirements for the Three- Year Preliminary Credential

1. Three years for work experience directly related to each industry sector to be named on the credential. One year equals a minimum of 1000 clock hours and the experience may be full-time or part-time, paid or unpaid
2. High school diploma requirement by one of the following methods:
 - a) Possess a high school diploma
 - b) Possess a diploma based on passage of the GED Test
 - c) Possess the foreign equivalent of a high school diploma
3. Verification, signed by the Commission-approved program sponsor, that the application

has been apprised of the requirements for both the preliminary and clear credentials, including the requirements of the program of personalized preparation

4. Completed application
5. Completed Live Scan receipt, verifying fingerprints have been taken and fees have been paid, unless fingerprint clearance is already on file with the Commission
6. Application
7. Recommendation by a Commission- approved CTE program sponsor

The total cost for this program is about \$950.00 and this includes the following:

- Preliminary credential - \$100.00 to the CTC
- Processing Fee-\$50.00 – to OCDE
- CTE Core Class- \$700.00- to OCDE
- To clear the credential- \$100.00 to the CTC

Teacher that were interested and who wanted to ask more in depth questions were invited to another part of the room to talk to Bridget. Cathleen Corella made sure to mention that the district is not replacing programs, instead it wants to enhance them. She wanted to make it clear that we are here to support all programs... “Enhance, improve, expand”

4. Study Session- Project Lead the Way

Presenters: Joe Erven, Michelle Owen, Maureen Eckholdt, Maureen Fechter

Each Principal/Assistant Principal shared how Project Lead the Way (PLTW) is being used at their school site. PLTW is a K-12 STEM Curriculum. Mr. Erven, principal at McPherson Magnet explained how there are different modules for each grade level. There are modules for grades K-5th for elementary which are done once a week for 1 hour. There are also modules for secondary grades which are done by trimester.

Michelle Owen explain how PLTW is used in her school. Her school is unique because it is a Title 1 school. Students must be taught one module per year. Modules are all done online which helps student become familiar with technology and improve their skills. For Michelle’s school, teachers were given a binder with step by step instructions for each module. She has found this very helpful for teachers because PLTW can be a bit challenging. The modules use the same characters, same names which identified with the students age group. Students are presented with a story which builds the problem that needs to be solved. A question was asked about how teacher and parents feel about PLTW at their school. Michelle shared that there is a bit of apprehension from the teachers because it is something completely new. Parents are happy with the technology part of PLTW but it’s still fairly new. Something important the Michelle pointed out was that at least 1 person (K-5) must be trained in PLTW in order for a school to have this program at their site.

We also had the Assistant Principal Maureen Eckholdt from El Modena and Maureen Fechter explained how they facilitate the PLTW modules. At El Modena they have the Bio Medical/ Science program, which has 71 students enrolled at the moment. They explained that there is no specific criteria that a student needs to meet in order to be enrolled in this class. In this class students play the role of real-life medical detectives as they analyze genetic testing results to diagnose disease and study DNA evidence found at a “crime scene.” They solve medical mysteries through hands-on projects and labs, investigate how to measure and interpret vital signs, and learn how the system of the

human body works together to maintain health.

5. Elementary ELA/ELD Pilot Update

Presenter: Lisa Green and Amber Tatch

The current pilot is being conducted in grades K-6th grade. There are 75 teachers piloting Benchmark Advance and 73 teachers piloting McGraw Hill Wonders. Teachers attended 2 days for training and meet each month to share successes and challenges, learn more about the program they are piloting and about the other program. Small group time is a big emphasis that both publishers have focused on. Some of the positive feedback that has been received is:

- Non-fiction text
- Abundance of materials
- Integration of ELD
- Focus on close reading
- Leveled readers
- Student collaboration
- Opportunities for personalized learning

Some of the challenges that the programs have brought are:

- Increased complexity of text (especially 4th-5th grade, text is more complex)
- Fitting in all the components/pacing
- Utilizing online resources (Takes time to go through all resources and seeing which works best)

Some of our council members (Gino Self, Whitney Amsbery and Heather Irwin) that are piloting these publishers in their classroom shared some of their experience with the material. Overall they all had positive feedback and seem to like the material and like how students are also adapting to these instructional materials. On the January 31st Curriculum Council meeting a decision will be presented to council members on which publisher the district will be going with.

6. Closing

*Cathleen thanked everyone for coming and the meeting adjourned at 5:06 PM