

**Office of Curriculum, Instruction and Assessment
Board of Education Curriculum Committee Meeting
Friday, February 12, 2016**

Members Present: Mr. Larry Greenstein Dr. Wafa Westervelt
 Ms. Nora Johnson Ms. Christina Nadolne

Guests: Dr. Kathleen Mooney, Ms. Elizabeth Weisburd, Ryan Meloni, Kate Herz, Janet Moser,
 Suzanne Mody, Kim Pinto, Mary Seligman, Joanne Koukoulas

Community
Members: George Borda, Lisa Spiryda, Jennifer Mannion, Lynn Steinberg, Cindy Moroney,
 Maryellen Gilbert

Minutes

Meeting was called to order at 8:35 a.m. by Curriculum Committee Chairperson, Larry Greenstein. Mr. Greenstein approved the minutes from the January 22, 2016 meeting and Ms. Nora Johnson seconded. Minutes will be posted.

Dr. Westervelt thanked Directors of Technology Ryan Meloni and the district librarians for coming to the meeting so that the community members could understand the roles of each librarian in the schools. She also stated that one of the goals for the BOE Curriculum Committee this year was to review and promote the success of the library programs and research skills. In November 2015, the librarians attended a board meeting and presented to the board a brief presentation of their roles. For the purposes of this meeting, they came to provide a more detailed presentation of their multi-faceted roles, especially in the areas of research.

Mr. Ryan Meloni opened the presentation by stating that the librarians started planning in September 2015 for the complexity of the library media center. He stated that the library is the “Heart of Our Schools” and discussed the evolution of the libraries. He stressed the fact that teacher librarians today do not only read books to the students or just check books out for the students but provide so much more.

Presentation: conducted collaboratively by the seven librarians

Janet Moser—Sousa

Then:

- Promote reading
- Collection Development
- Circulation a measure of success
- Focus on early literacy

Now:

- Today the library is an active environment and student directed.
- Develop lifelong readers—teach strategies of interest
- Resource rich environment—ebooks; audiobooks; available 24/7 on-line research access
- Focus on Literacy
- College and career readiness
- Collaboration among each other, including teachers, parents and administrators

Kim Pinto—Daly

- Focus on Literacy
- Bring in programs, i.e., One School, One Book

- A new program that energized the school. Everyone read one book. Students were excited. Many activities throughout the school based around this one book.

Joan Koukoulas—Salem

- Instructional shifts in curriculum
- NYS, CCLS, AASL, ISTE Standards
- Balance informational and literary text (K-5)
- Build knowledge in the discipline (6-12)
- Staircase of complexity
- Text based answers
- Writing from sources
- Academic vocabulary

School Libraries Work 2016

- Highlights recent research (national and state)
- Continue to show that school libraries and librarians are a powerful force in children's lives

ESSA Act (Every Student Succeeds Act)

- Teacher librarians incorporated through federal law
- Recognize digital literacy skills
- Enhance services and resources
- Opportunities to make programs more effective

Maryellen Noone—Manorhaven

- An effective library enriches a child's life
- Reach every teacher, student and parent
- Collaborate with teachers as a resource, ideas, and provide a service to them.

Grades K-2

Mother Goose nursery rhymes

Folklore

Award winning books

Using Destiny (new library system)

Introduce genres

Fact/Opinion

Fiction v. Non fiction

Information literacy skills

Non-fiction text features

Grades 3-5

Multicultural folk tales

Research

Poetry

Digital citizenship

Persuasive and Opinions

Kate Herz—Weber, Grades 6-8

- Emphasis on collaborative student-centered research with teachers.
- Multiple literacy information, media, visual and technology
- Special events
- Worldbook data base
- Students are taught how to locate books in the library
- Students are taught how to get the best information

- Book talks in each grade, bookclubs, genres of literature
- Primary sources, current events
- Media-visual, Smartboards, Ipads
- Keyword searching, narrow a broad topic
- Flexible time for students in library. Access in the morning and at recess. Teachers will schedule a time to bring in entire class. Sometimes teachers will send a few students to come in and get a book.

Mary Seligman—Schreiber High School, Grades 9-12

- Continue to build and develop multiple literacies and skills in preparation for post high school.
- Library is opened at 7:30 a.m. to 3:10 p.m.
- Acquire print and digital materials that support curriculum and foster curiosity
- Work with all academic levels and grades
- Sponsor guest speakers and special events
- Visual literacy
- Poetry Café
- Provide materials on how to collect information

Students in Urban Studies class had a project on a study of income inequality in NYC and Long Island. They had to present the problem, gather data, analyze and draw conclusions. Also, during their presentation they had to answer and be challenged by classmates. Common core standards to be met. Students in the Chemistry class (non-regents) had a project where they had to adopt an element, retrieve information and create a poster. Specific questions had to be answered about their element.

Suzanne Mody—Guggenheim, Curriculum Enrichment

- Book talks
- Special events
- Collaborative teaching
- Informational fluency
- 21st Century Skills
- STEAM/Hour of Code
- Technology
- Research-based learning
- Video conferences—including other schools in other countries
- Book fairs

Bring value to instruction. Librarians meet once a week; write grants, connect with other librarians across the country.

- Critical thinking
- Creativity
- Communicate
- Students share
- Students ask questions
- Locate resources
- Reflect on their learning
- Use on line resources
- Chromebooks
- Ipads
- Technology rich life
- Teach safety, coding
- New 3D printer

Leadership

Professional Development

Committee Involvement

Technology Experts

Grant Writing

Involved with district initiatives

Google tools

Paperless projects

Work with school ITAs

Received grants:

HEARTS

Port Washington Ed Foundation

Kim Pinto—Daly, Research:

Intermediate/Secondary, BIG 6:

- Task Definition
- Information seeking strategies
- Location and access
- Use of Information
- Synthesis
- Evaluation

Primary, Super 3:

- Plan
- Do
- Review

Joan Koukoulas—Salem

Super “3” Project

Builds research—uses graphic organizer; categorize information

Take notes

Summarize

Express ideas

Fifth Grade

Big 6

Latin America Project

Scaffolding of Skills—use resources more efficiently and effectively

Common Thread—increase skills and understand scaffolding. Need to understand this method for college.

Comments/Concerns/Questions

- How much collaboration with the Port Washington Public Library? Librarians meet annually with them and they come and do book talks. We promote the public library. Weber sends current textbooks so they have copies for students. Schreiber encourages the 9th graders to get a library card and help them to attain one.
- Any reports of contact allergies from the books being returned?
- What about students who do not have internet access at home? What about students who do not have devices to use? Does this create a digital divide?
- At SHS do teachers work with library on Social Studies Honor project?

Meeting adjourned at 10:15 a.m.

Next meeting: March 31, 2016