



*The Helena Public Schools educate, engage, and empower each student to maximize his or her individual potential with the knowledge, skills and character essential to being a responsible citizen and life-long learner.*

Board of Trustees  
Teaching and Learning Committee Meeting  
Wednesday, January 4th, 2023 – 12:00pm

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## MINUTES

### ATTENDANCE

<i>Trustees:</i>	<i>Others:</i>
Jennifer McKee, Committee Chair	Rex Weltz, Superintendent
Janet Armstrong, Trustee	Joslyn Davidson, Curriculum Administrator
	Erin Hunt, Instructional Coach
	Jane Shawn, HEA President
	Keri Mizell, Human Resources Director
	Brian Cummings, Assistant Superintendent K-5
	Jonna Schwartz, Instructional Coach
	Kaitlyn Hess, Assessment and Federal Programs
	Karen Ogden, Communications Officer
	Meghan Schulte, Instructional Coach
	Christy Mock-Stutz, Instructional Coach
	Josh McKay, Assistant Superintendent 6-12
	Marisa Graybill, Instructional Coach
	Lona Carter, School Health Grant Facilitator

### I. CALL TO ORDER/INTRODUCTIONS

The meeting was called to order at 12:00 p.m. by Committee Chair Jennifer McKee.

### II. GENERAL PUBLIC COMMENT

There was no general public comment.

### III. REVIEW OF AGENDA

No changes were requested to the agenda.

### IV. APPROVAL OF MINUTES

The committee reviewed and approved the minutes from the 11.02.22 Teaching and Learning Committee Meeting.

### V. ITEM FOR INFORMATION/DISCUSSION

#### A. Update on Middle and High School Curriculum Work in Social Studies, Science, and Math

Instructional Coaches Erin Hunt, Jonna Schwartz, Meghan Schulte, Christy Mock-Stutz, and Marisa Graybill gave a presentation about middle and high school curriculum work in social studies, science, and math to the Teaching and Learning Committee. The instructional coaches began by discussing writing and reviewed the 2022-2023 Helena High School action plan and implementation goals. One of the goals discussed is that 85% of students will spend at least 40 minutes authentically writing (student-generated ideas) across all curricular areas over the course of the instructional day by the start of Semester 2. The coaches discussed that authentic writing is: students responding to a quote or a question or a picture, students free writing for a set amount of time, students drafting essays, students writing lists, students logging their own data and/or stats, students summarizing a reading, students drafting practice bids or resumes or memos etc..., and students thinking...then writing. Authentic writing is not: students copying notes off a PowerPoint, students copying vocabulary from a book, or students doing one-word fill-in-the-blank. The instructional coaches concluded the writing discussion by discussing some of the work being done at Capital High School including focusing on leveraging the expertise across the building on teaching writing, increasing sentence level and short answer disciplinary writing (Based on Anita Archer's work), focusing on teaching writing along with increased number of opportunities across disciplines, sharing schoolwide acronyms for teachers to use to teach writing, and integrating writing opportunities throughout class periods. Capital High School shares newsletters with implementing writing ideas (weekly) , has pizza and PD on writing and lesson closure ideas (monthly), writing and lesson closure mini-workshops led by ten Bruins teachers and an administrator (Dec. all-staff PLC).

The committee moved on to discuss science. The instructional coaches discussed that in the Helena School District there is a framework for K-12 science education. All students have some appreciation of the beauty and wonder of science, possess sufficient knowledge of science and engineering to engage in public discussions on related issues, are careful consumers of scientific and technological information related to their everyday lives, are able to continue to learn about science outside school, and have the skills to enter careers of their choice (NRC Framework, 2012, p. 1). The committee reviewed Next Generation Science Standards (NGSS). Standards are called "performance expectations", Montana's science content standards are based on NGSS with modifications (IEFA), and they are 3-dimensional including Science and Engineering

Practices (SEPs), Crosscutting Concepts (CCCs), and Disciplinary Core Ideas (DCIs). Science and Engineering Practices include: asking questions and defining problems, developing and using models, planning and carrying out investigations, analyzing and interpreting data, using mathematics and computational thinking, constructing explanations and designing solutions, engaging in argument from evidence, and obtaining, evaluating and communicating information. Crosscutting Concepts include: patterns, cause and effect: mechanisms and explanation, scale, proportion, and quantity, systems and system models, energy and matter: flows, cycles, and conservation, structure and function, and stability and change. Disciplinary Core Ideas include: Physical sciences, Life sciences, Earth and space sciences, and Engineering, Technology, and Applications of Science. For instruction this means that there are phenomena and investigative questions (inquiry), emphasis on application of knowledge, not knowledge itself, and students are doing the thinking. The coaches discussed the timeline of work. For fall of 2021 through spring of 2022 there were five after school PIRs on NGSS Science Standards with Kirk Robbins, opportunities to explore phenomena-based units and pilot units in classrooms, and an in-person workday that included: creation of a Portrait of a Graduate, standards review, resource reviews, and discussion on two core courses. For fall of 2022 through spring of 2023 there will be an *Ambitious Science Teaching* monthly book study, two in-person PD/workdays with Melissa on creation of phenomena-based units, student discourse and scaffolding, and implementation of a common phenomena-based unit in the spring. The committee moved on to review a portrait of a Helena Public Schools graduate and had further discussion about the *Ambitious Science Teaching* book study.

The Teaching and Learning Committee moved on to discuss social studies. There are new Montana Content Standards for social studies which were adopted in November 2020, and the effective date for schools was July 2021. The MT Office of Public Instruction built in several years for schools to learn and fully implement the new standards, and they are based on the C3 Framework, and inclusive of IEFA constitutional requirement. The C3 Framework emphasizes planning inquiries, content (History, Civics & Government, Economics, Geography), using evidence and evaluating sources, and communicating conclusions and taking informed action. The new standards are skills and content based and it is an inquiry-based model of instruction. What this means for instruction is there is planning inquiry for students through units, resources, and opportunities to research. There is an emphasis on application of knowledge, not knowledge itself, and students are doing the thinking. The committee reviewed the portrait of a graduate and the timeline of work to date. From summer 2020 to summer 2021 there was a book study titled *Inquiry Based Practices in Social Studies Education* by Grant, Swan, and Lee. There were after school PIR opportunities to explore inquiry-based units and try them out in the classroom. There was summer work for all teachers to deconstruct and understand the new C3 Standards, esp. Dimension 2. From the fall of 2021 to fall of 2022 there were four online PIR opportunities with Ali Brown, social studies consultant. Feedback protocol was developed for sharing feedback for changes and direction of planning units. There was summer work for all teachers to brainstorm course design, and course patterning ideas. Ali Brown was in-person full days to support inquiry based planning and compelling questions, and there were monthly workdays for high school teachers to develop curriculum.

The Teaching and Learning Committee moved on to discuss math. The Instructional Coaches discussed the timeline of work to date for middle school and high school. In the summer of 2019

HHS worked on prioritizing standards and adopted a department wide grading practice, including a retake policy. In the summer of 2020, in light of COVID, HHS worked on identifying “Power Standards” and what standards could be “cut” or reduced in exposure. In the summer of 2021, there were grades 6-12 progression mapping and identifying at what point each standard is introduced, reviewed, and mastered. From fall 2021 to spring of 2022 there were six online work sessions reviewing grades 6-12 math standards and there were grades 6-12 standards progression discussions. There were ACT and SBAC question review and alignment to standards and course pathways, and math professional development with Michelle Douglas which reviewed continuation of standards progression work. From the summer of 2022 to the fall of 2022 there was a professional development with Michelle Douglas on rich tasks and technology integration and implementation of changes based on standards. The coaches concluded the presentation by reviewing sample standards alignment work.

**VI. BOARD COMMENTS**

There were no further Board comments.

**VII. ADJOURNMENT**

The meeting was adjourned at 1:11 p.m. by Committee Chair Jennifer McKee.