

**Bloomfield Hills Schools
Community Partnership
Lighthouse Curriculum Subcommittee
Meeting Summary for September 27, 2011
Submitted by Charlie Fleetham, Facilitator**

Participants: Joan Berndt, Ed Bretzlaff, Neena Crimmins, Jacqueline El-Sayed, Liz Fellows, Rob Glass, Brandon Kaufman, David and DeAnn Lutz, Laurie McCarty

Desired Outcomes: At the start of the meeting, Charlie asked the participants to identify their desired outcomes:

- I want a good conversation.
- I want to know what makes us excellent.
- I want your first impressions and your response to our plans for our next evolution.
- I am excited to talk about instruction.
- What can we do to help the community be supportive of our instructional strategies.
- I am concerned about what could be lost in the consolidation process. I am concerned that things have already been lost in the classroom.
- We moved here for the schools... I am terrified about what we could lose ... I am afraid that the parents are misinformed.
- I am here to learn tonight ... my passion is to retain comprehensive education.

Lighthouse Curriculum Presentation: Rob Glass and Laurie McCarty presented a high level overview of the District's curriculum (see Attachment One). Their presentation objectives were as follows:

- High level overview – curriculum basics and in context of the BHS mission
- Deeper understanding – our current curriculum (seek first to understand), how it supports our mission, sets us apart and future opportunities (*Good to Great, hedgehog concept, Jim Collins*)
- Identify the help we think we need through this subcommittee through 2011 and develop a scope of work

Some of the presentation highlights/questions are noted below:

- One of the challenges is coping with the many standards imposed on the District. There are too many. High performing nations (Singapore, Finland, etc) have fewer standards and their standards tend to be deep and thorough. We are forced into broad swipes at content.
- Academy – if we wanted to create one, it might be difficult to get state approval, due to challenges in meeting standards.
- One of our core approaches is constructivism – we want our students to construct their learning experience based on their own intellectual foundation. We don't want to "pour" it into our students. We want to energize them to create (architect) their own educational experience.
- Content integration will be an important discussion in the high school transition.
- Has NCLB helped or hurt?
Response: It has gone both ways. The core commitment to providing an excellent education to all students and measuring it has helped us to better focus on all of our students (mitigating the natural tendency to focus on the high performers). The challenge has been coping with the measurements/tests

(which we have discussed in various forums) and discussing/explaining them to our community.

- How does the District compare in “comprehensiveness?”
Response: We offer more choice and curriculum breadth than almost all Districts in this county (except Birmingham). For example, we not only have the Farm, we have integrated it into our curriculum. We provide more music/art/sports to our elementary and middle school students. We also have resident specialists (reading for example) that are integrated into our teaching teams.
- Why is it better to have occupational therapists/physical therapists on staff? Couldn't you contract for them?
Response: We could contract for them like other districts, but we would lose focus on our kids. For example, our specialists sit in on team meetings and provide feedback to our teachers that supports the learning experience and they get a deeper understanding of the needs of our children. If we brought someone in and out of the District, our children would not get the same focus or benefits.

Overall Feedback on the Presentation: Charlie asked the group to provide feedback on the presentation:

- I am amazed at how much this District has to offer.
- I am very impressed at how the District views its teachers – they are the key to success.
- The District is not just going through the numbers. It has a great concern for the whole child.
- My daughter is entering high school, and I am still concerned about the implementation of a consolidated high school and how it will impact her education.
- I am delighted to see the comprehensive curriculum in good shape.
- I am concerned about state dictates regarding school of choice. How will that impact us?


Next Steps:

- We didn't have time to hear Ed Bretzlaff's presentation on the high school curriculum, so we will begin with his presentation at the next meeting.
- We will also begin scope development at the next meeting.
- Recommended reading: “Standing on the Shoulders of Giants,” an American Agenda for Education Reform (<http://www.mde.k12.ms.us/odss/Standing-on-the-Shoulders-of-Giants.pdf>) This is very valuable read for understanding how other nations are passing us by in education.

LIGHTHOUSE CURRICULUM

Rob Glass
Laurie McCarty
Ed Bretzlaff

September 27, 2011



Outcomes for this Meeting

- **High level overview:** curriculum basics and in context of the BHS Mission (*seek first to understand).
- **Deeper understanding:** our current curriculum (*seek first to understand), how it supports our mission, sets us apart, and future opportunities (*Good to Great Hedgehog Concept* by Jim Collins).
- **Feedback & Partnership:** Identify the help we think we need through this subcommittee through 2011, develop a scope of work; Charlie Fleetham.

OVERVIEW OF THE LIGHTHOUSE CURRICULUM

Rob Glass

Curriculum = C I A

Curriculum
Instruction
Assessment

Curriculum *What we Teach*

- Based on Standards
- State GLCE's and HSCE's
- Now Common Core
- Depth vs Breadth
- Standardization vs Mass Customization
- 21st Century Skills

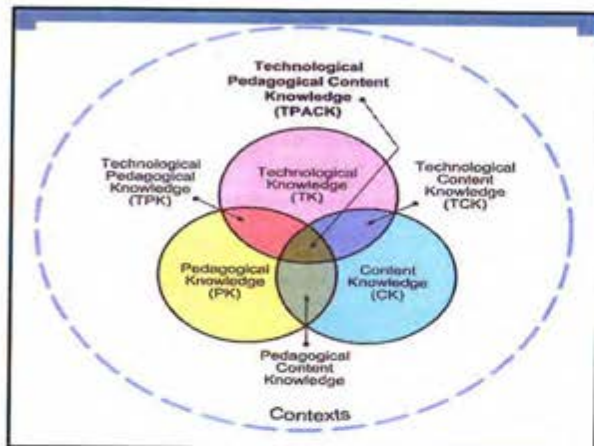


Instruction *How We Teach*

- Methods & Pedagogy
- Didactic vs Inquiry
- Constructivism: Dewey, Vygotsky, Piaget
- Process vs Product
- Discreet subject vs integration

Assessment *Did Learning Occur?*

- Formative and Summative
- Formal and Informal
- Locally developed and standardized
- Norm Referenced & Criterion Referenced
- Content vs Skills
- Authentic vs Paper/Pencil



“Architects of Their Futures”

- **Locus of control:** role of student & adult
- **Motivation:** internal vs external
- Creativity vs compliance
- Education for Conceptual Age vs Industrial or Information Age
- Lifelong love for learning

Comprehensive Education

- **Whole Child:** Intellectual, Social, Emotion, Physical
- **Breadth:** broad array of subject area and specialty choices in “academics” & “arts,” etc.
- **Depth:** courses at various levels to meet student needs
- **Choices:** ability to try, decide, concentrate or diversify (some pathways & specialty programs)

Comprehensive Education

- Support structures
- Less-comprehensive curricula – eliminate or reduce arts and extras to focus on ELA, math, science, social studies; focus on standardized test scores

Balancing systems alignment
with capacity for student and
professional latitude.

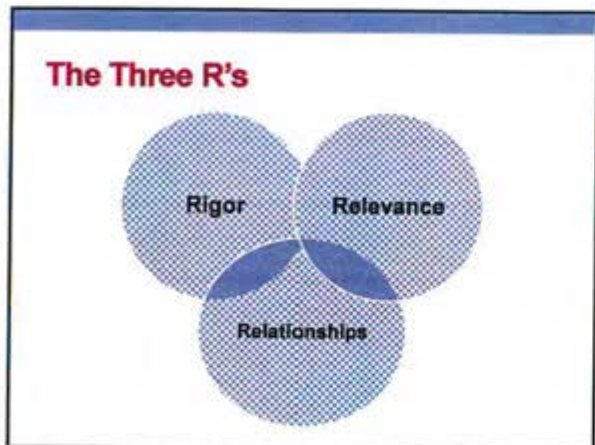
The hunt for the next "silver
bullet" or "shiny object" almost
never produces results.

Pathway to International Competitiveness

- PISA Study, NCLB vs Finland, Singapore and others
- Aggressive international benchmarking
- Quality teaching force (Teaching 2030, Barnett Berry)
- Aligned instructional systems that measure complex thinking skills

Pathway to International Competitiveness

- Commitment all students to those standards
- Use of professional systems of work organization instead of blue-collar models
- Funding systems that put the most funds behind the students who are hardest to educate



Curriculum design and implementation is a profession, not a hobby.

It is highly complex and can only be coordinated – not controlled.

In BHS we want a curriculum ...

- that's better than any other public school district.
- to inspire passion in our staff, administration, students and community.
- delivered at a cost our community can afford.

KEY ELEMENTS OF PRE-K,
ELEMENTARY &
MIDDLE SCHOOLS

Laurie McCarty

Sample Students

Student 1	Student 2	Student 3
4 years old	5 years old	6 years old (growth year)
Preschool since infant	No preschool	Preschool for 2 years
Knows number & colors	Doesn't speak English	Poor motor skills
Emotional issues	Great fine motor skills	Reads chapter books
Loves movement, active	Can add & subtract	Extremely verbal

Quality teachers, staff & administrators who ...

- Understand emotional & developmental issues
- Have deep knowledge of subjects taught
- Understand pedagogy and content
- Know how to assess and differentiate lessons
- Keep abreast of current best practice in instructional strategies
- Put students first, are passionate, have capacity and drive for hard work

Supports

- Small class size compared to other districts/small schools
- Reading Recovery/Literacy teachers
- General Education Resource Teachers (GERT)
- Para-educators
- Special education staff at a student:teacher ratio much lower than required

Supports

- Social workers who work with general ed students not just special ed students
- Media specialists in every building
- ESL teachers
- Occupational Therapist & Physical Therapist on staff
- Psychologists on staff
- PBIS: Positive Behavior Intervention Systems

Academic Opportunities Supporting & Enhancing State Required Curriculum

- Nature Center & Bowers Farm
- Wing Lake School House
- Cultures of Thinking
- Inquiry-based instruction
- Project-based learning and quality planning processes
- Promethean boards, iMovies

Academic Opportunities Supporting & Enhancing State Required Curriculum

- Materials/resources available
- Junior Achievement, Math Pentathlon
- MAP (Maximizing Academic Potential)
- Arts, music, PE, Spanish
- Band and strings start in 4th grade
- Educational assemblies & speakers

Academic Opportunities Supporting & Enhancing State Required Curriculum

- School-to-school partnerships
- Exhibitions
- 7th grade Diversity Journey
- Career days and mentorships
- Disability Awareness Day

True Middle School Concept

- Organizational structure that meets specific needs of adolescent learners
- Serve to provide a transition from elementary to high school
- Provide a wide variety of exploratory and/or elective experiences that are developmentally appropriate

True Middle School Concept

- Schedule allows all students to participate in the arts
- Teaming
- Extensive co-curricular opportunities
- Participation-based sports
- Reading instruction/academic extensions

Community Support

- Strong Parent/Teacher Organization
- High level of parent involvement
- Affiliation with BBFA (*Building Better Families Through Action*)
- Partnerships with libraries, police & fire departments

Community Support

- Recipients of high school community service programs
- BYG: Bloomfield Youth Guidance
- Oakland Schools

COMPREHENSIVE HIGH SCHOOL PROGRAMS

Ed Bretzlaff



Choices

Area	Courses
Academics	Advanced courses, AP, MYP, DP, six World Languages
Arts	Music, visual arts, performing arts, forensics
Unique Programs	Model HS, IA, Farm, Nature Center, Man in Nature, Radio, TV, STEM, Moodle, Parent Connect, Online Learning, Other Technologies, Community & Service
Co-Curriculars	Sports, clubs

Personalization, Support & Empowerment

Results

- College Admissions
- Grad Survey
- Parent Relationships/Satisfaction