

Advisory Committee on Teaching and Learning (ACTL)

Minutes

Syphax Building, rooms 254/256/258

Wednesday, November 2, 2022

Present: Bethany Zecher Sutton, Anne Paris, Gerald Mann, Shannan Ellis, Carl Seward, Kristin Devaney, Jackie Winkelvoss, Alice Tewell, Katie Cochran, Chris Woolfe, Lindsay Duch, Michael Cieslak, Jocelyn Gould, Kate McKenney, Erik Johnson, Jimisha Relerford, Alice Burke, Sarah Evans, Tia Alfred, Janet Sater, Jennifer Wheelock, Greg Eastman, Rachel Whirley, Merrit Gillard, Belinda Folb

Attending via Teams: Rosie O'Neill

7:00 pm, Welcome/announcements/approve minutes from Oct meeting (Bethany Zecher Sutton)

7:10, Debrief Social-Emotional Learning in breakout groups

Attendees split into two groups, one focusing on Elementary Schools and one focusing on Middle and High Schools, and discussed feedback on Social-Emotional Learning from their communities.

7:20, Transition back to full group and surface comments/suggestions/questions re SEL (Bethany Zecher Sutton)

7:30, Presentation from Math Department (Shannan Ellis and Carl Seward)

Presentation from Shannan Ellis, Elementary Mathematics Supervisor, and Carl Seward, Secondary Mathematics Supervisor. Key takeaways from [math presentation](#):

--All students receive high-quality instruction during core (Tier 1) instruction **based on need** through opportunities for accelerated learning, targeted interventions, and extensions. Elementary classrooms use a math workshop structure.

--Intervention and extension needs are **based on data** and determined within units.

--Student needs are more strategically targeted through small groups during core instruction. Some students require additional interventions which may occur outside of core.

--Ongoing data collection and classroom observations are used to determine necessary instructional supports for individual teachers, specific grade levels, and individual schools.

--Pandemic learning loss is addressed by acceleration instead of remediation. Remediation teaches all of the prior year's content before starting the current year's content. In Acceleration, the previous year's content is distributed throughout the year just before the relevant current-year content so students can move forward with all current-year content.

7:45, Comments from Math Advisory Committee Chair (Rachel Whirley)

7:50, Large group Q&A

8:25, Meeting wrap up (Bethany Zecher Sutton)