

Curriculum Liaison Council
Wednesday, October 9, 2019
6:30 p.m. - 8:30 p.m. in Room 100/101
Worthington Schools, Academic Achievement and Professional Learning



Role of the Council Members:

- Provide representative input to identify key issues and/or topics impacting the quality of education provided to Worthington students.
- Serve as a key communicator in conveying information from their building to the Council as well as information from the Council to their building.
- Provide input in developing parent and community engagement opportunities regarding the issues/topics identified by the SEC.
- Be familiar with the district website, key contacts, and other sources of information regarding curriculum, programs, funding, and buildings.
- Attend all meetings.

Guiding Principles:

- Be respectful of the time. Arrive on time, start on time, end on time, make good use of the time.
- Represent your building voice rather than individual issues or concerns; share what you learn.
- Be present, both physically and attentively.
- Be engaged.
- Listen.
- Share and allow others to share.

Agenda

1. Welcome and Introductions

Proposed topics based on your feedback in April:

- Worthington's Middle School Philosophy (10/9/19)
- Understanding the 4 Academic Focus Strategies and Goal House (10/9/19)
- Phoenix, Linworth and Worthington Academy (I will attempt to schedule a CLC meeting at one of these buildings.)
- Purpose, development, and use of Course Summaries, Course Planning Handbooks and Curriculum Maps
- English Learner Program Update
- IB and STEM Programs at the High School
- Social-Emotional Learning and Mental Health Updates
- Teacher and Student Presentations

2018-19 CLC Topics

Middle School Redesign, Social-Emotional Learning, Trauma-Informed Care and Mental Health, Middle School Science Lesson, Hands and Voices of Hope, Special Education, Reading and Writing Instruction, and Math Instruction/Lesson.

2. Academic Achievement & Professional Learning (AAPL) Team Presentation

“What are our 4 Focus Strategies and why do they matter?”

Purpose * Action * Impact

3. Neil Gupta and Angie Adrean

“Middle School Programming Update”

4. Future Meetings

- a. December 4, 2019 (Location TBD)
- b. February 26, 2020 - State of the Schools at WKHS
- c. April 15, 2020 (Location TBD)

5. AFTGOTO

In Attendance:

Kathya Mahadevan (Bluffsvie), Shawna Barrett (Brookside), Kristen Klopfer (Colonial Hills), Robert Strouse (Evening Street), Tesa Williamson (Granby), Chris Zircher (Slate Hill), Stephanie Fojas (Sutter Park), Amy Featherstone (Wilson Hill), Jill Grimm (Worthington Estates), Leigh Edwards (Worthington Hills), Tasha Addy (Worthington Park), Rebecca Billingslea (McCord), Patty Cooper (Phoenix), Carolyn Justus (Worthingway), Rondell Davis (WKHS), Jennifer Best and Julie Keegan (Board of Education), Margie Toy (PTAC), Angie Adrean, Patrick Callaghan, Neil Gupta, Kim Brown, Kelly Wegley, Tricia Merenda, Brian Geniusz, Tom Kaczmarek, Ben Rule, Kathy Riebel (WEC).

MEETING NOTES

Welcome: Angie Adrean

- Welcome CRAYON activity “What is your Color?” - introduce yourself, building, children, and describe yourself choosing your color. If you could make up a Crayola Crayon color, what would it be and how does it describe you? Here are our colors!
 - Tesa Williamson - Optimistic Orange
 - Shawna Barrett - Joker
 - Tom Kaczmarek - Exciting Fear
 - Julie Keegan - Flaming Yellow
 - Ben Rule - Journey Swirl
 - Patty Cooper - Eclectic Blue
 - Tricia Merenda - The Moment When Day & Night Touch

- Neil Gupta - Tennis Cruise
- Kim Brown - Blessings Blue
- Patrick Callaghan - Hopeful Haun Blue
- Kathya Madahaven - Optimism
- Jill Grimm - Magnif-Sea-Fant
- Tasha Addy - Sunbeam Yellow
- Kristin Klopfer - Grateful Green
- Rebecca Billingslea - Green
- Kathy Riebel - Energizer Orange
- Stephanie Fojas - All The Colors
- Chris Zerker - Mystery Color
- Rondell Davis - Smoked Chili
- Carolyn Justus - Coral Chaos
- Margie Toy - Busy
- Leigh Edwards - Happy Hue
- Amy Featherstone - Green
- Brian Geniusz - Science Day is February 15
- Kelly Wegley - Grow-eeen
- Jennifer Best - Travel Turquoise
- Angie Adrean - Couragish
- Rob Strouse - Brainstorming Blue

Role of Council Members and Guiding Principles

- Created previously by former CAO Jennifer Wene, Angie asked CLC reps last year and everyone gave a thumbs up so they remain the same. Please take a moment to read.
- 2nd role - Angie thinks this is one of the most important roles, as a parent in the district, we want to know what you hear, what you think. We did a survey at the end of last year for proposed topics for 2019-20. Kathy Riebel takes minutes at each meeting and sends them out to all members to take to their building PTA/PTO's.

Proposed topics based on feedback in April:

- Worthington's Middle School Philosophy (10/9/19) - will touch on tonight
- Understanding the 4 Academic Focus Strategies and Goal House (10/9/19) - will touch on tonight
- Phoenix, Linworth and Worthington Academy (I will attempt to schedule a CLC meeting at one of these buildings.) - last year did a science lesson at WWAY, will schedule something for this year
- Purpose, development, and use of Course Summaries, Course Planning Handbooks and Curriculum Maps - NEW this year
- English Learner Program Update - Lots of things are changing in the EL world
- IB and STEM Programs at the High School
- Social-Emotional Learning and Mental Health Updates
- Teacher and Student Presentations

Any topics for this year not covered? Updates on Gifted Program

What topics we covered at meetings last year:

- Middle School Redesign, Social-Emotional Learning, Trauma-Informed Care and Mental Health, Middle School Science Lesson, Hands and Voices of Hope, Special Education, Reading and Writing Instruction, and Math Instruction/Lesson

The AAPL Team put together this [PowerPoint](#) for the meeting. More information is included here than is captured in the minutes below. Please feel free to share this presentation with your building principles and PTA/PTO's.

Angie Adrean - What are our 4 Focus Strategies and why do they matter?

- TBT - Teacher based teams, BLT - Building Leadership Teams, DLT - District Leadership Team, all these teams are focused on our 4 focus strategies
- PURPOSE - ACTION - IMPACT - As a District Leadership Team (DLT), our implementation and progress monitoring strategies are focused on "Purpose-Action-Impact." We must be able to explain the purpose of the instructional goals and strategies (Action) to accomplish first and foremost. We must also have the data that shows this goal is necessary to grow our students. We then determine what the actions look like and when accomplished, are they making a difference. What is the impact? Are we seeing positive changes in our desired outcome? Should this continue to be a focus strategy or should we shift our focus?
- [Academic Goal House graphic](#) - By June 2021, leaders will use the DLT/BLT/TBT Process to develop, measure, and analyze effective instructional practices in order to reduce student subgroup achievement gaps by 50%, while increasing the quality of instruction for all students across all settings.

Tricia Merenda & Neil Gupta - Strategy 3 in the Goal House

All teachers will implement instruction that provides all students with opportunities to make their thinking visible through writing in all content areas and at all levels.

- Activity - Grounding "Think-Pair-Share" - discuss with rep next to you, lots of laughter, 2 reps shared
 - What do you remember writing when you were in school?
 - What was a highlight?
 - What was challenging to you?
- Giving students feedback, choice; publishing piece
- "Writing is not merely expressing ideas but also developing them" - Elements of Visible Writing - Writing is thinking on paper. Writing is a huge way for students to make their thinking visible so they can reflect on their thinking and we can give feedback on their thinking.
- We write in all content areas to lift and deepen our learning of the content standards in all subjects..

Kelly Wegley - Strategy 1, the Foundation of the Goal House

- All teaches will create a culture of empathy and support that scaffolds all students' academic, social, and emotional success

- Empathy in Action in WCS falls into three “buckets” : Equity & culturally responsive practices, MTSS, and Grading practices
- Tonight’s focus on EQUITY - exercise with the graphic: “What do you notice?” Graphic makes visual the differences between Reality, Equality, Equity, and Liberation
- By the Numbers - State of Ohio data for 2017, teacher and student demographics reveal that teachers who identify as white, non-Hispanic; 68% of students in Worthington Schools identify as white, non-Hispanic Our classrooms are increasingly diverse, making culturally responsive practices critical.
- Culturally Responsive Practice Handout - highlight words (also on slide) that seem significant or really important - participants shared several of the following: approach, students’ and teachers’ lived experiences, reflect, high-quality instruction, high expectations, involving students in multiple phases of academic programming, ongoing commitment
- Culture Tree Handout - To be a culturally competent educator, each individual teacher needs to be competent in their own culture. Participants took a look at the handout and answered one or two questions in the shallow and deep layers; answers to these types of questions help us to better understand who we are and why we react as we do.
- On October 18, 60 staff members will work with Wesley Williams II for 3 hours of work in the morning; in the afternoon WESP gets to work with him, too, to really dig into this work.

Patrick Callaghan & Kim Brown - Strategy 2: Informational Text

- All teachers will use informational text in all content areas and all levels so that all students read to learn and extrapolate information that extends learning.
- National research shows that adults read 80-84% on informational text, rather than fictional text
- Specifically, Create tools that define and support use of informational text across all disciplines and Provide professional and learning support
- Discussed the [“Reading Instruction in the Worthington Schools” brochure](#)

Tom Kaczmarek and Brian Geniusz - Strategy 4: Depth of Knowledge (DOK)

- Goal: All teachers will implement instruction that reflects their understanding of Depth of Knowledge such that all students exhibit deeper levels of critical thinking.
- Representatives from Worthington Schools met with Worthington Industries and Abbott Foods over the last year to talk about partnerships - what are you seeing in terms of college graduates
- Top 10 Skills in 2020 according to the World Economic Forum - The Top Two - Complex Problem Solving and Critical Thinking - are in high demand from the business world.
- DOK - the complexity or cognitive demand of completing a task
 - DOK 1 Recall and Reproduce
 - DOK 2 Apply knowledge and skills/Use basic reasoning
 - DOK 3 Think strategically/Use complex reasoning and planning
 - DOK 4 Think extensively
- DOK helps to align standards, instruction, and college/career readiness skills.

- DOK example questions from ELA, Math, Science, and Social Studies were shared and are available in the presentation.

Neil Gupta & Angie Adrean - Middle School Programming Update

- With only a few minutes left in the meeting, a quick summary was given, please review this section of the PowerPoint for more information. At this time, a committee of over 30 staff members have spent time reviewing master schedules from other school districts around Columbus and across the nation. They spoke with 6th grade staff and middle school staff to gather feedback on what a master schedule should and could look like. They will need to review the feedback against enrollment information, staffing, and space in order to determine a final master schedule to be shared in the Spring.

Feedback Handout - CLC Reflections 3, 2, 1

- 3 Take-a-ways from tonight I want to share back at my building:
 - WCS is actively addressing gap in dyslexia support at all levels
 - WCS is pushing students' critical thinking skills
 - Helping students make their thinking visible
- 2 Questions I want to know more about:
 - How is all of this being reflected in grading practices? Allowing for failure?
 - How are the educators in the district reviewing these goals without just writing them off as the "education flavor of the week?"
 - % correct DOK 3 results from last year's OST results (ELA, Math, Science, SS)
 - Testing for learning/development disabilities
 - I'm curious what the breakdown of DOK on state tests looked like? How many #1, #2, #3 on a given test? Is this public access information I can find on the internet and if so, where?
- 1 Other thing I would like to share with you:
 - I hope you are seriously considering adding more exploratory classes for middle school students, hands-on/life skills.

THANK YOU!

- Thanks for having the courage to think creatively and share your artistic talents with us this evening. We appreciate your work and partnership with us!
- Future meeting dates - December 4 MIGHT take place in one of our school buildings, possibly Phoenix or Linworth
- February 26 - State of Schools at WKHS, will meet prior and serve pizza/salad
- April 15 is our last meeting, location TBD

**HOW
WE DO ANYTHING
MEANS EVERYTHING**

- Dov Seidman