

Curriculum Liaison Council
Wednesday, October 7, 2020
ZOOM 6:30 p.m. - 7:30 p.m.
Worthington Schools, Academic Achievement and Professional Learning



In Attendance:

Laura Kallister & Kathya Mahadevan, Bluffsvew; Shawna Barrett, Brookside, Emma Lindholm, Colonial Hills; Tesa Williamson, Granby; Angie Nessler, Liberty; Chris Zircher, Slate Hill; Krista Keipper, Sutter Park; Amy Featherston, Wilson Hill; Kisha Gunn, Worthington Estates; Tasha Addy, Worthington Park and PTAC; Kelli Davis & Margie Ma, McCord; Patty Cooper, Phoenix; Kim Zupfer, Worthingway; Adrienne Carr (Asst. Principal) & Teresa Bode (teacher), TWHS; Rebecca Billingslea & Erica Backhurt, WKHS; Nikki Hudson & Sam Shim, BOE; Angie Adrean, Kathy Riebel, Tricia Merenda, Briain Geniusz, Tom Kaczmarek, Neil Gupta, Patrick Callaghan, Kelly Wegley, Toya Spencer, Suzanne Palmer, Ben Rule, Renee Brinson, Beth Reyna-Williams, Kim Brown, WEC, Academic Achievement & Professional Learning.

Agenda

1. Welcome & Introductions
 - a. [Google Doc](#) for Future Topics
2. Diversity, Equity, and Inclusion in Worthington Schools
3. The Impact of COVID19 on Teaching and Learning - Preparation for Remote and Hybrid Learning
 - a. Seesaw/Schoology LMS training
 - i. Facilitated by instructional coaches, library media specialists, teachers who have participated in extensive PL on the pedagogy of blended learning
 - ii. Self-paced options
 - b. Responsible, Restart Curriculum & Instruction series
 - i. Session 1 (July 20) - listening and information gathering
 - ii. Session 2 (week of July 27) - support planning and/or document development
 - iii. Session 3 (August 5) - collaborating and planning
 - c. PL and other work Aug 17-28
 - i. Best Practices in Remote Learning (including building community), Seesaw/Schoology Beyond the Basics, Supporting Families and Students in Seesaw/Schoology, Culturally Responsive Teaching & Leading
 - ii. Connections with families and pre-assessment
 - d. Remote to Hybrid

- i. "Grateful, Proud, and Curious"
 - Synchronous and Asynchronous
- ii. Internal and External Key Communicators and teacher groups 6-12, 2-5, and PreK-2 grade bands
- iii. Your Experiences/Reflections

4. AFTGOTO

Meeting Notes

Welcome - Angie Adrean

Angie welcomed everyone and asked that they answer the question in the chat box to get the evening started. She then introduced Dwight Carter, the Assistant Director at Eastland Career Center. They worked together previously in Gahanna and are also good friends. They started as principals in the same district, wondering if they were doing things right, and they found their way together. He's working on getting his superintendent's license and has asked Angie to be his advisor. Dwight also worked with Neil Gupta at New Albany schools for several years.

Angie welcomed all of the CLC members and they introduced themselves, followed by introducing the Academic Achievement & Professional Learning (AAPL) team members. Angie thanked all of the CLC members for being a part of the CLC, saying you make us better and your input matters in the work that we do. Angie also expressed how proud she is of the AAPL team and all the work they have accomplished since the Spring. We made quick adjustments to teaching and learning in the Spring, but also knew that we needed to be better and do better as we continued to educate our students during a pandemic. We will share our work during tonight's meeting and gather your feedback.

Angie asked everyone to read the role and guiding principles of the CLC and expanded on a few:

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.
- ❖ 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.

As key communicators, Angie stressed that while the CLC only meets 4 times per year, to please feel free to email or call her to share things happening in your buildings or if you have any questions. CLC members act as a liaison between their buildings and AAPL. If something comes up, you don't have to wait until the next meeting. Also:

- Be familiar with the district website - there are lots of updates and changes to our AAPL website, please take a look. Due to time constraints, we took this off the agenda for tonight, but please take a look at it and give feedback.
- Please attend meetings, if you can't, feel free to reach out to your PTA/PTO to have someone represent your building.

Diversity, Equity, and Inclusion (DEI) in Worthington Schools

- **Angie Adrean** - 6 years ago we spent time with Dr. Miranda from OSU talking more about DEI in Worthington Schools, we needed to have someone to lead us in this work. Kelly Wegley and other members of AAPL took ownership and worked to get us in a good place through implicit bias and culturally responsive teaching and leading professional learning. However, we needed someone that could focus solely on this work. The BOE and Trent supported us in this work and approved the hiring of a Director of Diversity, Equity, and Inclusion. Angie Adrean and Jeff Maddox organized an interview team and led the process to hire Mrs. Toya Spencer. Toya was hired in August and she is already super busy! We created the job description but we weren't really sure what we were describing, we wanted the person hired to have the autonomy to really create and build upon this job description. What is most important right now is Toya getting into the buildings and talking with the students, the teachers, and the parent groups. Watching Toya work and how she listens and engages with people, I know she is going to take us far!
- **Toya Spencer** - Super excited to be in the district, to be in this role! Husband grew up in Worthington, went to Wilson Hill, Worthingway and TWHS. While she didn't grow up here, she does understand from his perspective what it was like to be a black male in the district, the positive and not so positive. They have a son that will follow in his footsteps and will be impacted by the district's decisions as well. Toya comes from the corporate world, she didn't have a background in education and finds this work to be more appealing to her. Everything lined up, she believes in purpose, that we all have a path/a journey in life, and feels this was where she was being led to. Her job is all about relationships. Toya is partnering and collaborating with all of us to see the change in the district we want to see. She has met with every board member, principals and staff. She has started student conversations called "Talks with Miss Toya" and had her first one yesterday with some TWHS students. She said it was fascinating to hear the stories from females of color. She wants them to know she's not only an administrator but that she's here for them too! She

wants them to feel comfortable and confident talking to her. Her next Talk with Miss Toya is next week with students from WKHS. She has also met with some parent groups. Toya said her job is all about connecting with the community; it's all about the relationships we have! She was also a guest speaker in a class at Linworth, and felt it was exciting to be in a building with students during a separate visit to Kilbourne HS. When visiting the buildings, there are 4 things she heard:

- They want to see support from her, training and conversations around race, to have a greater comfort and ability to approach it;
 - They want more diversity in staff. As a district, we have been working on it and there is definitely an opportunity for us. They asked if we could bring in guest speakers that reflect our students and look like them.
 - They hope for more involvement in our PTA/PTO's from our families of color, examining why it kind of looks one way; are we doing something as a district where we inherently have things where people don't feel connected?
 - As far as curriculum, they want to see more diversity in books and addressing the idea of how we can make it more inclusive.
- **Angie** - DEI will be part of our Panorama surveys this year. We have an opportunity to dig deep and ask questions around diversity and cultural awareness. There will be a subset of questions we will ask students in grades 6-12 and also asking our teachers the same sort of questions. This will help Toya have a really good baseline understanding of what our teachers are feeling.
 - This is the fourth year of our Social Emotional Learning Survey. This is administered once in the Fall and once in the Spring. Our topics this year include Sense of Belonging, Teacher/Student Relationships, School Safety, Self-Efficacy, and Rigorous Expectations. This year, we have added Cultural Awareness and Equity and Inclusion.
 - **Angie and Toya** - we are working on an equity audit that will allow us to look at our district finances, to dig into how we operate, the policies we have in place, and through those policies do we have areas where we unknowingly have bias or outcomes impacting one group more than another group. We will be putting together a core committee to help us with this self guided assessment, and at the end we will get a detailed report to give us our health from a DEI perspective. After all of this, we feel we will have enough information to begin creating a strategic plan.

The impact of COVID 19 on Teaching & Learning

- **Angie** - Back in the Spring on March 12 we transitioned our monthly AAPL meeting to discuss the possibility that schools might be shut down. As a team, we began discussing how quickly we might need to work in order to make this change? Good thing we had that meeting that day, the AAPL team jumped in to get information out to our families quickly as we had to move into remote learning sooner than expected.
- We did well to make it all happen quickly in the Spring, but we knew we needed to do more and do better if this way of teaching and learning were to continue in the Fall. The AAPL team jumped in once again to figure out what they needed to get in place to help our

students and families. We didn't have a common learning management system. We had google docs but not a way to interact with students and teach them, including feedback in a hybrid or remote setting.

- Our high school teachers who teach Blended Courses were already using Schoology and it was working well, so we made the decision to keep this for grades 6-12. Pre K-5 was up in the air. Seesaw became the learning management platform for this group as we started using Seesaw for Summer School. In the Spring and Summer, teachers worked day in and day out to understand how to use these learning management systems. They took classes, trained themselves and instituted a "train the trainer" model of learning. Our Library Media Specialist jumped in and agreed to be trained, our instructional coaches taught teachers, and Cathryn Chellis, our guru with blended learning, worked all summer to make sure teachers had what they needed to begin teaching this Fall; Cathryn's work included empowering teacher leaders to facilitate the learning of other teachers.
- A significant reason for going with Schoology and Seesaw was protection of student records and security, better than we could get in a Google Classroom.
- **Kelly Wegley** - Led by the AAPL curriculum and coaching teams, teachers met in cross-district collaborative teams (beginning July 20) for a 3-session Responsible Restart Curriculum and Instruction Series. During the August 17-31 window, teachers engaged individually and with collaborative teams in professional learning focused on best practices in remote learning (including relationship building in a Zoom classroom), additional features of Seesaw and Schoology, how to support students and families in use of Seesaw and Schoology. Further, all school staff participated in learning focused on culturally responsive teaching and leading practices, which included understanding their own cultures, as well as developing holistic knowledge of students. Teachers at all levels also used this time for diagnostic assessments and to connect with students and families individually prior to the start of remote learning.
- As the district prepared to transition to a hybrid learning model (and a second "first day" of school for 2020-21), the AAPL team met with focus groups of teachers to hear their questions, concerns, needs, and ideas. The team then collaborated to create guidelines addressing key instructional questions of participants, incorporating researched best practices, and with the ability to evolve as needed.
- **Angie** - We know as parents you also had to prepare for remote learning at home in a different way, maybe even a more stressful way. Patrick Callaghan and Angie realized they needed to connect with learning centers and daycares, they visited to talk to them about how to structure daycare to help support our students.
- Some CLC members talked about what it's like at home during this time. (See chat) Parents spoke positively about the schedule and appreciated the ongoing communication from teachers and leaders. A couple parents stated there was not enough learning being assigned on the asynchronous days.
- MAP testing question - will not do MAP testing in the Fall as we want students and teachers to focus on Schoology and Seesaw, and moving from remote to hybrid. We will be ordering MAP tests (growth assessments-**MAP**® Growth™ measures what students know

and informs what they're ready to learn next by dynamically adjusting to each student's performance) for the Winter and Spring.

- **Neil Gupta** - visited classrooms at TWHS this morning. One way hallways are a bit difficult to navigate. Weird if that's the word to use, walking into classrooms and not all the seats are filled. He sat in 3 classrooms and found that masks didn't prevent the students from interacting with the teachers, and teachers knew to speak louder and use hand gestures. The students are figuring it out and we are proud of our kids! He said it made him feel better and it was pretty cool to see kids back in school!
- **Adrienne Carr** (Asst. Principal at TWHS) - she said her team was concerned what relationships would be like with students about masks. Said it has been wonderful to see kids being vigilant with masks, the staff doesn't have to work to get them to keep them on. They are using hand sanitizer and adhering to all the protocols they're asking. The students have been great through the whole process as weird as it is! SHOUTOUT to the kids!

Closing

Angie thanked the CLC representatives, said how much we appreciate their support and feedback, and that we are better learning from the CLC reps! We don't get to experience, see and feel what they have with their children in the evenings. Angie said to PLEASE feel free to email or call her, that we are partners in this work!