

# Central Ohio Curriculum Leaders Network Feedback from September 28, 2018 meeting

## Summary of Survey Results

### Qualities/conditions that would make this network valuable

- Built in time to talk / share / chat / collaborate / discuss / learn from each other / learn about what initiatives/programs/processes other districts are doing – both in the large group and on a 1-to-1 basis (8)
- Communicate topics ahead of time so that we can prepare; send agendas in advance (4)
- Provide list of contact information for those in the network so that we can easily reach out to peers(2)
- Ability to submit topics ahead of time
- Focus on current issues/topics/work
- Continue to focus only on curriculum and instruction topics
- Include only individuals currently in the job
- Provide brief information on relevant topics – today was good on this front
- Ability to ask questions of one another about common practices, what works, things to avoid, etc.
- Time for collaboration about what's working/not working in other districts (2)
- Hear about problems people are trying to solve. Break out into smaller groups, if people have similar needs.
- Opportunity to discuss plans/programs being successfully implemented in the district
- Specifics on what districts are working on and what problems and/or successes they are having
- What is everyone's "Big Fours"
- Examples of practical implementations – What does it look like? For example, how are curriculum teams using a particular strategy (and what is it) to positively impact students?
- Identify ways to pool resources to support our singleton and specialty area teachers
- Open to simply meeting the participants and hearing topics others want to discuss

### Specific topics of interest – sorted into similar topic groupings

#### Legal Updates related to Curriculum and Instruction

- For January - Legislative updates on lame duck session
- Specific updates and implications of ESSA
- Future legislative possibilities and updates of latest legislation
- District's Legal Advocate: challenges and lessons learned
- Update on SB 216

#### ODE Updates

- ODE Updates - most current information and what is pending (2)
- OTES – what's new – spring
- OIP Process Update and Changes
- Update on OTES, OPES, OSCES

#### Graduation Requirements and College/Career Readiness

- Graduation requirements (2)
- Profile of a graduate
- Areas of study – pathway development
- Future Ready Ohio
- Graduation cohort
- Graduation pathways

- Graduation changes
- Class rank, GPA
- Changes to industry recognized credentials
- How are districts dealing with the graduation points issue, since alternate options are not available anymore?
- CTE pathways
- Workforce development, college/career readiness
- CTE – not at career centers (2)
- Partnerships with CCP/ career tech
- Intervention for graduation

#### Innovative Programs and Practices

- Portrait of a Graduate
- How districts are implementing their vision, specifically how districts are trying to balance work on state report card and innovation
- PBL – how districts are providing PD and how built expectations, structures for this (3)
- PBL and other transformational practices that hope to prepare students for the rapidly changing workplace
- Innovative practices
- Mastery Based Learning
- Progressive teaching and learning / Curriculum
- Mastery at elementary - appropriateness of it at this level
- UDL
- Transforming instructional practices

#### Local Report Card and Data/Data Analysis/Data Teams

- Update on the state accountability system, including changes on the Local Report Card (2)
- Reporting on the state report card - internal and external (2)
- How do others analyze their data from OST / NWEA MAP (2)
- Data conversations – how districts are focusing on areas of struggle
- Data teams, TBTs
- TBT, BLT, DLT
- Leading data teams – structures, protocols
- OIP, TBT successes
- District data analysis
- State assessment data
- Assessment (2)

#### Curriculum and Instruction - Leadership, Functions, Structures, Protocols

- How districts are handling curriculum cycles and resource selection – detail on processes
- Curriculum mapping - What works? (3)
- Curriculum topics – what piloting, working on and what processes are used
- Work – life balance
- Opportunities or ideas on how we can do our jobs better, specifically
- Facilitating effective curriculum meetings
- Instructional rounds, walkthroughs – Is anyone doing this and what are the processes? (4)
- Instructional coaches, coaching models, structures (3)
- Improving student achievement
- Standards revision
- Summer school programming (4)

#### Intervention and Student Support Services

- PBIS
- MTSS (5)
- RTI process, structures (2)
- SIOP Model – EL
- Closing achievement gaps (2)
- Supporting all students through core curriculum
- Serving gifted student in the middle school (model, program)
- Gifted changes
- Gifted services – how responding to Ohio 2017 operating standards
- Intervention for EOC exam retakes
- Strategies for high poverty students

#### Social Emotional Learning (SEL)

- SEL and how districts are addressing this (4)
- SEL particularly 7-12
- SEL supports
- Student engagement

#### Professional Development

- Building capacity and teacher professional learning
- PD and structures for how to evaluate
- Supporting building principals
- Best ways to support building administrator's growth
- Planning / implementing effective professional development
- PLCs best practices

#### Middle School

- Middle school redesign ( bell schedules, course offerings, electives) - (2)
- Course offerings, specifically in middle school

#### Literacy

- Secondary literacy
- Literacy
- Struggling readers – successes and how monitoring at the district level

#### STEM

- Geometry – improve student achievement in grades 9-12 (2)
- Geometry standards and professional development
- Science – STEM design
- Technology engineering – what are districts doing?

#### **Other comments or suggestions**

- Be cognizant of “sit and get” time and the 10:2 rule. Even adults become disengaged after ten minutes of sitting and listening to someone talk. Model good teaching practices. Could we have received Evidence Based Clearinghouse website ahead of time and come prepared to ask questions?
- Use Ed Camp, Padlet structure/format
- Set up room so that everyone can make eye contact, if possible.
- Schedule/combine CLN meeting with other related group meetings on a common date
- Give lists of what other networks exist, including who / how to contact, when they meet, etc.