



CURRICULUM COUNCIL Minutes August 20, 2020

Members Present: Angela Heffner, Courtnee Morris, Cathy Collins, Patrick Horstman, Julie Stewart, Fran Mort, Jill Ackerman, Jackie Blosser, Matt Quatman, Joel Steinmetz, Kristin Lee, Brian Wischmeyer, Lee Stockhaus, Peter Badertscher *purple not in attendance*

Old Business-

SRA Corrective Reading- a previously approved program was being used for a Tier 3 instruction for self-contained classrooms when appropriate. *See attached program description at end of minutes.*

New Business –

Generation Genius: sponsored by Joel Steinmetz.

Special Guests: Tyler Huber and Jordan Reffitt

Supplemental Science Resource for 5th Grade and 6th grade. \$795 per year for a building.

High quality material linked to NSTA and to Ohio standards. Entertaining Videos and in depth lesson plans are a part of the site. Lessons are set up in the 5E format and many of them have hands-on experiments and activities for students.

<https://www.generationgenius.com/science-videos-for-kids/>

<https://www.generationgenius.com/>

Discussion: Jackie moves and Patrick seconded. Approved without dissent.

Health Books Adoption: Fran M.

John Z. needs to set up a committee to look at researching possible new textbooks. Health is NOT included in the textbook adoption cycle at this time.

Committee Updates

Arts –

6 new staff across district. Working on how to make performance classes more rigorous for online. Only performances scheduled so far are at HS level. Other levels waiting for student enrollment to settle.

Career Tech –

We are making sure that all the programs have the appropriate credential process set up for all students to get certifications they need.

Ag Program starting well. Working on setting up internships when students are ready.

Looking to step up awareness of career tech programs and opportunities before HS starts.

ELA –

LETRS – List of teachers at each level of completion is attached at end of minutes.

HS department worked during the summer with Brandon D. weekly and set priority standards for 9 and 10 for each unit. 11 and 12 have started the work now also. 7-8 will be next focus level.

All new textbook adoption training is finished except for North and Liberty who didn't receive their TE yet.

Cheryl Burn, ELA learning specialist from ODE, will be here to work with 7-12 for this year.

Jackie to make a walk-through template for Principals to use to replace Morphology walkthrough.

Math –

Ready Math pilot is up and running at Heritage. Training their online teachers Friday, the 28th, on how to implement Ready Math during online instruction. Planning a parent meeting for parents on how to support their scholars with Ready math.

i-Ready webinar training for 7th and 8th grade teachers completed on August 4th. Not a lot of teachers attended but the webinar was recorded and shared with principals and building coaches to share with their teachers who were not able to attend.

Planning process has begun to work with Brandon Doubek on prioritizing math standards, the same work as what the ELA team did this summer. We will be working with grade bands; 3-5, 6-8, and Algebra (including Fundamentals), Geometry, and Algebra 2. The plan is to begin meeting (virtually) with teacher teams in September. Teresa and I are hoping to be able to present a short overview of this work with principals next week during DLT if time permits. I will have more information for the council during our next meeting.

Meeting with Liberty's principal and coach to work on what online instruction might look like for grades K-5 math, tomorrow. *Sent digitally by email 8/20/2020*

Science –

K-5 science curriculum is up for adoption this year.

Standards revision is complete for this year.

Imagination Station is usually a Fifth grade thing. No field trip this year. HOLD OFF until the spring.

Social Studies –

Sponsorship through National Guard for the financial literacy class.

Textbook shortages in some buildings...ordering more for 5th grade at this time.

ConnectEd is now through google chrome waffle.

K-4 online accounts are being reviewed.

Standards are now on full implementation of the new standards.

Special Ed. –

Brian recommends a SPED teacher on Health textbook committee.

GOALBOOK training was held and well received.

Technology –

BENQ video issues – Display device. Pete recommends that it is used with a device attached for best use.

?Will video uploads over-load wifi connections during the day? – Probably not an issue.

YouTube is blocked. Teachers using iPads to video for online learning are created as YouTube so thus they are blocked. Unblocking YouTube can create "mature" content available.

Until future notice we will continue to use Google Meet for Curriculum Council Meetings.

Motion to adjourn Meeting was made by everyone and seconded by everyone and was approved at 1:52 P.M.

Language Essentials for Teachers of Reading and Spelling (LETRS) Course Update

August 2020

Building	# Completed	# Beginning Year 2 Unit 5-8	# New Starts	Notes
Freedom	10*	4	1 fourth grade teacher	*1 needs to finish Bridge to Practice
Heritage	30*	0	0	*Second Cohort needs to finish Bridge to Practice
Independence	18*	0	3 fourth grade teachers	*Second Cohort needs to finish Bridge to Practice
Liberty Arts	12	0	New 2 nd grade teachers and 4 th , 5 th 6 th	*Second Cohort needs to finish Bridge to Practice New second grade teacher needs course replacing trained teacher who left.
North	Last year was year 1 with 10 completing year 1 Unit 1-4	4 need Unit 7-8 and complete Bridge to Practice 6 need Unit 5-8 year 2 course	Grade 5 and 6 ELA Gen. Ed. Teachers	
South Sci. Tech	6 including K teacher who left the district	0	New 1 st grade teacher, adding 4/5 teacher and 6 th grade teacher	
Unity	9* One 4 th grade teacher left the district	2 need Unit 5-8 1 needs to finish Unit 8	1 new 2 nd teacher and 1 4 th grade teacher	3 need Bridge to Practice
Preschool	All teachers completed the course and Bridge to Practice		1 new preschool teacher at Unity	Will not start the course until Jan.

Tier 3 Reading and Writing Instruction for grades 3-6

The ELA Implementation Team and textbook adoption committee has selected SRA/McGraw Hill Corrective Reading, Decoding and Writing for Tier 3 instruction intended for self contained classroom where appropriate based on student needs.

Corrective Reading provides intensive direct instruction-based reading intervention for students in Grades 3–Adult who are reading below grade level. This Direct Instruction reading intervention program delivers tightly sequenced, carefully planned lessons that give struggling students the structure and practice necessary to become skilled, fluent readers and better learners. The program includes a decoding component and a comprehension component. There are 4 instructional levels in the program ranging from beginning reading through a sixth grade level. Students are placed in the program based on a placement test that determines the most appropriate level to begin their direct instruction. Instruction in the program takes place daily and is aligned to the district instructional time expectations for language arts.

This program is not new to the district. It was used at the middle school level in special education before the reconfiguration to 5/6 and 7/8 building structures. The program has been around for more than 60 years and has much research available on its success in teaching nonreaders to read at a functional level.

Materials have been ordered for self contained units at all four elementary buildings and for North. Virtual training for the program is included and will take place once the materials arrive. Additional follow up training and classroom coaches are available at a cost.

Regional Literacy Specialists

Background

In order to improve language and literacy development and outcomes for children in preschool through grade twelve, a variety of resources are needed to support teachers, early learning professionals, educational leaders and families. The Regional Literacy Specialists will provide targeted and intensive supports to a uniquely identified urban district. This specialized support aims to build better outcomes for students with disabilities and any student who struggles to become a proficient reader.

This job description has been developed recognizing that the hired specialist may require additional training in the science of reading or aspects of special education and such training will be provided intensely in the first year of employment and will be ongoing for the remaining years of employment. The State Support Team director will work in tandem with the Office for Exceptional Children and the Office of Approaches to Teaching and Professional Learning to ensure that the specialist receives all required training/onboarding to be successful in this role.

Minimum Qualifications:

The State Support Team (SST) will employ one full-time staff person to serve as the Regional Literacy Specialist. This person will support one of the uniquely identified districts. The SST will adhere to the following minimum qualifications of this personnel:

- Master's degree in special education or related services; or bachelor's degree in special education and master's degree in reading/literacy or another appropriate field (i.e., speech and language pathology);; or master's degree in reading/literacy and at least 2 years serving as a Regional Early Literacy Specialist under the current State Systemic Improvement Plan;
- Experience teaching in an urban setting;
- Knowledge of the science of reading and evidence-based language and literacy practices, methodology and remediation/intervention techniques;
- Preference given to candidates with experience in leading and facilitating change;
- Excellent oral and written communication skills;
- Experience in providing professional learning opportunities to increase language and literacy outcomes;
- Ability to interpret educational data from a wide variety of resources (i.e., K-3 literacy measure on the district report card, screening and diagnostic data); and
- Experience facilitating or participating in the Ohio Improvement Process preferred (working at the teacher, building and district level).

Roles and Responsibilities

1. **Collaborate with district and building leaders to develop a literacy support plan based on a comprehensive needs' analysis.** This will be completed in partnership with the Ohio Department of Education's urban team, office for improvement and innovation team, literacy team, State Support Team staff and a Regional Data Lead. The Regional Literacy Specialist will:
 - a. Collect and analyze district data specific to literacy supports. Data will include:
 - i. An inventory of district literacy efforts currently in place;
 - ii. Curriculum and instructional material audits for all tiers of instruction;
 - iii. Assessment audits, including identifying any exclusionary practices;
 - iv. Reading Tiered Fidelity Inventory in all (or identified) buildings. This includes secondary buildings:
 1. Year 1: Tier 1 in all buildings;
 2. Year 2: Tiers 2 and 3 in all buildings with a goal to move to 80% on all subscales over 5 years;
 - v. Grade-level and building-level student outcome data; and

- vi. District special education profile.
- b. Use data collected above to collaborate with district and building leadership to develop a multi-year literacy support plan that includes a scope and sequence of activities to improve literacy outcomes for student's pre-K- grade 12 that includes:
 - i. Working with district leaders to share results of building Reading Tiered Fidelity Inventories to inform the overall district literacy plan;
 - ii. Identifying professional development needs based on the comprehensive needs analysis and prioritize those needs;
 - iii. Developing a professional development plan to be implemented district-wide (see ODE PD plan template);
 - iv. Developing a coaching service delivery plan based on results from the comprehensive needs analysis;
 - v. Working with building leadership teams to develop building-wide reading plans aligned to the overall district plan and differentiated to meet building specific needs;
 - vi. Providing district support and consultation regarding literacy screeners, diagnostics and assessments, including curriculum-based measures and progress monitoring tools; and
 - vii. Providing support related to evidence-based language and literacy strategies and differentiated instruction techniques by engaging in the following:
 - 1. Participate in grade level and building team meetings, based on need;
 - 2. Participate in periodic building walk throughs to observe reading instruction and provide recommendations, based on need and data;
 - 3. Support the district, buildings, and teacher teams with data analyses, and planning regarding literacy programs and initiatives;
 - 4. Develop and provide professional learning opportunities for building and district staff; and
 - 5. Provide coaching for SST provided literacy trainings (i.e. LETRS, Heggerty, Explicit Instruction, Reading Tiered Fidelity Inventory, Sit Together and Read, Jim Knight Coaching, etc.)
- 2. **Participate in Ohio's State Literacy Network and Regional Professional Learning Series for Literacy.** The Regional Literacy Specialist will:
 - a. Attend all scheduled meetings and trainings organized by the Department;
 - b. Be an active member and participant of the State Literacy Network. This includes attending monthly meetings and collaborating between meetings with literacy colleagues throughout the state; and
 - c. Participate in the monthly regional professional learning series and engage with SST/ESC team members to build the capacity of the regional network.
- 3. **Participate in professional learning to deepen content knowledge and further strengthen skills.** The Regional Literacy Specialist will:
 - a. Complete LETRS, 3rd Edition and Early Childhood training (online and face-to-face components);
 - b. Complete the LETRS facilitator training, when offered and required;
 - c. Complete systems coaching training;
 - d. Complete Jim Knight online Instructional Coaching training (for the purpose of being able to train others);
 - e. Participate in additional intensive opportunities with literacy experts (state and national);
 - f. Participate in professional learning designed to increase knowledge and skill in working with diverse populations;
 - g. Participate in professional learning designed to increase knowledge and skill in integrated comprehensive systems;
 - h. Participate in Ohio Improvement Process training;
 - i. Participate in social and emotional learning training; and
 - j. Participate and present at external trainings/workshops/conferences (e.g. Plain Talk);
- 4. **Provide regional literacy support.** The Regional Literacy Specialist will:

- a. Co-facilitate a regional literacy network-working directly with the Regional Early Literacy Specialist and any additional SST team members supporting the local network; (SST Director will determine if preschool network is integrated or in addition to regional literacy network for school age);
 - b. Facilitate regional professional learning focused on Integrated Comprehensive Systems for Equity; and
 - c. Other supports as assigned.
5. **Communicate with SST Director and SST Colleagues.** The Regional Literacy Specialist will:
- a. Attend monthly regional literacy specialist calls with the Department team to:
 - i. discuss literacy efforts across the 11 districts;
 - ii. identify needs;
 - iii. share problem of practice protocol; and
 - iv. document literacy progress in the district.
 - b. Regularly communicate district and regional work with SST Director, SST Colleagues and ODE Urban Support Team.