Committee Members   Administrative Representative
Molly McCullough, Chair   Marie Morse, EdD.
Susan Mailman, Vice-Chair
Jermoh Kamara

OFFICE OF THE
CLERK OF THE SCHOOL COMMITTEE
WORCESTER PUBLIC SCHOOLS
20 IRVING STREET
WORCESTER, MA 01609

AGENDA #9

The Standing Committee on TEACHING, LEARNING AND STUDENT SUPPORTS will hold a virtual and/or in-person meeting:

on: Monday, October 16, 2023
at: 5:00 p.m.
in: Room 410, Durkin Administration Building or online at the link HERE or below:
        https://worcesterschools.zoom.us/j/85472166668?pwd=anJDWkE4b0tJZ2lSN zFoR3pBYzcxQT09

ORDER OF BUSINESS

I.   CALL TO ORDER
II.   ROLL CALL
III.   GENERAL BUSINESS
gb 2-201.1 Mailman
        (July 11, 2022)
To review the availability of childcare for system educators in various positions and in various geographic parts of the city; one example - high school teachers at Burncoat and lack of early childcare availability in the area. Past practices?

gb 3-109.1 Administration
To consider approval of the new course, Unified Physical Education, to be piloted at Burncoat High School for 2023-2024.

gb 3-207.1 Administration
        (August 28, 2023)
To consider approval of the Vision of a Learner.

IV.   ADJOURNMENT

O.   General Business   ITEM: gb 2-201.1
       Mailman   S.C. MEETING: 10-12-23
       (July 11, 2022)

       ITEM:
       To review the availability of childcare for system educators in various
       positions and in various geographic parts of the city; one example - high
       school teachers at Burncoat and lack of early childcare availability in the
       area. Past practices?

       PRIOR ACTION:
       7-21-22 - On a roll call of 5-2 (absent Mayor Petty and Ms. McCullough) the
       item was referred to the Standing Committee on Teaching, Learning and
       Student Supports.

       5-10-23 - Dr. Morse shared the feedback on the childcare inquiry and noted
       that Dr. Kue was working to develop this plan further. Member Mailman
       made a motion to hold this item until October 2023.

       BACKUP:
       Annex A (1 page) contains the response from the Administration.

       RECOMMENDATION OF MAKER:
       Refer to Teaching, Learning and Student Support.

       RECOMMENDATION OF THE ADMINISTRATION:

WORCESTER
PUBLIC SCHOOLS

Office of the Assistant
Superintendent
Marie Morse, Ed.D.
Assistant Superintendent

P 508-799-3644
F 508-799-3119
E morsemd@worcesterschools.net

Dr. John E. Durkin
Administration Building
20 Irving Street
Worcester, MA 01609-2493

Date: October 6, 2023

Item Number: gb 2-201 Mailman
(7/11/22)
To review the availability of childcare for system educators in various positions and in various geographic parts of the city; one example - high school teachers at Burncoat and lack of early childcare availability in the area. Past practices?

Response:

We are updating the committee and providing a plan for a potential, proposed establishment of an Employee Child Care Center within our school system. This initiative aims to support the well-being of our employees and enhance their work-life balance. The plan outlines the necessary steps, considerations, and timelines for launching the child care center for the 2025-2026 school year. The primary objectives are to create a safe and nurturing environment for employees' children and enhance overall employee satisfaction. This plan's aim is to provide a structured approach to the establishment of an Employee Child Care Center, and reflects our commitment to supporting our employees and their families. We are enthusiastic and hopeful about this initiative's positive impact on our school system and look forward to its potential successful implementation for the 2025-2026 school year. Below is an outline of the pre-planning phase which will be led by Dr. Kue.

Pre-Planning Phase
   A. Establish a Planning Committee consisting of key stakeholders.
   B. Define clear goals and objectives for the child care center.
   C. Identify and engage with relevant stakeholders, including regulatory authorities.
   D. Conduct thorough research and benchmarking to gather insights from successful child care centers.
   E. Determine space and location while accounting for anticipated enrollment needs, size, and capacity
   F. Determine budget and funding sources
   G. Establish a plan for implementation, staffing, and hiring
   H. Develop procedures & make recommendations to the School Committee for related policies

O.	General Business	ITEM: gb 3-109.1
	Administration	S.C. MEETING: 10-12-23
	(April 5, 2023)	

ITEM:
To consider approval of the new course, Unified Physical Education, to be piloted at Burncoat High School for 2023-2024.

PRIOR ACTION:
4-13-23: This proposed course would be piloted at Burncoat High School in 2023-2024. 4/13/23 Member Kamara requested more background information on this item to which Mr. Foley provided a response that included that this would be an extension of the Unified Sports Program. On a voice vote, this item was referred to the Standing Committee of Teaching, Learning and Student Supports.

BACKUP:
Annex A (1 page) contains the response from the Administration.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF THE ADMINISTRATION:
Approve and file

WORCESTER
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Assistant Superintendent

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Dr. John E. Durkin
Administration Building
20 Irving Street
Worcester, MA 01609-2493

Date: October 4, 2023

Item Number: gb 3-109.1 Administration

Item: To consider approval of the new course, Unified Physical Education, to be piloted at Burncoat High School for 2023-2024.

Attachment: n/a

Recommendation: Approve and file

Response:

We are delighted to share an exciting update about the ongoing success of our Unified Physical Education Program, which is currently being implemented at Burncoat High School. This transformative initiative has been met with success, fostering inclusivity and unity among our students.

At Burncoat High School, we are currently implementing one section of the Unified PE Program. This class pairs students with disabilities with typically developing students in a 1-to-1 format for all class activities and throughout the class period. The current enrollment of this class is 16 students.

Highlights of Our Successful Unified PE Program:
- Inclusive Excellence: Our program provides a diverse range of activities that cater to various abilities, ensuring that every student experiences the joy of physical education.
- Peer Partnerships: Students have embraced the opportunity to form partnerships, with peers both with and without disabilities, collaborating as teammates and friends.
- Skill Enhancement: The Unified PE Program emphasizes skill development, physical fitness, and enjoyment, allowing students to grow physically and emotionally.
- Inclusion Education: We've integrated disability awareness and inclusion education into our program, fostering understanding, empathy, and acceptance among all students.

The Unified PE Program at Burncoat High School has created a program and has developed enthusiastic participation from students, and teachers. We are committed to building on this success and expanding our inclusive initiatives across the school.

O.   General Business   ITEM: gb 3-207.1
         Administration   S.C. MEETING: 10-12-23
         (August 28, 2023)

ITEM:
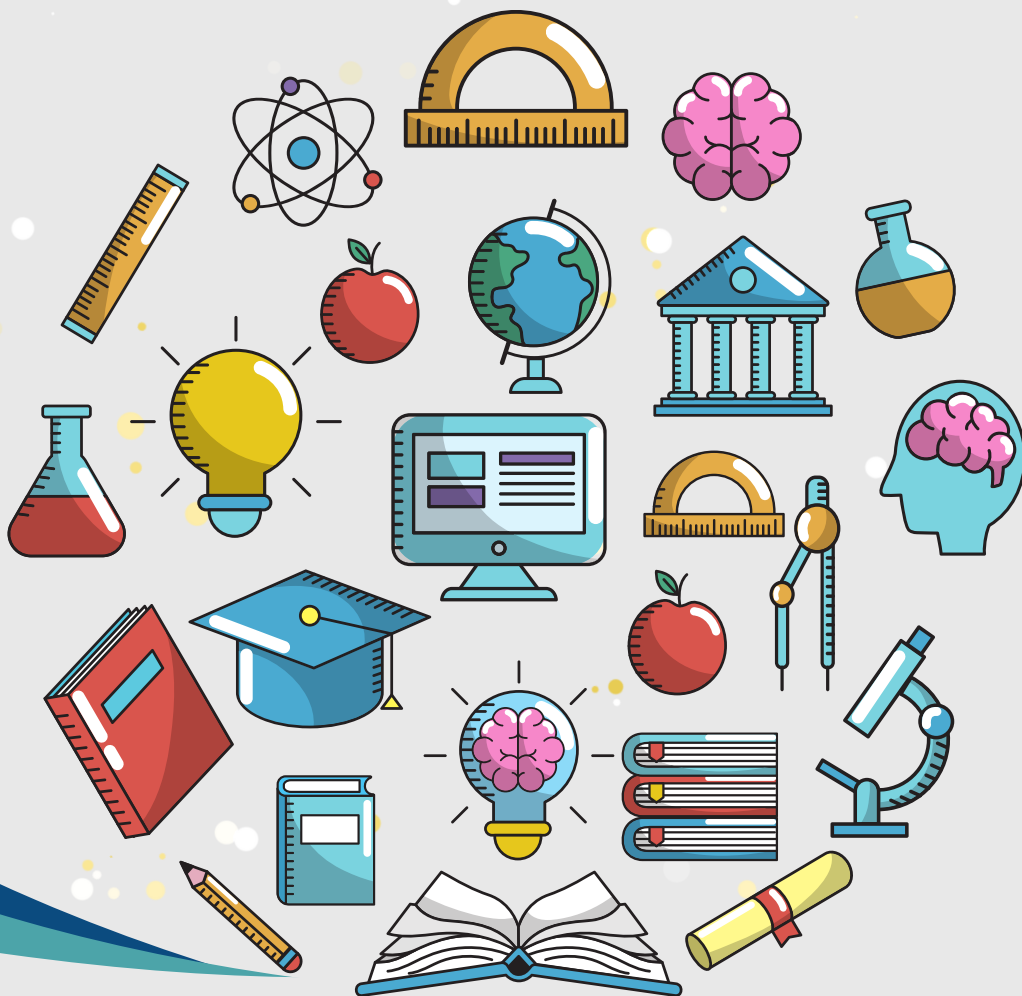To consider approval of the Vision of a Learner.

PRIOR ACTION:

BACKUP:
Annex A (13 pages) contains the Vision of a Learner implementation guide.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF THE ADMINISTRATION:

VISION OF A LEARNER

Framework & Implementation Plan

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TABLE OF **CONTENTS**

LEADERSHIP **MESSAGE**

Rachel H. Monárrez, PhD
Superintendent

The Vision of a Learner (VOL) was established as a tangible demonstration of our unwavering commitment to endowing the students in our school district with future-ready skills, which they will employ to serve the community. The plan we have put in place is intended to serve as a roadmap for our collective efforts to create a school district in which every student is equipped to visualize and create their own future.

The VOL framework is the result of extensive input from stakeholders from 2019-2023. It comprises a comprehensive set of skills and character traits, as well as a progression of learning milestones and "I can" statements for each grade level.

The implementation plan encompasses various stages as we endeavor to overhaul our systems, curriculum, instruction, and resources, all in service of realizing our vision.

From here, anywhere...Together!

SKILLS & **DISPOSITIONS**

All Worcester Public School students will be empowered to lead a meaningful and purposeful life. Our scholars will leverage a broad set of multi-literate skills to graduate as Problem Solvers, Curious Learners, Empowered Individuals, Effective Communicators, and Engaged Community Members.

Problem Solver

Scholars who are methodical in their approach to overcoming obstacles and who reflect on what they learn from the experience to apply it to new situations.

		K-2	3-5	6-8	9-12
PS 1	**Inquire and Develop an Understanding of a Complex Problem**	I can ask relevant questions to further explore a topic or experience.	I can pose questions to investigate and make meaning of an issue, problem, experience, or observation.	I can develop clear and precise questions to investigate an authentic topic, problem, issue, experience, need, etc	I can develop clear and precise questions to investigate the root causes of a complex and authentic topic, problem, issue, experience, need, etc
		I can share a clear idea or opinion that is on topic and supported by relevant details or experiences.	I can construct organized claims/ideas/opinions using relevant information and reasoning.	I can construct accurate claims/ideas/opinions and substantiate them with evidence and reasoning.	I can develop accurate claims/ideas/opinions and substantiate them (e.g. thesis, conclusion, solution, hypothesis) with valid evidence and reasoning.
PS 2	**Analyze and Synthesize Information from Multiple Sources to Design solutions to Complex Problems**	I can propose simple solutions based on information from sources or experiences.	I can analyze information from a source and identify a pattern or trend. I can identify a viable solution.	I can analyze information from multiple sources to identify patterns, trends, and correlations and use that information to design an original solution.	I can analyze and synthesize information from multiple sources to identify patterns, trends, and correlations and use that information to design mulitple and/or original solutions.
PS 3	**Reflect on progress and make adjustments to solutions**	I can describe how I will make my work better.	I can reflect on my progress and explain what is working well and what is not. I make changes to achieve my desired outcome.	I can reflect on my progress and make changes/adjustments until desired outcomes are achieved.	I can reflect on my progress and make continuous changes/adjustments until desired outcomes are achieved.
PS 4	**Transfer skills and knowledge to new situations and contexts**	I can use what I learn in different situations.	I can identify what I learn in one subject area and explain how I can apply it in another subject or situation.	I can connect & apply what I learn in one domain to another domain in order to find a solution.	I can synthesize and connect what I learn in one domain to a different domain in order to identify multiple solutions to a problem or obstacle.

Curious Learner

Scholars who find joy in learning more about themselves and the world around them. They actively seek opportunities to discover, explore and to better understand their interests while reflecting on what they learn for self-growth and improvement.

		K–2	3–5	6–8	9–12
CL 1	Pursue short-term and long-term personal goals through self-reflection and perseverance	I can set a goal and explain why that goal is important to me.	I can set academic and/or personal goals, explain why the goals are important, and make a connection between those goals and my actions.	I can set academic and/or personal goals that are important to me, explain why the goals are important, and identify steps to take towards goals.	I can set academic and/or personal goal(s) that are important to me and justify why the goal(s) are important, identify steps to take towards goals, and take action towards achieving the goal.
CL 2	Reflect on and apply feedback for personal and professional improvement	I can use ideas from others to make my learning and work better.	I can think about feedback that helps me learn and grow, and then use it to improve the quality of my work.	I can receive and integrate constructive feedback into my learning to enhance the quality and effectiveness of my work.	I can seek out, receive, synthesize, and incorporate constructive feedback in order to continuousluy improve my learning, skills, knowledge, and work.
CL 3	Discover and explore their strengths, interests, and talents	I can talk about my strengths, interests, and talents as they relate to my learning experiences.	I can identify when a learning experience feels meaningful, joyful, and/or connected to my purpose/passion, and I can explain why.	I can identify when a learning experience feels meaningful, joyful, and/or connected to my purpose/passion, and I can analyze the impact of this feeling on my performance during the learning experience.	I can articulate why a learning experience feels meaningful, joyful, and/or connected to my purpose/passion, and I can describe how I will leverage my strengths, interests, and talents into my future aspirations and goals.
CL 4	Welcome challenges, ask questions, take intellectual risks, and seek understanding	I can identify when something is challenging. I can use strategies and/or get support from others when needed.	I can identify when I have encountered a challenge or barrier, and name a strategy that might help me move past the challenge or address the barrier.	I can identify when I have encountered a challenge or barrier, and explain how I selected one or more strategies to help me move past the challenge or address the barrier.	I can identify when I have encountered a challenge or barrier, apply effective strategies to move past the challenge or address the barrier, and reflect on how that might guide my future actions.

Empowered Individual

Scholars who feel confident in their ability to navigate a complex world while achieving their goals. They possess the skills to approach life's challenging moments in a healthy manner and have the self-awareness to learn from these experiences in a way that better prepares them for the next challenge.

		K–2	3–5	6–8	9–12
EI 1	Practice self-care, wellness, and emotional regulation	I can name emotions and recall strategies to manage them.	I can identify my emotions and use one or more strategies for self-regulations or ask help in "real-time."	I can monitor my emotional state and use a variety of strategies for self-regulation and/or ask for help.	I can articulate when when my academic and personal needs are being met and when they are not being met. When they are not being met I can take steps to address it or seek help.
EI 2	Demonstrate responsibility for academic preparedness and outcomes	I know the routines for completing work.	I know how to use an organizational tool to keep track of my assignments and projects.	I understand and can identify systems for time management which work for me to keep me on track with my schoolwork.	I effectively manage my time and workload to meet deadlines, delivering quality work products on time.
EI 3	Believe in their ability to overcome challenges and achieve goals through innovative solutions	I can use tools and positive self-talk to help me achieve my goals.	I can identify resources and strategies that help me to face a given challenge or to accelerate/enhance an opportunity, and know how to access those resources.	I confidently identify resources that can help me to face given challenge or to accelerate/enhance an opportunity, and explain the possible impact those resources could have.	I confidently research and identify resources that I can leverage to face a given challenge or to accelerate/enhance an opportunity, and evaluate the impact of applying those resources.

Effective Communicator

Scholars who convey their ideas in a clear manner to a variety of audiences across settings. They engage in productive dialogue with others, potentially with different points of view, towards a resolution or common goal.

		K–2	3–5	6–8	9–12
EC 1	**Consider others' identities, ideas, and perspectives**	I can recall details from a speaker's message. I can name whose ideas they are.	I can summarize a speaker's ideas and distinguish their point of view from my own.	I can summarize and paraphrase a speaker's ideas, and contribute to information by making connections. I can identify the speakers perspective and purpose.	I can synthesize a speaker's ideas and contribute to information by making relevant connections to extend knowledge by considering the speaker's perspective and purpose.
EC 2	**Express complex ideas and data with clarity and purpose in a variety of formats based on audience**	I can use language that meets the needs of the audience, purpose, and task.	I can identify the audience and their needs, and adapt tone and/or message to meet the task and purpose	I can adapt and align style, message, media, and other creative choices with audience and purpose in mind.	I can adapt and align organization, style, rhetorical strategy, message, media, and other creative choices with audience and purpose in mind.
		I can share my ideas clearly.	I can convey ideas in an organized manner.	I can convey well-developed ideas in an organized manner.	I can construct and express well-developed ideas in a clear and logically organized manner.
		I can present ideas and data using visuals and/or other medias to communicate clearly.	I can make choices about what technology and/or multimedia I need to enhance the audience's understanding of ideas and data.	I can utilize technology, multimedia, social media and/or other digital content to enhance the audience's understanding of ideas and data.	I can create and/or strategically utilize technology, multimedia, social media and/or other digital content to enhance the audience's understanding of ideas and data.
EC 3	**Collaborate in a diverse group to move towards a resolution or meet a shared goal**	I can listen to the ideas of others when working in groups.	I can listen and include the ideas of others when working in a group to achieve a common goal.	I can seek and summarize input and contribution from others that represent diverse contexts and experiences and explain how that diversity of input is valuable in reaching a common goal.	I can seek and synthesize input and contribution from people who have diverse perspectives and backgrounds and can explain how that diversity can yield the best process and outcome.
		I can share my ideas and ask questions to understand others .	I can explain my ideas clearly and ask questions to understand other perspectives/ideas.	I can explain my ideas clearly and ask clarifying and probing questions of my group members to understand others perspectives/ideas and I can identify the distribtuion of voices in our conversations.	I can explain my ideas, ask clarifying and probing questions of my group members, and apply processes to work toward equity of voice among my group.
		I can participate in planning cooperative activities.	I can use inclusive strategies to make decisions, solve problems and achieve a common goal.	I can use and lead inclusive processes to identify strengths and needs on my team, and make decisions to address the needs in order to achieve a common goal.	I can strategize and apply inclusive processes to identify strengths and needs on my team, and make decisions to leverage the strengths and address the needs in order to achieve a common goal.

Engaged Community Member

Scholars who participate in the democratic process and are engaged in the betterment of their communities. They are informed and act on that information to advocate for themselves and others of different social, cultural and linguistic backgrounds.

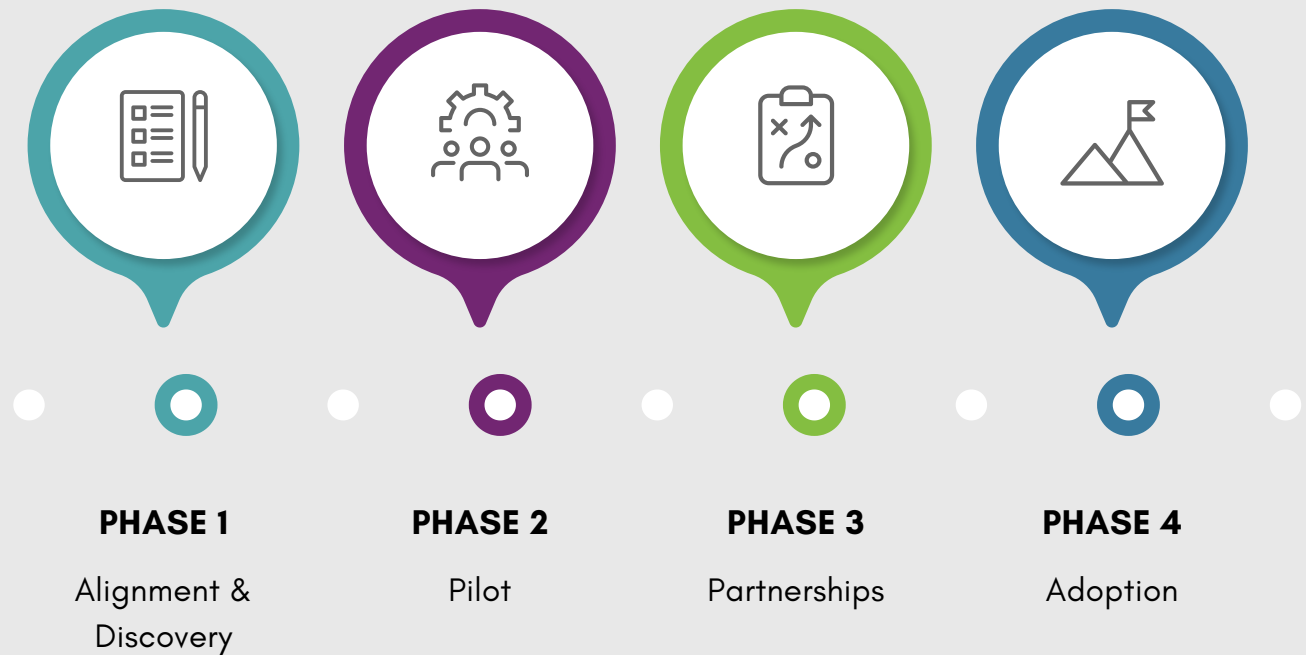|		K-2	3-5	6-8	9-12
ECM 1	**Advocate for themselves and others through the lens of equity and social justice**	I can show concern for others.	I can identify moments where empathy is necessary as it pertains to equitable and inequitable situations.	I can show concern and empathy for myself and others and speak up for those who are treated inequitably or in unjust situations.	I can show concern and empathy for myself and others; understanding unjust social constructs. I can speak up and advocate for myself and others.
		I can describe how we can work together to address challenges.	I can express how we can face challenges as a community.	I can research and identify resources that I can learn from to face a given challenge.	I can research and identify resources that I can leverage to face a given challenge, and follow through on that action.
ECM 2	**Participate civically in local and global communities to address recognized needs**	I can identify problems and needs in my community.	I can identify a need in my community and articulate and communicate solutions.	I can identify a need in my community, articulate and communicate solutions, and develop an action plan.	I can identify a need in my community, articulate and communicate solutions, develop an action plan, and advocate for change.
ECM 3	**Interact effectively with others in varied social, cultural, and multilingual backgrounds and contexts**	I can work and play with others who are different than me.	I can identify people who are excluded and actively include them.	I can take actions to create a sense of belonging for those around me, especially those who are typically excluded or marginalized.	I can involve others, and justify how my actions lead to creating a sense of belonging for those around me, especially those who are typically excluded or marginalized.
ECM 4	**Critically consume, share, and act on information in an ethical manner**	I can identify the source of information from a variety of resources including digital.	I can identify the source of information including digital resources and identify the purpose of that information.	I can analyze information from resources including digital to determine the reliability of a source, and explain how I chose to use the information.	I can evaluate information from resources including digital to determine the reliability of a source, and justify how I respond to the information presented.
		I can create content including digital in a way that is accurate and/or artistic in variety of ways.	I can use and create content including digital in a way that is accurate and/or artistic.	I can explore and create content including digital in a way that contributes to a larger body of accurate information and/or artistic expression.	I can explore, create, and utilize content including digital in a way that contributes to a larger body of accurate information and/or artistic expression, and challenges misinformation.

IMPLEMENTATION **PLAN**

PHASE 1

Alignment & Discovery

PHASE 2

Pilot

PHASE 3

Partnerships

PHASE 4

Adoption

Alignment & Discovery	• Align current initiatives, courses, and experiences to the draft learning progressions • Identify which current practices are present in schools and courses • Address gaps in existing courses • Articulate explicit instruction for learning progressions • Spark Teacher and Spark School pilot learning progressions • Identify existing performance assessments aligned to the learning progressions and develop new assessments where needed
Pilot	• Professional learning for piloting VOL and innovative instruction • Pilot performance assessments as measures of learning progressions • Use stakeholder feedback to revise learning progressions and assessments • Engage students and families in feedback and revision • Explore staffing and resource needs • Spark School Implementation
Partnerships	• Communications plan and collateral materials • Identify community partners • Identify internships • Identify and pilot portfolio platform
Adoption	• Determine milestones and structure for demonstration of student outcomes (Learning Journey) • Align to instructional framework and walkthrough tool • Implement Learning Journey • Implement portfolio platform • Build a culture of reflection

LEARNING **JOURNEY** DRAFT

DRAFT

K-5

Introduce a skill each year

Student Led Conferences

GRADE 6
Exit Interview
Portfolio
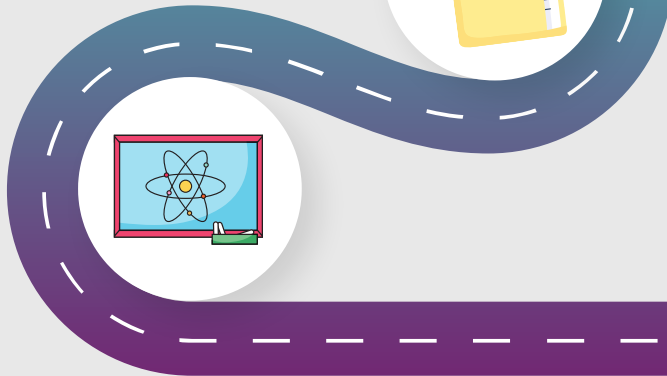
MIDDLE SCHOOL
Civic Involvement
Defense

GRADE 9-10
Coursework
Portfolio Building
Civic Participation

GRADE 11
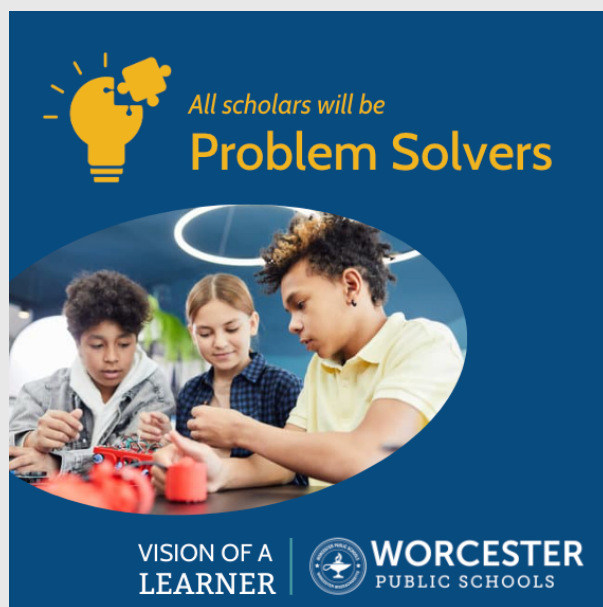Work Experience
Portfolio Building

GRADE 12
Senior Seminar
Portfolio Defense

APPENDIX

Video

Sample Social Media

2023

WORCESTER
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