

# Washington Central Unified Union School District

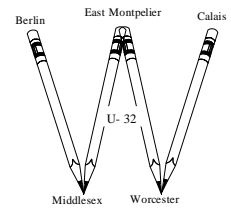
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*WCUUSD exists to nurture and inspire in all students the passion, creativity and power to contribute to their local and global communities.*

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1130 Gallison Hill Road  
Montpelier, VT 05602  
Phone (802) 229-0553  
Fax (802) 229-2761

Bryan Olkowski  
Superintendent



## WCUUSD Quality Committee Meeting Agenda 12.2.20 5:00 - 6:00 pm

Via Video Conference\*

<https://tinyurl.com/y6a9umz9>

Meeting ID: 921 1531 6948

Password: 016334

Dial by Your Location: 1- 929- 205- 6099

1. Call to Order
2. Approve Minutes of 11.4.20 – pg. 2
3. Reflection on Last Month's Review (Financial Literacy)
4. Discussion
  - 4.1. Presentation of Transferable Skills Student Learning Outcomes – pg. 5
  - 4.2. Making Meaning Protocol
    - What do you see?
    - What questions does this presentation raise for you?
    - What strikes you as significant?
    - What are the implications for our work?
  - 4.3. Going Forward
    - How will we share this work with the full board?
    - What worked about this process?
    - What might we change for next month's SLO presentation?
5. Future Agenda Items
  - 5.1. Co-Curriculars and Advanced Placement
6. Adjourn

**\*Open Meeting Law temporary changes as of 3/30/20:**

**Boards are not required to designate a physical meeting location. Board members and staff are not required to be present at a designated meeting location.**

**Our building will not be open for meetings. All are welcome to attend virtually.**

# Washington Central Unified Union School District

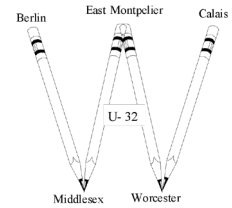
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## WCUUSD Quality Committee Meeting Minutes 11.4.20 5:00 - 6:00 pm

**Present:** Kari Bradley, Flor Diaz Smith, Jill Olson, Jen Miller Arsenault, Superintendent  
Bryan Olkowski, Jess Wills, ORCA Media

1. **Call to Order:** Kari Bradley called the meeting to order at 5:03 p.m.
2. **Approve Minutes of 10.7.20:** Flor Diaz Smith moved to approve the minutes from October 7 2020. Seconded by Jill Olson. This motion carried unanimously.

### 3. Discussion

#### 3.1. Presentation of Financial Literacy Student Learning Outcomes:

Jen Miller Arsenault shared a presentation to the committee: *WCUUSD Financial Literacy Student Learning Outcomes*.

#### 3.2. Making Meaning Protocol: Jen Miller Arsenault facilitated discussion:

- What do you see?  
Flor: Evidence of student engagement in learning of financial literacy.  
Student outcomes are good.  
(She had viewed summer school presentation from students and it was very telling; appreciated that opportunity)  
Kari: Successful outcomes based on the measurements that we have.  
Combination of math, transferable skills and practical application; very important combination of elements  
Diane: pass  
Jill: pass  
Bryan: Course is aligned to certain standards.
- What questions does this presentation raise for you?  
Kari: Are there other ways to measure proficiency, especially in terms of knowledge translating to successful behavior.

What other life skill development do our students need in order to be successful and to contribute to local and global communities.

Jill: What does it look like for a student who is not so engaged? Videos show the enthusiastic students.

Can we add “how to go to the post office” to the life skill list?

Flor: How do we compare with the state? Are there other schools nearby with which to compare?

What curriculum do we use? How do we assure that there are not silos between the two teachers?

Bryan: Are the PIs aligned to any specific standards? How do we know if they are rigorous?

- What strikes you as significant?

Kari: Seems to fit with our mission of the power to contribute to community; also relatively high levels of proficiency from what we can see.

Summer school seems to be meaningful to students.

Jill: How much the students seemed to appreciate the connection to real world. Are there other areas in their school work where that link can be made?

Flor: Appreciates the accommodation for students to be able to take this in the summer.

- What are the implications for our work?

Diane: What does it look like for those who are not engaged? What is the data behind that?

Real world connections – impacted by where we are/ who we are – how do we make that connection?

Flor: Would like to know more about the curriculum to make sure there is alignment between teachers; same outcomes.

How can we make it better? How to engage more students?

Kari: An example that sometimes you can get a fair amount of impact without a great amount of input.

### **3.3. Going Forward**

- How will we share this work with the full board?

What is our goal for the board? Do we just want a baseline understanding or do we want a deeper dive into more strategic questions?

Diane: Do we connect it to student outcomes? How do we give a snapshot of what is happening and what questions arose, compared to student outcomes?

Flor: Easiest way to communicate with board would be to educate them about what Financial Literacy means to students. Sometimes we get lost in the data – sometimes it’s more powerful when students tell their stories.

Bryan: Thinks it’s important to show standards/ performance indicators. Show report card data, ways to show success in the course; what are we doing for the struggling students? Showing the charts/ data tells a valuable story.

Kari: What are we actually going to present to the board? Feels like this whole presentation would be appropriate, as a packet, for background information – not necessarily go through the presentation.

Jill: thinks it is a good idea to have the entire presentation available in the board packet.

Flor: At the meeting, would like to still show one of the videos and some of the charts.

Bryan: Questions about implications for our work – some of the additional questions that the board created from the protocol activity.

Kari – in the packet, share the entire presentation, at the meeting, share a video and perhaps some data; in the packet also share some of the outcomes from the committee’s discussion using the protocol. Kari would create a memo explaining the activity.

Kari – would be a sign of success if we could get more board members to attend the committee meeting and participate in these discussions. Flor – or at least one person per town.

- **What worked about this process?**

Kari: met all of the key pieces – standards, data, student voices

Flor: having one-point person facilitate the discussion with protocol worked well

Diane: having the presentation in advance would be helpful for committee members to prep if they want.

Jill: providing very structured feedback is hard for her, not how her brain works – but that is an individual preference; will participate regardless.

- **What might we change for next month’s SLO presentation? (which is transferrable skills)**

Kari: need to be efficient with time and perhaps not run through all of the videos.

Bryan: Do we need more time next time for transferrable skills? It is a bigger topic.

Jen Miller Arsenault feels that if committee members are able to view the presentation in advance, can use time more efficiently.

The committee agreed to try to accomplish this in a one-hour meeting.

#### 4. Future Agenda Items

##### 4.1. CIP Overview: January

##### 4.2. Co-Curriculars and Advanced Placement: where will we fit this into the calendar?

#### 5. Adjourn: The committee adjourned at 5:57 p.m.

Respectfully submitted,

Lisa Stoudt, Committee Recording Secretary



To: Education Quality Committee

From: Kari

December 2 Committee Meeting

Hi all,

A few points about this month's review:

- We will start with a brief reflection on last month's review (financial literacy) including how it went at the board level.
- Obviously transferable skills are a significantly larger and more complex scope than last month, so our time to discuss will be limited.
- Transferable skills are also a newer piece of our Student Learning Outcomes so there has been less development of the standards, curriculum and measurement of achievement.
- We encourage you to thoroughly review the slides on standards and performance indicators along with the achievement data as Jen will not have time to present these in detail.
- Once again, Jen will facilitate our discussion of her presentation. We should all prepare for a "go-around" with responses to the first three questions of our protocol:
  - What do you see?
  - What questions does this presentation raise for you?
  - What strikes you as significant?
- Staff will record and display our responses to these which we will be able to use for the final prompt:
  - What are the implications for our work?
- We will wrap up with discussion of how to improve our process including how we share this information with the board.

Below are our review subjects for the coming months.

Hope you have a wonderful Thanksgiving holiday.

Kari

January: Continuous Improvement Planning Check In




February: Math

March: Literacy

April: Science

# WCUUSD Transferable Skills SLO

Education Quality Committee  
December 2, 2020

**STUDENT LEARNING OUTCOMES**   

WCSU exists to nurture and inspire in all students the passion, creativity, and power to contribute to their local and global communities.

**TRANSFERABLE SKILLS**

- #1 CREATIVE AND PRACTICAL PROBLEM SOLVING**  
Apply a variety of problem-solving strategies demonstrating reflective, creative, and innovative thinking and modeling.
- #2 EFFECTIVE AND EXPRESSIVE COMMUNICATION**  
Communicate effectively and creatively using oral and written language.
- #3 ENGAGED CITIZENSHIP**  
Participate in and contribute to local and global communities.
- #4 WORKING INDEPENDENTLY AND COLLABORATIVELY**  
Exhibit the skills to work independently and collaboratively with efficiency and effectiveness.
- #5 INFORMED, INTEGRATED, AND CRITICAL THINKING**  
Use a variety of sources to understand, interpret, analyze, and evaluate information.
- #6 SELF-AWARENESS AND SELF-DIRECTION**  
Identify and actively pursue interests in preparation for lifelong learning and growth.

**WASHINGTON CENTRAL  
SUPERVISORY UNION**

6

# Modified Making Meaning Protocol

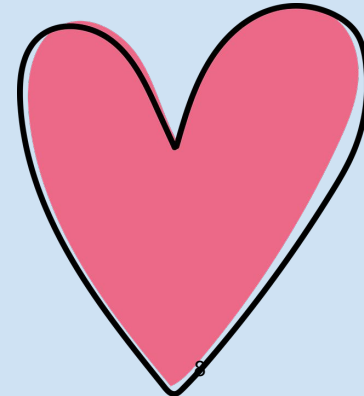
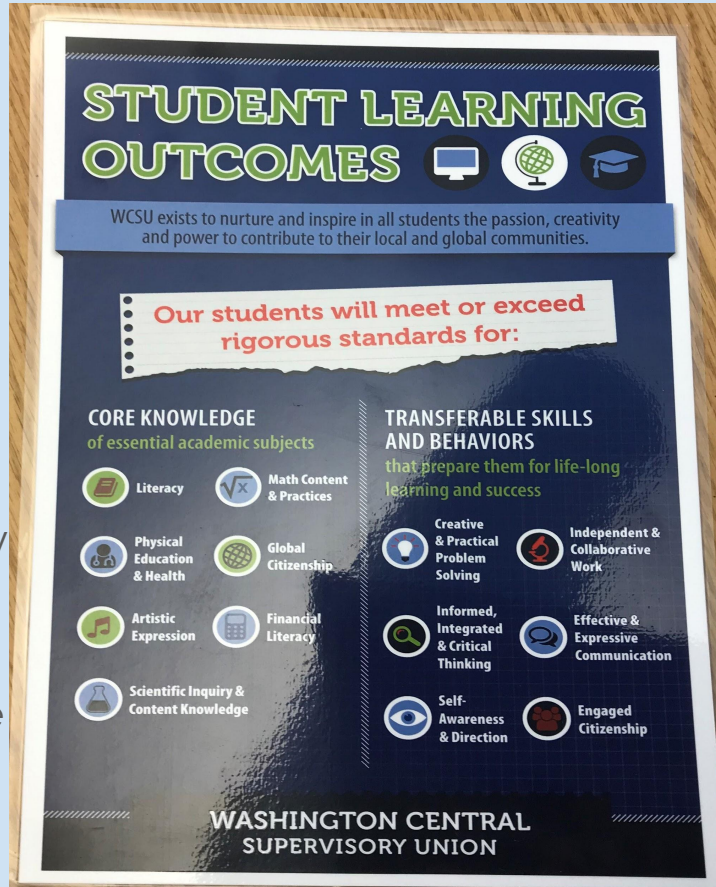
As you enjoy this presentation, consider:

- What do you see?
- What questions does this presentation raise for you?
- What strikes you as significant?
- What are the implications for our work?



# WCUUSD Transferable Skills

- Definition: A broad set of knowledge, skills, work habits, and character traits that are believed to be critically important to success in today's world, particularly in collegiate programs and modern careers (VT Education Quality Standards)
- Transferable skills transcend content. They are what make our content standards relevant and meaningful.



# Curriculum: Standards and Performance Indicators

1. Creative and Practical Problem Solving
2. Effective and Expressive Communication
3. Engaged Citizenship
4. Working Independently and Collaboratively
5. Informed, Integrated, and Critical Thinking
6. Self-Awareness and Self-Direction

## Learning Progression

PBGR	
<b>Skill 1: Creative and Practical Problem Solving</b>	
	Apply a variety of problem-solving strategies demonstrating reflective, creative, and innovative thinking and modeling.
<b>Performance Indicators:</b>	
a.	Observe and evaluate situations in order to define problems and generate and evaluate the effectiveness of solutions.
b.	Develop, use, and communicate through models
<b>Skill 2: Effective and Expressive Communication</b>	
	Communicate effectively and creatively using oral and written language.
<b>Performance Indicators:</b>	
a.	Demonstrate organized and purposeful oral communication.
b.	Demonstrate organized and purposeful written communication.
c.	Use technology to enhance and disseminate communication.
d.	Demonstrate appropriate social communication.
<b>Skill 3: Engaged Citizenship</b>	
	Participate in and contribute to local and global communities.
<b>Performance Indicators:</b>	
a.	Demonstrate knowledge of and take responsibility for rights, duties, and responsibilities as a citizen in school, online, and in the community.
b.	Demonstrate perspective-taking and advocacy; respect diversity and differing points of view.
<b>Skill 4: Working Independently and Collaboratively</b>	
	Exhibit the skills to work independently and collaboratively with efficiency and effectiveness.



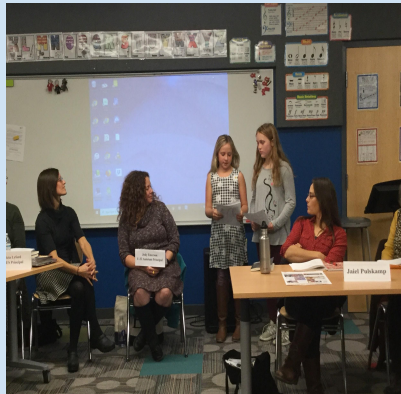
# Introduction to Our Transferable Skills

## World Peace Game



# Instructional Practices: Grade 5 Example

- [Performance Indicators in Monarch Unit](#)
- [Student eBook Example](#)
- [Student Video Example](#)





# Instructional Practices: [Video Examples](#) Pre-Kindergarten through High School

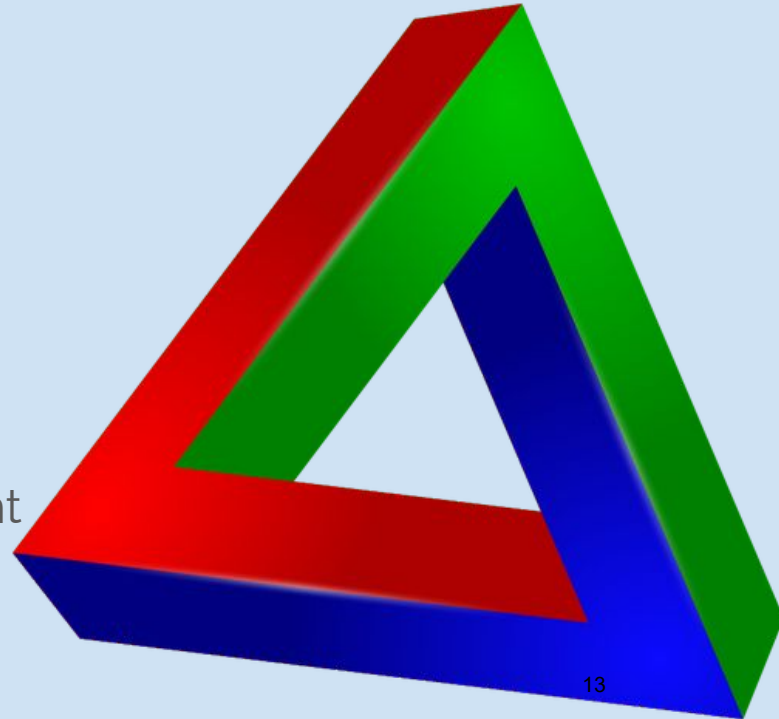




# Triangulation of Data

Using multiple data points when making educational decisions

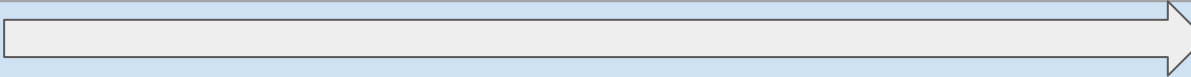
- Classroom Assessments
  - Teacher observations, quizzes, projects
- Common Assessments
  - Benchmark Assessment System (BAS), Star 360, i-Ready math diagnostic
- Statewide/External Assessments
  - Smarter Balanced (SBAC), Vermont Science Assessment (VTSA), Scholastic Aptitude Test (SAT)



# Learning Scales

- [Building a Shared Understanding of Learning Scales, Curriculum Camp 2019](#)
- [Transferable Skills Learning Scales PreK-Kindergarten](#)
- [Transferable Skills Learning Scales Grades 1 and 2](#)
- [Transferable Skills Learning Scales Grades 3 and 4](#)
- [Transferable Skills Learning Scales Grades 5 and 6](#)
- [Transferable Skills Learning Scales Grades 7 and 8](#)
- [Transferable Skills Learning Scales Grades 9-Graduation](#)

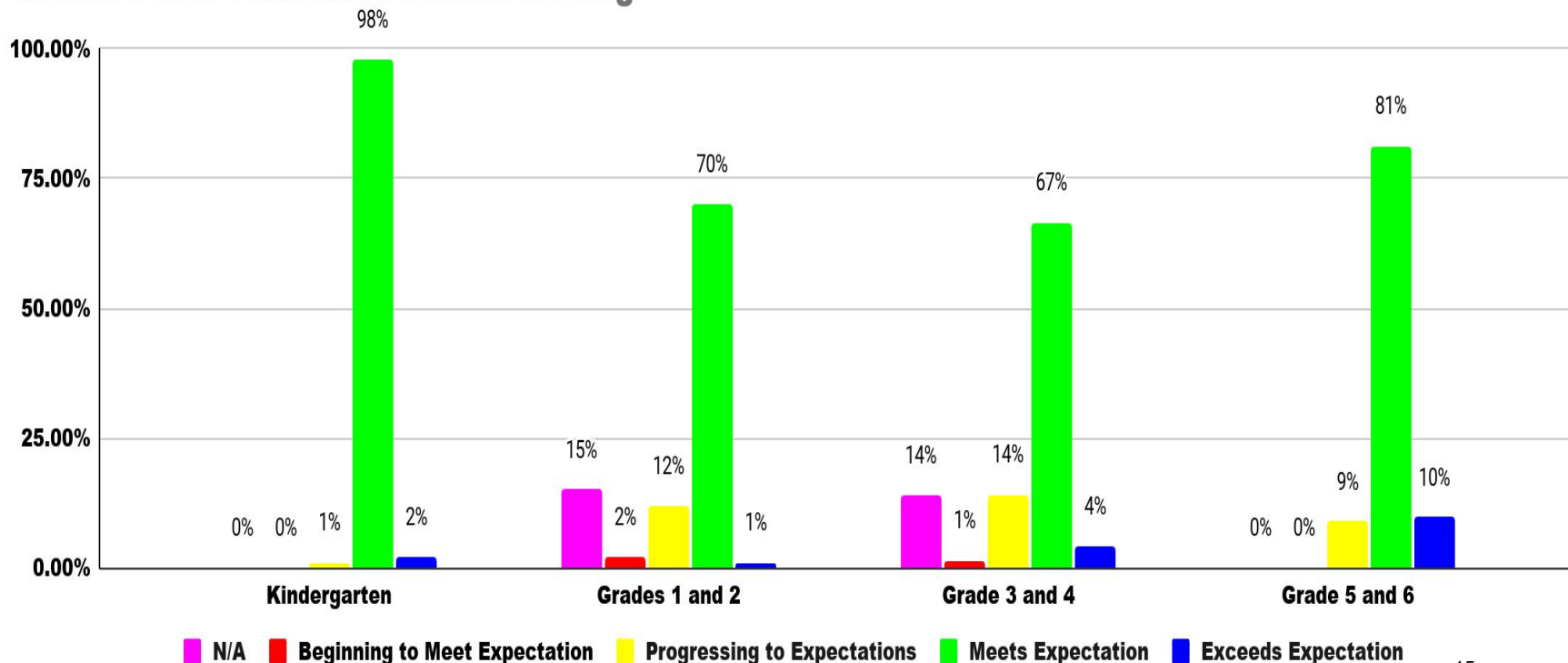


				
Performance Indicator (PI)	Beginning	Developing	Proficient	Advanced

# Creative and Practical Problem Solving

## Elementary Report Card Data, January 2020

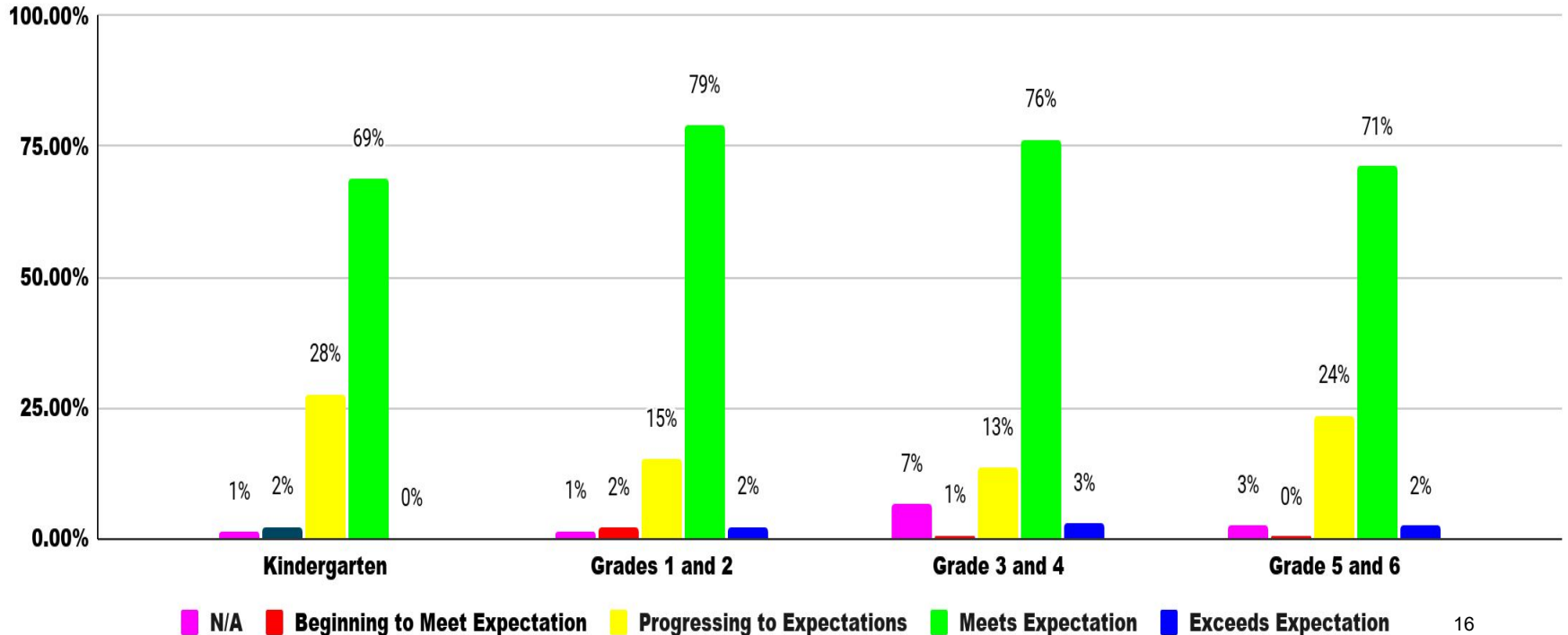
### Creative and Practical Problem Solving



# Effective and Expressive Communication

## Elementary Report Card Data, January 2020

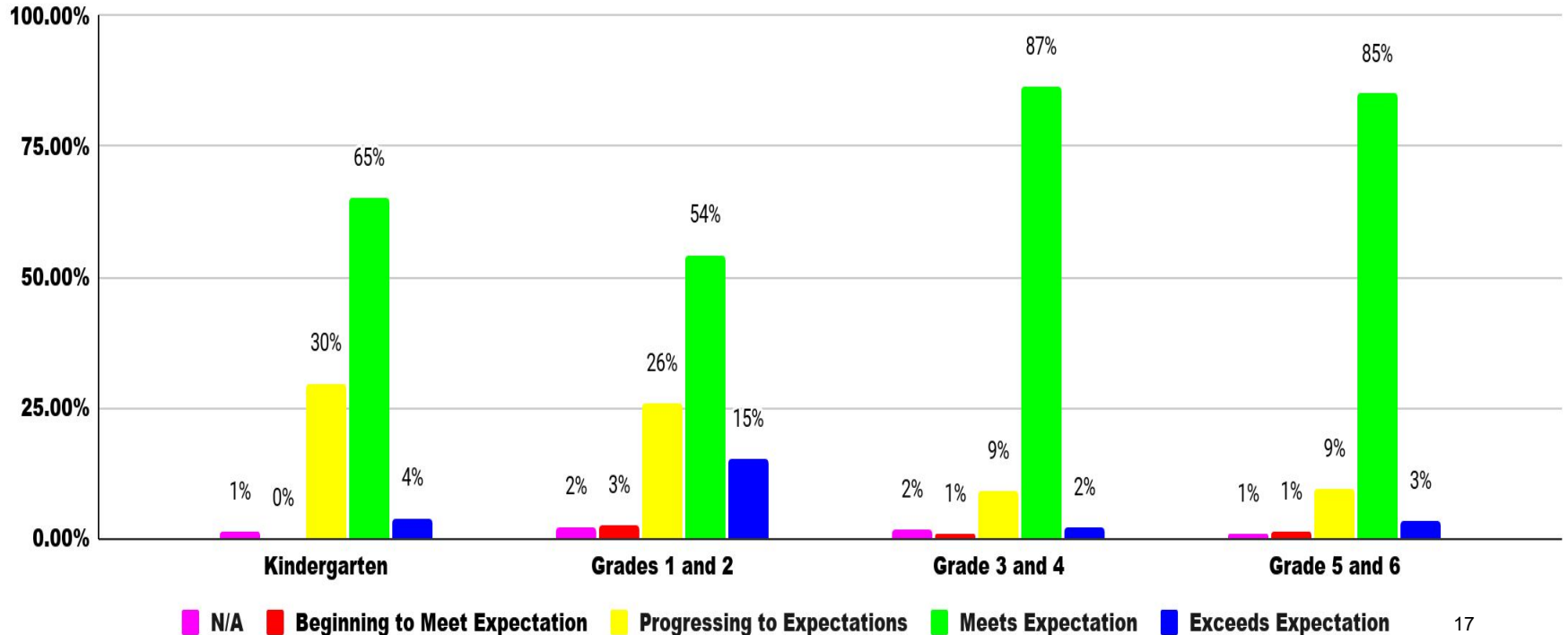
### Effective and Expressive Communication



# Engaged Citizenship

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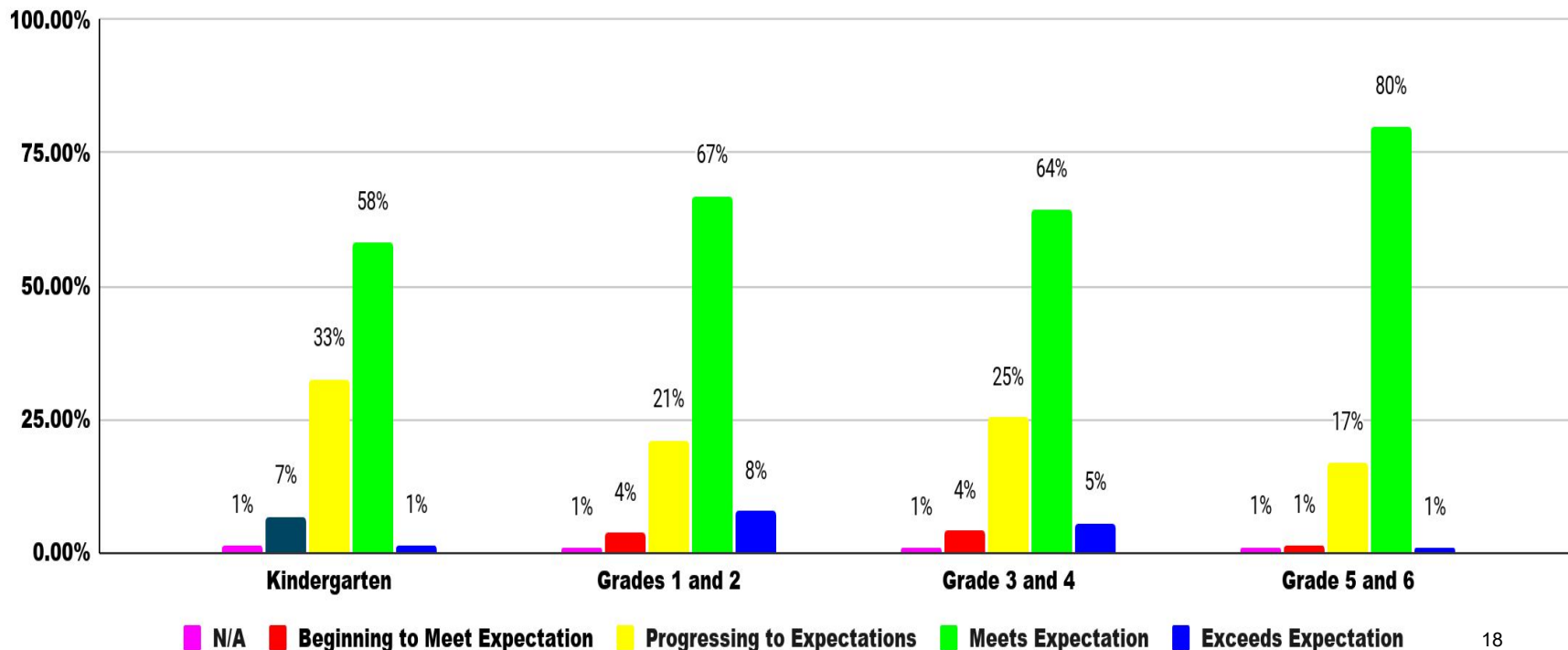
### Engaged Citizenship



# Working Independently and Collaboratively

## Elementary Report Card Data, January 2020

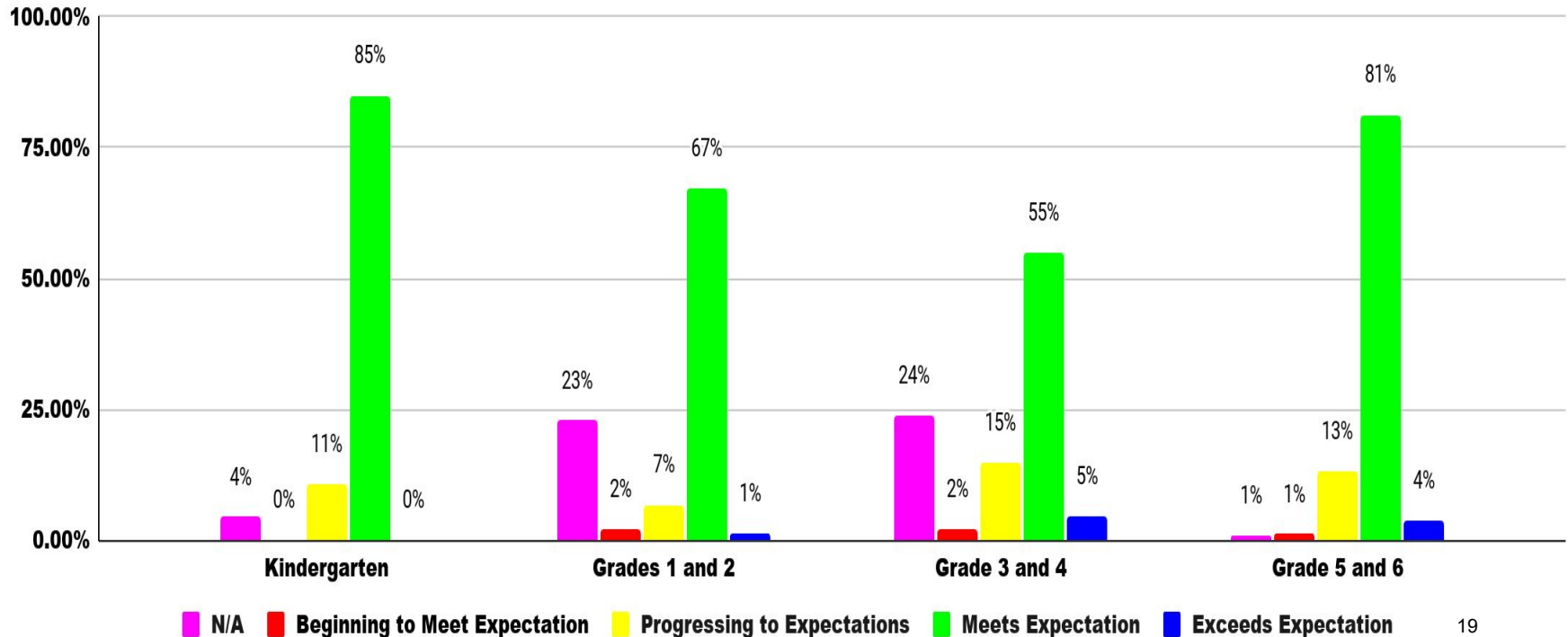
### Working Independently and Collaboratively



# Informed, Integrated, and Critical Thinking

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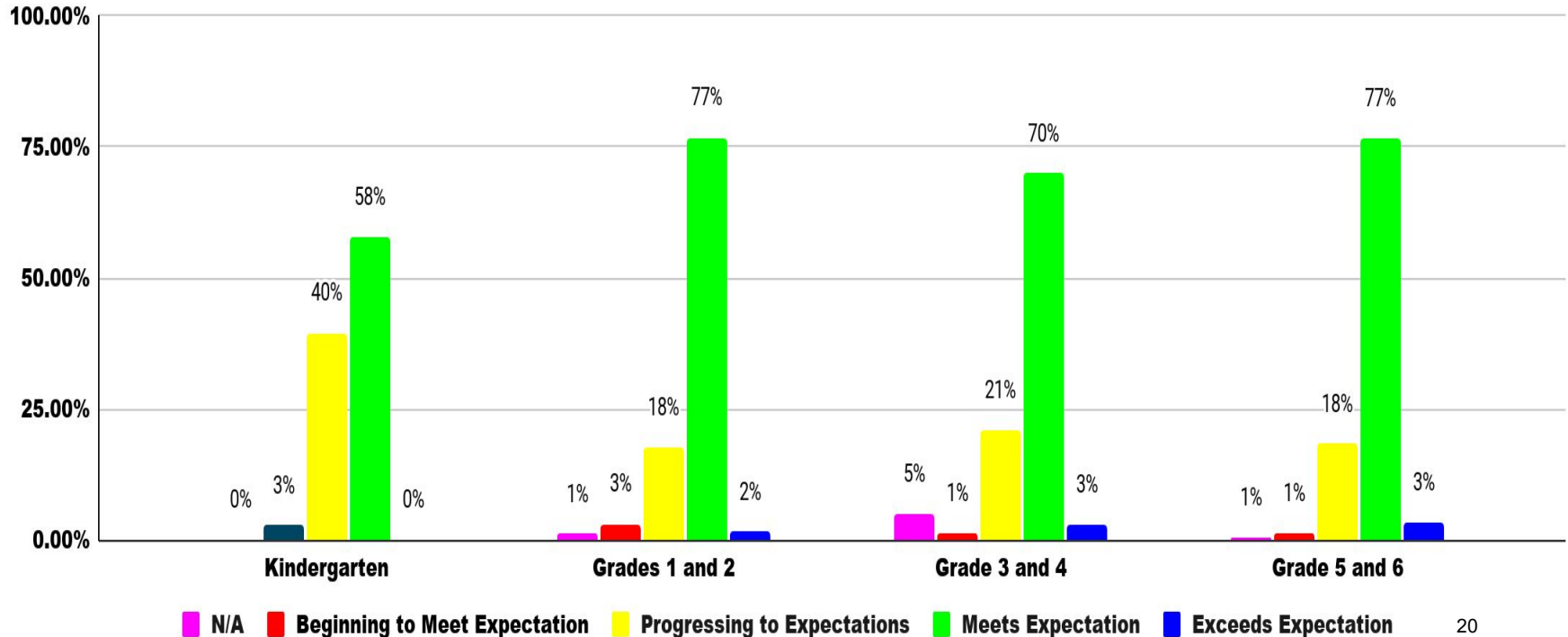
### Informed, Integrated and Critical Thinking



# Self-Awareness and Self-Direction

## Elementary Report Card Data, January 2020

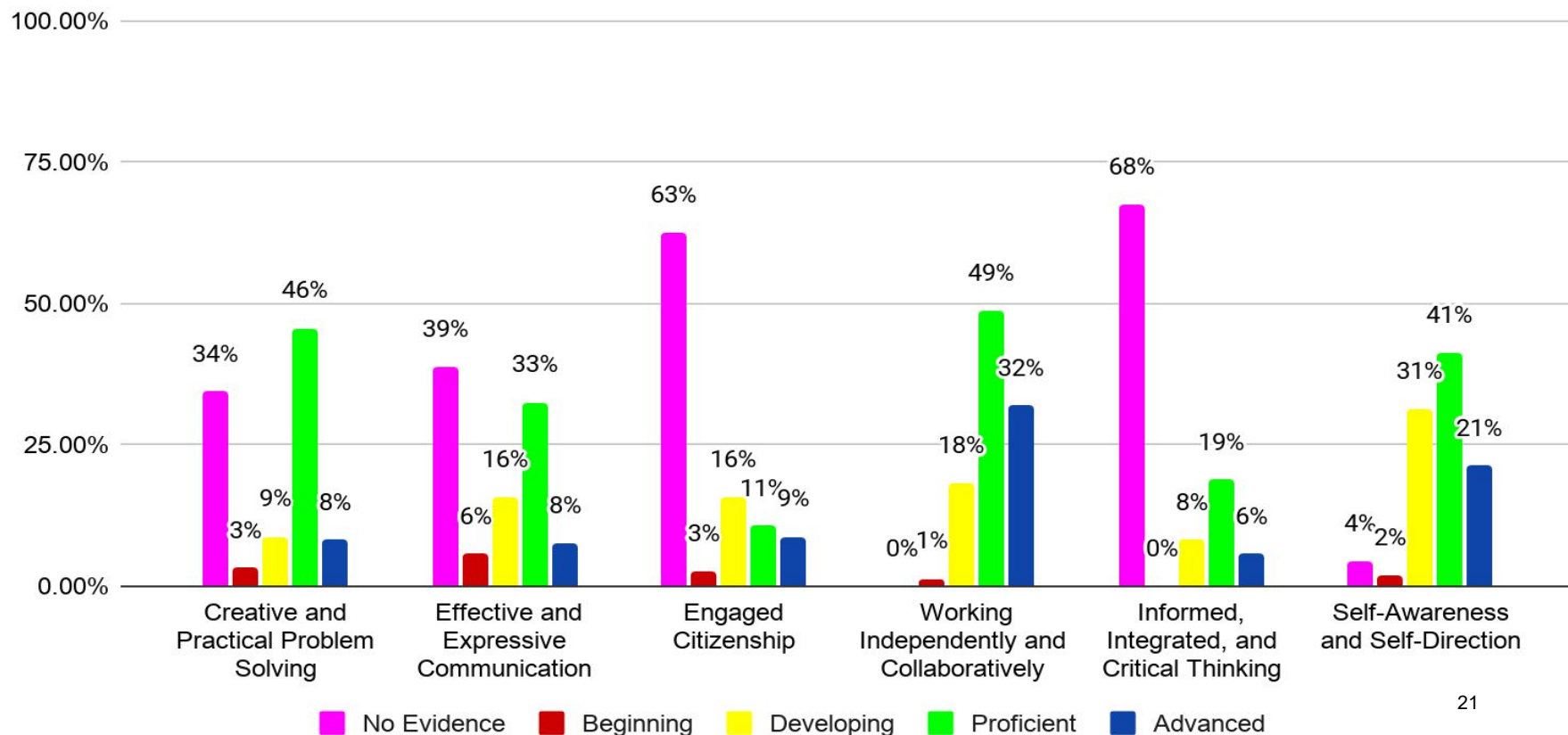
### Self-Awareness and Self-Direction





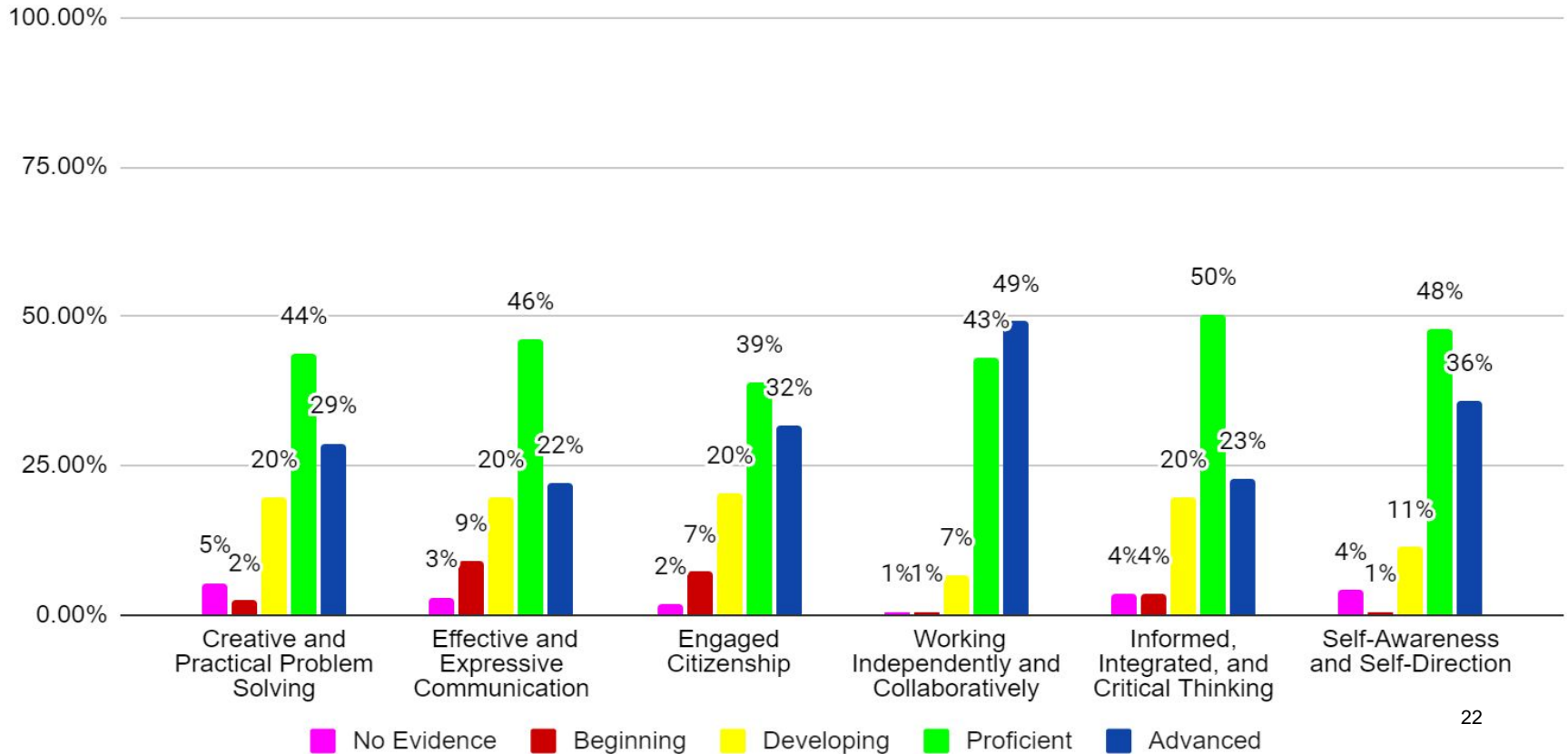
# Transferable Skills PBGR's: Current Grade 10

June 2020



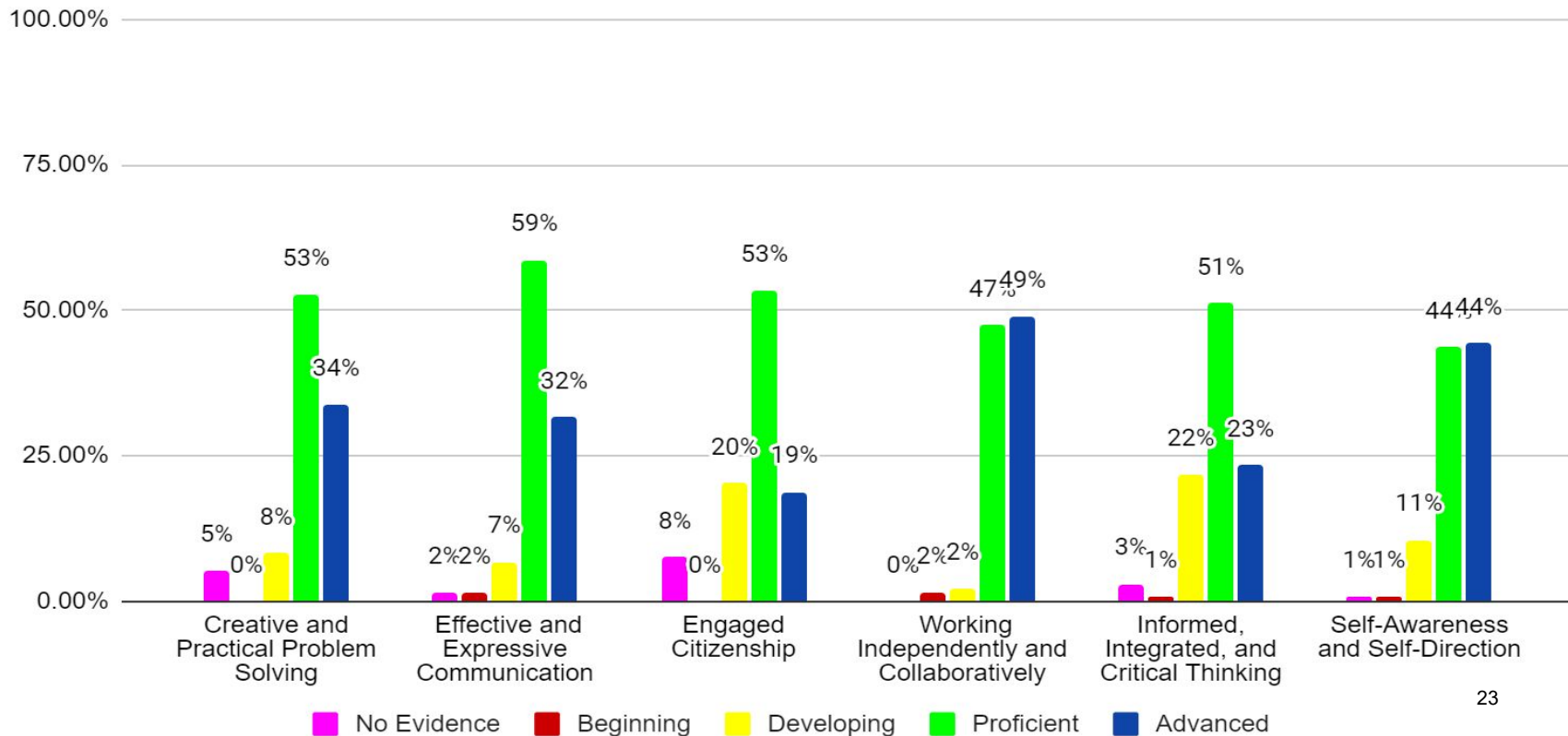
# Transferable Skills PBGR's: Current Grade 11

June 2020



# Transferable Skills PBGR's: Current Grade 12

June 2020

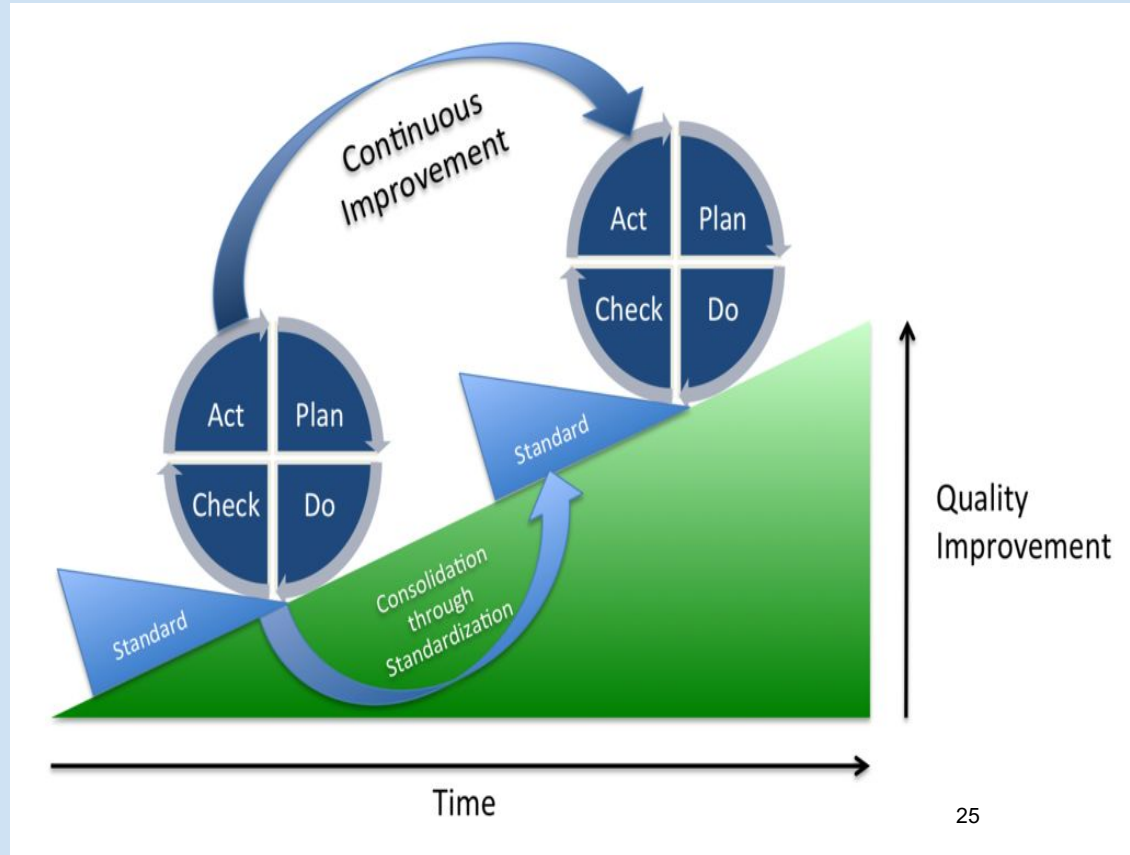


# High School Courses 2019-2020: TS Only

- Community Based Learning
- Driver Education
- Inc.
- Living Skills: Zenith
- Literacy Lab
- Branching Out
- Pilot
- Reading Strategies
- Accounting
- Blue Table
- Furniture Design
- Architectural Drafting
- Woods
- Central Vermont Career Center (CVCC): Human Services, Automotive, Building Trades, Culinary, Digital Media, Electrical, Exploratory Tec, Baking Arts, Medical Programs, Natural Resources
- Various electives through Vermont Virtual Learning Cooperative (VTVLC), Vermont Technical College (VTC) VT Academy of Science and Technology (VAST) electives, Community College of VT, Norwich University, St. Michael's
- Randolph Tech: Diesel Tech, Construction
- Green Mountain Tech: Medical Professions, Business

# Continuous Improvement: Next Steps

- Scoring
  - Proficiency Scales
  - Calibration
- Reporting
  - Transferable Skills
  - Habits of Work
- Portfolios
  - PLP's
  - Canvas



# Board Role

- Deepen understanding of what they are and why they are important
- Support continuous improvement efforts
- What else?

## STUDENT LEARNING OUTCOMES



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### TRANSFERABLE SKILLS

#1

#### CREATIVE AND PRACTICAL PROBLEM SOLVING

Apply a variety of problem-solving strategies demonstrating reflective, creative, and innovative thinking and modeling.

#4

#### WORKING INDEPENDENTLY AND COLLABORATIVELY

Exhibit the skills to work independently and collaboratively with efficiency and effectiveness.

#2

#### EFFECTIVE AND EXPRESSIVE COMMUNICATION

Communicate effectively and creatively using oral and written language.

#5

#### INFORMED, INTEGRATED, AND CRITICAL THINKING

Use a variety of sources to understand, interpret, analyze, and evaluate information.

#3

#### ENGAGED CITIZENSHIP

Participate in and contribute to local and global communities.

#6

#### SELF-AWARENESS AND SELF-DIRECTION

Identify and actively pursue interests in preparation for lifelong learning and growth.

WASHINGTON CENTRAL  
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# Modified Making Meaning Protocol

In rounds:

- What did you see?
- What questions did this presentation raise for you?
- What struck you as significant?
- What are the implications for our work?



# Next Steps and Debrief

- How will we share this work with the full board?
- What worked about this process?
- What might we change for next month's SLO presentation?