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**Westampton School District  
Key Communicator's Meeting Synopsis  
New Year-New Learning: Mid-Year Update  
January 29, 2014**



**Virginia M. Grossman, Superintendent  
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**KEY COMMUNICATOR'S MEETING**

**JANUARY GOAL SYNOPSIS:** To continue to capitalize on the Key Communicator Meeting structure that was developed in the 2013-2014 school year, Back to School Night was utilized as a platform for invitations to the Key Communicators Meetings for the 2013-2014 school year. Global telephone and Remind 101 Messaging was utilized to invite every parent to the January meeting as well. The meeting goal is to review our progress toward linking our district curricula with the National Core Curriculum Content Standards. One remaining meeting date is as follows:

- Wednesday, February 26, 2014 – TOPIC: School Budget Proposal

Key Communicator meetings give us a new way of opening communication with our parent/guardian stakeholders. The focus of our first meeting shifted to school improvement, which is our common goal.

**FUTURE RECOMMENDATIONS:** The Superintendent would like to thank the Board of Education for their support of the Key Communicator Meeting Initiative. We recommend that baby-sitting be provided at future meetings to increase participation.

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**Westampton School District  
Key Communicator's Meeting Agenda  
January 29, 2014**

**MEETING OBJECTIVE:**

Key Communicators will be able to convey in a structured forum comments and concerns about pressing issues at Westampton School.

**WELCOME AND INTRODUCTIONS:** Parents/Guardians were welcomed.

**MISSION/VISION READING:**

*The Westampton School District, in partnership with its Community, shall do whatever it takes to ensure that every child achieves or exceeds proficiency in the current New Jersey Core Curriculum Content Standards.*

*Be open! Be creative! Be accountable!*

*Our vision is to create a climate where the Community and District support the instructional process by incorporating an effective, comprehensive communication system that incorporates the whole child as its driving force involving parents, staff and the Community by utilizing appropriate data to challenge the students and teachers to maximize each student's level of achievement.*

**OPENING ACTIVITY:** As participants entered the WMS Library, they will utilize sticky notes to write perceived curricular strengths and weaknesses. A large paper will be displayed on the table with a Venn Diagram drawn on it. The facilitator will post concerns, comments and questions about the school, fostering inquiry and later discussion. Participants do not have to sign or identify themselves.

**BUILDING BACKGROUND:** Power Point explanation of CURRICULA, PROGRAM, ASSESSMENT, INSTRUCTIONAL PEDAGOGY and STANDARDS will ensue to create common vernacular.

**CURRICULUM**

- Goodlad and Su (1992) define curriculum as a plan that consists of learning opportunities for a specific time frame and place, a tool that aims to bring about behavior changes in students as a result of planned activities and includes all learning experiences received by students with the guidance of the school.

**PROGRAM**

- Academic program (education) is defined as a program of education in liberal arts and sciences (usually in preparation for higher education); the activities of educating or instructing; activities that impart knowledge or skill; "he received no formal education"; "our instruction was carefully programmed"; "

## ASSESSMENT

- Educator and scholar Rick DuFour defined the core mission of education as ensuring that students learn, rather than merely being taught. This raises the questions of what students should learn and how to determine whether they have learned it. State standardized tests and similar assessments help answer these questions by assessing student learning. Since the 1980s, assessment of learning has been a key element in educational accountability.

## INSTRUCTION (PEDAGOGY)

- Researchers at Mid-continent Research for Education and Learning (McREL) have identified nine instructional strategies that are most likely to improve student achievement across all content areas and across all grade levels. These strategies are explained in the book [\*Classroom Instruction That Works\*](#) by Robert Marzano, Debra Pickering, and Jane Pollock.
  1. Identifying similarities and differences
  2. Summarizing and note taking
  3. Reinforcing effort and providing recognition
  4. Homework and practice
  5. Nonlinguistic representations
  6. Cooperative learning
  7. Setting objectives and providing feedback
  8. Generating and testing hypotheses
  9. Cues, questions, and advance organizers

## STANDARDS

- The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy.

**TIMELINE:** State mandated curriculum timelines were shared.

**GROUP THINK AND SHARE:** The group discussion was to ponder and discuss, the implications of CCS implementations.

**CLOSING:** Participants expressed concerns about the amount of reading and writing in the new Math series, the grading scale on our report cards, and the impending results of the PARCC versus the NJ ASK tests.

**QUESTIONS AND FOLLOW-THROUGH:** Results of Key Communicator Meetings will be found on our website after Board of Education review.