



"Helping Young People Develop a Sense of Passion and Purpose for Their Learning and Lives"

Tallmadge High School Planning Committee Meeting

November 18, 2019

Where Are We?

- Current Efforts/Activities Re: Service-Learning/PBL/Experiential Education
- Staff Attitudes/Interest

Where Are We Headed?

- Goals for This Year
- Goals for the Future

How Can We Get There?

- Professional Development: What Focus and Format? Dates?
- Visitations/Professional Contacts and Conversations
- NE Ohio Schlecty Network Involvement?



WE

ARE

Communicators

Resilient

Empathetic

Empower Everyone Everyday

Critical Thinkers

Collaborators

Employ Enlist Enroll

Self-Directed

Productive

Creators & Innovators



TALLMADGE

TALLMADGE CITY SCHOOLS DIRECTIONAL SYSTEM



OUR MANTRA

Empower - Everyone, Everyday



OUR VISION

Tallmadge is a collaborative community that empowers every student.



OUR MISSION

Every Tallmadge graduate is successfully employed, enrolled or enlisted.



OUR GUIDING PRINCIPLES

We believe every person has value and something to contribute to our school, community, and world and as such we seek to promote a sense of belonging and trust in every situation. We embrace partnership.

We believe growth, be it in an individual or a team, requires risk, support, time, commitment, and collaboration. We embrace growth.

We believe all adults must model the character traits we want to see in students. We embrace personal responsibility.

We believe learning does not look the same for every student and we can only design engaging learning for students when we really know them. We embrace relationship.

We believe learning that incorporates collaboration, communication, critical thinking, and creativity while making real-world connections empowers students to take ownership of their education. We embrace learning.



OUR CHARACTER TRAITS

TALLMADGE IS:

Empathetic - Understanding the feelings of others and demonstrating compassion

Respectful - Treating others with honor and dignity

Adaptable - Responding appropriately to changing circumstances and being able to think flexibly

Resilient - Persevering through challenges with a growth mindset

Creative - Developing new things and ideas



OUR INSTRUCTIONAL STRATEGIES

Critical and creative thinking are promoted through:

- Problem-Based and Service Learning
- Collaborative Interdisciplinary Teaching
- Differentiation
- Technology Integration
- Guided Instruction/Workshop Model



OUR COMMUNITY

Students are creators of innovative and engaging products that demonstrate their depth of knowledge.

Parents are partners with the school and community to support individual student success.

Staff members are designers of a positive and supportive environment where students are motivated to learn.

Teachers are the designers and facilitators of creative learning experiences where students are empowered and engaged to own their learning.

Principals are creators of positive and inviting climates where team members are empowered to embrace new ways to engage students.

The superintendent is the moral and intellectual leader of leaders who establishes and maintains a unified direction for the school district which leads to empowered students.

The Board of Education members are advocates for the mission and work of the district.

Community members are a collective group of advocates who support authentic learning experiences to engage all students.

HIGH QUALITY SERVICE-LEARNING/ PROJECT BASED LEARNING

A Planning Model for "Learning with Purpose . . . Serving with Passion"

This planning model, developed and utilized by Partnerships Make A Difference, blends widely endorsed definitions and key elements of Service-Learning and Project Based Learning. The model applies the "best of both worlds" in providing educators with an authentic instructional framework that effectively integrates rigor, relevance, and relationships.



Demonstration/Celebration "Making Learning Visible"

- Validation of Gains and Impact
- "Capturing the Magic"
- Sharing New Knowledge with Authentic Audiences
- Assessment
- Academic + Social + Emotional Growth = "Learning that Lasts"

Investigation "Exploring Possibilities"

- Local and Global Needs
- Curriculum Standards
- Students' Strengths and Interests
- Emotionally Engaging Entry Event(s)
- Initial Inquiry/Need to Know
- Driving Question(s)
- Project Idea(s)

Authentic Issue or Need
Compelling Topic or Question
Academic Focus
Curriculum Integration/
Standards

Learning by Doing

21st Century Skills
Multiple Intelligences
Student Voice, Choice,
and Passion
Collaboration/Teamwork
Career Development



Reflection (ongoing) "Attaching Meaning"

- What? So What? Now What?
- Revision/refinement of products/services as needed
- Truer, deeper learning

Preparation/Planning "Becoming Experts"

- Continued Inquiry/Research
- Necessary Knowledge and Skill Development
- Community Partners/Mentors
- Logistics

Action/Implementation "Becoming Changemakers"

- "Doing the Work of Real People"
- Authentic Product(s)/Service(s) for Authentic Audience(s)/Client(s)
- Categories:
 - Direct Service
 - Education and Awareness
 - Advocacy
 - Philanthropy/Fundraising





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EXPLORING SERVICE-LEARNING

Facilitated by Partnerships Make A Difference

October 21, 2019

Our Background, Mission, and Approach

Transition/Insights From Your Professional Development Work to Date

- What have you discovered/re-discovered about student engagement?
- What have you discovered/re-discovered about design qualities for effective instruction?
- What are you especially proud of/committed to re: Tolles' emerging directional system?

Goals for Today's Session

- Provide an overview of service-learning as an instructional strategy
- Explore lessons learned from successful projects and practitioners
- Provide a teacher-friendly planning model
- Provide opportunities to experience key elements of the model
- Provide time for brainstorming/initial planning
- Explore how service-learning might support Tolles' vision, mission, and directional system

Service-Learning Film Festival: Overview, Planning Model, and Lessons Learned ***Memory Project, Cells Gone Wild, Robotics, Media Saves the Beach, The Finance Project: Pre-Calculus***

Experiencing the Service-Learning Model

- Brainstorming: local and global needs and issues
- Thinking about your students
- Cause and Effect Chart
- Entry Event: *The Line*
- Reflection: What? So what? Now what?
- Related questions/topics to explore/pursue
- Ideas for meaningful action
- Cause and Effect Chart revisited
- Your feedback on this process/experience

Planning Time: What can you enhance? What can you create? What do you need?

Concluding Observations and Next Steps



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DELAWARE AREA CAREER CENTER

Exploring the What, Why, & How of Service-Learning—"PBL with TLC"

October 19, 2018

Setting the Stage

Welcome and Introductions
Our Background and Approach
Goals and Expectations for the Day

Exploring the "Why"

Best Days
The Ideal Delaware Area Career Center Graduate—Kid Figures
Connections to Career Development

Exploring the "What"

Memory Project
Our Planning Model and Essential Elements
Video Case Studies

Lunch

Exploring the "How"

Heartbreak Mapping
"Model Project" Articles: *Jigsaw Sharing* and *Reflection*
Project "Starting Points": Curriculum, Current Events, Critical Issues/Needs,
Existing Initiatives, Agency Connections, Students' Ideas/Experiences

Small Group Discussions: Project Possibilities and Next Steps

Reporting Out/Large Group Feedback and Reflection

Closing Video/Comments





"Helping Young People Develop a Sense of Passion and Purpose for Their Learning and Lives"

DELAWARE AREA CAREER CENTER

Things to Remember from Kathy and Ellen

March 8, 2019

Service-Learning = PBL with TLC. *"Where the heart goes, the mind will follow."*

Service-learning provides an integrated approach to academic standards, social-emotional learning, career development, civic engagement, and student empowerment. *How can you, in your professional role, be a collaborator in this process of integration?*

Students are "doing the work of real people" for an authentic purpose. Someone else needs or can benefit/learn from what they are creating or providing.

"Entry events" are critical to ensure emotional engagement.

Community experts/professionals can help students become "experts" about their tasks and topics.

Students become "changemakers" by providing authentic products/services for authentic audiences/clients.

Revision and practice are important in ensuring high quality products/services. (Examples from the video: peer feedback protocol, "fishbowl" practice session)

Reflection should occur throughout the project: *What? So What? Now What?*

What did we set out to do? What important need(s) were we trying to address? How did things go? What did we learn, about ourselves and our topic/issue? What was the significance/meaning of the project to us, individually and collectively? What next steps make sense? What connections can we make to our own futures (career development), as well as the future of our community/world?

Demonstration and Celebration are important to "make learning visible" and raise awareness about impact.



Partnerships Make A Difference: Consultant Bios

Ellen Erlanger was a teacher and administrator in Canton, Ohio and Upper Arlington, Ohio, for 30 years and was involved in service-learning, career development, character education, vocational education, guidance, staff development and community education throughout that time. In addition to fulfilling her local program responsibilities, she provided consultation, training and technical assistance to other public and private schools on a regional, statewide, and national basis. Ellen retired from the Upper Arlington City Schools in December 2002 and is now Vice President of Legacy Consulting Group and a consultant with Partnerships Make A Difference, a non-profit corporation providing training and educational materials development. Ellen has authored a variety of instructional materials and education-related articles as well as other books, works of poetry, and newspaper and magazine articles. During her leadership, the Upper Arlington City School District achieved the rare distinction of having all three of their secondary schools selected by the Corporation for National Service as "National Service-Learning Leader Schools." Ellen holds a B.A. and M.A. from the University of Michigan.

Kathy Meyer, a teacher, guidance counselor, and administrator in Ohio for more than 30 years, served as an administrator for the Worthington City Schools from 1985 to 2000 and supervised service-learning, career development, character education, vocational education, guidance, science, and after-school and summer school programs. Under her leadership, Worthington was selected as a model school district by Learn and Serve Ohio. Kathy retired from the Worthington Schools in December 2000 and is currently President of Legacy Consulting Group. In addition, she is associated with Partnerships Make A Difference. In these roles, Kathy has authored and published a variety of instructional materials and provided related training programs in many public and private schools throughout Ohio and a number of other states. Over the years, she served in a number of leadership positions, including President of the Ohio Career Education Association. Kathy holds a B.A. from Wittenberg University and an M.A. from Wright State University.

As a part of their work with Partnerships Make A Difference, Ellen and Kathy have provided leadership for the "Growing Together" Service-Learning Network, which currently includes more than 45 central Ohio schools and 20-plus community agencies. In addition, they have provided in-depth professional development programs, curriculum development, and technical assistance in Project Based Learning, Service-Learning, and Career Development for a variety of school districts and organizations, including: Ridgemont Local Schools (OH), Zanesville City Schools (OH), Four-District Consortium (OH), Six-District Educational Compact (OH), Columbus (OH) Catholic Diocese, Fairborn City Schools (OH), Union Local Schools (OH), Northwest Ohio ESC (OH), Oakland County (MI) Schools, Birmingham (MI) Schools, Archdiocese of Los Angeles/Los Angeles Unified School District (CA), Loyola Marymount University (CA), University of New Mexico (NM), Gadsden Independent School District (NM), Albuquerque Public Schools (NM), Zuni Public Schools (NM), Learn and Serve Ohio (several regional and statewide training grants), and Ohio Department of Education (several regional and statewide training grants). Sponsors of their work have included American Electric Power Foundation (OH), ServeOhio, The Columbus Foundation (OH), Martha Holden Jennings Foundation (OH), Harry C. Moores Foundation (OH), Siemer Family Foundation (OH), Feinstein Foundation (national "Good Deeds" program based in Rhode Island), World of Children, Inc. (NY/NJ/MI/OH), New Mexico Commission For Community Volunteerism (NM), and Kellogg Foundation.

Partnerships Make A Difference is a nonprofit organization whose mission is to help young people develop a sense of passion and purpose for their own learning, and to enhance students' belief that they can positively impact their own lives and the lives of others.

Partnerships Make A Difference

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