



## MacFarland Community Cabinet Meeting Notes

January 11<sup>th</sup>, 2016

6:30 – 8:30PM

Colleen Hawkinson's House

Presenters: Teresa Biagioni, Andrew Katz-Moses

Support: Cassandra Sanchez

### Notes:

#### Agenda

Time	Agenda item	Key questions
6:30 – 6:35pm	Welcome/ Review of agenda	<ul style="list-style-type: none"><li>What is the agenda for today?</li><li>What major questions do we plan to tackle?</li></ul>
6:35 – 6:45pm	Ice Breaker: Global Ed Bingo	
6:45 – 7:15pm	Global Education: Kate McNamee	<ul style="list-style-type: none"><li>What is Global Education?</li></ul>
7:15 – 7:40pm	Small group discussion	<ul style="list-style-type: none"><li>What world languages do you want to see beyond dual language English/Spanish?</li><li>As a parent/community member, what is exciting to you about global studies? What questions or concerns do you have? What else do you want to see as part of this plan?</li><li>What is most important when you think about preparing your student as a global citizen? (e.g. acquiring another language, travel opportunities, activities in their own community, etc.)</li><li>How can we leverage the diversity of the MacFarland community and international culture in DC to teach global understanding in classrooms?</li></ul>
7:40 – 7:45pm	Break	
7:45 – 8:15pm	Whole group discussion	
8:15 – 8:30pm	Updates/ Questions	

PARTICIPANT QUESTION/COMMENT	DCPS RESPONSE
	What is global education?
Learning about another culture  Interacting with people from other countries  Going abroad is part of it, but understanding your place in the world too.	
Has there been discussion about incorporating this along with all the core competencies? How is math and science involved?	Will talk about that – want to make sure global ed is available for all teachers to teach and all students to learn.
What does study abroad for a high school or middle school student look like?	Will get to that – was a big announcement last week.
We're talking about global ed. Would be remiss if we didn't look at other countries and see the way they	

teach language is way different than the way we teach language. 45 min three times a week. Seems very different from other countries we'll be teaching our students about.	
This model is not what's happening in DCPS – is there a plan to make this happen? We should do this.	
So many schools that have absolutely no language, so I see this and it looks great.	
Is there a plan to expose children from pre-k to other languages beside Spanish?	Part of the reason we do focus on Spanish immersion is you need a native speaking population. The native speakers, you need 50% native speakers to make them successful.
What we see here is an on-ramp that starts at pre-k. Is there a plan that includes that?	There are programs where you can get to AP if you start learning a language in high school.
Can you get credit for study abroad?	Kate follow-up response:  This is an exciting idea we have discuss, and one that we look forward to exploring in the future. That won't be the case for year one trips, however.
What about an entire school year?	Can be tricky to get credits to transfer back – if you've taken algebra in 8 <sup>th</sup> grade you're in better shape for example, because you'll get your 4 years of HS math in.
Since 11 <sup>th</sup> graders may work, will there be a potential impact on the opportunity cost of going? Is every barrier able to be met to allow all students to be able to participate?	Being able to provide the trips for free is a big part of giving students this opportunity. Not going to be able to remove every opportunity cost unfortunately.
Are the programs small or are they big enough so they become part of the culture of a school?	
Is there budget for someone at MacFarland whose job is to coordinate this?	
I can understand language competence. Global stuff sounds like exposure – how much of it is leading to competence?	
Does this mean you're going to have actual biliterate teachers and training them?	Global ed is actually going to go beyond language, so we would want to work with math teachers to help them teach students how statistics can help enhance their global understanding, etc.
So that means the school and every student in it will be global – it's not a track?	Yes, not a course or subject area.
So that's about creating a culture...	
Are you planning to get feedback from teachers about what they want to see? How much support do they need?	They're working with teachers now to finalize details with project zero, they could start over the summer to get feedback and build communities of support with teachers. Will communicate with MacFarland school leader and staff about this when they come on board.

	<p>Kate follow-up response:</p> <p>We are working together with current DCPS teachers who identify as global educators to get feedback on the Global Thinking Schools model, and determine what support should look like.</p>
Washington International School is a project zero school I think...	
Would this training fit in to any continuing education teachers are doing? (e.g. Master's degree)	<p>Kate follow-up response:</p> <p>Yes, we are exploring if the seminars offered via Harvard and Project Zero could award graduate credit.</p>
Are we asking teachers to put in a couple of hours every week to make the typical lessons look like this? What's the demand on them?	Part of it is to teach teachers how to do the thinking of how to teach things in that context. It's not here's my math lesson and here's my math global ed lesson. It could be bringing in a different text or a different line of questioning.
So we won't have a hassled and harried staff if we buy into this? That's the fear. We buy into the icing and then we have to do a whole lot of work to make the cake.	
	Small group discussions
	Whole group share out
Question 1: What world languages do you want to see beyond dual language Spanish?	<p>Mandarin (6)  Arabic (5)  French (4)  Amharic (3)  Portuguese (3)  Farsi (2)  Russian (1)</p> <p>Criteria: usefulness for careers, ease of finding teachers, relevant to community, ease of learning after Spanish, AP prep, also switch it up from English/Spanish</p>
Question 2: What is exciting? Questions/Concerns? What's missing?	<p>Getting immersed in a culture, getting to learn about the culture</p> <p>Learning you're not the only one in the world</p> <p>Acting locally, thinking globally. Connecting world issues to local issues.</p> <p>Concerns:</p> <p>Globally competent teachers</p>

	<p>Not enough biliterate teachers. That they speak and write correctly, have the right accent.</p> <p>That's it's a nice program and it sounds great but if ¾ of our kids aren't literate in English this is more that they aren't going to pick up, so what are we doing to resolve the real issues.</p>
Did not get to questions 3 and 4	
	DCPS updates: potential use of MacFarland facility instead of Roosevelt building, leadership
<p>Questions about potential space in MacFarland building</p> <p>Just to give you some context nobody in this room actually believes this</p> <p>So you have no leader and an unsafe space. How are you going to convince parents to apply through the lottery?</p> <p>This just means you have to be very intentional about how you communicate why the building is a good situation for kids</p>	