Minutes IC Meeting January 24, 2013

Meeting attendance: Maria Aguinga, Mark Atkins, Barbara Bettis, Christina Bucchi, Terri DeDecker, Sara Elwood, Heather Fodor, Cyndee Fralick, Todd Graba, Raheem Hasan, Judy Havemann, Nadine Hill, Dan Hoffman, Megan Kozlowski, Carol Mammoser, Josefina Melendez, Kelly O'Brien, Claudia Sanchez, Katie Thomson, Esperanza Villarreal-Ortiz, Rita Weber, Lisa Whitmer, Jennifer Williamson, Mary Wojtczak

Absent: Kathy Duchaj, Perry Hayes, Denise Lockwald, Wilma Valero

Guests/Observers: Trisha Shrode

December minutes reviewed and approved.

4th year Math Course Discussion:

- Numbers that were presented were low, should be 906. 586 of 906 did a 4th year course, 321 did not go into 4th year. Of the 582, 52% got C or higher, others were failing at the end of the first quarter. Students were not as successful as we would like.
- Adding a 4th year Math course as a graduation requirement, while keeping total required credits at 40, would limit electives.
- CDs are available in addition to the tests, however, resources stay in the classroom and the classrooms have no computers. The text is not available in Spanish, but there is a Spanish glossary and handbook. The publisher is putting together a quote for translation of books. How many students would need course in Spanish? Demographics do not reflect individual kids (ethnicity), information was by school. Student grades by school is in Todd Graba's response.
- Finite Math has application embedded
- There are different pre-requisites at different high schools. Some require students to pass pre-calculus first. Finite is higher level application course. Schools have adopted Finite to be a 4th year course and eliminated the pre-requisite.
- Finite is an elective class. Committee only looked at non-elective courses.
- All 4 ECC feeder districts will adopt.
- When approved, are all high schools ready? High schools are planning; there is currently no course code. Students will register for a 4th year course and move when course approved.
- This course is proposed for 1 year. Dr. Torres had several points supporting 1 year only at December Instructional Council meeting. Instructional Council can recommend to board as a 2 year course. Council has different thoughts regarding 1 year/multiple years. Some felt 1 year would be a waste as it does not give a fair test.
- Motion was made and seconded to approve the 4th Math course with a recommendation for length of 2 years or more. Vote was approved with 20 yes, 1 opposed, 2 abstained. Recommendation is going forward.

<u>Continuing CCSS Discussion:</u>

- Four of seven steering committee members were present at their last meeting. Steering Committee wants a presenter at Instructional Council regarding Council's role with Common Core. Steering Commitee wants discussion as to what this representative would bring to meeting; don't want Common Core training; wants to know how to look at proposals in view of Common Core; need to be sure the presenter has understanding of Council's role in the district. Possible presenter is Sheila Bird. Nan distributed and read Sheila's bio. Nan has communicated with Sheila. Sheila is available for next Instructional Council meeting. As a consultant, Sheila can give understanding and possible documents. Discussion followed regarding: *Do we need physical presence of consultant? Do we hire Consultant, who do we hire, and what do we want??*

- Why go to outside presenter vs. our resources? See what we have in district. Why are we not looking in internal resources at least as a starting place?
- Presenters need to address Common Core standards in their proposals. This does exist in proposals.
- District working with **Achieve the Core**, this is **Achieve Inc**.? Why using **Achieve, Inc**., not **Achieve the Core**?
- Use of outsider with history, at least initially, would be valuable.
- Workgroups already working with outsiders. Would be beneficial to use Nationally known person already working with District to avoid siloing. In the future it would be helpful to have those groups with Instructional Council. Should bring in same consultant (another consulting could create silo).
- Fear of bringing in another person.
- Outsiders give a more global view.
- For continuity, keep working with our established professional, both inside and outside.
- Should we tap people who are already serving on other district committees? Those from both Instructional Council and other committees.
- Summer Common Core training was a surface overview, not deep enough. Schools have gone deeper, but not gone deep as a group. Important to have an outsider give us an overview of who we are.
- If we use Sheila, or anyone, what is cost and where do funds come from? Her accessibility is out of state, if here in February, when can she be here again? How much can we learn in a one-time frame?
- If Common, what difference does it make who we hire?
- Don't want a one-shot deal. How to sustain, match achieve the core? Do they have same focus, how to pull together
- Need someone to help find focus, not tell us. No one in district who can do this?
- Common Core Committee brought in consultant so that they would be educated. Consultants should be talking same talk. Should have consultant who fits Instructional Council's needs.
- Is huge difference between consultants. Have to be careful. Need to decide our purpose and where we start – i.e. how to read standards, utilize standards, effect of standards.
- Not Common Core training, but help in how we look at proposals
- Various levels of Common Core understanding and role as Council. Use help to get to same level regarding our focus

- Need on-going help, not one-time. Neighboring districts that have incorporated Common Core for several years may be a resource.
- Instructional Council's place is to align information from us, outsiders, etc. We pull together. Common Core Standards are explicit.
- How does Common Core match proposal, should already be Common Core component.
- There is a Professional Development workgroup.
- Transformation Task force wanted a facilitator; first they established what to look for from facilitator. Instructional Council needs to determine what are they seeking from facilitator, and ask various groups who is the best person for our needs. Needs interaction between groups. Facilitator needs to tell us what they can bring before we can make a decision.
- Experience was shared where rigorous work was dismissed, due to some concerns being valuable enough to consider input and start over. We will stumble in process with whomever we hire. Recommended to go with someone to provide professional development to Instructional Council, but questions may not be clear because we are not there yet.
- Steering committee feels they have an opportunity to craft their role. What IC does is clear, question is how does Common Core affect. Outside person can guide us to know how to modify the proposal structure.
- What is it that we want/need? Does Steering Committee decide and bring back to us – going in a million directions. Steering Committee wanted input from Instructional Council as a whole.
- Need to know what we need, before looking at further issues.
- Establish what we are looking for, before deciding who to use.
- Hoping in February that we have Professional Development occur so to move forward and keep on the agenda in remaining meetings for this year. Can we decide what we are doing and have it start in February.
- Steering committee feels urgency to know our role. Steering Committee wants to put together questions while still looking at urgency.
- We have several levels of understanding on Instructional Council. Can Google Doc be used for members to post questions, responses, etc.? Yes, can do now, there is area for Common Core discussion. Link stays open after Instructional Council meeting. Google Doc good, but questions/responses need to go to Steering Committee before next month.

Motion was made to have Instructional Council Steering Committee take information and determine who is best possible consultant for February Meeting. Motion was seconded and passed with 20 yes, 2 no, and 1 abstained.

Grading Committee Presentation by Terri Lozier and Committee Members
Presentation accompanied with power point and handouts. Discussion:
- Will there be a Standard s-Based reading book and how it would look on Infinite Campus? *Yes, because of elementary report card book -- that's where it's headed. Brian Lindholm (IS) was at last meeting. Committee will put forth policy and check with Brian if it is doable. Webinar next week on Stand Based Reporting at SHS.*
- Choices to be presented

- Infinite Campus accommodates formative & summative.
- Professional Development will be hands-on, webinars, video, demonstration sites, etc. Will be going to Professional Development Committee.
- How will Infinite Campus set up grading scale? *Not easy, but doable. Will need Professional Development.*
- What is recommendation for student who doesn't do work? *Sample scales have floor with a representative of the lowest grade.*
- Will same chances be available in college? If wouldn't get chances in college, should be the same in high school. *No, not like this in college. Responsibility is not teacher's job. Responsibility from other sources (home, community, etc.). Teachers do work besides grades to teach responsibility.*
- Will there be consistency in policy regarding grading? *Guidelines should provide professional development to give understanding of what it means. Some buildings have already discussed upcoming grading policy. No strict rules as to how many written assignments, etc.*
- Do we have same expectations as they grow up or change expectations as they age?

<u>Health Care Services & Tech Education presentation by Carol DePue</u>
This is part two of the proposal which brings forth the Instructional Resources and Technology to support the curriculum and student learning.

- Are there certifications in courses besides CNA? *Automotive has a program for certification. Wood-Production works towards certification.*
- Zoom no longer supported – *last year's proposal includes additional tablets*.
- How many students in Health courses per year? *No separate numbers, but CTE overall enrollments are just under 10,000 students.*
- Curriculum from last year proposal was rolled out this year.
- Data from Common Assessments will be collected.

Revision of Instructional Council manual
Updates are ready and need to be changed on website. Will be forwarded to Nan.

Exit Slips
Will send out separate Google doc regarding Common Core.

Summary Statements

1. 4th year Math Course Proposal was approved with a recommendation for implements for a minimum of 2 years.
2. Council agreed on the urgent need for training on Common Core standards to guide our work as a council. Steering Committee will take information and determine who is the best possible consultant for February Meeting.
3. Second Grading Committee presented the seven guiding principles of grading based on research to be proposed as district policy.
4. Health Care Services & Tech Education provided initial proposal for updated curriculum & resources.