

## **Minutes of the 5.30.17 SOL Innovation Committee – High School Redesign Subcommittee Meeting**

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### *Attendees in Person:*

Laurie McCullough  
Annette Patterson  
Pat Murphy  
Oliver McBride  
Mike Davidson  
Karen Cross

Brian Matney

### *Staff Attendees:*

Holly Coy, Office of Sec. of  
Education  
Lilla Wise, Arlington Public  
Schools

### *Phone Attendees:*

Stewart Roberson  
Kim Blosser  
Todd Putney

### **Introductions and Overview:**

Pat welcomed everyone to the meeting, facilitated the introductions, and provided an overview of the Subcommittee Action Plan document.

### **The Subcommittee Action Plan:**

This document was created out of the conversations that occurred during and after the last full SOL Innovation Committee. The plan identifies:

#### *Essential Questions:*

- What should state policy makers be thinking about with regard to additional academic changes that build on initial round of graduation requirement changes made by the Board of Education? How do we ensure delivery of curriculum that is relevant to 21st century jobs?
- What do teachers, counselors and administrators need to be successful in delivering a different experience to their students?
- What do schools and businesses need to create meaningful opportunities for work based learning experiences?
- What do divisions and schools need to do to eliminate barriers that may exist and/or be perceived in the current educational systems? Particularly for resource-constrained schools?

#### *Goals and Timeline:*

By September 1, have a set of innovative and informed recommendations ready for consideration by the full committee. These recommendations should provide the state with a three – five year progressive plan, building on the work of the Board to date, to implement redesigned high school experience for all students.

The subcommittee discussed the aggressive nature of this timeline and the balance of short and long term recommendations they should consider moving forward.

#### *Focus of Recommendations:*

1. Additional changes to academic graduation requirements and curriculum delivery.
2. Support for schools and communities to implement redesigned experiences, including:
  - a. Professional learning and training for educators;
  - b. Support for schools and communities to create opportunities for meaningful work based learning experiences for all students, including integrated plans of professional learning and training for businesses/employers in carrying the vision to achieve high school redesign.

### **State Board Process and Action to Date:**

Holly Coy presented a series of slides outlining the work of the Board of Education over the last year and half, including the Profile of a Virginia Graduate, new graduation requirements, stakeholder engagement reports; summaries of testimony at public hearings and at Board meetings. With this foundation the

group then segued into a discussion of what other changes may be needed in future years to build on the Board's foundation.

There was general consensus supporting the work of the Board of Education to date, and affirming their proposal. Building on their recommendations, participants identified a few areas around which they may proffer recommendations to support implementation, including: capstone projects; supporting high quality work based learning opportunities; changing the ways students are taught not just what they are taught; developing strategies to communicate this work; and the role of the state to support, encourage and incentivize divisions in this work.

### **Discussion of Potential Areas of Focus:**

#### **1. Additional changes to academic requirements**

##### *Communication & Writing Related Pieces*

- Because of the additional academic focus on STEM, feedback from businesses, what we're hearing from employers on need for strong communication skills – additional changes to academic graduation requirements might be recommended.
- There's a need for students to have authentic writing experiences incorporated into all disciplines.
- Should we consider an authentic portfolio of documents/ writing sample over a student's academic career demonstrating career readiness? Part of local assessment rather than a state assessment? Many agreed with reduction in testing requirements, ability and flexibility to support students in this work.
- Need to provide meaningful preparation for students to enter the workforce, not any additional SOL tests.
- Example from LFCC and incorporation of writing skills into different disciplines – ie writing requirement in welding class.
- Speaking communication skills are also important to build, not just writing skills.

##### *Math*

- There are real or perceived math gap in students entering the workplace. Middle math skills are not as solid as they should be because students are pushed along to higher levels of math. Therefore, there are big missing links when students are assessed for jobs and mainstream math skills.
- Math courses needs to be more directly related to careers
- Question is really how the math courses are taught, not what courses they should be taking. There's a need for more problem based for students, math skills should grow out of it.
- Awarding of verified credits through non-core courses
- Require 4 years of math? At least concurrently need to reshape the instructional framework.
- Incorporate math and communication skills in their capstone project?
- Also need daily and weekly methods of fostering quantitative reasoning skills, not always the math coursework we traditionally think of.

##### *Other academic issues for discussion:*

- CTE assessment given right now isn't relevant to career readiness. Workplace readiness certificate is outdated and isn't assessing anything of real value. Need to consider getting rid of that and replace with something more meaningful.

-STEM – may fit into conversation about quantitative reasoning, blended curriculum. There are many models of experiential teaching and learning.

## **2. Providing support for schools and communities for implementation of new graduation requirements**

### *Academic*

- Professional development for educators – preset rubrics for assessments
- Technology in the role of portfolios
- Training for teachers, in service and preparation programs to align with writing and math revisions.

### *Work Based Learning*

- Educators need to be equipped to help students understand career opportunities for students
- Bring employers into the classroom too, co-instructors in the classroom. Consider co-advisory councils to help improve knowledge on both sides.
- Teacher training needs to be aligned with experience we are expecting them to deliver for students
- Communities are wrestling with what could and should count as work based learning, create opportunities for students.
- Broader umbrella for both work based learning and capstone projects? Purpose should be measuring the 5C's, student should be able to communicate how they grew in those 5 areas.
- Align with community colleges, take advantage of existing partnerships and experiences.

### **Next Steps/ Preparation for June meeting:**

- June meeting – updates on Board progress; public hearing schedule
- August subcommittee meeting dates
- Share Dan Meyer – Math Class Makeover ted talk
- Identify math expert to help us think about quantitative reasoning
- Draft recommendations out by June 16, refined for June 29 meeting, reflection before June meeting.