

## **Standards of Learning Innovation Committee**

Meeting Minutes

Full Committee Meeting

Library of Virginia

800 E. Broad Street, Richmond

June 21, 2018

### **Attendees**

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#### **Present Committee Members:**

Todd Putney, Delegate Steve Landes, Francisco Duran, James Lane, Delegate Ward, Senator McPike, Valerie Bowman, Michael Davidson, Linda Hyslop, Jim Livingston, Brian Matney, Pat Murphy, Ting-Yi Oei, Jennifer Parish, Stewart Roberson, Vivian Sanchez-Jones, Bobby Shockley, Laurie McCullough

#### **Absent Committee Members:**

Robert Benson, Kim Blosser, Jamie Clancey, Karen Cross, Danielle Fitz-Hugh, Deborah Frazier, Jim Gallagher, Sarah Gross, Linda Grubba, Rachel Holloway, Oliver McBride, Annette Patterson, Karen Thomsen, Delegate Bulova, Delegate Robinson, Senator Steve Newman

### **Welcome**

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Sec Qarni welcomed everyone to the luncheon and outlined the three goals of the time together: recognizing members who will not be continuing with the committee; celebrating our successes to date; and beginning to chart out the next phase of the Committee's work together.

### **Committees' Future Work**

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Dr. Roberson, Chair of the Committee, began by asking attendees to introduce themselves.

He then review the statutory charge of the committee, its past goals and accomplishments, and then laid out a new vision of the committee's work going forward, which the steering committee proposed.

He articulated the accomplishments of the Committee:

- Conceptual recommendations, 4 total reports which went to the various entities to consider revisions on accreditation, assessments (revising or reducing), robust conversations on student growth, high school redesign
- He then reiterated the role of the committee: not implementing changes but rather providing advice and continuing to make recommendations in a timely and appropriate manner

Dr. Roberson then explained that the steering committee has been discussing the future of the Committee's work this spring, and has really honed in Item D of the statutory language around fostering innovative teaching and learning in the classroom. He raised the following for the Committee members to think about:

- The Committee is at a pivotal point with the Board of Education (BOE) and Department of Education (DOE) implementing many major changes, some based on our recommendations.
- This final part of our charge that hasn't been fully addressed by our work to date:
  - 'Innovative teaching in the classroom', which can be interpreted in many ways/directions
  - Think of "deeper learning" in a way and set a framework for a statewide discussion: promoting 5C's which align with HS redesign and Profile of a Graduate
  - What competencies do our school leaders need to effect the change (in SOLs, professional knowledge, etc)?
  - By giving this thoughtful consideration, we will give capacity for better assessment, drive and influence more quality school efforts, bring up the teacher shortage conversation

He then invited Dr. James Lane, the new State Superintendent for Public Instruction, to the podium for a more detailed presentation on what deeper learning is, etc.

## **Presentation on Deeper Learning**

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Dr. Lane began by asking questions demonstrating the nature of current SOL tests and then segued into what a deeper learning type of question may be

- Who was the president during the civil war?
- What was MLK known for?
- Who was our first African American president?
- INSTEAD: What do Abe Lincoln, MLK and Barack Obama have in common and what impact did they have on the world today?

Played Deeper Learning YouTube video

- Deeper learning is about students learning and about workforce.
  - Do kids have more than reading and math skills? Do they have the 5c's? Can they communicate? Are they workforce ready?
  - Deeper Learning is personalized learning, it's competency based, it gives student choice and is for ALL learners

Deeper learning skills also prepare students for college, career and civic success. It's not just important for them to be collaborative and great thinkers, but also of good character and citizenship

- Deeper learning competencies: cognitive ability, system skills, content, and even further, in Virginia we want critical thinkers, collaborators, communicators, creative thinkers, and good citizens
- Review of Profile of a Graduate: experiments, presentation/demonstrations, portfolios, debate delivery, complex challenges/problem solving, independent/group tasks

Following the presentation, Dr. Roberson challenged everyone over lunch to discuss the topic and how the Committee might think about going in this new direction.

## **12:00: Lunch & Discussion**

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After lunch and table top discussions, Dr Roberson asked each table to report out on their discussions. The following were themes raised as part of that:

- How do our teacher evaluate systems that support this type of work?
- How do student and school division supports uplift this work?
- Standards of Learning – how do we revise the SOLs to drive this type of learning, not leave them behind?
- There is a sense of urgency to set a solid foundation
  - When school divisions create their curriculum, it's important to provide support during this process so that it's aligned to the new vision
- Engage students in the process so that they can share what engages, interests, and motivates them and their learning
- Need to define key pedagogies and articulating what deeper learning looks like in a classroom
- Need to provide PD, funding for this PD, and sustainable implementation
- Implications for school leaders and teacher ed programs

- What exactly is being taught in teacher prep programs, what's coming out as far as expected skills and abilities for educators?
- What business involvement is there to assist in this development?
- How can this committee hone in on who else needs to know this information: includes business entities?
- Performance-based assessment, updates on this, teacher response, how comfortable they're feeling with this change?
- Members of General like the direction but how are we going to measure the growth of students, but how do we objectively assess our teachers? They're going to want to see the measure and they're going to be concerned with this. At some point people are going to want to see proof. Acknowledged that we should have measurements that are fair to the various school divisions who have very different populations, students and needs.
- Must involve business very early on, as opposed to saying later in the process that "businesses, we have your workforce"

Dr. Roberson explained that the Steering Committee would take all this feedback and try and chart out some next steps for the Committee when it returns for a full Committee meeting in late September.

The meeting adjourned at 1pm.