

# **Standards of Learning Innovation Committee**

## **Meeting Minutes**

Full Committee Meeting

Burnley-Moran Elementary, Charlottesville, VA

June 2, 2015 – 1:00pm – 4:00pm

## **Attendees**

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### **Present Committee Members:**

Grace Chung Becker, Shawnrell Blackwell, Chris Braunlich, Terri Breeden, Jared Cotton, Karen Cross, Kim Dockery, Veronica Donahue, Jenny Sue Flannagan, Deborah Frazier, Tag Greason, Sarah Gross, Meg Gruber, Roger Hathaway, Anne Holton, Lillie Jessie, Jim LeMunyon, Steve Martin, Brian Matney, Laurie McCullough, Stewart Roberson, Roxann Robinson, Alan Seibert, Steve Staples, Karen Thomsen, Chriss Walther-Thomas, Jeoin Ward, William White, Ben Williams, Sanford Williams, and Renee Zando.

Tara Lateef was present via conference call.

### **Absent Committee Members:**

Jeff Bourne, Susanna Burgos, Dabney Carr, Creigh Deeds, Rob Krupicka, Sue Magliaro, Wade Whitehead.

## **Scribe**

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Faith Barbour/Tania Valencia/Lisa Jackson

## **Agenda**

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- **Welcome**
- **Update from Accountability 2.0**
- **Update from Assessment 2.0**

- **Update from Board of Education**
- **Break**
- **Higher Education Panel**
- **Next Steps**
- **Adjournment**

## Welcome

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- **1:10pm** – Dr. Stewart Roberson began the meeting.
  - Provided the welcome remarks to the group and reviewed the Charge to the Committee and backwards mapping.

## Update from Accountability 2.0

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- Dr. Laurie McCullough reviewed and discussed the Accountability 2.0 report and initial recommendations with the committee members (report can be found in Dropbox Account).
  - Laurie discussed that this report is a work in progress and may change based on discussion and feedback.
- Dr. Alan Seibert and Laurie presented on their Mock Dashboard that demonstrates real time information and would be expected to report on: student achievement, student growth, school climate, attendance, demographics, local funding effort, and other factors.

## Update from Assessment 2.0

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- Dr. Jared Cotton updated the full committee on the progress of the Assessment 2.0 subcommittee.
  - Jared explained the purpose of this subcommittee is to utilize research and best practices related to assessments to develop recommendations for the future of assessment in Virginia.
  - During his presentation (can be found in Dropbox) he provided examples of measures that the Assessment subcommittee would like to see measured:

- Literacy and numeracy at the elementary and middle school level
- Civil responsibility
- Critical thinking/problem solving
- Life-ready skills (college, career, and citizenship)
- Some common themes that came out of the subcommittee’s initial work include:
  - Assessments should be engaging students in active and meaningful learning
  - Assessments should be straightforward
  - Assessments should not be test that students can cram for
- Some initial “take-aways” from the subcommittee’s meetings include:
  - Balance of census testing versus sampling
  - Project based and performance assessments
  - Divisions should have access to the same resources to increase equity in practices

## **Update from Board of Education**

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- Dr. Billy Cannaday and President Christian Braunlich provided the committee with an update of the Board of Education’s work.
  - BOE is currently working on accountability issues.
  - They welcome further direction and guidance in regard to the comprehensive review of standards of accreditation from both the committee members and others who have stakes in education.

## **Break**

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## **Higher Education Panel**

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- The Higher Education Panel consisted of:

- Dr. Pamela Moran (moderator) – Superintendent of Albemarle County Schools, and SCHEV council member.
- Ms. Johnice Brown – Director of Undergraduate Recruitment at Longwood University
- Mr. Dog Hartog – Senior Associate Dean at University of Virginia
- Mr. Andrew Renshaw – Coordinator for Dual Enrollment and Off-Campus Programs at Piedmont Virginia Community College
- The panel was asked several questions including (some of the responses to the questions can be found in Appendix A:
  - What makes up a well-educated student as they transition from high school to college?
  - How do you see today’s teens? What challenges do they face to be successful?
  - How important is the number of credits for acceptance into college?
  - We have a great number of students who are first generation, special ed., etc. What is done about helping them with their transition?

## Next Steps

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- Next Full Committee Meeting Dates:
  - August 26, 2015, 10:00am-1:00pm  
Patrick Henry Building, West Reading Room  
1111 E. Broad St., Richmond, VA 23219
  - October 29, 2015, 10:00am-1:00pm  
Patrick Henry Building, West Reading Room  
1111 E. Broad St., Richmond, VA 23219

## Adjournment

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- Stewart closed the meeting out at 4:05pm.

## Appendix A

### **What makes up a well-educated student as they transition from high school to college?**

Mr. Renshaw stated that students need to have more academic and mental preparation before they enter their desired college. Ms. Brown stated that a well-educated student needs to develop a mentality of curiosity. Mr. Hartog stated that a student should possess attributes of critical thinking, problem solving, debating, analytical thinking, ready to engage, curious, and ready to perform.

### **How do you see today's teens? What challenges do they face to be successful?**

Mr. Hartog stated that it reflects what type of environment they want to be in, career paths, how their high school education placed an impact and what they hope to accomplish. He stated that the ultimate goal is to help students become more confident as they encounter the real world.

Ms. Brown stated that it is important that students evaluate their strengths and weaknesses. Also, to analyze themselves in a self-reflection.

Weaknesses are opportunities for development, ensuring that students are well prepared with academic preparation and with what resources are available and adequate progressions to graduate on time.

A comment from a member of the Committee stated that she has witnessed students having not enough emotional support. (i.e. Students being told that they have to know a certain subject before they can move forward.) The answer that was supported by the panel said that asking for help is not a bad thing that is why support services are there to help students on their challenges. Areas that stem from lack of emotional support surfaces from fear.

### **How important is the number of credits?**

An issue that is occurring is that the number of credits required for a diploma is not enough time in their schedules. An answer to the question is that the diploma is not solely based on credits but how far they have progressed and navigated the curriculum. Colleges want to see that students/applicants have taken the most rigorous tracks available to them.

### **We have a great amount of students who are first generation, special ed., etc. What is done about helping them with their transition?**

It was stated that working to make a connection of barriers for them to understand better. Cost is not really what they tend to think about that is why it is important to have seminars for them to understand the importance of financial aid and what it consist of and other services that are available for them.

### **A posing question that was given to the committee as an open discussion was about Stafford University and their efforts to create a mission vs. major.**

SU were thinking about creating the innovative idea of students creating a mission for themselves for their desired career aspirations. The question was open to discuss the pros and cons.