

1. Snapshots

Elementary

linking SLOs to PbL

Looking at the instructional practices and how well they are working

Diving into the ELT and looking at learning progressions

Leadership has been trying to send the message that this is about trying and reflecting and not an "I gotcha"

MS/Memorial

continue to be reflective

What is aligned with best practice

Past summer they worked on planning and the placement of formative

How do you go from simple to more complex

They have been looking at what information they need to provide to give the receiving teachers good information

Assessing how and when they will cycle back to ELTs

MS/Mahoney

Much of the conversation has been done around SLOs and ELTs

The first few years were about questioning practice

This year teachers are more confident around ELTs and can set SLOs much easier than last year

There has been more work come together-people see that it all connects

Did a quick data review

One station was a review of a student survey-students reported that 87% of them knew what was expected-teachers said that was higher than they did

Julie-this is the first year doing an SLOs

This process has helped define that more

Brem-it has also encouraged more collaboration in his building

This has changed the conversation

Timeline has worked well

It worked well with the conference schedule

Ken-so what is the downside? Examining your practice is a scary thing

We are trying to use a tool for teachers to evaluate their performance and instruction

Curious as to what people are thinking about this

Sarah-this is her first year with an SLO

The way she analyzes her practice when she is and isn't using Jumprope

There is a difference in the way she is communicating

Reflection has been good for her

Some people have gotten bogged down

Overall it has been a conversation starter and inspired

Knows better what she needs to focus on and can see that she is placing maybe too much emphasis on a target that might not be as important

Carrie-some people asked to be able to do the same SLO
There is value in the collaboration

Heidi asked about SLOs-are they yearly
Ken explained the process for PEPG

Brem asked a question about continuing to focus on the same SLO every year
Ken- it is about action research at the classroom level

These snapshots are about the teacher professional learning

2. High School implementation review-Teri

HS has been working on what the transcript needs to look like so our students are in the best place when they move off to college

Colleges give different information and the level of the person you talk with gives different information

Harvard and Brown say they can accept anything

The average admissions officer doesn't really have a lot of information about Proficiency

Colleges are like schools-they need time to appreciate what a transcript looks like

Looking at next year there would be three types of information on a transcript

After conversation we have decided to put off a full implementation next year

The senior class for next year would be out, maintaining the same transcript

This year we did not have to limit courses. HS feels like they can build a schedule to provide everyone what they need next year. More people will be in both systems next year.

Ken-doing it this way will be harder for teachers but make it better for students. It allows us to continue our work with college admissions folks. It will mean everyone will be in Jumprope next year but some teachers will be in IC as well. The high school leadership will talk about this on Thursday.

Teri's hope when we fully transition that we will have a transcript that college admissions will not be tempted to convert because it only includes proficiency.

Becky-the plan was always a roll in. We knew that we might need to make some changes

Julie-daughter is in 2 systems. That is okay but IC is not tied to standards. If we could have teachers in IC use the standards so kids know what they do and do not know.

Teri- a majority of the elective courses and languages will be in Jumprope

There will be AP courses that are in proficiency and some that are not

Julie-it is disappointing to not move them all next year

Teri-band is something that will need to change. It will be a big change at the high school. It will bring everyone to the same language.

Sarah-one of her challenges with her junior class has been her communication about the ELTs. The kids don't see the ELTs in IC so they think they don't need to be aware of them. She has seen teachers amp up the language with students around ELTs.

Ken-Ryan is talking to the leadership team then giving information to the parents and students

Megan-a question and an I wonder

Can Sarah share her impressions of living in 2 systems?

Has the MPA given any more thought to using only HOW as the eligibility criteria?

Becky-the conversation is stilling happening. We may need to go to Augusta and have the conversation directly.

Ken-Ryan is examining student's HOW scores for eligibility. He is reviewing their HOW to assess whether a student can play. Starting at middle school with PbL has caused students to "push up" to teachers at the high school.

Ken-that takes some urgency off completion of the profile. We can continue to use the current profile for one more year. We still need to work on what our profile will look like on proficiency when we are all in.

Teri reviewed the current draft of a new proficiency profile. It provides information to help our kids in the process.

She talked about why we do not have the SAT and the AP scores on the transcript. In Maine all students take the SAT. AT SPHS any student that takes an AP course is required to take the test. Neither of these factors are true in other states.

Megan-"I wonder" if we indicate that AP is open enrollment and then put the scores in would admissions people look at that

Teri-when we get to honors and recognition we need to look at how we display that on the transcript. They need to also determine the language around endorsements.

Sarah asked about a map instead of the list of colleges

Teri-showing a representative lists is usually what people are looking for

Ken-maybe something more with demographics (languages, free and reduced, more about PbL) need to jump out more at people

Teri-there are pieces we need to tweak for 2019 but it will look different for 2020

Additions:

Demographics

AP and SAT information

Shrink the college roster

Play with the bar graph

Heidi-one concern she has is around the honors and recognition

Will we have students in the Magna and Summa with the shift in the way teachers are teaching? Could students be impacted in a negative way.

Becky-they compared historical data to set that target

Teri-the beauty of putting off an additional year is we can continue to collect more data

Ken-we also need to bring the Honors and Recognition policy back

Susan-there were grade conversions made at the end of the year but there wasn't anything from the school about those grades. It will be important that parents have all of that data. She doesn't know where her son falls.

Becky-kids did not know about strength of schedule so we would have to look at that

Teri-college courses-to make sure kids get the benefit we do not factor the college courses into the GPA. College courses are above and beyond.

3. MEA review

Look at the data and ask yourself "Is proficiency hurting us or helping us?"

Quick observations?

Still a challenge to get the bottom students up

How do you learn to work with the lower end

Does the structure allow MS to support the struggling learners

Do the MS have people that know what to target-underpinning skills

Susan-Mahoney does an excellent job of pulling kids in and communicating with parents

Ken-in math at grade 8 students have been in PbL for all of their years. The scores look like PbL has helped us. We would need to explore this more to see if it really is PbL.

Next agenda

Possible update on MPA eligibility

Invite some students in to talk about PbL

Newsletter for high school with updated information