

## Meeting Minutes

<b>Meeting:</b>	AVATAR CORE TEAM MEETING		
<b>Date:</b>	December 15, 2011		
<b>Start Time:</b>	1:15 P.M.	<b>End Time:</b>	3:40 P.M.
<b>Location:</b>	Brookhaven College – Administration Building, Room A201		
<b>Participants:</b>	Jean Keller, Mary Harris, Chris Kanouse, , Marilyn Kolesar-Lynch, Nicole Volkman, Shana Luster		
<b>Meeting Purpose:</b>	“Just in Time” model discussion; Ensuring practice follows theory: checks and balances; Spring 2012 sessions		
<b>Preparation Required:</b>			

Topic	Discussion Leader	Desired Outcome
<ul style="list-style-type: none"> <li>Check-in – Regional Updates</li> </ul>	Chris, Marilyn, Mary, Jean, Shana, & Nicole will share update from Brenda	<p>Review of Phase I – Lessons Learned, Congratulations, and Celebrations</p> <p>Marilyn welcomed the group to Brookhaven College.</p> <p>Chris reported the dialogue and exchange between secondary and postsecondary educators as a significant success during the Fall 2011 pilot. The educators discussed the cross-disciplinary skills and standards as essential to succeed within the disciplines. The discussions centered on the cross-disciplinary standards as these were achieved the students were better able to learn the content related to the corresponding discipline. One of the main challenges that were articulated by the group is continuity between assessment in secondary and post-secondary settings. Specifically, the weight of summative assessment vs. formative assessment and post-secondary educators do not offer the same accommodations as secondary systems. Discussion focused on issues of extra credit, reading of texts outside of class, and the ability of teachers to fail students.</p>
<ul style="list-style-type: none"> <li>The Role of Learning Progressions in Standard-Based Education Reform and Theory and Practice Balance</li> </ul>	Mary Harris Jean Keller All	<p>What we know, what we don't, and discussion and understanding of the importance of timing in curriculum alignment processes. Mary discussed <i>Learning Progression in Standards Based Education</i> and distributed the article to the group for review. She also suggested that the pilot groups check with other areas in the state to compare alignment issues, specifically what prior knowledge and skills are acquired in what sequence.</p>
<ul style="list-style-type: none"> <li>Phase II</li> </ul>	All	<p>Discussion of how to ensure that practice follows theory and what is our system of checks and balances? The core team discussed what Chris would need to prepare for the first Spring meeting on January 7, 2012 which is the beginning of Phase II. Concepts to be covered included: Recap of previous sessions successes and challenges, definition of P-16 council, develop a presentation that identifies key players and questions from region 10. Jean requested that Chris inquire with the group to get feedback about what they valued from the dialogue.</p> <p>The following were ideas for the 4 spring 2012 sessions:</p>

**Session I –**

**A. If you were to redo Fall 2011 AVATAR Training What Would You Do?**

1. Content
2. Process
3. Partners – Please specifically describe the backgrounds, experiences, types, number organization representation, leaders, positions, roles and responsibilities
4. Rewards, Recognition,

A. Deliverables: Region 10 and 11 will provide written summaries of suggested changes to Fall 2011 AVATAR Training. A list of who, qualifications, backgrounds, etc. as to who should participate in AVATAR Vertical Alignment Training (think about leadership levels within the organizations, should middle schools be included, etc.). A list of the roles and responsibilities (make changes on the partnership agreement as need). Please submit these to Jean after first session.

**B. Discussion of Systemic/Cultural Changes Needed Between Systems (Secondary and Post-Secondary) to Create Meaningful Vertical and Horizontal Alignment (consider in Secondary the Teacher as the primary source of learning versus in Post-secondary the Student is the primary source of learning.**

1. Content (Think beyond the single course consider how Math supports Chemistry; consider sequences of courses/curriculum)
2. Life Skills (CCRS – Cross-disciplinary and Core Curriculum Elements)
3. Assessments (Example: Extra Credit; No student failing in secondary – No Extra Credit; 5-15% of the students in a course may fail in post-secondary)
4. Instructional Strategies related to content; life skills, and assessment
5. Instructional Format – on-line instruction; large class lecture; laboratories (explain in detail)
6. Resources – Books, software, tutoring (explain in detail)

B. Deliverables: Region 10 and 11 will provide written outlines of what are the gaps between the systems (there may be gaps identified between 2 and 4 year IHE as well as between secondary and post-secondary. A draft PowerPoint presentation of the what are the gaps and a listing of who should attend the group's presentation and join a discussion regarding systemic/cultural changes needed within and between educational institutions to change students' mindset and expectations as well as faculty's mindset and expectations.

**C. Call to Action – What Will I Do This Spring 2012 to Create More Vertical and Horizontal Curriculum Alignment in Both Content and Life Skills (CCRS – Cross-disciplinary and Core Curriculum Elements)**

1. Each team member including administrators and facilitators will create an action plan that will include: what, when, where, how, and anticipated outcomes. Example: changes within a class; discuss topic at a curriculum meeting; discuss with colleague or department faculty where my students are served after my class (Math to Chemistry or English to Business); present at a conference or in-service meeting; talk with my department chair or principal or dean; write an

article on a key topic, etc. Each participation should have 2 to 3 action items.

2. Each team member will present his/her plan and get feedback from the group.

C. Deliverables: Region 10 and 11 will provide copies of each team members' plan of action to Jean.

**Session II –**

Possibly, developing Course Reference Profiles

Region 10 - Math 1314 and Chemistry 1311 and 1312 and discussion as to how they align with each other (with careful consideration to life skills (cross-disciplinary –CCRS) development and enhancement.

Region XI – Chemistry 1311 and 1312 and English 1301 and 1302

**Session III-**

What Are Others Doing in the Area of Vertical Alignment?

Review and discuss several key articles such as “The Role of Learning Progressions in Standards-Based Education Reform,” others?

A presentation and discussion with the Pathways Project and others?

Refine PowerPoint Presentation

**Session IV**

Group Presentation and Discussion on Needed Systemic and Cultural Changes and Recommendations as to How to Do It

Individual Presentations and Discussion on Action Plan Completion and Documentation

Lesson Learned and Things to Do As AVATAR goes Statewide

Templates: The revised template is attached: **Please add it**

Spring Sessions Dates:

Region 10 Spring dates: 1/7/12, 2/20/12, 3/31/12

Region XI Spring dates: 1/23/12, 2/13/12, 2/28/12, 3/8/12

Statewide Scale-Up (Plans, Processes, and Products)

Action Items	Person Responsible	Due Date
<b>Bring Course Outlines to January 7 meeting</b>	Chris Kanouse	<b>January 7, 2012</b>
<b>Email Completed</b>	Chris Kanouse	<b>January 7, 2012</b>
<b>Develop a Presentation for Spring Session Region 10</b>	Chris Kanouse	<b>January 6, 2012</b>
<b>Jean and Mary asked for the group to read the Article: The Role of Learning Progressions in Standards- Based Education Reform By Frederic A. Mosher published by the University of Pennsylvania Graduate School of Education September 2011</b>	Chris Kanouse, Nicole Volkman, Shana Luster, Francine Holland, Kathy-Wright Chapman, Marilyn Kolesar-Lynch, Brenda Hill	<b>For next Spring sessions: January 7-23, 2012</b>