

Superintendent's Advisory Council On Instruction

Approved Minutes

December 12, 2019

7:01 Welcome: Karen Martin, Chairwoman, Superintendent's Advisory Council on Instruction (SACI)

Minutes: Approved as Amended

Communications Presentation :

AJ Phillips, Director of Information Technology Services

Diana Gulotta, Director of Communication Services

Communication and Technology Vision

Engage, enable, and empower PWCS students, teachers, staff and community through innovative and proactive communication and technology solutions that achieve positive educational outcomes.

High Service Standards

Solve, Simplify, Lead, Connect, Can-do

Engage- Engage constituencies through pro active practices

- The Scoop- 90,000 Weekly distribution- try to get out the positive stories from the Division
- E-News- sent daily to key news organizations- try to get the media interested in our good news stories
- Communicator- sent to all staff biweekly
- The Leader- sent to all administrators and managers biweekly

Social Media

- 16 million annual impressions for PWCS
- Facebook – 49K likes
- Twitter
 - @PWCSNews 97,000 followers
 - @SuperPWCS- 23K followers and 2.8 million impressions in 28 days
- Hundreds of school accounts.

Traditional (Earned Media)

- 100K+ value in positive media coverage

- Live first day hosted at Stonewall Jackson High School for four hours
- Multiple games of the week.

What's Next

- Website Refresh- working on decluttering the front page of the website and to make it more mobile friendly
- Internal Communications Improvements
- Continued focus on improvement of strong editorial content

Empower

Empower premier workforce- proved the resources and training necessary for PWCS staff to successfully achieve objectives.

The HUB-

- 20 Years of student data
- 280,000 students
- 21 million data records
- 500K logins week 1
- 50,000 messages week 1

10G network in all schools- by the end of the year every school will be updated

\$100K+ in credit card payments- will be able to start paying for field trips online

Electronic contracts for employees

What's Next

- Online registration
- Electronic absence reporting (no more paper notes)
- Unofficial transcripts
- More credit card use

Enable student-directed learning- provide the platforms, tools, and programs necessary for personalized and meaningful learning experiences.

- Refreshed 6500 devices
- Future-ready grants
- Interactive Board in all Classrooms

- Virtual High School- free for PWCS students during the fall and spring semesters

What's next

- Digital equity for every student (budget dependent)
- Division-wide learning management system (budget dependent)

Questions

Virtual High School- is the Desire to Learn changing?

- we are moving to a system to Canvas (in January). NOVA and multiple other Colleges are also moving to Canvas. This is a great part of college readiness. This will be a platform that will have many uses. This could eventually used for classrooms around the Division.

Cost and timeline for getting students at a one to one for technology.

- 25 million in one year. Goal would be to do it in 3 years so about 10 million a year.

Will the future ready grants be ongoing?

- Yes. That is the goal

How can we apply the best practices that are being used at a County level to be used at a site-based level (ex. timeliness)?

- Crisis communication has been taken over by the Division. The other piece is the good news information. Staff are assigned schools to reach out regularly to see what is going on in the schools. As stories are being distributed through the Scoop we are seeing more principals to reach out to ensure their schools are being covered.

Follow up- bigger focus was on communication between schools and parents. How can we ensure that information is flowing to the parents from the individual schools

- We encourage principals to find out how parents want information (printed vs email vs phone call). Our office provides council on timeliness. The struggle with site-based management is to enforce practices. We try to provide support and council to help principals to do things such as providing templates for newsletters.

I love ParentVUE. Do you have video tutorials to help us use it more efficiently? Does every teacher have to use this system.

- There is a video and FAQ information on the website. www.PWCS.edu- About US- The HUB- Parent VUE Information.
- Every teacher has to use the HUB to enter in grades and to report attendance.

Is there a way to receive a notification that grades are posted?

- Not sure who has to enable that. Will follow.

There is an issue with middle school students where you have to click multiple times for find grades.

- We are working on that with the vendor. We know it is an issue.

Is there a benefit for using the APP versus the website?

- The website is more user friendly.

How much time are you giving teachers to input information? For example retests?

- It is easier than the other system. Now they can access information at home so it should be an easier process. The first year is always tougher because it is a new system. It should keep getting better.

How are we making sure information is secure?

- We have a strong security system. Every vendor has to sign a non-disclosure form to not share information with anyone.

Grading Presentation:

Mr. Kenneth Bassett, Director of Student Learning

Regulation Revision

New-

- Separate academic performance from behavior in grades
- Articulated principles and beliefs
- Explicit reference to formative, summative, and reassessment
- Descriptive task titles (including SOL standards)

Unchanged-

Letter grade symbols, Grading scales- percentage, grade points (4, 4.5, 5 points)

New-

- Expectations of greater teacher collaboration and consistency within and across schools
- Direction on missing and late work
- Explicit language on grade replacement
- Multiple opportunities provided with conditions
- Discourage percentages, encourage use of rubric scoring

Council Input and Feedback

Elementary

- Formative vs Summative
- Consistent Practices in Reassessment

Secondary

- Formative vs Summative
- Consistent Practices in Reassessment
- Transparency in calculations.

Formative VS Summative

- Formative- practice
- Summative- evaluative
- Best practice is to include only summative grades in student grade calculation; however, most of our schools still provide some credit toward the practice or formative assessment in the overall quarter and course grade.
- If you sent the breakdown (Formative vs Summative) at the Division-level that makes teachers feel powerless and causes issues. Teachers need the buy-in to make decisions for their classrooms.
- Minimum grade level/ course teams agree on how to calculate formative and summative assessment grades to promote greater consistency of teacher of the same course.

Consistent Practices in Reassessment

- Reassessment, not re-takes.
- Not automatic, nor guaranteed- requires demonstration of preparation to be given the possibility of another opportunity. Looking for a level of persistence in the part of the student.
- Practice should be common among grade level/course teams.

Too few items to base grade on

- Grades follow assessment
- Not all assessment are graded
- All assessments require feedback to be effective (feedback is more motivating than a letter grade)
- Sufficient evidence should be available before making an evaluation
- Minimum of 9 per quarter.

“Real World” and Second Chances

- Focus on Learning
- Practices should promote persistence
- Examples- driver test, pilot tests, LSAT, Nursing boards, SAT, Teacher certs, etc
- If not in school, then when and where?

Questions

How do you get feedback on online assessments where you do not know what answers you got right and wrong?

- If that is the only feedback that is not a best practice.

At elementary school, if you never hear the terms summative or formative is that because the schools think parents don't need that level of understanding.

- That is because a lot of work in the lower grades is practice. 3rd -5th you should hear these concepts more. This should be a part of the conversation.

What kind of autonomy does the teacher have to assess a student. Some feedback is that teachers have to give a specific test. Or, do they have the ability to assess the student in a desired way?

- The Division does not require certain tests, but some principals do require to use tests designed by the Office of Student Learning. These are designed by groups of teachers who come to a consensus of a good test.

Inconsistency is problematic. But at the root what the practitioner believes is key. We are trying to educate that the outcomes we want students to have if they engage in this work. Saying “thou shalt” gets pushback. If we can convince the teacher this is a best practice, they will have the buy in. This will be a longer term goal.

How are we evaluating the reassessment policy to ensure we are not running into additional issues.

- That is a challenging metric. That is why conversations need to take place. These kinds of evaluative questions will come up within these conversations. Is it grade inflation if the kids demonstrate he actually knows it? Or does that demonstrate what our goal is? It will be an ongoing conversation.

If you are looking for grading regulations they are Regulation 661-1 (elementary), 661-2 (Middle), 661-3 (High School). They can be found on the PWCS.EDU website.

We are over time, so we are going to do the break out session as a exit ticket approach. Write down your comments, thoughts, questions, or concerns about the topic of Recess and Movement and place them on the big sticky. Those will be used to help generate the presentation for next month.

Curriculum Changes will be moved to the January Meeting.

Next meeting January 9th, 2020.

Meeting officially Adjourned 9:09, members lingered to complete task.



