

Teacher's Advisory Council

March 16, 2016
Boardroom- DeLand Administration

MINUTES

Barbara Head, Executive Director, K-12 Curriculum, opened the meeting and introduced Eric Holland, Asst. Director, Digital Learning and Assessment and Margaret Crane, Teacher, Freedom Elementary. Kati Dyer, Coordinator, Professional Learning & School Improvement also joined the meeting. Barbara Head stated the goal today is to gather from TAC members specific feedback on the district's grading guidelines.

The following members were present:

Christina Boivin	Marsha Gering	Richard Martell	Stacy Sampson
Lynn Boyles	Suzanne Goodin	Amber McAndrew	Susan Sappington
Barbara Bragers	Randal Green	Laurel Moehring	Tracy Smith
Michele M. Brown	Kyle Hearn	John Navarra	Elizabeth Sokerka
Alan Canetti	Heather Henderson	Shelley O'Quinn	Valentin Sotomayor
Amy Carey	Kimberly Howell-Martin	Nicholas Prince	Michelle Stull
Michael Chase	Angel Jordan (Olga Kosar)	Kisha Pujals	Khorletta Sutton-Cressor
Katie Close	Lisa Lanier	Robin Richards	Drew Targowski
Kristina Cromer	Susie LeFils (Robin Ferrara)	Kimberly Ridenour	Andrea Turcotte
Kathi Delp	Ellen Lometti	Eden Rhynehart	Janice Weiner
Mary Dipadova-Garcia	Nita Manis	Pamela Robinson	Sarah Wright (Alisha Kennedy)

Ms. Head hopes to see the TAC meeting become an on-going dialogue meeting where recommendations can be made.

Eric Holland welcomed the group and split them into three groups; Elementary, Middle and High School. He stated the feedback they will be gathering on grading guidelines for discussion only and there are no major changes planned for the 2016-2017 school year.

There was a question from a TAC member:

Question:

How did we get to 60/40?

Kati Dyer responded that the 60/40 summative/formative category policy was implemented in 2013-2014; the change to 60/40 came following the 2012/2013 school year, when 70/30 had been in place. She explained that the district is not replacing the gradebook software this year, so there are no infrastructure changes that are causing the need for grading guidelines changes. She also stated that there are no current recommendations for grading guideline changes from the district. She did add, however, that TAC members' recommendations for changes would be considered.

Mr. Holland brought up "Padlet" (<http://tiny.cc/TAC>) and assigned one person at each table to input. "Padlet" is a live interactive program that allows the sharing of ideas all at once. He gave them four area of discussion:

Q1: What is working with 60/40?

Q2: What are the issues with 60/40?

Q3: What are the recommendations?

Q4: What are the possible barriers to your recommendation?

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"Padlet" will remain open for continued discussion until April 1st. The input will then be shared with TAC members.

With high school TAC members the 10% EOC was also discussed. If a teacher chooses to give an EOC exam the weighting changes. If you do not give an EOC exam, then it reverts back to the 60/40. Secondary guidelines include the EOC exam as a best practice
Barbara Head dismissed middle and high school TAC members at 5:00 PM and requested elementary representatives stay to discuss the district supply lists.

There is some concern the district supply list no longer meets the community's need. She stated there is no longer a "district supply" list. She handed out a "draft" of recommendations to follow when creating a new supply list. The guidelines will aid in consistency across the district.

Ms. Head introduced Margaret Crane from Freedom Elementary. Margaret has been working with the supply list and deleted what is no longer used. She priced the supply list the district had been using and the average cost across the grade levels was \$70.00. In an effort to assist the community, a recommendation of a cap was made; K-2 not to exceed \$50.00 and 3-5 not to exceed \$65.00. All supplies parents are asked to purchase are to fit within those guidelines.

Doug Horn, Technology Services, shared with Ms. Head he has received concerns from parents about the teachers gathering supplies putting them in a closet to share. Ms. Head asks that consideration be given to end this practice. Many parents spend time allowing their children to pick out their pencil box, pencils, etc. and we need to be sensitive to this parent concern. Ms. Head suggests getting together at the school level to create "grade level" group lists. A plan to post the lists to the web will be shared once it is in place. If anything on the supply lists are to be shared, she suggests you make a notation next those items.

Question:

Would they possibly consider letting the parents make a payment and allowing us to 'purchase' supplies from warehouse?

Answer: (Heather Knight- Finance) From a Finance standpoint we would discourage this practice, as all donations would have to be deposited into the school's Internal Account which would put the additional burden of receipting and purchasing on the teacher. Please let me know if you need anything else.

Meeting adjourned at 5:30 p.m.

<p style="text-align: center;">NEXT TEACHERS' ADVISORY COUNCIL MEETING October 19, 2016 Mainland High Multi-Purpose Room 4:00 P.M.</p>
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PADLET RECAP:

TAC Discussion

Grading Guidelines Questions asked to TAC Members

What is working with 60/40?

What are the issues with 60/40?

What are your recommendations?

What are some possible barriers to your recommendations?

All Grade Levels:

Points vs Percentage	There is a VERY important conversation not happening within the context of grading in regards to assignments being worth a great deal of points instead of a percent of 100. Points are acceptable but need to be converted to a percent.
Other Recommendations	Need process to allow teachers to submit their own grading policy based on VCS Guidelines but gives flexibility for course or program- principal approval.

Elementary

Elementary	It would be helpful to have formative and summative exams that go along with each module. Currently we have them for some of the units but not all. If these assessments were made available it may make grades around the district more cohesive.
Elementary	Multiple forms of Volusia Tests for assessment- pretest, Form A and Form B
Elementary	Recommendations: need assessments prior to ensure alignment (not teaching to the test), need rigorous assessment materials.
Elementary	Recommendations: revisit standards based, consistency across schools, best practice recommendation for assessments Barriers: teacher consistency,
Elementary	Standard referenced grading preferred for K-2 teach the standards to mastery
Elementary	Gives a bases for comparing students from school to school.
Elementary	Teachers want the freedom to make their own tests but need a bank to choose questions

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Elementary	<p>1. Working: The formatives and summative ratio is accurate at this time.</p> <p>2. Issues: The alignment of curriculum and grading period endings would be ideal. (I.e. Summative assessments post extended breaks)</p> <p>3. Recommendations: Common formatives and summatives across grade levels for consistency. Additionally, alignment with standards/ grading periods.</p> <p>4. Barriers: various formatives/ summatives</p> <p>5. Transfer students: Establish a program or additional; tab where new transfers can be automatically added to the new teacher's grade book.</p>
Elementary	It doesn't have to be a test
Elementary 60/40	Issues with points. Some teachers feel All assignments need to be same value for it to work.
Elementary	K-1 Teachers can choose what they want for summatives and formatives.
Elementary	<p>Issue: do not think it is an accurate picture of the students</p> <p>Issues: timing of assessments; Are tests valid, accurate, and consistent?</p> <p>(Across the county)</p> <p>Recommendations: include students' test choices</p> <p>Barriers: time management, equitable? Recording; everyone buying into it</p>
Elementary	<p>Working: concept of consistent summatives, not just 1 summative to determine grade, K-1 have choice of what is a formative and summative looks</p> <p>Not working: Nothing looks like it consistent among grade levels.</p> <p>Recommendations: what standards are being assessed versus all skill based, standards based, what is in your grade book should match the standard.</p>

Middle and High School

EOC/Final Exam/10%	Allow flexibility to eliminate final In Gradebook If not applicable
Middle School	Transfer grades-taking too long to transfer grades come in not weighted (Summative and formative).
60/40	Cons- points vs. Percentages affects grade in weighted category. No flexibility for content, course or program. Doesn't work for IB/AP or Odyssey, ESE. Creates a culture of "what's It worth?"
HS- EOC 10% Discussion	<p>Working? Doesn't seem to be an issue</p> <p>Issues? None noted, software has simplified the process</p> <p>Recommendations? Continue with the policy as is</p> <p>Potential barriers? N/A</p>

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HS- 60/40 Discussion	<p>Working? Seems optimal</p> <p>Issues? Only two categories, difficulty defining assignment to formative vs. summative, being able to Recommendations?</p> <p>Additional category or sub-categories, allow teachers to select the percentage breakdown.</p> <p>Potential barriers? Inconsistencies between classroom/department.</p>
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Transfer of Grades Questions asked to TAC Members

What are the issues with transfer grades?

What are your recommendations?

What are some possible barriers to your recommendations?

Elementary Transfer Grades	Needs consistency among district with guidelines.
HS- Transfer Grades Discussion	<p>Issue? Students arrive with no transfer grades, transfer grades never arrive, if they do then they arrive as a letter grade and not a percentage= difficult to assign an accurate grade, what is fair to the student.</p> <p>Recommendations? Develop a time line to ensure that the transfer grades are received in a timely manner, there needs to be a Parent-Teacher-Student-Guidance team to evaluate and recommend grades in the case of no transfer data</p>

SCHOOL SUPPLY LIST

Attached you will find Volusia County Schools best practices guidelines for elementary school supply lists for the upcoming 2016-2017 school year. These best practices guidelines have been shared with your teacher advisory council members who had the opportunity to share with each school staff and provide us feedback. The lists are subject to school based approval by the principal. The district webmaster will be reaching out to all school based webmasters for guidelines for posting lists on your school website. The district website will simply provide a redirect link to your school website. Each school will be responsible for preparing and posting the school supply lists for each grade level, and the distribution among local retailers such as Walmart and Target. The costs of the supplies must be aligned across our district to assure equity for all parents and avoid undue hardship for all parents, see attached guidelines for recommended caps. These lists must be finalized in May prior to the last day of school for

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students June 7th for posting and it is recommended for the lists to be available for parents when they pick up their child's report cards. Kindergarten registration begins May 2nd- it is recommended best practice that kindergarten supply lists will need to be created and distributed to parents at each school's annual kindergarten registration and orientation. Please read the attached guidelines for further information and if you have any questions, feel free to contact our office at extension 20571.

Volusia County Schools

Elementary School Supply Lists 2016-2017

Each school will be responsible for preparing and posting school supply lists!

There will be **no "district supply list"**. The guidelines below have been reviewed by the Teacher Advisory Council (TAC) to provide alignment in practices and procedures in all schools throughout the district.

- Each grade level is responsible for creating its own supply list. All classes within the grade level will use the same supply list. Schools that have separate class programs-gifted, ESE, etc., may permit those teacher teams to develop group supply lists. Schools should avoid having multiple single teacher lists-for example, a school with a gifted program may choose to have each gifted teacher work with the grade level team or develop a list that combines the needs of gifted classes and posts as "Gifted K-2 Supply List".
- The cost of the school supply list must be aligned across our district to assure equity for all parents and avoid undue hardship for all parents. There will be a dollar amount cap for each grade level. We researched the approximate cost of the supply lists that we currently use to base the caps for 2016- 2017. Recommended caps, K-2 supply list costs at Walmart or like store should not exceed \$50.00 and 3-5 lists should not exceed \$65.00 **at standard pricing!** Hopefully families will have the lists well in advance to allow for purchase at sale and special pricing during the "school supply season" or when the items are on sale so that the pricing is reduced for them.
- Parents need to be able to take advantage of summer sales and tax free weeks! Supply lists for 2016-2017 should be finalized in May to be posted and available to the parents when they pick up their student's report card.

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- **Kindergarten school supply** lists will need to be created and distributed to parents at each school's annual kindergarten orientation.
- Designated school staff will be responsible for distribution among local retailers such as Walmart and Target.
- We are working with the district webmaster to provide links from the districts homepage to supply lists. We will share the recommendations for posting the supplies on the school's webpage and the links to the district web page. It will be the responsibility of designated school staff to work with the district webmaster to post the lists as directed to maximize ease of access for families!
- Teachers can ask for extra supply list donations to help cover students who are unable to bring in their own supplies. Please be mindful that some parents do not wish to have their child's supplies merged with the other students' supplies to form "class" supplies to cover for those students who do not have supplies. Schools need to examine the "share with the class" options for crayons, tissues, etc. that some teachers put in place.