

ELLIS SCHOOL & THE FUTURE COMMITTEE
March 12, 2015 Meeting
6pm, SAU 83

MINUTES

Call to order – 6:04pm with Leah Kennedy, Larry Dobson, and Betsey Cox-Buteau in attendance. Sharon Polleck joined the meeting at 6:15pm.

Review of Minutes of February 12, 2015 – The minutes were accepted as submitted.

Choice of topic for literature review for the evening

How should learning be reported to parents?

This discussion began with a review of rubrics for reporting and the desire on the part of the group that there be rubrics based upon each standard that are very detailed. A belief statement came from this part of the discussion.

6. A five level rubric should exist for each required instructional standard that clearly defines the expectations of performance against that standard.

The discussion continued with the question of how often reports should be issued. The committee felt that reporting should be ongoing through a parent portal online where students and parents can be advised of student progress on an ongoing basis. This discussion led to the following belief statement.

7. Student achievement progress should be available to parents on an ongoing basis through secure electronic means and updated at a minimum of weekly or bi-weekly.

The discussion continued on what a report of student progress might look like in its most useful form. For example, for as long as a standard continues for student learning throughout the student's education K-12, a timeline of standards/benchmarks along that learning continuum could exist and a mark could be placed on that continuum based upon progress.



It was felt by the group that a student seeing their individual progress over the length of the learning in one subject area would create a great sense of unity and purpose as they moved along the line to the goal of full completion of the work. It was also felt that this form of reporting would assist in eliminating the sense that mastery of one standard is complete in and of itself but it instead tied to a full continuum of learning built upon that which is already mastered. At the end of each school year there would be a summative report on the student's progress to date.

There was continued discussion on the amount of professional development that would be required of teachers to accomplish such a change and that mentoring would be a necessary part of the change.

Adjourn – 7:30pm

NORMS

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BELIEF STATEMENTS TO DATE:

1. Students are best served when given the instruction and time to learn what they need to learn before moving on, in other words, students move at their own pace of learning and mastery.
2. There needs to be a well-defined mastery scale used to assess the readiness of students to advance along their learning continuum.
3. For number 1 to be successful there must be a learning culture established that support ageless learning and mixed age levels learning together at times.
4. Parents are expected to support the culture and be an active, integral part of such a system.
5. This system might be more effective with some kind of intrinsic student reward structure built into it.
6. A four level rubric should exist for each required instructional standard that clearly defines the expectations of performance against that standard.
7. Student achievement progress should be available to parents on an ongoing basis through secure electronic means and updated at a minimum of weekly or bi-weekly.

Topics for research are:

1. [How to level a school in the most effective way for learning? By age? By ability? Etc.](#)
2. [How should learning be reported to parents?](#)
3. What is the best, most effective type of parent involvement? What does it look like?
4. How should the school calendar year be structured for students to learn and not lose?
5. Does separating the genders make a difference in learning? If so, at what age is it most effective?
6. What kind of grouping works most effectively for students to learn most efficiently?
7. 1:1 Technology – Is it needed? Is it worth it?

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