

P-16 Consortium Meeting

Thursday January 17, 2013-01-18

Erie 1 BOCES B-2b

Common Core Learning Standards Task Force

Present: Tony Day, Co-Chair, (Sweet Home School District), Rebecca Borowski (WNY Consortium of Higher Education), Cindy Crandall (BOCES), Tim Clarke (BOCES), Mary H. Gresham (University at Buffalo), Beth Tarquino (Bryant & Stratton)

Cindy noted that the Steering Committee met last week and discussed the best conversations to have between the school districts and higher education.

Tony said that there should be a document for minimum entrance standards for college, the challenge is that there is no common language now.

Tony & Beth mentioned hosting a lunch with admissions staff and collecting college entrance standards. It was suggested that Rebecca coordinate to structure and host the lunch with admissions staff before the April 10th conference.

Tony noted that the challenge is that not many people will be quick to share entrance standards because they are not cut and dry and vary from year to year.

Beth mentioned a belief in common language and generalities.

Tony noted that the goal of K-12 is identifying a minimum skill set for students to gain entrance to college and the goal of higher education is reducing remediation of accepted college students.

Mary thinks the group is on the right track. We need to look at what students are learning, not just the scores. She has come across similar ideas in literature from the Chronicle of Higher Education and will send the article out to the group.

Cindy mentioned replicating the comparative experience that happened last summer.

Mary would like to know what admissions staff look at besides scores.

Tony- Is there a common bar we can shoot for? Is there a common application between public and private colleges?

Tony noted that school districts want colleges to know if a prospective student will be successful. The goal is to narrow standards around a body of work. Tony would like high school students to submit a piece of work as part of their college admission application. Tony proposed a standard

essay in which the student reflects on and explains their academic strengths, habits or mind and disposition as they make a case for their admission. This exercise could be a class assignment in which seniors are asked to write their own argument for college admission. Skills from the Common Core will be assessed. The work would demonstrate the students fit and eligibility for college.

Mary noted that the Common Core doesn't currently have good assessment mechanisms.

Beth asked how we can identify the gaps.

Tim noted that there are current standards for standardized tests, such as if a student gets a 75% or higher on an English exam they are qualified for college.

Mary noted that a conversation needs to occur between faculty and teachers from the school and that samples of the work should be reviewed before April 10th.

Steve noted that we should position it as an honor for English teachers to attend the April 10th summit meeting. He asked "Where do you want to be in 6 months?" and the outcome may be that it can be determined that whether or not they have the skills when using the Common Core.

Rebecca noted that college faculty and high school teachers who are invited to the conference should be advised and encouraged to register for the Common Core group activity. These participants must be identified in advance so they can review the necessary pieces of student work.

Mary volunteered to find an English Professor from UB.

Mary asked Steve if EOP staff would be invited to the April conference. Steve said that the invitation is contingent on available space and that it would definitely be a consideration for future meetings.

Tony volunteered to obtain 8 pieces of anonymous sample work from high school students for college professors and high school teachers to review and assess before the April 10 summit meeting. Tony will bring the materials to the next Consortium meeting in February for the Common Core Learning Standards Task Force to review. Tony suggested that the March IDAB meeting could be used to prep superintendents about this upcoming activity.

It was decided that teachers and professors would read the sample pieces of work and determine which students would be:

- 1.) Accepted as Exceptional Applicants
- 2.) Accepted
- 3.) Accepted with Remediation

4.) Not Accepted

Cindy's wording for the 4 categories:

1.) Firmly Accepted

2.) Accepted with expectation for success

3.) Accepted with pre-college course

4.) Not Accepted

It is recommended that tables are given no more than 4 papers to categorize and discuss during the 60 minutes. The conversation should not be about exemplary papers but the papers that are questionable such as those that are "Accepted with Remediation" or "Not Accepted". Limit the number of papers that are discussed per table. Randomly assign which papers each table will discuss. Participants will have previously read all 8 papers and will not know which 4 they will be assigned to discuss until the April 10th session.

Steve suggested that a worksheet (template) be developed to guide conversations during the 90 minute workshop session during the April 10th P-16 Educational Leadership Summit II.

90 minute Session Breakdown

5-10 minutes Introduction to activity, identify framework, goal of the day, what to accomplish in the hour

60 minutes to assess, compare and identify papers in small group

Small Group Task: Participants, having previously reviewed the documents would use the majority of the time to sort the papers into the 4 piles, identify which papers are acceptable, which are lacking and what implications this has for high school curriculum.

20 minutes Conclusion, report out to large group

Large Group: Report out to large group with one most salient point or take-away from the table discussion of the papers

Conclude the 90 minute session with "Based on this conversation, how should we continue to move forward? What is the take-away?"

Possible Goals and Outcomes: Identify skill gaps between HS and college - using the 2 standards we have chosen, open dialogue between HS teachers and Higher Ed faculty, identify next steps (such as creating a council to keep the dialogue going), produce an authentic piece for a common application for WNY.

For the next Consortium meeting in February Tony will draft a cover letter to guide the conversation and bring the student work for the Task Force to review.

Respectfully submitted,

Rebecca R. Borowski

A handwritten signature in cursive script that reads "Rebecca R. Borowski". The signature is written in black ink and is positioned below the typed name.