

Pathways Advisory Committee Minutes

Monday, Dec. 2, 2019
Educational Services Center
Room 610
7:00-9:00 PM

Time

7:00-7:05

Business

Welcome & Approve Agenda
Natalie Peterson & Kim Berkus, Co-Chairs

Kim began the meeting; Natalie was not able to come to the meeting tonight. Agenda - Mike Jones moved to approve the agenda, Paul seconded, and the motion carried.

7:05-7:25

Science Curriculum Review Update

Jane Lescarbeau, Curriculum & Instruction Specialist
Kelsey Nash, Curriculum & Instruction Specialist

Jane and Kelsey are teachers on special assignment. They work on facilitating Curriculum Review teams and they work with K-12 (Kelsey K-5 and Jane 6-12). Discussed the history of the science curriculum review from Oct 2018 to Oct 2019. Review began with a science leadership cohort last year and they meet 4 times per year to discuss best practices and disseminate back to teams. Discussed two drafts of standards (1st and 2nd drafts are circulated throughout the state for feedback). Final draft (rules stage) was completed May 2019. Core ideas switched for middle school as of the final draft. Mike asked about how the standards are developed - Kelsey answered that the way Minnesota reviews standards is that the committee assembles people from all over the state, all demographics for feedback and they compare Minnesota to other states, and they look at industry needs.

According to the National Research Council, children are born investigators. Science and Engineering require both knowledge and practice. The new standards are looking at what science is and what scientists and engineers do, what they know and how they think. This is looked at in the standards and set at each developmental level. Kim asked when standards will be distributed to the students. It is usually a 3-year process, but science is a longer process because it is a large shift. 2024 is the required implementation date.

Discussed large changes that will happen. Focus shifts from learning about a topic to figuring out why or how something happens. Teachers will facilitate thoughts and discovery around a topic. There will be progression of implementation through the grades. There are 4 Disciplinary Core Ideas: 1. Physical Sciences, 2. Life Sciences, 3. Earth and Space Sciences; and 4. Engineering, Technology and Applications of Science. K-5 will receive all of the content areas, middle schoolers will receive one content area at a time.

State graduation requirements include both academic standards and also require that students earn credits in subject areas. Discussed that the High School course sequence received significant feedback and includes both high school classes and AP classes. Carla V.Ries asked how the AP classes differ from the general classes in terms of science curriculum. AP courses come from college board and audit back to MN state standards. Carla asked how do students qualify for AP? Rachel answered that all AP are opt-in; advisement from counselors; Bloomington is committed to not limiting students that want to try AP classes.

Curriculum Development and Professional Development. Teachers are excited about phenomena-based teaching. Puts the student at the center of the experience. Teachers with prior experience at science museum, Bell Museum have been helpful to discussion of the new standards.

The new science curriculum will be via staggered implementation for grades 6-12. K-5 will be implemented all at once, since they have all content areas. Mike asked what is next in science? Elementary hoping to integrate with new ELA standards, which will take a lot of time; secondary will have more time to plan units and core structures. At elementary level, teachers are generalists. At secondary level, the teachers are experts and love the area they teach. Kim asked whether teachers are using the new science ideas already. Yes, teachers are using some of the principles already. Kim asked what is used as guidelines for Dimensions Academy and how are the standards adapted for that program? Gifted and Talented aligns standards to courses; may be above-level benchmarks or at-level, but delve deeper into the subject matter or have increased rigor.

7:25-7:35

[New Course Proposals for 2020-21](#)

Rachel Gens, Curriculum & Instruction Director

Curriculum review is the main process for looking at standards. However, in areas where there have not been new standards, there are new course proposals. Rachel discussed the specific new courses that will be piloted at Jefferson and Kennedy next year (2020-2021). These include 4 Introduction to Engineering courses, AP Physics C (calculus based), Food Chemistry, AP Macro and AP Micro Economics, Computer Science Principles. Many students are seeking courses like the calculus based physics classes through Post Secondary Enrollment Options (PSEO) and want to bring students back to allow students to earn AP college credits and maintain high school experience; keeping enrollment is also financially beneficial for the district. Carla asked if AP and PSEO credits are equal. Rachel answered that PSEO credits are specific to the school where they are obtained (for example, if PSEO completed at Normandale Community College, those are Normandale credits that can only be applied to another institution if accepted as transfer credits), and AP credits are more universally accepted.

In the area of Health Science and Human Service: Educational Technology and Multicultural Education will provide credit at Normandale and students will receive high school credits. Kim asked what is done at the end of a piloted class. Rachel explained they will look at enrollment and obtain both student and teacher feedback; teachers will also assist in bringing the piloted class(es) to another site.

There will also be new online courses for 2020-21. Kim asked how they determine who can take online classes. It is through self-selection by students to provide choice of learning environment. Also, by offering our own online program, we can keep kids in Bloomington. Paul asked about the format/program for the online courses; the new courses are in Canvas.

7:35-7:55

Pathways Milestone Metric Update

Andy Kubas, Executive Director of Learning & Teaching

Jenna Mitchler, Assistant Superintendent.

Pathways is Bloomington's Strategic Plan. The metrics for the pathways was previously academics (MAP test results). They are focusing on factoring more into the metrics in order to consider the whole child. Academics plus safe and supportive schools plan (SSS). They are working specifically on metrics for reporting to the school board.

Andy and Jenna asked for the PAC to consider:

1. What feedback do you have about these proposed metrics?

2. What additional data might we collect and analyze with site leader and administration to guide our district's work?

Andy discussed academic metrics at each stage and Jenna discussed SSS at each stage:

Preschool: No academic metric, only 3 year old screening. Proposed metrics are % of students screened by age 3, the screening is cognitive and physical. Mike asked how families know about screening. Census data; partnering with the City as well.

Kindergarten Ready: Academic (BEKA-K assessment - increase % of proficient students because proficiency on BEKA informs grade 3 reading) and TS Gold; SSS (identifying patterns; student engagement - measuring and reporting on attendance for Pre-K students).

Elementary (K-3): MAP Growth, plus adding: End of Unit Assessments (% of students reaching proficiency); Benchmark Levels; ACCESS (taken by EL students) "Growth"-average % of growth; SSS Attendance (looking at % with 95% attendance) and Discipline. For attendance, MDE says 90%; research shows that 95% is a better metric for Bloomington. Elementary has been good at celebrating attendance. Discuss other ways to measure - nurse visit information; there are surveys that ask about amount of sleep.

Carla asked how do you determine EL students? Questions about language at home; then EL teachers place the EL students in bands. Tailored instruction is another pattern in the SSS plan feedback.

Middle School (4-5) - added MCA Proficiency to other Elementary metrics. For SSS Add Tardiness and Student Survey Scales.

HS Ready: MAP, MCA, Middle school GPA (% w/2.5 or above - Bloomington specific), ACCESS growth; SSS: same as Middle School (can choose survey scales such as tardiness, etc). Mike added that how you define tardiness is important. Rachel indicated that adding multiple metrics will hopefully allow for some metrics to be higher or lower than others, and parents can likely anticipate areas based on what they know about their children.

Career and College Ready: Graduation rate: PGP (Personal Growth Plan) Goal (% of seniors with a C&C PGP Goal by Dec 2019); PGP Pathway (% of students who started on their PGP C&C Goal pathway within 3 mo after graduation); Diploma or Certificate (% of graduates who have earned a diploma or certificate 6 years after graduating). SSS: same as HS

Kim stated that her middle schooler is stressed/anxious when careers are discussed. Are other paths being discussed? Designed to expose the kids to information, not to get the kids to decide in middle school, but to decide (or to indicate that they have not yet decided) at graduation. Rachel suggested more intentionality in discussing career information related to learning topics. Group discussed maybe providing statistics about people who change majors in college.

Carla indicated that she is happy about the academic and emotional preparedness for young students (ECFE) and was wondering about relating that/using that at higher levels such as HS, informing emotional readiness for college. As with IEP students, maybe asking students about their ability to live on their own or with roommates.

Part of PGP is that you do not have to go to a 4 year college; providing other options. 4 year college track only works for 18% of MN students.

Carla asked if there is a way to look at parent engagement since they are looking at student engagement for SSS. Jenna suggested having schools meet the parents where they are; reaching out to parents. Jenna indicated that they are looking for ways to measure parent/family engagement.

7:55-8:25

World's Best Workforce Report
Andy Kubas, Executive Director of Learning & Teaching
Rachel Gens, Curriculum & Instruction Director

Plan for what to report to the school board. All took time to look at it and provide written feedback. Can take it home and email to Rachel if additional time needed. rgens@isd271.org

8:25-8:55

[Discipline Plan](#)
Jenna Mitchler, Assistant Superintendent

Ran out of time for Jenna to present this tonight. Policy feedback - could move to a later meeting or do virtual meeting (20-30 min). Jenna offered that she could provide slides with video voiceover and then feedback on policy; group decided on virtual interaction and feedback.

8:55-9:00

Closing
Natalie Peterson & Kim Berkus, Co-Chairs

Kim requested a motion to adjourn. Mike made a motion to adjourn, which was seconded by Carla and the motion carried.

Next Meeting: March 2, 2019

	Phase 1: Initial Curriculum Review	Phase 2: Units of Study & Assessment Development	Phase 3: Implementation
2019-20	Science Media Arts Theater Arts	Music Visual Art Health (K-5 only)	Health (6-12) Physical Education Language Arts Soc. Studies Math CTE Health World Languages