

12/04/08 – Strengthening Core Subcommittee

UMS restructuring

Present: Donna Oakes-Novak, Jennifer Rohn, Karen Schreiber, Deb Heater, Bruce Rummenie, Don Barbour, Jean Korder, Janice Mitchell, Catherine Hunter

Think/Pair/Share

90/90/90 Research

What are your initial thoughts regarding the 90/90/90 research as presented in the articles?

- Is increased reading and math across the board or for struggling students? Concern is for use of time/challenge for students who are flying above the average....
- We have some of the building blocks mentioned in the research, but not implemented consistently or w/everyone on board.
- Some major paradigm shifts needed: focus on achievement, assessment model and standards based instruction...immediate and ongoing feedback....
 - How to support staff and be accountable during the transition?
- We need AP courses in more than math...remediation/acceleration courses...student centered vs. test centered
- Meet the kid where he/she is and move from there....overhaul
- Have no idea about how the big picture operates...what kids have are **deficits in thinking and writing skills**
 - Importance of writing and how to incorporate content and come to know understanding through writing...frequently and in all classes...emphasis is important....use the CRISS strategy
 - Writing facilitates reading....Write Traits across the board...appropriate pieces of the rubrics for each content area
- **Make the work collaborative so we're not working in isolation**
- Losing ground with strong learners too....we have a continuum of students, our challenge is how to change our practice to meet their needs
- Practices put in place for all students (routinely and sustained) can make a difference....Teacher practice makes a difference
- **Standards-based learning and how standards/mastery-learning impact our instruction**
- **Find a way to take on the hard issues**

- Discussion for December 8: What do we value? Do we believe we can make a difference, that we can impact change? Delve into the 90/90/90 article....focus specifically on the 5 common characteristics of the effective schools in the 90/90/90 research...where are we in relation to each and which will be the most beneficial to us in improving the core program so that all students can master learning standards?

What are the implications of the 90/90/90 schools research for us as we move forward?

- Need-based instruction including "subgroup" identifiable groups...Where are these kids? How are they doing? What instruction are they receiving?
- Deep thinking, discussion, and writing in all classes
- Clear understanding, shared vision and accountability for Writing Across the Curriculum
- Data-informed decision making and instructional adjustment.
- Progress monitoring
- Structures for collaboration, cross team, cross level
- Collaboration b/n levels (elementary and UMS)...expectations for performance
- Focus on learning, not testing
- Empower students to take charge of their own learning...students need to feel that they are capable, confident learners
- How will changes impact schedules, non-team classes, etc.?
- Teacher efficacy....teachers make a difference...pedagogy, practice...How will we improve our practice and be accountable for implementing the things we agree on that improve our practice?

- *Discussion for December 8: What do we value? Do we believe we can make a difference, that we can impact change? Delve into the 90/90/90 article....focus specifically on the 5 common characteristics of the effective schools in the 90/90/90 research...where are we in relation to each and which will be the most beneficial to us in improving the core program so that all students can show mastery of learning standards? Facilitator: Catherine Hunter Recorder: Jean Korder*