

## **Stakeholder Briefing Notes**

August 20, 2008, 9:00am - 4:00pm

State Capitol Building, Transportation Committee Room #126

### Important Dynamics:

- Applied, regular and alternative pathways
- Bundle academic standards for which CTE programs can acknowledge achievement
- Community service, internships, service learning considerations
- Virtual, adult ed and early college opportunities
- Achievement of algebra content required for post-secondary expectations
- For special education – systemic ways for diploma pathways need to be identified, a universal process to include SPED, 504 and regular ed to assure diploma access through individualization
- Remediation process built-in
- Parent accountability
- Whatever is created – diploma requirements become minimum expectations
- Syllabi – Experts create expectation for learning
- Create state models for syllabi and for integrated learning to include technology
- School audits occur when data demonstrated students aren't making AYP / achieving
- Multiple measures / Different ways for students to show they have met standards with multiple options / Enough state/local? Relationship?
- Mandated Interventions
- Manageable system
- NWEH – Algebra
- Eight content areas
- Apprenticeships, Internships, Mentorships, International Baccalaureate considerations
- LD 2174 could be basis for the diploma requirements

### Evidence (To be continued at the next meeting)

- CTE evidence for meeting math, science and writing standards
- Multiple assessment points with external validation
- Course work based in state assessment
- ACT, Accuplacer as sources of evidence
- Summative assessments within courses to offer evidence of meeting standards
- Performance (e.g. the Arts)
- Senior Projects, Demonstrations
- Civic engagement
- Portfolios
- Formative assessment / informing instruction (building continual evidence)
  - Precision language – clear expectations
- Rubrics
- PLP
  - How to develop expectations
  - Non-standard measures of performance
- Inclusion of behavioral expectations
  - Are assessments for diplomas addressing standards, indicators or descriptors