

Summary

R/W/C Articulation Meeting

February 10, 2009

Summary Notes

The group:

- Reviewed norms and meeting objectives
- Reviewed the purpose of Articulation Team: Members represent various groups and interests with the ultimate goal of communication to and from staff at large about the K-12 language arts curriculum. At times, the members act as an oversight team.
- Reviewed the power standards process – definition, filters, teacher input, number of standards (7-12 per grade level). See packet.
- Reviewed roles and timelines for power standards process. What are the steps? Who does what? How do the four PLC questions fit in? See flow chart.
- Discussed the shift from district CBAs to district DBAs – “District Benchmark Assessments” when referring to district-wide assessments.
- Mixed grade level groups examined the K-11 Reading Power Standards for gaps and redundancies and provided written feedback.
- Terri presented a brief overview of the 6-8 *Springboard* curricula, and explained that it is under consideration for adoption as the core 6-8 language arts program. Middle school Core teachers will become more familiar with *Springboard* through horizontal team training in March. Terri will try to arrange a more complete overview of the program at the May R/W/C Articulation meeting.

Something to think about:

On benchmark tests, does the level of difficulty increase throughout the year?

Big ideas from today:

- PLC process to arrive at power standards and
- Create products to represent them
- Work in progress
- Consistency across district but flexibility in building teams
- The intended, taught and tested curricula are the same