

Shared Decision Making Team

12-2-13

Attending: Nina Landi, Matt Malone, Robin Schiavoni, Jennifer Warner, Donna Denon, Allison Scanlon, Jocelyn Worrell

- Review of last meeting's minutes
- Review of the summary of topics and ideas
- Members familiarized themselves with the notes
- Flexible grouping as group goal was re-visited and confirmed as the charge of the team

Members commented and advised the group of their findings:

- Efficient grouping pushes learning further in theory, however the research indicates that some students excel while others know that they are in the lower group and may not succeed
- Kids need to work at their level and at their pace
- Different teachers group differently in each class
- Flipped classroom model is like ability grouping in reverse
- Kahn Academy supports the idea of the flipped classroom because learning is worked to mastery before moving forward
- Solid concept understanding brings student confidence
- Test Prep strategies lean towards ability grouping
- Trends lean towards a 50/50 decision on if flexible ability grouping is effective
- Socially, ability grouping can make students feel comfortable or uncomfortable depending on where they are placed
- Feedback from schools that responded to the list-serve inquiry: Hauppauge, Montauk, Sayville, Glen Cove, Patchogue-Medford, Center Moriches. Grade levels were varied from K-2 only, to 3-5 for Reading and Math.
- Student test scores don't always determine how students really perform or what they know
- How do teachers determine how groups are formed?
- In a flexibly grouped school, how do assessments happen, who reports to parents, how is the communication about the child's program given to parents, how do teachers communicate to other teachers? What are the assessments and who grades the student's report card?
- Common Core - Every students should be working to a higher level.
- A struggling reader may struggle in math and it's the school's responsibility to close that child's gap and not allow it to widen by giving a "slower" curriculum
- Opportunity should always be available for all students
- Accept we are in a transition, with students not strong on foundational skills they need
- What does the professional development look like and the school's plan for making accelerated instruction policies consistent class to class. Is there a policy? Can we summarize how it is done year to year?

Next steps:

The committee will work on the following and post to google docs: (Donna will create)
Highlight points on articles/ with respect to:

1. History and trends in research (Jenn and Robin)
2. Social emotional issues (Nina and Allison)
3. Measureable benefits/results (Jocelyn)
(testing, changes, trends in instruction)
4. Implementation of models (Matt and Donna)
(instructional grouping at SHES, how programs are delivered in other schools)

Next Meeting:

Monday, January 27 at 3:30 pm

Looking ahead: Visits to sites, discussions with other districts.