

Educational Advocacy Committee (EAC)
a committee of the
North Central Regional Betterment Coalition (NCRBC)

February 16, 2010- Conrad Spirrison

The EAC has convened three meetings since its inception. There have also been a number of meetings of its three current subcommittees: Community Partnerships, Parent Engagement, and Transitions: Rigor, Relevance, Relationships. Since this is the initial NCRBC Board's pre-meeting packet, I have included EAC materials subsequent to the May 18, 2009 Town Hall Meeting in Mendota. Future pre-meeting packets will contain only current material since the last NCRBC Board meeting.

Community Partnerships

membership - Debb Ladgenski, Jerry Corcoran, John Piano, J Burt
There was an early meeting at IVCC. The subcommittee talked about various community partnership strategies, with particular attention to the Vermillion Advantage program that Debb had investigated. Subsequently, a non-subcommittee group gathered for a lengthy conference call with Vermillion Advantage. (see Vermillion Advantage website) -
<http://www.vermillionadvantage.com/> .

Parent Engagement

membership - Mike Driscoll, Jay McCracken, J Burt, Karla Konieczki, CG Pillai, Tina Hardy
This subcommittee met frequently, focusing on a Parents as Partners program developed by Jay McCracken in LaSalle and continued at Putnam County where he is now the superintendent. Arrangements have been made for a February 25, 2010 presentation to the LaSalle County school superintendents. Another presentation to Bureau County superintendents is being investigated. Attached is the power-point presentation for LaSalle County - (see Parental Assiatance PowerPointFinal.ppt)

Transitions: Rigor, Relevance, Relationships

membership - Jim Carlson, Steve Wrobleski, Tina Hardy, Laura Pastirik
This subcommittee has met twice. Initially Steve, Jim and I met to overview the topics. Subsequently the committee met with Steve, Jim and Laura present. The notes from that meeting follow:

Rigor

1. Upper end of Bloom's taxonomy – analysis, synthesis, and evaluation
2. Quality of work that a kid does
3. Challenging work done well
4. Encouraging kids with appropriate materials (multiple resources not 1 text) not textbook bound, we want more than coverage.
5. Identify priority standards
6. Multiple paths to understanding – display understanding in multiple ways.

7. Defend arguments
8. Performance-based assessment
9. Meta-cognition is a goal; the goal is not a test score.

Relevance

1. Life, real world problems – both predictable and unpredictable
2. Essential questions – timeless not time bound, interdisciplinary
3. Hook the kids. Assessment kids would not want to miss. Gives value, creates a sense of commitment to learning and ownership.
4. Choice – kid's world on his terms.
5. Commitment vs. Compliance

Relationships

1. Know thy student as a person (on their terms). What are their dreams, aspirations, & interests?
2. Know students as a learner
3. How to build trust
4. Feedback - Teacher supports kids in R&R with quality feedback.
5. High expectations with support to meet expectations.
6. Challenging work done well, that relates to the students' world, with support and with quality feedback.

IDEA

1. New Teachers in the County focus on RRR practical tips.
2. Planning Committee made up of representatives from HS in the county.
 - a. How to create Quadrant D lessons in the county
 - b. How to get buy in

What we have done

1. Defined RRR
2. PBL to LaSalle County with IMSA
3. "Parent Engagement" for LaSalle County Superintendents