

Grade 8 – 12 Transition Advisory Group Meeting Summary  
Meeting Number 2 – June 8, 2010 - RSU 13 Superintendent's Office – 3:00 PM

**Membership Present:**

R. Beverage, G. Emery, T. Forti, D. Johanson, K. Gamage, N. Guyer, J. Lucarelli, L. Schooley, R. Gilson, L. Berger, M. Gee, B. Gamage, A. Riley, C. Kesselheim (GSP Consultant was present for this meeting).

This was the second meeting of the RSU 13 Grade 8-12 Transition Advisory Group. The outcomes for this meeting included the following:

**Summary of Meeting Outcomes:**

1. Superintendent Lucarelli welcomed five new TAG members including Robert Gilson, community member from Thomaston; Lisa Berger, community member from Rockland; Michele Gee, St. George School teacher; Bruce Gamage, Rockland District Middle School teacher; and Ainslee Riley, Thomaston Grammar School teacher.
2. TAG members confirmed that beginning with the new school year, monthly meetings will take place on the first Monday of each month (except in September – this meeting will occur September 13, 2010). All meetings will be held in the Board Room located at the McLain School from 3:00 – 5:00 PM. All meeting agendas will be posted on the RSU 13 website in advance of scheduled meetings.
3. Principals Schooley and Forti reviewed and answered questions regarding ten Core Planning Elements that they envision for 8-12 program planning. These ten elements were presented in a one page handout to all TAG members. This document will also be included under 'working documents' at the RSU 13 website for TAG information and materials. These elements will be utilized to guide faculty discussions and work sessions, as well as provide a foundation in constructing a vision and mission statement for this new school initiative.
4. A DRAFT Continuing Work Plan & Progress Monitoring Schedule was reviewed, discussed, and edited. Based upon TAG deliberations at this meeting the following benchmark changes will be made to this document before sharing with faculty and posting on the RSU 13 website:
  - Surveying faculty to determine assignment preferences will be moved up to late September – early October 2010.
  - Identification of faculty assignments for 2011-2012 will occur before the end of October 2010.
  - A benchmark for the confirmation of an on-going professional development plan will be added to the work plan schedule in phase 2.
  - A benchmark for the confirmation of a project evaluation plan will be added to the work plan schedule in phase 2.
  - The need to highlight the creation of a vision/mission statement and to coordinate program development benchmarks with on-going NEASC work will be incorporated into the work plan.
5. Neal Guyer provided a brief over-view of the training and development themes that will be emphasized in professional development planning. Key to this effort will be to embed professional development content and information into the fabric of day-to-day work, and in expanding the capacity of leadership teams for both campuses in assuming a greater role within these endeavors. The TAG will review a comprehensive professional development plan in the fall of 2010.

(over please)

6. Craig Kesselhiem presented and reviewed four areas of inquiry that TAG may consider in developing an on-going program evaluation plan. It is intended that this plan be designed to not only monitor benchmark progress steps for program development, but to identify the criteria upon which success will be defined over time. The four areas highlighted within this initial discussion included *perception, demographics, school processes, and student learning*:

<b>Perception:</b>	<b>Demographics:</b>
<b>community opinion  student interviews  student exit interviews  teacher experiences  attitudes  beliefs  observations  other...</b>	<b>sending school  gender  socio-economic (FRL)  enrollment  post secondary enrollment  dropout rate  other..</b>
<b>School Processes:</b>	<b>Student Learning:</b>
<b>curriculum  tracking  organization structures (teaming)  interventions  opportunities for students  other..</b>	<b>external testing  transcripts  authentic assessment (writing)  teacher observations of abilities  documented failure/success rates  other...</b>

As TAG begins deliberations regarding an on-going program evaluation plan, members are asked to contemplate evaluative questions that might be asked and answered over time by referencing different data variables within these four categories. Example; *Within this new 8-12 configuration, what is the baseline data for post secondary enrollment & how does that relate to socio-economic factors and gender? Should this be an evaluative component of our over-all program evaluation plan?*

TAG members are asked to be thinking about these possible multiple measures of evaluative data over the summer months. When TAG meetings resume in September of 2010, we will begin the more formal process of constructing an on-going program evaluation plan.

***A sincere thanks to all High School Study Group Members & now Transition Advisory Group members for your conscientious efforts within this endeavor! We will keep you updated as work continues through the summer months and will look forward to seeing you all again in September.***