

SREB TRANSITIONAL COURSES PILOT

IBERVILLE DISTRICT MEETING

NOTES

May 30, 2013 (10:00AM-12:00PM)

I. Welcome and Brief Introductions

Jared Avery
Louisiana Board of Regents

II. Update of Transitional Courses Pilot

Jeanne Burns
Louisiana Board of Regents

III. Discussion of Initial Steps

- Identify students to participate in transitional courses
The Plaquemine high school teachers have identified students to participate in the transitional courses, with the plan to give students and parents by late July additional information regarding the courses. Initially, school personnel informed students that the courses will focus primarily on ACT preparation. The teachers would also like the courses to be more engaging by having increased attention given to the science and the humanities.
- Further define roles and responsibilities of teachers and post-secondary education faculty
The higher education faculty member offered assistance to the high school English teacher in assessing the pre and post writing samples of students taking the transitional courses. The higher education faculty member also discussed working heavily with the high school English teacher in assessing the students' vocabulary usage proficiency on the ACT and its impact on improved scoring.
- Receive and use SREB training materials to develop plans for transitional courses
The Plaquemine high school teachers and the higher education faculty member (English) recommended distributing a contact list of all the transitional courses pilot team members around the state that are planning to attend the workshop. This would allow for better communication and dissemination of information gathered from the workshop in Charlotte.
- Discuss process associated with approval of transitional courses as an elective
The Plaquemine high school teachers did not express a concern setting the courses as electives. It was also mentioned by personnel from the Board of Regents that no additional approval was needed from the Louisiana Department of Education to assign the course as an elective.

- Communicate with students and parents regarding transitional courses
The meeting participants mentioned displaying content pertaining to the transitional courses on the Board of Regents website, with the information being linked to the Plaquemine high school website. Also, Plaquemine high school teachers mentioned using e-mail blasts from the “parent portal” section of the high school website as a means to further inform students and parents about the courses.

- Establish contracts for transitional courses funding
A representative from the Board of Regents discussed the process involved in establishing contracts for the transition courses funding. Contracts will be directly set up between the ??? and the Board of Regents. The expanded roles and responsibilities of the post-secondary education faculty members will also be included in the contracts.

- Identify indicators for data collection
The meeting participants agreed that ACT pre and post scores should be included as indicators during data collection. They also mentioned demographic data of the teachers (i.e., degree level, years of experience, number of courses taught), pre and post writing samples, pre and post vocabulary scores, and end of course assessments as possible indicators during data collections. Lastly, due to the nature of data collection, the meeting participants agreed that approval by an Institutional Review Board (IRB) would be needed before data was collected. To ensure confidentiality, reported data will include pseudonyms of students and teachers involved in the pilot.

IV. Additional Steps

It was recommended that follow-up meetings be coordinated once a month during the fall. Board of Regents personnel will be invited to listen in on the meetings. Additionally, spring meetings will occur less frequently than the fall meetings. The English post-secondary education faculty member suggested more cross-fertilization of ideas and practices between each of the pilot districts. Monthly, digital newsletters were recommended as a way to keep each district abreasted to what was being done in the state.

V. Other Business

The meeting participants were reminded of the June 3rd deadline to register for the SREB Teacher Development Workshop in Charlotte from July 15-18.

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