



Education Committee Minutes

Thursday, December 3, 2009 – 11:30 a.m. - 1:00 p.m.
Board Room, Administration Office

Present: Trustee R. Coey (Chair), Trustee B. Jolly, Trustee P. Bartlette, Superintendent, Dr. D. Michaels, Principals C. Cobbe – Harrison; B. Howell – St. Augustine; K. Brigden – Linden Lanes

PROCEEDINGS:

Trustee Coey called the meeting to order and welcomed our guest Principals. It was noted that the purpose of this special meeting of the Education Committee was the consideration of the proposed Policy & Procedures 4052: "Assessment, Evaluation and Reporting of Student Learning".

Dr. Michaels introduced the proposed Policy & Procedures; advising that such has been in development for six years commencing with the Middle Years Initiative, changing Early Years programming in literacy and numeracy, and similarly in Senior Years. This work has been connected to the Strategic Plan's areas of emphasis – literacy, numeracy, multiple literacies, assessment/evaluation (2003-2007) and quality teaching and quality learning (2008-2011). Several principals have been and are currently involved in providing leadership to the assessment, evaluation, and reporting of student learning. Mr. Cobbe, Mrs. Howell, and Ms. Brigden were present to provide detail and perspectives on the proposed Policy & Procedures 4052.

The comprehensive review began with an overview of the proposed Policy statement. The initial part of the document is stated as follows:

"The Board of Trustees believes that students engaged actively in their learning is the essence of the Brandon School Division's mission of educating the whole child. It is the responsibility of professional educators to assess, evaluate, and report on each student's degree of engagement and resulting learning outcomes. Such assessment, evaluation and reporting is a continuous and fundamental part of the student's learning process.

The Board of Trustees recognizes that such assessment, evaluation and reporting of student learning and achievement must be guided by the core beliefs as expressed in the following professional practices:

- supportive of individual student growth at all times;
- fair and respectful of student dignity;
- positive, encouraging, devoid of punishment;
- utilized to inform learning, guide and sensitize teaching and reporting;
- encourages authentic and active student engagement in learning; and
- based on clearly delineated and communicated curricular outcomes.

The data and knowledge rendered and involved in each of assessment, evaluation, and reporting serves to strengthen the teachers' and parents' understanding of the student as a learner with unique talents, strengths and challenges.

Together, the discrete processes of assessment, evaluation, and reporting provide a "picture in time" of the student's competencies in understanding and applying the curricular learning outcomes, both specific and general, as prescribed by the Province of Manitoba.

It is essential and fundamental that assessment, evaluation, and reporting be conducted by the teacher according to the best pedagogical practices of teaching and learning. For this reason the Brandon School Division Instructional Cycle serves as a required grounding for all educators in the assessment, evaluation, and reporting of student learning and achievement. The procedures accompanying this policy illustrate and expand upon the Instructional Cycle to ensure that each educator understands and practices their responsibilities when assessing, evaluating and reporting on each student's learning and achievement."

Discussion ensued following the presentation of the proposed Policy.

Consideration of the procedures began with an in-depth review of the first two sections:

1. Background – Relationship of Assessment, Evaluation, Reporting to Instructional Cycle
2. Assessment Components of Instructional Cycle Related to Formative Assessment

In the consideration of these two sections of procedures the following matters were discussed:

- communication of the formative assessment formats, tools, and student achievement with parents;
- communication of the policy/procedures with the parents and public; ensuring clear language;
- communication of results of September Division-wide summative assessments to parents; and
- accountability of students for their achievement.

The next two sections will be discussed at a further Education Committee Meeting focusing on Policy/Procedures 4052. These are the evaluation component of the instructional cycle and reporting.

The meeting was adjourned by Chair Coey at 1:30 p.m.