

VSB DPAC General Meeting

November 23rd 2017

Acknowledgment

"We acknowledge that we
are on the shared traditional territories of the Coast
Salish peoples
and the Musqueam, Squamish, Sto:lo, and
TsleilWaututh Nations...
and for this we are thankful."

Formal Meeting

Please see agenda

Call For Quorum:

Introduction to Clickers

1. Vancouver is the best city in the world because of:
 - a. the rain
 - b. the championship sports teams
 - c. the fantastic transit infrastructure
 - d. the world-class education system
 - e. other. (be prepared to be called upon!)

Seismic Mitigation Program: Motion

Vancouver School Board District Parent Advisory Council requests that the Vancouver School Board and associated partners (Ministry of Education, City of Vancouver, Cabinet) expedite the construction of seismically safe schools and facilities with a return to a 2025 deadline instead of the amended 2030 deadline. To assist in achieving this target, DPAC urges the following prioritization:

1. Speed -> all parents, children, and staff need to know there is progress towards all schools meeting the minimum safe designations for a significant seismic event. We urge all partners to allocate the required funding and expertise to deliberately and transparently work towards this deadline
2. Resources -> DPAC recognizes that we have to work within a limited resource envelope so we urge fiscal prudence in allocating expenditures that meet SMP standards for the greatest number of schools within the shortest possible timeframe
3. Preservation of heritage buildings -> unless there is conflict with priorities 1. and 2., DPAC does support the preservation of heritage facilities where possible. We urge each parent group, through their local PAC to establish a consensus position early in the process on a vision for the optimal school for all stakeholders.

Call for Vote

On the Seismic Mitigation Program motion as tabled, my school votes:

A. Yes

B. No

C. Abstain

D. Spoiled vote

E. Spoiled vote

Pre-Presentation Poll

I believe the student reporting model should:

A. stay the same

B. change with slight refinement

C. change with major overhaul

D. be completely removed within education (remove formal assessment)

E. other

Three Key Themes For the Evening



One small backflip
for a robot is one
giant leaping
backflip for
humankind







Learning Today For Tomorrow

Lynn Archer, Assistant Superintendent SD38, Member of CAR Advisory Group, MoE Outreach Support
November 23, 2017



What about Communicating Student Learning?

Moving Forward with the Transformation of Education



Are you familiar with these terms?

- Classroom assessment is ...
 - a. Descriptive information and feedback
 - b. Examinations and tests
 - c. Foundation Skills Assessment
 - d. Other
- Core Competencies are ...
 - a. Big ideas for learning
 - b. Subject content checklists
 - c. Intellectual, personal, and social and emotional proficiencies
 - d. Other
- Communicating Student Learning is ...
 - a. Term report cards
 - b. Program overviews
 - c. Varied and timely information about student progress
 - d. Other



Communicating Student Learning Update

K - 9

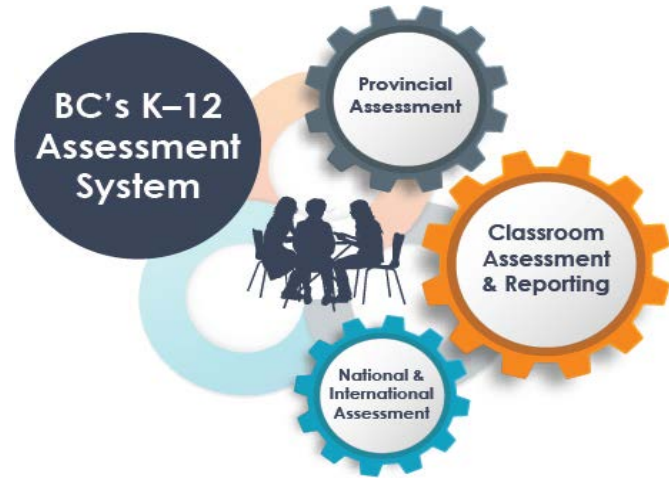
- ✓ New Reporting Order in effect
- ✓ Provides options for districts as they implement new curriculum

10 - 12

- ✓ No changes this year
- ✓ Working groups with stakeholder and subject matter experts to develop new policy
- ✓ Will embark upon a large engagement/consultation process prior to making any changes to reporting in graduation learning years

B.C.'s K-12 Assessment System

- Assessment and curriculum are interconnected
- Curriculum sets learning standards
- Assessment identifies student learning needs, describes competency acquisition, and evaluates students' progress
- BC's assessment system being redesigned to align with new curriculum





Your Kid's Progress Engagement Summary Report, www.gov.bc.ca

Key Findings:

- Frequent, personalized, meaningful, plain-language communication
- Desire for criteria clarity and consistency with performance scales or other summative measures; mixed feedback on letter grades and percentages
- Preference for information-sharing, rather than reporting
- Like use of technology such as portfolios – want purpose and implementation consistency

SD38's Communicating Student Learning Journey

- District inquiry process
- Innovation Grants
- Learning and moving forward



Engaged and Empowered Learners: The Reason We are Focusing on Communicating Student Learning Differently



Additional Thoughts

- What intrigues you now regarding Communicating Student Learning?
 - a. Is it happening at my child's school?
 - b. Want to learn more?
 - c. Like the focus on student empowerment and communication?
 - d. Want to continue with past reporting practices?
 - e. Other

Thank you!





Communicating Student Learning (CSL) District Pilot Project

DPAC meeting

Thursday, November 23, 2017



We inspire student success by providing an innovative, caring and responsive learning environment



[Enter Date]

Intent

- A pilot project to gain genuine and “real-time” feedback before implementing a new district reporting policy and process
- 62 schools participating
- Anticipated date of district-wide implementation of new policies and processes: 2018-2019 school year

Encouraging a different mindset:

“When honouring learning as a continuous process rather than a series of separate events, teachers design opportunities for students to develop an understanding of learning processes and to reflect on their learning journeys. This mindset shift creates the conditions that activate student voice, inform teacher practice, and engage parents in their child’s learning.”

Question:

How helpful is your child's current report card in helping you to understand his or her overall progress at school, areas of strength, areas needing additional support, etc. ?

- a) Extremely helpful
- b) Very helpful
- c) Somewhat helpful
- d) Not particularly helpful
- e) Not helpful at all

Question:

When you receive your child's report card, what information currently contained therein is most helpful to you?

- a) The comments around work habits and social responsibility
- b) The letter grades/standards for each subject area
- c) The comments about my child's academic progress based on teacher observations
- d) The attendance/lates data
- e) None of the above

Pilot Project Reporting Expectations (K-9)

- Numeracy and Literacy: 2 written, 2 other during the school year
- Science and Social Studies: 2 written, 2 other during the school year
- Arts Education, Core French, Physical and Health Education: at least twice during the school year (once on a written report)
- ADST, Career Ed, Student Self Assessment of Core Competencies: at least once during the school year, must be once on the summative report

Goal-setting conference	Written Progress Report (January)	On-line portfolio review	Student-led Parent Teacher conferences	Written Summative Report (June)
Eng. and/or Fr. Language Arts	Eng. and/or Fr. Language Arts	Science	Eng. and/or Fr. Language Arts	Eng. and/or Fr. Language Arts
Science	Math	Math	Math	Math
Social Studies	Science	Arts Education	Health and Physical Education	Science
	Social Studies		Core French (grades 5-7)	Social Studies
	Health and Physical Education		Social Studies	Career Education
	Arts Education			ADST
	Core French (grades 5-7)			Self assess of Core Competencies

MID-YEAR WRITTEN PROGRESS REPORT

January 24, 2018

STUDENT NAME: Sara Li GRADE: 4

YOUR ELEMENTARY SCHOOL: An Elementary School

STUDENT ATTENDANCE: enter text

ADDRESS, CITY, POSTAL: enter text

PHONE NUMBER: enter text

PRINCIPAL: enter text

TEACHER(S): C Feniak & K Pickford

This report is a summary of the student's progress, according to widely held grade level expectations, in relation to the learning standards of the BC Curriculum. The student's level of learning has been assessed through a variety of learning opportunities to determine what the student knows, understands, and is able to do.

STUDENT'S LEARNING STRENGTHS:

Sara shows that she cares for others by regularly inviting children who are alone on the playground to play with her.

Language Arts – After reading a passage Sara can draw conclusions and express her opinion in writing. She is able to find evidence from text to support her opinion. Her written reflections of the book, *When I Was Eight*, showed that Sara can make inferences about how the main character felt while living at a Residential School. She is an avid reader of non-fiction to learn more about animals and she enjoys reading fantasy novels.

Mathematics – Sara can represent, compare and order numbers to 10 000 using base ten blocks and is making connections to measurement and other real world contexts.

Social Studies – Sara can explain the impact of the Residential School system on Indigenous children and families.

Science – Sara's excellent research project comparing human and animal senses demonstrated her understanding of the sensory differences between animals and humans.

Descriptive Written Comments

AREAS for GROWTH:

Sara is able to express her ideas in small groups of children. She is encouraged to share her ideas during class discussions so she can become more confident in speaking before an audience. At the Celebration of Science evening, Sara relied on her power point presentation rather than speaking to guests about her project.

Sara is learning how to estimate large numbers up to 10 000 when solving mathematical problems using mental math.

WAYS to SUPPORT LEARNING:

Sara will have the opportunity to discuss her ideas with a partner before she is asked to share her thinking with the class.

At home look for opportunities in the world to discuss and make sense of large numbers in context (eg: metric weight on food packages). At school we will help Sara to represent large numbers with manipulatives, engage in conversations and decompose numbers to develop her ability to estimate large numbers.

MID-YEAR WRITTEN PROGRESS REPORT

STUDENT COMPETENCY SCALE (in relation to grade level expectations)		BEGINNING to acquire knowledge, skills, strategies and processes.	DEVELOPING the ability to apply knowledge, skills, strategies and processes.	APPLYING knowledge, skills, strategies and processes consistently.	EXTENDING knowledge, skills, strategies and processes creatively and strategically.
ENGLISH LANGUAGE ARTS	Comprehend and connect READING, LISTENING, and VIEWING				
	Create and communicate WRITING, SPEAKING, and REPRESENTING				
MATHEMATICS					
SCIENCE					
SOCIAL STUDIES					
ARTS EDUCATION					
PHYSICAL AND HEALTH EDUCATION					
CAREER EDUCATION					
APPLIED DESIGN, SKILLS & TECHNOLOGY					
CORE FRENCH (Grades 5-8) Not applicable – omit the row					

ATTACHMENTS:

Attachment Description

Student Signature: _____

Teacher Signature: _____

Principal Signature: _____

Record of Ongoing Communications of Student Learning

Student Name: Fred Flintstone

Grade: 5

Teacher: Mrs. Ethel Mertz

Date	Description	Method	Language Arts	Math	Science	Social Studies	Other	Notes
October 8, 2017	Review of progress in all subject areas	Goal setting conference	x	x	x	x	X Visual Arts	Growth in all subjects Struggling with focus in Music and Math
November 3, 2017	Incomplete Math Homework/lack of practice beginning to affect progress in Math.(struggling with factoring) Social Studies shows great critical thinking skills.	Phone call to Mom		x		x		Monitor Math progress – touch base with home week of November 17 th
November 10, 2017	Portfolio of work for integrated unit (Math/Science) – Electricity -- uploaded. Student self assessments available within portfolio. Parent feedback invited	Freshgrade		x	x			Noted improvement in Math focus Fred enjoyed integrated unit and clearly understood and applied 'electricity' concepts (could construct a circuit)
February 22, 2017	Review of progress in all subject areas	Student Led Conferences	x	x	x	x	x Drama	Still struggling in music. Minor improvement in focus and participation in class.
April 11, 2018	Discussion of progress in French and how to support this at home (oral practice of new vocabulary)	"French Night" Celebration of learning					X French	Conversational French shows noted improvement Still struggling with irregular verb conjugations (avoir and etre)
May 14, 2017	Track Star!! Noted skill in hurdles and shot put	After school meeting with parents					X PHE	Exceptional athlete. 'Extending' level skills in this area

Ultimately, transforming “*reporting*” to “*communicating student learning*” shifts the ownership from teachers to a shared ownership among students, parents and teachers.





New Student Reporting Models: DPAC presentation

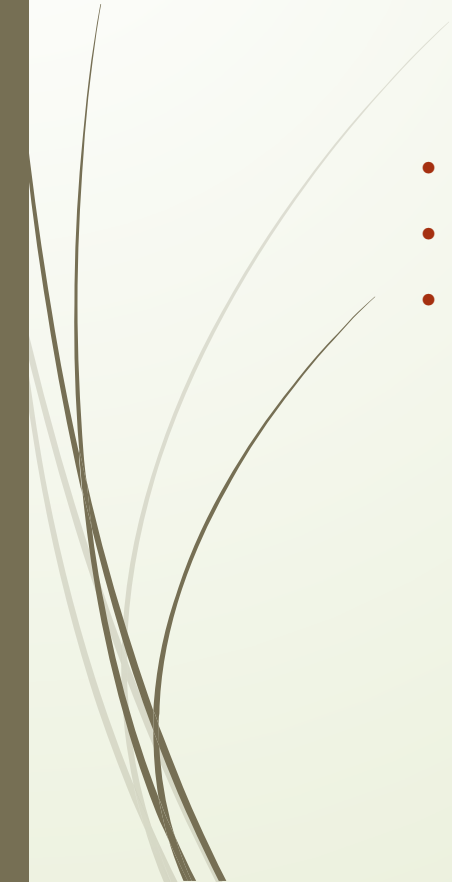
Vancouver Teachers' Federation


Chloe McKnight (VESTA) & Katharine Shipley (VSTA)

November 23rd, 2017



What's happening

- K-9 revised curriculum in second year of implementation
 - Grades 10-12 curriculum implementation beginning next year
 - Communicating Student Learning pilot project in Vancouver for K-9 for 2017-2018 school year
- 



Positive aspects



- Teachers integral part at both Provincial & Local level in curriculum & reporting changes
- Aligning reporting with revised curriculum
- Curriculum revision aligns with BCTF policy from 1974 "Curriculum revision at all levels should be a continuous process". (BCTF Policy 9.C.01.10 in BCTF Members' Guide)
- Revised curriculum balances process vs. content – allows for greater flexibility
- Improved balance of formative & summative assessment – "assessment for learning"
- Core competency self-assessment by students
- Teachers are committed to ongoing Professional Development



Concerns



- BCTF Survey (1664 teacher respondents from all 60 BC Districts)
- Digital reporting tools:
 - Privacy
 - Workload
 - Meaningfulness
 - Access
- Ongoing vs. timely
- Ministry support for in-service & resources
- Goal: Reporting should be **meaningful** to both parents & students

UBC UNDERGRADUATE ADMISSIONS

DPAC Meeting Nov 23, 2017

*Andrew Arida
Associate Registrar and Director
Undergraduate Admissions and Student Recruitment & Advising*





THE PURPOSE OF THE UNIVERSITY ADMISSIONS PROCESS IS TO:

- a) Identify students who are capable of meeting the university's high academic standards
- b) Identify students who will be able to succeed academically on campus
- c) Make merit-based decisions that fill available seats with those most likely to engage the university's resources
- d) Encourage positive and rich learning outcomes in secondary school
- e) Other

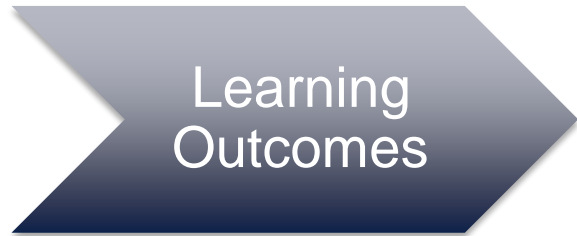




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Assessment??



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graph LR; A[Learning Outcomes] --> B[Assessment]; B --> C[Educational Attainment]
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Learning
Outcomes

Assessment

Educational
Attainment



METHODS OF ASSESSMENT, BC12

UBC Admission Decision Based Upon Final Grades in...	Correlation with first year performance
BC secondary school (current process)	$R^2 = .30, p < .001$
BC secondary school (holistic process starting 2019)	$R^2 = .34 p < .001$



METHODS OF ASSESSMENT, CANADA 12

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Ontario secondary school	$R^2 = .27, p < .001$



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METHODS OF ASSESSMENT, CANADA 12

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Ontario secondary school	$R^2 = .27, p < .001$
Alberta secondary school	$R^2 = .35, p < .001$
International Baccalaureate Diploma (Canada)	$R^2 = .44, p < .001$



METHODS OF ASSESSMENT, CANADA 12 & US 12

UBC Admission Decision Based Upon Final Grades in...	Correlation with first year performance
BC secondary school (current process)	$R^2 = .30, p < .001$
BC secondary school (holistic process starting 2019)	$R^2 = .34, p < .001$
Ontario secondary school	$R^2 = .27, p < .001$
Alberta secondary school	$R^2 = .35, p < .001$
International Baccalaureate Diploma (Canada)	$R^2 = .44, p < .001$
US secondary school grade-point average, SAT I, SAT II, and parental / SES combined **	$R^2 = .25, p < .001$

** From: Geiser, S., & Santelices, M. (2007). *Validity of high-school grades in predicting student success beyond the freshman year: High-school record vs. standardized tests as indicators of four-year college outcomes*. Berkeley: Center for Studies in Higher Education, University of California, Berkeley.





PRINCIPLES OF EFFECTIVE UNDERGRADUATE ADMISSIONS

Applicants will not be disadvantaged by the structure (timing, sequencing, grading schemes) of the educational system followed that provides the basis of admission



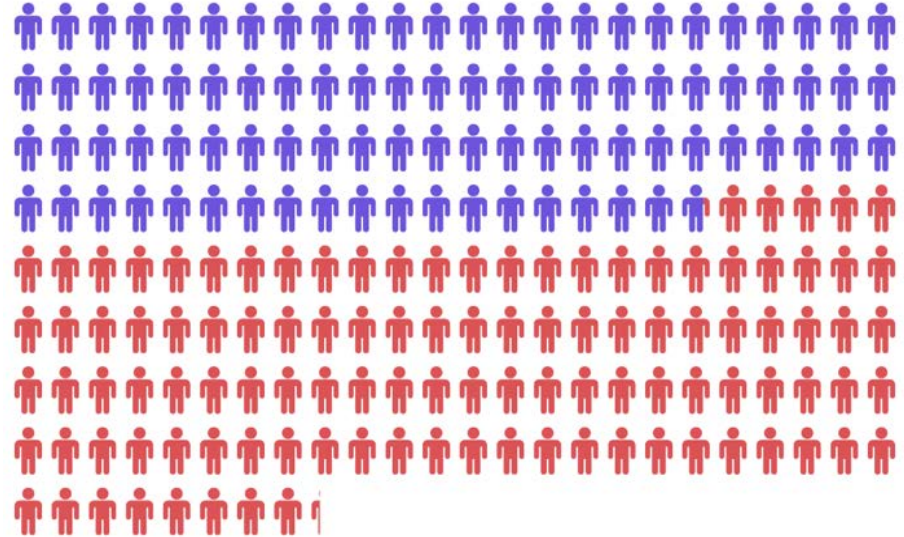


UBC DIRECT-ENTRY UNDERGRADUATE APPLICATIONS



1997

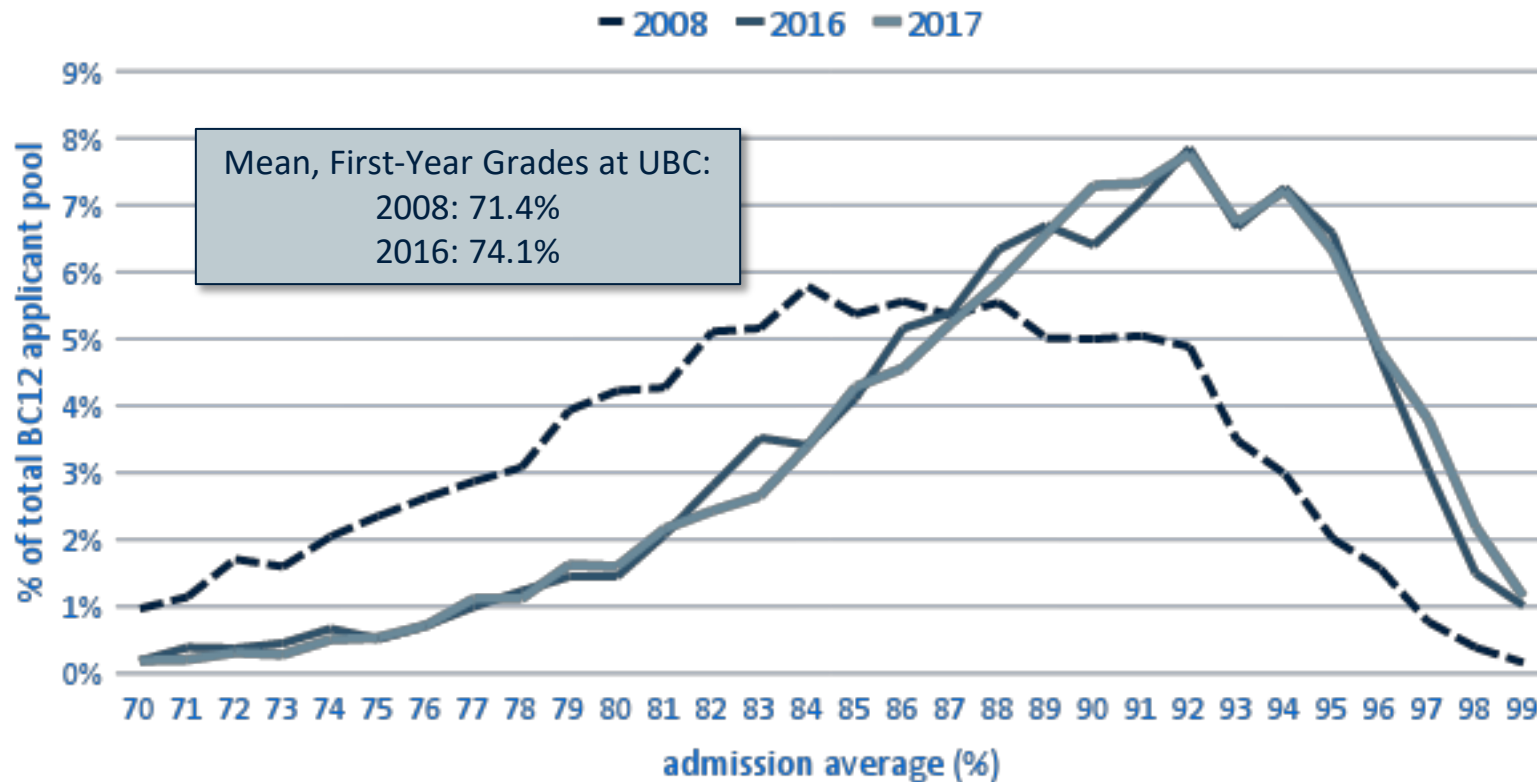
2016



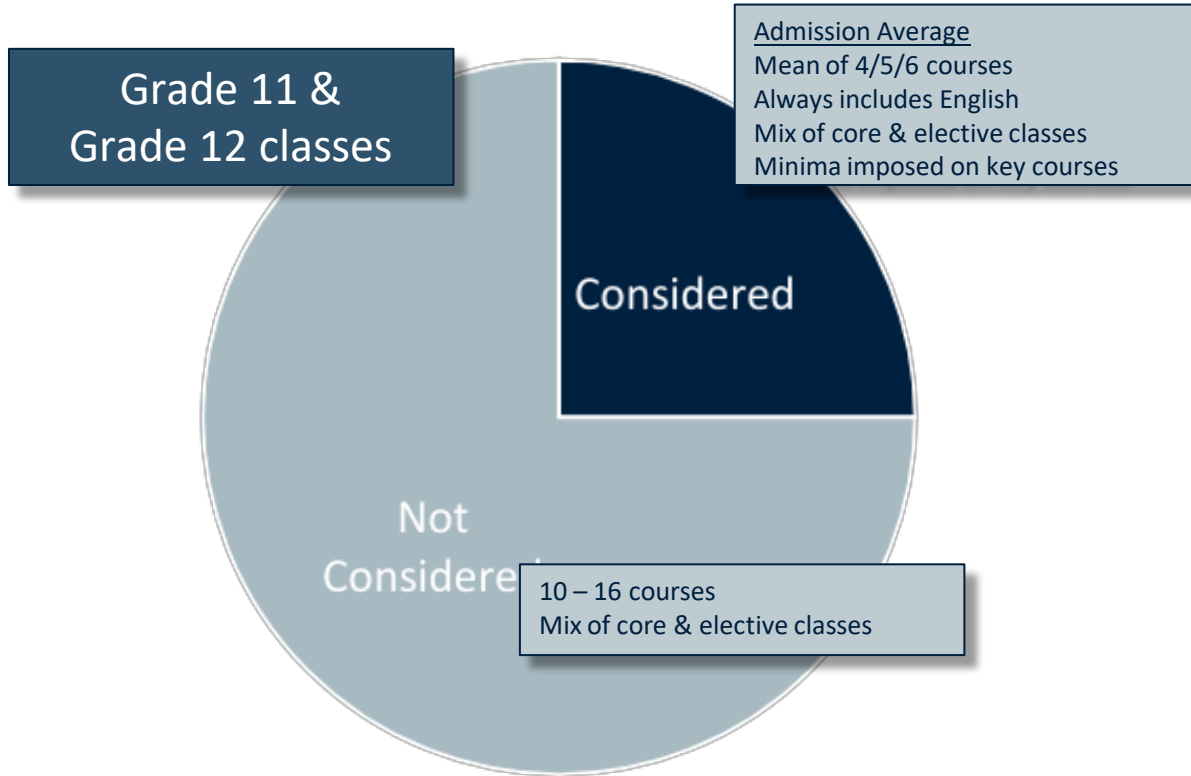
● World ● Canada

● World ● Canada

BC SECONDARY SCHOOL APPLICANT TO UBC (DOMESTIC) ADMISSION AVERAGES TO UBC (VANCOUVER CAMPUS), 2008, 2016 & 2017

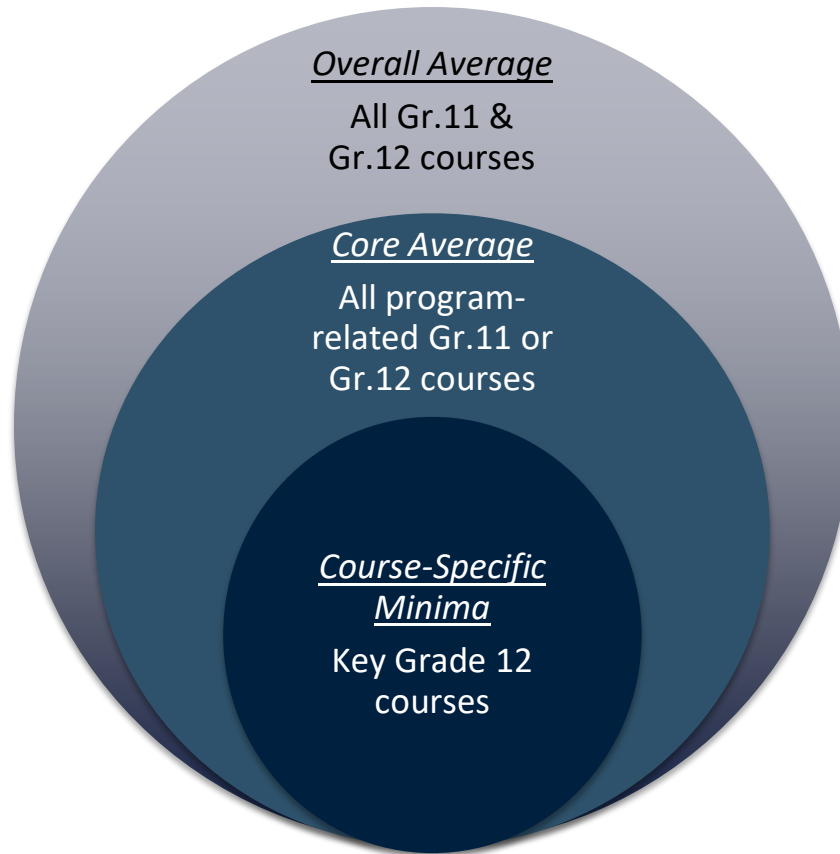


CURRENT PRACTICE OF ASSESSMENT:
NORTH AMERICAN SECONDARY SCHOOL APPLICANTS





NEW PRACTICE OF ASSESSMENT IN 2019: ALL SECONDARY SCHOOL APPLICANTS





QUESTIONS & COMMENTS?

Andrew Arida, Director, Undergraduate Admission & Student Recruitment
604 822.2890 or andrew.arida@ubc.ca



Thank you for your attention

Questions for the panel members?

In conclusion

The use of clickers was:

- A. a distraction, please do not use again
- B. interesting, but not sure of the value
- C. beneficial, hope to see at more general meetings