

June 19, 2000 Staff meeting review of Portfolio process.

(Everyone had the highest commendations for Ayla and Heidi! Amazing. Thanks.)

Common concerns:

How much coaching vs directly instructing, correcting, teaching should be involved in preparing students?

How much should be "ready" before the adviser gets into the picture?

Did I do too much prompting, preparing for the presentation.

Should stuff be perfect--re spelling, punctuation? How much editing?

If there are no references to our habits of mind--should we be sure they are put in?

We didn't find out what student needed, what the requirements were early enough.

During the actual session how do we judge? what do we judge? what does provisional vs partial pass mean?

Who is supposed to approve rewrites? Can teacher/advisor alone check on-demand pieces?

Need ways for kids to keep records of sources and bibliographic data.

Back-up discs!!

Organizational helping aids needed.

Strong points:

The younger student (where present) a big help; and it seemed to inspire them.

Having a partner terrific. It made it much easier and more fun

Very satisfying and inspiring to see how kids have grown.

The kids were very impressed with the process; and it inspired kids all over the school

Lots of work got done under the "pressure" of the process; set a good tone.

It was fun to work with older students and see the school in that light.

Heidi and Ayla were always helpful, confident and "there".

To discuss:

1. Who should be the judge of both the written work and the oral defense? Is it clear that this is the Graduation Committee's task--and can't be delegated.
2. If so, what can be delegated to the student's classroom teacher or teacher/advisor?
3. How spelling, punctuation and grammar perfect should work that is finally fully approved be?
4. If we are going to drop extra-parents from Committees, at what point do we do this? For all future committees? Or the existing ones?
5. What's the primary basis (criteria) for judging the on-demand work--persuasive essay in particular.

Plan for next year:

1. September/October: This is where/when only teacher/advisor feel they need to review work--technical editing. Also the time to review other work that was requested, to insure that it is properly done and can then be reviewed at the next full Committee meeting in November.

Also: Geography and Time-line quizzes.

2. November: Social Issues/Larger World Portfolio; plus a review and final disposition of the spring folders in History and Literature/Writing.

3. January-March: Science;  
and Literature Log Review by Advisor/Teacher  
Initial meetings with 7th graders for spring reviews--add 6th graders too?

4. April: Math and Art

5. May: Completion of all work and exams required for Graduation;

6. May/June. 7th Graders do History and Art

Note also:

In September we need to set date and place for Graduation; and make rough plan for graduation.