

**Tim Visel Notes on Teacher Evaluations and Sound
School Comprehensive School Goals
Meeting with Tony Flach, Center for Performance
Assessment
May 3rd 10 - 11 am 2007
Timothy C. Visel**

I reviewed with Tony some of the Vo Ag efforts that incorporate high level student responses to Vo Ag tasks and written communications. This effort aligns the district school improvement and student achievement initiative. Provided copies of responses to CAPT integration of mathematics with writing into all Vo Ag subjects areas. Cycle 1, 2, 3 teacher evaluation materials and goal sheets were made available.

T. Visel reviews both the Science and Tech Depts. - Science has been following district initiatives since the foundation of the program. All science courses cross credit - that's the only science students here obtain. Science teachers attend all the science CIA meetings with director Richard Therrien. They conduct the science quarterlies and generate class achievement data (available from the science meetings). The quarterly assessment has become a focal point, and generated much discussion around content and pacing. (This is a problem because we have semester courses) Vo Ag course work is a great opportunity to bring application to the science content such as with the Vo Ag lab practicals. I continue support the cross credit for Vo Ag while at times it raises the staff question is it a Vo Ag course or a science course? We contend with careful planning it can be both.

The Technology Dept is buying into the school goals around writing but it's been more difficult to generate a consensus around the mathematics.

One problem is that they attend Unified Arts meetings (although the last few have been cancelled) and not the mathematics district meetings with director Ken Mathews. Although technology teachers are very concerned about student math skills only some have designed structured mathematic exercises around general math concepts. For example many tech teachers have lamented about students not being able to use/read a ruler but lack structured exercises designed to assist students with low skills or to read a ruler - everyone must be involved, its not just some "other" teachers problem. Tony and I reviewed how our tech courses were great opportunities to strengthen math skills and Tony asked of tech and math dept teachers ever meet to look at math data, in that way the tech teachers would have some ownership regarding the math data.

Tony believes technology is a great way to induce math concepts - ratios, gears in outboards or hydraulics physics (cites his own experience with his hydraulics breaking down). He had to "problem solve" to get his stern drive down, phone his friend, etc. review pump - technology is at times a great process of trouble shooting.

To show Tony this connection between the skill based activity and higher order thinking application I suggested a short tour. We visited to Phil Bonang's room and watched problem solving and mathematics applications.

Phil explained how he incorporates problem solving and mathematics into his fish trap building projects. He explains that his projects allow for group as well as individual projects - that he shows the practical applications of mathematics. Describes counting and measures processes use of tools. Eventually students will finish the gear so they have bought into the project (he goes cut after school to set and haul the traps).

Tony comments positively about this process but asks how can we generate data that shows student achievement in this area. We reviewed the new CTE State Dept. of Education initiatives for all vocational teachers to incorporate writing and mathematics into vocational coursework. This will become part of the formal teacher evaluation process (Vo Ag) and a new state requirement next year.

Submitted to Steve Pynn, Principal 5/17/07.

Timothy C. Visel, Coordinator