Northern Illinois P-20 Network

Alignment of Standards for Advancing Student Opportunities in Dual Credit, AP, and Developmental Education Work Group

Notes
October 22, 2014, 1:00 p.m., College of DuPage

I. Welcome and introductions

II. Presentation on Standards and Curriculum Alignment Model at College of DuPage

Mr. Tom Schrader, Associate Dean, Math & Sciences
Dr. Robert Cappetta, Professor, Mathematics

Process – In 2011 President Breuder and Joe Collins met with superintendents to identify a concrete program for improving preparation in math, since about 50% of incoming students tested into developmental math at COD. Eight schools volunteered to pilot a developmental math program at the high school level. The group has met monthly since spring 2011 and expanded to 20 high schools, which come and go.

Selection – The middle 50% of students take the Compass test in fall of the junior year. High schools bus students to COD, and COD pays for the testing. Several thousand students have participated. If they do well enough, they will qualify for entry level credit-bearing math.

Model – Similar to dual credit. Teachers meet COD hiring guidelines and use COD’s procedures, text, and curriculum. The process for determining whether high school students who pass the course will be placed in credit-level math has created problems.

Results – Early numbers are strong, and retention of these students is better. After three years, COD faculty believe that high school math curriculum has improved.

Future Work–

• COD is developing an applied, problem-solving, “Algebra in Context” course as its highest level developmental course rather than intermediate algebra. High schools are building math courses aligned with CCSS, which are similar to Algebra in Context.
• Use of a portfolio as an alternative to the Compass test.
• Extend curriculum revision work to first grade.
• Improve preparation of elementary education teacher candidates, 50% of whom do not pass the math portion of the basic skills tests. According to new licensure laws, they must now complete college algebra and statistics.
• Share data with high schools through intergovernmental agreements.
• Relationships with high schools are not always smooth. Bridging the Gap workshops helped.

Comments from Julie Schaid, ECC

New 4th year math course for feeder high schools is aligned to ECC’s highest developmental math course. The course is very real world, application based. First district piloted it last year. 65% of students moved up, most multiple levels.
ECC’s Process
Setting up the relationships with high schools - Mass meeting of all stakeholders. Trailblazers formed teams in four subject areas.
Phase 1 – First year, the teams talked, and they developed a common language.
   Second year, relationship building and voluntary participation; leadership was inconsistent.
Phase 2 - Brought in superintendents and administrators, who now meet periodically and provide support for team agendas.
   Conducted data studies to determine which courses to address and identify patterns.
   Faculty on teams determine the agenda for each subject area
New Issue – Professional development is needed for implementation of the NGSS.

III. Review group objectives, discuss tasks, and identify actions needed for completion

1. Collect and analyze baseline data on the percentage of students in the northern Illinois region who graduated from high school with college credits and/or professional certification in May/June 2012-2014 and the percentage of students registered for developmental courses.

   January 2015 – Completed report provides a basis for further planning.
   The surveys are being fine-tuned and will be sent out next week.

2. Analyze economic development and workforce data in order to identify current workplace shortages and emerging career areas across the northern Illinois region.

   January 2015 – Completed report provides basis for study and action recommendations.
   The Center for Governmental Studies at NIU is conducting the analysis and will identify 15-25 current and emerging career areas for each community college district.

   September 2015 – Identification of new opportunities for accelerated coursework such as dual credit or certification programs as well as new degree programs and certifications.

3. Develop a model to pilot delivery of high quality, high school courses for dual credit, Advanced Placement, and developmental education across district boundaries.

   January 2015 – Research best practices, consider pros and cons, and develop models.
   Graduate student Lisa Matich is conducting the research.

   September 2015 – Create agreement documents and plan pilots of the new models.

4. Research and develop a model process for aligning high school and college curricula in the core competency courses of quantitative literacy and written and oral communications and in developmental education.
   Lisa Matich is also working on development of a model process for alignment of curricula with new standards to be delivered for credit.
January 2015 – Report by quantitative literacy and communications faculty teams from high schools and higher education on best practices at regional and national levels.

September 2015 – Report on implementation of the alignment processes and timeline for production of the courses to be delivered to high school and college students.

Other: PARCC
- Community colleges may check with ICCB to see whether community college faculty members are needed for faculty judgment validity studies.
- NIU will organize a meeting of PARCC teams in the region to compare information and expectations.

IV. Next Meeting
November 18, 2014, 1:00 p.m. Waubonsee or ECC?

Meeting Materials
Documents related to this topic are posted online at http://niu.edu/p20network/work-groups/standards/index.shtml. Feel free to send links to other documents that you recommend for this group to Debbie Pixton (dpixton@niu.edu).