

Notes from PHS Site Council 11-29-11

Present – Lisa Joyce, Shawnim Kashani, Hannah Watry, Jon Elliot, Alex Moss, Dave Keller, Christine Alper, Virginia Lescowski, Sunny Yu, Mary Ireland, Rich Raushenbush, Rich Kitchens, Karyn Shipp, Jana Hollis, Lisa Joyce, Martha Jones, Christine Chapon

3:30 – 4:15 Dave Keller gave WASC update

Explained the scope and sequence of the WASC process.

Introduced the areas of growth being identified by the school community:

1. Tech in instruction. Technology can be used as a tool to improve student and faculty efficiency as well as a set of skills needed for the 21st century citizens.
2. Differentiation – the PHS faculty identified this as a growth area. It is also a district goal.
 - there were a number of questions about what differentiation was and how it might impact classrooms.
 - An openness to learning more about differentiation seems to be present among the faculty.
3. PHS could be more accepting of individual differences.
 - Some comments in support of this idea.
4. Common Assessments. There are more common assessments in English, Math and Science than in Social Studies and World Languages.

4:15 - Christine Alper gave over view of the world language curriculum

Levels of Curriculum

1-2 Family and community

3-4 culture and real-life situations

1 – home life and personal preferences, transportation, intro to culture

Goal is to have engagement in simple conversations

Oral assessment the students have questions in advance – sometimes a group, sometimes individual

2- Simple exchanges with topics with increase in complexity

Travel, current event intro., cultural practices further introduced

Authentic documents have more presence in curriculum (reading materials, audio, video, etc. that is not simplified for language learners)

Tense is expected to be used

Oral assessment is recorded which has a focus on travel and other sophisticated topics

Presentation in front of people and/or writing a presentation of material (reading, speaking, writing, presenting)

3 – Content is presented in target language

More mature themes that may overlap ideas in other subjects (History, Language Arts in French, etc. Not as much curriculum in Math/Science)
State Standards drives some of this curriculum advancement.
By end of the year, presentation without reading, in front of class

4 – Independent skills stressed

PowerPoint presentations without reading

Emphasis on strategies for reading and dealing with material in foreign languages

Reading of excerpts in target language

Global awareness facilitated by study of current events

Oral assessments – debates, multi-paragraph writing, discussions, etc.

AP – follows a specific curriculum that is changing

Grammar is replaced gradually with literature and students using the language in an authentic way (for example there are units on things like the environment).

Phone conversations with real phones and answering machines are sometimes used as an assessment.

Classes have students with differing abilities

Level one tends to have the greatest variation in student ability, thus needing the most differentiation.

Students are evaluated at the start of a class to see if they can move to the next level of class

Future Dates

Tuesday, January 31 – Science dept. update on switch to bio, PUSD budget update with Michael Brady, WASC update, next steps for researching WL curriculum,

Tuesday, February 28 – English dept. progress report,

Tuesday, March 20 -

Tuesday, April 24 -

Tuesday, May 8 -

Questions for Science Dept. presentation

How are students doing who take Biology when ignoring recommendation otherwise? Is the missing curriculum causing problems, etc.?