

**SREB TRANSITIONAL COURSES**

**PILOT CALCASIEU DISTRICT**

**MEETING**

**NOTES**

**June 17, 2013 (1:00 PM - 3:00 PM)**

I. Welcome and Brief Introductions

Jared Avery  
Louisiana Board of Regents

II. Update of Transitional Courses Pilot

Jeanne Burns  
Louisiana Board of Regents

III. Discussion of Initial Steps

- Identify students to participate in transitional courses

*The meeting participants will have a sit-down meeting over the next few days to select students that fit the criteria to participate in the transitional courses. Sam Houston High School was awaiting the arrival of a new principal before making any final selections.*

- Further define roles and responsibilities of teachers and post-secondary education faculty

*The meeting participants wanted the higher education faculty members to remain in the "loop" and to stay connected to what was occurring in the classroom during the teaching of the transitional courses. Higher education faculty will also work with the teachers to provide support in the evaluation of educational outcomes of the transitional courses.*

- Receive and use SREB training materials to develop plans for transitional courses

*The meeting participants mentioned learning more about the degree of teaching flexibility that will be granted as a result of attending the Teacher Development Workshop in Charlotte. They also looked forward to better connecting the impact of the courses to their own teaching practices in the classroom.*

- Discuss process associated with approval of transitional courses as an elective

*Members from Sam Houston High School will contact Ms. Carolyn Sessions to get confirmation regarding the coding of the transitional courses to appropriate elective coding. There were no other concerns regarding the courses being set as electives.*

- Communicate with students and parents regarding transitional courses

*The meeting participants agreed that providing information about the transitional courses to students and parents via electronic forms of communication may be the best approach. One of the teachers recommended using "Blackboard" as a means to disseminate the information.*

- Establish contracts for transitional courses funding

*The contracts will be established with the school district for the secondary education teachers, while the contracts for the higher education faculty will be set-up individually.*

- Identify indicators for data collection

*The meeting participants mentioned that a comparison of how students perform on the pilot course assessments could be used as an indicator of how students perform on local assessments as well. Additionally, once the Institutional Review Board process is completed, permission from the district must be received before the process of data collection can begin.*

#### IV. Additional Steps

*There were a number of questions raised at the conclusion of the meeting. For instance, one of the teachers wanted to know if there would be a transitional period between the transitional courses being taught and the time students were re-administered the ACT. The meeting participants also had questions regarding the accelerated curriculum used in the transitional courses, and whether the students would transfer the majority of the material learned in the courses to the ACT. The district also mentioned exploring ways to use the teaching strategies learned from the transitional courses pilot as a way to better prepare teachers in the district seeking to provide ACT preparation for their students.*

#### V. Other Business

*The meeting participants were reminded of the SREB Teacher Development Workshop in Charlotte from July 15-18. They were also informed that an excel spreadsheet will be sent to them in the coming weeks with each district members' contact information listed on it.*