



SLT Minutes

December 18, 2008

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| ✓ R. Asher, Principal | ✓ D. Baldwin, UFT Chair | ✓ J. Ewing, PTA Co-President |
| ✓ D. Fanning, APO | ✓ D. Belmont, UFT | x A. Grundman-Cooper, PTA |
| ✓ M. Mandery, BTAF | ✓ J. Ludwig, UFT | ✓ J. Hertzberg, SLT Chair |
| x A. Ahmed, Student | ✓ S. Bendit, Student | ✓ L. Morano, PTA |
| | | x M. Tang, PTA |

1. **CALL TO ORDER** – 4:35 p.m.
2. Minutes of November 13, 2008 – Amended and Approved
3. CEP
 - Committee is awaiting return of draft CEP from Department of Education
 - Committee should be looking at SMART goals (specific, measurable, achievable, realistic, time bound) and the CEP should reflect these goals.
 - The chair strongly supports SMART goals, the goal of accountability and if the school is performing at an appropriate level.
 - There is an assumption that the CEP is an annual document through June 2009. Normally, the year it is adopted is the year it counts. In April or May, we should be looking at our goals for next year. Changes in budget may also result in a change in goals.
 - The CEP states ELA does not “drill down to the expected level of cognitive demand.” Progress is being made in teaching base skill sets, but more can be done in teaching skill sets that support students with more challenging material.
 - BTHS has never attempted to put something in place to address some deficiencies in student skill sets.
 - The question was raised as to how the CEP addresses the issue of measuring the quality of teachings.
 - The Committee may also be looking at goals, means of measurement and to what extent performance on the Regents is included in the measurements.
 - As the Committee works through the CEP, do we have specific metrics?
 - With respect to Goal #1 and the documentation of curricula, there does exist a state curriculum for state mandated courses. For courses unique to Tech, there should be a standard baseline for what a student should know and be expected to do, a common baseline. Our curricula should go to the standard and beyond, not just beyond. The principal believes curricula documentation is important to what Tech does, and can help inform both faculty and students. A curriculum defines the instructional objectives, unlike a syllabus that simply outlines the course. Regent classes already have curricula but they are not clear or communicated. Some of these goals may be achieved by identifying Regents and AP Courses and gathering already existing curricula.
 - Long term - Can we document and publish curricula for all the courses we teach?
 - The collection of curricula can be broken up in different tasks over an extended period of time, starting with the collection of “baseline” material.
 - A long term goal is: Documentation and publication of all course baseline curricula; validated by the appropriately licensed AP’s in consultation with the Academic Accreditation Committee; and endorsed by the Principal.



- Components – Standards and learning objectives in alignment with a accrediting body expectations.
 - Syllabus: course summary, course outline/timeline, grading rubric, methods of evaluation
 - Course profile: pre-requisites, admission criteria, course weight, credit amount, periods of instruction

- 4. Next meeting, Thursday, January 8, 2008 – 8:30 a.m.

- 5. Subcommittee on Languages
 - Italian Society and Italian Consulate have given us a grant of \$8000.00 to support Italian Instruction.

- 6. Budget
 - Mr. Asher will put together a committee of high school principals on the impact and response to future budget cuts.

- 7. US News and World Report Ranking for 2008
 - Drop from 39 to 67.