

ACCC Second Subcommittee Meeting
April 7, 2006

Attending: Dick Knight (chair); Steve Day (Beaverton Schools, Don Gomes (Hillsboro Schools), Michael Young (UO), Bill Becker (PSU), Rane Johnson (Microsoft), Bruce Schafer (OUS), Jo Oshiro (OUS).

Background

ACCC Mission : Using best practices from the co-curricular world in classroom instruction and vice versa. Identifying ways that the two learning environments can complement each other and address the gaps in each system.

OPAS Recommendations: Improve coordination and funding of co-curricular activities in order to assure that all students in Oregon have the opportunity to participate in co-curricular activities.

1. Reviewed minutes from previous meeting

2. Discussion of possible directions and actions

- A. What change is desired as result of ACCC? Address a problem or seize and opportunity. Ex: how to get all teachers using best practices for achieving student relevance.
- B. Who needs to be involved? Co-curriculars, educators, community (companies, professionals). Look for next wave of innovators and very early innovation adoptors, especially opinion leaders with credibility.
- C. How can ACCC act as a catalyst?
- D. Possible themes for ACCC actions: coordination; funding; user awareness/access/promotion (Rane to provide some additional ideas here); linkage between schools and programs; clearinghouse for information/contacts; internships; teacher development; volunteers; community resources; in-class support; become “part of the system”; adoption of inquiry-based teaching
- E. General discussion following above:
 - a) Co-curricular is valuable and should be retained, but curricular should aspire to same level of engagement
 - b) Comparative models: 1. Grade school sports – engages all regardless of skill level, engages student/family/community (but becomes more exclusionary at higher grades/higher competition levels); 2. FFA/Votech education – very successful at engagement, but schools have largely walked away and shifted this opportunity toward co-curricular programs
 - c) Issues and approaches to improve teaching: limited time/bandwidth of teacher given current demands; need to reach the large population of teachers that is not confident that their current approach is right/effective; need to support and guide young teachers. Example of successful change model: Bellevue schools superintendent workshop using most effective teachers as exemplars followed by

- sector discussion on achieving change and including principals in planning/committing to change; another change method - address the need for substitute time and exposure to teacher role models as avenue for teacher development/learning/change; need change at State level to eliminate perception problems in how/what can be taught and to eliminate contradictions within the system that lead to teacher burn-out; identify and focus on change agents – teachers/districts/administrators (Jo has contact with experience/methodology for identifying);
- F. Complementarity of schools and cocurricular models:
- a) Co-curricular: engagement; motivation; leverages volunteerism; students are “opt-in” selected; encourages business support; focus; entrepreneurial (few restrictions in environment)
 - b) Schools: universal reach and access; organized content; attempts uniform standards; effort at assessment

Emerging Focus

During the above and the previous discussions, we appeared to be converging on two areas of focus:

Focus area 1: Communication and marketing of existing engineering and applied science co-curricular opportunities as a community resource that is visible and easily accessible to students/parents seeking engaging extracurricular opportunities, teachers/schools seeking collaborative partners, and professionals/companies seeking an outlet for volunteer contributions to education. An apparent first step is extension of the BEC TechoSupersite, perhaps complemented by a conference similar to that in the OMSI proposal to enhance collaboration and joint promotion by co-curriculars.

Focus area 2: Achieve student relevance and engagement through inquiry and project based curriculum as keys to improving education outcomes and capturing student interest in engineering and applied sciences. Numerous exemplary teachers and programs exist within the schools and there are a number of successful co-curriculars as models and/or resources. However, there is considerable change required to incorporate these “best practices” systematically. Specific needs identified included:

- A. Identify current exemplars (teachers, programs), giving visibility to successful options and practices;
- B. Focus on teachers and principals who are ready to change or influencable;
- C. Engage the ODE as and enabler (rather than current perception that their requirements may be a roadblock);
- D. Engage the co-curriculars as resources and enablers;

- E. Incorporate systemic change, especially in areas such as standards that become academic underpinnings;
- F. Funding community support: engage local industry (OBC, others) and foundations to help initiate and sustain change.

Next Steps

- A. Clarify and confirm the above two areas of focus
- B. Map out paths to implementation
- C. Prioritize where needed