Delaware Alternate Portfolio Assessment
Advisory Committee Meeting
January 28, 2002
12n-4pm
Del-Tech, Dover

Attendees:
Kellie Anderson, Carol Barlow, Beth Beitzel, Susan Berry, Tracy Bombara, Shaunna Crossen, Sue Dunbar, Joyce Fangman, Diana Farrell, Clarence Fiedler, Russ Gehrt, Melanie Hoffmann, Peggy Lashbrook, Lynne Meyer-Berlin, Michael Murray, Don Peters, Wendy Roberts, Glenda Scott, Linda Smith, Vicki Spence, Wendy Strauss, Brian Touchette, Ina Upsher, Debby Webber

NEXT MEETING DATE:
Monday, March 25, 12-4
Del-Tech, Terry Campus

NEW MEETING DATE:
Monday, April 29th, 12-4
Del-Tech, Terry Campus
(MAY 27th MEETING CANCELED)

Update
Advanced Portfolio Training
Advanced Portfolio Training is being offered in February for portfolio developers who would like to learn the basics of portfolio scoring. Any Advisory Committee member is welcome to participate in this training; however, registration is required. Dates and registration information is available online at www.dapaonline.org, or by calling Alison Chandler at 831-1052.

Statewide Advisory Committee for ESL
DOE is in the process of developing an alternate form of the DSTP for students with limited English proficiency. A pilot procedure is currently in place; anyone who would like more information regarding this committee should contact Nancy Maihoff at 739-4667.

LIFE Conference
CDS and DOE conducted a DAPA poster session during the LIFE conference on January 24. The LIFE conference is a statewide conference co-sponsored by CDS.

Proficiency Retreat
Almost all of the slots have been filled for the proficiency retreat. The only unfilled slots are for a business rep, community rep, and related services professional from Kent County. Anyone with nominations for those positions is encouraged to call Shaunna Crossen at 831-1052.

The proficiency retreat will consist of initial training in the DAPA and the proficiency level process, followed by several rounds of small and large group exercises. The final round will include impact data, so that participants can see the impact of their cut points based on previous year’s DAPA data. Recommendations for two cut points (meets/exceeds and meets/below) will be gathered from all retreat participants. These recommendations will be brought to the Advisory Committee in March/April. The current plan is to present the proposed proficiency levels to the State Board of Education at the May meeting.
Scoring
Invitations for summer scoring have been mailed. To date, the CDS has received 21 interested responses (goal is 20). Scoring invitations were sent to all participants who completed a portfolio last year, or who are scheduled to complete a portfolio this year, and anyone who participated in scoring last year. Anyone who has not received a scoring invitation should contact Kellie Anderson at 831-0859.

Expansion Workgroup
CDS is composing a letter that outlines the proposed expansion, and will be distributing it to direct consumers of the DAPA. In addition, teachers and other consumers will be given an opportunity to provide some feedback on specific issues regarding the proposed expansion. This letter will be distributed sometime in the future.

Appeals and Exemptions Workgroup
The appeals form is being revised at DOE, and will be available soon. The deadline for appeals of last year’s portfolio scores will be extended to March for this first pilot year. It is anticipated that in future years, appeals will be due in November.

The DSTP group is in the process of finalizing their procedures for student exemptions; the DOE legal team is currently reviewing it. Once the DSTP process is finalized, the DAPA workgroup will use its language and procedures as a guideline for the DAPA. The DSTP is using the term “special exemptions” for their exemption process; the Advisory Committee agreed to adopt that term as well. In addition, it was proposed that a single DOE committee handle both the DSTP and DAPA requests for special exemption. This was also approved by the Advisory Committee.

Parking Lot Questions
During all of the training sessions if there are questions we cannot answer, ideas, comments or suggestions, participants are asked to record the information on a paper car and tape it on the “parking lot”. If there is time at the end of the training, the cars are reviewed. Questions that cannot be answered are brought back to the advisory group for consideration.

At this meeting, an issue was raised as to whether or not the cafeteria at the Delaware School for the Deaf is considered a specialized or general education setting. The cafeteria is used by all the DSD students, as well as the students from Jennie Smith Elementary School. The Advisory Committee recommended that the DSD cafeteria be considered a general education setting.

IEP Process
A workgroup was established to continue the development of a graphic representation of the link between the DAPA and the IEP process. The goal is to have a graphic and narrative finalized for the inclusion in the 2002-2003 User’s Guide. The workgroup is planning on meeting on March 25 at 10 a.m. (prior to the next Advisory Committee meeting); anyone interested in participating on this workgroup should contact Kellie Anderson at 831-0859.

Training Sessions
A brainstorming session was held to solicit ideas for improving attendance at portfolio training sessions. The following ideas were generated:
- Offer recertification/continuing education or in-service credit for participation in the training
- Get on the district calendars for in-service days (offered this year)
- Create hands-on in-service training as portfolios are being developed
- “Rethink” making training mandatory
- Add a college course – possibly during the summer; also distance learning
- Offer a raffle/prize
- Organize training by age group
- Tie it to mentoring process for new teachers
- Better utilize the DCs by focusing training on district, rather than county
- Rethink county workshops to focus on 3 or 4 special topics with DCs working together
- Build time into schedule for purpose of mentoring/training (e.g., experienced teachers have scheduled time available for mentoring other teachers), particularly where there is a large # of portfolios in a building
- Build pieces of portfolio development into ongoing conferences
- Change name of training – do away with portfolio training titles

Suggestions were also solicited for increasing parent knowledge/involvement:
- Get on the agenda for parents night/open house at schools, especially special schools
- Contact school, put information in parent newsletters, other school level parent groups (e.g., PTA)
- Foster parent-to-parent contact (e.g., have an involved parent specifically reach out to other involved parents)
- Create video/DVD with basics of DAPA for parents to borrow or to be shown during the IEP meetings
- Hold training meetings for both teachers and parents together (e.g., entire IEP team)
- Hold parties or other fun events to increase awareness