

Everett Public Schools CTE STEM General Advisory Council

Economic Alliance Snohomish County

October 16, 2013

2:30 – 4:00 p.m.

Minutes

Welcome & Introductions

John Monroe welcomed the group and introductions were made.

Those present were: John Monroe, Dayna Eden, Kim Newman, John Thornquist, new guest Glenn Coil, Brian Day, Richard Sander, Carl Fender, Diane Storm, recorder

Minutes from September 18th meeting

Minutes from September 18th meeting were accepted and approved.

Review High Demand / High Wage Skill Area Jobs in the different sectors and average salary growth in Snohomish (Seattle Metropolitan / Washington)

A discussion on high demand/high wage skill areas consisted of identifying new sets of skills for students, system thinking, and problem solving. STEM education is needed for all students to be successful at different levels depending on where student's interest is and job profession. A teacher's role is important to change the culture in the classroom focusing on skills to keep students improving and motivated. It was also discussed that teachers keep skills separate from actual courses taught, as in the job industries, skills don't always reflect actual grades and diplomas. Pathways should clearly show students what classes to take for skills needed in a profession of choice, and have requirements for employment. It was agreed that STEM introduction should begin at pre-kindergarten.

Continue EPS Graduate Follow-up Study Class of 2011 & 2012

Carl asked the group to move this agenda item to next month for the power point presentation due to in depth conversation on review high demand/high demand wage skill areas, and the concept of OEL.

Concept of OEL / advisory (STEM Team)

Brian Day and Dick Sander talked to the advisory group about the concept of observing for evidence of learning (OEL) which is targeting teacher professional development centered on deepening teacher's content knowledge, and changing instruction in the classroom. The OEL theory of action describes a vision of high-quality science teaching and learning that affords OEL participants a clear purpose for their involvement in OEL professional development. The OEL professional development model is based on science education research and cognitive science research. A typical scenario would be all science and math teachers in middle and high schools participate in 3 OEL cycles, usually fall/winter/spring for a total of six professional development days per academic year.

Other

John Monroe requested that we look at curriculum in the Health Science pathway. John Thornquist suggested that we might consider a Business and finance pathway.

Adjourn

The meeting adjourned at 4:02pm.

Future Meeting Dates: Nov. 27 (Note meeting Date changed to Nov 14th), Dec. 17, Jan 22, Feb. 26, March 26, Apr. 23, May 28