



Outcomes for In-State Meetings

1. Support the capacity building of educators to design, implement, and sustain practices that ensure equity, personalization, and rigor for all students leading to college-, career-, and citizenship-readiness; and
2. Engage in Professional Learning Group conversations specifically focused on providing presenters from different schools with feedback, ideas, and resources as they continue to implement and refine their own personalized learning efforts.

Agenda – Thursday, December 3, 2015

Trapp Family Lodge, VT

8:15 AM	Arrival, sign in, and refreshments
8:30 AM	Welcome , introductions, and overview of the day
8:45 AM	Establishing a state-based learning community <ul style="list-style-type: none"> – Four corners and/or continuum exercise – Developing norms
9:15 AM	Text-based discussion (<i>pre-reading not necessary</i>) <ul style="list-style-type: none"> – Three Levels of Text Protocol – Text using a jigsaw approach: “Do Classroom Assignments Reflect Today’s Higher Standards?” – Debrief
10:45 AM	Ensuring Equity within a Personalized Learning System <i>Global Best Practices 1.1, 1.2, 1.3 within the Teaching + Learning strand</i> How can a school’s Program of Studies or Student Handbook reflect equity or endorse inequity? <ul style="list-style-type: none"> – Presentation to frame the conversation – In school based teams, analyze your school’s Program of Studies or Student Handbook using a protocol to consider the implications that your school community communicates around equity and personalization. – Debrief
12:00 PM	Lunch
12:45 PM	Debrief: Ensuring Equity within a Personalized Learning System

1:15 PM	<p>Overview of problems of practice (PLG protocols)</p> <ul style="list-style-type: none"> - Feedback Principles - Overview of survey results - Topics and Presenters <p>(to be identified earlier in the day and shared at this time)</p>			
1:30 PM	<p style="text-align: center;">PLG</p> <p>School teams will have an opportunity to engage in a protocol that <u>will help identify the strengths and challenges associated with standards-based grading and/or standards-based grading software</u> being used at different schools in VT. Depending on where each school is currently at in design and implementation, school members may leave with:</p> <ul style="list-style-type: none"> - <i>Ideas for next steps within their own school in relation to s-b grading and/or reporting</i> - <i>Strategies that have worked for either building knowledge + capacity or for implementing grading practices or a software aligned to practices</i> <p>We will conduct this problem of practice in two consultancy groups with two separate facilitators to ensure adequate time for listening, learning, and sharing amongst all LIS members.</p> <table border="1" data-bbox="396 884 1515 1050" style="width: 100%; border-collapse: collapse;"> <tr> <td data-bbox="396 884 954 1050" style="width: 50%; vertical-align: top;"> <p>PLG – Team/topic to be determined Facilitator: Don Weafer, GSP</p> </td> <td data-bbox="954 884 1515 1050" style="width: 50%; vertical-align: top;"> <p>PLG – Team/topic to be determined Facilitator: Angela Hardy, GSP</p> </td> </tr> </table>		<p>PLG – Team/topic to be determined Facilitator: Don Weafer, GSP</p>	<p>PLG – Team/topic to be determined Facilitator: Angela Hardy, GSP</p>
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2:30 PM	<p>Pause + Reflect: In school teams, capture what you learned from the PLG.</p>			
2:45 PM	<p>Closure + Next Steps</p>			
3:00 PM	<p>Adjourn</p>			

NESSC MEETING & COMMUNICATION NORMS

In order to undertake the highly complex work of collaboratively transforming secondary learning across all five states, we are committed to:

- Building on and supporting one another’s efforts
- Acknowledging and encouraging different approaches as we collaborate
- Trusting in the integrity of NESSC colleagues
- Monitoring our air time in group gatherings
- Communicating openly, clearly, and directly
- Acknowledging and honoring different perspectives
- Assuming positive intentions of all members