



NEW ENGLAND
SECONDARY SCHOOL
CONSORTIUM

LEAGUE OF INNOVATIVE SCHOOLS VERMONT MEETING

December 3, 2016



#NESSC

all materials at: newenglandssc.org

Vermont

Bellows Falls Union High School

Brattleboro Union High School

Burlington High School

Champlain Valley Union High School

Colchester High School

Essex High School

Lake Region Union High School

Mt. Abraham Union Middle/High

Montpelier Public Schools

Northfield Middle/High School

Otter Valley Union School

Proctor Jr./Sr. High School

Randolph Union High School

Rochester School

South Burlington High School

Twinfield Union School

U-32 High School

West Rutland High School

Williamstown Middle High School

NESSC

Agency of Education

Tom Alderman

Agency of Education

Kendra Rickerby

Agency of Education

MC Moran

Great Schools Partnership

Angela Hardy

Great Schools Partnership

Don Weafer

OUTCOMES

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.

OUTCOMES

Engage in professional conversations focused on providing **feedback, ideas, and resources** as members continue to implement and refine personalized learning efforts.

Defining Personalization

Personalized Learning = Proficiency-Based Graduation + Multiple & Flexible Pathways + Learner-Centered Accountability

Where do we stand?



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Continuum Dialogue

Getting Started

1. Consider your stance on a statement
2. Find a location along the continuum that best represents your stance

Continuum Dialogue

Prompt 1

All classes should be
accessible to all students.

Continuum Dialogue

Prompt 2

Standards-based reporting will require educators to change grading practices.

Continuum Dialogue

Prompt 3

The program of studies is a representation of our community values.

Continuum Dialogue

Debrief

1. How was the process?
2. How could the process be used within your school?

NESSC Norms

- Build on + **support** one another's efforts
- Acknowledge, honor + encourage **different approaches/perspectives** as we collaborate
- **Trust** in the integrity of NESSC colleagues
- **Monitor** "air" time
- **Communicate** openly, clearly and directly
- Assume **positive intentions**



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TEXT BASED DISCUSSION

Out of 1,591 middle school assignments,



55%

Connected to text



38%

Aligned with a grade-appropriate
standard #CommonCore



16%

Required text citation
as evidence



5%

Rated highly rigorous



4%

Pushed student thinking
to higher levels

Three Levels of Text

Protocol's Purpose

To deepen one's understanding of a text and consider implications for one's work.

Three Levels of Text

Preparation

Identify a passage (and a back up) that you believe has implications for your work.

Three Levels of Text

Preparation

In small groups, identify a time keeper.

Each round will take 3 minutes with 2-3 minutes for group discussion.

Three Levels of Text

Protocol

1. Locate + read aloud the passage that has been selected.
2. Share what you think about the passage.
3. Share what you think are the implications for your work.
4. Discuss openly for 2 minutes.

Text-Based Discussion

Debrief the Text

Identify the section you read.

Share a **summary + take-aways** from the text discussion.

Repeat until all sections have been shared.

Text-Based Discussion

Debrief the Process

1. Did the process help achieve the purpose?
2. How could the process be used within your school?



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Ensuring Equity within a Personalized Learning System



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**How can the program of studies
raise awareness of inequity?**

PROGRAM OF STUDIES

Provide a window into your school for...

1. Families relocating to your community
2. Prospective new hires
3. Choice town students
4. Taxpayers
5. NEASC

PROGRAM OF STUDIES

Ways to view the document:

1. Equity of opportunity + access
2. Personalization
3. Rigor
4. Consistency
5. Tone

PROGRAM OF STUDIES

Low Leverage Considerations

1. Is the information **accurate**?
2. Is the information **current**? Are links available and working?
3. Does the structure and layout of information **illustrate inequity**?
4. Are there **resources to support students** as they plan for success?

PROGRAM OF STUDIES

High Leverage Considerations

1. Do the graduation requirements reflect a **proficiency-based** learning system?
2. Are courses accessible to **all** learners?
3. Do the course descriptions **discuss learning**, rather than the intended learner?

PROGRAM OF STUDIES

Critical Elements: Course Offerings Lens	Weaker Documents	Stronger Documents
Focus on the learning	Description identifies the type of learner that the course hopes to attract, rather than the learning.	<p>Knowledge and skills expected as an outcome of the course are identified.</p> <p>Process for learning is clarified for the student (i.e. students will apply innovative techniques that incorporate...)</p>
Accessibility	Course descriptions and department overview identify a process where students require pre-requisites or teacher recommendations to gain entry.	Course descriptions and department overview clarify that a student can gain access to a course based on personal interest, motivation, and availability in his/her schedule.
Equity	Courses support a learning environment that separates learners by perceived level of ability.	<p>Courses support a learning environment that encourages a heterogeneous learning community.</p> <p>Opportunities for acceleration or honors challenges are embedded into the course offerings and are accessible "on demand."</p>
Personalization	<p>Minimal support within the document in terms of helping students plan a sequence of learning experiences to meet graduation requirements.</p> <p>Limited references to support in terms of contact people and school services that are designed to help a student consider opportunities for meeting proficiency and graduation requirements.</p> <p>Links to supporting materials are often inactive or out-of-date.</p>	<p>Guidance available within the document to support the student's planning process as they craft plans to meet proficiency and graduation requirements, and build upon aspirations.</p> <p>References contact people and school services such as guidance, career services and an advisory program.</p> <p>Document provides current and accurate links to useful materials for students and parents to consider learning options.</p>

FOCUS ON LEARNING

IN COURSE DESCRIPTIONS, AVOID...

- “...primarily for those students desiring to go on to college.”
- “... a college level course offered to highly motivated seniors.”
- “... designed for students planning a career in...”

FOCUS ON LEARNING

IN COURSE DESCRIPTIONS, INCLUDE...

- “...a course designed to teach the language and the culture of the Hispanic world.”
- “... an intensive course that examines the Man vs. Man conflict in literature and film...[Students will] think, discuss, evaluate and write about...”

PROGRAM OF STUDIES

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PROGRAM OF STUDIES

PROTOCOL

1. Select a set of courses to review.
2. Independently read. Reference the Design Guide. 5-8 min.
3. Share findings. 10-15 min.
4. Suggest next steps. 5-8 min.

PROGRAM OF STUDIES

DEBRIEF THE PROCESS



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LUNCH



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CAROUSEL



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1. Locate the chart that represents your school's standards-based grading software (if applicable) + **record notes.**
2. Walk around the room to **gain insight** into the successes + challenges your colleagues are experiencing.



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PLG OVERVIEW

FEEDBACK PRINCIPLES

IN YOUR PACKET



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END OF DAY REFLECTION