LEAGUE OF INNOVATIVE SCHOOLS
VERMONT MEETING

December 3, 2016

all materials at: newenglandsssc.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
<table>
<thead>
<tr>
<th>Organization</th>
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<tbody>
<tr>
<td>Agency of Education</td>
<td>Tom Alderman</td>
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<tr>
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<td>Kendra Rickerby</td>
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<td>MC Moran</td>
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<tr>
<td>Great Schools Partnership</td>
<td>Angela Hardy</td>
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<td>Don Weafer</td>
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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?
1. Consider your stance on a statement

2. Find a location along the continuum that best represents your stance
All classes should be accessible to all students.
Standards-based reporting will require educators to change grading practices.
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
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.
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.
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?
Ensuring Equity within a Personalized Learning System
How can the program of studies raise awareness of inequity?
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
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?
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

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<th>Critical Elements: Course Offerings Lens</th>
<th>Weaker Documents</th>
<th>Stronger Documents</th>
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<td>Description identifies the type of learner that the course hopes to attract, rather than the learning.</td>
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<td>Process for learning is clarified for the student (i.e. students will apply innovative techniques that incorporate...)</td>
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<td>Course descriptions and department overview identify a process where students require prerequisites or teacher recommendations to gain entry.</td>
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<td>Minimal support within the document in terms of helping students plan a sequence of learning experiences to meet graduation requirements.</td>
<td>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.</td>
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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…”
“...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...”
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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
NEW ENGLAND SECONDARY SCHOOL CONSORTIUM

LUNCH
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.
FEEDBACK PRINCIPLES
IN YOUR PACKET
END OF DAY REFLECTION