

- I. Call to Order
- II. Pledge of Allegiance
- III. Approval of the Minutes
  - III.A. September 4, 2014 - Regular
- IV. Approval of the Agenda
- V. Chairman's Report
- VI. Superintendent's Report
- VII. Student Representatives' Report
- VIII. Committees
  - VIII.A. Finance
  - VIII.B. Curriculum
  - VIII.C. Personnel
  - VIII.D. Policy
  - VIII.E. Operations
  - VIII.F. Field Fees
  - VIII.G. Liaison
    - VIII.G.1. Board of Finance
    - VIII.G.2. Magnet School
    - VIII.G.3. Parks and Recreation Committee
    - VIII.G.4. Permanent Building Committee
    - VIII.G.5. Technology
    - VIII.G.6. Safety
    - VIII.G.7. Education Connection
- IX. Information Items
  - IX.A. A Look to the Future: Personalized Learning in Connecticut (Second Reading)
  - IX.B. The 5Cs: Critical Thinking
  - IX.C. Assessment Results
- X. Public Participation - The Board welcomes public participation. Pursuant to our Board Policy, public participation is limited to no more than three (3) minutes per speaker and a total of no more than fifteen (15) minutes. People who wish to speak longer are encouraged to attend . . .
- XI. Action Items
  - XI.A. Personnel Report
  - XI.B. 2014-15 FY Budget Transfers
    - XI.B.1. 2014-15 FY Budget Transfers
  - XI.C. Approval of Grant Application
    - XI.C.1. 2014-15 Title III Grant
- XII. Other
- XIII. EXECUTIVE SESSION FOR THE PURPOSE OF DISCUSSING SECURITY MATTERS

## XIV. Adjournment



# Personalized Learning

Looking to the Future in Connecticut

# Formation of Task Force



- State Task Force formed October 2012
- Committee members came from a variety of agencies involved in education throughout the state
- Dr. Alicia Roy asked to participate
- Committee worked through June 2014

# Definition



A personalized learning system transforms schooling by providing voice and choice on what, where, and how students learn in relation to standards-based, world-class knowledge and skills.

# Student



Every student works closely with teachers to establish goals and pace of learning, pursues investigations or projects to demonstrate goals, regularly evaluates progress in relation to those goals, and communicates results as an indication of mastery.

# Teacher



Every teacher creates a classroom culture of respect grounded in high expectations as well as providing feedback and guidance in learning content, developing skills, and thinking strategically.

# Learning Community



Every learning community both within and outside of school offers students opportunity to learn from experience through application in authentic situations.

# Teacher's Central Role



- Curriculum Planner – What is essential for students to learn?
- Classroom Facilitator and Coach – How can I structure learning so students can explore interests, pose questions, and discover their own answers?
- Assessor – How do I collect evidence of learning as an ongoing process?

# Teacher's Central Role



- Advisor – How do I ensure that students are on track in relation to the goals?
- Communicator – How do I ensure that students have clarity about their progress as learners?
- Connector – How can I use my professional network to create opportunities for students?

# Elements of Personalized Learning



- Competency-based – students advance upon mastery of clear and explicit learning expectations
- Multiple paths of study – opportunities to learn and demonstrate competencies both inside and outside the school building
- Variable time – provides every student sufficient time to demonstrate mastery of competencies
  - Time is the variable; learning is the constant.

# Elements of Personalized Learning



- Assessment and accountability – strategies should be implemented to inform students, families, school and district staff, and state officials about individual and group progress in relation to the competencies
  - Performance-based
  - Multiple opportunities

# Recommendations



- Revise existing statutes from credits based on seat time to awarding credits based on certified teacher-validated demonstrated competencies.
- Revise existing statutes so awarding of credit is not bound by the school day/school year.
- Revise statutes to allow students to progress on the demonstration of competencies as opposed to attending school for 6 hours a day, 180 days a year for 13 years.

# Recommendations



- Provide models for Capstone and Student Success plans so they are strongly aligned with state and district graduation standards.
- Provide flexible access to state assessments based on student readiness.

# Recommendations



- Revise existing statutes to establish a Mastery Based Diploma as a function of demonstration of competencies that can be acquired using multiple paths and differing lengths of time.
- Revise CSDE teacher prep standards to include preparation for personalized learning.

# Video Overview



Edu-Sketch by John Spencer

<http://www.youtube.com/watch?v=YKRV2lXx3dI>

# Supports District Goal



To use 5Cs—critical thinking, communication, collaboration, creativity, and connections—to drive instruction and improve each student’s achievement in alignment with the Common Core State Standards.