

- I. Call to Order
- II. Pledge of Allegiance
- III. Approval of the Minutes
 - III.A. September 18, 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. Board of Education Policies (First Reading)
 - IX.A.1. Policy 5114 - Suspension and Expulsion/Due Process/Referral to the Police
 - IX.A.2. Policy 5118 – Nonresident Students
 - IX.A.3. Policy 5131.911 – Hazing - Bullying
 - IX.A.4. Policy 5141.3 – Health Assessments and Immunizations
 - IX.A.5. Policy 5141.7 – Student Sports - Concussions
 - IX.A.6. Policy 6142 – Basic Instructional Program
 - IX.A.7. Policy 6142.101 – Student Nutrition and Physical Activity/School Wellness Policy
 - IX.A.8. Policy 6146 – Graduation Requirements
 - IX.B. Words Their Way (First Review)
- 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. A Look to the Future: Personalized Learning in Connecticut

XI.C. Approval of Grant Application

XI.C.1. 2014-15 District Consolidated Application for ESEA Federal
Grants

XII. Other

XIII. Adjournment

Textbook¹ Selection Information
Pre-K to Grade 5

Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction

Title: Words Their Way

Author: Dr. Donald R Bear, Dr. Marcia Invernizzi, Dr. Shane Templeton, and Dr. Francine Johnston

Publisher: Pearson

Date: copyright 2012

The following criteria were adopted and/or adapted from the American Library Association Workbook for Selection Policy Writing.

- 1. Learning resources shall support and be consistent with the general educational goals of the state and the district and the aims and objectives of individual schools and specific courses.**

Words Their Way is a researched based resource that targets word study for phonics, vocabulary and spelling² instruction. It is directly aligned to the Core Standards and supports Reading Foundation Skills and Language Standards K-5. Research demonstrates that increased word knowledge supports the Core Standards emphasis on reading more complex fiction and informational texts. Traditional spelling programs focus on teaching students spelling words and patterns. Weekly spelling tests target what a student remembers each week. This approach is more student-centered whereby students can internalize and apply knowledge of spellings patterns. This instruction allows for greater transference to student writing and reading.

- 2. Learning resources shall be chosen to enrich and support the curriculum and the personal needs of users.**

Words Their Way (WTW): Word Study In Action Developmental Model uses the research-based developmental approach to word study that is student-centered and assessment driven. The goal of this approach is the progression of word knowledge, including the development of phonics, spelling, word recognition, and vocabulary.

This hands-on resource helps students develop essential elements of reading including phonological awareness, phonics, word recognition, and vocabulary. The heart of the Words Their Way program is the sort, or the process of grouping sounds and words into specific categories. Students learn to look closely at words to discover letters, vowel patterns, syllable structures and spelling-meaning connections in English Orthography. The sorting activities include teacher-directed instruction as well as paired and independent learning³.

¹ While this is the textbook adoption form, this particular resource contains many components.

² Spelling is classified in the CCSS as a convention of written language and is addressed in the Language standards.

³ Eddy et al (2011)

3. Learning resources shall meet high standards of quality in:

a. artistic quality and/or literary style

- Word Sorts are student friendly
- Images, sorts, games are updated, lively and engaging for students.

b. factual content

- Based on research into the five developmental stages of spelling. The stages of spelling development are Emergent, Letter Name-Alphabetic Spelling, Within Word Pattern, Syllables and Affixes, and Derivational Relations. These stages describe students' spelling behavior as they move from one level of word knowledge to the next.⁴
- Students sort physical words into categories according to common features: i.e., word families, vowel diagraphs, consonant blends

c. presentation

- CD sorts are easy to print and student friendly
- Font is easy to read.
- Spacing of information is developmentally appropriate
- DVD whiteboard interaction is intuitive and easy for students to manipulate.

4. Learning resources shall be appropriate for the subject area and for the age, emotional development, ability level, learning styles, and social development of the students for whom the materials are selected.

The most effective instruction supports children's integration of knowledge across sound, spelling, and meaning; effective instruction supports students' general knowledge of how words work. This is the type of knowledge learners apply when they are not sure how to spell a word, when they encounter an unfamiliar word in their reading and need to decode it, or when they encounter a brand-new word and need to determine its meaning.⁵ This transference of skills to reading adds to the validity of the resource in meeting the needs of learners.

The Words Their Way approach is highly differentiated based on the needs of the student. All students complete a development spelling inventory that measures student performance in the area of encoding. By using student spelling as a guide, teachers can differentiate word lists and sorts thereby providing effective instruction in phonics, spelling, and vocabulary. Words Their Way accommodates the wide variability in learning in the area of spelling by grouping students according to spelling features.

⁴ Pearson (2009)

⁵ Pearson (2014)

5. Learning resources shall promote an appreciation of cultural diversity.

Words Their Way addresses word knowledge, phonics, and spelling instruction. It does address the needs of English Language Learners (ELL) through understanding at the word-level. Teachers are able to assess their ELL students' knowledge of word structure and place them at the appropriate levels within the Letter Name-Alphabetic, Within Word Pattern, or Syllables and Affixes curriculum⁶. As with all differentiation, teachers may also adjust the pace of instruction accordingly, taking more time with particular features and patterns as necessary.

6. Learning resources shall be designed to provide a background of information that will motivate students and staff to examine their own attitudes and behavior; to comprehend their duties, responsibilities, rights and privileges as participating citizens in our society; and to make informed judgments in their daily lives.

As noted above, learning resources are based on the five developmental stages for spelling. Importantly, Words Their Way is closely aligned to the five stages of reading and writing development⁷ as well. Ultimately, this increases transference of encoding to decoding, comprehension and written expression. Student improvement in spelling, phonics and vocabulary (word study) is not only demonstrated in spelling assessments, but can be seen in student writing and written responses to text.

7. The publisher provides appropriate support materials.

A multitude of resources are available to support the teacher.

- Words Their Way technical manual
- Words Their Way interactive white board CD and sort CD
- Words Their Way sort books (See Figure 1)

Figure 1 Words Their Way sort book



⁶ Pearson (2012)

⁷ Emergent, Beginning, Transitional, Intermediate, and Advanced.



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.