Expanded Strategic Planning Committee

Training Room 201

Tuesday, January 16, 2018

1:00 p.m.

Agenda Topics:

Committee Members in Attendance:

James Colandrea, Catherine Burgholzer, Tina Henkel, Kathy Riddle, Kristen Santilli, Lorraine Rossner, Darlisa Ritter, Anne Gaydos, Beth Smith, Ken Saranich, Victoria White, Dan Ebert, Chris Clouet, Joan Tichy

Ethics: Discussion of the role of ethics as a potential milestone


Universal discussion can be had regarding what is universally right and what may be considered universally wrong – also including “social justice” which could be included in the “right” and “wrong” – universal set of values which are elemental to the concept of “right” and “wrong” – we want our students to graduate with skills – Horace Mann and the concept of “public” universal education to all –

Interviewed college students and asked the question re: What are ethics? – many of the students could not outline the concept of “ethics, and what it stands for or what it universally is........................the concept of the distinction of “right” and “wrong” but no coherent single thread of literacy on the subject.

The district can develop a virtue based model of what characteristics we believe our students should graduate with –

Please see website above for more information on S.E.E. – investigate the website for greater understanding.

Updates on focus groups:

STEAM:

- Collecting data regarding keyboarding in grades 3, 5, & 7. *Words per minute*
- Grade 4 – Invention Convention – worked over the summer to integrate IC deadlines into the curriculum through the “pacing guides”. This will make it easier for our students to participate on the regional and national level.
- A small Ad Hoc Sub Committee is creating a mission statement to carve out a story about *Computer Science* and *Coding* and their implementation into “milestones”.
Career Pathways:

Reviewed CT Career Pathways – added STEM – incorporating Naviance usage in helping with tracking – no longer will teacher approval be necessary for HS course work – 17 new courses will be presented for next year’s program of study.

- Dual course work with NCC will stop now due to perceived budgetary constraints.
- Opening a partnership with UB – training our staff to instruct new courses
- CT Seal of Bi-Literacy
- Diploma of Distinction
- KLEP Program
- High School Graduation Requirements are also being aligned to the demands of the new pathway
- Health and Wellness Pathways

Humanities:

Review of milestones draft brochure – spending time on developing something for individuals to better understand how milestone projects can be incorporated into the “assured” experiences of our students across the district – example of Humanities Milestone – Draft Grade 4 and 7/8 are attached

Innovation:

Tracking the good work of the School of Innovation at SIS and see how we can support SOI into 8th grade next year and then the following year at the high school. Will continue to monitor the practice and the performance of students in the School of Innovation so that we will have data from which we can use to analyze and disseminate information about its success

Community:

Have created a data base of volunteers who attended the various meetings which have resulted in the usage of those individuals as “guest speakers” in the classroom – an event will be planned to bring out students and the community – Generations – Art Music and Innovation – May 5th, 12th housed at SHS – later on a Saturday afternoon – 3:00 – 5:00 Open House concept – Art Show K-12 and other community artists – in GYM – booths highlighting innovation from within and outside of the school system – then a show – telling a story of the SPSS – that is the conceptual vision and more information will follow

Conditions for Powerful Learning:

See – Schooling by Design: Key to Principles

See – Conditions for Powerful Learning
Shelton’s Vision of a Graduate – SVOG  http://profileofagraduate.org/

- Please visit this site to understand what some school systems have focused on regarding their vision of what they wanted their graduates to embody.
- Visit the **Gallery** to see what other districts believe regarding their visions of a graduate should be
- Experiment with **“Profile of a Graduate (POG) Builder”** – Pick 6 Characteristics of your Graduate and follow the steps

**Other:**

- See “Habits of Mind” Article – for you to read and analyze
- A revised “Mission Statement” will be created to share for the committee’s input to work to a final edition
Humanities Milestone by the end of Grade 4

Students will research multiple resources (text, web, articles, etc.) to identify the story of a historical figure to develop a biography project. This project can include a final presentation utilizing writing, technology, skits, art, music, simulations and media.

Grades 3 and 4: Should be done in Readers’ Workshop Unit 7 (Grade 3 Reading and Researching Nonfiction, Grade 4 Nonfiction Research) to coincide with Library Learning Commons Curriculum Unit 4 Knowledge Constructor Unit

ISTE (International Society for Technology in Education) Standards:

- Knowledge Constructor
- Global Collaborator
- Creative Communicator

Collaboration with media specialist and classroom teachers to carry out this project based learning task.

Grade 3:
Teachers will teach mini lessons on the following:

- Researchers identify their topic
- Researchers identify key resources (books, websites, online databases)
- Researchers take notes to organize and synthesize information
- Researchers can access non-fiction text features and interpret text structures
- Researchers prepare and presentation tools of their choice

CCSS Alignment:
RI.3.2 - Determine the main idea of a text; recount the key details and explain how they support the main idea.
RI.3.9 - Compare and contrast the most important points and key details presented in two texts on the same topic.
RI.3.10 - By the end of the year, students will read and comprehend informational texts, including history/social studies, science and technical texts, at the high end of the grade 2-3 text complexity band independently and proficiently.

Grade 4:
Teachers will teach mini lesson on the following:

- Researchers identify their topic
- Researchers identify key resources (books, websites, online databases)
- Researchers take notes to organize and synthesize information
- Researchers can access non-fiction text features and interpret text structures
- Researchers prepare and presentation tools of their choice

CCSS Alignment:
RI 4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Humanities Milestone Grades 3/4
**Personal Experience Final Project Grades 7/8**

**Your Task:**
Create a project that depicts your personal/academic journey thus far- the experiences and decisions that you have made relative to your academic and career pathway. In other words, where might you see yourself in the future based on your current interests and experiences. This project will be a display of all the information you have reflected on in this packet, and can take many forms. Some ideas may include, but aren’t limited to the following:

- A map
- A picture book
- A short story
- A board game
- A video/animoto
- An original song
- A movie poster
- A movie trailer
- Stop motion animation
- A google slides presentation
- A comic book
- PowToon
- A Biteable
- An originally programmed video game
- Build your own app
- Other (additional ideas must be approved by a teacher)

Your final product needs to do the following:

- Depict your experience(s)/moment
- Identify your career goal
- Explain/Reflect on the choices/classes/experiences that have driven you to that choice.
- What might be some next steps?

Grade 7/8 Humanities Milestone
# Personal Experience Project Rubric Grades 7/8

<table>
<thead>
<tr>
<th></th>
<th>Unsatisfactory</th>
<th>Competent</th>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>HABITS OF MIND</strong></td>
<td>Student passively attempts to fulfill assignment without much thought or exploration of possibilities. Student refuses to explore more than one idea.</td>
<td>Developing exploration of possible solutions and innovative thinking. Student has more than one idea but does not pursue.</td>
<td>Student explores multiple solutions and innovative thinking develops and expands during project.</td>
<td>Consistently displays willingness to try multiple solutions and ask thought provoking questions, leading to deeper, more distinctive results. Student fully explores multiple ideas and iterations.</td>
</tr>
<tr>
<td><strong>REFLECTION &amp; UNDERSTANDING</strong></td>
<td>Student shows little awareness of their process. The work does not demonstrate understanding of content.</td>
<td>Student demonstrates some self-awareness. Work shows some understanding of content, but student cannot justify all of their decisions.</td>
<td>Student shows self-awareness. Work demonstrates understanding of content and most decisions are conscious and justified.</td>
<td>Work reflects a deep understanding of the complexities of the content. Every decision is purposeful and thoughtful.</td>
</tr>
<tr>
<td><strong>CRAFTSMANSHIP</strong></td>
<td>Work is messy and craftsmanship detracts from overall presentation.</td>
<td>Work is somewhat messy and craftsmanship detracts somewhat from overall presentation.</td>
<td>Work is neat and craftsmanship is solid.</td>
<td>Work is impeccable and shows extreme care and thoughtfulness in its craftsmanship.</td>
</tr>
<tr>
<td><strong>RESPONSIBILITY</strong></td>
<td>Frequent illegal absences, tardiness, disrespect for classmates and teacher. Disregard for materials and work such as refusal to clean up or throwing out work.</td>
<td>Student is sometimes illegally absent, tardy, or disrespectful. Must be persuaded to assist in clean up and to take work home.</td>
<td>Student is most often present, on time, and respectful. Usually participates willingly in clean up and takes pride in work.</td>
<td>Student is consistently present, punctual, and respectful of classmates and teacher. Self-directed clean up and ownership of work.</td>
</tr>
<tr>
<td><strong>EFFORT</strong></td>
<td>Work is not completed in a satisfactory manner. Student shows minimal effort. Student does not use class time effectively.</td>
<td>Work complete but it lacks finishing touches or can be improved with a little effort. Student does just enough to meet requirements.</td>
<td>Completed work in an above average manner, yet more could have been done. Student needs to go one step further to achieve excellence.</td>
<td>Completed work with excellence and exceeded teacher expectations. Student exhibited exemplary commitment to the project.</td>
</tr>
</tbody>
</table>

Grade 7/8 Humanities Milestone
Achieving Excellence Through Innovation

SHELTON INNOVATION SCHOOL

"Where Excellence Meets Creativity"

Education is no longer about what students know. Education is about what students can do with what they have learned.

A culture of excellence, utilizing innovation to prepare students for the 21st century.

The 4 Cs of 21st Century Skills
- Communication
- Critical Thinking
- Creativity
- Personalized Learning: An experience tailored to learning preferences and the specific interests of different learners.
WE STAND FOR...

FLEXIBLE SCHEDULING:
CREATIVE USE OF THE TIME IN THE SCHOOL DAY TO MEET THE LEARNING NEEDS OF STUDENTS.

BUILDING MEANINGFUL RELATIONSHIPS

PERSONALIZED LEARNING CENTERED ON FLEXIBLE SCHEDULING WITH AN EMPHASIS ON THE 4 Cs OF 21ST CENTURY SKILLS.

STUDENT CHOICE AND VOICE

INQUIRY/PROJECT-BASED LEARNING

DIGITAL PORTFOLIOS: STUDENT REFLECTION

WE BELIEVE...

THAT LEARNING IS NOT ABOUT WHEN A TASK IS COMPLETED, IT'S ABOUT WHEN THE OBJECTIVE HAS BEEN MET!

INTERDISCIPLINARY LEARNING:
INTEGRATING KNOWLEDGE AND MODES OF THINKING FROM MULTIPLE DISCIPLINES TO CREATE EXPLANATIONS OF THE WORLD AROUND THEM.
Conditions for Powerful Learning

Dr. Ronald S. Brandt

In general, we can say that people learn well when:

**What They Learn**
1. What they learn is personally meaningful; they feel a need to learn it.
2. What they learn is challenging and they accept the challenge.
3. What they learn is appropriate for their developmental level.

**How They Learn**
4. They can learn in their own way and have some degree of choice and control.
5. They use what they already know as they construct new knowledge.
6. They have opportunities for social interaction.
7. They get helpful feedback.
8. They acquire and use strategies.

**The Setting in Which They Learn**
9. They experience a positive emotional climate.
10. Their environment supports the intended learning.

Schooling by Design: Key Learning Principles

1. Learning is purposeful and contextual.
   Therefore, students should be helped to see the purpose in what they are asked to learn. Learning should be framed by relevant questions, meaningful challenges, and authentic applications.

2. Experts organize or chunk their knowledge around transferable core concepts ("big ideas") that guide their thinking about the domain and help them integrate new knowledge.
   Therefore, content instruction should be framed in terms of core ideas and transferable processes, not as discrete facts and skills.

3. Different types of thinking, such as classification and categorization, inferential reasoning, analysis, synthesis, and metacognition, mediate and enhance learning.
   Therefore, learning events should engage students in complex thinking to deepen their learning.

4. Learners reveal and demonstrate their understanding when they can apply, transfer, and adapt their learning to new and novel situations and problems.
   Therefore, teachers should teach for transfer, and students should have multiple opportunities to apply their learning in meaningful and varied contexts.

5. New learning is built on prior knowledge. Learners use their experiences and background knowledge to actively construct meaning about themselves and the world around them.
   Therefore, students must be helped to actively connect new information and ideas to what they already know.

6. Learning is social.
   Therefore, teachers should provide opportunities for interactive learning in a supportive environment.

7. Attitudes and values mediate learning by filtering experiences and perceptions.
   Therefore, teachers should help students make their attitudes and values explicit and understand how they influence learning.

8. Learning is nonlinear; it develops and deepens over time.
   Therefore, students should be involved in revisiting core ideas and processes so as to develop deeper and more sophisticated learning over time.

   Therefore, ongoing assessments should provide learners with regular, timely, and user-friendly feedback, along with the opportunity to use it to practice, retry, rethink, and revise.

10. Effectively accommodating a learner’s preferred learning style, prior knowledge, and interests enhances learning.
    Therefore, teachers should pre-assess to find out students’ prior knowledge, learning preference, and interests; then differentiate their instruction to address the significant differences they discover.