CONTOOCOOK VALLEY SCHOOL DISTRICT
Office of the Superintendent of Schools
106 Hancock Road, Peterborough, NH 03458-1197

EDUCATION COMMITTEE
February 19, 2018
SAU Boardroom
5:30 PM

Agenda

Committee Members:

Crista Salamy - Chair, Bernd Foecking, Janine Lesser, Linda Quintanilha, Kristen Reilly, Pierce Rigrod

5:30 Approval of January 22, 2018 Minutes

5:35 Update on Implementation of Learning Commons
Related to Strategic Plan Action Steps:
4.14.2 The School District will assure that adequate resources are available for implementation.
4.14.3 The School District will implement Learning Commons model.

6:00 Technology Competencies for Staff and Students
Related to Strategic Plan Focus Area:
4.13 Develop a consistent K-12 Technology experience and set of competencies for students and staff.

6:30 Other

Next meeting: Monday, March 19, 2018 in the SAU Boardroom

Scheduled Agenda Topics:

- **Process for Exploring Post-Secondary Career Opportunities**
  Related to Strategic Plan Action Steps:
  1.4.1 The School District will develop a process for students to explore and study post-secondary career opportunities.
  1.4.2 The School District will establish appropriate and meaningful work opportunities by offering an increased number of work and internship experiences.

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Office of the Superintendent of Schools
106 Hancock Road, Peterborough, NH 03458-1197

EDUCATION COMMITTEE

January 29, 2018
SAU Boardroom
5:30 PM

Minutes

Committee Members:

Crista Salamy - Chair, Bernd Foecking, Janine Lesser, Linda Quintanilha, Kristen Reilly, Pierce Rigrod

Committee Members Present: Crista Salamy, Janine Lesser, Linda Quintanilha, Kristen Reilly

Others Present: Dr. Ann Forrest, Myron Steere, Jerome Wilson, Gib West, Steve Bartsch, Michelle Voto, Greg Morris, Ben Putnam, Robin Croteau, David DeWitt

Crista Salamy called the meeting to order at 5:32 p.m.

5:30 Approval of December 11, 2017 Minutes

Motion to accept the minutes of December 11, 2017. Second. Unanimous.

5:35 Balanced Assessment Program

Related to Strategic Plan Focus Area:

1.3 The School District will utilize a balanced student assessment program to assess student progress toward curriculum goals, inform instruction, and determine appropriate intervention for students.

Dr. Ann Forrest referenced Strategic Plan Focus Area 1.3. The word "metric" has been used when relating to measuring and reporting student growth and strengthening and communicating the relationship between assessment and grading. The role of assessment, related to interventions, needs a tiered matrix by grade. Identifying which students are in need of additional support would result. It would be different for each grade level.

The two pieces that have been highlighted are measuring and reporting growth for students. It ties hugely to report cards. How do we need to revise our report cards so that they share growth for students to parents?

6:00 High School Grading Practices

Related to Strategic Plan Action Steps:

1.1.6 The School District will include integrated critical thinking, technology, collaborative, and problem-solving skills in all curricular areas.

1.1.7 The School District will identify competencies for each level, grade, and subject area K-12 that meet or exceed the NHDOE-developed competencies and national content area standards.

Related to Strategic Plan Focus Area:

1.3 The School District will utilize a balanced student assessment program to assess student progress toward curriculum goals, inform instruction, and determine appropriate intervention for students.

High school members present; Michelle Voto, Steve Bartsch, Gib West, Robin Croteau, Ben Putnam, and Greg Morris introduced themselves.
Gib West reported having read "Sixteen Fixes for Broken Grades" by Ken O'Connor. Grading on the 100 point scale identifies 59 points of failure. That, paired with rubrics on a four point scale, make it difficult to assess. The essence is to start thinking about what a "4" looks like and what a "3" looks like. Shifting away from collecting points on individual assessments is the intent.
Greg Morris reported that he recently gave a grade to a student for a final exam. It is a college level test. At the college level, it is a 20 question test, each question worth 5 points. The questions at the start of the test are much easier and require much less time to complete. Why the same point value for questions of varying difficulty?
Mr. Morris graded the test based on weighting the questions based on level of difficulty and time required to answer them. Every student would know where their strengths and challenges are. Students get more information on where they need to learn and understand more.
Gib West said that support of this portal will provide more information to students and parents.
How would it be calibrated? Mr. Morris said that it is discussed and fine-tuned in department meetings.
Ben Putnam reported that he has worked on grading on a 4 point scale for a number of years.
Robin Croteau reported that she and Carol Young have worked to make sure everything that happens in science is related to a skill. Looking at competencies with next generation science standards took place. Reporting out on the 4 point scale has not yet happened. Learning has been assigned to various categories.
Gib West shared having attended a workshop that shared the grading of an essay back in the early 1900's and the varied grading that resulted. Replicating the same effort in recent years actually resulted in a wider span of grading.
Re-taking a test was discussed.
Teachers who pilot the 4 point scale would also grade on the 100 point scale. Five teachers would pilot.
Crista Salamy asked how proposing this to parents would take place. How would it affect getting into college? Both measures; the 4 point and 100 point grading would be determined. Many colleges already use a 4 point scale. Summative, rather than formative, assessments are used widely.
The pilot would start in April and take place only for one quarter. Students would still receive the same grade scale as those of other students taking this course. In addition, they would receive the assessment on the 4 point scale.
It will take time; time for people to get away from the 100 point scale.
If this is a non-monetary pilot and is educational, can the Education Committee give its okay or must it be brought to the full board?
Myron Steere said that it should be brought to the board as informational.

What is the projected timeline? It is connected to the Strategic Plan. The plan talks about measuring a year's worth of growth. We need to have an assessment in place that measures a year's worth of growth.
Linda Quintanilha moved in favor of piloting. Janine Lesser second. Unanimous.

David DeWitt, Phase65, Inc., said that he is a proponent of competency based learning. It is all about solving the problem. Students will have better outcomes if they are able to better develop themselves.

6:30 Other

Next meeting: Monday, February 19, 2018 in the SAU Boardroom
Scheduled Agenda Topics:

- **Technology Competencies for Staff and Students -Related to Strategic Plan Focus Area:**
  4.13 Develop a consistent K-12 Technology experience and set of competencies for students and staff.
- **Learning Commons - Related to Strategic Plan Action Steps:**
  4.14.2 The School District will assure that adequate resources are available for implementation.
  4.14.3 The School District will implement Learning Commons model.

Linda Quintanilha motioned to adjourn at 6:44 p.m. Janine Lesser second. Unanimous.

Respectfully submitted,

Brenda Marschok

ConVal School District Education Committee
February 19, 2018

Presentation Outline

Definition

The Learning Commons provides a place, both physical and virtual, where all learners will have access to content knowledge and the opportunity to practice critical inquiry and develop an agile learning disposition in an atmosphere of discovery, collaboration, creativity, and innovation.

A successful Learning Commons challenges traditional mindsets of libraries, leverages diverse resources, accommodates the learning styles of today's students, and supports the instructional practices that will ultimately prepare our students for the demands of a knowledge-based economy.

The Learning Commons model creates a hub, both within each school and online, that fosters inquiry, collaboration, self-directed learning, curiosity, media literacy, and a love of reading.

Connections to District Vision and Mission

- District Strategic Plan 2021
- District Technology Plan 2016-19

History of the Concept at ConVal and Timeline of Implementation at ConVal High School

- 2011-2014
- 2014-2015
- 2015-2016
- 2016-2017
- 2017-2018

Elements and Success Indicators of a Learning Commons

- Core Elements
    - Collaborative environment
    - Responsive dynamic, dedicated to improvement
    - Professionals who can lead
    - Attention to instructional design
- Success Indicators
    - Networked materials, information, and technology
    - Mentoring of inquiry, discovery, and self-directed learning
    - Co-teaching and collaboration are center stage
    - Owned and grown by the school community

Future work

- 2018-2019 School Year
- Long-term goals

ISTE STANDARDS
FOR EDUCATORS

Empowered Professional

1. Learner

Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning. Educators:

a. Set professional learning goals to explore and apply pedagogical approaches made possible by technology and reflect on their effectiveness.
b. Pursue professional interests by creating and actively participating in local and global learning networks.
c. Stay current with research that supports improved student learning outcomes, including findings from the learning sciences.

2. Leader

Educators seek out opportunities for leadership to support student empowerment and success and to improve teaching and learning. Educators:

a. Shape, advance and accelerate a shared vision for empowered learning with technology by engaging with education stakeholders.
b. Advocate for equitable access to educational technology, digital content and learning opportunities to meet the diverse needs of all students.
c. Model for colleagues the identification, exploration, evaluation, curation and adoption of new digital resources and tools for learning.

3. Citizen

Educators inspire students to positively contribute to and responsibly participate in the digital world. Educators:

a. Create experiences for learners to make positive, socially responsible contributions and exhibit empathetic behavior online that build relationships and community.
b. Establish a learning culture that promotes curiosity and critical examination of online resources and fosters digital literacy and media fluency.
c. Mentor students in the safe, legal and ethical practices with digital tools and the protection of intellectual rights and property.
d. Model and promote management of personal data and digital identity and protect student data privacy.

Learning Catalyst

4. Collaborator

Educators dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems. Educators:

a. Dedicate planning time to collaborate with colleagues to create authentic learning experiences that leverage technology.
b. Collaborate and co-learn with students to discover and use new digital resources and diagnose and troubleshoot technology issues.
c. Use collaborative tools to expand students' authentic, real-world learning experiences by engaging virtually with experts, teams and students, locally and globally.
d. Demonstrate cultural competency when communicating with students, parents and colleagues and interact with them as co-collaborators in student learning.

5. Designer

Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability. Educators:

a. Use technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs.
b. Design authentic learning activities that align with content area standards and use digital tools and resources to maximize active, deep learning.
c. Explore and apply instructional design principles to create innovative digital learning environments that engage and support learning.

6. Facilitator

Educators facilitate learning with technology to support student achievement of the 2016 ISTE Standards for Students. Educators:

a. Foster a culture where students take ownership of their learning goals and outcomes in both independent and group settings.
b. Manage the use of technology and student learning strategies in digital platforms, virtual environments, hands-on makerspaces or in the field.
c. Create learning opportunities that challenge students to use a design process and computational thinking to innovate and solve problems.
d. Model and nurture creativity and creative expression to communicate ideas, knowledge or connections.

7. Analyst

Educators understand and use data to drive their instruction and support students in achieving their learning goals. Educators:

a. Provide alternative ways for students to demonstrate competency and reflect on their learning using technology.
b. Use technology to design and implement a variety of formative and summative assessments that accommodate learner needs, provide timely feedback to students and inform instruction.
c. Use assessment data to guide progress and communicate with students, parents and education stakeholders to build student self-direction.

2016

ISTE STANDARDS
FOR STUDENTS

1. Empowered Learner

Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences. Students:

a. articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.
b. build networks and customize their learning environments in ways that support the learning process.
c. use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
d. understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.

2. Digital Citizen

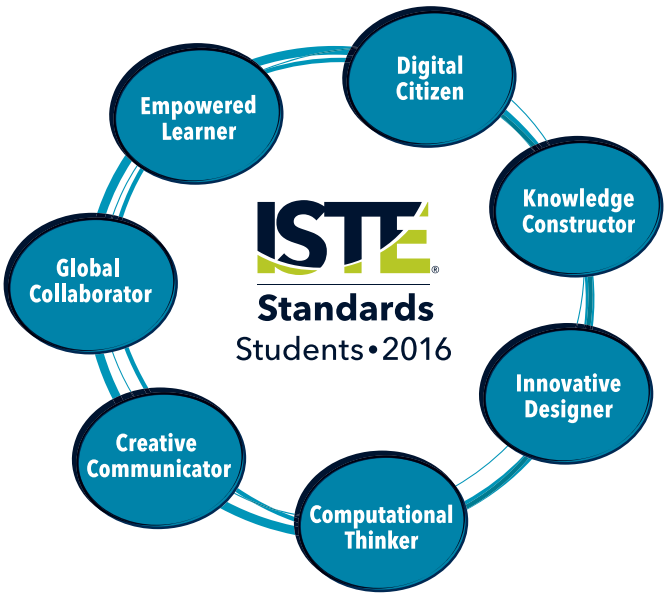
Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical. Students:

a. cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.
b. engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.
c. demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.
d. manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.

3. Knowledge Constructor

Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others. Students:

a. plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
b. evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.
c. curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.
d. build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.



4. Innovative Designer

Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions. Students:

a. know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.
b. select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.
c. develop, test and refine prototypes as part of a cyclical design process.
d. exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems.

5. Computational Thinker

Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions. Students:

a. formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models and algorithmic thinking in exploring and finding solutions.
b. collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.
c. break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.
d. understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.

6. Creative Communicator

Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals. Students:

a. choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.
b. create original works or responsibly repurpose or remix digital resources into new creations.
c. communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.
d. publish or present content that customizes the message and medium for their intended audiences.

7. Global Collaborator

Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally. Students:

a. use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.
b. use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.
c. contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.
d. explore local and global issues and use collaborative technologies to work with others to investigate solutions.

ISTE STANDARDS
FOR ADMINISTRATORS

1. Visionary Leadership

Administrators inspire and lead development and implementation of a shared vision for comprehensive integration of technology to promote excellence and support transformation throughout the organization.

a. Inspire and facilitate among all stakeholders a shared vision of purposeful change that maximizes use of digital age resources to meet and exceed learning goals, support effective instructional practice, and maximize performance of district and school leaders.
b. Engage in an ongoing process to develop, implement and communicate technology-infused strategic plans aligned with a shared vision.
c. Advocate on local, state and national levels for policies, programs and funding to support implementation of a technology-infused vision and strategic plan.

2. Digital Age Learning Culture

Administrators create, promote and sustain a dynamic, digital age learning culture that provides a rigorous, relevant and engaging education for all students.

a. Ensure instructional innovation focused on continuous improvement of digital age learning.
b. Model and promote the frequent and effective use of technology for learning.
c. Provide learner-centered environments equipped with technology and learning resources to meet the individual, diverse needs of all learners.
d. Ensure effective practice in the study of technology and its infusion across the curriculum.
e. Promote and participate in local, national and global learning communities that stimulate innovation, creativity and digital age collaboration.

3. Excellence in Professional Practice

Administrators promote an environment of professional learning and innovation that empowers educators to enhance student learning through the infusion of contemporary technologies and digital resources.:

a. Allocate time, resources and access to ensure ongoing professional growth in technology fluency and integration.
b. Facilitate and participate in learning communities that stimulate, nurture and support administrators, faculty and staff in the study and use of technology.
c. Promote and model effective communication and collaboration among stakeholders using digital age tools.
d. Stay abreast of educational research and emerging trends regarding effective use of technology and encourage evaluation of new technologies for their potential to improve student learning.

4. Systemic Improvement

Administrators provide digital age leadership and management to continuously improve the organization through the effective use of information and technology resources.

a. Lead purposeful change to maximize the achievement of learning goals through the appropriate use of technology and media-rich resources.
b. Collaborate to establish metrics, collect and analyze data, interpret results and share findings to improve staff performance and student learning.
c. Recruit and retain highly competent personnel who use technology creatively and proficiently to advance academic and operational goals.
d. Establish and leverage strategic partnerships to support systemic improvement.
e. Establish and maintain a robust infrastructure for technology including integrated, interoperable technology systems to support management, operations, teaching and learning.

5. Digital Citizenship

Administrators model and facilitate understanding of social, ethical and legal issues and responsibilities related to an evolving digital culture.

a. Ensure equitable access to appropriate digital tools and resources to meet the needs of all learners.
b. Promote, model and establish policies for safe, legal and ethical use of digital information and technology.
c. Promote and model responsible social interactions related to the use of technology and information.
d. Model and facilitate the development of a shared cultural understanding and involvement in global issues through the use of contemporary communication and collaboration tools.