

**Rochester School Board  
Instruction Committee Minutes  
School Department Boardroom  
September 21, 2017**

**Members Present**

Mr. Robert Watson, Chair  
Mrs. Amy Malone  
Mr. Thomas O'Connor  
Mrs. Karen Stokes  
Mr. Raymond Turner

**Members Absent**

Mr. Matthew Pappas

**Also Present**

Mr. Michael Hopkins  
Mr. Kyle Repucci  
Guests & Public

Mr. Watson called the meeting to order at 6:54 p.m. with a quorum present.

***Approval of Minutes***

Mr. Turner moved, second by Mrs. Malone, to approve the minutes of the August 17, 2017 Instruction Committee meeting. The motion passed unanimously.

***Review of Recent Professional Development – No Action Required***

Mr. Repucci, Assistant Superintendent, gave an update and overview of the professional development being offered.

***Field Trips – No Action Required***

Reviewed

***Public Comment***

None

***Other***

None

***Adjournment***

Mrs. Stokes moved, second by Mr. O'Connor, to adjourn. On a unanimous vote, the Committee adjourned at 6:56 p.m.

Respectfully submitted,

Mr. Robert Watson, Chair

**Instruction Update:**

8/25/17 – MS & HS science collaborated and worked on competency alignment and program of studies.

MS goal: redefine the MS scope and sequence based upon NH DOE Science competencies and to vertically align with elementary and high school.

HS goal: combine 4 quarter classes into 2 semester courses.

9/13/17 – EdElements Design Workshop (SHS, RMS, ERS, Gonic, & McClelland). Personalized Learning Leadership team collaborated with Brittany Griffin (EdElements Project Manager) on building background knowledge and developing turnkey presentations that will be delivered to entire school staffs on September 20<sup>th</sup>. [\(See attached back up on Station Rotation Model & RSD PL Bingo Board\)](#)

9/14/17 – Elementary Science

Goal: to create one common Performance Assessment per grade level.

Grade	1. Nature of Science*	2. Patterns	3. Cause & Effect	4. Scale, Proportion, & Quantity	5. Systems & System Models	6. Energy & Matter	7. Structure & Function	8. Stability & Change of Systems
K	X		X					
1st	X						X	
2nd	X							X
3rd	X				X			
4th	X	X				X		
5th	X			X	X			

\*NOS – scientific and engineering practices and the crosscutting concepts (scientific investigations, scientific knowledge, scientific models & theories, science is a way of knowing).

9/15/17 – Elementary ELA training delivered by our Pearson Instructional Specialist on Reading Street & Words Their Way (Core Programs)

9/27/17 – Our next cohort of Orton Gillingham scholars begins on September 27<sup>th</sup>.

Name	School	Title
1. Nicole Merrigan	East Rochester School	Reading Specialist
2. Chris Evans	Rochester Middle School	Reading Specialist

3.	Kim Barham	East Rochester School	Special Educator
4.	Monique Boudreau	MSMS	Reading Specialist
5.	Melissa Cunliffe	Gonic School	Grade 4
6.	Caroline Langelier	Gonic School	Para Educator
7.	Jen Hersom	SSS	Principal
8.	Sally Stailey	Chamberlain Street School	Special Educator
9.		Paul School	
10.		Paul School	

10-4-17 – DIBELS Training for elementary teachers. The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of procedures and measures for assessing the acquisition of early literacy skills from kindergarten through sixth grade.

10-11-17 – EdElements PL Design Studio – During this workshop school PL teams will deepen knowledge of core four focus areas, customize resources for PL classrooms, and refine school support plans.



10-18-17 – SHS, BCA and RMS Presentations at Bud Carlson Academy

10-19-17 – Elementary Schools Presentation at Maple Street Magnet School

**Competency:** Teachers understand personalized learning at RSD and implement strategies to improve student learning in their classrooms

**Proficiency Scale**

**Image**

**Evidence Blueprint**

**In addition to 'shallow end' performance, participants will indicate in-depth inferences and applications that go beyond what was taught. For example, participants will:**



Participants will complete **all tiles** of the Bingo Board & share/reflect on **each experience** in FlipGrid

- Make advanced connections between the Core Four and student learning.
- Fluidly implement a variety of personalized instructional strategies and/or instructional models

*Deep End*

- Participants should be able to answer the following:
  - How does personalized learning improve teaching & learning in my classroom?
  - Which personalized learning strategies are the most impactful for my students?
  - Which instructional model best supports my teaching style, my students, and my content area?

**In addition, participants will:**

- Attempt 35 personalized learning strategies

**In addition to 'dip a toe' performance, participants will**

- Understand how the personalized learning deepens existing best practices to support teaching & learning
- Understand how the Core Four personalized learning elements can be layered to improve teaching & learning

**In addition, participants will:**

- Attempt 16 personalized learning strategies



*Shallow End*

Participants will complete **3 tiles per column of the Bingo Board + 1 tile of their choice & share/reflect on each experience** in FlipGrid

- Participants should be able to answer the following:
  - **Essential Question:** How does the PL deepen best practices at RSD?
  - **Essential Question:** How can Core Four PL elements be layered to improve teaching & learning?

**Participants will recognize, understand, and use specific vocabulary such as:**

- Personalized Learning
  - Instructional Model
  - Station Rotation
  - Playlist
  - Flipped Classroom
  - Targeted Instruction
  - Data-Driven Decisions
  - Integrated Digital Content
  - Student Reflection & Ownership
- In addition, participants will:**
- Describe what each of these terms looks like in practice
  - Attempt 10 personalized learning strategies



*Dip a Toe*





Participants will complete **2 tiles per column of the Bingo Board & share/reflect on each experience** in FlipGrid

- Participants should be able to answer the following:
  - What is personalized learning?
  - What is an instructional model?
  - What do the following models look like: station rotation, playlist, flip?
  - What are classroom examples of Targeted Instruction?
  - What are classroom examples of Data-Driven Decisions?
  - What are classroom examples of Integrated Digital Content?
  - What are classroom examples of Student Reflection & Ownership?
- **Essential Question:** What are the elements of personalized learning? What does personalized learning look like in practice?

**With help, partial change in instructional practice at 'Dip a toe' or 'Shallow End'**

**Even with help, no change in instructional practice**

# Personalized Learning Implementation Bingo Board

<h2>Instructional Model</h2>				
<p>Try a station rotation</p>	<p>Give a written <a href="#">exit ticket</a> to determine what your students do/don't know from your lesson. Identify <a href="#">1-3 instructional needs</a> to address the next day.</p>	<p>Define reflection with your students and model it. Help your students understand <a href="#">why</a> reflection is so important.</p>	<p>Use formative assessments to check for student understanding</p>	<p>Establish <a href="#">routines &amp; expectations</a> for students to use digital tools. Create anchor charts or other documentation.</p>
<p>Use a playlist with your students</p>	<p>Use <a href="#">Kahoot</a> or <a href="#">Mentimeter</a> to see what your students do/don't know from the lesson. Form tomorrow's groups based on this data.</p>	<p>Students uses a <a href="#">tracker</a> to monitor their own data and use simple means to reflect on their learning.</p>	<p>Offer a <a href="#">template</a> for students to track their data for at least 10 days. Data could be academic or behavioral.</p>	<p>Empower students to troubleshoot basic technology issues that arise (<a href="#">sample anchor chart, student tech support</a>)</p>
<p>Flip a lesson in class</p>	<p>Offer small group instruction that addresses each group's specific needs (the instruction is different for each small group).</p>	<p>Work with each student to <a href="#">establish a learning goal</a>. (EX: mastering a specific concept, reading certain article/book)</p>	<p>Creates an <a href="#">interactive data wall</a> to show student progress towards a specific class goal or in meeting class objectives.</p>	<p>Commit to a set number of minutes for students to use digital tools or apps weekly.</p>
<p>Flip a lesson out of class</p>	<p>Offer <a href="#">differentiated independent activities</a> targeting specific student needs (ex: playlists or digital content like ALEKS).</p>	<p>Create a lesson in which students choose from a set of resources that cover similar concepts. (<a href="#">Sample Playlist</a>)</p>	<p>Meet with colleagues/PLC at least twice to <a href="#">discuss and review student data</a>.</p>	<p>Try at least 2 digital tools/apps suggested by colleagues.</p>
<p>Try two instructional models in one week</p>	<p>Regroup your students at least twice within one unit based on <a href="#">formative assessments</a>.</p>	<p>Provide time for students to reflect on their learning and goals. (EX: <a href="#">exit tickets</a>, journals, google form entry)</p>	<p>Identify which data source(s) will inform you that a student has mastered a specific competency.</p>	<p>Assign students (or groups) specific tools or digital content based on student needs.</p>
<p>Collect feedback from your students on your instructional model(s)</p>	<p>Group students based on their interests related to the content you're teaching.</p>	<p>Allow students to create their own <a href="#">unique way</a> of demonstrating mastery on a particular concept or objective.</p>	<p>Use data from multiple sources to inform an instructional decision for individuals or groups of students</p>	<p>Use an online tool to promote collaboration thinking and/or peer feedback of student writing.</p>
<p>Model an instructional model for another teacher in you building</p>	<p>Offer <a href="#">differentiated instruction</a> for multiple purposes (introduction to new material, guided practice, etc.)</p>	<p>Students provide <a href="#">evidence</a> of work completion and/or concept mastery. (Example: portfolios)</p>	<p>Use data to provide immediate feedback to students and adjust your instruction accordingly</p>	<p>Gather feedback from your students on digital tools/apps. What do they like/dislike, and why?</p>

# Bingo Board Overview



Teachers will implement PL at varying levels this year. We understand that everyone is beginning at his/her own start line. We all must grow, but what that looks for each person will vary.

This bingo board and learning progression are meant to help teachers set appropriate, achievable goals for instructional change.

For now, each teacher will set their own goal, but as a district we ultimately want all teachers to reach (at least) level 3. You'll set your PL implementation goal [here](#) during your Design Workshop.



## PL Implementation Bingo Board Challenge (December 7th-end of the school year)

1. Identify your PL implementation goal (how many tiles you'll tackle)
2. Attempt a tile in your classroom
3. Share & Reflect on your experience in a short video on your school's FlipGrid
4. Earn a raffle ticket
5. Repeat and win prizes - drawings held intermittently!





# Base Model: Station Rotation

**Description:** Students to visit various stations or centers during the allotted time for a specific subject. Stations may be assigned by teacher, or self-selected by students. Digital content plays a role in delivery of content, aligned with offline curriculum.

## Benefits:

- Stations can address different levels of depth with students
- Teachers can work with smaller groups of students to provide targeted instruction
- Students have opportunities for collaborative and self-led learning
- Students have multiple opportunities to reflect their learning in different ways

## Considerations:

- What digital content and tools are available to support offline instruction?
- How do you ensure content is differentiated across stations for individual students?
- How are students being grouped?
- What routines and procedures do you have in place to support a blended station rotation?

