

Disciplining Educational Innovation at the Bennington-Rutland Supervisory Union

Observations

1. It has been a long-standing goal of education to personalize learning for each student. For the first time in history, we have the tools to achieve that goal.
2. Technology can connect educators in a curriculum and professional development network which can be more effective than traditional development approaches.
3. It is difficult if not impossible to personalize learning for students without connecting educators in a common development network.

Conclusions

1. The structure of schooling needs to change in order to personalize learning for students.
2. There is an urgent need to make this change because the current structure of schooling is quickly becoming obsolete.
3. The path for how to make this change is not clear, therefore innovation is necessary.
4. Innovation needs to be disciplined in order to focus organizational resources and to ensure the desired end results are achieved.

BRSU System of Disciplining Innovation

- School board Ends and monitoring policies
- System benchmarks (formative and summative) based on a logic model to ensure organizational focus during change. This system is being developed in consultation with Dr. David Silvernail from the University of Southern Maine.
- The rapid development, implementation and evaluation of best practices through a peer-led, lateral innovation network using a common instructional management system
- NWEA MAPS just-in-time assessments used three times a year to provide formative data to teachers and monitoring data to students, parents, administration and school board members
- Quality control over the curriculum and development process through a peer-led Instructional Leadership Team
- Standards-based curricula
- Documenting student learning through Personal Learning Plans and e-Portfolios