Topic	Discussion	Next Steps
Welcome, Introductions

Meeting was called to order at 11:02 AM | Working Group members: Sarah Teel, Ginny Burley, Harry Frank, Barb Russ, Karen Scott, Holly Morehouse, Tom Alderman, Katie Mobley, Brian Campion

Also present: Amy Shollenberger, Helen Beattie, Mary Whalen, Jonathan Walls, Primmer, Amy Fowler, Maureen Deppman

Unable to attend: Jim Fitzpatrick, Ann Manwaring, David Gurtman | *Handouts will all be posted online after today's meeting.*

Quorum present. |
| Meeting minutes | No changes noted. | *Motion: Barb, Ginny – accepted minutes as presented.* |
| Updates | • VT Community Foundation – understanding VT report – 11 critical issues. Used for philanthropic planning and information. afterschool and summer learning is included.
• Secretary of Education R. Holcombe will be talking with Holly next week to review report.
• No further changes to the report provided – will take a vote today. Building the local match; funding analysis were included.
• Rep. (Newfane) Emily Long was picked by Shap Smith was picked to attend a seminar on afterschool and summer learning. NSL is sponsoring. Will be a forum on what states are doing. | *Please consider attending the Pre-K16 Council on Nov 16.* |
| Vote today | Motion made to accept ELO Special Fund report; Ginny moved, Barb seconded | *Unanimously passed.* |
| Today | 2nd Charge – PLPs
3 individual testimonies | |
| Helen Beattie, Executive Director, Up for Learning | Up for Learning – Unleashing the Power of Partnership for Learning
• Ability to be reflective, to understand what is needed. Meaningful work
• Effectively message educational change in VT – focus on strong communication as a way for this to move forward. This is a big challenge in VT. This year have 8 schools engaged in this initiative
• Building public understanding and support for fundamental change in how students can participate in school change
• Shape our future together campaign
• Key: communications theory – job is not to tell what to do for implementation; having conversations and exploration together.
• Can't convince – dialogue vs. lecture | *Refer to Powerpoint – shared video*

Add to report – messaging; taking advantage of the work of Up4L; messaging the role of ELO in this process. What is effective |

| | Learning is most likely to occur when the brain is active. Potential exists to bridge afterschool and in-school Growth mindset about intelligence Motivation by authentic learning vs. grades. When learning is driven by goals and accomplishments. Youth being the messenger. HM – where does Expanding Learning opportunities fit within the opportunities diagram – is it work; afterschool and summer – could be named more explicitly under community based learning Challenge – move form a problem-focused and passive frame regarding ELO/PLP development to a solutions focused vision, and inclusive process Capturing, convening, and providing training and support for all parties involved will be very important. Have to help students create their own mental model. Same with groups on state level - How to capture the business community – messaging to them.
Discussion: Communication Real personalized learning vs. a check-off Connecting between ELO and personalized learning – seeing examples – turning into messaging. Context needed so that students can connect to what they are learning and message to schools. Dialogue for change – student voices Summit in the spring to bring ELO and students together – communication with schools | |

Amy Fowler, Deputy Secretary, Agency of Education	- EQS – Quality reviews are happening now at supervisory unions that volunteered to be part of this first assessment period. - Collecting data – focusing on what we already collect it or have a partner who can provide that data. - SLDS - % of students who are involved in afterschool – this could be part of the new SLDS – if we don't have it yet we will need to figure out how - In VT it is more difficult to collect afterschool data as we are not all on the same platform. As you systematize data systems the type of data that can be reported on is more complete and deeper. - Expanded Learning Opportunities – considered a "hot topic" due to its untapped potential.	*Refer to powerpoint*
Maureen Deppman, Mt. Abe Personalized Learning Department	- Department teacher leader for 11 years - PLP – how to have your system embrace the PLP – not about creating the reporting mechanism. - Advisories – didn't have time there – teachers did not have time to go into the depth needed - Challenge will be the accountability and embracing it within the system itself. - Teachers, counselors, students that need to be accountable. - Personalize learning – Making Learning Personal, John Clark's PL book. - Being asked to do more individualization due to lack of other supports for students; they may not all be ready for this and PL becomes a catch-all - Model that includes different levels – start, Independent study, Individualized study - Others can do PL with core classes, virtual learning, dual enrollment 20 are in this full time; 25% in school are doing something. - What it looks like – 2 classrooms, 5 teachers. Community liaison – students are connected to people in the community. Could be out of the classroom. Any given day, there are students in the classrooms or in the community. - They take offsite work, bring it in and produce evidence of the competencies off of the learning competency list. - Location of work can be developed via a contract – if successful they can go off again. - Takes more teachers to do this type of work. Full range of students take part in this. - AT Mt Abe – guidance counselors are responsible for this. - Evidence: something that is written; a mindmap; video that includes actual evidence of the competency and/or reflection. Screen shots of accountability. 3D printing for building; more than just writing – include technology	*Personalization vs. Differentialism vs. Individualization Chart* *Competencies chart*

	• PLP – seen as a place where its written down that becomes a plan that can be used by more staff to help students along the way. Personalized learning – this is were the learning happens. Students need to see who they are as a learner. • ELO – talking in the same language. HOBY – application was modeled around global citizenship competencies. Recognize evidence from summer learning such as Rosie's Girls – incorporate a reflective piece that can be incorporated. Mentors too – working on the reflective piece • Every school is different – students might know better where to put evidence. • Part of the application – at the end of this you will be creating a piece of learning for your PLP – where would you put it. Contract based for student or school. • Proficiency = evidence • Connecting to a process, what is evidence and language • Contract language – creates issues to full implementation of the program	
Discussion	Review of report: • Addition of messaging campaign under readying the field • Being in the longitudinal data system - getting started. Quantitative data – placeholder vs. not taking it out • Adding contracts and local policies – highlight this with senate and house ed. • Change the contract to allow for flexibility on a voluntary basis. • Where does the $ follow the students? Heard today that PL is more intense - how does it have to be done • How do we use what we have most effectively? • Connecting ELOs to the PL process – what are the things that would connect them? Intentional naming of proficiencies – time for reflection – development of evidence. Students aren't all ready – help students to understand what is going on – ELO needs to be connected with the school. Sharing information – common language • Up4L – built on a research- based way of connecting • Out-of-school time needs to be emphasized – how do we change the mindset to include summer and after 3 pm • Mapping – a way to connect to the community; Addressing systematic data • Priority students – put our stuff into that language • Include a list of questions that could be included • Think about the data that there is and what could be added. • Specifically recommend what the communication might be between schools and ELOs.	
Next Meeting	Monday, December 7 @ 11-3 (Ethan Allen Room)	