

Practices Advisory Council
Meeting Minutes
May 27, 2016

Attendees

- Nick Caruso, CAFE – Council Chair
- Doug Casey, CET

- Jonathan Costa, Education Connection
- Andy DePalma, EASTCONN
- Bill Glass, Danbury Public Schools
- Jae-Eun Joo, UConn
- Marijke Kehrhahn, UConn
- Shannon Marimón, SDE
- Shelley Stedman, CASL

Meeting Outline and Notes

- 1) General Introduction (Doug Casey)
 - A. Timeline for strategic plan
 - B. Scope of the Council's work
 - C. Introduction to Teamwork.com
- 2) Member Introductions
- 3) Discussion of Possible Initiatives

NOTE: The points below represent an assimilation of ideas rather than a verbatim or chronological record of points shared.

Overarching Principles

Vision

- Every student acquires and applies the digital and information literacy skills that will be foundational requirements for future success.
 - Student-based learning drives instruction
 - Design learning environments and support culture that enable innovation
- Every professional in a public school setting has the capacity required to support the development of the digital and information literacy skills of their students.
- Shift from a “just-in-case” curriculum to a “just-in-time” curriculum (e.g., large body of possibly useful knowledge to directly applicable skills and knowledge for the real world)
- Small(er) initiatives can lead to big changes, whether by design or accidentally (a 3° change on launch can result in a 50° change upon landing!)

Danbury Priorities for Consideration

- Instructional core
- Start with results, which drive outcomes and outputs
- Address the TCO of initiatives, not just the rollout
- Coherence and integration of technology with teaching and learning
- Leverage the library (learning commons) as the school hub

Planning and Initiatives

- Consider data collection, reporting, legislation, communication of exemplars, etc. as possible outcomes
- Consider combining the Commission focus areas of Digital Learning and Practice
- Existing legislation ([view here](#)) is somewhat antiquated and needs expansion and revision
- Explore having a student on the Advisory Council
- Consider incremental initiatives that build toward a cohesive whole, 1-, 2-, 3-, etc. year goals
- Need for engagement with parents and students to guide initiatives and check for relevancy

Baseline Assessment

- Assess the adoption of standards in Connecticut schools, perhaps an inventory of frameworks by schools for CTE, computer science, etc.
- Look at what other states are doing to support transformations in learning, especially those states that are structured in a similar way to Connecticut (e.g., decentralized, independent)

Proficiency Standards (Student, Teacher, Administrator, School, District)

- Keep the vision toward student-centered learning and consider existing frameworks (e.g., ISTE)
- Couple with discrete listing of skills to assist schools that need specific guidance (e.g., word processing proficiency by 4th grade)
 - For example, the SBAC preparation work done through the RESC Alliance
 - The frameworks we adopt will drive behavior in PD and learning
- Consider a “maturity model” approach (Maslow’s Hierarchy for edtech), a progression that can help districts assess where they are across different aspects of digital learning and professional development, then chart a course for improvement
 - See example in US DoE Office of Educational Technology’s [Future Ready framework](#)
- Redefine “text” to include images, video, other forms of expression
 - Student voice through its many forms

Career and Technical Education

- State Department of Education released new [Performance Standards and Competencies](#)
- Alignment with CCSS: What you measure is what matters

- Focus on career and trade school preparation

Professional Development (Pre- and In-Service)

- Distinction between teacher competencies (skills) versus practices (how teachers apply these skills)
 - How do we build competencies into practice?
- Goal of deeper learning leads to student-centered learning, which guides how we design teacher and administrator professional development and practice
- Implications of technology practices on teacher evaluation (how we assess teacher competencies)
- Alignment with [TEAM](#) training as well as [Connecticut Educator Network](#)
- Look at new modalities for delivering professional development, how technology can support, given time limitations
- Do we need support, input from teacher unions, CAPSS?
- What about intrinsic motivators, rewards and supports for teachers?

4) Adjournment