



219 North Main Street, Suite 402  
Barre, VT 05641 (p) 802-479-1030 | (f) 802-479-1835

## North Country Supervisory Union – Encore Program

### Grant Summary:

The Flexible Pathways Expanded Learning Opportunities grant to North Country Supervisory Union will support the development and delivery of three Personalized Learning Strands open to the public and school staff. These professional learning opportunities focus on personalization, flexible pathways, PLPs, and local proficiency-based graduation requirements and will occur three times in three different towns. This grant also worked to use the Encore (After School) Program, also funded through an AOE 21<sup>st</sup> CCLC grant, as a vehicle for personalized learning.

### Work to Date:

John Clarke, Vermont author of Personalized Learning: Student-Designed Pathways to High School Graduation and Personalizing the High School Experience for Each Student, was the learning strand facilitator. He focused on storytelling as a medium for personalization while sharing related resources as well as how personalizing learning for disengaged students can help turn around their school experience. The group discussed how they were already personalizing learning for students in the many schools in the supervisory union. “John helped me understand personalization and the community in new ways, and has also contacted me with several new resources. In the fall each attendee will come to the workshops ready to learn how to ‘plan for personalization’ which is a hard concept to understand, but very important,” said Elizabeth Chambers, Encore Program Director.

The story of two girls from the Encore Program emphasizes the connection between After School and personalized learning:

“They had held a beginners sewing program last year, it had about 15 students in it and made pillows. Many of the students loved it and asked for another more difficult class, so they offered one and the students made pajama pants. Two of the girls in the class really loved sewing and wanted to take it further. The instructor agreed, they chose their own intricate dress patterns and spent the session making the dresses to perfection. They were so proud that they wore the dresses to a school assembly and had written up speeches to share. They also shared their work later in the year with the school board, and the coordinator felt, specifically with one of the students, that her confidence blossomed, and her excitement about what she had made herself was what pushed her to attend the after school advocacy day at the state house speaking with legislators.”

Another goal of this grant is to develop WBL experiences for high school students to teach participants in the Encore program in an area of personal interest.

“Finally, I have learned through my learning strands, my work on a personalization grant with the AOE, and the start of that work with my staff, that personalization is really a perfect fit into

the after-school world. There are so many opportunities to allow students choice in after school, and although we are primarily elementary with a little middle school, we can begin by sparking their interest in beginner programs, and then train our staff to recognize and support students who can take their learning to the next level. We are also incredibly excited about the idea of allowing a flexible pathway program of students into the afterschool programs as instructional leaders and mentors,” said Chambers.

# **ELO and After School Personalization Workshop #1**

June 15<sup>th</sup>, 2017 3:30-5:30

- **3:30: Welcome- Beth Chambers, Edith Beatty, John Clarke**
- **3:45: Overview of Personalization and how it can look- John Clarke**
- **4:15: Think, Pair, Share, Reflect, and Report about your own stories of personalization in your programs. Key considerations: Projects, Student Voice and Choice, Reflection**  
**(15 minutes in pairs, 15 minutes reporting out as a group)**
- **4:45: Commonalities in these stories? Using the NCSU transferrable skills and examples from other sites, how could you push personalization even farther in your story or site?**  
**(5 minutes to reflect and read transferrable skills independently, 10 minutes to share in groups of 4, 15 minutes to reflect/report as a group)**
- **5:15: Wrap up- Introduction to the Fall workshops and our continuation of increasing engagement and meaningfully enhancing instruction with personalization.**

**NCUHS Transferable Skills  
2016-2017 Working Draft**

<b>1. Clear and Effective Communication</b>
A. Demonstrate organized and purposeful communication
B. Use evidence and integrate information appropriately in communication
C. Use techniques of effective presentation to enhance communication
D. Listen actively and respectfully
E. Use technology effectively in communication
<b>2. Self-Direction</b>
A. Make informed decisions when developing goals and a plan to achieve them
B. Access resources as needed to reach goals through collaboration and technology
C. Demonstrate organization and self-reflection (wording TBD, emphasis on self-reflection)
D. Apply knowledge flexibly in new and familiar contexts
<b>3. Informed and Innovative Problem Solving</b>
A. Define and clarify problems
B. Create, reflect on, and revise plans to solve problems
C. Use evidence and reasoning to justify claims and evaluate information
D. Apply knowledge from various disciplines to new learning and real-world situations
E. Analyze the accuracy, bias, and usefulness of information
<b>4. Responsible and Involved Citizenship</b>
A. Demonstrate a commitment to personal and community health and wellness.
B. Participate in and contribute to your community
C. Demonstrate respect for diversity and differing points of view
D. Demonstrate constructive and positive digital citizenship (wording TBD)

## Personalization vs Differentiation vs Individualization Chart (v2)



There is a difference between personalization, differentiation, and individualization. One is learner-centered; the others are teacher-centered.

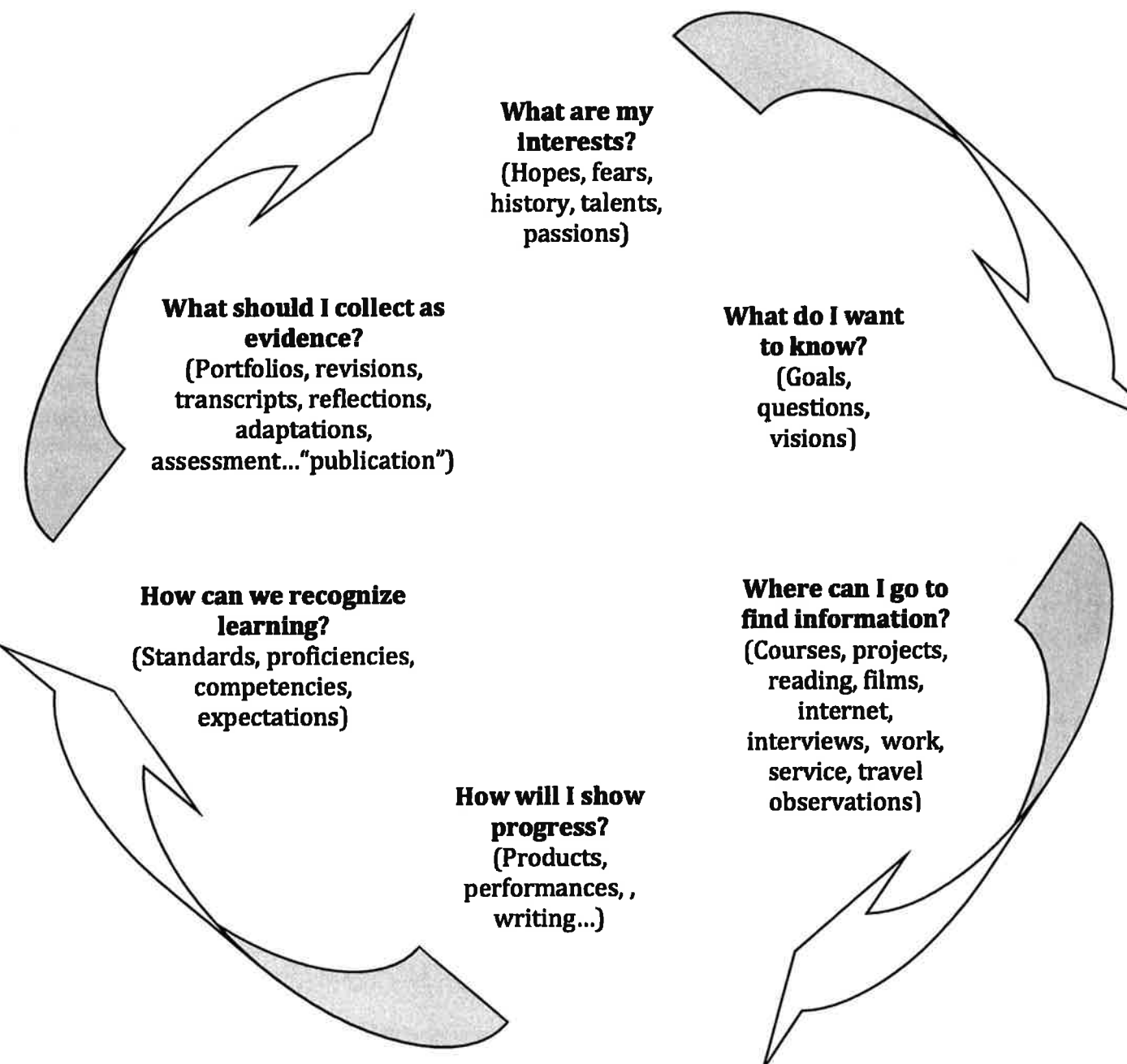
Personalization	Differentiation	Individualization
<b>The Learner...</b>	<b>The Teacher...</b>	<b>The Teacher...</b>
drives their learning.	provides instruction to groups of learners.	provides instruction to an individual learner.
connects learning with interests, talents, passions, and aspirations.	adjusts learning needs for groups of learners.	accommodates learning needs for the individual learner.
actively participates in the design of their learning.	designs instruction based on the learning needs of different groups of learners.	customizes instruction based on the learning needs of the individual learner.
owns and is responsible for their learning that includes their voice and choice on how and what they learn.	is responsible for a variety of instruction for different groups of learners.	is responsible for modifying instruction based on the needs of the individual learner.
identifies goals for their learning plan and benchmarks as they progress along their learning path with guidance from teacher.	identifies the same objectives for different groups of learners.	identifies the same objectives for all learners with specific objectives for individuals who receive one-on-one support.
develops the skills to select and use the appropriate technology and resources to support and enhance their learning.	selects technology and resources to support the learning needs of different groups of learners.	selects technology and resources to support the learning needs of the individual learner.
builds a network of peers, experts, and teachers to guide and support their learning.	supports groups of learners who are reliant on them to support their learning.	understands the individual learner is dependent on them to support their learning.
demonstrates mastery of content in a competency-based system.	monitors learning based on Carnegie unit (seat time) and grade level.	monitors learning based on Carnegie unit (seat time) and grade level.
becomes a self-directed, expert learner who monitors progress and reflects on learning based on mastery of content and skills.	uses data and assessments to modify teaching and provides feedback for groups and individual learners to advance learning.	uses data and assessments to report the progress of what the individual learner learned to decide next steps in their learning.
<p><b>Assessment OF Learning</b> measures learner performance. <b>Assessment FOR Learning</b> provides feedback throughout the process. <b>Assessment AS Learning</b> encompasses <b>Assessment FOR Learning</b> where the learner monitors their progress and reflects on their own learning.</p>		



Personalized Learning Chart v2 (2013) by Barbara Bray & Kathleen McClaskey is licensed under a Creative Commons Attribution-NonCommercial-NoDerivs 3.0 Unported License. For permission to distribute copies or to use in a publication, please contact Personalize Learning, LLC at [personalizelearn@gmail.com](mailto:personalizelearn@gmail.com) or use the contact form at [www.personalizelearning.com](http://www.personalizelearning.com).

# Learning to Learn Independently

A self-directed cycle of Inquiry and Achievement



**What are my interests?**  
(Hopes, fears, history, talents, passions)

**What do I want to know?**  
(Goals, questions, visions)

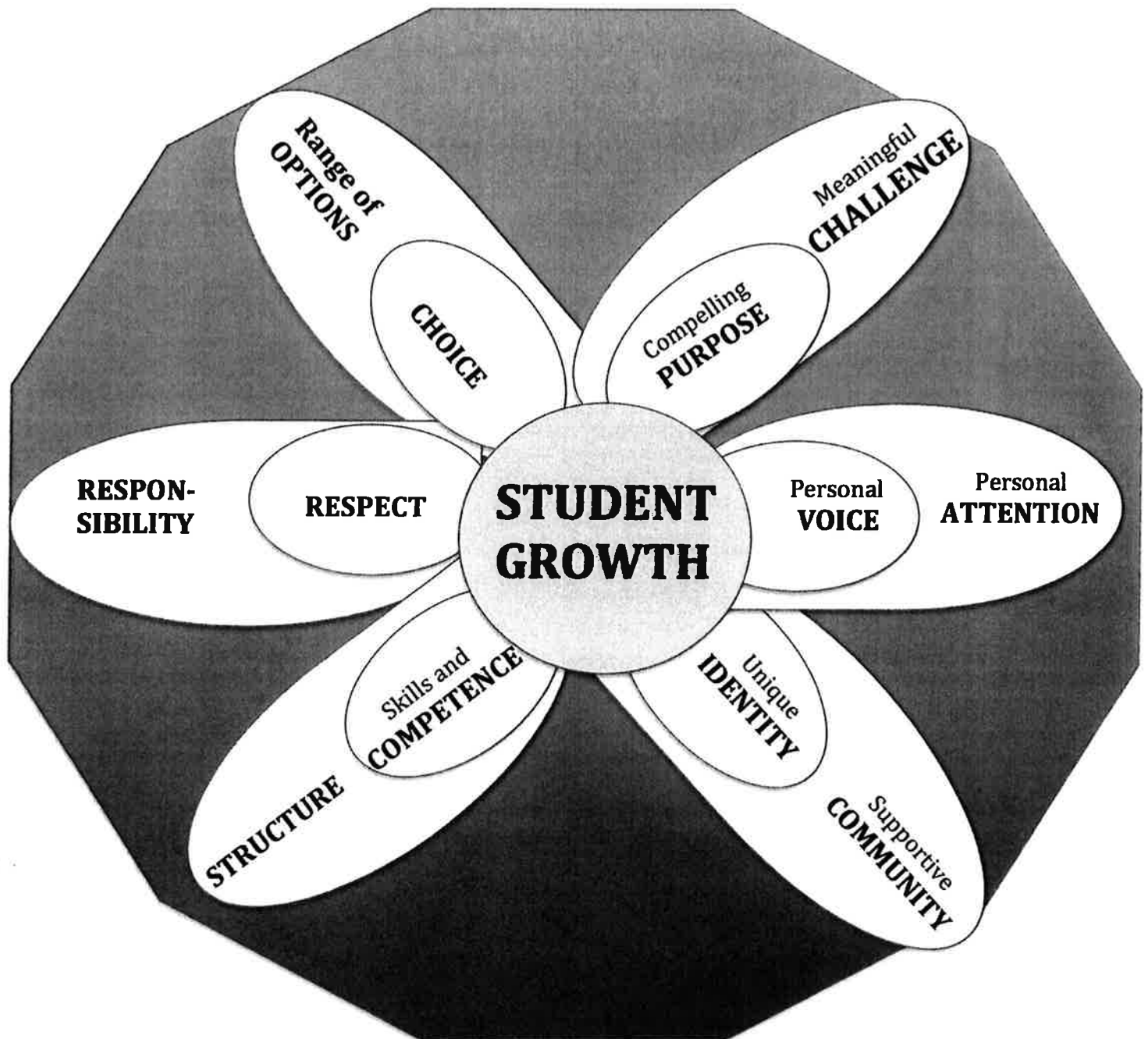
**Where can I go to find information?**  
(Courses, projects, reading, films, internet, interviews, work, service, travel observations)

**How will I show progress?**  
(Products, performances, , writing...)

**How can we recognize learning?**  
(Standards, proficiencies, competencies, expectations)

**What should I collect as evidence?**  
(Portfolios, revisions, transcripts, reflections, adaptations, assessment... "publication")

# Growth toward Independent Learning PERSONALIZED



# ~~NORTHWOODS~~ STEWARDSHIP CENTER

PO Box 220, East Charleston, VT 05833  
802-723-6551 (Phone)  
802-723-4705 (Fax)

## INVOICE

**Billed to:**

Elizabeth Chambers, ENCORE Program  
North Country Supervisory Union  
121 Duchess Ave, Suite A  
Newport, VT 05855

**Inv. No.:** EDG170616 D

**Dept:** Education - Groups

**Date:** 6/16/2017

Date	Description	Charges
6/15/2017	<p><b>Personalization: Professional Development Opportunity Workshop #1</b></p> <p><b>4 NorthWoods Staff:</b>                      Maria Young                      Elliot Diana                      Chris Kingston                      Madeline Zukowski</p> <p>(Late Arrival Due to School Program)                      4 pm - 5:30</p> <p>1.5 hrs x \$23/hr for 4 Staff</p> <p style="text-align: center; font-size: 1.5em; font-weight: bold;">OK FOR PAYMENT CODE _____                      21-100-1100-5300-00-205-00                      DATE <u>6/16/17</u>                      Thank you! </p>	138.00
<b>Total Amount Due</b>		<b>\$138.00</b>
<p>Make checks payable to Northwoods Stewardship Center.</p> <p style="text-align: center;"><b>Note: Finance charges of 1.5% per month will be applied to unpaid balances older than 30 days</b></p>		

Federal ID# 03-0346759





**Attendance- Please sign in!**

ELO and After School Workshop on Personalized Learning with John Clarke  
3:30-5:30 June 15<sup>th</sup>, 2017

Name

Organization

Email

Sonja Blodgett Lowell Sonja.blodgett@ncsuvt.org

Melanie Richardson Lowell Melanie.Richardson@ncsuvt.org

Michael Brooks Lowell michael.brooks@ncsuvt.org

Anita Gagner Lowell anita.gagner@ncsuvt.org

Elliot Diana NWSC ediana@uvm.edu

Chris Kingston NWSC Chris@northwoodscenter.org

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**Attendance- Please sign in!**

ELO and After School Workshop on Personalized Learning with John Clarke  
3:30-5:30 June 15<sup>th</sup>, 2017

<u>Name</u>	<u>Organization</u>	<u>Email</u>
Michelle Hanoue	Encore	dexter299@Yahoo. Com
Eva Lemieux	Encore	eva.lemieux@ncsuvt.org
Leslie Powell	Encore.	buster1@myfairpoint.net
Kirk Blindow	Encore	kblindow@yahoo.com
April Bapp	Encore- CVS	bahbappa@yahoo.com
Ann Cota	Encore	ann.cota@ncsuvt.org
Jessica Maurice	Encore	jessica.maurice@ncsuvt.org
Julie Bolton	Encore	julia.bolton@ncsuvt.org
Samantha Laramee	Encore	samantha.laramee@ncsuvt. org
Melanie Barton	Encore MTS	melanie.barton@Ncsuvt.org
Aline Dela Bruere	Encore	aline.delabruere@Ncsuvt.org





John H. Clarke, EdD  
731 Gore Road  
Starksboro, VT 05487

INVOICE

**Date:** June 27, 2017

**To:** Edith Beatty, North Country School District

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**Description of Services:**

<b>Dates</b>	<b>Activity</b>	
June 6 to June 16, 2017:	Planning and materials development Design, materials, technical assistance	.75 days
June 8, 2017	Planning with Edie, John and Beth in Newport	.5 days
June 15, 2017	Workshop, presentation and consult in Newport	.5 days
	1.75 days @800	

TOTAL: \$1400

**Make Check Payable to:**

John H. Clarke, EdD  
731 Gore Rd  
Starksboro, VT 05487      SSN: 185-32-1294



*Rest covered by  
Curriculum Dept*

**OK FOR PAYMENT**

**CODE** ~~#300 - 21-100-1100-5300-00-205-00~~

~~#400 - 21-100-2420-5811-00-253-99~~

**DATE** 6/27/17

*Enclose*



# Contract Agreement

This contract agreement is between John H. Clarke, EdD and North Country Supervisory Union.

## Terms of Agreement

This agreement is effective June 1, 2017 through June 30, 2017. This contract may be cancelled if the funding source for these services is reduced or eliminated.

## Scope of Work

John H. Clarke, EdD agrees to provide consultation and facilitation services to North Country Supervisory Union. Responsibilities include:

- Assist district level leadership and ELO grant staff in coordinating and overseeing the development of a more personalized approach to teaching and learning.
- Provide resources to develop ELO staff, teacher and administrative capacity in personalized learning, Personal Learning Plans, and proficiencies with emphasis on the connection between the three initiatives.

## Invoicing/Payments

Services will be billed at the end of the month and will include the date and location services were provided, a description of the services provided, and the rate billed for services. The contractor will be paid a rate of \$800.00 per day (\$100.00 per hour).

## Termination of Services

If the contractor fails or is unable to perform the obligations under this agreement to the reasonable satisfaction of the supervisory union, the supervisory union must notify the contractor in writing of the intent to terminate and the reasons for taking this action. The contractor will be paid for services provided before the termination.

Signatures:

Director of Learning Design:



Date:

5/31/17

Contractor:



Date:

June 15, 2017