

Curriculum Committee of the Board
October 23, 2018

Purpose: To review BSD practices around Personalized Learning Plans, Proficiency-based learning, and Flexible Pathways.

Question: How can we ensure that BSD continues to provide alternate routes to scholastic achievement through flexible pathways, personalized learning, and proficiency-based strategies?

Outcomes: What are the implications for budgeting for SY 2018-19?

Meeting opened at 6:00

In attendance: Kathy Olwell and Stephen Carey, Curriculum Committee Co-Chairs; Stephanie Phillips, Senior Director of Teaching and Learning; Gretchen Muller, BHS teacher and Rowland Fellow; Gayle Botelho, BHS teacher and PLP coordinator; Jocelyn Fletcher, BHS teacher and Proficiency-Based Learning Coordinator.

Three Burlington teachers discussed the four pillars of transformational (Act 77) learning strategies currently and/or no longer practiced/funded at BHS: Flex Pathways, PLP's, Proficiency-Based learning and Advisory.

- Senior Seminar, once required, no longer offered. This course was designed and meant to be a “capstone” of the student’s achievement including internships, PLP, resumés, etc.
- Planning for Life, offered to Ninth Graders only, once required, now elective. This course was meant to get first year students thinking about and practicing life skills and building their PLP's.
- A defined “system” that clearly delineates a student’s progress through high school involving PLP's, demonstrating proficiency-based grad requirements, using flexible pathways is needed.
- Recommend that Senior Seminar or its equivalent be reinstated. A two semester course ideally taken during the second semester of Junior year and the first semester of Senior year. A minimum of 1.5 FTE funded.

An overview of BHS’s connection with a Roland Fellowship Grant was given.

- Roland Fellowship was funded SY 2017-18, a 2-year commitment.
- This is a \$100,000 grant to provide awarded teachers the time to plan and begin to leverage a systemic change in school/district.
- After 1 year, BHS broke its commitment to this program.

A discussion of Proficiency-based learning followed.

- Goal of P-BL is to provide an accurate portrayal of student's mastery of content and skills.
- Grades are based on demonstration of knowledge of specific learning "targets" or proficiencies.
- One component of Act 77 (Provides options for students to move toward HS graduation)
 - Work-study
 - Virtual learning
 - Dual enrollment
 - College credit
 - PLP's
- Gretchen, Gayle, and Jocelyn have done a tremendous amount of work to lead BHS's transformation of teaching and learning strategies suggested by the state through Act 77, but their work has been severely hampered by a lack of funding.
- Urgent need to re-boot BHS's efforts to continue to develop strategies that conform to Act 77 recommendations.
- Recommend that Advisory coordinator needs to be fully funded.
- Recommend that Professional Development time (PLC's) be scheduled to accommodate transformation strategies.
- Recommend that the "pillars of transformation" of teaching and learning pedagogies already in progress at BHS be fully funded: **Flexible Pathways, Personal Learning Plans, Proficiency Based Graduation Requirements**
- A fourth "pillar" is Advisory

Meeting Adjourned 8:00pm.

