

SOUTHINGTON BOARD OF EDUCATION

SOUTHINGTON, CONNECTICUT

REGULAR MEETING

MARCH 14, 2013

The regular meeting of the Southington Board of Education was held on Thursday, March 14, 2013 at 7:30 p.m. in the Municipal Center Public Assembly Room, 200 North Main Street, Southington, Connecticut.

1. CALL TO ORDER

2. EXECUTIVE SESSION FOR SAFETY ~ 6:30 P.M.

An Executive Session meeting was held 6:35 p.m. through 7:00 p.m. (*Minutes attached*).

3. BOARD RECOGNITIONS

At 7:10 p.m., in Celebration of Excellence, the Board recognized the Southington High School Gymnastics CIAC Class L State Champions and CIAC State Open 2nd Place winners coached by Kaitlyn O'Donnell. The Gymnastics Team also placed fourth overall at the New England Championships. The student-athletes were:

Erin Malone, CIAC State Open All Around Champion

Kayla Nati

Marilyn Sporbett

Alexandra Rothstein

Sarah Leahy

Lindsey Socquet

Jessica Kane

The Board also recognized the Southington High School Wrestling State Champions coached by Derek Dion. The student athletes were:

Nathan Solomon, CIAC LL State Champion

Zachary Maxwell, CIAC LL State Champion, CIAC State Open Champion, New England Championships (6th Place)

The student-athletes were presented with a Certificate of Excellence from the Board by Mr. Goralski.

4. RECONVENE MEETING ~ REGULAR SESSION

The regular session was reconvened at 7:35 p.m. by Chairperson, Mr. Brian Goralski. Board members present were Mrs. Terri Carmody, Mrs. Colleen Clark, Mrs. Patricia Johnson,

Mrs. Terry Lombardi, Mrs. Jill Notar-Francesco, and Mrs. Patricia Queen. Board members absent were Mr. David Derynoski and Mr. Zaya Oshana.

Present from the administration were Dr. Joseph Erardi, Jr., Superintendent of Schools; Mrs. Karen Smith, Assistant Superintendent; Mrs. Sherri DiNello, Director of Business and Finance; Mr. Frederick Cox, Director of Operations; and Dr. Perri Murdica, Senior Coordinator of Pupil Services.

Student Representative present was Miss Abigail Harris.

There were approximately 20 people in the audience.

PLEDGE OF ALLEGIANCE

The Pledge of Allegiance was led by Miss Harris.

5. APPROVAL OF MINUTES ~ February 28, 2013

MOTION: by Mrs. Queen, seconded by Mrs. Clark:

“Move to approve the Board of Education regular meeting minutes of February 28, 2013.”

Motion carried by voice vote with Mrs. Notar-Francesco abstaining.

6. COMMUNICATIONS

a. Communications from Audience:

Arthur Cyr, 103 Berlin Avenue, addressed his speaking at the Board of Finance Public Hearing at DePaolo Middle School and wanted to elaborate on his comments at that meeting. He stated that he spoke in favor of the middle school project and the referendum slated for next Tuesday. He also spoke against the Board of Education budget proposal increase for 2013-2014 at that meeting. He acknowledged that he said, “If these kinds of budgets were to continue, the voters need to change the Board of Education.” He understands that every town department tries to expand their budget every year and it is someone’s job to pare it down. He noted that the Board of Education pared the budget down \$1 million; however, he felt that they should have pared it down a lot more. He thought that the elected officials should be the ones to take a heavy hammer to the budget. He thought that the Board of Education should not be a proponent for only the 7,000 students; they should be a proponent for the whole town. Mr. Cyr explained that this was not a personal attack; it was a philosophical difference. He apologized and hoped that the Board members did not take his comments personally. He felt that the Board of Finance and Town Council will surprise the Board of Education because they are going to hold the line on the budget.

Michael Goralski, 103 Knights Court, addressed the ABA Program proposal and the letter that he sent to the Board earlier this week. He has a son who has been in the ABA Program for seven years and is amazed at his social and academic progress every day. He pointed out that CREC has been available to his family 365 days a year and has been there whenever needed on

nights, evenings and weekends. CREC has helped them in many ways beyond schooling. He felt that there was a wealth of knowledge from many CREC individuals that would be lost with the change. He pointed out that the CREC program works. He looked at the budgetary numbers and, for the amount of savings, he questioned if it was worth the effort and the risk for the administration. He asked the Board members to understand the costs and questioned if they did a market study on the job. He asked that the Board make sure all their questions are asked and answered to their satisfaction. He explained that he is vice president of finance for a global chemical company and he has experts who work for him. He has experts come to him all the time with things that they would like to do. His job is to look at if it is the best use of their human capital and working capital as an organization, if there is a return on it, if there is productivity, what the company is going to gain and where should they put resources behind it. Many times he tells his experts that they are not going to do something. He looks at the business and the amount of capital that they can invest in the business. It is his job to ask those tough questions and push back. He asked the Board to do that too. He felt that change without a guaranteed success is a huge risk. He knows success is there today because he sees it every single day with his son. Mr. Goralski pointed out that these children do not adapt well to change. His son is remarkable, funny, smart and not that same child when he was three-years-old. He cautioned the Board in rushing to judgment because this is a serious thing that should be taken seriously. He asked the Board not to vote on the issue if they have doubts and to understand all the facts, the line items, the costs, and the program.

Jay O'Brien, 63 Mooreland Drive, spoke about the ABA Program proposal. He felt that after reading the proposal the quality of the new BCBA position is somewhat diminished compared to what they have right now. He looked at the qualifications in the ABA proposal and noted that it specifies a Board Certified Behavioral Analyst; however, it also states experience working with students with Autism Spectrum Disorders. He looked online at what CREC requires when they hire someone who is a BCBA. He noted that CREC looks for someone with a Master's degree in psychology with coursework in behavioral or experimental psychology child development in research methods. CREC looks for a minimum of five years of experience with Autistic children in a clinical or school setting using ABA methodology. They are also Board Certified. He pointed out that the new proposal does not look at anything past the two years in costs and the need to hire a second BCBA as it moves up through the grades. He felt that the proposal does not take into account the BCBA oversight. He noted that it was discussed that a doctoral BCBA from St. Joseph's could possibly be that person; however, it was not in the plan and will eat into the savings. He felt that there was no consideration of the training costs beyond Rethink Autism, the benefits paid to the BCBA, possible liabilities that were discussed at the last meeting, and additional costs of CREC assisting if the program is not working. He noted that the parents are questioning why change a program that they are all happy and satisfied with. He asked for some clarification of the proposal in the BCBA salary because he was confused with some of the numbers and if it is just for the school year or if it is 365 days like they have now with CREC. Does this position include home visits and after-hour follow-up as the current position? He stated that parents were told that the current K-12 CREC program would not change. To him, that means they would have a CREC paraprofessional, CREC BCBA, and a BCBA oversight in consultation. He questioned where that cost was in the proposal. The parents were told that their child would have CREC services through the rest of the child's academic career in Southington. He noted that the proposal does not look past two years, which is critical in calculating costs. A second BCBA would need to be considered when the caseload increases. He received information from the Freedom of Information Act that CREC served over 39 children in the calendar year 2012-2013; but, this proposal only indicates 24 children. If the

rate of Autism is one in 88, then with a district of 6700, there would be 76 children potentially on the spectrum and if half of them don't receive services, it is 38 children. He felt that the math does not add up. Where will the oversight be? How is this proposal equal to or better than the one that they have right now? He asked if the Board feels comfortable that they know about the current CREC program compared to the new proposed program. Have they visited the Preschool at Hatton? Have they asked the administration for studies from other districts that have gone through this same process? To him, there seems to be an urgency to get this proposal passed. He asked the Board not to rush to vote "yes" to this proposal if they have not done their due diligence in asking these questions and to be informed and have accurate information.

Joe Marino, 78 Strawberry Lane, spoke regarding the ABA Program proposal. He was pleased that there would be at least a two-year phase-in, which was not the original plan, and that it would be with CREC's collaboration and that students currently receiving CREC services would continue to receive them as their IEP necessitated. However, after obtaining and reviewing a copy of the draft ABA proposal and budget information, he now has a number of questions and concerns. He recalled that parents were assured that with the revised proposal CREC services would continue for any child already receiving them. However, the proposal and the proposed budget both indicate that even though CREC K-8 ABA therapists would continue providing services for children to whom they are currently assigned, the therapists would not continue receiving direction from CREC. His son is in the first grade and has had a CREC BCBA, BCABA and an ABA therapist who have provided team ABA services for the past four school years and they remain intimately aware of his history, progress and his current needs. Older students would have an even longer history with CRECs programming and continuing of services. To deprive them of a CREC BCBA and BCABA supervision would be a real disservice. The severity of such a change becomes even more apparent when you consider there are at least four CREC BCBAs and a BCABA staff supervising ABA therapists for 24 students versus the one BCBA that will be hired to supervise the same 24 students and still carry out the other 17 responsibilities as itemized on the job description. Without CREC supervising the remaining CREC ABA therapists and continuing their provision of services to K-8 students would be difficult if not impossible to guarantee a program that is equal to or better than the current program. He noted that at the last meeting, the parents were told that this proposal would be a true collaboration with CREC while Southington ABA staff was phased-in. He felt that a continued but gradual lessening of CREC supervisory and consultative services would be much more in line with what the parents have had. Phasing out these aforementioned CREC services would have minimal impact on the budget. As CREC supervised students' start to progress and move on toward high school, there are no therapists in high school. At the same time, CREC could be further enlisted to train new Southington ABA therapists who will be needed each year at the Pre-K level and beyond as this program is phased in. Under a paradigm such as this, over a maximum of nine years, CRECs proportional involvement would decrease about 11% each year until Southington has complete ownership of the ABA program with CREC trained staff. Ultimately, Southington will own the program and he thought it would be a program they would be proud to own under this type of model. He believed the following terms merit the Board's deliberations before any decision is made. He was concerned with the budget figures. The line item of CREC services totaling over \$400,000 in the budget was deleted for the first and second year of the proposal but it does not really delineate CREC provided services by their full time equivalence. From his experience in the Hatton program, he is aware of several positions at least 1.4 FTE BCBAs, 7 paraprofessionals and two BCABAs that would not show up in the first year and those were the kinds of rationales that he was referring to before. There would be a six to one ratio of professional staff to students as opposed to a 24 to one ratio should this proposal go

forward. He believed the draft job description for the proposed BCBA should be further refined. He would appreciate that wording be inserted that ensures the candidate is an expert in Autism, as they currently have. He felt that there should be an effort to look beyond finding out if they hold a BCBA credential. He asked the Board to consider his points and the concerns of the other parents as they make their deliberations.

Gerard Terry, 437 Meriden Avenue, addressed the ABA Program proposal. He noted that he spoke to the previous Board of Education members regarding a similar situation and that his son was four years old at the time and had not spoken a word in his entire life. They were thankful to live in Southington because CREC oversees the program and the school is actually considered to be one of the best; he questioned why the Board would want to mess with that. His son now speaks non-stop and they are facing new dilemmas and challenges as he is now moving into middle school. He noted that with the rollout of this program there were select families who were notified and he did not get much information about it early on. From the information that he did recently receive, there were things that were not adding up. He is an accountant. He questioned if they are looking at fully loaded costs. He noticed in the proposal in the follow-up years that there were built in things for increases; however, he noted that there are benefits and other expenses that have to be accounted for such as retirement that would eat into the \$100,000 savings. He knows that with CREC they are getting very experienced people through every stage of the process. He has contacted CREC in the summertime and evenings and received a phone call back. With a lot of the numbers in the proposal, he noticed there was no room for changes or additions and the volume did not seem quite right to him. With CREC, he believed they get scalability that they really cannot buy. The Board cannot actually pull out of the closet another BCBA certified person to actually handle the additional workload that might come along. He noted that the Board has access to additional staff 365 days a year and right now have a high quality program and he cannot see why they would actually look to change it for locus change. He felt that control is not always necessarily a good thing. As a Southington School Board, he knows their credo is “Children First.” He is assuming that it is not “Budgets First” on this.

b. Communications from Board Members and Administration

Communication from the Board Members:

MOTION: by Mrs. Carmody, seconded by Mrs. Notar-Francesco:

“Move to move Agenda Item 10.a ‘Technology Pilots’ to Agenda Item 8.a.1.”

Motion carried unanimously by voice vote.

Mrs. Notar-Francesco reported that the CREC Council has been very busy this year. They have implemented two new committees; one is the CREC Legislative Committee, which developed a legislative agenda that will be used to lobby legislators at the State Capitol. The other committee was a Strategic Planning Committee to look at the roles and responsibilities of CREC Council and administrative staff and how and when they would deal with “big picture” items such as the Sheff Stipulated Agreement. The committee is exploring by-laws and how to further engage council members in the work being done on the CREC Council. In May, she will bring to the Board the summary of what has been discussed through Strategic Planning. Mrs. Notar-Francesco reported that she attended the CAFE Day on the Hill and heard Governor Malloy, Andy Fleischmann and Senator Toni Boucher speak. She noted that the Governor

reiterated that education is his priority. There were also discussions about school safety and teacher evaluation. After the speeches, the CREC Legislative Committee met with each of the representatives and discussed the CREC Legislative Agenda and lobbied for the issues presented on that list.

Mrs. Lombardi acknowledged the amazing Surround Sound performance at Southington High School and the talent of the students and the staff. Mrs. Clark thought that it was phenomenal and noted that the students arranged the selections and choreographed it.

Mr. Goralski announced that the Southington Education Foundation Spelling Bee is on April 4, 2013 and that the Board of Education will once again have a team comprised of Mrs. Notar-Francesco, Mrs. Queen and Mr. Goralski.

Mr. Goralski announced that there will be a Public Hearing on Friday, March 15, 2013, at 11:00 a.m. at Middlesex Community College regarding Educational Bills.

Mr. Goralski announced that Mr. Hushak, The Giving Back Girls, Mrs. Paula Knight and Mr. Stephen Daniels were being recognized at the Aqua Turf tonight by the United Way. He is proud because all four of these recipients have a connection to our schools. He plans to send them a letter from the Board congratulating and thanking them for their contributions to the Southington schools and their well-deserved recognition by the United Way.

Mr. Goralski announced that Mr. Derynoski and Mr. Oshana apologized for being absent at tonight's meeting due to work responsibilities that prohibited them from attending.

Mr. Goralski announced that Derynoski School will be hosting a basketball game on Monday, March 27 at 3:30 p.m. in honor and memory of Mr. Michael Casale, a teacher who passed away. This event funds scholarships to students who are pursuing a career in education.

Communication from Administration:

Dr. Erardi reported on the following:

1. Elementary School Principal – Hiring Timeline: Dr. Erardi announced that on Wednesday, May 1, 2013, starting at 5:30 p.m., the Board will be interviewing three candidates to select the next principal of Kelley Elementary School.
2. Proposed Legislation – SB-1097: Dr. Erardi reported that he prepared testimony to present tomorrow regarding Bill SB1097, which he strongly opposes. The bill removes the power of local Boards of Education to have oversight and to take action on the local teacher evaluation system. Dr. Erardi thought that was fundamentally wrong. The bill states that the oversight would take place with a Professional Development Committee within each school district, which he did not feel was appropriate.
3. Summer School - 2013: Dr. Erardi stated that, through the leadership of Karen Smith and the direct supervision and oversight of David DeStefano, the Board has the beginning stages of Summer School 2013. They are moving away from remediation and looking to offer enhancement and enrichment. More information will follow.
4. Board of Finance – Budget Review Workshops: Dr. Erardi announced the four workshops taking place next week on budget review. One of the four workshops

is designated for the Board of Education and he will inform the Board members of the date. Mr. Goralski inquired through Board of Finance Chairman, Mr. John Leary, who assured him of advance notice.

c. Communication from the Student Representatives:

Miss Harris reported on the following:

- She congratulated the Wrestling State Champions and the Girls' Gymnastics Team who were recognized tonight and wished them good luck with their future endeavors in athletics and academics.
- She reported that Surround Sound was performed on Friday, March 8, despite the snow and that they had three full audiences. She did not attend, but quoted Dr. Semmel who stated that, "It was absolutely awesome."
- Next Friday is the SHS Drama Club performance of Kiss Me Kate, which is a show within a show.
- Junior Prom tickets go on sale on Friday, March 15 through next week. The theme is "A Knight behind the Mask" and is a masquerade. The prom is April 6, 2013.

7. REPORT OF SUPERINTENDENT

a. Personnel Report

MOTION: by Mrs. Carmody, seconded by Mrs. Notar-Francesco:

"Move to approve the Personnel Report, as submitted."

Dr. Erardi commented that in today's world it is uncommon for an educator to be so committed for 42 years. He felt that it was very noteworthy to announce that Frances Paul will be retiring after 42 years of committed service to public school education.

Motion carried unanimously by voice vote.

8. COMMITTEE REPORTS

a. Curriculum & Instruction Meeting ~ March 12, 2013

Mrs. Carmody reported that the committee met on Tuesday and discussed Bring Your Own Device (BYOD) with an update on the pilot program. She asked the experts of this pilot program to give a presentation at tonight's meeting.

8.a.1 Technology Pilot (Formerly Agenda Item 10.a.)

Mrs. Karen Veilleux [Technology Director] distributed an Executive Summary dated January 17, 2013 of the BYOD Pilot (*Attachment #1*). She stated that the presentation tonight was the result of the BYOD (Bring Your Own Device), also known as BYOT (Bring Your Own Technology), pilot that they did this past semester. BYOD is the ability of students to bring in personally owned devices such as tablets, cell phones, laptop computers or any device that is

Internet ready that can supplement the technology already in the classrooms. The essential question was if this technology would enhance student learning. The pilot differed at each grade level. The elementary pilot was at Plantsville and Derynoski Schools. At Plantsville, it was restricted to e-readers only, which was used to read their classroom books instead of a book from the library. There was limited involvement from students at that school. At Derynoski, it was more open and students were allowed to bring Internet enabled devices for research and reading. It was used to supplement the school technology; however, she pointed out that there is limited Wi-Fi access at Derynoski. She introduced Mrs. Diane Hamel, Mr. Chris Richter and Mr. Rich Niro who spoke about their experiences with this pilot program.

Mrs. Diane Hamel, Grade 5 teacher at Derynoski, piloted the BYOD program in her classroom and gave a brief overview of what she experienced in her classroom and the favorable response by the students. She noted that the students took ownership of their work and that the reluctant readers are now avid readers. She highly recommended having the BYOD in all the schools in the future.

Mr. Chris Richter, Grade 7 and 8 Social Studies teacher at Kennedy, explained that at the middle school level the pilot looked different and was focused on Edmodo, which is a social network platform that allows him to communicate with his students on a daily basis in school, at night and with parents. He distributed a hand-out regarding Edmodo and the Flipped Class (*Attachment #2*). He can put up quizzes, videos, and start discussion chats. He noted that it gives shy students a voice. Most of his students, cannot stand textbook reading and one of the things he has been trying to do is to get them to understand the content of the textbook in a medium that they are familiar with, which is also known as a Flipped Classroom YouTube video. He showed the Board an example of a Flipped Classroom. This technology is something these students experience on a day-to-day basis and he felt that it should be utilized by all educators.

Mr. Rich Niro, high school chemistry teacher, spoke about his experience with piloting the web-based program called Schoology. It looks very similar to Edmodo and Facebook. He has directories of the videos that he makes which is 9 to 10 videos for every section posted. The assignments are all linked to a calendar and they have basic skills quizzes. In the classroom the teachers can interact with the students when they are dealing with real advanced problems where they were applying this information. They would do extra labs to give the students some experiences that they never had time for in the classroom. This is a new, up and coming trend.

Mrs. Veilleux explained that Professional Development is a big piece of this and she distributed information regarding computer courses and technology workshops that were offered to staff (*Attachment #3*). She explained that the next steps were infrastructure upgrades that are in the budget for Wi-Fi in the buildings, long-range vision technology planning and creating policies to address BYOD. She noted Google Chromebooks was being explored. The Chromebook is a new, faster computer. It starts in seconds, and offers thousands of applications. It costs \$249. She explained that Plainville now has one-to-one Chromebook. She showed the Board a new Chromebook that she just received. Mrs. Veilleux stated that technology was constantly changing and what they see today can be gone tomorrow and replaced by the next best thing. She explained that the pilot has ended; however, the BYOD piece has not ended. The students are still using Edmodo, Schoology and bringing in their e-readers. The program has been very successful and helpful.

Mrs. Carmody thought that it was a wonderful tool for students who have been absent to look online at the work that they have missed. She noted that she was concerned about the monitoring of the devices and was told that it was going very well. She hoped the budget remains the same so they can provide the needed technology.

Mrs. Lombardi asked how they would engage the other schools and teachers to continue this. Mrs. Veilleux clarified that the official pilot is over and that all the schools are using it now; however, they have to continue training the teachers for their comfort level. Mrs. Lombardi asked for a report by the end of the school year to see how many teachers are onboard and how it has progressed. Mrs. Smith thought that this was a great suggestion and thought of using Survey Monkey to do this. Mrs. Lombardi felt that another thing to consider was to integrate this into the personal goals of the teachers for next year. Mrs. Smith acknowledged that was one of the reasons the professional development account was increased.

Mrs. Clark asked if the teachers noticed a problem with the students who bring in the Nooks or iPhones versus those students who don't. Mrs. Veilleux replied that they are supplemented with other technologies such as computers on the carts. Mr. Richter addressed the peer issue and noted that all the kids need is an Internet connection and they become totally engaged that it does not matter. He has not seen any peer backlash issues.

Mrs. Queen felt that this was very exciting and noted that she was a big supporter of BYOD. In terms of the budget, she stated that the Board has to find the money to upgrade the infrastructure because none of this will happen without it. She loved the idea that BYOD gives shy students a voice; students who will not speak in front of others but will write or type. She asked why technology takes a reluctant reader to an avid reader. Mrs. Hamel replied that it was because they were excited to have an electronic device in their hands. In her classroom there are students at different reading levels; they can go on their electronic device and choose whatever books they like that they can download. Mrs. Veilleux added that on the e-reader no one knows what the student is reading and what level the student is at.

Dr. Erardi stated that this serves as a precursor to the next Board meeting when the 2020 Vision long-term proposed planning for the district is presented and how this is a subset of that work. When he debriefed on these pilots, he focused on outcomes and opportunity. He was concerned that the students would be in the have or have not category, and he was impressed that the school system was able to provide for students who did not have. He was impressed with the increase in quality and number of students who did their homework due to the technology piece. Dr. Erardi addressed the next level of work and acknowledged that Mr. Richter will lead the long-term planning. Administration wants to make sure that the plan is appropriate, meaningful, and that the Board understands the work that is taking place. He felt that it was absolutely essential that they hold onto the three-year plan of funding for the infrastructure on this program.

Mr. Goralski noted that the Board sadly impacts Mrs. Smith's professional development in the budget process and oftentimes in reallocation they have to look at that. He thought that the best professional development comes from peers and not from the outside. Mrs. Smith gave credit to Mr. Steve Madancy, Principal of Kennedy Middle School, who came to her early in the year regarding what he had done in his previous district with the menu approach to professional development and found people within the staff at Kennedy who would be willing to present to peers.

b. Policy & Personnel Committee Meeting ~ March 7, 2013

Mrs. Clark reported that the committee revisited the organizational chart and they are in the process of finalizing it. They are contemplating changing the job description title of Senior Coordinator of Pupil Services to Director of Pupil Services; however, there are implications with that which the committee is looking into. The committee is looking at revising the policy relating to the Community Field and the fees. She will be setting up a meeting with Mr. DeFeo, Chairman of the Turf Advisory Committee. The committee also discussed revisiting the topic of homework and investigating the additional costs regarding the CAFE policies and using them as guidelines. The next meeting is scheduled for April 22, 2013. Mrs. Queen thought that there was no additional cost to use CAFE policies. Mr. Goralski added that was a benefit of being a member of CAFE. His concern about the April 22 meeting is that the Board needs to address the idea of tickets for night games because spring season starts April 3. -

9. OLD BUSINESS

a. Town Government Communications

Mr. Goralski reported that he attended a Turf Advisory Committee meeting earlier this evening. The committee discussed the previous football field expenses to maintain the field, which was \$43,113. He noted that some people felt that money should go directly to the Turf Fund from the Board of Education. He pointed out that the Board of Education explained in the Board of Finance grid document where that money is. The Turf Advisory discussed how they were all going to be partners in that process. Some of the savings came in the form of paint, lawn mowing, irrigation, etc. Mr. Goralski asked Mrs. Notar-Francesco to discuss at the next Board of Education Finance Committee meeting about having Mr. David Lepreay of Parks and Recreation come to discuss ongoing care and improvement of the facilities. Mr. Goralski would like to attend the next Finance Committee meeting and expand upon items that the Turf Advisory Committee would like him to share. He also told the Turf Committee that Knightvertising is being removed from the high school business department. It will be a new revenue generating opportunity for the Turf Committee and would be confined to the football field. If Booster Clubs come to the Board asking to manage the advertising for the other fields, he would like the Board to consider it through the Policy Committee.

Mrs. Queen questioned a timeline to get this all into place in order to move forward. Mr. Goralski replied that the item regarding tickets is a regulation and something the Board would discuss to give leadership and advice to the administration in order to move forward with regulation changes. There is no policy implication for this; however, there will be for BYOD.

b. Construction Update

Mr. Cox reported that following completion of the Plantsville School Change Order review by the School Facilities Unit, the Public Building Committee will meet to approve the final costs presented by the Construction Manager.

Mr. Cox reported that the final documents for the Kennedy Middle School project have been reviewed by the building official who will then be meeting with our local officials next week to finish up those documents. He noted that DePaolo Middle School is in the pipeline, but a couple of weeks behind.

Mr. Goralski noted that the Building Committee has been cancelling a lot of meetings because they are going through the state process. The biggest delay, besides that being a very slow process at the state level, is regarding the Department of Transportation. Mr. Goralski explained that Route 10 is a state road so before they can go out to bid, they need state approval for the traffic pattern impact and changes of new curb cuts. They want that all in place so they can go out to bid if the referendum passes.

c. Applied Behavior Analysis (ABA) Program Proposal

Dr. Erardi thanked the parents who spoke this evening and noted that every child who was represented this evening was very fortunate to have such a loving father. What he heard that was the common theme of concern is if the district has the ability to hire an equal to or greater than level of talent from what is presently in place through the existing program. He feels extremely confident that Southington attracts quality, high-level professionals. He used Dr. Semmel and Mr. Madancy as examples of two recent hires that are outstanding and represent our teaching core. He pointed out that the role and responsibility of the educational service center, which is CREC, is to go into a district, problem-solve, assist, hold their hand and then to move on. He stated that CREC has held their hand for a very long time.

Dr. Murdica thanked the Board for asking her many difficult questions and hoped that there was clarity in her answers and that they understand the intentions of the plan moving forward.

MOTION: Mrs. Carmody, seconded by Mrs. Notar-Francesco:

“Move to allow Pupil Services to complete the requested program changes in a timely manner.”

Mrs. Carmody appreciated the devotion and concerns that the parents have expressed in e-mails and speaking at the Board of Education meetings. She sincerely believes that they can and will provide the same level of services that have been provided in the past by CREC. She believes that all children in Southington should engage in Southington’s curriculum because it is the goal both nationally and on the state level to promote inclusion of all special education students wherever possible. She recommended that the Curriculum and Instruction Committee monitors the program throughout the year to ascertain that the program is meeting the goals. She thanked Dr. Murdica for answering all the questions that were brought up by the parents at the last meeting.

Mrs. Lombardi learned some things after the last meeting that she wanted to follow-up on. She understands that autism is here to stay and there will be growth with more children. If they have more children, then she feels that they need to build their own internal capacity to address those children who will be coming forward. She did not feel they needed to continue to rely on an external outsource. She believed that they needed to develop that capability in Southington and to have responsibility for our own students. She questioned what CREC uses for measuring success. She felt that the ABA proposal also lacks measurement. She wanted a definite understanding of what measurement means. Mrs. Lombardi asked Mr. Goralski to amend the motion to have further discussion on measurement. Mr. Goralski asked her how she wanted the motion amended. Mrs. Lombardi would like to see, before it is implemented, that

there is a plan or outline on how they are going to measure this. Mr. Goralski asked Dr. Murdica to speak to a measurement system that CREC uses and that Southington could possibly use.

Dr. Murdica responded that there was always a plan that there would be a level of measurement. She apologized for not presenting that in the proposal. She would use student performance as one of the areas that they would look at as measurement. She thought that CREC uses that as well through the use of ABLLS [Assessment of Basic Language and Learning Skills], which is a scale of language and learning that is a series of discrete skills in a variety of domains where students need to achieve at a certain level. It is a criterion referenced assessment. She understands that is the foundational curriculum that CREC uses and the way they measure whether what they are using with the students is working or not. She is sure that they must use other things, but does not know exactly what they are. As far as an overall program, they have not shared that with her. Mr. Goralski asked why CREC would not share that with Southington if we are paying them for the service. Dr. Murdica did not know. She stated that parents have been happy so that is their system of measurement. The students have met the criteria on the ABLLS assessment so it is individualized as opposed to a whole programmatic piece. She was sure CREC must have something; however, she did not know what it is that they are using to measure benchmarks. CREC has not shared it in totality with her; she only has information on pieces of it. In Southington's system of measurement, she would set forth a criteria for success, which would be multiple, quantitative, qualitative and it would involve student performance in curricular goals and objectives areas. It would also involve feedback from staff and families through forums and surveys on overall student success in the academic and behavioral areas. There would be involvement with staff, students and families which would be the overall components of all the measures that would note success or not.

Mrs. Lombardi asked how often CREC has come forward and asked for input on the performance appraisals of their people who are serving our children. How is CREC measuring their own employees' performance? She understands that CREC has not formally ever sought out our input in evaluating their people. Mr. Goralski believed that the Southington Board of Education's paying them for 15 years was an implied approval. He was shocked that the Board does not have the CREC employees' performance appraisals. Mrs. Lombardi felt that it was another reason why Southington should take on this program because the employees will be monitored. Mrs. Lombardi stated that, beyond the two-year timeframe, she wanted to confirm that the current children who are being serviced by CREC will be grandfathered and it will be continued. Mr. Goralski and Mrs. Carmody agreed that was what was said at the last Board meeting. Dr. Murdica replied that it was a phase-in and they will continue the collaboration until there are no continued students who are receiving direct CREC services through their therapists and through oversight of their BCBA.

Dr. Erardi thought that it was important to clarify the piece regarding monitoring and assessing the program. The key to the success of this program is parents as partners. He noted that with autistic students there are great spikes in growth, plateaus and static points. It is the administration's intent to come back through the Curriculum and Instruction Committee and to the School Board next year with periodic updates that will share the experiences that have taken place. The key to the assessment is parents as partners working together for the best of every child in that program. It is the opportunity for administration and the parents to bring back to the Board their voice at some point at the end of the first semester of next year.

Mrs. Notar-Francesco stated that she spent some considerable time at Hatton speaking with the principal, staff and CREC staff. She thanked Dr. Murdica for taking the time to answer a lot of her questions. They explored the pushback from the parents and their questions when this proposal was raised. As the CREC representative for Southington, she has spent the last five years in the CREC arena and has a fair appreciation of the organization. She is fully aware of the fine work that comes out of that agency. CREC works side-by-side with Boards of Education and has devotion to quality of education for all learners. There are different reasons for what Southington is doing, apart from funding, that make owning this program important. The Pre-K children will continue to receive the services that they require, though the delivery of these services would be done from different individuals, not staffed through CREC, but through qualified and trained hires. It is her belief that this is a cautious and very conservative approach and moves Southington in the direction of owning the programming, owning the staff and making the Board accountable. She believed that this will serve the students very well. CREC is an organization strong in many aspects of Professional Development and it is her philosophical belief that CREC services should not be permanently embedded within school districts. CREC should be there to assist, support and partner with Southington in this work. Conceptually, CREC should enable Southington to achieve a high level of training and expertise of our own, and then move away. Mrs. Notar-Francesco believed it was time for the Board to tackle this. If the Board realizes that they are unable to tackle it in their own ways, CREC will still be there for them to go back to as a resource, for service, support and assistance. She asked administration to take the extra effort and time to make staff in the preschool arena feel very comfortable with this because she sensed some anxiety.

Mrs. Queen told the parents that they have been incredibly eloquent and informative in this process and that she appreciated their input. She looks at the parents as the experts of their own children. She felt that the parents have helped guide the Board to ask very pertinent questions. She stated that this was not a capricious undertaking as the Curriculum Committee had an entire meeting devoted to a visit to Hatton prior to receiving this proposal. She thought that Mrs. Johnson's request to compare and contrast the two programs at the last Board meeting was excellent. The grid that Dr. Murdica put forth from that request was excellent. She has noticed that since Dr. Murdica has been with Southington that she is incredibly judicious, careful and thoughtful in her analysis of what should be done. Mrs. Queen thought the Board should move forward with this proposed program.

Mrs. Johnson asked Dr. Murdica to address the Rethink Autism program regarding the concern that it was good for some districts and it was not good for other districts and why it would be appropriate in Southington. Dr. Murdica replied that Rethink Autism was an appropriate training tool to support the staff's learning. It is research-based, grounded in the principles of applied behavioral analysis, it is user-friendly, has a great data component to it and the teachers who have used it already really like it. Mr. Goralski asked what gives Dr. Murdica the confidence that she has in it. Dr. Murdica replied that it was a nationally used web-based platform that is based on so much research specifically around Autism and applied behavioral analysis. She had the opportunity to speak with people at a conference this past summer and hear firsthand from districts that were actually using it. They started small and ended up going from small to huge in a very short time. It is reasonably priced and aligned with the Common Core and continually upgrading and updating to add new components to it. Now, they are adding a new inclusive component. She noted that there was an incredible parent component to it that the district has not even touched yet. She and Dr. Erardi heard a parent attorney speak

about the use of Rethink Autism as a training tool for families as well. Dr. Murdica stated that she had a lot of confidence in it.

Mrs. Johnson asked what the expectation was beyond year two with the program. Dr. Murdica replied that it would be to see the same process continue. It would be Preschool, Kindergarten, Grade 1, Grade 2, Grade 3 and the only change that is definitive is the real strong consideration in year two of whether they need to add an additional certified staff member, which she did include in the proposal. It is not a guarantee; it is something she thought may be necessary but it was not 100% positive. It is a fade out plan of CREC services. If the population grows, they may need to have additional hires because they need to meet the needs of the students regardless of who is providing the program. Mrs. Johnson heard about the ratios increasing from one to 24 as opposed to what it is now. She asked Dr. Murdica to talk about that. Dr. Murdica replied that she was not very clear on what that was. Mrs. Queen thought that it was about the BCBA, one BCBA to six students as opposed to one BCBA to 24 students. Dr. Murdica replied that it was not happening now. The way it stands in the proposal, there are not many who would be assigned to a new BCBA. There is nowhere near 24 that would be assigned to a new BCBA. She was not sure how that was calculated. Mrs. DiNello spoke to the cost proposal on that. Her understanding was that the students who were listed in the cost proposal were students receiving direct services right now. The number of 24 was used moving forward for comparison purposes. She believed that students who are currently receiving CREC therapists are also going to continue in consult with the CREC BCBA. The BCBA that Southington would be hiring will be working with our preschool newly identified students as well as providing consults for students who are not receiving direct services. There may be some confusion with individuals not sure that the CREC therapist is going to be consulting with the new BCBA or the CREC BCBA. The CREC therapists are going to continue working with the CREC BCBA.

Mrs. Johnson questioned the availability of Southington staff for the extended day and through the summer. Dr. Murdica replied that the requirement in both the job descriptions and in the proposal includes summer programming as well as school year programming. Mrs. DiNello added that there may have been some questions in year one and year two about having a BCBA onboard for the start of this summer's extended school year program. The proposal in front of the Board assumes that CREC would be working the extended school year program this summer because we may not have our own BCBA onboard by then. By year two, you will see a BCBA salary for the 186 days and then having the BCBA also working in the summer of 2014 for the extended school year.

Mrs. Johnson stated that the Board was big on assessments because it was a way that they measure the effectiveness in the program. She was not necessarily a data-driven person but she thought that the Board was and she would like to see from CREC what they are using as an assessment of the services that they are providing and Dr. Murdica could give the Board an idea of the assessment that Southington would be providing as a compare and contrast. Dr. Murdica replied that she would do that. Mrs. Johnson questioned if they should vote on this proposal tonight until they see this grid.

Dr. Erardi commented that every child in the present program and every child in next year's program will have an individualized program that will have measurements for each individual child. The questions that are being asked regarding assessment are very good, but the program-based data line is clear. Each child has an individualized program. That is the reason

why the qualitative conversations and parents as partners is absolutely essential. It is not information that they cannot gather prior to the beginning of the school year. He thought that was an important point. Mrs. Queen asked if that meant every year the individual plan is reviewed. Dr. Erardi replied that there is an annual review every year.

Mrs. Lombardi stated that CREC is providing a service and she wanted to know how they are being evaluated and what is going to be Southington's methods of assessing the program. She wanted to know what the plan for measurement was and where and how does that take place. Mr. Goralski understands Dr. Erardi's approach about the individual student. He thought that the Board's primary assessment of CREC for the last 15 years has been parental support and parental approval of the process. In his opinion, that was a sad assessment. He wanted what Mrs. Lombardi was asking for. He wanted to know how CREC assessed their performance in Southington. He wanted administration to ask for that on Friday. If CREC won't give it to them, then they will use FOI. He did not think there should be any parent in Southington that should need to use that. If we don't have it already, shame on CREC because we have been paying them a lot of money for 15 years. He truly believed that all professional development should be short in duration and end. He stated shame on him, shame on all the Board members before and the current Board members and the administration for letting this go on for 15 years. He never supported this program to be changed until this year because they never had a plan to wean in and wean out.

Mrs. Carmody stated that each special education student has an IEP and in that IEP there are certain things that they hope to achieve. She stated that would be the assessment and it is different for each child. She thought for them to ask for a total assessment or evaluation would be an impossible thing to do with this sub-group of children. Dr. Murdica replied that was a very big piece of it because it is an individualized program for each of these students. However, she thought the larger piece was the overall effectiveness of the program in its entirety as opposed to the individual pieces. It is the big picture that is an important piece to have.

Mrs. Clark thanked Dr. Murdica for the compare and contrast chart, the parents who attended the meeting, sent e-mails and spoke very eloquently. They are the experts because they live this every day. She noted that Mr. Michael Goralski stated that the children do not adapt well to change. She does not think that any one adapts well to change because it is difficult. She has faith in Dr. Murdica, her cohorts and administration and believes that they can do it better. She felt that the people Southington hires will be available for their children, just as CREC is now, 365 days a year. She felt that it will be a success with everyone working together.

Mrs. Queen reiterated that, if they need another BCBA or more ABA therapists, they would hire more based on the needs of the student population. Dr. Erardi stated that this recommendation was not in front of the Board because of dollars; it is administration's belief that they can do an equal to or better job than CREC.

ROLL CALL VOTE: YES – Mrs. Lombardi, Mrs. Notar-Francesco, Mrs. Queen, Mrs. Carmody, Mrs. Clark, Mrs. Johnson, Mr. Goralski. **Motion carried unanimously.**

d. Proposed Budget 2013-2014

Dr. Erardi reported that information that recently came down from Capitol Hill is that, with the sequester conversations that have gone forward, Mrs. DiNello will be working up a final

number and they are looking at a 5.1% decrease in all of our federal funding for the 2013-2014 school year. It is almost considered good news at this point because, if the budget subcommittee that has oversight for this in Washington resolves it, it is the belief that this will be a bigger number on the education side with the energy and the support that defense has right now. This is actually the best case scenario. Mrs. DiNello stated that in dollars that is \$84,000 and takes into consideration IDEA, Title I, Title II, Title III and the Perkins grants. Mrs. Lombardi asked what programs that would impact. Mrs. DiNello stated that IDEA is specifically paying for special education teachers and one special education coordinator. Title I and Title II pay for literacy specialists along with tutors and professional development. Title III is paying for an ELL tutor and some professional development and transportation for the ELL program. Perkins is assisting with funding for technology, business, VOAG and life skills. Mrs. Notar-Francesco asked if this would impact the current budget or 2013-2014. Dr. Erardi replied it would go into effect July 1, 2013 for the 2013-2014 budget.

e. Middle School Referendum

Dr. Erardi reported that the central office team got the word out to the townspeople to be informed and take the time to vote on Tuesday, March 19, 2013. The Board thanked Dr. Erardi for all his efforts in getting the information out to all groups.

10. NEW BUSINESS

a. Technology Pilots *(Moved to Agenda Item 8.a.1)*

11. ADJOURNMENT

MOTION: by Mrs. Notar-Francesco, seconded by Mrs. Clark:

“Move to adjourn.”

Motion carried unanimously by voice vote.

The meeting adjourned at 9:57 p.m.

Respectfully submitted,

Linda Blanchard
Recording Secretary

**SOUTHINGTON BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

**EXECUTIVE SESSION
MARCH 14, 2013**

Board Members Present: Mrs. Terri Carmody, Mrs. Colleen Clark, Mrs. Patricia Johnson, Mrs. Terry Lombardi, Mrs. Jill Notar-Francesco, Mrs. Patricia Queen, and Mr. Brian Goralski.

Board Members Absent: David Derynoski and Mr. Zaya Oshana.

Administration Present: Dr. Joseph V. Erardi, Jr., Superintendent of Schools, Mrs. Karen Smith, Assistant Superintendent, and Mr. Philip Goodwin, Purchasing Agent.

1. CALL TO ORDER

Mr. Brian Goralski, Board Chairperson, called the meeting to order at 6:35 p.m.

2. EXECUTIVE SESSION FOR SAFETY

MOTION: by Mrs. Lombardi, seconded by Mrs. Johnson:

“Move to go into Executive Session, excluding the public and the press, for the purpose of discussing Safety, and upon conclusion reconvene to public session.”

Motion carried unanimously by voice vote.

The Board went into Executive Session at 6:35 p.m.

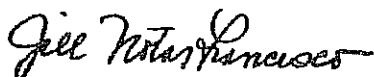
MOTION: by Mrs. Clark, seconded by Mrs. Carmody:

“Move to reconvene into public session.”

Motion carried unanimously by voice vote.

The Board exited Executive Session and recessed at 7:00 p.m.

Respectfully submitted,



Jill Notar-Francesco, Secretary
Southington Board of Education

**Executive Summary of the BYOD Pilot
January 17, 2013**

Present: J. Erardi, P. Corvello, K. Veilleux, F. Pepe, S. Madancy, C. Richter, D. Miller, J. Verderame, M. Semmel

The BYOD Pilot was performed at the elementary, middle and high school levels. Plantsville and Derynoski Elementary schools, along with both middle schools and the high school, had various levels of participation.

Elementary Level

At Plantsville, a school of less than 300 students, this pilot consisted of students in grades 3 and 4 bringing in e-readers only. These could not be internet enabled devices and were only allowed for reading the class book or independent reading. Only one quarter of the fourth grade class participated for a total of 10 students out of 40. No sharing of devices took place. In the third grade classes and other fourth grade class, no students brought in devices.

Results of this pilot include the recommendation of not going as low as grade 3. Also, it was problematic because some students were playing games on the e-readers at recess so that required monitoring. The grade 4 teacher saw only slight improvement in enhancement of student learning and did not think the devices made students read more. The Principal determined that this pilot was not successful because of these reasons. Interestingly, most students who participated felt that their interest in reading improved somewhat (2 students) or significantly (6 students).

At Derynoski, a school of over 600 students, the pilot was to allow students in grade 5 the ability to bring in any device (iPad, Kindle, etc.) for either reading or research projects. Staff was very comfortable allowing students to use these different devices. Almost 90% of students surveyed already had access to a device at home. There was no sharing of devices during this pilot however laptops were brought in to supplement the student devices so all students had access. 6 out of 6 teachers participated and approximately half of the students brought in devices. Over 90% of Derynoski students that participated felt their interest in reading improved either somewhat or significantly during the pilot. Most of the students (67%) enjoyed using the devices for research over reading.

All teachers at Derynoski that participated saw improvement when using the devices in a unit versus not using the devices. Teachers also believed that students with devices were able to access more resources than before. It was determined that this pilot was successful.

Middle Schools

At J.F. Kennedy Middle School the pilot concentrated on Chris Richter (Social Studies teacher) using Edmodo in all his classes (grades 7-8). Edmodo is a free app (or website) where teachers can set up a secure space for collaboration and collection of homework. Students brought in everything from ipods, smartphones, tablets and very old laptops. Mr. Richter supplemented the student devices by loaning out some of his personal technology so everyone had a device. After some training was offered to teachers in November, fifteen teachers at JFK are using Edmodo in some capacity.

Downsides include a small percentage of parents signed up to monitor Edmodo and due to the infrastructure, Wi-Fi access was difficult on some days. Overall, this was found to engage

more students. Some quiet students were found to participate in this manner where they might not raise their hands in class. More students were handing in work. One of the most positive results was the learning that continued outside the classroom with rich discussion between students and teachers.

At J.A. DePaolo, Holly Boudreau was trained by Chris Richter in Edmodo and used it in her classes. Students liked the ability to ask their teacher's questions outside the school day. Some drawbacks mentioned included the many different devices students brought in. Wifi access was also problematic in this building due to the age of the infrastructure. After the November training, there were more teachers at JAD trying Edmodo. This pilot was deemed successful. It was recommended that more ongoing training of teachers would be needed.

Southington HS

The high school pilot involved three teachers and centered around a website/app called Schoology. This software is similar to Edmodo and allows sharing of information (assignments, quizzes) and discussion in a secure environment. There is no cost to use this software. It was used in courses at all academic levels (CP, CCP and AP). Advantages included the ability to post outside the school day and students who were out on leave could still be connected to the course. Students were allowed to use various devices including cell phones.

It was felt that student engagement was equal to or greater than without using these devices.

Next Steps

Present to the Board of Education in February or March

Continue long range planning

Create policies to address BYOD

edmodo

A Guide to Getting Started

What is Edmodo?

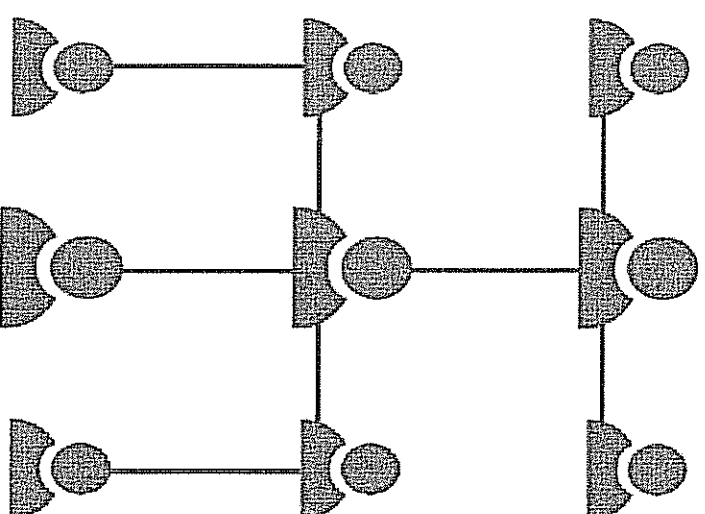
- ▶ **Free social learning network** for teachers, students, schools and districts

- ▶ **Safe and easy way to connect**

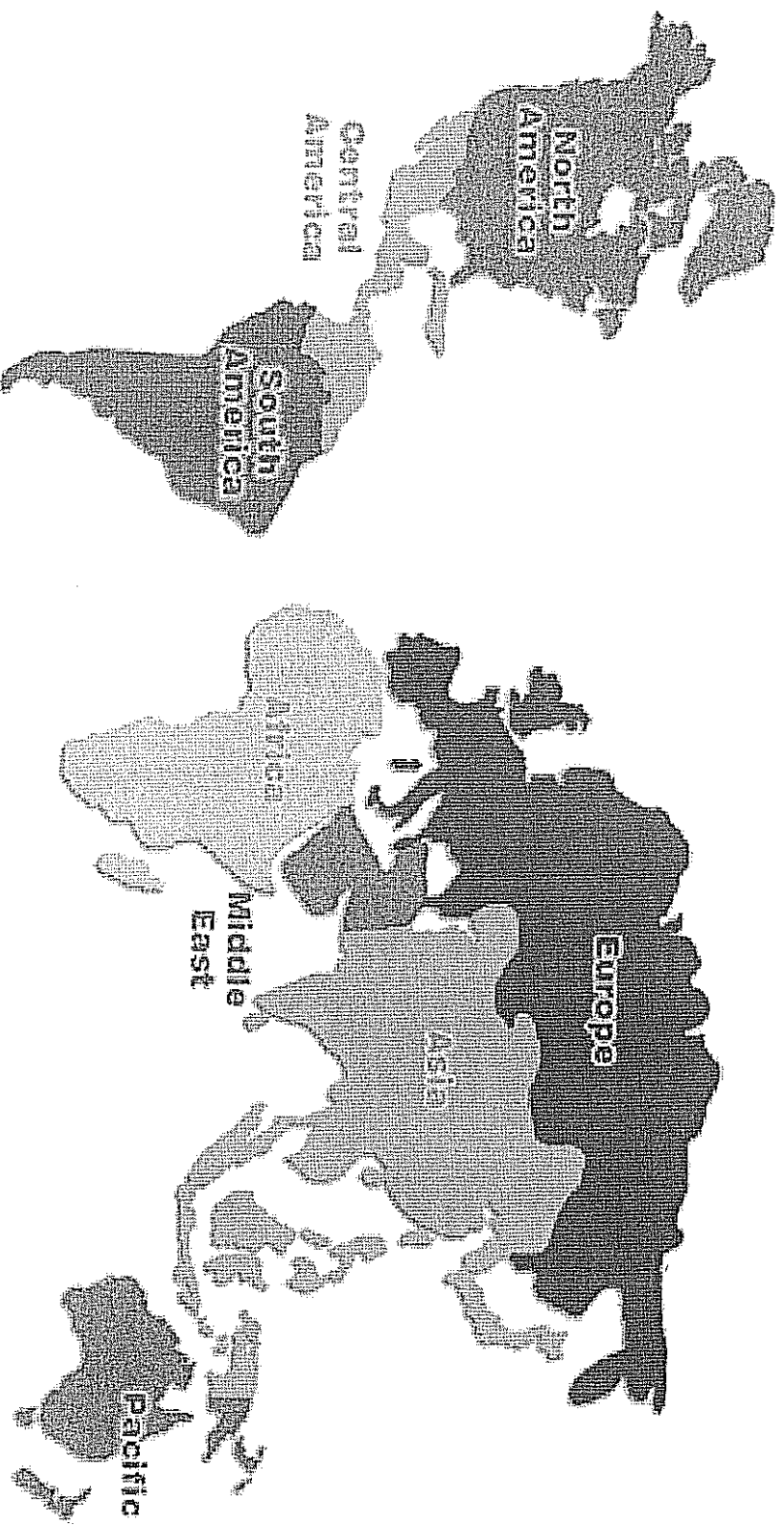
- Exchange ideas
- Share content
- Access homework, grades and school notices.

- ▶ **District and school subdomains give flexible suite of tools**

- Monitor usage
- Manage users
- Communicate across district



Founded in late 2008, Edmodo is now being used by millions of teachers and students around the world



Secure Platform Ensures Student Safety and Privacy

- ▶ Closed environment
- ▶ No private information required from students
- ▶ Students join classes by the invitation of their teacher only
- ▶ All communications are archived
- ▶ Teacher has full management control
- ▶ Sub domains allow district administrators greater control

Create Group

You have created: Period 1 Math
The code to join the group is: ygyapm
You can view and reset the code in the Settings box for the group.

Close

Student Sign Up

Group Code: **Receive group code from teacher**

Username:

Password:

Email (opt):

First Name:

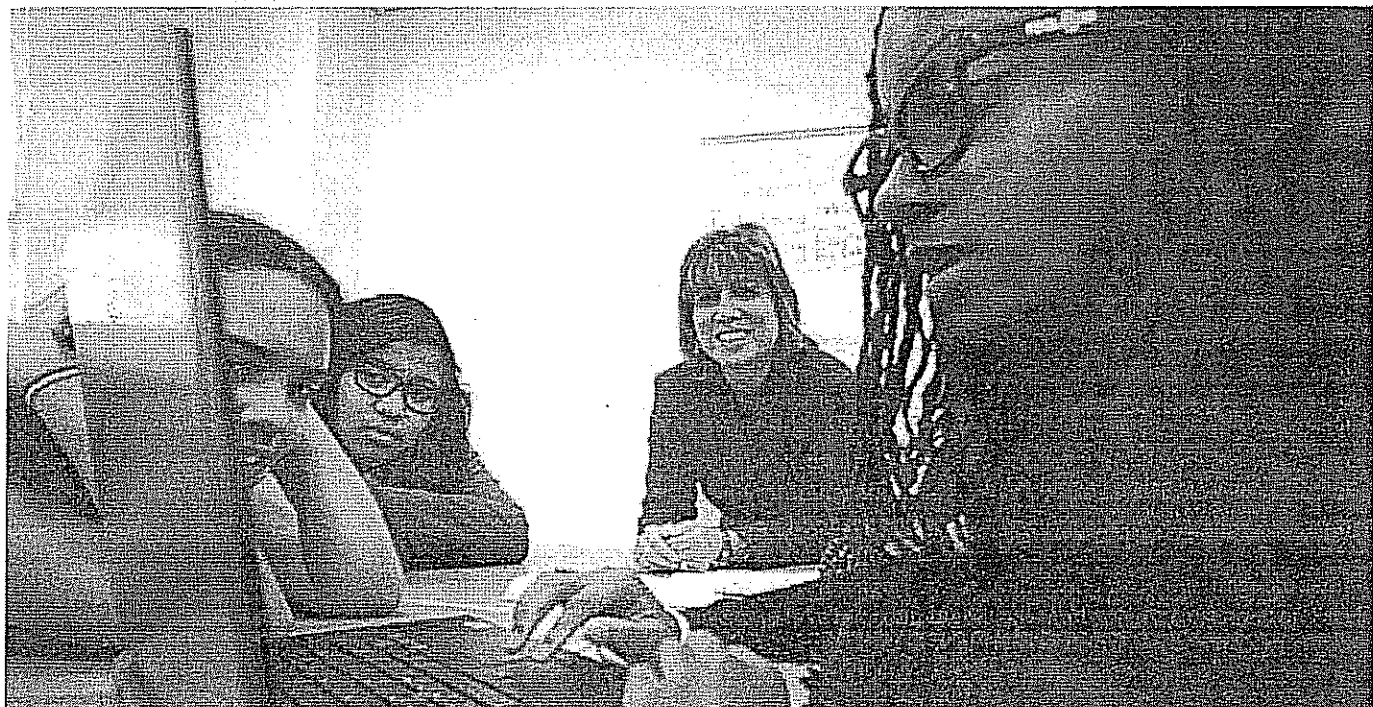
Last Name:

You agree to our terms of service.
[Privacy Policy](#)

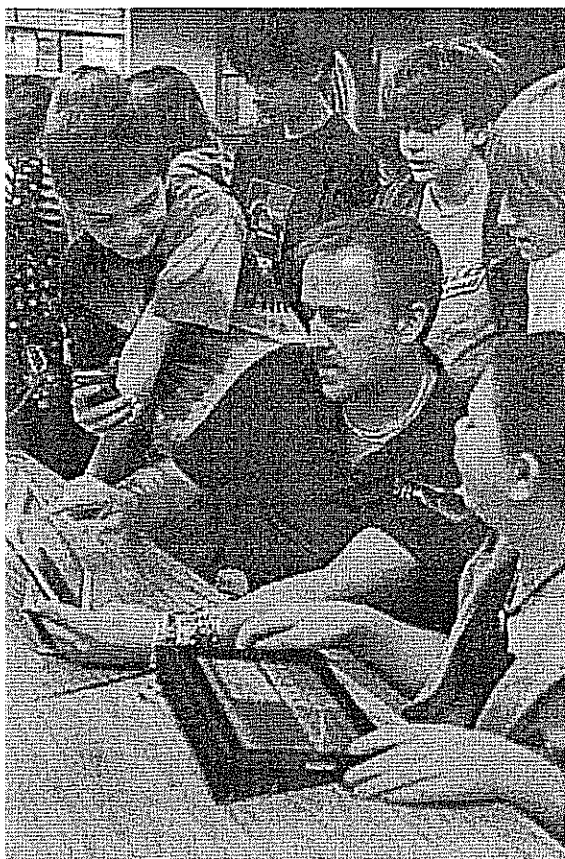
Sign up

Social mania

Putting the relentless rush of new media to good use



BRUCE GILBERT



ERIN LEBRA

IT ALL BOILS DOWN to this: What's the best way to reach my students? The answer: by meeting them where they are, and that includes social media.

Every day, tens of millions of people check Twitter and hundreds of millions log onto Facebook, including your students. Although most AFT members in our informal poll find social media to be a major distraction, a more hopeful message comes through loud and clear: Social media is here to stay, so we might as well make them a means for teaching and a force for good.

"It's their world. They're 'digital natives,' which is the term everyone's using," says Neal Clark, a sixth-grade writing teacher at Summit View Elementary in Colorado. Social media is already having an impact on education, he says, and is "something we need to

Above: Ninth-grade teacher Lauren Schimko, center, keeps everybody up to speed on assignments and tests through her Facebook page, "Mrs. Schimko's Algebra Corner."

Left: Neal Clark teaches writing to sixth-graders using Edmodo, a secure social media site he explains to parents on back-to-school night. He also sets aside an hour per week to research Web tools.

embrace, not fight, to learn and not run from."

Clark has found a tool in Edmodo, which he describes as "Facebook for students." It's a safe way for classes to collaborate and has connected more than 5 million teachers and students worldwide. The key to Edmodo is that schoolwork is shared, nothing is anonymous and the site is secure, requiring a code for access. Clark uses back-to-school night to show parents how Edmodo works and how safe it is. Even reluctant learners can engage through this medium, he says, and it's a bully-free zone.

Most of Clark's students access Edmodo through their phones, with many others borrowing laptops from the media cart. Some use an iTouch, and a handful use iPads.

"They love using the technology and they support each other in their learning," says Clark, a member of the Douglas County Federation in Castle Rock, Colo. "I have students posting to each other their great openings for stories and essays, finding support and quotes from one another to make their writing stronger, and I am able to save a ton on copy costs by posting PDFs."

Problems that can permeate the culture

While some educators have managed to tap into their students' enthusiasm for social media, other AFT members complain, sometimes vehemently, that the onslaught of new media has created problems that can permeate a school's culture, including cheating on tests, and fights and bullying sparked by a photo or statement posted online. Many young people are nevertheless determined to gain access to their must-have social media—even during the school day. Marsha Stewart, who taught computer applications at a high school in Ecorse, Mich., before retiring two years ago, says students would clamor to take her computer class simply to get on Facebook and other sites.

"I had one kid who took every class he could just so he could have access to a computer," recalls Stewart, who now works as a substitute teacher for the Ecorse district. "He was in my classroom three times a day."

Stewart found herself sympathizing with students who would line up outside the computer lab before school so they could check their Facebook pages. "A lot of our students don't have access to a computer at home, so the computer here at school is the only one available to them."

When the district restricted access to social media sites after a revealing photo of one student turned up on Facebook, the kids figured out a way around the filter, Stewart says.

Miriam Ben-Shalom's disdain for social media stems directly from what she sees as her core mission as an instructor at Milwaukee Area Technical College: teaching students how to write. The English teacher blames texting for the unconventional shorthand it encourages. "I have students who can't write a clear sentence," Ben-Shalom says. "I tell them that being able to communicate clearly and well is a source of power, that having a good vocabulary makes people want to listen to you."

The AFT member says she's not opposed to social media. In fact, Ben-Shalom has her own



LAURIE BECK PETERSON

As educators, "it's our job to show students that there is a right way to use social media and a wrong way."

—PATRICIA BERRIAN-MARRUJO,
Philadelphia Federation of Teachers

Facebook page. "Technology is wonderful," she says. "But it has also contributed to the dumbing down of American students."

As director of the Learning Assistance Center at East Los Angeles College, Maria Elena Yepes often works with students enrolled in one of the college's online courses. "Some of our instructors have set up Facebook pages where students can go to communicate with them or pull up assignments," she says, adding that instructors sometimes post articles they want students to read. It's not unusual for students to use the center's computer lab to take online courses.

However, "we do have to

discourage students from coming to the center just to get on Facebook and Twitter," Yepes says. "We will ask students to show us the assignment" requiring them to use social media as a way of ensuring that there are legitimate reasons for them to be on those sites.

Using social media productively

Despite the challenges posed by social media, it's still important to strike a balance that allows for its productive use while avoiding the pitfalls. Patricia Berrian-Marrujo, a classroom assistant at William Levering Elementary School, a K-8 building in Philadelphia, opposes the district's decision to block social media on school computers. And she doesn't hide her frustration with what she considers a missed opportunity.

"Facebook can be used to teach kids how to type and how to write," Berrian-Marrujo says. "It can also be used as a literacy tool." As educators, "it's our job to show students that there is a right way to use social media and a wrong way."

Lauren Schimko uses a single social medium in her teaching—Facebook—and she uses it like a bullet. About three years ago, she created a Facebook page, "Mrs. Schimko's Algebra Corner," for her ninth-graders at Fieldstone Secondary School in Thiells, N.Y. She posts videos on how to solve algebra problems. Students can watch various ap-

Continued on page 14

How are Facebook and other social media affecting your school or classroom?

"The students spend all day checking Facebook and Twitter, and it drives me nuts! They will neglect their work but will check Twitter a hundred times per day. It is extremely distracting. Several fights have broken out at my school due to things said on Twitter."

SHELIA BANKS
Jefferson (La.) Federation of Teachers

"We had an issue at our school where a disgruntled parent with an obvious ax to grind got on Facebook and slammed a teacher. It spread rapidly and had an adverse effect on the entire school. On the positive side, as a tool for teachers, it has a potential to facilitate communication."

DEBRA SCOVILL
AFT Utah

I teach technology classes in a computer lab. From the minute students log on, they're on Facebook, which the district stopped blocking last year. I wouldn't mind if they'd do their work first, but they are too busy sending superficial content, bad cell phone pictures, and grammatically incorrect messages to each other to focus on their assignments."

DONALD GENTZ
Texas AFT

"There is no going back. We are well-advised to use the technology to teach, and conquer our own lack of confidence if need be. The kids know all about how to use the tools. Help them appreciate the benefits of applying their expertise to learn what is needed to have a secure future."

SHARON WAAGNER
Long Lake (N.Y.) Central Schools Teachers Association

"Facebook has its place and can be a good format for communication—OUTSIDE of school! I have witnessed more than a few fights between students due to someone writing a negative comment about the other on Facebook. That and texting are the new way kids pass notes in class, but this is much more far-reaching and potentially dangerous."

MELODY REICHART
Chicago Teachers Union



Maria Elena Yepes, above, says some instructors at East Los Angeles College have set up Facebook pages where students go to pull up assignments.

Continued from page 13

proaches over and over until they understand, and can send her a message with questions. She even posts reminders on her wall, such as "Did you remember to put your calculator into degree mode?" It's that simple.

"I have kids who go on there who aren't in my class," she says, "and parents and school board members. It gives them different ways to learn." She posts a video of a goofy "Yay math" guy whose teaching style is very different from hers. Schimko keeps topics together as she moves through units, and she updates her page before tests. She thinks Facebook is

well suited for teaching foreign languages and American sign language.

Facebook review doesn't work for all kids, of course, and it's best for explaining small concepts. There are technical kinks, too. One concern, Schimko notes, is that Facebook used to let you archive videos on your own page, but doesn't anymore. Not all of the video clips she finds on the Web are great, and she has yet to tape one of her own. Still, she likes finding new videos.

Not so long ago, students passed notes to each other, teachers congregated in the lounge, and parents telephoned teachers or other parents to find out what was going on at school. Today, they use social media, notes Schimko, who manages a page for her local, the North Rockland Teachers Association, managing both that page and her algebra page right from her phone.

Her students also create Facebook pages about school plays. Nights and weekends, they study together on Skype or ooVoo, ToxBox or Google Hangouts. "They enjoy the social interaction," Schimko says. "It creates camaraderie."

Schimko thinks kids today are smarter, better at independent learning, more advanced at collaboration and more open to

change—all characteristics they'll need to make it in tomorrow's world. Through social media, she says, students are communicating with people everywhere.

"You go find kids where they're at, and they're on the computer," Schimko says. "I don't think it's bad. It's just that you have to keep up with things."

Colorado's Clark, who also spent a couple of years as a resource teacher at his school, still sets aside an hour a week to research tech tools. "Doing this job for 16 years, I have to change it every year or I get bored," he admits. One fun thing he's done is create a scavenger hunt by posting QR codes (those little printed squares you can scan into your phone) around the classroom, which lead kids to story starters or writing prompts.

He believes that most knowledge lies outside of school, accessible mainly through technology. "We have to get away from the idea that school holds all the knowledge," he says. "We are the conduit to allow kids to find knowledge safely, quickly, efficiently and accurately. And when people tell me that my students need to learn to read and write with paper and pencil, I'm usually reading that on an e-mail. Technology is the future."

—ROGER S. GLASS, ANNETTE LICITRA

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Title: 'Safe' social networking tailored for K-12 schools
Author(s): Michelle R. Davis
Source: Education Week. 30.35 (June 15, 2011): ps17. From *Educators Reference Complete*.
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Full Text:

This school year, the students in Robert A. Miller's 5th grade class at Port Orange Elementary School in Florida have been chatting with historical figures. They've given Thomas Jefferson advice on how to write the Declaration of Independence and touched base with Benjamin Franklin. In early spring, they had conversations with explorers Meriwether Lewis and William Clark as the duo made their way west. The explorers sent back detailed descriptions of prairie dogs and the sights they saw on their travels. Students had to restrain themselves from revealing to the explorers the pivotal role that the recent addition to their team a pregnant Native American woman named Sacagawea would play.

Students are having conversations with those celebrated figures (played by Mr. Miller), as well as each other and their teacher, using the social-networking site **Edmodo**, which is designed specifically for use in schools. "It makes learning more interactive" Mr. Miller said. "It's a way to extend the classroom after hours, but I'm also using it to present lessons."

Social networking is playing an increasing role in education, as educators realize it's a way to engage students who feel at home on such sites. And while many schools, students, and teachers are using mainstream social-networking sites, like Facebook, for such purposes, those sites aren't designed specifically for educational use and give some school leaders pause. Worries about security, advertising, information-sharing, and social interaction in such an environment have led some educators to instead seek out social networks designed specifically for learning.

"This is a controlled environment," Mr. Miller said of the San Mateo, Calif.-based **Edmodo**. "The teacher sets the parameters and can see everything, and there's no messaging solely between students."

But even if networking sites are geared specifically to the classroom, they still must be considered carefully, educators say. Some charge a fee for their services; others collect data on their users and could use the data to inform advertisers. And schools need to investigate who owns the material that students post on such sites.

Even so, many educators say they feel more comfortable with a social network designed for education rather than the sometimes-murky environment of a site like Facebook.

"Everything is transparent," said Andrea Keith, the implementation manager at Gaggle, based in Bloomington, Ill., which provides social-networking and other services to schools. "Teachers can be friends with students the way they never would on Facebook."

Focus on Academics

Many users of educational social-networking sites say they're just more comfortable with the security that such sites provide. Most allow for teacher oversight of communication and interaction and limit whom students can "talk" with, sometimes within a class, a school, or a district.

Gaggle, for instance, allows a student to join only at the invitation of a teacher, does not allow students to have private conversations, and has filters (originally developed for school email systems) that block inappropriate language, sense bullying or threatening references, and feature a scanner that detects pornography.

Nancy E. Willard, the executive director of the Eugene, Ore.-based Center for Safe and Responsible Internet Use, says that because of those protections, such sites provide a distinction between socializing and interaction. Ms. Willard prefers to call them "interactive environments" rather than social networks, even though many of them look and operate

in a manner reminiscent of Facebook.

"They should be set up in a similar manner, but the emphasis is different," she said. "You're not trying to pick someone up for a date. This is where you're trying to focus on 'Romeo and Juliet.' "

Education sites also draw out a higher level of discussion from students, some teachers say, than might be elicited on a socially focused site.

Olivia M. Connelly, a high school English teacher at the 1,200-student Hauppague High School in Hauppague, N.Y., who uses ePals with her students, says she didn't have enough time in her 38 minute face-to-face classes for significant discussion, so she moved some of those discussions to the ePals social-networking site.

When students know that other students, in addition to the teacher, are reading their work, "their writing is so much more improved," Ms. Connelly said. "When they're on ePals, they are much more formal. They're not focused on socializing, they're focused on their assignment."

And such sites can often do much more than provide areas for discussion.

Tim DiScipio, the founder of Herndon, Va.-based ePals, says his service provides email, multimedia, and the ability to store documents and use third-party products like videoconferencing software. And many teachers are using such sites for professional development, creating subject-area groups for teachers to find and share content quickly.

Ms. Connelly says that in the online forum, students often bring up ideas she would not have thought of herself, and she's been surprised that students who rarely speak in class are often very active in online discussions.

Alexander Weinrich, a 5th grader in Mr. Miller's class, said using **Edmodo** 'is really cool."

Alexander says he uses the site to talk with other students about books they've been reading and often uses it at home, thus extending the time he spends on academics. He also knows that everything students post or write on the site is monitored by his teacher. "No one can post stuff that's bad," he said.

Alexander particularly likes using the social-networking site when students post their homework, discuss answers and help each other with concepts. "It definitely makes homework more interesting and not so boring," he said.

Subscription Fees

Many educational social-networking companies, like ePals, charge a subscription fee for their services. Gaggie typically costs schools and districts about \$5 a year per user, while officials of New York City-based eChalk say their schools pay about \$5,000 a year for services. Though ePals offers some services for free, it also makes money from sponsors, who pay the company to embed digital tools into its platform.

All those educational social-networking companies say they don't collect student information to pass on to advertisers.

Torrance W. Robinson, the co-founder and chief product officer of eChalk, says educators should be wary of free social-networking services. His company is clear that in addition to no advertising and no collection of student data for advertisers, the information posted to its social-networking site is owned solely by the school.

"Few people realize that when you upload an image onto Facebook, that is the property of Facebook and not yours" Mr. Robinson said. "If it's free, you have to ask what does it really cost?&"

Ms. Willard of the Center for Safe and Responsible Internet Use agrees, citing the student-privacy, copyright, disability, and free-speech issues that educators must keep in mind.

Edmodo is currently free, with no advertising. The service is underwritten by the New York City-based venture-capital

fund Union Square Ventures, says Betsy Whalen, the vice president of social media and marketing for **Edmodo**.

Ms. Whalen said that sometime in the future, there may be "options for monetizing the site," possibly by providing premium services for a fee, but that right now, the company is focused on building up its user numbers.

Though many educational social-networking sites allow teachers to create groups based on subjects or student interests, entire social-networking sites are also built along those lines. For example, Livemocha, a Seattle-based site devoted to foreign languages, allows a student studying Spanish to link up with a student studying English in Argentina to practice language skills with each other using audio or text capabilities, says Chief Executive Officer Michael Schutzler. Though the site does not limit who students as young as 13 can connect with, teachers can monitor conversations taking place.

Connecting With Students

Maeve L. Gavagan, a 9th grade English teacher at the High School of Art and Design in New York City, tested out the Jamboree for Arts Camp & Music, or JAM, social-networking and game site devoted to the arts this school year. The recently launched game, created by the interactive-gaming company Nuvana, based in San Francisco, provides "missions" for students related to the arts.

Sample missions had students create a fruit sculpture and post pictures to the site as the sculpture rotted; decorate an envelope that contained a letter to be mailed; and become a living public sculpture and make a video of the experience. As students posted evidence of their endeavors on the site, they earned points and received comments from their classmates and teachers.

Ms. Gavagan was surprised at the enthusiasm of students for the site and says it enabled her to improve her connection with them.

"The excitement around it was energizing for me as a teacher," she said. "I felt comfortable being friends with students here, but I wouldn't do that on Facebook. This felt more academic."

Michelle R. Davis

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Title: Edmodo Secures \$25 Million in Funding Round Led by NEA
Source: *Entertainment Close-up*. (July 30, 2012): From *General OneFile*.
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Edmodo, a K-12 social learning network, announced it has closed a \$25 million Series C funding round led by new investor New Enterprise Associates, Inc. (NEA), including participation from existing investors Greylock Partners, Benchmark Capital, Union Square Ventures, and Learn Capital.

The Company also reported that it announced the appointment of NEA General Partner Tony Florence to Edmodo's board. With this financing, **Edmodo** has raised \$47.5 million to date.

Edmodo enables educators to connect with each other and their students in a safe and secure way. From their browser or any mobile device or smartphone, **Edmodo** said that teachers use the Company to conduct their classroom and their professional development conversations in a single always-on place, sharing educational project, resources, and assignments from the web and their own files.

Edmodo noted that it has experienced growth in three years since launching in the 2008-09 school year, topping 8 million registered users in summer 2012. Classroom educators and school administrators in the U.S. and worldwide have shared **Edmodo** directly, and school districts have adopted the service on an institutional basis. At the close of the 2011-2012 school year, 85 of the 100 school districts in the U.S. had implemented **Edmodo** subdomains.

"Our board's financial commitment and expertise in building high growth Internet companies helps us cement a long term foundation for delivering meaningful value to teachers and school districts that use **Edmodo**," said Nic Borg, Edmodo's CEO and co-founder. "We're very excited to welcome NEA to the team."

"As a firm we're very active in the education technology arena, and **Edmodo** is far and away the most impressive social learning network in K12 education," said Tony Florence, General Partner at NEA. "The company's organic growth, its breadth of features and its powerful new API delivery platform have increasingly made **Edmodo** the go-to network for bringing innovative educational experiences directly to the classroom."

"Tony and the NEA team share our view that K12 educators around the world possess a common mission of helping students prepare for success in the knowledge-driven economy," said Reid Hoffman, Partner at Greylock Partners and co-founder and Executive Chairman of LinkedIn. "**Edmodo** has become the hub for sharing best practices and discovering content because teachers want access to each other and to the best learning resources in one place. We saw a similar thing occur on Facebook for friends and family sharing and on LinkedIn for sharing professional experiences, and we're very enthusiastic about the progress **Edmodo** has made towards becoming the educational network."

New Enterprise Associates (NEA) is a venture capital company focused on helping entrepreneurs build transformational businesses across multiple stages, sectors and geographies. NEA invests in information technology, healthcare and energy technology companies at all stages in a company's lifecycle, from seed stage through IPO.

More Information:

www.nea.com

www.edmodo.com

((Comments on this story may be sent to newsdesk@closeupmedia.com))

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The Daily Riff - BE SMARTER. ABOUT EDUCATION.

LEARNING, INNOVATION & TECH BOMBS & BREAKTHROUGHS

The Flipped Class Manifest

February 9, 2013 9:58 PM

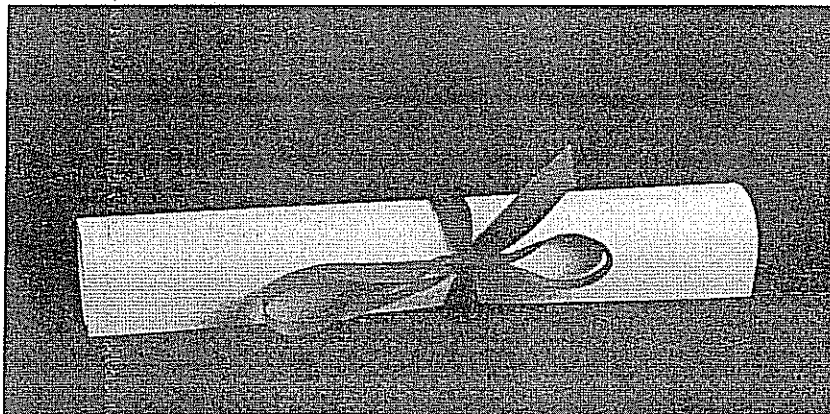


Photo: Document with Red Line by Dukali

(Editor's Note: The conversation and interest in the flipped class continues . . . From our very first post about this topic in January 2011 to date (3/30/13), The Daily Riff has received approx. 250,000 views which are linked below - extending to over 100 countries. Today's post is authored by eight notable advocates for the flipped classroom. Thanks goes to our guest post contributors, and of course, our avid readers. Disclosure: The Daily Riff is not financially affiliated in any way with the flipped class. - C.J. Westerberg)

*"The Flipped Classroom is an intentional shift of content
which in turn helps move students
back to the center of learning
rather than the products of schooling."*

The Flipped Class Manifest

The "Flipped Classroom" is a term that has recently taken root in education. Much information and misinformation currently surrounds the conversation. We, as outspoken advocates for the "Flipped Classroom" concept, believe the following:

What Does "Flip" Imply?

"Flip" is a verb. We are actively transferring the responsibility and ownership of learning from the teacher to the students in a Flipped Classroom. When students have control over how they learn content, the pace of their learning, and how their learning is assessed, the learning belongs to them. Teachers become guides to understanding rather than dispensers of facts, and students become active learners rather than receptacles of information.

Secondly, we are flipping the instructional process and using technology to "time-shift" direct instruction where appropriate. Direct instruction (or lecture) is still a valuable tool for teachers in some cases. Rather than relying on lecture, we simply utilize the process where appropriate to help reach a learning goal.

For instance, suppose you are teaching a lesson where students at some point will need to use technology to use a linear regression on their data. Ideally they collected data in a "real-world" environment using inquiry-based, collaborative learning methods. At some instance they may need run a linear regression on the data. It would not be appropriate to say, "Just explore your TI-84 and discover how to do a linear regression." Most likely, students will become frustrated and give up on the project. In this case, they will need direct instruction on how to do a linear regression. In others, there may need to be some remedial instruction on the procedure involved.

You could take valuable class time and have everyone get their calculator and follow you step-by-step, with some students bored and ahead, and some students behind. You need to stop class and get students caught up if they missed a step. Then a day, week, or month later, you will need to go through the steps again to

remind kids of the process. Or you could create a simple five-minute video showing the steps to enter data and run a linear regression. This is a permanent archived tutorial. Advanced students may never need to watch the video again. All students can re-watch the video as needed. Now, there is more class time for data collection, collaboration, and application.

What Do Classes Look Like?

In most Flipped Classrooms, there is an active and intentional transfer of some of the information delivery to outside of the classroom with the goal of freeing up time to make better use of the face-to-face interaction in school. When appropriate, information transfer typically takes advantage of technologies like podcasting or screencasting. This allows for more time to individualize instruction in the class time and keeps content alive for remediation, review, or other reference when needed. Learners have immediate and easy access to any topic when they need it, leaving the teacher with more opportunities to expand on higher order thinking skills and enrichment. Offloading some information transfer allows a classroom to develop that understands the need for teacher accessibility to overlap with cognitive load. That is, when students are assimilating information, creating new ideas, etc. (upper end of Bloom's Taxonomy) the teacher is present to help scaffold them through that process.

This can look very different from classroom to classroom and we recognize no two Flipped Classrooms look exactly the same, just as no two traditional classrooms look alike.

The Flipped Classroom is a pedagogy-first approach that strives to meet the needs of the learners in our individual schools and communities. It is much more an ideology than it is a specific methodology...there is no prescribed set of rules to follow or model to fit.

How Does a Flipped Classroom Fit into Instruction?

The Flipped Classroom is one part of a larger inquiry or instruction cycle, not a panacea or stand-alone magic bullet for instruction. It overlaps with other instructional tools such as: Reverse Instruction, Inquiry Learning, Universal Design for Learning, Blended Learning, and Online Instruction through the use of podcasting or screencasting, Web 2.0 resources, and inquiry activities. Screencasts as instructional tools can be used in many different ways: pre-teaching, front-loading instruction, remediation, extension, providing students with feedback, student created content, etc.

Practitioners of the various flipped classroom models are constantly tweaking, changing, rejecting, adding to, and generally trying to improve the model through direct experience with how effective it is for kids. It's not "record your lecture once" and you're done; it's part of a comprehensive instructional model that includes direct instruction, inquiry, practice, formative and summative assessment and much more. It also allows teachers to reflect on and develop quality and engaging learning opportunities and options for internalization, creation, and application of content rather than just fluff or time filling assignments.

Final Thoughts

The Flipped Classroom is an intentional shift of content which in turn helps move students back to the center of learning rather than the products of schooling. We are committed to creating dynamic and engaging curriculum through collaboration and constant revision. We understand that the Flipped Classroom is not a "silver bullet" to educational problems, nor do we claim it to be. However, we do recognize that it can have a profound impact on issues including student motivation, achievement, and engagement.

The purpose of this article is not to convince you or others to switch to a Flipped Classroom because only you, the teacher, can make that decision based on your school's culture and your learners' needs. We, the authors, hope that you have a more balanced understanding and each of the authors would welcome further discussion or questions.

Authors

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[The Flipped Class Network](#)

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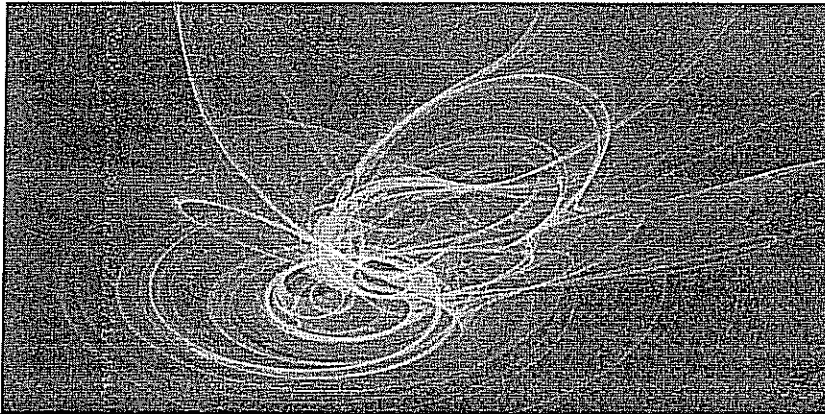
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The Flipped Class: Myths vs. Reality

April 14, 2012 8:40 PM



Editor's Note: On the heels of our viral posts - over 100,000 views in over 100 countries - about the flipped classroom earlier this year (links below), we asked Jon Bergmann if he could share some of the feedback he was receiving in light of the notable interest about this topic. The timing couldn't have been more perfect since he was about to leave for a conference about you-guessed-it, the flipped class. Here is Part 1 of our three part series The Daily Riff. See Part 2 and 3 links below.

- C.J. Westerberg

The Flipped Class: What it is and What it is Not Part 1 of 3

by Jon Bergmann, Jerry Overmyer and Brett Wilie

There has been a lot of interest in the flipped classroom. This past week the [Flipped Class Conference](#) occurred at Woodland Park High School in Woodland Park Colorado and during the pre-conference a team of flipped teachers got together to write a three-part article about the nature of the Flipped Class. This first article is an attempt to define what the Flipped Class is and what it is NOT.

The traditional definition of a flipped class is:

- Where videos take the place of direct instruction
- This then allows students to get individual time in class to work with their teacher on key learning activities.
- It is called the flipped class because what used to be classwork (the "lecture" is done at home via teacher-created videos and what used to be homework (assigned problems) is now done in class.

But from our perspective, as successful flipped teachers, we believe it is so much more. We also realize there is a lot of mis-information about the Flipped Classroom and quite a bit of controversy about whether or not this is a viable instructional methodology. Thus the purpose of this article is to list out what we believe it is and what we believe it is not.

The Flipped Classroom is NOT:

- A synonym for online videos. When most people hear about the flipped class all they think about are the videos. It is the the interaction and the meaningful learning activities that occur during the face-to-face time that is most important.
- About replacing teachers with videos.
- An online course.

- Students working without structure.
- Students spending the entire class staring at a computer screen.
- Students working in isolation.

The Flipped Classroom IS:

- A means to INCREASE interaction and personalized **contact time** between students and teachers.
- An environment where students take **responsibility for their own learning**.
- A classroom where the teacher is not the "sage on the stage", but the "guide on the side".
- A **blending** of direct instruction with constructivist learning.
- A classroom where students who are absent due to illness or extra-curricular activities such as athletics or field-trips, don't get left behind.
- A class where content is permanently archived for review or remediation.
- A class where all students are **engaged** in their learning.
- A place where all students can get a **personalized education**.

In the upcoming second of three articles featured at The Daily Riff tomorrow, we will discuss more in depth how to go about flipping the class and the stages involved in doing so successfully.

###

Originally published The Daily Riff July 2011

Jon Bergmann is one of the first teachers to flip his classroom and has recently co-authored a book on the the Flipped Class which is to be published by ISTE press. He is the Lead Technology Facilitator at the Joseph Sears School in Kenilworth, Illinois.

Jerry Overmyer has teaching experience in secondary and college mathematics. He is the coordinator for MAST WebConnect, and provides expertise on quality resources for teachers and students in mathematics and science. He is the creator of the Flipped Class Network.

Brett Wilie is a secondary science teacher from the Dallas, Texas area. Brett has been an educator for 13 years and has been a Science Department Chair for the past 5 years. He has recently been nominated to the "20 Educators to Watch Project" and was recently a presenter at the Flipped Class Conference.

Video Montage from Conference Below

Originally Pub. The Daily Riff June 21, 2011

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Part 3: The Flipped Class Revealed: What Does a Good One Look Like
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Are You Ready to Flip?

June 24, 2011 10:01 AM



"...not all material is suitable to be taught through a video lesson."

Are You Ready to Flip? Part 2 of 3 of "The Flipped Class"

by Dan Spencer, Deb Wolf and Aaron Sams

Recently there has been increased interest in "best practices" of the flipped classroom in education. During the recent Flipped Class Conference at Woodland Park High School in Woodland Park Colorado, a team of experienced "flipped teachers" collaborated to create a three-part series for The Daily Riff concerning the nature of the Flipped Class. This second article "Are You Ready to Flip?" attempts to help interested teachers. Be sure to check out Part 1, ["The Flipped Class: What it Is and What it is Not."](#) Part 2: [What Does a Good One Look Like?"](#) and other related links below this post.

Begin with the end in mind. A good teacher always knows where they're headed, and that is never more important than with the flipped classroom and for Mastery Learning. Ask yourself exactly what do you want your students to know and be able to do. What are the essential objectives that your students MUST master? What will "mastery" of that objective look like? It may be that some of these decisions are already made for you. But, you absolutely must begin by first deciding what the end product looks like.

After determining what you want your students to master and how that should look, begin creating (or collecting) **quality learning resources**. These collections will look different depending on the teacher and class. It is important that these be accessible outside the classroom and be available whenever-whenever-wherever (WWW), so **students can have ownership of the pace of their learning**, and review as needed.

In this process, consider the idea of student choice when creating and collecting these learning resources. As we all know, different students learn well in a variety of ways, and the resources we supply should provide multiple avenues for students to become engaged with the content. Ideally, resources should be teacher-created, or at least tweaked to relate directly to the student's class environment. Resources created by those outside the classroom may also be used but should be reviewed carefully to assure they meet the learning objectives.

If content is delivered outside of class time, it is up to the teacher to provide the students with opportunities in class to **place the content they learned into context**. Many teachers struggle with the "extra" class time that is created by removing direct instruction from the classroom, and do not know exactly what to do with their students. These in-class

"activities" (for lack of a better term) must:

- 1) help support the student understanding of the stated learning objectives,
- 2) be designed to help students process what they have learned and place the learning into the context of the world in which they live,
- 3) be engaging to the students, yet flexible enough to allow students the ability to process and produce in a way that is meaningful to them. Possible in-class work could include:
 - student created content
 - independent problem solving
 - inquiry-based activities
 - Project Based Learning

Some teachers have asked us why *videos* are necessary if they have engaging class work for their students through which students can learn. Our response is that not all material is suitable to be taught through a video lesson. If you have something for the students to work through that does not require direct instruction through a video, then do not make a video. We should never use a tool (in this case a video) just for the sake of using the tool; we should use the tool because it is the right tool for a particular job.

If you have some of the following goals or priorities for your class, then flipping might be a good option:

- Interactive questioning
- Content and idea exploration
- Student content creation
- Student voice and choice
- Effective differentiation in instructional strategies
- Collaboration with other professionals with the same goals

The third article in the series, coming tomorrow in The Daily Riff, addresses the question of what a good flipped classroom "looks like".

###

Dan Spencer is currently the educational technology consultant for the Jackson County (MI) Intermediate School District. Before that he taught at Michigan Center High School (MI) and American Fork Junior High (UT). He has actively used the Flipped-Mastery model along with iPod Touches for the past three years in his chemistry classes.

Deb Wolf is a science teacher and instructional coach in Sioux Falls, SD. She has been teaching for 23 years. She first flipped her class in 2008 in both chemistry and AP chemistry. This past year Deb coordinated a federal grant, "Teaching Smarter in the 21st Century" the focus of which was to train 40 middle school and high school math and science teachers in the flipped-mastery model and 21st century skills and tools.

Aaron Sams is the co-creator of the flipped class model and the co-author of the book on the flipped class. He has been an educator for 12 years. He currently teaches science at Woodland Park High School in Woodland Park, Colorado. He was awarded the 2009 Presidential Award for Excellence for Math and Science Teaching. Aaron recently served as co-chair of the Colorado State Science Standards Revision Committee.

###

Originally published The Daily Riff June 22, 2011

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[Teachers Doing the Flip to Help Students Become Learners](#)

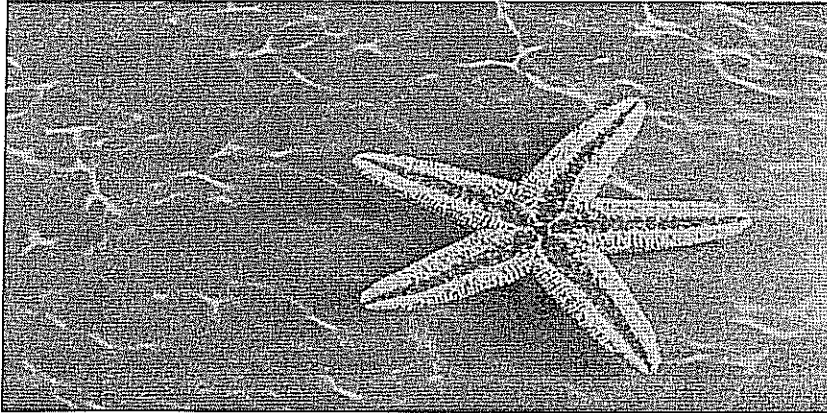
[Private School Math Teacher Flips Learning](#) by Stacey Roshan

The Daily Riff - BE SMARTER. ABOUT EDUCATION.

LEARNING, INNOVATION & TECH BOMBS & BREAKTHROUGHS

The Flipped Class Revealed

May 3, 2012 6:43 PM



Editor's Note: This is Part 3 of 3 of The Flipped Class Series at The Daily Riff. You can start here, by reading this post, and go backwards and still understand what's going on in the conversation. Links to Part 1, ["The Flipped Class: What it Is and What it is Not,"](#) and

Part 2 - ["Are You Ready to Flip?"](#) and other related links can be found below.

- C.J. Westerberg

The Flipped Class What Does a Good One Look Like?

*"The classroom environment and learning culture play
a large role in determining the best pedagogical strategy."*

by Brian Bennett, Jason Kern, April Gudenrath and Philip McIntosh

The idea of the flipped class started with lecture and direct instruction being done at home via video and/or audio, and what was once considered homework is done in class. So, the order of the "lecture" and "homework" components of the class are, well – flipped.

Now, it is becoming much more than that.

The main reason, maybe the only reason, to flip a class is to provide more class time for learning and that is the major shift that we are seeing as the flip gains popularity across content areas. Other than that, a good flipped class should be like any other in which good teaching and effective learning take place. Flipping the class is not the end-all solution to finding the "best use" of class time, but it does allow for varied forms of instruction. And after all, doesn't anything that results in more in-class learning a move in the right direction?

A lot of flipped class discussions focus on moving away from a traditional lecture format. While some lessons lend themselves better to a lecture format, others will be more appropriate as a flipped lesson. The classroom environment and learning culture play a large role in determining the best pedagogical strategy. This decision-making is a

vital part of providing a constructive learning environment for students.

Switching from a traditional classroom to a flipped classroom can be daunting because there are a lack of effective models. So, what should an effective flipped classroom look like? In our experience, effective flipped classrooms share many of these characteristics:

- Discussions are led by the students where outside content is brought in and expanded.
- These discussions typically reach higher orders of critical thinking.
- Collaborative work is fluid with students shifting between various simultaneous discussions depending on their needs and interests.
- Content is given context as it relates to real-world scenarios.
- Students challenge one another during class on content.
- Student-led tutoring and collaborative learning forms spontaneously.
- Students take ownership of the material and use their knowledge to lead one another without prompting from the teacher.
- Students ask exploratory questions and have the freedom to delve beyond core curriculum.
- Students are actively engaged in problem solving and critical thinking that reaches beyond the traditional scope of the course.
- Students are transforming from passive listeners to active learners.

The flipped class is not for everyone, but it offers the best way we know of to maximize in-class learning opportunities. If an individual learner or group of learners needs something akin to lecture, that can be done. Small group discussions? No problem. Plenty of time for interaction with the teacher? You bet.

The best way to understand how the method works is to see it in action. If you are interested in the Flipped Classroom, you are not alone...find and begin building a support network at [The Flipped Class Network](#). Look at the network resources, connect with other professionals, or even visit a class and see what the buzz is about. Chances are the flip will be coming soon to a school near you, if it hasn't already.

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Brian Bennett is a second year teacher that just finished his first year of flipping with no intentions of going back to a traditional class. His focus is on using the flipped model to build collaborative classes that integrate technology to foster the growth of 21st century learners. Brian has spoken on the Flipped Class at conferences in the United States, South Korea, and Malaysia.

Jason Kern is the Director of Technology at The Oakridge School in Arlington, TX. Jason has been an educator for 14 years. He is the curator of TEDxYouth@Metroplex, a Google Certified Teacher, and a Powerful Learning Practice Fellow. Jason went back into the classroom this year to help implement a flipped Economics class to seniors. He has also trained Middle School science and math teachers to begin to flip their classrooms.

April Gudenrath is an English teacher at Discovery Canyon High School in Colorado Springs, Co. April started her career in the IT industry training for Wal-Mart, Oracle, and Microsoft. She then left the technology field to follow her dream to be a high school English teacher. Currently she teaches 9-12 in both the International Baccalaureate Middle Years and Diploma Years Programme and has created blended classes across grade levels. In addition, she teaches the IB epistemology class Theory of Knowledge, which she has also blended, and is an IB assessor in that area.

Philip McIntosh is a Learner-in-Chief for mathematics and science at Challenger Middle School in Colorado Springs, CO. He is entering his 9th year as an educator and he went all in on the flipped model and mastery learning in his 7th grade pre-algebra and algebra classes in 2010.

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Editor's Note2: The educator-contributors to this series are stars in this narrative, because they: show their vulnerable underside (aka thought processes); think of student learning first and foremost in their discussions, practice, and iterations; have the cahoonas to be in an "always learning" mode, rather than a "knowing it all" mode; put their names out there about work in progress, while honing it daily; consider pedagogy with the understanding that content and skills together are important; do not fear peer feedback, or feedback from parents or students; view a student's ownership (and responsibility) of learning as critical; have the humility and confidence to admit that this is not a one-size-fits-all silver bullet solution for all learning; and recognize how adult guidance and expertise matter, especially when it is truly about student learning as the goal.

In addition to the hard intellectual work and professionalism exhibited from their writing and work, they show a certain je ne sais quoi and energy . . . pretty awesome conditions for learning and teaching. Sure, there is more to find out and talk about here in the total scheme of things - but this is more than a start.

- C.J. Westerberg

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The Flipped Class: Show Me the Data!

November 6, 2011 1:26 AM



(Ed. Note: If you are unfamiliar with the "flipped class," check out the links below this post, or read Stacey Roshan's first post about this controversial topic, ["Private School Math Teacher Flips Learning."](#) as an introduction - this is essentially Part 2 of Roshan's journey)

*"As a teacher,
I hate to use only data.*

As a math teacher, I similarly dislike to suggest any cause-effect relationships. But everyone is interested in data, so here it is."
-private school teacher Stacey Roshan

Changing the Class Experience

by Stacey Roshan
Bullis School

A whole academic year of AP Calculus and not one day did students have to sit through a traditional lecture. The experience was not only enjoyable, but I am fairly confident to say that my students learned better. That, to me, is what "the flipped class" or "the backwards class" helped make happen.

My initial goal, which was to create a less anxiety-ridden learning environment was most definitely accomplished. All-in-all, teaching AP Calculus this year "backwards" was nothing short of a fantastic experience.

*"Ultimately, in teaching, there is no one size fits all.
You, as a teacher, must do
what is best for YOUR set of students."*

I will start with the data, comparing last year to this year. As a teacher, I hate to use only data. As a math teacher, I similarly dislike to suggest any cause-effect relationships. But everyone is interested in data, so here it is. The reason why I am doing this is for people to understand that the reverse class is not just some trendy term or pedagogy. I will start with classroom performance:

During the 2009-10 academic year, I had 17 students vs. 10 students this academic year (though one of my top student was unfortunately not able to take the AP exam). Grades were HIGHER this year in all three trimesters, 2%, 3%, and 4%, respectively. So not only was there an increase in grades from last year to this one, but there was also a trend upwards this year (perhaps there was some learning curve to getting used to the format of the class and the

video lectures).

And then comes the all-important AP Exam results:

Academic Year	5	4	3	2	1	Average Score
2009-10	23.53%	35.29%	23.53%	11.76%	5.88%	3.59
2010-11	33.33%	44.44%	22.22%	0%	0%	4.11

The AP Exam results were truly a fantastic way to wrap up an amazing year. But the best part of the year were not the AP Exam results.

In the 2009-10 academic year, I would walk into the classroom and sense anxiety running high. This is not a pleasant environment for a teacher to have to witness. I was able to get through all of the material without issue, but class time never felt long enough. I felt that I never got to hear from my students because they were trying their best to digest the newly presented material. We just did not have the time to engage in the thoughtful discussion that is one of the biggest perks about teaching advanced level courses.

Jump to this year of the "reverse" or flipped class. Students watched the lectures at home and came to class prepared to discuss and work problems. I got to listen to them instead of doing the talking during class time. I spent class walking around the room, observing. I realized that students were teaching one another instead of me having to do the majority of in-class instruction.

My students were becoming independent learners - a pleasant side effect of the experience. I must emphasize that flipping my classroom was not about creating more work for my students. It was about changing the *type of work that they did at home* and *changing the class experience*. Remember, my goal was to reduce anxiety, not create more of it!

Ultimately, I would say that flipping my AP Calculus AB course this year was a fantastic experience. Will I do it again next year? Certainly. Will I make some changes? Of course, I am always trying to improve. Would I recommend this classroom format for everyone? No. Why?

Ultimately, in teaching, there is no one size fits all. You, as a teacher, must do what is best for YOUR set of students. Personally, after the 2009-10 academic year, I asked myself what I wished was different about my classroom and then thought about how technology could help make it better. That is what the flip was all about for me.

And so far, so good . . .

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Originally published The Daily Riff August 2011

Stacey Roshan's videos on [ScreenCast](#)
 Stacey Roshan's videos in [iTunes](#) (not all videos stored)
 Email: stacey_roshan@bullis.org
 Twitter: twitter.com/buddyx0

Related Posts The Daily Riff:

[How the Flipped Classroom is Radically Transforming Learning](#) by Jon Bergmann

[The Flipped Class: Myths vs. Reality](#) by Jon Bergmann, Jerry Overmyer and Brett Willie

[Are You Ready to Flip?](#) by Dan Spencer, Deb Wolf and Aaron Sams

[The Flipped Class Revealed: What Does a Good One Look Like](#)
 by Jon Bergmann, Jerry Overmyer and Brett Willie

[Teachers Doing the Flip to Help Students Become Learners](#)

[Private School Math Teacher Flips Learning](#) by Stacey Roshan

Technology Workshops - 11/6/12

Attachment #3

Workshop Schedule	
7:45 - 8:05	Welcome & Intro
8:05 - 9:00	Session 1
9:05 - 10:00	Session 2
10:05 - 10:20	Break
10:20 - 11:15	Session 3

Outlook 101 - Room 207

Does your inbox contain every email you ever received? Do you ever wonder if there is an easier way to organize your emails so you can find them quickly when you are looking for something specific? Do you have so many tasks on your plate that you struggle to manage due dates, deadlines, etc.? (Mid term grades, parent conferences, goal meetings, etc.) Do you ever fight with your spouse or significant other because you forgot to tell them about a late meeting or made plans with a friend only to realize you were supposed to transport to soccer tonight?

Well...if any of the above scenarios applies to you, you could benefit from a course in Microsoft Outlook 101. In this course we will teach you how to track tasks, deadlines, organize emails, and share calendars.

Edmodo - Room 80

Everyone, including our students, are tied into some form of Social Network. Whether we like it or not, our students are experts when it comes to Facebook, Twitter, YouTube and Instagram. They share and exchange information faster than any generation in the history of the world and it's time we, as teachers, take advantage of this new social revolution. Behold, Edmodo, the social network for your classroom. Create posts, share pictures, write a blog, allow students to turn every assignment in online, make parent involvement in class easy and effective and more important than anything else, create a better classroom community inside and outside of your school.

Staff members who will be participating in technology professional development at JFK Middle School on November 6th need to choose a different workshop for each of the three(3) sessions. Sign up sheets for the workshop sessions will be in the office

Google Apps - Room 116

Google Apps - Google Apps is more than just email! Create your own Google account in class using your Southington School's email address. Easily upload and share files with others. Access files from anywhere and work on them simultaneously in real time with other teachers or students! You also have the option to create multiple calendars that you can share.

Glogster - Media Center

Not enough glue sticks? Poster boards? Markers? Are your students still making posters the "traditional way"? Inspire and empower your students to use a Web 2.0 tool to create online posters that incorporate images, text, videos, sound and more. Glogster is an anytime and anywhere tool people can use in the classroom, at home and even at the beach!! This workshop will have teachers create an online poster to simulate how easy the process can be for young and old alike.

Finalsite - Room 219

Have you ever heard yourself saying these things: "I don't know enough about computers, I am not technical, I am confused about updating my website at school, or my last attempt wasn't very successful." Then, you have the "Rosanne Rosannadanna Syndrome! Don't be intimidated or overwhelmed about updating your Finalsite site. Here's an offer that will help you to archive old bulletins, add calendar posts, and save webpages. But wait, there's more, I can show you how to easily save and reuse/edit website information without recreating it yearly.

iPad - Room 62

Remember Star Trek when everyone on the ship was walking around with little tablets, touching the screen to access information? That taste of the future is here and it's called the iPad! This workshop will introduce the basic features of the iPad and introduce basic navigating techniques, basic apps (applications) and how to properly sign-out and manage a classroom set of iPads. You will also learn how to download a new APP.

Grolier Online and Expert Space - Room 222B

Not Just for Students/Middle School Online Resources: What's in it for you?

- ♦ Streaming videos to use in instruction
- ♦ Common Core standards aligned lesson plans
- ♦ Technology to build literacy
- ♦ Go anywhere vetted resources you can access from the classroom or from home

This 45 minute session will be a survey of middle school online resources Grolier, Expert Space, and Destiny geared to your instructional needs.

Word 2010 - Room 220

Do you use Word, but feel like you are not utilizing the program to its potential? Do weird things happen when you use Word that you can't explain? The Word 2010 workshop will cover some important concepts about formatting that will help you be more efficient and effective with your documents. Additionally, the new features of 2010 will be explained to those who have not had the chance to get training, or train themselves.

Computer Courses – Winter, 2013

The Southington Public Schools Technology Department will be offering the following courses.

To register please email Teresa Colegrove - tcolegrove@southingtonschools.org

Evernote Notetaking Software - Wednesday, January 30th – 3:30-5:30 p.m. – Technology Training Lab, Municipal Center

Evernote is a desktop note-taking application; its power lies in its ability to synchronize your notes to Evernote on the Web (Cloud). This allows you to create and find your content on any computer, web browser, mobile phone or iPad. Clip content from the web on your Mac or PC, read it on your Phone or Tablet. Evernote on the Web is constantly updating all of your computers and devices with the latest versions of your notes so you'll always have accurate information wherever you are. Whenever a new note is created or edited on any of your Evernote-capable devices, the note is uploaded to the Evernote on the Web where all of your other devices will download it the next time they sync. Supported devices: MS Windows, Mac, Chrome, Android, Blackberry, and Tablets. Forward important email to save in Evernote. Save PDFs to EverNote for safe keeping and easy retrieval whenever/ wherever you need your notes.

MS Word 2010 for PC – Monday, February 4th - 10:00 a.m. – 12:00 p.m. Technology Training Lab, Municipal Center

Introduction to Microsoft Word 2010. You will learn the basics of using Word 2010 including the toolbar, menu bar, scroll bar, opening documents, using the office assistant, selecting, inserting, replacing and deleting text, spell check, viewing, printing, saving, and closing a document, creating a PDF from a Word document, Also learn how to save documents to a different version of Word.

iPads for Administrators – Wednesday, February 6th - 10:00 a.m. – 12:00 p.m. Technology Training Lab, Municipal Center

Are you only using your iPad for email and calendars? Learn how to use apps to assist in your daily activities such as School Messenger, PowerSchool and more! You must know your iTunes password for class.

Google Docs – 2 offerings:

Wednesday, February 6th - 2:30 – 4:30 p.m. – SHS Rm 384 OR

Wednesday, February 20th - 3:30 – 5:30 p.m. – DES Dragons Den

Google Docs offers a place to create free documents, spreadsheets, PowerPoints, drawings and forms. Google Docs is free to use, and always available wherever there is a network connection. It is also able to:

- Collaborate with others in real time
- Restore to old versions if you find you don't like a newer version of your document
- Share with whoever you want, and give editor or viewing rights
- Create surveys for your classroom, parents or other teachers or administrators
- Integrate with your school website

FinalSite for Teachers – 2 offerings:

Thursday, February 28th - 3-5 p.m. SHS Rm 384 OR

Thursday, February 21st - 3:30-5:30 p.m. Hatton Computer Lab

Within your Southington Public Schools website learn how to create hyperlinks to websites and files and how to crop and resize photos in File Manager. Create a survey or form in Forms Manager. Use MultiMedia Manager to upload a movie or create a photo slideshow. Please bring any documents or photos on a flash drive that you would like to use on your site.

Programs & Pamphlets - Tuesday, February 12th - 10:00 a.m. – 12:00 p.m. – Technology Training Lab, Municipal Center

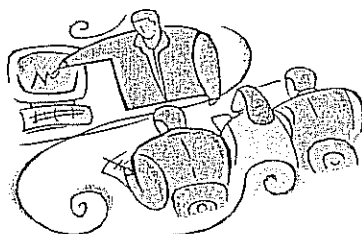
Go green – let's save some trees! Learn how to use templates from Word and Publisher to create programs/pamphlets that you use in your school for special events.

Manipulating PowerSchool Data in Excel – Monday, February 25th - 10:00 a.m. – 12:00 noon – Technology Training Lab, Municipal Center

This course is an entry-level Excel course with a PowerSchool theme. You will learn how to download data from PowerSchool and open it in Excel. Once in Excel, you will learn how to apply formulas, sort, format, and create graphs.

Form Letters in PowerSchool for School Secretaries – Tuesday, February 26th - 10:00 – 11:30 a.m. – Technology Training Lab, Municipal Center

Learn how to create custom letters that merge information from the PowerSchool database into a letter. Examples include Attendance letters, Parent letters, and more! Wouldn't it be nice to quickly create a letter to the students in one class/section letting them know there is a permanent sub in a class?



Space is limited - email Teresa Colegrove to register -
tcolegrove@southingtonschools.org

CEU's are available.