

**Personalized Learning Environment (PLE) Committee**  
**Meeting Minutes**  
 Apr 11, 2013

Item	Discussion	Next Steps
Introductions and Location	<p>Members in attendance include Andrew Johnston-CFH, Ted Hooks-CP, Jerelyn Lindsay-SC, Stacy Roberts-CP, Hope Michel-ERC, Tiffani Brown-RS, Tammy Goodwater-PA, Jennifer Keiser-PD, Lori Harris-PD, Sarah Durand-CO, Amanda Collier-CP, Carrie Trantalis-CFH, Crystal Matushek-CFH, Allyson Jackson-HC, Kelly Brown-RS, Kristi Garcia-RS, Kathy Braun-SC, and Sheryl Ford-SC.</p> <p>PLE Committee met in Tiffani Brown's classroom at Rio Seco School.</p>	
Meeting Norms	<p>Meeting began with the committee members reviewing and approving the meeting norms previously established Oct 11, 2012.</p>	
Ted.com Video	<p>Andy Johnston shared a video on Ted.com entitled <i>Dan Meyer: Math class needs a makeover</i>. Committee members discussed how this video demonstrates the change in the role of the teacher during math instruction if teachers acted as facilitators.</p>	
Elements of Facilitated Learning	<p>Andy Johnston and Ted Hooks led the committee members in a discussion about the elements of Facilitated Learning because the group needs a shared knowledge and clear definition of TEACHER AS FACILITATOR before developing rubrics. Committee members identified the following as elements:</p> <ul style="list-style-type: none"> <li>– Idea of teacher being less helpful and not giving students answers too easily</li> <li>– Multiple options to demonstrate mastery</li> <li>– Opportunity for students to problem solve how to get to the solution</li> <li>– Teacher letting go of control and more student directed learning</li> <li>– Increased student choices</li> <li>– Less reliance on textbooks</li> <li>– Structure environment/instruction that encourages perseverance; less scaffolding</li> <li>– Student moves to new concept when he/she demonstrates mastery; may not be working on the same concept as their peers</li> <li>– Facilitated learning ties in well with common core</li> <li>– May learn fewer concepts/skills but learn at a deeper level/with deeper understanding, increases retention, and ability to spend more time on a concept</li> </ul>	

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	<ul style="list-style-type: none"> <li>- Increases student confidence in his/her ability to solve problems; teacher doesn't hold all the answers</li> <li>- No longer a flat lesson; multifaceted lesson where students are working on multiple 21<sup>st</sup> century skills</li> <li>- Permission to guess, make mistakes, and then problem solve</li> <li>- Teacher giving students permission to find their own right</li> <li>- Increases Socratic teaching; teacher is asking questions instead of delivering information directly; explicit instruction decreases in higher grades</li> <li>- Students take ownership of their learning</li> <li>- Students use multimedia which can extend the instructional day from 6 hours to 24/7 accessibility</li> <li>- Creates passionate learners</li> <li>- Real-life problems and applications; authentic learning</li> <li>- Facilitator has to have a deep level of content understanding</li> <li>- Increases project based learning</li> </ul>	
Sample Facilitated Lessons	Committee members shared lessons one might observe in the classroom when a teacher is acting as facilitator.	
Google Group and Definition of TEACHER AS FACILITATOR	Committee members decided to create a digital community through Google groups so members can share ideas and articles outside of the meetings. Additionally, committee members will begin drafting a concise definition of TEACHER AS FACILITATOR through this digital community.	Andy Johnston will create the Google group and email committee members registration information. Committee members will join the group and share their thoughts on the definition of TEACHER AS FACILITATOR.
Next Meeting	Next meeting is scheduled for May 9, 2013, from 3:30 – 5:00 pm in Tiffani Brown's classroom at Rio Seco School.	