



CT Superintendent's Community of Practice

January 26, 2016

Series Facilitators

From the Great Schools Partnership:

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Ted Hall, senior associate

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www.greatschoolspartnership.org/presentations

Series Outcomes

- Build capacity to implement mastery-based learning at scale across a school district
- Explore and share ideas and strategies underway or planned in alignment with implementation
- Create a network of like-minded educators for political and cultural support

Meeting Dates

- September 22, 2015—Cromwell, Crowne Plaza
- October 27, 2015—New Haven
- December 8, 2015—Farmington
- **January 26, 2016—Meriden**
- March 1, 2016—location TBD
- May 3, 2016—location TBD

Agenda

Welcome & Agenda Overview

Why Policy? The Concept of High-Leverage Policies

Open Space Discussion Protocol

Closing and Next Steps

Group Norms

- Build on and support one another's efforts
- Acknowledge and encourage different approaches as we collaborate
- Trust the integrity of our colleagues
- Monitor our air time in group gatherings
- Communicate openly, clearly, and directly
- Acknowledge and honor different perspectives
- Assume positive intentions of all members
- Honor confidentiality regarding the conversations held here

Participant Expectations

- Follow and support the norms
- Attend all PLG meetings
- Contribute as able between meetings

OUTCOMES

- Understand how policy can support and sustain mastery-based learning
- Identify possible high leverage policy to pursue in your district

Why Move Beyond Policy Permission?

Policies can help to:

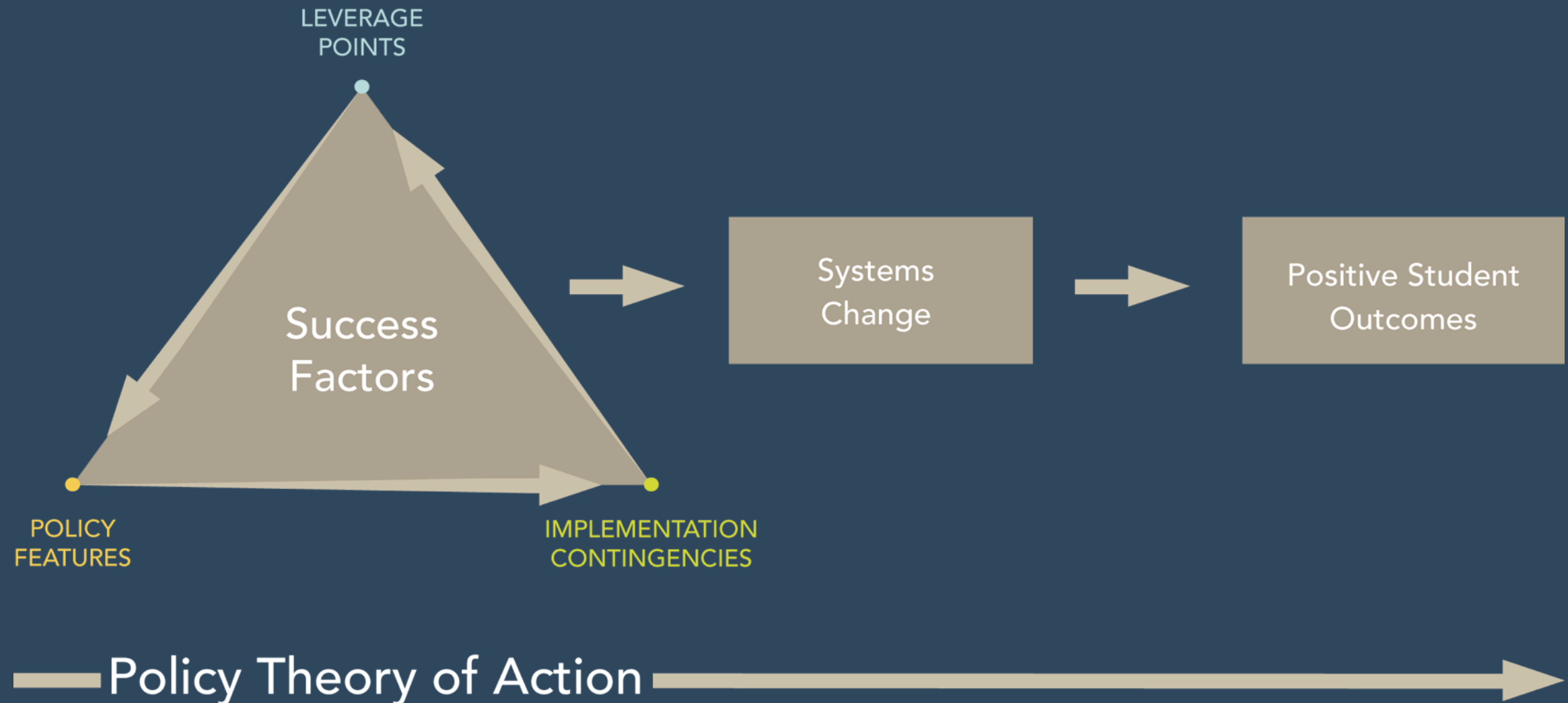
- Clarify and focus on what matters most
- Increase broad-based support
- Ensure sustainability of meaningful work
- Make equity public
- Bring about change in schools and classrooms

What is a High Leverage Policy?

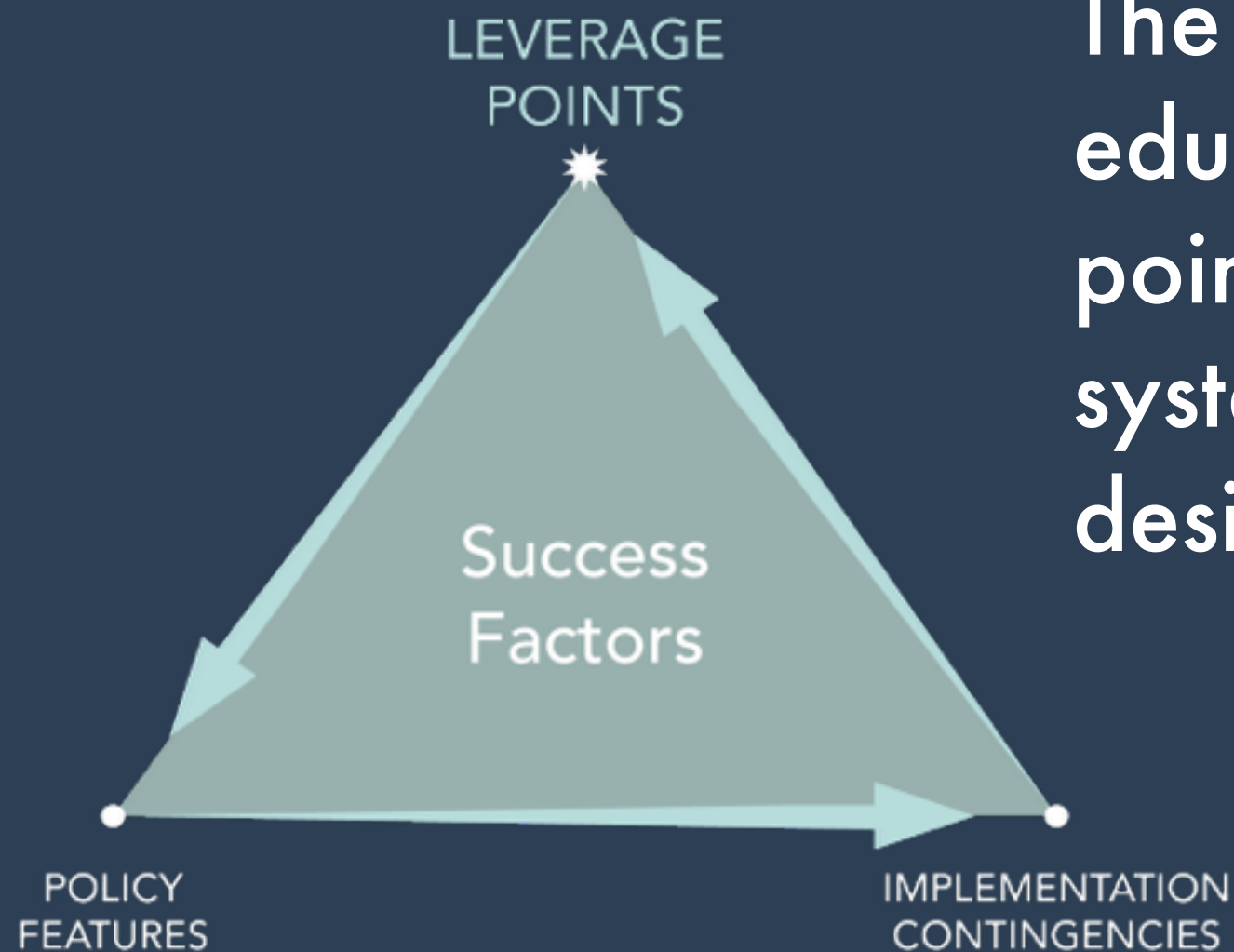
A high leverage policy:

- Increases academic aspirations, achievement and attainment for all students
- Promotes greater equity in learning, performance, or life outcomes for students
- Generates positive ripple effects throughout the educational system

The High Leverage Policy Framework



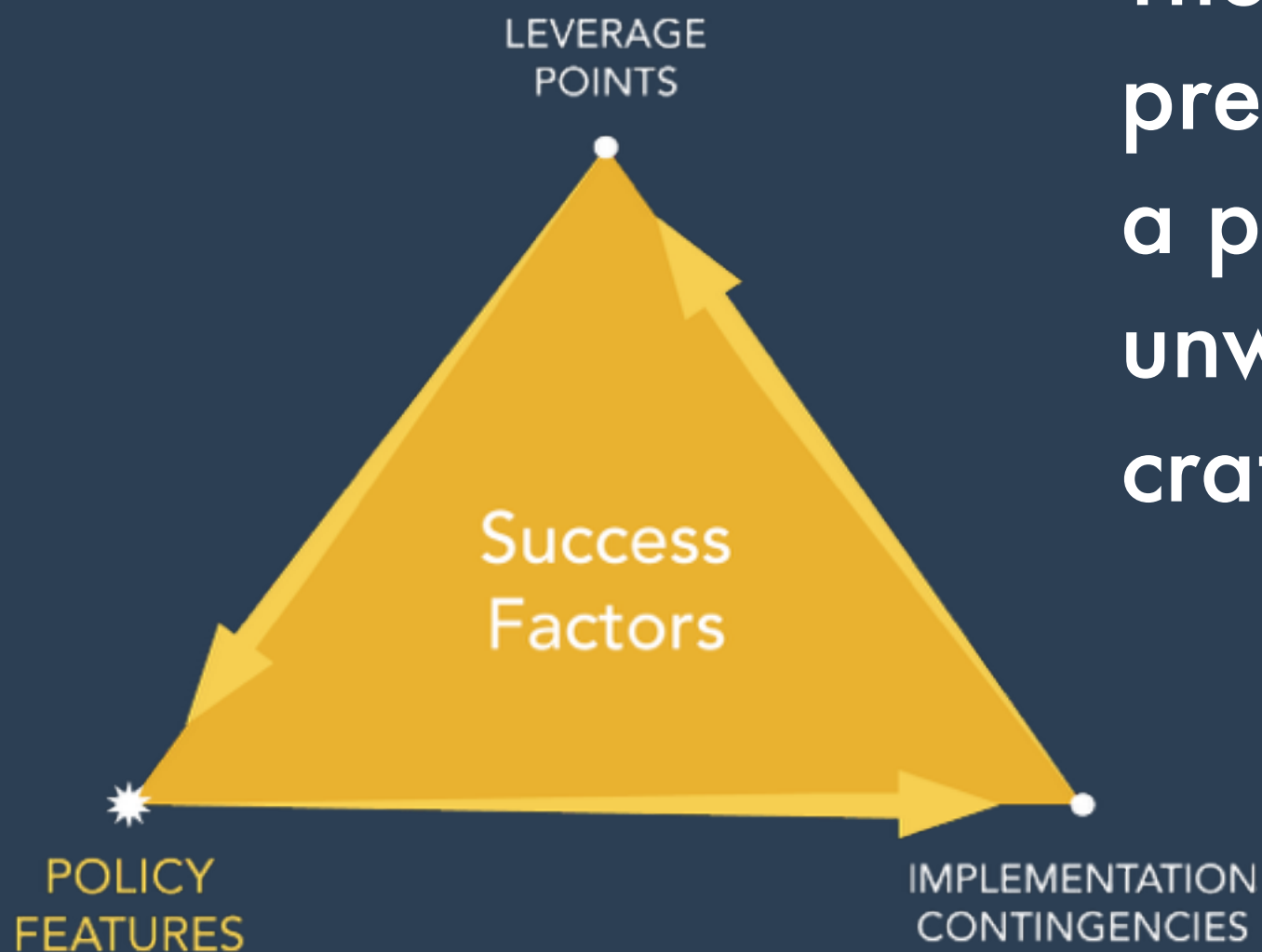
Leverage Points



The intended objectives of an educational policy or the entry points within the educational system that policy makers desire to influence.

Policy Features

The intentional, predetermined features of a policy—both written and unwritten—as it was initially crafted.

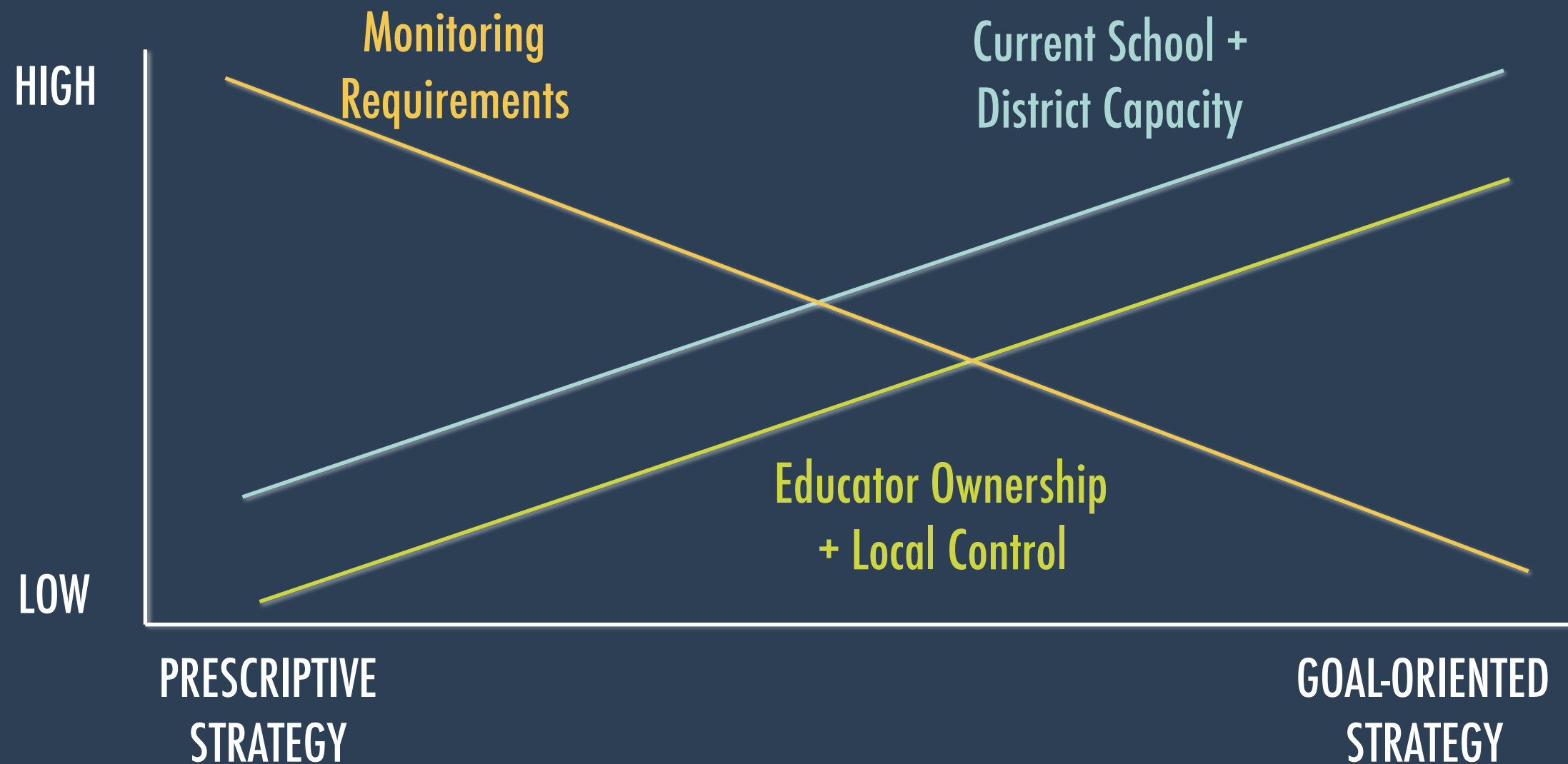


Policy Features

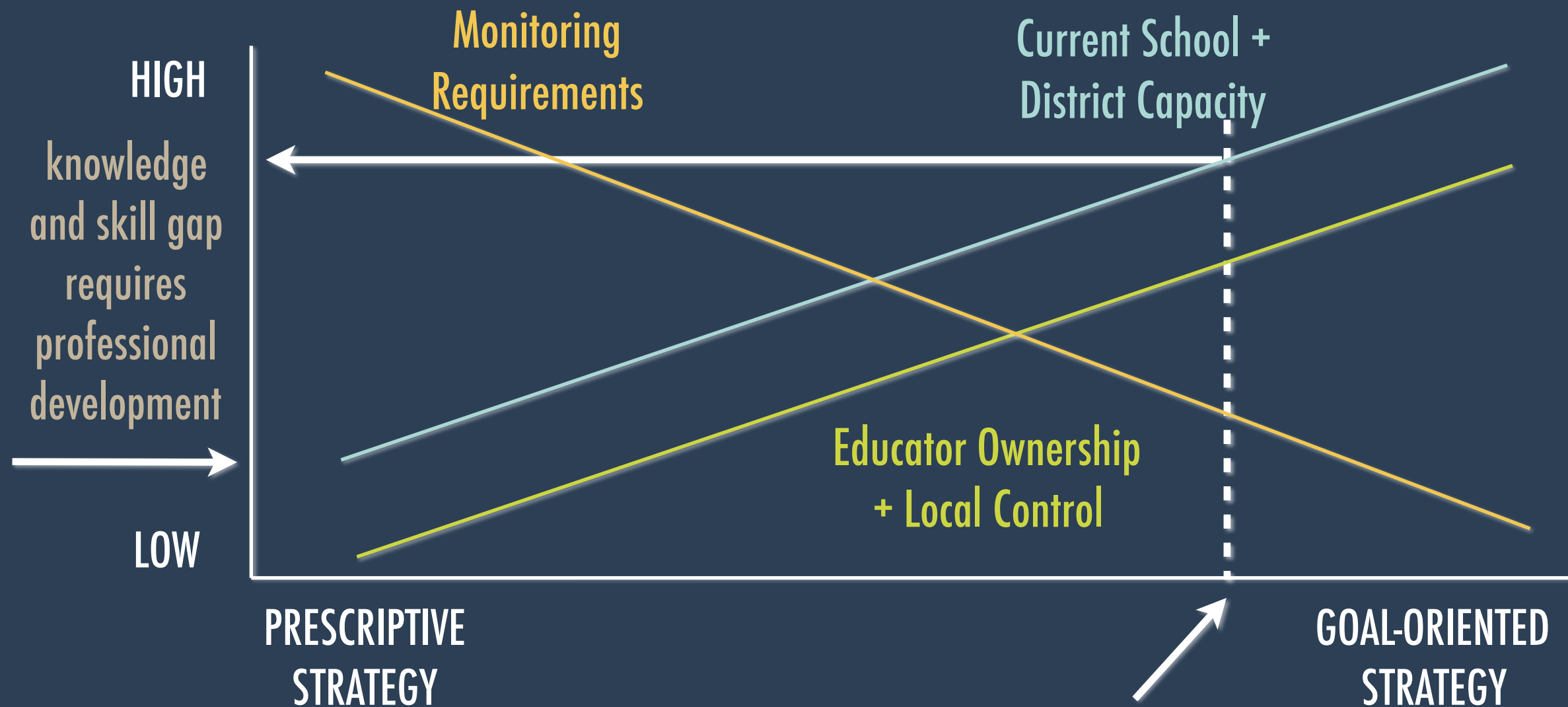
Policy Features determine:

- The mixture between pressure (usually outlined in accountability expectations) and support (usually provided through appropriate educator development and/or financial incentives)
- The breadth and/or specificity of the leverage point
- Coherence with existing policies (or it identifies required policy changes)
- Where best to locate the policy on a “goal-strategy” continuum

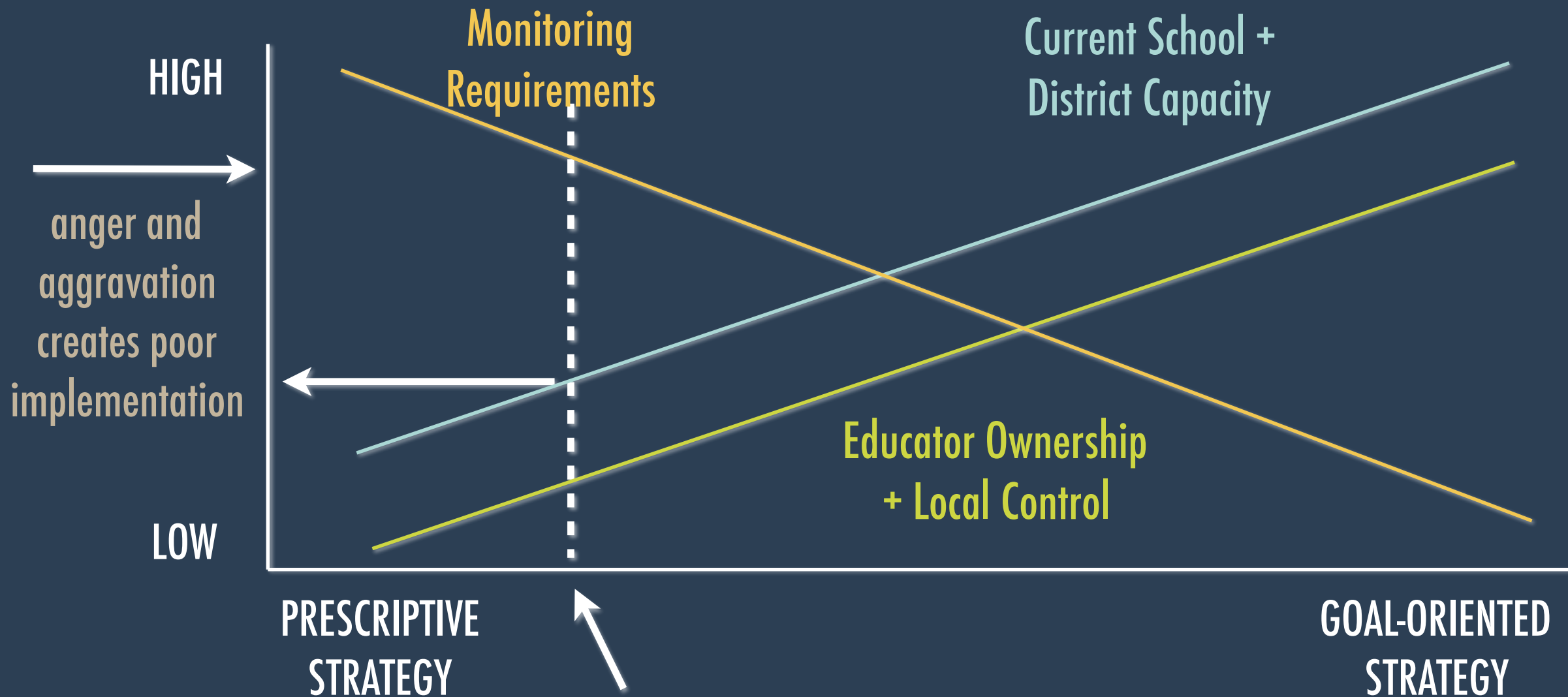
Policy Features: Capacity Needs



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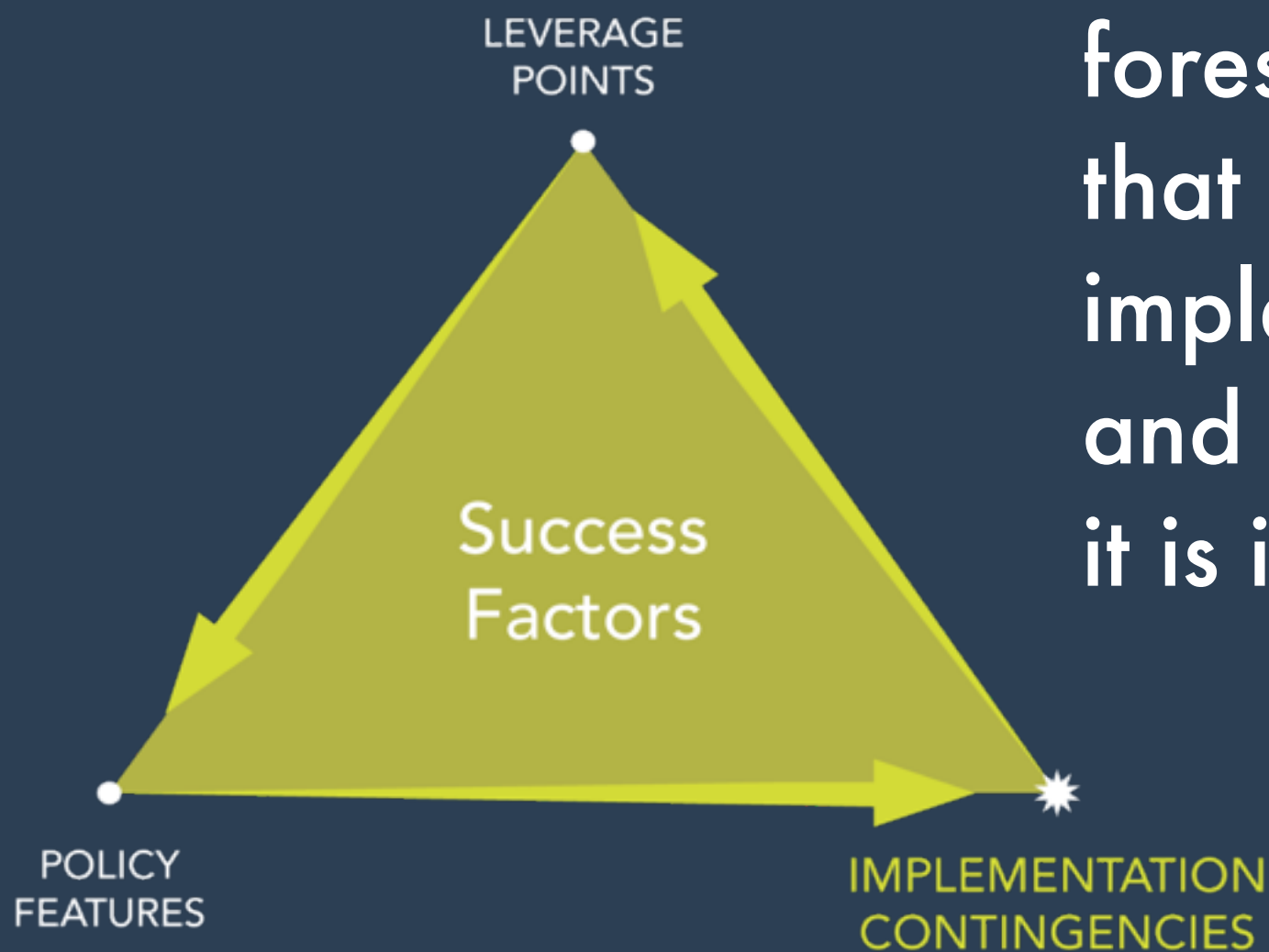


Policy Features: Capacity Needs



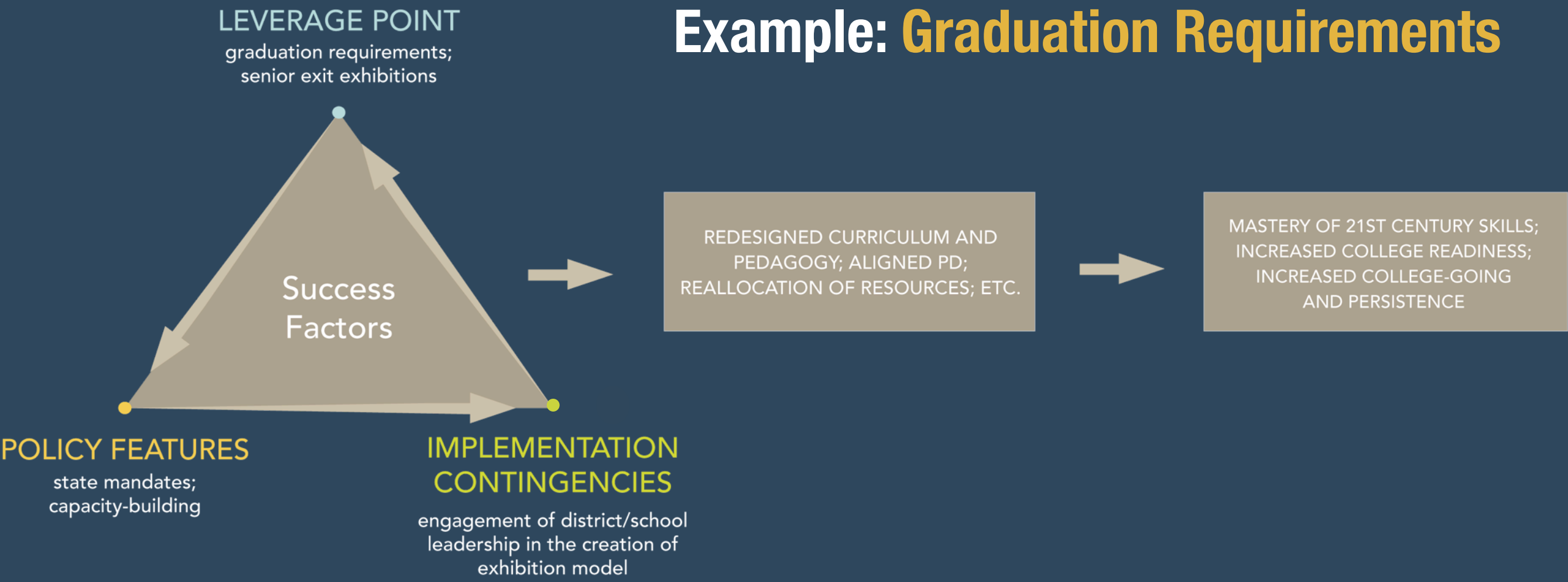
Implementation Contingencies

The contextual factors and foreseeable contingencies that may arise during the implementation of a policy and that may influence how it is interpreted and enacted.



How the Framework Operates

Example: Graduation Requirements



Personalized Learning Checklist

District and School Policy Checklist

- ✓ Graduation Requirements (Policy File IKF)
- ✓ Multiple Pathways (Policy File IKFF)
- ✓ Academic Recognition: Latin Honors and Grade Point Averages (Policy File IKD)
- ✓ Transcripts (Policy File IKC)
- ✓ Grading and Reporting System (Policy File IKA)
- ✓ Dual Enrollment and Early College (Policy File IHCD A)
- ✓ Assessment of Student Learning (Policy File ILA)

Personalized Learning Checklist

District and School Policy Checklist

- ✓ Promotion, Retention, and Acceleration (Policy File IKE)
- ✓ Demonstrations of Learning, Exhibitions, and Capstone Projects (Policy File ILA)
- ✓ Academic Interventions (Policy File JC DL)
- ✓ Personal Learning Plans (Policy File ILAPL)
- ✓ Portfolios (Policy Files ILA and ILAPL)
- ✓ Attendance (Policy File JEA)
- ✓ Academic Eligibility: Athletics and Co-Curricular Activities (Policy File JJIC)

What is CT Statute for Graduation?

Section 10-221a, subsection (f):

Determination of eligible credits shall be at the discretion of the local or regional board of education, provided the primary focus of the curriculum of eligible credits corresponds directly to the subject matter of the specified course requirements. The local or regional board of education may permit a student to graduate during a period of expulsion pursuant to section 10-233d, if the board determines the student has satisfactorily completed the necessary credits pursuant to this section. The requirements of this section shall apply to any student requiring special education pursuant to section 10-76a, except when the planning and placement team for such student determines the requirement not to be appropriate. For purposes of this section, a credit shall consist of not less than the equivalent of a forty-minute class period for each school day of a school year except for a credit or part of a credit toward high school graduation earned (1) at an institution accredited by the Board of Regents for Higher Education or State Board of Education or regionally accredited (2) through on-line coursework that is in accordance with a policy adopted pursuant to subsection (g) of this section, **or (3) through a demonstration of mastery based on competency and performance standards, in accordance with guidelines adopted by the State Board of Education.**

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What are the HLP Features of this Policy?

Leverage Point: determination of credit not based on seat time

Design Features: optional and one of several choices; local flexibility; integrated into previous statute; maintains public concept of a credit; positioned towards goal end; targets a narrow concept

Implementation Contingencies: based on guidance to be developed by the state education agency in consultation with the field and adopted by the state board

Moving to District Policy

Assuming the following:

Leverage Points: graduation based on credit accumulation in alignment with mastery demonstration

Design Features: providing flexible pathways in alignment with Student Success Plans

Implementation Contingencies: consistency across the entire district

Sample

Graduation Requirements

Policy for Mastery-Based

Learning

Graduation Policy Components

MAINE DISTRICT POLICY EXEMPLAR

Policy: IKF

Western Mountains Regional School Unit No. 99 East High School

Graduation Requirements

Awarding a high school diploma based on the accumulation of credits earned for passing courses has been a longstanding practice in American high schools, but this system has not ensured that students meet high academic standards and demonstrate proficiency. Consequently, many graduates leave high school unprepared to succeed in postsecondary education and modern careers.

To ensure that all students graduate from our schools with the knowledge, skills, and work habits they will need in adult life, the Western Mountains Regional School District has adopted a proficiency-based system of teaching, learning, promotion, and graduation. Beginning with East High School Class of 2018, all students will need to demonstrate achievement of all cross-curricular and content-area graduation standards before receiving a high school diploma. These new graduation requirements will ensure that each student provides evidence that they have achieved expected learning standards, and acquired the knowledge, skills, and work habits that will prepare them for postsecondary education and modern careers.

The district's proficiency-based diploma system also requires our schools and educators to provide the interventions, support systems, and personalized-learning pathways that each student needs to meet the expected standards and graduate college and career ready.

A. Communicating Graduation Requirements

To ensure that every student and family has the information and resources they need to appropriately plan and sequence the student's educational decisions, our schools, educators, and staff will clearly and consistently communicate—prior to entering high school and throughout the student's educational career—the graduation standards and diploma requirements that must be met to earn a high school diploma.

The Superintendent, through the high school principal or other designee, shall be responsible for ensuring that accurate, up-to-date information concerning all graduation standards and diploma requirements are (1) readily available to all incoming students and their families in the spring preceding the start of each school year, and (2) published on the district and high school websites. A detailed guide to graduation standards, academic expectations, and diploma requirements will be disseminated to all incoming ninth-grade students at the time of course selection. This policy will also be referenced in each edition of the high school student handbook and on the district and high school websites.

As soon as it is practical and feasible, the Board expects the Superintendent or designee to inform all students and their families of any modifications made to the district's graduation requirements, which extends to all applicable changes in relevant state law, rules, or regulations.

- Introduction and rationale
- Communication
- Demonstration of proficiency
- Required learning experiences
- 21st Century skills
- Culminating products
- Multiple pathways

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Graduation Policy Components

The Board has approved the following schedule of minimum requirements for graduation, which encompasses minimum graduation requirements specified by the state and described in relevant laws, rules, and regulations. The Board is aware that current law and regulations are subject to change.

B. Academic Requirements for Graduation

For the East High School classes of 2013–2017, the following graduation requirements remain in effect:

NOTE: School districts list here their present graduation requirements, by class, as a transitional policy that will be phased out beginning with the Class of 2018.

Commencing with the Class of 2018, all students attending East High School must meet the following graduation requirements:

B1. All students will demonstrate that they have achieved proficiency in the content-area graduation standards of the Maine Learning Results. Meeting the standard entails demonstrating proficiency in each of the following content areas prior to graduation:

1. English Language Arts
2. Mathematics
3. Social Studies
4. Science and Technology
5. Health Education and Physical Education
6. Visual and Performing Arts
7. World Languages
8. Career and Education Development

The East High School administration, faculty, and staff will develop and apply a set of graduation standards and performance indicators that align with the content-area standards of the Maine Learning Results.

To satisfy graduation requirements, all students must be engaged in proficiency-based educational experiences in the content areas of English Language Arts, Mathematics, Social Studies, and Science and Technology in each year of their secondary school program. The standards of Career and Education Development may be embedded and addressed in other content-area learning experiences.

B2. All students will demonstrate that they have achieved proficiency in the cross-curricular Guiding Principles of the Maine Learning Results.

The Guiding Principles state that each Maine student must leave school as:

1. A clear and effective communicator

- Introduction and rationale
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Demonstration of Proficiency

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Required Learning Experiences

To satisfy graduation requirements, all students must be engaged in proficiency-based educational experiences in the content areas of English Language Arts, Mathematics, Social Studies, and Science and Technology in each year of their secondary school program. The standards of Career and Education Development may be embedded and addressed in other content-area learning experiences.

Graduation Policy Components

B2. All students will demonstrate that they have achieved proficiency in the cross-curricular Guiding Principles of the Maine Learning Results.

The Guiding Principles state that each Maine student must leave school as:

1. A clear and effective communicator
2. A self-directed and lifelong learner
3. A creative and practical problem solver
4. A responsible and involved citizen
5. An integrative and informed thinker

The East High School administration, faculty, and staff will develop and apply a set of graduation standards and performance indicators that align with the cross-curricular standards of the Guiding Principles of the Maine Learning Results.

B3. All students will complete a capstone project, through which students will demonstrate their knowledge, skills, and work habits by conducting in-depth research, using technological applications, producing a high-quality exhibition of learning, and presenting their research and findings to a review panel.

B4. All students will complete and submit at least one application to a postsecondary educational institution, training program, or other certified learning experience, such as the military, that will provide them with continued opportunities for academic, career, and personal growth.

B5. While most students will satisfy graduation requirements over the course of a four-year academic program, students may also satisfy East High School's graduation requirements during a period of time that is either accelerated or lengthened, based on their distinct learning needs. All students are expected to develop a Personal Learning Plan with assistance from counselors, teachers, and/or administrators that allows them to meet expected standards at the pace and with the support they need.

C. Multiple Pathways

East High School offers all students multiple learning options that allow students to demonstrate proficiency on expected learning standards, earn academic credit, and satisfy graduation requirements. East High School also encourages its students to explore a broad range of learning experiences, including outside-of-school options.

To pursue outside-of-school learning options, students must describe their learning experiences in a Personal Learning Plan, including how the experience satisfies both graduation requirements and expected cross-curricular and content-area standards.

Learning options may include, but are not limited to, the following:

1. Academic courses offered by the school
2. Dual enrollment or early college courses
3. Career and technical education programming

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Graduation Policy Components

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1. Academic courses offered by the school
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3. Career and technical education programming
4. Online or blended learning options
5. Alternative or at-risk programming
6. Apprenticeships, internships, field work, or exchange experiences
7. Independent studies or long-term projects
8. Adult education

D. Transfer Students

For students who transfer to East High School from another state, country, school, program, or home-schooling situation, including educational programs that are not aligned with East High School's cross-curricular and content-area graduation standards, the Principal shall evaluate the value of the student's prior educational experiences and determine to what degree the student has met the school's graduation requirements. After enrolling in East High School, these students will need to satisfy all assessment, proficiency, and graduation requirements in the appropriate subject areas, as determined by the Principal. The Superintendent will ultimately determine whether these students are eligible to receive a diploma.

E. Home-Schooled Students

For home-schooled students wishing to receive a diploma from East High School, the Principal shall evaluate the value of the student's prior educational experiences and determine to what degree the student has met the school's graduation requirements. After enrolling in East High School, these students will need to satisfy all assessment, proficiency, and graduation requirements in the appropriate subject areas, as determined by the Principal. A home-schooled student must have attended East High School for a minimum of two (2) years or four (4) semesters to be eligible for a diploma.

F. Students Receiving Special-Education Services

Students who successfully meet East High School's cross-curricular and content-area graduation standards, as specified in the goals and objectives of their Individualized Education Plans (IEP), will be awarded diplomas.

- Introduction and rationale
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Multiple Pathways

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An Example from CABE

Page 4

Another version of this policy

Students

Promotion/Acceleration/Retention

The schools are committed to ensuring that every graduate is a lifelong learner, productive worker, responsible citizen and thoughtful participant in our diverse communities. It is the goal of this school system that every graduate:

...

The Board of Education believes that student promotion and graduation shall be based on demonstrated and/or assessed proficiency with the district's academic content and skills standards. *(especially in the core subjects of English/language arts, mathematics, science and social science.)* Students should earn the right to move from grade to grade through demonstration of the mastery of the knowledge and skills required of them.

In Small Groups...

Leverage Points	Design Features	Implementation Contingencies
	<i>mixture of pressure and support</i>	<i>potential support considerations</i>
<h2>What might be:</h2> <ul style="list-style-type: none">• Your Leverage Points?• Your Design Features?• Your Implementation Contingencies?		
	<i>breadth v specificity</i>	
	<i>coherence with other policies</i>	<i>potential road blocks</i>
	<i>goal-strategy continuum</i>	
	<i>other</i>	<i>other</i>

In Small Groups...

Based on your initial ideas, what would you change to make this policy fit your context?

WHOLE GROUP SHARING



Open Space Protocol

But first back to last session:

What did you do as a result of your conversation in the Quick Fire Protocol?

Find a “stranger” and share what you have been doing since we last met in December. Did you act on the feedback you received?

Whole group debrief.

Open Space Protocol

Step 1	Individually writing: What question is foremost in your mind regarding proficiency?
Step 2	List ideas as a group
Step 3	Form interest groups
Step 4	Group discussion (if possible send notes to David or Ted to distribute)
Step 5	Debrief



Meeting Schedule

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HOMEWORK:



GREAT
SCHOOLS
PARTNERSHIP



THANK YOU