CT Superintendents’ Community of Practice

Aligning Instruction with Mastery

Friday, April 28, 2017
## Quick Fire Protocol

<table>
<thead>
<tr>
<th>Step</th>
<th>Activity</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1</td>
<td>Individually write dilemma</td>
<td>5 minutes</td>
</tr>
<tr>
<td>Step 2</td>
<td>First Presenter</td>
<td>3 minutes</td>
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<tr>
<td>Step 3</td>
<td>Clarifying Questions</td>
<td>2 minutes</td>
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<tr>
<td>Step 4</td>
<td>Participant Feedback</td>
<td>8 minutes</td>
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<tr>
<td>Step 5</td>
<td>Presenter Response</td>
<td>2 minutes</td>
</tr>
<tr>
<td>Step 6</td>
<td>Summary Conversation</td>
<td>5 minutes</td>
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<tr>
<td>Step 7</td>
<td>Debrief the Protocol</td>
<td>3 minutes</td>
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From the Great Schools Partnership:

David Ruff, executive director

Tony Lamair Burks II, Ed.D, senior associate

Janet Garagliano, CT Liaison
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.
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
www.greatschoolspartnership.org/ct_cp1
Meeting Dates

All Meetings to be held at Connecticut Association of Schools

- October 13, 2016
- December 16, 2016
- February 8, 2017
- April 28, 2017
- June 21, 2017

Who attended the NESSC School Redesign in Action Conference in Hartford on March 27 and 28?
Agenda

1

2

3

5
Instruction!

- Share your experiences. What did you see?
- Why did you consider the practice to be strong?
- Did you see any multiple learning pathways leading to the same outcomes?
A Focus on Learning

Key Elements of The Coaching Cycle:

• Planning Conversation
• Observation of Practice
• Reflecting Conversation
MBL is not a “thing” — it’s a constellation of practices supported by research.

Some of the research is new; some is from seminal works in education.
Synthesis of over 800 meta-analyses of education research

Hattie has ranked most effective practices schools / teachers can engage in to improve learning.
Teachers, working together, as evaluators of their impact.

Helping students move from where they are to explicitly described criteria for success.

Errors are welcomed as opportunities to learn.
Maximize feedback to teachers about their impact.

Balancing surface and deep knowledge.

The Goldilocks principle.
Students at the Center

• Use a mastery approach to learning
• Use assessment and data as tools for learning
• Customize the learning experience
• Promote student agency and ownership with regard to learning
• Provide opportunities for anytime/anywhere and real-world learning tied to learning objectives and standards
• Develop and facilitate project-based learning experiences
• Use collaborative group work
• Use technology in service of learning
Turn and Talk
Engaging Students in Work That Matters
Grades 6-12 / All Subjects / PBL

Help Families with Autism
Think, Pair, Share

What competencies did you see in the video?

What was missing?

What competencies could you build in your practice?
www.greatschoolspartnership.org/proficiency/

www.greatschoolspartnership.org/proficiency-based-learning/planning-guide/
Preparation for June

Looking across your practice and organization, what stands in your way?
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THANK YOU

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