CT Superintendents’ Community of Practice

Instruction and Public Engagement

Thursday, April 27, 2017
**Quick Fire Protocol**

<table>
<thead>
<tr>
<th>Step 1</th>
<th>Individually write dilemma (5 minutes)</th>
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<tbody>
<tr>
<td>Step 2</td>
<td>First Presenter (3 minutes)</td>
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<tr>
<td>Step 3</td>
<td>Clarifying Questions (2 minutes)</td>
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<td>Step 4</td>
<td>Participant Feedback (8 minutes)</td>
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<td>Step 5</td>
<td>Presenter Response (2 minutes)</td>
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<td>Step 6</td>
<td>Summary Conversation (5 minutes)</td>
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<td>Step 7</td>
<td>Debrief the Protocol (3 minutes)</td>
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www.greatschoolspartnership.org/ct_cp2
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.
Series Facilitators

From the Great Schools Partnership:

David Ruff, executive director

Tony Lamair Burks II, Ed.D, senior associate

Janet Garagliano, CT Liaison
Meeting Dates

- December 15, 2016
- February 7, 2017
- April 27, 2017
- June 20, 2017

All meetings will be held at the Connecticut Association of Schools
Quick Fire Protocol

Research Bites

Mastery-Based Learning & Community Engagement
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.
Read your research brief

Boil it down - 1-2 sentences.

Go find 4-5 more pieces of research from other people.

Return to your group.

Using the research you’ve gathered, make the case as a group that MBL is just “good teaching”.
Making the Case

How is MBL just a different way of saying “good teaching”? 
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.
EDUCATOR COMPETENCIES
FOR PERSONALIZED, LEARNER-CENTERED TEACHING

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 with 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

• What are your district policies for grade level promotion and graduation? Please bring enough hard copies of these for each member of your team.

• How does your district engage the public regarding change? Write a 2-4 paragraph reflection (limited to one page) about a time when public engagement worked well and when public engagement was rocky.
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THANK YOU

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