Irving A. Robbins
Middle School
League of Innovative Schools
May 1, 2019
Welcome!

Kathy Greider, Superintendent  
Kim Wynne, Assistant Superintendent  
Veronica Ruzek, Director of Curriculum and Instruction  
Scott Hurwitz, IAR Principal  
Nilda Irizarry, IAR Assistant Principal  
Alicia Bowman, WWUES Principal  
Lisa Kapcinski, FHS Assistant Principal

Who is here? Raise your hand if...

- You represent a middle school.
- You represent a high school.
- You are a teacher.
- You are an administrator.
- You are part of your district’s central office team.
- You are here representing the GSP organization.
- You have been in education for 1 to 5 years.
- You have been in education for 5 to 19 years.
- You have been in education for more than 20 years.
The Road Ahead...

8:15 - 8:30: Arrival and light breakfast
8:30 - 8:45: Introduction to IAR and Farmington
8:45 - 9:00: Framing the classroom visits
9:10 - 10:40: Classroom visits
10:45 - 11:45: Debrief using the Affinity Protocol
11:45 - 12:00: Introduction to CAPSS Policy Briefs
12:00 - 12:45: Lunch
12:45 - 2:00: Work in Teams
2:00 - 2:30: Share work of teams for feedback
2:30 - 3:00: Closing and feedback
Core Beliefs

Relationships Matter
Instruction Matters
Expectations Matter
Effort Matters
Results Matter
Equity Matters
Vision of the Graduate

Self-Directedness and Resourcefulness

Collaboration & Communication

Problem-Solving & Innovation

Critical Thinking & Reasoning
About IAR

- Grades 7 and 8
  - 675 Students
- 3 Gr. 7 teams (A, B, C)
- 3 Gr. 8 teams (D, E, G)
- 65 certified staff
- Support Staff
  - Counselors (3)
  - Social Worker
  - Psychologist
Line of Inquiry:

To what extent do we see evidence of IAR students being **appropriately challenged and/or supported** in their classes such that learning is **personalized to their individual strengths and needs**?
## Effect Size (Hattie)

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<td>0.72</td>
<td>Just right level of challenge</td>
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<tr>
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<td>Sharing established goals for learning</td>
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<td>Student self-questioning</td>
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<td>Effective feedback to students</td>
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<td>Assessment capable students</td>
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Developing Assessment-Capable Learners
Framework for Teaching & Learning

**Principle # 1: ACTIVE LEARNING COMMUNITY**
Students learn best when they have a sense of belonging to a positive learning community in which they have regular opportunities to work collaboratively.

**Principle # 2: CHALLENGING EXPECTATIONS**
Students learn best when they understand performance expectations and are individually supported in meeting challenging standards.

**Principle # 3: MEANINGFUL KNOWLEDGE**
Students learn best when they see content as meaningful and organized around big ideas and questions and can transfer learning to new contexts.

**Principle # 4: PURPOSEFUL ENGAGEMENT**
Students learn best when they are actively engaged in authentic learning tasks and given opportunities to construct meaning and develop understanding.

**Principle # 5: INDIVIDUAL RESPONSIBILITY**
Students learn best when they make choices about and take responsibility for their own learning goals and progress.
Questions for students:

1. In what ways does your work show evidence of the learning target?
2. What skills or concepts do you still need to develop? How do you know?
3. Where are your next steps and why?
4. How are you monitoring your progress? What resources have you been provided?
5. How has feedback guided your learning?
When in classes, look for:

- Focus on instructional core
  - Teacher
  - Student
  - Content
- Descriptive statements of what you see & hear
  - Judgment-free – facts, not opinion
  - Description = bottom of “ladder of inference”
- Information relevant to the inquiry question
- Specific details (What are the teacher and students doing or saying?)
<table>
<thead>
<tr>
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Norms for Rounds

To what extent do we see evidence of IAR students being appropriately challenged and/or supported in their classes such that learning is personalized to their individual strengths and needs?

• Confidentiality
  – What happens on Rounds stays on Rounds

• Evidence:
  – Describe what you see and hear
  – Be specific (fine-grained)
  – Focus on instructional core (teacher – student – content)
  – Focus on evidence related to the Inquiry Question
“Assessment-Capable” Learners

1. Are aware of their current level of understanding
2. Understand their learning path & are confident enough to take on the challenge
3. Can select tools & resources to guide their learning.
4. Seek feedback & recognize that errors are opportunities to learn.
5. Monitor their own progress & adjust course as needed.
6. Recognize what they are learning & can teach others.

• Where Am I Going?
• Where Am I Now?
• How Can I Close the Gap?
FTL #5: INDIVIDUAL RESPONSIBILITY

Students learn best when they **make choices** about and **take responsibility** for their own learning goals and progress.

**Teachers...**
- Design learning tasks that require students to be self-directed, make choices and manage time effectively to achieve their learning goals
- Structure group tasks to ensure individual and collective accountability
- Plan for regular opportunities for student reflection through discussion and writing
- Foster a growth mindset helping students to see mistakes as learning opportunities
- Celebrate resiliency and resourcefulness in the face of setbacks or obstacles

**Students...**
- Evaluate the quality of their performances / work products
- Set learning goals and reflect on progress
- Learn from their own mistakes and develop new strategies
- Advocate for themselves by asking for help when needed
- Learn to become self-directed to make choices that match interests and learning needs
- Assume responsibility for good work habits
- Develop leadership skills in areas of interest
Affinity Protocol

Reflect individually on the post-its provided:

1. What patterns do you see within and across the classrooms?

2. What questions arose for you during your observations?

Discuss:

- Share your findings with your group.

Application:

- How does our work today relate to the work being done in your district?
Thank you!

What’s Next...

Afternoon LIS Session
Connecticut High School Graduation Requirements UNPACKED

Sarah Linet
Policy Specialist
slinet@greatschoolspartnership.org
BRIEF 1: INTRODUCTION TO THE SERIES
BRIEF 2: ELEMENTS OF EFFECTIVE INSTRUCTION
BRIEF 4: MASTERY-BASED LEARNING
Connecticut High School Graduation Requirements UNPACKED

BRIEF 6: DISTRICT POLICY
Overview

- Increased number of required credits (from 20-25)
Overview

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- Significant emphasis on flexibility and multiple pathways
Overview

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- Required student supports and remediation
Overview

- Increased number of required credits (from 20-25)
- Significant emphasis on flexibility and multiple pathways
- Required student supports and remediation
- **Mastery-based diploma assessment**
Digging In

- Break into small groups with people from your school
Digging In

- Break into small groups with people from your school
- Read Brief 1: Introduction to the Series
Digging In

- Break into small groups with people from your school
- Read Brief 1: Introduction to the Series
- Questions for Discussion:
  - What might these changes mean for me in my classroom?
  - What opportunities might these new requirements provide for me in my role?
Using the Briefs
Depending on your role…

- With colleagues to think about new cross-curricular learning opportunities
- With a building leadership team to think about planning for next year (ex: schedule, communications, etc.)
- With district leaders to ensure district graduation requirements (and policies) are aligned to these expectations
- With colleagues to design or adapt a mastery-based learning assessment process
- With parents and community members as a call to action around establishing a shared vision or portrait of a graduate
Questions?
THANK YOU

Sarah Linet
Policy Specialist
slinet@greatschoolspartnership.org
Today’s Afternoon Facilitator

From the Great Schools Partnership

Ted Hall, Senior Associate

@GreatSchoolsP
Norms for Our Work

Respect Time
Allow Others Sufficient “Air Time”
Listen Well
Respect Differences
Assume Good Intentions
Encourage and Support Risk-Taking for Learning
Stay Focused on the Work
Freely Attend to Personal Needs
Foster Good Humor
Maintain Confidentiality When Needed
What is the League of Innovative Schools?

- Founded in 2011, the League of Innovative Schools is a regional professional learning community for schools.
- Member schools are committed to educational equity, student-centered learning, and ongoing improvement.
- Currently, 166 schools from all six New England states participate in the League of Innovative Schools.
The League of Innovative Schools is founded on three core beliefs:

- Educators create great schools.
- Every school can improve.
- Collaboration drives success.
How does the League of Innovative Schools work?

- By connecting educators
- By spreading good ideas
- By accelerating improvement
### Upcoming Events

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tr>
<td>Mon/Tue</td>
<td>Summer Retreat</td>
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<tr>
<td>July 15/16</td>
<td>Westbrook, ME</td>
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<tr>
<td>October 28</td>
<td>League of Innovative Schools Fall Conference</td>
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<td>Four Points Sheraton, Norwood, MA</td>
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Summer Retreat

- July 15 & 16
- Westbrook Middle School (ME)
- Come with a team
- https://www.greatschoolspartnership.org/event/summer2019/
Team Time
Framing Consultancy Dilemmas

*Developed by Faith Dunne, Paula Evans, and Gene Thompson-Grove as part of their work at the Coalition of Essential Schools and the Annenberg Institute for School Reform.*

**Purpose**
The structure of the Consultancy helps presenters think more expansively about a particular, concrete dilemma. The Consultancy protocol has 2 main purposes – to develop participants’ capacity to see and describe the dilemmas that are the essential material of their work, and to help each other understand and deal with them.

**Framing Consultancy Dilemmas and Consultancy Questions**
A dilemma is a puzzle: an issue that raises questions, an idea that seems to have conceptual gaps, or something about process or product that you just can’t figure out. All dilemmas have some sort of identifiable tension in them. Sometimes the dilemma will include samples of student or adult work that illustrate it, but often the dilemma crosses over many parts of the educational process.

1. **Think About Your Dilemma**
Dilemmas deal with issues with which you are struggling or that you are unsure about. Some questions for helping you select a dilemma might include:
Framing Consultancy Dilemmas

• A dilemma is a puzzle: an issue that raises questions, an idea that seems to have conceptual gaps, or something about process or product that you just can’t figure out.

• All dilemmas have some sort of identifiable tension in them.

• Sometimes the dilemma will include samples of student or adult work that illustrate it, but often the dilemma crosses over many parts of the educational process.
Think About Your Dilemma

Dilemmas deal with issues with which you are struggling or that you are unsure about. Some questions for helping you select a dilemma might include:

• Is it something that is bothering you enough that your thoughts regularly return to it
• Is it something that is not already on its way to being resolved?
• Is it something that does not depend on getting other people to change - in other words, can you affect the dilemma by changing your practice?
• Is it something that is important to you, and is it something you are willing to work on?
Frame a Focus Question for Your Consultancy Group

Try to pose a question around the dilemma that seems to you to get to the heart of the matter.

Remember that the question you pose will guide the Consultancy group in their discussion of the dilemma.
Critique Your Focus Question

Is this question important to my practice?

Is this question important to student learning?

Is this question important to others in my profession?
Feedback

- Use the Quick Fire Consultancy as a protocol for feedback
- 15 minutes per school
- What question do you want answered today?
- Response from other schools
- Repeat
- Come back to the full group ready to share a key insight or question
Reflection

Think about:

• How will you use this learning when you return to your school?

• Do you have something to try out when you get back to school tomorrow?

• How will you know if this has an impact in your school?
Exit Index Card

+ What worked well today?
   (on front of index card)

Δ What could have been improved?
   (on back of index card)
Thank You!

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