

Third Annual Moving from Compliance to Coherence Conference: Advancing Student and Educator Growth through Effective Feedback

Thursday, March 9, 2017

(Snow Date: March 21, 2017)

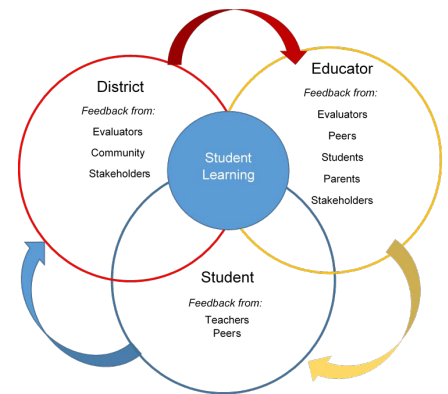
Radisson Hotel, Cromwell, CT

8:30 a.m. - 3:30 p.m.

(Registration begins at 7:45 a.m.)

For the past two years, the Connecticut State Department of Education, in partnership with the RESC Alliance and the Connecticut Association of Schools, has hosted the ***Moving from Compliance to Coherence Conference***, which has provided a forum through which educators from across the state can share their promising practices with other practitioners.

This is a conference *for educators, by educators!* All presenters are Connecticut educators who are excited to present their innovative work and share their stories about how they are advancing student learning each and every day.



2017 Conference Overview

This year's conference will focus on educators who have developed or implemented systems for providing effective feedback to increase student and adult learning. Examples might include feedback that administrators provide to teachers or other administrators, that teachers provide to students and peers, that stakeholders provide to schools (e.g. parent surveys), or even feedback that is collected by the central office to inform districtwide decisions. The conference will provide all participants with insight on how to use effective feedback to create powerful learning experiences that enhance educator and student growth.

Audience: Districts are encouraged to register a team, which may include the Superintendent, a Central Office Administrator, Principal/Assistant Principal, Instructional Coaches/Teacher Leaders, Teachers, and a member of the Professional Development and Evaluation Committee (PDEC). Please contact Deb Van Wyngaarden at dvanwyngaarden@crec.org or (860) 509-3687 with questions.

Registration Fee: \$90.00 per person

Fee includes a light breakfast and lunch. Click [here](#) to register.

*Sponsored by the Connecticut State Department of
Education, in partnership with the RESC Alliance
and the Connecticut Association of Schools.*



Session Descriptions

Guest Speaker: Terrell Hill, Assistant Superintendent for Human Resources, Windsor Public Schools

A. 1 – Opening Minds and Transforming Lives: Journey to Coherence (Avon)

A district's journey to coherence led to transformational change to support 21st Century learning. Participants will learn about a variety of approaches the **Canton Public Schools** used to shift from teacher directed learning to student centered learning. The session will provide an opportunity to examine best practices using effective feedback that can drive human capital in your school or district to a higher level and engage in dialogue how educators created a growth mindset across the district using innovation and creativity.

Presenters: Dr. Jordan E. Grossman, Assistant Superintendent of Schools; Mrs. Pam Hamad, Principal Canton Middle School; Mr. Kevin Hanlon, Principal Canton Intermediate School; Dr. Ruth Kidwell, English Teacher/Department Chair; Mrs. Jennifer Peterson, 6th Grade Teacher; Jon Bishop, K-12 STEM Coordinator

A. 2 –Evolving PLCs: From Building to District Level Sharing and Learning (Berkshire)

What does it look like, sound like and feel like when PLC teams are effective? How do we bring coherence about expectations and outcomes for PLC teams throughout a school and across a district? This session will provide participants with the process **Granby Public Schools** used to define the work of PLC teams, strategies to provide effective feedback to move teams forward and structures that allowed teams to share their learning within a school and across the district. In addition, we will discuss how our district intervention process is supported by PLC teams and the feedback loop that results from this process.

Presenters: Dr. Patricia Law, Director of Curriculum and Professional Development

A.3 – You Have to Start Somewhere: How Districts Can Nurture and Support Mastery Based Learning Efforts (Cheshire)

Where do districts and schools start? How do they create coherent, focused plans for the design and implementation of mastery-based learning? In this session, participants will have opportunities to explore a design process for mastery-based learning that is based on research and the experience of the **Naugatuck Public Schools** and districts in the region. Effective feedback is an integral part of this process, and provides clarity and focus for the work. Participants will learn how teachers and administrators were brought together to design a framework and create cross-curricular and content standards that have become the backbone of curriculum development district-wide. Feedback given and received from all stakeholders was an important component of the process. Participants will gain a deeper understanding of what mastery-based learning is, learn different ways to approach the work in their district, explore a personalized approach to mastery-based learning, and have opportunities to ask questions.

Presenters: Caroline Messenger, Director of Curriculum;

A.4 – Focus on Feedback: Aligning Structures, Professional Learning, and Teacher Evaluation (Durham)

West Hartford Public Schools will share how one school has developed a multi-year professional learning experience, focused on formative assessment and feedback on student work. The school leadership team has reinforced this work by creating structures that support teacher learning and implementation and leveraging teacher evaluation as a vehicle for feedback. The presentation focuses on applying research in adult learning and professional development, best practices in leadership, and instructional practice to create a program that aligns district and school goals with teacher professional learning, teacher evaluation, and student outcomes. Participants will deepen their understandings of the research base around effective professional development and the role of feedback in learning for teachers and students.

Presenters: Dr. Chad D. Ellis, Department Supervisor for History & Social Studies; Mike Rollins, Department Supervisor for Science; Dan Zittoun, Principal

A. 5 - Strengthening Teacher Feedback Cycles with School- Based Consultants and Principals (Jersey)

Administrators and literacy consultants in Trumbull have developed assured systems for teacher collaboration and teacher feedback to support systemic development of the District's K-5 writing program. Classroom teachers engage in ongoing regular cycles of oral and written feedback with their school-based literacy consultants and principals to reflect on their teaching practices and their relationship to student learning. The classroom teachers, literacy consultants, and principals then use this two-way feedback in pursuit and refinement of their ongoing rigorous personal, school, and District improvement goals. In this session, Trumbull's curriculum director, two K-5 principals, and two K-5 literacy consultants will present various methods by which they have strengthened assured feedback cycles to and with classroom teachers focused on District, school, and personal improvement goals. Representative data from teacher collaboration and feedback sessions will be included, and session participants will have the opportunity to simulate the experience of strong recursive feedback based on video and student work sample artifacts.

Presenters: Dr. Jonathan S. Budd, Director of Curriculum, Instruction, & Assessments; Gary Kunschaft, Principal, Daniels Farm Elementary School; Dana Pierce, Principal, Booth Hill Elementary School; Tamara Russo, Literacy Consultant, Daniels Farm Elementary; Deborah Semenza, Literacy Consultant, Booth Hill Elementary School

A.6 - Teachers as Self-Directed Learners: Creating a System for Personalized Professional Learning (Kent)

Greenwich Public School - Participants will deepen their understanding of building a district-wide system for personalized professional learning that is aligned with the district strategic plan, school improvement plans, and educator evaluation, and allows for responsible accountability while providing teacher choice, voice, reciprocity, and praxis. District, building, and teacher partnerships are critical to the success of this approach, as well as remaining flexible in the implementation in response to teacher feedback. The approach has the potential to elevate the administrator and educator relationship as they reflect together on the professional learning that will have the greatest impact on practice and student achievement. Participants will be provided with resources to support the planning for this personalized approach including a communication plan for district staff, the board of education and community.

Presenters: Irene Parisi, Assistant Superintendent; Dr. Ann Carabillo, Deputy Superintendent; Marc D' Amico, Elementary Principal/TEPL Committee Member; Karrie Vale, Elementary Educator - Fifth Grade; Beth Cotter, Instructional Coach

B. 1 – A Systems Approach to Engaging Students In Their Own Learning (Avon)

“Where am I going? How am I going? Where next?” According to John Hattie these questions “feed up, feed back and feed forward,” and the answers to them can be gathered in many ways to guide student learning, teacher development, and district alignment of processes and approaches. **Coventry Public Schools** shares how its district wide approach harnesses the power of feedback to refine systems, enhance adult learning, improve pedagogy, and increase students’ ownership of their own learning. In this session explore a district approach to engaging students in metacognitive feedback on their own learning through a model that involves students from kindergarten through high school in setting standards based learning goals and targets and monitoring their own progress on their learning throughout the year. Learn about the professional development that support this and other district endeavors related to feedback, and acquire strategies for using a classroom walkthrough protocol to generate actionable data on the integration of best practices in instruction into teaching, to track teacher implementation of professional learning, and to provide data on the achievement of aspects of school and district improvement plans.

Presenters: Michele Mullaly, Director of Teaching and Learning; David Petrone, Superintendent of Schools; Beth Giller, Principal G. H. Robertson School; Dena DeJulius, Principal Capt. Nathan Hale Middle School; Jennifer Trueman, K-12 Mathematics Specialist; Cathie Drury, Director of Educational Technology

B. 2 – Creating a Coherent Critical Thinking Framework for Feedback (Berkshire)

This session will focus on the use of a standards aligned critical thinking rubric to provide a coherent framework for setting expectations and providing consistent communication, evaluation, and effective feedback for teachers and students. This work has supported districts in measuring the high-leverage skill of critical thinking in K-12 students. The implementation of a critical thinking rubric through a process of social construction has contributed to a common understanding and an increase in the reliability of skill-based assessments throughout a school/district. Building a coherent framework for student assessment and effective feedback moves student achievement forward in a consistent manner aligned to teacher student learning objectives/goals.

Presenters: Susan Palma, EdAdvance, Professional Learning Specialist; Carly Weiland Quiros, EdAdvance, Professional Learning Specialist/ TEAM Field Staff

B. 3 – Trust: The Foundation for Building Meaningful Feedback (Cheshire)

East Lyme Public Schools will explain the importance of developing trust relationships throughout the school environment in order to improve teacher and student performance. The session focus on how to use the teacher evaluation plan as a tool to develop meaningful trust between a teacher and administrator and the importance of making feedback into a collaborative process in order to improve teacher performance. Participants will walk away with specific examples of how to implement this system in their schools and learn best practices for making feedback meaningful.

Presenters: Dr. Judy DeLeeuw, Principal; Elizabeth Brouillard, Language Arts Teacher - Grades 7/8; Carla Woitovich, Library Media Specialist

B.4 – Teacher Leadership and Authentic Voice: Road to District Coherence (Durham)

Come learn how **Regional School District #10** implemented a Teacher Leadership Council (TLC) at both the District and School levels to provide teacher voice and shared decision making. Insights will be shared regarding teacher leadership as a vehicle for effective feedback and dialog between and among teachers, principals and central office administrators to build a coherent vision for effective teaching and learning practices. No cost and low cost solutions for advancing educator professional learning and retention of highly effective staff will be shared.

Presenters: Cheri Burke, Director of Student Learning; Chris Rau, Lewis Mills High School Principal; Megan Mazzei, Harwinton Consolidated School Principal; Stacy Begert, Lewis Mills High School Biology Teacher and Co-Chair of Teacher Leadership Council; Susan Geisler, Hat-Bur Middle School 6th Grade ELA Teacher and Co-Chair of Teacher Leadership Council; Darren Murphy, Third Grade Teacher at Harwinton and Consolidated School and Teacher Leadership Council Member

B.5 – Personalized Professional Learning Through Feedback: From Coherence to Action (Jersey)

Transforming **Brookfield Public Schools** and classrooms to support personalized learning for all requires careful, targeted, and strategic planning for school leaders and teachers. Collaboratively establishing the goals and measures that create a focus on personalized learning in our classroom instruction and our professional learning designs creates opportunities to build coherence and cultivate changes in educator practice, resulting in improved student outcomes. In this session, participants will learn how to establish a cycle of planning and performance improvement that transforms teacher and leadership practice, moving from compliance to coherence and from coherence to action. Educators will learn how Brookfield Public Schools designed a clear understanding of the most critical student skills and attributes required for student success, outlined the performance expectations that need to be demonstrated by students and teachers, and provided on-going supportive, yet critical feedback to school leaders and teachers on the practices that lead to quality implementation of personalized learning environments for all.

Presenters: John Barile, Superintendent, Brookfield Public Schools; Maureen Ruby, Assistant Superintendent of Brookfield Public Schools; Marc Belanda, Principal of Brookfield High School; Patrick Flynn, Founder and Executive Director of ReVision; Dr. Matt Wlodarczyk, Contributing Consultant for ReVision Learning Partnership Learning Partnership

B.6 – Measuring Growth Mindset in the Classroom (Kent)

With the impending transition in Connecticut to Smarter Balanced growth scores, a paradigm shift to a growth mindset is essential for all educators. Educators from the **Bloomfield Public Schools and the Windham Public Schools** have teamed up to develop a Mindset Walkthrough Tool to observe and quantify growth mindset within classroom environments. Attendees can expect to apply different aspects of the tool to samples and classroom artifacts, ultimately rating the examples on a mindset continuum, ranging from fixed to growth. Activities will focus on classroom environment, student engagement and commitment to learning. Participants will learn to apply a feedback protocol that nurtures a growth mindset for teachers, increases visual supports and classroom evidence of a growth mindset, as well as encourages students to assimilate this productive method of thinking about their abilities to their own learning. With the impending transition in Connecticut to Smarter Balanced growth scores, a paradigm shift to a growth mindset is essential for all educators.

Presenters: Dr. Bethany Silver, Assistant Superintendent, Accountability and Performance; Tracy Youngberg, Assistant Superintendent, Teaching, Leading and Learning

C. 1 – Creating District Capacity to Support Feedback for Growth (Avon)

This session will examine the work of three CT districts focused on developing internal capacity to facilitate evaluator training through a Training of Trainer program. **Hartford Public Schools, West Hartford Public Schools, and New Haven Public Schools** each have invested in training a core group of leaders within their districts who will facilitate ongoing calibration activities to improve the observation and feedback skills of district evaluators in alignment with their instructional frameworks. As each district is in a different phase in the process, participants will have the opportunity to hear from each regarding the approach and areas of challenge. Additionally, facilitators will provide guidelines and support to participants in planning the implementation of the approach in their own district.

Presenters: Amy Tepper, Senior Contributing Consultant for ReVision Learning; Peter Dart, Assistant Superintendent for Talent Management, Hartford Public Schools; Natalie Simpson, Assistant Director of Human Resources, West Hartford Public Schools; Mike Crocco, Talent Director, New Haven Public Schools

C.2 – Utilizing Data Visualizations to Provide Dynamic and Effective Feedback (Berkshire)

Shelton Public Schools utilizes data visualization dashboards to provide dynamic feedback to all stakeholders. These visualizations provide feedback to administrators and teachers as a means to inform instructional decisions. In addition, these dynamic visualizations have been used to leverage and support district needs.

Presenters: Tina Henckel, Asst. Director of STEM & Data Management; Dan DiVito, Director of Technology; Victoria White, Supervisor of Literacy, Assessment & Professional Learning; Lorraine Williams, Principal; Mary Beth Trafecante, Reading Consultant; Melissa Manning, Math Consultant

C.3 – Personal Professional Learning Plans- 3PL (Cheshire)

Over the past two years, the PDEC for **Stafford Public Schools** has investigated how to invigorate professional learning to align with new standards and research. With the roll out of the new Educator Evaluation and Professional Support System, most of the emphasis was placed on developing and refining the evaluation requirements. Only recently has the district invested focused energy and time on the "Professional Support System" segment. It seems to be the forgotten portion of the revised evaluation legislation. Through the facilitation of a PDEC grant, the district has begun a process to improve professional learning for all certified staff. The focus of the work of the PDEC has been on innovative professional designs and adult learning principles. During this presentation, participants will learn how the PDEC used a collaborative inquiry process to develop personal professional learning plans- 3PL. Examples of activities along with insights about our progress will be shared and opportunities for collegial discussions and input will be provided for participants.

Presenters: Michael J. Bednarz, Director of Curriculum and Instruction; Steven Montgomery, Assistant Principal, Stafford Elementary School; Thomas Vaghini, Media Specialist, Stafford High School; Amanda Galligan, Teacher – Grade Two

C. 4 – Using Effective Feedback to Support Early Career Teachers (Durham)

This session will focus on the relationship between **TEAM and Teacher Evaluation** within a high-quality professional learning system. Participants will explore the role of effective feedback to support the professional growth of early career teachers, and by the end of the session, will develop an action plan to bring back to their district to further the conversation.

Presenters: Patty Hart-Cole, Education Specialist and TEAM Field Staff, ACES; Carly Weiland-Quiros Education Specialist and TEAM Field Staff, EdAdvance

C. 5 – Incorporating Peer Feedback into Professional Learning and Teacher Evaluation (Jersey)

About ten years ago the **Montville Public Schools** incorporated professional learning visits (PLVs) into its professional learning community (PLC) process. This session provides insight into how these professional learning visits have evolved to become an integral component of Montville's Teacher Evaluation Plan and a valuable strategy for personalized professional learning. The goals of the session are to demonstrate how teachers use peer feedback to enhance their work on performance and practice and student learning goals and ultimately use self-reflection to determine their own peer feedback ratings.

Presenters: Laurie Pallin, Assistant Superintendent; Mary Jane Dix, Principal, Leonard J. Tyl Middle School

C. 6 – Beyond the SLO: Ensuring Student Learning Through Coherence (Kent)

Cromwell Public Schools will share system processes that support teachers moving from a narrow focus on SLO outcomes to a deeper understand of student outcomes based upon multiple measures. Data collected is analyzed by faculty to determine a continuum of growth towards school and district goals. Presenters will share strategies for structuring the school calendar and schedule to facilitate the work of teachers and administrators.

Presenters: Dr. Paula Talty, Superintendent of Schools; Fran Difiore, Principal, Cromwell High School; Katie Guerrette, Vice Principal, Edna C. Stevens and Woodside Intermediate School; Michaela Rafferty, Teacher - Grade Five