

VI.B.

**CONNECTICUT STATE BOARD OF EDUCATION
Hartford**

TO BE PROPOSED:

June 3, 2015

RESOLVED, That the State Board of Education, pursuant to Connecticut General Statutes Section 10-221a(f)(3), adopts the Guidelines for Mastery-Based Learning, and directs the Commissioner to take the necessary action.

Approved by a vote of _____ this third day of June, Two Thousand Fifteen.

Signed: _____
Dianna R. Wentzell, Secretary
Connecticut State Board of Education

CONNECTICUT STATE BOARD OF EDUCATION
Hartford

TO: State Board of Education

FROM: Dr. Dianna R. Wentzell, Commissioner of Education

DATE: June 3, 2015

SUBJECT: Approval of Mastery-Based Learning Guidelines

Executive Summary

Introduction

The purpose of this summary is to provide recommendation of adoption of the Mastery-Based Learning (MBL) Guidelines by the State Board of Education (SBE) to support schools and districts that are interested in implementing a MBL system.

The proposed Guidelines document was written with support from Great Schools Partnership (GSP), a school support organization working to redesign public schools, and the New England Consortium of Secondary Schools (NESSC), of which Connecticut is a member. Both organizations are involved in helping to implement Mastery/Competency-Based Education throughout New England. As one of twelve states working with Achieve, an independent, bipartisan organization that supports standards-based education reform, many schools and districts in Connecticut have also benefited from technical assistance. At present, over thirty schools and districts in Connecticut have begun to implement MBL. For the past nine months, the draft Guidelines and supporting documents have been shaped by feedback from a diverse group of stakeholders. After presenting a digest of feedback to the Academic Standards and Assessment Committee on January 28, 2015, it was recommended that the Connecticut State Department of Education (CSDE) continue to solicit public feedback and offer a summary of those subsequent public comments at the June 3, 2015, SBE meeting.

History/Background

Many educators, parents, community members, researchers and employers have come to the conclusion that our current educational system is based on the needs of an economy tied to an industrial model that is less relevant in the information age. Awarding credit solely on the basis of “seat time” (Carnegie Units) has allowed some students to progress through school and graduate from high school with significant learning gaps. In a MBL environment, students are given multiple pathways to master critical content knowledge and skills. Students who are struggling to demonstrate mastery of a competency receive targeted individualized support and more time to learn and practice, as well as multiple opportunities to demonstrate their progress and mastery. Students who have mastered the competency can move on to a deeper learning task. This increases student engagement and benefits all learners across the continuum. While the learning expectations and evaluation criteria are consistent, teachers can be more flexible in

teaching and students have more choice in learning. By demonstrating competency, students meet course expectations and are given credit.

Recommendation and Justification

If approved, the CSDE will develop resources grounded in educational best practice from schools and districts throughout Connecticut and nationally. We recommend the Board adopt the MBL Guidelines to support local decisions regarding planning, implementation and transition to a MBL environment. The 30-plus schools and/or districts in Connecticut that are currently planning or transitioning to MBL are looking to the state for guidance in this process. As momentum builds for MBL statewide, more districts and schools will require assistance. The MBL Guidelines are structured around principles of community engagement, policy and practice with the understanding and flexibility to meet unique needs of schools, districts and communities.

Policy Implications

Schools and/or districts that make the decision to transition to MBL are still expected to meet the state graduation requirements as legislated under the Connecticut General Statutes Section 10-221a.

Follow-up Activities

Current efforts are underway to develop a state MBL Web site that will support the MBL Guidelines. In addition, local- and nationally-developed district/school examples or “best practices” for MBL will be continually added to the site, along with other helpful resources.

A communication toolkit is also under development for districts/schools to utilize with educators, local boards of education, parents, students and the broader community. The CSDE will continue to collaborate with education partners such as Connecticut Association of Superintendents and Connecticut Association of Public School Superintendents for messaging, coaching and professional development to prepare and support successful transition to MBL.

Prepared by: _____
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Approved by: _____
Ellen E. Cohn
Interim Chief Academic Officer

Mastery-Based Learning

Guidelines for Implementation

June 3, 2015



CONNECTICUT STATE
DEPARTMENT OF EDUCATION

Foreword



Guidelines for Mastery-Based Learning

Introduction

In accordance with the Connecticut General Statutes (C.G.S.) Section 10-221a(f)(3) passed by the Connecticut State Legislature, the Connecticut State Department of Education (CSDE) is required to create and distribute guidance to support educators in schools and districts interested in implementing a mastery-based system as follows:

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.**

The State Board of Education Guidelines are designed as an effort to support local decisions regarding policy, practice and community engagement. The guidelines are developed so that student expectations for Mastery-Based Learning (MBL) align with state content standards. They also include provisions for multiple pathways for learning and local accountability for the implementation of equitable learning for all students. The intent is to create increased flexibility for students, teachers, schools, districts and their communities to design and individualize learning in alignment with state content standards and frameworks. Additionally, the CSDE will develop a series of resources for local use and distribute these resources in multiple ways including using a Web site.

Vision

The vision for this work is to ensure all students are prepared for college, career and civic life through multiple and flexible pathways for learning, including mastery-based systems of accountability for student growth.

MBL places emphasis on rigorous college and career learning competencies and quality instruction and curriculum drawn from state graduation requirements and state content standards. Learning will emphasize authentic experiences and application of critical knowledge that students engage in at school, in the community or online.

Plan of Action

While teachers have always used state content standards in their summative assessments, MBL requires students to demonstrate mastery of the aligned competencies in order to move ahead. MBL pushes schools to create powerful learning experiences for every student regardless of his/her past learning history and allows students to demonstrate mastery through a body of evidence. MBL requires students to meet state identified standards and local competencies that are assessed through multiple and flexible pathways in a learner-centered environment.

MASTERY-BASED LEARNING

Connecticut students can learn through STUDENT-CENTERED pathways that ensure college and career readiness



Students are empowered to take ownership of their learning.

Rigorous, flexible learning opportunities prepare students for college, careers and civic life.

Paths to completion are flexible to meet student needs and interests.

Learning takes place through real-world application and is not constrained by time and place.

Instruction is fundamentally designed around the learner.

All students are ready and able to succeed in a global environment.

Multiple sources of data are used to provide timely intervention and/or acceleration.

Graduation is determined by student mastery and success on explicit, measurable learning outcomes.

Guidelines for Implementation

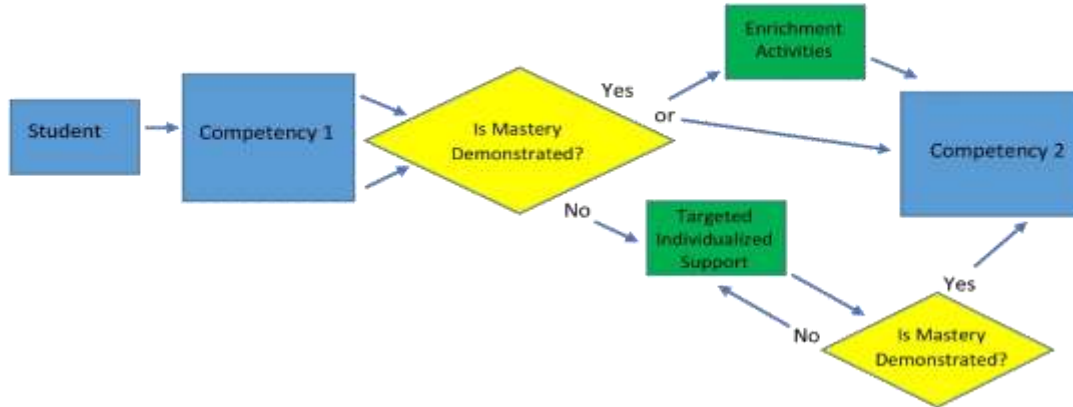
Connecticut schools and districts employing mastery-based demonstrations for credits as identified in C.G.S. Section 10-221a, should consider the following when planning:

I. Community Engagement

1. Create an ongoing process and multiple resources to inform all constituents (students, parents, teachers, administrators, community members, and business leaders) regarding the concepts of MBL, and how it works in your schools/district.
2. Topics for engagement and understanding may include:

- a. changes in how students will demonstrate mastery of competencies and meet state content standards;
- b. expectations for movement through a learning progression and graduation; and
- c. ways that community members can help to enhance student learning experiences.

Mastery-Based Learning Illustrated



II. Practice

1. Identify locally-developed graduation competencies that align with current state content standards.
 - Ensure graduation competencies are identified for each content area required in current statutory requirements.
 - Identify how the content area graduation competencies are distributed among the courses that learners are required to take for graduation.
2. Employ a variety of instructional strategies that foster both individualized learning and mastery of competencies.
3. Implement a system to ensure validity of assessments and reliability of scoring.
 - Employ a variety of assessment methods, including performance assessments, by which learners can demonstrate mastery (if necessary, student may demonstrate on multiple occasions through multiple measures).
 - Develop assessments to measure a learner's progression and to provide immediate feedback and support to the learner and teacher.
 - Develop or identify assessments that will be used to determine placement for learners who transfer into a MBL environment or for any learner who requires a placement assessment.
4. Coordinate requirements for Student Success Plans with MBL activities to promote opportunities for academic rigor, provide enrichment and enhance extended learning opportunities for learners who may want to go beyond or learn outside of the established curriculum.
5. Provide avenues of support for learners who demonstrate a need for additional assistance in accordance with current statutory requirements.

Districts should also consider the following when implementing MBL:

- development of rubrics to describe progress of student work habits;
- updating reporting materials including, but not limited to report cards, progress reports, transcripts and school profile; and
- reviewing, and as is necessary, revising the school schedule and use of time to implement MBL.

Considerations for Implementation of Mastery-Based Learning in Special Populations

Equity is central to mastery education. MBL provides an environment that will help students from all socioeconomic, racial, ethnic and linguistic backgrounds, including those with disabilities. This environment will allow students to reach essential academic standards that will prepare them for a productive life beyond graduation from high school. The practice of promoting students based on their age, minimum achievement or seat time, which can lead to learning gaps, is therefore eliminated. All students are held to the same high expectations with instruction individualized to meet each student’s strengths and challenges.

Concerns related to economic disparity:	Mitigations:
1.) Research shows that there is a disparity in development of metacognition (ability to define and direct one’s own thought process) strategies and language skills that is directly correlated to family income and education.	1.) Schools must determine the gaps in each child’s metacognitive and language skills and develop interventions to address gaps in preparation for learning.
2.) Self-regulation and goal-oriented strategies are crucial skills for success in a mastery-based setting. Significant differences are observed when comparing lower- and higher-income students.	2.) Differentiated instruction and customized supports must be systemic and provided for students who struggle, as well as interventions that develop their metacognitive and self-regulation skills.
3.) Technological inequality – the digital divide may exist at the district, school and/or community level. Students who come from affluent homes are at an advantage because they acquire technology skills at home.	3.) Districts and teachers revise homework practices and expectations in order to allow all students to participate regardless of technology at home.
4.) Access to rigorous learning experiences outside the traditional school day and year is impacted by available financial resources to provide access to supplemental learning materials and experiences, as well as adult caregiver time to identify opportunities and provide transportation.	4.) Districts and schools actively communicate opportunities to parents, especially free or low-cost offerings in low-income areas. Reference: http://www.jff.org/sites/default/files/publications/materials/Equity-in-Competency-Education-103014.pdf
Concerns related to Special Education Students:	Mitigations:
1) How will students with learning disabilities fare in a system that mandates mastery of all competencies?	1) Educators can look at multiple measures of what students actually know and can do rather than rely solely on tests.
2) How will a student’s IEP be incorporated in Mastery-Based Learning?	2) Students’ IEP goals should align with Connecticut Core Standards and State Content Standards.
3) Will the standards be lowered for students with learning challenges?	3) The standards will not be lowered; rather, ways to demonstrate mastery of a standard should be tailored to the student.
Concerns related to EL Students:	Mitigations:
1) If students are not proficient with the English language how can they master standards at the same rate as native English speakers?	1) Schools that effectively accommodate differences in culture and language do not dilute or defer academic experiences but enrich opportunities to learn by closing the gap between what students know and what they need to know.
2) Some students are behind educationally and socially, as well as in English language acquisition.	2) Offer a culturally responsive environment embedded with special support for students who are English learners. Reference: https://www2.ed.gov

III. Policy

Identify, create, and/or revise policy and/or procedures in order to:

1. Ensure adequate time and resources for professional development and collaboration for educators and administrators and alignment of educator evaluation processes with implementation of MBL.
2. Identify how; and allow learners to demonstrate mastery of a graduation competency both through school courses and outside opportunities based on prior knowledge and learning.
3. Allow learners to advance to future learning upon demonstration of mastery and invoke supports and additional time when needed.
4. Determine how English learners will be provided with the support necessary to master the graduation competencies.
5. Determine how students with Individualized Education Plans (IEPs) and 504 plans will be provided with the support necessary to master the locally-developed graduation competencies and Connecticut State Graduation Requirements.
6. Support the creation of IEPs and 504 plans that align with competencies as appropriate.
7. Provide opportunities and support, and allocate time and locations of learning, for off-campus learning opportunities, including consideration of insurance and liability matters.
8. Ensure that college admissions personnel understand transcripts.
9. Implement support systems for learners.

Districts should also consider the following when implementing MBL:

- Review, and possibly revise, additional district procedures and policies including, but not limited to, rank in class, co-curricular participation, technology usage, grade-level placement, honor roll and grading practices

Mastery-Based Learning

Frequently Asked Questions



Q. What is a Mastery-Based Learning (MBL) Environment?

A: A MBL environment consists of state standards and district-level competencies and puts focus on students demonstrating what they know and are able to do through the compilation of a body of evidence. The competencies that all students are expected to meet are clearly articulated.

It is recommended that a core set of competencies be developed at the district level that align with state content standards. Since it is impossible to define everything a student will learn during the course of his or her K-12 education, individual students and teachers are empowered to pursue areas of specific interest and anticipated future needs.

The identified competencies must be drawn from, and align with, the various state content standards. Since the various state content standards that will be used to create the competencies are structured differently and use different language, districts should consider creating a system of common language across grades in order to better communicate expectations to students and parents. The structure of the learning environment is based on locally-developed graduation competencies; content area graduation competencies; and unit-based student learning objectives.

Locally-Developed Graduation Competencies are standards created by individual districts through research-based curricular concepts that focus instruction on the most foundational, enduring and leveraged concepts and skills within district-determined competencies.

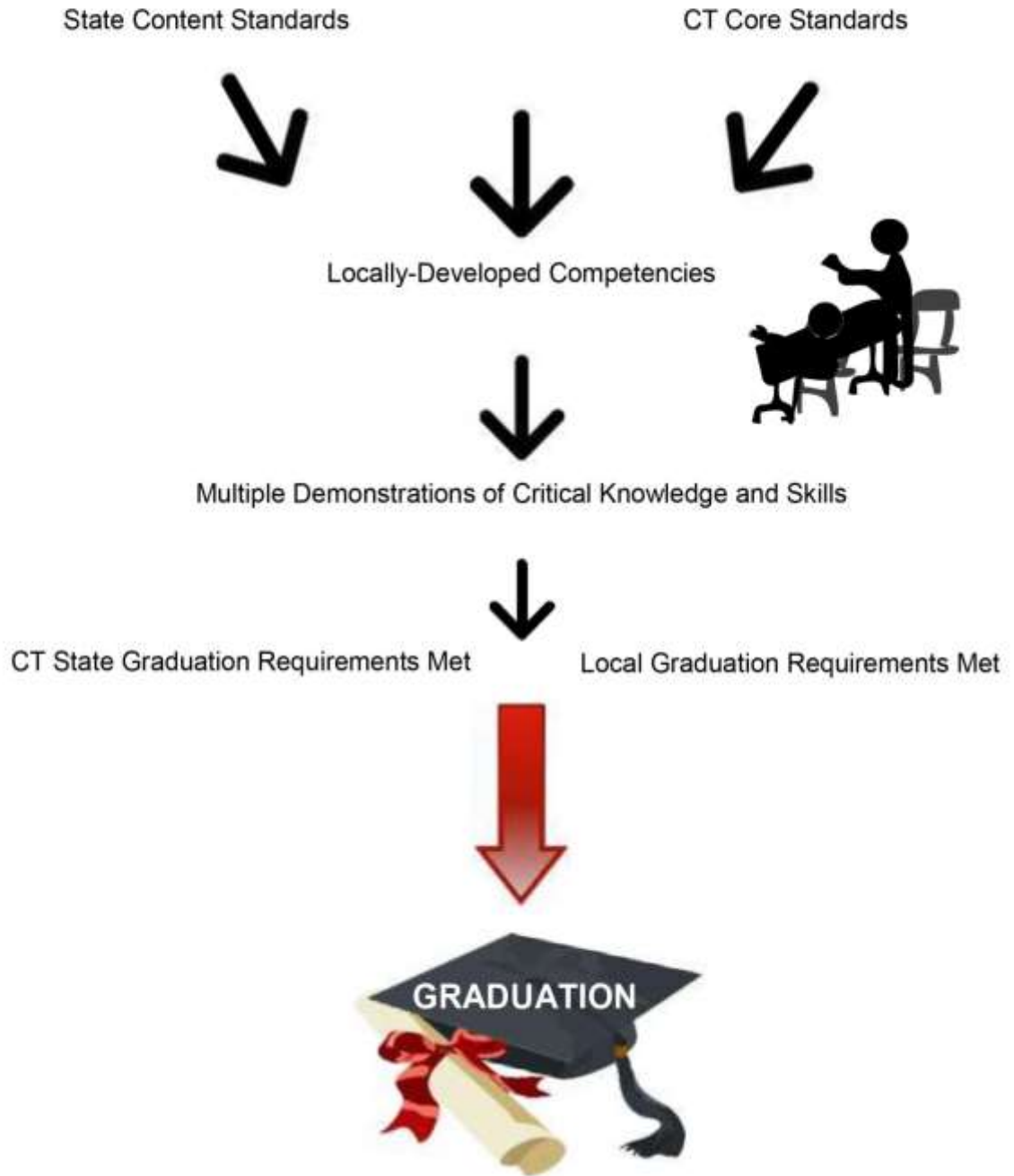
Content Area Graduation Competencies are standards that focus instruction on the most foundational, enduring and leveraged concepts and skills within each content area. Attaining these competencies requires multiple years of learning as students engage with and deepen their capacity through age-level appropriate goals. Students are expected to demonstrate achievement of each graduation competency in each required content area over time. Five to eight content area graduation competencies in each content area are recommended.

Unit-Based Student Learning Objectives derive from competencies. They are daily classroom learning expectations grouped by units of study or grade levels. They are defined statements of what a student needs to know or be able to do and facilitate the progression toward a complex critical knowledge base or skill.

To maximize student achievement of competencies, the development and implementation of relevant and authentic learning experiences will enable students to attain these competencies through varied student-centered means. Referred to as pathways, these student-centered experiences extend student learning from the classroom to the community. Pathways in concert with a common set of state content standards in all content areas, ensure that all students are prepared for college, career and civic life.

What does it look like?

Connecticut Mastery-Based Learning:



Q. How is Mastery-Based Learning Assessed?

A: Traditional assessment is insufficient to support the MBL environment. The traditional practice of averaging a student's achievement over time, including factors such as behavior in determining grades, do not paint an accurate picture of a student's attainment of competencies. In a MBL environment, not only is the learning individualized, but the way students demonstrate mastery is tailored to their needs and strengths. The same competency may appear in multiple content areas and be measured with a wide variety of assessments, such as projects or exhibitions.

To effectively respond to the information about student learning gleaned from formative assessments, instruction must be equitable and responsive and fundamentally student centered. In this environment, assessments reveal student needs as they arise. Paths to mastery must be flexible, individualized and include research-based and accessible specialized instruction, timely intervention, enrichment and acceleration.

Based on what students know and are able to do, student performance on assessments drives the following critical educational decisions:

- classroom instructional practices;
- remediation and support;
- grade promotion; and
- the awarding of credits toward graduation.

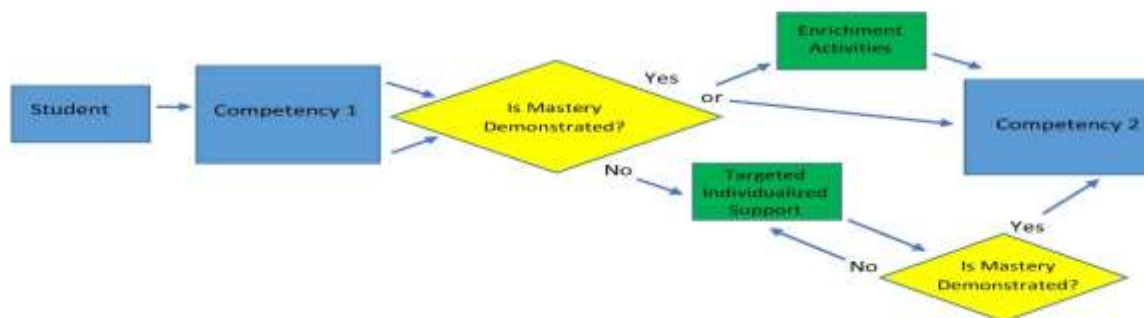
Q: Why the need for change? This isn't how we were taught in school.

A: Everything in our world has changed since our childhood *except* for the way we educate our students. Technology has advanced rapidly, our economy has become increasingly global, and the jobs of tomorrow require a much higher set of skills. MBL is one of the options available to schools and districts in Connecticut who want to make these changes. With an MBL environment, students benefit with an increased choice in their learning.

Q: How is Mastery-Based Learning different from more traditional approaches?

A: MBL presents learning objectives as a series of building blocks. Students move through the course material focusing on one block at a time. Instead of getting a grade that averages a student's performance across a range of topics without necessarily ensuring mastery, under a MBL environment, a student is evaluated based on his or her ability to demonstrate competencies (individual skills or bodies of knowledge).

Q: What does student movement through a mastery-based unit of learning look like?



Q: How will Mastery-Based Learning benefit my child?

A: A MBL environment is a more individualized approach than a traditional model. Teachers and parents see areas where students are struggling and can provide the timely feedback and support needed to address learning gaps and keep students moving forward. This approach allows students to move through the course material at their own pace.

Q: Why is the mastery approach the right one?

A: A MBL approach focuses on making sure that students demonstrate proficiency in critical knowledge and skills, rather than moving on to new competencies before they are ready. This approach focuses on the individual student. That means that high-achieving students are not held back and others are not forced on before they are ready.

Q: Will this change hurt the chances of our students to get into college? How about the most exclusive colleges?

A: No. Admissions counselors at colleges review transcripts from all 50 states and from hundreds of countries around the world. As a result, counselors have become very familiar with a wide range of student evaluations. A transcript from a MBL environment provides college admissions counselors with high levels of detail about a student's preparation and what makes a particular student unique. All of Connecticut's public community colleges and state universities have signed a pledge to accept transcripts that are mastery-based.

Q: Is this the same thing as the Connecticut Core Standards?

A: No. The Connecticut Core Standards (CCS) outline what students need to know at the end of each grade level. CCS does not tell teachers or school districts how to get to those standards. A mastery-based approach is one way to design the learning environment and curriculum to meet state and local standards, including and beyond the CCS.

Q: Mastery-Based Learning may be great for students who fall behind, but won't it disadvantage high achievers?

A: No. Education systems that use MBL focus on the individual student. As a result, students progress at their own pace. Those who are able to master given material more quickly advance right away instead of waiting for others to catch up—giving them a chance to move even further along than in traditional systems.

Q: Mastery-Based Learning is designed so that all students gain mastery but not all students are the same. Is it really possible to expect that all will graduate at the same level?

A: The goal of MBL is not to make all students the same. In fact, it recognizes that we are all individuals and we all learn at different paces, mastering some material faster than others. The goal of MBL is to ensure that all students are mastering ALL of the critical content, knowledge and skills they need to succeed in college or career. Some students will move through material faster than others, and some will exceed the benchmarks for proficiency.



CONNECTICUT STATE DEPARTMENT OF EDUCATION

MASTERY-BASED LEARNING

June 3, 2015

Connecticut General Statutes
Section 10-221a(f)(3)

...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.



Mastery-Based Learning Guidelines for Implementation

Connecticut schools and districts employing Mastery-Based Learning should consider the following when planning:

- I. Community Engagement
- II. Practice
 - I. Policy



Mastery-Based Learning

Appropriate for all grades levels, content areas, and courses

1. Competencies are identified locally and include explicit, measurable, transferrable learning objectives.
2. Students advance upon demonstrated mastery as determined at the local level.
3. Competencies include the application of knowledge and skills.
4. Instruction is designed around the critical content knowledge and skills that all students need to be successful and is aligned with CT Core Standards and CT Content Standards.
5. Assessment is a meaningful and positive experience for students.
6. Students receive rapid feedback and differentiated support based on their individual learning needs.



MASTERY-BASED LEARNING

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Instruction is fundamentally designed around the learner.

All students are ready and able to succeed in a global environment.

Multiple sources of data are used to provide timely intervention and/or acceleration.

Graduation is determined by student mastery and success on explicit, measurable learning outcomes.



Mastery-Based Learning

Fairness, Equity & Access for All Students

Mastery-Based Learning recognizes that *all students* have strengths and challenges and learn best at their own pace, sometimes with supports, including:

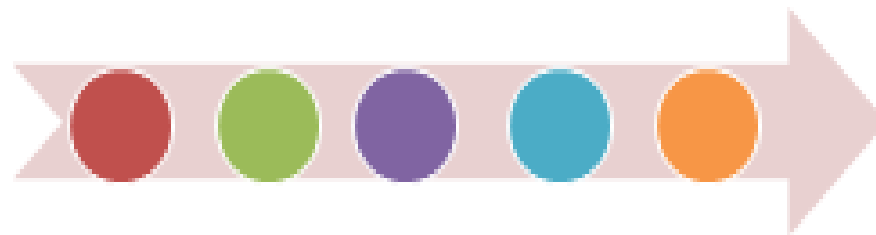
- Typical Learners
- Struggling Learners
- Gifted and Talented Learners
- Students of all SES
- Students with Disabilities
- Special Education
- Linguistically Diverse Students
- All of above



Mastery-Based Learning

Next Steps

- Website development in partnership with CAPSS
- Professional Development
 - School Leadership sessions through CAS
 - School Coaching through CAPSS
- District to District Peer Sharing of Best Practices specific and targeted to Mastery-Based Learning



Mastery-Based Learning (MBL) Digest of Stakeholder Feedback

- “MBL Simplified” pyramid graphic is unclear; provide an example of each: unit-based learning objective, performance indicator and content-area and cross-curricular graduation competencies in clear and understandable language.
- Move “Community Engagement” to start of Guidelines document, as it is vital to success of the initiative.
- Ensure that all documents are culturally responsive.
- Provide context for the “why” of the initiative at the start of the Guidelines.
- Business and industry need to become actively involved as investors and stakeholders.
- Move “Community Engagement” to the Guidance document, as it is not required by law and is misplaced in the Guidelines.
- How will student transcripts be converted from a MBL to traditional letter grades as students move between schools? (This should be a K-12 district process.)
- Concerns on how to report modifications for special education students.
- Transparency on how the level of rigor of a competency is determined, as well as what constitutes mastery of a graduation competency for all stakeholders.
- How do districts verify that off-site anytime-anywhere learning is taking place?
- While it is good practice to identify how cross-curricular graduation competencies and performance indicators align with current Connecticut Standards, this is not contained in the law, so remove number 1 under “Practice.”
- Remove number 4 under “Practice.” (Employ a variety of instructional strategies... .) This is not contained in law.
- Revise number 6 under “Practice” to read “Implement a system to ensure fair and equitable assessments and scoring of assessments.”
- Remove number 8 under “Practice.” (Develop or identify assessments that will be used to determine placements... .) This is not contained in law.
- Remove number 10 under “Practice.” (Provide avenues of support for learners who demonstrate a need additional assistance... .) This is not contained in law.

- Insert language regarding the relationship between the Student Success Plan (SSP) and Senior Demonstration Project into the segment on “What is MBL?”
- Make clear that students shall attain course credit based on mastery only by demonstrating mastery on the full range of content standards specified by the course.
- Suggest several ways that students can demonstrate mastery of the full range of content standards at the student’s point of readiness.
- Guidelines should outline specific activities that the Connecticut State Department of Education (CSDE) should support for districts that award student credit based on MBL to ensure a high standard of quality, consistency and alignment to standards and postsecondary expectations.
- Guidelines should direct the CSDE to collect and publicly report disaggregated information to the school level about graduates’ attainment of credit on courses required through graduation through seat-time, dual enrollment, on-line coursework and mastery-based credit.
- Districts require flexibility to set up MBL, as there are multiple ways to set up this system.
- State should approve plans for districts to ensure they meet minimum accountability requirements.
- If a student reaches proficiency on a competency outside of the traditional classroom, Guidelines must be addressed.
- Does Connecticut know exactly what college and career ready means?
- Specify how many competencies must be met.
- Should the state publish a set of model competencies?
- Building capacity is the key issue.

MASTERY-BASED LEARNING

A DIVERSE GROUP OF STAKEHOLDERS

Teachers

- 2014 Semi-Finalists for CT Teacher of the Year
- Family & Consumer Science Teacher, Manchester Public Schools
- High school CTE teacher, West Haven Public Schools
- English (1) and Social Studies (1) teachers, Wallingford Public Schools
- Science teacher from Bridgeport Regional Aquaculture Science HS
- Social Studies teacher, Bacon Academy (Colchester)
- School Library Media Specialist, Colchester Public Schools
- Mathematics (1) and Science (1) teachers, Connecticut Technical High School System
- Special Education teacher, Stonington Public Schools
- Teacher-In-Residence (Mathematics)

Central Office Leadership

- Superintendent, RSD 17
- Superintendent, Wallingford Public Schools
- Assistant Superintendent, Manchester Public Schools
- Assistant Superintendent, Milford Public Schools
- Assistant Superintendent, Windsor Locks
- Student Services Director, Branford Public Schools
- Director Student Services, ACES
- Director Pupil Services, Trumbull Public Schools

Principals

- Principal, Hartford Public Schools
- Principal, RSD 5
- Principal, RSD 17
- Principal, Enfield Public Schools
- Assistant Principal, Hartford Public Schools
- Assistant Principal, Meriden Public Schools
- Principal, New Haven Public Schools
- Assistant Principal, Trumbull Public Schools

School Counselors

- Guidance Coordinator, RSD14
- Guidance Coordinator, CTHSS

Associations

- CABA
- CAPSS
- Capital Workforce Partners
- CAS
- CCER
- ConnCAN
- CT Parent Power
- LIS CT
- AFT Connecticut
- PTOs (Naugatuck and Waterbury)
- CT PIRC

CSDE

- Interim Commissioner of Education
- Interim Chief Academic Officer
- Bureau Chief for Curriculum, Instruction and Assessment
- CSDE Legal Department
- Consultants for ELL/Bilingual Education, CTE, Comprehensive School Health Education, Digital Learning, ELA, MBL, Physical Education & School Health, School Counseling, Social Studies, and Special Education