



CONNECTICUT STATE DEPARTMENT OF EDUCATION

# Talk Tuesdays

## *Student Attendance, Engagement, and Support Series*

**November 16, 2021**

Please [sign-in](#) using the chat - include your name, title, district/school or agency.

Developed by the CSDE in collaboration with SERC



***Notice: This meeting is  
being recorded.***

# Agenda

## 1. Welcome

- ★ Amanda Pickett, School Climate/Culture Consultant, CSDE
- ★ Stephen Proffitt, Director for Special Education Programs and Instructional Design, SERC

## 2. What's New at CSDE and Partners

## 3. Building Relationships through Instruction

Amanda Pickett & Stephen Proffitt

## 4. Upcoming Attendance & Engagement Meetings

***Notice: This meeting is being recorded.***



# WHAT'S NEW AT CSDE AND PARTNERS



# What's New at CSDE


## November 15, 2021

- [Educator Diversity Dashboard in EdSight Secure - virtual overview](#)
- [Deadline to Complete Professional Development and Evaluation Committee \(PDEC\) Survey Extended to December 10](#)
- [Allowable Uses of ESSER/GEER funds for Student Transportation FAQs](#)

## November 8, 2021

- [2021 Performance Matters Forum – December 8 – Registration Open](#) 
- [Letter from Secretaries Becerra and Cardona: Pediatric Vaccination Efforts](#)

## November 4, 2021

- [Screen and Stay \(Press Release\) - DPH/CSDE Screen and Stay Guidance - Screen and Stay Supplementary PowerPoint slides](#) 
- [Remote Learning FAQ](#)
- [2020-21 Independent Accountant's Report](#)
- [Vaccine Clinics for Students Ages 5-11](#)
- [CT Grown for CT Kids Grant Program](#)

## November 1, 2021

- [Google Career Certificates](#)



# Track Data Early and Often...

## New on EdSight

### 2020-21 Chronic Absence Rates



- State
- District
- School
- Student groups (Els, SWDs, Grade, F/R Meals)



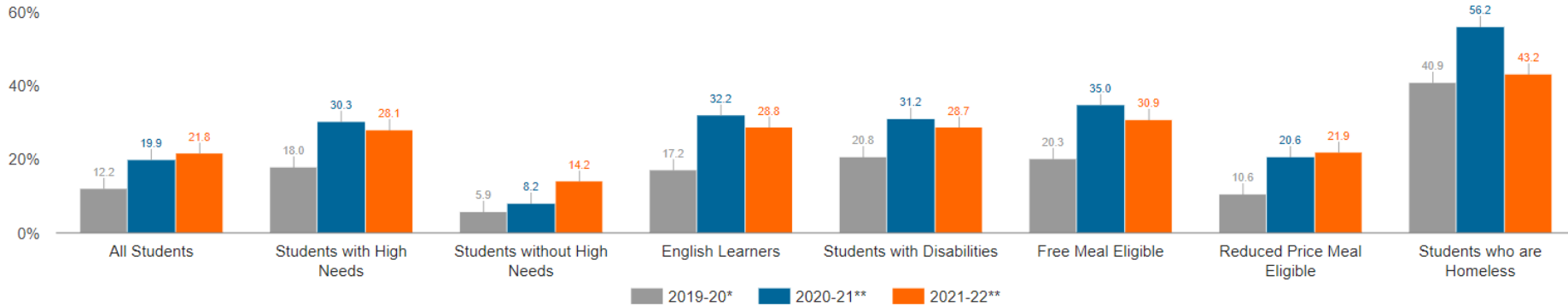
### September 2021 Attendance Data

- [Attendance by Student Group and District, 2021-2022 \(.csv\)](#)
- [Attendance by School, 2021-2022 \(.csv\)](#)
- [District Attendance Rates by High Needs category and by grade \(.xlsx\)](#)
- [District Attendance Rates for English learners and students with disabilities by grade band \(.xlsx\)](#)
- [Chronic Absence by District \(.xlsx\)](#)
- [District Chronic Absence and Attendance Rates for students wth disabilities by primary disability \(.xlsx\)](#)



# September EDSIGHT Data

Percentage of Students Chronically Absent by Student Group (YTD as of September 2021 compared to 2020-2021 and 2019-20)



\*Calculations are based only on in-person school days until mid-March 2020. \*\*Calculations include both in-person and remote days.



# Understanding Identity: **IMPACT ON RELATIONSHIPS**



# Self Awareness

- Understanding one's emotions, personal identity, goals, and values.
- *Understand the links between one's personal and sociocultural identities and to recognize how thoughts, feelings, and action are interconnected.*
  - *Define Values & Pursue Purpose*
  - *Investigate Privilege & Power*
  - *Uncover Bias*
  - *Reflect on Work Style*





# **BUILDING RELATIONSHIPS THROUGH INSTRUCTION**



# Relationship

Relationships are the positive connections between students, adults and peers in the school setting that foster positive social interaction and establish a nurturing environment of trust and support.



# Engagement

*Compliance*  $\neq$  *Engagement*

Hands on  $\neq$  Learning

New definition of engagement: Minds on, not just hands on engagement. All students deserve intellectually engaging instruction.



## Creating a Culturally Sustaining Classroom through Building Relationships and Intentional Instructional Practices

Elements	Actions Desired by Students	Creating the Conditions	Supporting Instructional Practices	CCT Rubric
	<b>Express Care</b>	<ul style="list-style-type: none"> <li>• Examine your values, beliefs, and aspects of your identity and how they impact relationships with students to inform the development of positive relationships</li> <li>• Collaboratively develop and communicate expectations and routines for behavior, engagement, and learning</li> <li>• Align learning tasks to connect to students' environments, experiences, values, needs, and strengths in order to actively engage students in learning</li> </ul>	<ul style="list-style-type: none"> <li>• Communicating clear learning goals</li> <li>• Fair and clear criteria for evaluation</li> <li>• Relevant learning models such as learning contracts, pedagogical flexibility and experiential learning</li> </ul>	
	<b>Challenge Growth</b>	<ul style="list-style-type: none"> <li>• Foster the development of academic identities for all students</li> <li>• Provide challenging and meaningful learning experiences involving higher order thinking and critical inquiry</li> <li>• Recognize academic features in student's daily speech and support the development of language and its context of use to foster critical language awareness</li> <li>• Encourage self-assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Posing problems</li> <li>• Encourage decision making</li> <li>• Experimental inquiry</li> <li>• Invention</li> <li>• Simulations</li> <li>• Investigation of definitions</li> <li>• Rubrics</li> </ul>	
	<b>Provide Support</b>	<ul style="list-style-type: none"> <li>• Address relevant, real-world issues impacting students in an action-oriented manner</li> <li>• Develop an understanding of students' strengths, interests, and learning styles to build upon for new and challenging learning</li> <li>• Include multiple ways to represent knowledge and skills and allow for attainment of outcomes at different points in time</li> </ul>	<ul style="list-style-type: none"> <li>• Reframing</li> <li>• Seek and provide timely feedback</li> <li>• Tests and testing formats critiqued for bias</li> <li>• Scaffolding</li> <li>• Pre-Teaching</li> <li>• Writing groups</li> <li>• Multi-dimensional sharing</li> <li>• Enhance meaning</li> </ul>	
	<b>Share Power</b>	<ul style="list-style-type: none"> <li>• Share ownership of knowing and learning with all students, empowering students to share their expertise and staff sharing their expertise with students</li> <li>• Connect assessment to students' experiences, frames of reference, and values</li> <li>• Encourage discussion of relevant experiences</li> <li>• Engage and partner with students, families and community resources to inform decision making</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperative learning approaches</li> <li>• Peer teaching</li> <li>• Promote collaborative conversations</li> <li>• Contextualized assessment</li> <li>• Self-assessment</li> <li>• Goal setting</li> </ul>	
	<b>Expand Possibilities</b>	<ul style="list-style-type: none"> <li>• Provide engaging learning experiences connected to the local community and leverage civic and service learning opportunities and partnerships</li> <li>• Ignite curiosity about the world beyond and connect to students' own experiences</li> <li>• Relate teaching and learning activities to students previous knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Authentic assessment tasks</li> <li>• Historical investigation</li> <li>• Portfolios and process-folios</li> <li>• Case-study methods</li> <li>• Incorporate art</li> </ul>	

Adapted from *Developmental Relationships Framework* retrieved from <https://www.search-institute.org/dev-relationships-framework> and *A Framework for Culturally Responsive Teaching*, Wlodkowski, R. & Ginsber, M. retrieved from <http://www.ascd.org/publications/educational-leadership/sept95/vol53/num01/A-Framework-for-Culturally-Responsive-Teaching.aspx>



Elements	Actions Desired by Students	Creating the Conditions	Supporting Instructional Practices
<b>Share Power</b>	<ul style="list-style-type: none"> <li>• <b>Respect me</b></li> <li>• <b>Include me</b></li> <li>• <b>Collaborate</b></li> <li>• <b>Let me be heard</b></li> </ul>	<ul style="list-style-type: none"> <li>• Share ownership of knowing and learning with all students, empowering students to share their expertise and staff sharing their expertise with students</li> <li>• Connect assessment to students' experiences, frames of reference, and values</li> <li>• Encourage discussion of relevant experiences</li> <li>• Engage and partner with students, families and community resources to inform decision making</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperative learning approaches</li> <li>• Peer teaching</li> <li>• Promote collaborative conversations</li> <li>• Contextualized assessment</li> <li>• Self-assessment</li> <li>• Goal setting</li> </ul>



# CCT Alignment

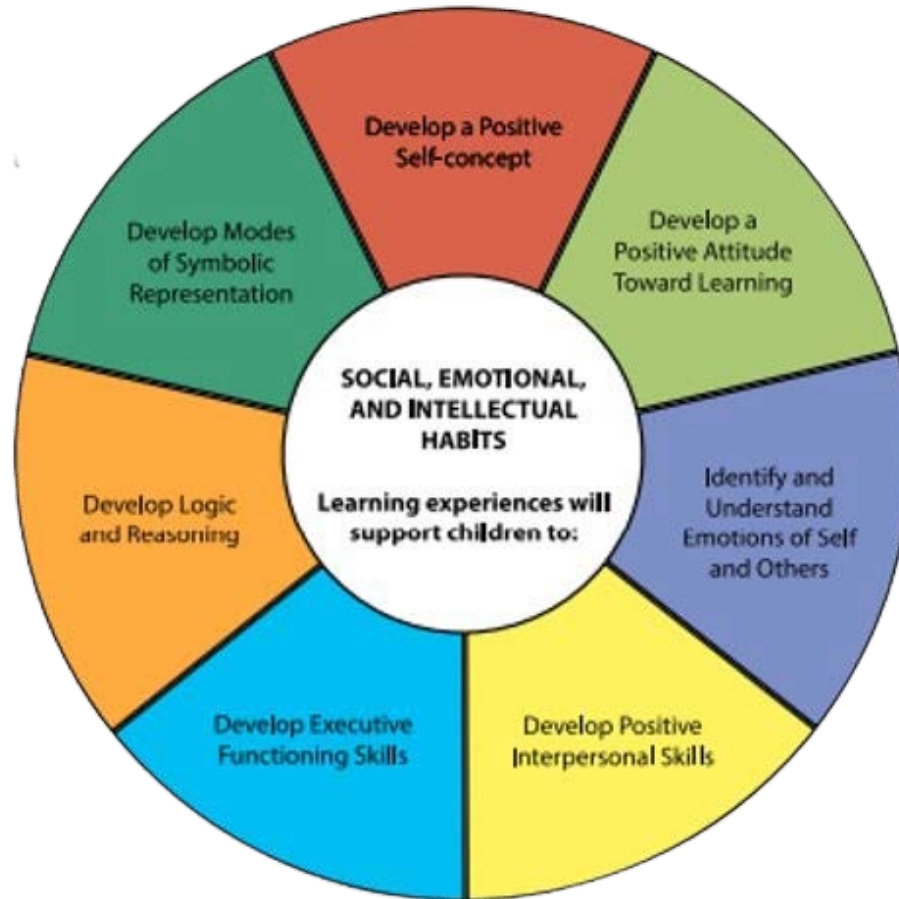
## CCT Rubric for Effective Teaching 2017 — At a Glance

Evidence Generally Collected Through In-Class Observations	Evidence Generally Collected Through Non-Classroom/Reviews of Practice
<p><b>▶ Domain 1: Classroom Environment, Student Engagement and Commitment to Learning</b></p> <p><i>Teachers promote student engagement, independence and interdependence in learning and facilitate a positive learning community by:</i></p> <ul style="list-style-type: none"> <li>1a. Creating a positive learning environment that is responsive to and respectful of the learning needs of all students.</li> <li>1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.</li> <li>1c. Maximizing instructional time by effectively managing routines and transitions.</li> </ul>	<p><b>▶ Domain 2: Planning for Active Learning</b></p> <p><i>Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:</i></p> <ul style="list-style-type: none"> <li>2a. Planning of instructional content that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge for all students.</li> <li>2b. Planning instruction to cognitively engage students in the content.</li> <li>2c. Selecting appropriate assessment strategies to monitor student progress.</li> </ul>
<p><b>▶ Domain 3: Instruction for Active Learning</b></p> <p><i>Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:</i></p> <ul style="list-style-type: none"> <li>3a. Implementing instructional content for learning.</li> <li>3b. Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.</li> <li>3c. Assessing student learning, providing feedback to students and adjusting instruction.</li> </ul>	<p><b>▶ Domain 4: Professional Responsibilities and Teacher Leadership</b></p> <p><i>Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration and leadership by:</i></p> <ul style="list-style-type: none"> <li>4a. Engaging in continuous professional learning to impact instruction and student learning.</li> <li>4b. Collaborating to develop and sustain a professional learning environment to support student learning.</li> <li>4c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning.</li> </ul>





# CSDE: Components of Social, Emotional, and Intellectual Habits



# Small Group Reflection

- Select 1 row of the document to review
  - How might you use this in your role?
  - How does this fit into other work you've done?





# Key Takeaways

- Reflection
- Support
- Plan for Alignment
- Plan for Turnkey



STAY CONNECTED  
&  
LEARN TOGETHER



# Upcoming Attendance & Engagement Meetings

## Talk Tuesday

Tuesday, **November 30**, 2021  
10 to 11 a.m.

Have a **promising practice or success**  
you want to share?

**Concerns** you want to share through peer discussion?

Send ideas for topics for discussion to  
[Kari.Sullivan@ct.gov](mailto:Kari.Sullivan@ct.gov).

## Community of Practice *District Attendance Leads*

Thursday, **November 18**, 2021  
10 to 11:30 a.m.

### Save the date!

All CoPs will be held on the 3<sup>rd</sup>  
Thursday of the month from 10 to 11:30  
a.m.



# KEEP IN TOUCH!

**Amanda Pickett, CSDE**

[Amanda.pickett@ct.gov](mailto:Amanda.pickett@ct.gov)

860-713-6805

**Kari Sullivan Custer, CSDE**

[Kari.Sullivan@ct.gov](mailto:Kari.Sullivan@ct.gov)

860-807-2041

**Stephen Proffitt, SERC**

[proffitt@ctserc.org](mailto:proffitt@ctserc.org)

860-632-1485, ext. 322

