

CCSS Leadership Community of Practice
January 12, 2016
Looking at the Impact on Student Progress and School Climate
Breakout Sessions Elementary (West Hartford)

How did you get everyone on board?

- At district level, the Assistant Superintendent met with union representatives and proactively discussed the changes.
- Involving lead teachers in the work, and they acted as go-tos for the other teachers. This builds capacity for teachers.
- Collaboration between all levels (vertical collaboration).
- Transparency.
- All about the kids.
- The expectation that it will be messy. That frustration is a natural part of the change process.
- Have patience making sure that folks were committed first.
- Trying to involve critics so they can see we are listening and responding in a professional discussion.

How did we get administrators on boards?

- Attending these events.
- Ask to see other models.
- Use professional models and research.
- Connect back to your own school and your own current challenges.

How do you ensure that the rigor is there? After looking at SBAC, how do you go back and bump up the rigor?

- Go back to our curriculum people and teachers to talk about the rigor. Work with the pockets of teachers who do not know they do not know using the PLCs and scoring.
- We ask if this is meeting our needs.
- Looking at student work and giving teachers support in key areas.
- We ask whom do we help first and target pockets of teachers.
- We use AIMSweb as a screener (not as effective for math).
- We use interim assessments and benchmarks.
- Revision teams are involved in an ongoing process to determine if meets rigor and whether questions are too complex. If question is too complex, are we providing opportunities to reach that level through scaffolding.
- The superintendent of West Hartford is informed by SBAC, but not driven by assessment. They triangulate SBAC results with results of other assessments before changing units. They give students more experience with the units before they decide they are not rigorous enough. We also look at the bigger picture competencies like critical thinking and resilience before changing the content of units.

How does this transition to the secondary level?

- The elementary curriculum specialist coordinates with the secondary level. The secondary work is building-based, but they use the same professional development structures. The units look different, but they have the same components. The 5th to 6th grade transition is being fine-tuned. There is a K-12 math vertical team, and these are the same people that are on the revision team.
- The greatest difference is how we offer support through the SRBI models. Currently there is only one district math coach who works primarily in Tile I identified schools. The schools have math tutors to offer support. There is a trans math course. They determine through triangulation of data who goes into the trans math course.