00:00:00.000 --> 00:00:01.050  
Fuller, Sharon  
Morning, Patrice.

00:00:06.200 --> 00:00:11.610  
Fuller, Sharon  
OK, so I'm going to start recording and then I think we can get going OK.

00:00:13.160 --> 00:00:14.360  
Fuller, Sharon  
So I think we're already recording.

00:00:29.440 --> 00:00:30.310  
Delancey, Joslyn [CT]  
Don't break this week.

00:00:35.310 --> 00:00:38.060  
Fuller, Sharon  
OK, Good morning, everyone and welcome.

00:00:39.630 --> 00:00:47.640  
Fuller, Sharon  
Umm we're glad to to see everyone today and we have a a. A great opportunity to have some guests from.

00:00:48.410 --> 00:00:55.120  
Fuller, Sharon  
Mansfield and from Farmington share some innovative components of their educator evaluation and support plan.

00:00:56.170 --> 00:00:56.660  
Liz Brown CABE (Guest)  
Hi.

00:00:57.730 --> 00:00:58.740  
Todd, Christopher  
But lazy got him.

00:00:57.730 --> 00:00:59.400  
Liz Brown CABE (Guest)  
I can't hear a thing are you on.

00:01:02.270 --> 00:01:03.150  
Todd, Christopher  
I we

00:01:03.280 --> 00:01:04.870  
Tucker, Shuana  
Please mute your

00:01:04.120 --> 00:01:13.390  
Todd, Christopher  
it's just a reminder. I know we're gonna go over our reminders for the meeting protocols. But just a reminder if you can to mute yourself as we go in and so Sharon, thank thank you do you wanna?

00:01:14.420 --> 00:01:44.000  
Todd, Christopher  
So good morning. Everybody it's a pleasure to be with you happy Friday. I hope that some of you are looking forward to the upcoming break next week and I think some of you are looking forward to a break a week out, but we just wanted to take a moment to recognize that it is a well deserved break for all of you and we're hoping that you find some time to rest recharge and recover it but we're really excited about today's meeting, so today's gathering has really been.

00:01:44.640 --> 00:02:15.220  
Todd, Christopher  
Designed and formulated around feedback from council members and really this is the intent of today was to specifically focus on several promising practices that are happening across the state of Connecticut in districts already in alignment with the current educator evaluation system and so we're excited to have 2 members from across the state join us today to present out on what's happening in their districts to give some ideas.

00:02:15.510 --> 00:02:50.080  
Todd, Christopher  
We're also happy to just share an update on our subcommittee meeting that took place last Friday at Kas and and some of the work that was done there as well as sharing out those resources as we continue conversations moving forward. Just a few couple housekeeping reminders. If you need to turn off your video to take a call. That's fine to the extent that you can mute yourself. Please do so and then if you want to contribute just feel free to unmute and ask questions. We are going to have opportunities between both presentations today for Q&A from the council members.

00:02:50.220 --> 00:03:07.020  
Todd, Christopher  
So, please feel free to just at once. We get to that point ask questions raise concerns. As always, we'll continue to utilize the chat box today, so please continue to put dialogue thoughts questions into the chat box and we'll do our best to address those as they come through.

00:03:13.900 --> 00:03:15.850  
Todd, Christopher  
And then just you know.

00:03:16.770 --> 00:03:38.970  
Todd, Christopher  
Basic reminders we recognize we have such a short amount of time together to complete this work. So while we're together to the extent that we can to be focused and be present position ourselves as learners and collaborators be open to multiple perspectives and monitor our use of air time and again, please utilize the chat box and the other features that we have available to us.

00:03:42.040 --> 00:03:44.980  
Fuller, Sharon  
Before we start Umm Liz are you.

00:03:45.630 --> 00:03:47.700  
Fuller, Sharon  
Are you able to resolve your sound?

00:03:47.280 --> 00:03:48.000  
Liz Brown CABE (Guest)  
sound.

00:04:04.230 --> 00:04:05.370  
Fuller, Sharon  
They will try to work.

00:04:07.380 --> 00:04:10.010  
Fuller, Sharon  
Try to work on that with Liz.

00:04:11.980 --> 00:04:21.540  
Fuller, Sharon  
But in the in the meantime, it is our pleasure to introduce doctor, Kelly Lyman Superintendent of Mansfield Public Schools. Kelly has been.

00:04:22.390 --> 00:04:42.400  
Fuller, Sharon  
Leading her, her team in Mansfield to develop what she'll share today a component what she'll share today and she's very proud of the success that it has had for the educators. So I'd like to turn this over to Kelly and we're happy to hear from you.

00:04:43.560 --> 00:04:58.590  
Kelly Lyman (Guest)  
Thanks Sharon Uh, I never quite know how to address this, but I saw you listed me as doctor, Kelly Lyman. I actually don't have my doctorate. So I wouldn't want anyone to to think I was pretending here. Those who know me so but thank you for that.

00:04:53.180 --> 00:04:53.650  
Fuller, Sharon  
Ah.

00:04:57.660 --> 00:04:57.920  
Fuller, Sharon  
OK.

00:04:59.040 --> 00:05:00.900  
Fuller, Sharon  
OK, well. Thank you for letting me know.

00:05:01.240 --> 00:05:30.970  
Kelly Lyman (Guest)  
Yeah, but I am glad to be here and as Sharon said. We're we're really proud of the work. I wanted to to start by letting you know a little bit about how we came to the process that we're using we had been working under a model that was very similar to seed. It was developed through a collaboration with the east con rescue and it it has we people participating and it had some concerns about it. And so I've been in Mansfield for 7 years we started just tinkering with it at first.

00:05:31.170 --> 00:06:02.220  
Kelly Lyman (Guest)  
And then said you know, let's take a look at the research about what really helps improve performance in schools and what do we know about? How to best support teachers and so our pdoc committee spent really about 3 years. Engaging in a process of both studying and conducting pilots and ultimately beta test of the revisions that we made but I wanted to start by sharing some of the research that we felt was most profound for us, we were.

00:06:02.340 --> 00:06:32.910  
Kelly Lyman (Guest)  
Really influenced by the work of Michael Fullin, Joel Meta and Susan Moore Johnson in particular, and Michael Fullen recognizes that systems that result in improvement are those that invest in capacity building of the professionals increase the transparency of results maintain a relentless focus on progress develop cultures that build in learning every day and promote collaboration with explicit links to student learning and I hope you'll see as I share our work that.

00:06:33.170 --> 00:06:41.440  
Kelly Lyman (Guest)  
That we attempted to create a model to support better support student outcomes that relies on on this research.

00:06:42.570 --> 00:06:50.150  
Kelly Lyman (Guest)  
The next slide. I also just wanted to mention some of Joel Meadows work, which to me is, is really critical in.

00:06:50.880 --> 00:07:18.530  
Kelly Lyman (Guest)  
In what it says about the importance of us giving experiences and opportunities for learning to our teachers that are very similar to what we know our best practices in supporting student learning in other words, we want our teachers to be meaning makers. We want them to inquire we want them to direct their own learning and to feel some agency and so those ideals were also really important to us so the next slide.

00:07:21.430 --> 00:07:51.560  
Kelly Lyman (Guest)  
We took the research that we had conducted and began our process by synthesizing that into what became our core beliefs and you can see our core beliefs here. I don't. I'm not going to read. Every slide to you. But I hope you'll see that they reflect some of what I just shared with you about the research that we had conducted and it was really important to us that our faculties understood. These core beliefs as well, and recognized why the plan was revised in the the ways.

00:07:51.980 --> 00:08:07.350  
Kelly Lyman (Guest)  
That, it was, I think that last core belief is the one that is most important to us. We really believe that when educators succeed. Students will succeed and we wanted to create an evaluation system that left educators feeling that sense of of success.

00:08:11.040 --> 00:08:40.530  
Kelly Lyman (Guest)  
Further our our plan also what looks like the formatting got got a little messed up here in the transfer. But I apologize for that. But we wanted also to express within our plan what we believe students success depends upon and and that is dependent upon our educators, engaging in professional learning and seeing themselves as continuous learners constantly working to improve upon their their professional work.

00:08:40.640 --> 00:09:09.830  
Kelly Lyman (Guest)  
In order to receive positive outcomes for students so I think you can tell you can go to the next slide. If you'd like that. Our plan is very much based on the idea that in order to improve student outcomes. We need to give focus and attention to how we're supporting our professionals and the opportunities and experiences that we're expecting our professionals to engage in and so we left all other elements of the plan in place, but

00:09:10.650 --> 00:09:27.610  
Kelly Lyman (Guest)  
give focus to changing the 45% the student outcomes in achievement and really made the focus on professional learning designed to address a dental student needs so if you could go ahead, please and.

00:09:36.500 --> 00:09:40.150  
Kelly Lyman (Guest)  
And I think I accidentally put that slide in twice so one more.

00:09:41.530 --> 00:10:11.340  
Kelly Lyman (Guest)  
Great Umm so uh what we did was we revised our student outcomes section as I mentioned to to have more of a professional learning focus and really using an action research model action research model engages the practitioner in coming to understand needs and finding solutions to to address those needs. We haven't upon this work called the supporting.

00:10:11.490 --> 00:10:33.130  
Kelly Lyman (Guest)  
Teacher effectiveness project or step that very, very clearly defines what I believe are the elements of an action research model into these these 4 components or steps seek discover confirm and share and I'll tell you a little bit more about this model and why it has helped us so the next slide.

00:10:34.170 --> 00:11:03.540  
Kelly Lyman (Guest)  
The step model was developed by the insight education group in partnership with Bill and Melinda Gates Foundation and much of their research occurred in the greater Los Angeles area about now probably about 8 years ago and it's a process that brings teachers together to find practical solutions to those every day student learning needs if if you wanna call it.

00:11:03.900 --> 00:11:11.890  
Kelly Lyman (Guest)  
That the that they find in their own school, but they do it by working collaboratively and by seeking out.

00:11:13.010 --> 00:11:19.930  
Kelly Lyman (Guest)  
Other people 's knowledge and expertise, both within their schools and across their district.

00:11:21.390 --> 00:11:47.670  
Kelly Lyman (Guest)  
This is grounded in the theory of something called Positive deviance. We really liked. This theory of positive deviance. It's an asset based approach that allows us to look for places where things are being done with success and thinking about how to replicate the success within in this case within your own classroom. The reason that this spoke to us is.

00:11:48.370 --> 00:12:20.980  
Kelly Lyman (Guest)  
Too often our teachers were feeling that the deficit approach that we were using in other words, looking for a student need or gap and focusing in on the deficit was presenting a lot of challenges and including how we think about students and thinking instead about identifying an area for student growth and finding places or ideas research where that has succeeded and then replicating those practices in one 's own classroom.

00:12:21.160 --> 00:12:52.920  
Kelly Lyman (Guest)  
With something that really appealed to our teachers. I should mention that in the original step work that they did not go into the research literature. As far as looking for a positive deviance again. This work was done in very large districts and so they were able to look across their very large district for successes. We've broadened that notion to looking not just across our district, but perhaps outside of our district and into the professional literature.

00:12:53.150 --> 00:13:25.120  
Kelly Lyman (Guest)  
So there are 4 parts and I'm just gonna review them really quickly, it begins with forming a collaborative team. This is a project that again. The research really supports this notion of of collaborative learning every teacher is required to be part of a collaborative team as they design their student growth goal so forming a collaborative team and looking together at student data and evidence and the word evidence is really critical to us because we know that not all data, especially as we're focused.

00:13:25.380 --> 00:13:55.530  
Kelly Lyman (Guest)  
Focusing on student social and emotional needs as well. Not all data can be presented in a numeric fashion. But we do require evidence. It's not just a feeling there has to be some evidence that is, is an area that we know need some attention and then they create a student growth goal and review. Their plans for what they're going to engage in in the next phase in an initial conference with the administrator so that next phase.

00:13:55.750 --> 00:13:58.340  
Kelly Lyman (Guest)  
Sharing if you could go forward is the Discover Phase.

00:13:59.110 --> 00:14:30.720  
Kelly Lyman (Guest)  
Uh during this phase the teachers do the research. First they start with students they try to find out from their students through observing through gathering additional evidence a little bit more about the area of their focus and then they they start finding other places where people have successfully supported student growth in this area, or look to the research to see what can be done to further support students in this area they identify some promising practices and by mid year.

00:14:30.830 --> 00:14:36.530  
Kelly Lyman (Guest)  
Share the results of their research and their identified promising practices with their administrators.

00:14:37.210 --> 00:15:08.100  
Kelly Lyman (Guest)  
Then in the confirmed phase they actually implement these promising practices gathering data and evidence along the way to see the effect and continually making changes as necessary to their work, so this is really not a linear process. It's more of an iterative process, sometimes needing to go back to the Discover Phase in other words, conducting more research. When something they implemented did not have the effect they were hoping for again, they summarize the results for students.

00:15:08.380 --> 00:15:32.310  
Kelly Lyman (Guest)  
And complete a self assessment of professional learning that they share with their administrator at the end of the year and then this final step. We feel is really critical and one that is often overlooked or put aside because we don't have time for it. But we've been really intentional about making sure that we have an opportunity for our educators to share their work broadly with others.

00:15:32.760 --> 00:16:04.010  
Kelly Lyman (Guest)  
UM and again this not only promotes continuous teacher reflection, but now starts to build more understanding across the district of the work. That's going on and we hope will offer more networked opportunities for people to work together so I just wanted to give you a really quick overview of a couple of projects. These came from the projects that were shared at the conclusion of last school year. I also wanted to mention.

00:16:04.100 --> 00:16:35.340  
Kelly Lyman (Guest)  
That when we rolled out this project or this revision. We knew it was going to be a change for teachers and that some people might need a little more time and support to get used to the idea. And so we told people it would be a 2 year rollout and they could opt in in year. One we actually had 90% of our teachers opt in and year one because we had beta tested this for a few years and people who were in the beta test had spoken highly of it and I think teachers like the idea.

00:16:35.450 --> 00:16:43.820  
Kelly Lyman (Guest)  
Of the agency that this provided to them and they opportunity to really focus on very specific needs as you'll see here and so I'll just.

00:16:43.920 --> 00:17:14.580  
Kelly Lyman (Guest)  
And I won't I won't read the again. I won't read the projects to you. But just to give you a sense of where these ideas came from the the first project up there is an elementary math project. It grew from concerns. The teachers had about students focus and attention to task and their ability to work. Both independently and in small groups during a math workshop, the next project came from a world language teacher who was really trying to better engage students in our flesh.

00:17:14.690 --> 00:17:23.070  
Kelly Lyman (Guest)  
Program and identified some practices that had been positively used in other flus classrooms.

00:17:24.220 --> 00:17:54.130  
Kelly Lyman (Guest)  
The the project on student ownership was actually a great 5 project that resulted in a redesign of how we configure our grade 5 team. We used to be a 4 person team we reduced it to a 2 person team really powerful to see teachers engaged in that work and then the kindergarten play shop grew out of teachers interest in trying to support students to develop their writing skills and also integrated some knowledge that this teacher had about play based learning.

00:17:54.530 --> 00:18:24.460  
Kelly Lyman (Guest)  
And resulted in a wonderful collaboration with our 8th graders. I could go on and on about that project that that was really amazing. But what it did to support students writing skills was quite impressive and then finally the last project comes from our porch of the graduate skills where we know that it's really important to collaborate and communicate and we had been recognizing that students had difficulty both giving and receiving feedback and so it collaborative team has been working.

00:18:24.680 --> 00:18:33.390  
Kelly Lyman (Guest)  
With teachers that excuse me with students for almost 3 years now really enhancing those those feedback skills.

00:18:34.950 --> 00:18:42.310  
Kelly Lyman (Guest)  
So that's an overview of how I didn't take too much time, but certainly happy to take any questions, you might have.

00:18:43.890 --> 00:18:48.540  
Fuller, Sharon  
Yes, thank you so much Kelly and and we we do have some time, we built in some time for.

00:18:49.320 --> 00:18:54.830  
Fuller, Sharon  
Questions and what to open this up for the council members to.

00:18:55.550 --> 00:19:09.800  
Fuller, Sharon  
Provide comments or questions for you, certainly I. I know I had an opportunity to meet with Kelly and she shared this more in depth than I. I can't tell you how enthusiastic Kelly and her team are about this, this idea.

00:19:13.560 --> 00:19:14.010  
Fuller, Sharon  
Liz.

00:19:16.560 --> 00:19:17.610  
Fuller, Sharon  
You're still on mute list.

00:19:21.030 --> 00:19:28.780  
Liz Brown CABE (Guest)  
Good morning. Everyone Liz Brown Cape. Thank you so much for that presentation you know it just sounds.

00:19:29.660 --> 00:20:02.770  
Liz Brown CABE (Guest)  
Remarkable but it also means a a real commitment from you and the district to put the time and effort into it at our last meeting last Friday at the castle office. This is something that the Superintendent in pharmacy. Susan from Farmington said. You really have to make a commitment for time and scheduling and I'm wondering. How did you do that because a lot of districts find that they don't have the time to do that collaborative work and the deep dive that's necessary to create this so.

00:20:03.150 --> 00:20:07.540  
Liz Brown CABE (Guest)  
If you can give us some guidance how you? How did you really make the time to do this?

00:20:08.150 --> 00:20:17.340  
Kelly Lyman (Guest)  
Yeah, that that's a great question so and I'll I'll add that it's not only our teachers. That need the collaborative time, but our administrators needed time as well.

00:20:18.140 --> 00:20:40.310  
Kelly Lyman (Guest)  
You know the it's especially in the first year. This was a real challenge for our administrators. We needed to devote some of our administrative professional time to staying focused on this work and we made that commitment because we believe that the work of our administrators is also you know 90% focused on the work of teaching and learning.

00:20:27.960 --> 00:20:28.430  
Liz Brown CABE (Guest)  
Yeah.

00:20:41.530 --> 00:21:12.220  
Kelly Lyman (Guest)  
But we needed to work with our administrators to understand the plan well and to know how to support teachers in this plan. And I could give you more details about that, but but that was a commitment. We needed to make when it came to providing teacher time. One of the things we said is that we want this to be seen as a self directed professional learning experience as much as it is an evaluation experience and So what time do we have in our school year to provide teachers opportunities for professional learning.

00:21:12.440 --> 00:21:22.990  
Kelly Lyman (Guest)  
And we really are at the point where most of our faculty meeting time is really focused on professional learning and so we, we started to devote some of our faculty meeting time to this.

00:21:18.510 --> 00:21:19.360  
Liz Brown CABE (Guest)  
Yeah, OK.

00:21:23.590 --> 00:21:53.960  
Kelly Lyman (Guest)  
Umm and uh I actually think there's an agreement with our union to ensure that no fewer than 3 faculty meetings are provided for teachers to work independently on their growth goals. So so that was a good start. But the other thing we've done is that we have looked very, very carefully at how we schedule. Our elementary classrooms and the schedule at the middle school to ensure that.

00:21:54.620 --> 00:21:56.810  
Kelly Lyman (Guest)  
Every teacher has it.

00:21:58.170 --> 00:22:06.130  
Kelly Lyman (Guest)  
At least 2 collaborative blocks with colleagues during the week that are of about an hour in length.

00:22:03.680 --> 00:22:04.210  
Liz Brown CABE (Guest)  
No.

00:22:07.840 --> 00:22:09.190  
Liz Brown CABE (Guest)  
That's amazing thank you.

00:22:10.410 --> 00:22:11.900  
Fuller, Sharon  
Thank you Kate.

00:22:14.090 --> 00:22:16.360  
Field, Kate (CT)  
Good morning, everyone thank you.

00:22:18.040 --> 00:22:20.750  
Field, Kate (CT)  
Thank you for this presentation, it was really inspiring.

00:22:20.930 --> 00:22:30.920  
Field, Kate (CT)  
Umm especially given what you were able to do within the confines of sort of what's allowable with our current system. I think some of those teacher projects.

00:22:31.000 --> 00:22:34.670  
Field, Kate (CT)  
Uh especially I'm intrigued by the kindergarten.

00:22:34.770 --> 00:22:36.500  
Field, Kate (CT)  
Uh play shop.

00:22:36.800 --> 00:22:49.070  
Field, Kate (CT)  
Uh so needed you know, and and potentially really transformative so. Thank you for the presentation. I think it really helps open eyes in terms of you know what's possible.

00:22:50.460 --> 00:23:17.760  
Field, Kate (CT)  
When when we give teachers the time uh and the opportunities to collaborate around? How do we improve the learning experiences for kids. So it was really helpful. I think to get an idea of how that is actually working somewhere and just throwing out the idea that this would work really well within if we were trying to envision a differentiated system.

00:23:18.300 --> 00:23:40.740  
Field, Kate (CT)  
Uh I think this would work really well with that kind of system where teachers have kind of a even more time to focus on how to make these kinds of projects truly collaborative and truly transformative if they were able to focus on that almost entirely for a couple of years without sort of.

00:23:41.380 --> 00:23:45.950  
Field, Kate (CT)  
Some of the other stuff that is required of them under the current system so.

00:23:46.410 --> 00:23:58.420  
Field, Kate (CT)  
And I I think this is kind of a helpful example to have in terms of how we might fit that aspect of this into imagining a future plan so thank you for that.

00:23:59.100 --> 00:24:28.730  
Kelly Lyman (Guest)  
Thanks, Kate. I don't know what you were thinking when you said Differentiation, but I'll just share that one of the one of our great success. Stories is actually a a world language teacher who came to us after she had only been teaching. I think 2 years when she came to us and she had been identified as a really strong teacher in her previous district and came to us and found out that perhaps her skills weren't as well developed as she thought they were and.

00:24:29.410 --> 00:24:58.940  
Kelly Lyman (Guest)  
We we put her on a collaborative team immediately. I think there is real power for teachers early in their career to be able to work with veteran teachers and sometimes I think we, we move those opportunities from early career teachers because we don't want to overwhelm them, but that Spanish teacher. I have to say is a great success for us. She just helped us create a recruiting video where she talked about what it means.

00:24:59.480 --> 00:25:07.890  
Kelly Lyman (Guest)  
To be an educator in our community and to hear her talk about the growth. She's experienced in her now almost 3 years here was was really.

00:25:07.950 --> 00:25:08.350  
Kelly Lyman (Guest)  
I'm

00:25:09.880 --> 00:25:19.430  
Kelly Lyman (Guest)  
really encouraging and exciting for me to hear so she she's a great example of what happens when when you give all teachers opportunities.

00:25:21.870 --> 00:25:23.770  
Fuller, Sharon  
Thank you Fran.

00:25:26.610 --> 00:25:55.820  
Fran  
You know, OK, Kelly I I've always known your a master and teaching and learning. But this together with your team is just the kind of thing I've been thinking about and it's sort of loosened and not that I have around teacher evaluation, thinking that you know, we have to throw everything out and start over. Obviously that's not true. I mean, you were able to do this.

00:25:57.200 --> 00:26:01.930  
Fran  
Within the confines of the presence of valuation model.

00:26:03.310 --> 00:26:33.560  
Fran  
And I I see it as real support and development for teachers. I I guess you know, I'm just hungry for more knowledge. Now I want to know so how did you work out all of the observations and all the other pieces and all the waiting but I know we don't have time today. But I think I think it's it's incredibly intriguing and I just wanna thank the town office for going this path.

00:26:33.660 --> 00:26:58.100  
Fran  
And showing us different models within Connecticut. I was in an alliance district at the time of the teacher eval. I had everything I could do just to get the model up and running without being I. I just didn't have I don't think the capacity or ability to be able to experiment and I I appreciate that others have?

00:26:59.280 --> 00:26:59.790  
Kelly Lyman (Guest)  
Thank you.

00:27:01.670 --> 00:27:05.060  
Kelly Lyman (Guest)  
And I'm happy to share anymore with you friend at anytime if you're interested.

00:27:06.540 --> 00:27:08.300  
Fuller, Sharon  
Thanks and Jen.

00:27:10.830 --> 00:27:43.240  
Jennifer Benevento  
Hi Kelly, thank you so much for presenting this, it is. It is inspiring in many different ways. I was hoping you could give us a little bit more information about the process because one of the things that really stuck out to me is that you took 3 years of studying and piloting to come to this and that that work was very organically done and collaboration within your PEC and one of the things I think a lot of our local struggle with is is the functionality of that pdac and the time that the pdac needs to be able to really dive into a lot of this work. So I was wondering if you could just tell me a little bit more about.

00:27:43.360 --> 00:27:57.350  
Jennifer Benevento  
Over those 3 years? How often did your PDF on your PDF because I think that that buy in and and how organically that came together. I think that probably had a lot to do with people being excited to learn more about it.

00:27:58.500 --> 00:28:28.070  
Kelly Lyman (Guest)  
Yeah, great and I'll tell you, you use the word buy in and you know as the longer I've been working in in educational leadership, the more I've come to appreciate that you don't have to worry about buying if you engage people in the development and build the understanding as you're creating and developing things and I'll tell you that was just critical to this work, so very simply when we started or when I started here with PETA the first thing seen was maybe a year or 2.

00:28:28.870 --> 00:28:58.070  
Kelly Lyman (Guest)  
Old at that point and I said to them do you like the evaluation process and I think we probably know what their answer was right. So so I said, OK, So what don't you like about it and and what you know? Let's see what we can do I also you know in my previous district had been responsible for implementing seed and had become really conversant with the difference between the the statute and the guidelines and the model program and so had an understanding.

00:28:58.180 --> 00:29:28.670  
Kelly Lyman (Guest)  
Of you know what needed to be done in schools and what could be done in schools and we just started to take the plan apart kind of piece by piece, and when I started to talk about the relationship between professional learning and student improvement that really peaked. The Curiosity of the teachers and so we started with just getting I gave them articles to read and then we started sort of a visioning process and ultimately.

00:29:28.810 --> 00:29:40.950  
Kelly Lyman (Guest)  
You know, we, we weren't successful at first. We tried an action research model on our own before we found step about once we found step that really helped to provide us with some structure and and word spread.

00:29:42.180 --> 00:29:46.570  
Kelly Lyman (Guest)  
About about the work I think that's why we got 90% of the teachers interested in in year one.

00:29:48.250 --> 00:29:55.970  
Fuller, Sharon  
Thank you Kelly and and thank you. Council members for your questions. Those are great questions and we appreciate your sharing Kelly.

00:29:57.170 --> 00:30:10.330  
Fuller, Sharon  
It's our pleasure at this time to enter introduce you to Kim way. Assistant Superintendent of curriculum and instruction in Farmington Public Schools and Veronica Ruzek, Director of curriculum and instruction.

00:30:10.850 --> 00:30:33.740  
Fuller, Sharon  
Umm there Superintendent Kathy Greeter was with us last week at the subcommittee meeting and she shared a little bit about you know, some of what they what Farmington is doing and as you know, Kathy joined us last at our last council meeting. So we're we're very grateful that Kim and Veronica are here to share some of their story as well so welcome.

00:30:35.230 --> 00:30:36.170  
Kim Wynne (Guest)  
Thank you Sharon.

00:30:37.730 --> 00:30:39.380  
Kim Wynne (Guest)  
I'm hoping everyone can hear me.

00:30:42.030 --> 00:30:43.480  
Kim Wynne (Guest)  
Yes, OK.

00:30:43.830 --> 00:31:07.780  
Kim Wynne (Guest)  
Umm I think we skipped this slide, but nevertheless I just want to start by thanking Kelly because it's always so interesting to hear about programs in other districts and there are so many parallels between what Kelly shared and what we're about to share. It's it's certainly true that a lot of the research we used.

00:31:07.940 --> 00:31:20.060  
Kim Wynne (Guest)  
Umm is the is the same kind of foundational underpinnings of good teacher professional development and learning that is going on in Kelly's district.

00:31:20.850 --> 00:31:51.280  
Kim Wynne (Guest)  
Ours is also an action research model focused on capacity building and teacher efficacy. It's also situated on the student outcome side of our evaluation model so teachers do develop student learning outcome goals that are more assessment. Driven you know they're not called SLO in our district, but nevertheless that's one component of the.

00:31:51.380 --> 00:32:07.340  
Kim Wynne (Guest)  
Student outcomes side of the model and then this team action research goal focused on innovative teaching is another part of the student outcomes side of the model so again we tried to leverage.

00:32:08.350 --> 00:32:17.650  
Kim Wynne (Guest)  
Innovation and new thinking into sort of the traditional plan that was put out to districts.

00:32:18.400 --> 00:32:22.060  
Kim Wynne (Guest)  
Our target goals as their.

00:32:22.820 --> 00:32:42.310  
Kim Wynne (Guest)  
Commonly referred to in in Farmington are focused on our vision of the global citizen and this component of our teacher evaluation model has been around for many years, so it. They used to be focused on our vision of the graduate and last year when we refreshed that.

00:32:43.540 --> 00:32:47.940  
Kim Wynne (Guest)  
Though you know, those goals. It's now referred to as our vision of the global citizen.

00:32:48.660 --> 00:32:52.780  
Kim Wynne (Guest)  
So, in this way we were really trying to

00:32:53.490 --> 00:32:56.660  
Kim Wynne (Guest)  
find a way to support.

00:32:57.450 --> 00:33:04.790  
Kim Wynne (Guest)  
All of the work time and effort teachers were putting into aligning their practice with those visionary goals like.

00:33:05.480 --> 00:33:25.170  
Kim Wynne (Guest)  
Self aware individual engaged collaborator civic minded contributor and make that also a part of how they would be evaluated. It really it didn't make sense for that to be separate and so this part of the our model.

00:33:27.430 --> 00:33:46.700  
Kim Wynne (Guest)  
Demands the teachers get together with a a team and most often that is a natural team like your 3rd grade team your biology team. But it also works with people who are in leadership positions like our literacy specialists or math specialists.

00:33:47.330 --> 00:34:18.590  
Kim Wynne (Guest)  
So they come together with a team and agree on a focus and conduct really an action research project over the course of the year. They select one of the attributes of the global citizen that they want to focus on and then they begin an inquiry process of learning more about it, sort of like the science of improvement model where the teams are learning reading.

00:34:18.700 --> 00:34:33.860  
Kim Wynne (Guest)  
Testing new ideas iterating teacher practice over time coming together, using reflective critique protocols observing each other and classes and ultimately.

00:34:34.850 --> 00:34:39.830  
Kim Wynne (Guest)  
Just sort of documenting what they've tried what they're learning along the way.

00:34:40.930 --> 00:34:46.990  
Kim Wynne (Guest)  
And moving forward throughout the year we try to make the documentation, not very.

00:34:48.200 --> 00:35:00.090  
Kim Wynne (Guest)  
Onerous because it's more about the collaboration and the reflection that that matters. Most so in a few slides. I'll show you what it is teachers are expected to to document.

00:35:01.840 --> 00:35:31.370  
Kim Wynne (Guest)  
But as I said they go through cycles of collaborative inquiry. They coplan instruction. They engage in professional reading colleague visits. Perhaps consultation with experts and I I mean that in the broadest sense the expert could be. You know, someone at another school who's done this before or perhaps like you know now in the virtual world we do have easier access to individuals who might.

00:35:32.290 --> 00:36:01.660  
Kim Wynne (Guest)  
You know work together with us partner with us on various projects so the team at the end of the year submits one report highlighting their process. Their learning and their student outcomes at times. Those might look like videos or work samples. But the administrator sits down with sometimes it's the whole team sometimes individually and and you know learns more about how the?

00:36:01.760 --> 00:36:10.050  
Kim Wynne (Guest)  
The team worked through this project over the course of the year and and what they discovered what they learned what was the impact on students.

00:36:10.720 --> 00:36:33.810  
Kim Wynne (Guest)  
Umm and oftentimes in the same way. I think that Kelly was sharing like some of these projects are amazing fabulous and lead to work that is scaled up across the district. So you know a few years ago. We had one small team at our upper elementary school start to work.

00:36:35.510 --> 00:36:59.500  
Kim Wynne (Guest)  
A sort of collaboratively within their day to provide time for self directed challenge and support time for students and now we have challenge and support blocks at all of our schools, so it's just one example of how these action research projects can really scale up innovative practice.

00:37:00.780 --> 00:37:21.800  
Kim Wynne (Guest)  
And it comes through you know sort of the bottom up top down interaction between administrators coming in and kind of talking with the team along the way giving them new ideas for resources. They might read and then observing providing feedback around this action research process.

00:37:24.250 --> 00:37:25.680  
Kim Wynne (Guest)  
You can go to the next slide.

00:37:27.530 --> 00:37:28.120  
Kim Wynne (Guest)  
Oh.

00:37:28.160 --> 00:37:30.230  
Fuller, Sharon  
I think that was all I had for.

00:37:31.020 --> 00:37:31.430  
Fuller, Sharon  
Umm.

00:37:34.480 --> 00:37:36.580  
Kim Wynne (Guest)  
OK, there are some missing slides.

00:37:37.520 --> 00:37:39.210  
Fuller, Sharon  
Oh my my apologies.

00:37:41.340 --> 00:37:41.860  
Fuller, Sharon  
Let me.

00:37:45.060 --> 00:37:45.890  
Fuller, Sharon  
Let's see.

00:37:52.990 --> 00:37:53.590  
Fuller, Sharon  
I can.

00:37:57.680 --> 00:38:10.660  
Kim Wynne (Guest)  
Anyway, while you're working on that share and I'll just say that you know as a as I said, before we want this to be a fluid flexible process, so it's a a relatively simple.

00:38:11.940 --> 00:38:40.870  
Kim Wynne (Guest)  
Documentation expectation for teachers just who's on your team. What are you focusing on? What is sort of the your theory of action as you go through if we help students develop better ways of making their thinking visible. Then they will become more effective engaged collaborators. Something like that, so that the the vision of the global citizen skill is front and center and then they?

00:38:40.950 --> 00:38:55.760  
Kim Wynne (Guest)  
As they go through the year. They just simply kind of, say, we met On this date and this is what we did. And this is what we learned and then we met on this day and and we observed each other and reflected on it, so it's a pretty simple process that they?

00:38:56.980 --> 00:39:08.690  
Kim Wynne (Guest)  
That, they work through and just kind of keep track of what they've been doing so that they have notes. They can use to talk through with an administrator and their evaluation summative meeting.

00:39:09.890 --> 00:39:17.750  
Kim Wynne (Guest)  
And then the way in which these projects are evaluated is on a on a continuum of.

00:39:18.430 --> 00:39:26.780  
Kim Wynne (Guest)  
You know the same 44 level scale. I think we're all beholden to in terms of exemplary.

00:39:26.860 --> 00:39:41.770  
Kim Wynne (Guest)  
The effective needs improvement, but I must say that for the most part we see nothing but effective and exemplary projects here just because teachers have so much.

00:39:43.290 --> 00:40:12.020  
Kim Wynne (Guest)  
Here you go right, they have so much opportunity to to choose what they wanna focus on to direct their own learning to modify and iterate as they go and it really ties directly back to the school development plan typically so it feels like a very integrated whole when teachers are working through these action research projects.

00:40:12.440 --> 00:40:45.150  
Kim Wynne (Guest)  
And there's a lot of time and support during team time or faculty meetings for teams to get together and kind of work on these projects and share you know, sometimes in the mid year. Principal will say at our January faculty meeting. We're going to have sharing time for teams to talk about how their projects are going what they're learning and and you know you discover lots of opportunities for cross fertilization of ideas and resources.

00:40:46.350 --> 00:41:17.220  
Kim Wynne (Guest)  
So it's it's an organic iterative process and you know, most teachers if not all are very successful in this part of the model, which I think really builds a sense of contribution to school improvement as a whole and strong teacher Efficacy and you know beginning teachers are excited to join a a. A team like this, because they're going to learn along the way but.

00:41:17.360 --> 00:41:47.710  
Kim Wynne (Guest)  
You know they're fresh perspective and new ideas are highly valued when a team is not working on the same old same old, they're trying to work on something new, and exciting so it feels like a level playing field for everyone to give ideas and contribute. So I'm going to turn it over to Veronica. She's going to talk a little bit about some examples of this work and how it really how she sees it, impacting the work that she does with the.

00:41:47.780 --> 00:41:52.040  
Kim Wynne (Guest)  
Especially with our coaches our our instructional coaches.

00:41:53.810 --> 00:41:56.040  
Veronica (Guest)  
So I think everyone can hear me.

00:41:57.200 --> 00:42:09.770  
Veronica (Guest)  
Am I able to drive this. Sharon am I able to cause it does. Give me an option or did a little while ago to say that I can kind of take over the control of of it only because I thought it might be helpful.

00:42:10.950 --> 00:42:16.480  
Veronica (Guest)  
And I'm not seeing that anymore. It was here ohh there. It is it says take control. Let's see what happens.

00:42:17.370 --> 00:42:21.880  
Veronica (Guest)  
Are you seeing my my screen now or no no not?

00:42:20.830 --> 00:42:21.190  
Kim Wynne (Guest)  
No.

00:42:22.970 --> 00:42:26.800  
Veronica (Guest)  
Umm it says stop presenting it thinks I'm presenting right maybe.

00:42:29.480 --> 00:42:29.780  
Veronica (Guest)  
Umm.

00:42:30.140 --> 00:42:32.760  
Fuller, Sharon  
I said now I see the take control button, but I'm.

00:42:34.260 --> 00:42:40.010  
Todd, Christopher  
If Sharon Why don't you stop sharing and then Veronica if you wanna just use the share your screen option?

00:42:41.840 --> 00:42:42.310  
Fuller, Sharon  
OK.

00:42:43.540 --> 00:42:45.350  
Veronica (Guest)  
Open share tray.

00:42:47.270 --> 00:42:50.540  
Veronica (Guest)  
There's that window ohh, yeah, I think I can.

00:42:54.010 --> 00:43:00.980  
Fuller, Sharon  
I apologize any errors in the slides for either District Court I take responsibility for that so my apologies.

00:43:01.860 --> 00:43:18.430  
Veronica (Guest)  
So are you able to see my my slide now is not a slide so that's why I didn't put it in there, but I think that what's helpful. Now, I. I also had just like Kelly did sort of some examples of projects and you know was gonna really talk about how to?

00:43:04.310 --> 00:43:04.580  
Kim Wynne (Guest)  
Yes.

00:43:08.020 --> 00:43:08.410  
Fuller, Sharon  
OK.

00:43:19.750 --> 00:43:48.620  
Veronica (Guest)  
You know how it really 2 things that I think are important about these projects. One is that it does link to the VLGC so everyone is working on an aspect of the VLGC very explicitly in their work in a year and the other is that it really flows from the school development plan. So you have a school development plan and then people are working on different aspects of the school development plan through these target goals, but I do have a lot of examples.

00:43:48.700 --> 00:44:18.710  
Veronica (Guest)  
So I think now what might be more helpful because I I'm kind of adjusting on the spot because I saw Kelly and she had all these great projects. We have great projects too. But I think that just this worksheet of how we document it might be sort of unhelpful now example to show you what we mean by the documentation and where that takes you so as Kim described before you know you just have your the name of the people that are on it, you there have in the next box, there, which of the?

00:44:20.090 --> 00:44:51.280  
Veronica (Guest)  
Uh parts of the vision of global citizen and so this is about the engaged collaborator and then you can see that they have a goal statement and then? How did you identify the needs so this one an interesting one but because we've all just gone through Kovid, one of the things that we were noticing is that we were starting to rely on very sort of norm practices of students in desks far away from each other. Maybe not collaborating as much due to some of the.

00:44:51.690 --> 00:45:21.150  
Veronica (Guest)  
Some of the health factors that we know we've all been contending with in the past few years, but we know that this was a year that we wanted to break that and get back to some of the good collaborative practices that we know about and so they decided that it was time to you know sort of regive into this and help teachers with some strategies and and thinking about where you know next steps in terms of collaboration and engage collaborator.

00:45:21.730 --> 00:45:51.400  
Veronica (Guest)  
Umm and so every teacher fills out this they do this. I mean every teacher altogether. They fill this out. What is your working theory of action and then? How will you measure student growth so you have to have set in this project you set like? How are we going to know that this project some of the things we tried made a difference and quite honestly ultimately you know, we hope it makes a difference. But teachers aren't judged on whether they had amazing results in it just how did they collect the results?

00:45:52.240 --> 00:46:22.570  
Veronica (Guest)  
And show also that all students benefit from it, so you know, having students. That sort of represent different kinds of backgrounds and ability levels and all sorts of things are really play into how a teacher describes whether or not ultimately the project. You know was successful and so you can see here that they said. Well, we're gonna at the end. We are going to especially the last 2 there. We're going to see if students can identify the skills of engaged.

00:46:22.650 --> 00:46:52.110  
Veronica (Guest)  
Collaborator so they'll do something with students along the way where there are tracking whether students know when engaged collaborator is how they behave what they do, but also students will be able to effectively engage in collaboration routines and they have a collection tool to do that, so you know it's This is how sort of it lays out in the beginning of the year. So you make a plan for how you're gonna try and how you're going to know that it was successful and then the action research log so now once a month.

00:46:52.750 --> 00:47:20.200  
Veronica (Guest)  
The team will put in just what did you do and what did you learn and that's it? What did you do? What did you learn and so as I scroll through this, you'll see, there's a lot of reading, especially at the beginning that happens, so there's all sorts of different kinds of reading different discussion. Protocols there from management. The active classroom so they really describe how they learned about this and then ultimately this team for example.

00:47:21.080 --> 00:47:31.430  
Veronica (Guest)  
Is working then on you know purposeful collaboration routines and so I'll click on it there so you can see it, see it all of our says under construction right.

00:47:32.740 --> 00:48:02.850  
Veronica (Guest)  
But they started talking about like if we want students to be purposefully collaborating and being engaged collaborators. They started saying So what we want to see them doing in classes so they started developing a tool that were these protocols and they had different ideas for why students would talk in the classroom, so in this one protocols that activate or build prior knowledge. And so then they started categorizing some of the things that they might help teachers with this is a team I didn't say that.

00:48:02.920 --> 00:48:33.140  
Veronica (Guest)  
I I took off the names and then I neglected to say it. This is a team of coaches. You know that works with teachers and this is their this is their project this year, then another reason that students might speak together and we want students to be together in groups is protocols that foster grappling or productive struggle. So those are some other ideas for it. So these are some of the tools, then that come out of it. I wanted to show you that because I think that what Kim was saying.

00:48:33.210 --> 00:49:03.270  
Veronica (Guest)  
Before is that one team might do it, but then they create some artifacts or some tools that then have legs throughout the district that are used in various ways by various people that then sort of feedback into our system become part of our system. And so that's one of the benefits of this system that you you end up with lots of really good. You know how we do things around here that stick longer than the one year or the 2 years.

00:49:03.350 --> 00:49:05.360  
Veronica (Guest)  
That a group is engaged in this project.

00:49:06.110 --> 00:49:12.770  
Veronica (Guest)  
And so you know at least all sort of this is this one. They they then conducted a faculty.

00:49:14.710 --> 00:49:44.490  
Veronica (Guest)  
Ohh faculty discussion about you know criteria list for high leverage tasks that they created with the faculty and then talk to teachers about like So what are some lessons that are upcoming that need to be lifted and then discussion about that so you can see here? How this the the way that the worksheet. This documentation goes really helps keep people on track to finish.

00:49:44.640 --> 00:50:14.770  
Veronica (Guest)  
A a project within one year, but sometimes they go 2 years. Or they might go 3 years, depending on you know the the? What the objectives are of the project and so then just to see a teacher. One it looks very much the same. I mean, they are. They are teachers. But they're also leaders and so you know in a regular classroom here. This is a 3rd grade team same thing. They they picked it was self aware individual and here they were really talking about students grappling.

00:50:14.890 --> 00:50:44.620  
Veronica (Guest)  
And so they are the same thing they follow. They each month. They document what they read and they come to their own conclusions about what it means and what they learned and then keep talking about what they did. And so a lot of what they did. You can see, there we met with a math specialist we discussed this and then they keep moving on and at the end, they will they continue to collect data about productive struggle in their classroom and how long students will?

00:50:44.870 --> 00:51:01.960  
Veronica (Guest)  
And, which students will stick with a task that is challenging and they're also playing with the idea of how can they keep upping the rigor of the task and keep students to continue to be engaged in it. Even when it is hard, so anyway. Those are 2 examples and I thought that? Maybe.

00:51:03.160 --> 00:51:34.360  
Veronica (Guest)  
I'll stop sharing I think I was sharing was I sharing I was yeah. I was OK. So you were able to see it and follow along it's hard when you're trying to explain it, but I'm not looking at any of you. I'm just looking at the sheet. But I thought that the documentation brings it to life of what it looks like so there's you know, there's so many good examples. I could point to but then, when Kelly shared all her great examples. I was like Oh, let me. Let me just show how the actual workings of how those projects play out during the course of the year I thought that would be.

00:51:06.300 --> 00:51:06.500  
Fuller, Sharon  
Yep.

00:51:34.410 --> 00:51:35.060  
Veronica (Guest)  
More helpful.

00:51:36.480 --> 00:51:42.680  
Fuller, Sharon  
Thank you Kim and Veronica that was definitely a a great idea to share the examples.

00:51:43.810 --> 00:51:48.820  
Fuller, Sharon  
Like to open it up to council members to ask questions or comments.

00:51:51.530 --> 00:51:52.030  
Fuller, Sharon  
Fran.

00:51:53.560 --> 00:51:53.780  
Fuller, Sharon  
I.

00:51:58.450 --> 00:52:02.090  
Fran  
My hand was up by mistake I'm I'm so reflecting.

00:51:59.950 --> 00:52:01.180  
Fuller, Sharon  
Ohh, OK, no worries.

00:52:03.600 --> 00:52:04.260  
Fuller, Sharon  
Kate.

00:52:06.000 --> 00:52:27.730  
Field, Kate (CT)  
Thanks so much and again that was really inspiring and Veronica. Thank you for sharing the example because again. It's just so helpful and also I love that productive grappling idea and again along with I'm just I'm just a lot going on in my mind, and I'm thinking, too about Mansfield 's examples and.

00:52:28.670 --> 00:52:58.640  
Field, Kate (CT)  
What's weird but also not weird is that 2 totally different districts and 2 different parts of the state ended up coming. I mean, they're different plans, obviously, but they kind of end up in the same place which is you found a way within what was allowable to offer opportunities for teachers to do something meaningful for themselves and meaningful for their kids and you know, both Mansfield and Farmington seem to.

00:52:58.710 --> 00:53:01.570  
Field, Kate (CT)  
Created this sort of project idea that.

00:53:02.620 --> 00:53:10.930  
Field, Kate (CT)  
You know makes that solo concept so much more meaningful. I I think not just for the teachers, but again for the kids.

00:53:12.110 --> 00:53:35.110  
Field, Kate (CT)  
And what Mansfield in Farmington seemed to have both done with you know the best of my knowledge. You weren't working together. But you seem to have both come up with a system that allows teachers to choose an area of focus and to collaborate together around that which I absolutely love and then even better.

00:53:36.290 --> 00:53:45.330  
Field, Kate (CT)  
Share that with everybody else, so that everybody in the community benefits when one of these plans is you know just knocks it out of the park.

00:53:46.470 --> 00:53:47.690  
Field, Kate (CT)  
So I I love.

00:53:48.680 --> 00:53:59.500  
Field, Kate (CT)  
I love the commonalities and 2 different plans and 2 different districts and you know if we're as a council trying to get our heads around the direction we wanna go in the future.

00:53:59.880 --> 00:54:11.830  
Field, Kate (CT)  
Uh you know, those themes of teacher choice teacher collaboration. Uh teacher share out about what works seems like.

00:54:12.550 --> 00:54:30.200  
Field, Kate (CT)  
You know, and just a great direction. We might want to consider moving in, but again within the idea of how do we eliminate some of the confines to give teachers even more time to do that in an even deeper level?

00:54:30.600 --> 00:54:47.330  
Field, Kate (CT)  
Uh so, so and I've got you know all kinds of things going in my mind, how about how we might do that. But I just wanna say thank you. Because I I do think those examples from both Mansfield and Farmington were very enlightening and very inspiring for our future work.

00:54:48.860 --> 00:54:51.900  
Fuller, Sharon  
Thank you Kate I have uh Liz and then Fran.

00:54:54.790 --> 00:54:56.040  
Fuller, Sharon  
You're still on mute list.

00:54:59.340 --> 00:55:05.070  
Liz Brown CABE (Guest)  
I I agree with Kate and I think this is very inspiring, but I'm I guess I'm saying.

00:55:06.250 --> 00:55:19.610  
Liz Brown CABE (Guest)  
With the flexible guidelines? What is stopping districts from actually doing this, I mean? Is it because it's too individual between the administrator and the individual teacher, setting because my understanding is that?

00:55:20.250 --> 00:55:43.720  
Liz Brown CABE (Guest)  
That they do set goals with the teacher so maybe it's raising this to the system level instead of the individual level is that is that am I understanding this because looking at the guidelines. I don't see why districts would be prohibited from doing anything as creative as Mansfield and Farmington and other districts. I so maybe I'm missing something.

00:55:44.810 --> 00:56:16.640  
Todd, Christopher  
Hi Liz, I think it's a really powerful comment and I think it kind of cycles back to some of the conversations from last Friday and I think it lands where Sharon Shawana and I have really been trying to have that conversation with the council to say look like we can put out guidance. But at the end of the day districts have to own what's allowable within that guidance and find the time and and commit the energy to doing that work and I think it goes to gene 's previous comment about the functionality of PX and in her question with Kelly right and I think so, we have.

00:56:03.500 --> 00:56:03.690  
Liz Brown CABE (Guest)  
Yeah.

00:56:14.180 --> 00:56:14.560  
Liz Brown CABE (Guest)  
OK.

00:56:16.760 --> 00:56:41.400  
Todd, Christopher  
There are these examples, which we're sharing today of districts that are doing a really great job of working within the structure that exists to get to what I think we all want to see as the end product for the statewide so it's some of it is how do we help drive that intentional focus a little bit more at the local level but? Yes, I think it's a really powerful question list.

00:56:41.960 --> 00:56:42.400  
Liz Brown CABE (Guest)  
Thank you.

00:56:42.830 --> 00:57:02.440  
Veronica (Guest)  
And I do have to say that when we were developing it way in the beginning. There was a focus on I think it was even more aims and so we just had to say like ohh well. One of our one of our aims is gonna be this target and is that like we were like is that OK is that OK and so then we just decided to do it.

00:57:03.620 --> 00:57:32.520  
Veronica (Guest)  
You know, so I do think that if you weren't sort of bold and and that's what's impressive about like ours. We did that from the beginning and it sounds like Mansfield was able to shift gears and do it, so as like 2 sort of like good examples of how even if he didn't have it in your original plan, you still can make some adjustments. It seems like it worked. In Mansfield, so that was a good example of that, too, but I think it is completely doable.

00:57:32.630 --> 00:57:45.210  
Veronica (Guest)  
Under the plan that we have now but probably would be. You know if it was encouraged and people would probably have more confidence that it's allowable because even we were like, Are we sure we are allowed to do this and.

00:57:45.910 --> 00:57:47.720  
Veronica (Guest)  
We just decided to try it.

00:57:49.180 --> 00:57:52.480  
Fuller, Sharon  
Thank you Fran and then married please.

00:57:53.180 --> 00:57:56.170  
Fran  
So I I love the Farmington.

00:57:57.030 --> 00:58:18.920  
Fran  
I'm plan as well, and I'm going to just talk about equity here and I'm going to say that both Farmington and Mansfield have a great deal of time for teacher collaboration. If I'm not mistaken. I believe you even dismiss a half a day.

00:58:20.960 --> 00:58:29.960  
Fran  
No OK but you do have time built in for teacher collaboration and I'm not sure if it was Farmington or or West.

00:58:30.820 --> 00:58:36.420  
Fran  
Hartford that does dismiss for time with teachers right am I.

00:58:34.130 --> 00:58:37.190  
Kim Wynne (Guest)  
Yeah, yeah, what's Hartford.

00:58:37.500 --> 00:59:07.210  
Fran  
Yeah, OK, so but obviously that's something that we have to take into consideration having come in come from Bridgeport. I can tell you that there isn't that kind of time teachers at the elementary level. Maybe maybe get 45 minutes, 3 times a week and that scheduling is not done in concert with their.

00:59:07.490 --> 00:59:38.220  
Fran  
I'm great partners, OK what I do believe is it is possible but it's going to take a whole lot of work and you ask Liz and why we haven't gone there in the creativity piece in every district and I would say to you if I think about a Bridgeport. I think about 1/3 of thy staff of 1500 teachers being nontenured and I think of the demands of that plan. The C plan.

00:59:10.150 --> 00:59:10.530  
Kim Wynne (Guest)  
Uh.

00:59:38.590 --> 01:00:08.840  
Fran  
Umm for observations and feedback et cetera. For every non tenured teacher. There just wasn't time for that. And I know that Farmington and Mansfield aren't in that situation where you would have 500 of your staff not tenured and you would also have perhaps elementary schools of 6 or 700 kids with one principal.

01:00:09.310 --> 01:00:39.020  
Fran  
So I do, I believe it's possible absolutely but do I believe we have to keep in mind that we have districts that don't have those types of resources. I mean that is also important. I saw at the coaches were doing right now in Bridgeport. There are just about no coaches in reading or math, you know how do we ensure that that equity?

01:00:39.620 --> 01:00:46.770  
Fran  
Exists across the state and that's gonna be something that we are going to have to work on.

01:00:48.120 --> 01:00:58.050  
Fran  
As this committee in putting that forward and I I do believe Bridgeport is every bit as.

01:00:58.130 --> 01:00:58.670  
Fran  
Umm.

01:01:02.260 --> 01:01:10.200  
Fran  
And every it, it is possible in Bridgeport. Every bit as a It's possible in Farmington and Mansfield but there have to be.

01:01:12.620 --> 01:01:36.470  
Fran  
There have to be choices resources training, Etcetera in place and some of the obligation under the seed has to be gone in order for us to engage in this so but thank you. Because I do think it's possible. We just have to find ways to make it happen.

01:01:13.140 --> 01:01:13.910  
Liz Brown CABE (Guest)  
Resources.

01:01:37.890 --> 01:01:38.840  
Fuller, Sharon  
Thank you Fran.

01:01:40.130 --> 01:02:11.250  
Fuller, Sharon  
And I I I agree and I saw a lot of folks a lot of members shaking their heads at we do recognize that Farmington and Mansfield are more suburban districts rural suburban districts, which is a very different context than our larger urban districts. But we we still thought it was valuable to share what 2 different districts are doing and it's the idea and the concept that now the charge of the council will be to do exactly what you said friend.

01:02:11.780 --> 01:02:19.050  
Fuller, Sharon  
Work together so that we can apply these ideas in a way that would be equitable across the state so thank you for that.

01:02:19.070 --> 01:02:25.570  
Fran  
Agreed 100% thank you for doing it because I think it's something that we need to aspire to.

01:02:26.290 --> 01:02:29.530  
Fuller, Sharon  
Thank you and Mary I think I see your hand as well.

01:02:30.370 --> 01:03:01.460  
Mary Yordon  
Thanks, I'll be brief because Fran just made a number of my points. I think the and I totally agree the when one of the elements of those plans involved goals that are not based on deficits and I think a lot of those urban districts are required to achieve certain accountability measures. The alliance districts. We have to show that we're closing the achievement gap. It is important work. But it is work. That's based on deficits in some ways and it's a real mind shift and actually maybe more powerful.

01:03:01.600 --> 01:03:04.310  
Mary Yordon  
To be able to really engage in this project.

01:03:05.590 --> 01:03:11.560  
Mary Yordon  
Learning and deep its research. It's practical. It's theoretical it's all the same thing.

01:03:17.690 --> 01:03:19.290  
Fuller, Sharon  
Mary you went yeah, you went on mute.

01:03:17.790 --> 01:03:33.760  
Mary Yordon  
Uh it myself, sorry not how that happened so I love the idea of positive deviance and I think that's a part of it. The the collaboration and buy in is essential. The time is essential and as we're looking for how to incorporate that in our model.

01:03:35.250 --> 01:03:49.360  
Mary Yordon  
One of the elements is ratings that require this quantitative part. This numerate numeric part and these projects are really not about that. And that's that's part of their it looks like that's part of their power thanks.

01:03:45.430 --> 01:03:45.640  
Kim Wynne (Guest)  
OK.

01:03:50.100 --> 01:03:51.190  
Fuller, Sharon  
Thank you Mary and.

01:03:52.590 --> 01:03:56.600  
Fuller, Sharon  
There's just what what will take one last comment from Liz and then we want to.

01:03:55.160 --> 01:04:19.980  
Liz Brown CABE (Guest)  
OK, I'm sorry, you know, I'm so glad that Fran raised the issue of equity and I would be interested to see what the State Department of Education. They approved plans for the use of Esser money. I'd be interested to see if districts did beef up and invest in professional development. I'd be very interested. I know in Waterbury. We we did a lot of that we have hired.

01:04:20.130 --> 01:04:50.000  
Liz Brown CABE (Guest)  
But the focus was more on ESL work to be honest, social workers psychologists and so forth and I'll have to go review. Our plan, but now that I'm listening to this wonderful information. I think is boards of Education. We really need to be on top of this and make sure that the resources because to me. This is foundational to school improvement. Regardless of the size of your district and Fran. You mentioned the obstacles. They are there, but I think?

01:04:50.460 --> 01:05:19.140  
Liz Brown CABE (Guest)  
We haven't we haven't been together as suburban rural and urban districts. I think this is something that can bring us together that we can go to the state and say look at this is what's working. This is what we need, and I think the legislature will give us the resources down the line because if if it's based on high performing districts model so I'm excited about this because I think for too long, it's been you know.

01:05:20.100 --> 01:05:32.270  
Liz Brown CABE (Guest)  
The urban districts have been seen as nonperforming and deficit as you're saying and I think we have to raise the bar and look at all of us as high performing districts. I'll get off myself box thanks.

01:05:32.940 --> 01:05:51.090  
Fuller, Sharon  
No no great great comments Liz. Thank you very much and Kelly Kim Veronica. Thank you so much for sharing a a slice of your your work and each of your districts. I think that it's definitely inspired the council to move forward in that direction.

01:05:51.710 --> 01:05:57.860  
Fuller, Sharon  
Umm Chris any Christiana any comments before we switch switch back.

01:05:58.440 --> 01:06:00.940  
Kim Wynne (Guest)  
Sharon I wonder if I could just say one thing.

01:06:01.010 --> 01:06:01.760  
Fuller, Sharon  
Yes, of course.

01:06:02.560 --> 01:06:20.040  
Kim Wynne (Guest)  
You know, I just want to clarify that the action research project that our teachers engage in collaboratively is a side by side with a more focused academic and Veronica referred to that as an aim and it stands for academic improvement measure.

01:06:20.350 --> 01:06:23.730  
Kim Wynne (Guest)  
Umm and I I just from where I sit.

01:06:24.570 --> 01:06:55.010  
Kim Wynne (Guest)  
I've been here, a long time, I recall the days when teachers came at the end of the year to meet with their principals and they had all their data, with them. So if I was a 3rd grade teacher. I was going to talk about my classes reading writing and math scores. I wasn't just going to say, Well, my aim goal this year. My my one SLO is on this group and this.

01:06:56.350 --> 01:07:02.120  
Kim Wynne (Guest)  
Academic you know goal and I feel like we've lost something there.

01:07:03.810 --> 01:07:06.860  
Kim Wynne (Guest)  
I would like to return to a time when.

01:07:08.050 --> 01:07:24.820  
Kim Wynne (Guest)  
Together, the the administrator and the teacher could say you know what are the critical markers of achievement in the either the grade you're teaching the subject you're teaching and let's monitor those and talk about those at the end of the year.

01:07:25.790 --> 01:07:49.550  
Kim Wynne (Guest)  
Rather than this more narrow single focus. I think it's limited us in the ways in which we can close the achievement gap. I want to be able to talk about if for example, it's writing in 3rd grade that scores demonstrated last year were of concern, but this teacher didn't choose writing as their goal.

01:07:50.290 --> 01:07:54.810  
Kim Wynne (Guest)  
I'm not saying I can't talk about it, but you know the the plan doesn't.

01:07:55.450 --> 01:07:58.740  
Kim Wynne (Guest)  
Incentivize that or make it, you know.

01:07:59.710 --> 01:08:04.980  
Kim Wynne (Guest)  
Part of the plan so those are that's just my 2 cents since I have your ears.

01:08:05.720 --> 01:08:13.590  
Kim Wynne (Guest)  
While we're here together, it's just something I've noticed over the years that to me has has felt like a loss not a game.

01:08:15.690 --> 01:08:16.390  
Fuller, Sharon  
Thank you Kim.

01:08:19.130 --> 01:08:35.130  
Fuller, Sharon  
OK, so at this point, I think Umm. We're gonna switch back. I'll I'll share my screen again and move back. These have been 2 great presentations. We do want to share with the council a little information about next steps so I'll just.

01:08:37.120 --> 01:08:39.630  
Fran  
Sharon can I just make one comment.

01:08:40.370 --> 01:08:40.740  
Fuller, Sharon  
Sure.

01:08:41.220 --> 01:09:10.480  
Fran  
I just want to say that you know what Kim just said, is incredibly important and I wanna go back to that whole portfolio assessment piece and just say maybe we ought to be thinking about that as well at the end. We're teachers can bring their own artifacts to the discussion at the end of the year. I too think we lost a lot and the other thing. I wanna say is I loved the coherence in these models that teacher Eval is not separate from.

01:09:11.140 --> 01:09:19.330  
Fran  
The vision of the global citizen all of that needs to fit together as well so I'll be quiet.

01:09:20.280 --> 01:09:21.380  
Fuller, Sharon  
Thank you very much.

01:09:22.490 --> 01:09:51.080  
Todd, Christopher  
I know no need to be quiet. Just you know again. I just want to reiterate the thanks to Kelly Kim and Veronica for taking time this morning to share some promising practices with the council. I think the comments at the end are actually a really nice segue into some of the discussions that we had had with our subcommittee group last week as we looked at a couple plans from different States and components of those plans from different states so Sharon are you gonna put the?

01:09:51.560 --> 01:09:52.550  
Fuller, Sharon  
Yeah, I am.

01:09:54.390 --> 01:09:56.440  
Fuller, Sharon  
It's not I think it's still uploading.

01:09:59.500 --> 01:10:29.440  
Todd, Christopher  
So last Friday, a group of us did meet at Cass and again a big. Thank you to Casper for hosting us and we I think in in keeping with everything we've done as a council. We were overambitious and we're hoping to look at 3:00 different States and within our 2 hours. We had really rich and meaningful discussion. On 2 particular States and components of their plan. So we were able to look at Iowa and Massachusetts in a little bit of detail sharing in the invite for today's meeting did share those resources.

01:10:29.520 --> 01:11:01.140  
Todd, Christopher  
That everybody on the council. We're pulling together some of the feedback from the analysis that we did. As a subcommittee to put up and it will be definitely some aspects of that will be cycling back to the full council as a whole as a subcommittee. We looked at different components related specifically to student growth and development and went through swat analysis and just really tried to spend some time together to think about what jumps out as us as really feasible takeaways? What are some of those promising practices that maybe we could help.

01:11:01.230 --> 01:11:32.170  
Todd, Christopher  
Inform the future Connecticut platform and and program so if you wanna go to the next slide. Sharon we just wanted to share you know a couple simple takeaways that I think the group had from both plans and not really diving into a ton of detail today. But I think it's so, so to Kim 's point at the end. You know one of the big takeaways from Massachusetts was we really liked and appreciated their language around the holistic multiple measures approach.

01:11:32.330 --> 01:12:04.200  
Todd, Christopher  
Umm and thinking about you know as we're with the flexibility is grappling with the idea of holistic assessments and and holistic ratings. We really liked the language that they had around? What does that mean? What does it entail and then something that really jumped out at us that that aligns nicely with the 2 promising practices. We saw today was this really clear concept of an evaluation cycle that really is. Starting with a self assessment? What happened last year. What do I think is gonna go on this year? Where do I wanna go?

01:12:04.670 --> 01:12:34.860  
Todd, Christopher  
With my focus on and then similarly Iowa, a couple of the the key takeaways for the Iowa plan components that we looked at was there was really clear guidance around different learning opportunities and how those tied into a professional learning plan. The ability of their plan, which is similar to Massachusetts and the idea that it's a cyclical cycle. It's iterative as you go through the year but the ability for it to be catered to specific.

01:12:35.260 --> 01:13:06.550  
Todd, Christopher  
Rules of educators whether it be an instructional coach, a content specific role really felt like there was the opportunity to take ownership over the process depending on and regardless of what your actual assignment was and then the clear cycle starting with self assessment. The other thing that I think really jumped out to France point was in Iowa 's guidance and if you take some time to look at it. One of the things that the subcommittee members really spoke highly about was they have really clear delineated lists of like.

01:13:06.630 --> 01:13:36.140  
Todd, Christopher  
Activities that can help inform and guide a professional learning plan or focus for the year as part of the evaluation and so like a portfolio being one of those potential activities that an educator could utilize to demonstrate success throughout the plan so again. It was really rich and meaningful conversation. I think we have a lot of things to come in one, I think one of the comments that resonated the most with me is that as we look at these other state plans.

01:13:36.680 --> 01:13:56.680  
Todd, Christopher  
On paper, they look great and you know, somebody on the council made the comment that like in reality. When you look at Connecticut 's plan on paper? It looks reasonable and effective, but then, when we look at the implementation. Sometimes it doesn't play out. That way so I think as we look at other state samples recognizing that.

01:13:57.360 --> 01:14:12.760  
Todd, Christopher  
How it looks on paper may or may not actually be how it it works out in terms of implementation at the district and and understanding kind of those variables, but again this is something that we wanted to just share what we did on Friday and we'll dig into a little bit further.

01:14:16.080 --> 01:14:45.910  
Fuller, Sharon  
Thank you and and we also want to thank everyone who submitted the gradients of agreement ratings for the consensus protocols. We want to just share some some of the summaries of the ratings, but we knew that the the presentations and the time to ask questions was very valuable so we wanted to share this summaries and just know that this will be planned to discuss in further depth that future meetings, so the 31 of the 3 categories was.

01:14:46.020 --> 01:14:59.620  
Fuller, Sharon  
From the holistic summative rating so you can see below. Each of the different gradients. The number of responses. So it looks like the majority of council members are in that 23 area.

01:15:01.050 --> 01:15:01.330  
Fuller, Sharon  
Umm.

01:15:02.460 --> 01:15:22.350  
Fuller, Sharon  
The next category was about having 3 categories and you can see from the results here that there were more responses in the 2 and 3 range. However, there was at least one response in each of the categories, so this definitely will lead to further discussion about that.

01:15:24.550 --> 01:15:32.880  
Fuller, Sharon  
And the last was the having no categorical ratings, so again, you can see 2 and 3 seem to get the most.

01:15:34.300 --> 01:15:55.000  
Fuller, Sharon  
The most consensus, but we did have UM council members indicate their their ratings on either end of the scale. So we did want to just share those with you, but we knew that we wouldn't have the time today to go into the time that we really need to spend on these so preview of coming attractions.

01:15:59.010 --> 01:16:01.170  
Fuller, Sharon  
And then for next steps.

01:16:02.490 --> 01:16:05.480  
Fuller, Sharon  
Chris and Shawana and I heard council members.

01:16:06.710 --> 01:16:23.300  
Fuller, Sharon  
Very much in favor of slowing down the process. I know Chris has mentioned several times that this isn't our time. This is the council 's time so we, we truly want this to be a valuable opportunity for the state of Connecticut so.

01:16:23.920 --> 01:16:39.850  
Fuller, Sharon  
Umm we Chris and shawana have gotten authorization to secure the resources for additional support for the ES 2022 efforts so we are in the process of working out some of the details with that.

01:16:41.210 --> 01:16:49.980  
Fuller, Sharon  
That today is the last scheduled meeting that we have on the calendar. But please know that as soon as we work out the additional details with our.

01:16:51.200 --> 01:17:06.220  
Fuller, Sharon  
Additional resources where we're planning to work with the rest alliance, so as soon as we have that in place we will definitely be sharing out some save the dates for upcoming council meetings. But what we wanted to highlight today is that the work moving forward.

01:17:06.540 --> 01:17:30.130  
Fuller, Sharon  
Umm is able to move forward because of the current foundation that we, as a council have built with consensus regarding the direction and future of of this work moving forward and we do want to continue to create opportunities to explore. Other promising practices. So we have the 3 states that we shared I shared resources in the reminder email.

01:17:30.730 --> 01:18:05.200  
Fuller, Sharon  
For today's meeting, we have been fortunate to have Farmington and Mansfield share what what they are doing but we are continuing to seek other promising practices that we can share with the with the council and we also heard loudly and clearly that while We want this to be an educator evaluation and support system, meaning that all the educators are working together for the same goal of supporting our students that there is a need to have specific conversations about the teacher plan.

01:18:05.500 --> 01:18:35.290  
Fuller, Sharon  
And then specific conversations about the administrator plan so we're working to establish focus groups that will work on each plan, but also make sure that each of those plans work together so that we have one effective system. We do plan on having in person and virtual meetings, upcoming spring summer and fall. So we're hoping that our our days of totally virtual are behind us and then.

01:18:35.500 --> 01:18:50.200  
Fuller, Sharon  
I can't tell you how great it was to meet with the subcommittee in person at Cass last year. I mean last week. It was really great to have an in person meeting so thank you. To those who attended and I look forward to to that in the future.

01:18:54.460 --> 01:19:02.790  
Todd, Christopher  
And so we just want it. Yeah, go ahead. So we just wanted to take a moment and again. Thank everybody for all their work and dedication to this process.

01:18:54.650 --> 01:18:55.070  
Fuller, Sharon  
And.

01:18:55.900 --> 01:18:56.610  
Fuller, Sharon  
Now go ahead Chris.

01:19:03.210 --> 01:19:33.560  
Todd, Christopher  
Umm you know, I think from day one we have really been appreciative of the open transparent and collaborative process that this is undertaking and I think that we are all in. In total agreement that we wanna make sure that we get this right for Connecticut educators and for Connecticut students and that we want to get it right. The first time so that you know, we're not just putting a band aid on a problem that we know is going to continue moving forward, so with that I did want to just share.

01:19:33.650 --> 01:20:05.010  
Todd, Christopher  
A lot of you are aware of this, but I did Wanna tell the council members as as a group that today will be my last meeting with the ES 2022 council. So I recently accepted a position at UConn to take over the office of early college programs. It was a program that I taught for as an educator. It's a program that I fundamentally believe in in terms of providing access for high school students and opportunities for leadership for educators.

01:20:05.390 --> 01:20:35.900  
Todd, Christopher  
But I I want everybody to know that you know this is a really challenging decision for me and particularly you know the work of the talent office and and Doctor Tucker and Sharon and my colleagues and certification. I think we've done some incredible work and we still have a lot of really important work to do, but I think all of you for your support during my tenure at the department and for really the process that I think we've launched here. I think we have a lot to be proud of.

01:20:36.740 --> 01:21:06.010  
Todd, Christopher  
Connecticut was one of the first states to waive educator evaluation during the pandemic. We were one of the first states to really push out through this council flexibilities. To actually allow districts to focus on Excel for the educator evaluation system to take in think about things differently. A lot of states return to just what was in statute for their educator evaluation systems during the pandemic and I think your guidance and your input and collaboration created a temporary solution.

01:21:06.310 --> 01:21:30.400  
Todd, Christopher  
To a really large problem for a lot of our districts and I just want to thank everybody for like your support and and your leadership during this time, so I will be very closely following along and look forward to seeing what product comes out on the other end to help all of Connecticut educators and leaders and advanced schools statewide so thank you everybody.

01:21:31.980 --> 01:21:40.250  
Fuller, Sharon  
And thank you. Chris you've been a great contribution leader facilitator of this work and I'm just looking at the comments in the chat.

01:21:33.370 --> 01:21:33.960  
Tucker, Shuana  
Thank you.

01:21:33.440 --> 01:21:34.010  
Liz Brown CABE (Guest)  
Thank you.

01:21:41.410 --> 01:21:49.770  
Fuller, Sharon  
There's lots of well wishes for you. This is a great opportunity for you. We'll greatly miss you. And the talent office and the council, but we we all wish you well.

01:21:50.950 --> 01:21:51.350  
Todd, Christopher  
Sure.

01:21:53.290 --> 01:22:04.460  
Fuller, Sharon  
OK, so with that, UM thank you all for joining us today. I will be in touch as soon as we have further details to share what we're hoping to do is to establish.

01:22:05.550 --> 01:22:11.570  
Fuller, Sharon  
Kind of a timeline of meeting so that everyone can put those on your calendar and we can, we can save the date so.

01:22:13.880 --> 01:22:17.390  
Fuller, Sharon  
With that happy Friday and and have a great weekend everyone.

01:22:19.720 --> 01:22:21.390  
Tucker, Shuana  
Thank you have a good.

01:22:20.160 --> 01:22:20.890  
Bill Silva (CAS) (Guest)  
Thank you.

01:22:21.020 --> 01:22:24.810  
Field, Kate (CT)  
Thank you everybody have a good weekend, thank you. Chris good luck.

01:22:23.670 --> 01:22:24.230  
Bill Silva (CAS) (Guest)  
Thank you.

01:22:24.800 --> 01:22:25.180  
Tucker, Shuana  
Yeah.

01:22:25.400 --> 01:22:25.960  
Bill Silva (CAS) (Guest)  
Bye. Bye.

01:22:25.850 --> 01:22:26.630  
Todd, Christopher  
Thank you everyone.

01:22:25.910 --> 01:22:26.300  
Kelly Lyman (Guest)  
Thank you.