

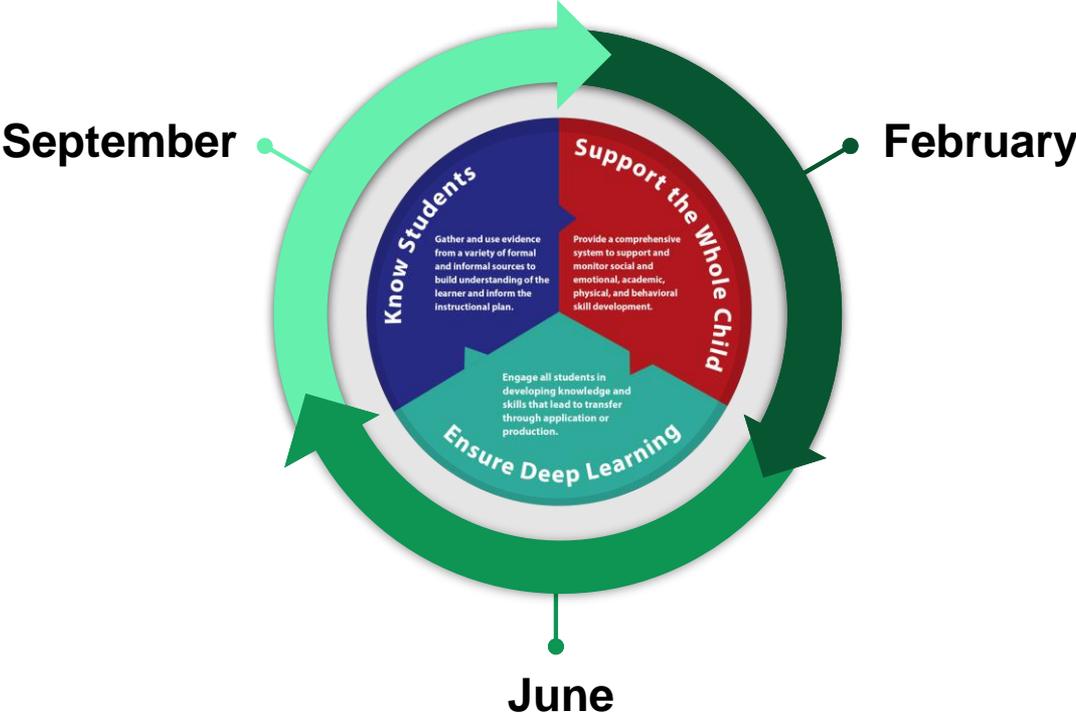


Report of Progress: Ensure Deep Learning

June 6, 2024

MANSFIELD
CONNECTICUT
Public Schools

Reports of Progress Cycle



Our Mission

It is the **Mission** of the Mansfield Public Schools, in partnership with the Mansfield community, to ensure that each and every child develops the knowledge, skills, and dispositions essential for civic engagement and personal excellence in learning, life, and work within our local and global community.



Core Beliefs



Lead with **EQUITY.**



Develop the whole **CHILD.**



Ensure **ACTIVE** learning.



Build **PARTNERSHIPS.**



Prepare **GLOBAL** citizens.



Grow **EDUCATORS.**

Key Drivers

Know Students

Gather and use evidence from a variety of formal and informal sources to build understanding of the learner and inform the instructional plan.

Support the Whole Child

Provide a comprehensive system to support and monitor social-emotional, academic, physical, and behavioral skill development

Ensure Deep Learning

Engage all students in developing knowledge and skills that lead to transfer through application or production.



Key Drivers

Key Drivers, or strategies, to advance the work of the Development Plan are defined above. The Key Drivers provide focus and build coherence across multiple schools and departments. Actions and Indicators linked back to the Core Beliefs have been developed for each Key Driver as described on the following pages. Annually, a Report of Progress for each Key Driver will be provided to the Board of Education at a public meeting.

5

THE FIVE C's

Portrait of the Graduate

The Mansfield Public School student develops a love of learning rooted in a strong academic foundation. Students grow within a safe and respectful environment while contributing to the local and global community. This educational journey encourages risk taking, builds perseverance and resiliency, and celebrates individual growth. Skills and dispositions across five elements— the 5 C's— interact with each other and with content standards to support the development of a learner prepared to face future learning and career challenges.

CITIZEN OF THE WORLD

Students recognize their role and responsibility in the larger world seeking understanding of others while demonstrating empathy and respect. They actively contribute to their community for the benefit of all. Students will:

- Build appreciation for diverse cultures and beliefs present in our global society
- Develop elements of strong character such as sound decision making that considers the effect on many
- Demonstrate respect and responsibility for self, others, and the environment
- Strive to establish equity, increase diversity, and promote inclusion of all people

COMMUNICATION

Students deliver coherent, organized messages through a variety of mediums tailoring their communication to the intended purpose and audience. Students will:

- Connect and share ideas with others
- Engage in active listening and respectful discourse
- Inform, influence, motivate, or entertain

COLLABORATION

Students demonstrate the ability to interact within a group to set and achieve common goals. Students will:

- Engage with others
- Participate in thoughtful discussions
- Analyze and reflect on ideas shared by others
- Respect and accept diverse perspectives
- Work toward consensus

CREATIVITY

Students exhibit originality, imagination, and inventiveness. Through the creative process, students engage in productive struggle and build resilience as they persevere to reach intended goals. Students will:

- Engage in imaginative thinking
- Exhibit divergent and flexible thinking when solving problems
- Put new ideas into practice

CRITICAL THINKING

Students engage in analysis, evaluation, and reflection to build understanding, solve problems, and identify alternative solutions. Students will:

- Ask meaningful questions
- Use prior knowledge to analyze and understand
- Synthesize information from multiple points of view
- Describe one's thought process and justify position/decision

Key Components of Deep Learning

- Student centered
- Meaningful
- Visible learning
- Real world
- Relevant (as learners, co-constructed, outside classroom, within discipline)
- Aligned to standards
- High ceiling
- Varied student outputs
- Relationships
- Student ownership
- Student choice
- Varied entry points
- Scaffolds
- Goal-setting
- Clear outcomes
- Learning targets
- Feedback

What is Deep, Student-Centered Learning?

Deep Learning advances academic, social, and emotional development that engages students through rich, rigorous, and relevant tasks. The student engages to construct meaningful knowledge of concepts to transfer new understandings and apply learning. The teacher supports the continuous development of skills and facilitates learning toward defined goals for all students.

Deep Learning is student-centered and occurs when:

- The **student** takes ownership of learning and builds understanding through exploration and transfer while pursuing passions and interests.
- The **teacher** understands the student and content, while using engaging instructional strategies to provide feedback and support to facilitate learning.
- The **tasks** are authentic and relevant, and promote rigorous, higher-order thinking while intentionally building upon foundational knowledge.



Actions

Develop deep learning tasks and projects that are relevant to students while fostering cultural awareness, belonging, self efficacy, and agency.

Provide professional learning for staff and families that increases instructional capacity, skills, and dispositions which support deep learning and the use of transfer goals, learning progressions and learning targets.

Develop tools and practices for students to share understandings that include the use of portfolios, self-reflection, peer review and revision.

Increase student ownership, agency, and leadership in the classroom.

Define and implement practices that assess deep learning and the Portrait of the Graduate skills.

Transform grading and reporting practices to align with core beliefs and learner outcomes.



Indicators

Tasks that are relevant, rigorous, and culturally responsive from across grade level teams and content areas.

Student exhibitions, informances, performances, portfolios, self-assessments, and reflections that provide evidence of deep learning, transfer, and Mansfield Portrait of the Graduate.

The development and pilot of a progress reporting system that aligns to deep learning, Mansfield's Portrait of the Graduate, and SEL Framework.

Students and family attitudes and satisfaction with learning experiences.

Participation of students and families in student-led conferences

Evidence of growing educators and teacher leaders to increase capacity that supports deep learning and the instructional core.



Presentation's Focus

Deep Learning Experiences

Student-Led Conversations
& Celebrations

Grade Reporting Practices

Climate Data

Exhibition data



Deep Learning Experiences: MMS 8th Grade

Framing instruction around the
Universal Declaration of Human
Rights



As members of the three year inaugural cohort of the Human Rights Close to Home Project at the University of Connecticut, we created a foundation for our instruction in teaching students about human rights.

-SEL lessons about the UDHR

-Current issues and how news stories uphold or deny human rights

-Universal Declaration of Human Rights language infused into all lessons.

Human Rights



THE UNIVERSAL DECLARATION OF HUMAN RIGHTS

Adopted by the General Assembly of the United Nations in 1948, the Universal Declaration sets fundamental rights and freedoms to which all human beings are entitled.

We are all born free and equal.
Everyone is entitled to these rights no matter your race, religion, sex, language, or nationality.
Everyone has the right to life, freedom, and safety.

No one can have more rights than others.

No one can be forced to work.

Everyone has the right to an adequate standard of living for themselves and their family.

Everyone has the right to an education.

Everyone's rights and freedoms should be protected unless they obstruct the rights and freedoms of others.

No State, group, or person can use this Declaration to deny the rights and freedoms of others.

This is a simplified version of the UDHR. For the complete text, visit www.un.org

- You have the right to be recognized everywhere as a person before the law.
- All consenting adults have the right to marry and to found a family.
- You have the right to own property.
- Everyone has the right to life, liberty, and security of person.
- You have the right to think and voice your opinions freely.
- Everyone has the right to assemble peacefully.
- You have the right to participate in the government of your country, either directly or by helping to choose representatives in free and genuine elections.
- You have the right to privacy. No one can interfere with your reputation, family home, or correspondence.
- You have the right to social security and are entitled to economic, social, and cultural help from your government.
- Everyone has the right to seek asylum in another country if you are persecuted in your own.
- Everyone has the right to a nationality.
- Everyone has the right to freedom of movement and to choose their place of residence.
- Everyone has the right to work.
- Everyone has the right to an adequate standard of living for themselves and their family.
- Everyone has the right to an education.
- Everyone has the right to freely participate in the cultural and scientific advancement of their community, and their intellectual property as artists or scientists should be protected.
- We are all entitled to a social order in which we may enjoy these rights.
- Everyone's rights and freedoms should be protected unless they obstruct the rights and freedoms of others.
- No State, group, or person can use this Declaration to deny the rights and freedoms of others.

Student Responses



"I think that it is semi-wise for the US to continue financing Ukraine. Personally, I think the US could cut down a little bit on spending for Ukraine but still maintain some financial support. If they cut the support, other countries in support of Ukraine could lash out to the US, or get the wrong idea of the US supporting Russia. Plus, Ukraine is doing decent in the war, with 70% of Russia's ground military gone. But, if too much spending is spent on helping Ukraine, other resources that the US needs for itself will diminish. Overall, I think the US should continue their financial support to Ukraine, but cut it down a little. As the UDHR states, everyone should have the right to a nationality and a safe home, and as long as we are able to do this for ourselves, we should try to make sure others have it as well."

"I think it would be wise to continue to support Ukraine, as the funding doesn't overpower anything pressing, and to turn our backs on innocent people that are dying would be cruel. It is a basic human right to have a safe place to live, and good food and water to eat and drink. No child should have to spend their ride to school wondering if a missile will hit during math, and no parent should have to watch their child get out of the car, or get on the school bus, and wonder "Will this be the last time I ever see them alive?" No one should have to drive home from a friends house, and wonder if they will have to identify their dead body the next time they see them. No one should have to worry that a stray bullet will hit before they can get to the baby shower 3 blocks over. NO ONE should have to spend every moment worrying it's their last, and everyone deserves help. We can't leave people to die in a war they never saw coming. It's just not right, not when it doesn't hurt us in any major way."



Primary Sources



“The framers agreed to include the bill of rights in the US Constitution because Anti Federalists wanted to make sure that they had a sturdy oath so that the new government wouldn’t take over their freedom of speech, religion or their right to be free nor their individual rights. These rights were supposed to be protected by the government that was created. The Bill of Rights is America’s rights to their government. For instance, the right to bear arms, having a fair trial and state rights are some amendments that were made. The bill of rights amendments were mainly in the US Constitution because it protected citizens’ liberties, safeguarding the individuals from speech, religion, the right to bear arms, and the press and a lot more. It’s basically a book that makes sure that everyone’s personal beliefs or freedoms shall be protected. It also keeps balance between the citizens and the government in the US. The framers also agreed to it because they wanted to get all of the states to support the Constitution.”

Model Congress

Students assume roles of Senators and Representatives in a simulation of the legislative process.



Students:

- Investigate pressing issues related to the Universal Declaration of Human Rights.
- Collaborate to create proposed legislation regarding food justice, climate change, education, voting rights, and child labor.
- Debate and present bills in a mock legislative session.

Model Congress



Model Congress: Sample Bills



Students: Write in this box only:

COMMITTEE Food Justice
TITLE OF BILL Ugly Produce
SENATOR(S) REPORTING OUT BILL: Charlotte Fuerst
REPRESENTATIVE(S) REPORTING OUT BILL: Michelle

EXPLANATION OF BILL:

Although it might not seem like it, about 60-80% of food grown in farms actually makes it to the grocery store. The other 40-20% goes to waste because it is deemed "ugly" or "inedible". I think that the government should give a certain amount of money to farmers in order for them to harvest and DONATE the "ugly" food. This will help minimize food deserts - places where people don't have access to enough food of healthy food. It will also help to reduce food waste - a problem that plays a big role in not only food waste but also climate change.

Committee: Pass Fail
House: Pass Fail

Speaker of House _____

Students: Write in this box only:

COMMITTEE Education
TITLE OF BILL Equal Distribution of School Funds (EDOSF)
SENATOR(S) REPORTING OUT BILL: Yibin Lin
REPRESENTATIVE(S) REPORTING OUT BILL: Norah Fish

EXPLANATION OF BILL:

Instead of collecting taxes by town and deciding how much funds each school district gets by how much money the town makes, have the state pool the taxes/money and divide it equally among the towns/school districts. This can be paid for by taxing property taxes, usually collected by each town, and shift the responsibility to the state allowing the state to equally distribute funds to each town. This will improve the equity of school funds.

Supporting Deep Learning for All



Template using picture cues from the student's schedule or communication system

Google Read&Write technology

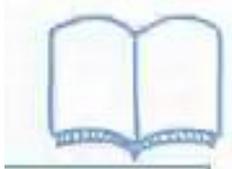
- Talk&Type
- read aloud
- word prediction

Real life photos and videos of the student engaging in school activities as well as screen recording

Rehearse and record student's voice and embed into Google Slides



Reading



Something I do really well in reading is:

i Ready power words

Something I want to do in reading is:

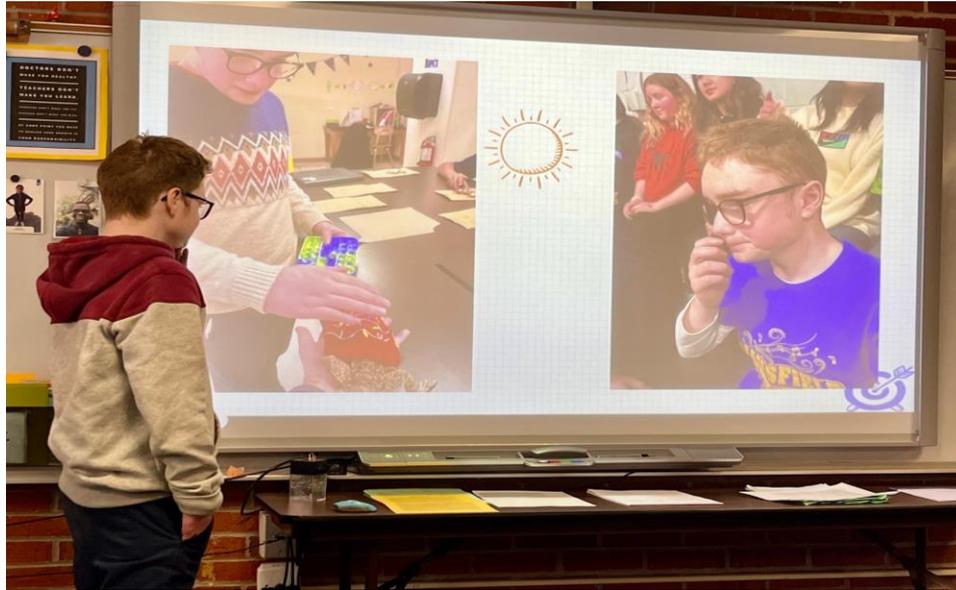
read about volcanoes



scores/graphs, Lexia certificates, etc.



“...each and every child...”

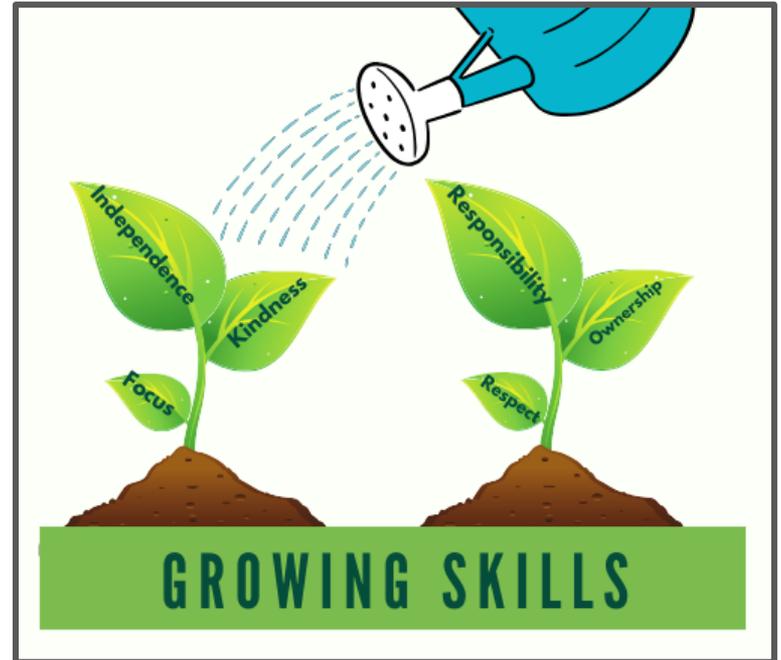
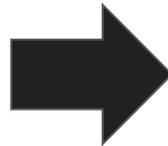
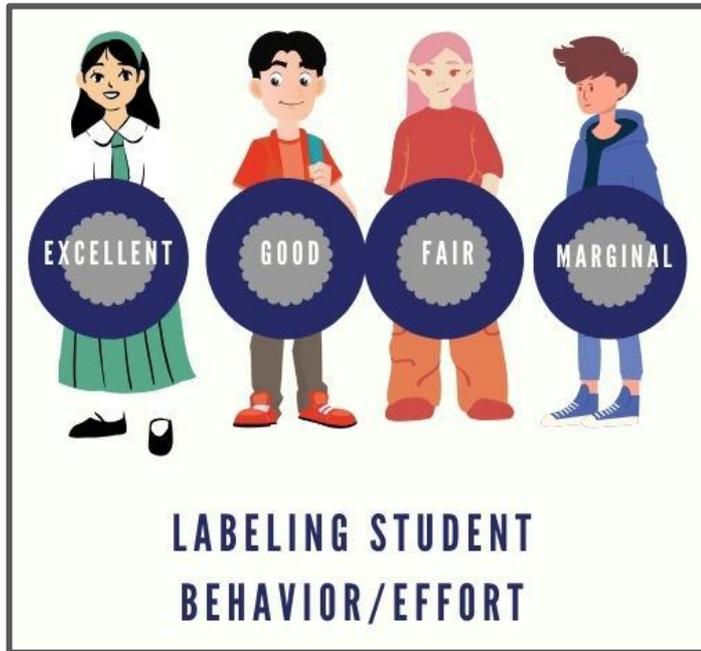


The student proudly shared his portfolio with his family with facilitation from his homeroom teacher just like all other 8th grade students.

Grade Reporting Practices



Shifting our reporting practices to reflect our belief in Growth Mindset.





Grade Reporting Practices - MES

- Language revisions create stronger alignment to grade level mastery expectations
- Aligned social emotional feedback the *PAWS Habits of Character*
- Developed more descriptive performance indicators



OLD

Explanation of Grading

Always = ✓ +

Usually = ✓

Sometimes = ✓ -

Rarely = *

NEW

Performance Descriptors

4= **Exceeding** content standard

3= **Meeting** content standard

2= **Developing** understanding of content standard

1= **Emerging** understanding of content standard



Grade Reporting Practices - MMS

- Aligned language for academic & personal responsibility to the *Roadrunner Habits of Character*
- Developed more descriptive performance indicators
- Created student and teacher facing rubrics to support reflection on growth
- Begun revisions to the comment bank



Revisions in Language

OLD

Grade Points

A = Excellent

B = Good

C = Fair

D = Marginal

U = Unsatisfactory

S = Satisfactory

I = Incomplete

NEW

Academic Performance Descriptors

A= **Exceeding** content standard (Independent application & transfer of content standard)

B= **Meeting** content standard

C= **Developing** understanding of content standard

D= **Emerging** understanding of content standard

U (I) = **Insufficient** evidence of progress towards content standard

S= **Sufficient** progress towards understanding of content standard



Academic & Behavioral Responsibility

Personal Responsibility

- Actively listens and engages in respectful discourse with others
- Demonstrates respect and responsibility for self, others, and environment
- Behavior demonstrates understanding of habits of character

Academic Responsibility

- Prepares for tasks and events
- Advocates for needs
- Actively engages with learning

Academic / Behavior Responsibility Performance Descriptors

- 4= **Exceeds** responsibility standards
- 3= **Meeting** responsibility standards
- 2= **Developing** understanding of responsibility standards
- 1= **Emerging** understanding of responsibility standards



Perceptions & Experiences about Learning



Each spring, the District surveys Students, Families, and Staff

Surveys include questions about learning, goal setting, and application

Participation Rates:

	MES	MMS
Student	324	394
Families	123	84
Teachers	24	21

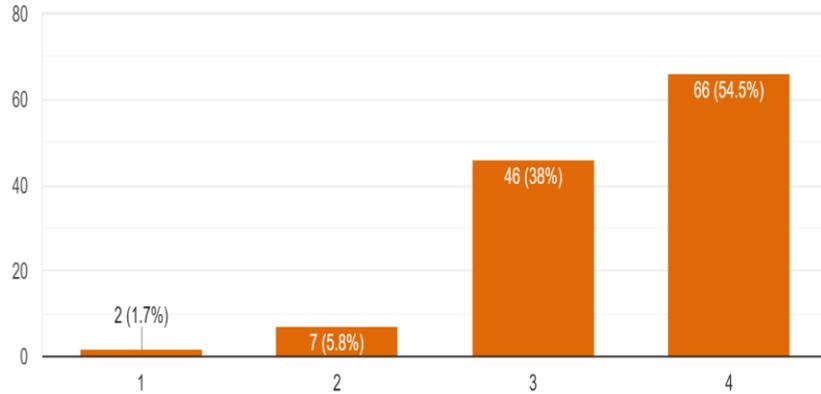


MES Students



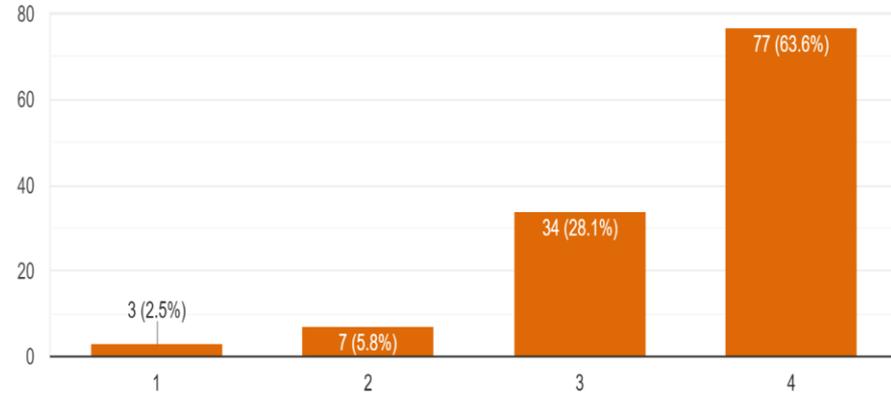
17. I am able to reflect on my learning and set a new goal.

121 responses



13. The work I do in school helps me grow as a learner and person.

121 responses



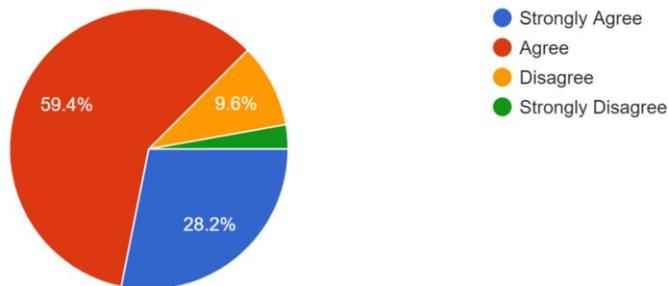
Strongly disagree 1 2 3 4 Strongly agree



MMS Students

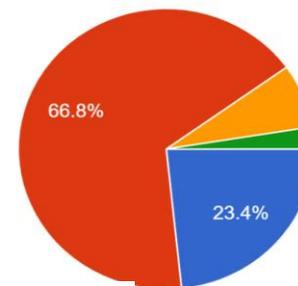
There are topics and/or tasks that I participate in school that are interesting.

394 responses



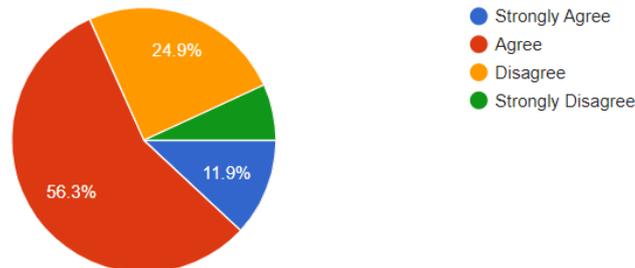
The work I do in school helps me grow as a learner.

394 responses



I see connections between what I learn in school and my life beyond school.

394 responses

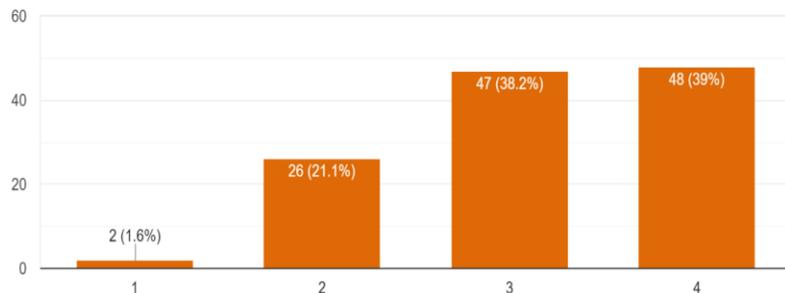




MES Families

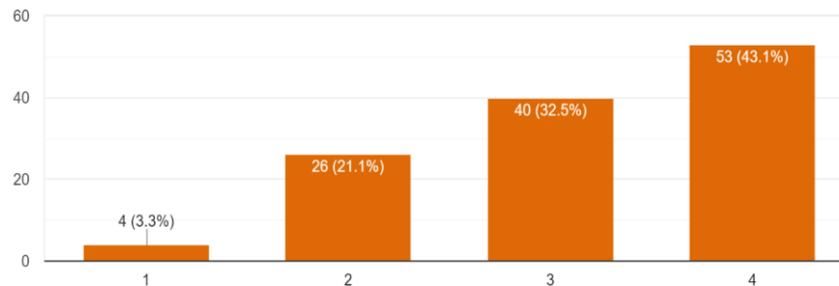
13. Most of the work my child participates in at MES is interesting to them.

123 responses



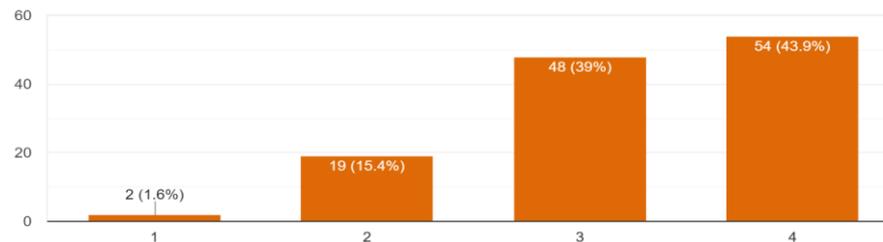
14. I can see connections between what my child learns at MES and their life beyond the school day.

123 responses



15. The work my child does at school helps them grow both socially and academically.

123 responses



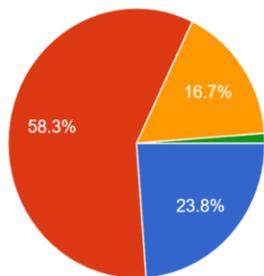
Strongly disagree 1 2 3 4 Strongly agree



MMS Families

Most of the work my child participates in at school is interesting to them.

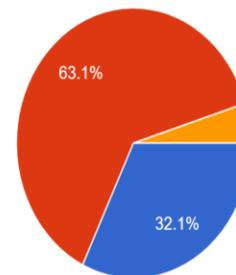
84 responses



- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

The work my child does at school helps them grow as a learner.

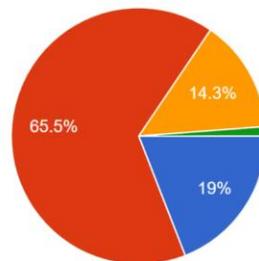
84 responses



- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

I can see connections between what my child learns at school and their life beyond school.

84 responses



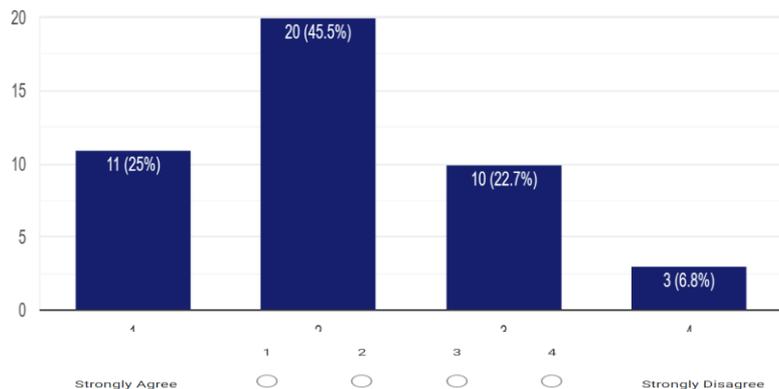
- Strongly Agree
- Agree
- Disagree
- Strongly Disagree



Teachers

The STEP process allowed me to direct my professional learning which had a positive impact on my students.

44 responses



I felt supported when asking for opportunities to engage in professional learning that aligns with my STEP goal.

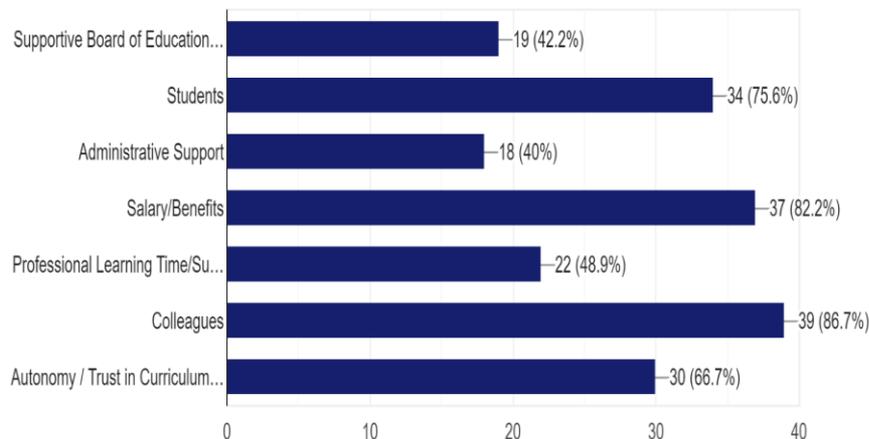
At my mid-year, I really felt seen as an integral part of our school. Feedback about my practice was helpful and supportive. I was encouraged to seek out the PL I felt I needed.

Autonomy and trust with planning and implementing curriculum.

I'd love for us not to have yet another new initiative. How about refining the efforts we currently have going on?

Mansfield Public Schools is a good place to work and learn for the following reasons:

45 responses



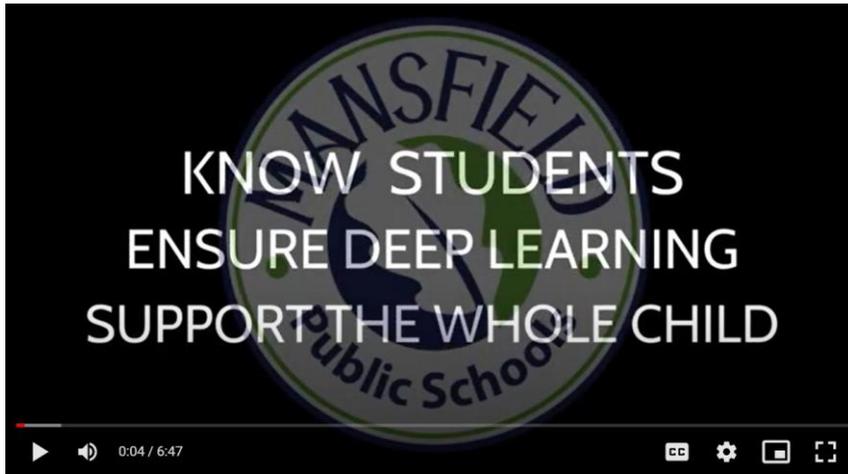


Student Led Conversations & Celebrations

- All students had the opportunity to speak to their learning experience
- 98% Family Participation
- Resources developed to support the experience
- Community PR Campaign
 - Videos
 - Newsletters
 - Phone



Video Examples of Student Led Conversations & Celebrations

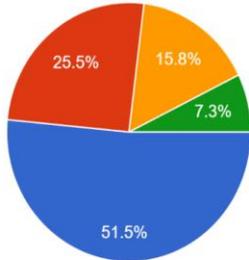


SLCC Survey Data



Which of the following best describes your reaction to student-led conversations & celebrations?

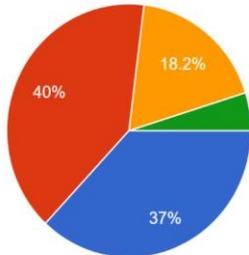
165 responses



- Student-led conversations are a good way to get a clear idea of my child's progress, goals, and strategies for success.
- Student-led conversations provide some new information.
- Student-led conversations provided little new information.
- Student-led conversations are not for me

The student-led conversation helped me understand how my child has grown as a learner.

165 responses



- Strongly Agree
- Agree
- Disagree
- Strongly Disagree



What did you like about student-led conversations & celebrations that you want us to know?



- *I appreciated hearing my child talk about her work and what she was proud of.*
- *I loved getting an overview of activities my children are doing during the day while they demonstrated them or gave us a tour around the room. Both of my kids you could see were very proud and happy during the meeting. It was great to see their skills in action in the classroom.*
- *That she was in control of the conversation, and the focus was positive, not "areas for improvement."*
- *It allowed my children to feel proud of themselves and it allowed them to gain confidence in practicing "public speaking". I also loved seeing what they're working on from THEIR perspectives.*
- *Student self assessment was helpful, would still like to hear feedback from the teacher either by another meeting or a types up assessment.*
- *I liked the fact that students were given the opportunity to engage with their learning, speak about their struggles and strengths. I believe that it will help them celebrate their growth. I also liked the opportunity it gives them to present their work to me as an audience.*

What suggestions or changes would you like to see to student-led conversations & celebrations in the future?



- *Having the child present makes it hard discuss concerns with learning and relationships in the classroom.*
- *Some time added just with teacher and parent.*
- *I wouldn't change anything, I think it's great!*
- *If it's extending to 30 min / person will be better.*
- *I still will like teachers to add something -- it can be a follow up over email.*
- *Overall, I liked it, but I would still like some time or space to be able to ask the teachers questions too.*
- *Student led c&c should be an end of the school year meeting and should not replace a teacher conference.*
- *None. Great the way it was*



Student Led Conversations & Celebrations

Teacher Reflections



Angela Jankowski

Grade 3 MES

Ryley Zawodniak

Grade 5 MMS

Melissa Szych

Grade 8 MMS

Julie Hodgson

Grade 8 MMS





Exhibitions & Celebrations of Learning

Winter/Spring Concerts: Choral, Band, Orchestra

Eastern Regions Music Competition

CAS/CABE Student Awards

Learning: MES Student Showcase, World's Fair, Grade-Level Celebrations of Learning

Competitions: Math Counts, Robotics, History Day, Invention Convention, CT Writing Project , CT Students Writers Magazine Contest

Celebrations/Events: Witness Stone, Lunar New Year, Solar Eclipse

Drama: Aladdin, Jr.

Student Led Conversations & Celebrations

Staff Presentations/Conferences

Student Athletic Competitions



Our Mission: “...each and every child...”

