



Report of Progress: Ensure Deep Learning

June 5, 2025

MANSFIELD
CONNECTICUT

Public Schools

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

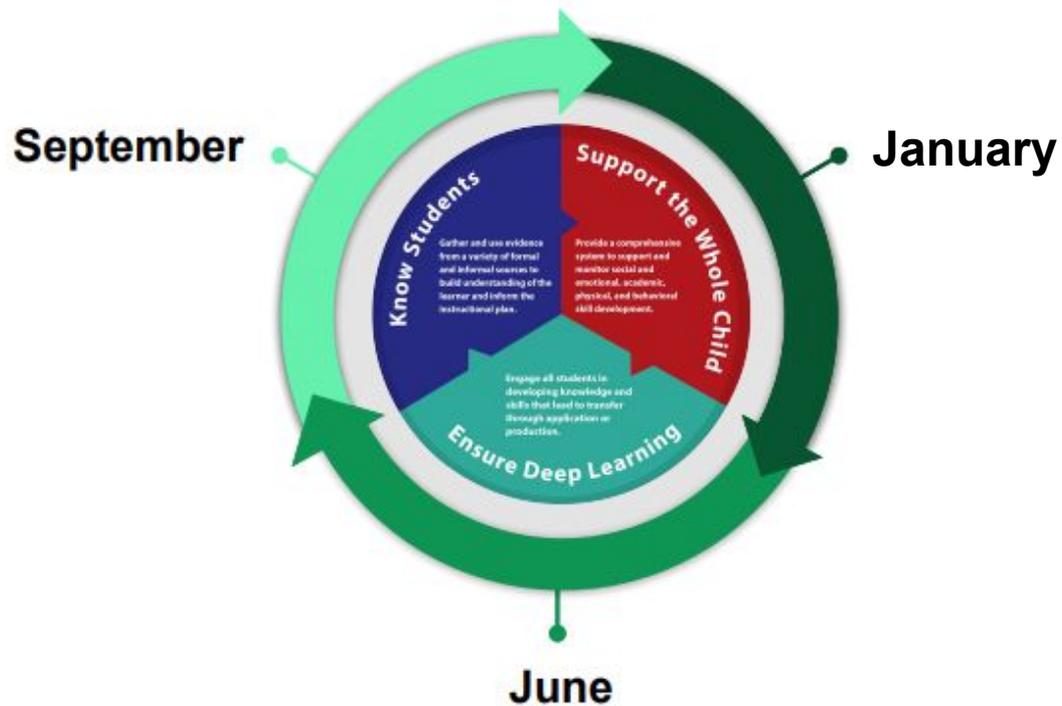
Provide a comprehensive system to support and monitor social-emotional, academic, physical, and behavioral skill development

Ensure Deep Learning

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



Reports of Progress Cycle



Ensure Deep Learning

Ensure Deep Learning

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

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's 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 the SEL Framework
- Student 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

CORE BELIEFS

-  Lead with equity.
-  Develop the whole child.
-  Ensure active learning.
-  Build partnerships.
-  Prepare global citizens.
-  Grow educators.

What does it mean to “Ensure Deep Learning?”

What will we do to improve our supports?

How will we measure progress?

How is this aligned to our Core Beliefs?



Actions & Indicators

- Theory of Action “If/Then”
- Actions are the Adult/Staff Moves
- Indicators are the Results of the Actions
- For example:
 - IF*** we develop and implement Multi-Tiered Systems of Support...
 - THEN*** attendance and behaviors will improve.

Actions

- Develop and implement Multi-Tiered Systems of Support (MTSS) for academic, behavioral, and social and emotional skills.

Indicators

- Student chronic absences
- Student behavioral data



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.

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

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

Transfer

Transfer of learning is the process of applying knowledge, skills, and information learned in one context to another. It essentially means using what you've learned in a new or different situation.



Highlighting Stories of Deep Learning



Elements within the Deep Learning Experiences

- Interdisciplinary
- Student Centered
- Relevant to Students
- Has an authentic Audience/Purpose
- Includes Self Reflection & Peer Feedback
- Supported with Professional Learning

Deep Learning is Interdisciplinary

Food Trucks Grade 8

Developing Interdisciplinary Work

Technology Education

Developing the food truck concept

- Designing the Food Truck - detailed floor plan layout/exterior look
- Developing Marketing Theme- Logo / T-Shirt Design

Life and Consumer Science

Planning the operational and culinary aspects

- Menu Creation
- Budget Development
- Product Procurement / Preparation
- Advertising Plan



Ryley Zawodniak (LCS)

Bob Burrington (Tech ED)

Lily Sun and Daphne Christenson

Deep Learning is... Student-Centered

Allows for:

- Application of 5C Skills
- Development of Real-World Connections
- Agency and Ownership of Learning



Creativity: branding, logo, menu development

Critical Thinking: interior truck design-functional and efficient, on-brand menus, marketing

Real-World Connection: business entrepreneurship, implementing vision



Food Truck Exterior Design



Husky Fries

Food

BBQ Fries

- Hickory smoked bacon
- Green onions
- Home made bbq sauce

Greek Fries

Regular Fries

Drinks

Water

Fountain Drink

123-456-7890

www.huskyfries



Deep Learning is... **Interdisciplinary**

4th Grade Learning Excursions Mansfield Hollow Exploration Kayaking/Touring the Dam

- Investigating Water Quality and Erosion
- Understanding Science and Engineering Practices Inside Mansfield Hollow Dam
- Building Community Partnerships
 - U.S. Army Corps of Engineers
 - New England Science & Sailing (NESS)



Growing and Expanding Science Practices at MES



- Engaged in Collaborative Team Planning
- Developed Connections to the Benchmark Advanced Literacy Program
- Expanded Scientific Inquiry in Grade Level Thematic Learning Experiences
- Extended Interest Based Science Opportunities within and Beyond the School Day



Deep Learning is...
Relevant to Students

Fostering Curiosity, Ownership and Leadership

- MES STEM Lego Lab
- MMS Lego Robotics League
- MMS Tech Ed Program
- Integrating into the curriculum:

7th Grade Space and Robotics

Creating Community Partnerships

- Tolland Robotics Foundation
- Sphero Robotics Company





Deep Learning has an... Authentic Audience & Purpose



MES Growing Through Games

Second Grade's Team wide goal was to incorporate play through games to support Social Emotional Learning.



Authentic Audience & Purpose

Cereal Box Scale Factor Grade 7

Learning Targets:

- **I can** recognize and represent proportional relationships between quantities.
- **I can** use accurate and precise measurements of various objects and designs.
- **I can** solve problems involving scale drawings of geometric figures, including computing actual lengths.
- **I can** reproduce a scale drawing at a different scale.

Elements of Authentic Learning
Meaningful Purpose
Practical Application
Empowers Ownership
Involves 5C Skills



Deep Learning includes Student Reflection & Peer Feedback

What is Ropes Challenge About?

- Personal Growth
- Teamwork
- Expanding Awareness of Self/Others

What??? **So what???** **Now what???**



Challenge Activity Process

1. Identify the Obstacle

The group is given a challenge activity or problem to solve. It usually involves a mental and a physical challenge.



2. Brainstorm

The group works together to come up with ideas to attempt to overcome the challenge. This process involves communication and collaboration.



3. Attempt the Challenge

The group takes an attempt of the challenge based off of the ideas they came up with. They may do very well or the idea may not work.



4. Reflect

- How did we do?
- What worked?
- What did not work?
- What can we change and try again?



Auto-Belay for Rock Wall



1

Connect
Lock
Inspect
Proceed

2

Safety fall/check

3

Climb away



Student Reflection & Peer Feedback



Artifact Curation in Art

TAB: Teaching for Artistic Behavior

I AM AN ARTIST.

I CAN THINK OF AN IDEA.

I CAN PLAN MY NEXT STEPS.

I CAN GIVE AND RECEIVE FEEDBACK.

I CAN TAKE MY TIME.

THE ART ROOM IS MY STUDIO.

I CAN SET UP AND CLEAN UP MY SPACE.

The studio is a place where I explore, create, and learn about what artists do. I am learning to think like an artist.



Documentation Station

“I am proud of the bird. The hardest part was making the branches look real. I’d like the viewer to notice the details. I practiced the bird a lot and got encouragement from my mom.”



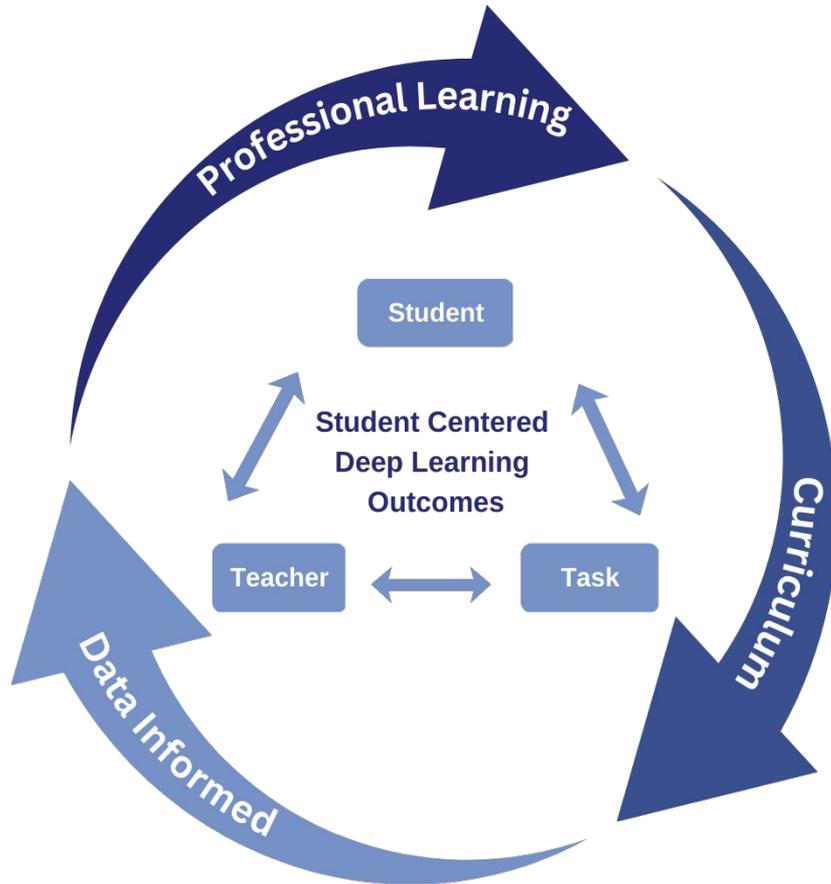
Name: Astrid

“I am proud of the birds in my picture. They were hard to draw. I made a bunch of versions of my drawing. One wasn’t very realistic. I wanted it to be realistic. So I kept practicing drawing them. I learned that practice makes me better and that there are a lot of different ways to draw the same thing.”



This is a lightning storm with a meteor that crashed to earth. There are 2 people in a shelter that are staying safe during the storm. S: I made a sketch to start. The next class “L” wanted to team up. He added the man and the hills & lightning. Then we started to work together. We loved working as a team. L: we both listened to each other and communicated really well. S: The hard part was fitting all our ideas together. L: We messed up on the hills but then I decided to rub my dirty fingers on it to make it look more real. Advice: S: Listen to the other person’s ideas. L: You can Communicate right back. S: See if you Can do a mix of both ideas. Or chose One. We received feedback to make it Darker and that made it better.





Deep Learning is...

Supported by Professional Learning



In-District

- District Professional Learning Days
- Collaborative Release Time
 - Labsites/Lesson Studies
 - Project Based Unit Design/Curriculum
 - Review of Student Work Protocols

Out-of-District

Learning that Elevates our Key Drivers

Topics:

Math/Reading Recovery, Supporting Multilingual Learners, PBIS, Equity Centered Instruction, Restorative Practices, COLT/ACTFL Conferences, Atomic Math, School Climate Training, CTEEA (Tech Ed) Conference, Creating Green Infrastructure Solutions,

“...the most powerful professional development occurs in real time around real problems in real schools involving real people who actually have to make decisions about what to do on a day-to-day basis.” Richard Elmore

Cultivating a Collaborative Culture



Ron Berger
Chief Academic Officer for EL Education

What portion of the day's professional learning experience was most valuable to you?

"Seeing real examples and getting time to talk to colleagues about how we could actually incorporate these ideas."

"The idea of having kids examine a good model and essentially define the criteria to assess their own work against is extremely applicable across disciplines. It was inspiring to see examples of such high quality work."

"Ron's presentation was invaluable and inspiring. He gave me incredible inspiration and ideas to be a better educator and person. I loved his use of concrete and specific examples. Thank you for setting up this PD!"

"When Mr. Berger had us look at "what a student can do" and create an anchor in our mind was super helpful. It boosted my confidence in creating better targets students should embed in their work. It is easily applicable to a variety of scenarios. As interested as I was in looking at student work... I think students would also be curious in looking at the work of their peers."



Ensure Deep Learning through Authentic Experiences



Indicators



Indicators

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Student Led Conversations and Celebrations

TEACHER FEEDBACK

- 100% of educators responded that the provided tools and resources were helpful in planning and preparing for SLCCs.
- A notable increase in positive responses to the prompt, “SLCCs helped students to develop a greater understanding of themselves as a learner” (2024: 88% / 2025: 95%) was also observed.



“It was so exciting to see my students’ confidence and pride in learning shine!!!”



STUDENT FEEDBACK



"I think that the best part of the SLCC was showing my family all of the work I did because I loved showing off my accomplishments and it also showed my growth."

- Analysis of student open-ended responses revealed a strong sense of pride in their work and appreciation for the opportunity to share their growth with their families.
- 73.2% of students responded that SLCCs allowed to reflect on their growth as a learner.



Student Led Conversations and Celebrations



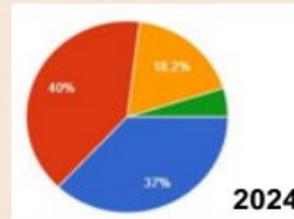
FAMILY FEEDBACK

Families indicate an increased understanding of purpose.

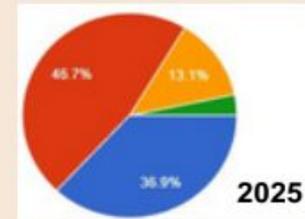


"I love the sense of empowerment and the opportunity to see what my kids are doing in school."

"SLCCs helped me understand how my child has grown as a learner"



77% Agreed or Strongly Agreed



84.6% Agreed or Strongly Agreed

SLCC Grows and Glows



“Glows”



- Teachers, students and families responded that SLCCs were a meaningful experience.
- Students recognized the value of the process and felt prepared for their presentations.
- Families repeatedly mentioned “ownership” and “engagement” as two key themes in their child’s learning experience.



“I liked how student-led conversations empower children to take ownership of their learning. Hearing my children articulate their goals, progress, and challenges fosters a deeper sense of pride and confidence.”

“GROWS”



Teachers:

- Develop practices to consistently collect artifacts and reflect on progress throughout the year.
- Restructure adjusted schedule to best meet needs of teams by grade level.

Students:

- Would like more opportunity to practice prior to SLCCs.
- A desire for greater autonomy in presentation format.

Families:

- Voiced desire to connect with teachers regarding student progress.
- Requested a review of three consecutive half days.

Teacher & Administrator Evaluation Plan

Professional Development Evaluation Committee (PDEC)

Members: Erika Labella (MEA rep), Amanda Doyle, Corinne Bergeron, Kate McCoy, Larry Barlow, Mike DiCicco, Carly Paine, Candace Morell, Shamim Patwa, Peter Dart, Mary Kate, Danielle Vliet, Abby Bennett

Connecticut Guidelines for Educator and Leader Evaluation and Support 2023 went into effect as of July 1, 2024

MBOE Adopted Plan May 2024

CSDE Approved Plan June 2024

Mansfield's Plan is a CSDE model program

Mansfield Public Schools

EDUCATOR
EVALUATION & SUPPORT PLAN
For Teachers & Administrators



May 2024

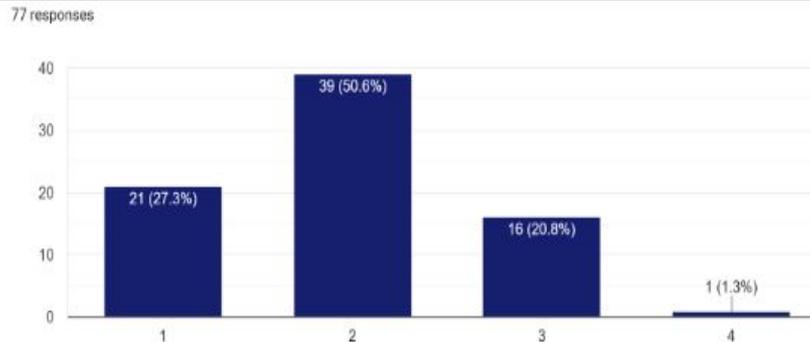


Teachers N=113

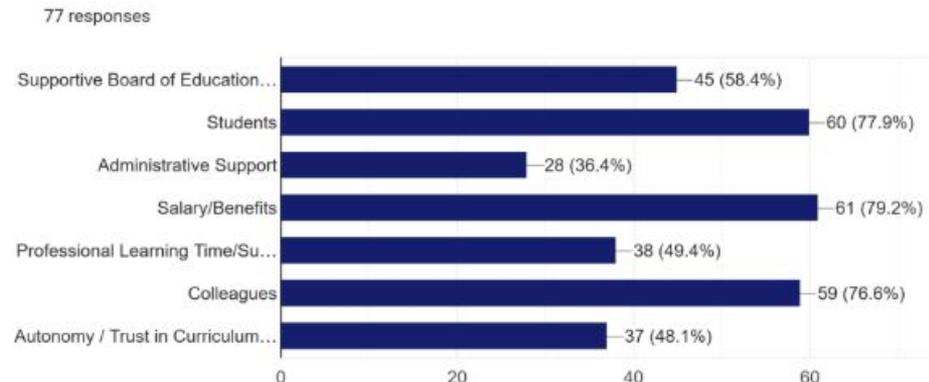


The goal process allowed me to direct my professional learning which had a positive impact on my students.

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



Scale- 1 Strongly Agree to 4 Strongly Disagree



"I felt supported during the PD for the new reading and math programs this year. Having the PD days throughout the school year really helped our team plan, understand the program and to make it accessible for students."

"I felt supported in just about every way by every level of the system."

"Throughout my goal work both principals gave us encouragement and support, but also had ideas on how we can further develop our goal to benefit our students."

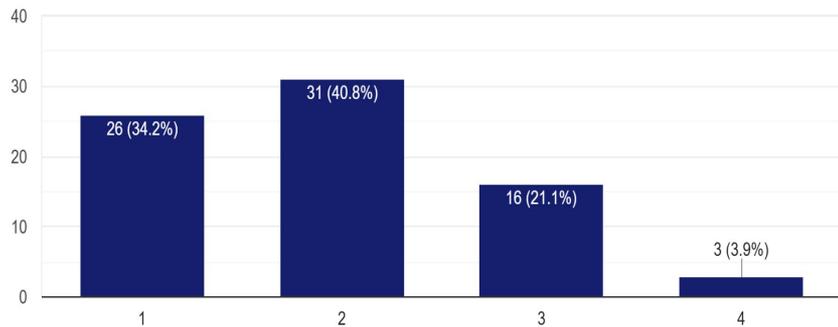
Teachers

N=113



I received actionable feedback from my building based administrator that supported my instructional practice.

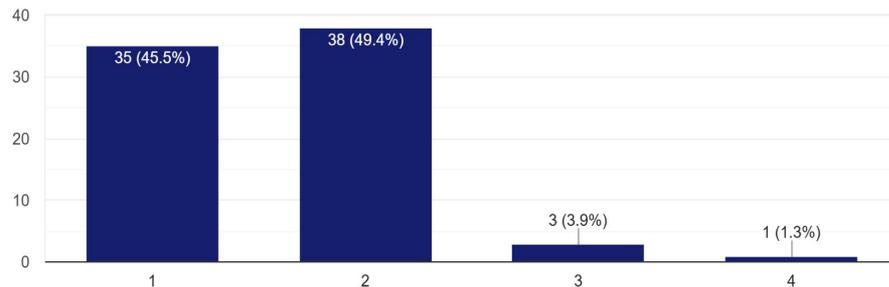
76 responses



Scale- 1 Strongly Agree to 4 Strongly Disagree

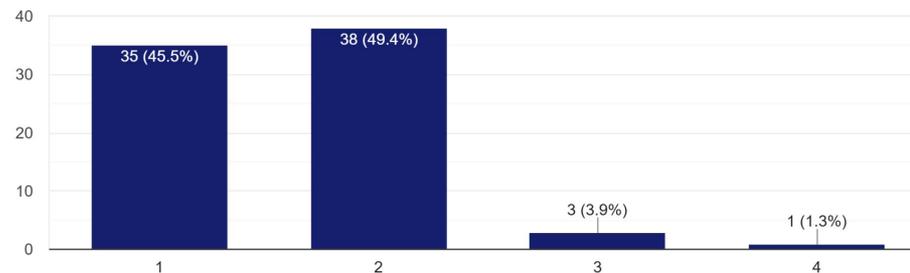
The timeline associated with the goals process was manageable.

77 responses



The timeline associated with the goals process was manageable.

77 responses

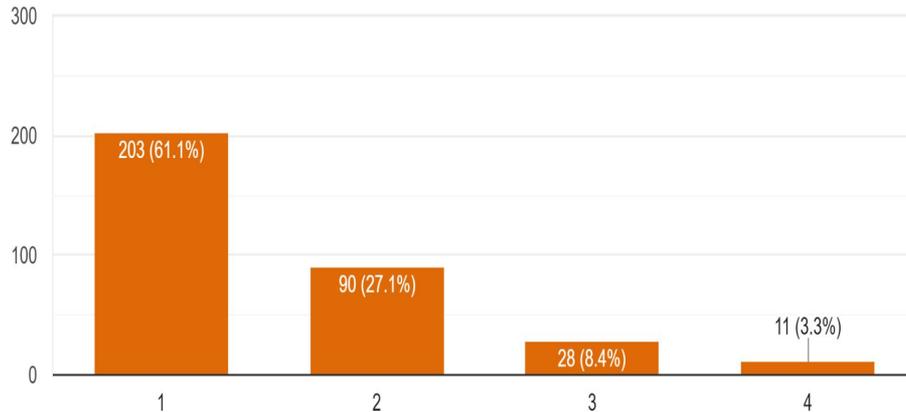




MES Student Survey Data

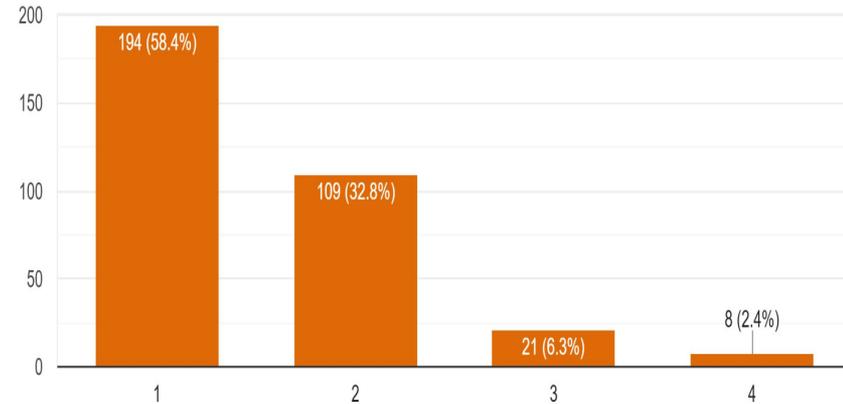
13. The work I do in school helps me grow as a learner and person.

332 responses



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

332 responses



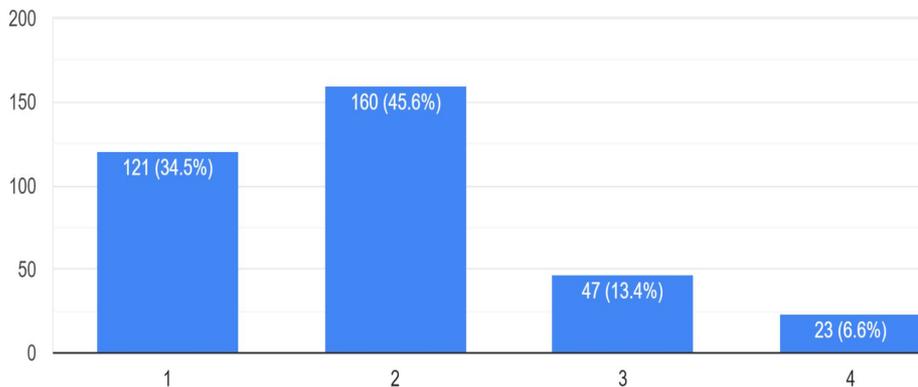
Total number of MES students eligible to take survey n=416
Scale- 1 Strongly Agree to 4 Strongly Disagree



MMS Students

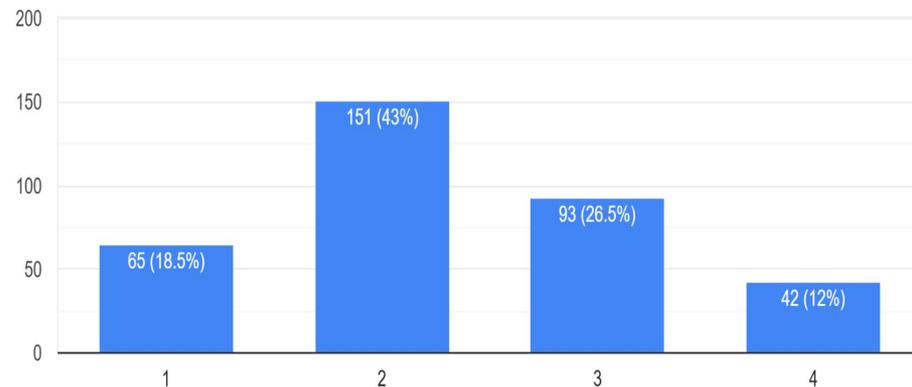
There are topics and/or tasks that I participate in school that are interesting.

351 responses



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

351 responses



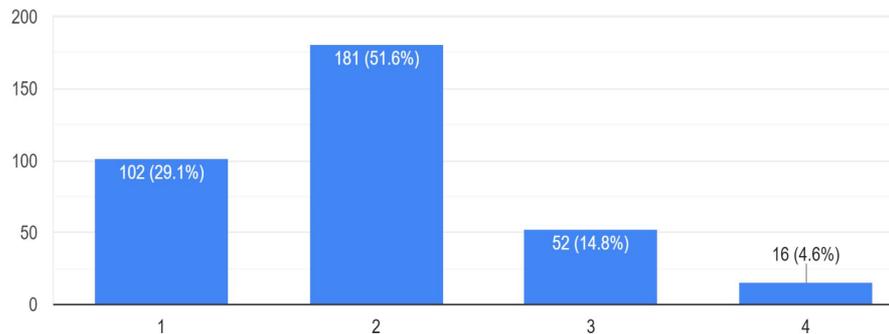
Total number of MMS students eligible to take survey n=414
Scale- 1 Strongly Agree to 4 Strongly Disagree



MMS Students

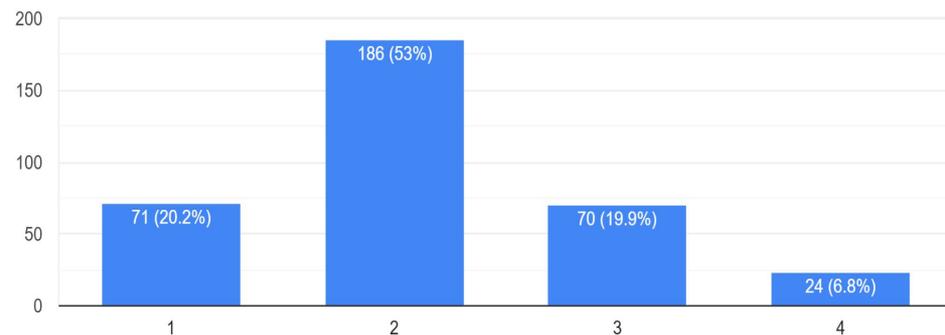
The work I do in school helps me grow as a learner.

351 responses



I am able to reflect on my learning and establish my next learning goal.

351 responses

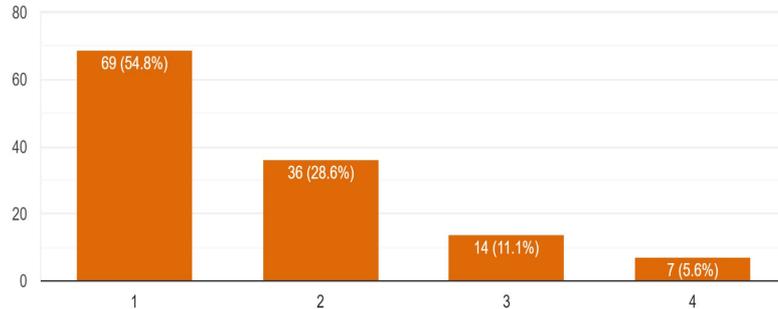


Total number of MMS students eligible to take survey n=414
Scale- 1 Strongly Agree to 4 Strongly Disagree

MES Family Survey Data

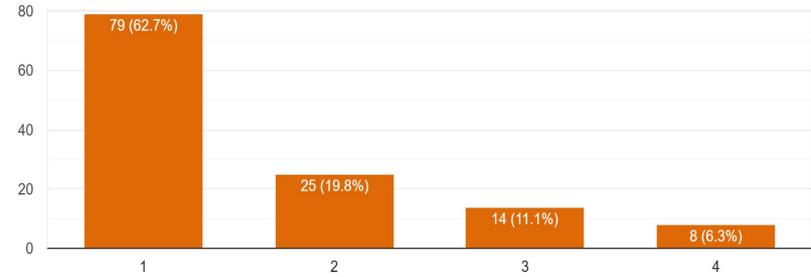
Most of the work my child participates in at MES is interesting to them.

126 responses



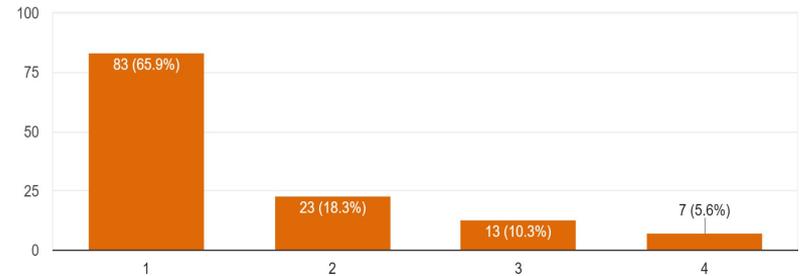
I can see connections between what my child learns at MES and their life beyond the school day.

126 responses



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

126 responses



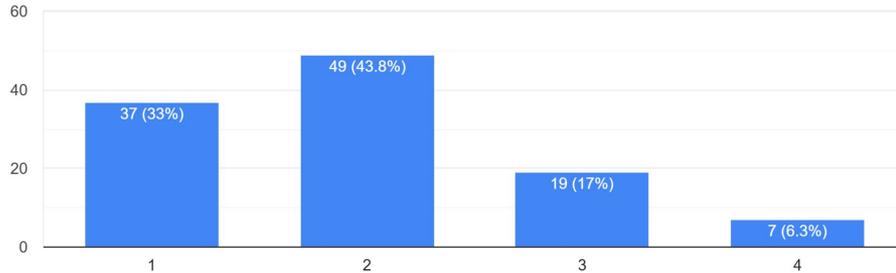
Total number of MES students as of 10/1/25 n=549
Scale- 1 Strongly Agree to 4 Strongly Disagree



MMS Families

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

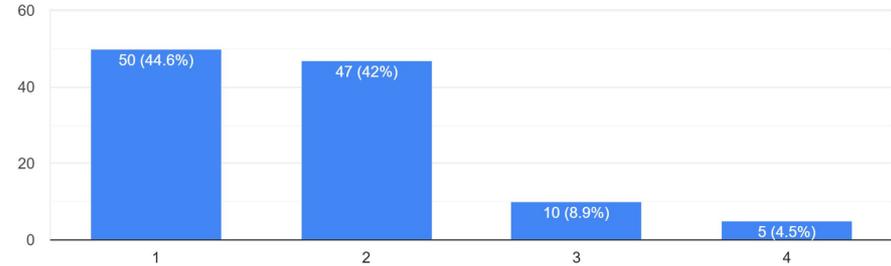
112 responses



Total number of MMS students n=414 as of 10/1/24
Scale- 1 Strongly Agree to 4 Strongly Disagree

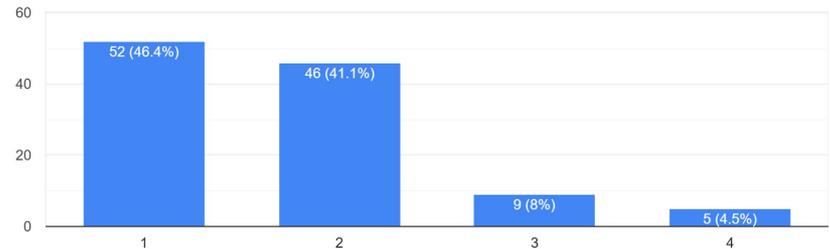
I can see connections between what my child learns at school and their life beyond school.

112 responses



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

112 responses



Exhibitions & Celebrations of Learning



Winter/Spring Band, Choral, Strings Concerts

Open House

Student Led Conversations and Celebrations

Promotions and Class Night

Competitions: Math Counts, Robotics, History Day, Invention Convention,

CT Writing Project, ASA Poster Competition, Eastern Region Music Festival

Projects: Tree Museum, CT River Exhibition, World's Fair

Student Recognition "Pawsitivity Awards" and "Rockin' Roadrunners"

Field Days

Family Engagement Nights: Fun Night, Movie Night, Curriculum, Student Assessment

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