



## Trumbull Public Schools

*Developing a District-Wide  
Vision of the Graduate*

Jonathan P. Costa, Sr. & The TPS Vision of the Graduate Committee

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Jonathan P. Costa



## Trumbull Public Schools

### Mission

The Trumbull Public School System, in partnership with the community, strives to meet the educational needs of all students within a challenging and supportive academic environment that empowers each student to become a life-long learner and to live and participate in a democratic, diverse and global society.

## Perspective on the class of 2021...

*Put the World in Your Pocket*

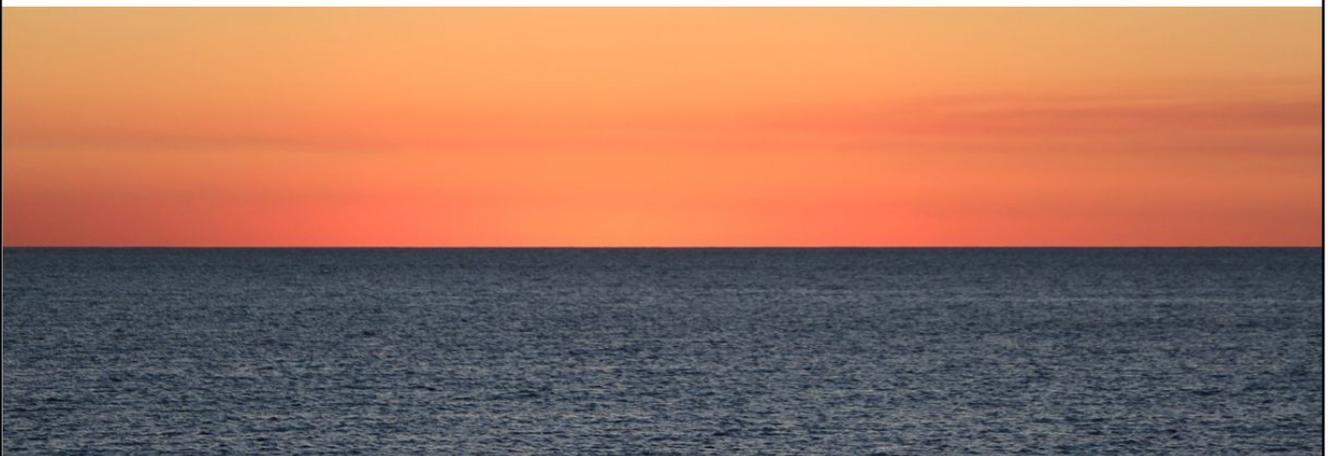
**Apple**  
**iPhone**

A hand held  
computer, phone,  
e-mailer, camera, web browser, GPS  
video player, iTunes, Word, Excel,  
PowerPoint, instant messenger, live  
television, etc..

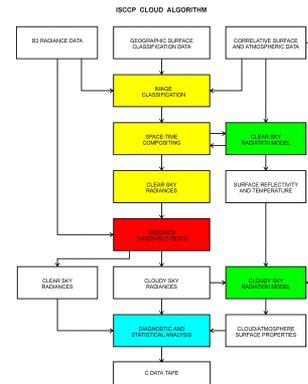
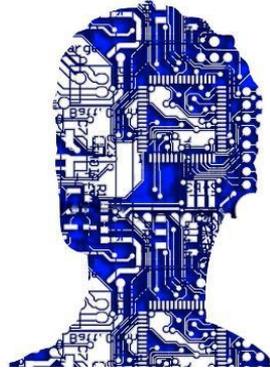


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**What changes are on the horizon for  
today's students? Your current  
Kindergarteners are the class of 2034.**



# Robots, Artificial Intelligence, and Algorithms



These forces were already underway...

What exactly do students need to be prepared to become a life-long learner and to live and participate in a democratic, diverse and global society?

# How Do Skills and Dispositions Differ?

## Skills

## Dispositions

# Different Tools for Assessment

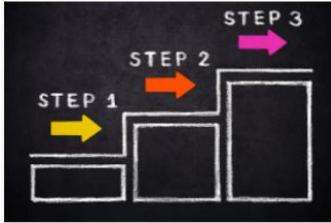
Indicators of Attainment	Beginning	Developing	Proficient	Exemplary
1. Identify and define authentic problems/issues and formulate significant questions for investigation based on multiple sources.	1a. While there may be attempts to identify and articulate problems, issues, or arguments, they are fragmented, incomplete or so unfocused that they cannot be acted upon.	1a. Identifies and articulates problems, issues, or arguments that contain some errors or inaccuracies but are cogent enough to support investigation.	1a. Identifies and articulates problems, issues, or arguments that are accurate, clear and well-constructed.	1a. Precisely and completely identifies and articulates problems, issues, or arguments that are focused, insightful, and capture a topic or issue of significant importance to the field.
	1b. Makes an attempt to construct questions related to a problem, issue, or challenge, but questions are limited in their ability to provide a foundation for inquiry or investigation.	1b. Constructs questions that are somewhat related to a problem, issue, or challenge and puts questions in a logical order to support inquiry and/or investigation.	1b. Constructs questions related to a problem, issue, or challenge and determines a focus by prioritizing key questions	1b. Constructs stimulating questions related to a problem, issue, or challenge and determines a focus by refining and prioritizing key questions that provide a solid foundation for
	1c. References sources that are limited, vague, ambiguous, unsubstantiated and/or inaccurate.	1c. References sources that are somewhat limited, unclear or unfocused on the topic.		

## Dispositions

## Skills

Areas of Strength	<p style="text-align: center;"><b>Independent and Adaptable</b></p> <ul style="list-style-type: none"> <li>• Students are accountable and responsible for individual learning</li> <li>• Students demonstrate resilience when faced with challenges</li> <li>• Students take initiative to gather, process, respond, and reflect on information</li> <li>• Students show willingness to explore new roles, ideas and strategies</li> <li>• Students are self-motivated and demonstrates growth mindset</li> <li>• Students demonstrate self regulation and adjust to new situations, seeking support as needed and effectively using feedback for personal and academic growth</li> <li>• Students work effectively in a climate of changing priorities and shows adaptability/flexibility</li> </ul>	Areas for Growth
	<b>Feedback to Students</b>	
	<b>Goals (growth areas) for Future Learning</b>	

# Steps in The Process of Building our V.O.G.



1. **TPS Recruited for the Committee & Established Timeline**
2. **Provided Time to build Background Knowledge & Review Resources (2/9/22)**
3. **Reviewed the Community Input through Thought Exchange (3/16/22)**
4. **Brainstormed Skills (3/16/22)**
5. **Brainstormed Dispositions ( 3/16/22 )**
6. **Skills Voting Results ( 3/16/22 )**
7. **Dispositions Voting Results (3/16/22 )**
8. **Brainstormed First Drafts of Indicators and Examples ( 3/25/22 )**
9. **Rubric Drafts (3/31/22 )**
10. **Implementation Ideas (2022-23)**



## Trumbull Vision of a Graduate *Thoughtexchange Results (03/16/22)*

 **1,554**  
Participants

 **1,198**  
Thoughts

 **17,257**  
Ratings

 **14**  
Ratings Ratio

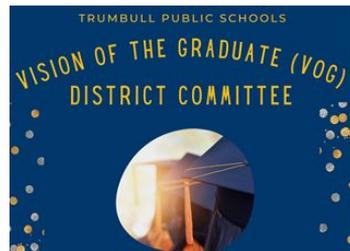
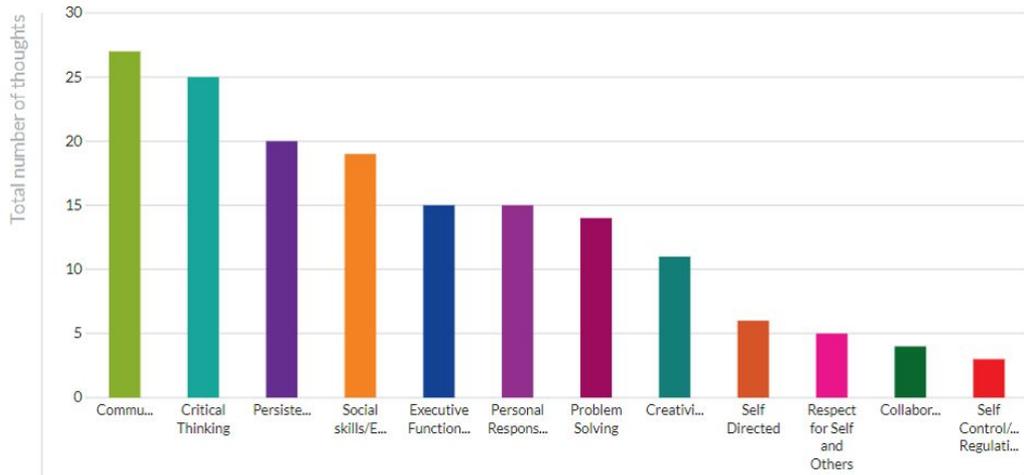


%	Person Icon	Answer
85%	(1,290)	Parent
13%	(191)	Staff
1%	(16)	Student
1%	(16)	Community member

## Themes by frequency of occurrence (top 150)

RESULTS 100 Top Thoughts

Edit



- Marc Guarino & Todd Manuel- THS Admin
- Cathy Hilser- THS Guidance
- Katie Laird- THS Mathematics
- Christina Rusate- THS Business, Family & Consumer Sciences, & Technology Education
- Andrea Kremzar- THS History
- Jami Brown- THS Academic Intervention
- Jessica Spillane- THS English Dept
- Jen Wolyniec- THS Special Education
- Bryan Rickert- Middle School Admin
- Emma Balter- Middle School ELA
- Leigh Gabriel- Middle School ELA
- Nicole Sherrick- Middle School Math
- Dawn Formanek- Middle School Math
- Michaela Durand- Middle School Technology Rep
- Greg Petit- Middle School Teacher Rep
- Jen Neumeyer- Elementary Admin
- Liz Doherty- Elementary Science Rep
- Jenell Cunningham- Elementary Technology Rep
- Terry Buckingham- Elementary ELA Rep
- Mary Santilli- Elementary Mathematics Rep
- Mike McGrath- District Unified Arts Rep
- Erin Rooney, Parent Representative
- Emilio Annunziato, Parent Representative
- Sue Iwanicki, Committee Chair
- Marty Semmel, Superintendent

# Being involved in The Vision of the Graduate Committee...

- Marc Guarino, THS Principal
- Mary Santilli, District K-5 Math Program Leader
- Erin Rooney, Middle School Teacher & Parent Representative
- Emilio Annunziato, Parent Representative



Committed to Excellence

## The Brainstorming **Selection** Process- Skills

Trumbull Draft Skills List

1. Communication	10. Synthesis`
2. Problem solver	11. Caring/Empathy
3. Independent thinker	12. Constructing
4. Inquiry	13. Knowledgeable of content
5. Collaboration	14. Innovative
6. Critical thinker	15. Organization – executive functioning
7. Creativity	
8. Advocacy	
9. Literacy	





# The Brainstorming **Definition** Process- Dispositions

## Emotional Intelligence:

**Recognizing multiple perspectives:** Although Johnny initially disagreed with Susie's opinion of the book, he was able to understand and respect why she felt that way after listening to her reasons.

**Social awareness of self and others:** When Emma made the basketball team and Lee did not, Emma was aware that Lee was very disappointed and so Emma chose not to celebrate while Lee was around.

**Resolving Conflict:** When Belinda saw that Carlos and Ann were arguing over the group project, Belinda spoke to them both calmly and helped them to decide how to divide the group work.

**Demonstrating respect, kindness, and inclusive behaviors:** When Mohammed saw Sally sitting alone in the cafeteria, he invited her to join him and his friends.

**Identifying then acknowledging their own emotional state and use targeted skills to cope:** When Jose failed the test, he acknowledged that he did not study and told the teacher he was upset with his grade and asked to take a walk instead of ripping up his paper.

**Motivate self and others:** Although Danny was frustrated with the behaviors of the students around him, he maintained his focus and encouraged his peers to pay attention.

## What did our committee think of this process?



# TPS Vision of a Graduate



## Critical Thinking & Problem Solving

The ability to use knowledge, facts, and data to effectively solve problems.

## Innovation

The ability to look at something familiar and see new possibilities, which leads to curiosity about new learning and the desire to create something original or imaginative.

## Communication

The ability to understand others and be understood for a variety of reasons and purposes.

## Growth Mindset

The belief that one that can improve their intelligence or skills through continued hard work and adapt when faced with challenges.

## Collaboration

The qualities and competencies we use to collectively make progress toward common goals or outcomes.

## Emotional Intelligence

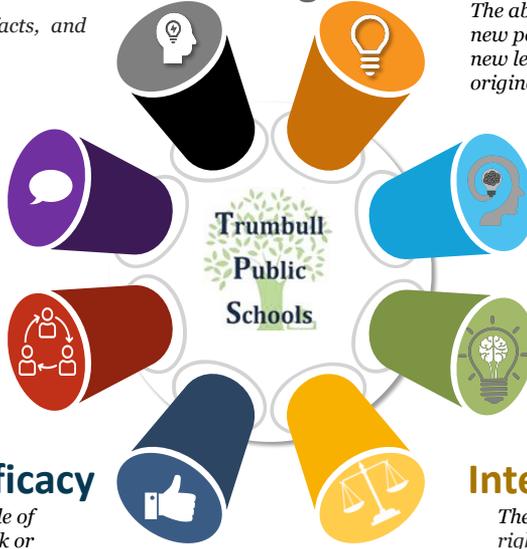
The aptitude for identifying how and why a person is feeling the way they are and how to regulate and address those emotions.

## Self-Efficacy

The belief that you are capable of successfully performing a task or managing a situation.

## Integrity

The act of consistently doing the right thing even when it's hard or no one is looking.



Draft 2022

	Indicator of Attainment	Beginning	Progressing	Meets	Exceeds
<b>DRAFT</b> <b>Critical Thinking /Problem Solving</b> <b>Grades 9-12</b>	Understand and identify a problem, question or issue	Misinterprets key concepts and has not demonstrated the ability to access concepts from multiple perspectives.	Exhibits a limited understanding of key concepts and has difficulty accessing concepts from multiple perspectives.	Exhibits a general understanding of key concepts and can sometimes access those concepts from multiple perspectives.	Exhibits a thorough and accurate understanding of key concepts and can access those concepts from multiple perspectives.
	Plan, apply systematic thinking and selects strategies	Shows no evidence of a plan, model, or strategy to solve a problem	Shows limited evidence of a plan, model or strategy to solve a problem	Shows a plan, model or strategy to solve a problem	Shows innovative and creative thinking to solve a problem.
	Questions and analyzes relevant information related to the situation or problem	Unable to question and analyze numerical, written, or visual data and identify related evidence.	Difficulty questioning and analyzing numerical, written, or visual data and identifying related evidence.	Adequately questions and analyzes numerical, written, or visual data and selects the relevant evidence.	Questions and analyzes numerical, written, or visual data and selects the most relevant and impactful evidence. Describes why different approaches to a problem or situation could yield the same or similar results
	Draws evidence-based conclusions, reflects on the solution and makes adjustments as needed	Solution is inadequately supported by evidence, inaccurate analysis of data and relevant information	Solution is supported with some evidence, limited analysis of data and relevant information	Solution is accurately supported by evidence the student draws/ demonstrates generally accurate conclusions based on appropriate evidence.	Shows extensive, thoughtful and reflective thinking on how a problem is solved and makes adjustments as needed. Solution is thorough accurate, and evidence-based

<b>Critical Thinking /Problem Solving</b> <b>Grades 6-8</b>	Indicator of Attainment	Beginning	Progressing	Meets	Exceeds
	Understand and identify a problem, question or issue	Misinterprets key concepts and has not demonstrated the ability to access concepts from multiple perspectives	Exhibits a limited understanding of key concepts and has difficulty accessing concepts from multiple perspectives	Exhibits a general understanding of key concepts and can sometimes access those concepts from multiple perspectives	Exhibits an accurate and thorough understanding of key concepts and can access those concepts from multiple perspectives.
	Plan, apply systematic thinking and selects strategies	Shows no evidence of a plan, model or strategy to solve a problem	Shows limited evidence of a plan, model or strategy to solve a problem	Shows a plan or model which creates an approach to solve a problem	Shows innovative and/or creative thinking to create a plan or model to solve a problem
	Questions and analyzes relevant information related to the situation or problem	Unable to question and analyze numerical, written, or visual data and identify related evidence	Limited ability to question and analyze numerical, written, or visual data, and identify related evidence	Adequately questions and analyzes numerical, written, or visual data and selects the relevant evidence	Questions and analyzes numerical, written, or visual data and selects the most relevant and impactful evidence.
	Draws evidence-based conclusions, reflects on the solution and makes adjustments as needed	Solution is inadequately supported by evidence	Solution is supported with some evidence and limited analysis	The solution shows accurate conclusions based on appropriate evidence and analysis	Solution is thorough, accurate, and evidence-based using evidence that shows extensive understanding

<b>Critical Thinking/ Problem Solving</b> <b>Grades K-5</b>	Indicator of Attainment	Beginning	Progressing	Meets	Exceeds
	Understand and identify a problem, question or issue	Misinterprets key concepts and has not demonstrated the ability to access concepts from multiple perspectives.	Exhibits a limited understanding of key concepts and has difficulty accessing concepts from multiple perspectives.	Exhibits a general understanding of key concepts and can sometimes access those concepts from multiple perspectives.	Exhibits a thorough and accurate understanding of key concepts and can access those concepts from multiple perspectives.
	Plan, apply systematic thinking and selects strategies	Shows no evidence of a plan, model, or strategy to solve a problem	Shows limited evidence of a plan, model or strategy to solve a problem	Shows a plan or model which creates an approach to solve a problem	Shows innovative and/or creative thinking to create a plan or model to solve a problem.
	Questions and analyzes relevant information related to the situation or problem	Unable to question and analyze numerical, written, or visual data and identify related evidence.	Limited ability to question and analyze numerical, written, or visual data, and identify related evidence.	Adequately questions and analyzes numerical, written, or visual data and selects the relevant evidence to complete the task.	Questions and analyzes numerical, written, or visual data and selects the most relevant and impactful evidence.
	Draws evidence-based conclusions, reflects on the solution and makes adjustments as needed	Solution is inadequately supported by evidence	Solution is supported with limited evidence and limited analysis	The solution shows accurate conclusions based on appropriate evidence and analysis.	Solution is thorough, accurate, and evidence-based using evidence that shows extensive understanding.

## What did our committee think of the draft rubrics?



## What does this look like for our dispositions?

### PORTRAIT OF A GRADUATE-

Definition: **Innovation** is the ability to look at something familiar and see new possibilities, which leads to curiosity about new learning and the desire to create something original or imaginative

<b>Reflective Opportunities</b>	<b>Behavioral Examples GRADES 9-12:</b> <b>A secondary school student may demonstrate innovation/creativity/curiosity by...</b> <ul style="list-style-type: none"> <li>• Giving a presentation that has a high degree of creativity.</li> <li>• Trying a unique, different method to solve a problem instead of the one shown by the teacher</li> <li>• Incorporating new technology, such as creating a podcast, to enhance their final project in class.</li> <li>• Independently researching a topic from class that was of particular interest</li> <li>• Expressing excitement about the opportunity to do/try something new</li> <li>• Suggests a new and different approach to the assignment, such as creating a song instead of writing an open ended response</li> <li>• Demonstrating eagerness to take learning beyond the classroom, like researching your own family history after learning about ancestry</li> <li>• Asking questions to intellectually challenge teachers and peers</li> <li>• Designing or improving new processes or approaches</li> <li>• Generating ideas for how to approach the group project</li> </ul>	<b>Areas of Growth</b>
	<b>Feedback to Students</b>	
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<b>Reflective Opportunities</b>	<b>Behavioral Examples GRADES 6-8:</b> <b>A middle school student may demonstrate innovation/creativity/curiosity by...</b> <ul style="list-style-type: none"> <li>• Giving a presentation that has a high degree of creativity.</li> <li>• Trying a unique, different method to solve a problem instead of the one shown by the teacher</li> <li>• Incorporating new technology, such as creating a podcast, to enhance his/her/their final project in class.</li> <li>• Independently researching a topic from class that was of particular interest</li> <li>• Expressing excitement about the opportunity to do/try something new</li> <li>• Suggesting a new and different approach to the assignment, such as creating a song instead of writing an open ended response</li> <li>• Demonstrating eagerness to take learning beyond the classroom, like researching one's own family history after learning about ancestry</li> <li>• Asking questions to intellectually challenge teachers and peers</li> <li>• Generating ideas for how to approach the group project</li> </ul>	<b>Areas of Growth</b>
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<b>Reflective Opportunities</b>	<b>Behavioral Examples GRADES K-5:</b> <b>A elementary school student may demonstrate innovation/creativity/curiosity by...</b> <ul style="list-style-type: none"> <li>• Completes learning tasks with a high degree of creativity.</li> <li>• Trying a unique, different method to solve a problem instead of the one shown by the teacher</li> <li>• Incorporating new technology, such as creating a slide presentation, to enhance his/her/their final project in class.</li> <li>• Independently researching a topic from class that was of particular interest</li> <li>• Expressing excitement about the opportunity to do/try something new</li> <li>• Trying a new and different approach to the assignment, such as creating a song instead of writing an open ended response</li> <li>• Demonstrating eagerness to take learning beyond the classroom, like researching one's own family history after learning about ancestry</li> <li>• Asking questions to intellectually challenge teachers and peers</li> <li>• Generating ideas for how to approach the group project</li> </ul>	<b>Areas of Growth</b>
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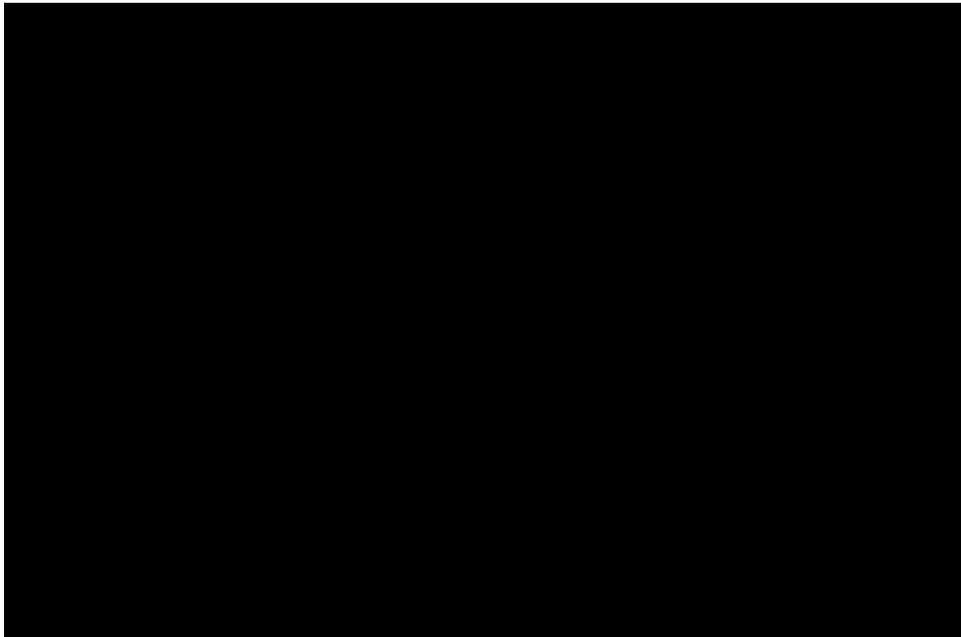


**Jumping to the working process document...**

**Trumbull VOG Process and Results**

Jonathan P. Costa

**A little of what we're looking forward to the most...**



## Next Steps in the process...

1. Stress test the rubrics – gather feedback – and do one last rubric revision.
2. Plan for how the skills and dispositions can be worked slowly into the curriculum in a systemic fashion.
3. Begin planning for a system of reporting, reflection, and feedback to inform students, families and the community regarding how well the district is doing in fulfilling its mission of preparation.



## Contact Information

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