

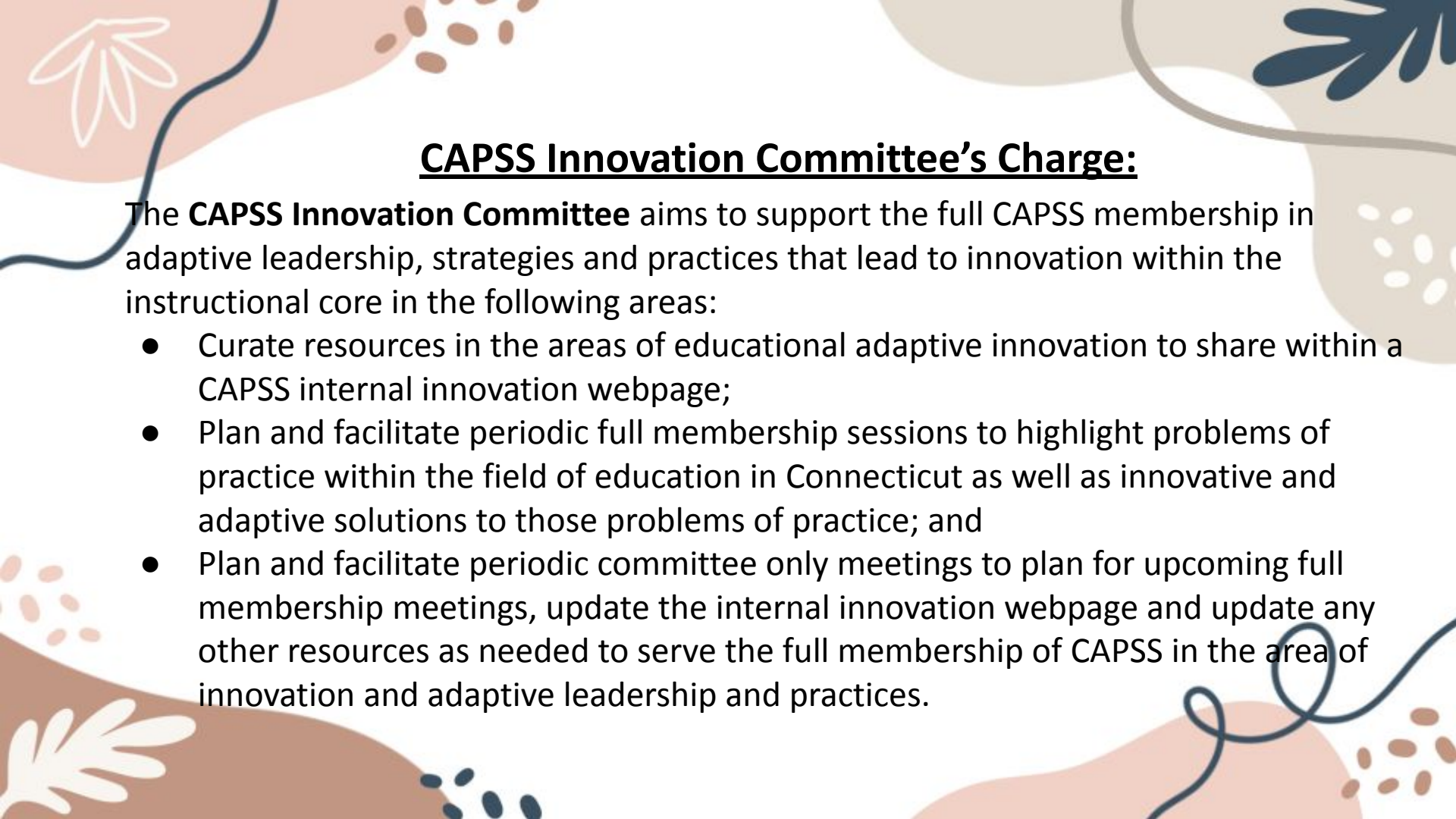


# **CAPSS Innovation Committee Full Membership Gathering**

**October 19, 2023**

**9:00 a.m.-12:00 p.m.**

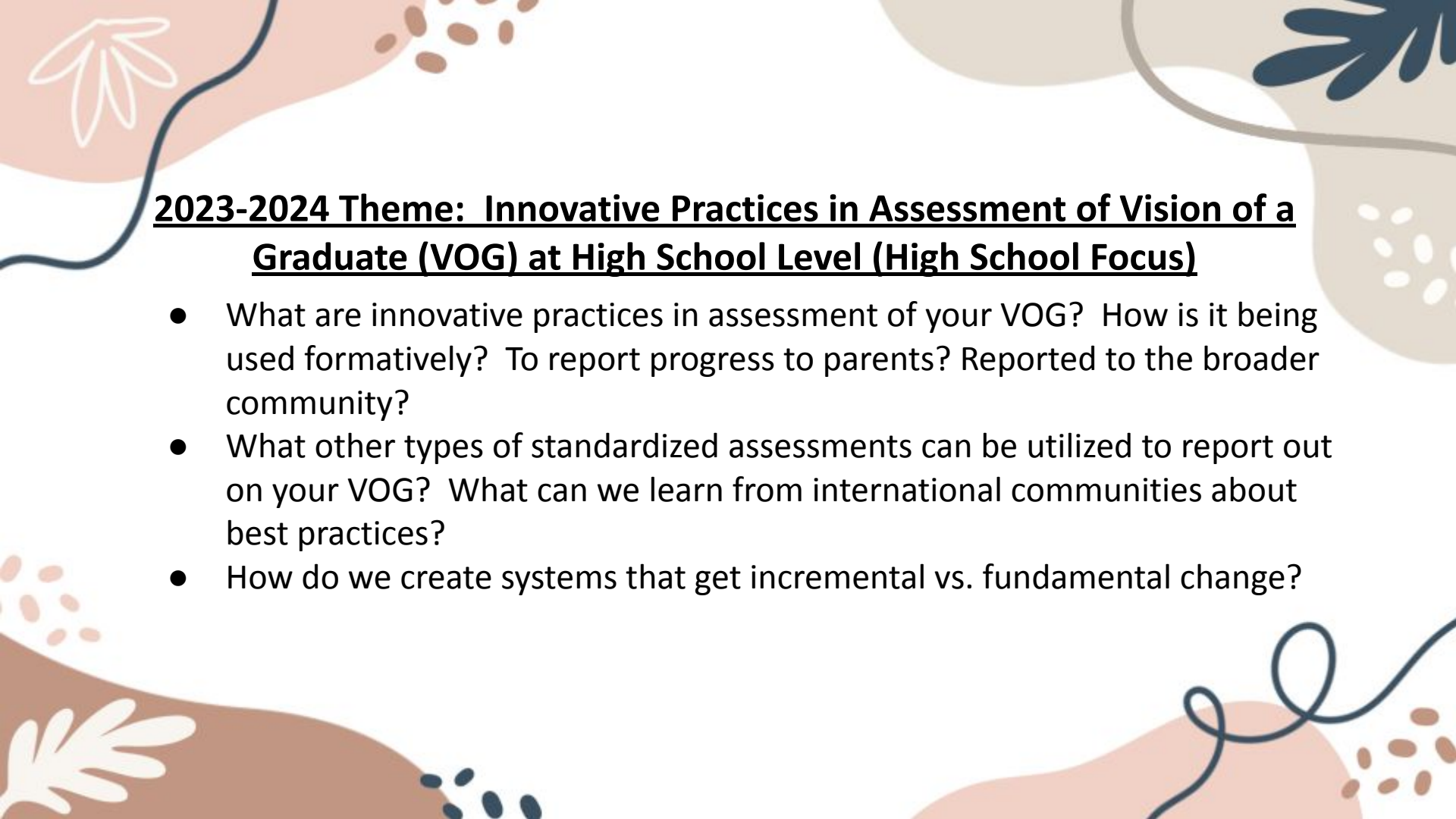
**Lunch at Noon**



## **CAPSS Innovation Committee's Charge:**

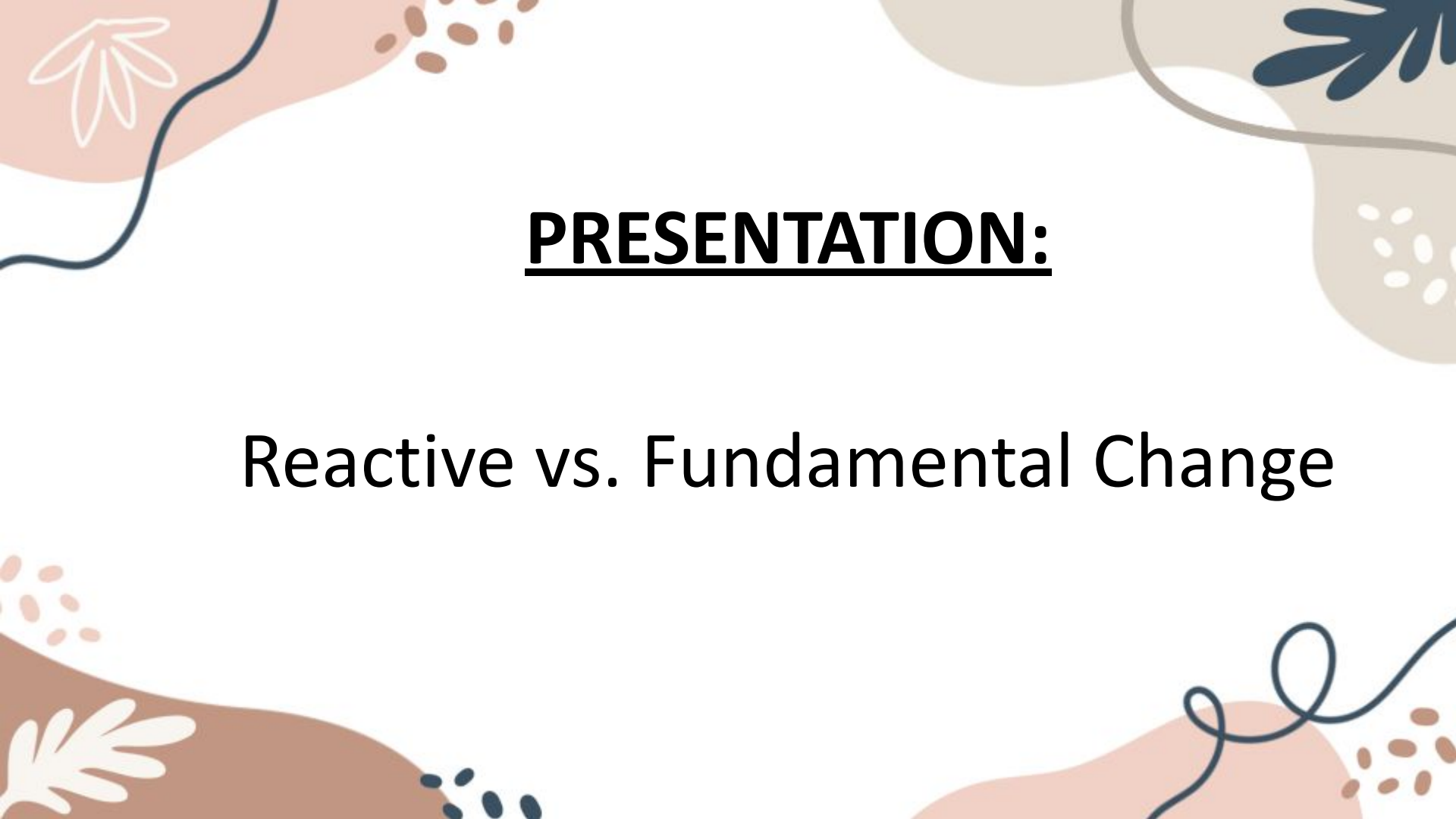
The **CAPSS Innovation Committee** aims to support the full CAPSS membership in adaptive leadership, strategies and practices that lead to innovation within the instructional core in the following areas:

- Curate resources in the areas of educational adaptive innovation to share within a CAPSS internal innovation webpage;
- Plan and facilitate periodic full membership sessions to highlight problems of practice within the field of education in Connecticut as well as innovative and adaptive solutions to those problems of practice; and
- Plan and facilitate periodic committee only meetings to plan for upcoming full membership meetings, update the internal innovation webpage and update any other resources as needed to serve the full membership of CAPSS in the area of innovation and adaptive leadership and practices.



## **2023-2024 Theme: Innovative Practices in Assessment of Vision of a Graduate (VOG) at High School Level (High School Focus)**

- What are innovative practices in assessment of your VOG? How is it being used formatively? To report progress to parents? Reported to the broader community?
- What other types of standardized assessments can be utilized to report out on your VOG? What can we learn from international communities about best practices?
- How do we create systems that get incremental vs. fundamental change?

The slide features decorative elements in the corners: top-left has a pink shape with a white flower and a blue line; top-right has a tan shape with a blue flower and white dots; bottom-left has a brown shape with a white flower and blue dots; bottom-right has a pink shape with a blue line and brown dots.

# **PRESENTATION:**

Reactive vs. Fundamental Change

# Reactive vs. Fundamental Change



## Reactive Change

Changes needed to keep the system running at the current level of performance



## Fundamental Change

Changes needed to create a new system of performance altogether

# Building the Schools of Tomorrow

Building the schools of tomorrow that close persistent opportunity and achievement gaps requires that we **rethink** long-held assumptions, **redesign** systems, **redefine** students' and families' role in public schooling, and actively **seek out and test innovations** intended to help each and every kid and community learn and flourish.



- **ALL** children deserve **extraordinary, equitable** learning experiences *and* outcomes.





— But, the **outdated model of schools** that persists today doesn't allow for this. We must reimagine "school."

What does it mean to

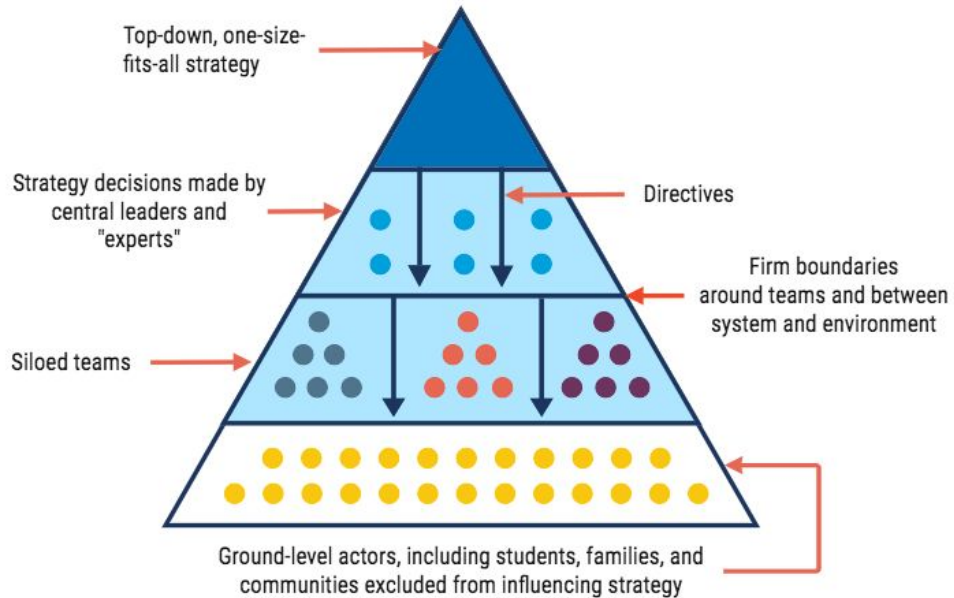
**lead through learning?**

# Architect your organization so that learning and doing are inseparable

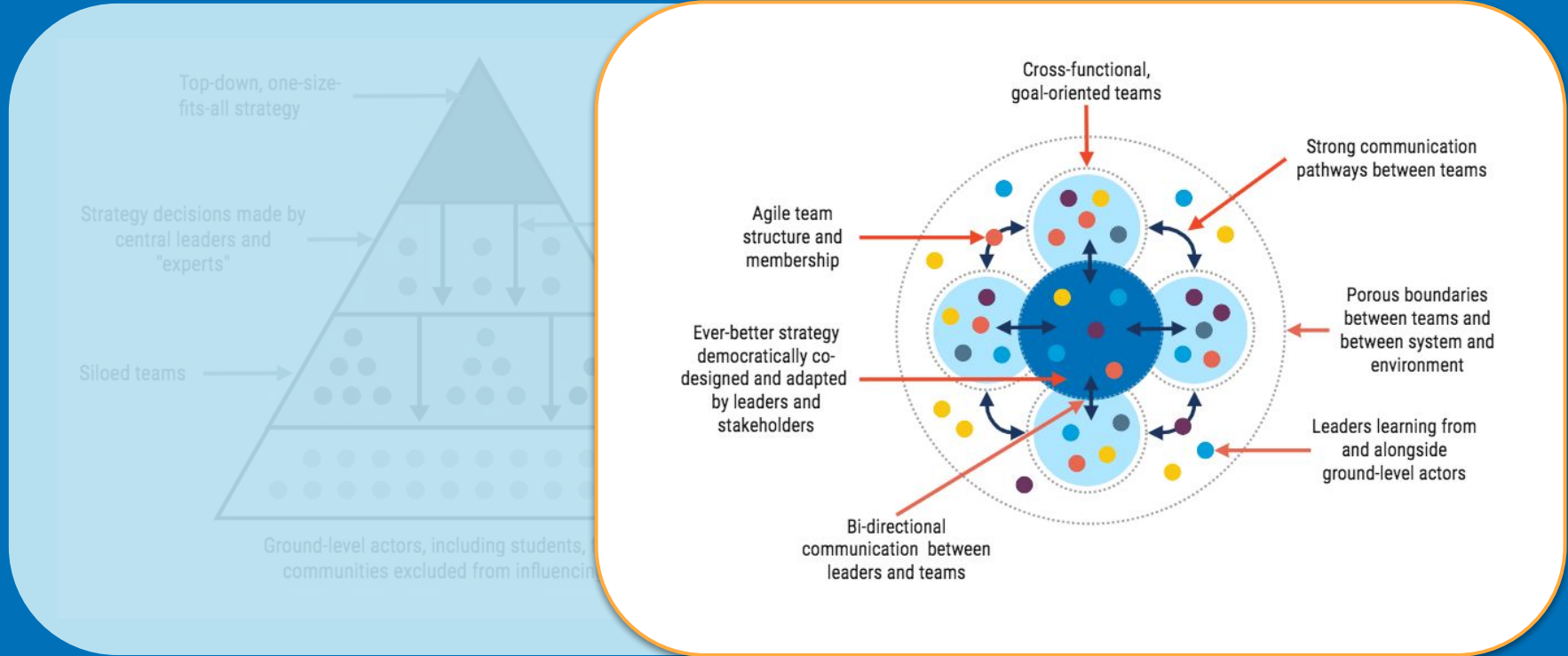
Eliminate structural barriers between strategy development and implementation

Embed collaborative learning into daily practice

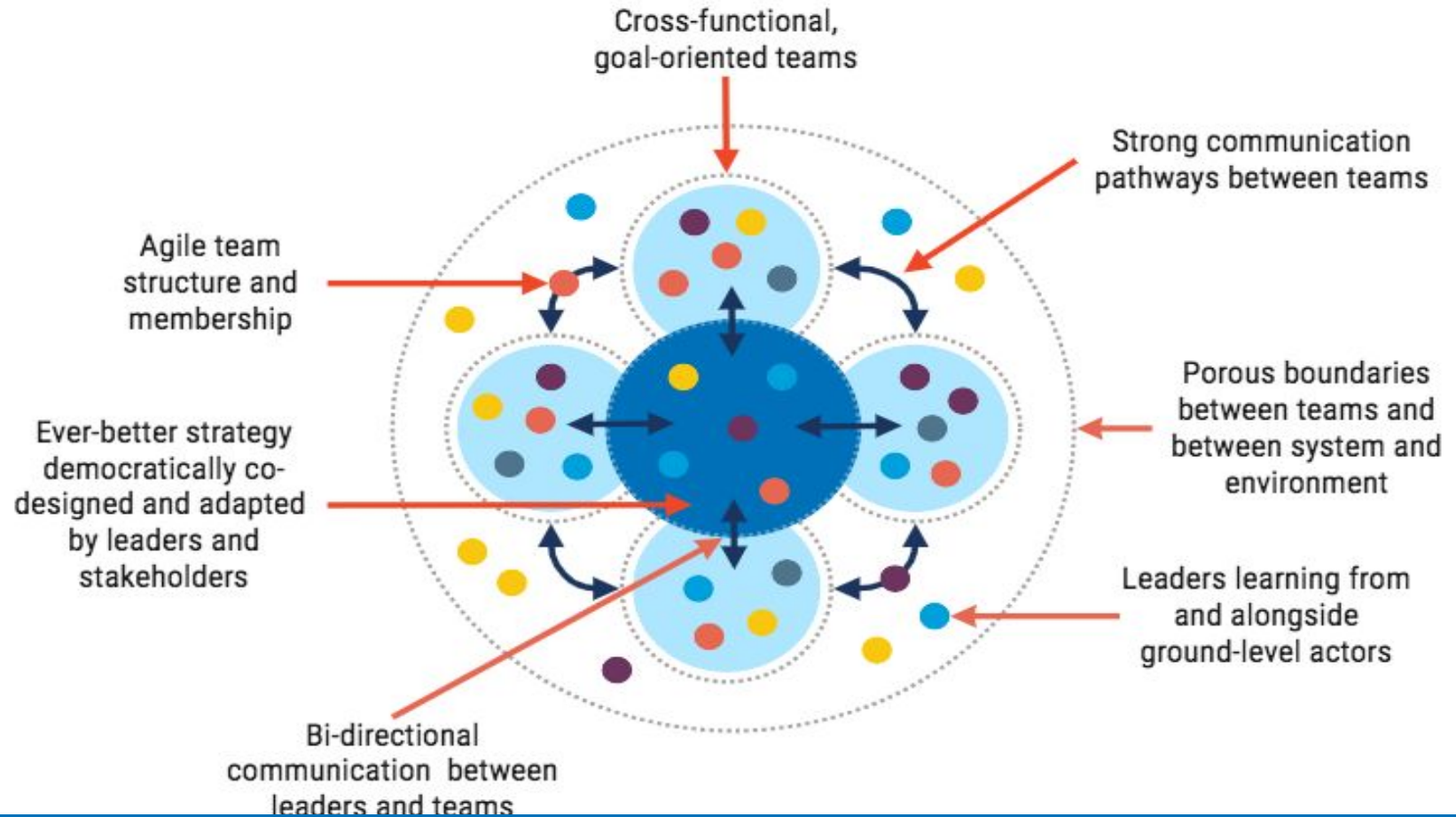
# From leading through bureaucracy...



## ...to “Leading Through Learning”



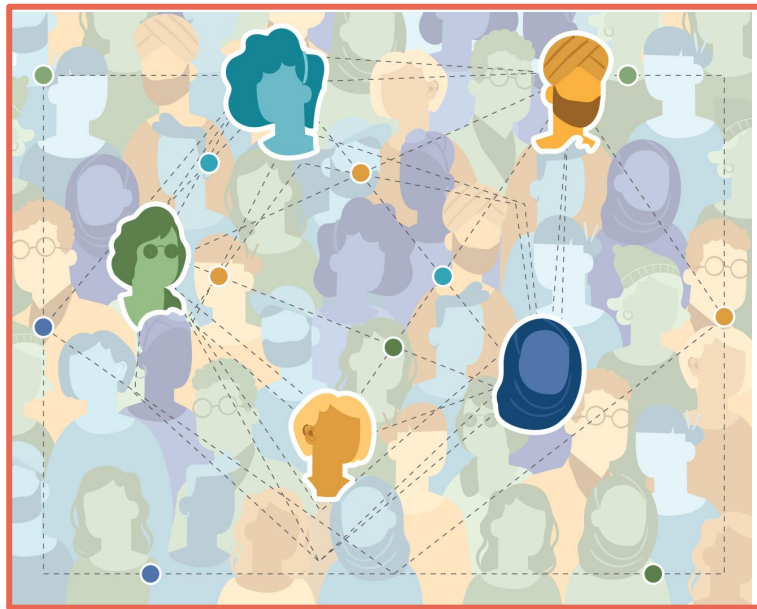
**What do you notice? How do you connect the Leading Through Learning Visual to Knowledge Management within your school or program?**



# What does it mean to “design from the margins”?

Design From the Margins (DFM) is a design process that **centers the most impacted and marginalized users from ideation to implementation.**

It is grounded in the belief that not only is this something that can and must be done, but also that it is **highly beneficial for ALL stakeholders.**



# TABLE TASK OVERVIEW

## **Individual Share (5 minutes per share):**

- One at a time, share your artifact, problem of practice or assessment for learning strategy
- Other table members write observations on sticky notes for each share

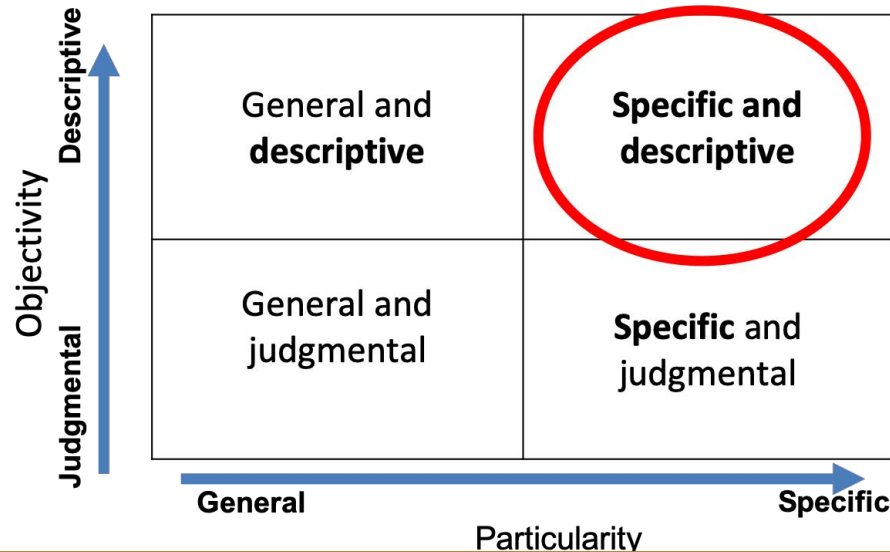
## **Together (15 minutes):**

- Read through your sticky notes and place sticky notes on chart paper by theme
- Begin to create themes about assessing for learning your VoG
- Be ready to share out your observations to the larger group

# TABLE TASK-REMINDERS

- How do you assess your VoG? (i.e., rubrics, Capstone projects, student work samples, assessments, etc.)
- Examples of how teams or PLC use the assessments formatively?
- How you communicate to stakeholder groups progress to your VoG (i.e., parents, students, community members)

# Two Keys for Affinity Observations



*The purpose of being specific and descriptive (or sometimes referred to as “low-inference”) is to promote a disciplined and professional dialogue about what the practice you are learning about. The practice of talking in this way helps us develop a more sophisticated professional vocabulary and opens us up to seeing and understanding the process of learning in new ways.*

# Finding Patterns

- Analyze evidence with your group
- Sort the evidence into groups and label the groups
- What patterns do you see when looking at all of your evidence? What do you notice about the examples you observed?
- Put your patterns together into 1-2 sentences OR a chart that tells a story about our problem of practice

# Time to Share

- Choose someone in your group to share the story
- Each group presents their statement and groupings (themes)

# Head-Heart-Hands Reflection

Reflect on one of the following prompts:

- **Head** – What new understanding, knowledge or skills did you discover today? How do you connect it with your VoG improvement work?
- **Heart** – What feelings and emotions did you experience?
- **Hands** – What practical action(s) are you now called to do that you can flesh today?

# Next Level of Work

- **Determine how to incorporate in ongoing continuous improvement efforts**
  - What is your next level of work?
  - What does it mean for focus?
  - What does it mean for professional learning?
- **What should we do:**
  - Next week
  - Next Month
  - Next Year

# Final Reflection

**Individual:** What are the implications from today's session and discussion for my school and my leadership?

## Closing: 3 G's Closing Circle

### Share Either:

- something you're **grateful** for
- something you're **grappling** with
- a way in which you are **growing** as a result of our time together

# THANK YOU FOR PARTICIPATING!



**Thank you!**

**Enjoy some  
lunch!**