

WESTBROOK BOARD OF EDUCATION
EDUCATE, CHALLENGE, & INSPIRE

WESTBROOK BOARD OF EDUCATION Tuesday, September 14, 2021 Regular Board of Education Meeting WHS Library
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MINUTES

BOE Members Present: Zachary Hayden, Kim Walker, Christine Kuehlewind, Sally Greaves, Mary Ella Luft, Don Perreault, Michele Brigham, Mike Esposito (Remote)

Absent: Michelle Palumbo

Also Present: Superintendent Kristina J. Martineau; Dir. of Finance & Operations, Lesley Wysocki, Administrators Tara Winch, Ruth Rose, Matthew Talmadge, Fran Lagace; Technology Director, Ben Russell

I. CALL TO ORDER – The Regular Board of Education meeting was called to order at 7:00 p.m. by Zachary Hayden, Chair, in the Westbrook High School library.

II. PLEDGE OF ALLEGIANCE

III. BOARD OF EDUCATION ACKNOWLEDGEMENTS

1. **Introduction and welcome of new faculty and staff:** Superintendent Martineau introduced the following new staff members to the BOE: Kayla Pardue, WMS Chorus, Band Teacher; Heather Scholfield, TESOL; Heather Cartier, OT/PT; and Paraprofessional Danielle Sousy.

IV. STUDENT REPRESENTATIVE REPORT - Andrew Livingstone reported on high school activities including current standings of fall sports teams. Andrew reported that WHS Open House will be virtual on September 16th at 7:30 p.m. Other topics he included in his report were class and student council elections, club activities and the daily news live on You-tube at 9:30 a.m. every morning. Ms. Winch commented that Andrew is the “voice” of the daily news.

V. PUBLIC COMMENT

1. Leslie Fuchs, parent, questioned why the Board was going back to in-person meetings. She suggested keeping the remote option available. She would also like to be notified of grade level COVID cases, and expressed concern that lunches were no longer outside, and if inside, students should sit facing the same direction.
2. Traci Lipka, parent, expressed concern of students eating snacks together without masks.

VI. ADMINISTRATOR(S) COMMENTS

A. Daisy Opening – Ruth Rose reported on the Daisy Ingraham School opening including a successful open house, staff training on Portrait of a Graduate, Social Emotional lessons, and virtual work with high school students. Free meals program has been well received.

B. Middle School Opening – Matthew Talmadge talked about the smooth opening at the middle school and expressed appreciation to buildings and grounds staff and administrative office staff. Middle school teachers also participated in professional development including Portrait of a Graduate and Social Emotional Learning. He acknowledged Andrew Livingstone as having taught SEL to the teachers. Mr. Talmadge also mentioned the liaison program for families new to the school and/or country, and the electives program, new to middle school students at the 7th and 8th grade level. There is a major focus on reading this year. The middle school virtual open house is scheduled for September 23.

C. High School Opening – Tara Winch reported on the annual freshman orientation with an excellent turn out. She reported that advisory groups have met twice, helping students get acclimated. The goal is to have every student connected to something. Class elections were also held. New courses are AP Lit., AP Lang., AP Chemistry, Robotics and AP Computer Science.

Board members had questions about the benefit of the school breakfast/lunch program. Administrators provided information on timelines and staffing as well as participation of students in the meal program.

M. Esposito commented that he would also like to hear from the administrators on things that did not go well relative to the opening of schools. He also questioned the guidelines on the remote option. Dr. Martineau explained that the executive order for remote learning expired on June 30 and there is no general option for remote learning anywhere in the State of Connecticut. Instruction is handled on a case by case basis for students.

VII. NEW BUSINESS: No new business

VIII. SUPERINTENDENT'S REPORT

A. Enrollment: Superintendent Martineau reported enrollment figures currently are 633 students pre-K– 12 (Daisy = 246; WMS = 171; WHS = 209) and 7 out-placed students.

B. Westbrook Portrait of a Graduate – Update and Next Steps: Dr. Martineau provided updates on the work over the summer of the Steering Committee on Portrait of a Graduate. The focus is to be community driven and to determine what the Westbrook community desires for our students regarding 21st Century Learning, whether it be a concentration on resilience, innovative thinking, personal wellness, social consciousness, critical thinking, global thinking, etc. Board members, Don

Perreault and Christine Kuehlewind are involved in the process as members of the Community Coalition as well as student representative, Andrew Livingstone. On October 7th the Teaching and Learning Committee will meet to discuss 21st Century Skills. Handouts were available and will be posted with the minutes; however, one may also email Dr. Martineau or Cecilia Lester for copies.

- C. Professional Development Update: Dr. Martineau reported that professional development on October 7 will include goal setting and plans for the November 2 Professional Development for Portrait of a Graduate and Social/Emotional Learning and how it all connects to Portrait of a Graduate.
- D. Flexibilities for Implementing the CT Guidelines for Educator Evaluations for the 2021-2022 School Year: Dr. Martineau talked about CSDE guidance on educator evaluations for the 2021-2022 school year. PDEC will meet on Oct. 29 to sign off on a check list with CSDE to move forward with flexibilities on teacher evaluations. The state is planning a new model that focuses on understanding what impacts student learning.

IX. OLD BUSINESS: No old business

X. CONSENT AGENDA

A. Approval of Minutes:

- 1. Regular BOE Meeting – August 10, 2021

MOTION by K. Walker and SECOND by M. Luft to approve the minutes of the regular meeting of August 10, 2021. Vote unanimous.

XI. FINANCIAL REPORTS

- A. Year End Report 2020-2021: L. Wysocki provided a final year-end report ending with a balance of \$807,321.96 of which \$365,152 will go to the recurring capital fund and \$449,169.96 returned to the town general fund.
- B. Review of Check Listings August 2021 – The Board reviewed check listings for August 5, 2021 in the amount of \$150,374.73 and for August 19, 2021 in the amount of \$232,005.56.
- C. Budget Narrative/Review of Expenditure Report 2021-2022: L. Wysocki reported that there is a place holder for salaries due to grant expenditures not yet being offset
- D. Insurance Report – This report not available at this time, but should have July and August report for October meeting.

XII. BOARD COMMITTEE REPORTS

- A. LEARN – M. Brigham reported hearing from keynote speaker and LEARN Associate Director, Dr. Ryan Dolan. There was discussion on teacher evaluations, changing the logo for LEARN and introduction of Teacher of the Year and Paraprofessional of the Year.
- B. Policy– K. Walker – The Policy Subcommittee will meet on September 23 to look at priorities and to review the zero series.

- C. Long Range Planning - D. Perreault - LRP will meet on September 28 to review where we are and where we want to go and update on AC, etc.
- D. Fiscal & Budget - M. Esposito – Fiscal & Budget will meet on September 29 at 6:00 pm to look at BOE Budget Guidelines to be approved at the October meeting
- E. Teaching & Learning - D. Perreault – Teaching & Learning is scheduled to meet on October 7 at 4:30 p.m.
- F. Communications & Marketing – M. Luft – Communications & Marketing will meet on September 29 at 5:00 p.m.
- G. Negotiations - S. Greaves – Potential for an October meeting.
- H. Town Energy Ad Hoc Committee – L. Wysocki – no report
- I. PTSO Representatives - M. Luft, Z. Hayden, M. Esposito – Only high school PTSO has met focusing on election of new officers.

XIII. BOARD OF EDUCATION GOALS: Z. Hayden informed BOE members of the CABE/CAPSS Convention in Groton on November 12. Interested members should inform him for registration. Also, he informed anyone interested in becoming a board member to view workshops on CABE.org on 9/21, 9/22 or 9/23.

XIV. PERSONNEL

- A. Professional Appointment(s)
 - 1. Anastasia Littlefield - WHS Chorus Teacher
 - 2 Rose-Merry Unan – Special Education Teacher

MOTION by K. Walker to approve Superintendent Martineau’s recommendation for the appointments of Anastasia Littlefield as WHS Chorus Teacher and Rose-Merry Unan as Special Education teacher for WPS. SECOND by M. Luft. Vote unanimous.
- B. Professional Resignations:

MOTION by D. Perreault and SECOND by M. Brigham to accept with regret the resignations of the following certified personnel:

 - 1. Kerri Legg – Special Education Teacher
 - 2. Bernadette Macca – Special Education Teacher
 - 3. Erica Hocking - Special Education Teacher
 - 4. Jake Troy – WHS Chorus Teacher

Vote unanimous.
- C. Non-certified Appointment: The Board was notified of the following non-certified appointments.
 - 1. Spencer Vincelette – WHS Cafeteria Manager
 - 2. Alyssa Kjos - Paraprofessional
 - 3. Lori Tomko – Paraprofessional
- D. Non-Certified Resignation(s): The Board was notified of the following non-certified resignations:
 - 1. Angela Borrelli – Paraprofessional

2. Anne Barton – Paraprofessional
3. Belendy Jean - Paraprofessional

XV. ADJOURN: MOTION by K. Walker and SECOND by M. Brigham to adjourn at 8:24 p.m. Vote unanimous.

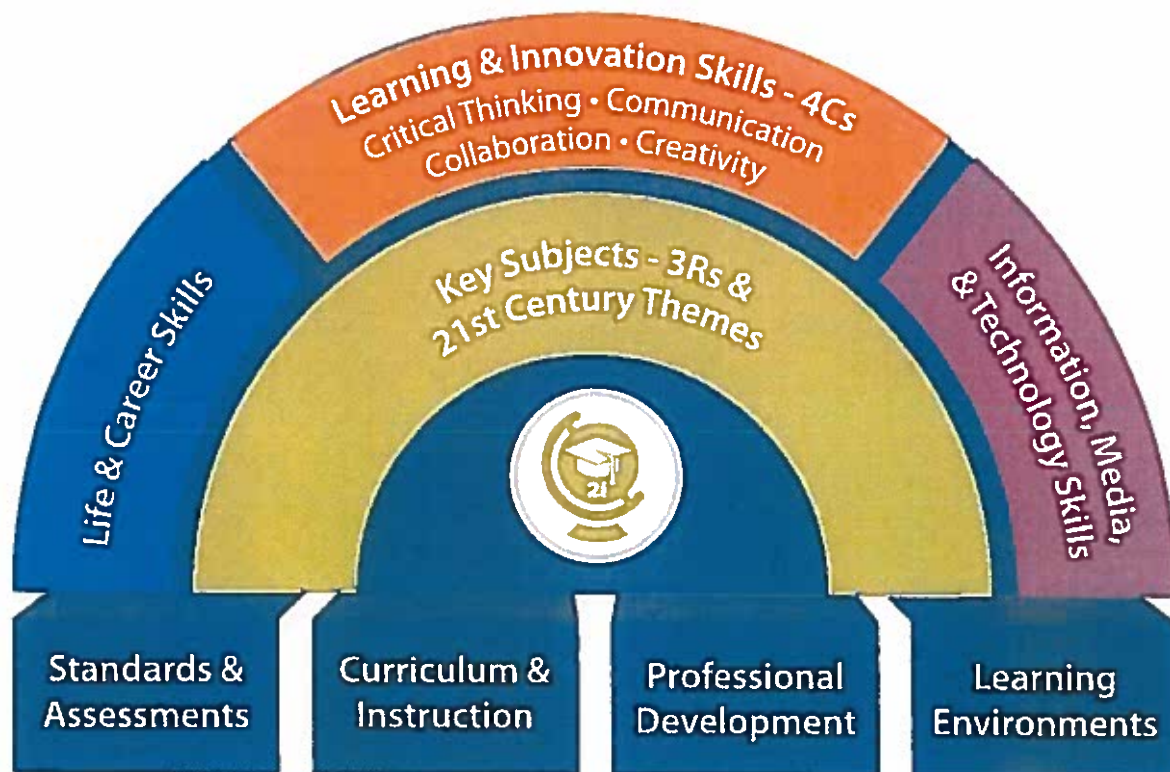
Respectfully submitted,

Christine Kuehlwind, Board Secretary Cecilia S. Lester, Board Recording Clerk

To Be Approved at next meeting

Framework for 21st Century Learning

A unified vision for learning to ensure student success in a world where
change is constant and learning never stops.



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21st Century Student Outcomes & Support Systems

The P21 Framework for 21st Century Learning was developed with input from educators, education experts, and business leaders to define and illustrate the skills, knowledge, expertise, and support systems that students need to succeed in work, life, and citizenship.

The Framework continues to be used by thousands of educators and hundreds of schools in the U.S. and abroad to put 21st century skills at the center of learning. All elements of the Framework are critical to ensure 21st century readiness for every student.

When a school, district, or state builds on this foundation, combining knowledge and skills with the necessary support systems of standards, assessments, curriculum and instruction, professional development, and learning environments, students are more engaged in the learning process and graduate better prepared to thrive in today's digitally and globally interconnected world.

KEY SUBJECTS & 21ST CENTURY THEMES

Mastery of key subjects and 21st century themes is essential to student success. Key subjects include English, reading, or language arts, world languages; arts; mathematics, economics; science; geography; history; government; and civics.

In addition, schools must promote an understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into key subjects:

- Global Awareness
- Financial, Economic, Business, and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

LEARNING & INNOVATION SKILLS

Learning and innovation skills are what separate students who are prepared for increasingly complex life and work environments in today's world and those who are not. These skills include:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication
- Collaboration

INFORMATION, MEDIA & TECHNOLOGY SKILLS

Today, we live in a technology and media-driven environment, marked by access to an abundance of information, rapid changes in technology tools, and the ability to collaborate and make individual contributions on an unprecedented scale. Effective citizens and workers must be able to exhibit a range of functional and critical thinking skills, such as:

- Information Literacy
- Media Literacy
- ICT (Information, Communications, and Technology) Literacy

LIFE & CAREER SKILLS

Today's students need to develop thinking skills, content knowledge, and social and emotional competencies to navigate complex life and work environments. P21's essential Life and Career Skills include:

- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills
- Productivity and Accountability
- Leadership and Responsibility

21st Century Support Systems

21st century learning requires an innovative support system to engage learners through applicable skills and knowledge, appropriate technologies, and real-world connections to make learning relevant, personalized, and engaging. P21 has identified five critical support systems to ensure all students receive the kinds of learning experiences that build 21st century competency:

- 21st Century Standards
- Assessments of 21st Century Skills
- 21st Century Curriculum and Instruction
- 21st Century Professional Development
- 21st Century Learning Environments

About the Partnership for 21st Century Learning

The Partnership for 21st Century Learning recognizes that all learners need educational experiences in school and beyond, from cradle to career, to build knowledge and skills for success in a globally and digitally interconnected world. Representing over 5 million members of the global workforce, P21 unites business, government, and education leaders from the U.S. and abroad to advance evidence-based education policy and practice and to make innovative teaching and learning a reality for all.

P21 and member organizations provide tools and resources that help facilitate and drive this necessary change. Learn more and get involved at battelleforkids.org/networks/p21.

FRAMEWORK FOR 21st CENTURY LEARNING DEFINITIONS



P21 FRAMEWORK DEFINITIONS

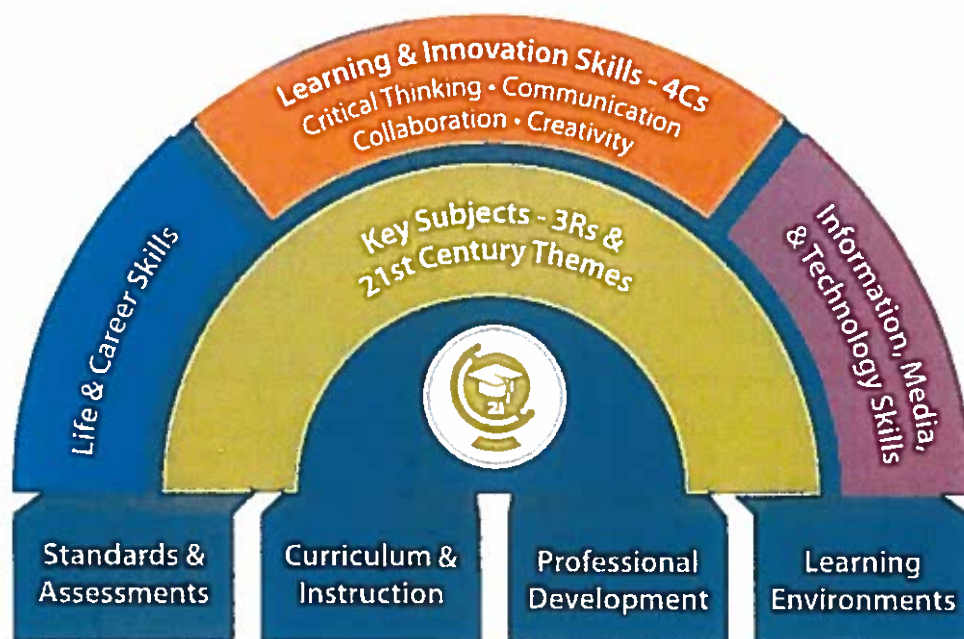
To help practitioners integrate skills into the teaching of key academic subjects, the Partnership for 21st Century Learning (P21) has developed a unified, collective vision for learning known as the Framework for 21st Century Learning. This Framework describes the skills, knowledge, and expertise students must master to succeed in work and life; it is a blend of content knowledge, specific skills, expertise, and literacies.

Every 21st century skills implementation requires the development of key academic subject knowledge and understanding among all students. Those who can think critically and communicate effectively must build on a base of key academic subject knowledge

Within the context of key knowledge instruction, **students must also learn the essential skills for success in today's world, such as critical thinking, problem solving, communication, and collaboration.**

When a school or district builds on this foundation, combining the entire Framework with the necessary support systems—standards, assessments, curriculum and instruction, professional development, and learning environments—students are more engaged in the learning process and graduate better prepared to thrive in today's global economy.

While the graphic represents each element distinctly for descriptive purposes, P21 views all the components as fully interconnected in the process of 21st century teaching and learning.



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21st Century Student Outcomes

The elements described in this section as “21st century student outcomes” (represented by the rainbow) are the knowledge, skills, and expertise students should master to succeed in work and life in the 21st century.

Key subjects and 21st century themes

Mastery of key subjects and 21st century themes is essential for all students in the 21st century. Key subjects include:

- English, reading, or language arts
- World languages
- Arts
- Mathematics
- Economics
- Science
- Geography
- History
- Government and Civics

In addition to these subjects, we believe schools must move to include not only a focus on mastery of key subjects, but also promote understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into key subjects:

GLOBAL AWARENESS

- Use 21st century skills to understand and address global issues
- Learn from and working collaboratively with individuals representing diverse cultures, religions, and lifestyles in a spirit of mutual respect and open dialogue in personal, work, and community contexts
- Understand other nations and cultures, including the use of non-English languages

FINANCIAL, ECONOMIC, BUSINESS, AND ENTREPRENEURIAL LITERACY

- Know how to make appropriate personal economic choices
- Understand the role of the economy in society
- Use entrepreneurial skills to enhance workplace productivity and career options

CIVIC LITERACY

- Participate effectively in civic life through knowing how to stay informed and understanding governmental processes
- Exercise the rights and obligations of citizenship at local, state, national, and global levels
- Understand the local and global implications of civic decisions

HEALTH LITERACY

- Obtain, interpret, and understand basic health information and services and using such information and services in ways that enhance health
- Understand preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance, and stress reduction
- Use available information to make appropriate health-related decisions
- Establish and monitor personal and family health goals
- Understand national and international public health and safety issues

ENVIRONMENTAL LITERACY

- Demonstrate knowledge and understanding of the environment and the circumstances and conditions affecting it, particularly as relates to air, climate, land, food, energy, water, and ecosystems
- Demonstrate knowledge and understanding of society's impact on the natural world (e.g., population growth, population development, resource consumption rate, etc.)
- Investigate and analyze environmental issues, and make accurate conclusions about effective solutions
- Take individual and collective action towards addressing environmental challenges (e.g., participating in global actions, designing solutions that inspire action on environmental issues)

LEARNING AND INNOVATION SKILLS

Learning and innovation skills increasingly are being recognized as those that separate students who are prepared for a more and more complex life and work environments in the 21st century, and those who are not. A focus on creativity, critical thinking, communication, and collaboration is essential to prepare students for the future.

Creativity and Innovation

THINK CREATIVELY

- Use a wide range of idea-creation techniques (such as brainstorming)
- Create new and worthwhile ideas (both incremental and radical concepts)
- Elaborate, refine, analyze, and evaluate their own ideas in order to improve and maximize creative efforts

WORK CREATIVELY WITH OTHERS

- Develop, implement, and communicate new ideas to others effectively
- Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work
- Demonstrate originality and inventiveness in work and understand the real-world limits to adopting new ideas
- View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes

IMPLEMENT INNOVATIONS

- Act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur

Critical Thinking and Problem Solving

REASON EFFECTIVELY

- Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation
- Use systems thinking
- Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems
- Make judgments and decisions
- Effectively analyze and evaluate evidence, arguments, claims, and beliefs
- Analyze and evaluate major alternative points of view
- Synthesize and make connections between information and arguments
- Interpret information and draw conclusions based on the best analysis
- Reflect critically on learning experiences and processes

SOLVE PROBLEMS

- Solve different kinds of non-familiar problems in both conventional and innovative ways
- Identify and ask significant questions that clarify various points of view and lead to better solutions

Communication and Collaboration

COMMUNICATE CLEARLY

- Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts
- Listen effectively to decipher meaning, including knowledge, values, attitudes, and intentions
- Use communication for a range of purposes (e.g. to inform, instruct, motivate, and persuade)
- Utilize multiple media and technologies, and know how to judge their effectiveness a priority as well as assess their impact
- Communicate effectively in diverse environments (including multi-lingual)
- Collaborate with others
- Demonstrate ability to work effectively and respectfully with diverse teams
- Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal
- Assume shared responsibility for collaborative work, and value the individual contributions made by each team member

Information, Media, and Technology Skills

People in the 21st century live in a technology and media-driven environment, marked by various characteristics, including: 1) access to an abundance of information, 2) rapid changes in technology tools, and 3) the ability to collaborate and make individual contributions on an unprecedented scale. Effective citizens and workers of the 21st century must be able to exhibit a range of functional and critical thinking skills related to information, media, and technology.

Information Literacy

ACCESS AND EVALUATE INFORMATION

- Access information efficiently (time) and effectively (sources)
- Evaluate information critically and competently

USE AND MANAGE INFORMATION

- Use information accurately and creatively for the issue or problem at hand
- Manage the flow of information from a wide variety of sources
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information

Media Literacy

ANALYZE MEDIA

- Understand both how and why media messages are constructed, and for what purposes
- Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media

CREATE MEDIA PRODUCTS

- Understand and utilize the most appropriate media creation tools, characteristics, and conventions
- Understand and effectively utilize the most appropriate expressions and interpretations in diverse, multi-cultural environments
- ICT (Information, Communications, and Technology) literacy

APPLY TECHNOLOGY EFFECTIVELY

- Use technology as a tool to research, organize, evaluate, and communicate information
- Use digital technologies (computers, PDAs, media players, GPS, etc.), communication/networking tools and social networks appropriately to access, manage, integrate, evaluate, and create information to successfully function in a knowledge economy
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies

Life and Career Skills

Today's life and work environments require far more than thinking skills and content knowledge. The ability to navigate the complex life and work environments in the globally competitive information age requires students to pay rigorous attention to developing adequate life and career skills.

Flexibility and Adaptability

ADAPT TO CHANGE

- Adapt to varied roles, job responsibilities, schedules, and contexts
- Work effectively in a climate of ambiguity and changing priorities

BE FLEXIBLE

- Incorporate feedback effectively
- Deal positively with praise, setbacks, and criticism
- Understand, negotiate, and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments

Initiative and Self-Direction

MANAGE GOALS AND TIME

- Set goals with tangible and intangible success criteria
- Balance tactical (short-term) and strategic (long-term) goals
- Utilize time and manage workload efficiently

WORK INDEPENDENTLY

- Monitor, define, prioritize, and complete tasks without direct oversight
- Be self-directed learners
- Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise
- Demonstrate initiative to advance skill levels towards a professional level
- Demonstrate commitment to learning as a lifelong process
- Reflect critically on past experiences in order to inform future progress

Social and Cross-Cultural Skills

INTERACT EFFECTIVELY WITH OTHERS

- Know when it is appropriate to listen and when to speak
- Conduct themselves in a respectable, professional manner

WORK EFFECTIVELY IN DIVERSE TEAMS

- Respect cultural differences and work effectively with people from a range of social and cultural backgrounds
- Respond open-mindedly to different ideas and values
- Leverage social and cultural differences to create new ideas and increase both innovation and quality of work

Productivity and Accountability

MANAGE PROJECTS

- Set and meet goals, even in the face of obstacles and competing pressures
- Prioritize, plan, and manage work to achieve the intended result

21ST CENTURY SUPPORT SYSTEMS

The elements described below are the critical systems necessary to ensure student mastery of 21st century skills. 21st century standards, assessments, curriculum, instruction, professional development, and learning environments must be aligned to produce a support system that produces 21st century outcomes for today's students.

21ST CENTURY STANDARDS

- Focus on 21st century skills, content knowledge, and expertise
- Build understanding across and among key subjects as well as 21st century interdisciplinary themes
- Emphasize deep understanding rather than shallow knowledge
- Engage students with the real-world data, tools, and experts they will encounter in college, on the job, and in life; students learn best when actively engaged in solving meaningful problems
- Allow for multiple measures of mastery

ASSESSMENT OF 21ST CENTURY SKILLS

- Support a balance of assessments, including high-quality standardized testing along with effective formative and summative classroom assessments
- Emphasize useful feedback on student performance that is embedded into everyday learning
- Require a balance of technology-enhanced, formative, and summative assessments that measure student mastery of 21st century skills
- Enable development of portfolios of student work that demonstrate mastery of 21st century skills to educators and prospective employers
- Enable a balanced portfolio of measures to assess the educational system's effectiveness in reaching high levels of student competency in 21st century skills

21ST CENTURY CURRICULUM AND INSTRUCTION

- Teach 21st century skills discretely in the context of key subjects and 21st century interdisciplinary themes
- Focus on providing opportunities for applying 21st century skills across content areas and for a competency-based approach to learning
- Enable innovative learning methods that integrate the use of supportive technologies, inquiry- and problem-based approaches and higher order thinking skills
- Encourage the integration of community resources beyond school walls

21ST CENTURY PROFESSIONAL DEVELOPMENT

- Highlight ways teachers can seize opportunities for integrating 21st century skills, tools, and teaching strategies into their classroom practice — and help them identify what activities they can replace/de-emphasize
- Balance direct instruction with project-oriented teaching methods
- Illustrate how a deeper understanding of subject matter can actually enhance problem-solving, critical thinking, and other 21st century skills
- Enable 21st century professional learning communities for teachers that model the kinds of classroom learning that best promotes 21st century skills for students
- Cultivate teachers' ability to identify students' particular learning styles, intelligences, strengths, and weaknesses

PRODUCE RESULTS

- Demonstrate additional attributes associated with producing high quality products including the abilities to:
 - Work positively and ethically
 - Manage time and projects effectively
 - Multi-task
 - Participate actively, as well as be reliable and punctual
 - Present oneself professionally and with proper etiquette
 - Collaborate and cooperate effectively with teams
 - Respect and appreciate team diversity
 - Be accountable for results

Leadership and Responsibility

GUIDE AND LEAD OTHERS

- Use interpersonal and problem-solving skills to influence and guide others toward a goal
- Leverage strengths of others to accomplish a common goal
- Inspire others to reach their very best via example and selflessness
- Demonstrate integrity and ethical behavior in using influence and power

BE RESPONSIBLE TO OTHERS

- Act responsibly with the interests of the larger community in mind
- Help teachers develop their abilities to use various strategies (such as formative assessments) to reach diverse students and create environments that support differentiated teaching and learning
- Support the continuous evaluation of students' 21st century skills development
- Encourage knowledge sharing among communities of practitioners, using face-to-face, virtual, and blended communications
- Use a scalable and sustainable model of professional development

21ST CENTURY LEARNING ENVIRONMENTS

- Create learning practices, human support, and physical environments that will support the teaching and learning of 21st century skill outcomes
- Support professional learning communities that enable educators to collaborate, share best practices, and integrate 21st century skills into classroom practice
- Enable students to learn in relevant, real-world 21st century contexts (e.g., through project-based or other applied work)
- Allow equitable access to quality learning tools, technologies, and resources
- Provide 21st century architectural and interior designs for group, team, and individual learning
- Support expanded community and international involvement in learning, both face-to-face and online

ABOUT BATTELLE FOR KIDS

Battelle for Kids is a national not-for-profit organization committed to collaborating with school systems and communities to realize the power and promise of 21st century learning for every student, without exception.

Formed in 2001, the organization's leadership in 21st century education now encompasses early learning, during school (K–12), and beyond school experiences. The Partnership for 21st Century Learning (P21) joined Battelle for Kids in 2018. P21's members and partners have been pioneers of 21st century learning since 2002. EdLeader21, also a network of Battelle for Kids as of 2017, started its industry-leading network in 2010 and now has more than 220 member districts and schools across 45 states.

As the premier leader in 21st century education, Battelle for Kids innovates and partners with its networks, association and business partners, and school system leaders to design and implement educational experiences that prepare all students to become lifelong learners and contributors in an ever-changing world.

Learn more and get involved at battelleforkids.org/networks/p21.



South Windsor Public Schools Portrait of a Graduate

South Windsor Public Schools cultivates passionate learners and responsible citizens who will demonstrate resilience, innovative thinking, personal wellness, and social consciousness as they strive to achieve their dreams in an ever-changing world. These tenets represent the guiding principles that our community believes are important for a graduate to be successful.

RESILIENCE

- Persevere to finish difficult tasks, recover from setbacks, and understand that failure is an opportunity for learning.
- Use positive coping skills to confront and overcome obstacles.
- Manage behaviors and emotions to maintain focus on individual collaborative tasks.
- Adapt to an ever-changing world by identifying passions and setting challenging goals.

INNOVATIVE THINKING

- Approach a problem with a solution-based mindset, incorporating multiple perspectives and constructive feedback.
- Formalize high-quality questions and analyze information to satisfy their curiosity about the world around them.
- Design a plan to overcome obstacles, reach goals, and solve problems both individually and collaboratively.
- Take risks to create original, creative solutions to real-world needs.

PERSONAL WELLNESS

- Commit to mental and physical wellness, including diet, nutrition, exercise, responsible decision making, and stress management.
- Identify, access, and use community health resources.
- Nurture a network of healthy relationships.
- Use technology and media in a safe and respectful manner.
- Balance the competing demands of personal and professional life.

SOCIAL CONSCIOUSNESS

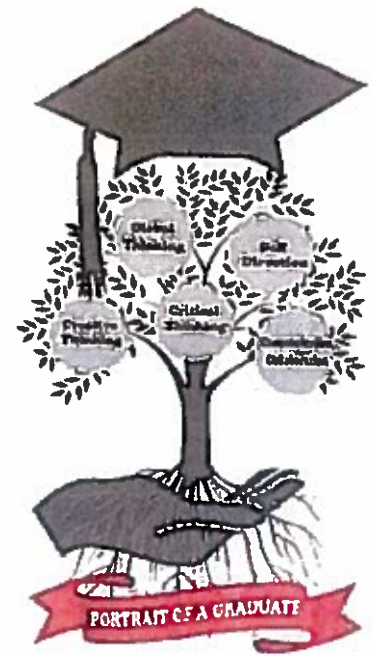
- Demonstrate kindness, ethical behavior, and mutual respect.
- Embrace the diversity of others as a strength, including thoughts, beliefs, and abilities.
- Recognize the needs of others, and strive to improve the world in which we live.
- Access, analyze, and evaluate information in order to make informed decisions as active members of local, national, and global communities.

Portrait of a Graduate

The Portrait of a Graduate Steering Committee was composed of 28 members, including representation from the Board of Education, parents, students, administrators, teachers, program coordinators, and instructional coaches.

Through the work of the Steering Committee, the Portrait of a Graduate Student Growth Capacities Matrix was developed with the belief that all Daniel Hand High School graduates will be able to:

- Think critically
- Think creatively
- Collaborate/communicate
- Self-direct
- Think globally



Critical Thinking	Creative Thinking	Collaboration / Communication	Self-Direction	Global Thinking
Inquiry Posing, pursuing, and referring significant questions to deepen understanding about a topic or issue.	Idea Generation Studying a problem, need or model (invented text, political piece, documents, art work, etc.) to consider limitations and imagine new solutions/transformations.	Collective Intelligence Working respectfully and responsibly with others, exchanging and evaluating ideas to achieve a common objective.	Self-Awareness Examining current performance critically to identify steps/strategies to persist.	Citizenship Identify, analyze and contribute to critical issues in society in an ethical and responsible manner.
Analyzing Examining information / data / evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences.	Design Engaging in a process to refine a product for an intended audience and purpose.	Product Creation Effectively use a medium to communicate important information.	Decision Making Make responsible decisions, based on potential outcomes.	Alternate Perspectives Interpret or critique complementary and competing approaches, experiences, and worldviews in order to develop an empathetic perspective.



PORTRAIT OF THE GRADUATE
MANSFIELD PUBLIC SCHOOLS

PORTRAIT OF THE GRADUATE MANSFIELD PUBLIC SCHOOLS

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 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



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



Connecticut High School Graduation Requirements Unpacked

Brief 5: Mastery-Based Diploma Assessment

New Graduation Requirements: "(c)Commencing with classes graduating in 2023, and for each graduating class thereafter, no local or regional board of education shall permit any student to graduate from high school or grant a diploma to any student who has not satisfactorily completed a minimum of twenty-five credits, including [...] (6) a one credit mastery-based diploma assessment."

— Public Act No.17-42; Sec. 1(c)(6)

This week's Connecticut High School Graduation Requirements Unpacked brief focuses on the mastery-based diploma assessment requirement. One option for how a school or district could design their mastery-based diploma assessment is to build these assessments around their Portrait of a Graduate competencies or the cross-curricular, 21st century skills that schools define for NEASC accreditation. These competencies are the cross-curricular skills and knowledge that every graduate needs to be successful. Frequently these competencies include standards like communication and problem solving. Schools, districts, and communities work together to collaboratively define the essential skills and knowledge all graduates need to live healthy and productive lives. This work is often incorporated into a portrait of a graduate document or aligned to a school or district's mission and vision work.

Below is an example of a Portrait of a Graduate.



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Portrait of a Graduate



Communication

Every Forest Lake graduate will be a clear communicator, able to effectively express themselves and listen to the ideas of others.



Problem Solving

Every Forest Lake graduate will be a skilled problem-solver, prepared to creatively tackle the challenges of life, citizenship, and work.



Informed Thinking

Every Forest Lake graduate will be an informed thinker, crafting arguments that build on reason and logic.



Self Direction

Every Forest Lake graduate will be a self-directed person in their lives and in the way they engage with their community and the world.



Collaboration

Every Forest Lake graduate will be a skilled collaborator understanding how to enhance their work in partnership with other people who bring different and needed perspectives.

Image 1: Portrait of a Graduate pg. 1



COMMUNICATION

A Forest Lake Graduate will

- ❑ Demonstrate organized communication through varied modes (oral, written, visual and/or performance).
- ❑ Use evidence and logic purposefully in communication.
- ❑ Listen actively to others and analyze and respond to the information or viewpoints presented.
- ❑ Use tone, style, and conventions that are appropriate to the audience, context, and purpose
- ❑ Use technology purposefully to enhance the communication of ideas and information.



PROBLEM SOLVING

A Forest Lake Graduate will

- ❑ Observe and evaluate situations in order to define problems.
- ❑ Frame questions, make predictions, and design data collection and analysis strategies.
- ❑ Identify and analyze patterns, trends and relationships in the data or information.
- ❑ Based on analysis of the data or information, generate options and use evidence to build a case for the best solution.
- ❑ Identify opportunities for innovation and collaboration.
- ❑ Evaluate the available tools, including technology, and select one to address the problem.
- ❑ Persist in solving challenging problems, adapting strategies and approaches as needed.



INFORMED THINKING

A First Lake Graduate will

- ❑ Apply knowledge across disciplines and contexts and to real-life situations.
- ❑ Analyze, evaluate and synthesize information from multiple sources to frame questions and draw conclusions
- ❑ Develop and use a model (2D or 3D visual representation) to represent or explain a system, process or complex concept.
- ❑ Apply systems thinking to analyze and explain the interaction and influence of related parts on each other, and on outcomes.



SELF DIRECTION

A Forest Lake Graduate will

- ❑ Apply knowledge to set goals, make decisions and assess new opportunities (NHPS)
- ❑ Demonstrates initiative, reliability and concern for quality
- ❑ Demonstrate flexibility, including the ability to incorporate new ideas and revise



COLLABORATION

A Forest Lake Graduate will

- ❑ Participate in and contribute to the community
- ❑ Demonstrate awareness and consideration for self and others.
- ❑ Demonstrate knowledge of and respect for diverse cultures, identities and perspectives
- ❑ Practice responsible digital citizenship as a member of a community.
- ❑ Select and use communication strategies and interpersonal skills to collaborate with others

Image 2: Portrait of a Graduate pg 2

The Forest Lake Portrait of a Graduate above identifies five competencies that are essential for all graduates to master. These competencies are: communication, problem solving, informed thinking, self-direction, and collaboration. Once schools and districts have defined their competencies, they need to describe the discrete skills and knowledge that make up each competency (also known as performance indicators), and then performance levels (or scoring criteria) for each of those indicators.

Forest Lake has also created some sample competencies, performance indicators, and scoring criteria for [communication](#), [problem solving](#), [informed thinking](#), [self-direction](#), and [collaboration](#) available here. Below is a sample of the communication scoring criteria. Notice how these indicators are aligned to the Portrait of a Graduate language and expectations. This scoring criteria also focuses on what moves we see students make as they are working toward proficiency in communication—as opposed to describing what students are not yet doing or demonstrating. When a student reads this scoring criteria, they know exactly what they need to do in order to demonstrate mastery of a specific competency.

All of the Forest Lake High School scoring criteria aligned to each of the defined Portrait of a Graduate competencies are available here for use and modification. [Here](#) are some additional resources and information about how to design and craft your own scoring criteria.

Forest Lake High School

Scoring Criteria




Performance Indicator	1	2	3	4
A. Demonstrate organized communication through varied modes (oral, written, visual and/or performance).	I can <ul style="list-style-type: none"> repetit information that has been presented to me when using any mode of communication (oral, written, visual, and/or performance). 	I can <ul style="list-style-type: none"> organize information to communicate my ideas and responses when using any mode of communication (oral, written, visual, and/or performance). 	I can <ul style="list-style-type: none"> present information and ideas coherently with logical sequences when using any mode of communication (oral, written, visual, and/or performance). 	I can <ul style="list-style-type: none"> enhance my communication through the sequence and presentation of ideas when using any mode of communication (oral, written, visual, and/or performance).
B. Use evidence and logic purposefully in communication.	I can <ul style="list-style-type: none"> identify evidence that could relate to my purpose; share ideas that relate to my purpose. 	I can <ul style="list-style-type: none"> select evidence that connects to my purpose; organize and present ideas based on my purpose. 	I can <ul style="list-style-type: none"> incorporate evidence that enhances purposeful communication; use sound reasoning to explain my ideas and achieve my purpose. 	I can <ul style="list-style-type: none"> incorporate the most relevant and effective evidence to justify my purpose; use sound reasoning to explain ideas and address counterarguments to achieve my purpose.
C. Listen actively to others and analyze and respond to the information or viewpoints presented.	I can <ul style="list-style-type: none"> participate as a listener in a variety of discussions, presentations, videos, etc. identify information gathered through active listening. 	I can <ul style="list-style-type: none"> gather information through active listening (including during discussions, presentations, videos, etc.) and determine main ideas and patterns; connect information gathered through active listening to my ideas. 	I can <ul style="list-style-type: none"> analyze information gathered through active listening (including during discussions, presentations, videos, etc.) and determine relevance; integrate relevant information gathered through active listening into my argument or response. 	I can <ul style="list-style-type: none"> evaluate information gathered through active listening (including during discussions, presentations, videos, etc.) considering context and type of presentation, to determine reliability; artfully integrate information gathered through active listening to draw conclusions and justify my response.

Image 3: Sample Scoring Criteria | Communication

After a school or district has fully defined their competencies and performance levels, they can begin to craft task models for each competency. A task model is a set of characteristics or qualities that a task would need to have in order for a student to demonstrate a specific competency. Task models create the

conditions for students to follow their passion and have choice in their assessment. They allow students to create unique tasks to demonstrate their mastery of a given competency or set of competencies. As long as every task contains the elements captured in the task model, students have the freedom to design tasks or complete the task of their choosing. A Forest Lake task model that would elicit evidence of a student's communication mastery is below:

Forest Lake High School Task Model



Performance Indicators for Communication:

- A. Demonstrate organized communication through varied modes (oral, written, visual and/or performance).
- B. Use evidence and logic purposefully in communication.
- C. Listen actively to others and analyze and respond to the information or viewpoints presented.
- D. Use tone, style, and conventions that are appropriate to the audience, context, and purpose.
- E. Use technology purposefully to enhance the communication of ideas and information.

Task Model

Any Performance Assessment that is designed to elicit student work that will allow the student to demonstrate proficiency in Communication must include these elements:

- The student will engage with and synthesize various types of informational text or other informational sources such as graphs, charts, pictures, interviews, surveys, videos or other sources. (Performance Indicators B & C).
- The student will participate in collaborative discussion about their topic (Performance Indicator C).
- The student will create a text, presentation or other product that draws on information/ideas from that discussion, as well as from other sources, to communicate a claim and to support that claim with evidence. (Performance Indicators A, B, C, D & E).
- The student text or presentation must utilize technology in order to incorporate images, graphs, charts, audio, video or other effects into the support for the claim (Performance Indicator E).

Image 4 Task Model for Communication

Schools may also decide to design some specific tasks that align to their task models. Here are some tasks (and associated instructional materials) aligned to three of the Portrait of a Graduate competencies and their corresponding task models. All of these tasks could be used in their current form as a mastery-based diploma assessment or modified to fit local context.

Communication

- [Sample Task \(Math\): Free Throw Adjustments](#)
- [Sample Task \(Health\): Health in Our Town](#)

- [Sample Task \(Biology\): Wildlife and Lyme Disease](#)

Problem-Solving

- [Sample Task \(English Language Arts, Art\): The Change We Can See](#)

Informed-Thinking

- [Sample Task \(Social Studies\): Laws That Work, Laws That Don't: The Consequences of Legislation](#)

For a mastery-based diploma assessment, we would recommend that students choose one competency aligned to your school/district's defined 21st Century Skills or Portrait of a Graduate competencies for their assessment. Once a student has chosen a specific competency (for example: communication), they would then complete a task of their own design or one designed by educators in your school/s that is aligned to the task model associated with that specific competency.

There are a variety of mechanisms for this to happen. A student could complete their mastery-based diploma assessment as part of one of their courses (for example, a student could complete the "Health in Our Town" assessment as part of their Health course). A student could present their teacher-designed or their student-designed mastery-based diploma assessment to a faculty advisor or a panel of experts. A mastery-based diploma assessment could be part of an independent study, advisory structure, or a capstone project.

Below are some design question for consideration as you are designing the mastery-based diploma assessment in your own school or district.

Design Questions for Consideration

1. Does your school or district have cross-curricular, 21st Century Skills, or Portrait of a Graduate Competencies that you can use as the basis of your mastery-based diploma assessment?
2. Does your school or district currently have scoring criteria for those skills or competencies?
3. Will your school or district create its own scoring criteria or build from previously created scoring criteria, incorporating pieces of your own vision?
4. What are the features of a task that would allow a student to demonstrate mastery of a specific competency?
5. Will you create the conditions for students to design their own tasks? Will you embed the mastery-based diploma assessment in a specific course or in an already established structure in your school?
6. How will the student demonstrate their mastery? Through a demonstration? Through the finished product of the task? Will there be a standard process or will students choose how they demonstrate mastery?
7. What resources will teachers have to inform and support their ongoing professional learning?



Additional Resources

1. [Sample Scoring Criteria: Communication](#)
2. [Sample Scoring Criteria: Problem Solving](#)
3. [Sample Scoring Criteria: Informed Thinking](#)
4. [Sample Scoring Criteria: Self-direction](#)
5. [Sample Scoring Criteria: Collaboration](#)
6. [Verifying Proficiency: Scoring Criteria](#)
7. [Sample Task Models](#)

For More Information

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Sarah Linet, Policy Specialist at the Great Schools Partnership slinet@greatschoolspartnership.org 207-773-0505 with any questions, clarifications, or for additional support.