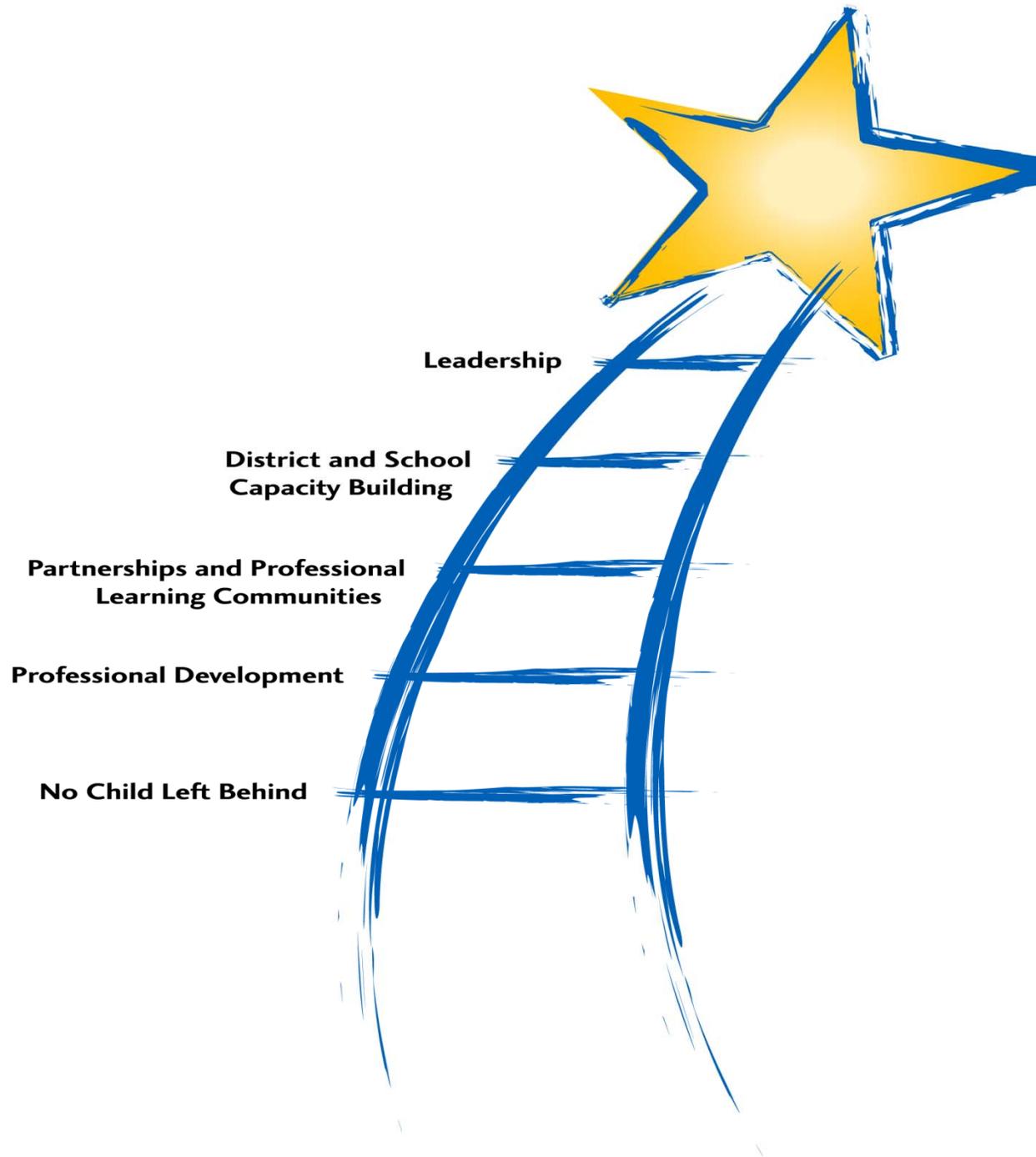




**CONNECTICUT ACCOUNTABILITY  
FOR LEARNING INITIATIVE**

2011-2012



The goal of the Connecticut Accountability for Learning Initiative (CALI) is to provide a model of state support to districts and schools to support the process of continuous school and district improvement and to accelerate the closing of Connecticut's achievement gaps.

# Reciprocal Accountability as defined by Richard Elmore

“If the district (or state) is to hold schools accountable for producing specific outcomes for their students, the district (or state) has the responsibility to provide those schools with the resources (human, material and intellectual) and the conditions necessary to produce those outcomes.”

Frederic M. Hess, “Urban School Reform – Lessons from San Diego,” (Cambridge: Harvard Education Press, 2006), p. 119

# Partnerships

- Advisory Committee for Accountability and Improvement
- CABE – Assist local boards of education
- CAS-Connecticut Association of Schools
- CEA-AFT Connecticut
- Institutes of Higher Education
- The Leadership and Learning Center
- RESC-SERC alliance – CALI training and data team facilitators

# Accessing CALI

- Title I schools identified as being in need of improvement and schools in Priority School Districts can access CALI professional development for free.
- Schools who are not eligible for free training can register for a fee.
- Any school can contact their local Regional Educational Service Center (RES-C) or the State Education Resource Center (SER-C) as each has certified trainers in all CALI modules.

# CALI: 2004

CALI was initiated in 2004 in collaboration with an international expert on school and district improvement, Dr. Doug Reeves. The CALI theory of action focuses on the use of data-driven decision making and standards-based instruction to address the learning needs of each and every student in the classroom. This initiative has grown since 2004 in response to needs identified by schools and districts.

# CALI: 2010

The goal of the Connecticut Accountability for Learning Initiative (CALI) is to develop and offer a model of state support to districts and schools to support the process of continuous school and district improvement and to accelerate the closing of Connecticut's achievement gaps.

1. Common Formative Assessments (CFAs)
2. Data Driven Decision-Making (DDDM)
3. Engaging Classroom Assessment (ECA)
4. Effective Teaching Strategies (ETS)
5. ELL Learners
6. Improving School Climate
7. Scientific Research-Based Interventions (SRBI)
8. Culturally Responsive Education (CRE)



# CALI: 2011

The redesigned modules were developed in response to educator need to better understand the connections between assessment, data analysis, and differentiation of instruction to improve student achievement. It may be helpful to conceptualize these modules not as something new but more as a comprehensive approach to ensure successful student learning and an opportunity to refine and improve much of what districts are already doing.

1. Getting Ready for the Next Generation of Assessments
2. Improving School Climate
3. School and Instructional Data Teams
4. Using Differentiated Instruction to Implement the Common Core State Standards

# CALI: 2011

The following modules, previously offered through the CALI statewide program, are still available through on-site professional development Request for Services (RFS) days or at your local RESC or SERC. Please log onto: <http://new.sdecali.net> or contact your local RESC, SERC or SDE for more information:

1. Classroom Data: Feedback, Follow-up, and Follow-through
2. Culturally Responsive Education
3. Data Analysis for Educational Leaders
4. Effective Teaching Strategies
5. Effective Tier I Instruction for English Language Learners (ELLs)
6. Formative Assessment Support
7. Implementation of SRBI
8. Leading Change and Getting Everyone on Board
9. School Climate for Leaders



# Improving School Climate to Support Academic Achievement

- In this two-day basic training module, participants learn that the quality of school climate is all about relationships, which are determined by how well the people within the school treat each other physically, emotionally, and intellectually.
- This module offers practical strategies including data gathering on how to improve school climate to support student achievement.

# School and Instructional Data Teams

In this two-day training, participants will learn an explicit process that focuses on adult actions (cause data) and their impact on student outcomes (effect data). As a result of this training, School and Instructional Data Teams will understand how to use data to develop, implement, monitor, and adjust school and instructional improvement plans designed to support effective teaching and learning.

# Differentiated Instruction

- In this two-day training, participants will analyze a definition of differentiated instruction and come to understand that high-quality differentiation is a proactive, decision-making process. Participants will look closely at four principles of the differentiated classroom:
  - The teacher crafts an environment that actively supports each student in the hard work of learning.
  - Teachers must have absolute clarity about the learning destination.
  - Teachers must persistently know where students are in relation to the destination.
  - The teacher adjusts instruction to accommodate a critical student learning difference.

# Getting Ready for the Next Generation of Assessments

- District teams will be able to formulate an action plan to improve the capacity of the district, school and classroom to engage in assessment practices that support and promote high quality learning. District teams will be able to recognize and understand the components of a balanced assessment system? Interim assessments, formative assessment tools and practices, and summative assessments.

# Need Additional Information?

## **Please contact:**

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## **General Information:**

[www.ct.gov/sde/CALI](http://www.ct.gov/sde/CALI)

## **Registration:**

<http://www.sdecali.net>