



NEW ENGLAND
SECONDARY SCHOOL
CONSORTIUM

The League of Innovative Schools Network Meeting

 #NESSC16

March 17-18, 2016
High School Redesign in Action

TODAY'S

PRESENTERS

From the Great Schools Partnership

Angela Hardy, Director of Coaching

David Ruff, Executive Director

Sarah Linet, Project Specialist

Kate Gardoqui, Senior Associate

Courtney Jacobs, Senior Associate

Outcomes

Share ideas, resources, and successes regarding the development, implementation, and refinement of a **personalized learning system**

Outcomes

Reflect on the impact of the 2nd edition of **Global Best Practices** on school improvement and League support

Outcomes

Build connections with League educators and leaders

Agenda



Welcome and Introductions

Celebrating Successes

Global Best Practices: History + Rationale

Global Best Practices: Introducing a New Strand

LIS Implications

Closing



Is a non-profit support organization based in Portland working nationally with schools, districts and state agencies, providing coaching, and developing tools.



GSP has served as the coordinator of the **New England Secondary School Consortium** since its inception in 2009



GREAT
SCHOOLS
PARTNERSHIP



NEW ENGLAND
SECONDARY SCHOOL
CONSORTIUM

Founded in 2011, the **League of Innovative Schools** is a regional professional learning community for schools.

All participating schools are part of a growing **network of learning institutions** working to strengthen their programs, exchange professional expertise, and create better learning opportunities for their students.

We Believe

In equitable, personalized, rigorous learning for **all students** leading to readiness for college, careers, and citizenship

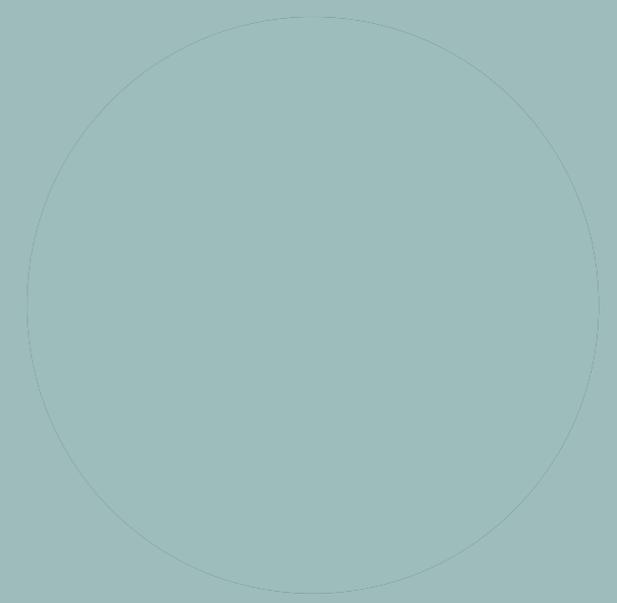
We Believe

That schools must simultaneously attend to
policy, practice, and community engagement

We Believe

School improvement is **context-based**,
not one-size fits all

WELCOME



Name?
Role?

**What you are looking
forward to most at the
NESSC 16 Conference?**

Defining Personalization

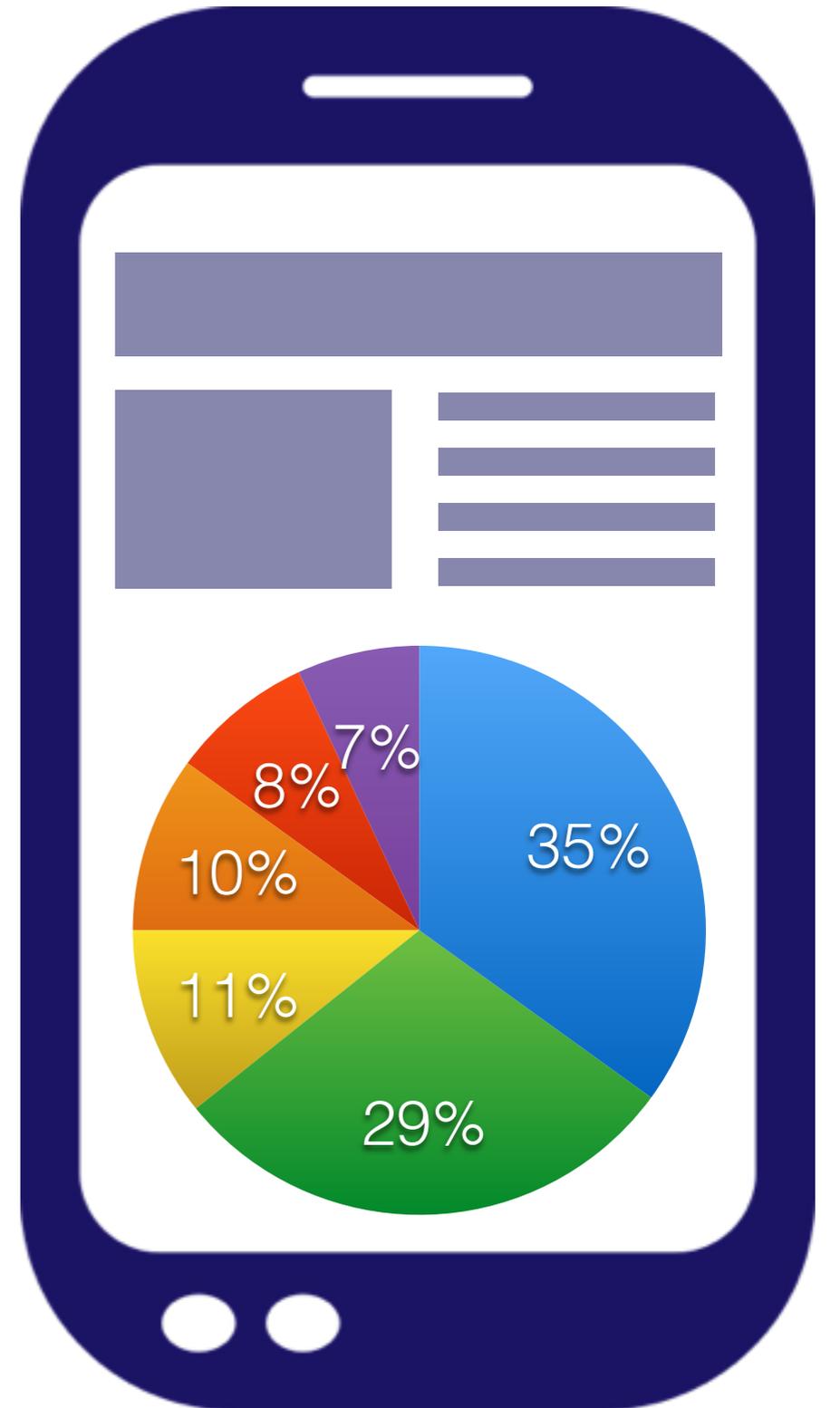
Personalized Learning = **Proficiency-Based Graduation** + **Multiple & Flexible Pathways** + **Learner-Centered Accountability**

NESSC Norms

- Build on + support one another's efforts
- Acknowledge + encourage different approaches as we collaborate
- Trust in the integrity of NESSC colleagues
- Monitor "air" time
- Communicate openly, clearly and directly
- Acknowledge + honor different perspectives
- Assume positive intentions

WHO IS IN THE ROOM?

bit.ly/WholsLIS



**Celebrating
Our Successes**

Celebrating Our Successes

PROTOCOL

1 SELECT A GBP STRAND

- Teaching + Learning
- Organizational Design
- School Leadership

Celebrating Our Successes

PROTOCOL

2 ORGANIZE INTO TRIADS

- Introduce yourself
- Identify an area of success at your school within the self-selected strand
- What did you do to achieve that success?
- How does it benefit students?

Celebrating Our Successes

PROTOCOL

3 DEBRIEF

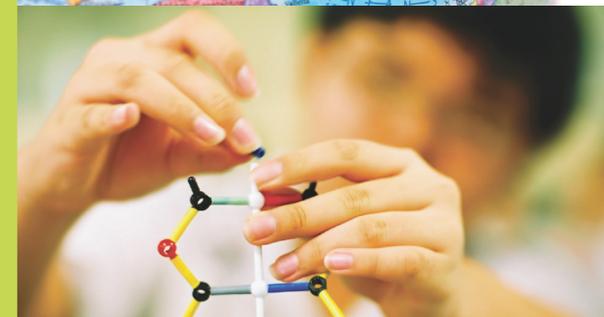
- How was this process helpful?
- How might it have been improved?



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GLOBAL BEST PRACTICES

*An Internationally Benchmarked
Self-Assessment Tool
for Secondary Learning*



Global Best Practices

HISTORY

1st Edition

- Developed for the New England Secondary Schools Consortium in 2011
- Supported by meta-analyses, comprehensive project findings, and focused investigations
- Included common characteristics of high-performing schools in U.S. and abroad
- Reviewed + refined by members from all five LIS member schools
- Comprised of 3 strands + 20 dimensions

STEP 1 >> READ THE PERFORMANCE DESCRIPTIONS

1 INITIATING

Some efforts have been made to align coursework with career and college-ready learning standards, but in practice many teachers continue to use lessons that are unaligned or outdated. The school uses a standardized credit system based on seat time, letter grades, number averaging, and other traditional practices to measure academic progress and determine readiness for graduation. There is a great deal of variation from classroom to classroom in grading practices and standards. Students are often unaware of learning expectations for courses and lessons, and they rarely receive descriptive feedback on assignments. High-stakes external assessments often unilaterally drive instruction and lesson design.

3 DEVELOPING

School-wide curricula and instruction have been aligned with common learning standards, but this effort has not been systematic or systemic. District and school leaders have engaged in conversations about adopting a true standards-based system, and the principal and teacher-leaders have visited schools that are using effective standards-based practices. Teachers are employing multiple formative assessment strategies in the classroom, and academic support is being provided to ensure that struggling students have learned material before they move on to the next lesson. Some departments have developed common rubrics to enhance the consistency of grading and reporting, but this practice has not been embraced by all teachers or institutionalized school-wide. In some cases, learning expectations remain unclear and many students are still unaware of their own learning strengths and weaknesses or which learning standards teachers are addressing.

5 PERFORMING

The school has publicly committed to becoming a true standards-based learning community, and graduation policy has been modified to require all students to demonstrate mastery of learning standards and high levels of college and career readiness before receiving a diploma. The faculty has prioritized learning standards in every content area so that the most essential content, skills, and habits of mind are covered in depth before teachers move on to additional material and standards. Multiple assessments are used to determine that students have mastered what they have been taught, and underperforming students are provided with additional instructional time, academic support, and alternative learning options to ensure that they are able to learn and demonstrate achievement in ways that work best for them. All teachers use common scoring guides that provide detailed descriptions of required learning proficiencies at each developmental stage and expected level of performance.

STEP 4 >> SCORE YOUR SCHOOL

Place an **X** on the scale below to indicate your school's performance in this dimension.



Global Best Practices

RATIONALE for 2nd Edition

Critical Elements

- Compelling research has been introduced within the last 5 years
- Ensuring alignment across the performance descriptors within a dimension
- Describing the levels of performance with more precise and clear language

Global Best Practices

1.1 Equity

1st Edition

The school community has embraced the belief that all students can succeed. Teachers actively promote positive self-images and high academic expectations for all students. Every student is enrolled in academically rigorous, college-preparatory courses, and the school does not offer “watered-down” or outdated courses that do not prepare students for success in college or modern careers. Classroom instruction goes beyond more traditional didactic practices to include personalized, student-centered strategies that engage and support diverse learning styles. Course expectations—including those for assignments, assessments, and grading—are explicit and public. A coherent system of performance monitoring and student interventions promotes academic acceleration (not traditional remediation) for both underperforming and high-performing students. A variety of academic options and graduation pathways provide opportunities for students to participate in the design of their own personalized educational experiences.

2nd Edition

Teachers hold one another accountable for engaging in ongoing reflection and courageous conversations about their own practice and beliefs with each other and their students, and acknowledge the role that bias and privilege play in their work. The school community (students, faculty, administrators, staff, school board members, parents) has embraced the belief that all students can succeed, and this stance clearly informs the school’s actions, structures, policies, and practices. Every member of the school community is able to recognize and interrupt implicit and explicit prejudicial and harmful language and actions (e.g. racial microaggressions, bullying based on gender identity and sexual orientation, religious affiliation, social class, disability, etc.). Educators help build upon the experiences and strengths each student brings; they promote positive self-images and high academic expectations for all learners and take responsibility for engaging and motivating them. Every student is enrolled in academically rigorous, college-preparatory courses or learning experiences. Discipline systems and structures are restorative and instructive in their approach, leading to an increased ability for students to address differences in positive and healthy ways. The perspectives, experiences, and voices of every group represented in the school community is sought out, included, and incorporated when programs are developed or refined.

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Global Best Practices

Introducing a New Strand

Strand 4: School District

4.1: Role of the School Board

4.2: District Administrators

Exploring Strand 4

Select a Dimension

- What would “performing” look like?
- Record collective thoughts on chart paper

Exploring Strand 4

Gallery Walk

Compare your “performing” chart to another chart of the same dimension

Review notes from other dimensions

Exploring Strand 4

Self-Assessment

Individually or in school teams, use the draft version of strand 4 and assess your school's level of performance.

Exploring Strand 4

Data Collection

Go to <http://bit.ly/strand4> and enter your scores from each dimension.

Exploring Strand 4

Turn + Talk Reflection

Which dimension provides you the most leverage as you move forward?

Who would benefit from seeing or using this new strand?



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League of Innovative Schools

What implications does the introduction of the 2nd edition of GBP have on the types of support the League offers schools?

What's Our Social Network Status?

 #NESSC16

 +  +  +  =  MARCH 17-18, 2016 | NORWOOD, MA

HIGH SCHOOL REDESIGN **IN ACTION**

THANK YOU