



GREAT
SCHOOLS
PARTNERSHIP



NEW ENGLAND
SECONDARY SCHOOL
CONSORTIUM

Connecticut League of Innovative Schools State Meeting #2

January 25, 2017
LIS Networking Meeting
Leading and Learning for Equity

Connecticut LIS

Liaisons

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



We Believe

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

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

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

Agenda

Overview & Outcomes

Opening Activity—Profile of a Student

Elements of Effective Instruction Tool

A Process for Framing Dilemmas

Overview of League Membership

Lunch

Giving & Receiving Feedback on Dilemmas

Back to District/School Groups to Reflect on Feedback

Feedback & Closing

Outcomes

Gain an understanding of the ***Elements of Effective Instruction.***

Outcomes

Think about how the ***Elements of Effective Instruction*** might be used in your school or district

Outcomes

Learn about the structure for ***League of Innovative Schools*** membership moving forward

Outcomes

Give and receive feedback from colleagues on a variety of dilemmas related to the implementation of mastery-based learning.

Norms for Today

Respect time

Monitor your air time

Listen well

Respect differences

Support a “culture of possibilities”

Attend to your personal needs

Maintain confidentiality when needed

Foster good humor

Profile of a Student

Student Profiles Activity

- Read the student profiles and identify the one that most accurately describes who you were as a student in high school.
- Find that student profile and go there. If you have a large group, subdivide your group into smaller groups of between 4-7.
- Introduce yourselves. Choose a facilitator and a scribe.

Student Profiles Activity

Talk about your school experiences. For each prompt, each person in the group should have about 1 minute.

- What was it like to be this kind of student?
- What should teachers know about students who are like you were, if they want those students to learn at high levels and do meaningful work?
- How does your student profile influence you as an educator?

Student Profiles Activity

Back in your school/district team

- What kinds of students do we have represented in our team?
- Who is not represented?
- What are the general implications for our work as educators?
- What are the specific implications for our work as we seek to move our school forward?

Profile of a Student

Debrief

Elements of Effective Instruction



Elements of Effective Instruction

1. Learning Environment

The classroom learning environment supports learning for all students. This includes the physical environment, the routines and procedures, classroom management practices and the development of positive relationships that support a physically and socially/emotionally safe and supportive environment for taking risks, asking questions and making mistakes.

Supporting Beliefs

- The environment is a shared domain between students, teachers, and other partners in learning.
- The learning environment is a space that fosters risk-taking for students and teachers; positive and meaningful relationships are the foundation of a productive learning culture.

Key Traits	
<p>PHYSICAL SPACE and ROUTINES:</p> <ul style="list-style-type: none">○ There are clear routines and procedures. Students know what is expected, when and why.	<p>RELATIONSHIPS and CULTURE:</p> <ul style="list-style-type: none">○ All students feel safe to take risks and participate in this class.○ Students have opportunities and support to

Purpose of the Self-assessment Tool:

- To propose key components of personalized instruction
- Participants conduct a self-check and orient themselves to learning opportunities in their future
- Teams conduct a collective team-check, then plan to learn broadly and strategically on behalf of school-wide capacity

How we recommend you use the Self-assessment Tool:

This self-assessment is intended to help you and your colleagues reflect -- honestly and deeply -- on the essential components and practices to support proficiency-based learning. Take this opportunity to assess your areas of strength and your areas of need.

Please also compare notes with members of your team, so that you may be strategic about planning for your collective approach to all of your learning opportunities that lie ahead.

Not a classroom teacher? Choose your lens:

School administrators and other non-teaching staff should consider adopting a lens with which to utilize this tool. Our recommendations are

- Complete the self-assessment on behalf of a teacher of your choosing (perhaps someone whose professional goals you will be supporting in the coming year);
- Complete the self-assessment with a school's entire faculty in mind;
- Complete the self-assessment for yourself, in terms of your strengths and areas of need related to observing, supporting or evaluating these characteristics;
- Or, your own defined lens.

See p. 2 to begin the self-assessment

Our “I can” statements for you after engaging with these tools:

- I can identify ways in which my sense of teacher efficacy impacts learners in my classroom or school right now.
- I can reflect on strengths and areas for improvement in my instructional practice, using the Self-Assessment Tool and a student-centered lens.
- I can identify an element of instruction where I can focus my work as an educator.
- I can identify strategies for using the Self-Assessment Tool with colleagues at my school.

Steps in Using These Documents

Introduction (10 min)

Read the Elements of Effective Instruction (10 min)

Guided Discussion (15 min)

Complete the Self-Assessment (15 min)

Break, then Back to School/District Groups (15 min)

Group Discussion of What Was Learned (20 min)

Debrief with Whole Group (5 min)

Guiding Questions

Classroom practice and professional growth is driven by the same process for teachers and students



Where am I going?

Guiding Questions

Where am I now?



Guiding Questions



How can I close the gap?

Elements of Effective Instruction

- Learning Environment
- Clear, Shared Outcomes
- Varied Content, Materials, and Methods of Instruction
- Complex Thinking and Transfer
- Practice and Feedback

Current Steps

Introduction (10 min)

Read the Elements of Effective Instruction(10 min)

Guided Discussion(15 min)

Complete the Self-Assessment (15 min)

Break, then Back to School/District Groups (15 min)

Group Discussion of What Was Learned (20 min)

Debrief with Whole Group (5 min)

Process for the Guided Discussion (15 min):

1. Each person should identify one part of the text that stood out.
2. Go around the group and have every person read their section of text without discussion.
3. Have a general discussion once everyone has shared.

Next Step

Introduction (10 min)

Read the Elements of Effective Instruction (10 min)

Guided Discussion (15 min)

Complete the Self-Assessment (15 min)

Break, then Back to School/District Groups (15 min)

Group Discussion of What Was Learned (20 min)

Debrief with Whole Group (5 min)

Element 1: Learning Environment

The classroom learning environment supports learning for all students. This includes the physical environment, the routines and procedures, classroom management practices and the development of positive relationships that support a physically and socially/emotionally safe and supportive environment for taking risks, asking questions and making mistakes.

Declare Your Present Level					
	Learning about	Somewhat true	Largely true	Perfecting & Adjusting	Reflections, recent anecdotes, currently working on...
Clarifying Prompts					
Does my classroom have clear routines and procedures? Do students know what is expected, when and why?					
Does every student feel safe and supported in this classroom? Are they willing to take risks? Is it ok to be wrong or to fail at something?					
Are my students involved, invested and interested in the tasks they do? Do I create opportunities for them to reflect on themselves as learners?					
Are there positive relationships between my students and me? Do my students have opportunities to build relationships with each other, and the support to do so?					
Is my classroom arranged to support a variety of different learning tasks and different learners? Is my classroom configured in different ways that best fit the task at hand?					
Overall Self-Assessment for Learning Environment					
Add reflective questions for yourself here. What do you most want to work on at this Institute? What are you hoping to shift in your practice?					

**Break, then return to
school/district groups**

Next Step

Introduction (10 min)

Read the Elements of Effective Instruction (10 min)

Guided Discussion (15 min)

Complete the Self-Assessment (15 min)

Break, then Back to School/District Groups (15 min)

Group Discussion of What Was Learned (20 min)

Debrief with Whole Group (5 min)

Prompts for Group Discussion

1. What are strengths that you can build on to reach more students, more effectively?
2. What ideas could you try or re-visit to engage students who you haven't been able to reach yet?
3. In which element would you like to focus your professional growth to reach all students?
4. What are some ways you might use this self-assessment in your school setting?
5. How might you share today's learning with your colleagues at home?

Final Step

Introduction (10 min)

Read the Elements of Effective Instruction (10 min)

Guided Discussion (15 min)

Complete the Self-Assessment (15 min)

Break, then Back to School/District Groups (15 min)

Group Discussion of What Was Learned (20 min)

Debrief with Whole Group (5 min)

Debrief with Whole Group

1. Thoughts about the two tools?
2. What would have improved the activity?

Process for Framing Dilemmas

Framing Dilemmas



A dilemma is a puzzle: an issue that raises questions, an idea that seems to have conceptual gaps, or something about process or product that you just can't figure out. All dilemmas have some sort of identifiable tension in them. Sometimes the dilemma will include samples of student or adult work that illustrate it, but often the dilemma crosses over many parts of the educational process.

Thinking About Your Dilemma

- Is it something that is bothering you enough that your thoughts regularly return to it?
- Is it something that is not already on its way to being resolved?
- Is it something that does not depend on getting other people to change - in other words, can you affect the dilemma by changing your practice?
- Is it something that is important to you, and is it something you are willing to work on?

Framing a Focus Question

- Try to pose a question around the dilemma that seems to you to get to the heart of the matter.
- Remember that the question you pose will guide the group in their discussion of the dilemma.

Some Examples of Dilemmas

DILEMMA: My teaching team seems to love the idea of involving students in meaningful learning that connects students to real issues and an audience beyond school, but nothing seems to be happening in reality.

FOCUS QUESTION: What can I do to capitalize on my team's interest, so we can translate theory into practice?

Some Examples of Dilemmas

DILEMMA: No matter how hard I try to be inclusive and ask for everyone's ideas, about half of the people don't want to do anything new — they think things were just fine before.

FOCUS QUESTION: How do I work with the people who don't want to change without alienating them?

Some Examples of Dilemmas

DILEMMA: I am completely committed to the value of play for children's learning in my early childhood classroom, but I often feel pressured to spend more and more time on academic work.

FOCUS QUESTION: How do I incorporate play into my 1st grade classroom, while keeping the demands of the academic curriculum in mind?

Preparing for the Afternoon

Figure out in your teams what you would like to present—you can do this as a whole team, part of the team, or even one individual who has a compelling dilemma. As we break for lunch, have one person from each team come up to let us know how your team will present this afternoon so that we can group you appropriately.



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League of Innovative Schools Membership Information 2017-18

Membership



We believe that participation in the LIS should remain viable and free to any middle or high school that wishes to participate. Schools wishing to join the LIS may do so with no financial costs and participate in state-level activities at no additional cost.

LIS Professional Learning Services



Members can also choose to personalize their professional learning experiences through the services offered within the League. Schools can align support services to their perceived levels of readiness and their school's annual goals. The services offered will align with the vision of the League and the goals of NESSC. These services can be reconsidered annually; and are options for schools, not requirements.

Membership Benefits



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LIS Members-Only Website Access: Provides access to LIS resources, tools, presentation slides, handouts, and more to support implementation of personalized learning. **FREE**

Fall LIS Conference: This annual event occurs in October and provides opportunities for members across New England to come together to learn via content aligned to Global Best Practice strands. **\$100 per person, open only to LIS schools**

Membership Benefits



LIS State-Level Network Meetings: Two meetings per year in each member state – fall + winter. These meetings allow members to engage with colleagues from across their state around issues of personalized learning. **FREE**

LIS Pre-Conference Network Meeting: Half day meeting prior to the NESSC School Redesign in Action Conference. **FREE**

Membership Benefits



NESSC School Redesign in Action Conference:

This annual two-day event takes place in March and showcases best practices from educators throughout the region and the country. **\$200 per person from LIS schools (significantly reduced)**

LIS Coordinated School Site Visits: 2 events available per year, for up to four people per school, to participate in a daylong school site visit at a high-performing school within the LIS region. **\$100 per person**

Membership Benefits



Job-Alike PLGs: Options change annually – superintendents’ plg, principals’ plg, and/or content-area educator plgs. Members of the PLG will commit to meeting three times per year in person: two half-day meetings and one full day meeting. **\$200 per person**

LIS Book Study: The League will host up to two book studies per year for members interested in this module. The League will coordinate the selection of the text and logistics, and facilitate book discussions through a virtual platform. **participants buy their own book, otherwise FREE**

School Improvement Services



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LIS Webinars: A platform for virtual learning experiences meant to deepen content knowledge + an outlet for spotlighting strong practices of member schools. **FREE**

Global Best Practices Self-Assessment Process: School team will receive support in planning for, facilitating, and analyzing the results of a self-assessment process with staff. School will receive 1.5 days of on-site support and 0.5-1.0 days of off-site planning and virtual support. **\$2,600**

School Improvement Services



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iWalkthrough: Classroom Observation or Student Feedback: School teams will receive training in the use of either resource as well as facilitation through a data analysis protocol with staff. School will receive 1.5 days on-site of support as well as a one-year subscription to one of these iWalkthrough tools.

\$750 for either tool, no on-site support;

\$2,000 for either tool, one day on site, half-day support virtually



Questions?

This information will be sent out to the school contacts and posted on the LIS site.

LUNCH



Giving & Receiving Feedback on Dilemmas

The Quick Fire Consultancy

tinyurl.com/QuFire

Quick-Fire Consultancy

The following protocol is designed to be used by a group of role-alike people who wish to share dilemmas that have a common nature. To ensure getting to all steps of the process, timing should be determined prior to starting and followed tightly. This protocol is most appropriate for groups of 3 - 7.

1. Introduce the Protocol (*2 minutes*)
2. Individual preparation of the dilemma: *Participants should briefly write down the dilemma they wish to share. Knowing that the presentations will be brief, preparations should note the key people involved, the core of the dilemma, any decisions already made, and a question for the audience that specifically identifies the feedback that is desired. (three minutes)*
3. First Presentation: *The first presenter gives his or her presentation. Participants listen without interrupting. (2 - 3 minutes)*
4. Clarifying Questions: *These are questions to understand either what has been presented or what the presenter wants from the participants in terms of feedback. (2 - 3 minutes)*
5. Participant Feedback: *Participants quickly share ideas to solve or better*

Steps in the Process (tinyurl.com/QuFire)

- 1. First Presentation:** The first presenter gives his or her presentation. Participants listen without interrupting. (2 - 3 minutes)
- 2. Clarifying Questions:** These are questions to understand either what has been presented or what the presenter wants from the participants in terms of feedback. (2 – 3 minutes)
- 3. Participant Feedback:** Participants quickly share ideas to solve or better understand the dilemma. Knowing that time is purposely short, people should get directly to their point. The presenter is “relatively” quiet choosing to participate only when necessary or desired. Both presenter and participants should note potential commonalities they are hearing across the presentations. (8 - 10 minutes)
- 4. Presenter Response:** The presenter provides a final thought. (2 – 3 minutes).
- 5. Repeat steps three through six:** Repeat these steps as many times as necessary to give each participant a chance to present a dilemma.
- 6. Summary Conversation:** What patterns did we see across the dilemmas? What does this say about our work or how we move forward with our work? (5 minutes)
- 7. Debrief the Protocol.**

**A Farmington, Canton Intermediate,
Maloney HS**

**B Henry James, Three Rivers,
Ellington (district)**

**C Bolton Center, New Horizons,
Ellington MS/HS**

D Bolton HS, New Fairfield, Cheshire

**Back to District/
School Groups to
Reflect on Feedback**

Questions?

Upcoming Events



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School Redesign in Action Conference,
March 27-28, CT Convention Center, Hartford

**Webinar on Detracking and
Heterogeneous Grouping, March TBD, 3:00
PM – 4:00 PM**

**Webinar on 21st Century Skills, April TBD,
3:00 PM – 4:00 PM.**

Resources

- **NESSC website**
(newenglandssc.org)
- **Global Best Practices, 2nd edition**
online and hard copies available
- **greatschoolspartnership.org**

**Please complete the
survey found in your
email.**



Thank You

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