New Hampshire Fall In-State Meeting
League of Innovative Schools

November 8, 2017
LIS Networking Meeting
Leading and Learning for Equity
From the Great Schools Partnership
Erin Dukeshire

From Sanborn Regional High School
Brian Stack
Outcomes

Acquire specific ideas/resources that can help my school in our personalized learning efforts.
Outcomes

Engage in Professional Learning Group conversations specifically focused on providing presenters from different schools with feedback, ideas, and resources.
Outcomes

Deepen my professional network by learning from and with colleagues.
# Agenda

## MORNING

- Overview & Connections
- Text-Based Protocol: Global Best Practices
- Break
- Professional Learning Groups
- Sanborn Overview & Feedback Framing

## AFTERNOON

- Student Panel
- Classroom Observations: Round One
- Classroom Observations: Round Two
- Debrief and Feedback
- Reflection and Close
How can we best meet students’ needs?
What’s Your Map?
What’s your map?

• Form a group of 3.

• Introduce yourselves: Name, School, Role

• Each person has one minute to create, act out, and narrate his/her personal map. Others listen.

• What commonalities or differences did you discover?
Connect as Members (and Guests) of the LIS
Connect as Educators

• Form a group.
• Introduce yourselves: Name, School, Role
• Observe the image.
“Popcorn”

• I notice…
• I wonder…
• It reminds me of…
Process

- Silence is okay
- Share air time
- Listen for different perspectives
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
League of Innovative Schools
Goals

- Increase Graduation Rate
- Increase College Enrollment Rate
- Decrease Drop-out Rate
Strategies

• Policy
• Practice
• Public Will + Understanding
The League of Innovative Schools is a regional professional learning community for schools.

We are a growing network of learning institutions working to strengthen school programs, exchange professional expertise, and create better learning opportunities for students.
NESSC States

5

League of Innovative Schools (LIS) Members

106
Students in LIS Schools
70,000
League of Innovative Schools

- 130 members across five states
- Members-only website with resources
- Regional + state level network meetings
- Regional Principals’ PLGs
- Webinars highlighting practices from LIS schools
The LIS in New Hampshire

We will continue to...

- Hear from students
- See other educators at work
- Exchange ideas with colleagues
- Share and learn about successes and innovations
The LIS in New Hampshire

We will find more ways to...

- Exchange resources
- Build in choice
- Build trust so that schools feel comfortable seeking support with challenging dilemmas
Google Groups for the LIS

• https://groups.google.com/forum/#!forum/lis-network

• Steps to join the LIS Google Group are in your folder

• Connect and spread good ideas!
NESSC Norms

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Text-Based Protocol
GLOBAL BEST PRACTICES

An Internationally Benchmarked Self-Assessment Tool for Secondary Learning
STRANDS and DIMENSIONS

TEACHING + LEARNING
1.1 Equity
1.2 Personalization + Relevance
1.3 Academic Expectations
1.4 Standards-Based Education
1.5 Assessment Practices
1.6 International + Multicultural Learning
1.7 Technology Integration
1.8 Learning Communities

ORGANIZATIONAL DESIGN
2.1 Vision, Mission + Action Plan
2.2 School Culture
2.3 Multiple Pathways
2.4 Transitions
2.5 Interventions + Support
2.6 Time + Space
2.7 Data Systems + Applications
2.8 Continual Improvement

SCHOOL LEADERSHIP
3.1 Teacher Recruitment + Retention
3.2 Administrative Leadership
3.3 Shared Leadership
3.4 Moral Courage
1.1 EQUITY

STEP 1 >> READ THE PERFORMANCE DESCRIPTIONS

1 INITIATING

Academic, social, and aspirational inequities across the student body may have been identified, but no formal or strategic actions have been undertaken to address them. Underperforming students (defined as performing below grade level) typically fail to catch up to their peers, and school data indicate that these students generally come from economically, socially, or educationally disadvantaged backgrounds. The school’s courses, curricula, and instruction do not promote common high expectations for all students. The academic program is a complex hierarchy of tiered tracks and teachers are not trained in classroom differentiation or other personalization strategies. Student performance and behavioral data are collected and reviewed at the school level, but individual and student-subgroup data are not disaggregated or analyzed. While all students have access to enriching school activities and co-curricular programs, actual participation patterns reveal that disadvantaged students participate at significantly lower rates. Some staff members, parents, and community members display considerable resistance to adopting strategies that would promote a more equitable school structure.

3 DEVELOPING

Inequities across the student body are monitored regularly, at least annually. The school is beginning to use disaggregated data and formative assessments to identify individual student needs. The school offers some support opportunities to academically struggling students, but interventions are not systemic or integrated into regular courses. Some academic tracks have been eliminated, but barriers to accessing higher-level courses remain in place. A small number of staff, parents, and community members remain resistant to adopting strategies that promote greater equity. Participation in enriching school activities and co-curricular programs is relatively consistent across the student body, including those students who may have formerly been disengaged. Student voice and personalization are considered when programs are developed or refined.

5 PERFORMING

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.
### Step 2: Record Performance Strategies

**Sample Strategies**

- Enroll all students in untracked, heterogeneously grouped classes, and train all teachers in differentiated instruction and the use of formative assessment to identify and meet individual learning needs.
- Leverage additional school resources—whether human, financial, material, instructional, or experiential—to help overcome the disadvantages of social background for underperforming, at-risk, and minority students, including pairing the most effective and experienced teachers with the most underprivileged students.
- Remove barriers (such as prerequisites) that might prevent or discourage students from taking more challenging courses (including Advanced Placement or International Baccalaureate options) or meeting basic admission requirements for college prior to graduation.
- Create a coherent system of interventions to ensure that struggling students receive the academic and personal support they need to not only perform at grade level, but also to succeed in higher-level courses (e.g., Advanced Placement, International Baccalaureate, dual enrollment, co-curricular activities).
- Regularly communicate with all parents—particularly parents from low-income or other disadvantaged households—while proactively encouraging their participation in school governance, activities, and programs.
- Establish a school-wide system for monitoring student performance and socialization issues, and have guidance counselors work closely with teachers to provide practical and timely college and career guidance to all students.

### Step 3: Record Performance Evidence

**Sample Evidence**

- No significant achievement or aspiration gaps exist among students from different cultural, racial, ethnic, gender, socioeconomic, linguistic, or special-needs backgrounds.
- Underperforming ninth-grade students are performing at or above grade level by the end of tenth grade.
- Student participation in electives, higher-level courses, and co-curricular and extracurricular opportunities is consistent across all student subgroups.
- College-enrollment rates are high, even among first-generation students from families with no college-going history.

### Our Evidence in this Dimension
Choosing a Dimension

These are all great reasons:

- Successes to share
- An area you’re working on
- Little experience in this area
Select a GBP Dimension

- 1.1 Equity
- 1.3 Academic Expectations
- 1.6 International & Multicultural Learning
- 1.8 Learning Communities
Form Groups

- Form a group of 3-4 who chose the same dimension.
- Introductions: Name, School, Role
- Select Roles: Facilitator/Timekeeper, Note-taker
Read

- **Read** the dimension.
- Choose one **phrase or sentence** that resonates with you.
- Be prepared to **describe a success** (big or small) from your school that relates to this sentence.
The Final Word (Modified)

1. Presenter #1 reads a quote and describes a related success. (2 min)

2. Each other person responds: Connect, Expand, Question (1 minute per person)

3. Presenter #1 responds (1 min)

4. Repeat for other presenters

5. Each person shares a personal/school growth area related to this dimension of GBP.
Break
Professional Learning Groups
Dilemmas (4-7 people per group)

- Report Card Shift
- Scheduling
- Quick-Fire
Consultancy Protocol
Framing Consultancy Dilemmas

Developed by Faith Dunne, Paula Evans, and Gene Thompson-Grove as part of their work at the Coalition of Essential Schools and the Annenberg Institute for School Reform.

Purpose
The structure of the Consultancy helps presenters think more expansively about a particular, concrete dilemma. The Consultancy protocol has 2 main purposes – to develop participants’ capacity to see and describe the dilemmas that are the essential material of their work, and to help each other understand and deal with them.

Framing Consultancy Dilemmas and Consultancy Questions
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.

1. Think About Your Dilemma
Dilemmas deal with issues with which you are struggling or that you are unsure about. Some questions for helping you select a dilemma might include:
- 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 perspective?
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 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)
Preparing Dilemmas

- Key people
- Core of the dilemma
- Key decisions already made
- Relevant artifacts
- Focus question
Consultancies

Quick Fire

• Identify 2-3 presenters.
• Adjust timing accordingly.

Consultancy

• One presenter, with 4-7 people in the group
Debrief

- What worked about the morning?
- What would you have changed?
- What’s a process from this morning that you might use or adapt for your own school? Or, how do you already use one of the processes?
Sanborn Regional High School
Feedback
Feedback Principles

• Read.

• As you read, identify:
  • New ideas or Important reminders
  • Questions & Wonders

• Turn and Talk
LUNCH
Student Panel
Classroom Observations
Debrief + Feedback
Reflection & Debrief
Outcomes

Acquire specific ideas/resources that can help my school in our personalized learning efforts.
Outcomes

Deepen my professional network by learning from and with colleagues.
Outcomes

Engage in Professional Learning Group conversations specifically focused on providing presenters from different schools with feedback, ideas, and resources.
Spreading Good Ideas

• Reflect and write.
• Turn and Talk.
Warm / Cool Feedback

• What worked well about today’s meeting?

• What changes would you suggest?

• Discuss and record your feedback.
Feedback Survey

bit.ly/2znUIYB
Upcoming Network Events

NESSC School Redesign in Action Conference
Providence, RI
March 12-13, 2018

NH In-State LIS Meeting: February, 2018

Webinar Series: February, 2018

Virtual Book Club Round 2: January 2018

Regional Site Visit, February 2018
LIS Membership

Participation in the LIS should remain *viable* and *free* to any middle or high school that wishes to participate.
Members can also choose to personalize their professional learning experiences through the services offered within the League.

These services can be reconsidered annually; and are options for schools, not requirements.
Questions?
THANK YOU

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