Rhode Island League of Innovative Schools State Meeting #1

November 7, 2017
LIS Networking Meeting
Learn + Lead for Equity
Today’s Coordinators

Renee Palazzo, Principal, Ponaganset High School

Cali Cornell, Office of College and Career Readiness, RIDE

Courtney Jacobs, Senior Associate, Great Schools Partnership
Learn + Lead for Equity
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
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.
Anchoring Rhode Island's Vision for Education Opportunity

For every Rhode Island student, we will...

- Maintain high expectations
- Offer personalized learning pathways
- Provide great teaching & supports
- Make learning relevant & engaging
- Empower schools & families

... so that every Rhode Island graduate will have the skills they need to succeed

- Critical and creative THINKers
- Collaborative and self-motivated LEARNers
- Culturally competent ACTive citizens

@RIDErigov
www.RIDE.ri.gov for more information
Outcomes

Deepen my professional network
Outcomes

Learn from and with colleagues from other LIS schools
Outcomes

Use classroom observation to reflect on my practice and the practice of others
Outcomes

Acquire information about and generate ideas for incorporating pathways
Agenda

Welcome and Building Our Community

Ponaganset HS: Context and Areas of Focus

Learning Walks

Processing and Sharing Our Learning

Lunch

Council Designations: FAQs, Panel and Brainstorming

Reflection, Feedback & Closing
Internet Access

Network:

Username & Password:
NESSC Norms

• Build on + support one another’s efforts

• Acknowledge, honor + encourage different approaches/perspectives as we collaborate

• Trust in the integrity of NESSC colleagues

• Monitor “air” time

• Communicate openly, clearly and directly

• Assume positive intentions
Building Our Community Of Learners

Who is in the room?

- Find a partner who you do not know
- Introduce yourself: name, school/district, role
- What are you hoping to get out of the day?
Ponaganset HS: Context and Areas of Focus
Context and Area of Focus

- Focus Area
- Learning Journey at PHS
- Learning Walks
Data Collection

- Use hard copy forms or enter your observations into the googleform
- Categories: class configuration, teacher interactions, student interactions
- Categories are drawn from iWalkthrough
New Observation

GSP High School change...

* Teacher
  A. Blythe

Content area
  Art

Grade level
  6

Class size
  Not Observed

Visit time
  Not Observed

Class Configuration
  Not Observed
Data Collection

- Classroom Configuration
- Teacher Interactions
- Student Interactions
Learning Walks
Processing Our Learning: Chalk Talk
Chalk Talk

- This is a silent activity
- Respond to the prompts as you feel ready
- You can respond to the questions, respond to others comments, circle or check items you agree with, etc.
- When it’s done, it’s done

*National School Reform Faculty Protocol*
Processing Our Learning

- Discuss the chalk talk prompts and answers
- As a group, generate or agree on a few pieces of warm and cool feedback to share related to the focus on collaboration, relevance and personalization
- Share Out
- PHS Response and Q&A
LUNCH
Pathways: Framing the Conversation
Council Designations
Secondary Regulations

There are three tenets that permeate the Regulations, enabling educators to develop systems of opportunity for students to meet the vision of the RI graduate and by preparing youth to be active participants in setting goals and making plans for their future.

<table>
<thead>
<tr>
<th>Graduation by Proficiency</th>
<th>Personalization</th>
<th>Multiple Pathways</th>
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<tbody>
<tr>
<td>Every student learns both broadly and deeply.</td>
<td>Every student is supported in their own learning.</td>
<td>Every student is engaged and exercises choice.</td>
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Students should be exposed to and gain understanding of a broad base of subject areas, while also having opportunity to practice deep learning – bringing together knowledge from multiple academic subject areas to gain full mastery and appreciation of a topic or area of interest.

All learning experiences should be facilitated in a way that allows students to find relevance and applicability to their own life, interests and previous knowledge. Learning opportunities should be diverse, rigorous, and connected to the world outside the school.

All learning opportunities should be purposely designed to encourage students to think about how and what they are learning and to support students in taking academic risks that stretch their knowledge and skill. Students should be encouraged to try new things and to learn from their experiences with the mentorship of a caring adult.
Components of the Secondary Regulations

Ensuring grade level literacy and numeracy
  • Assessing literacy and numeracy proficiency
  • Improving literacy and numeracy

Rhode Island diploma system
  • Coursework Requirements
  • Performance-based diploma assessments
  • Appeals processes for graduation decisions
  • Council Designations
  • Alternate recognition of high school accomplishment
  • Notification to students, families and community members

Supports to students
  • Requirements for personalized learning environments
  • Individual Learning Plan
  • Professional Development and Common Planning Time
Council Designations

Council Designations serve as a means to:

• personalize the diploma

• externally validate student achievements

• allow for public recognition of specific skills

• incentivize students to meet additional high standards, beyond those needed to earn a high school diploma; and

• encourage flexible and personalized high school learning experiences.
### Council Designations: Optional

| Commissioner’s Seal | • Certifies proficiency in mathematics and ELA  
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<th>• Validated through external assessment(s)</th>
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<tbody>
<tr>
<td>Seal of Biliteracy</td>
<td>• Certifies proficiency in English and one or more other world languages</td>
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| Pathway Endorsements| • Certifies deep learning in chosen area of interest  
|                     | • Combines academic study, career and interest engagement and application of skill through performance-based diploma assessment |
Pathway Endorsement Criteria

- Academic Study (3+ courses)
- Career or Interest Engagement
- Diploma Assessment (Capstone, Exhibition, Portfolio)
### Six Discipline Areas: Pathway Endorsements

#### Examples of Pathway Programs within each Pathway Endorsement Area

<table>
<thead>
<tr>
<th>Arts Endorsement</th>
<th>Business &amp; Industry Endorsement</th>
<th>Humanities &amp; World Language Endorsement</th>
<th>Public Service Endorsement</th>
<th>STEM Endorsement</th>
<th>Teaching Endorsement</th>
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<tr>
<td>Animation</td>
<td>Automotive &amp; Logistics</td>
<td>History/Culture</td>
<td>Criminal Justice</td>
<td>Bioscience</td>
<td>Early Childhood</td>
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<td>AV Technology</td>
<td>Communications</td>
<td>Journalism</td>
<td>Defense</td>
<td>Biomedical</td>
<td>Education</td>
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<td>Dance</td>
<td>Construction</td>
<td>Literature</td>
<td>Government</td>
<td>Biotechnology</td>
<td>Human Development</td>
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<td>Graphic Design</td>
<td>Entrepreneurship</td>
<td>Psychology</td>
<td>Law</td>
<td>Computer Science</td>
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<td>Music History</td>
<td>Finance</td>
<td>Sociology</td>
<td>Public Health</td>
<td>Mathematics</td>
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<td>Theater</td>
<td>Hospitality &amp; Tourism</td>
<td>World Languages</td>
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<td>Nursing</td>
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<td>Visual Arts</td>
<td>Information Technology</td>
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<td>Pre-Engineering</td>
<td>Youth Development</td>
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<td>Manufacturing</td>
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<td>Solar Technology</td>
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<td>Marine Trades</td>
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<td>Statistics</td>
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Pathway Design

Pathways are intentional, purposeful and include standards-aligned coursework.

**Cohort Career Preparation**
- Industry-recognized credential
- Designed for workforce preparation
- CTE Board of Trustees standards-aligned

**Cohort Career Exploration**
- Rigorous programming
- Aligned to content and industry standards
- Developed within school/ LEA

**Individual Pathway**
- Rigorous programming
- Aligned to content and industry standards
- Developed with an individual student
Thank You!

Questions?

www.ride.ri.gov/DiplomaSystem

Cali Cornell: cali.Cornell@ride.ri.gov
Ponaganset Pathways Panel
Pathways Brainstorm

In Trios: You could focus on one person the whole time, two people for 15 min each or one person for 30 minutes

- What do you hope to achieve re: pathways in your classroom, school and/or district? Why?
- What assets do you have to help?
- What barriers do you face?
- What ideas do you (and your group) have about ways to leverage your assets and overcome the barriers?
Reflection on the Day

In teams discuss:

- What was your biggest take-away?
- What is your next action?

From Ponaganset:

- Reflections on the day and closing words
Upcoming Events and Opportunities
RI Learning Champions Update
Upcoming Events

School Redesign in Action Conference, March 12-13, RI Convention Center, Providence

Webinars
Details coming soon
Please Complete the Survey
Questions?
Thank You

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