



MARCH 25-26, 2019 | NORWOOD, MA
SCHOOL REDESIGN IN ACTION
 Learn + Lead for Equity

Session Protocol

Purpose

The purpose of a session at the NESSC conference is to facilitate the sharing of school and district transformation strategies and results from promising practices, including efforts to fully engage the community in school change efforts. All presenting schools and organizations are expected to include these critical elements in their sessions.

Time Allotted

75 minutes

Facilitation Notes

Each session will have a member of the NESSC or a staff member from the Great Schools Partnership facilitating the opening and closing; and will be available to support presenters.

Critical Elements for Successful Sessions

While all of these elements may not be in every session, we rely on your creativity to design an effective and engaging session.

1. **Introduction:** Presenting team members introduce themselves (names and roles).
2. **Context:** Presenting team members set the context and frame their work in changing the school or district, essentially describing for the participants the big idea(s) behind the work they are using to frame the session.
3. **Engagement with Audience:** Presenting team members will engage the audience using various modalities at different times throughout the session. Ways this can happen might include:
 - a. Asking participants for their level of experience with proficiency-based learning or multiple/flexible pathways;
 - b. Having the participants review materials from the presenting group and engage in a turn + talk or table conversation with a guided prompt;
 - c. Conducting a gallery walk and asking participants to engage in small group discussions at each station with guided prompts;
 - d. Providing a set of data that represents the effectiveness of the strategy within the context of the learning community and supporting analysis and reflection of this data within small groups; or
 - e. Asking participants to simulate a student's or teacher's experience using the presenting team's materials and reflecting on the experience.
4. **Strategy:** Presenting team members describe the specific innovation strategy (the particulars of the big idea) they employed to initiate and sustain their work. This can happen through a direct presentation or through methods of engaging the audience. The presentation team will also

indicate the alignment of this strategy with important state policy and/or practice initiatives and tie this work to the NESSC's proficiency-based and/or multiple, flexible pathways objectives. In addition—where appropriate—specific links can also be made to one or more of the dimensions listed in the [Global Best Practices](#).

5. **Evidence:** Presenting team members will share data they have collected as evidence of their successful transformation. Teams should focus particularly on what has changed for students as a result of this work. Examples could include changes in student engagement, community involvement, graduation rates, achievement, and postsecondary enrollment.
6. **Reflection:** Presenting team members will reflect upon what they envision is scalable from their work to other schools in the region; and how schools undertaking similar work can organize themselves to carry this out and what supports they might need.
7. **Next Steps:** Presenting team members will describe either what they perceive to be the next logical step or an important challenge to address as they continue striving to ensure success for all of their students.
8. **Discuss:** Audience members have an opportunity to ask follow-up questions and engage in a discussion with presenting team members. Please allow approximately 15 minutes for this element.
9. **Evaluation:** Please leave 2–4 minutes for participants to complete a short survey for your reflection.

Ways to Approach the Design of your Session

Skill Building: The facilitator(s) introduce participants to a particular skill or set of skills. Participants learn techniques they can apply immediately to their work. Examples of this type of session include teaching strategies to support multiple pathways, community engagement protocols to increase parent participation, or professional development activities that have moved your work forward.

Knowledge Building: The facilitator(s) share information about a meaningful topic so that participants are able to leave the session knowing next steps they can take to use this knowledge in their work. Examples of this type of session include research supporting proficiency-based education, key features of community engagement plans, or elements of effective instructional strategies.

Critical Conversation: The facilitator(s) present a relevant, inspiring, thought provoking topic and skillfully facilitate a conversation among participants. Examples of this type of session include topics such as leading for equity, student voice and choice, or the importance of authentic community engagement.

For some examples from previous conferences, please visit the [archived conferences link](#).