



LEAGUE OF
INNOVATIVE SCHOOLS
NEW ENGLAND SECONDARY
SCHOOL CONSORTIUM

New Hampshire League of Innovative Schools Fall Meeting

NH LIS Fall Meeting
September 30, 2019

Today's Facilitator

From the Great Schools
Partnership

Ted Hall, Senior Associate

Opening Activity

Opening Activity

- Two rounds with a different focus question
- One person starts the first round; the other starts the second round
- During each person's time, the other simply listens carefully, but does not respond

Listening

Guidelines

- Each person has equal time to talk.
- The listener should not interrupt, interpret, paraphrase, analyze, give advice or break in with a personal story while the speaker is talking.

Opening Activity

Question 1

How has your school year started?
What is going well; what is
challenging?

Opening Activity

Question 2

What are you working on, either individually or as a school, to improve outcomes for students?

Opening Activity

Debrief this activity as an opening activity for this session and how it can be used in the work in your school with adults or students.

Session Outcomes:

- Observe a variety of classrooms at Sanborn Regional High School
- Understand the impact of PLCs on the advancement of personalized instruction
- Connect with other New Hampshire educators involved with the League of Innovative Schools
- Understand how your school can benefit from membership in the League of Innovative Schools
- Meet as a school team to determine next steps
- Give and receive feedback with other school teams

AGENDA

Check-in and refreshments

Welcome, review the agenda, introduction to the League of Innovative schools

Preparing for the afternoon's work

Focus for the school visit

Classroom and/or PLC visits

Debrief observations & overview of Sanborn's school change journey

Lunch and networking

Working in teams, followed by sharing work other school teams for feedback

Closing and feedback

Norms for Our Work

Respect Time

Allow Others Sufficient “Air Time”

Listen Well

Respect Differences

Assume Good Intentions

Encourage and Support Risk-Taking for Learning

Stay Focused on the Work

Freely Attend to Personal Needs

Foster Good Humor

Maintain Confidentiality When Needed

The Art of Conversation

Behaviors that help take conversation to a deeper realm from Margaret Wheatley

We acknowledge one another as equals

We try to stay curious about each other

We recognize that we need each other's help to become better listeners and to act with more courage

We slow down so we have time to think and reflect

We remember that conversation is the natural way humans think together

We expect it to be messy at times



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What is the League of Innovative Schools?

- Founded in 2011, the League of Innovative Schools is a regional professional learning community for schools.
- Member schools are committed to educational equity, student-centered learning, and ongoing improvement.
- Currently, 177 schools from all six New England states participate in the League of Innovative Schools.



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The League of Innovative Schools is founded on three core beliefs:

- Educators create great schools.
- Every school can improve.
- Collaboration drives success.



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How does the League of Innovative Schools work?

- By connecting educators
- By spreading good ideas
- By accelerating improvement



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Upcoming Events

Date	Event
Monday, October 28	League of Innovative Schools Fall Conference Four Points Sheraton, Norwood, MA
January	Northern New England Regional Meeting date to be announced soon
Mon/Tue March 23/24	School Redesign in Action Conference Four Points Shertaon, Norwood, MA



LEAGUE OF INNOVATIVE SCHOOLS
FALL CONFERENCE

OCTOBER 28, 2019



Explore policy, practice, and
community engagement in
choice-based sessions.

newenglandssc.org/events

What is the connection
between the League of
Innovative Schools and Great
Schools Partnership?



GREAT
SCHOOLS
PARTNERSHIP

is a nonprofit school-support organization
working to redesign public education and
improve learning for all students.



@GreatSchoolsP

We believe in equitable, personalized, rigorous learning for all students leading to readiness for college, careers, and citizenship.



We believe educational equity means ensuring just outcomes for each student, raising marginalized voices, and challenging the imbalance of power and privilege.



Preparation for after lunch



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We are the LIS

Video Testimonials

- Make a 30-second video responding to one of the prompts to follow.
- Complete a release form so we can use your video
- Either email the video to:
thall@greatschoolspartnership.org OR upload to:
<https://tinyurl.com/we-r-LIS>
- In your email, be sure to include:
 - Your name (and the names of anyone else in the video)
 - Name and location of your school

TESTIMONIAL PROMPT

- What inspires you about teaching? What inspires you about learning?
- What makes your school special?
- Why are you part of the League of Innovative Schools? What do you value about being part of the LIS?

Video Advice

- Shoot the video with your phone in the horizontal position (a standard for video).
- Ensure the scene is well-lit and as quiet as possible (no ambient noise).
- Hold the camera as still as possible (if you have a tripod for your phone/camera, use it).
- Don't use the digital zoom on your phone; instead, if you need to, just stand closer to your subject.
- For videos, it's probably best to have the subject sitting in a comfortable chair, at a table, etc. Standing can make people look awkward for interviews.
- Make sure the subject is not backlit.

Team time and
feedback from
colleagues from other
schools

Best framed by
thinking about a
dilemma that you are
wrestling with



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 practice?
- Is it something that is important to you, and is it something you are willing to work on?

2. Do Some Reflective Writing About Your Dilemma

Some questions that might help are:

- Why is this a dilemma for you? Why is this dilemma important to you?
- What (or where) is the tension in your dilemma?
- If you could take a snapshot of this dilemma, what would you/we see?
- What have you done already to try to remedy or manage the dilemma?
- What have been the results of those attempts?
- Who needs to change? Who needs to take action to resolve this dilemma? If your answer is not you, you need to change your focus. You will want to present a dilemma that is about your practice, actions, behaviors, beliefs, and assumptions, and not someone else's.
- What do you assume to be true about this dilemma, and how have these assumptions influenced your thinking about the dilemma?
- What is your focus question? A focus question summarizes your dilemma and helps focus the feedback.

Setting up
our visit

Debrief the visit and
learn about Sanborn's
journey

Lunch!

Team Time

Feedback

- Use the Quick Fire Consultancy as a protocol for feedback
- 15 minutes per dilemma
- What question do you want answered **today**?
- Response from others in your small group
- Repeat
- Come back to the full group ready to share a key insight or question

Reflection

Think about:

- How will you use this learning when you return to your school?
- Do you have something to try out when you get back to school tomorrow?
- How will you know if this has an impact in your school?

Exit Survey

bit.ly/NHLIS93019



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Thank You!

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