



What's “District” about our District?

Leading Toward Coherence

June, 2018
CEI Showcase
Greeley

Opening Move

Continuum prompt:

I work in a district of schools



I work in a school district

TODAY'S PRESENTER

From the Great Schools Partnership

Craig Kesselheim, Senior Associate

Agenda

Welcome, Context + Introductions

Analysis: Impact worksheet

Appraisal: Global Best Practices

Transfer: Artifact Impact Analysis

Exchange of Effective Practices

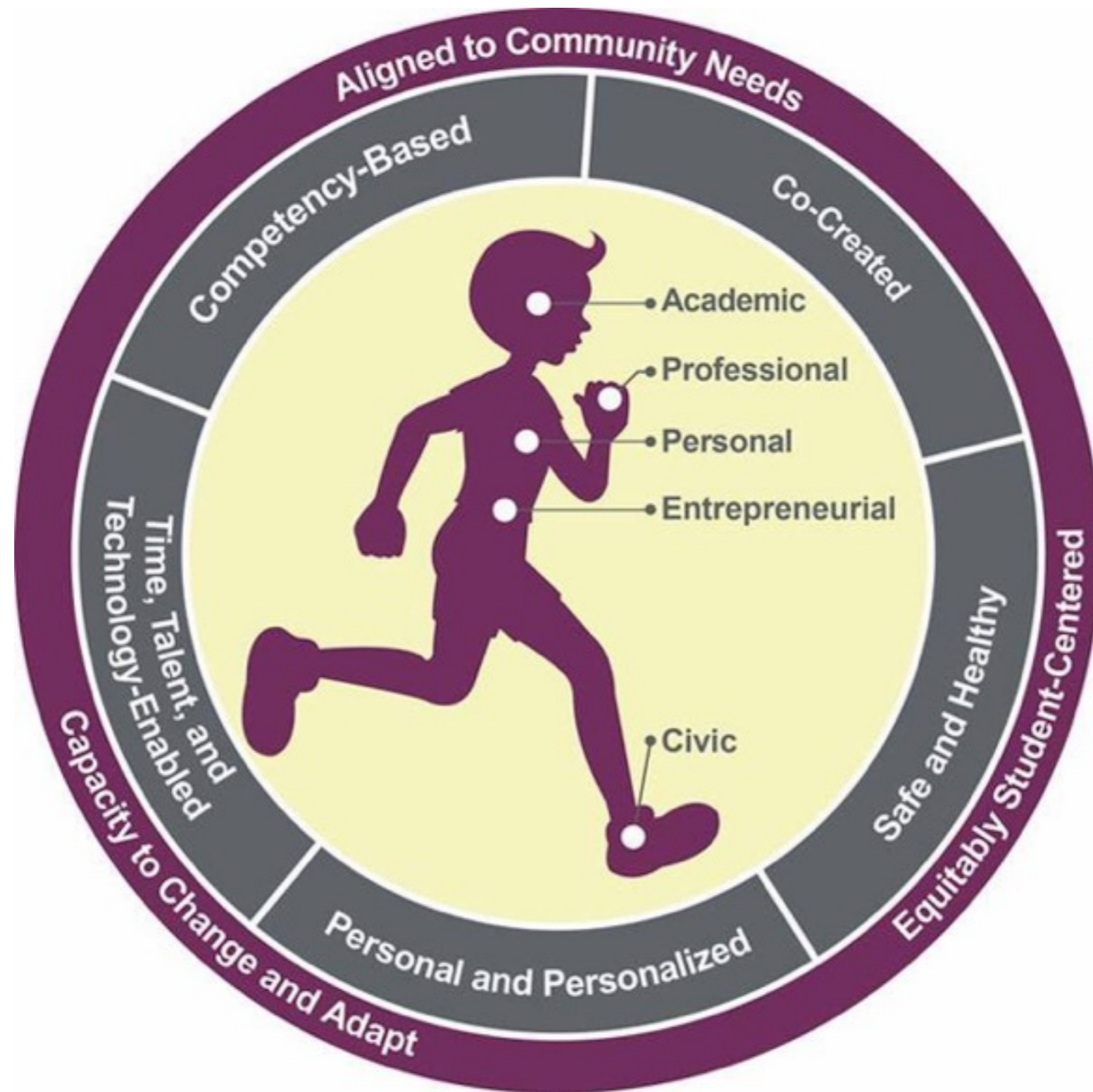
Questions



Bold,
Clear,
Ambitious
Vision

Bold, Clear, Ambitious **Vision**

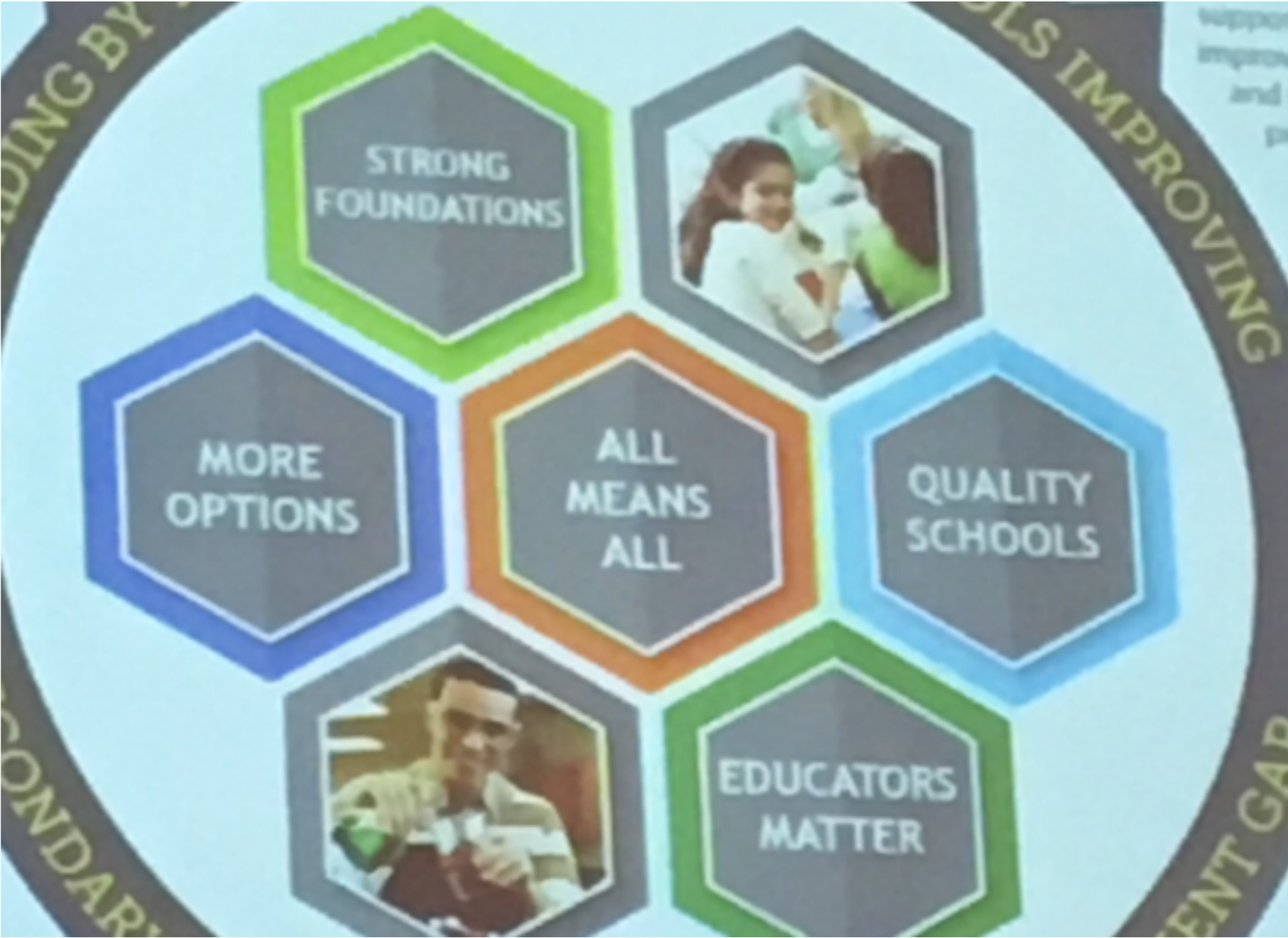
Shared Understanding and Commitment to Vision



Commitment to Equity



Commitment to Equity



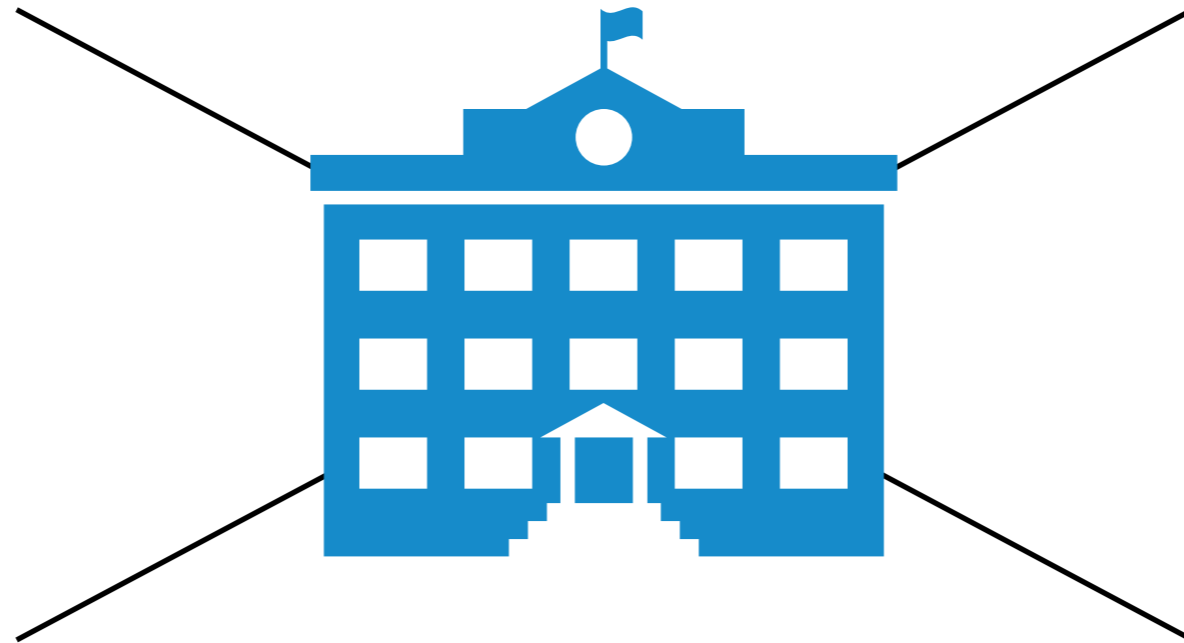
Leverage Points



Leverage Points

Where are your assets?
Who are your assets?

What community resources
or expectations exist that
you could build upon?



What structures exist that
have potential to promote
teacher learning?

(PLCs, Learning Walks)

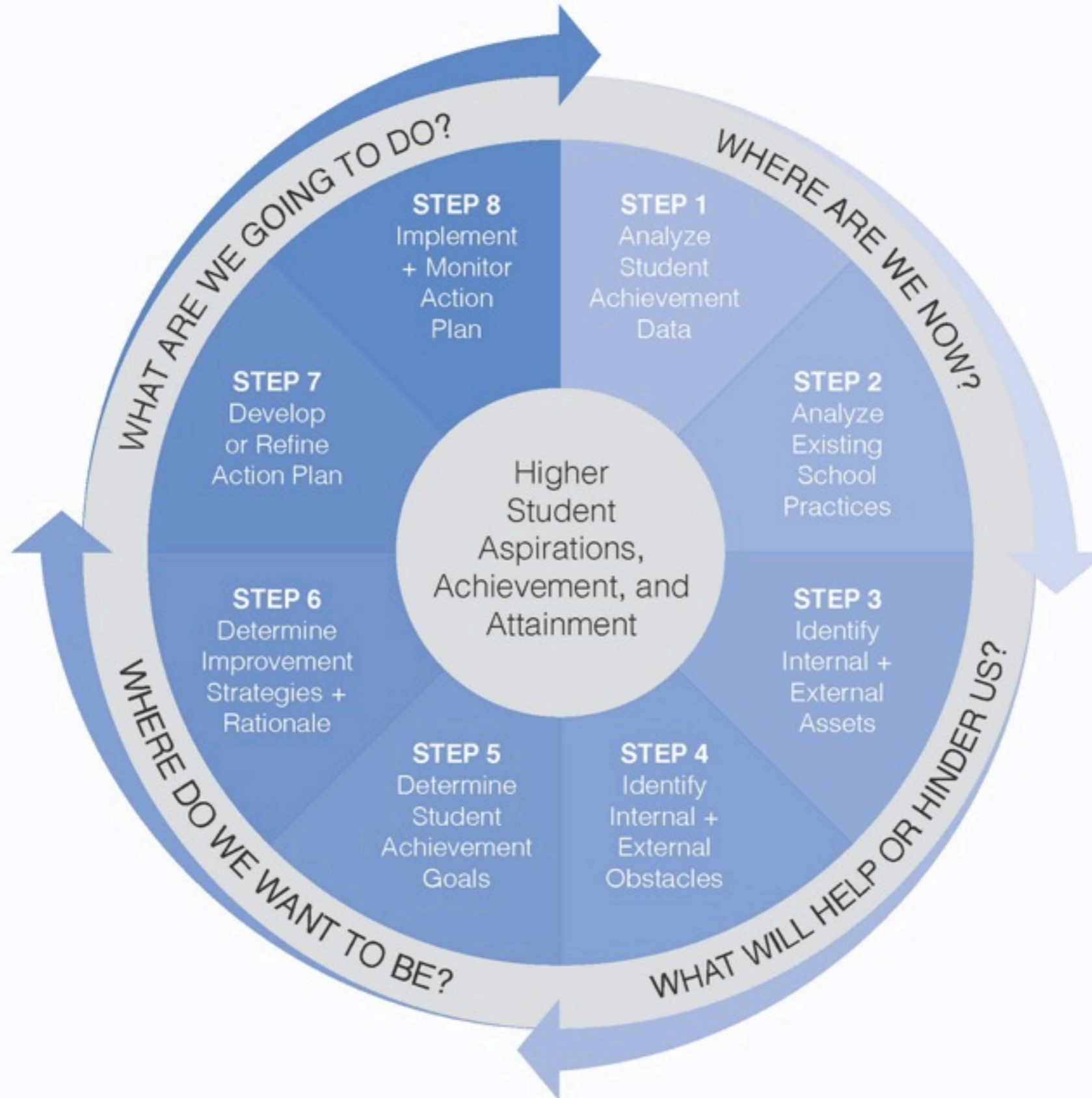
What policies exist that will
help or hinder your long-
range goals?

Action Planning Process

Identify strengths;
select partners



Cycle of Action



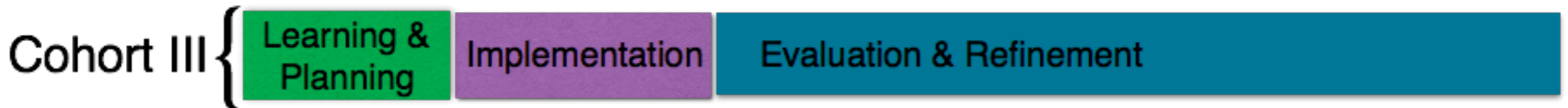
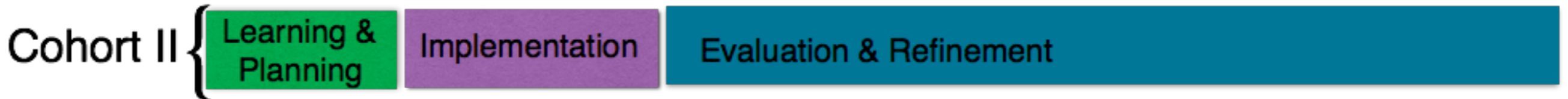
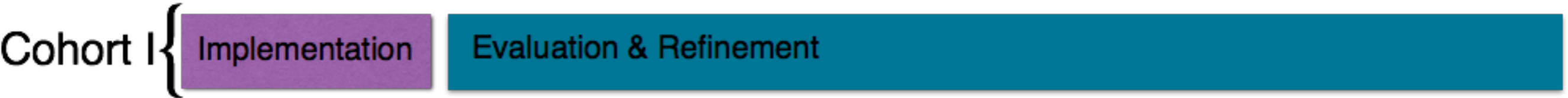


Scale-Up Strategy

Scale Up

Lake County Timeline for Implementation

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------



Conformity and Autonomy



Analysis:

Impact Worksheet

“When unintended consequences persist for long enough, you have to assume that they are intended consequences.”

(Elliott Asp at CEI, paraphrased)

Impact Worksheet

Worksheet - Leading Towards Coherence CEI Showcase 2018

Part I

START HERE: Select one of the continuums below as your frame of reference for the worksheet.
Check the box next to that continuum:

Continuum Options

	K - 5 Grading and Reporting is school-centric and not alike within the district	↔	K - 5 Grading and Reporting is guided by district policy and a stated set of shared beliefs. Common codes, terminology and formatting are in use.
	Personalized learning is defined uniquely in every school in the district; many disparate examples exist and various levels of buy-in are to be found	↔	The district has a common rationale and definition of personalized learning, showcases a diverse array of examples and provides differentiated PD for it's staff

Stakeholder	Costs (left side of continuum)	Benefits (right side of continuum)
Teacher		
Child		

Tracking the ripple effect

Teacher

Child

Family

Building

District

My job

Tracking the ripple effect

10-12 minutes

Pick a partner

Select one scenario

Describe impacts +/-

Appraisal:

Global Best Practices
Self-assessment Tool



NEW ENGLAND
SECONDARY SCHOOL
CONSORTIUM

GLOBAL BEST PRACTICES 2ND EDITION

An Internationally Benchmarked

Self-Assessment Tool
for Secondary Learning



Strands & Dimensions

TEACHING + LEARNING

- 1.1 Equity
- 1.2 Personalization + Relevance
- 1.3 Academic Expectations
- 1.4 Proficiency-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 Supports + Extensions
- 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

SCHOOL DISTRICT

- 4.1 School Board
- 4.2 District Administrators

STEP 1 >> READ THE PERFORMANCE DESCRIPTIONS

1 INITIATING

The superintendent has an administrative team focused on budgeting, scheduling, and compliance with state and federal regulations. District leaders have few opportunities to learn about the instructional practices in place in schools or do not act as instructional leaders. Professional development is limited and only occasionally informed by data and needs of the faculty and staff. There is no process in place that ensures the alignment of professional development with the school and district's vision, mission, or current initiatives. Each school in the district acts in isolation – with little to no district support or guidance. The district collects data to document compliance with state and federal regulations. The superintendent meets regularly with the school board to discuss the budget and compliance with state and federal requirements, but there are few opportunities to engage in reflections on the district's strengths and challenges.

3 DEVELOPING

The superintendent has begun to align financial and human resources that will support the improvement of teaching and learning across the district. District leaders with responsibilities for teaching and learning are aware of the importance of professional development but have not fully aligned professional development programs with district policies and priorities. District leaders are involved in many day-to-day operations in schools rather than building capacity among district staff or supporting decision-making in alignment with the district and school's vision. The district collects data to document implementation of district goals and compliance with state and federal regulations. The superintendent meets regularly with the school board and community groups to keep them informed about progress toward realizing the district vision and goals, but does not advocate for policies and programs that promote proven practices.

5 PERFORMING

The superintendent champions effective instruction and rigorous academic experiences for all students and establishes a culture of collaboration and continuous improvement among building leaders and teachers. The superintendent ensures that a commitment to equitable systems extends from the district's central office to its schools and classrooms. The superintendent engages in the creation and implementation of district policies and empowers district and building leaders with supported autonomy. District leaders engage faculty and staff in the design, implementation, and monitoring of district-wide vision and standards. The administrative team has a process to vet school plans for coherence with the district's strategic plans. The superintendent builds administrative team members' individual and collective capacity, and prioritizes district- and school-level professional development that aligns with district policies and goals. District leaders publicly support building leaders and teachers. They provide principals with guidance to build capacity for exemplary leadership and establish a process to review principal performance and support their professional growth. The district collects data to evaluate progress and guide continuous improvement efforts. District leaders foster a collaborative relationship with the school board and share their professional expertise with board members to help them understand student needs and best practices. The superintendent and the administrative team engage community stakeholders in conversations about how the schools can best support all students.

STEP 4 >> SCORE YOUR SCHOOL

Place an X on the scale below to indicate your school's performance in this dimension.



GBP School District Review

4.2 District Administrators

1. **Read** the descriptions, sample evidence, and strategies (both sides)
2. **Highlight** practices you see as strengths in your district
3. **Underline** practices that are a stretch or challenge in your district

Transfer: Artifact Analysis

Impact Worksheet

Part II

START HERE: Look over both artifacts briefly and then select one of them as your frame of reference for the worksheet. Check the box next to that artifact:

Artifact Options

<input type="checkbox"/>	Oxford Hills Capacity Matrix
<input type="checkbox"/>	Hermon High School Teacher Expectations

NEXT: Reflect & write; talk; share out

Impacts	Reflective Writing
Teachers	
Children	
Families	
Building	

Hermion H S Expectations

HHS Teacher Expectations 2017-2018

PLANNING

Teaching with Intention

Daily Learning Targets will be posted and reviewed.

Daily Learning Targets and Learning Experiences will span Bloom's Taxonomy.

Teachers will, when appropriate, create interdisciplinary connections.

Unit Planning

• Teachers will use the Understanding by Design unit plan template shared by

Daily Learning Targets

Teachers will post or hand out daily learning targets written as I can or I will

Oxford Hills Capacity Matrix

MSAD #17 Teaching Learning: Capacity Matrix 2017-2018

Department: _____					
<u>Proficiency/Best Practice Standard:</u>	4 Our department goes beyond what the learning target says.	3 Our department has fully implemented what the learning target says.	2 Our department has made a start on this. We may need outside help with this.	1 Our department is just beginning to be able to do this. We need some help.	<u>Resources to Support My Learning</u>
Our department is embedding proficiency practices into curriculum, instruction, and assessment.					<input type="checkbox"/> Secondary Curriculum Vision <input type="checkbox"/> Resources to Support Dept. Leaders
Every teacher in our department can identify the graduation standards, course standards, and performance indicators for the courses he or she teaches.					<input type="checkbox"/> Graduation Standards
Every course in our department has identified what is taught throughout the year.					<input type="checkbox"/> Year-long Planner

Table Talk



1. At your table, share some of the effects you predicted for the artifact you chose; take turns
2. Discuss how either artifact might be amended or improved in your local setting.
3. Share out

Resources

- "Inside the Command Center" By Joe McCannon & Becky Kanis Margiotta Jan. 21, 2015, Stanford Social Innovation Review
- Learning to Improve: How America's Schools Can Get Better at Getting Better by Anthony S. Bryk, Louis M. Gomez, Alicia Grunow, Paul G. LeMahieu
- What Works best in Education: The Politics of Collaborative Expertise. John Hattie, 2015
- Global Best Practices 2.0

Resources

- GSP's Cycle of Action: <http://bit.ly/2DpgU2I>
- Boston Public School's Opportunity and Achievement Gaps Policy: <http://bit.ly/2GmiAx6>
- Many Ways to Many, by McCannon, Massoud, and Alyesh, Stanford Social Innovation Review: https://ssir.org/articles/entry/many_ways_to_many

Questions?





482 Congress Street, Suite 500
Portland, ME 04101
207.773.0505
greatschoolspartnership.org

THANK YOU

Craig Kesselheim
Senior Associate
ckesselheim@greatschoolspartnership.org