SUMMER LEADERSHIP RETREAT

Thursday, March 20
7:30 a.m. Registration – Foyer
8:30 a.m. Pre-Conference Sessions (Pre-registration required)
11:30 a.m. Lunch on your own
1:00 p.m. Plenary Session: Re-affirming Our Commitment to Personalized Learning and Voices From Our Schools – Tiffany Ballroom
2:15 p.m. Concurrent Sessions (9 sessions)
3:30 p.m. Break – Break Stations (1st + 2nd floors)
3:45 p.m. Concurrent Sessions (10 sessions)
5:00 p.m. Hor d’oeuvres and Special performance by Cabot School student band, The Limes! – Foyer
5:45 p.m. Networking
• Special Student Networking Session – Essex/Lennox Room
• Educator Networking – Foyer
7:00 p.m. Dinner on your own
8:00 p.m. #NESSC14 / #EdChatME: Twitter Chat – Essex/Lennox Room

Friday, March 21
7:00 a.m. Continental Breakfast – Ballroom Terrace + Foyer
8:15 a.m. Plenary Session: Student Voice in the Learning Process – Tiffany Ballroom
9:15 a.m. Concurrent Sessions (10 sessions)
10:30 a.m. Break – Break Stations (1st + 2nd floors)
10:45 a.m. Concurrent Sessions (10 sessions)
12:00 p.m. Lunch and NESSC Awards Ceremony – Tiffany Ballroom + Foyer
1:15 p.m. Concurrent Sessions (9 sessions)
2:30 p.m. Adjournment (no closing ceremony)

#MPA16
greatschoolspartnership.org/mpa-2016
Entry Points for Effective School & Community Engagement

June 2016
From the Great Schools Partnership

Ted Hall, Senior Associate
Agenda

Overview & Outcomes

A Tale of Two Approaches to Engagement

Coming to Common Understanding
   The Engagement Spectrum
   Effective Engagement

Exploring Entry Points for Engagement
Outcomes

To build a shared understanding of authentic school-community engagement
Outcomes

To articulate the rationale for community engagement in schools and districts
Outcomes

To identify principles of effective engagement
Outcomes

Explore entry points for engagement work and planning in districts and schools.
Outcomes

Develop a plan for next steps in community engagement in your school or district
Reflection

Think about a recent effort to engage the community in your school or perhaps a neighboring school that was either very successful or fell short.

What contributed to either the success or failure of that effort?
A Tale of Two Approaches to Engagement
City school board takes heat for graduation requirements at low-turnout hearing

Two parents don't think students should be forced to apply to a higher-ed school in order to get a diploma.

BY NOEL K. GALLAGHER STAFF WRITER
ngallagher@pressherald.com | @noelinmaine | 207-791-6387

Only two people attended the first of two public hearings Tuesday night on proposed changes to Portland’s high school graduation requirements, and both criticized a provision requiring all students to apply to college, a vocational or technical program or the military in order to get a diploma.

“I was surprised to see this (requirement,)” said Pandika Pleqi, who has an eighth-grader and a graduating senior in the district.
Portland School Board adopts diploma standards, with changes

High schools will require students to have a post-graduation plan, but a pro-college emphasis has been dropped and more options added.

BY NOEL K. GALLAGHER STAFF WRITER
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The Portland School Board dropped a plan that would have required every high school student to apply to college, a vocational or technical program or the military to get a diploma.
Coming to Common Understandings
What does authentic community engagement mean to us?

Why do you think community engagement is important for schools?
Principles of Successful Engagement

1. Inclusive and equitable
2. Intentional
3. Connected to decision-making and change
What Do People Want?

1. To belong
2. To have a legitimate voice
3. To have an impact
Positive Outcomes

Stronger and more trusting relationships
Positive Outcomes

New youth, family, and community leaders
Positive Outcomes

Innovative solutions to vexing problems
Positive Outcomes

Greater community support for change
Engagement = Inclusion
Engagement Spectrum

**Informing**
- **More** school directed
- **Less** community involvement

**Seeking Input**

**Deciding Together**
- **Less** school directed
- **More** community involvement
Critical Considerations

• What is the intent of a selected strategy?

• To what extent is it scaffolding the schools and community toward a larger goal for engagement?

• How well do the strategy, the goal, and the communications align with one another?
Mapping Entry Points
Entry Point for Engagement

An existing policy, program, or practice that can be modified to:

• Amplify stakeholder voice and involvement in District/school decision-making
• Enhance understanding of the principles and value of authentic engagement
• Help people see the transformative potential of larger engagement driven systems change.
Entry Point for Engagement

Quick Win

Small “winnable” success that can be achieved relatively quickly and cheaply to help people see the transformative potential of larger investments in authentic engagement.
Examples

• Parent-teacher conferences
• Exhibitions of learning
• Student governance
• Surveys (parent, teacher, student, community)
• Open houses + orientation programs
• Community-based/service learning projects
• School board meetings
Conditions to look for:

- It intersects with and impacts teachers, students, families, nonprofits, service providers, businesses, cultural groups, voters, etc.
- It can influence governance, authority, and decision-making
Conditions to look for:

• Impact can be achieved without significant investments of time, money, resources
• The change will be visible to and felt by people inside and outside of the school
Feasibility

• Is short-term success likely? Can success be achieved in a manageable period of time?
• Will the change be supported by school leaders, families, and the community?
Feasibility

• Can the district/school find or allocate the capacity required to coordinate the work?
• Is “a coalition of the willing” already in place? Can a coalition be assembled?
• Can community assets be leveraged to increase necessary capacity or resources?
Relevance

• Does the entry point impact multiple constituencies and stakeholders?
• Will the entry point influence governance, authority, and decision-making?
• Is there urgency? Is it enough to bring people to the table without creating a sense of crisis?
Relevance

• Is it “sacred” to educators and/or the community? Will it create tension or confusion?
• What might the consequences be if the reengineering work is unsuccessful?
Affordability

• What level of time, funding, human resources, or political capital will be required to achieve the desired impact?

• Is the investment worth the potential gain? What is the likely return on the investment?
Affordability

• Can the change be sustained with a reallocation of existing time, funding, and resources?
• Or will sustainability require new, additional, and/or permanent resourcing?
Influence

• Is the change likely to pave the way for more meaningful modifications to other policies, programs, and practices?
• Does it have the potential to shift the mindsets and overcome the biases of educators, students, families, and community members?
Influence

• Could it lead to significant changes in school culture and governance?
• Will improvements lead to positive changes in learning experiences and pedagogy?
Narrative

• Is the rationale for the change compelling and easy to understand?
• What rationale will appeal to busy educators and their needs, interests, and aspirations?
• Does the change have the potential to inspire and motivate?
Narrative

• Will it challenge and overturn entrenched narratives that stakeholders have about themselves and others?
• Will it positively impact internal and external perceptions?
Developing a Plan for Next Steps in Community Engagement in Your School or District
Feedback on the Process
Reflection and Closing
THANK YOU

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