The children we all serve depend upon our capacity and our willingness to give our very best.

Dr. Joseph F. Johnson, Jr.
Executive Director, National Center for Urban School Transformation (NCUST)
CT Superintendents’ Community of Practice
Year ONE (Cohort II)

District Policies and Community Engagement

June 20, 2017
http://greatschoolspartnership.org/presentations/ct_cp2/
Series Outcomes

- **Build** capacity to implement mastery-based learning at scale across a school district

- **Explore** and share ideas and strategies underway or planned in alignment with implementation

- **Create** a network of like-minded educators for political and cultural support
Series Facilitators

From the Great Schools Partnership:

Mark S. Kostin, Ed.D., associate director
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NORMS

- Lean into discomfort
- Monitor “air time”
- Stay “with it”
- Respect a diversity of opinions and ideas
- Remain open
- Freely attend to personal needs
- Foster good humor
- Maintain anonymity and confidentiality
- Limit sidebar conversations

What else do you need in order to have a successful experience today?
SIGNALS

= Give Me Five = Attention

= Thumbs Up = Yes/Agree

= Thumbs Down = No/Disagree
• Opener, Introductions, Signals, and Norms
• Connections: Quick Fire Protocol
• Mindset: 3 Types of Sojourners
• Actions: District Policy Considerations, 3 Types of Sojourners, Solo Quick Write, Communication and Community Engagement
• GSP: Who We Are; What We Believe
• Questions and Next Steps
• Series Evaluation Survey
CONNECTIONS
Quick Fire Protocol
# QUICK FIRE PROTOCOL

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1</td>
<td>Individually write dilemma</td>
<td>5 minutes</td>
</tr>
<tr>
<td>Step 2</td>
<td>First Presenter</td>
<td>2 minutes</td>
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<tr>
<td>Step 3</td>
<td>Clarifying Questions</td>
<td>1 minute</td>
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<tr>
<td>Step 4</td>
<td>Participant Feedback</td>
<td>5 minutes</td>
</tr>
<tr>
<td>Step 5</td>
<td>Presenter Response</td>
<td>2 minutes</td>
</tr>
<tr>
<td>Step 6</td>
<td>Summary Conversation</td>
<td>5 minutes</td>
</tr>
<tr>
<td>Step 7</td>
<td>Debrief the Protocol</td>
<td>3 minutes</td>
</tr>
</tbody>
</table>
District Policy
Considerations
3 TYPES OF SOJOURNERS
How might I use district policies to sustain the interest and excitement of “Explorers” and “Vacationers”?

What district policies might I revise or create to (re)engage “Captives” and convert them to “Explorers” and “Vacationers”? 
Requires thoughtful work in the areas of policy, school and classroom practice, and community engagement.
District Policy Considerations: Revising local policy to support a proficiency-based learning system

• What you Need to Know
• What you Need to Do
• An Example from a district
The highest leverage and most impactful local district policies reflect state requirements and support for the components of proficiency-based learning in district and school policy.
WHAT YOU NEED TO KNOW

- The best policies balance prescription with flexibility, providing essential guidance yet allowing for adaptability in implementation for teachers and leaders.
The set of policies related to mastery-based learning can be very far reaching, but at a minimum should include those that address graduation, multiple pathways, transcripts, and athletic eligibility.
WHAT YOU NEED TO DO

- Conduct a review of all relevant policies (See GSP Policy Checklist for Maine).
WHAT YOU NEED TO DO

- Adopt or adapt exemplary policies located on the GSP website that support a proficiency-based system.
Formally adopt a stand-alone policy on multiple pathways that is aligned with state statute and attends to diverse student interests and strengths.
Graduation requirements

Multiple pathways are other varied learning options

Grades, academic recognition, and the transcript

Academic supports for all students

Grade promotion and retention

Athletic eligibility
Individually review the policies you brought with you noting what might be inconsistent with efforts to create and sustain a Mastery-Based Learning system.

Partner with someone from a different district to share observations and gain insights about your respective policies.

Share the essence of your collective observations and insights with the whole group to determine common policy threads.
What's swirling around in your head?

What squares with your thinking?

What three things are important to remember?
Community Engagement
Engagement Spectrum

Informing
- More school directed
- Less community involvement

Seeking Input

Deciding Together
- Less school directed
- More community involvement
PROMISING PRACTICES

- Exemplars of student work and learning opportunities
- Forums that are a balance of information and dialogue
- Meeting people where they are—literally
- Opportunities for feedback, in multiple ways
- Student dialogues
- Teams comprised of students, teachers, and community members
Lead with Values + Simplify

Individual education reforms need to be connect to core values and familiar concepts to avoid people’s tendency to default to strong, entrenched patterns of thinking.
Universal Values
Freedom ★ Prosperity ★ Opportunity
Fairness ★ Honesty ★ Trust
Community ★ Cooperation ★ Protection
Fulfillment ★ Self-Determination ★ Family
Responsibility
CONVERSATION

Your administrative team has committed to implementing a series of initiatives – including mastery-based learning. How might you frame this work as you communicate with and engage all stakeholders?
What are we learning in Maine and around the country?
We Created Guides To:

- Simplify the process
- Identify what you need to know and do now
- Provide resources from the good work that has been done
Planning for Proficiency: A Guide for Maine School Leaders

Why We Developed This Guide

This Guide was developed to offer strategies and activities to successfully complete the essential steps in planning and implementing a proficiency-based learning system in your high school. A series of info briefs to be released once per week beginning in late January, the Guide outlines key issues and strategies for successful implementation.

The Great Schools Partnership and its professional staff are supporting proficiency-based learning in Maine and beyond, including all New England states, Florida, Georgia, Colorado, California, Maryland, and Illinois. From our many years in diverse school settings, we’ve distilled the foundational steps needed to implement a high quality proficiency-based system. Further, we’ve worked with schools to address issues ranging

greatschoolspartnership.org/proficiency-based-learning/planning-guide/

You Can be Ready for September 2017

We know there is no one particular pathway to implementation, as each district is unique, but given essential steps to follow, supported by practical suggestions and quality resources, districts can build a local model that is equitable, personalized, and rigorous for all students.

With districts just eight months out from required implementation for incoming 9th graders, we recommend adapting and building on the good work of others for much of your work so that your district is able to focus more energies on developing solutions to issues unique to your context. Not having to create everything from scratch will enable you to take the time to collaboratively develop key components of your system, ensuring appropriate flexibility and shared ownership while meeting the Fall 2017 deadline. With an organized and thoughtful launch, ongoing development will continue in your next phases of implementation.

Topics

- Steps to Proficiency: In this brief, we outline the ten steps districts can follow to implement proficiency-based learning in their schools.
- Assessing CTE Courses and Other Pathways (coming soon)
Who We Are

What We Believe
WHO WE ARE

Keeping my students, their histories, their dreams and their potential at the center of everything.

Mission: Develop and advocate for sustainable educational policies, effective school leadership, proven instructional practices, and student-centered learning models built on strong community connections.
WE BELIEVE

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

That schools must simultaneously attend to policy, practice, and community engagement.

School improvement is context-based, not one-size fits all.
Questions?
YOUR FEEDBACK

https://www.surveymonkey.com/r/CAPSSYearONE
THANK YOU

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