A community is democratic only when the humblest and weakest person can enjoy the highest civil, economic, and social rights that the biggest and most powerful possess.

-A. Philip Randolph
Every Voice Matters
Leading for Equity and Personalization
Through Authentic Community Engagement

iNACOL Symposium, October 22, 2018

Christine Horner, senior associate
David J. Ruff, executive director
a **non-profit** support organization based in Portland working nationally with schools, districts and state agencies, providing **coaching**, and developing tools.
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.
TODAY’S PRESENTERS

Christina Horner, Senior Associate
David Ruff, Executive Director
Raise your hand if you are a...

Student
Raise your hand if you are a...

Parent/Caregiver
Raise your hand if you are a... Community Member
Raise your hand if you are a...

School Faculty Member
Raise your hand if you are a...

Building or District Leader
Raise your hand if you are a...
Raise your hand if you are a...

Other
Outcomes

Analyze assets and barriers to developing authentic, equitable, and systemic community engagement practices in schools and districts.
Outcomes

Assess leverage points for improving equitable outcomes through community engagement.
Outcomes

Apply community engagement practices to refine competency-based learning implementation.
Agenda

Welcome

Definition of Community Engagement

Barriers and Assets to Authentic Engagement

Spectrum of Community Engagement

Competency-Based Learning & Community Engagement

Team Planning

Quick Fire Protocol

Questions and Answers
A Definition for Community Engagement

Consistent and persistent engagement with an entire community for the purpose of establishing a foundation of partnership, trust and empowerment. (LISC, 2016)
Personal Beliefs Reflection
## Review and Reflect

### Personal Beliefs Reflection

<table>
<thead>
<tr>
<th>School Experiences</th>
<th>Shaping Beliefs</th>
<th>Barriers</th>
<th>Commitments</th>
</tr>
</thead>
<tbody>
<tr>
<td>How was your family connected or not connected to your school and educational experience?</td>
<td>How might these past experiences, positive or negative, impact your beliefs as a staff member, teacher, administrator, parent, caretaker or community partner about authentic community engagement?</td>
<td>What fears, hesitations, or apprehension do you have about this work? What barriers will you have to overcome?</td>
<td>What passions, beliefs, and commitments do you bring that will help you to do this work?</td>
</tr>
</tbody>
</table>
Review and Reflect

Read and respond to questions in columns 1-3 in the **Personal Beliefs Reflection** document in your packet.

Meet with 2-3 other people not from your community or school to share your responses.
Common Barriers
Failure to recognize the structural inequities and unfairness in educational systems
BARRIER 2

An unwillingness to change the traditional hierarchies of power and privilege in school systems and classrooms
BARRIER 3

An inability to change the deeply entrenched patterns of negative, unproductive thinking and relating in school communities, especially among groups from different socioeconomic, cultural, racial, and ethnic backgrounds.
Spectrum of Engagement
Engagement Spectrum

Informing

Seeking Input

Deciding Together

**More** school directed

**Less** community involvement

**Less** school directed

**More** community involvement
Where Would These Activities Fall on the Continuum?

- a school survey of parents
- a “Meet Your Teacher” open house
- participation by parents on a School Community Council
- an open community dialogue
school survey of parents
“Meet Your Teacher”
open house
Participation by parents on a School Community Council
an open community dialogue
Successful Engagement is

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
Authentic Community Engagement Practices & CBL
Belief 1: Learning Environment

All students can and will learn when they feel included, respected, and valued by their learning community.

Practices

a) Students are known as individuals and learners, and they are supported in developing positive relationships with each other and with adults in the learning community.

b) The curriculum, classrooms, and structures of the school recognize and honor student identities and interests.

c) The district and school communities have systems and structures that engage and include all students, families, and the broader community in meaningful ways.

d) The district and school actively work to uncover and eliminate systemic inequities based on demographic groups and identity traits.
Belief 2: Outcomes

All students must be challenged, believed in, and supported to reach common, high expectations.

Practices

a) Learning outcomes are clearly articulated and consistently applied to all students, including those that are long-term (graduation competencies and performance indicators), short-term (learning targets), and habits of work.

b) All students engage in complex thinking and the application of skills and knowledge throughout the learning process within and across content areas.

c) Interventions, extensions of learning, and opportunities to revise and relearn are systemic and provided regularly so that all students achieve common outcomes.
Belief 3: Assessment & Feedback

Student learning is enhanced by clear cycles of practice, feedback, assessment, and reflection.

**Practices**

a) All forms of assessment are aligned to a common set of competencies.

b) Habits of work are assessed and reported separately from academic knowledge and skills.

c) The continual use of formative assessment provides opportunities for students to practice, self-assess, and give and receive feedback.

d) Summative assessments, evaluated against common scoring criteria, are used to evaluate a student’s level of achievement on competencies and performance indicators at a given point in time.

e) All forms of feedback (including grades) are used to adjust instruction and learning, to inform academic interventions, and to identify extensions of learning.

f) Students regularly reflect on their learning progress and are taught to evaluate and use feedback.
Belief 4: Learning Pathways

Students are empowered and engaged by choice in their learning experiences.

Practices

a) All learning pathways (courses, internships, extended learning opportunities, etc.) are aligned to a common set of competencies.

b) Learning in different ways and at varied paces is expected and planned for in all settings, requiring differentiation, student choice, and personalized learning options to meet common outcomes.

c) Students make important decisions about their learning experiences and how they will demonstrate their knowledge and skills.
Read the Principles and Practices

Underline a sentence, a phrase, and a word
Form a group of three participants

1. First participant reads their sentence.

2. Next two participants each have one minute to share their thoughts on this sentence.

3. Initial participant then has the final minute to respond.

4. Repeat for everyone.
In two rounds without additional comments, share your phrases and single words.
Transcripts, Report Cards, Grades

Formative Feedback
Performance Indicators
5–8 per competency
Measurable skills and knowledge that comprise a graduation competency.

Graduation Competencies
3–6 cross-curricular
3–6 in each content area
Essential, enduring, and transferable skills and knowledge.

Assessment Practices
Students demonstrate achievement in each graduation competency. Verification of competency happens over time through multiple and varied methods.

Communication of Progress
Transcripts, Report Cards, Grades

Students advance their learning on performance indicators through formative assessments and create evidence of competency through summative assessments.

Formative and Summative Feedback
Performance Indicators
5–8 per competency
Measurable skills and knowledge that comprise a graduation competency.

Learning Targets
The discrete elements of each performance indicator that guide daily learning.

Students build their knowledge and skills through practice on learning targets and feedback from formative assessments.

Students advance their learning on performance indicators through formative assessments and create evidence of competency through summative assessments.

Formative Feedback
Learning Targets
The discrete elements of each performance indicator that guide daily learning.

Students build their knowledge and skills through practice on learning targets and feedback from formative assessments.

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Planning for Next Steps
Entry Point for Engagement

Assuming you want to move forward with implementation of competency-based learning, in your community, what are the three top priorities you need to get agreement on (or increased support)?
Entry Point for Engagement

Which one comes first?
# Entry Point for Engagement

## Great Schools Partnership

Competency-Based Learning Stakeholder Engagement

<table>
<thead>
<tr>
<th>Stakeholders</th>
<th>Values</th>
<th>Concerns</th>
<th>Values/CBL</th>
<th>Concerns/CBL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
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<tr>
<td>Students</td>
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<tr>
<td>Families</td>
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<tr>
<td>School Board</td>
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<tr>
<td>Community Members</td>
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</tbody>
</table>
Entry Point for Engagement

| Engagement Entry Point | What is the ONE entry point for exploring, testing, and practicing stronger engagement? What policies, programs, or practices could be improved with stronger engagement? What policies, programs, or practices could be improved with stronger engagement? What is your rationale for prioritizing the entry point? |

An entry point 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.

Vision

- What impact do you want to achieve organizationally, culturally, instructionally, and otherwise?
- What is your definition of engagement?
- Who stands to benefit from engagement and how? What will "engagement" look like in practice? What positive outcomes would you like to see for students, families, teachers, and community members?

Stakeholders

- Who needs to be involved?
- Who will be affected by the strategy listed above? Whose voices should be included in the planning process? Who can help make the strategy happen?
## Quick Fire Protocol

<table>
<thead>
<tr>
<th>Step 1</th>
<th>First Presenter—Share Your Engagement Plan (2 minutes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 2</td>
<td>Participant Feedback (4 minutes)</td>
</tr>
<tr>
<td>Step 3</td>
<td>Presenter Response (1 minutes)</td>
</tr>
<tr>
<td>Step 4</td>
<td>Debrief the Protocol (2 minutes)</td>
</tr>
<tr>
<td>Step 5</td>
<td>Fill out column 4 in the Personal Beliefs Reflection</td>
</tr>
</tbody>
</table>
Questions?
THANK YOU

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