

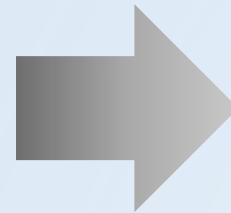


# Students at the Center

## “Hope, Agency, Trust and Relationships”

### FROM:

- I am not a social worker
- Those people
- Data for accountability
- Punitive
- Deficit
- Fixed mindset
- Shame
- Compliance



### TO:

- How can I help?
- We are the people
- Data for improvement
- Restorative
- Asset-based
- Growth mindset
- Resilience
- Commitment



## Students at the Center

### Evidence-Based Practices

**Positive Developmental Relationships  
with Adults**

**Early Warning and Multi-Tiered Student  
Response Systems and Community Support**

**Building Hope, Purpose, and Agency**

**Restorative Practices**

### Supporting Structures

**Ongoing structures/rituals that promote and  
celebrate student voice, engagement,  
and performance**

**Academies/Student Cohorts**

**Interdisciplinary teams**

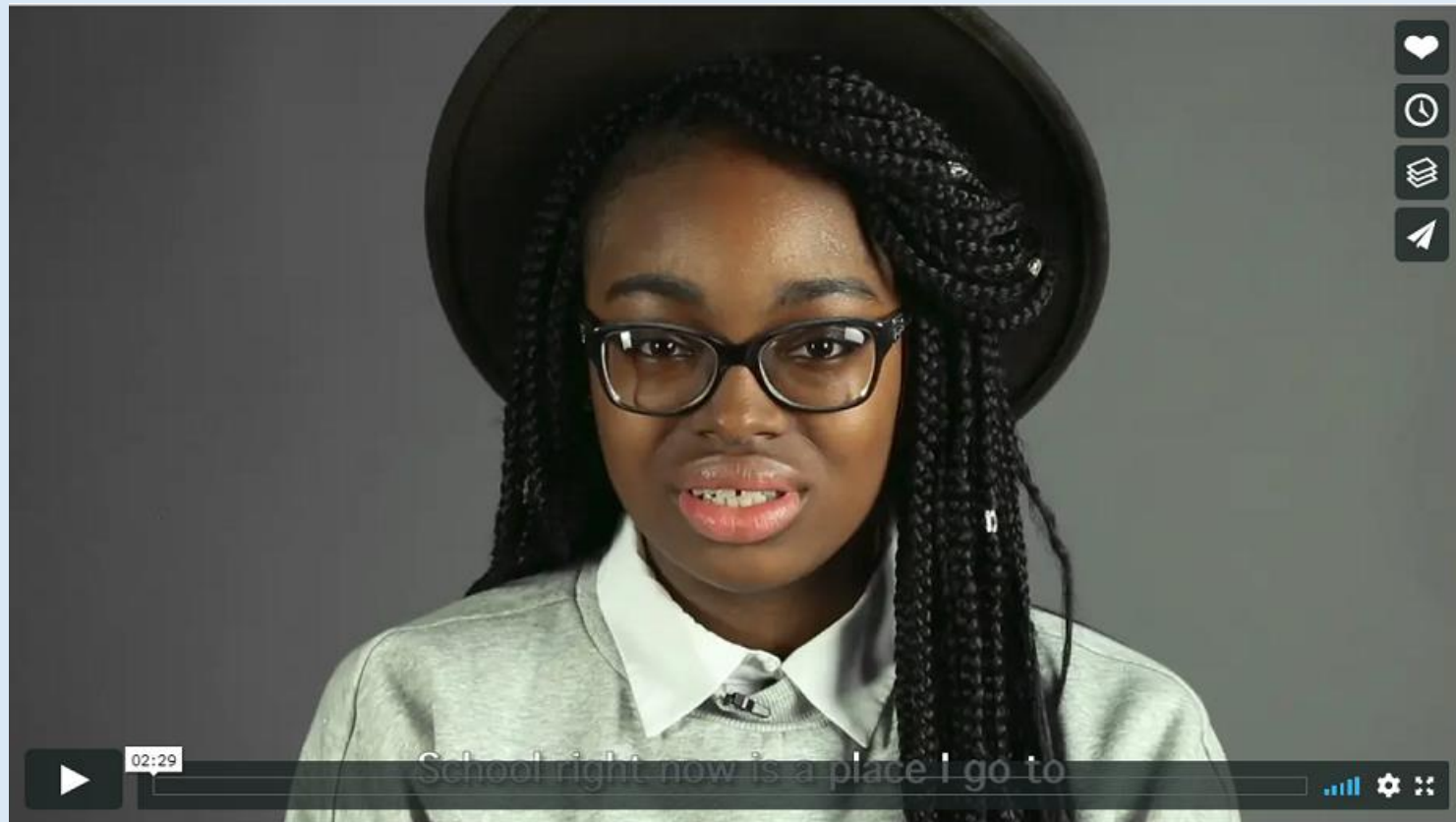
**Common Planning Time**

## Influencing Factors

**Student data/needs/voice**

**Teacher capacities**

**Community Opportunities**



# Student Voices: The Future of School



# What Research Tells Us

- Young people need caring, trusting, and supportive relationships with adults and with other young people.
- Young people respond to high expectations.
- Young people need opportunities to contribute (often referred to as “choice and voice”).
- Young people need learning experiences that intentionally engage their interests, offer opportunities to succeed, and provide feedback to enable them to reflect on their accomplishments.



# Review of Research Pieces

- Each person will need a copy: *How Students Thrive – Positive Youth Development in Practice*
- Self select one of the following topics:
  - High Expectations 14 - 18
  - Student, Voice, Choice and Contributions 19-22
  - Caring, Trusting and Supportive Relationships 8 – 13

\*Please be sure at least one member of your table selects each of the topics – then move to expert groups.

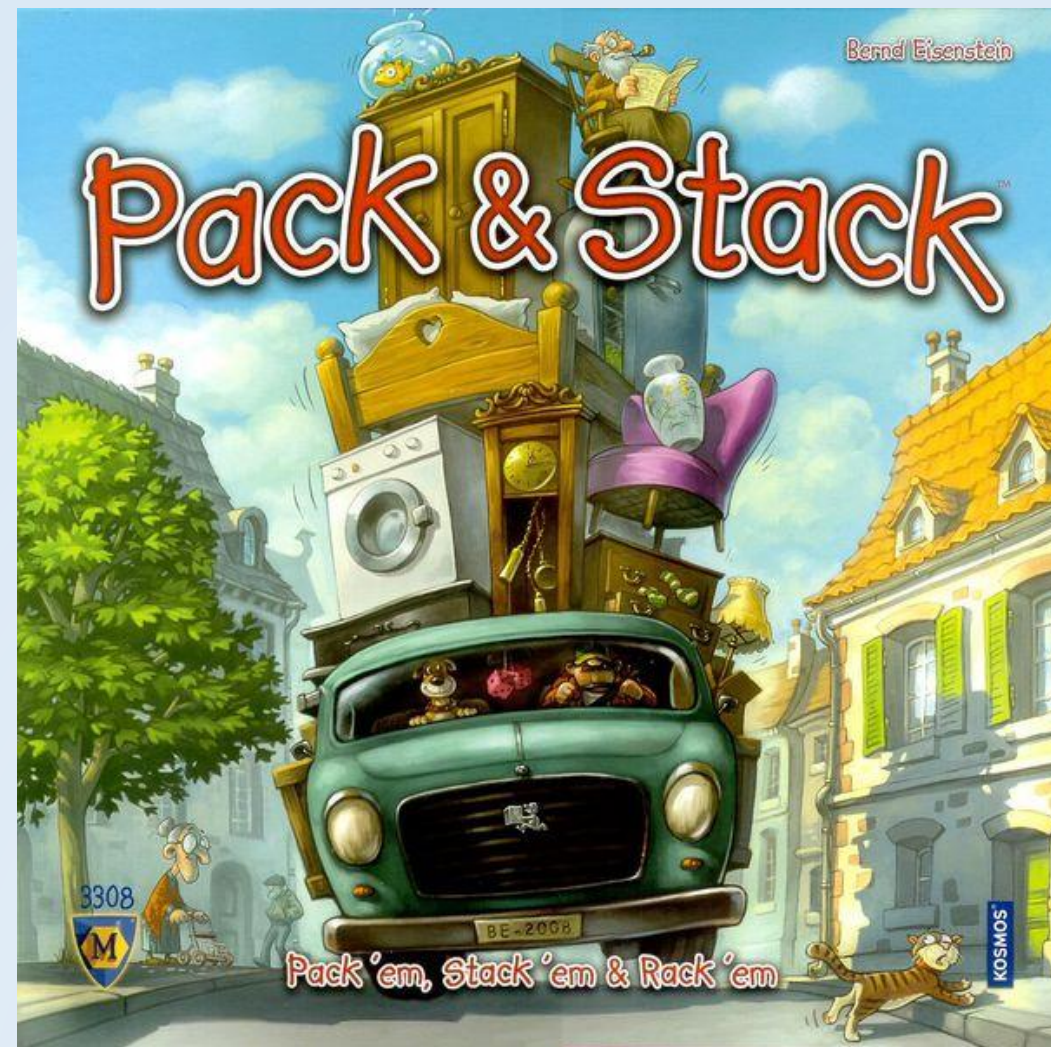




**Move to the area of the meeting room reading your selection.**

- High Expectations 14 - 18
- Student, Voice, Choice and Contributions 19-22
- Caring, Trusting and Supportive Relationships 8 – 13

**Be sure to have one member of your design team at each selection.**





# In Expert Groups

- Have a dialogue about two or three big ideas from your selection, and how it might appear in practice.
- What do you believe might benefit others from your team as you design?



# Reconvene as Table Group Discussion

- Individuals share thoughts, insights, questions regarding their text piece.
- Brainstorm available programs, approaches, work, and/or strategies that are currently supported on your campus.
- Capture highlights on page 18 of the workbook.

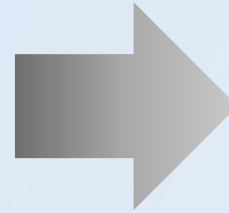




# Teaching & Learning “Supported, Engaged, and Challenged”

## FROM:

- Individual orientation
- Assessment of learning
- Stand and deliver
- Extrinsic
- Ritualized practice
- Mistake = Bad



## TO:

- Collective efficacy
- Assessment for learning
- Learning scientists and activators
- Intrinsic, Choice, Autonomy
- Competency attainment of something worthwhile
- Mistake = Learning



## Brainstorm at Your Table

What are some of the mindset shifts you expect to see for Teaching and Learning?



# Teaching and Learning

## Evidence-Based Practices

**Evidence Based Instructional Program aligned with College and Career Readiness**

**Creating Challenging AND Caring Classrooms**

**Follow the Evidence – Use the Learning Sciences**

**Formative Assessments to tailor instruction and supports**

**Integrating Social, Emotional and Academic Development**

## Supporting Structures

**Professional Learning Communities**

**Instructional Coaches**

**Collaborative Planning in School Day**

**Standards Based Grading/ Competency-Based Learning**

## Influencing Factors

**Student data/needs/voice**

**Teacher capacities**

**Community Opportunities**



# Competency-Based Learning Sanborn Regional High School



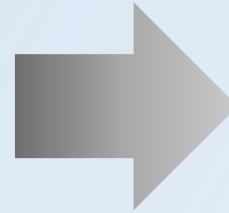


# Postsecondary Pathways

## “Once an Endpoint, Now a Stepping Stone”

### FROM:

- Sorting and ranking
- Compliance
- Seat time
- School as single purveyor of knowledge



### TO:

- Universal participation in a post secondary plan
- Commitment
- Relevance
- Learning beyond school walls





## Postsecondary Pathways

### Evidence-Based Practices

**Choice of pathway is up to the student and family**

**All students are supported to complete a comprehensive plan for success after high school**

**Integration of technical and academic content**

**Dual Enrollment – Early College – AP – IB**

### Supporting Structures

**College and career planning programming beginning in 8<sup>th</sup> grade for students and family including supports for college admission process**

**Academies/Cohorts**

**Competency-Based Learning**

**Apprentice/Internship/Job Shadow**

### Influencing Factors

**Student data/needs/voice**

**Teacher capacities**

**Community Opportunities**



## High School Success and Postsecondary Connections

*In high school, each child should see the relevance of his or her learning, be exposed to practical, real-world work settings and begin to define his or her future.*

High schools set the stage for a student's future success. As students grow and mature, most begin to see they are becoming responsible for their own lives. Unfortunately, many students struggle with the transition that comes after high school. Some do not graduate from high school. Others leave their postsecondary experiences before crossing the finish line to a **credential**, certificate or degree. Those who go straight into the workforce often lack the skills and dispositions required for success. Strategy 10 seeks to change this by maximizing the high school experience.

### STRATEGY 10

**Ensure high school inspires students to identify paths to future success, and give students multiple ways to demonstrate the knowledge, skills and dispositions necessary for high school graduation and beyond.**

Too often, high school reflects a checklist of classes, extracurriculars, test scores and experiences that leave some students wondering and wandering. Ohio has many great high schools, including its career-technical education centers. Students in these schools learn through career exploration. They take college courses. They receive personalized and customized learning that synchronizes with their passions and interests. They move outside the boundaries of the school building into work-based experiences. Students engage and manage their own learning. Ohio needs more high schools like this.

**Focusing on careers:** Choosing a "path" does not mean that a student makes a career choice that cannot change. It means gauging a student's interests and passions, based on what a student enjoys and is good at, and identifying aligned fields that might interest the student. Giving each student an opportunity to focus on careers will require teachers, staff and partners to understand career exploration. It also means that, when possible, instruction should be infused with connections to careers so that students can see the relevance of what they learn. Some high schools apply a career theme across the entire school.

**Advancing successful models:** There are many models of redesigned middle and high schools that can contribute to a more successful learning environment. Ohio has **early college** high schools, STEM and STEAM schools, **project-based learning** high schools, **expeditionary learning** high schools, **Advanced Placement (AP)** and **International Baccalaureate (IB)** programs, global awareness high schools and more. The Department should collaborate with key stakeholders to help identify and disseminate models for high school that can be used to inspire transformation.

**Expanding work-based learning experiences:** Helping students connect to business is key to high school improvement. Students who participate in work-based learning gain valuable, relevant skills and often can discern whether particular professions are a good fit. They gain insight from business mentors who can help them achieve a deeper understanding of various career areas. Many of Ohio's innovative high school principals have established partnerships with local businesses to enrich students' experiences.

**Honoring and promoting career-technical education:** Career-technical education continues to face a stigma, which harms student opportunity. Ohio needs to tackle this cultural bias head on. Students who enroll in career-technical education programs and earn industry credentials are poised to directly enter the workplace or go on to two-year or four-year colleges—whatever they may choose.

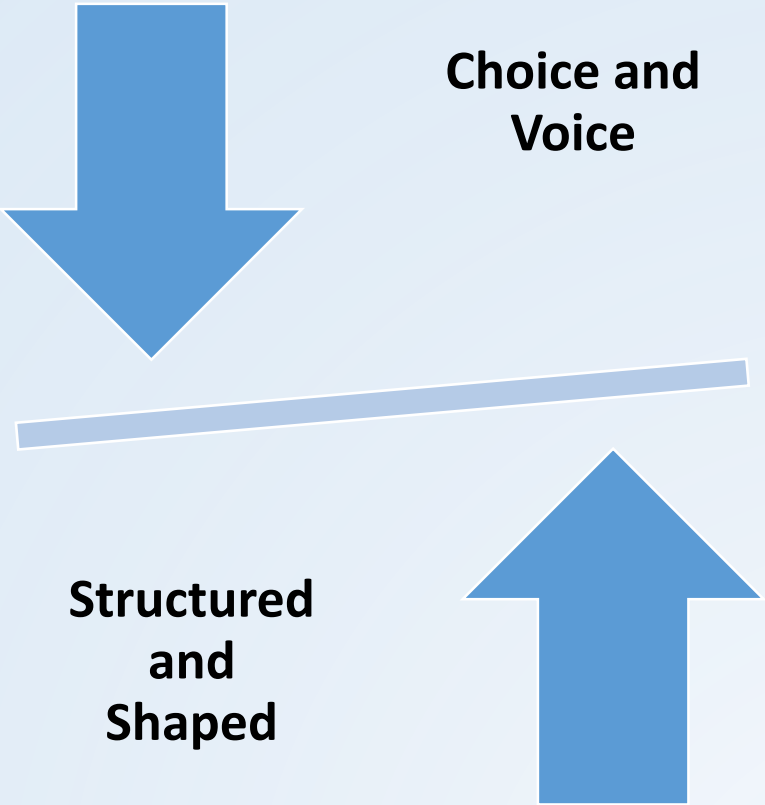
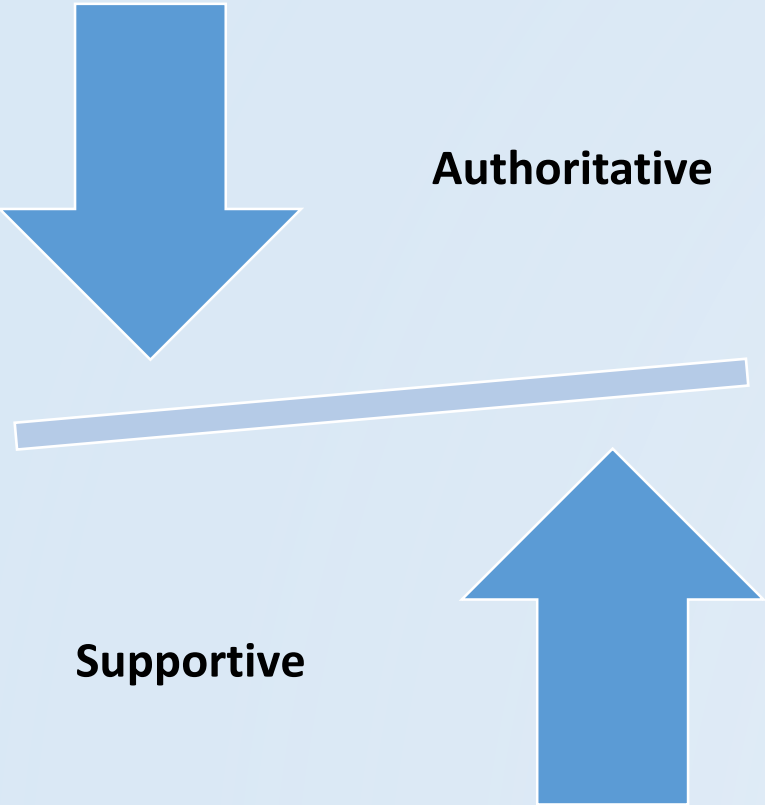


# Tiger Ventures: Incubator for Start Ups





# Key Tensions to Balance: Student Supports







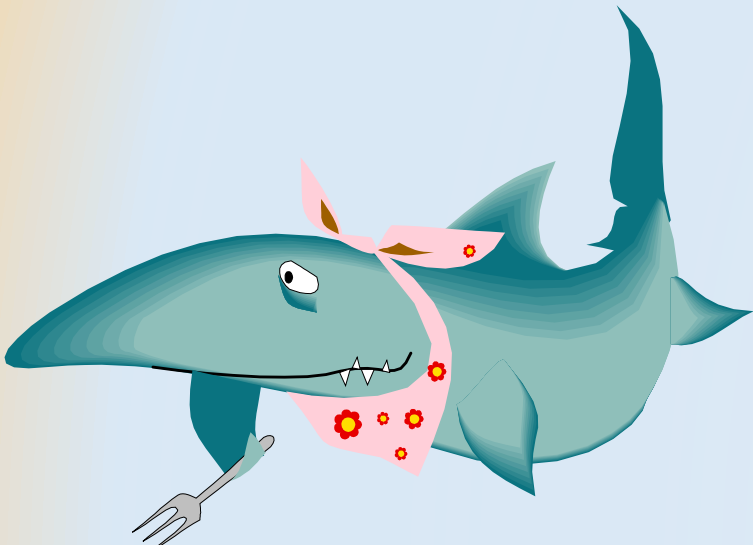
# Getting Started

- Have a Deep Understanding of Your Context
- Know the Educational Challenges that Walks in Your Door
- Seek Community Input
- Tools and strategies to help are available on the Cross State High School Collaborative website <http://www.hsredesign.org/>
- Use Guiding Questions to Help Shape Your Redesign Plan



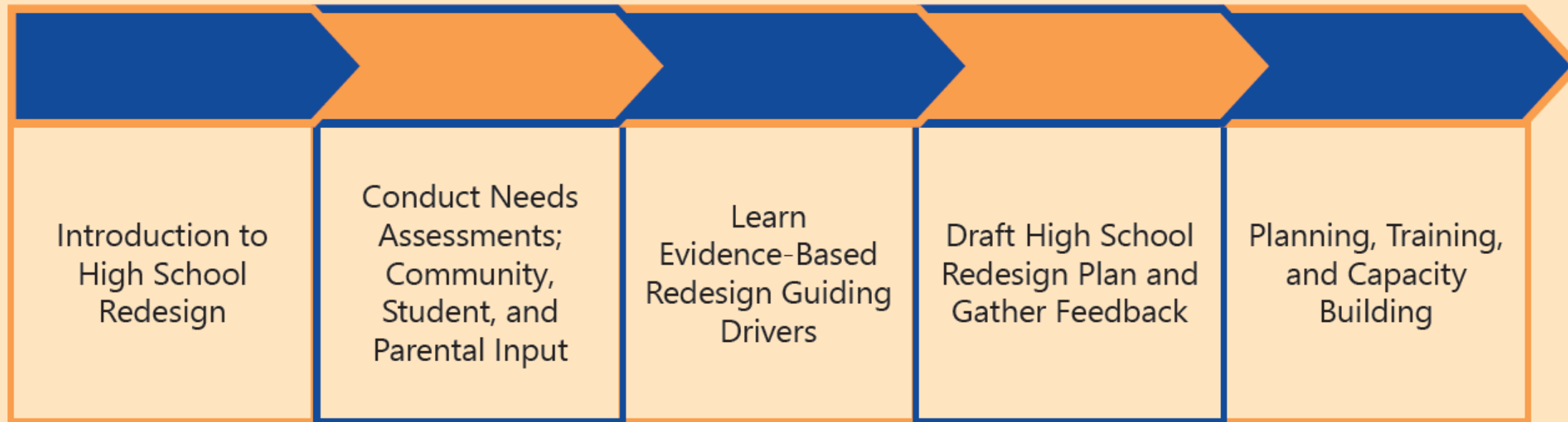


We will reconvene after lunch  
Thanks!





# Redesign Sequence of Events





# Global Guiding Questions

*How might we create a school where we all want to be?*

- A school with stronger outcomes? A school that is filled with joy? A school that is hopeful?

*How might we come to a common understanding of our shared opportunities and challenges?*

- How might we recognize our students as a community resource?

*How might we best utilize the different strengths of adults and students in the school?*

- How might we increase human resources in creative and low cost ways?
- How might we creatively involve our community in the process?

*How might we create an environment where we are one with a sense of belonging given the context we are in?*

- How might we build on the relationship strengths of adults and students?
- Share a time when your school environment made you and others in the school feel a strong sense of belonging.

*How will our school culture support redesign opportunities?*

- Where will we build in time and places for continuous reflection?

*How to embrace the conflict and ambiguity which is inherent in change?*



# Student Voice & Input



# Block Party

- Read your passage. Reflect on its meaning.
- Stand up.
- Find someone with another color passage that you have not yet talked with.
- Introduce yourself. Share what you read and your response.
- Switch roles.
- When you hear the chime find a new partner.







# Student Profiles

## Who Are We Designing For?

## Student Profiles



**EQUITY:** Ohio’s greatest education challenge remains equity in education achievement for each child. The path to equity begins with a deep understanding of the history of discrimination and bias and how it has come to impact current society. This plan renews Ohio’s commitment to creating the learning conditions that ensure each child acquires the knowledge and skills across all four equal learning domains<sup>6</sup> to be successful.

### 9th Grade Student 1



# Student Surveys – Comparing Indicators

Survey respondents (students, teachers, community, others) considering the same phenomenon from their own point of view.

Example:

**I am proud of our high school**

*Corwin/Quaglia School Voice and Aspirations 2016*



# Student Surveys – Comparing Indicators

Survey respondents (teachers/students) considering the same phenomenon from opposite points of view.

Example:

**Teachers respond to: “I respect students”**

**Students respond to: “Teachers respect students”**

*Corwin/Quaglia School Voice and Aspirations 2016*



# Student Surveys – Comparing Indicators

Survey respondents (teachers/students) considering the same phenomenon from different roles.

Example:

**Teachers respond to: “I feel comfortable asking questions during staff meetings.”**

**Students respond to: “I feel comfortable asking questions during class.”**

*Corwin/Quaglia School Voice and Aspirations 2016*



# Ask 'Em

- When might we ask students what is important and meaningful in their world?
- Whom might they like to help?
- How might areas of our curriculum allow for connections with our community?
- Opportunities exist in great abundance – time is the perceived barrier.

*Student Voice From Invisible to Invaluable*





Students'  
**Voices**

Students'  
**Visions**

**CALLING  
ALL  
IDEAS**



**RETHINK  
HIGH SCHOOL**



# Redesigning, Reimagining School with Community Members' Contributions

How can we access the mutual intelligence and wisdom we need to create innovative paths forward for our high schools and the communities they serve?



The CSHSC website features a section on Conversation Cafes with a seven-video series.

# Conversation CAFE



## Agreements and Steps

### Agreements

- Suspend judgment as best you can
- Respect one another
- Seek to understand rather than persuade
- Invite and honor diverse opinions
- Speak what has personal heart and meaning
- Go for honesty & depth without going on & on & on

### Steps

1. Use talking-object in rounds 1, 2 & 4
2. 1<sup>st</sup> and 2<sup>nd</sup> rounds speaking without interruption. Option to pass. People without the talking object are invited *to listen*.
3. 3<sup>rd</sup> round of lively conversation
4. 4<sup>th</sup> round to share “take-aways”
5. Gather insights as the whole group re-assembles

Peruvian folk-art  
finger puppet serving  
as talking object





# Round 1 – Articulate the Big Why

- Why are we bringing people together?
- What need or needs might this conversation fulfill?



## Round 2 – Clarify Possible Outcomes

- What do we believe is possible from this community conversation?
- What might we consider successful?



# Design Time

- With your team – determine how you will gain student, staff and community input in your design plan.
- Who else might you want to join to help achieve our purpose?
- What additional perspectives might contribute valuable insights?
- Who might receive real benefit from being a part of the designing process?
- Consider what might be the right questions to ask?
- How might you create spaces to think and explore together?