Using ESSA to Redesign High Schools to Support Their Communities in the 21st Century

Ohio High School Virtual Redesign Convening

June 9, 2020

Organizing Adults: "It's Teams, Not Individuals"

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FROM:

- **Isolated classrooms**
- **Every person for him/herself**
- **Individual perspective**
- **Bureaucratic**
- **Hierarchical**
- **Compliance Driven**

TO:

- **Integrated teams of adults**
- **Relational trust**
- **Team perspective**
- **Human/End user**
- **Distributed leadership**
- **Commitment**

Evidence Based Practices	Supporting Structures	Influencing Factors
Teacher Teams	Student cohorts	Student data/needs/voice
Distributed Leadership	Interdisciplinary Teams	Teacher capacities
Leadership Development	Academies	Community Opportunities
Relationships and Trust	Collaborative Planning Time	
Data-Driven Decision Making	Personalized Learning Lanes	

Students at the Center: "Hope, Agency, Trust and Relationships"

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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**

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

CCSSO   CIVIC   EVERYONE GRADUATES   JOHNS HOPKINS SCHOOL of EDUCATION   XQ

Teaching & Learning: Supported, Engaged, and Challenged

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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**

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
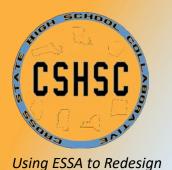
Supporting Structures

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

Postsecondary Pathways: Once an Endpoint, Now a Stepping Stone

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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

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 8th grade for students and family including supports for college admission process

Academies/Cohorts

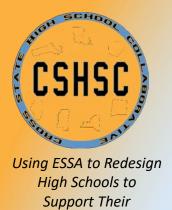Competency-Based Learning

Apprentice/Internship/Job Shadow

Influencing Factors

Student data/needs/voice

Teacher capacities

Community Opportunities

Potential Covid-19 Student Survey Categories

School engagement

- Availability of help
- Meaningful work
- Motivation to learn
- Quantity and difficulty of schoolwork

Learning conditions at home

- Access to required technology
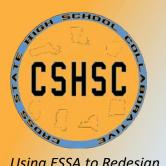- Space conducive to learning

Sense of safety

- Feeling unsafe in school/home/neighborhood due to pandemic
- Feeling unsafe due to violence

Emotional health

- Fear/uncertainty
- Anxiety/nervous
- Grief
- Sense of isolation
- Emotional awareness/mindfulness
- Agency
- Hope

Potential Covid-19 Student Survey Categories

Relationships with supportive adults and peers

- Positive relationships with teachers
- Feeling valued/listened to by teachers
- Having trusted adult(s) to go to with problems
- Positive relationships with other students

School connectedness

- School as a welcoming place
- Sense of belonging in school
- Involved in activities which help others

Material/health needs

- Food insecurity
- Housing insecurity
- Loss of income/employment (student or caregivers')
- Competing demands on students' time (caretaking, employment)
- Students' own health issues
- Serious health issues of close others
- Lack of sleep

Resilience

- Growth mindset
- Goal setting
- Self-management/Agency
- Perseverance
- Mitigating stereotype threat

Gauging Interest in Covid-19 Student Survey

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Would you please take a moment to look through the Survey Categories and Answer the Survey?

More detailed survey sheet and survey link found in chat and listed below.

We will begin the next session in 7 minutes.

https://www.surveymonkey.com/r/HSYGNM9

Thank you!