Building and Implementing an Equitable School District

AMSD Conference

November 9, 2023





St. Anthony New Brighton
INDEPENDENT SCHOOL DISTRICT 282

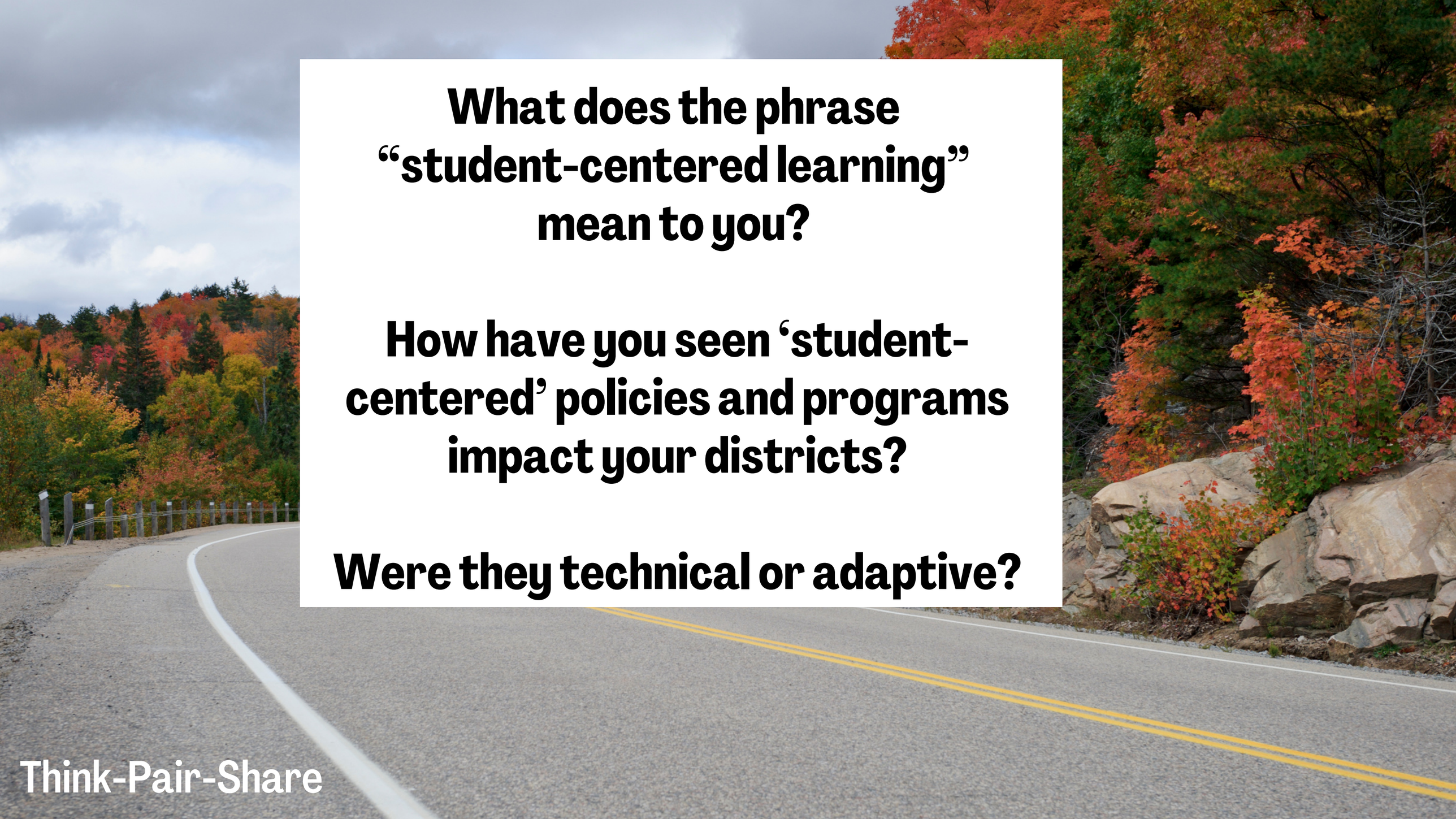
Dr. Renee Corneille,
Superintendent

Teaching and Learning Department
Andrew Hodges
Jaimee Stanley
Kari Bodurtha
Jenny Kuykendall
Viviana Chavez Garcia
Heidi Haagenson

Warm-Up Activity

Make a list of the initiatives or strategies you have been a part of implementing to shift to a student-centered learning model.





What does the phrase "student-centered learning" mean to you?

How have you seen 'student-centered' policies and programs impact your districts?

Were they technical or adaptive?

Think-Pair-Share

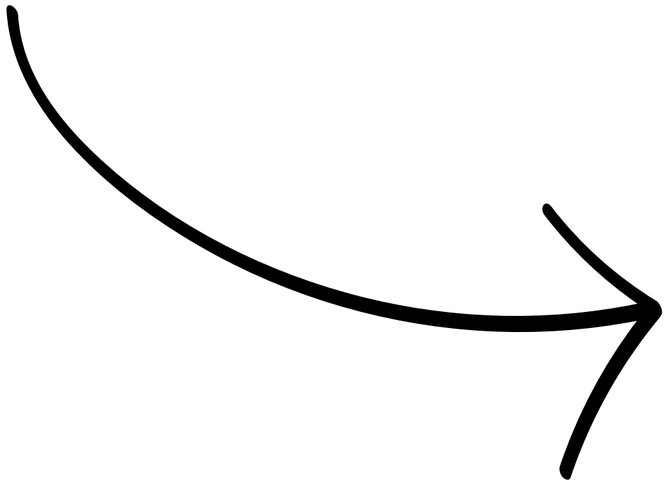
“Every system is perfectly designed to get the results it gets.”

-Edwards Deming



“Every system is perfectly designed to get the results it gets.”

-Edwards Deming



What results do we consistently get from our current educational system?



Disparity

Disproportionality

Predictability

Disparity

A **great difference** between data points with a need to statistically drill down or engage in interrogation of inequities

Disproportionality

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A **great difference** between data points with a need to statistically drill down or engage in interrogation of inequities

Disproportionality

Statistically improbable data with **over- or under-representation** from a specific demographic compared to an expected norm, intention, or expectation

Predictability

Disparity	A **great difference** between data points with a need to statistically drill down or engage in interrogation of inequities
Disproportionality	Statistically improbable data with **over- or under-representation** from a specific demographic compared to an expected norm, intention, or expectation
Predictability	The ability to be predicted based on **historical patterns** connected to institutional and systemic practices and structures

The more DDP in a system, the less equitable the culture.



The less DDP in a system, the more equitable the culture.



(Fuller, ERE, 2019)



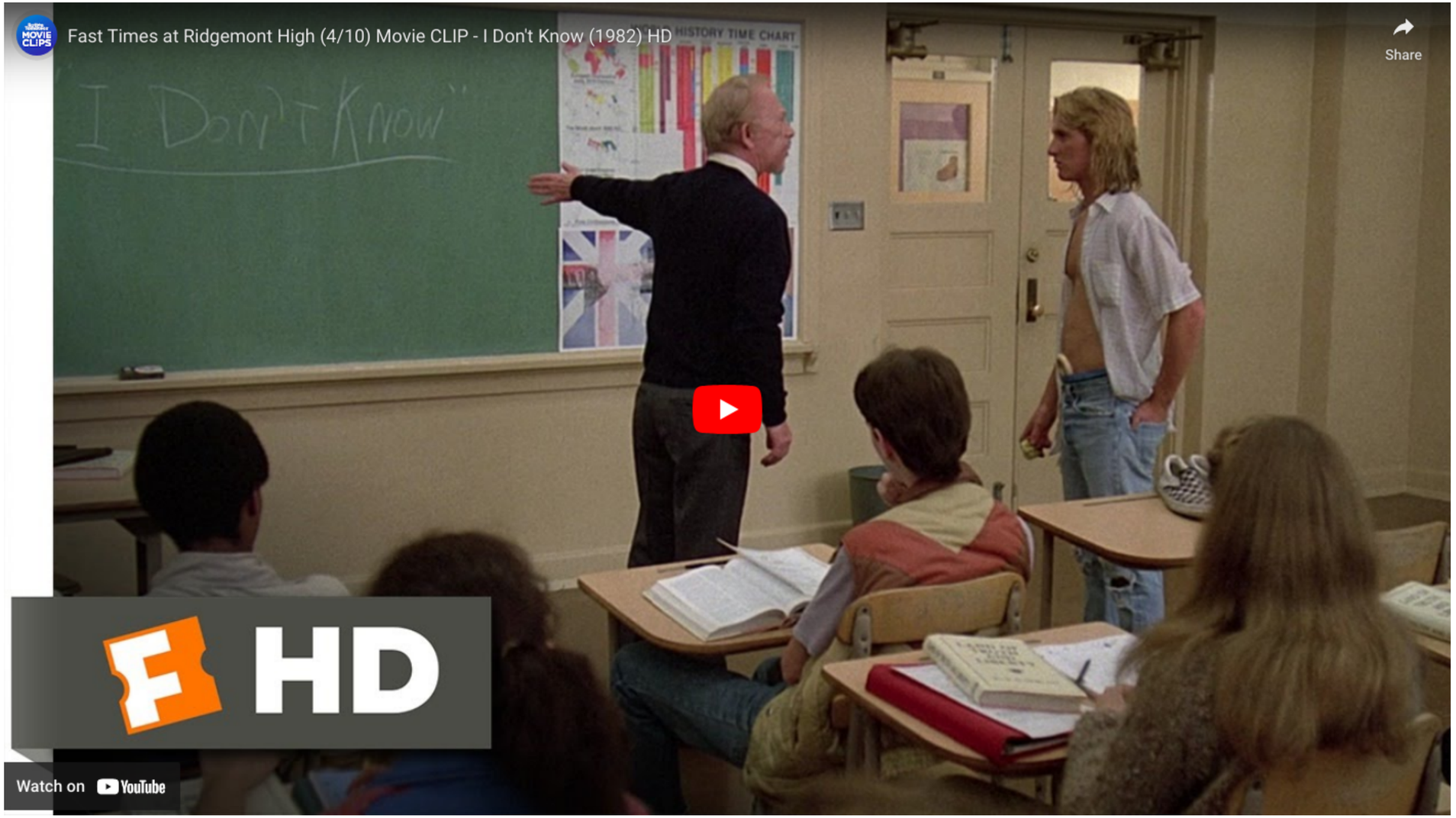
How did we get to where we are today?

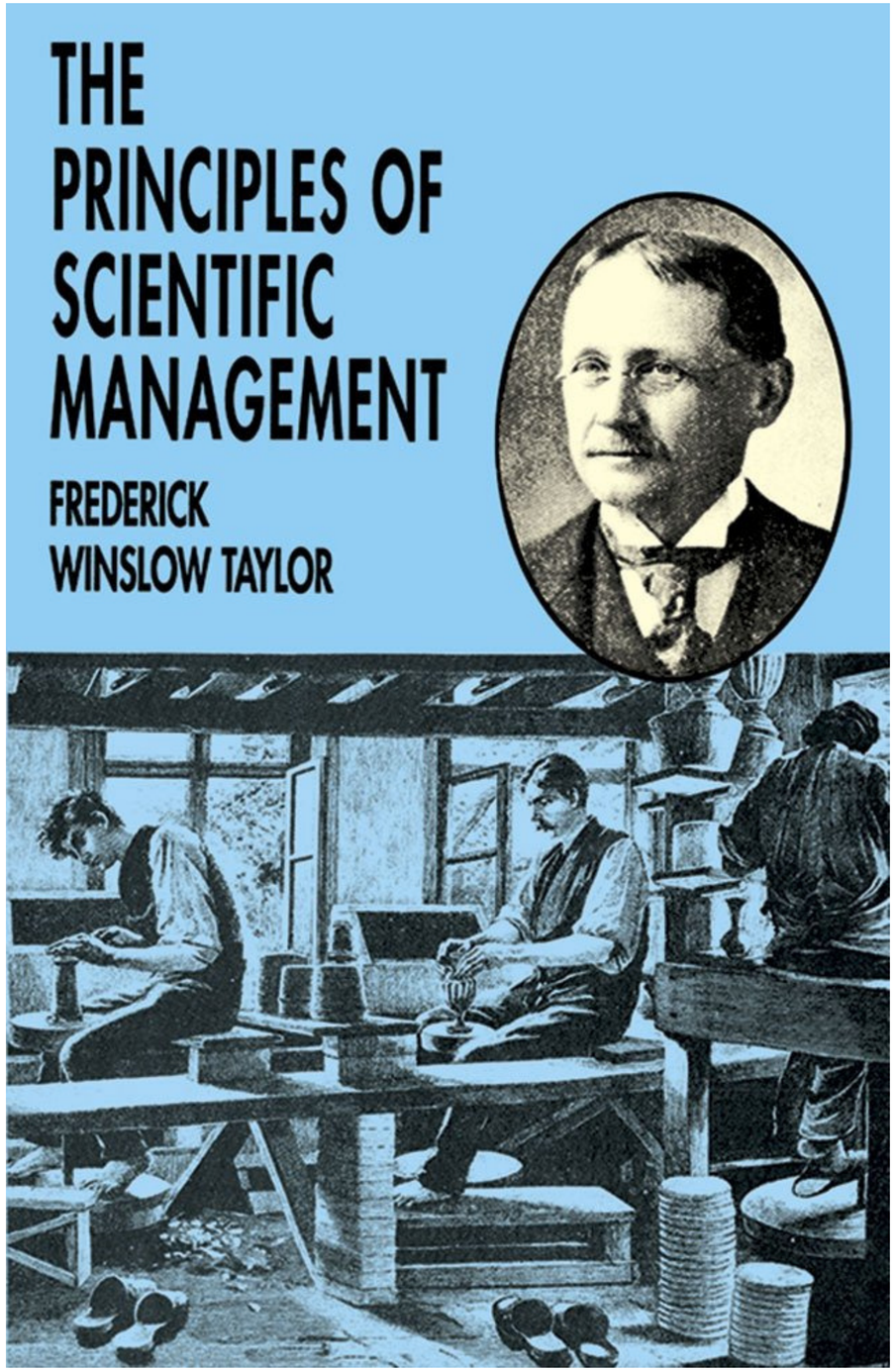
Schooling in America











1911

"workers were **lazy** and **needed to be managed**"

Scientific Management stressed
"**reducing process time for thinking and learning**,
coordinating and controlling work of machines
and workers, and simplifying jobs."

These elements would increase **productivity**.



1913

Henry Ford Plant

History of Schooling

The school district system is based on the idea that kids need to be **managed.**

History of Schooling

The school district system is based on the idea that kids need to be **managed.**

Management is **not** the same thing as transformational learning.

Reflection on How We Got Here

- Do the systems we have built in schools prioritize student-centered learning?

- What do we, as instructional leaders, need to do to encourage and allow for student-centered learning?




The most common leadership failure stems from trying to apply technical solutions to adaptive challenges.
Ronald A. Heifetz
quotefancy

St. Anthony-New Brighton's journey to blowing up the system to eliminate DDP





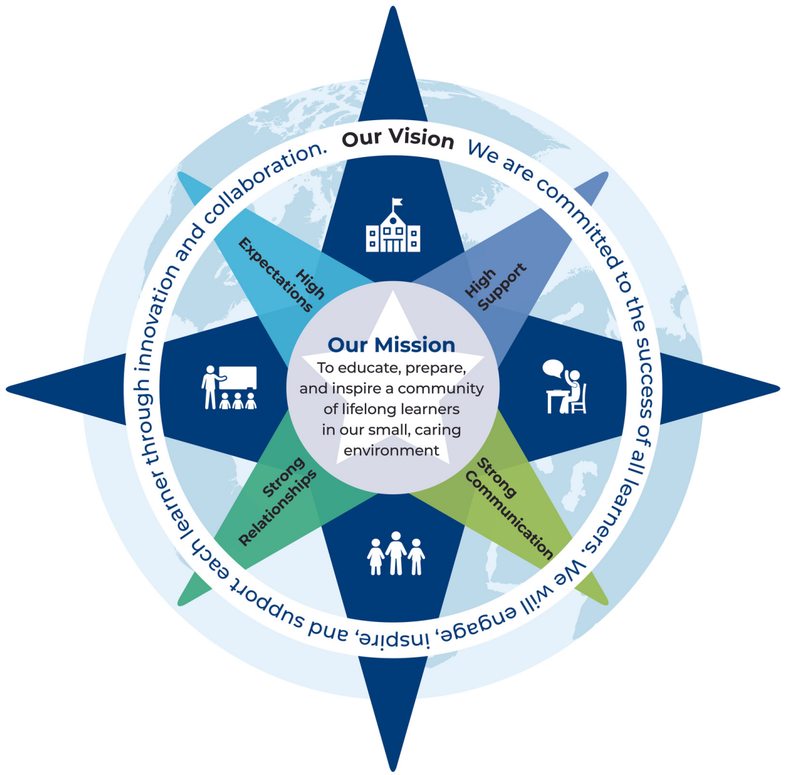
SANB Mission and Vision were established and adopted by the school board

2013-14


“You can never get ahead of your board.”

MISSION

To educate, prepare, and inspire a community of lifelong learners in our small, caring environment.



VISION

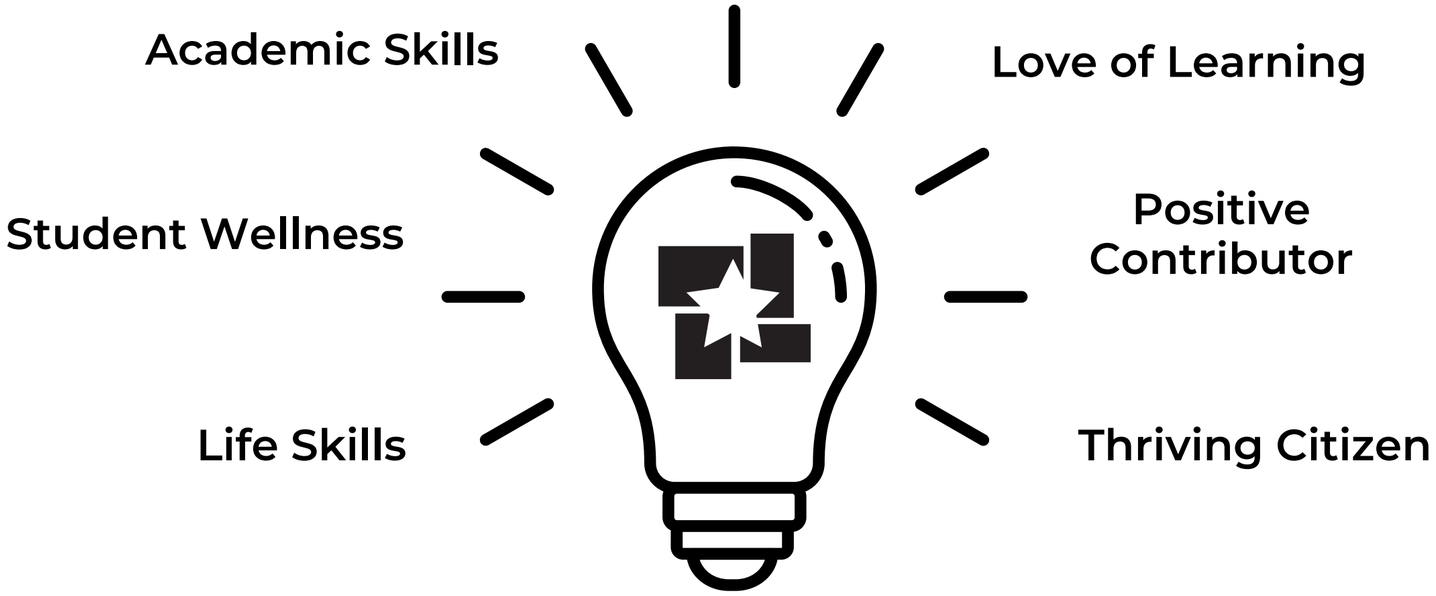
We are committed to the success of all learners. We will engage, inspire, challenge, and support each learner through innovation and collaboration.

District-wide Teaching and Learning Team defines student success

2013-14

2018-19

Mission and Vision

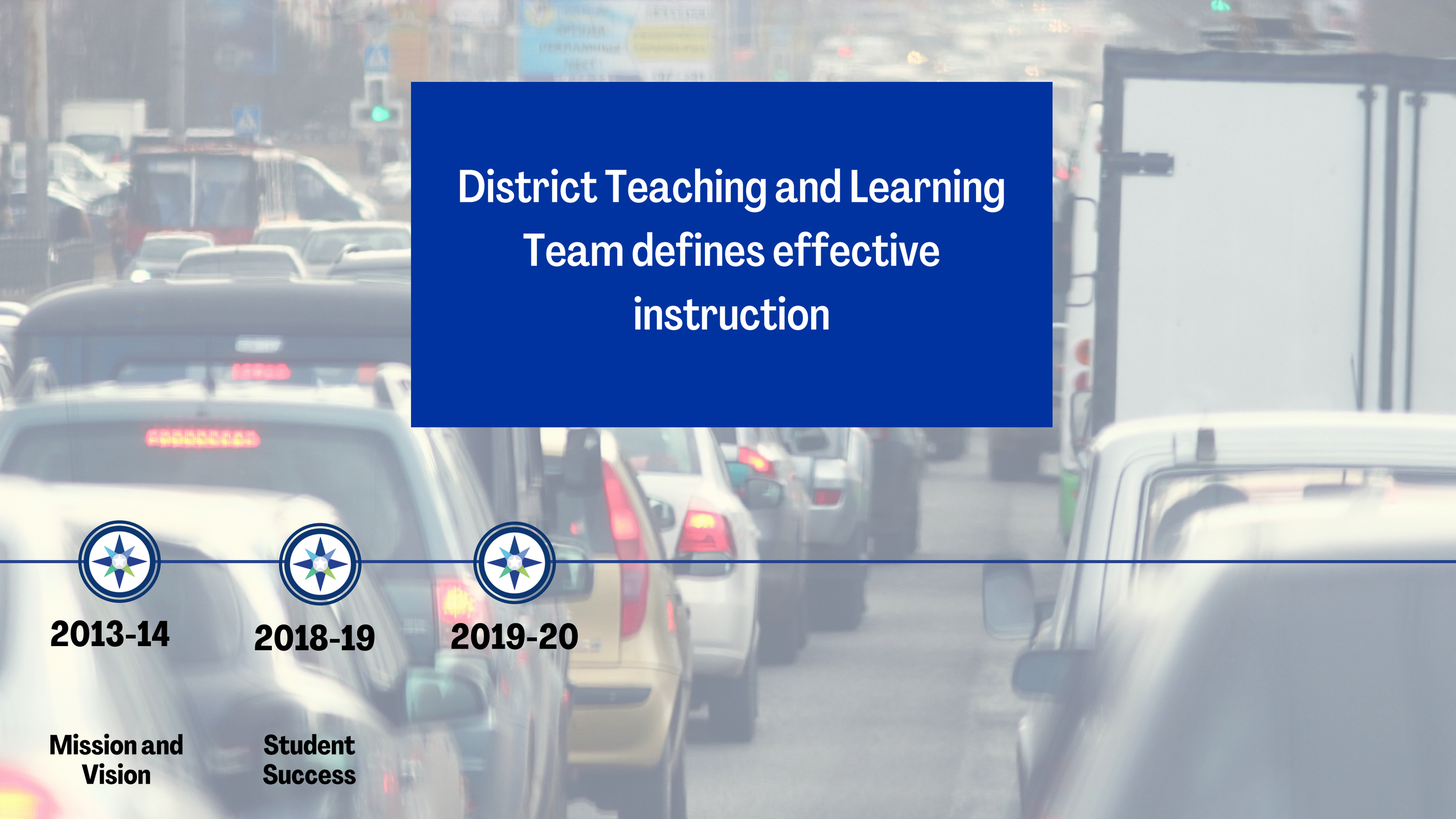


We are committed to the success of every learner.

A successful student is one who has acquired both the academic skills and life skills to positively contribute to society. They have a love for learning and are able to meet the social-emotional needs of themselves and others. A successful student becomes a thriving citizen.

We realized that the privatization of practice would result in a continuous pattern of results.

“Make Teacher Practice Public”



District Teaching and Learning Team defines effective instruction

2013-14

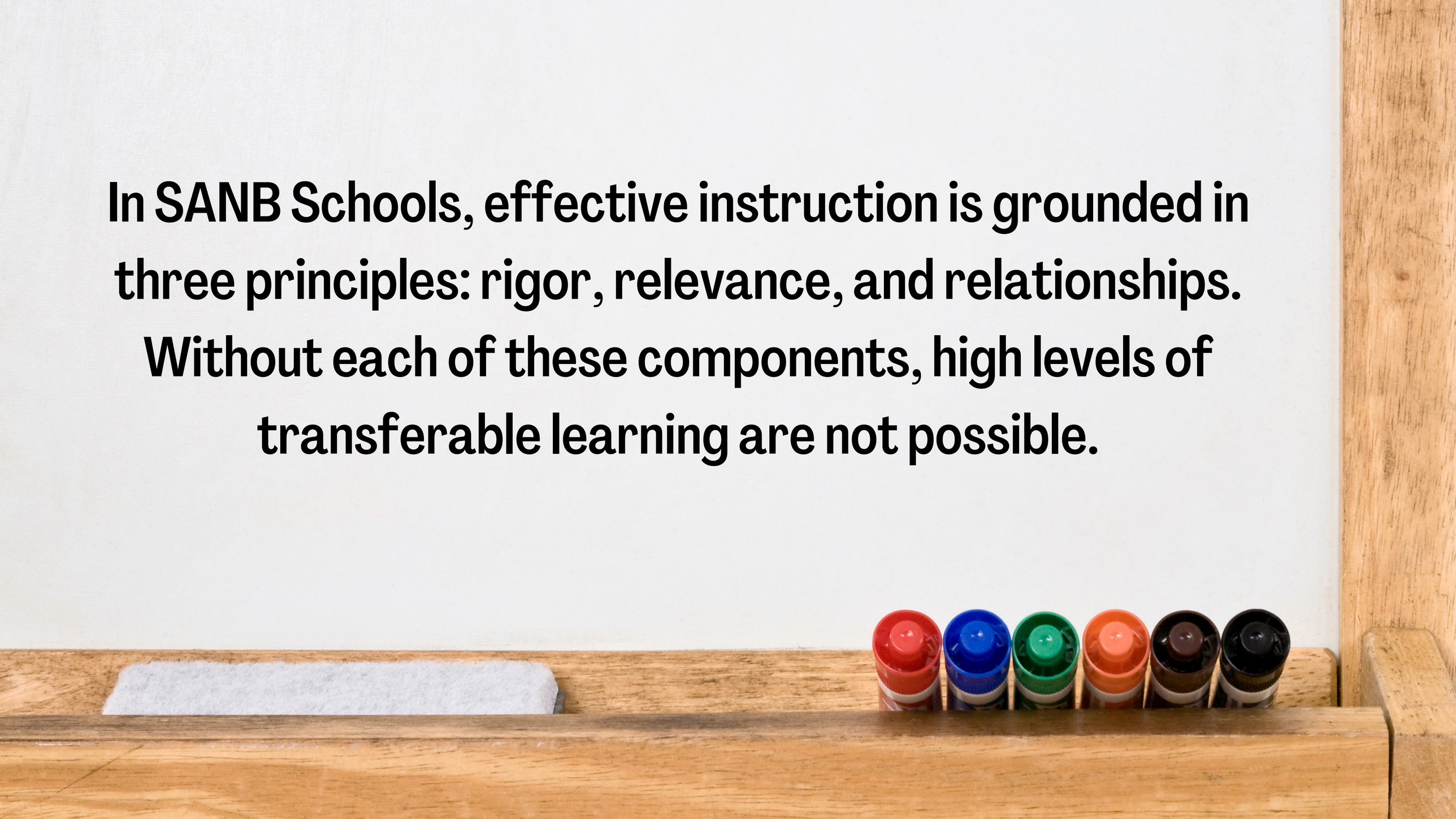
Mission and Vision

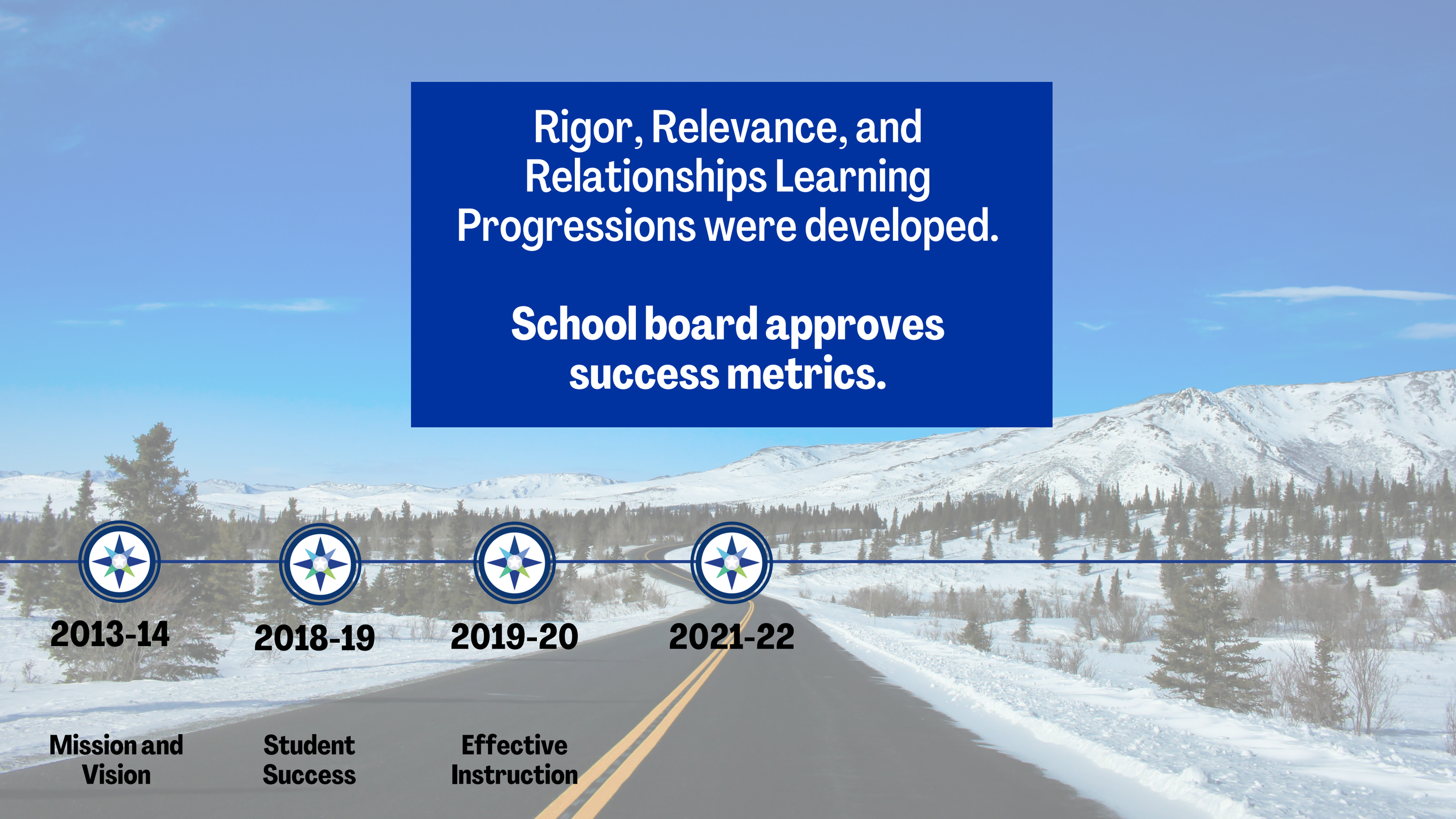
2018-19

Student Success

2019-20

In SANB Schools, effective instruction is grounded in three principles: rigor, relevance, and relationships. Without each of these components, high levels of transferable learning are not possible.




Rigor, Relevance, and Relationships Learning Progressions were developed.
School board approves success metrics.
2013-14
2018-19
2019-20
2021-22
Mission and Vision
Student Success
Effective Instruction

RRR Learning Progressions:

	RIGOR	RELEVANCE	RELATIONSHIPS
ELT	We transform present practice to eliminate biased assumptions and inequitable instruction in order to ensure all students access and engage in the cognitively complex, extended thinking and deep learning they deserve.	We transform present practice by eliminating biased assumptions about the multiple identities of all students to ensure learning is connected to students' lives and by the application and transfer of knowledge to the real world and/or the authentic, interdisciplinary studies.	We transform present practice to eliminate biased assumptions by ensuring an affirming, asset-based climate which allows each student to feel valued and cared for, challenged, supported, empowered, and enlightened by future possibilities.
Competency 1	I can identify my biased assumptions and misconceptions related to access and expectations of a rigorous education.	I can identify my biased assumptions and misconceptions about diversity of identities.	I can identify my biased assumptions and misconceptions related to types of authentic relationships and student worth.
Competency 2	I analyze the rigor of my instruction through an equity lens.	I analyze my instruction for relevance and inclusion of diverse identities.	I analyze my instructional practices to determine strengths and needs regarding relationships with all students.
Competency 3	I use essential learning standards to ensure equitable access to rigor in a non-biased curriculum, instruction, and assessments.	I intentionally learn about my individual students' academic and life experiences, cultures, and languages.	Through my words and actions, I create a community built on mutual trust where every student feels safe to be themselves.
Competency 4	I triangulate data to address student needs and incorporate required scaffolds (including pacing), resources, and accommodations.	I triangulate data to ensure my curriculum and instruction reflect the multiple identities including academic and life experiences, cultures, and languages.	I triangulate data to identify the cognitive, behavioral, and emotional assets of each student and address growth areas.
Competency 5	I create learning progressions which facilitate a breadth and depth of knowledge which allows multiple entry points so all students can access complex thinking and demonstrate growth.	I engage students in learning that is relevant to all identities through intentional strategies and resources that meet the needs of each student.	My instructional practices intentionally integrate the individual assets of my students so all students are empowered to achieve and contribute at high levels.
Competency 6 (Proficiency)	I collaborate with students to identify and evaluate personalized learning goals based on where they are in their learning and progress towards mastery of a standard or skill.	I incorporate and assess students' abilities to apply transferable skills to relevant contexts including those personal, social, cultural, and academic.	I leverage my relationships with students to collaboratively identify and evaluate personalized learning goals that challenge growth and expand possibilities.
Competency 7	I provide personalized and collaborative opportunities for students to consistently apply their new and previous learning in innovative ways across varied situations, audiences, or contexts.	I empower my students to apply their content and intercultural knowledge as well as transferable skills to real-world, authentic situations through an interdisciplinary lens.	I support students in building their skills to form their own healthy, intracultural and intercultural relationships with others.
Competency 8	Based on my triangulated data, I advocate and lead for sustainable systemic change to advance rigorous cultures of learning for diverse student communities.	Based on my triangulated data, I advocate and lead for systemic change to advance inclusive, diverse communities of learning.	Based on my triangulated data, I advocate and lead for social and systemic change to advance humanity and justice not only within our community, but also on a larger scale.

ST. ANTHONY - NEW BRIGHTON SCHOOLS

SYSTEMIC ALIGNMENT

OUR PURPOSE → OUR WORK → OUR OUTCOME

MISSION
(Why we exist)

We educate, prepare, and inspire community of lifelong learners in a small, caring environment.



VISION
Where we are going)

We are committed to the success of every learner. We engage, inspire, and support each learner through collaboration and innovation.

CULTURE OF BELONGING
(How we act)

Create a culture of belonging through our collective commitments:

- Collaboration
- Courage and Continuous Improvement
- Caring and Professional Community

DIGNITY
(What we believe)

Equal value and worth of each and every person

In SANB schools we are responsible for providing an equitable learning environment where all students, staff members, and families are respected and valued for who they are regardless of skin color, race, sexual orientation, gender expression, culture, religion, creed, national origin, ethnicity, ability, immigration status, or any other category.

STUDENT SUCCESS

EFFECTIVE INSTRUCTION
(How we ensure the success of each student)

In SANB schools, effective instruction is grounded in three principles: rigor, relevance, and relationships. Without each of these components, high levels of transferable learning are not possible.

HOW WE MEASURE OUR WORK

Student and adult data are collected and analyzed internally by educators and administrators to inform the impact of our work and make any necessary changes.

STUDENT SUCCESS
(The expected outcome)

A successful student is one who has acquired both the *academic skills and life skills* to *positively contribute to society*.

They have a *love for learning* and are able to *meet the social-emotional needs of themselves and others*.

A successful student becomes a *thriving citizen*.

HOW WE MEASURE STUDENT SUCCESS

Assessments, surveys, and grade reporting will communicate an individual student's levels of achievement for each of the success elements.

Draft 10 - September 2023

Our Work: Culture of Belonging

OUR SANB COLLECTIVE COMMITMENTS

Collaboration

Evidence of this commitment can be seen through behaviors such as:

- ☑ Asking questions seeking to learn with true wonderment, instead of judgment
- ☑ Recognizing and congratulate others on their good work
- ☑ Practicing gratitude with my team and colleagues (e.g., writing gratitude notes)
- ☑ Talking to the person you have a concern with, not about them to others
- ☑ Investing in each other; doing things that raise others up so they feel cared for, cheered for, supported

Caring and Professional Community

Evidence of this commitment can be seen through behaviors such as:

- ☑ Taking ownership for adapting to the fast pace and need to be responsive in our environment
- ☑ Taking responsibility for representing our values when communicating internally and externally
- ☑ Taking responsibility for developing and maintaining professional relationships
- ☑ Asking for help when I need it
- ☑ Respecting professional boundaries, and when it is not clear about what is okay and not okay, I ask.
- ☑ Circling back when there is a need for clarity or amends

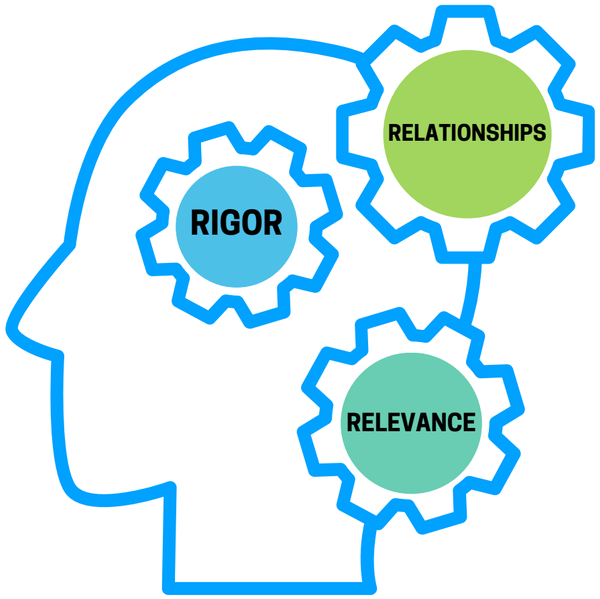
Courage and Continuous Improvement

Evidence of this commitment can be seen through behaviors such as:

- ☑ Taking ownership for my role as a continuous learner, adapting to the fast pace and need to be responsive in our environment
- ☑ Asking questions, seeking out people who might help, etc.
- ☑ Not judging others when they ask for help and trying to assist.
- ☑ Owning my mistakes and discuss the in an open and honest way

Our Work: Dignity

Rooted in Equity: Required Mindsets



RIGOR

- All students deserve access to high-level thinking and deep learning.
- All students have assets and can learn at high levels.
- Rigor must be embedded at every stage of learning.

RELEVANCE

- Learning is cultural, social, and emotional.
- Students deserve to have their multiple developed and developing identities acknowledged and honored.
- Learning must be authentic and applicable across contexts.

RELATIONSHIPS

- All students deserve access to intentional developmental relationships defined as expressing care, challenging growth, providing support, sharing power, and expanding possibilities.
- All teachers must make developmental relationships a priority.
- We cannot effectively teach kids we do not know.

Our Work: Effective Instruction

SANB Definitions of
Rigor, Relevance, and Relationships

RIGOR

Students engage in deep thinking.

- Students must read, write, solve problems, and make meaning.
- Students must be required to think about their thinking regarding their progress towards the learning goals.
- Students must use sophisticated language, tools, and texts.
- Students must take ownership of their learning by combatting any prior misconceptions and developing, testing, and refining their thinking.
- Students must be able to transform factual information into usable knowledge.

RELEVANCE

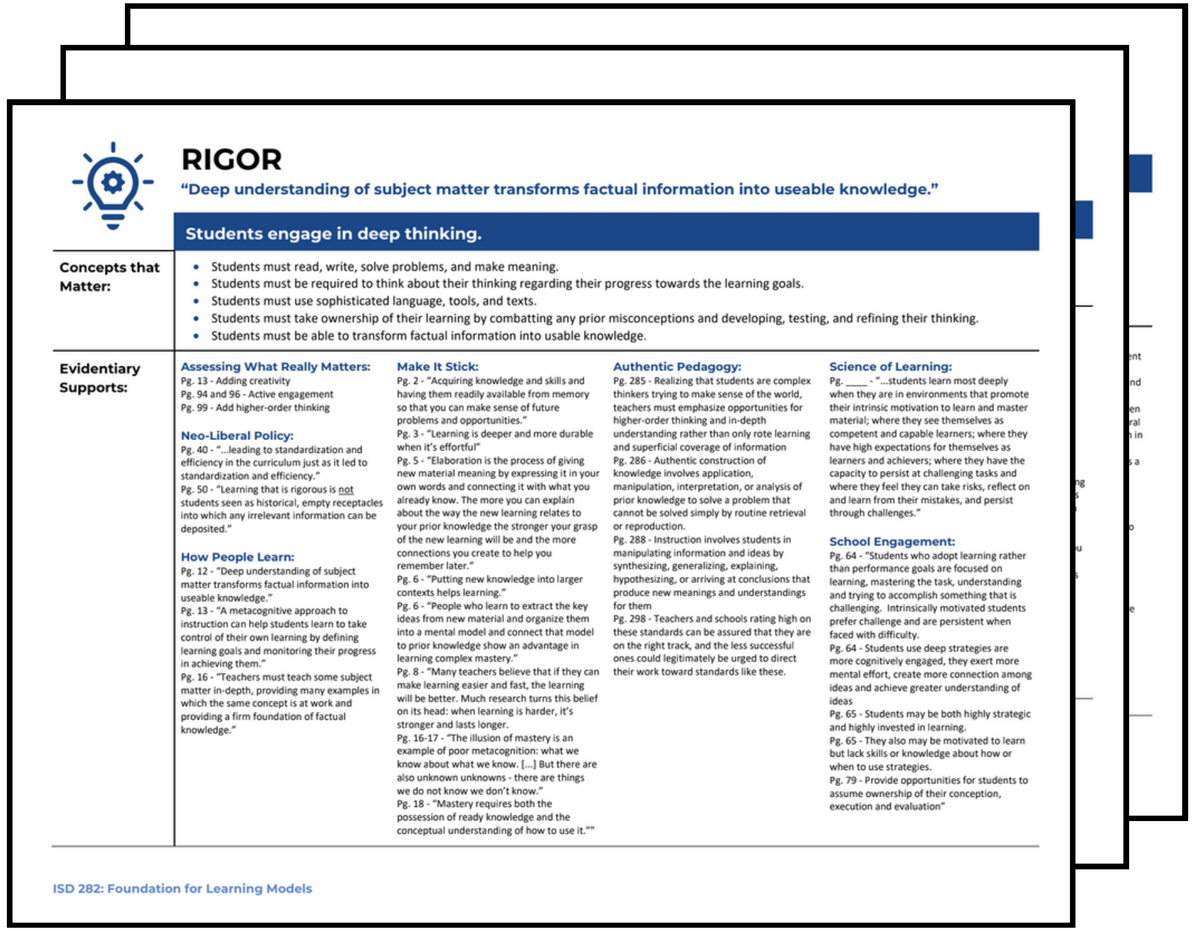
Students engage in thinking and work that relate to the discipline and the real world.

- Students engage in culturally and linguistically relevant concepts, issues, and/or materials.
- The relevant work has meaning apart from documenting the competence of the learner.
- Students access and apply prior and new learning effectively in unfamiliar situations.

RELATIONSHIPS

To be in authentic relationships with students, teachers must be students of their students.

- Authentic relationships centered around student-assets and high-expectations lead to transformational growth and learning.
- Staff must understand, validate, and affirm students' multiple complex identities.
- Staff must build trust to successfully address the individual and collective needs of students.
- These relationships are the basis for creating a safe and caring environment with high levels of emotional engagement that is also conducive to supporting students' social-emotional needs.
- Authentic relationships are more than just providing care and support for students. They challenge student's self-perceptions, create internal **agency, and open doors to previously-unknown possibilities.**



RIGOR

"Deep understanding of subject matter transforms factual information into useable knowledge."

Students engage in deep thinking.

Concepts that Matter:

- Students must read, write, solve problems, and make meaning.
- Students must be required to think about their thinking regarding their progress towards the learning goals.
- Students must use sophisticated language, tools, and texts.
- Students must take ownership of their learning by combatting any prior misconceptions and developing, testing, and refining their thinking.
- Students must be able to transform factual information into usable knowledge.

Evidentiary Supports:

Assessing What Really Matters:
Pg. 13 - Adding creativity
Pg. 94 and 96 - Active engagement
Pg. 99 - Add higher-order thinking

Neo-Liberal Policy:
Pg. 40 - "...leading to standardization and efficiency in the curriculum just as it led to standardization and efficiency."
Pg. 50 - "Learning that is rigorous is not students seen as historical, empty receptacles into which any irrelevant information can be deposited."

How People Learn:
Pg. 12 - "Deep understanding of subject matter transforms factual information into useable knowledge."
Pg. 13 - "A metacognitive approach to instruction can help students learn to take control of their own learning by defining learning goals and monitoring their progress in achieving them."
Pg. 16 - "Teachers must teach some subject matter in-depth, providing many examples in which the same concept is at work and providing a firm foundation of factual knowledge."

Make It Stick:
Pg. 2 - "Acquiring knowledge and skills and having them readily available from memory so that you can make sense of future problems and opportunities."
Pg. 3 - "Learning is deeper and more durable when it's effortful"
Pg. 5 - "Elaboration is the process of giving new material meaning by expressing it in your own words and connecting it with what you already know. The more you can explain about the way the new learning relates to your prior knowledge the stronger your grasp of the new learning will be and the more connections you create to help you remember later."
Pg. 6 - "Putting new knowledge into larger contexts helps learning."
Pg. 6 - "People who learn to extract the key ideas from new material and organize them into a mental model and connect that model to prior knowledge show an advantage in learning complex mastery."
Pg. 8 - "Many teachers believe that if they can make learning easier and fast, the learning will be better. Much research turns this belief on its head: when learning is harder, it's stronger and lasts longer.
Pg. 16-17 - "The illusion of mastery is an example of poor metacognition: what we know about what we know. [...] But there are also unknown unknowns - there are things we do not know we don't know."
Pg. 18 - "Mastery requires both the possession of ready knowledge and the conceptual understanding of how to use it.""

Authentic Pedagogy:
Pg. 285 - Realizing that students are complex thinkers trying to make sense of the world, teachers must emphasize opportunities for higher-order thinking and in-depth understanding rather than only rote learning and superficial coverage of information
Pg. 286 - Authentic construction of knowledge involves application, manipulation, interpretation, or analysis of prior knowledge to solve a problem that cannot be solved simply by routine retrieval or reproduction.
Pg. 288 - Instruction involves students in manipulating information and ideas by synthesizing, generalizing, explaining, hypothesizing, or arriving at conclusions that produce new meanings and understandings for them
Pg. 298 - Teachers and schools rating high on these standards can be assured that they are on the right track, and the less successful ones could legitimately be urged to direct their work toward standards like these.

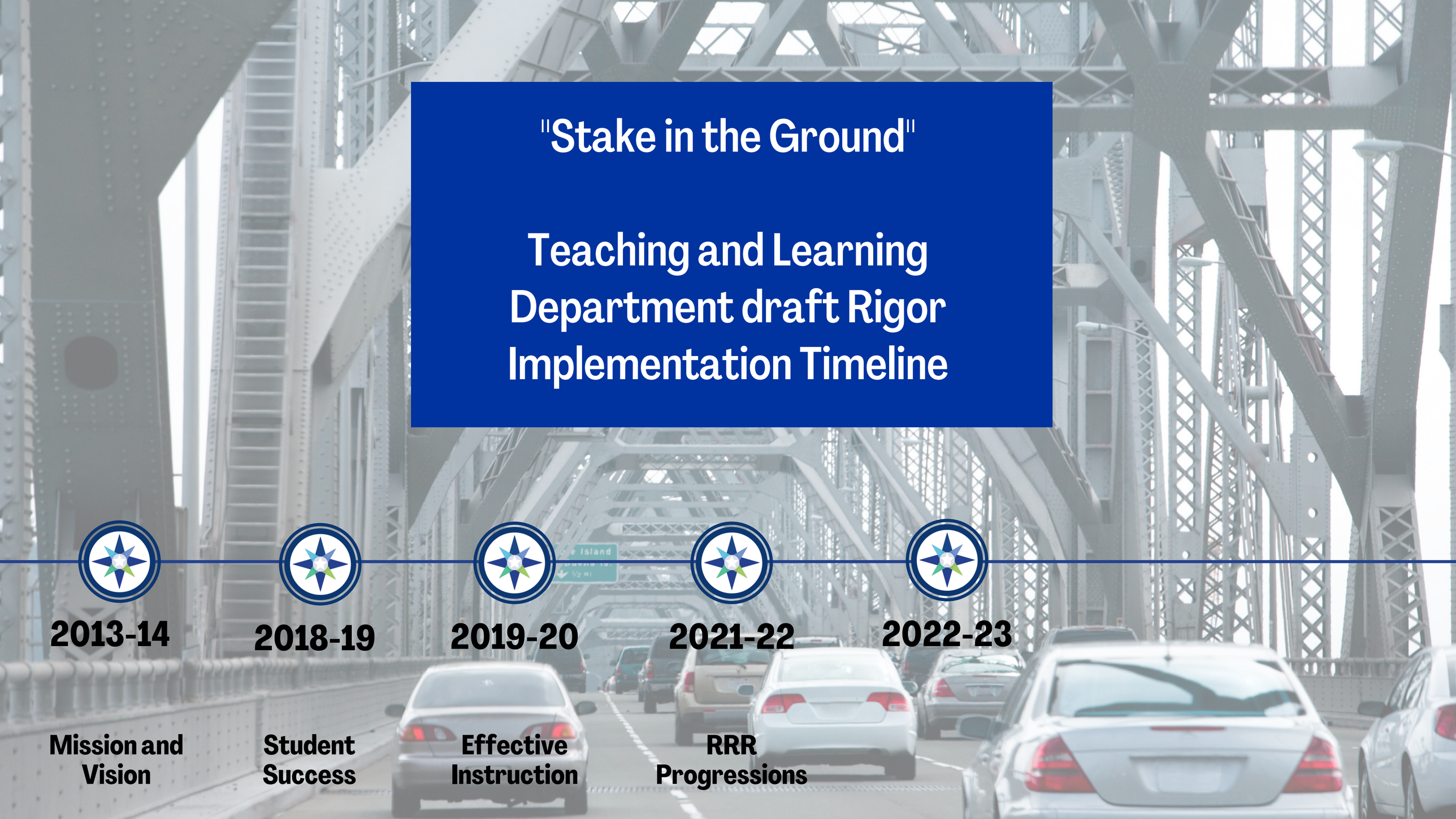
Science of Learning:
Pg. ____ - "...students learn most deeply when they are in environments that promote their intrinsic motivation to learn and master material; where they see themselves as competent and capable learners; where they have high expectations for themselves as learners and achievers; where they have the capacity to persist at challenging tasks and where they feel they can take risks, reflect on and learn from their mistakes, and persist through challenges."

School Engagement:
Pg. 64 - "Students who adopt learning rather than performance goals are focused on learning, mastering the task, understanding and trying to accomplish something that is challenging. Intrinsically motivated students prefer challenge and are persistent when faced with difficulty.
Pg. 64 - Students use deep strategies are more cognitively engaged, they exert more mental effort, create more connection among ideas and achieve greater understanding of ideas
Pg. 65 - Students may be both highly strategic and highly invested in learning.
Pg. 65 - They also may be motivated to learn but lack skills or knowledge about how or when to use strategies.
Pg. 79 - Provide opportunities for students to assume ownership of their conception, execution and evaluation"

ISD 282: Foundation for Learning Models

[LINK to RRR Evidentiary Supports]





"Stake in the Ground"

Teaching and Learning Department draft Rigor Implementation Timeline

2013-14

Mission and Vision

2018-19

Student Success

2019-20

Effective Instruction

2021-22

RRR Progressions

2022-23

EFFECTIVE INSTRUCTION - RIGOR IMPLEMENTATION

WHY? To ensure all students engage in rigorous, relevant instruction grounded in relationships

WHAT? To guarantee all students meet proficiency and make growth on the standards, regardless of entry point

HOW?
1. By operationalizing RRR
2. By implementing Proficiency-Based Learning
3. By providing effective and sustained professional learning for staff

AT SANB SCHOOLS, WE BELIEVE IN:

RIGOR

- **All students deserve access to high-level thinking and deep learning.**
- **All students have assets and can learn at high levels.**
- **Rigor must be embedded at every stage of learning.**

RELEVANCE

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PROFESSIONAL LEARNING EXPECTATIONS FOR RIGOR IMPLEMENTATION

PHASE 1: FOUNDATIONAL KNOWLEDGE

A. Define the mission and vision of the district and state where we are going as teachers and where we expect students to go and why

B. Develop a deep understanding of Depth of Knowledge (DOK), proficiency, and rigor

C. Examine, reflect, analyze, and prioritize anchor standards and differentiate between content and performance/skill-based standards

D. Develop a deep understanding of essential learning targets (ELTs), learning progressions, and performance tasks.

PHASE 2: ELTs & PROGRESSIONS

E. Write semester-based essential learning targets (ELTs) based on anchor standards in student-friendly language.

F. Write learning progressions (LPs) in student-friendly language that align with DOK levels (where DOK 3 is the minimum level of proficiency)

PHASE 3: ASSESSMENTS & GUIDES

G. Write an assessment system (including pre-assessments, formative assessment tools, and summative assessments).

H. Create new and/or align current instructional guides that align with your ELTs, learning progressions, and assessment system.

PHASE 4: SUPPORT & FEEDBACK

I. Use data to drive instructional decisions and designs

J. Embed scaffolding to support all learners with accessing all levels of learning

K. Use effective feedback tools (including rubrics) to foster learning

DISTRICT-WIDE SHIFTS HAPPENING IN FALL 2025

- Proficiency-Based Credit Definition
- Proficiency-Based Teaching and Learning
- Proficiency-Based Grading and Reporting

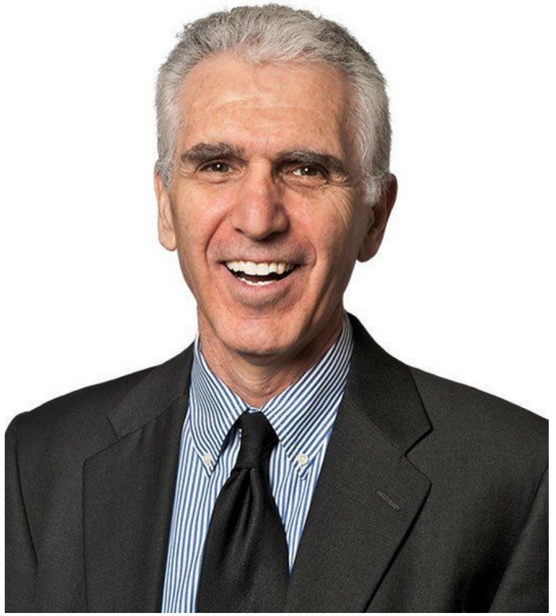
DRAFT - Sept 2023

Focus on Instruction
(at first)



“Pedagogy trumps curriculum every time.”
-Dylan Wiliam

“A coherent, guaranteed curriculum may be the single largest school factor that determine how many students will be successful.”
-Robert Marzano



St. Anthony New Brighton
INDEPENDENT SCHOOL DISTRICT 282

Key Components of Proficiency-Based Learning

Curriculum	Instruction	Assessment and Grading
Clearly articulated, transparent, and standards-based learning goals, instruction, and assessment	Inclusive planning and instruction which guarantees universal entry in learning for all students	Authentic, multiple, and varied opportunities for students to show both background knowledge and proficiency of the standards
Intentional and vital instructional alignment within and across courses, departments, disciplines, and grades for equitable access	Scaffolded instruction to engage each student in deep and meaningful learning	Student success is defined by all students making growth, and meeting/exceeding proficiency of the anchor standards
Curriculum outlined by the “Core 4” - anchor standards, essential learning targets, learning progressions, and performance tasks	Data-informed instructional decisions and strategies including support through acceleration	Feedback and grading focus on learning (not points or compliance)
	Innovative, intentional infusion of supports for everyone because all students deserve high expectations and an accessible education	



Purposeful and Intentional

- Data-Driven Decisions and Discussions
  - Special Education
  - Literacy
  - Acceleration
  - Multilingual Learning
  - Professional Development
  - Curriculum
  - Assessment

ST. ANTHONY - NEW BRIGHTON SCHOOLS

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STUDENT SUCCESS

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(The expected outcome)

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HOW WE MEASURE STUDENT SUCCESS

Assessments, surveys, and grade reporting will communicate an individual student's levels of achievement for each of the success elements.

Draft 10 - September 2023

Logic Models



What is invested

What is done

What results

SANB 2023-2024 Operational Plan Using the Logic Model for the District

Draft as of June 16, 2023

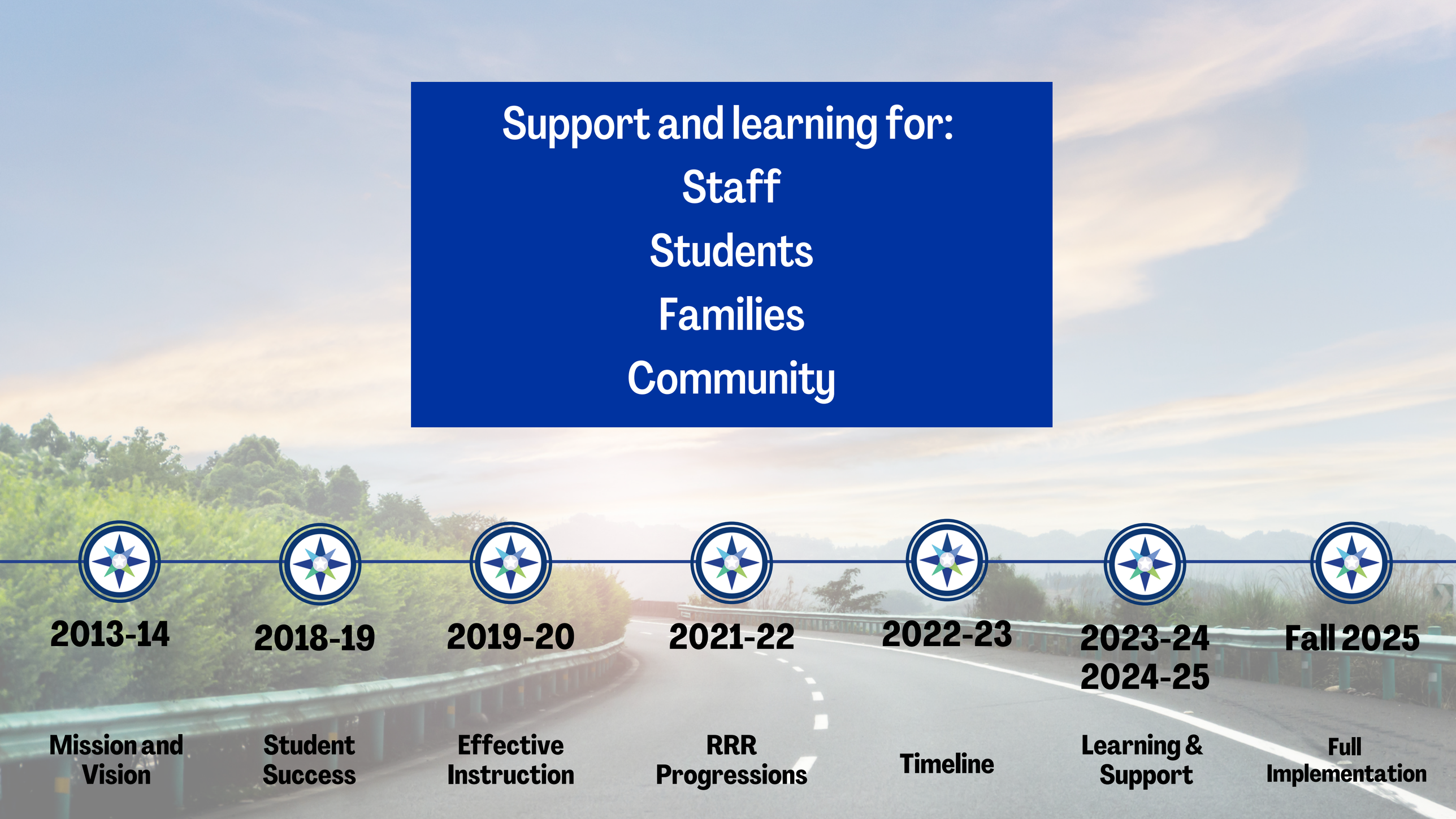
Problems:
1. We are no longer satisfied with our current model's outcomes.
2. We do not have the funds to support any desired changes.
3. Historically marginalized students are traumatized within traditional school systems.

Rationale:
- Students deserve RRR.
- Teachers deserve high support.
- Schools need to support student wellness.

Goal: Students are successful as defined by the success metrics.

Inputs	Survey Language	Activities	Participants	Short-Term Outputs	Intermediate Outcomes	Long-Term Impacts
1. Teaching and Learning Department	**Attract and Retain Teachers** **Variety of Programs for Students**	Lead/Facilitate: • Effective Instruction (including MTSS) • Curriculum Review (including literacy) • Professional Development (including New Teacher Mentor Program) • Teacher Evaluation • Data and Assessments • Instructional Technology (including grading/reporting) • Grants (add more here) • Implement MTSS	Direct: Teachers and staff Indirect: Students Families Community	• Alignment between curriculum and assessments • Instruction and support for professional learning • Data "response-ability" to impact instruction and monitor student learning • Pk-12 focus • Alignment between curriculum and assessments • Teachers receive support to build curriculum grounded in RRR • Teachers have funds to update their curriculum	• Teacher instruction improves: ○ Teachers have skills and support to meet the needs of all students ○ Teachers get support and feedback to make instructional and curricular improvements • Collaborative culture centered on effective instruction is established • Student learning increases to deeper/transfer learning	Implementation of RRR Instructional Framework and the elimination of disparity, disproportionality and predictability in student outcomes. Success Metrics: Students think critically and apply their acquired knowledge and skills to solve problems. Even when confronted with challenges, students have the capacity, motivation, and persistence to acquire new knowledge and skills, creatively seek out solutions, and confidently take action.
2. The PK-12 Student Academic Experience and Supports	**Academic Support for Students**	1. Design and provide instruction for student learning 2. Provide additional support through co-teaching and co-designing instruction in the general ed classroom	Direct: Teachers and staff Students Indirect: Families Community	• Reduced overall student load on high school teachers (number of students each teacher is responsible for) • Students receive differentiated instruction	• Teachers have the capacity to provide effective instruction • Student safety and wellness increases • Reduction in teacher burnout • Teachers are supported	Tier 1 is staffed High School model allows for developmentally-appropriate career/college pathways.

LINK TO FULL DOCUMENT


Support and learning for:
Staff
Students
Families
Community
2013-14
Mission and Vision
2018-19
Student Success
2019-20
Effective Instruction
2021-22
RRR Progressions
2022-23
Timeline
2023-24
2024-25
Learning & Support
Fall 2025
Full Implementation



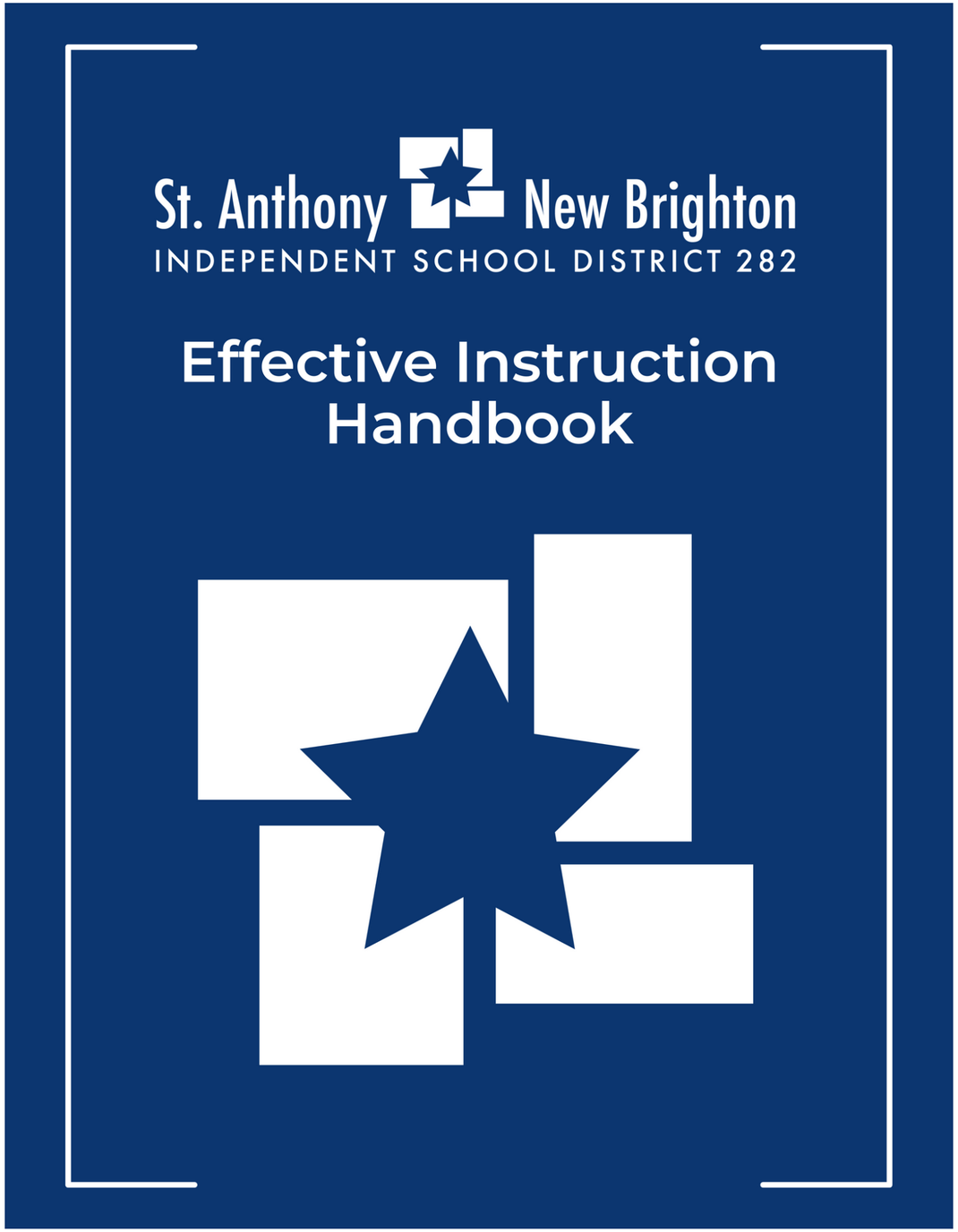
Why 2025?

- The minimum amount of time we need to get everyone and all systems aligned
- Creates urgency, not panic
- We can't afford to wait anymore
- Competitive disadvantage
- Flexibility and continuous improvement

How are we going to get there?

- Differentiated training and professional learning
- Communication
- Teacher leadership, input, and help in decision-making
- Updated materials and tools
- Collection of data to monitor impact on student learning





A chapter dedicated to each of the 11 rigor competencies.

- Pre-assessment
- Content and examples
- Reflection questions
- Proficiency checks
- Additional resources

Time and Support



Where to next?

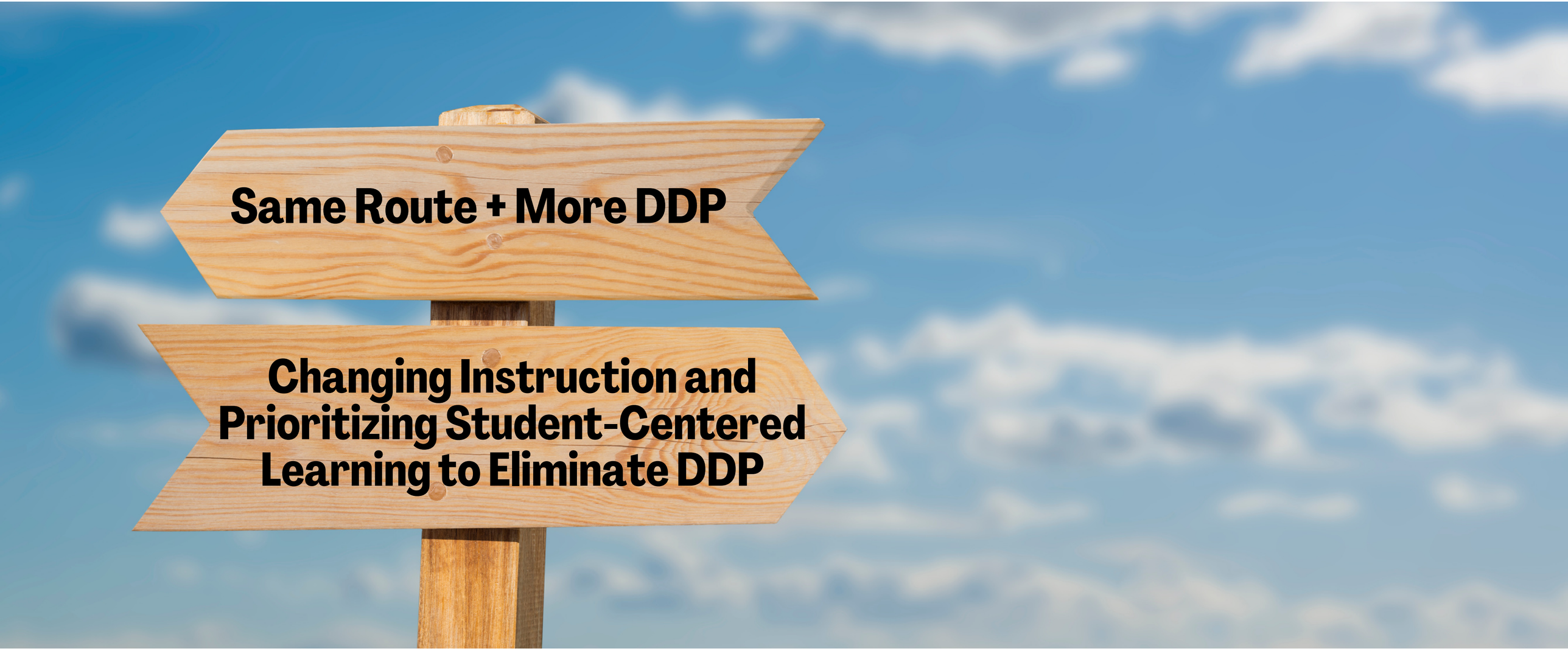
- Adoption of updated gradebook and LMS to allow for proficiency-based grading and feedback
- Update teacher evaluation, New Teacher Mentor Program, and peer coaching models to align with effective instruction
- Curriculum purchases for PreK-12 language arts, EL/ML, and science
- Timelines for Relevance and Relationships
- Expansion of Effective Instruction Handbook

Please find your ideas list from earlier.

How many of your programs or initiatives require a systemic adaptive change to classroom instruction and elimination of DDP?



Where will you go next?




Questions?