Building and Implementing an Equitable School District

AMSD Conference
November 9, 2023
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?
“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

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
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
“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.
History of Schooling

The school district system is based on the idea that kids need to be managed.
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
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.
“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
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 are committed to the success of every learner.
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
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.
<table>
<thead>
<tr>
<th>RIGOR</th>
<th>RELEVANCE</th>
<th>RELATIONSHIPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>EUT: We transform present practice to eliminate biased assumptions</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>Competency 1: I can identify my biased assumptions and misconceptions related to access and expectations of a rigorous education.</td>
<td>I can identify my biased assumptions and misconceptions about diversity of identities.</td>
<td>I can identify my biased assumptions and misconceptions related to types of authentic relationships and student worth.</td>
</tr>
<tr>
<td>Competency 2: I analyze the rigor of my instruction through an equity lens.</td>
<td>I analyze my instruction for relevance and inclusion of diverse identities.</td>
<td>I analyze my instructional practices to determine strengths and needs regarding relationships with all students.</td>
</tr>
<tr>
<td>Competency 3: I use essential learning standards to ensure equitable access to rigor in a non-biased curriculum, instruction, and assessments.</td>
<td>I intentionally learn about my individual students' academic and life experiences, cultures, and languages.</td>
<td>Through my words and actions, I create a community built on mutual trust where every student feels safe to be themselves.</td>
</tr>
<tr>
<td>Competency 4: I triangulate data to address student needs and incorporate required scaffolds (including pacing), resources, and accommodations.</td>
<td>I triangulate data to ensure my curriculum and instruction reflect the multiple identities including academic and life experiences, cultures, and languages.</td>
<td>I triangulate data to identify the cognitive, behavioral, and emotional assets of each student and address growth areas.</td>
</tr>
<tr>
<td>Competency 5: I create learning progressions which facilitate breadth and depth of knowledge which allows multiple entry points so all students can access complex thinking and demonstrate growth.</td>
<td>I engage students in learning that is relevant to all identities through interrelated strategies and resources that meet the needs of each student.</td>
<td>My instructional practices intentionally integrate the individual needs of my students so all students are empowered to achieve and contribute at high levels.</td>
</tr>
<tr>
<td>Competency 6: 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.</td>
<td>I incorporate and assess students' abilities to apply transferable skills to relevant contexts including those personal, social, cultural, and academic.</td>
<td>I leverage my relationships with students to collaboratively identify and evaluate personalized learning goals that challenge growth and expand possibilities.</td>
</tr>
<tr>
<td>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.</td>
<td>I empower my students to apply their content and intercultural knowledge as well as transferable skills to next-world, authentic situations through an interdisciplinary lens.</td>
<td>I support students in building their skills to form their own healthy, intrapersonal and intercultural relationships with others.</td>
</tr>
<tr>
<td>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.</td>
<td>Based on my triangulated data, I advocate and lead for systemic change to advance inclusive, diverse communities of learning.</td>
<td>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.</td>
</tr>
</tbody>
</table>
ST. ANTHONY - NEW BRIGHTON SCHOOLS
SYSTEMIC ALIGNMENT

OUR PURPOSE

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.

OUR WORK

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. Students of color, LGBTQ students, students with disabilities, and students from other marginalized communities are not just equal in the eyes of the law, but equally valued in the community.

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 elements, high levels of transferable learning are not possible.

OUR OUTCOME

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 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.

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.
**Our Work: Culture of Belonging**

### OUR SANB COLLECTIVE COMMITMENTS

<table>
<thead>
<tr>
<th>Collaboration</th>
<th>Caring and Professional Community</th>
<th>Courage and Continuous Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Evidence of this commitment can be seen through behaviors such as:</strong></td>
<td><strong>Evidence of this commitment can be seen through behaviors such as:</strong></td>
<td><strong>Evidence of this commitment can be seen through behaviors such as:</strong></td>
</tr>
<tr>
<td>- Asking questions seeking to learn with true wonderment, instead of judgment</td>
<td>- Taking ownership for adapting to the fast pace and need to be responsive in our environment</td>
<td>- Taking ownership for my role as a continuous learner, adapting to the fast pace and need to be responsive in our environment</td>
</tr>
<tr>
<td>- Recognizing and congratulating others on their good work</td>
<td>- Taking responsibility for representing our values when communicating internally and externally</td>
<td>- Asking questions, seeking out people who might help, etc.</td>
</tr>
<tr>
<td>- Practicing gratitude with my team and colleagues (e.g., writing gratitude notes)</td>
<td>- Taking responsibility for developing and maintaining professional relationships</td>
<td>- Not judging others when they ask for help and trying to assist.</td>
</tr>
<tr>
<td>- Talking to the person you have a concern with, not about them to others</td>
<td>- Asking for help when I need it</td>
<td>- Owning my mistakes and discuss the in an open and honest way</td>
</tr>
<tr>
<td>- Investing in each other; doing things that raise others up so they feel cared for, cheered for, supported</td>
<td>- Respecting professional boundaries, and when it is not clear about what is okay and not okay, I ask.</td>
<td></td>
</tr>
</tbody>
</table>
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 must read, write, solve problems, and make meaning.
- Students must be required to think about their thinking regarding their progress toward the learning goals.
- Students must use sophisticated language, tools, and texts.
- Students must take ownership of their learning by combating any prior misconceptions and developing, testing, and refining their thinking.
- Students must be able to transform factual information into usable knowledge.

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 toward the learning goals.
- Students must use sophisticated language, tools, and texts.
- Students must take ownership of their learning by combating any prior misconceptions and developing, testing, and refining their thinking.
- Students must be able to transform factual information into usable knowledge.

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.

Relevance
- 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 toward the learning goals.
- Students must use sophisticated language, tools, and texts.
- Students must take ownership of their learning by combating any prior misconceptions and developing, testing, and refining their thinking.
- Students must be able to transform factual information into usable knowledge.

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.

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.

Evidentiary Supports:

Acquiring What Really Matters
- Pg. 10: “Deep understanding of subject matter requires students to engage with high-quality, challenging work in authentic contexts.”
- Pg. 12: “They will be able to identify and communicate important questions, and apply their knowledge to deepen their understanding.”
- Pg. 15: “The relevant work has meaning apart from documenting the competence of the learner.”
- Pg. 21: “Students must be required to think about their thinking regarding their progress toward the learning goals.”
- Pg. 24: “Students must access and apply prior and new learning effectively in unfamiliar situations.”

Evidentiary Supports: 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 usable knowledge."

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 toward the learning goals.
- Students must use sophisticated language, tools, and texts.
- Students must take ownership of their learning by combating any prior misconceptions and developing, testing, and refining their thinking.
- Students must be able to transform factual information into usable knowledge.

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

Authentic Pedagogy
- Pg. 20: “Students learn new things, make new connections, and apply their knowledge.”
- Pg. 21: “Students must be required to think about their thinking regarding their progress toward the learning goals.”
- Pg. 24: “Students must access and apply prior and new learning effectively in unfamiliar situations.”

Evidentiary Supports:
- Pg. 20: “Students learn new things, make new connections, and apply their knowledge.”
- Pg. 21: “Students must be required to think about their thinking regarding their progress toward the learning goals.”
- Pg. 24: “Students must access and apply prior and new learning effectively in unfamiliar situations.”

Science of Learning
- Pg. 22: “Students learn new things, make new connections, and apply their knowledge.”
- Pg. 23: “Students must be required to think about their thinking regarding their progress toward the learning goals.”
- Pg. 26: “Students must access and apply prior and new learning effectively in unfamiliar situations.”

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**

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

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

**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.

**AT SANB SCHOOLS, WE BELIEVE IN:**
**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 possible self.
- All teachers must make developmental relationships a priority.
- We cannot effectively reach kids we do not know.

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

- Data-Driven Decisions and Discussions
  - Special Education
  - Literacy
  - Acceleration
  - Multilingual Learning
  - Professional Development
  - Curriculum
  - Assessment
ST. ANTHONY - NEW BRIGHTON SCHOOLS
SYSTEMIC ALIGNMENT

OUR PURPOSE

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.

OUR WORK

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
(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.

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.

OUR OUTCOME

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.
Logic Models

- **Inputs**: What is invested
- **Outputs**: What is done
- **Outcomes / Impact**: 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.

<table>
<thead>
<tr>
<th>Inputs</th>
<th>Survey Language</th>
<th>Activities</th>
<th>Participants</th>
<th>Short-Term Outputs</th>
<th>Intermediate Outcomes</th>
<th>Long-Term Impacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teaching and Learning Department</td>
<td>Attract and Retain Teachers</td>
<td>Lead/Facilitate:</td>
<td>Direct: Teachers and staff</td>
<td>Alignment between curriculum and assessments</td>
<td>Teacher instruction improves.</td>
<td>Implementation of RRR Instructional Framework and the elimination of disparity, disproportionality and predictability in student outcomes.</td>
</tr>
<tr>
<td></td>
<td>Variety of Programs for Students</td>
<td>Effective instruction (including MTSS)</td>
<td></td>
<td>Instruction and support for professional learning</td>
<td>Teachers have skills and support to meet the needs of all students</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Curriculum Review (including literacy)</td>
<td></td>
<td>Data and Assessments</td>
<td>Teachers get support and feedback to make instructional and curricular improvements</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Professional Development (including New Teacher Mentor Program)</td>
<td></td>
<td>Instructional Technology (including grading/reporting)</td>
<td>Collaborative culture centered on effective instruction is established</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Teacher Evaluation</td>
<td></td>
<td>Grants (add more here)</td>
<td>Student learning increases to deeper/transfer learning</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Implement MTSS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The PK-12 Student Academic Experience and Supports</td>
<td>Academic Support for Students</td>
<td>1. Design and provide instruction for student learning</td>
<td>Direct: Teachers and staff</td>
<td>Reduced overall student load on high school teachers (number of students each teacher is responsible for)</td>
<td>Teachers have the capacity to provide effective instruction</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Provide additional support through co-teaching and co-designing instruction in the general ed classroom</td>
<td>Students</td>
<td>Students receive differentiated instruction</td>
<td>Student safety and wellness increases</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Indirect: Families</td>
<td>Teachers have the capacity to provide effective instruction</td>
<td>Reduction in teacher burnout</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Community</td>
<td>Teachers are supported</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Tier 1 is staffed</td>
<td>High School model allows for developmentally-appropriate career/college pathways.</td>
<td></td>
</tr>
</tbody>
</table>
Support and learning for:
- Staff
- Students
- Families
- Community

Timeline:
- Mission and Vision (2013-14)
- Student Success (2018-19)
- Effective Instruction (2019-20)
- RRR Progressions (2021-22)
- Timeline (2022-23)
- Learning & Support (2023-24)
- Full Implementation (2024-25)
- Fall 2025
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
Heidi Haagenson,
Teaching and Learning

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?

Same Route + More DDP

Changing Instruction and Prioritizing Student-Centered Learning to Eliminate DDP
Questions?