AMSD Recommendations Feedback Workshop: Data

Recommendations

Workshop participants engaged with the following recommendations from the opportunity analysis

Culture of Innovation

1. Improve MDE flexibility guidance to provide well-defined pathways for competency-based education

2. Require a statewide "Model Portrait" in statute

3. Create a legislative student-centered working group

4. Create a statewide intermediary organization to support districts implementing student-centered learning

5. Establish a personalized learning network for districts and schools

6. Strengthen MDE guidelines on using state and federal funds for innovation

7. Explore a statewide student-centered funding grant

Support for Teachers and Leaders

8. Ensure statewide student-centered professional development opportunities

9. Ensure professional development opportunities focus on classroom-level data collection

10. Review Minnesota's teacher development and evaluation system from a student-centered learning lens

11. Revisit strategies that expand access to effective educators legislatively

12. Track impact of high-quality personalized learning teacher prep and professional development

Comprehensive Assessment Systems

13. Develop an MDE strategy for evolving the state's assessment system

14. Create a student-centered assessment pilot legislatively

Summary of Feedback

Summary of Feedback: Context, Clarification and Suggestions on Recommendations

- Belief that equity should be the driver for creating more student-centered learning (SCL) environments

- Call for clear definitions for SCL-related terms to develop a common language

- Desire to elevate that SCL is reserved for the how, where, and when learning occurs and does not replace the rigor of content and standards

- Request to continue connecting the work of this project back to Reimagine Minnesota

- Hope for a system with "coordinated uniqueness": a system in which statewide conversations and coordination cultivate local innovation

- Desire to see and experience models and exemplars of SCL in multiple capacities is important for implementation and advocacy

- In some instances, clarity on starting with specific recommendations is needed (see Support for Teachers and Leaders)

Summary of Feedback: Who is and who should be engaged in this work

- Specific evidence of districts in Minnesota engaging in differing levels of student-centered learning strategies and practices can be found for 9 of the 14 recommendations

- Extensive list of additional organizations, districts, associations, and institutions of higher education that would would have interest in this work moving forward

- Strong desire to include community members, including students and families, in conversation about policy change and implementation

Summary of Feedback: Current Advocacy Needs

In schools:
- Networking and relationship-building in and across districts for support
- Help with starting the conversation in a district just beginning their journey

In the local community:
- Audience-specific materials to ensure relevance
- Evidence of a coalition/groundswell to show the desire on the ground for transformation

Across both:
- Common definitions and language to ensure fidelity of concepts
- Examples and stories that show success of SCL efforts in MN and nationwide
- Data that shows evidence of equity

Full Set of Data from February 9 Session

Part One: Context, clarification and suggestions

Culture of Innovation

- Clarity of definitions
  - Flexibility is not in outcomes, it's in where, how, when
- Need to show how you can do work differently, not add on to what's already required
  - Including how to do this with existing $$
- "Coordinated uniqueness"
  - Networking together and with MDE and other districts statewide to encourage local innovation
- Keep the Reimagine MN connection with this work moving forward
  - Including the focus student voice and diverse perspectives (2)
- Transparency is imperative
- Funding is a must to move forward– funding for *all* (6)
- Drive for personalized learning should be better equity

Support for Teachers and Leaders

- #8 and #10 are extremely important and are good starting points
    - How to teach portfolio assessment (10)
    - Common understanding and language (10)
    - Professional development requires tools and supports at school trainings to reduce lift (8)
- Learn about different data to collect besides tests (9)
- Elevating the teaching profession as part of this effort
    - Respecting educator capacity
- Clarity in language and definitions first, then educators can begin to engage differently
- Seeing and experiencing models are important for professional learning
- Know your students: Focus on cultural competency
- Curiosity about #11

Comprehensive Assessment Systems

- Look to existing programs
- Need a new way to measure
- "Coordinated uniqueness"- recognize the context in which students are being assessed
- Flexibility does not mean lowering rigor
- Remembering that opt-out is a big issue for reliability and accuracy
- Is assessment used for systems check or for individual learning?

Part Two: Who is engaged in SCL across MN and who should be brought into this movement

1. Improve MDE flexibility guidance to provide well-defined pathways for CBE education.

Who they are	What they're up to
Farmington	Is in the MN innovation zone
Bloomington	Computer science program for innovation in partnership with UMN
Roseville Area	Uses rubrics of competencies in high school to allow credit recovery to focus on missing competencies
St. Anthony-New Brighton	Updated policy 613 (grad requirements) to advance the experiences requirement for AP, CIS, PSTO, Capstone

2. Require a statewide "Model Portrait" in statute

Who they are	What they're up to
Farmington	Has developed a Profile of a Lifelong Learner
St. Anthony-New Brighton	Has a Profile of a Graduate (with success metrics)
Bloomington	Has a graduate profile as part of the strategic plan just developed
Mahtomedi	Will use Profile of a Graduate as their entry point

3. Create a legislative student-centered working group

Who they are	What they're up to
Hopkins	Teaching and learning team can testify to anything related to competency-based and student centered learning
St. Anthony-New Brighton	Teaching and learning team and superintendent can testify to anything related to competency-based and student centered learning
Bloomington	Student Council (student-superintendent advisory council), student school board representatives

4. Create a statewide intermediary organization to support districts implementing student-centered learning

Who they are	What they're up to
Brightworks	Student-centered learning enrichment program with relevant hands-on learning with community professionals
Brightworks	Cohort of the MN Education Policy Fellowship
Bloomington	College and career academy for hands-on learning and the ability to earn certification

5. Establish a personalized learning network for districts and schools

Who they are	What they're up to
Hutchinson High School	Tiger Path Academy
Wayzeta	Compass program
Intermediate District 287	CTE pathways and partnerships with NHTech College
Bloomington	Can testify to the success of the Career and College Academy (differentiated learning for hands-on learners)
Brightworks	n/a

8. Ensure statewide student-centered professional development opportunities

Who they are	What they're up to
St. Anthony-New Brighton	Has developed staff/teacher professional development on effective instruction (standards-based)
Farmington	Professional development for staff specific to learning design centered on personalized learning and competency-based experiences
Farmington	Defined learning-centered
Education Evolving	Key resource for student-centered learning
Roseville Area	High School has offered professional development on shifting to equity-based grading which involves competency-based rubrics
Brightworks	And other MN service co-ops

9. Ensure professional development opportunities focus on classroom-level data collection

Who they are	What they're up to
Hopkins	Has a semi-strong classroom-level and school level data collection system

11. Revisit strategies that expand access to effective educators legislatively

Who they are	What they're up to
Education Reform Enterprises (Tamika Fuller)	Fantastic resource for student-centered/standards based learning and assessment
Bloomington	Computer science program for innovation in partnership with UMN
Roseville	Uses rubrics of competencies in high school to allow credit recovery to focus on missing competencies
St. Anthony-New Brighton	Updated policy 613 (grad requirements) to advance the experiences requirement for AP, CIS, PSTO, Capstone

14. Create a student-centered assessment pilot legislatively

Who they are	What they're up to
Education Reform Enterprises (Tamika Fuller)	Fantastic resource for student-centered/standards based learning and assessment
Farmington	Developed K-12 competencies and rubrics
Roseville Area	Working towards equity-based grading for high school, including competency rubrics some departments fully implemented, others work in progress
Roseville Area	Working to integrate "street data" into assessment process
St. Anthony-New Brighton	Moved to standards based grading in elementary and middle school

Participants did not leave specific feedback on the following recommendations:

6. Strengthen MDE guidelines on using state and federal funds for innovation

7. Explore a statewide student-centered funding grant

10. Review Minnesota's teacher development and evaluation system from a student-centered learning lens

12. Track impact of high-quality personalized learning teacher prep and professional development

13. Develop an MDE strategy for evolving the state's assessment system

Other relevant work in districts

Who they are	What they're up to
Hopkins	Has a partnership with Optum and is willing to bring Optum to the table
Bloomington Transition Center	For SPED students– has hands on learning options and a partnership with Embassy Suites to train students in the program
Bloomington	Has a leadership academy on Saturdays through the OEE that takes high school students to colleges and other business to broaden perspectives and options
Bloomington	High school students in the AVID program are exposed to professional/career opportunities through a "day in the life"
Alexandria Area	Has a CTE Co-op that we could connect with for a rural approach
Roseville Area	Legislative platform includes "Prioritize student-centered learning with policy"

Other interesting partners to bring into the fold

K-12 Organizations and Entities	Additional Ideas
Brightworks and other state co-ops Metro Area Curriculum Leaders (MACL) Metro Area Equity Leaders MNEEP PACER MN Humanities Center World Savvy Education Evolving Education Reform Enterprises Bridgemakers Institute for Personalized Learning Spring Grove School District MN Gifted/Talented EdMN Bemidji State	Northeast Youth and Family Services Teacher prep programs Curriculum directors Families Foundations NAACP Chambers of commerce

Part Three: What's needed <u>now</u> to advocate at a school and community level

In schools

Data and examples with a focus on equity

Examples from MN

National data and stories

PoG, assessments, equity, teacher stories

An answer to how this advances systemic racial equity and what it looks like for different sub-groups, including students with disabilities

Relationships

Connections to people who are doing the work

Help with first steps

Understanding possible first steps to even starting the conversation to a district

A well-articulated "why" that incorporates cultural responsiveness

In the local community

Audience-specific materials

Targeted and audience-specific talking points/fact sheets (business, lions clubs, VFW, chamber of commerce etc.)

Evidence of achievement

Understanding how this is different from today/what it could look like for my child

Evidence of a coalition

Find ways to show evidence of support between different groups locally and statewide (note: there is an effort emerging to develop a coalition via a Bush Foundation ecosystem grant)

Definitions and common language

Definitions and clarity on terminology so people understand what we mean when we talk about it