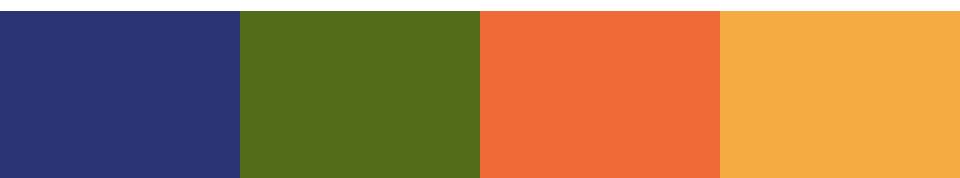# End-of-Year Updates on Strategic Maps

School Committee May 18, 2023

At-a-glance

Green

- Responsive Classroom
- REI
- ESP Modules
- 21-Day AIDE Challenge
- Pulse Checks
- Literacy and Math Data Cycles
- Learning Walks → LPS Learning Framework: Core Practices
- K-5 Math Curriculum Resource Guide
- Substitute Handbook -- ready for principal and new central office staff review this summer

Yellow

Blue

- P-8 standards and competencies for SEL and AIDE

Red

- BIPOC Listening Sessions
- Empathy Interviews
- LAAG

Pulse Checks

Questions Asked in a Pulse Check:

- How are you feeling about your work over the past week? 1-5 (5 being most positive)

- *Agreement:* I feel connected with my school community. 1-5 (5 being most positive)

- What is one word you would use to describe how you are feeling right now?

- Is there anything you'd like to share about how you're feeling or how your work is going? Are there supports/resources that would make work more successful for you?

- Schedule a meeting with your principal or supervisor

6 Rounds of Pulse Checks Thus Far
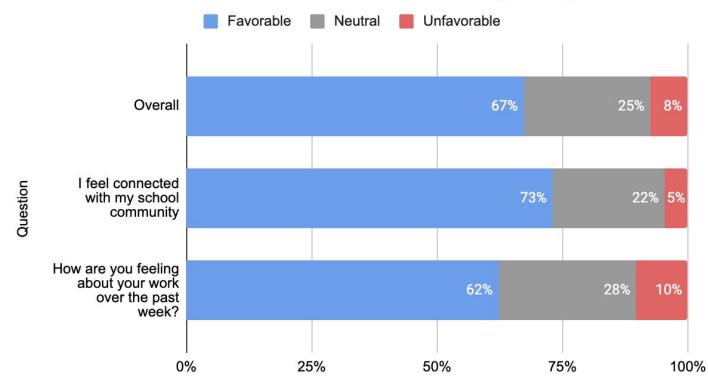
69% response rate:

- Faculty, ESPs, Administrators, Food Services, Facilities & Maintenance, Technology, Administrative support staff
- Participation declined from 86% in November to 59% in May
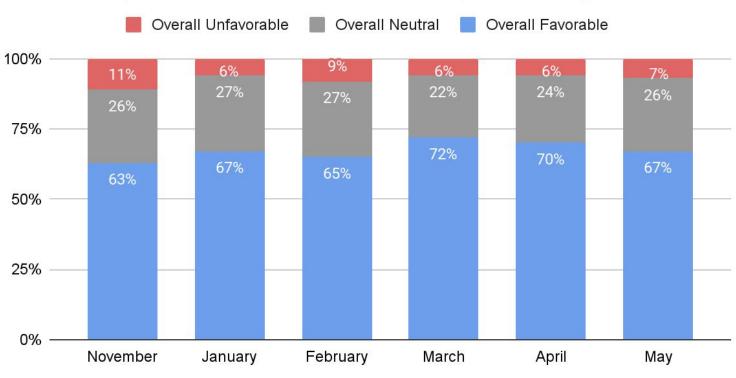
150+ follow-ups: *(through April)*

- 1:1 check-ins
- Meetings with teams
- Fixing individual problems such as mounting bulletin boards, and fixing problems with lunch counts
- Taking action based on trends and themes
- Identifying areas for for future growth and improvement
- Directly led to a schedule review process including survey of all faculty and listening sessions attended by 80 faculty members

Ongoing collaboration:

- Developed and tested with a team of faculty last summer and fall, and refined based on faculty and administrator input
- Administrators are gathering to collaboratively process the responses
- Administrators report benefits including initiating conversations and deeper interactions, insights into morale and areas of concern, and "early warning" on developing concerns
- Staff response has been generally positive with some concerns when follow through has not been as thorough as we would like

All Responses - November through May

Overall Responses - Connection to Community and Feelings About Work

What is one word to describe how you are feeling right now?

Pulse Checks

Next steps:

- One more pulse check in June
- Gather process feedback, including from our faculty team that helped developed the pulse checks
- Closer look at trends in participation and look for any signals regarding staff retention
- Continue to analyze data and consider in planning for next year, including in strategic planning and setting building-based priorities
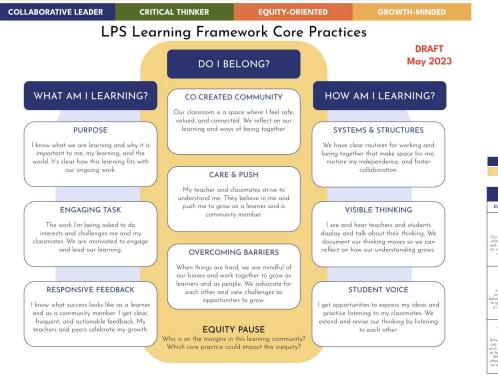
ESP Modules

- Beta tested 3 modules this winter→spring with 15 ESPs
  - 1: The Role of the ESP
    - The Role of the ESP
    - 4 Phrases to Live By
    - Confidentiality & Substituting
  - 2: AIDE
    - AIDE at LPS
    - What do our students say?
    - Join us in the work
  - 3: Foundational Practices
    - Language
    - Proactive Strategies
    - Supporting Large Groups
- Faculty Resident met with ESPs after each time, gathered verbal and written feedback, and identified tweaks to make for next year's full usage; ESPs provided incredibly helpful suggestions
- Next year: add 4th module about specific strategies and routines for supporting math and literacy growth; ongoing coaching throughout school year from Instructional Coaches

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ALL KIDS ARE MY KIDS

CHAMELEON EYES

RELATIONSHIPS ARE FOUNDATIONAL

MERGE ONTO THE HIGHWAY

4 PHRASES TO LIVE BY

Classrooms are busy places!

Make every effort to "merge in" to the classrooms you support.

- **Find the sweet spot:** What's the balance of support needed? How can you help without distracting the group?
- **Be a partner:** How can you complement the other adults in the room?
- **Be proactive:** Look out for ways to help make the classroom run more smoothly.
- **Listen in:** Be sure you understand teacher directions and student tasks so you can support and answer questions.
- **Join the community:** Make connections with teachers and students so you can learn how to best work together.

Use Gender-Inclusive Language

- Use "friends" or "folks" or the classroom team name when referring to a group of students
- Avoid saying "boys and girls." and "you guys"
- Use the child's preferred pronouns, do not assume you "know" a child's pronoun

Names Are Part of Our Identity

- Do: repeat a student's name after they introduce themselves to ensure you know pronunciation
- If you forget a student's name, say, "Forgive me, can you remind me of your name?"
- Don't: Say "I'm never going to remember that" or "Do you have something shorter for that? Or "Can I just call you ___ instead?"

Behavior is Communication

Why are all children challenging at least sometimes?

Because all behaviors serve a purpose.

ESCAPE	Trying to get out of or avoid an activity.
ATTENTION	Seeking positive or negative attention.
ACCESS	Wanting an object or activity.
SENSORY	Physical action that feels comforting.

"Our unhealthy behaviors always have reasons and payoffs…otherwise we wouldn't engage in them."

Friel & Friel (1999)

LPS Learning Framework: Core Practices

COLLABORATIVE LEADER | **CRITICAL THINKER** | **EQUITY-ORIENTED** | **GROWTH-MINDED**

LPS Learning Framework Core Practices

DRAFT May 2023

DO I BELONG?

CO-CREATED COMMUNITY
Our classroom is a space where I feel safe, valued, and connected. We reflect on our learning and ways of being together.

CARE & PUSH
My teacher and classmates strive to understand me. They believe in me and push me to grow as a learner and a community member.

OVERCOMING BARRIERS
When things are hard, we are mindful of our biases and work together to grow as learners and as people. We advocate for each other and view challenges as opportunities to grow.

EQUITY PAUSE
Who is on the margins in this learning community? Which core practice could impact this inequity?

WHAT AM I LEARNING?

PURPOSE
I know what we are learning and why it is important to me, my learning, and the world. It's clear how this learning fits with our ongoing work.

ENGAGING TASK
The work I'm being asked to do interests and challenges me and my classmates. We are motivated to engage and lead our learning.

RESPONSIVE FEEDBACK
I know what success looks like as a learner and as a community member. I get clear, frequent, and actionable feedback. My teachers and peers celebrate my growth.

HOW AM I LEARNING?

SYSTEMS & STRUCTURES
We have clear routines for working and being together that make space for me, nurture my independence, and foster collaboration.

VISIBLE THINKING
I see and hear teachers and students display and talk about their thinking. We document our thinking moves so we can reflect on how our understanding grows.

STUDENT VOICE
I get opportunities to express my ideas and practice listening to my classmates. We extend and revise our thinking by listening to each other.

Vision: Portrait of a Learner
Anchoring Values: AIDE, SEL, DL
Core Practices: vehicle to live our values and make progress toward our vision

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How Does the LPS Learning Framework Cultivate AIDE, SEL & Deeper Learning?

GUIDING QUESTIONS
DO I BELONG? | WHAT AM I LEARNING? | HOW AM I LEARNING?

🚩 DO I BELONG?

CORE PRACTICE	AIDE	SEL	DL
CO-CREATED COMMUNITY Our classroom is a space where I feel safe, valued, and connected. We reflect on our learning and ways of being together.	Valuing the many student identities that are present in our classroom is essential to creating a strong community.	In understanding and caring for each other, we learn the value of and have opportunities to practice the personal and social skills that are the hallmark of social emotional learning.	Students are unable to deeply engage in their learning when they do not feel valued or safe in their learning space.
CARE & PUSH My teacher and classmates strive to understand me. They believe in me and push me to grow as a learner and a community member.	When students can bring their full identities to school, they are able to build trusting learning partnerships with their teachers and classmates. When students trust they are cared for, they will allow and expect those around them to push them to do their best.	When students trust they are cared for, they are able to build healthy relationship skills and develop social awareness to care for others.	Students who feel valued in the learning community allow themselves to be pushed to deep learning experiences.
OVERCOMING BARRIERS When things are hard, we are mindful of our biases and work together to grow as learners and as people. We advocate for each other and view challenges as opportunities to grow.	Classrooms committed to overcoming barriers are equity-oriented, aware of systemic inequities, and actively looking to make sure their community is one where each member is seen, valued, and cared for.	Classrooms that guide and nurture social emotional skills expect difficulties and plan for how to learn from them. The community strengthens their relationship skills and social awareness as they care for each other.	When deep learning experiences push students to take risks, they will inevitably encounter barriers within themselves and with each other. Learning how to overcome these barriers is an expected and important part of the learning experience.

Crosswalks between the LPS Learning Framework and the Portrait of a Learner

COLLABORATIVE LEADER
Instructional Framework Component

COLLABORATOR	
I partner with others to gain understanding, complete tasks, and reach common goals.	4, 5, 9, 1
I seek, contribute, and respond to feedback and diverse viewpoints to achieve collective outcomes and help everyone grow.	6, 9, 1
I work with others to constructively resolve conflict.	1, 2, 3

ADVOCATE	
I seek to understand my own needs and the needs of those around me.	9, 1, 2, 3
I speak up/stand up for myself and for others.	9, 1, 2, 3
I act as an environmental and cultural steward, taking action to make the world a better place.	3

LEADER	
I act with honesty and integrity, modeling by example.	6, 2
I help others reach their full potential by sharing leadership and recognizing the ideas, work, and achievements of others.	8, 1, 2
I recognize how my personal decisions and actions have an impact beyond myself.	6, 1, 3
I acknowledge my mistakes and commit to grow and do better, owning my contributions when others are harmed.	6, 1, 2, 3

COMMUNICATOR	
I clearly articulate thoughts and ideas in a variety of forms and for different purposes.	4, 8, 9
I actively listen.	4, 9, 1
I engage productively in conversations.	9
I reflect about how I communicate and interact with others.	1

May 2023

WHAT AM I LEARNING?	DO I BELONG?	HOW AM I LEARNING?
4 - Purpose	1 - Co-Created Community	7 - Systems I Structures
5 - Engaging Task	2 - Care I Push	8 - Visible Thinking
6 - Responsive Feedback	3 - Overcoming Barriers	9 - Student Voice

Ways to Use the LPS Learning Framework: Core Practices

Ways to Use This Tool

SELF
- Planning Tool (lesson & unit)
- Reflection & Goal Setting
- Entry/Exit Tickets & Feedback from Students

TEAMS
- Coaching Tool
- Goal Setting
- Peer Observation

ADMINISTRATORS
- Professional Development & Meetings (content & approach)
- Observation Feedback
- Strategic Planning

COMMUNITY
- Gauging Growth
- Common Language of Practice
- Problem Solving

In the Observer's Shoes

Teaching & Learning in the Lincoln Public Schools

CONTENT	PEDAGOGY	CULTURE
RELEVANT FRAMING Students know what they are learning and why it is important. They understand the learning target and are clear on what they need to do in the lesson.	**SYSTEMS & STRUCTURES** The teacher has established routines in the classroom that promote students' academic and social emotional growth.	**CO-CREATING COMMUNITY** Each member of the classroom feels valued, seen, and heard. The teacher models language of care and respect, ensuring all are included.
ENGAGING TASK The teacher has prepared a task that is meaningful and relevant to the students. The task has been designed to ensure all students have access to the learning.	**VISIBLE THINKING** Both teachers and students articulate their thinking in words and in writing. They regularly reflect on their thinking moves.	**CARE & PUSH** The teacher has established trusting relationships with students that allow them to push students to do stretch themselves both academically and socially.
RESPONSIVE FEEDBACK Teachers and students are clear on what success looks like. Both teachers and students provide feedback to each other that helps inform progress.	**STUDENT VOICE** The teacher makes space for students to share their ideas and to listen to each other. The teacher centers conversation around student voice, rather than their own.	**OVERCOMING BARRIERS** Conflict and difficulties are treated as expected learning opportunities. The teacher guides students' awareness of themselves and others to foster growth and resilience.

EQUITY PAUSE
Students are able to bring their full identities into this classroom community. The teacher regularly reflects on their own identity and how it may impact their teaching, and takes steps to ensure all students can grow into their full potential.

Learning Walk Protocol

PREPARE	
5 minutes	Review the Learning Walk Tool and set a purpose for today's learning walk • Which areas will you focus on today? Review Learning Walk Guidelines • Non-judgemental descriptions 　○ What are teachers doing and saying? 　○ What are students doing and saying? 　○ What is the task? • Equity-Oriented: We intentionally walk in each of our students' shoes, and actively look for ways our marginalized students experience our classrooms. Plan Your Walk • Plan starting classroom, and where you will go after that. Agree upon time you'll need to wrap up so you can debrief.

OBSERVE	
5-8 minutes	Collect evidence on Learning Walk Tool in Classroom • Focus on collecting evidence, writing notes • Participants can use non-verbal signals to agree on when to leave
5 minutes	Debrief outside of classroom • Quick share of notes • Assign # for each area
	Repeat this process as many times as able before the debrief. Use a new Learning Walk Tool form for each classroom.

DEBRIEF	
10-15 minutes	Organize quantitative data • Tally up scores • Enter into spreadsheet Discuss • In which areas did we see strong evidence? • In which areas did we see little or no evidence?

Coming Next

ENGAGING TASK

The work I'm being asked to do interests and challenges me and my classmates. We are motivated to engage and lead our learning.

WHAT AM I LEARNING?

COLLABORATIVE LEADER | CRITICAL THINKER | EQUITY-ORIENTED | GROWTH MINDED

CHALLENGE

PLAN	OBSERVE	REFLECT
How do I structure this learning so that it is the right level of complexity? How will I give students the opportunity to grapple?	What kind of thinking (knowledge, reasoning, or skill) does this learning require? What is the depth of that thinking? Are students given the opportunity to grapple?	Did students find this too challenging or not challenging enough? Why? What does this mean for future learning?

ENGAGE

PLAN	OBSERVE	REFLECT
Have I structured the task to maximize student engagement with content, the work, and with each other?	Does the work of this learning engage students with the content and with each other? How do you know?	In what ways were students engaged with the content? With the work? With each other? What sparked or held back engagement?

EMPOWER

PLAN	OBSERVE	REFLECT
How will I structure the task so that students take responsibility for their learning?	Do students feel this work is worthy of their time, talent, and energy? Is the task designed for them to take ownership and lead their learning?	What parts of the learning did students lead? Were there parts when the teacher did more of the work?

EQUITY PAUSE — Are traditionally marginalized students engaged in the task? Are they being challenged to do complex thinking? Are their thoughts and contributions valued?

COLLABORATIVE LEADER | CRITICAL THINKER | EQUITY-ORIENTED | GROWTH-MINDED

COLLABORATIVE LEADER | CRITICAL THINKER | EQUITY-ORIENTED | GROWTH MINDED

Co-Created Community

Our classroom is a space where I feel safe, valued, and connected. We reflect on our learning and ways of being together.

Essential: Is this learning space **INCLUSIVE**?

LOOK FOR	EVIDENCE
Who is centered in this learning? Is anyone hiding or being ignored? Do students work to be inclusive?	

Essential: Are the learners **CONNECTED**?

LOOK FOR	EVIDENCE
Are students collaborating with each other? Do they engage each other and work together to solve problems?	

Essential: Is this community **REFLECTIVE**?

LOOK FOR	EVIDENCE
Does the community set up, check in on, and reflect upon their ways of being together during the learning?	

EQUITY PAUSE

How are traditionally marginalized students included in this community? Are they connected to adults and peers?	

- Assembling Toolkit
- Curating resources for professional learning
- Developing strategic plan with LPS Learning Framework
- Expect to see a larger section on our website in June with this work