

Consolidating Learning in Networked Improvement

HOW ARE WE LEARNING FROM THE LEARNING OF
OTHERS?

Eskolta School Research and Design

Carnegie Foundation's Student Agency Improvement Community

April 4, 2018



STUDENT AGENCY
IMPROVEMENT COMMUNITY

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Objectives

By the end of the session, participants will...

- *Understand the interplay between dynamic and static knowledge and the role of consolidating learning in a network*
- *Collect strategies for drawing insights from evidence, documenting learning, and disseminating knowledge throughout a network*

8:30	Introduction and welcome
8:40	Experiential learning activity
9:10	Panel presentations
9:25	Q&A
9:40	Closing and evaluations

The presenters



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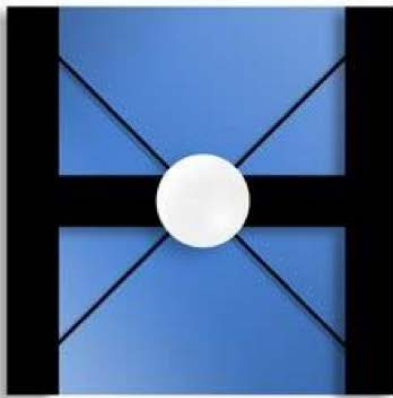
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The Student Agency Improvement Community (SAIC)

HARRISONBURG CITY
Public Schools

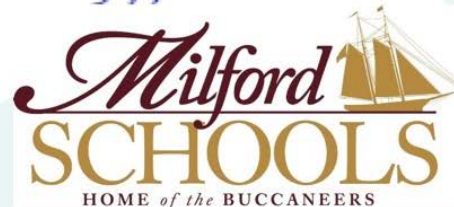


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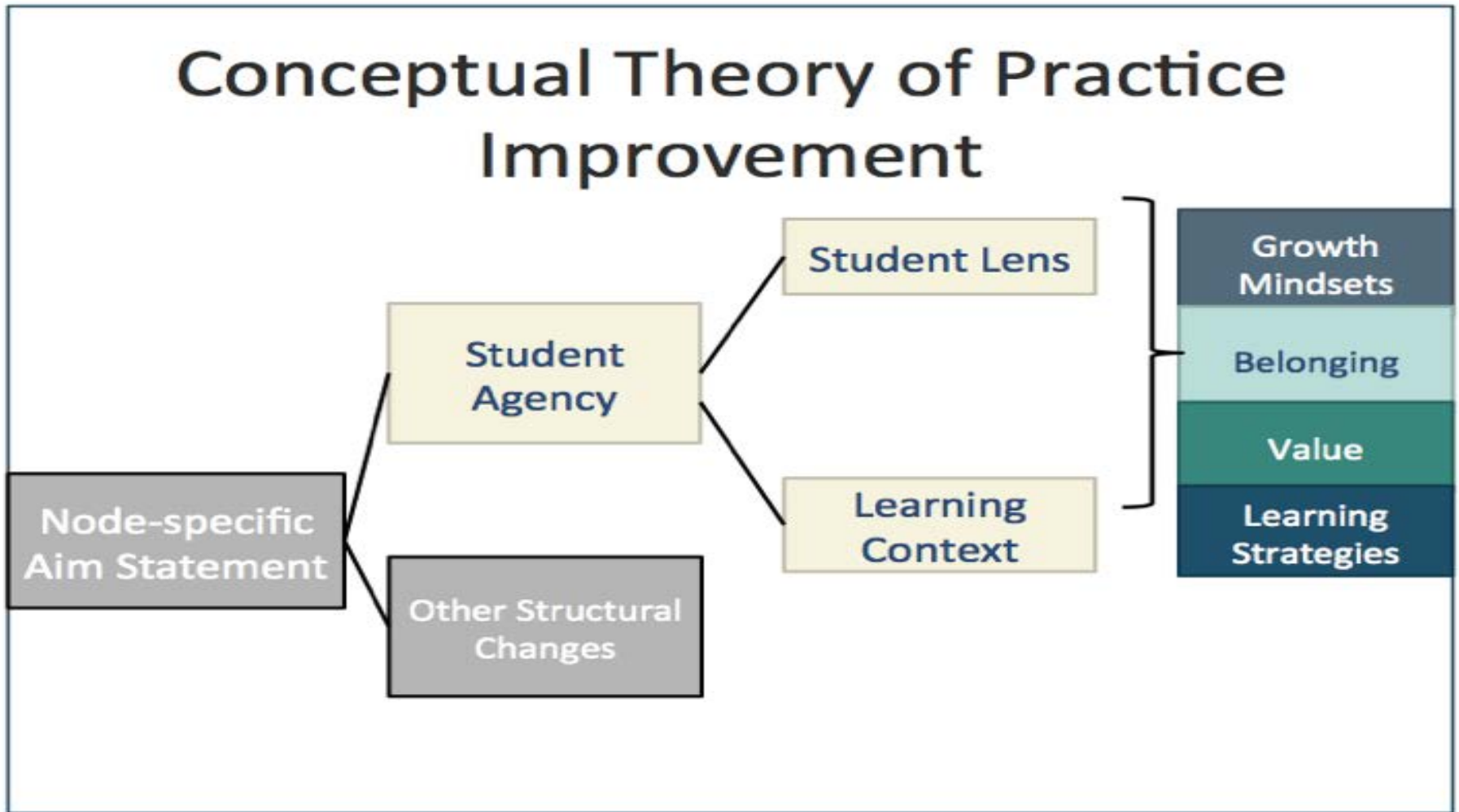
HIGH TECH HIGH

SCHOOLS THAT LEAD
Advancing Powerful Student Learning



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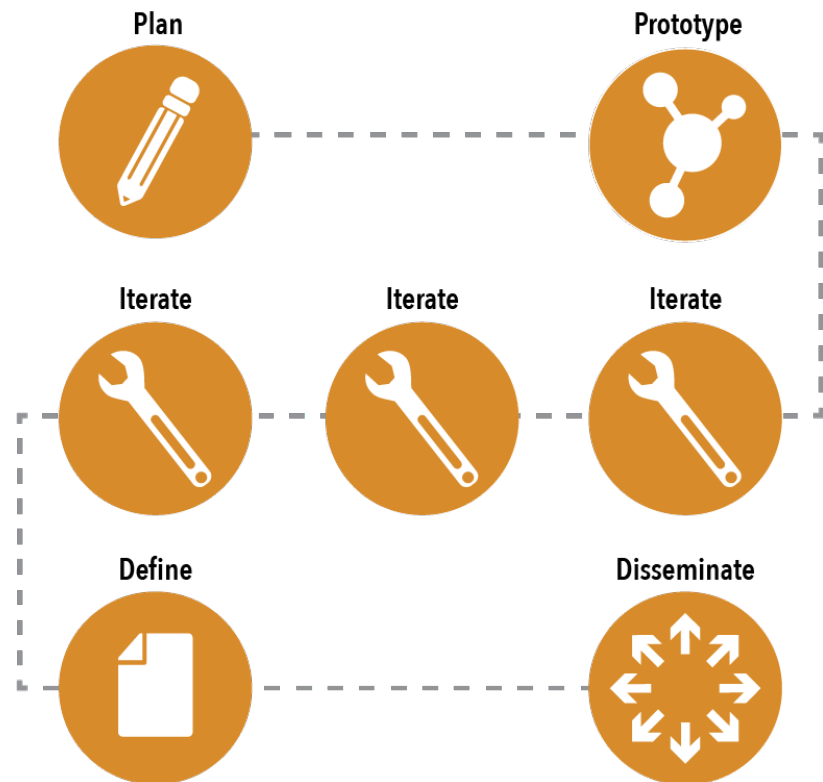


Eskolta School Research and Design

We are a nonprofit organization dedicated to working with urban schools to help vulnerable youth reach their full potential.

We work alongside educators to make their schools student-centered through a strategic process of participant-driven, data-informed school improvement.

A process for school improvement

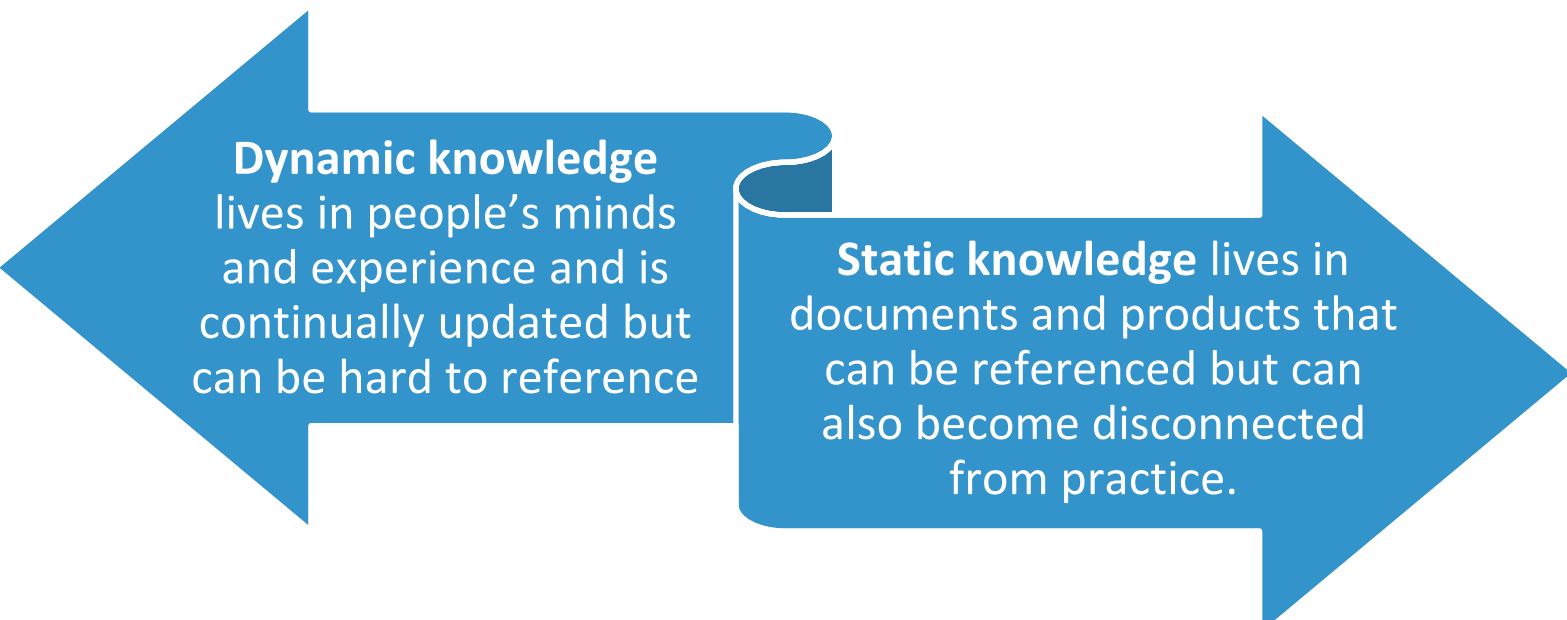


The challenge

- *As individual teachers in a network engage in inquiry they collect a vast array of learnings.*
- *Without effective consolidation routines, those learnings live and die with one teacher, school team, or network.*

Two ways of thinking about knowledge

Dynamic knowledge vs. Static knowledge



Dynamic knowledge lives in people's minds and experience and is continually updated but can be hard to reference

Static knowledge lives in documents and products that can be referenced but can also become disconnected from practice.

A process for consolidating learning

**Draw
meaningful
insights from
practice-based
evidence**

When educators get together to discuss practice, they share their dynamic knowledge.



A process for consolidating learning

When dynamic knowledge is shared, it is a chance to turn it into static knowledge.

Draw meaningful insights from practice-based evidence

Document learnings in concise, actionable ways

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A process for consolidating learning

When dynamic knowledge is shared, it is a chance to turn it into static knowledge.

Draw meaningful insights from practice-based evidence

Document learnings in concise, actionable ways

When educators get together to discuss practice, they share their dynamic knowledge.

Disseminate learnings for others in the network to build upon

When static knowledge is available, it can be the launching point for educators to get together to discuss practice.

Draw insight, document, disseminate

A protocol for consolidating dynamic knowledge

Think of a moment in your own experience when you've seen this done effectively:

1. Draw meaningful insights from practice-based evidence
2. Document learnings in concise, actionable ways
3. Disseminate learnings for others in the network to build upon

Draw insight, document, disseminate

A protocol for consolidating dynamic knowledge

1. In small groups, share a moment in your own experience when you've seen this done effectively. What were the strategies, routines, protocols, or factors that made this effective?
2. Collect 3-5 on sticky notes (one per note).

One
strategy

Another
one

Maybe
a tip

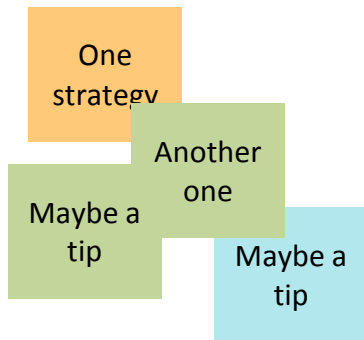
Or a
protocol

A
routine

Draw insight, document, disseminate

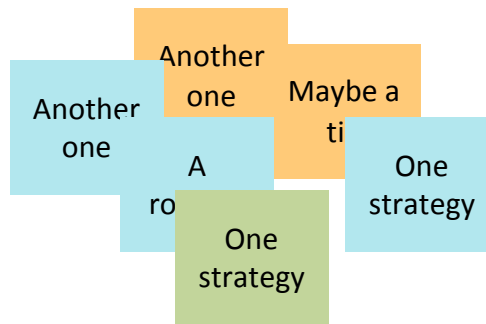
A protocol for consolidating dynamic knowledge

3. Share and group post-its into 3-4 clusters. Give each cluster a 3-8 word title. Include one specific example that exemplifies the cluster.



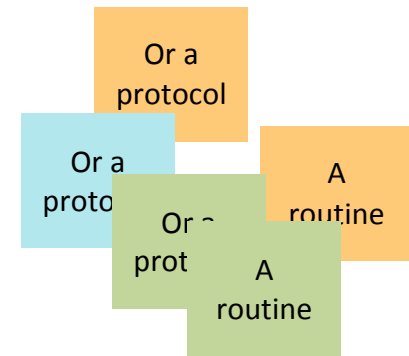
Give each cluster a 3-8 word title

Add one specific example that exemplifies the cluster to help tell the story



Make your title action-oriented

Add one specific example that exemplifies the cluster to help tell the story



Use titles to clearly describe the cluster

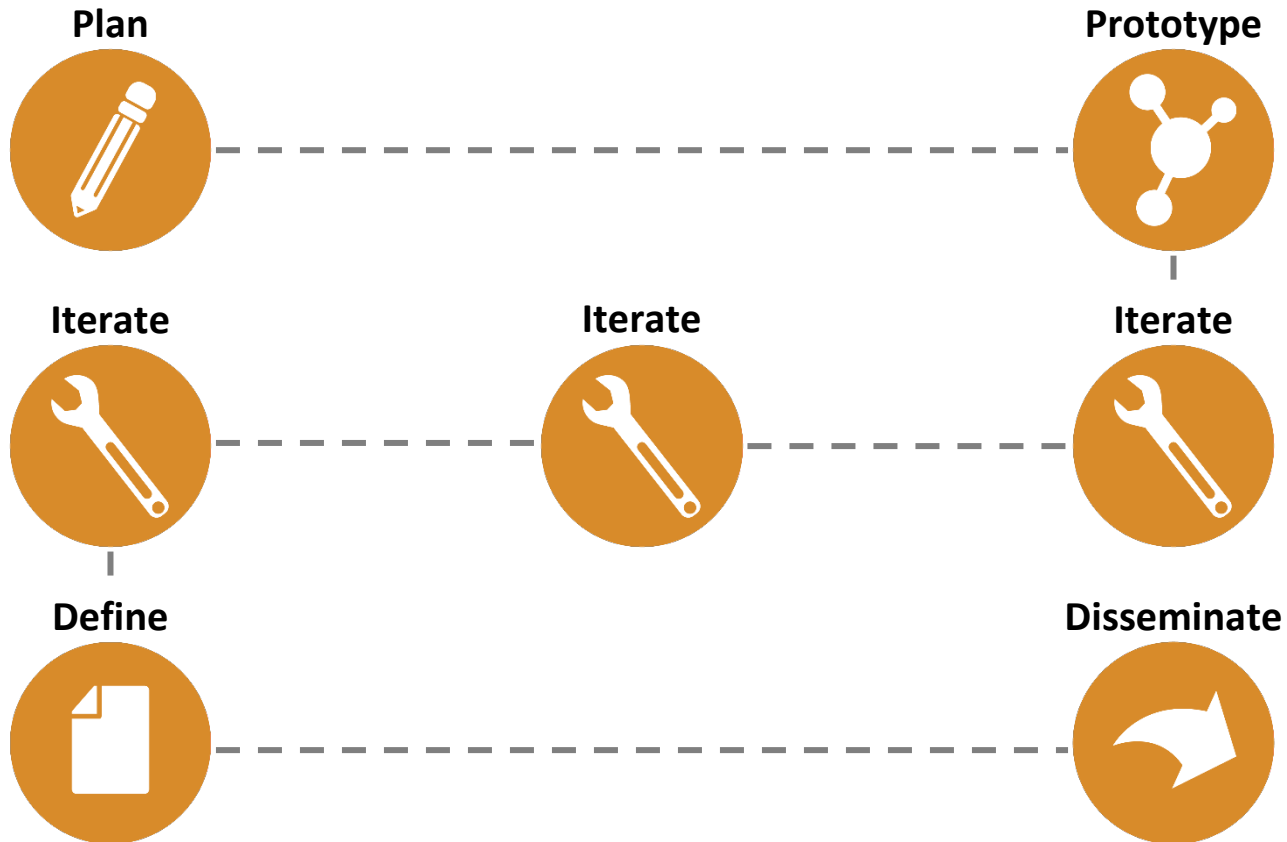
Add one specific example that exemplifies the cluster to help tell the story

Debrief of the protocol

- What did we do to consolidate dynamic knowledge?
- What would you do next to turn this into static knowledge?

Insights from Eskolta School Research and Design

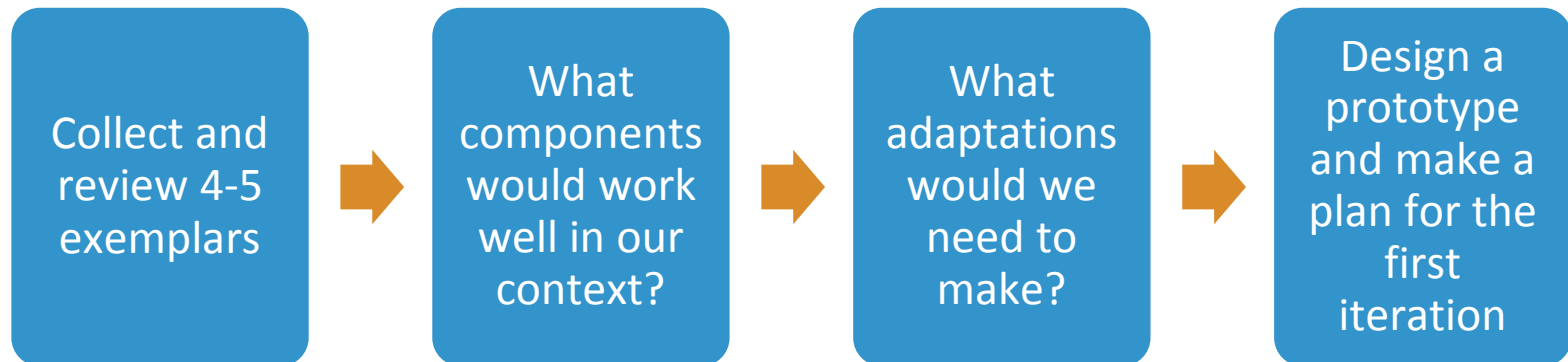
Consolidating learning as part of the change process



Exemplar review draws on practitioner knowledge



How do we help schools start by building on existing knowledge?



The PDSA form collects individual reflections



How do we consolidate dynamic learning that is happening week-to-week to support teachers in ongoing iteration?

Iteration	Date	Plan	Do	Study			Act	Run chart data
		What do you hope to learn from this iteration?	What will you measure to answer this question? (how)	Predicted results	Actual Results	Describe what happened (Low inference observations)	What did you learn from this particular iteration? What inferences can you draw regarding your learning questions?	Chart your data!
Iteration 1	9/27	Make a plan for your first iteration of this change idea. (who, what, when, where, etc.)						
		Students will use sentence stems during a 2-minute turn n talk at the beginning of 6th period ELA. (Q: Which character from the book do you most identify with and why?) After 2 students share out, all students will be given 3 minutes to complete their exit slips (Q: What did you learn from your partner?)	Do sentence stems support students in having more meaningful academic conversations?	# of students who learn from their partner during conversation (exit slip self-report)	10 out of 25	Try your change idea		
		How many stems do students use?	# of stems used (exit slip)	2 stems used on average by those who use them	5 out of 25	All 25 students used the sentence stems during the turn and talk, but most only had brief conversations with their partners, and did not try and extend the conversation (1 stem used on average). Students overwhelmingly agreed with their partner, and then the conversation stopped. Only 5 out of 25 students wrote anything substantive on the exit slip.	Since all 25 students used the sentence stems, it seems they are effective at getting conversations started, but that students need more support in both maintaining conversations, and having conversations that are more substantive.	20.00%
	Which stems do students use the most?	actual stems (exit slip)	I agree because; I would like to add on by...	1 stem used on average				
					I agree because			
Iteration 2	9/28	Make a plan for your next iteration of this change idea, building on learnings from last time.						
		Same as above but stems will be broken up into three categories: start a conversation; elicit ideas from your partner; show your partner you are listening. Students will be asked to use stems from 2 different	Do sentence stems support students in having more meaningful academic conversations?	# of students who learn from their partner during conversation (exit slip self-report)	15 out of 25	your change idea		
		Do sentence stems for			6 out of 25	More students than I predicted used two different stems during their turn and talk, and as a result conversations were maintained for the whole 2 minutes. Only	Since 20 out of 25 students used two stems, it seems they are effective at helping students sustain conversations. However, despite the fact that many students used the "What do you think	24.00%

Reflective protocols help synthesize learning



How do we consolidate dynamic learning that is happening week-to-week to support teachers in ongoing iteration?

Observations: What happened?
How did students respond?



Inferences: Why do we think it happened that way?



Implications: How should we adjust for next time?

Reflection so far

- just a few minutes, a few students
- using conference to reflect on progress
- setting goals on what to do next + strategies
- students self-identifying goal (e.g. come to class on time, get after-school help)

Q: cross-content strategies, e.g. writing strategies for DBAs

NEXT STEPS

1. ACs into classroom to join conferences + observe student work
→ *Ts email Ayesha with time of conf. + student names
2. CA team meet to design protocol + rubric?
→ * Alicia schedule mtg soon.
3. Email Flora + cc Alicia with your plan for next round of conf.

Include this!

- google form to capture thinking with student input
- student self-assessment
- student-facing, strengths-based language
- build an idea of scaffolding — go step by step, and reinforce ^{prior} steps
- stations with choice — conference is one, to manage conf. in class

Adapt this!

- bring student work, ground conversation in examples
- use a protocol — align to existing conference sheet
- bring AC into conferences at the right time
 - academic getting to know what's going on in class
 - bring this into social-emotional canvas later
- self-assess + check-in form

Concise, actionable meeting notes document insights



How do we consolidate dynamic learning that is happening week-to-week to support teachers in ongoing iteration?

Bringing mindset work into STAC conferences

Meeting participants reflected on what they've been learning in conferences with students so far and shared that:

- Conferences are well-received by students and help motivate those who struggle when they
 - Communicate **high expectations** (aka high standards AND high confidence they can meet them)
 - **Celebrate** small wins, highlight progress, and point to strategies that are working
 - Pinpoint **actionable next steps** the student can take to improve
- It's valuable to have multiple perspectives, i.e. the **AC and teacher**, or a **youth advisor** for some conferences
- Conferences should be **part of a routine**: possibly in Family Group or otherwise scheduled bi-weekly

Next Steps

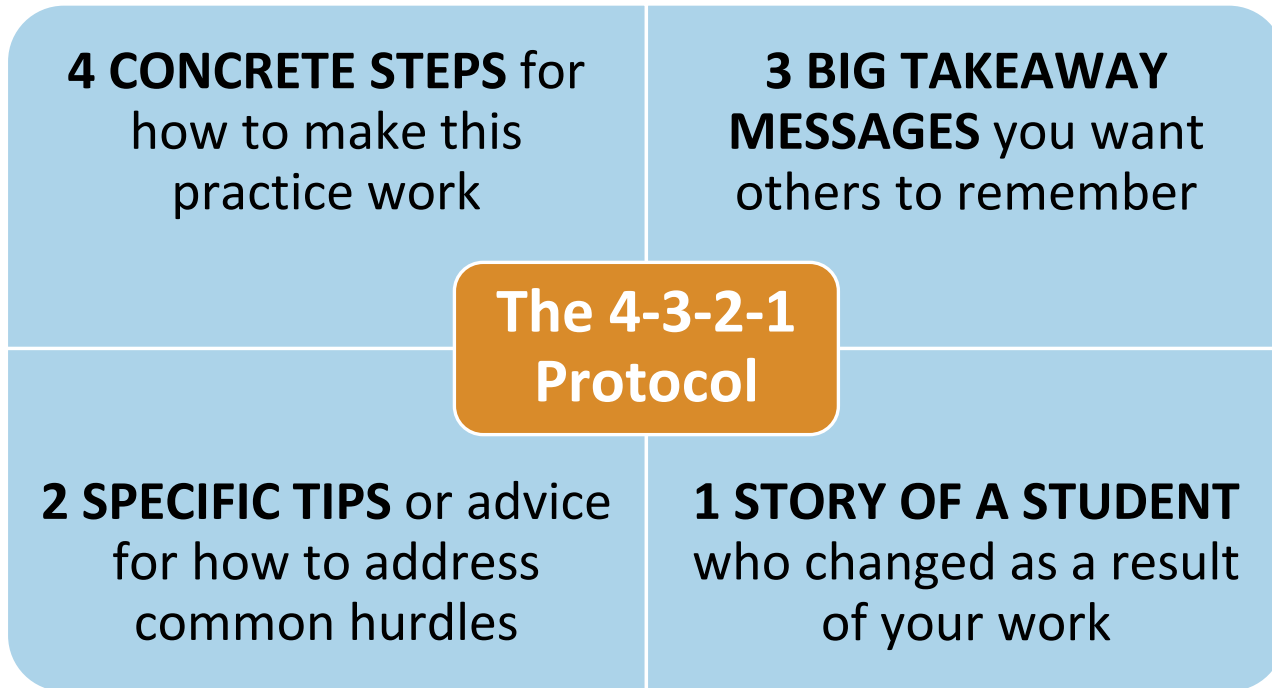
Before February break, each teacher and AC will hold one push-in conference following the plan below. On February 27th Alicia will facilitate the team in reflecting on how this goes and making a plan for further refinements.

Step 1	Each teacher identifies 1-3 options for classes ACs could push into . Ines has suggested Friday 2/9 Per. 3
Step 2	Each AC chooses one of these options to observe the full period and conference with one student during the class.
Step 3	The teacher and AC discuss how they plan to approach the visit. <ul style="list-style-type: none">• Which students? Students who attend regularly but who continue to struggle.• Who is in the conference? Teacher and AC, ideally
Step 4	During the conference... <ol style="list-style-type: none">1. Celebrate small wins, highlight progress, communicate high expectations2. Have students reflect on strengths and areas for improvement3. Have students identify a small, actionable next step4. Get feedback from the student on how the conference went (one thing that worked, one thing

The 4-3-2-1 protocol captures steps and stories of impact



How do we help schools turn multiple adaptations into a codified practice that others can try and learn from?



Starter Kits codify learning for the next year



How do we help schools turn multiple adaptations into a codified practice that others can try and learn from?

Growth Mindset Introductory Lesson And Teacher Language

NYCDOE Academic and Personal Behaviors Institutes

Why	To help students believe they can grow and learn with effort
When	Introductory lesson at the start of the year; teacher language in framing and feedback throughout year
What's included	<ul style="list-style-type: none"> Introductory lesson Growth Mindset language exemplars

The Problem
How do we help students believe that their intelligence grows with their effort, and that they can achieve high standards by taking on challenges, seeking and applying feedback, and learning from their mistakes?

The Change Ideas
An introductory lesson that helps students to understand the difference between a growth and a fixed mindset, helping them understanding that their intelligence grows with effort.

A packet of follow-up language teachers can use to reinforce these concepts when they frame learning and give feedback throughout the year.

The Rationale
Research by Carol Dweck, David Yeager and others has shown that when students see intelligence as malleable – as opposed to as a fixed trait like eye color – they are more likely to persist through difficulty, to

Growth-minded students pass at higher levels
(middle school sample only)

Category	Math Growth Mindset (%)	Math Fixed Mindset (%)
Fail	3%	13%
Pass	23%	50%
High Pass	74%	32%

Snapshot: IS 126 Albert Shanker School for Visual & Performing Arts

"In addition to increases in work completion and reductions in on-task reminders, we have noted increased engagement and attentiveness in general. Last year, it was common in our

Promising Practice Guides capture well-developed practices



How do we help schools turn multiple adaptations into a codified practice that others can try and learn from?

Creating a Culture of Engaged Improvement



1 When starting a unit, introduce brain research.

When students are shown neurological research demonstrating the brain grows stronger through effort, they themselves become more likely to see the value of expending effort on hard work. Indeed, many teachers who have devoted time in class to introducing the idea of malleable intelligence—that intelligence can grow with effort—describe it as an eye-opening moment for their students.

In any subject, you can start a new unit by

Follow the introductory reading or video by engaging students in a discussion about their reactions to these ideas. When doing so, teachers at North Queens found it important to underscore four points:

- **Embrace challenges:** If work were not challenging, it wouldn't be interesting, and it wouldn't help you grow. That feeling of it being hard is the feeling of your brain growing.
- **Mistakes are part of learning:** Making mistakes as you learn is a sign that you're

Documents, visits, & network convenings spread ideas



How do we help schools spread the work of a pilot team?

- **Starter Kits** and **Promising Practice Guides** are used
 - To share and spread practices to colleagues
 - In Exemplar Reviews and Testing Sprints to launch pilot work in new schools
- **Network Convenings** include peer-to-peer sharing workshops, and **Cross-School Visits** include classroom observations and discussion with practitioners

Insights from SAIC

Consolidating a network of networks!

Improvement



Anna

Consolidation Managers



Nick



Jon

Analytics for Improvement



Sola



Jon



Melrose



Nick

Psychological Content Experts



Rachel



David



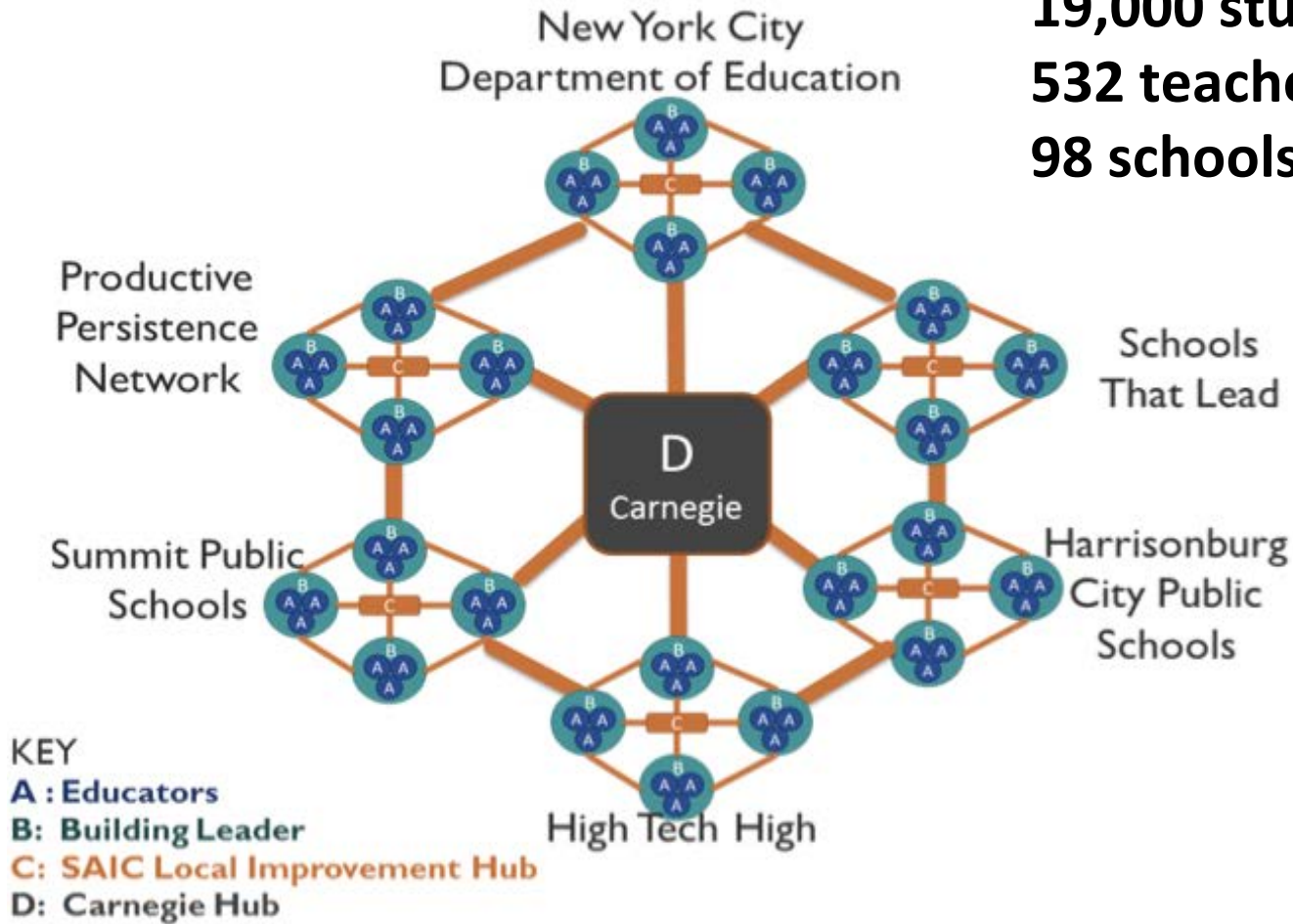
Chris



Stephanie

The Student Agency Improvement Community (SAIC)

19,000 students
532 teachers
98 schools



Determine psychological and improvement warrant

Drawing Insights From Evidence

Routine or One-time activity (time of year?):	<p>Routine - Use these phrases when providing critique assignments, quizzes, and exams. These phrases are personalized and combined with resources or strategies to improve.</p> <ul style="list-style-type: none"> • Whenever you need to give written feedback on assignments or classwork • Once comfortable with written feedback, consistency of feedback by also working on it given in class
Goal of the Change (Why might they use it? What problem does it solve?):	<p>Goal - Students incorporate and grow from feedback.</p> <p>Outcome/Problem that it solves - Students feel ill-equipped. Students also believe they are capable of learning using good strategies and seeking help when they need it without damaging sense of belonging.</p>
Brief overview of the research behind it:	By reiterating to students that they can achieve their expectations that you have for this class while providing support can help to instill a growth mindset and sense of belonging (Ross, 1999). Signaling to students through your feedback standards, might have them discern that you have high expectations (Georgiou et al, 2002; Rattan et al, 2011). Signaling to students questioning their place in your classroom can help to instill a growth mindset and sense of belonging (Georgiou et al, 2002; Rattan et al, 2011).
Practical Success	By the end of the school year four faculty members identified unwise feedback and changed their phrasing of feedback.

Quantitative Section	Definition
SAIC Survey	Whether or not this tester conducted
Sprint Dashboard	Whether or not this PDSA was implemented
PDSA Measures	Whether or not the PDSA has measures
Site Measures	Whether or not the PDSA has measures

Qualitative Section	Definition
Increase in Growth Mindset	Whether or not the PDSA has written language such as:
Increase in Belonging	Whether or not the PDSA has written language such as:
Increase in Value	Whether or not the PDSA has written language such as:
Increase in Learning Strategies	Whether or not the PDSA has written language such as:
Number of Students	Whether or not the tester wrote evidence that they were affected in some way from the PDSA
Change Menu or Adaptation	Whether or not the PDSA is directly testing an adaptation of that idea
Other	Miscellaneous information

What Measures Were Used?	Definition (0=did not collect, 1=did collect)
1	Number of students who took retest
2	Difference between original and retest scores
3	Number of students who ask for feedback

Data repositories organize and centralize PDSAs and measurement during widespread testing






Documenting Learning

Value	
Site	
Delaware	
Harrisonburg	
High Tech High	
New York	
Productive Persistence	
Summit	
Change Idea	"Request to Retest" Form
Current Progress	
Date Last Updated	3/10/2017
Link To PDSA Starter Kit	Link To Starter Kit
Student Lens or Learning Context?	Learning Context
Link or Explanation of Content Expertise	[link to content explanation for why this was crafted]
All Subject Areas tested	Math, English, Science
All Grade Levels tested	5,6,7, and 8



PDSA 1 Change Idea	Students Relearning Concepts
Grade & Subject	English Grade 6
Number of testers	1 teacher
Goal of the test?	Students will take initiative to revise a test through this form to relearn needed concepts from the unit.
What did they learn?	Students who needed it, wanted to use the form. Students who didn't need it were resistant to additional work. Possible way to get students acclimated to the rigor of honors level courses.
What did they do next?	Will continue to use the form, but alterations need to be made for different levels (i.e., ELA). To engage honors students, a higher level beyond just mastering the concept's use in the classroom will be necessary. This in turn will help the co-teaching class also get a better sense of the work that is needed








Create a change menu of the most promising practices to accelerate learning








Disseminating Knowledge

Beliefs About Academic Behavior	
Growth Mindset Tablet Intervention 	<i>Pre/Post survey included in intervention</i>
Goal Setting with Mental Contrasting 	<i>% of students with incomplete work</i>
Growth Mindset Booster 	<i>% of assignments turn in per week</i>
Revising a Test 	<i>Difference in test scores before and after</i>
Revising Written Work 	<i># of revisions completed by students</i>

 Frequent Routine
 One-Time Intervention
 Assessment

Value	
Daily Mindfulness Routine 	<i># of students on task</i>
Challenge Problems for Students 	<i># challenge problems completed by student per week</i>
Absent Student Emails 	<i>Attendance</i>
Reflecting on the Purpose of Learning 	<i># of students who think of a long-term goal</i>

Belonging	
Daily Mindfulness Routine 	<i>Attendance & tardiness</i>
Contract Activity 	<i>% of assignments turned in each week</i>
Contract Renewal Activity 	<i>% of assignments turned in each week</i>
Absent Student Emails 	<i>Attendance</i>
Group Roles and Responsibilities 	<i>Participation score per student</i>
Students Painting Mural 	<i>Attendance and tardiness</i>
Wise Framing for Feedback 	<i>% assignments turned in /week</i>

Learning Strategies	
Early Start to Homework Routine 	<i>% of homework completion</i>
Personalized Feedback Before Exam 	<i># of students on task 3 minutes after class starts</i>
Goal Setting with Mental Contrasting 	<i>% of students with incomplete work</i>
Behavior Score Card 	<i># of tallies per behavior per day</i>
Wise Framing for Feedback 	<i>% assignments turned in/week</i>
Students Painting Mural 	<i>Attendance and tardiness</i>
Peer to Peer Conferencing 	<i># of students who can identify a struggle</i>

Question and Answer

- Write your questions for presenters on an index card and pass it to a facilitator.

Closing and Evaluations