Logistics

- Restrooms
  - Single use right outside the gym
  - Men's and women's at the bottom of the stairs
- Parking Lot to add questions during the day
- Visitors will be in attendance for sessions before and after lunch

Middle Grades Network Team

Ashley N. Leonard
Associate Director

Jen Ciok
Middle Grades Network Coach

The To&Through Team

Dom McKoy,
Associate Director;
Engagement

Professional Learning

Jenny Nagaoka,
Senior Project Advisor

Research & Strategy

Alex Seeskin,
Director

Oversight, Strategy, & Development

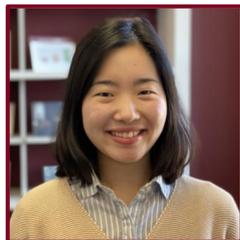**Paulina Torres,**
Research Analyst

Data & Research Analysis

Alex Usher,
Associate Director;
Data & Research

Data & Research Oversight

Jasmin Lee
and
Shelby Mahaffie

Research Analysts

Who is in the room?

Name
School/Organization
Role

Happy Birthday To You!

MGN January and February Birthdays!

1/2	Benae Cartright
1/7	Adriana Arias
1/23	Kate Graham-McHugh
1/27	Samantha Saqri
1/31	Christopher Robbins
1/31	Shelby Mahaffie
2/10	Adam Turry
2/11	Cy Hendrickson
2/11	Smitha Mathen
2/23	Scott Tillman

Opening Activity

Dominique McKoy

What type of middle grades student were you?

Grounding Our Work

5 Minutes | Read through the student profiles and identify the student that most accurately describes who you were as a student in the middle grades. Record the number on your note catcher.

- ○ If several fit (this will be true for many of you), choose the one that affected you the most, or the one that now seems most significant as you look back at your middle school experience.

Grounding Our Work

10 minutes - Small Group Discussion Questions:

- ○ Introduce yourself

- ○ Thinking about the support you received from the adults in your building:
  - ■ What was effective?
  - ■ What was not effective?

- ○ **What is the most important thing others in the room need to know to best support students in this group?**

Share Out

One person from the group shares your group's reflections about what we need to know about that type of student.

Debrief

Questions to Consider:

- After reading about the types of students and hearing from your colleagues, what are *two things* that you want to think about when you re-enter your school/classroom?

- Which students *profiles are not represented*? How might we get insights for them?

What is the Middle Grades Network?

Jen Ciok + Ashley N. Leonard

Agenda

Breakfast + Welcome

Opening Activity

What is the Middle Grades Network?

Norm Setting Activity

BREAK

Back to the Future Reports

LUNCH | Richards Culinary Program

Student and Family Engagement

TRANSITION

Breakout Sessions

BREAK

Team Time

Next Steps and Close

CPS Definition of Equity

EQUITY MEANS

CPS defines equity as championing the individual cultures, identities, talents, abilities, languages, and interests of each student by ensuring they receive the necessary opportunities and resources to meet their unique needs and aspirations[3]. In an equitable educational system, every student has access to the resources, opportunities, and educational rigor they need at the right moment in their education, irrespective of their race, ethnicity, gender, gender identity, sexual orientation, language, learning path, accessibility needs, family background, family income, citizenship, or tribal status.

Promoting just and fair inclusion, and creating the conditions in which everyone can participate, prosper, and reach their full potential;

Ensuring that every child receives what they need to develop to their full academic and social potential;

Examining biases, interrupting inequitable practices, and ensuring inclusive school environments for all;

Discovering & cultivating the unique gifts, talents & interests that every human possesses; and

Removing the predictability of success and failure that currently correlates with race, class, gender, gender identity, or any other social or cultural factor.
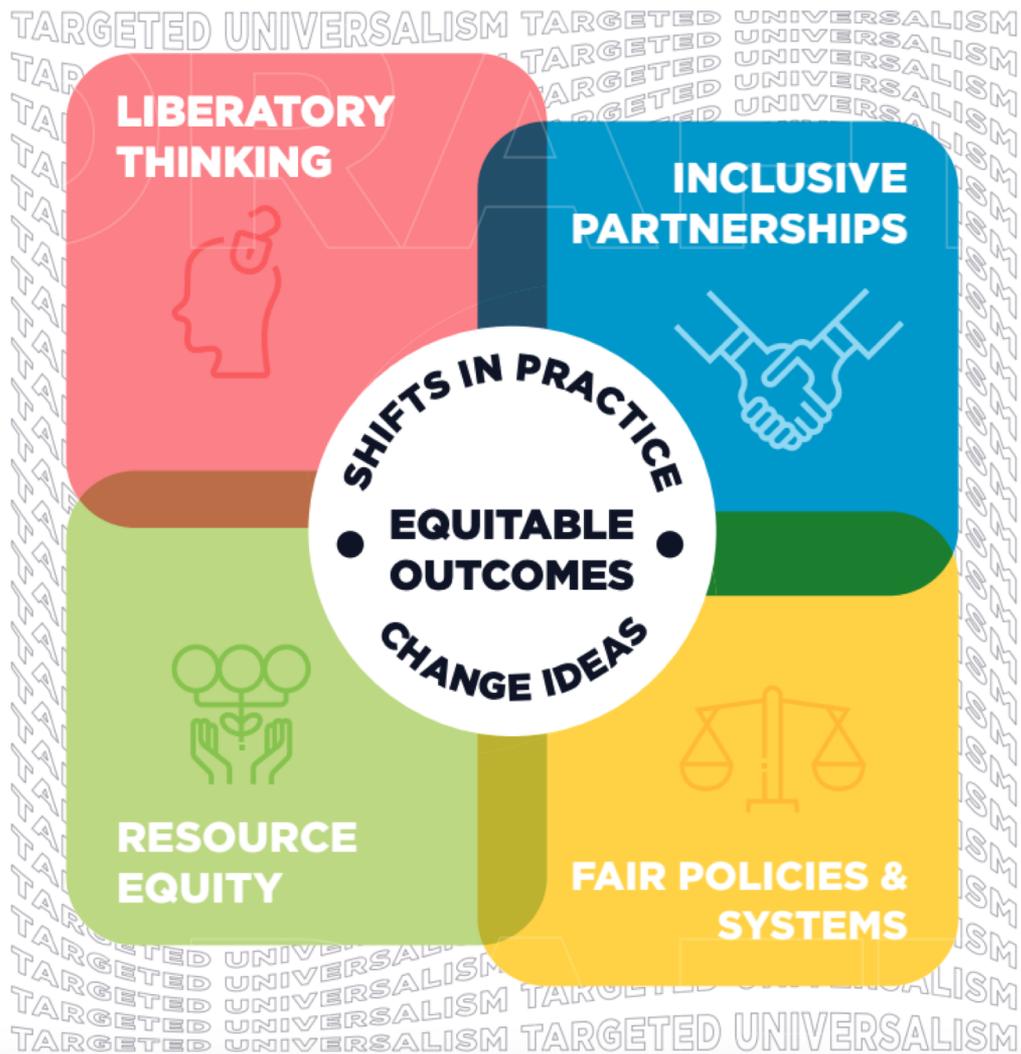
Middle Grades Network WHY

Creating more equitable and supportive educational environments where middle grades students thrive.

the To&Through project

Where do you see yourself in this work?

What's Your Why?

What's Your Why?

"When you know your why, your 'what' becomes more impactful because you're walking towards or in your purpose."

5 minutes | Silent reflection on your PERSONAL WHY using these questions:

1. What do you do at work that you enjoy?
2. What would other people say that you are good at?
3. What is the best day you've ever had at work? Why was it so great?
4. Based on what you've written, complete this sentence: "My job is meaningful to me because…"

What's Your Collective Why?

5 minutes | Each person shares their personal why statements with their team.

10 minutes | Group similar ideas together and <u>create 2 - 4 aspirational statements</u> that represent the collective why for your team.
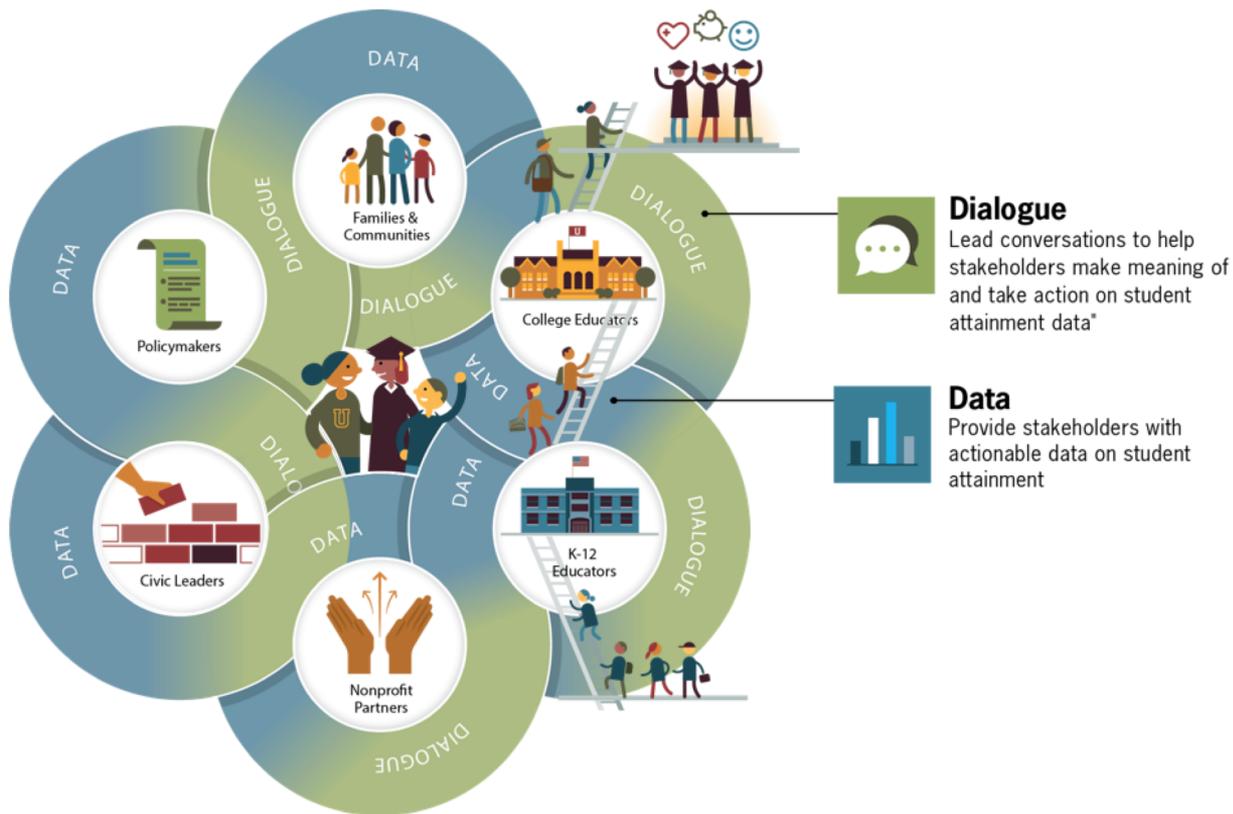
- Can be broad or connected specifically to middle grades students
- Capture on poster paper + select a representative to share

Introduce your school using your collective why.

WHAT's YOUR why?

The To&Through Project

Theory of Action

If we support schools' in a student-centered improvement process by...

Using **quantitative** and **qualitative data** to understand student experiences, define problems of practice, and monitor interventions;

Designing changes to adult practice that can create **equitable** and **developmentally responsive experiences** for students; and

Creating a **networked environment** that promotes **collaboration across schools** and **influences district strategy** ...

Then we can improve the middle grade student experience and the outcomes necessary for success in high school and beyond including Freshman OnTrack, freshman grades, and high school graduation rates.

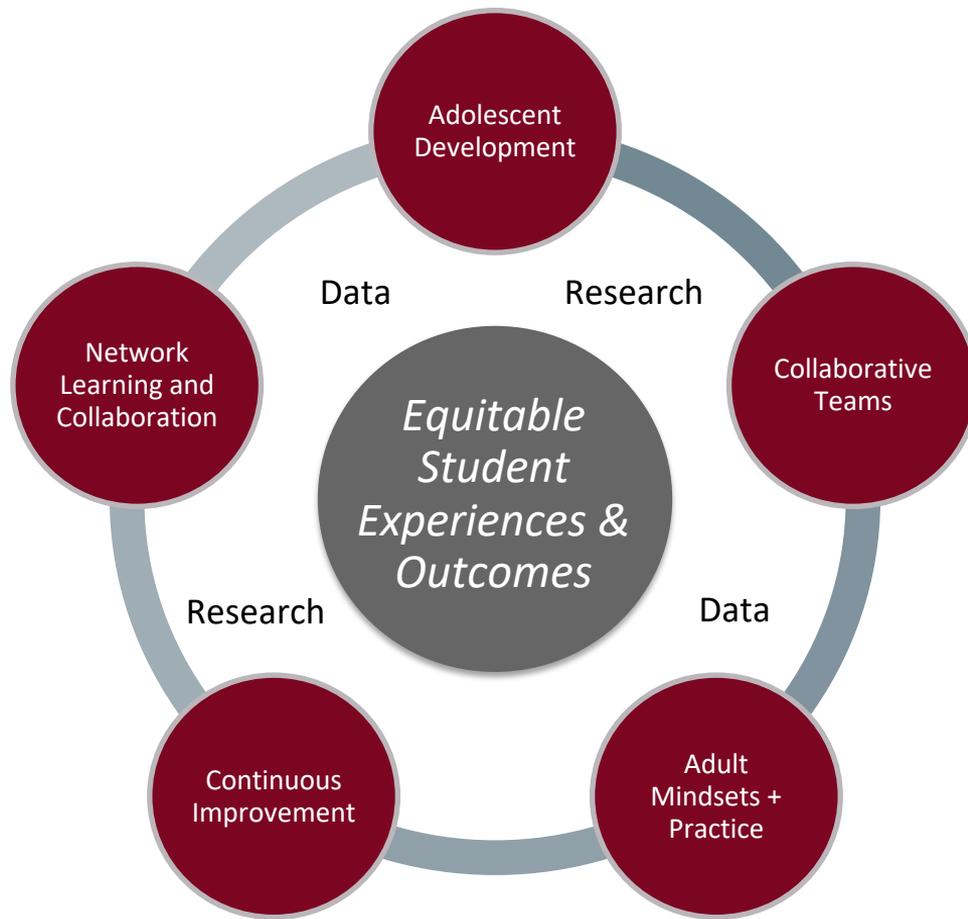# Middle Grades Network Schools

Seven schools in pilot cohort

● **Network 8**: Brighton Park, Hernandez, and Nightingale

● **Network 9**: Drake and Murray

● **ISP**: Columbia Explorers

● **Charter**: UCCS Woodlawn

18
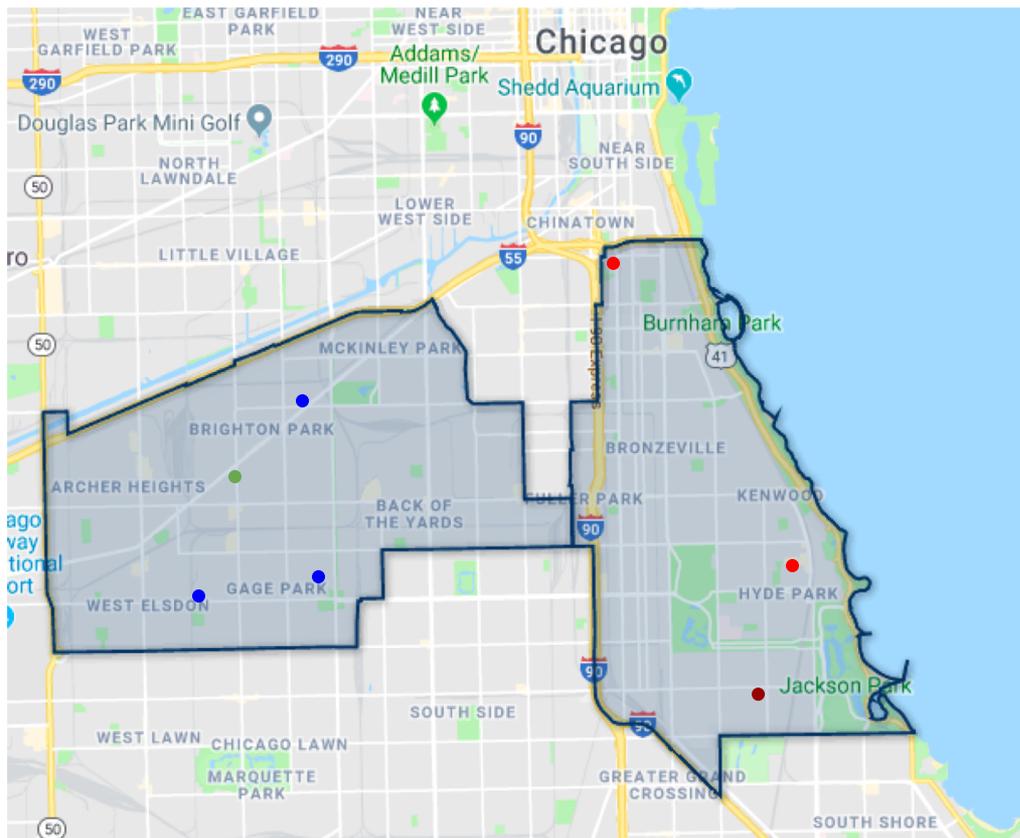
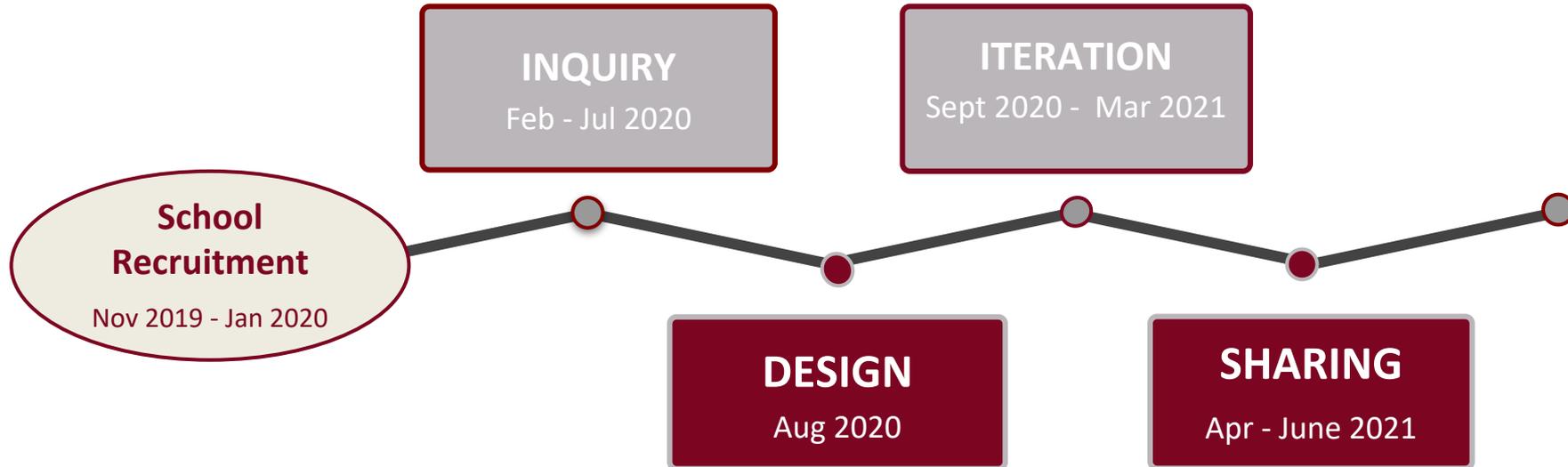# Network Design Principles

The Middle Grades Network Experience

The **18-month experience** includes **six network meetings,** a **three-day summer institute, ongoing coaching** and **customized professional learning** for participating schools.

School Recruitment
Nov 2019 - Jan 2020

INQUIRY
Feb - Jul 2020

DESIGN
Aug 2020

ITERATION
Sept 2020 - Mar 2021

SHARING
Apr - June 2021

The Middle Grades Network Experience

the To&Through project

INQUIRY
(STUDENT CENTERED)
Feb - May 2020

Qualitative Data

Quantitative Data

Student Shadow

Student Focus Group

Parent Focus Group/Empathy Interviews

Parent Survey

OTHER

Cultivate Survey Results

On Track Data

Back to the Future Report

5 Essentials

OTHER
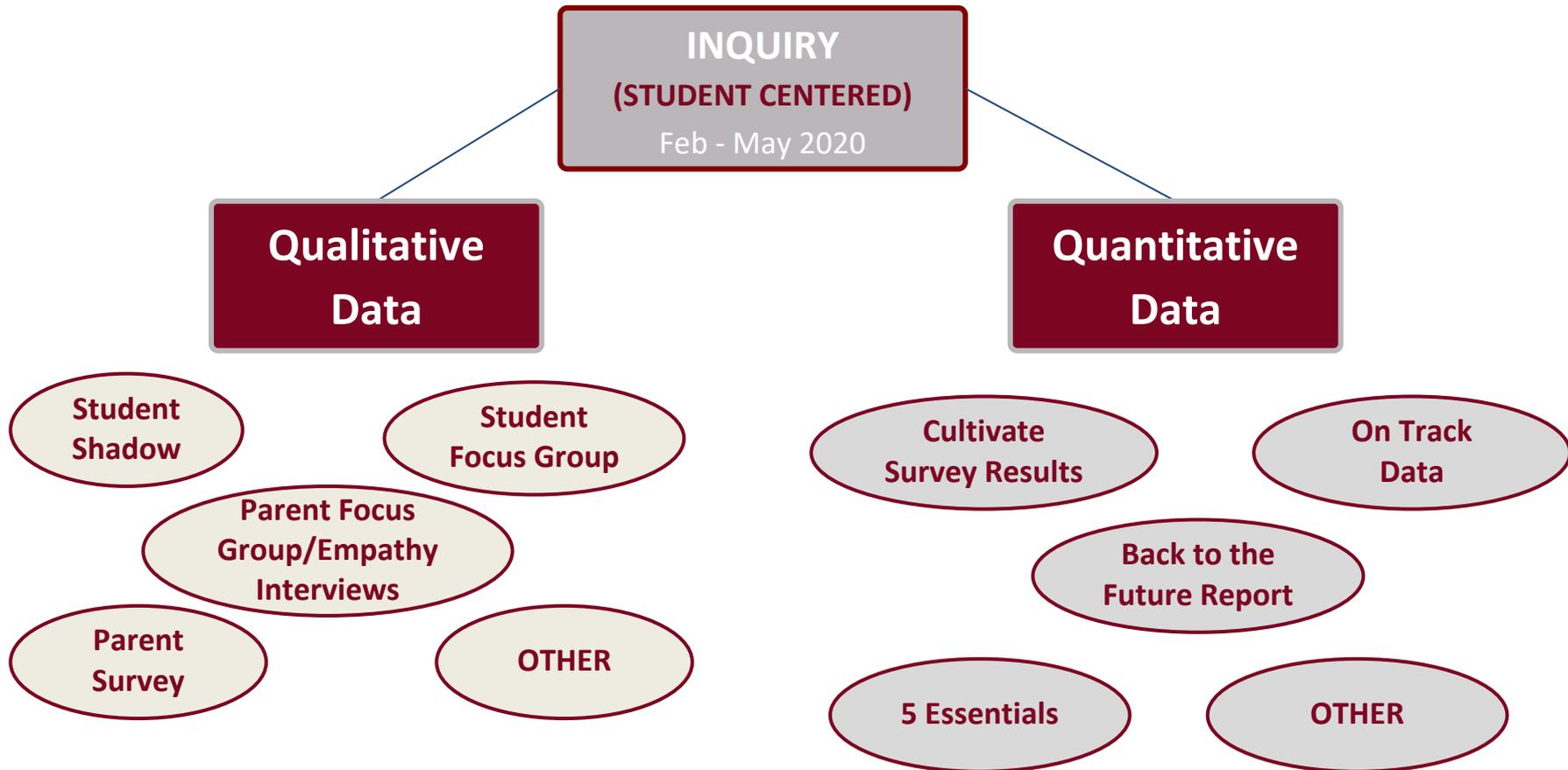
The Middle Grades Network Experience
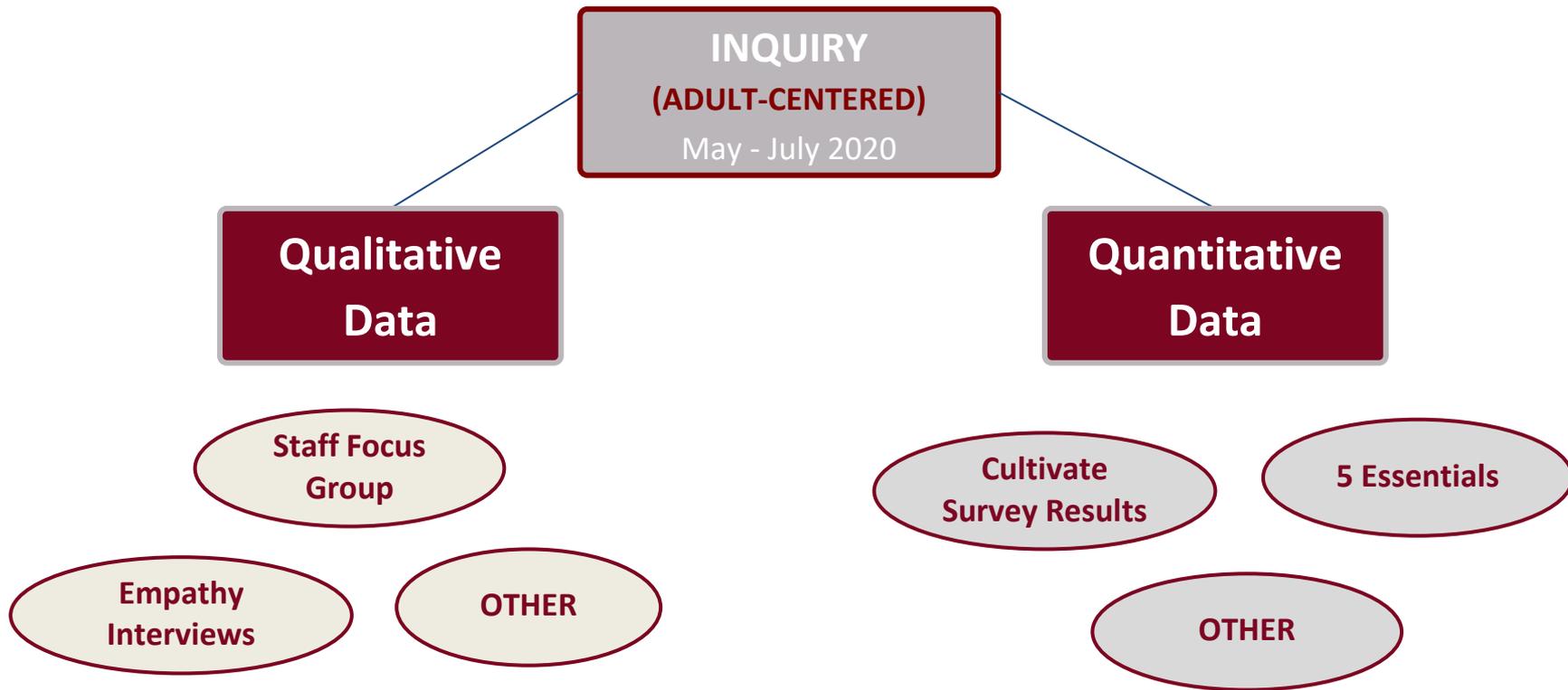
Coaching and Ongoing Supports

- Weekly/bi-weekly coaching of team lead

- Support designing student, family + staff engagement activities

- Developing meeting agendas + structures

- Analyzing + synthesizing data

- Professional learning for core team + other staff

- Thought partnership

- Support implementing cycles of improvement

Setting Collective Norms

Jen Ciok

Why do we have norms?

Develop a shared sense of responsibility and buy-in.

Need trust and transparency in order to get to real change.

Leverage the unique skills and perspectives of each person in the space.

Address conflicts or interpersonal issues.

Increase team members' self-awareness and how their behavior impacts the work.

Shift culture in a positive way.

Ensure you're not making assumptions based on your own set of intersecting identities and privileges.

Create space for different learning and communication styles to actively participate.

Norm Setting Activity

1. **Read over your list of norms.** These were all submitted by people in this space as norms that were important for success and trust when it comes to all of us working together as a network.

2. **Synthesize your list into one norm statement** that includes the norm and the observable behavior that accompanies that norm.

3. Be ready to share your norm with the group and how you landed on that description.

*** These norms will become the working norms for today's session.*

*We will revisit them for edits and additions at subsequent sessions.***

MGN Working Norms

1. Respect everyone's voice and perspective and seek to understand.

2. Allow yourself the luxury of being present and engaged while using technology respectfully.

3. Disagree with ideas not people but accept non-closure and be willing to revisit.

4. Listen first, speak truth.

5. Look back with a critical lens, look forward with a growth mindset.

6. Through transparent honesty and confidentiality, open-minded collaboration is valued and expected.

BREAK

Back to the Future Reports

Jenny Nagaoka, Alex Seeskin + Alex Usher

What matters for being successful in high school and college?

- Passing classes / Being On-Track at the end of Freshman Year
  - Strongly tied to high school graduation

- Getting A's and B's
  - Strongly tied to college enrollment, persistence and graduation from college

Figure 2

Four- and Five-Year Graduation Rates by Whether On-Track at the End of the Freshman Year

Students entering high school in September 1999
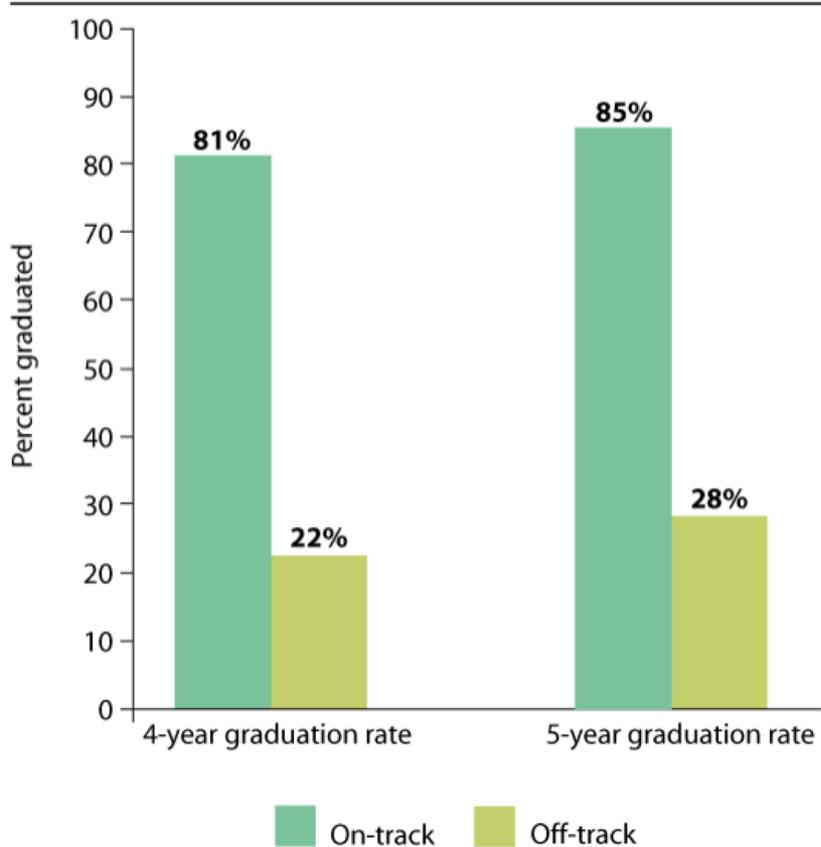
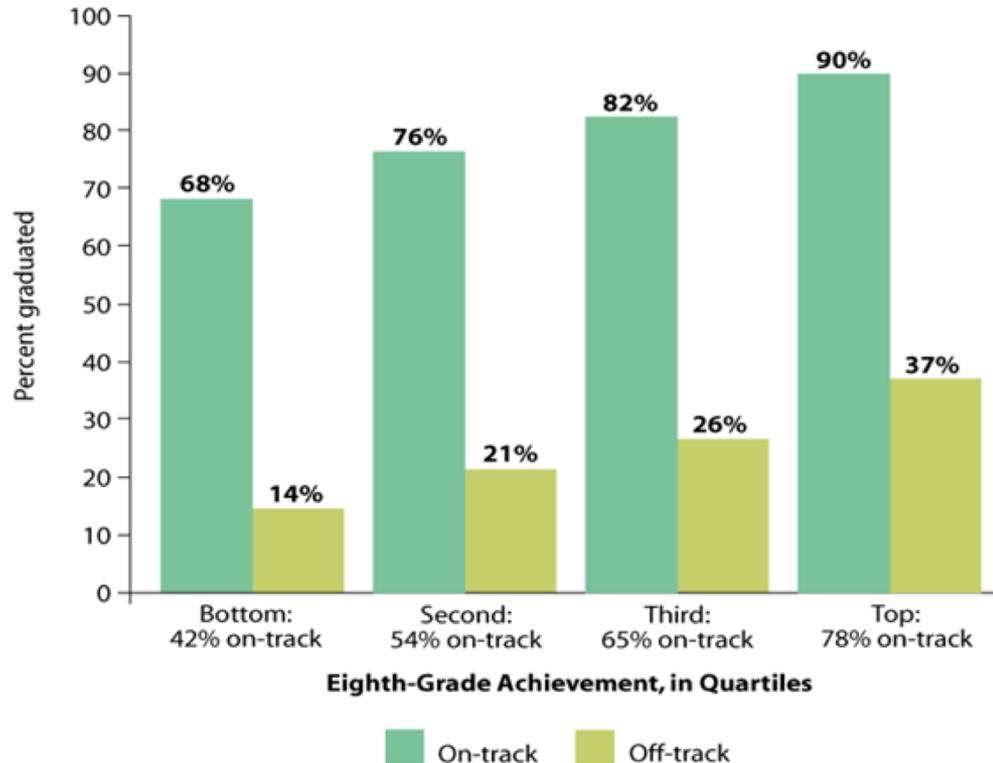**Four-Year Graduation Rates by On-Track Status after Freshman Year and Incoming Reading and Mathematics Achievement**

Students entering high school in September 2000

40

A higher high school GPA increases the odds of making it *through* college

Graduation rates from 4-year colleges for CPS students by graduating high school GPA

18%	33%	47%	65%	82%
<2.0	2.0–2.4	2.5–2.9	3.0–3.4	3.5+

41

The To&Through Online Tool. See: toandthrough.uchicago.edu/tool

16

Background characteristics
Race
Gender
Old-for-grade
Neighborhood poverty
Neighborhood social status
Special education status

Grade-based indicators
8th grade English GPA
8th grade Math GPA
8th grade core GPA
8th grade number of Fs
7th grade core GPA

Behavior-based indicators
8th grade attendance
8th grade suspensions
8th grade misconducts
8th grade GRIT (survey)
8th grade Study Habits (survey)
7th grade attendance

ISAT score indicators
8th grade Reading ISAT
- % correct: Vocabulary Development
- % correct: Reading Strategies
- % correct: Reading Comprehension
- % correct: Literature
- Reading extended response points
8th grade Math ISAT
- % correct: Number Sense
- % correct: Measurement
- % correct: Algebra
- % correct: Geometry
- % correct: Data Analysis, Statistics and Probability
- Math extended response points: Mathematical Knowledge
- Math extended response points: Strategic Knowledge
- Math extended response points: Explanation
7th grade Reading ISAT
7th grade Math ISAT
6th grade Reading ISAT
6th grade Math ISAT
ISAT reading gains over middle grades
ISAT reading growth over middle grades
Relative class rank based on ISAT reading
ISAT math gains over middle grades
ISAT math growth over middle grades
Relative class rank based on ISAT math

Background characteristics
Race
Gender
Old-for-grade
Neighborhood poverty
Neighborhood social status
Special education status

Grade-based indicators
8th grade English GPA
8th grade Math GPA
8th grade core GPA
8th grade number of Fs
7th grade core GPA

Behavior-based indicators
8th grade attendance
8th grade suspensions
8th grade misconducts
8th grade GRIT (survey)
8th grade Study Habits (survey)
7th grade attendance

ISAT score indicators
8th grade Reading ISAT
• % correct: Vocabulary Development
• % correct: Reading Strategies
• % correct: Reading Comprehension
• % correct: Literature
• Reading extended response points
8th grade Math ISAT
• % correct: Number Sense
• % correct: Measurement
• % correct: Algebra
• % correct: Geometry
• % correct: Data Analysis, Statistics and Probability
• Math extended response points: Mathematical Knowledge
• Math extended response points: Strategic Knowledge
• Math extended response points: Explanation
7th grade Reading ISAT
7th grade Math ISAT
6th grade Reading ISAT
6th grade Math ISAT
ISAT reading gains over middle grades
ISAT reading growth over middle grades
Relative class rank based on ISAT reading
ISAT math gains over middle grades
ISAT math growth over middle grades
Relative class rank based on ISAT math

Middle school *grades* are a strong predictor of freshman year success

In 8th grade, a student with a 3.3 GPA has a 95 percent chance of being on-track in their freshman year of high school, while a student with a 2.0 GPA in 8th grade has just a 54 percent chance of being on-track.
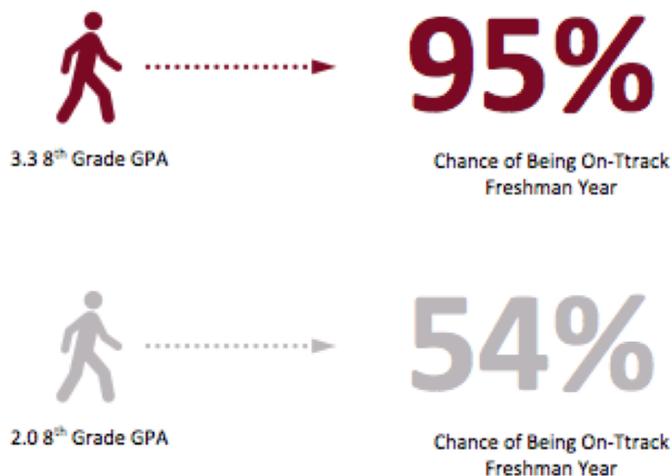
3.3 8th Grade GPA

95%

Chance of Being On-Ttrack Freshman Year

2.0 8th Grade GPA

54%

Chance of Being On-Ttrack Freshman Year

Source: Allensworth, E. et al. (2014). *Looking forward to high school and college: Middle grade indicators of readiness in Chicago Public Schools.* Chicago, IL: University of Chicago Consortium on School Research.

Middle school *attendance* is a strong predictor of freshman year success

In 8th grade, a student who misses fewer than two days has a 93 percent chance of being on-track in their freshman year of high school, while a student who misses about two weeks a year in 8th grade has just a 66 percent chance of being on-track.
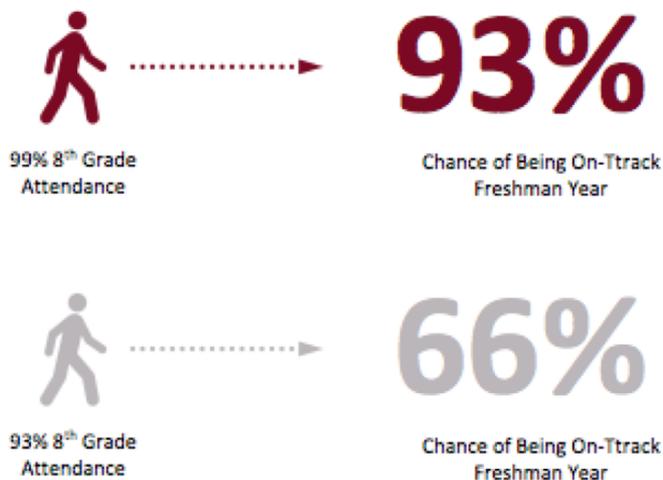
93%

99% 8th Grade Attendance

Chance of Being On-Ttrack Freshman Year

66%

93% 8th Grade Attendance

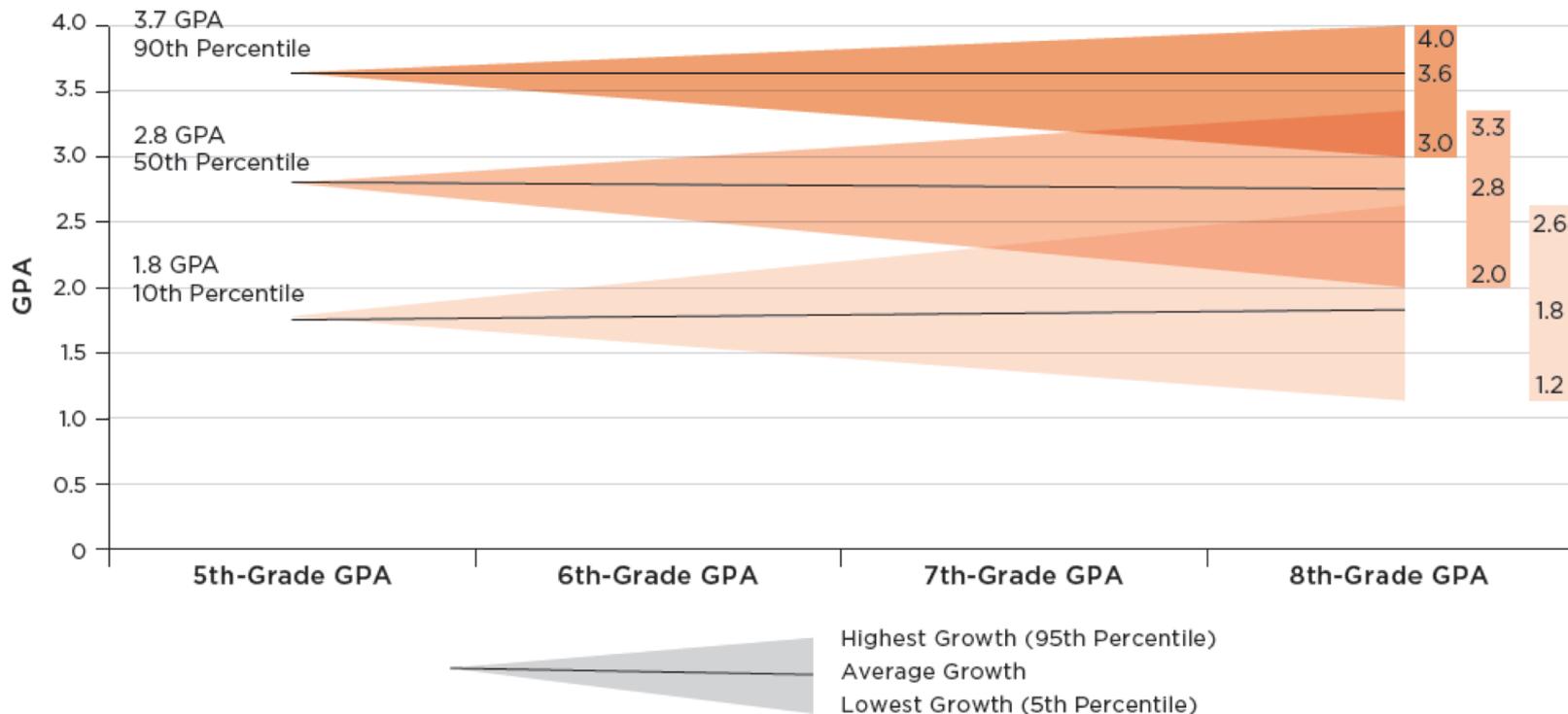Chance of Being On-Ttrack Freshman Year

Source: Allensworth, E. et al. (2014). *Looking forward to high school and college: Middle grade indicators of readiness in Chicago Public Schools.* Chicago, IL: University of Chicago Consortium on School Research.

FIGURE 34

Growth in GPA from Fifth Grade through Eighth Grade

Note: Appendix C describes the methodology for calculating the growth trends, and the rationale for the methods that were used. These growth trends are based on HLM models, nesting four observation points (grades five through eight) within students, and calculating a slope for each student. Variance in the Bayes estimates of the slope coefficients was inflated to match the model estimate of the true variance in slopes before graphing the distribution of growth trends.

FIGURE 35

Growth in Reading and Math Test Scores from Fifth Grade to Eighth Grade

Comparing students who start with similar reading test scores in fifth grade

Relative Position
in 5th Grade

Relative Position
in 8th Grade

ISAT Reading Scores

300

280

Exceeding Standards

260

90th Percentile
Meeting Standards

240

Average

220

200

180

10th Percentile

160

Exceeding Standards
93rd Percentile
89th Percentile

Meeting Standards
62nd Percentile
44th Percentile

11th Percentile
7th Percentile

5th-Grade ISAT   6th-Grade ISAT   7th-Grade ISAT   8th-Grade ISAT
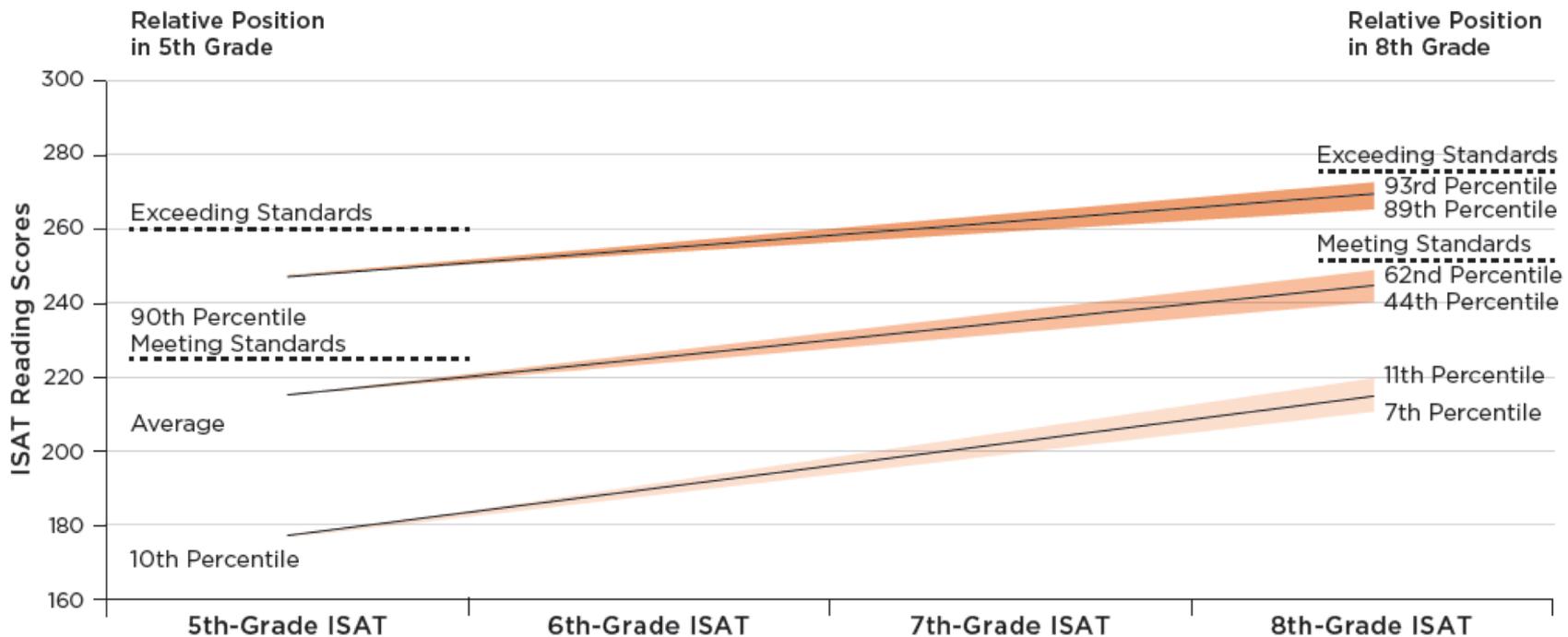
How students' GPA in core subjects changed in the transition to high school

2016-17 Freshman Grades Changes by Subject

-0.38 pts   **-0.26 pts**   **-0.34 pts**   **-0.30 pts**

	English (n=15,851)	Math (n=15,367)	Science (n=15,676)	Social Studies (n=15,431)
8th grade GPA	3.03	2.77	2.88	2.91
9th grade GPA	2.65	2.51	2.54	2.61

■ 8th grade GPA   ■ 9th grade GPA

48
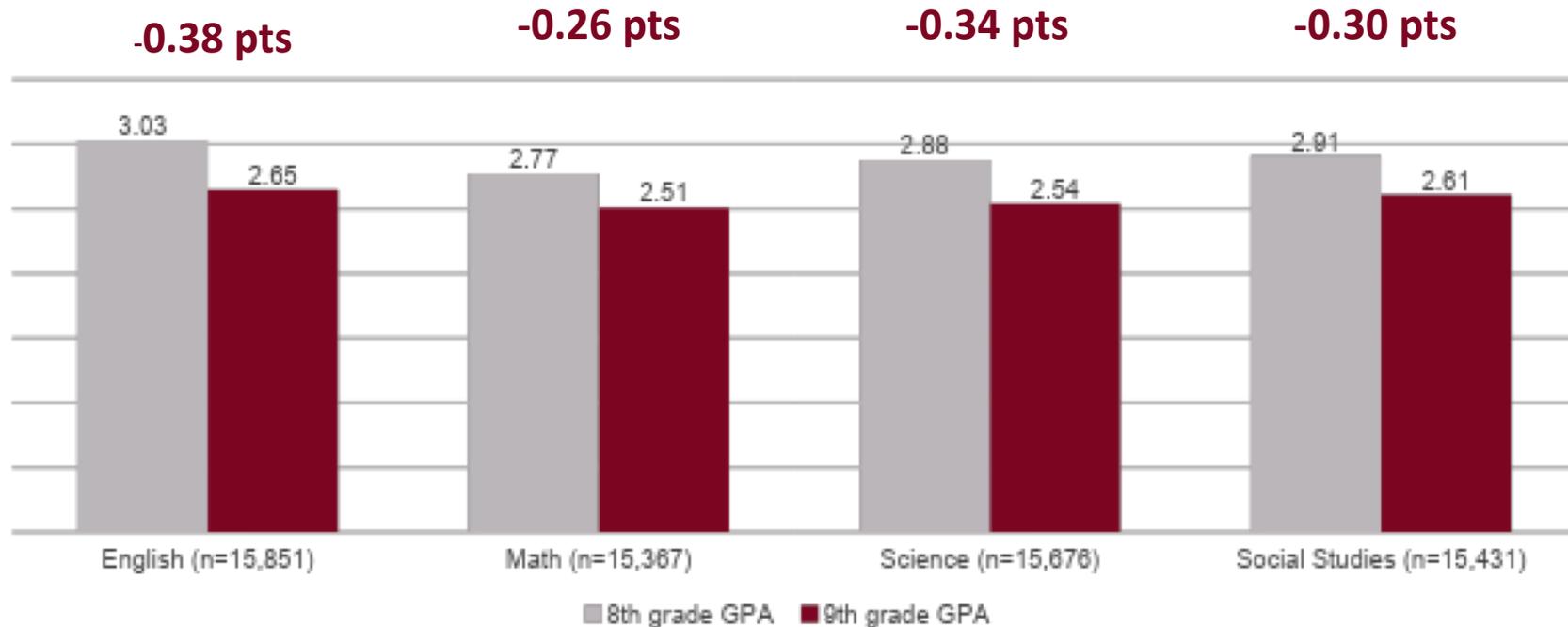
How students' GPA in core subjects changed in the transition to high school, by 8th grade GPA

2016-17 Freshman Grade Point Changes by 8th Grade Core GPA Category
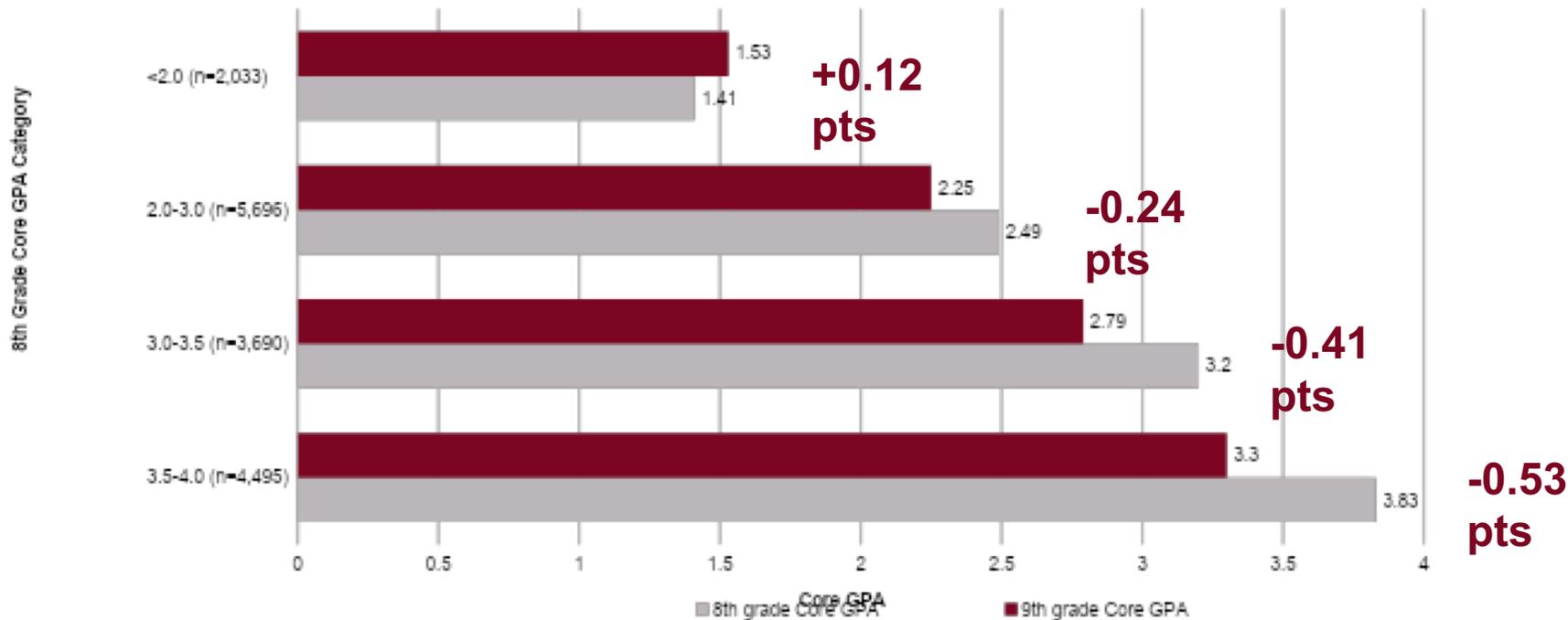
Failures of at least one semester by subject in 8th or 9th grade

Number of 2016 Freshman Who Failed at Least One Course

Eighth Grade: 738, 317, 413, 346, 97, 69
Ninth Grade: 1,390, 1,503, 1,335, 1,206, 614, 1,289

English (n=15,855), Math (n=15,371), Science (n=15,680), Social Studies (n=15,435), Arts (n=8,693), PE/Health (n=15,453)

■ Eighth Grade ■ Ninth Grade
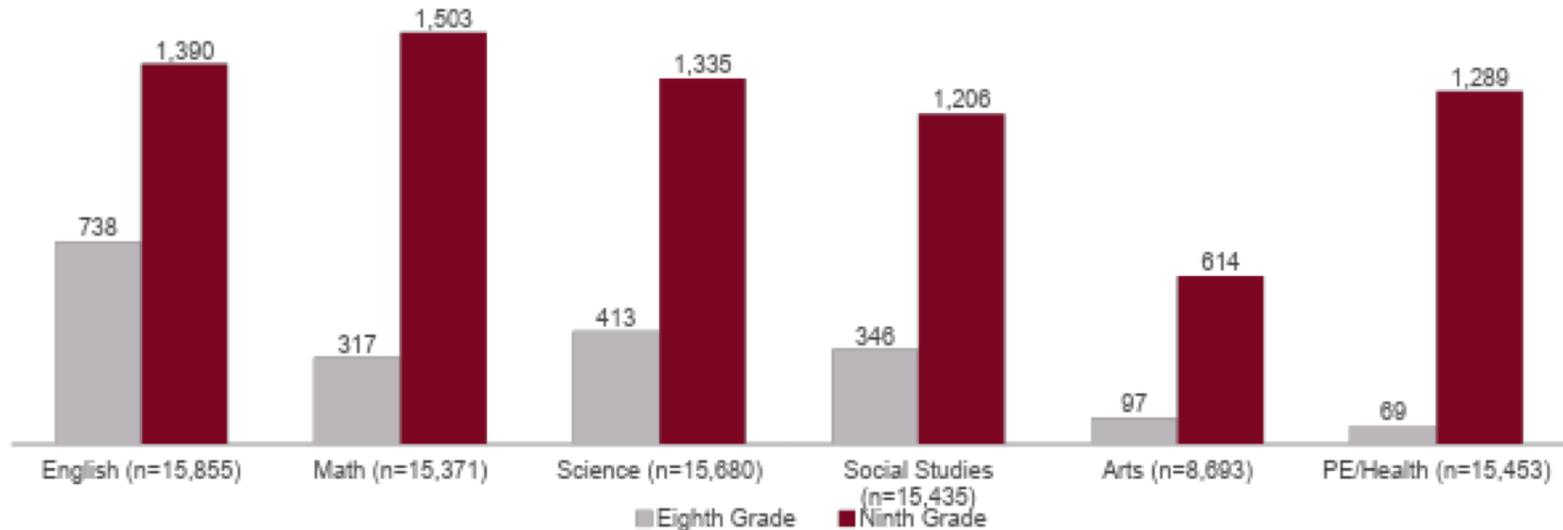
Key Takeaways

- 8th graders' GPA and attendance are far more predictive of whether they will be On Track at the end of Freshman year than their test scores or demographics.

- Students are much more likely to see changes in their GPAs between 5th and 8th grade than their test scores.

- Students' grades decline between 8th and 9th grade, including high achieving students.
  - Students are also much more likely to fail course in 9th grade than in 8th grade.

What surprises you about this research and what does it confirm for you that you already thought?

Back to the Future

All District Students

When you hear the word "data", where do you fall?

1   2   3   4   5
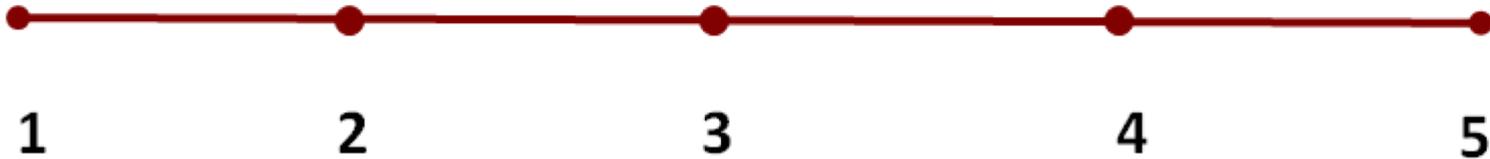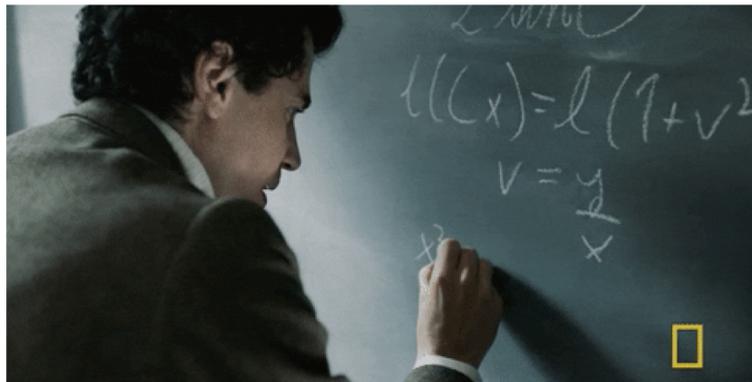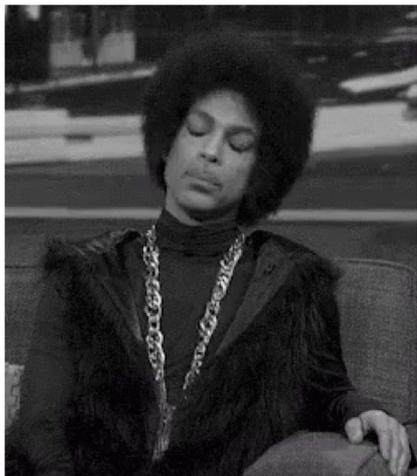
High School Outcomes

All District Students

Questions to Consider

- What are the *high school outcomes* and *college outcomes* for our students?

- What is the relationship between *8th Grade GPA* and *Freshman 3.0* for our students?

- What is the relationship between *GPA and attendance* and how do they *change across grade levels*?

- How could the *in-school experiences of different grades* of students lead to different attendance and GPA outcomes? *What role do adults play* in those experiences?

- What does this data suggest about our *possible problem of practice* for the Middle Grades Network?

- *What do you want to take back to your schools* from this report?

LUNCH

Prepared by students in the Richards Culinary Arts Program

The Value of Network Learning Communities

Richards Career Academy Team

Richards Career Academy Team

Ellen Kennedy
Principal

Martin Walsh
Assistant Principal

Heather Smith
Teacher

Yeridiath Bejar
Counselor

Broadening Your Problem Identification:

Collecting Student and Family Experience Data

Ashley N. Leonard + Alex Seeskin

Breakout Session Overview

GOAL: Learn how to collect qualitative + quantitative data to inform your problem of practice

Each school should complete the following **by May 13** to inform your draft problem definition

- Student Shadow OR Student Focus Group

- Cultivate Administration

- One Parent Engagement Activity (Empathy Interviews, Parent Focus Group, Parent Survey)

As you participate in your session:

- Take notes on conducting the student or family engagement activity to share with your team

- Consider how the information and resources align with what you are already doing as a school

- Remember that you will have team time to begin planning for this engagement and a full resource guide from each breakout will be provided

The Middle Grades Network Experience

**INQUIRY
(STUDENT CENTERED)**
Feb - May 2020

Qualitative Data

- Student Shadow
- Student Focus Group
- Parent Focus Group/Empathy Interviews
- Parent Survey
- OTHER

Quantitative Data

- Cultivate Survey Results
- On Track Data
- Back to the Future Report
- 5 Essentials
- OTHER

The Middle Grades Network Experience

INQUIRY
(ADULT-CENTERED)
May - July 2020

Qualitative Data

Quantitative Data

Staff Focus Group

Empathy Interviews

OTHER

Cultivate Survey Results

5 Essentials

OTHER

CIWP Alignment

How to use this process to support your CIWP process:

Pick a priority category and subsequent area of critical need with aligned goals related to middle school, social emotional learning, and/or on track.

As you design your student and family engagement opportunities for the MGN, use those spaces to help gather information for your CIWP root cause analysis.

List your MGN participation as part of your Theory of Action. Make sure to include coaching, team meetings and convenings as part of your action steps.

Remember:
- *The CIWP Process will move faster than the MGN Process.*
- *Keep open lines of communication between your CIWP Team and your MGN Core Team.*
- *Bring your root cause analysis and your action plan to the Summer Institute.*

65
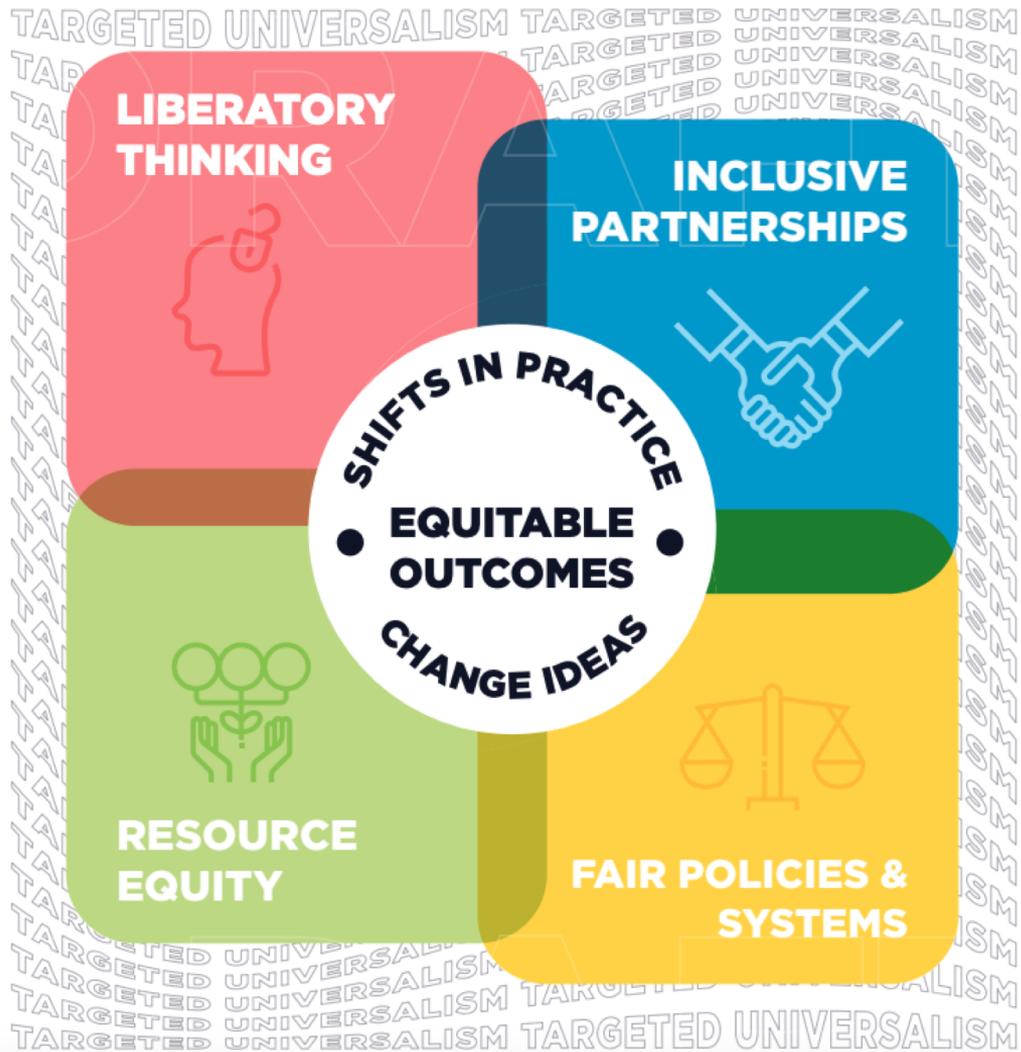
Broaden how they interpret data to be inclusive of student experiences instead of creating exclusionary practices.

Liberatory thinking pushes us to think about what we want for students as a result of equity - beyond only working to stop the negative consequences of inequity.

(USE) LIBERATORY THINKING

Disrupt historical ways of using data on assessment outcomes to compare students to dominant groups.

Engage in courageous conversations on racial equity, internal biases, systemic inequities, and system redesign, including rethinking how they use data and how data impacts student experiences.

Prioritize the perspectives and voices of stakeholders with institutional and/or historical memory, those most impacted by inequitable decisions, and those responsible for implementing and driving change.

Elevate student voice data and opportunities across the organization to understand their classroom and school experiences, and inform adult practice. Keep students at the center and make decisions based on the best interest of students.

(CATALYZE) INCLUSIVE PARTNERSHIPS

Embrace families and community members as allies who engage and inform student learning opportunities, including continuous dialogue about how they can be allies and assets inside and outside of school.

Engage in ongoing listening to co-construct change to ensure underrepresented students and adults are heard and their input is valued.

Adolescence is the second most critical time for brain development outside of early childhood.
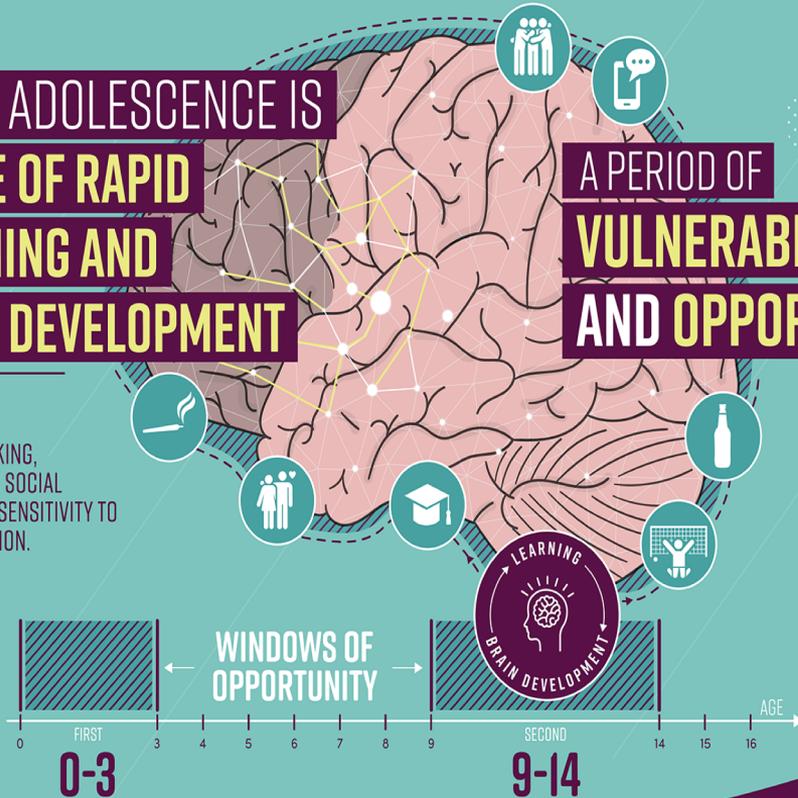

THE ADOLESCENT BRAIN
A SECOND WINDOW OF OPPORTUNITY

unicef
Office of Research–Innocenti

EARLY ADOLESCENCE IS A TIME OF RAPID LEARNING AND BRAIN DEVELOPMENT

THESE INCLUDE INCREASES IN SENSATION-SEEKING, MOTIVATION FOR SOCIAL RELATIONS AND SENSITIVITY TO SOCIAL EVALUATION.

A PERIOD OF VULNERABILITY AND OPPORTUNITY

PUBERTY INITIATES INTENSE LEARNING & BRAIN DEVELOPMENT, WHICH LEAD TO STRUCTURAL REMODELING AND NEURAL RE-CONFIGURATION OF KEY BRAIN SYSTEMS. IT'S A CRUCIAL TIME TO INVEST IN ADOLESCENTS.

LEARNING BRAIN DEVELOPMENT

WINDOWS OF OPPORTUNITY

AGE
0 FIRST 3 4 5 6 7 8 9 SECOND 14 15 16
0-3   9-14

DOWNLOAD
"THE ADOLESCENT BRAIN: A SECOND WINDOW OF OPPORTUNITY"
WWW.UNICEF-IRC.ORG/ADOLESCENT-BRAIN

68

Breakout Sessions

Take 3 minutes *to decide who from your team will attend each breakout. Principals/APs should stay here for the Cultivate session.*

Student Shadows | Room 401
- Alex Seeskin
- Dominique McKoy
- Shelby Mahaffie

Student Focus Groups | Room 403
- Alex Usher
- Jasmin Lee
- Jen Ciok

Family Engagement | Room 404
- Ashley N. Leonard
- Paulina Torres
- Nurys Uceta, N8 FACE Mgr.

Cultivate Survey | Gymnasium
- Jenny Nagaoka
- Orrin Murray

Student Shadows

Alex Seeskin, Dominique McKoy, Shelby Mahaffie

What is a student shadow?

The process of following a student through part of a school day, or longer, to experience the school environment through their lens.

Why shadow a student?

- To gain a student perspective on what is going on in your school

- To increase empathy for students' experiences

- To better understand and improve the student experience

- Generate observations and insights to inform future decisions and initiatives

THE SHADOW JOURNEY
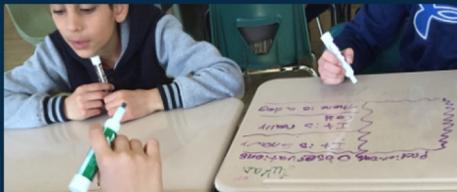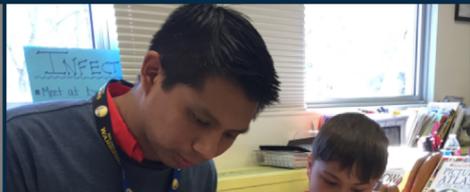
Prep

Create learning goals for your Shadow Day, choose a student, and start questioning assumptions.

Shadow

Spend the entire day shadowing your student, capturing your observations along the way.

Reflect

Reflect on your observations, question them, and draw connections to opportunities for action.

Act

Based on your Shadow Day findings, create a hack, a small experiment for making changes at your school.

Pair Share | Setting a Learning Goal

What is something you would like to learn about your school by shadowing a student?

What type of student should you shadow to help you accomplish your learning goals?

Examples:

- I want to shadow an introverted student
- I want to better understand the challenges experienced by a transfer student

Prep

- Make sure that teachers and staff understand that this is not an evaluation of them or their students.

- Let students know that participation is voluntary.

- Print or create observation and reflection forms that include questions you want to keep in mind throughout the day

- Clear your calendar so that you can fully participate during the shadow day.

- Writing down what you expect to see ahead of time can help you notice when you are keeping an open mind throughout the day or looking for ways to confirm what you already think.
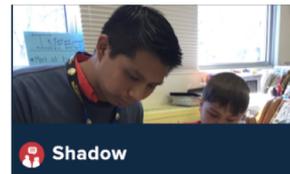
Shadow

- Ask open-ended questions, rather than leading questions

- Take notes, including quotes and observations

- Don't try to interpret or analyze observations during the shadow experience
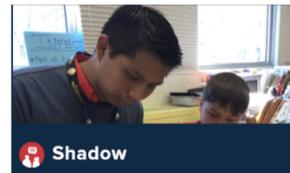
Observation Questions

- What is your student doing? What is your student not doing?

- Observe actions (body language; pay particular attention to interactions with peers, adults)

Classroom Observation

Reflect

- *What did you observe?*

- *What judgments or assessments would you make of this student's day? What opportunities were available for the student to act/reflect in the course of the day?*

- *What opportunities were available for the student to become an expert/demonstrate expertise?*

- *What opportunities were available for this student to substantively interact with their peers and teachers?*

- *How does this student's experience affirm or challenge your own ideas about what happens in a school day? How does it differ from your own experience at this age?*

- *What might be the long-term impact on a student of a year (or several years) of these kinds of days? How might you use your role to support your school partners in creating clear messages about what students can become and what we want them to avoid becoming?*

Pair Share

Reflect

How do you think this practice would be received at your school?

What opportunities and challenges do you anticipate based on your context?

Student Focus Groups

Alex Usher, Jasmin Lee, Jen Ciok

What is a Focus Group?

- A guided discussion with a group of people to gain a deeper understanding of a topic from the **perspective of participants**
  - 6 - 8 participants
  - Facilitator
  - Note-taker(s)/co-facilitator

Why and when should you use a focus groups?

- Understanding "why" something happens or "how" people think and/or feel about something in a detailed and nuanced way

- Benefits of a focus group (over surveys or interviews):
  - Open-ended questions allow for depth, nuance, and variety
  - Respondents can build off each other's ideas
  - You can pick up nonverbal communications and group interactions

Sample Focus Group

PRACTICE ROUND

Sample Focus Group Debrief

Consent:
- Give participants option to "opt-out"
- If videotaping or recording, make sure participants know

Facilitator:
- Known vs Unknown
- Student vs Adult

Notetaker:
- If possible have two notetakers. One to focus on content and the other to focus on body language, equity of voice, etc.

Consent:

It is important for participation in the focus group to be voluntary. Getting consent ensures that participants are both informed about and agree to what they are being asked to do.

Facilitator:

Make sure to think about the power dynamics at play in the focus group. Also, you want a trained facilitator to lead the group in order to get helpful information.

Notetaker:

Videotaping or voice recording are both time consuming to go back to and can cause participants to feel uncomfortable. Having two notetakers can help capture more nuanced information.

Sample Focus Group Debrief

Ground Rules and Purpose

Ground rules make sure that the conversation flows and that everyone knows how to participate in the session.

Icebreaker: Tell me about your style in middle school.

"Tell me about…" leads to participants adding more details to their response.

Question 1: Do you think students are prepared for high school?

Question 2: How can middle schools help to successfully transition students from middle to high school?

This sample focus group also gave us a chance to vet one of the questions on the list and make sure it elicits the type of responses we were hoping for.

Closing: Thank You and Next Steps

Ground Rules and Purpose: Make sure your focus group has a purpose and that you have an idea for what you want to learn from participants. Other themes may surface within the discussion.

Icebreaker: Icebreakers help to build trust and rapport to make people feel more comfortable.

Question 1: Questions that can be answered with yes or no can stop the conversation.

Question 2: This question leads to more open-ended responses where participants can build on one another's ideas.

Closing: Make sure to thank your participants and share follow up and next steps. This helps participants to see the value in the experience and understand how their voices will be used to support real work in the school.

Sample Schedule (PDSA Cycle)
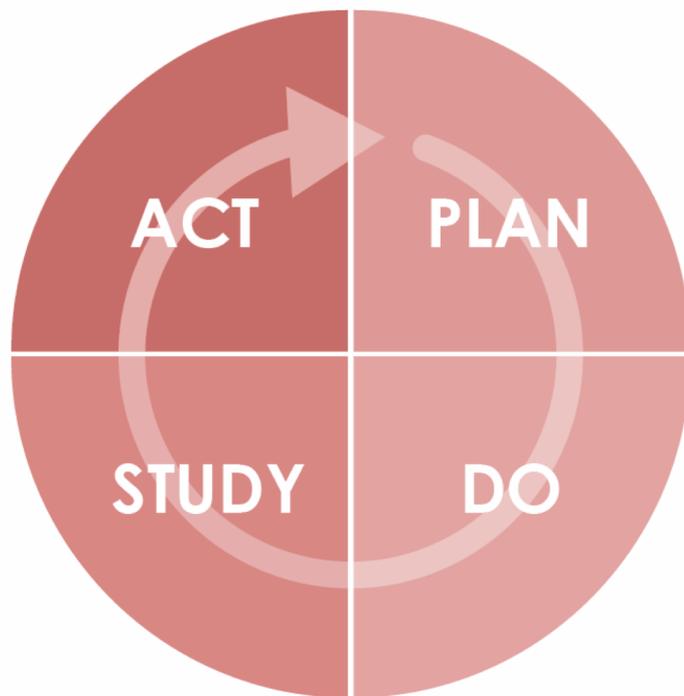
Sample Schedule

PLAN (2-2.5 hours)

- Decide on a learning goal.
- Determine when and where.
- Identify participants.
- Select a notetaker and facilitator.
- Develop a protocol.
  - Norms
  - Questions
- Gather supplies
- Review and practice
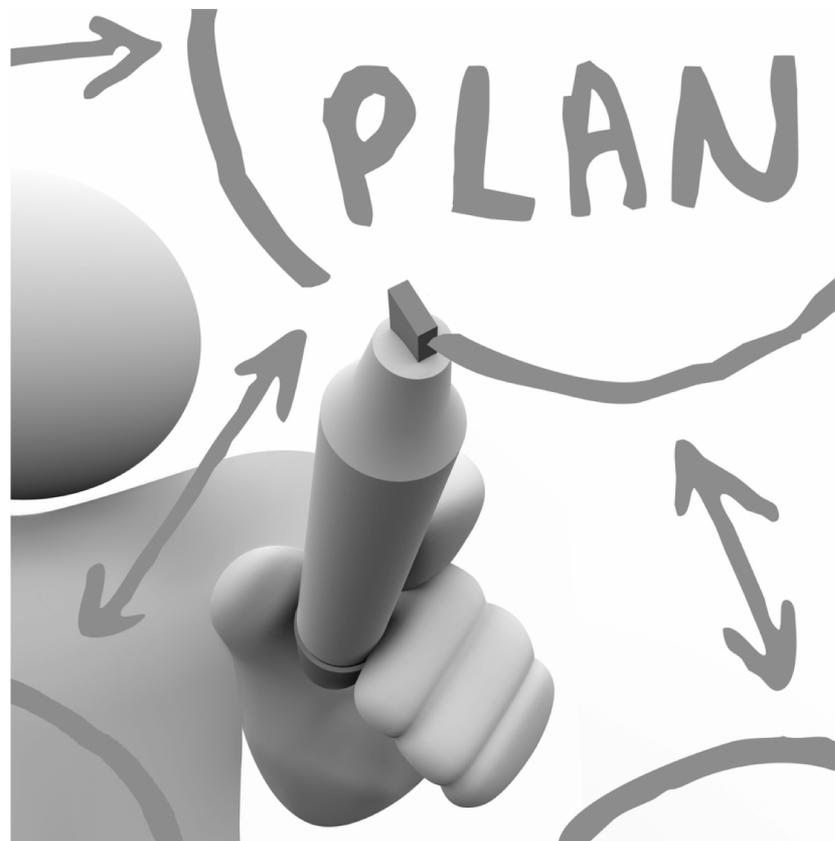
Sample Schedule

DO (2-2.5 hours)

- Set up the room.
- Conduct focus group.
- Debrief between notetaker and facilitator.

Sample Schedule

STUDY (1.5 hours)

- Identify interesting thoughts and observations.

- Identify common themes and patterns.

- Decide how and when you will share your reflections with relevant stakeholders.
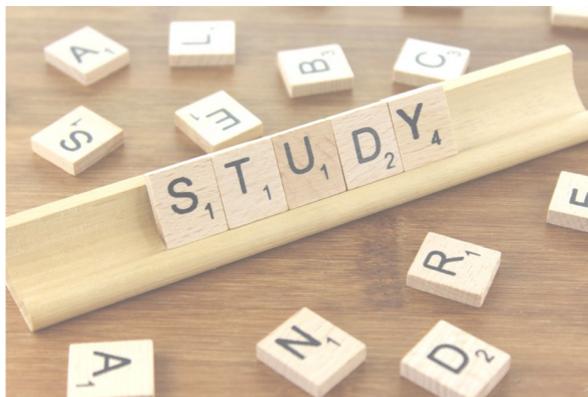
Sample Schedule

ACT (Depends on action steps):

- Create a long and short term action plan.
- Try to implement one small change.
- Share reflections with relevant stakeholders.

What next?

Review the notes and/or recording - identify common themes or patterns, as well as interesting thoughts and observations

Decide how these will inform future decisions & initiatives

Create short and long term action plans - this may include further study

Share reflections with students, staff, and families

Things to Consider/Tips

TiP

Recruit non-traditional student leaders for your focus group.

TiP

Remember that the goal is to create a safe and open environment for participants.

Things to Consider/Tips

TIP

Avoid leading questions by keeping questions open-ended and simple. Keep the language accessible to students.

TIP

Embrace silence and don't interject your opinions.

Things to Consider/Tips

TiP

Identify themes and next steps from the focus group. There will be long and short term action steps.

TiP

Share themes and next steps with the participants and relevant stakeholders.

Planning for Family Engagement

Ashley N. Leonard, Paulina Torres, Nurys Uceta

Family Engagement through a Continuous Improvement and Equity Lens

- Family can be any adult who serves a parental role in children's lives, such as birth and adoptive parents, foster parents, grandparents, etc. Can also include adults who might not have a guardian role but are close to children, such as a pastor or youth group counselor.
- Family engagement is an intentional and systemic partnership of educators, families, and community members who share responsibility for a student's preparation for school, work and life.

Critical dimensions of family engagement

Trusting relationships between educators and families

Connecting family engagement activities and efforts to *student learning*

FIGURE 1: Family Engagement Matrix

STRONG

Connections to Student Learning

WEAK

Educators organize math nights and give information to families, but there are limited opportunities for dialogue and few families attend.

Educators and family leaders jointly plan interactive trainings for family members on how to support college and career readiness.

examples

Educators send out announcements about meetings and information on school social events via email, text, and social media.

Families are comfortable participating and volunteering for social events, fundraising, etc., but don't have opportunities to develop skills or knowledge to support student learning.

WEAK | Trusting Relationships | STRONG
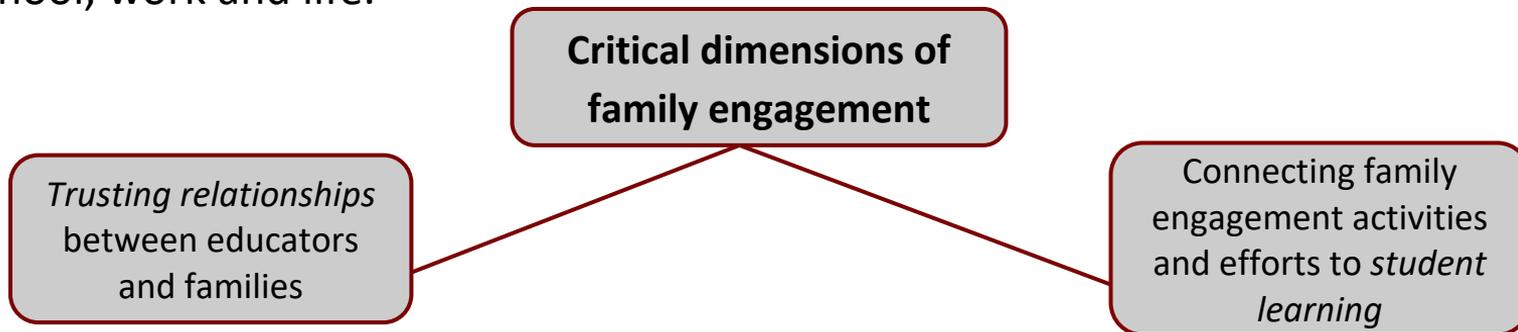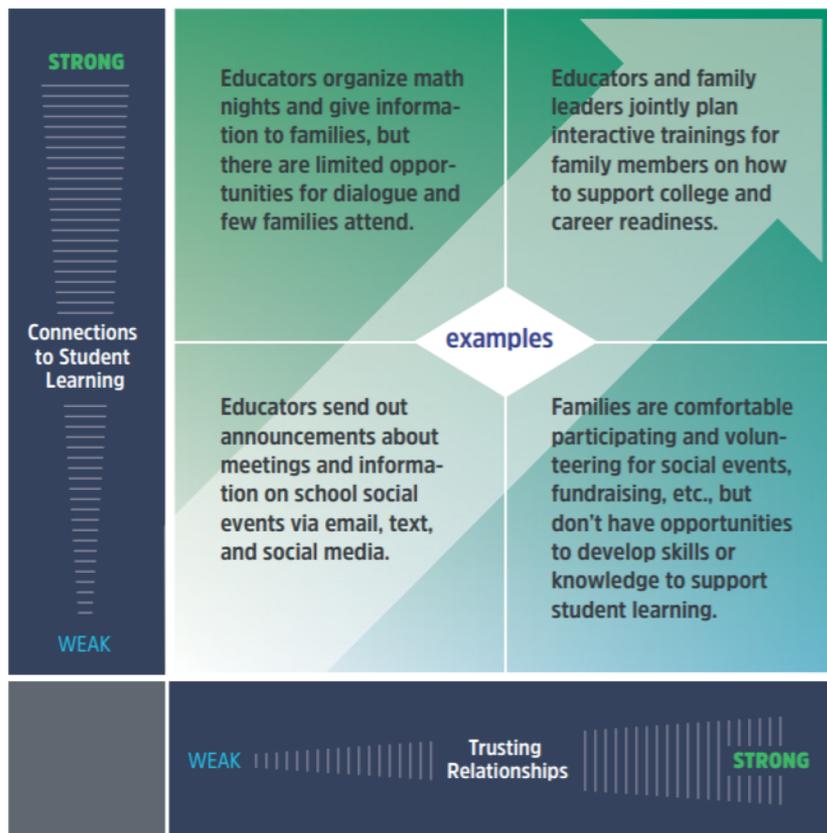
Source: https://www.cde.ca.gov/fg/aa/lc/documents/family-engagement.pdf

Reflection Activity

- Self Reflection | 2 minutes
  - Reflect on the past + current family engagement efforts at your school

- Shared Reflection | 4 minutes
  - Share your reflections with a partner
  - Discuss similarities and differences

Types of Schools | *Beyond the Bake Sale*

Fortress Schools

The message is "we don't want you here"

Come-if-we-call Schools

The message is "we'll take care of your students and don't bother us unless we call you"

Open-door Schools

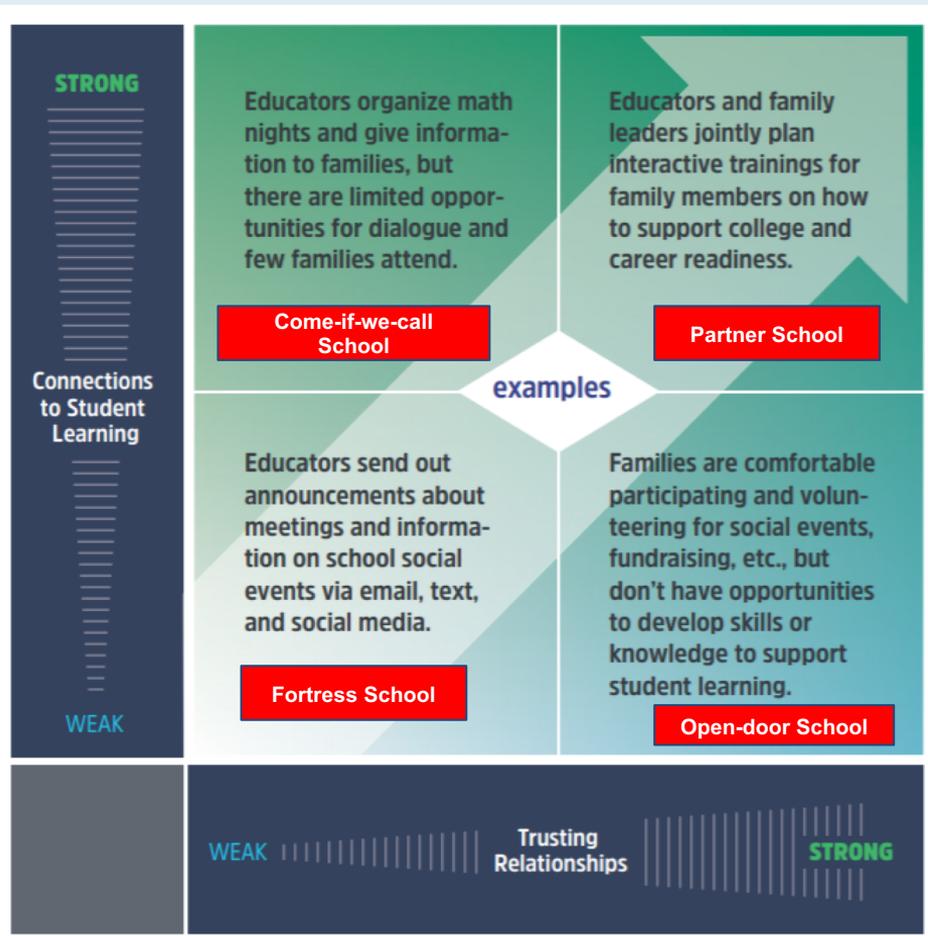There may be a welcoming message, but the underlying attitude is that

"we know what is best for your child."

Partner schools

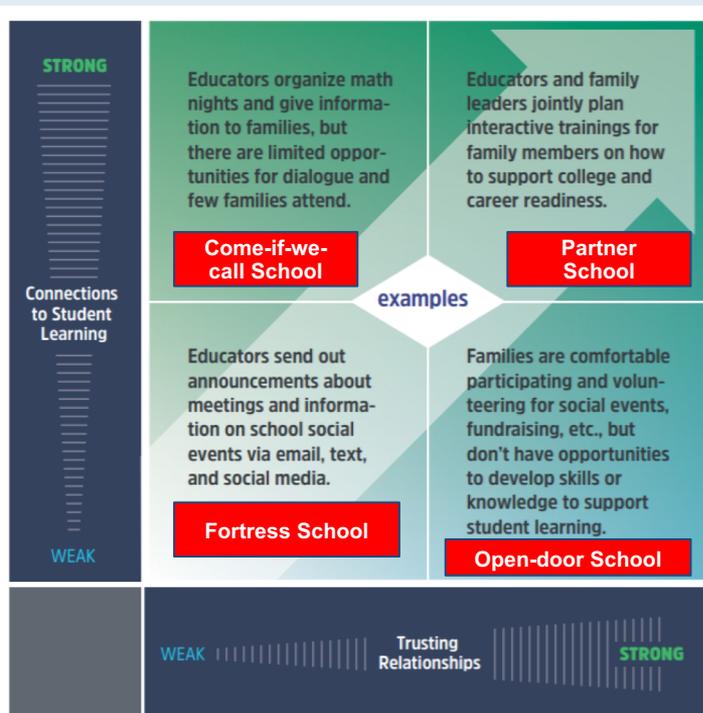Explicitly welcomes families to share responsibility for

the learning and success of the students.

  Source: Henderson, A. T., Mapp, K. L., Johnson, V. R., & Davies, D. (2007). *Beyond the bake sale: The essential guide to family-school partnerships.* The New Press.

FIGURE 1: Family Engagement Matrix

STRONG

Connections to Student Learning

Educators organize math nights and give information to families, but there are limited opportunities for dialogue and few families attend.

Come-if-we-call School

Educators and family leaders jointly plan interactive trainings for family members on how to support college and career readiness.

Partner School

examples

Educators send out announcements about meetings and information on school social events via email, text, and social media.

Fortress School

Families are comfortable participating and volunteering for social events, fundraising, etc., but don't have opportunities to develop skills or knowledge to support student learning.

Open-door School

WEAK

WEAK **Trusting Relationships** **STRONG**

School Type Self Reflection

FIGURE 1: Family Engagement Matrix

Take 3 minutes to silently reflect on the following questions:

- Based on the Types of Schools and the Family Engagement Matrix, how would you classify where your school is today?

- Where would you like to be as a school?

- How does this inform how you will engage with parents and families as part of this process?

Ways to Engage Families Moving Forward

- Parent Surveys

- Parent Focus Group

★ Empathy Interviews

  - An interview that uses a human-centered approach to understand the feelings and experiences of others.

  - Rather than feeling like a formal interview with a long list of questions, an empathy interview should feel more like an open conversation with a friend.

  - Why? To gain a deeper understanding of a participant's experience.

Arc of an Empathy Interview
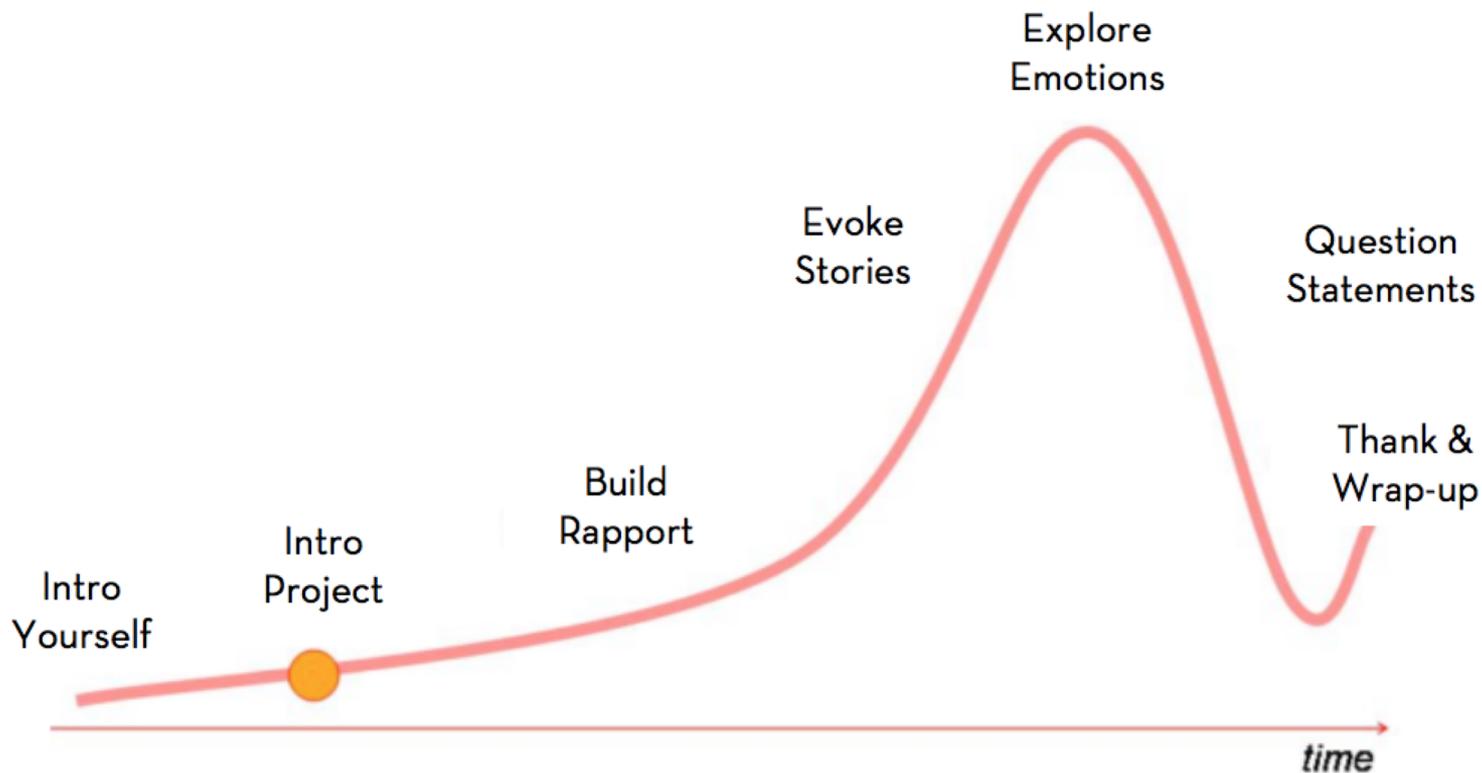
Tips for Empathy Interviews

★ Prepare open-ended questions that encourage storytelling
  ○ Ex: *"How much do you like your child's school?"* (leading) vs.
  ○ *"Share with us your experience at your child's school."* (open-ended)

★ Incorporate follow-up questions/probe, as needed, to build on a topic or to get a more specific response
  ○ Ex: *"Tell me more about…" "Can you say more about…" "What experiences have you had that make you feel that way?"*

★ Don't ask questions in a way that implies there is a correct answer.
  ○ *"Don't you think art class is great?"*

★ Embrace silence. Allowing silence can encourage participation because it gives participants a chance to think about what they want to say. More often than not, participants will fill the silence with more information.

Empathy Exercise | 10 minutes

1. Find a partner from another school + decide who will be the interviewer and interviewee

2. Interviewer will then introduce themselves and share the purpose of the interview (i.e. getting to know you and your school)

3. Ask open-ended questions:
   a. Tell me about a middle grades student who has had an impact on you?
   b. Tell me about a memorable experience your family had when you were in school? How does that influence how you engage with families now?

4. Explore emotions and probe

5. Thank you and wrap up

Group Share Out

1. What was your experience as a interviewer? Interviewee?

1. What was the most difficult part of conducting the interview?

1. In what ways is this different than a formal interview? How might this method be helpful in determining your problem of practice?

Guiding Questions for Team Time

- Have we identified prospective parent leaders who are representative of our diverse families? Have we considered all forms of diversity, such as socioeconomic, racial/ethnic, cultural, linguistic, gender identity, and family definition (e.g., foster families)?

- Have we sought out family leaders who can bring the perspective of families that have historically been underrepresented?

- Are we scheduling meetings at a time that is convenient and realistic?

- Do we need to provide transportation, childcare, or translation/interpreting services?

Cultivate Survey

Jenny Nagaoka, Orrin Murray

Agenda

- Cultivate framework

- Research background | Contextualizing Cultivate

  - Social, Emotional, and Academic Development

  - Cultivate research design and findings

- Reporting site demonstration

- Cultivate & MGN

Community Call

Find a partner and discuss (2 minutes each):
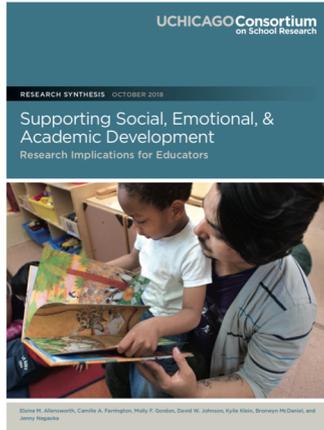
In your view and experience, what daily teaching practices in classrooms are needed to support all students to be engaged in learning?

Improving student outcomes
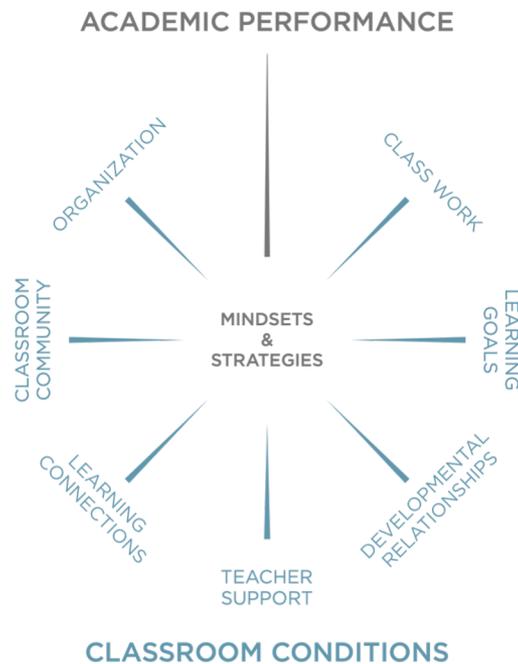
CULTIVATE IS A FRAMEWORK FOR CONTINUOUS IMPROVEMENT OF PRACTICE

Social, Emotional, & Academic Development

- Academic Content Knowledge

- Academic Mindsets

- Culture

- Emotions

- Identity

- Learning Strategies

- Social Emotional Skills

- Trauma

Allensworth, E.M., Farrington, C.A., Gordon, M.F., Johnson, D.W., Klein, K., McDaniel, B., & Nagaoka, J. (2018). *Supporting social, emotional, & academic development: Research implications for educators.* Chicago, IL: University of Chicago Consortium on School Research.

Visualizing the universe of a student's
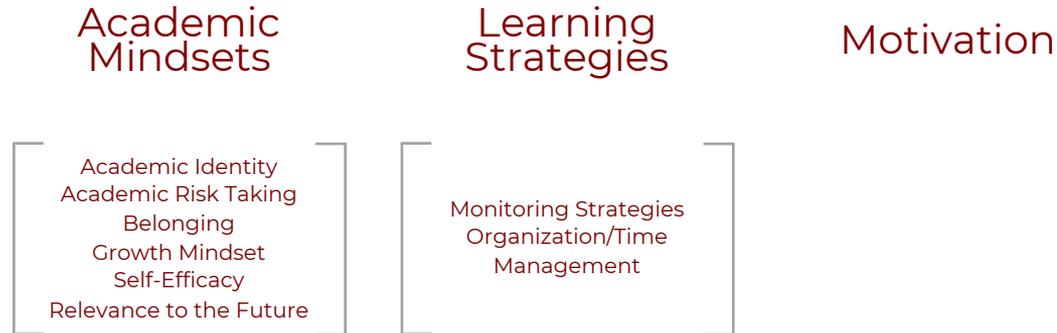# Social, Emotional, & Academic Development

teach
through lessons and engaging work

foster
through the environment teachers create

| Academic Content Knowledge | Social Emotional Skills | Emotions | Academic Mindsets | Learning Strategies |

Culture   Identity   Trauma

recognize and support
in classrooms and schools

The Role of Mindsets & Strategies

Academic Mindsets

Academic Identity
Academic Risk Taking
Belonging
Growth Mindset
Self-Efficacy
Relevance to the Future

Learning Strategies

Monitoring Strategies
Organization/Time
Management

Motivation

The Role of Mindsets & Strategies

The why…

Strong Sense of Belonging · Weak Sense of Belonging · Growth Mindset · Fixed Mindset · Classes That Feel More Relevant · Classes That Feel Less Relevant · Strong Self-Efficacy · Weak Self-Efficacy · Good Organization & Time Management · Poor Organization & Time Management
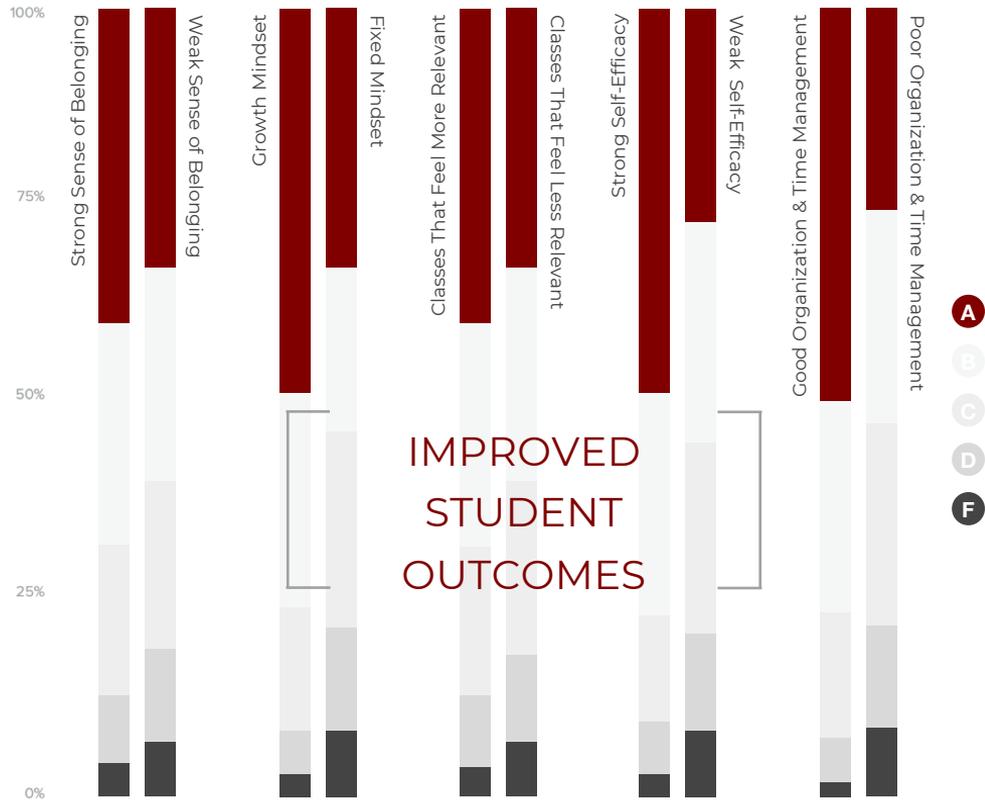
IMPROVED STUDENT OUTCOMES

100% · 75% · 50% · 25% · 0%

A B C D F

UCHICAGO**Impact**

The how...

Classroom Conditions

foster

Academic
Mindsets

Learning
Strategies

Motivation

Academic Identity
Academic Risk Taking
Belonging
Growth Mindset
Self-Efficacy
Relevance to the Future

Monitoring Strategies
Organization/Time
Management

The how…

ALGEBRA 2

Academic Mindsets   Learning Strategies   Motivation
+
Classroom Conditions

ENGLISH 10

Academic Mindsets   Learning Strategies   Motivation
+
Classroom Conditions

The Classroom Conditions that matter most

ACADEMIC PERFORMANCE

MINDSETS
&
STRATEGIES

Reflection Time

Take a couple of minutes to reflect and write:

What new meaning are you making around classroom conditions?

From research to practice

CULTIVATE IS A FRAMEWORK FOR CONTINUOUS IMPROVEMENT OF PRACTICE

- Survey administered to students

- Answer questions about one classroom

  - Mindsets & Strategies

  - Classroom Conditions

- Reporting site that presents student responses to educators

Cultivate is…

- a framework and survey that promotes positive **student outcomes**

- about making classrooms into the best possible **learning environments** for students

- a guide for improving **classroom conditions**

- a resource that can help boost the effectiveness of **core instruction**

- feedback for teachers from their most important constituents - **their students**

Cultivate is…

a change in method,

not content.

Learn more at https://www.uchicagoimpact.org/our-offerings/cultivate

Thank you!

5 MINUTES TO TRANSITION

School Team Time

Jen Ciok

Individual Reflection Time

Reflect on your notes from the day. Given those inputs (the opening activity, your individual and collective whys, the Back to the Future Reports, Student/Family Engagement Sessions), what is the information you would want to know or learn from students and families? What questions do you have?

Team Planning Time

How will you leverage the structures that you learned about today to answer these questions in the process of identifying your problem of practice?

Breakout Sessions

The To&Through Team and Nurys are available to answer questions about breakouts during team time!

Student Shadows | Room 401
- Alex Seeskin
- Dominique McKoy
- Shelby Mahaffie

Student Focus Groups | Room 403
- Alex Usher
- Jasmin Lee
- Jen Ciok

Family Engagement | Room 404
- Ashley N. Leonard
- Paulina Torres
- Nurys Uceta, N8 FACE Mgr.

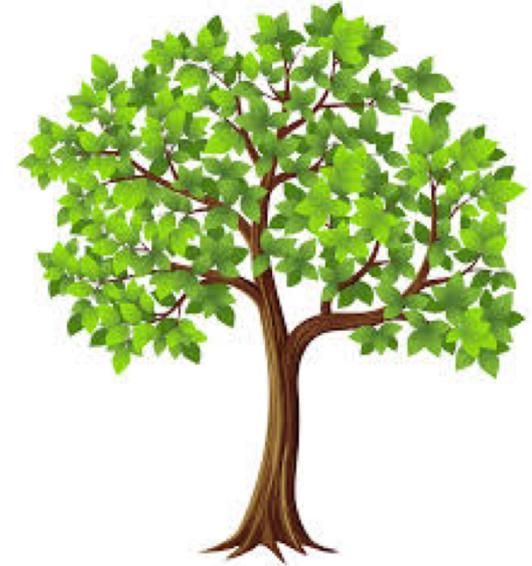**Cultivate Survey** | Gymnasium
- Jenny Nagaoka
- Orrin Murray

Next Steps and Close

Ashley N. Leonard

Glows and Grows

Something that inspired you or something you're excited to try…

Something that challenged your thinking or made you grow…

Key Dates*

Session Type	Phase	Date	Session Length
Kick-Off/Network Session #1	Inquiry	February 26, 2020	Full Day
Network Session #2	Inquiry	**May 13, 2020**	Half Day
Summer Design Institute	Design	August 4 - 6, 2020	Full Day
Network Session #3	Iteration	**November 12, 2020**	Half Day
Network Session #4	Iteration	February 10, 2021	Half Day
Network Session #5	Iteration/Sharing	**April 28, 2021**	Half Day
Network Session #6	Sharing	June 9, 2021	Half Day

*Maroon lettering indicates updated dates based on CPS SY2020-2021 calendar.
Half day sessions will include optional "Office Hours" for teams to continue planning.*

Action Items

- Complete **exit survey** before you leave today!

  https://bit.ly/2UJUkyc

- Ashley or Jen will reach out to **schedule initial coaching visit** that includes:
  - Meeting with administration and team lead
  - Initial Core MGN Team meeting
  - Attending a Team Meeting (if possible)
  - Visiting a class or two

- Complete each of the following **before May 13 session**
  - Student Shadow OR Student Focus Group
  - Cultivate Administration
  - One Parent Engagement Activity (Empathy Interviews, Parent Focus Group, or Parent Survey)

- Google Drive Folder with all materials will be sent to everyone by **EOD Friday**

Thank you