SESSION 3

DESIGNING FOR ENDURING IMPROVEMENT

Elevate and explore the small and large changes underway in schools this year that are accelerating equity and access for families. Discuss the data, stories, experiences, and lessons learned that will help educators and leaders plan intentionally and strategically for September 2021.

APRIL 15 • 4:00PM - 5:30PM ET

IMAGINING MORE RELEVANT, EQUITABLE, AND EFFECTIVE SCHOOLS IN A POST-COVID WORLD
Using Data to Surface Inequities & Inform Decision-Making

- Is instruction changing (and how)?
- Are outcomes improving (and for whom)?
- How are individual students, family members, & teachers feeling about the changes?
Coaching through Strategy Cycles

Launch → Pre-Cycle Reflection → Lesson Planning & Delivery → Next Steps Interview → Post-Cycle Reflection

- Why Strategy Cycles? Why this specific focus?
- What does teacher practice look like currently?
- What does this strategy look like with students?
- How did it go?
- Has anything changed?

Optional: Coach Zoom support or observation
## Survey Domains & Sample Items

<table>
<thead>
<tr>
<th>Domain</th>
<th>Sample Survey Item</th>
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<tbody>
<tr>
<td>Sociocultural Awareness</td>
<td>My teacher makes me feel proud of who I am, where I live, and where my family is from.</td>
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<tr>
<td>Community Building</td>
<td>In this class, I have chances to get to know my classmates better.</td>
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<tr>
<td>Cognitive Development</td>
<td>In this class, I use thinking strategies in my learning.</td>
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<tr>
<td>Critical Consciousness</td>
<td>In this class, I learn things that will be useful for me to know outside of school.</td>
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<tr>
<td>Academic Mindset</td>
<td>When I try harder in this class, I get smarter</td>
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<tr>
<td>Social Emotional Learning</td>
<td>I have an adult at school who can help me when I am upset/sad or feeling down.</td>
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</tbody>
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## Student Experience Survey Timeline

1. **Survey Launch**
2. **Data Review: LCA**
3. **Teacher SELSA and Data Review**
4. **Student Focus Groups**
5. **Teacher Focus Groups**
6. **Focus Group Questions**
7. **Action Steps & Coaching Support**
If/Then Statement

“If our teachers focus on .......... then our students will be able to....”

Sample If/Then Statement

<table>
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<tr>
<th>If</th>
<th>Then</th>
<th>How Will We Know?</th>
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| Pilot teachers support a culture of trust and belonging in the classroom... | **A.** Students will be more willing to discuss, share, express, and be vulnerable in the classroom  
• Students will express that their teachers:  
  o are relatable  
  o follow through  
  o reciprocate relationships  
  o are people students can confide in | **A. Student Experience Survey Responses**  
*Students will self-report:*  
• having chances to get to know their classmates better *(Q11)*  
• feeling comfortable sharing their thoughts and opinions *(Q12)*  
• helping their classmates when they needed help *(Q13)*  
• feeling like an important member of this classroom *(Q18)*  
• knowing that their teachers are glad that they are their students *(Q19)* |
| **B.** There might be fewer absences due to a more engaging and inclusive classroom. | **B. Attendance Data**  
Analyze attendance records & assignment completion |
Ready for more?
Learn about our 2021-22 Engagement Offerings!

SUPPORTING TEACHERS & LEADERS

PROFESSIONAL DEVELOPMENT
Through our Professional Development series, participants receive an overview of the CRSP framework for instructional equity. The series offers opportunities for reflection and discussion, introducing high impact instructional moves across the four domains of Awareness, Community Building, Cognitive Development, and Critical Consciousness.

PLC FACILITATION
Through facilitated Professional Learning Communities, groups of committed Teachers and Leaders gather to discuss and reflect on CRSP content. Teachers share lessons, practice new instructional strategies and engage in implementation activities, while Leaders share ideas, implement new routines, and facilitate school-level data analyses.

1-ON-1 TEACHER COACHING
Through 1-on-1 Teacher Coaching, teachers ready to lead implementation efforts receive individualized, embedded support to help grow their practice. Coaching centers on knowledge building, self-reflection, student feedback, and the strategic implementation of CRSP practices. Emerging best practices are codified and shared with the larger faculty.

1-ON-1 LEADER COACHING
Through 1-on-1 Leader Coaching, leaders receive personalized and structured support, focusing on managing sustainable change, advancing instructional equity, and enhancing family engagement. Coaches help leaders grow in their roles as instructional leaders, organizers, consensus-builders, communicators, and problem-solvers.
WAYS TO ENGAGE

PD
PD + PLC
PD + PLC + COACHING
FULL CHANGE MANAGEMENT

When partnering with us, you can choose your level of engagement based on your current context and capacity. Explore our Culturally Responsive & Sustaining Pedagogy framework as a full faculty in Professional Development; develop internal change agents through the facilitation of a CRSP Professional Learning Community; establish implementation expertise and best practices through 1-on-1 Coaching of teachers and leaders; or connect implementation more fully with leadership moves to support whole school change.

TESTIMONIALS

“I have been to a lot of PD in my career and am blown away by the content and organization of these sessions.”
- Teacher

“Highlander coaching has helped me move forward on my continuous journey of improved instruction.”
- Teacher

“The partnership with Highlander has been one of the very best experiences I have had in education.”
- Teacher

“Our CRSP presenter was terrific! She presented complicated ideas in a clear way that was directly relevant to our work in schools.”
- Leader

“I really appreciate how highly engaging CRSP sessions were for us as a district leadership team.”
- Leader

“This is truly an amazing, compelling, hopeful model for change.”
- Leader

READY TO TRANSFORM YOUR SCHOOL OR DISTRICT?

Partner with us today!
highlanderinstitute.org/partner