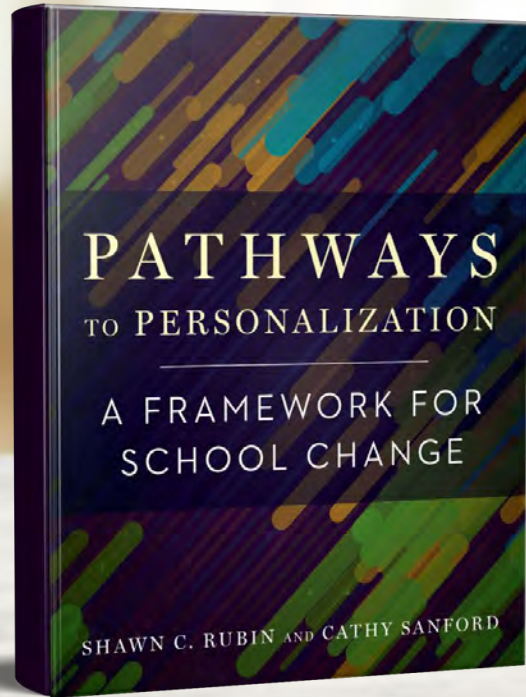# ACHIEVING ASPIRATION

A Personalized Approach to School Change

Shawn Rubin

- Chief Education Officer at Highlander Institute
- Former kindergarten teacher
- Little League baseball coach & board member
- Live in Providence, RI with wife and two boys
- Twitter: @ShawnCRubin

Pathways to Personalization:
A Framework for School Change
by Shawn Rubin & Cathy Sanford

🐦 Twitter: #PathwaysBook

Purchase your copy on Amazon:
bit.ly/PTPbook

HIGHLANDER
INSTITUTE
Leveling the Field for All Learners

Vision

Students, educators, and communities partnering as agents of change to design:

- Classrooms that empower
- Schools that adapt
- Systems that liberate

Mission

Highlander Institute partners with communities to imagine and create more equitable, relevant and effective schools. Using research, we convene, coach and build capacity to improve outcomes and experiences for all students.
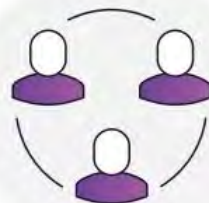
HIGHLANDER
INSTITUTE
Leveling the Field for All Learners

RESOURCES

Free Entry Points
for individuals to
learn & discover
useful strategies
and models

SERVICES

Paid Entry Points
for individuals to
build skills, make
connections and
grow professionally

ENGAGEMENTS

**Deep, Multi-Year
Entry Points** for
schools & districts
seeking to
transform practice

PERSONALIZATION

2020

Looking Back | Looking Forward

A conference by Highlander Institute

Join Highlander Institute in Providence, RI for the Personalization 2020 Conference on April 2-4, 2020!

Register at **Personalization2020.com**

ASPIRATION

VOICE
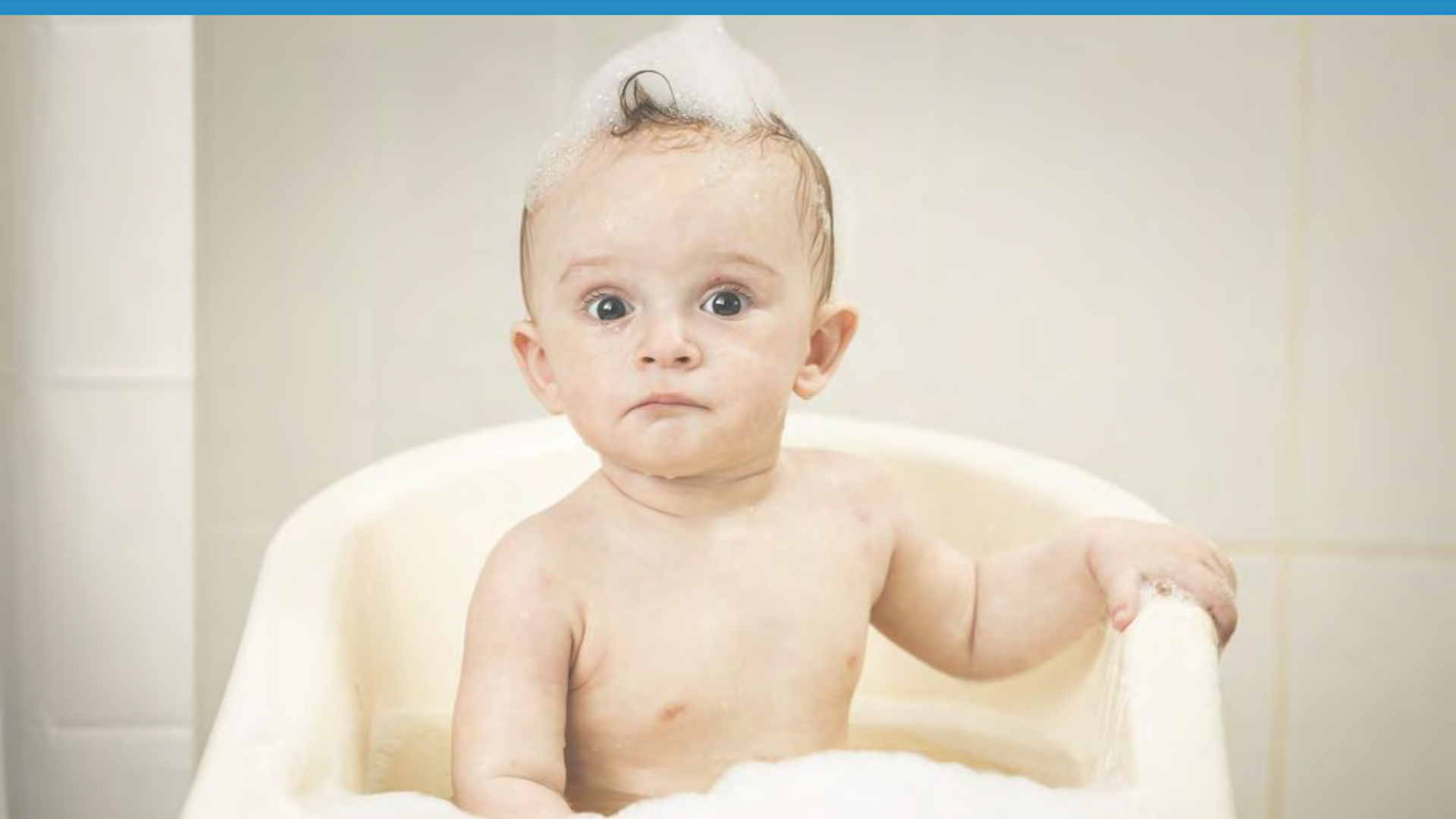
FOCUS

NURTURE

IMPROVEMENT

SCALE

ASPIRATION

"Give the pupils something to do, not something to learn; and the doing is of such a nature as to demand thinking; learning naturally results."

- John Dewey

"Give the pupils something to do, not something to learn; and the doing is of such a nature as to demand thinking; learning naturally results."
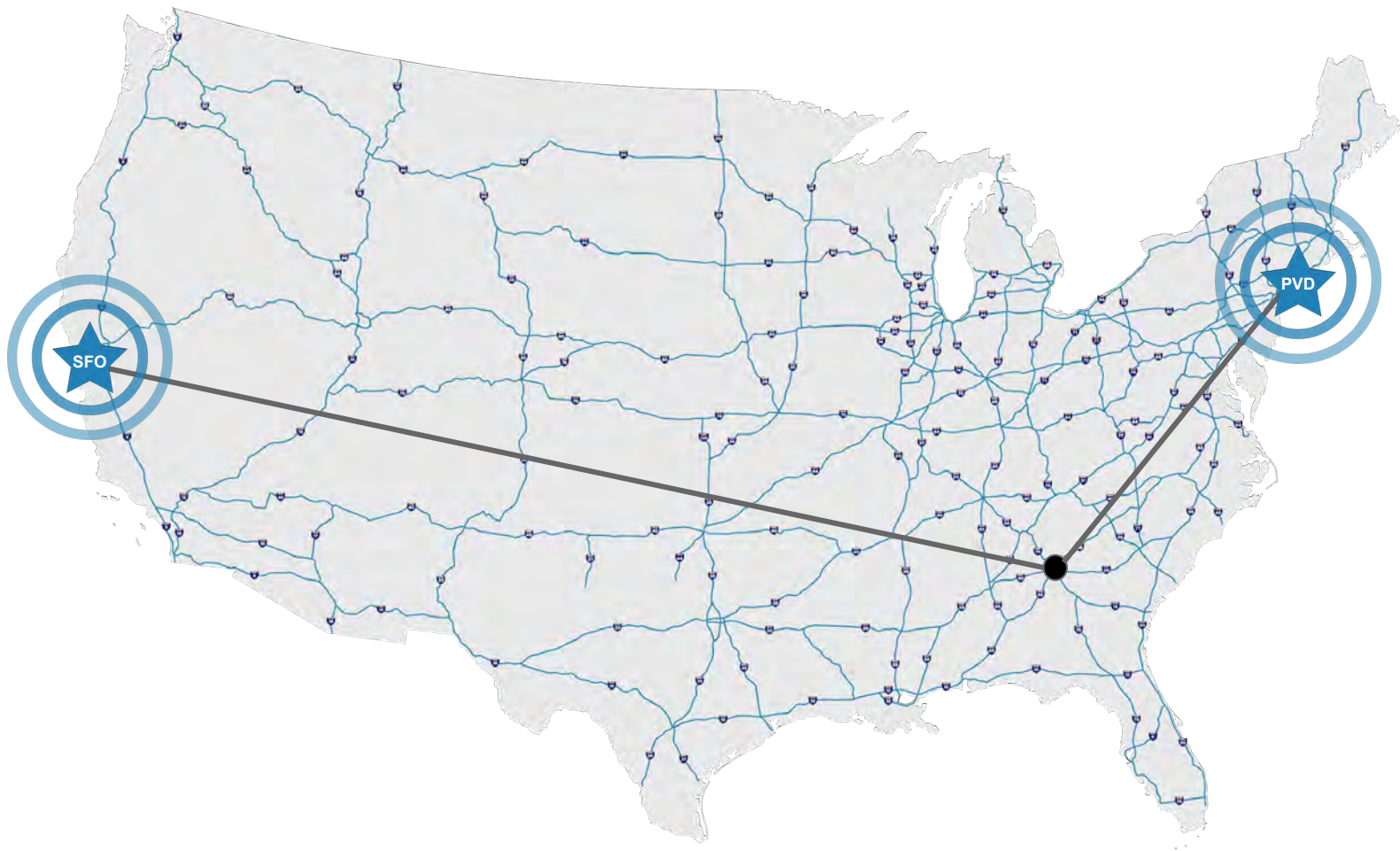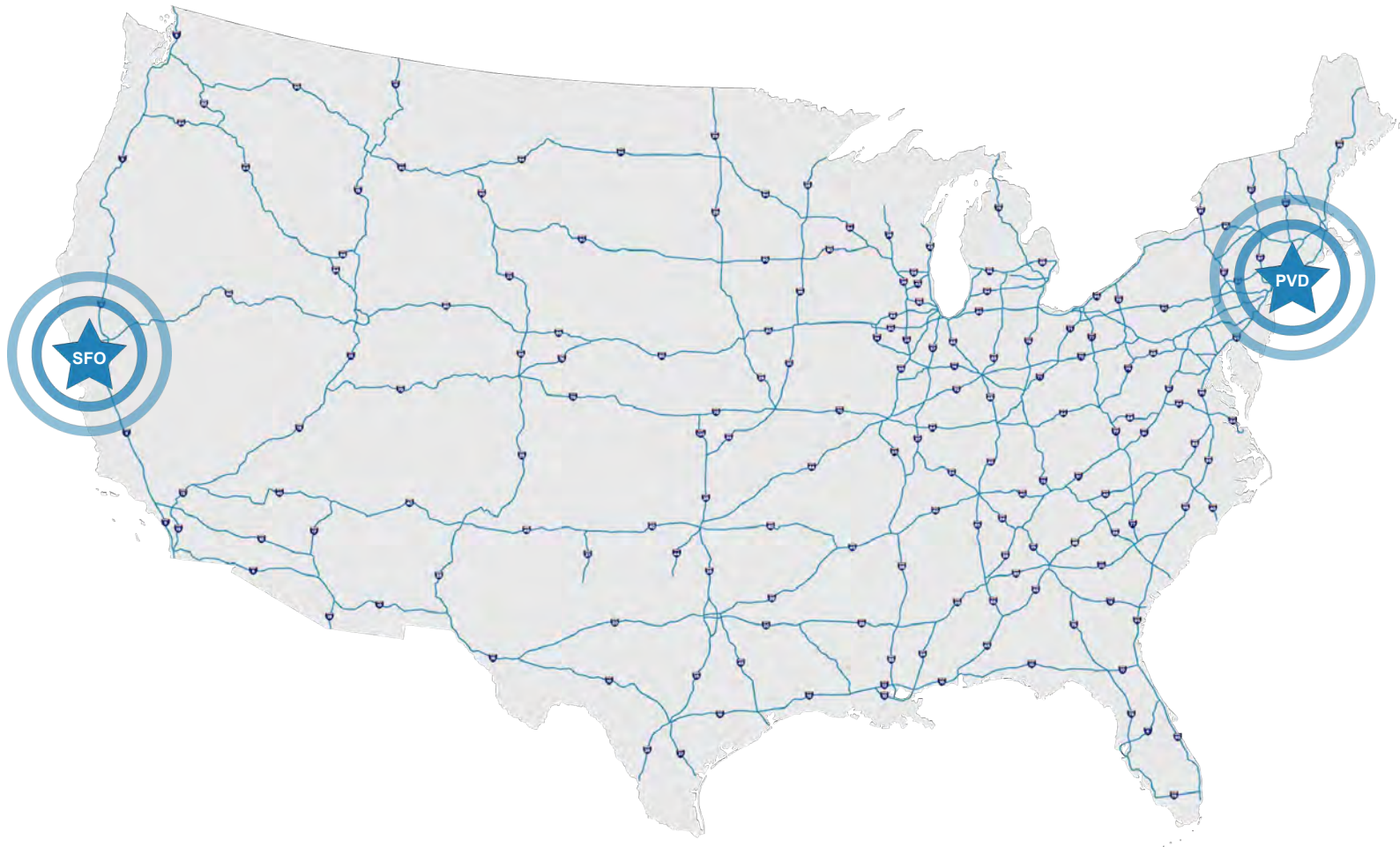
- John Dewey
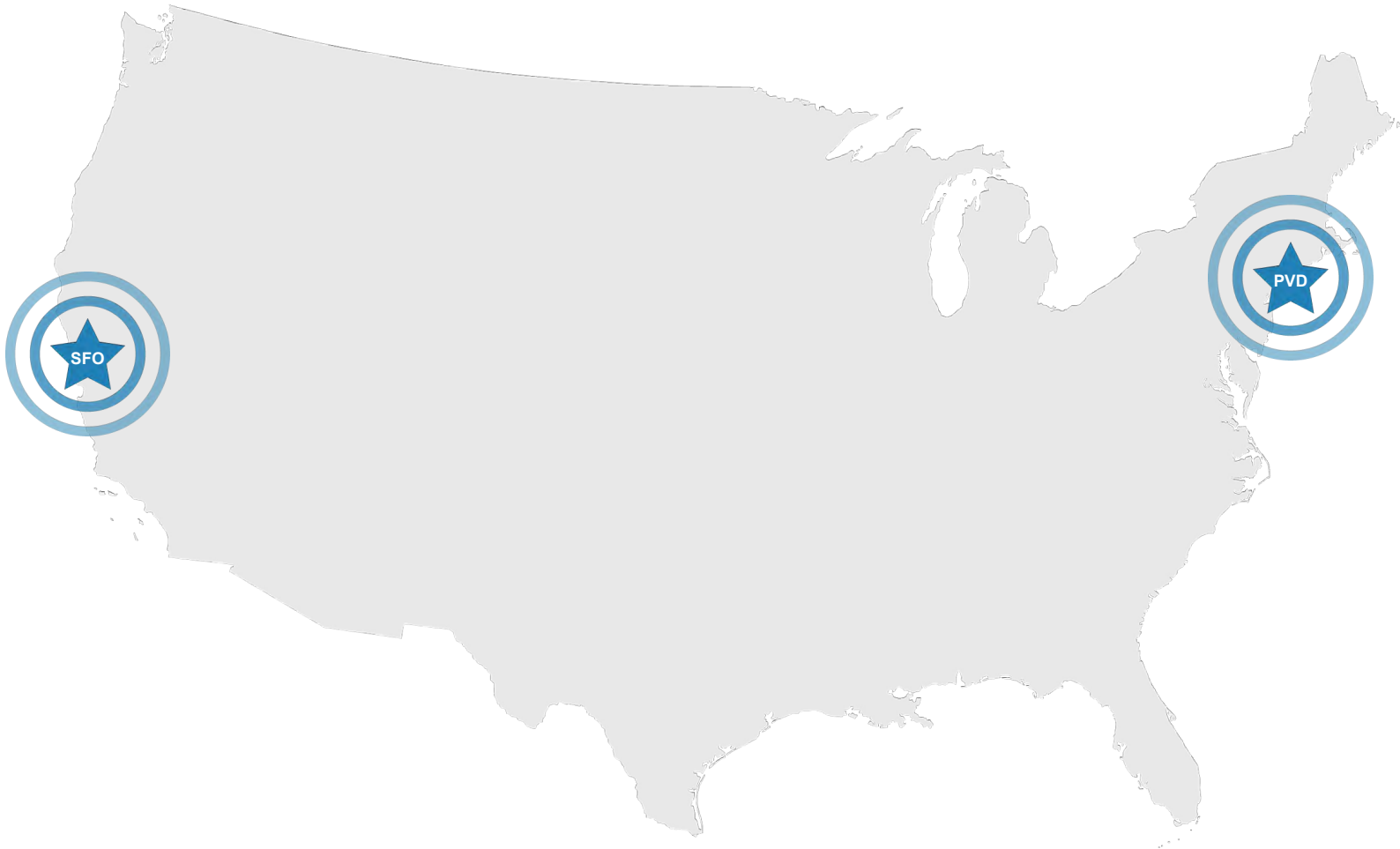
Why Didn't This Work?

- We did not approach this work with a systems level lens. I was doing the work in my classroom, but there was no process for bringing this work into any other classrooms.
- Families in my classroom knew about the work their child was doing, but they were not part of the design and when it went away they had no means of advocating for it.
- When the work got tough there were not enough people who understood the vision or how to execute so nobody was informed enough to fight for it's longevity.
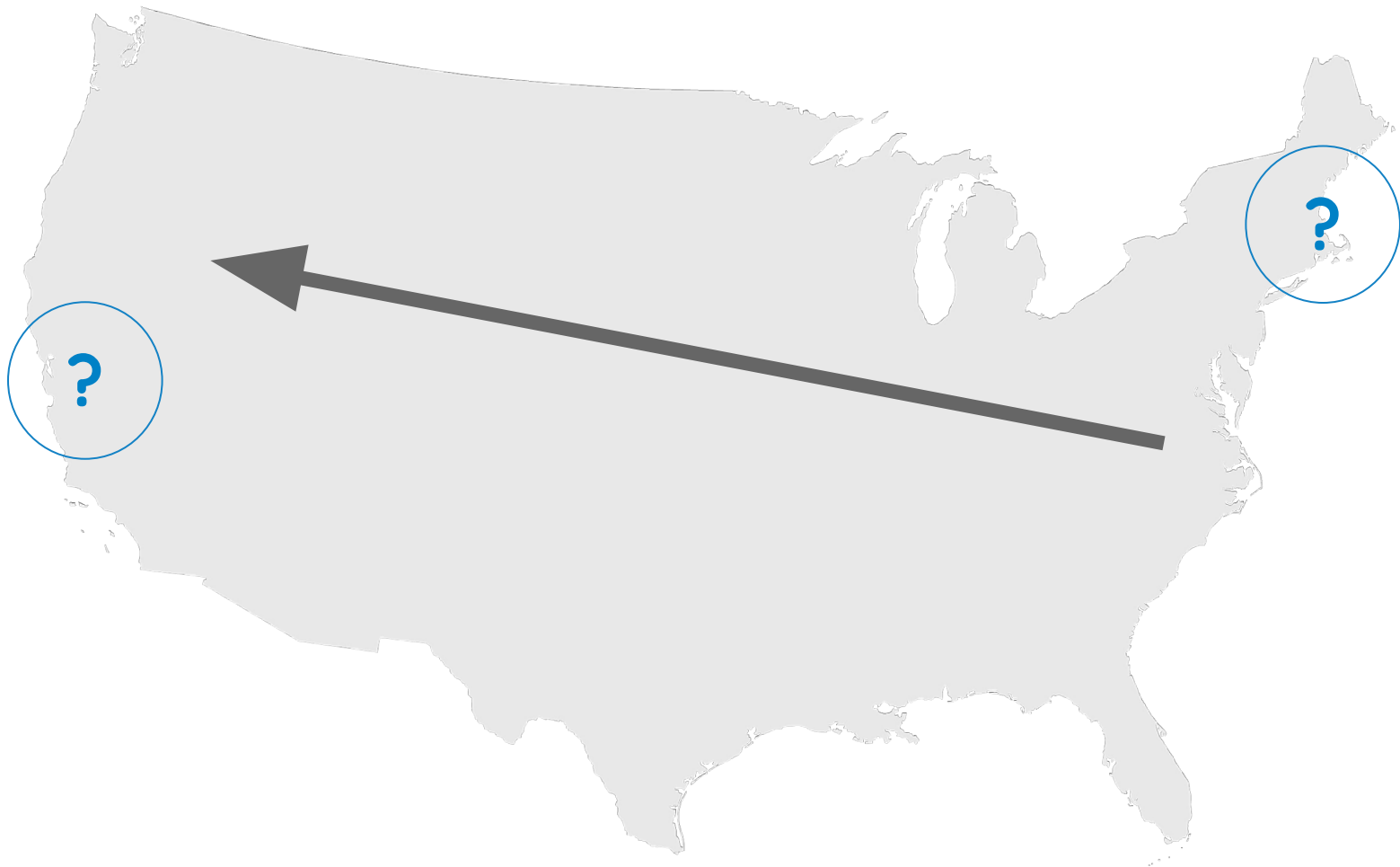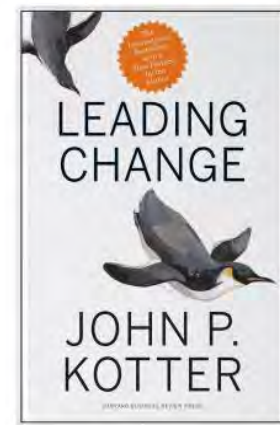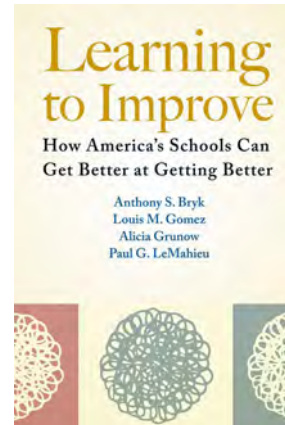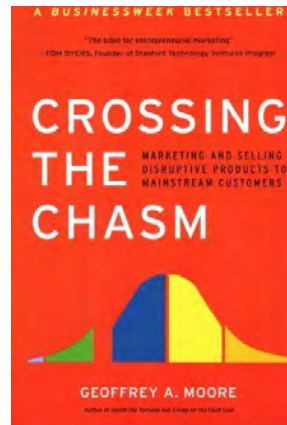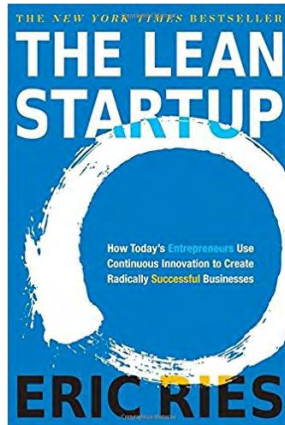
Baby with Bathwater!

What do we do when our change management strategies are in direct conflict with our aspirations?

VISIBLE LEARNING
A SYNTHESIS OF OVER 800 META-ANALYSES RELATING TO ACHIEVEMENT

"Reveals teaching's Holy Grail"
The Times Educational Supplement

JOHN HATTIE

Ron Ritchhart • Mark Church • Karin Morrison
FOREWORD BY DAVID PERKINS

MAKING THINKING VISIBLE

How to Promote Engagement, Understanding, and Independence for All Learners

Foreword by Yvette Jackson
Culturally Responsive Teaching & THE BRAIN
Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students
Zaretta Hammond

THE NEW YORK TIMES BESTSELLER
THE LEAN STARTUP
How Today's Entrepreneurs Use Continuous Innovation to Create Radically Successful Businesses
ERIC RIES

A BUSINESSWEEK BESTSELLER
"The bible for entrepreneurial marketing"
—TOM BYERS, Founder of Stanford Technology Ventures Program
CROSSING THE CHASM
MARKETING AND SELLING DISRUPTIVE PRODUCTS TO MAINSTREAM CUSTOMERS
GEOFFREY A. MOORE

Learning to Improve
How America's Schools Can Get Better at Getting Better
Anthony S. Bryk
Louis M. Gomez
Alicia Grunow
Paul G. LeMahieu

LEADING CHANGE
JOHN P. KOTTER

PATHWAY TO PERSONALIZATION FRAMEWORK

A personalized approach to change management

PATHWAYS SCHOOLS ENGAGEMENT MODEL

Combining Priority Practices and Change Management to maximize impact

"Sweet Spot"

Maximizing Impact

New Partner

PRIORITY PRACTICES TOOL

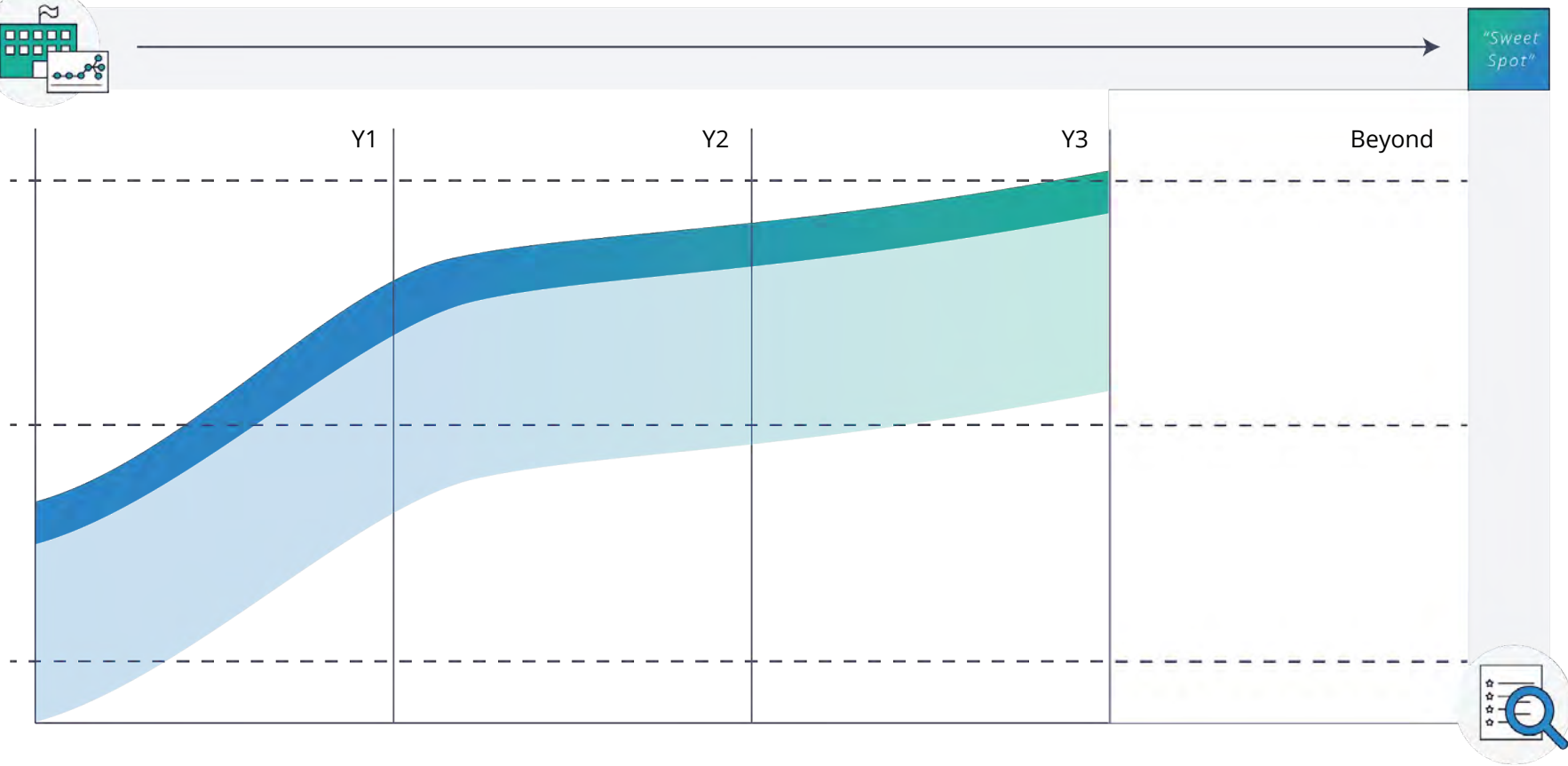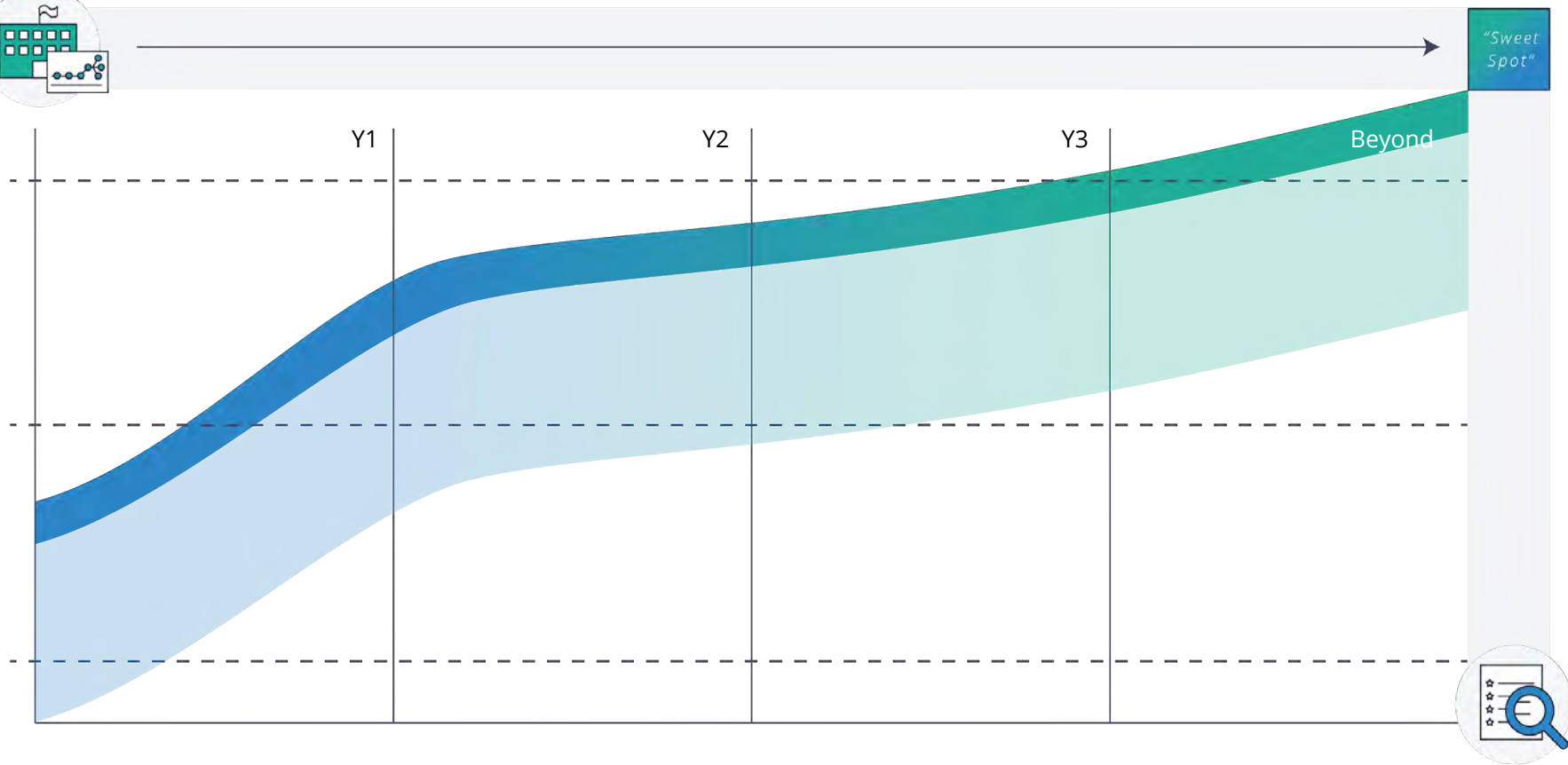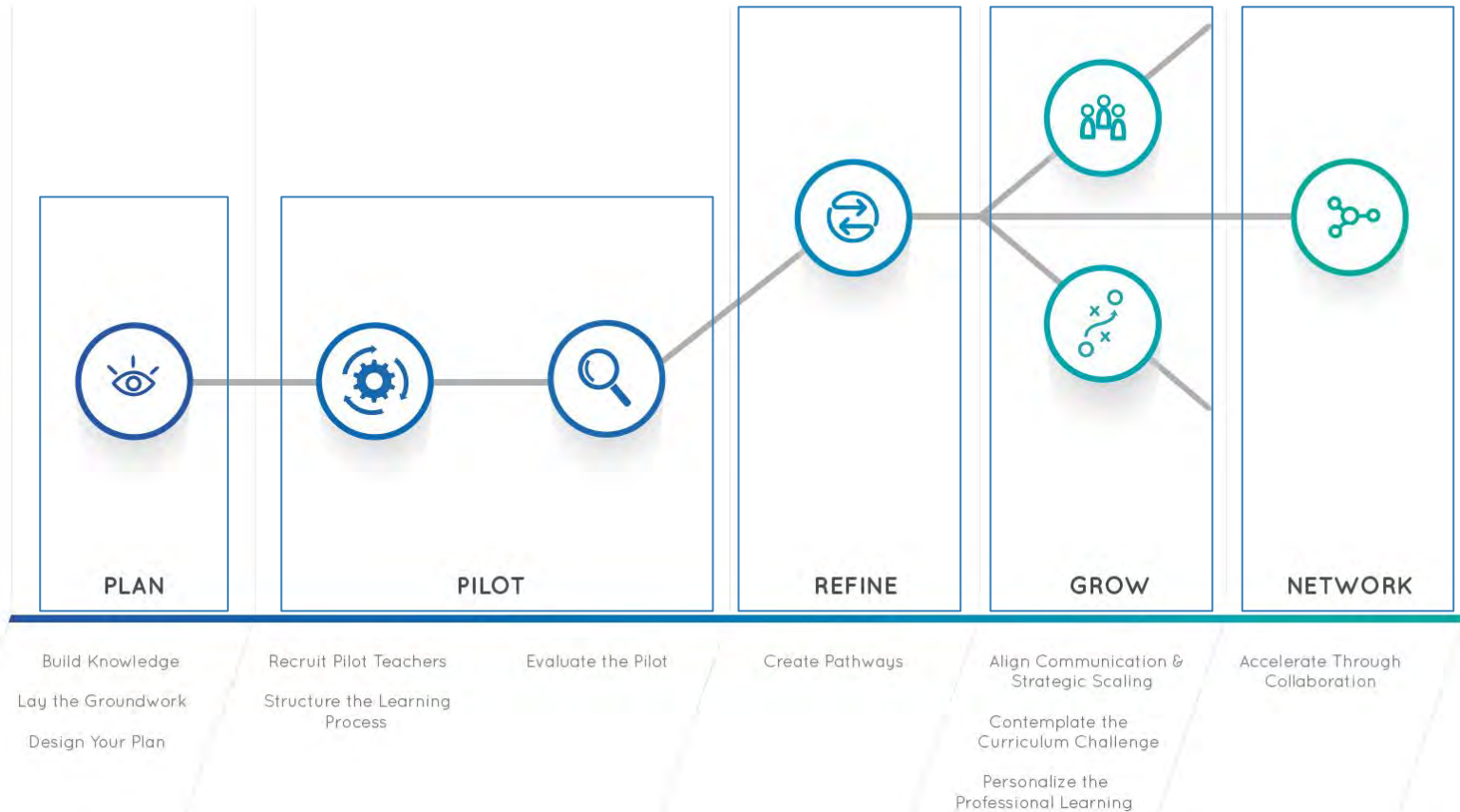*A framework of teaching & learning practices for personalization*

Y1

Y2

Y3

Beyond

"Sweet Spot"

"Sweet Spot"

Y1　　　Y2　　　Y3　　　Beyond

Y1　　　Y2　　　Y3　　　Beyond

"Sweet Spot"

Y1 Y2 Y3 Beyond

"Sweet Spot"

Pathway to Personalization Framework

PLAN	PILOT	REFINE	GROW	NETWORK
Build Knowledge	Recruit Pilot Teachers	Create Pathways	Align Communication & Strategic Scaling	Accelerate Through Collaboration
Lay the Groundwork	Structure the Learning Process		Contemplate the Curriculum Challenge	
Design Your Plan	Evaluate the Pilot		Personalize the Professional Learning	
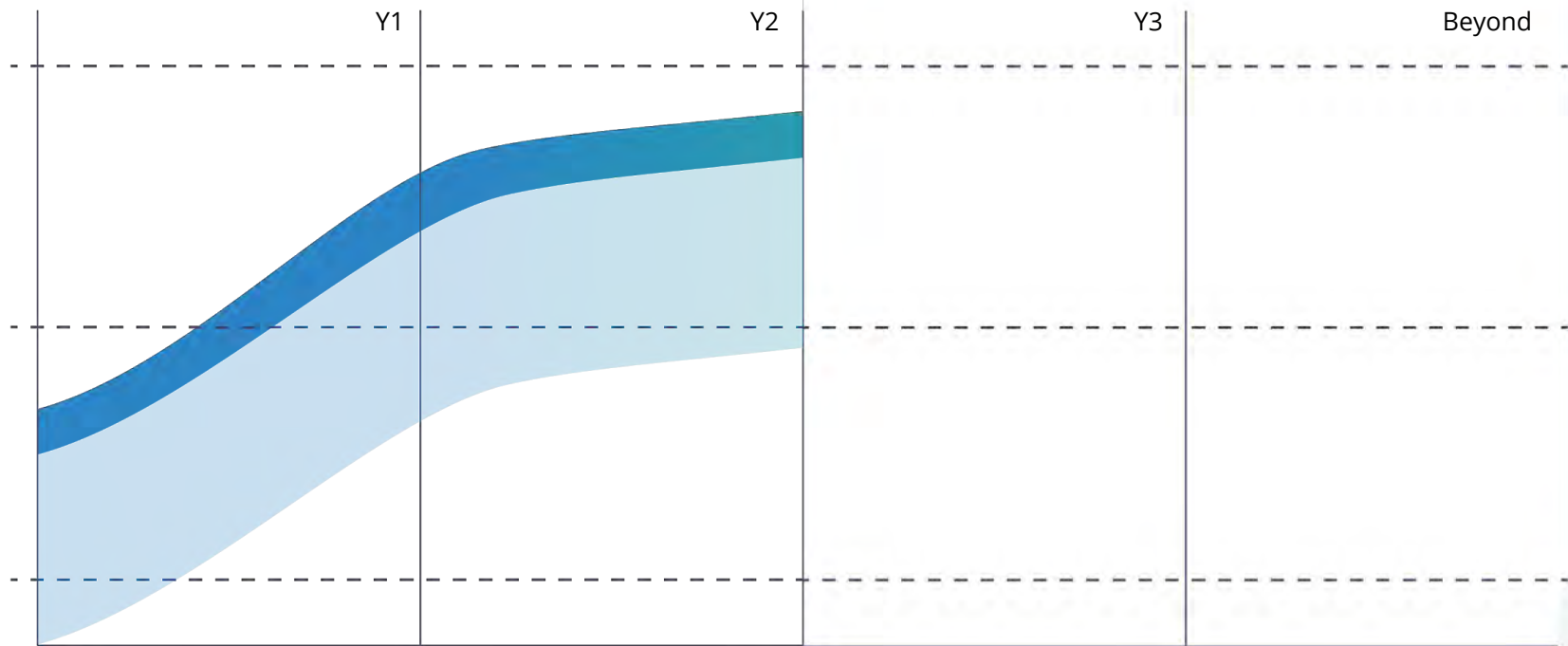
Introduce new practices, resources, and strategies

Pilot teachers test new ideas

Measure strategies for impact

Scale to rest of school or district

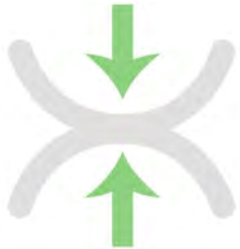# Challenges to Traditional Change Management

Top-Down Decisions	Single Solutions	Widely Implemented	Specific Mandates	Impossibly Short Timeframes

Bottom-Up R&D meets Top-Down support	**Multiple Routes to a Destination**	**Implementation based on Demand**	**Relevant Choice**	**Longer Arc of Change**

Let's return to our dreams of aspirational practice

Priority Practices Tool

[Click here](#) to view the entire Priority Practices Tool (PDF)

Domain	Practice	
Classroom Culture	1A.	Tasks are supported by clear instructions.
	1B.	Student behavior is appropriate for the task
	1C.	Transitions between activities are efficient
	1D.	Systems are in place to assist students in solving problems independently
	1E.	Interactions between students are respectful, affirming, and productive
	1F.	Interactions between students and teachers are respectful, affirming, and productive
	1G.	Students have the opportunity to provide input and feedback on learning experiences
	1H.	Students are collaborating

Implementing an Aspirational Practice

	1 - No Evidence	2 - Some Evidence	3 - A Good Deal of Evidence	4 - A Great Deal of Evidence
1H **STUDENTS ARE COLLABORATING**	No evidence **OR** Only negative evidence, which may include but is not limited to: • Students have no opportunity to work together • Students are talking together but they are off task	Students engage in minimal methods of collaboration (e.g. turn and talk) **AND/OR** Teacher provides opportunities for students to share roles and responsibilities to complete work	Meets evidence standards for Level 2 exceptionally well **AND shows evidence of <u>at least 1</u> of the following:** Teacher creates accountability systems for all types of roles/responsibilities (e.g., checklist, posters, protocols, etc.) Teacher models and debriefs around meta-cognitive skills and traits involved in collaboration Students collaborate with an equitable division of work and effort Students are assigned roles in small teams (e.g. researcher, designer, tester, etc.) Students work together to find the answers/develop a solution to a "big question" or "big problem" Students co-construct knowledge and share their thinking in small groups	No negative evidence Meets evidence standards for Level 3 exceptionally well Students have ownership of the collaboration process **AND shows evidence of <u>at least 2</u> of the following:** Teacher creates accountability systems for all types of roles/responsibilities (e.g., checklist, posters, protocols, etc.) Teacher models and debriefs around meta-cognitive skills and traits involved in collaboration Students collaborate with an equitable division of work and effort Students are assigned roles in small teams (e.g. researcher, designer, tester, etc.) Students work together to find the answers/develop a solution to a "big question" or "big problem" Students co-construct knowledge and share their thinking in small groups

Collaboration

👁s Like
- everyone included
- people working
- organized
- paying attention
- staying on task
- materials being used appropriately

Both
- Learning is happening
- respecting each other
- everyone is participating
- everyone is WELCOME

👂s Like
- Voice Level 1
- sharing ideas
- compromising – "agree to disagree"
- appropriate word choice.
- having fun in a serious way
- laughing

Big Brain Protocol

1. **Read the question 2 times.**
   - The 1st read is for context. What is the problem about?
   - The 2nd read is for identify information needed to solve the problem.
2. **Brainstorm strategies.**
   - Think about and discuss possible strategies for solving the problem.
   - Make a Table, Draw a Picture, Make a List, etc.
3. **_____ with evidence.**
   - Show your work. Write the answer as a statement.
4. **Share and advise.**
   - person shares at a time. Listeners provide feedback to help the _____ make improvements to the work.

Impact

4th Grade STAR Scaled Scores Math Overall

Highlander Pilot Classroom (n=25): 591, 621, 686
Other 4th Grades in District (n=725): 604, 649, 688
Title 1 4th Grades in District (n=373): 582, 625, 661

4th Grade Pilot Math STAR scores grew at a rate of **16.1%**

- Higher than the overall district average rate of **13.9%**

- Higher than overall district Title 1 4th grade rate of **13.5%**

Who Currently Makes Decisions Regarding Classroom Practice & Assessment in your District?

RUBRIC				
1 No Involvement	**2** A Little Voice	**3** Lots of Voice	**4** Some Co-Construction	**5** Full Co-Construction

SCORING				
What score would your building & district admins team receive?	**What score would your teachers receive?**	**What score would your community partners receive?**	**What score would your parents and families receive?**	**What score would your students receive?**
?	**?**	**?**	**?**	**?**

Who Will Lead This Work?

Lead Change Agent(s)
1 - 3 members executive team

Design Team
6 - 14 members

District Admins

Teachers

Community Members

Students & Parents

School Leaders

Pilot Teacher Cohort
3 - 8 members

Lifting the Voices of Family and Community
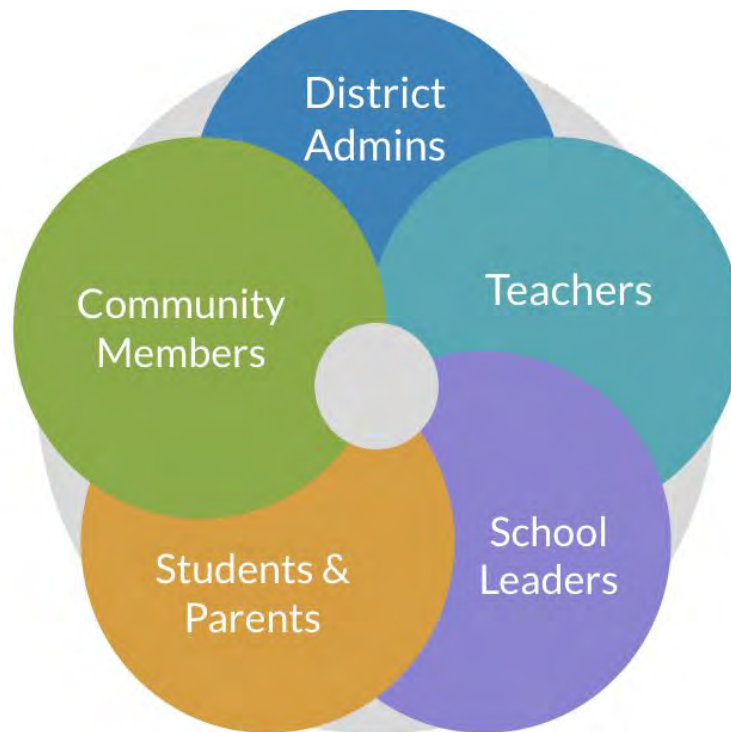
Design Teams Must Work With & Across All Stakeholder Groups

Bronfenbrenner's Ecological Model

We need to understand ourselves and our learners as people who operate in a sociocultural context and bring that context into school

Bronfenbrenner, U. (1979). The ecology of human development. Cambridge, Mass.: Harvard University Press.

Why Focus on Family/Community Voice?

Pursue new learning: resist the temptation to believe we already know what to do & acknowledge bias

Broaden capacity and expertise: Commit staff and leadership time to community engagement. Recognize community authority and expertise.

Modify organizational policies and goals: Emphasize equity and community voice to design and sustain change.

History & developmental age

Society & culture

Community resources, social services, local politics, etc

Family & community relationships

Community members

Family

Teachers

ASPIRATION

VOICE

FOCUS

NURTURE

IMPROVEMENT

SCALE

Buzzword Bingo

Personalized Learning	Blended Learning	Student Centered	Mastery-Based	Project-Based
Deeper Learning	Standards Based	Rigorous	Authentic Learning	Differentiated Instruction
Equity-Based	Culturally Responsive	**X**	Collaborative Learning	STEAM
Experiential Learning	Real-World Learning	Higher-Order Thinking	Common Core Aligned	Hands-On Learning
Technology Integration	21st Century Learning	Growth Mindset	SEL	UDL

Innovation is...

HERDING CATS:
"A futile attempt to control that which is inherently uncontrollable."
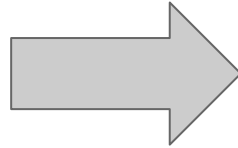
Unknowns & Complexity

DIVERGE
create choices

CONVERGE
make choices

Clarity & Consensus
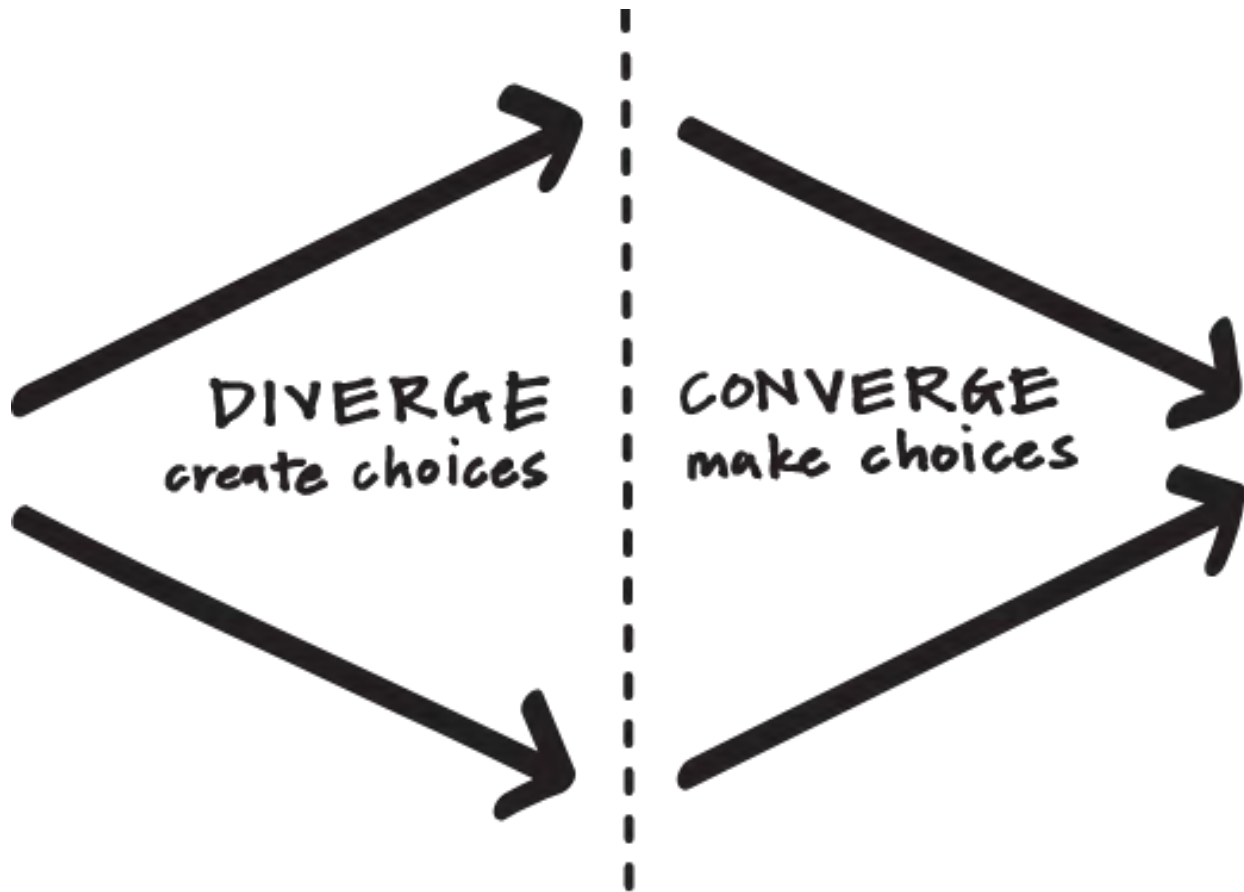
Working Toward Consensus
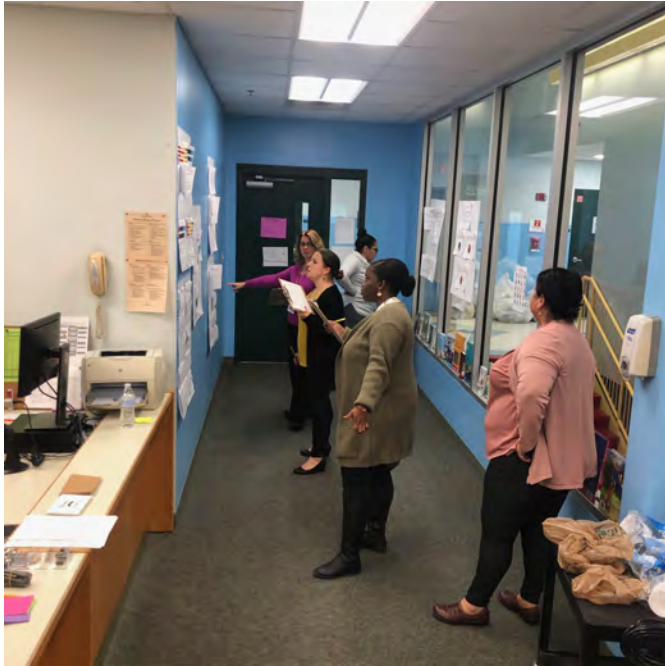
Looking at Data
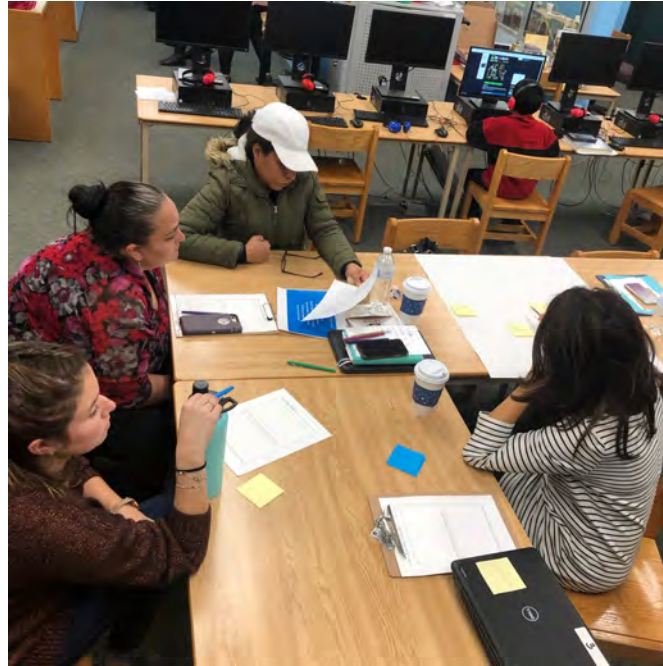
Establishing Group Norms
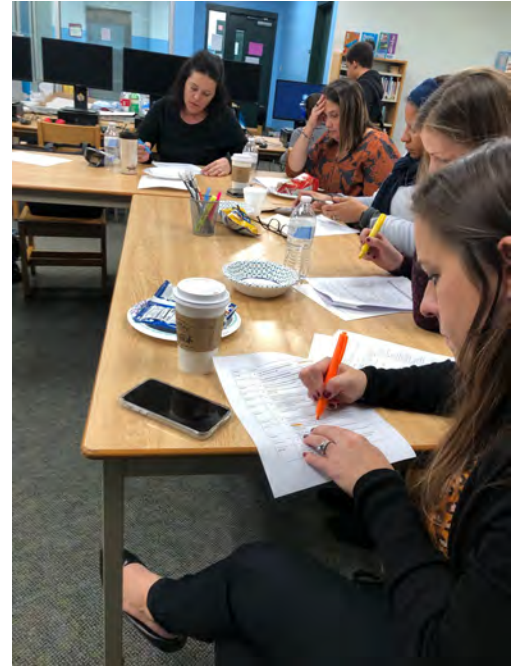
Selecting Priority Practices

Co-Constructed Continuous Improvement

Create a vision for pilots

Select priority practices

Brainstorm instructional strategies

Determine Measures

ASPIRATION

VOICE

FOCUS

NURTURE

IMPROVEMENT

SCALE
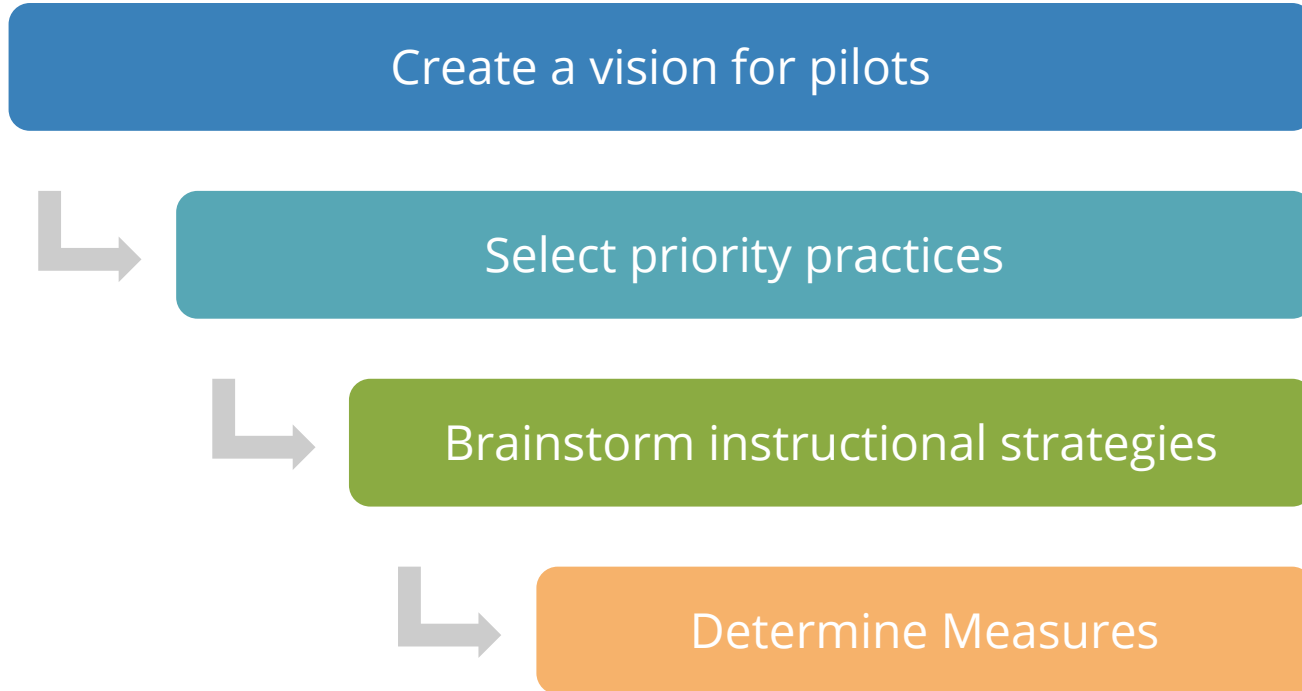
VISION

Every student at our school will experience a ==learning environment that is welcoming, engaging, active, and challenging.== Teachers will know their students well, support all learners academically, and align instruction to students' interests. Instead of practice worksheets that teach to the middle, students will have more voice and choice about what they learn and how they demonstrate their learning.

PRIORITY PRACTICE

1D. Systems are in place to assist students in solving problems independently

STRATEGIES

Posters and charts demonstrate "how tos": log in, use a device, navigate a site, work collaboratively, etc

"Ask 3 before you ask me"

Identify student experts to troubleshoot various stations / domains

Clear instructions / protocols available for all activities

PRIORITY PRACTICE

2A. Teacher shifts the cognitive load to students

STRATEGIES

Students use thinking routines to scaffold and share their thinking

==Students have strategies to persevere through challenges==

Students share their expertise by co-teaching/ co-facilitating learning experiences

PRIORITY PRACTICE

2F. Teacher creates connections between the subject matter and student's identity

STRATEGIES

Teacher collects rich data on students (surveys, conferences, family interviews)

Leverage knowledge of student identities to activate prior knowledge, select resources, prepare activities

15 - 20 min classroom circle every week to reflect on lessons, debrief learning, and make connections
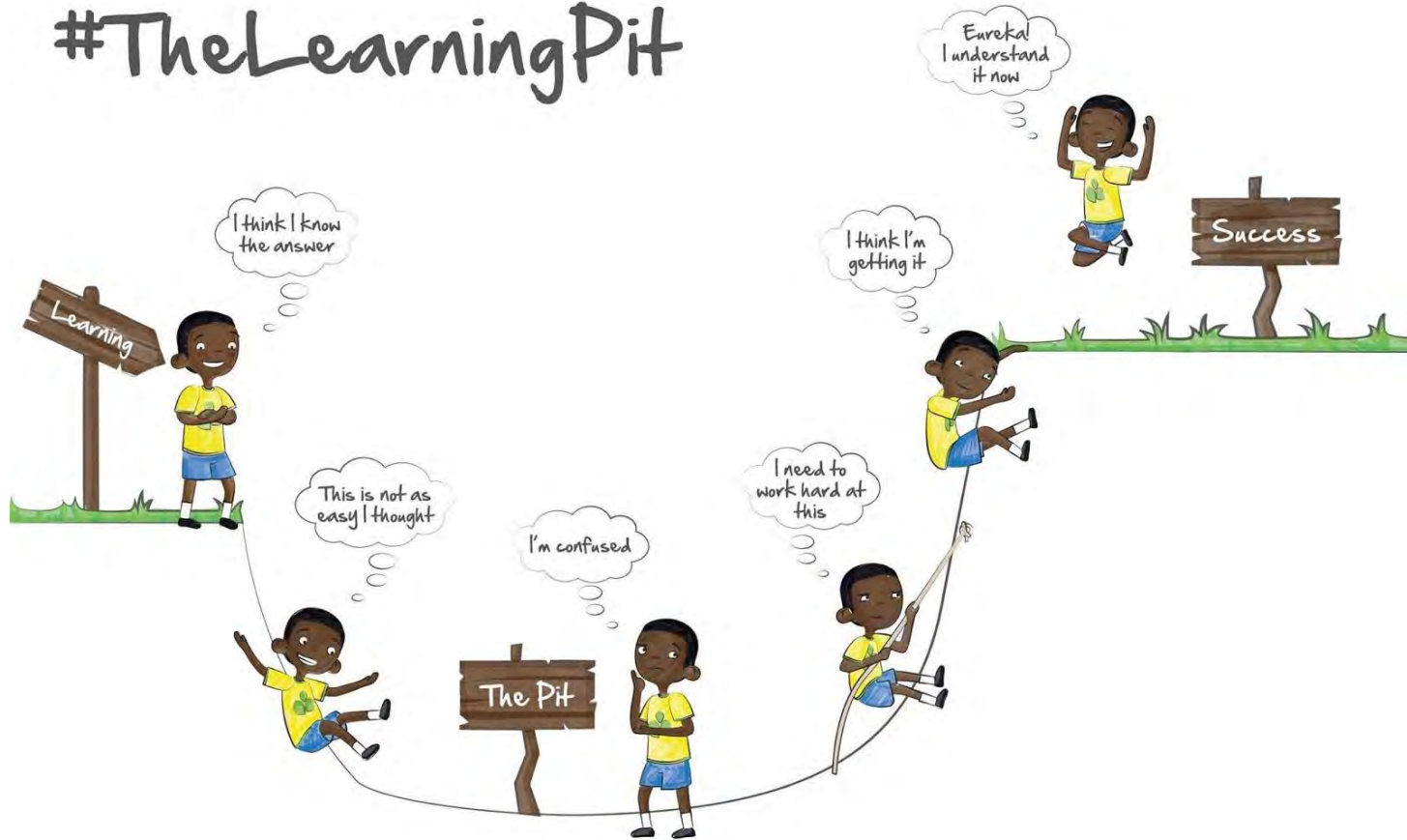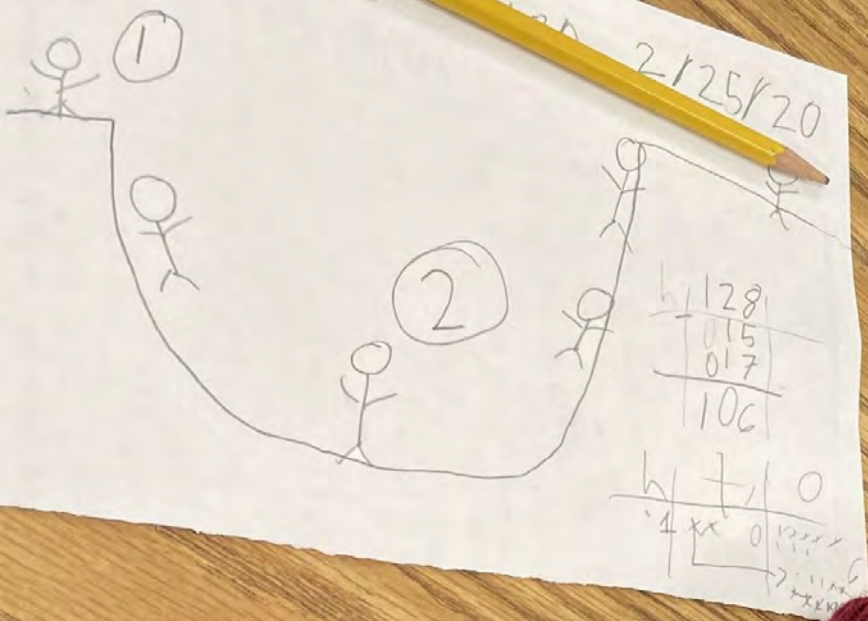
2/25/20

128
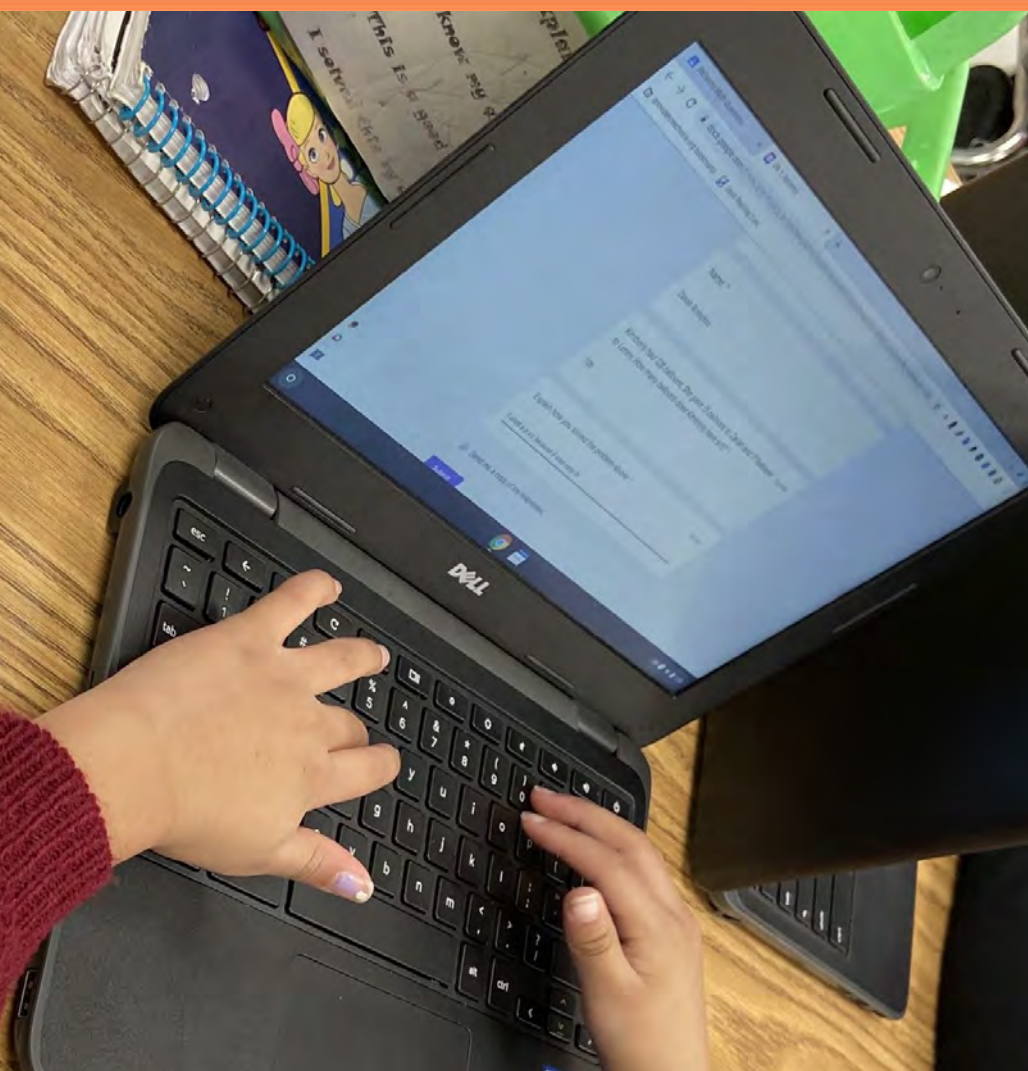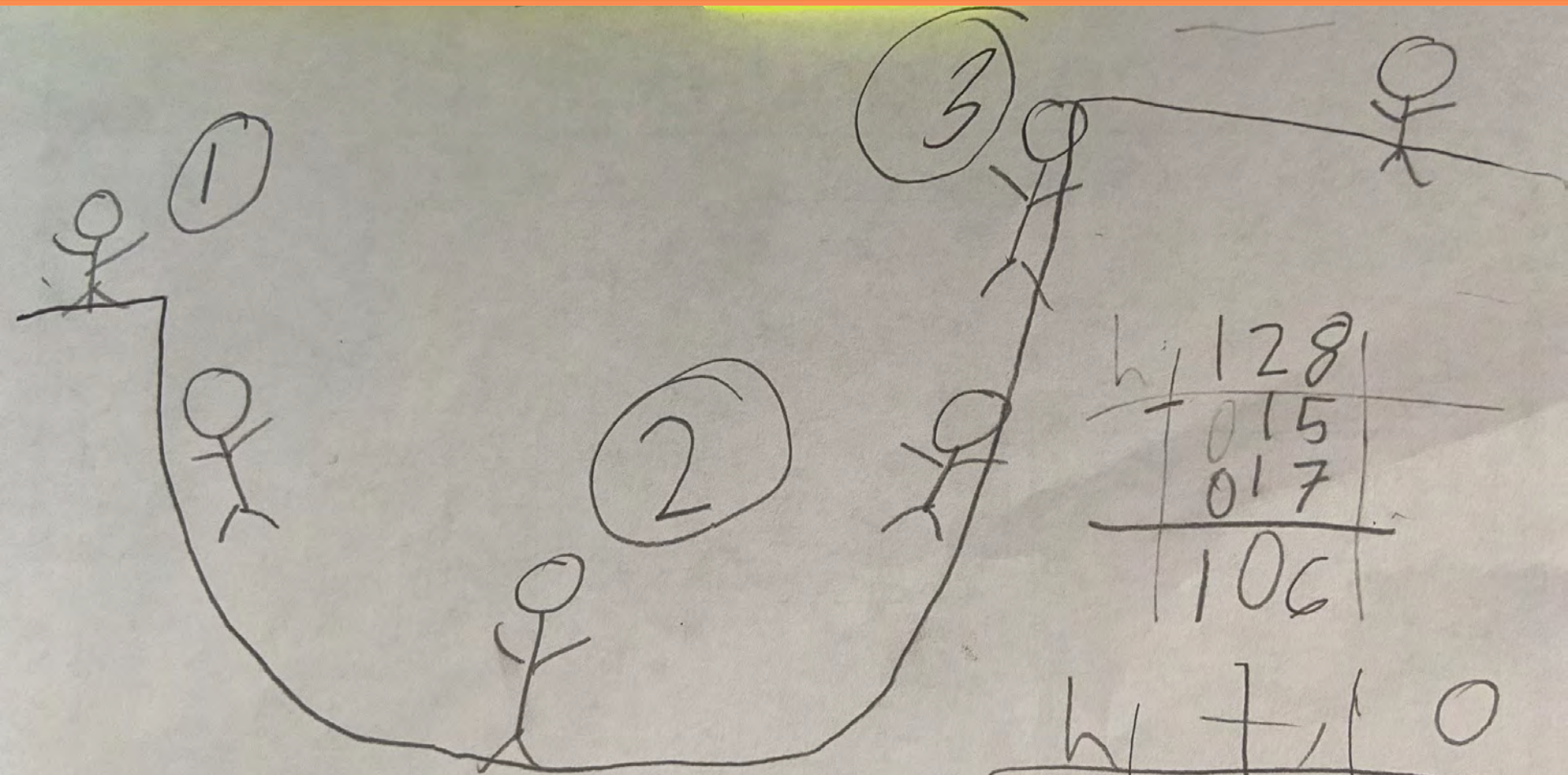015
017
106

ASPIRATION

- VOICE
- FOCUS
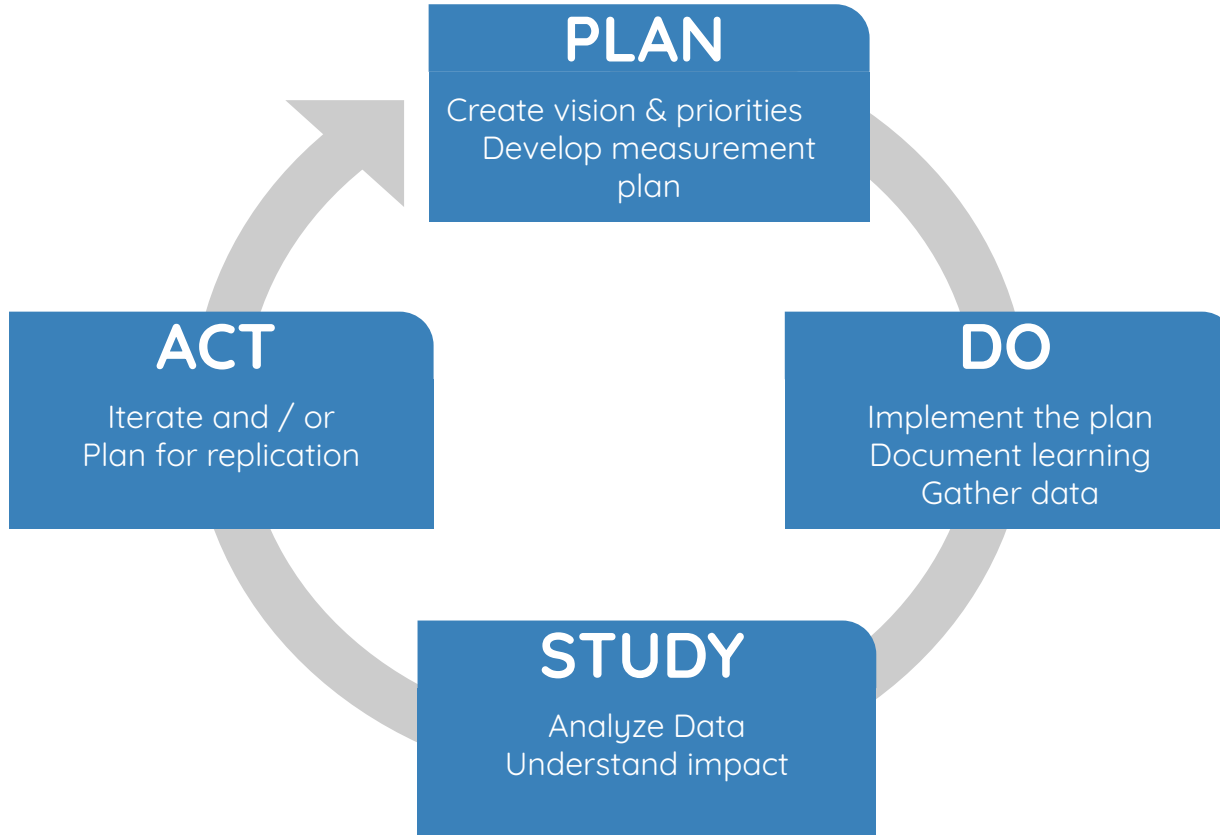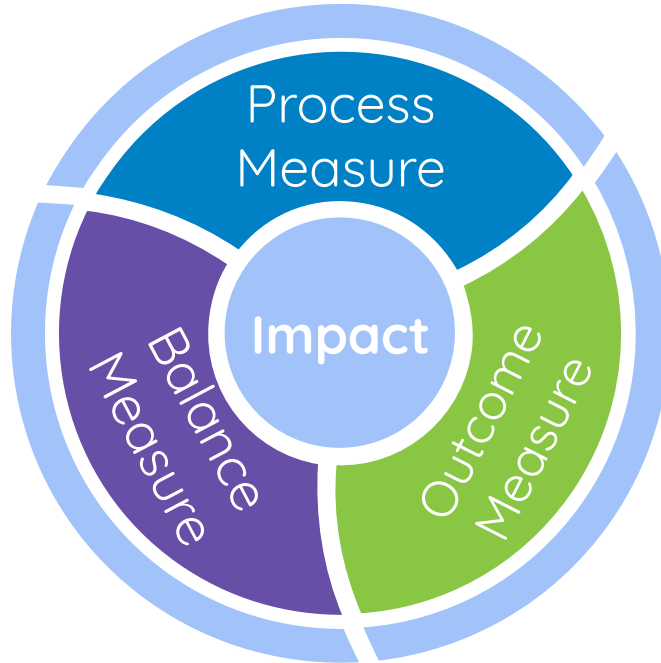- NURTURE
- IMPROVEMENT
- SCALE

Design Teams Run PDSA Cycles
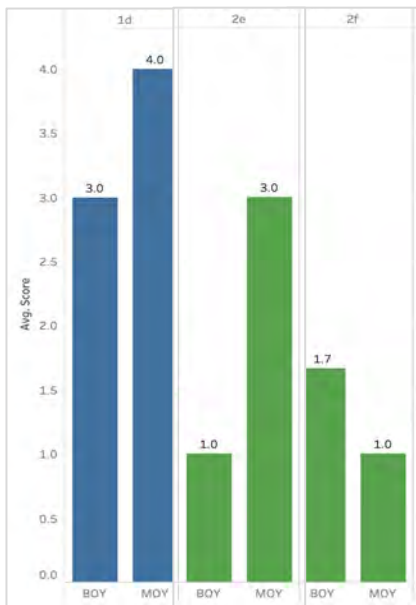
How will we know if our pilots are working?

Is instruction changing (and how)?

How are individual pilot students and teachers feeling about the changes?

Are outcomes improving (and for whom)?

Process Measure

1D) Systems are in place to assist students in solving problems independently	1.0
2E) Students set goals for their learning tasks	2.0
2F) Teacher creates connections between the subject matter and student's identity	-.7

Outcome Measure

Math BOY - MOY	ELA BOY - MOY
Pilot classroom scores grew at a higher rate 6.7% than the control classroom 4.7%	Pilot classroom scores grew at a lower rate 8.7% than the control classroom 12.5%
Pilot Classroom closed and reversed the 5 point achievement gap. Control classroom shows a 5 point increase.	Pilot Classroom achievement gap remained flat at 17 points. Students of Color scored higher at BOY and MOY in the Control Classroom.

Balance Measure

"If the teacher at the door is super grumpy then I want to turn around and walk out. When the teacher is happy then I want to sit down and work." - Student

"I like the math stations. You get time to meet with the teacher. You get time to collaborate on math games and do sprints with your friends. You get independent time to work by yourself or with one other person." - Student
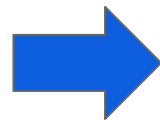
"I want to make sure there is more culturally embedded teaching. We need to support this teacher mentality, especially around family communication and making personal connections with students." - Parent

"I was really impressed. The kids knew exactly what they needed to do and did not go up and bother the teacher. They were super engaged." - Parent
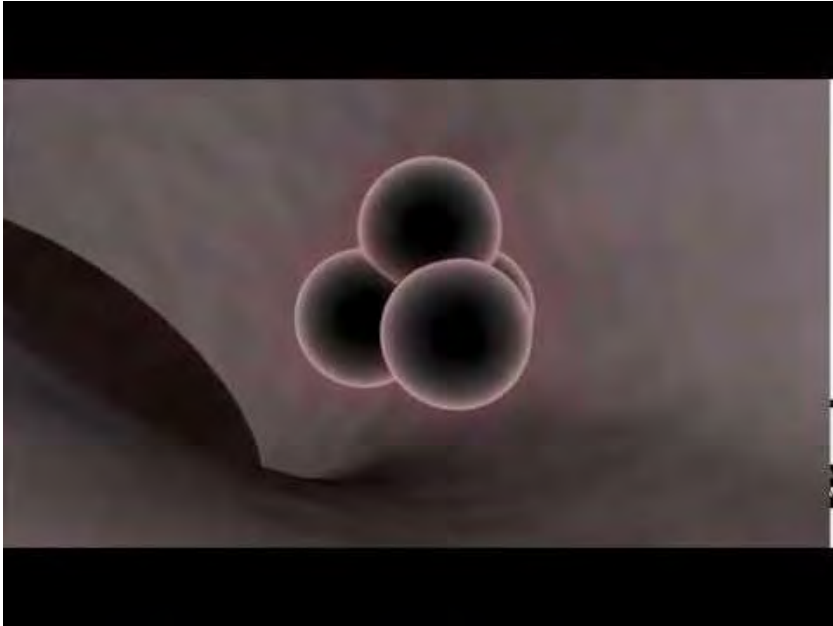
How will we bring others along?

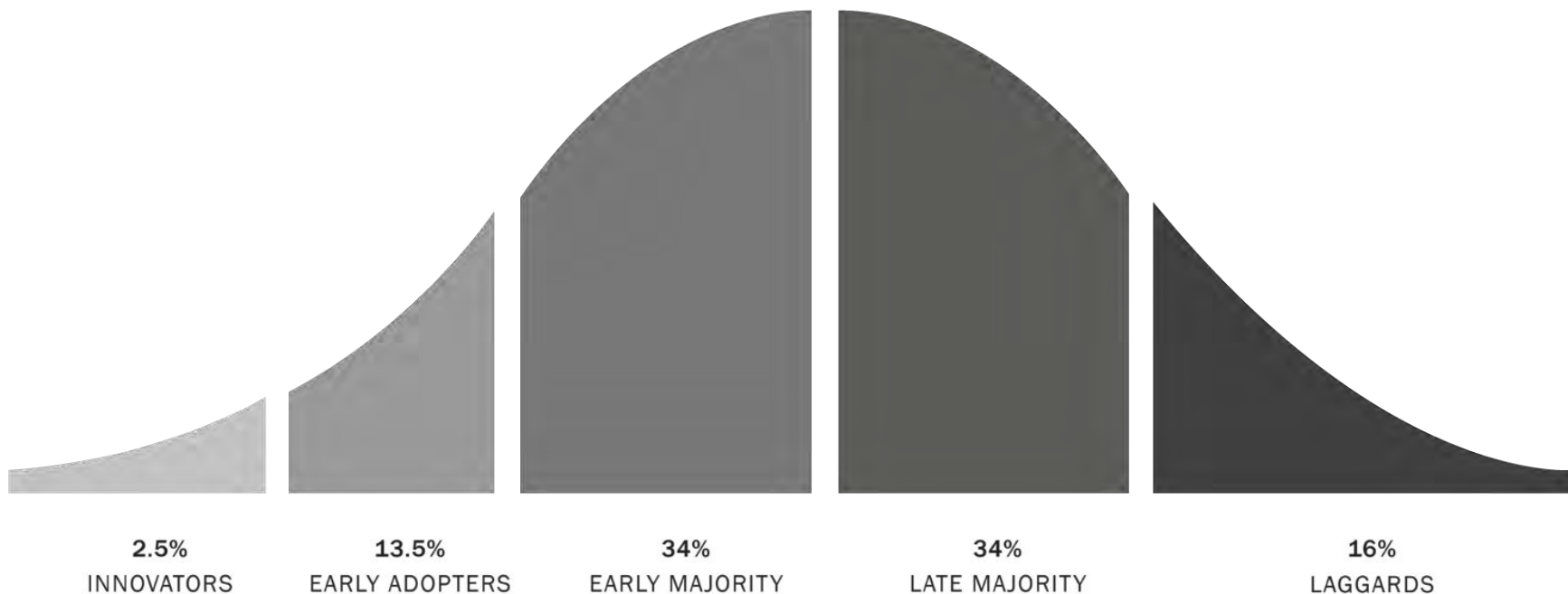Less like cell division   More like mold spores
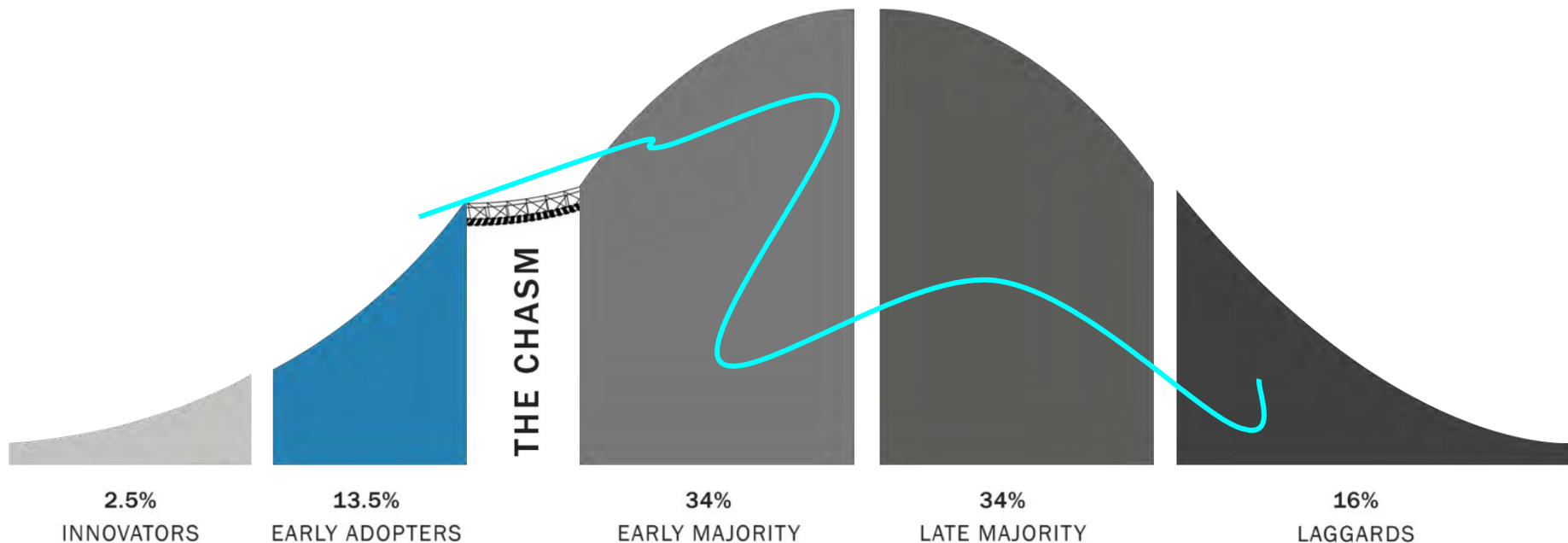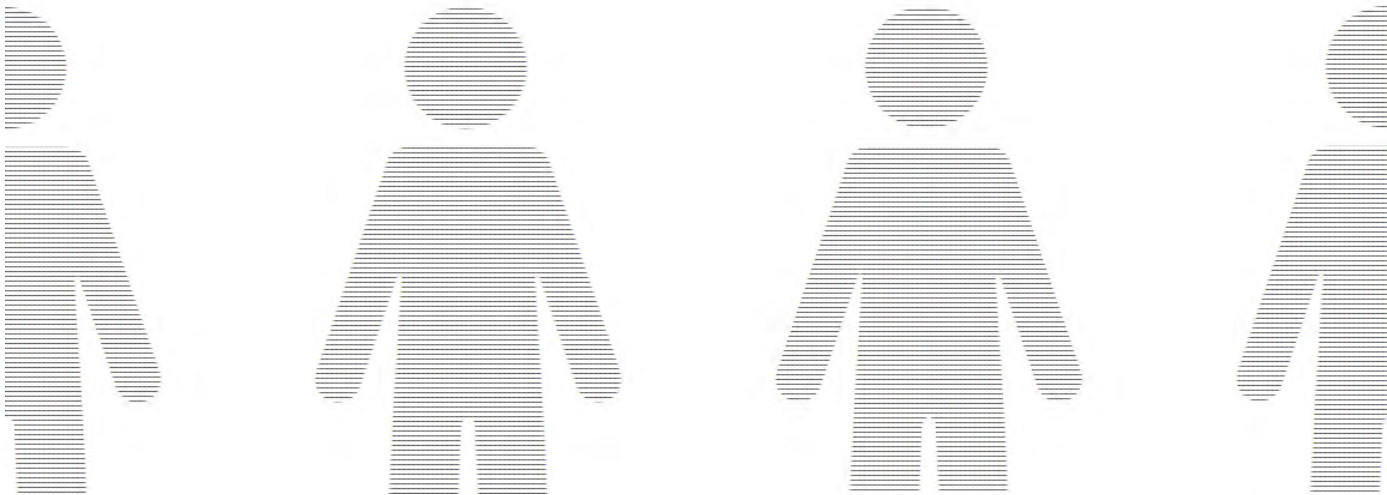
Diffusion of Innovation Model

| 2.5% | 13.5% | 34% | 34% | 16% |
| INNOVATORS | EARLY ADOPTERS | EARLY MAJORITY | LATE MAJORITY | LAGGARDS |

Diffusion of Innovation Model

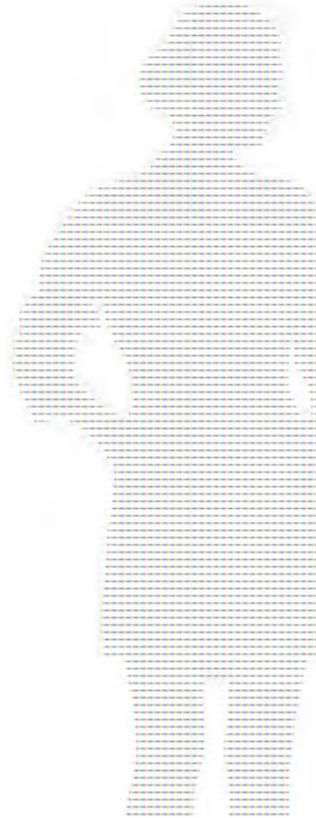| 2.5% | 13.5% | 34% | 34% | 16% |
| INNOVATORS | EARLY ADOPTERS | EARLY MAJORITY | LATE MAJORITY | LAGGARDS |
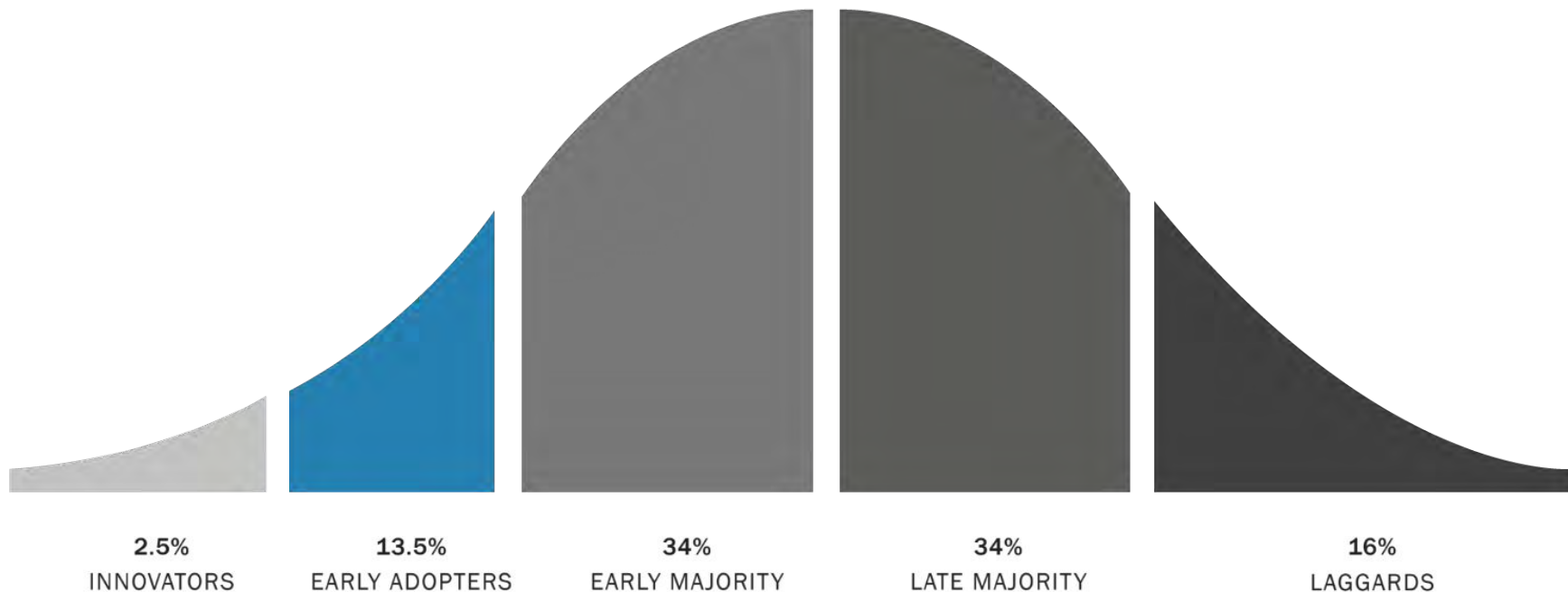
Diffusion of Innovation Model

Scale Is About People

Some People Think

"How do you know if this is better than what I'm already doing?"

Data Story

Some People Think

"That looks so difficult and messy. I don't even know where to begin."

Implementation Pathways

Set Your Intention!

"It is unreasonable to ask a professional to change much more than 10% a year, but it is unprofessional to change by much less than 10% a year."
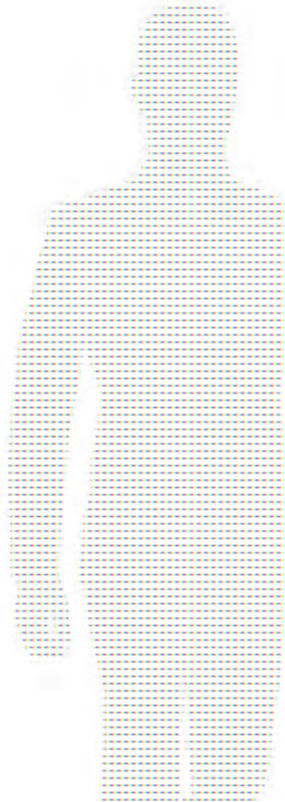
- Steven Leinwand

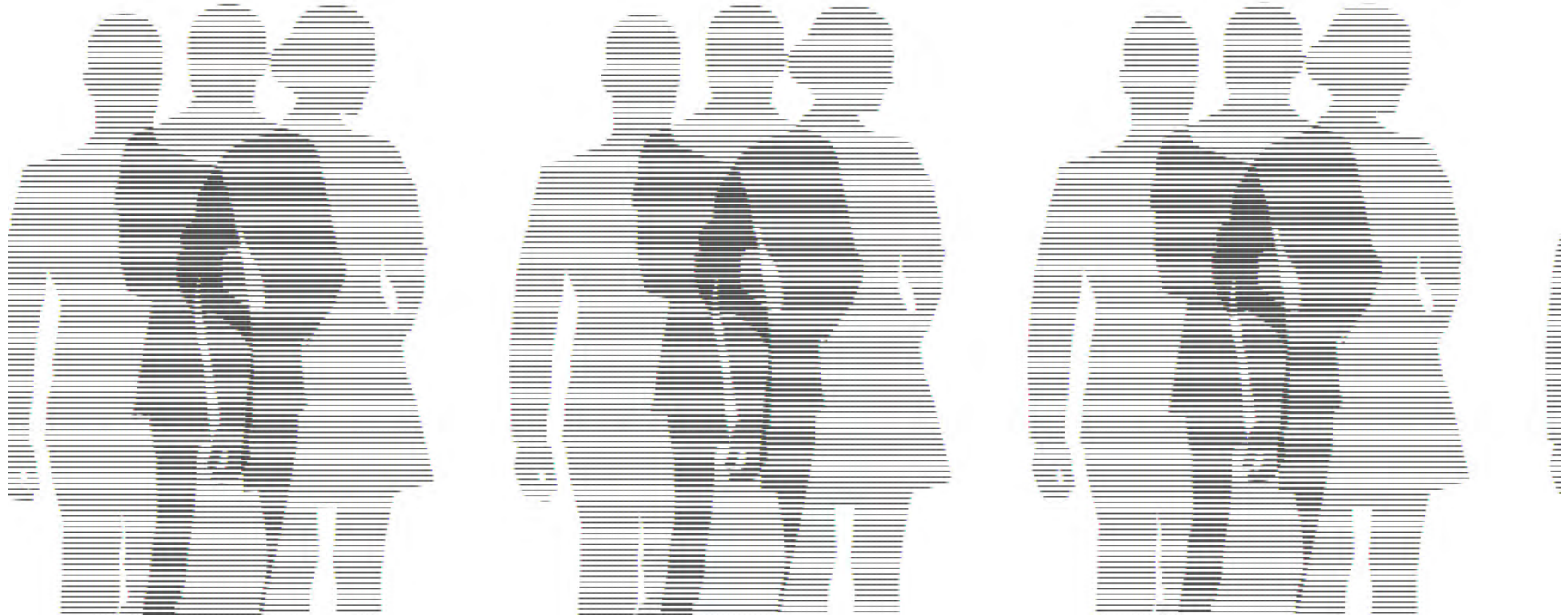*Pathways to Personalization*, pg. 161

Some People Think

"Leaders at [school/district] don't care about us or listen to us. This will never work because of [x, y & z]."

Barrier Mapping

[Sample template](#)

Some Combination of All Three

Crossing the Chasm

Data Story: Not all stakeholders have a mindset for change without evidence showing that the change is effective.

Implementation Pathways: We cannot expect all teachers to accept change at the same pace. We have to document and share strategies to offer bite-sized opportunities for implementation.

Barrier Mapping: Legacy challenges, politics, resources, knowledge, & clarity impact the rate of change We must map current barriers in order to remove them.
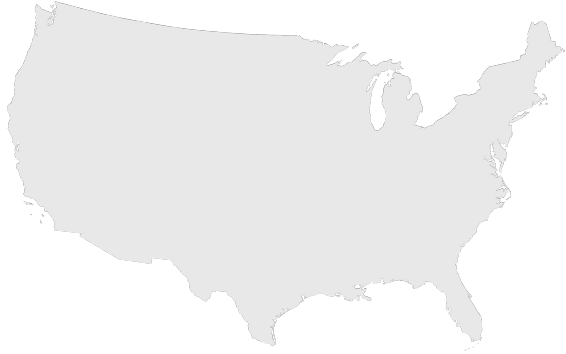
THE CHASM
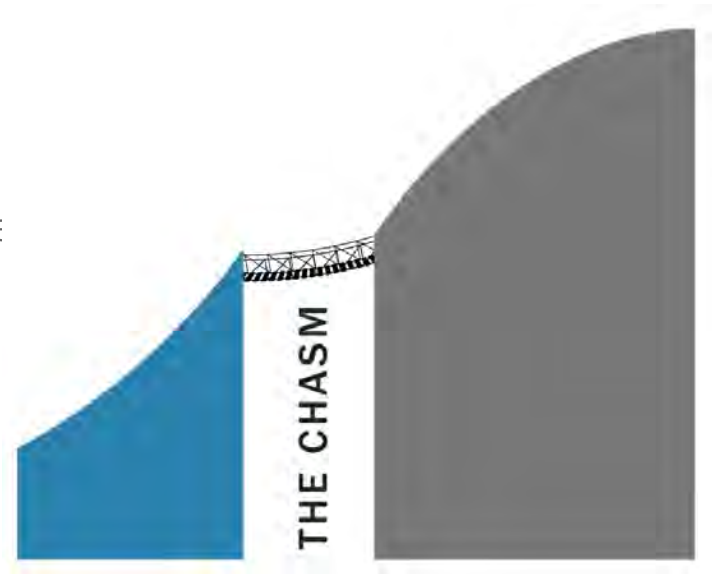
Learning through Variability

8 Rhode Island Pathway Schools

School Name	Location (RI)
Emma G. Whiteknact	East Providence
Ella Risk	Central Falls
Greystone	North Providence
Pell	Newport
Bernon Heights	Woonsocket
Broad Street	Providence
Young & Woods	
Alfred Lima, Sr.	

All Elementary Schools in Rhode Island

4 National Pathway Schools

School Name	Location
Davis Elementary	Austin, TX
Tipton Middle School	Tipton, IA
Baychester Middle School	New York, NY
Amber Charter School	

Pathway to Personalization Framework
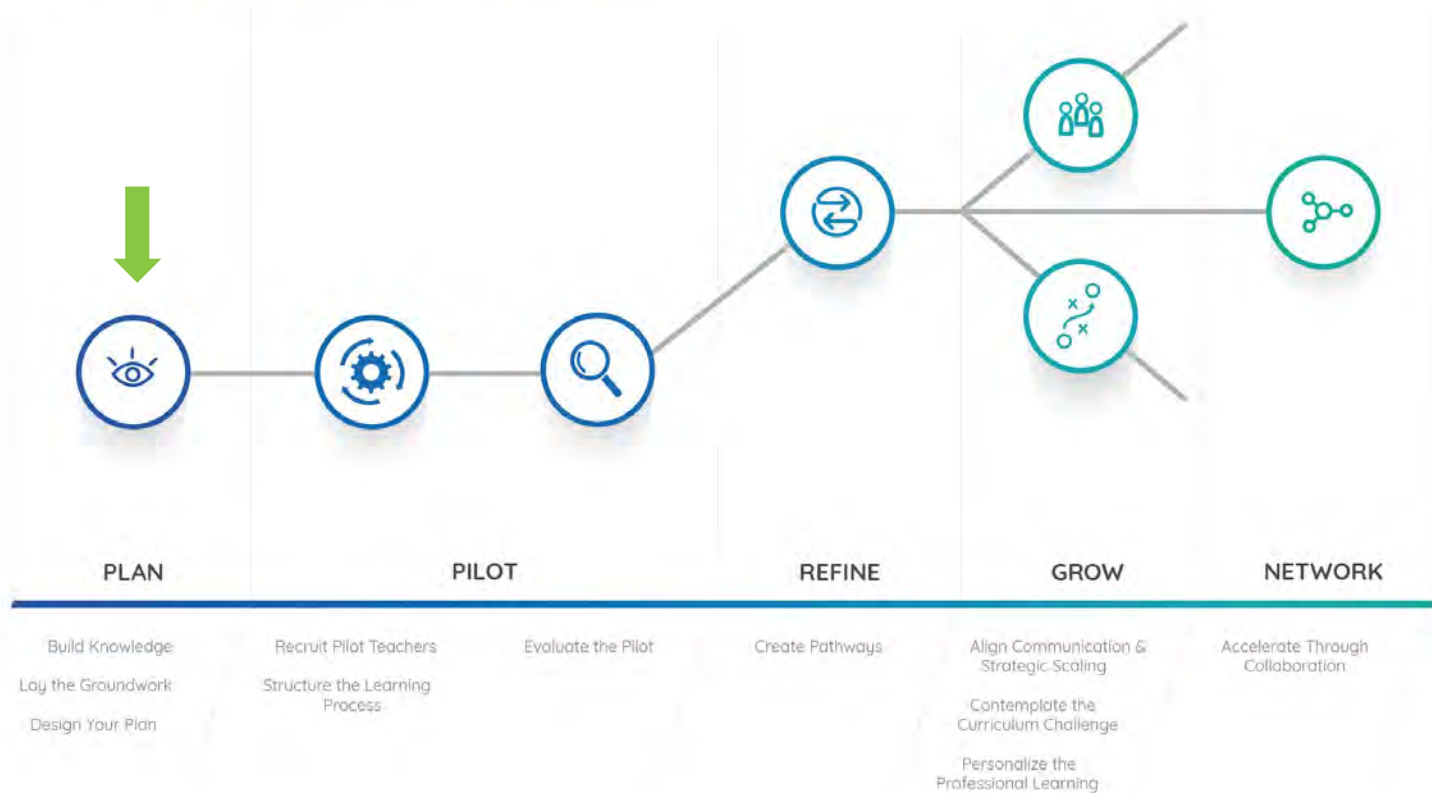
PLAN	PILOT		REFINE	GROW	NETWORK
Build Knowledge	Recruit Pilot Teachers	Evaluate the Pilot	Create Pathways	Align Communication & Strategic Scaling	Accelerate Through Collaboration
Lay the Groundwork	Structure the Learning Process			Contemplate the Curriculum Challenge	
Design Your Plan				Personalize the Professional Learning	
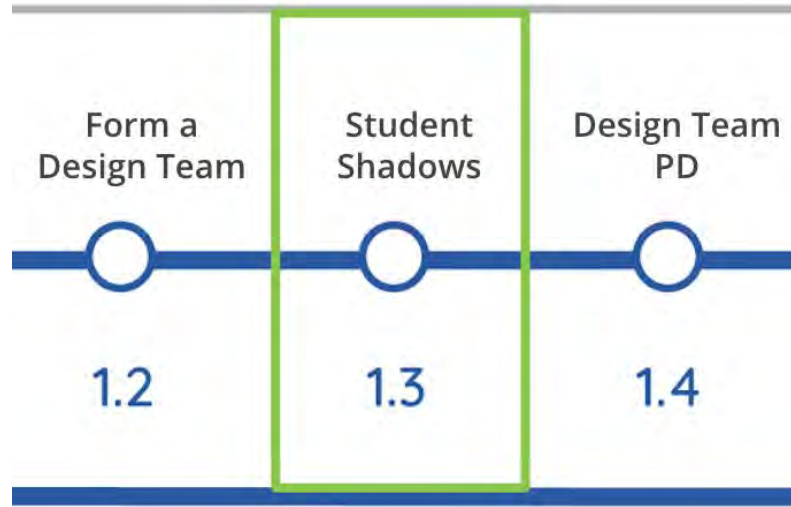
Student Shadows
- Articulate messaging to all stakeholders
- Identify & recruit diverse students, secure permissions
- Clear schedules / set date
- Experience an immersive day!
- Schedule 90 mins for debrief
- Capture notes / learnings

Closing

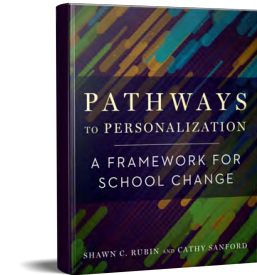# Stay Connected with Highlander Institute
bit.ly/LEADER3620

| Be Education Podcast	Sign up for our mailing list	Pathways to Personalization
Podcast	Sign up Here	Pathways Resource Website

🐦 Twitter Contest 🐦

Highlander Institute is giving away a FREE ticket to the *Pathways to Personalization* workshop on Friday, April 3rd, as part of the **Personalization 2020 Conference**.

How to enter:
1. Tweet a photo of yourself with the book. ➡️
2. Write one idea, takeaway, or quote from the book in your tweet.
3. Include the hashtag #PathwaysBook.

The winner will be announced at the end of the conference!

PATHWAYS TO PERSONALIZATION

A FRAMEWORK FOR SCHOOL CHANGE

SHAWN C. RUBIN AND CATHY SANFORD
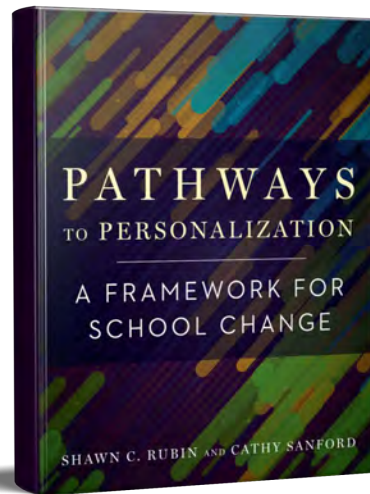
Book Signing

Have your copy of *Pathways to Personalization: A Framework for School Change* signed by co-author Shawn Rubin!

11:30 AM in the lobby