



SYMPOSIUM BREAKOUT SESSION
MONDAY, OCTOBER 25, 2021 | 3:40-4:00 PM ET

The Student Experience Survey: Actionable Data Connected to Culturally Responsive Teaching

PRESENTERS:

- Karina Rodriguez, Highlander Institute





OUR 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.

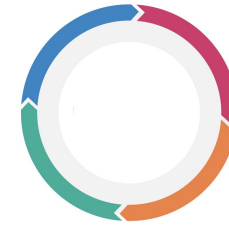
OUR VISION

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

Classrooms that *empower*
Schools that *adapt*
Systems that *liberate*

Systemic Inequity

breeds disengagement and under-develops students' natural cognitive skills, which undermines their confidence and potential.



Culturally Responsive & Sustaining Pedagogy

restores natural confidence and competence by bringing the most powerful teaching to students who have been marginalized by systemic inequity.

Theory of Change

IF WE

- Build awareness about how systemic inequities translate into our schools
- Learn about students' cultures and build trust & belonging
- Nurture cultures of thinking by developing academic mindsets

THEN

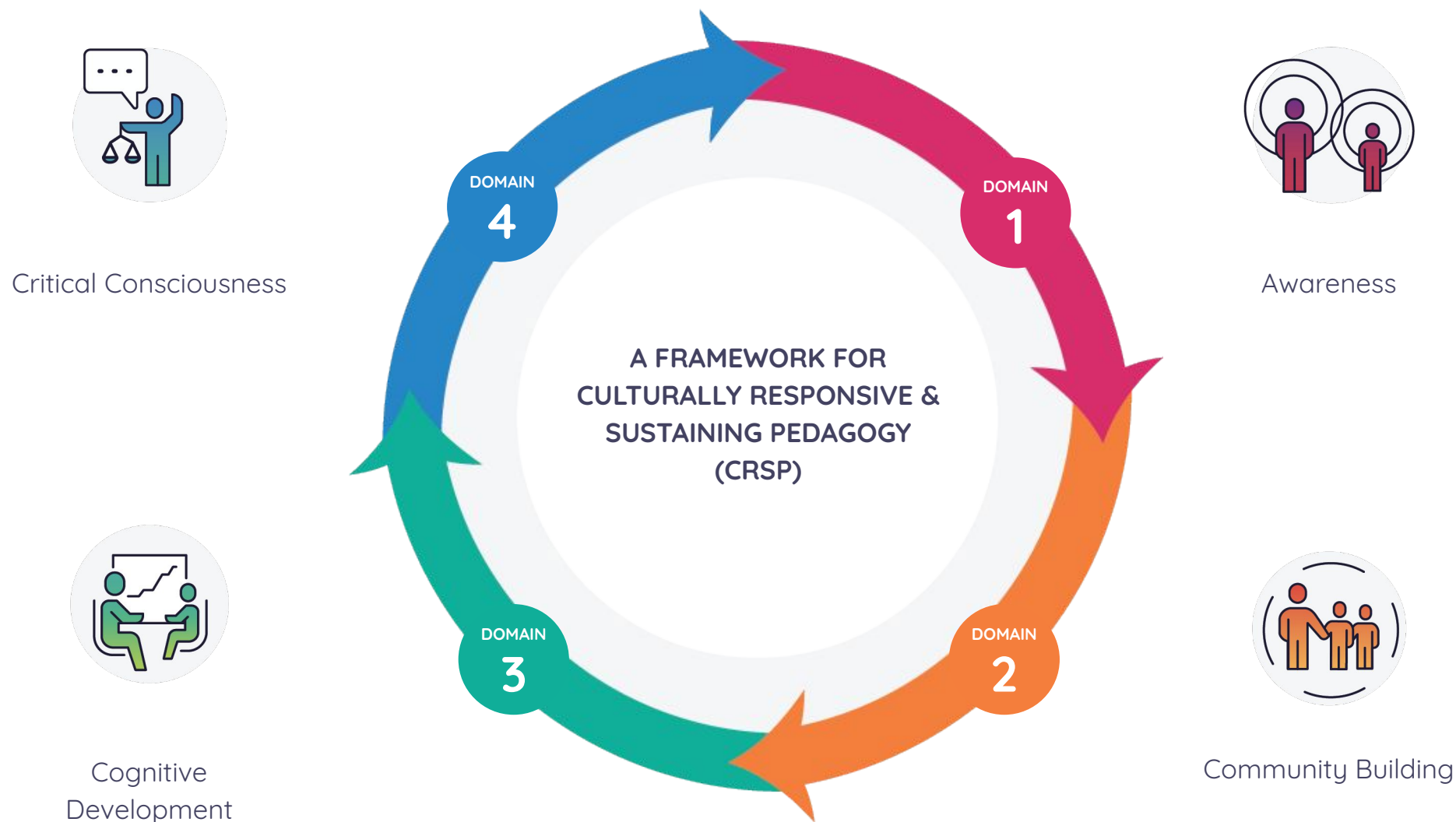
- Students' cognitive skills, mastery, competence, and engagement will improve.
- Students' self efficacy and confidence will improve.
- Students will be empowered to use their skills in meaningful and transformative ways.

WHY?

To ensure students become self-directed learners & empowered leaders who will transform their lives, their communities, & society



HIGHLANDER
INSTITUTE
Leveling the Field for All Learners

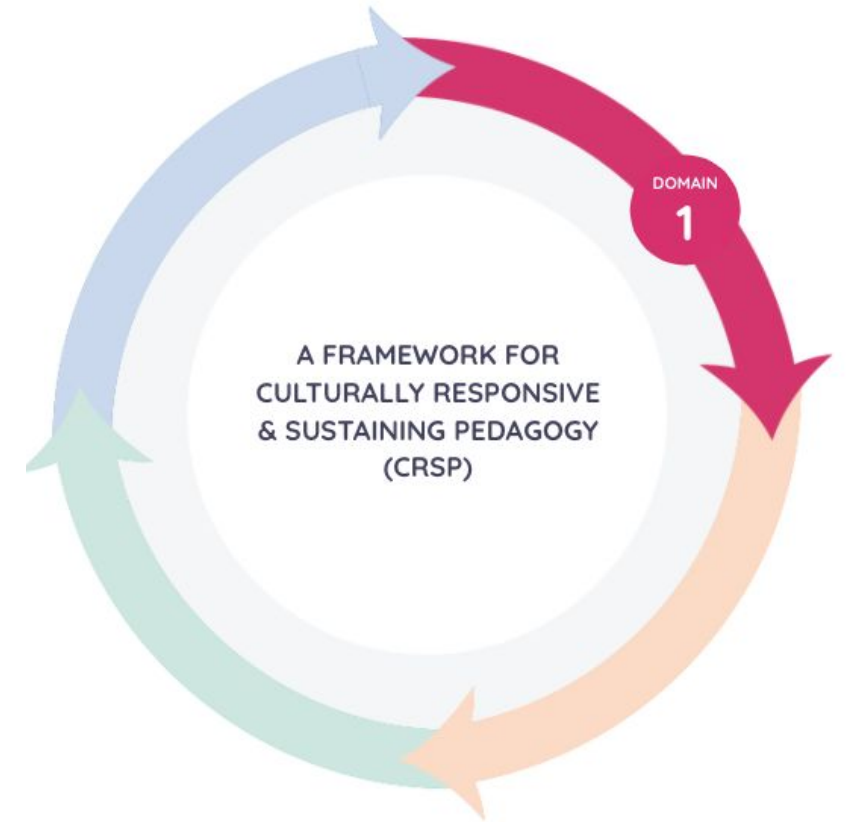




Domain #1: Awareness

Domain Explanation

When we start with ourselves and recognize that we all operate within an inequitable system, we can start to understand how systemic inequity translates into our schools. In this domain, we build awareness about: 1) the layers of context around our students and 2) who is carrying the cognitive load in the classroom. Then we can use this awareness to move away from compliance-oriented teaching that produces passive learners.

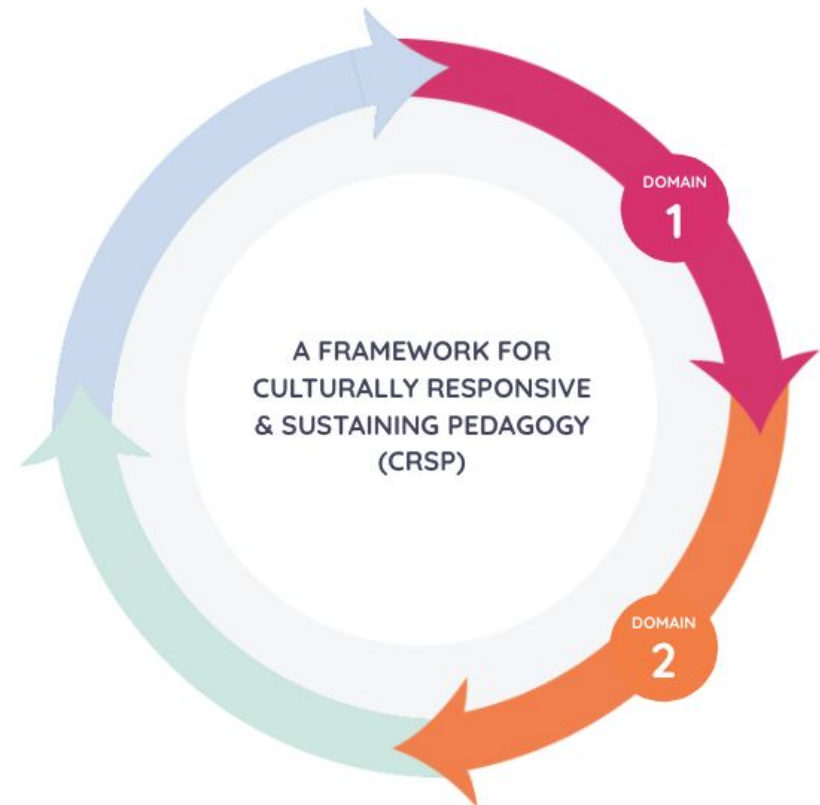




Domain #2: Community Building

Domain Explanation

Rooted in this awareness, we learn to build community and nurture academic mindsets so that when a student is under the load of a challenging task, their peers can support the learner through it. We start this work by building a culture of trust and belonging, before then developing a culture of thinking.

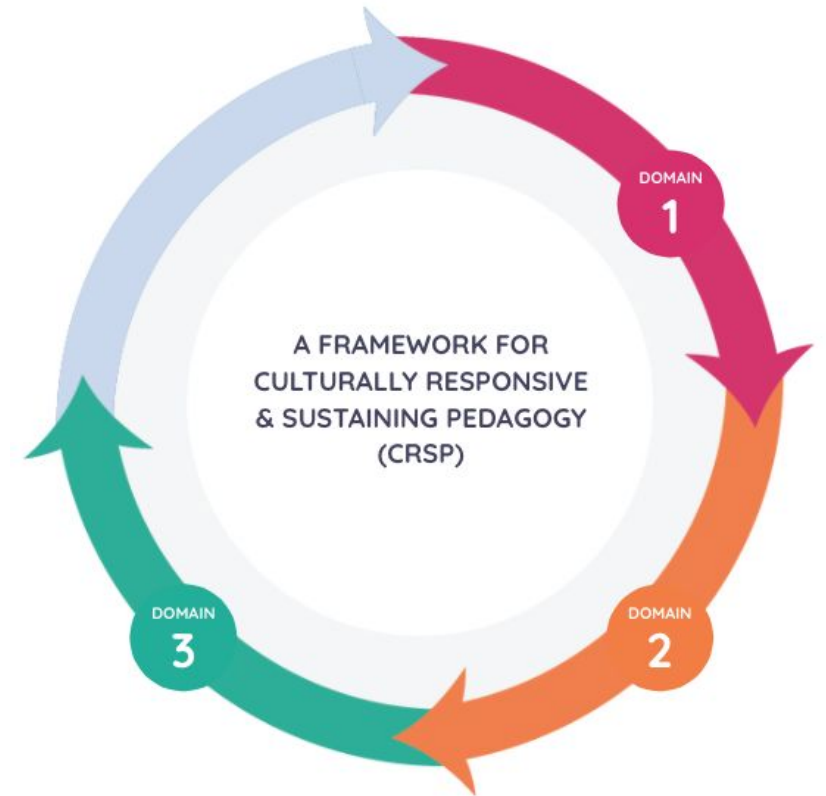




Domain #3: Cognitive Development

Domain Explanation

We leverage relationships, a mindset centered around equity, and learning science principles to disrupt a culture of low expectations and shift the cognitive load to students. Teachers work to develop information-processing skills with students in the areas of problem solving, effective reasoning, decision-making, and perspective-taking.





Domain #4: Critical Consciousness

Domain Explanation

As we build our students' cognitive skills, we support them to think critically about the world, to understand the levers of change available to them, and to use that understanding and motivation to act in ways that promote justice. Ultimately they will feel empowered to use their knowledge and skills to transform their lives, communities, and society.





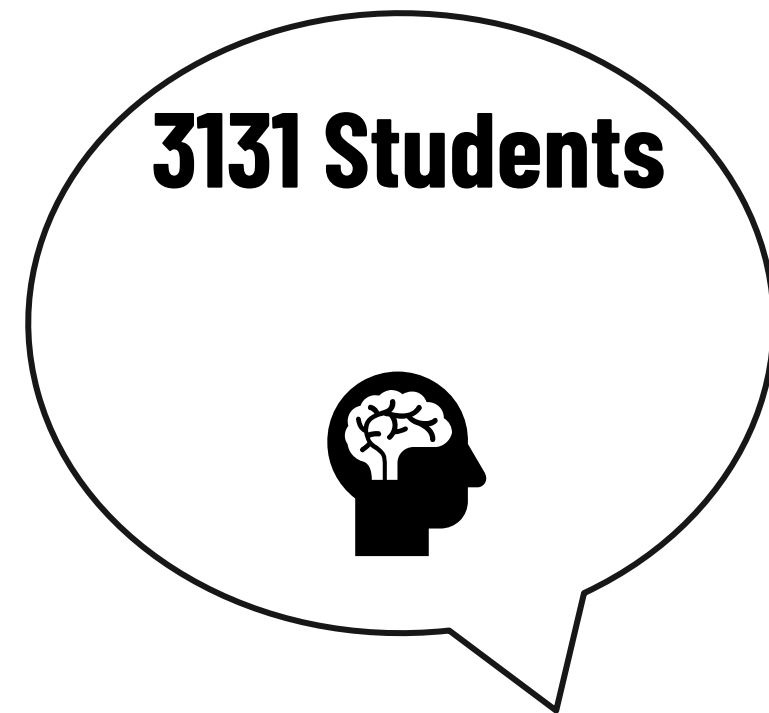
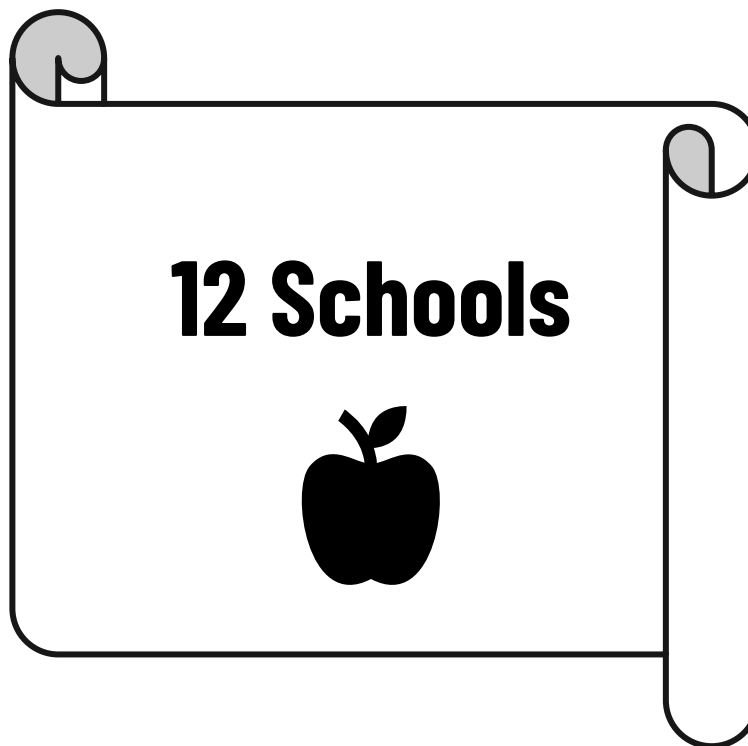
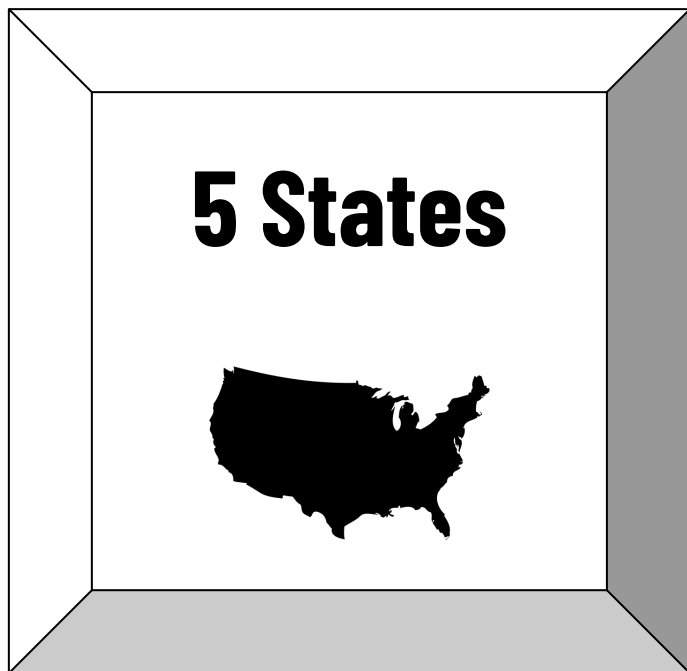
Purpose of the Student Experience Survey (SES)

- Highlander Institute <3 data,
 - Support continuous improvement & data-driven decisions.
- Distance/Remote Learning March 2020→ Focus our supports and coaching with Social Emotional Learning and anti-racist practices front and center
- Create a tool that collects data based on teacher and student practices outlined in the [CRSP Framework](#)



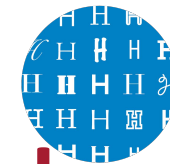
Domain	Sample Survey Item
Sociocultural Awareness	<i>In this class, my teacher has tried to get to know me</i>
Community Building	<i>In this class, I have chances to get to know my classmates better.</i>
Cognitive Development	<i>In this class, I use thinking strategies in my learning.</i>
Critical Consciousness	<i>In this class, I learn things that will be useful for me to know outside of school.</i>
Academic Mindset	<i>When I try harder in this class, I get smarter.</i>
Social Emotional Learning	<i>I have an adult at school who can help me when I am sad</i>

2020-2021 Survey Pilot Year Statistics




Highlander Institute Impact: Internal & External

- ↑ Decisions informed by student-centered anti-racist practices
- ↑ Data-driven coaching
- ↑ Elevation of student and teacher voice
- ↑ Data protocols practiced and applied in small groups



Case Studies: Real Action Steps Taken by Teachers

	1	2
SELSA + SES	Teacher Follow-up & Student Reflections	Targeted Exit Ticket: “My teacher is glad that I’m their student”



Teacher Self-Reflection Using SELSA

CRSP SEL Self Assessment (SELSA)

Teachers & School Leaders:

- Self reflect on how they believe their students will rate their classrooms
- Become more aware of their relationships and expectations of all their students
- Set goals by survey items and/or CRSP domains
 - Develop content or routines based on student feedback
 - Lesson plan with coaching guidance based on teacher and student moves within the CRSP framework

Case Study: Data Wall Targeted Exit Ticket

School Context	Grade-Level Focus	SES Connection
<p>School: Urban Grades 5-8</p> <p>~250 Students 62% Black or African American 31% Hispanic or Latino Urban School District</p>	<p>All Grades</p> <p>70% Completion = 175 Responses</p>	<p>Data Wall provides average scores for survey items and domains for multiple student population Students from a BIPOC identity rated multiple questions in the “Community Building” domain much lower than the rest of the class.</p> <p>Created space for students to provide more feedback and reflect on survey responses Teacher continues including questions from the SES on exit tickets to gauge and monitor students needs and emotional state.</p>

	BIPOC Identity
Community Building - I feel like an important member of this classroom	2.67
Community Building - My teacher is glad that I am their student	1.67

Sample Exit Ticket

Case Study: Teacher Follow-up & Student Reflections

Context	Process	SES Outcomes
School: Rural/Suburban	All (5th-8th)	-Average scores for all domains were lower for students who qualify for lunch aid
Grades 5-8 236 Students IEP = 9% FRPL = 13%	94% Completion = 222 Responses	-All staff focused on specific questions & discussed potential implications / follow-up actions -Pilot teacher prioritized relationship building, transparency, 1:1 data conferences, and student "Learning Journey" reflections

Relationship Building & Reflection

- "Here's what you said...Here's what we'll try..."
- Class goal to build community
- Individual growth goals
- Greetings & Goodbyes
- [Community journals](#)
- ["I used to think...now I think"](#)

(My intelligence is something that I can change)
(I can do well on my test, even when it is difficult)

(My teacher makes me feel proud of who I am, where I live, and where my family is from.)
(In this class, ALL the different students get along well)
(My teacher has tried to get to know me)
(In this class, I feel comfortable sharing my thoughts and opinions)
(In this class, I notice and compliment when others do a good job)
(My teacher makes changes when a student shares an idea about how to make our class better)

FRPL	Paid Lunch
2.52	3.31
2.59	3.27

2.24	2.98
2.59	2.92
2.31	2.94
2.45	2.87
2.66	2.83
2.24	2.74



HIGHLANDER
INSTITUTE
Leveling the Field for All Learners

Reflection

SES: What learning do you plan to apply in your own educational setting?

Case Studies: What action are you inspired to take around student data in the next year?

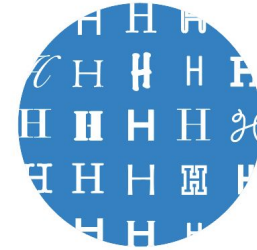
What lingering questions do you still have?



Reflect: Name, Claim, Explain

1. Respond to the questions (3)
2. Vote up 6 other statements based on what you find interesting or valuable (2)
3. Name, Claim, Explain (10)

Padlet: Reflection Questions



HIGHLANDER INSTITUTE

Leveling the Field for All Learners



Our Offerings



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.

Our Offerings

SUPPORTING SCHOOL IMPROVEMENT



CHANGE MANAGEMENT

Through longer-term engagements centered on a multi-stakeholder design team, leaders build momentum for whole school reform through a focus on local context, communication, continuous improvement, and stakeholder empowerment. School teams receive both project management support and leadership and teacher coaching aligned to articulated school priorities, and have ongoing access to a library of resources that can be adapted to meet needs.



DESIGN TEAMS

TEACHERS
LEADERS
STAFF
FAMILIES



PROFESSIONAL
DEVELOPMENT



PLC
FACILITATION



1-ON-1 TEACHER
COACHING



1-ON-1 LEADER
COACHING

Ways to Engage



The background of the entire slide is a collage of various photographs from the Aurora Institute Symposium 2019. The images show a diverse group of people in professional settings, including speakers at podiums, audience members in a large hall, and individuals in smaller group discussions. Some photos include text like 'SYMPOSIUM | 2019' and 'AURORA INSTITUTE'.

AURORA INSTITUTE *Symposium*

OCTOBER 25-27, 2021 | VIRTUAL

“Leading Competency-Based Education Redesign”

Thank you for joining us!

Share Your Thoughts.

Participate in our one-minute poll (link in chat box).