Welcome!

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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

What to Expect From Our Session

- **Context & Research**
  - Cultivating Relationships
  - Developing Academic Mindset
- **Data Study: Student Experience Survey (SES)**
  - What do we see?
  - What does that make us think/wonder?
  - What action does this inspire?
- **School Growth Story: One Partner's Journey**
  - Applying Insights from the SES
    - Share connections in the Chat
    - Ask Questions with Q&A button
- **Closing & Feedback Survey**

Culturally Responsive School Change Model

INCLUSIVE CHANGE

CULTURALLY RESPONSIVE & SUSTAINING PEDAGOGY

LIBERATORY DATA

Critical
Consciousness

Cognitive
Development

DOMAIN 4

DOMAIN 1

DOMAIN 3

DOMAIN 2

A FRAMEWORK FOR
CULTURALLY RESPONSIVE &
SUSTAINING PEDAGOGY
(CRSP)

Awareness

Community
Building

Example of Our Impact:

One elementary school partner focused on improving math instruction leveraging our comprehensive model. As a result, perceived **sense of belonging increased for 68% of students** and **academic confidence increased for 60% of students**.

Further, **a variety of groups improved their performance level* on iReady Math assessments** from September to May: 59% of MLL students, 50% of students qualifying for free and reduced price lunch, 57% of Black students, 43% of students receiving special education, and 39% of Latino/a/x students.

* moving from ">2 grade levels below" to "< 1 grade level below" or from "<1 grade level below" to "on grade level"

Cultivate individual relationships

Community Building

"Middle school students who reported high levels of developmental relationships with their teachers were **8 times more likely to stick with challenging tasks**, enjoy working hard, and know it is okay to make mistakes when learning"

A survey of 25,400 6th-12th graders in a large district found that **less than 33% of middle schoolers felt they had a strong relationship with their teachers**...

...That number dropped to 16% by 12th grade.

Students from low-income backgrounds report even fewer strong relationships with their teachers.

Review our Relationships Spotlight to access all research sources and connections

Develop positive academic mindsets

Community Building

There is a strong and growing evidence base that connects **strong academic mindsets with better grades, higher GPAs, lower dropout rates and higher achievement test scores.**

Such positive results hold true for students across the socioeconomic spectrum, highlighting the power of academic mindsets **to help combat the effects of poverty.**

Research supports the concept that **academic mindsets are malleable and can be intentionally developed in students.**

Review our Academic Mindset Spotlight to access all research sources and connections

Academic Mindset

My ability and competence grow with my effort

I can succeed at this

I belong to this academic community

Academic Mindset

This work has value for me

Chicago Consortium 2012

Data Set: Student Experience Survey (SES)

See - Think - Wonder - Inspire
Data Protocol:
What do we see in this data?
What does that make us think/wonder?
What action does this inspire?

Student Experience Survey (SES)

Understanding The Scales

All students rated each survey items on either a frequency or truthfulness scale, valued from 0-5.

Questions related to frequency are rated on the below scale:

0	1	2	3	4	5
I don't know	Almost Never	Once in a while	Sometimes	Often	All the time

Questions related to truthfulness are rated on the below scale:

0	1	2	3	4	5
I don't know	Not at all true	A little true	Somewhat true	Mostly true	Completely true

The survey's 5 domains are aligned to two frameworks, Highlander Institute CRSP Framework and CASEL's recently updated SEL Framework (2020). The CRSP Framework includes 4 domains: Awareness, Community Building, Cognitive Development, & Critical Consciousness. As the Awareness domain focuses on both the Sociocultural Awareness and Academic Mindset of the student, we split it into two domains to better capture the depth of that domain. The final 5 domains we set to measure throughout the survey are:

Academic Mindset, Sociocultural Awareness, Community Building, Cognitive Development, & Critical Consciousness

All the domains are grounded in research, neuroscience, and the rationale of Geneva Gay, Zaretta Hammond, Gloria Ladson-Billings, and Django Paris, and highlights the importance of relationships, community building, developing student ownership, and cultivating higher-order thinking skills within an anti-racist approach that builds the capacity of teachers and students to disrupt inequitable systems and create more relevant and empowering learning environments.

Student Experience Survey (SES) 2020-21

Survey Items	SES Domains	MLL BOY	Not MLL BOY
(My teacher is glad that I am their student)	Community Building	2.9 n: 35	3.3 n: 790
(My intelligence is something that I can change)	Academic Mindset	2.8 n: 35	3.4 n: 790
(My teacher has tried to get to know me.)	Sociocultural Awareness	3.7 n: 35	3.6 n: 790

Survey Items	SES Domains	IEP/SPED BOY	No IEP/SPED BOY
(I can learn the hardest topics in my classes)	Academic Mindset	2.7 n: 96	3.1 n: 729
(I worked independently with focus)	Cognitive Development	3.4 n: 96	3.8 n: 729
(I participated in class)	Cognitive Development	3.5 n: 96	3.9 n: 729
(I can do well on all my classwork, even when it is difficult)	Academic Mindset	3.2 n: 96	3.5 n: 729

Survey Items	SES Domains	Free BOY	Paid BOY
(I participated in class)	Cognitive Development	3.7 n: 253	4.0 n: 360
(I can do well on all my classwork, even when it is difficult)	Academic Mindset	3.3 n: 253	3.6 n: 360
(I allowed others to speak without interruption)	Community Building	3.2 n: 253	3.8 n: 360
(I improved my work after getting feedback from my teacher)	Cognitive Development	3.3 n: 253	3.9 n: 360

Sharing & Debriefing

What do we see in this data?
What does that make us think/wonder?
What action does this inspire?

Framing Our Storytelling

Identify the **PROBLEM**

Implement a potential **SOLUTION**

Understand the **IMPACT**

Scale **BEST PRACTICES**

One School's Journey

Student Experience Survey (SES) January 2021 Outcomes

- Average scores across all domains were lower for students who qualify for free or reduced lunch (FRL) when compared to their peers who are not socioeconomically disadvantaged
- Pilot teachers prioritized transparent conversations about the SES questions, relationship building, goal-setting, and 1:1 data conferences to address these gaps

	FRPL	Paid Lunch
(When I share an idea, my teacher listens and takes me seriously)	2.76	3.77
(My intelligence is something that I can change)	2.52	3.31
(I can do well on my test, even when it is difficult)	2.59	3.27
(I feel like an important member of this classroom)	2.38	3.03
(My teacher makes me feel proud of who I am, where I live, and where my family is from.)	2.24	2.98
(In this class, ALL the different students get along well)	2.59	2.92
(My teacher has tried to get to know me)	2.31	2.94
(In this class, I feel comfortable sharing my thoughts and opinions)	2.45	2.87
(In this class, I notice and compliment when others do a good job)	2.66	2.83
(My teacher makes changes when a student shares an idea about how to make our class better)	2.24	2.74

Academic Mindset

My ability and competence grow with my effort

I can succeed at this

I belong to this academic community

Academic Mindset

This work has value for me

Chicago Consortium 2012

A Teacher's Journey

Building Academic Mindsets and Community: Relationships and Reflection
- Teacher shared SES data and asked follow-up questions to deepen understanding
- Teacher incorporated [Journal Prompts and Heart Maps](#)
- Teacher continuously collected student input & feedback on instructional shifts
- Students identified a "class goal" & individual growth goals based on their own data

4th Grade Fall FAST   64% at or above benchmark
4th Grade Winter FAST   58% at or above benchmark
5th Grade Fall FAST   55% at or above benchmark
5th Grade Winter FAST   52% at or above benchmark
5th Grade Spring FAST   ___% at or above benchmark

Setting a Grade Level Goal
Remember: We want to succeed - Let's make our goal REACHABLE

How do we want to show our success by the end of this year? What should our 5th Grade Goal be one month from today: May 12th? Suggest a % between 55 - 80

Brainstorm
What action steps can we take as a whole grade to be more successful in the next month when we take the FAST Reading Assessment on May 12th?

List some suggestions of ACTIONS we can all take to reach our goal and be successful.

Left Document

MY NOVEL GOAL _Clay_

CHAPTER _21-26_

Our Class Goal: _45% of our Class will get a 2 or higher_

Reading Goals
RL 5.1: I can cite textual evidence to support my answer to what the text says as well as inferences drawn from the text.

I will be able to:

| Comprehend what I read (read to understand) | |
| Use **metacognition** to jot my thinking about my reading & write questions to prepare for my discussion session | |

Writing Response to Literature
W 5.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.

I will be able to:

| Write a Response to Literature (RTL) (TAG+Summary, Claim, Cite Evidence, Explanation) | |
| Use good writing skill on my Written Response on the Quiz (complete sentences that make sense, grammar, punctuation, capitalization, spelling) | ☒ |

Speaking & Listening
SL 5.1: I can prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas, and expressing their own clearly and persuasively.

I will be able to:

| Find and use evidence in the text both when I read & during discussion | |
| Contribute my thinking during discussion and respond to other's thinking using Accountable Talk Stems | |

Right Document

What can you do as a Reader, Writer, & Speaker?

If you Need this as a Learner....	Practice this Positive Action....
Monitoring for Sense... Fitting the Pieces Together	When the story doesn't make sense, I use fix-up strategies (reread, ask myself questions, including the 5 W's)
	As I read, if something seems to come out of nowhere – I check to see if I missed something important.
	To regain my grip on the storyline I recall the sequence of events, and sort through what the main character really wants, the problems, and how my character rises to those challenges.
Envision & Predicting	As I read, I make a movie in my mind, picturing, picturing what happens and experience the story as if it's real life.
	I make a mental movie as I read, I imagine the setting, characters & events & how the characters react to them.
	I add details in my mental movie of the characters, setting, and events. I look for clues to help me know the mood and the feel of actions. I use what I know from real life and connect it to my reading.
Monitor my Understanding . . .	I study the elements of plot to help strengthen my understanding of how the story events work together.
	I use context clues to stop and clarify meaning of new and tricky words.
	I write down parts of the text I am confused about to ask my peers to help me clarify.

One Student's Story

2020-2021 Individual Student FAST Scores

Fall	Spring	Growth
519	533	14
503	523	20
467	492	25

Above: A historically disengaged student (who is part of the FRL population) showed more investment in her learning and improved performance after having 1:1 data conferences with her teacher

2021-2022 Update

"She was so excited that she finally finished her first novel, front to back! It took her forever, and she asked a TON of questions about words, but she read every single one!

She has continued to grow leaps and bounds in her reading & writing, and also in her confidence & social skills.

Where she would have shut down when something was too hard at the beginning of last year, she now will ask questions and give everything a try!"

What did the SES tell us by the end of the year?

"See - Think - Wonder - Inspire"
Data Protocol:

What do we see in this data?
What does that make us think/wonder?
What action does this inspire?

Academic Mindset: FRL & Paid Lunch

Domain: FRL

Domains	FRL		Paid	
	Winter 2021	Spring 2021	Winter 2021	Spring 2021
Academic Mindset	2.8 n: 35	3.5 n: 43	3.4 n: 205	3.4 n: 228
Cognitive Development	3.1 n: 35	3.6 n: 43	3.5 n: 205	3.4 n: 228
Community Building	2.6 n: 35	2.9 n: 43	3.1 n: 205	3.0 n: 228
Critical Consciousness	2.9 n: 35	3.0 n: 43	3.1 n: 205	3.1 n: 228
Sociocultural Awareness	2.5 n: 35	2.9 n: 43	3.0 n: 205	3.0 n: 228

Survey Items: FRL

Pivot Field Names	FRL		Paid	
	Winter 2021	Spring 2021	Winter 2021	Spring 2021
(I can do well on all my classwork, even when it is difficult)	2.9	3.4	3.5	3.5
(I can do well on my test, even when it is difficult)	2.7	3.5	3.3	3.4
(I can learn the hardest topics in my classes)	2.4	3.0	3.0	3.1
(My intelligence is something that I can change)	2.6	3.5	3.3	3.4
(When I keep trying in this class, I succeed)	3.5	3.9	3.9	3.8
(When I try harder in this class, I get smarter)	2.9	3.6	3.6	3.4

Awareness: FRL & Paid Lunch

Domain: FRL

Domains	FRL		Paid	
	Winter 2021	Spring 2021	Winter 2021	Spring 2021
Academic Mindset	2.8 n: 35	3.5 n: 43	3.4 n: 205	3.4 n: 228
Sociocultural Awareness	2.5 n: 35	2.9 n: 43	3.0 n: 205	3.0 n: 228
Community Building	2.6 n: 35	2.9 n: 43	3.1 n: 205	3.0 n: 228
Cognitive Development	3.1 n: 35	3.6 n: 43	3.5 n: 205	3.4 n: 228
Critical Consciousness	2.9 n: 35	3.0 n: 43	3.1 n: 205	3.1 n: 228

Survey Items: FRL

Pivot Field Names	FRL		Paid	
	Winter 2021	Spring 2021	Winter 2021	Spring 2021
(I had chances to learn or share new things about where my family is from)	1.4	2.0	2.0	2.1
(I respected the different opinions shared by classmates)	3.6	3.7	3.9	3.7
(In this class, I have learned about my classmates' cultures)	1.5	2.0	2.0	2.1
(My teacher has tried to get to know me)	2.3	2.8	3.0	2.9
(My teacher makes me feel proud of who I am, where I live, and where my family is from.)	2.4	3.0	3.0	3.1
(My teacher treated me with respect)	4.0	4.2	4.2	4.1

Community Building: FRL & Paid Lunch

Domain: FRL

Domains	FRL		Paid	
	Winter 2021	Spring 2021	Winter 2021	Spring 2021
Academic Mindset	2.8 n: 35	3.5 n: 43	3.4 n: 205	3.4 n: 228
Sociocultural Awareness	2.5 n: 35	2.9 n: 43	3.0 n: 205	3.0 n: 228
Community Building	2.6 n: 35	2.9 n: 43	3.1 n: 205	3.0 n: 228
Cognitive Development	3.1 n: 35	3.6 n: 43	3.5 n: 205	3.4 n: 228
Critical Consciousness	2.9 n: 35	3.0 n: 43	3.1 n: 205	3.1 n: 228

Survey Items: FRL

Pivot Field Names	FRL		Paid	
	Winter 2021	Spring 2021	Winter 2021	Spring 2021
(I feel like an important member of this classroom)	2.4	2.7	3.1	3.1
(In this class, ALL the different students get along well)	2.7	3.1	2.9	2.8
(In this class, I allow others to speak without interruption)	3.3	3.9	4.0	4.0
(In this class, I feel comfortable sharing my thoughts and opinions)	2.5	2.5	2.9	2.9
(In this class, I have chances to get to know my classmates better.)	2.5	3.0	3.1	3.1
(In this class, I notice and compliment when others do a good job)	2.5	2.5	2.9	2.6
(In this class, my classmates have helped me when I needed help)	2.6	3.2	3.4	3.1
(My teacher is glad that I am their student)	2.2	2.5	2.6	2.7
(Students in this class put a lot of effort into their work)	2.5	2.8	3.3	3.0

NWEA Math Benchmark: Growth for FRL-Qualified Population

NWEA Benchmark: FRL Students
Exam: NWEA
Subject: Math
Scoring: National Norms

Sharing & Debriefing

What do we see in this data?
What does that make us think/wonder?
What action does this inspire?

All-Staff PD: Pilot Teachers Share What They Tried & Learned

Pilot Teacher Takeaway 1

"We have better outcomes if we work with students' authentic motivations rather than against them."

♥ 1   💬 0

🌐 Add comment

Pilot Teacher Takeaway 2

"Students feel supported by their peers. This is a group of very social learners who are motivated by collective success! We took some risks with a lot of learning & growing pains along the way → But the payoff has been OWNERSHIP!"

Inspiration: What is 1 thing I'm taking away from what the pilot teachers shared today?

Collaboration

I love how the staff gets the time to collaborate and work with each other on methods that work and don't work in the classroom.

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🌐 Add comment

I heard the term spoon feeding during the mini sessions and I feel that is the real reason that this process and ideas have gotten me to question my own processes. It brings to light that student ownership is vital to the learning process.

What will be my first step when I launch the next school year?

Student Voice

I want to be receiving more information from students on how content is received and what can be improved

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🌐 Add comment

Community

Creating a community of learners that know and trust each other enough to struggle through tough learning together while coaching each other through it.

Replicate and scale BEST PRACTICES

How School and District Leaders Can Support Work Like This

- Utilize staff meetings or release time to showcase the work of pilot teachers & share strategies with those interested in implementing next
- Secure substitute coverage for pilot teachers to continue learning from each other (e.g. team planning, peer observations & debrief conversations)
- With permission, sit in on coaching sessions to show interest & continue building your own skill set as an instructional leader; peer debriefs
- Host student focus groups to dig deeper on student survey responses and better understand student perspectives, specific examples, & suggestions

Connect & Reflect

What inspires you about these stories? Do you have any lingering questions?

Please Take a Few Moments to Complete the Feedback Survey

- Share what you enjoyed about the session and suggestions for how we can improve

- **Session Survey Link**: https://www.surveymonkey.com/r/Aurora_10-26_SurveySays