

InspirED

Insights to Impact 1.0



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Leading From the Seat We're In

InspirED Insights to Impact 1.0 is our way of sharing our learning, offering points

of entry for fellow practitioners and policymakers to consider how we can build a more equitable, excellent education system together. When we recognize that each of us has the power to “lead from the seat we’re in,” we embrace the part of systems transformation we can own. When educators, school and district leaders, and our state leaders engage collaboratively through the spirit of learning, we are able to create progress while reducing barriers to the conditions for creativity, critical thinking, and deeper learning in our classrooms. By centering the perspectives of those in the work and closest to the challenges, we surface data and insights that might otherwise be overlooked.

When we embarked on this journey, we intended to travel to Singapore as part of a high-performing systems immersion to better understand their robust career ladder for educators. Our hope was to develop policy recommendations that could be applicable here in Nevada. When Covid occurred, we were unable to travel but learning continued. With an eye on re-imagining, we sought out insights (through empathy interviews, research, and virtual calls with Singapore and American innovators) around the future of learning. The key insights to inform policy were: the need for deep clarity of whole student learning outcomes; aligning educator preparation to meet evolving student needs; developing learning

networks across all layers of our education system to share success and accelerate improvement and innovation.

In this digital document you’ll find evidence of our learning and initial steps towards these key insights. By adopting an equity-centered design thinking approach to learning, unlearning, and relearning - our fellows found ways to apply what inspired them to solve challenges in their own contexts. With an eye on interrupting inequitable systems and outcomes, solutions (called prototypes) were initiated that directly impacted young people or would impact young people by supporting educators and families. A prototype is the smallest tangible version of a big idea, the smaller the better. In design thinking, we learn by building, so we asked ourselves what were the smallest steps we could take to activate the translation of what we learned into action? How could our reflection and feedback cycles inform next steps in our practice and ignite policy dialogue grounded in the work happening with young people?

The purpose of prototyping is to learn. The thirteen prototypes (and this first year of our fellowship) are all experiences that taught us how to better meet the needs of our communities. They also elicited policy questions around curriculum and instruction, educator development and professional learning, and vision and clarity of student outcomes. You will be able to review these questions as you read through each fellow’s learning.

Are you an educator? This document is intended to serve as a collaborative invitation to build on our prototypes, inspire learning and action in your own context, and to engage with us in future policy development to reduce the barriers for young people and educators to thrive. These are works-in-progress meant to be built on as we learn from doing.

Are you a policymaker? This document is also intended as a collaborative invitation to look at the questions that emerged through intentional research and actions happening at the ground level of education and engage with us to answer them.

We hope this document inspires you to lean in with questions, to engage in conversations with your learning communities and members of Design Team 1, and to listen to young people and educators who have unique and valuable perspectives about what is needed to fulfill the promise of an exceptional education. Policy is only as powerful as its implementation. If policy is initiated where it will ultimately be implemented, we believe it can be transformative. This means each of us has the opportunity to question our assumptions, shift our paradigms, and build connections to create progress. We will succeed if those closest to the challenges are empowered to lead.

How might you
"lead from the seat you're in"
to collaborate for
exceptional outcomes for
Nevada learners?

- **Design Team 1,**
The InspirED Global Fellowship



DESIGN TEAM 1



Nicole Delgado
Assistant Principal,
Coronado High School

Click our names
to see a video!



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Elementary School Teacher,
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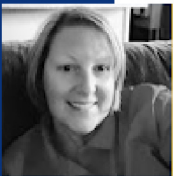
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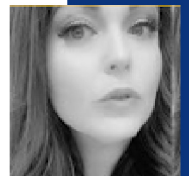
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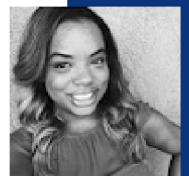
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Brave Enough To Make It Happen

by Roxanne James, Principal

How does a school system with demonstrated excellence in PISA ratings redefine itself to continue its greatness and improve upon itself during that recreation? Worth asking is why that system would want to change? Singapore, however, saw the need early enough to build the ultimate prototype for the world to follow. A better question to ask is - will the rest of the educational community be brave enough?

These questions began our Nevada Succeeds InspirED Fellowship journey, a place to root our ambition in what could be, if we only allowed ourselves the luxury of believing we, too, could reinvent a system. Nevada's current system mirrors Singapore's but as categorical opposites, not accurate reflections: in funding, in support, and in the self-belief needed to make the transition away from the dogma of the 1800s and toward an era-appropriate shift.

How would the empathy interviews we conducted unlock the rusty hinges of beliefs locked shut since yesteryear? Once opened, how might we coax new and more voices to help us with the answers? Really - we stopped authentically asking for their disparate solutions so long ago. They were not welcome at this table; set by policy, served by bureaucrats, and enjoyed by politicians.

These interviews unearthed patterns from diverse voices. Now, how can we leverage what we've learned from those interviews - to get new agents at a larger, more equitable table?

Once unmuted, the voices spoke clear. "We are told what to think, how to learn, and when to do it. Do our passions and our desires not matter to those who would direct them?" And therein lies the clarity: never have we had less "engagement." Our students are currently mere mannequins upon which educators dress them in "learning," fashionable strategies of the moment, uncoordinated with anything relevant. These are pre-packaged programs like ready-made meals with as much nutritional value: functional but not fascinating. **Our students are starving for meaningful experiences and genuine learning. Our system looks authentic, but it is just fast-food with "homespun" branding.**

So we, the Fellows, learned to prototype. Our charge was terrifying and straightforward: do something, no matter how small, anything that takes a step forward on the path to connecting our students to the love of learning we have tested out of them along the way. I asked one of my future-thinking teachers to flip the script: have students self direct their learning pathway. Her seventh graders-considered in testing circles, as "behind, untaught, and deficient" deciding how to learn and discover in a way that speaks to

them instead of speaking for them? They are worth the effort.

And so they journeyed. The students' task: choose a social justice cause that speaks to them, learn the ELA 7 standards, and create something that exemplifies their learning. They researched. They read—poetry, fiction, nonfiction, and sought information. They created, justified, produced. They chose. In a short time, they came alive. Although the tangible results improved over previous products, the intangibles revealed a shift in norms. More faces were visible on camera and more voices on mics unmuted. More than ever before, these students pushed for both teacher and air time, a cacophony of collaboration and query. Their voices and choices were front and center, and the students were undeniably engaged. Even better, they were learning.

So what? Now what? How might we support a system transition from its tightly held control of monolithic test scores as a solitary measure of student success to that of a learner profile, showcasing the assets of its learners rather than their deficits? A few pieces must be in place before this can or will happen.

What it means to be a high school graduate in Nevada and America must be more fully developed. It needs this transition because our graduates need this transition. The real world is demanding this growth. A graduate profile needs to include hard skills and knowledge (supported by the curriculum, instruction, and assessment best able to deliver these skills). It needs to possess *harder skills*:

harder to teach, harder to assess, and harder to standardize across a multicultural society like ours. It may include collaborative effort, work ethic, grit, intrinsic self-esteem, civic discourse, character and kindness building, interpersonal skills/relationship building, the value of inclusiveness, and so much more. **What might young people contribute to defining these outcomes?**

How often do new educators go from doe-eyed optimists to stink-eyed pessimists because of a system unsupportive? When reformists speak of educational reform, the focus lies primarily on the instructional core: curriculum, student, and educator. However vital these shifts may be, leaving the leader's changing role out of this triad will suppress success. **If Nevada is actually on the cusp of reinventing its educational system, all voices must speak, listen, and act.** We must not discount the business community in what it needs in a workforce, for therein lies the ultimate outcome of our graduates. **Today's parents, long educated in the conventional system, must be shown that although they may not yet understand this new frontier, their insights into their children are integral to success.** We don't need parents to be content teachers but the cheerleaders to support their kids, especially when our scholars must lean into the difficulties they will unquestionably encounter. An even more critical question: what competencies must our new leaders possess to support our educators, giving them, too, voices and choices so richly deserved as the professionals they are? The path forward requires us to create a Portrait of a Graduate that speaks to our

21st century community needs. It requires us to design an Educator Profile to ensure teachers have the necessary expertise to guide our students in acquiring those assets, and finally, a Leader Profile to retool the job of "administrator" into one who envisions, supports, and navigates this new educational era.

It's long past time to act upon the answers provided by those with the bonafides to give them- the very people who roll up their sleeves and make it happen. The iterative nature of this prototyping must continue until we, too, can be a system like Singapore's: brave enough to make it happen.



Roxanne James
Principal,
Jerome Mack Middle School



Engaging Students



Increasing Learner Voice and Choice

Roxanne James, Principal

Project-based learning that culminates in students making something important and sharing it publicly.



By supporting this approach to learning, adults are guides on the side to young people who lead with their passions and assets to demonstrate what they know. Engagement increases, fun does too.

“I'm seeing some great work turned in, and I am learning how to do things better next time.”

-Amber A.
pilot educator

Try this idea if you're a school leader wanting to support this pedagogical shift:

- ▶ Recruit teachers who see the need for students to own their own learning.
- ▶ Support their efforts to redefine their classrooms into places of inquiry and wonder with resources, collaboration, and mentorship.
- ▶ Restructure master schedules to allow for free-flow collaborative time between teachers and students to engage.¹
- ▶ Restructure assessments to be projects and presentations that utilize rubrics for mastery, ensuring cross-curricular standards are embedded in singular presentations.
- ▶ Prepare the community for presentations instead of traditional “semester exams.”

INTENDED OUTCOME

Students will be more engaged in learning, rather than silent and passive bystanders. They'll also learn the content better and create real connections to it. (Teachers have more fun, too.)

MEASUREMENT METHODS

Rubrics that identify mastery of standards; rubrics that identify mastery of soft skills; attendance rates, adult and student feedback.

NEXT STEPS

Work with educators to implement best practices and create a school-wide catalogue of cornerstone projects that continue to evolve.

NV SUCCEEDS

¹ In the A/B block structure, teachers were aligned with two different types of PLC's. One was grade level/subject matter. The other was the ICU alignment. This allowed for students to collaborate daily with a non-graded subject while teachers collaborated both in subject and for specific student needs.

Concern

During online learning in Covid-19, students are physically and emotionally checking out of their educations, because they are not seeing personal value and relevance.

Empathize

My inferences about my concern were rooted in watching students in my school become increasingly less excited about learning; empathy interviews with students, educators, and families who vocalized frustration about meaningless assignments and unrelated skill attainment. The Virtual Immersions further informed my understanding of how I might rethink my approach to education, especially by seeing students who took ownership of their learning at High Tech High. Additionally, in Singapore's transformation, the role of the educator has centered process facilitation, inviting adults to become architects of learning experiences, not merely extolling information. Specifically, I was inspired by [Brightworks in San Francisco](#), where the ARC learning helped students undertake a portion of their studies which culminated in project presentations to the community.

Problem Definition/Analysis

I came to understand the problem differently: student voice is not veering away from standards based learning; it's wrapping that learning in something meaningful to the students. Instead of treating each standard as a silo, it was about mixing those standards that allowed multifaceted skills to be demonstrated in projects and presentations. This led me to wonder, **How might we redefine the role of educators to be facilitators of uncovering knowledge?** How might we empower the learners to design their learning and their assessments? How might we move the locus of control from adults to students in our education system?

Prototype/Feedback/Reflections

- ▶ Start small, pilot with smaller lessons and then build into units.
- ▶ Release the need to control my teachers, the same way I'm asking my teachers to resist the need to micromanage students.
- ▶ Provide opportunities for feedback with those engaged to learn from each other.

Next Steps

- ▶ Continue to solicit feedback from scholars/creatives about what they loved.
- ▶ Engage colleagues in analyzing results compared with other methodologies of teaching, and work on removing barriers to them embarking on this approach.
- ▶ Engage supervisors in our learning to collaborate with other school sites.

Policy Implications

- ▶ How might we mirror assessments to showcase this learning, demonstrating what students know (assets) rather than finding out what they do know (deficits)?
- ▶ How might we adopt and iterate on statewide and district wide graduate profiles to encompass 21st century learning skills?

Real-World Learning

Laura Jeanne Penrod, English Educator

Bring students into a deeper understanding of contemporary issues around diversity, equity, and social justice through music.



By building real-world PBL's, the student will find purpose in their school work, making better connections to contemporary issues, and understanding the context of their world and how they may better navigate it.

“ I feel like I have a new perspective on the topic and want a change in our current system to help others have equality and true justice.

-Aiden G.
high school junior

Try this idea (by asking these questions):

- ▶ What is a skill you want your students to walk away with at the end of the project?
- ▶ What current issue(s) can they apply to the skill work that they are practicing?
- ▶ What information will they need to have prior or taught throughout to complete the PBL effectively?
- ▶ What steps/scaffolding/check-points will the students need to be successful towards completion?
- ▶ What product do you want the students to create?

INTENDED OUTCOME

Students see themselves in the world, in contemporary issues, and are more engaged in their own learning by actually constructing it.

MEASUREMENT METHODS

Individual song annotations and the ability to use skills practiced identifying rhetoric in writing; final group presentations, surveys, collegial peer feedback about standards-aligned mastery.

NEXT STEPS

Integrate student feedback into my next unit and engage a learning community of adult colleagues to join me.

NV SUCCEEDS

Concern

Students need opportunities to connect their learning to themselves and their world.

Empathize

My inferences about my concern were rooted in academic conversations with my peers and students and how they prefer to learn. The Virtual Immersions further informed my understanding of how to have a pilot's perspective to ensure we are reaching all students and helping them grow in authentic ways. I also think the virtual immersions have highlighted the need for authentic learning for our students with meaning vs. paper/pencil testing that doesn't add value to their overall understanding/growth. The specific aspect of the fellowship that empowered me to act was our Design Thinking immersion. I learned how to refine the skills of thinking, discovering, ideating, creating, and evaluating. It allowed me to delve back into PBL creation and the importance of it on our campus.

Problem Definition/Analysis

I understood the problem differently because we are virtual, and PBL's seemed more challenging. I decided that regardless of the difficulty, it was still possible to have a successful, meaningful, and connected PBL even without being in-person learning. This led me to ask, **"How might I challenge what authentic community-connected learning looks like in a virtual context?"** I assumed the mindset my students could create an authentic learning experience with topics that affect them today. We could disrupt the idea that they can't present or have a meaningful discourse in this virtual environment. It was proven through this PBL that my students are innovative thinkers and are ready to make connections towards topics that affect their lives, no matter their physical locations. It provided insight and opportunities for growth for them to see what inequality has felt like for diverse groups of people through the universal language of music.

Prototype/Feedback/Reflections

- ▶ Default expectations of what students can produce should always be at the highest level; expect greatness and it will be achieved.

Next Steps:

- ▶ Continue to iterate my instruction and guidance with PBL to expand to different units, empowering my students to feel more confident in the process.
- ▶ Begin a learning community on my campus to grow collective capacity designing and implementing community-based learning initiatives.

Policy Implications

- ▶ How might we incorporate learning portfolios that align with content standards to show student mastery of concepts to encourage more authentic learning system-wide?
- ▶ How might we encourage teachers/schools to foster student learning less on competency testing and grounded more in real-world academics?

Meaning through Movement

Jessica Sneek, Dance Educator

An integrated unit of study that invites students to reflect on their identities and relationships through movement related to the six C's: Character, Citizenship, Collaboration, Communication, Creativity, and Critical Thinking.



By building self-reflective PBL, students will deepen their learning, considering themselves and their relationship to the world.

“ Student reflection, voice, and perception are a crucial part of the future of learning.

-Sophie H.
high school junior

Try this idea

- ▶ Learners take a variety of personality tests and self-discovery journal prompts.
- ▶ Learners reflect, discuss, share, and extract the findings that resonate most with them.
- ▶ Learners draw from a series of movement prompts to begin cultivating new choreography to share their findings and how those findings connect them to their personal “why.”
- ▶ Curate the creations into a public showing (in person or on film).

INTENDED OUTCOME

As secondary learners are living out their most formative years of self-discovery, while also exploring their futures, learning that centers identity and relationships prompts them to envision their future resulting in more authentic learning.

MEASUREMENT METHODS

A series of observations, check points for engagement, surveys, and the final showing.

NEXT STEPS

Forge conversations to infuse personal meaning and the 6 C's of 21st Century Learning into more curriculum across the campus through PLC conversations. Build a program-wide rubric of mindsets, knowledge, and skills for dancers to self-assess throughout each year of participation to chart growth.

NV SUCCEEDS

Concern

Students who are not logging on are really struggling with who they are, their purpose, possible career paths, and why school matters.

Empathize

My inferences about my concern were rooted in empathy interviews with students that are doing well in the online setting, recognizing that those who continued to log on shared a common vision about school being a relevant step on their journeys into their futures. As I began to connect more intentionally with my learners who were stagnating in their engagement, I noticed that there was a general lack of belief that school mattered to them now or in the future. The Virtual Immersions and Michael Fullan's research further informed my understanding of the importance of the 6 C's of 21st Century learning.

Problem Definition/Analysis

I came to understand that "getting students to log on" was not the problem; having them better know themselves, their individual purposes, and helping them feel as though school could help them meet their goals was. It led me to ask, **"How might I invite students to make meaning of themselves through the curriculum?"** Through our process, I also gave considerable thought to what practices and policies may need to be addressed to keep all learners from thriving. Time and mindsets were critical elements that emerged: what time is needed for what learning outcomes and how might we create more flexibility about how we relate with the time we have and what we believe valuable outcomes are.

Prototype/Feedback/Reflections

- ▶ Important to spend more time communicating what stage of the Problem Based Learning process students are in and invite them to facilitate both the process and their content creation.
- ▶ Schedule more and frequent public check-ins to keep people on pace with accountability.

Next Steps

- ▶ Work with colleagues and supervisors to develop intentional opportunities to highlight the six C's across our campus, so students are engaging in more meaningful learning across our school.
- ▶ Bring more business leaders to my classroom to help unpack what "college and career ready" really looks like to draw connections between dance and life.

Policy Implications

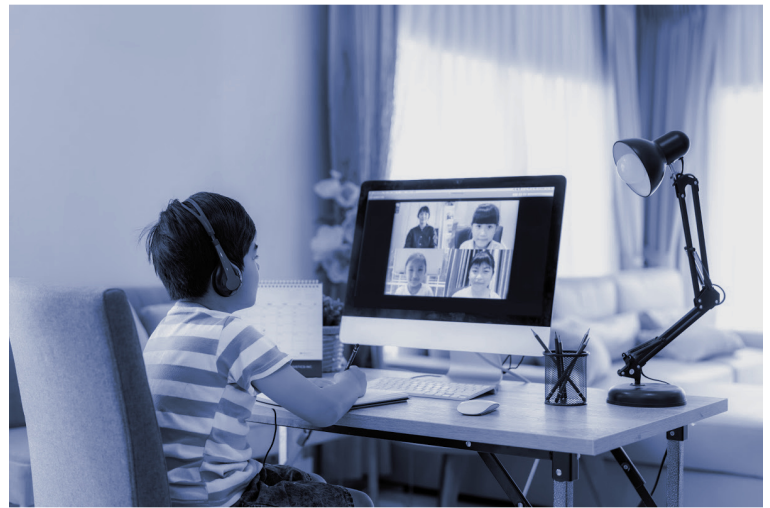
- ▶ How might we begin to measure the mindsets and dispositions we're cultivating in students to truly gauge their global competence and future readiness?

[Check out FOUND by the Clark Dance Company](#)

Increasing Student Engagement in Math

Jeanna Sulse, Elementary Educator

A lesson for 4th grade math students on measurement, inviting students to make real world connections in their learning.



By engaging in real-world math challenges during distance learning, students were more engaged in learning the concepts. They began to see the ways in which the standards applied to their real lives and took greater ownership over what they produced.



Can we do this again?!

-Norman B.
Fourth grade student

Try this idea

- ▶ Learn your students (get to know them, their personalities, learning styles, and their learning environments - in this case their homes!)
- ▶ Create a scavenger hunt of real life objects to measure based on what they've learned about measuring; make it fun!
- ▶ Have students share results with the whole class.
- ▶ Engage in interactive discussion on Nearpod, helping students identify the ways they use, will use, and could use measurement in their lives. Discuss different professions and career paths and how they utilize measurement.
- ▶ Survey students about what they loved, how they will use measurement, and how they might see themselves using it in their futures.

INTENDED OUTCOME

By creating these lessons, students will have better engagement, understanding, and connection to what is taught.

MEASUREMENT METHODS

Students' grades, surveys, and dialogue.

NEXT STEPS

Make changes best for student learning and school wide goals. Iterate. Repeat.

NV SUCCEEDS

Concern

Do students understand and connect with what they are learning? Is learning just an act of compliance?

Empathize

My inferences about my concern were rooted in my students' excitement in distance learning. By being more holistic and practical in the work, students that had a lack of excitement flipped their mindset with this activity. Students were more engaged, more aware, more ready to learn the content, and more ready to apply what they learned in the classroom when they saw real life connections. The Virtual Immersions further informed my understanding of incorporating school wide goals and changes in my lessons by challenging me to see how I might think more broadly about learning beyond my particular subject. I was specifically inspired by the multiple sessions with the Singaporean schools, where I saw longitudinal projects being implemented over the course of years; young people were able to see change over time in their learning.

Problem Definition/Analysis

I came to understand the problem differently after implementing changes I saw students needed to see themselves in their daily learning experiences. **How might I help students connect with real world value in what they learn while having fun?** Repurposing a curriculum can be difficult without an understanding of student identities and relationships. As I continued to build relationships with my students, I understood how I could design a lesson that may capture their hearts and minds.

Prototype/Feedback/Reflections

- ▶ Students had fun! They appreciated the interactive nature, the real-life examples. The barrier of distance learning actually created the context for them to "learn in their lives." How might I carry this back to my in-person in-school instruction?
- ▶ Improving the lesson to also embrace school wide-writing goals.

Next Steps

- ▶ Continue to enhance the writing aspects of this math lesson to support literacy skills.
- ▶ Collaborate with colleagues on more active, real world learning lessons across content areas.
- ▶ Engage with parents and families to get feedback on learning experiences that really inspire their children.

Policy Implications

- ▶ How might a career ladder empower master educators to collaborate with newer teachers in curriculum development and evolution?
- ▶ Might we develop a statewide, culturally responsive curriculum by top educators to reduce teacher workload and ensure equity for all learners?

Professional Learning That Empowers

by Dr. Felicia Rutledge

If we want to radically change student outcomes, we must reimagine adult professional learning experiences. We often speak about the differentiation of learning for scholars but rarely discuss this for educators. The focus on knowledge and skills is often perpetuated in traditional professional development. However, mindset and adult learning principles should play a strategic and intentional role. As Margaret J. Wheatley shares in, "Willing to be Disturbed," we must embrace being confused if we are to be creative. **Educators need personalized self-directed, self-paced professional learning because it puts the learner at the center, prioritizes application, and creates a space for reflection.** For authentic equity to occur within the system and within the classroom here are essentials to creating personalized professional learning:

1. Demonstrate and Model

Professional development effectiveness is based on the ability to influence what educators do. Often, the focus of adult learning is on knowledge and skills, but rarely are educators taught in the innovative ways we lecture about. We must experience things in order to know them; less talking, more doing. In my Empowered Educators Protocol, I noticed the questions I asked educators not only helped them reframe

practice. Ultimately, it was successful because questioning empowered them to shift their mindsets; I did not tell them what to think, merely created the space for them to reflect. Isn't that the point of powerful learning?

2. Provide Space and Time

Authentic professional learning that meets the needs of educators results in instruction that meets the needs of our scholars. By engaging in reflective conversations, participants had the time and space to challenge their assumptions around why learning was or was not successful. It was assets-based and personally valuable. However, these educators did this on their own time. Educators need a considerable amount of time embedded in their schedule consistently.

Empowered Educators in Singapore: How High-Performing Systems Shape Teaching Quality discusses how educators are provided an extensive amount of time with a coach during their contractual hours to engage in professional learning that fits their needs. **If we want to replicate high-performing results, why not replicate the best ideas from those high-performing systems?**

3. Ongoing Support and Coaching

The key to any implementation is the support and coaching provided, but not all educators need the same type of coaching and support. I utilized the Empowering Educator Protocol Prototype with individual educators and school teams during the pandemic and noticed autonomy was essential for impact. One educator immediately ran with her thinking and was happy to share her positive results, while another educator requested ongoing conversations and support as she grappled with what to do next. In another scenario, an entire school reached out to me and asked if I could support one particular team in moving their prototype ahead. Creating the space for meaningful, authentic support - directed by the people who need it - is what makes an initiative succeed. How might we let those in the work drive what is needed to make it better?

Let us disrupt adult professional learning to fit the needs of the educators in schools. We'll need to examine our relationship with seat time, collaboration time, and our reluctance to focus on outcomes over detailed plans. Listening to what educators say they need should drive policy the way young people expressing their needs should focus the classroom teacher. As we commit to meeting the needs of all educators, we'll be ensuring success for scholars as we never have before.



Dr. Felicia Rutledge

Project Facilitator,
CCSD Curriculum & Instruction Division

Engaging Educators



G&T EDU

(Give & Take)

Dallas Johnston, English Educator

An online space to share and learn. A facilitated space where educators can take what they need to build lessons and expand their own toolboxes.



Professional Learning can be like ordering a coffee: do you need a powerful shot of espresso for some quick fuel, or an extra large latte to sip over good conversation? Different sizes and different ingredients fit different moments and needs.

-Dallas Johnston
Creator

Try this idea

- ▶ Determine what you want and need to learn.
- ▶ Identify the time that will be invested in the learning.
- ▶ Explore the platform and investigate what tools meet your needs.
- ▶ Grow familiar with the platform and then contribute to other's learning but sharing ideas and lessons of your own.

INTENDED OUTCOME

Educators will be able to access teacher shared materials that range from quick takeaways to long term PLC and team building.

MEASUREMENT METHODS

Number of users,
qualitative feedback.

NEXT STEPS

Build the site and
experiment with
facilitation.

NV
SUCCEEDS

Concern

Professional Learning is often delivered in a one-size-fits-all format.

Empathize

My inferences about my concern were rooted in my personal experience as a veteran educator. Many encounters with hours of time invested in PD that did not apply to and/or enhance my professional practice. Upon the initial closing of schools in March of 2020, I created a Facebook page called "[Creative Minds in Uncertain Times.](#)" The idea was to create a space, and invite other educators, but mostly families of K-12 children to explore and share enriching lessons, activities, and experiences. The group quickly grew to over 500 members, with many sharing and posting regularly. Ten months later, it is still active and members are still sharing and utilizing the ideas. The Virtual Immersions further informed my understanding of how educator autonomy and targeted professional learning can positively impact educator growth and retention.

Problem Definition/Analysis

I came to understand the problem differently by collaborating with the other fellows and hearing their unfiltered testimony of their personal professional experiences. **How Might We/I collaborate with educators in my professional learning network and encourage them to share best practices and sample lessons that can be included on the G&T EDU webpage?** This website may be a stepping stone to building a new breed of professional learning spaces. Instead of PD being purchased or delivered en masse, this site is a place where educator voice and choice is honored and learning is offered free of charge. The webpage will provide a variety of learning resources ranging from quick takeaways like a grab-and-go lesson plan or activity explanation, to longer, more developed professional learning opportunities. The more developed PD opportunities may be seminar/webinar style, live learning sessions, and/or make and take learning sessions.

Prototype/Feedback/Reflections

- ▶ Become more formal and organized with the categorization of ideas. The current page is just hundreds of posts.
- ▶ Move from social media page to web page.

Next Steps

- ▶ Engage colleagues and professionals with experience in web design and to build content; engage non-profit partners to support and pilot.

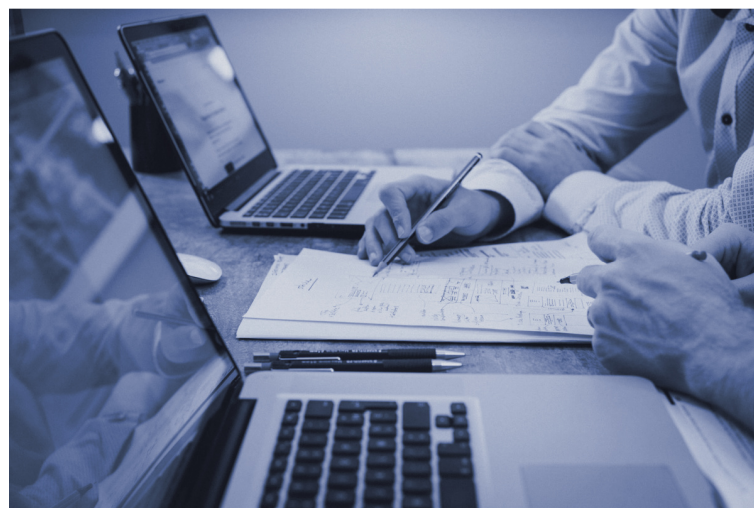
Policy Implications

- ▶ How might we legitimize the site as an approved resource for professional development and CU's/re-licensure?
- ▶ How might we provide CU's/re-licensure hours to educators who share resources and facilitate learning on the website?

Edulect Planner

Michael Lang, Technology Educator

Blended/Distance Learning during the pandemic forced educators to reconcile with 21st Century pedagogy in new ways.. Planning for this process is not the same as in person instruction. The Edulect Planner and planning process helps steer instructors towards better preparation for digital learning.



I found their class to be very informative. I now have lessons to take back to my classroom.

- Tonya B.
elementary educator

By building this handbook/protocol, educators will be better prepared to use learning management systems. Creating equitable and dynamic modules that will benefit all students and can be shared easily in Canvas, which will allow educators to leverage their PLNs to reduce workload and increase efficacy.

Try this idea

- ▶ Long Range Planning - The successful teacher builds the *edutechure* necessary to be successful by planning for what must be done.
- ▶ Less is More- Oftentimes, educators are long winded. There's no need to be when using 21st century pedagogy. Keep videos, slide decks, and multimedia short and impactful for optimum effect.
- ▶ Work Collaboratively - If you have fellow teachers work in the same content area or grade level, why are they working independently. Utilize collaborative creation time in order to insure that work is spread out.

INTENDED OUTCOME

Teachers will be better prepared for 21st Century instruction particularly with the Canvas Learning Management System.

MEASUREMENT METHODS

A survey will be given to participants at the conclusion of the cohort to measure Teacher efficacy and comfort with use of Canvas.

NEXT STEPS

Iterate.

NV SUCCEEDS

Concern

The LMS roll out for teachers was not centered on making teachers competent.

Empathize

My inferences about my concern were rooted in observations and interviews with teachers about their experiences with Canvas. The Virtual Immersions further informed my understanding, because they validated my insights that professional learning and development are critical to learner outcomes. Many of the speakers, especially those from the [League of Innovative Schools](#), allowed me to see that there is hope of change in our system through [networked learning](#). The access to the emissaries from the Singapore Education system also spurred me to reimagine how I might approach professional learning opportunities for educators state side. The genesis for the cohort was derived from many of the sessions during the fellowship. The importance of structure and scaffolding was influenced by the sessions with the Singapore schools. It was refreshing that there was evidence of a coherent and unified plan for improvement, rooted in professional development?

Problem Definition/Analysis

At the beginning of my process, I thought I would eliminate teachers from my prototype and build a stand alone experience. However, I realized that creating the *edutechure* necessary to facilitate improvement in instruction could not be done without teachers. **How might we stop recreating lessons and start iterating on lessons to make school work more like knowledge work?**

Prototype/Feedback/Reflections

- ▶ Teachers were willing to learn, but weren't given inexpensive and convenient ways to do so.
- ▶ We simplified our process and gave our educators more time to play in between sessions; this increased the quality of engagement for all and the support we ultimately offered.

Next Steps

- ▶ Seek feedback from young people for better visual design elements and colleagues for pedagogical input.
- ▶ Engage supervisors and administrators for insight on usefulness.

Policy Implications

- ▶ How might we use collaborative lesson planning to better ensure equitable access to high quality education?
- ▶ How might we use technology to lessen geography being the chief determiner of where one goes to school?
- ▶ How might we influence teacher preparation programs so that they can see the power of collaborative teaching?

[The Edutect's Handbook](#)

[Playing with Canvas](#)

State Teacher Workforce

Jaynie Malorni, Education Program Specialist with the Nevada Department of Education

A statewide teacher workforce, composed of current NV educators and highly qualified educators from across the world, who can align with NV licensure requirements to teach future-ready online courses; these would be courses currently unavailable to students due to teacher shortages and inability of master schedules to accommodate robust options.



Access and equity. Many Nevada students don't have the opportunity to take courses due to a lack of highly qualified teachers. Master schedules are often stagnant and a myriad of limitations impact what schools can offer. Can we show another way by leveraging technology to achieve personalized learning pathways with creative hiring processes?

Try this idea

- ▶ Collaborate with educators to create a robust collection of online courses that can be adapted and taught statewide.
- ▶ Identify strategic areas of greatest need (i.e. math, world language, CTE, science).
- ▶ Hire and stipend highly qualified educators to facilitate learning for students through an online learning setting.
- ▶ Form partnerships with a small number of schools to align offerings to ensure students can get exposure to these courses and overcome inequitable barriers to access.

INTENDED OUTCOME

Young people will have open access to high-quality, standards-aligned and rigorous courses (potentially core and elective courses) that they would not otherwise have access to due to shortage of teachers.

MEASUREMENT METHODS

Completion of courses; student enrollment; increased numbers of students earning performance seals upon graduation; CCR diplomas; qualitative feedback from participating students, teachers, and districts around decreasing unmet needs.

NEXT STEPS

Carve out funding and/or get philanthropic dollars to build additional courses and pilot paying teachers to teach the courses.

NV SUCCEEDS

Concern

There is a lack of access to high level core classes, elective classes (CTE, world language) due to a shortage of qualified teachers to offer the courses. There is also little support or resources for teachers, particularly in rural contexts, to collaborate and deliver excellent learning experiences.

Empathize

My inferences about my concern were initially rooted in data around World Language; 7 districts have never entertained having students earn a State World Language Seal because they do not even offer world language coursework. Upon deeper research and empathy interviews, I found a rural district has not had a licensed math educator for seven years, because they could not attract one to move to their community. Additionally, Covid-19 pushed us to alternative, flexible learning settings. These more personalized options have been available to some of the most progressive and elite private school students in the world, and they should be available to all students. The Virtual Immersions helped me see the power of networked learning as a conduit for sustainable change. Through collaborative, intentional risk-taking, transformational outcomes are possible.

Problem Definition/Analysis

How might we reimagine the talent pipelines, staffing, and master schedules to leverage technology to remove geographic barriers and increase equitable access for all Nevada learners?

Prototype/Feedback/Reflections

- ▶ Continue to iterate a rigorous application process for teachers to engage to ensure top talent is developing content and will have the capacity to self-direct through the design process.
- ▶ Support educators in feeling creatively confident to develop future-ready learning experiences that will prepare them with the mindsets and skills necessary to truly curate their own lifelong learning journeys.

Next Steps

- ▶ Survey districts to identify high value partnership opportunities.
- ▶ Curate existing content to align with the launch of this project.

Policy Implications

- ▶ How might we leverage technology to remove the barrier of geography in accessing top teaching talent for Nevada students?
- ▶ How might we disrupt our relationship with seat time and focus on standards-based competencies, thereby inviting flexibility, personalization, and choice in content delivery?

Digital Learning Collaborative

Coaching for Engagement, a Tool for Success

Jordana McCudden, Project Facilitator

In the online learning setting, teachers note a lack of engagement by students. This tool is designed to center online engagement in coaching cycles, allowing for coaching conversations to focus on this one element of instruction, rather than among the full range of 19 NEPF indicators.



By building this observation tool, instructional coaches will improve support in centering the student experience over teacher delivery of instruction, thus increasing outcomes for students.

Try using this coaching tool

for an entire coaching cycle to help focus on student engagement in an online setting:

- ▶ Gather educators interested in improving the online experience for their students.
- ▶ Use the protocol for an entire coaching cycle: pre-observation conference, observation, and post-observation conference. Ideally, the entire cycle should happen within one or two weeks.
- ▶ Implement ideas realized from the full coaching cycle. The post-observation conference should act as a pre-observation conference for another observation, which should have concluded with a plan for a future lesson.
- ▶ Continue the process with the mindset of continual support and improvement as the goal.

INTENDED OUTCOME

By way of intentional coaching focused on student engagement, students will increase their participation in online instruction resulting in more active and authentic learning.

MEASUREMENT METHODS

Qualitative and quantitative data, increase in student participation in online classes.

NEXT STEPS

Encourage building leaders to have their instructional coaches use this tool to support teachers' efforts in increasing student engagement.

NV SUCCEEDS

Concern

Teachers, especially secondary, find it challenging to engage students in live virtual sessions during whole group instruction.

Empathize

My inferences about my concern were rooted in a mix of empathy interviews, classroom observations, and informal conversations with educators across the K12 spectrum. The virtual immersions further informed my understanding of how to rethink the system of education, including seeing how Singapore's education system values the persistent training and support of teachers' growth throughout their career. Part of their workday includes meaningful professional learning communities (PLCs), paid opportunities to gain higher degrees, and pathways to mentorship and leadership that are embedded into their career pathways which recognizes the importance of teachers stepping out of the classroom as a possibility to support education overall. The specific research I read that empowered me to act was each of the pieces - various readings, the virtual sessions with education leaders from Singapore and elsewhere, and the rich, lively discussions between fellows and varied education experts.

Problem Definition/Analysis

I came to understand the challenges teachers encounter in engaging students in virtual learning through the coaching lens. I asked myself how I could help guide teachers back to their best classroom practices by offering a mirror into their lessons through a coaching tool.

How might we provide teachers a way to reflect on their virtual sessions through a coaching cycle?

Prototype/Feedback/Reflections

- ▶ Focusing on the student experience invites educator self-driven improvements in their pedagogy.
- ▶ Refine the quality of student engagement based on cognitive level and extensiveness of student discourse.

Next Steps

- ▶ Connect with teachers through a series of coaching cycles to iterate, reflect, improve.

Policy Implications

- ▶ How might we incorporate regular coaching as a part of the culture and climate on every Nevada campus?
- ▶ How might we engage students in more frequent opportunities to process their thinking in an online space?
- ▶ How might we provide time during the contract day for regular coaching cycles for all teachers, led by educators skilled and trained in the art of coaching?

Coaching Prototype

Responsibility Practices or Academic Mastery? Reflecting for Equity and Accuracy

Amanda Ruth, Spanish Educator

Student's academic grades are often affected by factors unrelated to their mastery of the standards. This tool will help educators more accurately assess and separate responsibility skills from academic content mastery.



Creating a tool for students and educators to assess a learners' citizenship skills (responsibility practices) will separate the academic achievement measurement from the responsibility practices that often negatively affect a student's academic grades.

“I would love to see citizenship grades reflect real-world skills/expectations future of learning.”

-Cathy S
Educator

Try this idea

- ▶ Separate responsibility practices from academic scoring. DO NOT PENALIZE STUDENTS FOR LATE WORK SUBMISSIONS.
- ▶ Utilizing a program like Infinite Campus, certain components of the responsibility practices will be automatically tabulated (attendance, tardies, late work).
- ▶ End of grading period, teacher marks students as effective, approaching, needs improvement in responsibility practices without affecting academic content grades.
- ▶ Responsibility practice rating is tracked, so students meeting responsibility practice standards at determined level earn Nevada State Seal for Civics.

INTENDED OUTCOME

Increase student awareness of actual content knowledge and skills necessary for workforce preparedness while decreasing inaccuracy of grades.

MEASUREMENT METHODS

A reflection tool utilized by students and teachers will highlight skills needed for workforce preparedness.

Students will reflect on responsibility practices demonstrated throughout the year and set goals for improvement.

NEXT STEPS

Encourage educators to work with students using this tool to increase students' awareness of workforce readiness practices and refine rubric.

NV SUCCEEDS

Concern

Students' academic content grades are negatively impacted by responsibility practices and, therefore, are often inaccurate measurements of content proficiency. Simultaneously, students are not widely seen as prepared in workforce readiness skills.

Empathize

A common concern from community business members, parents, and educators regarding workforce preparedness highlighted the inability of graduates to demonstrate skills such as effective communication, time management, work completion, and commitment. The pieces of learning from the Virtual Immersions that further informed my thinking were: an observation of intense focus on mastery of content standards and character education in Singapore's system and ongoing discussions on an assets-based mindset for all learners - children and adults.

Problem Definition/Analysis

I came to understand the problem differently by reviewing my own grading practices and talking to other teachers. The problem became even more evident during the pandemic when students struggled to log in but were able to demonstrate proficiency of skills. Reviewing my gradebook and how many students would have been negatively impacted in their grades, not because they weren't proficient in the standards, but because they were lacking the responsibility practice was overwhelming. Like many of my peers, I also just assigned citizenship grades without clear criteria.

How might I provide more meaningful feedback to students about their workforce readiness capacity while ensuring their grades more accurately reflect their mastery of academic standards?

Prototype/Feedback/Reflections

- ▶ The need to differentiate between academic content knowledge and the mindsets and skills of workforce readiness in my own instruction.
- ▶ 96% of responding students felt that if there was a recognition of workforce readiness skills at graduation they would place more focus on those habits.
- ▶ 73% of my students said they would be interested in more explicit instruction and reflection on developing those habits.

Next Steps

- ▶ Implement my tool with more educators to seek feedback on its effectiveness.
- ▶ Engage with Infinite Campus to add filters to enable Citizenship grades calculate essential, state aligned components.
- ▶ Continue collaboration with NDE to work on State Seal for Civics.

Policy Implications

- ▶ How might we better acknowledge students' workforce readiness skills?
- ▶ How might we eliminate the inequities students face with grading practices that are punitive in nature?

Gradebook Analysis Template

Liberating Professional Learning

Dr. Felicia Rutledge, Project Facilitator

A protocol to help educators identify root cause challenges in their practice to deepen meaningful, equitable learning.



“I saw a huge change in my student today just with the act of attempting to post assignments in English and Spanish.”
2nd Grade Educator

Try this idea

- ▶ Gather educators who want to improve together.
- ▶ Run the protocol.
- ▶ Set a date to follow up and report back.
- ▶ Implement what came out of the protocol.
- ▶ Gather again to discuss.

INTENDED OUTCOME

Educators experience community, paradigm shifts, and new insights into making things better for those they serve.

MEASUREMENT METHODS

Qualitative surveys from participants and those impacted.

NEXT STEPS

Continue to run the protocol, debrief, and take data into account to edit the protocol and build out more comprehensive equity-focused professional collaboration experiences.

NV SUCCEEDS

Concern: There is a lack of opportunity for educators to meaningfully engage with each other, learn, grow, and thrive.

Empathize: My inferences about my concern were rooted in a mix of empathy interviews, informal conversations with P- 12 educators, and my personal experiences. The Virtual Immersions further informed my understanding of the need to reimagine and redesign an education system that is rooted in clarity, coherence, and alignment; a lack of coherence inherently pushes scholars and educators further away from opportunities to thrive. We must be intentional when we engage in the teaching, leading, and learning within our educational system.

Problem Definition/Analysis: I came to understand the problem differently, as I saw that educators and scholars feel disempowered to take risks in their learning and wanted to have more autonomy in their professional growth and development. It had me to ask,

How might I create authentic learning experiences for educators so they can create authentic educational experiences? My ideas disrupt the idea that all professional learning is created equal and personalized. This protocol empowers educators to improve by allowing them to define success, inviting them to deepen their understanding, focus on their professional practice, and increase professional autonomy.

Prototype/Feedback/Reflections

- ▶ Document the sequence of the protocol to make it more replicable.
- ▶ Build in more time for root cause challenges and spend time in a pre-survey, so there is more clarity coming into the protocol.
- ▶ Move away from the language, “problem-solving,” to increase psychological safety.

Next Steps

- ▶ Engage fellow educators to refine the protocol and dive deeper to further the scope and sequence.
- ▶ Work with young Creative Intellectuals to leverage their brilliance in making meaningful learning connections to have them apply in their learning.

Policy Implications

- ▶ How might we provide opportunities for educators to inform their practice with increased time and pay for engaging in personalized growth and development?
- ▶ How might we deliver professional learning experiences that empowers educators to experience being taught in the personalized ways we seek to meet young people?

Problem Solving Session

The Beginner's Guide

Camille Wesson, Elementary Educator

A curation of educational resources designed to simply get new teachers started.

Address some of the “FAQ’s” I have received from new teachers over the years. Instead of stopping, and searching through my own materials I would like to have something that I could use to help answer questions or point someone in the right direction very quickly and facilitate a smoother transition into our profession.



A true lifeline. Every aspect of this website is curated to the perspective of the average teacher who often requires on-demand help. This website offers that.

-Tim L.
Educator

Try this idea

- ▶ Engage with new teachers to establish their pain points.
- ▶ Keep a running record of frequently asked questions, and areas of confusion.
- ▶ Organize resources to assist them in their individual explorations.
- ▶ Establish a check-in system, so that there is a continuous opportunity for mentorship and development.
- ▶ Collaborate with site administrators to ensure that they are providing sufficient resources to support teachers as they continue to maneuver throughout their careers.

INTENDED OUTCOME

Remove the guesswork surrounding basic information and create ease in the life of new teachers.

MEASUREMENT METHODS

Survey educators on current knowledge in the beginning of the year
Track completion and utilization of district and school site required programs/ trainings
Identify shifts in practice based on the availability and utilization of resources.

NEXT STEPS

Try it out, make it better, repeat!

NV
SUCCEEDS

Empathize

My inferences about my concern were rooted in my empathy interviews with my colleagues. Whether they were 10 year veterans, or a few years in their practice almost all of them mentioned feeling unsupported in the beginning. The Virtual Immersions further informed my understanding, because I was able to see how so many teachers fall through the cracks of our system. If I can aid them in feeling more secure when they start, perhaps they will choose to stay engaged with our educational system. The specific research I read that empowered me to act was the focus on continual learning inside the Singapore education system. I saw the significance of research and inquiry practices of educators along with the consistent sharing of knowledge among the entire school community. The value of implementation and review cycles was also key.

Problem Definition/Analysis

I came to understand the problem differently as we transitioned to digital learning. When we are physically separated it is more challenging for new teachers to “catch on” or gain knowledge. I was able to recognize the gaps in understanding more quickly as a result of our digital context. **How might we continue to identify the wants and needs of our new teachers and reduce barriers to their success?**

Prototype/Feedback/Reflections

- ▶ All students deserve teachers that are set up to succeed by design.
- ▶ Gathering key pieces of information digitally and making it accessible was appreciated by overwhelmed new teachers.
- ▶ Mentoring and relationship alongside digital support is critical.

Next Steps

- ▶ Continue to engage with more educators to refine needs.
- ▶ Work with school site to develop more robust teacher onboarding and mentoring program.

Policy Implications

- ▶ How might we redesign our educational preparation approach to help teachers feel more confident on Day 1?
- ▶ How might we incentivize our educators to remain in the profession and establish pathways for continued growth?
- ▶ How might we monitor the efficacy of our current professional development and mentorship systems?

The Beginner's Guide

Insights From the InspirED Fellowship

by Jordana McCudden

Year after year, educators, politicians, and community stakeholders feel collective angst as Nevada's national ranking shows a lethargic climb out of the bottom of our nation's system. The intense focus on annual school report cards required by the Every Student Succeeds Act has yet to yield meaningful improvements for Nevada's graduates. Schools, and by extension their districts, have their hands tied to several indicators of student success each academic year. Student achievement and growth on standardized tests, chronic absenteeism, and closing opportunity gaps are a few ways the education system attempts to quantify student success. **Unfortunately, adherence to this system condones a lack of accountability (or perhaps a better indicator of success: encouragement) to promote students' passions, cultivation of curiosity, or connection to the global community.**

Being naturally curious, I am inspired by new ideas that challenge the comfort of the status quo. My inquisitive nature draws me to opportunities beyond typical conventions and two-hour trainings. This year it brought me to Singapore, virtually of course, because of the pandemic. Through an opportunity as a Nevada Succeeds InspirED Global Fellow, I delved into the workings of one of the top education systems in the world. Even without stepping onto an airplane, my

learning shifted my view of what expectations might be for Nevada's graduates.

As I engaged in design thinking, empathy interviews brought me the topic of student engagement. In distance learning, teachers struggle to modify their lessons to engage and inspire students in a virtual class. Many rely on performative gestures such as requiring cameras to be on as a way to measure student participation. My own son always has his camera on, but I can attest that he is far from "engaged." My response was to develop a coaching tool centered on using engagement as the focus for a coaching cycle.

This endeavor jump-started my thinking: **what truly is student engagement? What qualities should educators seek to quantify it? And more broadly, to what end do we strive to increase engagement in a student's K-12 career?**

At the same time, the reading on Singapore's education system broadened my thinking along two themes: teacher time and learner profiles. In Singapore, a realistic view of the teaching profession is embraced, namely that it is a craft cultivated over many years of on-the-job experience. A regular portion of teachers' workday is, surprisingly, not with students. Their system recognizes that to best serve students' needs, teachers need quality time to lesson plan, analyze student data,

and collaborate with mentors and peers on best practices. This way, the time teachers spend with students is more effective, and dare I say, engaging. **To best meet students' needs, a graduate profile has been developed. It recognizes that the qualities of an engaged, productive, and prosperous citizen benefits the learner and the larger national community.** So students are cared for from both ends - their day-to-day experiences as a student are cultivated by a team of experts who are continually improving their practice, and an endgame vision of model citizenship for their country.

I recall one of my first professional development sessions as an educator was on the “backward assessment model.” In short, begin with your final assessment and then plan units and lessons with that end in mind. As teachers, we are taught from the beginning this is what quality teaching looks like. Why then, have we not modeled our education system on this premise? **What if, rather than pushing students forward to show growth on standardized tests and college-ready exams, we develop a qualitative model of skills and knowledge students should walk away with as they embark on their adulthood?**

on qualities of an informed, engaged Nevada citizen feels righteous. Let us set aside talk of test scores, textbooks, and technology, and instead imagine a state replete with inquisitive and creative collaborators, well-equipped to solve problems and contribute to the community. We can wait no longer. Our students, community, and state need this work to happen now.



Jordana McCudden
Project Facilitator,
CCSD ELL Division



Engaging Families



Effective Parent Engagement: Virtual and Face to Face Strategies for School Staff

Nicole Delgado, Assistant Principal

An evolving protocol will serve as ready-to-use strategies to improve communication and build relationships within our school community.



By building this resource, educators receive support and start conversations with families and among colleagues to deepen empathy and understanding, ultimately strengthening collaboration to improve student outcomes.



Students and parents can sense which teachers care and which teachers don't, I think it's important we all use empathy and treat our communication with parents how we would like to be treated if the tables were turned.

Daniel B.
high school educator

Try this idea

- ▶ Interview parents/families about experiences with your school and its staff.
- ▶ Analyze data for common themes of improvement (ex: communication).
- ▶ Research best practices/strategies to help address the theme of improvement.
- ▶ Decide, with a team of engaged educators and families, which strategies will become standard practice.
- ▶ Create infographic protocol that outlines the standard practice expectations.
- ▶ Use, reflect, iterate, repeat.

INTENDED OUTCOME

Increased positive communication and perception between school staff and parents/students that leads to increased student academic achievement and meaningful school and home partnerships.

MEASUREMENT METHODS

Increased positive communication and perception between school staff and parents/students that leads to increased student academic achievement and meaningful school and home partnerships.

NEXT STEPS

Discover practices teachers can consistently commit to utilizing with families.

NV SUCCEEDS

All young people are not achieving at high levels, and a barrier to increasing school/home partnerships to improve this is a lack of confidence among some families in their educators.

Empathize

My inferences about my concern were rooted in empathy interviews with families of young people whose grades indicated they were furthest from achievement. The theme of ineffective and/or insufficient communication with schools (educators and leaders) was prevalent.

I was inspired through the reading and virtual immersions by the incredible respect that the teaching profession receives in Singapore; as part of their preparation, teachers take an oath to become community role models in their positions. I have observed and facilitated many contentious interactions between families and educators and wanted to address this challenge, particularly as distance education strained relationships. By recognizing nothing is accidental but by design in Singapore's system, with appropriate training, protocols, and guidelines, we can embrace strategies to develop mutual respect for education and each other.¹

Problem Definition/Analysis

I came to understand the problem differently by digging into data and looked at the lack of academic achievement in marginalized and under-served families. Their insights around lack of connection helped me see that by better meeting their needs, I could better support all educators in adopting better practices to build connection for all students and families. **How might I help marginalized families feel valued and respected, truly embraced by the school community?**

Prototype/Feedback/Reflections

- ▶ I had to challenge my assumptions that family communication was a strength and be open to critical feedback from families.
- ▶ People are receptive to new ideas when they own them. The iteration of this protocol needs to be led by those who would use it.
- ▶ There is a gap between some educators' perceptions about their impact and the data around their impact; need to ground conversations moving ahead in data and encourage (and support) data-seeking mindsets.

Next Steps

- ▶ Develop conversations around the protocol and pilot a small group of willing teachers to focus on relationships with most marginalized students; study impact.

Policy Implications

- ▶ How might family engagement be more pronounced in teacher preparation?
- ▶ What kinds of funding can be earmarked for transformative partnership practices on campuses?

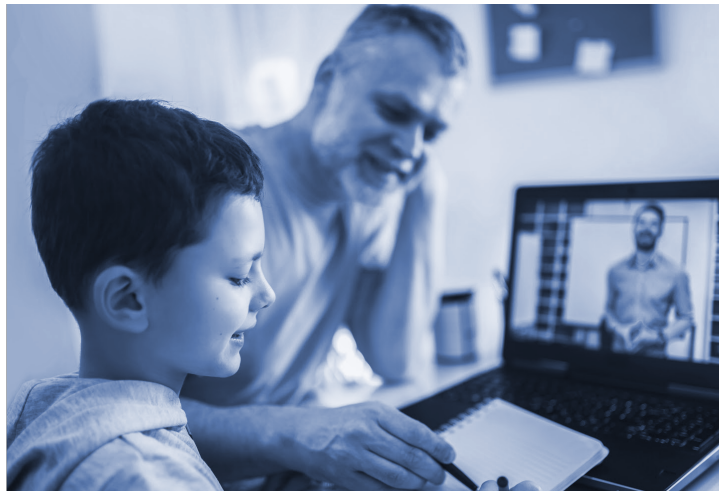
Parent Engagement

The specific research I read that empowered me to act was...the family empathy interviews, mostly. But also, Mastering Parent Involvement course by Dr. Thomas Glanton; Parents as Partners by Bert and Betty Jo Simmons

Partnering with Parents

*based on Academic Parent Teacher Teams (APTT)
Cheryl Heldt, Elementary Educator

Partnering with Parents provides teachers with a workshop model that coaches parents how to help meet their child's specific educational needs. Students who have parents engaged in their education are more likely to have better grades, better attendance, improved social skills and behavior, and have a lower drop-out rate - *regardless of family income or social status.*



By implementing a family engagement model, teachers can better support parents as advocates and partners in educating our students.



It lets parents voice their opinions and concerns and gives you a chance to hear other parents ask questions you might have or haven't thought of.

Magali H.
parent

Try this idea

- ▶ **Teacher:** Select two educational goals, based on data and grade-level foundational skills for a year-long focus. Gather individual student data based on those two goals.
- ▶ **Teacher:** Facilitate a 90-minute meeting for parents to view the data, learn simple strategies to strengthen academic skills, and build relationships and community.
- ▶ **Parents:** Set an improvement goal for individual growth based on the student's individual relationship to the ideal grade level performance. (Commit to regularly practicing the skills and strategies at home with their child.)
- ▶ **Parents:** Practice the skills and strategies demonstrated with other parents in the class meeting.
 - * A minimum of three meetings are held throughout the school year to continue strengthening skills and relationships.

INTENDED OUTCOME

Through intentional coaching of parents focused on specific educational goals, students will show improved educational outcomes.

MEASUREMENT METHODS

Academic achievement data; family and student surveys.

Has communication flow between educators and parents increased?

NEXT STEPS

Encourage and support more teachers on our campus to hold grade-level Partnering with Parents meetings.

NV SUCCEEDS

Concern

All students need on-going support from their teachers, family members, and community members to help them succeed.

Empathize

My inferences about my concern were rooted in hearing parents say they wanted to help their children in school. However they, didn't know specifically how to help. As a parent, I possessed the social capital, an advanced education, time, and money to fight for my children, and yet it was still challenging. What about parents who don't have those advantages? Educators in Singapore are allocated the time, space, and autonomy to research and collaborate for ongoing professional development. Their career ladder also offers and incentivizes growth for teachers from apprentice to master. Considering these connections, many questions emerged for me around data-driven decision-making and relevant professional learning related to meeting the needs of families.

Problem Definition/Analysis

How might we effectively coach parents to read and understand their children's learning data more effectively support them? Reflecting on readings that shared that the cultural capital of parents from higher socio-economic standings gives even greater academic advantage to their children than those from lower status was motivating to me. I have heard other educators and parents say, "Those parents just don't care about their child's education." It is not a matter of not caring, but a lack of social capital, confidence, and of knowing what and how to help their child. The four "C's" from [Dual Capacity-Building Framework for Family-School Partnerships](#) can help build and strengthen those skills. Simply, families need specific strategies of how to help their child succeed academically. They also need to understand why it will benefit their child.

Prototype/Feedback/Reflections

- ▶ Communicate earlier and more frequently before the meeting.
- ▶ Ideally hold meetings in person, so the families can use manipulatives such as: dice, cards, supplies, etc. to learn the games.
- ▶ Have the game directions/strategies printed and in little kits for families.

Next Steps

- ▶ Encourage families to attend Parents as Partners meetings.
- ▶ Challenge parents to motivate other parents to join and build a strong network.
- ▶ Engage colleagues to join me across my campus.

Policy Implications

- ▶ How might we allot time for teachers to interact with parents in meaningful ways?
- ▶ How might we afford more professional development to teachers to use data effectively to support families as partners?

Planning Template

Inspiring A Future Ready Approach to Education

By Jeanine Collins, InspirED Global Fellowship Director 1.0

What is the vision young people have for their futures?

How is their brilliance, their unlimited potential, being cultivated through their educational experiences?

If the hopes and dreams of young people are the vision that is before us to create, then how might we reimagine the ways in which we develop adult talent to ensure equity, excellence, and well-being? How do adults facilitate learning to nurture those hopes and dreams?

These were questions we grappled with inside Design Team 1's InspirED Global Fellowship. While closed borders prevented us from traveling to Singapore, our inspired 13 educators ensured that learning continued. Through our partnership with Tom Vander Ark and the Getting Smart Team, we were able to engage in a series of virtual immersions (along with readings and interviews) that revealed something significant, something so obvious that it could have been easily overlooked:

To redefine talent development, we must first be crystal clear on student learning outcomes.

Through our empathy interviews, we learned young people care about joy, meaning, doing something real with what they learn, knowing who they are, and making a difference in the world. Unfortunately, they generally don't feel their school experiences help them realize these ideals. They know the time they spend in school should help them prepare to navigate the world. Instead, it's mostly spent learning to be compliant.

Informed by over 200 learning conversations and our virtual immersions, we arrived at a collective, statewide policy recommendation alongside the multitude of policy implications elicited from our individual prototyping: develop a statewide Portrait of a Nevada Graduate.

A Portrait of a Graduate is a document that outlines a system's vision for the future-ready skills, dispositions, and/or social-emotional competencies it prioritizes for young people to be college, career, and life ready. Beyond a mission or vision statement, engaging in the development of a Nevada Portrait invites our system to specify the cognitive, personal, and interpersonal competencies that young people need in conjunction with content knowledge. The pandemic has further illuminated the critical need for education to center equity, focusing on whole child approaches to learning and teaching. **By co-creating this true north star with key input from critical stakeholders, the portrait becomes a clear visualization of priority goals that focus on outcomes. Identifying these mindsets and skills in relationship to content knowledge invites our system to coherently calibrate: curriculum, assessment, professional learning, and budgets for future-ready success.**

In December 2020, NV Succeeds along with members of Design Team 1 facilitated a workshop with the Nevada State Board of Education considering how equity and global preparation could be operationalized through vision-setting policy like a statewide Portrait of a Graduate. In late January 2021, we hosted another community convening around this topic, garnering attendance and engagement


with 80 + stakeholders including young people, educators, school and district leaders, non-profit partners, policy makers, and our State Superintendent. **Curiosity, excitement, and desire were expressed to move this community-minded work forward to make a holistic vision of success that young people have for themselves - and their futures - true in Nevada.**

Virginia is one state we've looked at that offers a model of this work; their process has led to redefining graduation requirements and intentional investment in educator development to implement a more comprehensive, whole-vision approach to learning. We also know from looking at high-performing international systems, like Singapore, that this kind of clarity creates the conditions for the coherence and alignment to sustain improved, even innovative learner outcomes.

The beauty of developing a Portrait of a Nevada Graduate is in the process of coming together to discuss values, just like we did inside our fellowship. By focusing on what we do with what we know, we can help young people chart their own paths with the confidence and skills to succeed. **What stands before all of us is an incredible opportunity: to seize the disruption of old thinking and transparency of inequitable design as the invitation to remake learning for the future.**

What might be possible if we lean into this opportunity for transformation that is within the hearts of our community? If we do, Nevada can leapfrog from a focus on improvement to leading learning innovation.

That would be inspiring.

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- ▶ [InspirED Community Kick Off Call](#)
 - ▶ [Pivot Within A Pivot](#)
 - ▶ [Design Team 1 Facilitates a Workshop with the NV Department of Education](#)
 - ▶ [InspirED Community Process Talk](#)
 - ▶ [Up Close Getting Smart Podcast: Origins of the InspirED Fellowship](#)
 - ▶ [Up Close Getting Smart Podcast: Leading State Learning Transformation](#)
 - ▶ [Up Close Getting Smart Podcast: Transformation Starts With Equity](#)
 - ▶ [Redefining Student Success: Profile of A Graduate](#)
 - ▶ [Reframed Learning Guide](#)
 - ▶ [Virginia Is For Learners Innovation Network](#)
 - ▶ [Utah's Portrait of a Graduate](#)
 - ▶ [Transcend Education Graduate Aims Library](#)
 - ▶ [Falling Behind? The Worthlessness of How We Measure Children](#)

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Acknowledgements

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The NV Succeeds Board of Directors for embracing a policy strategy grounded in learning, one that seeks to empower the voices closest to the challenges.

We were also inspired by **The Teacher’s Guild at IDEO** and **High Tech High** for how they share prototypes and projects. We hope we may find ways to more intentionally connect in the future and also offer our “digital 2-pager” as an iteration on your smart frameworks for educators “showing what they built.”

The many members of our **Las Vegas and Nevada communities** who participated in empathy interviews, asked questions of our work and process, engaged in our convenings, and continue to hope and dream for an exceptional future.

Wheatley, Margaret J. Turning to One Another: Simple Conversations to Restore Hope to the Future. San Francisco: Berrett-Kosher Publishers, Inc., 2002.

