

# Systems Leaders

## Student- Centered Design

Dr. Tammy Campbell, Nationally Recognized  
Superintendent, AASA Lead Superintendent,  
& CEO of The Scholar First Inc.



BUILDING EQUITABLE SYSTEMS  
FOR STUDENT SUCCESS



# INTRODUCTIONS

- State your name
- Your role
- What is one thing students are telling your system?





# ABOUT ME...

- Classroom teacher in Spokane Washington
- Math Staff developer k-9
- Principal
- School Improvement, Principal Supervisor
- National Consultant with the university of Washington CEL (Central Office Transformation
- Assistant Superintendent of Teaching & Learning
- Superintendent, Federal Way Public Schools
- Selected as One of the 25 Most Influential Leaders in the Seattle Area
- Lead Superintendent at AASA
- National Consultant, CEO of The Scholar First
- Coaching, consulting, strategic planning in dozens of districts around the country



## Session Overview



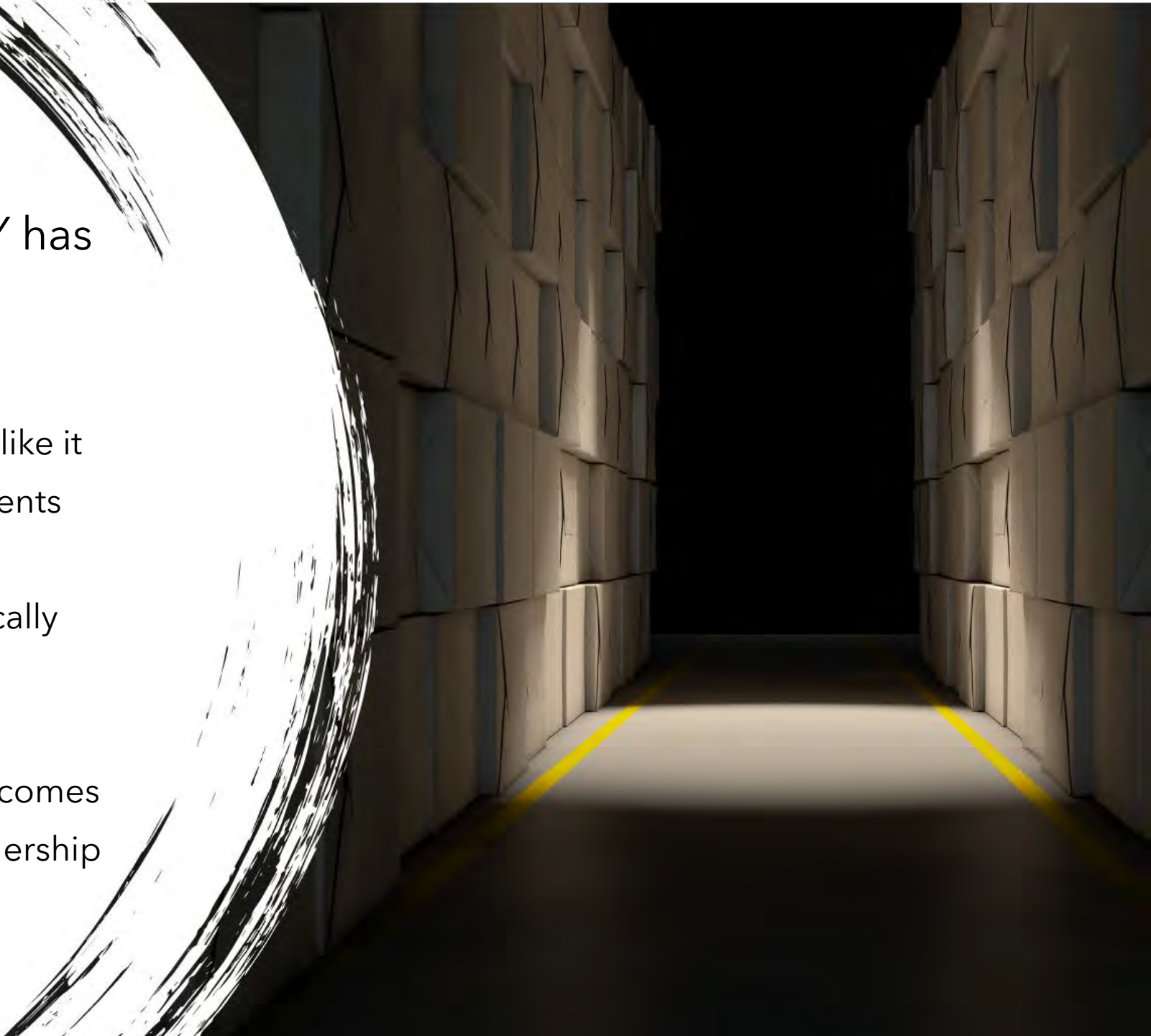
## Leadership Learning Intentions

- Explore levers for increasing student achievement and overall success
- Unpack the research
- Outline and practice structural and systemic moves leaders make when positioning every student for success
- Assess your district's position in each of the areas that are outlined

## Boxed In

The very way in which we have described, and lead for EQUITY has placed the work in jeopardy.

- Siloed the topic and made it sound like it benefits only certain groups of students
- Made it one- or two-people's work
- Talked about it or led for it episodically
- Neglected ongoing learning
- Implied that only certain groups of students benefit from equitable outcomes
- Bifurcated equity and effective leadership



# Moving Beyond the Word to Action...

## **Begin to unpack the word equity with phrases like:**

- ❑ Unpacking ideas like dismantling systems of oppression, share :
  - ✓ Creating culturally affirming communities
  - ✓ Removing barriers
  - ✓ Dismantling systems that limit or remove access to opportunity
- ❑ Shifting from doing equity to:
  - ✓ Removing barriers
  - ✓ Creating a culture of belonging
  - ✓ Closing gaps
- ❑ Explaining what we mean by examine privilege, state:
  - ✓ Learning to remove our blind spots to eliminate barriers for scholars
  - ✓ Seeing what is invisible to us based on our experiences

## **Share How ALL Students Benefit?**

- ✓ Students of color
- ✓ ALL students
- ✓ Gifted students
- ✓ White students
- ✓ LGBTQIA
- ✓ Students with disabilities
- ✓ Multilingual students

# Disrupting Our View on What Equity Means

- ❑ Equity is everyone's responsibility
- ❑ Equity is simply how we operate and lead
- ❑ When we become skilled, we will not call it out, because it is the norm
- ❑ You will have a common understanding and message that cuts across every department every strategy
  - ✓ Maintenance and Operations—“We will provide access for every child to facilities that ensure learning and removes barriers.”
  - ✓ Curriculum—“We are ensuring all materials position multiple perspectives, cultures, interest within rigorous tasks.”
  - ✓ Human Resources--- “Our teams are creating conditions so that our hiring practices identify leaders who foster belonging, while closing opportunity and achievement gaps.
- ❑ Practice with-Finance, Technology, Transportation, Nutrition Services, and School Improvement.



# Our Current Reality

## Post-pandemic students are:

More outspoken and willing to share their perspectives on their schooling

Better positioned to provide insights into how to mitigate some of our biggest challenges

In a time of increased division and false narratives about schools, student voice can provide a path towards coming together and common ground





# Our Current Reality

## Post-pandemic students are grappling with:

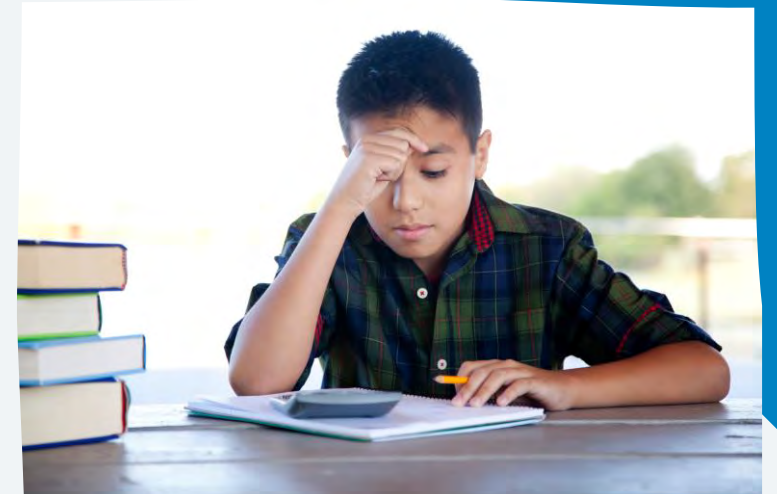
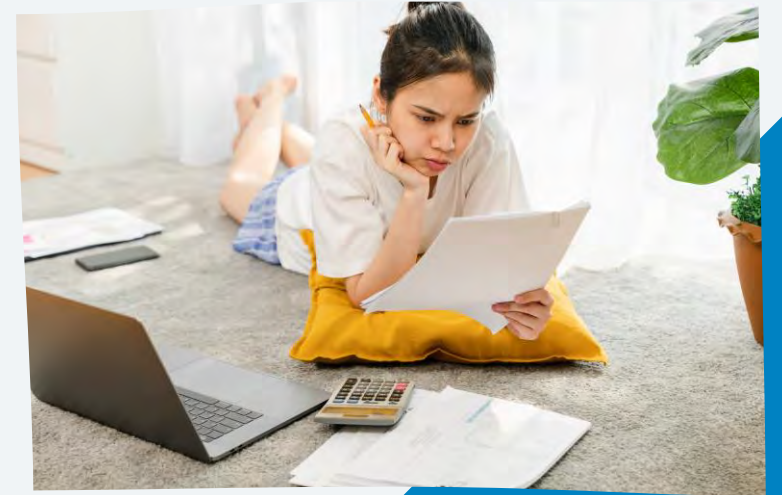
An increased need for mental health for students and staff

Feelings of disconnect and diminished stamina to engage or “play the game of school”

Increased academic learning gaps across every demographic and the widening of gaps between students of color and their peers

Narratives and cultural conflict that are weakening cross cultural connections within schools

Significant labor shortages, limiting collaborative work, professional development and disrupting consistent quality learning



Who is best positioned to have insights into how to address these challenges?

# Good Teachers are Game Changers!



A student who drops out of school and grows a year older will achieve an overall effect size of up to 0.15 (developmental effects).

The best teachers without using any special strategies achieve an effect size of 0.4 (teacher effects).

So anything less than 0.15 is doing harm to students. Anything higher than 0.4 is accomplishing more than the best teacher possibly could without using that strategy.

When looking for highly successful strategies, we expect an effect size greater than 0.4.

# These effects are large

*Any Strategy District's Have to Improve  
Student Outcomes MUST Leverage  
Principal Leadership!*

- Principal effects are nearly as large as estimates of teacher effects summarized in other work (Hanushek & Rivkin, 2010)
  - Replacing a below-average teacher with an above-average teacher increases the average student's achievement growth by about 4 months of learning.
- Importantly: these are **average student-level** effects
  - Average elementary teacher's effect is felt by **21 students**
  - Average elementary principal's effect is felt by **483 students**

Principals' effects are large in magnitude.

Principals' effects are large in scope.

*Comparisons between principals and teachers not "either/or"—principals' effects on student achievement come largely through ensuring students have effective teachers*

# Research on Districts That Succeed--University of Chicago Consortium on School Research...



School and district organization drives improvement, and individual initiatives are unlikely to work in isolation.

Puts a premium on organizational structures and systems that work together to improve student learning and overall success.

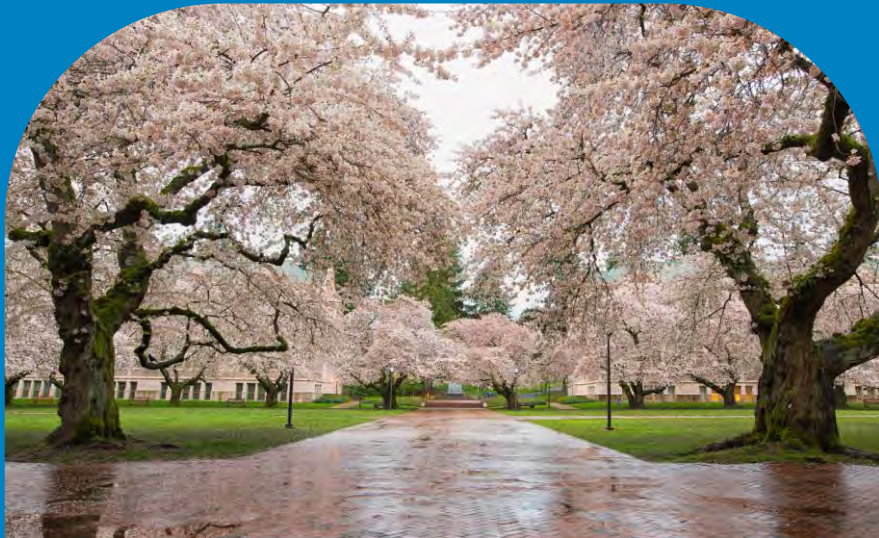
If EVEN 3 of these five essentials were consistently in place at a high level, and one was effective leadership, then schools were 10 times more likely to succeed:

- Effective leaders
- Collaborative teachers
- Involved families
- Supportive environments
- Ambitious instruction





# More Research



- University of Washington and University of Minnesota studied 180 schools across eight states and six years and concluded...

- 
- “We have not found a single case of a school improving its student achievement record in the absence of talented leadership.”

- 
- Implications: What does this mean for the work in your district?

# From Marzano's District Leadership That Works...

*High functioning central offices can have a .25 effect size on student learning.*



# LEADERSHIP INITIATIVES ASSOCIATED WITH STUDENT ACHIEVEMENT

- Leaders must ensure collaborative goal setting by including all key stakeholders
- Leaders must establish non-negotiable goals for both achievement and instruction
- Leaders must create board alignment with and support of district goals
- Leaders must allocate resources to support these goals for achievement and instruction



# LOOSELY COUPLED VS. TIGHTLY COUPLED SYSTEMS

## ■ Loosely Coupled System

- Do not focus on student achievement system wide
- Tend to foster site-based management

## ■ Tightly Coupled System

- Necessary for an increase in student achievement and a different view of district leadership
- Requires that non-negotiable goals be set for achievement and instruction
- Goals must be established through a collaborative process that includes all key stakeholders



# Battelle Research on High Performing Districts

## SUGGESTED PRACTICES

- ☑ Identify five or fewer initiatives for the district; three or fewer for a building
- ☑ Develop rigorous rubrics, assess performance against the rubrics, and communicate results continuously
- ☑ Develop an implementation timeline to communicate expectations of new initiatives or practices for staff to understand “what success looks like”
- ☑ Provide teachers the time and support they need to master new practices
- ☑ Meet at least once a year to determine if initiatives are producing intended outcomes and if they should evolve, continue, or end
- ☑ Facilitate conversations with staff about creating a “not-to-do list”
- ☑ Focus teacher conversations on evidence related to student learning and how the staff will respond when students do not master material



## Assessing Your Current Reality



- Reflect on your district, your school.
- Spend the next 5 minutes recording the major strategies or initiatives that are occurring school-wide or district-wide (systemic efforts).
- Share with a partner.

# Time for a Break—10 minutes







# FOUR BENEFITS (**4B's**) to Students When We Have Permanent Equity Lenses

## Belonging

Create a Deep Sense of Belonging

## Belief

Demonstrate a Belief in the Limitless Potential for Every Scholar

## Barriers

Removal of Barriers

## Broadcasting

Broadcasting and Responding to Scholar Voice



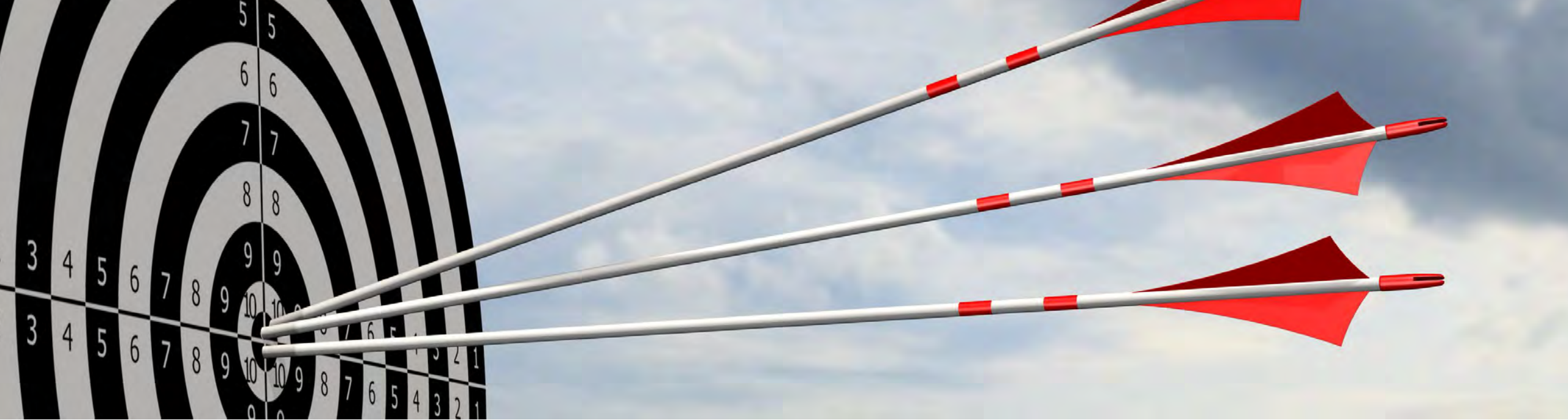


# Sort Your Strategies and Initiatives Using the 4 B's Framework



Belonging	Broadcasting and Responding to Student Voice
Belief	Removing Barriers

Using the gold recording sheet, identify where your systems strategies fall within the 4 B's framework. Share out at your table. 20 minutes.



# Alignment and Coherence



Ready—Visioning  
with very specific  
student look-fors

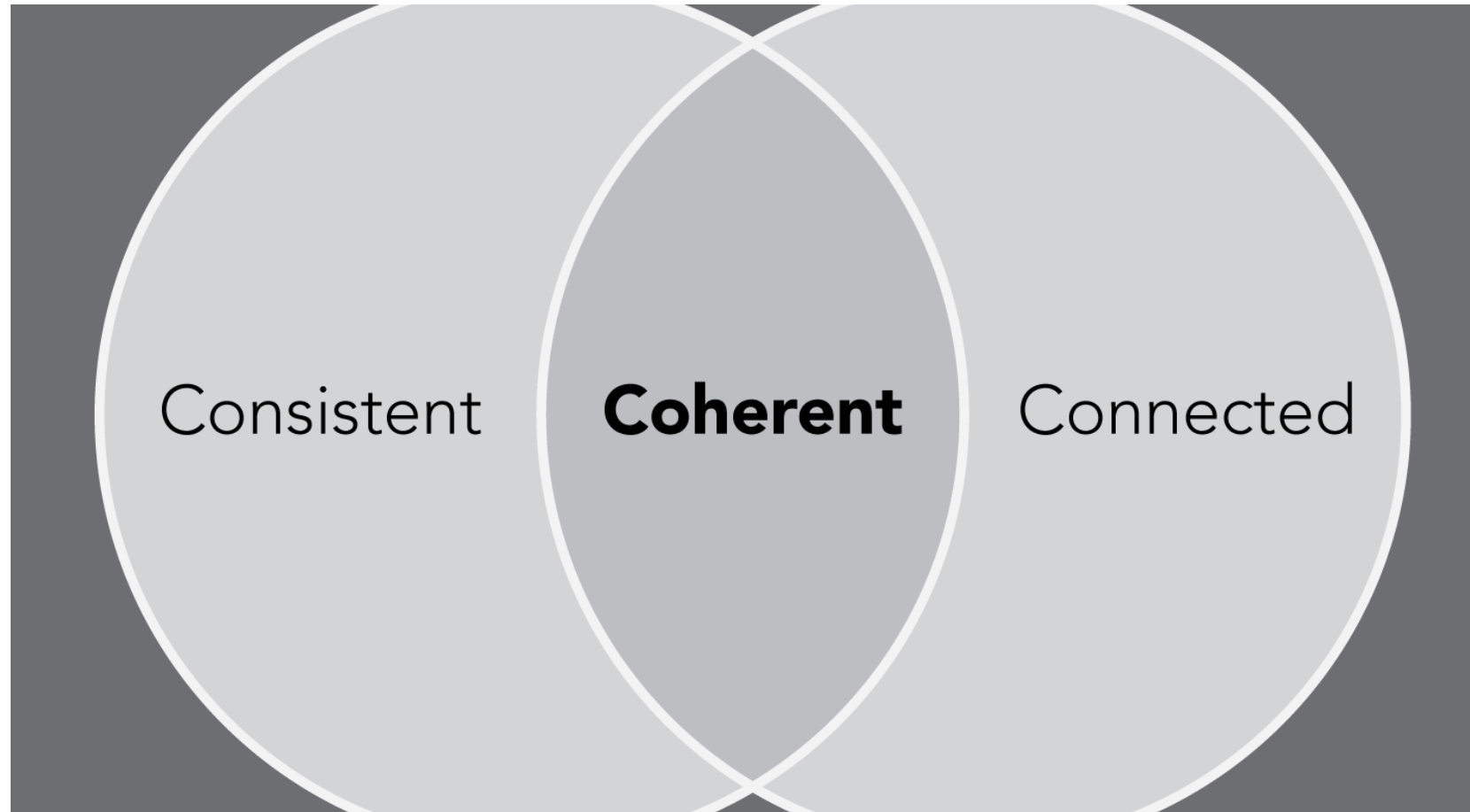


Aim---Theory of Action—What  
the systems must do to  
accomplish the vision and what  
we will count as evidence of  
success



Execute--Strategic  
Plan/School Improvement  
Plan

# We Must Ensure Coherence...



David Hobbs

# Research on Districts That Succeed--University of Chicago Consortium on School Research...



School and district organization drives improvement, and individual initiatives are unlikely to work in isolation.

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If EVEN 3 of these five essentials were consistently in place at a high level, and one was effective leadership, then schools were 10 times more likely to succeed:

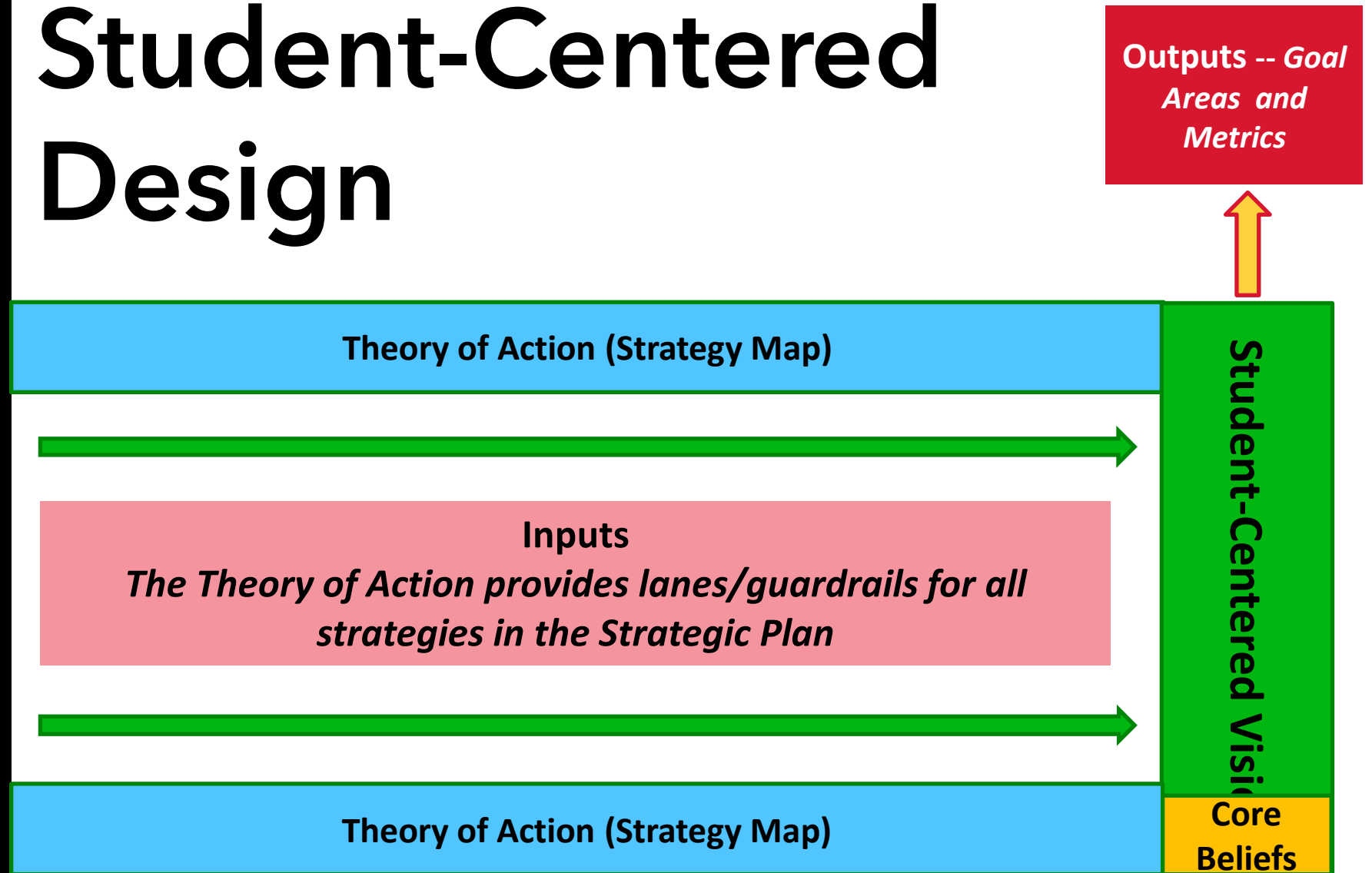
- Effective leaders
- Collaborative teachers
- Involved families
- Supportive environments
- Ambitious instruction







# Student-Centered Design





## Reflection

**What causes students to achieve at the highest level?**

15 minutes—

- ✓ Take a moment to individually reflect and record your thinking on this question.
- ✓ At your table, discuss and record your collective answer on chart paper.

Share out

# A Vision Without a Strategy is Just a Hallucination



# Let's Start with Visioning

- Rosewood school district will inspire a passion for learning.
- Every student every day, every space.
- Preparing today's students for tomorrow's world.





# Why Student- Centered Visioning?

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Orients our work on students  
and our ultimate focus.

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Starts with student perception  
and voice

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Positions the organization to  
then align its metrics and  
measure what counts

# Constructing a Student-Centered Vision

- ✓ Jot down your response to the following on paper:
- ✓ Think about the most ideal not-too-distance future in which every student is thriving your district.
- ✓ Using "I" Statement record what you would want every student to be able to say at the end of every day in schools and other spaces in your district.
- ✓ Share at your table. Create one list for the table of 4-6 statements.
- ✓ Your responses need to depict these three dimensions:
  1. Academics
  2. Social Emotional
  3. Healthy Identity



*Now Imagine doing this with every staff member in your school...this vision details the outputs when you are actionable as a leader for equity.*

How might this process and product further your efforts to close gaps and increase student success?

In what ways might you socialize the vision across the organization?

Chart---Share

Discussion. (15 minutes)



This vision is what happens when your EQUITY efforts are successful. Begin with the end in mind.

## Vision of Excellence Draft

I belong.

I know what I am learning and why I am learning it.

I see the contributions and perspectives of many cultures in my learning.

I am learning challenging things and mastering standards.

I have a voice in my classroom and my school.



*We want every student to belong, dream and achieve at their highest level of potential.*



# Defining a Theory of Action

## What is a “Theory of Action”?

A theory of action is a hypothesis about what will happen when a set of strategies is implemented. Developing a theory of action requires using critical judgment about which strategic actions will lead to what desired results. It is the process of connecting what we plan to do with what we hope to get.

## Why Create a Theory of Action?

Many organizations face an overwhelming number of challenges and limited resources, including limited time. As a result, we often generate lists of strategies and responses to a problem, but we don't develop a core approach to hold these strategies together. Developing a theory of action pushes us to prioritize and go deep with a few intentional strategies which is usually more productive than doing a whole bunch of things.

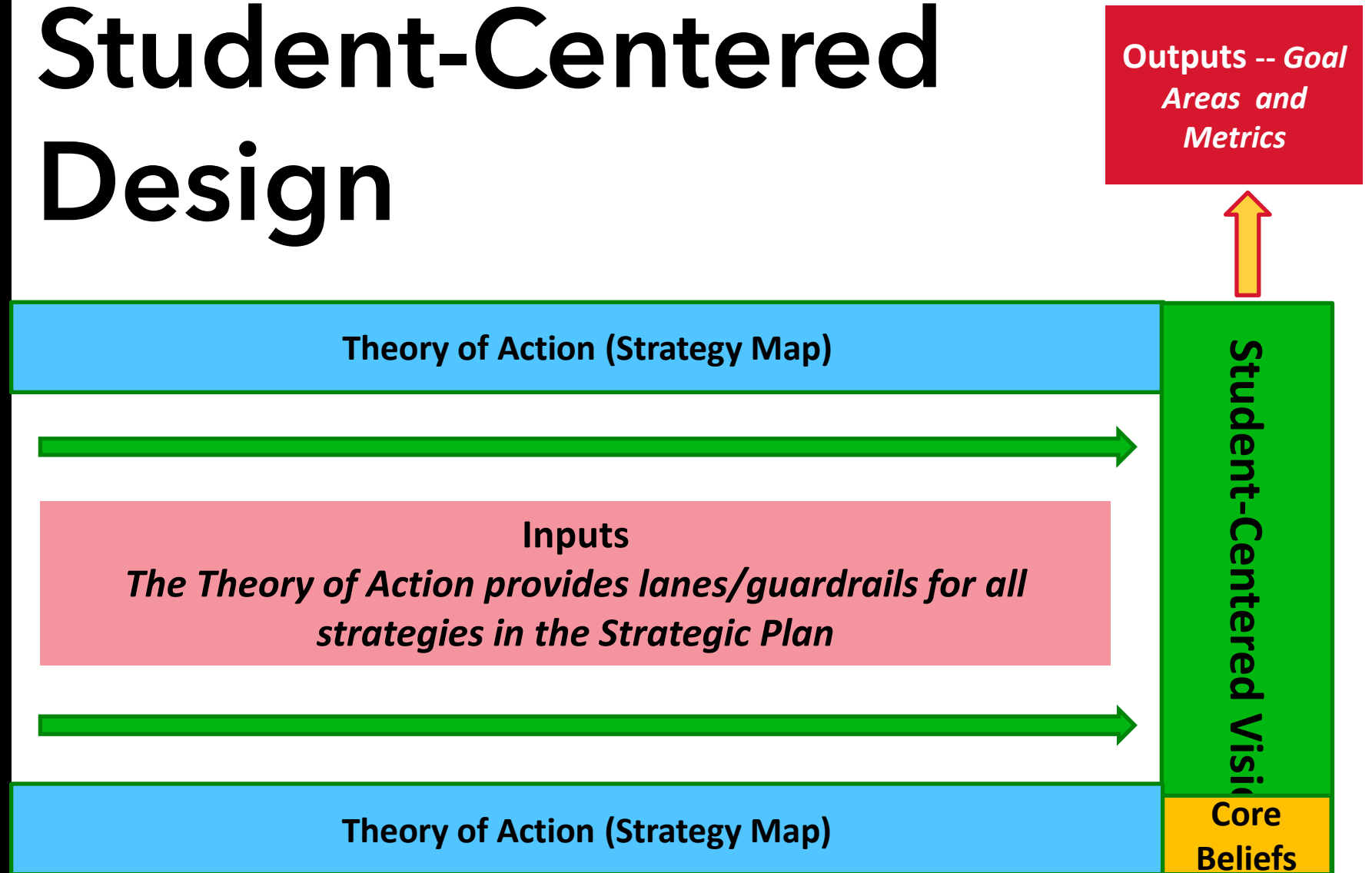
A theory of action helps us be intentional. In the process of creation, we're pushed to articulate why we're taking a set of actions and to name the results and impact we expect. When a group collaborates on creating a theory of action, this pushes them to play out a strategy. For example, if a school's leadership team is committed to creating racial equity, then articulating a theory of action requires the team to articulate the actions and subsequent changes that will eventually lead to those desired outcomes. A theory of action pushes us to be specific and concrete.

When a team creates a theory of action together, it's more likely that all members will be on the same page about a strategy. At the end of the school year, team members can say, “These are the actions we took... these are the reasons we took them... here's what we wanted to happen... and now we are reflecting on how it worked and the results we got.” A theory of action can help members of a team align their actions to a larger plan.

Elena, Aguilar, 2020



# Student-Centered Design



# Harvard Public Education Leadership Project (PELP)

School districts often define their goals, the “then” statement in an explicit theory of change, based solely or predominantly on disaggregated standardized test scores, thereby defining success based on a white dominant norm. School districts committed to racial equity, however, might instead identify a broader set of meaningful outcomes that better represent what matters most to its community and are inclusive of the social emotional, academic, and healthy identity development of every child. Some districts, for example, have engaged their communities in the development of a more robust “graduate vision,” a description of the essential dispositions, skills and competencies that a diploma signifies aligned to a local consensus view on the purpose of schooling. While a process like this takes time, such a document could then translate into more meaningful and research-based goals and measures.

In order to determine focus areas for action, the “if” statements in an explicit theory of change, it is critical that a school district grounds itself in a thick, albeit evolving, vision for excellent instruction

That's when it hit me that this process — thinking through the proposed actions and how they were supposed to connect to intended results — tends to be missing from school improvement planning. As I've come to understand, if organizational consultants hope to guide schools and districts in developing strategies that actually have a good chance of succeeding, they will need to make sure their plans meet at least six essential conditions:

1. The strategy employed is powerful enough to reach the goal.
2. The through line from central office or school leadership to what students will experience in classrooms is clearly articulated.
3. The steps involved are sufficiently detailed to make the strategy high leverage.
4. The educators in roles germane to the strategy have expectations clearly laid out for them — the “do” columns are, in effect, job descriptions.
5. The learning that is required in order for educators to do what they are being asked to do is described — essentially, there are professional learning plans for everyone involved in the plan.
6. Evidence of progress for each column is specified, which often entails creating instruments and/or procedures that do not yet exist.

### **An improvement plan is not enough — you need a strategy**

Isobel Stevenson  
February 25, 2019



# KPS Vision

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I know we all belong and are valued.

I am motivated to learn and achieve new and challenging ideas.

I see myself and others in my learning.

I am care for, supported, and heard.

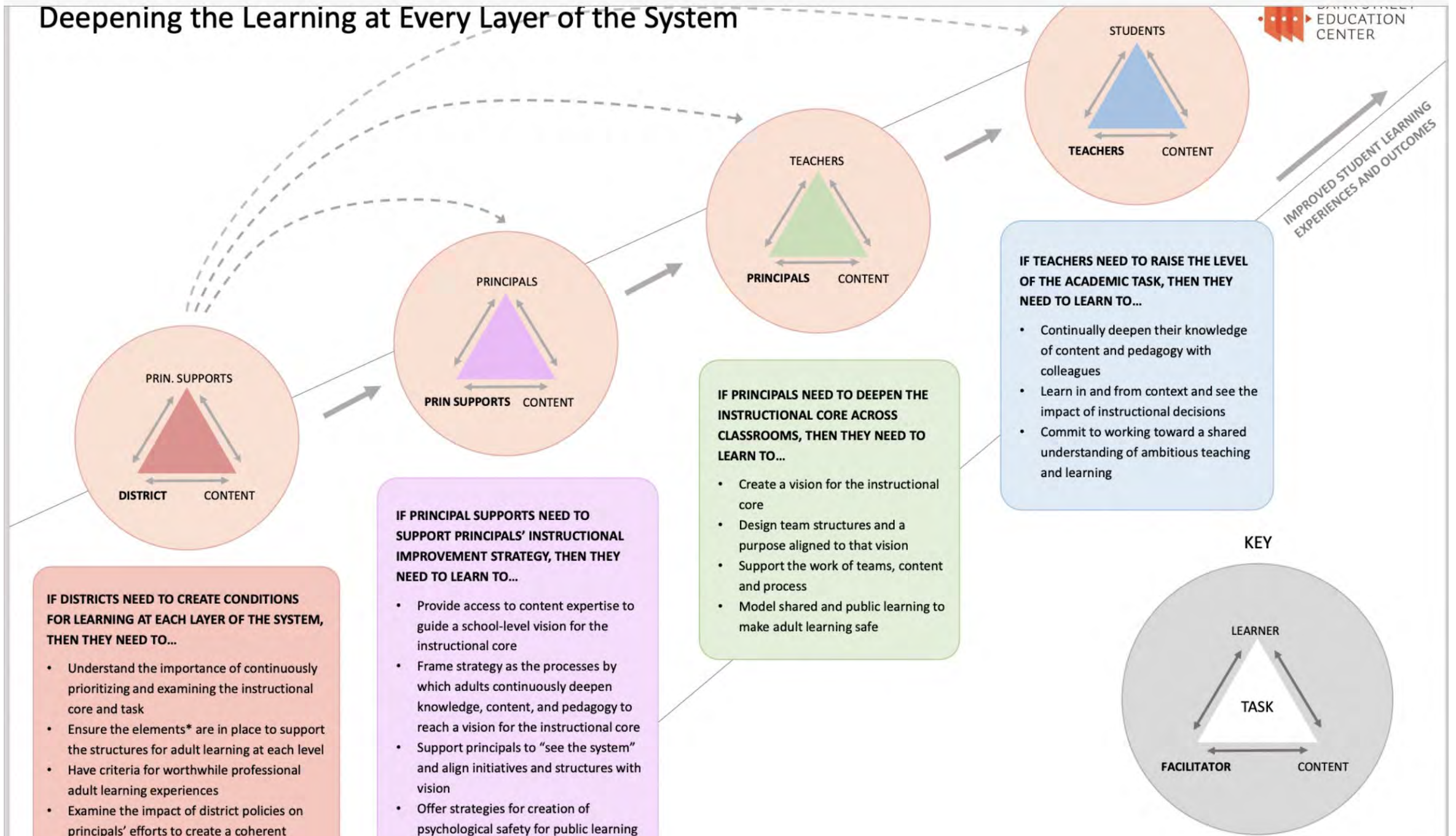
I am empowered to influence my community.

*Then students will achieve academic excellence in an environment where they are supported, motivated, empowered and have a sense of belonging.*





# Deepening the Learning at Every Layer of the System





# Theory of Action



Central office	Principal	Educators	Scholars
<p><i>IF</i> Central office communicates a shared vision for student achievement and academic excellence</p> <p>where systems are aligned to ensure coherence</p> <p>and prioritizes allocation of resources through effective use of data</p>	<p><i>THEN</i> principals will cultivate an inclusive culture of learning rooted in high expectations</p> <p>where frequent data cycles inform timely and meaningful feedback</p> <p>in an environment that empowers and engages staff, students, and families.</p>	<p><i>THEN</i> educators will ensure opportunity and access to rigorous, standard-based instruction</p> <p>that includes timely feedback</p> <p>and honors student voice and choice in a caring environment.</p>	<p><i>THEN</i> each student will achieve academic excellence</p> <p>in an environment where they are supported, motivated, empowered</p> <p>and have a sense of belonging.</p>





# Theory of Action Practice



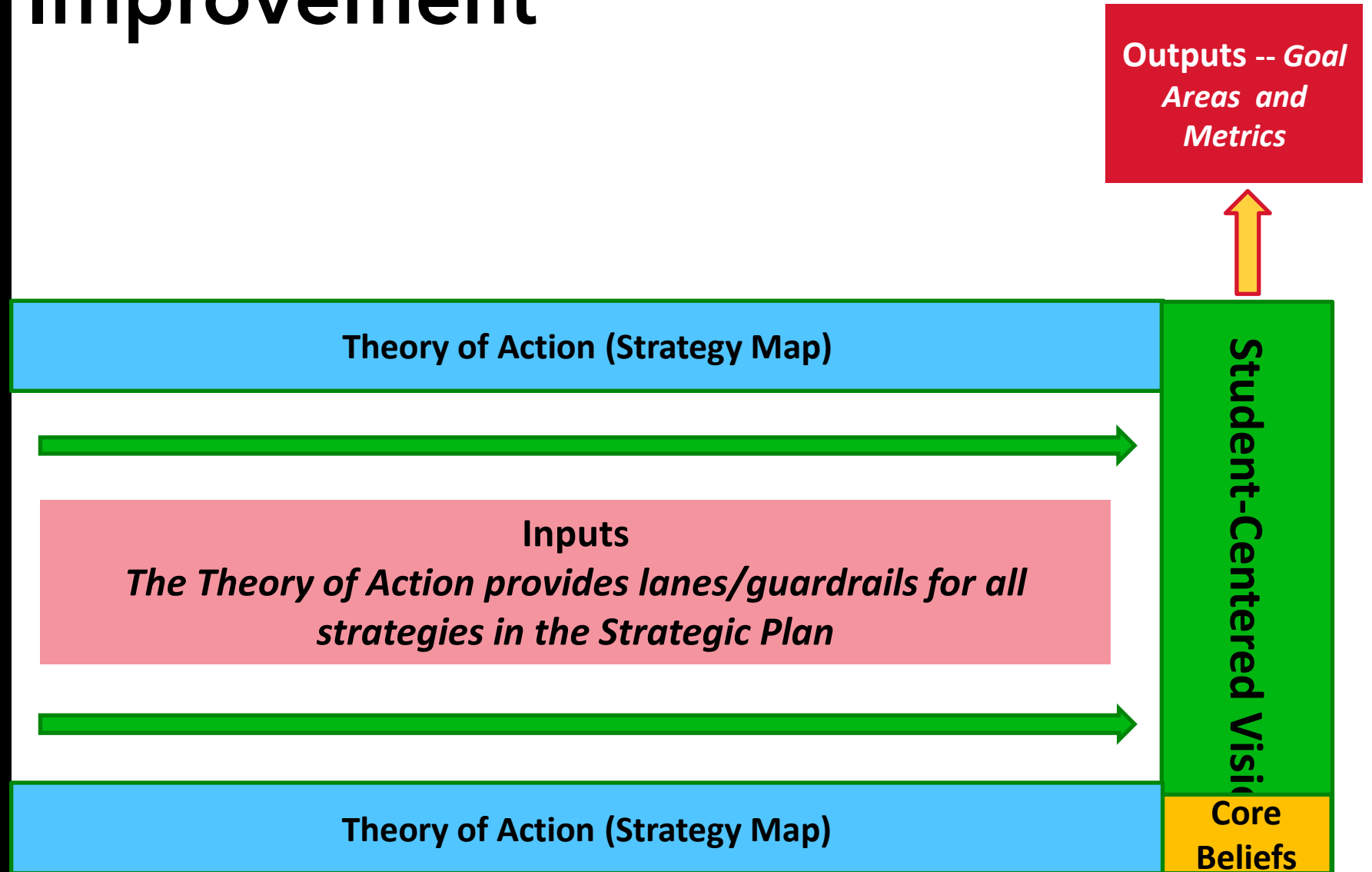
Central Office	Principal	Educator	Learner

Identify one element within your student-centered vision. Record it on chart paper designed like the image. Now work backwards and identify the causal strategies.





# Connection to School and District Improvement



# Goal Areas and Metric Work





# BELONGING

Create a Deep Sense of Belonging

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The Scholar First Inc,



# Getting to Know Your Team



**I will state a fact...You will move to the right if it is 100% true or go to the middle if it is sort of true and go to the left if it is 100% false.**

1. You are a gourmet chef.
2. Dancing (left) Karaoke (right)
3. When you go to buy books, you can easily find ones with characters that look like you.
6. You have given your sons "The Talk".
7. You have experienced or know someone who has experienced bias based on how they look or live.
8. You grew up in a setting that was integrated with people from all of walks of life, ethnicities and cultures.
9. You have felt unsafe going outside alone at night.
10. You have felt passed over for a position based on your race, gender, age, disability, or sexual orientation.



# Dive Deeper



- 11. People assume you're qualified for your position.
- 12 You know someone who has been impacted by mental illness.
- 13. You have experienced food insecurity.

*What does this activity teach you?*

*What are the questions that your team should be grappling with based on your student demographics? 5 minutes*

# Read Article 1

- Circle the strategies that are being practiced across your school or district.
- Underline strategies and ideas that would be beneficial for your school or district.
- Share out at your table (10 minutes)

# BELONGING



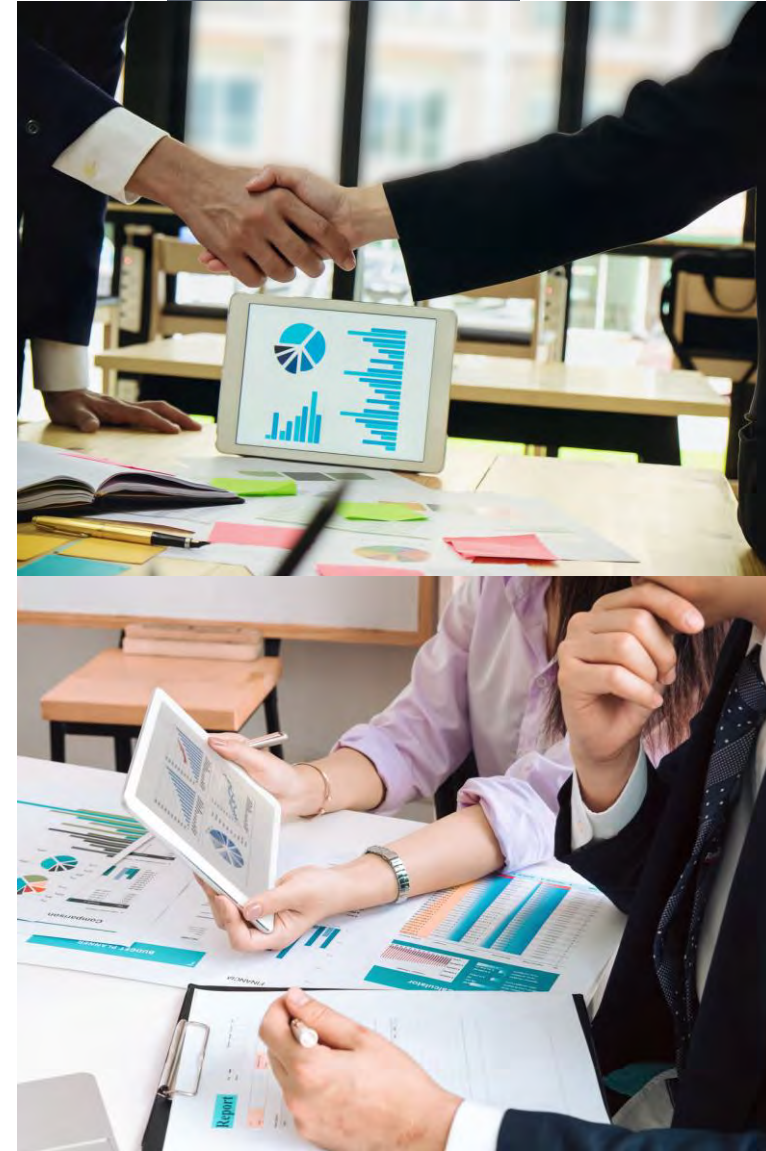
## When You Do

- YOU CAN BE YOURSELF
- YOU ARE SEEN BY OTHER STUDENTS AND YOUR TEACHER
- YOU FEEL WELCOMED AND COMFORTABLE
- YOU SEE YOURSELF IN THE CURRICULUM AND IN OTHER ELEMENTS OF THE CLASSROOM AND SCHOOL
- LEARNING IS EASIER



## When You Don't

- YOU FEEL OUT OF PLACE AND ISOLATED
- YOU ARE NOT SEEN AND YOU FEEL LIKE YOU DO NOT MATTER
- YOU ARE NOT COMFORTABLE
- THE CURRICULUM AND CLASSROOM SPACES DO NOT REFLECT VARYING CULTURES AND PERSPECTIVES
- YOU FIND BELONGING IN OTHER PLACES
- LEARNING IS MORE DIFFICULT



# WHAT DOES BELONGING LOOK LIKE?



## Classroom & Surrounding Spaces

- Feeling accepted, respected and supported by staff and peers
- Being in community and feeling seen and welcomed
- Being accepted linguistically, racially, and culturally
- Taking time to pronounce a student's name correctly



# WHAT DOES BELONGING LOOK LIKE?



## School

- Sense of safety and being included
- Fewer instances of discipline
- School is a home game vs. away game
- Evidence of student work and cultural representation

WHAT DOES  
BELONGING LOOK  
LIKE?



## District Level

- Data from student surveys conveys a sense of feeling welcomed and included
- Major publications in home languages





# SYSTEMS AND STRUCTURES TO SUPPORT BELONGING

1

- Professional learning focused on how all staff strengthen belonging

2

- Assessing student perception of belonging

3

- Including belonging metrics as a key metric in both school and district improvement

4

- Including multiple perspectives and cultures in all curriculum





# Systems Actions



- Are you currently measuring belonging as a metric in your strategic plan?
- Are you engaging in data cycles to assess where students are thriving, and which students do not feel like they belong?
- Do you have non-negotiable strategies for belonging?

***15 minutes table discussion.***

# Time for a Break—15 minutes



A young girl with dark hair and blue eyes is smiling broadly, resting her chin on her hand. A white line drawing of a graduation cap is superimposed on her head. The background is a blurred library or bookstore with bookshelves.

BELIEF

Demonstrate a Belief in the Limitless Potential for Every  
Scholar

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# SYSTEMS AND STRUCTURES THAT CONVEY BELIEF

1

- System of rigorous instruction (GVC), multiple perspectives and cultures embedded in the learning.



2

- Outlining indicators of career and college ready to all scholars (course catalogs, rigor index on transcripts, default enrollment in rigorous courses)



3

- Including belonging metrics as a key metric in both school and district improvement



4

- Access and support for AP/IB/Dual Credit



# HOW DO OUR WORDS SHOW OUR BELIEF OR LACK THERE OF...



What are Some Words or Phrases that You Use in Your System that are Barriers to Belonging & Demonstrate Diminished Belief in Students, Families or Staff?

- Those kids
- Minorities
- Special education kids
- Language learners
- You are so articulate
- When I look at you, I don't see color
- At-risk youth
- Not everyone needs to go to college

Words of Hope, Inspiration...

- Scholars
- Students at promise
- Our scholars
- Not yet

# Student Voice in Literacy to Strengthen Belonging and Academic Excellence





# Ambitious Instruction-- Marzano and Hattie

By Shaun Killian (MEd, MLead) | First Published: 17 June, 2015 | Last Updated: 27 September, 2021





## **8 Strategies**

**Strategy 1: A Clear Focus**

**Strategy 2: Offer Overt Instruction**

**Strategy 3: Get the Students to Engage with the Content**

**Strategy 4: Give Feedback**

**Strategy 5: Multiple Exposures**

**Strategy 6: Have Students Apply Their Knowledge**

**Strategy 7: Get Students Working Together**

**Strategy 8: Build Students' Self-Efficacy**



# Strategy 1: A Clear Focus

*John Hattie highlights how important it is for you (and your students) to be clear about what you want them to learn. According to Hattie, teacher clarity is one of the most potent influences on student achievement. Robert Marzano agrees! He includes lesson goals in his top 5 list of factors that affect how well students do at school.*

*Hattie states that lesson goals:*

- Should clarify what you want your students to learn via clear standards-based learning targets and unpacking targets with aligned success criteria
- Must be challenging for the students relative to their current mastery of the topic
- May be grouped (i.e. a single lesson may have more than one goal)
- Need to be shared with the students

## **Strategy 2: Offer Overt Instruction**

*Robert Marzano claims it is important to explicitly teach your students the things they need to learn. In fact, he found it was the most critical factor (teacher controlled) affecting students' success. You need to:*

- Tell them what they need to know
- Modeling and making your thinking visible
- Show them how to do things they must be able to do for themselves

## **Strategy 3: Get the Students to Engage with the Content**

*You must teach students what they need to know and be able to do. But, it is also essential to get them to actively engage with the content.*

*Marzano and Hattie agree that this starts with students' prior knowledge. You need to help them link new information to their prior knowledge of the topic. Students need to engage with the content as soon as they hear it by:*

- Adding it to what they already know, or
- Integrating background experiences, cultural connections, multiple perspectives

**When students are relatively unfamiliar with what you are teaching, engagement strategies include:**

- Generating questions while reading
- Taking and organizing notes
- Summarizing
- Rehearsal

# **Strategy 4: Give Feedback**

*It is vital that you give your students feedback after they engage with any new material. This involves:*

- Highlighting what is right and wrong, or good and bad about their work
- Helping students to see how they can improve

**Robert Marzano found that you need to give your students feedback while they still have time to improve.**

**John Hattie agreed with this but went further. He found that:**

- Novice or struggling students need immediate feedback
- More experienced and capable students do better when they receive delayed feedback



## Strategy 5: Multiple Exposures

*If you want students to internalize new information, you need to expose them to it several times.*

*Robert Marzano explored ways to enhance students' vocabulary. He found that it was critical for teachers to expose students to the same word multiple times.*

*John Hattie picks up on the significance of multiple exposures. He talks about the critical importance of techniques such as rehearsal and review.*

*Review involves going over things you have learned previously*

He also stresses the merit of giving students time to practice doing the things they have learned to do. *When spaced out over time, Hattie found that having students practice things led to a 26-percentile improvement in their marks.*

On a more cautious note, Hattie warned that practice without feedback could be dangerous. Why? It leads to students internalizing the wrong things.

# **Strategy 6: Have Students Apply Their Knowledge**

Robert Marzano found that helping students **apply** their knowledge deepens their understanding.

Knowledge application is a deductive process. Put another way, students apply general principles to specific case studies or problems.

***Marzano found that deductive thinking helps students to generalize their learning beyond the topic or task at hand.***

## **He advocates:**

- Teaching students how to think deductively
- Giving them guided practice in doing so

# **Strategy 7: Get Students Working Together**

*Robert Marzano and John Hattie agree that getting students to work together is a good idea. It helps them to achieve better results. The use of cooperative learning groups adds value to:*

**Neither Marzano nor Hattie believes that cooperative learning should replace whole-class instruction. Nor should it replace individual learning activities.**

**Hattie highlights the importance of individual students' competence. If students haven't gained enough mastery of the material, they cannot actively participate in cooperative learning tasks.**

**Marzano adds that if students are to master what they are being taught, they also need opportunities for individual practice and feedback.**

Finally, Marzano and Hattie agree that cooperative learning is only useful when you:

- Structure it carefully
- Keep groups small
- Teach students how to work in groups

## 8. Build Students' Self-Efficacy

*Self-efficacy refers to a student's belief about their ability to successfully complete a task. It is situation-specific. For example, a student may feel confident that they can dance well on stage but be insecure about public speaking.*

Hattie & Marzano both found that students' self-efficacy had a substantial impact on how well they did at school. Students who:

- Believed they would master fractions were more likely to do so
- Saw themselves as poor readers were less likely to improve their reading

The most effective way to boost self-efficacy is for your student to experience genuine success. Scaffolded tasks, such as with the I Do-We Do-You Do model, help students experience such success.

Students can also gain self-efficacy for a given task through:

- Seeing 'similar others' succeed at the task
- Verbal persuasion
- Yet, these are both less potent than *experiencing success*.



# Reflection--Systems Actions

- Are you providing ongoing and comprehensive learning for all staff on how to create inclusive and belonging spaces in the classroom, on sports teams, on the bus, in the cafeteria, etc?
- Do you have an established and non-negotiable definition of high-quality lessons as a part of a teacher-created GVC?
- Is equitable, standards-based grading gaining traction in your system?
- Do you have multiple pathways for students to access dual credit courses?
- Does your curriculum reflect the culture of the students you serve AND the larger world community?

***15 minutes table discussion.***



# BARRIERS

## Removal of Barriers

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## REMOVING BARRIERS IN THE CLASSROOM

- Student-friendly standards-based learning targets for each lesson
- Curricular materials with diverse imagery and perspectives
- Standards-based grading and reporting
- PBIS, Restorative Practices, & MTSS
- Evidence of belonging
- Student talk and goal-setting
- Formative assessment, rubrics, and feedback



# SYSTEM BARRIERS



1

Access to Basic Classroom  
Resources and Supplies



2

Access to funds for AP/IB  
courses/testing



3

Access to rigorous courses  
to be career or college  
ready



# Systems Actions



- Are you continually listening to student and families to see what might be invisible to the team in terms of barriers to learning and overall success?
- How are is system engaging every department in the central office in assessing barriers for students?
- Are you normalizing a culture of inclusion and belonging through professional learning, modeling and the goals in your strategic plan?
- Do you have a student-centered culture...how do you know?



# BROADCASTING

## Broadcasting Scholar Voice

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The Scholar First Inc.

# What is Student Voice?

“An array of activities that bring students to the table to share their insights and opinions in the classroom, school, and across the district. These insights and opinions are not only listened to but acted upon for the improvement of educational outcomes”. The Scholar First Inc.,2022

“Authentic student input or leadership in instruction, school structures, or education policies that can promote meaningful change in educational systems, practice, and/or policy.” Benner, Jeffrey & Brown, 2019



# Defining Voice



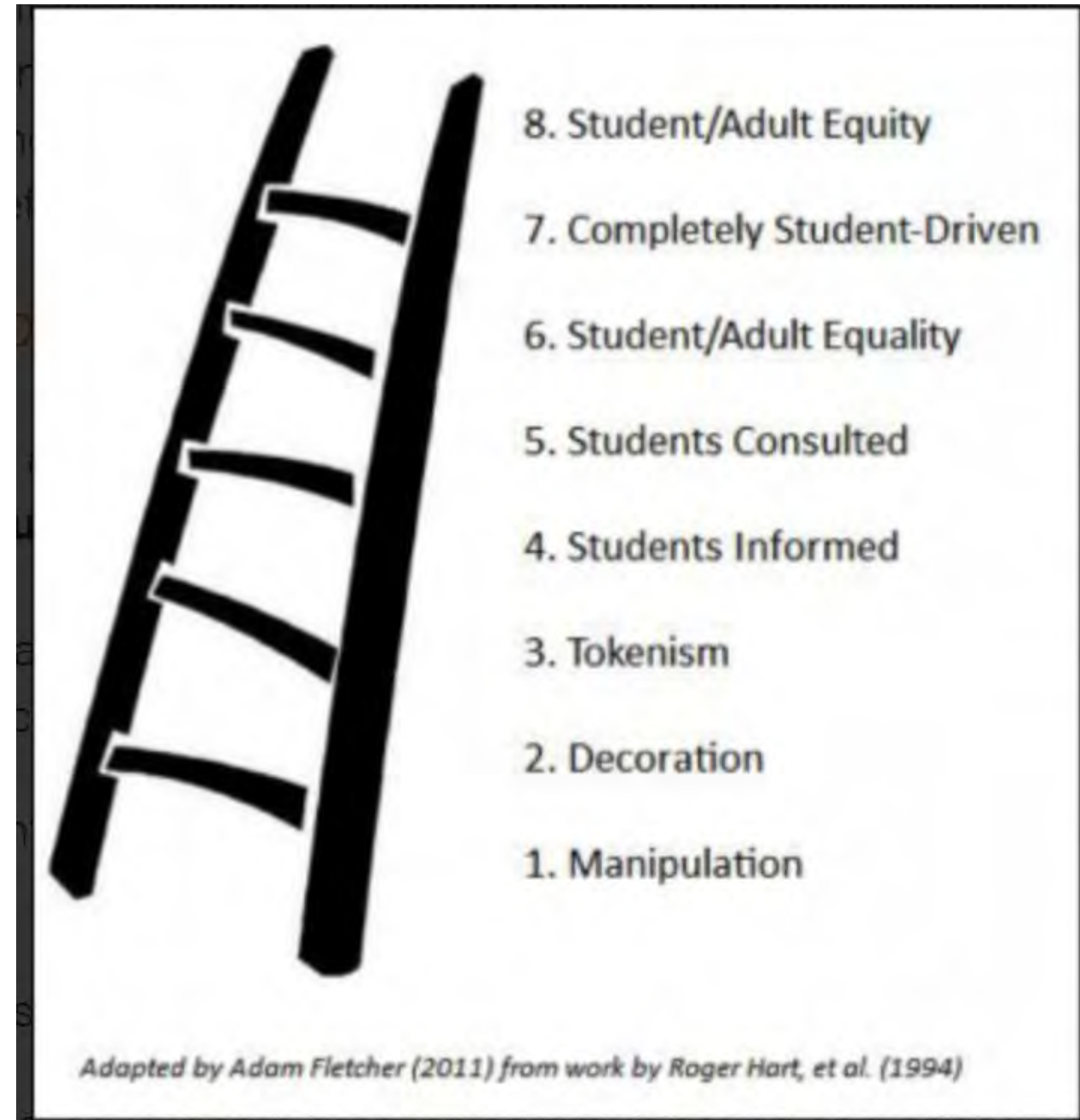
Record the ideas that linger

5 minutes

The Scholar First Inc.



# Adam Fletcher's Levels of Voice



# The Ladder of Meaningful Voice



8. A school in which students are a part of the leadership team, determining curriculum, calendars, policy, etc.
7. Groups of students coming together to change the name of a school.
6. Students participating in professional development with teachers and co-constructing what success will look like in the classroom.
5. Students seen as the expert and their insights will be a key driver for the outcome. The design of classroom spaces.
4. Students are surveyed about their learning styles or interests.
3. Students are asked for input only to say they were asked and often the adults have a different outcome in mind and ignore student opinions.
2. Having students present as a symbol to say they were there, but with no real opportunity or interest in their input.
1. Identifying a few student leaders to coerce students into doing something with threats of poor grades, etc.

**Reflection: Where on the ladder are your student voice efforts?**

# HOW TO EFFECTLIVEY LEVERAGE STUDENT VOICE



Take Action...

Without Action, Kids Stop Talking

- There is a system for listening to students at the school and classroom level
- Student voice participation is diverse
- Student insights are metrics of school and district improvement
- Leaders not only listen, they respond to student insights

# HOW TO EFFECTLIVEY LEVERAGE STUDENT VOICE



Ask Students About Meaningful Topics....Simply Asking about recess won' t impact meaningful change

- Scholars are engaged to provide feedback on everything, including:
- Strategic plan
- School climate survey results
- School construction
- Hiring teams
- School year calendar



How long are we going to build and rebuild our schools without once consulting with the people they are intended to serve?

Our Students!



# Systems Actions



- What level on the ladder of student voice represents most of your student voice efforts?
- Where might you strengthen your student voice efforts?

***15 minutes table discussion.***

## LEADERSHIP and EQUITY are one and the same.

There is no equity without leadership, and you are not a leader if you are not fiercely advocating for equity.

This means....

- Being comfortable in uncomfortable spaces
- Provide consistent professional development so that your organizations' leaders are prepared to do the same
- Considering the in-division between leadership and equity when determining a candidate's qualification for a position
- Being unyielding in requiring all leaders to work cohesively to this end rather than offload this responsibility to an equity director or crisis response director--[This work belongs to everyone](#)





# Continue to Make Every Moment Count for our Scholars!



BUILDING EQUITABLE SYSTEMS  
FOR STUDENT SUCCESS