



Friday, April 8, 2016 | 10:00 am – 5:30 p.m.
Washington Court Hotel | 525 New Jersey Ave, NW | Washington, D.C.

THE SOCIAL SIDE OF EDUCATION:

How Social Aspects of Schools and School Systems Shape Teaching and Learning



@shankerinst | #socialside

Download related materials here:

<http://www.shankerinstitute.org/event/socialside2016>



ALBERT SHANKER INSTITUTE

MERIDEN PUBLIC SCHOOLS

Pride In All We Do



Improving Education Through a Focus on Partnerships

Erin D. Benham

Teacher, MFT President

District Profile

Our Schools

- 8 Elementary Schools
- 2 Middle Schools
- 2 High Schools
- Venture Academy
- College & Career Readiness Center
- Success Academy

Our Students

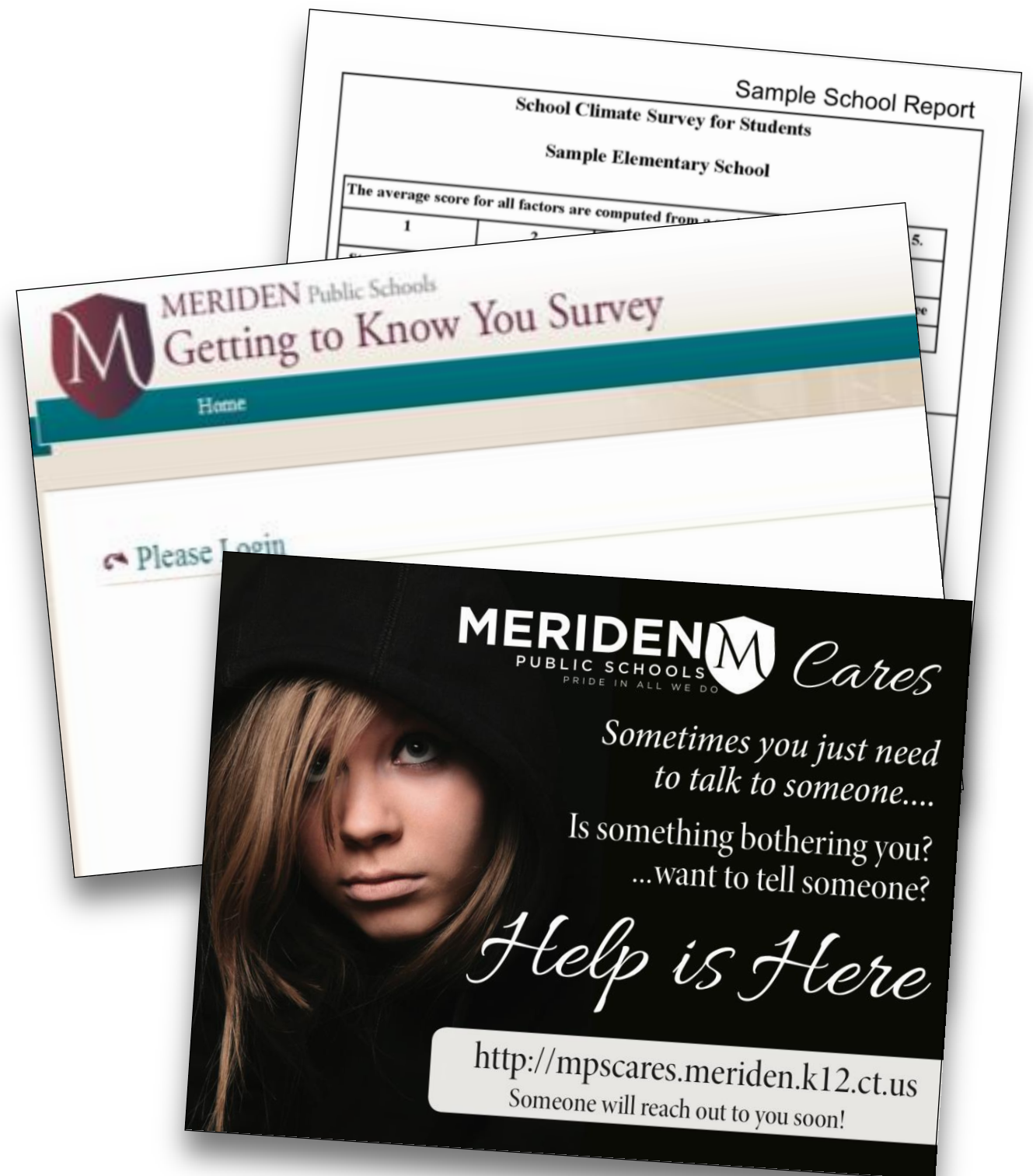
- 9,100 Total Students
- 76% of Our Graduates Pursue Higher Education
- 67% Minority Students
- 70% Free and Reduced Lunch Students

Collaboration Leads to Innovative Partnerships

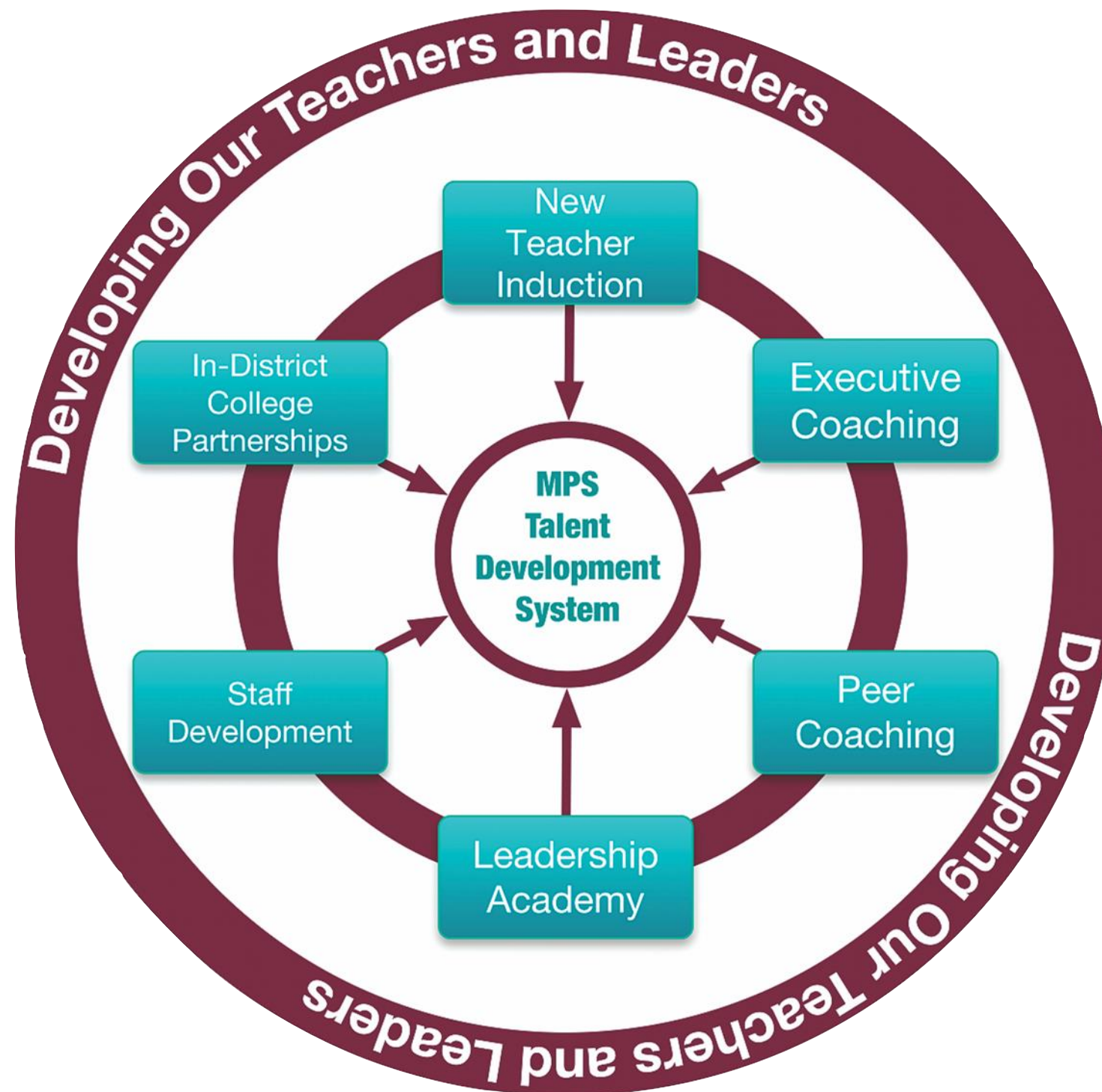
- Professional Learning Communities/Data Teams
- Expanded Learning Time Schools
- Monthly Central Office Administration Meetings with Union Leaders
- Attend conferences and present at workshops together
- Adoption of K-12 BYOD Guidelines
- 1:1 at both high Schools, 1:1 at John Barry Elementary School, and 1:1 at both Middle Schools 2016-2017

Student Support Suite

- School Climate Surveys
- Getting to Know You Survey
- MPS Cares Portal



Talent Development



Opening Doors to Our Community Partners





www.meridenk12.org

Partnerships

Shifting the Dynamics between Research
and Practice

Vivian Tseng

@VivianT88 @wtgranfdn

Supporting Research *to inform policy and practice*
to Improve the Lives of Young People

- ❖ Studying the Use of Research Evidence
- ❖ Research-Practice Partnerships in Education and Child Welfare

Infant Gapure



- ✓ Useful & Used
- ✓ Engagement
- ✓ Capacity

- ✓ Rigor
- ✓ Dissemination
- ✓ Incentives

Change

Structuring the Partnership

- governance
- roles
- staffing

Developing Shared Commitments

- research agenda
- projects

Partnership Identity

- who we are
- what we do

Producing & Using Research

- iterative communication engagement

Building Capacity

- practitioners
- researchers
- partnership

Funding

- projects
- Infrastructure

Churn

Research-Practice Partnerships

Research–practice partnerships strengthen educational systems. When researchers and district leaders develop long-term collaborations, they leverage research to address persistent problems of practice and policy.

Learn more about research–practice partnerships by exploring the topics below.

Email us @ rpp@wtgrantfoundation.org

Structuring a Partnership

Developing a Joint
Research Agenda

Developing Data Sharing
Agreements

Communicating & Using
Research Findings

Staffing

Funding

National Network of Education Research-Practice Partnerships (NNERPP)

Paula Arce-Trigatti	Director
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Steering Committee	
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Jim Kemple	Research Alliance for NYC Schools
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Kylie Klein	UChicago Consortium on School Research
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David Stevens	Education Northwest
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Ruth López Turley	Houston Education Research Consortium
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Laura Wentworth	Stanford-San Francisco Unified Partnership
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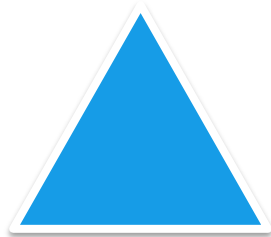
NNERPP is made possible by generous funding support from the William T. Grant Foundation, Spencer Foundation, Laura and John Arnold Foundation, Wallace Foundation, and Annie E. Casey Foundation.

Value of Research-Practice Partnerships in Education



Value of Research-Practice Partnerships in Education

Practitioner

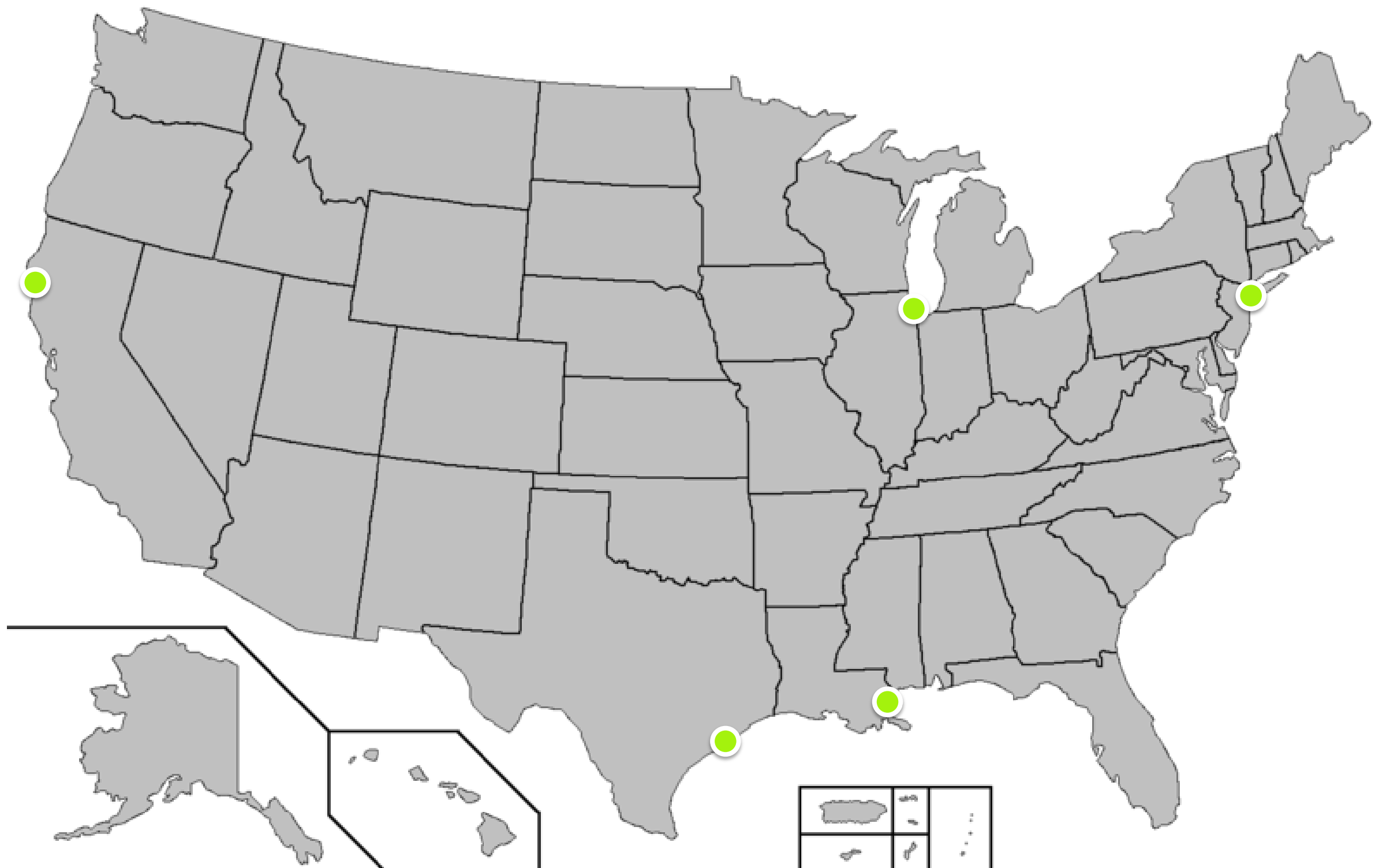


Researcher

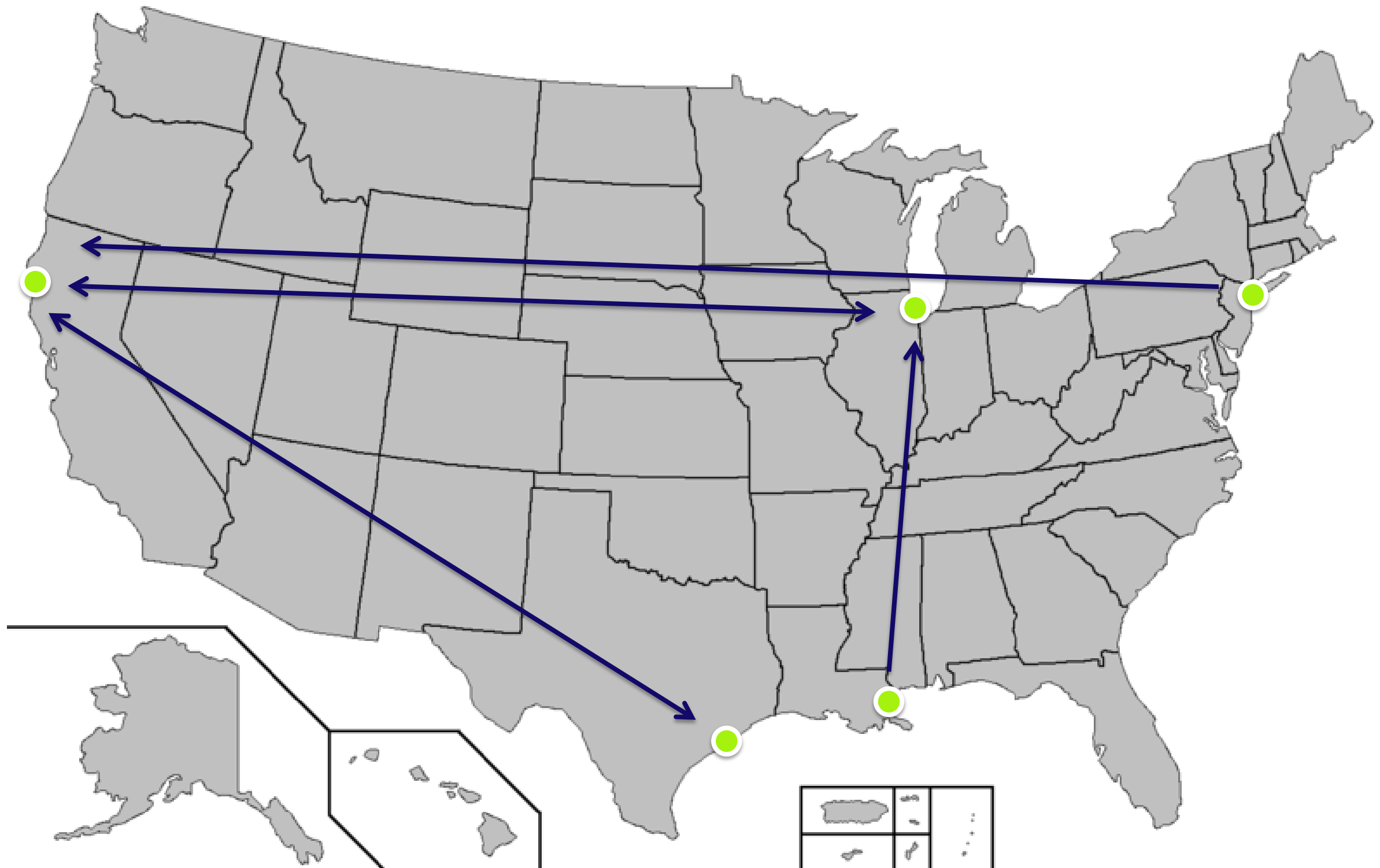


Improves the research to practice gap

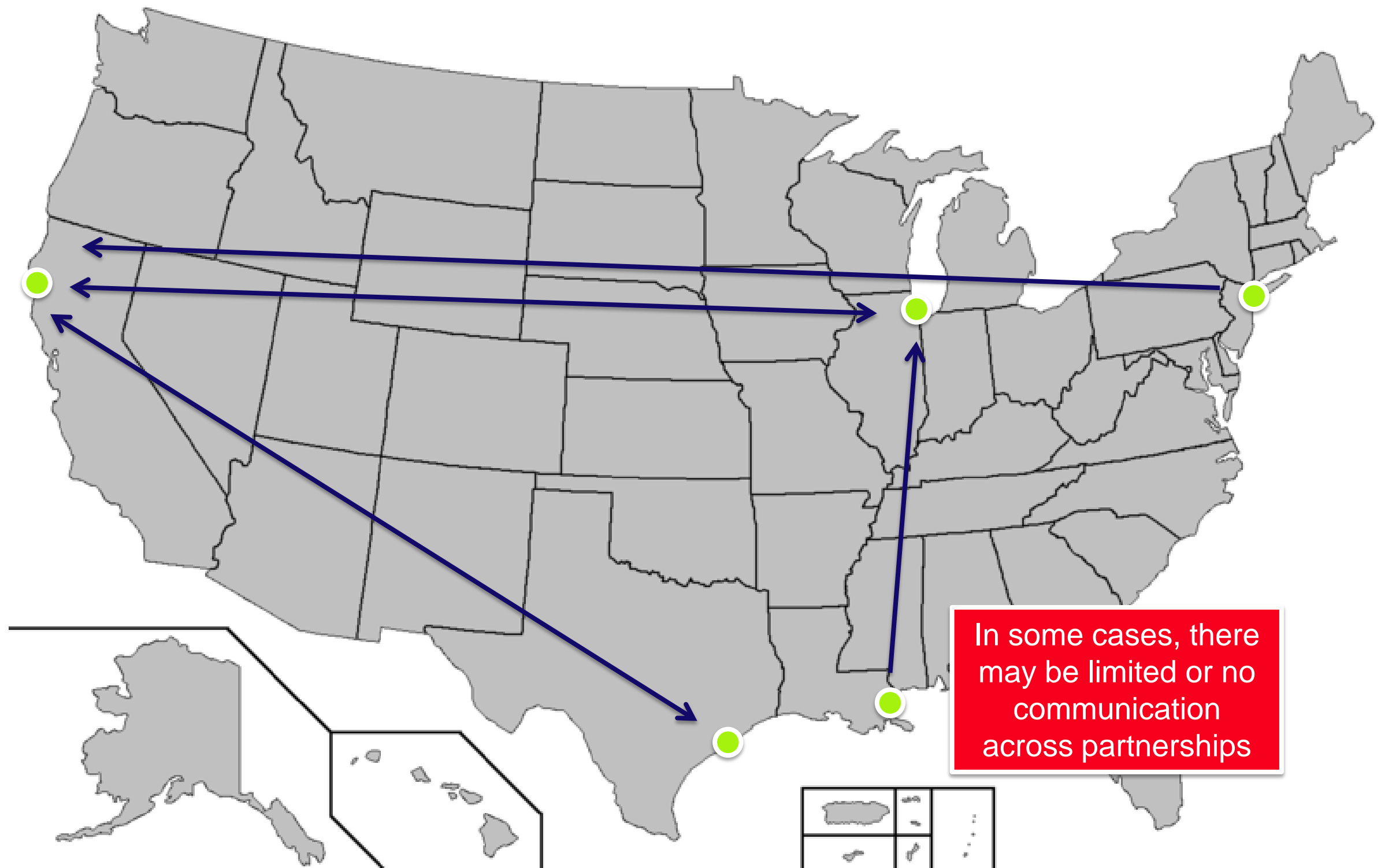
A Vision...



A Vision...



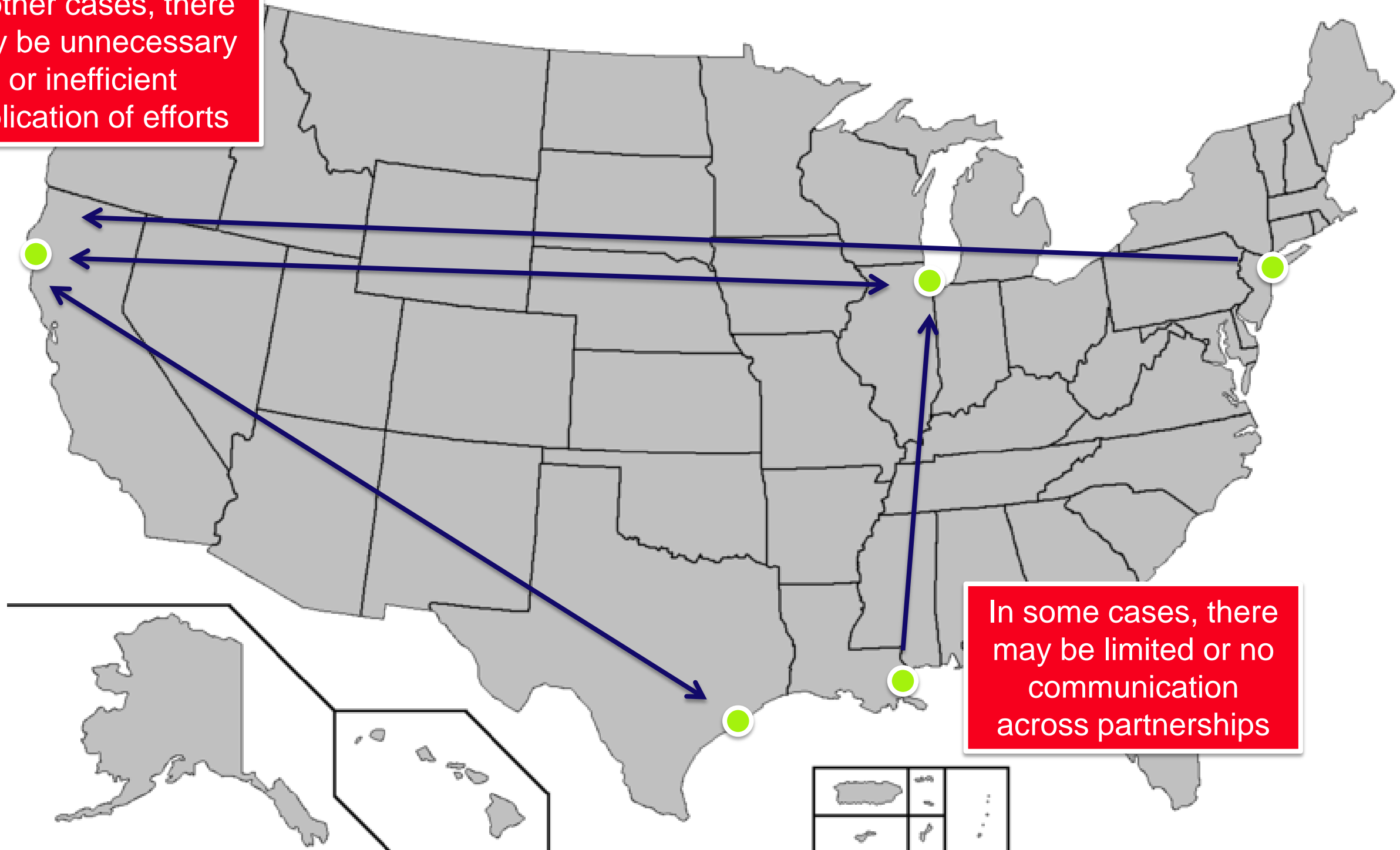
A Vision...



A Vision...

In other cases, there may be unnecessary or inefficient replication of efforts

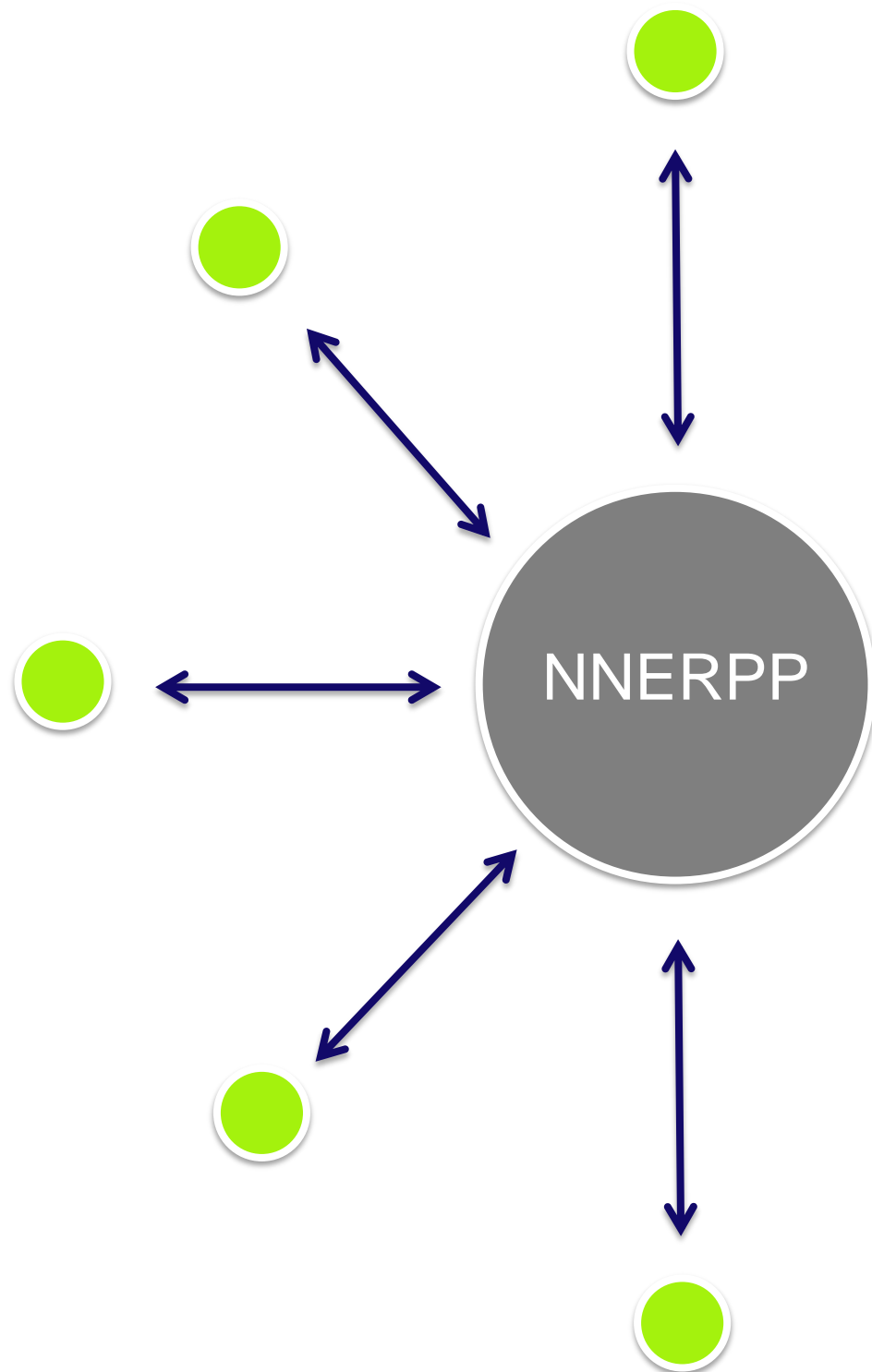
In some cases, there may be limited or no communication across partnerships



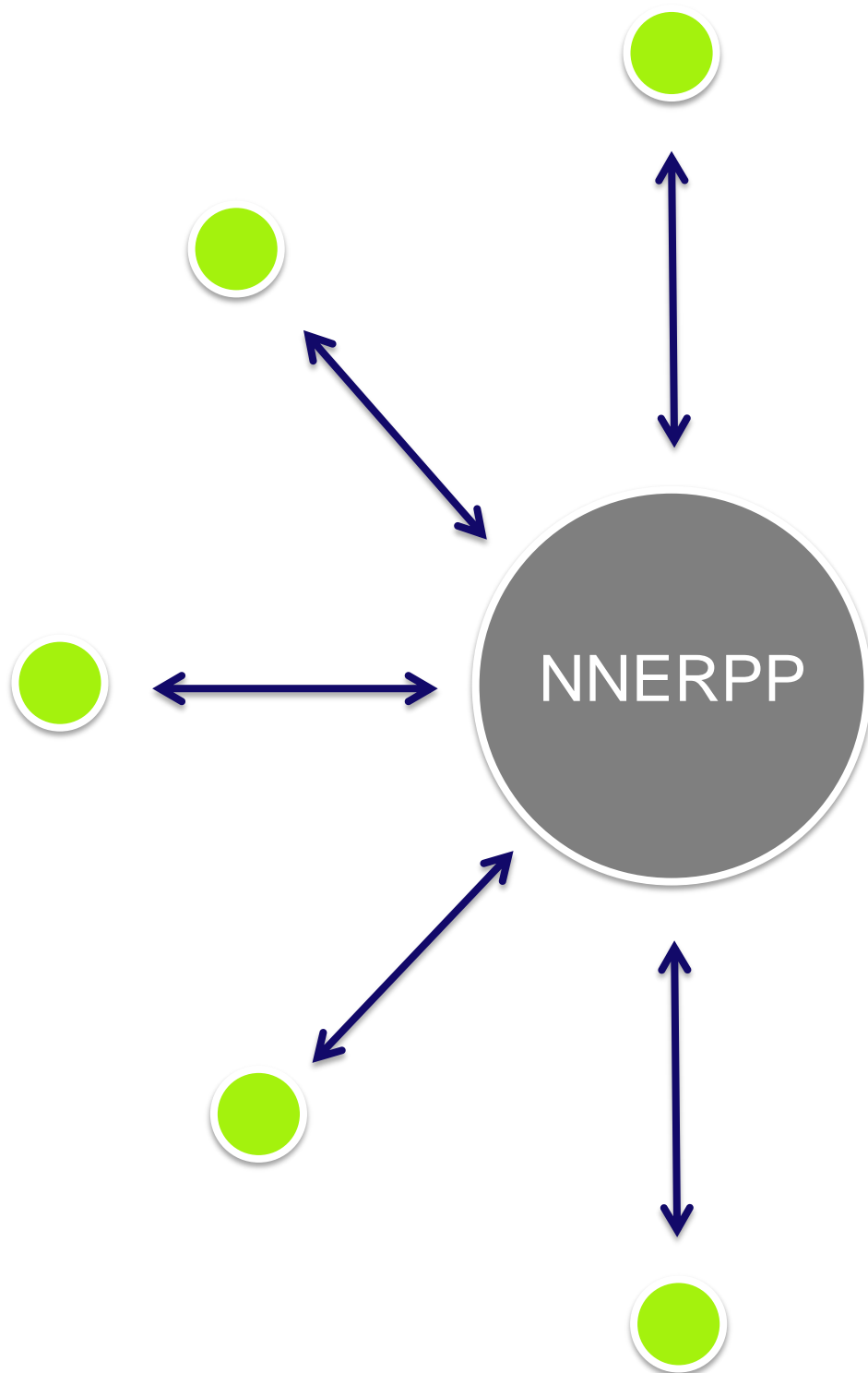
NNERPP is a hub that *connects* partnerships



NNERPP is a hub that *connects* partnerships



NNERPP: Objectives

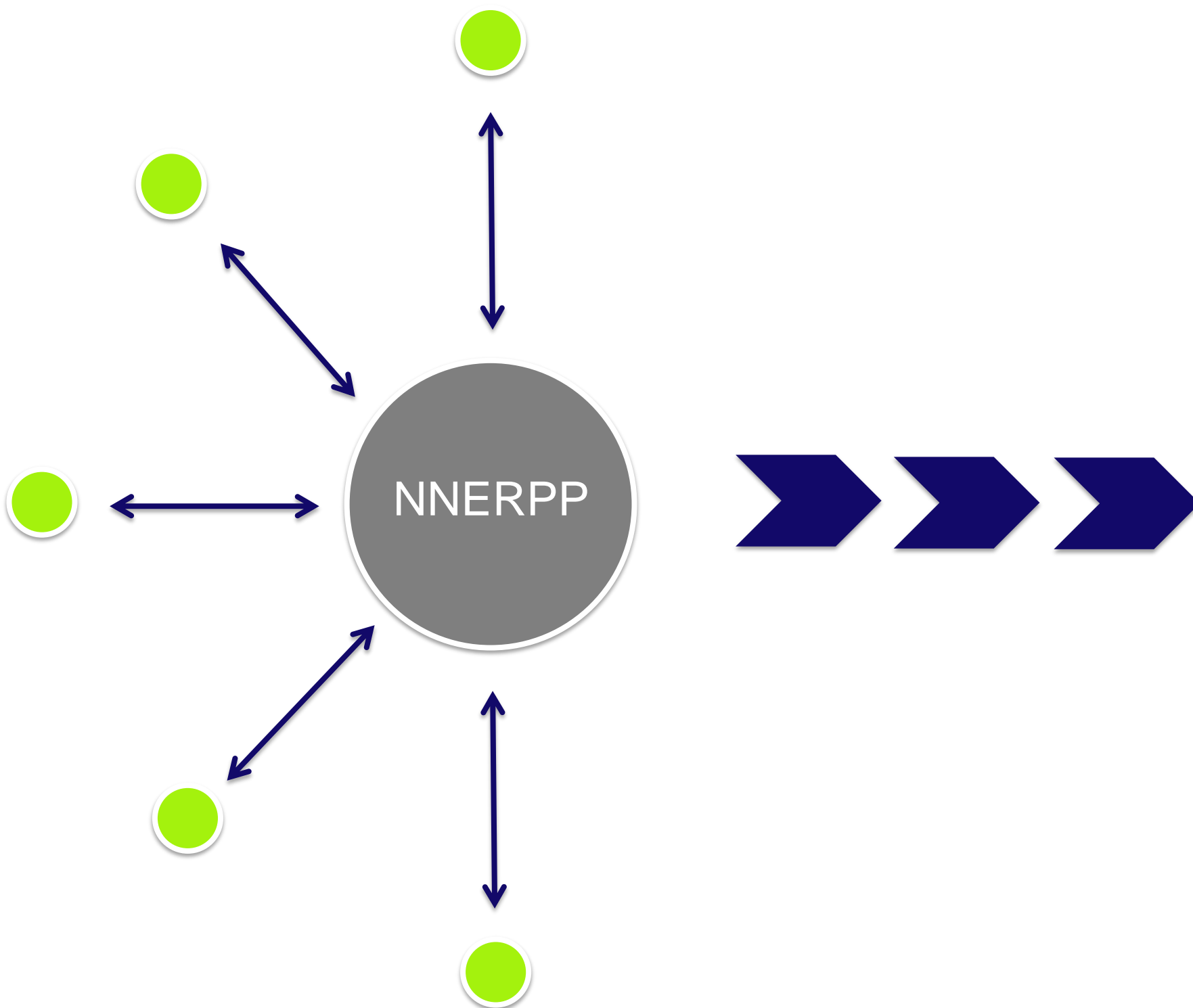


Develop and share best practices

Produce comparative research and facilitate cross-partnership collaborations

Synthesize research findings and build knowledge

Advance policies and system reforms



Our goal:

Improve outcomes
for students
everywhere



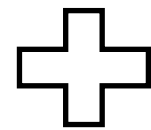
A Practical Guide for Community Collaboration to Improve Student Outcomes

Geoff Marietta

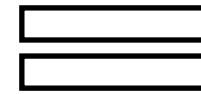
Executive Director, Pine Mountain Settlement School
Research Fellow, Berea College

Collaboration is Hard

Different organizational goals, culture, procedures, and language create barriers to **success** (Huxham & Vangen, 2001).

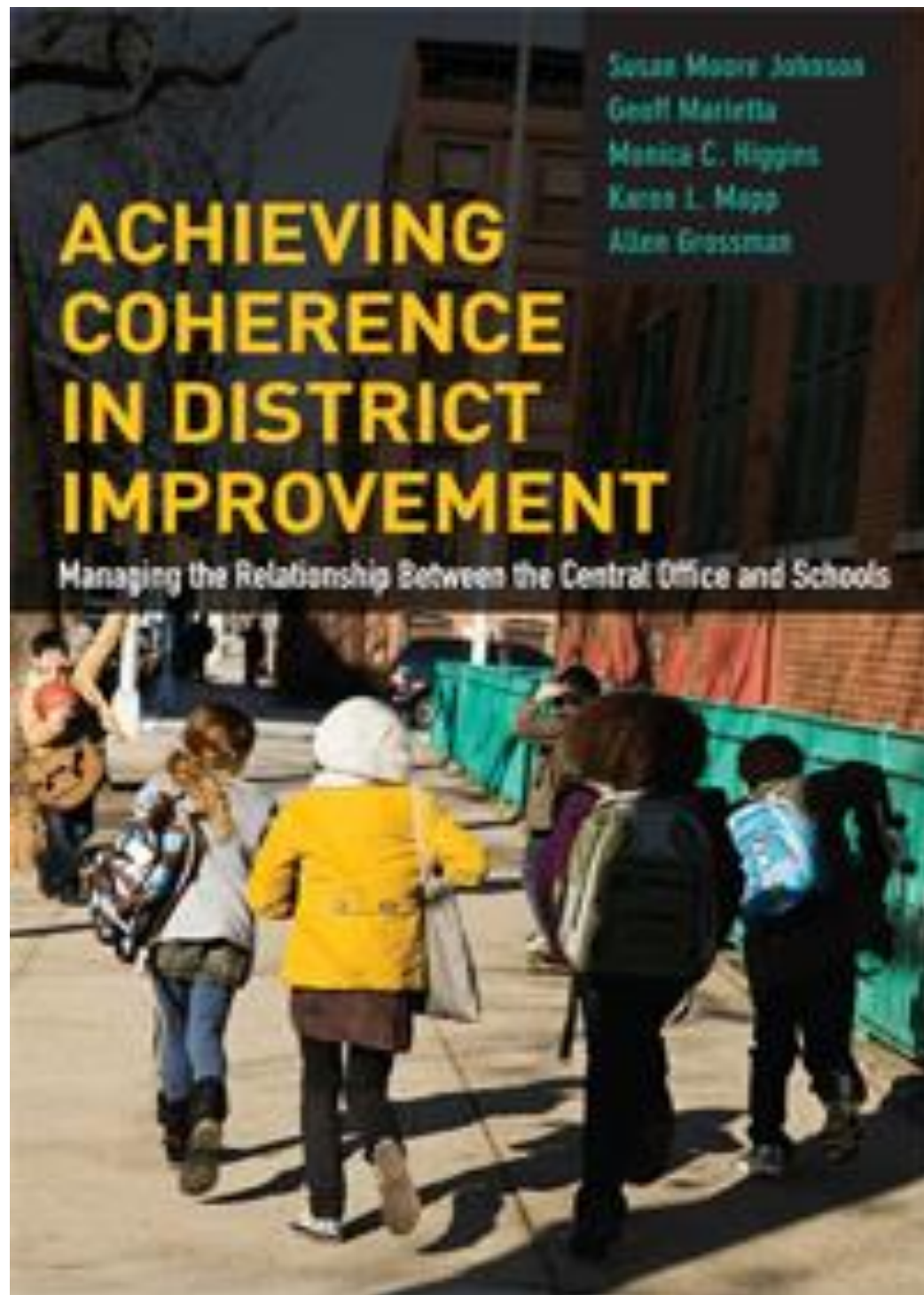


People favor the groups to which they belong and discriminate against outsiders – even when randomly assigned (Tajfel, 1981; Smith & Henry, 1996).



Member favoritism and misunderstanding of out-group members increases conflict, and inhibits collaboration

Collaboration in School Districts



Large complex systems, expected to play a special role to ensure racial, social, and economic equity (Kincheloe, 2010)

Reforms intended to “raise the bar and close the gap” often implemented at the intersection of central office and schools.

Tensions between priorities of administrators in the central office and those in the schools (Steinberg, 2014; Johnson & Chrispeels, 2010)

Collaboration in Communities



StriveTogether
Every child. Cradle to career.



MCBRE



LaGrange
School
District 105

- In order for student learning to improve, adult behaviors must become more collaborative and student-focused (Futernick, 2016; Anrig, 2013; Rubinstein & McCarthy, 2013; Erbstein & Miller, 2008).
- Effectiveness of any reform is inextricably tied to the ability of adults from different organizations to work together
- While there is a growing research and resources on how to work together more effectively, educators often have a hard time finding the relevant and accessible support.

A Practical Toolkit for Collaboration

The Labor Management Community Collaboration Resource Guide

- Brings together disparate research and resources on collaboration together in one place for educators, community partners, and policy-makers
- Offers practical guidance on how to systematically affect change using collaboration.




Developing Transparent, Collaborative Social and Technological Systems to Accelerate School Improvement








































SCHOOLS ARE POORLY EQUIPPED TO MANAGE COMPLEXITY


 **200** annual teacher observations

 **250** teacher team meeting notes & reflections













































































































































 **300** individual course codes & titles

       
       
  **4,494** marking period grades per year

       
       
   **4,708** credits toward graduation to track

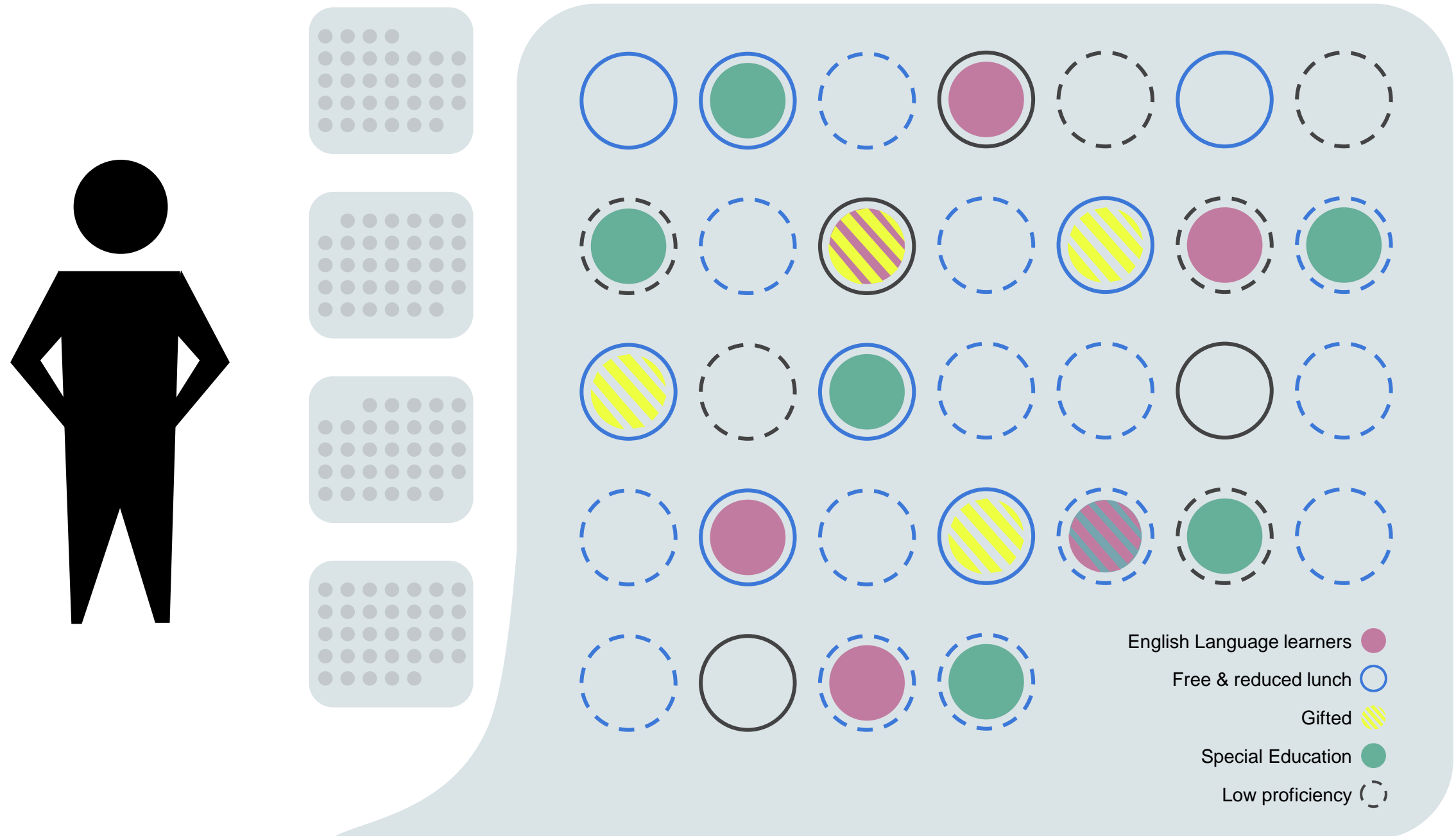
        
        
        
         **9,000** possible Regents administrations

In a typical high school of 425 students, there are:

         
         
         
         
         
         
         
         
         
         
         
         
         
         
30,000 lessons taught annually

INDIVIDUAL TEACHERS CONFRONT ENORMOUS DIVERSITY OF NEED, INTERESTS AND ABILITY IN THEIR CLASSROOMS

Sample Mix of Student Need in Typical NYC Classroom



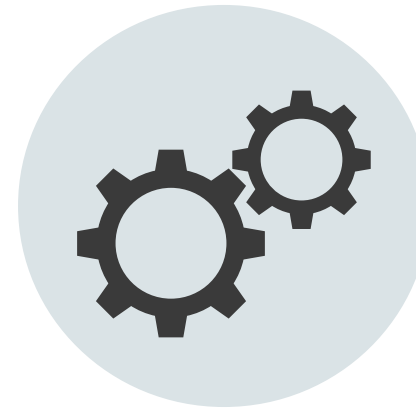
NEW VISIONS COMMON BUILDING BLOCKS TO CREATE BETTER SYSTEMS IN ALL SCHOOLS TO FOSTER TRANSPARENCY AND IMPROVEMENT



Data Warehouse
integrated datasets



Digital Tools
Google Apps for Education,
Tableau & Web Apps



Design Frameworks
specifications for core
system functions

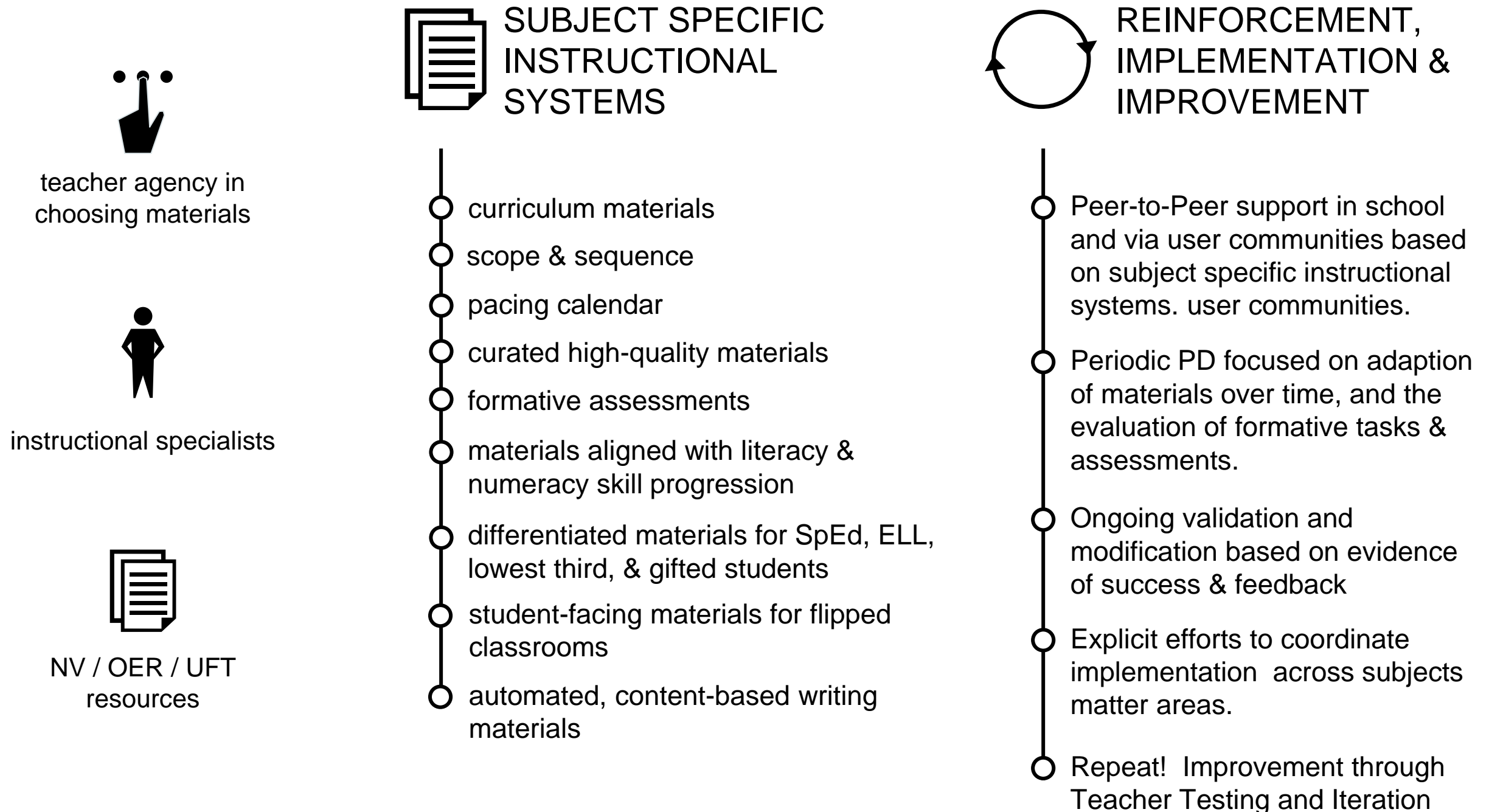


Human Capacity
clear roles &
responsibilities

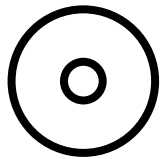
Combined, the Data Warehouse and GAFE enable us to design innovative *data tools* that also serve as *workflow tools*.

Empowered by transparent process, educators can collectively address critical opportunities for student success, from simply showing up to specific skill building.

INSTRUCTIONAL SYSTEMS: BUILDING AND REINFORCING CLASSROOM CAPACITY



MOVING FORWARD TOGETHER



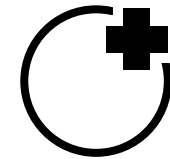
“EASY” WORK

Establish and scale **basic procedural systems** to **manage school level complexity**, which will improve consistency in outcomes and understanding of deeper challenges.



“HARD” WORK

Routinize key components of teachers' workloads to free up time to focus on engaging students in **deep knowledge, contextual decision-making & complex interactions** across subjects.



EMERGING WORK

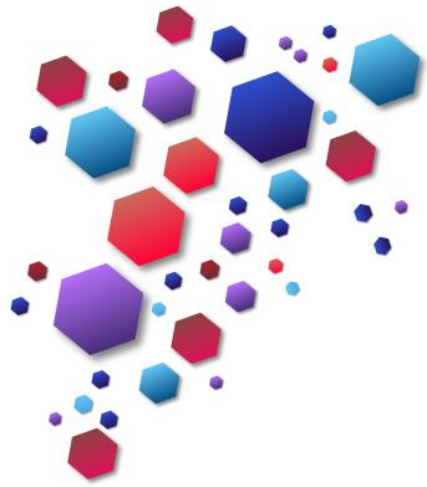
Create **Improvement Cycles** (PDSA Cycles) where school and instructional systems are improved through use and reflect the collective wisdom of the profession.

See our Work:

affinity.newvisions.org

data.newvisions.org

cloudlab.newvisions.org



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