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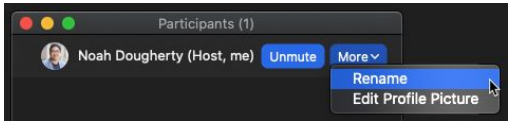
# A Systems Level Approach to Schooling Loss

April 13, 2021

# Welcome

Make sure your name is correct in Zoom




Answer the check-in question in the chat box

**Check-in question:** Which photo illustrates how you feel about the remainder of this year?

1

2

3

4

5

6

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# Education Elements

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# Schools grow when people grow.

TRANSFORM YOUR SCHOOL OR DISTRICT WITH A PERSONALIZED APPROACH.

**1000+**
Schools
and Districts

of attendees find our
workshops excellent
or very good

# Our Reach

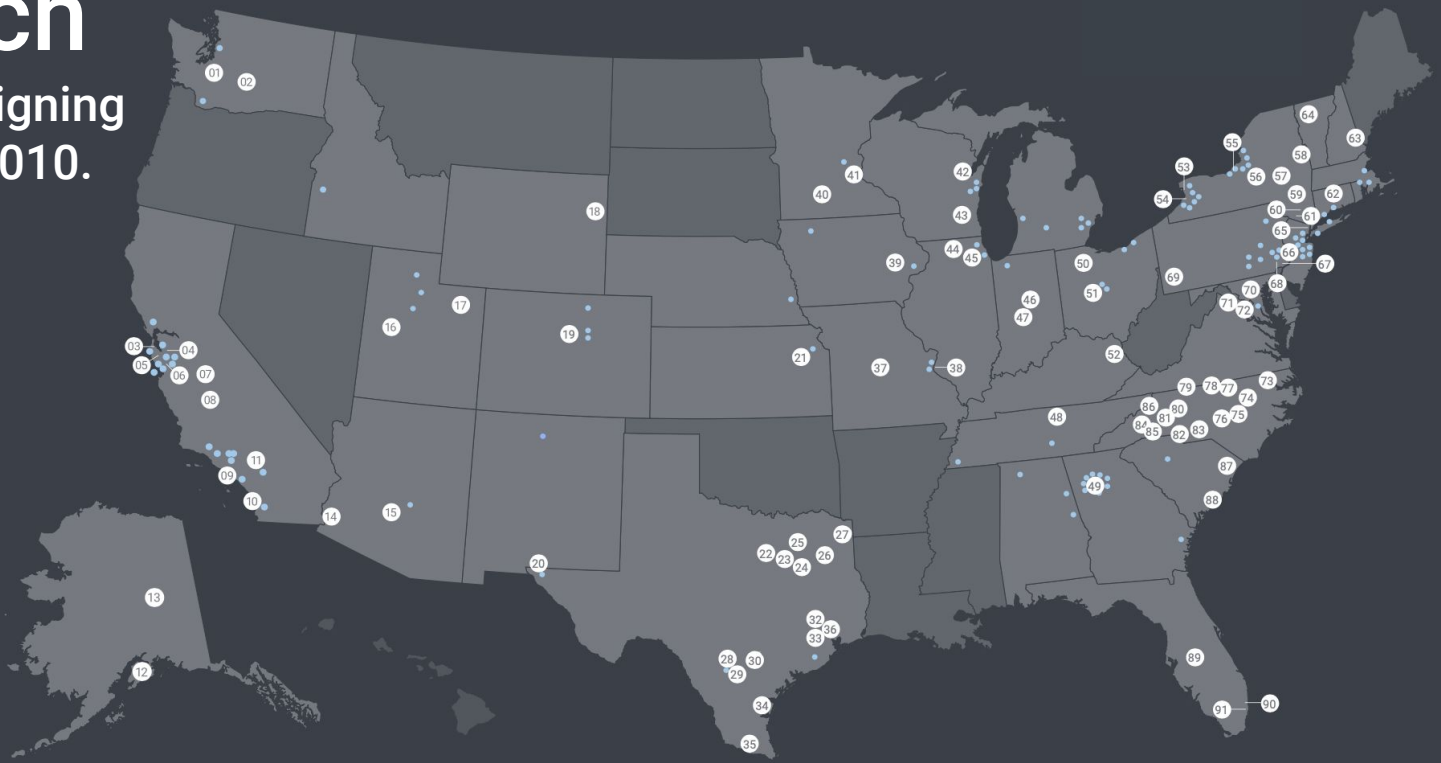
**We've been redesigning education since 2010.**

## We've reached:

780K students

950 schools

200 districts



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# Agenda

## INTRODUCTIONS

- Welcome
- A phenomenon of the pandemic

## PART I: GETTING A CLEARER VIEW

- Mission: Getting clear on your purpose
- Plan for change, not perfection
- Use known and anticipated data

## PART II: IMAGINING PATHS FORWARD

- Roadmaps, not manuals
- Place data pivots to consider multiple routes
- SWOT analysis

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# Interactive workshop

- Breakout rooms
- Chat responses
- Independent work

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Educators face systems-level challenges

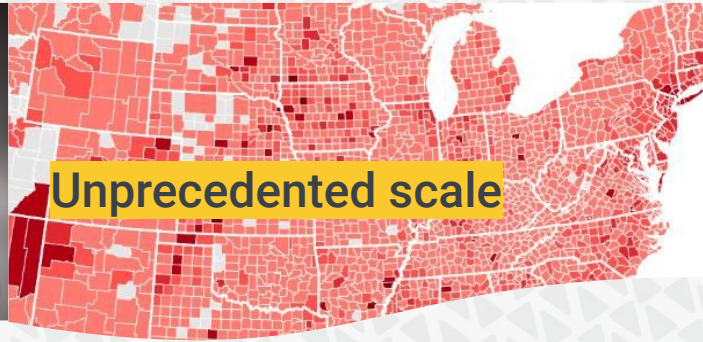
Learning isn't the only thing that's been lost

Why we use the term

## "Schooling Loss"

Net negative on education

Avoid suggesting blame



Unprecedented scale

# Schooling loss is a phenomenon of the pandemic

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# Our Approach

**Discovering a Pathway Forward**

Reflecting on Current and Future States



Aligning Solutions to Strengths





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# Framing

What today **IS**

- Gaining clarity
- Brainstorming
- Strategic visioning
- Generating potential ideas to share

What today is **NOT**

- A single strategy or practice
- Developing a comprehensive plan
- Wordsmithing

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PART I

# Getting a clearer view

- Mission: Getting clear on your purpose
- Plan for change, not perfection
- Use known and anticipated data

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# Begin with yourself

A **mission** is our guiding purpose at work



A **vision** is the future we're working to create



**Values** inform how we carry out the work

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“We desperately need more leaders who are committed to courageous, wholehearted leadership and who are self-aware enough to lead from their hearts, rather than unevolved leaders who lead from hurt and fear.”

*Dare to Lead,* Brene Brown

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# Your mission

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# Mission: Getting clear on your purpose

Introduce yourselves first

## Independent Reflection

Identify each component on your own

## Share in Breakout Rooms

Share components with others to craft your personal mission statement

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# Chat reflection

Respond in to the prompt in the chat box

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# New School Rules

By Anthony Kim and Alexis Gonzales-Black

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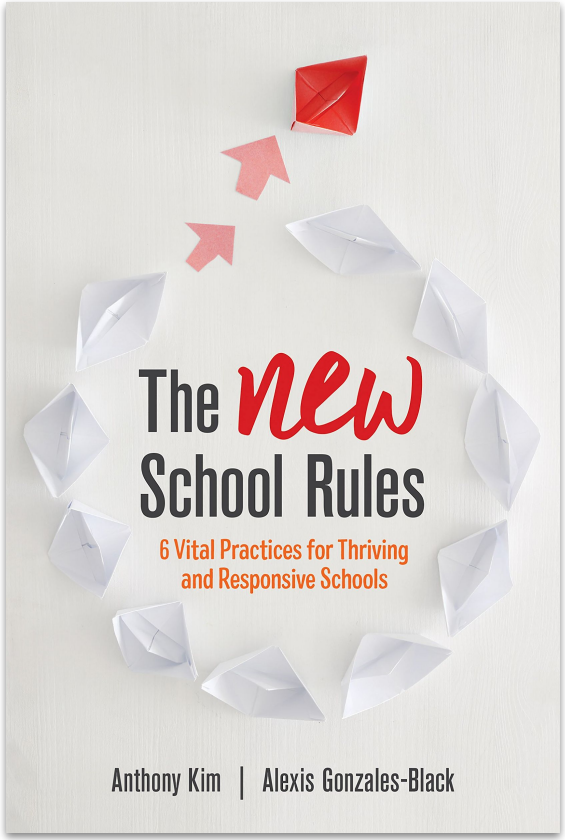


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“The goal of planning is to get directional clarity so people know where to focus their attention and how to make sense of situations as they come about. If we begin to plan for change, not perfection, we continually stay open to new, better, and different options we may discover along the way.”

*The New School Rules*, Kim and Gonzales-Black

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**“In preparing for battle, I have always found that plans are useless, but planning is indispensable.”**

General Dwight Eisenhower

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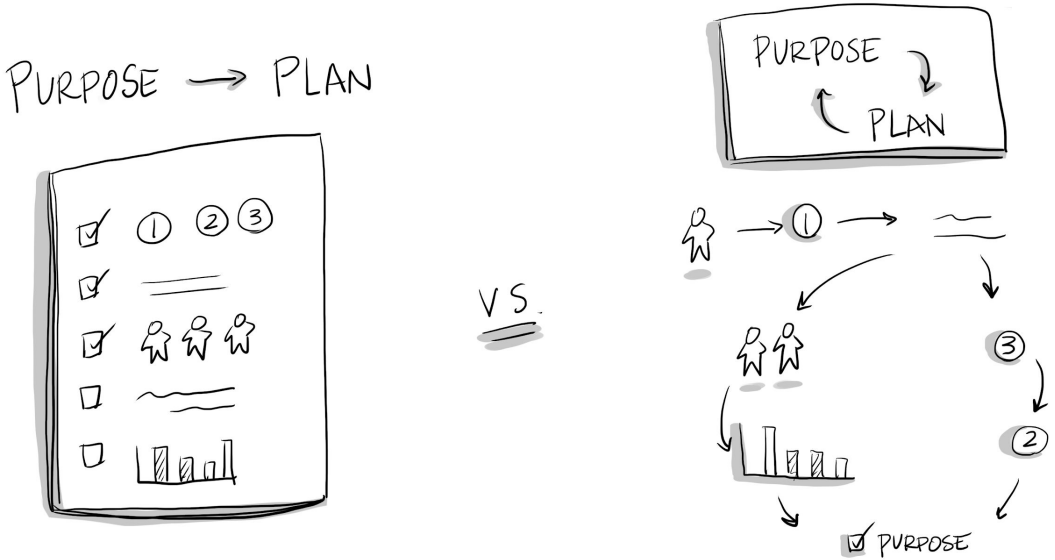


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# Use known and anticipated data

**Known data** is information, anecdotes, and artifacts you are certain you currently have. These could be in the form of reports, experiences, records, or connections with stakeholders that open-up the possibilities of interview or focus group discussions.

**Anticipated data** is something you are confident is coming, but can't access yet. For example, in the summer, administrators know that they'll get enrollment reports on the first day of school, teachers know that they'll have artifacts of student work, even if they haven't gotten to that lesson yet, and social workers know they'll have anecdotal evidence to notice trends in their students social, emotional, and mental wellness a few weeks into the year.

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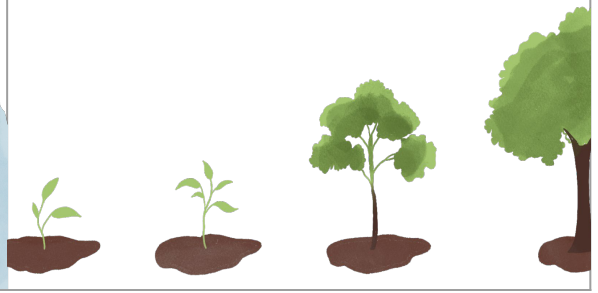
# Use known and anticipated data

| Data you **KNOW** you have | Data you **ANTICIPATE** having |
| --- | --- |
| |  |

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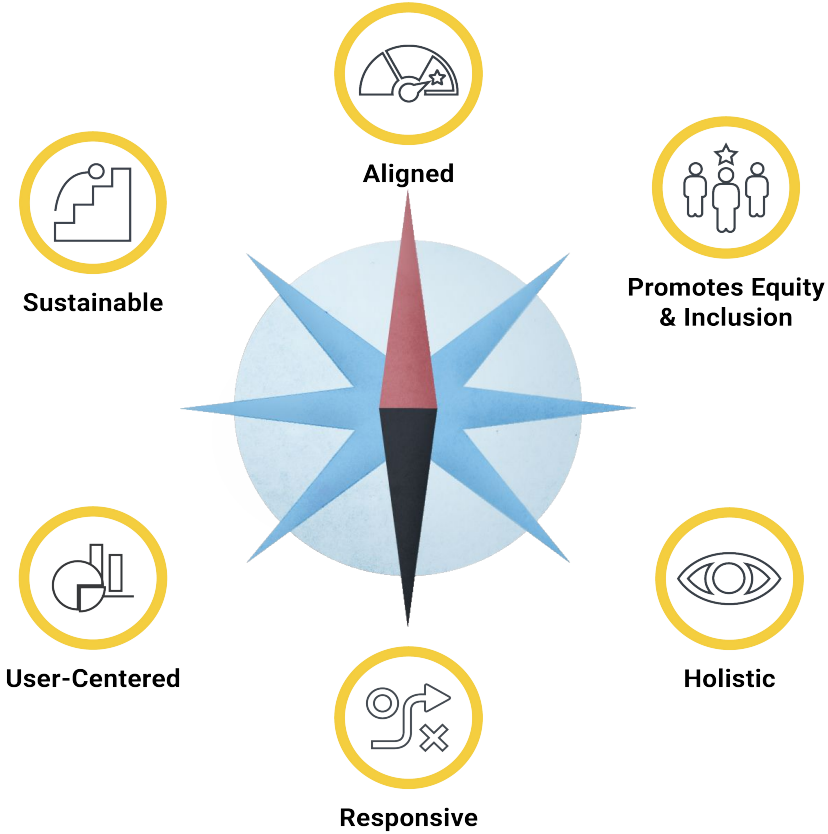
# Data culture

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# Use known and anticipated data

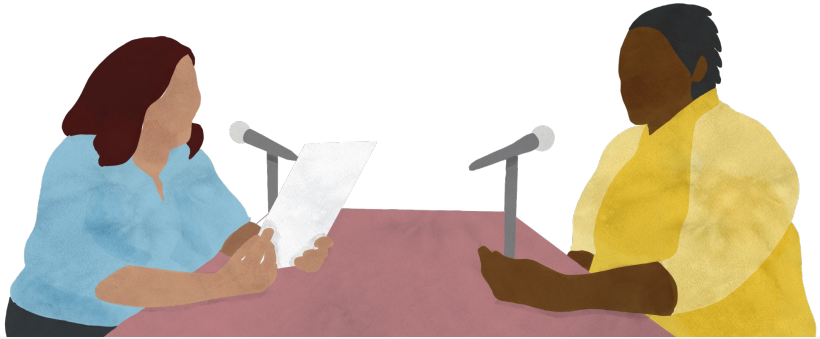
Introduce yourselves first

## Independent Reflection

| Data you **KNOW** you have | Data you **ANTICIPATE** having |
| --- | --- |
| | |

## Share in Breakout Rooms

Share ideas for known and anticipated data sources





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# Chat reflection

Respond in to the prompt in the chat box

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# Take a break

We'll begin again at **12:05**

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PART II

# Imagining paths forward

- Roadmaps, not manuals
- Place data pivots to consider multiple routes
- SWOT analysis

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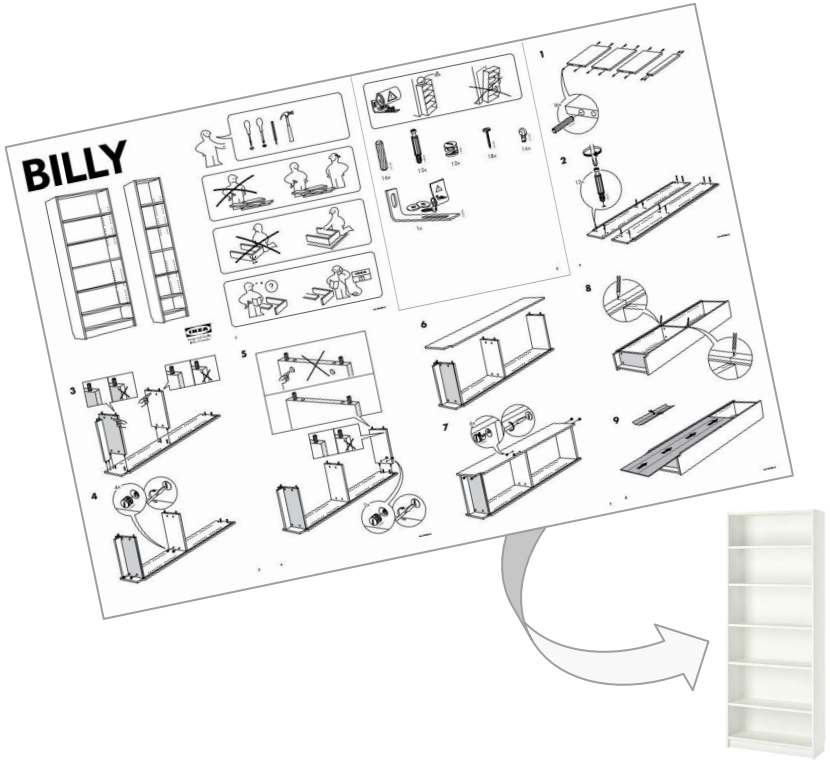
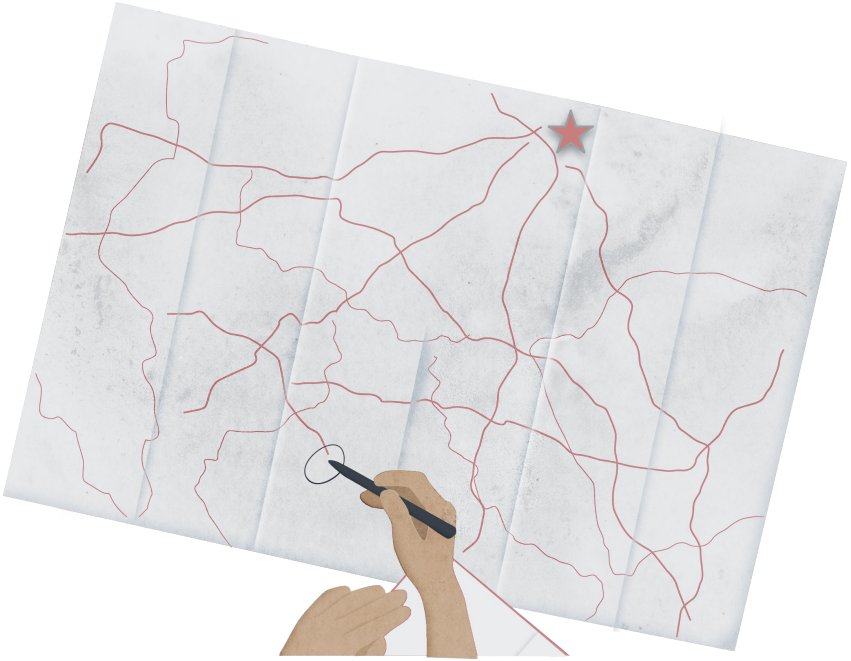
# Roadmaps, not manuals



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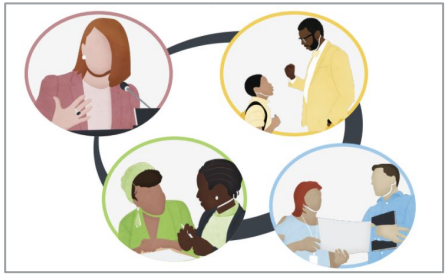
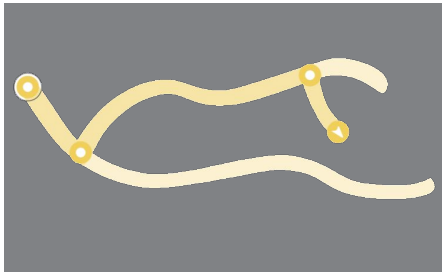
# Roadmaps, not manuals

## Directional clarity

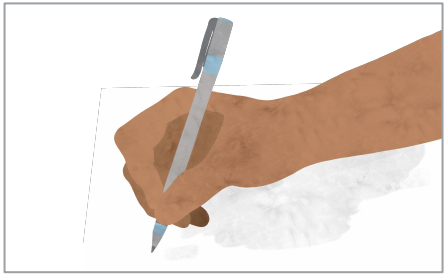
## Phases of work



## Pivot points



## Short-term detail



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# Build a roadmap

1. Set a big goal that provides directional clarity
2. Current state
3. Anticipated data
4. Pivot point
5. Align to the big goal

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**Build a Roadmap**

| | OPPORTUNITY 1 | OPPORTUNITY 2 | OPPORTUNITY 3 |
|---|---|---|---|
| 2. What does known data tell us about the current state? | | | |
| 3. What data do we anticipate? | | | |
| 4. How might this anticipated data suggest we pivot? | | | |
| 5. How does this get us closer to our big goal? | | | |
| 1. What is a big goal? | | | |

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# Copy roadmap template

You must be signed into any Google account

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# Build a roadmap

1. Set a big goal that provides directional clarity
2. Current state
3. Anticipated data
4. Pivot point
5. Align to the big goal

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| | | |
|---|---|---|
| 2. | What does known data tell us about the current state? | Anecdotal reports suggest many students have experienced trauma, details are unclear |
| 3. | What data do we anticipate? | 1 month into the school year, reports from school counselors |
| 4. | How might this anticipated data suggest we pivot? | Identify specific programmatic supports, classroom interventions, and educator professional development |
| 5. | How does this get us closer to our big goal? | Supporting the immediate and most obvious social emotional needs of students |
| 1. | What is a big goal? | 100% of students receive the social emotional support they need to be academically successful in school. |

**Begin here, then jump to the first row**

# Opportunity categories

- **Attendance**: Where are our students?
- **Academics**: What do our students know?
- **SEL**: How do our students feel?
- **Staff culture**: How is our team doing?
- **Guidelines**: Are students meeting behavioral expectations?

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# Build a roadmap

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| 1. What is a big goal? | | | |

**Begin here, then jump to the first row**

# Chat reflection

Respond in to the prompt in the chat box

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# SWOT analysis

Strengths and weaknesses are broad; opportunities and threats are specific to schooling loss

What was highlighted by the pandemic?

**Complete individually**

| | |
|---|---|
| **Strengths**<br>What are we good at? | **Weaknesses**<br>What is an area of growth? |
| **Opportunities**<br>What is an area of untapped potential? | **Threats**<br>What are tensions that are out of our control? |

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# Focusing on strengths and opportunities

“Our strengths can be leveraged to develop new opportunities to address schooling loss. Most of us are far more comfortable building on what we’re good at than trying out something completely new. Brand new initiatives may require us to grow in multiple ways in order to be successfully implemented. For example, a district may have a strong coaching culture and almost no district-wide professional development system. If they wanted to address schooling loss by better addressing the social emotional needs of their students, they would likely be more successful training their coaches in SEL first rather than delivering district-wide workshops directly to teachers. They would be building off the strength of their coaching program which would be easier than creating ofrequire new logistical considerations.”

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# Brainstorm

What strengths could be leveraged to make the most of an opportunity?

**Complete individually**

| | |
|---|---|
| **Strengths**<br>What are we good at? | **Weaknesses**<br>What is an area of growth? |
| **Opportunities**<br>What is an area of untapped potential? | **Threats**<br>What are tensions that are out of our control? |

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# 3 buckets: Socialize, sit-on, and share

## Socialize

Talk about the idea with peers for informal feedback and reactions. Your teammates may feel safer sharing their reactions and thoughts when they know the idea isn't being proposed, just "thrown around" in discussion.

## Sit-on

Consider the idea with just yourself, your team, or revisit at a later date. Some ideas, especially big ones involving lots of stakeholders, need advocates. Take time to build your case first.

## Share

Propose the idea at an upcoming meeting. These ideas are probably smaller in size and safe to try immediately.

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# Practice sharing ideas

Introduce yourselves first

## Independent Reflection

Bucket potential ideas into these three categories

**Socialize**

Talk about the idea with peers for informal feedback and reactions. Your teammates may feel safer sharing their reactions and thoughts when they know the idea isn't being proposed, just "thrown around" in discussion.

**Sit-on**

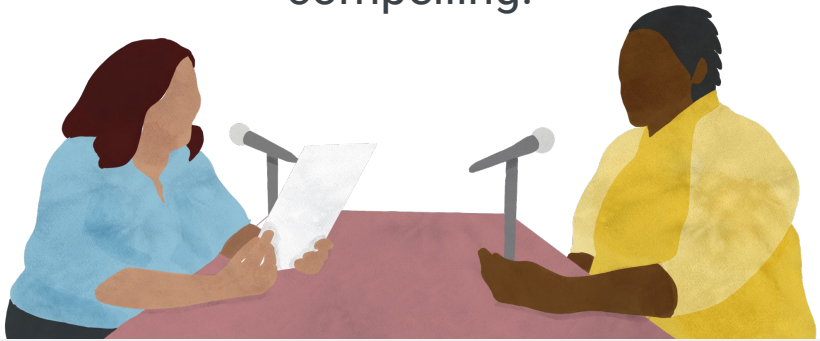
Consider the idea with just yourself, your team, or revisit at a later date. Some ideas, especially big ones involving lots of stakeholders, need advocates. Take time to build your case first.

**Share**

Propose the idea at an upcoming meeting. These ideas are probably smaller in size and safe to try immediately.

## Share in Breakout Rooms

Take turns proposing ideas you want to share immediately; offer advice to make the proposal clearer and more compelling.



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# Chat reflection

Respond to the prompt in the chat box

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# Our Approach

Discovering a Pathway Forward



**Reflecting on Current and Future States**

**Aligning Solutions to Strengths**

**BEST FACILITATED WITH THE SAME TEAM**

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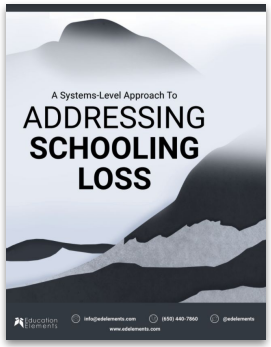
# Next steps

- Reach out if you would like a facilitated session
- Complete the closing survey
- Download the white paper