

How School and District Leaders Can Create Equitable Schools

March 31, 2022

Introductions



Jill Nyhus

Chief Growth Office, PowerMyLearning

JNyhus@PowerMyLearning.org

Follow on Twitter [@PowerMyLearning](https://twitter.com/PowerMyLearning) or [@JillNyhus](https://twitter.com/JillNyhus)



Shaun Nelms, EdD

EPO Superintendent, East Upper and Lower Schools
in Rochester, N.Y. and William and Sheila Konar

Director for the Center for Urban Education Success

Follow on Twitter [@DrNelms](https://twitter.com/DrNelms)

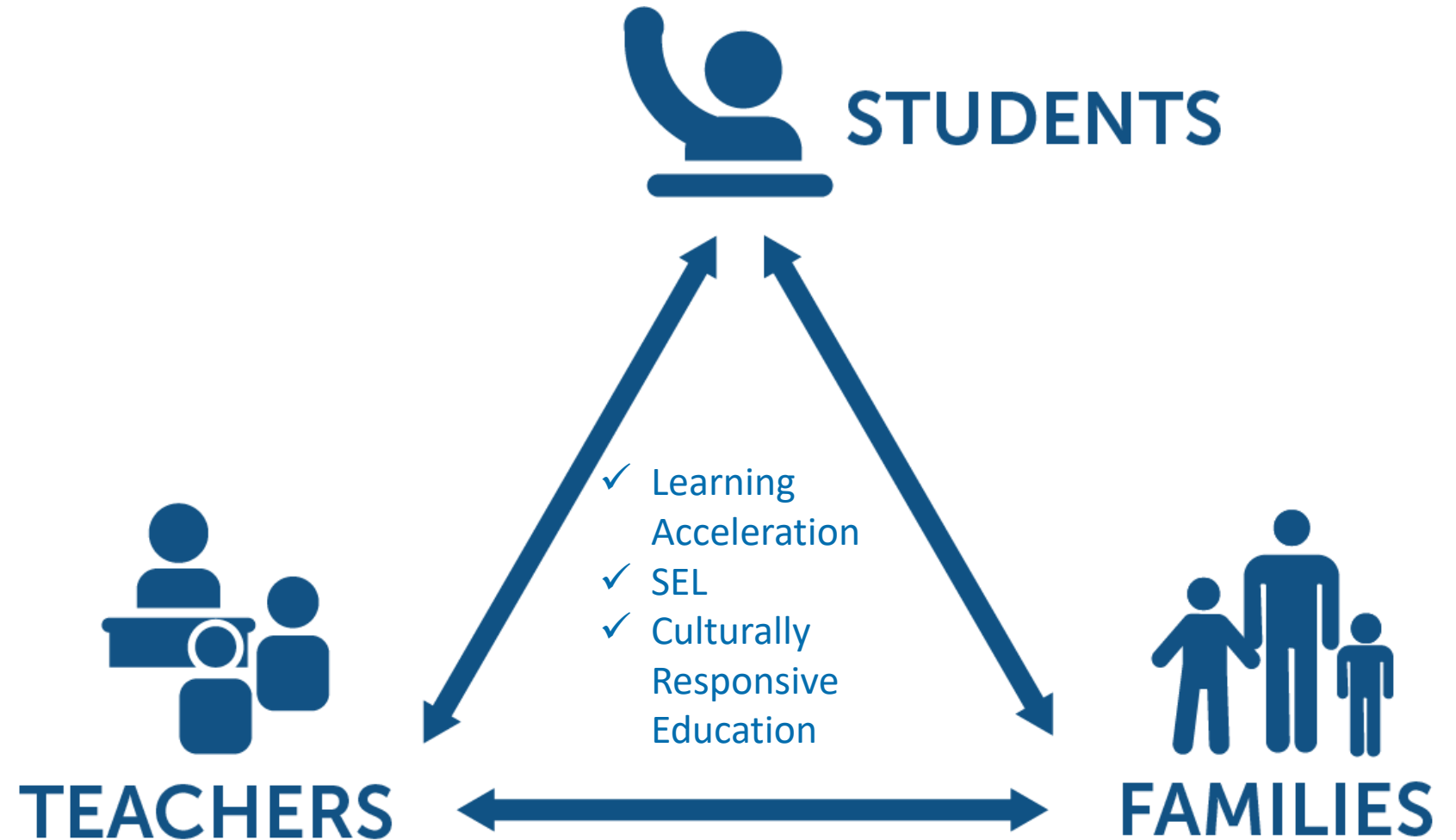
Our Time Together

- Context and Intro to PowerMyLearning (10 min)
- Featured Speaker (30 min)
- Q&A (15 min)
- Wrap-up (5 min)



About PowerMyLearning

- National nonprofit founded in 1999
- Mission: Advance educational equity nationwide by activating the power of collaboration between teachers, students, and families
- Work in four of the Top 5 districts in U.S. (& more)

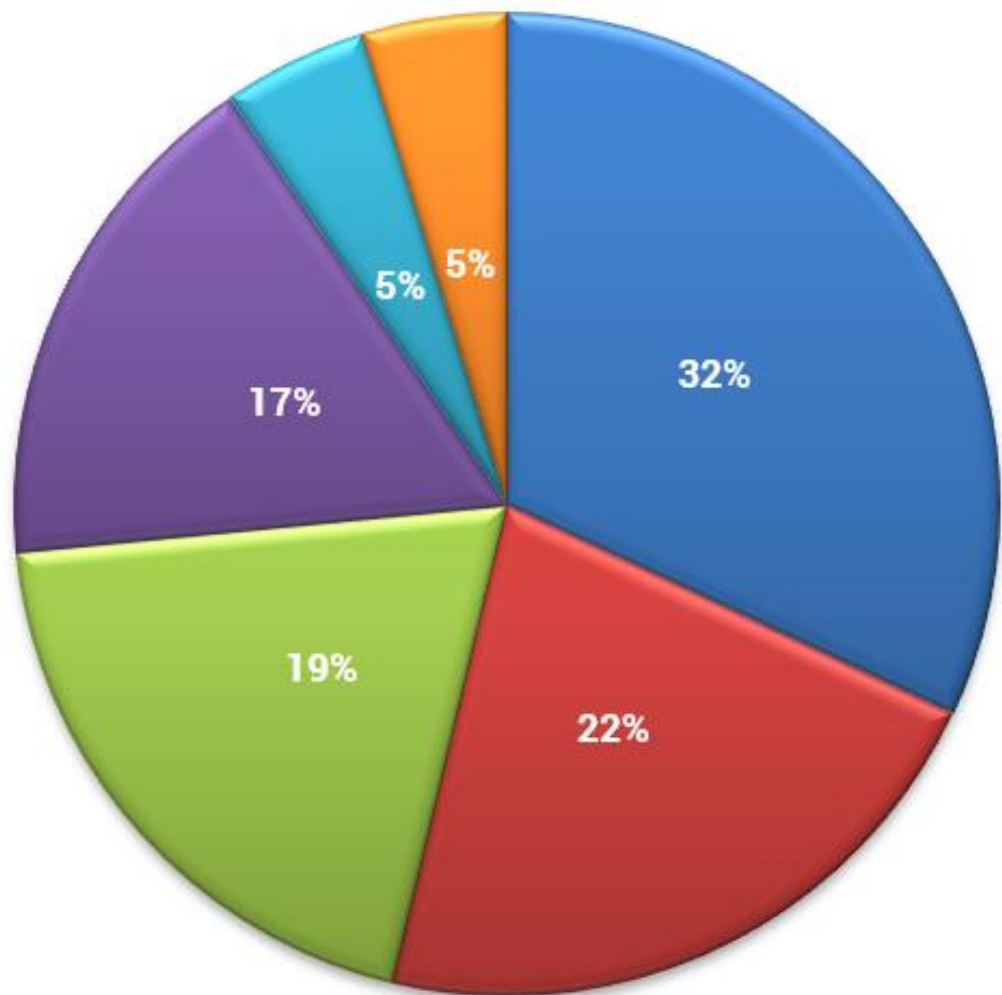




Setting the Context



What challenge is your school or district facing in creating equitable schools?



- Building and implementing plans that support sustained systemic change
- Shifting mindsets and increasing understanding
- Securing buy-in and overcoming pushback
- Obtaining adequate resources (funding, time, training)
- Engaging families
- Recruiting and retaining a diverse and effective workforce

One Lens for Equity: Effective Family & Community Engagement Practice

ESSENTIAL CONDITIONS	
Process Conditions	Organizational Conditions
<ul style="list-style-type: none">• Relational: built on mutual trust• Linked to learning and development• Asset-based• Culturally responsive and respectful• Collaborative• Interactive	<ul style="list-style-type: none">• Systemic: embraced by leadership across the organization• Integrated: embedded in all strategies• Sustained: with resources and infrastructure

Welcome, Shaun!



Shaun Nelms, EdD

EPO Superintendent, East Upper and Lower Schools in Rochester, N.Y. William and Sheila Konar Director for the Center for Urban Education Success



East High Educational Partnership Organization (EPO)



How School and District Leaders Can Create Equitable Schools

Presented by
Shaun C. Nelms Ed.D

Superintendent of Educational Partnership Organization, Rochester City School District
William and Sheila Konar Director for the Center for Urban Education Success at the
University of Rochester



WARNER
SCHOOL OF EDUCATION
UNIVERSITY of ROCHESTER

#CultureIsContagious

A Community Partnership for School Transformation



From the outside looking in,
you never **understand it**, from
the inside looking out you can
never **explain it....**



Success



what people think
it looks like

Success

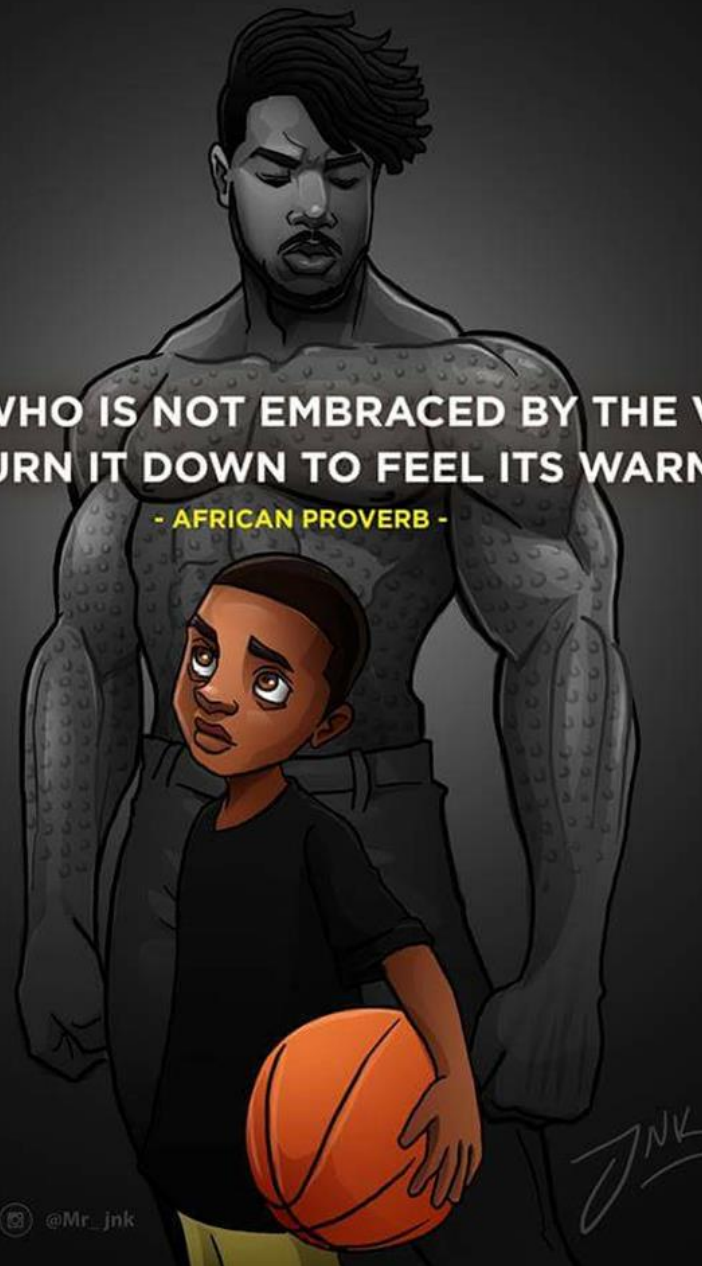


what it really
looks like



**THE CHILD WHO IS NOT EMBRACED BY THE VILLAGE
WILL BURN IT DOWN TO FEEL ITS WARMTH**

- AFRICAN PROVERB -



Art of Jona Kagimba

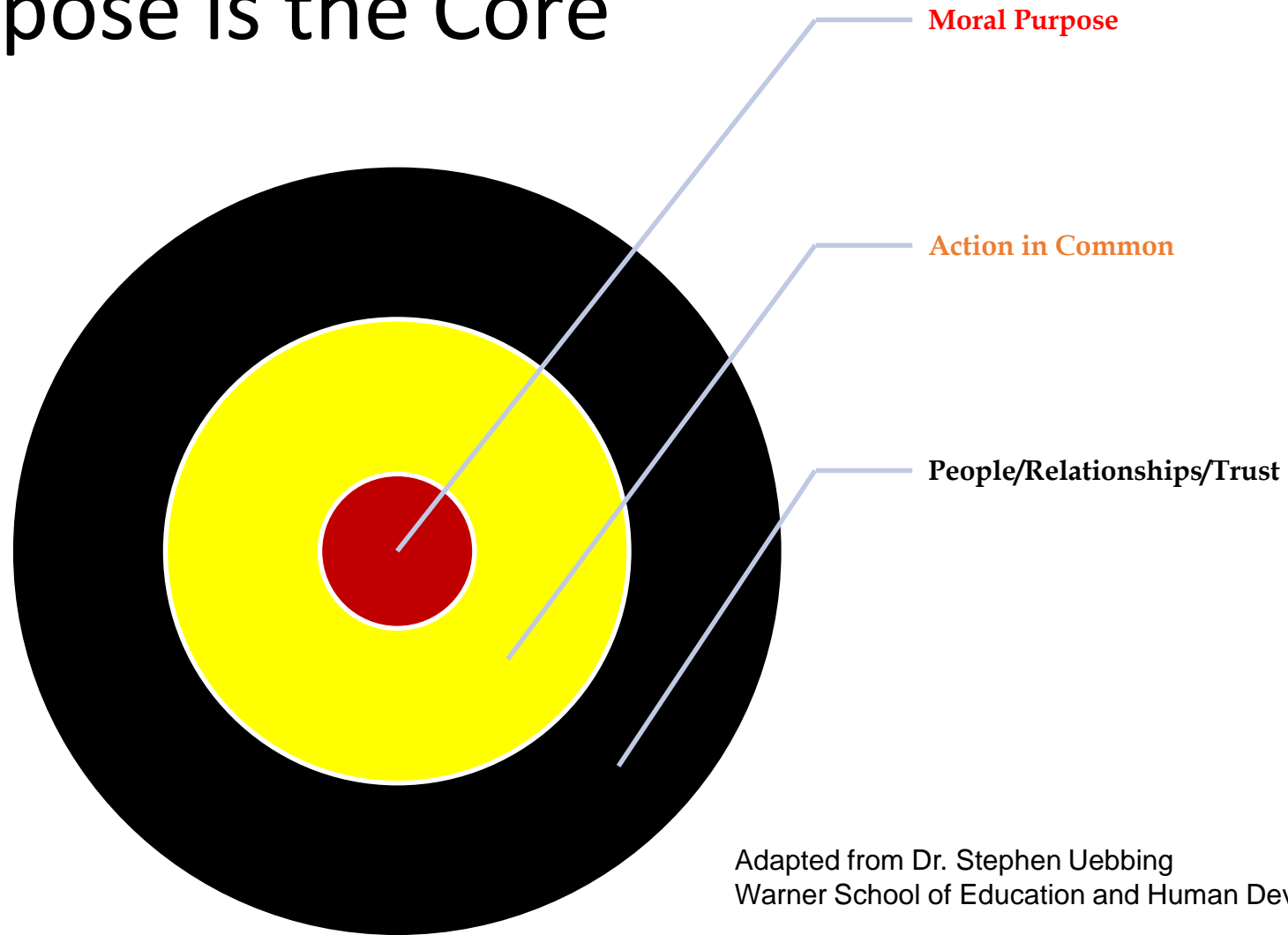


@Mr_jnk



WARNER
SCHOOL OF EDUCATION
UNIVERSITY of ROCHESTER

Moral Purpose is the Core



Adapted from Dr. Stephen Uebbing
Warner School of Education and Human Development, University of Rochester



Defining your Purpose

- To what extent are your core values known by scholars and families?
 - What explicitly have you done to make this known?
 - What have you structurally changed to ensure your actions are aligned to your core values?
 - To what extent did others influence your priorities? How do you know?
 - Etc.



Purpose

- To enhance organizational coherence by:
 - Establishing a common understanding of what drives the work of building teams of equity
 - Identifying systemic gaps for building coherence – the intersection of policy-practice-beliefs
 - Establishing critical next steps for process improvement





Mission/Vision

At East we are taking charge of our future by being tenacious, thinking purposefully, and advocating for self and others.



Spillane et al. (2001) further stated,

Our distributed perspective on leadership is grounded in activity rather than in position or role. Hence, we begin with a consideration of the tasks around which school leaders organize their practice, considering both large-scale organizational tasks (*macro functions*) as well as the day-to-day work (*micro tasks*) that are essential for an understanding of school leadership practice (p. 24).



Fullan (2007) stated,

To implement and sustain programs successfully, we need better implementation plans; to get better implementation plans, we need to know how to change our planning and follow-through process; to know how to change our planning process, we need to know how to produce better planners and implementers, and on and on (p. 106).

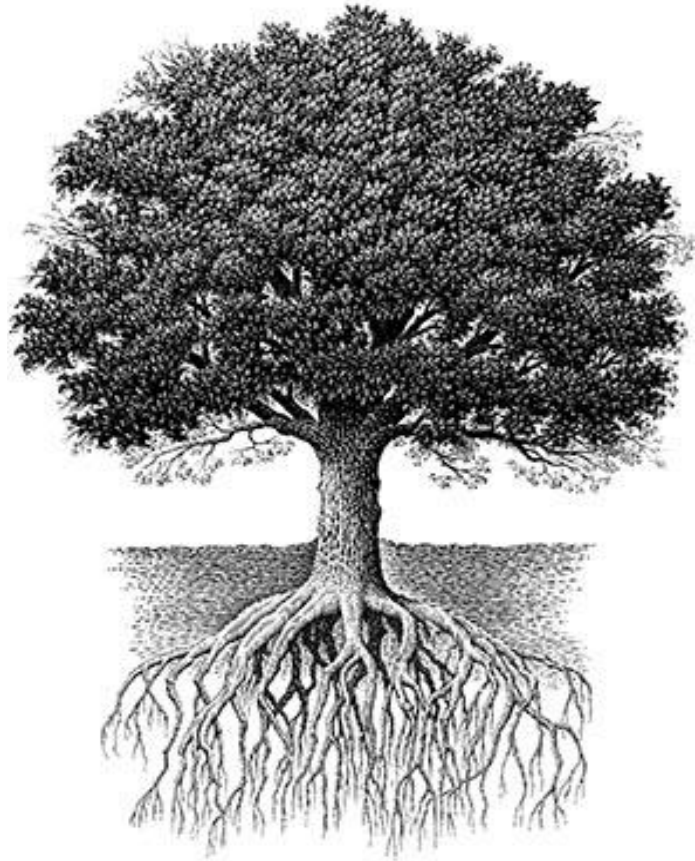


Michael Fullan's model of change

- Establish a moral purpose
- Build relationships
- Understand the change process
- Build knowledge, create learning organizations
- [Make coherence \(Organizational\)](#)



Shift in Leadership



Whole system success requires the commitment that comes from **intrinsic motivation and improved technical competencies** of groups of educators working together purposefully and relentlessly

-- Michael Fullan, Choosing the Wrong Drivers for Whole System Reform



- *noun*
- the **ability** to produce a desired or intended result.

ef·fi·ca·cy

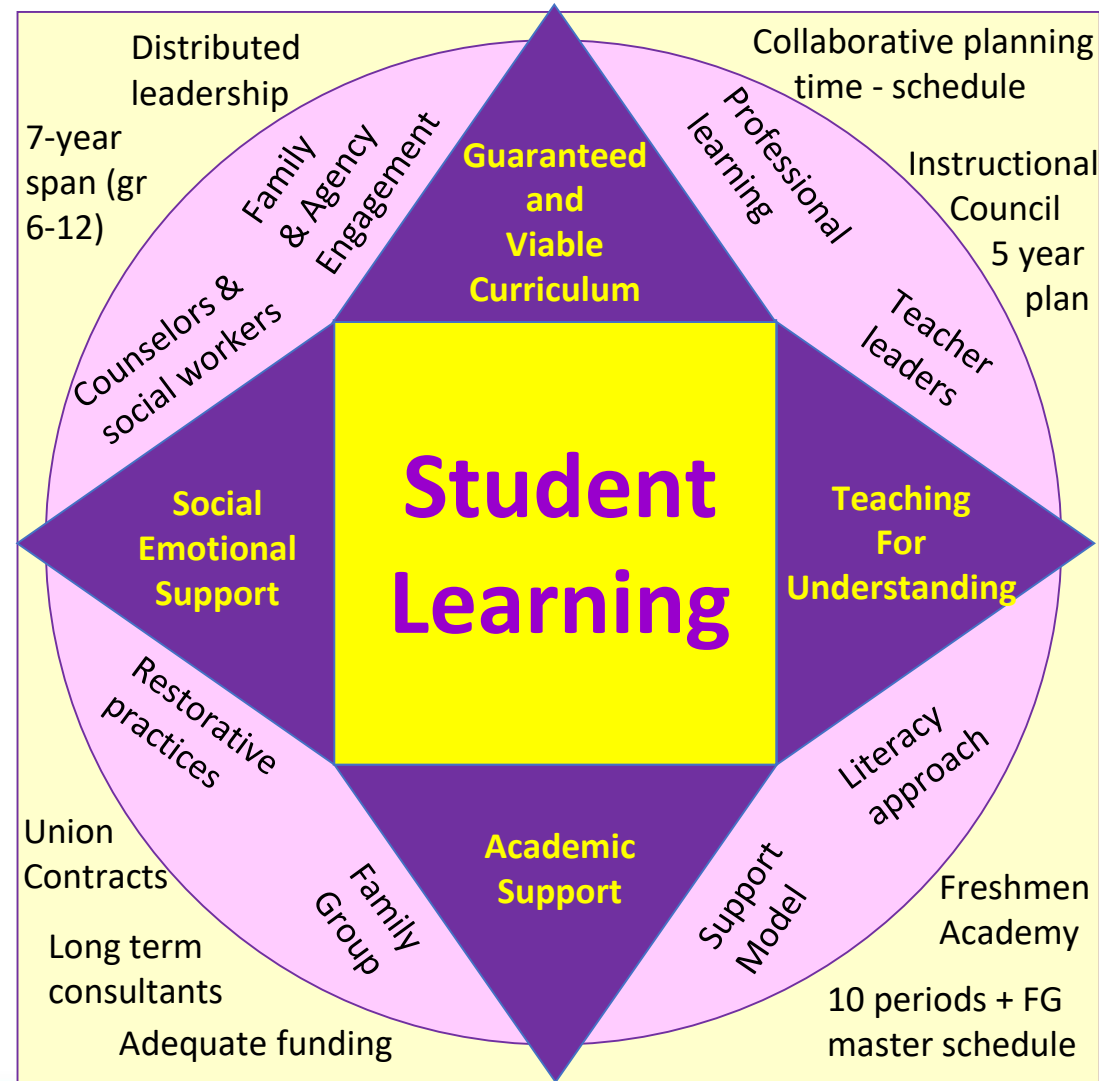


BE INTENTIONAL



WARNER
SCHOOL OF EDUCATION
UNIVERSITY of ROCHESTER

The Model We Are Creating



Graduation Data by Diploma Type

East Historical Graduation Data by Diploma Type (Total Cohort)

School Year	Graduation Rate	Total Cohort	ALL Regents (Adv + Regular) (n)	ALL Regents (Adv + Regular) (% of Total Cohort)	Non-Regents (Local) (n)	Non-Regents (Local) (% of Total Cohort)
2014-2015	33%	321	85	26%	22	7%
2015-2016	40%	271	86	32%	23	8%
2016-2017	45%	338	121	36%	32	9%
2017-2018	61%	203	104	51%	20	10%
2018-2019	70%	178	104	58%	20	11%
2019-2020	78%	169	120	71%	12	7%

East Historical Diploma Type Trends by Accountability Subgroup, Plus “Ever ELLs (Total Cohort)

Subgroup	% of Total Cohort Subgroup					
	Earning Local Diplomas			Earning Regents Diplomas		
	2014-2015	2019-2020	5 Year Diff	2014-2015	2019-2020	5 Year Diff
Black	8% (13/168)	8% (7/84)	0%	30% (51/168)	76% (64/84)	+ 46%
Hispanic	5% (6/110)	6% (4/62)	+ 1%	21% (22/110)	68% (42/62)	+ 47%
SWD	18% (11/62)	17% (4/24)	- 1%	8% (6/62)	63% (15/24)	+ 55%
ELL	5% (3/64)	11% (3/27)	+ 6%	11% (7/64)	41% (11/27)	+ 30%
ED	7% (18/276)	8% (12/147)	+ 1%	25% (68/276)	67% (98/147)	+ 42%
“Ever ELLs”	4% (3/70)	7% (3/44)	+ 3%	13% (9/70)	61% (27/44)	+ 48%



East EPO Five Year Plan curriculum and instruction

Year 1: Mission & Vision, Stage One UbD

Define Mission and Vision
Stage One UbD
Submitting Daily Lesson Plans
Intro to Restorative Practices
Leader in Me
Family Group developed
Support Model

Year 2: Stage Two UbD, Learning Targets & Assessments

Stage Two UbD
Learning Targets
Assessment Focus CFA CEPT
Data Cycles Intro
Classroom Norms
MAC protocols
Refined Restorative Practices
Support Model development Upper School

Year 3: Deliberate Practice

Stage Three UbD
Common Lesson Plans
Data cycle and assessment: CFAs, in-class assessments
Support ELLs (language targets)
School-Wide Implementation of MAC
Expand Restorative Practices
Support Model Lower School

Year 4: CEPTs with Models

Refine Units and Lesson Plans
Develop performance assessment system fully, focusing on CEPTs with models
Deliberate Practice continued: Focus on Feedback
CRRP defining
Restorative Practice Training with Families
Fully Developed 6-12 Support Model

Year 5: Guaranteed & Viable Curriculum

Guaranteed and viable curriculum
Fully developed performance assessment graduation requirements defined
Deliberate practice using common lesson quality criteria
All LPs differentiated for ELLs and SWDs
Implement CRRP
"Quality Implementation" for MAC Stages of Implementation
Restorative Practices used throughout School Community
TI in Support 6-12

Year 5: Guaranteed & Viable Curriculum

Guaranteed Curriculum

- Ensure curriculum is written, enacted, supported, and learned using EPO Unit Checklist, walk throughs, coaching, and supervision cycles; use scholar work protocol to revise unit plans emphasizing use of learning and alignment.

Performance Assessment System

- Examine alignment and completeness between FTs/CEPTs, critical content and skills, and transfer goals; complete TG matrix; integrate the CFAs through data cycles to inform teaching and learning.

Deliberate Practice

- Examine teaching and learning using Lesson Quality Checklist with an emphasis on scholar engagement in higher order thinking, teaching for conceptual understanding, and meaning-making.

CRRP

- Use external evaluation of CRRP to drive renewed emphasis, increase collective understanding of CRRP this summer institute, FDI, FL
- Add CRRP to LQC and conduct walk throughs

Focus on scholar work

- Increase emphasis on evidence of understanding
- Use scholar work in collaborative planning time to reflect on lessons and conduct mini data cycles
- Use models and feedback to increase work quality

Restorative Practices

- Increase use of Restorative Practices (e.g. strength-based openings, relationship-building circles, use of Restorative language, focus & intent) circles throughout East community including instructional techniques, classroom management strategies, scholar discipline, Family Group, collaborative planning time, faculty meetings, professional learning, and faculty engagement practices.

Support

- Increase emphasis on differentiating for students through Support Model - see SMART goal
- Develop targeted interventions e.g. in CPT as the result of data cycles and LASW using Support Managers and Special Education teachers or leaders

... in service of scholar learning.



Regents Diploma 22-5...80

Advanced Regents Diploma 22-9...80

Course	Credits	Graduation Requirements									
English	4	English 1	English 2	English 3	English 4						
Social Studies	4	Global 1	Global 2	US Hist.	Govt./Eco						
PE	2	PE (.5)	PE (.5)	PE (.5)	PE (.5)						
Electives	3.5	(1.0)	(1.0)	(1.0)	(.5)						
Math	3	Algebra	Math (GEO)	Math (ALG 2)							
Science	3	Liv. Env.	Sci. (Earth)	Sci. (Chem.)							
Foreign Language	1	For. Lang.	For. Lang. II	For. Lang. III							
Fine Art	1	Art/Music									
Health	.5	H (.5)									
Total	22	Follow the GOLD to get your Advanced Diploma!									
Regents Exams	5	9	ENG	ALG	SCI	GL/US	ANY	GEO	ALG 2	SCI	FL



Community Partnerships



WARNER
SCHOOL OF EDUCATION
UNIVERSITY of ROCHESTER



UNIVERSITY of
ROCHESTER

Support

- Eastman Institute for Oral Health
- Flaum Eye Institute
- Simon Business School
- Memorial Art Gallery
- Warner School of Education at the University of Rochester
- Warner Center for Professional Development and Education Reform
- University Communications
- Office of Advancement (Equity, Opportunity and Access Fund)
- Center for Urban Education Success (CUES)
- Kearns Center - (College Prep Ctr)
- Athletics and Recreation
- University Security Services
- Department of Transportation
- School of Nursing
- University of Rochester Medical Center (URMC) (School Newspaper)
- Debate Union

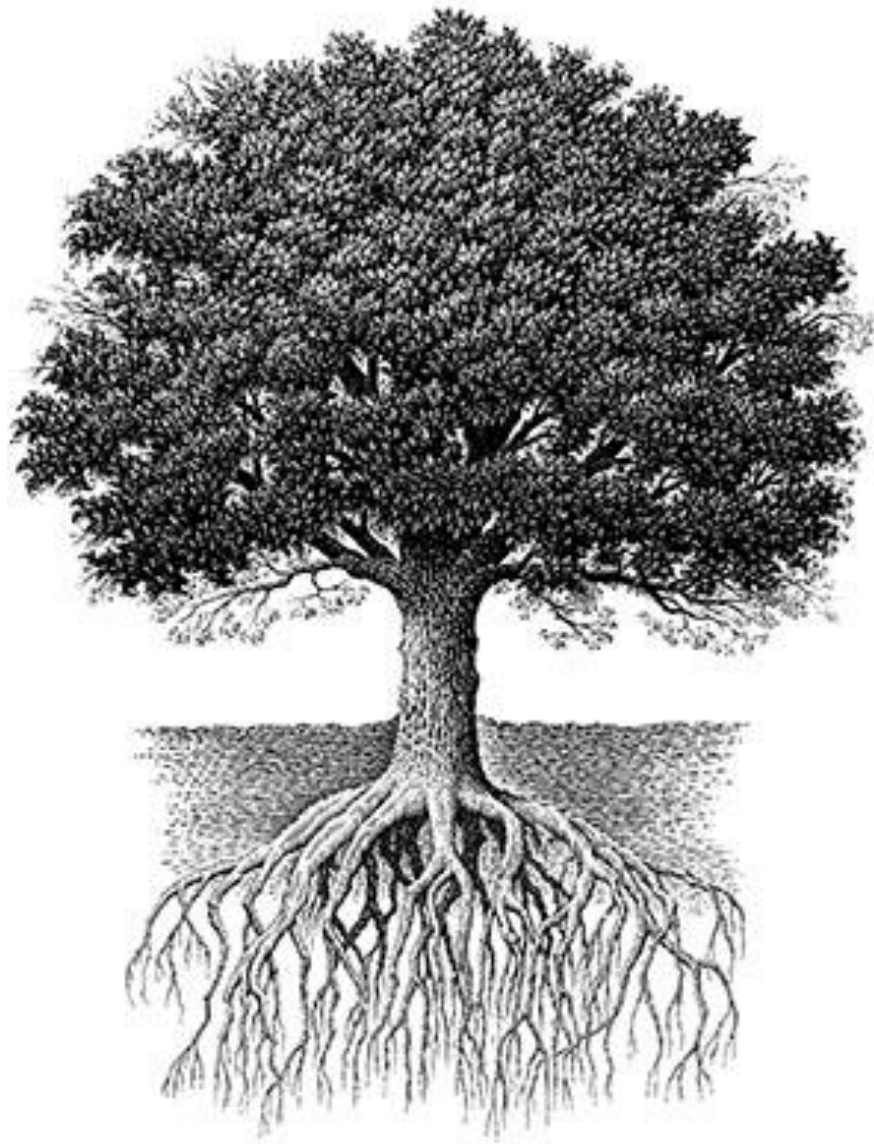


WARNER
SCHOOL OF EDUCATION
UNIVERSITY of ROCHESTER

Defining your Purpose

- To what extent are your core values known by scholars and families?
 - What explicitly have you done to make this known?
 - What have you structurally changed to ensure your actions are aligned to your core values?
 - To what extent did others influence your priorities? How do you know?
 - Etc.



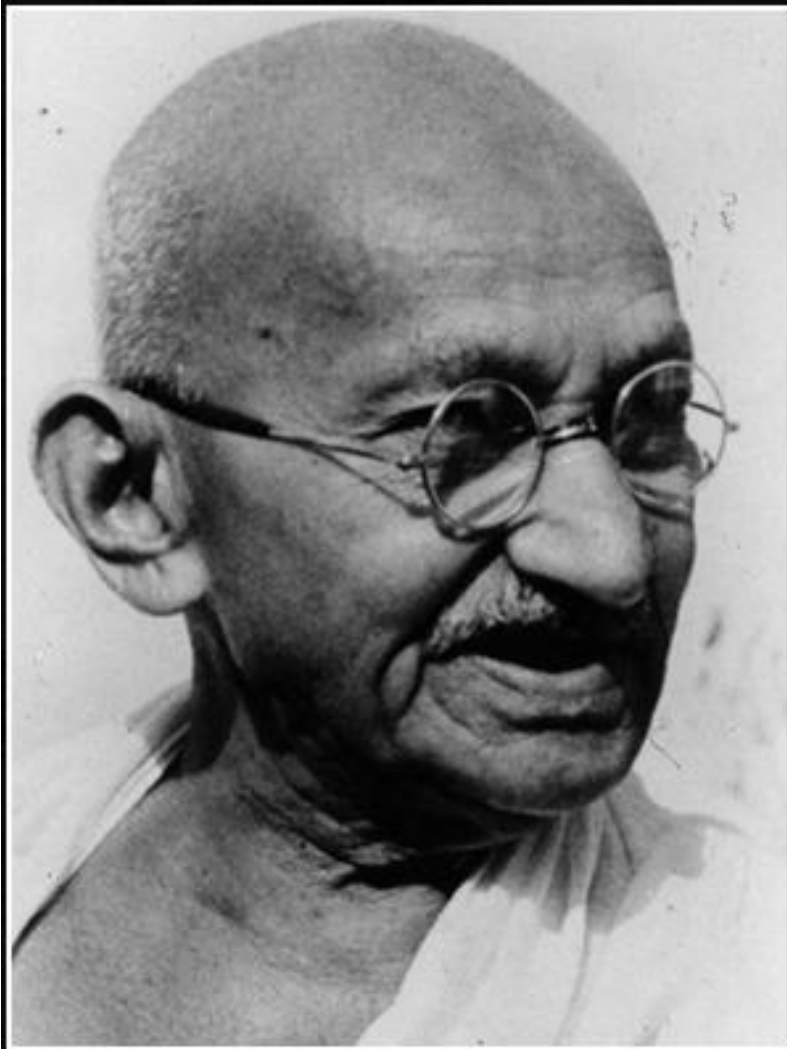


“The true meaning of life is to plant trees under whose shade you do not expect to sit.”

– Author Nelson Henderson

We can bring deeper meaning to our lives when we work for something greater than ourselves.





There goes my people. I must follow
them, for I am their leader.

— Mahatma Gandhi —

AZ QUOTES



WARNER
SCHOOL OF EDUCATION
UNIVERSITY of ROCHESTER

Shaun Nelms, EdD

- **Superintendent**, Educational Partnership Organization, Rochester City School District
- **Associate Professor, Director** for the Center for Urban Education Success (CUES) at the University of Rochester

Follow us on Twitter:

- **@DrNelms**
- **@EastEPO**
- **@URCUES**



CENTER FOR URBAN EDUCATION SUCCESS (CUES)



UNIVERSITY of ROCHESTER



A photograph of a smiling teacher and a young student sitting at a desk in a classroom. The teacher is on the left, wearing glasses and a dark shirt. The student is on the right, wearing a light-colored shirt. They are both looking towards the camera. The background shows a classroom setting with a whiteboard and bookshelves. The image is overlaid with a blue tint and a white rectangular box containing the word 'Closing'.

Closing

Our Programs and Program Elements

PROGRAMS

Culturally Responsive Education Practices That Advance Equity

Nurture Student Growth Through Social and Emotional Learning

Savvy Practices to Accelerate Learning

PROGRAM ELEMENTS



WORKSHOPS FOR FAMILIES

- ✓ 60-minute engaging workshops for families (and students)
- ✓ Available in English and Spanish



WORKSHOPS & COACHING FOR TEACHERS

- ✓ Four 60- or 90- minute interactive teacher workshops
- ✓ Three 1:1 or group coaching sessions to reinforce workshop topics

Evidence of Impact



Positive and statistically
significant impact

Improve student outcomes

+8.6

+8.6 percentage points greater student achievement

+15%

+15% greater average SEL outcomes as measured by the Intrinsic Motivation Scale

+31%

+31% greater sense of belonging among ELL students

Strengthen teacher practice

94%

94% of teachers improved at using data to improve instruction

Increase family confidence

95%

95% of parents in partner schools became more confident that they could help their child learn



PowerMyLearning®

PowerMyLearning.org



fb.com/PowerMyLearning



[@PowerMyLearning](https://twitter.com/PowerMyLearning)



Company/PowerMyLearning