Welcome!

ALL IN:
A Journey Toward Ensuring Success for ALL Students

OLAC Action Forum
Columbus
December 12th, 2017
ALL IN: Ensuring Success for All Students

Session Presenters:

Peg Deibel and Candi Hazelwood, State Support Team 9 and ALL IN Program Co-directors

Teresa Purses, President, Stark Education Partnership
ALL IN Live Binder

www.sst9.org ALL IN Live Binder can be found at http://www.livebinders.com/play/play?id=1990747
"All In": Ensuring Success for ALL Students

By: Peg Deibel

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How Did Ohio Get Here?

- Ohio’s 16 Regions: Select SPDG Districts
- Began ALL IN in Ohio’s fifth year of work around equity and social justice
- Replication of five-day National Institute on Leadership for Social Justice
- “Ohio-ized” three-day Institute version began in June 2015 by SSTs 3, 6 and 9
- Grew to East Ohio and West Ohio Institutes in June 2016
Regional Saturation of the Work: ALL IN

• SST9, Stark County ESC and Tri-county ESC jointly applied for a Straight A Grant with Stark Education Partnership as Program Evaluator

• Thirty ALL IN Districts total from seven different counties

• Planning and Training Year 1:  
  • Feb. 2016 - June 2017 (Funding ended)

• Five-year Sustainability:  
  • School Years 2017-2018 through 2021-2022
What Are the Primary Components of the ALL IN Program?

- **Strand 1:** Infrastructure and Instructional Mind Shifts
- **Strand 2:** ALL IN Student Academy
- **Strand 3:** Family and Community Connections
Getting the ALL IN Ball Rolling

ACROSS THE REGION...

- Established an ALL IN Core Team
- Created an ALL IN Program Management Team
  - More than 50% ALL IN District Personnel (central office, building and classroom voices)
  - Representatives from all major program partners:
    - State Support Team 9
    - Stark and Tri-county (Wayne, Holmes and Ashland) ESCs
    - Stark Education Partnership
- PMT Attended the National Institute on Leadership in Social Justice
- Broke PMT into three Work Teams around the program strands
Getting the ALL IN Ball Rolling...

**WITHIN EACH DISTRICT...**

- **Leadership Expectations**
  - Designation of ALL IN District Coordinator
  - Designation of ALL IN Student Team Coordinator
  - Attendance at monthly ALL IN/OIP Blended Coaching Sessions

- **Commitment to ALL IN Training and Implementation**
  - Team attendance at ALL IN Institutes and PD Sessions
  - Using logical district/building entry points, plan for and implement ICS Cornerstone Steps throughout the district
  - Use OIP structures and protocols to drive the ALL IN work
Critical ALL IN Networking Components...

- Already-established Administrator and Teacher Lead Networks
- Already-established community initiatives, organizations and agencies focused on equity and inclusion
- Direct communications with Higher Ed Partner leadership
- Intentional integration into ongoing SST and ESC initiatives, programs and trainings
- Annual ALL IN District Site Visits
Understanding ALL IN

http://www.nctvstorytellers.org/all-in--straight-a-grant.html
ALL IN Strand 1: Educators

Infrastructure and Instructional Mind Shifts
Change Begins with Our Understanding of the History of Educational Marginalization

• Schools have a culture of *Marginalization*
  • Race
  • Disability
  • Language
  • Social class
  • Gender
  • Sexual/Gender Identity
  • And their intersections
What if... our school system actually helps perpetuates the marginalization of our society?

Educators “overwhelmingly do not have a clear, accurate, or useful understanding of the degree of inequity present in their own schools and school districts” (p.5)

- Using Equity Audits to Create Equitable and Excellent Schools
  - Skrla, McKenzie & Scheurich, 2009
Problems Created with Our Current System...

- Blames and labels the student
- Provides less rigor and content
- Tracks and marginalizes students of color, poverty, language, disability, etc.
- Isolates students by ability and category - limits access to high quality instruction
- Fragments a student’s day
- Allows some students to be served while others are denied supports
- Is designed for the “average”
What Is This Work About?

• Moving from *Deficit-based* to *Asset-based* infrastructures and instructional delivery model

• Moving from *Reactive* to *Proactive* attitudes and practices in all aspects of our schools
Structured on the Work of Co-developers of Integrated Comprehensive Systems (ICS)

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Elise Frattura, PhD
Co-developer of Integrated Comprehensive Systems (ICS)

OLAC MODULE:
Meeting the Needs of Diverse Learners
Introduction Video

http://www.ohioleadership.org/mod_intro.php?mod_id=34
A Framework and Process for Eliminating Inequities in Schools

Cornerstone 1: FOCUS ON EQUITY

Cornerstone 2: DESIGN STAFF AND STUDENTS

Cornerstone 3: TRANSFORM TEACHING AND LEARNING

Cornerstone 4: LEVERAGING FUNDING AND POLICY

PROACTIVE SYSTEMIC PLANNING

PROACTIVE SYSTEMIC IMPLEMENTATION

PROACTIVE SYSTEMIC FOUNATION

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Cornerstone 1: Focus on Equity

• Step 1 - History of Marginalization/Current Model
• Step 2 - Deficit to Assets-based Thinking
• Step 3 - Begins With Us: Identity Development for Systems Change
• Step 4 - Understand Equity Research
• Step 5 - Equity Non-Negotiables
• Step 6 - Equity Audit to Drive Change
1. Changing the System to Eliminate Inequities Begins with Ourselves!

2. The System is Responsible for Prevention of Student Failure.
Cornerstone 2: Align Staff & Students

- Step 7 - Align School/District Teams with Equity Non-Negotiables
- Step 8 - Re-align Staff and Students to Eliminate Inequities
- Step 9 - Re-align District Office to Eliminate Inequities
Cornerstone 3: Transform Teaching and Learning

• Step 10 - Co-Plan to Co-Serve
• Step 11 - Identify Relevant Teaching and Learning for All Learners
Cornerstone 4: Leverage Policy and Funding

• Step 12 - Transform roles and Responsibilities
• Step 13 - Leverage Funding to Eliminate Inequities
• Step 14 - Align Policy and Procedures to Eliminate Inequities
Implementation Timeline

Cornerstone 1: Focus

Cornerstone 2: Align Staff and Students

Cornerstone 3: Transform Teaching and Learning

Cornerstone 4: Leverage Policy and Funding

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Strand 1: INFRASTRUCTURE AND INSTRUCTIONAL MIND SHIFTS

- **Leader Lead-in Sessions:** Frattura and Chavez-Korrell (June 2016)
  - Superintendents: *The Why and How of the Social Justice Work*
  - District Coordinators: *The Why of the Work*
  - Superintendents: *Understanding and Leading the ALL IN Work*

- **ALL IN District Educator Teams:** Three-day ALL IN Educator Leadership Institute (August 2016)
  - Day 1: *Laying the Groundwork for ICS* - Candi and Peg
  - Day 2: *Identity and Awareness in Social Justice Leadership*
    - Shannon Chavez-Korrell, University of Wisconsin/Milwaukee
  - Day 3: *High Expectations Teaching*
    - Jon Saphier, Research for Better Teaching, Boston, MA
Strand 1:
INFRASTRUCTURE and INSTRUCTIONAL MIND SHIFTS

ALL IN District Educator Teams PD Series:
- Debbie Zacarian, PhD: *In It Together*
- Brooke Haycock, EdTrust, Washington, DC: *Echoes from the Gap* docudramas
- Katie Novak, Massachusetts: *Culturally Responsive Universal Design for Learning*
- Elise Frattura and Deborah Reed, Research for Better Teaching, Boston, MA: *Implementing High Expectations Teaching within ICS*
Strand 1: INFRASTRUCTURE and INSTRUCTIONAL MIND SHIFTS

- **ALL IN High Impact Teaching Conference - Jon Saphier, RBTeach**
  - Day 1: Open to all PreK-12 Teachers from ALL IN Districts
  - Day 2: Open to all building and district administrators from ALL IN Districts

- **Year 2 ALL IN Educator Leadership Institute** for District ALL IN Teams and Higher Ed Partners
  - Day 1: *Identity and Awareness in Social Justice Leadership*
    - Markeda Newell, Loyola University, Chicago
    - *Brooke Haycock*, EdTrust, Washington, DC
  - Day 2: *Understanding and Implementing ICS* - Candi and Peg
  - Day 3: *High Expectations Teaching*
    - Jon Saphier, Research for Better Teaching, Boston, MA

June 2017
Strand 1: 
INFRASTRUCTURE AND INSTRUCTIONAL MIND SHIFTS

- **ALL IN Educator PD Series** for District Teams and Higher Ed Partners:
  - Markeda Newell, Loyola University/Chicago: *Identity and Awareness*
  - Brooke Haycock, EdTrust, Washington, DC: *Echoes from the Gap docudramas*
  - Joni Degner, Bartholomew School District, Indiana: *Culturally Responsive Universal Design for Learning*
  - Deborah Reed, Research for Better Teaching, Boston: *High Impact Teaching/Making Student Thinking Visible*

- **Deep Equity Conference** - June 14-15, 2018 in Northeast Ohio
  - Collaborating with Corwin, Inc. to bring conference to Ohio
Asset-based Instruction Is Premised on an Overarching Message to ALL Students and Adults:

All of us will send three messages consistently to all students:

- *What we’re doing is important*
- *You can do it*
- *And I’m not going to give up on you*

through our verbal behaviors in the regular arenas of school and classroom life, and also embedded messages in our classroom structures and school policies.

- Jon Saphier (The Skillful Teacher, Sixth Edition 2008)
  rbteach.com
SEP Aligned Grant Providing Free Access to Online Course Based on 24 MSTV Operating Principles developed by Jon Saphier

- **ALL IN Cohort 1 (February to June 2017):** 67 District Personnel and SST/ESC Consultant Participants completed course and implemented strategies into classroom and leadership roles
  - SEP sent district visitation team to Boston Revere High School/MSTV Building

- **Cohort 2 (October 2017 - March 2018):** 103 current participants
  - District teams of administrator(s), classroom teacher(s) and intervention specialist(s)
  - ALL IN leadership providing three whole-group coaching sessions
  - Second visitation team just completed trip to Boston Revere
Saphier Resources for High Quality Teaching

Free Instructional and Support Videos on Research for Better Teaching:
http://rbteach.com/products-resources/video-library/all

Supporting Articles/Handouts:
- 50 Ways to Get Students to Believe in Themselves
- Making Student Thinking Visible: 24 Operating Principles
- Adult Professional Culture
BLENDING ALL IN with OIP
ENSURING SEAMLESS ALIGNMENT

1. Consider the buckets of work under both ICS and OIP.
2. List the work you are doing / have done under OIP and ICS on your Venn Diagram.
3. In the center of the diagram, Show how you have intentionally blended the work.
ICS

- BLTs have developed proactive practices that align to the district Non-Negotiables
- All building staffs have received PD on the history of marginalization

OIP

- DLT and BLTs have reviewed equity data
- TBTs have begun implementing MSTV Principles in their 5-Step Process
- BLT and TBT meetings have been established for the year
- BLTs regularly review TBT 5-Step Forms and provide feedback to TBTs
ENSURING PROACTIVE SYSTEMS for ALL LEARNERS

NOTE: Please mark the one statement that best defines your current building/district status.

PROACTIVE SYSTEMIC FOUNDATION:
- OIP Stage 1: Identify Critical Needs of Districts/Schools
- Integrated Comprehensive Systems (ICS) Cornerstone 1: Focus on Equity

1. History of Marginalization/Current Model: All staff understand the history of marginalization.
   
   ______  Our staff has not been exposed.
   ______  Our staff has dialogue in a small group.
   ______  Whole buildings are discussing and learning.
   ______  Whole buildings are implementing proactive practices based on this understanding.
   ______  District systemic changes have been made based on this proactive understanding.
Cornerstone 1: Focus on Equity - Adult Indicator: Lead the social justice/equity work (Integrated Comprehensive Services ICS) through

- aligning the work of teams,
- sharing the history,
- completing the equity audit, and
- developing your equity Non Negotiables within your district.
Cornerstone 2: Align Students and Staff - Adult Indicator - Lead the social justice/equity work (Integrated Comprehensive Services ICS**) through

- adhering to the principles of proportional representation,
- align staff to create co-planning and co-serving teams, and
- restructure district office to proactively support all learners within your district.
Cornerstone 3: Transform Teaching and Learning - Adult Indicator: Lead the social justice/equity work through connecting culturally relevant practices through

- Universal Design for Learning (UDL) principles,
- increase effective methodologies, and
- assist teacher teams in collaboratively plan using expertise needed to effectively serve all unique needs of the students within your district.
Cornerstone 4: Funding and Policy - Adult Indicator: Lead the social justice/equity work (ICS) through

- shifting roles and responsibilities,
- connecting it to teacher effectiveness,
- analyze district budget and
- policy and procedures within your district.
Strand 2: ALL IN STUDENT ACADEMY

Training Sessions held on Partnering College Campuses:

• Day 1: Identity and Awareness
• Day 2: ALL IN Ally Leadership and Empowerment
• Day 3: Extending Your ALL IN Activism

Year-end Celebration Showcase/Student Summit:

- 27 Student Teams presented their ALL IN Projects
- Dialogued with nearly 300 community members
- Visiting student teams and adults from Regions 3 and 6
- Local high school hip hop group performed their original “ALL IN” rap
ALL IN Student Focus Video

- http://www.nctvstorytellers.org/all-in--straight-a-grant.html
ALL IN Student Focus Video

• http://www.nctvstorytellers.org/all-in--straight-a-grant.html
Growing the Student Academy Work...

- New Year 2 Team Members added in Fall 2017
- *Communications for Equity* Training added for Year 1 Team Members
- Using Year 1 Team Members as Year 2 Session Presenters
- Student Team Projects will build on work from 2016-2017
- Many districts engaging their Student Academy Teams with their adults and throughout community
- May 2, 2018 *ALL IN for LIFE Celebration Showcase* expanding to include presenting teams from SST Regions 3, 5, 6 and 9
Strand 3: FAMILY and COMMUNITY CONNECTIONS

• *In It Together:*
  • Dr. Debbie Zacarian, Author and Trainer

• *Moving Family Engagement Forward:*
  • Dr. Barbara Boone, The Ohio State University

• *Parent Teacher Partnership:*
  • ODE/OEC Initiative based on work of Mary Murray, PhD, Bowling Green State University
Strand 3: FAMILY and COMMUNITY CONNECTIONS

- Family (Bilingual) Resource Center: PD January 24, 2018
  Coordinator: Amber Torres Gonzalez/Painsville City Schools

- Partnering with Families to Support Early Literacy:
  Dr. Barbara Boone, The Ohio State University

- Family Care Givers/Community Stakeholders Surveys (In Progress)

- STAR Parties
  • A universal community outreach platform designed to reach all families

- Parent Teacher Partnership/Continuation of ODE/OEC initiative
Strand 3:
FAMILY and COMMUNITY CONNECTIONS

A Sampling of Ongoing Collaborations:
• Coming Together Stark County
• United Way of Stark and Wayne Counties
• Canton City Neighborhood Association
• State literacy grant
• Multiple regional-level Early Childhood Literacy Initiatives
• School Counselor Lead Network sessions focused on ALL IN connections
• County Mental Health and Wellness Agencies
YOUR...

Thank You!

QUESTIONS