Agenda

- Overview of Enabling Conditions and Capacities Framework
- Panelist presentations
- Panelist Q&A
- Table conversations
- Table share out

Presenters and Panelists

- Alix Gallagher, Director of Research Practice Partnerships, PACE

- Hayin Kimner, PACE

- Kelsey Krausen, Senior Engagement Manager, WestEd

- Malati Gopal, Improvement Facilitator/Analyst, Fresno Unified School District (FUSD)

- Lynn Rocha-Salazar, Principal, Ayer Elementary School (FUSD)

- Jorge Aguilar, Superintendent, Sacramento City Unified School District (SCUSD)

- Dr. Ed Manansala, County Superintendent of Schools, El Dorado County Office of Education

Enabling Conditions and Core Capacities for Improvement

- Hayin Kimner, PACE

- Kelsey Krausen, WestEd

Continuous Improvement – why is it so hard?

- Schools and districts that are "in most need" of improvement are often the least resourced and supported to do so.

- Enabling conditions: What are the **characteristics of organizations** that are successful at Continuous Improvement?

- Capacity framework: If the goal of the System of Support is to build capacity at all levels of the system, **what capacities are most important** to focus on developing?

- Where we looked
  - Literature review
  - Practitioner review

The Enabling Conditions

Shared Purpose

- Student-centered
- Equity
- Differentiated roles
- Sense of urgency
- Constancy of Purpose

Culture of Mutual Trust, Collaborative Learning & Support

- Mutual trust and productive conflict
- Leading by example
- Inquiry and collaboration
- Support, not mandate

Structures that Foster Collaborative Work

- Protected time and effective process
- Improvement resources: guidance, funding, staffing, DATA!
- Breaking down silos
- Improvement team/infrastructure
- Engagement resources

Preparation to Build & Mobilize Improvement Capabilities

- Identified set of skills
- Role assignment
- Professional learning

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Policy Analysis for California Education

# An Identified Set of Skills and Knowledge

Why is it important to define capacities?

- California's system of support is designed to build local "capacity to sustain improvement"
- The set of capacities necessary have not been defined *yet*
- A way to measure progress

What does the capacity framework outline?

- Roles/responsibilities
- Capacities at each level
- Connection between roles and capacities, and system of support goals

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Why Enabling Conditions AND Capacities?
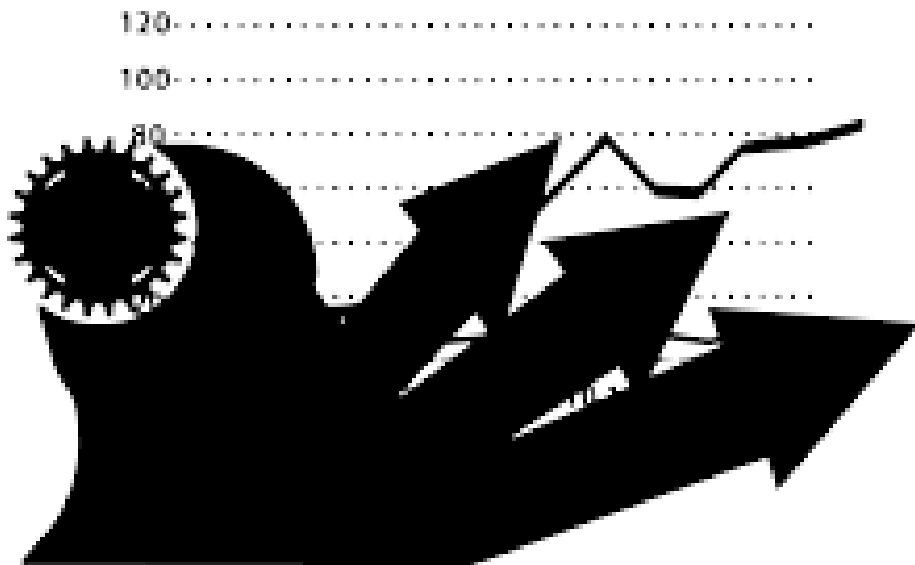
A Capacity Framework Built around Primary Role in the System of Support **DRAFT: February 2020**

State

- Active participation & collaboration on the Coordination Team.
- Provide DA to eligible COEs.
- Connect LEAs to resources.
- Align state funding and policies.
- Clarify and disseminate information on the System of Support.

County

- Build the capacity of all LEAs in the county to improve student outcomes (Level 1).
- Provide DA to LEAs to build local capacity to improve student outcomes (Level 2).
- Lead and sustain improvement efforts for county-run schools.

District

- Support schools to improve student outcomes.
- Partner with support providers to strengthen improvement efforts.
- Formulate improvement plans, and use the LCAP to document goals, needs, and programs.
- Sustain improvement efforts.

School

- Meet the learning needs of every student.
- Address disparities in learning opportunities and outcomes.
- Sustain improvement efforts.

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Issues for Further Thought

- Assumes support happens in one direction – from state to county, from county to district, etc.

- In a dynamic system, where do you start to build conditions and capacities?

- Where are the tension-points in the "local control" of continuous improvement?

- Implications for policy and budget? Investments in innovation and capacity-building?

Next Steps

- Gather additional practitioner input, starting today

- Add "look-fors"

- Develop ways to measure capacity

Turn and Talk

- What stood out to you in the framework?

- What might you change? What's missing?

- Where can you see this being used? How might it be helpful?

- Who might we talk to to learn more about this? Where might we "test" this?

Facilitating Continuous Improvement for Promoting Agency and Efficacy

Fresno Unified School District

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PACE
Policy Analysis for California Education

The Enabling Conditions

Shared Purpose

- Teacher-centered – side by side learning
- Equity & Access – Issues of Race
- Differentiated roles – access to experts
- Sense of urgency – "Dissastifaction is fuel."
- Constancy of Purpose – Invitational – go with the goers and use the team to move the team

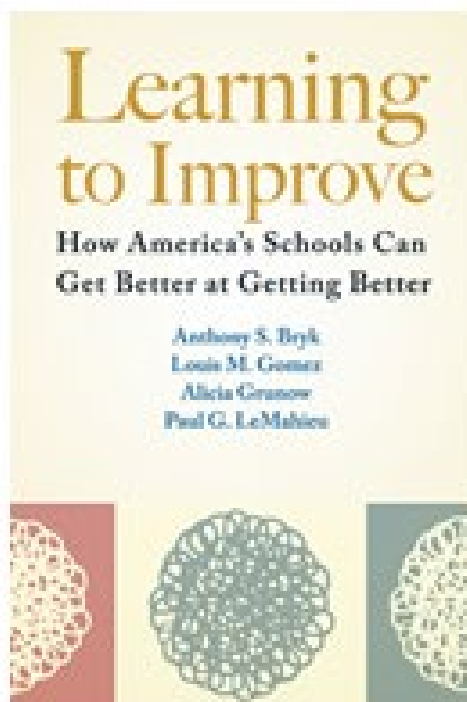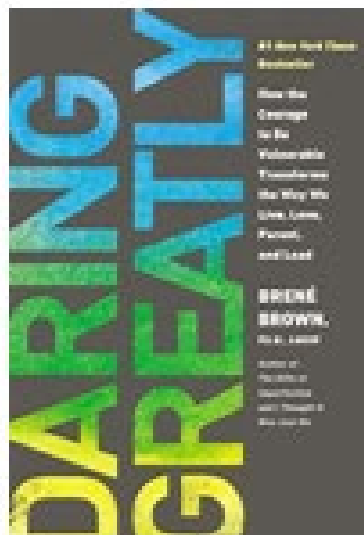## Culture of Mutual Trust, Collaborative Learning & Support

- Mutual trust and productive conflict – Daring Greatly – Psychological Safety – Man in the Arena
- Leading by example – humility & vulnerability
- Inquiry and collaboration – Quick Wins
- Support, not mandate - Coaching (IS/Content)

Structures that Foster Collaborative Work

- Protected time and effective process
- Improvement resources: guidance, funding, staffing, DATA!
- Breaking down silos- intentionally not job-alikes
- Improvement team/infrastructure
- Engagement resources & tools

Preparation to Build & Mobilize Improvement Capabilities

- Identified set of skills - Mindsets
- Role assignment – Project Sponsor/facilitator
- Professional learning – Leader, Teachers & Coaches
- Learning by Doing

#1 New York Times Bestseller

DARING GREATLY

How the Courage to Be Vulnerable Transforms the Way We Live, Love, Parent, and Lead

BRENÉ BROWN, Ph.D., LMSW

Learning to Improve

How America's Schools Can Get Better at Getting Better

Anthony S. Bryk
Louis M. Gomez
Alicia Grunow
Paul G. LeMahieu

Principles to Actions

Ensuring Mathematical Success for All

NCTM
NATIONAL COUNCIL OF TEACHERS OF MATHEMATICS

GLENN E. SINGLETON

SECOND EDITION

COURAGEOUS CONVERSATIONS ABOUT RACE

A Field Guide for Achieving Equity in Schools

It's not the critic who counts; not the man who points out how the strong man stumbles, or where the doer of deeds could have done them better. The credit belongs to the man *who is actually in the arena,* whose face is marred by dust and sweat and blood; who strives valiantly; who errs, who comes short again and again, *because there is not effort without error and shortcoming;* but who does actually strive to do the deeds; who knows great enthusiasms, the great devotions; *who spends himself in a worthy cause;* who at the best knows in the end the triumph of high achievement, and who at the worst, if he fails, at least he fails while *daring greatly...*

Theodore Roosevelt

Principal 2.0
#learning2leaddifferently
2017-2018

"If you weren't afraid of change,
what could you learn?
If you weren't afraid of rejection,
what would you teach?

Each of us is becoming, becoming something better or something worse. We become what we teach and what we learn."
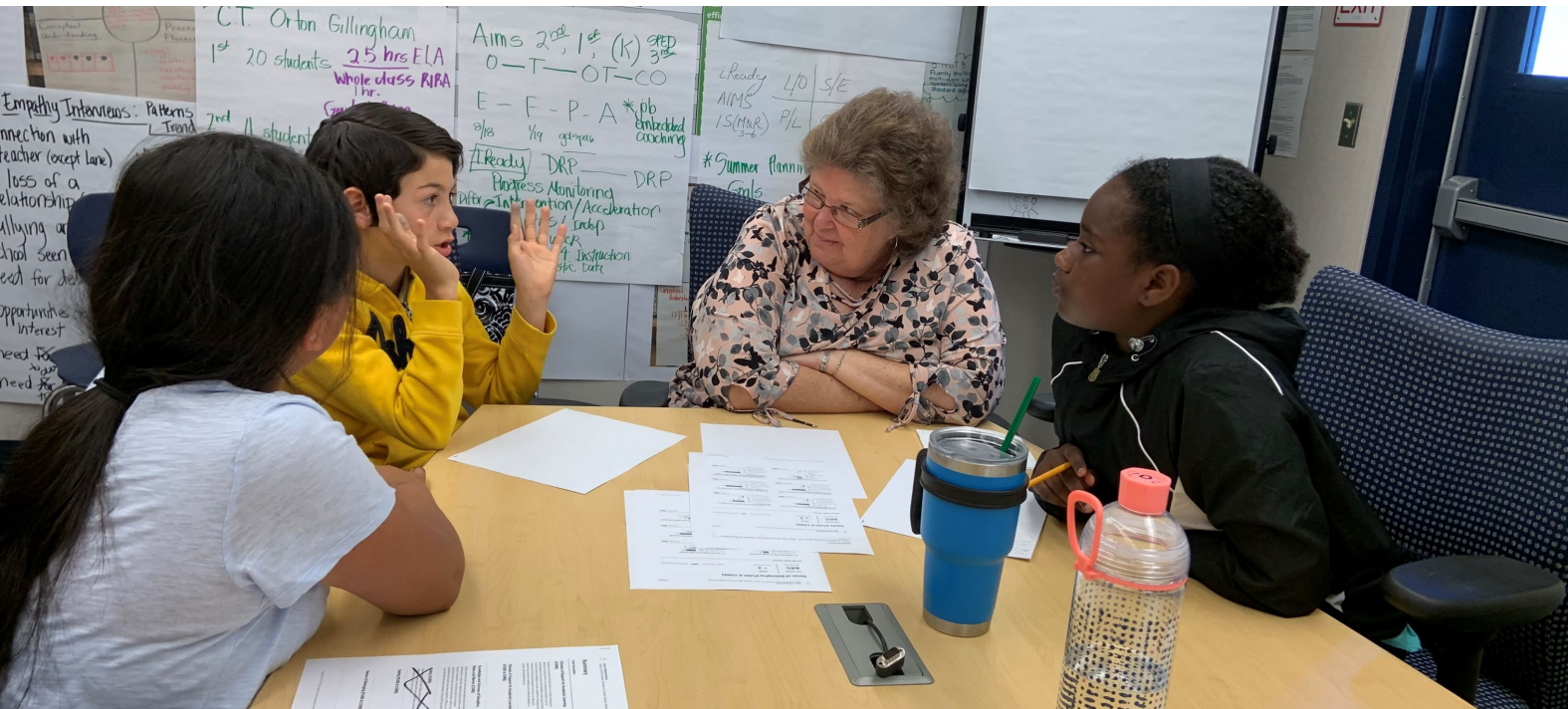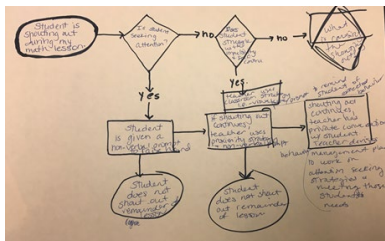
- Seth Godin

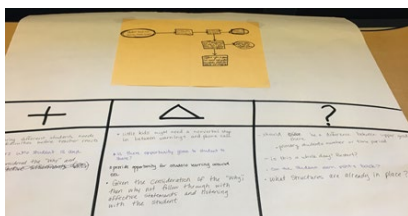- Empathy Interviews – Teacher Led
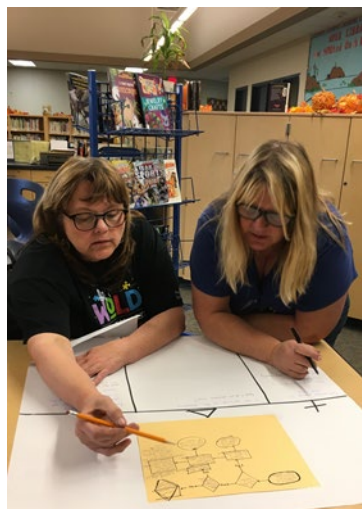
- Mapping of Individual Cultural Frames
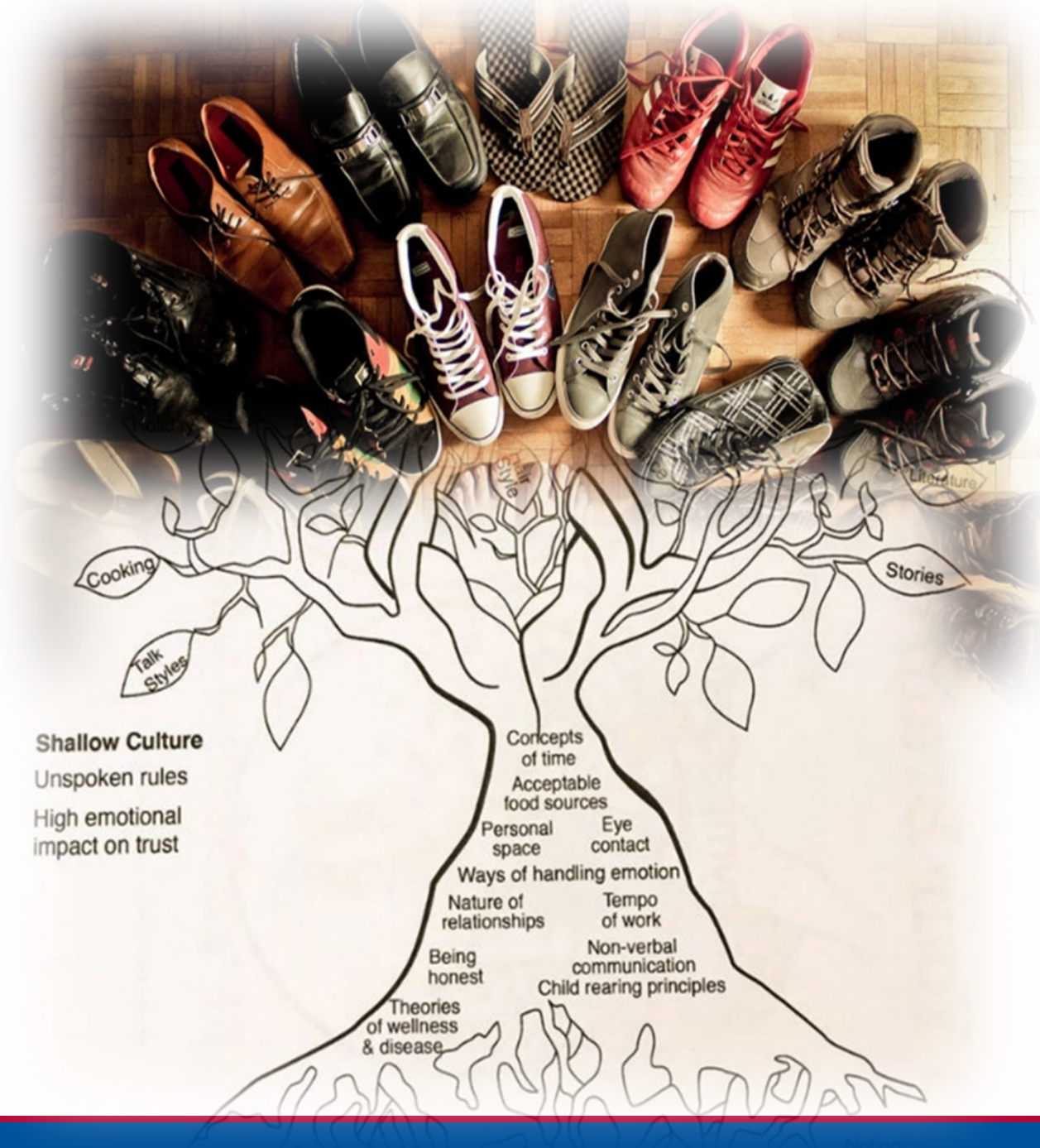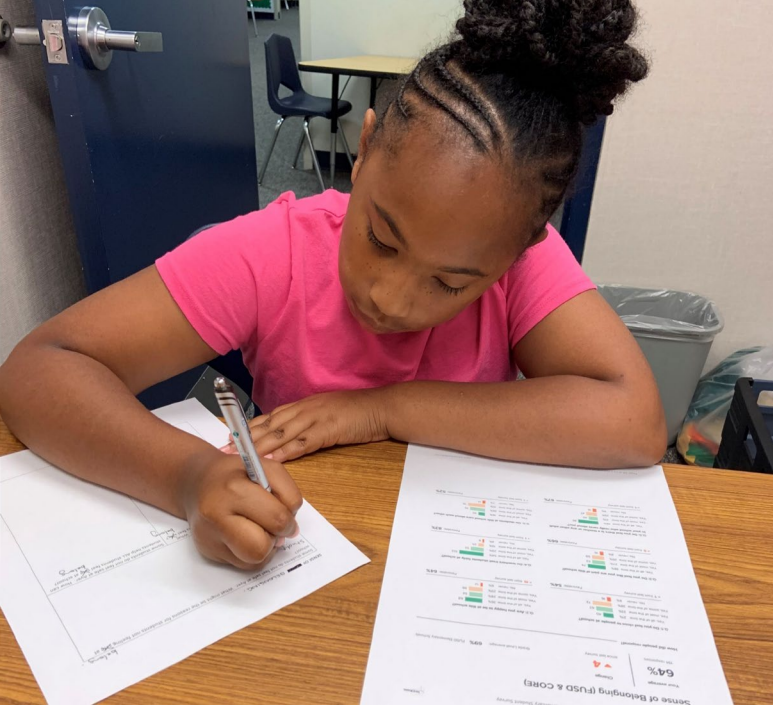
Stakeholder Voice

Teachers look within

- Teachers illustrate their practice

- Teachers analyze their practice

- Teachers identify the gaps/challenges

- Teachers discover the *real* problem/issue to address

TRANSFORMATIONAL SHIFTS IN TEACHER BELIEFS AS A RESULT OF ITERATIVE DIALOGUE

- Misbehaviors are manifestations of disengagement and behavior is "communication"

- Response to misbehavior is influenced by adult cultural frames

- Response to misbehavior can be transformative and restorative only when there is a "non-contingent, safe and trusting relationship"


2nd Iteration
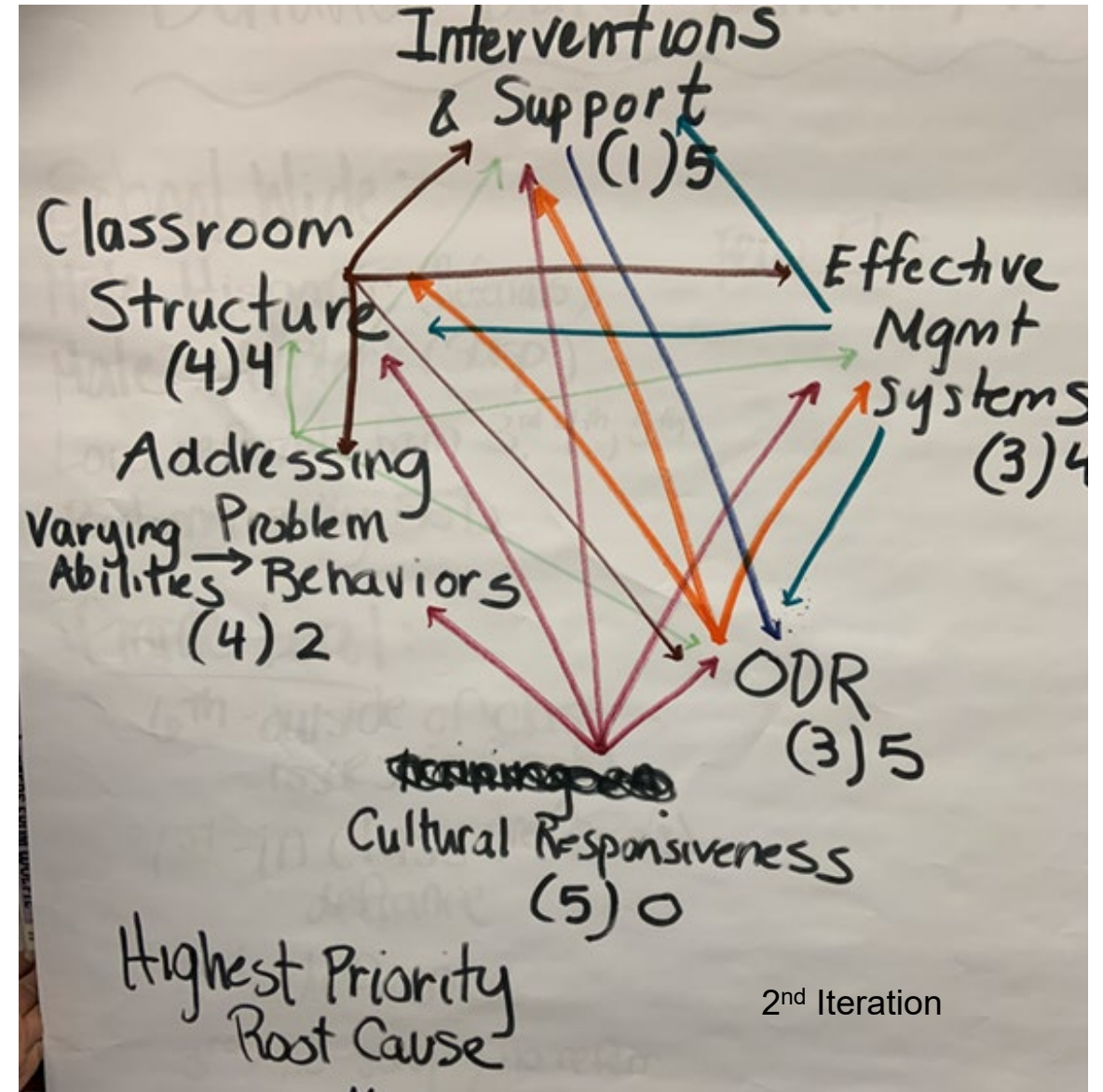
Transformational Change Idea

If we use **2X10** to cultivate positive relationship with students that pose behavior challenge in class…

…then students' will **feel valued, respected, and experience sense of belonging** …

Use 2X10 strategy for cultivating relationships

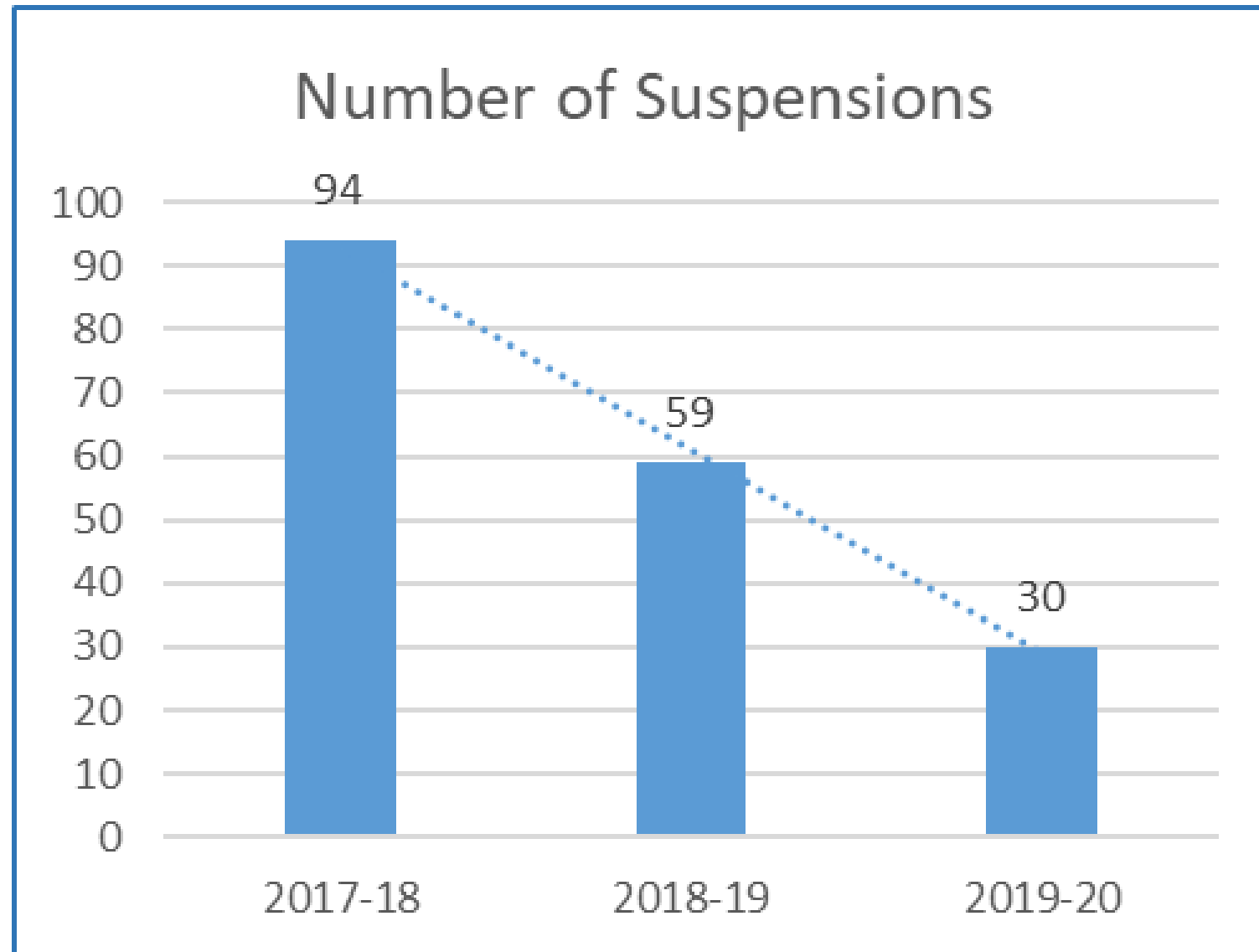…which in turn will lead to improved student engagement and behavior in classroom and **reduced office referrals.**
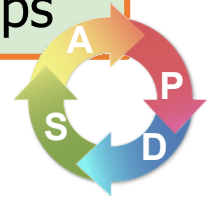
Student Sense of Value and Belonging

Improved Behavior and Decreased Office Referrals

MEANINGFUL ENGAGEMENT:
Teachers Share Their Story to Enlist Other Teachers

Our New Reality

Number of Suspensions

| Year	Number
2017-18	94
2018-19	59
2019-20	30

Sacramento City Unified School District

- Jorge Aguilar, Superintendent

Cultural Artifacts

- Not owning the problem - *Influence vs. Impact*

- "This too shall pass" mindset

- Endure and Exit" mindset

- "Prove versus Improve" mindset

- Relational Capacity

- Avoiding Dissonance

- Mechanistic or vernacular approach to Continuous Improvement without accompanying Continuous Improvement mindset shift
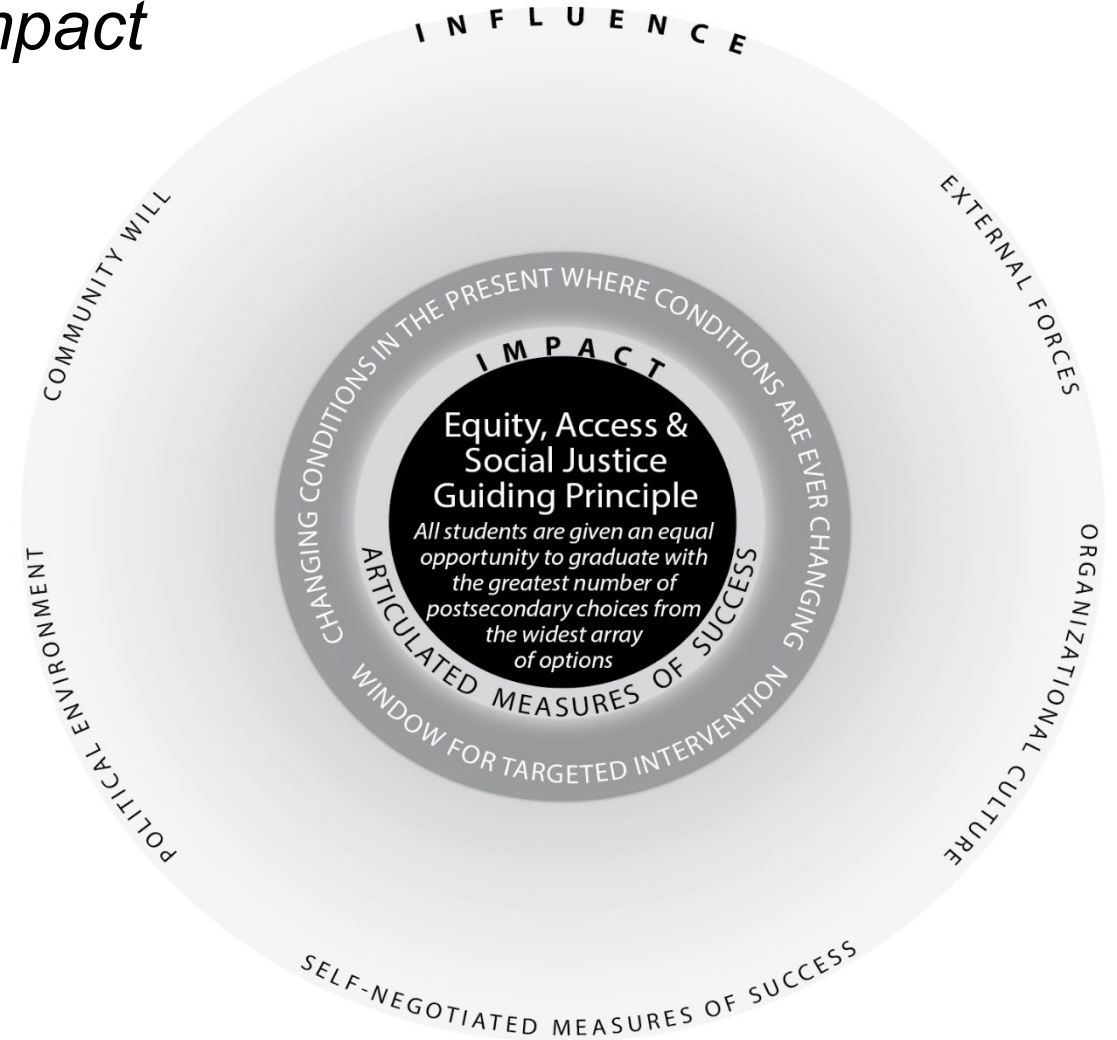
What does Continuous Improvement look like at the County Office of Education Level?

Dr. Ed Manansala, County Superintendent of Schools
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EDCOE
EL DORADO COUNTY
OFFICE OF EDUCATION

Every school-community has ambitious goals for their students!

Three Major Shifts for COEs to Fulfill a Capacity-Building Responsibility

1. Shared Responsibility

2. Experience & Lead Through Continuous Improvement

3. Break Down Silos & Use Reliable and Timely Data

The Enabling Conditions Framework

1. Shared Purpose

2. Culture of Trust

3. Structures of Collaboration

4. Build & Mobilize Improvement Capabilities

Panelist Q&A

Table conversation

- **How do you ensure that the enabling conditions/capacities are in place** -- and sustainable -- at the school, district, and county levels? What kinds of supports or resources are needed? For whom? From whom?

- **What are the things that "get in the way"** of the enabling conditions at the school, district, county level?

- **What is YOUR role** in supporting these enabling conditions/capacities? Any AHAs or things that are particularly compelling for your work?

Group Shareout

Next up…!

- Quick break: coffee, tea, and snacks
- Be back downstairs in the Magnolia Ballroom by **3:00pm** for the closing keynote: *Paul Tough*