



Innovative Schools Summit 2023

*South Hunterdon Regional School District
&
MKS Education Partners*



Today's Objectives

1. Explore the Core Practices Framework, a comprehensive and streamlined instructional framework composed of research-based, innovative practices that center equity, as well as aligned implementation resources.
 2. Apply lessons learned from South Hunterdon's journey to equitable learning environments to your own context.
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Today's Important Documents

Resource & Planning Guide

Keep your document open in a browser tab and save it to your Google Drive.



Opening Circle

Why Words Matter

“The words adults use to talk to and about young people matter. Words can drive conversation, deepen understanding, and create meaningful relationships. At the same time, the language we use can perpetuate negative stereotypes, exclude or alienate people, and muddle messages, no matter who the speaker is or what their intentions. Emphasizing what’s missing in our communities can feed stereotypes and limit creativity, even when the speaker has good intentions. Reorienting language around assets challenges us to consider the capabilities and contributions of young people...”

[H2H Language Guide: A Resource for Using Asset-Based Language with Young People](#)



South Hunterdon's Journey

2020 - 2021: *The Landscape and the Charge*

2021- 2022: *Change Management: Focusing on Equity*

2022 - 2023: *The Core Practice Framework as Equity in Action*



CPF: Grounding Principles

EDUCATIONAL EQUITY

BLENDED & PERSONALIZED LEARNING

CULTURALLY RESPONSIVE & SUSTAINING
TEACHING

HIGH QUALITY, GRADE LEVEL
INSTRUCTIONAL MATERIALS



Educational Equity

Equality



Equity



Educational Equity is academic success and belonging for each and every student.

Educational equity is about individuals, relationships, and systems. A school that is educationally equitable is one in which we value each individual for who they are and provide the structures, environment, and resources each student needs to reach their greatest potential.

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Culturally Responsive & Sustaining Teaching

“Culturally responsive teaching, also referred to as culturally relevant or culturally sustaining pedagogy, is a methodology comprised of several key practices that, when brought together, help achieve greater educational equity for all students. Culturally responsive teaching is a means to getting to equity in terms of interrupting and disrupting deficit-based practices that negatively impact students from marginalized backgrounds (Gay 2013), and “cultivating the unique gifts and talents of every student.” (National Equity Project)

[*Culturally Responsive Teaching in the Global Classroom](#)



Blended & Personalized Learning

“Blended learning is an instructional modality that describes integrating technology to deliver some content. Full stop. It’s not more or less than that, and it doesn’t connote a specific set of goals or philosophies.

Personalized learning, on the other hand, is broader and, at least today, connotes philosophical and pedagogical points of view. It’s not just about the mere presence of technology in an instructional model. Rather, personalized learning describes a combination of modalities and goals in a field that is reaching toward better and (and in some cases, new) outcomes for children.”

*What’s the difference between blended and personalized learning?—



HQIM & Grade Level Access

“EdReports.org, the leading third-party reviewer of curriculum, defines it:

- Materials that help educators teach to rigorous standards.
- Materials that are relatively easy to use.”

*Five fundamentals of high-quality materials in action

“Access to grade-appropriate instruction is critical to educational equity. Research shows that when students are caught in cycles of widespread reteaching and remediation, they lack the opportunity to catch up.”

*Rennie Center on Educational Research and Policy



Core Practices Self-Assessment


- Read through the [Core Practices Framework](#)
 - Self- assess your level of understanding on a scale of 1-4 with 1 being very little understanding and 4 being a great deal of understanding.
 - As you work your way through the inventory, make note of any questions and we will address them when we come together to debrief.
 - Feel free to work in groups or individually.
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Share Out



CPF Strategy & Resource Exploration

- Choose two domains you'd like to explore more deeply.
- We will break into groups according to which domains you choose.
- When you are in groups, investigate the [strategy examples & resources](#) together or work independently and come back together.
- Follow the directions on the  to codify your thinking for your thinking so your peers can learn from your ideas.

Designate one person to present when we return as a whole group.



Share Out



Implementation Planning

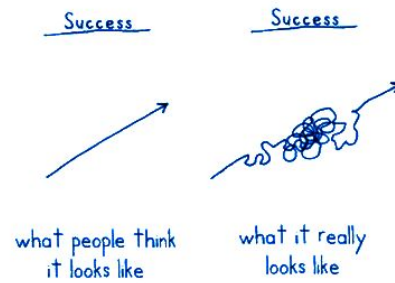
- Get into homogenous groups:
 - ◆ Elementary
 - ◆ Middle / HS
 - ◆ Admin Team Members
 - Share ideas for implementing the practices and models you learned about.
 - Use your planning sheet to help you, share your ideas, and give feedback to your colleagues.
 - Feel free to add more to the Core Practices Jamboard.
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Share Out



Remember



Closing Circle

Choose one prompt to answer

I used to think....now I think

One thought I have....one action I will take



Thank you!

Feedback Survey



Core Practices Framework Strategy Examples & Resources

Blended & Personalized Learning - Culturally Responsive and Sustaining Teaching - High Quality Instructional Materials

Domain	Practice #	Link to Strategies & Resources
Classroom Culture	1a	<u>Learning is supported by clear instructions and models</u>
	1b	<u>Transitions within the learning process are purposeful and minimize time off task</u>
	1c	<u>Systems are in place to assist students in solving problems independently</u>
	1d	<u>Teacher models high expectations for all students</u>
	1e	<u>Students respect, affirm, and support one another</u>
	1f	<u>Teacher respects, affirms, and supports all students</u>
	1g	<u>Students collaborate to share knowledge and deepen learning</u>
Student Engagement & Ownership	2a	<u>Teacher shifts the cognitive load to students</u>
	2b	<u>Students have frequent opportunities to provide input and feedback</u>
	2c	<u>Students have choice in their learning</u>
	2d	<u>Student goal setting is part of the learning process and classroom community</u>
	2e	<u>Students' identities, interests, and perspectives are used to inform learning</u>

Domain	Practice #	Link to Strategies & Resources
Data Informed Practice	3a	Small group instruction is differentiated based on student needs
	3b	Learning tasks are differentiated based on students' needs
	3c	Teacher checks student progress toward learning goals
	3d	Teacher adjusts instruction to address student misconceptions
	3e	Teacher provides opportunities for students to reflect on their own data
	3f	Teacher uses multiple and varied data sources to inform instruction
Rigor & Mastery	4a	All students have access to high quality, grade level instructional materials
	4b	Students are engaged in learning tasks that allow for productive struggle
	4c	Students process and share their thinking through structured learning activities
	4d	Students use feedback and reflection to drive their learning
	4e	Teacher provides students with a clear model of mastery
	4f	Students have opportunities to co-construct learning

(This tool is adapted from and heavily informed by four open-source resources: [Highlander Institute's Priority Practice Tool](#), the [Achieve the Core: Instructional Practice Guides for ELA and Math](#), [Culturally Responsive Teaching: A Reflection Guide](#), and [Ready for Rigor Framework](#))