Portrait of A Graduate
A Design Convening
August 20, 2020

DAY 1
Community Day

Sponsored by BARR Foundation and Berkshire County Education Task Force
Let's set our space!

Zoom

Nearpod

Set Your Preferred Name
1. Right click your photo in Zoom
2. Click Rename
3. Enter your preferred name
Set Your Preferred Name

1. Right click your photo in Zoom
2. Click Rename
3. Enter your preferred name
Set Gallery View in Zoom

To make your screen look like this!
Prepare to capture notes...
Norms

● Lean in
  ○ Mute on
  ○ Cold call
● Seek to understand
● Leave credentials at the door
● On task and engaged all day
  ○ All technology on task
  ○ Start and end on time
Who’s in the room?
Who is in the room?

Please post your name, role/organization, and the town/city you reside in!

How to Edit

Click Edit This Slide in the plugin to make changes.
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Breakout

**Reflect**
What is one of the most powerful learning experiences you have had in or out of school?
Why do you remember it this way?

**In small groups**
Introduce yourself and share your response!
Open Ended Question

What did your stories have in common with each other?

How to Edit

Click "Edit This Slide" in the plugin to make changes.
Don’t have the Nearpod add-on? Open the "Add-ons" menu in Google Slides to install.
Who are we?
1 County
4

Districts
5
High Schools
1000+ High School Students
(more than 60% of Berkshires)
2000+
Community members
Thumbs up if... you are a graduate of Berkshire County schools
Thumbs up if you currently employ/have employed graduates of Berkshire County schools.
Thumbs up if... you have found 2020 challenging
Thumbs up if... you believe that our communities have complex and important challenges ahead of us
Thumbs up if...

You find hope in our county’s young people
This is why we are here.
Portrait of a Graduate Project Outcomes

Observe
- ...existing data and community responses to identify gaps in our graduates’ readiness for college, career, and community that results in an increased understanding of the challenges that need to be addressed.

Research
- ...promising student outcome frameworks and exemplary high school portraits of a graduate, which will be used to inform and inspire what is possible in a portrait of a graduate.

Identify
- ...a core set of knowledge and skills that all local graduates will attain through their high school experience

Create
- ...An action plan of next steps for these insights to drive decisions about practice and policy to create a more responsive high school model.
Overarching Questions

• What is the purpose of a high school education?
• How can we provide equitable access to robust learning experiences for all students?
• How do we make learning more relevant and engaging for our students?
• How do we ensure students are fully prepared for college, career, and the community?
Leadership Team

Core Facilitators:
Brendan Sheran, Pittsfield High
Kim Roberts-Morandi, North Adams
Jane McEvoy, Lee Middle/High

Project Facilitator:
H. Jake Eberwein, BCETF

Working Team Leads (2 per school, 10)

Design Team Members (10 per school, 50)

Community Stakeholders (100+)
How will we get there?
## Three Day Agenda Overview

<table>
<thead>
<tr>
<th>Audience</th>
<th>Key Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Day 1</strong></td>
<td></td>
</tr>
<tr>
<td>August 20, 2020</td>
<td>Community ● Build community interest/engagement</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Use data to describe the current context</td>
</tr>
<tr>
<td></td>
<td>● Generate aspirational graduate competencies for Berkshire County graduates</td>
</tr>
<tr>
<td><strong>Day 2</strong></td>
<td></td>
</tr>
<tr>
<td>August 21, 2020</td>
<td>School Teams ● Refine aspirational graduate aims</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Evaluate existing assets and gaps in current school systems</td>
</tr>
<tr>
<td></td>
<td>● Propose next steps</td>
</tr>
<tr>
<td><strong>Day 3</strong></td>
<td></td>
</tr>
<tr>
<td>Fall, 2020</td>
<td>Design Team ● Synthesize observations/trends</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Define next steps</td>
</tr>
<tr>
<td>Time</td>
<td>Activity</td>
</tr>
<tr>
<td>-------</td>
<td>---------------------------------------------------</td>
</tr>
<tr>
<td>9:00</td>
<td>Welcome!</td>
</tr>
<tr>
<td>9:30</td>
<td>Why this why now: Data Overview</td>
</tr>
<tr>
<td>10:30</td>
<td>Break</td>
</tr>
<tr>
<td>10:45</td>
<td>Innovative Models</td>
</tr>
<tr>
<td>11:45</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:45</td>
<td>Competency Frameworks</td>
</tr>
<tr>
<td>1:45</td>
<td>Break</td>
</tr>
<tr>
<td>2:00</td>
<td>Reimagining High School</td>
</tr>
<tr>
<td>2:25</td>
<td>Closeout</td>
</tr>
</tbody>
</table>
Let’s Dive In!
Part 1: Why this, Why Now?

• What key social, political and economic trends are currently reshaping our world and region?

• How well are we preparing our graduates to confront these trends?
2020
Global fatalities pass 600,000; virus on track to become a leading cause of worldwide deaths.

“Thousands protest in Germany and around the world in response to George Floyd’s murder.”

“The gaps in wealth between upper-income and middle and lower income families are rising and the share held by middle income families is falling.”

‘Extreme’ glacier loss events linked to human-caused climate change for first time
Today’s graduates are entering an incredibly complex and interconnected world.
The opportunity gap is widening at an alarming rate due to the cyclical interaction of five components.
Nationally, continuing education after high school positively impacts lifelong outcomes.

“We know that some education after high school results in higher salaries, more secure jobs, greater civic engagement and by 2025, we estimate our workforce will need about 11 million more people with postsecondary credentials than our colleges and universities are on track to produce.”

-Dan Greenstein, director of Education for Postsecondary Success at The Bill and Melinda Gates Foundation

<table>
<thead>
<tr>
<th>Educational Attainment</th>
<th>Unemployment Rate (%)</th>
<th>Median Usual Weekly Earnings ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctoral degree</td>
<td>1.1</td>
<td>1,883</td>
</tr>
<tr>
<td>Professional degree</td>
<td>1.6</td>
<td>1,861</td>
</tr>
<tr>
<td>Master’s degree</td>
<td>2.0</td>
<td>1,497</td>
</tr>
<tr>
<td>Bachelor’s degree</td>
<td>2.2</td>
<td>1,248</td>
</tr>
<tr>
<td>Associate’s degree</td>
<td>2.7</td>
<td>887</td>
</tr>
<tr>
<td>Some college, no degree</td>
<td>3.3</td>
<td>833</td>
</tr>
<tr>
<td>High school diploma</td>
<td>3.7</td>
<td>746</td>
</tr>
<tr>
<td>Less than a high school diploma</td>
<td>5.4</td>
<td>592</td>
</tr>
<tr>
<td>Total</td>
<td>3.0%</td>
<td></td>
</tr>
<tr>
<td>All workers: $969</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

There is growing demand for complex communicators and expert thinkers.

Source: Richard J. Murnane presentation slides, Data Wise Summer Institute, June, 2008
Jobs of the future....will likely not look like jobs of the past
Acquired skills impact employability, job satisfaction, income levels and reduce the risk of job loss to automation.

Top 5 Most Employable Skills:
1. Judgement and Decision Making
2. Critical Thinking
3. Time management
4. Monitoring performance
5. Complex Problem Solving
Breakout

Reflect
What resonates from this data so far? What might the implications for our schools be?

In small groups
Share!
Our schools face an important and daunting task in their effort to prepare all students for success beyond high school.
Enrollment has dropped by over 25% since 2000, will drop another 20% by 2030.
HS Enrollments have dropped and, with few exceptions, will continue to.
We are growing more economically disadvantaged, faster than the state.
School choice migration patterns influence district finances, opportunity and access.

-Equity-
School choice migration patterns influence district finances, opportunity and access - Equity -
Declining enrollment and stretched finances influence access and opportunity.

<table>
<thead>
<tr>
<th>School</th>
<th>Course Variety</th>
<th>AP courses</th>
<th>Dual Enrollment</th>
<th>Online HS Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>BART (n=168)</td>
<td>Few electives, Spanish</td>
<td>7 courses</td>
<td>Required w/BCC, MCLA, Williams, St Michael's</td>
<td>Limited</td>
</tr>
<tr>
<td></td>
<td></td>
<td>69 tests taken</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drury (n=298)</td>
<td>Narrow range of electives, Spanish</td>
<td>14 courses</td>
<td>Optional w/MCLA, BCC, Williams</td>
<td>Extensive - mimic courses offered onsite</td>
</tr>
<tr>
<td></td>
<td></td>
<td>262 tests taken</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lee MHS (n=240)</td>
<td>Broader selection, Spanish/French</td>
<td>10 courses</td>
<td>Optional, w/BCC</td>
<td>Extensive - mimic courses offered onsite</td>
</tr>
<tr>
<td></td>
<td></td>
<td>44 tests taken</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pittsfield HS (n=755)</td>
<td>Broad selection, Latin, Spanish, French, Italian</td>
<td>24 courses</td>
<td>Optional w/MCLA, BCC, Williams</td>
<td>Extensive - mimic courses offered onsite</td>
</tr>
<tr>
<td></td>
<td></td>
<td>389 tests taken</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Taconic HS (n=830)</td>
<td>Broad selection, Spanish, French, Italian</td>
<td>16 courses</td>
<td>Optional w/MCLA, BCC, Williams</td>
<td>Extensive - mimic courses offered onsite</td>
</tr>
<tr>
<td></td>
<td></td>
<td>203 tests taken</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
College readiness varies among high schools

<table>
<thead>
<tr>
<th>College &amp; Career Readiness Benchmark</th>
<th>Reading/Writing</th>
<th>Mathematics</th>
<th>% of 11th and 12th graders taking test</th>
</tr>
</thead>
<tbody>
<tr>
<td>State average</td>
<td>548</td>
<td>550</td>
<td>69,257</td>
</tr>
<tr>
<td>College &amp; Career Readiness Benchmark</td>
<td>480</td>
<td>530</td>
<td></td>
</tr>
</tbody>
</table>

SAT Scores – 2019 (participating schools)

<table>
<thead>
<tr>
<th>School</th>
<th>Reading/Writing</th>
<th>Mathematics</th>
<th>% of 11th and 12th graders taking test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lee</td>
<td>575</td>
<td>572</td>
<td>38/110 (35%)</td>
</tr>
<tr>
<td>BART</td>
<td>575</td>
<td>546</td>
<td>49/62 (79%)</td>
</tr>
<tr>
<td>Pittsfield</td>
<td>533</td>
<td>525</td>
<td>140/372 (38%)</td>
</tr>
<tr>
<td>Taconic</td>
<td>526</td>
<td>518</td>
<td>114/355 (33%)</td>
</tr>
<tr>
<td>Drury</td>
<td>514</td>
<td>500</td>
<td>53/157 (34%)</td>
</tr>
</tbody>
</table>
Approximately three-fourths of HS grads have plans to attend 2- or 4-year colleges.
Demands of Our Schools

Finite Resources
What do our graduates experience when they leave?
Berkshire County High School Graduating Class of 2011

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th grade</td>
<td>100%</td>
</tr>
<tr>
<td>Graduate from HS</td>
<td>89%</td>
</tr>
<tr>
<td>Enroll in college after graduation</td>
<td>57%</td>
</tr>
<tr>
<td>Persistently enrolled in college</td>
<td>47%</td>
</tr>
<tr>
<td>Obtained any degree by 2018</td>
<td>42%</td>
</tr>
</tbody>
</table>

State Benchmark

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th grade</td>
<td>100%</td>
</tr>
<tr>
<td>Graduate from HS</td>
<td>86%</td>
</tr>
<tr>
<td>Enroll in college after graduation</td>
<td>60%</td>
</tr>
<tr>
<td>Persistently enrolled in college</td>
<td>51%</td>
</tr>
<tr>
<td>Obtained any degree by 2018</td>
<td>46%</td>
</tr>
</tbody>
</table>

Some persist to further their education, while others do not.
Graduates enter the workforce with below average wages, if they go directly to work.

Wages remain below the Massachusetts living wage, even three years post high school graduation.
Sectors that require educational attainment have and will drive our local economy.
Workers in Healthcare and Social Assistance are almost evenly distributed between those who have a Bachelor’s degree or higher, Some College or Associate degree, or High School equivalent or less.

Healthcare illustrates the need for advanced educational attainment
Many Chapter 74 (voc-ed) graduates enter higher paying fields than their non-trade peers.
Yet, not all Berkshire students have access to CVTE options.
What do these graduates say about their high school experience?
Connections with teachers and staff are a crucial part of the high school experience.

**STAFF WHO CARED ABOUT ME** was the most frequently mentioned top strength of their high school among current students and recent grads.

92% of current students and recent grads agreed that there was **AT LEAST ONE ADULT IN HIGH SCHOOL THEY COULD CONFIDE IN.**

"I felt like I had someone there who could listen to me or someone who could challenge me and encourage me to try new things."

Source: 2020 high school and alumni surveys and focus groups
High impact school experiences influence education and career choices

A graduating culinary student at Taconic wants to become a **CHEF**.

A Drury student who took an MCLA dual enrollment course in forest ecology wants to study **ECOLOGY AND CLIMATE**.

A graduating Lee student who started an environmental club wants to study **ENVIRONMENTAL JUSTICE**.

A Pittsfield High student who participated in student government and the *Students Who Have a Voice* club wants to go to **LAW SCHOOL**.

Source: 2020 high school focus groups grades 11-12, n=20
Alumni crave more career activities and class variety when asked what they could have changed in high school.

- More career related activities (50%)
- Greater variety of classes (48%)
- More attention from guidance counselors (28%)
- More diversity among teachers and staff (25%)
- More diverse student population (24%)

Source: 2020 alumni focus groups, n=16
All stakeholders agree that “responsibility” and “communication” are readiness skills most needed to succeed in the future.

<table>
<thead>
<tr>
<th></th>
<th>HS students n=741</th>
<th>HS alumni n=182</th>
<th>School staff/parents n=390</th>
<th>Community members, n=303</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responsibility</td>
<td>(52%)</td>
<td>(48%)</td>
<td>(43%)</td>
<td>(45%)</td>
</tr>
<tr>
<td>Communication</td>
<td>(43%)</td>
<td>(36%)</td>
<td>(43%)</td>
<td>(44%)</td>
</tr>
<tr>
<td>Problem solving</td>
<td>(28%)</td>
<td>(33%)</td>
<td>(35%)</td>
<td>(40%)</td>
</tr>
<tr>
<td>Critical thinking</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: 2020 surveys of grades 9-12 students, recent HS grads, school staff, parents, and community members.
Communication skills, work ethic, and time management were top among skills that community members feel are most lacking in colleagues.

Source: 2020 community member survey, n=204
Independent Review

• Independently review the data of interest (7 minutes)

• Reflect (3 minutes)
  • How well are we currently preparing our graduates to confront these trends?
  • What graduate outcomes must we prioritize in light of these trends?
## Demands of a Changing World

<table>
<thead>
<tr>
<th>Area of Society</th>
<th>Relevant Data</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Labor Market</strong></td>
<td>• Automation and artificial intelligence will disrupt a vast number of industries and replace human jobs with robots, in fields as wide ranging as financial advising, medicine, and service industries. (<a href="#">source</a>)&lt;br&gt;• In July 2016, wage growth hit 2.6%, the highest it has been since the Great Recession—with jobs in technology, healthcare, and financial sectors seeing the highest growth. (<a href="#">source</a>)&lt;br&gt;• In 2015, there were “approximately 530,000 new business owners each month during the year.” (<a href="#">source</a>)&lt;br&gt;• Hot jobs in 2025 are likely to include: urban farmers, virtual reality experience designers, and personal brand coaches. (<a href="#">source</a>)</td>
</tr>
<tr>
<td><strong>Environment and Natural Resources</strong></td>
<td>• “In the developing world, 80 percent of water usage goes into agriculture, a proportion that is not sustainable.” (<a href="#">source</a>)&lt;br&gt;• “Sustained global economic growth, along with population increases, will drive a nearly 50 percent increase in the demand for energy over the next 15 years.” (<a href="#">source</a>)&lt;br&gt;• “An increasing number of cities will face the serious air and water quality problems.” (<a href="#">source</a>)&lt;br&gt;• Current climate change patterns are on pace to occur at a rate 10 times faster than the rate of the last 10,000 years.” (<a href="#">source</a>)</td>
</tr>
</tbody>
</table>
Breakout

• Discuss -
  • How well are we currently preparing our graduates to confront these trends?

• What graduate outcomes must we prioritize in light of these trends?
Open Ended Question

How well are we currently preparing our graduates to confront these trends?
What graduate outcomes must we prioritize in light of these trends?

How to Edit
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Design Challenge:
How might we build tomorrow’s high school to even better meet the needs of our students, our community, and our world?
Break!
Part 2: What Might Success Look Like?

• How are innovative schools redefining what success looks like for their graduates?

• What is most exciting/promising about these models?

• What questions and/or opportunities do these models raise?
“Nearly every problem has been solved by someone, somewhere. The challenge of the 21st century is to find out what works and scale it up.”

— William J. Clinton
Innovative Schools Review

Instructions:

• Please take 15 minutes to review at least four of the resources on the following page.

• For each resource you review, reflect:
  • What is compelling about this model?
  • What competencies can you infer are important to these schools/communities?
  • What questions does this model raise for you as you think about our schools?
Video and Artifact Review

Instructions:
- Below are a set of videos and/or artifacts that represent a variety of school models that each showcase a unique approach to defining success for their graduates.
- Choose up to four to review and reflect on the following questions:
  - What is compelling about this model?
  - What competencies can you infer are important to these schools/communities?
  - What questions does this model raise for you as you think about our schools?
Breakout

Reflect
Which of these models was most compelling to you? Why?

In small groups
Share!
What was most compelling or exciting about the resource you reviewed?
Stamp it: Complete the following sentence...

10 years from now, it would be amazing if our schools...
Lunch!
Part 3: What might success look like?

• What are the essential competencies that should define success for our graduates

• What are key experiences that they should have while in school that will increase the likelihood that they have achieved these?
As an adult, what skills/competencies have been most important to your success and overall happiness (think both personal and professional)?

How to Edit

Click **Edit This Slide** in the plugin to make changes.
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Share!

• In breakouts, share:
  • One competency that you wrote about
  • What experience you had in or out of school where you developed this competency
Competency Framework

Definition:

a structure that sets out and defines each individual competency (such as problem-solving or people management) required by individuals working in an organization or part of that organization
Head
• What do learners need to know? What academic and/or career-related knowledge should learners be masters of?

Heart
• What should our learners stand for and care deeply about? What should their values and orientation toward society be?

Hands
• What do our learners need to be able to do? What transferable skills do we expect our learners to be using across different disciplines?
Introduction to Competency Frameworks

Instructions

• Independently Review 2-3 Competency Frameworks on the following page (12 min)
  • ID one aspect or artifact that resonates with you and reflect:
    • What are the core components of the framework you reviewed?
    • What is compelling about this framework?
    • What would “school” need to look like in order to better prepare students to develop these competencies?

• Small group share-out
Competency Model Review

Instructions:
- Independently Review 2-3 Competency Frameworks on the following page (12 min)
  - ID one aspect or artifact that resonates with you and reflect:
    - What - What are the core components of the framework you reviewed?
    - So what - What is compelling about this framework?
    - Now what - What would “school” need to look like in order to better prepare students to develop these competencies?
- Share

<table>
<thead>
<tr>
<th>Competency Model</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competency Model #1:</td>
<td>Transcend affords visionary learning communities the necessary support, access to diverse R&amp;D talent, and actionable knowledge to build and spread breakthrough models that prepare children to thrive in and transform the 21st century.</td>
</tr>
<tr>
<td>Transcend Education</td>
<td></td>
</tr>
</tbody>
</table>
Based on your review of the competency frameworks and your conversation, which competencies do you believe your schools are most successful in developing?
Which competencies must schools be better equipped to develop?

How to Edit
Click on the blue button to make changes.
Don’t have the Nearpod add-on? Open the “Add-ons” menu in Google Slides to install.
Share out

- What trends emerge across these reflections?
- What are the implications of these trends for our schools?
Reflection and Key Takeaways

What are your key takeaways?
Break!
Part 4: Reimagining School

- What will our schools need to look like in order to develop our county’s students to achieve these competencies?
Breakout Discussion:

- Discuss:
  - What trends emerged in our discussions today?
  - What would our schools need to
    - Keep doing?
    - Start doing?
    - Stop doing?

- One person in each group, capture your group notes on the note catcher on the next page.
Note Catcher Instructions:

- Discuss the following questions:
  - What trends emerged in our reflections?
  - In order to expand our definition of a successful graduate and support our graduates to develop 21st century competencies, what would our schools need to
    - Keep doing?
    - Start doing?
    - Stop doing?

- One person in each group, capture your group notes on the note catcher below that corresponds to your breakout room.

How to Edit

Click Edit This Slide in the plugin to make changes.
Don’t have the Nearpod add-on? Open the “Add-ons” menu in Google Slides to install.
Share out

- What is one key action to start, keep, and stop doing?
- What trends emerge across our conversations?
- What are the implications of these trends for our schools?
Closing Commitments and Next Steps
Ordinary people with extraordinary vision can redeem the soul of America by getting in what I call good trouble, necessary trouble

John Lewis
February 21, 1940 – July 17, 2020
1. What are 3 key takeaways from today?
2. What are 2 reasons you are optimistic about the future of our region?
3. What is 1 key question you have about the future of our county’s high schools?
4. Overall, how would you rate the content of today’s convening?
5. Overall, how would you rate the facilitation of today’s convening?
6. In order to make future design sessions even stronger, how would you complete the following sentences:
   a. It was effective when...
   b. Next time try…
DAY 2

School Teams
Portrait of A Graduate

A Design Convening
August 21, 2020

DAY 2
School Teams
Let’s set our space!

Zoom

Nearpod
Set Your Preferred Name

1. Right click your photo in Zoom
2. Click Rename
3. Enter your preferred name
Set Gallery View in Zoom

To make your screen look like this!
Norms

● Lean in
  ○ Mute on
  ○ Cold call

● Seek to understand

● Leave credentials at the door

● On task and engaged all day
  ○ All technology on task
  ○ Start and end on time
Who’s in the room today?
Collaborate!

Who are we?

What is your: Name, School/District Current Role Number of years teaching/leading/serving in Berkshire County

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Breakout

**Reflect**
What was your key takeaway from yesterday?
Which competencies do you think your school system currently best develops in its graduates? Which does it not?

**In small groups**
Introduce yourself and share your response!
This is why we are here.
Portrait of a Graduate Project Outcomes

**Observe**

…existing data and community responses to identify gaps in our graduates’ readiness for college, career, and community that results in an increased understanding of the challenges that need to be addressed.

**Research**

…promising student outcome frameworks and exemplary high school portraits of a graduate, which will be used to inform and inspire what is possible in a portrait of a graduate.

**Identify**

…a core set of knowledge and skills that all local graduates will attain through their high school experience.

**Create**

…An action plan of next steps for these insights to drive decisions about practice and policy to create a more responsive high school model.
Overarching Questions

• What is the purpose of a high school education?
• How can we provide equitable access to robust learning experiences for all students?
• How do we make learning more relevant and engaging for our students?
• How do we ensure students are fully prepared for college, career, and the community?
How will we get there?
# Three Day Agenda Overview

<table>
<thead>
<tr>
<th>Audience</th>
<th>Key Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Day 1</strong></td>
<td></td>
</tr>
<tr>
<td>August 20, 2020</td>
<td>Community</td>
</tr>
<tr>
<td></td>
<td>● Build community interest/engagement</td>
</tr>
<tr>
<td></td>
<td>● Use data to describe the current context</td>
</tr>
<tr>
<td></td>
<td>● Generate aspirational graduate competencies for Berkshire County graduates</td>
</tr>
<tr>
<td><strong>Day 2</strong></td>
<td></td>
</tr>
<tr>
<td>August 21, 2020</td>
<td>School Teams</td>
</tr>
<tr>
<td></td>
<td>● Refine aspirational graduate aims</td>
</tr>
<tr>
<td></td>
<td>● Evaluate existing assets and gaps in current school systems</td>
</tr>
<tr>
<td></td>
<td>● Propose next steps</td>
</tr>
<tr>
<td><strong>Day 3</strong></td>
<td></td>
</tr>
<tr>
<td>Fall, 2020</td>
<td>Design Team</td>
</tr>
<tr>
<td></td>
<td>● Synthesize observations/trends</td>
</tr>
<tr>
<td></td>
<td>● Define next steps</td>
</tr>
<tr>
<td>Time</td>
<td>Activity</td>
</tr>
<tr>
<td>-------</td>
<td>---------------------------------------------------</td>
</tr>
<tr>
<td>9:00</td>
<td>Intro</td>
</tr>
<tr>
<td>9:20</td>
<td>Using Community Input to Draft Aims</td>
</tr>
<tr>
<td>10:20</td>
<td>Break</td>
</tr>
<tr>
<td>10:35</td>
<td>Tackling the hardest part: Consultancy</td>
</tr>
<tr>
<td>12:00</td>
<td>Lunch</td>
</tr>
<tr>
<td>1:00</td>
<td>Reimagining Our Future</td>
</tr>
<tr>
<td>2:20</td>
<td>Closing</td>
</tr>
</tbody>
</table>
Let’s Dive In!
What did we hear yesterday?
Key takeaways

It was effective when…
- 4.7/5
- Strong content
- Engaging conversations
- Important questions for the county to solve
- Rich data
- Optimistic about the capacity/people in the room/on our teams

Next time try…
- More time for discussion
- More time with the materials/content
- Get more specific in our suggestions
- Connect our aspirations to strong tools/research rather than solely experience
## Key takeaways

<table>
<thead>
<tr>
<th>Keep/expand</th>
<th>Start</th>
<th>Stop</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Maintain strong academic programs</td>
<td>● Measuring success differently</td>
<td>● Over-emphasizing the “test”</td>
</tr>
<tr>
<td>● Open access to all courses (advanced, AP, etc.)</td>
<td>● Personalizing learning</td>
<td>● Focusing on college as the only option after high school</td>
</tr>
<tr>
<td>● Dual enrollment options</td>
<td>● Creating stronger interdisciplinary, rigorous, and project based learning experiences</td>
<td>● Over-emphasizing athletics at the exclusion of academics and arts</td>
</tr>
<tr>
<td>● Existing arts programs</td>
<td>● Leveraging Berkshire assets to engage/expand opportunities for students (hospitality, arts, nature, etc.)</td>
<td>● Training students for compliance vs. independent thinking</td>
</tr>
<tr>
<td>● Existing partnerships that provide expanded options (Community theatre programs, voc-ed programs, mentorship programs, etc.)</td>
<td>● Developing stronger connections within community (community action, service opportunities, etc.)</td>
<td>● Avoiding current events/conversations in our classrooms</td>
</tr>
<tr>
<td>● Efforts to implement restorative justice</td>
<td></td>
<td>● Only thinking about courses as siloed/single discipline blocks in the day</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Introducing new initiatives year after year without buy-in or consistency</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Asking students to take so many classes at once (breadth over depth)</td>
</tr>
</tbody>
</table>
Based on this data and community input, what outcomes matter most for our graduates to achieve?
Draft Graduate Aims

Based on the data collected and community input from yesterday...

- Individually draft an ambitious, set outcomes that you would like to see your graduates achieve.
- Compare your outcomes
- As a school team, come to consensus to generate one meaningful, measurable set of outcomes.

<table>
<thead>
<tr>
<th>Competency Area</th>
<th>In the year 2030, a successful graduate from Berkshire County High School will</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic</td>
<td></td>
</tr>
<tr>
<td>Social Emotional</td>
<td></td>
</tr>
<tr>
<td>Multicultural</td>
<td></td>
</tr>
<tr>
<td>21st Century</td>
<td></td>
</tr>
</tbody>
</table>
**Define Graduate Aims**

Directions: In school teams and based on the data collected and community input from yesterday...

- Individually draft an ambitious, set of outcomes that you would like to see your graduates achieve.

- Compare your outcomes

- Find the table below that corresponds to your breakout group number

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Assess your outcomes

Is the set of outcomes holistic? (In other words, does it include factors from each of the four categories: academic, social emotional, interdisciplinary, 21st century?) If not, what is it missing? Does this reflection make us want to add another outcome? Looking back at community input, what should be added?

Is the set of outcomes reflective of your school’s mission and what your community believes about the purpose of school? (In other words, if students achieved this set of outcomes, would you be achieving your mission?)

Is the set of outcomes measurable? (In other words, will we be able to determine whether or not students have met each outcome?)

What issues need to be resolved in order to name next steps? (Do the outcomes match what we expected to see? Did different subgroups of stakeholders prioritize very different things? Who did we not hear from whose voice is important?)
Share out

• What outcomes were easiest to define?

• Which were hardest to define?
What are the most pressing open issues that you need to resolve in order to refine what you have drafted?

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Break!
Part 2: Target the Hardest Part

Problem Solving Consultancy
Dilemmas

A dilemma is a puzzle: an issue that raises questions, an idea that seems to have conceptual gaps, or something about process or product that you just can’t figure out. All dilemmas have some sort of identifiable tension in them. Often dilemmas cross over many parts of the educational process.
Our Dilemma

Which competencies do you believe your schools are most successful in developing?

- Academic Content Knowledge
- Academic Preparation
- Procedural Knowledge

Which competencies must schools be better equipped to develop?

- Cultural competency
  - Inclusivity
  - Anti-racism
- Social Emotional Learning
  - Agency, perseverance, growth mindset, empathy
- 21st Century Skills
  - Creativity
  - Complex communication
  - Wayfinding
Students in the richest schools achieve up to 4 grade levels ahead of students in the poorest schools.
“Nationwide, 40 percent of college students (including 66 percent of Black college students and 53 percent of Latinx college students) take at least one remedial course, where they spend time and money learning skills they were told they’d already mastered in high school.”
“Graduates who opt for a career straight out of high school aren’t faring much better, with many employers reporting that high school graduates enter their roles missing the skills they need to do their jobs well.”
“Culturally responsive teaching is about helping culturally and linguistically diverse students who have been marginalized in schools build their skill and capacity to do rigorous work. The focus isn’t on motivation but on improving their brainpower and information processing skills.”

-- Zaretta Hammond
Our Dilemma

How do we continue to improve academic outcomes for ALL of our students while simultaneously ensuring our graduates leave our schools more fully prepared to lead fulfilling, successful, and productive lives?
## Consultancy Protocol

<table>
<thead>
<tr>
<th>Minutes</th>
<th>Process</th>
<th>Detail</th>
</tr>
</thead>
</table>
| 5       | Presenter provides an overview of the dilemma.  | ● How does this dilemma look/feel at your school?  
       |                                                 | ● What is hardest about it?                                             |
| 5       | Group asks clarifying questions                  | ● Questions with brief factual answers                                 |
| 5       | Group asks probing questions                     | ● Questions that go deeper, seek out root cause of the tension         |
| 15      | Group generates possible solutions               | ● Whip around, each person shares an idea until all ideas have been listed. |
| 5       | Presenter reflects and shares back what he/she heard. | ● Of all of the ideas suggested, what resonates?  
       |                                                 | ● What, if implemented could be both feasible and desirable?          |
| 5       | Debrief                                          | ● What was effective about this process?  
       |                                                 | ● How could we use this process in the future?                        |
Consultancy Example

“In our system, we have tried incorporate more cross-disciplinary, project based learning and have really struggled. In the past, teachers have not had the training necessary to do this well and even at our best, we see students engaged in many week-long projects that aren’t actually that rigorous. At the end of the day, student achievement remains flat and I fear that students are walking out without the writing, analytical, and problem solving skills that they will need in college and beyond.”
Consultancy

Consultancy Protocol:

Breakout Group #1:

Directions:

1) Identify a timekeeper and notetaker
2) Follow the protocol below to generate solutions to the dilemma below.

Dilemma
How do we continue to improve academic outcomes for ALL of our students while simultaneously ensuring our graduates leave our schools more fully prepared to lead fulfilling, successful, and productive lives?

Consultancy Protocol:

<table>
<thead>
<tr>
<th>Min</th>
<th>Process</th>
<th>Detail</th>
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</thead>
</table>


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Lunch!
Part 3: Reimagining Our Future
The graduating class of 2030 is walking across the stage.

What do they now know?
What are they now able to do?

What new and powerful learning experience did they now have in high school that led them to achieve these goals?
Future Protocol

Goals

• Expand and clarify vision of what a group, team, or organization is trying to achieve
• Identify opportunities and avenues for strategic planning
• Guide purposeful actions that consider challenges, timeline, resources, and outcomes
• Increase likelihood that vision becomes reality

Roles

• Presenter
• Notetaker
• Timekeeper
• Team for input
Future Protocol
a.k.a. Back to the Future

Developed by Scott Murphy, August 2002 and revised June, 2008.

Overview
An effective time to use this strategy is in the early stages of creating any plan or project that will ultimately have an endpoint (e.g., visioning, strategic planning). Ideas should be formulated and considered, but not yet formalized. If they are formalized, other review and refinement structures like a Tuning Protocol could be considered.

What are the goals and purposes of this process?
• Expand and clarify vision of what a group, team, or organization is trying to achieve
• Identify opportunities and avenues for strategic planning
• Guide purposeful actions that consider challenges, timeline, resources, and outcomes
• Increase likelihood that vision becomes reality

What will it achieve?
If taken fully to completion, your team will gain:
• A clear, agreed-upon understanding of your vision,
• A set of actions that will bridge the current reality to the new vision,
• A consideration of the potential obstacles that might create challenges,
• A prioritized plan of action that is directly aligned with your intended outcome.
Further, your team will be working to view positively what is possible and to think strategically about how to make the vision a reality.

What are some considerations in implementing this strategy?
• It may be initiated by a group or by a lead individual.
• Members of the group should have similar context and investment in the work being done.
• Considers, but does not focus on obstacles and, as a result, stays positive and energetic.
• Documentation at each step is key to turning ideas into tangible actions.
• It benefits from a skilled facilitator who will guide the process and not influence outcome.

How much time is needed?
• Depending on the size of the group and magnitude of the plan, 2 hours to several days
• May be stretched out from a one-time experience to continued series of engagements

What materials are needed?

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Future Protocol Overview

Lead Member Presents (5 min)
- Choose one competency to build out a vision for
- Describe what success would look like if we achieved this

Clarifying and Probing Questions (5 min)
- What additional information do we need to know?

Project into the future (15 min)
- Speaking in the present tense, describe what it looks, sounds, and feels like having accomplished this goal?

Look "back" from your projected future (10 min)
- Speak in past tense and describe how it looked when we started.

Connect the projected future to the past (10 min)
- Speak in past tense and describe "how" you moved your organization from the past to the projected future.

Identify the challenges and obstacles that had to be overcome (5 min)
- What were some of the most pertinent challenges that existed in accomplishing this vision?

Debrief the process and share next steps (5 min)
- What would be the highest leverage next steps we should take to move this work forward? Who is responsible?
Future Protocol

Instructions:
- Have the protocol in front of you
  - Link to competency models if helpful!
- Identify who will be
  - Presenter
  - Notetaker
  - Timekeeper
- Find your breakout group’s note catcher below
- Lean in and have fun!

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Debrief and Share out!

- What did you accomplish?
- What worked?
- What was most difficult?
Collaborate!

What are your key takeaways from today?

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Closing Commitments and Next Steps
Portrait of a Graduate Project Outcomes

**Create**

...An action plan of next steps for these insights to drive decisions about practice and policy to create a more responsive high school model.

**Identify**

...a core set of knowledge and skills that all local graduates will attain through their high school experience

**Research**

...promising student outcome frameworks and exemplary high school portraits of a graduate, which will be used to inform and inspire what is possible in a portrait of a graduate.

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• How can we provide equitable access to robust learning experiences for all students?

• How do we make learning more relevant and engaging for our students?

• How do we ensure students are fully prepared for college, career, and the community?
Ordinary people with extraordinary vision can redeem the soul of America by getting in what I call good trouble, necessary trouble

John Lewis
February 21, 1940 – July 17, 2020