

Student Leadership in Learning and Beyond

Summer Series for Campus Leaders

RENAME yourself with First Name and School or District (Ex: Monica-School)

- Hover over your video
- Click “...”
- Click “Rename”
- Type First Name-School or District and hit enter

August 6, 2020



Teri Clement

Director of School Transformation
tclement@e3alliance.org



Amy Havard

Director of School Transformation
ahavard@e3alliance.org

Lety Maynard and Lori Davis, Moderators

lmaynard@e3alliance.org
ldavis@e3alliance.org

How to build and support a positive student culture:



Help me get there: Attendance Support



Make me feel like I belong: Identity & Pride



Make a way for me: Ready-to-Learn Systems



Show me the way: Re-Entry Curriculum



Engage & empower me: Effective Instruction



Teach me how to lead: Students lead learning and life

Fall 2020: What is the biggest concern?

Engagement



E3 ALLIANCE
EDUCATION EQUALS ECONOMICS

© E3 Alliance 2020

“Leadership” is the capacity to lead...

...to guide.

...to go through.

...to have charge of.



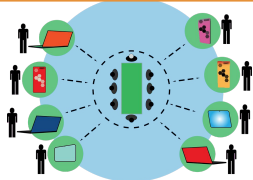
E3 ALLIANCE
EDUCATION EQUALS ECONOMICS

© E3 Alliance 2020

Empower Students through Leadership



School Community



The Classroom



Their Learning and Themselves



E3 ALLIANCE
EDUCATION EQUALS ECONOMICS

© E3 Alliance 2020



Leadership: School Community



VOICE

- Communication (announcements)
- Committees and Councils (social, culture, ready-to-learn, equity)
- Systematic Representation
 - homeroom and/or grade level representatives
 - frequent surveys and input gathered



VISIBILITY

- Communication (provide opportunities & support)
- Involved in variety of school operations / happenings
- Celebrate often, aligned with leadership attributes



E3 ALLIANCE
EDUCATION EQUALS ECONOMICS

© E3 Alliance 2020



Leadership: School Community



Fellow Middle School Equity Task Force Monthly Meeting Agenda: October 2020

Principal	Sylvia Martinez
Asst. Principal	Joseph Laramie
Counselor	Victoria Jackson
7 th grade teacher leader	Dayja Donald
7 th grade student leader	Michelle Aleman
8 th grade teacher leader	Michael De La Garza
8 th grade student leader	Simon Smith
Choir Teacher	Liam Schlesinger
Attendance Clerk	Brenda Avila
Vision	Our students know they are members of a community of learners who believe in themselves, support each other and work hard to pursue healthy, successful lives both in school and beyond.
Mission	We are a community of learners who maintain a safe environment, collaborate with others, and provide high-quality learning experiences to make sure all students learn and grow.
Task Force Equity Focus Topics	<ul style="list-style-type: none">• Racial disparity and achievement gap• Underrepresentation of minorities in advanced-level courses• Advocacy for:<ul style="list-style-type: none">◦ International families◦ LGBTQ community◦ Special education programs◦ Gifted and talented education programs
Aligned Staff Commitment Statement	We will collaborate and communicate frequently to increase and improve equitable practices in our school community.
Aligned Student Commitment Statement	We will greet and treat everyone in our school community with respect and dignity and expect the same in return.
CLT Communication: answer(s) to last month's recommendations or questions	Principal reports that the early fall 2020 round of survey data for remote learners and families was submitted to Campus Leadership Team. Results were discussed and several proposals for response were documented. (reviewed today)
Evidence/Artifacts Shared	Survey Results with CLT corresponding response proposals
Data Review	September / October 2020 Remote Learning Engagement Survey Results
This month's recommendations or questions for the Campus Leadership Team:	Request to allocate funds and invest time toward planning for Spring professional learning for all staff focused on culturally responsive teaching as detailed in October response and reviewed by task force.

- Student representatives from each grade serve on the task force
- Conduct surveys of students and families during remote instruction to evaluate equitable practices
- Work is aligned with mission, vision and commitments
- Intercommunication between this task force, Campus Leadership Team and the Guiding Coalition for the school

EXAMPLE



Leadership: School Community

Student Chosen Award



Newsletter

By students for students



What's Happening?

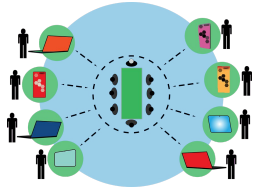
Written by Lions for Lions!
December 2020 Edition

EXAMPLE

Empower Students through Leadership



School Community



The Classroom

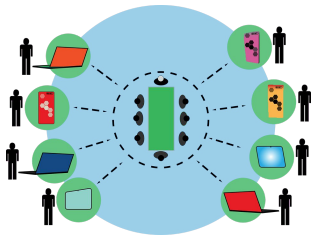


Their Learning and Themselves



E3 ALLIANCE
EDUCATION EQUALS ECONOMICS

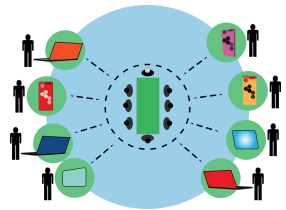
© E3 Alliance 2020



Leadership: The Classroom

Classroom Environment Features:

- | | |
|--|---|
| <ul style="list-style-type: none"> ● set the tone / lay the foundation (relationships built with and among) | <ul style="list-style-type: none"> ● cooperative group roles (rotate often, clearly defined, active NOT passive) |
| <ul style="list-style-type: none"> ● explicit learning about participation, cooperation and communication | <ul style="list-style-type: none"> ● student-led instructional strategies & routines |
| <ul style="list-style-type: none"> ● leadership evaluations and feedback | <ul style="list-style-type: none"> ● structured, academic student talk implemented frequently with anchors and stems |



Leadership: The Classroom

→ Rally Coach, Rally Reading or similar structure used frequently in class

→ Teacher monitors for feedback, supportive language and successful application/practice of strategies

→ Works in-person, remote-synchronous OR remote-asynchronous*

Math or Science

- Partner A thinks aloud and demonstrates solving a problem
- Partner B observes, checks for strategy and accuracy, gives positive and prescriptive feedback

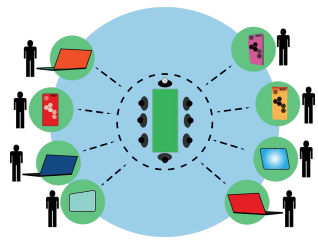
Math, Reading, Science, Social Studies

- Partners A & B engage in reading text alternating complete sentences or paragraphs.
- Partner A engages in a comprehension or analysis question about text and thinks aloud response while Partner B observes, listens, checks for strategy and accuracy, gives positive and prescriptive feedback

Fine Arts

- Partner A reads music or lines and plays, sings or reads aloud
- Partner B observes, listens, gives positive and constructive feedback on performance

EXAMPLE



Leadership: The Classroom



Tiger Listening Lunches



→ Students partner with teacher to plan topics

→ Students lead structures / facilitate conversations

→ Works in-person, remote-synchronous OR remote-asynchronous

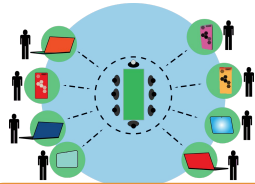
Monday 9/14	Tuesday 9/15	Wednesday 9/16	Thursday 9/17	Friday 9/18
<i>One and One</i>	<i>Future Forward</i>	<i>Mindfulness</i>	<i>Passion Project</i>	<i>Power Ups</i>
Teacher and each student shares one celebration and one question from the weekend.	Review current goal and visualize what meeting that goal will look like, sound like, feel like, etc.	Sustained contemplation of a picture (teacher and students choose a picture)	Genise will tell us about her favorite soccer team, why she enjoys watching them, and why others should be interested.	Teacher and students each share positive statements about themselves and others.

EXAMPLE

Empower Students through Leadership



School Community



The Classroom



Their Learning and Themselves



Leadership: Their Learning and Themselves



- **Scaffold & Support Learning**

- Provide anchors needed to support learning
- Design lessons with layered levels of complexity
- Communicate clear learning targets to students



Leadership: Their Learning and Themselves



- **Explicitly Teach Organization Skills**

- Understand the tools in your Learning Management System
- Setting up a learning space
- Managing assignments and time
- Checking for completion
- Celebrating success!



E3 ALLIANCE
EDUCATION EQUALS ECONOMICS

© E3 Alliance 2020



Leadership: Their Learning and Themselves



- **Foster intrinsic motivation**

- voice and choice
- growth mindset
- teach that failure is part of the journey to success
- advance organizers to involve students in course/unit goals
- frequent opportunities for accomplishment



Leadership: Their Learning and Themselves



- **Self-monitoring of progress**
 - focused set of standards
 - monitor both competence (assessment performance) and confidence (narrative reflection)
 - active monitoring with feedback
 - goal-setting and conferencing



E3 ALLIANCE
EDUCATION EQUALS ECONOMICS

© E3 Alliance 2020



Leadership: Their Learning and Themselves

Student Performance Tracker

How am I doing on the most important concepts in 6th Grade Math?

100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
80%	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%
70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%
60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%
50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%
40%	40%	40%	40%	40%	40%	40%	40%	40%	40%	40%	40%	40%	40%	40%	40%	40%	40%	40%	40%
30%	30%	30%	30%	30%	30%	30%	30%	30%	30%	30%	30%	30%	30%	30%	30%	30%	30%	30%	30%
20%	20%	20%	20%	20%	20%	20%	20%	20%	20%	20%	20%	20%	20%	20%	20%	20%	20%	20%	20%
10%	10%	10%	10%	10%	10%	10%	10%	10%	10%	10%	10%	10%	10%	10%	10%	10%	10%	10%	10%
Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Unit 13	Unit 14	Unit 15	Unit 16	Unit 17	Unit 18	Unit 19	Unit 20
generate equivalent forms (6.4G)		solve problems to find the whole, part or percent in a situation where you are given the two of these values (6.5B)		order a set of rational numbers (6.2D)		multiply and divide positive rational numbers fluently (6.3E)		add, subtract, multiply and divide integers fluently (6.3D)		apply qualitative & quantitative reasoning to solve predictions and comparisons involving ratios and rates (6.4B)		convert units within a measurement system, using proportions & unit rates (6.4H)		generate equivalent expressions using order of operations, including exponents & prime factorization (6.7A)					

focused set of standards

big picture, multiple opportunities to grow

specific strategy commitment and goal setting

Personal Performance Goals

Concept / SE	Date & Current %	Goal %	My action plan will include: (circle one or more)	My personal goal statement:
			<input type="checkbox"/> visit teacher office hours <input type="checkbox"/> ask for help <input type="checkbox"/> try new strategies <input type="checkbox"/> stay focused <input type="checkbox"/> collaborate w/peers <input type="checkbox"/> do my best	
			<input type="checkbox"/> visit teacher office hours <input type="checkbox"/> ask for help <input type="checkbox"/> try new strategies <input type="checkbox"/> stay focused <input type="checkbox"/> collaborate w/peers <input type="checkbox"/> do my best	

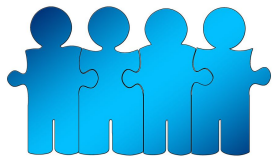
EXAMPLE



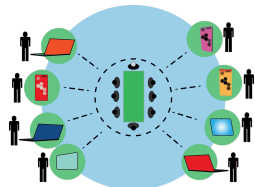
E³ ALLIANCE
EDUCATION EQUALS ECONOMICS

© E3 Alliance 2020

Empower Students through Leadership



School Community



The Classroom



Their Learning and Themselves



Leading Forward

Leading the Transformation



A Safe Place

A Healthy, Secure Environment

We're in this Together

Support Student & Staff Attendance



A Place to Belong

Reignite School Culture

Close the Gap

Equitable, High-quality instruction for all



ROAD TO RECOVERY— Priority Playbook



Upcoming Opportunities

- **Road to Recovery Webinar Part 3**
 - September 17 @ 2:00pm
 - [Registration](#)
- **Summer Series--*Missed One?***
 - [Past Summer Series](#)

COMING SOON: E3's Fall Learning Series for Leaders

Student Leadership in Learning and Beyond

For questions or more information:

Amy Havard: ahavard@e3alliance.org

Teri Clement: tclement@e3alliance.org

Lety Maynard: lmaynard@e3alliance.org