**ESSA STAKEHOLDER ENGAGEMENT: FACILITATOR GUIDE**

**Introductions:** (Recorder capture conversation)

After the Commissioner’s introduction, thank participants for attending this evening. Facilitate introductions at your table using the following prompts:

* Create name tents with cardstock. Write first and last name on the name tent. THEN, one-by-one, share:
* Name
* Stakeholder groups you represent and why you are here tonight
* Describe a positive educational experience you had while a student in the PK-12 system

**Overview:**

When tables have finished introductions, the lead presenters from NDE will share an overview of ESSA and its components before you facilitate conversation about three primary topics (a) Equity, (b) Effective Educators, and (c) Well-rounded Education.

**Part I. Equity and Additional Indicator**

**Step 1: Equity and Equality: Discuss**

* How does this image help us to understand the differences between equity and equality?
* What is missing?
* What could be changed to better reflect the differences?

**Step 2: Additional Indicator: Discuss**

* What else could we measure to show that a student is being successful in school?
* How do we measure the suggested items (in a way that would be consistent across all districts across the state of Nebraska)?

(Recorder capture conversation)

*(There will be approximately 10 minutes for this discussion and the lead-presenters will keep time on a timer for facilitators and introduce the image that will be used to synthesize table discussions.)*

**Step 3: Additional Indicator: Sharing**

(Recorder capture conversation)

*(There will be 4 minutes for groups to identify TWO of their ideas to share with the group and write the ideas on poster paper to share with the room. One group member will write the group ideas on paper that has been posted at the front of the room. Lead facilitator will briefly review all ideas and ask small groups to reflect on the ideas identified by the room. Recorder will record group discussion on the paper.)*

**Part II. Effective Educators**

**Step 1:Effective Educator**

What doesn’t belong on the list? What should be added to the list? What should remain but be changed? What requires clarification?

*(There will be approximately 5 minutes for this discussion and the lead-presenters will keep time on a timer for facilitators. The lead presenters will introduce the next topic of well-rounded education prior to the next discussion.)*

**Step 2: Funding allocation**

Discuss: Of the possible state funding uses,which THREE items should receive priority consideration? Why?

*(There will be approximately 6-8 minutes for this discussion and the lead-presenters will keep time on a timer for facilitators. The lead presenters will introduce the next topic of well-rounded education prior to the next discussion.)*

**Part III. Well-Rounded Education:**

**Step 1: Discuss these questions**

Name the programs that are in place in your school or community that support all students in a well-rounded education.

What is missing from the “Well Rounded list”?

Discuss where/how those programs fit into the broader tenets of AQuESTT and add them to the list.

**Step 2: Extend the discussion**

Where would you like to see additional support from NDE in these categories for your school or community? (Recorder capture conversation)

*(There will be approximately 8-10 minutes for this discussion and the lead-presenters will keep time on a timer for facilitators.)*

**Step 3: Synthesizing - Capturing a Summary of the Evening’s Discussion:**

Reflecting on the dialogue at your table around equity, effective educators, and well-rounded education, construct a table “tweet” that summarizes the key points of your conversation in 140-characters or less!

**All participants complete an evaluation as an exit ticket.**

**Introductions**

|  |  |  |
| --- | --- | --- |
| **Participant Initials** | **Stakeholder group represented** | **Positive educational experience** |
| **CR** | **OEA retired president - retired OPS teacher** | **When students follow up with thankful** |
| **AA** | **NE Arts Council** | **Postive feedback from Arts Education program** |
| **DN** | **Midlands Mentoring Partnership** | **Peformance-based experiences** |
| **WM** | **Midlands Mentoring Parternships** | **informal mentoring relationships with teachers** |
| **KM** | **OPS Educator** | **Times able to fail - not getting it**  |
| **SL** | **School Psychologist Practicum** | **Positive enviroment/school climate** |
|  |  |  |

**Part I. Equity and Additional Indicator** 

**Step 1: Equity and Equality - Discuss**

***(see image on screen)***

How does this image help us to understand the differences between equity and equality? What is missing? What could be changed to better reflect the differences?

***Possible comments and facilitator comments:***

* ***Suggests that we have to be responsive to students/communities on individual bases***
* ***Some students require more services than others -- Providing appropriate supplemental services***
* ***Schools must be flexible and be allowed to be flexible***
* ***Equity does not mean the same or equal - (e.g. it doesn’t just come from giving everyone a $100. Is that what everyone needs?)***
* ***The right side shows a more enjoyable experience***
* ***How did the little kid get the two boxes together? -- somewhere he/she had to have some help to stack the boxes***
* ***Looking through different lenses - different needs***

**Step 2: Additional Indicator - Discuss**

What might another “indicator”, that is not an academic indicator, to measure school quality or student success? What could we measure to show that a student is being successful in school?

How could each suggestion be measured?

|  |  |
| --- | --- |
| **What could be measured?** | **How do we measure it?** |
| School Connectedness/School Climate |  |
| Hopefulness | Gallup Hope Index |
| Socioemotional Learning |  |
| Intense applied engagement of students/teacher | Project Zero |
| Connectedness to adult - Is there an adult that cares about them? |  |
| Positive School Climate/Safety  |  |
| Community Engagement -- Ties to the community? |  |
| Parental involvement and engagement/ access to schools  |  |
|  |  |
|  |  |
|  |  |

***Concern with Grit/Resilience (but concerns with racial undertones from grit)***

**Step 3: Additional Indicator - Sharing *(Capture quotes from conversation/ideas shared by the participants)***

**Part II. Educator Effectiveness**

**Step 1: Defining “Effective Educator” - Discuss**

***---------------Take notes on the “Top 10 Qualities” list (p. 4).------------------***

How should we adjust the list to more accurately define “effective teacher”?

What should we remove?

What should we NOT change?

What should we keep but edit slightly?

What should we add?

* **Add: trauma informed -- understanding of what trauma is and how it impacts each child?**
* **Question: How do you handle those that should not be in the teaching profession?**
	+ **Emphasize “growth mindset” for teachers and students**
* **Potential Adds: Review/refer to MTSS/PBIS terminology**
* **Add: A facilitator/innovator - not the sage on the stage, teacher is not the sole holder of the knowledge; a cultivator of constructivists approaches to learning**

**Step 2: Prioritizing activities for supporting teachers/principals/other school leaders**

*Lead facilitator will explain the process for this activity.*

*(Begin with three index cards on the table where all can see. Pull one additional card from the packet, read it, and decide whether it should take priority over any of the three items that are already on the table. If it should take priority, remove one of the three cards from the middle, and replace it with the new card. If it should not, place it on the side. Continue with the remaining cards – only three remain.)*

Capture conversation by recording significant quotes that arise during the conversation.

**THE LETTERS OF OUR THREE PRIORITY AREAS OF FOCUS ARE:**

G, K, B/C (we combined B&C)

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Qualities of an Effective Educator**

***\*An effective educator is a(n)/has­­­­­\_\_\_\_\_\_\_\_.***

* **Relationship Builder/Relational**
* **High Expectations**
* **Strong Content Knowledge**
* **Growth Mindset**
* **Effective Communicator**
* **Positive Role Model**
* **Caring, Compassionate, Empathetic**
* **Culturally Proficient**
* **Classroom Management Skills**
* **Strong Pedagogical Knowledge/Skills**

**Part III. Well-Rounded**

**Step 1:** What programs/activities are in place in your school or community that support all students in a well-rounded education? How do these activities align with the AQuESTT Tenets?

* Out-of-school time activities (after school/mentoring)
* Fine Arts as part of a well-rounded education
* Creative thinking/analytical thinking
	+ 21st Century Skills/Career Readiness
	+ Social Communication - learning to communicate with others that are different
* Social Awareness/Emotional Intelligence/Being aware of surrounding
* Awareness of historical perspectives/cultural competency
* Strategies/Activities that support the transition from high school to postsecondary
	+ Career & Technical Education
* Interdisciplinary learning experiences
* Information sharing - across systems/agencies

**Step 2:** Where would you like to see additional support **from NDE** in your schools and communities?

|  |  |
| --- | --- |
| **Student Success and Access** | **Teaching and Learning** |
| **Positive Partnerships, Relationships, and Student Success**http://aquestt.com/wp-content/uploads/2015/08/Tenet-3.jpgThe State Board believes that student engagement through positive partnerships and relationships is fundamental to successful schools and districts. | **College and Career Ready**http://aquestt.com/wp-content/uploads/2015/08/Tenet-1.jpgThe State Board believes that every student, upon completion of secondary education, shall be prepared for postsecondary educational opportunities and to pursue his/her career goals. |
|   |  |
| **Transitions**http://aquestt.com/wp-content/uploads/2015/08/Tenet-5.jpgThe State Board believes that quality educational opportunities focus on supports for students transitioning between grade levels, programs, schools, districts and ultimately college and careers.  | **Assessment**http://aquestt.com/wp-content/uploads/2015/08/Tenet-2.jpgThe State Board believes the results of multiple assessments should be used to measure student achievement of college and career ready standards and as an integral part of the instructional process. |
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| **Educational Opportunities & Access**http://aquestt.com/wp-content/uploads/2015/08/Tenet-6.jpgThe State Board believes that all students should have access to comprehensive instructional opportunities to be prepared for postsecondary education and career goals. | **Educator Effectiveness**http://aquestt.com/wp-content/uploads/2015/08/Tenet-4.jpgThe State Board believes that students should be surrounded by effective educators throughout their learning experiences such that schools and districts develop effective teachers and leaders who establish a culture of success. |
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**Step 3: TWEET of 140 characters or less: Summarize what a well-rounded education is!**