TWO ANCHORS

that make or break school change efforts

California Association for Latino Superintendents and Administrators

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It’s no longer just what you know!

Readiness and success should be defined by students’ engagement, adaptability, and what they can do with their knowledge.
ORGANIZATIONS BUILT FOR IMPACT

IDENTITY -> STRUCTURES & APPROACHES -> PURPOSE IMPACT

INFORMS & DRIVES -> SERVE & SUPPORT
Identity informs the organizational Structures that support the approaches to Learning that empower student Readiness.
Balanced
Valued
Empowered
Our school community (students, staff, and families) shares a defined, common language of a vision for readiness. Such a vision includes and prioritizes social-emotional, critical thinking, and academic skills.

Vision for Readiness - Balanced
(1 - not even, 2 - sort of, 3 - somewhat, and 4 - absolutely)
Our students can articulate the skills they will have when they leave school; identify how these skills will support their career, college, and future plans; and are actively using these skills to better themselves and their community.

**Vision for Readiness - Empowered**
(1 – not even, 2 – sort of, 3 - somewhat, and 4 - absolutely)
1. **Individual Framing**
   List characteristics, skills, mindsets, and behaviors. Which 1-2 of these attributes have helped you the most through transitions in your own life? Why? Think of specific examples.

2. **Pair and Share**

3. **Group Mapping to Think, Know, Act, Go**
**think**
versatile and intentional thinking patterns
problem solving, creativity, design thinking, ideation, inquiry, communicator

**know**
understanding structures of knowledge and mindsets for learning
content knowledge and skills, effort-based mindset, access skills (reading, writing, and math)

**act**
skills and techniques to successfully own and manage learning
self-direction, goal orientation, goal setting, collaboration, academic skills and behaviors, ownership of learning

**go**
skills and awareness to navigate life’s pathways
privileged knowledge, open mindedness, cultural identity, situational awareness, self-knowledge
Our school community (students, staff, and families) shares values and beliefs that are articulated in our statement of identity. If asked, anyone in our community would provide a similar response to the question, “Who are we?”
Our school’s identity has been **shaped by the community** (students, families, and staff).

Our school’s identity embraces and incorporates **student and family voice**.

Our school’s identity reflects and respects the **historical and cultural context** of students, families, and the community as a whole.

**Identity – Community Context**
(1 – not even, 2 – sort of, 3 – somewhat, and 4 – absolutely)
Spencer Butte Middle School is designed to deliver a personalized and engaging experience for all students. Our welcoming atmosphere is a purposefully created ambience meant to relay to the community that we take our responsibility of educating students seriously. Our whole child approach fosters the well-being of all students. We value students, families, and the community. Students are seen as individuals who have distinct needs, likes, dislikes, aspirations, and talents.

Engage, Inspire, Empower
Identity informs the organizational Structures that support the approaches to Learning that empower student Readiness.
Universal Design
Student Experience
Expansive Opportunities
Our school’s approach to learning is:

● driven by **student voice**.
● prioritizes the development of **self-knowledge** and **student agency**.
● ensures all students experience an **engaging**, **empowering**, and **inclusive** learning environment.
Our school’s instructional approach is designed to:

- meet individual student interests, aspirations, and needs;
- address academic, behavioral, social-emotional, and physical development;
- build a sense of self and belonging for all students;
- and aligns with a shared vision for readiness.

Approaches to Learning – Universal Instructional Design
Student opportunities, supports, and curriculum are:

- needs-based and linked to established standards;
- integrated and supported across academic, social-emotional, behavioral and physical domains;
- and delivered using multiple approaches including large-group, small-group, and individual opportunities.

Approaches to Learning – Expansive Opportunities
Shared Leadership
Healthy Relationships
Equitable Access
Identity informs the organizational Structures that support the approaches to Learning that empower student Readiness.
See a summary of our research backing up our approach

Come to our table to learn more or visit bit.ly/twoanchorsCALSA