

SCHOOL
TRUE SCHOOL
2018-2019 MID-YEAR REPORT

THANK YOU

Without the support of the W.K. Kellogg Foundation, this work would not be possible. We would like to express deep appreciation and gratitude to our Program Officer, Renee Blahuta, for her vision and ongoing, instrumental thought partnership. And Wendi Miller, thank you for your support, patience, and flexibility.

We also wish to express gratitude to Joe Ableidinger and The Innovation Project Team as well as Maddie Fennell and the Nebraska State Education Association Team for their wonderful support facilitating introductions and spreading the word about this year's TrueSchool Fellowship opportunity. We recognize the significant time you dedicated to supporting our launch in North Carolina and Nebraska respectively, and helping to spread the word to districts, schools, and local organizations. We appreciate your vital role as connectors, champions for students in your states, and collective impact leaders.

I would be remiss if I didn't thank our amazing TrueSchool Team. Huge thank you Maggie, Kat, Mitchell, Radayna, Andrea, Angie, Sade, Sandy, Tiye, Tronn. You are what makes the dream a reality. I'm inspired to come to work everyday, knowing I have the opportunity to learn from and collaborate with awesome people like you. Maggie, a special shout out to you for countless hours spent taking our program content, evaluation, and reporting truly to the next level -- and the grace with which you do so everyday.

We have deep gratitude for the educators who have participated in the this year's Fellowship and to our alumni of the past 5 years. My words are inadequate to describe the power of your ideas, passion, leadership, persistence, and dedication, so I'll turn to Howard Thurman, who said: "Don't ask yourself what the world needs. Ask yourself what makes you come alive and go do it. Because what the world needs is people who have come alive." Thank you for being so very alive -- no matter the roadblocks and often without recognition, you focus on what matters and get the real work done. And you've shown us over and over again that genuine, enduring change is people-powered. We can't wait to see what you accomplish for today's students, for future students, and for the field of education. Thank you for everything you do.

Finally, an immense thank you to the educators who have participated in our 2018-2019 program as well as our alumni of the last 5 years. Howard Thurman said: "Don't ask yourself what the world needs. Ask yourself what makes you come alive and go do it. Because what the world needs is people who have come alive." Thank you for being so very alive--no matter the roadblocks and often without recognition, you focus on what matters and get the real work done. Your ideas, passion, leadership, persistence, and dedication are a constant source of energy and inspiration. We can't wait to see what you accomplish for today's students, for future students, and for the field of education. Thank you for everything you do.

With gratitude,

AMY VREELAND
Founder + Executive Director

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ABOUT TRUESCHOOL

We believe tapping into the innovative ideas and leadership potential of frontline educators is the single greatest force to transform education at scale and ensure all students achieve and thrive.

We also believe educators need the protected time, structured process, and coaching support to develop as leaders, innovators, and change agents who take action and make their big, bold ideas come to life.

We facilitate a year-long professional learning experience that focuses on developing teams within existing schools, including the principal and teacher leaders, as designers and leaders of transformational schools.

TrueSchool's work shows research-backed evidence of improving "collective efficacy:" a belief that together we can enact change and achieve results. Educator collective efficacy is the strongest predictor of student success, more than socioeconomic status, student motivation, or parental involvement.*

OUR MISSION IS TO

DEVELOP TRANSFORMATIONAL LEADERS

TrueSchool develops educators as creative problem solvers who lead strategic change and continuously improve student outcomes. They are the "bottom-up school improvement specialists:" driving improvement efforts that are dynamic, student-centered, and community-informed.

DESIGN EFFECTIVE, ENDURING, AND INSPIRING SCHOOL IMPROVEMENT MODELS

TrueSchool Teams design, pilot, scale, and share school-wide improvement models. These models span 3+ years and show measurable gains for students in equity, academic achievement, and social-emotional well-being.

CONNECT DEEP + BROAD COMMUNITIES FOR CHANGE

TrueSchool connects communities of education leaders up, down, and across schools, districts, and states –they swap ideas, share what sticks, and join a movement of people-powered change in education.

*Hattie, J. (2016, July). *Mindframes and Maximizers*. 3rd Annual Visible Learning Conference in Washington, DC.



Without that time for collaboration, we are not going to see that change that is needed and necessary. We need the process, the structure, and the autonomy where people can get excited about the ideas. That is one of the things that we have enjoyed about this process so much—that we can figure out what meets the needs of our students and our team, that you're not telling us it has to be done this way, so it's not like we are going through the motions for compliance's sake. We're actually getting excited about the work that we're doing—and that is what is going to make the difference.

KATHY RACKLEY
ADMINISTRATOR
WALNUT CREEK ELEMENTARY
WAKE COUNTY PUBLIC SCHOOL,
NORTH CAROLINA



COLLECTIVE EFFICACY

When educators believe they can make change, they do.

TrueSchool pushes teams of educators to believe their collective action can have significant, enduring impact on student outcomes. This belief, called “collective efficacy”, is the single biggest predictor of student achievement.

When a team of educators *believes* in their ability to improve student outcomes, they are more likely to solve problems and find effective solutions. According to meta-analysis by educational researcher John Hattie on the comparative effect sizes of hundreds of high-profile educational interventions, collective efficacy is more predictive of student achievement than homework, socio-economic status, student motivation, and home environment (2016).

“Collective efficacy” refers to the belief educators hold about their shared ability to improve student learning. These beliefs shape educator collaboration and the energy dedicated to change efforts and continuous improvement. It’s a virtuous circle: if educators believe their shared work makes a difference, they are more likely to make an even bigger difference.

RESEARCH-BACKED SOURCES OF COLLECTIVE EFFICACY

Collective efficacy is not a fixed mindset, but one that can be purposefully developed over time. Researchers have identified four key “inputs” that increase collective efficacy for teams. The TrueSchool professional learning experience aligns to all four inputs, creating the conditions for school teams to develop and strengthen their collective efficacy through:

- 1. SAFETY AND TRUST** TrueSchool educators engage in a structured process and activities in which they are encouraged to think boldly and explore new ideas. They brainstorm, engage in honest and difficult conversations, and broaden and deepen their own sense of possibility as problem-solvers and change-agents. Rather than commit to one “right answer” early on, educators go through a rapid cycle design process: build, measure, learn, and repeat. They question assumptions, gather stakeholder feedback, and continuously improve throughout the entire process. This focus on ongoing iteration and discovery, creates a sense of safety and encouragement to experiment and try new ideas without fear of failure, ultimately building collective efficacy.
- 2. COACHING** TrueSchool Coaches bring years of experience as classroom educators, school leaders, and community leaders. Coaches provide differentiated support, personalized feedback, and affirmation, helping school teams to broaden and realize their collective potential.
- 3. MODELING** TrueSchool exposes educators to models of innovation in other schools and systems that have led to improved student outcomes. These models serve to spark bold new ideas and enable teams to build from and adapt what has worked elsewhere, rather than reinventing the wheel.
- 4. SEEING CHANGE IN ACTION** The most powerful driver of collective efficacy is seeing impact: seeing evidence of student progress. When a team measures an improvement in student outcomes as a result of their shared action, their sense of collective efficacy increases. Throughout the year, TrueSchool teams rapidly learn and improve by measuring and reviewing student data. As teams learn what works and refine their innovative learning model, they also, crucially, see the impact being realized for students in real-time. This creates a virtuous cycle: driving forward measurable improvement for students develops the team’s sense of collective efficacy, which in turn empowers them to take on bigger and bolder change efforts, and further improve student outcomes.



“TrueSchool has changed my thinking about what can be done for our school and kids.”

CONNIE COCHNAR,
CHAPMAN ELEMENTARY,
NORTHWEST PUBLIC SCHOOLS,
NEBRASKA

WHY ELSE DOES COLLECTIVE EFFICACY MATTER?

In addition to being the most significant predictor of student achievement, collective efficacy correlates with other drivers of school improvement. Educators with a higher sense of collective efficacy report higher rates of job satisfaction. This means they are more likely to stay and contribute to their schools and districts in the long term. Collective efficacy also correlates with teacher leadership: educators with high collective efficacy are more likely to seek out ways to contribute to the success of the school and the community.

HOW ARE WE MEASURING EDUCATORS' COLLECTIVE EFFICACY?

This year, TrueSchool is adopting research-backed measures of collective efficacy to track the impact of our work over time. Mid-year results show that TrueSchool educators have a significantly higher sense of collective efficacy than the average educator. In January 2019, TrueSchool educators reported an average collective efficacy score of 7.91 (out of a possible 9).

This is almost two standard deviations (1.76 standard deviations) higher than that of comparable groups of educators in previous research studies. A “7” on the collective teacher efficacy scale signifies that educators believe their team can have significant impact on student outcomes. These initial results show that TrueSchool develops educators with powerful beliefs about their collective potential to impact student learning, experiences, and outcomes.

In Spring 2019, we will re-administer the collective efficacy scale to all TrueSchool educators as part of our end-point survey. This data will allow us to monitor growth in educators' senses of collective efficacy as a result of our program. We will look for trends and outliers to help us better understand the relationship of our work to educators' collective efficacy over time.

COLLECTIVE EFFICACY SCHOOL-WIDE

In upcoming years, we hope to measure the collective efficacy of a school's entire staff as well as the True School Design Team specifically. To drive improvement for students, collective efficacy cannot exist solely within 4-6 educators, but must infuse the entire school community. We believe that as schools move through the TrueSchool Design Process—scaling their new ideas, building buy-in for change, and measuring student impact—the entire school and broader community will believe more is possible for students, and more will be! **We aim to test this belief as our program grows in the coming years.**

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I value the ability to share and discuss within our team. The collaboration has been great to inspire new ideas and a willingness to implement them.

SUSAN MESIMER,
BESSEMER CITY CENTRAL ELEMENTARY,
GASTON COUNTY, NORTH CAROLINA

MID-YEAR CASE STUDY:

WALNUT CREEK ELEMENTARY SCHOOL

WAKE COUNTY, NORTH CAROLINA

DESIGN TEAM

VONDA JENKINS Principal
KATHY RACKLEY Administrator
ASHLEY TANNEHILL Teacher
DAISY OTUTULORO Teacher
MAXINE CLARKE Teacher
NAEEMA HOLMES Teacher
PRECIOUS BUBALA Teacher

- Walnut Creek Elementary School is a Title 1 school located in suburban Raleigh, North Carolina.
- Walnut Creek serves 461 students, 98% of whom are students of color.
- 82% of Walnut Creek students qualify for free or reduced lunch.

CONTEXT

Administrator Kathy Rackley describes Walnut Creek as a “school with complex needs.” In her perspective, the “level of excitement and optimism” that her team has found in the TrueSchool Program is reinvigorating and reenergizing: *“I’ve left both Studios filled with such excitement about the work our school is doing. It is not often that we have time for the level of collaboration that we’ve experienced through this program.”*

The Walnut Creek Design Team is partnering with TrueSchool to improve early literacy achievement for all students. The team is led by Principal Vonda Jenkins, who is dedicated to driving innovative school improvement efforts at Walnut Creek. In 2016-2017, 47% of Walnut Creek 3rd graders were reading at grade-level. Walnut Creek is transparent about current challenges, such as a need for growth in supporting student vocabulary development, indicating humility and a willingness to learn and grow.



The TrueSchool Program is teaching us a new thought process. We’re learning that not everything has to get done right now. The work with TrueSchool is opening our eyes to realize that it’s a process for change and not an instant, overnight shift. The process is like a magnifying glass. You determine one particular part that you’re going to dig really really deeply to perfect that one area of your school. This process is helping us focus on one thing to fully understand and comprehend how to do it the best way we know how.

NAEEMA HOLMES, TEACHER

DESIGN PROCESS

The Walnut Creek Team is a model of distributed leadership, working deeply together to unpack and improve student learning experiences. For instance, on a school day that was cut short due to a power outage, the Walnut Creek design team decided to use the additional time not to go home, but to spend time analyzing stakeholder perspectives and working on their TrueSchool Portfolio. Administrator Kathy Rackley explains that this experience allowed the team to “share the various different reflections and have that conversation that led to us being able to be productive and move forward.”

During their Fieldwork, the Walnut Creek Design Team had a breakthrough when studying “positive deviants” among their students—students who were already exhibiting drive and motivation. Rackley reflects this fieldwork was pivotal for her team, as they realized they needed to give all students the “opportunity to learn in a way that they felt was fun, to do whatever they were passionate about. This could be drawing for some children, or kinesthetic learning for some children...that’s when we’re going to see that they are going to put in that extra into their academics.”

In response to this insight, the Walnut Creek Design Team has begun prototyping an initiative called “Read to Lead,” co-designed with community stakeholders to engage students and families in reading and leadership. This initiative encompasses several new learning experiences:

- A new homework model called a “choice board” with options for student-centered, experiential learning tasks
- After-school events for families that connect fun and community building with literacy advocacy and strategies
- Academic mentoring from older students in homework help sessions

Teacher Naeema Holmes is seeing the early impact of the “Choice Board” prototype in her classes, as students report excitement and enthusiasm about learning, not just in the classroom, but at home as well. Holmes explains that rather than just doing “worksheets,” students might choose to “take a walk and then write about the changes that they have observed in nature. This was a fun, academic activity they could do at home with their parents, with less pressure. As a result, students are more relaxed and confident in themselves.”

In December, the Walnut Creek staff lead a Winter Wonderland-themed family night with over 30 families in attendance, spreading awareness around literacy strategies through fun games focused on reading, as well as information on the importance of nightly reading. Parent feedback for the event was extremely positive, with one parent reflecting, “this is exactly what I needed. I want to help my children, but just don’t know how. I didn’t want to come out, but I’m so glad we did.”

Principal Jenkins reflects that “The Walnut Creek team has been truly reflective, is employing new and different strategies, taking more risks and have become more unafraid of failing forward. As a principal, this is ultimately what you want to see your teachers, instructional coaches and administrators do as school leaders and fortunately for us, they make up our TrueSchool design team.”



We’ve learned that even though we are implementing a lot of different initiatives, they are actually all connected and should build on each other. TrueSchool has given us a time and gives us the guidance to be able to really focus on and structure the work that we’re doing. This process is giving us an opportunity to collaborate vertically and to get to know people and their strengths, and see ways to all work towards the same common goal.

KATHY RACKLEY,
ADMINISTRATOR

VISION

- “Teachers, staff, and parents collaboratively work to support the social/emotional learning of students”
- “School data shows that students are proficient in all literacy components”
- “Students are intrinsically motivated and take responsibility for their learning”
- “Community partners support and advocate for our school in consistent and meaningful ways”
- “Parents are actively engaged in school culture so that students’ literacy experiences bridge home to school”

(Walnut Creek TrueSchool Portfolio)

MID-YEAR CASE STUDY: TRENT PARK ELEMENTARY SCHOOL

Craven County, North Carolina

DESIGN TEAM

ASHLEY FAULKENBERRY Principal

CECELIA MORRIS Teacher

JENNIFER VOLIVA Teacher

KAREN BRANCH Teacher

LINDSAY WEATHERINGTON Teacher

TAYLOR STEWART Teacher

- Trent Park Elementary School is a Title I suburban elementary school in Eastern North Carolina, serving 400 students.

- 69.8% of Trent Park students qualify for free or reduced lunch.

- 69% students of color

- 18% English Language Learners

CONTEXT

Principal Ashley Faulkenberry describes Trent Park as “a community school. My parents went there. My husband’s parents went here. One of our design team member’s children went here. This school is very respected by the community.”

Trent Park was among the eastern North Carolina schools hit hard by Hurricane Florence in September 2018. Some Trent Park families suffered trauma and displacement. Students lost 28 days of instruction, and Faulkenberry describes the school community as “trying to play catch up” as students “lost everything that they’re used to.”

Trent Park staff are determined to go beyond “business as usual” to create a vibrant learning community for students and families. Trent Park is partnering with TrueSchool to engage in an innovative process that supports educators in closing achievement gaps in literacy for English Language Learners and African American students. The Trent Park team wants to challenge traditional approaches to learning and permit greater autonomy to teacher leaders to set the stage for all students to succeed.



DESIGN PROCESS

The Trent Park School Design Team dug deeply into early fieldwork to understand the needs of their community. School Leader Ashley Faulkenberry recounts that “we had each team member take a different stakeholder group to interview or survey. We completed 3 student interviews each, held a parent panel, met with our refugee community and district leaders that represent our ESL program, and shadowed students across our school.”

Powerfully, the Trent Park Team is involving the entire school staff in the innovation process at collaborative professional development sessions, analyzing stakeholder perspective and generating new ideas, using practices from TrueSchool’s Toolkits. With this approach, the Trent Park Team learned that parents hoped for a deeper home-school connection, and for guidance on how to support their children in academic work at home.

Over the spring semester, Trent Park will be prototyping a Parent Academy in four 3rd grade classrooms, focused on increasing parent engagement with the school and sharing educational strategies for parents to bring home. Additionally, parents will be invited to visit the school to shadow, learning math side-by-side with their students. The learnings from this prototype will guide the Trent Park team in expanding and strengthening their parent outreach further.

Principal Faulkenberry shares her team’s vision for student impact “if we make the parents more comfortable visiting school we can set up networks of parents and build up a ‘parent portal.’ This will have a huge impact on student learning because the home-school-connection will be fluid.”

The Trent Park Team is also planning to expand its design team as the TrueSchool Program continues. They are seeking to increase the diversity of the team in order to be more reflective of the community they serve. As Principal Faulkenberry reflects: “If we’re preaching equity, then how are we living equity? From the outside looking in it doesn’t look like that. So we have been looking at our team and really making sure that we have the right people with the right skillset on our team to represent really truly who our community is and what our school demographics look like.” The Trent Park Design Team is considering broadening their team to include community members and parents. Recently, Faulkenberry has added a Classroom Teaching Assistant who has been supporting refugee students to the Trent Park School Design Team.

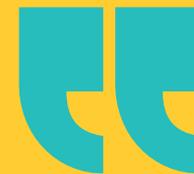
LOOKING FORWARD

Faulkenberry describes the mid-year point in the TrueSchool Program a “cliffhanger; because we feel like we know what we are doing now and that we can do this! I think the next few Studios will be even better, and I’m excited to to branch out and connect to the state and national network.”

VISION

“Invite parents into the classrooms to learn alongside their children so they can help in the school and volunteer in the classrooms; develop a network of engaged parents”

*(Trent Park Elementary
TrueSchool Portfolio)*



There has already been an impact from our work this year, because there is talk in the community. We’ve been asked to come on the TV channel to come and talk about the things that are happening in our school. We were put in the newspaper, and able to communicate and share our story. This creates a snowball of support for our school.

ASHLEY FAULKENBERRY,
PRINCIPAL

MID-YEAR CASE STUDY: WHEELER ELEMENTARY SCHOOL

MILLARD PUBLIC SCHOOLS, NEBRASKA

DESIGN TEAM

COURTNEY MANZITTO Principal

DAYNA DERICHS Teacher

KIERSTEN NIMMO Teacher

KERRI WHITE Teacher

LISA SHIELDS Teacher

LINDSEY HARRAHILL Teacher

- Wheeler Elementary serves 586 students in grades pre-k through 5.
- 22% students of color
- 21% of students qualify for Free or Reduced Lunch

Wheeler Elementary received an "Excellent" rating from the Nebraska Department of Education in 2017-2018.

CONTEXT

The Wheeler team are educational leaders in a suburban community outside of Omaha, Nebraska. While Wheeler is one of the higher-performing schools in their cohort, they know that they cannot be complacent and that there is always more work to be done to achieve excellence for their students. They aim to serve as a model school and see their innovations spread through a regional and national network of educators. Principal Manzitto reflects that "Wheeler Fellows would be happy to share what is learned through TrueSchool by opening our doors to other schools in the community and beyond."



If you carry out the TrueSchool design planning process you are creating a school that kids have more energy and excitement about coming to, because it's *about them*.

COURTNEY MANZITTO,
PRINCIPAL

DESIGN PROCESS

In Fall 2018, the Wheeler Team conducted extensive Build Empathy Fieldwork to gain clarity on the range of student perspectives on reading. They interviewed students in kindergarten through 5th grade. They shadowed colleagues and observed classroom “morning meetings” to understand student experiences practicing social-emotional skills. Through this Fieldwork, the team found an opportunity to connect these elements—literacy and community-building—to increase student energy and excitement for reading.

Currently the team is prototyping several initiatives to increase student investment in reading:

- Student Lounge: creating an innovative student-centered environment that promotes literacy
- School-wide Morning Meetings to build culture + community connection to reading
- Monthly “clubs” in which adults (including staff and community experts) share their passion

Principal Manzitto explains that the biggest learning for her team is that the innovation and improvement process should prioritize the perspective of students first and foremost. The Wheeler Team has come to believe that student voice and agency is key to improving student outcomes.

The Wheeler Team learned the value of collaborative time dedicated to unrestrained brainstorming. Principal Manzitto now tells her team, “Don’t limit yourself because you think the answer to something would be no.” Reflection and outside-the-box thinking have become mainstays of the Wheeler Team planning sessions. Multiple Wheeler teachers note that their biggest takeaway from the first Studio was the change to practice conversations that question assumptions and push for bolder vision.

At Wheeler, Design Team members are already thinking about how to carry the TrueSchool Design Process forward into future years. Principal Manzitto explains that the early literacy work with TrueSchool is being implemented in conjunction with a new Language Arts curriculum. She sees the skills her team is learning with TrueSchool this year as essential to honing and increasing the impact of this language art curriculum in future years.

Collaborative innovation work is already moving beyond the original Wheeler Design Team. The Design Team is applying the structures and strategies they are learning at Studios to shared work-time for teachers back at the school. They are considering leading a summer learning session, in which the current Design Team mentors teachers from all grade levels in the Design Process.



I think increased engagement is important. I think if you feel your voice is heard you can learn something, and when you’re involved in a process and you see parts of your contribution be played out. That’s pretty powerful.

COURTNEY MANZITTO,
PRINCIPAL

VISION

“Kids deserve an environment that promotes forward thinking and innovation through all aspects of their education. By building this foundation, facilitated by passionate educators, we will prepare students to be future ready, focused, and adaptive to an ever-changing world.”

*(Wheeler Elementary School
TrueSchool Portfolio)*

PHASE 1

SET VISION | Studio

SEPT-OCT

Set a big, bold vision for student success grounded in existing resources available on-site, and the school's identity.



BUILD EMPATHY | Fieldwork

OCT-NOV

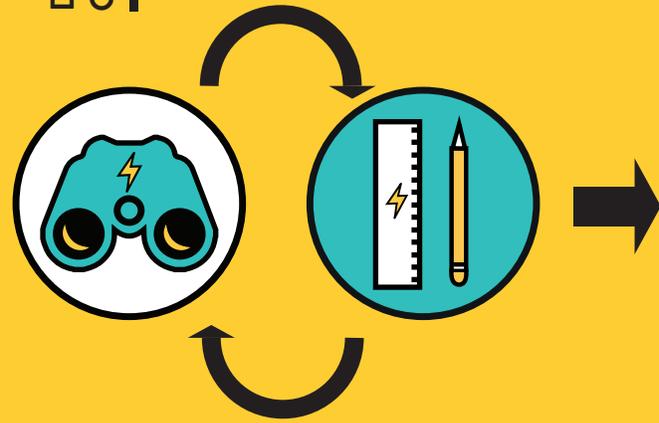
Explore stakeholder perspective to build understanding of the current learning experience by interviewing, shadowing, and observing students, parents, colleagues, and community members.

PHASE 2

DEFINE OPPORTUNITY | Studio

NOV-DEC

Define the opportunity for a transformative new learning model, rooted in student perspective and inspired by cases of innovative schools that have led powerful change.



PROTOTYPE | Fieldwork

DEC-JAN

Create, and test prototypes of the new model in at least 2 classrooms to gather student and stakeholder feedback for rapid improvement.

WE BELIEVE:

We believe the best ideas for the present and future of education come from frontline educators, the critical designers of the student experience.

THE TRUE SCHOOL PROGRAM

Through our year-long program, we work with educators in existing schools to lead innovation and change from within, driving improvements in student equity, academic growth, social-emotional supports.

Our program empowers educators to reimagine schools with students at the center, develops educators as leaders who make their big, bold ideas come to life, and connects a powerful professional learning community of innovative school teams working across a region, state, and the country.

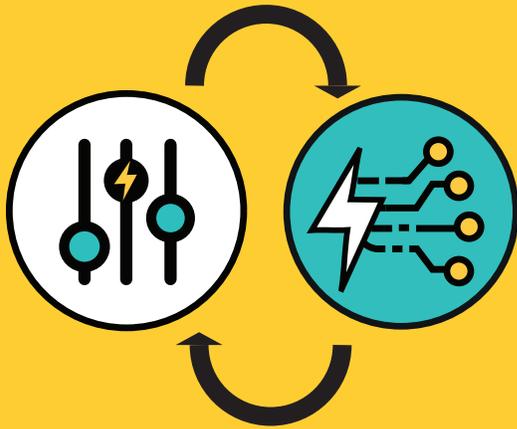
A TrueSchool Design Team includes 4-6 members, including the school leader and at least 3 teacher leaders. School teams participate in the program as a cohort of 10-20 diverse schools from across a state or region.

PHASE 3

MEASURE
IMPACT | Studio

FEB-MAR

Design a rigorous approach to measure the impact of the innovative learning model.



PILOT | Fieldwork

MAR-APR

Design & launch a broader, multi-classroom pilot of the innovative model.

PHASE 4

LEAD
CHANGE | Studio

APR-MAY

Capture learning from the pilot & plan for building buy-in and distributing leadership for sustainable, scalable change.



LEARN
FORWARD | Fieldwork

MAY- BEYOND

Share learning school-wide and beyond; apply the TrueSchool Design Process to new opportunities and contexts.

Over the course of the program, teams collaboratively progress through eight design phases as they explore student perspectives in order to build, refine, and scale an new student learning model.

Our program includes three core components: **Studios, Coaching Sessions for the School Design Team, and support during periods of independent Fieldwork.**

- **4 Full-Day, In-Person Studios:** Facilitated, fast-paced, cohort-wide workshops.
 - **Monthly Virtual Coaching Sessions with each School Design Team:** Coaches provide thought-partnership as teams problem-solve, solution-build, and engage in rapid cycle design to learn and improve fast.
 - **Fieldwork:** Educators engage community stakeholders, especially students, in interviews, observations and feedback-gathering to identify a core problem and build an effective solution.
- This empathy work is core to everything we do —stakeholder perspective is essential to designing transformational schools.

THE EDUCATOR EXPERIENCE

In 2018-2019, educators are going through a structured, iterative process to design new “innovative learning models” to improve student outcomes in early literacy. These models might be combinations of new tools, curriculum, staff roles, protocols, schedules, community partnerships, or uses of space. The models are as varied as the schools and communities, because they are deeply informed by the unique needs, hopes, and opportunities of that school’s students and stakeholders.

Over the course of the TrueSchool Program year, teams move through 4 sequenced phases, each building on the next as teams develop their early vision into concrete, informed actions of increasing breadth and complexity. We support teams by building their capacity to set goals, inquire, design, gather feedback, iterate, launch, test, scale, and pitch their innovative learning models.

PHASE 1: SET VISION + BUILD EMPATHY

Educators started with success in mind.

In October, at our first in-person Studio, educators **visualized** student impact that is enduring, deep, and relevant to their school community. Teams developed specific goals for improving academic growth, supporting social-emotional development and well-being, and closing racial equity gaps in early literacy. As a school team, educators created an “**Asset Map:**” a visual of all the resources currently available on their school site and in their community to leverage for change. By beginning with an asset-based mindset—considering what is possible, what we have already, and what can be used in new ways —teams began to build their **collective efficacy** and set the stage for innovation.

Educators learned from students and stakeholders.

In the following Fieldwork, BUILD EMPATHY, teams created and implemented a plan to gain perspective from students and community members. They interviewed, shadowed, created focus groups, distributed surveys, observed, and analyzed student work. They grounded their Fieldwork in “**beginner’s mindset**” and curiosity by asking open-ended questions, gathering stories, perspectives, and other qualitative data. This openness and honesty made it possible for educators to question their assumptions and to “get unstuck.” Through this Fieldwork, educators built connection with stakeholders including early childhood educators in their communities, parents, librarians, and, in all cases, students. Specifically, teams focused on learning from “**positive deviants:**” students who are extreme outliers in a positive sense. This flips the common practice of focusing on what’s going wrong—we ask “What is going really right, and why?” This Fieldwork gave teams crucial, often surprising insight into what their community wants, needs, and envisions for themselves, while also building the trust and buy-in needed for enduring change.

PHASE 2: DEFINE OPPORTUNITY + PROTOTYPE

Educators connected cause and effect, zooming in on a potential “missing link.”

In December, at our second in-person Studio, teams reconvened with their colleagues from across their state. They began by sharing their insights from their BUILD EMPATHY Fieldwork, and inferring what students might need to take their experience to the next level. They analyzed case studies of schools across the nation that are improving student experiences in bold ways, considering what they might apply or adapt for their own community. Teams **brainstormed** ideas for change both powerful and possible: high in impact and low in constraint. Finally, they began to lay out their logical “**Theory of Change:**” the connection between their vision, assets, ideas for change, and impact in the short- and long-term.

Educators tried out a small, rough version of their model to learn from immediate feedback.

In Winter 2019, teams are in the midst of their PROTOTYPE Fieldwork. Teams have designed rough but functional versions of their innovative learning models, and are launching these prototypes in 3 or more classrooms, gathering student and **stakeholder feedback** to improve rapidly.

PROTOTYPES IN ACTION



TrueSchool teams are **PROTOTYPING** varied innovative learning models including:

FREE LITTLE LIBRARY: A physical library of relevant, engaging books for families to access at pick-up and drop-off.

COMMUNITY PARTNERSHIP: Providing literacy programming with and family transportation to a local early childhood center

LITERACY TRAINING for STAFF: Kickoff events to engage educators in literacy best practices

COLLABORATIVE TEACHING: Structuring partnerships between educators who were previously siloed in different grade-levels.

CLASSROOM REDESIGN: Creating spaces that engage students in reading

REIMAGINED HOMEWORK: Offering choice and changes for parent-child interaction

FOCUSED INTERVENTION: Differentiating reading instruction in small, levelled groups

TAKE-HOME KITS for PARENTS: Filled with resources to support literacy at home

SCHOOL-WIDE LITERACY PRACTICES: Including read-alouds + collaborative reading

PHASE 3: MEASURE IMPACT + PILOT

Educators will plan for scaled-up change and name measurable early indicators of impact.

In February, at the third in-person Studio, teams will focus on ways to scale-up their innovative learning model. They will read and learn from **case studies** of schools that have led school-wide change by rethinking their staffing, scheduling, community partnerships, use of technology, and space—what we call “**the big 5 levers of school-to-systems change.**” This inspiration will enable teams to generate ideas for how their innovative learning model can be broadened and deepened by rethinking structures and systems at their school. As teams refine their **Theory of Change**, they will also develop measurable early indicators of impact they can gather and monitor in the short term to test and refine their model as it grows in scope.

Educators will engage their colleagues as partners as they scale up and test a pilot of their model across an entire grade-level, department, or school-wide. In the Phase 3 Fieldwork, PILOT, educators will go beyond a single “intervention” and multiple classrooms, to leading change that is broader, deeper, and longer-lasting. Teams will build buy-in with colleagues to **launch pilots** of a multi-component learning model. During these pilots, they will gather baseline, mid-point, and end-point data on the **measurable early indicators** they named in the previous Studio. This pilot “test” will enable teams to improve their model, and to practice and reflect on strategies for building buy-in across the entire school.

PHASE 4: LEAD CHANGE + LEARN FORWARD

Educators will backwards plan to lead lasting systems-change in the following school year.

In April, educators will gather for the fourth and final Studio. Their experience will focus on synthesizing their learning, planning to share their model, and building greater buy-in. Educators will learn best practices for change management, including tapping into early adopters and key influencers. They will develop a **pitch** to “sell” their model, and a timeline and plan to share their learnings and impact data with school colleagues. Educators will also draft their **TrueSchool Blueprint**: their plan to scale their innovative learning model school-wide.

Educators will share their detailed plans for change, reflect, and commit to future learning.

In the Phase 4 Fieldwork phase, LEARN FORWARD, teams will finalize, submit, and share their TrueSchool Blueprint (including steps for ongoing measurement and continuous learning). They will share the story of their learning over the course of the year, grounded in **evidence and stories of student growth**. Teams will reflect on the TrueSchool Design Process and year-long learnings, considering how they will apply the process to new challenges, contexts, and opportunities ahead.



TrueSchool has been the perfect match for Walnut Creek Elementary School in terms of supporting our brand new K-2 literacy initiative, Read to Lead. This partnership has provided an opportunity for K-2 leaders to collaborate having complete autonomy of their designing process and most importantly, taking full ownership of their work as a team with shared vision and purpose.

VONDA JENKINS,
PRINCIPAL,
WALNUT CREEK
ELEMENTARY,
NORTH CAROLINA

2018-2019 TRUESCHOOL COMMUNITY

We work with states, schools, educators, and students who have untapped potential to create enduring improvement.

STUDENTS We work with schools focusing on improving learning for students who are traditionally underserved—students of color, students who are lower-income, English Language Learners, refugees, students with learning differences or social-emotional needs. While we work with school teams directly, students are the core of our work and at the center of everything we do. We help school teams move towards equity by building their capacity to identify and prioritize closing opportunity gaps in early literacy and improving outcomes for ALL students.

NORTH CAROLINA	By school, the 2018-2019 North Carolina TrueSchool Teams serve a student population that is: <ul style="list-style-type: none">• 66.6% students qualifying for federal Free or Reduced lunch.• 68% of Students of Color	NEBRASKA	By school, the 2018-2019 Nebraska TrueSchool Teams serve a student population that is: <ul style="list-style-type: none">• 55% students qualifying for federal Free or Reduced lunch.• 42% of Students of Color
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SCHOOLS We work with a diverse cohort of school united in their vision and drive for equity in early literacy instruction. They are urban and rural. They range from “A” schools to “F” or “turnaround” schools. We work with small elementary schools that serve 77 students, to large elementary schools that serve 1125 students. The common ground that unites these diverse school communities is their passion for improvement on behalf of their students and the belief that the people within the building can lead that change. Schools were selected through a selective application process. We vetted schools and selected based on evidence of visionary leadership, commitment to equity, and a sense of ownership over student learning results. We believe the 2018-2019 TrueSchool cohort will not only lead powerful change in their school and district, but serve as a pilot network of model schools that inform and inspire others across the state. For this reason, we specifically aimed to compose a cohort of schools that reflected each state at large.

NORTH CAROLINA	46% of schools are served by Title I. <i>North Carolina rates schools using a “report card” system. In 2017-2018 among this year’s cohort of NC schools:</i> <ul style="list-style-type: none">15% were rated “B” schools35% were rated “C” schools35% were rated “D” schools10% were rated “F” schools	NEBRASKA	62% of schools are served by Title I. <i>Nebraska rates schools from “Needs Improvement” to “Excellent.” In 2017-2018 among this year’s cohort of Nebraska schools:</i> <ul style="list-style-type: none">15% were rated “Excellent” schools23% were rate “Great”62% were rated “Good”
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EDUCATORS The educators we work with are leaders who are actively seeking ways to grow, learn, and improve. We work with teams of 4-6 educators from each school. Teams include the principal and 3+ teacher leaders, as well as instructional specialists, counselors, librarians, and assistant principals. These educators hold formal and informal leadership roles at their school, such as teacher mentors, instructional leads, bullying prevention leads, or technology experts.

- 60% of 2018-2019 TrueSchool Fellows are classroom teachers, working in grades pre-K to 5. They have an average of 14 years of experience in education, within a range from 1 to 40 years
- 49% serve in 1 or more formal leadership roles at their school site.
- 20% are grade-level leads who are trusted with instructional and structural decisions that impact students and colleagues at their grade-level.
- 15% are instructional leaders, mentors or coaches who focus on the professional development of their colleagues as well as themselves.

A.B. Newell Elementary School | GRAND ISLAND, NE
 Betz Elementary School | BELLEVUE, NE
 Chapman Elementary School | CHAPMAN, NE
 Engleman Elementary School | GRAND ISLAND, NE
 Ezra Millard Elementary School | OMAHA, NE
 Gates Elementary School | GRAND ISLAND, NE
 Humboldt Table Rock Steinauer Elementary School | HUMBOLDT, NE
 Knickrehm Elementary School | GRAND ISLAND, NE
 Norris Elementary School | FIRTH, NE
 Rohwer Elementary School | OMAHA, NE
 Twin Ridge Elementary School | BELLEVUE, NE
 Two Springs Elementary School | BELLEVUE, NE
 Wheeler Elementary School | OMAHA, NE
 Willowdale Elementary School | OMAHA, NE

NEBRASKA



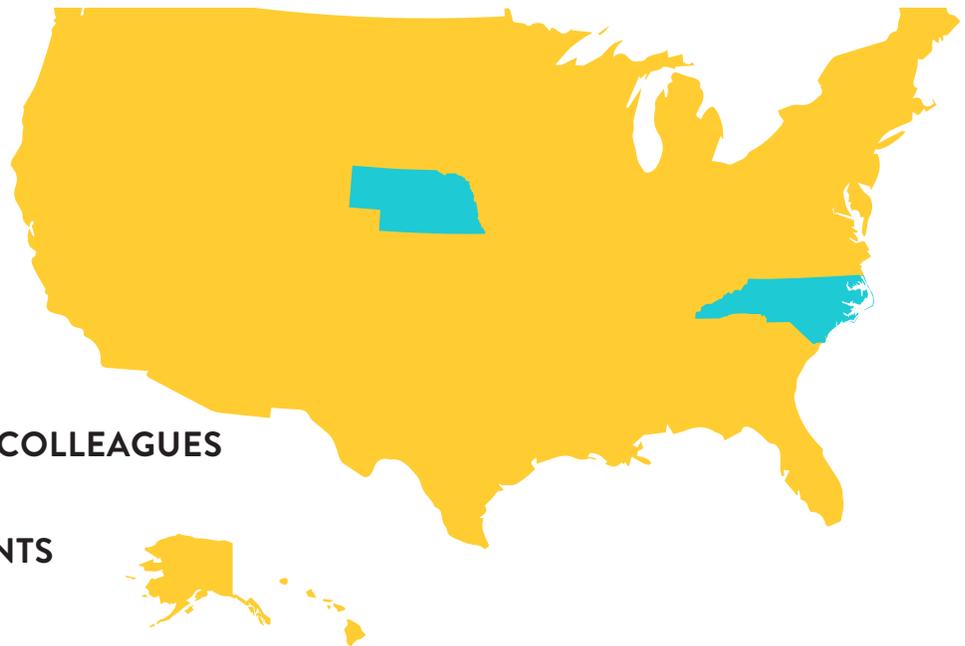
2 STATES

27 SCHOOLS

164 FELLOWS

AND THEIR **1,182** COLLEAGUES

10,570 STUDENTS



A.H. Bangert Elementary School | NEW BERN, NC
 Bessemer City Central Elementary School | BESSEMER CITY, NC
 Bruce H. Tharrington Primary School | MT AIRY, NC
 Carroll T. Overton Elementary School | SALISBURY, NC
 Coker-Wimberly Elementary School | BATTLEBORO, NC
 E. D. Koontz Elementary School | SALISBURY, NC
 Four Oaks Elementary School | FOUR OAKS, NC
 Havelock Elementary School | HAVELOCK, NC
 Hawks Nest STEAM Academy | GASTONIA, NC
 J. T. Barber Elementary School | NEW BERN, NC
 Micro Elementary School | MICRO, NC
 Trent Park Elementary School | NEW BERN, NC
 Walnut Creek Elementary School | RALEIGH, NC

NORTH CAROLINA





IMPACT + RESULTS SO FAR THIS YEAR

1 STUDENT IMPACT ORIENTATION

Educators are setting measurable goals for improvement in academic growth, equity, and social-emotional learning, for students of color and English language learners.

2 HUMAN-CENTERED DESIGN PROCESS

Educators are listening more often and more deeply to students and community members.

3 INNOVATOR'S MINDSET

Educators are more likely to think outside the box, and experiment with bold new ideas for improving student outcomes.

4 ASSET-BASED APPROACH

Educators are uncovering resources that already exist at their schools and envisioning new ways to use these resources to improve student experiences.

5 DISTRIBUTED LEADERSHIP

Educators are acting as leaders, becoming more involved in decision-making at their schools.

6 ENGAGEMENT WITH LOCAL AND NATIONAL PROFESSIONAL LEARNING COMMUNITY

Educators are sharing their learning, which enables them to make progress faster and spark wide change

7 EARLY SIGNS OF TEACHER RETENTION

Educators are more satisfied with working in their schools and districts.



HOW WE GATHERED DATA

The TrueSchool Team gathered a range of data (formal and informal, quantitative and qualitative) to investigate our impact and tell the story of educator and school experiences in the TrueSchool Program so far this year. Key data sources include:

- Opening (baseline) and mid-year survey results of the 2018-2019 cohort
This self-reported data includes both open-ended questions and Likert-scale responses.
- Informal feedback on the first two Studio experiences, via post-studio surveys
- School Design Team Digital Portfolios: Online portfolios of work work created by each school team throughout the process
- Three In-Depth Case Study interviews with School Leaders and Design Teams
- Publically available data collected by states and districts, such as: demographic information, state test scores, and staffing information.

As the year continues, we will continue to gather additional data, including

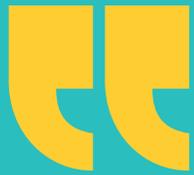
- End-of-Year survey results, including data on educators' collective efficacy
- Comparative Data on Educator Collective Efficacy
- Informal feedback on the final two Studio experiences, via post-studio surveys
School Design Team Digital Portfolios: Online portfolios of work work created by each school team throughout the process
- Six In-Depth Case Study interviews with School Leaders and Design Teams
- Analysis of Completed Blueprints (capstones generated by school time that capture their learnings, process, model, and supports created—and impact data)





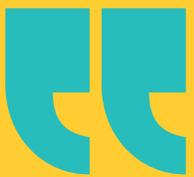
Since we started we are doing a better job at getting input from all stakeholders and at promoting equity at the school.

CATHERINE ALLIGOOD,
PRINCIPAL, A.H. BANGERT
ELEMENTARY SCHOOL,
CRAVEN COUNTY,
NORTH CAROLINA



Participating in TrueSchool has helped us realize we need to be more creative in how we meet student and family needs.

KATHY RACKLEY,
ADMINISTRATOR
WALNUT CREEK ELEMENTARY,
NORTH CAROLINA



As a result of participating in TrueSchool, I am more confident to do what I know is right for kids.

SCOTT GAMBLIN,
CHAPMAN ELEMENTARY
SCHOOL, NEBRASKA

I STUDENT IMPACT ORIENTATION

Educators are setting measurable goals for improvement in academic growth, equity for students of color and English Language Learners, and social-emotional learning.

Frontline educators—those with the greatest classroom expertise and understanding of student learning needs—are setting timely, relevant, and measurable goals for improvement.

They are returning to these goals often to refine them, to name indicators, and to self-assess their progress towards essential student impact.

We start with a shared ultimate impact goal: improving early literacy. Over the course of the program, educators determine their own measures of impact and indicators of progress towards this goal, considering what is timely and relevant in their specific context. We provide school teams with structured practice at developing leading indicators, targeting opportunity gaps, and tools to monitor progress. “What’s measured matters”—and educators are strengthening their abilities to strategically define what matters, rigorously measure progress toward it, and use that information to quickly and continuously improve.

92% of team members set specific goals for student learning...

...an **8%** increase since the start of the program



2

HUMAN-CENTERED DESIGN PROCES

Educators are listening more often and more deeply to students and community members.

They are making decisions based on input and feedback from stakeholders —this is the heart of design that is “human-centered.” TrueSchool educators are invested in designing something new *with* students, versus *for* students. Throughout the TrueSchool Design Process, educators return to student, family, colleague, and community wants, needs, and hopes. Educators engage in rigorous fieldwork to build understanding and question assumptions about the communities they serve This year, educators have shadowed students, interviewed parents, observed school spaces in action, and sought feedback on early versions of their innovations in order to improve them. Our aim is to build the capacity of educators to lead human-centered design and adopt this approach as part of the way they do things school-wide. Early data suggests that beyond this program year educators will continue to seek student and community perspective at the heart of their improvement work.

72% of educators gather feedback from students and community members before making major decisions...

... a **12%** increase from Fall 2018.



We are committed to following students in the building. We are going to shadow struggling students as well as those that excel this early in the school year. We want to gain a better understanding of the teaching practices being used in our building and how to cater to the needs of the students

KATHY PARRISH, PRINCIPAL,
FOUR OAKS ELEMENTARY,
JOHNSTON COUNTY,
NORTH CAROLINA



The TrueSchool Fellowship has led to me listening more to students, community members, and parents outside of the school to help make our school and district better.

KELLIE PATZ, TEACHER
HAWKS NEST
STEAM ACADEMY,
NORTH CAROLINA



I value the permission to do things that are 'out of the box' and best for our situation. I loved being able to process through things and have that encouragement to make goals that might be "crazy" instead of thinking small.

KIMBERLY TERRY,
EDUCATOR,
CHAPMANELEMENTARY
SCHOOL, NEBRASKA

3

INNOVATOR'S MINDSET

Educators are more likely to think outside the box, and experiment with bold new ideas for improving student outcomes.

Educators are questioning the status quo and building something tailored to the unique needs and opportunities of their students, schools, and communities. Throughout the TrueSchool Program, educators learn from case studies of schools that have led powerful, bold innovations. They are practicing innovation strategies including visualization, brainstorming and building prototypes (rough, test-able early versions of their new ideas). Throughout, educators reflect on the progress of their innovative learning models, their learnings, and the design process itself. By doing so, teams are building capacity for ongoing creative problem-solving and innovation.

At the mid-year point, teams are launching prototypes of innovations and seeking feedback to improve and scale these innovations.

95% of TrueSchool Fellows are supported by their school leadership to question the status quo and try new things to reimagine and improve student learning...

...a **10%** increase in STRONG Agreement since Fall 2018



This has brought about discussion with our administrator. She's very open to change and more creativity. I'm feeling the freedom to change and deviate from the day-to-day curriculum.

SHELLY BROCKHAUS,
TWO SPRINGS
ELEMENTARY SCHOOL,
NEBRASKA,



4

ASSET-BASED APPROACH

Educators are uncovering resources that already exist at their schools and envisioning new ways to use these resources to improve student experiences.

By practicing actions like “asset mapping,” (creating a comprehensive visual of the skills, material resources, and spaces already available to leverage for change), teams uncover untapped resources. This mindset shift is key to successful innovation: rather than waiting for new resources or focusing on what we might lack, educators work with what they have to take action and innovate now. This is both a mindset and a skillset. So far this year, educators report that they are growing in their capacity to reframe challenges as opportunities for growth and to develop solutions leveraging existing resources creatively.

87% report their teams now focus on solutions and opportunities instead of problems and barriers...

...a **9%** increase from the start of the program.

88% of educators report that their school team finds creative ways to use the resources they already have at their school site in order to improve learning for students...

... an **8%** increase from the beginning of the year.



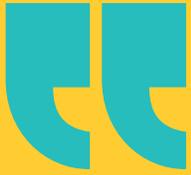
I valued the chance to look at all the assets we have at our school and see how we can implement them into our vision

ANGELA JENNESS,
KNICKREHM ELEMENTARY
SCHOOL, NEBRASKA



I enjoyed thinking deeply about what our school needs are. Collaborating and sharing with our team as we thought about our assets and our rubric was very beneficial.

SUSAN MESIMER,
BESSEMER CITY
CENTRAL ELEMENTARY,
NORTH CAROLINA



Our team is made up of leaders in our building that carry out specific duties while at school. We NEVER get to just sit and talk, brainstorm, wonder, etc....It was so nice to have the freedom of talk time built into the schedule to really focus on our purpose.

KATHY PARRISH,
PRINCIPAL,
FOUR OAKS
ELEMENTARY SCHOOL,
JOHNSTON COUNTY,
NORTH CAROLINA

5

DISTRIBUTED LEADERSHIP

Educators are acting as leaders, becoming more involved in decision-making at their schools.

This simple fact is powerful. It means that the decisions themselves are more effective because they are collectively determined, and informed by the perspective of those closest to students: teachers. These decisions have buy-in from the beginning. The people putting them into practice are sitting at the table as co-creators and leaders.

Educators who are engaged as leaders are more likely to be retained in their school and district, a crucial factor at a time of national teacher shortages*.

Wixom, M. A. "Mitigating teacher shortages: Teacher leadership." Education (2016).

92% of TrueSchool Fellows report that school faculty and leadership have a shared vision for their work together...

... an increase of **7%** from the start of the program

92% of educators report that at their schools, teachers are involved in making school-wide decisions...

... an increase of **8%** from the start of the program

88.5% educators report the opportunity to contribute new ideas for positive change in their districts...

... an increase of **17%** from the start of the program



I appreciate the chance to focus on what is most important to the TEAM, rather than being dictated to.

KATHY COCHNAR,
CHAPMAN
ELEMENTARY SCHOOL,
NEBRASKA



6 ENGAGEMENT WITH A LOCAL + NATIONAL PROFESSIONAL LEARNING COMMUNITY

Educators are sharing their learning, which enables them to make progress faster and spark wider change.

Throughout the TrueSchool Program, educators come together to reflect on challenges, share insight, and offer each other questions and feedback. Innovations showing promise at one school spark improvement at others across the cohort.

Educators are building long-term relationships with colleagues across the state who are similarly forward-thinking and dedicated to improvement for students. They are developing structures and strategies for collaborative learning that they can bring back to their school site. They are also swapping ideas, “stealing,” and adapting what’s working in other schools, enabling the impact of this experience to be magnified.

77% of Fellows feel connected to a network of educators who are dealing with similar challenges...

... a **14.5%** increase from the beginning of the year.

80% of Fellows feel connected to a network of educators who are dealing with similar challenges...

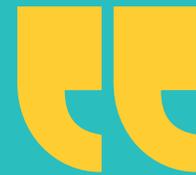
... an **18%** increase from the beginning of the year.

90% of TrueSchool educators feel encouraged and supported to share what works with other educators.



I loved getting to know people from other districts who are doing similar work.

ALESHA SPRING ROSEMAN
CARROLL T. OVERTON
ELEMENTARY SCHOOL



I'm learning from the opportunity to talk with other schools about how they address similar issues

MARY FRIPP,
TWO SPRINGS
ELEMENTARY SCHOOL,
NEBRASKA



7

EARLY SIGNS OF RETENTION

Educators are more satisfied with working in their schools and districts.

When educators stay, schools and systems retain institutional knowledge, deepen relationships with students and community members, and create pipelines for teacher leaders, mentors, and future school leaders. Job satisfaction is a clear leading indicator of retention. TrueSchool educators report higher and growing levels of job satisfaction.

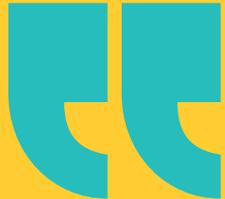
80% of TrueSchool educators see opportunities for continued career growth in their school or district.

15% TrueSchool educators' satisfaction with working at their school has grown by since the start of the program.

... a Net Promoter Score increase from **42.4** to **57.4**

13% TrueSchool educators' satisfaction with working at their district has grown by since the start of the program.

... a Net Promoter Score increase from **14.6** to **28**



I learned that learning is fun again, creative and inspiring.

HELENA R WHEELER,
J. T. BARBER
ELEMENTARY SCHOOL,
CRAVEN COUNTY,
NORTH CAROLINA





IMPACT ROADMAP

MISSION:

DEVELOP TRANSFORMATIONAL LEADERS



TrueSchool develops educators as creative problem solvers who lead strategic change and continuously improve student outcomes. They are the “bottom-up school improvement specialists:” driving improvement efforts that are dynamic, student-centered, and community-informed.

DESIGN EFFECTIVE, ENDURING, AND INSPIRING SCHOOL IMPROVEMENT MODELS



TrueSchool Teams design, pilot, scale, and share school-wide improvement models. These models span 3+ years and show measurable gains for students in equity, academic achievement, and social-emotional well-being.

CONNECT DEEP + BROAD COMMUNITIES FOR CHANGE



TrueSchool connects communities of education leaders up, down, and across schools, districts, and states – they swap ideas, share what sticks, and join a movement of people-powered change in education.

WHAT WE’VE DEVELOPED

Inputs

Our unique curriculum, which leverages the best of human-centered design, social entrepreneurship, asset-based development and improvement science.

Experienced educators who have led significant innovation efforts within schools and serve as our certified coaches of TrueSchool Coaches.

Our powerful alumni network of over 2000 education leaders, including teacher leaders, principals, district leaders, local and national partner organizations, topical experts, and philanthropic supporters.

WHAT WE DO

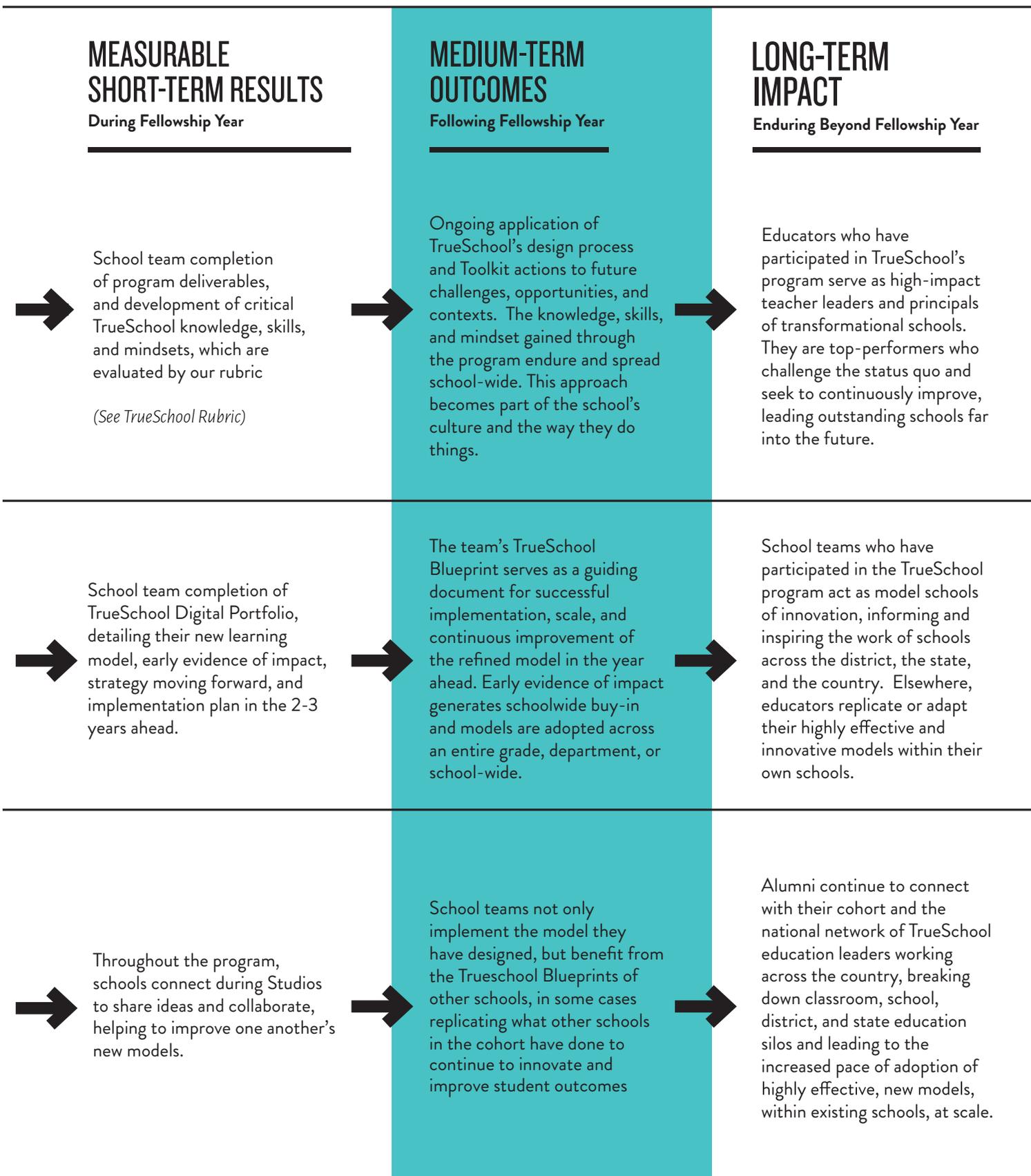
Key Activities

Facilitate a year-long professional learning experience that focuses on developing teams within existing schools, including the principal and teacher leaders, as designers and leaders of transformational schools: places continuously improving equity, academic growth, and social emotional support.

Our TrueSchool professional learning experience includes three core components: Studios, Coaching Sessions for the School Design Team, and support during periods of independent Fieldwork.

For more information about our program, please visit: trueschool.org/programs

This document is TrueSchool’s theory of change and serves as our roadmap to achieve impact for schools, educators, students, and communities. For each of the three strands of our work (Developing Transformational Leaders, Designing Innovative School Models, and Connecting Powerful Professional Learning Communities), we define here what we’ve built (inputs), what we do (key activities), and the short-term results, medium-term outcomes, and long-term impact we aim to realize.



TRUESCHOOL INNOVATION & IMPACT RUBRIC	INCONSISTENT - 1 Team inconsistently engages with the process, several missed opportunities for student impact.	CONSISTENT - 2 Team consistently engages with the process. The vision for impact is limited in depth and/or breadth.
STUDENT IMPACT ORIENTATION <ul style="list-style-type: none"> Set goals for student impact in 3 key areas: academic growth, equity, and social-emotional learning. Define indicators and regularly measure progress. 	<ul style="list-style-type: none"> Team sets goals that are vague and/or lack breadth and depth. The team's Theory of Change is unclear. 	<ul style="list-style-type: none"> Team sets, monitors, and makes progress towards student impact in 1 of the 3 key areas. The scale of impact is limited in depth and breadth. The team's Theory of Change clearly outlines inputs.
HUMAN-CENTERED DESIGN PROCESS Seek insights from and guide decisions with student and stakeholder perspective at the center.	Team inconsistently seeks student and stakeholder feedback.	Team seeks student and stakeholder feedback as prompted.
INNOVATOR'S MINDSET <ul style="list-style-type: none"> Question assumptions and the status quo. Develop bold ideas for improvement. 	<ul style="list-style-type: none"> Team makes assumptions and defers to status quo. Team develops few ideas for improvement. 	<ul style="list-style-type: none"> Team consistently questions assumptions and the status quo, when prompted. Team develops some ideas for improvement.
ASSET-BASED APPROACH Focus on assets and opportunities to develop creative solutions.	Team focuses on problems and deficits rather than solutions and existing resources.	<ul style="list-style-type: none"> Team frames their key challenges as opportunities for improvement, and works to develop solutions. When prompted, Team identifies assets available within their school.
DISTRIBUTED LEADERSHIP Demonstrate shared ownership, collective leadership, and cross-school collaboration.	<ul style="list-style-type: none"> Team inconsistently adheres to norms. Team nominally engages in Fieldwork. 	<ul style="list-style-type: none"> Team adheres to norms, both in Studios and Fieldwork. Fieldwork actions are inequitably shared, leading to less insight and fewer opportunities for productive collaboration.
ENGAGEMENT WITH LOCAL AND NATIONAL PROFESSIONAL LEARNING COMMUNITY Learn from the work of other schools; share innovative learning model for adaptation and replication.	<ul style="list-style-type: none"> Team inconsistently accesses ideas or models from other schools. Team publishes an incomplete TrueSchool Blueprint at the conclusion of the program. 	<ul style="list-style-type: none"> When prompted, team learns from ideas or models from other schools. Team publishes a TrueSchool Blueprint at the conclusion of the program, but it is limited in the content necessary to inform replication and adaptation in other schools.

IMPACTFUL - 3

Team drives and navigates the process, applying insights from all phases. Impact is broad in scale OR deep in student impact. The innovation learning model influences other school spaces.

- Team sets, monitors, and makes progress towards student impact in 2 of the 3 key areas.
- The scale of this impact is broad OR deep.
- Team Theory of Change includes clearly defined inputs and outputs that are aligned to measurable indicators.

The team's approach to solving problems and designing solutions is centered on student and stakeholder feedback and insight.

- Team consistently questions assumptions and the status quo.
- Throughout the program, Team develops many bold ideas for improvement.

- Throughout the program, the team frames challenges that arise as opportunities for learning, growth, and the development of creative solutions.
- Team identifies a comprehensive map of assets available within their school and broader community.
- Team returns to this asset map throughout the design process, finding creative ways to use existing resources.

- Team shares ownership of norms in Studios and Fieldwork, promoting authentic collaboration and thought-partnership.
- Team equitably shares ownership of Fieldwork actions, leading to new insights, and greater opportunities for productive collaboration.

- Team learns from varied ideas or models from the local and national network, applying insights gained to the design of their own innovative model.
- Team publishes a TrueSchool Blueprint at the conclusion of the program that contributes meaningful learnings to the community at large and a potentially replicable or adaptable model for other schools.

ENDURING - 4

Team creates the conditions for lasting change and continuous improvement school-wide. The impact is broad in scale AND deep in student impact. This process becomes part of "how we do things" and the systematic approach to solving problems and realizing opportunities for improvement.

- School continuously sets, monitors, and makes progress toward student impact in 3 of the 3 key areas.
- The scale of this impact is broad AND deep.
- The team's Theory of Change includes clearly defined inputs and outputs that are aligned to measurable indicators.
- The team refines their Theory of Change in response to student and stakeholder feedback and impact data.

School-wide, major decisions are driven by student and stakeholder needs, visions, and feedback.

- School systematically and continuously questions assumptions and the status quo.
- School prioritizes and creates opportunities to consistently generate bold ideas for improvement.

- School regularly considers available school and community assets in response to new challenges.
- Moving forward, school continuously identifies available assets within their school and community, leveraging these for continuous improvement.

- School develops an ongoing, systematic, regularly-used structure for teacher leaders to identify new opportunities for improvement and own and lead those efforts.
- School leader embraces distributed leadership as core to how their school operates, tapping into the ideas, skills, and potential of all members of the school team.

- School regularly engages in shared learning and collaborative problem-solving with other schools in the local and national network, replicating or adapting their models to improve their own schools.
- School stands out as a model school of innovation for the district, the state, and the country. This school informs and inspires the work of other schools. Elsewhere, educators replicate or adapt their highly effective and innovative models within their own schools.

TEAM

AMY COLE VREELAND Founder + Executive Director

Amy has focused her career on the intersection of education and social entrepreneurship. As the first person in her family to graduate from college, Amy wanted to pay it forward and joined a non-profit startup to develop programs to improve retention and graduation rates for underrepresented college students across the U.S. Amy then jumped headfirst into the unprecedented shifts in the New Orleans education system post Hurricane Katrina, helping to launch the city's first International Baccalaureate high school and serving as a founding math teacher. Next, moving to rural South Africa, Amy collaborated with community leaders on the design and launch of locally-led small businesses to drive job creation and economic development. Through all of this, Amy realized the power, potential, and necessity of engaging the people on the ground to drive and lead change. In 2012, Amy left graduate school at Princeton University and, with \$300 of venture capital investment from her piggy bank, founded TrueSchool. She quickly found her jam in small, mighty teams with big dreams of social innovation and hasn't looked back since. In addition to working in education across the U.S., Amy has traveled extensively throughout Latin America. She speaks Spanish and Portuguese and has contributed to various education-focused research and development initiatives, particularly in Mexico, Brazil, Argentina, Colombia, and Ecuador. She has also been part of systems-design efforts and the unique public-private partnership model for education reform emerging in West Africa. Amy is a graduate of the University of Colorado at Boulder with a B.A. in anthropology and international affairs. She is an Unreasonable Fellow and, in 2015, was recognized as "one of the world's best emerging social innovators" and selected as a Global Fellow by Echoing Green. Amy enjoys New Orleans food, improv, her partner Rich, high fives and most of all, post-its.





MARGUERITE SHEFFER Manager of Programs

Marguerite has ten years of experience as a teacher leader—previously in Oakland, California, and now at George Washington Carver Collegiate Academy in New Orleans. She holds a Doctoral degree in Educational Leadership from Mills College. Her research focused on teacher professional development, specifically the connection between teacher-driven inquiry projects, teachers’ sense of efficacy, and the stories teachers tell about their work. Marguerite is passionate about teacher-led innovation. She has co-led school improvement innovations focused on supporting Emergent Bilingual students, school journalism, and civic engagement for students. She has worked as a facilitator for teacher-driven inquiry work at Mills Teacher Scholars, and as a coach for prospective and beginning teachers at Mills College, the University of California-Berkeley, Oakland Unified School District, and teachNOLA (TNTP). Marguerite is a Teacher Consultant with the National Writing Project.

MITCHELL BULLINGTON Outreach Intern

Mitchell is a sophomore at Occidental College, majoring in Diplomacy and World Affairs and Economics, with an emphasis on issues of human development. His research has focused on the role of labor movements and international economic institutions in global development. For the past year he has worked as a tutor with the Neighborhood Partnership Program, providing academic assistance to high schoolers in the Los Angeles area. Previously he taught at and designed a speech and debate camp at his former high school in New Orleans. He is passionate about helping to fulfill TrueSchool’s commitment to creating social equity through education. At TrueSchool he has worked to recruit and select schools for the TrueSchool Innovation Fellowship. Additionally he is working to help TrueSchool measure its impact on educational outcomes. He is an avid sports fan and a music enthusiast.

KATRINA STRULOEFF Manager of Operations

Katrina (Kat) is an experienced educator and operations professional with a demonstrated history of working in the non-profit organization management industry. Skilled in project management, public relations, philanthropy, youth and community education, event planning, management, and community organizing, Kat has spent 5+ years in the New Orleans charter school landscape in middle school and high school administration and operations. She has 6+ years of experience in marketing, communication, and operations for local/national community and youth organizations. Kat has dedicated her career to directly engaging with youth, their families, and their communities and has done so in multiple capacities, including: operations management and leadership in the New Orleans public school system, facilitating national training for organizations who serve youth and families in vulnerable positions, teaching arts and business to youth with the Arts Greenhouse Program at Carnegie Mellon University, and partnering with numerous national and local organizations for information-sharing, and innovative evidence-based programming. She holds a Masters Degree in Public Policy focused in Non-Profit and Arts Management from Carnegie Mellon University’s Heinz College and a Bachelor’s Degree in Public Relations from Gonzaga University. Kat was also a Coro “Leader in Learning” Fellow in Pittsburgh, PA.



TEAM / TRUESCHOOL COACHES + FACILITATORS

SADE JACKSON

A graduate of the University of Kentucky with a Bachelor of Science in Agricultural Economics, Sade is a Louisville, Kentucky native who has dedicated the past 7+ years to educating students. She was a 2012 TeachNOLA fellow, 2015 TNTP (The New Teacher Project) Good2Great Educator, 2016 Education Pioneers national talent pool member and 2018-2019 IGNITE Teacher Leader Fellow. In addition to education, Sade is very passionate about civic engagement and volunteering. She is a 2011 AmeriCorps alum, 2013 Emerging Philanthropist of New Orleans and Junior League of New Orleans 2015-2016 program evaluation committee member. In 2017, Sade was selected by the New Politics Academy as a national virtual and local program facilitator. Sade is currently pursuing a Master of Education in Educational Leadership and resides in New Orleans, LA with her 1-year-old son, Jackson.



TIYE JONES

Tiye is originally from Oakland, CA but now call New Orleans home. She holds a Bachelors from Temple University and a Masters from Louisiana College. She is passionate about education as the pathway for liberation for African-American youth and specifically young women. She knows that young women can and should live out the life of their dreams. She is devoted to community building, healing, and giving back in whatever way she can. She is a lifelong educator and has learned from over 500 young people in New Orleans, as well as worked as a facilitator for Nola Our Way Youth Symposium, Teach for America's National Office, and Tulane University. Dance is one of her first loves and she is an active board member of Dancing Grounds. She is also a part of No Lye Comedy Collective (an all black female stand up comedy, improv and sketch collective). And a certified yoga instructor in Trauma-Informed Yoga. She currently works at Tulane University's Center for Public Service.

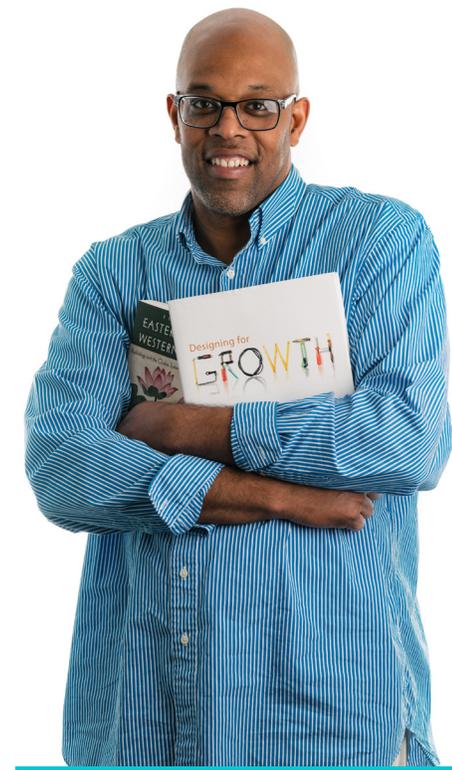




ANDREA THOMAS-REYNOLDS

Dr. Thomas-Reynolds is a native of Avondale, LA and a graduate of the Jefferson Parish Public School System. She earned a Bachelor of Science from Louisiana State University, a Master of Business Administration from Loyola University of New Orleans, a Master of Science in Community Economic Development from Southern New Hampshire University, and is an inaugural cohort graduate of the University of Pennsylvania's Graduate School of Education Mid-Career Doctorate Program in Educational Leadership and Organization Management. In 2017, she became a Certified Executive Coach and is a member of the International Coaching Federation. Andrea has a unique background in community economic development, K-12 education, and academia. She is the Founder and President of Pinnacle Learning Systems LLC., which provides business development, organization consulting, and coaching services to mission-driven non-profit organizations and education service providers.

Prior to PLS, Dr. Thomas-Reynolds worked as an education systems leader in K-12 education as well as a manager at Pearson. She has also served as Regional General Manager of EdisonLearning and was a Director of the Say Yes to Education Program at the University of Pennsylvania. She currently lives in New Orleans with her husband Todd and son Donovan, who attends Jesuit High School. Their daughter Sydney attends Fisk University in Nashville, Tennessee.



TRONN MOLLER

Tronn W. Moller is a leadership coach, facilitator, speaker, and trainer. He currently teaches history at Delgado Community College in New Orleans. He is passionate about working with leaders to solve challenges, and developing their capacity to lead change. He loves using simple and innovative visual thinking tools that help individuals discover, plan, and move forward.

Tronn holds a Masters degree from Garrett Evangelical Theological Seminary at Northwestern University in Evanston, Illinois and a B.A degree from Xavier University in Louisiana.

TEAM / TRUESCHOOL COACHES + FACILITATORS

SANDY PHILLIPS

Sandy serves as the Principal of Green Park Elementary School in Metairie, Louisiana. She began her career in the Jefferson Parish Public School System in 1988. She was a classroom teacher, a Dean, and Assistant Principal, and a Hearing Officer. She received her undergraduate degree from Southern University, as well as two Master's Degrees from Our Lady of Holy Cross College in Curriculum and Instruction and Educational Leadership. Sandy has served on the Jefferson Association of Principals and School Administrators as the Elementary School Representative. While at Green Park, she led the staff in developing new strategies to improve student achievement, and her school was noted as a School of Top Gains within the parish. She is passionate about delivering TrueSchool's message of social equity and innovation through education. Her hobbies include traveling, reading, and enjoying time with her family. She is a member of Alpha Kappa Alpha Sorority Inc.



ANGLIA WITTMUS

Anglia Wittmus is a National Board Certified Teacher and Gifted Education Specialist that is personable and heartfelt about developing dynamic educators. She believes educator support and empowerment are essential to meet the diverse needs of all learners. Experience, creativity, and a sincere love of teaching drive her design and facilitation in adult learning and professional development. A champion of educator retention, she provides support through meaningful workshop experiences and clear communication for the cultivation of tomorrow's explorers. She brings over 20 years of classroom experience at the primary, secondary, and post-secondary level. Anglia holds a Master of Science in Classroom Instruction and is currently a doctoral candidate in educational technology and e-learning.



TRUE SCHOOL

TrueSchool develops and supports educators as the designers of transformational schools. We question the status quo and think big and bold about the future of learning. Together, we build TRUE schools: places where ALL students achieve and thrive.

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