



# Generation Schools:

## Rethinking time, talent, technology and other resources



July 27, 2011

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What is **most important** to you as an educator?

What are your **greatest challenges** you see in your schools?

What do you want to **see more of** at your schools?



Opportunities for veteran teachers

Different roles for teachers

Smaller classes

Reducing the achievement gap

More professional  
development time

Stronger relationships

Better teaching

For teachers work to  
be sustainable

More support for schools

Different teachers

A collaborative staff

Better use of resources at districts  
and schools

More time for individual  
student support

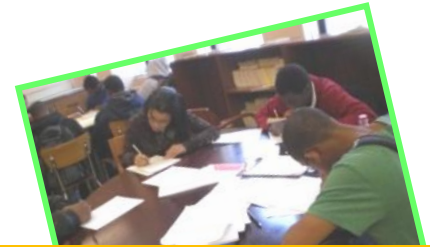
## Objectives

- Introduce the Generation Schools model – full model and affiliate schools
- Explore how changing structures lead to changes in practice aligned with the needs of teachers and adolescents.

*“The thing about working at Brooklyn Generation is that it’s making me become the teacher I always wanted to be.”*



# The Generation Schools' Model



# Goals



Student achievement improves dramatically when effective teachers have more time with much smaller classes.

## Students

- Eliminate the achievement gap
- Increase high school graduation rates
- Transform the experience for special education and ELL students
- Prepare for success beyond high school

## Teachers

- Substantially increase teacher effectiveness
- Emphasize collaborative practice and workplace success
- Establish a mission driven and data informed professional climate
- Substantially increase professional development and training

## System

- Implement a more responsive and nimble infrastructure
- Adopt a model that can scale up quickly
- Build bridges for districts and unions to innovate
- Adopt proactive and comprehensive accountability strategies

# Goals



## Award-Winning Human Capital and Time Innovations

	Generation Schools	Conventional Model
1. <b>Learning time</b>	200 days per year	180 days per year
2. <b>Student load for teachers</b>	50 or fewer students daily	150 students daily
3. <b>Course load for teachers</b>	3 classes per day	5 classes per day
4. <b>Class size for key courses</b>	14-16	28-30
5. <b>Common planning time</b>	2 hours every day	Typically once per week
6. <b>Professional Development</b>	22 or more days per year	2 days per year
7. <b>College and Career Guidance</b>	1100 hours per student	1-2 hours per student
8. <b>Data and Technology</b> – The Generation Schools model enhances access and use of instructional technologies and expands the use of student data to continuously inform instruction.		

**All without increasing costs.**

# Redefined Day: Diverse Opportunities

## Student Schedule...

Foundation Course

Foundation Course

## Lunch

Studio Course

Studio Course

Studio Course

## Teacher Schedule...

Foundation Course  
90 min

Foundation Course

## Lunch

Studio Course

Common  
Planning Time

9:00

1:00

4:00

## **Foundation Courses**

1. Algebra
2. Global History
3. American History
4. Living Environment
5. English

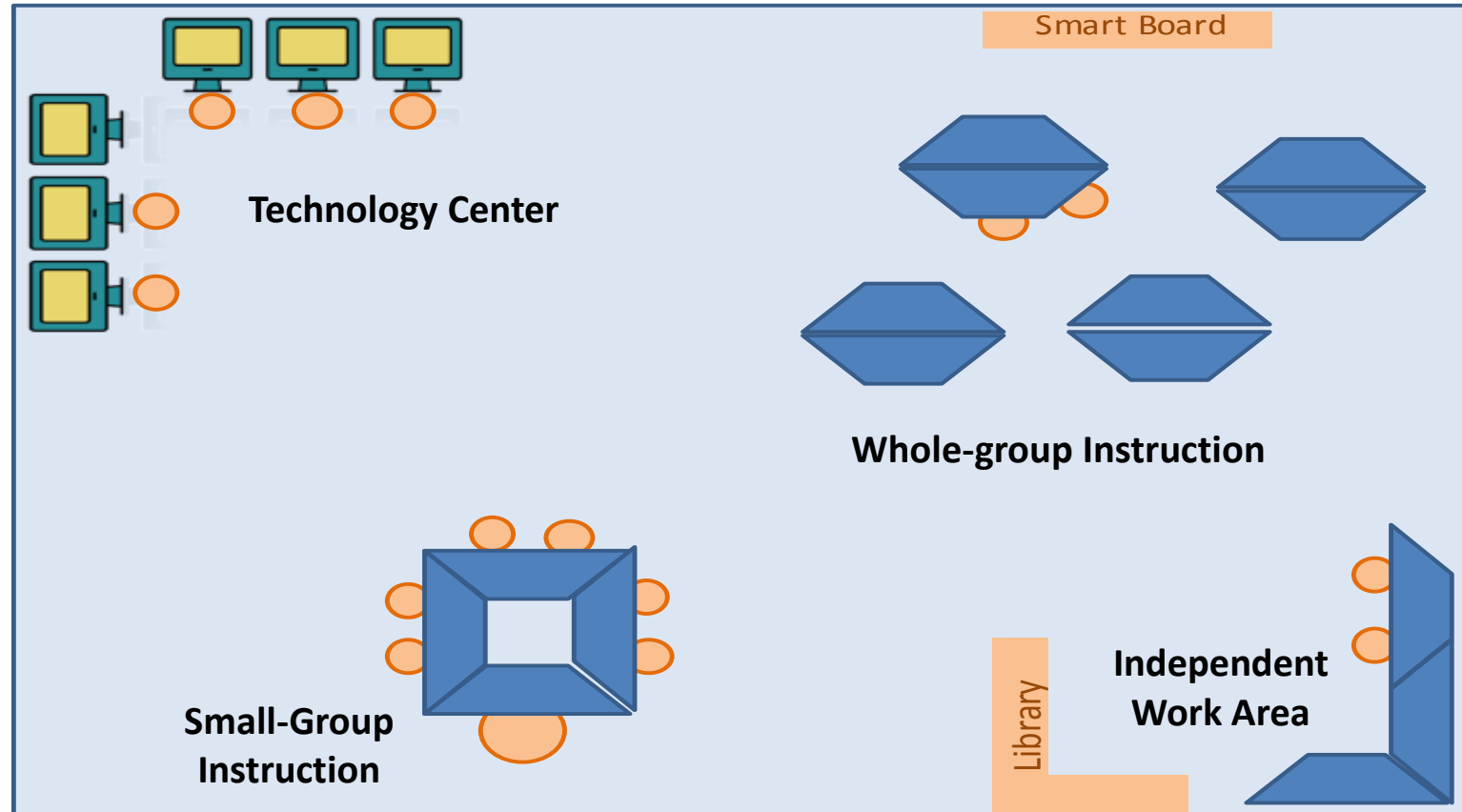
## **Studio Courses**

- Languages
- STEM
- Fitness
- Arts/Music
- Misc. Electives
- Mandated services



# ***Foundation Courses:***

## **Transforms Instructional Opportunities**



# ***Innovative Year:***

## **Staggered Teacher Vacations**

- 200-day year for students
- Exceptional College/Career Guidance
- Mid-year breaks for teachers
- Grade level conferences for teachers



This strategy would add literally a ***billion dollars of extra instruction*** in NYC every year if implemented citywide.

*Mid-August*  
Whole-staff conference

**Late August**  
Student school year begins.

**November – 10<sup>th</sup> Grade**

**December – 11<sup>th</sup> Grade**

*Winter Break*

**January – 9<sup>th</sup> Grade**

**March – 10<sup>th</sup> Grade**

*Spring Break*

**April – 11<sup>th</sup> Grade**

**June – 9<sup>th</sup> Grade**

*Summer Break*

# Why do things differently?

*The conventional model has not worked. There has never been a time in American history when public schools have successfully prepared more than half of the population to graduate from high school.*

**Change structures ⇒  
change practices ⇒  
change policy**

# New Roles and Responsibilities

Teachers – thoughtfully – serve dual roles

Foundation	Studio	Intensive
<p>Foundation Teams</p> <hr/>	<p>Grade Level Teams Content Teams</p> <hr/>	<p>IntensivesTeam</p> <hr/>
<p><i>2 Foundation Sections</i></p> <p><i>1 Studio Course</i></p>	<p><i>3 Studio Courses</i></p> <p><i>Other responsibilities</i></p>	<p><i>6 Intensives</i></p> <p><i>Smart Start Initiatives</i></p>
<p>Humanities Math / Science</p>	<p>Data specialist, Compliance Wellness Attendance</p>	<p>Law, Medicine, Forensics, Culinary Arts, Engineering</p>
Advisory		

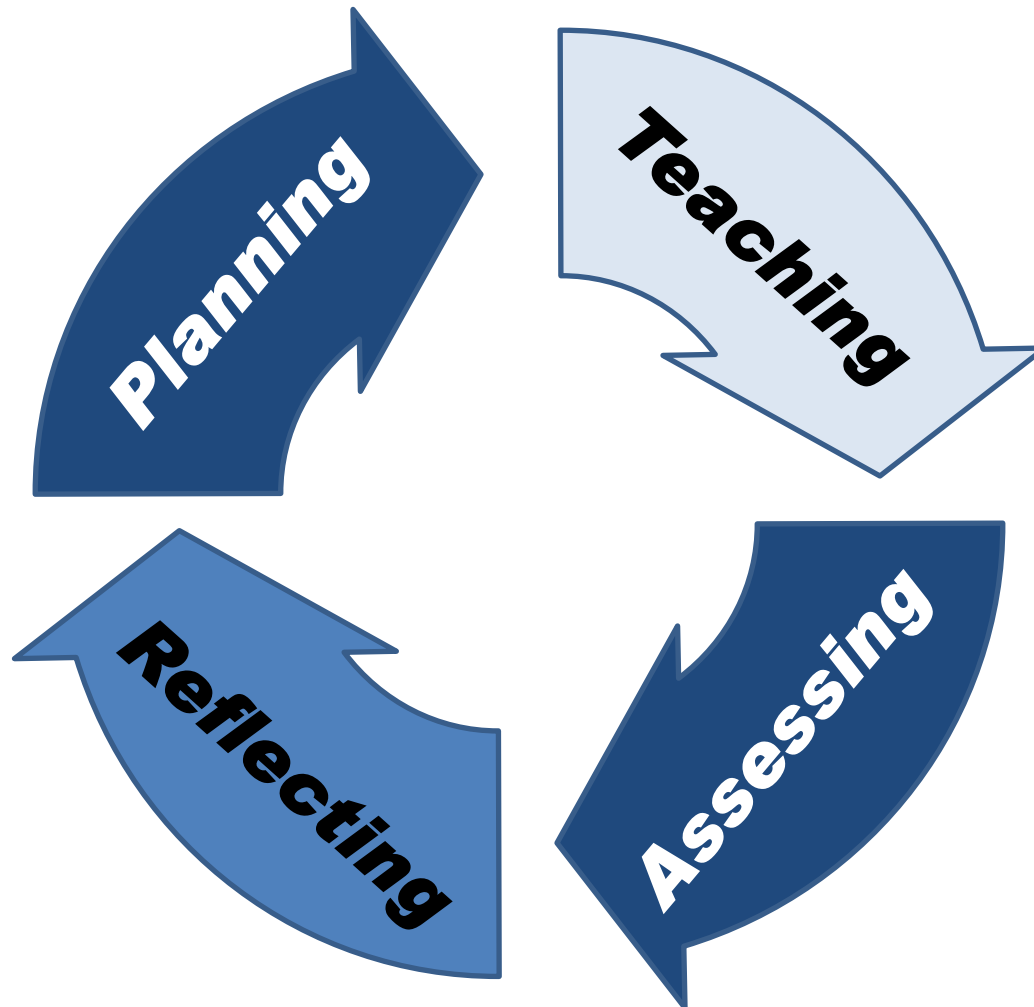
# Responding to the needs of adolescents

## Providing a range of experiences and supports

Foundation	Studio	Intensive
<p>Prepare students for core content required to succeed beyond high school.</p> <hr/> <p><i>Strong relationships</i> <i>Small groups</i></p> <p><i>Time to go broad and deep, not just quickly</i></p>	<p>Further differentiate and provide a greater range of offerings - even in a small school</p> <hr/> <p><i>Targeted intervention and enrichment</i></p> <p><i>Mandated services don't compete for student 's time</i></p> <p><i>Students can stay on track without being tracked</i></p>	<p>Connect learning to life</p> <hr/> <p><i>Connect with the community</i></p> <p><i>See professional settings and learn about college and professional pathways</i></p> <p><i>Learn what you want and don't want to do</i></p>

# Use of professional time

Creating professional and reflective practices



# Use of professional time

20 days a year and 2 hours every day

Reflecting on assessments  
Conferencing about students  
Meeting with colleagues and  
Wellness Team  
Kid Talk Protocol

Curriculum mapping  
Unit planning  
Lesson planning –  
tuning protocol

Looking at student work  
Learning Rounds  
Inter-visitations  
Visits to other schools  
Mentoring for new teachers

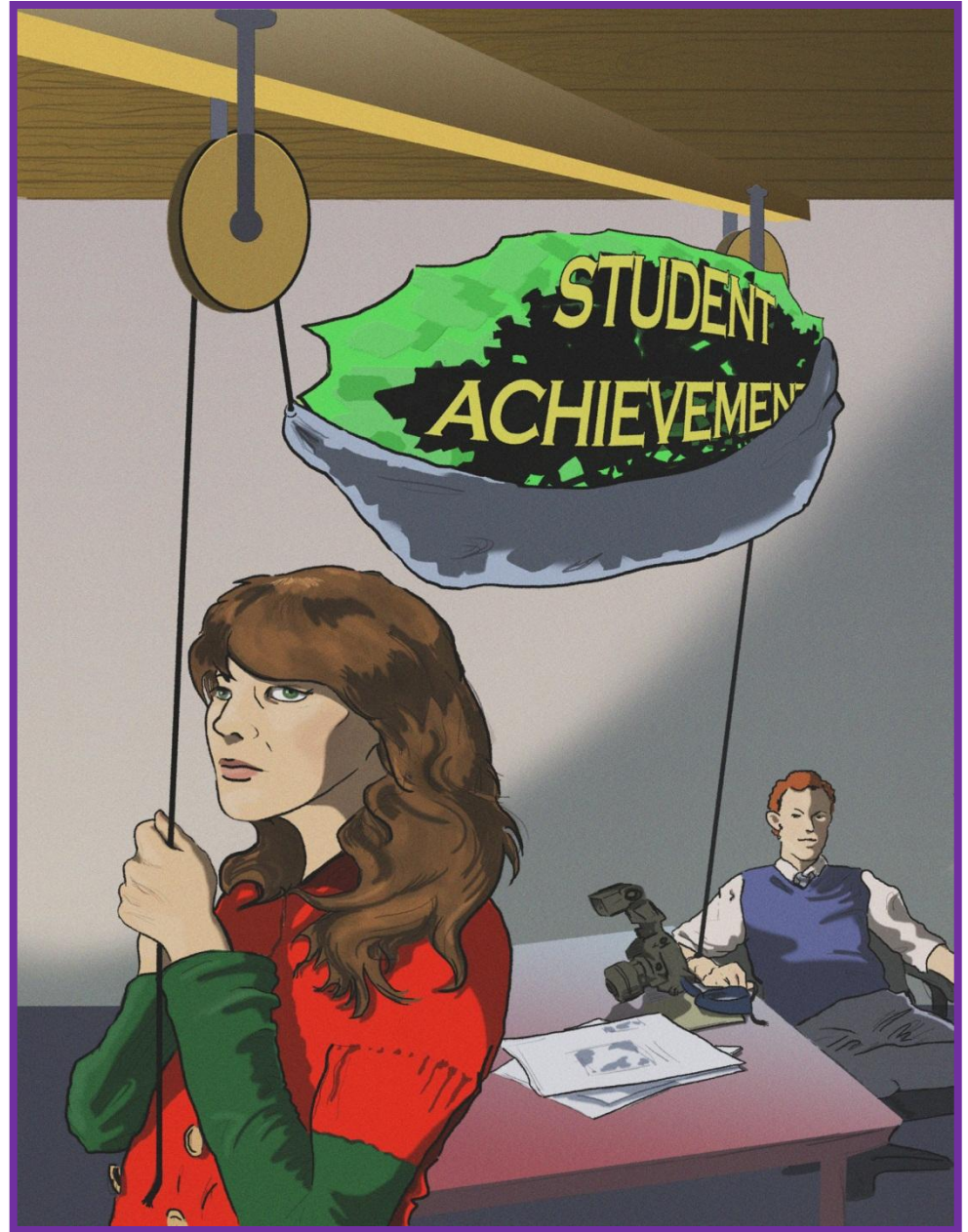






***Ensuring teacher success, not only for Superman, but also for Jimmy and Lois.***

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# ***Strong Results:***

## **Turning around a troubled campus**

**Our pilot school is located in the notorious South Shore High School.**

**This large and failing campus had been dangerous and avoided for years.**

**In 2006, Chancellor Klein described the campus as unsalvageable.**

**Brooklyn Generation opened the following year.**

### **Brooklyn Generation School**

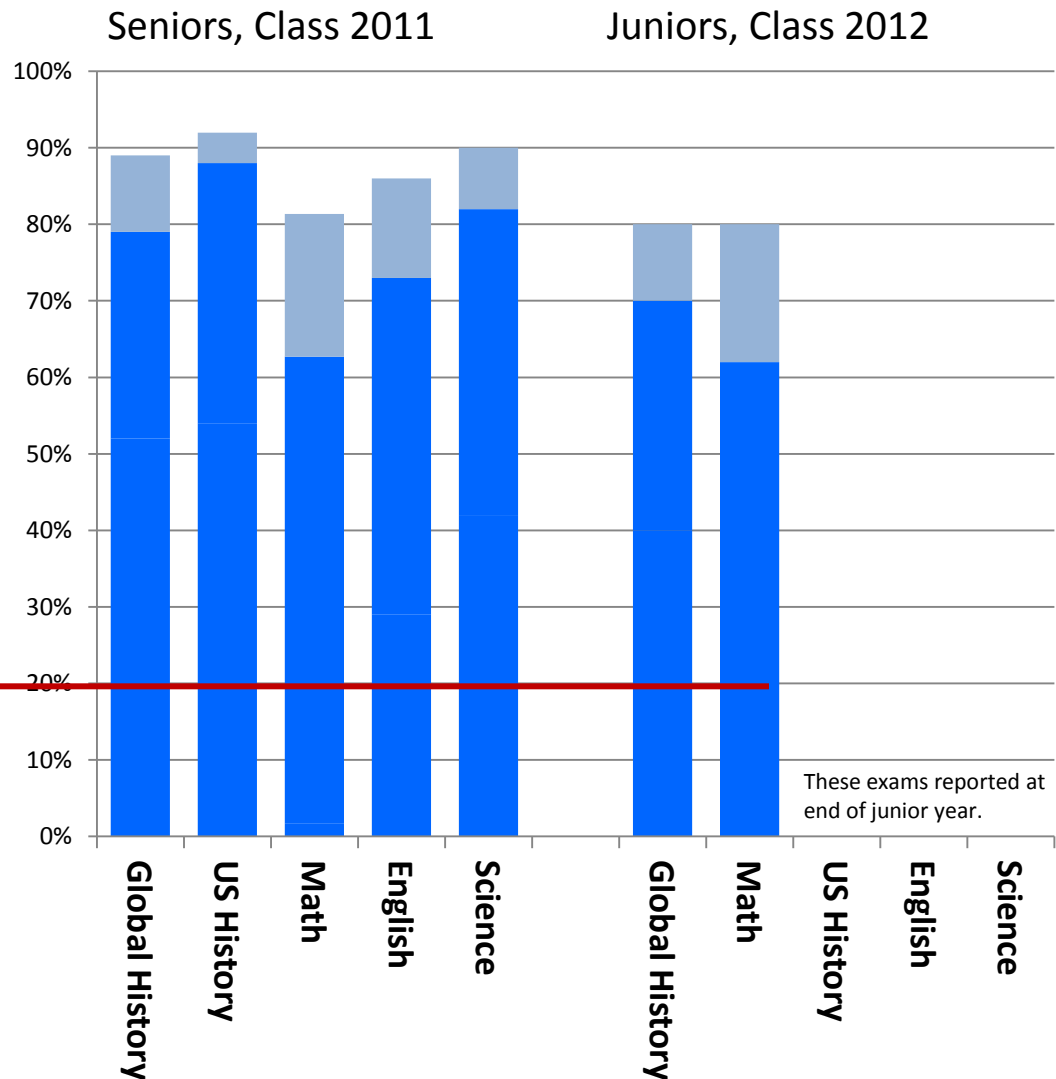
#### **2009-10 Demographic Snapshot**

<b>Racial</b>	
African American	87%
Hispanic	8%
Asian	4%
Caucasian	1%
<b>Poverty Indicators</b>	
Free or Reduced Lunch	84%
<b>Special Needs</b>	
Students with IEPs.	21%
English Language Learners	3%
Students entering on grade level	20%
<b>Enrollment</b>	
Currently 9-12 <sup>th</sup> grades	350

# Strong Results: Academic Achievement

- **On track for on-time graduation:** 75%
- **Attendance:** 85%.
- **Enrollment Goals:** exceeded for incoming freshman

Only 20% of our the students at Brooklyn Generation entered high school on grade level.



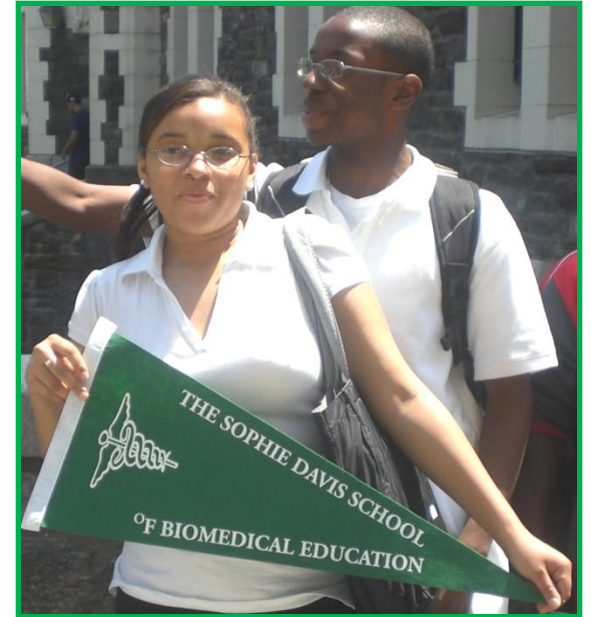
# ***Strong Results:*** Graduation Results

In just four years - with the first cohort of students who entered behind and significantly behind

**90%** are graduating on time

**90%** of those are college bound

*Students are attending public and private schools, in New York City and beyond.*

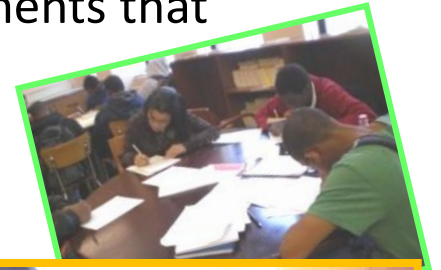


*Several have received full scholarships to schools including Northeastern University.*

# Preparing Generations of learners for life's responsibilities, challenges and opportunities.

Generation Schools has addressed the organizational impediments that overwhelm many potentially good teachers, especially in high-need schools, so that they can provide well-prepared, engaging and effective instruction to every student every day – and so that they can build a successful career.

Our goal is for good teachers to become great and for great teachers to become deeply satisfied.





## Asking Critical Questions

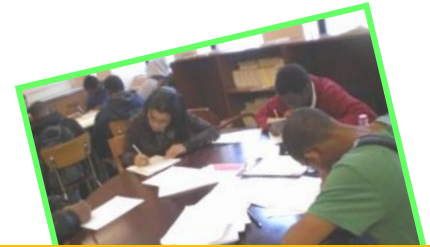
*The 100 year old model that's conventional has never served more than half of the students to graduate high school. Generation Schools is asking about how schools might be different.*

*How can we organize schools to maximize resources including time and teachers' talents?*

What will it take for every child to benefit from effective teaching every day?

How can schools provide students the broadest range of opportunities as they deserve?

# Generation's Affiliate Schools





*What does it take to personalize learning for individual students?*

What tools, training and technical assistance are important to help educators to meet their goals?

*How can schools support teachers, so good teachers become great and great teachers can be deeply satisfied?*

Can schools operate within the district and with the union and demonstrate that different is possible?

## Affiliate School Change Process -- Five Dimensions

Creating cost effective, efficient and accountable school plans, innovating around talent, time, technology and space.

### ***Understand***

Goals & priorities | Needs & challenges | People impacted

### ***Develop***

A Great Plan | Strong Relationships | Data Collection Plan

### ***Prepare***

People Impacted | Tools & Systems | Space & Technology

### ***Execute***

Plan | Protocols | Data Collection

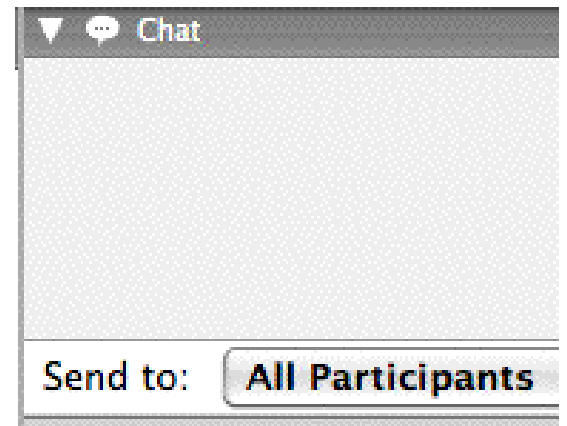
### ***Refine***

Protocols | Accountability



What would it take for SEAs and LEAs  
to create a similar change process with schools?

**(Use the Chat  
Box)**



## Affiliate School Change Process -- Five Dimensions

Creating cost effective, efficient and accountable school plans, innovating around talent, time, technology and space.

Dimension	Types of questions asked and answered	Type of work Involved	Evidence of success	Perspectives
<b>Understand</b> Goals & priorities Needs & challenges People impacted <i>(1-2 weeks)</i>	<ul style="list-style-type: none"> <li>Is there a shared mission?</li> <li>Who are the students and families? How are they engaged?</li> <li>Who makes up the staff? How did they come to the school?</li> <li>What are the logistical or space challenges?</li> <li>What's been practiced previously?</li> <li>What barriers or concerns that might exist?</li> <li>What have they tried in the past? How'd it work?</li> <li>Are there shared goals/priorities? Are there personalized learning opportunities for students? Outcomes/mastery-based learning?</li> </ul>	<ul style="list-style-type: none"> <li>Surveys</li> <li>Interviews</li> <li>Conversations</li> <li>School Observations</li> <li>Meetings</li> </ul>	<ul style="list-style-type: none"> <li>Surveys results</li> <li>Notes</li> <li>Scope of work defined</li> <li>Shared goals articulated</li> </ul>	This type of transformation impact everyone within the school organization.  While the principals will be the primary contact, understanding the perspectives of many constituencies is key to long-term success.  Listed Alphabetically <ul style="list-style-type: none"> <li>Asst. Principal</li> <li>Cafeteria staff</li> <li>CBO Partners</li> <li>CFN Network</li> <li>Community</li> <li>Counselors</li> <li>Families</li> <li>IZone</li> <li>Maintenance</li> <li>Nonprofit partners</li> <li>Principal</li> <li>Programmers</li> <li>School Security</li> <li>School staff</li> <li>Social Work Team</li> <li>SPED/ELL</li> <li>Students</li> <li>Teachers</li> <li>Tweed</li> <li>Union(s)</li> </ul>
<b>Develop</b> A Great Plan Strong Relationships Data Collection Plan <i>(3-6 weeks)</i>	<ul style="list-style-type: none"> <li>How can we maximize the personalized mastery instruction?</li> <li>What will ensure a globally competitive instructional program?</li> <li>How can we build on school's strengths while addressing goals?</li> <li>What unintentional implications might an idea or strategy create?</li> <li>Who's job would change and how?</li> <li>How would students respond?</li> <li>How is time measures (Bell systems, broadcast,) Transportation</li> <li>Is the plan sustainable with anticipated resources?</li> </ul>	<ul style="list-style-type: none"> <li>Meetings and conversations</li> <li>Research</li> <li>Assess technology</li> <li>Multiple Iterations developed</li> <li>multiple perspective sought</li> <li>Compliance evaluated</li> </ul>	<ul style="list-style-type: none"> <li>Options drafted and shared</li> <li>Primary option selected by school leadership team</li> <li>Space plan</li> </ul>	
<b>Prepare</b> People Impacted Tools & Systems Space & Technology <i>(4-8 Weeks)</i>	<ul style="list-style-type: none"> <li>Who might be nervous about the changes?</li> <li>How do we make the best first impression?</li> <li>What training programs are needed to prepare?</li> <li>What materials/resources will be needed?</li> <li>Who is responsible for managing bell schedules?</li> <li>How will other schools in a shared campus be affected?</li> <li>How will families will families be engaged? Notified?</li> </ul>	<ul style="list-style-type: none"> <li>Training sessions</li> <li>Compliance checks</li> <li>Systems tools built</li> <li>Documents created (e.g. individual schedules)</li> <li>Communication tools (Bell schedules or alternatives)</li> <li>Campus-wide space plans</li> </ul>	<ul style="list-style-type: none"> <li>System tools tested</li> <li>Manuals/resources created</li> <li>Trainings held</li> <li>SBO completed</li> <li>Side agreement secured</li> <li>HSST/ARIS/BEDS plan built</li> <li>Marketing materials</li> <li>Protocols developed</li> </ul>	
<b>Execute</b> Plan Protocols Data Collection <i>(4-8 Weeks)</i>	<ul style="list-style-type: none"> <li>What extra short-term supports are needed?</li> <li>How smoothly is the implementation plan working?</li> <li>Has anyone found the protocols useful? Necessary?</li> <li>Is the data being captured adequately?</li> </ul>	<ul style="list-style-type: none"> <li>Strong presence</li> <li>Responsive Tech. Assistance</li> <li>Protocols practiced</li> <li>Feedback tools established</li> </ul>	<ul style="list-style-type: none"> <li>Smooth implementation</li> <li>Feedback evaluated</li> </ul>	
<b>Refine</b> Protocols Accountability <i>(4-8 Weeks)</i>	<ul style="list-style-type: none"> <li>What worked well?</li> <li>What did not work well? What were the causes? How do we respond?</li> <li>What unanticipated events/consequences?</li> <li>Is the strategy sustainable?</li> <li>Was the support plan adequate?</li> </ul>	<ul style="list-style-type: none"> <li>Measure impact</li> <li>Survey</li> <li>Video/photograph</li> <li>Evaluate cost/benefits</li> <li>Ongoing technical assistance</li> <li>Retainer services</li> </ul>	<ul style="list-style-type: none"> <li>Testimonials</li> <li>Student Data reports</li> <li>School report cards/Quality Review</li> <li>Modified response plans</li> </ul>	



## ***Thank you***

Thank you to the U.S. Dept. of Education and WestEd for their work with the School Turnaround Learning Community for for hosting Generation Schools. And, thank you to the National Center on Time and Learning for inviting us to share.

## ***For more information***

[www.generationschools.org](http://www.generationschools.org)

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