



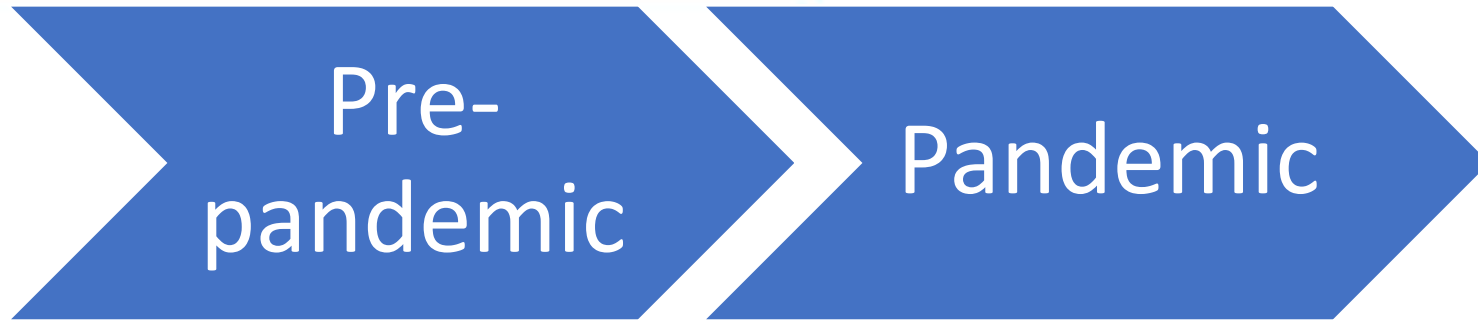
Post-pandemic Learning Vision Virtual Town Hall

May, 2021



What's "Next"? – Vision for 2021 and Beyond





“Then”

“Now”

2012	-	2020	2020	-	20??
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“Then”

“Now”

“Next”

2012	-	2020	2020 - 2021	2021	-	20??
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Anchor Documents

PROFILE OF A
CMSD GRADUATE



CLEVELAND METROPOLITAN SCHOOL DISTRICT

Principles of Learning and Teaching

At CMSD, our Beliefs and Guiding Principles of Learning and Teaching and Central Office Supports align to our Core Values and will drive our Instructional Programming and Decision-making.



At CMSD, Learning and Teaching:

- is interdisciplinary, interactive, fun, hands-on and engaging.
- happens through peer collaboration and conversation.
- occurs when there is productive struggle and learners are able to monitor their own progress.
- is authentic, relevant and real-world.
- is personalized and culturally relevant.
- affords opportunities to explore others' perspectives and needs.
- is a continuous process requiring ownership, reflection and self-assessment.
- is challenging, builds agency and provides opportunities for choice.
- involves facilitation and collaboration.
- integrates SEL practices naturally and is maximized by strong relationships
- incorporates restorative practices.
- provides opportunities for setting goals and monitoring progress towards those goals.

At CMSD, Central Office provides:

- supports that are scaffolded and specific to individual school needs — one size does not fit all
- supports that are informed from best practices, useful, and differentiated based on feedback.
- supports that provide Learning and Professional Development that takes place in a meaningful way and mirror what we want our schools and classrooms to look like.
- supports that leverage the strengths of Leaders and Teachers across the DISTRICT.
- supports that are designed to build capacity of school leaders to execute and meet District goals.
- supports that are proactive and authentic in practice.
- supports that assume the best intentions of all staff (District and school-based).

CLEVELAND METROPOLITAN SCHOOL DISTRICT

Our values express our Principles and Standards of Academic Practice

Equity of Access, Service and Support

At the Cleveland Metropolitan School District ensuring equity means that every child and educator receive the support, resources and opportunities they need, each and every day, in every school, in order to ensure that all students graduate prepared for college, career and life success.

This requires a continuum of opportunities and experiences before, during and after school, that aligns with their needs, abilities and interests.

A commitment to equity requires creating environments where students and educators are held to high expectations and continuously grow in their sense of self and purpose. All decisions are made in the best interest of children.

At CMSD, we BELIEVE in:

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Excellence

Excellence means fostering high-quality teaching and learning in every classroom, in every school across the city of Cleveland. Achieving excellence means we hold educators and students to the highest academic and professional expectations.

We do this by providing a personalized, challenging and rigorous curriculum that affords "strivings" while considering the individual learning style and progress preferences.

At CMSD, we use a **research and evidence-based instructional framework to guide teaching and learning.** This requires the use of best practices and data-driven strategies, assets to ensure the student experience is personalized, thoughtful and rewarding for educators and learners.

Collaboration

CMSD expects successful and productive collaboration among students, educators, family and the community. Collaboration requires everyone to engage in **Inclusive-Beyond Learning** connections with common goals that foster an environment where people share, support and explore together.

At CMSD, collaboration is built upon strong relationships, clear communication, trust and accountability to get talent, expertise and results to work!

Transparency for Academic Empowerment and Choice

High quality teaching and learning happens when there is transparency on the "what" students need to know and be able to do, the "why" and choice on the "how." Feedback and communication are essential components of teaching and learning for students, educators and families. When educators use a common framework, they improve communication because they are using the same set of core concepts and terms to describe the expectations for students, therefore creating clarity.

We believe that transparency around academic purpose and progress empowers and engages all stakeholders in the learning process.

Joy and Adventure

Learning should be full of joy and adventure for students and adults. It should empower us to reach our fullest and the world. Spontaneity, curiosity, innovation and excitement are within us. At CMSD, we focus on school and learning communities where students and adults at every level experience the power of joyful and productive struggle, resulting in the best through actions and celebration of success. We see classrooms and schools learning can be messy but instruction is clear with a willingness to try new things. At CMSD, our classrooms are safe spaces that support student and teacher risk taking and choice.

#EachChildOurFuture

In Ohio, each child is challenged, prepared and empowered.

Vision In Ohio, each child is challenged to discover and learn, prepared to pursue a fulfilling post-high school path and empowered to become a resilient, lifelong learner who contributes to society.

Four Learning Domains

- Foundational Knowledge & Skills** (Critical thinking and problem-solving)
- Well-Rounded Content** (Cross-curricular, interdisciplinary, and experiential learning)
- Leadership & Resilience** (Personal growth, self-awareness, and social-emotional learning)
- Social-Emotional Learning** (Empathy, communication, and conflict resolution)

One Goal Ohio will increase annually the percentage of its high school graduates who, one year after graduation, are:
 - Enrolled and succeeding in a post-high school program, or
 - Employed in a career or profession, or
 - Enrolled in a military branch, or
 - Enrolled in a long-range or self-sustaining education.

Three Core Principles

- Equity
- Partnerships
- Quality Schools

10 Priority Strategies

1. Highly effective teachers & leaders
2. Principal support
3. Teacher & instructional support
4. Standards reflect all learning domains
5. Assessments gauge all learning domains
6. Accountability systems focus on learning domains
7. Meet needs of whole child
8. Expand quality early learning
9. Develop literacy skills
10. Transition high school/college more paths to graduation

Ohio Strategic Plan For Education: 2019-2024

Ohio Department of Education

Each Child Our Future

Equity & Inclusion Declaration

We believe that equity and inclusion at CMSD is an essential call to action, a catalyst to ensure value and appreciation among all our employees, so we may be fair and welcoming now and in the future.

It is necessary to foster practices that address the lack of awareness and understanding of differences and to gain buy in from our entire workforce and the community we serve.

It requires truthfulness, definition of terms and a customized message for our employees to create and promote an inclusive mindset.

It requires the continuous development and capacity building of our employees to better engage and meet the needs of our students and their families.

It will be realized when each person can fully and comfortably be themselves at work regardless of their race, ethnicity, national origin, religion, sex, ability, age, citizenship status, sexual orientation, gender identity or expression, socio-economic status, tribe or other dimensions of identity.



Ohio | Department of Education

Social and Emotional Learning

Social-emotional learning is the process through which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions. Research demonstrates that students who receive support for social and emotional learning in schools do better academically, socially and behaviorally. Social-emotional learning has also been shown to positively impact economic mobility and mental health outcomes. Developing these skills in our students is an important part of meeting the needs of the whole child.



Resources

The Social Emotional resources below will deliver support to educators.

“For the **master's tools** will never dismantle the **master's** house. They may allow us temporarily to beat him at his own game, but they will never enable us to bring about genuine change.”

-Audre Lorde



Our vision for learning in a post-pandemic world

*In pursuit of a more fair, just and good system of education,
we want each of our learners,
both each of our scholars and each of their educators,
to be individually and collectively
presented with academically / intellectually complex tasks
that are worthy of their productive struggle
and allow them authentic opportunities to demonstrate their work and their learning
of academic content and transferable skills
in a joyful and adventurous environment.*



Attuned Education Partners have supported ~100 PK-12 organizations across the country



Our vision for learning in a post-pandemic world: Interviews & Focus Groups

- Conducted multiple interviews and focus groups representing well over 400 people from across our community
- Interviews/focus groups included:
 - CMSD high school students
 - CMSD parents
 - Faith leaders
 - Educational partners (Pre4CLE, Cleveland Transformation Alliance, Higher Education Compact of Greater Cleveland, Say Yes to Education and others)
 - Business and Foundation Partners
 - Leadership of the Cleveland Council of Administrators and Supervisors
 - Leadership of the Cleveland Teachers Union
 - CMSD school-based leaders (principals, assistant principals, etc.)
 - CMSD senior leadership

Our vision for learning in a post-pandemic world: Interviews & Focus Groups

We asked this cross-section of our community:

In light of the *vision for learning in a post-pandemic world*, from your point of view and the role you play in our educational community,

- what was CMSD already getting right? What was already working well?
- where was CMSD furthest behind?
- were there any challenges you remember existing before the pandemic that may have worsened during COVID-19?
- What might be difficult to do but worth doing anyway?

Our vision for learning in a post-pandemic world: What we heard!

What possibilities might we explore?

What we heard clustered into themes related to **culture**, **learning**, and **tools**.

We also heard that realizing Cleveland’s vision for post pandemic renewal will require that we attend to all three, not as separate strategies but as part of a whole.

Learning

The kinds of experiences that student and adult learners might have in post pandemic learning.



Culture

The values and ways of working that might characterize post pandemic learning.

Tools

The way that people, time, technology and place might power post pandemic learning.

Four Types of Feedback Emerged within the Themes

Types	Description
Clear Consensus	Places of clear alignment across multiple individuals and stakeholders groups.
Specific Perspective	Perspectives expressed by specific groups of stakeholders that may not exist more broadly or that differ from the general consensus.
Strengths and Challenges	Areas where stakeholders identified clear strengths that can be leveraged, as well as remaining challenges and areas for continued work.
Tensions or Tradeoffs	Themes that point to tensions (i.e. doing A has implications on B) or tradeoffs (i.e. CMSD will face a decision point between doing A and doing B).

Foundational work and Four Emerging Priorities

Foundation for design & implementation:

All work must be designed & implemented intentionally, with **equity and inclusion** at the forefront of all decision-making.

Four Emerging Priorities

Competency-Based Education: personalized, mastery-focused learning

School without Walls: flexible time, place, technology, & talent for anywhere, anytime learning

Whole Human Learning: staff and student social, emotional and cultural wellness

Personalized Learner Pathways: equitable, student centered career development systems

Before we go any further, we need more input!

We invite you to:

- ***Explore this content further***
 - ✓ A short four-minute video describing our vision and the task before us
 - ✓ Our CMSD Anchor Documents
 - ✓ The complete findings of our interviews and focus groups
 - ✓ Feedback directly from students about what they believe could be
- ***Provide your feedback***
 - ✓ Online feedback form available until May 31st
- ***Share with others***
 - ✓ Help spread the word so that all of Cleveland's voices are heard

Next Steps

June 11-12 – CMSD Board of Education Retreat

- ✓ Review and discuss feedback

Early July – First draft of Post-pandemic Renewal plan published

- ✓ Outlining priorities for the next 1-3 school years and beyond

Mid-July to Mid-August – Second Round of Community Feedback

- ✓ Refining First Semester/Year one plans
- ✓ Revising plans for Years 2 and 3
- ✓ Including America Rescue Plan priorities

To be determined – Second draft of Post-pandemic Renewal plan published

Resources available to you

On the CMSD website:

- ✓ Video recorded version of this Virtual Town Hall
- ✓ Print version of this Town Hall Presentation
- ✓ CMSD's Anchor Documents
- ✓ Four minute video describing CMSD Vision for Learning
- ✓ A document with all of the feedback gathered from interviews and focus groups
- ✓ Electronic form to provide your own feedback

www.clevelandmetroschools.org



Post-pandemic Learning Vision Virtual Town Hall

THANK YOU!

