



2016-2017 Graduate Disposition Review Process Summary CWC Kansas City

Purpose & Goals

For the 2016-17 School Reviews, Citizens of the World Charter Schools (CWCS, Network) created a process to support both individual schools and the network in efforts to meaningfully align instructional practices and supports with the CWC Way and CWC Academic Model. With recent changes to the staffing and structure of the Network, the CWCS academic team is poised to provide more direct support and resources in implementing the core elements of the CWC Model. A key component of this is providing a tangible roadmap that articulates what the Graduate Dispositions look like in practice. To this end, our review process had the following intended outcomes:

- a. School Level:
 - i. Provide school leaders with insightful and actionable feedback related to planning and implementation of educational experiences that move students toward the Graduate Dispositions.
- b. Network level:
 - i. Foster a deeper understanding of strengths and areas of growth in schools as they implement the CWC Academic Model, and the CWC Way
 - ii. Further align, and as necessary, adjust Network and regional priorities
 - iii. Generate qualitative evidence to support the team in the ongoing development of the CWC Academic Model and specifically, the model codification processes.

Approach & Process

Rather than focus on a comprehensive number of traditional criteria that indicate high-quality instruction, we chose to focus our review and feedback more narrowly by looking only at evidence of the CWC Graduate Dispositions. We chose this because the Graduate Dispositions represent the ultimate outcomes we want for students and believe they are a crucial part of the academic alignment work we will pursue in the coming year.

We established a set of Graduate Disposition Focal Points and collaborated with the CWC KC team to select which four would orient our reviews in the CWC KC region, ultimately selecting the following: Critical Thinking, Cultural Equity, Self-Reflection and Care. Working directly with Doug and Kristin, we established specific criteria to look for in classroom observations and our review of student and teacher work and agreed upon the following data gathering activities that would be consistent in all schools:

- Full day observations in 4 classrooms
- Interviews with each teacher observed
- Interviews with student focus groups
- Interviews with school leadership team

Findings and Next Steps

The review team worked directly from low inference observations of all classrooms and complementary interviews with teachers, students, and members of the leadership teams at each school to generate potential themes and subjective conclusions about where instruction was effective in promoting Graduate Disposition focal points and where there is the need to refine or develop new strategies. While there were specific areas of focus for each school, some general themes emerged:

1. The Kindergarten team at CWC Kansas City demonstrates a deep commitment to their students and school community, and offer thoughtful reflection and clear articulation of learning goals for their students. School wide, there is a strong culture of care and self-reflection in place that is directly aligned to the CWC Way.
2. The Kindergarten team at CWC KC showed high levels of care and cultural equity within their classrooms.
3. The Kindergarten team is not currently collaborating in ways that consistently impact curriculum development or teacher practice and there is a need to create more systems and processes to establish equity of voice, contribution and experience across the Kindergarten team.

Based on these findings, we offered specific recommendations to each school team, which fell into three categories applicable across the region:

1. Leverage practices from the most CWC Academic model-aligned teachers to provide exemplars to teachers who are newer to the model.
2. Refine and, in some cases, create school wide structures to support teacher capacity and the expansion to additional grades and students in 2017-2018.
3. Provide intentional, ongoing professional development and team building that addresses issues of cultural competency, cultural equity, cultural responsiveness, and that fosters mutual trust.

School Leader Feedback

Keely Ball, Executive Director of Academics for CWCS, met with Doug and Kristin individually in July to review and discuss the full reports for each school, as well as dig into recommendations to determine high leverage next steps. Feedback from school leaders was that the report accurately captured and confirmed their self-assessments of school strengths and challenges, as well as uncovered additional nuance to strengths and areas of growth.

Next Steps

To facilitate collaboration and equity among staff:

- a. Issues noted in the GDR are not exclusively Kindergarten issues. Solutions must include the entire staff.
- b. Each grade level has lead teachers. Our two Second grade teachers are co-leads. Our most experienced First grade teacher is now the lead for that grade. Our two most experienced Kinder

teachers collaborate as co-leads. The duties of grade level leads include mentoring the other teachers on their team, conducting scheduled observations, and providing regular feedback to the principal. They will meet with their grade level teams to promote consistency of vision in curricular implementation.

- c. Grade level lead teachers to meet regularly with Principal. The primary focus of these meetings is developing protocols and procedures that promote consistency of vision in curriculum implementation, and ensure that all team members enjoy equality of voice.
- d. Principal to meet with grade level team to oversee implementation of protocols and procedures
- e. R&E components will become a regular part of our PD days, with time dedicated to furthering this conversation.
- f. Principal to work with staff to systematize opportunities for student reflection
- g. Kindergarten Teacher Associates will meet weekly with either the ED or Principal to enhance their productivity and improve co-teaching relationships.