



LINKED LEARNING CONVENTION | ANAHEIM, CA | FEB. 12-14

Beyond Distributed Leadership- Building reciprocal accountability and rich learning environments



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#LinkedLearning | #LLCON2018

Introductions

- Fresno Unified School District
 - Kristen Boroski
 - Julia Reese
- ConnectEd
 - Robert Curtis
 - Kiera Chase

AGENDA

1. Introductions
2. Our theory of change
3. Where we started
4. Our bucket brigade- 2018

Who's in the room?

- District administrators
- Site administrators
- Teachers
- College faculty or administration
- Outside of CA
- Business or Industry Partners

Participant Networking and Introductions

In triads introduce yourself and discuss:

- What is a **key leadership challenge** you are facing in Linked Learning implementation?
- What is a **success** you have had in building leadership capacity for Linked Learning implementation?

Share Out

- Share out a key challenge
- Share out a key success

Fresno Unified

74,856 Total Students,
Pre-K through Grade 12

African American	8.5%
American Indian	0.6%
Asian	10.0%
Filipino	0.3%
Hispanic	68.3%
Two or More Races	2.6%
Pacific Islander	0.3%
White (not Hispanic)	9.4%

- Residents below poverty level:
- CA average – 14.3%
- Fresno – 29.8%
- Unemployment:
- National average – 4.4%
- California – 4.8%
- Fresno – 8.8%

Fresno Unified Goals

- 1: All students will excel in reading, writing, and math
- 2: All students will engage in arts, activities, and athletics
- 3: All students will demonstrate character and competencies for workplace success
- 4: All students will stay in school on target to graduate

Graduation Rate

76%
(2012-13)



85.4%
(2015-16)

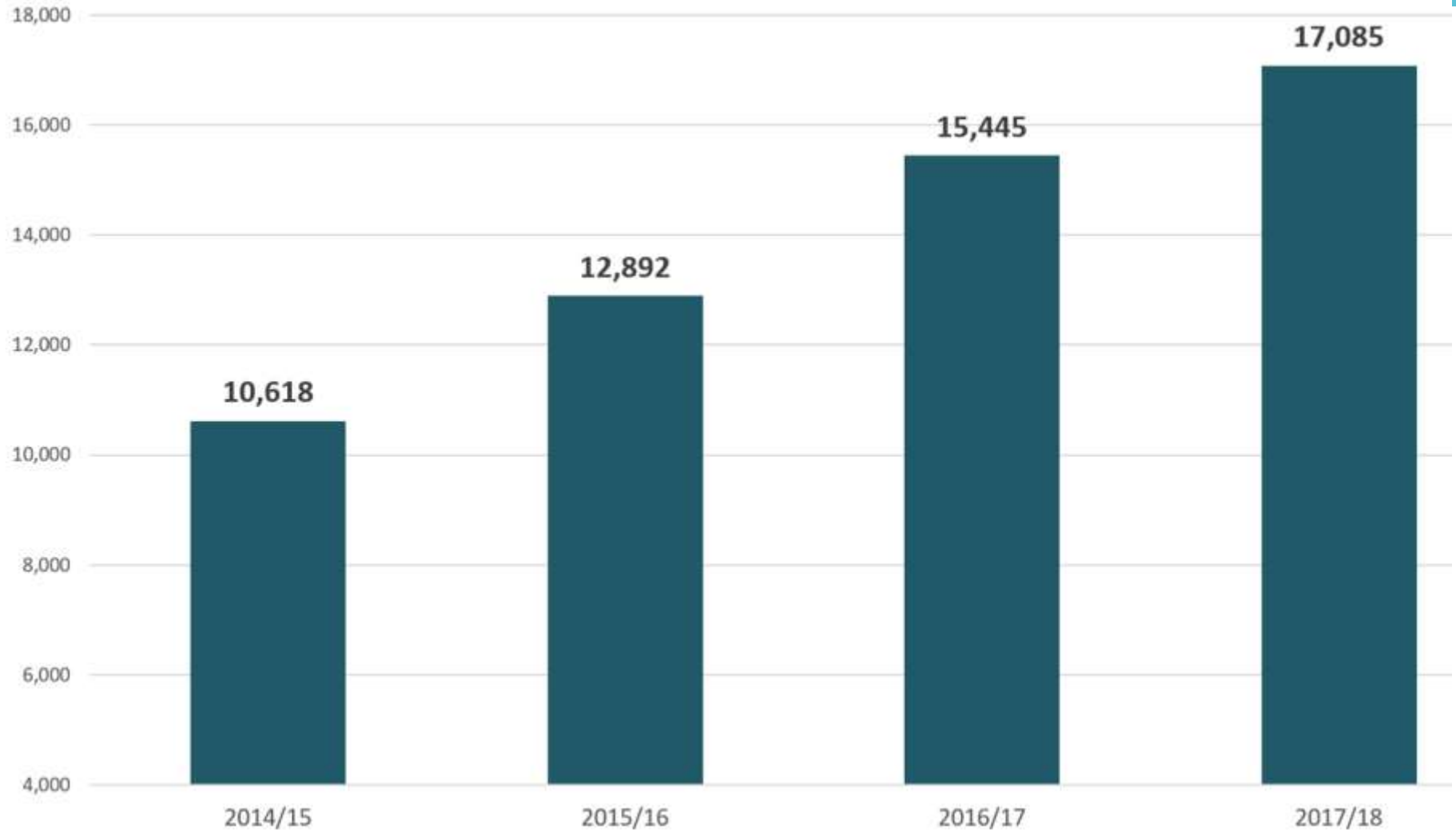
Drop-Out Rate

16%
(2012-13)



10.6%
(2015-16)

CTE and Linked Learning Enrollment Growth



Career Readiness

CTE A-G Courses

14/15 – 58%
15/16 – 61%
16/17 – 72%
17/18 – 84%



Students Enrolled in an A-G CTE Course

14/15 – 3,997
15/16 – 5,610
16/17 – 6,759
17/18 – 7,569



9th-12th Work-Based Learning Experiences

14/15 – 1,037
15/16 – 16,173
16/17 – 34,616
17/18 (as of 12.1) – 26,067



Business / Industry Partners

14/15 – n/a
15/16 – 92
16/17 – 287
17/18 – 468



What we mean by “leadership capacity”?

- What leadership capacities are needed to support Linked Learning in your context?
- How are you building these leadership capacities?

Technical vs Adaptive Challenges

“The single biggest failure of leadership is to treat adaptive challenges like technical problems”

Technical vs Adaptive Challenges

Technical:

- Easy to identify
- Quick easy solutions
- Solved by authority or expert
- Require change in one or few places
- People generally receptive

Adaptive:

- Difficult to identify
- Require changes in values, beliefs, roles, relationships, & approaches to work
- People with the problem do the work solving it
- Requires change in numerous places
- People are often resistant
- Experiments

"Bucket Brigade"

Leaders will

So teachers' teacher leaders can...

So PLC leaders can

So teachers can...

So teachers can

So students can...

What are our measures?

What will leaders do to build learner-centered adult & student culture?

What will academy leads do to support learner-centered team discussions & planning?

What will teachers do to build learner-centered experiences?

What learning will we see if classrooms are student driven?

What are our experiments?

The “Bucket Brigade” of Reciprocal Inquiry

**Quality
Instructional
Leadership
SUPPORT**



So principals can...



So teachers can...



So students can...



Our Challenge

- Building Leadership Capacity and reciprocal accountability systems to support Linked Learning implementation.

Our Theory of Change

Identify strengths

To Build Capacity

To Provide job-embedded
professional learning

So Students can **have rigorous and authentic learning experiences**

Inquiry: College and Career Managers

- How do we model inquiry in the design of meetings?
- How do we model coaching to build coordinators capacity to coach pathway teams?
- How do we measure success?

Inquiry: Coordinators

- How do we support pathway teams to create high quality, rigorous, authentic, interdisciplinary learning experiences for students?
- How can we function as an effective accountability community?

Inquiry: Pathway Teams and Teachers

- How do we assess and improve our projects to ensure they are high quality, rigorous, authentic, interdisciplinary learning experiences for students?

Where we started....

- Last year went from various differing aims to a common aim for coordinators
- Decided to focus work on PBL implementation and instruction
- Changes in professional learning for coordinators

Questions or Suggestions

- What questions are coming up for you related to our work or your own work?
- Any ideas or suggestions for the Fresno team?

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So principals can...



So teachers can...



So students can...

