



PLACING STUDENTS AT THE CENTER OF CONTINUOUS QUALITY IMPROVEMENT

KEY ADULT LEARNING OUTCOMES USING DATA TO DRIVE EQUITABLE CHANGE

To place students at the center of the Continuous Quality Improvement process, Lead by Learning and Vallejo City Unified School District partnered to continuously collect, analyze, and reflect on data to drive improvement. Compared to the fall of 2023, by May 2024, 100% of site coordinators reported feeling more confident in:

- + working with my staff to create a vision and set goals for students in my after-school program.
- + collecting and reflecting on data that helps us understand our students' experience in our after-school programs.
- + using the data we collect to identify next steps and change our practice as Site Coordinators.



Through my inquiry I have focused on relationships for my 4-6th grade group. We are now participating in things they chose to do, taking their feedback into consideration when new vendors are acquired, letting them have more of a voice.

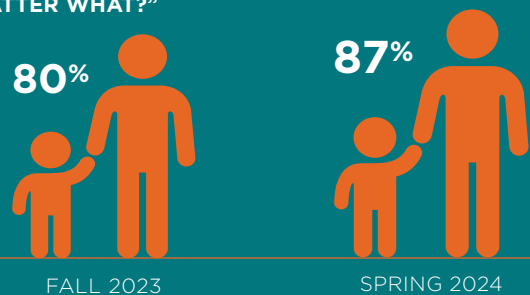
Site Coordinator, Spring 2024 Survey

STUDENT IMPACT DATA

During the 2023-24 school year, Vallejo City Unified Expanded Learning Program utilized the Panorama Survey to understand student belonging in their after-school program. They focused on the question, **“Do you have an adult from school that you can count on, no matter what?”** Lead by Learning tailored Site Coordinator professional learning to improve student and adult relationships.

The percentage of students who reported they have an adult at school they can count on increased **7%** from the fall to the spring.

THE PERCENTAGE OF STUDENTS WHO RESPONDED “YES” TO THE QUESTION “DO YOU HAVE AN ADULT FROM SCHOOL THAT YOU CAN COUNT ON, NO MATTER WHAT?”



117 more students now have an adult they can count on at school.

CASE STUDY: VALLEJO CITY UNIFIED SCHOOL DISTRICT

EXPANDED LEARNING SITE COORDINATORS 2021-2024 INQUIRY PARTNERSHIP

ABOUT

VALLEJO CITY UNIFIED EXPANDED LEARNING PROGRAM

1,674

Enrolled students

83%

Free and reduced lunch

17

After-school Programs

16

Site Coordinators

100+

Front Line Staff

SITE COORDINATOR INQUIRY SCOPE AND SEQUENCE

STAGE 0: AUG
Community & Foundational Understanding

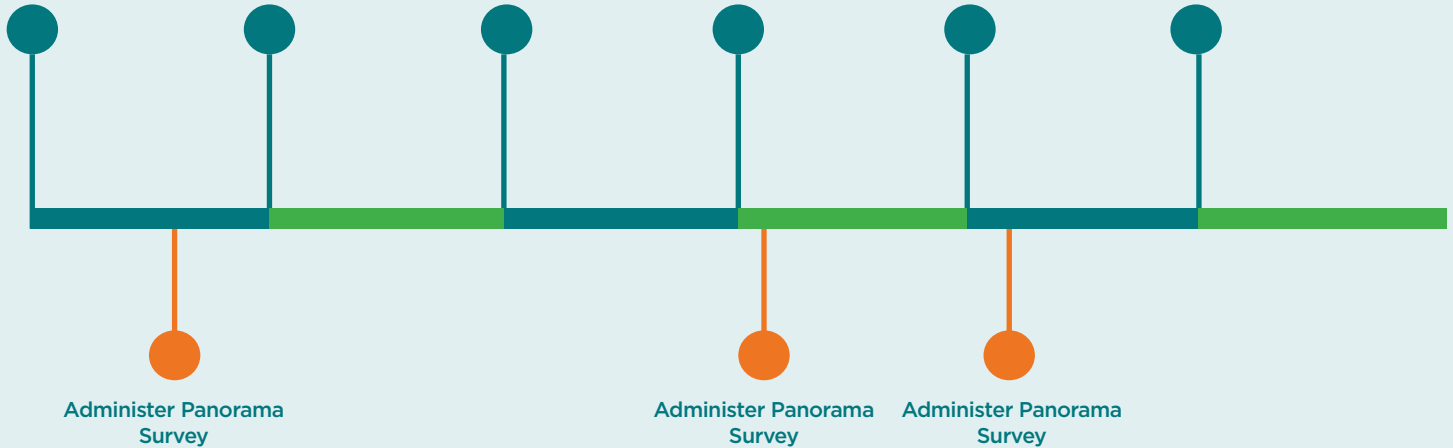
STAGE 1: SEPT
Understand Problem: Spark Curiosity & Identify Inquiry Focus

STAGE 2: OCT-NOV
Create Action Plan: Collect Street Data, Name Goal, and Name Action Steps for Change

STAGE 3: DEC-FEB
Adapt Action Plan: Collect Street Data and Identify Best Practices

STAGE 4: MARCH
Synthesize Learning: Assess Progress Towards Inquiry Focus

STAGE 5: APR-MAY
Build Collective Efficacy: Share and Leverage New Understandings



One of the most joyful things I've had in this career is watching my staff grow as leaders. My purpose is not to do the work and dictate to them what to do but to strengthen their natural abilities to lead the work, look at their data and respond to what they see on the ground.

Carol Lewis

District Coordinator of Expanded Learning

PLACING STUDENTS AT THE CENTER

VIDEO LINK



CLICK OR SCAN

Assistant Manager Renee Collins shares her experience as a Site Coordinator with Lead by Learning and how engaging with Lead by Learning helped improve her instructional practice and students' experience. Now, Renee supports multiple Site Coordinators as an Assistant Manager.



PLACING STUDENTS AT THE CENTER OF CONTINUOUS QUALITY IMPROVEMENT

WHAT DOES CENTERING STUDENT DATA AND EXPERIENCE LOOK AND SOUND LIKE IN VALLEJO CITY UNIFIED SCHOOL DISTRICT?

During a Community of Practice session with Lead by Learning, Site Coordinator Jaynell served as a **Public Learner** in a small group with her Assistant Manager, Renee, and fellow Site Coordinators. Jaynell was provided an opportunity to clarify her program goal to improve student-to-adult relationships, specifically with 7th-grade students. Her data was (1) a **Focal Student Learning Partnership Conversation**, where students shared that they were not feeling listened to by staff and (2) program observations, where Jaynell observed 7th grade students not yet respecting all program staff during after-school.

To help Jaynell name her next steps to reach her goal of improving student-to-adult relationships, Renee uses the practice of **Supportive Challenge** to push Jaynell's thinking.

RENEE: Is there something some middle school staff are doing that these other staff members who are not feeling respected can learn from?

JAYNELL: One staff member is talking to them more during homework time, versus other staff are talking to the younger kids. They haven't built a relationship. Staff tell 7th-grade students to move and students say, "I'm not moving."

RENEE: What do you want to see happen?

JAYNELL: I want to see all the students respecting all staff whether they like them or not, if they tell them to do it, they need to do it. You are going to get up and move.

RENEE: (continuing to use **Supportive Challenge**, Renee supports Jaynell to clarify and unpack concepts to move beyond a compliance-based model for student-to-staff relationships) What do you want to see in the adults?

JAYNELL: I want them to engage more and make them see that students can come to them, so adults are more receptive to how students are feeling whether they are good or bad. This is what I have noticed has happened in my own data as I try to support students to open up more to me.

RENEE: What does respect look like to you?

JAYNELL: Not having to ask more than once, and not having to come to me with a situation. Right now I have to step in.

RENEE: (as the conversation continues, Renee begins to help Jaynell name her next steps and move from analysis to action) What action steps would you like to take to tackle this goal?

JAYNELL: I implemented the community circles, where the staff go to different grades and talk to them to build relationships they don't usually have. In the community circle, they are more open to sharing how they feel.

RENEE: In the community circle how will you tackle the topic of respecting the staff?

JAYNELL: I think the staff can bring up different topics to get to know students and to talk about respect and engage certain questions.

RENEE: Any other action you want to take? What are your next steps to help the students or staff as a coordinator? What's your role?

JAYNELL: I think I need to step back. When I see students being disrespectful it bothers me. Students would never do that to me. I need to back up to coach my staff and not answer the questions for them and allow them to solve them.

RENEE: Do you have time to sit down and talk to the staff and debrief what you are seeing?

JAYNELL: I have not done that in a while. Should I have a one-on-one with each staff member or big group talk?

RENEE: How do you feel? What would be necessary to get better results? How can this data support you as a leader?

At the end of the Public Learning conversation, Jaynell left with concrete action steps. She planned to have individual conversations with her staff and observe students and staff during community circles. Her hope is to understand her students' and staff's experiences more to support her leadership and move closer to her goal of improved relationships.

CASE STUDY: VALLEJO CITY UNIFIED SCHOOL DISTRICT

EXPANDED LEARNING SITE COORDINATORS 2021-2024 INQUIRY PARTNERSHIP

EDUCATORS AS LEARNERS. EDUCATORS AS LEADERS.

Our approach recognizes that educators are leaders of learning and leaders themselves. Principals and district teams can achieve even more when they work as leaders with a learning mindset. When educators are respected and supported as scholars, learners, and agents of real change, the result is innovation and improvement. Our name, Lead by Learning, expresses that core of our work.

We put learning at the heart of teaching and leading so educators can continuously deliver on the promise of a quality education for all students. By partnering with a widening community of educators, including Expanded Learning, and serving as trusted advisors, we help educators design and create vibrant learning cultures so

they evolve as leaders who lead systemic improvement and most importantly give all students opportunities to learn, grow, and thrive.

As we work side-by-side with educators who are on the front lines of school leadership, it is clear that vision, partnership, and a learning stance are key to leading during times of change. Whether you are leading a classroom, district, or nonprofit organization, our frameworks and practices support you to keep students at the heart of teaching and leading as you move forward. Based on more than 20 years of research, our work is student-centered, classroom-based, educator-led, and inquiry-driven. Together, we transform school leadership.

FIND OUT MORE



PLAYBOOK: CREATING THE CONDITIONS FOR ADULT LEARNING

Learn how to build a vibrant adult learning culture in service of equity.



LEAD BY LEARNING BLOG

Our blog features stories of impact directly from our partners in the field.



MINDSETS & PRACTICES IN ACTION

Watch our on-demand resources to learn how our partners apply our key mindsets and practices in their work.

CONNECT WITH US

@ info-leadbylearning@northeastern.edu

weleadbylearning.org/connect-with-us/

**LEAD
BY LEARNING**

Understand learning. Improve teaching. Build leadership.
Mills College at Northeastern University

Mills College at Northeastern University
5000 MacArthur Boulevard
Oakland, CA 94613

www.weleadbylearning.org

MILLS
COLLEGE

**Northeastern
University**