



Board of Education Learning Series

The Board of Education learning series was originally developed to provide information for local school district board members around concepts of the *Blueprint* and around Board-related considerations for districts that are installing the *Blueprint*. There was recognition that local school boards have obvious influence on local district policies, as well as on considerations for local superintendent actions that are taken to facilitate systems installation efforts in districts. However, there is also recognition that not all board members feel compelled to learn about the details of the *Blueprint* and many superintendents are eager to specifically steer the direction of Board learning and understanding about the *Blueprint* so as to avoid onerous time commitments for learning by board members, potential violations of the “Open Meetings Act” (for convening multiple board members for discussions about school efforts outside of their public calendar), and potential overstep by local board members to engage in details of systems installation. As such, the following Scope and Sequence is designed to potentially address boards with a wide variety of needs without digging too deeply into *Blueprint* installation efforts.

Based on district needs, a district may enter the learning series at any point.

Topic and Guiding Questions	Learning Objective(s)
<p>What does it mean to disrupt the educational landscape?</p> <ul style="list-style-type: none"> • What do districts often struggle with? • Systems in education • What is systemic reconfiguration? How does it take place in a school district? • So What, Now What? 	<ul style="list-style-type: none"> • Participants should be able to recognize one or more instances where the lack of a functioning system led to an undesirable outcome. • Participants should be able to recognize basic components of a system • Participants should be able to recognize examples of systems within their school district • Participants should be able to identify what a systemic reconfiguration looks like in an education setting.
<p>What is the Blueprint? What does it mean to different people in a school district?</p> <ul style="list-style-type: none"> • What do systems mean for students? • What is the <i>Blueprint</i>? Applying systems thinking to school districts. • How did the <i>Blueprint</i> come about? • So What, Now What? 	<ul style="list-style-type: none"> • Participants should be able to recognize and understand some basic systems in their district. • Participants should be able to state what the <i>Blueprint</i> is, and why it might be desirable to use in their district. • Participants should understand why and how the <i>Blueprint</i> was developed, and how it might specifically apply to their designation as a district.
<p>How does the Blueprint work (from different perspectives)?</p> <ul style="list-style-type: none"> • The <i>Blueprint</i>. A system of systems • District Systems, Building Routines, Driver Systems • Culture, community, and allocation of resources • Who leads the work? What are the roles of those involved in installation? • What roles do MI Excel and ISDs have? • So What, Now What? 	<ul style="list-style-type: none"> • Participants should have a basic understanding of the purpose, actions, interactions, people involved, and outcomes of the <i>Blueprint</i> systems in schools. • Participants should understand the resources and supports provided to help districts install <i>Blueprint</i> systems. • Participants should understand the differences between the <i>Blueprint</i> systems and existing practices in their district.

<p>How do effective school boards commit to a vision of high expectations for student achievement and quality instruction?</p> <ul style="list-style-type: none"> • What does high-quality instruction and student learning look like? • What does high-quality student support look like? • How can BoE members communicate these practices to others in the community? • How can BoE members support such practices in their BoE role? • So What, Now What? 	<ul style="list-style-type: none"> • Participants should have a basic understanding of what high-quality instructional practices and student support are & how they influence student learning. • Participants should understand the basic relationship between curriculum, instructional practices, support systems, and student outcomes. • Participants should recognize research-based practices for BoE members to support instructional practices and student outcomes in their district. • Participants should be able to develop a basic, common communication to the community about efforts to support student learning.
<p>What structures do BoE members need to be aware of in districts in order to support high expectations for student achievement and quality instruction?</p> <ul style="list-style-type: none"> • Teacher collaboration and professional learning routines • Talent management and profiles of systems-focused educators • A climate and culture (outer ring) to support the needs of all learners • Internal and external barriers for accomplishing district visions • The roles of BoE members in supporting these practices in districts • So What, Now What? 	<ul style="list-style-type: none"> • Participants should have a basic understanding of how <i>Blueprint</i> component systems of Teacher Collaborative Routines (TCR), Instructional Leadership Routines (ILR), Talent Management (TM), and the outer ring are critical to support student outcomes in a district. • Participants should be able to recognize barriers that arise around each of these systems that would undermine district efforts to improve student outcomes. • Participants should understand the roles and efforts of BoE members to support these systems and remove barriers to proper systems functions in a district.
<p>How do BoE members support the district's focus on and installation of systems when distractions arise?</p> <ul style="list-style-type: none"> • Decision-making efforts in schools with or without systems • The Problem-Solving Driver System • The Performance Management Driver System • How BoEs can use and support driver systems and data-based decision-making in districts • How do BoEs address the allocation of resources to support systemic efforts in districts? • So What, Now What? 	<ul style="list-style-type: none"> • Participants should have a basic understanding of driver systems within the <i>Blueprint</i>, and how they are critical to the decision-making efforts in a district. • Participants should recognize the need for interaction between driver systems to support governance efforts in a district. • Participants should (eventually) be able to develop a protocol for use by the BoE to using data to make decisions, including decisions on allocation of resources.
<p>How do Board members support the installation of the Blueprint?</p> <ul style="list-style-type: none"> • Traditional roles of the superintendent, central office, building leaders, and the board of education • <i>Blueprint</i>-specific considerations for each of these roles • What do superintendents need from their boards? • How do BoEs customize and utilize the communications driver system? 	<ul style="list-style-type: none"> • Participants should have a basic understanding of the differences between the roles of stakeholders within the governance structure of a district. • Participants should be able to describe ways in which the roles of individuals would need to change within their district to ensure a systemic approach to governance.

<ul style="list-style-type: none"> • So What, Now What? 	<ul style="list-style-type: none"> • Participants should be able to develop a customized approach to the CDS specific to the needs of the BoE.
<p>How do Boards and Superintendents lead as a united team to support systemic thinking in districts?</p> <ul style="list-style-type: none"> • What does it mean to be a <i>Blueprint</i> board member? • What does it mean for the Board to adopt the <i>Blueprint</i>? • The <i>Blueprint</i> Board Member profile • <i>Blueprint</i>-based board governance • So What, Now What? 	<ul style="list-style-type: none"> • Participants should be able to identify differences in practice between traditional BoE roles and function and a BoE for a <i>Blueprint</i> installing district. • Participants should be able to collectively develop a <i>Blueprint</i> Board profile specific to their district. • Participants should be able to recognize the benefits of adopting a systems approach as a district Board of Education compared to individual superintendent decisions. • Participants should be able to collectively determine how individual roles support Board governance of a <i>Blueprint</i> installing district.
<p>Operational Details of BoE involvement in Blueprint Installation</p> <ul style="list-style-type: none"> • Participation in the District Network • Board learning and the Open Meetings Act • Capacity building and sustainability considerations • So What, Now What? 	<ul style="list-style-type: none"> • Participants should be able to identify a specific strategy or approach for inclusion of a BoE member within their District Network. • Participants should be able to effectively adhere to the Open Meetings Act within their formal and informal learning and governance efforts as a Board of Education. • Participants should be able to work with district leaders to develop a plan for building local capacity in order to sustain systems after external supports (including MIExcel / SWFT) are gone.

Format:

- Each topic will be packaged in modular format for the Superintendent, SWFT Facilitator, and/or ISD support to lead.
- Modules to be chosen based on the needs of district
- Modules may take up to 30-minutes to process learning
- Each module could include:
 - Abstract explaining outcomes, overall time completion for module, and guidance for navigating learning based on the makeup of the Board of Education
 - Standalone slides for facilitator to lead (with processing notes in slides) and/or SWFT-created video with supported slides (with processing notes [with suggested timings] in slides)
 - Handouts
 - Agenda Planner with processing notes [with suggested timings] in slides

Next steps:

- Modules will be vetted and piloted with districts representative of three levels of service (contracted services, sustainability, full support)
- Once vetted, all districts will be notified and modules will be rolled out when each is available.
- Goal is to have series fully created by May 31
- Regional BoE network opportunities customized to meet the needs of those attending