

What might we take away for our work with districts and schools identified for additional supports?

Changing hearts and minds!!

Building upon the strengths or assets of our schools.

Be prepared to support the system with actual resources and less theory.

Support Grow Your Own Programs to give accessibility and information around educational roles to our students.

Adult interaction with students can have a significant impact

Lifted from the cycle: There is a deficit mindset on the graphic - "Best teachers and students leave" We have questions around this. How can we help every student see their best selves? Every student is part of our community.

Be mindful of the words we speak regarding our students and staff we work with. Words create worlds!

The emphasis on personal responsibility at the adult level; how do we develop that in children?

Shifting to Positive Inquiry-look at what's working and inquiring as to what can we do differently for % whose need were not met.

Get past the punishment mentality for children.

Q: How do we balance? I care, so I am going to help you be successful. I care for you, therefore I have high expectations of you.

Making the effort as external service providers to build trust with districts so they are open to learning new things and addressing root issues.

What might we take away for our work with districts and schools identified for additional supports?

We need belief in people not pity.

Positivity, buy-in with teachers (Lean on Me)

The pity piece is almost like a missing element. Soft or low expectations

When you have families going through really tough times, we still have to move them forward and hold high expectations

Need to have a sense of these realities and help to address and not make excuses

Thinking about those who have made it out of poverty and those who have not.

Work with parents and students-- Learned helplessness are we contributing?

Some schools we support seem stuck - our role to empower them and encourage them

Always be cognizant that there is a balance between support and building competence.

Lifting asset language -- appreciative inquiry

We need to help educators check motivation against possible outcomes. Help to see through different lenses actions may impact students.

Need to rethink the types of services we provide to address systems, resource challenges - vs. starting with PL

Apply this to the building setting, we don't want to create helplessness and reliance, but build capacity.

Group 7

What might we take away for our work with districts and schools identified for additional supports?

**Lifting
Student
voice**

**Come from a
frame of
partnership
and "can do"
mentality**

**Mindset starts with
us- Keeping our own
mind "in check" prior
to providing services.
Ensuring providing
services from an
achievement mindset
to help and empower
schools**

**How can we do
better to measure
and build off of the
assets of the
districts we serve so
that we can
leverage those
strengths to move
them forward?**

**Being Proactive vs
reactive - which has
become tougher
during covid**

**Supporting
Administrators in
using their voice to
advocate - speak up
and speak out**

**Difference between
empathy and
sympathy - be able
to show that there is
a possible road to
the dreams**

looking at things through the positive lens --what is going well -- how do we replicate this and remove the barrier for those 10-20% where things are not working. What needs to happen differently to meet the needs of

Expectations -- move away from pity to empowerment!

Lack of collective efficacy within districts and teachers - this impacts students and teachers on a daily basis - we need to change this.

Changing hearts and minds is tough.

Outer ring of the Blueprint connection -- how do we attend to the staff needs? Safety, security, well-being needs are essential to support teachers to support students

Facilitated Continuous Improvement -- tie everything to Whole Child and SEL -- districts engaging at different levels

Sense of urgency is lost if they have been an identified schools list for so many years -- a bit of learned helplessness

Reminded us(Beth and Laura) of the Changing Minds to Address Poverty in the Classroom course based on Eric Jensens work. The course is available at the Blueprint website.

What might we take away for our work with districts and schools identified for additional supports?

Consider middle management and the "Falling School" cycle graphic. Focus on results; lead your building...How can we avoid "it's not fair" or the pity mindset and overcome?

How can we help districts avoid abrupt course changes upon identification (and thus confusion) and help them resist that urge, working through intentional planning.

This isn't just about feeling like "all students can learn." It's about action--stepping out of the "savior mode"; identifying the tangible "fork in the road"; that attainable turning point.

The work is deeper than we imagine; we've been taught "systems work"--but systems are made of people. And if necessary mindsets aren't in place, the systems can't move forward.