



Quaglia Institute for Student Aspirations

Demonstration Sites

Demonstration Sites are an exciting opportunity for schools to work closely with The Quaglia Institute for Student Aspirations (QISA) in a three-year partnership. This is an intense learning experience, which requires schools to be committed to the process. After a school has reviewed the readiness factors and completed the necessary preparation work, the school will be assisted in developing an Aspiration Team. The team will consist of a diverse group of people who are willing and eager to engage in this three-year process. The team will then meet with QISA staff on a regular basis.

Year 1

During Year 1, the Aspiration Team will explore the 8 Conditions in depth through a series of workshops. Teachers and school leaders will examine the implicit curriculum and how they teach and operate on a daily basis. Aspiration Team members will examine their own pedagogical practice and implement changes accordingly. During this year, QISA hopes to raise the level of awareness about the 8 Conditions and bring a greater degree of intention to their application. School leaders' participation on the Team or in concurrent work with QISA facilitators helps ensure their understanding of the 8 Conditions. Towards the end of the workshops, the Aspiration Team might desire to focus on specific changes. These changes will revolve around how teachers operate in the classroom as well as together as a faculty. Whole school change projects will begin in Year 2.

During Year 1, the school will take the My Voice™ Student Survey. Follow-up to the survey includes student focus groups, conversations with colleagues, and reporting to the wider community. The school will also use a variety of QISA instruments such as self-scoring inventories and the My Voice Staff Surveys. QISA will support the sites through intensive workshops, ongoing dialogues, and conversations. Some districts may choose to engage in graduate course work during Year 1.

By the end of Year 1, schools develop internal capacity to work with and lead change initiatives revolving around aspirations. Teachers and school leaders will also better understand their current educational culture as it relates to aspirations.

Year 2

The focus of Year 2 is to make changes to policy and practice through examining 12 school dynamics. The 12 school dynamics QISA focuses on include: Teaching, learning and assessment; Student leaders and involvement; Teaching leadership and involvement; Master

schedule; Administrative practice and communication; Student management; Parental involvement/Community outreach; Budget building; Co-curricular; Teacher evaluation and goal setting; Building appearance and physical layout; and, District goals, mission and vision. By examining and understanding these school dynamics, QISA and the Aspiration Team explore how the school operates as a system of education. In order to do this successfully, teams need to understand how to implement change, create action plans, and evaluate progress. In Year 2, the Aspiration Team will be working with the entire staff, parents, and students. All Aspiration Team members will form their own teams around one of the 12 dynamics in order to involve more school personnel and initiate school-wide change. Staff will learn how to create, implement, manage, and monitor their action plans.

In addition, during Year 2, a new group of teachers will learn about the 8 Conditions through training sessions led by an Aspiration Team member from Year 1. QISA will support the in-school trainers through guidance and observations. The purpose of this process is to continually build internal capacity and to expose as many teachers as possible to the 8 Conditions.

Students must be an integral part of Year 2 changes, conversations, and initiatives. School leaders must also be intimately involved in the process and begin to think about how they can reward teachers for their efforts. This may involve creative, flexible time or release time. School leaders must understand and be comfortable with the fact that teachers will be used as leaders in this process. The teacher leader groups will need support, guidance, and encouragement during this process. By the end of Year 2, the school will have developed and implemented school-wide action plans.

Year 3

The focus of Year 3 is on continuing implementation of action plans, ongoing project management, and increasing action research. QISA will assist the school in completing action plans developed in Year 2, as well as help the school develop action research projects. The school will retake the My Voice Survey. New staff should be brought into the loop through internal training. Teachers and school leaders will be encouraged to write about their Aspirations work and share their learning at conferences and professional meetings.

The school may also choose to train another group of teachers around the 8 Conditions. This will help ensure that the aspiration philosophy is imbedded throughout the building.

By the end of Year 3, the school will feel a significant change in their culture and way of operating. Aspirations will be the lens through which all staff critically examine how they operate.