Making Sense of Data

Perspectives in Merrimack

Purpose

To develop a vision of a learner for Merrimack

- Phase 1: Research
  - To understand the priorities for learning of the Merrimack community
  - To identify opportunities and barriers based on the the goals
- Phase 2: Vision
- Phase 3: Recommendations

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Norms

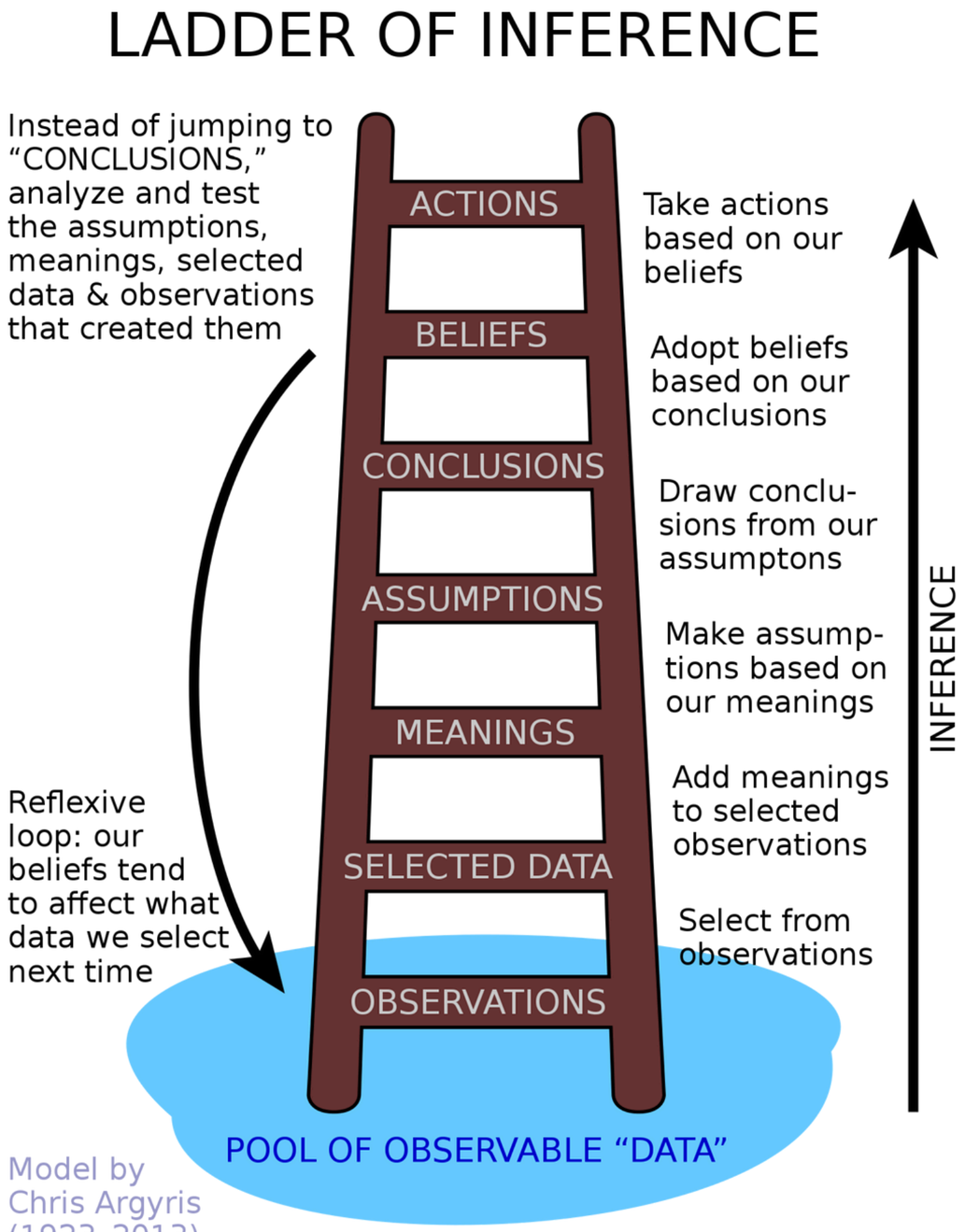
To guide our work

- Follow the research
- Stay open and curious
- Choose a timekeeper
- Choose a notetaker
- Share speaking time
- Keep interview participants confidential
- Listen for and appreciate different perspectives

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Ladder of Inference

- Natural process
- Can lead to quick conclusions
- Staying lower longer allows for new ways of seeing things
- Takes hard work to stay low on the ladder



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Interview Experience

Share your experiences with each other

- What was the experience of interviewing people like?
- What new understanding or perspectives did you get out of it personally?



Identify Themes from Our Conversations

Step 1 - Write three themes on three sticky notes
Step 2 - Sort and group themes
Step 3 - Choose a theme and discuss
Step 4 - Connect quotes to themes

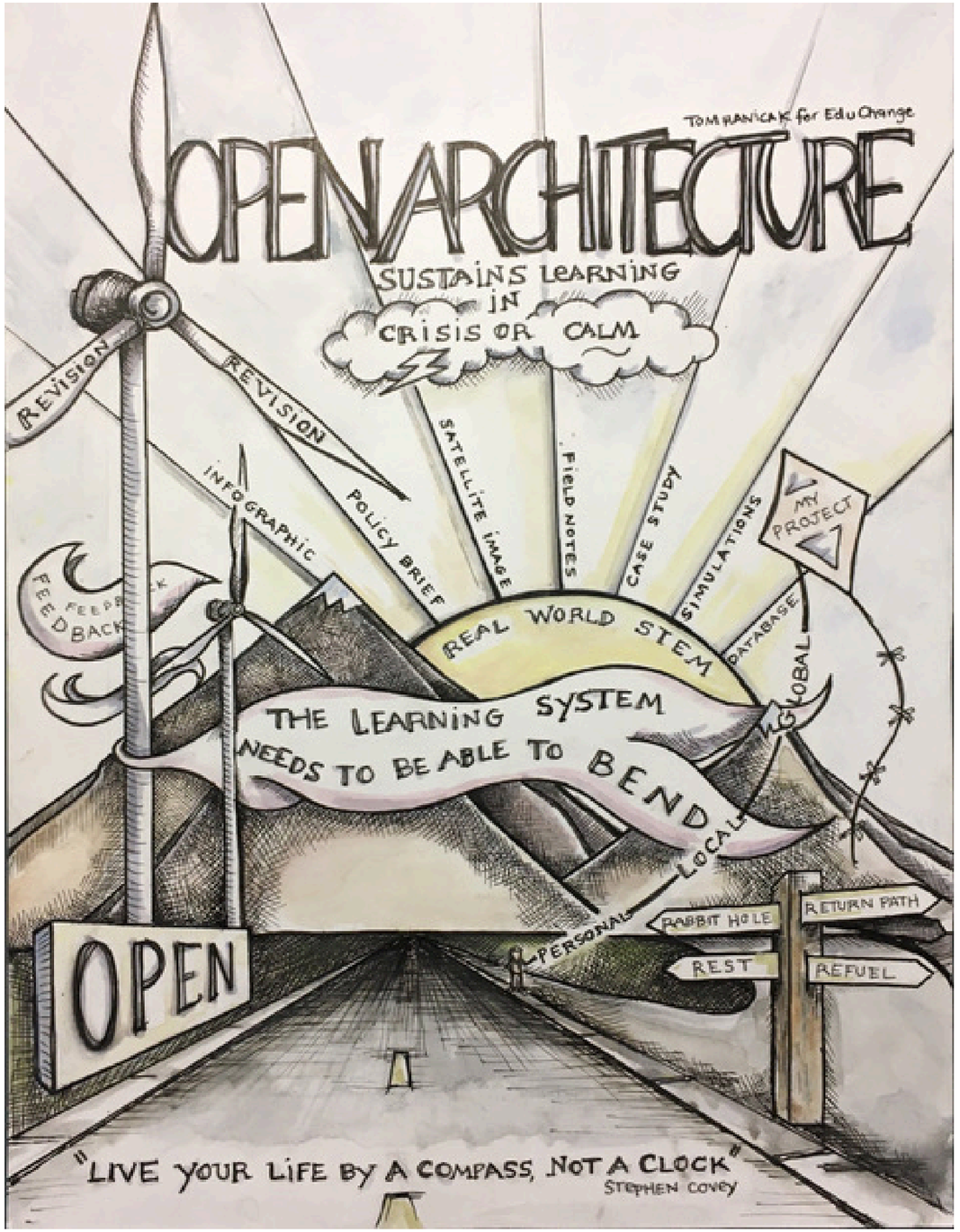
Brainstorm and Doodle as you go

- Concepts
- Ideas
- Visuals
- Symbols

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Brainstorm and Doodle

- Concepts
- Ideas
- Visuals
- Symbols



Themes from Interviews

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Empathy / Compassion / Tolerance - 28%

Tackling Problems - 14%

Working Together - 13%

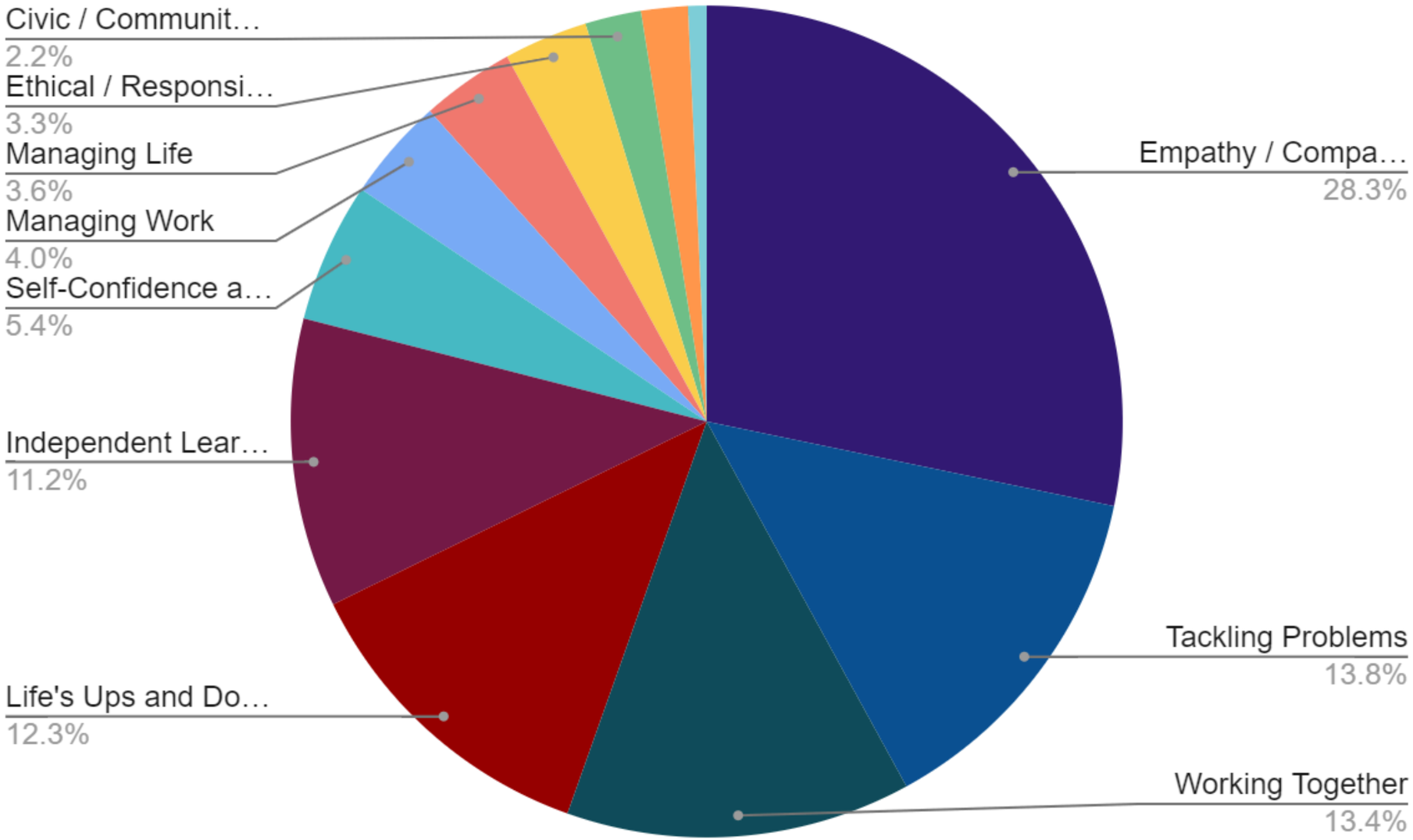
Handling Ups and Downs - 12%

Independent Learners - 11%

Other - Self-confidence / Advocacy, Managing work, Managing life, Ethical, Civic Engagement - 22%

Qualities and Skills to Foster in School

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Qualities and Skills to Foster in School

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Qualities and Skills For Different Groups

Areas of Agreement - 4 or 5

- Empathy / Compassion / Tolerance - 4 groups over 25%
- Working Together
- Handling ups and downs
- Independent Learning
- Self-confidence and self-advocacy

Areas of Difference

- Managing work - 29% of student responses - 0-1% for everyone else
- Ethical / Responsible - 25% of community member responses - 0-3% of others

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What Educational Experiences Support

- **Strong Teacher Student Relationships**
  - Modeling
  - Mentoring / Coaching
  - Feedback
- **Choice / Interests / Variety**
- **Social emotional learning**
- **Collaboration and Community**
- **Schedules allowing for smaller groups**
- **Project based learning**
- **Community service**
- **Relevant / Real World Content**
- **Study Skills**
- **Growth and Challenge**
- **Multiple opportunities to practice**
- **UDL / Differentiation**

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Teacher student connection	17	18%
Choice / Interest	11	12%
Teacher support	7	8%
Setting and meeting goals	7	8%
Hands-on projects	7	8%
Challenging work	5	5%
High expectations	4	4%
Fun	4	4%
Engaging teacher	3	3%
Real world	3	3%
Project-based learning	3	3%
Graduation	3	3%

When have you / your student felt most successful?

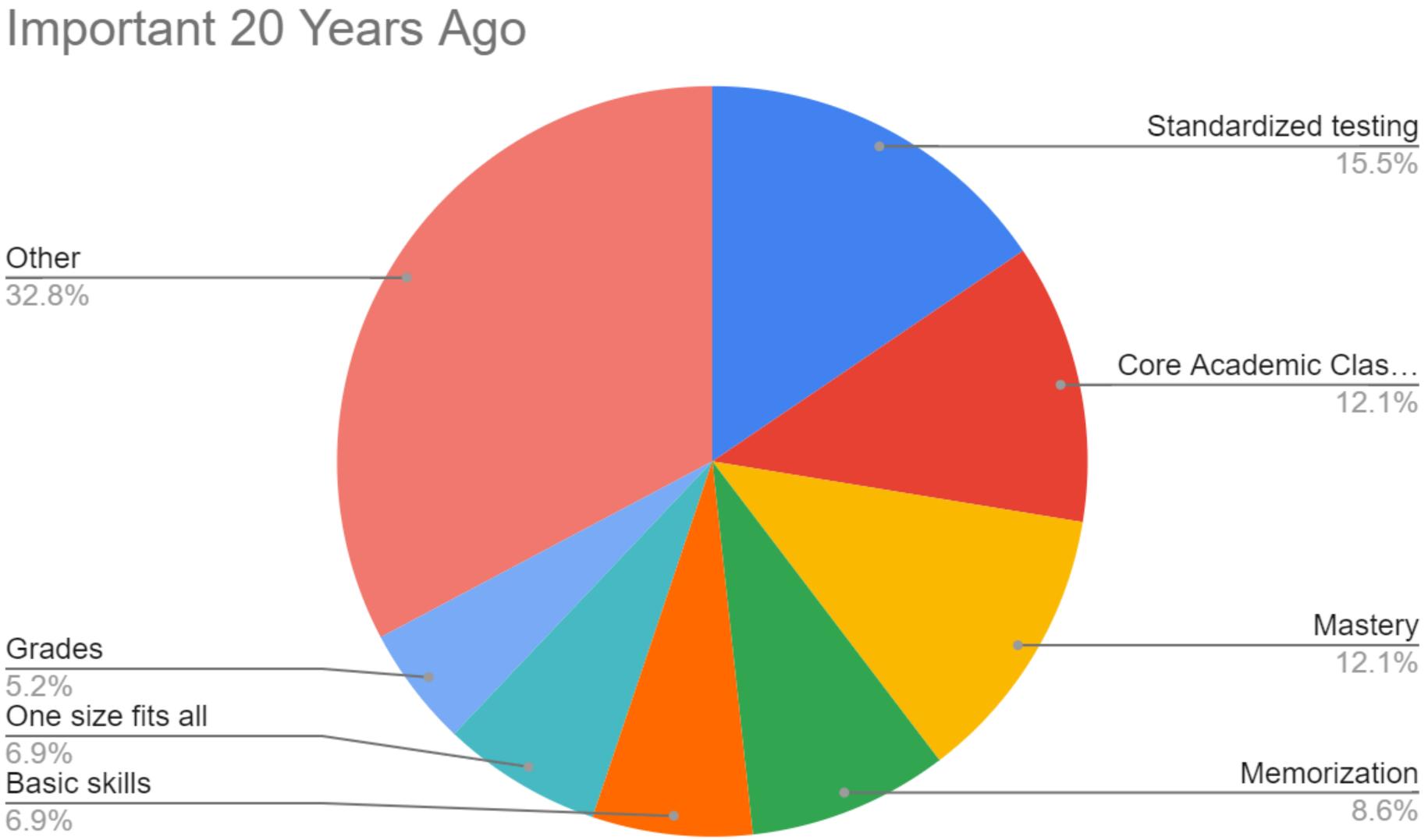
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What did students say made them feel successful?

Grades - 2
Feedback
Teacher student connection
Doing good for the world
Deep understanding
Option to go deeper in learning

Flexible teaching
Mistakes / growth
Engaging teacher
Enjoyable learning
Challenge

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In the past…

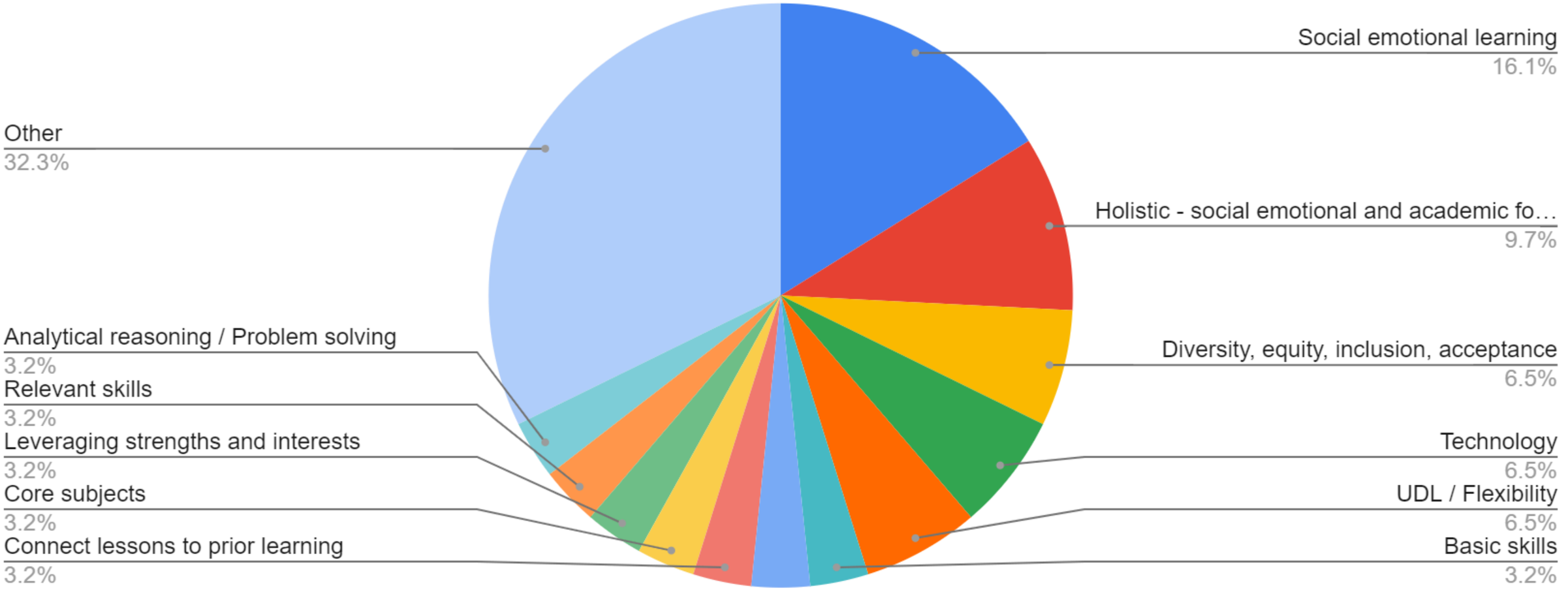
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Other in the past

Book reports
Books
College career preparation
Compliance
Reaching educational goals
Factory model
Grade level structures
Rudimentary
No exposure to inclusivity and acceptance of different cultures and communities
How to play
Patriotism
Respect
Safety concerns
SEL skills outside of school
Students are unsure
Studying
Academic Tracks
Workbooks
Deeper understanding

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Important in the present



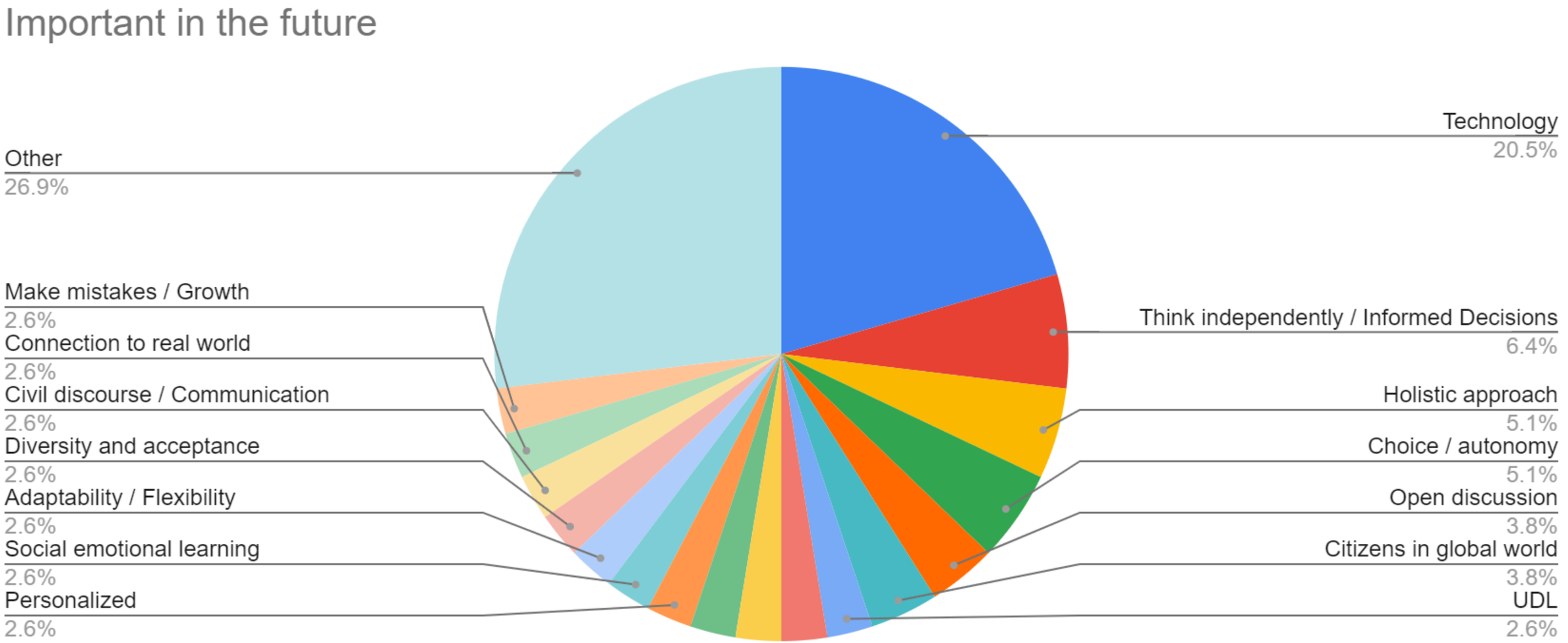
In the present…

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Other present

Career exploration
Different pathways
Fair compensation for educators
Forcing the old system
Getting kids where they need to be
Group / team / community
Growth
Hands-on learning
Health and well being for educators
High quality professional development
Imbalance between assignments and mental health needs
More rigorous
Navigating emotions
Educators to participate in decision making
Public health
Sense of community
Students available to learn
Students Overwhelmed
Students Overworked
Thinking for yourself

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In the future...

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Other Future

21st century skills
Accountability
Basics of learning
Fair compensation for educators
Hands-on
Health and well being for educators
High quality professional development
Independence
Integrating soft skills
Investment in learning
Objectivity in self-reliance
More stimulating
Multiple languages
Opportunities for educators to participate in decision making
Problem solving
Real world
Supporting mental health
Testing likely
Trades and vocational exposure earlier
Deep Understanding
Work ethic

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What do you value in education?

Joy

Working together

Teacher connection

Well rounded learners

Flexible teaching

Acceptance and inclusion

Collaboration

Literacy

Building Social skills

Challenge / Hard work

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Other aspects of education we value

Academic preparedness
Accurate assessment
Confidence
Conversation
Curiosity
Education for all
Expanded definition of success
Fair chance
Feel seen
Forward thinking
Global citizens
Inclusion
Kindness
Life long learners
Open minds
Parent involvement
Perseverance
Problem solvers
Resilience
Responsibility
Search for new knowledge
Small class sizes
Stability
Students see value
Support
Supporting students to be good people
Take risks
Teacher Professionalism
Teachers
Truth
Wonder

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Next Steps in Research - Four ways to engage

Choose at least one

1. Continue interviews
2. Help recruit and facilitate focus groups
3. Review examples of visions of a learner
4. Join communications sub-committee

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Making Sense of Data Part 2

Perspectives in Merrimack

Purpose

To develop a vision of a learner for Merrimack

- Phase 1: Research
  - To understand the priorities for learning of the Merrimack community
  - To identify opportunities and barriers based on the the goals
- Phase 2: Vision
- Phase 3: Recommendations

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Norms

To guide our work

- Follow the research
- Stay open and curious
- Choose a timekeeper
- Choose a notetaker
- Share speaking time
- Keep interview participants confidential
- Listen for and appreciate different perspectives

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Sharing Takeaways in Home Teams



What was most important from your article?
What do you most want other teams to consider?

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Sharing Takeaways with other Teams



Share…
What is most important from each article?
Discuss…
How do these ideas connect and overlap?
Where do we see tension between the ideas?

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Committee Plans

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Every district needs…

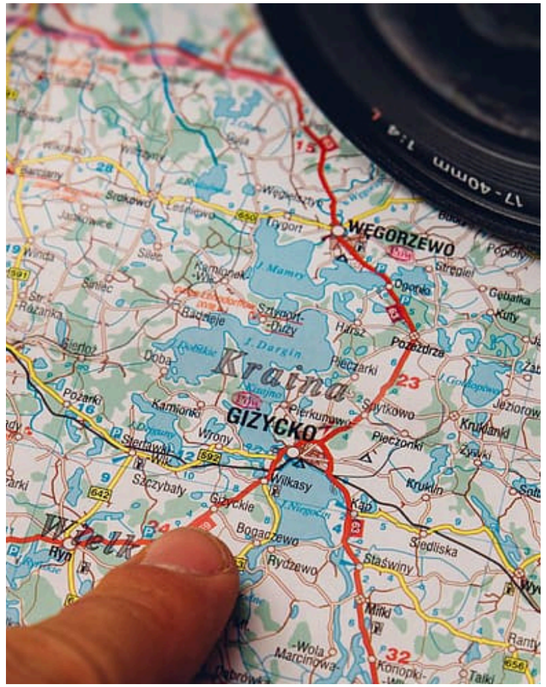
Mission
Our Work

Vision of Learner
Understand Our Work

Looking Forward

Core Principles

Vision of Learner
Understand Our Work







Review Model Visions of a Learner

I notice _____
Did you see _____?
I think _____ is important for Merrimack because_____
I always want to remember _____



Create a Prototype

Noun: a first, typical or preliminary model of something, especially a machine, from which other forms are developed or copied

Try:

- Using mostly visuals
- Integrate symbols
- Combine the work of different teams
- Words as labels



15:00

Review and Comment

I notice...
I wonder...



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Exit Reflection

To share

Two ideas that I am taking away are…
One thing I’m curious about is…

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Making Sense of Data Part 3

Perspectives in Merrimack

Today’s Goals

5-6 Descriptive Words
Lots of notes on why
Reactions / ideas for visuals

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What do you value in education?

	Survey	Intervie w
and	9.4%	6.3%
Teachers	8.0%	5.3%
Preparation	6.8%	4.2%
Different	6.8%	5.3%
Working Together	5.9%	8.4%
Support	5.6%	1.1%
Problem solving	5.6%	4.2%
Rounded	5.0%	5.3%
Challenge	4.7%	3.2%
Real World Connection to society	4.7%	2.1%
	4.5%	
Confidence	4.2%	1.1%

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Rounded	5.0%	5.3%
Challenge	4.7%	3.2%
Real World Connection to society	4.7%	2.1%
	4.5%	
Confidence	4.2%	1.1%

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Interviews - What do you value in education?

Working together

Literacy

Joy

Teacher connection

Basic knowledge and skills

Well rounded learners

Flexible teaching

Teachers

Building Social skills

Academic preparedness

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Survey - Educational Experiences

Group work
Projects
Real World
Social emotional learning
Hands on activities

Challenging academics
Practical classes
Challenge
Flexible teaching
Accountability
Community service
Modeling

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Group work	17.6%
Projects	12.9%
Real world	12.3%
Emotiona	11.9%
Hands on activities	7.5%
ng academic	6.3%

Top Six Educational Experiences

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Interviews
What Educational Experiences Support

- **Strong Teacher Student Relationships**
  - Modeling
  - Mentoring / Coaching
  - Feedback
- **Choice / Interests / Variety**
- **Social emotional learning**
- **Collaboration and Community**
- **Schedules allowing for smaller groups**
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- **Relevant / Real World Content**
- **Study Skills**
- **Growth and Challenge**
- **Multiple opportunities to practice**
- **UDL / Differentiation**

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Teacher student connection	12.9%	4.3%
Choice / Interest	10.1%	1.4%
Teacher support	5.8%	13%
Setting and	7.2%	5.8%
Hands on real	10.8%	4.3%
Challenging	4.3%	11.6%
High	3.6%	
Fun	2.9%	
Real world connection	2.9%	2.9%
Graduation	2.9%	1.4%
Acknowledgement		7.2%
Feedback		7.2%

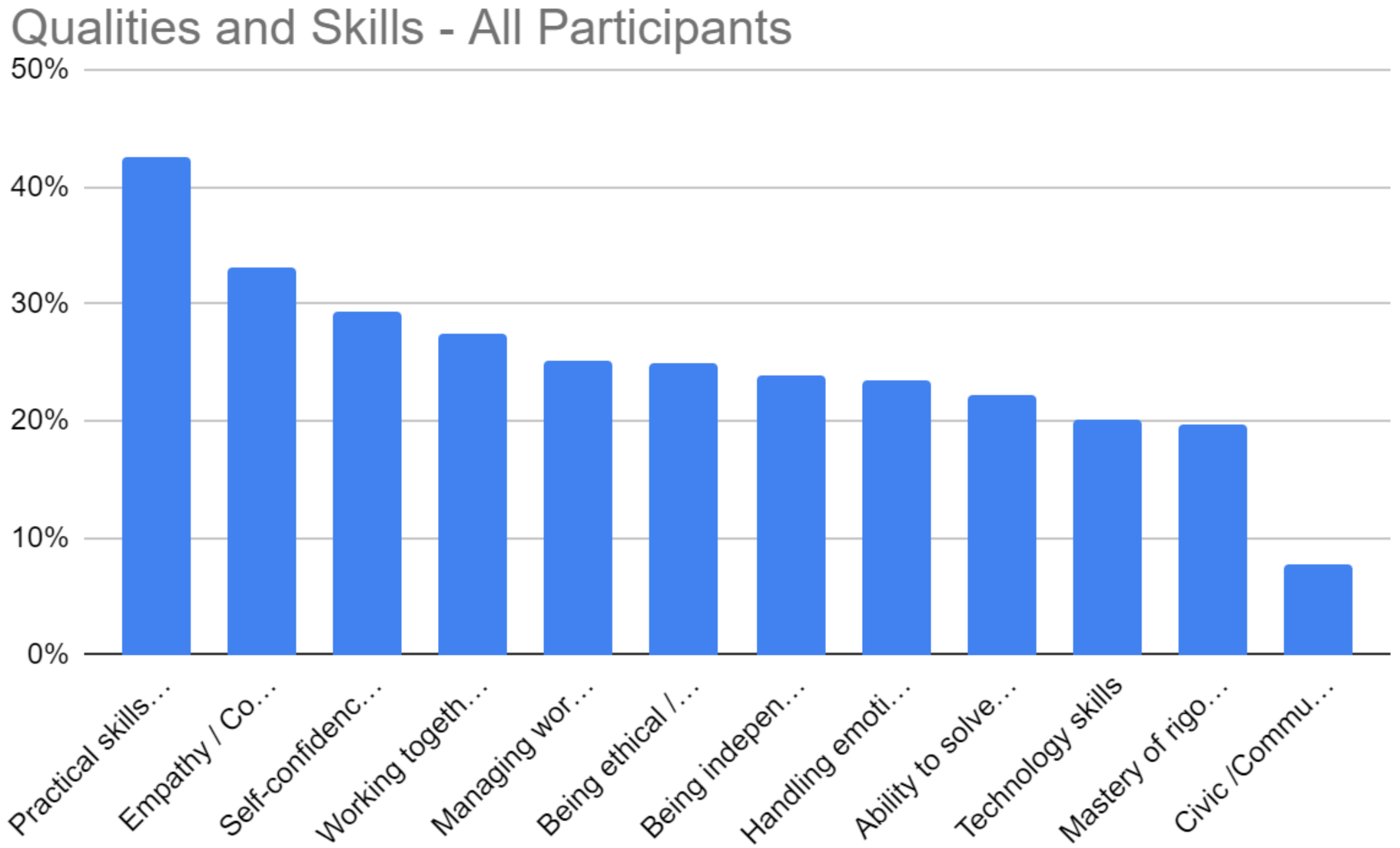
When have you / your student felt most successful?

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	onal Exp	ces	al u
Teacher	5	1	1
Collaborati on	1	7	4
Supportive culture /	4	3	5
connection	3	12	11
Projects / Hands on	2	8	53
g	6	2	8
teaching /	9	10	3

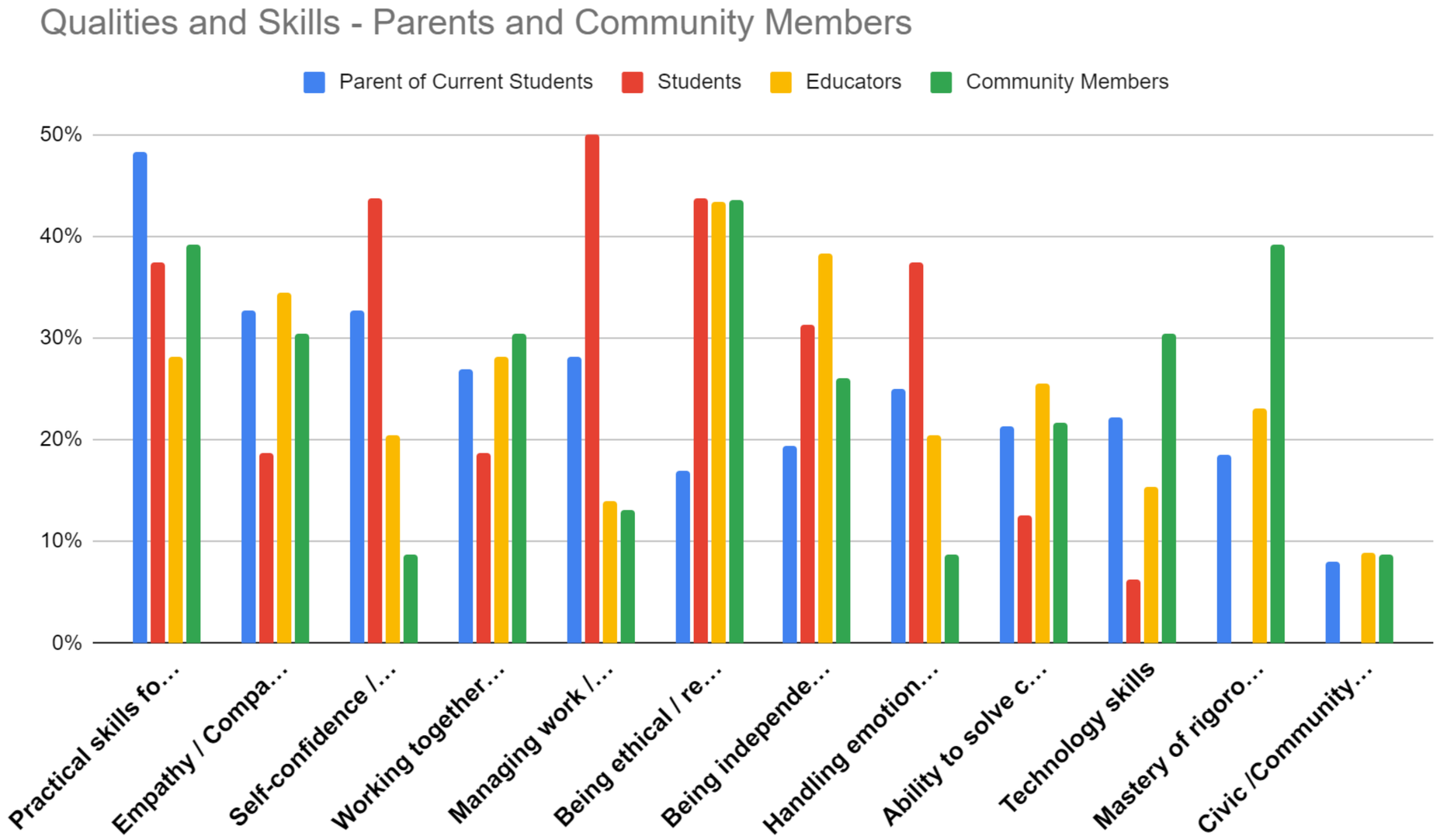
Themes Across Questions - Rankings

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Survey - Qualities and Skills as a result to foster in MSD Students

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Qualities and Skills - Different Perspectives

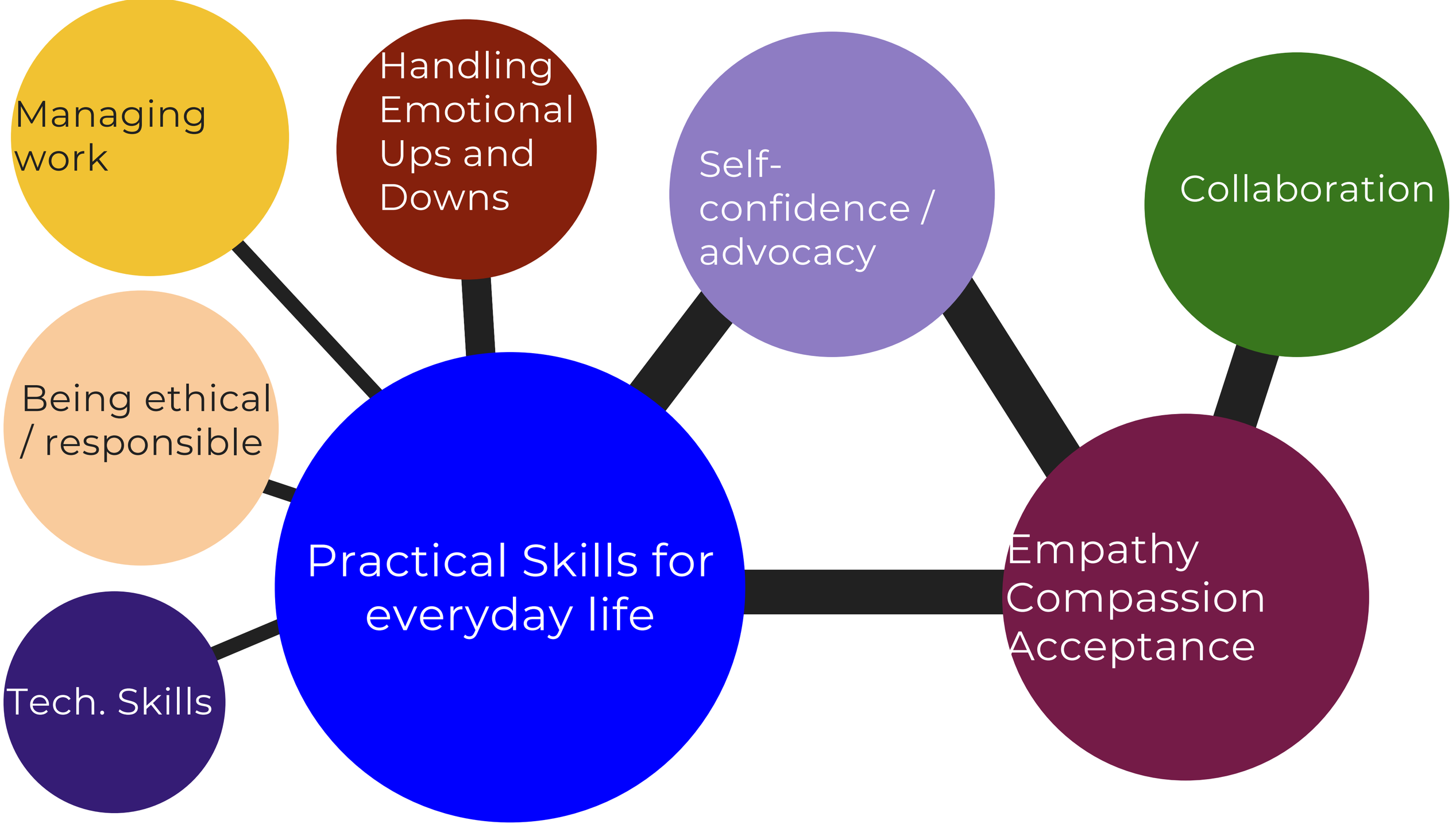
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Solve complex problems
Tech. Skills
Rigorous Academic Content
Civic engagement
Managing work
Being ethical / responsible
Being independent in learning
Handling Emotional Ups and Downs
Practical Skills for everyday life
Empathy Compassion Acceptance
Self-confidence / advocacy
Collaboration

rc en	respondent s who	answered
10 %	n /	skills for everyday
10 %	n /	confidenc e /
10 %	n /	together / collaborati
10 %	skills for everyday	confidenc e /
9 %	emotional ups and	skills for everyday
8 %	managing work	skills for everyday
8 %	skills for everyday	ethical / responsibl
8 %	skills for everyday	technology skills

Qualities and Skills Clusters

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Managing work
Handling Emotional Ups and Downs
Self-confidence / advocacy
Collaboration
Being ethical / responsible
Practical Skills for everyday life
Empathy Compassion Acceptance
Tech. Skills

Empathy / Compassion / Tolerance - 24%

Tackling Problems - 14%

Working Together - 14%

Handling Ups and Downs - 11%

Independent Learners - 13%

Other - Self-confidence / Advocacy, Managing work, Managing life, Ethical, Civic Engagement - 22%

Interviews - Qualities and Skills to Foster in School

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Decision Making

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Decision Making Process

Each group proposes 5-6 Concepts
Group them together
Dot Vote - 6 votes
Discussion - Outliers, Tensions, Concerns

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Different Structures We Have Seen



In MSD we foster in all students

Phrase:

Commitment to innovation

Noun:

Innovator

Adjective describing learner:

Innovative

Abstract Noun:

Innovation

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Review Model Products

On Visuals Only

Likes

Dislikes

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Interview Experience

Share your experiences with each other

- What was the experience of interviewing people like?
- What new understanding or perspectives did you get out of it personally?



Gallery Walk

Gather Ideas from where we have been

Concepts from May Meeting

- **Commitment to Connectedness** – brings together community, collaboration, and parent involvement
- **Lifelong learning** – experience and belief that learning doesn't end when you graduate. It is an ongoing commitment of the citizens,
- **Empathy, focus on relationships, and engagement** – This will impact all of the other words that we came up with. Hands on activities support collaboration. Supporting engaged learners helps them be more resilient.
- **Walk with the Community -** There are overtone of divisions in the data. Talked about and wanted to find something / a message that was shared. Walk with us not walk over. What is the community and how do we walk together?
- **Real World Experiences in Classrooms -** Focused on educational experiences for society, student, teacher – include all of these to promote all aspects. These have an impact and generate interest. Robotics helped one person communicate professionally. And work in a group of people. Do something that has impact. Longevity – your actions will have consequences for the class and beyond. What you DO will have an impact on learning.

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Wrapping Up and Handing Off

Merrimack Vision of a Learner

Teams

TEAM 1

Julie Deluca*
Chase Rheault
Leah McCafferty
Lori Peters
Joe Manzoli
Bonnie Painchaud
Amanda Baker

TEAM 3

Michelle Romein *
Jason Pelletier
Whitney Tave
Alisha Chapman
Mary Matheson

TEAM 4

Adam Caragher *
Beth Grady
Catherine Goodman
Naomi Schoenfeld
Heather Barker
Lori Puzzo

TEAM 5

Nicci Rheault *
Amy Larkin-Perez
Rachael Paepke
Kate Viands
Bill Olsen

TEAM 2

Fern Seiden*
Lauren Murby
Steve Claire
Maureen Mooney
Amy Doyle
James Costa

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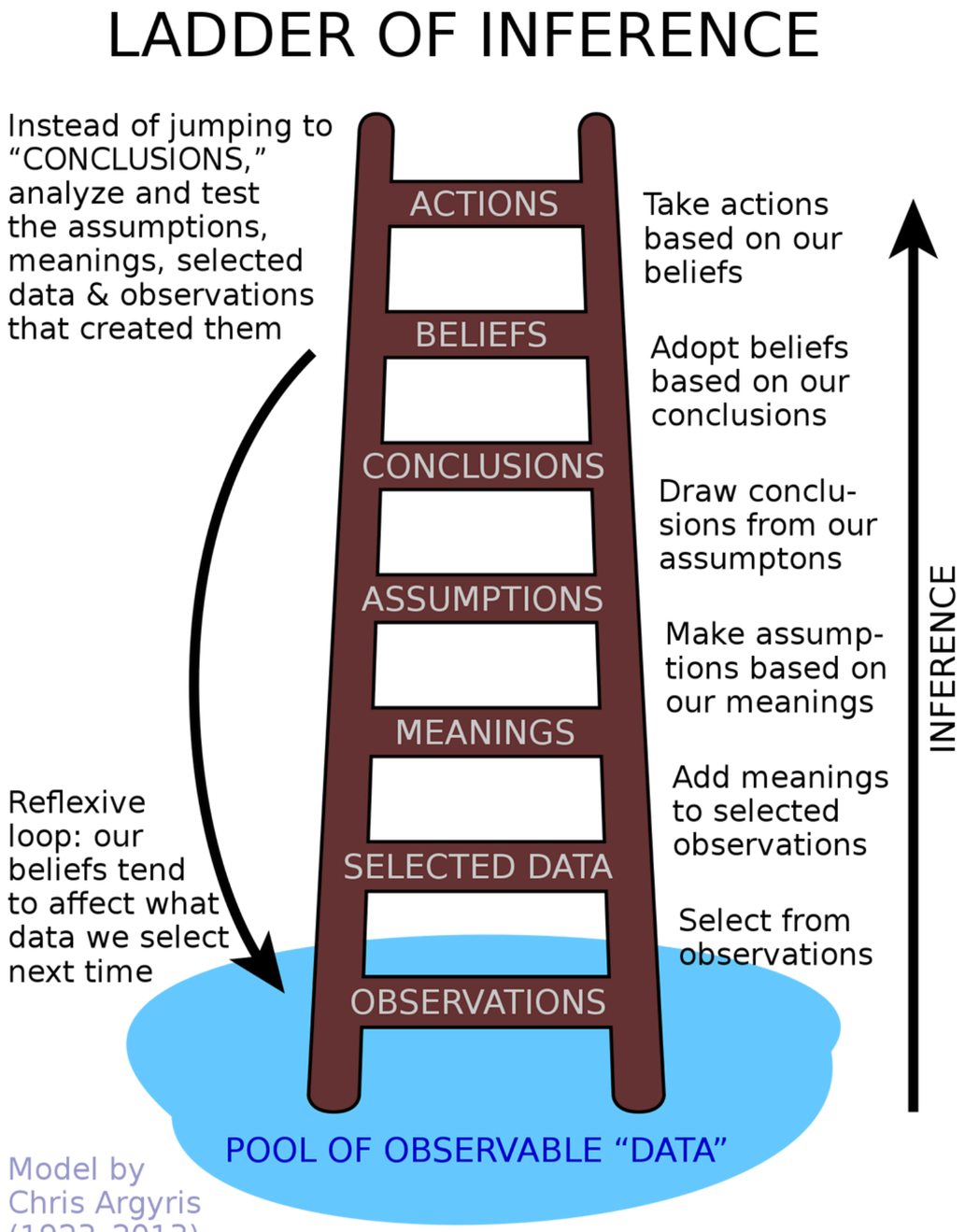
November 14 Meeting

Share and Reflect on Final Vision
Communicate the vision
Transfer Ownership
Personal Next Steps

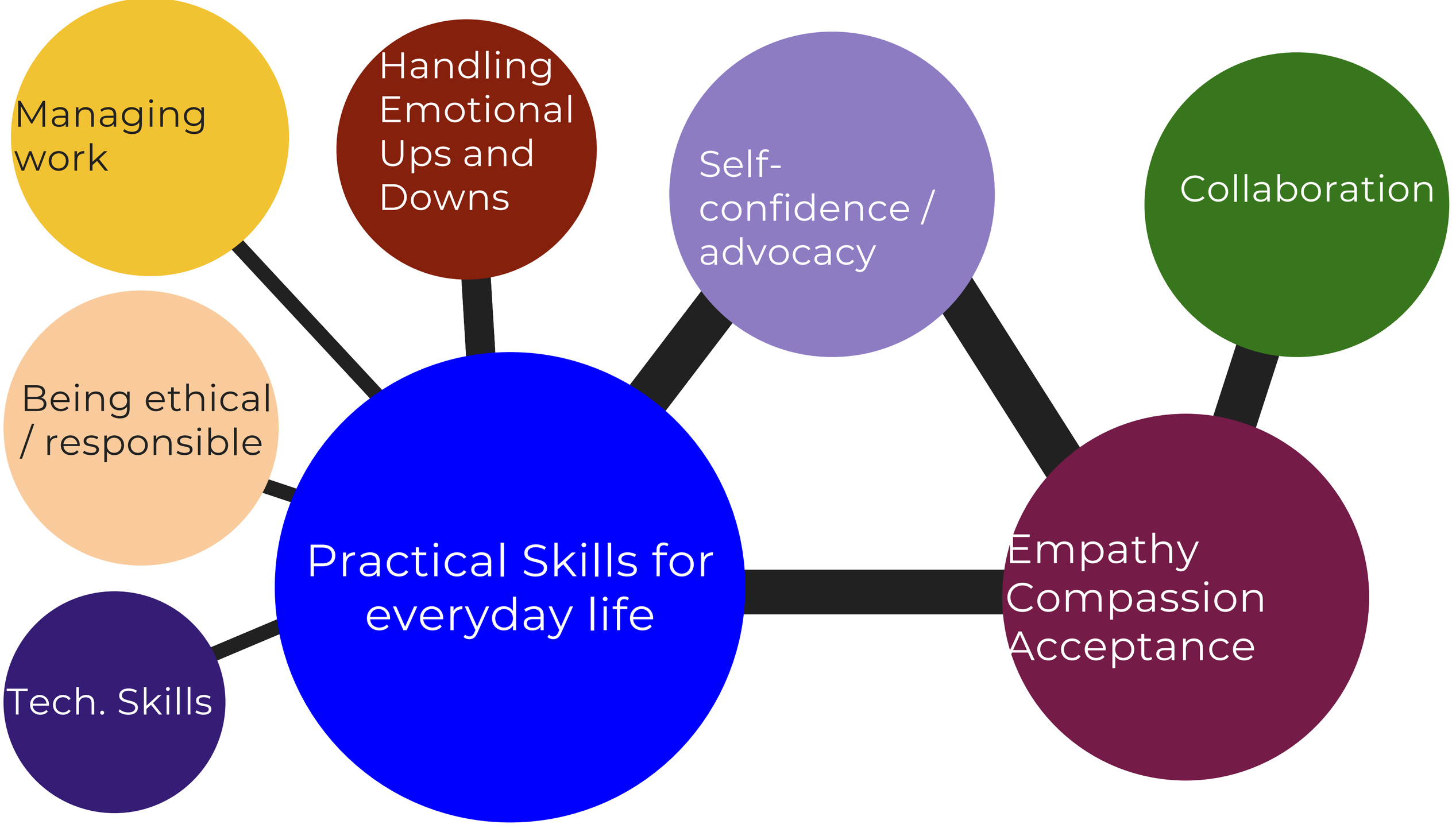
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Interviews - Qualities and Skills to Foster in School

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Vision of a Learner

Merrimack School District



Curious

Learners wonder about and seek opportunities to explore the world around them and are open to new experiences. They listen, ask questions, and gather resources to build understanding. Learners are engaged, critical, and creative thinkers who solve problems and demonstrate understanding.



Connected

Learners are citizens of their school, community, state, and the world. They build positive relationships through the development and use of interpersonal, communication, and empathy skills. Learners consider and respect different perspectives, evaluate the impact of their actions, and demonstrate compassion for others.



Prepared

Learners engage in authentic learning experiences that prepare them with necessary and practical skills for everyday life, including digital and financial literacy. They learn to create and use a plan to guide their own academic, career, and social emotional development. Learners develop collaboration, communication, self-management, and decision making skills.



Resilient

Learners understand that risk taking and failure are part of the learning process, and perceive challenges as an opportunity for growth. They can use their knowledge about themselves to advocate for their needs and recognize when they need help. Learners develop and evaluate multiple ways to solve problems and complete tasks.



Dedicated

Learners seek to contribute to their local and global communities, giving their time and energy to pursue their goals. They are life-long learners who possess the self-worth and confidence to explore and champion their interests and passions, inspiring others to do the same. Learners persevere and collaborate to set and achieve meaningful goals.



Vision of a Graduate

Merrimack High School students engage in authentic learning that prepares them with necessary life skills to become independent as individuals and active participants as citizens upon graduation.

Mastricola Upper Elementary
Mastricola Elementary

Reeds Ferry Elementary
Thorntons Ferry Elementary

Merrimack High
Merrimack Middle

Vision of a Learner

Merrimack School District



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Mastricola Upper Elementary
Mastricola Elementary
Reeds Ferry Elementary
Thorntons Ferry Elementary
Merrimack High
Merrimack Middle

Merrimack School District

Vision of a Learner

CURIOUS

CONNECTED

PREPARED

RESILIENT

DEDICATED

Vision of a Graduate

Merrimack High School students engage in authentic learning that prepares them with necessary life skills to become independent as individuals and active participants as citizens upon graduation.

Merrimack High
Merrimack Middle
Mastricola Upper Elementary
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CURIOUS



CONNECTED

Merrimack School District

Vision of a Learner



PREPARED



RESILIENT



DEDICATED

Vision of a Graduate

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Merrimack High
Merrimack Middle
Mastricola Upper Elementary
Mastricola Elementary
Reeds Ferry Elementary
Thorntons Ferry Elementary

Reflection

Interview each other

What are you excited about?
What questions do you have?

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Communication

Working with your original **team**

Sharing with students, teachers, families, community members

Consider:

- When to share…
- Where…
- How…
- Why…

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Transfer of Ownership

How does Merrimack School District support each group of stakeholders to own this vision?

Understand the vision
Do something with the vision to make it real
Advise the leadership strategic planning group

- What to do
- What not to do

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My Next Steps

Write / reflect silently.
Share with someone you have not had a chance to work with before.

What do you want to do next with the Vision of a Learner?
Who do you want to talk to about it?
How might you bring the language and ideas into your houses, classrooms, schools?

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Thank you!

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