

# Now is the Time to Redefine School

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# Schools Should Strive For

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## **PHILOSOPHY**

Create a philosophy that believes all students have their own genius and add value to the learning community

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## **CULTURE**

Establish a culture of high expectations and support for every member of the learning community. Foster authentic individuality and personal identity

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## **PEDAGOGY**

Adopt a teaching methodology designed toward student voice, choice and leadership

4

## **CONTENT**

Curate content that is culturally and communally relevant, and challenges the hegemonic structures

5

## **DIVERSE STAFF**

Staff at all levels, particularly in the classroom, that mirrors the student population and has wherewithal to bring their own lens to the work

6

## **EXPANDED COMMUNITY**

Develop an expanded community that bridges the gap between school and community, supporting the reciprocity of learning and resources

# Philosophy

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Create a philosophy that believes all students have their own genius and add value to the learning community



# Philosophy

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## SHORT TERM

Administration and staff define what it means to believe in every single student and how that is demonstrated through day to day interactions and program structure

## LONG TERM

Develop an onboarding protocol that ensure new staff understand the school's philosophy

## WHAT NEEDS TO BE TRUE

Every single adult working at the school must subscribe to the philosophy

# Culture

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Establish a culture of high expectations and support for every member of the learning community. Foster authentic individuality and personal identity.



# Culture

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## SHORT TERM

- Every student held to the same high standards, then given tools and support to meet them
- Shift away from punitive measures of discipline and move towards restorative practices
- Institutionally, create more time for learning and planning

## LONG TERM

- Over time create a place of belonging where everyone feels valued and wants to work at their highest level
- State funding to lower teacher load to no more than 80 students per year for middle and high school

## WHAT NEEDS TO BE TRUE

- School-wide belief that every student is a learner with a value and voice
- Removal of academic tracking that results in segregation
- Ensure there are mindset shifts from success/failure to exploring learning as a process

# Pedagogy

Adopt a teaching methodology designed toward student voice, choice and leadership



# Pedagogy

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## SHORT TERM

- True standards-based instruction where students and teachers know what standards they're trying to hit and have exemplars to measure against
- Competency/performance-based assessments based on state standards
- Students lead learning through discovery and discourse

## LONG TERM

- Institutionally, create more time for learning and planning
- Systems and structures to support continued implementation of exploratory learning
- Adapting school schedules to accommodate innovative instruction and activities that are good for the school community

## WHAT NEEDS TO BE TRUE

- Willingness to move from state standardized tests to performance/competency-based assessments
- High quality, extensive, and continuous professional development for teachers and staff including racial equity training
- Willingness to use multiple technologies to supplement learning and facilitate collaboration



# Content

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Curate content that is culturally and communally relevant, and challenges the hegemonic structures



# Content

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## SHORT TERM

- Use content responsive to student's culture and interests, and is representative of the diversity of our country
- Identify current resources that have been assessed for cultural relevancy, representation and exposure
- Create more time for teachers to plan and select content

## LONG TERM

- All curricular content is chosen from the lens of equity and inclusiveness
- Ongoing professional development to examine curricular content for equity

## WHAT NEEDS TO BE TRUE

- Willingness to abandon the hegemonic approach to curricular content
- Teachers need curricular resources that are equitable, inclusive and adaptable
- Teachers need the skills to select culturally relevant and representative content that meets the learning standards

# Diverse Staff

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Staff at all levels, particularly in the classroom, that mirrors the student population and has wherewithal to bring their own lens to the work



# Diverse Staff

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## SHORT TERM

- Hire more teachers of color to all schools
- Create inclusive school environments that decenter the culture of whiteness and holds space for experiences that have been traditionally marginalized
- Identifying support systems within the schools to mentor new teachers of color

## WHAT NEEDS TO BE TRUE

- Principal must create environment that is inclusive of teachers of color
- Reprioritize what and who we think makes a good teacher
- Extensive, consistent and ongoing racial equity training
- Commitment to the school philosophy

## LONG TERM

- Setup a sustainable statewide system that will recruit and retain teachers of color with a goal of having the teachers of color mirror the population of their schools
- Elevate teachers of color to leadership roles in the schools and district
- Fill the pathway by enabling students to see teaching as a desired profession

# Expanded Community

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Develop an expanded community that bridges the gap between school and community, supporting the reciprocity of learning and resources





# Expanded Community

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## SHORT TERM

- Valuing the student experience as knowledge whether it's at school, home or in the community
- Stay away from words like "learning loss" and "working hard to catch up"
- Determine how external stakeholders can be collaborators and build relationships

## LONG TERM

- Build a statewide system that enabled external stakeholders to connect with their local schools
- Include the whole family in the education of the student

## WHAT NEEDS TO BE TRUE

- Every student must have exposure to offerings of external stakeholders and experience learning outside of their classroom
- Teachers and staff must be positioned to understand how external stakeholders add value
- The school must have a system of engaging and placing external stakeholders

# TAF Team Contributors

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**Our Students  
And Teachers  
Deserve The  
Best. Let's Give  
It To them!**

