

Schooling and Education in a Post COVID-19 World:

*Using context to help understand this moment
and provide a path for the future*

Renee Corneille - Superintendent, St. Anthony-New Brighton Schools

Amy Kujawski - Principal, St. Anthony Middle School

Please answer these two questions on some paper:

1. As the educator, what do you want your professional legacy to be?
2. What does the ideal learning environment (course structure, schedule, assessment) within a school/district look like? Please describe in detail.

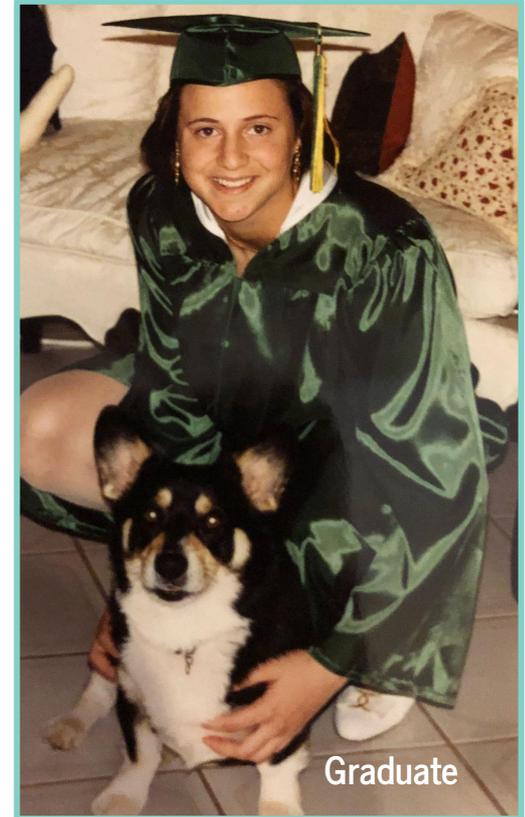


TABLE TALK

04:00

1. As the educator, what do you want the professional legacy to be?
2. What does the ideal learning environment (course structure, schedule, evaluation) within a school/district look like?
Please describe it in detail.

Renee Sbrocco Corneille - Scholar? Not exactly...



Amy Kujawski



Amy Kujawski



St. Anthony-New Brighton

We will embrace each child with audacious love, and nurture their brilliance through challenges that inspire the capacity to thrive in a world that is not yet fully known.

SANB White Paper

Part 1: History of American Schools

Part 2: Structure of Schools

Part 3: Purpose of Education

Part 4: Defining Effective Instruction

**Schooling and Education in St. Anthony- New Brighton:
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the future.***

Renee Cornelle
St. Anthony New Brighton Schools
Superintendent
May 2020

May 2020



St. Anthony New Brighton

We meet our diverse community with hearts full and hearts open, embracing close relationship that enables authentic care for families and **generates transformational learning opportunities** to inspire students to thrive in a world that is not yet fully known.



SANB White Paper

Part 1: History of American Schools

Part 2: Structure of Schools

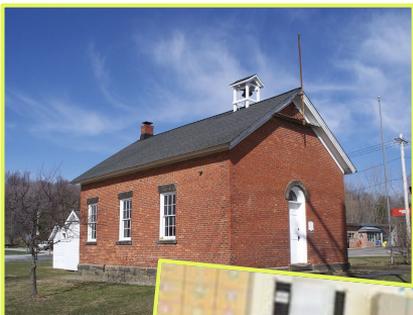
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Schooling in America:



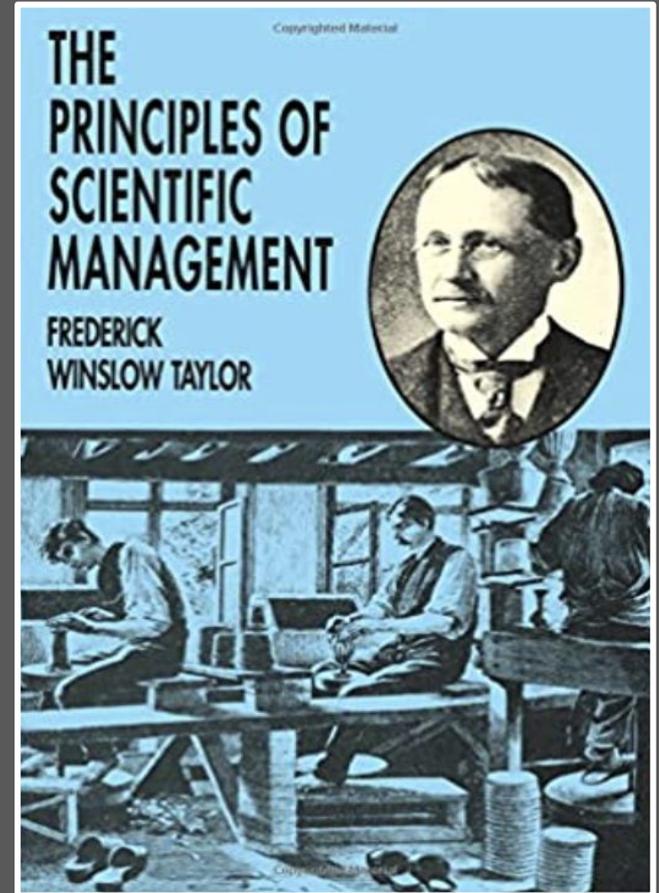
Mini History Lesson

During the early 1900s...

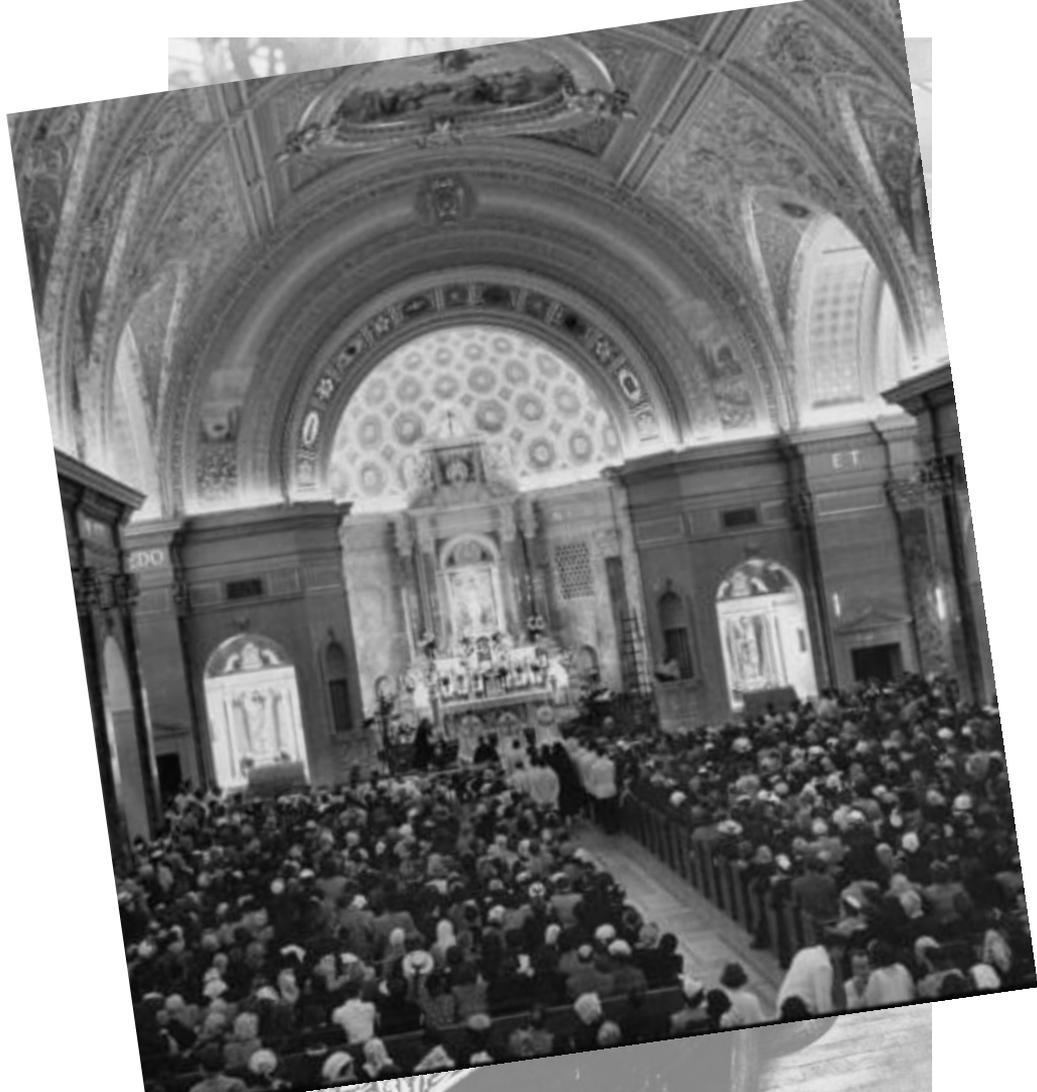
“workers were lazy and needed to be managed.”:

Scientific Management stressed *“reducing process time for thinking and learning, coordinating and controlling work of machines and workers, and simplifying jobs.”*

These elements would increase productivity.









Present Day

“..basic assumptions have not changed.
Learning continues to be defined as children’s work, and power-assertive means are used to make children do that work” (Psychology Today, 2008).



Peter Gray,
Boston College

History of Schooling

The school district system is based on the idea that kids need to be **managed**.

Management is **not** the same as transformational learning.

Spanish Class Lesson



In an 8th grade Spanish class in my district, students were studying vocabulary around schools, classes, and schedules. As part of a writing activity, they were asked to describe a typical American school to their hypothetical exchange student from Costa Rica.

The Typical Secondary School in the US

6-7 classes each day (50 min classes)	English, math, social studies, science, and some electives	classes of 20-30 students with 1 teacher
bells at beginning and end of classes	assignments earn you points	5-minute passing time for students
students have lockers	no uniforms but dress codes	A-F letter grades
homework each day and on weekends	30-minute lunch	clubs, activities, and sports are after school



TABLE TALK



04:00

- 
1. Identify which aspects of schooling and school culture are the consequences of the management-focused systems.
 2. As you reflect on the history of American schools, what themes stood out to you?

Compare & Contrast at your Tables



Ideal



Then & Now

Why this paper?

Questions for SANB School district:

- Do the systems we've built match what we desire?
- Why do we do what we do?
- Are we doing what we desire or just what's always been done?

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Yes or No: In your district...

1. Do you accept students for kindergarten who are 5 or 6?
2. Are students transitioned to the next grade level by age?
3. Are teachers expected in 6-12 to provide a letter grade at the end of grading periods?
4. Do parents have access to the online gradebook to review student grades?
5. Do you give standardized tests besides MCAs?
 - If so, describe the purpose of these standardized tests in your district.
6. To graduate from high school in your district, do students have to acquire a certain number of passing credits?
7. Do course credits usually match a certain number of hours in a course?
8. Does your secondary school(s) have either a 6 or 7-period day or run on block schedules?
9. Do you have students taking leveled classes (honors, intervention...)?
 - If so, do you use tests and/or grades to decide student placement?
10. Do students have time devoted to studying specific subjects in their school day?



0-4: yes responses

5-8: yes responses

9-10: yes responses

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The Grammar of Schools

Tyack and Tobin describe the grammar of school in the following way: “neither the grammar of schooling nor the grammar of speech needs to be consciously understood to operate smoothly. Indeed, much of the grammar of school has become so well established that it is typically taken for granted as just the way schools are. **It is the departure from customary practice in schooling or speaking that attracts attention**” (1994).



EARLY CHILDHOOD DEVELOPMENT MILESTONES

The first four years of a child's life are the most important period of development physically, emotionally, cognitively, socially and morally. This is a guide to what you might expect in their first four years – often called developmental 'milestones'.

NOTE

EVERY CHILD DEVELOPS DIFFERENTLY



3 Months

- Turns head toward direction of sound
- Recognizes familiar faces and smiles back
- Follows moving objects
- Watches faces with interest
- Raises head and chest while lying on stomach
- Brings hand to mouth
- Takes swipes at dangling object with hands
- Begins to babble and imitate some sounds



6 Months

- Responds to other people's emotions
- Enjoys social plays/games (especially peek-a-boo)
- Struggles for out of reach objects
Uses voice to express pleasure and displeasure
- Interested in mirror images
- Responds to their own name
- Babbles chain of sounds
Rolls both ways (front to back, back to front)
- Sits with, and then without support on hands



1 Year

- Pulls up to stand, Walks holding onto furniture
- Tries to imitate during play (like winking when you wink or clapping when you clap)
- Explores objects; finds hidden objects and begins to use objects correctly (drinking from cup, brushing hair, dialing phone, listening to receiver)
- Uses simple gestures like shaking head to say 'NO' or waving to say 'BYE BYE'
- May speak single words like "Mama" and "Dada"
- Cries when Mother or Father leaves
- Babbles with inflection (changes in tone)
- Uses exclamations, such as "oh - oh!"
- Pokes index finger



2 Years

- Excited about the company of other children
- Begins to sort by shapes and colors; starts simple make-believe play
- Follows simple instructions; recognizes names of familiar people
- Walks without help; plays pretend (like talking on a toy phone)
- Points out at the objects, when you name it (like toy or photo)
- Imitates behavior of others, especially adults and older children
- Uses 2-4 word sentences
Repeats word overheard in conversation
- Pulls toys behind him/her while walking



3 Years

- Imitates adults and playmates
- Shows affection for playmates/friends
- Sorts objects by shape and colors; and matches objects to pictures
- Plays make-believe with dolls, animals and people (like feeding a doll)
- Uses pronouns (I, you, me) and sometimes plurals too (cars, dogs)
- Uses simple phrases or micro sentences to communicate with others
- Understands concept of 'mine' and 'his/hers'
- Expresses wide range of emotions
- Walks up and down stairs, alternating feet (one foot per stair step)
- Runs easily and pedals tricycle
- Starts to make friends



4 Years

- Follows three-step commands (like wash your hands, comb your hair)
- Draws circles and squares
- Speaks in sentences of 5-6 words; Speaks clear enough for outsiders to understand
- Names some colors; understands counting
- Shares and take turns with other children
- Knows the difference between boys and girls
- Enjoys humor (like laugh at silly faces or voices)
- Brushes his/her teeth by self
- Dresses and undresses without help except for shoelaces
- Pretends by role playing
- Knows opposite (hot/cold, big/small)

Disclaimer: These are general milestones. All children are different and some will do things faster or slower than others. If you have queries/concerns about your child's development, contact a pediatrician.

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- Drinks from cup

2 Years

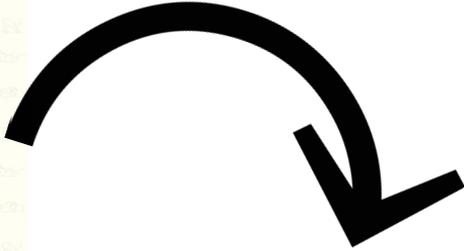
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4 Years

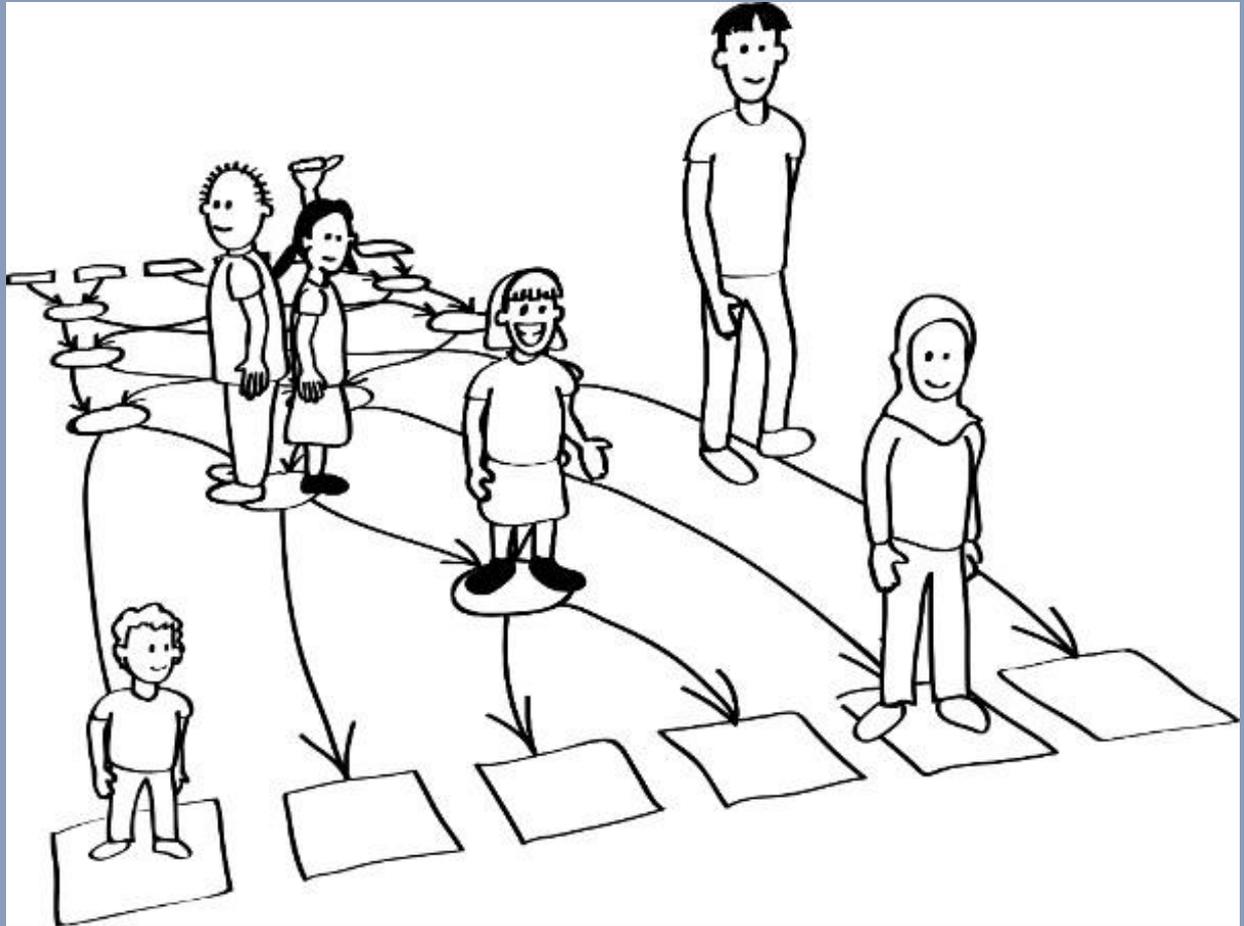
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443-908-0420 / 609-214-3685 www.studmonkedtech.com edtech@infojincosulting.com

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Sorting Students



Time/Subjects/Credits

1

MINNESOTA STATUTES 2020

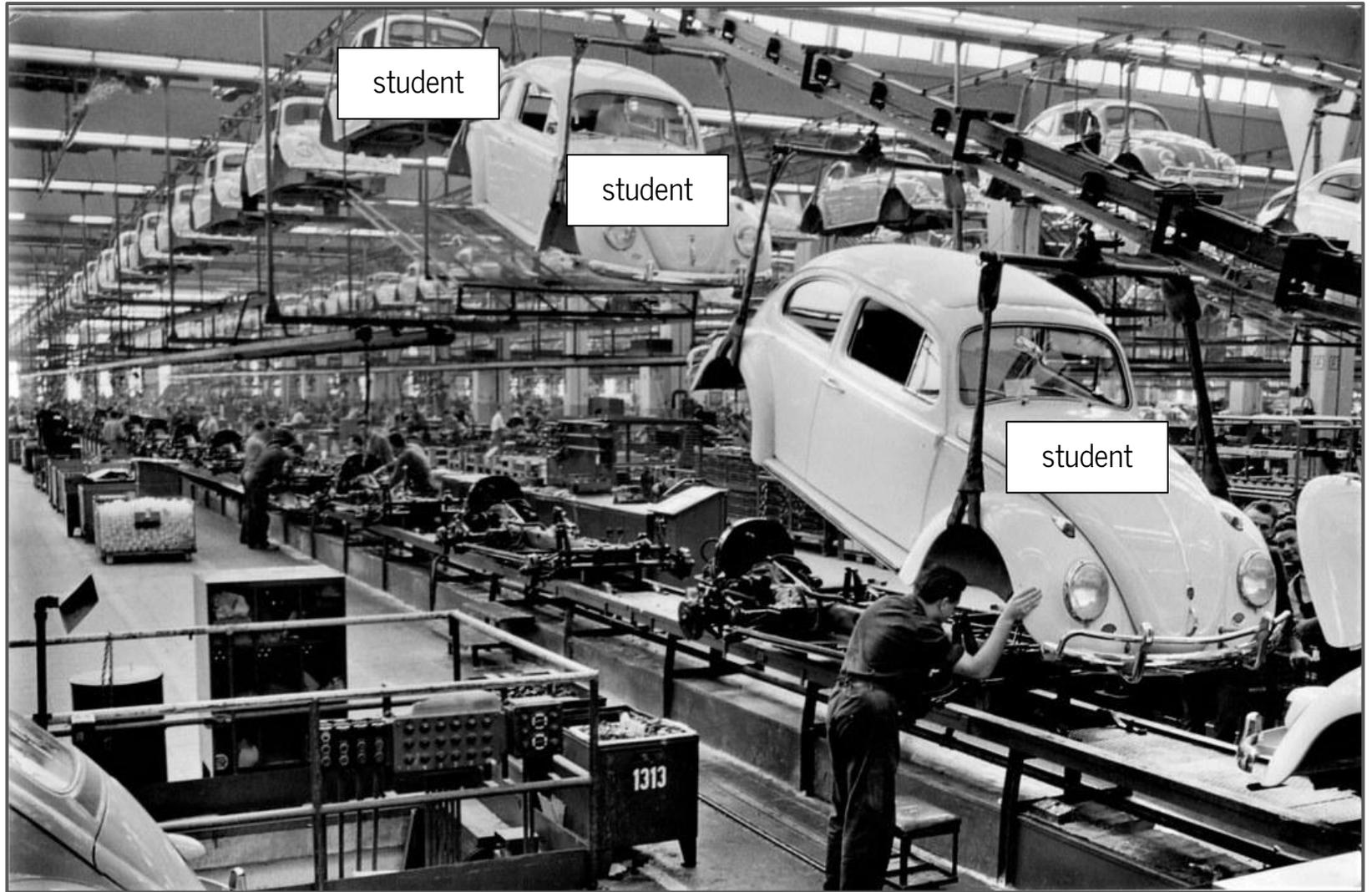
120A.41

120A.41 LENGTH OF SCHOOL YEAR; HOURS OF INSTRUCTION.

(a) A school board's annual school calendar must include at least 425 hours of instruction for a kindergarten student without a disability, 935 hours of instruction for a student in grades 1 through 6, and 1,020 hours of instruction for a student in grades 7 through 12, not including summer school. The school calendar for all-day kindergarten must include at least 850 hours of instruction for the school year. The school calendar for a prekindergarten student under section 124D.151, if offered by the district, must include at least 350 hours of instruction for the school year. A school board's annual calendar must include at least 165 days of instruction for a student in grades 1 through 11 unless a four-day week schedule has been approved by the commissioner under section 124D.126.

(b) A school board's annual school calendar may include plans for up to five days of instruction provided through online instruction due to inclement weather. The inclement weather plans must be developed according to section 120A.414.

History: *1Sp1997 c 4 art 6 s 3; 1998 c 397 art 1 s 36; art 6 s 124; 2000 c 500 s 1; 1Sp2003 c 9 art 2 s 3; 1Sp2011 c 11 art 1 s 3; 2013 c 116 art 1 s 2; 2015 c 21 art 1 s 14; 2016 c 189 art 27 s 1; 1Sp2017 c 5 art 1 s 1*



student

student

student

1313

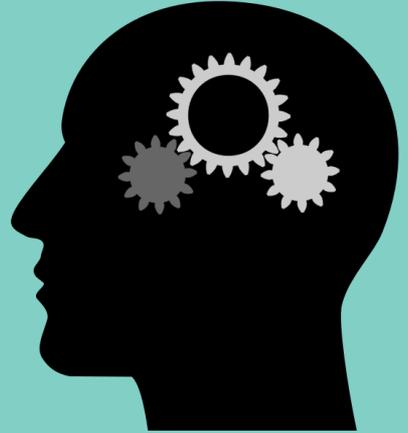
Time/Subjects/Credits



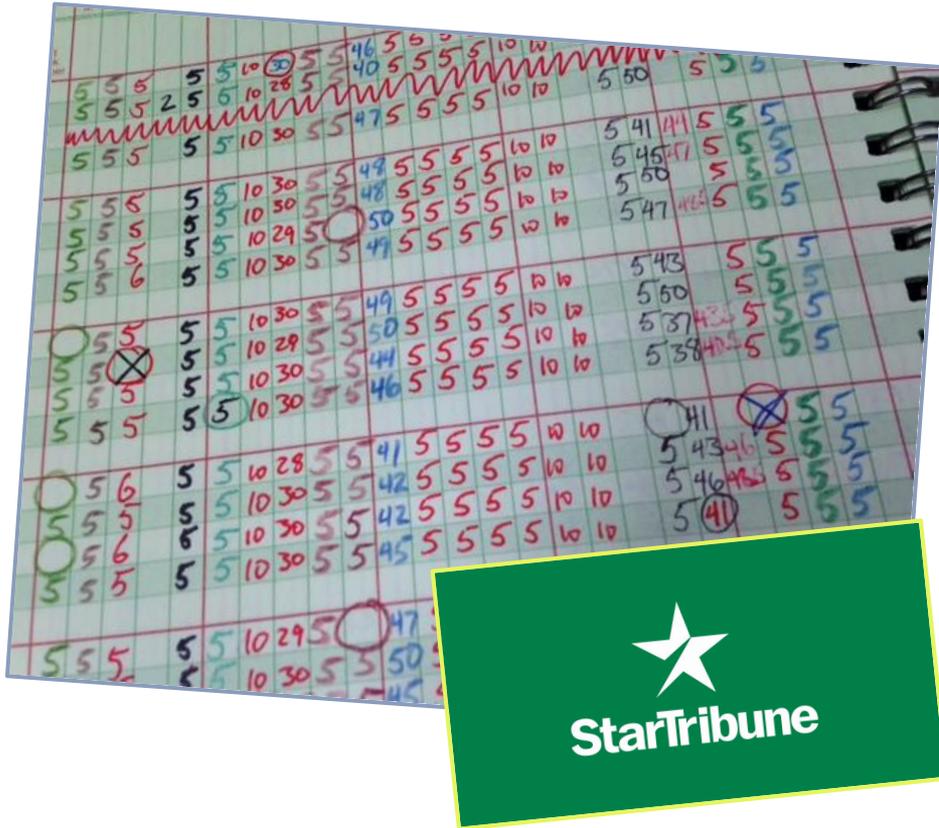
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Grades



“This new system allows a **substandard student to earn the same stripes as an exceptional student** and in turn gives the exceptional student **no incentive** except to do substandard work that will not affect their exceptional GPA”.

(Star Tribune, May 2020)

The Grammar of Schools

1

Structure of School
= Grammar of
School

The Grammar of Schools

1

Structure of School
= Grammar of
School

2

Efficiency was the
ultimate goal

The Grammar of Schools

1

Structure of School
= Grammar of
School

2

Efficiency was the
ultimate goal

3

Traditional
structures lead to
inequitable
learning

We create the structures - adults

I've come to a frightening conclusion that I am the decisive element in the classroom. It's my personal approach that creates the climate. It's my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or deescalated and a child humanized or dehumanized.

Haim Ginott



TABLE TALK

1. Why do we continue to structure our schools the same way?
2. Why is it so difficult to recognize or challenge the “grammar of schools”?



04:00

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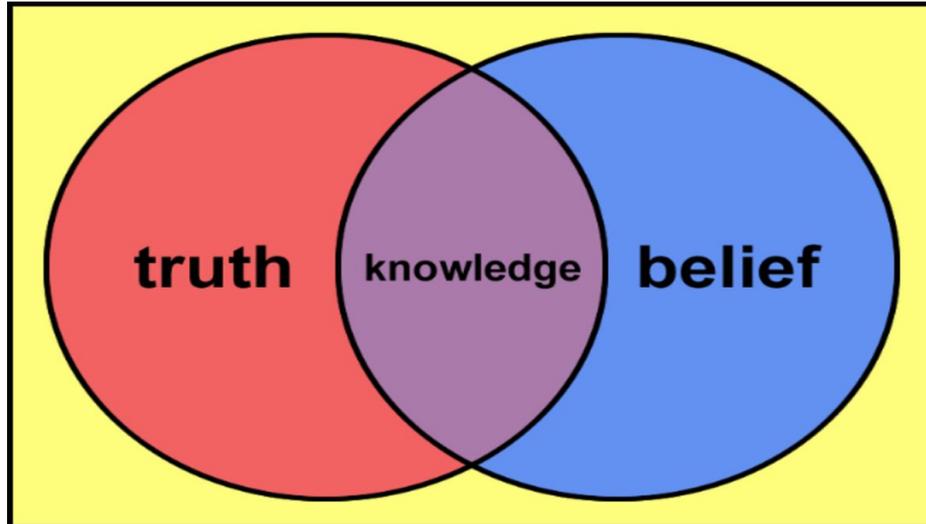


e·pis·te·mol·o·gy

/əˌpɪstəˈmɒləʒi/

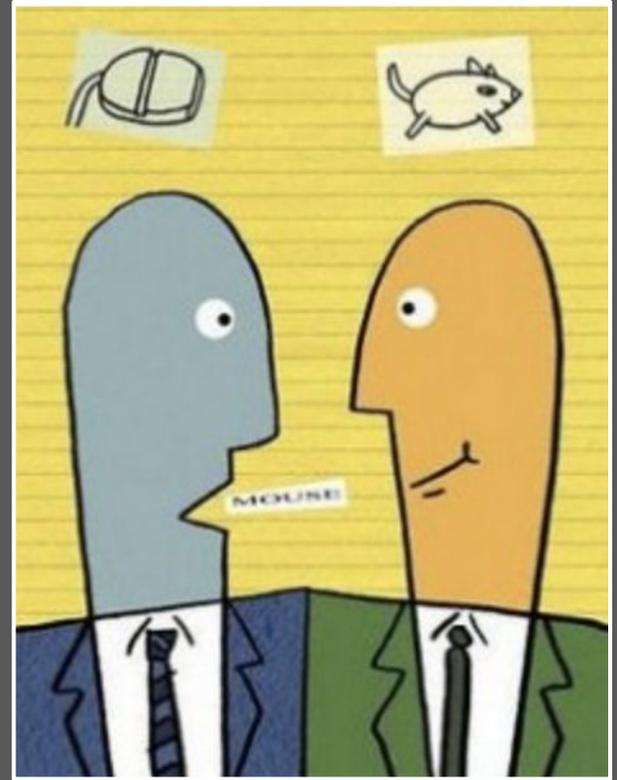
noun **PHILOSOPHY**

the theory of knowledge, especially with regard to its methods, validity, and scope. Epistemology is the investigation of what distinguishes justified belief from opinion.



MIScommunication

*the difference in
perspective and
philosophy*



Educational Philosophy

IDEALISM

- Teachers “bring out that which is **already** in the student’s mind[,] to be a **role model** in the classroom, [and] to be **emulated** by students” (Sadovnik, Cookson, & Semel, 2001)

REALISM

- Teachers **present** ideas in “**clear and consistent**” ways
- Teachers teach **objective methods of evaluating** works of art, music, poetry, and literature (Ozman & Craver, 1990)

PRAGMATISM

- Teacher is a facilitator of knowledge (Sadovnik, Cookson, & Semel, 2001).
- Reflects personalized learning movement where **learning is connected to individual student interests** (Lynch, 2016).

POST-MODERNISM

- Holistic education includes **addressing “political factors and themes** such as power and social inequality”
- Students’ **individual expression** and cross-cultural dialogue/debate are encouraged (Lynch, 2016).

MODERN PHILOSOPHY

I THINK,
THEREFORE
I AM.
⋮



MODERN PHILOSOPHY 2.0

I THINK YOU'RE A
@#*!%&*@!\$?#!,
THEREFORE
I AM.
⋮



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Educational Perspectives

LIBERAL

- Emphasis on **groups** rather than individuals
- Purpose of education is "...involvement in economic, political, and social arenas is necessary to ensure **fair treatment of all citizens**" (Sadovnik, Cookson, & Semel, 2001).

CONSERVATIVE

- Emphasis on **individuals** rather than groups
- Students are in **competition** for success
- Success is a **limited** resource

Radical

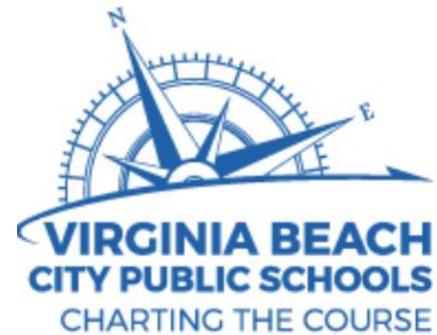
- Social problems are analyzed using a **systems lens**

What Perspective? Philosophy?



What Perspective? Philosophy?





**What
Perspective?
Philosophy?**

Detracking Math

“Not all students have something to add in math class that is of my daughter’s caliber.”

“How are you going to support my child’s needs both educationally and emotionally without advanced math class?”

“The one thing my daughter didn’t like, was that when it was time for in-person learning in school, she was in a class with other seventh graders who were not at the same level as her.”



TABLE TALK



04:00

1. Where would you put your district's vision/mission on the spectrum? Are you conscious of how perspectives and philosophy shape your stated vision/mission?
2. As we get emails and phone calls, is the conflict based on how different we are in our philosophies, perspectives, or visions?

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“To change the norms then means you also need to change the pattern of behaviors and habits. From systems theory we know that when we try to change a stable system, the system will defend itself. In a system, all the features reinforce each other. If one feature is changed, the system will rush to repair the damage.”

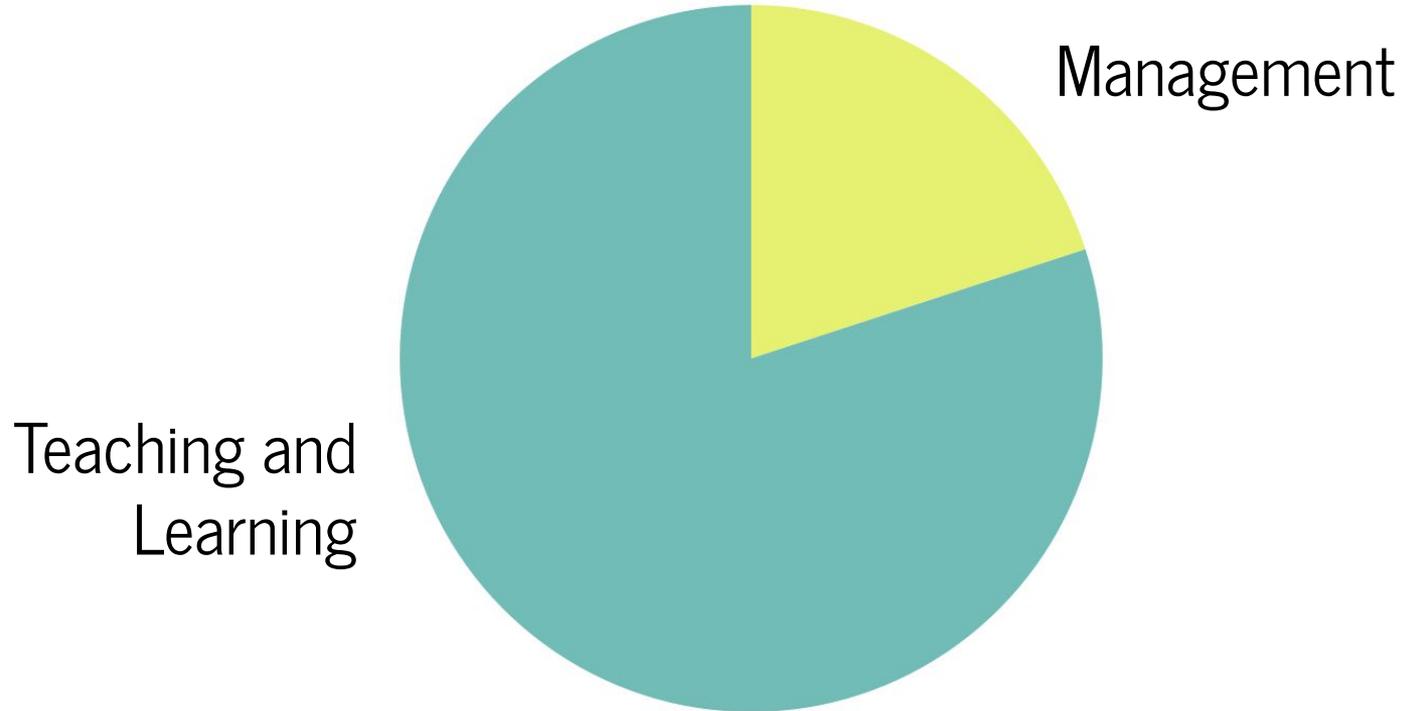
(Stigler, Herbert, 1999)

Future Planning

“Success at SANB schools is defined by measurable, quantifiable data that is promotable to the community and beyond. This data can be graduation rates, enrollment in AP classes, MCA scores, athletic awards, etc. This success is attained by “playing school” and following the rules while making sure all work is turned in.”

“St. Anthony New Brighton defines success as a student who has acquired both the *academic skills* and *life skills* to *positively contribute to society*. They have a *love for learning* and are able to meet the *social-emotional needs* of themselves and others. A successful student becomes a *thriving citizen*.”

How SANB is getting to Effective Instruction



Teaching and Learning

PHASE I (2018-2021)

- [Define](#) *Effective Instruction*
- [Define](#) *Rigor, Relevance, Relationships*
- [Operationalize](#) *Rigor, Relevance, Relationships*
- [Define](#) *Effective Principal Leadership*

Rigor

Students engage in deep thinking.

Relevance

Students engage in thinking and work that relates to the discipline and the real world.

Relationships

To be in authentic relationships with students, staff must be students of their students.

SANB STAFF DEVELOPMENT

District Mission	To educate, prepare, and inspire a community of lifelong learners in our small, caring environment.
District Vision	We are committed to the success of all learners. We will engage, inspire, and support each learner through innovation and collaboration.
District Definition of Effective Instruction	In SANB schools, effective instruction is grounded in three principles: rigor, relevance, and relationships. Without each of these components, high levels of transferable learning is not possible.

Course Objectives:

- Teachers eliminate educational disparities through reflecting, learning, and growing within their understanding and application of rigor, relevance, and relationships in their classrooms.
- Use data and feedback to identify and engage in individualized professional development and growth.

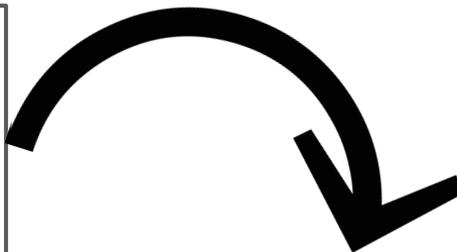
Essential Questions:

- What does it mean to integrate the principles of rigor, relevance, and relationships into instruction in order to eliminate educational disparities and support transferable learning?
- What steps can I take to improve my instructional practices in order to eliminate educational disparities?
 - How can I ensure all students have access to and engage in the cognitive complexity, extended thinking, and deep learning they deserve?
 - How can I integrate the multiple identities of all students to ensure learning is connected to students' lives, the real world, and/or the authentic study of the discipline?
 - How can I ensure an affirming, asset-based climate which allows all students to feel cared for, challenged, supported, empowered, and enlightened by future possibilities?

Required Mindsets:

We must decenter whiteness in our thinking, speaking, and practice to obtain an anti-racist district-wide identity.

- Rigor:
 - All students deserve access to high-level thinking and deep learning.
 - All students have assets and can learn at high levels.
 - Rigor must be embedded at every stage of learning.
- Relevance:
 - Learning is cultural, social, and emotional.
 - Students deserve to have their multiple developed and developing identities acknowledged and honored.
 - Learning must be authentic and applicable across contexts.
- Relationships: (What do students deserve about relationships)
 - All students deserve access to intentional developmental relationships - expressing care, challenging growth, providing support, sharing power, and expanding possibilities.
 - All teachers must make developmental relationships a priority.
 - We cannot effectively teach kids we do not know.



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RRR Learning Progressions:

	RIGOR	RELEVANCE	RELATIONSHIPS
ELT	We transform present practice to eliminate biased assumptions and inequitable instruction in order to ensure all students access and engage in the cognitively complex, extended thinking and deep learning they deserve.	We transform present practice by eliminating biased assumptions about the multiple identities of all students to ensure learning is connected to students' lives and by the application and transfer of knowledge to the real world and/or the authentic, interdisciplinary studies.	We transform present practice to eliminate biased assumptions by ensuring an affirming, asset-based climate which allows each student to feel valued and cared for, challenged, supported, empowered, and enlightened by future possibilities.
Level 1	I can identify my biased assumptions and misconceptions related to access and expectations of a rigorous education.	I can identify my biased assumptions and misconceptions about diversity of identities.	I can identify my biased assumptions and misconceptions related to types of authentic relationships and student worth.
Level 2	I analyze the rigor of my instruction through an equity lens.	I analyze my instruction for relevance and inclusion of diverse identities.	I analyze my instructional practices to determine strengths and needs regarding relationships.
Level 3	I use essential learning standards to ensure rigor in my curriculum, instruction, and assessments.	I intentionally learn about my students' academic and life experiences, culture and language.	Through my words and actions, I create a community built on mutual trust where students communicate, resolve conflict, and feel safe to be themselves.
Level 4	I triangulate data to address student needs and incorporate required scaffolds (including pacing), resources, and accommodations.	I engage students in relevant learning through intentional strategies and resources to meet students' learning needs.	I support students with their cognitive, behavioral, and emotional development.
Level 5	I create learning progressions which facilitate a breadth and depth of knowledge which allows all students to access complex thinking and demonstrate growth.	My curriculum and instruction reflect the multiple identities of my students so students can make connections across diverse contexts.	I create a classroom environment where all students are empowered to achieve and contribute at high levels.
Level 6	I collaborate with students to identify and evaluate learning goals based on where they are in their learning and progress towards mastery of a standard or skill.	I incorporate and assess the application of transferable skills to relevant contexts including those personal, social, cultural, and academic.	I intentionally plan and integrate instructional practices that build on and leverage the assets of my students and meet their relational needs.
Level 7	I provide personalized and collaborative opportunities for students to consistently apply their new and previous learning in innovative ways across varied situations.	I empower my students to implement their content and intercultural knowledge as well as transferable skills to real-world, authentic situations through an interdisciplinary lens.	I support students in building their skills to form their own healthy, intracultural and intercultural relationships with others.
Level 8	Based on my triangulated data, I advocate and lead for systemic change to advance rigorous cultures of learning.	Based on my triangulated data, I advocate and lead for systemic change to advance inclusive communities of learning.	Based on my triangulated data, I advocate and lead for social and systemic change to advance humanity and justice not only within our community, but also on a larger scale.



	RIGOR
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Level 1	I can identify my biased assumptions and misconceptions related to access and expectations of a rigorous education.
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Level 3	I use essential learning standards to ensure rigor in my curriculum, instruction, and assessments.



SANB Teaching/Learning System Roadmap

Our Vision: We are committed to the success of all learners.

St. Anthony New Brighton Schools (SANB), due to intense study and collaboration, will be enacting an educational system that ensures instruction is relevant, rigorous, and based in relationships. SANB can do this because it is committed to collaboration, research, the community, and most importantly to our students. SANB is led by its strategic directions - one of them being High Expectations and High Support.



PAST

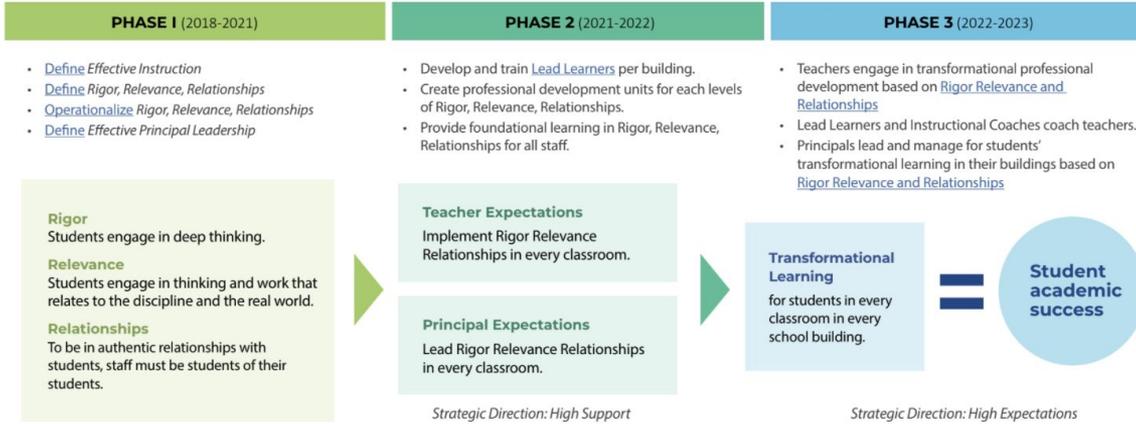
- **The structures of traditional schooling are so ingrained in American society that they can be described as "the grammar of school."** Just as most people can speak fluently without stopping to think about the rules of grammar, they can also recognize the structures of schools without stopping to think about why those structures exist.
- **Many of the structures of school today were originally created in the name of efficiency.** Those structures include age grouping and batch-processing of students, sorting students, requiring seat time, dividing knowledge into discrete subjects, awarding credits, and assigning grades.
- **There is ample evidence to show that the school system produces predictable differences in academic achievement for different groups of students.** The inequitable results of the system can either be attributed to the flaws in the system itself or to the flaws of the student groups. Historically, blame has fallen on students - particularly those not part of the dominant culture.

SANB Today

Schools across the nation are not providing equitable transformational learning for all students and current leadership strategies are inadequate to improve the teaching practices necessary. To ensure equitable transformational learning for all students, both teaching and leadership must improve. SANB schools will define expectations for both teachers and principals while providing high levels of support through professional development.

The Future of SANB Schools

We want transformational learning: Students using their minds to reason, create, synthesize, evaluate, design, innovate and take ownership of their own learning.



The WHY Changes the HOW

1

Shared
understanding of
the purpose

2

RRR
Sandbox

3

Shifts in
Grading
Schedule
Instruction

SANB White Paper

Part 1: History of American Schools

Part 2: Structure of Schools

Part 3: Purpose of Education

Part 4: Defining Effective Instruction

Schooling and Education in St. Anthony- New Brighton:
*Using context to help understand this moment and provide a path for
the future.*

Renee Cornelle
St. Anthony New Brighton Schools
Superintendent
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Thank you.

Renee Corneille [@SANB282](#)

Amy Kujawski [@ABSKujawski](#)

www.isd282.org

1 hour

Superintendency = a THINKING position, not a DOING position

Table talks - questions/prompts

Approach like a lesson - misconceptions

There because of the paper

Responsibility to rethink how we do the things we do, by not thinking about those things trying to provide a remedy for it won't fix it

Grammar of schools, assumed practices - tinker instead

Inequity system

Don't want to go back to what we were doing as "great" because it was normal

What's comfortable isn't what's good