

Accelerating Progress Through Intentional Practices

IEL-AWE
2019 Conference

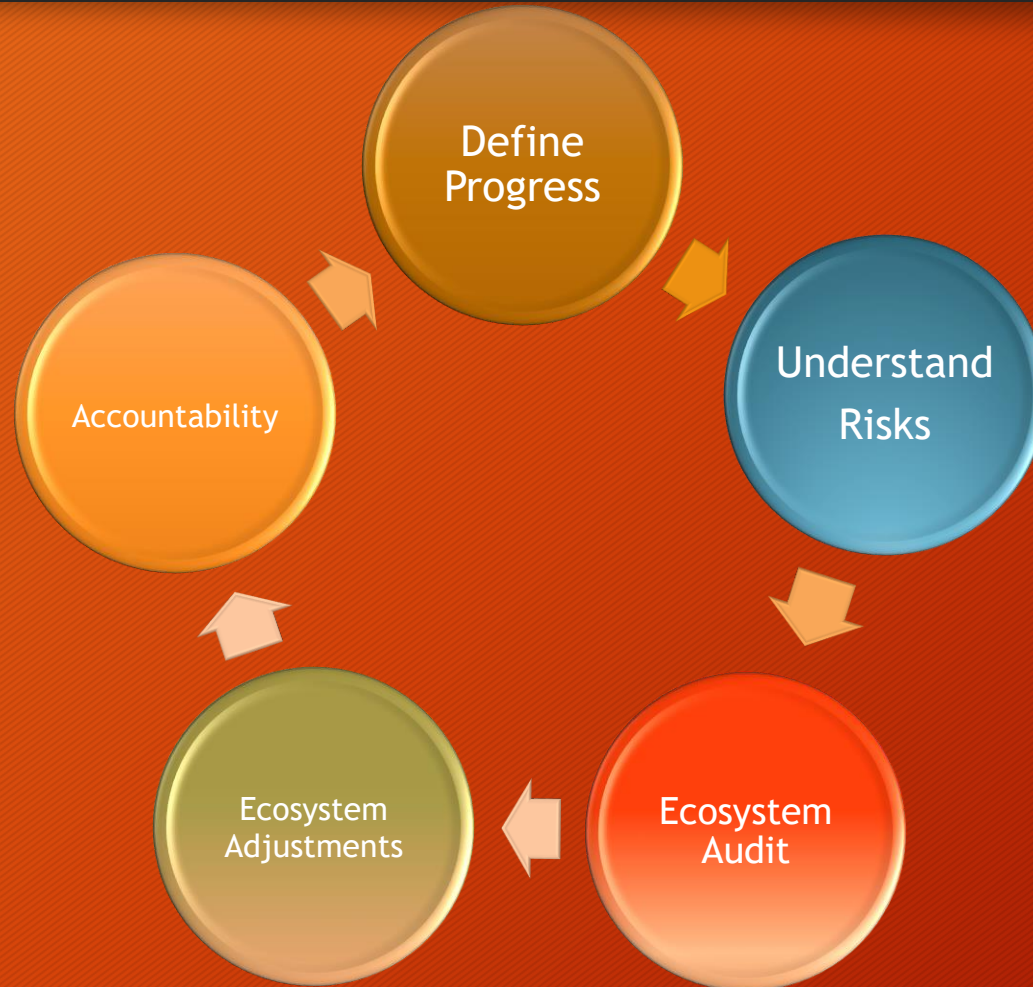
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Workshop Goals

Discuss intentional strategies for accelerating student progress.



Progress Ready Attributes



Define Progress



Define
Progress

Driving Questions:

What is it?

*What needs to be true to improve or
accelerate it?*

What's at Risk?



Understand
Risks

Driving Question:

What are the risks if progress is not made?

Ecosystem Audit



Driving Question

Is/how is your organization structured for progress?

Ecosystem Adjustments!



Ecosystem
Adjustments

Driving Question

How does your organization respond to data that suggest a change is needed?

Are they quick or slow to respond?

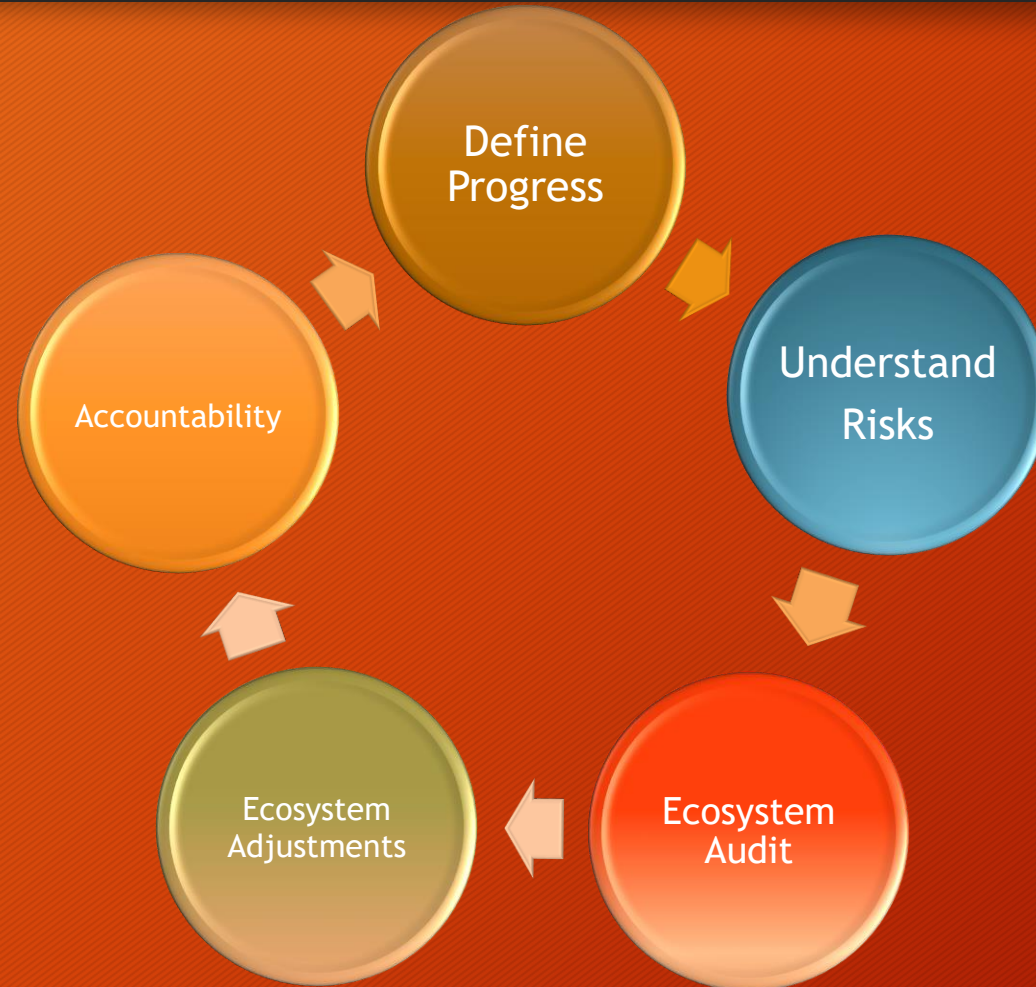
Sharing Accountability



Driving Questions

Is there a system of accountability within your organization?

Progress Ready Review



Set to Accelerate

Stakeholder Alignment



Stakeholder Alignment

Belief Systems

Stakeholders

- Program Staff
- Administration
- Support Services
- Faculty/Teaching & Learning

Driving Question:

Can the pace of progress be accelerated for all students?

Student Centric Knowledge

What I know?

- Belongingness
- Exposure Opportunities
- Dream
- Consistency
- Trust
- Will Rise to expectations

What I need to know?

- Are they open?
- Are they Invested?
- Will they trust me with their dreams
- Will they own and be accountable to their success?

Student Centric Knowledge

| Student want to learn | Teach them Hold the accountable |
|--|---|
| Student want to Prosper | Sell them their dream Hold the accountable |
| Student want a Path to Progress | Give them the map Hold the accountable |
| Students will rise to higher expectations/Acceleration | Stretch them Hold the accountable |
| Students don't want to be defined by their circumstances | Help them define their identity Hold the accountable |
| Students want to feel POWERFUL | Fill their tool box Hold the accountable |

Intentional Student Centric Program Design

Formal Design Aspects

Assessments

- Identify
- Connect
- Fill Gaps

Individualized Plan

- Dream Ownership

Orientation/Onboarding

- Student Centric Program Expectation

Clear Messages

- Accountability/Caring

Intentional Student Centric Program Design

Informal Design Aspects

High Touch Engagement

- Laughter
- Genuine/Authentic
- Family Day
- Text Messages
- Social Media
- Bounty Hunting
- Office set up
- Accessibility/Space

Start with the End in Mind

Quantitative and Qualitative Data

Start with the End in Mind

Quantitative

Quantitative Data (3D's)

What do you want the data to say?
(Be Specific)

What do you want to be able to say
without a doubt?

- Set Benchmarks (What)
- Monitor (When)
- Evaluate (Review and Refine)

Questions

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