



**RUTGERS**

Graduate School of Education  
**CIVICALLY ENGAGED  
DISTRICTS PROJECT**

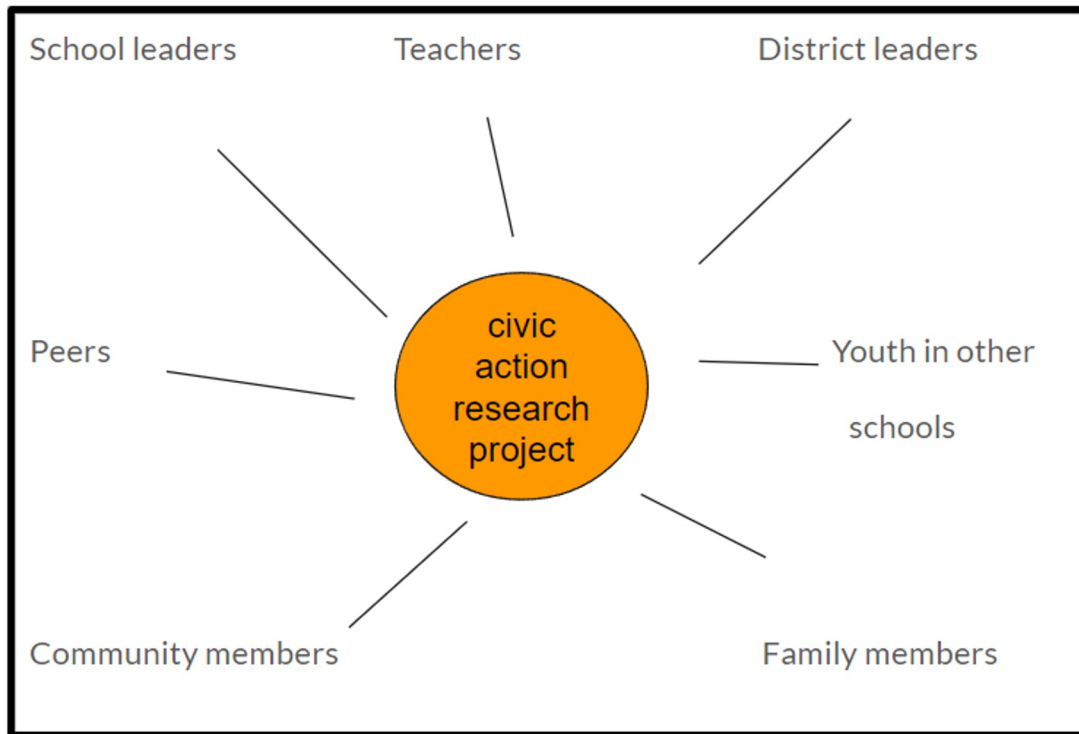


**Teachers College**  
COLUMBIA UNIVERSITY

# Communicating Results and Taking Action

Dr. Marnie McKoy  
Dr. Tristian Cox

# A civic ecosystems approach to civic learning and engagement



# What's the ask? Framing results and considering solutions

- What did your group find?
- What follows from your findings:
  - Are there changes that need to be made?
  - Are there people who need to know?
  - Is there more research that needs to be done?
- Who are your potential allies?
- What are the best ways to reach them?

# Who to ask? Connecting with those who need to hear

**Superintendent/  
Cabinet Members**

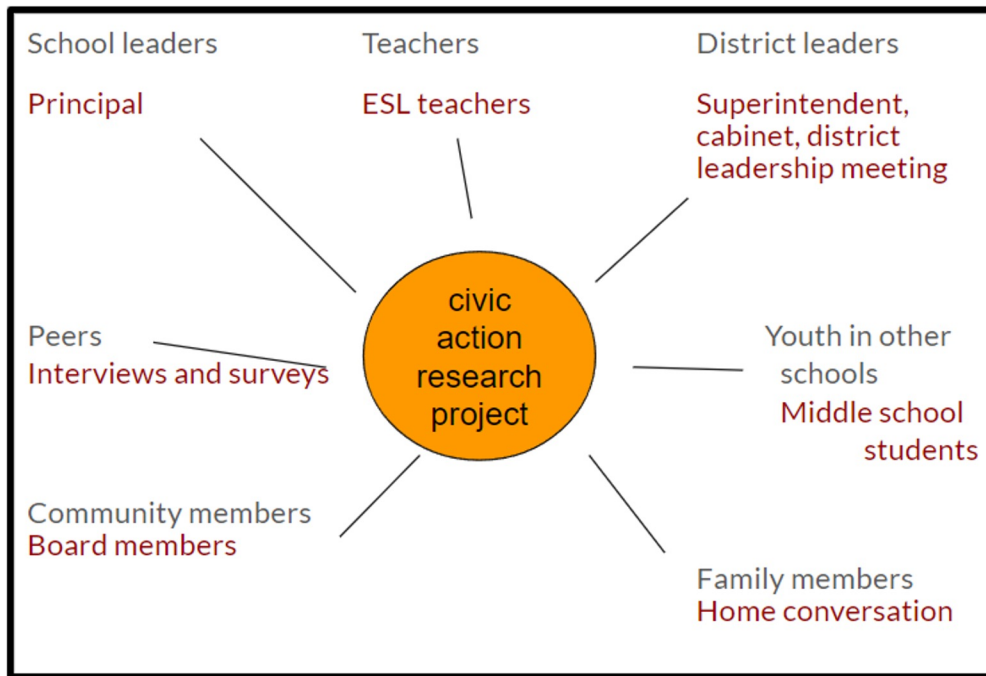
**District/ Building  
Administrators**

**Building staff**

**Local Officials**

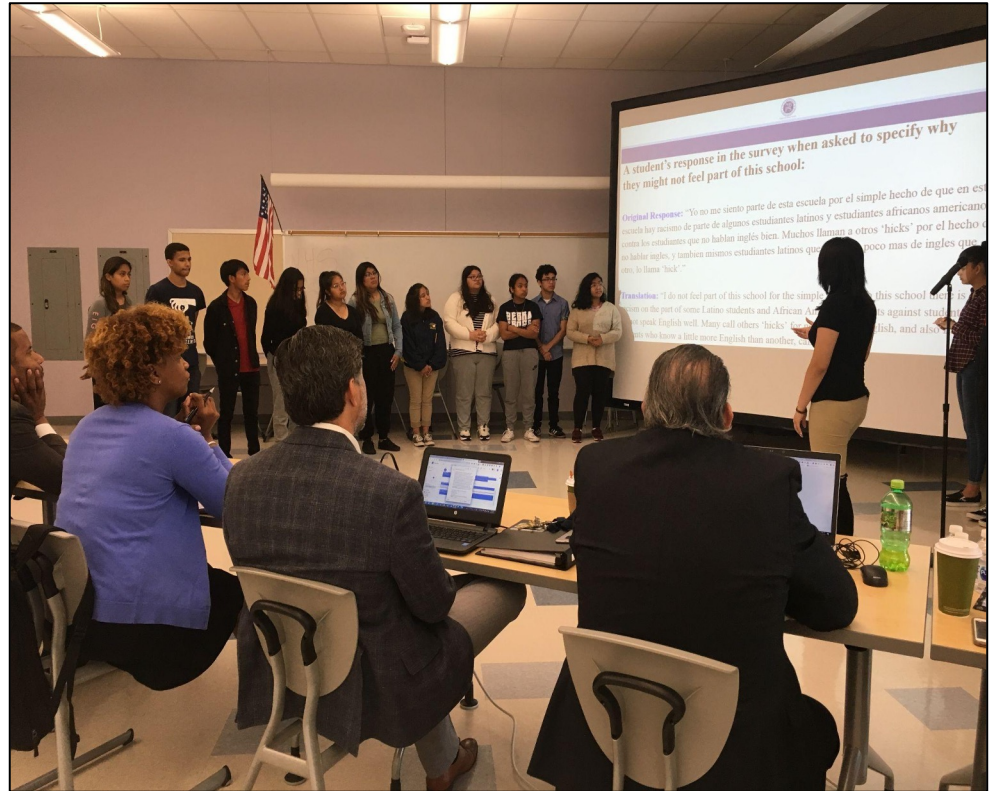
**Who else?**

# New Brunswick High School: ELL student experience



# New Brunswick case

- Creation of peer mentoring program at New Brunswick Middle School
- Review of scheduling procedures at New Brunswick High School
- Addition of bilingual team captains at New Brunswick High School



# Communicating Results/Taking Action Case: Practice

Prepare your groups to share your projects with everyone.

- Who is in the audience?
- What key information do they need to hear?
- What is the best way to present it to them?
- What's the ask?

# Topic: Teacher Burnout

- Audience: Board of Education, Superintendent and Building Based Admin.
- Key information: Too much responsibilities; Lack of Instructional Time
- Presentation: Picture representation of key information
- Ask: Awareness



# Closing Discussion

- How are we measuring success? Is the project a failure if kids don't get everything they ask for?
- How do we prepare students for the need to compromise, should it arise?
- Can "voice" (articulating our perspective) be enough of a result?
- What do our students gain from the process? What about the rest of the school community?
- How do we ensure that the process is part of the learning? How do we make sure the process is the outcome?
- What should the teacher's role be in this part of the civic action research cycle?
- Who should your students be in communication with throughout the project so they have the best chance of making an impact/being heard?

# Final Reflections Hyland

Beth Rubin & Nora

1. Count off, 1-8
1. Go to your numbered table
1. At your table, in groups of 3 introduce yourselves and then discuss:
  - a. What is your takeaway from today's PD that you feel most excited and/or empowered about?
  - b. What is something you feel unsure or apprehensive about?
  - c. Provide each other with feedback/support
4. Whole group sharing - some highlights from these discussions

# Before You Leave

Please complete this feedback form



# Next Steps

- You will receive an email from CED team with slides and the information about meetings with mentors in November, December, January and March.
- Menn Chaiyarat and Noa Ovadia will contact you to learn about how you are using the PD.