Future of Learning Committee Meeting #2

December 10, 2019

Facilitators:

Dr. Alison Gillespie, ISD #624

Paul Aplikowski & Sal Bagley, Wold Architects and Engineers

- Thoughts Since Last Meeting?
- Future of Learning Inspiration
- Develop Beliefs and Principles
  - Review Process and Categories
  - Small Group Work
- Other
  - Additional information needed?
- Next Steps

Thoughts Since Last Meeting?

Future of Learning Inspiration

Todd Rose
"The Myth of Average"

Develop Beliefs and Principles

At meeting #1, committee members discussed how the new Strategic Plan and trends in educational space design may impact the future of learning in WBLAS, considering the following two questions:

- *What needs to change to support this?*
- *How is this different from our current practices?*

The notes from all small groups were compiled and sorted into seven emerging themes:

1. Consistency
2. Curriculum
3. Assessments and Accountability
4. Culture and Philosophy
5. Schedule and Time
6. Training, Professional Development & Communication
7. Flexibility

Over the next three meetings, you will develop a comprehensive list of **beliefs and principles** to guide the culture, philosophy, and facility design regarding learning spaces in ISD 624.

These statements should bridge the nine strategies of the Strategic Plan to actionable instructions for stakeholders in the District.

Examples:

We must nurture students based on their unique backgrounds and allow them to create an education plan that is authentic to them.

Learning environments should be flexible and adaptable to accommodate varying sizes of groups and needs.

Belief and Principles Development:
- Review bulleted list of notes from meeting #1 and modify/transform/expand into statements of guidance (a **belief or principle**)
  - *Can the notes or thoughts be combined or made more general to create a statement?*
  - *Are there common themes in the notes?*
  - *If a statement cannot be developed from what is now known, what information will be needed to provide guidance?*

Belief and Principles Development continued:

- Every group will have a chance to review each of the seven topics via access to each topic in a Google Doc
- Nominate a scribe to make sure conversations are recorded - but Google Doc allows all in group to edit if desired
- You do not need to write a belief or principle statement about every bullet point - look for themes
- If an idea or concept is missing, please feel free to add it!
- Expand upon previous groups' work - suggest alternate phrasing, identify issues, etc.

- Round 1: 30 minutes (initial development of statements)
- Round 2: 8 minutes (review / expand / modify statements)
- Round 3: 8 minutes (review / expand / modify statements)
- Round 4: 8 minutes (review / expand / modify statements)
- Round 5: 8 minutes (review / expand / modify statements)
- Round 6: 8 minutes (review / expand / modify statements)
- Round 7: 10 minutes (review / expand / modify statements, prepare to present findings)
- Total: 1 hour 20 minutes

Next Steps

- **Meeting #3:** Tuesday, January 7, 2020 from 5:00 - 8:00 PM
- **Meeting #4:** Thursday, January 23, 2020 from 5:00 - 7:00 PM

Thank you for coming!

Mission Statement*

The mission of the WBLAS District, the community at the forefront of educational excellence, honoring our legacy and courageously building the future, is to ensure each student realizes their unique talents and abilities, and makes meaningful contributions with local and global impact through a vital system distinguished by:

- Students who design and create their own future
- A culture that respects diverse people and ideas
- Safe, nurturing, and inspiring experiences
- Exceptional staff and families committed to student success
- Abundant and engaged community partners

*pending Board approval on 12/9

We believe that:

- Each person has innate value.
- Service nurtures both community and self.
- Everyone has the power to design their own future.
- Respect for diversity is strength.
- Integrity is fundamental to relationships.
- Each person has unrealized potential.
- Communities with shared goals have unlimited potential.
- We are stewards of the earth.
- Learning enriches one's quality of life.
- Everyone has a right to a safe and respectful environment.
- Challenge leads to innovation and growth.
- All people deserve unconditional love.

Objectives

- 100% of students feel valued.
- 100% of students accomplish their personalized learning plan.
- 100% of students are prepared for and implement their design for their future.
- 100% of students graduate.
- 100% of students creatively adapt to an ever- changing world.
- Each student meaningfully contributes to community.

- We will make all decisions based on the best interest of the student.
- We will respect the dignity and worth of each person.
- We will not compromise excellence.
- We will expect the best of everyone.
- We will practice participatory decision-making throughout the organization.

Strategies

- #1: We will ensure that each student is the primary agent in their learning.
- #2: We will provide expanding access to a broad range of opportunities for all students.
- #3: We will foster community engagement and partnerships.
- #4: We will build organizational capacity.
- #5: We will embrace all cultures with humility and respect.
- #6: We will ensure learning environments enhance student's educational experience.
- #7: We will engage families as partners in the education of their children.
- #8*: We will ensure social and emotional growth of each student.
- #9*: We will imagine new concepts in learning and teaching at White Bear Lake Area High School.

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- #9: We will imagine new concepts in learning and teaching at White Bear Lake Area High School.

#5: We will embrace all cultures with humility and respect.

- <u>Equity Commitment:</u> To nurture the whole student, we disrupt systemic inequities by recognizing, honoring, and embracing all cultures with humility and respect.

- <u>Critical Components of Strategy #5:</u>
  - Culturally responsive teaching
  - Culturally responsive curriculum, instruction, assessment, and grading

Other important information: 4-Way Equity Decision Making Protocol, Definition of Culturally Responsive Instruction

#1: We will ensure that each student is the primary agent in their learning.

- What does *Student Agency* mean?: Students lead their learning.

- Critical Components of Strategy #1:
  - Flexibility
  - Partnership between educators and learners
  - Experiential learning
  - Connection to greater community

#8: We will ensure social and emotional growth of each student.

- Critical Components of Strategy #8:
  - Unstructured, rejuvenation time

#2: We will provide expanding access to a broad range of opportunities for all students.

- Critical Components of Strategy #2:
  - Elementary Science and Art
  - Interdisciplinary curriculum
  - STEAM learning centers
  - Define "rigor"
  - Teacher collaboration
  - Career Pathways
  - Students to connect one-on-one with each other

#6: We will ensure learning environments enhance student's educational experience.

- Critical Components of Strategy #6:
    - Accessible
    - Utilized by community
    - Flexible and collaborative
    - Innovative
    - Provide staff support, tools, and training