

Investigation Worksheet

Article A

9 Elements in The Classroom that Should “Unsettle” Us

We can acknowledge the gaps between what we know to be true about learning and what we do in our classrooms,

1. Most of our students will forget most of what they learn in school
2. Most of our students are bored and disengaged in school
3. Lasting learning requires conditions schools were not built for
4. We are not assessing many of the things needed for future success
5. Grades, not learning, are the outcomes most students and parents are interested in
6. Curriculum is just a guess
7. Separating learning into discrete subjects and time blocks in no way to prepare kids for the real world
8. System of education is NOT preparing kids for what follows when they graduate
9. Explicit knowledge accounts for very little of our success in most professions

What are some ideas from this article you might want to include in the new vision for District 62?

Site A

Stonefields School

Required:

<https://www.stonefields.school.nz/about-stonefields-school/>

- View Our Vision and Learning
- (Scroll down) View video Realizing Our Vision Final

If you want more:

https://www.youtube.com/results?search_query=stonefield+school

View these short clips:

- A Bit About Stonefields School
- Stonefields School
- Squeezing the Learning Juice
- Mia Explains the Learning Process
- New Teaching Block

Our School’s learning philosophy rests on the four key vision principles:

- **Building Learning Capacity:** know, believe and stretch self as a learner.
- **Collaborating:** relate, participate and value diversity. Make a contribution.
- **Making Meaning:** use tools, strategies, skills & knowledge to break codes, understand and take action
- **Breaking Through:** strive to achieve success and happiness, in learning and life.

Learner Qualities

The learner qualities are a set of attitudes and dispositions essential for learning: **question; be determined; think; be self-aware; connect; wonder; and reflect.** The language of learner qualities helps children describe how they approach their learning, what they are aiming to do, and what they are noticing. Teachers introduce this at an early age. As learners advance, they can give examples of how they apply the learner qualities in their learning.

	<p>Learning Process The learning process helps learners investigate, problem-solve, make informed decisions, and advance their learning. It steps them through three key stages of learning – Build Knowledge, Make Meaning and Apply Understanding. Doing so aims to demystify the learning process, helping learners know what to do next. We teach specific thinking skills to draw upon at each of the three stages.</p> <p>Learning Pit Getting stuck in learning is a natural part of the learning process. At Stonefield, we call this 'getting stuck in the learning pit', and learners benefit from recognizing that 'being in the pit' is okay. Making mistakes, failing, and not knowing are essential parts of the learning journey. Being comfortable moving in and out of the pit is also critical so that learners experience a suitable stretch and challenge level. Often the best learning comes from being stuck!</p> <p>What are some ideas from Stonefields School you might want to include in the new vision for District 62?</p>
Article B	Site B
<p>Schools as Community Infrastructure</p> <ul style="list-style-type: none"> ● Physical infrastructure that includes the built environment that enables teaching and learning to happen ● Digital infrastructure that includes all aspects of technology, data, and systems that are used by various actors within the school ecosystem ● Social infrastructure that includes the relationships and connections between the vast array of people who are directly and indirectly part of the school community ● A deep foundation of trust and partnership between stakeholders ● A shared vision and corresponding metrics that are jointly developed by stakeholders 	<p>Purdue Polytechnic High School</p> <p>Required: https://xgsuperschool.org/school/purdue-polytechnic-high-school/ Design Principles in Action- Read about each principle and see the short video clip</p> <ul style="list-style-type: none"> ● Strong mission and culture ● Meaningful engaged learning ● Caring trusting relationships ● Voice and Choice ● SMART use of Time, Space and Tech ● Community Partnerships <p>Download the Design Principles Rubric.</p> <p>https://www.youtube.com/watch?v=zE3C8rsF46A</p>

<ul style="list-style-type: none"> • An analysis and plan for leveraging the vast array of assets that community members, institutions, and schools offer • An understanding of gaps between existing and needed assets, and a plan for filling those gaps in ways that are consistent with community priorities • A commitment to flexibility and evolution, and careful consideration of how to make programs sustainable and effective in the long-term <p>Position the school at the center of the community for the benefits of both entities</p> <ul style="list-style-type: none"> • Technology enables learning • Social emotional learning • Playground and recreation • Extracurricular activities • Wifi lending • Data and software • Remote learning • Health care <p>What are some ideas from this article you might want to include in the new vision for District 62?</p>	<p>View: Introduction to Purdue Polytechnic High School View: What does Polytechnic mean? – Purdue Polytechnic</p> <p>If you want more: https://www.youtube.com/watch?v=1WGFfiyRzy0</p> <p>View: Reinventing High School Starting with Purdue Polytechnic View: Creating an Innovative High School Experience</p> <p>https://pphs.purdue.edu/</p> <p>Students are:</p> <ul style="list-style-type: none"> • Innovative Problem Solvers • Skilled Communicators • Mindful Collaborators • Agile Professionals • Empathetic Global Citizens • Self-Directed Learners <p>What are some ideas from Purdue Polytechnic High School you might want to include in the new vision for District 62?</p>
Article C	Site C
<p style="text-align: center;">Colorado Succeeds: Great Schools are Great Business. Vision 2030 Framework</p> <p>Futurists agree that education needs to prepare students for jobs that don't exist yet, to work with tools that have yet to be created, and to solve problems that have yet to be identified. We are calling this new era the Age of Agility. The following pages outline how Colorado can create an agile education system that supports agile learning providers</p>	<p>Poway Unified School System: Design39Campus</p> <p>Required</p> <p>Welcome to the Poway Unified School System View the video https://www.powayusd.com/apps/pages/about-us</p> <p>https://www.youtube.com/watch?v=CdNsDtEgFdw View: Poway Unified School District: Deep Dives at Design39Campus View: Design 39 Campus and Collaborative Furniture</p>

and develops agile learners who are prepared to succeed in a rapidly changing environment.

**VISION 2030
FRAMEWORK**
THE FUTURE OF EDUCATION



STUDENT COMPETENCIES



Personal Competencies

Students must be ready for a future we don't yet know. Students need to be adaptive, flexible, self-aware, and take initiative for their own learning and production as it relates to the goals of their team and themselves.



Professional Competencies

Students need to be ready to both lead and follow. They must know when each is appropriate based on the context. To do so, they need persistence, personal accountability, and an understanding of ethics and their own values.



Entrepreneurial Competencies

Students should be able to demonstrate deep critical thinking, combined with creative problem solving and continued curiosity when they connect their learning and the real world. When students are empowered to be at the center of their own learning, curiosity and creativity thrive.



Civic Competencies

Students will engage with work that is increasingly social and collaborative, and need explicit support in growing the interpersonal and social skills that lead to life and career success. This builds a base for students to see themselves through a global awareness and sense of civic responsibility.



Academic Competencies

Students will continue to need a well-rounded education, with knowledge across subjects and content areas. Access to quality learning opportunities will support relevant, dynamic material that connects students with experts and academics from across the globe.

View: Design 39 in the Poway School District is winning awards and changing the way students learn.

Examine mission, vision, board goals and attitudes:

<https://www.powayusd.com/apps/pages/pusd-vision-mission-statement>

Watch a brief video to learn about the California Dashboard

<https://www.caschooldashboard.org/>

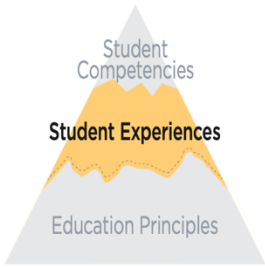
Examine our Guiding Principles/Overview

- **Design thinking:** We believe that all solutions should be designed with people in mind. We believe in the iterative process of refining, testing, and redefining
- **Collaboration and Communication:** We believe in the power of sharing ideas and working together as teams as a collaborative learning community
- **Creative Confidence:** We believe everyone has creative capacity and our job is to amplify what others brings to enable all of us to create amazing things
- **Connect Globally:** We believe connecting globally is being a friend to the whole human race with the capacity and disposition to understand and act on issues of global significance
- **Growth Mindset:** We believe that everyone can learn, unlearn, and grow to become whatever they choose to be.
- **Inquiry:** We believe that a curious mentality and a willingness to ask questions leads us to dig deeper and discover more.
- **Personalization:** We believe that every learner is unique and that learning experiences should be crafted with the individual learner in mind.
- **Technology:** We believe technology has the power to connect the world through our fingertips

What are some ideas from Design 39.Poway Schools you might want to include in the new vision for District 62?

VISION 2030 FRAMEWORK

THE FUTURE OF EDUCATION



STUDENT EXPERIENCES



Early Education

Provides the foundation for critical skills like determination, sociability, communication, and early literacy and math skills.



Educational Amenities

Provide enrichment, a safe place to learn, transportation, technology, and health services for all students and families.



Personalized Learning

Students work and learn at their own pace, moving to the next lesson when they achieve mastery. Experiences are broadened by student interest and passion.



Technology-Enabled Learning

Technology is leveraged to transform a student's experience, driving innovation, accelerating learning, and increasing access with open-source knowledge exchanges.



Experiential Learning

Educational experiences are earned and valued throughout one's school and community. Career pathways exposure is integrated from early education through post-secondary.



Career Exploration and Pathways

All post-secondary options that build toward in-demand career pathways are valued: advanced coursework, certifications, or a two- or four-year degree. Success is defined by building transferable skills, not simply degree attainment.

**VISION 2030
FRAMEWORK**
THE FUTURE OF EDUCATION

Student
Competencies

Student Experiences

Education Principles

EDUCATION PRINCIPLES

**Set expectations,
get out of the way**

We believe Colorado must have high expectations for all students and learning providers. Student learning objectives should be clear, consistent, ambitious, and aligned. Learning providers should have maximum autonomy in how they achieve them. Government should provide basic guardrails to ensure equity in opportunity and to prevent fraud or abuse.

Focus on outcomes, not inputs

We believe Colorado should regulate outcomes and resist the temptation to regulate inputs. Command and control does not foster innovation, agility, or responsiveness. Government should refrain from over burdening the system with mandates that limit the creativity and flexibility educators need to adapt to local context and changing needs.

**Equip all families with
information and access**

We believe parents should have complete control over where they procure educational services and experiences for their children. Regardless of their location or income, parents deserve a variety of high-quality educational options and must have access to the information, transportation, and technology they need to fulfill their choices.

Empower local learning providers

We believe ground-up innovation results from distributing leadership and empowering the learning providers directly with broad decision-making responsibility concerning staffing, scheduling, budgeting, curriculum, and programs. In this way, those who are closest to the students, are the ones making the decisions that affect them.

Fund students, not systems

We believe education funding should be concentrated on student needs and interests, recognizing that it costs different amounts to educate different students. It should be flexible and fractionalized allowing for greater educational options, and enhancing student experiences and personalization.

Eliminate silos, share everything

We believe that innovation is most likely to occur in an environment that encourages transparent sharing of information. Employers and educators should resist operating within silos to maximize the opportunity to learn from one another, avoid duplication, create greater alignment, and expedite the scaling of promising practices.

Measure performance, continually improve

We believe the state should administer rigorous measurements of student achievement to provide accessible, transparent, and actionable information to all stakeholders. This information should be used to guide continuous improvement, support local leaders in making decisions about where to target resources, and help parents choose the learning providers for their children.

What are some ideas from this article you might want to include in the new vision for District 62?

If you want more learn about XQ Schools

- Voice and choice for our students
 - Being fluid and flexible with change
 - Look at all aspects of continuous improvement
 - Recognize adult lifelong learning
 - Recognize flexible time and space opportunities for learning
 - Look at the six design principles:
- **The XQ Design Principles can guide any school community that's ready to rethink high school so all students achieve XQ Learner Outcomes. These research-backed principles are foundational to the XQ school design process, which is used by teams across the country to redesign their existing schools or design new ones.**
 - **[Strong mission and culture](#)**—A clear set of school values that unify stakeholders around a common purpose.
 - **[Meaningful, engaged learning](#)**—Interdisciplinary and engaging strategies that help students develop content knowledge and complex skills.
 - **[Caring, trusting relationships](#)**—Personal connections between students and adults, and between students and the community help them develop holistically.
 - **[Youth voice and choice](#)**—Authentic, ample opportunities for students to build autonomy, develop agency, and develop their identities.
 - **[Smart use of time, space, and tech](#)**—Nontraditional approaches to when, where, and how students learn.
 - **[Community partnerships](#)**—Connections that open up real-world learning opportunities for students to gain valuable experiences that help them envision life beyond high school.
 - Understand the importance of the Graduate Portrait for outlining student outcomes
 - Produce a roadmap for learning
 - Understand the importance of problem based or project-based learning

