

How to Maximize the Impact of Your Vision/ Portrait of the Graduate: Motivating Innovation Throughout Your Learning Organization

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The Why, What and How?

Why: Why creating and implementing a Vision of the Graduate is essential for student success now and in the future?

What: What are the systems and structures to create innovation throughout your learning organization aligned to your Vision of a Graduate?

How: How do you and all members of your learning organization utilize the systems and structures to create high-level implementation at the classroom level?



FPS: Vision of the Global Citizen-Balcony View



Why: Core Beliefs

What: Vision of the Global Citizen

How: Framework for Teaching and Learning

Direction: Theory of Action

Foundational Document: Equity Framework



FPS VOGC

K-12 FPS Students Are...

- Self-Aware Individuals
- Empowered Learners
- Disciplined Thinkers
- Engaged Collaborators
- Civic-Minded Contributors

Vision of the Global



Mission & Strategic Work Aligned to VOG

Bethel Public Schools Strategic Plan 2020-2025



District Mission and Core Beliefs

Mission

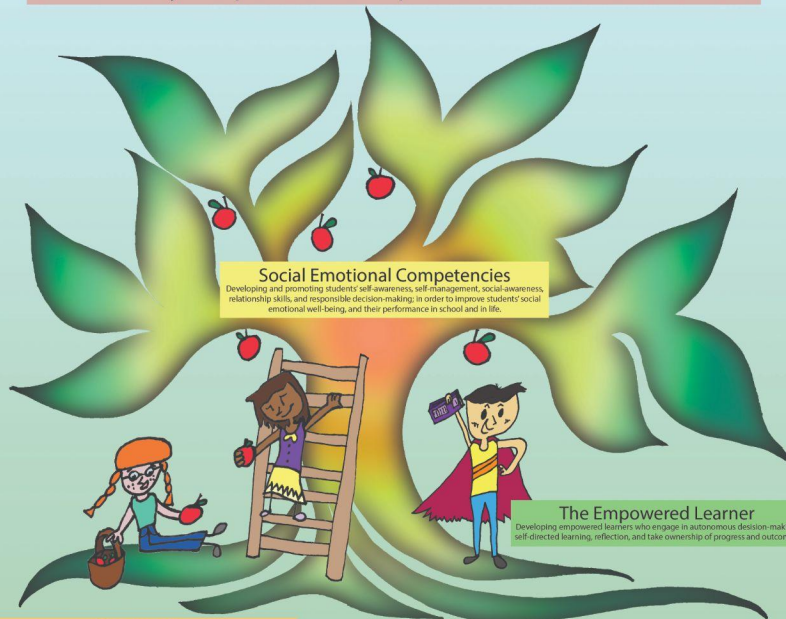
The mission of the Bethel Public Schools is to foster a culture of excellence and achievement accomplished through strong, collaborative relationships and rigorous teaching and learning opportunities for all learners. Our graduates will be compassionate, skilled and inquisitive individuals, who take initiative in making positive contributions to society.

Core Beliefs

We, at the Bethel Public Schools, believe:

- that educational excellence benefits the entire community and is the shared responsibility of students, families, educators, staff, and citizens.
- that equity is a fundamental value, providing for high-quality education and that the diversity of our students is an asset to the educational community.
- in having high expectations for all children to learn and grow to their full potential.
- in developing caring, respectful, and supportive relationships among stakeholders which creates an environment that fosters social-emotional growth.
- that if we want our students to engage in a global workforce and become effective stewards of democracy, we need to develop their ability to think critically, become effective collaborators, creators and innovators.
- in the necessity of teaching students to become informed and positive contributing members of society.
- that recruiting, developing, and retaining exceptional educators creates a rigorous learning environment that will prepare our students for the demands of the future workforce.
- that safe, secure, well-maintained, equipped facilities are essential for the physical, social-emotional, and intellectual development of our students.
- in communicating the fundamental value and quality of education being delivered in our schools.

Our Primary Purpose Is To Improve Student Achievement



Social Emotional Competencies

Developing and promoting students' self-awareness, self-management, social-awareness, relationship skills, and responsible decision-making in order to improve students' social emotional well-being, and their performance in school and in life.

The Empowered Learner

Developing empowered learners who engage in autonomous decision-making, self-directed learning, reflection, and take ownership of progress and outcomes.

Resources

Ensuring that our staff has the appropriate resources to create the empowered learner and develop social emotional competencies of our students.

Bethel Public Schools - Creativity & Innovation Global Competency Rubric

Those who demonstrate *Creativity and Innovation* challenge and improve existing standards by designing, implementing, and communicating original ideas. *Creators and Innovators* exhibit curiosity, imagination, and flexibility. The creative person is open and responsive to new and diverse perspectives, and views failure as an opportunity to learn. They persevere through multiple solutions and challenges, making valuable contributions to the world around them.

Key Skills	Level 1 - Emerging	Level 2 - Developing	Level 3 - Proficient	Level 4 - Exemplary
Exploration	Identifies and accepts the problem and existing constraints without further exploration.	Questions ideas in order to generate a solution and attempts to seek solutions to problems.	Questions and investigates ideas and perspectives in order to generate solutions, and perseveres through a variety of approaches to a problem.	Questions and investigates divergent ideas and perspectives in order to generate a variety of creative and original solutions, and perseveres through seeking out untested or original ideas or approaches to a problem.
Originality	Replicates an already existing idea or product.	Creates an idea or product that incorporates both new ideas with those that already exist.	Creates a novel or innovative idea or product that tests conventions.	Creates a novel or innovative idea or product that tests conventions in new, clever and surprising ways.
Refinement	Acknowledges feedback obtained through reflection and critique.	Accepts feedback obtained through reflection and critique and attempts to refine an original idea or product.	Analyzes and applies feedback obtained through reflection and critique in order to refine an original idea or product.	Elicits, analyzes, and effectively applies feedback from various sources in order to enhance and transform an original idea or product.
Function	Develops a basic idea or product with a general use.	Develops an idea or product that is useful to a limited audience and begins to solve the defined problem.	Develops an idea or product that is useful and valuable to a broad audience, and solves the defined problem in a practical way.	Develops an idea or product, that makes a valuable contribution, and solves the defined problem in an innovative way that considers global perspectives.
Presentation	Presents an idea or product in a basic and predictable manner.	Presents an idea or product adding some creative features.	Presents an idea or product in a well-crafted manner designed with a distinct style that is appropriate for the purpose and audience.	Presents an idea or product in an engaging and powerful manner that transforms through community interaction.

Bethel Public Schools - Critical Thinking Global Competency Rubric

Critical thinking is the ability to look at problems in a new way and to link learning within and across disciplines. Students will reflect, analyze, and evaluate evidence, arguments, claims and beliefs to draw conclusions. Students are open to reconsider and revise thinking when presented with alternative points of view. Students make informed decisions and solve complex problems.

Key Skills	Level 1 - Emerging	Level 2 - Developing	Level 3 - Proficient	Level 4 - Exemplary
Information and Discovery	Identifies the problem, investigation, or challenge and uses provided information to answer questions. Formulates questions not specific to topic.	Uses information to answer general questions related to the topic. Seeks information to formulate general questions about the topic.	Explains the problem, investigation, or challenge. Formulates specific questions using information from multiple credible sources.	Clearly explains the problem, investigation, or challenge, providing details that exemplify the issue or situation. Develops, evaluates, refines, and prioritizes key questions directly related to the problem investigation, or challenge. Selects information that is sufficient in terms of quantity, diversity, and relevance to inquiry questions.
Analysis and Interpretation	Identifies and lists different types of evidence. Identifies some components of an argument.	Compares and classifies evidence. Identifies and defines all components of a given argument.	Selects important and relevant evidence to support the argument, claim/conclusion. Identifies strengths and weaknesses of each component of an argument.	Organizes and prioritizes evidence to reveal important patterns, differences or similarities related to the focus. Evaluates the sources of evidence, the accuracy and relevance of information, and the strengths of arguments.
Reasoning	Identifies a conclusion from a provided set of potential conclusions. Identifies facts and details that support the conclusion.	Presents a claim/conclusion relevant to the topic or issue. Identifies evidence related to the problem, investigation, or challenge.	Presents relevant claims/conclusions that illustrate understanding of the concepts of the topic or issue. Provides explanations, citing relevant evidence for conclusions drawn.	Presents logical conclusions that illustrate understanding of the complexity of the topic or issue, including opposing viewpoints and identification of consequences and implications. Provides clear explanations, citing sufficient evidence for conclusions drawn.
Problem Solving and Solution Finding	Identifies and describes the provided problem, investigation, or challenge. Restates provided solutions and/or offers solutions not specific to the topic.	Clearly explains the provided problem, investigation, or challenge. Offers original solutions specific to the topic.	Engages in inquiry related to the provided problem, investigation, or challenge. Evaluates plausible solutions. Student selects and tests a possible solution.	Effectively synthesizes multiple resources directly related to the problem, investigation, or challenge. Critiques and revises original solution(s) to the problem. Student tests a variety of alternative solutions to the problem and selects the most effective.
Self-Regulation and Reflection	Demonstrates basic understanding of own thinking process with guidance and assistance. Has evidence of reflection on own thinking process with guidance and assistance.	Has limited understanding of own thinking process. Has limited evidence of reflection on own thinking process.	Selects and applies appropriate critical thinking strategies to new learning. Reflects on own strengths and weaknesses on critical thinking dispositions linked to previous learning.	Evaluates and revises critical thinking skills to persist in complex situations. Practices deep and sustained reflection on critical thinking related to specific concepts and processes in complex situations.

Bethel Public Schools - Collaboration Global Competency Rubric

Collaborators engage through communication in constructive and critical dialogue by listening for and articulating thoughts, questions, and ideas in diverse environments. Collaborators exercise flexibility and willingness to be contributors and listeners while making necessary compromises and working together in both virtual and traditional settings to accomplish a shared goal.

Key Skills	Level 1 - Emerging	Level 2 - Developing	Level 3 - Proficient	Level 4 - Exemplary
Articulated Thoughts	Articulates thoughts through writing, speaking, and/or multimedia.	Articulates thoughts through writing, speaking, and/or multimedia to meet an objective.	Articulates thoughts using specific evidence and reasoning in writing, speaking, and/or multimedia to meet an objective.	Articulates thoughts fluently and effectively through writing, speaking, and/or multimedia by using specific evidence to formulate outcomes, claims, and/or connections
Critical Dialogue	Acknowledges views and ideas of others.	Acknowledges and values the views and ideas of others and recognizes they are necessary to meet an objective.	Synthesizes and compiles the views and ideas of others in a solution to meet an objective.	Analyzes and evaluates the views and ideas of others towards a solution in order to apply new learning to a novel situation.
Question	Asks literal questions connected to meet an objective.	Asks literal and inferential questions to gain a better understanding.	Asks literal and inferential questions to gain a better understanding and apply new learning.	Asks literal, inferential, and evaluative questions to gain a deeper understanding and to synthesize new learning.
Cooperation	States own ideas and opinions to the group.	States own ideas and opinions to the group and provides a rationale for opinions.	States own ideas and opinion(s) to group and provides a rationale for opinion(s). Acknowledges, paraphrases and combines ideas of others to meet an objective.	Shows sensitivity to the feelings and learning needs of others. Acknowledges, incorporates and encourages all group members in order to meet an objective.
Flexibility	Acknowledges diverse ideas and perspectives of others that occur during the collaborative process.	Restates and acknowledges diverse ideas and perspectives within the group to clarify areas of agreement and disagreement.	Uses strategies to set a positive tone, in words and actions, to address diverse ideas and perspectives and to facilitate compromises to meet an objective.	Anticipates and proactively addresses diverse ideas and perspectives that might occur during the collaborative process. Works with others to resolve conflict or address challenges within the group through discussion and consensus building activities.
Initiative	Contributes to assigned task when directed to do so.	Contributes to the assigned task independently at times.	Independently contributes in group tasks by advocating own position or idea while working to meet an objective.	Positively contributes to group task by nurturing novel ideas to inspire agreement and action of others.

The Why:

Why creating and implementing a Vision of the Graduate is essential for student success now and in the future.

Data on The Future Of Work



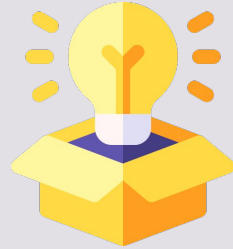
Reactive vs. Fundamental Change



Reactive Change

Changes needed to keep the system running at the current level of performance

v/s



Fundamental Change


Changes needed to create a new system of performance altogether

Building the Schools of Tomorrow

Building the schools of tomorrow that close persistent opportunity and achievement gaps requires that we **rethink** long-held assumptions, **redesign** systems, **redefine** students' and families' role in public schooling, and actively **seek out and test innovations** intended to help each and every kid and community learn and flourish.

- **ALL** children deserve **extraordinary, equitable** learning experiences *and* outcomes.





— But, the **outdated model of schools** that persists today doesn't allow for this. We must reimagine "school."



With a partner...

1. Find something familiar

2. Find something already emerging in your practice

3. Find something that feels like a place to grow



3:00



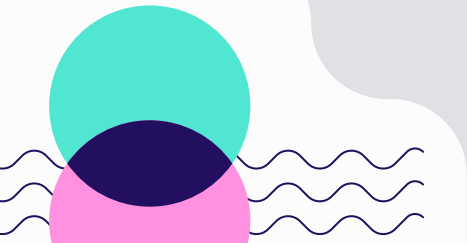
The What?

What are the systems and structures to create innovation throughout your learning organization aligned to your Vision of a Graduate?



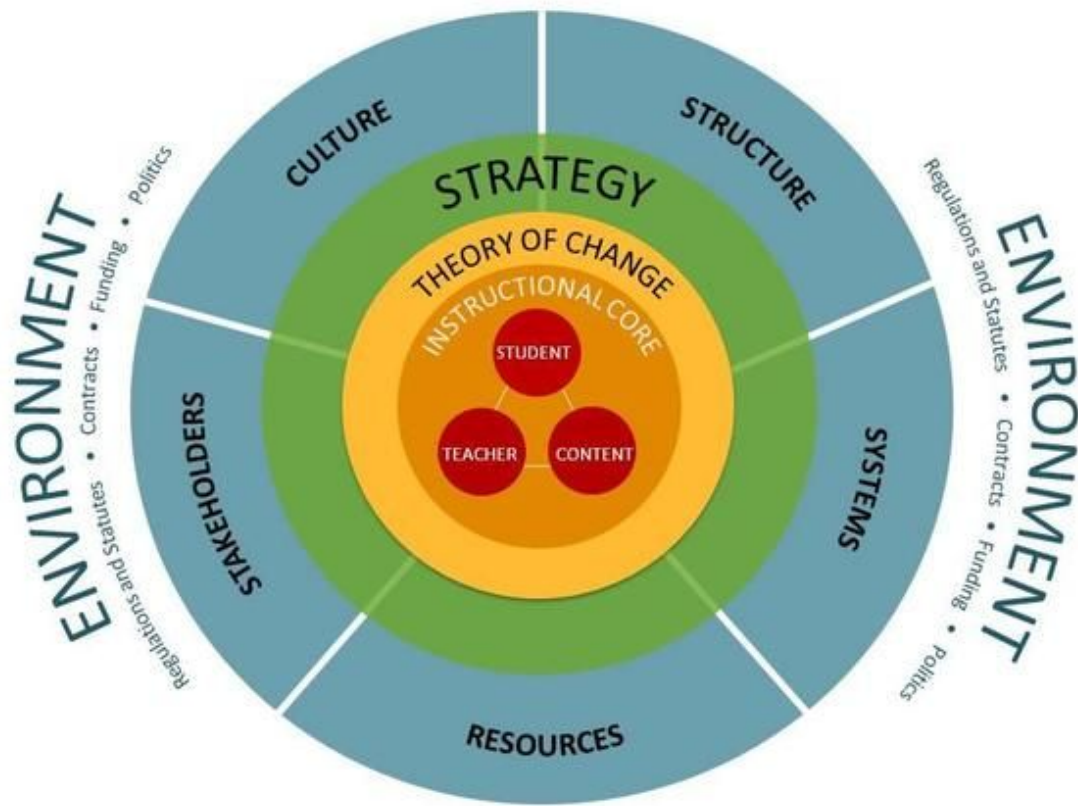
Simplexity:

Identifying a small number of core factors (6 or so) that must be included in your focus (the simple part); and realizing that the problem is how to make them gel—the chemistry of getting them to play out among individuals and groups (the complex part).



Cultivate an AND Mindset-Polarity





PELP Coherence Framework

Some Examples of Systems, Structures, and Routines Aligned to the VoG

SYSTEM: HUMAN RESOURCES

STRUCTURE: HIRING COMMITTEES
(MANDATED TRAINING)

ROUTINE: OPEN HOUSE

SYSTEM: CURRICULUM, INSTRUCTION AND ASSESSMENT

STRUCTURE: CURRICULUM
COORDINATING COMMITTEE

ROUTINE: INSTRUCTIONAL ROUNDS

SYSTEM: FINANCIAL AND BUDGET DEVELOPMENT

STRUCTURE: BUDGET PLANNING
DOCUMENT

ROUTINE: BUDGET MEETINGS AT
EACH SCHOOL-ALL PROPOSALS
MUST BE ALIGNED TO VOG

SYSTEM: PROFESSIONAL LEARNING

STRUCTURE: TEACHER AND
ADMINISTRATOR GROWTH AND
INNOVATION (EVAL)

ROUTINE: PLX, BOOK READS,
CASE STUDIES, ACADEMIES AND
COACHING DAY FEEDBACK

SYSTEM: RESEARCH AND DEVELOPMENT

STRUCTURE: REGULAR PROGRAM
REVIEWS

ROUTINE: PILOTING INNOVATIONS
ON A SMALL SCALE EXPAND FOR
COHERENCE

SYSTEM: COMMUNICATION

STRUCTURE: WEEKLY PRINCIPAL
COMMUNICATION (FRIDAY FOLDERS)

ROUTINE: SURVEYS AND FOCUS
GROUPS

SYSTEM: OPERATIONS

STRUCTURE: ON-SITE
WALKTHROUGHS

ROUTINE: OPERATIONS AGENDA
ITEMS RELATED TO WALKTHROUGHS
FOR LEADERS

SYSTEM: PROGRAMS

STRUCTURE: PASSAGE
PORTFOLIOS AND STUDENT LED
CONFERENCES

ROUTINE: EXPEDITIONS OF
LEARNING, GLOBAL SHOWCASE

SYSTEM: WELL-BEING AND BELONGING

STRUCTURE: RULER, SOCIAL
JUSTICE UNITS AND
RESTORATIVE PRACTICES

ROUTINE: CREW/ADVISORY,
CLUBS, SOCIAL JUSTICE WEEK

SYSTEM: FACILITIES

STRUCTURE: COLLABORATIVE
SPACES

ROUTINE: FURNITURE
REPLACEMENT TO ALIGN TO VOG

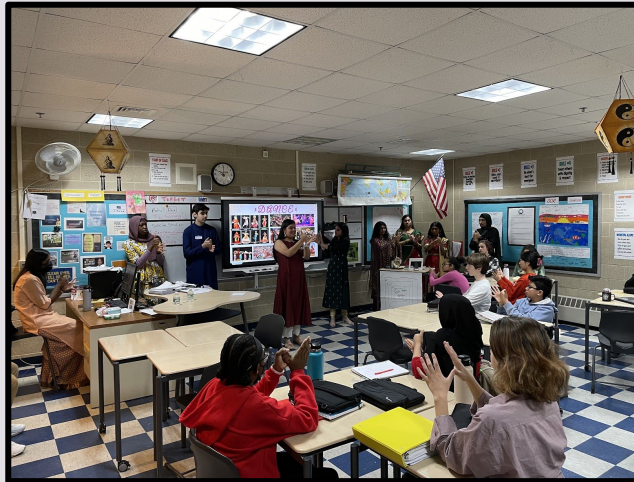


With a partner...

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3:00



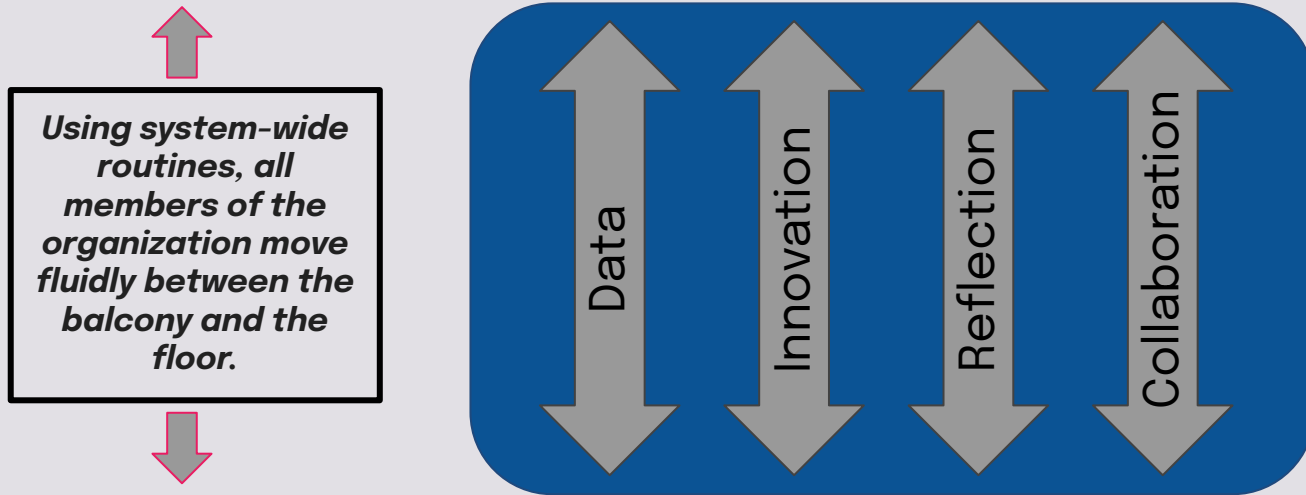
The How?

How do you and all members of your learning organization utilize the systems and structures to create high-level implementation at the classroom level?



Example: How Does the FPS System Learn?

Satellite/Balcony Level: Vision of the Global Citizen, Mission, Core Beliefs, Equity Framework and Theory of Action

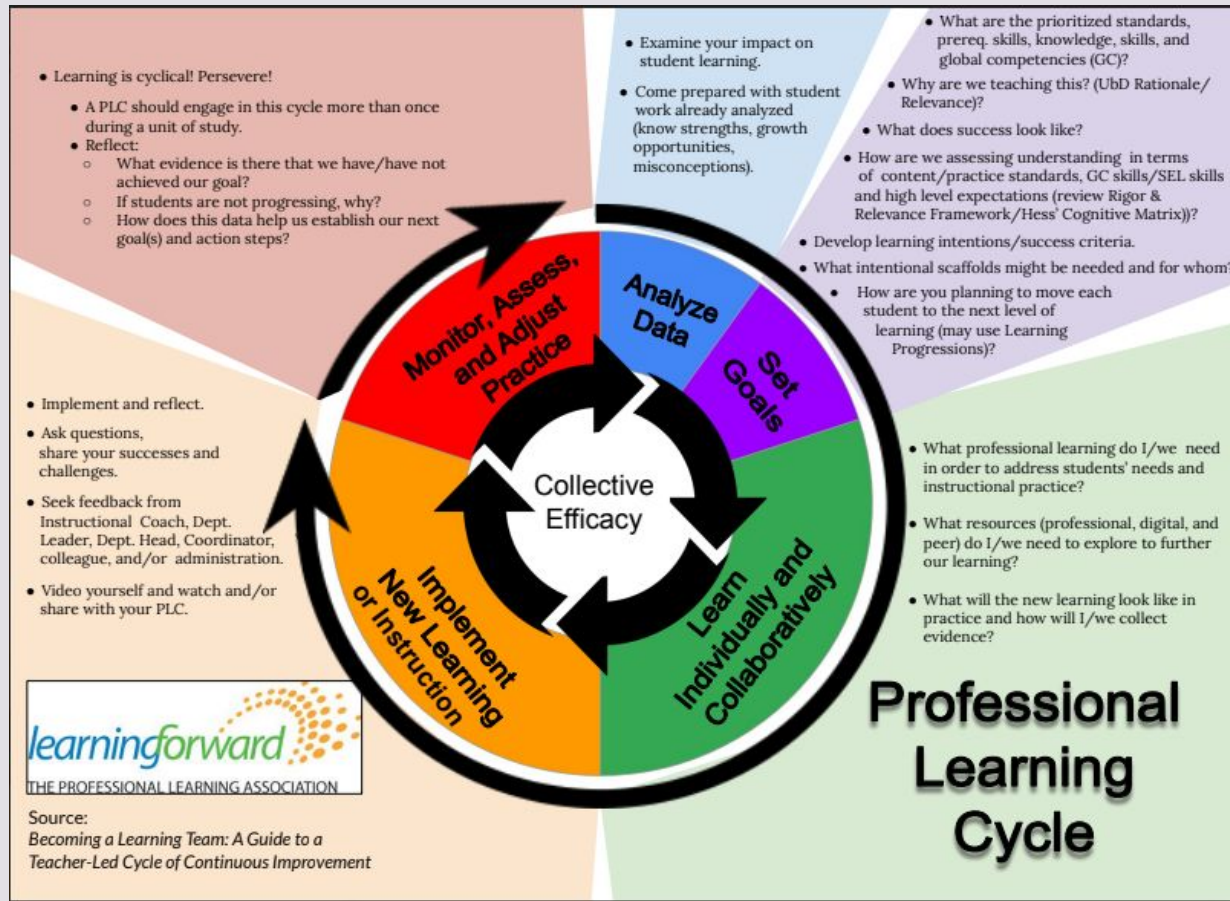


Street/Floor Level: Instructional Core and Framework for Teaching and Learning



Coherence Framework





BPS Learning Cycle

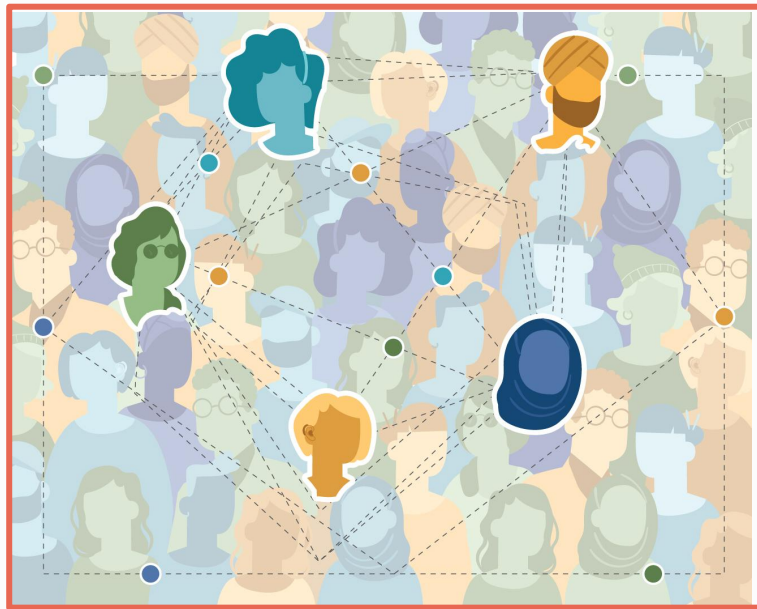
What does it mean to

lead through learning?

What does it mean to “design from the margins”?

Design From the Margins (DFM) is a design process that **centers the most impacted and marginalized users from ideation to implementation.**

It is grounded in the belief that not only is this something that can and must be done, but also that it is **highly beneficial for ALL stakeholders.**



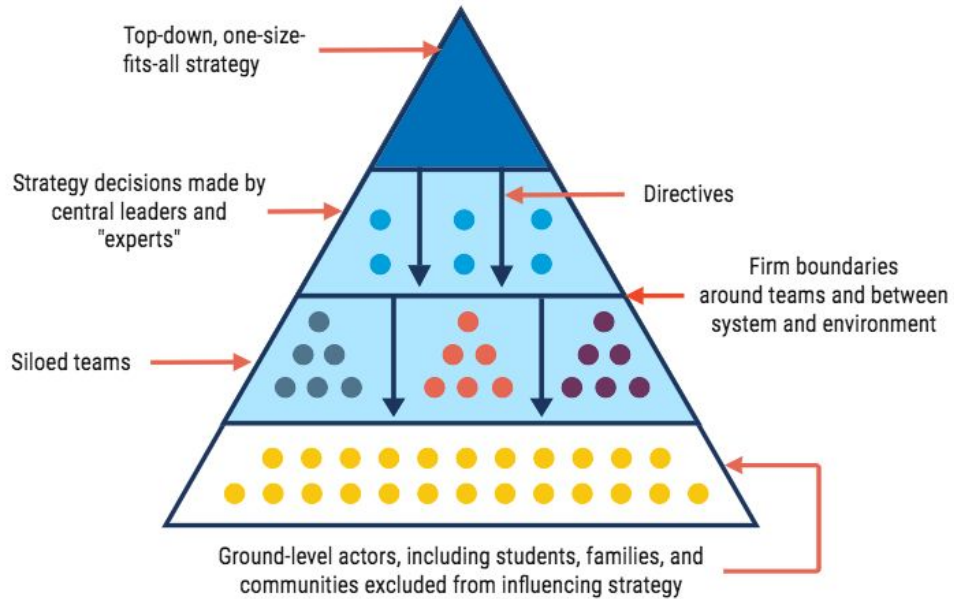


Architect your organization so that learning and doing are inseparable

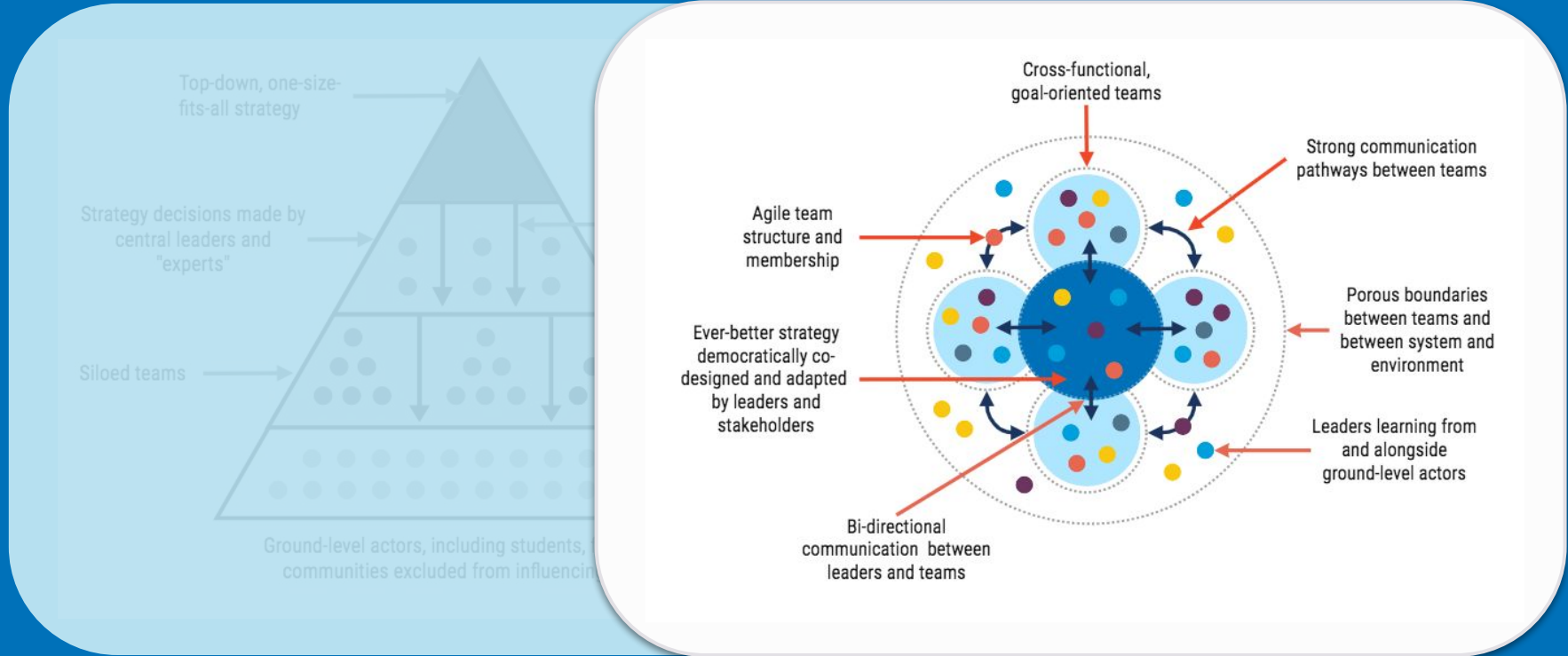
Eliminate structural
barriers between
strategy development
and implementation

Embed collaborative
learning into daily
practice

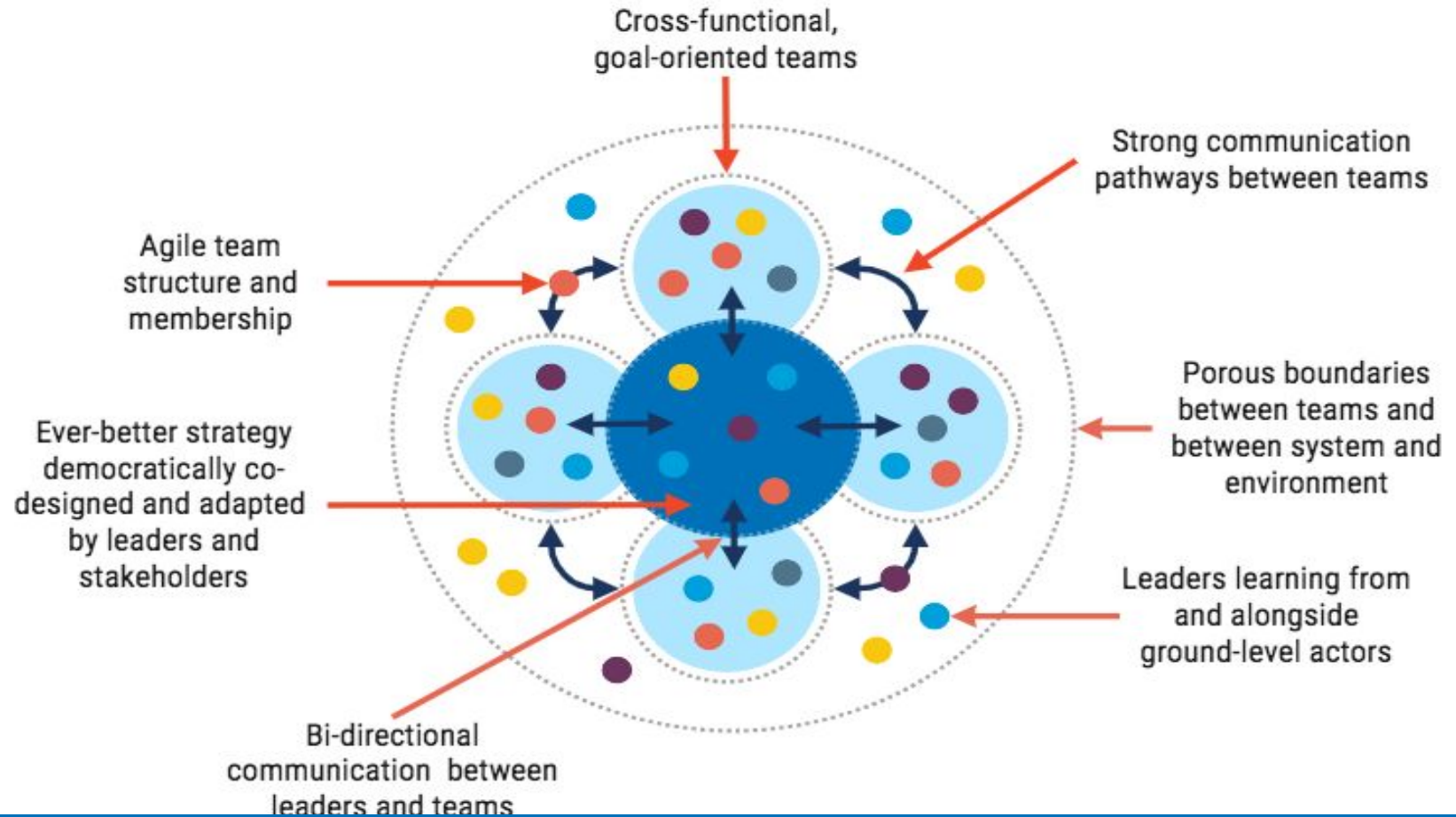
From leading through bureaucracy...



...to “Leading Through Learning”



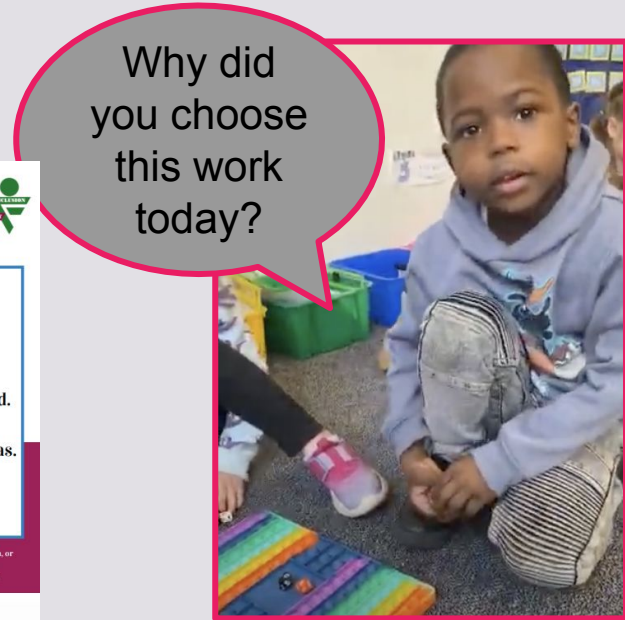
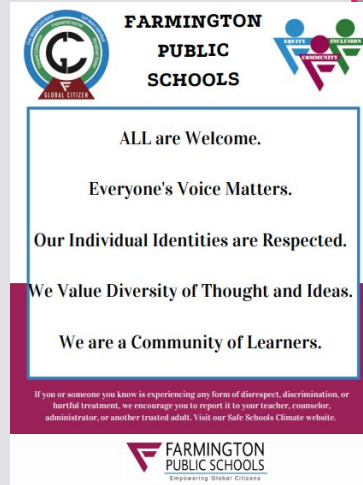
What do you notice? How do you connect the Leading Through Learning Visual to Knowledge Management within your school or program?



FPS: Vision of the Graduate In Action

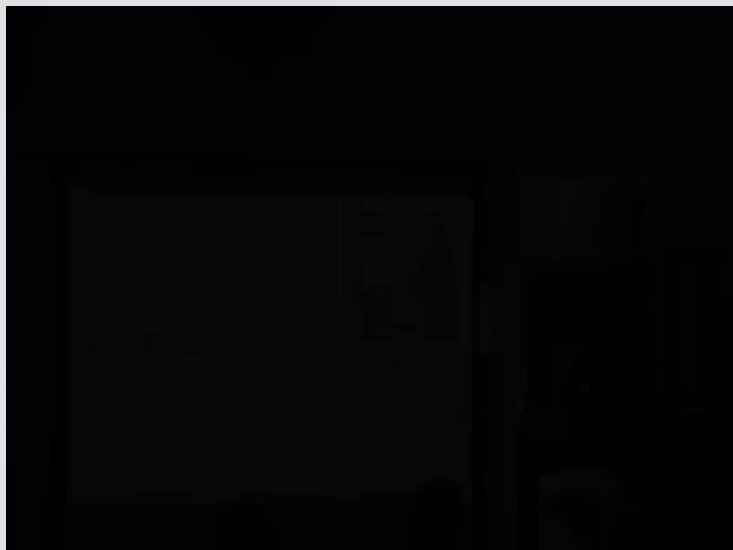


3rd Grade



Kindergarten

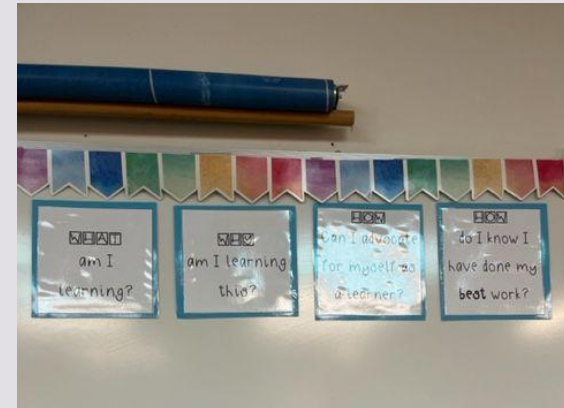
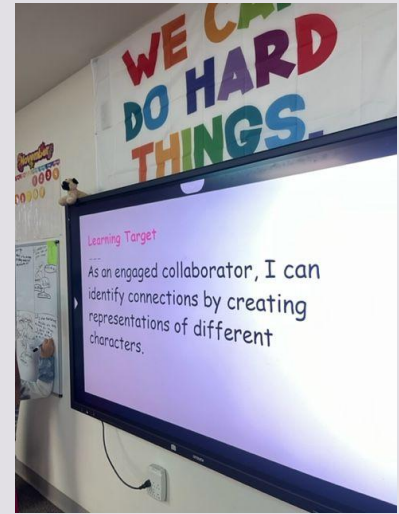
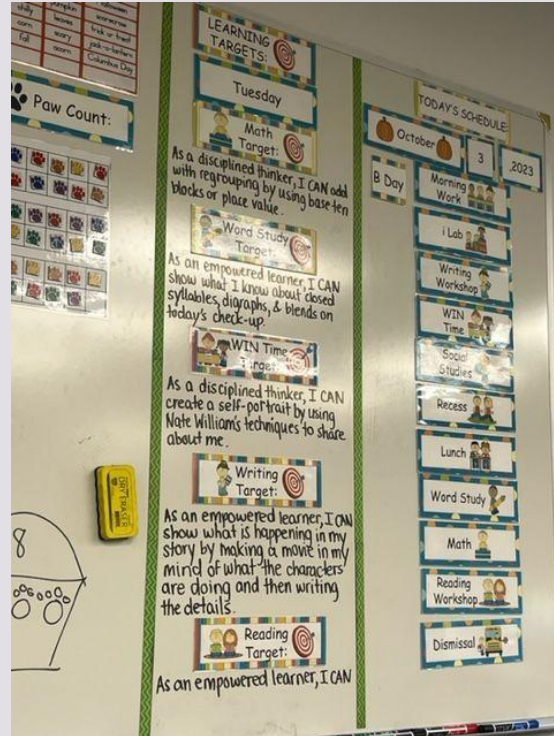
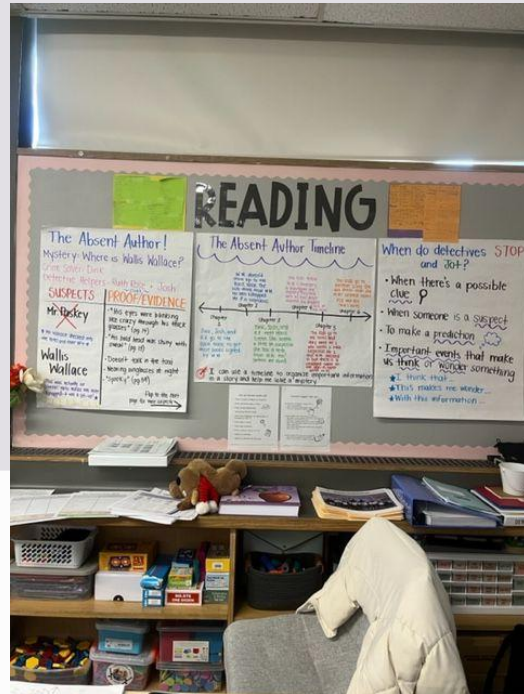
FPS: Vision of the Graduate in Action



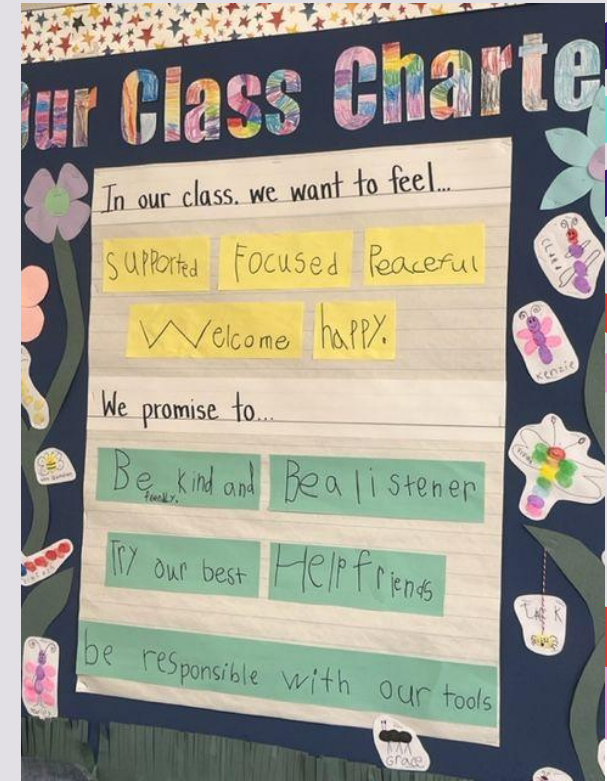
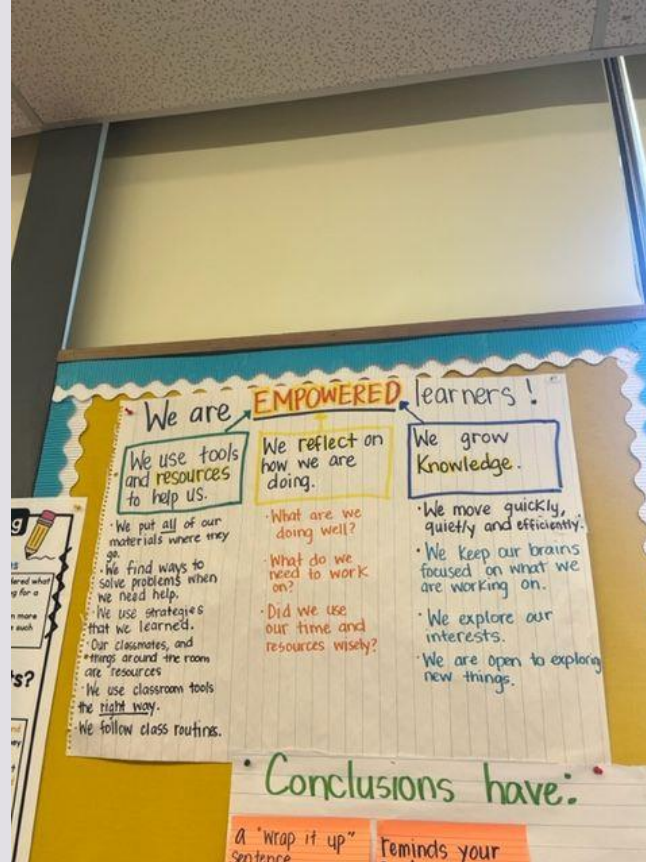
FPS: Classroom Environments and Global Showcase



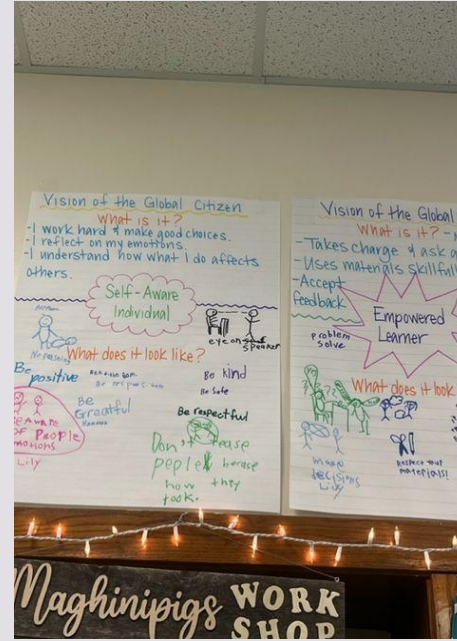
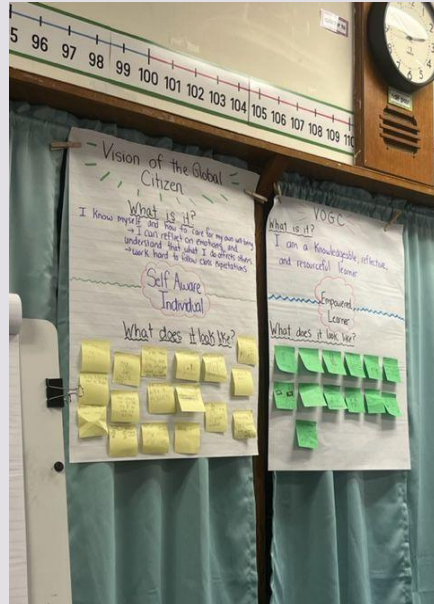
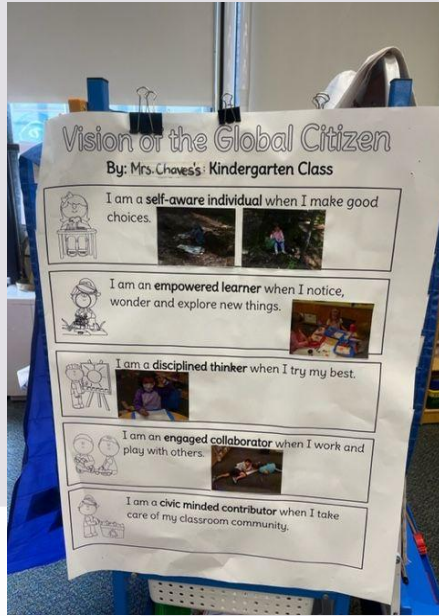
FPS: Classroom Environments



FPS: Classroom Environments



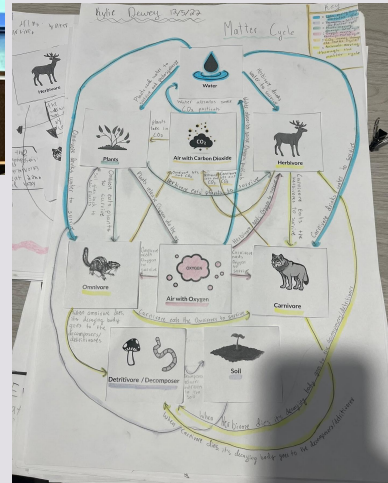
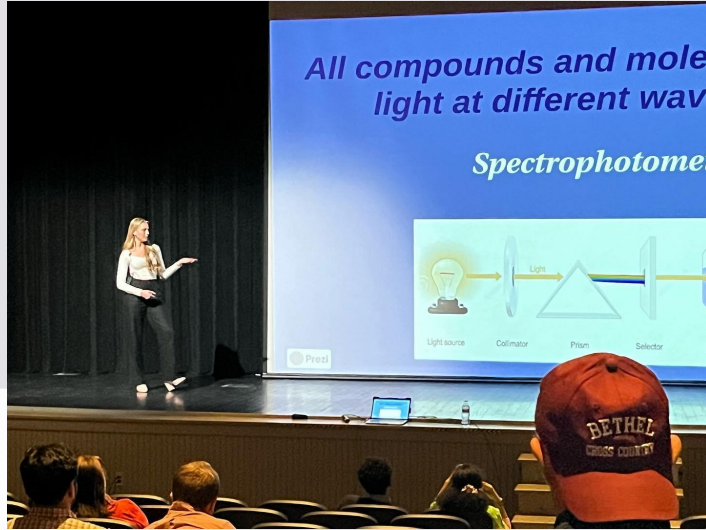
FPS: Classroom Environments



BPS: Vision of the Graduate in Action



BPS: Vision of the Graduate in Action



CRITICAL THINKING

I can make informed decisions and solve complex problems.



Information & Discovery

- I explain the problem, investigation, or challenge
- I formulate specific questions using information from multiple credible sources



Analysis & Interpretation

- I select important and relevant evidence to support my argument, claim/conclusion
- I identify the strengths and weaknesses of an argument



Reasoning

- I present relevant claims/conclusions
- I provide explanations and cite relevant evidence



Problem Solving & Solution Finding

- I engage in inquiry related to the problem, investigation, or challenge
- I evaluate, select and test solutions



Self-Regulation & Reflection

- I select and apply appropriate critical thinking strategies to new learning
- I reflect on my own ability to engage in critical thinking

BPS: Vision Of a Graduate in Action

COLLABORATION

I can engage, communicate and compromise with others to accomplish a shared goal.



Articulated Thoughts

- I share my thinking using evidence and reasoning



Critical Dialogue

- I consider and use the views and ideas of others when solving problems



Question

- I ask questions to gain a better understanding
- I ask questions to apply new learning



Cooperation

- I state my own ideas and opinions to a group
- I provide rationale for my opinions
- I acknowledge, paraphrase and use the ideas of others



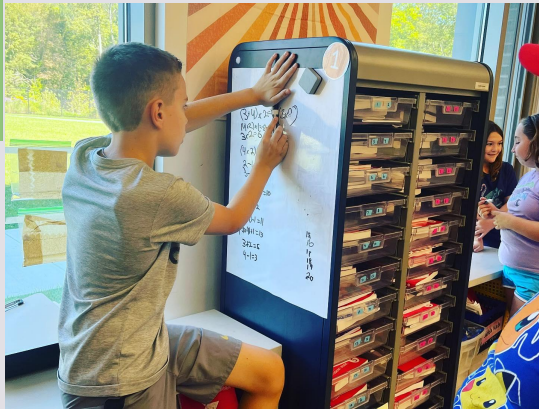
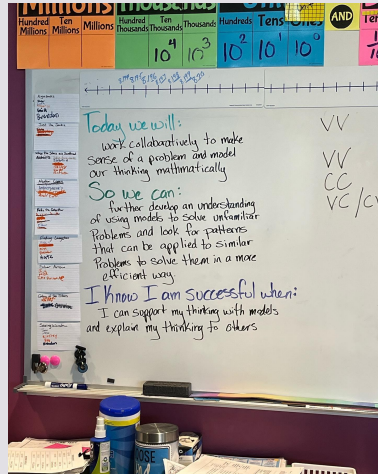
Flexibility

- I use strategies to set a positive tone with my words and actions
- I accept diverse ideas and perspectives and compromise with others



Initiative

- I contribute in group tasks by advocating my position or ideas
- I help the group accomplish the shared goal



Unit 1: The Cold War Era

Essential Question(s):

- How do competing ideologies affect global relations?
- How do different economic systems impact the lives of individuals?
- How does competition drive innovation?
- How does one's perspective/point of view impact how information is presented and perceived?
- What are the advantages of considering alternative points of view? (GC)

Content (2 chapters):

- The Cold War Begins: The rise of the Soviet Union and the resulting shift in the balance of power between capitalism and communism.
- China After WWII: The rise of modern China from the Chinese Civil War to Mao; how propaganda is used to inspire nationalism; how competing political ideologies lead to conflict
- Cold War Conflicts: The role of competition and the struggle for power in the Cold War, as seen through the Space Race, Cuban Missile Crisis...
- Life During the Cold War: The contrasts between life in the West (North America and Western Europe) and life in the East (Eastern Europe, Asia, Soviet Union) relating to socioeconomic and political differences; and how it impacted the modern world

Enduring Understanding(s):

- Competition between powerful states can often lead to conflict on a global scale.
- Desire for power and supremacy leads to technological innovation.
- Individual's lives are often impacted by the government's role in economic decisions.
- The background of individuals and their beliefs influence how they present and perceive information.
- Critical thinkers reflect, analyze, and evaluate evidence, arguments, claims and beliefs in order to make informed decisions to solve problems. (GC)

GC Transfer Goals/ Standards	Learning Objectives	Instructional Strategies/Activities	Assessments
Global Competency Transfer Goal CT1 Students will be able to reflect, analyze, and evaluate evidence, arguments, claims and beliefs to draw conclusions.	Students will learn... ...to introduce claims. ...to distinguish claims from opposing claims. (GC CT1) ...to develop claims through the use of evidence. ...to use precise language and	Defining the Cold War Lesson - RLAH: Who is responsible for the Cold War? (GC CT1) - Cold War Image Analysis Lesson Visual Metaphor Activity with Gallery Walk (linked above) Political Cartoon Creation Activity (linked above) (GC CT1)	Formative Assessment(s): Reading Quizzes SCIM - Cold War Reflection Summative Assessment(s): Cold War Test with textual and visual source analysis Document Analysis: The Iron

CREATIVITY & INNOVATION

I can create, communicate, and implement original ideas through perseverance and and keeping an open mind.



Exploration

- I investigate ideas and perspectives in order to generate solutions
- I try a variety of approaches to a problem



Originality

- I create new and innovative ideas and products



Refinement

- I engage in reflection and seek critiques
- I analyze and apply feedback to refine my ideas or solutions



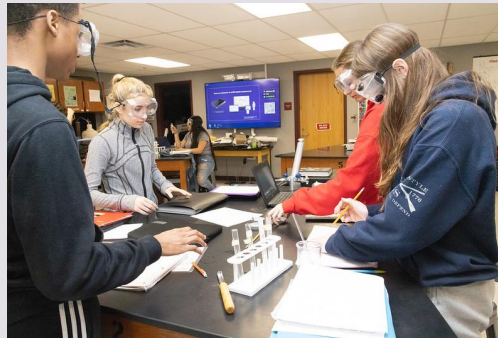
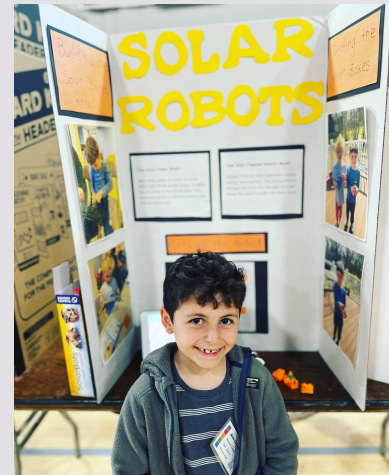
Function

- I consider audience and purpose when developing ideas or solutions
- I develop ideas and solutions that are useful, valuable and practical



Presentation

- I consider audience and purpose when presenting my ideas or solutions
- I present ideas in a well crafted manner that is appropriate to my audience





With a partner...

1. Find something familiar

2. Find something already emerging in your practice

3. Find something that feels like a place to grow





Closing: 2 G's Closing Circle

Share Either:

- something you're **grappling** with
- a way in which you are **growing** as a result of our time together