Bringing Joy to Learning: Designing a Culture for SEM

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Confratute
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HELLO
my name is
Blane McCann
HELLO
my name is
Freddie DeJesus
OUTCOMES

• How to build a culture that balances high ability with high potential for ALL learners. (Learner Anxiety vs Survival Anxiety)
• How to transform learning for all students through SEM and Personalization.
• Co-create a plan to either initiate, implement, or institutionalize SEM in your school/district
Who is looking to transform learning within the current system?
Who is looking for ways to build and sustain a culture that supports SEM and personalized learning?
Who is confident building a school culture that balances high ability and high potential for all students to succeed?
Who is not confident building a school culture that balances high ability and high potential for all students to succeed?
Please write down 2-3 things you would like to leave with at the end of the week?
Day One Shared Vision

• Introductions (clock partners)
• A Shared Vision: Finding the Courage
• The Freedom to Teach
Please find a 12, 3, 6, and 9 o’clock partner who you will visit with throughout the week and tell them two things about yourself.
The Memo
DARING GREATLY

➤ Idea of Scarcity
➤ Vulnerability
➤ Trust
➤ Courage
➤ Never Enough
➤ Open Heart
Braving
Boundaries
Reliability
Accountability
Non-Judgement
Generosity
Integrity
Personal Mastery

Is guided by principles such as purpose, vision, belief, commitment and knowing oneself.
Be Vulnerable
Show Courage
Grow Publicly
Integrated Design Tools

- Stanford Design School Principles
- Systems Thinking
- Collective Impact
- Adaptive Schools
Shared Vision is our values, beliefs and identity as we co-create something we desire
The future is not a fixed point but it is ours to co-create within our schools and districts
My personal Vision is to create governance structures where employees share decision making and do their best work on a daily basis.

My Why: To bring joy to each learner and classroom.
Please take 4 minutes to write your personal vision for teaching and learning at your school
Simon Sinek's Golden Circle

The Golden Circle

What

Why

How
Find your 12 O’Clock partner and share your personal vision or your why for SEM
Westside’s Shared Vision

Our Vision
We relentlessly pursue innovative educational paradigms and promise to personalize learning for every student. We invite the challenge of developing a community of learners who embrace a broader, richer definition of success.
Now take 7 minutes with you team members to write a potential shared vision with the why at the heart of that shared vision statement for your students.
Freedom to Teach
Extended Learning: Read Marcia Gentry’s Freedom to Teach Chapter.
On the patio tonight, find your 3 o’clock partner and 3 ’OCock tandem split up the article and write down 3-5 insights about teaching and learning that resonated with the group.
Day Two Understanding the Context

- Review Homework
- Why SEM
- Assessing your school’s culture
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Eureka Moments
Find your 6 o’Clock Partner and Share the 3-5 insights from Marcia’s Chapter “Freedom to Teach” Determine your most important point and be ready to share
With your team or 12 O’Clock team help one another assess your school/district’s readiness to implement SEM
Find your 9 O’Clock partner. Determine an A and a B partner. Divide chapter 2 of When they Know it to and teach your partner your portion and talk about how SEM builds a bridge to Personalized Learning
Find your 3 O’Clock partner. Discuss the concept of average and its implications for learning
Go to a corner, discuss and record how personalized learning and SEM are the same/different.
Seeing depends on knowledge. And knowledge, of course, on your college. But when you are erudite and wise what matters is, to use your eyes. Erma Bombeck
Mental Models are the thought processes about how the world works. They are assumptions we make.

How can I hear and understand all perspectives?
Count off by five begin the Defining the Problem Activity: Roles: Parent, student, teacher, administrator, and counselor.

Issue: How to balance high ability and high potential learning for all students in your school.
Discuss from the role perspective of your role how to deal with that issue. Review the short and long term benefits/consequences. What additional data or information might you need? Record the various perspectives/mental models that emerge.
In your 12 O Clock team or school team define the problem after hearing all voices prior to designing the future for learners.
Good Seeds Grow in Good Cultures
Extended Learning
In your school team or 12 O’Clock Teams
Assess your culture using Saphir and King’s cultural norms. What norms would be most important to implementing SEM while balancing High Ability with High Potential students
Day Three: Seeing the Possibilities and Co-creating our Future

- Review our Homework
- What is the possible future of schooling
- Design your future using SEM as an entry point to personalized learning throughout the school to bring joy to the classroom
OUTCOMES

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With your 3 O’Clock Partner

Does your school’s culture align with values of SEM and is your system ready to transform learning? What will you migrate? What might you want to improve?
Systems Thinking: Interdependent and Interrelated
Vision, Mission

STUDENT LEARNING & ENGAGEMENT
Westside Community Schools

and Core Beliefs

District Systems
Team Learning
Creating alignment

Shared Vision and Commitment to the Truth are Key
Seeing the Possibilities
Now We want you to see think about the future of schooling and what’s next in the area of teaching and learning.
Commitment to the Truth

Creative Tension

Current Reality

Vision of the Future

Not Enough Tension = No Change or Improvement
Commitment to the Truth

Creative Tension

Current Reality

Too Much Tension

Vision of the Future

= Stress, Resistance & Burnout
Commitment to the Truth

Creative Tension

The Correct Amount of Tension

= Trust, Compassion, Stability and Hope

= Successful Implementation
Please take a moment to think what’s next for you and your organization with high ability/high potential students.
In your school or 12 O’Clock team and complete the “See the Possibilities” section of our design document.
Write down your 4-6 big ideas to transform learning, now with your table group share your ideas and organize them in categories and then create a display of your table’s ideas
With your 6 O’Clock Partner discuss what you need to let go over in the current system and what do you need to let come to design a future where SEM and personalized learning are the norm.
In our design document, co-create with your school with your 12 O’Clock team your desired future by designing the school of the future that brings joy to all learners.
Principles of School Design

1. Unity of Purpose
   - Shared values, attitudes and beliefs.

2. Guiding Principles
   - Shared Vision
   - Understanding the Context
   - Seeing the Possibilities
   - Design the Future

3. Seeing the Possibilities
   - Vision, Mission & Engagement
   - Westside Community Schools
   - Shared Core Beliefs

4. Design the Future
   - Shared Autonomy with Responsibility
   - Commitment to Truth
   - Vision

5. Design Team Collaborative
   - Design Team Process
   - Current Reality
   - Commitment to the Truth
   - Understanding the Context
   - Observing
   - Collecting Data
   - Possibilities

6. Self-Study Cycle
   - Designing the Future
   - Decision Making
   - Defining Innovation
   - Prototyping
   - Sensing the Future
   - Co-creating

7. Building Capacity
   - Prototyping 1-2-3 Solutions
   - Generate Possible Solutions
   - Finalize and Activate Implementation Plan

District Systems

Philosophy
- A school community should communicate in a clear, timely way with staff and community to develop learning environments that support the learning and engagement of each learner.

School Profile
- Schools should operate in a collaborative and inter-dependent manner, engaging staff and community members with the leadership of each school.

School Design

Data & Results
- Teaching & Learning
- Communication & Community Engagement
- Operations & Facility Management

Building Systems
- District Systems

Philosophy
- A school system, not a system of schools.

Honest assessment of current reality
- Shared values, attitudes and beliefs.

Guiding Principles
- Commitment to Truth
- Shared Vision
- Understanding the Context
- Seeing the Possibilities
- Designing the Future

Seeing the Possibilities
- "How Do I Contribute?"
  - Advocacy/Inquiry
  - Reflection/Nexting

Current Reality
- Commitment to the Truth

Understanding the Context
- Observing
- Collecting Data
- Possibilities
- Challenging Mental Models
- Suspending Assumptions

School Profile
- Organizational Outcomes

Seeing the Possibilities
- "How Do I Contribute?"

District Systems
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- Prototyping 1-2-3 Solutions
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Self-Study Cycle
- Examining Results
- for Success

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- Suspending Assumption

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Self-Study Cycle
- Examining Results for Success
Day Four AGENDA

• Share your SEM and Culture design and

• Next steps for you

• Things to think about when co-creating your culture: Focus on Design Team Process

• Questions and Answers from the group
Share plan to transform learning for all kids by using SEM to engage students in their learning
Westside CAPS Program
A school system not a system of schools
Vision Statement:

Westside Community Schools will relentlessly pursue innovative educational ideals and promise to personalize learning for every student. We invite the challenge of developing a community of learners who embrace a broader, richer definition of success.

Outcomes for Core Strategies

Integrate literacy skills, creative and critical thinking, and authentic problem solving

- Increase the number of students who think critically and solve problems
- Increase frequency of integrated literacy practices in classrooms
- Ensure continued excellence in district, state, and national assessments

Support personalized learning pathways for students and staff

- Increase the amount of time students are allowed personal choice for their own learning
- Increase the number of school community partners who are actively engaged with schools, teachers and students
- Increase the number of students who experience authentic learning
- Increase the number of students who leave their grade level with enhanced career and personal awareness, dual enrollment credits, advanced placement, certificates, internships and career experience
- Increase hope, engagement, and well-being of students and teachers

Integrate new and existing technologies

- Increase the quality of technology integration
- Students and teachers perceive technology as a way to enhance the learning capacity for all students
- Increase exposure to new and existing technology

We will remain focused and grounded in a strong teaching and learning foundation.

- Guaranteed and viable curriculum
- Best-practice instruction
- Balanced, authentic literacy framework
- High-functioning Professional Learning Communities
- Ongoing, intentional professional development
EMBRACE VULNERABILITY

➤ Idea of Scarcity
➤ Vulnerability
➤ Trust
➤ Courage
➤ Never Enough
➤ Open Heart
Principles of School Design

**Unity of Purpose**
- Shared values, attitudes and beliefs.

**Guiding Principles**
- Commitment to Truth
- Shared Autonomy with Responsibility
- Shared Vision
- Seeing the Possibilities
- Understanding the Context

**Design Team Process**
- **Current Reality**
  - Commitment to the Truth
- **Understanding the Context**
  - Observing
  - Collecting Data
  - Challenging Mental Models
  - Suspending Assumptions
- **Designing the Future**
  - Possibilities
  - How Do I Contribute
  - Advocacy/Inquiry
  - Reflection/Nexting
- **Seeing the Possibilities**
- **Organizational Outcomes**
- **School Profile**

**Building Capacity**

**Design Team Collaborative**
- **Your Building**
- **Self-Study Cycle**
  - Finalize and Activate
  - Generate Possible Solutions
  - Identify Priorities at Data Retreat
  - (why, why, why)
  - Prototype
  - 1-2-3 Solutions
  - Examine Results for Success

**District Systems**

**Data & Results**
- **Teaching & Learning**
- **Communication & Community Engagement**
- **Operations & Facility Management**

**School Design**

**Philosophy**
- Schools should operate in a collaborative and interdependent manner, engaging staff and community members with the leadership of each school.

**Innovation & Professional Development**
- District Systems

**Westside Community Schools**
- **Student Learning & Engagement**
- **Leadership**
- **Process**

**Strategic Schoolhood**
- **Data & Results**
- **Teaching & Learning**
- **Communication & Community Engagement**
- **Operations & Facility Management**

**Planning with District Design Principles**
- What's next for the school/District?

**Westside Community**
- **Leadership**
- **Process**
- **School Design & Schools**
- **Learning Innovation & Professional Development**
- **District Systems**
Next Generation of Westside Community Schools

2012-13 Initiation Phase
- Next Generation of Westside Schools Document Distributed
- Began Visioning Process for Next Generation of Westside Schools
- Facilities Assessment Completed

2013-14 Visioning Phase
- Introduction to SEM by Superintendent
- Certified Staff Attend Confratute
- District Design Team Established
- Community Vision Team Meets
- Vision Developed/Approved by Board of Education
- New Elementary Master Schedule Created
- New Language Arts Curriculum Developed/Purchased
- Youth Career Connect Grant Awarded (CAPS)
- 3 Elementary SEM Prototypes
- District Calendar Revised
- Data Audit
- Systems Upgrade and Reorganization

2014-15 Implementation Phase
- T/L Team Restructured
- K-6 1:1 Learning Initiative Launched
- CAPS Implementation Begins
- Professional Learning Days Within School Day Begins
- Whole-Child Grant Awarded
- AdvanceED Design Process Merged
- Personalized Learning Pilot Launched
- Additional Staff Attend Confratute
- Raikes Master Schedule Software Developed
- Elementary Schedule Implemented
- Bond Issue Vote
- Facilities Task Force Formed
- 6 Elementary SEM Prototypes
- Framework for Teaching Training
- Year 1 of Focus on Integration Literacy, Personalized Learning and Integrated Technology

2015-16 Implementation: Clarity
- Strategic Plan Delphi Process Initiated
- Highest K-6 Language Arts State Testing Scores Recorded
- $3.5 Million Budget Reduction
- 6 Elementary SEM Prototypes
- $69.9 Million Bond Issue Passed
- CAPS Implementation
- Teacher Evaluation - Pilot
- Year 2 of Focus on Integration Literacy, Personalized Learning and Integrated Technology
- Phase I of Elementary Building Renovations Begins
- Admin Confratute (Sept.)
- District-wide Confratute (June)

2016-17 Implementation: Deep Learning
- K-8 SEM Implementation
- Year 3 of Focus on Integration Literacy, Personalized Learning and Integrated Technology
- Teacher Evaluation Implementation Begins
- Implement Modular Schedule Software
- CAPS Implementation
- Data Warehouse (Illuminate) is Introduced/Implemented
- Phase I High Priorities Renovations Completed
- $4.1 Million Budget Reduction
- Strategic Plan Baseline Data

2017-18 Implementation: Deep Learning

2018-19 Institutionalization
- Strategic Plan Renewal
- Technology Refresh Implementation
- Sunset Hills Opens

Key:
K - Facilities
E - Human Resources
Y - Operations
O - Strategic Plan
T - Teaching and Learning
It is not the critic who counts; not the man who points out how the strong man stumbles, or where the doer of deeds could have done them better. The credit belongs to the man who is actually in the arena, whose face is marred by dust and sweat and blood; who strives valiantly; who errs, who comes short again and again, because there is no effort without error and shortcoming; but who does actually strive to do the deeds; who knows great enthusiasms, the great devotions; who spends himself in a worthy cause; who at the best knows in the end the triumph of high achievement, and who at the worst, if he fails, at least fails while daring greatly, so that his place shall never be with those cold and timid souls who neither know victory nor defeat.”

- Theodore Roosevelt
I BLEW IT!!
I tried something new and innovative and it didn’t work as well as I wanted.

This COUPON entitles me to be free of criticism for my efforts. I’ll continue to try to be successful.
Questions
Student Directed