Pre-K-4

District Vision
Creating student centered learning environments to improve achievement of all students

Overall Goals
- Create Student Centered Environments
- Continuous and Flexible Learning Environments (Learners by standards, need/ability)
- Meeting the Academic, Behavioral & Social Needs of ALL Learners

Flow of the Day (sitting in mixed groups(one per grade level and a special ed rep)/ title I/ specialist staff)
- 8:00-8:30 Welcome & Kickoff (Superintendent Kevin Jordan)
- 8:30-8:35 Identify parking lot protocol
- 8:35-9:05 Defining personalized learning
  - Kahoot!
    - Link for coaches:
      - https://play.kahoot.it/#/k/ccd5402e-0b0f-4699-85d9-52679712d407
    - Link for staff:
      - http://kahoot.it
- 9:05:10:35
  - P3T (activity to help build a common language based on our overall goals) each table will come up with a definition.
  - Discuss what is needed (student centered culture, Transparency of Learning and Student Autonomy)
  - Come back together and share some of the definitions. Only a few not all!
  - Then condense the definitions for each goal by gradually working it down to 2 definitions. Condense the two as a whole group to one definition agreed upon by our PK-4 teaching population.
- Break (10:35-10:45)
- 10:45-11:15
  - Affinity Process
    - Identify your/our instructional values.
- 11:15-12:00 Lunch
- 12:00-1:00 (Work by grade level with a special ed rep./specialists/ title I)
  - Design prototypes of grade-level structures that mirror the instructional values of staff & common language of goals/vision.
- 1:00-1:30
  - Share prototypes across grade spans (K; 1-2; 3-4)
  - Identify common areas of design and structure creation
  - Identify areas of divergence
  - Develop structural consensus among grade span
- 1:30-2:15
  - Share prototypes across grade spans (K-4)
  - Identify common areas of design and structure creation
- Identify areas of divergence
- Develop structural consensus among grade span

- **2:15-2:45**
  - Rose-Thorn-Bud
    - Roses = “bright spots” we can already see in this
    - Thorns = visible “sticking points” that could pose problems and wounds
    - Buds = the “potential and possible” of what is yet to come
### DEEP Design Thinking Methods

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<th>Discover</th>
<th>Empathize</th>
<th>Experiment</th>
<th>Produce</th>
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<tbody>
<tr>
<td>Ask questions</td>
<td>Needfind</td>
<td>HMW...</td>
<td>Test</td>
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<tr>
<td>Provide context</td>
<td>Unpack</td>
<td>Brainstorm (ideate)</td>
<td>Feedback</td>
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<td>Frame</td>
<td>Synthesize</td>
<td>Narrow</td>
<td>Storytell</td>
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<td></td>
<td>Define</td>
<td>Prototype</td>
<td>Ship it</td>
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<td>Reframe</td>
<td>Iterate</td>
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<tr>
<td><strong>Define common language on goals/vision</strong></td>
<td>Frame the challenge based around instructional values of staff.</td>
<td>Design prototypes of K-4 structures that mirror the instructional values of staff &amp; common language of goals/vision.</td>
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<td>KAHOOT P3T</td>
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<td>Affinity</td>
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<td></td>
<td>● What are your instructional values?</td>
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<td>● PollEverywhere</td>
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### DEEP Design Thinking Playbook (example)

**Guiding Questions for our Design Thinking Process** *(This is just a start...What guiding questions do you have??)*

How might we design structures within our schedule that are student-centered, continuous & flexible, and meets the needs of all students?

- What grade levels will you include in your structure?
- What data/standards/continuum will you use to place your students?
- Organizational structure? Times for workshops? Content areas?
- How will you decide who is responsible for each group of students?
- What are your strengths/interests? How might that play into what you can/want to teach?