

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

Discover	Empathize	Experiment	Produce
Ask questions Provide context Frame <hr/> <i>Define common language on goals/vision</i> KAHOOT P3T	Needfind Unpack Synthesize Define Reframe <hr/> <i>Frame the challenge based around instructional values of staff.</i> Affinity <ul style="list-style-type: none"> • What are your instructional values? • PollEverywhere <ul style="list-style-type: none"> ○ wordcloud 	HMW... Brainstorm (ideate) Narrow Prototype Iterate <hr/> <i>Design prototypes of K-4 structures that mirror the instructional values of staff & common language of goals/vision.</i> HMW	Test Feedback Storytell Ship it <hr/>

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?

