Design Team
Report to the Board

May 28, 2015

Design Team Intended Outcomes

1. **Develop** position papers for P-3, 4-5 and 6-8 environments

2. **Recommend** strategies, tools and assessments for the 5Cs

3. **Research** school day redesigned to best support student learning

4. **Identify** needs for professional development, curriculum alignment and community education

Outcome #1: Develop position papers

P-3 Highlights	4-5 Highlights	6-8 Highlights
- hands-on experiences - foundational academic skills - environmental stewardship and a connection to nature - collaborative partnerships - making choices and navigating conflict - communicate needs and express opinions - leadership in school community - student-driven projects - focus of kindness, caring and learning	- flexibility and collaboration - strengthening foundational academic skills - commitment to the community and environment - testing out their physical strength, stamina, and agility - learn to communicate effectively and resolve conflicts peacefully - strengthen conversation and argumentation skills - opportunities to give back and develop leadership skills - engage in challenging projects and tasks to design, 'make', build, and innovate - becoming well-rounded citizens	- peer relationships and self actualization - connect strengths and talents to learning - opportunities to extend academic skills in cross-curricular projects - pursue interests through inquiry & personal choice - begin to think abstractly - extend their conversation and argumentation skills in authentic situations - give back and lead in ways that serve the school, local, and global community - Engage in complex, multi-faceted, projects that contribute/solve/inspire - well-rounded, contributing citizens and stewards of their community and environment

Outcome #1: Develop position papers

Key Successes

- Strong connections between schools
- Current practices and new places for growth
- Informed by staff expertise, school visits, and research
- Invites conversation about next steps at the sites

Key Challenges and Next Steps

- Continue to refine over the course of next school year
- Gather feedback from staff and community
- Revisions will be needed as our vision continues to evolve

Outcome #2: Recommend strategies, tools and assessments for the 5Cs

Communication Rubric
(for grades K-2)

I listen carefully to what my partner or the speaker says.

1. still learning
2. sometimes
3. almost always

I use pictures, drawing, props and/or technology.

1. still learning
2. sometimes
3. almost always

I look at my partner and/or my audience.

1. still learning
2. sometimes
3. almost always

I speak clearly and loudly enough to be heard.

1. still learning
2. sometimes
3. almost always

I ask and answer questions

1. still learning
2. sometimes
3. almost always

4 Cs Checklist

Communication

Engaging in Conversations and Discussions	Not yet	Almost	Yes
I explain my ideas clearly and constructively, support them with evidence, and stay focused on the topic.			
I deliver feedback in a manner that makes the recipient feel respected and build positive relationships; I can be direct, while showing care and respect.			
Using 21st Century Tools	Not yet	Almost	Yes
I develop a clear message appropriate to the communication device and style (essay, email, text); I can use a format, level of formality, and style that is appropriate to the audience.			
Listening	Not yet	Almost	Yes
I listen actively and attentively and demonstrate interest in the speaker through verbal (connecting information to my background knowledge, identifying key points, drawing logical inferences, and asking clarifying questions) and nonverbal feedback (eye contact, face the speaker, lean in).			
Communicating in Diverse Environments:	Not yet	Almost	Yes
I demonstrate my understanding that the use of colloquialisms, jargon, and slang make it difficult to collaborate and communicate effectively. I consider the audience's diverse backgrounds and perspectives in order to create mutual understanding.			
Self- Regulation/ Reflection:	Not yet	Almost	Yes
I reflect on my strengths and weaknesses in the moment as an effective communicator/listener and consider how I can improve by reading the audience.			

Outcome #2: Recommend strategies, tools and assessments for the 5Cs

Key Successes

- Blend of resources to meet our unique needs
- Growing understanding of why these are central to our work
- Common language to support student success TK-8
- Connection to "Second Step" social-emotional curriculum
- Clear outcomes for students at 3rd, 5th and 8th grades

Key Challenges and Next Steps

- Try out in classrooms and gather feedback
- Continue to develop resources
- Support teachers and counselors with time to learn, plan, and reflect
- Highlight explicit connections between this work and PBL during training
- Gather feedback from our parent community

5Cs Example:
Exit Outcomes for Communication

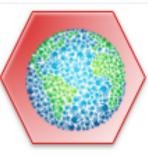| 3rd	5th	8th
Conversation and Discussion I take turns talking. I speak clearly and loudly **21st Century Tools** I use images, drawings, props, writing, numbers, technology and/or other tools **Active Listening** I look at my partner/audience I listen carefully to my partner or the speaker	**Conversation and Discussion** I can contribute to the discussion by asking and answering questions and connecting my comments to another person's comments. I can explain my ideas clearly and support them with evidence, and I can stay focused on the topic being discussed **21st Century Tools** I can use digital devices to enhance my oral and written communication and to support my learning and the learning of others. **Active Listening** - I can use nonverbal strategies, such as 'look' and 'lean', to listen well. - I can honor listening norms (e.g. listen with care, take turns, seek to understand) - I can listen for key points and I can connect the information to my own schema.	**Conversation and Discussion** I explain my ideas clearly and constructively, support them with evidence, and stay focused on the topic. I deliver feedback in a manner that makes the recipient feel respected and build positive relationships; I can be direct, while showing care and respect. **21st Century Tools** I develop a clear message appropriate to the communication device and style (essay, email, text); I can use a format, level of formality, and style that is appropriate to the audience. **Active Listening** I listen actively and attentively and demonstrate interest in the speaker through verbal (connecting information to my background knowledge, identifying key points, drawing logical inferences, and asking clarifying questions) and nonverbal feedback (eye contact, face the speaker, lean in).

5Cs Summary (Habits of Mind)

Ownership

To be engaged and focused on my learning. To persevere, self-reflect, and recognize that mistakes and revisions are a part of learning and lead to quality work.

Communication

To share ideas clearly and constructively, consider other ideas and perspectives, and seek mutual understanding.

Collaboration

To work together constructively, reflect on different perspectives, build on the ideas of others, and take responsibility for my team and myself.

Creativity

To share ideas courageously, pursue new paths of thinking, refine prototypes, and design innovative solutions.

Critical Thinking

To be curious, motivated, self-reflective learners who ask thoughtful questions to deepen understanding, and ignite work worth doing.

Citizenship/ Stewardship

To take care of myself, other people, and the environment, so that we can make a positive impact as guardians of our school, local, and global community.

Outcome #3: Research school day redesigned to best support student learning

- Study Tour to Katherine Smith and Bulldog Tech schools
  - Habits of Mind drive 5Cs
  - Block schedule with collaborative teaching
  - Cross curricular projects
  - Consistent messaging and practices across schools
  - Collaborative planning time built into schedule
  - Hands on art/ science included
  - Student lead tours support student skill development
- Admin visit to Sequoyah School (Los Angeles)
  - Habits of Mind as a guide
  - Curriculum mapping across school to support PBL
- Research other schools, articles
  - 'Big jobs' important for little people
  - Importance of play and creativity
  - Importance of whole child/ whole body

Outcome #3: Research school day redesigned to best support student learning

Key Successes

- School visits
- Connection to other districts (Evergreen, EdLeader 21, Buck, PreK-3 Leadership)

Key Challenges and Next Steps

- Fewer staff trained in PBL this school year than anticipated
- Need for further conversations and site visits for all staff
- More study tours planned for 2015-16
- More teachers will be trained in PBL (70!)

Outcome #4: Identify needs for professional development, curriculum alignment and community education

District pilot 5Cs in stages
- Start with Collaboration, then communication…
- Provide lesson plans and tools for each 'C'
- Share articles, district reflections about inspiring practices

Community Education
- Share information with parents and community about 5Cs
- Inform parents through newsletters, websites and meetings

Still need to:
- Develop ways to assess and report progress on exit outcomes

Outcome #4: Identify needs for professional development, curriculum alignment and community education

Key Successes

- Clearly identified needs

Key Challenges and Next Steps

- Opportunity to connect to LCAP planning
- Continue to reflect on implementation plan and how to best support our teachers during this time of change

Sample School/ Classroom tools

Creativity

To share ideas courageously, pursue new paths of thinking, refine prototypes, and design innovative solutions.

Think Creatively

I can create multiple ideas that respond to the challenge

I can identify the best idea, explain my decision, review feedback, and decide the next steps to improve the idea

Work Creatively with Others

I can listen to and understand other's ideas and give feedback.

I can share ideas and ask for feedback.

Creativity

To share ideas courageously, pursue new paths of thinking, refine prototypes, and design innovative solutions

Next Steps...

- Try out 5Cs tools, gather feedback to refine prototypes
- Gather resources, lessons & tools to support 5Cs
- Professional development for 5 Cs
- Develop ways to assess 5Cs exit outcomes
- Aligned staff meetings, including 4th-5th
- LCAP - Determine site goals for supporting next steps

Next Steps...

- Devote AC time to planning and reflecting on leadership strategies in support of teachers
- Continue conversations at AC and at sites to refine our vision for new school configurations
- Attend EdLeader21 conference in October to connect with districts doing this work
- More study tours and collaboration with other districts

Questions?

Thank you!