

Design Thinking: Student Centered Learning Look-Fors

Belvidere District #100

May 25th 2018

August 9th 2018

October 5th 2018

First, John Spencer on Creativity...



WE NEED A BIGGER DEFINITION OF
CREATIVITY

- Do you have a [specific creative approach](#)?
 - The Artist
 - The Geek
 - The Architect
 - The Engineer
 - The Hacker
 - The Point Guard
- Or is your creative approach a combination of two or three of these mindsets?
- How does understanding your own creative approach allow you to think differently about the students in your classroom or teachers in your school?
- How can different creative types work together and collaborate to solve problems?

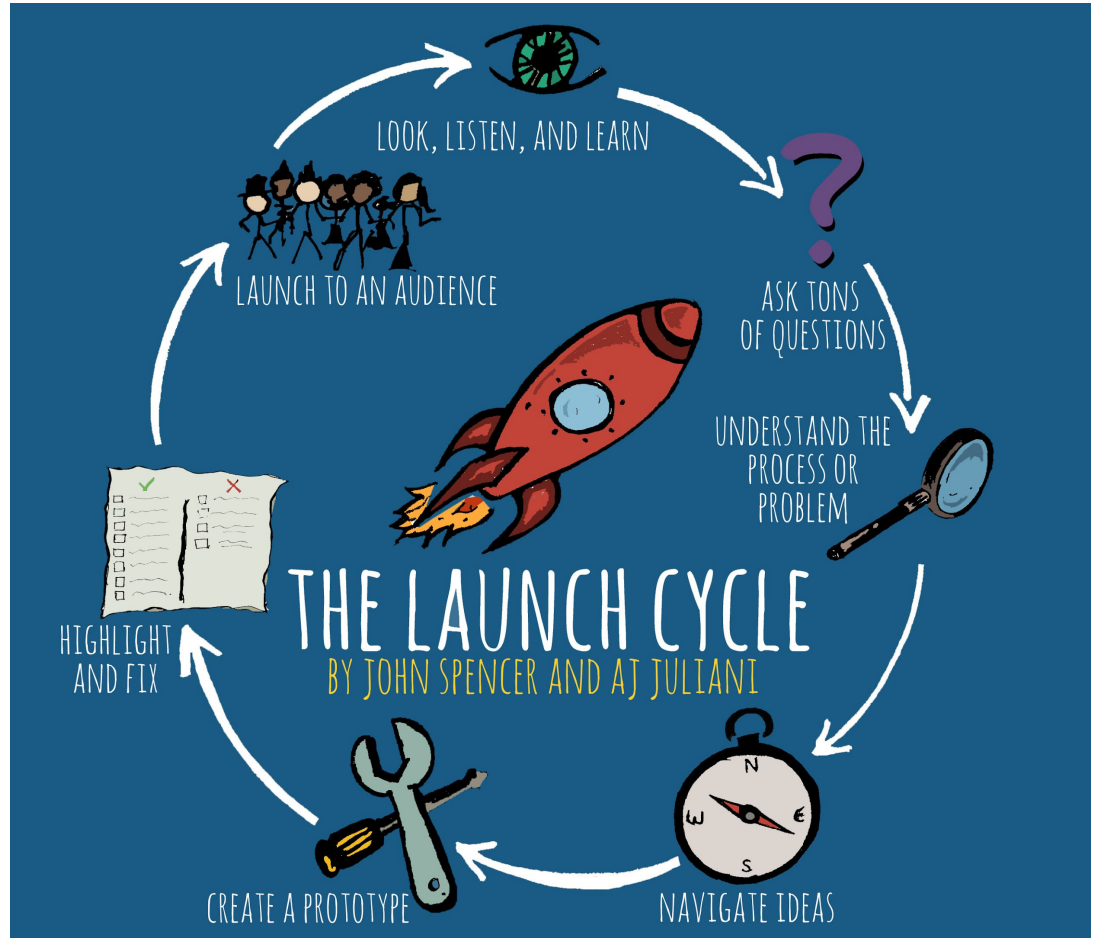
Our Purpose

Draft a continuum of practice that will...

- provide a clear vision of student-centered learning and steps we can take to create that environment in every classroom in District 100
- help all stakeholders better understand the shifts in practice that must occur to reach a student-centered learning environment
- be used to target ongoing professional development in the school district.

Our Process

Get ready to
(do a modified version)
of the LAUNCH Cycle!



How will we spend our time?

Look, Listen and Learn (15 minutes)

Ask Lots of Questions (5 minutes)

Understand the Problem or Process (10 minutes)

Navigate Ideas & Create! (80 minutes)

[Break]

Highlight What's Working and Failing to Revise (30 minutes)

Closing Reflection

Look, Listen and Learn



Goal

Create awareness and sense of wonder!

How will we do this?

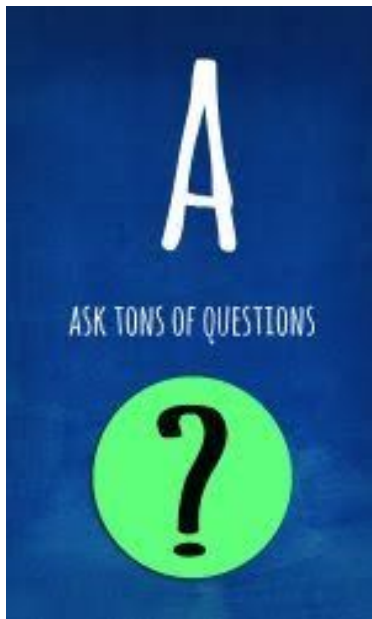
Consider pre-work...

- Mixed groups of EL/MS/HS share personal journal or classroom notes document.
- Mixed groups of EL/MS/HS share reflections from video model

Our Problem

(insert our BIG IDEA about shifting a district to Student-Centered Learning)

Ask Lots of Questions



Goal

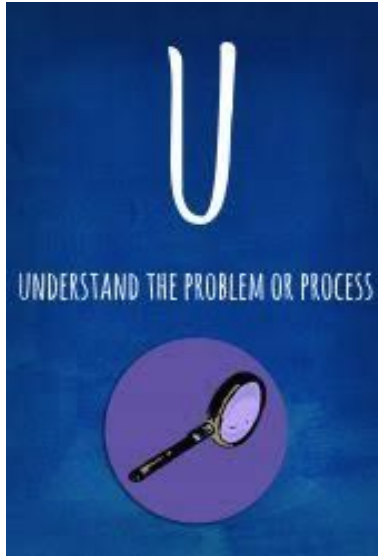
Tap into curiosity about the problem

How will we do this?

Consider the pre-work...

- What are the major differences between the descriptors in the top row?
- How could a teacher use a document like this?
- How could a team use a document like this?

Understand the Problem



Goal

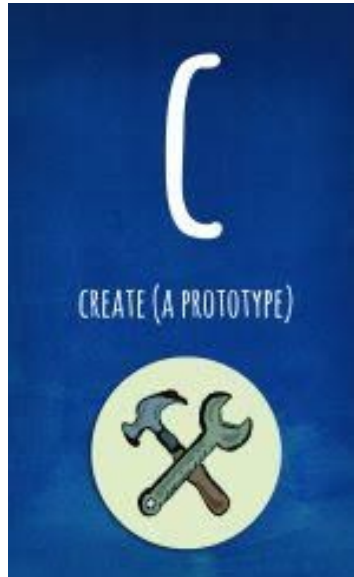
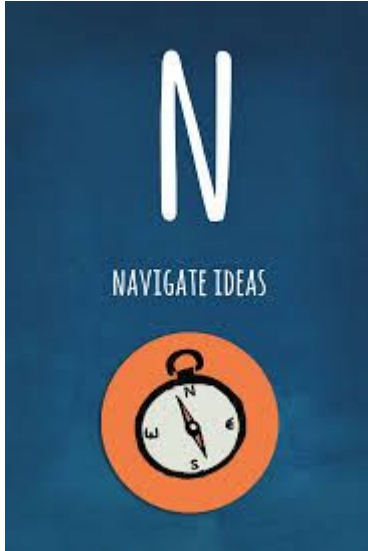
Understand the problem by gathering research, facts and other information.

How will we do this?

Consider the stems...

- What resources am I using?
- What actions do I take?
- What actions do students take?
- How are they working?
- Who are they working with?

Navigate Ideas and Create



Goal

“Dumping Lego bricks on the ground and then sorting through them to decide what to build...” pg. 52

How will we do this?

- Choose one pillar
- Brainstorm
- Share and Synthesize Ideas
- Classify (think of the continuum)
- Reflect on the left to right progression

Highlight What is Working & Not Working to Revise



Goal

Cyclical model...to change prototype in efforts to resolve glitches

How will we do this?

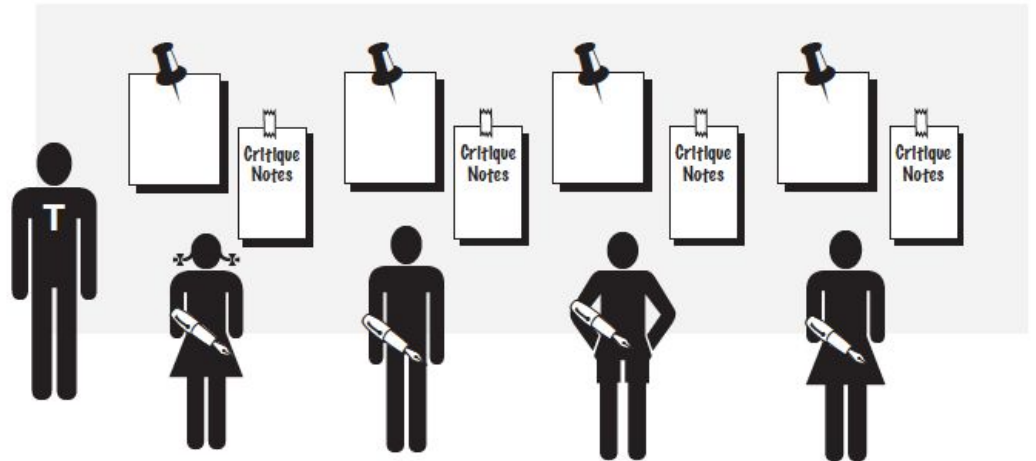
D100 Artifacts for Student Centered Learning

Feedback Round 1: Peers

Feedback Round 2: Principals

Feedback Round 1: Peers

- Identify your own concerns with your work
- Specify the feedback you hope to receive
- Gallery walk around each of the 4 pillars
 - + to add on to the idea/statement
 - ? to pose a question
 - ✓ to agree with
- Create an elevator pitch!

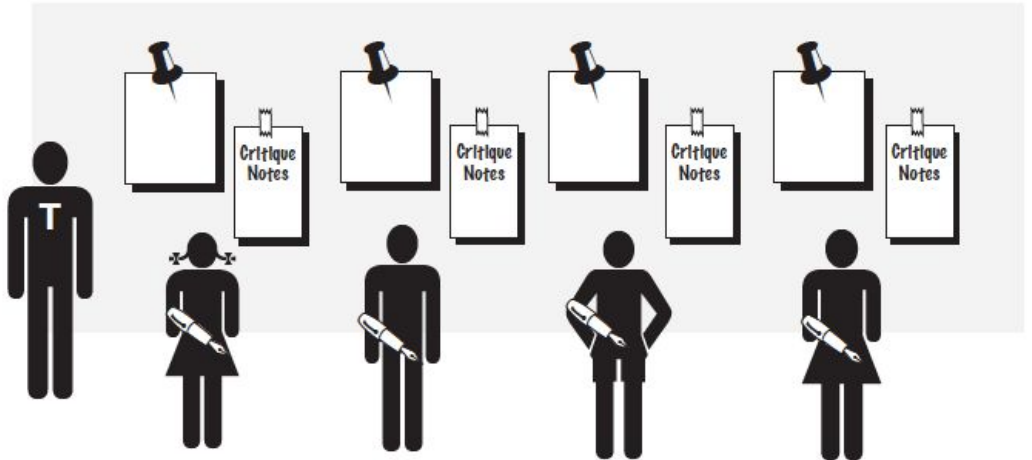


Feedback Round 2: Principals

Elevator Pitch

Independent Processing through Gallery Walk

- + to add on to the idea/statement
- ? to pose a question
- ✓ to agree with



Closing and Reflection

- Where did our process today fall on the continuum we drafted?
- Acknowledge a peer
- Excited for?
- Concerned that...?



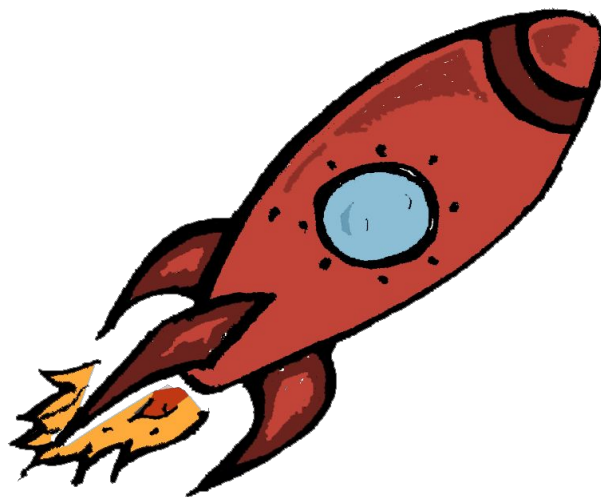
- ★ **Next meeting in August**
- ★ **Principals share out with buildings**
- ★ **October SIP day to review feedback**

Link to Evaluation for PD Hours

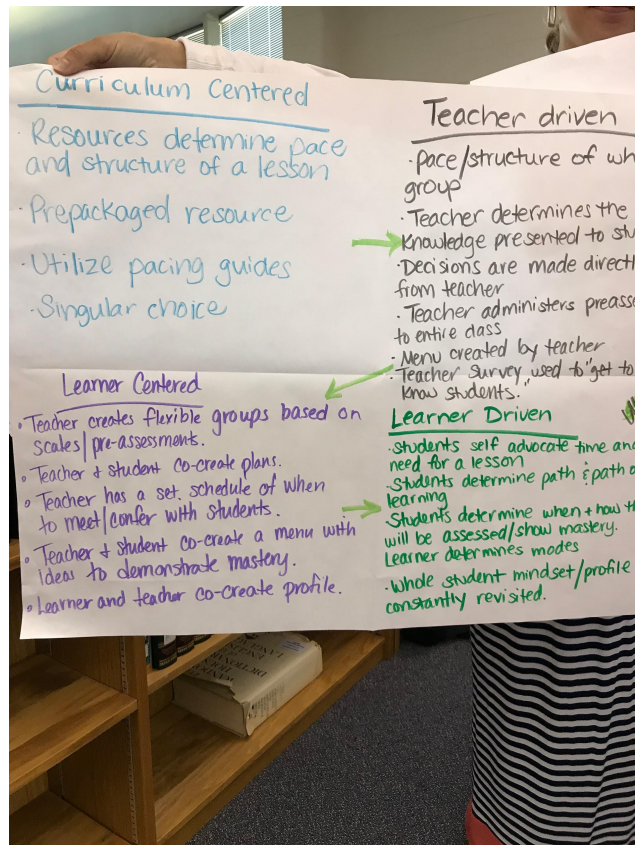
<https://goo.gl/forms/w5IL2IVTtFePi94a2>

Want to LAUNCH with your kids?

Check out [the site](#) to learn more about the K-12 Framework to support creativity and ownership of learning!



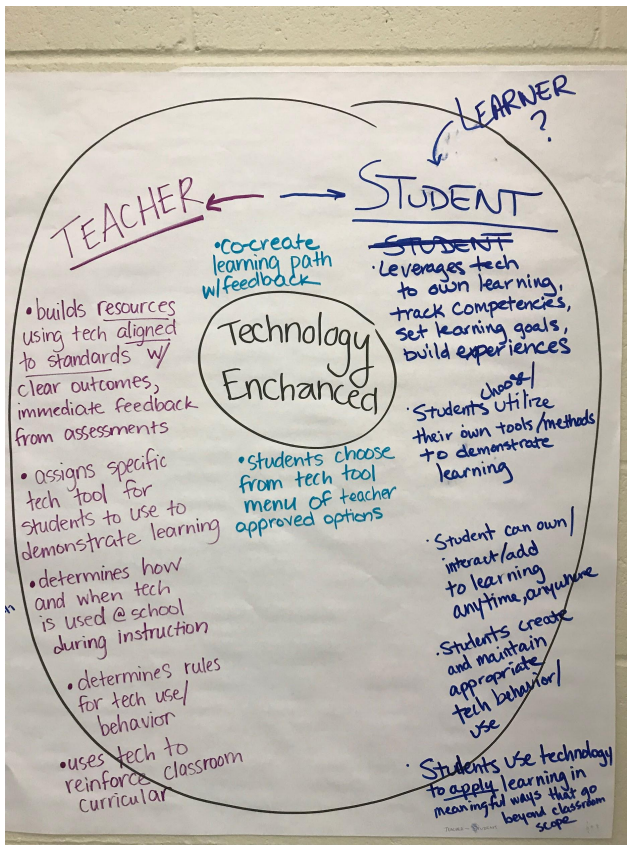
DRAFT: Personalization Continuum



DRAFT: Ownership Continuum

teacher-centered	learner-centered	student-owned
* teacher makes decisions about learning	* teacher makes decisions about student learning based on student interests?	* Voice & choice - student empowerment
* Rise and fall as a class based on set standard	* small group accomplishments are celebrated	* Confidence - celebrate individual
* everybody does the same thing	* students guide learning but the teacher facilitates	* freedom to take learning in new directions - student interests
* whole class goal setting	* small group goal setting	* student goal setting & monitoring
* teacher makes plan for learning & finds all resources; sets the pacing	* teacher involves students in making a plan for their learning	* students can make a plan - their learning - find resources to support plan
* teacher assigns core connections in content areas	* teacher guides students in making connections in content areas	* students connect core content areas
* whole class feedback	* small group feedback	* student seeks peer and teacher feedback
* teacher is the resource	* teacher assigns experts	* student reflection - knowing strengths & weaknesses - using each other as resources
* little to no learning outside the classroom	* attempt to bridge the gap between home & school	* parent support to extend learning at home
* teacher is the leader	* teacher assigns leaders	* students take on leadership roles - peer support
* teacher drives classroom and school culture	* students are involved in driving classroom culture	* learner drives classroom school culture
* environment is structured	* environment is structured, but flexible	* environment is flexible

DRAFT: Technology Enhanced Continuum



DRAFT: Proficiency Based Continuum

Proficiency Based:

	Curriculum Centered:	Teacher Driven	Learner Centered	Learner driven
Growing	<ul style="list-style-type: none"> curriculum provided 	<ul style="list-style-type: none"> could be teacher created all students receive 	<ul style="list-style-type: none"> levelled assessments proficiency based multiple modes 	<ul style="list-style-type: none"> students create mode of mastery & demonstration
Aligned	<ul style="list-style-type: none"> curriculum provided 	<ul style="list-style-type: none"> teachers communicated scales & standards 	<ul style="list-style-type: none"> students included in goal setting teacher guided conversation based on scales 	<ul style="list-style-type: none"> students created goals student owned student achieved based on scales
Monitored	<ul style="list-style-type: none"> assessment results 	<ul style="list-style-type: none"> data from assessments drives teacher discussion & interventions for whole class 	<ul style="list-style-type: none"> collaboration between student & teachers student progress focused 	<ul style="list-style-type: none"> student develops own system for monitoring growth & self feedback student drives conversation to the teacher.
Progression	<ul style="list-style-type: none"> curriculum provided 	<ul style="list-style-type: none"> uses curriculum but makes modification for whole class 	<ul style="list-style-type: none"> students are on own pace with teacher/calendar parameters. 	<ul style="list-style-type: none"> students progress at own pace
Environment	<ul style="list-style-type: none"> same lesson; curriculum created same age 	<ul style="list-style-type: none"> same lesson-teacher created & modified same age 	<ul style="list-style-type: none"> teacher provides student choices flexible grouping mastery based grouping 	<ul style="list-style-type: none"> student create working groups place of learning exclusive of course constraints

Part 2: We're Back!

Energizer Task

Form two big groups

Creatively refresh our memories by
overviewing what we did in May

- song/rap
- Mini-play
- Drawing with curation
- Wordless theater
- You choose!!



Our Purpose

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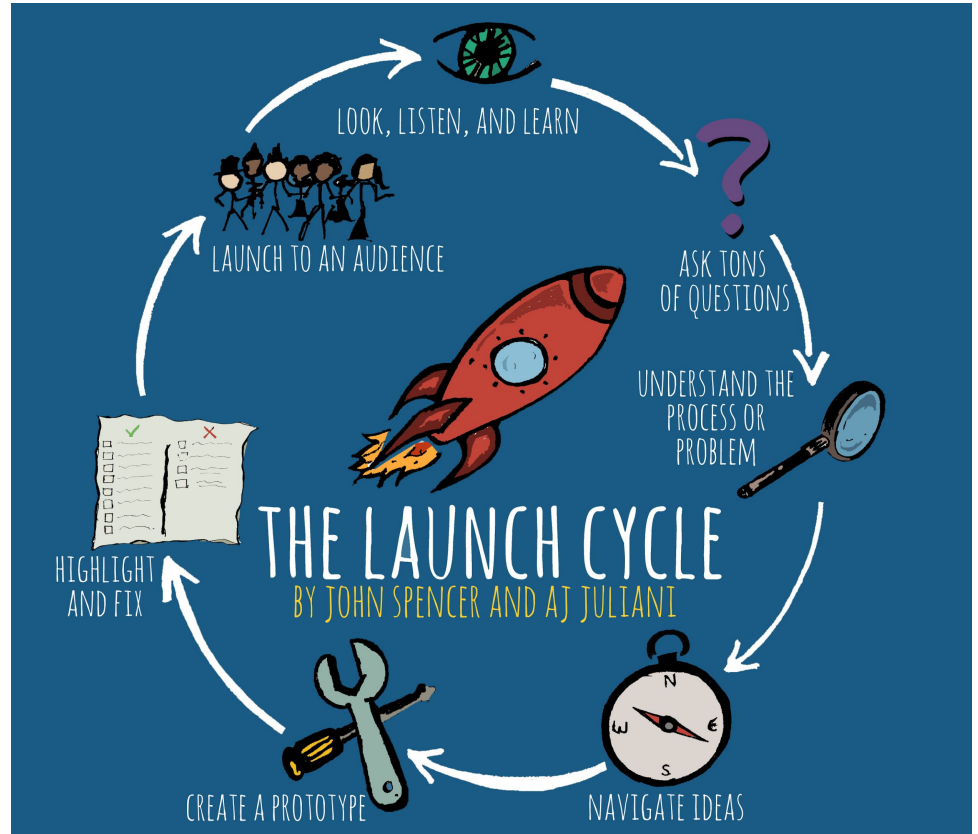
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Our Process

That's RIGHT!!

We are designers and will move RIGHT back into the LAUNCH cycle to iterate...

- Digital draft of Look-Fors
- Staff Processing/Learning Tasks



How will we spend our time?

Energizer (10 mins)

Create Digital Drafts and Review Models (30 mins)

Ask Lots of Questions (5 mins)

Understand the Problem or Process (10 mins)

BREAK (10 mins)

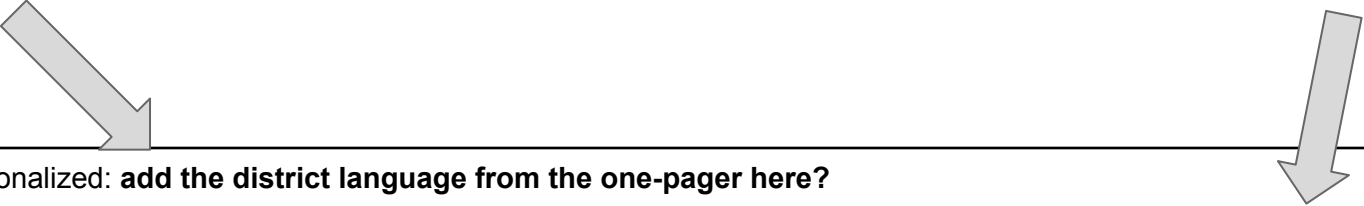
Navigate Ideas & Create (60 mins)

Highlight What's Working/Failing (20 mins)

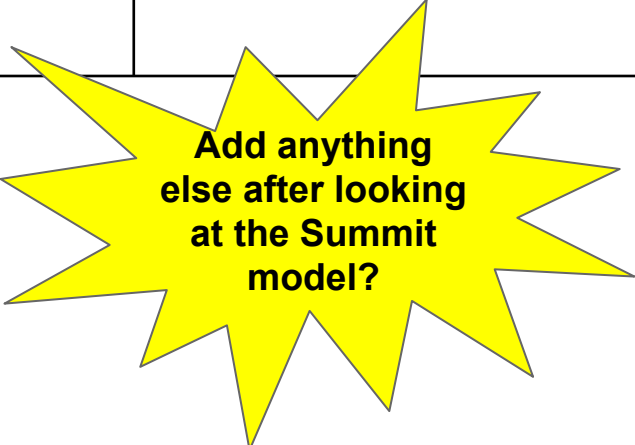
Closing Reflection & Next Steps (10 mins)



Creating Digital Look-Fors



Personalized: add the district language from the one-pager here?		
Teacher Driven	Learner Driven	Learner Owned/Student Driven



**Add anything
else after looking
at the Summit
model?**

Ask Lots of Questions

Kickstart question: How does this document impact my work?

What about the P.O.V from...



Understand the Problem/Process



Hey look, we made
**A DISTRICT
DOCUMENT** and
want to share it at
the beginning of the
year!!

What might it look like for staff to...

- See and make connections between pillars
- See and make connections with Danielson
- See and make connections with HRS/School Improvement
- Discuss the language and build a shared understanding

Navigate Ideas & Create

- ❑ Choose ONE of the POV or processing needs
- ❑ Form a group
- ❑ Brainstorm what it could look like for staff to engage in learning/processing during a 30 minute time period
 - ❑ Consider YOUR school, your staff, your goals!

Tools to help your work

[Sample PD Template](#)

[Sample LAUNCH Template](#)

[Supporting Adult Learning Pointers](#)

Highlight What is Working/Failing

One group share at a time:

- ❑ Name the type of processing need
- ❑ Describe the tasks
- ❑ Share the anticipated roadblocks
- ❑ Invite feedback



Closing Reflection & Next Steps

SOON: Communication and collaboration with your principal

August: Communication and processing with your peers (school decision)

September 18th: Leadership Council brings updates about Student Centered Look-Fors

October 5th (after SIP)
1pm-3pm reconvene as a group to reflect on feedback from buildings/Leadership Council



Part 3: We're Back!

Pizza is Energizing

Pizza and Reconnecting

- Share a highlight from 1st quarter or celebration from SIP day.
- Share a struggle from 1st quarter, invite encouragement!
- How was/is the Look-For sharing at your school?



How will we spend our time?

Energizer (10 mins)

Review Feedback in Rounds (30 mins)

Understand the Problem or Process (5 mins)

Navigate Ideas & Create (50 mins)

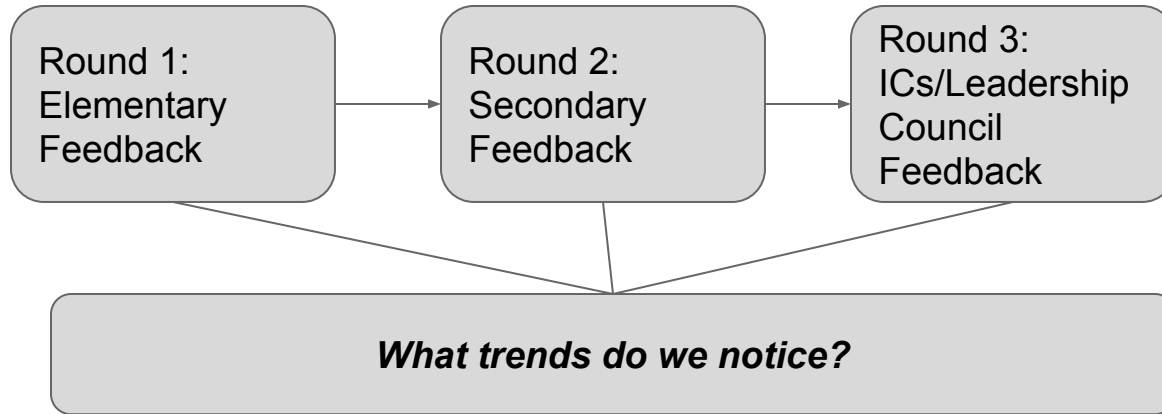
Closing Reflection & Next Steps (10 mins)

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Review Feedback in Rounds



Understand the Problem (5 minutes)

What edits do we need to make to the layout/format?

What are misconceptions that need processing at the school level?

What learning opportunities are needed at the District level?

Navigate Ideas and Create (50 minutes)

Based on feedback, break into small groups to divide and conquer!

- Goal: change format (HS continuum, no check boxes, title)
- Goal: review, update, edit wording (age/credit, his/her vs. their)
- Goal: create a support plan that includes roles and responsibilities (proficiency examples, video bank, class on canvas based on look-fors/examples to support teachers moving at their own pace,)

[Link to Elementary Support Plan](#)

[Link to Secondary Support Plan](#)

Closing Reflection and Next Steps

October: Debrief on Final Look-Fors
with Dave Carson

November-January: Go back to
buildings and share updates via
established method

February: *SIP Sessions aligned to
Look-Fors

