



**Special Meeting Agenda
Thursday, March 11, 2021
LEO Conference Center
300 S. West Dr.
Leander, TX 78641
6:00 PM**

Due to health and safety concerns related to the COVID-19 coronavirus and Boardroom capacity limits, seating for guests will be limited to 15. Doors will open at 5:30 PM and guests will be admitted on a first-come, first-served basis. Everyone will be required to complete and pass a health screening before entering the building, and a face covering over the nose and mouth is required.

Members of the public may access this meeting via live stream at <https://youtu.be/Z-uUXZ7LDYk>.

Citizen comments will be limited to topics on the agenda. Citizens wishing to address the Board of Trustees may do so in-person at the meeting location noted on the agenda. In order to address the Board, individuals must sign up between 4:30 and 5:45 PM on the day of the meeting. Individuals are encouraged to sign up online at <http://bit.ly/3bXMI1S>; however, hardcopy sign up forms will be available between 5:30 and 6:00 PM at the meeting location. Due to capacity limits, individuals signed up to speak, who do not have seating in the Boardroom, will be allowed to line up in the hallway and will be admitted to the Boardroom when it is their turn to speak.

The notice of this meeting was posted in compliance with the Texas Open Meetings Act on March 5, 2021 at 4:00 PM.

The subjects to be discussed or considered or upon which any formal action may be taken are as listed below. Items do not have to be taken in the order shown on this meeting notice. Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

- 1. CALL TO ORDER AND DECLARATION OF QUORUM**
- 2. COMMUNICATIONS / ANNOUNCEMENTS**
 - A. Superintendent Remarks
 - B. Board Member Remarks
- 3. CITIZEN COMMENTS**
(Citizen comments will be limited to topics on the agenda. See the notes at the top of the agenda for instructions on how to sign up and details regarding speaking.)
- 4. DISCUSSION ITEMS**
 - A. Deeper Learning Discussion 2
 - B. Discussion of the Mission of Leander ISD and District Mission Statement 28
- 5. ADJOURNMENT**

If, during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Government Code, Chapter 551, Subchapters D and E or Texas Government Code section 418.183(f). Before any closed meeting is convened, the presiding officer will publicly identify the section or sections of the Act authorizing the closed meeting. All final votes, actions, or decisions will be taken in open meeting. [See BEC(LEGAL)]

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, March 11, 2021

Agenda Item: Deeper Learning Discussion
Purpose (this meeting): Discussion Item/Report Only Action Requested
Administrator Responsible: Chrysta Carlin and Carie Spannagel
Attachments: Deeper Learning Discussion Presentation
Draft of Refined LISD Graduate Profile
Deeper Learning Competencies
Leander ISD Learning Model

Background Information:

The Board of Trustees will engage in a shared experience around deeper learning and discuss the impact on the student and staff experience.

Administrative Recommendation:

N/A

Sample Motion:

N/A

Deeper Learning Discussion

March 11, 2021

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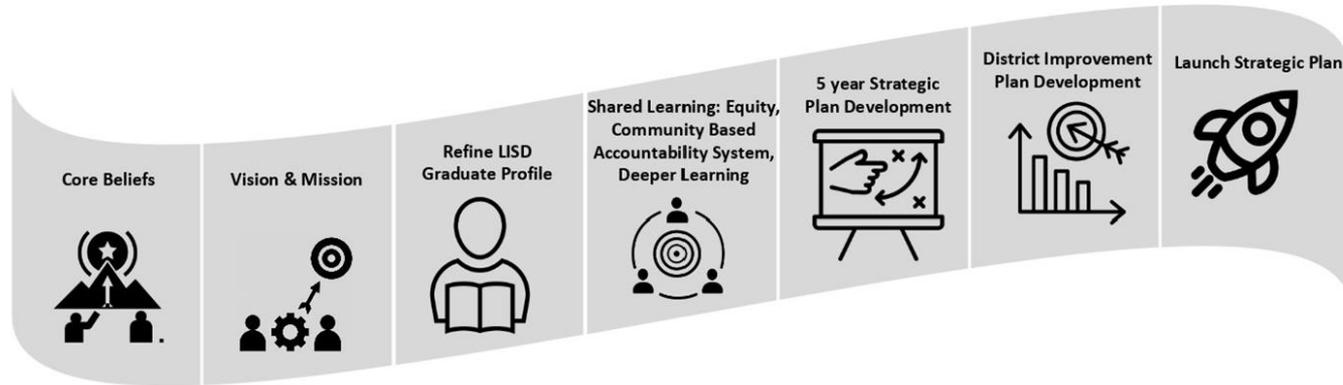


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Road Map to a 5 Year Strategic Plan



Leander ISD Strategic Plan Development 2020-21

Overview of the evening

- Activity
- Define Deeper Learning
- Implications and Impact to the System

Code of Cooperation

- Adhere to Brave Space Commitments
- Use a parking lot to collect pluses, deltas, questions, and ideas for improvement.
- Take breaks as needed.

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Brave Space Commitments

Brave Space Commitments



Practice Being Present

Close your computer and turn your phone on silent. Model being fully present by respecting the topic at hand and the others in the room. Commit to how you want to show up in this moment.



Listen Deeply Enough To Be Changed By What You Hear

Be open-minded as you listen to others. Be willing to be surprised and to learn something new.



Speak From The "I" Perspective

Attend to and speak about your own experiences and responses. Do not speak for a whole group or express assumptions about the experience of others.



Try It On

Try on new ideas or ways of doing things that might not be how you prefer or are familiar with, including ways of interacting that challenge your previous perceptions.



Take Space, Make Space

To encourage full participation by everyone in the room, take note of who is speaking and who is not. If you tend to speak often, consider "making space" for others. If you tend to stay quiet, consider "taking space" to share your thoughts. This includes in-person and virtual collaboration.



You Have The Right To Pass

You can say "I pass" if you do not wish to speak. Respect that people may need processing time.



Assume Positive Intentions And Take Responsibility For Impact

Maintain a growth mindset and give individuals an opportunity to address their blind spots. If a team member is negatively affected by someone, they should share that and know that the speaker would be willing to own that impact. Everyone in the group is expected to listen to feedback about how their statements are being received.



Expect And Accept Non-Closure

Practice releasing expectations that what emerges during discussion must be settled or come to a recognizable conclusion. Seek to understand different forms of value in dialogue without pushing toward solutions.



Exemplify Confidentiality And Unity

Be ready to talk about hard things. Challenge the process and not the people. Know that all team members will not always be in agreement and as we carry the message forward, we will have a unified front. Consider who needs to know the information as you work with others to share the message.



Parking Lot Tool

Parking Lots are used as an avenue to anonymously communicate feedback to facilitators or group leaders. It is also used when ideas, questions or comments emerge at times when they cannot be explored. The Parking Lot allows these issues to be recorded and dealt with later.

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Build a Bridge Activity

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What is Learning?

Reflecting on the previous activity, think about the following questions:

- What skills did you use in the activity?
- What knowledge did you need to perform the activity?
- What peaked your interest within the activity?

Jot down one idea per sticky note.



Cool

Cognitive Rigor

(Mehta & Fine, 2019)



Warm

Passion & Interest



Flow

Qualities that give the learning life and create forward momentum

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What is Deeper Learning?

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Deeper Learning Definition

Deeper Learning allows students to engage in academic content while moving from surface to transfer knowledge and skills. Deeper Learning experiences assist students in developing multiple competencies including:

- Effective Communication
- Critical Thinking and Problem Solving
- Collaboration
- Academic Mindset
- Self-Directed Learning
- Content Mastery

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(William and Flora Hewlett Foundation, 2013; Chow, 2010; Trilling, 2010)

Where do we see deeper learning in our system now?

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Connections

Deeper Learning Competencies:

- Effective Communication
- Critical Thinking and Problem Solving
- Collaboration
- Academic Mindset
- Self-Directed Learning
- Content Mastery

LEANDER ISD

CORE BELIEFS

As a public school organization, we hold these truths as our core beliefs:

- Each and every student is at the heart of our decisions. This requires a focus on students and all elements that impact their overall student experience in order for them to reach their maximum potential.
- LISD life-changers (each and every staff member) should be empowered so they can inspire our students to own their learning.
- Our LISD family, which includes our students and their families, life-changers, board, and community members, thrives when we ensure a welcoming, safe, and caring environment in which we treat one another with integrity, respect, fairness, and acceptance while appreciating our differences.
- A deliberate and intentional focus on relevant and deeper learning for each student will optimize individual outcomes and personal growth.
- Developing and maintaining meaningful, collaborative relationships between all our LISD family is vital for a whole child, student-driven experience.

10 ETHICAL PRINCIPLES

- HONESTY**
telling the truth
- INTEGRITY**
doing the right thing
- PROMISE-KEEPING**
doing what you say you are going to do
- LOYALTY**
supporting someone or something
- CONCERN FOR OTHERS**
caring for and helping others

GRADUATE PROFILE

The six key characteristics shown below represent the Leander ISD Graduate Profile, a document that lists the skills and abilities each LISD student will know and be able to demonstrate upon graduation. To view this document in its entirety, please visit www.leanderisd.org.

In LISD, everything we do and every learning activity is focused upon meeting our child, our team and supporting our students toward applying the skills and competencies listed in Leander ISD's Graduate Profile. This is the singular purpose of our existence.

LEARNING MODEL

LEANDER ISD

LEADING TO A BRIGHT FUTURE

ACADEMICS

EFFECTIVE, PRODUCTIVE & LIFELONG LEARNING

PERSONAL GROWTH & EXPRESSION

SOCIAL AWARENESS, CONTRIBUTION & STEWARDSHIP

LEANDER ISD
LEADING TO A BRIGHT FUTURE

Student Experience

How as leaders do we support this work ?

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“The central function of school leadership is to organize the entire school around learning. That means structuring the daily work of teachers and administrators so that it reflects the principles of deeper learning” (May, 2013).

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Questions?



Resources

Chow, B. (2010). The quest for deeper learning. *Education Week*, 30(6), 1-3.

May, J. (2013, September 16). Deeper Leading. Retrieved from <https://www.gettingsmart.com/2013/05/deeper-leading/>

Mehta, J., & Fine, S. (2019). *In search of deeper learning: The quest to remake the American high school*. Harvard University Press.

Trilling, B. (2010). Defining competence in deeper learning. *Menlo Park: Hewlett Foundation*.

William and Flora Hewlett Foundation. (2013). Deeper learning defined. Retrieved from <http://www.hewlett.org/library/hewlett-foundation-publication/deeper-learning-defined>

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Draft of Refined LISD Graduate Profile Content

- **Critical & Creative Thinkers** *who seek and solve problems through curiosity, flexibility, and innovation.*
- **Skilled Communicators & Collaborators** *who listen to understand, express, and challenge ideas with respect and empathy while owning their individual roles toward a shared outcome.*
- **Compassionate Community Contributors** *who value diverse perspectives and share their unique gifts with the world.*
- **Adaptable & Reflective Individuals** *who confidently embrace their strengths and challenges while pursuing their interests and passions.*

Deeper Learning Competencies

- Effective Communication
- Critical Thinking and Problem Solving
- Collaboration
- Academic Mindset
- Self-Directed Learning
- Content Mastery

(William and Flora Hewlett Foundation, 2013; Chow, 2010; Trilling, 2010)

THE LEADER WAY

Guaranteed & Viable Curriculum

Continuous Improvement

LEARNING ENVIRONMENT

Learning Objectives

Formative & Summative

Learning Plan

Analysis & Goal Setting

DESIGN

ASSESS

FOCUS ON STUDENT LEARNING

TEKS/
Standards Alignment

Challenge For All

IMPLEMENT

Active Engagement

Higher-Order Thinking

Research-Based Strategies

Collaborative Culture

Culturally Responsive

Systems & Procedures

Ownership of Learning

Communication & Feedback

Professional Learning Communities

SHARED VISION & GOALS

10 ETHICAL PRINCIPLES

GRADUATE PROFILE

Parent & Community Involvement

Financial Stewardship

Supportive Relationships

Support & Resources

Professional Learning

Safe & Orderly Environment

Collaborative Culture

Communication & Feedback

Deeper Leading

By **Guest Author** | May 15, 2013



By Jim May

I recently had the opportunity to attend the first ever Deeper Learning conference in San Diego, CA. Educators from around the country convened to discuss deeper learning and the successes and challenges they have encountered in their efforts to precipitate it. Deeper Learning is an effort sponsored by the Hewlett Foundation to prepare students for a world that has changed and continues to change radically. In short, Deeper Learning prepares students to:



- Master core academic content
- Think critically and solve complex problems
- Work collaboratively
- Communicate effectively
- Learn how to learn (e.g., self-directed learning)

Deeper Learning represents the evolution of a conversation that has gone on for some time now. The primary thrust of that conversation is that the pre-eminent challenge facing our schools is not one of student achievement on standardized assessments but rather a fundamental misalignment between school and the realities of our modern economic and civic life. Deeper Learning represents an attempt to better align the experiences that students have in school with the demands that will be made of them by the world.

While much has been made of this argument and its implications for instruction and student learning (e.g., the 21st Century Skills movement), considerably less attention (at least in the popular discourse) has been given to the ramifications these ideas hold for adult learning in schools. I want to draw our attention to the adult side of this equation for a moment. In particular, I want to devote some thought to the implications this argument has for the exercise of leadership if we are to create schools where students regularly engage in deeper learning.

What is learning?

That may seem like a dumb question, but I have been assured by generations of teachers that such things do not exist. It is important to note that the definition of deeper learning (the bullet points above) points to a changed definition learning. As Elmore, City & Lynch note, in the world of schools learning has historically meant “the accumulation of authoritative knowledge.” We did well in school by memorizing historical facts, scientific information, and mathematical formulas and giving it back to our teachers in a minimally altered fashion on quizzes, tests, papers, lab experiments, etc. However, the well documented reality that the volume of information available to us has grown exponentially and that access to it has been radically democratized through a variety of portals necessitates a revised definition of learning. Thus, “...learning becomes mastering the ways of imputing meaning to information – not recall and application of official knowledge.” [i]

Who needs to learn?



Believers in deeper learning and 21st century skills have worked tirelessly to reimagine what teaching and learning looks like for students. However, the energy devoted to a similar shift in the way we think about and organize adult learning in schools has been inadequate to date. Generally speaking, schools approach adult learning and professional development through the lens of training. We have a meeting where we say something like, “Today you will be trained on how to create authentic learning experiences” (that statement is problematic in and of itself). Next, we go to the classrooms and look to see if teachers are doing exactly what they were told to do in the training. In short, we are doing to our teachers what we have historically done to our students – test them on their ability to mimic or reproduce what someone else decided was important.

If we want students to experience deeper learning then we have to structure the work of teachers to reflect those same principles. That means we have to shift our mindset with regard to adults from training to learning (our revised definition of learning that is). The work of teachers must necessarily be organized around thinking critically about and solving the complex problems that emerge in relationship to teaching, learning, and school improvement. Teachers must be able to transform all of the information (anecdotal observations, student work, assessment data, etc.) they encounter into insight, and subsequently turn that insight into action. The work has to be done collaboratively because the volume of information is too large and the challenges often too complex to tackle in isolation. Teachers need access to and proficiency with modern technology that enables learning and collaboration in order to do this work well. In short, the most relevant skill to being good at teaching is to be good at learning, specifically deeper learning. These are the skills we need to be cultivating among our teaching corps as we think about professional development and adult learning.

The Work of Leadership

What does this mean for the work of leadership in general and the role of the principal in particular? Historically, school was the place where knowledge that was created and deemed important elsewhere came for distribution to the masses. The responsibility of the student was simply to memorize that body of knowledge as completely as possible. However, if we hope to create schools where students regularly engage in deeper learning then they have to become places capable of generating knowledge, not just disseminating it.

Deeper learning is about something much...well...deeper. Deeper learning is about preparing students for a reality where there are no answers in the back of the book. Deeper learning is about facing the reality that memorizing a tiny sliver of the information available to humans will not equip students to engage the world productively. Deeper learning is about what you do when all the experts in a field disagree about the answer to a problem. Deeper learning is about having the tools to transform an ever-expanding stream of information into meaning that can be applied to future experiences, individually and collectively.

Thus, the central function of school leadership is to *organize the entire school around learning*. That means structuring the daily work of teachers and administrators (not just the professional development time) so that it reflects the principles of deeper learning. School leaders have an important role to play in leading us towards deeper learning in that they are well positioned to wield extreme influence over the daily life of the adults. To organize your school around learning sounds obvious, but it amounts to a seismic shift in the practice of most schools. To do this well requires reimagining every conversation, every practice, and every structure (not just the ones for students) to prioritize learning – not accountability. Deeper leading begins with leaders taking responsibility for the deeper learning of adults.

Jim May is a School Development Coach with the New Tech Network, a national network of project-based, K-12 public schools. A former teacher and principal, Jim's work focuses on leadership development across the 120+ schools that comprise the New Tech Network.

[i] City, E., Elmore, R., and Lynch D. (2012). Redefining education: The future of learning is not the future of schooling in *The Futures of School Reform*. Eds. Jal Mehta, Robert B. Schwarz, and Frederick M. Hess. Harvard Education Press: Cambridge, MA.

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, March 11, 2021

Agenda Item: Discussion of the Mission of Leander ISD and District Mission Statement
Purpose (this meeting): Discussion Item/Report Only Action Requested
Administrator Responsible: Sarah Grissom and Susan Cole
Attachments: N/A

Background Information:

As part of the overall strategic thinking and planning process, the Board of Trustees and members of administration will engage in a collaborative process to bring clarity and focus to the mission of Leander ISD.

Administrative Recommendation:

N/A

Sample Motion:

N/A

Vision - Mission Comparison Chart¹

	Vision Statement	Mission Statement
About	A Vision statement outlines WHERE you want to be. Communicates both the purpose and values of your business.	A Mission statement talks about HOW you will get to where you want to be. Defines the purpose and primary objectives related to your customer needs and team values.
Answer	It answers the question, "Where do we aim to be?"	It answers the question, "What do we do? What makes us different?"
Time	A vision statement talks about your future.	A mission statement talks about the present leading to its future.
Function	It lists where you see yourself some years from now. It inspires you to give your best. It shapes your understanding of why you are working here.	It lists the broad goals for which the organization is formed. Its prime function is internal; to define the key measure or measures of the organization's success and its prime audience is the leadership, team and stockholders.
Change	As your organization evolves, you might feel tempted to change your vision. However, mission or vision statements explain your organization's foundation, so change should be kept to a minimum.	Your mission statement may change, but it should still tie back to your core values, customer needs and vision.
Developing a statement	Where do we want to be going forward? When do we want to reach that stage? How do we want to do it?	What do we do today? For whom do we do it? What is the benefit? In other words, Why we do what we do? What, For Whom and Why?
Features of an effective statement	Clarity and lack of ambiguity: Describing a bright future (hope); Memorable and engaging expression; realistic aspirations, achievable; alignment with organizational values and culture.	Purpose and values of the organization: Who are the organization's primary "clients" (stakeholders)? What are the responsibilities of the organization towards the clients?

Vision Examples

Current LISD Vision: Engage, Inspire, Achieve for Lifelong Success.

Previous LISD Visions:

- Students will exit our system with the same passion for and joy in learning they had when they entered, having achieved high academics and built strong character, without economics determining success.
- Every student is encouraged, supported, and challenged to achieve the highest levels of knowledge, skills, and character.

District	Vision Statement
Frisco ISD	We look at education in a different way... through the eyes of children.
Klein ISD	Enters with a Purpose & Exits with a Promise
El Paso ISD	The El Paso Independent School District will be a premier educational institution, source of pride and innovation, and the cornerstone of emerging economic opportunities producing a twenty-first century workforce.
Spring ISD	Spring Independent School District will be a district of choice for high quality academics with innovative and specialized programs that meet the needs of all students in a positive learning environment.
Plano ISD	COMMITTED TO EXCELLENCE DEDICATED TO CARING POWERED BY LEARNING PLANO ISD PROUD
Round Rock ISD	Inspiring students to learn; empowering students for life.
Georgetown ISD	Home of the most inspired students, served by the most empowered leaders.
Liberty Hill ISD	Building Champions in Academics, Character, and Community

Corporation	Vision Statement
Toyota	To be the most successful and respected car company in America.
Avon Products	To be the company that best understands and satisfies the product, service, and self-fulfillment needs of women—globally.
Kraft Foods	To Be The Best Food Company, Growing A Better World.
The Walt Disney Corporation	To be one of the world's leading producers and providers of entertainment and information.
Microsoft	To help individuals and businesses realize their full potential.
Walmart	To be the best retailer in the hearts and minds of consumers and employees.
Google	To provide access to the world's information in one click.