

WAYZATA PUBLIC SCHOOLS

Independent School District 284

Wayzata, Minnesota

BOARD OF EDUCATION

Work Session Meeting - April 28, 2014 - 4:05 PM

District Administration Building, 210 County Road 101 North, Plymouth, MN

AGENDA

1. CALL TO ORDER
2. ADMINISTRATIVE 3
 - A. WHS Site Plan Development & Athletic Fields *J. Westrum, S. McQueen 20 minutes*
 - B. Health Services Strategic Update *L. Fildes 30 Minutes* 4
3. TEACHING AND LEARNING 39
 - A. Teacher Development and Evaluation Plan - *M. McKasy and C. Brofford 30 minutes* 40
4. BUSINESS AND FINANCE 75
 - A. Budget Update 2013-2014 School Year *J. Westrum 5 minutes*
 - B. Proposed Budget Update 2014-2015 *J. Westrum 15 minutes* 76
 - C. Facility and Construction Updates *J. Westrum, A. Parnell, C. Anderson 10 minutes*
5. BOARD REPORTS 79
 - A. National School Boards Association Conference Review *C. Peterson, C. Polzin, A. Cuene 15 Minutes* 80
6. SCHOOL BOARD 134
 - A. Tentative Board Agenda for May 12, 2014 - *5 minutes* 135
7. ADJOURN

WAYZATA PUBLIC SCHOOLS

Independent School District 284
Wayzata, Minnesota

MISSION

Our Core Purpose:

The mission of Wayzata Public Schools is to ensure a world-class education that prepares each and every student to thrive today and excel tomorrow in an ever-changing global society.

VISION

What We Intend to Create and Experience:

The vision of Wayzata Public Schools is to be a model of excellence where all students discover their unique talents, develop a love and tenacity for learning and demonstrate confidence and capacity for success through:

Exceptional Student Learning, Experiences and Relationships:

- High achievement by each and every student—no exceptions, no excuses;
- Content-rich, rigorous and personalized education;
- Meaningful relationships with teachers, staff, mentors and peers in a welcoming, nurturing and safe environment.

Community Trust, Confidence and Partnership:

- Comprehensive learning opportunities meeting diverse learner needs and community aspirations;
- Committed to being the first choice for students and families;
- Maintaining the highest levels of satisfaction and pride by staff, parents and community.

Operational Excellence:

- Attraction, development and retention of exemplary, creative and valued employees;
- Effective and efficient use of time and human, financial and physical resources;
- Culture of continuous improvement and responsive innovation;
- High performing district governance, management and partnerships.



**4.28.14 Work Session
District Administration Building**

ADMINISTRATIVE

WHS Site Plan Development & Athletic Fields

Health Services Strategic Update

Memo

To: Wayzata Public Schools Board of Education
From: Lori Fildes, Director of Special Services
CC: Licensed School Nurses, Building Principals
Date: April 24, 2014
Re: April 28, 2014 Work Session

Attached, please find the PowerPoint and Portfolio introduction that will be presented to you at the April 28, 2014 Board of Education Work Session. The District Nurse team and I are looking forward to talking with you about the District's Health Services, past, present, and into the future. We are in program improvement which involves defining our standard work and developing projects and activities aligned with the District's Strategic Roadmap.

The PowerPoint provides you with a "tour" of the District's Health Services, personnel, scope of services, and future goals. The DRAFT Health Services Portfolio document provides you with back ground around the history of health services and a rationale for the project and activities the District Nurse team has chosen as a focus for the next 2-3 years. Please note that it is in draft form. Given this opportunity to meet with The Board, we wanted you to be able to see our evolving work. We welcome your questions, comments, and suggestions and look forward to seeing you on Monday.



-DRAFT-

April 28, 2014

***Health Services
Department Portfolio***

Director of Special Services

Lori Fildes

District Nurses

*Irene Merz
Lynda Lankford
Angie Dubbs
Susan Abraham*

Health Paraprofessionals

*Dani Emry
Shari Hanson
Peggy Murphy
Nancy Rice*

*Jan Jones
Trudy Namur
Michele Freng
Mary Stoehr-*

Nessen

Carol Talus

Judy Haux

*Special Education Paraprofessional
Supporting the WHS Health Office*

Linda Peterson

Wayzata Public Schools Strategic Roadmap

Mission (Our Core Purpose):

The Mission of Wayzata Public Schools is to ensure a world-class education that prepares each and every student to thrive today and excel tomorrow in an ever-changing global society.

Vision (What We Intend to Create and Experience):

The Vision of Wayzata Public Schools is to be a model of excellence where all students discover their unique talents, develop a love and tenacity for learning and demonstrate confidence and capacity for success through:

Exceptional Student Learning, Experiences and Relationships:

- High achievement by each and every student – no exceptions, no excuses;
- Content-rich, rigorous and personalized education,
- Meaningful relationships with teachers, staff, mentors and peers in a welcoming, nurturing and safe environment

Community Trust, Confidence and Partnership:

- Comprehensive learning opportunities meeting diverse learner needs and community aspirations;
- Committed to being the schools of first choice for students and families;
- Maintaining the highest levels of satisfaction and pride by staff, parents and community

Operational Excellence:

- Attraction, development and retention of exemplary, creative and valued employees;
- Effective and efficient use of time and human, financial and physical resources;
- Culture of continuous improvement and responsive innovation;
- High performing district governance, management and partnerships.

Core Values (Driver of our Words and Actions):

Achievement:	<i>Challenging oneself and others for excellence in all we do</i>
Collaboration:	<i>Working together to maximize opportunities and eliminate barriers to learning for all.</i>
Community:	<i>Maintaining a sense of belonging to and responsibility for the broader community.</i>
Equity:	<i>Meeting the specific needs of all students.</i>
Integrity:	<i>Doing the right thing in the right way at the right time, even when no one is aware.</i>
Respect:	<i>Valuing others for their diverse talents, backgrounds, cultures and viewpoints.</i>

Strategic Directions (Focused Allocation of Resources):

- A. Increasing the high levels of student achievement and college/career readiness without predictable gaps.
- B. Elevating the consistency and effectiveness of the district core processes of teaching, assessment, intervention and learning.
- C. Supporting all staff in the Increasing accountability for individual and collective performance.
- D. Enhancing the connection to and partnership with families and other constituents in our community.
- E. Implementing effective practices in governance, management and consultation.



Introduction and Background Information

History of Health Services in the Schools

The practice of school nursing first appeared around 1902 with the initial role of the school nurse designed to decrease absenteeism through intervention with students and families over health care needs related to communicable disease. While the role may have changed over the past century due to advances in medicine and community health, the US Surgeon General notes the school nurse emerges as a major factor in the learning process as educators need students who are prepared to learn, in school and in class, safe, socialized and able to care for themselves—all objectives in the practice of school nursing that may extend well beyond the walls of the school.

Minnesota Statute, section 121A.21 (School Health Services) states “every school board must provide services to promote the health of its students.” The statute underscores the integral nature of education and health. Taking the premise one step further, the Department of Education website defines school health services as “a comprehensive approach to preventing and addressing student health problems that interfere with learning.”

Licensed School Nurses (LSNs) are the planners and primary providers of school health services. The Minnesota Department of Education notes school health services involves planning and implementing strategies and safeguards to protect, promote and manage the health and safety of the school population (students at all age/grade levels, staff, volunteers and visitors) as well as preventing illness and injury throughout the school year. School nurses are a part of the school’s multi-disciplinary team to address the inseparable link between health and learning.

In 2011 the National Association of School Nurses (NASN) specified that school nursing is a specialized practice of professional nursing that advances the well-being, academic success and lifelong achievement and health of students. To that end, school nurses:

- facilitate positive student responses to normal development;
- promote health and safety including a healthy environment;
- intervene with actual and potential health problems;
- provide case management services;
- collaborate with others to build student and family capacity for adaptation, self-management, self-advocacy and learning.

The School Nurse Organization of Minnesota (SNOM) details the role and responsibilities of the school nurse in supporting student health and learning. In providing leadership for health policies

and practices within the school district, the school nurse advocates for policies and programs that positively affect student health and learning. Furthermore, the nurse is charged with promoting health by providing health programs to staff, families and the community. According to SNOM, the nurse also acts as a liaison between school personnel, family, community and health care providers by specifically developing community partnerships to promote health and learning. The website for the American School Health Association (ASHA) states its mission is to build the capacity of its members to plan, develop, coordinate, implement, evaluate, and advocate for effective school health strategies that contribute to optimal health and academic outcomes for all children and youth. Its mission then specifies five Core Beliefs which speak directly to the role of school health services:

- Core Belief #1: Health and learning are directly linked and essential to the development of healthy, resilient citizens.
- Core Belief #2: Schools are uniquely positioned to help students acquire healthy habits for a lifetime.
- Core Belief #3: A coordinated school health approach is the most effective and efficient means of promoting healthy citizens.
- Core Belief #4: School health professional should be highly qualified and practice evidence-based health and education strategies.
- Core Belief #5: Schools should be safe, nurturing environments that facilitate learning for all.

Wayzata Public Schools Health Services

Wayzata Public Schools (WPS) health services staff includes 3.5 full-time equivalent Licensed School Nurses (LSNs) who direct health paraprofessionals at each of the 7 elementary schools, 3 middle schools, high school and early childhood programs. LSNs must have a minimum preparation of baccalaureate degree in nursing and health paraprofessionals must have first aid and CPR training, although several have additional training as nurses, medical assistants or first responders. District health services staff receive on-going professional development in their fields in order to remain current in best practices related to school health services.

WPS has experienced steady growth in enrollment increasing from 9245 students in 2001 to a projected 10,678 students in 2013. This rise in enrollment is expected to increase two-fold in the next ten years. Health services have experienced increases in the daily health office visits commensurate with this increased enrollment. On a daily basis, 80-100 students access the Wayzata High School (WHS) health office, while in the other buildings, visits average from 25 to 60 per day. Office visits are recorded in an electronic chart which allows for more accurate data collection and reporting.

In addition to the great volume of visits to the health offices, the students served are from increasingly diverse cultures, including languages, ethnicity, socio-economic backgrounds, abilities/disabilities, and experiences. In the 2012 enrollment data it was reported that 74% of our students were identified as Caucasian, 8% Black, 14% Pacific Islander/Asian and 3% Hispanic and less than 1% American Indian, our families reported 50 languages other than English as the primary home language, 15% of all of our students received free and reduced lunches, and 9% of the student population were reported as receiving special education services. These varying backgrounds enrich

the district and require that health services staff have the skills necessary to work with students and families who come from cultures and languages different from their own. This also requires staff to work with children and families who may have divergent belief systems around health conditions and health care.

Along with the increase in numbers of students served, there have been significant changes in the nature of these visits. In 1975 Public Law 94-142, The Education of All Handicapped Children Act was initially passed and amended in 1990, 1997, and 2004. This Federal law now named The Individuals with Disabilities Education Act (IDEA) ensures special education services to children with disabilities regardless of their limitations. Some of these students have increasingly complex medical problems that require broader knowledge and skills on the part of those who care for them. Prior to this legislation, many of these students did not attend public school.

In 1996, there were less than 10 students with diabetes or life threatening food allergies attending WPS. In addition, there were two students with daily tube feedings or catheterizations. There were no students who required continuous nursing care. In 2013, there are 900 plus students with a known diagnosis of asthma, 373 students with life-threatening allergies, 33 students with diabetes, 18 students with known heart conditions, 36 students with seizure disorders, 9 students with cancer, 7 students with muscular dystrophy, and 3 students with one-on-one daily nursing support. In addition, staff reports a significant increase in students with anxiety and depression, ADHD and other mental health concerns.

In spite of the increased complexity of the health services role, most students are healthy and experience only the typical minor illnesses and injuries of childhood. Many of these students have had few if any visits to the health office. Part of the role of the LSN, as defined by the National Association of School Nurses, is to provide these students the education, support and environment necessary to promote optimal health for the present while establishing healthy habits that will maintain their health for the future. Wayzata Public Schools Health Services personnel believe that wellness and presence are two critical factors that support student attendance and achievement in school. A student must be present for learning to progress forward academically. Additionally, a student must be healthy and well in order to be in school. A sense of wellness is characterized by an individual being both physically and emotionally in balance.

After reviewing the literature, including the expanded role of the school nurse from a historical perspective, the District Nurses propose the following Projects for program improvement and student support: Addressing Absenteeism and Promoting Wellness. These areas are first represented by lag indicators that are tracked for the purpose of establishing summative data the projects are intended to impact. The projects themselves are then described in the sections entitled, LEAD INDICATORS: Projects, Tailored Set of Activities, & Metrics. This part of the document includes lead indicators which are formative assessments or metrics that are intended to influence the lag indicators. It also includes a description of the projects and activities the Health Services Department intend to focus on as a means of overall program improvement. The District Nurses are passionate about their area and value the contribution they make to the achievement of each and every student attending WPS. It is believed that the implementation of these projects and activities will lead to greater awareness and outcomes as Health Services positively contribute to the District's Mission and Vision.

Lag Indicators

Although the District Nurses and Health Paraprofessionals are not academic instructors, they are supportive of teachers, paraprofessionals, support staff, parents, and students in the overall effort to raise student achievement. District Health Services activities are intended to align with the mandates outlined in Minnesota Statute 120B1 for the World’s Best Workforce (WBWF). This legislation is intended to require Districts to ensure all children meet student readiness goals, have all students achieve grade level literacy, close the achievement gap for all student subgroups, have all students graduate from high school, and prepare all students for college and career readiness. The WBWF legislation is intended to align all District programs, services, and resources in these efforts. Therefore, the District Nurses have adopted as their Lag Indicators, the District’s overall goal for raising student achievement based on the MCAs for reading and math. Individual student data will be collected and reported for the target group of students identified in the tailored set of projects. In year two, a goal will be set for raising the achievement results for these students.

Positioned for: Decline	Positioned for: Mediocrity	Positioned for: Good	Positioned for: Excellent	Positioned for: Excellence
(1.0-1.9)	(2.0-2.9)	(3.0-3.9)	(4.0-4.9)	(5.0)
Proficiency on the MCA reading will be unchanged or decline for students who missed 10% or more school days in the preceding year.	Proficiency on the MCA reading will increase by __% for students who missed 10% or more school days in the preceding year.	Proficiency on the MCA reading will increase by __% for students who missed 10% or more school days in the preceding year.	Proficiency on the MCA reading will increase by __% for students who missed 10% or more school days in the preceding year.	Proficiency on the MCA reading will increase by __% for students who missed 10% or more school days in the preceding year.

Positioned for: Decline	Positioned for: Mediocrity	Positioned for: Good	Positioned for: Excellent	Positioned for: Excellence
(1.0-1.9)	(2.0-2.9)	(3.0-3.9)	(4.0-4.9)	(5.0)
Proficiency on the MCA math will be unchanged or decline for students who missed 10% or more school days in the preceding year.	Proficiency on the MCA math will increase by __% for students who missed 10% or more school days in the preceding year.	Proficiency on the MCA math will increase by __% for students who missed 10% or more school days in the preceding year.	Proficiency on the MCA math will increase by __% for students who missed 10% or more school days in the preceding year.	Proficiency on the MCA math will increase by __% for students who missed 10% or more school days in the preceding year.

LEAD INDICATORS: Projects, Tailored Set of Activities, & Metrics

PROJECT TITLE HEALTH SERVICES PROJECT #1 ADDRESSING ABSENTEEISM

This Project aligns with the following Strategic Direction(s):

- Strategic Direction A: Increasing the high levels of student achievement and college/career readiness without predictable gaps.
- Strategic Direction E: Implementing effective practices in governance, management and consultation.

Analysis of the rationale for prioritizing this Project area (Diagnosis):

Research demonstrates a strong correlation between consistent attendance, academic preparedness, and graduation. The Health Services staff plays an integral role in collecting and reviewing both attendance frequency and the health status of students. In the United States, consistent school attendance is an expectation for children 5-17 years of age. State legislatures develop compulsory attendance policies, which in turn are adopted by local school boards. Wayzata Public Schools (WPS), Regulation 503-R, provides the definition for excused absences, unexcused absences, tardy and truancy both at the elementary and secondary levels. Unexcused absences and tardiness are closely monitored at the building level. There are four ways to categorize school attendance:

1. Average daily attendance (ADA): total number of students present each day divided by the total number of students enrolled
2. Rarely absence rate: percentage of students who have missed fewer than five days, both excused and unexcused, during a school year
3. Habitual truancy rate: the percentage of students enrolled in school for 91 days or more that have unexcused absences for more than 20% or more of the days enrolled
4. Chronic absence rate: students who miss 10% or more, both excused and unexcused, of the days enrolled for the school year

Several school districts across the country monitor their ADA and do not consider attendance to be problematic if their rate is 95%. The ADA rate for WPS is well above this percentage and does not reveal a District-wide concern or pattern. However, given the requirement from the Minnesota Department of Education and mandates outlined in the World's Best Workforce legislation and the District focus on Excellence For each and every student, it is important to look at each student individually. The District attendance data does not reflect individual chronic attendance problems; therefore, a closer analysis of each individual child's attendance pattern is needed. As a result, the focus of this project is to identify the students who have missed 10% of school or more.

Current research spotlights the importance of daily attendance. This is particularly important from kindergarten through third grade when students are focusing on basic academic skills such as reading and math skills. A study in California (ASR 2011) demonstrated that only 17% of third graders with chronic attendance problems were proficient readers at the end of third grade. Chronic absenteeism was defined in this study as missing 10% or more school days during kindergarten and first grade. In

comparison, students that missed 5% or less school days showed a reading proficiency of 64%. The study also determined that school attendance is of particular importance to children living in poverty who may have fewer resources to draw from to make up lost school hours.

In another study conducted within the Baltimore school system, researchers concluded that the key contributors to chronic absenteeism were health and mental health issues, family barriers, community and cultural barriers, personal barriers and school related factors.

Several of the studies and reports reviewed draw the same conclusion: regardless of the cause of absenteeism, it is a pattern that starts as early as kindergarten and persists throughout the students' academic career. The consistent loss of 14 days each school year is equivalent to the loss of a full year of school by the end of twelfth grade. This is a profound consequence that needs to be eliminated.

Obstacles to be overcome for successfully achieving Project goals (Guiding Policies):

- The Wayzata Public School District includes eleven schools serving students, kindergarten through grade 12. The District is also in the process of building an eighth elementary school and an expansion to Wayzata High School. With this many schools and students, it is difficult to establish and manage a consistent approach for attendance.
- Our schools are enhanced by the cultural, ethnic, racial and socioeconomic diversity found within our student population. Diversity can present challenges in that families may hold differing views around the importance of regular school attendance.
- Families who have mental health and chemical dependency concerns may also experience challenges with student attendance.
- Families who have difficulty with transportation or who have limited support systems may also experience difficulty with school attendance.

References

- Applied Survey Research, ASR. (2011). *Attendance in Early Elementary Grades; association with Student Characteristics, School Readiness, and Third Grade Outcomes*. San Francisco: Attendance Works.
- Balfanz, B. (2012). *The Importance of Being in School: A Report on Absenteeism in the Nation's Public Schools*. Baltimore: Johns Hopkins School of Education.
- Brunner, D. a. (2011). *Chronic Absenteeism: A Problem Hidden in Plain Sight*. San Francisco: Attendance Works.
- The Baltimore Student Attendance Campaign; Elev8 Baltimore. (2011). *State of Chronic Absenteeism and School Health*. Baltimore.

***PROJECT DETAIL
HEALTH SERVICES PROJECT #1
IMPROVING SCHOOL ATTENDANCE***

Activity #1: Campaign on Attendance:

Communicate through the District website, student/parent handbook, annual building communication, seasonal constant contact, and *Communicator* the following, (special effort will be made to reach special populations who do not have electronic access):

1. Attendance is a top priority at every grade level.
2. Frequent absences have a direct and negative impact on learning.
3. There will be a timely and consistent response to absences.
4. The District has established a list of acceptable absences consistently enforced across buildings.
5. There are effective strategies parents can implement to keep students in school.

Lead Indicator 1-1:

Positioned for: Decline	Positioned for: Mediocrity	Positioned for: Good	Positioned for: Excellent	Positioned for: Excellence
(1.0-1.9)	(2.0-2.9)	(3.0-3.9)	(4.0-4.9)	(5.0)
Parents surveyed report that the Campaign on School Attendance influenced their child's attendance with a rating of 2.9 or below	Parents surveyed report that the Campaign on School Attendance positively influenced their child's attendance with a rating of 3.0 to 3.5	Parents surveyed report that the Campaign on School Attendance positively influenced their child's attendance with a rating of 3.6 to 4.0	Parents surveyed report that the Campaign on School Attendance positively influenced their child's attendance with a rating of 4.1 to 4.5	Parents surveyed report that the Campaign on School Attendance positively influenced their child's attendance with a rating of 4.6 or above

Activity #2: Address problems with attendance:

1. Review attendance reports to identify individual absentee trends.
2. Identify students from the previous academic year who had been absent 10% or more of school days.
3. Work with students and their parents to develop interventions in an attempt to improve attendance.
4. Collaborate with other school and outside personnel including social workers, counselor, building principal, health care providers, and others to assist the family in improving absenteeism.
5. Consider holding a stakeholders "summit" on student attendance in an effort to raise awareness and develop additional solutions regarding attendance issues.

Lead Indicator 1-2

Positioned for: Decline	Positioned for: Mediocrity	Positioned for: Good	Positioned for: Excellent	Positioned for: Excellence
(1.0-1.9)	(2.0-2.9)	(3.0-3.9)	(4.0-4.9)	(5.0)
At school year's end number of students with 10% or more of school days missed is unchanged or increased.	At school year's end number of students with 10% or more of school days missed reduced by 1-20%.	At school year's end number of students with 10% or more of school days missed reduced by 21-40%.	At school year's end number of students with 10% or more of school days missed reduced by 41-60%.	At school year's end number of students with 10% or more of school days missed reduced by over 60%.

Activity #3: Decrease number and amount of time spent in the health office
Address frequent health office visits by:

1. Identifying students who have frequent health office visits.
2. Educating health services staff on strategies for preventing overuse of the health office and ways to promote returning the student to class.
3. Referring students to appropriate support personnel.
4. Collecting data from a pilot group and determining if interventions have been effective.

Lead Indicator 1-3:

Positioned for: Decline	Positioned for: Mediocrity	Positioned for: Good	Positioned for: Excellent	Positioned for: Excellence
(1.0-1.9)	(2.0-2.9)	(3.0-3.9)	(4.0-4.9)	(5.0)
The number of students going to the health office for 30 times or more/year for reasons other than routine meds is unchanged or increased.	The number of students going to the health office for 30 times or more/year for reasons other than routine meds is reduced by 1-20%	The number of students going to the health office for 30 times or more/year for reasons other than routine meds is reduced by 21-40%	The number of students going to the health office for 30 times or more/year for reasons other than routine meds is reduced by 41-60%	The number of students going to the health office for 30 times or more/year for reasons other than routine meds is reduced by over 60%

LEAD INDICATORS: Projects, Tailored Set of Activities, & Metrics

PROJECT TITLE HEALTH SERVICES PROJECT #2 PROMOTING WELLNESS

This Project aligns with the following Strategic Direction:

Strategic Direction D: Enhancing the connection to and partnership with families and other constituents in our community.

Analysis of the rationale for prioritizing this Project area (Diagnosis):

Numerous studies point to the direct correlation between health and learning. A survey conducted by the New York City Council of School Supervisors & Administrators and the Children's Health Fund (2013), revealed that many unmet health needs were reported by school administrators such as hunger, obesity, contagious illness, asthma, food allergies, and vision and hearing conditions. As a result, administrators linked these unmet needs to fatigue, depression, and learning difficulties. One of the primary concerns noted was the lack of access to health care. This article also points out the importance of "cross-sector collaboration between health, education communities, and parents to ensure that children are given every opportunity to meet their full learning potential" (p.3). The research concludes that there is strong concern among school leadership that unmet healthcare needs are interfering with student learning.

Another study conducted by Charles Basch at Columbia University (2010) links health and student achievement and defines the role of schools. He states, "with more than 50 million students spending a significant portion of their daily lives in school, this social context is surely one of the most powerful social institutions shaping the next generation of youth. By systematically addressing educationally relevant health disparities, schools can reduce these disparities" (p. 6). The study also notes that educating youth on a wide range of health topics at an early age is important because one factor alone will not have consistent effects on educational outcomes. For example, the effects of diet on the brain are integrated with effects of other factors such as exercise and sleep (p. 10). The child who is well nourished, physically active, and well rested is likely to have advantages regarding cognition compared with the child with deficits in only one area. Again, it is clear that educating students in a wide range of health-related topics and interventions is the most beneficial approach to improving a student's capacity to learn.

According to the Centers for Disease Control (CDC) (2011), there is a strong link between school health programs that promote healthy eating and physical activity and the positive psychological, physical, and intellectual development of those students. The report states, "Helping students stay healthy is a fundamental part of the mission of schools" (p. 17). For example the report draws a correlation between breakfast and learning, showing that "eating a healthy breakfast might enhance cognitive function (especially memory), increase attendance rates, reduce absenteeism and improve psychosocial function and mood. Improvements in math scores were also noted" (p. 17).

It is the mission of Wayzata Public Schools that each and every student is ensured a world-class education. Student health and wellness is essential to achieving this goal. It is with this knowledge

that we focus on the development of a system to communicate a wide variety of health-related messages to our students and families in order to positively impact learning. Furthermore, the District Nurses have promoted health and wellness activities for all staff aimed at increasing individual staff wellness with the secondary benefit of modeling positive health habits for our students. This has taken the form of monthly health tips and information for staff, staff health challenges, and participation on the District's Wellness Committee.

Obstacles to be overcome for successfully achieving Project goals (Guiding Policies):

- Our health staff serves students and families who have varying cultures and languages. Our staff may be challenged when working with students and families who may have divergent belief systems around health conditions and health care.
- We have wide ranges of income levels in our community and some economically disadvantaged families may not have the resources to provide adequate shelter, nutrition, exercise, sleep, or medical care for their families.
- There are families who are challenged by mental or physical disabilities that prevent them from meeting even basic health needs.
- Some families lack the education necessary to meet health and wellness needs.

References

Children's Health Fund. (2013) *Crisis in the Classroom. How Untreated Medical Problems Are Seen to Interfere With School Performance*. Retrieved October, 2013:
http://www.childrenshealthfund.org/sites/default/files/crisis_in_the_classroom-10-14.pdf

Basch, C. (2010). *Healthier Students are Better Learners: A Missing Link in School Reforms to Close the Achievement Gap*. A Research Initiative of the Campaign for Educational Equity. Teachers College, Columbia University.

Centers for Disease Control. (2011). *School Health Guidelines to Promote Healthy Eating and Physical Activity*. Washington DC. Retrieved October 2013 from www.cdc.gov/mmwr

PROJECT DETAIL
HEALTH SERVICES PROJECT #2
PROMOTING WELLNESS

Tailored Set of Activities and Performance Metrics

(The actions and initiatives considered most likely to produce strong lead indicator results and accelerate lag indicator results.)

Activity #1:

Campaign on Wellness: Communicate through the District website, student/parent handbook, seasonal constant contact, and *Communicator* the following:

1. Wellness messages that have the greatest impact on the health of the school-age population, delivered at strategic times.
2. Messages are intended to be attention getting, research-based, and reach all families with consideration of families from diverse backgrounds.

Lead Indicator 2-1

Positioned for: Decline	Positioned for: Mediocrity	Positioned for: Good	Positioned for: Excellent	Positioned for: Excellence
(1.0-1.9)	(2.0-2.9)	(3.0-3.9)	(4.0-4.9)	(5.0)
Parents, staff and students surveyed report that the Campaign on Wellness positively influenced their health habits with a rating of 2.9 or below	Parents, staff and students surveyed report that the Campaign on Wellness positively influenced their health habits with a rating of 3.0 to 3.5	Parents, staff and students surveyed report that the Campaign on Wellness positively influenced their health habits with a rating of 3.6 to 4.0	Parents, staff and students surveyed report that the Campaign on Wellness positively influenced their health habits with a rating of 4.1 to 4.5	Parents, staff and students surveyed report that the Campaign on Wellness positively influenced their health habits with a rating of 4.6 or above

Activity #2: Public Health Alerts

The District Nurses will communicate to students, families, and staff, timely health related messages as identified by the Minnesota Department of Health and/or Centers for Disease Control, Hennepin County Community Health Department, and District Nurses when there is an increase in a specific health problem in Minnesota and/or in our student population or community.

Lead Indicator 2-1:
To be determined

Health Services: Not Just a Band-Aid Anymore

April 28, 2014

School Board Regular Meeting/
Work Session



Excellence. For each and every student.

Health Services Team



Licensed School Nurse

- 4-year Bachelor of Science in Nursing
- Public Health Nursing
- Licensed with the Department of Education as LSN



Excellence. For each and every student.

Health Services Team

Licensed School Nurse



- Education
- Communication
- Supervision
- Delegation
- Direct Care
- Other

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Excellence. For each and every student.

The Health Services Team

Health Paraprofessional

- Routine health services
- Building emergencies
- Clerical duties
- Communication

24



Excellence. For each and every student.

Changing Demographics

Enrollment

Diversity

Health Needs

Facilities



25



Excellence. For each and every student.

Daily office visits:

80 to 100 students at WHS
45 to 60 students in other
buildings

Still do band aids and
ice...



Excellence. For each and every student.

Growth and Expansion

What it looked like 16 years ago: “Back in the Day”

- There were two full-time licensed school nurses
- Daily skilled nursing procedures could be completed by one nurse
- There was one student with emergency allergy medication and less than ten students with diabetes
- No students with one-to-one nursing
- Added additional full-time position in 2002 to 3.5 FTE



Excellence. For each and every student.

Growth and Expansion

What it looks like now:

- Delegation of skilled nursing tasks to health paraprofessionals
- Development of guidelines and education for managing chronic illnesses
- Training all staff on common childhood conditions
- Collaborative work with other departments
- General education: CPR and First Aid
- Community outreach and collaboration



Excellence. For each and every student.

Chronic Conditions

- 900 plus students with asthma
- 373 students with life-threatening allergies
- 35 students with diabetes
- 18 students with heart conditions
- 36 students with seizure disorders
- 9 students with cancer
- 7 students with muscular dystrophy
- 3 students who require one-on-one nursing at school



Excellence. For each and every student.



Excellence. For each and every student.

Skilled Nursing Cares and Technology

- Changing technology
- Insulin injections, Insulin pumps
- Feeding tubes and pumps
- Tracheostomy and suctioning
- Emergency medications, Epi-pens, nebulizers, Glucagon

31



Excellence. For each and every student.

Nursing Assessment

- Concussion assessment and follow up
- Lung assessments during cold/flu, asthmatics
- Assess response to treatments
- Monitoring trends for students experiencing chronic health issues

32



Excellence. For each and every student.



Excellence. For each and every student.



Excellence. For each and every student.

Mental and Behavioral Health

- Increases in mental and behavioral health concerns
- Need for support and referral to appropriate resources
- Collaboration with parents, staff members including counselors, social workers, principals



Excellence. For each and every student.

Health Services and the Link to the District Strategic Roadmap

- Healthy children = better learners
- Student need to be in class and engaged in order to learn.
- Portfolio: focus on attendance at all grade levels plus wellness education for students, families and staff



Excellence. For each and every student.

The Future of Health Services

- Prevention and Wellness initiatives
- Continued shift of health care delivery to the school setting
- Technology will continue to transform service delivery
- More emphasis on evidence-based practice and improved student health outcomes



Excellence. For each and every student.



Excellence. For each and every student.



**4.28.14 Work Session
District Administration Building**

TEACHING AND LEARNING

Teacher Development and Evaluation Plan



Teacher Development and Evaluation Plan

Wayzata Public Schools

March 3, 2014

Background

In 2011 the Minnesota Legislature passed new statewide teacher development and evaluation requirements which mandate a process to evaluate continuing contract teachers every three years. All public school districts in Minnesota must have a teacher development and evaluation process, which includes the ten components outlined below, in place by the 2014-15 academic year. A committee comprised of Wayzata educators and administrators met during the 2013-14 academic year to develop this plan.

Committee's Guiding Beliefs for Evaluation System:

- A system that provides teachers with the support, feedback and professional development to continually improve their practice
- A comprehensive system that includes multiple evaluation practices by a trained practitioner
- A system that focuses on building a trusting environment that promotes honest and objective discussion
- A system that reflects decisions based on research and evidence
- A system that is affordable

Components:

1. Individual Growth and Development Plan (IGDP):

An Individual Growth and Development Plan is used in setting and working toward goals for an educator's professional growth. [Attachment A]

2. Professional Learning Communities:

Wayzata Public Schools' educators work collaboratively in professional learning communities in an ongoing process of collective inquiry and action research to increase student achievement.

3. Job-Embedded Professional Development:

Educators have a variety of choices for professional development opportunities. These include, but are not limited to: 1) AWE Academy Classes; 2) AWE Academy Study Groups; 3) individual opportunities; 4) building/department offerings.

4. Mentoring and Induction:

Wayzata Public Schools offer extended school day/year mentoring and inductions programs for new staff, including: a) three (3) days of training prior to Teacher Workshop; b) additional 16-hours of training during the first year of employment; c) assigned mentor during their first-year.

5. Peer Review Process:

The Wayzata School District participates in the Quality Compensation Program (Q-Comp). As part of this program, teachers participate in an ongoing, professional relationship with their Peer Coach which includes coaching and evaluations.

6. Summative Evaluation:

Once educators have achieved continuing contract status, unless notified to the contrary, the educator's performance is at a satisfactory level. The educator development and evaluation process is based on the presumption that it is every educator's responsibility and intention to continue to grow professionally.

This presumption, together with a culture of inquiry, produces an environment safe for professional risk-taking. Teachers are encouraged, even during this formal development process, to try new strategies and seek constructive feedback. [Attachments B-H]

7. Measures of Student Growth:

The Measures of Student Growth process encourages educators to ensure that their students meet grade level expectations and will be ready for the next level of learning. This process allows all educators to focus on the specific objectives they want to achieve with their students and measure student growth using assessments that are most relevant for their student population and content area. [Attachments I & J]

8. Student Engagement and Connection:

Student engagement is defined as a student's commitment to and involvement in learning, including academic, behavioral, cognitive and affective components. Student Engagement and Connection data will be gathered through supervisor observations.

9. Teacher Improvement Process (TIP):

If deemed necessary, the Teacher Improvement Process supports a teacher's growth by providing a structure for improvement. This structure includes goals, established timelines, ongoing observation by a supervisor, peer support and resources that support the identified areas of growth. [Attachments L & M]

10. Portfolio Option:

In lieu of components 1, 6, 7 and 8, teachers may choose to complete a professional portfolio and review with their supervisor during their evaluation year. This portfolio process is based on the National Board for Professional Teacher Standards. This process may be found at:

<http://www.nbpts.org/national-board-certification>

Individual Growth and Development Plan

The purpose of the individual growth and development plan is to focus on an area of professional knowledge which enhances instructional practice. The plan may be related to grade-level or PLC work, building or district goals, or inspired by a personal motivation to acquire new skills or knowledge. **The plan must be submitted to the supervisor by October 15th and the year-end review must be completed on or before June 1.**

What area of professional practice will be your focus?

How do you anticipate this will improve your practice?

What activities/actions will be taken?

What support and/or resources are needed to implement this plan?

Year End Reflection: What was accomplished? What was a challenge?

Summative Evaluation

Summative Evaluation Process:

- By July 30th of each year, Human Resources will provide a list (based on the seniority list) of continuing contract educators who are scheduled for the Teacher Development and Evaluation Plan for the upcoming school year. This list will be provided to the appropriate supervisors and the teachers will also be informed. If a teacher is scheduled to work less than 120 days during the school year, they will be scheduled for the Teacher Development and Evaluation Plan the following school year.
- Each year, prior to the summative evaluation, the supervisor will hold a meeting with all educators who are on the evaluation cycle to explain the process.
- The summative evaluation is based on Components of Effective Instruction (Attachments C-H).
- If after three (3) observations the supervisor has indicated that improvement is required in any of the components, the teacher will be placed on a Teacher Improvement Plan (Attachments I-M)
- The components will be assessed through a supervisor observation process:
 - Four (4) unscheduled observations will be conducted. Each observation will be approximately fifteen (15) minutes or more.
 - Supervisor's comments will be recorded in My Learning Plan within five (5) work days of the observation.
 - Educators will have access to the comments in My Learning Plan.
 - If a supervisor indicates that improvement is required in any component, a meeting will be scheduled with the teacher.
 - A meeting will be scheduled after observation 2 (or 3) and after observation 4.
 - A typical schedule will look as follows (assuming the teacher is working the entire school year):
 - A. By September 30th: supervisor conducts a group meeting with all continuing contract educators who are scheduled for an evaluation and reviews the process and forms.
 - B. By October 30th: supervisor meets with each individual educator scheduled for the summative process. They will review: 1) the educator's professional Individual Growth and Development Plan (IGDP); 2) Measures of Student Growth Goal (MSGG).
 - C. Observation 1: completed mid-September - October (summary in My Learning Plan within five (5) work days).
 - D. Observation 2: completed November - December (summary in My Learning Plan within five (5) work days).
 - E. Mid-Year Conference: supervisor meets with each educator, either after observation 2 or observation 3, and provides feedback – January – February.
 - F. Observation 3: completed January - February (summary in My Learning Plan within five (5) work days).
 - G. Observation 4: completed March - April (summary in My Learning Plan within five (5) work days).
 - H. Final Summative Meeting: completed on or before June 1 and includes final review of IGDP and MSGG. Supervisor provides a written summary – See Attachment F.

Components of Effective Instruction – Teacher

Student Engagement: Definition: Students are fully invested in their learning.

Indicators of Effective Practice: {indicators include but are not limited to the following}

- Students are on task
- Students are following directions
- Students are participating in class discussion (whole class, small group, partner discussion, if applicable)
- Students are producing work that is reflective of teacher’s expectations
- Students display self-directed behavior
- Students are involved in the learning process
- Students understand the activity and purpose when interviewed

Indicators that Improvement is Required:

- Students are off-task, not following directions, not participating in class discussion and/or activities
- Students are actively avoiding the classroom activity and/or putting forth little effort
- Students cannot articulate the purpose of the learning activity

Teacher Clarity: Definition: Teacher uses clear and student-friendly written and oral language and delivers coherent instruction.

Indicators of Effective Practice: {indicators include but are not limited to the following}

- Teacher’s directions and procedures are concise and precise
- Students understand and know what to do and need very little additional direction
- Teacher clearly communicates learning target
- Teacher presents content in a developmentally appropriate way
- Teacher’s verbal and written expression is professional
- Students understand the success criteria

Indicators that Improvement is Required:

- Teacher’s directions and procedures are confusing to students
- Teacher does not communicate learning target
- Teacher’s verbal and/or written language is inappropriate
- Teacher’s instructional delivery is not developmentally appropriate

Formative Assessment: Definition: Teacher regularly checks for understanding during instruction.

Indicators of Effective Practice: {indicators include but are not limited to the following}

- Teacher uses formative assessment practices, examples include: Quizzes, slates, clickers, checklists, exit cards, moodle, questioning, discussion, green/yellow/red, thumbs up, rate yourself on your fingers, fist to five
- Teacher monitors and appropriately adjusts lesson
- Teacher monitors student progress during work time
- Teacher provides feedback when appropriate

Indicators that Improvement is Required:

- Teacher does not monitor student progress through the use of formative assessment
- Teacher does not appropriately adjust lesson based on formative assessment

Student Behavior: Definition: Students demonstrate responsible and appropriate behavior that is conducive to learning.

Indicators of Effective Practice: {indicators include but are not limited to the following}

- Students are following the classroom routines and procedures
- Students are able to manage classroom materials and transitions
- Students are able to follow routines with little distraction to others
- Students assume responsibility for classroom operation
- Students participate in class appropriately- e.g. raising hands, using materials appropriately
- Students are respectful of others and materials
- Teacher is consistent with behavior expectations
- Teacher responds appropriately to student behavior
- Teacher has created a safe and positive classroom environment

Indicators that Improvement is Required:

- Teacher has not established standards of conduct
- Students challenge standards of conduct with no teacher re-direction
- Teacher does not monitor student behavior
- Teacher's response to student misbehavior is absent or disrespectful of student's dignity
- Student interactions are characterized by negativity or conflict

Learning Activities: Definition: Teacher plans lesson activities that are suitable for all students and appropriate for the lesson.

Indicators of Effective Practice: {indicators include but are not limited to the following}

- Teacher identifies important concepts and their relationship to one another
- Teacher ties the purpose of the learning activities to the learning target
- Teacher can identify student misconceptions
- Teacher develops activities that are challenging and relevant to the learning target
- Teacher differentiates to meet students' learning needs
- Teacher develops appropriate structure and pacing

Indicators that Improvement is Required:

- Teacher poorly aligns learning activities to the learning targets
- Teacher's learning activities do not follow an organized progression
- Teacher's learning activities are not designed to engage students in active, intellectual activity
- Teacher's lesson has no clearly defined structure and pace of the lesson is too slow or rushed
- Teacher's instructional groups are not suitable to the activities

NOTE: It is understood that a supervisor may not observe all five (5) components within a single 15-minute observation.

Components of Effective Instruction- Special Services*

Special Services Licensed Staff Includes: Licensed School Nurse, School Psychologist, School Social Worker (in conjunction with Teacher components), Program Support Specialist, Special Education Evaluation Coordinator, Occupational Therapist, Physical Therapist

Core components for the following staff are outlined in the Components of Effective Instruction-Teacher (Attachment A): Special Education Teacher, Adapted Physical Education Teacher, Speech Language Pathologist and Social Worker (in conjunction with Special Services)

Consultation Skills: Definition: Licensed professional provides expert advice and exchange of ideas for the purpose of supporting students' learning.

Indicators of Effective Practice: {indicators include but are not limited to the following}

- Licensed professional utilizes active listening skills
- Licensed professional delivers and receives ideas
- Licensed professional checks for understanding
- Licensed professional provides resources and/or materials
- Licensed professional follows up in regards to the fidelity of implementation
- Licensed professional uses professional oral and written communication, avoiding unnecessary jargon

Indicators that Improvement is Required:

- Licensed professional does not pause to allow others to speak
- Licensed professional dismisses the ideas of others
- Licensed professional does not provide resources and/or offer suggestions
- Licensed professional fails to follow up after the initial consultation
- Licensed professional's oral and written communication contains unnecessary jargon and/or too casual for the work environment.
- Licensed professional's communication may be negative and judging in nature

Collaboration and Teaming: Definition: Licensed professional works in a joint effort with others to support the educational environment.

Indicators of Effective Practice:

- Licensed professional is fully present in collaborative conversations
- Licensed professional validates others' perspectives and is respectful of others' opinions
- Licensed professional demonstrates competency and confidence in one's area of expertise by providing appropriate input
- Licensed professional is prepared for discussions and meets obligations
- Licensed professional supports balancing the workload
- Licensed professional provides modeling and coaching to staff in regards to effective practices

Indicators that Improvement is Required:

- Licensed professional is engaged in multi-tasking during conversations; e.g. checking email
- Licensed professional dismisses the ideas of others
- Licensed professional does not share ideas or offer to research answers to questions
- Licensed professional is not timely in completing tasks, such as reports or preparing materials as promised
- Licensed professional does not offer to adjust their schedule or assist others, when available
- Licensed professional does not model safe and effective practices

Interaction with Students (or student behavior): Definition: Students are actively engaging with the licensed professional.

Indicators of Effective Practice: {indicators include but are not limited to the following}

- Licensed professional's communication is respectful and appropriate to the developmental level of the student
- Licensed professional creates an environment that is safe and comfortable
- Student is knowledgeable about the purpose for the interaction
- Student is fully participating with the licensed professional

Indicators that Improvement is Required:

- Licensed professional speaks in a disrespectful manner, such as inappropriately raises their voice to students or speaks to the student in a level not appropriate to their developmental level
- Licensed professional does not create a safe and welcoming environment for students, such as implementing strategies that are inappropriate or unsafe
- Student appears confused as to the purpose for the interaction
- Student is distracted, not engaged, and/or dismissing the licensed professional's interaction

NOTE: It is understood that a supervisor may not observe all three (3) components within a single 15-minute observation.

Components of Effective Instruction – TOSA

Professional Development: Definition: TOSA leads professional development for PLC's, sites and district activities.

Indicators of Effective Practice: {indicators include but are not limited to the following}

- Participants are on task
- Participants are involved in discussion (large group, small group, partner discussion, if applicable)
- Participants display self-directed behavior
- Participants are engaged in the learning process
- Participants can articulate the purpose of the training

Indicators that Improvement is Required:

- Participants are off task, not participating in discussion or activities
- Participants are actively avoiding activities and/or putting forth little effort
- Participants cannot articulate the purpose of the training

Learning Activity: Definition: TOSA participates in training, e.g. Collaborative Inquiry

Indicators of Effective Practice: {indicators include but are not limited to the following}

- TOSA is on task and displays self-directed behavior
- TOSA is involved in discussion (large group, small group, partner discussion, if applicable) and contributes meaningful input
- TOSA is engaged in the learning process
- TOSA applies new knowledge to their work in a manner that has significant impact on the system

Indicators that Improvement is Required:

- TOSA is off task and not participating in discussions or activities
- TOSA is actively avoiding activities and/or putting forth very little effort
- TOSA does not apply new knowledge in a meaningful manner for the system

Committee Facilitation: Definition: TOSA facilitates curriculum-related committees effectively and professionally.

Indicators of Effective Practice: {indicators include but are not limited to the following}

- Committee members have information required for the meeting
- Committee members understand purpose of the meeting
- Committee members are involved in discussion (large group, small group, partner discussion, if applicable)
- Committee members are involved in the learning process
- Committee members complete assignments/work requests
- Committee members interact respectfully with TOSA and one another

Indicators that Improvement is Required:

- Committee members do not receive information required for the meeting
- Committee members appear to be confused about the purpose of the meeting
- Committee are not participating in discussions or activities
- Committee members are actively avoiding assignments/work requests
- Committee members act with disregard toward others

Affiliation and Communication: Definition: TOSA is a member of state and national curriculum-related organizations, e.g. National Council of Teachers of English, MN Council of Teachers of Mathematics.

Indicators of Effective Practice: {indicators include but are not limited to the following}

- TOSA participates in local, state and national curriculum-affiliated organizations
- TOSA is a knowledgeable advocate regarding curriculum related trends/mandates/legislation at a state and federal level
- Stakeholders and colleagues receive timely and accurate information from TOSA in order to be knowledgeable about trends/mandates/legislation at a state and federal level
- Stakeholders and colleagues receive timely and accurate information from TOSA that informs decision-making

Indicators that Improvement is Required:

- TOSA does not regularly participate in local, state and national curriculum-affiliated organizations
- TOSA does not advocate at a state and federal level
- Stakeholders and colleagues do not receive timely and accurate information regarding trends/mandates/legislation at a state and federal level
- Stakeholders and colleagues do not receive timely and accurate information that informs decision-making

Professional Clarity: Definition: TOSA uses clear and respectful written and oral language.

Indicators of Effective Practice: {indicators include but are not limited to the following}

- TOSA's directions and procedures are concise and precise
- TOSA clearly communicates feedback
- TOSA presents information according to the needs of the colleague
- TOSA's verbal and written expression is professional

Indicators that Improvement is Required:

- TOSA's directions and procedures are confusing to colleagues
- TOSA does not communicate according to the needs of the colleague
- TOSA's verbal and/or written language is inappropriate

NOTE: It is understood that a supervisor may not observe all five (5) components within a single 15-minute observation.

Components of Effective Instruction – Peer Coach

Professional Development: Definition: Peer Coach leads professional development for PLC's, sites and district activities.

Indicators of Effective Practice: {indicators include but are not limited to the following}

- Participants are on task
- Participants are involved in discussion (large group, small group, partner discussion, if applicable)
- Participants display self-directed behavior
- Participants are engaged in the learning process
- Participants can articulate the purpose of the training

Indicators that Improvement is Required:

- Participants are off task, not participating in discussion or activities
- Participants are actively avoiding activities and/or putting forth little effort
- Participants cannot articulate the purpose of the training

Learning Activity: Definition: Peer Coach participates in training, e.g. Cognitive Coaching

Indicators of Effective Practice: {indicators include but are not limited to the following}

- Peer Coach is on task and displays self-directed behavior
- Peer Coach is involved in discussion (large group, small group, partner discussion, if applicable) and contributes meaningful input
- Peer Coach is engaged in the learning process
- Peer Coach applies new knowledge to their work in a manner that has significant impact on the system.

Indicators that Improvement is Required:

- Peer Coach is off task and not participating in discussions or activities
- Peer Coach is actively avoiding activities and/or putting forth very little effort
- Peer Coach does not apply new knowledge in a meaningful manner for the system

Data Analysis & Response: Definition: Peer Coach uses data to inform professional practice.

Indicators of Effective Practice: {indicators include but are not limited to the following}

- Peer Coach participates in analyzing and generating survey questions
- Peer Coach analyzes data and offers evidence of reflection for their own practice
- Peer Coach analyzes data and offers evidence of reflection for program changes
- Peer Coach develops and delivers communication of program changes to staff (see Indicators of Effective Practice – Professional Development)

Indicators that Improvement is Required:

- Peer Coach does not participate in survey-creation process
- Peer Coach dismisses survey data without contemplation
- Peer Coach takes no corrective actions to improve self or program

Peer Coaching Process: Definition: Peer Coach collects data to inform professional conversations with colleagues.

Indicators of Effective Practice: {indicators include but are not limited to the following}

- Peer Coach collects data that is organized
- Peer Coach collects data that is objective
- Peer Coach collects data that is meaningful
- Peer Coach incorporates data into coaching process

Indicators that Improvement is Required:

- Peer Coach does not use a consistent method for collecting data
- Peer Coach's data is incomplete
- Peer Coach's data is subjective
- Peer Coach collects data that is not relevant to the teacher

Professional Clarity: Definition: Peer Coach uses clear and respectful written and oral language.

Indicators of Effective Practice: {indicators include but are not limited to the following}

- Peer Coach's communication is concise and precise
- Peer Coach clearly communicates feedback
- Peer Coach presents information according to the needs of the colleague
- Peer Coach's verbal and written expression is professional

Indicators that Improvement is Required:

- Peer Coach's communication is confusing to colleagues
- Peer Coach does not communicate according to the needs of the colleague
- Peer Coach's verbal and/or written language is inappropriate

NOTE: It is understood that a supervisor may not observe all five (5) components within a single 15-minute observation.

Components of Effective Instruction – Media Specialist

Student Engagement: Definition: Students are fully invested in their learning.

Indicators of Effective Practice: {indicators include but are not limited to the following}

- Students are on task
- Students display self-directed behavior
- Students use materials and technology to support their learning
- Students can articulate their purpose in using the media center

Indicators that Improvement is Required:

- Students are off-task, not following procedures
- Students are not using materials and technology to support their learning
- Students cannot articulate the purpose in using the media center

Student Behavior: Definition: Students demonstrate responsible and appropriate behavior that is conducive to learning.

Indicators of Effective Practice: {indicators include but are not limited to the following}

- Students are following the media center routines and procedures
- Students are able to manage media center materials
- Students are able to work without being a distraction to others
- Students are respectful of others and materials
- Media Specialist is consistent with behavior expectations
- Media Specialist has created a safe and positive classroom environment

Indicators that Improvement is Required:

- Media Specialist has not established standards of conduct
- Media Specialist does not monitor student behavior
- Media Specialist's response to student misbehavior is absent or disrespectful of student's dignity
- Student interactions are characterized by negativity or conflict

Resource Acquisition: Definition: Media Specialist provides appropriate resources for the school.

Indicators of Effective Practice: {indicators include but are not limited to the following}

- Media Specialist selects resources according to best practice and standards
- Media Specialist selects resources that are reflective of the needs of the school
- Media Specialist shares resources with students, families and staff
- Media Specialist provides resource training to students, families and staff

Indicators that Improvement is Required:

- Media Specialist does not select resources based on best practice or standards
- Media Specialist selects resources that are not reflective of the needs of the school
- Media Specialist does not share resources with students, families and staff
- Media Specialist does not provide resource training with students, families and staff

Professional Development: Definition: Media Specialist delivers training of resources to staff and/or families.

Indicators of Effective Practice: {indicators include but are not limited to the following}

- Participants are on task
- Participants are involved in discussion (large group, small group, partner discussion, if applicable)
- Participants are engaged in the learning process
- Participants can articulate the purpose of the resources

Indicators that Improvement is Required:

- Participants are not engaged in discussion or activities
- Participants are actively avoiding activities and/or putting forth little effort
- Participants cannot articulate the purpose of the resources

Resource Management: Definition: Media Specialist manages the media center according to district guidelines.

Indicators of Effective Practice: {indicators include but are not limited to the following}

- Media Specialist honors staff requests when preparing budgets and placing orders
- Media Specialist follows district procedures
- Media Specialist's inventory and budget procedures are aligned with district protocols and budgets are submitted on time

Indicators that Improvement is Required:

- Media Specialist does not honor staff requests when preparing budgets and placing orders
- Media Specialist does not follow district procedures
- Media Specialist's inventory and budget procedures are not aligned with district protocols and budgets are submitted after deadlines

NOTE: It is understood that a supervisor may not observe all five (5) components within a single 15-minute observation.

Components of Effective Instruction – Counselor/Dean

Consultation Skills: Definition: Counselor/Dean provides expert advice and exchange of ideas for the purpose of supporting students' learning.

Indicators of Effective Practice: {indicators include but are not limited to the following}

- Counselor/Dean utilizes active listening skills
- Counselor/Dean delivers and receives ideas
- Counselor/Dean checks for understanding
- Counselor/Dean provides resources and/or materials
- Counselor/Dean follows-up in regards to the fidelity of implementation
- Counselor/Dean uses professional oral and written communication

Indicators that Improvement is Required:

- Counselor/Dean does not pause to allow others to speak
- Counselor/Dean dismisses the ideas of others
- Counselor/Dean does not provide resources and/or offer suggestions
- Counselor/Dean fails to follow up after the initial consultation
- Counselor/Dean's oral and written communication may be negative and judging in nature

Collaboration and Teaming: Definition: Counselor/Dean works in a joint effort with others to support the educational environment.

Indicators of Effective Practice:

- Counselor/Dean is fully present in collaborative conversations
- Counselor/Dean validates other's perspectives and is respectful of other's opinions
- Counselor/Dean demonstrates competency and confidence in area of expertise by providing appropriate input
- Counselor/Dean is prepared for discussions and meets obligations

Indicators that Improvement is Required:

- Counselor/Dean is engaged in multi-tasking during conversations, e.g. checking email
- Counselor/Dean dismisses the ideas of others
- Counselor/Dean does not share ideas or offer to find answers to questions
- Counselor/Dean is not timely in completing tasks, such as reports or preparing materials as promised

Interaction with Students: Definition: Students are actively engaging with the Counselor/Dean.

Indicators of Effective Practice: {indicators include but are not limited to the following}

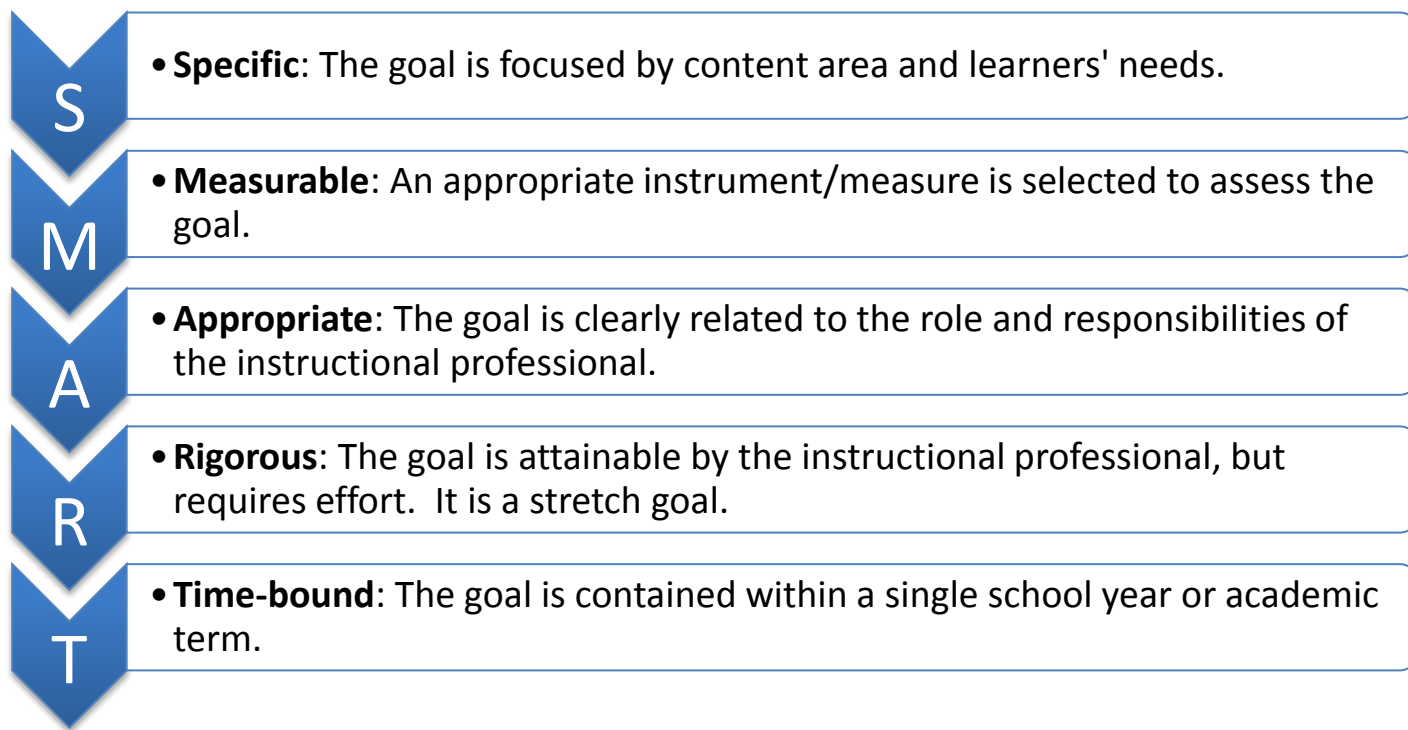
- Counselor/Dean's communication is respectful and appropriate to the developmental level of the student
- Counselor/Dean creates an environment that is safe and comfortable
- Student is knowledgeable about the purpose for the interaction
- Student is fully participating with the Counselor/Dean

Indicators that Improvement is Required:

- Counselor/Dean speaks in a disrespectful manner, such as inappropriately raises their voice to students or speaks to the student in a level not appropriate to their developmental level
- Counselor/Dean does not create a safe and welcoming environment for students, e.g. implementing strategies that are inappropriate or unsafe
- Student appears confused as to the purpose for the interaction
- Student is distracted, not engaged, and/or dismissing the Counselor/Dean's interaction

NOTE: It is understood that a supervisor may not observe all three (3) components within a single 15-minute observation.

Measurement of Student Growth – Writing a SMART Goal



Sample Goals:

Class Goal:

95% of my 1st grade students will reach a level 18 on the DRA Reading Assessment by May 30th.

90% of my 7th grade science students will score above 80 percent on Unit 9.

85% of our 2nd grade students will walk/jog/run continuously for a minimum of 6 minutes by May 30th.

95% of my 5th grade art students will use/apply the 5 steps of Visual Analysis with 90% accuracy.

Subgroup Goal:

75% of ____ (an identified under-represented group) in 1Y Math will score 80% or better on Unit 4 by December 15th.

Nurses: Number of students who are absent 10%+ of school days will be reduced by 25% from the previous year.

Individual Goal:

80% of student goals in the area of reading comprehension will be met by their final IEP meeting. Based on their IEP's, their goals are as follows:

Student 1 (Grade 6): From - to -

Student 2 (Grade 7): From - to -

Student 3 (Grade 8): From - to -

Special Education Teachers: No less than 90% of student reading and math goals will be on a trajectory by the mid-way progress report to be achieved by the annual IEP meeting.

Other:

Special Education Evaluation Coordinator: Given a checklist of all required components, 95% of all referrals to special education will contain all the required components of the student intervention portfolio prior to discussing the referral at child study.

Selecting the Student Population

	Class Goal	Subgroup Goal	Individual Goals
Student Population	Students for whom a teacher is responsible to deliver instruction or services.	A specific sub-group of students who are traditionally underperforming or struggling, who may need targeted instruction or services.	Individually identified students who are underperforming or struggling and may need targeted instruction or services.
Assessment	A measurement that aligns with your goal, such as a district common assessment or a standardized assessment.	A measurement that aligns with your goal, such as a district common assessment or a standardized assessment.	A measurement that aligns with your goal, such as a district common assessment or a standardized assessment.
Period of Time	Should encompass a course of study; e.g. unit, class or a term, not to exceed one school year.	Should encompass a course of study; e.g. unit, class or a term, not to exceed one school year.	Should encompass a course of study; e.g. unit, class or a term, not to exceed one school year.
Expected Student Growth	Goal should be rigorous for students.	Goal should be rigorous for students.	Goal should be rigorous for students.
Rationale for Growth	A brief rationale for the student growth goal selected.	A brief rationale for the student growth goal selected.	A brief rationale for the student growth goal selected.

SMART Goal for Measures of Student Growth

This form must be submitted to the supervisor by October 15 and the year-end review must be completed on or before June 1.

What is the goal? (Include student population, assessment, period of time, and expected student outcomes)
Why did you choose this goal?
What steps will you take to achieve the goal?
What support do you need to achieve this goal?
Results:
Reflection:

Teacher Self Evaluation

The teacher will evaluate student growth using the holistic approach below which will be 35% of the final performance rating.

Unsatisfactory	Basic	Proficient	Distinguished
The teacher has not met the expectation described in the goal and has demonstrated an insufficient impact on student learning.	The teacher has not fully met the expectation described in the goal, but has demonstrated some impact on student learning.	The teacher has met the expectation described in the goal, and/or has demonstrated a considerable impact on student learning.	The teacher has surpassed expectations described in the goal, and/or has demonstrated an outstanding impact on student learning.

Final Year-End Summary

Individual Growth & Development Plan (25%):

_____ Educator completed their plan

_____ Educator did not complete their plan

Summative Evaluation (40%):

_____ Educator met the requirements of the summative evaluation

_____ Educator did not meet the requirements of the summative evaluation and will be placed on a Teacher Improvement Plan

Student Growth (35%):

_____ SMART Goal for Student Growth performance rating is Basic, Proficient or Distinguished

_____ SMART Goal for Student Growth performance rating is Unsatisfactory

Successful Completion: Educator has met 65% or more

- Educator successfully completed the plan
- Educator did not successfully complete the plan and will be placed on a Teacher Improvement Plan

Educator's Signature

Date

Supervisor's Signature

Date

Teacher Improvement Process

- I. During, or on the completion of, the evaluation process the supervisor may take steps to provide further assistance when the teacher's performance indicates that improvement is required. The supervisor will identify the areas of growth based on the identified instructional components after conducting the observations. This information will be shared in a meeting with the educator.

If after three (3) observations the supervisor has indicated that improvement is required in any of the components, the teacher will be placed on a Teacher Improvement Plan.

- II. Teacher Improvement Process:
- a. The teacher's supervisor will contact the Executive Director of Human Resources.
 - b. The supervisor, in conjunction with the Executive Director of Human Resources, will complete the Improvement Plan (Attachment M). They will determine the goals, supports needed and timelines.
 - c. The teacher will be assigned a peer mentor to provide confidential, collegial support. The supervisor, WEA President and the educator will select the peer mentor from an identified list of peers.
 - d. The supervisor, educator and peer mentor will meet to review the plan per the designated date in the timeline.
- III. At the conclusion of the Teacher Improvement Plan, as determined by the specified timelines, if an area(s) continues to be below standard, the educator will be disciplined per the WEA contract.

Article XV

Progressive Discipline

The Wayzata Education Association and the Wayzata Public Schools, District 284, have agreed to implement the tenets of Progressive Discipline to ensure the highest quality of professionalism and instruction for our students. Under normal conditions, teachers being disciplined will be provided progressive discipline as follows:

1. an oral warning (during which the administrator will advise the teacher an oral warning is being issued)
2. a written warning
3. suspension with pay
4. suspension without pay
5. termination for just cause.

Suspension without pay shall take effect upon the teacher's receipt of written notification from the teacher's immediate supervisor and the Director of Human Resources. The written notification will state the grounds for suspension. The decision to suspend a teacher without pay shall be subject to the Grievance Procedure as provided in this Agreement commencing at the Arbitration level, provided written notification requesting arbitration is received by the Director of Human Resources within 10 working days after receipt of the notice of suspension.

A teacher has the right to representation at all steps of the above progressive discipline procedure.

Teacher Improvement Process

Team Members:**Date:**

Teacher:

Peer Mentor:

Supervisor:

Component(s) Chosen for Improvement	Actions Steps to be taken by Teacher	Action Steps to be taken by Supervisor	Action Steps to be taken by Peer Mentor
1.			
2.			
3.			

Timeline for Completion (dates of follow up meetings)	Indicators of Success	Evidence of Progress with Dates
1.		
2.		
3.		

The purpose of the Teacher Improvement Plan is to provide assistance in meeting the required growth in the designated areas. However, in the event you do not improve in these areas, additional employment action may be taken including the possibility of termination of your employment.

I have reviewed the Improvement Teacher Improvement Plan with the educator.

Supervisor's Signature

Date

I have reviewed the Teacher Improvement Plan with my administrator and I understand the performance expectations.

Educator's Signature

Date

I have reviewed the Teacher Improvement Plan.

Executive Director of Human Resources' Signature

Date

School Board Work Session

April 28, 2014

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Excellence. For each and every student.

Committee Members

Elementary

- Chip Brofford - Sunset Hill
- Tina Sheldon- Greenwood
- Mary McKasy – Principal, Gleason Lake

High School

- Clarice Hagen
- Sarah Rudell Beach
- Stephanie Bruggers – Associate Principal

Middle School

- Kristi Corens – East
- Dave Lutz – Central
- Clark Doten – Principal, Central

District

- Brad Anderson – Q-Comp Supervisor
- Jodi Olson - WEA President
- Amy Vollendorf- District Special Education
- Annie Doughty – Executive Director of Human Resources



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Teacher Development and Evaluation Plan: State Components

Current Wayzata Practices that Meet State Requirements (No Change Needed)

Additional Components Required Every 3 Years (New or modified practices)

Professional Learning Communities

Individual Growth and Development Plan

Job-Embedded Professional Development

Summative Evaluations
- Includes Student Engagement

Mentoring and Induction

Measures of Student Growth

Peer Review Process (Peer Coaching)

Teacher Improvement Process

Portfolio Process (NBPTS)
- Optional



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Guiding Beliefs

The Wayzata Teacher Development and Evaluation Plan will...

- provide educators with the support, feedback and professional development to continually improve their practice.
- include multiple evaluations by a trained practitioner.
- focus on building a trusting environment that promotes honest and objective discussion.
- reflect decisions based on research and evidence.
- be affordable.



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Individual Growth and Development Plan

- Every 3rd year
- Teacher-centered
- Area of growth selected by teacher
- Reviewed with supervisor



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Summative Evaluation

- Every 3rd year
- Four 15-minute unscheduled observations
- Written feedback following each observation
- Two personal meetings with supervisor



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Summative Evaluation

Components of Effective Instruction

- Student Engagement
- Teacher Clarity
- Formative Assessment
- Student Behavior
- Learning Activities



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Measures of Student Growth

- Every 3rd year
- SMART Goal
- Reviewed with supervisor
- Self-assessed by teacher and reviewed with supervisor



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Final Year-End Summary

Individual Growth & Development Plan (25%):

_____ Educator completed their plan

_____ Educator did not complete their plan

Summative Evaluation (40%):

_____ Educator met the requirements of the summative evaluation

_____ Educator did not meet the requirements of the summative evaluation and will be placed on a Teacher Improvement Plan

Student Growth (35%):

_____ SMART Goal for Student Growth performance rating is Basic, Proficient or Distinguished

_____ SMART Goal for Student Growth performance rating is Unsatisfactory

Successful Completion: Educator has met 65% or more

Educator successfully completed the plan

Educator did not successfully complete the plan



Excellence. For each and every student.

Teacher Improvement Process

- During the observation process the supervisor may take steps to provide further assistance when performance indicates that improvement is required.
- If a formal teacher improvement plan is implemented, peer support will be given to the teacher.



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Portfolio Option

- Teachers have the option to develop and present a comprehensive portfolio that will demonstrate completion of all Teacher Evaluation 3rd year requirements.
- Portfolios must follow National Board for Professional Teaching Standards.



Excellence. For each and every student.

Implementation Process

- WEA Membership Vote - April 17, 2014
 - Approved 391 - 3
 - Abstentions 3
- Board Approval Pending
- Principal Training- June 10, July 10, August TBD
- Developing forms with My Learning Plan



Excellence. For each and every student.



BUSINESS AND FINANCE

Budget Update 2013-2014 School Year

Proposed Budget Update 2014-2015

Facility and Construction Updates

Wayzata Public Schools
Fund Balance report 2014-2015
as of 2014-2015 as of 3-24-14

	Audited Fund Balance <u>7/1/2013</u>	Revised Revenue <u>2013-2014</u>	Revised Expenditure <u>2013-2014</u>	Change in Fund Balance <u>6/30/2014</u>	Fund Balance <u>6/30/2014</u>	Proposed Revenue <u>2014-2015</u>	Proposed Expenditure <u>2014-2015</u>	Proposed Change in Fund Balance <u>6/30/2015</u>	Proposed Fund Balance <u>6/30/2015</u>
Operating Funds									
General Fund					9.8%				8.5%
Unassigned Fund Balance	\$ 11,478,094	\$ 111,659,541	112,110,877	\$ (451,336)	\$ 11,026,758	\$ 118,618,025	\$ 119,503,597	\$ (885,572)	\$ 10,141,186
Assigned - Capital Transfer	588,935	-	588,935	(588,935)	-	-	-	-	-
Assigned - Dome Escrow	364,500	-	-	-	364,500	-	-	-	364,500
Assigned - Re-Employment Insurance	178,491	-	50,000	(50,000)	128,491	-	50,000	(50,000)	78,491
Assigned - Q comp	272,097	-	272,097	(272,097)	-	-	-	-	-
Assigned - Site Carryover	819,591	-	819,591	(819,591)	-	-	-	-	-
Assigned - Self Funded Workers Comp	814,046	-	-	-	814,046	-	-	-	814,046
Assigned - Certificates of Participation	220,249	-	220,249	(220,249)	-	-	-	-	-
Nonspendable Fund Balance	-	-	-	-	-	-	-	-	-
Nonspendable - Prepaid Items	153,963	-	-	-	153,963	-	-	-	153,963
Subtotal	14,889,966	111,659,541	114,061,749	(2,402,208)	12,487,758	118,618,025	119,553,597	(935,572)	11,552,186
Restricted/Assigned Fund Balance									
Restricted - Staff Development	828,462	1,307,140	2,135,602	(828,462)	-	1,420,000	1,420,000	-	-
Restricted - Cooperative Revenue	250,000	-	250,000	(250,000)	-	-	-	-	-
Restricted - Deferred Maintenance	274,277	-	-	-	274,277	-	-	-	274,277
Restricted - Basic Skills Programs	666,428	-	666,428	(666,428)	-	-	-	-	-
Restricted - Health and Safety	138,106	696,140	1,005,581	(309,441)	(171,335)	1,162,406	1,005,581	156,825	(14,510)
Restricted - Operating Capital	5,408,796	2,010,910	1,367,000	643,910	6,052,706	2,142,461	1,367,000	775,461	6,828,167
Restricted - Technology & H&S Transfers	-	7,244,991	7,244,991	-	-	6,890,968	7,244,991	(354,023)	(354,023)
Restricted - Land Purchase	2,889,790	-	-	-	2,889,790	-	-	-	2,889,790
Restricted - Safe Schools Levy	116,242	-	116,242	(116,242)	-	-	-	-	-
Subtotal	10,572,101	11,259,181	12,785,844	(1,526,663)	9,045,438	11,615,835	11,037,572	578,263	9,623,701
Total General Fund	\$ 25,462,067	\$ 122,918,722	126,847,593	\$ (3,928,871)	\$ 21,533,196	\$ 130,233,860	\$ 130,591,169	\$ (357,309)	\$ 21,175,887
Food Service Fund	1,356,861	5,288,266	5,551,447	(263,181)	1,093,680	5,400,000	5,600,000	(200,000)	893,680
Community Service Fund	1,688,754	8,574,345	8,826,210	(251,865)	1,436,889	8,600,000	8,800,000	(200,000)	1,236,889
Capital Projects and Construction Fund	14,367,412	7,244,991	16,131,372	(8,886,381)	5,481,031	7,500,000	7,500,000	-	5,481,031
Total Operating Funds	\$ 42,875,094	\$ 144,026,324	157,356,622	\$ (13,330,298)	\$ 29,544,796	\$ 151,733,860	\$ 152,491,169	\$ (757,309.00)	\$ 28,787,487
Non Operating Funds									
Debt Service Fund	1,948,292	11,240,078	10,972,051	268,027	2,216,319	11,240,078	10,972,051	268,027	2,484,346
Total All Funds	\$ 44,823,386	\$ 155,266,402	168,328,673	\$ (13,062,271)	\$ 31,761,115	\$ 162,973,938	\$ 163,463,220	\$ (489,282)	\$ 31,271,833
Total All Funds Excluding Construction	\$ 30,455,974	\$ 148,021,411	152,197,301	\$ (4,175,890)	\$ 26,280,084	\$ 155,473,938	\$ 155,963,220	\$ (489,282)	\$ 25,790,802

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Wayata Public Schools
5 year Financial Projections
Assumes 2.5% Formula Increase

	2011-12 Actual	2012-13 Actual	2013-14 Revised	2014-2015 Proposed	2015-2016 Projected	2016-2017 Projected	2017-2018 Projected	2018-2019 Projected
Revenues - Assume 2.5% Increase from State								
Local Sources								
Property Taxes	\$ 34,670,055.00	\$ 36,090,719.00	\$ 36,101,058	\$ 37,968,712	\$ 38,348,000	\$ 38,731,000	\$ 39,118,000	\$ 39,509,000
Earnings on Investments	\$ 10,340.00	\$ 19,525.00	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000
Other	\$ 2,877,541.00	\$ 3,346,111.00	\$ 3,400,000	\$ 3,468,000	\$ 3,537,000	\$ 3,608,000	\$ 3,680,000	\$ 3,754,000
State Sources	\$ 77,414,109.00	\$ 78,596,478.00	\$ 80,197,664	\$ 85,777,148	\$ 87,922,000	\$ 91,586,200	\$ 95,372,000	\$ 99,282,000
Federal Sources	\$ 4,095,166.00	\$ 3,190,552.00	\$ 3,200,000	\$ 3,000,000	\$ 3,060,000	\$ 3,121,000	\$ 3,183,000	\$ 3,247,000
Enrollment Increases (200 students)					\$ 1,466,200	\$ 1,496,000	\$ 1,526,000	\$ 1,557,000
Total Revenues	\$ 119,067,211.00	\$ 121,243,385.00	\$ 122,918,722	\$ 130,233,860	\$ 134,353,200	\$ 138,562,200	\$ 142,899,000	\$ 147,369,000
		1.83%	1.38%	5.95%	3.16%	6.39%	6.36%	6.36%
Expenditures								
Administrative Salaries	\$ 6,003,967.58	\$ 6,245,924.39	\$ 6,484,218	\$ 6,678,745	\$ 6,880,000	\$ 7,087,000	\$ 7,300,000	\$ 7,519,000
Custodial/Maintenance	\$ 3,378,451.99	\$ 3,397,014.47	\$ 3,736,244	\$ 3,848,331	\$ 3,964,000	\$ 4,083,000	\$ 4,206,000	\$ 4,333,000
Licensed Staff	\$ 46,601,581.28	\$ 47,997,144.40	\$ 50,341,746	\$ 53,651,998	\$ 54,462,000	\$ 56,656,000	\$ 58,933,000	\$ 61,296,000
Non-Licensed	\$ 3,337,092.52	\$ 3,306,422.08	\$ 3,315,641	\$ 3,415,110	\$ 3,518,000	\$ 3,624,000	\$ 3,733,000	\$ 3,845,000
Other Salaries	\$ 8,250,061.25	\$ 8,379,817.72	\$ 7,673,658	\$ 7,903,868	\$ 8,141,000	\$ 8,386,000	\$ 8,638,000	\$ 8,898,000
Statutory Benefits	\$ 4,908,378.56	\$ 5,028,181.87	\$ 5,144,487	\$ 5,391,822	\$ 5,554,000	\$ 5,721,000	\$ 5,893,000	\$ 6,070,000
State Retirement	\$ 4,145,080.78	\$ 4,519,223.04	\$ 4,443,776	\$ 4,667,089	\$ 4,808,000	\$ 4,953,000	\$ 5,102,000	\$ 5,256,000
Other Benefits	\$ 11,316,073.48	\$ 11,213,947.52	\$ 11,540,800	\$ 12,368,594	\$ 12,740,000	\$ 13,123,000	\$ 13,517,000	\$ 13,923,000
Purchased Services	\$ 2,143,046.28	\$ 2,948,248.22	\$ 2,990,535	\$ 3,080,251	\$ 3,173,000	\$ 3,269,000	\$ 3,368,000	\$ 3,470,000
Utilities and Insurance	\$ 2,199,083.72	\$ 2,351,259.48	\$ 2,278,348	\$ 2,346,698	\$ 2,394,000	\$ 2,442,000	\$ 2,491,000	\$ 2,541,000
Repairs and Maintenance	\$ 1,255,164.03	\$ 832,933.97	\$ 780,842	\$ 804,267	\$ 805,000	\$ 805,000	\$ 805,000	\$ 805,000
Transportation	\$ 6,915,410.82	\$ 7,066,011.78	\$ 7,298,695	\$ 7,663,630	\$ 7,856,000	\$ 8,053,000	\$ 8,255,000	\$ 8,462,000
Other purchased Services	\$ 1,605,623.77	\$ 1,509,961.50	\$ 1,596,392	\$ 1,644,284	\$ 1,694,000	\$ 1,745,000	\$ 1,798,000	\$ 1,852,000
Tuition Payments	\$ 2,853,119.43	\$ 3,137,575.28	\$ 2,994,198	\$ 3,084,024	\$ 3,177,000	\$ 3,273,000	\$ 3,372,000	\$ 3,474,000
Supplies	\$ 3,361,144.67	\$ 3,569,666.63	\$ 3,323,461	\$ 3,423,165	\$ 3,424,000	\$ 3,424,000	\$ 3,424,000	\$ 3,424,000
Capital Purchases/Leases	\$ 2,375,714.87	\$ 1,916,646.92	\$ 2,769,627	\$ 2,852,716	\$ 2,853,000	\$ 2,853,000	\$ 2,853,000	\$ 2,853,000
Other Expenses	\$ 646,321.89	\$ 327,044.08	\$ 492,220	\$ 226,987	\$ 234,000	\$ 242,000	\$ 250,000	\$ 258,000
Carryovers	\$ -	\$ -	\$ 2,322,714	\$ -	\$ -	\$ -	\$ -	\$ -
Enrollment increases	\$ -	\$ -	\$ -	\$ -	\$ 560,000	\$ 577,000	\$ 595,000	\$ 613,000
Expenditure Reductions	\$ -	\$ -	\$ -	\$ (800,000)	\$ -	\$ -	\$ -	\$ -
Total Expenditures	\$ 111,295,316.92	\$ 113,747,023.35	\$ 119,527,602.00	\$ 122,251,578.92	\$ 126,237,000.00	\$ 130,316,000.00	\$ 134,533,000.00	\$ 138,892,000.00
Excess of Revenues over Expenditures	\$ 7,771,894.08	\$ 7,496,361.65	\$ 3,391,120	\$ 7,982,281	\$ 8,116,200	\$ 8,246,200	\$ 8,366,000	\$ 8,477,000
Transfer to other funds	\$ (7,264,007.19)	\$ (7,673,940.00)	\$ (7,319,991)	\$ (7,539,591)	\$ (7,615,000)	\$ (7,692,000)	\$ (7,769,000)	\$ (7,847,000)
Other sources (uses)	\$ 111,155.00	\$ 3,277,350.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Net Change in Fund Balance	\$ 619,041.89	\$ 3,099,771.65	\$ (3,928,871)	\$ 442,690	\$ 501,200	\$ 554,200	\$ 597,000	\$ 630,000

(a)

(a) Deficit in 2013-14 will likely not be realized as it simply reauthorizes unexpended resources from prior years is added to current budget as a carryover; consistent with prior years most of these dollars will once again be carried forward to future years

Note: A minimum 2.5% formula increase is needed to avoid expenditure reductions in future years

Wayzata Public Schools
Long-Range Financial Projections
5 year Financial Projections

	2011-12 Actual	2012-13 Actual	2013-14 Revised	2014-2015 Proposed	2015-2016 Projected	2016-2017 Projected	2017-2018 Projected	2018-2019 Projected
Revenues - Assume 2% Increase from State								
Local Sources								
Property Taxes	\$ 34,670,055.00	\$ 36,090,719.00	\$ 36,101,058	\$ 37,968,712	\$ 38,348,000	\$ 38,731,000	\$ 39,118,000	\$ 39,509,000
Earnings on Investments	\$ 10,340.00	\$ 19,525.00	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000
Other	\$ 2,877,541.00	\$ 3,346,111.00	\$ 3,400,000	\$ 3,468,000	\$ 3,537,000	\$ 3,608,000	\$ 3,680,000	\$ 3,754,000
State Sources	\$ 77,414,109.00	\$ 78,596,478.00	\$ 80,197,664	\$ 85,777,148	\$ 87,493,000	\$ 90,709,200	\$ 94,019,000	\$ 97,425,000
Federal Sources	\$ 4,095,166.00	\$ 3,190,552.00	\$ 3,200,000	\$ 3,000,000	\$ 3,060,000	\$ 3,121,000	\$ 3,183,000	\$ 3,247,000
Enrollment Increases (200 students)					\$ 1,466,200	\$ 1,496,000	\$ 1,526,000	\$ 1,557,000
Total Revenues	\$ 119,067,211.00	\$ 121,243,385.00	\$ 122,918,722	\$ 130,233,860	\$ 133,924,200	\$ 137,685,200	\$ 141,546,000	\$ 145,512,000
		1.83%	1.38%	5.95%	2.83%	5.72%	5.69%	5.68%
Expenditures								
Administrative Salaries	\$ 6,003,967.58	\$ 6,245,924.39	\$ 6,484,218	\$ 6,678,745	\$ 6,880,000	\$ 7,087,000	\$ 7,300,000	\$ 7,519,000
Custodial/Maintenance	\$ 3,378,451.99	\$ 3,397,014.47	\$ 3,736,244	\$ 3,848,331	\$ 3,964,000	\$ 4,083,000	\$ 4,206,000	\$ 4,333,000
Licensed Staff	\$ 46,601,581.28	\$ 47,997,144.40	\$ 50,341,746	\$ 53,651,998	\$ 54,412,000	\$ 56,605,000	\$ 58,581,000	\$ 60,504,000
Non-Licensed	\$ 3,337,092.52	\$ 3,306,422.08	\$ 3,315,641	\$ 3,415,110	\$ 3,518,000	\$ 3,624,000	\$ 3,733,000	\$ 3,845,000
Other Salaries	\$ 8,250,061.25	\$ 8,379,817.72	\$ 7,673,658	\$ 7,903,868	\$ 8,141,000	\$ 8,386,000	\$ 8,638,000	\$ 8,898,000
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Purchased Services	\$ 2,143,046.28	\$ 2,948,248.22	\$ 2,990,535	\$ 3,080,251	\$ 3,173,000	\$ 3,269,000	\$ 3,368,000	\$ 3,470,000
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Transportation	\$ 6,915,410.82	\$ 7,066,011.78	\$ 7,298,695	\$ 7,663,630	\$ 7,856,000	\$ 8,053,000	\$ 8,255,000	\$ 8,462,000
Other purchased Services	\$ 1,605,623.77	\$ 1,509,961.50	\$ 1,596,392	\$ 1,644,284	\$ 1,694,000	\$ 1,745,000	\$ 1,798,000	\$ 1,852,000
Tuition Payments	\$ 2,853,119.43	\$ 3,137,575.28	\$ 2,994,198	\$ 3,084,024	\$ 3,177,000	\$ 3,273,000	\$ 3,372,000	\$ 3,474,000
Supplies	\$ 3,361,144.67	\$ 3,569,666.63	\$ 3,323,461	\$ 3,423,165	\$ 3,424,000	\$ 3,424,000	\$ 3,424,000	\$ 3,424,000
Capital Purchases/Leases	\$ 2,375,714.87	\$ 1,916,646.92	\$ 2,769,627	\$ 2,852,716	\$ 2,853,000	\$ 2,853,000	\$ 2,853,000	\$ 2,853,000
Other Expenses	\$ 646,321.89	\$ 327,044.08	\$ 492,220	\$ 226,987	\$ 234,000	\$ 242,000	\$ 250,000	\$ 258,000
Carryovers	\$ -	\$ -	\$ 2,322,714	\$ -	\$ -	\$ -	\$ -	\$ -
Enrollment increases	\$ -	\$ -	\$ -	\$ -	\$ 560,000	\$ 577,000	\$ 595,000	\$ 613,000
Expenditure Reductions	\$ -	\$ -	\$ -	\$ (850,000)	\$ -	\$ (300,000)	\$ (430,000)	\$ (460,000)
Total Expenditures	\$ 111,295,316.92	\$ 113,747,023.35	\$ 119,527,602.00	\$ 122,201,578.92	\$ 126,187,000.00	\$ 129,965,000.00	\$ 133,751,000.00	\$ 137,640,000.00
Excess of Revenues over Expenditures	\$ 7,771,894.08	\$ 7,496,361.65	\$ 3,391,120	\$ 8,032,281	\$ 7,737,200	\$ 7,720,200	\$ 7,795,000	\$ 7,872,000
Transfer to other funds	\$ (7,264,007.19)	\$ (7,673,940.00)	\$ (7,319,991)	\$ (7,539,591)	\$ (7,615,000)	\$ (7,692,000)	\$ (7,769,000)	\$ (7,847,000)
Other sources (uses)	\$ 111,155.00	\$ 3,277,350.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Net Change in Fund Balance	\$ 619,041.89	\$ 3,099,771.65	\$ (3,928,871)	\$ 492,690	\$ 122,200	\$ 28,200	\$ 26,000	\$ 25,000

(a)

(a) Deficit in 2013-14 will likely not be realized as it simply reauthorizes unexpended resources from prior years is added to current budget as a carryover; consistent with prior years most of these dollars will once again be carried forward to future years

Note: Expenditure reductions may be needed beginning in 2016-2017 if state funding does not exceed a 2% increase in the formula allowance and expenditure reimbursement formulas



**4.28.14 Work Session
District Administration Building**

BOARD REPORTS

National School Boards Association Conference Review

National School Board Conference 2014
National Speakers/Technology Luncheon/Site Visit

Thomas Friedman observations:

1. The turn of the century saw the convergence of the PC, search, internet and work flow software (collaborative platforms). The world was “flattening.”
2. We have now moved from “connected” to “hyper-connected.” We are now interconnected for very little money. All in 10-15 years!
3. Jobs are being pulled up (more skills are needed) down and out
4. It is really noisy out there right now. This has led to: difficult to lead/ two way conversation/challenging to be a worker/average is officially over/to find a job today you might have to invent one/ everyone needs to find what makes them stand apart. He thinks the key to success is to be an innovator (pretty easy to do) AND to be a leader (very difficult to do in our hyper connected world because of all the “noise” mentioned above). While this overwhelming digital noise supports democracy it can also paralyze the traditional process of government.
5. Schools have three challenges:
 - a. Must bring the bottom up to average: “there is nothing down down there anymore.” You have to demonstrate skills that justify you can’t be replaced by a robot!
 - b. We must bring our average up to global heights
 - c. Three C’s are important: creativity, collaboration and communication
6. What our students will need:
 - a. Motivation: self motivation will be much more important
An example is the switch from defined benefits to defined contributions.
 - b. In 10 years there will be no digital divide
 - c. The world will only care about what you do with what you know
 - d. They will need to think like
 - i. an immigrant: paranoid and hungry (a paranoid optimist-believes in the American dream but knows it can all be taken away)
 - ii. an artisan: what value can they add
 - iii. a starter upper: always in beta mode
 - iv. you are never finished: need to learn and re-learn
 - v. a parent: build their inner resources since the internet can be a sewer- and you can’t download good judgment, it can only be uploaded the old fashioned way...
 - vi. always think like this one waitress at Perkins: she gave Friedman’s friend extra fruit (value added) and she knew it was the only thing she could control.
 - e. Be relentlessly entrepreneurial

Sir Ken Robinson(author of Out of our Minds: Learning to be Creative) observations:

1. To be born at all is a miracle! What are you going to do with it?
2. We are all born with deep talents
 - a. How would you know what they are?
 - b. Life is not linear
 - c. You create your life as you live it
 - d. Discussed Bart Connor's (the gymnast) life in the above context
3. Schools:
 - a. The best learning takes place in a conversation not a transfusion
 - b. Public schools are the dominant shot for most kids- maybe the only shot!
 - c. NCLB is not serving us well: schools are being based on conformity and compliance/ people thrive on diversity He thinks we cram kids full of information and then give them a standardized test to see what they know. He thinks real learning does not work this way; it takes curiosity, motivation and excitement about the possibilities.
4. Reframe education:
 - a. 15-24 youth unemployment is high
 - b. Companies want more than a degree they want people who can "think properly, more than just academic skills."
 - c. Epidemic of ADHD: need to find out what appeals to them/ what can they concentrate on?
5. Life is not linear but organic such as farms "We need to get the soil right so the plants will grow! If we look only at yield, we destroy the dirt. We have to cultivate the right conditions for growth

Links to his TED talks:

http://www.ted.com/talks/ken_robinson_says_schools_kill_creativity

http://www.ted.com/talks/sir_ken_robinson_bring_on_the_revolution

Magic Johnson's observations:

1. Family life: grew up with 6 sisters all of whom are now teachers and principals/ three bothers too?/ church every Sunday/ family dinners/ parents with high expectations
2. Public schools saved him
 1. Insisted he do his homework: he told a story that in 6th grade he wasn't allowed to play in the championship game because he hadn't turned in his homework. They lost!
 2. Put him in summer school because he was so far behind in reading
 3. As a freshmen in a newly integrated school his principal asked him to take a leadership role in helping the student body gel
 4. A counselor in HS insisted that he take high level classes because she knew he would be recruited and she wanted him prepared. She also encouraged him to work on the school newspaper. He arrived at MI State ready to achieve.
 5. A security guard when he was a freshmen told him: "You won't make it!" He went back when he was taken #1 in the draft to meet that man again.
3. Thoughts on schools today;
 1. Urban schools: need to think outside the box. The Stand Up for Schools initiative is about engaged citizenship and global competitiveness.
 2. My sermon is:
 - i. 10,000 play basketball/ 60 are drafted/ 1/2 of the 60 make it "Being smart is really cool." "You have to bank on education." "I don't care about my personal success but how many people can I support to be successful."

Nikhil Goyal (17 year old traveling the world) thoughts:

1. Kids are natural learners
2. Ages should be mixed in schools
3. It should be a democratic process that makes use of community resources.
4. Allow them to open up to the bigger world: transform cities and communities into learning environments.
 - a. Examples are Philly Free School and summer Valley in MA
 - b. The whole world should be their classroom
4. Need spaces for permission
5. What kind of society do you want???? "We need to radically redefine what we mean by bullying."
6. "Learning and Living should be indistinguishable with the whole world being our classroom."

Erin Gruwell (teacher in the Freedom Riders movie) thoughts:

1. Convince kids to have a voice and to be seen
2. Kids are able to leave a legacy: Erin used Anne Frank and Elie Wiesel
“Evil prevails when good people do nothing.”
3. See in each student: possibility, hope and promise
4. Let the world become their classroom: Erin accomplished this through letters

Angela Maiers (author of The Passion Driven Classroom) thoughts:

1. Who do you want to be?
2. Be brave
3. Message for 5 year olds: love who you are/ you matter/
4. Know who you are: make a “to be” list:
 - a. “Be” that
 - b. Be calm
 - c. Don’t let tomorrow trap you/ do it now
 - d. Choose two that matter
5. Literacy changes lives.

National Technology Luncheon: Stem 2.0/ Transformational Thinking about Stem
For Education and Career Practioners:

1. “There is NO standard definition of what STEM means in the industry... it is a subjective measure of education/economy/workforce). Art + Logic= Technology; technology is what happens between our ears, not on the device!”
2. There is NO shortage of STEM workers relative to demand other than a few pockets in the engineering disciplines, multi-skill technicians, and cyber security.
3. Why? The dominant workforce and education definitions of STEM are functionally specialized, missing the systematic and transformative nature of STEM.
4. The net effect of the adoption and diffusion of technology is transformation of social institutions including family, law, work, school, the economy, and national defense.
5. Therefore it is important to define STEM in a way that elucidates how these institutions are changing as well as what skills will be needed to give rise to “economic innovation and sustainability of democratic ideas.” This adaptation relies on diversity, experimentation and builds on the past.
6. TEAMS or STEAM is their recommendation: Schools that unify the five features of technology, engineering, arts, mathematics and science will then be giving their students the new “classical contemporary education.”

7. Why all five: technological , thinking, collaborative and creative skills will be needed by our students in their future jobs.
8. What does a 21st Century Education look like: STEAM: ALL are students need this to flourish in this world! “Steam is a moral imperative to prepare our students for their future, rather than our past.”

APPENDIX B: EXAMPLE RPOS COURSE SEQUENCE FRAMEWORK FOR LIGHTSPEEDGEN

EXAMPLE - PROGRAM OF STUDY COURSE SEQUENCES, PRE-ENGINEERING PATHWAY, CARVER HIGH SCHOOL, GIRLS, INC., & TX LBB18

APPENDIX B: EXAMPLE RPOS COURSE SEQUENCE FRAMEWORK FOR LIGHTSPEEDGEN

EXAMPLE - PROGRAM OF STUDY COURSE SEQUENCES, PRE-ENGINEERING PATHWAY, CARVER HIGH SCHOOL, GIRLS, INC., & TX LBB¹⁸				
Pathway/Program:	Engineering and Technology			
Graduation Requirements	Grade 9	Grade 10	Grade 11	Grade 12
English - 4	English 9	English 10	English 11	English 12
Social Studies - 3	US Government	World History	US History	Government and Economics
Mathematics - 3	Algebra 1	Geometry	Algebra 2	Trigonometry or Pre-Calculus
Science - 3	Physical Science	Biology	Chemistry	Physics
Physical Education -.5 Health Education - .5	.5 PE	.5 Health		
Fine Arts - 1	.5 Fine Arts	.5 Fine Arts		
Technology Education - 1	Principles of Engineering			
CTE Completer Program – 4 *concentrator course		(<i>Foundation course</i>) Introduction to Engineering Design (1)	*Digital Electronics (1) Computer Integrated Manufacturing (1) or Civil Engineering and Architecture (1) or	Engineering Design and Development (1)

¹⁸ Adapted from Project Lead The Way (PLTW) Pre-Engineering Program Proposal Form, Maryland State Department of Education

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			Aerospace Engineering (1) or Biotechnical Engineering (1)	
Foreign Language - 2 and/or Advanced Tech Ed - 2	Language Spanish I	Language Spanish II	Language AP Spanish	Advanced Technology Education
<p>LIGHTSPEEDGEN provides an integrated experience in engineering, physics, computer science, and mathematics for students who plan to pursue an advanced degree in engineering, or for whom inquiry aligned to advancing as far as they can go in life, education, and career. Aligned career pathways include professional engineering and two year degrees or certificates for Engineering Technician, Multi-Skill Technician (Integrated Electronics, Computer, Software, and Mechanical Systems), Instrumentation Technician, Process Control Technician, and Science and Technology, Research and Development Technician.</p>				
<p>University Course Sequence</p>				
<p>Program Title: _____</p>				
<p>College/Institution: University of Alabama Birmingham</p>				
<p>Recommended Sequence - Complete the program matrix for the postsecondary sequence of study. Indicate which courses receive articulated or transcribed credit by placing the number of credits next to the course title.</p>				
Semester 1		Semester 2		
Intro to Engineering 1 (3 Credit Hours) (example)		Intro to Engineering 2 (3 Credit Hours) (example)		
Semester 3		Semester 4		
Mechatronics Tech (Certificate or Comparable Industry Certification) (example)				

POS TRANSCRIPTS CREDIT, PARTNERS, AND OTHER VALUE ADDED ACTIVITIES

Type of Experience	Partner	Pathway Option	Credit or Value Add for Student
Dual Enrollment			
Transcripted Credit	Example, AB	BS in Electrical and Computer Engineering	6 credits for ____
Articulated Credit			
Credit by Exam			
Advanced Placement			
Apprenticeship			
Certification(s)			
License			
Degree			
Internship			
Registered Apprenticeship			
Capstone Project (Directed Research)			
Industry Mentored Project			
High School and/or College Organization			
Other (specify)	Example, Employer	Work-study, Apprenticeship, Internship	

NSBA Site Visit: Louisiana Lagniappe (“lan-yap”) St. Charles Parish Public Schools

St. Charles Parish Public Schools is one of the state’s top districts. Their enrollment for 2012/13 was 9,756 with 17 school sites and 52% of students qualified for free/reduced lunch. The average teacher salary was \$51,226 and the average expenditure per pupil was \$13,235.

Schedule of Events:

10:00 Wetland Watchers Park. We were greeted by Superintendent Felecia Gomez-Walker at the Wetland Watchers Park. Each year over 1,100 middle schoolers attend service trips to the park participating in activities such as water quality monitoring, macro-invertebrate identification, litter clean-up and tree planting all in the effort for wetland conservation. The park is primarily funded through a grant from the Louisiana Lieutenant Governor’s Learn and Serve America Commission. A middle school student led our tour of the park.

11:00 Norco Elementary School. First, we met Norco’s principal and heard about how recent facility and technology improvements were funded by Norco, a nearby chemical refinery. Next, we split into small groups and observed three classrooms demonstrating excellence in technology (using an interactive smartboard for math), anti-bullying curriculum (using an interactive activity with the smartboard) and an intervention session (six students with an intervention reading specialist-her position was funded by a grant from Norco, as well). All the teachers and students were so proud to show us the great learning happening at their school!

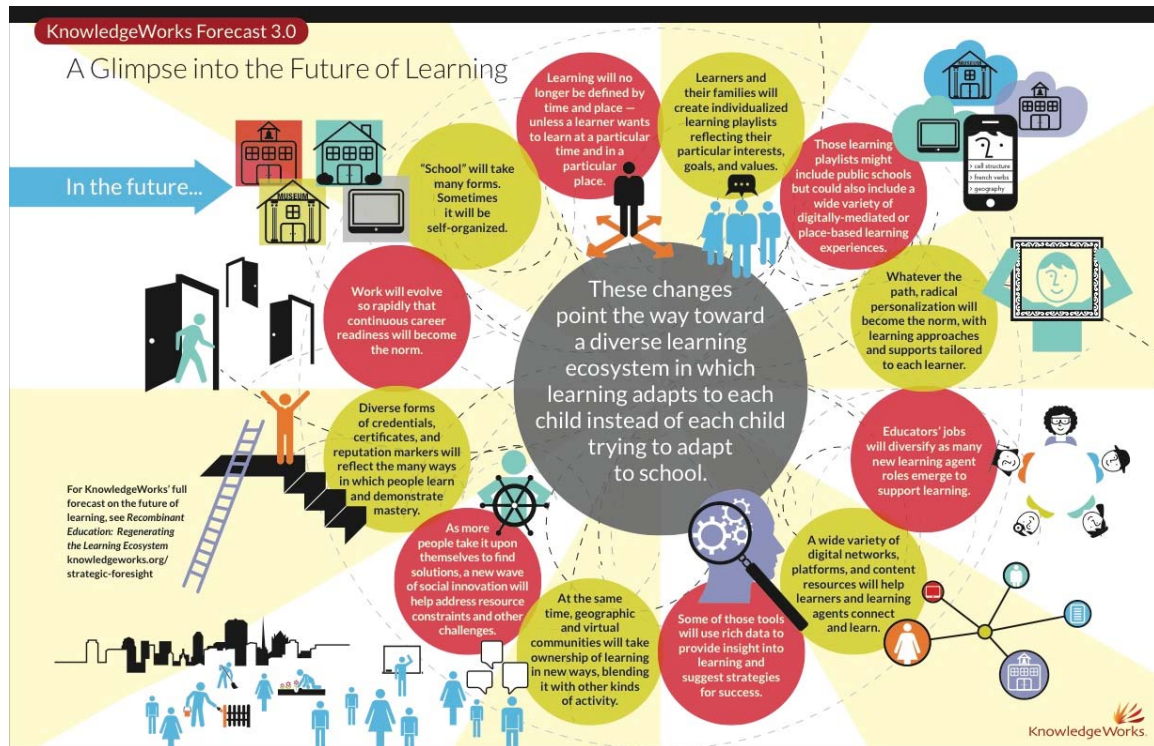
12:00 St. Charles Parish Middle School. We were served a delicious Cajun lunch: fried catfish, beans and rice, and bread pudding (hosted by the Norco Manufacturing Complex). Students set up tables around the cafeteria to display a variety of plants and animals from the Wetland Watchers Park. Andrea won a door prize; a cool piece of local art by artist, Don Stewart.

2:00 Satellite Center. The Satellite Center offers district junior and senior “team members” the opportunity to work on real-world projects using the latest equipment and technology. Students are able to earn industry-recognized certification, earn college credit and participate in internships. Areas of study include advanced television broadcasting, culinary arts, digital media, engineering design, health career exploration, hotel/restaurant/tourism administration, interactive media, patient care, teaching and process technology (PTEC). PTEC is a course of study that was recently added to prepare students to become skilled workers in the area’s chemical refineries. The industry collaborated with the Satellite Center to provide instructors and industry specific equipment.

3:00 Professional Learning Center. The PLC was an abandoned Kmart store that was purchased by the district after Hurricane Katrina for \$2,000,000. The space is used for teachers’ professional development (classroom spaces and computer labs), district central storage and technology intake/storage/repair. There is also a large flexible meeting space that was set up for a huge animation festival the day we visited.

Education in the Year 2025

This session was presented by Katherine Prince, Senior Director of Strategic Foresight, KnowledgeWorks. The session was placed in the learning tracks for “continuous improvement” and “hot topics”.



Links to session handouts:

https://ww3.aievolution.com/nsb1401/files/content/events/23364/1000_Prince_0321_115740.pdf

https://ww3.aievolution.com/nsb1401/files/content/events/23364/1000_Prince_0402_124013.pdf

The goal of Ms Prince’s company, KnowledgeWorks, is to “steer the trends for positive educational outcomes”. She talked about how we are at a tipping point for education-reinventing education in a fundamental way in three main areas:

1. Students in the future will need:

- Key skills: the ability to continuously learn, multitask, experiment, problem solve, manage disruptions, embrace change, and to make a quick analysis of situations

2. Expanding the Learning Ecosystem

- We need to revisit our assumptions about where learning takes place, think about “unbounded learning”-no defined time or place for learning/ massive online element.
- Consider “competency based model”-learners show mastery then move on (no age segregation), this “loosens up some of the variables and gives us more room to innovate”.
- Technology can augment what we’re doing “in a place” (site) while also creating connections “across space” (global). We should use computers to amplify our students’ gifts.
- Diverse learning platforms characterized by radical personalization. Examples are “learning playlists”-learning analytics generate a daily plan or a genius hour a la Google (time to do what you want). This model requires self-directed learning (and all the soft skills that go along with that) and persistence plus. Also, must evaluate what works!
- Students have a “remarkable capacity for intensity.”

3. New Ways of Supporting Learning

- Teacher becomes a “learning agent”.
- Teacher becomes the curator and broker of a network that offers online and blended learning solutions.
- Learning analytics-applications that “promote a learning lifestyle” such as Exit Ticket, Persistence Plus or learning playlists.
- In one school the guidance counselor became the “success coach”
- “Less us, more the,”

4. The Contexts Surrounding Education are Rapidly Changing

*New learning landscapes, both geographic and virtual/ students will spend less time in schools

*Think about creative, shared solutions such as the “Where’s my School Bus?” application.

*Credentialization across industries will diversify.

*We can’t do it the way we’ve always done it- we need to be “stewards of the vibrant learning grid”!

5. The DIY/ Maker Revolution

* The world of crafting and technology are colliding

* There is a re-energized craft culture

*Schools need to provide both a “making space” but also the making spirit should permeate the school (an example is that MIT supposedly has added “what have you made” to their admission form).

- * The Maker Faire in San Mateo, CA last year attracted 150, 000 attendees
 - * Many in this group do not think school is viable
- We must let all kids learn with their hands not just their heads

Invent To Learn

Making, Tinkering, and Engineering in the Classroom

www.inventtolearn.com



What's in a Makerspace?

A well-equipped modern makerspace can feature flexible, computer-controlled manufacturing equipment for creating, cutting, and forming plastics, metal, plaster, and other common materials, including:

- 3D printers that are capable of producing three-dimensional objects (additive machines).
- Cutting machines that cut a variety of materials with precision. The cutting element can be a laser, water jet, knife, or other material (subtractive machines).
- Milling and routing machines that drill and shape complex parts.
- Joining machines that use computer control to sew, weld or bond in other ways.
- Traditional hand and power tools, including soldering irons.
- Decorative materials for painting, embroidery, and embellishing projects.
- Computers for programming, designing, and control.

What Else Do I Need?

Your makerspace – whether in your classroom or any other space – should include support materials and inspiration for your students. There should be room to move, build, and think alone and together. Well-stocked classroom libraries, supplies, gadgets, technology, tools, toys, recycled materials and other assorted stuff within an arm's reach of students are learning accelerants. Eleanor Duckworth reminds us, “If materials are slim, the only questions likely to be posed are the teacher’s.”

Resources to Explore

Invent To Learn Resources – Find all the resources from the book online, plus more!

Sparkfun Electronics – Specializes in hobbyist electronic components, tools, and kits. The website features a project blog, buying guides, and tutorials from soldering to using a breadboard. Ask for educator discounts. <http://www.sparkfun.com>

Adafruit – “Unique and Fun DIY Electronics and Kits.” Check the Young Engineers section for selections that are whimsical and fun. Ask for educator discounts. <http://www.adafruit.com>

Maker Shed – Vetted by Make Magazine. Specializes in kits for learners of all ages <http://www.makershed.com/>

Electronics Goldmine – Extensive supply of cheap electronic parts. Look for deals and bulk purchases, for example, a container of 200 LEDs costs \$5.00. <http://www.goldmine-elec.com/>

Jameco Electronics – Another popular source of electronics parts and kits. <http://www.jameco.com>

Recombinant Education:

Regenerating the Learning Ecosystem



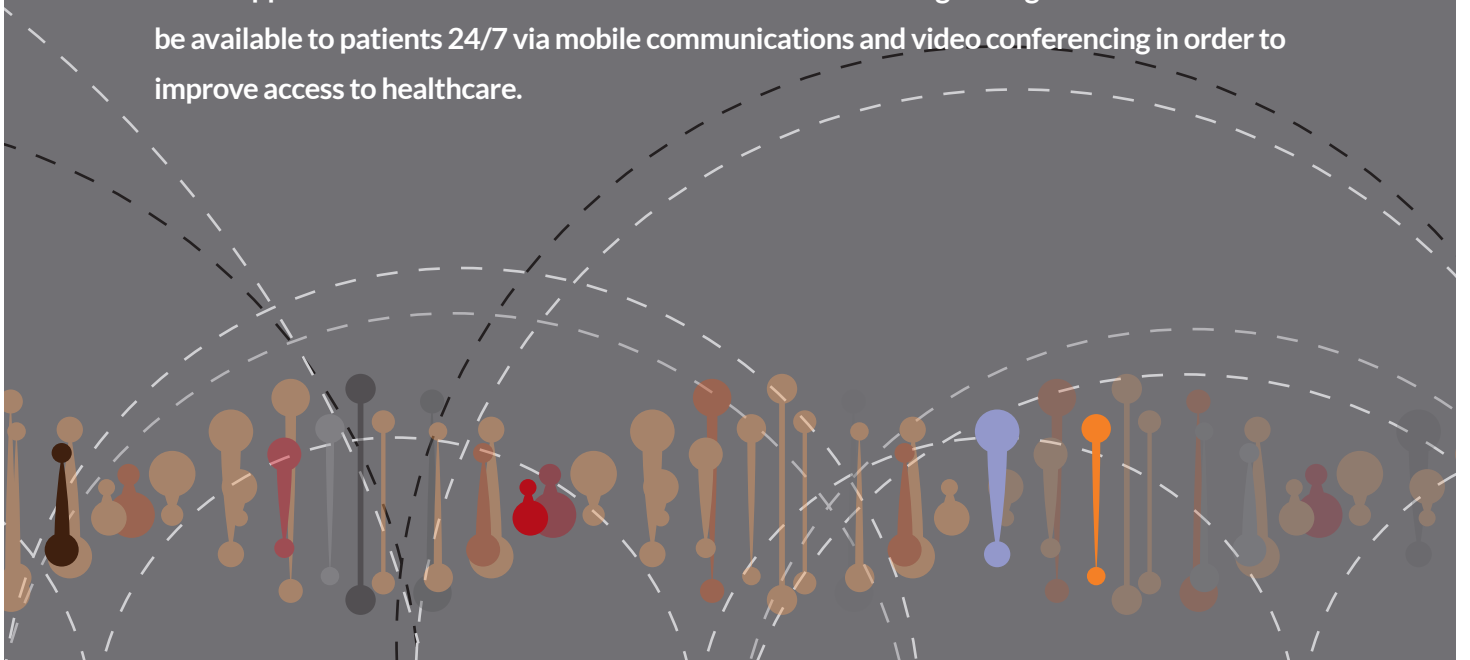
KnowledgeWorks.

The future is not a fixed point. It is ours to create.

This forecast previews five disruptions that will reshape learning over the next decade. Responding to them with creativity rather than fear will be critical to preparing all learners for an uncertain future.

An explosion of innovation has been transforming how we think about learning and how we organize talent and resources for learning experiences and has effectively unbundled “school” as we knew it. The tightly bound relationships and resource flows that used to deliver instruction, develop curriculum, perform assessment, grant credentials, and provide professional development are dissolving. Teaching and learning have become uncoupled from traditional educational institutions and are now available through and enhanced by a vibrant learning ecosystem.

Across industries and institutions, the digital explosion has caused a similar breakdown of traditional assumptions, models, and relationships. It has also created unexpected possibilities for those willing to experiment with the novel recombination of resources, talent, and technology. For example, cities struggling to do more with less have been reorganizing to systematically take advantage of citizen contributions. Publishers faced with declining revenue models have been restructuring to leverage tablet computing and social media applications. U.S. board-certified doctors have been reorganizing resources so as to be available to patients 24/7 via mobile communications and video conferencing in order to improve access to healthcare.

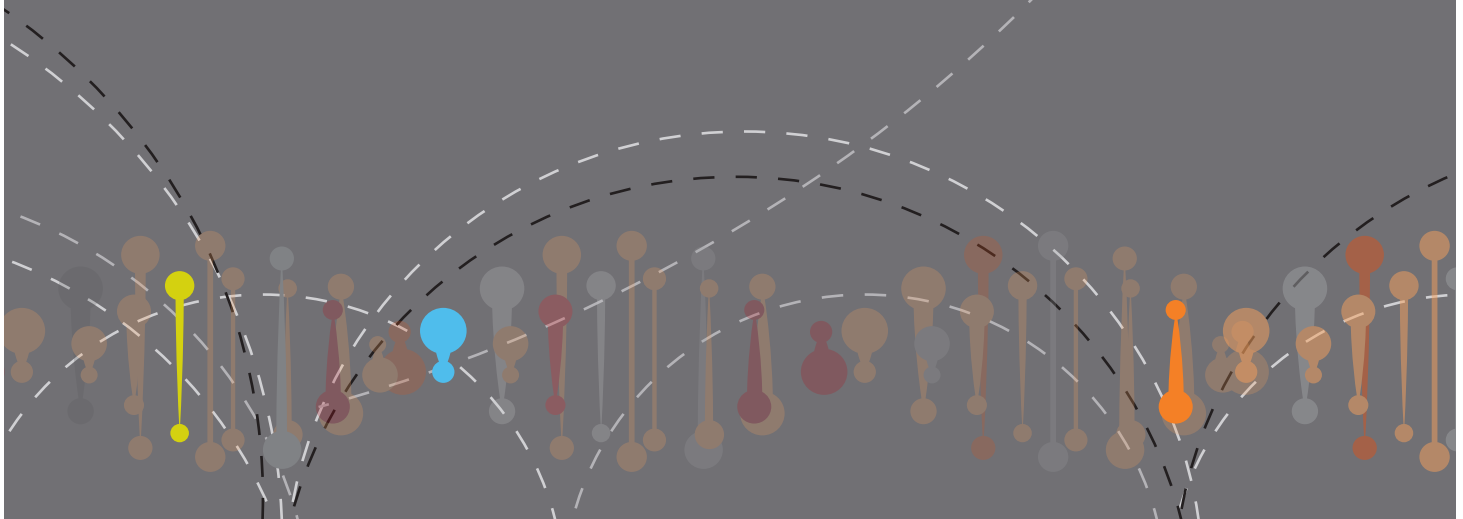


Knowledge-based industries such as education continue to confront the most significant disruptions and also to find the greatest opportunities for recombination. In keeping with that trend, the next decade promises to bring extensive recombination to education. As new education innovations, organizations, resources and relationships proliferate, we have the opportunity to put the pieces — some long-established and some new — together in new sequences to create a diverse and evolving learning ecosystem. Just as genetic recombination increases diversity by producing new forms of DNA, so too education recombination promises to bolster the learning ecosystem's resilience, helping it withstand threats and make use of possibilities.

At its best, recombinant education will discover diverse organizational forms and learning formats that find many ways to integrate talent, community assets, and global resources in support of student-centered learning. New ways of reassembling what seem like disparate pieces — and of incorporating new kinds of inputs — have the potential to usher in a world of learning that provides rich personalization for every learner throughout a lifetime.

Of course, less promising alternatives are also possible. If we do not effectively engage in ongoing education recombination, we risk letting the disruptions of the coming decade perpetuate inequities for learners, undermine the learning ecosystem's capacity to adapt, and narrow the impact of education innovations by keeping them largely uncoordinated, opportunistic, and fragmented.

The choice is ours to make, and the future ours to shape. What will be the future of learning in your organization, community, or region?



● DEMOCRATIZED STARTUP

Transformational investment strategies and open access to startup knowledge, expertise, and networks will seed an explosion of disruptive social innovations.

Entrepreneurship will no longer be reserved for the few with the resources to buffer risk and the social capital to access expertise and guidance. Instead, a new open social and financial infrastructure will disseminate practical know-how about entrepreneurship and startups, creating transformational networks that match investment with collective economic and social impact. This democratization of disruptive social innovation through bottom-up, networked entrepreneurship and access to tools will attract entrepreneurs of all ages and provide them with the resources and support to turn their ideas into practical, marketable solutions that transform communities and industries. In education, democratized access to investment capital and startup know-how has the potential to turn any teacher, parent, or student into an edu-preneur. Along with a diversification of today's professional pathways into new learning agent roles, this access will accelerate the diffusion of disruptive tools, models, and applications for organizing teaching and learning. Venture funding for education has already surged, having grown from \$59 million in 2001 to \$334 million in 2011. These new venture-supported approaches will likely garner increasing traction as the field attracts more diverse professionals through alternative pathways. As the shift toward entrepreneurial investment continues, more learners and learning agents will likely adopt an entrepreneurial mindset — an outlook demonstrating experimentation, risk-taking, learning from failure, creative problem solving, and market awareness. By modifying, building upon, and connecting one another's innovations, edu-preneurs will stimulate continuous learner-centered recombination across the learning ecosystem.

● HIGH-FIDELITY LIVING

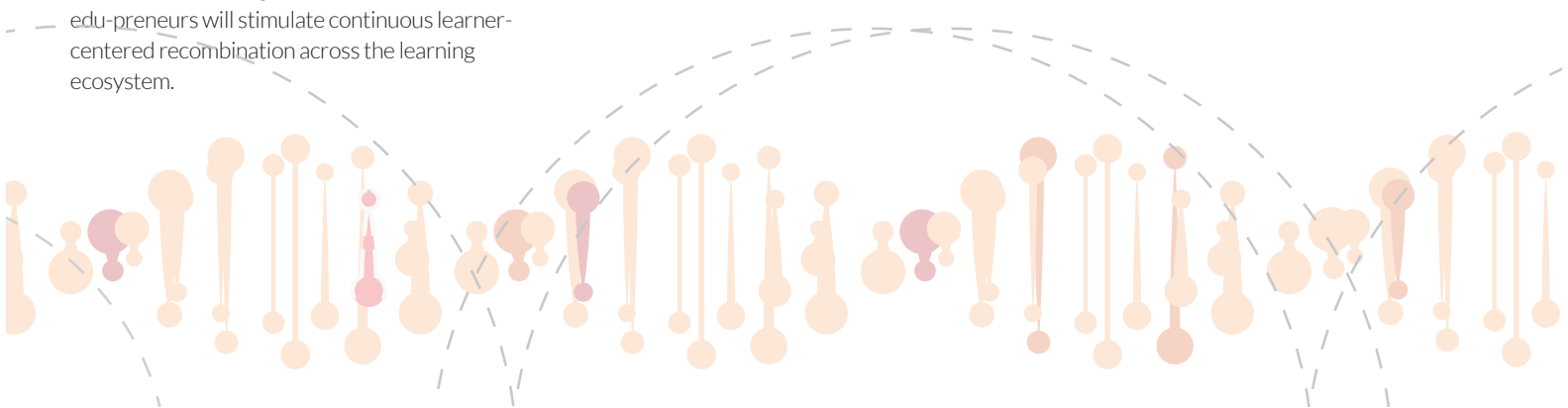
As big data floods human sensemaking capacities, cognitive assistants and contextual feedback systems will help people target precisely their interactions with the world.

We are entering the era of big data. As the cost of digital devices and technologies continues to decrease, trillions of gigabytes of data will be generated from sensor networks, mobile and context-aware devices, and online interactions. The increased volume, velocity, and variety of data will be so vast that basic information-filtering tools and practices will no longer suffice. The expanding infosphere will drive the adoption of cognitive enhancements and assistive technologies that will help us discern meaning from the world while avoiding overload. It will also raise new possibilities for surveillance, opening deep debates about privacy and trust in data. Despite such concerns, we will increasingly make use of cognitive prosthesis — a shoring up of our minds with software assistants and feedback systems that help us discern information flows and improve our decision-making and outcomes through data integration, alerts, and automation. Deeper insights into brain processes and into cognition and motivation under varying conditions will inform both the design of cognitive assistants and our understanding of how to structure learning and work environments to maximize focus, intrinsic motivation, and creativity. Data analytics, dashboards, and visualizations will be critical for extracting insights and meaning from continuous data flows. Such sophisticated analytics will help learning agents provide preemptive and continuous whole-person support based on factors such as learners' health, environments, and social contexts, as well as their academic performance. Using such tools in education recombination will help regenerate learning at the level of the individual.

● DE-INSTITUTIONALIZED PRODUCTION

Activity of all sorts will be increasingly independent of institutions as contributions become more ad-hoc, dynamic, and networked.

In the next decade, work and other meaningful activities will increasingly be brokered and leveraged across social production networks that coordinate the activities of large numbers of people via distributed leadership. A shift from a work force to a talent cloud will occur, with organizations relying on global networks of independent talent to match specialized skills with interaction-based tasks. At the same time, our ability to automate more and more tasks will displace more human workers in favor of robots, giving rise to "steel-collared" workers. As greater longevity and economic need extend individual working life and as individuals have many careers over a lifetime, refreshing and sustaining powerful personal brands will become a critical practice. Career pathways will become less tied to the requirements of a single institution or industry. Instead, they will more closely resemble personal mosaics of skills and experiences that will be documented through a multitude of alternate credentials, certificates, and reputation markers. These less linear career pathways will include new roles for educators, who will be able to find and create opportunities to contribute to learning in multiple and sometimes micro ways. As extreme career mobility becomes the norm, college and career-readiness will no longer be a static benchmark. Instead, career readiness will be a continuous and dynamic need over a lifetime, requiring self-directed learning that is closely aligned to the needs of social production networks. Individuals will assemble the right combinations of learning experiences and credentials to meet their lifelong learning needs and to communicate their performance and mastery.



CUSTOMIZABLE VALUE WEBS

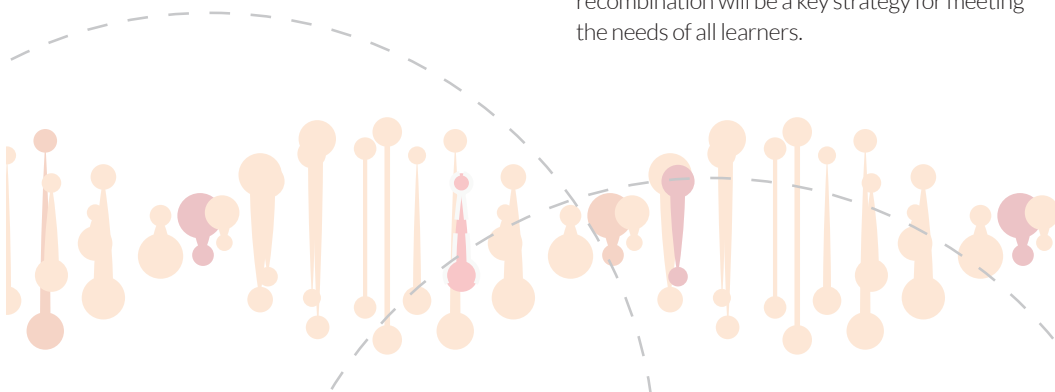
Innovative, open business models will leverage complex networks of assets and relationships to create ultra-customer-centric experiences across industries.

While the digital explosion has long been creating an expanding ecosystem of new services, applications, and tools, innovative business models will find new ways of harnessing these opportunities into flexible value webs that deliver highly customer-centric experiences. Across industries, new intermediaries, novel customer value propositions, and creative ways of facilitating open digital platforms and networks are already transforming customer experiences. For example, new intermediaries in the music industry have integrated platforms such as iTunes, Google+, and Facebook with artist information, concert databases, and mobile apps to transform passive listeners into active music participants who share, create, remix, and produce music. In education, new intermediaries will facilitate a similar integration of networks and systems that bring learners, resources, services, data, and learning agents together in novel value webs. Schools will no longer be singular, enclosed organizations. Instead, they will serve students by harnessing and brokering resources and talent across the global community. Customer-centric value propositions will guide the creation of learning experiences that leverage rich value webs to serve distinct populations. What began as a “bring-your-own-device” (BYOD) movement may very well turn into a “create-your-own-school” movement as new intermediaries, learning agents, parents, and learners collaborate to weave vibrant value webs. This increasing customization of learning will involve recombining learning experiences, assets, and tools to help each learner find the specific value proposition(s) that best meet her or his needs.

SHAREABLE CITIES

Next gen cities will drive social innovation, with urban infrastructure shaped by patterns of human connection and contribution.

Over the next decade, the world’s population will continue to shift to cities. With cities struggling to meet the needs of more citizens as their budgets decline, necessity and constraint will drive creative solutions to large-scale problems such as transportation and power. Successful cities will be those that increasingly turn to open governance, with high levels of citizen engagement and leadership, to solve problems, support social welfare, and revitalize their economies. They will develop modular infrastructures, reorganizing and recombining approaches to regenerate themselves from the ground up. Abundant sensor data will provide greater feedback to residents while also shaping evidence-based urban policies. Successful cities will also embrace their interdependence, sharing data and models developed from ubiquitous urban informatics systems to create more flexible and responsive platforms for urban services. As DIY culture continues to spread and as fabrication tools such as 3D printers and digital lasers continue to become more affordable, a proliferation of small scale, local pop-up businesses will help revitalize communities and catalyze local economies. Urban education will transition from a disjointed state-run school system that is largely separate from other social and economic institutions to an urban service layer that will be networked across city spaces and organizations. Cities that emphasize enclosure and control of resources over sharing and openness will run greater risk of becoming feral, failing to provide core infrastructure. Creating a shared learning infrastructure in which people build on what others are doing through an ongoing process of recombination will be a key strategy for meeting the needs of all learners.



DEMOCRATIZED STARTUP

Transformational investment strategies and open access to startup knowledge, expertise, and networks will seed an explosion of disruptive social innovations.

Demystifying the Startup

The building blocks of entrepreneurship and the makings of viable startups are being decoded and shared broadly, increasing entrepreneurs' chances for success.

- **Startup Genome Compass** – Helps entrepreneurs manage early-stage decisions by providing a diagnostic tool informed by factors known to affect startup success. startupcompass.co
- **The Lean Startup Movement** – Launched a revolution in the startup world by codifying the lore of startup success into a manageable process. theleanstartup.com
- **Ed Startup 101** – Introduces educators and educational researchers to entrepreneurship and intrapreneurship. edstartup.net

Matchmaking Networks

New social, financial, and networking platforms will create entrepreneurial communities that connect education entrepreneurs with funders and market opportunities.

- **FounderDating Education** – Jump starts edtech ventures by matching edtech startup talent with educators. founderdating.com/founderdating-education
- **Education Innovation Summit** – Brings together educators, technologists, funders, investors, and edtech startups. edinnovation.asu.edu
- **Imagine K12** – Leverages public-private partnerships to enable quick responses to the most promising technological, pedagogical, and market opportunities. imaginek12.com

Transformational Capital

Innovative public, private, and institutional investment mechanisms will maximize social benefit and collective impact as well as economic return.

- **Social Impact Bonds** – Give investors a return when specified social good outcomes are achieved. socialfinance.org.uk/sib
- **HIP Investor** – Supports impact investing that combines human impact with profit, rating portfolio holdings by positive impact. hipinvestor.com
- **Upstart** – Matches recent college grads with the right backers to provide them with the economic freedom to follow their true passions. upstart.com

Key

Disruptions are major societal shifts that will have broad impact on the future of learning.

Trends are more narrowly focused changes that, when combined, give rise to disruptions.

Signals are examples, or early indicators, of how each trend is beginning to play out today.

Opportunity

Watch for administrators to become district and regional innovation portfolio managers who break new ground to meet the needs of all learners by strategically allocating time, resources, and energy to local and global initiatives with different levels of risk and reward.

Challenge

With an influx of new participants from other fields, leaders of the learning ecosystem will need to monitor potentially competing priorities to ensure that student learning remains the central focus and that innovations reflect the best current thinking about learning.

HIGH-FIDELITY LIVING

As big data floods human sensemaking capacities, cognitive assistants and contextual feedback systems will help people target precisely their interactions with the world.

Digitized Decisions

Highly sophisticated learning analytic tools will integrate multiple data streams about learners, including their social and emotional conditions, to predict performance and suggest personalized strategies for success.

- **Algorithmic Ecosystems** – Describes how machines will help humans scan streams of information that are too fast for us to read and process.

[youtube.com/watch?v=V43a-KxLFcg](https://www.youtube.com/watch?v=V43a-KxLFcg)

- **Knewton** – Combines a multitude of data points and sophisticated algorithms with user-selected content to recommend the ideal learning experience for each student.

knewton.com

- **Desire2Learn** – Uses a blend of socio-demographic data and activity-related indicators to predict learners' performance and to identify appropriate interventions and support.

desire2learn.com

Extended Self

In augmenting human capacity to think and do, the use of cognitive prosthetics and social bots will become the norm for making sense of information and will blur the line between individuals and their tools and networks.

- **Outsourcing Memory** – Research suggests that we are outsourcing personal knowledge acquisition to search engines, simply remembering where the information can be found.

news.columbia.edu/googlememory

- **Web Ecology Project** – Teams compete to control user accounts on Twitter using social bots, influencing an unsuspecting cluster of 500 online users to do their bidding.

webecologyproject.org/2011/01/help-robots-take-over-the-internet-the-socialbots-2011-competition

- **"Collaborations with My Other Self"** – Artist Harold Cohen collaborates with a computer program called AARON to produce paintings that have been exhibited in major art spaces worldwide.

calit2.net/newsroom/article.php?id=1919

Reading Your Mind

Sophisticated decryption of brain signals under varying environmental conditions and during different cognitive tasks will improve the design of learning environments and experiences for attention, focus, creativity, and motivation.

- **NeuroFocus** – Uses brain wave monitoring in place of language-based focus groups to gain insight into responses and decisions regarding consumer goods.

neurofocus.com

- **Tactile Tactics** – Focuses on how the unconscious perception of our physical and material environment, including texture, color, weight, and other physical qualities, influences our thinking.

news.harvard.edu/gazette/story/2010/06/how-touch-can-influence-judgments

- **Picturing Thought** – Researchers at Princeton University use imaging technology to predict what people are thinking based on images of their brains.

psych.princeton.edu/psychology/research/haxby/case.php

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Opportunity

Watch for massive data sets, learning analytics, and dashboards to enable radically and continuously personalized learning for all learners based on their performance and motivation.

Challenge

Interventions based on automated alerts and signals could create data blindness by reducing human intuition and limiting insight; to the extent that automation correlates with lower cost, this risk could be especially pronounced in low-income communities.

DE-INSTITUTIONALIZED PRODUCTION

Activity of all sorts will be increasingly independent of institutions as contributions become more ad-hoc, dynamic, and networked.

The Rise of Socialstructs

Radically expanded options to architect massive collaborations in diverse technical and social settings will open new opportunities for creating, scaling, and sustaining efforts that both supplement and supplant traditional organizational models.

- **Time Banks** – Build community economies through the exchange of time and talent. Members of Hour Exchange Portland have swapped over 150,000 hours of service and have provided over 25,000 hours of free health care.

hourexchangeportland.org

- **Tilt: Flip's Adventure in 1.5 Dimensions** – Players around the world work together in this game app to earn points to plant trees in Madagascar.

tiltworld.com/game.info.html

- **The Public School** – Provides a framework for anyone to socialstruct learning by proposing and organizing classes with other self-directed learners.

thepublicschool.org

The Decline of the FTE

Full-time employment in a single institution or industry will decline as social production networks aggregate contributions from volunteers and pay-for-performance workers around the world.

- **SamaSource** – Connects women and youth living in poverty with dignified microwork via the Internet.

samasource.org

- **oDesk** – Facilitates hiring and managing ad hoc professional task workers across the globe.

odesk.com

- **PresenceLearning** – In response to a national shortage, distributes access to qualified speech and language professionals in high-need areas through virtual technologies.

presencelearning.com

DIY Credentialing

The increasing necessity of self-directed lifelong learning will make flexible credentials meaningful and will drive new tools and practices for communicating accomplishments.

- **Tapestry** – Helps users track what they have learned, catalog it, and share it to create an informal learning community.

itunes.apple.com/us/app/tapestry/id533195694?mt=8

- **Degreed** – Scores and validates lifelong education from both accredited and non-accredited sources, enabling users to demonstrate mastery across learning experiences.

degreed.com/about

- **Pathbrite** – Lets people collect, track, and share a lifetime of experiences via digital portfolios in pursuit of dream schools, internships, or careers.

pathbrite.com

Key

Disruptions are major societal shifts that will have broad impact on the future of learning.

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Signals are examples, or early indicators, of how each trend is beginning to play out today.

Opportunity

Watch for schools to access specialized services and talent from global networks, creating new differentiated roles for “in-house” learning agents and setting higher standards for both learning agents and learning resources.

Challenge

In a world with wide-ranging learning options, new and varied credentials, and continuously changing demands, identifying essential knowledge and skills will be increasingly complex.

CUSTOMIZABLE VALUE WEBS

Innovative, open business models will leverage complex networks of assets and relationships to create ultra-customer-centric experiences across industries.

Digital Mediators and Brokers

Web service brokers, interactive maps, APIs, and technical standards will become essential tools for helping learning agents, learners, and parents find, organize, and curate learning resources and experiences.

- **Aristotle Circle** – Matches pre-K to career learners and their parents with the appropriate coaching, mentoring, and preparation.
aristotlecircle.com
- **Shared Learning Collaborative** – Supports personalized learning for all K-12 students by building an integrated and scalable technology infrastructure that links to the Common Core State Standards.
slcedu.org
- **LearningJar** – Helps users understand the skills needed for specific roles and careers, learn informally, and then prove mastery.
learningjar.com

Agile Schools

As the costs of coordinating learning resources and convening learning communities decline rapidly, diverse and flexible forms of hyper-focused schools will multiply.

- **PlayMaker School** – Middle school students learn through play, making, discovery and inquiry, and interest-driven design, with each student charting his or her own unique journey through the school year from an Adventure Map.
gamedesk.org/playmaker-school
- **Knowmia** – Creates personalized mini-courses for high school students, with expert teachers assembling video lessons for individuals.
knowmia.com/home/minicourseSignup
- **Open Learning Exchange (OLE)** – In response to the millennial goal of universal basic education, offers a modular school in a kit for creating a school anywhere with Internet access.
ole.org

Transmedia Learning Productions

Like Hollywood production teams, transmedia learning networks and free platforms will provide access to celebrity learning agents, offer compelling curriculum, and structure vibrant blockbuster learning environments that integrate multiple digital media formats.

- **Rock Star Teachers** – At no cost to their students, Sebastian Thrun, Gautam Kaul, Sal Khan, and others reach hundreds of thousands of students with world-class learning experiences of high production value.
coursera.org/course/introfinance
- **Fluid Environments** – Shows how transmedia creates seamless connections among new online tools and technologies and traditional books and web-based resources to bring curriculum alive to learners.
eduscapes.com/fluid/4a.html
- **TED-Ed: Lessons Worth Sharing** – Supports educators in “flipping” high-quality videos to create interactive learning experiences.
ed.ted.com/lessons/introducing-ted-ed-lessons-worth-sharing

Key

Disruptions are major societal shifts that will have broad impact on the future of learning.

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Signals are examples, or early indicators, of how each trend is beginning to play out today.

Opportunities

Watch for schools to create distinct value propositions and identities and to partner with other organizations as part of complex value webs that offer personalized learning for all students.

Challenge

If inertia prevents today's public education system from responding constructively to disruptions, students, parents, and learning agents will create alternative value webs that may or may not be accessible to all.

SHAREABLE CITIES

Next gen cities will drive social innovation, with urban infrastructure shaped by patterns of human connection and contribution.

Context-Aware Cities

Networks, apps, and other platforms will provide real-time feedback to residents, improving their access to services while helping to integrate urban structures and solutions both locally and regionally.

- **LIVE Singapore!** – Gives data back to residents as they generate it through their actions, allowing them to be more in sync with their environment and to make decisions that reflect the actual state of the city.
senseable.mit.edu/livesingapore
- **MatchingMarkets** – Mobile network of street vendors uses real-time communication to optimize distribution, increase awareness of local products, respond to seasonal activity patterns, and strengthen connections between local food supply and demand.
senseable.mit.edu/matchingmarkets
- **Forage Tracking** – In the absence of a formal recycling system, uses location-detecting hardware and software along with participatory platforms to help informal recyclers organize their activities and connect their cooperative to citizens.
senseable.mit.edu/foragetracking

Hacking the City

As state, regional, and federal supports lag behind urban needs, local and collaborative activity will drive urban innovation, revitalization, and micro economies from the ground up.

- **Shareable: Cities** – Online magazine and community blog supports the sharing of projects, tools, and approaches for bringing open source, collaborative problem solving and crowdsourcing to cities across the US.
shareable.net/channel/cities
- **San Francisco Great Streets Project** – Planning department creates more public space by supporting citizen development of parklets in parking spots.
sfgreatstreets.org/parklets
- **Artisanal Manufacturing** – Former industrial-scale factory in Brooklyn now houses several dozen small factories, each with a niche clientele in local markets.
nytimes.com/2012/08/08/nyregion/small-factories-thrive-in-brooklyn-replacing-industrial-giants.html?_r=3&pagewanted=all

Inside-Out Urban Schools

Close partnerships and data sharing with civic organizations will create robust urban learning landscapes that weave learning throughout the community, expanding and integrating access to learning resources.

- **Hive Learning Network** – Leverages community organizations and mentors to distribute learning beyond the classroom and across networks of libraries, museums, science centers, and art studios.
hivelearningnetwork.org
- **Expanded Schools** – Expand the time and scope of school by partnering with AmeriCorps volunteers and community organizations to create an immersive school day.
tascorp.org/section/what_we_do/develop_program_models
- **Y-PLAN** – Engages young people as agents of change who collaborate with college mentors and adult allies to plan for real changes in their schools, neighborhoods, and cities.
citiesandschools.berkeley.edu/engaging.html

Key

Disruptions are major societal shifts that will have broad impact on the future of learning.

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Signals are examples, or early indicators, of how each trend is beginning to play out today.

Opportunity

Watch for learning resources and experiences to meld with other city services and infrastructures, such that urban indices rank cities by their learning landscapes, driving urban reinvention.

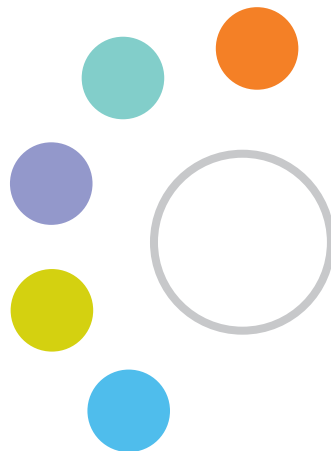
Challenge

As learning becomes networked across city spaces and organizations, learning agents will need to ensure that all learners have access to the same range of services and that those services and their providers are of the highest quality.

Learners

As we regenerate the learning ecosystem, customizable value webs will allow self-directed learners to navigate diverse resources and opportunities and to co-develop highly personalized learning pathways with the support of learning agents. Learners and learning agents will be mutually responsible for seeking out the support of learning experts and maintaining robust networks. Specifically, learners will need to:

- Use personal performance feedback from multiple digital data streams and dashboards to inform their own learning and development
- Draw upon their intrinsic motivation to take responsibility for evaluating available learning opportunities and for co-designing their unique learning pathways with learning agents
- Seek out and work with mentors, peer learning groups, and digital and human learning agents to support and further their learning experiences
- Use those same resources to navigate the array of choices offered by the learning ecosystem
- Engage with a wide variety of learning tools, resources, and learning formats to acquire and apply core knowledge and essential skills such as collaboration, initiative, global awareness, creativity, critical thinking, and perseverance
- Demonstrate mastery of core knowledge and essential skills through performance-based assessments and digital portfolios that represent each learner's unique potential to the world.





Learning Agents

As we regenerate the learning ecosystem, the number and type of learning agents will expand dramatically. Existing educators will redefine their professional roles to match their strengths. In addition, developers, entrepreneurs, and technologists will create new roles and opportunities for themselves. Successful learning agents will:

- Use and create multi-layered visual dashboards to discern meaning from learning analytics that guide instruction and communicate progress
- Integrate technology to customize learning on a continuous basis and to make performance predictions that allow for early interventions designed to prevent failures and drop-outs
- Collaborate with other learning agents and use community and global resources to facilitate engaged learning that ignites students' intrinsic motivation and builds students' core knowledge and essential skills
- Integrate performance-based assessments and guide learners in building digital portfolios that represent their unique potential to the world
- Cultivate their own entrepreneurial skills in using public and private resources to develop customized learning pathways for all students
- Re-envision their own roles by exploring new ways of blending digital learning tools with other services and resources to leverage their professional strengths and passions in working directly or indirectly with learners
- Establish professional peer communities to develop their knowledge about deepening and accelerating student learning and closing achievement gaps
- Use digital portfolios to manage and represent their own continuous learning.

Learning Ecosystem

The learning ecosystem will regenerate unevenly over the next decade. In regions of rapid recombination, engaged edu-citizens, a vibrant edu-preneurial culture, and an urban emphasis on openness and sharing will remove barriers and encourage smart risk-taking. To achieve more consistent regeneration of the learning ecosystem where the needs of all learners are met, stakeholders will need to:

- Develop interoperability across programs, services, data-scapes, and learning platforms
- Support the development of public-private partnerships and harness social innovations that can expand the array of resources, organizational formats for “school,” and opportunities available to all students
- Lead the process of articulating what learners will need to know and be able to do in a dynamic world where knowledge is a commodity
- Create and cultivate socialstructs by using mechanisms such as community design, game mechanics, diverse pay and reward structures, and intrinsic motivation to encourage collaboration
- Allocate resources and attention to research and development efforts and communicate about successful edu-preneurial activities, advocating for public policy and partnering with others to encourage innovations to scale
- Establish transparent, meaningful, and accessible reporting of formative and summative performance data at all levels of the learning ecosystem
- Ensure that everyone in the learning ecosystem has access to, and the capacity to use, the data needed to make effective decisions about learners
- Integrate knowledge from the expanded and diverse range of professionals entering the learning ecosystem and reconsider the most effective definitions of roles for a variety of learning agents
- Collaborate with stakeholders across the learning ecosystem to identify ways of evaluating the quality of diverse learning agents and learning providers
- Create rigorous and meaningful learning experiences that support learning agents in continuously improving their effectiveness
- Track and address any new inequities that emerge within the learning ecosystem.

Created in collaboration by



KnowledgeWorks

Cincinnati | Napa | Oakland | Columbus | Washington
knowledgeworks.org

Through our portfolio of school and community approaches, KnowledgeWorks scales sustainable learning innovations by providing tools, training, assistance, and thought leadership to stakeholders across the learning ecosystem. Since 2005, we have studied trends shaping our world and have created conversations and strategies for change with leaders who are thinking about the future of learning.

SAVERI
CONSULTING

andreasaveri.com

Saveri Consulting makes the future actionable for clients through research-based foresight, highly creative engagement experiences, visual maps, and forecast artifacts. With over 20 years experience in diverse organizational settings, Saveri partners with clients to create clear strategic pathways to transformation and resilience in this complex world.

With input from the Institute for the Future, iftf.org



Recombinant Education:

Regenerating the Learning Ecosystem

Katherine Prince • April 5, 2014

107



KnowledgeWorks

Looking Ahead

The future is not a fixed point.
It is ours to create.



What if...



Reinventing Education

110



An Expanded Learning Ecosystem



What if...

We could we could **reinvent learning**
for today's needs?

112



Learning Organization(s)

“School” will take many forms. Sometimes it will be self-organized.



113

The screenshot shows the homepage of 'the homeschool conference'. The header is blue with the title 'the homeschool conference' in white. Below the title, it says 'homeschooling, unschooling, & free / democratic / alternative schools'. A yellow navigation bar contains links for 'main', 'information', 'presenting', 'film festival', 'sponsors & partners', 'advisor & outreach board', and 'volunteer'. The main content area is divided into several sections: 'CONFERENCE LINKS' with a sub-section 'INFORMATION' containing links like 'Welcome & Information', 'Keynotes & Distinguished Speakers', 'Conference Strands', 'Submitted Proposals', and 'Accepted Presentations'; 'PRESENTING' with links for 'Call for Presentation Proposals', 'Presenter Group', and 'Training'; 'FILM FESTIVAL' with a link for 'Information'; and 'SPONSORS AND PARTNERS' with a link for 'Sponsors & Partners'. On the right, there is a section titled 'ANNOUNCING THE HOMESCHOOL CONFERENCE!' with a graphic of a tree made of icons and text announcing the conference on August 23-24, 2013. Below this is a 'MEMBERS' section with a row of profile pictures. On the far right, there is a vertical sidebar with a 'BADGE' section and a 'Homeschool / Democratic' logo.

Unbounded Learning

Learning will no longer be defined by time and place – unless a learner wants to learn at a particular time and in a particular place.

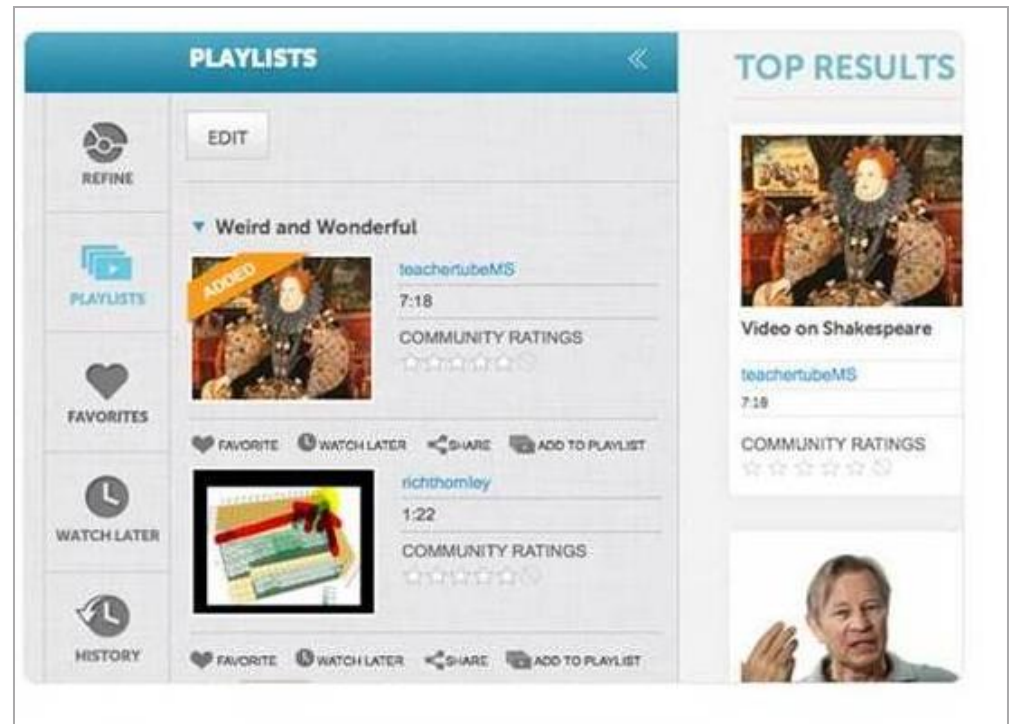
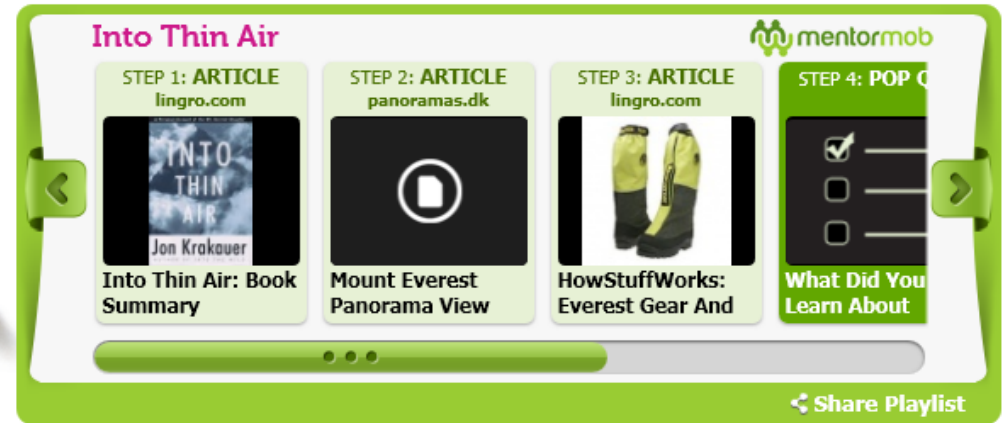
114



Learning Playlists

Learners and their families will create individualized learning playlists reflecting their particular interests, goals, and values.

115



Diverse Learning Platforms

Those learning playlists might include public schools but could also include a wide variety of digitally-mediated or place-based learning experiences.

116

Earn a Verified Certificate.



Introduction to Finance

Gautam Kaul

Regular price: ~~\$79.00~~

Introductory price:
\$39.00

Join Signature Track for this course »



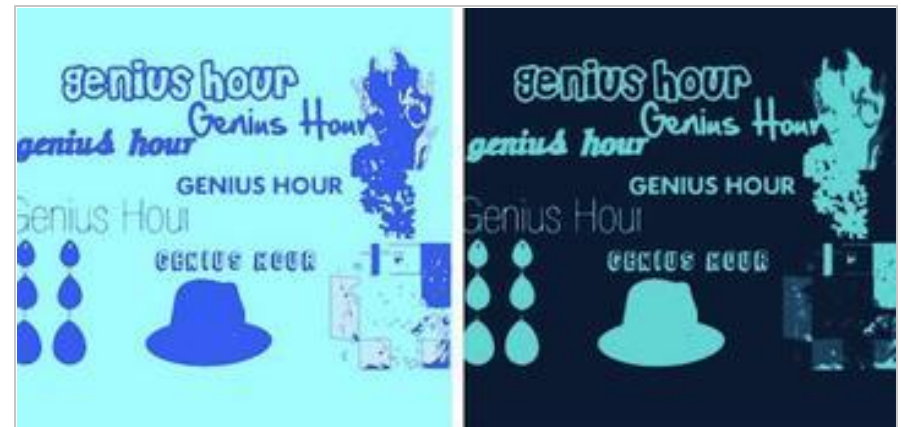
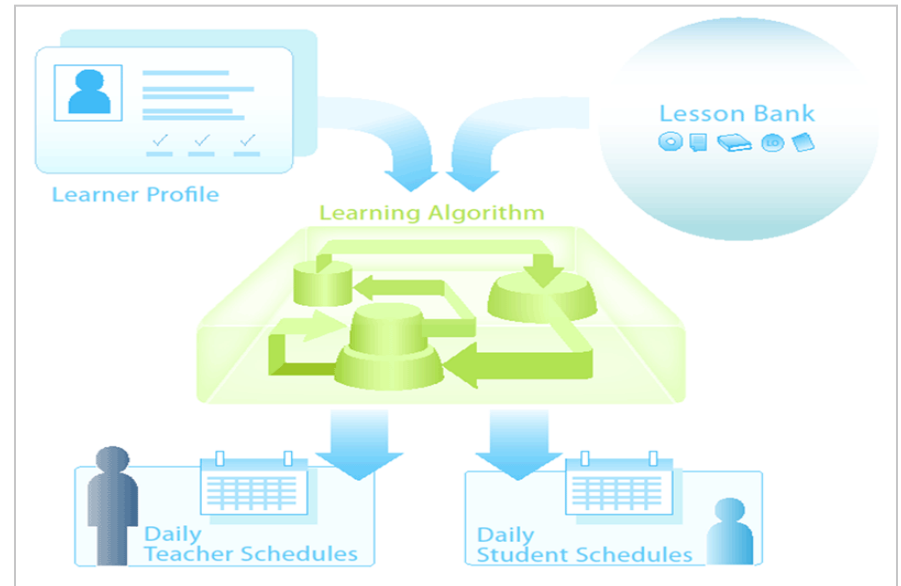
9th Grader, Summit Tahoma

"I FEEL LIKE I AM ON TRACK FOR COLLEGE. THIS IS BECAUSE BY THE TIME I GRADUATE, SELF-DIRECTED LEARNING WILL BE SECOND NATURE TO ME."

Radical Personalization

Whatever the path, radical personalization will become the norm, with learning approaches and supports tailored to each learner.

117



Questions for Reflection

- How might your district facilitate an expanded range of learning opportunities for students?
- How might you position your district to be a vibrant node in the expanding learning ecosystem?
- How might your district begin brokering learning resources and experiences across traditional boundaries?
- What supports might administrators need in managing more networked combinations of learning resources and experiences?

What if...

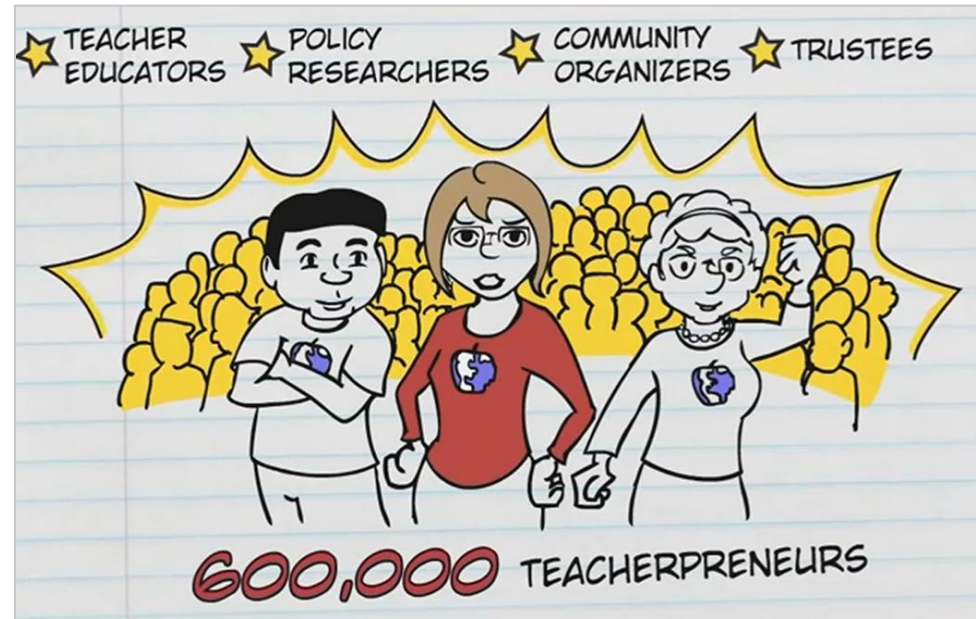
We had new ways of supporting learning?

119



New Learning Agent Roles

Educators' jobs will diversify as many new learning agent roles emerge to support learning.



120



WESTERN
GOVERNORS
UNIVERSITY.

ONLINE. ACCELERATED. AFFORDABLE. ACCREDITED.

- Student Mentors
- Course Mentors
- Program Faculty
 - Program Councils
 - Program Managers
 - Curriculum Developers
- Evaluators



- Success Coach
- Interdisciplinary Learning Designer
- Teaching Assistant

Brokering and Curation

A wide variety of digital networks, platforms, and content resources will help learners and learning agents connect and learn.

121



The VHS Collaborative™
One Click. One World. Infinite Possibilities.

Home | Why VHS | Programs & Courses | Professional Development | Services | G

Online and Blended Learning Solutions for Your School

For over 15 years, The Virtual High School Collaborative (VHS) has brought award-winning, personalized learning programs to communities worldwide.

Our nonprofit has set the standard

The banner features a man and a woman smiling against a red background with a grid pattern.



GUIDING KIDS TO BRIGHTER FUTURES.

Get the best information to make education and development choices.

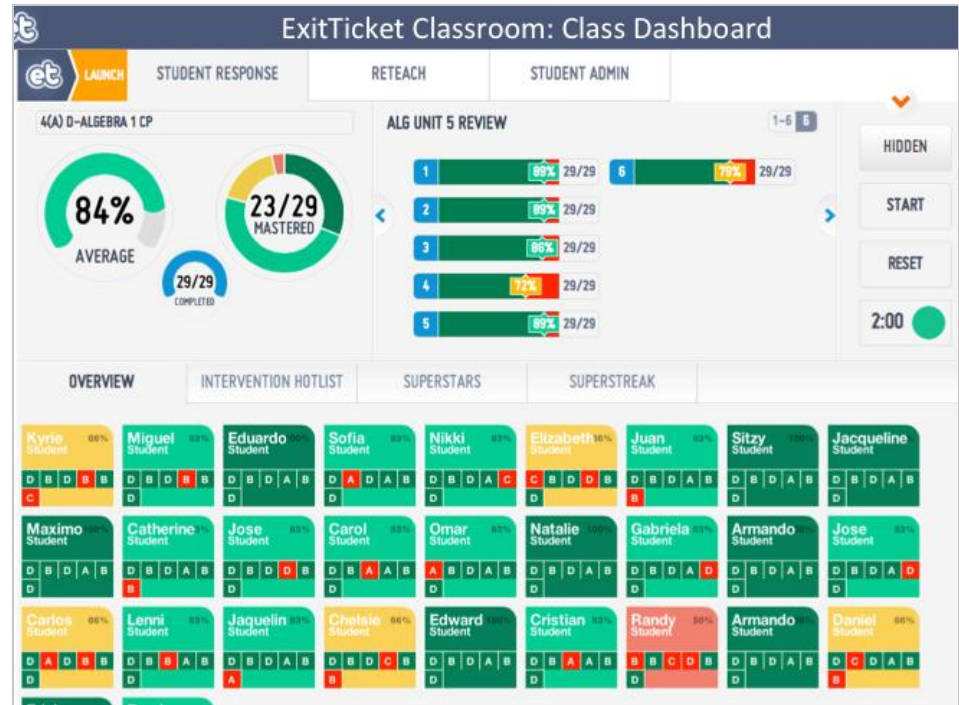
→ Learn More

The banner shows a young boy in a green shirt holding a green pencil to his mouth, smiling. The background is a blurred desk with school supplies.

Learning Analytics

Some of those tools will use rich data to provide insight into learning and suggest strategies for success.

122



What if...

we were able to leverage the mobile technology that students use daily, and apply behavioral nudges that have helped people quit smoking or exercise more, to foster the behaviors and mindsets necessary for college persistence and completion?

Support your students on the platform they use most.

Questions for Reflection

- As learning experiences diversify, what new services will learners need?
- How might your district create new learning agent roles that support personalized learning for all students and increase job satisfaction for educators?
- What new types of infrastructure might we need to make the expanding learning ecosystem vibrant for all learners?

What if...

The **contexts** surrounding learning
changed dramatically?

124



New Learning Landscapes

At the same time, geographic and virtual communities will take ownership of learning in new ways, blending it with other kinds of activity.

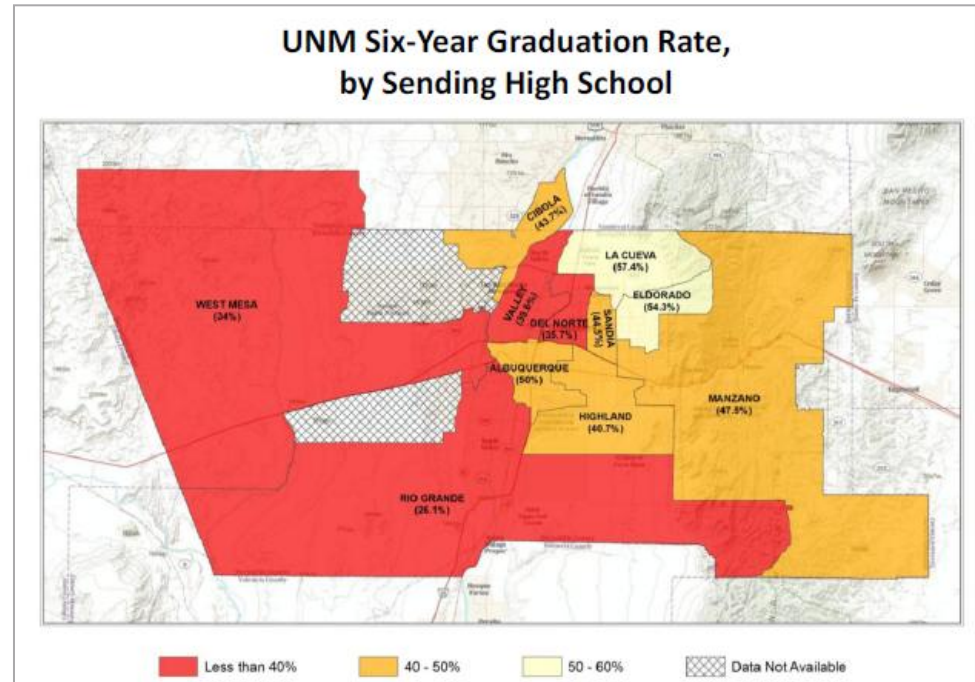


Shared Solutions

As more people take it upon themselves to find solutions, a new wave of social innovation will help address resource constraints and other challenges.

126

UNM Six-Year Graduation Rate, by Sending High School



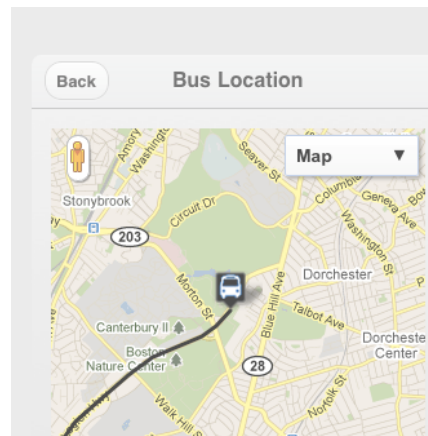
Where's My School Bus

Real-time school bus locations anytime, anywhere.

Where's My School Bus makes real-time bus information available online for parents and guardians in Boston Public Schools. Your student's bus is displayed on a detailed map, showing both its recent and current location. Waiting at the stop for a late bus? Blizzard got traffic moving at a crawl? Use your smartphone or computer to instantly check the bus location. Tracking your student's bus has never been easier, faster or more accurate.

To Create an Account

Contact the Transportation Department (617) 635-9520.
Monday through Friday: 8:30 a.m. - 5:00 p.m.



DIY Credentialing

Diverse forms of credentials, certificates, and reputation markers will reflect the many ways in which people learn and demonstrate mastery.

127



Ad Hoc Employment Networks

Work will evolve so rapidly that continuous career readiness will become the norm.

128



Key Skills for Future Employment

- Continuous learning
- Multitasking
- Managing disruptions
- Ability to embrace change
- Experimentation
- Problem-solving
- Quick analysis of information



Questions for Reflection

- What will it mean to be college and career ready as work and organizations change?
- How might your district help learners move seamlessly among community-based and school-based learning experiences?
- Where could new kinds of partnerships lead to new solutions?

What if...



Exploring Opportunities

What might the emergence of a vibrant and adaptive learning ecosystem mean for:

- The ways you operate schools?
- How teachers teach?
- How school leaders interact with their communities?



Follow

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Contact

Katherine Prince
princek@knowledgeworks.org





**4.28.14 Work Session
District Administration Building**

SCHOOL BOARD

Tentative Board Agenda for May 12, 2014

WAYZATA PUBLIC SCHOOLS

Independent School District 284
Wayzata, Minnesota

BOARD OF EDUCATION

Regular Meeting - May 12, 2014 - 5:30 PM
Wayzata City Hall, 600 Rice Street, Wayzata

AGENDA

1. CALL TO ORDER/ROLL CALL
2. APPROVAL OF AGENDA AND CONSENT AGENDA ITEMS
Consent Agenda items are considered to be routine in nature and will be enacted by one motion. There will be no separate discussion of these items unless a Board member or citizen so requests, in which event the item will be removed as a Consent Agenda item and addressed. Consent Agenda Items are as follows:
 - A. Approval of Minutes
 - B. Finance and Business Recommendations
 - C. Human Resource Recommendations
3. STUDENT CURRICULUM PRESENTATION
 - A. Plymouth Creek Elementary School - *J. Johnson & S. deNeui*
4. RECOGNITIONS
 - A. May Employee of the Month - Plymouth Creek Elementary - Mary Brandshaug
5. REPORTS FROM ORGANIZATIONS
This section of the agenda provides the opportunity for parent, teacher, and/or student associations/organizations to provide the School Board with reports/updates.
 - A. Student Council
6. SUPERINTENDENT'S REPORTS AND RECOMMENDATIONS
 - A. Superintendent
 - B. Teaching and Learning
 - C. Finance and Business Services
 1. Monthly Financial Reports
 - D. Human Resource Services
7. OTHER BOARD ACTION
8. BOARD REPORTS
9. AUDIENCE OPPORTUNITY TO ADDRESS SCHOOL BOARD
This section of the agenda provides an opportunity for those who have called and placed their names on the list and for members of the audience to address the School Board.
10. ADJOURN

WAYZATA PUBLIC SCHOOLS

Independent School District 284
Wayzata, Minnesota

MISSION

Our Core Purpose:

The mission of Wayzata Public Schools is to ensure a world-class education that prepares each and every student to thrive today and excel tomorrow in an ever-changing global society.

VISION

What We Intend to Create and Experience:

The vision of Wayzata Public Schools is to be a model of excellence where all students discover their unique talents, develop a love and tenacity for learning and demonstrate confidence and capacity for success through:

Exceptional Student Learning, Experiences and Relationships:

- High achievement by each and every student—no exceptions, no excuses;
- Content-rich, rigorous and personalized education;
- Meaningful relationships with teachers, staff, mentors and peers in a welcoming, nurturing and safe environment.

Community Trust, Confidence and Partnership:

- Comprehensive learning opportunities meeting diverse learner needs and community aspirations;
- Committed to being the first choice for students and families;
- Maintaining the highest levels of satisfaction and pride by staff, parents and community.

Operational Excellence:

- Attraction, development and retention of exemplary, creative and valued employees;
- Effective and efficient use of time and human, financial and physical resources;
- Culture of continuous improvement and responsive innovation;
- High performing district governance, management and partnerships.