Wayland School Committee
Long Range Planning Summit, September 21, 2014
Break-out Session Notes

Employing Technology

Enhancements

- Everyone adopts Technology
- Students learn at their own rate/pace
- Every student learns to their potential (non-discriminatory)
- Technology infrastructure to support student learning at their own pace
- Curriculum needs drive the Technology
- Modernize (enhance) student assessments & tracking
- How do I assess the individual student's needs
- Embrace an official change/management program (communication programs to talk about is everyone comfortable?
- Coordination ….. to address concerns
- Are we assessing where we can get the best Technology /process worldwide
- Technology to make students better global students
- How to help teacher integrate Technology into their daily workflow
- Look at the curriculum as the basis for how to introduce the technology
- What programs (for example "scratch") are appropriate to introduce?
- We're not all going to sit in front of a device and get on a personalized learning path
- What is the preference that drives everything below it? Around what are we aligned?
- Enhance communication with parents/home ….. partnership facilitation
- Facilitate clear online learning
- A whole course module to stretch their limits
- Security/internet safety program …… digital literacy
  Legal appropriate responsible kink = LARK
- Distraction factor of technology ….. support families
- Finding the way to keep the challenge realistic ….. individualized data for student/teacher/parent/cohort
- Lesson plans is it left to the individual teachers? What mechanisms are there to scaffold teachers? No time. How is it communicated?
- Many, many ways to use Technology to improve education …. What are ways we can deal with fundamental aspects?
- Leaders & then filter down ….. diffusion of innovation ….. does that work?
- Set objectives and continually assess and review what we want to accomplish
- Here's what we want to accomplish ……Here's the way we plan to get there? High level (set of drivers) AND Technological support (administrative)
- Take out the Administrative task. Let the teacher focus on learning and not passwords, etc.
- Make sure kids are getting face time, getting tactile learning skills <u>without</u> technology
- Balance Technology & non-technology learning
- Analytic skills …. How to teach them ……. Critical thinking
- What makes most sense? Use of technology ……. What is the right match

- Teachers need to know what's effective. We can't leave it to the individuals to figure out. Instructional specialists.
- High level strategists needed …… curriculum leaders?
- Goal – then emphasize how to achieve it.

Top Enhancements

1. Balance technology and non-technology learning **(39)**
2. Student learning should drive the technology **(38)**
3. Set objectives and continuously update the objectives (restatement) based on progress and learning **(36)**
4. Help teachers integrate technology into their daily workflow **(23)**
5. Every student learns to their potential at their own pace **(20)**
6. Empower teachers to drive innovation **(19)**

1) Balance Technology and Non-Technology Learning

Do we already know student proficiency level with technology?

Barriers:
- *Too much screen time
- Distractors
- Provide tech tools at elementary school – access
- Ensure all students have basic level of digital proficiency
- No 1-1 at elementary
- Time in schedule for support of tech specialist

Solutions:
- Provide engaging project-based learning that blends technology – collaboration to solve real world problems
- *Leverage student tech knowledge: learning
- *Increase project based learning at all levels (developmentally appropriate)
- Teachers cue students "screens down" when not needed
- Technology etiquette "lesson" parents/students
- Continue to roll out 1-1 so we have what we need to support integration

2) Student Learning Should Drive Technology

Barriers:
- How does individualized learning
- Accountability of learning
- Do these programs/tech exist? Or are we piecing together? Lots of startups – assess their worth – time to investigate/train/implement new technology
- Assessment of technology & learning – wide access – interpretation of data
- Technology not best at teaching "skills"

- Can pigeon-hole thinking about lesson delivery – avoid assumptions about Techs' abilities
- Knowledge of real-time /on the ground programs in schools

Solutions:

- Stay true to "what do we want students to learn?"
- Using Tech to facilitate/make visible the learning outcome – sharing with community & stakeholders
- Strengthen communication about learning
- Assessing successes/challenges
- Don't ask Tech to do something it can't
- App's tool for learning vs. LMS or bigger programs to assess learning

3) Set objectives and continually update the objectives (restatement) based on progress and learning.

Barriers & Solutions:

- Lack of articulated objective & process for developing it
- Vision – directions - process for collaborative vision
- Balancing Innovation vs. stability
- Objective/fact-based assessment
  - Provide multiple/balanced data sourced
  - Data driven decision making
- Balancing consistency vs. diversity
  - Solution: Alignment with enough consistency to ensure progress while allowing innovation

Wayland School Committee
Long Range Planning Summit, September 21, 2014
Break-out Session Notes

Promoting Health and Wellness

Enhancements

- Self-Regulation
- Stress- lack of sleep, exercise, down time (overscheduling, being "on" electronically, unrealistic expectations)
- Defining Achievement- Balance of Achievement and Health
- Self Esteem & Acceptance of Others
- Body Image- Body Language
- Problem Solving Skills\
- Mental Health
- Healthy Sexual Relationships
- Drug and Alcohol: Self-Regulation
- Boys and Self Expression vs. Isolation
- Technology and Health
- Balance of Work, Love & Connectedness, Fun, Art, & Spirit
- Appropriate Developmental Expectations of Students
- Multi-Tasking/Lack of Focus
- "Weak" Peer Connectedness
- Physical Activity
- Sleep
- Nutrition
- Emotional Deficiency
- Family Time
- Gender Violence
- Consistency of Direction
- Survivable Balance of Focus
- Tacit Messages- leading to Overload
- Cultural Competency
- Embed Solutions into Existing Practices
- Partnerships Among Students, Teachers, and Parents
- Moral Development/Character Education
- Adult and Youth Perception of Media
- Contact with Nature
- Mindfulness
- Numbing Emotional Climate
- Boys and Mens' Violence Against Boys and Men
- Girls' Violence Against Each Other

Top Areas for Enhancement

- Self-Regulation
- Moral Development/Character Education
- Stress
- Technology and Health
- Balance: Work, Love & Connectedness, Fun, Art & Spirit
- Mindfulness
- Gender Violence
- Problem Solving

1) Self-Regulation

Barriers

- Poor Modeling & Teaching by Adults
- Poor Self-Awareness & Mindfulness

Solutions

- Using Common Strategies K-12
- Adult Education
- Tools for Tool Box for Students
- Integrative Lessons

2) Moral Development/Character Education

Barriers

- Lack of Connections- Students & Adults
- Lack of Adequate Control of Competing Values From Commercial Culture & Social Media

Solutions

- Slow Down Pace
- Unplugging
- Increase Awareness of Adults- "Takes a Village"
- Embrace It-Teach It-Participate
- Attractive Alternatives
- Consistent Framework K-12 & Community Use

3) Stress

Barriers

- Lack of Balance of Academic & Social/Emotional Goals
- Lack of Mindfulness & Reflection & Map of Balance
- High Expectation, value on external success; lack of skills for self regulation, sleep, nutrition
- Tension between academic Needs and social/emotional needs, psychosocial challenges outside of Academic Arena
- Over-testing in Limited Areas
- Lack of Effective Relations

Solutions

- Create Time, Teach Skills, and Practice Them
- Promote Staff Involvement & Hire for It
- Create Map for Balance- Developmentally Appropriate for Each Grade

Questions & Comments:

1. What is currently happening at each school level?
2. Emotional and Physical Well Being At the Root of Everything!
3. Assessing lots of things but not the real qualities that make people successful

Stress in Youth:

Causes

- Lack of Exercise
- Lack of Down Time (overscheduling, unrealistic expectations, always "on")
- Lack of Connection with Parents, Teachers, and Natural World- To Self, With Peers
- Balance of Health & Achievement
- Lack of "Good" Tools for Managing Stress
- Skills in Self-Regulation

Definition of Achievement:

- Right Answer
- Highest Grade
- Risking New Effort

Self Esteem:

- OK as we are
- Feel OK about Self
- Acceptance of Self and Others
- Acceptance of Body Image
- Problem Solving Skills

Wayland School Committee
Long Range Planning Summit, September 21, 2014
Break-out Session Notes

Exploring Early Childhood Education

Identify problems and enhancements

A) Children enter first grade with a history that sets them up for success or failure
A) Schools do not do enough to address needs based on history
B) Do we know whether incoming K parents want FDK?
B) Is cost of FDK cost prohibitive?
C) Required learning of content of K is not necessarily in line with how students learn (not developmentally appropriate)
C) Are we setting up students for failure or who will need services later because of push down mandates?
B) Are we providing enough services and support in half day program?
B) Decision of choice between half day and BASE or not vs. FDK is difficult – how is it made? By parents and by Administration
B) Half day program for K is shorter than pre-school
B) Are we helping or hurting students by keeping them in half day?
B) Have we seen a difference in assessments for half day vs. FDK?
B) What is students' stress level and push down mandates cause it?
D) Parents' level of stress & causes & impact on students
A) Address students' needs earlier than 3 years old
C) Impact of holding students back a year
B) Understand difference of half day vs. FDK transitioning to first grade
E) Benefit of conducting assessments earlier for incoming K students
A) Provide guidance support for 3-5 year old families

Consolidation of Brainstorm Ideas in Sub-topics, A through E (refer to list above to learn how initial ideas were grouped by the participants):

A) Address needs based on history (10 points)
B) FDK - What barriers preventing us from offering a town-funded FDK program for all students? (39 points)
C) CONTENT - What are the barriers preventing us from delivering developmentally appropriate curriculum content for all students? (30 points)
D) STRESSS - What are the barriers preventing us to identify and address stress levels of children & families? (21 points)
E) Timing of Assessments (5 points)

Break Out Session: B) FDK

Enhancement Brainstorm List

- Teachers have more time to deliver curriculum
- Stronger balanced program of meeting the whole child
- Academic gains with different pacing
- Uniform system/program for district

Top 2 or 3 Enhancements

- Balanced curriculum
- Teachers have time to deliver curriculum

Barriers:

- Financial cost - $600k-$700k per year - Is FDK advantageous
- Parents who prefer and want traditional K for child
- Is FDK developmentally appropriate for all children?

Solutions:

- Longitudinal study looking at student data for last four years
- Early childhood grants from state
- Given longitudinal study, survey parents on universal FDK vs. traditional
- Provide parent education, meeting social & emotional needs of students K-12

Break Out Session: C) CONTENT

What are the barriers from delivering a developmentally appropriate curriculum for all students?

Barriers:

- Are Common Core standards developmentally appropriate for K?
- How has Wayland chosen to implement the Common Core and what are other towns choosing to do?
- How do teachers feel about developmental appropriateness of Common Core?
- Are we labeling children behind, spending funds on SPED services earlier?
- How is state funding tied to delivery of Common Core?
- Do parents understand RTI?

Solutions:

- Gather information from teaching professionals, conducting survey/town groups about developmental appropriateness of Common Core (Gather information from our teaching professionals – study of Kindergarten & Gr. 1 teachers)

- Find out what other communities are doing about Common Core (Survey of surrounding towns – how are they implementing or choosing not to?)
- Determine if we train our teachers sufficiently for delivering Common Core (Has training taken place? Is more needed to implement common core?)
- Conduct longitudinal study of RTI kids

Break Out Session: D) STRESS

What are the barriers preventing us from identifying and addressing stress levels of students and families?

Barriers:

- Push down curriculum
- Academically focused pre-school programs
- Lack of communication between pre-school and WPS
- After school activities that children engage in – is it too much? Does it impede their kindergarten experience?

Solutions:

- More parent communication/education (Parent communication to relieve stress and understand expectations)
- Make Kindergarten successfully/developmentally appropriate place for K for all levels
- Bring pre-school and K educators together for better communication & coordination
- Make Kindergarten a successful appropriate placement for all 5-year olds – all styles of learning
- Have the district champion curriculum for all 5-year olds
- Create a bigger voice of preschool & kindergarten educators who share concerns about push down curriculum - working with administrators to investigate the issues
- Take a stand – gather, study & prepare data

Wayland School Committee
Long Range Planning Summit, September 21, 2014
Break-out Session Notes

Enhancing the Curriculum

Areas to Enhance

1) Foreign language in elementary schools (188)
2) Broader history in elementary schools (0)
3) Less respective topics (i.e. colonial history) (0)
4) Experiential career exploration (HS) (10)
5) Enriched/advanced math at elementary schools (21)
6) Enhanced RTI at elementary level for advanced math students (4)
7) Alignment of elementary math to state standards (43)
8) Alignment of ELA at all levels to the common core (i.e. expository writing (0)
9) Greater exposure to engineering /computer science (39)
10) Enhance computer usage past just looking up information (21)
11) More systemic approach to STEAM throughout K-12 (44)
12) Redefine social competency at elementary schools (service learning) (30)
13) Computation thinking – broaden (36)
14) More creativity & how that is fun (vs. pressure for grades) ➡ joy of learning (60)
15) More project based/exploration learning/real world problem solving (40)
16) More community involvement in learning/classes (7)
17) Rethink how arts are taught in elementary school (12)
18) Strengthening of writing program (all levels), grammar (35)
19) Less toe memorization
20) Visual literacy competency (8)
21) Study skills @ MS & HS (56)
    Increase rigor of MS so prepared for HS completeness
    Understanding of who is responsible
    Being comprehensive
22) Nature rich education (Eco & outdoor ed)

Top Enhancements Areas

- Elementary Math
- Foreign Language inclusion at Elem
- STEM K-12
- Creativity/joy of learning

1) Foreign Language in Elementary School

Barriers

- Current Global Child program is thought to already be an elementary program
- Budget: staff coordination

- Reticence of elementary teachers to lose time with SS "another special"
- Which language(s)
- perspective of parents' /teachers
    - Lack of importance of language
- Finding the right teachers who can work with elementary school kids
- Pressure of "the test" – no time for language classes
- Music program
- Focused barriers: time/ money

Solutions

- Task force to see what other towns have done, how they manage
    - Logistics, budget
    - find people that have implemented a program
- Survey town members
- Extend the school day
- Educate the public about benefits of language in the elementary schools

2) STEAM/ Computer Science

- Computer science, math , engineering, design/data
- Scope of course
- Depth of course
- Linkages – K-12

Barriers

- Not on MCAS/testing or a priority
- 2) Bi K-12 science, engineering, computer science specialists/knowledge
- Budget
- Time in schedule given required courses (MS)
- AP/ Computer science – outdated
- 6) It's new – can we fund good curriculum
- Space concerns (HS/facility) & equipment
- Opportunities to sample – short term K-12
- Everyday math – not linked to common core
- Limited offerings

Solutions

Elementary

- Formalize/define content robotics and computer science coding
- Research, pilot, adopt math program aligned with ccss
- Art & technology connection (MS) design part of art offering
- Partner with other schools outside Wayland

Middle School

- Use community expertise (HS) maybe Stem
- CS – web development as part of technology – required and fun – make this a rotation in the "United Arts"
- Unlock chromebook - for use
- Add staff (HS) capabilities
- Use computer in design/creative appeal
- "Green" design project (HS)
- Access & support for online learning supervision (MS)
- Rogue units to inspire experimentation (in system)
- More CS, computational science, courses if experiential learning
- Appropriate space & tools – provided (e.g., 3D printing) – collaborative use
- Career mentoring – ongoing - Opportunities – Olin – manage it

3) Creativity / Joy of Learning

Barriers

- Time to fit into schedule, esp. with required curriculum (16)
- hard to assess creativity and we have obsession with testing (16)
- class size (2)
- task-focused mindset over student-focused mindset (e.g., must teach math, vs. starting with student) (14)
- standardized testing requirements (2)
- teacher evaluation tied to standard testing (11)
- lack of training around creativity, love of learning (9)

Solutions (we had to rush this as we didn't leave much time for it!)

- Pay less attention to common core standards
- Find creative ways to meet standards with student based learning and project based learning
    - infuse creativity mindset into curriculum/projects
    - have projects with A, A-, F grading; or no grading
- Have safe spaces to try things out
    - it should be OK to fail
    - spell it "faile" because it shouldn't be a four letter word
- Show interdisciplinary connections and applications in project based learning
- Introduce creativity breaks/activities
    - inspirational, fun activities
    - not tied to usual assessment

Wayland School Committee
Long Range Planning Summit, September 21, 2014
Break-out Session Notes

Raising the Bar Break-Out Session

Enhancements

What needs to be enhanced or adopted to endure that all students particularly those "in the middle" are challenged and well served?

1. Personal connections with students "in the middle" that lights a fire (77)
2. Re students "in the middle" -- By grades? By goal achievement? Where is Wayland on this? What is the data? Is information anecdotal?
3. Kahn Academy – continual learning – learning to learn – learn through osmosis - personal connection – great idea
4. Personal motivation from student to student, interaction rather than "milestones of success" from system. Student driven student-engaged process – leadership – public speaking (5)
5. Culture shift/content shift – how does the system accommodate different leaners?
6. Do kids define themselves in the middle? Do parents define their kids in the middle? (10)
7. More reward/more challenge for kids in the middle (more hugs & more jobs)
8. More opportunities – arts, drama, sports, vocational programs – to engage kids in areas of interest/success (25)
9. Early investment of limited dollars to get better dividends – early intervention (55)
10. Recognition of kids' effort/success lacking in the "middle" group
11. Raising the Bar on Wayland – best possible system
12. Do we have flexibility as school system/parents to impact these issues? What is impact of mandates – common core? (40)
13. How to expose "middlers" to all kids of thinkers – how to create movement within different kinds of thinkers (15)
14. Can/should we mainstream kids in the middle "up"?
15. Are there kids in the middle who with different support could do more?
16. Do kids in the middle have a self-perception of being stuck in the middle level? (5)
17. Shouldn't we push all kids to their potential? Staffing sufficiency? Teacher availability at MS: relationship, extra attention for kids who seek it (35)
18. 2-4 approaches to student as to how they might best respond, "secret sauce"
19. Integrated day – connections but with disciplines not learning in a vacuum – students using their strengths to improve in areas of challenge (20)
20. Project based learning as a vehicle (19)
21. Buddy across schools- buddy with a HS classroom (10)
22. Evaluate how we teacher kids to study & prepare (65)
23. What do we do to enhance challenge – help every kid to reach his/her potential (9)
24. Difficulty/challenge/success of differentiation in the classroom. Can we find a way to support differentiation in classroom (20)
25. Attention on how students become motivated (20)
26. How can we encourage families to be involved (3 legged stool) (50)

Top Enhancements

1. Personal Connection
2. Study Skills
3. Early Intervention
4. Motivation

1. Personal Connection

Barriers

- Too many kids/too few teachers
- Easier to overlook the middle kid
- Shyness, coaster
- No time other than planned activities for teachers' schedule
- Contract restrictions with teachers
- 10 lbs. in a 5 lb. sac
- Lack of flexibility – state mandates
- Practical barriers to man students/ teachers
- Other adults in the building broaden opportunity for role models
- Content not equally interesting to all kids
- Teachers preferences involvement of volunteers
- Peer pressure against teachers relationships
- Lack of recognition – atta boy or
- Personality/chemistry with students & teachers (ability to connect)
- Physical /health issues – lack of recess
- Technology

Solutions

- To teacher student ratio:
  - Find other role models, mentors
  - System wide methodology
- To lack of time for connections:
  - Other priorities, state mandates
  - Find teachers tools to make micro touches
  - Create more time
- To success of differentiated learning:

2. "Owning" & Employing Good Study Skills

Barriers

- Fingers – everyone (teachers, parents & administrators) think someone else is teaching and communicating this
- Lack of instruction in study halls at MS & SH
- Curriculum – difficult to integrate study skill into each academic curriculum & assessments

Solutions

- Find out current practices of teachers – solicit feedback from teachers – do they think is a good role for them to communicate/instill study skills - what do they suggest that parents can do to help
- More formal study sessions across all curriculum before mid-term finals, heavily weighed grades & projects
- Change study halls to be more instructional

3. Early Intervention (Elementary School)

Barriers

- Mandated standards – doing RTI well
- Staffing for individual work (RTI)

Solutions

- Hire staff
- Money for staff – to help train parents
- Balance technology with 1-1
- More time for staff to work with children