Strategy and graduate profile analysis workspace

Engage! Learning | Leader Resources

Dripping Springs ISD

Dripping Springs ISD is committed to providing an environment that encourages our students to approach each day with eager anticipation of the learning opportunities to be experienced. These opportunities will provide them with the skills, knowledge, and confidence to build and maintain relationships, to be contributing members of society, and to accomplish their visions and aspirations.

A Dripping Springs graduate is:

- A lifelong learner who continuously seeks knowledge and information to use for setting and attaining lofty goals, who constantly evaluates and monitors, who is open to alternatives for investigation, and who remains flexible and adaptive to change.
- An accomplished communicator who possesses and effectively uses the levels of communication skills prescribed by today's multi-faceted and rapidly changing world…skills in listening, speaking, writing, reading, mathematics, and technology presentations.
- A skillful problem solver who can identify a problem using available data to organize, analyze, interpret, and predict consequences, so that problems inherent in a rapidly changing society can be solved effectively.
- A conscientious citizen, who is honest and steadfast in beliefs about our nation and its tenets of diversity, understands how our government functions, willingly contributes to the many aspects of community, and responsibly manages time and other resources.
- A contributing member of society, who possesses high standards for self whether leading or contributing to the successful attainment of team goals, takes pride in his own work, and is dependable and creative.

Strategies to Facilitate Graduate Profile for DS Graduate

Community Partnerships

1. Integrate real world experience by partnering with business, community and industry leaders.

Actions:

- Intentionally integrate professionals within the curriculum
- integrate learning that is student-centered and relevant , interdisciplinary, students problem solving with an emphasis on the process (PBL)
- Use technology to bring the "real world" to the students

2. Promote a positive sense of culture and community.

Actions:

- Develop the district culture to incorporate trust, collaboration, and a shared responsibility.
- Provide events that involve the community.
- Provide opportunities for students from incoming elementary schools to interact prior to 6th grade.

Space Implications to accomplish instructional strategies:
Flexible spaces that could be utilized for video conferencing, guest presentations, etc.
Various ways to expose the workings "behind the wall" of the building structure.
Incorporate shared spaces to collaborate and interact.
Flexible spaces that can be utilized in multiple ways.
Houses or Pods for grade levels, departments, or grade band families (i.e. K-5)

Instructional Models

1. Personalize learning for students through constructivist learning.

Actions:

- Be intentional in planning instruction centered around students.
- Provide teachers with professional learning opportunities on various structures of constructivist learning (PBL, STEM/STEAM, Inquiry/Discovery Learning, and Interdisciplinary).
- Focus on skills of the future including learner-centered, media-driven (not only technology), personalization, transfer-by-design, visible relevance, data-rich, adaptability, interdependence, and diversity

2. Project-Based learning: We will provide opportunities for students to collaborate in order to reach a common goal while developing crucial leadership and social skills.

Action:

- Provide professional development in the area of PBL. Follow up with conversations in which teachers share how they have utilized PBL with their students. (share student products and reflect on effectiveness)

Space Implications to accomplish instructional strategies:
Messy spaces to leave projects in progress.
Write-on surfaces.

Individualized Learning

1. **Student ownership of learning: We will implement personal and academic goal-setting for all students to work towards and monitor their own progress as they progress through their education.**

Action:

- Provide professional development to staff in regards to student goal setting.

Implement student goal setting and provide support through professional learning communities (PLCs). In addition, follow up to evaluate.

2. **We will provide a variety of learning choices that do not limit students that force them down the same path while making sure they still get the requirements that all students need to be successful.**

Actions:

- Teachers will be trusted to offer learning choices for their students.
- Teachers will be allowed to use teaching methods that offer lessons outside of department wide mandates; e.g., standardization of English tests and teaching methods at the HS

Incorporate the community in the school culture.

Space implications to accomplish instructional strategies:
The indoor space needs to be organized in a way that is flexible and versatile to allow for individual and team work. Open, common areas to allow for interdisciplinary instruction/ PBL would be necessary. Warm and cool colors of paint to create stimulating and calming environments. The use of natural light in order to maintain student engagement. Large whiteboards throughout the building to allow for constant collaboration. Careful consideration of the student/staff furniture. Take into account independent and team work opportunities (mobile). Common areas for staff to collaborate and plan instruction. In order for staff and students to maximize the use of space, place hand washing sinks and water fountains throughout common areas and independent work spaces. This will allow for messy instruction!

Collaboration with Staff

1 . We will create a shared space that will allow for teachers to collaborate and integrate both horizontal and vertical alignment. (combined this one: Enhance horizontal and vertical alignment through collaboration).

Actions:

- Embed teacher collaboration time into the school day schedule.
- Utilize technology for teachers to collaborate across the district.
- Facilitate alignment and collaboration at the district level.
- Collaboration across content and across grade levels is encouraged between teachers, teachers trusting other teachers is KEY.

Space Implications to accomplish instructional strategy:
Teacher collaboration spaces that is centrally located and accessible. For teachers only to allow open dialogue and sharing student information.
Houses or Pods for grade levels, departments, or grade band families (ie K-5)
Center of Learning & Innovation as the hub of the buildings.
Teacher/facilitator collaboration rooms/ "war" rooms with diverse multi-use teaching tools (furniture) allowing for various room/space configurations. Eliminate or limit the amount of built-in pieces, use mobile/flexible storage and collaborative units.
Classroom/collaboration space needs to have flexible furniture that allows teachers and student to transform rooms as needed for desired environments and purposes of multiple functions. From collaboration to testing, from group learning to independent study.
Petal option on student desk gives flexibility when they are in an **octo format**(eight student desks/ and other flexible tables).

Collaboration with Students

1. Create flexible grouping to enhance student learning.

Actions:

- Use space creatively and flexibly (not just about moving the furniture).
- Provide opportunities for students to work with various learning groups
- We will provide teachers with professional learning opportunities for student-focused grouping strategies.
- Model flexible group learning by intentionally providing teachers experiences with various teaming situations (grade level, content area, experience, interests, etc.).

Space Implications to accomplish instructional strategy:
Learning spaces can be opened into larger areas or closed off into smaller areas.
Furniture is versatile and can be easily rearranged to accommodate different sized groups.
Flexible use shared learning spaces (i.e. no computer labs or rooms with limited purpose)
Alcoves or small study rooms to accommodate small groups or individuals with minimal distractions.
Lots of glass to allow for monitoring students in various areas (in classroom, outside of classrooms, in small

study rooms, etc.).
Classrooms designed to eliminate the "front of the room".

2. We will create an educational structure that *allows* for volunteer teaching specific skills; teacher aides; older students mentoring/helping younger students.

Action:

- Create a mentoring program that encourages tutoring between older and younger students,
- Create opportunities for virtual field trips that allow for interaction on both ends of the screen,
- Allow students to connect with other students in the globalized world through the internet,
- Communicate with experts in specific fields via face time.

Space Implications to accomplish instructional strategy:
A space in the classroom must be available to serve as the background for any on-screen projection; smaller, quieter areas would have to be available for older students to tutor the younger students.

3. Enhance learning and stimulate senses with various settings.

Actions:

- Flexible in sharing spaces to provide students with various settings.
- Incorporate outdoor learning spaces.
- Purposeful in the aesthetic design of the buildings to align with brain research and to foster curiosity and discovery.

4. We will ensure that students have the opportunity to learn in small groups and collaborate in learning.

Action:

- Provide multiple points of access to technology so as to allow for flexibility and natural instances of educational collaboration.

Space Implications to accomplish instructional strategy:
Consider color
Open spaces. Glass to give appearance of openness.
Natural lighting. Sky-lights for interior rooms, cut outs in second-floor areas to allow light to flow into first-floor areas.
Outdoor learning spaces that can be used in various weather conditions (covered, closed in on 3 sides, etc.)
Various learning spaces throughout campus.
Multi-use shared learning spaces.

Instructional Delivery

1. **We will create lessons that spark students' interests and passions to facilitate learning.**

Actions:

2. Incorporate individual interests while thinking outside the box in lesson planning.
3. Create lessons incorporating technology as a tool not a focus.

2. **We will ensure that all students meet the "Portrait of a Graduate" model.**

Actions:

- Teachers will develop lessons that go beyond STEAM
- Teachers will utilize technology as a tool.
- Teachers will develop lessons that emphasize diversity of experiences in lieu of a prime focus of one area of study.

3. **We will use a variety of credible resources (technology, hands on activities, labs) to teach the content.**

Actions:

- Teachers will meet state requirements but will be allowed to incorporate lessons that go beyond the mandates.
- Allow students to explore options available to them and then continue on a path of independent study, if they so choose.
- Students will be able to have different options in what technology (electronic or not) they use and make that use of technology "transparent"

4. **We will ensure students can learn at school, at home, on the move anywhere**

Action:

- Offer opportunities for students to learn in a variety of ways by using; i.e. flipped classroom, blended learning, online learning, distance learning, etc.

5. Character Development: We will provide and reinforce character education consistently from kindergarten to 12th grade.

Action:

- Implement Leader in Me / K-12 / vertical alignment of character program / soft skill focus
- Maximize student leadership opportunities
- Use common character language

Space implications for instructional strategies:
Lots of electricity (dedicated circuits, juicy bars in common areas) and technology access (ports, etc.)
Space conducive to collaboration both for students and teachers.
Universal design for learning (allows personalized learning) areas for individual learning along with whole group learning
We will provide easily moveable furniture that promotes unity.

Learning Environment

1. We will create a building that will allow for the administrative offices access to all parties on the campus.

Action:

- One administrative building and head that allows for access to both "parts" of the school; ONE principal and a defined hierarchy of responsibilities.

Space Implications to accomplish instructional strategy
Central administrative area that allows for access to all major "arteries" of the campus while still facilitating protective measures for all staff and students.

2. We will create a family area shared between grade levels.

Action**:**

- Set aside multipurpose areas throughout the school to develop and create a community learning environment.

Space Implications to accomplish instructional strategy:
Family room setting with collaborative, soft seating, nooks, tables, flexible environments that can be used by a range of classrooms and grade levels.

3. **We will create a stimulating and engaging learning environment through use of flexible open well naturally lit spaces, warm colors, and mutual respect and interaction.**

Action:

- Facilitate conversations/dialogue with staff and create a common vision for learning environments. Once the vision is established, act on it.

4. **Outdoor Learning: We will create a culture that encourages the use of outdoor spaces for learning between students, staff, and parents.**

Action:

- Outdoor space or utilize current outdoor spaces. Highlight staff that uses outdoor spaces so that others may see how the space can be used to enhance student learning. (garden, outdoor sitting area, amphitheaters, courtyards, etc)

Space implications to accomplish instructional strategy:
Outdoor spaces should include courtyards with comfortable seating and access to technology (outlets and wireless). In addition, consider misters to cool the courtyard when temperatures are extreme. The space should have covering so it can be used year round. Other outdoor learning environments should include a school garden (edible classroom), amphitheater with a stage for classroom presentations.

Professional Development

1. **Provide professional development to ensure collaboration in every classroom**

Actions:

- Intentionally support teachers to purposefully implement collaboration through continuous professional learning experiences
- Provide teachers with time to plan for student collaboration, both vertically and horizontally
- Provide students with environments that have teachers that promote collaboration and instill an intrinsic desire to collaborate

Space Implications to accomplish instructional strategy:
Multi-use teacher collaboration spaces.
Areas large enough to accommodate the faculty for professional learning.
Learning spaces and furniture allow for various grouping situations.

2. **Provide professional development to insure differentiated learning and a flexible environment that fosters engagement**

Actions:

- Make the classrooms based on the role of the teacher as a facilitator

- Design instruction to promote differentiation in multiple pathways of learning
- Expand curriculum and opportunities for students beyond the baseline of the TEKS

Space Implications to accomplish instructional strategy:
Flexible areas that can accommodate various grouping situations.
Implement versatile furniture that can adapt to different uses

3. **Aid staff in curriculum development, as well as teach staff on how to offer these opportunities.**

Action:

- Continuous improvement model
- Offer opportunities for staff collaboration
- Promote a growth mindset

4. **We will provide opportunities for problem solving and critical thinking, purposeful learning through doing, group brainstorming and collaboration, meaningful learning opportunities, and provide integration of student choice into lesson planning.**

Action:

- Learning that promotes relevancy (Problem/project-based Learning)
- Student-led learning with organic technology implementation
- Seek community involvement for relevant interactions
- Mentoring opportunities

Space Implications to accomplish instructional strategy:
Collaboration area
Areas where mentoring can take place (carpeted areas, quiet areas --somewhere where students can gather in small groups)Comfortable areas (bean-bags, carpeted areas, rugs, etc.--areas where children would want to congregate)
Flexible technological infrastructure
Select areas for student groups (e.g. - 6th grade POD / 7th grade POD, etc.)

Additional Ideas

- We will ensure students are equipped to handle multi-disciplinary activities and tasks by learning to prioritize.
- We will let a student pursue a topic in greater detail to satisfy personal interests
- We will allow students to pursue learning with tools other than electronic-based tools.