



**NDE**

**Interactive  
Workshop**

**December 10, 2020**

**NV**  
SUCCEEDS



WELCOME



# Co-Facilitators



Jeanine Collins,  
Executive Director, NV Succeeds



Mike Lang,  
InspirED Global Fellow + Digital Engineer +  
PBS Digital Innovator + STAC + CCSD  
Educator

# AGENDA

**Terms of Engagement + Purpose**

**NDE Definition of Equity**

**Global Competence + Dialogue**

**Break**

**Inspired + Graduate/Learner Profile + Dialogue**

**Wrap Up**

# Zoom Check

A thick yellow arrow pointing horizontally from the left side of the slide towards the right, ending in a triangular arrowhead.

- Reactions
- Chat
- Mute/Unmute
- Cameras

# Terms of Engagement



## Workshop Participants:

- Camera On
- Mute
- Use the Zoom Chat to Respond with ideas that you may want to contribute
- Click the Green Check to speak via Zoom

## Fishbowl Participants:

- Camera Off
- Mute
- Engage in the Chat only

# Successful Engagement

- Stay engaged
- Speak your truth
- Experience discomfort
- Listen for understanding
- Expect and accept non-closure

Adapted from Singleton, G.E., Linton, C. (2006) *Courageous Conversation about Race: A Field Guide for Achieving Equity in Schools*. Thousand Oaks: Corwin Press.



# Purpose



Engage in discussion and engagement around:

- NDE's equity definition as a grounding principle for driving its work
- Key insights most significant to participants regarding definition of "globally prepared"
- Reflections about the significance of developing and implementing a statewide graduate/learner profile



# Read In Advance

- ❑ What do Globally Competent students look like?
- ❑ Human Work: Learn Stuff Computers Can't Do
- ❑ Portrait of a Graduate: 5 Things to Keep in Mind



# Definition of Equity

Equity is the cornerstone of the 2020 Statewide Plan for the Improvement of Pupils (STIP).

The 2020 STIP was developed through unprecedented cross-office collaboration among ND staff as well as with feedback collected from the Listening Tour, during which NDE leaders visited all 17 districts and the State Public Charter School Authority.



# NDE's Definition of Equity

The learning needs of every student are supported in an environment where all students are valued, respected, and see themselves in their curriculum and instructional materials while experiencing academic success without regard to differences in age, gender, socio-economic status, religion, race, ethnicity, sexual orientation, ability, native language, national origin, or citizenship status.

In addition, we focused on inclusive language, such as:

- The STIP refers to **opportunity gaps** rather than achievement gaps. Opportunity gap refers to the ways in which race/ethnicity, socioeconomic status, English proficiency, community wealth, or other factors contribute to or **perpetuate lower educational aspirations, achievement, and attainment for certain students.**
- Student-first language, e.g., student from family experiencing poverty (rather than low-income student)
- Recognizing that assessments are a snapshot in time and speaking about proficiency and growth as things to be demonstrated, rather than simply achieved. E.g., “fourth grade students demonstrated proficiency at a lower rate” (rather than fourth grade students were less proficient)

# Engagement with the National Equity Project (NEP)

Even with establishing a single definition, our work with NEP helped us recognize that we we each interpret that definition in different ways, for example:

- **Equity means Equal Treatment and Resources:** Proponents of this viewpoint claim that treating everyone the same and providing the same amount of resources to each student is fair and sufficient.
- **Equity means Equal Access:** Most everyone would agree that all children should have access to a good education. In practice, people's positions range from "If you are good in a subject you are allowed access to advanced courses" to "Everyone should be required to take a college preparatory curriculum" to "Schools must provide an innovative curriculum and social environment that enable all students to learn."
- **Equity means Equal Outcomes:** This viewpoint sees equal outcomes and eliminating the predictability of success and failure based on race, income or any other demographic as the ultimate measure of the effectiveness of our efforts.
- **Equity means Political Change:** Advocates of this view claim that equity in education requires political and economic reform. This view includes the argument that we have school systems that were designed based on decent-paying low-skill jobs that no longer exist, as well as that a system that tracks students based on race and income is unjust.
- **Equity means Change in Beliefs, Prejudices, Values and Biases, both Individual and Institutional:** From this point of view, people's beliefs, prejudices, values, and biases must be meaningfully addressed in order to eliminate individual and institutional practices and policies that hinder students' ability to learn.

# NDE Values



**Equity:** The learning needs of every student are supported in an environment where all students are valued, respected, and see themselves in their curriculum and instructional materials while experiencing academic success without regard to differences in age, gender, socio-economic status, religion, race, ethnicity, sexual orientation, ability, native language, national origin, or citizenship status



**Access to Quality:** Students, educators, and families have opportunities to take full advantage of Nevada's education system, regardless of their zip code, district, or setting



**Success:** Lead the nation in the excellence and rigor of our standards, assessments, and outcomes for students and educators



**Inclusivity:** Learners are served in their least restrictive environment in culturally responsive and sustaining schools



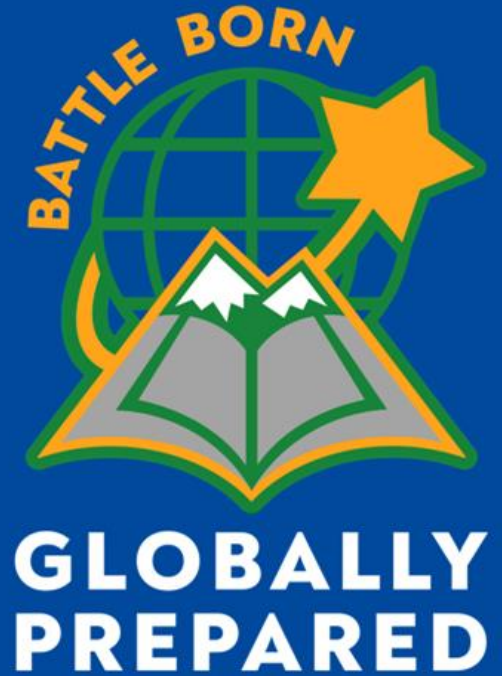
**Community:** NDE collaborates with educators, districts, families, stakeholders, and partner agencies to lead a high-performing and responsive system of education for all Nevadans



**Transparency:** Districts, schools, and communities are served through efficient and effective use of public funds and fulfillment of statutory responsibilities

# Why Globally Prepared?

- Open-ended, not time-bound.
  - ◆ We are already  $\frac{1}{3}$  of the way through the 21st century
- Flexible, not rigid.
  - ◆ If COVID-19 has taught us anything, it's that our preparation needs to be adaptable
- About the whole person, not only the student.
  - ◆ Cultural competency and social-emotional and academic development are all critical to college and career readiness as well as global citizenship



# What is Globally Prepared?

Goal 1: All children, birth through third grade, have **access to quality early care** and education.

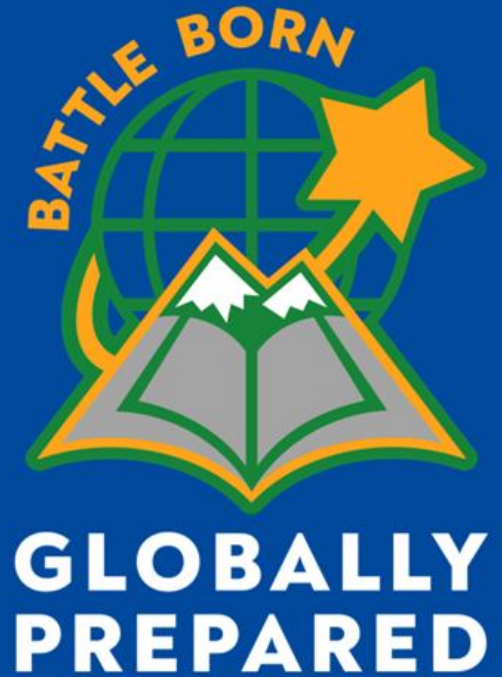
Goal 2: All students have **access to effective educators**.

Goal 3: All students experience **continued academic growth**.

Goal 4: All students **graduate future-ready and globally prepared** for postsecondary success and civic life.

Goal 5: All students have access to new and continued educational opportunities supported by **funding that is administered transparently, consistently**, and in accordance with legislative or grant guidelines.

Goal 6: All students and adults learn and work together in **safe environments** where identities and relationships are valued and celebrated.



# What do globally competent students look like?

*“For students to participate effectively in this changing world, they must understand it. The 21st century student will sell to the world, buy from the world, work for international companies, compete with people from other countries, manage employees from other cultures, collaborate with people all over the world, and solve global problems.”*



<https://www.gettingsmart.com/2016/02/what-do-globally-competent-students-look-like/>



# What does successful global education look like?

*“The most successful global education approaches recognize the attitudes, skills and knowledge students need to navigate, contribute to and flourish in the world — and they integrate activities that purposefully resolve opportunity gaps among students on a daily basis.”*

*<https://www.gettingsmart.com/2016/02/what-do-globally-competent-students-look-like/>*



## **Global competence**

*Dynamic term that includes in-depth knowledge and understanding of international issues, an appreciation of and ability to learn and work with people from diverse linguistic and cultural backgrounds, proficiency in a foreign language, and skills to function productively in an interdependent world community.<sup>5</sup>*

## **Global education**

*An interdisciplinary approach to learning concepts and skills necessary to function in a world that is increasingly interconnected and multicultural.*

*The curricula based on this approach are grounded in traditional academic disciplines but are taught in the context of project- and problem-based inquiries.<sup>6</sup>*

## **Opportunity gap**

*The ways in which race, ethnicity, socioeconomic status, English proficiency, community wealth, familial situations or other factors contribute to or perpetuate lower educational aspirations, achievement and attainment for certain groups of students.<sup>7</sup>*

# Characteristics of Globally Competent Students

**Appreciation of culture.** Students see their own cultures as strengths, seek to understand the cultures of others, are aware of similarities and differences among cultures, and understand that behaviors and values are often tied to cultures.

**Evaluation of information.** Students regularly question easily accessible information to seek deeper understanding and thoughtfully evaluate materials and perspectives, rather than accepting things at face value.

**Cross-cultural communication skills.** Students effectively exchange ideas with peers and adults from different backgrounds — either virtually or in person — and have the skills to enter new communities and spaces.

# Characteristics of Globally Competent Students

**Perspective taking skills.** Students demonstrate curiosity and empathy and may show compassion for the perspectives of others.

**Intelligent humility.** Students understand that their knowledge is not nite and appreciate how much more there is to learn about the world. Students understand the grandiosity of the world and its complexities.

**Divergent thinking.** Students see alternative or original solutions to existing problems and can envision the world differently from how it currently exists.

**Technological literacy.** Students utilize and explore existing technologies to communicate and collaborate with others, and to learn and share new ideas and information. Students create new technologies or discover new uses for technologies that help them and others navigate their worlds.

# Educating For Global Competence

- ❑ What resonates with me about NDE's definition of global competence and key insights from the article? What is the connection to equity?
- ❑ What might I challenge or question about the definitions and insights? Why?
- ❑ What do I especially aspire to make tangible as a leader in my community? Why?

I'm wondering....I'm curious....I'm appreciating....I'm not yet sure about...

Google Doc Link: <https://docs.google.com/document/d/1Ag0aoGmsbXQBi-I2Onju3uXLnN7BgSHNWCzXWidYeu4/edit?usp=sharing>

# Discuss + Engage Learner/Graduate Profile



**Roxanne  
James**

Principal,  
Jerome Mack Middle School



There is no shortage of those who want the evolution of school systems to occur. We are only held back by the invisible ties that bind us to the histories, traditions, and comfort zone of what has always been.



**Dr. Felicia  
Rutledge**

Project Facilitator, CCSD  
Curriculum & Instruction Division



It starts with me: unmuting myself, speaking up, using both my ability to create relationships and intellect to forge through the tough conversations and providing a deeper perspective.



# INSPIRE GLOBAL FELLOWSHIP

EMPATHIZE | EXPERIENCE | ENACT

- Initial Research into Singapore System revealed shifts into 21st century learning. Demonstrated by MOE, NIE policies and educator expectations
- Originally designed for travel, pivoted to virtual experience
- What might we learn that could inform or inspire next steps in Nevada?
- How might we redefine success, considering deeper learning and human talent, within our system?

SEEKING...  
CREATIVE  
CURIOUS  
REFLECTIVE

 EDUCATORS

# InspirED Global Fellowship Model

STRUCTURAL  
IMPACT

PROTOTYPES IN  
CONTEXT

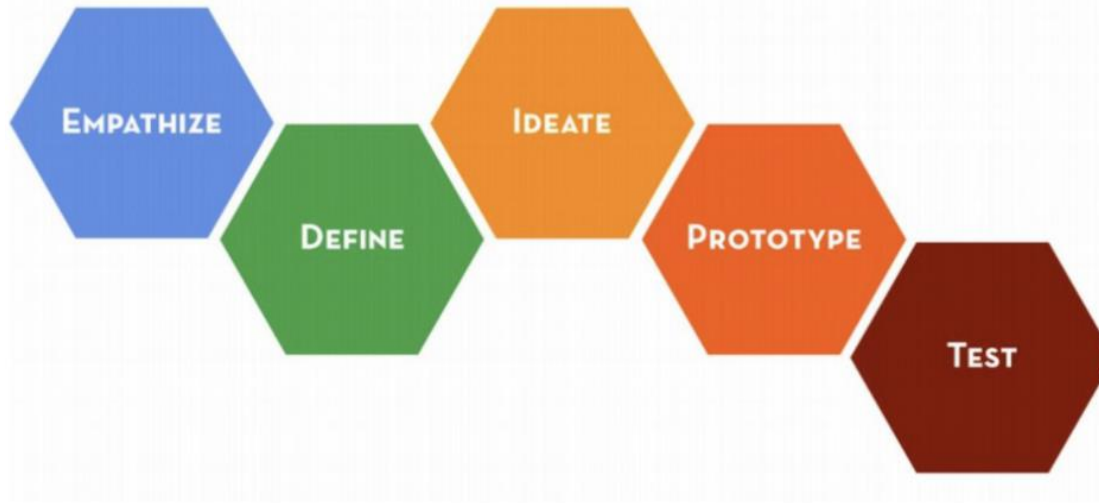
INDIVIDUAL/TEAM  
LEARNING



Connected Autonomy with  
a focus on Equity,  
Excellence + Student Well  
being (Fullan and Gallagher,  
2020)



# InspirED Global Fellowship Model



Human Centered Design +  
Equity Lasik (Stanford  
d.school, Smith and Pom  
2019)

# Singapore American School

## Desired Student Learning Outcomes (DSLOs)



**CHARACTER**



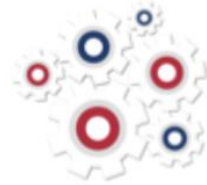
**COLLABORATION**



**COMMUNICATION**



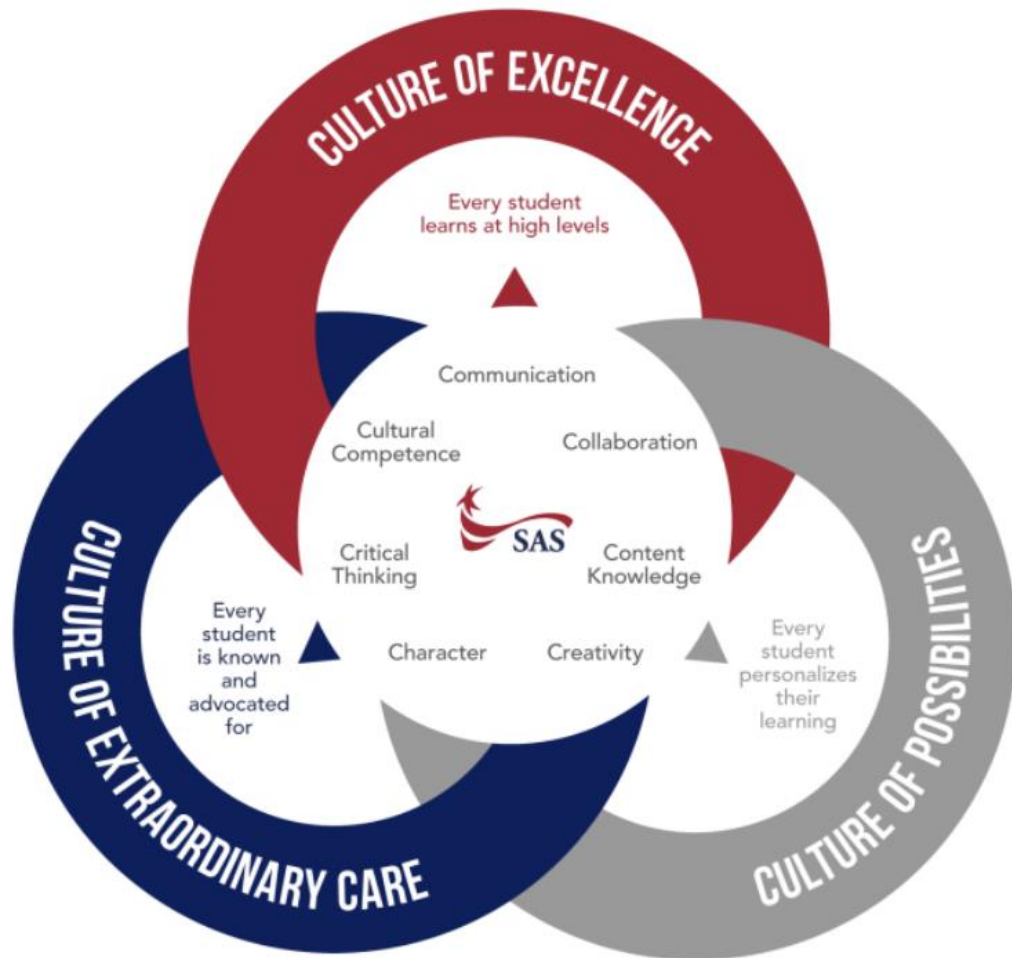
**CREATIVITY**



**CRITICAL THINKING**



**CULTURAL COMPETENCE**



# National Institute for Education, Singapore



**WE WANT OUR GRADUATES TO BE**

**CREATORS** OF KNOWLEDGE

NOT MERELY CONSUMERS

**FACILITATORS** OF LEARNING

NOT MERELY TRANSMITTERS

**ARCHITECTS** OF LEARNING ENVIRONMENTS

NOT MERELY IMPLEMENTERS

**SHAPERS** OF CHARACTERS

NOT MERELY PARTICIPANTS

**LEADERS** OF EDUCATIONAL CHANGE

NOT MERELY FOLLOWERS

**V<sup>3</sup>SK Framework**  
– a compass for  
21<sup>st</sup> century TE



## Attributes of the 21<sup>st</sup> Century Teaching Professional

V1 – Learner-Centered Values	V2 – Teacher Identity	V3 – Service to the Profession and Community
<ul style="list-style-type: none"> <li>• Empathy</li> <li>• Belief that all children can learn</li> <li>• Commitment to nurturing the potential in each child</li> <li>• Valuing of diversity</li> </ul>	<ul style="list-style-type: none"> <li>• Aims for high standards</li> <li>• Enquiring nature</li> <li>• Quest for learning</li> <li>• Strive to improve</li> <li>• Passion</li> <li>• Adaptive &amp; resilient</li> <li>• Ethical</li> <li>• Professionalism</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborative learning and practice</li> <li>• Building apprenticeship and mentorship</li> <li>• Social responsibility &amp; engagement</li> <li>• Stewardship</li> </ul>

SKILLS	KNOWLEDGE
<ul style="list-style-type: none"> <li>• Reflective skills &amp; thinking dispositions</li> <li>• Pedagogical skills</li> <li>• People management skills</li> <li>• Self-management skills</li> <li>• Administrative &amp; management skills</li> <li>• Communication skills</li> <li>• Facilitative skills</li> <li>• Technological skills</li> <li>• Innovation &amp; entrepreneurship skills</li> <li>• Social &amp; emotional intelligence</li> </ul>	<ul style="list-style-type: none"> <li>• Self</li> <li>• Pupil</li> <li>• Community</li> <li>• Subject content</li> <li>• Pedagogy</li> <li>• Educational foundation &amp; policies</li> <li>• Curriculum</li> <li>• Multicultural literacy</li> <li>• Global awareness</li> <li>• Environmental awareness</li> </ul>

# Principal Conversations + School Overviews

## OUR COMMUNITY

### Teachers are at the Core of our Education System

- **Quality of Teachers**  
Recruit teachers with strong qualifications, right skills, and an aptitude for teaching
- **Attracting and Retaining Talent**
  - Competitive salaries
  - Strong leadership development
  - Professional development
    - In-service training
    - School-based professional learning community
    - Shared resources among teachers



## OUR COMMUNITY

### All Stakeholders Working Together

#### Parents/Students

Trust in system, awareness of aptitudes and interests, recognising education as a lifelong journey

#### Educators

Alignment of educational philosophy – walk the talk

#### Society/Employers/Community

Broaden definitions of success and refresh recruitment practices;  
Partner schools to enhance learning opportunities



# High Tech High + VASCL

1. Committed to equity and delivers upon it
2. School works for all students who attend it
3. Does not mispredict based on socio- economic background, race, gender or standardization of test scores
4. Students are doing work that has value to THEM
5. Students have voice and choice in their learning and have new knowledge
6. Rich learning environment for the students who inhabit it
7. Intelligently allocates adults and students time and resources revealing the philosophy
8. Purpose is not to serve the public but to create a public
9. Make walls as permeable as possible with world outside of the school - not citadels apart from the community
10. Innovation and governance mechanism is important but an inefficient condition
11. Healthy and SAFE - it is a sacred public trust to be responsible for others people children

## 10 Ways to Define School Quality



# Portrait of a Graduate/ Learner Profile

- Clarifies common values; recognizes the need to redefine success
- Invites innovation, looking ahead together
- Creates the “North Star” by which we can examine current data and begin to surface significant data we’re not yet collecting
- Acknowledges whole student

## State Policy Priority #1

### PROFILE OF A GRADUATE

A key role for state policy is to redefine success based on a modernized vision for what students need to know and be able to do upon graduating. Redefining success through a “[Profile of a Graduate](#)” is one strategy states are using to clearly set a vision and a more holistic definition of student success.

#### Background

The Every Student Succeeds Act (ESSA) gives states and local communities the opportunity to partner with local stakeholders to develop new definitions of success so that all students are prepared to thrive in postsecondary education, employment, and civic life. Reading and math proficiency comprise an essential but insufficient definition of a graduation-ready student. States can redefine success with the knowledge, skills, and dispositions needed for future success.

State policymakers and stakeholders could collaborate to identify the knowledge and skills students will need to succeed in life after K-12 education. New definitions of student success are the first step to set a vision for modernizing student learning, empowering educators to facilitate learning and growth toward a new, more comprehensive definition of success, and creating alignment in state education systems.

Graduate profiles describe what students should know and be able to do upon graduation from high school. With clear, comprehensive definitions of success, states can begin to transform their education systems and do so in a coherent manner, so everyone is working together to help students succeed.

#### Recommendations

- Engage communities and diverse stakeholders to create a vision to modernize and redefine more holistic graduation requirements based on what students need to know and be able to do for future success.
- Broaden coalitions and develop a statewide “Profile of a Graduate” for K-12 education based on a long-term vision describing the knowledge, skills, and dispositions that students need for college, careers, and civic life.

### STATE HIGHLIGHTS

#### South Carolina

In South Carolina, a coalition of education and business leaders organized as “TransformSC” and began working in 2012 to develop the [Profile of the South Carolina Graduate](#). The South Carolina Council on Competitiveness, a coalition of business and education leaders, including students, parents, and policymakers across the state, engaged in community conversations on how to redefine student success. The effort resulted in a vision for the new Profile of a Graduate across a network of 37 schools and districts in 2013. From the grassroots up, the [South Carolina Board of Education](#) adopted the Profile of a South Carolina Graduate statewide in 2015 articulating a holistic set of knowledge, skills, and characteristics high school graduates need for future success.

#### Virginia

Virginia is taking a comprehensive and coherent approach to transforming education, using the Profile of a Virginia Graduate as a powerful driver. In 2016, [HB 895](#) required the state to create the [Profile of a Virginia Graduate](#). The bill requires each graduate to complete an AP, Honors or IB course, or industry certification, effective for the Class of 2022. In 2017, the Virginia State Board of Education approved revised [Standards of Accreditation](#) that updated graduation requirements for the Class of 2022. These board regulations (8VAC20-131-51) go beyond the requirements of HB 895 and require all graduates to “acquire and demonstrate foundational skills in critical thinking, creative thinking, collaboration, communication, and citizenship in accordance with the Profile of a Virginia Graduate.” Local divisions are connecting into the Virginia Is for Learners Innovation Network, a statewide initiative building educator capacity for innovation, aligned with the new vision of success.



# BREAK



**RETURN AT 12:00 PM**

**NV**  
SUCCEEDS





# Churchill County Profile of a Learner

## Timeline of the Journey:

2016-2017

Churchill County Middle School joins NV21

2018-2019

Churchill County Middle School joins CBEN--the state's competency-based education network pilot

District creates strategic plan through stakeholder engagement, big rocks, board commitment

Development of the Profile of a Learner

2019-2020

District joins the CBEN as a district

Development of Learner-Centered Framework (LCF)

Board of Trustees adopts Budget model focused clear governing principles including funding the strategic plan and

“Decisions shall be learner-centered. Budget decisions should be based on what is

best for students, not the interests of adult stakeholders.”

2020 to present

District implementation and iterations of LCF

District begins training and implementation of modernization techniques (landing pages/playlists)

# The ChurchillCSD Strategic Plan Answers These Important Questions

**Goal 1:**  
**Implement learning opportunities to develop life ready learners.**  
[bit.ly/ccsdstrategicplan](http://bit.ly/ccsdstrategicplan)

**Goal 2:**  
**Develop the whole child through intentional opportunities that lead to engaged citizens.**  
[bit.ly/ccsdstrategicplan](http://bit.ly/ccsdstrategicplan)


**Goal 3:**  
**Formalize internal and external communication structures between teachers, students, leadership, families, and community to create effective engagement and collaboration.**  
[bit.ly/ccsdstrategicplan](http://bit.ly/ccsdstrategicplan)

**Objective 1**



What do kids need to be in order to be prepared for their future?

**Objective 2**




What should learning look like and what makes a teacher effective in our society today?

**Objective 1**



How are we helping students prepare to be positive members of society?

**Objective 2**



How can we encourage positive interactions and engagement in our schools?

**Objective 1**



How can we continually improve our efforts to collaborate effectively?

**Objective 2**



What is our plan to inform and involve all in our work?

**Objective 3**




How can we prepare effective and varied paths for learning to serve all learners?

**Objective 4**



How can we make organize our work in assuring quality learning regardless of learning path?

**Objective 3**



What steps can we take to help all students be in the best situations to learn and grow?

**Objective 4**



What additional growth opportunities can we provide for our students?

**Objective 3**



What opportunities can we provide to help families be partners in the development of kids?




# ChurchillCSD Theory of Action

## Life Ready



**If** we design and implement a learner-centered approach to education, with personalized, competency-based opportunities...

**Then** individuals will demonstrate the traits of the profile of a learner and realize increased achievement.

## Individuals



**If** we focus our efforts on social, emotional, and academic development...

**Then** individuals will exhibit the traits of the profile of a learner leading to a healthy and rewarding life.

## Partnerships



**If** we work to build partnerships with colleagues, students, parents, and community members...

**Then** we will enjoy increased trust, support, and parent and community engagement.

## Professional Growth



**If** we take part in focused professional growth and implement sound practices, strategies, and platforms...

**Then** we will create learning environments that are mutually enriching, productive, and successful for all stakeholders.

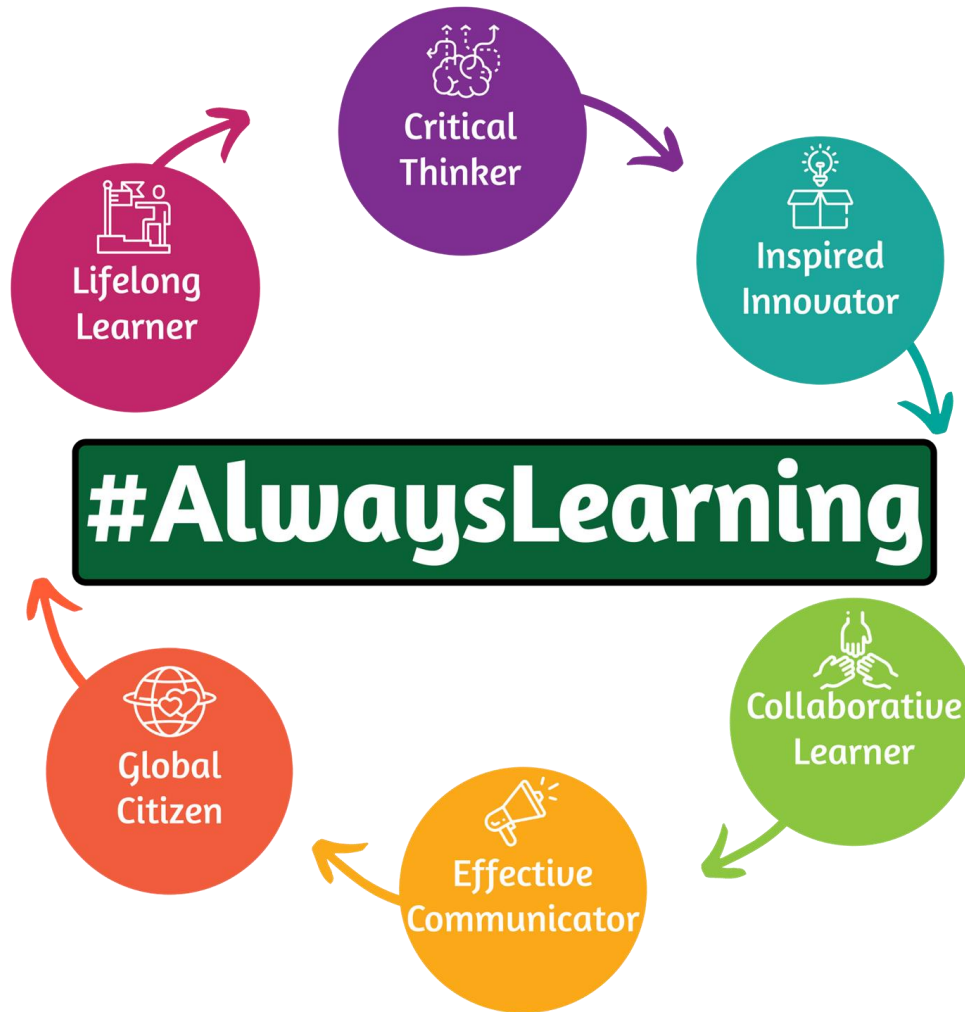


# Profile of a Learner

## CHURCHILL COUNTY SCHOOL DISTRICT

This profile describes the expectations our community believes are required of successful learners in ChurchillCSD.





**#AlwaysLearning**

Lifelong  
Learner

Critical  
Thinker

Inspired  
Innovator

Global  
Citizen

Collaborative  
Learner

Effective  
Communicator

# Churchill CSD Instructional Model

## Modern School Culture

--Providing intentional opportunities that lead to a healthy and rewarding life

## Competency-Based Assessment

--Tracking student progress with evidence of mastery



## Learner Centered Focus

--Creating personalized opportunities to support life ready individuals

## Deliberate Learning Opportunities

--Guiding students on transparent learning pathways

# Reflections



- Change in how we see learning (purposeful and focused)
  - ◆ Stopped or are stopping Random PD, purchasing, lack of equity
  - ◆ Started connection to Strat Plan and Profile
  - ◆ Started new Budget Process
  - ◆ Continued Staff engagement, in-class and learning tasks focus to instructional model
  
- What's next?
  - ◆ Grow and learn what's possible
  - ◆ Iterate

# Graduate/Learner Profile



**Tom Vander Ark,  
CEO, Getting Smart**



**Dr. Summer Stephens,  
Superintendent,  
Churchill County**



# Facilitated Conversation



# Wrap-Up



**Respond to Google Form in the Chat, the prompts include:**

- After participating in today's meeting I am more curious about...
- The connection between global competence and learner/graduate profile work is....
- Data I'd like to collect to move my work ahead around these initiatives includes....

Link: <https://forms.gle/WMnnGtLJZBQzhmwTA>



Nevada Ready



NV Succeeds



Getting Smart



Churchill County