

## Portrait of a Graduate Application + Educational Vision

Portrait of a Graduate Application Workshop

12<sup>th</sup> February 2024

Educational Visioning Workshops

4<sup>th</sup> + 11<sup>th</sup> March 2024

18 total



Jennifer D Klein, cameo presenter



Franklin Public Schools

# Educational Visioning

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29 total



## Locker Education + Architecture Planning



- **COMMUNICATION:**

A new level of dialogue is needed among the various Franklin stakeholders

- **CULTURE CHANGE:**

To support the Portrait of a Graduate + to foster improved learning + teaching, the school district's culture must shift:

- To one that recognizes different students learn in different ways
- That embraces the “whole student”
- Offers multiple school + futures options for students

- **FACILITIES MASTER PLAN:**

Develop a plan for facilities that:

- Supports the Educational Vision
- Minimizes disruption of utilizing existing facilities to the greatest extent reasonably possible
- Ultimately produces good value for money for the taxpayer

# The PoG Application Workshop

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## Agenda

Quiz on Pre-Workshop Research

Bringing the PoG to Life: from Racetrack to Landscape

Jennifer D Klein

Virtual presentation, Whole Group discussion

FPS' Portrait of a Graduate (PoG)

Quick Tutorial

Dr Fran

Deconstructing the PoG

Table Team + Whole Group discussion

LUNCH + Lunch Theater

Video: *Trailer for Ted Lasso*

PoG Application

PoL, Portrait of a Learner

PoT, Portrait of a Teacher

PoC, Portrait of a Classroom

PoS, Portrait of a School

PoD Portrait of a District

PoP Portrait of a Parent

Keeper of the PoG

Table Team + Whole Group discussion

PoG Key Take-Aways

Table Team shout out



Franklin Public Schools

Locker Education + Architecture Planning



# It Takes a Community to Make the PoG a Living Document

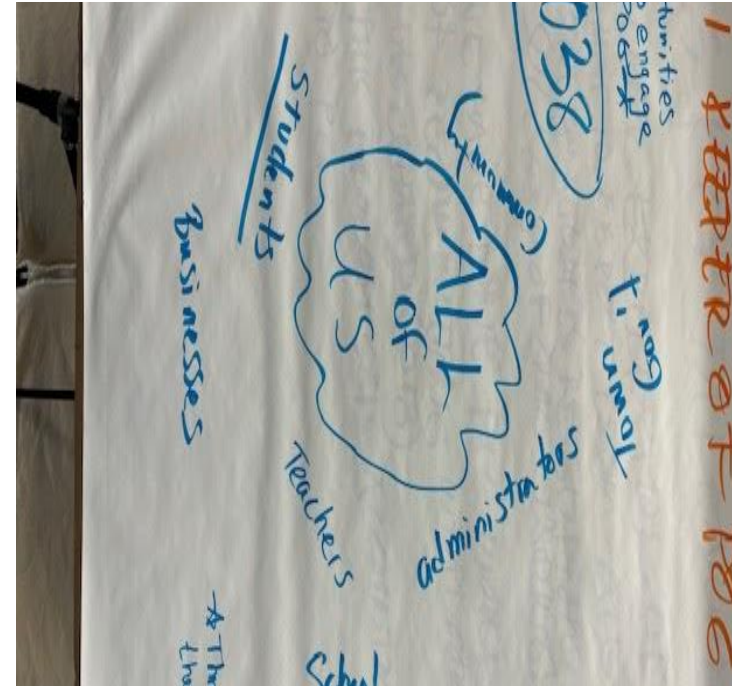
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The PoG is the District “NorthStar,” to:

- Be known by all of 02038
- Pervade daily educational deliveries
- Instill a sense of mission in learning
- Bind stakeholders in all grades PK-12 and in all buildings

If the PoG is to be a living concept, it needs to be “owned” by someone. It needs a “keeper.”

That keeper is all of us.





# We Are Already Doing This (to Some Extent)

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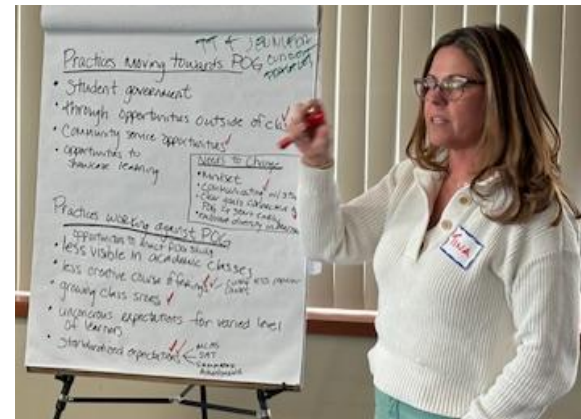
The PoG consists of five elements, each of which has many components. To be viable for the long-term future, the PoG needs to be supported by daily educational practices across the District, PK-12. The District currently has many courses + programs which support the PoG, but certain practices contradict the PoG.

## SUPPORTING PRACTICES

- Active discussion about the PoG, starting in the early years
- Student-centered learning
- Student choice on meaningful issues
- Active, exploratory learning
  - This is most evident in “specials” and the sciences, and in extra-curricular activities
- Student engagement in issues which have no single answer
- Debates, Socratic seminars
- Project-based learning
- Students taking responsibility for their own learning, assessments, and grades
- Student advisories, but they need to be restructured to increase their effectiveness
- Focus on SEL, social-emotional learning through coursework, advisories, and in daily classroom practices

## CONTRADICTING PRACTICES

- No discussions about the PoG
- Teacher-centric classrooms
- Helicopter teachers
- Reliance on lecturing to deliver curriculum content
- Excessive/singular focus on test scores, with little other commonly held foci. (This is especially evident at FHS)



# PoL, PoT, PoC, PoS, PoD, PoP

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Table Teams “painted” six additional portraits to support the portrait of a Graduate. They also identified practices that contradict the PoG.

These “portraits” are:

- PoL, Portrait of a Learner
- PoT, Portrait of a Teacher
- PoC, Portrait of a Classroom
- PoS, Portrait of a School
- PoD, Portrait of a District
- PoP, Portrait of a Parent



# PoL, PoT, PoC, PoS, PoD, PoP

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## PoL, Portrait of a Learner

- K-12 SEL learning modality
- Project-based learning
- Interdisciplinary learning
  - Now in elementary schools
  - Now in FHS electives
- Small group/Socratic seminar
- Hands-on learning
- Prepare students for future in a balanced way
- Give students life skills
- Develop “~~soft skills~~” “essential skills”
  - Communication (effective)
  - Compassion
  - Learning, work, life
- Sets a vision for students for students to thrive
- Priorities – teaching students about this
  - Time management
  - Handling mistakes

## PoT, Portrait of a Teacher

- K-12
- Teaming/collaboration with other teachers
- SEL imbedding in instruction
- Differentiated teaching
- Project-based learning
- Making things, STEM)
- Seminar instruction, MS + HS





# PoL, PoT, PoC, PoS, PoD, PoP

## PoC, Portrait of a Classroom

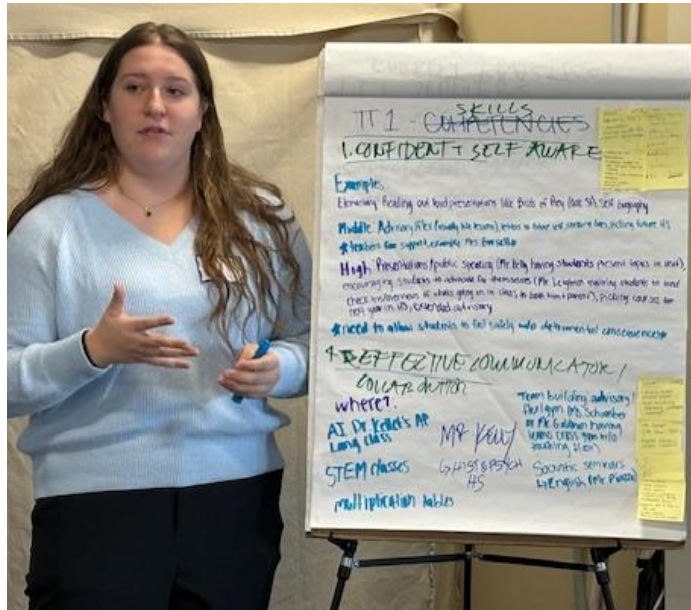
PoG is visible + applied K-12

Collaborative learning

Students present their work regularly (in multiple ways)

Students critique/discuss other's work (feedback)

Focused, engaged discussions



## PoS, Portrait of a School

- Supportive environment where students, teachers, admin + staff feel heard + have a shared goal/purpose
- All teachers, students and families know the POG
- Teachers + parents are learners too
- Honoring the value in diversity – diverse learners

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## PoD, Portrait of a District

- Schools share a common vision/mission
- Appropriate + intentional parent communication
- Thoughtful PD plan (voice, ongoing)
- Collaboration across levels/content (ES, MS)
- A visible sense of mission pervades the district culture
- School buildings are linked culturally, socially + academically
- Each school is encouraged to innovate
- Contact with families is regular, focused + intentional
- Teacher professional development is shared

## PoP, Portrait of a Parent

- Engaged (in community, in child's education)
- Respectful dialogue
- Collaborative – solution oriented
- Responsive
- Support school goals
- Informed, engaged and open to communication
- Respectful and open dialogue
- Allowing your kid to take risks and make mistakes
- Assume good intent
- Supportive of whole student

# Educational Visioning Workshops

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## Agenda

### DAY 1

Discussion on Pre-Workshop Video

Snapshot of our Schools

From Racetrack to Landscape

Jennifer D Klein

Virtual presentation

FPS PoG Essential Practices

LUNCH + Lunch Theater

Video: PBL: Raising Student

Achievement for all Learners

21<sup>st</sup> Century Schools Part 1,

Education

21<sup>st</sup> Century Schools Part 2,

Facilities

Learning Modalities

Homework assignment: School in  
2044

## Agenda

### DAY 2

Homework Reviewed: School in 2044

What You Said in Day 1

How to Teach? (Or...Who is in  
Charge Here?)

LUNCH + Lunch Double Feature

Video 1: Trailer on Ted Lasso +

High Tech High Grad School of  
Education position paper

Video 2: Transformation: Renovation  
at Shelburne Community School

Facility Educational Adequacy

Assessments presentation

School Organization Part 1: Internal

School Organization Part 2: Overall

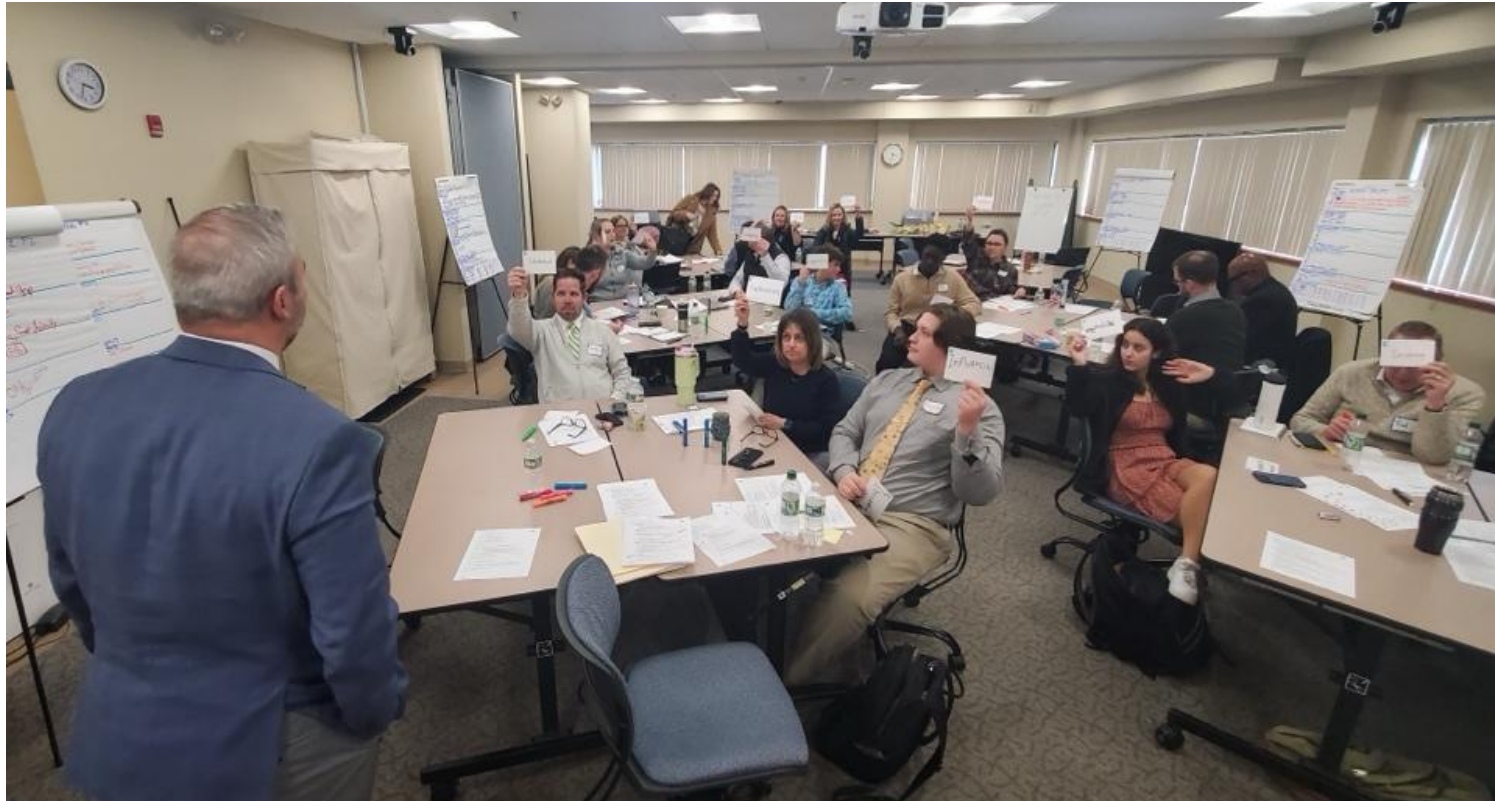
Next Steps

Key Words



# Key Words

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## Education

- 21<sup>st</sup> Century
- Building relationships
- Collaboration, collaborative
- Engaging
- Enriching
- Equitable
- Exploration
- Forward-thinking

## Education

- Individualized
- Innovative, innovation
- Problem solving
- Students, student-centered

## Facilities

- 21<sup>st</sup> Century
- Collaborative
- Community
- Fewer, newer, larger
- Flexible
- Functional
- Quite different
- Safe and functional
- Useful
- Architecture Planning



# Educational Vision

## Guiding Principles

### OVERARCHING PRINCIPLES

- This future-oriented Educational Vision articulates innovative best + next educational practices, some of which are already in operation in some classrooms in the district schools
  - Teach the skills of the PoG at the same time as traditional content
  - Build stronger relationships among students, families, + communities through school structure + educational programs
  - Establish staff Professional Development to support the educational deliveries outlined here
  - It is understood that the concepts outlined here will take years, even decades to fully deploy

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## Guiding Principles

### INSTRUCTIONAL MODELS

- Increase student engagement. Shift the teaching model to more active, student-centered learning, with opportunities for student voice in their learning. This is particularly important at the secondary level
- Shift from one-subject curriculum delivery to integrated, interdisciplinary curriculum delivery in all grade levels
- Enhance relationship-building through a variety of ways, including:
  - Revamped advisor-advisee programs in HS + MSs with longer time periods, specific curricula, + greater engagement
  - Teacher teaming





# Educational Vision

## Guiding Principles

### **EDUCATIONAL STRUCTURE: ORGANIZATION**

- Improve efficiency of school operations, equity for students, + learning relationships among teachers by shifting to larger schools, with a minimum of 3 classrooms per grade in ESs + 4 curriculum area teachers per grade in MSs
- Expand special needs services to provide more in-district, saving costs + providing better services to students + families

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## Guiding Principles

### **EDUCATIONAL STRUCTURE: CURRICULUM**

- Shift ES grade groupings from K-5 to Pre-K-2, 3-5:
  - Create larger pools of educators sharing a common student development-based focus
  - Create continuity from Pre-K to ES
  - Increase operational efficiency + effectiveness of special needs + student services educators by increasing size of student cohorts



# Educational Vision

## School Organization

### **EDUCATIONAL STRUCTURE: ORGANIZATION**

#### **Pre-Kindergarten**

- Pre-Kindergarten is a district diversity, equity, and inclusion (DEI) issue. Plan for future expansion and repositioning of ECDC, including:
    - Substantially increase number of children served, ideally approaching Universal Pre-K numbers
    - Location of the ECDC in multiple buildings:
      - Aligned with elementary schools
- +/or
- In Franklin HS

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## School Organization

### **EDUCATIONAL STRUCTURE: ORGANIZATION**

#### **Elementary School**

- “Fewer and newer” ESs
- Innovative approaches, including:
  - Teacher teaming in two ways
  - Both multi-grade + grade level classroom groupings

#### **Middle School**

- “Fewer and newer” MSs
- Synchronous teacher teaming, sharing students in real time

#### **High School**

- Interdisciplinary Small Learning Communities (SLCs)
- Thematic interdisciplinary SLCs, including Pathways
- Freshman House



# Master Planning Principles

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## COMMUNITY VALUES

- Provide equity across the District, with appropriate facilities for instruction + support programs
- Increase PoG goals + student engagement by:
  - Delivering the required core curriculum in spaces + furniture that allow for collaboration, communication + deep learning

## BASIC UNDERSTANDINGS

- Most ES + MS classrooms adequate; student services + Special Education spaces are ad-hoc + inappropriate
- 10-year K-12 enrollments forecast:
  - Slight drop through 2028/29
  - Slight rise to 2033/34, not quite to current levels
- Plan for future Pre-Kindergarten, ECDC programs aligned with ESs and/or the HS:
  - More accessible to parents
  - Positioned for growth and/or fluctuations in enrollments
  - Aligned with other grade levels
- Designate a “swing space/school” as a temporary home for occupants of schools being renovated



# Master Planning Principles

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## MASTER PLANNING CONCEPTS

- Shift from Pre-K, K-5, 6-8, 9-12 to Pre-K-2, 3-5, 6-8, 9-12 to:
  - Create child development-based foci at the critical early years
  - Increase the number of elementary + middle school teachers per grade level to increase:
    - Operational efficiency in reaching ideal classroom enrollments as overall district enrollments fluctuate
    - Opportunities for teachers learning from each other, + for team teaching in various forms
  - Minimum 3 grades per school

## MASTER PLANNING CONCEPTS

- Identify Master Plan Options that will:
  - Minimize disruption of students + educators
  - Utilize existing school buildings that are in reasonable physical condition to the greatest extent possible
  - Include new construction in Master Planning only when it offers strategic advantages over reassignments +/- renovation
  - Create larger schools
  - Create “newer and fewer” schools positioned to serve students, parents, + community members in the most appropriate ways, considering equity, cost, access, + educational services



# Next Steps

## REPORTING + RESPONSES

### PoG + Ed Vision

- 26 March
  - School Committee
- 8-10 April
  - Secondary educators
  - Community
  - Elementary educators
  - Students
  - A-Team

### Master Planning Options

- To be scheduled May
  - School Committee
  - Comprehensive Facilities Committee
  - Community
  - Elementary educators
  - Students
  - A-Team

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## MASTER PLANNING TEAM

### LEAP + KBA

- April-May
  - Develop Master Plan Options
  - Review w/ FPS administrative leaders
- May
  - Report to all constituencies
  - Review w/ FPS administrative leaders
  - Revise
- May-June
  - Report to SC + CFC





- **COMMUNICATION:**

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