



SAN MARCOS ELEM.

RECREATING THE LEARNING ENVIRONMENT



AGENDA

1

Introductions (*Introducciones*)

2

Review of Results (Revisión de los resultados)

3

Program/Curriculum Prioritization (Prioridad del plan de estudios)

4

Gaps Analysis (análisis de deficiencias)

5

Discussion (Discusión)

6

Next Steps (Próximos pasos)

Q1:

**What skills and
dispositions from the
Portrait of the Learner do
you think are currently
nurtured by San Marcos?**

Q1:



Q2:

What Educational Programs, Experiences and Curricular options are currently provided by San Marcos build such skills align with the Portrait of the Learner?

Q2:



Q3:

**What additional
Educational Programs,
Experiences and
Curricular options should
be provided by San
Marcos to better align
with the Portrait?**

Q3:



Q4:

**What facilities, resources
and infrastructures
(furniture, technology,
personnel, etc.) are
needed impact and
improve student
outcomes to better align
with the Portrait?**

GROUP DISCUSSION FREQUENCY IN WORDS



GROUP DISCUSSION FREQUENCY IN PHRASES





VISION

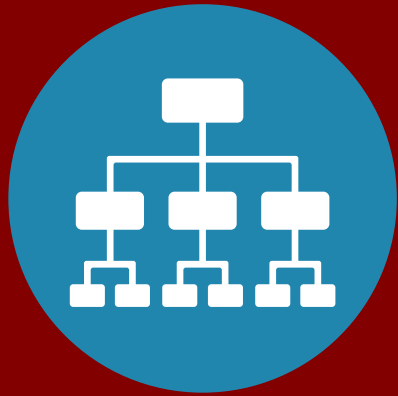
esto es deseado



REALIDAD

esta es la realidad

REIMAGINATION ENCOMPASSES...



WHO
(Operations)



WHERE
(Facilities)



WHAT
(Curriculum)



WHY
(District Goals)



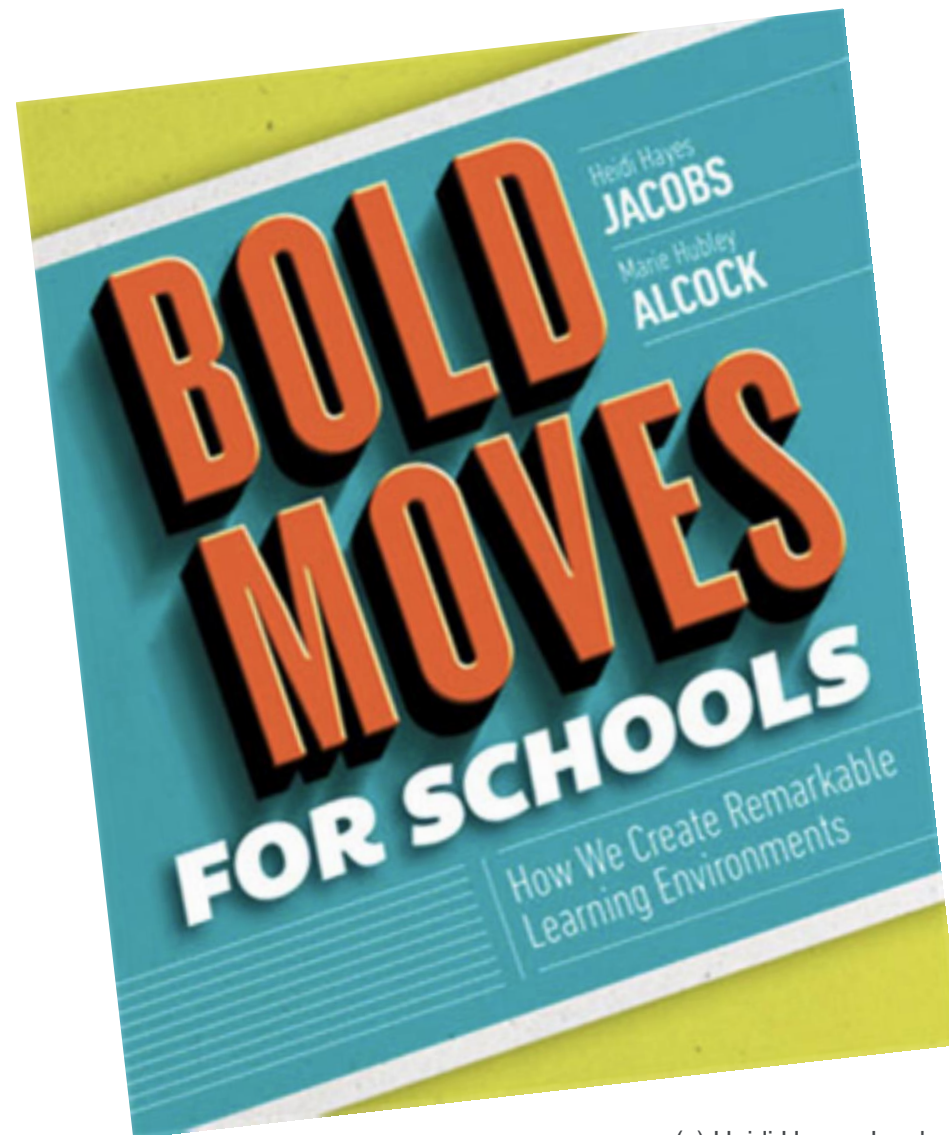
HOW
(Pedagogy)



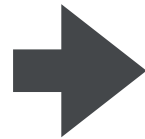
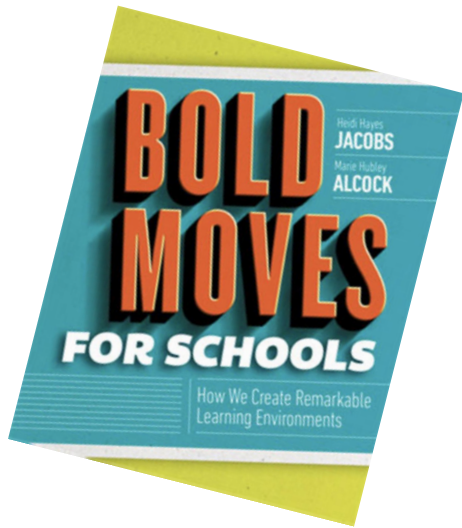
CHANGING JUST ONE DATA POINT...

HOLISTIC FRAMEWORK

- **ESSENTIAL ANCHORS OF TRANSFORMATION** [Important tools or topics that help to ensure implementation]
- **CLUSTERS OF PEDAGOGY** [Understanding the spectrum of facilities, ranging from antiquated to contemporary. Being able to place yourself on that scale]
- **PROGRAM STRUCTURES** [Within any school setting, influences that directly impact students and teachers]



ESSENTIAL ANCHORS OF TRANSFORMATION



1

21st Century Vision of Teaching and Learning

2

Impactful Pedagogy to Serve that Vision

3

Transformative Leadership to Enact the Vision

4

Deep Implementation Across Systems, Structures and Policy

ESSENTIAL ANCHORS OF TRANSFORMATION



21ST CENTURY VISION

- “*The antiquated notion of student as receptacle is over.*”
- Transformative districts embrace a set of 21st Century competencies; some have specifically *adopted a profile or portrait of a graduate*, a vision statement outlining the competencies that are critical for each student to develop, *beyond content mastery and memorization.*



IMPACTFUL PEDAGOGY

- “*Pedagogy results in action.*”
- Rather than dissemination of information, competencies require pedagogies such as project-based learning, design thinking, and inquiry-based learning.
- Requires teachers to *reframe, rather than simply recalibrate* their professional role.

ESSENTIAL ANCHORS OF TRANSFORMATION



TRANSFORMATIONAL LEADERSHIP

- Departure from a rigid hierarchical leadership structure.
- Leaders *model the creativity, collaboration, communication and critical thought* they want too cultivate in their schools.
- Visionary and committed senior leader that *empowers their teams and teacher as leaders* in their own right.



DEEP IMPLEMENTATION

- “*The physical plant of a school is a concrete manifestation of pedagogy.*”
- Reconstruct outdated conceptual structures such as time, organization of groups, and professional development.
- Seismic shift in view of profession, *project that view to the public, employ it with policymakers.*

ANTIQUATED PEDAGOGIES

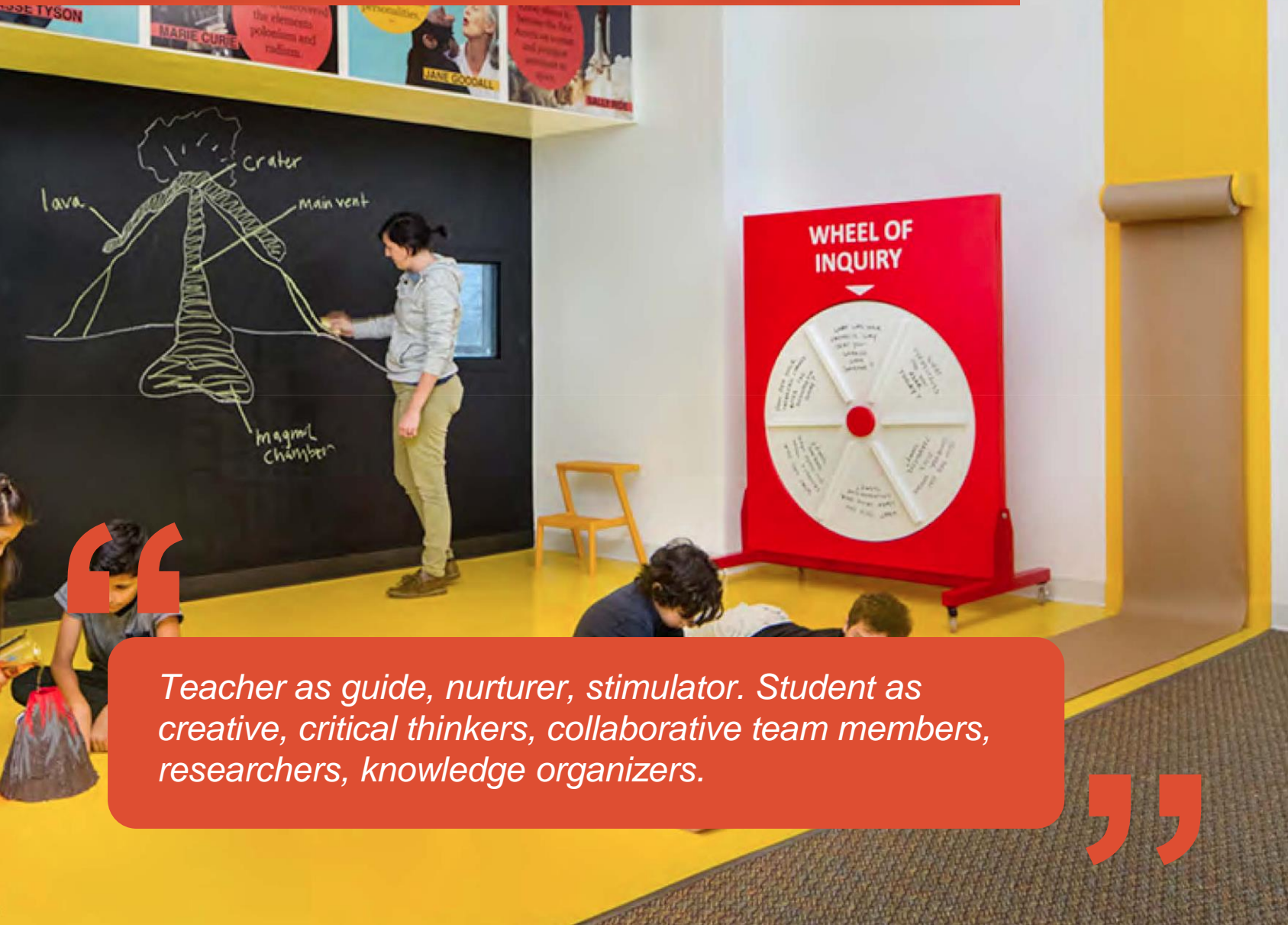
A photograph of a classroom. A female teacher stands at the front near a whiteboard and a green chalkboard. Several young students are seated at their desks, and many of them have their hands raised in the air, indicating an interactive or questioning period in the lesson. The classroom has large windows on the left side, letting in natural light.

“

Teacher covers and deposits info to students as empty vessels, obedient receivers, receptacles to be filled, with no “discovery”.

”

CLASSICAL PEDAGOGIES



Teacher as guide, nurturer, stimulator. Student as creative, critical thinkers, collaborative team members, researchers, knowledge organizers.



CONTEMPORARY PEDAGOGIES



“

Both teachers and learners as self navigators, social contractors, media critic and media makers, innovative designers, global citizens.

”

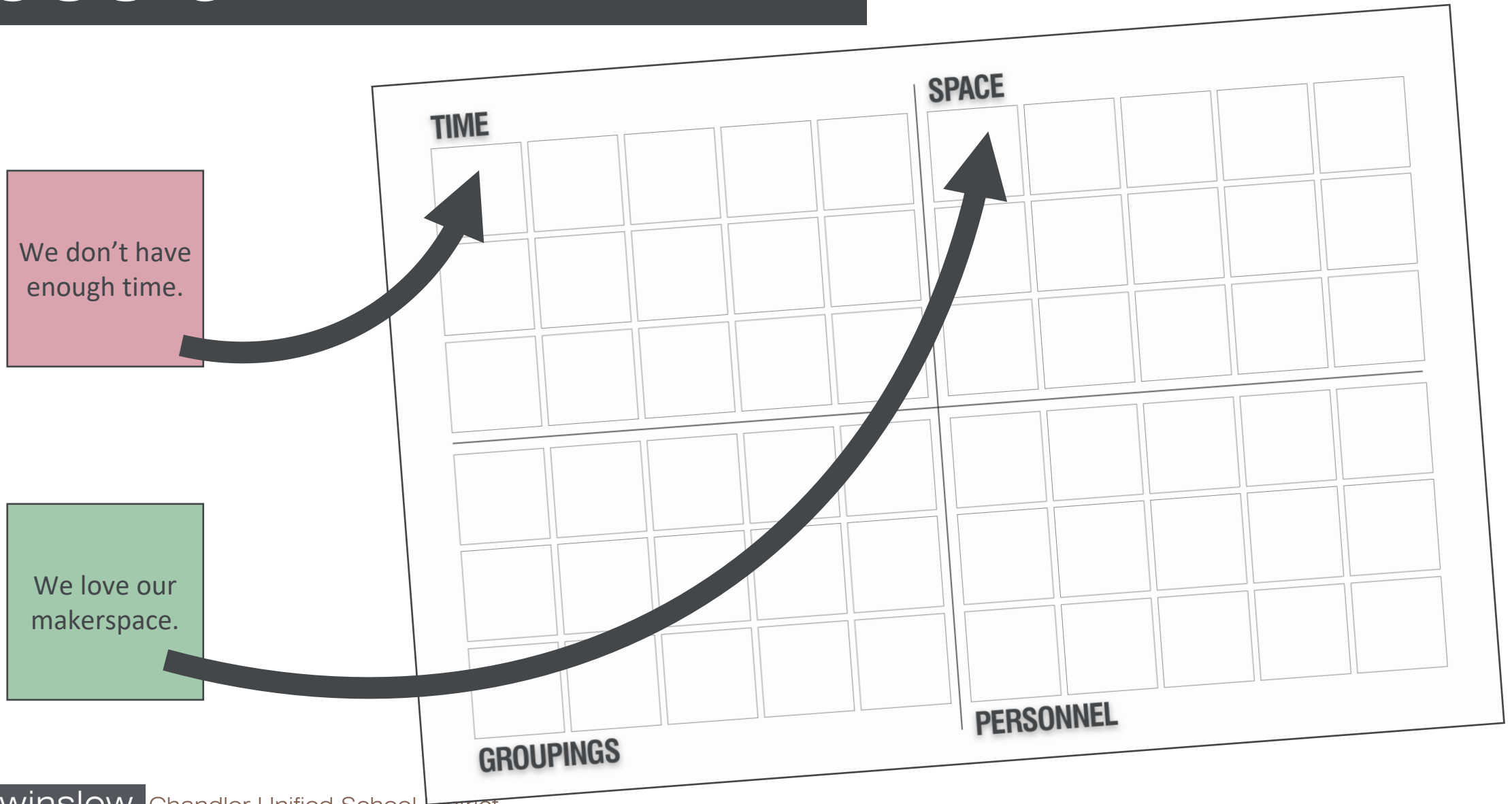
CLUSTERS OF PEDAGOGY

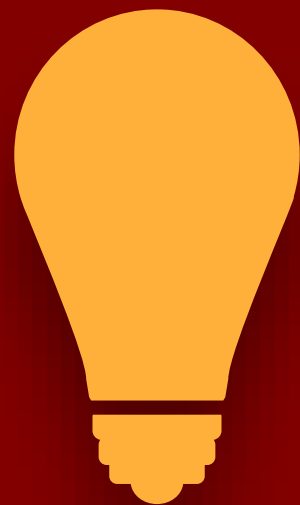
ANTIQUATED	CLASSICAL	CONTEMPORARY
<ul style="list-style-type: none">• Learning experiences entirely within classroom	<ul style="list-style-type: none">• Classroom in school and other places	<ul style="list-style-type: none">• Learning within a range of physical and virtual environments
<ul style="list-style-type: none">• Linear delivery in class	<ul style="list-style-type: none">• Delivery in a range of settings	<ul style="list-style-type: none">• Nonlinear learning
<ul style="list-style-type: none">• Set formats and structure	<ul style="list-style-type: none">• Limited flexibility in structure	<ul style="list-style-type: none">• Fluid and flexible scheduling structures
<ul style="list-style-type: none">• Strict, specific roles for students and teachers	<ul style="list-style-type: none">• Interactive yet specific roles for students and teachers	<ul style="list-style-type: none">• Fluid roles for students and teachers as they interact as both teachers as learners
<ul style="list-style-type: none">• Restricted communication tools	<ul style="list-style-type: none">• Limited communication tools	<ul style="list-style-type: none">• Open-access communication tools
<ul style="list-style-type: none">• Rigid, set curriculum	<ul style="list-style-type: none">• Established curriculum with some flexibility	<ul style="list-style-type: none">• Responsive curriculum both ongoing and personalized

PROGRAM STRUCTURE CONTINUUM

	ANTIQUATED	CLASSICAL	CONTEMPORARY
SPACE	<ul style="list-style-type: none"> Self-contained All rooms the same 	<ul style="list-style-type: none"> Field Experience Use of existing spaces for effective instructional grouping 	<ul style="list-style-type: none"> Virtual spaces 24/7 Field Experience Wide range; learning spaces create new learning experiences
TIME	<ul style="list-style-type: none"> Standardized, 19th century agrarian, 13-year experience Daily schedule standardized by habit 	<ul style="list-style-type: none"> Coordinated time frames which possible to support learners 	<ul style="list-style-type: none"> Task determines time Teachers work with students to bid for on site time segments over week and month
GROUPINGS	<ul style="list-style-type: none"> Strict grade-level grouping K-12 Classroom; no instructional grouping 	<ul style="list-style-type: none"> Some cross-grade cooperative groups Individualized Differentiated grouping 	<ul style="list-style-type: none"> Personalized: on site virtual Field experience based on quest Multi-age based on learning progressions
PERSONNEL	<ul style="list-style-type: none"> One teacher, self-contained in isolation to match class Faculty grouped by grade/department in isolation No interschool connections 	<ul style="list-style-type: none"> Some vertical and interdisciplinary within and between buildings 	<ul style="list-style-type: none"> Teacher has multiple affiliations: Inquiry quest groups Coaching individuals Virtual/on-site direct teaching Seminar/webinar Global cyber faculty

DISCUSIÓN DE PARTIDA





THINK BIG!



QUESTIONS?

orcutt | winslow