



Godfrey-Lee Public Schools  
Strategic Design  
2017-2022

Foundational Policies

2110 - Statement of Philosophy

2131 - Educational Outcome Goals

2132 - Educational Process Guiding Principles

Board of Education  
Final Adoption  
June 19, 2017

# Godfrey-Lee Public School District

## Bylaws & Policies

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### 2110 - STATEMENT OF PHILOSOPHY

The Board of Education believes that the purpose of education is to facilitate the development of the potential of each student. In a free society, every individual has both the right and responsibility to make choices and decisions for himself/herself and for society. A prerequisite for every member of such a society in meeting those responsibilities is competence in the use of the rational thought processes needed to make intelligent, ethical choices and decisions. If our society, as originally conceived, is to survive and function effectively, its young people need to be prepared to exercise their rights and their responsibilities in ways that benefit them and the society. Likewise, if individuals are to be able to achieve their life goals in a free society, they need to be competent to choose among the myriad alternatives that are and continue to be available to them.

“The world faces global challenges, which require global solutions. These interconnected global challenges call for far reaching changes in how we think and act for the dignity of fellow human beings. It is not enough for education to produce individuals who can read, write and count. Education must be transformative and bring shared values to life....Education must also be relevant in answering the big questions of the day.” ~Global Education First Initiative. *Priorities*.

The enculturation process in our society focuses on preparing the young to meet certain expectations and to avail themselves of opportunities to attain personal goals within that society. The District's program should reflect the formal aspect of the enculturation process, and, therefore, needs to focus on both the areas of societal expectations and personal opportunity available in our 21<sup>st</sup> Century global society.

With regard to societal expectations, people in this society are expected to:

- A. be self-sufficient -- that is, to meet their own needs, to the extent they are able, in their own way and without inhibiting others' opportunity to do the same;
- B. fulfill their responsibilities to contribute to the "common good" by actively participating in opportunities to impact all members of society positively, and to create a more equitable world.

Godfrey-Lee Public Schools seeks to unleash the creative passion of individuals and teams to spark innovative programs as well as professional and student learning.

Through the work of our district-wide, human-centered design process, the following **learner concepts** were identified and shall be considered in the design and delivery of learning processes and supports:

1. **Student choice** - all students have a need to experience the opportunity of **choice** and be able to express **student voice** in their learning.

2. **Socialization** - learning is experienced at a higher level when students are engaged through communication and collaboration with other learners.
3. **Culture of equity, acceptance and belonging** - learners benefit from a culture where everyone feels accepted and a sense of belonging regardless of their background, differences, or achieved level of learning.
4. **Schools and parent communication/relationship** - for learners to prosper a continuous two-way method of communications between schools and parents must be evident, and parents must be supported to assist with their child's education.

## 2131 - EDUCATIONAL OUTCOME GOALS

The mission of the District is to provide quality learning experiences for all of students. Based on the district-wide work using the human-centered design process, the Board of Education believes the mission is being accomplished when there is valid evidence that its educational and extracurricular programs are making it possible for students at every grade level to achieve high levels of the following **6C's Learner Profile** outcomes, commensurate with their age, ability, and strengths and interests. The intent of all learning activities is to support student progression to the highest levels of collaboration, communication, content, critical thinking, creative innovation, and confidence so that each student creates meaning and demonstrates new knowledge and skills in ways that are specific to the student's life, experience, goals and strengths.

### GLPS 6C's Learner Profile

Level	Collaboration	Communication	Content	Critical Thinking	Creative Innovation	Confidence
4	Building it together	Tell a joint story	Expertise	Evidence	Vision	Dare to fail
3	Back and forth	Dialogue	Making Connections	Opinions	Voice	Calculated risks
2	Side by side	Show and tell	Wide breadth/ Shallow understanding	Truths differ	Means-end	Where do I stand?
1	On my own	Raw emotion	Early learning/ Situation specific	Seeing is believing	Experiementation	Barrel on

Adapted from the work of Roberta Michnick Golinkoff, Ph.D., and Kathy Hirsh-Pasek Ph.D and the GLPS HCD Learner Profile Team. More detailed explanation of each level can be found in their book, *Becoming Brilliant: What Science Tells Us About Raising Successful Children*. American Psychological Association. 2016

The Superintendent is charged with the responsibility for establishing a culture of learning by providing, through the District's curriculum and school improvement plans opportunities for each student to accomplish these goals, as well as a valid engaging means for assessing the extent to which each is accomplished. The Board believes that all students in this district will be able to demonstrate learning not simply by traditional examination but through demonstration and public exhibition.

Student achievement of these **6C Learner** goals represents the Board's highest priority, and they are the "why" of learning in Godfrey-Lee. This is the highest priority, as well, for the administration and for all members of the staff. These goals and methods of assessment shall be communicated clearly and frequently to staff, students, parents and the community at-large, and the human-centered design process shall be utilized to review and, if necessary, update these goals consistent with technological and societal progress. The role of the teacher, in collaboration

with the students, other team members, administrators, parents, and community members is to craft the “how” and the “what” of these **6C Learner** goals, using design thinking in the process.

## 2132 - EDUCATIONAL PROCESS GUIDING PRINCIPLES

In order to achieve the district learning outcome (6Cs) goals, the Board of Education has adopted the following 10 principles to authorize and encourage learning experiences within the following guiding framework for teaching and learning processes (from the work of Rob Glass, as published in *MASA Leader*, Winter 2017, 10-12):

1. The curriculum makes time for **depth** by thoughtfully managing the number of standards (**‘less is more’** concept).
2. **Content** knowledge, while important, ceases to be the primary learning outcome, becoming a vehicle or road network to support **higher levels of thinking** (application, analysis, synthesis, evaluation, creation **and the rest of the 6Cs**).
3. Deep **student ownership** and control of learning; teaching shifts to **facilitation**.
4. **Strong, caring relationships** and very high levels of **collaboration** among and between staff and students.
5. A culture that embraces **risk-taking in the learning process** believing that sometimes more is learned from failure than success.
6. Project-based and inquiry-based interdisciplinary learning boosts **critical thinking and creativity** by allowing students to frame problems and construct their own solutions.
7. Learners are **connected to the world** outside of the school through current technology as well as personal experiences.
8. Engagement in **meaningful work** that increases learner engagement, passion and motivation.
9. Technology tools are readily available and easily accessible to support **personal learning**.
10. Staff share a commitment to a small set of clearly understood, annually identified, generally agreed upon, non-negotiable instructional goals.

The district has firmly adopted the human-centered design process with the express desire it be utilized to build strengths and address challenges at all levels, be a part of adult professional learning, and become a critical teaching and learning tool for the achievement of the district’s philosophy (2110), learning goals (2131) and guiding principles (2132).

IDEO’s *Design Thinking for Educators*, (<http://designthinkingforeducators.com/>) and its accompanying *Designer’s Workbook*, is one tool that will be used to **embed a culture of human-centered design thinking throughout the district**. The five interactive and iterative of design thinking as expressed in *Design Thinking for Educators* and adopted by the district are:

1. **Discovery:** I have a challenge; how do I approach it? - Understand the challenge, prepare research, and gather inspiration
2. **Interpretation:** I learned something; how do I interpret it? - Tell stories, search for meaning, and frame opportunities
3. **Ideation:** I see an opportunity; what do I create? - Generate ideas and refine them
4. **Experimentation:** I have an idea; how do I build/create it? - Make prototypes and get feedback
5. **Evolution:** I tried something new; how do I iterate or evolve it? - Track learnings and move forward