



WSD Board Workshop

Winter 2018

FEBRUARY 23, WENATCHEE SCHOOL DISTRICT HQ
WENATCHEE, WASHINGTON

Facilitated by Colin Brine





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Workshop Agenda

FRIDAY FEBRUARY 23

8:00	-	8:20	Welcome Hospitality Light Breakfast & Beverages
8:20	-	8:30	Begin Welcome, Introductions, Context
8:30	-	9:30	Realize - <i>to grasp or understand clearly</i>
9:30	-	10:00	Remember - <i>to retain in the memory, keep in mind, remain aware of</i>
10:00	-	10:15	Break
10:15	-	10:45	Review - <i>a viewing of the past; contemplation or consideration of past events, circumstances, or facts.</i>
10:45	-	11:45	Re-Imagine - <i>to form a mental image of something not present to the senses</i>
11:45	-	12:15	Lunch
12:15	-	1:30	Executive Session
		1:30	End



Meet Your Facilitator

COLIN BRINE

Be Clearly co-founder Colin Brine brings to his facilitation a passion for guiding leaders and their teams to new levels of excellence. Colin's experience as a valued and trusted advisor for a range of organizations led to his co-development of the *Be Clearly* clarity method.

Prior to his career as a facilitator and coach, Colin served as a principal and head of the consulting services division of an accounting and consulting firm, where he built a reputation for helping leaders achieve and apply clarity. For over 30 years, he has provided consulting services in the areas of organizational development, process improvement, technology, business organization, planning and facilitation.

Colin is a graduate of Central Washington University, formerly certified and licensed as CPA for over 25 years, formerly licensed as a Coast Guard Master for over 10 years, a graduate of the Disney Institute in Leadership Excellence, certified as an Upstream Academy Leadership Guide, and is certified as a John Maxwell Team Speaker, Coach and Teacher. He has been a recipient of two humanitarian awards and has served as a leader in Rotary and as a board member and advisor for numerous non-profit organizations.

Colin and his wife Lynda reside in Wenatchee where the two of them are the proud parents of Jake 16, Torin 15, Berkeley 13 and Kikkan 10. Colin and Lynda are avid road and mountain bike riders, as well as Nordic and alpine skiers taking advantage of north central Washington's outdoor playground.

BE About Be Clearly

Be Clearly is a Leadership Consultancy comprised of speakers, facilitators and coaches passionate (some would say fanatical) about engaging people with purpose and possibility in what we call "PeopleCraft". PeopleCraft is more than a brand - it's the reason we exist, the way we work and the product we deliver - all in one word.

We help visionary leaders - and the forward-looking organizations they serve - Bring People Together for Good.



Core Principle

We believe in the astonishing power of people—especially people working together—and that most human potential is untapped.



Core Passion

We are passionate about results—in particular what people achieve when they connect, align, and apply the best of who they are.



Core Purpose

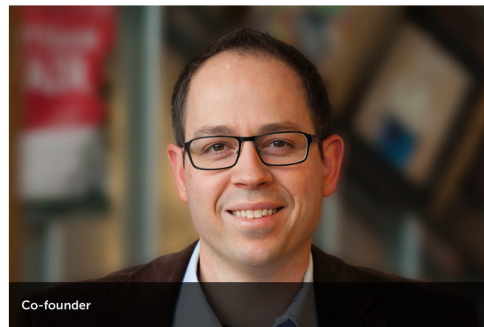
We help leaders unleash the potential of people through the art of engagement—bringing people together for good.

Colin Brine



Colin Brine is a seasoned facilitator, coach, and strategist with more than 25 years of experience as a trusted thought partner and architect of organizational change.

Ben Field



As a strategist with experience in marketing, design, and technology, Ben Field specializes in communications and the deployment of engagement efforts.



Realize Notes



Remember Notes



Review Notes



Re-Imagine Notes



We are on a quest to personalize education.

OUR PURPOSE IS **PREPARING STUDENTS.**

Education is a relationship business.

Students are grown, not manufactured.

We work better together.

Every student is an individual.

Students care when we care about them.

We help students to help themselves.

All we do is built upon by others.

OUR DAILY DISCIPLINE IS **PEOPLE FIRST.**

Promote learning by doing.

Nurture relationships that inspire learning.

Create student centered learning environments.

Create flexibility within structure.

Connect with the community.

See beyond school.

Think tools and resources, not "technology."

FOUR PILLARS OF CHANGE

Design the human centered education system of the future.	Tap the power of our whole community.	Use the best tools and resources to advance learning.	Balance change for all with excellence for all.
<ul style="list-style-type: none"> flexible personalized learning model students exploring career paths hands on project learning more positive and safe learning environments more collaborative working environments facilities that support optimal learning 	<ul style="list-style-type: none"> skilled volunteering opportunities citizen-student mentoring partnerships with businesses more engagement of parents 	<ul style="list-style-type: none"> personal technology devices for learners blended learning environments (face-to-face + electronic) highly trained and engaged staff the right tools and resources for staff 	<ul style="list-style-type: none"> continuous improvement of service quality sound fiscal and resource management high student achievement professional excellence



WL Community Vision for Learning



IDENTITY who we aspire to be at our best

(timeless)

We treat each person as an individual.

- "Give me what I need, when and how I need it, to learn at my best."
- "Give me the individual attention and help I need to learn successfully."
- "Give me the individual freedom I need to learn at my own pace."
- "Give me the choices and opportunities that suit me best."

We include everyone.

- Provide opportunities and support for disadvantaged or struggling learners.
- Recognize diversity in talent, potential and needs.
- Provide appropriate education for a wide variety of learners.
- Ensure that all learners receive a high quality learning experience.

We grow the entire person.

- academic, physical, moral, social, emotional growth
- independence, self-reliance, personal responsibility
- productivity, work ethic, basic life skills
- compassion, character, ethics, respect, personal growth
- citizenship, involvement, community engagement
- self-awareness, self-esteem, self-confidence
- a well-rounded, whole child approach

We prepare people for the future.

- learning non-academic skills
- learning 21st century skills
- learning global awareness
- learning to learn for life
- learning goal achievement and self-direction
- developing a taste for success
- focus on specific trajectories (e.g., college, careers)

We make learning relevant and useful.

- Learners know (and see) the value of what they are learning.
- Learners understand & remember enough to build on what they've learned.
- Learners gain specific skills that can be put to use beyond school.
- Learners can apply learning to specific career, life and higher-ed choices.
- Learners gain life skills and do extra-curriculars that support well-being.

We do the basics really well.

- reading and writing
- mathematics and science
- learning to learn
- basic life skills
- building on foundations



DIRECTION the future we choose for local learning

(2027)

More Well-Rounded Preparation for the Future

Fuller Range of Subjects: A comprehensive set of subjects that adequately prepare more students for varied futures.

Better Development of the Whole Person: A broader definition of learning that includes academic, social, physical, emotional, mental, moral and vocational growth.

Mastery of a Wider Range of Skills for Life: A broader set of learning goals that includes universal skills to be mastered for success in life.

Shift to Learning by Application: More learning experiences where students apply what they learn hands-on, in relevant and interesting ways.

More Human Centered Learning Systems

Greater Collaboration in the Learning System: More teamwork between and among students, educators, staff, administrators and parents.

Positive Learning Support Relationships: Wider range of healthy relationships that support student learning, with better defined roles.

More Options in When and Where Students Learn: Infrastructure and opportunities that allow for varied schedules and learning environments.

More Involvement by Businesses and Citizens: More active roles in learning for organizations and individuals outside of the system.

Greater Investment in Educators, with Higher Expectations: Greater empowerment of educators as respected community professionals.

More Flexibility in How to Pursue Results: Firm expectations for what (and whether) students learn, with flexibility in how they learn and are taught.

More Continuous and Individual Learning Careers

Individual Ownership of Learning Success: More personal responsibility by students for their careers as learners.

More Learner Choice in Career Path Decisions: More choices for students that help them prepare for their own futures.

Improved Continuity of Learning Careers: Stronger connections from year to year that enable uninterrupted flow of learning progress.

Individual Support/Guidance for All Students: More active one-on-one mentoring and advocacy for each student's long term success.

More Personal/Personalized Learning Tools/Technology: More tools and technology that expand learning possibilities.

Individually Paced Learning: Learning systems that allow each student to progress at their optimal pace to achieve mastery.

Availability of Optional Specialized Tracks: More opportunities to pursue learning tracks that revolve around skills, interests and career possibilities.



PATH strategies & solutions to achieve our vision

(next 15 years)

Over the next 15 years we will have ...

- ... redesigned learning objectives to promote well-rounded growth, knowledge, and skills for life in the 21st century.
- ... transitioned to relevant, engaging, hands-on project learning experiences.
- ... made positive relationships and teamwork a part of learning wherever it takes place, bridging all participants and groups.
- ... reworked learning environments and scheduling to create better flexibility for learners.
- ... earned a reputation for highly engaged learning professionals prized for their mastery and innovation.
- ... made involvement by citizens and businesses a widespread, integrated part of our local learning systems.
- ... established continuous individual learning careers owned by students and guided and supported by others.
- ... integrated personal learning technology into every aspect of the learning process.
- ... replaced age-based grade levels with individually-paced progress in a range of subject areas.
- ... piloted and implemented a series of specialized academies for varied career paths.

We will begin by focusing on these areas:

Designing the Education Delivery System of the Future

- students learning at their own best pace
- students exploring career paths
- year round school
- hands on project learning
- more positive learning environments

Tapping the Power of the Whole Community

- skilled volunteering opportunities
- citizen-student mentoring
- partnerships with businesses
- more engagement of parents

Using New Technology to Improve Learning

- electronic tablets for learners
- internet enhanced instruction

Wenatchee Learns Charter

Wenatchee Learns™

wenatcheelearns.com

A REVOLUTION IN HOW WENATCHEE PLANS FOR AND SUPPORTS EDUCATION

We know that if Wenatchee is to thrive in a changing world, we must rewire local learning for a global future. Now we have a chance to do just that – and to do it together. Welcome to a new approach to education – one that brings students, citizens and learning professionals together to design the future of learning in Wenatchee – and to help build and support that future. Welcome to Wenatchee Learns.

1 District leaders and advisors architect a whole-community approach to education.

We envision a Wenatchee renowned for world class education – and a local culture that values excellence in learning and is committed to success for all.

To achieve this vision, we need a new approach to education – one that is built on lasting relationships with members of our community who care about learning.

Wenatchee Learns will combine the ideas, energy and efforts of all stakeholders – not just learning professionals – to create a future we all own and support.

2 A cross section of Wenatchee citizens come together to plan for and support learning.



3 Students, citizens and learning professionals jointly design the future of local learning.



OUR IDENTITY
the best of who we are – as well as the cultural standards and practices that support our best



OUR DIRECTION
a bold, long-range vision for our shared educational future, owned by a broad range of local voices



OUR PATH
significant advances in learning that touch us all and that we can all contribute to in our own way



OUR ACTION
hands-on projects and changes in education that allow everyone to help make our vision real

4 Wenatchee establishes a permanent, community-driven approach to learning success.

✓ In Wenatchee, we are known for education that's **world class**.

✓ In Wenatchee, **thriving students** create a **thriving community**.

✓ In Wenatchee, we don't just talk, we get **involved** in education.

✓ In Wenatchee, our citizens are **educated** about education.

✓ In Wenatchee, our community directly impacts student **success**.

✓ In Wenatchee, our community is **proud** of our educational system.

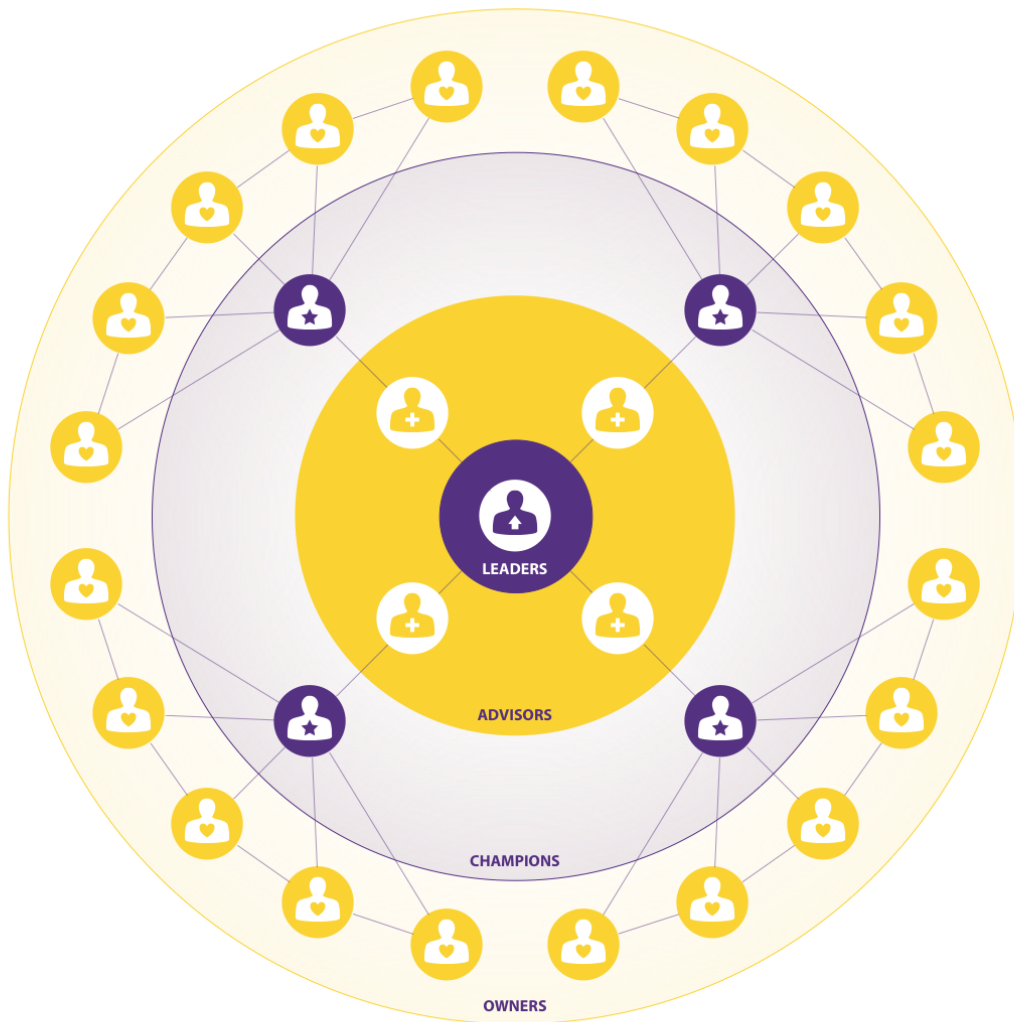
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Revised July 25, 2011

Wenatchee Learns Relationship Structure

Wenatchee Learns™

Relationship Structure



The School Board and Superintendent **lead from the center** (as opposed to the top) gathering views, listening and understanding community insights and aspirations.

Advisors serve not only in an advisory capacity but as a **conduit to maintain relationships in the community**. They lead by **listening and advocating** for local learning.

The leadership layers help to **foster relationships** – for the purpose of **collaboration and interaction** (in comparison to traditional public comment).

Every Owner connects with a Champion, and **every** Champion connects with an Advisor – forging **lasting connections** for constructive conversation.

Owners interact with Champions **and with one another**, **exploring** views and ideas **together** in preparation for **working together** to create and support change.

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Revised September 20, 2011

WL FAQ

Wenatchee Learns™ Frequently Asked Questions

Q: What is Wenatchee Learns?

A: Wenatchee Learns is a revolution in the way Wenatchee plans for and supports education. It brings students, citizens and learning professionals together to design the future of learning in Wenatchee – and to participate in building and supporting that future. It's an enduring, inclusive, relationship-based approach to learning that transforms Wenatchee from a city with schools to a Whole Learning Community.

Q: Why Wenatchee Learns – and why now?

A: We believe that students truly are the future. But we aren't effectively reaching all our students today, and experience proves that we must do something different and significant to meet not only today's challenges but to transform our education system to prepare students and our community for a rapidly changing global future. A consciousness gap currently exists between our citizens and our school system – a gap that must be filled if we are to thrive. Wenatchee Learns is a way for all of us in Wenatchee to combine our voices, creativity, passion, and talent on behalf of the future we all share – a future made possible by learning. This is our moment.

Q: Who is involved in Wenatchee Learns?

A: Wenatchee Learns is designed to include the voices of thousands of members of our community. The Wenatchee School Board and the Superintendent are leading the campaign – supported by two dozen community Advisors, local consultants from be,clearly, and many passionate Champions of local learning.

Q: How is this effort different?

A: Wenatchee Learns is an entirely new way to plan for and support education based on enduring relationships with citizens. Unlike traditional outreach, a much larger portion of the community is meaningfully involved – which leads to common clarity, ownership and commitment. With Wenatchee Learns, citizens have an active role in shaping the future, not merely a voice.

Q: How long will this project last?

A: The initial launch of Wenatchee Learns will run through the end of 2011 and into the beginning of 2012. But the relationships and conversations we foster in our community will not end with the campaign. Wenatchee Learns is a permanent asset for our Whole Learning Community.

Q: When and how will we begin to see changes in education?

A: Wenatchee Learns will move fast, spinning off innovations and projects before the end of the year. But the process is based on a series of questions that build on each other – questions that must be answered step by step and together as a community if we are to gain common clarity about our vision for learning. In that sense, Wenatchee Learns is a marathon, not a sprint.

Q: How can I make a difference?

A: As the District poses questions, we invite you to talk about them with your family, friends and coworkers using the Conversation Cards available at any school or around town (look for the purple mailboxes). Or visit wenatcheelearns.com/input to add your input online.

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Our Shared Learning Identity

Summary: Our Shared Learning Identity

Wenatchee Learns

WENATCHEE'S LEARNING IDENTITY

When we are at our best, we are working together to prepare each and every person for the future, knowing that everyone's success depends on the well-rounded growth of individual learners.

OUR IDEALS AS A WHOLE LEARNING COMMUNITY

<p>We treat each person as an individual.</p> <ul style="list-style-type: none"> · "Give me what I need, when and how I need it to learn at my best." · "Give me the individual attention and help I need to learn successfully." · "Give me the individual freedom I need to learn at my own pace." · "Give me the choices and opportunities that suit me best." 	<p>We include everyone.</p> <ul style="list-style-type: none"> · Provide opportunities and support for disadvantaged or struggling learners. · Recognize diversity in talent, potential and needs. · Provide appropriate education for a wide variety of learners. · Ensure that all learners receive a high quality learning experience.
<p>We grow the entire person.</p> <ul style="list-style-type: none"> · academic, physical, spiritual, social, emotional growth · independence, self-reliance, personal responsibility · productivity, work ethic, basic life skills · compassion, character, ethics, respect, personal growth · citizenship, involvement, community engagement · self-awareness, self-esteem, self-confidence · a well-rounded, whole child approach 	<p>We prepare people for the future.</p> <ul style="list-style-type: none"> · learning non-academic skills · learning 21st century skills · learning global awareness · learning to learn for life · learning goal achievement and self-direction · developing a taste for success · focus on specific trajectories (e.g., college, careers)
<p>We make learning relevant and useful.</p> <ul style="list-style-type: none"> · Learners know (and see) the value of what they are learning. · Learners understand and remember enough to build on what they've learned. · Learners gain specific skills that can be put to use beyond school. · Learners can apply learning to specific career, life and higher-ed choices. · Learners gain life skills and do extra-curriculars that support well-being. 	<p>We do the basics really well.</p> <ul style="list-style-type: none"> · mathematics · reading · writing · basic learning skills · building on foundations

IDENTITY DEFINED

Our *identity* is *who we are* – particularly who we are at our best. Identity is an ideal view of ourselves – but one based in reality and experience. By making clear what should not change, it serves as a solid foundation for responding to what can and must change – a foundation that frees us to adapt the way we operate for optimum success in a changing world. A clear identity makes it possible to choose an ideal future, play to our strengths and tap our full potential. Our identity is a shared foundation for success.