Student-Centered Learning: Feedback Workshop

Project goal: Provide an opportunity for advocates to come together to find ways to create a more student-centered learning ecosystem in Minnesota

What does the project entail?

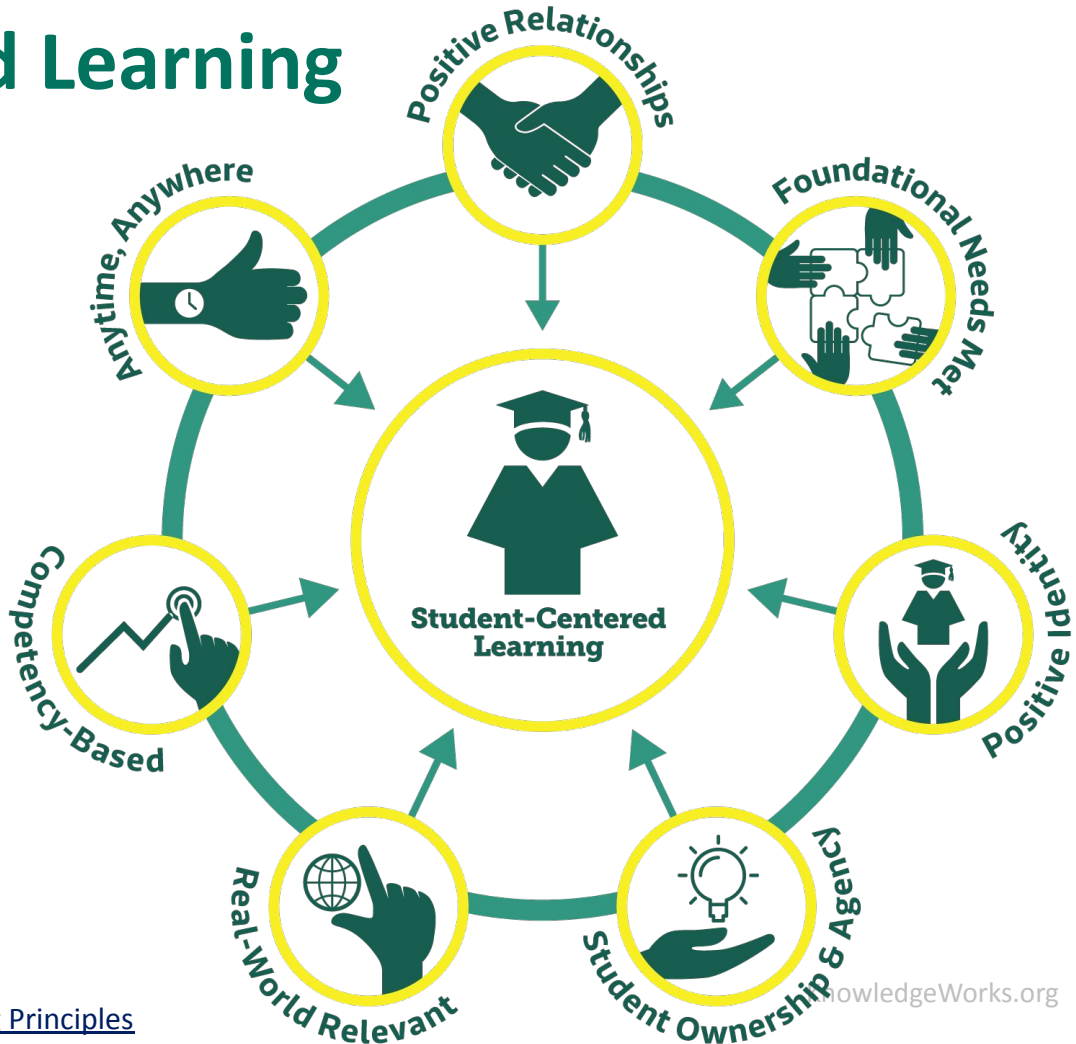|	Stakeholder Input and Data			Research and Recommendations	
Focus on student-centered learning	Stakeholder survey	Uncover themes	Workshops	Research existing policies and regulations	Recommendations for possible change

Meeting Objectives:

❏ **Uncover** trends from the AMSD/KnowledgeWorks survey

❏ **Envision** preferred future elements for student-centered learning

❏ **Discuss** current policy barriers to reaching an ideal future

Themes from the Survey

In Student-Centered Learning Spaces…

What and How We Surveyed

Issues contextualized within the context of student-centered learning

Questions based on KW's Policy framework, Ed Evolving's work & AMSD Priorities

Received feedback from stakeholders across the state

Survey Themes

Teacher and leader policies

Other barriers to innovation

State assessment structures

Student learning pathways

Funding

MDE structures

Envisioning Elements for a Preferred Future

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KnowledgeWorks

What are the benefits futures thinking?

Adopt a futures-oriented, systems change-focused mindset

Take a long-term view

Surface and examine our assumptions and biases

Pressure test plans and anticipate unintended consequences

Grapple with and make decisions amid uncertainty

Take a fresh look at opportunities and challenges

Set, refine, and stay grounded in preferred futures

Set a collaborative, inclusive path forward

A Preferred Future of Learning Should…

- Energize and excite you.

- Help you decide your next step or action in difficult situations.

- Reflect your highest aspirations.

- Be based in love and care and hope for your community.

Elements of a Preferred Future: Example and Activity

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Diving Deeper into the Data

Qualitative Data Quotes and Insights

- Digging into three big buckets:

  - **Teacher & Leader Policies** - training, licensure, professional development
  - **Culture of Innovation** - things that make it easier (or harder) to try new things (e.g., calendar requirements, seat time definition, the state's innovation zone)
  - **Assessments** - MN's existing system of state assessments

Qualitative Data Quotes and Insights

- Teacher & Leader Policies Insights:
  - Negative impact of existing licensure requirements
  - Lack of innovation in licensure, PD and training
  - Traditional teacher training orientation
  - State requirements aren't centered on students
  - Lack of training in evidence-based strategies (e.g., reading, literacy)

Qualitative Data Quotes and Insights

- Culture of Innovation Insights:
  - Too many requirements, hard to leverage existing flexibilities
  - Need flexibility within calendars, instructional time requirements
  - Innovation zone too restrictive, hard to get approval
  - Missing quality control mechanisms in areas like virtual learning

Qualitative Data Quotes and Insights

- Assessment Insights:
  - Questioning why MN hasn't pushed for flexibility from federal requirements
  - One-size-fits-all system, doesn't take into account student differences
  - Captures limited snapshot of student knowledge and skills
  - Places undue pressure on teachers and students
  - Takes time away from meaningful instruction

Considering Barriers to Implementation: Activity

In-Room Facilitation Instructions

- Walk among the categories in the room, providing insights on your experiences

- You may choose to stay in one area or move through all three

  - ***Teacher & leader policies**- training, licensure, professional development*
  - ***Culture of innovation** - things that make it easier (or harder) to try new things (e.g., calendar requirements, seat time definition, the state's innovation zone)*
  - ***Assessments** - MN's existing system of state assessments*

- Please focus on negative and positive experiences, "+1" when you see similarities, and feel free to offer potential solutions

Thank you!!

Anne Olson
olsona@knowledgeworks.org

Jon Alfuth
alfuthj@knowledgeworks.org

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