



## The North Kingstown VoG Design Team (Year 2)

### Meeting 4 – How is the Vision of a Learner shaping up?

**JANUARY 10, 2024 – 8:00AM – 2:00PM**

DRIVING QUESTION(s):	OUTCOMES/PRODUCTS:	SHIFTS COACH:
What do these skill categories look like/sound like/feel like in more specific and concrete ways? What does this tell us?	By the end of the workshop, we will have: <ul style="list-style-type: none"><li>• Updated the group about the current status of the work</li><li>• Drafted a list of sub-skills for each skill category</li><li>• Embarked on the process of drafting performance outcomes for each sub-skill</li></ul>	Abby Benedetto, Core Shifts  ➤email: <a href="mailto:abby@core-shifts.com">abby@core-shifts.com</a>  ➤web: <a href="http://www.core-shifts.com">www.core-shifts.com</a>

### Agenda & [SLIDES](#)

When	What	Who
8:00 – 8:15	<b>Welcome &amp; [re]Connections</b> <ul style="list-style-type: none"><li>• What do you want the story of 2025 to be for you?</li><li>• If you could choose one thing to focus on in your life for 2025, what would it be and why?</li></ul>	Whole group  partner/trios



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8:15 – 8:30	<b>Session Framing</b> <ul style="list-style-type: none"><li>• Holders of purpose &amp; possibility, keepers of the story</li><li>• Agreements/Mindsets</li><li>• Messy Middle</li></ul>	Whole group
<b>It's our 1 year anniversary! How did we get here?</b>		
8:30 – 9:00	<b>Quick Recap of our work together</b> <ul style="list-style-type: none"><li>• Important to be able to draw the thread</li></ul> <b>Where are we right now?</b> <ul style="list-style-type: none"><li>• What questions/thoughts do you have?</li></ul>	Whole group
9:00 – 9:15	<b>Any updates from community listening/engagement?</b>	Whole group
9:15 – 9:30	<b>What is the collective wisdom?</b> <ul style="list-style-type: none"><li>• Brainstorm of sub-skills for each category</li></ul>	Whole group





9:30 – 9:45	<b>Break</b>	
9:45 – 10:45	<p><b>Skill Group Work</b></p> <p>Step 1 (30 mins):</p> <ul style="list-style-type: none"> <li>• Review the post-its for your skill</li> <li>• Group, prioritize, and rank what you see, add anything that is missing</li> <li>• Create your proposed list of 1-3 sub-skills</li> </ul> <p>Step 2 (30 mins):</p> <ul style="list-style-type: none"> <li>• Look at examples from other VoG's – focus on your skill only, stick to sub-skills rather than <i>I can...</i> statements             <ul style="list-style-type: none"> <li>◦ <a href="#">Battelle for Kids – Portrait of a Graduate Gallery (many examples)</a></li> <li>◦ <a href="#">Amity Region 5</a></li> <li>◦ <a href="#">Coventry Public Schools</a></li> <li>◦ <a href="#">Fairfax County Public Schools</a></li> <li>◦ <a href="#">Farmington Public Schools</a></li> <li>◦ <a href="#">Holliston High School</a></li> <li>◦ <a href="#">Hudson School District</a></li> <li>◦ <a href="#">Laguna Beach Unified School District</a></li> <li>◦ <a href="#">Longmeadow High School</a></li> <li>◦ <a href="#">Lynnfield Public Schools</a></li> <li>◦ <a href="#">Mendon Upton Regional</a></li> <li>◦ <a href="#">Milton High School</a></li> <li>◦ <a href="#">Montville Schools</a></li> <li>◦ <a href="#">Shrewsbury Public Schools</a></li> <li>◦ <a href="#">Simsbury Public Schools</a></li> <li>◦ <a href="#">Springfield Public Schools</a></li> <li>◦ <a href="#">Stratford Public Schools</a></li> <li>◦ <a href="#">West Hartford Public Schools</a></li> <li>◦ <a href="#">Windsor Central (page 8)</a></li> </ul> </li> <li>• Discuss what you see</li> <li>• Revise your proposed list, if necessary</li> </ul>	Small groups





10:45- 11:00	<b>Whole Group Review &amp; Feedback</b> <ul style="list-style-type: none"> <li>Review each proposed list &amp; offer feedback: <ul style="list-style-type: none"> <li>Duplicate sub-skill? Where does it most belong? What is specific to this category?</li> <li>What is missing?</li> <li>What do you really like?</li> </ul> </li> </ul>	Whole group
11:00 - 11:30	<b>Revise &amp; Rework</b> <b>What does this tell us?</b> <ul style="list-style-type: none"> <li>Verb to verbs?</li> <li>questions?</li> </ul>	Small groups
11:30 - 12:00	<b>Lunch</b>	
12:00 - 12:10	<b>Energizer</b>	Whole group
<b>What are Performance Outcomes and how do they fit in this puzzle?</b>		





12:10 – 12:25	<b>Mini-Presentation</b> <ul style="list-style-type: none"> <li>• Performance Outcomes 101</li> <li>• Why Performance Outcomes?</li> </ul>	Whole group
12:25 – 12:35	<b>Design Sprint – Collaboration</b> <ul style="list-style-type: none"> <li>• High level verbs</li> <li>• Pick 1</li> <li>• <a href="#">FOLDER LINK</a> for collaboration outcomes</li> </ul>	Small groups
12:35 – 1:35	<b>Exploration Time</b> <ul style="list-style-type: none"> <li>• Performance Outcome <a href="#">drafting doc</a> – USE THESE RESOURCES: <ul style="list-style-type: none"> <li>○ Newest built out competency progressions <ul style="list-style-type: none"> <li>■ <a href="#">Future 9 Competencies</a> <ul style="list-style-type: none"> <li>• <a href="#">Progressions Framework</a></li> </ul> </li> <li>■ <a href="#">Building21</a></li> <li>■ <a href="#">Digital Promise</a></li> <li>■ <a href="#">XQ Competency Copy of 2 DII Learner Progression 2.5ies</a></li> </ul> </li> <li>○ Set of fundamental criteria for <b>UNDERGRADUATE</b> learning outcomes (this is what you might map backwards from) developed by faculty from colleges &amp; universities <ul style="list-style-type: none"> <li>■ <a href="#">AAC&amp;U VALUE Rubrics</a></li> </ul> </li> <li>○ Examples in Learning Progression form (drafts) <ul style="list-style-type: none"> <li>■ <a href="#">K-12 New England District Learning Progression</a></li> <li>■ <a href="#">Falmouth, MA “I am a CLIPPER”</a></li> <li>■ <a href="#">SFUSD</a></li> <li>■ <a href="#">Colorado DII Outcomes Draft</a></li> <li>■ <a href="#">JCPS Performance Outcomes</a> <ul style="list-style-type: none"> <li>• <a href="#">JCPS Performance Outcomes Revised</a></li> </ul> </li> <li>■ <a href="#">KDE Learning Progression</a></li> <li>■ <a href="#">Asia Society Global Competence Outcomes &amp; Rubrics</a></li> </ul> </li> </ul> </li> </ul>	Small groups



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	<ul style="list-style-type: none"><li>○ Individual Schools Performance Outcome Drafts<ul style="list-style-type: none"><li>■ <a href="#">PSI High Outcomes Draft</a></li><li>■ <a href="#">New Harmony High Performance Outcomes Draft</a></li><li>■ <a href="#">Katherine Smith Elementary (K-6)</a></li></ul></li><li>○ Social Emotional Learning/Social Justice Frameworks<ul style="list-style-type: none"><li>■ <a href="#">CASEL SEL Framework</a></li><li>■ <a href="#">LFJ Social Justice Standards</a></li></ul></li><li>○ Taxonomies<ul style="list-style-type: none"><li>■ <a href="#">Bloom's taxonomy</a></li><li>■ <a href="#">Webb's Depth of Knowledge</a></li><li>■ </li></ul></li><li>○ Interesting Skills-based Articles/Research<ul style="list-style-type: none"><li>■ <a href="#">Report on Self-Directed Learning</a></li></ul></li><li>○ <a href="#">Competency Folders</a></li></ul>	
1:35 - 1:45	<b>Process Moment</b> <ul style="list-style-type: none"><li>● Where are we landing?</li><li>● What was this process like for you?</li></ul>	
<b>Closing &amp; Appreciations</b>		





1:45 - 2:00	<b>Next Steps:</b> <ul style="list-style-type: none"><li>Continued work on Performance Outcomes/Learning Progressions</li><li>Focused Input/Feedback</li><li>Finding the skills where they already exist in the system</li><li>Community Communication</li></ul>	Whole group
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