

PROFESSIONAL GROWTH THROUGH CONNECTED PROCESSES

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WHERE THIS COMES FROM:

TEACHING K-12

TEACHER ED (UMN & UW)

MS DIRECTOR & K-12 WORK

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TODAY'S GOALS:

- 1. TAKE STOCK OF CURRENT INSTRUCTIONAL & CURRICULAR WORK AT YOUR SCHOOL,**
- 2. EXPLORE AREAS OF UNTAPPED CONNECTION BETWEEN THOSE AREAS,**
- 3. SEE ONE WAY OF ALIGNING THESE PIECES OF WORK, AND**
- 4. LEAVE WITH A FEW IDEAS AS TO HOW TO BETTER ALIGN INSTRUCTIONAL/CURRICULAR WORK AT YOUR OWN SCHOOL.**

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**CURRENT INSTRUCTIONAL & CURRICULAR WORK
AT YOUR SCHOOL**

**CURRENT INSTRUCTIONAL & CURRICULAR WORK
AT YOUR SCHOOL**

**TAKE A FEW MOMENTS TO WRITE DOWN
ALL THE PROCESSES OR SYSTEMS
AT YOUR SCHOOL THAT HAVE TO
DO WITH ACADEMICS, CURRICULUM,
FACULTY DEVELOPMENT, ETC.**

**CURRICULUM
REVIEW**

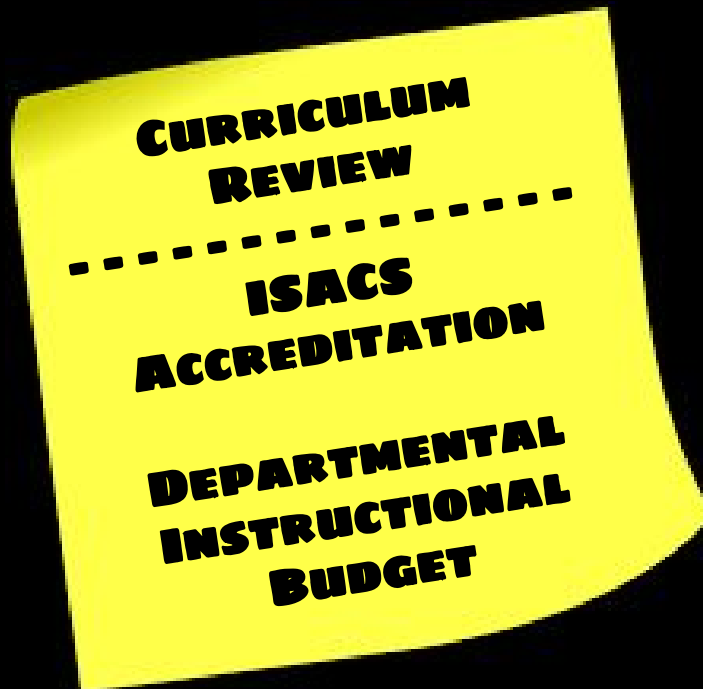
**LEAVE AT LEAST $\frac{2}{3}$
OF THE NOTE
FOR LATER!**

**CURRENT INSTRUCTIONAL & CURRICULAR WORK
AT YOUR SCHOOL**

**SHARE YOUR POST ITS WITH 2-3 PEOPLE AROUND YOU.
FEEL FREE TO ADD TO OR CHANGE YOUR ITEMS
IF YOU FORGOT/MISSED ONE.**

**CURRENT INSTRUCTIONAL & CURRICULAR WORK
AT YOUR SCHOOL**

FOR EACH POST IT, WRITE DOWN 1-3 **OTHER
SYSTEMS (THAT YOU HAVE ON OTHER POST IT
NOTES) THAT YOU THINK SHOULD BE CLEARLY
CONNECTED TO THE SYSTEM OR PROCESS AT THE
TOP.**



**SYSTEM/PROCESS
FROM BEFORE**

**1-3 OTHER SYSTEMS
YOU THINK SHOULD BE
CONNECTED TO
THE ONE UP TOP.**

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CONNECTION BETWEEN THOSE AREAS

**ISACS
ACCREDITATION**

STRATEGIC PLAN

**PROFESSIONAL
DEVELOPMENT**

**...IS A LARGE
PART OF
THE SELF
STUDY FOR...**

**DEPARTMENTAL
INSTRUCTIONAL
BUDGET**

**CURRICULUM
REVIEW**

**PROFESSIONAL
DEVELOPMENT**

**CURRICULUM
REVIEW**

**ISACS
ACCREDITATION**

**DEPARTMENTAL
INSTRUCTIONAL
BUDGET**

**...IS USED TO ADVOCATE FOR
CHANGES (ADDITIONS) TO...**

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ONE WAY OF ALIGNING THESE PIECES OF WORK

ONE WAY OF ALIGNING THESE PIECES OF WORK

PARTS OF THE WHOLE

**DISASSEMBLING & REASSEMBLING
EACH PART, WITH
*PERIPHERAL VISION***

REASSEMBLING THE WHOLE

PARTS OF THE WHOLE

**CURRICULAR
ARTICULATION**

**TEACHING
FRAMEWORK**

**INSTRUCTIONAL
EVALUATION**

**PROFESSIONAL
DEVELOPMENT**

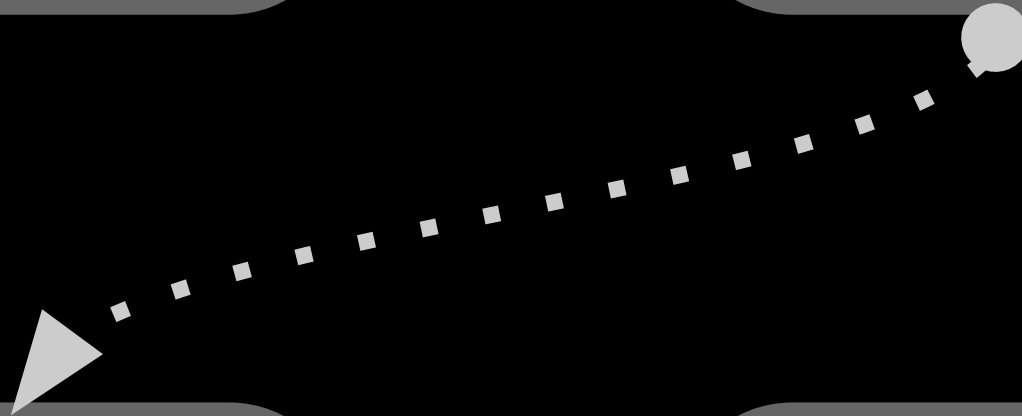
PARTS OF THE WHOLE

**CURRICULAR
ARTICULATION**

**TEACHING
FRAMEWORK**

**INSTRUCTIONAL
EVALUATION**

**PROFESSIONAL
DEVELOPMENT**



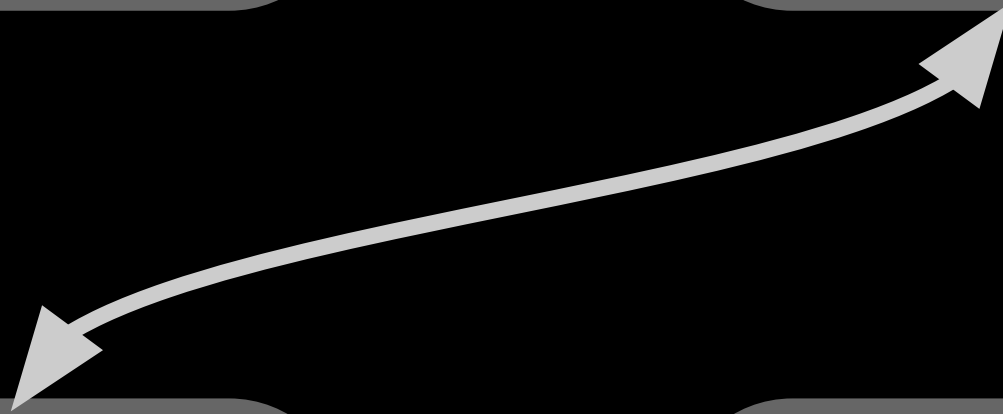
PARTS OF THE WHOLE

**CURRICULAR
ARTICULATION**

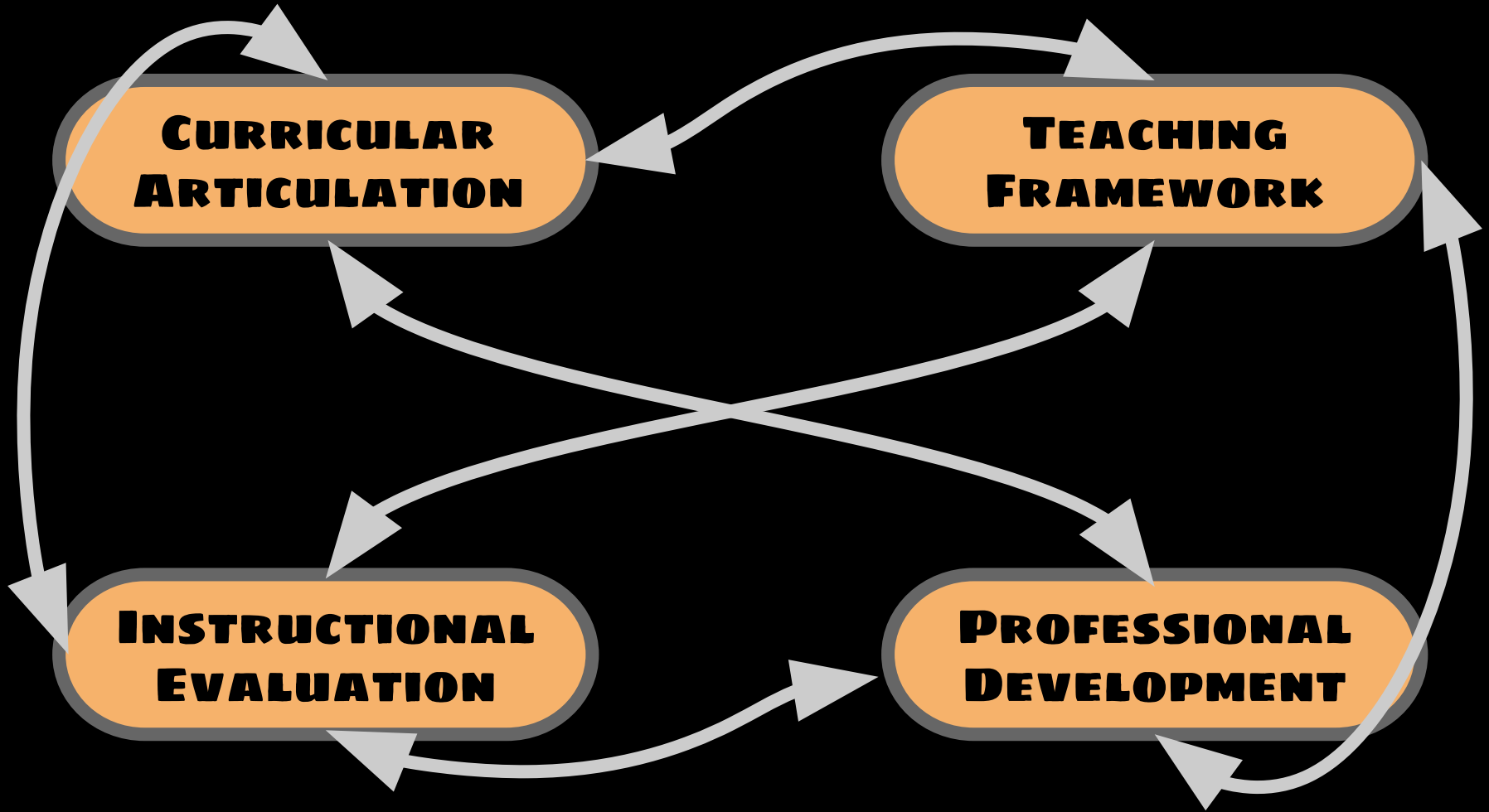
**TEACHING
FRAMEWORK**

**INSTRUCTIONAL
EVALUATION**

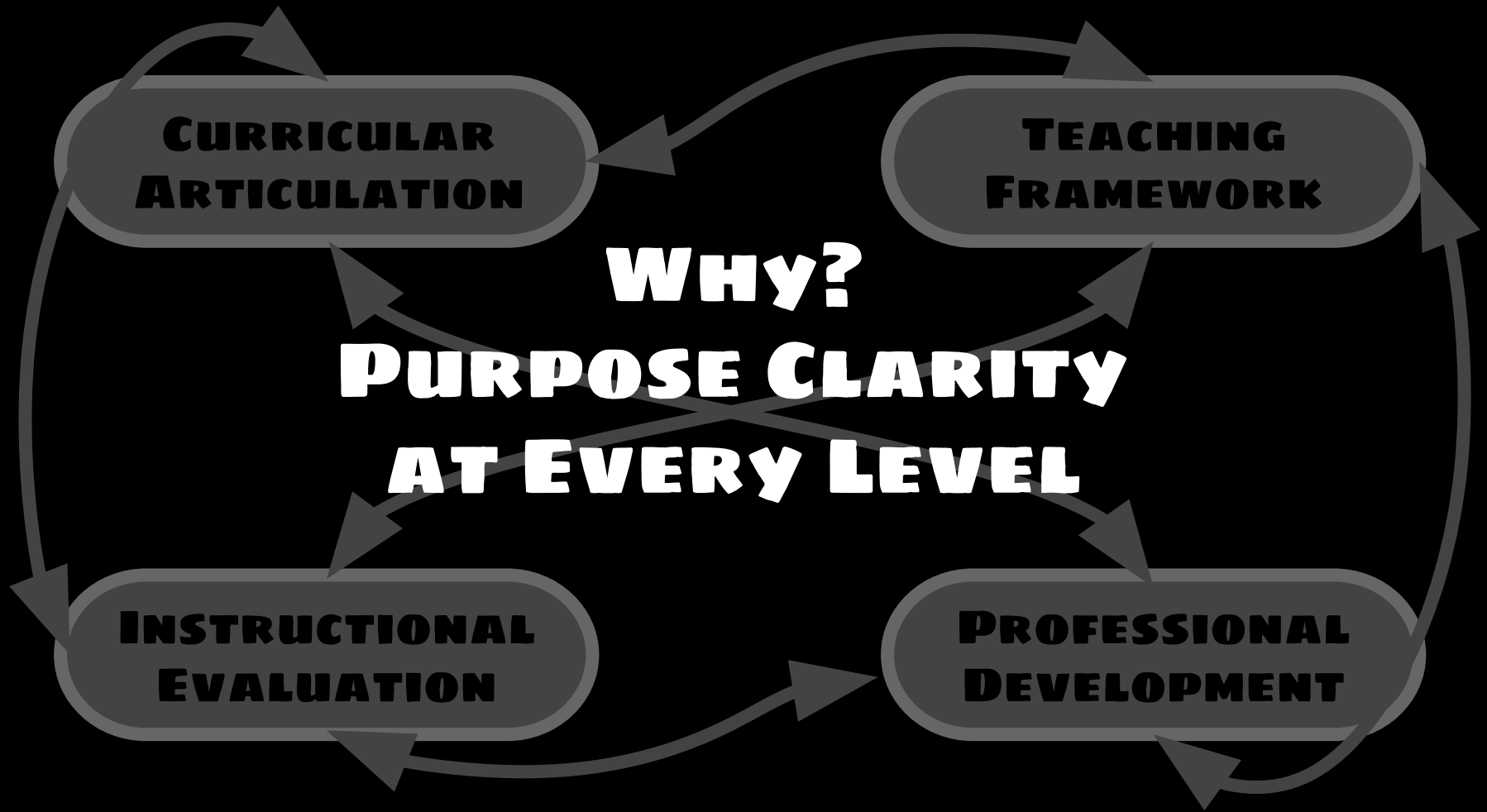
**PROFESSIONAL
DEVELOPMENT**



PARTS OF THE WHOLE



PARTS OF THE WHOLE



**TALENT
(RECRUIT + HIRE)**

**CURRICULAR
ARTICULATION**

**TEACHING
FRAMEWORK**

**PORTRAIT OF
LEARNER**

**SCHOOL
MISSION**

**ACCREDITATION
(ISACS)**

**INSTRUCTIONAL
EVALUATION**

**PROFESSIONAL
DEVELOPMENT**

**FACULTY/STAFF
LEADERSHIP**

ONE WAY OF ALIGNING THESE PIECES OF WORK

PARTS OF THE WHOLE

**DISASSEMBLING & REASSEMBLING
EACH PART, WITH
*PERIPHERAL VISION***

REASSEMBLING THE WHOLE

**DISASSEMBLING & REASSEMBLING
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CURRICULAR ARTICULATION

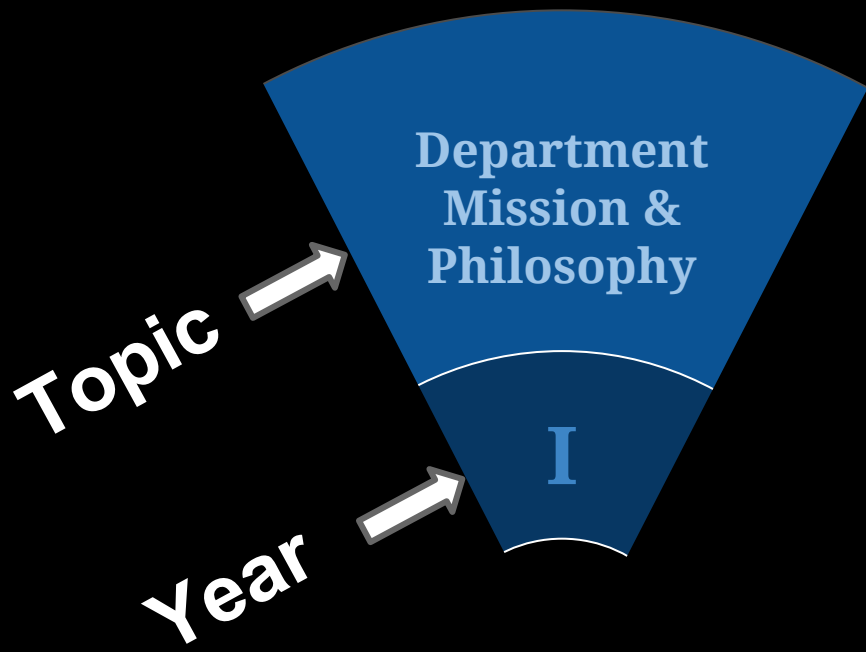
WHAT WE HEARD ABOUT FORMER PROCESS:

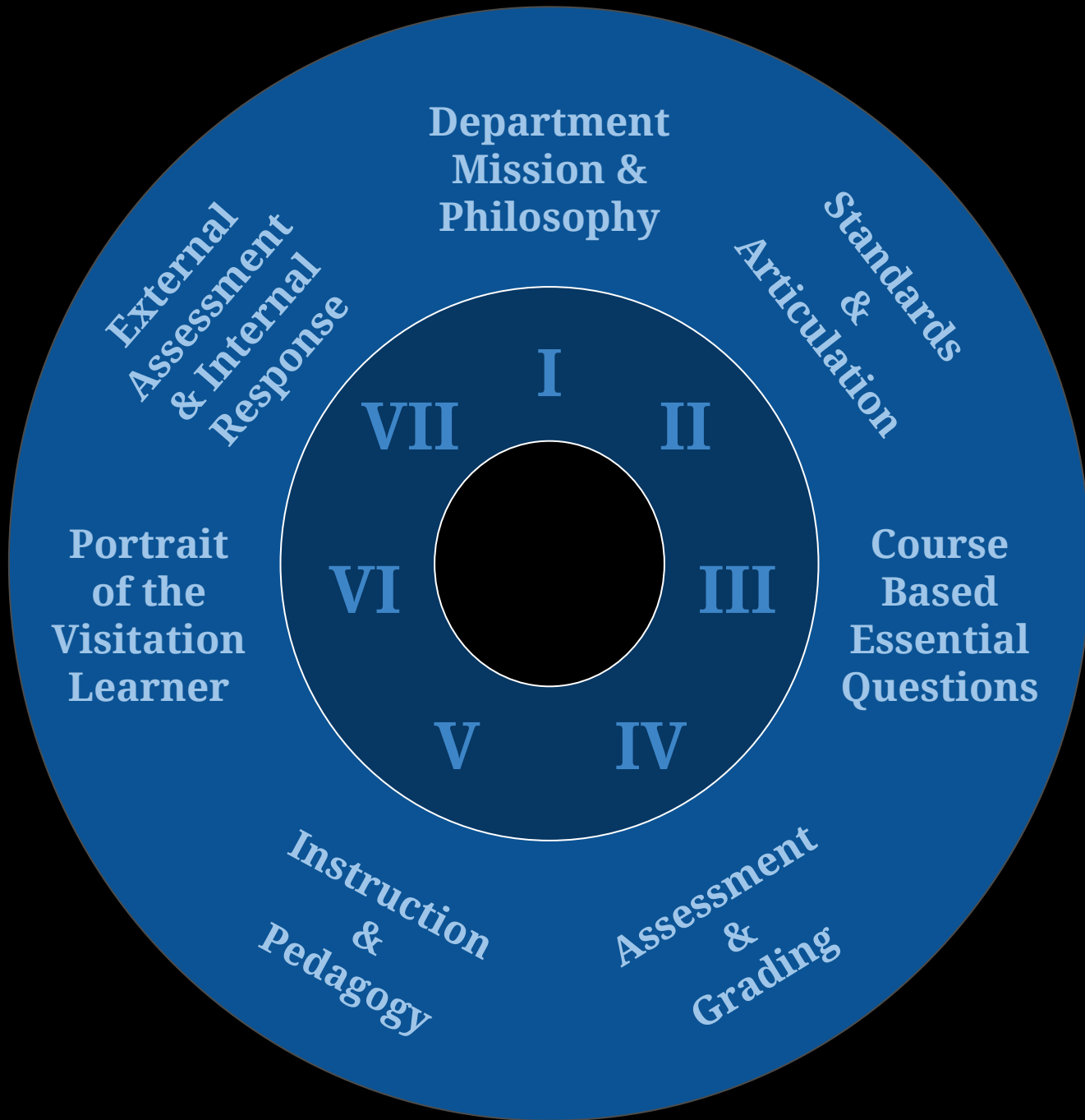
- **NEED FOR CLEAR TEMPLATE + EXPECTATIONS**
- **NEED MORE TIME TO HAVE MEANINGFUL CONVERSATION ABOUT THE TOPICS.**
- **THE WRITING YEAR IS RUSHED, LEAVES LITTLE TIME FOR OTHER TOPICS DURING YEAR.**
- **IT FEELS MORE ABOUT TASK COMPLETION (A PRODUCT) THAN THE PROCESS OF WORKING/GROWING AS A DEPARTMENT.**
- **FINISHED REVIEW DOC IS SELDOM USED.**
- **QUESTIONS ABOUT HOW P-LEARNING, ATLAS, ETC. ARE CONNECTED TO THE REVIEW.**
- **THE OVERALL PURPOSE IS UNCLEAR. IS THIS FOR ADMINISTRATION? ISACS? THE BOARD?**

CURRICULAR ARTICULATION

WHAT WE WE DECIDED IS NEEDED:

- **DEVELOP A CLEAR TEMPLATE.**
- **ALLOW MORE TIME FOR PROCESS.**
- **PROCESS SHOULD BE BASED ON MEANINGFUL CONVERSATION AND WORK.**
- **LESS FOCUS ON PRODUCT, MORE FOCUS AND SUPPORT FOR A PROCESS OF WORKING/GROWING AS A DEPARTMENT.**
- **MAKE THE PRODUCT MORE USEFUL AND ACCESSIBLE.**
- **MAKE THE PROCESS CONNECTED TO EXISTING TOOLS, EXISTING PROCESSES, PROFESSIONAL DEVELOPMENT, ETC.**
- **CLARIFY THE PURPOSE.**





ONE WAY OF ALIGNING THESE PIECES OF WORK

PARTS OF THE WHOLE

**DISASSEMBLING & REASSEMBLING
EACH PART, WITH
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REASSEMBLING THE WHOLE

REASSEMBLING THE WHOLE

**VISITATION
MISSION**

**PORTRAIT OF
VIS LEARNER**

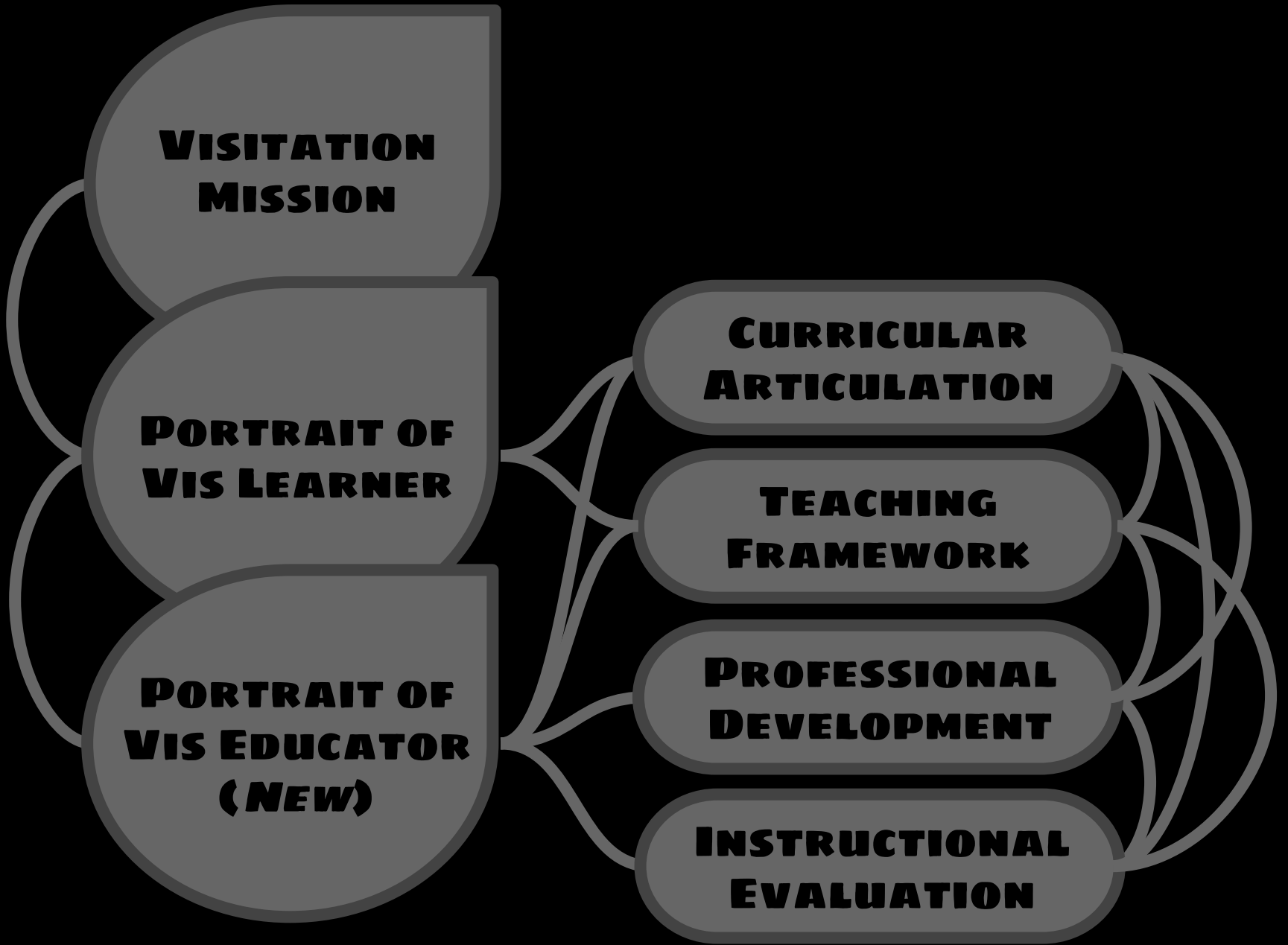
**PORTRAIT OF
VIS EDUCATOR
(NEW)**

**CURRICULAR
ARTICULATION**

**TEACHING
FRAMEWORK**

**PROFESSIONAL
DEVELOPMENT**

**INSTRUCTIONAL
EVALUATION**



**VISITATION
MISSION**

**PORTRAIT OF
VIS LEARNER**

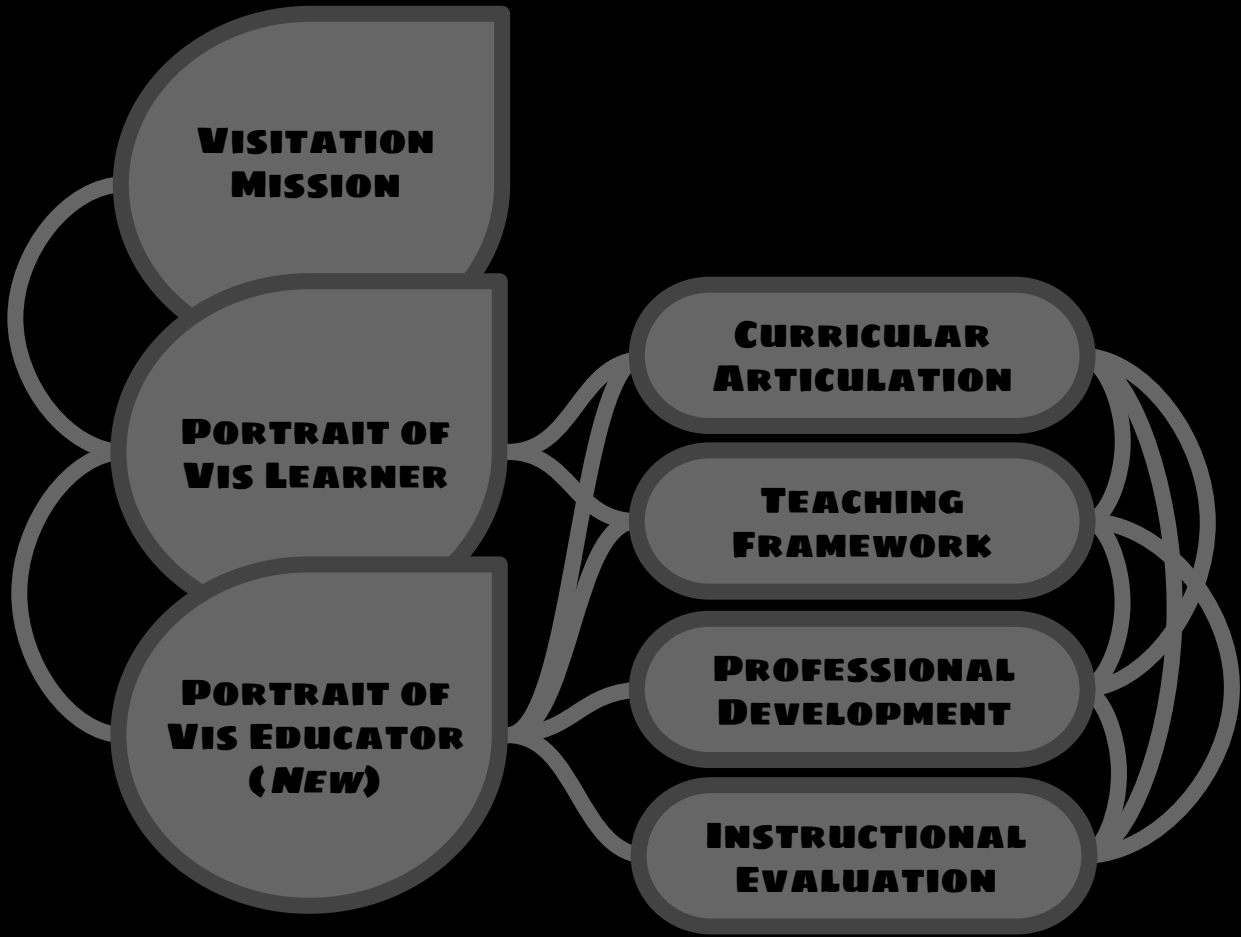
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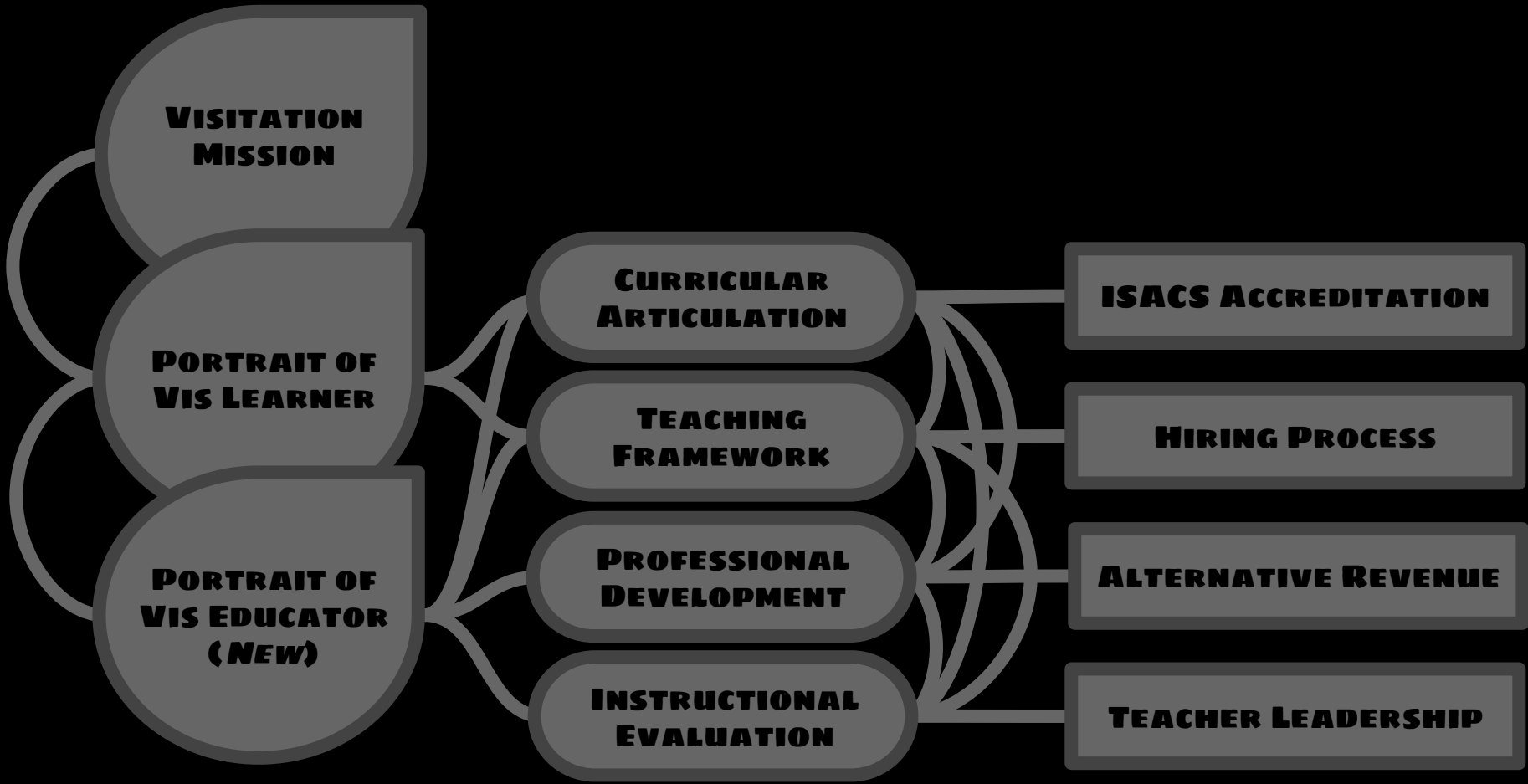
**CURRICULAR
ARTICULATION**

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GOAL = DISASSEMBLE & REASSEMBLE PARTS

**VISITATION
MISSION**

**PORTRAIT OF
VIS LEARNER**

**PORTRAIT OF
VIS EDUCATOR
(NEW)**

**CURRICULAR
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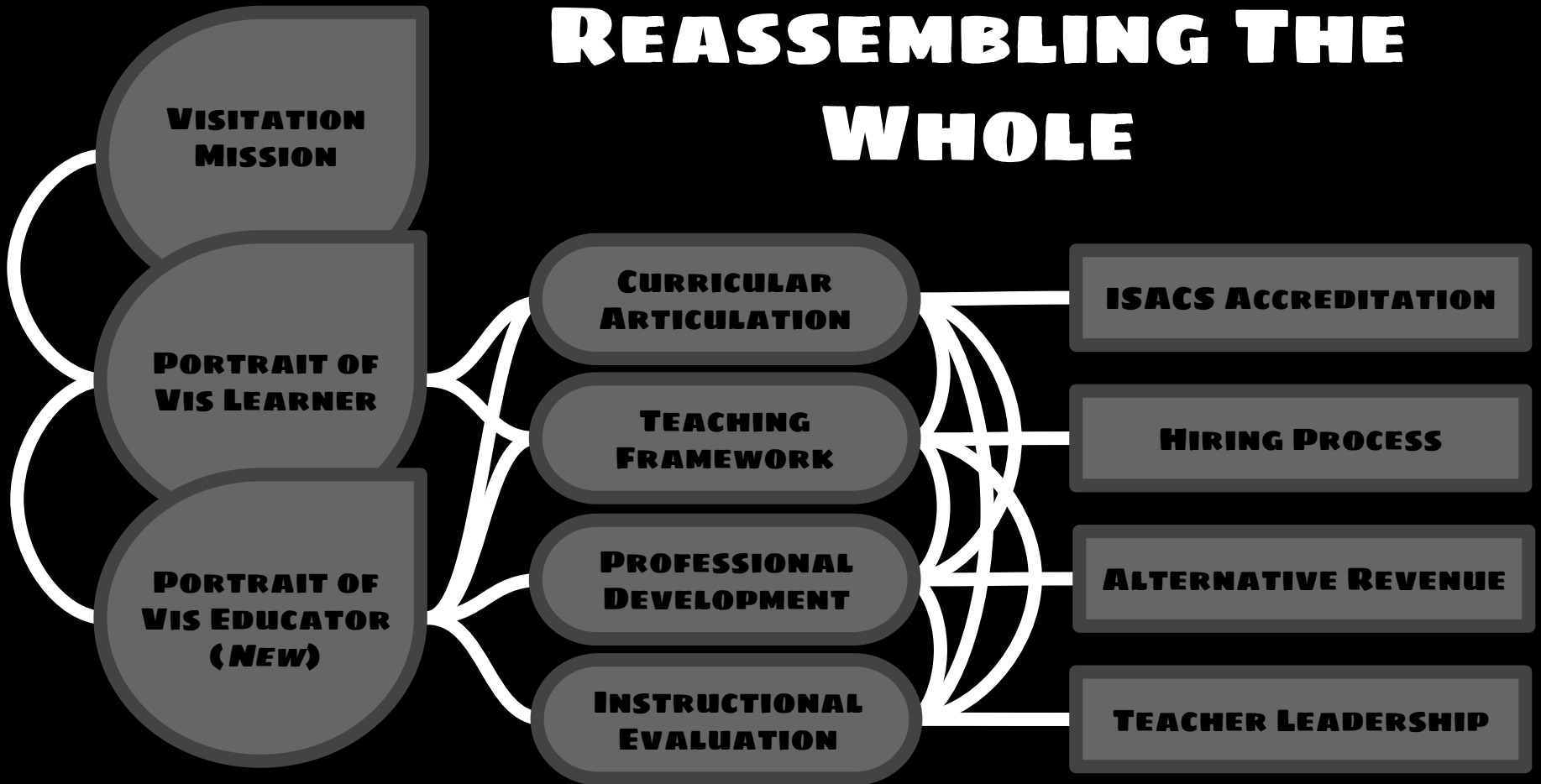
ISACS ACCREDITATION

HIRING PROCESS

ALTERNATIVE REVENUE

TEACHER LEADERSHIP

GOAL = REASSEMBLING THE WHOLE



ONE WAY OF ALIGNING THESE PIECES OF WORK

PARTS OF THE WHOLE

**DISASSEMBLING & REASSEMBLING
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REASSEMBLING THE WHOLE

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GO BACK TO YOUR MAP.

**WHAT CONNECTIONS ARE ALREADY OBVIOUSLY
TO EVERYONE? ACKNOWLEDGE THOSE
CONNECTIONS.**

**WHICH CONNECTIONS ARE THERE, BUT NOT
OBVIOUSLY TO EVERYONE? **BOX** IN THOSE
CONNECTIONS.**

**WHICH CONNECTIONS DON'T SEEM CLEAR EVEN
TO YOU?! **CIRCLE** THOSE CONNECTIONS.**

**WHICH PROCESSES DON'T HAVE CONNECTIONS
THAT SHOULD HAVE THEM? MAKE DOTTED
LINES...IN BLOOD (KIDDING ABOUT THE BLOOD).**

**A FEW IDEAS AS TO HOW TO BETTER ALIGN
INSTRUCTIONAL/CURRICULAR WORK AT YOUR OWN SCHOOL.**

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**GREAT PROCESSES DO
NOT RESULT IN A GREAT
SYSTEM FOR FACULTY
AND STUDENTS.**

**GREAT CONNECTIONS -
EVEN BETWEEN
MEDIocre PROCESSES
ARE MUCH MORE LIKELY
TO RESULT IN GREAT
EXPERIENCES FOR
FACULTY AND
STUDENTS.**

Why?

**A FEW IDEAS AS TO HOW TO BETTER ALIGN
INSTRUCTIONAL/CURRICULAR WORK AT YOUR OWN SCHOOL.**

START small ■

MAKE MAP.

MAKE VISIBLE.

DISASSEMBLE/REASSEMBLE PARTS.

RECONNECT WHOLE.

EMAIL OR CALL IF I CAN HELP!

651-683-1765

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