

Community Visioning Event Notes - Updated 10/22/18

Powerful Learning Experiences

- Personal Insight
- Renewed self-confidence
- Experiencing mistakes
- Challenge
- Reading
- Active learning
- Unexpected Source
- Listening
- Support
- Finding your strengths
- Honesty from a critical person/friend/colleague
- Pushing outside of comfort zone
- Challenging Assumptions
- Collaboration
- Hands-on
- Outside/immersion
- Emotional connection
- Fun
- Other perspectives
- Group power
- Intuition
- Letting go
- Reflection
- Appreciating blessings
- Insightful
- Teamwork
- Pride in result
- Open Ended
- Immersive
- Relevant
- Empathy
- Differentiated
- Liberating
- Failing, figuring out what may have led to failure, trying again, and repeating until successful
- Engagement
- Dynamic teaching styles
- Movement
- Outdoor learning
- Interaction with materials and teachers
- Learner feels valued, respected, listened to, and included
- Small Group
- An excellent teacher

What should Burroughs students know and/or be able to do when they leave?

- Kindness
- Confidence
- Empathy
- Respect
- Risk Taking
- Resilience/grit
- School can be fun
- Critical thinking – many different ways to do things, reasoning why, understand sources, analyze different perspectives
- Curiosity
- Reading comprehension
- Communication
- Basic Skills – reading, math, writing, history, 3 branches of government, other common knowledge
- Academic skills – note taking, organization/planners
- Computer skills – internet safety, judging information online, keyboarding skills
- Consistent skill set among peers
- Ability to learn independently – individualized, how I personally learn
- Social problem solving
- Presentation skills
- Articulate a point of view
- Talk to an adult
- Strong Writing skills
- Questioning skills
- Group – leading and following, healthy discourse
- Develop character
- Gratitude, forgiveness, apology, reconciliation
- Embrace failure and fears, face challenge, “I don’t know” is ok
- What to do with bullying – emotional courage
- Cultural competency
- Gender equity in education, preserving the voice
- Multiple intelligences and appreciation of others
- Pursuit of excellence
- Time management/self-management
- Research skills
- Conceptual knowledge solid before procedural
- Ask for help – don’t assume to quickly you do/don’t understand
- Successfully collaborate with others (of all abilities), negotiate, compromise, have confidence backed with evidence
- Effective communication skills
- Strong enough self-concept that they are not afraid to fail (or succeed)
- Global citizens
- Innovative Thinking
- Independent thinking
- Problem solving
- Collaboration
- Accountability
- Work Ethic

- Self-Awareness
- Be reading for algebra
- Digital Citizenship
- Life Skills
- Leadership skills
- Understand different points of view
- How to deal with challenges
- Discern between credible and not credible sources

What should learning look like?

- Flexible
- Multiple modalities
- Project based
- Collaborative
- Students engaged in learning
- Social learning
- Scaffolding and differentiation
- Non-linear (multiple pathways)
- Horizontal and vertical growth
- Differentiated instruction based on needs, but also whole group new content learning
- Group/hand-on collaborative work
- Receptive/inclusive of students' different perspectives
- Students take initiative to ask questions and seek answers
- Regular physical movement (not just sitting at desks)
- Best/thoughtful use of technology
- Group learning with rotating roles
- More personal interactions/less tech
- Tech is not the predominate vehicle of learning
- Why? – backing your opinion, what's the value what was student process and how did they come to conclusion
- Recognizing effort rather than outcome
- Focus on the process
- Study failures that led to success
- Growth Mindset incorporated into classroom
- Kids do their own work
- Highlight student achievement outside of academics (student of the month)
- Active/interactive learning – kids contribute to the discussion/learning, using physical space, allowing kids to move
- Classroom environments – diverse learners in every classroom, mixed skill and same skill groups, lots of flexibility
- Different choices – flexible physical environment of activities
- Project based learning for all students – projects that can be done by students, support so kids can feel achievement regardless of parents being able to help, general learning of broad topics
- Student-led learning
- Research-based techniques
- Engaged and supported staff
- Regular, planful outdoor time

- Collaborative class time
- Collaboration across staff
- More intentional technology use
- Change-makes activities
- Fun
- Inquiry based
- Team Teaching – plays to teacher strengths, allows for more differentiated instruction, builds SEL
- Student interaction
- Experiential learning
- Service learning
- Environmental learning – take advantage of natural surroundings
- Workshop Model
- Curriculum that reflects current educational standards and is inclusive and progressive thinking
- Work to close the achievement gap
- Provide more diverse role models
- Teacher as the facilitator
- Allow time for reflection
- Mindfulness
- Integration of social studies and science
- Opportunities to practice organizational skills
- Dedicated time for SEL
- Opportunities for recognition
- More Science
- Ability to prioritize and manage time and responsibilities
- Opportunities to fail and turn failures into successes
- No worksheets
- No homework
- Joy and excitement in the classrooms
- Celebrate holidays and other cultures
- No standardized tests
- Inclusive activities
- Smaller class sizes
- Lots of “aha” moments
- Opening the door to what is nex

Hopes

- Deep learning and Community
- Burroughs can find a way to show appreciation for the multiple achievements of its students
- That the experience of every Burroughs student is as continuous/cyclical between school and home
- My student who is not a hard core academic will have value and opportunity
- Leadership
- Active/interactive learning
- Mixed skills groups – students learn from one another
- Student led discussion
- Finding ways for every child to have a chance to be a leader
- The school will better model and encourage independent, critical thinking and questioning of authority
- All students will feel liked and be meaningful contributors to the Burroughs community and beyond

- We can set some consistent goals as a community of parents that emphasizes and facilitates basic academic success for all students
- That the Burroughs community continues to stay engaged and committed to ensuring the quality of education and experience at Burroughs
- Daily outdoor learning opportunities and a more progressive education model
- A more consistent progressive vision that guides what students are exposed to while at Burroughs
- Classrooms will look more like laboratories of hands on, engaged, physically active, level appropriate and fun places of learning
- This collaborative process will lead to/result in an even better learning environment
- Strategic planning committee to create a vision for Burroughs that reflects the needs of its families
- That our kids can learn to contribute to workshops like these
- For a strong, passionate, vibrant, positive and inclusive community to reign while my kids are at Burroughs
- Every student feels valued and develops a love of learning
- Continue to have conversations about these issues as we work toward positive change
- We can find lots of common ground between parents whose students have different abilities and approaches by listening and understanding
- Continue to have a dedicated parent community - this conversation/group will encourage more parent involvement
- Whole community (parents, teachers) are willing to look deeply at our practices/goals to reinforce what's working and modify what's not
- Come up with a roadmap for Burroughs to serve the needs of all students
- Burroughs reflects its mission
- Bring the community together
- Hope that consensus is reached for the benefit of students
- That each year Burroughs becomes a more challenging school sending more children out eager to ask, investigate and answer more and more questions
- Come together as a community with a focus on Burroughs kids first. Give teachers a great set of tools and autonomy to run with those tools. Stronger leadership that is open to hearing constructive feedback and criticism and taking the feedback to better themselves and our school.
- Continue to grow as an inclusive community
- Continue to challenge students and develop curious minds and lifelong learners
- That Burroughs is able to keep appealing to excellent students, despite the fairly dismal response to advanced learners thus far.
- A liberal, progressive approach to education where the whole child matters. Classes outside with mixed grade classrooms.
- That Burroughs will continue to be a safe environment to learn.

Contributions

- Time
- A diverse perspective to help ensure inclusiveness and be a cheerleader to involving other diverse perspectives
- My contribution is through Burroughs Families for Equity and Justice
- Help think through how we better communicate across our community – students, families, etc
- Time both in and out of the classroom to support students and teachers and implement fun changes
- Encourage innovation and establish systems that support
- A perspective as an educator and parent

- Ongoing feedback and support
- Listening and collaboration
- Participation, openness to new ideas and encouragement of others
- Time, energy, insight
- Challenge – help direct my child towards answers outside of school and push other parents to do the same
- Donate to the school fundraisers, support my children’s teachers, spend time in the classroom helping where I can, continue to advocate for our children on all levels
- Volunteer in the classroom, class sizes are ridiculous, be an extra set of hands or resource
- Advocate for progressive changes, Burroughs feels old fashioned
- I don’t feel administration is able to do much about the situation, Burroughs has given lip service to extraordinary needs of AL’s and my options are to leave the school
- Keep showing up when I can and ignoring the social politics