



SHARED VALUED OUTCOMES (SVOs)

TRI-STATE REVIEW AND UPDATE ON DISTRICT ACCOMPLISHMENTS

Board of Education Meeting
April 11, 2019

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Assistant Superintendent for Instruction



TRI-STATE REVIEW

SPRING 2018



TRI-STATE REVIEW – District Committee Goals

- District Committee (Chaired by L. Nimmo/R. Chlebicki)
 - 4 Parents
 - 3 Teachers
 - 3 Administrators
- Goals of Committee
 - Digest Report and Consultancy (Audio)
 - Develop Action Items for Recommendations

RECOMMENDATIONS – Elementary Schools

- Meeting/Planning Time (Common Grade-Level & Across Grade and School)
 - Share Ideas
 - Increase Awareness of Grade Level Accomplishments
 - Develop Common Units/Projects
 - Promote Articulation of Work
- Professional Learning
 - Practice Peer Coaching
 - Engage in Instructional Rounds
- Grade Level Outcomes
 - Develop Models
 - Identify Benchmarks
- Student Friendly Version

RECOMMENDATIONS – Middle School

- Meeting Time
 - Discuss and Plan
- Opportunities for Discussion
 - Potential Benefits in Addressing SVOs by Grade Level/Subject
 - Awareness of Expectations from Grades 5-6 and Grades 8-9
 - Ways to Identify Frequency of SVOs Addressed
- Communication with Parents
 - Dedicated Time
 - Increased
 - Ongoing
 - Deepen Understanding
- Increased Focus (e.g. report cards)

RECOMMENDATIONS – High School

- School District vs Individual Autonomous Schools
- SVOs and IB Learner Profile
 - Build Understanding of Overlap and Natural Extension
 - Integrate Frameworks
 - Develop Transition Plan from K-8 to 9-12 to Honor and Further SVO Work



DISTRICT ACCOMPLISHMENTS

UPDATE



SHARED VALUED OUTCOMES AND DESCRIPTORS

NORTH SHORE DISTRICT SHARED VALUED OUTCOMES

We strive to support the growth of all North Shore Students as...

- **COLLABORATORS** - individuals who work with others towards a common goal.
Collaborators:
 - know and assume responsibility for their role in a given situation (e.g. follower, leader) acting flexibly based on the strengths/limitations of each member of the group and self.
 - support and encourage each member of the group in his/her role.
 - are aware of, seek, and genuinely consider the ideas/perspectives of others.
 - exercise flexibility and willingness to compromise.
 - seek, reflect upon, give and use feedback (verbal/non-verbal) from others to enhance the work of the group.
- **COMMUNICATORS** - individuals who articulate thoughts, feelings, information and ideas using oral, written, and non-verbal communication skills in a variety of forms and contexts.
Communicators:
 - listen and observe carefully, openly, actively, and objectively to clarify and/or deepen understanding and decipher meaning, including knowledge, values, attitudes, and intentions.
 - use communication with clarity, accuracy, and precision for a range of roles and purposes (e.g., to acknowledge, affirm, inform, instruct, inspire, persuade, clarify).
 - select and utilize optimal/most appropriate media and technologies relative to the purpose/task of the intended outcome and judge their effectiveness a priori as well as to assess their impact.
- **THINKERS** – individuals who activate their mind for a variety of purposes.
Characteristics/types of thinkers include, but are not limited to...
 - understand disciplinary, interdisciplinary, and trans-disciplinary concepts: their discreteness, interrelatedness, and/or universality.
 - use various types of reasoning (inductive, deductive, etc.).
 - strive to understand the complexity of issues.
 - consider mental models and how they reflect current reality and/or affect future issues.
 - analyze how parts of a whole interact with each other to produce overall outcomes and/or complex situations.
 - analyze and/or evaluate evidence, arguments, claims, alternative points of view and/or beliefs.
 - synthesize and/or make connections between information and/or arguments
 - interpret information and/or draws conclusions.
 - reflect on learning experiences and/or processes.
 - try different approaches and methods seizing upon opportunities to learn

- **PROBLEM SOLVERS** - individuals who find solutions in conventional and/or innovative ways. Problem solvers:
 - wrestle with the discomfort of inconsistencies, contradictions, and multiple perspectives prior to taking the time to resolve difficulties and/or find solutions.
 - identify and/or ask questions that contribute to solutions.
 - use various criteria to select and/or test a variety of strategies and/or solutions for their effectiveness.
 - revise thinking and/or action when necessary.
 - resolve.
- **INNOVATORS** - individuals who are driven to conceive what doesn't exist and bring new ideas to fruition. Innovators:
 - imagine and/or envision what could be
 - experiment with ideas.
 - design and/or act on plans to make original ideas tangible and/or more useful.
 - apply solutions that meet new requirements, unarticulated, or existing needs in order to impact self, others, and society within local to global communities.
 - generate new ideas/new ways of looking at the world.
 - elaborate, refine, analyze, and/or evaluate ideas in order to improve and maximize creative efforts.
 - demonstrate originality and/or inventiveness in work and understand the real world limits to adopting new ideas.
- **COMMITTED INDIVIDUALS** - individuals who exhibit dispositions and 'habits of mind' that lead to:
 - **Growth in Self** as people who:
 - commit to understand and make meaning of learning.
 - take initiative and/or risks.
 - are reflective and/or metacognitive.
 - attend to clarity, precision, and accuracy of outcome.
 - persevere (Intellectually and/or behaviorally).
 - exhibit adaptability.
 - live curiously and/or explore complexity and/or simplicity.
 - seek feedback from others
 - invite, learn from, capitalize on, and persist in the face of mistakes, challenges, failures, and/or successes.
 - **Concern for Others** as people who:
 - make ethical choices.
 - listen, think, and act empathetically.
 - embrace and value diversity.
 - contribute/commit to society.
 - think and/or act with global-mindedness.
 - acknowledge and honor the work of others

The above-mentioned descriptors are offered, not as limits but as just some of the characteristics of the six categories of shared valued outcomes of a North Shore student.

MULTIPLE REPRESENTATIONS OF SHARED VALUED OUTCOMES



Qualities of a North Shore Education

The mission and vision of the North Shore Schools drive the values shared by our community. At the core of these shared values is the development of individuals committed to their own personal growth as students and citizens with an understanding of one's commitment to others. Our teaching and learning, therefore, serve to foster the skills and nurture the dispositions of students as:

Committed Individuals

Dedication to self and empathy toward others advance potential
Committed individuals strive for personal growth and demonstrate Concern for others through their thoughts, actions, and dispositions.

Collaborators

Collective efforts elevate how and what we achieve.
Collaborators work with others towards a common goal.

Communicators

People seek to understand others and have a desire to be understood.
Communicators express and receive thoughts, feelings, and information.

Thinkers

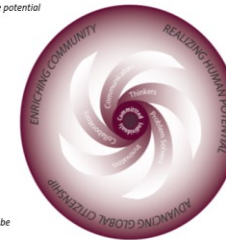
Every conscious human action is rooted in thought.
Thinkers engage intellectually in critical, creative, metacognitive, and reflective ways.

Innovators

People who challenge convention envision what could be.
Innovators introduce original methods, ideas, and/or products.

Problem Solvers

The mind searches for resolution.
Problem solvers engage in processes to find solutions.



Nurturing these shared values will position North Shore students to enrich their community, advance global citizenship, and realize their human potential.

SKILLS AND DISPOSITIONS OF SHARED VALUED OUTCOMES

COMMUNICATORS (Expressive and Receptive) SKILLS AND DISPOSITIONS

SKILLS	<ul style="list-style-type: none">• Plan• Deliver• Make Meaning and Exchange• Monitor and Adapt• Reflect
DISPOSITIONS	<ul style="list-style-type: none">• Accurate and Precise• Adaptable• Attentive and empathic• Composed• Introspective• Objective• Open-minded• Perceptive• Resourceful• Strives to understand and be understood

THINKERS (Critical, Creative, Reflective) SKILLS AND DISPOSITIONS

SKILLS	<ul style="list-style-type: none">• Question• Process Information• Develop Explanations• Generate Possibilities• Reflect• Meta-cognate
DISPOSITIONS	<ul style="list-style-type: none">• Inquisitive and Imaginative• Systematic and Strategic• Judicious• Truth-seeking• Open-minded• Reflective and Metacognitive

LEARNING PROGRESSIONS FOR COMMUNICATORS - Skills

COMMUNICATORS (Expressive and Receptive) Skills Progression for Learning

PLANNING	Purpose and Goal	Identifies and articulates a purpose and goal for communication.	Justifies a purpose for communication.		
	Type and Language Choice	Identifies a type of communication suitable to the purpose.	Considers and selects language for type and purpose of communication.	Considers the impact of language on the audience so that the message is understood and, when appropriate, acted upon.	
DELIVERING	Voice	Varies voice and intonation	Varies voice and intonation strategically to be understood	Varies voice and intonation in response to audience	
	Nonverbal Cues	Uses non-verbal communication to suit purpose	Uses non-verbal communication to engage the listener	Varies non-verbal communication in response to audience and to accomplish purpose	
	Multimedia	Uses multimedia to enhance the presentation of information.	Uses multimedia to develop main ideas or themes, justify claims and/or emphasize salient points		
MAKING MEANING AND EXCHANGING	Information	Listens and observes for information, screening out distractions	Listens and observes without focusing on the preparation of a response	Listens and observes to identify relevant information and ideas	Listens and observes to make sense of complex information, implicit meanings, and multiple perspectives
	Understanding	Follows the main points of communication	Acknowledges and demonstrates understanding of new information	Considers new information and/or diverse perspectives	Synthesizes information, resolves contradictions, and determines what, if any, additional information is required to deepen communication
	Contributing	Makes relevant contributions	Builds on others' ideas		
	Questioning	Asks and answers questions to obtain information and/or clarify understanding	Asks and answers questions that elicit elaboration and/or deepen understanding	Asks and answers questions that relate the current discussion to broader themes or larger ideas	
	Nonverbal Cues	Identifies and interprets non-verbal language to decipher cues			

MONITORING AND ADAPTING	Engagement and Participation	Monitors own engagement and participation	Evaluates and adjusts own engagement and participation	Monitors engagement and participation of others	Enhances engagement and participation of others
	Emotions	Acknowledges one's emotional response when identified by others	Recognizes one's emotional response	Regulates one's emotional response	Optimizes one's emotions to accomplish purpose
	Responses	Recognizes changes in the demeanor of others	Identifies and responds to verbal and non-verbal cues of others	Anticipates others' emotional responses and makes adjustments in communication	
	Perspectives	Identifies own perspective	Recognizes perspectives of others	Considers others' perspectives and adapts communication if necessary	
REFLECTING	Process	Recognizes when communication needs improvement and adapts accordingly			
	Recollection	Recognizes and recalls communication experience	Recognizes and recollects salient events and key features of a communication experience	Communicates salient events and key features of the communication experience	
	Impact of Personal Feelings	Recognizes feelings and thoughts about a topic of communication	Analyzes how feelings and thoughts about a topic of communication affect oneself	Analyzes how feelings and thoughts about a topic of communication affect oneself and how feelings and potential viewpoints of others affect one's communication	
	Effectiveness & Impact	Assesses effectiveness and impact of communication in a habitual manner when asked to do so after a particular experience	Assesses effectiveness and impact of communication after a particular experience using criteria for effectiveness and impact	Assesses effectiveness and impact of communication from another person's perspective after a particular experience and/or from feedback	Assesses effectiveness and impact of communication from multiple perspectives during communication and as a result of a particular experience and/or from feedback
	Reconsideration	Identifies points in communication experience when an alternative way of communicating is needed	Recognizes and assesses alternatives in a communication experience and applies alternatives to future situations	Recognizes and assesses alternatives during a communication experience and applies alternatives	

LEARNING PROGRESSIONS FOR COMMUNICATORS - Dispositions

COMMUNICATORS (Expressive and Receptive) Dispositions Progression for Learners

Disposition	Attribute of Disposition	Stage of Progression			
		Very Little	At Times	Commonly	A Role Model
Accurate and Precise <i>Represents faithfully or fairly the truth about someone or something; exact; correct and careful about details</i>	Independently <i>(Skill Independence)</i>				
	Sophisticatedly <i>(Skill depth)</i>				
	Across Situations <i>(Skill Breadth)</i>				
Adaptable <i>Adjusts to new conditions; revises for a new use or purpose</i>	Independently <i>(Skill Independence)</i>				
	Sophisticatedly <i>(Skill depth)</i>				
	Across Situations <i>(Skill Breadth)</i>				
Attentive and Empathic <i>Pays close attention to someone and/or something; is able to understand and vicariously share the feelings of others</i>	Independently <i>(Skill Independence)</i>				
	Sophisticatedly <i>(Skill depth)</i>				
	Across Situations <i>(Skill Breadth)</i>				
Composed <i>Controls one's feelings and expressions; unflustered; unflappable</i>	Independently <i>(Skill Independence)</i>				
	Sophisticatedly <i>(Skill depth)</i>				
	Across Situations <i>(Skill Breadth)</i>				
Introspective <i>Examines one's own thoughts and/or feelings; inward looking</i>	Independently <i>(Skill Independence)</i>				
	Sophisticatedly <i>(Skill depth)</i>				
	Across Situations <i>(Skill Breadth)</i>				

Disposition	Attribute of Disposition	Stage of Progression			
		Very Little	At Times	Commonly	A Role Model
Objective <i>Considers and/or represents facts not influenced by personal feelings and opinions</i>	Independently <i>(Skill Independence)</i>				
	Sophisticatedly <i>(Skill depth)</i>				
	Across Situations <i>(Skill Breadth)</i>				
Open-Minded <i>Considers new ideas; unprejudiced</i>	Independently <i>(Skill Independence)</i>				
	Sophisticatedly <i>(Skill depth)</i>				
	Across Situations <i>(Skill Breadth)</i>				
Perceptive <i>Demonstrates accurate, deep, and insightful understanding; has or readily displays delicate appreciation</i>	Independently <i>(Skill Independence)</i>				
	Sophisticatedly <i>(Skill depth)</i>				
	Across Situations <i>(Skill Breadth)</i>				
Resourceful <i>Finds quick and clever ways to overcome difficulties</i>	Independently <i>(Skill Independence)</i>				
	Sophisticatedly <i>(Skill depth)</i>				
	Across Situations <i>(Skill Breadth)</i>				
Seeks to Understand and be Understood <i>Strives to view, interpret, and express intended meaning and/or significance; strives to be aware of and express sympathetic awareness of the character and/or nature of someone or something</i>	Independently <i>(Skill Independence)</i>				
	Sophisticatedly <i>(Skill depth)</i>				
	Across Situations <i>(Skill Breadth)</i>				

LEARNING PROGRESSIONS FOR THINKERS - Skills

THINKERS
(Critical, Creative, Reflective)
Skills Progression for Learning

PROCESSING INFORMATION	Content	Comprehends ideas, claims, and/or arguments	Determines the relevance and appropriateness of ideas, claims, and/or arguments	Considers similarities and differences among ideas, claims, and/or arguments	Considers relationships among ideas, claims, and/or arguments through a range of methods (sequencing, ranking, grouping, classifying, reclassifying, comparing, contrasting)		
	Perspectives	Considers ideas, claims, and/or arguments from a single perspective	Considers ideas, claims, and/or arguments from multiple sources, viewpoints, and perspectives				
	Meaning	Analyzes ideas, claims, and/or arguments (e.g. separates or breaks whole into parts to discover their nature, function, and relationship)	Analyzes ideas, claims, and/or arguments according to criteria (reason, relevance, and worth)	Analyzes and/or reconciles ideas, claims, and/or arguments	Draws conclusions and/or inferences based on analysis of ideas, claims, and/or arguments	Evaluates conclusions and/or inferences	Formulates new/other ideas, claims, and/or arguments based on evaluation of conclusions and/or inferences
QUESTIONING		Asks questions for the purpose of getting an answer	Asks questions in order to clarify meaning	Asks questions to deepen understanding	Asks questions to explore new concepts		
DEVELOPING EXPLANATIONS		Considers one's own and others' ideas	Identifies evidence and counter-evidence for one's own and/or others' ideas and/or claims	Deliberates reasons for accepting or rejecting one's own or others' ideas and/or claims Accepts or rejects one's own or others' ideas and/or claims	Delineates cogent arguments/explanations (e.g., how something happens, why something happens, how to approach a problem) based upon one's reasoning about ideas and/or claims	Anticipates and prepares to respond to reasonable criticisms of one's arguments/explanations	

1

THINKERS
(Critical, Creative, Reflective)
Skills Progression for Learning

GENERATING POSSIBILITIES		Reconsiders one's own ideas and considers alternative ideas provided by others	Seeks and considers ideas from multiple sources	Generates new ideas	Envisions possibilities		
REFLECTING	Purpose	Identifies a reason prompting reflection	Reflects on experience prompting reflection	Considers questions and/or wonderings based on experience prompting reflection			
	Timeliness	Reflects after the experience occurs	Reflects in the moment and considers making adjustments based on potential short- and long-term impacts				
META-COGNATING		Understands and can articulate one's thinking processes	Understands what factors influence one's thinking and how those factors impact (i.e. enhance or limit) one's thinking process	Evaluates one's thinking process to gain and/or enhance insight into thinking	Considers adjustments to one's thinking processes		

2

LEARNING PROGRESSIONS FOR THINKERS - Dispositions

THINKERS (Critical, Creative, Reflective) Dispositions Progression for Learners

Disposition	Attribute of Disposition	Stage of Progression			
		Very Little	At Times	Commonly	A Role Model
Inquisitive and Imaginative <i>Is curious and creative; likely to question and wonder</i>	Independently <i>(Skill Independence)</i>				
	Sophisticatedly <i>(Skill depth)</i>				
	Across Situations <i>(Skill Breadth)</i>				
Systematic and Strategic <i>Is methodical and orderly; deliberate; outcome-oriented</i>	Independently <i>(Skill Independence)</i>				
	Sophisticatedly <i>(Skill depth)</i>				
	Across Situations <i>(Skill Breadth)</i>				
Judicious <i>Is inclined to exercise sound judgment; intellectually careful; wise; discriminating</i>	Independently <i>(Skill Independence)</i>				
	Sophisticatedly <i>(Skill depth)</i>				
	Across Situations <i>(Skill Breadth)</i>				
Truth-seeking <i>Is committed to clarity; relentless in following reasons and evidence to pursue understanding; prepared to pose questions in search of knowledge and truth</i>	Independently <i>(Skill Independence)</i>				
	Sophisticatedly <i>(Skill depth)</i>				
	Across Situations <i>(Skill Breadth)</i>				
Open-minded <i>Is receptive to new ideas; broad-minded and adventurous in one's thinking; flexible; tolerant of ambiguity; non-judgmental</i>	Independently <i>(Skill Independence)</i>				
	Sophisticatedly <i>(Skill depth)</i>				
	Across Situations <i>(Skill Breadth)</i>				

Disposition	Attribute of Disposition	Stage of Progression			
		Very Little	At Times	Commonly	A Role Model
Reflective and Metacognitive <i>Is pensive and introspective; cognitively self-aware and mindful of the flow of one's thinking</i>	Independently <i>(Skill Independence)</i>				
	Sophisticatedly <i>(Skill depth)</i>				
	Across Situations <i>(Skill Breadth)</i>				

IMPLEMENTING THE SHARED VALUED OUTCOMES

- Teachers Embed SVOs in Lesson Plans and Student Work
- Administrators Further Learning
- Administrators Adopt Goals to Further Implement SVO Work with Teachers and Students

NEXT STEPS

- **2018-2019**

- Identify Skills and Dispositions of PROBLEM-SOLVERS and COMMITTED INDIVIDUALS

- Develop Learning Progressions for Skills and Dispositions of PROBLEM-SOLVERS and COMMITTED INDIVIDUALS

- **2019-2020**

- Identify Skills and Disposition of COLLABORATORS AND INNOVATORS

- Develop Learning Progressions for Skills and Dispositions of COLLABORATORS and INNOVATORS

- **ENGAGE STUDENTS IN GOAL SETTING AND MONITORING PROGRESS IN SKILLS AND DISPOSITIONS OF SVOs**