



Sequim School District

STRATEGIC PLANNING

**Session Four:
Identifying 21st Century
Competencies**

WELCOME & GROUP AGREEMENTS

Group Principles

- Humor
- Respect
- Openness
- Self-Care
- Confidentiality
- Safety
- Compassion
- Patience
- Kindness

Relational Community Agreements

- Share the air. Be aware of how often you speak and how often others speak.
- Be mindful not only of the intent of your words and actions but also of the impact.
- Speak from your own experience, not for others.

Operational Community Agreements

- Start and end on time.
- Respectful of others' time, efforts, and responsibilities.
- There are no "silly" questions especially with varying levels of prior knowledge.
- Practice balanced wellness: listen to your needs and self-care, water, bathrooms, and snacks are located in the back.
- Cell phones- be mindful of using and muting.

BIG CONCEPT

All Sequim School District students will have an educational experience preparing them to be effective lifelong learners and contributors for the FUTURE ahead.

Mission

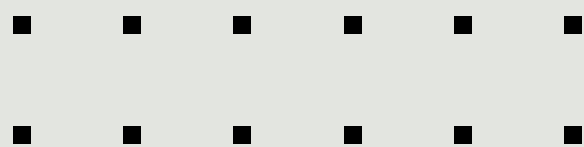
In connection with our community, the Sequim School District empowers staff to inspire hope and provide flexible, innovative learning opportunities in a safe and respectful environment so each student thrives.

Vision

Our community inspires and prepares each student to thrive.

TODAY'S GOALS

- Moving from why to what.
- Review of Survey data and competencies list.
- Isolate critical competencies.
- Prioritize shared competencies.
- Consider real world application.
- Begin small group collaborative design.





Individual Activity

- Focus on your table's assigned survey question.
- Find important, stand-out, or thought provoking words or actions from the responses and write them down on your paper. Continue until you have distilled a **limit of 20 words or phrases.**
- When you've written your word list **prioritize** it from ***most important*** to ***least critical***.



Table Talk #1

Table Activity

- The table facilitator will tally the frequency of words and phrases shared to determine commonalities.
- Rank the words tallied by their frequency of being on each group member's lists. Your group will introduce its question and report on the 5 most common words, phrases, or actions amongst your table members.

Table Talk #2

REAL WORLD APPLICATION

- Review competencies list. Highlight the top 10 competencies you prioritize individually.
- Discuss the top competencies represented at your table (Quick Method: Whip Around).
- Why do you believe these competencies were on so many of our lists?

Top Competencies From Each Table Group

01 | Critical Thinker/Effective Communicator

02 | Information Technology/Technology Literacy

03 | Problem Solver

04 | Collaboration

05 | Flexibility

COLLABORATIVE DESIGN

Considering the competencies that have come up in the top 5:

1. What might these competencies look like at each K-2, 3-5, 6-8, 9-12 grade level? (Ex: kindergarten - sharing. Ideas of how it would be taught and assessed)
2. What type of environment do we need to build to meet these K-2, 3-5, 6-8, 9-12 grade goals?

HOMWORK:



"The Graduate Profile: A Focus on Outcomes" Article

<https://www.edutopia.org/blog/graduate-profile-focus-outcomes-ken-kay>





NEXT TIME...

**Portrait of a Graduate,
Competencies, Integrated
with District Goals**

Thursday, March 23rd @ 6 p.m.



**THANK YOU
FOR
PARTICIPATING!**

