

# Framework for Our Future 2.0

## February 26-28, 2009



# Framework for Our Future 2.0

## February 26-28, 2009



An event to help shape the future of education in the DeForest Area School District. This three-day event, hosted by the DeForest area school board, involved community members, parents, students, teachers, business, government, senior citizens, and other stakeholders sharing important ideas on the future of our school district and community.

The goals of the conference were to:

- Provide an opportunity for citizens to participate in a process of thinking and planning for our future.
- Identify the issues and trends that shape our community.
- Explore the knowledge, skills and attributes that will be necessary in order to be a responsible citizen, have a good quality of life, and be successful in 2025.
- **Identify ways that the DeForest Area School District can be effective in creating a learning environment that will enable our children to thrive in the future.**

Over 130 individuals representing various stakeholder groups attended the conference.

# Framework for Our Future 2.0

Ways that DASD can be effective in creating a learning environment that will enable our children to thrive in the future.

## Community Values in Education

- Life Skills (financial, health, and character)
- Coordination and Integration of technology in instruction
- Individual Learning Plans
- Being a green district
- Students being community partners - volunteerism (business, higher ed, senior center, library, and service learning)
- Wellness, health, medical care, and fitness
- Safety in our schools
- Global learning
- Distance and virtual learning
- Partnerships with parents and the community

# Framework for Our Future 2.0

## February 26-28, 2009



An event to help shape the future of education in the DeForest Area School District. This three-day event, hosted by the DeForest area school board, involved community members, parents, students, teachers, business, government, senior citizens, and other stakeholders sharing important ideas on the future of our school district and community.

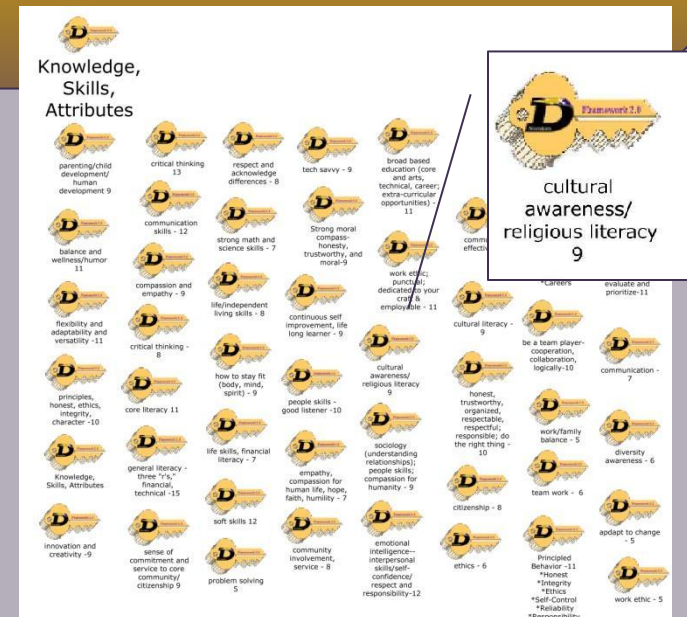
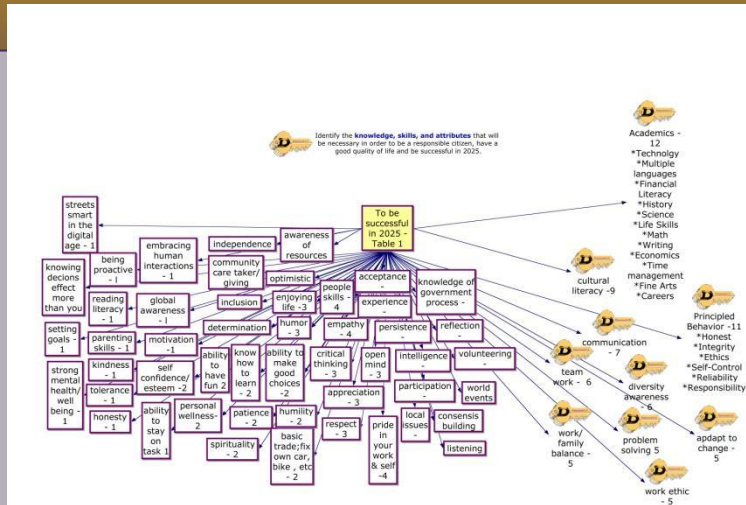
The goals of the conference were to:

- Provide an opportunity for citizens to participate in a process of thinking and planning for our future.
- Identify the issues and trends that shape our community.
- **Explore the knowledge, skills and attributes that will be necessary in order to be a responsible citizen, have a good quality of life, and be successful in 2025.**
- Identify ways that the DeForest Area School District can be effective in creating a learning environment that will enable our children to thrive in the future.

Over 130 individuals representing various stakeholder groups attended the conference.

“Explore the knowledge, skills and attributes that will be necessary in order to be a responsible citizen, have a good quality of life, and be successful in 2025.”

13 groups brainstormed → top priorities per group → top priorities for all groups



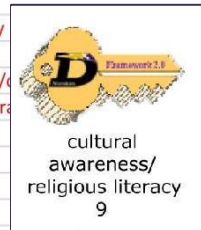




All KSA from all 13 groups → # of votes, each group → # of mentions, other groups

Knowledge, Skills, Attributes	Original Table	Other Mentions
healthy lifestyle	9	
self-motivation	9	
accountable	9	
respect and acknowledge differences (global and cultural awareness)	8	6
critical thinking	8	2
life/independent living skills	8	0
citizenship		
community involvement, service		
empathy, compassion for human life, hope, faith, humility		
communication		
life skills, financial literacy		
strong math and science skills		
problem solving ability; focus-minded		
knowledge seekers and curious		
be green		
team work		
diversity awareness		
ethics		
global communication (verbal, written, self expression)		
leadership skills		
never forgetting the power of face-to-face communication		
technical aptitude-keyboarding/computer		
accountability		
adapt to change		
work ethic		
problem solving		
work/family balance		
using history as a lesson to not have future mistakes		
common sense		
communication skills- oral and written		

Knowledge, Skills, Attributes	Original Table	Other Mentions
general literacy- three r's, financial, technical	15	1
interdisciplinary thinking, analyze and synthesize information, apply knowledge, problem solving)	13	5
academics (technology, multiple languages, financial literacy, history, science, life skills, math, writing, economics, time management, fine arts, career)	12	16
soft skills (ability to work productively as a team member, interpersonal skills, ability to give and demand respect, ability to accept constructive criticism)	12	6
emotional intelligence--interpersonal skills/self-confidence/respect and responsibility	12	3
communication skills (listening, literacy, writing)	12	1
flexibility and adaptability and versatility	11	7
core literacy (reading, writing, arithmetic, technology, communication/listening)	11	4
problem solving/critical evaluation of information/how to find information/evaluate and prioritize	11	2
balance and wellness/humor	11	2
broad based education (core and arts, technical, career, extra-curricular opportunities)	11	1
principled behavior - honest, integrity, ethics, self-control, reliability, responsibility	11	1
communicate effectively	11	0
work ethic; punctual; dedicated to your craft & employable	11	0
honest, trustworthy, organized, respectable, respectful, responsibility; do the right thing	10	6
principles, honest, ethics, integrity, character	10	4
be a team player--cooperation, collaboration, logically	10	2
people skills - good listener	10	2
sense of commitment and service to core community/	9	4
strong moral compass--honesty, trustworthy, and moral	9	3
innovation and creativity	9	3
how to stay fit (body, mind spirit)	9	2
parenting/child development/human development	9	2
tech savvy	9	2
continuous self improvement, life long learner	9	2
cultural awareness/religious literacy	9	1
sociology (understanding relationships); people skills; compassion for humanity	9	1
national literacy	9	1



**Red** = "key" (top) priorities,  
number of "votes" at table  
**Black** = # of mentions at all  
other tables

All KSA from all 13 groups → align with current DASD Ends (from Framework 1999)

Knowledge, Skills, Attributes	Original Table	Other Mentions	DASD Ends
healthy lifestyle	9		DAA
self-motivation	9		CA
accountable	9		CA
respect and acknowledge differences (global and cultural awareness)	8	5	DAA
critical thinking	8	2	PS
life/independent living skills	8	0	DAA
citizenship	8	0	CA
community involvement, service	8	0	DAA
empathy, compassion for human life, hope, faith, humility	7	2	CA
communication	7	0	KB
life skills, financial literacy	7	0	DAA
strong math and science skills	7	0	KB
problem solving ability; focus-minded	7	0	PS
knowledge seekers and curious	7	0	PS
be green	7	0	KB
team work	6	0	DAA
diversity awareness	6	0	KB
ethics	6	0	CA



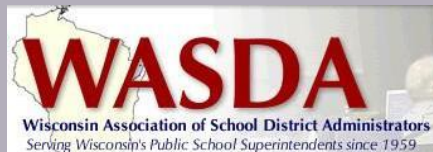
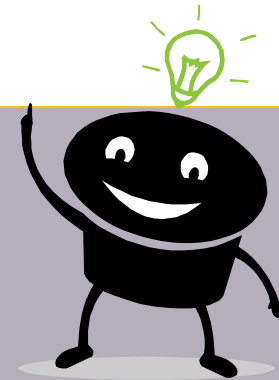
### *Current DASD Ends:*

- Knowledge Base
- Processing Skills
- Character Attributes
- Developmentally Appropriate Application/Transfer
- Post Graduation Adjustment



# W3 Planning Team: Creating a Shared Definition of Student Success Life Skills

- Complex Thinker
- Self-Directed Learner
- Knowledgeable Person
- Healthy Person
- Effective Communicator
- Collaborative Worker
- Socially Responsible Citizen

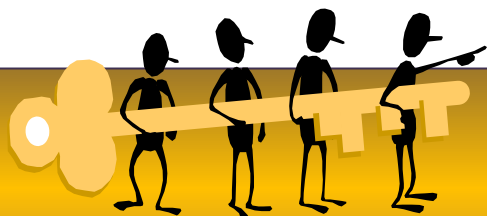


All KSA from all 13 groups → align with W3 competencies

Knowledge, Skills, Attributes	Original Table	Other Mentions	DASD Ends	W3
healthy lifestyle	9		DAA	HP
self-motivation	9		CA	SDL
accountable	9		CA	SRC
respect and acknowledge differences (global and cultural awareness)	8	6	DAA	SRC
critical thinking	8	2	PS	CT
life/independent living skills	8	0	DAA	KP
citizenship	8	0	CA	SRC
community involvement, service	8	0	DAA	SRC
empathy, compassion for human life, hope, faith, humility	7	2	CA	SRC
communication	7	0	KB	EC
life skills, financial literacy	7	0	DAA	KP
strong math and science skills	7	0	KB	KP
problem solving ability; focus-minded	7		PS	CT
knowledge seekers and curious	7		PS	SDL
be green	7		KB	SRC
team work	6	0	DAA	CW
diversity awareness	6	0	KB	SRC
ethics	6	0	CA	SRC

### W3 Competencies

- Complex Thinker
- Self-Directed Learner
- Knowledgeable Person
- Healthy Person
- Effective Communicator
- Collaborative Worker
- Socially Responsible Citizen



## DASD Ends

April 6, 2012

### 21ST CENTURY COMPETENCIES

Symbols	Knowledge, Skills Attributes (KSA)...	Knowledge, Skills Attributes (KSA)...
Compe and Pro Because	Complex Thinker	"to be successful in 2025..." (from Framework for Our Future 2.0, 2009)
• Must and m		5,1 *adapt to change 0 adeptness 0 analytic reading 5 *common sense 8,2 *critical thinking 13,5 *critical thinking (judgement, *decision making, prioritizing good vs. bad info, *fact vs. opinion, *interdisciplinary thinking, *analyze and *synthesize information, *apply knowledge, *problem solving)
Which	Ability To:	0 deductive *reasoning 11,7 *flexibility and *adaptability and versatility 3 *gather & interpret data 0 how to approach a new task 9,3 *innovation and *creativity 2 *logical thinking 2 maximize *resources 1 multi-task 2 multi-task 4 multi-tasker 0 multi-tasking 3 open mind 0 open minded 0 open minded
• Acces tion and m	analyze and synthesize variety of resources, in fact and opinion, apply information to solve decisions.	5,0 *problem solving 7 *problem solving ability; focus-minded 11,2 *problem solving/critical evaluation of information/how to *find information/*evaluate and prioritize 0 quick thinking 0 realization 0 strategic *thinking 1 *thinking outside box 3 understand continuous process improvement- *logical
• Decid creat and p		
• Recognize and consider multiple points of view, • Differentiate between fact and opinion, • Use interdisciplinary thinking, • Demonstrate common sense.	<ul style="list-style-type: none"> <li>• Recognize and consider multiple points of view,</li> <li>• View situations outside the boundaries of standard thinking,</li> <li>• Use interdisciplinary thinking,</li> <li>• Demonstrate common sense.</li> </ul>	

# Alignment . . . W3 and Framework KSA

## DASD Ends

### PERSONAL EFFECTIVENESS COMPETENCY ES

Synthesized list of "End" statements for DASD	W3 Planning Team Student Success Life Skills + Key/Priority KSA from Framework 2.0	Knowledge, Skills, Attitudes + KSA to be successful in "end" statement work for DASD
<b>Competency: A Complex Thinker Critical thinker and Problem Solver</b> <b>Because:</b> <ul style="list-style-type: none"> <li>Must make independent decisions based on reasoning and analysis supported by gathered facts.</li> </ul> <b>Which Requires the Ability To:</b> <ul style="list-style-type: none"> <li>Access, organize, analyze, synthesize and apply information from a variety of sources to solve problems and make decisions.</li> <li>Develop the thinking processes of logic, inquiry, creativity, innovation, insight, flexibility, adaptability and prioritization.</li> <li>Recognize and consider multiple points of view.</li> <li>Differentiate between fact and opinion.</li> <li>Use interdisciplinary thinking.</li> <li>Demonstrate common sense.</li> </ul>	<b>Competency: A Complex Thinker Critical thinker and Problem Solver</b> <b>Because:</b> <ul style="list-style-type: none"> <li>Must makes independent decisions based on reasoning and analysis supported by gathered facts.</li> </ul> <b>By Demonstrating the Ability To:</b> <ul style="list-style-type: none"> <li>Access, organize, <u>analyze</u> and <u>synthesize</u> information from a variety of <u>resources</u>.</li> <li>Differentiate between <u>fact and opinion</u>.</li> <li><u>Access, analyze and apply information to solve problems and make decisions.</u></li> <li><u>Develop the thinking processes of analysis, creative thinking, problem solving and decision making.</u></li> <li>Recognize and consider multiple points of view.</li> <li>View situations outside the boundaries of standard thinking.</li> <li><u>Be flexible and adaptable.</u></li> <li><u>Be creative and insightful.</u></li> <li><u>Be inquisitive.</u></li> <li>Use interdisciplinary thinking</li> <li>Apply knowledge</li> <li>innovate</li> <li>evaluate and prioritize</li> <li>think logically</li> <li>Use common sense</li> </ul>	<ul style="list-style-type: none"> <li>0 adeptness</li> <li>0 analytic reading</li> <li>5 common sense</li> <li>0 deductive</li> <li>3 fact</li> <li>0 flexible</li> <li>3 logical</li> <li>3 maximize</li> <li>3 multiple</li> <li>3 multiple</li> <li>3 multiple</li> <li>3 open</li> <li>0 open</li> <li>0 open</li> <li>3 problem</li> <li>0 quick</li> <li>0 realize</li> <li>0 strategic</li> <li>1 think</li> <li>3 understand</li> <li>3 logical</li> <li>1 *thinking o</li> <li>3 understand</li> <li>*logical</li> </ul>

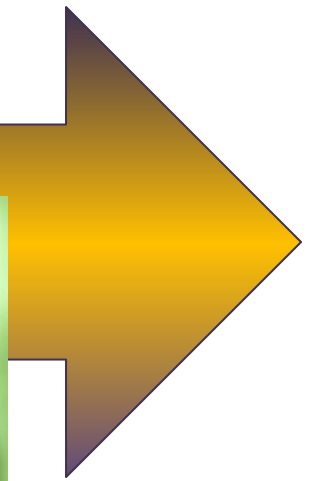
- W3 competencies, key KSA, or five or more votes from Framework
- Secondary W3 competencies**
- 5 or more votes from FW**
- 5 or more other mentions from FW

# Alignment . . . W3 and Framework KSA

1

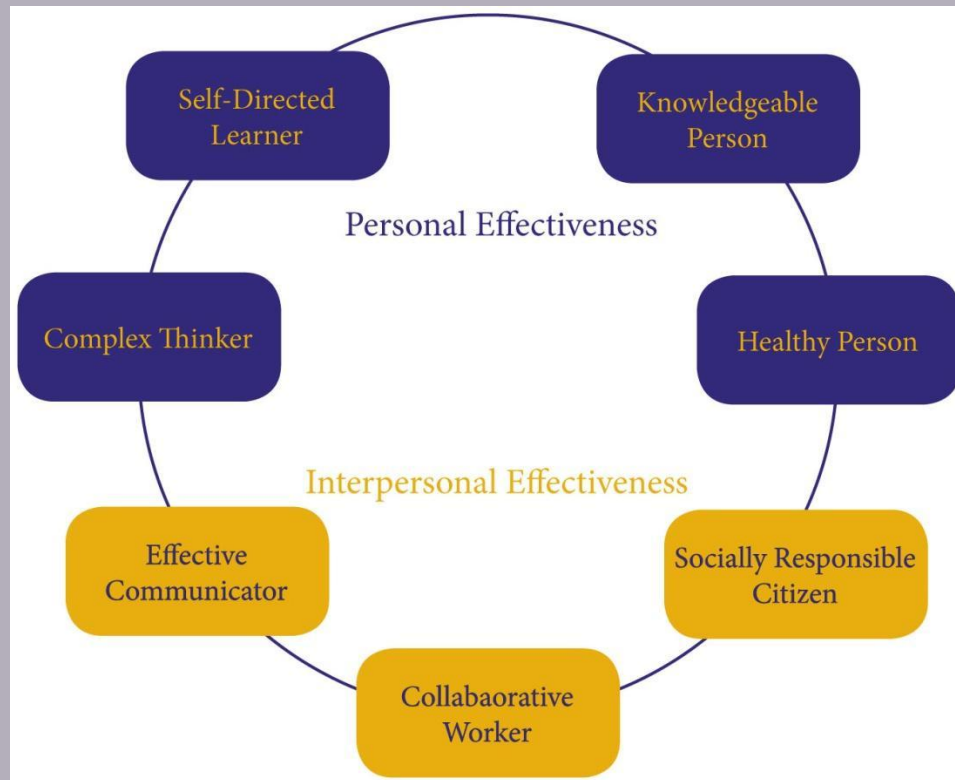
Refine and validate . . .

- Twice to **LIT**  
(Learning  
Information Team)
- Twice to **All  
Leadership  
Team**





# End in Mind . . . Student Learning



# End in Mind . . . Student Learning

## DASD Student Ends

### Personal Effectiveness

#### Complex Thinker

A successful individual makes independent decisions based on reasoning and analysis supported by facts by having the ability to:

1. Access, organize, analyze, synthesize and apply information from a variety of sources to solve problems and make decisions.
2. Recognize connections between disciplines. For example: art and literature, music and math.
3. Develop creativity, inquiry, innovation, insight and the thinking processes of logic, flexibility, adaptability, and prioritization.
4. Demonstrate reasonable judgment.
5. Engage in intellectual exploration.

#### Self-Directed Learner

A successful individual is prepared for, and adapts to, a changing world by having the ability to:

1. Set priorities and goals
2. Self-assess progress, evaluate action, and adjust procedures to produce quality work.
3. Be an independent learner who pursues, integrates, and uses new knowledge.
4. Be motivated and persistent.
5. Exhibit pride in work and self.
6. Identifies trends, assimilates new knowledge, and puts into practice.

### Personal Effectiveness

#### Knowledgeable Person

A successful individual has the ability to use foundational knowledge in the following areas to be successful in each of the other competencies.

1. Performing and Visual Arts
2. Science
3. Career Preparation and Planning
4. Applied Technology
5. Math
6. English Language Arts
7. Social Sciences (for example: civics and economics)
8. Life Skills (for example: personal finance and consumerism; health, wellness, and human development; parenting and child development)
9. Digital Technology
10. Global Awareness (for example: world religions, culture, and language)

#### Healthy Person

A successful individual maintains emotional and physical health by having the ability to:

1. Maintain physical wellness and a healthy lifestyle.
2. Discover a motivating purpose, characterized by meaningful personal goals and dreams, and plan and take effective actions in pursuing those goals and dreams.
3. Exhibit self-awareness and develop personal guiding principles, values, and beliefs. Develop emotional maturity, including resiliency, honesty, trustworthiness, patience, and integrity.
4. Develop coping skills.
5. Demonstrate self-confidence and self-respect, and take responsibility for one's own actions.
6. Have fun and express humor.

### Interpersonal Effectiveness

#### Effective Communicator

A successful individual relates to others in a positive and constructive manner by having the ability to:

1. Acquire and process information through various means. (active listening, observing, and reading)
2. Clearly convey ideas, feelings, and beliefs in a variety of ways. (speaking, writing, media creation, production)
3. Communicate effectively with regard for content, context, and delivery.
4. Acknowledge the opinions and perspectives of others.

#### Collaborative Worker

A successful individual is prepared to be a productive community member by having the ability to:

1. Cooperate and collaborate with others in work, social, and family settings.
2. Use effective communication and interpersonal skills.
3. Perform a variety of roles within a group, including leadership, to achieve common goals.
4. Demonstrate respect for self, others, and surroundings.
5. Develop mutually supportive relationships.
6. Give and receive constructive criticism.

#### Socially Responsible Citizen

A successful individual makes informed decisions and meaningful contributions that support social well-being by having the ability to:

1. Maintain a positive work ethic by being productive, punctual, accountable, and prepared.
2. Accept personal responsibility for creating worthy outcomes, quality of life, and social justice.
3. Understand the rights and responsibilities of contributing members of a just society.
4. Engage in community involvement and service.
5. Act supportively and compassionately toward others.
6. Respect the dignity and worth of others and distinguish equitable from equal.
7. Be environmentally conscious.
8. Demonstrate principled behavior, including: honesty, integrity, ethics, self-control, reliability, and responsibility.

# “End in Mind . . . Student Learning”



## End in Mind

Information obtained during the school board's **Framework for Our Future** conferences helped design the district's Mission, Vision and Belief Statements, as well as the key purposes of our work ("Ends").

Community input during the conference helped define the areas: Community and

**Building Community:**  
The DASD will contribute to the community that prior to the conference of shared interests and the citizen's quality of life. Details: [www.deforest.k12.wi.us](http://www.deforest.k12.wi.us)

### Student Learning:

Input from the 2009 conference helped refine end statements. Participants explored the necessary in order for students to be a responsible citizen, to have a good quality of life, and to be successful in the future. This information, combined with similar work done by leaders of Wisconsin Association of School Boards (WASB), Wisconsin Association of School District Administrators (WASDA) and Wisconsin Education Council Association (WEAC), formed the structure for current DASD student achievement goals.

The Student Learning End statements were further refined and validated by internal staff leadership groups, and then organized into Personal and Interpersonal Effectiveness Competencies consisting of seven subgroups.



## Our Mission

The mission of the DeForest Area School District is to provide an excellent education by engaging, challenging, and inspiring all students to pursue their full potential.

## Our Vision

...culture that  
...ence, fosters  
...strengthen

...earn.  
...talents,  
...the District.

...relationships  
...persistence.  
...nt and  
...al to the

educational process.

- We believe a culture for learning is nurtured and sustained by cooperation among students, parents, staff, faculty, taxpayers, and other stakeholders.
- We believe knowledge enhances our lives because it gives us greater understanding of ourselves and the world around us.
- We believe a sense of perspective and humor is important to the learning process.

### Learning Environment

- We believe schools must establish supportive and engaging learning environments that nurture every child's natural inclination to learn.
- We believe a healthy, safe, and secure school environment provides the best opportunity for learning.
- We believe collaboration between family, school, and community is necessary to sustain a successful learning environment.
- We believe successful learning experiences require positive relationships based on trust, collegiality, and open and honest communication throughout the community.
- We believe setting high expectations, modeling principled behavior, accepting personal responsibility, and displaying professional and personal integrity are essential to establishing a successful learning environment.

## DeForest Area School District



## End in Mind: Student Learning

*Aligning people around a common goal,  
a common set of beliefs and priorities,  
and a shared vision of what is to be achieved.*

The DASD Board of Education studied the elements of the community's vision for its public school system. This information was obtained during the Board's Future Search process, entitled **Framework for the Future**. In two, three-day conferences (1999 and 2009), a representative group of citizens and educators laid out the foundation for the vision for the school district. The Board used that input to design the district's Mission, Vision and Belief Statements, as well as the key purposes of our work ("End in Mind") for the community and for students. These fundamental priorities drive our district's policies, practices, and continuous improvement efforts.



Putting the Student Learning Ends into Practice