Student-Centered Learning: Feedback Workshop
Project goal: Provide an opportunity for advocates to come together to find ways to create a more student-centered learning ecosystem in Minnesota
What does the project entail?

<table>
<thead>
<tr>
<th>Stakeholder Input and Data</th>
<th>Research and Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus on student-centered learning</td>
<td>Stakeholder survey</td>
</tr>
<tr>
<td>Uncover themes</td>
<td>Workshops</td>
</tr>
<tr>
<td>Workshops</td>
<td>Research existing policies and regulations</td>
</tr>
<tr>
<td>Recommendations for possible change</td>
<td></td>
</tr>
</tbody>
</table>
Meeting Objectives:

- **Uncover** trends from the AMSD/KnowledgeWorks survey
- **Envision** preferred future elements for student-centered learning
- **Discuss** current policy barriers to reaching an ideal future
Themes from the Survey
In Student-Centered Learning Spaces...

Source: Education Evolving Student-Centered Learning Principles
What and How We Surveyed

Issues contextualized within the context of student-centered learning

Questions based on KW’s Policy framework, Ed Evolving’s work & AMSD Priorities

Received feedback from stakeholders across the state
Survey Themes

Teacher and leader policies
Other barriers to innovation
State assessment structures
Student learning pathways
Funding
MDE structures
Envisioning Elements for a Preferred Future
What are the benefits futures thinking?

- Adopt a futures-oriented, systems change-focused mindset
- Pressure test plans and anticipate unintended consequences
- Set, refine, and stay grounded in preferred futures
- Take a long-term view
- Grapple with and make decisions amid uncertainty
- Set a collaborative, inclusive path forward
- Surface and examine our assumptions and biases
- Take a fresh look at opportunities and challenges
A Preferred Future of Learning Should…

• Energize and excite you.

• Help you decide your next step or action in difficult situations.

• Reflect your highest aspirations.

• Be based in love and care and hope for your community.
Elements of a Preferred Future: Example and Activity
Diving Deeper into the Data
Qualitative Data Quotes and Insights

• Digging into three big buckets:
  • **Teacher & Leader Policies** - training, licensure, professional development
  • **Culture of Innovation** - things that make it easier (or harder) to try new things (e.g., calendar requirements, seat time definition, the state’s innovation zone)
  • **Assessments** - MN’s existing system of state assessments
Qualitative Data Quotes and Insights

- Teacher & Leader Policies Insights:
  - Negative impact of existing licensure requirements
  - Lack of innovation in licensure, PD and training
  - Traditional teacher training orientation
  - State requirements aren’t centered on students
  - Lack of training in evidence-based strategies (e.g., reading, literacy)
Qualitative Data Quotes and Insights

• Culture of Innovation Insights:
  • Too many requirements, hard to leverage existing flexibilities
  • Need flexibility within calendars, instructional time requirements
  • Innovation zone too restrictive, hard to get approval
  • Missing quality control mechanisms in areas like virtual learning
Qualitative Data Quotes and Insights

• Assessment Insights:
  • Questioning why MN hasn’t pushed for flexibility from federal requirements
  • One-size-fits-all system, doesn’t take into account student differences
  • Captures limited snapshot of student knowledge and skills
  • Places undue pressure on teachers and students
  • Takes time away from meaningful instruction
Considering Barriers to Implementation: Activity
In-Room Facilitation Instructions

• Walk among the categories in the room, providing insights on your experiences

• You may choose to stay in one area or move through all three
  • **Teacher & leader policies** - training, licensure, professional development
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  • **Assessments** - MN’s existing system of state assessments

• Please focus on negative and positive experiences, “+1” when you see similarities, and feel free to offer potential solutions
Thank you!!

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