



union school district

Igniting Genius, Empowering Students

District Design 2022

2017 to 2022

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District Design 2022

Our Vision:

Unrelenting pursuit of the extraordinary school experience.

Our Mission:

To ignite genius and empower students to advance the world.

Belief Statement:

We must seize opportunities to revolutionize the traditional school system to better prepare today's students. A wise investment in time and resources will radically change and improve the school experience.

We believe:

The school experience is built upon a strong academic foundation within a safe, secure environment.

In the joy of learning.

In student choice and ownership of learning.

In the genius of each child.

In developing integrity, compassion, and empathy.

In developing grit, perseverance, and a passion for learning.

In empowering students to be thinkers and change makers.

In the power of curiosity.

In the power of team.

In taking risks and not settling.

Our students, as engaged citizens, will positively impact their community and the world.

Del Mar Union School District
District Design 2022

Summary

Background/Rationale:

Throughout the previous four years, district staff has done extensive research and analysis of students' needs, world demands, and existing educational practices and experiences. Using acquired knowledge from this extensive research and analysis, we know it is time to reshape the educational experience for students. The traditional school system is incomplete and falls short in preparing our students to meet the needs of today's world. District Vision: Unrelenting pursuit of the extraordinary school experience.

We must seize opportunities to revolutionize the traditional school system to better prepare today's students. A wise investment in time and resources will radically change and improve the school experience. District Design 2022 defines the district's vision and mission, laying the groundwork for redefining and improving the school experience for students.

Why does Del Mar Union School District exist?

District Mission: To ignite genius and empower students to advance the world.

What does this mean?

The Del Mar Union School District develops students' strengths, passions, and sense of purpose, and prepares them to serve a broader social, political, and economic community. Three levers identify the means or agency of achieving this end.

- **Lever One: Strong Academic Core and High Quality Instruction**
The academic core is the foundation on which the school experience develops. It grounds the work and ensures students develop essential skills and competencies. High-quality instruction identifies the research-based instructional elements that connect teacher actions with student performance.
- **Lever Two: Mastery of Skills that Matter Most**
We are in a constant, unrelenting and exciting race to adapt and lead as we lay the groundwork for a promising future for our students. The skills that matter most require the ability to think and learn across disciplines, connect multiple ideas, create new knowledge, and engage in breakthrough thinking.
- **Lever Three: Environment**
The physical environment of a school or classroom will influence how individuals interact, their behaviors, and their performance. It is the "third teacher." The physical space should inspire the work of groups and individuals.

How do we do this?

Five interrelated principles leverage the district's work.

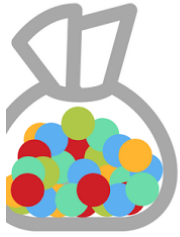
- **Personalization:** Pedagogy, curriculum, and learning environments meet individual student's needs. The experience is tailored to learning preferences and the specific interests of specific learners.
- **Student Agency:** Agency is the capacity and propensity to take purposeful initiative. Students with agency do not respond passively to their circumstances; they seek meaning and act with purpose to achieve the conditions they desire in their own and others' lives. Student choice and ownership of learning are manifested in the learning environment, subject matter, learning approach, and/or pace. Students use mistakes and setbacks as opportunities to grow. Research-based approaches connect teacher actions with student performance.
- **Design Thinking:** Design Thinking is a set of skills that prepares students to solve large, complex, cross-curricular, real-world problems by teaching them effective ways of learning and collaborating. It uses a process, made up of discrete stages, for creating innovative solutions. Students develop skills to solve problems confidently and creatively. Design Thinking draws upon logic, imagination, intuition, and systemic reasoning, to explore possibilities of what could be - and to create desired outcomes that benefit the end user (the customer).
- **Collaboration:** Rather than competing to come up with a good idea, teams work collaboratively to gather information, synthesize, generate ideas, test, and iterate. Teams learn to share their thinking, get feedback, build on, and ultimately hold their own ideas loosely so as to be open to new ideas. Working with others allows students to tackle more complex problems, navigate team dynamics, and develop self awareness.
- **Cultural Intelligence:** The capability to relate and work effectively across cultures. A combination of the insights, competencies, attitudes, and behaviors that enable students to assess culturally diverse experiences accurately, in order to engage effectively with the world around them.

Moving Ahead...

District Design 2022 articulates the Del Mar Union School District vision, mission, and priorities moving forward. A high-quality instructional core is defined by strong academics and exemplary instructional practice. Environments are alive with critical thinking, real-world applications to solving problems, and curiosity that is encouraged via creativity and innovation.

COMPLIANCE

INNOVATION



FACTORY SCHOOLING

Homogenized, compliant workforce equipped with basic skills produced in the cheapest, most efficient way possible.

21ST CENTURY SCHOOLING

The creation of knowledgeable, adaptable people who can work with others to innovate in the new economy.

COLLECTING KNOWLEDGE



WHY

HOW

WHAT

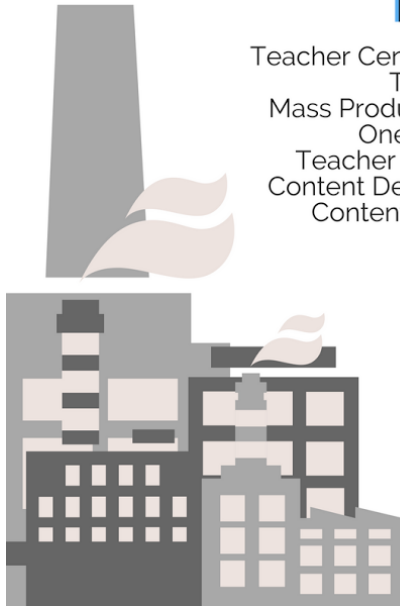
STUDENT

- | | | |
|---------------------|---|--------------------|
| Cognitively Passive | → | Cognitively Active |
| Completing | → | Creating, Making |
| Consuming | → | Producing |
| Memorizing | → | Processing |
| Replicating | → | Designing |
| Isolation | → | Collaboration |
| Work | → | Learning |
| Rigid | → | Flexible |
| Dependent | → | Agency |
| Answering | → | Asking |

CONNECTING KNOWLEDGE

TEACHER

- | | | |
|------------------|---|-----------------------|
| Teacher Centered | → | Student Driven |
| Telling | → | Listening |
| Mass Production | → | Mass Customization |
| One Way | → | Learning Options |
| Teacher Voice | → | Student Voice |
| Content Delivery | → | Content Creation |
| Content Only | → | Content + Application |



Lever 1: Strong Academic Core/High Quality Instruction

The academic core is the foundation on which the school experience develops. It grounds our work and ensures students develop essential skills and competencies.

High quality instruction identifies the research-based instructional elements that connect teacher actions with student performance.

Five-year Objectives

- 1.1 Students intentionally use the key attributes of thinking as they learn cognitive operations.
- 1.2 Students are invested in purposeful standards-based learning applied to real-world context using multi-modal methods to create, communicate, and think critically. Students' experiences build upon their passions, interests, and strengths.
- 1.3 Students experience personal challenge and growth as a result of teachers' effective use of the essential elements of instruction.
- 1.4 Students play an active role in the assessment of their progress, which is measured by updated rubrics aligned with mastery of content standards and the skills that matter most.
- 1.5 Students are apprised of their progress through a narrative summary specific to each student's demonstration of expected skills.
- 1.6 Students learn with and from industry experts outside the traditional education setting as part of their every day school experience.

Lever 2: The Skills That Matter Most

We are in a constant, unrelenting and exciting race to adapt and lead as we lay the groundwork for a promising future for our students. The skills that matter most require the ability to think and learn across disciplines, connect multiple ideas, create new knowledge, and engage in breakthrough thinking.

Five-year Objectives

- 2.1 Students realize personal genius through engagement in customized learning experiences and self-selected content connected to standards.
- 2.2 Students demonstrate agency by creating personal goals based on the attainment of content standards and skills. Students have choice and/or input about their learning environment, subject matter, learning approach, and learning pace.
- 2.3 Students' curiosity is promoted as they seek out real world problems and formulate innovative solutions. Students generate questions, exhibit flexibility in thinking, and are excited by challenge.
- 2.4 Students are engaged citizens who connect with contemporary and historical issues, virtually and in real time, with people in their local community and throughout the world to understand other cultures and opinions.
- 2.5 Students demonstrate compassion and empathy by engaging with a sense of purpose in a collaborative school community that embraces diversity and promotes meaningful relationships.

Lever 3: Environment

The physical environment of a school or classroom will influence how individuals interact, their behaviors, and their performance. It is the “third teacher.” The physical space should inspire the work of groups and individuals.

Five-year Objectives

- 3.1 Students use open, collaborative spaces, indoor and outdoor, to engage in purposeful learning matched to their learning styles and/or tasks.
- 3.2 Students access flexible, comfortable, age-appropriate furniture that promotes collaboration, creativity, and productivity.
- 3.3 Students learn in environments they play an active role in creating.
- 3.4 Students flow within flexible spaces, and schedules are matched to individual student’s needs.
- 3.5 Students use a variety of technology tools in all environments.

Principles

- **Personalization:** Pedagogy, curriculum, and learning environments meet individual student's needs. The experience is tailored to learning preferences and the specific interests of specific learners.
- **Student Agency:** Agency is the capacity and propensity to take purposeful initiative. Students with agency do not respond passively to their circumstances; they seek meaning and act with purpose to achieve the conditions they desire in their own and others' lives. Student choice and ownership of learning are manifested in the learning environment, subject matter, learning approach, and/or pace. Students use mistakes and setbacks as opportunities to grow. Research-based approaches connect teacher actions with student performance.
- **Design Thinking:** Design Thinking is a set of skills that prepares students to solve large, complex, cross-curricular, real-world problems by teaching them effective ways of learning and collaborating. It uses a process, made up of discrete stages, for creating innovative solutions. Students develop skills to solve problems confidently and creatively. Design Thinking draws upon logic, imagination, intuition, and systemic reasoning, to explore possibilities of what could be - and to create desired outcomes that benefit the end user (the customer).
- **Collaboration:** Rather than competing to come up with a good idea, teams work collaboratively to gather information, synthesize, generate ideas, test, and iterate. Teams learn to share their thinking, get feedback, build on, and ultimately hold their own ideas loosely so as to be open to new ideas. Working with others allows students to tackle more complex problems, navigate team dynamics, and develop self-awareness.
- **Cultural Intelligence:** The capability to relate and work effectively across cultures. A combination of the insights, competencies, attitudes, and behaviors that enable students to assess culturally diverse experiences accurately, in order to engage effectively with the world around them.

Priority Actions

2017-2018

Lever 1: Strong Academic Core and High Quality Instruction

- Provide professional learning for every teacher in the essential elements of instruction for the purpose of increasing teachers' knowledge and the effective, intentional use of the elements.
- Provide professional learning to develop teachers' knowledge of content standards and instructional methodologies in reading and science.
- Establish a group of teacher leaders to study the attributes of thinking in relation to cognitive operations. Create a plan to share learning with teachers districtwide.
- Using standards as the starting point, students will learn from industry experts (local and/or global) in at least one unit of instruction.
- Monitor and evaluate the new After School Language Enrichment Program to inform next steps for potential district implementation.

Lever 2: The Skills that Matter Most

- Implement a comprehensive social emotional learning plan at every school.
- Use the Design Thinking process to engage every student in at least one learning experience. Measure student progress/understanding of standards based on explicit success criteria/rubrics.
- Select a student interest survey, administer to every student, and use data to identify individual student's passions, interests, and strengths.
- Examine the current school experience and modify to include increased opportunities for student ownership and agency.
- Increase students' understanding of civic knowledge through exposure and interaction with contemporary topics.
- Fifth and sixth grade students will publicly showcase their learning to a broad audience using a multi-media platform at least once during the school year.

Lever 3: Environment

- Transition libraries and computer labs from singular purpose spaces to multi-use spaces where students can create, collaborate, and utilize a variety of technology tools and materials.
- Pilot Modern Learning Studios in select primary classrooms.
- Work with architects to design outdoor learning spaces.
- Develop a prioritized plan for implementation and purchase of flexible furnishings in student learning spaces throughout the district.

Supporting Priority Actions

2017-2018

External Relations

- Identify industry experts, locally and globally, to support instruction in identified subject matter.
- Establish a protocol for a consistent presence of industry experts within the instructional program.
- Work closely with universities to inform decisions regarding research-based best practices, and partner to advance innovative ideas that transform the school experience.

Funding

- Analyze information from consultants regarding revenue, district needs, and options.
- Inform all stakeholders via multi-media and in-person regarding revenue, district needs, and options.

Facilities

- Revise and update the Facilities Master Plan.
- Analyze enrollment and capacity to inform decisions about existing facilities and potential new school construction.

Communication

- Articulate a series of specific communication actions to reach specific audiences at identified times throughout the calendar year.
- Utilize multiple formats to reach more people.
- Populate existing media with robust, current information regarding district events and the great work of the district.
- Gather staff input regarding district matters via small focus group meetings throughout the year.

Student Well-being

- Ensure up-to-date safety protocols are in place and practiced by all district students and staff.
- Administer a school climate survey to gather student input.
- Gather student input regarding school matters via small focus group meetings with school principals.



District Design 2022 Process

Desired Outcomes:

- Create a District Design to support the ideal future vision of the district through 2022.
- Build staff, parent, and industry participation and ownership in district decisions.
- Continue the district-wide annual strategic review and evaluation process that assesses future district direction and informs change when needed.

District Design Stakeholder Involvement:

District Design Team: Provides input and incorporates input from focus groups into the creation of district vision, mission, belief statements, design categories, design statements, 5-year design **objectives**, and annual priorities. Monitors the District Design Annual Cycle and is an integral component of the process.

District Design Focus Groups: An integral part of the parallel process, which encourages stakeholder participation and ensures transparency throughout the process.

- **Design Objectives Focus Groups** – Led by a member of the District Design Team and comprised of teachers from each school. At the beginning of the process will identify 5-year design objectives for each of the three design categories (Strong Academic Core and High Quality Instruction, Mastery of Skills that Matter Most, Environment). Design Objectives Focus Group Meeting will be on May 8 from 3:00pm – 5:00pm.

Each year, identify top three to five annual priorities for implementing each design category over the next 12 months. Ultimately, these priority design initiatives are the organizing framework used by everyone to set annual department and school site goals.

- **Leadership Team Focus Group** – Provides leadership and input throughout the entire process that includes stakeholder outreach and involvement at respective schools and/or departments.
- **Parent Focus Groups** – Provide input during initial development of the District Design 2022, as well as throughout the process at each school site via annual State of the District and social media platforms.

- **Staff Focus Groups (Entire Staff)** - Provide input during initial development of the District Design 2022, as well as throughout the process at each school and department site via annual State of the District and social media platforms.
- **Teacher Idea Focus Groups** - Provide input and generate ideas during development of the District Design 2022. Two Meetings held on May 3 from 3pm – 4pm at the District Office and May 10 from 1pm – 2pm. 5 – 10 teachers per school. Teachers determine who will attend and may attend either of the two Idea Focus Groups.
- **DELAC Focus Group** - Provide input during initial development of the District Design 2022, as well as throughout the process at each school and department site via annual State of the District and social media platforms.
- **PTA Advisory Focus Group** - Provide input during initial development of the District Design 2022, as well as throughout the process at each school and department site via annual State of the District and social media platforms.

District Design Process:

1. Determine our “Why”

Determine “why” we exist, conducted by DDTeam, including our cause, purpose, beliefs.

2. Identify District Design Categories

Leadership staff captures themes from “why” (cause, purpose, beliefs) to identify District Design Categories, which are defined by district design statements.

3. Determine Current Reality

Current State Assessment, conducted by staff, to assess the current reality via the “From” in light of the district’s Ideal Future.

4. Identify Ideal Future Success Measures for Each Design Category

Identify “From – To,” which are the district’s Ideal Future Success Measures of Strong Academic Core and High Quality Instruction, determined by DDTeam, via the district’s Ideal Future defined in the “To.”

Identify “From – To,” which are the district’s Ideal Future Success Measures of Skills that Matter Most, via the district’s Ideal Future defined in the “To.”

Identify “From – To,” which are the district’s Ideal Future Success Measures of Environment, via the district’s Ideal Future defined in the “To.”

5. Identify 5-Year Design Objectives

District Design Focus Groups, including some members of the DDT, identify 5-year design objectives for each of the three design categories (Strong Academic Core and High Quality Instruction, Mastery of Skills that Matter Most, Environment).

6. Identify Annual Priorities

District Design Focus Groups, including some members of the DDT, identify top three to five annual priorities for implementing each design category over the next 12 months.

7. Annual School and Department Goals

The annual priorities are the organizing framework used by everyone to set annual department and school site goals, which are incorporated into site plans.

8. On-going Support and Monitoring

Cabinet-level District Design “Pink Sheet” monitoring three times per year to support and ensure progress on annual priorities. Monthly Board Reports to update Board of Trustees regarding progress on District Design 2022.

9. Annual Review and Update

Conducted in spring of each year, involves District Design Team and Design Focus Group Members to review the year’s accomplishments and establish new annual priority initiatives for the following school year.

**Del Mar Union School District
District Design 2022
“From – To”**

Strong Academic Core and High Quality Instruction

The academic core is the foundation on which the school experience develops. It grounds our work and ensures students develop essential skills and competencies.

High quality instruction identifies the research-based instructional elements that connect teacher actions with student performance.

FROM (2017)	➔	TO (2022)
<p>Professional learning has focused on understanding academic content standards in reading, writing, and mathematics. Understanding of how to teach the standards according to a developmental continuum at appropriate levels of rigor for each child is in the initial stages. Beginning stages of understanding the Standards for English Language Development and Next Generation Science.</p>		<p>Deep understanding of the standards includes content knowledge and progression along an articulated continuum. Lessons are designed with entry points for every student and embed opportunities for student choice while ensuring appropriate levels of rigor.</p>
<p>The use of standards as the foundation for lesson design continues to develop. There is limited lesson design with a cross curricular focus. Some lessons lack a clear connection to standards and appear to be activity-based rather than standards-based.</p>		<p>Meaningful learning experiences are grounded in standards and inspire students to engage with the content and apply learning to real world situations and/or new contexts. Students have ample opportunity to create and think critically.</p>

FROM (2017)	➔	TO (2022)
<p>Much instruction focuses on student work products rather than the process of thinking and learning. Classroom environments tend to reflect static displays of student work products. The process of learning and student thinking continues to increase in visibility throughout our classrooms.</p>		<p>Students have a deep understanding of subject matter through learning cognitive operations and key attributes of thinking for each operation.</p> <p>Students know how to carry out the thinking skills required when they initiate learning in response to inquiry, engage in meaningful tasks, and solve problems.</p> <p>There exists systematic, explicit attention to cognitive operations which results in deep understanding of subject matter.</p>
<p>All teachers have received an overview of the Essential Elements of Instruction. Some teachers have participated as lead teachers for the purpose of deeper learning around each of the elements. Intentional use of the elements in every classroom is developing.</p>		<p>Highly effective instructional practice is grounded in the intentional use of the Essential Elements of Instruction.</p> <p>The Essential Elements of Instruction are the instructional core: it's how we talk, it's what we do, it's universal; across the district.</p>
<p>Student learning is assessed according to traditional standardized tests, district benchmarks, classroom tests and quizzes, and one-size-fits-all projects and assignments. Student progress is reported using traditional report cards according to pre-established intervals. There is limited authentic feedback in the form of a narrative unique to each child's academic growth and social emotional development.</p>		<p>Student learning and assessment occurs routinely throughout the academic year according to a child's progress and growth along a developmental continuum. The progress is reported using a narrative, multiple examples of authentic student work that clearly illustrates growth, and current levels of performance toward mastery of academic standards and the skills that matter most. Standardized testing is used as one measure to ensure students continue to progress and perform at high levels.</p>

Del Mar Union School District
District Design 2022
“From – To”

The Skills that Matter Most

We are in a constant, unrelenting, and exciting race to adapt and lead as we lay the groundwork for a promising future for our students. The skills that matter most require the ability to think and learn across disciplines, connect multiple ideas, create new knowledge, and engage in breakthrough thinking.

FROM (2017)	➔	TO (2022)
<p>Judgment, Ethics, Character Often seen as an intentional, deliberately taught program and not always part of the fabric and culture of the organization.</p>		<p>Students have deep personal understanding with strong emotional calibration, including empathy and compassion for others. Students are part of an inclusive environment that promotes respect for all while working collaboratively toward purposeful goals. Students embody a culture of openness to understanding and accepting differing perspectives and experiences.</p>
<p>Health, Well-being Physical health - Students engage in physical activity primarily with a P.E. teacher and a classroom teacher during a specific time, with limited understanding of how their physical well-being impacts every aspect of their lives. Social/emotional – Adults supervise and direct conflict resolution among students through school rules and school-wide discipline policies.</p>		<p>Students’ school day is customized to meet the needs of each individual learner. Students are self-aware of their personal physical and social/emotional well being and have options available to make choices that promote their physical and mental health. Students are organized, resilient, resolve conflict, and respect others. School facilities are utilized beyond the typical school day to support physical well being of students and the community.</p>

FROM (2017)	➔	TO (2022)
<p>Leadership and Management Students' school experiences are currently planned and organized by the adults and manifest as structures and procedures for students to follow. Daily routines are driven by lists, schedules, and bells. There is limited evidence of student agency. Limited opportunities exist for students to make decisions and choices about their school experience. Students' opportunities for leadership are typically controlled by adults. Student accountability lies predominantly with the adults.</p>		<p>Student agency and leadership are cultivated throughout the school experience. Students actively participate in the planning and structure of their day. Students help create customized learning goals around clear, expected outcomes. Students have options available to choose where and how to engage in meaningful learning. Students demonstrate learning in a variety of formats suitable to a given project or task. Students engage and serve people, have opportunities to be entrepreneurial and practice ethical decision making.</p>
<p>Future Processes, Sustainability and Forecasting Limited application of knowledge and academic foundation to real world context. Student engagement with content is typically focused on acquisition of knowledge, rather than content knowledge that is made meaningful with relevant real world problems in which students gain deep understanding and seek solutions.</p>		<p>Students have diverse experiential learning opportunities which include seeking problems in real situations. Deep understanding of content knowledge comes to life via identifying and solving these meaningful, real world problems.</p>

FROM (2017)	➔	TO (2022)
<p>Employability Skills Few opportunities exist for students to experience problem seeking and problem solving in real world situations that involve teamwork, communication, human relations, critical thinking, and entrepreneurial dispositions, including mathematics and budget. Use of technology is mostly at the substitution level and we are at the beginning stages of intentionally using technology to further students' communication and collaboration skills.</p>		<p>Students have an understanding and first-hand knowledge of the world of work. Students routinely build upon their unique skills, passions and interests and are presented opportunities to connect with real world employers, corporations, and industries to experience problem seeking and solving in real world situations. Through these opportunities students develop the critical thinking, collaboration and creativity applicable to industry.</p> <p>Students have access to the “right tool for the right job” so that authentic learning, beyond the walls of the classroom, takes place.</p> <p>Students display agility, flexibility, and adaptability in selecting the right approach and/or tool for a given job.</p>
<p>Communication The use of authentic written communication for the purpose of expressing ideas and opinions is strong throughout the district.</p> <p>Verbal skills, written skills, and presentation skills are primarily completed in response to a teacher directed prompt or topic. Discourse is primarily around academic content with some opportunity to write and speak with voice about relevant, self-selected content. Limited opportunity exists for students to engage in civil discourse around current world issues with varying viewpoints.</p>		<p>Students determine and use the best modes of communication for the purpose of thoughtfully expressing ideas and opinions.</p> <p>Students understand the responsibility and impact of their contribution to the digital world. Students make wise and informed decisions when using multimedia and other non-traditional methods to communicate ideas and connect to the world around them.</p> <p>Students respectfully debate differing opinions around academic content, as well as relevant self-selected content. Students actively listen as an essential form of communication.</p> <p>Students seek and use feedback from multiple sources to determine their next steps in learning.</p>

FROM (2017)	➔	TO (2022)
<p>Global and International Knowledge +Skills Our schools and classrooms are a reflection of an international community. Diverse cultures and languages are assumed, rather than incorporated as part of what is intentionally taught. Limited study exists around diverse cultures and languages and the impact diversity plays in understanding the current global landscape.</p>		<p>Students use their understanding of different cultures to effectively communicate, collaborate, and interact with empathy.</p> <p>Students are exposed to multiple forms of language.</p> <p>Students gain knowledge and perspective by interaction with people and information both locally and globally.</p>
<p>Civic Knowledge, Skills, Disposition Students have some understanding of how laws are made and changed relative to a citizen’s rights and responsibilities. Civic literacy often lacks a real world connection. Understanding and contemplation of contemporary issues is limited.</p>		<p>Students apply democratic processes to solve problems in their school and community. Students seek multiple viewpoints and facts to formulate their personal opinions. Students are engaged, contributing members of today’s society.</p>
<p>Social and Behavioral Sciences Students have limited experiences that help develop an understanding of how historical context, economics, geography, and world affairs impact societal behaviors and trends.</p>		<p>Students examine societal structures and trends and the factors contributing to current conditions. Students contemplate how today’s actions impact tomorrow. Students design solutions for the social challenges of today and tomorrow. Students have a working knowledge of civics, history, law, political science, economics, government, geography, and world affairs.</p>
<p>Computer Science/Literacy Multiple technology platforms and tools are used regularly by students. Limited real world opportunities exist for students to apply technology for the purpose of accessing and processing information, as well as enhancing research, efficiency, productivity, and quality of life. Opportunities do not yet exist that lead to the creation of new technologies.</p>		<p>Students are technologically literate and agile in their use of technology tools. Students access and process information, problem solve, and create new technologies. Students have the skills to determine the tool(s) needed to research, think critically, analyze, and create purposeful content.</p>

FROM (2017)	➔	TO (2022)
<p>Engineering and Architecture Attention to engineering is developing and is most often evidenced through Next Generation Science Standards. Students may lack understanding about how engineering activities are connected to foundational engineering concepts.</p> <p>Significance of engineering in the design and integrity of structures, machines, materials, and systems is developing.</p>		<p>Students fearlessly engage and collaborate in activities that are based on real-world technologies and problems. Students understand there is no single “right” answer in design, and can apply the iterative process. Students understand the significance of engineering in design and integrity of structures, machines, materials, and systems.</p>
<p>Economics and Personal Finance Limited opportunities exist for students to engage in authentic learning that develops an understanding of needs versus wants, affordability, value, interest, return on investment, and applied ethics.</p>		<p>Students demonstrate a clear understanding of economics and personal finance through the application of identified fundamentals of economics, including needs vs. wants, affordability, value, interest, return on investment, and applied ethics. Students apply these fundamentals to authentic learning opportunities and personal experiences.</p>
<p>Imagination, Creativity, Innovation Initial steps have been taken to develop students’ ability and disciplines needed to imagine, create, invent, and innovate. Current systems, structures and beliefs often inhibit the habit of curiosity among students, in which each individual is encouraged to wonder and imagine how things can be improved or even reinvented. Questions are predominantly asked <i>of</i> students rather than <i>by</i> students.</p>		<p>Students excel in a setting where their personal genius has no bounds. Innovation, curiosity, imagination, and creativity continuously propel the students to question and take action.</p> <p>Students understand and apply the Design Thinking process and use it to seek out and solve problems that matter to them.</p>

FROM (2017)	➔	TO (2022)
<p>Thinking and Reasoning Opportunities for students to think critically and creatively are increasing. Learning through inquiry and complexity is limited and when present, may not be grounded in academic content. Limited opportunities for students to think philosophically, see things in context, and question current thinking.</p>		<p>Students will use thinking strategies across content areas to see relationships, think big, learn through inquiry, deal with complexity, as clarifying questions, think philosophically, see things in context, and question current thinking. Students will identify problems, think creatively and critically to solve the problem, and analyze the results in order to share with an audience.</p> <p>Student learning through increasingly complex inquiry is grounded in academic standards.</p> <p>Students use a shared set of success criteria to engage in and design inquiry experiences.</p>
<p>Knowledge Creation and Breakthrough Thinking Current systems, structures and beliefs support students' knowledge acquisition rather than knowledge creation. Current practices are in the initial stages of developing learning experiences in which students analyze, synthesize, and think across disciplines to discover new knowledge and new ideas.</p>		<p>Students actively use a variety of tools and experts to research issues, generate solutions, and share their new thinking with others. Students access and build on knowledge across content areas to address an issue or area of need. Students seek experts and resources to inform new learning and new ways of thinking about the issue or area of need. Students have opportunities to engineer new products, services, or solutions.</p>

Del Mar Union School District
District Design 2022
“From – To”

Environment

The physical environment of a school or classroom will influence how individuals interact, their behaviors, and their performance. It is the “third teacher.” The physical space should inspire the work of groups and individuals.

FROM (2017)	➔	TO (2022)
<p>Many school facilities are aged. Facilities are rigid and do not lend themselves to flexible use of space. Spaces are defined by fixed walls and furniture. Most students identify with a single place in the school. They have a desk and a classroom assigned to them. Specific learning takes place in a specific space. For example, learning about technology occurs in the technology lab and the library is a static single-purpose space used to read and check out books.</p>		<p>School facilities support student-centered learning, teacher collaboration, positive school climate, technology integration, flexible scheduling, and connection to the environment, community, and global network.</p> <p>Environments connect people with ideas and play an active role in promoting a rich collaborative culture.</p> <p>Students have access to a variety of environments for doing independent research, working on team projects, engaging in debates in social settings, and interacting via technology with peers and colleagues in other parts of the world.</p>
<p>School spaces serve single-use, narrowly defined functions. Rules establish student access to spaces according to defined schedules. Spaces provide limited options for learning tasks. Most spaces are closed off by walls and barriers, limiting access visually and physically.</p>		<p>School spaces are learning spaces; they are active and fully utilized to meet the learning needs of students. The spaces serve relevant purposes. Students actively engage with/within school spaces and have ready access in spaces throughout the school depending on the learning needs.</p>

FROM (2017)	➔	TO (2022)
<p>Classrooms are equipped with traditional desks and uncomfortable chairs. They are furnished according to a one-size-fits-all formula which includes desks, chairs, and a teacher desk. There is typically one focal point in the room where the teacher conducts the learning. Connectivity is limited and inconsistent. Current technology (i.e. large screen monitors, ipads, apple tv, chromecast) exists in some classrooms, primarily upper grade.</p> <p>There are eight Modern Learning Studios in two grade levels, one at each of two schools. The MLS rooms have flexible furnishings, support the seamless use of technology, provide a variety of workspace options, and are a reflection of student ownership.</p>		<p>Learning spaces have flexible furnishings, support the seamless use of technology, provide a variety of workspace options, and are a reflection of student ownership.</p>



District Research:

Transforming the School Experience

Throughout the previous four years, district staff has done extensive research and analysis of student needs, world demands and existing educational practices and experiences. This comprehensive and thoughtful approach has included numerous books, study of peer reviewed articles/publications, professional seminars, consultation with education and business leaders, consultation with numerous experts in their fields, and visits [in person and virtual] to multiple universities/schools/businesses.*

Using acquired knowledge from this extensive research and analysis, we know it is time to reshape the educational experience for students. District Design through 2022 will define the District's vision and mission, laying the groundwork for redefining and improving the school experience for students. The District Design visioning process will continue throughout Spring 2017, culminating with a new "District Design through 2022" in June 2017.

*Abbreviated Summary of Research and Resources

Publications:

- Twenty-One Trends for the 21st Century, by Gary Marx
- Most Likely to Succeed: Preparing our Kids for the Innovation Era, by Tony Wagner
- Creating Cultures of Thinking, by Ron Ritchhart
- The Global Achievement Gap, by Tony Wagner
- Creative Schools: The Grassroots Revolution That's Transforming Education, by Ken Robinson, Ph.D. and Lou Aronica
- The Art of Tinkering, by Karen Wilkinson & Mike Petrich
- The Innovator's Mindset, by George Couros
- Launch, by John Spencer and A.J. Juliani
- Creative Confidence, by Tom Kelley and David Kelley
- That Used To Be Us, by Thomas L. Friedman and Michael Mandelbaum
- Blueprint for Tomorrow: Redesigning Schools for Student-Centered Learning, by Prakash Nair
- The Smartest Kids in the World, by Amanda Ripley
- Creating Innovators, by Tony Wagner
- Formative Assessment in Practice: A Process of Inquiry and Action, by Margaret Heritage

Professional Seminars and Consultations with Experts:

- David Bruemmer, CTO and Co-Founder, 5D Robotics
- Ed Hidalgo, Senior Director of Staffing, Qualcomm; Director, World of Work Initiative, USD
- George Couros, Author and Innovative Leader
- Harvey White, Co-Founder Qualcomm
- Dan Makoski, VP of Design, WalMart; previously Google, Microsoft, Motorola, Capital One
- Hadi Partovi, Tech Entrepreneur and Founder of Hour of Code
- Pedro Noguera, UCLA Professor
- James Wright, Classroom of the Future Foundation, "Building a Culture of STEM"
- Julie Evans, CEO of Project Tomorrow and Developer of the National Speak-up Research Project
- Dr. Jason Richardson, Renowned Author and Speaker
- Exploratorium, Institute for Inquiry
- Google On-Site Collaboration and Think Tank
- Apple On-Site Collaboration
- Laguna Beach School District
- Design39 School
- E3 School
- Washington Elementary, Little Italy
- Project Zero, Harvard University
- Nueva Design Thinking Institute
- Apple Distinguished Visit
- Qualcomm Collaboration
- The Design Lab, UCSD
- Designing the Engaged Learning Environment – Culver Newlin
- Design Furniture Expo – Nixon Library
- CUE 2017

The Skills that Matter Most

Definitions

Judgment, Ethics, Character

Self-discipline, good character, good will toward others, ethical principles, anger management, and self-control. Act civilly, tempering personal gain with empathy and compassion. Good judgment.

Health, Well-being

Good physical and mental health habits, diet, physical fitness, parenting skills. Ability to be organized, resilient, resolve conflict, and respect others. Ability to use basic building/repair tools.

Leadership and Management

Plan, organize, activate, be transparent and accountable. Engage and serve people and clients; be entrepreneurial and ethical. See thinking in context, mobilize resources, solve problems. Stay in touch, clarity, define, and inspire.

Future Processes, Sustainability and Forecasting

Ability to use processes to develop a sustainable future, such as trend and issue analysis. Understanding importance of futures studies.

Employability Skills

Technology, teamwork, communication, human relations, critical thinking, problem solving, math, budgetary, entrepreneurial, and both general and job specific knowledge, skills, and behaviors. Flexibility and adaptability.

Communication

Reading, writing, speaking, listening, concept development, and research.

Global and International Knowledge +Skills

A connected, world-wise person. Understanding of languages and cultures. Ability to develop business, governmental, educational, scientific, and personal relationships across boundaries and cultures.

Civic Knowledge, Skills, Disposition

Civic literacy--how laws are made and changed, rights and responsibilities, voting, fairness, justice, equal opportunity, problem-solving, and formulating public policy. Becoming an engaged, contributing member of society.

Social and Behavioral Sciences

Role of society, identity, and culture. Grounding in civics, history, law, political science, economics, government, geography, world affairs, behavioral sciences, and other related areas.

Computer Science/Literacy

Technology literacy. Proficient in use to enhance research, productivity, quality of life. Information accessing and processing, problem solving, and creation of new technologies.

Engineering and Architecture

Significance of *engineering* in design and integrity of structures, machines, materials, and systems, as well as chemical and other forms of engineering, and of *architecture* in planning and designing the built environment, cities, and communities.

Economics and Personal Finance

Micro- and macro-economics. Approaches that might be needed to create jobs, careers, and industries. Personally, understanding needs vs. wants, affordability, value, interest, return on investment, and applied ethics.

Imagination, Creativity, Innovation

Ability and discipline needed to imagine, create, invent, innovate, seek, and discover--to find relationships among ideas and detect ingenuity in oneself and others.

Thinking and Reasoning

Critical and creative thinking. Ability to see relationships; think big; learn through inquiry; deal with complexity, ask clarifying questions; think philosophically, see things in context; and question current thinking.

Knowledge Creation and Breakthrough Thinking

Ability to analyze, synthesize, and think across disciplines, to discover new knowledge, new ideas, and possibly new products, services, or solutions.