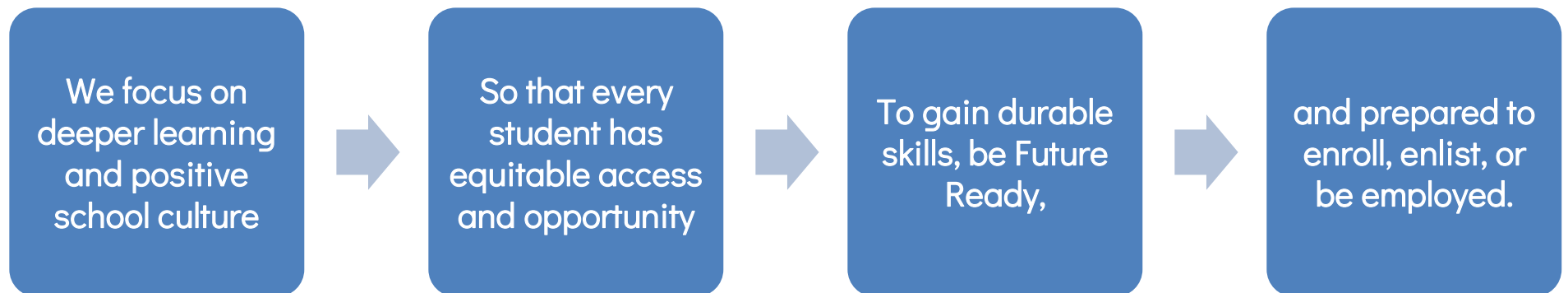




WS/FCS Preparing All Students PK-12 to be Future Ready!

Winston-Salem/Forsyth County Schools (WS/FCS) cultivates the skills and mindsets for our students to be “Future Ready”, prepared with the skills today for a changing tomorrow! To support WS/FCS students being future-ready, we cultivate the seven durable skills of the WS/FCS Portrait of the Graduate (*adaptability, collaboration, communication, critical thinking, empathy, learner’s mindset, and personal responsibility*). We ensure Pre-Kindergarten through 12th grade students have the mindsets, knowledge and skills to be contributors to our community and ultimately be prepared to enroll, enlist, or be employed. Learning in schools and designing optimal learning conditions are critical levers to this collective work.

#WS/FCSFutureReady
[wsfcs.k12.nc.us/future-ready](https://www.wsfcs.k12.nc.us/future-ready)



Why a Vision for Learning and Teaching?

Our goal is to create student-driven classrooms that support our learners to be Future Ready. The WS/FCS Vision for Learning and Teaching defines expectations for optimal learning for all learners, staff, and leaders.

Who should utilize the Vision for Learning and Teaching?

The WS/FCS Vision for Learning and Teaching is intended for internal WS/FCS Staff (leaders, teachers, and instructional support staff). This tool guides our vision and implementation of quality learning and teaching experiences.

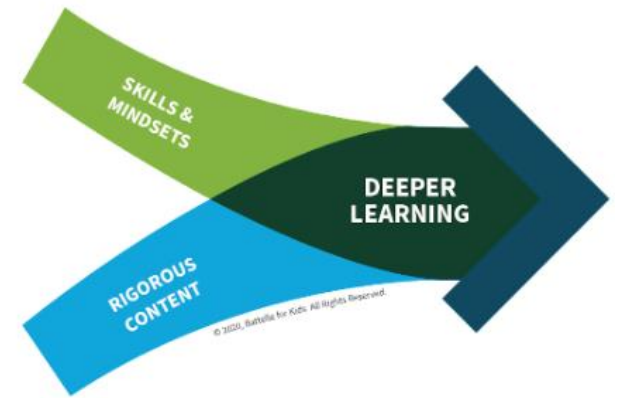
How to leverage this resource?

The WS/FCS Vision for Learning and Teaching will be utilized in PLTs, individual teacher plannings, and staff professional learning meetings to reinforce and implement the principles outlined in this vision. In addition, our Unit Planning Organizers (UPOs) and supplemental instructional resources should be used to design quality learning experiences that support all learners.



The WS/FCS Vision for Learning

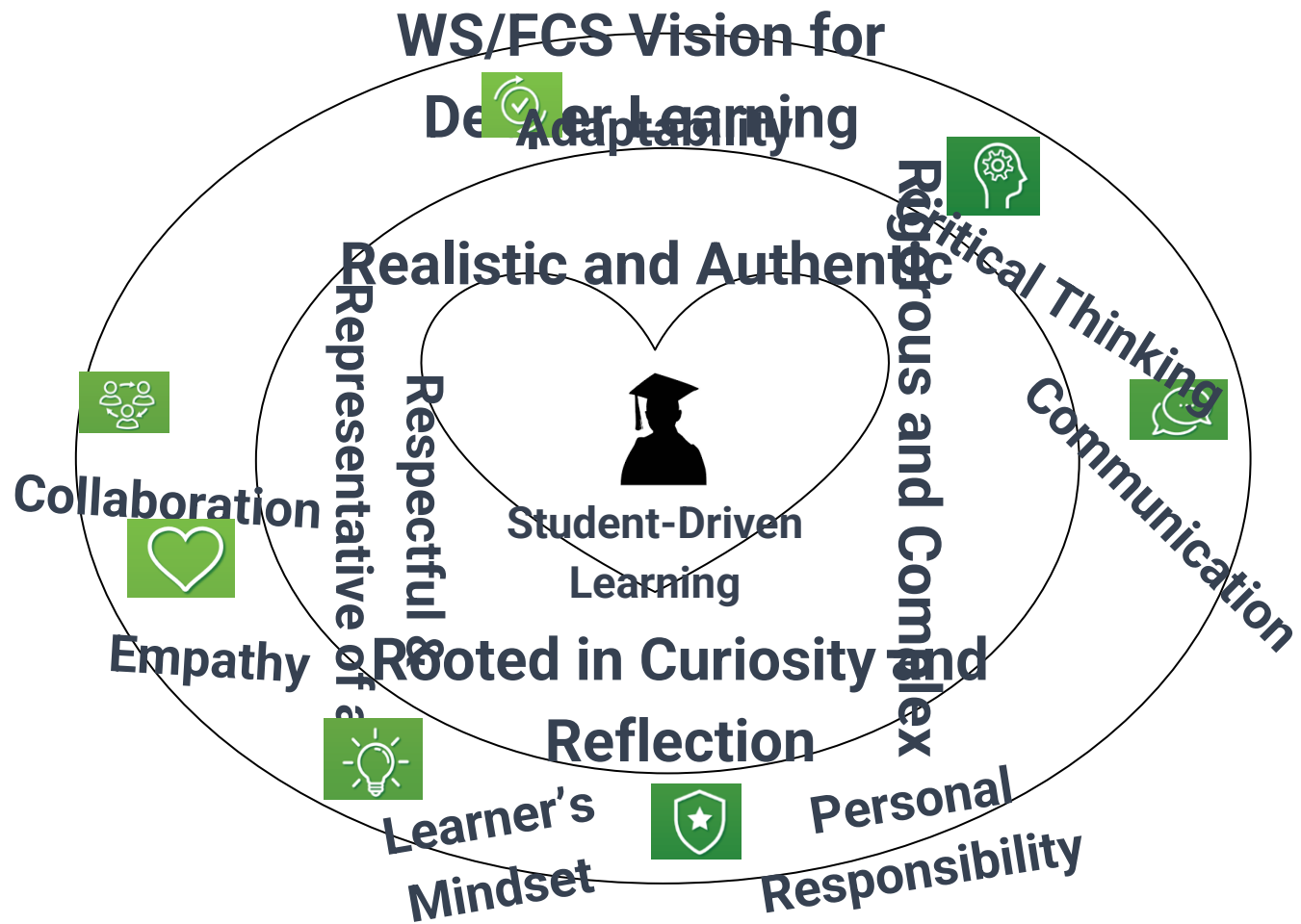
WS/FCS defines deeper learning as students engaged in experiences that intentionally integrate academic content with strategies that cultivate the durable skills in the WS/FCS Portrait of a Graduate (PoG). Deeper learning allows learners to take ownership of their education through their interests, passions, curiosities, and learning pursuits incorporated into life-connected experiences.



Deeper learning places learners at the heart of their own learning. We empower learners to take strategic steps to accomplish their goals. By design, [deeper learning schools](#) (hyperlinked resources) put learners at the center of their learning experiences and provide opportunities for learners to demonstrate adaptability, collaboration, communication, critical thinking, empathy, a learner's mindset, and personal responsibility.

The WS/FCS Vision for Learning focuses on the learning opportunities learners must experience to meet WS/FCS Strategic Plan Goal #1: **WS/FCS will raise student achievement, close achievement gaps, and enable all learners to take ownership of their learning.** The Vision for Learning aligns to the four critical attributes of deeper learning:

- I. Realistic and Authentic
- II. Rigorous and Complex
- III. Respectful and Representative of All
- IV. Rooted in Curiosity and Reflection





Attributes of Deeper Learning



The Four R's




I. Learning is Realistic and Authentic	II. Learning is Rigorous and Complex
<p>Learning must connect to life today and extend beyond school. For learning to be authentic, learners must engage in tasks that include real-world skills, ideas, and challenges. Learners set goals for learning, choose the strategies/tools to support their learning, and monitor and reflect on their progress. They connect learning to their passions, interests, and needs of their community. Learners approach learning with a flexible mindset to adapt to challenges and new learning.</p>	<p>Learning must challenge learners' thinking and understanding of new ideas and the world. Learners build on existing knowledge to access deeper appreciation for their learning. Learners analyze and synthesize ideas to generate new solutions and conclusions. Learners share their thoughts and present their learning in a variety of ways (e.g. written, spoken, digital, artistic, etc.).</p>
III. Learning is Respectful and Representative of all	IV. Learning is Rooted in Curiosity and Reflection
<p>Learners understand the value of all individuals having a voice. Learners respect diverse ideas and people and seek to understand multiple perspectives. Learners thrive in an environment that respects their individuality, ideas, culture, and beliefs. Learners appreciate the importance of taking ownership of their thoughts and actions.</p>	<p>Learners utilize an inquiry approach through questioning and possess a desire to continually learn. Learners pursue their passions and interests throughout the learning process. Learners reflect on their progress and hold themselves accountable for their own learning. They persevere in their efforts when not initially successful with learning or tasks.</p>

Deeper Learning Schools

In deeper learning schools, leaders, educators and learners play critical roles. When deeper learning occurs in classrooms, educators facilitate instruction and learners take ownership of their learning. Learners demonstrate evidence of the 7 durable skills of the WS/FCS PoG through deeper learning. The chart below shows the roles of leaders, educators, and learners in cultivating deeper learning experiences.

PORTRAIT DURABLE SKILLS	LEARNERS	EDUCATORS	LEADERS
 <p>ADAPTABILITY</p>	<p>Learners</p> <ul style="list-style-type: none"> ● accept and respond appropriately to feedback. ● see mistakes as a part of the learning process. ● make adjustments as needed. ● persevere through difficulty or failure to reach a solution. 	<p>Educators</p> <ul style="list-style-type: none"> ● create a culture where mistakes are a part of the learning process. ● provide feedback to learners and support learners with setting goals and reflecting on progress. ● support learners to implement feedback and persevere through challenges. ● model adaptability. 	<p>Leaders</p> <ul style="list-style-type: none"> ● prioritize opportunities for continuous learning. ● encourage staff to try new strategies to support deeper learning mindsets. ● model how to pivot when new needs and challenges arise as a part of learning. ● set norms and model how shifting as a result of new learning is an expectation for all learners.
 <p>COLLABORATION</p>	<p>Learners</p> <ul style="list-style-type: none"> ● contribute and work with others to add to knowledge, ideas, and solutions towards a common goal. ● interact respectfully with others and embrace a variety of roles. ● work in teams and balance listening to others' ideas with contributions of their own. 	<p>Educators</p> <ul style="list-style-type: none"> ● provide opportunities for learners to work in diverse teams towards a common goal. ● assign roles and provide structures to foster teamwork. ● create conditions that allow learners to work together to share and understand diverse ideas and concepts. ● model peer collaboration. 	<p>Leaders</p> <ul style="list-style-type: none"> ● see collaboration as an opportunity for continuous learning and improvement. ● center the voice of staff, learners, and families as partners to support student learning. ● model effective collaboration.

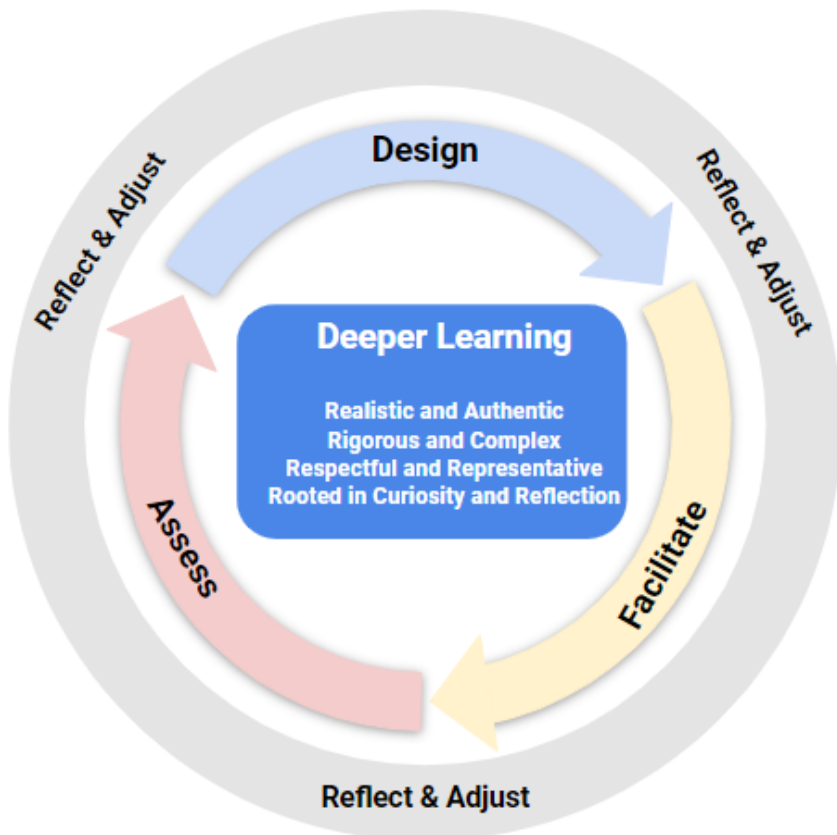
 <p>COMMUNICATION</p>	<p>Learners</p> <ul style="list-style-type: none"> ● balance expressing their thoughts, ideas, and perspectives with listening to others as they reflect on ideas and information. ● synthesize ideas and engage in discourse with each other. ● articulate thoughts effectively and use appropriate nonverbal skills. ● express disagreement in positive ways. 	<p>Educators</p> <ul style="list-style-type: none"> ● set clear learning expectations. ● create opportunities for learners to share their perspectives and ask questions to expand their understanding. ● support learners to improve oral, written, and nonverbal communication skills for a variety of audiences. ● provide learners with tools to resolve disagreements productively. ● model effective communication to strengthen relationships between staff, learners and families. 	<p>Leaders</p> <ul style="list-style-type: none"> ● create and communicate a clear, compelling vision for deeper learning in their schools. ● create opportunities for teachers to share their perspectives on learning design ● provide effective feedback to staff to improve the quality of learning. ● seek and reflect upon feedback for continuous improvement. ● model giving and receiving effective communication to strengthen relationships between staff, learners and families.
 <p>CRITICAL THINKING</p>	<p>Learners</p> <ul style="list-style-type: none"> ● evaluate, analyze, and connect information to formulate ideas and determine solutions. ● use evidence to support arguments and explanations. ● use critical and design thinking to approach tasks. 	<p>Educators</p> <ul style="list-style-type: none"> ● create opportunities and tools for learners to analyze, reassess, and reconstruct ideas. ● require learners to show evidence of reasoning. ● model critical and design thinking. 	<p>Leaders</p> <ul style="list-style-type: none"> ● engage in creative problem solving through systems thinking ● ensure that innovation is recognized and encouraged. ● engage the learning community in solving school challenges. ● model critical and design thinking.

 <p>EMPATHY</p>	<p>Learners</p> <ul style="list-style-type: none"> ● demonstrate an awareness, appreciation, sensitivity, and respect for others' feelings, culture and perspectives. ● communicate respectfully in person and online. 	<p>Educators</p> <ul style="list-style-type: none"> ● cultivate an environment where every learner is seen, valued, and heard. ● consider individual learner perspectives, thoughts, cultures, ideas, and needs in the instructional design process. ● foster a sense of belonging for each member of the learning community. ● model empathy. 	<p>Leaders</p> <ul style="list-style-type: none"> ● cultivate an environment where all members of the school community are seen, valued, and heard. ● consider diverse perspectives, cultures, and ideas. ● foster a sense of belonging for every member of the school community. ● model empathy.
 <p>LEARNER'S MINDSET</p>	<p>Learners</p> <ul style="list-style-type: none"> ● exhibit curiosity and persist through challenges in the learning process. ● acknowledge that learning often occurs through mistakes and that learning is continuous. ● demonstrate a growth mindset. 	<p>Educators</p> <ul style="list-style-type: none"> ● provide opportunities for learners to create a positive mindset about learning and opportunities to grow. ● cultivate curiosity and the idea of continuous learning. ● model a growth mindset. 	<p>Leaders</p> <ul style="list-style-type: none"> ● believe all children can experience academic success. ● encourage risk-taking and innovative thinking. ● support teachers as they try new ways of facilitating instruction. ● model high expectations and growth mindset.
 <p>PERSONAL RESPONSIBILITY</p>	<p>Learners</p> <ul style="list-style-type: none"> ● display integrity, take ownership for their learning, and make informed decisions. ● recognize their decisions and actions impact others. ● persevere through challenges and reflect on ways to set goals to promote growth. ● honor commitments and demonstrate self-management. 	<p>Educators</p> <ul style="list-style-type: none"> ● support, model and provide learners with opportunities to practice discipline and demonstrate positive core values. ● create accountability structures for learners to take ownership of decisions, actions, and commitments. ● model personal responsibility. 	<p>Leaders</p> <ul style="list-style-type: none"> ● prioritize instructional observation, feedback, and coaching. ● encourage reflection and growth based on observation, feedback, and coaching. ● support and provide opportunities for practice and feedback. ● model taking personal responsibility for growth.

WS/FCS Vision for Teaching

Teachers play a central role in supporting deeper learning for students. The WS/FCS Vision for Teaching places students at the heart of learning experiences. The Vision for Teaching defines how educators **design, facilitate, and assess** instruction through embedded opportunities to reflect and adjust to learners' needs. Educators create instructional spaces where learners engage in deeper learning and grow their knowledge and skills to become Future Ready.

The Vision for Learning and Teaching guarantees learners attain the durable skills of the WS/FCS Portrait of a Graduate. The [Deep Dive of the WS/FCS Vision for Teaching](#) supports a consistent understanding and implementation throughout the district.



Design

Educators create intentional and collaborative learning experiences aligned to learning pursuits and academic standards that meet individual learners' needs (academic,

Facilitate

Learning experiences focus on student action and utilize evidence-based practices to bring out learner ideas and reflections. The learning environment ensures deep thinking and learning for all students and expects students to show evidence of

Assess

Multiple opportunities exist to capture evidence of learning, provide feedback, inform instructional design, and monitor student growth and progress. Assessment is intended for both the

Vision for Teaching Deep Dive

***Student Driven Learning-** Student driven classrooms foster learner agency, the ability for learners to set goals and take strategic steps to reach their goals while building positive relationships with peers and educators in an environment that they feel seen, valued, and heard.*

When I foster student-driven learning, I:

- Believe all learners can achieve learning success and growth
- Create an inclusive environment where students' needs are considered to support individual student learning
- Ensure a sense of belonging for each student through representation of students' diverse cultures and life experiences
- Foster connections to support learning and value contributions of each student
- Allow students to set goals and direct their approach to learning
- Nurture the social, emotional, and academic development of students
- Design learning environments that ensure learning is realistic and rooted in curiosity

Design

The creation of learning experiences that are intentional, collaborative, aligned to learning pursuits and academic standards. The goal is to meet individual learner needs (academic, cultural, social, and emotional).

Facilitate

Learning experiences should focus on student action and utilize evidence-based practices to bring out learner ideas and reflections. The learning environment ensures deep thinking and learning for each student, and expects students to show evidence of understanding.

Assess

There are multiple opportunities to capture evidence of learning to provide feedback, inform instructional design, and to monitor student growth and progress. Assessment is intended for both the educator and the learner.

When I design instruction, I:

- Develop success criteria for learning
- Utilize academic standards
- Create an opportunity for students to develop learning pursuits
- Select evidence-based strategies to support optimal learning of content and skills
- Choose opportunities for learners to collaborate, communicate, and think critically

When I facilitate instruction, I:

- Set clear expectations for learning outcomes and the learning process
- Provide feedback on progress and improvement
- Support learners with setting learning pursuits
- Leverage active learning strategies to support thinking, discovery, learning, and reflection (ie: support complexity of thinking, problem-solving, and questioning)

When I assess instruction, I:

- Use information during the learning process and checks for understanding to monitor growth and continuous improvement
- Integrate formative and summative assessments, including performance tasks that require writing as a way to make learner thinking visible

<ul style="list-style-type: none"> - Provide opportunities to personalize learning and create opportunities for student ownership of learning - Consider the needs and abilities of all learners (via Universal Design for Learning) 	<ul style="list-style-type: none"> - Include opportunities for direct instruction, inquiry, small-group, independent, and blended learning - Provide support for all students to access the learning. - Create opportunities for multiple paths to show evidence of learning and mastery 	<ul style="list-style-type: none"> - Empower students to self-assess, reflect on progress, and set goals - Reflect on student learning and next instructional steps - Provide feedback to learners in response to formative, summative and performance tasks
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Teacher Support Model

WS/FCS advances learning through collaboration with school Instructional Leadership Teams (ILTs) to support teachers in designing, facilitating, and assessing instruction. We focus on cultivating a curriculum that advances deeper learning and providing teachers with powerful coaching and professional learning. The WS/FCS Instructional Services division provides high-quality curriculum and resources that serve as a foundation for designing strong instruction.

The menu outlines the educator support available to ILTs and teachers. ILTs, alongside district teams, offer teachers high-quality and pertinent professional learning opportunities, coupled with regular feedback on teaching and learning. All educators will receive:

- support related to the WS/FCS Vision for Teaching and Learning.
- regular feedback on their instructional practice from a trained school-based ILT member.
- data (and support with analyzing that data) related to student learning.

Educator Support	Professional Learning and Coaching
Professional Learning Teams	ILT members co-plan with the district coaches to facilitate successful PLT conversations, establish follow-up actions, and monitor PLT progress.
Observations	ILT members and district coaches collaborate on teacher caseload and walk together in classrooms at a designated time and frequency to build ILT capacity.
Modeling	District coaches model a lesson while several members of the grade-level and/or subject area observe with ILT members. District coach debriefs with team on strategy and plans with ILT members on next steps
Co-Teaching	District coaches plan with teacher(s) and ILT members to support co-teaching experience, debrief, and follow-up.

Professional Learning	District coaches offer professional development to groups of teachers and ILT members to engage new learning. District coaches support district-wide professional development and facilitate practice labs alongside ILT members. Teachers actively participate in differentiated professional learning opportunities that address observed gaps in deeper learning and effective instruction.
Planning	ILT members plan with district coaches and teachers to build the capacity of ILT members after a district coaching cycle ends.

Team Design for the Vision for Teaching and Learning

The Design of the WS/FCS Vision for Learning and Teaching is the result of several collaborative opportunities among several groups. The design of this support tool was curated by district and school collaboration with several rounds of feedback by leaders, teachers, and instructional support staff.

A special thank you to the Teaching and Learning Core (TLC) team for many months of meetings, review, edits, research, and district visits to learn about various deeper learning models and methods for district support for schools. This team worked heavily with our Chief Academic Officer, Dr. Paula Wilkins. The members of this team include:

- Melissa Agee
- Ashley McCormack
- Courtney Tuck
- David Delade
- Velvet Simington
- Robyn Varga

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- Heather Barksdale
- Dr. Effie Mcmillian
- William Wynn
- Dr. Timisha Barnes-Jones
- Angela Reeves
- Janet Materdo
- Cheryl Bullard
- Christine Scott
- Dr. Chris Nichols

The Deeper Learning Team worked to curate the definition for the Deeper Learning Model. The team members reviewed definitions and reflected on best ways to define deeper learning in WS/FCS. The members of this team include:

- Wendy Barlett
- Laurie Hartley
- Joel Leath
- Marty Creech
- Lindsey Hayek
- Justin Marckel

- Julie Miller

- Dr. Stephanie Sanders

We also want to thank all the WS/FCS Principals, Assistant Principals, Executive Cabinet, Instructional Facilitators/MCLs, and other leaders that helped support with feedback and reflection to ensure this Vision for Teaching and Learning could be finalized.