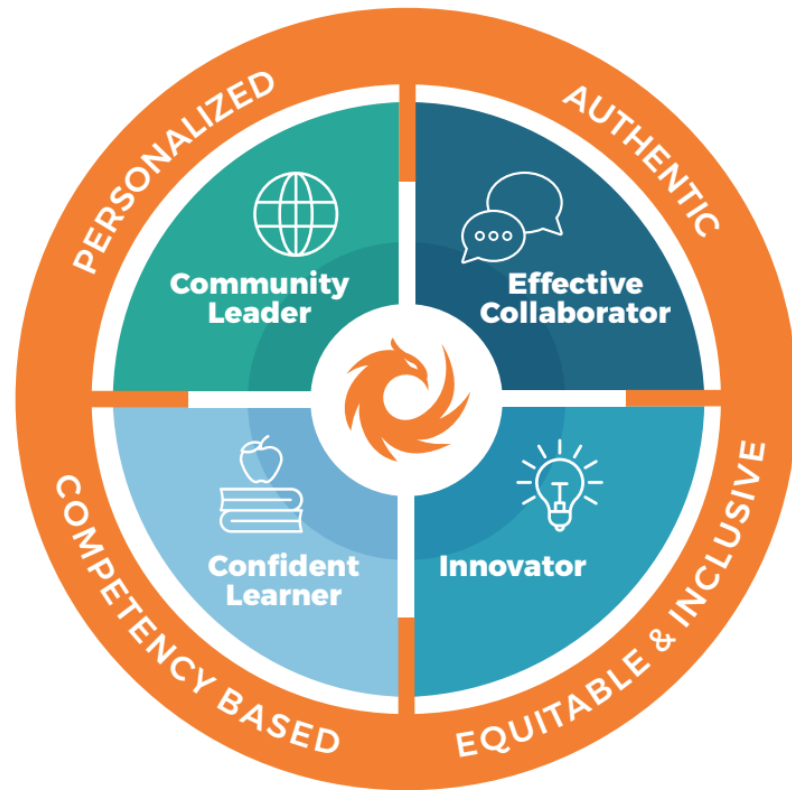


COMPASS

CHARTER SCHOOLS

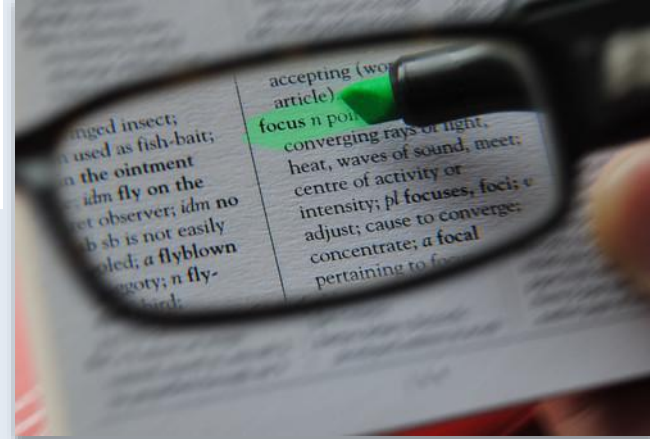
THE GOLD STANDARD
IN
VIRTUAL EDUCATION



Check in



What's one thing you hope to get accomplished at today's meeting?





Hello
my name is

Catina

Top 5 Strengths:

*Activator, Communication,
Arranger, Positivity, WOO*



Helping others leverage their strengths to create the enabling conditions such that ALL students know who they are and are equipped to enter the world as their best self.



Who am I?

Wife, mom, daughter, sister, friend, crossfitter, crafter, napper, sports mom enthusiast, entrepreneur, former principal, AP, teacher, leader and teacher aide

Why did we embark on this work?

COMPASS
CHARTER SCHOOLS

It's in our logo but do we really know what we mean by this?

Do all staff know?

Are ALL scholars truly getting this?



Wows, Wonders

What Wows us about what we see/hear?

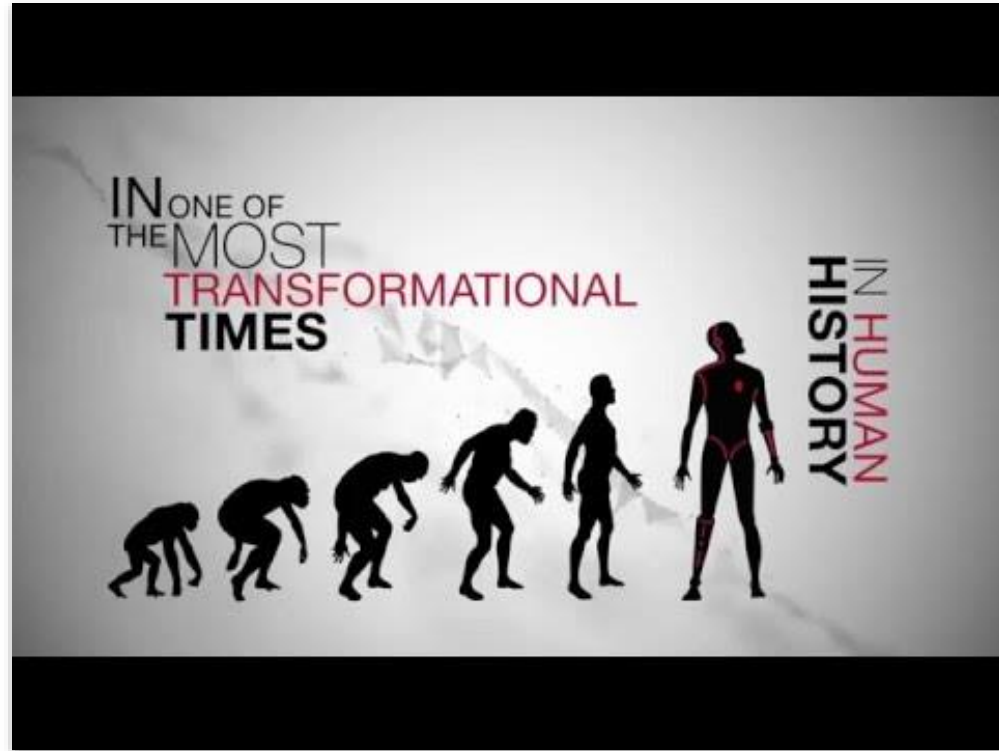


What Wonders do we have?



The Future of Work

"Humanity will change more in the next 20 years than in the previous 300 years – let's make sure that we can still maintain what makes us human." -Gerd Leonhard





“Start defining success as any path that leads to a happy and healthy life. Start teaching us to **make our own paths** and **start guiding us along the way.**”

-10th grade student

Scholar Outcomes: Key Shifts



SCHOOL-CENTERED

Focus on seat time (attendance)

Success is measured by GPA and standardized test scores

Priority is academics

Focus is on the individual

Assessment is designed to sort and select

Learners follow a standardized path to success

LEARNER-CENTERED

Focus on competencies

Success is measured by goals and evidence

Priority is whole-learner: knowledge + skills + habits

Focus is on individual and collective aspirations

Assessment is designed to inform learning

Learners navigate their path to success

Learning Experiences: **Key Shifts**



SCHOOL-CENTERED

Learning happens in school

Paced, scaffolded instruction

Grades are primary method of feedback

Teach to the average and manage exceptions

Learners are compelled to learn in discrete disciplines

Relationships + SEL are secondary to learning

LEARNER-CENTERED

Learning happens in learners

Individually paced based on mastery

Intentionally designed feedback systems

Variability is the norm; learner uniqueness is built upon

Learners drive authentic, relevant, interdisciplinary learning

Relationships + SEL are foundational to learning

Enabling Conditions: **Key Shifts**



SCHOOL-CENTERED

LEARNER-CENTERED

Disconnect between vision, classroom experiences, and resource allocation



Vision, learner profile, learning model, and resources are intentionally aligned

Policies mandate consistency and control



Policies allow for flexible demonstration of mastery

Outcomes are identified by standardized test scores



Whole-learner outcomes are prioritized, visible, and measured

Educators comply with externally enforced structures and policies



Educators co-create learning structures and policies

Educators work in isolation



School culture has high levels of relational trust and collaboration

Professional learning is a one-size-fits-all approach



Professional learning is job-embedded and personalized

Technology tools are primarily used for consumption



Digital ecosystem empowers impactful teaching and learning

THE GOLD STANDARD

IN
VIRTUAL EDUCATION



How is Gold
even made?



The **gold standard** was a commitment by participating countries to fix the prices of their domestic currencies in terms of a specified amount of gold.

Gold Mine Exploration: 1 – 10 years

Gold mine exploration is challenging and complex.

It requires **significant time**, financial resources and expertise in many disciplines – e.g. geology, geology, chemistry and engineering.

The likelihood of a discovery leading to a mine being developed is very low – less than 0.1% of prospected sites will lead to a productive mine. And only 10% of global gold deposits contain sufficient gold to justify further development.

Once basic facts about the local geology and potentially viable deposit are established, the gold ore body can be modelled in detail and its feasibility assessed.

Gold Mine Development: 1 – 5 years

Gold mine development is the next stage of the gold mining process. It involves the **planning and construction** of the mine and associated infrastructure. Mining companies must obtain appropriate permits and licenses before they can begin construction. This will generally take several years, although this varies greatly depending on location.

Construction may not be confined to the mine itself. In addition to potential processing capacity, mining companies frequently construct local infrastructure and amenities to support both logistical and operational needs, as well as employee and community welfare. **This development provides much long-term support for local communities**, and one of the key initial ways gold supports wider socio-economic development.

Gold Mining Operation: 10 – 30 years

The gold mining operation stage represents the **productive life** of a gold mine, during which ore is extracted and processed into gold. Processing gold involves **transforming** rock and ore into a metallic alloy of substantial purity – known as doré – typically containing between 60–90% gold.

During its life, a number of factors – such as the price of gold or input costs – will affect which areas of an ore body are deemed profitable (economic) to mine. In times of higher prices, mining low-grade ore will become profitable as the higher price offsets the increased cost of extracting and milling greater volumes. When the price is lower or costs rise, it might only prove profitable to extract and process higher-grade ores. Mine plans are regularly **re-assessed as market conditions change**, new technical information comes to light, and process and technological enhancements are considered. Increasingly, technological advancements are making the gold mining process smarter, cleaner and more efficient. Mines are now designed with these technologies in mind and electrification, digitisation and automation are becoming increasingly common elements **reshaping gold mine operations and processes**.

FRAMEWORK

FOR THE FUTURE



Compass Gold Standard Defined

Blueprint for Success

OUR VISION:

is to create a collaborative virtual learning community, inspiring scholars to appreciate the ways in which arts and sciences nurture a curiosity for life-long learning, and prepare scholars to take responsibility for their future success.

SCHOLAR OUTCOMES:

Innovator, Effective Collaborator, Confident Learner, Community Leader

WIG #1:

100% of staff will report increased coherence, improved culture and greater connectedness by the end of the 2022-2023 school year.

Strategic Plan Goals

- Build trusting relationships and a culture of collaboration, innovation, and ongoing learning.
- Provide equitable support for all scholars by leveraging the full Compass community to advance each individual scholars' academic and social emotional progress.
- Position Compass to meet the growing demand for personalized virtual learning while proactively adapting to political changes.
- Become a recognized leader in personalized virtual learning within California and across the U.S.

WIG #2:

100% of eligible scholars will graduate by the end of the 2022-2023 school year.

Learning Experiences

- **Inclusive & Equitable**
Learning communities are collaborative and culturally relevant, where every scholar feels they belong and can tap into their full academic and social potential, contributing to the collective success of their community.
- **Authentic Learning**
Meaningful, relevant learning grounded in real-world challenges and applications for authentic audiences.
- **Competency-based**
Learning is driven by evidence-based instruction, assessment, and feedback cycle based on progress toward desired knowledge, skills and dispositions.
- **Personalized**
Learning is co-constructed based on each scholar's unique strengths, skills interests and needs.

Core Values: Achievement, Respect, Teamwork, Integrity, Communication

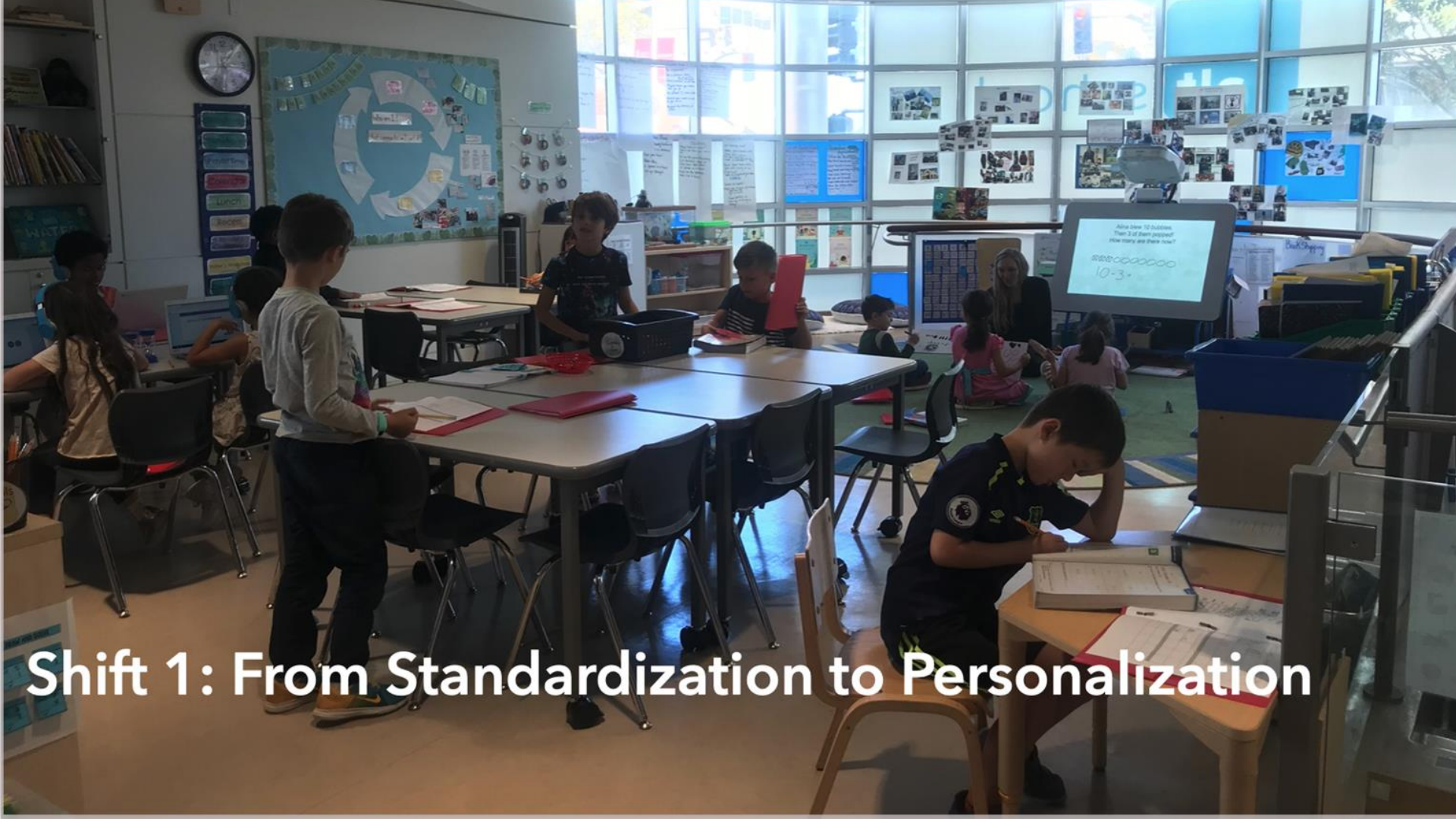
Enabling Conditions: Coherence, Culture, Connectedness

LCAP: (fiscal and physical measurement)

Our Mission:

Our mission is to inspire and develop innovative, creative, self-directed learners, one scholar at a time

How does this translate
to staff?



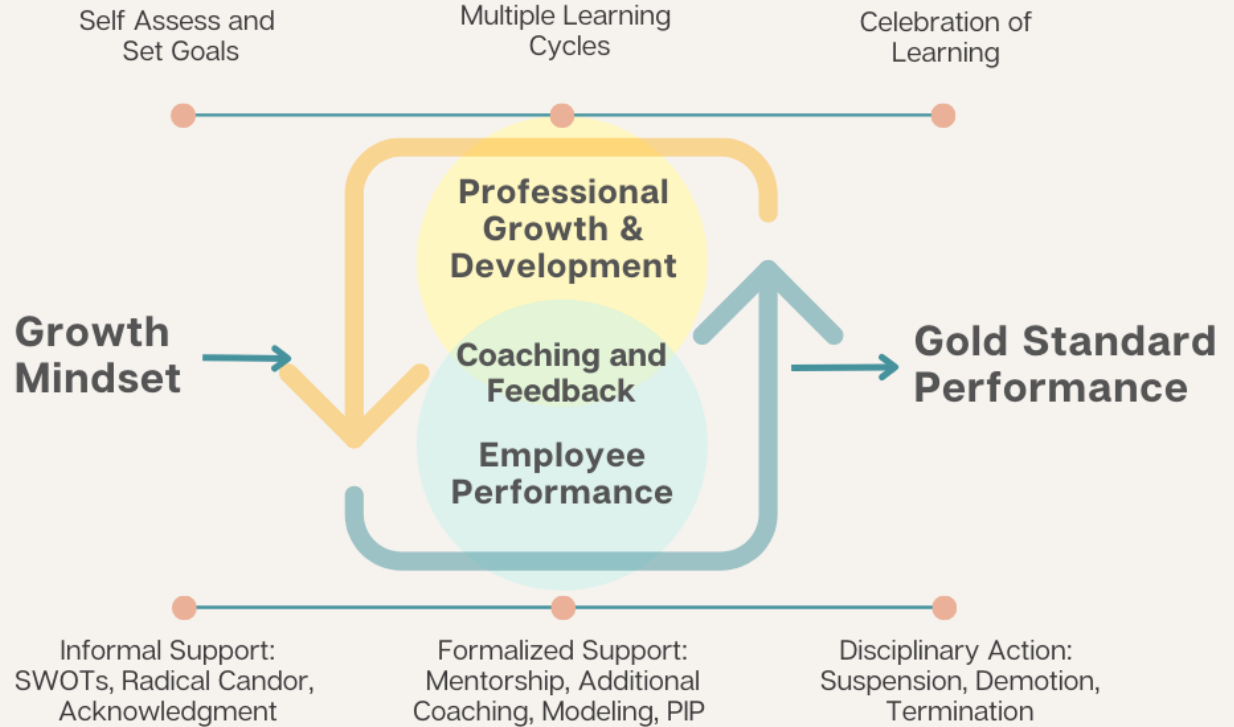
Shift 1: From Standardization to Personalization

EMPLOYEE SUCCESS MODEL



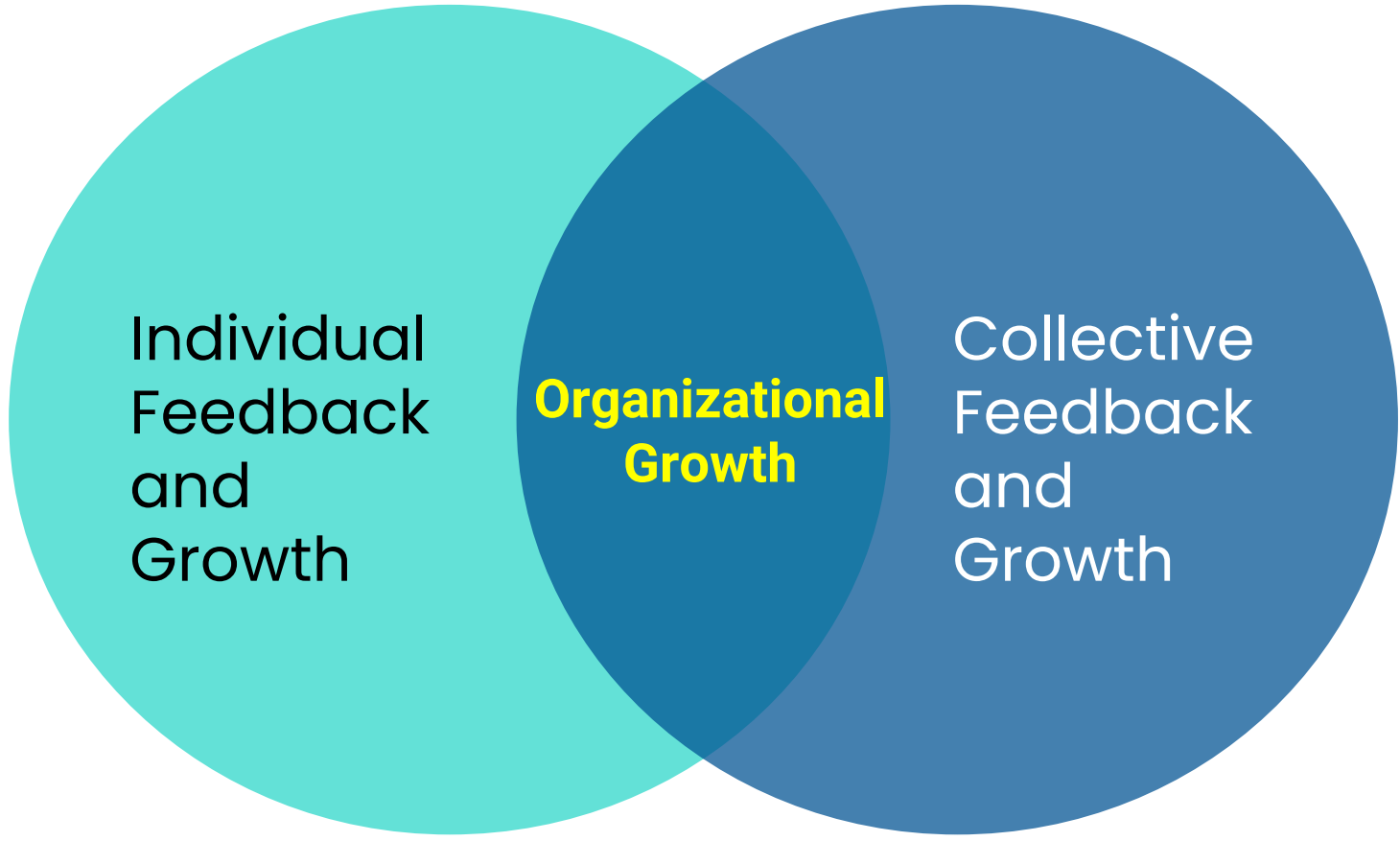
Our vision is to create and deliver a comprehensive, data-driven, and collaborative professional learning strategy that develops each individual Compass employee so that they can support the diverse needs of our scholars and families.

Our vision is to create and deliver a comprehensive, data-driven, collaborative professional learning program that develops each individual Compass employee so that they can support the diverse needs of our scholars, families, and each other.





Shift 2: Compliance to Learner Agency



Individual
Feedback
and
Growth

**Organizational
Growth**

Collective
Feedback
and
Growth



Shift 3: Isolated Content to Authentic Application

Compass Professional Learning Agreements



We are present. We reduce or eliminate distractions for ourselves and others.



We are learners. We are all learners and engaged in the learning process.



We are inclusive. We respect one another and value the inclusion of multiple perspectives.



We are considerate. We consider how our words and actions impact others and take responsibility for our impact.



We assume positive intent. We act with grace & generosity toward each other.

Job Descriptions and Defined Competencies

ALL Staff

Essential Competency	This looks/sounds like:
I am a Community Leader and understand that I am a member of a global society. I feel a sense of responsibility to make a contribution both at the local level and in the wider world.	<ul style="list-style-type: none"> I embrace shared aspirations that drive organizational goals and actions. I support initiatives to allocate resources in alignment with our Framework for the Future and Blueprint for Success. I engage in a culture of high expectations and support in which each individual continuously strives to achieve desired outcomes. I support the design of widespread access for educational partners that support meaningful, equitable learning experiences and opportunities.
I am an Effective Collaborator who participates effectively to build understanding of concepts and ideas and completes authentic tasks and projects. I actively listen, strive to understand others and seek to be understood, using these effective communication techniques to	<ul style="list-style-type: none"> I provide resources and time to support educational partners to effectively meet the needs of each scholar. I leverage our shared ARTIC values to collaborate with colleagues and educational partners, to navigate and make difficult decisions required to achieve desired outcomes.

create a safe environment in which everyone feels valued and is inspired to achieve common goals.	<ul style="list-style-type: none"> I incorporate and utilize strong communication skills to listen and inform colleagues, as well as our educational partners. I value educational partners as active participants in learning process and scholar outcomes.
I am a Confident Learner who strives to be my best self and recognize my purpose and value, both inside and outside of Compass. I think critically and skillfully evaluate data and information as a guide to form beliefs and take action.	<ul style="list-style-type: none"> I dedicate time to learn, practice and share my growth based on desired outcomes for all scholars. I consistently measure the impact of my collective work on scholars' progress and utilize that assessment to inform next steps toward achieving our vision. I develop strong relationships through consistent communication, compassion, communication, and competence in my unique role.
I am an Innovator who doesn't limit myself by what is. I seek to create something new and better in service of achieving my goals and the organizational goals. I synthesize information and explore multiple perspectives to find creative and realistic solutions.	<ul style="list-style-type: none"> I support the transition from legacy expectations to the learner-centered conditions that support our Framework for the Future and Blueprint for Success. I leverage systems that embrace agency from individuals and teams. I provide access to the tools and resources scholars need to be successful, while also ensuring privacy, security, scholars' safety and well-being. I effectively use tools and resources to reflect and manage change, overcome hurdles, and measure impact.

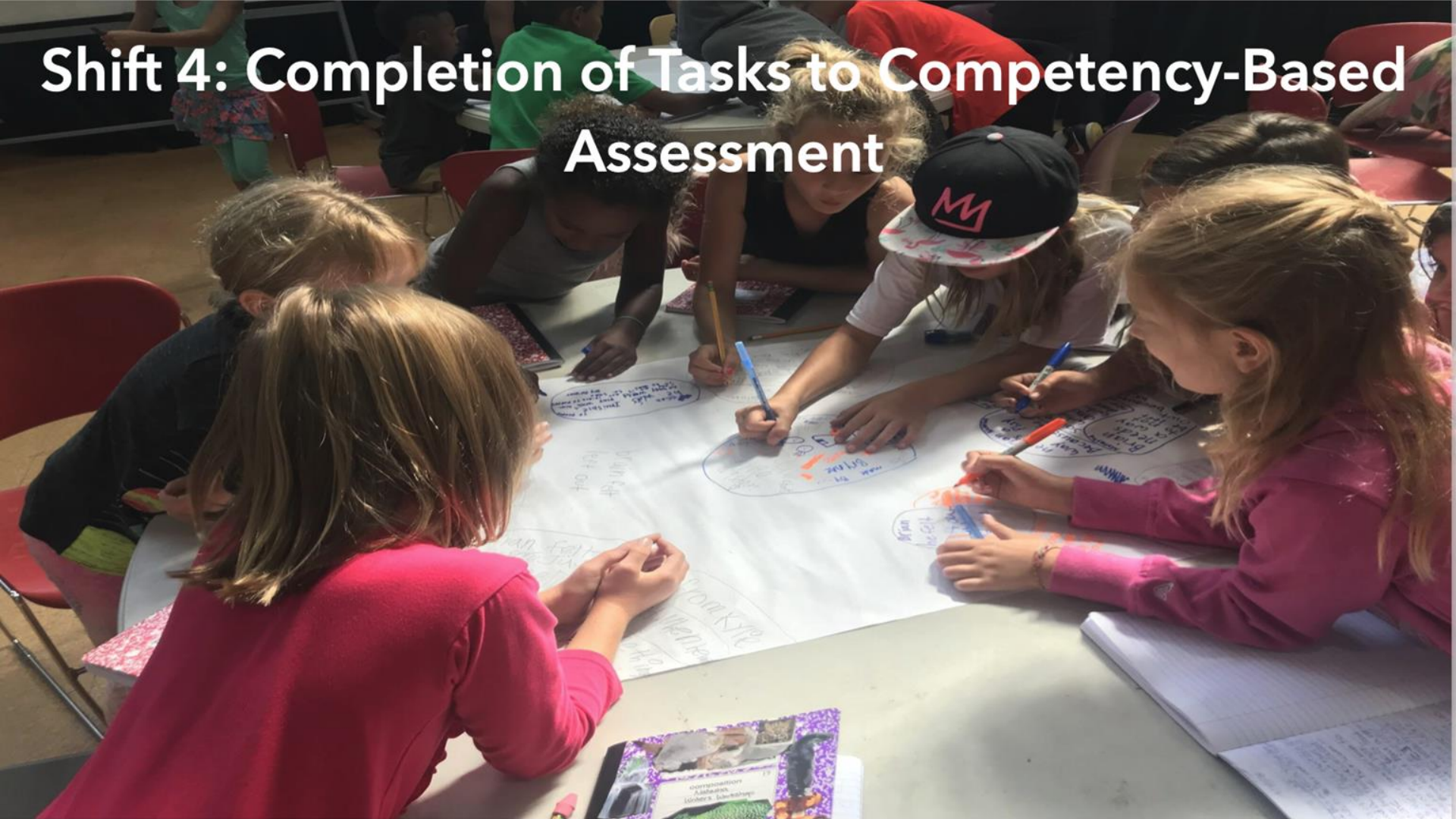
ACADEMIC Staff

Essential Competency	This looks/sounds like:
I Personalize learning by tailoring to each scholar's unique strengths, skills, interests, and needs.	<ul style="list-style-type: none"> I develop scholar's metacognition, self-regulation, and perseverance. I amplify scholar voice. I customize the learning experience.
I create Authentic , relevant learning experiences, grounded in real-world challenges that include applications for authentic audiences.	<ul style="list-style-type: none"> I design real-world learning experiences. I promote anytime/anywhere learning. I spark collaboration.
I use Competency-Based Assessment , evidence-based instruction, assessments, and feedback cycles (based on progress toward desired knowledge, skills and dispositions) to drive learning.	<ul style="list-style-type: none"> I use assessment and data as tools for learning. I plan with a competency-based approach. I leverage performance-based assessment.
I create Equitable and Inclusive learning communities that are collaborative and culturally relevant, where every scholar feels they belong and can tap into their full academic potential, contributing to the collective success of their community.	<ul style="list-style-type: none"> I nurture a meaningful and engaging community. I cultivate a sense of belonging. I partner with scholars and their Learning Partners to support each scholar's ability to reach their potential.

MANAGERS

Essential Competency	This looks/sounds like:
I Personalize support by tailoring to each employee's unique strengths, skills, interests, and needs.	<ul style="list-style-type: none"> I support opportunities for career development to inspire and engage staff, honoring individual career aspirations aligned to the scholar profile. I provide personalized professional learning opportunities for staff to self-assess, set goals, and engage in learning cycles with feedback and support to improve their practice. I leverage the strengths and talents of our staff to best meet the needs of scholars.
I use Authentic , relevant feedback and coaching, grounded in real-world opportunities and challenges that include applications for mastery and growth.	<ul style="list-style-type: none"> I use aligned educational competencies, evaluation, and feedback to the desired learning model and address opportunity in ways that meet Compass Values and maintain employee dignity. I design meetings and interactions to enhance community and collaboration.
I use Competency-Based Assessment , evidence-based observation, assessments, and feedback cycles that are based on progress toward desired knowledge, skills and dispositions to drive employee growth and support retention.	<ul style="list-style-type: none"> I use data effectively, measuring systems to report coherence, culture and connectedness. I use co-created progress metrics driven by our scholar profile to influence coaching, feedback and opportunities for on-going improvement.
I create Equitable and Inclusive learning communities within my team and across the organization that are collaborative and culturally relevant, where every employee feels they belong and can tap into their full role potential, contributing to the collective success of our community.	<ul style="list-style-type: none"> I recruit and hire strategically, ensuring our practices and policies are inclusive (as relevant to position). I leverage relationships with colleagues and teams to create the Gold Standard of Compass Culture.

Shift 4: Completion of Tasks to Competency-Based Assessment



Employee Growth & Development Plan

For ease and navigation, use the [Document Outline](#) to work on your Growth & Development Plan.



{Your name}'s
Growth & Development Plan
August 2022-June 2023

How will we use this?

This will serve as your homebase to reflect, set goals, capture learnings, and celebrate your growth over the next school year.

Personalized Growth
Plans
+
Professional Learning

Learning is a **process**, not an event



Self Assessment and Goals

All staff self assess:
Core Competencies

Set Personal Goals:
Includes connection to core competencies, Strategic Plan, and team Lead Measures

Select Peer Reviewer

Learning Cycle 1

Based on self assessment, all staff select & engage in personal PD Pathway.

Cycle Includes:

- Monthly synch and async learning
- 1 observation
- Self assessing progress
- Debrief with Manager
- Action planning

Learning Cycle 2

SAME AS CYCLE 1

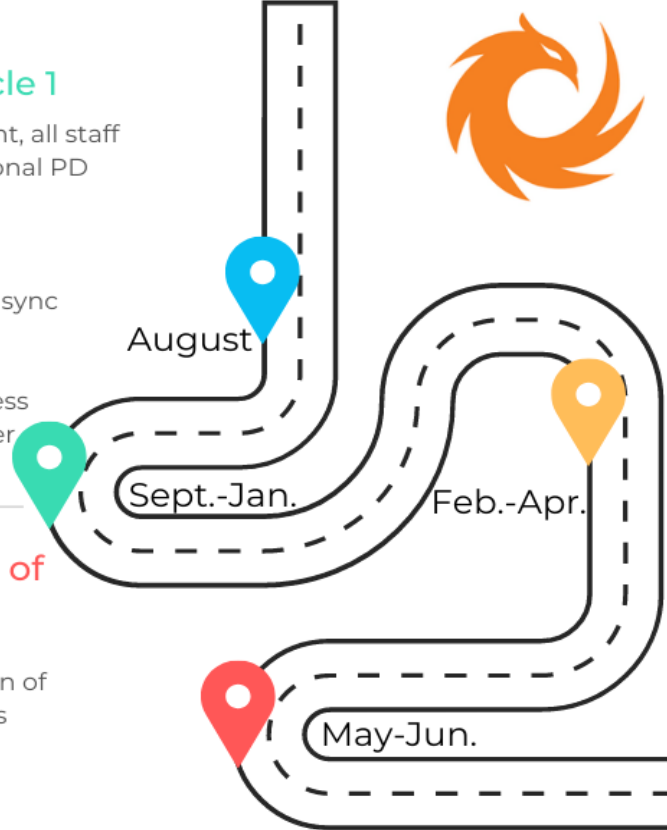
Action planning to include preparation for Celebration

Celebration of Learning

All Hands Celebration of growth and progress

Final Debrief with Manager

Identification of opportunities for the next school year



**Growth &
Development
Timeline**

Learning Journals

Learner-centered Leadership Journal



Authentic Learning Journal



Personalized Learning Journal



Competency-Based Learning Journal



Equitable and Inclusive Journal



Each link will force make a copy just for your use...

Compass:LCC Partnership

Winter-Spring 2022

Framework Development & Finalization:

-Final product [here](#)

Employee [Success Model](#) aligned to the Framework:

Revised job descriptions

- General-[sample](#)
- Manager-[sample](#)
- [Academic](#)

Personalized Growth Plans

- [General](#)
- [Manager](#)
- [Academic](#)

Summer 2022

Compass [Onboarding Plans](#)

4 personalized pathways [learning journals](#) and toolkits created for academic staff (heavily laced with AVID)

[Competency Crosswalk](#) to show the robustness of the newly defined Framework competencies

Compass All Staff Retreat

Launch the Framework and Blueprint as the DEFINED “gold standard”

Fall 2022-Spring 2023

6 Personalized Pathways for all Compass Staff

- Monthly learning
- 4 Academic
- 2 Leadership

Mentoring for all Managers

- Monthly or bi-monthly depending on role

Cabinet Support

- Weekly

2023-2024 Opportunities

Assessment and Data

- Data Needs Assessment
- Compass Assessment Policy
 - Moving toward competency
 - Exhibitions of learning and HS capstone project
- Efficient and effective housing and usage of data for instructional decision making

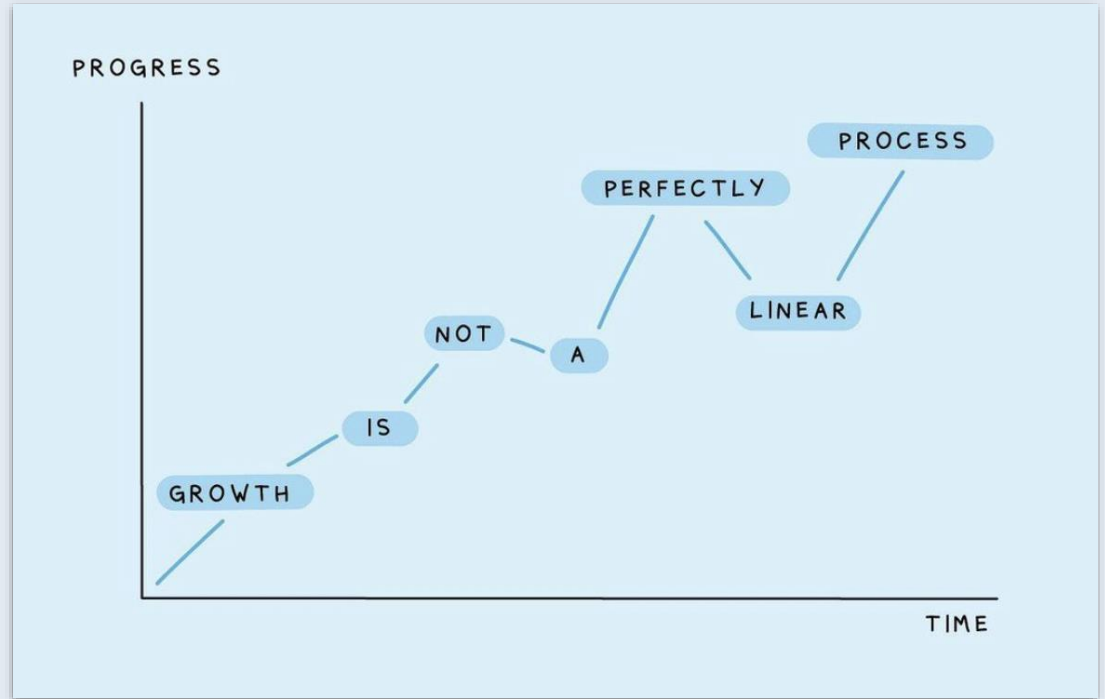
Learning Coach Engagement

- Build awareness and capacity of the learning model
- Provide tools and resources that enhance the home experience for scholars
- Create buy-in for more scholar ownership of PLPs and connections meetings

Community-Based Ecosystem

- Consider the possibility to make Compass offerings more dynamic
- Partner with an organization like [Education Reimagined](#) to design, test, and provide research on impact

The progress of progress



What's your biggest **learning**
or insight from today?



Closing