



MONTHLY PARTNERSHIP

FEBRUARY 16, 2017 MEETING MINUTES

In Attendance: Robert Hagstrom, Angelina Castagno, Pam Powell, Scott Hathcock, Jennifer Hernandez, Paula Stefani, Lina Wallen, Roxanne Dewyer, Virginia Watahomigie, Sacha Siskonen, Antara Hunter, Patti Griffin, Matt Thesing, Alicia Yaeger-Booth, Renee Henry, Jane Gaun, Megan Dwyer, Jackee Alston, Risha VanderWey, Ramona Mellott, Steve Finger, Dave Dirksen, Sara Abercrombie, Erin Kruse, Sylvia Johnson, Scott Pettitt, Paul Kulpinski

8:00 am; After introductions, partner **representatives shared a story around their action commitment** from last month.

The group reviewed the written minutes of the **Kindergarten Readiness and Post-Secondary Enrollment CANs** with no questions. **Paul commented** that both networks are gaining traction around some initial action strategies as they anticipate information from the data team which will further refine their discussions in the coming months.

The group then reviewed the written **Partnership Director report** with no questions.

Elevator speech: Paul reminded the group that this is a suggested format and to find ways to personalize the message, especially the call to action at the end.

The group then had a **brainstorm and discussion about the definition of “world-class education”**. This was the result of the brainstorm:

- Prepared to compete globally for jobs that don't exist
- Lifelong learning
- Inclusive – every student can achieve, Individualized [personalized]
- Performance-based learning
- Teaching → learning, teacher as facilitator
- Empowers the pursuit of happiness
- Emotional Intelligence
- Holistic (Scott) [meeting the needs of the whole child]
- All means ALL (Dave) – preparing students for the future, not our past; addressing every child's future
- Force T, S, P into a system design that is really bad; time has to be variable – learning outcome should not be variable, time is a constraint – coverage model, stops in May or June, line up on same starting line in fall, research on retention? Schools districts that have broken the mold, we need to control the when, time should not be fixed – learning should be fixed; it's oppressive (Dave)
- Building identity – agency to have control, make a difference, self-efficacy, self-advocacy
- Culturally competent, aware of bias
- Measured over time, continuous
- Meeting learners in age-appropriate ways (Pam)
- Empowers as partners in learning (Pam)
- Honoring the “funds of knowledge” that learners bring to the table (Pam)
- Critical, systemic thinkers

- Collaborative problem solving with respectful discourse and high-level questioning
- Relevant to the learner (Megan)
- 4 C's -- 21st Century Skills (Jane) – creativity, critical thinking, communication, collaboration
- Evaluated in a more world-class way (Megan)
- STRIVE: student-centered education system
- Using data appropriately
- WC educational **system** and our **desired outcomes** from that system (Sylvia)
- Flexible, nimble, adaptable in real time
- Honest, reflective evaluation to drive continuous improvement
- Old paradigm – a fixed amount of instruction over a fixed amount of time produces a variable result of learning. We need to shift to make learning (mastery) a constant with time being the variable.

Paul agreed to synthesize these ideas into one statement that the group would collaborate on via a Google Doc. This is the initial statement of this synthesis:

World-Class Education is a student centered holistic system of performance based learning that facilitates personal mastery of relevant content over time which empowers critical thinking, self-advocacy and creative expression within respectfully collaborative interactions across a diverse population.

Anyone who wishes to help edit this initial definition via Google Docs and did not receive a link, should contact Paul at paul@launchflagstaff.org.

Several partners did complete an action commitment statement – Thank you!

Patti Griffin's action commitment is to continue to share and educate her staff on the opportunities to connect with individuals who can offer broader enhancement to their classrooms, and reaffirming that all children learn differently and at different time in their lives.

Sacha Siskonen's action commitment is to talk to people in her organization about LAUNCH and ensure that the Arizona Historical Society becomes an official partner.

Sylvia Johnson's action commitment is to work to obtain more preschool funding.

Renee Henry's action commitment is to continue to share the LAUNCH purpose with community members.

Scott Pettitt's action commitment is to support LAUNCH by working on financial sustainability.

Jennifer Hernandez's action commitment is to continue to monitor education legislation and speak-up in support of schools.

Mary K Walton's action commitment is to acknowledge the LAUNCH collaborative within the groups she works with.

Robert Hagstrom's action commitment is to provide initial information to the LAUNCH CANs from data from the Lit Review.

Paul Kulpinski's action commitment is to continue to build the infrastructure needed to make LAUNCH sustainable.

Next meeting: March 23, 2017 at 8:00am at the NACET Conference Room

The meeting adjourned at **10:00 am**