San Francisco Public Education Vision 2025
Re-Imagining Public Education for a New Generation
Welcome to
San Francisco Public Education Vision 2025:
Reimagining Public Education for a New Generation

As a member of the Guiding Coalition for SF Public Education Vision 2025, you are lending your voice to a collaborative group that includes students, families, educators from Pre K through higher education, City government, philanthropy, business and community-based organizations. Together we will learn about the forces shaping the education landscape across the United States, looking for seeds of transformation both inside and well outside SFUSD. Drawing from all we will have learned, we will use design and innovation practices to describe the future we want for our public schools and students: A future that allows our graduates to thrive and that preserves the diversity and cultural richness that define the soul of San Francisco.

As we embark on this adventure together, we will bear these principles in mind:

• We will ensure multiple and meaningful opportunities for members of the community, including students and families, to participate in and contribute to this visioning process.

• We will employ research-based practices in the design and facilitation of the visioning process, providing experiences that can effectively tap into and garner the expertise inherent in the Guiding Coalition.

• We will draw from the most modern and relevant sources of research and information.

• We will model a mindset of continuous improvement and will actively reflect on our process and assumptions.

• We will create a financial and operational strategy to ensure that our vision is viable.

This workbook contains many of the agendas, templates and frameworks to which we will refer during our four Guiding Coalition sessions. We have designed it as a three-ring binder so that you can add pieces along the way—additional agendas, handouts from learning journeys, readings, draft vision documents, etc. Please be sure to write your name in the space indicated and remember to bring the workbook with you to all Vision 2025 sessions.

Throughout our work together you may need to reach us with questions or comments. You can find key contact information below.

Logistical questions
Donna Broughan: donna@collectiveinvention.com

Questions about the process
Catalina Garcia: catalina@collectiveinvention.com

Questions relating to the Board of Education or SFUSD
Judson Steele: steelej1@sfusd.edu

Thanks for joining us on this remarkable journey. Your curiosity, open-mindedness, creativity and critical analysis will make all the difference to the outcome.
Overview
Great cities demand excellent public education systems. In spite of good intentions and well-orchestrated efforts in the past, we do not yet have a premier public education system that can provide a solid foundation for all of the children of this generation–let alone generations to come. We must insist on a vision for a whole new world of learning where innovation, community, family, leadership, and social justice are a seamless part of what great teaching and learning look like in San Francisco.

**San Francisco Public Education Vision 2025** will explore the social, political, technological and economic forces likely to shape San Francisco over the next decade. We will examine the types of jobs most likely to dominate the Bay Area landscape ten years from now—most of which, if recent history is any indicator, we can scarcely yet imagine. We will use what we learn to identify the qualities, knowledge and skills that will be most valuable for the SFUSD graduate of the future. Then we will craft a vision and financial plan that define opportunities for investment partners, traditional and new, to help us make our vision for SFUSD graduates a reality. We will identify clear ways to align the use of public and private dollars to build and maintain the premier school system of the future, and will continue our commitment to building a culture that values accountability for results, reflection and improvement.

Along the way we’ll see how new technologies, globalization of knowledge, and learning models provide the opportunities to “see,” “feel,” and “do” education differently. Changes in accreditation, experiments with online courses and flipped classrooms, for example, have potentially enormous implications for educators. Some education forecasters describe teachers as “learning agents”, facilitating or coaching learning for students.

The bottom line is that there is little doubt that schooling in America will be transformed over the next decade, yet there is not yet a compelling or widely shared depiction of the future we want for San Francisco public school students. Today, under the leadership of Superintendent Richard Carranza, SFUSD is committed to developing this vivid and transformative vision of what we want for students and the adults who will educate, mentor and employ them in the San Francisco of 2025.
Critical & Interrelated questions

1. “Succeeding in a Global World” How are current and future trends shaping the world into which SFUSD students will graduate over the next ten years?

San Francisco is the epicenter of innovation and creativity. We draw people from around the globe who want to live and work in a culturally diverse and rich community, but there have also never been more opportunities for our students to thrive in the emerging and future landscape of San Francisco. As educators and supporters of public education, how will we prepare all SFUSD students to participate fully in what San Francisco has to offer—both today and tomorrow?

2. “The SFUSD Graduate Profile” What knowledge, skills, values, and experiences will the SFUSD graduate need to thrive in the San Francisco of tomorrow?

Understanding how the world is likely to change around us will help us define what a successful SFUSD graduate looks like a decade from today. We can then work backward to determine how best to build on the new common core standards and a national emphasis on science, technology, engineering, and mathematics education (STEM)—among other resources—to equip our graduates for success. Meanwhile, as we move away from standardized tests to authentic assessments of student learning, we will have choices to make about the tools we create and use to accelerate student achievement. How will we choose wisely to ensure that we support learning and eradicate a pernicious opportunity gap based on demographics?

3. “Transforming Learning Experiences for SFUSD Students” How will we transform what, how, when and with whom students learn to prepare them for the future?

SFUSD has recently made progress in transforming student outcomes in traditionally underserved schools. As we look for building blocks for the future both within and beyond SFUSD, how will we maintain the progress we have already made, focusing classrooms, schools and the central office around a strong instructional core for the benefit of all students?

What current and emerging innovations will help us personalize, deepen and/or accelerate learning that is relevant in the “real world”? Which of these innovations should SFUSD adopt, integrate and scale in the future?

In what new ways will families exercise agency over learners’ journeys from early childhood to postsecondary success? How will we listen to and understand their voices along the way?

4. “Rallying diverse stakeholders around a shared vision” What will it take to rally schools, families, businesses, the City, the District (and the community at large) around a shared vision? How will we then cooperate to give it life?

SFUSD and its constituents are already engaged in a range of important strategic initiatives. These include (among others): implementing a refreshed SFUSD strategic plan and implementing the New School Quality Improvement Framework (e.g. No Child Left Behind waiver). Meanwhile a stakeholder engagement process for PEEF and the Children’s Fund is aimed at better alignment of public dollars to support an agreed upon set of youth outcomes across the city.

A key purpose of San Francisco Public Education Vision 2025 is to increase coherence between these existing efforts by placing them in context of a longer-range vision for public education in San Francisco. Our goal is to clarify the requirements of a premier public school system in the future—one in which we have linked student learning with the imperatives of life in a global society. How will we ensure that the engagement of a Guiding Coalition, intentionally designed to connect SFUSD more deeply with the broader community, leads to the investment of political, social and financial capital required to make our new vision a reality for the youth of San Francisco?
Guiding Principles

1. We will ensure multiple and meaningful opportunities for members of the community, including students and families, to participate in and contribute to this visioning process.

2. We will employ research-based practices in the design and facilitation of the visioning process, providing experiences that can effectively tap into and garner the expertise inherent in the Guiding Coalition.

3. We will draw from the most modern and relevant sources of research and information.

4. We will model a mindset of continuous improvement and will actively reflect on our process and our assumptions.

5. We will create a financial and operational strategy to ensure that our vision is viable.
Project Highlights

The Guiding Coalition commits to attending four 1.5-day vision sessions between October, 2013 and February, 2014 (total approximately 6 days) during which Coalition members will be divided into three teams. While each team will do most of its work during the four vision sessions, each will also participate in 1-2 days of learning journeys (site visits) during the fall of 2013. We expect the total time commitment, including review of draft documents and research findings, to be roughly 10 days over six months.

October 10 (4pm - 9pm), October 11 (9am - 5pm)
Guiding Coalition Session #1: Passport to the Future: Our Students, Our City

Experts in future studies, neuroscience, economic forecasting and urban development bring their perspectives on the future of Pre K - 12, Higher education, career & life in SF/ Bay Area. This session launches the SF Public Education Vision 2025 Guiding Coalition.

Learning Journeys to distinctive school and learning sites both inside and outside SFUSD—and to domains outside (but analogous to) education to see what we can learn/invest inSCALE up in the future.

November 21 (2pm - 7pm), November 22 (9am - 5pm)
Guiding Coalition Session #2: Today’s Seeds of the Future

We’ll explore promising examples of innovation both inside and outside of SFUSD, looking for building blocks for SFUSD’s Vision 2025. This session will focus on the “end-user design” by hearing from youth and families about how the potential innovations could shift current relationships between students/youth and families and the school district to define and improve outcomes for all students.

December 12 (2pm - 7pm), December 13 (9am - 5pm)
Guiding Coalition Session #3: Learning 2025—An Experiential Visit to the Future of Learning

We’ll look at the evolving expectations of teachers and learners alike to establish strategic implications for SFUSD in regard to people, pedagogy and policy.

January-February, 2014
Community-Wide Social Media Conversation on Vision 2025.

February 7 (2pm - 7pm)
Guiding Coalition Session #4: Forming the Vision

We will review and refine a vision drafted by the project’s Technical Support Team, identifying key elements of the vision that will inform strategies and budget for 2014-2015 with specific attention to elements to be presented for new investment from existing and potential partners.

March, 2014

Vision finalized and preparation for community engagement.
Vision 2025 is a collaborative process of community-engaged vision-setting sponsored by the San Francisco Board of Education, SFUSD Superintendent Carranza and his Executive Leadership Team. The Sponsors have selected consultants from Collective Invention & Partners in School Innovation to lead this process under the direction of Chief of Staff Laura Moran.

This Design Team will work closely with a “technical support team” composed of SFUSD staff and key District partners. While the Sponsors are ultimately responsible for ensuring that Vision 2025 is ready for adoption by the end of March, 2014, they will do so having solicited the input of stakeholders throughout the community.
Glossary of terms

**TECHNICAL SUPPORT TEAM**

The Sponsors have identified a Technical Support Team (TST) composed of the consultants, District staff, and key district partners. The TST’s job, under direction from the Chief of Staff and the Vision 2025 Design Team, is to provide a synthesis of relevant research for use during Guiding Coalition “vision sessions”, to identify subject matter experts and venues for learning journeys, and to ensure that Vision 2025 serves to align existing District initiatives. The TST will develop and refine drafts of Vision 2025 for the Sponsors to review.

**GUIDING COALITION**

The Guiding Coalition (GC) comprises roughly 100 representatives from the community including educators and administrators, labor and business partners, funders, families and student advocates. The GC’s role is to contribute ideas, perspectives, expertise and experience that inform and advance the District’s Vision during each of four “vision sessions”. The GC is also expected to participate in at least one Learning Journey (see following description).

**VISION TEAM**

Each Guiding Coalition member will serve on one of three Vision Teams (VT) focused on a particular level of the education system: Early Childhood, Middle Childhood, and Adolescence/ Early Adulthood. Vision Team work will take place almost exclusively during the four Guiding Coalition vision sessions.

**LEARNING JOURNEYS**

The only commitment required of Task Forces outside attendance at the Guiding Coalition Vision Sessions is that they engage in a minimum of one day of Learning Expeditions. These journeys are a structured approach to examining promising examples of transformation inside—and possibly outside—SFUSD. The vision we craft will build on what we learn during these visits.

**TARGETED ENGAGEMENT SESSIONS & COMMUNITY-WIDE CONVERSATION**

We are eager for the valuable perspective that families and students can provide, and we consider the input of professional educators and administrators critical to the vision process. While we have made every effort to include representation from all SFUSD constituencies on the Guiding Coalition, we have also designed stakeholder engagement sessions specifically targeted to these groups. These sessions will take place in coordination with complementary efforts underway through the Public Education Enrichment Fund (PEEF) and Children’s Fund. The Project Sponsors will also solicit input from the wider community by using multiple social media channels to facilitate a citywide conversation about the emerging vision.
Cross Cutting Themes

As the Guiding Coalition breaks into age-specific Vision Teams, we will create coherence by exploring a common set of cross-cutting themes. This is not an exhaustive list—Vision Teams will explore other topics as well—but this approach will give us easy ways to compare, contrast and build on each other’s work when we come back together as a large group.

1. Reimagining Learning
Common Core and Next Generation Science standards, new pedagogies and “learning agents”; the role of existing and emerging instructional technologies and digital content and media; predictive data and personalization of learning; informal and formal learning environments; portfolios of learning options to meet differing needs.

2. Youth and Family Agency and Advocacy
Reframing youth leadership and voice as a central force for transformation; the role of building new forms of social capital and networks; cross-generational and peer-to-peer engagement; creating new opportunities to exercise agency; avenues for advocacy and choice for youth and families.

3. Equity & Social Justice
Demographic trends and the opportunity gap of the future; social justice in the networked economy; personalization as a strategy for equity; more equitable funding models; examination/reframing of current approach to creating equity

4. Defining & Assessing Success in a Post-NCLB World
Smarter Balanced Assessments; changing accreditation standards; badge systems and other mastery-based schema; defining global skills through a Bay Area/SF lens to understand what success is for college, career, and life; new forms of formative and summative assessment; educator performance assessments.

5. Talent & Culture
The role of a work/organization culture that attracts and retains talent; building reward systems around the right drivers for educators; understanding the generational drivers and motivations; what educational professionals will need to be, do, and know; expansion and revitalization of the teaching profession; new relationships between teachers and learners.

Leadership, governance and coordination to transform public education: reengineering central office systems to enable continuous creation and development of new models; investment in infrastructure required for ubiquitous learning; collaborative networks; portfolio management and community schools; alignment of resources and accountability for student outcomes.

7. New Education Finance Models
Responsible visioning: financial and operational models to help us forecast the cost of innovation; impact investing and venture capital; fund development; collective impact model.
Targeted Engagement Sessions & Community-Wide Conversation

The role of a work/organization culture

The Sponsors have identified a Technical Support Team (TST) to provide a synthesis of this process under the direction of the Chief of Staff.

Vision 2025 is a collaborative process of community-engaged science standards, new pedagogies and "learning agents"; the role of technologies and digital content that attracts and retains talent; and medias; predictive data and comprehensive lists—Vision Teams will explore other topics as well—but this approach will give us easy ways to compare, contrast and build on each other's work.

Futures Scan (Sep 9 - 27)

Vision 2025 + PEEF and Children's Fund Stakeholder Sessions (Oct 7 - 25)

Learning Journeys (Oct 7 - 25)

Vision 2025 + PEEF and Children's Fund Stakeholder Sessions (Oct 30 - Nov 13)

Guiding Coalition Vision Session #1

Oct 10 (2pm - 7pm)
Oct 11 (9am - 5pm)

Guiding Coalition Vision Session #2

Nov 21 (2pm - 7pm)
Nov 22 (9am - 5pm)

6. New Education Finance Models

7. Systems and Structures: Creating impact investing and venture capital, impact models; examination/reframing of conditions for innovation

3. Equity & Social Justice

4. Knowledge & Information (Human Capital): Creating standing the generational drivers and building reward systems around the leadership, governance and coordination of staff, District staff, families, business partners, funders, families, and key district partners. The Sponsors have selected consultants from the TST's expertise and experience that inform their work.

5. Participation, Partnerships, and Networks (Community Capital): Creating collective invention and partners in school innovation to lead and prepare for the future.

SPONSORS

Technical Support Team (TST) composed roughly 100 representatives from agencies; avenues for advocacy and venues for learning journeys, to identify subject matter experts during each of four "vision sessions". The GC is also expected to participate in at least one of Task Forces outside attendance (description).

Vision Team

Futures Scan (Sep 9 - 27)

Vision Team

Vision Team

Vision Team

Vision Team

Vision Team

Vision Team

Vision Team
The role of a work/organization culture Team, is to provide a synthesis of Vision Team Cross Cutting Themes vision-setting sponsored by the San Francisco Board of Education. As the Guiding Coalition breaks into age-specific Vision Teams, we will create coherence by exploring a common set of cross-cutting themes. This is not an exhaustive list—Vision Teams will explore other topics as well—but this approach will give us easy ways to compare, contrast and build on each other's work description.

1. Reimagining Learning
   - Science standards, new pedagogies
   - Reframing youth leadership and advocacy

2. Youth and Family Agency
   - Agency; avenues for advocacy and support
   - Changing accreditation standards; social opportunity gap of the future; social impact investing and venture capital

3. Talent & Culture
   - Responsible visioning: financial conditions for Innovation
   - Leadership, governance and coordination to transform public education

4. Defining and Assessing Success
   - Learning; collaborative networks; Social Experiments
   - Based schema; defining global skills and mastery badge systems and other mastery-based assessment

5. New Education Finance Models
   - Portfolio of learning options to meet differing needs
   - New opportunities to exercise personalization of learning; informal venues for learning journeys,
   - Social Experiments
   - Expansion and revitalization of community

6. Systems and Structures: Creating the Conditions for Innovation
   - Leadership, governance and coordination to transform public education
   - New opportunities to exercise personalization of learning; collaborative networks

The only commitment required from the Sponsors is to review.

GUIDING COALITION VISION SESSION #3
* Dec 12 (2pm - 7pm)
* Dec 13 (9am - 5pm)

COMMUNITY-WIDE SOCIAL MEDIA CONVERSATION (Jan 13 - 24)

TECHNICAL SUPPORT TEAM SESSION
* Jan 27 (1pm - 4pm)
* Feb 7 (9am - 5pm)
* Feb 13 (9:30am - 12:30pm)

GUIDING COALITION VISION SESSION
* Feb 7 (9am - 5pm)

VIGNETTE 2025
Vision 2025 is a collaborative process of community-engaged vision-setting sponsored by the San Francisco Board of Education. As the Guiding Coalition breaks into age-specific Vision Teams, we will create coherence by exploring a common set of cross-cutting themes. This is not an "end of the journey" but a "beginning of the journey." We are eager for the valuable perspective that families and students can provide, and we consider the input of professional educators and administrators critical to the vision process. While we have made every effort to include representation from all SFUSD constituencies on the Guiding Coalition, we have also sought to include other relevant voices as we learn during these visits. The only commitment required of the Sponsors is that they engage in a structured approach to examining promising examples of transformation and to ensure that Vision 2025 remains relevant research for use during accountabilities for student outcomes. The Sponsors have selected consultants from the Community-Wide Social Media Conversation in the Design Leadership Team. The Sponsors also have solicited input from the wider Staff and the Vision 2025 Design Team composed of SFUSD staff and key District partners. While serving on one of three Vision Teams focused on a particular age, the Sponsors will have the opportunity to engage in a dialogue with stakeholders throughout the community. 

### CROSS CUTTING THEMES

1. **Reimagining Learning**
   - Smarter Balanced Assessments; Science standards, new pedagogies
   - Career, and life; new forms of formal and summative assessment; redefined profile of success college, based schema; defining global skills accountabilities between teachers and learners.
   - Changing accreditation standards; predictive data and media; forecasting the cost of innovation; accountability for student outcomes. The Sponsors are expected to contribute ideas, perspectives, and feedback as a central force for transformation. Reframing youth leadership and peer-to-peer engagement; creating networks; cross-generational and educational partnerships; and more equitable funding models for opportunities of the future; social conditions for innovation.

2. **Youth & Family Agency & Advocacy**
   - Demographic trends and the opportunities for new forms of social capital and equity; more equitable funding for opportunity gap of the future; social conditions for innovation.

3. **Equity**
   - Systems & Structures
   - Talent
   - 7. Systems & Structures

### STEPS INTO THE FUTURE

**VISION SESSIONS**

- **TEAM SESSION**
  - Aug 30 (9:30am - 12pm)
  - Sep 9 (9:30am - 12pm)
  - Sep 24 (9am - 5pm)
  - Oct 10 (9am - 5pm)
  - Oct 17 (9:30am - 1:30pm)
  - Oct 31 (9:30am - 1:30pm)
  - Nov 14 (9am - 5pm)
  - Nov 21 (9am - 5pm)
  - Nov 27 (9am - 4pm)
  - Dec 2 (9am - 4pm)
  - Dec 9 (9am - 4pm)
  - Dec 16 (9am - 4pm)
  - Jan 27 (9am - 4pm)
  - Feb 7 (1pm - 4pm)

**GUIDING COALITION VISION SESSIONS**

- **Global Vision Session 1**
  - Oct 10 (9am - 4pm)
  - Nov 16 (9am - 4pm)
  - Dec 13 (9am - 4pm)
  - Jan 27 (9am - 4pm)

- **Local Vision Sessions**
  - Aug 30 (9:30am - 12pm)
  - Sep 9 (9:30am - 12pm)
  - Sep 24 (9am - 5pm)
  - Oct 10 (9am - 5pm)
  - Oct 17 (9:30am - 1:30pm)
  - Oct 31 (9:30am - 1:30pm)
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  - Dec 16 (9am - 4pm)
  - Jan 27 (9am - 4pm)

- **TEAM SESSION**
  - Aug 30 (9:30am - 12pm)
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  - Dec 16 (9am - 4pm)
  - Jan 27 (9am - 4pm)
As the Guiding Coalition breaks into age-specific Vision Teams, we will create coherence by exploring a common set of cross-cutting themes. This is not an

- the SFUSD Superintendent Carranza and the Executive
- Smarter Balanced Assessments;
- and “learning agents”; the role of
- and formal learning environments;
- technologies and digital content
- through a Bay Area/ SF lens to
- Learning Journey (see following
- of the consultants, District staff,
- accountancy for student out-
- the teaching profession; new relation-
- opportunities to exercise
- peer-to-peer engagement; creating
- new forms of social capital and
- personalization as a strategy for
- equity; more equitable funding
- reengineering central
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- right drivers for educators; under-
- motivations; what educational pro-
- of Staff and the Vision 2025 Design
- and venues for learning journeys,
- job, under direction from the Chief
- that attracts and retains talent;
- 5. Talent & Culture
- Reframing youth leadership and
- Re-Imagining Public Education for a New Generation
- Copyright 2013
The sponsors have identified a Technical Support Team, composed of SFUSD staff and key district partners. While this “Design Team” will work closely with a Technical Support Team, the sponsors are ultimately responsible for endorsing Vision Team work. Vision Team work will take place almost exclusively during the four Guiding Coalition vision sessions.

As the Guiding Coalition breaks into age-specific Vision Teams, we will create coherence by exploring a common set of cross-cutting themes. This is not an exhaustive list, but rather a framework to guide our work.

1. Reimagining Learning
   - Smarter Balanced Assessments
   - New pedagogies and “learning agents”
   - The role of cities: ubiquitous broadband and maintenance and regeneration of cities

2. Youth and Family Agency
   - Formations: the role of building reward systems around the right drivers for educators; under direction from the Chief of Staff and the Vision 2025 Design Team composed of SFUSD staff and key District partners. While this “Design Team” will work closely with a Technical Support Team, the sponsors are ultimately responsible for endorsing Vision Team work. Each Guiding Coalition member will serve on one of three Vision Teams.

3. Equity & Social Justice
   - Collaborative decision making; the role of building reward systems around the right drivers for educators; under direction from the Chief of Staff and the Vision 2025 Design Team composed of SFUSD staff and key District partners. While this “Design Team” will work closely with a Technical Support Team, the sponsors are ultimately responsible for endorsing Vision Team work. Each Guiding Coalition member will serve on one of three Vision Teams.

4. Science
   - New pedagogies and “learning agents”
   - The role of cities: ubiquitous broadband and maintenance and regeneration of cities

5. Talent & Culture
   - The role of building reward systems around the right drivers for educators; under direction from the Chief of Staff and the Vision 2025 Design Team composed of SFUSD staff and key District partners. While this “Design Team” will work closely with a Technical Support Team, the sponsors are ultimately responsible for endorsing Vision Team work. Each Guiding Coalition member will serve on one of three Vision Teams.

   - New pedagogies and “learning agents”
   - The role of cities: ubiquitous broadband and maintenance and regeneration of cities

7. Systems and Structures: Defining and Assessing Success
   - New pedagogies and “learning agents”
   - The role of cities: ubiquitous broadband and maintenance and regeneration of cities

8. Learning Journeys
   - Community-wide social media conversations
   - Other learning journeys, both inside and possibly outside — SFUSD

9. Vision Team work will take place almost exclusively during the four Guiding Coalition vision sessions.
The Sponsors have identified a Technical Support Team (TST), to provide a synthesis of Vision 2025. This collaborative process of community-engaged vision-setting is sponsored by the San Francisco Board of Education. We are eager for the valuable perspective that families and students can provide, and we consider the input of professional educators and administrators as critical to ensuring that Vision 2025 is a collaborative process of community-engaged vision-setting sponsored by the San Francisco Board of Education.

We are also designed stakeholder engagement sessions specifically targeted to these groups. These sessions will take place in coordination with complementary efforts underway through the Public Education Enrichment Fund (PEEF) and Children's Fund. The Project Sponsors will also solicit input from the wider community by using multiple social media channels to facilitate a citywide conversation about the emerging vision.

The Sponsors of the project are committed to ensuring that Vision 2025 serves to align existing District initiatives. The TST will develop and implement a set of prototypes that reflect the key themes and recommendations generated during the stakeholder sessions. These prototypes will be designed to advance the District's Vision for the future.

The TST will work closely with the project sponsors and key district partners to ensure that Vision 2025 is a collaborative process of community-engaged vision-setting sponsored by the San Francisco Board of Education. We are eager for the valuable perspective that families and students can provide, and we consider the input of professional educators and administrators as critical to ensuring that Vision 2025 is a collaborative process of community-engaged vision-setting sponsored by the San Francisco Board of Education.

**Vision Team**
- Aug 30 (9am-5pm)
- Sep 9 (9:30am-4pm)
- Sep 24 (1pm-4pm)

**Guiding Coalition**
- Oct 10 (9am-1pm)
- Oct 11 (9am-1pm)
- Oct 17 (9:30am-12pm)
- Oct 20 (9:30am-12pm)
- Oct 21 (9am-1pm)
- Nov 18 (9am-1pm)
- Nov 19 (9am-1pm)

**Community-Wide Social Media Conversation**
- Jan 13-24

**Vision 2025**
- FuturesScan
- Vision 2025 + PEEF and Children's Fund Stakeholder Sessions
- (Oct 30 - Nov 13)
- Community-Wide Social Media Conversation
- (Jan 13 - 24)

**SCENARIO 1:**
- **ONE DAY IN THE YEAR 2025: STUDENT'S POV**
- **FROM - TO IN 7 THEMES**
- **STRATEGIC RECOMMENDATIONS**
- 1
- 2
- 3
- 4
- 5
- 6
- 7

**SCENARIO 2:**
- **ONE DAY IN THE YEAR 2025: TEACHER'S POV**
- **FINANCIAL MODELS**
- **SUMMARY**

**SCENARIO 3:**
- **ONE DAY IN THE YEAR 2025: FAMILY'S POV**

**DEVELOP STRATEGIC VISION**
District Background

Mission
The purpose of the San Francisco Unified School District is to provide each student with an equal opportunity to succeed by promoting intellectual growth, creativity, self-discipline, cultural and linguistic sensitivity, democratic responsibility, economic competence, and physical and mental health so that student can achieve his or her maximum potential.

Vision
Every student who attends SFUSD schools will graduate from high school ready for college and careers and equipped with skills, capacities, and dispositions necessary for 21st century success.

Goals
Access and Equity
Make social justice a reality by ensuring every student has access to high quality teaching and learning.

Student Achievement
Create learning environments in all SFUSD schools that foster highly engaged and joyful learners and that support every student reaching his or her potential.

Accountability
Keep district promises to students and families and enlist everyone in the community to join in doing so.

Beliefs
The achievement gap is the greatest civil rights issue facing SFUSD.

It is possible to increase academic achievement of high performing students and accelerate achievement of those currently less academically successful.

Quality schools offer engaging and challenging programs, caring and committed staff, strong and visible leaders and instruction differentiated to meet each child’s needs.

Authentic partnerships are essential to achieving our vision for student success.
Our District

The San Francisco Unified School District ("SFUSD" or the "District"), founded in 1851, educates more than 53,000 of San Francisco’s kindergarten, elementary, middle, and high school age children through a network of 139 PreK - 12 schools located throughout the 49 square mile area of the City and County of San Francisco.

Almost 53,000 K - 12 Students*

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<td>Other Asian</td>
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<td>13%</td>
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SFUSD Employees

San Francisco is both a city and a county; therefore, SFUSD’s 8,497 FTEs administer both the School District and the San Francisco County Office of Education. This makes SFUSD a “single-district county.”

171 (2%) School Site Administrators

3,371 (40%) Teachers

2,680 (32%) School Support Staff**

442 (5%) Early Education Services

104 (1%) Student Nutrition Services

482 (6%) Facilities

110 (1%) Central Office Certificated

444 (5%) Central Office Classified***

693 (8%) Central Office Paraprofessional**

Board of Education

SFUSD is governed by an elected seven-member Board of Education:

Rachel Norton, President
Sandra Lee Fewer, Vice President
Matt Haney, Commissioner
Kim-Shree Maufas, Commissioner
Hydra B. Mendoza, Commissioner
Dr. Emily M. Murase, Commissioner
Jill Wynns, Commissioner

**School Support Staff include counselors, social workers, nurses, family liaisons, IRFs, literacy coaches, psychologists, security guards, clerks, etc.
***Central Office Classified and Paraprofessional FTE totals include positions that are centrally assigned to schools.
Agendas and speaker bios will be handed out prior to and during each event
# Agenda

**OCTOBER 10 (4PM - 8:30PM)**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>4:00</td>
<td>Reception and Welcome</td>
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<tr>
<td></td>
<td>Rachel Norton, President, SF Board of Education and</td>
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<tr>
<td></td>
<td>Richard Carranza, Superintendent, SFUSD</td>
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<tr>
<td>4:30</td>
<td>Meeting the Students at the Center: A Youth-Focused Introduction to</td>
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<tr>
<td></td>
<td>the Vision Process</td>
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<td></td>
<td>Laura Moran, Chief of Staff, SFUSD</td>
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<td></td>
<td>Erika Gregory, President</td>
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<td></td>
<td>Collective Invention</td>
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<tr>
<td>5:45</td>
<td>The Opportunity in Front of Us</td>
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<td></td>
<td>Richard Carranza, Superintendent, SFUSD</td>
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<tr>
<td>6:00</td>
<td>The Vision 2025 Roadmap: Where We’re Heading and How We’ll Get There</td>
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<tr>
<td></td>
<td>Together</td>
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<td></td>
<td>Erika Gregory, President</td>
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<td></td>
<td>Collective Invention</td>
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<tr>
<td>6:15</td>
<td>A New World of Learning: Multiple Perspectives</td>
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<td>7:45</td>
<td>Small group “Theme Team” discussions: Questions and themes for further</td>
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<td></td>
<td>exploration</td>
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<tr>
<td>8:15</td>
<td>What to expect tomorrow</td>
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<tr>
<td>8:30</td>
<td>Conclude for the day</td>
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**OCTOBER 11 (8:30AM - 5PM)**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>8:30</td>
<td>Continental breakfast</td>
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<tr>
<td>9:00</td>
<td>Welcome back</td>
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<td>Overview of the day</td>
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<tr>
<td>9:15</td>
<td>The Future of San Francisco and the Implications for Teachers, Learners</td>
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<td></td>
<td>and Families A discussion with representatives from the SF Office of</td>
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<td>Economic and Workforce Development, the SF Public Utilities Commission,</td>
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<td></td>
<td>the SF Chamber of Commerce, and Cisco Systems</td>
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<tr>
<td>10:45</td>
<td>“Theme Team” discussions: Questions and themes for further exploration</td>
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<tr>
<td>11:30</td>
<td>Introduction to the Vision Teams: Upcoming site visits and learning</td>
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<td>journeys, etc.</td>
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<td>12:00</td>
<td>Vision Team planning sessions</td>
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<td>12:30</td>
<td>Working Lunch</td>
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<td></td>
<td>Vision Teams discuss and integrate Theme Teams’ observations, providing</td>
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<td>recommendations to the Vision 2025 Technical Support Team about areas</td>
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<td>for further examination as we craft the vision.</td>
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<td>1:30</td>
<td>Full group discussion: what we are excited about as we move forward,</td>
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<td></td>
<td>and critical questions we want Vision 2025 to address</td>
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<td>2:15</td>
<td>Reflections from Board President Norton and Superintendent Carranza</td>
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<td></td>
<td>with reference to the current strategic plan and Quality Improvement</td>
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<td>Framework as the foundation for Vision 2025.</td>
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<td>3:15</td>
<td>Public comment: 2 minutes per speaker, first-come, first-served in that</td>
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<td>order</td>
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<tr>
<td>3:30</td>
<td>Next steps: calendar review and commitments to attend</td>
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<tr>
<td>4:00</td>
<td>Conclude</td>
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</tbody>
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THURSDAY, OCTOBER 10, 2013

Dr. Jillian Darwish

In her more than 20 years in the field of education, Dr. Jillian Darwish has served as a leader in a broad spectrum of organizations including philanthropy, public television, professional service agencies, higher education and the K-12 system. Dr. Darwish led the development of Knowledgeworks Foundation’s Future Forecast and Forecast 3.0, highly regarded and internationally distributed future trends publications. She has advised hundreds of organizations across the education sector on implications of these forecasts for organizational vision and strategy.

Dr. Stephen Kosslyn

Dean of the groundbreaking San-Francisco-based higher education model The Minerva Project, Dr. Kosslyn formerly served as Director of Advanced Study in the Behavioral Sciences and Professor of Psychology at Stanford University and as Dean of Social Science at Harvard University. He brings particular expertise in the cognitive neuroscience of visual imagery and communication.

Dr. Dan Schwartz

Dan Schwartz a Professor at the Stanford University School of Education, is an expert in the intersection between cognitive science, computer science and education. An experienced K-12 teacher himself, Dr. Schwartz is currently working with transitional kindergartners in SFUSD using an app developed in his Stanford lab to develop numbers sense.

Tina Barseghian

As Editor of National Public Radio’s daily blog Mindshift: How We Will Learn, Barseghian covers the future of learning in all its dimensions, including cultural and technology trends, ground-breaking research, education policy, and more. Former executive editor of George Lucas Foundation’s Edutopia and the mother of a school-age child, Barseghian brings unique insight and wit to her analysis of the evolving education landscape.

Guadalupe Guerrero

Deputy Superintendent of Instruction, Innovation and Social Justice for the San Francisco Unified School District, Mr. Guerrero is leading implementation of the district’s equity-focused strategic plan. His responsibilities include redesign of the central office to better support school sites and implementation of a core instructional curriculum to achieve more equitable results for all students. For two years Mr. Guerrero has overseen the Superintendent’s Zone Mission District area schools. Under his leadership, historically underperforming schools have received millions in federal School Improvement Grants (SIG) and undergone major transformations leading to increased academic achievement for students. Selected to participate in Harvard Graduate School of Education's Urban Superintendents Program, Mr. Guerrero holds an Ed.M. in Education, Policy, & Management, a second Ed.M. in Administration, Planning, & Social Policy, and is currently earning a doctoral degree, all from Harvard.
Speakers’ Bios

FRIDAY, OCTOBER 11, 2013

Ted Egan

Ted joined the Controller’s Office as Chief Economist for the City of San Francisco in April, 2007. Since then he has written over two dozen economic impact reports, on areas ranging from taxation and fees, to land use, industry, and environmental regulation. In January, 2010 he testified about the economic costs to San Francisco of prohibiting same-sex marriage in Perry v. Schwarzeneggar, the lawsuit challenging Proposition 8. Prior to joining the City, Dr. Egan wrote San Francisco’s first economic development plan, for the Office of Economic and Workforce Development. In 2004, Dr. Egan led the California State University’s first system-wide economic impact study, which examined how the 23 CSU campuses contribute to the diverse regional economies of California.

Emilio Cruz

Emilio is the Assistant General Manager, Infrastructure, overseeing all water, power and sewer capital programs and projects, including the Water System Improvement Program, Sewer System Improvement Program, and Hetchy System Improvement Program. He leads the Infrastructure Division, coordinating the work of the following Bureaus: Environmental Management, Construction Management, Engineering Management, Project Management, Project Controls, and Contract Administration. Emilio brings to the SFPUC all the attributes of a dynamic career encompassing twenty-five years serving the City and County of San Francisco, and private and non-profit sectors. He has led numerous boards, including the San Francisco Board of Education, and San Francisco Planning and Urban Research (SPUR), for which he served as President and Vice President, respectively.

Taryn Taddeo

Taryn is the Manager of Public Policy and Small Business at the San Francisco Chamber of Commerce. At the Chamber Taryn runs various public policy programs including Supes for Lunch, Public Policy Forum, Small Business Advisory Council and the Chamber’s annual trip to Sacramento as well as serves as a point person for education issues. Prior to joining the Chamber she worked for the Orange County Business Council and Anaheim Chamber of Commerce. Taryn is currently a member of Leadership San Francisco’s Class of 2014 and serves on the Junior League of San Francisco’s Advocacy and Public Affairs Committee. She earned her B.A. at Loyola Marymount University in Los Angeles and her J.D. at Chapman University School of Law.

Emylene Aspilla

Emylene is Director of Strategic Initiatives, Workforce Division, OEWD, at City and County of San Francisco. OEWD’s programs are responsible for strengthening San Francisco’s many diverse neighborhoods and commercial corridors, creating a business climate where companies can grow and prosper, and ensuring a continually high quality of life for all San Franciscans. Emylene came to OEWD from her prior position as Director of Client Services for the Jewish Vocational Services, prior to which she served as Employment and Training Manager for Tenderloin Neighborhood Development Corporation and Education Manager for Episcopal Community Services.
Speakers’ Bios

FRIDAY, OCTOBER 11, 2013

Mark Ronaldson

Now Director of Operations at Cisco Systems, Mark has held leadership positions within Cisco since he joined the company in 2004. He brings an understanding of ways that communication technology and civic infrastructure can support a new world of learning, transforming the ways people collaborate and connect in the future. A graduate of University of Maryland College Park and American University Kogod School of Business, Mark came to Cisco from AT&T.

Jay Nath

In his current role as the Mayor’s Chief Innovation Officer, Jay is working with the tech community and the public to help reinvent government in the digital age. As part of this effort, a partnership announced in 2012 with Code For America’s Civic Accelerator will help open the doors of government to our tech community to drive new solutions and spin off new businesses. In 2010, Jay established the nation’s first open source software policy for city government, and in the same year authored Open Data Legislation requiring City departments to make all non-confidential datasets under their authority available on DataSF.org, the city’s one stop web site for government data. If you have ideas for innovating San Francisco government send him a tweet at @Jay_Nath.
Teams & Themes

Vision Teams
Each Guiding Coalition member will serve on one of three Vision Teams (VT) focused on a particular level of the education system:

• Early Childhood,
• Middle Childhood,
• Adolescence/ Early Adulthood.

Vision Team work will take place almost exclusively during the four Guiding Coalition vision sessions.

Cross-Cutting Themes
As the Guiding Coalition breaks into age-specific Vision Teams, we will create coherence by exploring a common set of cross-cutting themes. This is not an exhaustive list—Vision Teams will explore other topics as well—but this approach will give us easy ways to compare, contrast and build on each other’s work when we come back together as a large group.

1. Reimagining Learning
2. Youth/Family Agency and Advocacy
3. Equity and Social Justice
4. Defining and Assessing Success in a Post-NCLB World
5. Talent and Culture
6. Systems and Structures: Creating the Conditions for Innovation
7. New Education Finance Models
Re-imagine Learning

People

1. What will a career in teaching look like in 5-10 years?
2. Will teachers be tied to specific schools or might they have portfolios of learners from different systems?
3. How necessary will it be for teachers to be present in a classroom?
4. How will the demographics of the teaching force change over time?
5. What will teaching training programs look like?
6. How will we take into account socio-emotional needs of students, staff and teachers in the future?
7. Might we have multi generational classrooms or learning cohorts?
8. Will kids be more active in teaching other kids?
9. Might learners work in cohorts that include peers from all over the world?
10. How will we work with learners who arrive in our system several years behind their peers in terms of academic proficiency?

Place

1. What will constitute a “classroom” in the year 2025?
2. How might the world become our learning landscape?
3. Where are current examples of people using the world as a lab for learning?
4. Where is school not feeling like school right now?
5. How might our learning environments feel more like the real world in the future?
6. How will families be connected to the learning environment or classroom?
7. What physical spaces will be most supportive of emerging pedagogies and instructional practices?
8. How might we think differently about the use of physical space, equipment, furniture, etc. to inspire deeper learning?
9. How might informal learning environments—museums, libraries, and community organizations—complement more formal learning environments such as traditional schools?
10. How do we envision the relationship between new types of learning environments and post-secondary success?
Re-imagine Learning

Process

1. How will we use technology to personalize learning?

2. Will the common core standards still be appropriate and relevant a decade from today?

3. How will we assess and place students in the future?

4. In what ways will pedagogy change as more digital natives enter the teaching profession?

5. How might we create safe spaces for experimentation?

6. How do we get all our students work-based learning experiences connected to their learning in middle and high school?

7. Which pedagogies and instructional models do students find most engaging now?

8. Will we still use grade levels and a grading system (e.g., “A”, “B”, “F”)?

9. What will a typical “school day” look like? And how will we use time differently, both during the traditional school year and in the summer months?

10. How will we work with language differences in the future? Will technology make those differences less important? Will we graduate students who speak two languages and will we consider computer coding to be a distinct language or literacy?
Youth and Family Advocacy and Agency

1. What new tools will be available to families and students to advocate for what they want and need?
2. How might families and learning institutions be in partnership in the future?
3. How much choice will families want and how much choice will they be able to manage?
4. Who will decide what services families need?
5. How much agency will families have in decisions about what content their children learn, from whom they learn it, and how?
6. Will demand be unified around certain themes (e.g., mass personalization of learning) or fragmented?
7. What sort of feedback must we collect in the near-term to understand what students and families will want in the future—and how should we use that feedback in decision making?
8. In the future, what for a will exist for family and youth voice?
9. In 2025, what will student life look like outside the “classroom”?
10. What types of decisions will we empower students to make about their own learning experience before they are 18 years old?
1. In 2025, who will our students be?
2. How will we define equity in the future?
3. What knowledge, skills and competencies will SFUSD graduates need to thrive in the San Francisco of 2025?
4. What infrastructure issues will enable or inhibit equity in San Francisco in the future?
5. How will our future public education system empower and be inclusive of a diverse constituency, including people of different races, socio-economic conditions, sexual orientations, genders and physical abilities?
6. How will children of color experience learning in the future San Francisco, and how will that affect their achievement?
7. What new opportunities will exist for educating special needs students?
8. How will we educate English-language learners in the future?
9. Will we prepare students to be social justice leaders and what will that look like/mean in 2025?
10. What opportunities—and challenges—are created for social justice and equity through the advent of global learning networks, more ubiquitous digital tools and communication technologies?
New Education Finance Models

1. How will San Francisco’s wealthy class relate to the future public education system?

2. How might we inspire the confidence of the business and social sectors to invest in building a premiere public school system here in San Francisco?

3. What new funding models would break currently episodic funding cycles so we can have a sustainable funding stream for a long-range vision?

4. How can we attract funders to participate fully in a new public education system—including sending their own students here?

5. What is the future of State and Federal funding?

6. What are the expected shortfalls and how might we fund those shortfalls in new ways?

7. How might we take advantage of more collective financing and more dispersed financing? What are advantages and disadvantages of each?

8. How might a revitalized public education system in San Francisco influence California State funding levels?

9. What new forms of investment—e.g., social impact bonds—will be key to building a 21st century education system in San Francisco?

10. How might new potential funders contribute their voices to the Vision 2025 process in ways that build their confidence about the outcome?
1. What can we learn from the gaming industry about motivating learners and creating “sticky” learning experiences?

2. How might a future public education system include opportunities for learners to acquire core skills and competencies outside the traditional school experience?

3. In what ways will our mental models about assessment change over the next decade?

4. What new assessment models will we build to discourage sorting, labeling and discouraging of students with different abilities?

5. In 2025, how will we assess “21st century skills”?

6. In 2025, what will we be describing as “22nd century skills”?

7. What assessments will be build to be reflective of multiple modalities and that honor different types of intelligence and competence?

8. How might we use portfolios of student work as assessment tools, and how might these portfolios be shared with prospective colleges and/or employers?

9. Ten years from now, how will we assess mental health in more timely and humane ways so students get earlier intervention?

10. How might we use new forms of assessment to change the entire learning system?
1. How will the culture of public education change over the next decade, and what cultural attributes will teachers consider most valuable as they decide where to work?

2. In what new ways will it be possible to earn a living as an educator in the future?

3. What is the typical career path of a teacher in the future?

4. Will the teaching profession in the US be more or less selective in the future?

5. What careers already have the least attrition or turnover, and what can we learn from those examples?

6. In what ways and from what arenas will public education systems recruit talented educators in the year 2025?

7. In what ways and in what settings will we prepare education professionals in the year 2025?

8. How will teachers’ unions evolve over the next decade and how will that evolution influence the future of public education?

9. How will the relationship between K-12 and higher education evolve over the next ten years, and what are the implications for teachers?

10. In what new ways will education systems contract with and compensate educators in the year 2025—and how might we think differently about who “employs” and/or compensates an education professional in that future?
1. How will public education systems be structured as we adopt more 21st-century models?

2. What, if any, is the function of a central office in the future?

3. If we still have central offices in the year 2025, how might they be catalysts for innovation, improvement and/or change?

4. Will we move from an “age of bureaucracy” to an “age of networks” over the next decade?

5. In 2025, how will the public education system, city government and the business community work together?

6. What new systems will exist between formal and informal learning environments (museums, libraries, non-profit community-based programs, etc.)?

7. How will public education systems learn and share from each other in the future?

8. In what ways will we use bricks-and-mortar buildings and other real property to support learning in 2025?

9. What, if any, is the role of a school board in the year 2025?

10. How might we allow for people closest to public education to feel both creativity and ownership over the learning system without abdicating responsibility (e.g., to ensure equitable distribution of resources)?

11. How might we break down systemic legal and/or policy barriers to enable the sharing of resources with the City and other partners?

12. What systems will we use in the future to ensure that all students have access to high quality, highly desirable learning experiences?

13. In the future, how will services and supports for families be integrated, and who will hold the data that enables appropriate analysis of the support required?

14. How will students be assigned to learning environments (i.e., schools) in the future?

15. What technologies will be required to run a world-class public education system in the year 2025?
1. How can we broaden what it means to be college and career ready to include a more robust vision for the future?

2. In the year 2025, what will have been the most important change we made to the design of “high school”?

3. In what ways will kids be empowered to make choices about their own education—and their own future, and how will we ensure they use rigorous decision-making processes?

4. How does effective adolescent education facilitate the transition to adulthood, and what does that tell us about the future of education for children of that age?

5. A decade from now, what developmentally appropriate, asset-based learning methods will be available to teenage students?

6. In the future, how might the curricula we use more accurately reflect the society in which students live and work?

7. In 2025, how large will our learning environments be for teenage students?

8. How often—if at all—will adolescent learners meet in a physical classroom or school building in the year 2025?

9. Will career and tech academies become obsolete as we switch to more linked learning and/or STEM-focused models?

10. What serious opportunities will be available for career preparation and real-world learning for adolescents a decade from today?

11. What cultural attributes will adolescents desire most from their learning experiences in the future?

12. What can we learn from recent graduates and/or high school dropouts about the ways we need to redesign learning for adolescents?

13. Where might we find examples of very different ways to sequence curricula?
1. Is there an ideal size for middle schools?
2. What do we now know about digital learning for middle grade students and how will that influence our approach a decade from today?
3. What effect does being in a K-8 have on middle grade students?
4. As students transition, what does it mean to be “high school ready”?
5. Are we serving kids well by making them change schools twice during this age range?
6. If we started an hour later what would the effect be on learning for children of this age, and what would this imply for transportation and/or other infrastructure changes?
7. What do we now know about the developing brain and the amount of sleep required for middle-childhood learners to do their best?
8. How many hours can middle-childhood learners stand to be inside a building?
9. In the future, how will our public education system reflect the physical, socio-emotional and cognitive developmental needs of kids of different ages?
10. In 2025, what will the typical education professional need to know about socio-emotional and cognitive development?
11. In what ways will middle-childhood learning environments foster children’s sense of agency in their future?
12. Should every middle-childhood learner have leadership development opportunities?
13. In the future, how will we engage families during the middle years and collaborate with them to develop differentiated plans for their children based on personality, progress, culture, maturity, etc?
14. How might we get more girls interested in STEM in the middle grades?
1. How will we carry forward what we now know about effective (child-centered, involving family, exploratory, etc.) Pre-K education and apply it in the elementary years?

2. In the future, what will “early learning” mean in our public education system? Is prenatal part of “Pre-K”?

3. What can we learn from Promise Neighborhoods around the country about what does and doesn’t work in highly diverse multi-cultural communities?

4. What are the needs of early childhood educators?

5. How will we measure quality of early learning environments differently in the year 2025?

6. In the future how will we gauge the development and well-being of early learners?

7. How might public education be part of a comprehensive web of services and supports for early learners in the future?

8. What skills will we expect early learners to master as we move to more “21st-century” models in the middle-childhood and adolescent learning environments?
The three most important ideas/questions/ reflections I will take away from the ______________ session are:

Name of the theme / age group

1.

2.

3.
Methods & Frameworks

Over the course of the Vision 2025 process we will integrate features of three different—but mutually reinforcing—methodologies:

**Systems Thinking**
Systems thinking looks at a system as a whole, and the relationships between its parts, rather than focusing on its parts in isolation. The goal is to uncover “leverage points”—elements that can effectively shift an entire system.

**Scenario Planning**
Scenario planning involves the identification of external forces that are both critically important and highly uncertain. Taken together, they lay out a series of differing—but equally plausible—futures for public education in San Francisco. To succeed, SFUSD will need a vision and implementation strategy that are robust in all futures.

**Empathic Design & Innovation**
The innovation process begins by uncovering the needs of stakeholders, both tacit and explicit, leading to more targeted problem definitions. The data gathered from stakeholder research provides fodder for iterative concept development and disciplined prototyping of new learner-and-teacher-centered solutions.
An enduring purpose of public education is to ensure that students graduate with powerful life options. As we envision the transformation of education in San Francisco, we will explore opportunities to support that purpose in new ways—at all levels of the system. We will look at the evolving characteristics and expectations of the **students, teachers and families at the center** of that system. We will explore new roles for the central office at the same time as we investigate the future of brick-and-mortar school sites; we will learn about changes in education finance and new methods of delivering engaging instruction alike.

Vision 2025 is designed to look in-depth at ways we will learn and teach differently in the future. We will look at three age cohorts, intentionally described without regard to traditional grade levels to encourage us to think beyond current paradigms:

- Early childhood
- Middle childhood
- Adolescence/Early adulthood

As we explore new opportunities we will maintain an awareness of the implications for all elements of the system.

### THE INSTRUCTIONAL CORE

Vision 2025 will keep our attention on the students at the center of the public education system. We will take a systemic view to building future learning environments that support effective teaching and learning for all students—and which accelerate the achievement of those who have been persistently underserved. However, understanding the evolving needs of learners is just one piece of thinking strategically about the instructional core of our future education system. A systems view requires us to think about the learner in context of a changing teaching profession, new forms of delivery systems for educational content, and shifting expectations and values of families in regard to public education.
ELEMENTS OF A SYSTEMIC VISION

Vision 2025 will require transformation of San Francisco's public education system at multiple levels over the next decade. Throughout this process we will integrate ideas and advice from stakeholders at all levels as we seek to create alignment and coherence across the system.
Any visioning process inevitably takes place in the context of complex and dynamic change, much of which is highly uncertain and beyond our sphere of control. Yet we still need to make plans.

The goal of scenario planning is to develop an educated vision about the various ways the future might unfold, which requires that we understand the types of change most likely to shape the future landscape. Taken together those changes create several different—but equally plausible—scenarios about the future of public education and an accompanying set of strategic options. By thinking of these alternative futures as “ecologies”, we recognize that the alternative scenarios comprise interdependent elements—social, technological, environmental, economic, political—that are all under the pressure to evolve.

Once we’ve identified the most relevant forces of change, we can monitor and adapt to them. Strategic foresight is the ability to recognize patterns of change; innovation is the ability to develop new responses to new demands. Strategic foresight, essentially, makes innovation possible.

While Vision 2025 will not involve an in-depth scenario planning process, we will use related methods to do structured exploration of an evolving landscape for public education in San Francisco. Our goal is to ground Vision 2025 with an analysis of forces driving change around us over the next decade.
Empathic Design & Innovation

The core of Vision 2025 is an inquiry into the relationship between learners and the adults who will teach and mentor them in the future. However, while we’ll use the principles of scenario planning to explore changes affecting the education landscape, it’s a tricky task to understand what people want and need today—let alone ten years in the future.

Empathic design and innovation process is all about that tricky task. People’s needs are often latent—after all, we can’t ask for something we have never seen, experienced or even thought about consciously. Added to that is the fact that what we need and want is related to what we value, and it’s not always easy to find language to articulate our values. Especially in a system focused around the needs of a multi-lingual, multi-cultural constituency of children ranging from pre-school to postsecondary, we can’t assume we will learn what we need to know by asking directly. To complexify the situation even further, what people of any age say about what they want and need is often at odds with observed behavior.

The Vision 2025 roadmap includes several opportunities for us to use the methods of design and innovation to support learners, teachers and families to show versus tell us what they will want and need from public education. We will set up interactive design charrettes* in which students and adults alike can co-create a vision for a vibrant future instructional core that enables the joyful learning to which SFUSD already aspires. These hands-on sessions will give form to the complex dynamics that will shape and influence students’ academic experiences—both now and in the future. We will also gain valuable insight from observing how our colleagues engage in this task.

Research shows that students identify many factors as contributing to academic success—factors related to home, community and school. Vision 2025 will explore future solutions that take all these conditions into account and aim to develop the full potential of all San Francisco public school students and to draw on the full capacity of a talented community of educators.

* “Charrette” is a French term used by architects and designers to mean an intensive, round-the-clock collaborative teamwork session. A central characteristic of the charrette is visual idea generation; this is all done in rapid visual iterations, proceeding from the roughest early concepts to successively more refined versions. All working materials, including all reference material, data, and creative stimuli, as well as work products are put on the walls. This gives everybody the same shared view of the content as it emerges and the same shared history trail of the collaborative body of thought as it grows. Everybody feels free to annotate, rearrange, cluster, and reorganize the material constantly. The effect is like viewing a visual, neural-network map of the collective mind of the project team. This stimulates the spontaneous cross-linking of previously unrelated ideas and the pattern recognition of larger gestalts—the “Aha!” imaginative leaps uniquely characteristic of the higher mental functions.
“The purpose of education is to develop a person’s full humanity. Whether you’re teaching math or whatever, your job is to develop a student’s full potential.”

High School Student
“We want to know why doesn’t the curriculum include history that relates to black and brown people? How can schools incorporate students’ lives and experiences to make the curriculum they study relevant to who they are?”

High School Student
“One of the main things that students want is a betterment of their surroundings.”

High School Student

“I know being a black male that a lot of people ... don’t understand that everybody is not the same.”

High School Student
“Students want to do their best. However, the system does not emphasize that students have tremendous potential.”

High School Student

“In a perfect society, it would be totally different. The schools would be so much cleaner and more friendly. The teachers and administration would know what they were doing and would remember what it felt like to be a child.”

High School Student
THE LEARNER’S VIEW

See the world through the learner’s & educator’s eyes
Experience the learner’s & educator’s experience
Walk in the learner’s & educator’s shoes

EDUCATORS LEARNERS LIFE CONTEXTS VISION 2025

Health and Well-being
Interdependence, Equity, Inclusivity
Readiness for career
Civic Participation
Resilience
Global Networks
Creative problem-solving
Critical thinking
Media literacy and communication skills
Readiness for higher education

Body
Family
Home
Work
Learning
Mobility
Play
Community
Communication
Entertainment

EDUCATORS
LEARNERS

Interdependence, Equity, Inclusivity
Readiness for career
Civic Participation
Resilience
Global Networks
Creative problem-solving
Critical thinking
Media literacy and communication skills
Readiness for higher education

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Health and Well-being

Interdependence, Equity, Inclusivity
Readiness for career
Civic Participation
Resilience
Global Networks
Creative problem-solving
Critical thinking
Media literacy and communication skills
Readiness for higher education

Body
Family
Home
Work
Learning
Mobility
Play
Community
Communication
Entertainment
Designers & innovators used to target the center of the bell curve—the mass market...

But now the center-line shifts too fast...

Today we have to look at the “edges” to understand shifting needs, values, and expectations
PERSONA MANDALA

Social, Cultural Context

Influencers, Motivators

Home

Work

Body

Learning

Family

Play

Communication

Entertainment

Community

Mobility

State of Mind

Say

Think

Feel

Do

PERSONA MANDALA
The following models are early distillations of themes we have derived from research in school systems around the country. The key ideas here include the multiple balancing acts that all leaders within a district have to manage in the context of vision work.

The **Change, Stability and Complexity** diagram illustrates the tension we have observed in districts between the drive for change and the need for stability.


**The Equilibrium Model** then illustrates the dynamism of this negotiation, using Lee Bolman and Terrence Deal’s model from their book *Reframing Organizations: Artistry, Choice and Leadership* to represent the equilibrium that leaders have to manage over time, while migrating their current state to a desired future state.

Definitions of Student Success are certainly not universal, and both the variety and sometimes the lack of specificity impact the clarity of a desired future state, and thus the path towards that it.

Vision 2025, however, is purposefully designed to capitalize on and contribute to concurrent work being done by San Francisco’s Public Education Enrichment Fund and Children’s Fund on development of a common youth outcomes framework.
As K-12 educators know, and as our fieldwork underscores, a school district is a complex system of individuals and structures, governed by people with variable content knowledge, and with highly regulated, local, state and federal requirements. This context can result in constraints within the system which may include restricted resources and complex internal and external politics.

District leaders must strike a delicate balance among the competing interests of school boards, community, parents, unions and other stakeholders. This balance must be maintained while also preparing an increasingly diverse student body—who represent different cultures and languages, socio-economic levels and life conditions—with the skills necessary to succeed in a 21st century global economy.

Definitions of student success are varied, but we can all agree that in order for San Francisco’s public school students to thrive in coming decades, and for the District to provide world-class support of the instructional core, SFUSD will need to adapt and change. Yet large systems are by definition resistant to change.

We can think about the direct tension between change and stability as akin to elastic stretched between two poles. The difficulty of stretching out too forcibly into the future means the system is naturally primed to snap back toward the current state. That tension can be managed by careful migration from one pole to the other—from the current state to the future we want. This requires district leaders to maintain enough stability in the current system to keep it functioning during the transition, yet not so much that it feeds entrenched structures insusceptible to change.

A further difficulty is that the future state is essentially just a promise (it isn’t yet real, after all) and is often vaguely defined. In the stories of six districts we visited for an unrelated research project, we saw and heard ways in which leaders in each district are working to manage this balancing act.

“Ultimately, results win the day. So in this whole change process, it’s balancing how much do you push, how much do you support. If you don’t start getting results within two to three years, you’re probably going to lose whatever initiative it is you’re trying to put in place.”

Superintendent from Another Urban School District

The circles here represent spheres of activity that leaders need to engage with and pay attention to on a continual basis. Contextual factors – a proposed strike, a violent incident in the community, the resignation of a key staff member – will call different spheres into play at different times. Leaders’ own areas of strength also mean that some spheres feel like home, and others like a different country.

**The Political Sphere:** This is the sphere of external relations with boards, unions, community members and groups, as well as state and federal entities. Some of these relationships are highly regulated, and all are monitored by the media.

“(The Superintendent) built a real base of support in this whole community... and established a need for change.”

“I really believe that we’re going to lose our democracy if we don’t fix the gap between the haves and the have-nots, and the only way to do that is through public education.”

“I can’t get to the instructional practices I want to do, and I can’t get to the agenda items I want unless I change the structure.”

“The Superintendent” built a real base of support in this whole community... and established a need for change.”

“I really believe that we’re going to lose our democracy if we don’t fix the gap between the haves and the have-nots, and the only way to do that is through public education.”

“On the personnel side, we’re more at an earlier stage. This is a very, very critical year for us.”

**The Symbolic Sphere:** This is the sphere of the vision, the rallying cry and the mobilization of the moral purpose.

**The People Sphere:** This is the sphere of the people who do the work in school districts – bus drivers, superintendents, technicians, teachers, etc.– and the processes used to identify them and develop capacity.

**The Structural Sphere:** This is the sphere of structures such as reporting and supervisory patterns, processes and content. Changes to curriculum, for example, and all the consequent changes ranging from timetabling to assessment, are included here.
Leaders at all levels of a school district intent upon change have to maintain enough equilibrium within the system, balanced between stability and change, while continually migrating that system to the future state. In addition, leaders have to maintain their own equilibrium in this process of change.

This diagram indicates the idealized transition from current to future state, showing the future state maintaining integrity to the vision and not falling back to the current state.

Over time, and depending on the district’s state of readiness, leaders will have to focus on one or more spheres with greater weight in order to propel the system towards its idealized state. We have also shown a timeline here that reflects the timescales people told us about in the field. Many talked in terms of 8 to 12 years—essentially a generation of school children—for reforms to take hold. But they also spoke of seeing indicators in three years.
A breakthrough vision is one that enables every person involved to see his or her path to meaningful opportunity. Sometimes this requires the ability to look “outside in”, stepping outside your own organization, culture, sector or business for new ways of approaching familiar challenges.

Learning journeys—also known as Field Expeditions—are used regularly by international government agencies, business strategists and industrial designers as they explore new markets and delivery models.

Learning journeys provide enduring experiential learning. Participants apply practices of self-reflection, observation, and multi-modal documentation. Collectively and as individuals they become more thoughtful analysts of what they see, hear and learn.

The Vision 2025 Learning Journeys will explore promising examples of transformation that are right here in our SFUSD schools. Just as importantly we will get outside the District and even outside of the education sector to look at inspiring ways that other sectors are addressing issues analogous to our own. We’ll meet pioneering individuals and innovative organizations, and we’ll learn how to apply our observations to the development of a robust vision for public education here in San Francisco.
How the Journeys Begin

Generally, Learning Journeys are born out of a sense that the answer to a pressing organizational problem can’t be located within the constraints of operative mental models or standard operating procedures. In other words: a hunch that we won’t be able to get out of our own way enough to see valuable opportunities, either because the organizational culture won’t allow it or because we simply do not have the right information or experience. Sometimes, Learning Journeys are a response to intuition (we sense there is something out there we need to learn about, but we’re not sure how to describe it); to untested hypotheses (we believe that we have a viable solution but need to learn from others who have passed this way before us); to curiosities (we just have to learn more about this, even if we don’t know why it’s important yet) or even to relationships (a colleague is on the Board of this organization, and she thinks we ought to connect with them).

Focal Questions and Two Types of Inquiry

An initial piece of work revolves around establishing focal questions, defined for our purposes as both the starting point and the touchstone for inquiry. Learning Journeys involve both direct inquiry and contextual inquiry. Direct inquiry requires us to have a fairly clear sense of what we want to know and learn in relation to our overall problem statement; focal questions ensure that we choose Learning Journey sites that will help us learn those things expediently and that we use our hosts’ time wisely.

At the same time, we expect (and hope!) that Learning Journeys lead us into unexpected terrain, that we are stimulated to make surprising connections, and that our understanding of our problem space is actually enhanced—and maybe even altered significantly. Focal questions help us remember our ingoing learning agenda but should not prevent us from doing the kind of open-ended contextual inquiry that can actually lead to real opportunities for innovation.

Learning Journey Design: Online or in the Field

Today, possibilities for Learning Journeys have expanded exponentially. We are no longer constrained to logistically intensive, relatively expensive physical journeys: Online Learning Journeys, or thoughtfully structured explorations of the Web, can be enormously useful tools at any stage of an innovation process.

Like Field Learning Journeys, Online Learning Journeys are an effective method for cross-disciplinary teams to collaborate, to recognize new opportunities, and to cultivate new ideas. But they are no substitution for the kinesthetic, experiential, physically engaging quality of a journey shared with others. Field Learning Journeys provide a unique platform for collective learning and idea formation often because of (rather than in spite of) their unpredictable nature. The meal shared on the way to a far-flung location; the villagers met while the bus tire is changed; the collaboration of a CEO who becomes sufficiently entranced with your field of inquiry that he cancels his afternoon’s meetings to help think through your most strategic issues: these “happy accidents” can be seminal moments.

Learning Journeys vary in scope: they can be ambitious (three teams deployed to three different continents, with three widely divergent learning agendas, punctuated by solo wilderness retreats) or simple (visits to local, open-to-the public sites such as retail stores or museums.) They also vary in timing: they can be used at the beginning of an idea development phase or as a way of deepening insights in targeted areas. A substantial Learning Journey, however, is not just about benchmarking: this is a “whole mind” way to learn about the self, the organization and the world by shifting perspective.
What to bring (checklist)

- Digital camera and audio recording device *(i.e., your smartphone)*
- Notebook with detachable pages
- Recording templates *(Collective Invention will provide)*
- Pens
- Double-sided tape
- Sheet protectors, envelopes or zip-lock bags for collecting small artifacts
- Business cards, gifts and/or material about your project to leave behind with site hosts and visit organizers
Responsibilities

You can get in to a lot of places once. But will the door be left open for follow-on visits? Remember: It’s costly to host group visits—in terms of mindspace, staff time and disturbance to people at work who may not appreciate feeling like zoo exhibits. Unless you are very conscientious about etiquette and savvy about ways to “compensate” hosts, you are not likely to find the doors open a second or third time. With that in mind, our rules of etiquette:

1. **Do your homework.** Make sure you have learned as much as possible about the organization before you arrive so that you can use their time—and your own—on substantive issues. That will make the interaction as stimulating to the host as it is to you. This will also give you a sense of whether there is a valuable quid pro quo to be offered: your organization, or one close to yours, may be a useful Learning Journey site for your host in a different context. It’s nice to be able to reciprocate in kind. Some organizations are quite practiced in hosting Learning Journeys and have clear guidelines for visitors to “compensate” them for their time; some, for instance ask that donations to be made to a charitable organization of their choice. Provide context about your visit in advance. The more your host understands about the problem space in which you are operating, the more creatively they can connect their story to yours. It may be that there’s a relevant organizational story you would never get to hear if you hadn’t made clear to your host the kinds of things you are really grappling with. Let them know what’s “keeping you up at night.” Let them get engaged in helping you think.

2. **Know what kind of interaction you are looking for.** Generally hosts provide a staff member to take you on a tour of the facility and, depending on the convergence of their interests with yours, a session with a senior leader. If there is a specific area of their work you want to understand better, or if there is a particular strategic issue you want to pursue, let them know that in advance. That knowledge may influence how they staff and design your visit.

3. **Bear gifts.** We have often been humbled by our Scandinavian and Asian colleagues who make a practice of being absolutely impeccable guests: they demonstrate their appreciation for their hosts’ time by ending each visit with a few formal words of thanks and a ceremonial gift. It doesn’t need to be much!

4. **Let your hosts know you would like to record your observations.** Explain the types of things you are interested in capturing; ask in advance if it is appropriate to take photographs or audiotape discussions and be sure to observe their rules. What is interesting “ambiance” to you may be someone’s intellectual property, so it’s really better to ask before snapping away. That said, any physical artifacts, photographs, etc. you bring back will be valuable to the process.
Roles

THE AMBASSADOR

• Sets the context
• Introduces the visiting team
• Explains the objectives of the learning journey
• Identifies any specific subjects, if any, you want to explore in this particular visit
• Asks the host how they’d like the group to engage with them: hold questions until the end of a presentation? Open discussion? Etc.
• Closes the session
• Makes offers as appropriate (to reciprocate, to host a visit, to explore partnerships, make other introductions, etc.)
• Thanks the host and provides a parting memento

THE RECORDER

• Captures key conversations and “ahas”
• Takes note of ways language is used here; capture as many direct quotes as possible to represent the ideas, attitudes and characteristics of those you meet
• Sketches images, objects etc. that are iconic and/or represent an important story about the site
• Uses templates to stimulate other ways of recording the session
• Notes 3-5 words that come to mind about this site

THE FACILITATOR

• Ensures appropriate setup
• Facilitates 15-30 minute debrief directly following each visit to catch “top of mind” reflections
• Ensures that notes are being taken and/or conversations recorded for later use
• Identifies appropriate templates for participants to capture

THE COLLECTOR

• Collects all available artifacts, from matchbooks to documents to photographs to marketing materials that will help us, days from now, to recapture the flavor and sensibility of the place we have visited
The Debrief

**EACH VISIT REQUIRES SEVERAL PHASES OF REFLECTION:** (Individual Exercise)

**Before:** what is going on with me at the moment regarding

- My learning agenda for this expedition
- My expectations and assumptions about this visit
- Things I would like to understand better

**During:** what strikes me about this place/person/experience

Noticing things at various levels and in different categories helps to form new questions, check assumptions, and pay attention differently. This “mindmap” template may help

**After:** what has changed for me

Quick stream-of-consciousness note taking in journals, reflecting back in all the “before” categories
The Debrief

Before: overview of the place/person we are visiting

• Rationale for making this visit in relationship to our field of inquiry
• Reminder of focal questions

After: what has changed for us; what we have learned

People
• Were any of the people we met iconic? In what ways? What characteristics or attributes are striking and/or instructive to us?

Place, Process, Product
• What did we notice, like, want to know more about?
• What connections do we observe with our other visits?
• What new questions emerge from this visit?
• How does this visit change our relationship to the topic of the week?
• Aha’s
• Confirmations of initial assumptions
• Expansion or modification of initial assumptions
• Change – if any - in our understanding of the center and borders of our field of inquiry