Igniting your Now; **S**parking Passion & Interest to Reach Each

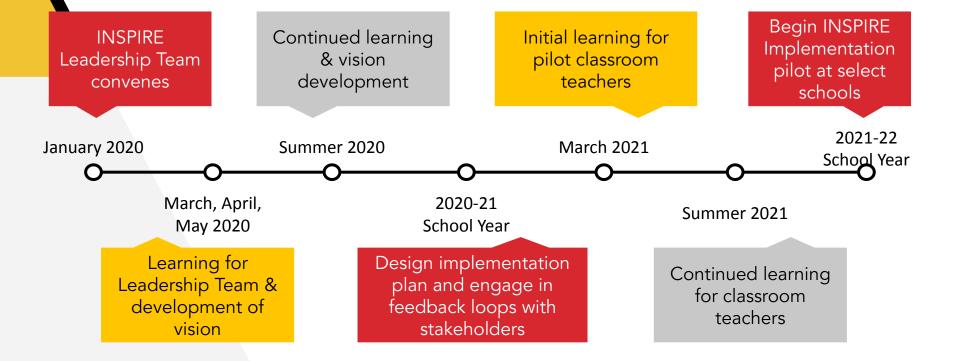
# **EDEN PRAIRIE SCHOOLS INSPIRE** Choice Programming



#### ...Contribute Purposefully to Our Ever-changing World



Interest Exploration Talent Development Career & College Ready





2021-2022 **IMPLEMENTATION STAGGERED** PILOT

SELECT SCHOOLS & GRADE LEVELS

2022-2024 IMPLEMENTATION ALL SCHOOLS

gniting your Now; Sparking Passion & nterest to Reach ach

DEVELOP PERSONAL

GROW IN THE 4CS CRITICAL THINKING CREATIVITY COLLABORATION COMMUNICATION

ACCESS AUTHENTIC AND IMPACTFUL LEARNING EXPERIENCES

#### **INSPIRE** Choice Programming

Continuum of Cultural Proficiency - INSPIRE Choice Programming Describe behaviors at different points on the continuum that we will use as delimiters to develop our INSPIRE Choice Programming Model.

Unhealthy Practices	Healthy Practices
Informed by Barriers to Cultural Proficiency	Informed by Principles of Cultural Proficiency
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Destructiveness	Incapacity	Blindness	Pre-competence	Competence	Proficiency
See the difference, stomp it difference, make it wrong	See the difference, act like you don't	See the difference, respond inappropriately	See the difference, value it	Seek difference, esteem it, advocate for equity	
<ul> <li>Students must take classes related to class performance.</li> <li>Course choices are enrollment driven.</li> <li>Students who receive special services are unable to pursue their passions due to scheduling restrictions.</li> <li>Content and</li> </ul>	<ul> <li>Not allowing students to facilitate portions of learning because teachers believe that they are the only ones who can do that.</li> <li>All incomplete work must be finished to participate.</li> <li>Dismissing student ideas based on</li> </ul>	<ul> <li>Failing to recognize cultural differences related to the enrichment model.</li> <li>"One size fits all" screeners/qualifie rs for enrichment opportunities.</li> <li>Not including student voice in development of potential areas of enrichment to explore.</li> </ul>	<ul> <li>Teachers and staff recognize the lack of inclusivity, but don't know how to modify this to include all learners.</li> <li>I know we're missing something in our offerings, I wonder who's voice we haven't heard yet?</li> <li>I've realized that I</li> </ul>	<ul> <li>Continue our own self-assessment of cultural proficiency (as students and educators), to make sure we are providing enrichment experiences that match the interests of our students.</li> <li>Taking a step back to notice who is or isn't taking part in</li> </ul>	<ul> <li>Ensuring that decisions for academic choices honor the input of diverse voices; missing voices are invited to the conversation; each student is welcomed to whatever learning interests them.</li> <li>Give students the space and ability to voice their thoughts and passions so that</li> </ul>

### **INSPIRE** Choice Implementation Team

#### Kindergarten (EL):

Pam Perrine Annie Morris Jenni Gilligan Courtney Meyer Paula Plumer

#### First Grade (EL):

Casey Kraus Kate Palmer Maria Villavicencio Karri Wolf Liz Taylor

#### Second Grade (EL): Laura Stok Hannah Clingan Lauren Seashore Joe Utecht Mike Woizeschke

#### Third Grade (CR):

Kadee Ruhland Jim Gustafson Sara Nelson

#### Fourth Grade (CR):

Jill O'Toole Lee Smith Luanne Strong

#### Fifth Grade (CR): Mike Isaacson Katy Anderson Julie Holtz Barry Zeeb

#### Specialists (CR/EL):

Anne McCarthy (Music) Rachel Parris (Art) Jill Fischer( Spanish) Chad Dougherty (Phy. Ed.) Andy Juelich (Art)

#### Gifted and Talented (CR/EL):

Andrea McCarty Jamie Lent

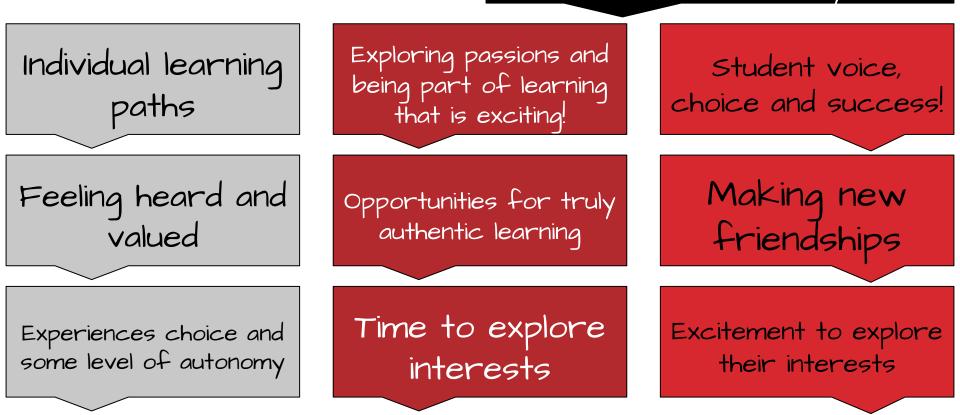
#### Student Support Services (CR/EL):

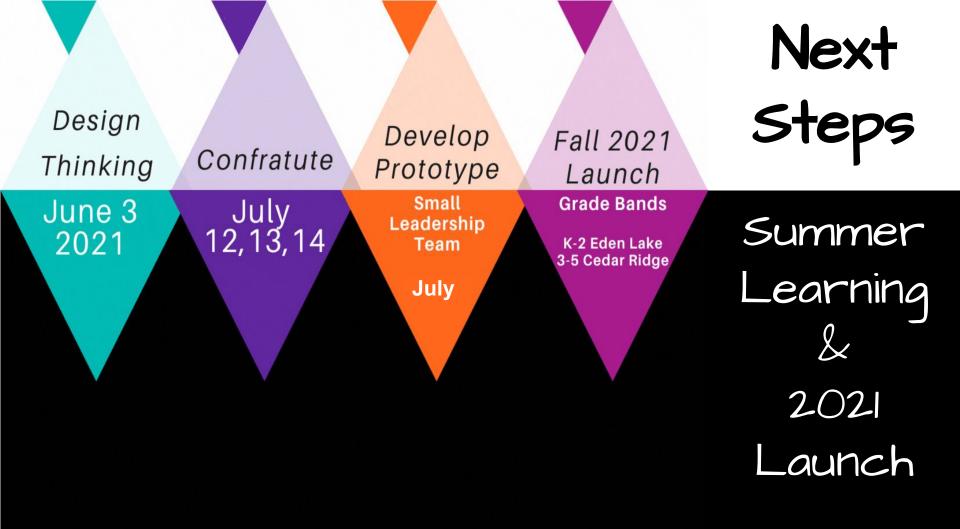
Rachel Rice (Intervention) Katie Katzner (Spec. Ed.) Sydney Johnson (Spec. Ed.) Cheryl Heaney (Spec. Ed.) Spring Peden (Spec. Ed.) Nataly Shields (Spec. Ed.) LaTasha Slinden (EL) Amy Youngstrom (EL)



What benefits do you see your students experiencing through the Inspire Choice Program next year?

Benefit of students of all abilities and backgrounds to come together to learn about what they love







## Clarifying Questions?