

Igniting your  
**N**ow;  
**S**parking  
**P**assion &  
**I**nterest to  
**R**each  
*E*ach



**EDEN PRAIRIE SCHOOLS**  
***INSPIRE* Choice Programming**



# EDEN PRAIRIE SCHOOLS

Inspiring each student every day

...Contribute Purposefully to Our Ever-changing World



Interest Exploration Talent Development **Career & College Ready**

INSPIRE  
Leadership Team  
convenes

Continued learning  
& vision  
development

Initial learning for  
pilot classroom  
teachers

Begin INSPIRE  
Implementation  
pilot at select  
schools

January 2020

Summer 2020

March 2021

2021-22  
School Year

March, April,  
May 2020

2020-21  
School Year

Summer 2021

Learning for  
Leadership Team &  
development of  
vision

Design implementation  
plan and engage in  
feedback loops with  
stakeholders

Continued learning  
for classroom  
teachers

2021-2022

# IMPLEMENTATION PILOT

SELECT SCHOOLS & GRADE LEVELS

2022-2024

# STAGGERED IMPLEMENTATION

ALL SCHOOLS



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DEVELOP PERSONAL  
INTERESTS AND TALENTS



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 Informed by Barriers to Cultural Proficiency			Healthy Practices Informed by Principles of Cultural Proficiency		
Destructiveness	Incapacity	Blindness	Pre-competence	Competence	Proficiency
<i>See the difference, stomp it out.</i>	<i>See the difference, make it wrong.</i>	<i>See the difference, act like you don't.</i>	<i>See the difference, respond inappropriately.</i>	<i>See the difference, value it.</i>	<i>Seek difference, esteem it, advocate for equity.</i>
<ul style="list-style-type: none"><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 style="list-style-type: none"><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 style="list-style-type: none"><li>• Failing to recognize cultural differences related to the enrichment model.</li><li>• "One size fits all" screeners/qualifiers for enrichment opportunities.</li><li>• Not including student voice in development of potential areas of enrichment to explore.</li></ul>	<ul style="list-style-type: none"><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 style="list-style-type: none"><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 style="list-style-type: none"><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

## **Second Grade (EL):**

Laura Stok  
Hannah Clingan  
Lauren Seashore  
Joe Utecht  
Mike Woizeschke

## **Fifth Grade (CR):**

Mike Isaacson  
Katy Anderson  
Julie Holtz  
Barry Zeeb

## **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)

## **First Grade (EL):**

Casey Kraus  
Kate Palmer  
Maria Villavicencio  
Karri Wolf  
Liz Taylor

## **Third Grade (CR):**

Kadee Ruhland  
Jim Gustafson  
Sara Nelson

## **Specialists (CR/EL):**

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

## **Fourth Grade (CR):**

Jill O'Toole  
Lee Smith  
Luanne Strong

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

Andrea McCarty  
Jamie Lent



# 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

Individual learning paths

Exploring passions and being part of learning that is exciting!

Student voice, choice and success!

Feeling heard and valued

Opportunities for truly authentic learning

Making new friendships

Experiences choice and some level of autonomy

Time to explore interests

Excitement to explore their interests

# Next Steps

*Design Thinking*

June 3  
2021

*Confratute*

July  
12, 13, 14

*Develop Prototype*

Small  
Leadership  
Team

July

*Fall 2021  
Launch*

Grade Bands

K-2 Eden Lake  
3-5 Cedar Ridge

Summer  
Learning  
&  
2021  
Launch





EDEN PRAIRIE SCHOOLS

A photograph of three young boys running on a paved path in a park. The boy on the left is wearing a light orange t-shirt and blue jeans. The boy in the middle is wearing a dark blue and grey patterned sweater and black pants. The boy on the right is wearing a dark blue t-shirt with a superhero graphic and blue jeans. They are all smiling and appear to be having fun. A speech bubble is overlaid on the image, containing the text 'Clarifying Questions?'.

Clarifying  
Questions?