



Tecumseh Public Schools



## Strategic Design

Uncompromisingly Learner Centered



## A Letter from Dr Coffin

In August of 2016, Tecumseh Public Schools embarked on a journey to ensure that each and every child at TPS has the opportunity to identify and explore their unique gifts and talents. This journey began when our facilitators, author of *Inevitable*, Charles Schwahn, and Executive Director of the Maine Cohort for Customized Learning, Linda Laughlin, spent three days in our community leading us through the strategic design process.

This Strategic Design lays out the path for our learners. It begins with the mission of TPS--**Uncompromisingly Learner Centered**. This mission serves as a filter for our work where all decisions are made in the best interest of learning and the learners. The entire Strategic Design is based on the Spheres of Living that link our mission and vision to our exit outcomes.

Our vision will be realized when systems are functioning at the “ideal best”--where all learners are working in areas of interest and exploring their individual gifts and talents. TPS staff are dedicated to creating opportunities for each and every child that will help this vision become a reality. We are so excited to be taking this journey as a learning community. We recognize that learning happens every hour of every day in a variety of ways and in various environment.

We have identified exit learner outcomes that we want every learner to meet when they leave our system. These exit learner outcomes frame the work of the district. At Tecumseh Public Schools, we are:

- Self-actualized individuals
- Self-directed, continuous learners
- Caring communicators
- Compassionate contributors
- Self-assured explorers
- Invested, contributing citizens
- Self-motivated innovators

Exit learner outcomes have been developed based on the future conditions our graduates will face and extend well beyond the walls of our school buildings. We are committed to creating learning experiences that prepare our learners for life. We are so thankful for wonderful partnerships with local business leaders, community groups, parents and service organizations in making our vision come to life.

It is truly an exciting time for Tecumseh Public Schools! This Strategic Design serves as our path to the future. Please join us on our journey of re-defining learning.

For more information about our district or additional information about Tecumseh Public Schools, please visit our website at [www.tps.k12.mi.us](http://www.tps.k12.mi.us) or contact us at 517-424-7318.

Respectfully,

Kelly M. Coffin, Ed. D.  
Superintendent, Tecumseh Public Schools

## Tecumseh Public Schools Strategic Design

(Created August and September, 2016)

The Mission of Tecumseh Public Schools

### **“Uncompromisingly Learner Centered”**

Our mission powerfully and concisely states the purpose of Tecumseh Public Schools. In broad terms, our mission inspirationally states the reason that our learning community exists. It is the starting point for all decisions regarding learner outcomes, learning opportunities, learner assessment, the system’s organizational structure, district policies and practices, and all matters of importance.

Tecumseh Public Schools’ and our Learning Community’s  
Strongest Beliefs Regarding:

Learners and Learning,  
Learning Facilitators, and  
Effective Learning Communities

**About Learners and Learning**, we believe that:

- All learners can learn, like to learn, and want to be successful
- Learners learn in different ways and in different timeframes
- Learners have natural curiosity that drives their learning

**About Learning Facilitators and Coaches**, we believe that they:

- Inspire and empower learners
- Are continuous learners who reflect the current research on learning
- Are learner-centered and future focused

**About Learning Communities**, we believe that communities:

- Create partnerships
- Encourage and support innovation
- Are committed to the mission and vision of the Tecumseh Learning Community

These Tecumseh Public Schools’ beliefs influence all of our actions. As we strive on a daily basis to accomplish our mission of being “Uncompromisingly Learner Centered,” it is important that everyone base his/her decisions and actions on these strong beliefs and solid principles, all of which are also supported by sound educational research. What we accomplish is important, but how we accomplish it is sometimes even more important.

### Core Values

Below are the values that everyone in the Tecumseh Learning Community will strive to model, and the values that will be part of the Ethical and Moral Foundation of TPS Graduates.

#### INTEGRITY

People with integrity behave in an honest, fair and trustworthy manner.

#### LOYALTY

Loyal people consistently demonstrate respect and provide support and commitment based on positive values.

#### ACCEPTANCE

Accepting people recognize the value of each individual and embrace diversity.

#### COMPASSION

Compassionate people show concern for the well-being of self, others, and their environment. Compassion is shown through caring, empathy, generosity, kindness and service.

#### RESPECT

Respectful people have confidence in their own identity, and acknowledge, understand, and support the rights of others.

#### CITIZENSHIP

Responsible citizens contribute to the community (local/global) in active, positive, and creative ways and encourage the participation of others.

#### COOPERATION

Cooperative people actively participate with others in sharing information and ideas toward a common goal.

#### PURSUIT OF EXCELLENCE

In the pursuit of excellence, people take pride in their work, give their best efforts, persevere, reflect on the results, and have the courage to apply this new understanding to subsequent tasks.

#### ACCOUNTABILITY

Accountable people know, understand, consider and accept the impact and consequences of personal actions and decisions.

#### ADAPTABILITY

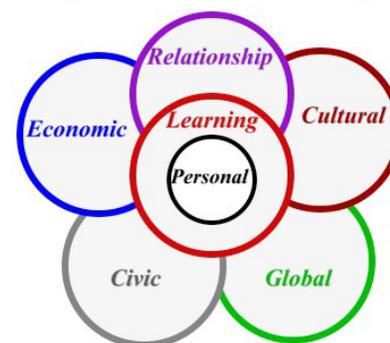
Adaptable people operate with a growth mindset, are confident enough to receive feedback, and are willing to continually improve in an ever-changing world.

The ability to define, embrace, and model these TPS values are to be considered part of the “Exit Learner Outcomes” outlined later in this Strategic Design Plan.

### Significant Spheres/Arenas of Living Where Our Graduates Will Spend Their Adult Life

The “Spheres of Living” provide the link between the TPS Mission, “Uncompromisingly Learner Centered,” and The Exit Learner Outcomes that follow. Our mission implies that TPS graduates will be equipped to live a successful life in the world they will encounter. The question then, for the Strategic Planning group, became “where will our graduates live their lives, or, what are the major spheres/arenas of living for successful adults?” Think forward. 1) If we can determine the major Spheres of Living, and then 2) identify the Learner Exit Outcomes for each Sphere of Living, and then 3) graduate young men and women who can demonstrate those Exit Learner Outcomes, learners of the Tecumseh School District will be inspired and empowered for life. The following seven Spheres of Living were generated and agreed upon by the Strategic Design planning group.

#### Significant Spheres of Living



### Future Conditions to be Encountered by Tecumseh Graduates, and the Matching Exit Learner Outcomes to be Demonstrated by Tecumseh Graduates

Dynamic changes in almost all aspects of life in the twenty-first century have redefined what learners need to know, be able to do, and “be like” in order to be successful adults. The Exit Learner Outcomes on the following pages were systematically identified to support the Tecumseh School District’s mission – “Uncompromisingly Learner Centered.” These outcomes were derived after a thorough study of the shifts, trends, and future conditions that define the world our graduates will face in each of the Spheres of Living. The Exit Learner Outcomes, then, are based upon 1) the Mission of the TPS, 2) the Future Conditions our graduates will encounter in life, and 3) the Core Values we want each of our graduates to embrace. When TPS graduates are able to demonstrate the following Exit Learner Outcomes, they are presumed to be prepared to live in accordance with their Core Values and to meet the challenges and opportunities in a rapidly changing world.

The Future Conditions precede the Exit Learner Outcomes for each Sphere of Living, providing a rationale for the Learner Outcome that follows.

### **Future Conditions of the *Personal Sphere of Living***

- The speed of change is rapid, continuous, and impactful.
- Individuals are faced with a steady stream of decisions, many with moral and ethical considerations.
- Life and work require continuous learning.
- Technology provides 24/7 access to the information of the world.
- Life's demands create time, poverty, and stress.
- Expectations are that products and services will be customized for the individual.
- We live in a 24/7 world where most commerce can take place at any time.
- Responsibility for long-term financial independence has moved from employers to individuals.
- A sense of entitlement interferes with many aspects of life.
- There is an increased awareness of one's personal responsibility for a healthy lifestyle.
- Most people today are caring and compassionate and desire to be helpful.
- Our rapidly changing world creates great opportunities for creative and motivated individuals.

### **Exit Learner Outcome for the *Personal Sphere of Living***

#### **The TPS Graduate is a *Self-Actualizing Person Who:***

- Formulates, articulates, defends, and applies a personal set of core values.
- Prioritizes work, family, and personal time for a balanced and healthy lifestyle.
- Lives a healthy life that includes physical activity, good nutrition, relaxation, and spirituality.
- Sets, pursues, and accomplishes personal goals.
- Accepts personal accountability for his/her words and actions.
- Contributes to society and makes decisions with others in mind.
- Manages and budgets time, money, and other resources effectively.
- Adjusts and adapts to change, stress, adversity, and successes.
- Seeks, reflects upon, and adjusts to feedback.
- Reflects deeply, learns from experiences, and continuously improves self in all aspects of living.

### **Future Conditions of the *Learning Sphere of Living***

- We are living in a rapidly changing world full of continuous discovery.
- Continuous personal improvement requires a "growth mindset."
- Keeping skills up-to-date, once the responsibility of the company, is now the responsibility of the individual.
- A successful personal and professional life demands lifelong learning.
- Much of what we learn becomes obsolete very quickly.
- Technology and the internet provide powerful tools for finding information and for learning.
- Online learning, customized to the learner, is available on nearly every topic of interest.
- The amount of new information available is more than anyone is able to consume, comprehend, and/or use.

### **Exit Learner Outcome for the *Learning Sphere of Living***

#### **The TPS Graduate is a *Self-Directed, Continuous Learner Who:***

- Improves continuously by setting and accomplishing personal learning goals.
- Acquires, organizes, analyzes, evaluates, and synthesizes information from a wide variety of sources and applies that information to solve problems.
- Approaches new situations with a "growth mindset."
- Seeks new learning opportunities and is intrinsically motivated.
- Adapts to significant change requirements by processing and seeking new information.
- Seeks and studies feedback to continuously improve and to determine progress.
- Learns through self-awareness and by reflecting on life experiences.
- Proactively determines his/her learning path and understands the need for skill development.
- Learns continuously and is passionate about development.
- Reads to understand print material, consumer information, and literature.
- Researches and forms opinions regarding current trends and issues.
- Identifies bias, propaganda, and dishonesty in all forms of media.
- Shares his/her learning with others by teaching and modeling.

**Future Conditions of the  
Relationship Sphere of Living**

- Relationship-building skills and interpersonal communication skills have proven to be keys to success in nearly all aspects of life.
- Globalization and the acceptance of diversity have resulted in more of our relationships to be biracial and multi-cultural.
- Social media is ubiquitous; we can be in touch with everyone every hour, but technology can also be a detractor.
- Discussion of values and issues is difficult.
- Conflict between work and family time can cause relationships to suffer.
- Much of today's work in organizations is done in work teams.
- Rapid change, in our personal and work lives, causes many of our relationships to be short in duration.
- The aging of our population creates opportunities and challenges for families and relationships.

**Exit Learner Outcome for the  
Relationship Sphere of Living**

**The TPS Graduate is a *Caring Communicator Who:***

- Creates and maintains open, honest, and healthy relationships.
- Embraces new technologies that foster positive interpersonal relationships.
- Prioritizes work and life activities to achieve optimal work/family balances and blends.
- Applies effective interpersonal communication skills.
- Listens effectively to understand family, friends, and colleagues.
- Listens without becoming defensive, encourages and accepts feedback, and continues to build trust.
- Functions effectively as a team member to make decisions and solve problems.
- Consciously works to understand and appreciate diverse cultures so as to be effective in work groups.
- Shows interest in the thoughts, positions, and needs of others.
- Adapts to changing times and changing relationships.
- Creates trusting relationships and recognizes relationships that are not healthy.
- Shows empathy, compassion, generosity, respect, and kindness when interacting with others.

**Future Conditions of the  
Cultural Sphere of Living**

- Our world is a culturally diverse and a culturally rich place in which to live.
- Technology and globalization are creating greater awareness and greater acceptance of differing cultures.
- Technology has the power to make many cultural experiences available to everyone at any time.
- Technological cultural experiences have lessened the demand for live performances.
- Difficult economic times put cultural activities at risk.
- America is unique in its diversity – viewed as a problem by some and a strength by others.
- The arts have the power to increase the emotional quotient (EQ) of participants.
- Differing values and beliefs in our global world have caused significant conflicts.

**Exit Learner Outcome for the  
Cultural Sphere of Living**

**The TPS Graduate is a *Compassionate Contributor Who:***

- Participates in the cultural community and seeks personal enrichment through the arts.
- Values and respects differing cultures and their accompanying cultural activities.
- Demonstrates an appreciation of our multicultural/multilingual society.
- Exhibits an appreciation for the arts and the impact the arts have on the emotional quotient (EQ) of participants.
- Demonstrates an understanding of evolving social norms, practices, and guidelines.
- Understands the lasting positive and negative impact of today's social media.
- Appreciates the positive impact of the arts on our daily lives.

### **Future Conditions of the Global Sphere of Living**

- Rapid globalization has made our world more connected.
- Technology has “flattened” the world allowing individuals and groups from anywhere to compete globally; everyone can have access to any information in real time.
- Those with resources can, and do, live and work in almost any location on the globe.
- Jobs go to where labor costs are lowest and the quality is satisfactory.
- The communication challenges of a global society are being solved by audio translation.
- Today’s news cycle is immediate and continuous, which tends to keep us all informed, but on edge.
- We are in a global economy and business can be done from anywhere 24/7.
- English has become the world’s common language.

### **Exit Learner Outcome for the Global Sphere of Living**

#### **The TPS Graduate is a *Self-Assured Explorer Who:***

- Articulates the impact that historical world events have had on our current global community.
- Describes how different political and economic systems work and how they interact in today’s world.
- Identifies and analyzes environmental, economic, and social issues to create an appropriate response to issues.
- Respects and empathizes with cultures that are diverse.
- Explores other cultures to better understand differing viewpoints, and applies that knowledge to decisions and positions.
- Analyzes the effects of the 24/7 news cycle and the social media dominance to determine its impact on his/her decisions and lifestyle.
- Values his/her heritage as a foundation for becoming a global citizen.
- Embraces technology and change.
- Applies high-level critical and creative thinking skills to understand, and to solve complex problems, and also to determine positions on important global issues.

### **Future Conditions of the Civic Sphere of Living**

- Today’s technology creates a stronger focus on global issues, detracting from the focus on local activities.
- The fast-paced and stressful lifestyles of today leave less time for local issues and politics.
- Civic involvement has become very issue-oriented and people have a narrow focus on specific civic responsibilities.
- At times, we are a very divided country.
- People are becoming aware of how other cultures think and operate.
- Citizens demand increased services, and budgets are limited.
- The diversification of our population creates both strength and conflict.
- Globalization has created a need to communicate with and work with diverse races, religions, and cultures.
- The US is a world power and must continually redefine its responsibilities.

### **Exit Learner Outcome for the Civic Sphere of Living**

#### **The TPS Graduate is an *Invested, Contributing Citizen Who:***

- Demonstrates an understanding of civic roles and responsibilities.
- Actively participates in civic and community service.
- Identifies issues and/or opportunities that inspire personal involvement.
- Advocates for the equal treatment of individuals and embraces diversity.
- Employs critical thinking skills to analyze issues and make decisions.
- Collaborates within diverse groups to achieve common goals.
- Seeks to understand diverse cultures and their role in a healthy global society.
- Understands and can articulate governmental responsibilities and structures at the community, state, federal, and world level.
- Identifies and analyzes political and economic issues, and articulates his/her position on how to treat them.
- Solves problems and meets challenges by applying critical thinking and problem solving strategies.
- Identifies global environmental issues and acts locally to create responsible, sustainable solutions.
- Articulates the impact that historical world events have had on our current global community.

### Future Conditions of the Economic Sphere of Living

- Customers have high expectations for customized, high-quality products and services.
- Today's high-wage jobs go to creative and innovative workers who add value to products and services.
- Technology has changed how most of us work, it is and will continue to affect how things are done.
- Much of today's work is done in teams, requiring high-level interpersonal skills.
- Individuals, to be candidates for positions, must be confident and market themselves . . . create "brand you."
- A significant and growing number of people are working for themselves rather than for an organization.
- Empowered people are productive and are a competitive requirement in today's economy.
- Leaders/managers will be expected to work effectively with multi-generational and multi-cultural teams.
- Women, in growing numbers, are starting their own businesses and are responsible for much of America's job growth.
- Jobs are becoming more flexible, "knowledge work" can be done from any where at any time; we will be working from virtual offices.
- The security of long-term employment has changed to job instability and a dynamic, fluid work and career environment.
- The Information Age, the computer, and the internet allow anyone to compete for work and contracts from anywhere.
- The responsibility for long-term financial security is with the individual.

### Exit Learner Outcome for the Economic Sphere of Living

#### The TPS Graduate is a *Self-Motivated Innovator Who:*

- Adapts to dynamic environments.
- Thinks creatively, drives innovation, and adds value to products and services.
- Markets his/her talents and skills and self-value with confidence.
- Knows himself/herself well enough to identify a work life in which he/she will find meaning, purpose, and intrinsic motivation.
- Navigates complex corporate structures and career paths.
- Implements problem solving and interpersonal relationship skills.
- Analyzes situations and develops solutions both independently and in group settings.
- Recognizes and embraces multi-generational and multi-cultural environments.
- Creates short and long term financial plans.
- Understands and embraces that technology changes economics.
- Articulates the basic tenets of economics and applies them to present circumstances and a vision for the future.
- Considers and acts upon the moral, ethical, and environmental ramifications of business decisions and activities.

### The Tecumseh School District Vision:

"We are a dynamic learning community taking BOLD steps to ensure all learners are inspired and empowered for life"

*What we will look like, feel like, and be like when we are operating at our Ideal Best.*

What will our learning community look like, feel like, and be like when:

- We are making all important decisions with the TPS Mission in mind,
- We are consistently acting on our beliefs about learners and learning, learning facilitators, and effective learning communities,
- We are intentionally working to graduate young men and women who embody our Core Values, and
- All graduates leave us being able to demonstrate our Exit Learner Outcomes.

This section of the Tecumseh Strategic Design answers these questions in some detail.

The Strategic Design Planning Group addressed eight key areas for specific vision statements. Together, these vision statements describe the vision that Tecumseh School District **holds for itself, expects to accomplish, and works toward each day.**

- LEARNING *From a learner perspective*
- CURRICULUM *What we expect learners to learn*
- INSTRUCTION *How we help learners to learn*
- ASSESSMENT *How we measure learner success and are held accountable*
- TECHNOLOGY *How we use technology to customize and increase learning*
- STAKEHOLDERS *How we involve all members of the community*
- PERSONNEL *Who we employ as an ideal staff*
- LEADERSHIP *How we provide support at all levels*

### About VISIONS

The term "vision," when applied to leadership and organizations, is a rather "fuzzy concept." To set expectations for what you will read in the following pages, please study the following four statements regarding effective vision statements. The TPS vision statements are designed to fit these expectations.

- Vision statements describe the preferred future . . . what we want to look like, feel like, and be like when we are operating at our ideal best.
- To be powerful, visions must be bold . . . and, to be powerful, visions must run well ahead of our capacity to do them now.
- Visions are more powerful when stated in the present tense ... stated as though we are already there.
- Visions then become the blueprint, the plan, the focus for all improvement projects . . . the job description of every individual in the system is to make the TPS vision a reality.

## Our Learning Vision

### *What learning is like from a learner's perspective*

- I am very involved in the planning of my learning experiences. My learning coach from my learning center and my parents are involved in helping me set my direction; but as I progress, I am becoming more responsible for my own learning program.
- I make choices based upon my goals, learning level, interests, and learning style... all with support and guidance from caring adults.
- I participate in experiences that challenge me so I learn to be tenacious and to overcome obstacles... time is the variable and learning is the constant.
- Every day, I come to my learning center and am met at my developmental learning level. I am challenged, I am usually very successful, and I leave the learning center wanting to return tomorrow.
- My TPS peers and I are naturally highly motivated to learn because the learning experiences of each learner is matched to our developmental learning level, our learning styles and strengths, and our interests.
- I learn in many ways – online, in numerous seminars with other learners, and in large group lectures. I read a lot, and I learn from mentors in our community.
- I believe that today's world requires lifelong learners, and learning facilitators design learning activities to ensure that graduates leave the learning center as self-directed, future-focused, lifelong learners. As I advance through my program, I increasingly become accountable for my own learning.
- I have an electronic learner outcome portfolio that shows a complete record of my learning accomplishments. My parents, my learning coach, and my learning facilitators have access to my portfolio.
- Our world is becoming increasingly global and diverse, and, as a TPS learner, I continuously learn to embrace diversity . . . diversity of cultures, religions, ethnicity, and ways of viewing the world.
- My TPS peers and I are provided opportunities to experience many different trades, vocations, and careers . . . all of our possibilities are valued.
- I will graduate from our learning community with the opportunity to choose any future I desire . . . be it college, employment, and/or creatively designing my own future.
- TPS is recognized as the place to visit to see Mass Customized Learning in operation and to watch learners who have taken responsibility for their own learning.

## Our Curriculum Vision

### *What we expect our learners to learn*

- We write curriculum in a “learner outcome” format and directly align it with TPS’s exit learner outcomes.
  - Learner outcomes are based upon TPS Values, Mission, and the Spheres of Living.
  - The TPS’s Strategic Design process identified the exit learner outcomes for all learners. When learners graduate from the TPS system, they are able to demonstrate all exit learner outcomes . . . which means they are inspired and empowered for life.
- We integrate effort, motivation, and rigor and challenge learners through their learner outcomes.
  - The curriculum for each level of learning and each department is also written in a learner outcome format that makes it clear what learners must do/ demonstrate to show mastery.
- We continuously communicate to learners the purpose of what they are being asked/required to learn, and how that learning will impact their success after they leave the learning community. All learning is related to life. All learning is viewed as relevant by the learner.
  - TPS learner outcomes focus on the whole child/learner; they ensure that each child/learner is prepared academically, socially, and emotionally.
- We are concerned with what our learners know, what they are able to do, and what kind of person they are becoming.
- We believe that the basic knowledge that all TPS graduates must know and understand can be mastered while accommodating the learning style and the interests of individual learners.
- We are future-focused trend trackers. We update curriculum content when new and relevant content emerges. Skills and concepts are then learned utilizing up-to-date content that has meaning for everyone.
- Second languages are valued and expected of all TPS graduates.
- We see networking opportunities for curriculum development and reflect on teaching practices for continuous improvement for the ideal learning experience.

## Our Instruction Vision

### *How we help learners learn*

- We intentionally and systematically meet every learner at his/her developmental level, learning style, and interest level every hour of every day. Learners are challenged and find success and joy in learning.
- We prioritize the learner's "voice and choice."
- We ask "how is this best learned" to meet defined learner outcomes.
- We create opportunities for creative thinking, collaboration, problem solving, and reflection . . . learners are engaged in their learning nearly all of the time.
- We support maximum use of technology for learning. We optimize the learning experience by focusing learning facilitator time on curriculum areas best mastered in a group of learners.
  - Because much of the curriculum is online, anyone can learn most anything, from any place, at any time . . . access to learning is 24/7 for TPS learners.
  - Most learning takes place in a real-life/authentic learning context where learners are able to learn to deal with real-life situations. The community is truly the classroom. Learning and demonstrating learning through learner projects is the norm at TPS.
- We will focus diverse learning opportunities on analyzing and solving real-life problems in today's world. As such, math, science, language arts, and social science do not follow a single traditional field of study.
- Because TPS customizes learning to the individual learner, grade levels have been eliminated. The question is no longer "is Joan ready for the fifth grade" but is "what learning outcome is Joan now ready for?"
- Learners feel safe, physically, socially, and psychologically in a positive, welcoming, and respectful learning environment.
- We are professionals who continuously study our craft, apply best practices, reflect on our experiences, and apply the latest and best research.
- We connect personally with learners helping to ensure that learners find joy in their learning.

## Our Assessment Vision

### *How we measure learner success and how we are held accountable*

- We align assessments directly to TPS learning outcomes and curriculum. We identify what we want learners to know, be able to do, and to be like; we teach to those learner outcomes, and we assess learner progress based upon those learning outcomes.
- We encourage learners to demonstrate their learning in authentic and adaptive ways. Evidence of mastery can be demonstrated in a variety of ways. Written tests are not the dominant manner for assessing learner learning.
- Each TPS learner creates a multi-media electronic portfolio that documents successful learning. Parents have access to that portfolio in real time.
- The team (learners, parents, and learning facilitators) uses learner outcomes assessments and electronic portfolios to plan next steps for the learners' continuous progress.
- We have the highest expectations for learner achievement. Our curriculum, instruction, and assessment practices are rigorous, ensuring that our learners will be successful in colleges and universities or whatever life they pursue after leaving TPS.
- We use learner assessment data consistently and effectively to understand and explain each learner's progress, to provide a feedback loop to teaching facilitators regarding learning strategies, and to help TPS learning facilitators and leaders to continuously improve learner learning results.
- Our uncompromisingly learner centered mission develops learners that not only meet state and federal requirements for education but leave TPS as model leaders, employees and citizens.
- We value our alumni's opinions and utilize their insights to continuously improve instruction and learning. We engage them via surveys, interviews and focus groups regularly to aid this improvement.

## Our Technology Vision

### *How we use technology to customize and increase learning*

- We advocate for technology access for every learner.
  - Access to a computer and the internet is available at the learning center and in the community.
  - We participate fully in curriculum and instruction decisions.
- Our technology team provides professional development for learning facilitators, ensuring the appropriate use of technology for learners.
- All TPS curriculum can be accessed online 24/7, and learners have two or three learning style choices and two or three learning interest choices for most online learning.
- Learning opportunities, available online 24/7, allows individual learners and their parents to determine the learner's rate of learning. Anyone can learn anything from anywhere at anytime. Most learners advance far beyond the typical curriculum of traditional schools.
- We apply technology to the learner assessment process, help to analyze learner results, report those results to the community, and provide suggestions as to how the system can continuously improve learning for learners.
- We use technology for easy and effective communication between teaching facilitators and parents. Parents, at any time, can access their child's learning records/portfolios, can get tips on how to help their children with their present learning challenges, and can view the entire TPS set of learner outcomes.
- Our information technology makes it possible for each learner throughout the system to have a self-generated educational plan. Learners, with the help of their learning coach and parents, schedule their learning center activities, their learning seminars, their online learning opportunities, and their community learning experiences.
  - This same information technology makes it possible for learning center leaders to track the activities and location of individual learners throughout the day, and provides a system of accountability for learners and parents.
- We optimize the use of technology for the majority of learning activities.
  - We use technology to redefine the learning environment and to better engage learners with interesting content.
  - Learners maximize learning activities online, leaving learning facilitators available to teach concepts and skills that require group interaction and a professional facilitator.
- The technology staff is future-focused and monitors the rapidly changing technology industry for new ways of learning online, identifying credible online sources, and new programs (learner management systems) that help to manage a mass customized learning system.
- The director of technology, or some similar title, is a member of the curriculum and instruction team.
- All learners, learning facilitators, and staff members use safe and appropriate online citizenship.
- All technology purchases--hardware and software--are made based upon the positive impact the technology will have on learners.

## Our Personnel Vision

### *Who we employ as our ideal staff*

- Our selection, evaluation and advancement processes are driven by the vision of the learning community. We screen through the "vision filter" for ALL new hires.
  - Staff selection, evaluation and advancement at TPS are based on, and directly aligned with, the district's beliefs and values, its mission, and its vision.
- The reputation of TPS for excellence, innovation, and working climate makes it an attractive choice for talented people.
- We attract professionals who reflect deeply upon their work – as individuals and as team members – and continually advance their knowledge and skills within their profession.
- We retain people because of our reputation for innovation, because of our leadership trust and transparency, and because of our radical focus on learners and learning.
- Our reputation brings us good candidates. We select those who are in sync with our values and vision, those creative and talented, and those capable of being empowered.
- All TPS staff are hired, empowered and retained because of their passion for educating children and young adults.
- TPS staff members are caring, kind, consistent, respectful, and just in their interactions with learners. They have high expectations and hold high standards for learners. This powerful combination of caring and high expectations leads to high learner performance.
- We know that learners learn in different ways and, sometimes, on different days. We are firm in what learners must ultimately demonstrate, but are flexible regarding learning styles, learning rates, and learning opportunities.
- There is a positive and collaborative relationship between the board of education, the leadership team, learning facilitators, the support staff, and the community. Conflicts do arise, but they are managed in a civil and professional manner with the good of learners at the core of all discussions and decisions.
- We take our role as models for youth seriously and demonstrate our commitment to their safety and learning continuously.

## Our Leadership Vision

### *How we provide support at all levels*

- ALL leaders live and believe in the mission, the values, and the vision of TPS, and have an unwavering commitment to each and every learner.
- We are authentic people with high levels of integrity. We are trustworthy and model ethical and moral behaviors.
- We are future-focused visionaries, with the courage to take risks to improve learning for learners.
- We assess the condition of the entire learning community to develop a clear and concise message as to “what is” now, and “what it is to be.”
- We respect history and tradition, but are not bound by it rather, we use it to build a foundation for a sustainable community of choice.
- We expect to encounter conflict and challenges, but are willing to take risks to advance the mission and vision of the learning community.
- We clearly and succinctly articulate and communicate the TPS vision to all groups, and can inform anyone how that vision impacts each staff member within the system. We are effective agents of change who involve everyone in the change process.
- We purposefully and intentionally listen to stakeholders to develop trust and broaden perspective.
- We promote a safe, secure, and trusting learning community that encourages and supports creativity and innovation.
- Decisions by the board of education and the leadership team are always based upon the TPS Strategic Design, and the short-term and long-term needs of learners. Cooperation and support are the norm, and politics do not enter into the decisions of the board or the leadership team.
- We cultivate an organizational culture that values and rewards learner success, cooperation, innovation, and quality.
- Learning facilitators are leaders too, and are recognized as such. TPS learning facilitators are involved in the critical decisions that impact their lives and the lives of learners.
- We embrace and accept the responsibility and commitment to lead, serve and mentor the next generation of leaders.
- We are strong advocates for the district’s vision, and apply it whenever making important decisions. We signal everyone that the TPS vision is to be consistently and creatively used as a decision screen.
- We are inclusive, inspirational, and BOLD!

## Our Stakeholder Vision

### *How we involve all members of the community*

- The mission, vision, and values of the TPS learning community are a direct reflection of the community.
- The TPS community serves as a “learning laboratory” for its learners and learning centers. Because the learning outcomes for TPS are “life based,” it is natural that the community serves as a learning laboratory for the learning centers.
- Multiple role groups participated in the creation of the strategic design for their learning community, consequentially there is natural support for the mission, vision and values of TPS.
- All stakeholders in TPS can articulate and confidently defend the mission and vision of TPS.
- The leaders of the learning community have established partnerships with higher education, skilled trades, and apprenticeships.
- Adults volunteer to work in the learning center and mentor learners. Businesses open their facilities for learner learning, and business/ learning community partnerships allow learners to experience the real world.
- The TPS community provides the resources necessary for the effective operation of its learning centers. At the same time, the community expects excellent learning opportunities, graduates who are inspired and empowered for life, and sound fiscal management.
- TPS parents are supportive of learning facilitators and the learning centers. Parents team with the learning centers to ensure that their children receive the best education possible.
- The TPS facilities are first-rate. All learning environments are clean, inviting, and designed to encourage learning.
- Stakeholders show and express pride in their innovative, state of the art, customized learning system.



**Your VISION is:**



Your **IDEAL**  
 Your **ASPIRATION**  
 Your **TARGET**  
 Your **BLUEPRINT**  
 Your **CRITERION**  
 Your **STANDARD**

*In short, it's Your **TOTAL FOCUS!***

## The Path through our District

At Tecumseh Public Schools we are **Uncompromisingly Learner Centered**. Our curriculum and instruction is focused on Mass Customized Learning and Project-Based Learning. We provide opportunities for all learners to work at their own pace on projects that address real-world problems, and are engaging to the learner.

We have a Great Start to Quality 5-star rated Preschool Center that works with our youngest learners located at Tecumseh South Early Learning Center.

Tecumseh North and South Early Learning Centers offer a unique learning experience for young fives, kindergarten and first grade programs. Our early childhood focus nurtures the academic, social, emotional, and physical development for each and every child. The goal is to cultivate our learners' natural curiosity through a customized learning approach enriched with play, cooperation, imagination, and inquiry.

Tecumseh Compass Learning Center educates our 2nd through 6th grade learners. Teachers work in teams across grade levels to provide the appropriate support or acceleration for each learner. This focus on customized learning paths for all will prepare each learner for future success.

During the middle years, our learners attend Tecumseh East and West STEAM (science, technology, engineering, art, and math) Centers for 7th and 8th grade, looping with their teachers for those two years. When our learners reach 7th grade, they become part of our 1:1 Technology Program where each student receives a Chromebook to use throughout the rest of their education at TPS. Through a project-based curriculum, students are given the opportunity to work on real-world issues that are important to them.

The transition to the High School takes place in 9th grade, where learners have numerous options and paths available including Advanced Placement, Project Lead the Way courses, the Virtual Academy, the SMCSI Mechatronics Program, the JC Middle College Branch Program, dual-enrollment and the LISD TECH Center. In addition to the various academic paths, learners also have the opportunity to participate in our nationally recognized arts programs through bands, orchestra, choirs, and other numerous fine arts offerings.

Tecumseh Public Schools provides all learners with the opportunity to explore every facet of their education. We offer art, music and physical education from Young Fives to 12th grade and foreign language classes from 2nd to 12th grade. There are also numerous extended learning opportunities that include Lego Club, Robotics and Science Olympiad - just to name a few! TPS staff also value our community partnerships with First Federal Bank on financial literacy courses and sponsorship of our two new Collaboration Labs located at both STEAM Centers.

# Tecumseh Public Schools

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# FIRST FEDERAL BANK

Some things are just *Better together.*

**Proud to be an exclusive partner for the STEAM Learning Centers while bringing financial literacy to Tecumseh schools.**

We are honored to continue our investment in the community so that we can join the efforts to enrich the lives of our friends and neighbors. We know that by doing so, we strengthen our community and create more opportunities for everyone.

After all, that's what makes us **better together.**



# FIRST FEDERAL BANK

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