

Educational Model for State High

Monday, August 26, 2013

What will a student experience on August 27th?

- Department Structure
- Departments/Classrooms don't have proximity
 - English in High School South
 - Career and Technical Center
- Students may not see teachers during the school day other than in classroom
- 47 minute class periods/8 periods per day
- Students placed in classes based on selection/prerequisites (random)

What will a teacher experience on August 27th?

- Full time teachers teach 5 classes per day
- Common planning time with other teachers occurs for Collaborative Teaching Initiative
- Department collaboration time is only formally scheduled once per month
- Cross curricular collaboration is not formally scheduled
- Little or no time to share strengths/needs of students at one grade level

What's important - Shared Understandings

Comprehensive Planning - Four Pillars:

1. A culture of trust, relationships, and collaboration
2. Responsive teaching and learning
3. High expectations for all
4. Welcoming and safe climate for learning and work

What's important - Shared Understandings

Guiding Principles:

1. Relationships are a cornerstone of academic achievement.
2. Relevance motivates students to pursue understanding.
3. Diverse student interests and abilities must be celebrated.
4. Proven practices are embraced, and both rigor and innovation are expected.

What's important - Shared Understandings

Guiding Principles (continued):

5. Environmental stewardship promotes global citizenship for all stakeholders.
6. Human, physical and financial responsibility fosters community support.
7. A safe, healthy, and nurturing environment meets holistic needs of learners.
8. Learning extends past the bell schedule and beyond the high school campus.

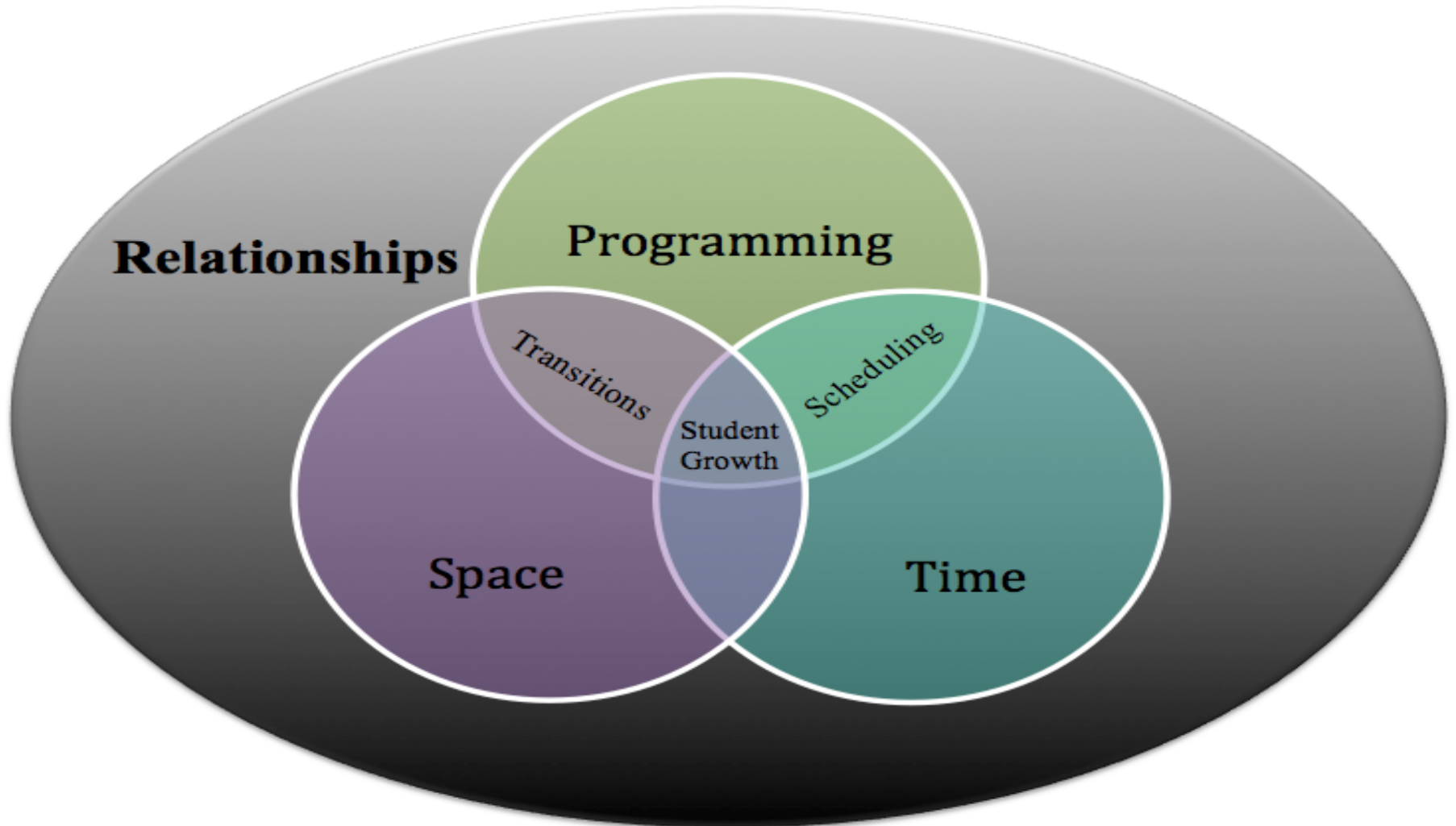
What's important - Shared Understandings

Guiding Principles (continued):

9. Technology is a powerful TOOL for teaching and learning.
10. Choice is a foundation of student-centered learning.
11. The school is a hub of community activity.

What's important - Shared Understandings

Educational Planning- Big Ideas Diagram



What did we do with this information?

- Formed a model planning team
 - teachers, students, PTSO representative, building administrators
- Conducted five site visits
 - schools of similar size/demographics
 - model elements we might consider (9th grade academy/learning communities/small schools)
 - Would this address what we feel is important as a community, as teachers, as students, etc?

What did we recommend?

- Specific ninth grade experience with implementation starting in the 2014-2015 school year.
- Learning communities (LC) for grades 10 to 12 with implementation in the 2015-2016 school year.

What did we do over the summer?

- Planning team continued to analyze model elements
- Made specific decisions as to characteristics of ninth grade experience/learning communities
- Reviewed student interest/choices to determine how they could inform learning community options
- Met with parent focus group and student alumni group to share model elements

What are the specifics for 9th Graders?

Freshmen Experience:

- Focus on *relationships* - team of core subject teachers working with a group of students.
Not teams! (Students)
- Increased attention to academic progress through *collaboration time* for teachers.
- Transition/mentoring opportunities through seminar experience.

Specifics....

- Cross curricular connections: project based learning.
- More deliberate opportunities to help students plan for the remainder of high school through use of "seminar" course.
- Curricular choices will remain the same as current options. ***Student curricular choice is still emphasized.***
- Enrichment/Remediation Opportunities.

A Day in the Life of a 9th Grader on August, 28, 2018

- Core subject classes (English, Math, Science, Social Studies) with a team of teachers; not necessarily same students.
- Electives/Physical Education/Health with other 9th graders.
- Seminar class to address transition and mentoring issues.
- Students will potentially see core subject teachers more than once a day in an informal manner.

Sample 9th Grade Schedule

1st Period: Elective option

2nd Period: Physical Education/Health

3rd Period: English*

4th Period: Math*

5th Period: Lunch

6th Period: Science*

7th Period: Social Studies*

8th Period: Seminar/Elective

* - with 4 person “teacher team”

A day in the Life of a 9th Grade Teacher on Tuesday, August 28, 2018

- Common planning time with other 9th grade subject teachers.
- Common planning time with 9th grade department colleagues.
- Informal interactions with students on a more frequent basis.
- Collaboration allows for more effective and efficient enrichment/remediation planning.

Sample 9th Grade Teacher Schedule

1st Period: English 9

2nd Period: Advanced English 9

3rd Period: Prep with “Core Team” or
“Curricular Team”*

4th Period: Lunch

5th Period: Advanced English 9

6th Period: English 9

7th Period: Common Space Supervision

8th Period: English 9

* - teachers on team share students

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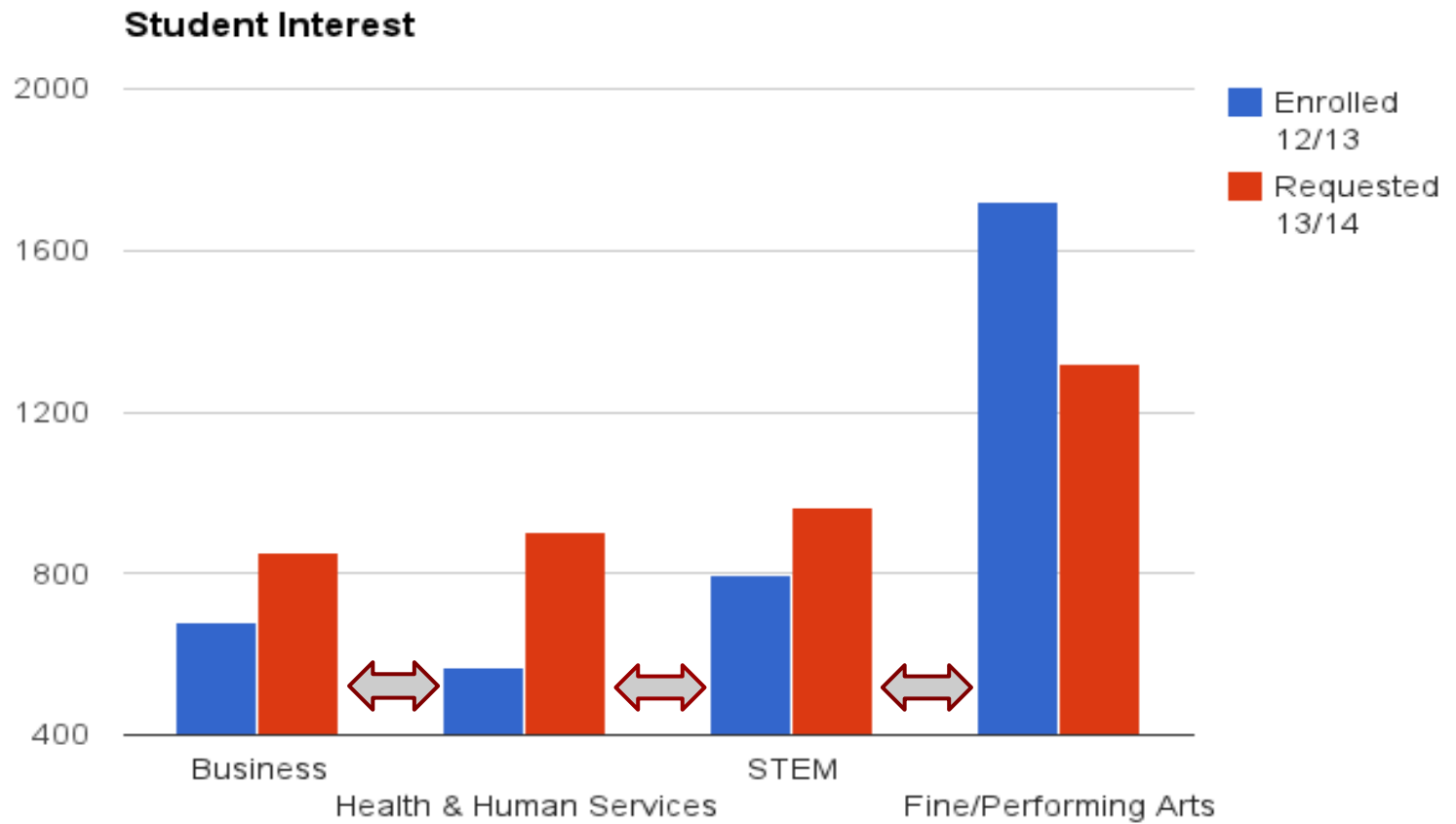
What are the specifics for upperclassmen?

- Many smaller learning environments already exist in our school - they are just not formalized.
- Focus on relationships - team of core teachers and elective programs working with a group of students. “No Student Left Unknown.”
- Increased attention to academic progress through *relevance* and use of *best practices*. *Teacher collaboration* time allows for such teaching and learning.

Specifics.....

- Teachers associated with LC as much as possible - addresses relationships and relevance.
- Collaborative time in schedule will foster opportunities for cross-curricular connections, project based learning, service learning, etc.
- Element of choice in curriculum must be maintained.

What is student interest?



Proposed Learning Communities

Business &
Communications

Health & Human
Services

9th Grade
Experience

Arts &
Humanities

STEM

A Day in the Life of an Upperclassmen on Tuesday, August 28, 2018

- Elective options/student choice leads to learning community placement.
- Core classes taught by teachers associated with the learning community.
- Common spaces allow time/places for students to interact during non-instructional times (e.g. - study hall, lunch).
- Community connections lead to more extensive internship/externship opportunities.
- Special activities relevant to learning

community

Upperclassmen....

- “Learning enrichment” experience: students have a common place to meet, with students of common interests, with staff members who know them. (Parent/Alumni Focus Group)

Sample LC Student Schedule

1st Period: Learning Community Elective(s)

2nd Period: Elective

3rd Period: English*

4th Period: Math*

5th Period: Lunch

6th Period: Science*

7th Period: Social Studies*

8th Period: Elective

* - Learning Community “teacher team”

A Day in the Life of a Learning Community Teacher on Tuesday, August 28, 2013

- Common planning time with other learning community teachers.
- Common planning time with learning community department colleagues.
- Informal interactions with students on a more frequent basis.
- Collaboration allows for more effective and efficient enrichment/remediation planning.

Learning Community Teachers...

- Navigation Team - team of teachers, LE Specialists, LS teachers, counselors, support staff who will assist students with their learning and school experiences.
- “No student left unknown.”

Sample LC Teacher Schedule

1st Period: Precalculus

2nd Period: Algebra 2

3rd Period: Prep with “LC Team” or “Curricular Team”*

4th Period: Lunch

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5th Period: Precalculus

6th Period: Algebra 2

7th Period: Common Space/Office Hours

8th Period: Algebra 2

* - teachers on LC team

Frequently Asked Questions...

- What about a liberal arts experience?
- What about career and technical center programs?
- Will students not be able to “see” or have class with students not in their learning community?
- Will class/curricular options be minimized?
- Are learning communities flexible? In other words, can they change based on student interest/community demand?

Questions that Remain:

- What will we call our learning communities?
(student decision)
- How will progress be measured?
- How will administration and other support functions be structured?

Next Steps

- Continued Current Student Feedback
 - Student Government
 - CTC Student Leadership
 - Class Senates
- Parent Focus Groups
- Community Forum on 9/11

“In school, all that is sacred is the relationship between teacher and student: the relationship between the generations. True *small schools* focus on this, and they make all key decisions to facilitate this: ‘Will this decision help us know students better or not?’ True *small schools* shall continue with the flexibility to create learning environments and physical spaces that our students need in order to develop caring relationships with adults who personally challenge them to succeed, one at a time.” (“How Big is a Small School?”, Dr. Stuart Grauer, March, 2012)