

Compilation of Notes from the Board Retreat
June 7, 2010

1. Change Challenges
2. Innovation Brainstorming
3. Innovations Organized by Priority Area

What do you envision as the **change - challenges** that we must address in our story to ensure that our 2023 graduates successfully enter their next “destination” with the technology, thinking, knowledge, and workplace skills they need?

Funding/Resources

- Appropriate funding to have 1:1 PC/student ratio in each school, each classroom
- Prep for 21st century job market – college/university admissions
- Finding the money for technical resource connectivity in community, homes, schools to support 24/7
- Appropriate funding for technology utilization training for teachers
- Prepare students for 21st century needs
- Operational sustainability
- Moving innovation into systemic application
- Appropriate funding to restore class sizes to 2010 levels
- Intimate instruction between teacher/student
- Appropriate funding to maintain small community-based school facilities
- Albemarle value, quality education
- How do we use our secondary resources (e.g. \$, facilities, community support) to best support our primary resources (environments that shape opportunities to learn + choices to learn by learners)?
- Acquiring necessary resources
- Finding the money to fund the critical work we need to do – technology
- Money resources – local
- Looking beyond one year, one budget
- We will not always have enough money to do everything. What is the priority work needed to be done 1st with our limited resources?

Learning/Teaching List

- Digital divide/equity
- Our students may be smarter than we will be when it comes to technology
- Access to learning 24/7 for students and staff
- How to engage all students in at least one area of study?
- Moving from group work to individual and reflection – thinking through
- How do we get students to lead the change in what education looks, feels & sounds like?
- Differentiate school to be relevant and to engage all learners
- Greater individualized instruction – “Differentiation 2.0”
- Health and Wellness – Obesity
- Improved World Language skills
- Develop enrichment programs and curriculum on foreign language, the arts, international/cultural awareness
- Global market
- On-line learning
- Utilize technology to create different learning environments and skills (team work, self-study)
- Embracing virtual/work tools
- Reading/writing in digital world
- Universal accessibility to learning tools needed by students to open options, technologies, teachers
- Various types of technology & skills – virtual?
- We must check our assumptions about what we don’t think we still need to “teach”
- Culture – Appreciation of art, music, theater
- Cultural awareness - “global” awareness
- Teach critical thinking – technology isn’t everything
- How will we assess student competence on life long learner skills?
- Develop better assessments to replace the SOLs
- Learning we must assess that which is mostly to learn differently than M.C. tests do – workplace – tech – thinking – skills/knowledge – content
- Assessment of progress
- Translating what we do into ROI, value, numbers, business speak
- Shift from SOL assessment to reading-writing-thinking – analytical – portfolio type assessment
- Basics are still important – reading, writing etc.
- Shift curriculum from emphasis on standardized tests to more creativity, innovation, research, problem solving
- Assessing student achievement beyond VA SOL
- Teaching (assessing) teamwork
- Achievement gap
- Create a school system that encourages, explores, dreams without creating a sense of chaos?
- We cannot leave continuous performance/learning to chance
- Every student may not be going to college. How do we offer curricula that prepares students for alternatives?
- How do we focus on the goal? Implement the strategies aligned for that goal, and let the indicator be our tool for learning about progress toward goals (opposed to being the goal)
- College ready – workforce ready
- Career & workforce development
- Incorporating digital information/literacy into all classes

Learning Spaces – Redefining

- We have to develop ideas that learning does not always have to happen in a classroom – in a building
- Collaborate across spaces in a way that works with all learning styles & needs
- Resources/staff making the shifts from industrial model resources- schools, books, paper – to 21st century resources
- Facilities must be maintained and changed to support 21st century learning needs
- Cooperate with Charlottesville, PVCC, High Tech High, resources, class offering
- We must address the rationalization we hear when educators talk about why they are doing what they always have
- How do we get teachers to change their minds about technology?
- Providing technology to allow students to use the skills they bring to us
- Support for teachers to incorporate and use the available technology in their classrooms
- Applying technology in meaningful ways
- Moving from group norms to a set of individual ethics – a moral compass
- Moving from multi-tasking to focusing in depth on a task

Human Capital – ROI

- Finding talented diverse staff who can be retained – pay, development, career paths
- Creating distributed leaders who work together in a model for teachers, principals, students & central staff
- Teachers are the catalyst. We must figure out how to compensate teachers if we are to recruit/retain teachers for building capacity for a paradigm shift
- Find & retain excellent teacher-mentors to learn along with and coach – Free agent learners
- What is desired end result?
- Creating a human capital system that supports career pathways for Gen X staff
- Finding balance with increased use of technology – relationships
- We must deal with teachers who are unable to adapt to the way students are learning today
- Hiring, retaining and promoting change leaders
- Appropriate funding to offer teachers 2% merit increase
- Competitive compensation to recruit/retain best instructors
- Employee development – HR
- Staff who resist are not ready for changes that must come
- Zoning up capacity “smarts” of staff to do the work we need – development
- Professional development
- Diversity and recognition of the globalization of our world
- Adaptive challenges require learning – how do we help maintain this focus on the importance of learning with all stakeholders? (as opposed to knowing)
- How to identify technical problems from adaptive challenges
- Equip leaders with skills to lead through technical and adaptive skills
- To recognize that as a School Board we are authorities and have very few opportunities to lead

Continued Improvement – Stakeholders – Process

- Dynamic strategic planning process
- Common vision
- Getting acceptance/acknowledgment from a majority of stakeholders that change is necessary
- How do you get parents to change their mind about what quality education looks like?
- Break the mold of traditional education thinking
- Moving from learning from power points and teacher, to learning through individual, independent inquiry and thinking
- Shifting view of public education – efforts to undermine “govt schools”
- Create a vision of what education should be in our new technological world
- Establishing a system to evaluate the proposed plan for change
- Culture of entitlement amongst students
- Public support for our innovations
- How do we engage community to support schools? To provide for
- Tension between generations re: what students need or what is good education
- 30% of population with students in schools – 70% without
- Encourage broad community support of education & its significance to a healthy & successful community

By the end of the Retreat, the Board will identify priority areas for “next generation” innovation that supports the graduate of 2023 in learning what is important for entering college / workforce.

Innovations Brainstorming

- Assessment tool for teacher gap vs student gap
- New assessment tools that measure [Higher order blooms]
- Translating spending plans to ROI, communicate to public
- Lobby for change in seat time requirements- 2
- Strengthen teacher evaluation methodology (content-pedagogy-technology)- 2
- 24/7 communication capability between teachers/students/parents through online platforms- 2
- Engage the non-parents, non-realtors, non-chamber, non-valuing education Albemarle County residents- 2
- Broaden what we assess and tie it to workplace/college digital/21st century skills
- Engage tech-savvy parents for supporting tech skills
- Create HR department to support division work
- Change the questions that we ask, focus on the opportunities to learn for all stakeholders
- Become a charter district
- Un-tether ACPS from SOL as baseline
- Provide mindset appropriate professional development- not all millennial (baby-boomers) are created equally
- Use technology to enable teachers through differentiated learning to teach more students
- Use plan/do/study/act
- 1:1 computing a must- 2
- Authentic assessment and using assessment results as indicators (as opposed to “the goal”)
- Virtual learning
- Develop training that appeals to a wide variety of learning styles, not just generational
- Division wide mastery learning
- Flexibility in high school scheduling, re-invent high school teaching courses work
- Pay for contribution- new compensation models
- A la carte professional development
- Human capital management system
- Engage community in our innovations
- Learn that leading will make some people uncomfortable, push the division to confront and apply changes
- Simplify the budget messages- direct link between \$ and use- 2
- Virtual school diploma
- Educate parents in 21st century education/skills

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Priority Areas for Next Generation Innovations	Innovation Idea
21st Century Teaching and Learning	Change the questions that we ask and focus
	Division-Wide Mastery Learning
	Broaden what we assess and tie it to workplace/college digital/21st century skills
	Differentiating instruction via technology for 10% gap
	Move to 1:1 tech deployment
	Lobby for seat time changes requirement
	New assessment tools that measure higher order Blooms
	Virtual learning
	Authentic assessment and using assessment results as indicators
	Mastery vs. Seat Time
	Flexibility in High School Scheduling Reinvent high school teaching course work
	Unfetter ACPS from SOL as baseline
	Virtual schooling to reduce costs of schools
	Show what our young people have accomplished- show productivity of graduates
	Communicate more w/70% of county residents w/o children
Continuous Improvement	Create HR dept. to support division work
	24/7 Communications Capability between stakeholders through online platforms
	Use Plan/do/study/act
	Need strong communication to reach people who don't support education
	Get BOS in contact with our schools to see the work we are doing
	Listen more, talk less, show them how their \$\$\$ invested will help with economic vitality
	Need to develop actions that demo how tech makes a difference in ROI for learning
	Examine data-evidence of what other nations are doing to change their systems in support of creative, high level thinking
	How to ensure we shift to keep children at center and listen to children
Funding/Resources	Engage community in innovations-All Stakeholders (Businesses, Families, Governments, Staff, Students, Faculty)
	Engage the people we do not NORMALLY engage
	Engage tech savvy parents for supporting technology in schools
	Translate spending plans to ROI communicate with public
	Students for Tech Support
	Become a Charter District or Become a District with Magnet High Schools
	Use the opportunity to educate BOS about what is going on in schools-where our possibilities lie make concrete
Human Capital	Pay for contribution - new compensation models
	Ala carte professional development
	Human capital management system
	Each teacher has PD (professional development) plan for content, pedagogy, technology that is used in performance evaluation
	Provide mindset appropriate professional development
	Develop Training that Appeals to a wide variety of Learning Styles
	Strengthen teacher evaluation methodology- content, pedagogy, technology
	Assessment of system strategies to effectively teach at inquiry level for 10% target group
Communication	Electronic connections between each teacher, child, Parent/ School Net access

