

ACPS School Board Work session Outline

6:30 – 9:00 @ Monticello High School's Media Library

Strategic Goal 1 & Contemporary Design for Learning

Goal 1: Prepare all students to succeed as members of a global community and in a global economy.

The rapid rise of technology in the late 20th century broke down geographical barriers, creating a global community and economy. In today's Information Age, adults collaborate and compete with people around the world. Graduates of American high schools vie with international students for admissions to competitive and highly competitive colleges and universities. In local communities across the United States, the workforce is increasingly diverse and the supply chain upon which businesses depend represents the significant global outsourcing that emerged over the last two decades. The concept of career has changed. Employers expect the workforce to continuously develop and evolve technical skills and knowledge that change more rapidly than at any point in history. The current generation is expected to shift not just positions but also their careers, multiple times as they age. The tools they use today may be different tomorrow. Graduates of our schools just five years ago now hold jobs that didn't exist when they finished high school.

Employers and post-secondary educational institutions agree that students in our schools today must develop competencies of lifelong learning to succeed in the fast-paced change of the current work environment. Communities also need citizens who will contribute to sustaining America's democratic way of life. Skills and attitudes of lifelong learning are needed to succeed in this multi-cultural, fast-changing global community. Developing graduates capable of acquiring and applying new knowledge at all stages of life is a necessity. Pk-12 education cannot remain as it existed twenty or even ten years ago if it is to prepare young people to be citizenship, post-secondary, and workforce ready.

In order to continue our progress and improve our results for Goal 1, the School Board established Priority, 1.1, *Develop [Lifelong-Learner \(LLL\) competencies](#) in all students*. Strategy, 1.11, a means to accomplish this priority is so stated:

Improve academic choice for students through increased access to a continuum of high-quality learning opportunities and through the design and use of contemporary learning spaces in school as outlined in the Teacher Performance Appraisal and determined through facilities planning.

In order for students to develop [Lifelong-Learner competencies](#), opportunities must be flexible enough to accommodate diverse learners and broad enough to maximize students' learning, removing ceilings that limit students' interests and capabilities. The Planning, Delivery, and Assessment of Instruction domain of the Division's Teacher Performance Appraisal focuses on instructional strategies, curricular approaches, and assessment techniques that are identified as best practices for improving student learning. In Albemarle, staff believes that a contemporary design for learning must support high expectations for learners' work, a range of practices used by teachers, and purposeful accessibility and use of resources and tools.

To support contemporary work by teachers and students, flexible learning spaces accommodate the need for learners to work together as well as individually and for teachers to provide both direct instruction and team-based learning. Such spaces must support students and teachers to use a variety of tools for learning. When we look at Figure 2.2 in the article link below, it is important to note that 21st Century demands on education and the practices found in the table are not opposites or an "either / or" proposition.

From *21st Century Skills: Learning for Life in Our Times* by Bernie Trilling & Charles Fadel (2009). Please view the table at this link:

<http://books.google.com/books?id=VUrAvc8OB1YC&lpg=PP1&dq=21st%20century%20skills&pg=PA38#v=onepage&q&f=true>

Instead, educators should strike a balance among practices. For example, a teacher would not be asked to decide on teaching either content or skills; rather, a balance of content and skills is desired. To accomplish research, students sometimes will need to read from a print book and other times to gather research from the Internet.

Purpose of Work session

To deepen understanding of the School Division's Goal I and Priorities, this work session is designed to help answer critical questions about *contemporary* learning. These questions are the cornerstone questions of the P21 design <http://www.p21.org/>.

- ✚ What might the world be like twenty or so years from now when our children have left school and are out in the world?
- ✚ What skills will our children likely need to be successful in the world we have imagined (and are currently immersed within) twenty years from now?
- ✚ Now think about your own life and the times you were really learning, so much and so deeply, that you would call these "peak learning experiences" of your life. What were the conditions that made your high-performance learning experiences powerful, indeed irresistible?
- ✚ What would learning be like if it were designed around your answers to these questions?

To respond to these questions, the work session allows current practitioners to share their perspectives with regard to architectural design (renovations, additions, new schools, and furniture); leadership in transforming learning spaces; media centers as learning commons enhanced by digital connectivity; and, use of resources and tools essential to learning today. Through session conversations, work session participants also will consider how key performance indicators define learning associated with lifelong learning competencies that are reflective of Goal I.

KPI 1.11a

80% of students in grades 3 through 12 will report being given regular opportunities to work on the [Lifelong-Learner \(LLL\) standards](#).

KPI 1.11b

90% of all K-12 classroom teachers will report regularly incorporating opportunities for students to work on the [Lifelong-Learner \(LLL\) standards](#).

KPI 1.11c

80% of learning walks will report evidence of students working on the [Lifelong-Learner \(LLL\) standards](#).

KPI 1.11d

66% of learning walks will report evidence of all students in grades K-12 being engaged, on-task, or not engaged in student learning.

KPI 1.11e

Establish baseline data for the % of K-12 classroom teachers at the Applies, Integrates, and Innovates level on the Planning, Delivery, and Assessment of Instruction domain of the Teacher Performance Appraisal (TPA) to inform future professional development decisions. (NOTE: Baseline data will be captured in Year 1. Q1 data will be reported by teachers; Q2 data will be reported by principals; No data will be reported in Q3; Q4 data will again be reported by teachers to show the change.)

KPI 1.11f

100% of schools will identify and/or establish at least one contemporary learning space (classroom or library) that fosters [lifelong learning work](#) in students by the end of the 2012-2013 school year.

A Focus on a Vision for Learning

Before designing learning spaces, it is important for staff and students to have a vision of what they want to accomplish in available spaces. The vision for learning work derives from the underlying learning philosophy of the school division as expressed through the strategic plan's Vision, Mission, Goals, Priorities, and Values and identified in the Framework for Quality Learning and the Performance Appraisal system. These questions are some that must be answered:

- What will the students' learning experience be like? Is the focus on learning or covering content?
- How is information technology used in the service of student learning? Does it make it more problem-centered? Collaborative? Personalized?
- How do different learning spaces fit together within the school? How do such spaces integrate with the library that serves as a commons area to connect students, staff, and knowledge?
- Can space be used for non class uses?

At the turn of the century,

"Basic literacy skills included reading, writing and calculation. Knowing was being able to remember and repeat. Today, knowing includes critical thought, persuasive expression, and the solution of complex problems. It also means utilizing a well-organized set of facts to find new information and use it to solve novel problems."

Learning research indicates that competence is developed in active, exploratory, and social settings. When participants are asked to think conceptually and critically, involving both peers and experts, learning is enriched. This learning research has implications for space design. If learning is active as knowledge is constructed, then classrooms will need to be designed differently than they were in 1910.

The library at Monticello High School where this work session is scheduled has recently experienced a redesign to create a digital commons or "libratory" where students can collaborate, create, critically think and work, and communicate with projects.

This session will focus our work on preparing students for workforce, college, and citizenship readiness now and into the future. This work session on learning spaces also must take into account how students gain access to the tools they need to accomplish the work they need to do. Just as employees in an

office, a store, or on a construction site must learn to responsibly and appropriately choose tools based on the task at hand so must our students and educators.

With learning that's central to Goal I, teaching informs and is informed by student work. In turn, our levers, the TPA, FQL and PLC model, shape teaching and learning. Tools and resources support learning work, and the setting for teaching and learning is the learning space.

Learning space has been the subject of conversations, designs, and building of places for students to learn since the time of "caves, campfires, and watering holes." The use of digital technology has flattened space and time to the point where students and teachers can literally work in an environment with no walls in the traditional sense. Today, students in our schools work across school walls and geographic boundaries.

Consider this excerpt from Diana Oblinger's ***Leading the Transition from Classrooms to Learning Spaces***:

"The convergence of technology, pedagogy, and space can lead to exciting new models of campus interaction."

The planned format will bring together participants in concurrent sessions including representatives in four key groups:

-  Architects
-  Media Specialists
-  Teachers
-  Principals

After the overview by Dr. Moran and Dr. Haas, three sessions of 30 minutes each are planned. During the three sessions, different groups will engage in round table discussions focusing on the information presented in this outline and more.

Board members will be asked to rotate through each of sessions.

After all sessions have run, Board members will report out on their discussions around guiding questions.

By fleshing out questions either directly or indirectly, concrete examples from current practitioners will inform the thinking of the Board and community about architectural design (renovations, additions, new schools, and furniture); leadership in transforming learning spaces; media centers as learning commons enhanced by digital connectivity; and, use of tools and "power tools" within a contemporary design for learning.