

ACPS School Board Worksession Outline

Strategic Goal 1 & Contemporary Design for 21st Century 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, students can expect to collaborate, as well as compete, with people around the world for jobs and business. Lifelong learning represents the skills and attitudes needed to succeed in the multi-cultural, fast-changing global community. Developing graduates capable of acquiring new knowledge at all stages of life and applying it is a necessity.

Priority 1.1

Develop [Lifelong-Learner \(LLL\) competencies](#) in all students.

KPI 1.11f

100% of schools will establish a contemporary learning space that fosters sustained [lifelong learning work](#) in students by the end of the 2012-2013 school year.

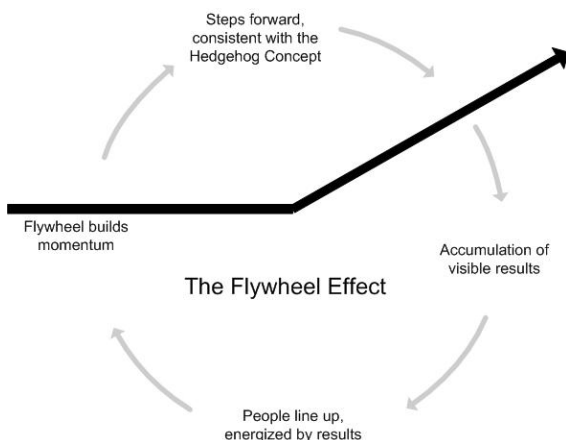
In order for students to develop [Lifelong-Learner competencies](#), learning opportunities must be flexible enough to accommodate diverse learners and broad enough to maximize students' learning styles. Student learning (the learning work) is supported by the use and design of the learning space. The 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.

Consider the Following Reflective Questions

- What will 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 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 so powerful (or perhaps irresistible)?
- What would learning be like if it were designed around your answers to the first three questions?

Purpose of Worksession

In light of this Board Goal and Priority, our work session will provide an opportunity for the School Board to see and hear about examples of learning spaces and tools deliberately used in our schools to promote optimal learning for students.



As teachers plan and implement curriculum that stretches their use of contemporary technology tools, spaces, and goals for student learning, they also build momentum. This momentum translates into optimal learning opportunities for students. There is also potential for this work to impact the division if resources are capitalized and a collaborative effort pursued.

Our *Framework for Quality Learning* forms the basis of blending the traditional 3 R's and the more contemporary 4 C's as adopted by Edleader21:

- To successfully face rigorous higher education coursework, career challenges and a globally competitive workforce, U.S. schools must align classroom environments with real world environments by fusing the 3Rs and 4Cs:
- The 3Rs include: English, reading or language arts; mathematics; science; foreign languages; civics; government; economics; arts; history; and geography.
- The 4Cs include: (1) critical thinking and problem solving; (2) communication, (3) collaboration; and (4) creativity and innovation.
- Recently, Edleader21 has proposed the addition of three competencies: Global Awareness, Information Technology, and Financial Literacy.

Format

The worksession will begin with a brief overview from Dr. Haas and Dr. Haun.

We have invited collaborative teams from elementary, middle and high schools to interact with the Board around enhancements in Science learning, library and literacy, and universal design for learning. The staff and students we are inviting will illustrate the changes to their learning work based on continuous improvement approaches, bringing resources together with plans to provide an optimal learning experience for students.

The Board members will each select a group they want to visit. We will video-record each breakout so that Board members can view all three later.

Science: Carrie Taylor & Michelle Karpovich (WAHS); Jeremy Dove (MoHS); Jeff Prillaman (AHS)

Library & Literacy: Lin Hill (Jack Jouett); Kristie Obrecht (Yancey)

Universal Design for Learning: Kevin Kirst (Special Education); Andy Wojcik (AHS); Andy Johnson (Stony Point)

Guiding Questions

- How is the learning space creating new and different experiences for the students?
- How does the learning space allow students to learn from people they never would have been able to without it?
- How do technology and the learning space design allow students to interact with information in a way that is meaningful and could not have happened otherwise?
- How do the technology and learning space design allow students to create and share their knowledge with an audience they never would have had access to without technology?
- What are student experiences? 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 does this learning space fit in the our division's strategic plan?
- How did you plan to use the technology and space you are using for optimal learning experiences?

Division Pilot Project

After the Board has had the opportunity to debrief from visiting their sessions, Dr. Haun, Mr. Scheivert, and Mr. Davis will present a plan outline for a pilot project to bring together collaborative teams, learning space, technology resources, and professional learning resources to foster and develop school and team based plans for optimal learning experiences.