Homework Assignment

Part One: Read the two articles and consider the questions presented. (15-20 minutes)

9 Elephants in the Classroom

Read the article by Will Richardson.

1. We know that most of our students will forget most of the content that they "learn" in school.
2. We know that most of our students are bored and disengaged in school.
3. We know that deep, lasting learning requires conditions that schools and classrooms simply were not built for.
4. We know that we're not assessing many of the things that really matter for future success.
5. We know that grades, not learning, are the outcomes that students and parents are most interested in.
6. We know that curriculum is just a guess.
7. We know that separating learning into discrete subjects and time blocks is not the best way to prepare kids for the real world.
8. We know (I think) that the system of education as currently constructed is not adequately preparing kids for what follows if and when they graduate.
9. And finally, we know that learning that sticks is usually learned informally, that explicit knowledge accounts for very little of our success in most professions.

Be ready to respond to these questions in discussion with your table team at the Vision Retreat.

We can acknowledge the gaps between what we know to be true about learning and what we do in our classrooms, and be willing to at the very least engage in conversations aimed at bridging those gaps for the sake of our kids.

Questions	Responses
Which of the 9 elephants intrigue you?	
What other elephants would you add?	
Are you doing anything about any of these elephants?	
Should any of the elephants be part of our future vision?	

10 Principles of Modern Learning

By Will Richardson and Bruce Dixon

Read the article by Will Richardson.

1. Have clearly articulated and shared beliefs about learning that are lived in every classroom.
2. Live a mission and a vision deeply informed by new contexts for learning.
3. Have cultures where personal, self-determined learning is at the center of student and teacher work.
4. See curriculum as something that is co-constructed to meet the needs and interests of the child.
5. Embrace and emphasize real-world application and presentation to real audiences as assessment for learning.
6. See transparency and sharing as fundamental to a powerful learning environment.
7. Use technology first and foremost as an amplifier for learning, creating, making, connecting, communicating, collaborating, and problem solving.
8. Develop and communicate in powerful ways new stories of learning, teaching, and modern contexts for schooling.
9. Encourage community wide participation in the equitable, effective education of children.
10 Embrace and anticipate constant change and evolution.

Be ready to respond to these questions in discussion with your table team at the Vision Retreat.

Questions	Responses
Do you embrace any of these principles in your vision?	
What principles would you add?	

Part Two: An electronic investigation assignment

The second part of your homework is to spend 20 minutes investigating how another school or district has reimagined itself. Everyone at your table for the Vision Retreat will investigate the same site and as a team you will discuss and present a list of ideas you think might be great to consider as we reimagine District 155.

Table Assignment	Investigation Site
Table 1	**Stonefields School, New Zealand (Visible Learning)**
Table 2	**Green Dot Public Schools**
Table 3	**XQ The Super School Project**: **High Schools that Matter**
Table 4	**New Tech Network**
Table 5	**Marzano's High Reliability Schools**
Table 6	**Redefining Ready**

Please use the notes template below to record what you found in your investigation that answers the investigation questions:

Note: You may not find the answers to all questions. Find answers to as many of the questions as possible.

Investigation Questions

Questions	Reimagining Ideas/Concepts/Hopes/Aspirations
BELIEFS • How were students learning most powerfully and deeply? What was their role in the learning process? • What were adult commitments to students and their well-being? • What were top priorities? • What were mission, vision and values?	
CONTEXTS • What were the large, global skills aimed at college, career, or life readiness? • What skills, knowledge, and competencies guided students learning for the future? • How well did adults understand each student's learning needs?	
PRACTICES • How did curriculum, assessment, and instruction connect? • What were common student practices? • What were common teacher practices? • How did learning extend beyond the classroom walls? • What did engagement look like?	
CULTURE • How was adult learning supported? • How was student learning supported? • Was there common language, expectations? • How did they address the emotional aspects of change?	

Table 1: Stonefields School, New Zealand (Visible Learning)

The Elementary School's K-8 learning philosophy rests on the four key vision principles - Building Learning Capacity, Collaborating, Making Meaning and Break Through. This elementary school sets the foundation for readying students for middle and high school. It is a great source for districts interested in K-12 articulation. The focus on developing learners' capacity to thrive in tricky situations - knowing what to do when they don't know what to do - is valued highly. Teachers explicitly teach learners strategies to get out of 'I'm stuck' situations. Being stuck is celebrated and harnessed as an opportunity to build each individual's learning capacity.

Homework Assignment:

View the video clip: Embracing and Realizing Future Learning Opportunities
 http://www.stonefields.school.nz/

Take a virtual tour
https://sites.google.com/a/stonefields.school.nz/the-collaborative/resources

Learn about the school's four vision principles. View the three student video clips.
http://www.stonefields.school.nz/page/Vision/

Learn about the school's philosophy of learning and how it keeps learning visible and aligned to student ownership. View the four clips about learning.
http://www.stonefields.school.nz/page/Learning/

Check out the resources
- The learning process
- Learner qualities
- Defining our leadership work
- Value and Mindsets
- The Learning Pit

https://sites.google.com/a/stonefields.school.nz/the-collaborative/resources-1
Click on the works below each graphic

Table 2: Green Dot Public Schools

Green Dot high schools work to ensure that those students who most need access to excellent teachers are consistently taught by the best in the profession. In Green Dot schools, where students typically enter in the lowest 10% of academic proficiency, advancing a student a single grade level per year isn't enough to ensure timely graduation. Therefore, we define high-quality teaching as the ability to accelerate student learning and close the achievement gap between students in low-income communities and their more affluent peers. In placing high-quality instruction at the heart of our model, we are committed to recruiting, training, and supporting the very best teachers to professional excellence. Green Dot is a charter school that is developed within a public school system and with the collaboration and support of unions.

Homework Assignment:

Watch a clip to get an overview about Green Dot Public Schools
https://www.youtube.com/watch?v=YpDM5qTs2GY

Learn about the Green Dot Difference
https://www.youtube.com/watch?v=p-1ruWu5U5I

Learn about the core values of Green Dot
http://greendot.org/corevalues/

Learn about Green Dot's approach
http://greendot.org/approach/

See how parents are engaged
https://www.youtube.com/watch?v=YA4_HSPBY1Q

Learn about a Green Dot high school
http://greendot.org/enroll/tn/#new

View the video just under the 2017-2018 open enrollment

Table 3: XQ The Super School Project: High Schools that Matter

We began with XQ: The Super School Project, a competition inviting America to reimagine high school. People across the country self-assembled into teams and started a movement to transform high school education in their areas. We started XQ because we believe our nation's young people cannot wait any longer for our educational system to change. America's public high school system was founded to ensure that all high school students have access to a free, high-quality education that prepares them for college, career and life.

Homework Assignment:

View the video clip: The Future of Our Schools: An Urgency for change
https://xqsuperschool.org/

Learn about XQ Learner Goals, XQ Learner Outcome Areas and XQ Design Principles
https://xqsuperschool.org/xq-schools/xq-learner-goals

Learn about Chicago's Go Through Project
https://toandthrough.uchicago.edu/

Download the Mythbusters about what matters in high schools and college success
https://toandthrough.uchicago.edu/sites/default/files/UChiToThrough_Mythbusters_vWeb.pdf

Learn about what students in the 21st century need to learn and know
https://assets.contentful.com/35eubtuv0bcm/5LaYOaSQw04MeA8aeKqOW6/85810f9d4c45ba52f40732a7f143542d/XQ_Knowledge_Module_01_-_Students_in_the_21st_Century.pdf

Table 4: New Tech Network

New Tech Network is a partner for school change. Schools can inspire and engage all students. Teachers can offer relevant and authentic learning experiences in all subjects. Students can develop skills essential for both college and career, in addition to mastering academics. As a leading design partner for comprehensive school change, New Tech Network has proven public schools can accomplish all of these aspirations. We do not operate schools; instead, we work with districts and communities throughout the country to transform schools into innovative learning environments. At New Tech Network, our partnerships with schools drive everything we do. Together we are transforming teaching and learning around the country. Our shared vision for student success – college and career readiness for all students – has a very specific meaning in the Network. What we mean is that every graduate of a New Tech school leaves aware, eligible and prepared to pursue postsecondary education or training.

Since 2010, we have nearly quadrupled the number of schools with graduating classes in diverse socio-economic demographics. We are proud of our high 4-year high school graduation, college enrollment, and college persistence rates.

Homework Assignment:

What is the New Tech Network:
https://www.youtube.com/watch?v=c4pISRkvHZ0

A Glimpse of a Project
https://www.youtube.com/watch?v=n96oFoRh-Sg

Learn about a self-directed learner
https://newtechnetwork.org/resources/student-profile-self-directed-learner/

Download the Impact Report
https://32dkl02ezpk0qcqvqmlx19lk-wpengine.netdna-ssl.com/wp-content/uploads/2017/09/2017_Annual_Data_Report_r12_spreads_sm.pdf

See the New Tech Network examples
- High School - http://napahigh.nvusd.org/cms/page_view?d=x&piid=&vpid=1490609348521
- High School – VIDEO https://newtechnetwork.org/resources/welcome-sioux-falls-new-tech-high-school

Table Five: Marzano's High Reliability Schools

The Marzano High Reliability SchoolsTM framework does not add a new initiative to school efforts. Many schools are already implementing a wide range of effective initiatives, and many educators are already practicing research-based strategies. The HRS framework does not replace professional learning communities, the Art and Science of Teaching framework, teacher evaluation and development, sound curriculum (including those aligned with the Common Core State Standards), vocabulary instruction, instruction in critical thinking and reasoning skills, formative assessment, standards-based grading and reporting systems, or student mastery systems.

Instead, this framework shows how best practices work together and provides indicators to empower districts and schools to measure their progress on attaining five increasing levels of reliability:

- Safe and Collaborative Culture
- Effective Teaching in Every Classroom
- Guaranteed and Viable Curriculum
- Standards-Referenced Reporting
- Competency-Based Education

Using the framework and indicators, districts and schools can drive permanent, positive, and significant impacts on student achievement by synthesizing multiple complex initiatives into one harmonious system.

Homework Assignment:

Learn about what a High Reliability School looks like through a short video clip.
https://www.youtube.com/watch?v=ijSocQM3JnI&index=5&list=PLRQTXnCn-1Lheb2LGnsiYui65gzVW0G4k

Skim the Handbook on High Reliability Schools
https://drive.google.com/drive/u/1/folders/0B1lm1yaxq67mOW50bk9JbGdXY1U

See the High Reliability Leading Indicators Survey
http://soltreemrls3.s3-website-us-west-2.amazonaws.com/marzanoresearch.com/media/pdf/HRS-Survey_1.pdf

View the Lagging Indicators for the 5 Levels of High Reliability Schools
https://drive.google.com/drive/u/1/folders/0B1lm1yaxq67mOTdhU0hmWVBXc3c

Learn about the 10 Design Questions behind the High Reliability Schools Model
https://www.youtube.com/watch?v=NVFpkopLlNg
Click on the Marzano Overview Podcast

Table Six: Redefining Ready

America's high schools have a profound responsibility to ensure that our nation's 14 million high school students are college ready, career ready and life ready. **Redefining Ready!** is a national initiative launched by the AASA (The School Superintendents Association) to introduce new research-based metrics to more appropriately assess that students are college ready, career ready and life ready. The initiative is a response to dismal college and career readiness scores reported by standardized test makers that fail to portray a comprehensive picture of student potential. Our nation's high schools provide students with rigorous academic programs, personalized and career-specific learning experiences, along with social and emotional skills that prepare them to be global citizens in an ever-changing world

Homework Assignment:

Read about College Ready, Career Ready and Life Ready Skills
 http://www.redefiningready.org/

Explore tools developed by Township High School District 214:
- Read Redefining Ready Booklet
- See Sample Redefining Ready Report Card
- See Redefining Ready Dashboard
- See Career Pathways Guide

https://www.redefiningready.org/toolkit/