

Educational Model Update

Board Work Session
June 17, 2013

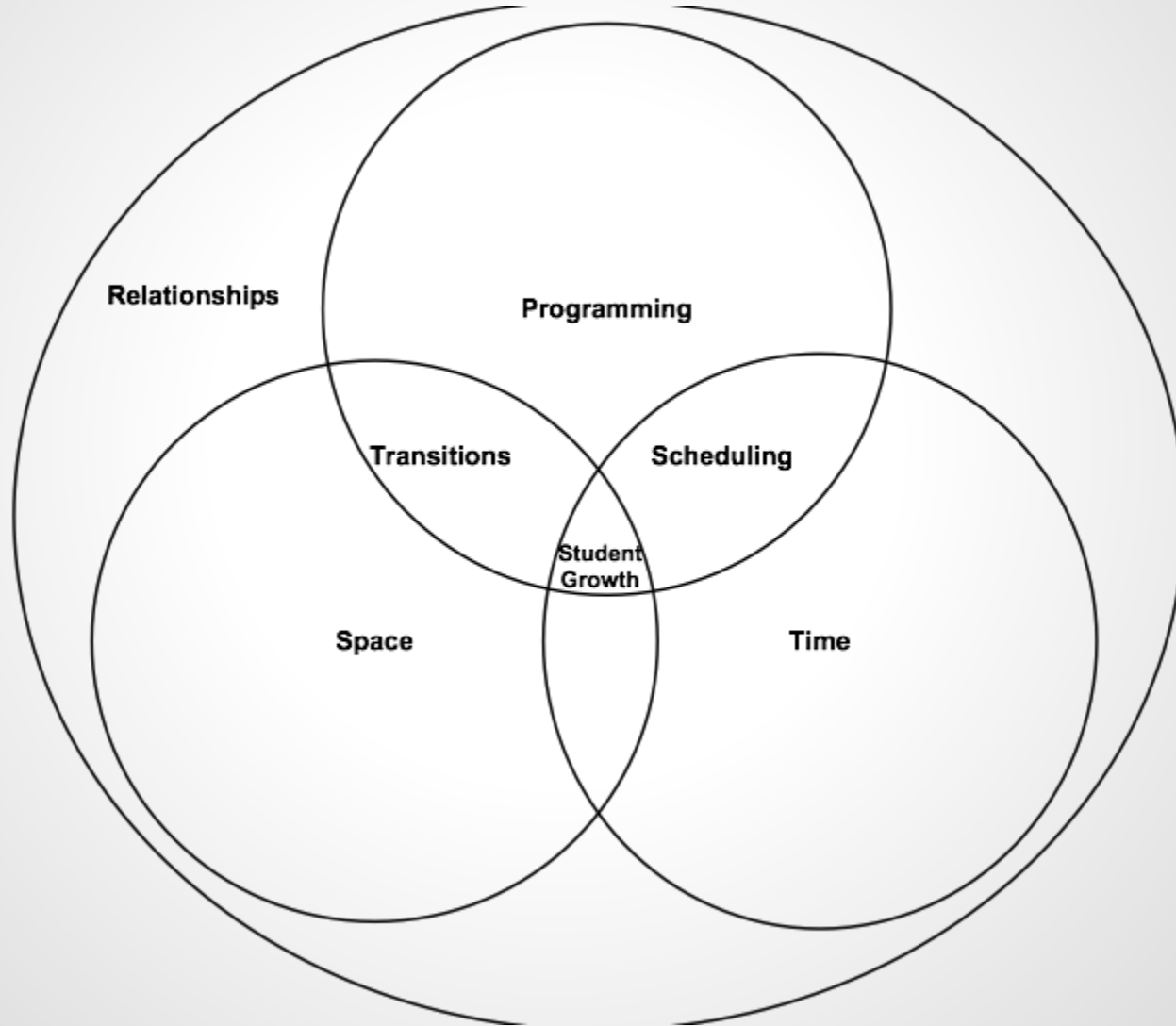
Purpose of Update

- Review work this year
- Communicate sources of additional information
- Share model decision
- Describe process moving forward

Guiding Principles



Big Ideas



Planning Team Meetings

- Developed rubric for site visits looking at big ideas/guiding principles and how they compared to school's educational model.
- Shared school data prior to site visits.
- Reviewed model elements and compared to what we would want for State High in order to impact teaching, learning, and student experiences.

Planning Team Meetings

- Compiled an individual feedback form to gauge planning team members thoughts and overall assessment.
- Discussed model implications and provided advice to the building administrative team.

Additional Information/Detail Webpage on High School Website

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State College Area Scho... Educational Model - Go... Insert an image - Googl... budget.pdf Taking Screenshots in M... Movenote Educational Model Plann...

www.scasd.org//Domain/1915

Google Apps for SCA Yahoo! CDT Pittsburgh Post-Gaz... Google Maps High School State College - Accu

Home Academics/Programs of Study Activities Athletics **Our School** Parents Students Staff Calendar

Educational Model Planning Team

Research, Articles & Information

- [9th grade academy](#)
- [Designing Learning Environments for the 21st Century](#)
- [High School Reform Strategies](#)
- [How Big is a Small School?](#)
- [Other useful terms to know](#)

School Visits April/May, 2013

- [Penn High School](#) Mishawaka, Indiana
- [Gaithersburg High School](#) Gaithersburg, Maryland
- [Wissahickon High School](#) Ambler, PA
- [Downingtown Stem Academy](#) Downingtown, PA
- [North Penn High School](#) Landsdale, PA

Frequently Asked Questions

FAQ #1: What is the timeline for implementation of the educational model?

The timeline will be dependent on the model that is selected. If it is similar to what we currently use - a departmental model - we may only need to focus on some professional development efforts. However, if the educational model is significantly different, it will be important that we determine a process for implementation. Such a process will need to include professional development, communication, etc., and could take up to a few years to implement.

FAQ #2: Won't standardized testing efforts prevent us from focusing on other issues?

Model Proposal

Freshman "Experience"

- Focus on *relationships* - team of core teachers working with a group of students.
- Increased attention to academic progress through *relevance* and use of *best practices*.
- Increased student leadership opportunities for mentoring between older students and ninth grade students.

Freshman "Experience"

- More deliberate opportunities to help students plan for the remainder of high school through use of "seminar" course.
- Collaborative time in schedule will foster academic cohesiveness, communication, etc. between teachers.
- Incorporate Positive School Wide Behavior Support Program in 9th grade to assist with transition.

Next Steps

- Develop a timeline to allow for implementation with the start of the 14-15 school year.
- Form action team to address the specific attributes of the 9th grade program (teacher teams, professional development needs, mentoring/orientation, etc.).
- Join Pennsylvania Positive Behavior Support Network.

Smaller Learning Communities

- 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.
- Increased attention to academic progress through relevance and use of best practices.

Smaller Learning Communities

- Teachers associated with SLC as much as possible - addresses relationships and relevance.
- Collaborative time in schedule will foster academic cohesiveness, communication, etc. between teachers.
- Element of choice in curriculum must be maintained.

Smaller Learning Communities - Next Steps

- Goal would be to move towards implementation with the start of the 2015-2016 school year.
- The Educational Model Planning Team will work to develop a very specific process to allow us to further define the smaller learning environments for our school.

Smaller Learning Communities - Next Steps

- Important further considerations: how to incorporate world languages, development of potential pathways/incorporating CTC programs, specific process for inclusion in SLC.
- Students, parents, and community members will become involved as we seek their input and look to strengthen community partnerships as part of student experiences.

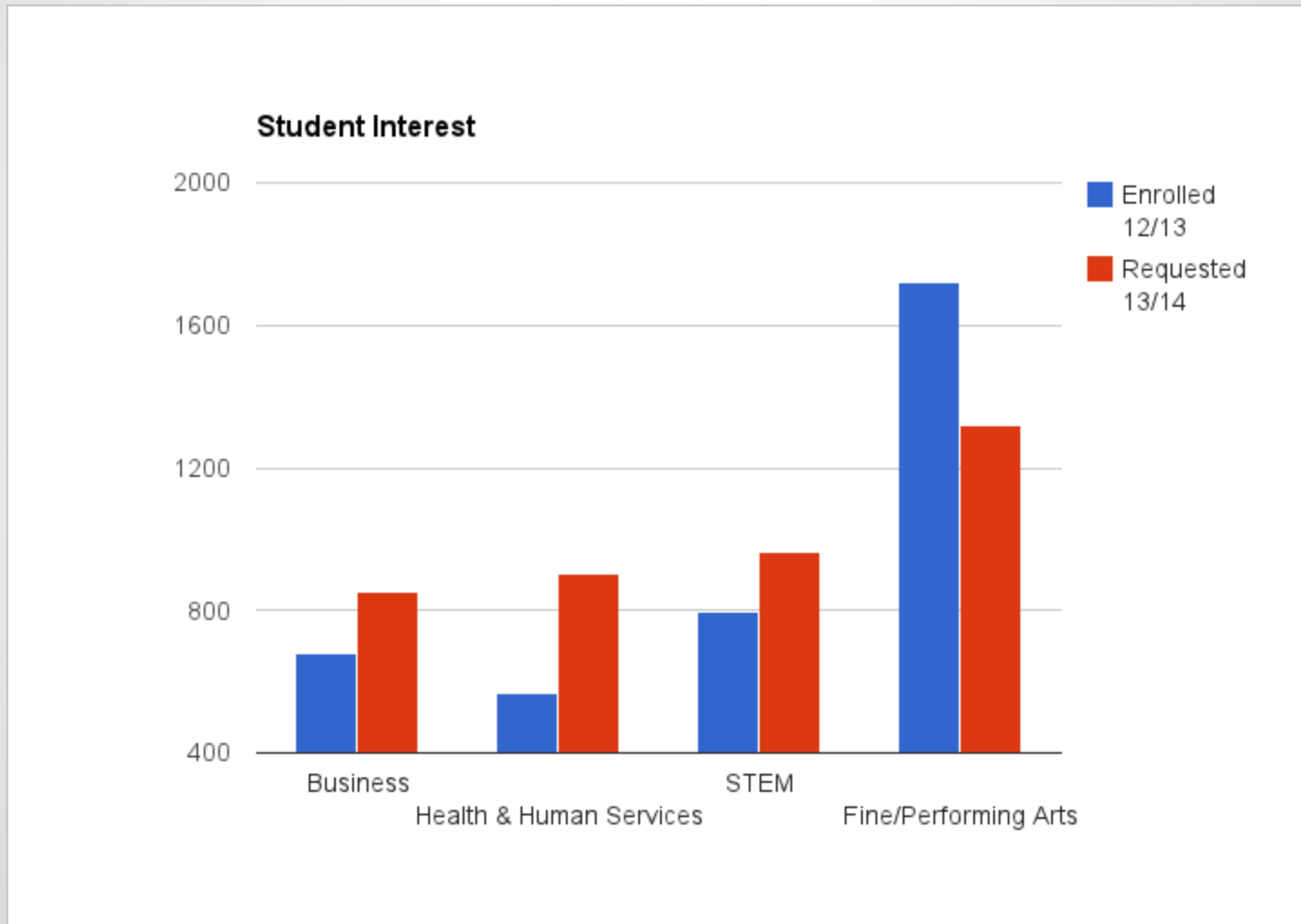
Smaller Learning Communities - Next Steps

- Future work will involve small groups to develop SLCs using current action team structure.
- Student input regarding areas of interest.
- Student involvement on planning teams.

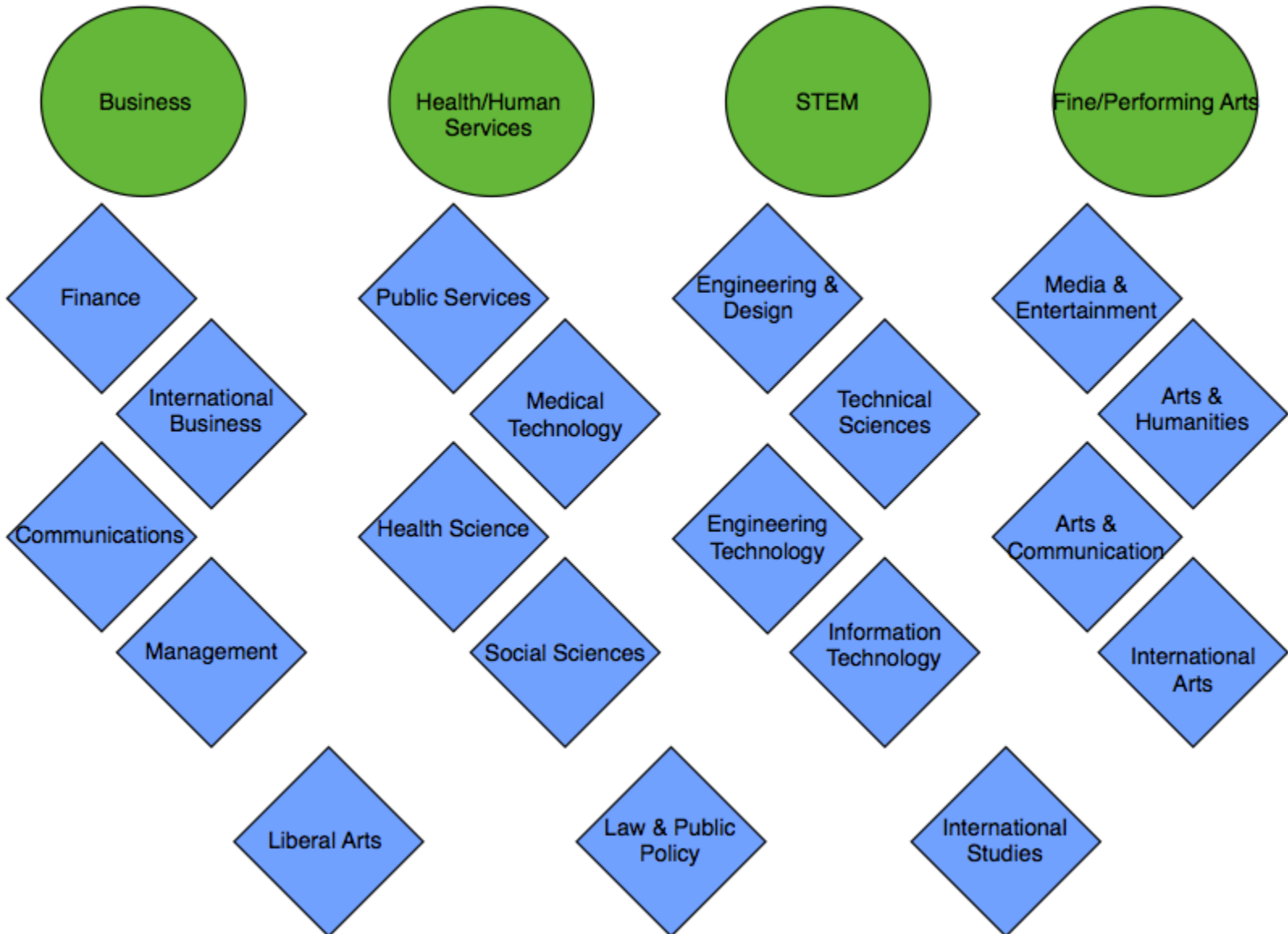
Smaller Learning Communities - Next Steps

- Parent/community input regarding areas of interest.
- Parent and community involvement on advisory board.
- Development of plan for parent/community communication.

Smaller Learning Communities - Student Interest



Possibilities



QUESTIONS?