

AHSCC Response to GUHSD Alpine High School Proposal

January 18, 2010

"Discussion Guide"

Autonomous Schools Within a School.....1.

Start With "Three vs. Two" Small School Academies 1.A.

- Cover Basic & Important HS to Work, or to College Curriculum Needs
- Better prepare our children for local & global business world
- More completely serve the student population of greater Alpine
- Concern about an insufficient number of AP Courses
- On-line or distance learning may not make up for a lack of AP courses
- Allows greater number of student choices, and AP Academy cross over

School A – Language Arts/Media/Communication

School B – STEM school

School C – Business/Finance/Entrepreneurship

How autonomous?1B

- Do we want a school that meets needs but lacks focus? No, focus should trump variety.
- All students should have access to Arts, PE, extracurricular, etc., outside of academies
- Wider variety of AP courses should be available, by crossover outside of academies
- AP crossover better utilizes money, more efficient course management, saves money

Project-Based Learning1C

- Creates sparkle in students eyes, indicates excitement about learning
- Project based learning a "key" to small school success
- Phase in... little bit as Freshman, increase importance & frequency approaching Sr. year
- Closely integrate the project based learning with curriculum

Internships (Based on "Big Picture Learning" model).....2

- Senior internships will drive post HS graduation success
- Not plausible outside of "small school design", supports project based learning
- Coordinated by Intern director to connect the dots; include with college coursework

College Coursework Option 3

- Stay consistent with AHSCC "Curriculum and Design Foundational Principles"
- Customize education to fit needs, abilities, and goals
- Student centric vs. Teacher driven, follow DSST, and Aviation High, and HTH Model

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Looping4

- Provides good continuity and establishes close student/teacher relationships
- Must be coupled with strong teacher collaboration and student support by mentors, staff, and administration
- Correlate student performance with teacher performance – data driven
- Focuses on results, looping will not compromise the high school experience

Technology – Based Learning.....5

Clayton Christensen, author... “Disrupting Class” ... “The only innovating worth doing is the disrupting kind, the kind that completely redefines the problem and its context, before thinking about creative solutions to it! “

- technology allows us to emphasize student-centric learning
- prevents our school from succumbing to the inevitable fall-back to the old system
- best practice; when technology is fully integrated into the school and curriculum, not just added on as hardware and software... the AHSCC recommends;

- > *Hire a lead expert consult*
- > *Use DSST & Aviation HS as models*
- > *Contact the IT education experts; Aruba Networks*

Professional Learning Communities6

- We support professional learning communities
- Use DSST’S “Pod” model; a series of classrooms, connected to flexible work areas, +
- Student lounges for presentations, Science labs and faculty offices with designated meeting space
- Learning spaces grouped, leads to collaboration and information sharing among faculty
- Marysville-Getchell, HTH, DSST – AHSCC recommends;

- > *Studying the DSST and Marysville-Getchell designs, and consider emulating these already proven floor plan layouts for effective professional learning communities*

Administrative Structure7

- AHSCC support GUHSD Proposal with two exceptions/comments;
- Select alternate title to “Director of Rigor and Relevance, perhaps CEO, Director, etc
- Add a “Director of Technology” and the actual maintenance of the IT equipment could be done by students of the various academies as part of curriculum and be project based... This would also save school district money, and be value added to learning IT,

Joint Uses8

- Create a higher need for community partnerships... create a special committee
- AHSCC WILL TAKE THE LEAD...