



Curriculum Summit

January 20, 2006

The Franklin Institute

**The School District of Philadelphia
School Reform Commission**

James E. Nevels, Chair
Martin G. Bednarek
Sandra Dungee Glenn
James Gallagher, Ph. D.
Daniel Whelan

Paul G. Vallas, Chief Executive Officer
Gregory Thornton, Ed. D., Chief Academic Officer
Albert Bichner, Deputy Chief Academic Officer





Science Leadership Academy Curriculum Summit

Table of Contents

Welcome / Agenda

Mission and Vision of the Science Leadership Academy

Morning Session Documents

Science Curriculum

English Curriculum

Math Curriculum

History Curriculum

The Creative Arts Elective Curriculum

Afternoon Session Documents

Hiring

Staff Development

Special Education

Development / Fundraising

Community / Corporate Partnership

Student Life

Technology

Advisory Board

Parent / Family Involvement

School District of Philadelphia High School Course of Study

List of Attendees

Workshop Reflection / Notes



Welcome!

Thank you for attending today's Curriculum Summit for the Science Leadership Academy (SLA). We have a wonderful group of educators coming together for today's session, and we know that our work will propel us into the spring planning with faculty and into September with students!

Today's summit has two distinct goals. The morning's focus will be on curriculum with the first third of this briefing booklet providing an overview of where we are and what we hope to accomplish today. The afternoon looks at many of the different facets of the schools' vision and school governance and our ideas on how best to set up these structures. The second third of the briefing booklet contains the prompts for the afternoon session. The final third of this booklet contains the course of study for the School District of Philadelphia for English, Science and Mathematics. Our goals for SLA curriculum will be guided by the overarching goals of the district. Please note that the SLA Mission and Vision statement preface all the materials in this book.

We have set forth an ambitious schedule, and we thank you in advance for all of your hard work and creativity in imagining the Science Leadership Academy.

Agenda:

8:30 – 9:00: Breakfast

9:00 – 9:15: Welcome / Introduction

9:15 – 9:45: Keynote – David Warlick – The Landmark Project

9:45 – 10:15: The Work So Far / Capstone Discussion

10:15 – 10:30: Break

10:30 – 11:30: Curriculum Breakout Sessions

11:30 – 12:00: Lunch

12:00 – 1:00: The District Perspective:

- Introduction by Carol Parssinen, Sr. VP of The Franklin Institute
- Dr. Thornton, Chief Academic Officer – SDP
- Al Bichner, Deputy Chief Academic Officer – SDP

1:00 – 1:30: Review of Morning Session

1:30 – 1:45: Break

1:45 – 2:00: Afternoon Session Goals

2:00 – 3:00: Afternoon Breakout Session

3:00 – 4:00: Review and Wrap-up.



Mission and Vision Statement for the Science Leadership Academy

- “How do we learn?”
- “What can we create?”
- “What does it mean to lead?”

These three essential questions form the basis of instruction at the Science Leadership Academy (SLA) a new Philadelphia high school opening in September 2006. The SLA is built on the notion that inquiry is the very first step in the process of learning. Developed in partnership with The Franklin Institute and its commitment to inquiry-based science, the SLA will provide a rigorous, college-preparatory curriculum with a focus on science, technology, mathematics and entrepreneurship. Students at the SLA will learn in a project-based environment where the core values of inquiry, research, collaboration, presentation and reflection are emphasized in all classes.

The structure of the Science Leadership Academy will reflect its core values, with longer class periods to allow for more laboratory work in science classes and performance-based learning in all classes. In addition, students in the upper grades will have more flexible schedules to allow for opportunities for dual enrollment programs with area universities and career development internships in laboratory and business settings, as well as with The Franklin Institute.

Leadership can take many forms. At SLA, we want all students to discover their capacity to lead. In order to find that voice, students need a supportive community around them. To that end, students will participate in a four-year advisory program that will support their growth, both as a student and as a person. In addition, students will be encouraged to take leadership in many facets of school life.

At the SLA, learning will not be just something that happens from 8:30 am to 3:00 pm, but a continuous process that expands beyond the four walls of the classroom into every facet of our lives.



Morning Session Briefing Documents



DRAFT * DRAFT * DRAFT * DRAFT * DRAFT

Scientific Course of Study at the Science Leadership Academy

Scientific learning at the Science Leadership Academy informs the learning that will happen throughout the building. The core values of inquiry, research, collaboration, presentation and reflection have their roots in the scientific method and scientific community. In addition, all science coursework at SLA will reflect three main components:

- Inquiry
- Performance-Based Assessment
- Quantitative / Analytic Process and Product

With a focus on both scientific writing and quantitative analysis, science study at SLA will have a strong interdisciplinary focus, as we design an innovative program of study tied closely to the city and state standards while also looking at learning will be in 21st century. Staff development will have a focus on these ideals – including but not limited to workshops with the Philadelphia Writing Project to look at the teaching of scientific writing as well as specific workshops for technology infusion and project-based assessment.

The science course sequence will reflect a belief that science is integrated. To that end, the first two years of study will be an integrated biochemistry sequence, followed by physics in the 11th grade, with opportunities for enrichment coursework ranging from advanced courses offered at the school, dual enrollment opportunities at local universities and specialized courses such as Science Through Exhibit Design offered as part of our partnership with The Franklin Institute.

As the culminating experience of their science career at SLA, all students will take the Science Capstone course. The Science Capstone course is an inquiry-based, student-centered course that develops tightly structured independent original investigation of a topic/question, which is communicated in the form of student presentation, publication of a scientific paper and public exhibition. This course will allow students to take the skills and content they have learned in their other courses and create an original piece of scientific work from the initial question through the scientific process to conclusions and recommendation for further work.

The capstone experience is representative of the core values of the Science Leadership Academy made manifest in the senior year experience and the graduation requirements of the school. All coursework, therefore, both builds to and flows from the capstone ideal.



Science Capstone Course / Project

An inquiry-based, student-centered course that develops tightly structured independent original investigation of a topic/question, which is communicated in the form of a public exhibition, publication of a scientific paper and student presentation.

The investigation includes:

- Selection of a question of importance to the student
- Review of literature
- Formulation of a hypothesis
- Plan of investigation (experimental, descriptive, etc.) which includes the use of scientific knowledge and data analysis
- Plan of presentation: oral, digital and hard copy
- Sharing with teacher
- Sharing with mentor
- Peer review
- Demonstration of scientific knowledge
- Data analysis
- Teacher evaluation
- Independent assessor evaluation
- Application of future research/action
- Reflection of both process and product

The overarching skills necessary for completion of such a project are:

- Understanding of scientific inquiry
- Ability to write scientifically
- Ability to formulate a scientific question
- Ability to participate in a scientific community
- Understanding of data analysis / presentation
- Understanding of scientific method and ability to work within it
- Ability to communicate (oral, written) process / product
- Ability to think objectively – divorced from preconceptions
- Ability to work collaboratively
- Analysis / Synthesis written info / experimental info
- Development of internal resources for sustaining interest in a long-term project
- Knowledge and use of a scientific vocabulary
- Application of research to “real world”
- Evaluation of, and reflection upon, information / research / process / product

These skills must be mapped onto all of the other science coursework and scaffolded so that students are prepared to undertake the science capstone project in their senior year.



Science Curriculum Breakout Session:

Overview:

Students at the Science Leadership Academy (SLA) will have the opportunity to study biology and chemistry over a two-year period, starting in ninth grade. These subjects will be taught in a manner that emphasizes the following:

- 1) Integration: Students will understand that scientists recognize interconnections between diverse fields of scientific study.
- 2) Benchmark assessments: Students will have a variety of opportunities to demonstrate what they know and what they can do.
- 3) School-wide “Micro” and “Macro” perspectives: Students will identify how the smaller components of a system are organized to make up the unique features of larger systems.

Our challenge today is to formulate recommendations for the creation of a meaningful biochemistry curriculum that meets city and state standards in biology and chemistry, prepares students for deeper study of sciences during grades 11 and 12, continually emphasizes inquiry, performance-based assessment, quantitative/analytic processes, and prepares students for the science capstone. What follows is a draft of a possible score and sequence for the two-year course. These topics encompass all of the units from the School District of Philadelphia Biology and Chemistry curricula.

Biology (Year 1)	Chemistry (Year 1)	Biology (Year 2)	Chemistry (Year 2)
Review Scientific Method	Periodic Table and Classifying Elements	Molecular Basis of Inheritance	Matter: Solids and Liquids
Cell Structure & Function	Periodic Trends	Mendelian Genetics	Matter: Gasses
	Chemical Nomenclature	Diversity within Species and Evolution	Intermolecular Forces
Enzymes	Chemical Reactions	Taxonomy	Properties of Solutions
Cellular Respiration	Stoichiometry	Plants and Animals: Form & Function	Thermodynamics
Photosynthesis	Electrons in atoms	Ecology	Acids & Bases
			Equilibrium and Chemical Kinetics
Meiosis and Mitosis		Watersheds & Physical Geography	Energy



Challenge:

Based on your knowledge of effective teaching and learning, science education, and/or the sample biochemistry scope and sequence (above), please share your recommendations for each of the following questions as they pertain to Year 1 (Micro) OR Year 2 (Macro):

- 1) How can the above scope and sequence be improved to reflect meaningful integration?
- 2) What are the types of assessments that can be used to support the teaching and learning process? If time permits, include suggestions for specific project-based assessments for discrete units.
- 3) How can these recommendations be used to support teachers' curriculum mapping in Spring 2006 and beyond?



English Curriculum Breakout Session:

9th Grade English:

As students study biochemistry on the micro-level in science, thematically the questions they ask in English class will mirror the inquiries in science as well. Therefore, our theme for the year is looking at literature through a micro-lens – “My Self and My Realities.” This will be the primary lens that students and teachers will use as they examine the literature of the course.

The four essential questions that will guide thematic study of literature in 9th grade will be:

- Who am I?
- How do I perceive the world?
- How does the world see me?
- What effect does my environment have on me?

The micro level of study will also lead us to the skills of close textual analysis through the study of wide-ranging texts such as The Odyssey, Rocket Boys or Linden Hills and literary essays that focus on one text. Students will learn to write the building block literary essay – the five paragraph essay. Students will learn to create strong thesis statements and back up their arguments with evidence. Students will also work to create forms of writing (poetry, short story, etc...) as they learn to develop their own written voice.

10th Grade English:

Once again mirroring the course of study in science, 10th grade English will focus on looking at the larger world. We will build on the themes of 9th grade by looking at the individual as an agent in the larger world. To that end our theme for 10th grade English will be: “The World And Our Place Within It.”

The three essential questions that will guide thematic study of literature in 10th grade will be:

- What is my role as a person in the larger world?
- How do I define myself as a person in my community? In the world?
- What are the different lenses through which we can look at our world?

In tenth grade, “macro level” writing means putting texts into context. Students should begin to see texts in a larger context as they create essays that focus on comparative pieces, placing texts in the larger context of their political, social or literary times.



Capstone:

As the culminating experience of their English career at SLA, students will take the English Capstone course. The English Capstone course, much like science, is a student-centered, inquiry driven course. Students will investigate an author or a text and create an original literary research paper, with a strong thesis and research including literary criticism. In addition, the English Capstone will include a thematically linked creative component that could take the form of a play or a movie or a series poems (for example.)

9th and 10th Grade Challenge:

Based on your knowledge of literacy and English education, teaching and learning and the above plans, please offer your recommendations on the following questions for either the 9th or 10th grade curriculum:

- 1) How can we further refine the theme and essential questions?
- 2) What texts would you suggest in support of the theme and essential questions and why?
- 3) What are the essential skills that should be focused on to prepare students for an English capstone in the 12th grade?
- 4) How can these recommendations be used to support teachers' curriculum mapping in Spring 2006 and beyond?

Capstone Challenge:

- 1) What are the skills that should be demonstrated in the English capstone project?
- 2) How can we better define the link between the analytical and creative components of the capstone project?
- 3) How can we ensure that all five core values of SLA (inquiry, research, collaborative, presentation and evaluation) are manifest in the process?



Mathematics Curriculum Breakout Session:

Overview:

Students at the Science Leadership Academy (SLA) will have the opportunity to study algebra, geometry and (pre-) calculus over a four-year period, starting in ninth grade. Students’ math skills will be assessed before they enter ninth grade, and they will receive differentiated math enrichment so that:

- 1) Students’ math experiences are linked to SLA’s core values of inquiry, research, collaboration, presentation, and reflection.
- 2) Students will have a variety of opportunities to use school-based benchmark assessments to demonstrate what they know and what they can do.
- 3) Students will apply their math skills to other subject areas within the school and “real-world” phenomena outside of the school.

Challenge:

Our challenge today is to formulate recommendations for the creation of a meaningful math curriculum that meets city and state standards, prepares students to apply their math skills in science or social studies capstone projects, and continually emphasizes inquiry, performance-based assessment, and an understanding of quantitative/analytic concepts.

Based on your knowledge of SLA, math education, and/or the sample math sequence (below), please share your recommendations for each of the following questions.

- 1) How can the traditional math sequence be adjusted to reflect meaningful integration aligning with SLA’s core values?
 - a. Do we even need to frame the math curriculum via “standard” and “advanced” criteria?
 - b. What can we do to ensure that all students can accelerate their learning and opt in to Calculus and/or Statistics?
- 2) What are the types of assessments that can be used to support a meaningful teaching and learning process that reflects SLA core values? Include suggestions for specific project-based assessments for discrete units or math concepts.
- 3) How can these recommendations be used to support teachers’ curriculum mapping in Spring 2006 and beyond?

Grade	Traditional Sequence		SLA Sequence		Projects/Activities
	Standard	Advanced	Standard	Advanced	
9	Algebra I	Geometry			
10	Geometry	Algebra II			
11	Algebra II	Pre-calculus			
12	Pre-calculus	Calculus (AP)			



Social Studies Curriculum Breakout Session:

The Social Studies Curriculum at SLA will be thematically linked with the English and Science curriculum, with the first two years focusing on the micro-lens of history followed by the macro-lens of history. As in English and Science, a student’s experience in History at SLA will culminate with a capstone project in their senior year. As we look at a possible History curriculum, we have to look at three tasks: mapping the core values of SLA (inquiry, research, collaboration, presentation and reflection) into the planning, integrating the themes of “micro-study” – ideas of historical methodology, study of primary texts and in-depth study of a movement or a moment – and “macro-study” – notions of looking at major movements in history such as colonialism, globalization, etc – onto the first two years and devising a general description of a capstone project in Social Studies.

Grade	Standard Sequence	SLA Sequence	Projects / Activities
9	Global History	African-American History	
10	African-American History	Global History	
11	U.S. History	U.S. History	
12	Social Science	Social Science	

Challenge:

9th and 10th grade team:

Using your knowledge of social studies curriculum, effective teaching and learning and the SLA ideals, please offer your recommendations on the following questions:

- 1) What is a possible content sequence for social studies at SLA that allows integration with the micro and macro lenses in the 9th and 10th grade? How can those themes be integrated into the content?
- 2) What are possible units and projects that would facilitate the integration of the five values of SLA?
- 3) How will the content and skills taught in the 9th and 10th grades build toward the capstone experience?
- 4) How can these recommendations be used to support teachers’ curriculum mapping in Spring 2006 and beyond?

Capstone team:

- 1) What are the skills that should be demonstrated in the Social Studies capstone project?
- 2) What are the different types of presentations that should and could be incorporated into a capstone project? What should be mandatory? What should be optional?
- 3) How can we ensure that all five core values of SLA (inquiry, research, collaborative, presentation and evaluation) are manifest in the process?



The Creative Arts Elective Curriculum Breakout Session:

Overview:

The traditional elective courses of art, drama and “computers” take on added importance in a school with a strong focus on project-based learning and student presentation, both in oral and written forms. Therefore, the freshman elective courses should be integrated with the core subject area courses so that students can see how integration of the digital, visual and performance arts can influence the way they think, learn and present. Students will take their 9th grade electives with the same cohort of students with which they take Science, English and History to facilitate this integration.

Challenge:

Using your knowledge of arts education, effective teaching and learning and the mission of SLA, please provide your recommendations and answers to the following questions:

- 1) How can elective teachers work with the core subject teachers to create projects that have integrated arts components?
- 2) What balance should SLA strike between seeing the elective courses as “workshop” or “lab” spaces for the core courses and still allowing students to pursue their passion for the arts as separate from the core courses?
- 3) How can the skills learned in the elective curriculum be made manifest in the capstone presentation?
- 4) What staff development / planning time should be made available for teachers across the different disciplines to work with the elective teachers to best facilitate this workshop model?
- 5) How can these recommendations be used to support teachers’ curriculum mapping in Spring 2006 and beyond?



Afternoon Session Briefing Documents



Hiring Breakout Session:

Overview:

Without question, one of the most crucial elements to the success of the Science Leadership Academy will be the caliber of our teachers. Therefore, examination of our hiring policies is of the utmost importance today. SLA is a site-selection school with ten pedagogical positions opening in its first year. They are:

- 2 Biochemistry teachers
- 2 English / Drama / Elective teachers
- 1 Mathematics teacher
- 1 History teacher
- 1 Art / Art-Tech teacher
- 1 Foreign Language teacher
- 1 Guidance Counselor
- 1 Cybrarian
- .5 or more for Special Education – depending on funding formula.

A sample job posting for the biochemistry position follows this page. This should give a sense of the kind of teacher we believe will be successful at SLA.

In addition to recruiting from within the district, we are also planning outreach to the local graduate schools of education as well as outreach to Columbia University, Teachers College and Harvard GSE. We are planning to post openings on the Smalls Schools Network, the Coalition of Essential Schools Job Board, PA REAP, the Center for Science Education and Craigslist. Our goal is to post the positions by early to mid-February and to identify our founding faculty by mid-to-late March.

Challenge:

Based on your knowledge of the educational design of SLA and your own experiences in faculty recruitment, please share your recommendations for each of the following questions:

- 1) Do you have recommendations for alterations of the biochemistry teacher posting? Do not worry about formatting, as we will be working with HR to put it into proper SDP format.
- 2) What other ideas do you have for ways to identify potential teachers?
- 3) What are the questions you would ask in an interview?
- 4) Please provide any other thoughts you have on the hiring process.



Position Announcement: Biochemistry Teacher

- “How do we learn?”
- “What can we create?”
- “What does it mean to lead?”

These three essential questions form the basis of instruction at the Science Leadership Academy (SLA) a new Philadelphia high school opening in September 2006. The SLA is built on the notion that inquiry is the very first step in the process of learning. Developed in partnership with The Franklin Institute and its commitment to inquiry-based science, the SLA will provide a rigorous, college-preparatory curriculum with a focus on science, technology, mathematics and entrepreneurship. Students at the SLA will learn in a project-based environment where the core values of **inquiry**, **research**, **collaboration**, **presentation** and **reflection** are emphasized in all classes.

The Science Leadership Academy is looking for two founding science teachers to implement the school’s innovative two-year biochemistry course. Biochemistry is a two year integrated biology and chemistry sequence with a focus on scientific learning that is inquiry-based, quantitative and analytical in both process and product and grounded in performance based-assessment. Teachers will have the opportunity to develop and implement this curriculum in conjunction with School District of Philadelphia curriculum planners and The Franklin Institute. In addition, all teachers at SLA will have an advisory class where they will work with the same students for four years.

Qualifications:

- Applicants must be PA State Certified in either Biology or Chemistry
- Applicants must be committed to the idea that we teach students first and our subjects second.
- Applicants must be willing to challenge students to work in a project-based environment with a strong laboratory focus.
- Applicants must be willing to work collaboratively.
- Applicants must be willing to work in a diverse environment with students who reflect the rich heritage of Philadelphia.
- Applicants should have a strong background in technology infusion into the classroom and be willing to see their classroom as happening both on and offline.
- Applicants should have an interest in developing extra-curricular activities.
- Applicants should be energetic, flexible, and have a strong desire to work with administrators, fellow teachers, parents, and students to create a school that reflects SLA's core values.

For more information, please visit <http://sla.fi.edu> or contact Chris Lehmann at clehmann@fi.edu or at 215-448-1379. Applicants must apply through the School District of Philadelphia Site Selection Process found online at <http://www.phila.k12.pa.us>.



Professional Development Breakout Session:

Overview:

In order to recruit and retain a high caliber faculty, Science Leadership Academy (SLA) will need to implement a professional development plan that integrates the following:

- SLA's core values of inquiry, research, collaboration, presentation, and reflection
- Identification of students' and teachers' needs
- Community Partnerships with organizations such as the Philadelphia Writing Project
- Local and state commitments to Teacher Induction and Continuing Professional Education

Challenge:

Our challenge is to draft a professional development plan that honors professional development standards while supporting SLA's unique curriculum and innovative instructional methods. Please provide recommendations for each of the following questions:

1. How can SLA create an innovative structure for its professional development calendar for each of the following:
 - a. Daily (team meetings?)
 - b. Weekly (school wide meetings?)
 - c. Monthly (thematic topics?)
 - d. Annual (summer 2006, intersession, conferences?)
2. How can SLA use data from ongoing student and faculty assessments to inform a flexible professional development plan?
3. How can The Franklin Institute's resources as a professional development provider impact teaching and learning at SLA.
4. How can SLA foster vibrant, long-term community/education partnerships to inform its professional development?
5. How can these recommendations be used to support teachers' professional development planning in Summer 2006 and beyond?
6. How can SLA become a demonstration school for the impact of professional development on inquiry-based, project-based learning.
7. What are some of the strands of professional development – please develop or add to the sample strands listed below:

*** Sample themes (Feel free to identify themes that are not listed!):** The Advisory Curriculum, The Capstone Project, Project Based Learning, Meaningful Assessment, Inquiry in the Classroom, Differentiated Data-Driven Instruction, The Scientific Method, Multiple Intelligences, Writing Across the Curriculum



Special Education Breakout Session:

Overview:

SLA will have a population of students with IEPs and 504s that will number between 7 and 10 percent of its total student population. We will focus on students who can thrive in an inclusion-model, and we believe that a hands-on, inquiry-based, project-based curriculum will serve our special education population as well – if not better – than it will serve our “regular-education” students. However, we also recognize that the proper support systems must be put into place to ensure the success of the special education students.

Challenge:

Using your knowledge of special education, effective teaching and learning and the mission of SLA, please provide your recommendations and answers to the following questions:

- 1) What is the best method for working with the special education students at SLA Resource room vs. co-teaching model, for example.
- 2) What staff development / planning time is necessary to work with “core subject” teachers to develop the strategies for special education student success at SLA?
- 3) What supports beyond the classroom are necessary to ensure success for these students?
- 4) How can these recommendations be used to support teachers’ curriculum mapping in Spring 2006 and beyond?



Development / Fundraising:

Overview:

1:1 laptop programs, innovative science education, lower class sizes – the ambitious ideas behind the instructional program at SLA will cost more money than the standard budget for a Philadelphia public high school provides. Therefore, fundraising and development are essential to the success of SLA. Development at SLA should look at three different, complementary strands (if not more) – the pursuit of foundation grants for specific programs, relationships with local businesses in Philadelphia with a specific focus on science, and the growth of an endowment to guarantee the long-term viability of many of the projects.

Challenge:

Using your knowledge of SLA and your expertise and experience fundraising, please give your recommendations to the following questions:

- 1) How should SLA approach businesses to bring them into a conversation about supporting SLA?
- 2) How can / should SLA leverage its relationship with The Franklin Institute to raise money?
- 3) How do we build sustainability into our development plans? Is an endowment fund realistic?
- 4) How does the Advisory Board of SLA become part of the fundraising / development plan?
- 5) What other ideas can you offer to further develop SLA's development action plan?



University / Community / Corporate Partnerships Breakout:

Overview:

If geography is destiny, then SLA is poised for extraordinary opportunities. Our location at 22nd and Arch Sts. puts us three blocks from our partner, The Franklin Institute, as well offering us easy access to the many businesses, universities and community groups in Center City and West Philadelphia. Part of the SLA student experience will therefore include such opportunities as dual enrollment courses, internships and service learning / community engagement projects that move students beyond the school walls and into active application of the skills and knowledge they have acquired at SLA.

Challenge:

- 1) What requirements should be built into the SLA graduation standards to reflect student engagement in the outside world?
- 2) How will we structure the relationship between the outside partners and faculty?
- 3) Who are potential partners for SLA?
- 4) What criteria should the school have for an outside entity that wants to partner with SLA?



Student Life Breakout Session:

Overview:

Students at Science Leadership Academy will participate in an innovative, rigorous curriculum that is relevant to their lives. They will attend a unique and smaller high school that emphasizes community, participation, and accountability. Whether in advisory, classes, or extra-curricular activities, students should recognize opportunities to explore and celebrate what it means to be a young adult at SLA. Most importantly, the culture of the school should foster a sense of belonging that is based on the following:

- SLA's core values of inquiry, research, collaboration, presentation, and reflection
- Engaged students who are curious about the world
- Opportunities to interact both in and outside the school

Challenge:

Based on your knowledge of adolescent development, successful student life programs, and/or SLA's core values, consider the components of a successful student life program. Ten provide recommendations to the following questions as they pertain to student life.

1. How can SLA foster a culture that supports a rich student life and that permeates all aspects of the school?
2. How can SLA identify and cultivate students' interests in co-curricular activities?
3. How can students' interests be effectively integrated with those of the faculty?
4. How can SLA manage student life so that students and faculties co-curricular experiences are not spread too thinly?
5. How can SLA cultivate long-term community partnerships that provide opportunities for service?
6. What is the role of student voice in school governance?
7. How does our advisory program speak to issues of powerful resonance to teenage life?



Technology Breakout Session:

Overview:

Technology in education should be like oxygen – ubiquitous and necessary. At SLA, we plan to have a 1:1 laptop program, interactive whiteboards and projectors in every classroom and a web portal that will extend teaching and learning beyond the walls of the school and involve all members of the SLA community.

Creating a 1:1 laptop environment will give SLA students access to the research, communication and production tools that many in our world today take for granted. By bridging the digital divide, SLA will help students to learn to use the tools that will enable them to become powerful, self-directed learners and creators.

The web-portal is one of the key components of the design of SLA. (see the following page for a rough schematic of SLA-Web) SLA is one of ten schools internationally to pilot the SchoolTool School Management Software (<http://www.schooltool.org>) and SLA-Web will use such tools as moodle (<http://www.moodle.org>) and b2evolution (<http://www.b2evolution.net>) blogging software to create a web environment that will allow SLA students to become content producers as well as content consumers.

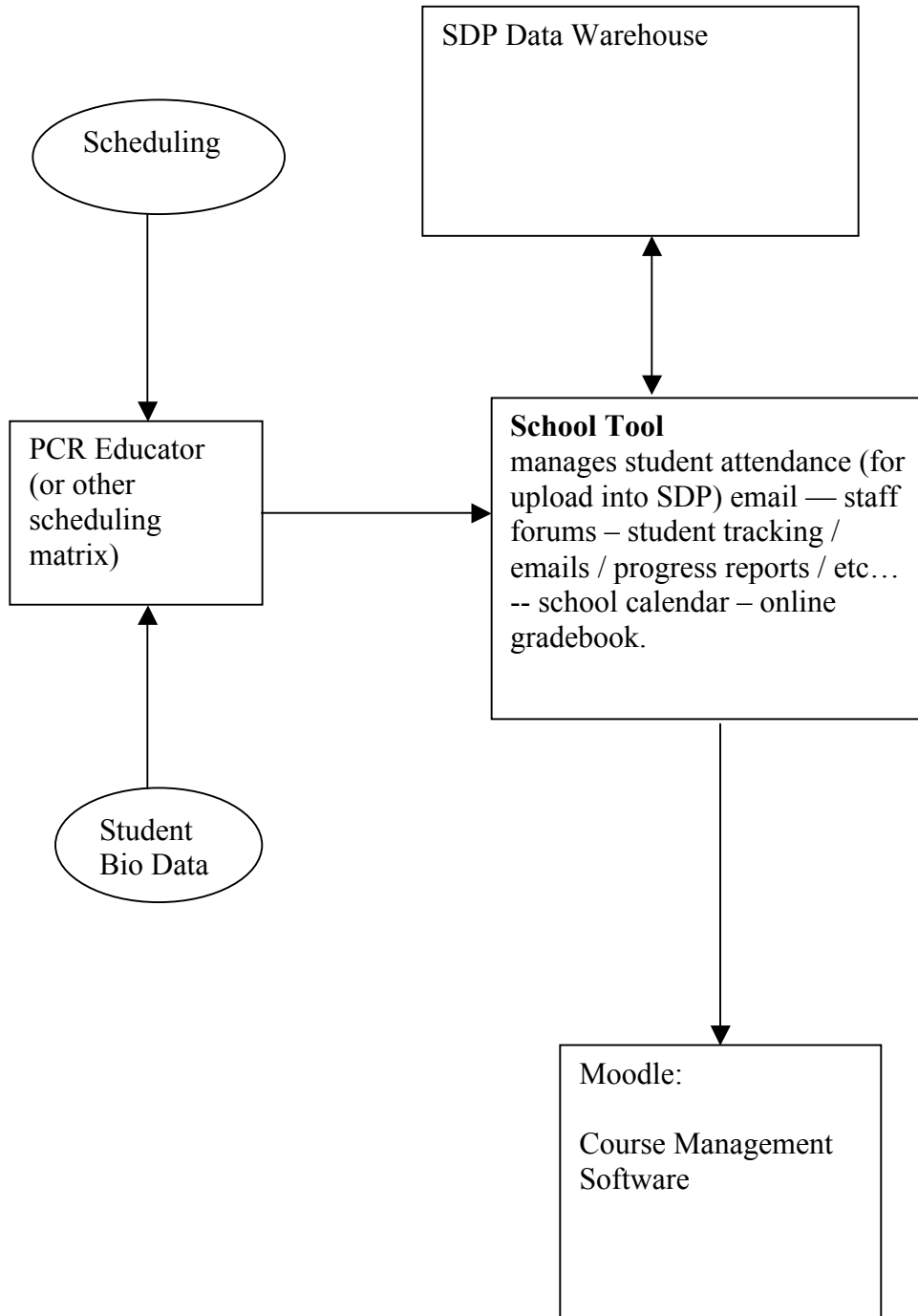
It is the use of technology that will allow our students to become the adaptive learners and citizens that our ever-changing world demands. In addition, the use of communication and production technology will further enable students to work toward the five core values of SLA (inquiry, research, collaboration, presentation and reflection.) Finally, the on-going work of the School District of Philadelphia to integrate technology on the district level will provide opportunities for data-driven decision making through the data management at both the school and district levels.

Challenge:

Using your knowledge of educational technology, effective teaching and learning and the overarching vision of the Science Leadership Academy, please offer your recommendations / answers to the following questions.

- 1) What staff development is necessary to provide teachers with the expertise and comfort level so that we best use the tools we have?
- 2) How do we ensure that the data transfer between SLA-Web and the SDP data warehouse happens smoothly?
- 3) What is the worst consequence of our best ideas around technology infusion and how should we prepare for them and mitigate them in advance?
- 4) What are the staffing requirements to enable this level of technology infusion?
- 5) What other recommendations can you offer to the technology program at SLA?

Working Sketch: Structure of SLA-Web





Advisory Board Breakout Session:

To be added as an addendum at the session.



Parent / Family Involvement Breakout Session:

Overview:

One of the key pieces of student success is parental involvement in the life of the school. At SLA, parental involvement is important both for the individual student and for the success of the school as it develops. Developing a strong Home and School Council, having an over 90% attendance rate at parent conferences, and involving parents in school governance issues where appropriate are all important goals for the school.

One of the most basic ways to involve parents is by mailing daily announcements via email to all parents who subscribe, using SLA-Web to post homework assignments and using SchoolNet and SLA-Web to give parents access to the critical assessment data about their children. However, we must also figure out how to bridge the digital divide so that parents who are not computer literate can access the information as well through parent-child training sessions on SLA-Web after school as well as other methods to communicate information. Technology is one way to foster better communication and relationships between home and school, but it cannot be the only way.

The advisory system also plays a major factor in home-school relationships as each child will have the same advisor for four years. This teacher is who will meet with the parent and student during conferences, and this teacher is the first point of contact for the parent if they should need to contact the school. By creating and nurturing this relationship, we believe that we can increase parent involvement and better ensure success for all our students.

Challenge:

Based on your knowledge of parent-school relationships and your knowledge of SLA's mission and vision, please provide recommendations for the following questions:

- 1) What role should parents have on school governance issues?
- 2) How can we develop an active and involved parent association / Home and School Council?
- 3) How should we work with our faculty and staff to foster strong relationships between home and school?
- 4) How should we develop our Advisory curriculum to foster this relationship?
- 5) What are the other ways we can use SLA-Web help to strengthen the bond between home and school?
- 6) How can we ensure that parents who do not have access to the internet are still able to get the critical information they need about SLA and their children?



List of Attendees:

- Charles Allen – Office of Development – SDP
- Liza Bearman – Smalls Schools Coach – Teachers College Columbia U.
- Lorraine Bell -- Educational Technology Group – SDP
- Al Bichner – Deputy Chief Academy Officer – SDP
- Vanessa Brown – Philadelphia Writing Project
- Rosalind Chivis – Office of Secondary Education – SDP
- Tom Davidson – Principal – National Constitution Center HS – SDP
- Sabriya Dempsey – Science Coach – SDP
- Paula Don – Educational Technology Group – SDP
- Kathy Donahue – Office of Specialized Services – SDP
- Anne Dougherty – Consultant for the Academy at Palumbo – SDP
- Cozette Ferron – Office of Specialized Services – SDP
- Len Finkelstein – LBF Management Research
- Mary Lou Fischer – Director of Curriculum, PreK-12 – SDP
- Danielle Floyd – Office of Development – SDP
- Melvin Garrison – Curriculum and Instruction – SDP
- Shirley Grover – Principal and Chief Learner – School of the Future – SDP
- Bo Hammer – Vice President – The Franklin Center
- Carol Hirshfield – Director of Instructional Services and Support – Center City Region – SDP
- Ambra Hook – Director of Science Education – SDP
- Nancy Hopkins-Evans – Director of Curriculum Program Initiatives 6-12 – SDP
- Loretta Hulmes – Office of Language, Culture and the Arts – SDP
- Chris Lehmann – Principal – Science Leadership Academy – SDP
- Judy Lewis – Associate Superintendent for Staff Development – SDP
- Kathleen Ogilvie – Director of Art Education – Mural Arts Program
- Carol Parssinen – Senior Vice President – The Franklin Institute
- Wayne Ransom – The Franklin Institute
- Will Richardson – Supervisor of Educational Technology – Hunterdon Central
- Carole Rose – Philadelphia Writing Project
- Beth Roth – Educational Technologist – Center City Region – SDP
- Janet Samuels – Center City Regional Superintendent – SDP
- Marcia Schulman – Director – Office of Grants Development and Support – SDP
- Reid Schwebach – The Beacon School
- Gamal Sherif – ProgressEd
- Stephen Stoll – Institute for Student Achievement
- Bill Stroud – Principal – Baccalaureate School for Global Education
- Greg Thornton – Chief Academy Officer – SDP
- Bill Tomasco – Office of Development – SDP
- Carole Wacey – Executive Director – MOUSE
- David Warlick – The Landmark Project
- Susan Yoon – Professor of Science Education – U. Penn GSE
- Hope Yursa – Director of Mathematics Education – SDP



Notes / Reflections:



Notes / Reflections: