

JOINT COMMITTEE TO STUDY THE FUTURE OF PUBLIC EDUCATION IN THE COMMONWEALTH

**SUBCOMMITTEE #3: REVISIONS TO THE
STANDARDS OF ACCREDITATION, STANDARDS OF
LEARNING AND STANDARDS OF QUALITY
SEPTEMBER 20, 2017**

**UPDATE FROM HIGH SCHOOL REDESIGN
SUBCOMMITTEE OF THE STANDARDS OF LEARNING
INNOVATION COMMITTEE**

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Superintendent,
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HS REDESIGN SUBCOMMITTEE MEMBERS

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CORE OF SUBCOMMITTEE'S WORK

Core of our work:

- Desire to see the 5 C's – Communication, Collaboration, Citizenship, Critical Thinking and Creativity – embedded in all academic curriculum, instruction and assessment.
- “True” redesign of high school experience
- Ensure preparation for any post-secondary path
- Collaboration with state and local partners to prepare professionals, engage community stakeholders and employers, and foster students' love of learning.

SUBCOMMITTEE VISION STATEMENT

The Commonwealth of VA, in concert with K-12 public education and high education, strive to design a robust, lifelong learning continuum K-20 that offers multiple pathways to post-secondary education, career development and workforce training. An educational design of this nature will meet the evolving workforce and citizenship needs of the Commonwealth by attaining competencies necessary for students to be prepared for a successful future as residents, citizens and contributors to our society.

BUILDING THE RECOMMENDATIONS

The subcommittee built its recommendations on the following principles:

- ***Focus on students first.***
 - Virginia should strive to enhance learning experiences of our students and make it relevant to workforce and citizenship needs of future.

- ***Better prepare students for career success.***
 - Identify necessary competencies for changing career patterns and relationship to each other.
 - Emphasize life and employment attributes through more interdisciplinary and experiential teaching and learning.
 - Emphasize critical and creative thinking, communication, collaboration, and citizenship.

BUILDING THE RECOMMENDATIONS

■ *Value demonstrated learning*

- Tied to progress, growth and application without limitations of organizational structure and age related cohorts.
- Add hands on learning opportunities related to career exploration and preparation.
- More instruction focused on tangible problems to solve, concepts to learn and or competencies to develop.
- Use case studies and/or group problem solving
- Begin teaching with the “why” of the instruction and the application of the learned ability with emphasis on how it can benefit the student in practical ways.

■ **Reduce organizational and curricular silos**

- Expand collaboration and communication, both vertically and horizontally and in and outside of schools.
- Develop curricula based upon “stackable” and interchangeable learning concepts.
- Provide regular ongoing feedback and progress reports to students
- Integrate additional forms of demonstration/performance assessment into the learning process.

BUILDING THE RECOMMENDATIONS

- ***Identify and build upon institutional strengths***
 - Work with better resourced partners to address weaknesses.
 - Expand working relationships with other parts of the educational continuum, most notably community colleges.
 - Enhance external partnerships, especially with employers.
- ***Address the professional developmental needs of teachers and administrators***
 - Effectively meet the student needs of the 21st Century.
 - Expand the pool of potential instructors beyond certified teachers with full time roles to include non-traditional sources.
 - Identify opportunities to expand the use of technology in student teaching and learning.

BUILDING THE RECOMMENDATIONS

- ***Utilize the end part of high school to prepare students for career or life interests.***
 - **Develop student centric areas of learning that are tied to future educational, employment and societal success.**
 - **Prepare students for post-secondary education.**
 - **Convert the language of K-12 education to better align with career and educational planning and build around specific areas of learning. For example:**
 - **Information Technology (IT)**
 - **Accounting and Finance**
 - **Social Service**
 - **Government**
 - **Health Care**
 - **Communications**
 - **Engineering**
 - **Data and Statistical Analysis**
 - **Leadership and Management**
 - **Entrepreneurship**
 - **Blend career and technical K-12 education with community colleges for workforce preparation and economic development.**

ADDITIONAL RECOMMENDATIONS

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Building on the work done to date by the General Assembly and Board of Education to implement the Profile of a Virginia Graduate and reform graduation requirements, the subcommittee has identified additional academic requirement changes it would like to see the state implement in order to achieve its vision.

ADDITIONAL ACADEMIC REQUIRED CHANGES

- While maintaining rigorous standards, Virginia should:
 - redesign curriculum and instruction, and include a balanced assessment system to integrate the 5 C's in core and co-curricular courses, enrichment offerings, and other learning activities.
 - initiate a plan to require all high school students to obtain an authentic experience through any of the following: apprenticeship, internship, externship, other work-based learning experience, service project, or capstone project.
 - require an authentic portfolio from each student as part of the required academic career plan demonstrating his/her career competencies, aligned with the 5 C's, and compiled over the course of a student's academic career.
 - conduct comprehensive evaluation of mathematics and science course offerings; develop blended curriculum courses; ensure that a wide variety of applied mathematics courses are available to all students that align with mathematics competencies needed for their career pathways, and ultimately the Commonwealth's workforce needs.
 - update the current workplace readiness certificate and align it with the 5 C's to create a more relevant, rigorous and meaningful experiences for students.

SUPPORTING IMPLEMENTATION OF NEW REQUIREMENTS

- Recognizing that the successful implementation of these recommendations will require new supports for our teachers, counselors, administrators and other school-based personnel, the subcommittee recommends the following to support full implementation.

SUPPORTING IMPLEMENTATION OF NEW REQUIREMENTS

- Institutions of higher education and VDOE must work together on licensure requirements and teacher preparation as it relates to the recommendations outlined.
- VDOE and school divisions must continue to invest in and provide for professional development opportunities, for current and future instructional professionals.
- Such training must be connected to the delivery of content that aligns the 5 Cs with curriculum and instruction, balanced assessment systems, and work based learning experiences.

SUPPORTING IMPLEMENTATION OF NEW REQUIREMENTS

- VDOE and school divisions should provide training for counselors, teachers and administrators in understanding relevant and contemporary career opportunities for students, and establish partnerships that facilitate work-based learning opportunities.
- VDOE must build on success of HS Innovation Grants and Divisions of Innovation Legislation; and by providing financial resources and regulatory flexibility to any high school in the Commonwealth, to move forward with these changes in a pilot program before full implementation is mandated.
- VDOE and school divisions should provide student services, training and development to address the academic, emotional, social, and physical needs so essential to student success.

Upcoming Meetings

September 21, 2017 at the Libbie Mill Library
10am – 2pm: High School Redesign

September 22, 2017 at the Libbie Mill Library
9am - 12 Assessment

Full Committee Meetings:
October 10, 1-4pm, in the Patrick Henry

THANK YOU

