Real-World Learning in Independent Schools

ISACS Annual Conference, November 2019

CHARLES WRIGHT ACADEMY

L + D
LEADERSHIP+DESIGN

WATERSHED SCHOOL

Today's Agenda

- Why Real-World Learning?
- Program Design
- Assessment
- Time
- Space
- Taking It Back

Why "Real World Learning"?

PORTRAIT OF A TARRIER

Thinker
+ Asks great questions
+ Evaluates evidence critically
+ Considers multiple perspectives
+ Draws conclusions rooted in evidence and sound logic
+ Reconsiders their thinking in light of new information
+ Able to move between and connect disciplines

Communicator
+ Communicates in many different forms
+ Practices effective listening
+ Expresses ideas clearly
+ Taps into their unique voice and perspective
+ Communicates effectively for varied purposes and audiences

Innovator
+ Identifies needs and opportunities
+ Applies existing tools to new problems
+ Builds on existing ideas
+ Develops original work
+ Solves problems creatively
+ Turns a vision into reality

Explorer
+ Gets curious about new challenges and opportunities
+ Translates curiosity into self-directed action
+ Takes appropriate risks
+ Seeks to understand others' experiences
+ Able to shift cultural perspectives as appropriate
+ Learns from failure

Collaborator
+ Works effectively with others to achieve goals
+ Knows how to lead, how to share leadership, and how to follow
+ Builds on the ideas of others
+ Engages in healthy conflict
+ Understands their impact on others
+ Builds strong connections with others

Steward
+ Takes responsibility for their impact on the world around them
+ Works to make their communities a better place
+ Takes action for the welfare of others
+ Cares for their own health, energy, and well-being
+ Driven by a vision for change

Top Ten Job Skills in 2020

1. Complex problem solving
2. Critical thinking
3. Creativity
4. People management
5. Coordinating with others
6. Emotional intelligence
7. Judgment and decision-making
8. Service Orientation
9. Negotiation
10. Cognitive Flexibility
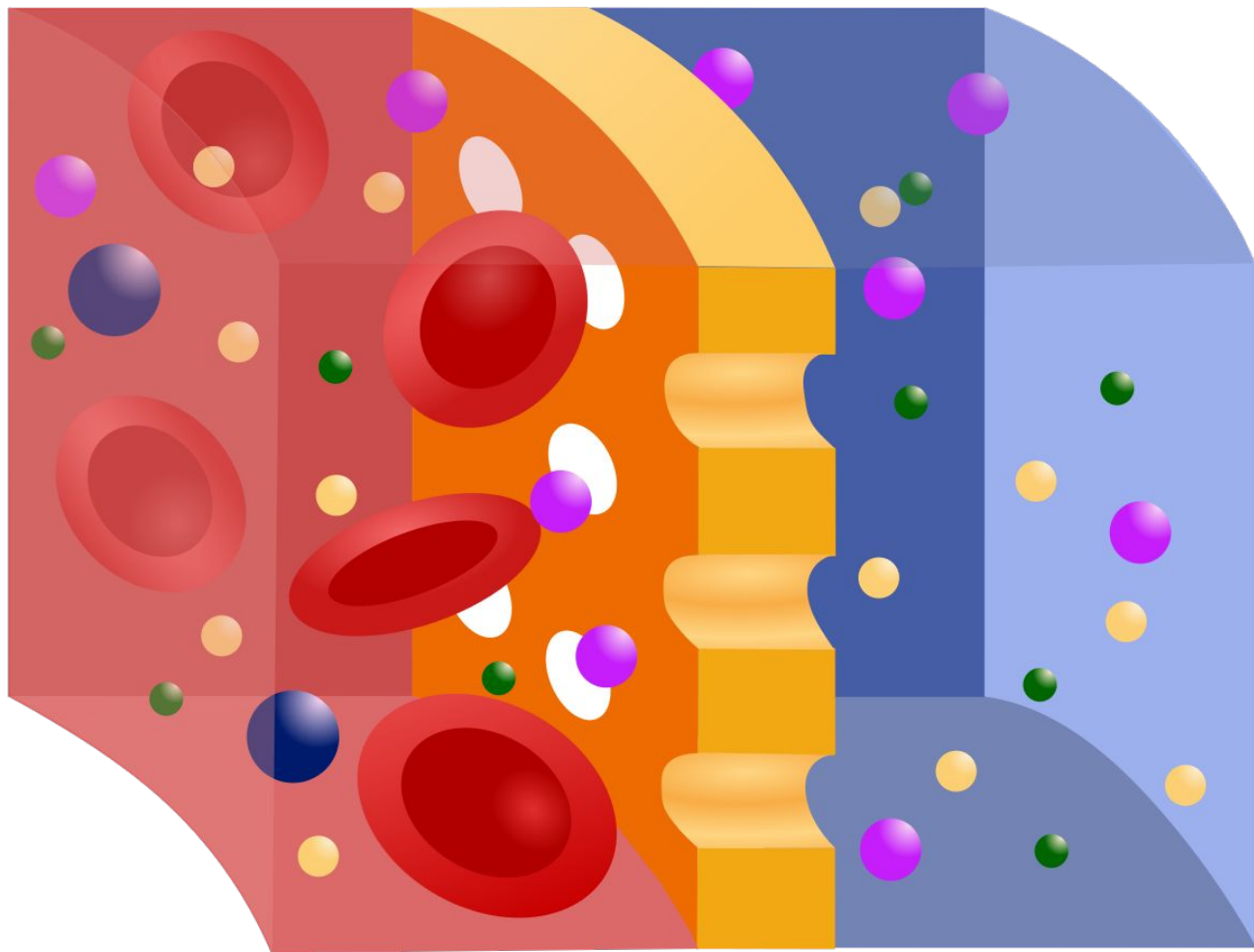
Real-world

problems

materials

places

tasks

audiences

"P-Based Learning"

place-based
project-based
problem-based
passion-based
purpose-based

Nothing is more rigorous than reality.

Leverage Points:
- Course Design
- Space
- Time
- Assessment

Program Design

How might we design a program that rewards, rather than restricts, transdisciplinary inquiry?

Independent School Models

Interdisciplinary Expeditions

- Focus on real-world challenges, such as: **"How do borders shape communities - whether human or biological?"**
- Integrate literature, social science, and natural science in one course
- Create long blocks of time that facilitate hands-on projects and field experiences

Integrating academic disciplines through field work

Overarching question: How do borders shape the world?
Supporting question: How would a U.S./Mexico border wall impact communities living there?
Field experience: travel to El Paso, TX/Ciudad Juarez, MX
Content areas: Economics, U.S. History, Literature, Latin American History, Biology, Chemistry

Weekly Schedule 2017-2018

Middle School

Day 1	Day 2	Day 3	Day 4	Day 5
MS SKILLS I 8:10-9:05	MS SKILLS I 8:10-9:05	MS SKILLS I 8:10 - 8:50	MS SKILLS I 8:10-9:05	MS SKILLS I 8:10-9:05
MS SKILLS II 9:10 - 10:05	MS SKILLS II 9:10 - 10:05	MS SKILLS II 8:55-9:35 / FRESH AIR	MS SKILLS II 9:10 - 10:05	MS SKILLS II 9:10 - 10:05
FRESH AIR	GATHERING		GATHERING	FRESH AIR
MS SKILLS III 10:20 - 11:15	MS SKILLS III 10:20 - 11:15	MS SKILLS III 9:50-10:30 / Class Seminar 10:35-11:15	MS SKILLS III 10:20 - 11:15	MS SKILLS III 10:20 - 11:15
LUNCH 11:15-12:00	LUNCH 11:15-12:00	LUNCH 11:15-12:00	LUNCH 11:15-12:00	LUNCH 11:15-12:00
EXPEDITION 12:00 - 2:20	EXPEDITION 12:00 - 3:00	EXPEDITION 12:00 - 2:20	EXPEDITION 12:00 - 3:00	EXPEDITION 12:00 - 2:20
STEWARDSHIP 2:20-2:30 / ADVISORY 2:30-3:10	STEWARDSHIP 3:00-3:10	MS MEETING/HS MEETING/ALL SCHOOL MEETING 2:25-3:10	STEWARDSHIP 3:00-3:10	INTRAMURALS 2:25 - 3:10
EXTRA HELP* 3:10-3:30	EXTRA HELP* 3:10-3:30	EXTRA HELP* 3:10-3:30	EXTRA HELP* 3:10-3:30	EXTRA HELP* 3:10-3:30
MATH HELP 3:15-4:00	Staff Meeting 3:30-5:00	MATH HELP 3:15-4:00	CLUB PERIOD 3:15-4:00	

High School

Day 1	Day 2	Day 3	Day 4	Day 5
HS SKILLS I 8:10 - 9:05	HS SKILLS I 8:10 - 9:05	HS SKILLS I 8:10 - 8:50	HS SKILLS I 8:10-9:05	HS SKILLS I 8:10 - 9:05
HS SKILLS II 9:10 - 10:05	HS SKILLS II 9:10 - 10:05	HS SKILLS II 8:55-9:35 / FRESH AIR	HS SKILLS II 9:10 - 10:05	HS SKILLS II 9:10 - 10:05
FRESH AIR	GATHERING		GATHERING	FRESH AIR
HS SKILLS III 10:20 - 11:15	HS SKILLS III 10:20 - 11:15	HS SKILLS III 9:50-10:30 / Class Seminar 10:35-11:15	HS SKILLS III 10:20 - 11:15	HS SKILLS III 10:20 - 11:15
LUNCH 11:15-12:00	LUNCH 11:15-12:00	LUNCH 11:15-12:00	LUNCH 11:15-12:00	LUNCH 11:15-12:00
EXPEDITION 12:00 - 2:20	EXPEDITION 12:00 - 3:00	EXPEDITION 12:00 - 2:20	EXPEDITION 12:00 - 3:00	EXPEDITION 12:00 - 2:20
STEWARDSHIP 2:20-2:30 / ADVISORY 2:30-3:10		MS MEETING/HS MEETING/ALL SCHOOL MEETING 2:25-3:10		INTRAMURALS 2:20 - 3:10
EXTRA HELP* 3:10-3:30	EXTRA HELP* 3:10-3:30	EXTRA HELP* 3:10-3:30	EXTRA HELP* 3:10-3:30	EXTRA HELP* 3:10-3:30
MATH HELP 3:15-4:00	Staff Meeting 3:30-5:00	MATH HELP 3:15-4:00	CLUB PERIOD 3:15-4:00	

BOULDER SCHOOL VISITS US-MEXICO BORDER

10:07 47°

It's not process over product. The product is where the passion is.

Environmental and Human Impact Study:
Review and Analysis of the Proposed Border Wall

Borders and Biodiversity Course
January – April 2017

Instructors:
Paul (Pablo) Stayton
Hannah Nelson

Editor In Chief:
D.C. - Grade 10

Watershed School
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SENATOR CORY GARDNER
COLORADO

DAN BETTS
REGIONAL DIRECTOR

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Title	Space, The Final Frontier
Grade level	6/7
Specific topic	geology , astronomy, formation of earth, gravity, earth materials and flow of energy, geopolitics, technology and design, science fact vs fiction, history of space exploration, satellites, properties of matter
Start & End dates	Spring 2018
Author(s)	Eva Ramey & Jeff Osgood

Expedition Summary

Gazing at the stars with curiosity is a fundamental part of the human condition. Students will have a chance to explore that curiosity through a collection of case studies, reading, writing, research projects, and design challenges. This expedition will familiarize students with both the earth's formation as well as a fundamental understanding of the universe and our galaxy. This will be partially accomplished through the study of geology and the history of human exploration of space. In the end, students will view the galaxies through many lenses from the telescope to science fiction and many stops in between and be challenged to share their discoveries using a variety of skills.

Overarching Guiding Question/Essential Question (s)

What does the universe have to teach us about earth?
Why and how do we explore?

Key Content Standards Assessed in the Learning Expedition

| Science: NGSS
Social Studies: (NCSS)
ELA: Common Core
Math: Common Core
Languages
Art | **Science**
Students can...
• Understand earth's place in the universe.
• Model how earth's surface has changed over time based on geologic evidence, including the role of plate tectonics and volcanology.
• Use the geologic timescale to organize Earth's history.
• Understand the properties on earth that allow for the creation of life and compare earth to other planets in our solar system.
• Model the cycling of Earth's gases in the atmosphere and compare Earth to other planets in our solar system.
• Describe the role of gravity on earth and within the solar system.
• Analyze and interpret data to determine scale properties of objects in the solar system.
• Explore different theories for the creation of the universe.
Social Science
Students can...
• Examine and analyze different forms and examples of exploration in place and time with a focus on intent and impact. |

Tuning Protocol

Developed by Joseph McDonald, Coalition of Essential Schools; Revised by David Allen.

But my school has AP!

Day Hikes

A day hike is a short experiment with a new pedagogy.

It builds comfort and familiarity with a way of doing things that could later be done for more time.

Example:
Adding structured reflection and journaling during an existing sequence of field work.

Pilot Projects

Pilots are experiments that "go ahead" of the rest of the group, scouting out the terrain for potential obstacles and identifying what works.

Some pilots identify a route that shouldn't be repeated. That, too, is a successful outcome.

Example: An interdisciplinary course teaching science in Spanish.

Sandboxes

A sandbox is a time-limited place or space that is set aside for play and experimentation.

A sandbox is a place where we can try new things, and develop skills that, when mature, can be applied elsewhere.

Example: Winterim is a potential sandbox for developing skills in place-based learning.
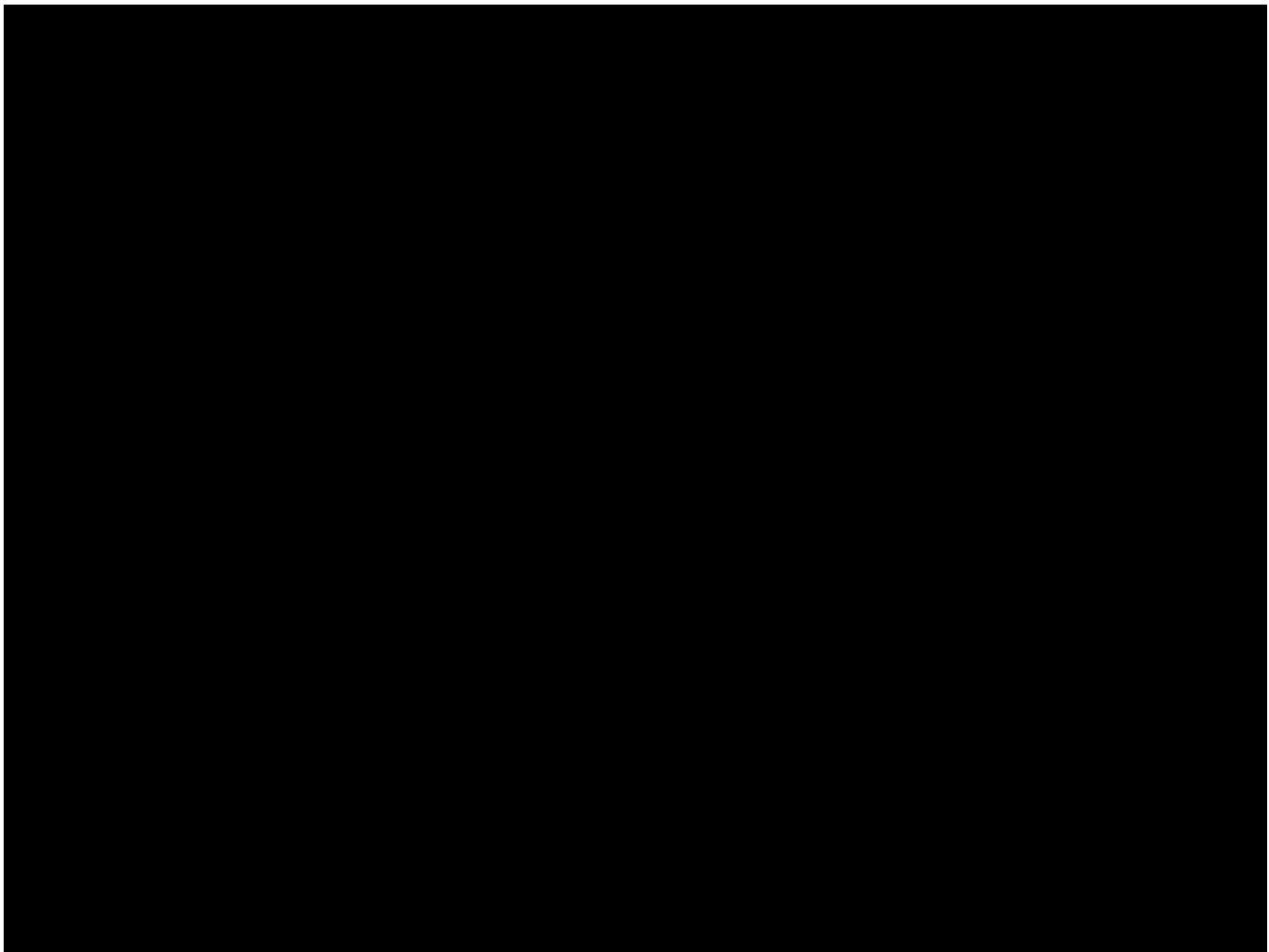
Independent School Models

Innovation Diploma

A STUDENT RUN TRANSFORMATIONAL DESIGN CONSULTANCY WITH A CONCENTRATION IN DESIGN THINKING.

PROJECT PORTFOLIO

2017-2018 MVPS Upper School Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
7:50 - 8:40 (50 min) - 1st	7:50 - 8:40 (50 min) - 1st	7:50 - 8:40 (50 min) - 1st	7:50 - 8:50 (60 min) - OPEN	7:50 - 8:40 (50 min) - 1st
8:45 - 9:30 (45 min) - 2nd	8:45 - 9:35 (50 min) - 2nd	8:45 - 9:35 (50 min) - 2nd	8:55 - 9:45 (50 min) - 3rd	8:45 - 9:35 (50 min) - 2nd
(15 min) Break				
9:45 - 10:30 (45 min) - 3rd	9:40 - 10:15 (35 min) Advisory	9:40 - 10:30 (50 min) Chapel (Assembly Occasionally)	9:50 - 11:05 iProject/iDiploma	9:40 - 10:15 (35 min) Advisory
10:35 - 11:20 (45 min) - 4th	10:20 - 11:10 (50 min) - 4th	10:35 - 11:10 (35 min) Flex Time		10:20 - 11:10 (50 min) - 4th
Grades 9-10 11:25- 11:55 (30 min) Lunch 12:00 - 12:30 (30 min) Enrichment	Grades 9-10 11:10 - 11:40 (30 min) Lunch 11:45 - 12:15 (30 min) Enrichment	Grades 9-10 11:10 - 11:40 (30 min) Lunch 11:45 - 12:15 (30 min) Enrichment	Grades 9-10 11:10 - 11:40 (30 min) Lunch 11:45 - 12:15 (30 min) Enrichment	Grades 9-10 11:10 - 11:40 (30 min) Lunch 11:45 - 12:15 (30 min)

Independent School Models

Winchester Thurston School

CITY AS OUR CAMPUS

Eleventh and Twelfth Grade

+ **AP United States History**

+ **Russian History**

+ **Politics, Principles, and Public Policy**

+ **Modern Middle East History**

+ **American Constitutional Law**

+ **Machine Learning and the Social Implications of Artificial Intelligence**

+ **Urban Research and Design: Communities and Civic Engagement**

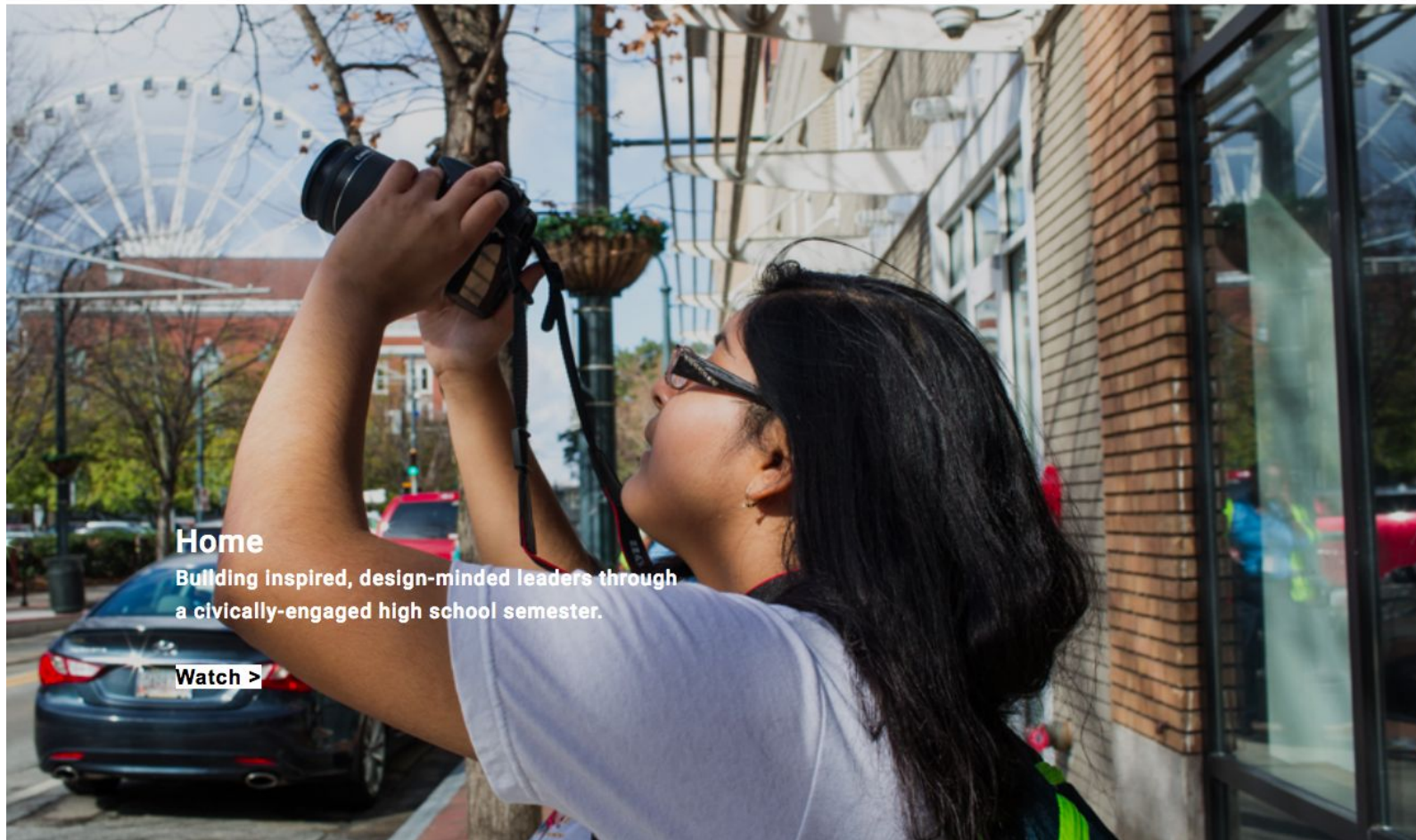+ **Genocide and Holocaust Studies**

+ **AP Economics (Macroeconomics & Microeconomics)**

Independent School Models

Home

Building inspired, design-minded leaders through a civically-engaged high school semester.

Watch >

2017—2018 CURRICULUM

- Honors English

- Global Urban History

- Visual and Media Arts

- Mathematics

- World Language and Cultures

- Sociology

- Engineering Applications

- Design Thinking and Innovation

Independent School Models

TULSA TERM

The CITY becomes the classroom.

At Tulsa Term, cohorts comprised of juniors and seniors from participating Tulsa Public Schools and Holland Hall will use academic skills and experience to encounter the places and people of Tulsa, face real problems, create solutions, and make a difference in the city. Tulsa Term credits on a transcript stand for true engagement in our world.

Tulsa Term is an immersive school semester where students directly engage with the city through meaningful assignments and projects. Our learning philosophy is student-centered, place-based, and transdisciplinary. We draw on effective methods, such as design thinking, to foster deep learning. Our home-base is downtown Tulsa, where innovative learning can thrive. However, our work will carry us beyond downtown as we explore the city and surrounding areas as a whole. With each unit of study, we will develop a better understanding of the places, people, policies, and promise unique to the Tulsa area.

Tulsa Term empowers students to take charge of their learning and to become agents of change in their community. We encourage social responsibility by producing leaders who will serve and seek to better the places they live for years to come.

Tulsa
Term

The real world is now.

Independent School Models

Assessment

What is it we want to measure and communicate?

Smith, Joseph '17

Parents: Scott and Gina Smith
Student Residence Address & Phone:
1234 Cleveland Avenue
Cleveland, OH 44108
(555) 555-5555

Date of Birth: 10/11/1998
Entered:
Today's Date: 1/16/2017
Status: Current Student
Sex: Male

Hawken School
CEEB Code: 361262
12456 County Line Road, P.O. Box 8002
Gates Mills, Ohio 44040-8002
(440) 423-2916, fax (440) 423-2994
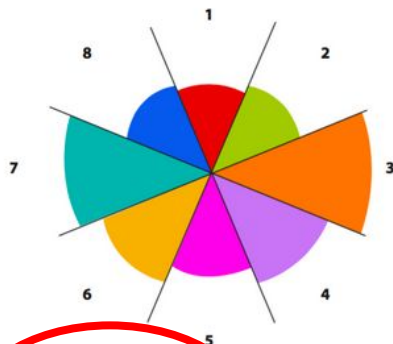
Featured Credits:

7b Foster integrity, honesty, fairness and respect

3b Lead through influence

3c Build trust, resolve conflicts, and provide support for others

3g Coordinate tasks, manage groups, delegate responsibilities

3h Implement decisions and meet goals

8e Persistence

Earned Credits:

1 Analytical and Creative Thinking
b. Detect bias, and distinguish between reliable and unsound information
e. Analyze and create ideas and knowledge

2 Complex Communication in Oral and Written
a. Understand and express ideas in two or more languages
c. Listen attentively
d. Speak effectively

3 Leadership and Teamwork:
a. Initiate new ideas
b. Lead through influence
c. Build trust, resolve conflicts, and provide support for others
d. Facilitate group discussions, forge consensus, and negotiate outcomes
f. Enlist help
g. Coordinate tasks, manage groups, and delegate responsibilities
h. Implement decisions and meet goals
i. Share the credit

4 Digital and Quantitative Literacy:
a. Understand, use, and apply digital technologies
c. Use multimedia resources to communicate ideas effectively in a variety of forms
d. Master and use higher-level mathematics
e. Understand traditional and emerging topics in math, science, and technology, environmental sciences, robotics, fractals, cellular automata, nanotechnology, and biotechnology

5 Global Perspective
b. Understand non-western history, politics, religion and culture
e. Develop social and intellectual skills to navigate effectively across cultures
h. Leverage social and cultural differences to create new ideas and achieve success

6 Adaptability, Initiative, and Risk-Taking
a. Develop flexibility, agility, and adaptability

b. Bring a sense of courage to unfamiliar situations
d. Work effectively in a climate of ambiguity and changing priorities
g. Develop entrepreneurial literacy

7 Integrity and Ethical Decision-Making
a. Sustain an empathetic and compassionate outlook
b. Foster integrity, honesty, fairness and respect
c. Exhibit moral courage in confronting unjust situations
d. Act responsibly, with the interests and well-being of the larger community in mind
e. Develop a fundamental understanding of emerging ethical issues and dilemmas regarding new media and technologies

8 Habits of Mind
b. Creativity
e. Persistence
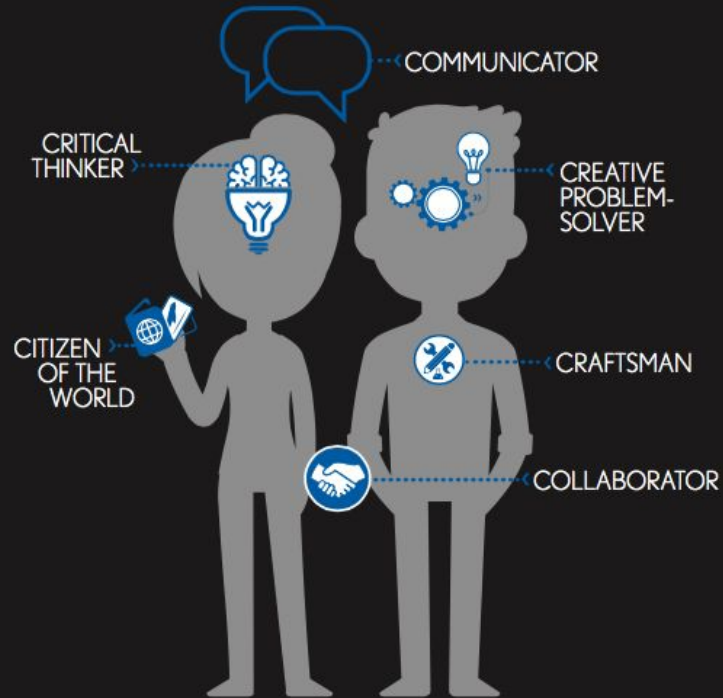
How Watershed Determines Proficiency

Proficiency levels are not awarded based on a mathematical average of individual grades; rather, they **follow the "karate model."**

Proficiency Levels

Proficiency Level	What Does It Mean?	How Can It Vary?
Accomplished Proficiency	Student has demonstrated an advanced understanding of the major concepts, skills, and experiences of the course, and can help others use and apply the concepts. This assessment level represents significant accomplishment.	Teachers may choose to designate accomplished proficiency as "high" or "low" to designate placement within the range of accomplished proficiency.
Developing Proficiency	Student has made significant progress toward understanding the course's major concepts, skills, and experiences.	Teachers may choose to designate accomplished proficiency as "high" or "low" to designate placement within the range of developing proficiency.
Beginning Proficiency	Student is beginning to grasp the major learning concepts.	When appropriate, teachers may choose to designate accomplished proficiency as "high" or "low" to designate placement within the range of beginning proficiency.
No Credit		

How Watershed Determines Proficiency

In an expedition course, teachers may award **different proficiency levels to each of the three disciplines** that are taught (English, history/social science, and science.)

Course Title	Grade	Term	Proficiency	English	Math	Hist/Social Science	Nat/Phy Science	Arts	Languages
Social and Economic Development in the Andes	11	2017, May Term	In Progress			0.5			
English 11: Technology, Media, & Neuroscience	11	2017, Spring	High Accomplished	0.5					
History 11: Technology, Media, & Neuroscience	11	2017, Spring	Accomplished			0.5			
Biology 11: Technology, Media, & Neuroscience	11	2017, Spring	High Developing				0.5		
Precalculus	11	2017, Spring	Accomplished		0.5				
Studio Art	11	2017, Spring	Accomplished					0.5	
Spanish Year 2	11	2017, Spring	Low Accomplished						0.5
English 11: Economics and Sustainability	11	2016, Fall	High Accomplished	0.5					
History 11: Economics and Sustainability	11	2016, Fall	Accomplished			0.5			
Chemistry 11: Economics and Sustainability	11	2016, Fall	Accomplished				0.5		
Precalculus	11	2016, Fall	Developing		0.5				
Digital Photography	11	2016, Fall	High Developing					0.5	
Spanish Year 2	11	2016, Fall	Accomplished						0.5
Spanish Language Immersion in Guatemala	10	2016, May Term	Accomplished						0.5
			Credit Totals:	1	1	1.5	1	1	1.5

Seminar Courses

Seminar: ACT/SAT Prep	11	2016, Fall	Met Expectations
Seminar: College Institute	11	2017, Spring	Met Expectations

Awards

Exemplary Skill in Collaboration	2016, Fall	
Exemplary Achievement in Studio Art	2017, Spring	

Global Travel	Grade	Distance One Way	Cultural Immersion	Community Service
Peru (Cusco and Andes)	11	3,990 miles	Quechua village at 12,000 feet elevation in Andes (1 week)	40 hours
Guatemala (Quetzaltenango)	10	1,899 miles	Homestay in Spanish-only household, plus 4 hours 1:1 Spanish instruction daily (2 weeks)	

Activities

Yoga Club	Fall 2016
Yearbook	Spring 2017

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WATERSHED SCHOOL

SCHOOL PROFILE 2017-2018

MISSION STATEMENT

To spark adventure and wonder, foster inquiry and community, and build the character and ability of students to take on the world's greatest challenges.

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98 students in grades 6-12
100% college bound
100% of high school students have Global Study experience

AVERAGE TRAVEL (Over 4 Years)
16,233 Miles by Plane
228 Miles by Foot
112 Nights in the Field

1:8 Student:Teacher Ratio
Fully Accredited by ACIS
(Association of Colorado Independent Schools)

TEST AVERAGES
SAT: **1840**
ACT: **24**

WHY ADMIT WATERSHED GRADUATES?

CREATIVE PROBLEM SOLVING AND REAL-WORLD APPLICATION

Every course teaches students to get off campus, do fieldwork labs and interviews, and apply course content to real-world situations. This helps students to understand the world's greatest challenges and steps needed to address them.

INTERDISCIPLINARY AND CRITICAL THINKING

Expedition courses are 13 hours per week. Integrating social science, literature/ English, and physical/ lab sciences, students explore one essential question each term. Some examples are "What does it mean to be human?" "What is the future of water?" "What is real?" and "How do we see the world?"

CITIZEN OF THE WORLD

Watershed students travel throughout the year, ranging from local day trips, to weeklong domestic trips, to multi-week international trips. The intention behind watershed and travel is to spark a sense of wonder as students encounter global cultures, challenges, and opportunities.

CHARACTER EDUCATION

Watershed consistently uses seven character traits: curiosity, optimism, empathy, grit, gratitude, self-control, and social intelligence. Watershed students engage in regular reflection and goal setting on their character development, and all teachers give feedback on their personal growth.

UNDERSTANDING WATERSHED'S PROGRAM

WATERSHED SCHOOL

EXPEDITION COURSES: Interdisciplinary courses investigate real-world questions from multiple perspectives. Beginning in Fall 2017, we are reporting these courses as three lines (English, history, and science) on the transcript. However, even before this reporting change, expedition courses granted credit in social science, literature/English, and physical/lab sciences. We consider all expedition courses to be honors level, and we don't offer coursework with a lower level of challenge.

Example: Expedition: Body and Soul
The overarching question is "What does it mean to be human?" Students read excerpts from Freud, Hobbes, Descartes, and Augustine, read Mary Shelley's "Frankenstein" and Jared Diamond's "Guns, Germs, and Steel", and complete lab science equivalent to first year biology. Field work includes visits to the University of Colorado Evolution Lab and visitings with religious scholars. This course offers credit in literature, social science, and natural science/biology.

SKILLS COURSES: Watershed offers courses in mathematics, language, and the arts during three morning "skills blocks." Mathematics offerings begin with arithmetic (Math A) and progress through Calculus. Spanish is the only language offered at Watershed and courses begin with Beginning Spanish and advance through Advanced Spanish. Art courses rotate, and may include offerings such as Studio Art, Drama, Creative Writing, Dance, Textiles, and Digital Photography.

MAY TERM: May Term courses are real-world, interdisciplinary, team-taught and intensive. Running all day for one month, these courses integrate academic content with global travel. Watershed has developed program sites in the U.S., Guatemala, Nicaragua, Cambodia, Peru, and China. Students stay with local families, gain global perspective, and return with confidence and empathy.

COMMUNITY CURRICULUM: Watershed School intentionally builds community through programs like an annual eight-night Wilderness backpacking trip, weekly advisory and community meetings, school-wide intramural activities and daily stewardship periods that require students to take responsibility for their surroundings and contributions.

GRADING SYSTEM AND GPA CONVERSION: Our proficiency levels (below) are the communication of what students can do relative to learning targets that are set for each course. Beginning in Fall Term 2017, we begin to offer a "high" and "low" proficiency level (e.g. a "High Developing" and a "Low Developing") within each category to better capture the nuance of student learning.

Beginning with Fall 2017 courses, Watershed began converting proficiency levels to a GPA when a transcript is produced. This GPA is calculated according to the following formula.

Proficiency Level	What Does It Mean?	How Can It Vary?	GPA Equivalency
Accomplished Proficiency	Student has demonstrated an advanced understanding of the major concepts, skills, and experiences of the course, and can help others use and apply the concepts. This assessment level represents significant accomplishment.	Teachers may choose to designate accomplished proficiency as "high" or "low" to designate placement within the range of accomplished proficiency.	4.0 (High) 3.75 3.5 (Low)
Developing Proficiency	Student has made significant progress toward understanding the course's major concepts, skills, and experiences.	Teachers may choose to designate accomplished proficiency as "high" or "low" to designate placement within the range of accomplished proficiency.	3.25 (High) 3.0 2.75 (Low)
Beginning Proficiency	Student is beginning to grasp the major learning concepts.	Teachers may choose to designate accomplished proficiency as "high" or "low" to designate placement within the range of accomplished proficiency.	2.25 (High) 2.0 1.75 (Low)
No Credit			0.0

A GPA is not automatically generated for courses taken before Fall Term 2017. Those institutions requiring a GPA are encouraged to calculate one using the above grading scale as a guide.

AWARDS: On rare occasions, student work may be given an "Exemplary Award" when their achievement goes well beyond the learning targets for the course through an original application, synthesis, or product reflecting course content. Students can also win awards for exemplary performance in craftsmanship, collaboration, communication, critical thinking, creative problem-solving, or citizenship in the world when they demonstrate these skills, across multiple courses, at an exemplary level.

MVIFI | MOUNT VERNON INSTITUTE FOR INNOVATION

CONNECT WITH US
Brad Droke Director of Innovation Diploma
Bo Adams Executive Director of MVIFI
TJ Edwards Director of Design and Engineering Programs

INNOVATION DIPLOMA

Mount Vernon's Innovation Diploma offers an extraordinary opportunity for Upper School students to become designers of their own learning. Students who earn the Innovation Diploma observe, question, empathize, experiment, and lead as they implement solutions. This opportunity is one that positions students to work alongside entrepreneurs, community leaders, and proven innovators tackling local, national, and global issues.

As a joint program between Mount Vernon and Mount Vernon's Institute for Innovation (MVIFI), Innovation Diploma unfolds as a three to four year program. Varied routes define each member's experience. Upon completion of the program, students earn an Innovation Diploma from MVIFI in addition to their Mount Vernon diploma.

BADGING

Inspiring young citizens to earn and display their skills and accomplishments proudly, the Boy Scouts and Girl Scouts of America have been using badges for decades. A badge indicates mastery, completion, and achievement.

BADGES CONTINUE TO GAIN TRACTION AT MOUNT VERNON, BECAUSE THEY OFFER:

- accountability, visibility and universality.
- a flexible approach to assessing learning and progress.
- learners an opportunity to showcase their unique journey, moving through skill levels at their own pace.
- evidence of specific criteria, milestones, and performance.

AT A GLANCE

ID

In ID,
20%
of the school-work is student driven.

9%
of the Senior Class is in ID.

37
total ID members are in three different cohorts.

EXTERNAL PARTNERSHIPS

Businesses and organizations partner with Innovation Diploma when presented with corporate challenges and/or issues. Using their design thinking expertise, ID students produce results for clients by engaging in empathy-based exploration, discovering perspective, reiterating based on feedback, and managing the project, overall. This reverse mentorship model empowers students to design innovative solutions to issues outside of school.

REFUGE COFFEE CO.

AT&T FOUNDRY

CDC

SANDY SPRINGS

d. Institute of Design at Stanford

PORSCHE

SAMPLE BADGES

PRODUCT INNOVATION
Product innovations demand attention to form, function, and user. Badge earners demonstrate a basic level of skill acquisition for Product Design and Innovation.

DESIGN THINKING 101
DT101 badge earners demonstrate the following experiential skills: 1) team forming and norming, 2) discovery and empathy phases for challenge and user ID, 3) experimental prototyping to learn by making in low-res, and 4) testing prototypes, iterating, and storytelling.

XLR8: MAKER
Individuals who earn this badge have indulged their own curiosities by exploring part of the MVPS Maker ethos during one of the dine and design learning sessions.

DIGITAL LEADERSHIP
Digital leaders must consider the global reach of their online presence. Badge earners repeatedly lead others towards the acquisition of Digital Leadership as a skill. The earner can teach, equip, and empower others to acquire the skill of Digital Leadership vat the novice level.
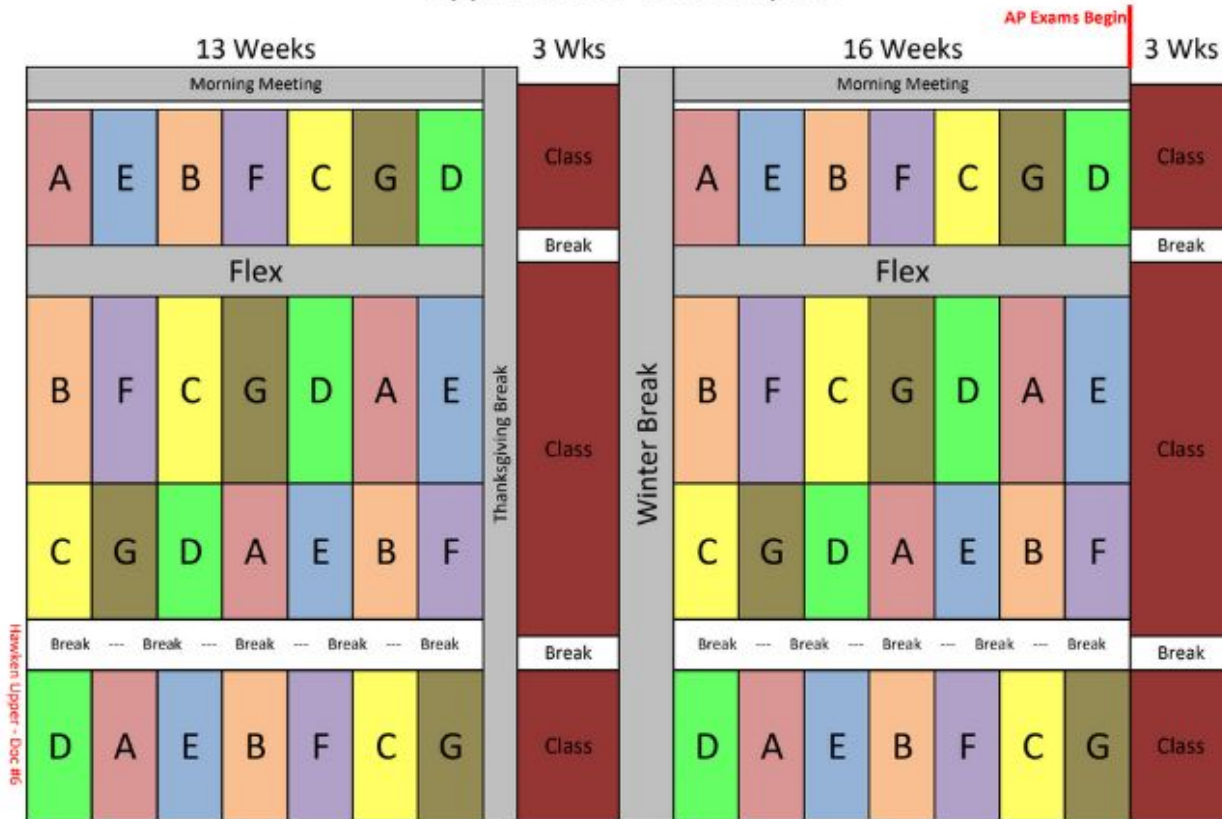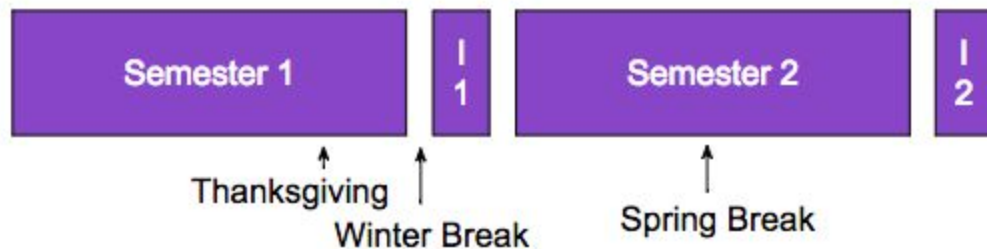
Time

Independent School Models

Upper School Year's Layout

Independent School Models

Each semester has six periods rather than the current seven. The maximum number of classes per year remains unchanged, because each intensive counts for full credit.

Semester

1	
2	
3	
4	
5	
6	

Intensive

7	

Move in Current Form

Civics
Art and Social Change
Visual Arts
Environmental Ethics
Computer Science
Lifetime Activities
Student Produced Works

Move and Transform

Washington State History
Eighth Grade Capstone
Biology
Storytelling
Creative Writing
Filmmaking
Chamber Music
Advanced language classes
Precalculus

Create New and Replace Old

BC Calculus
Mobile Apps for Social Good
Duwamish River through Art and Science
Engineering
Marine Biology
Radio Production & Technology
Theâtre Français
Social Justice in Colombia

October 26, 2017

New Models of Time: Intensives

by Richard Kassissieh, Academic Dean and Director of Strategic Program Initiatives

Time is a precious resource for educators and students. No surprise, then, that assessing our schedule emerged as a priority in the UPrep strategic plan. After much outreach and development, UPrep announced a new school schedule last January that we are adopting in two phases. The day schedule changed for the current 2017-2018 academic year, and the term schedule will change in 2018-2019 (assuming readiness—see below). Early results suggest that the new day schedule is achieving its objectives to reduce the number of class meetings per day, promote depth of study, increase predictability in the school day, dedicate time to social and emotional learning, and uphold student leadership and community activities.

Space

"Our current campus spaces such as Studio(i) and the Hive provide flexible studio spaces that are more like shared-work environments in the "real world."
- Bo Adams, CLIO, MVIFI
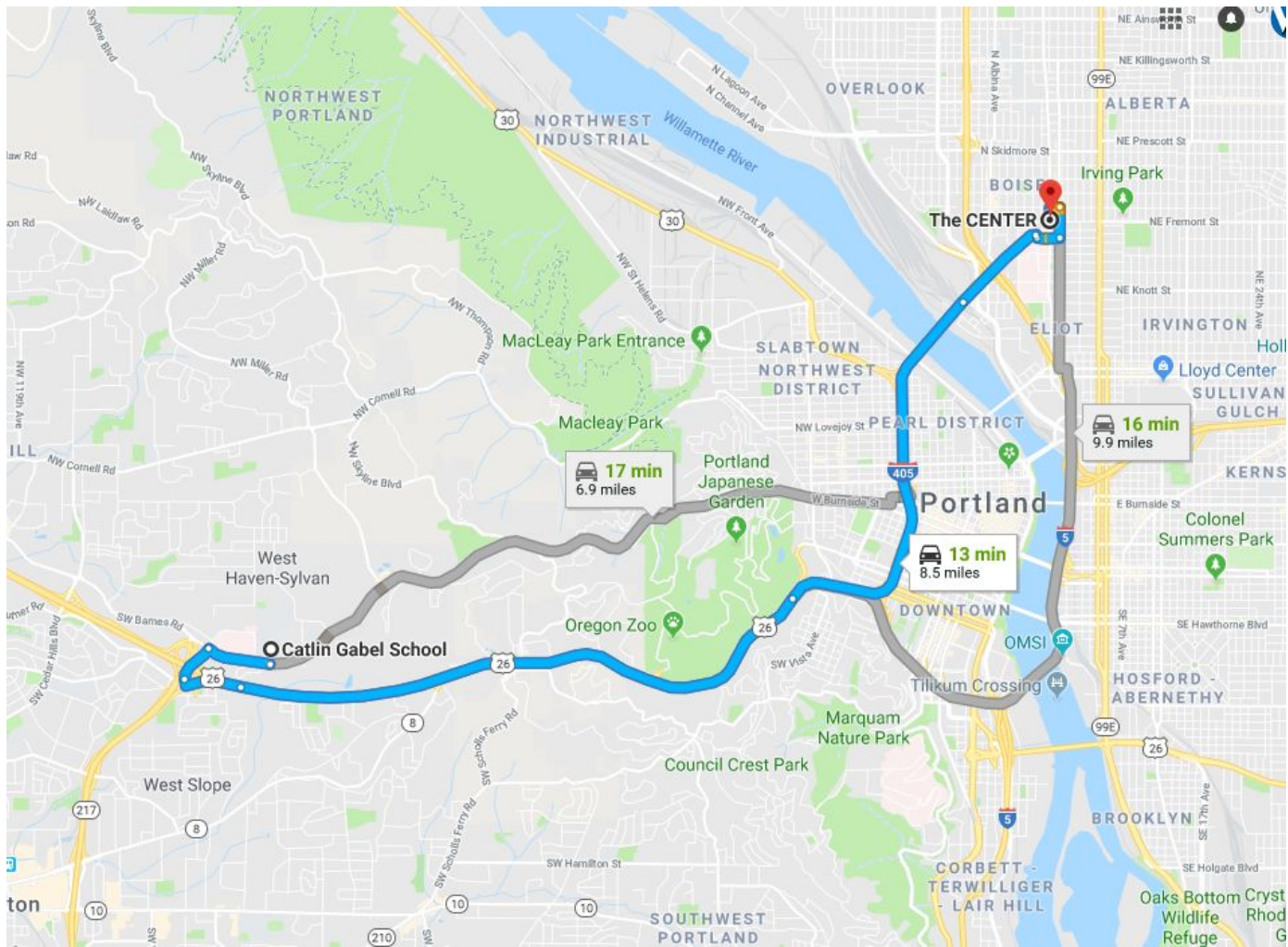
MAKE SOME POSITIVE CHANGE

The CENTER is a coalition-led hub for child and youth creativity, education, and engagement.

Hillbrook School

Taking it Back

experiment
BRAINSTORM

RANGE FINDER

IN FRONT OF US

BEYOND THE TREES

OVER THE MOUNTAINS
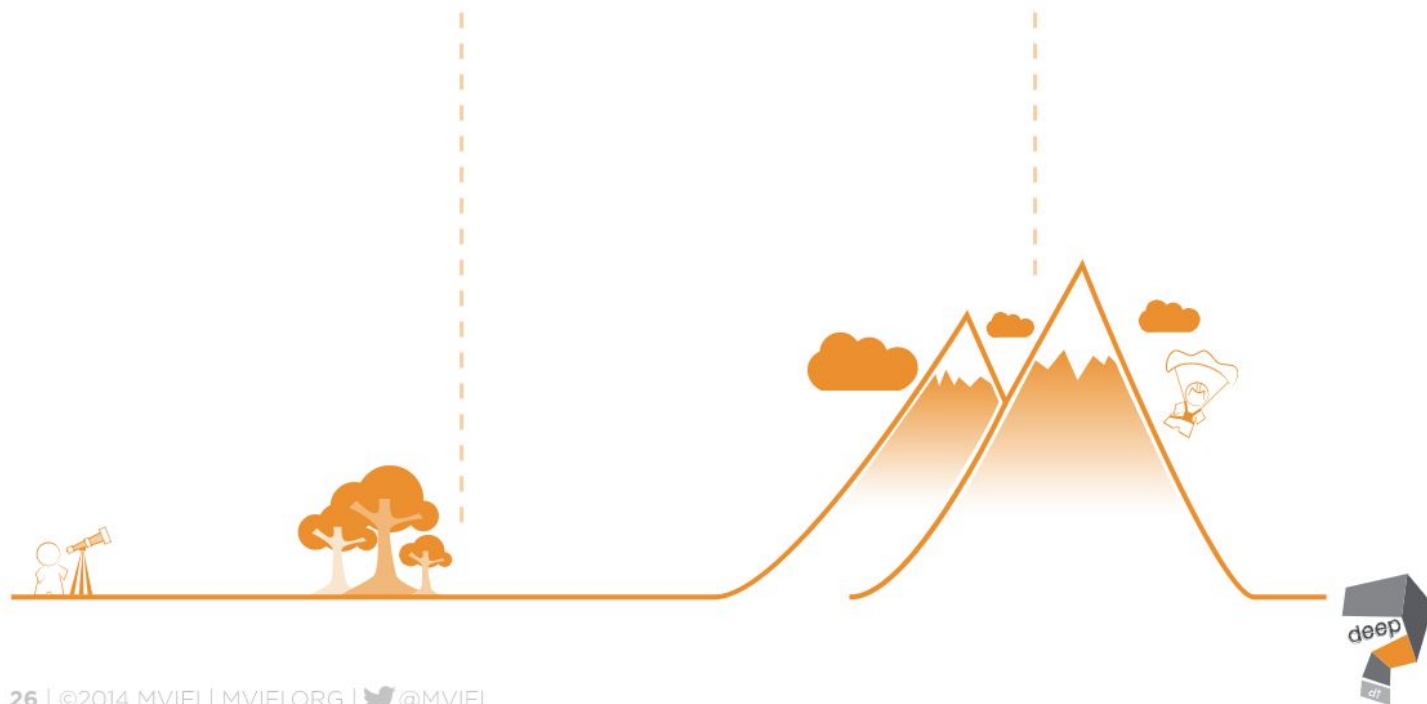
"Ask faculty, students and the community what matters to them. And then ask them what they are going to do about it and what kind of support would help in connecting that to their teaching. I have been amazed by the answers I have gotten thus far in asking these questions."
 -   Annie Makela, Hillbrook School

"I highly recommend building a 'school within a school,' an academy of sorts, and getting the students out into the city."
- Laura Deisley, LAB Atlanta

"Best advice: start! Then figure it out better. Ready, Fire, Aim!"
-Bo Adams, MVIFI

Let's get out there.
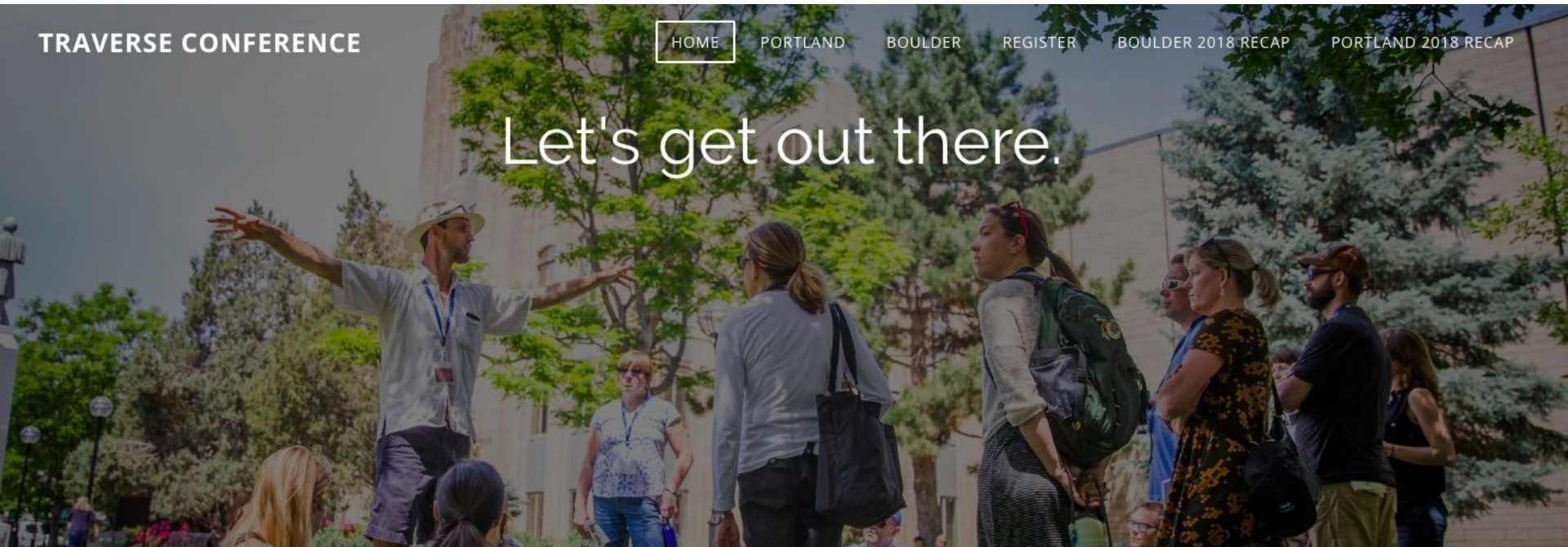
Winchester-Thurston School (Pittsburgh, PA) June

teton science schools

Professional Development & Consulting

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