Wall-to-Wall Thematic Academy Model

September 6, 2018
Welcome

• Add logos or names of communities attending
Introductions

- School or Community
- Roles of participants
- Where are you in the academy model process?
  - Exploring—what is this all about?
  - Planning—learning more to add to our existing plan....
  - Freshman Academy—we have a FA, but want to grow our academies....
  - Pathways—we have CTE pathways, but want to learn more about becoming a wall-to-wall themed academy.....
  - Pocket Academy—we have a pocket academy, but want have wall-to-wall themed academies.....

ONE person from each school or community report out in less than 30 seconds....
Workshop Norms

PROMPT

Here & Now

Collaborate

nashvillehub
Outcomes for this Session

• Understand the **difference** between good CTAE programs and the Thematic Academy Model
• Deepen community-wide understanding of the **benefits and features** of transforming the secondary school experience using a community-driven approach
• **Understand and identify** the systems, structures, process and competencies needed to implement the plan and guide continuous improvement to move towards the Thematic Academy Model

nashvillehub
Ford Next Generation Learning Hub
Agenda

• Understanding our Challenge
• Understanding the Change Process and Building a Learning Network
• Strand 2: Transforming the Secondary School Experience
• Strand 1: Transforming Teaching and Learning
• Strand 3: Transforming Business and Civic Engagement
THE GRAY SCHOOL
QUAKER READING

- Read passage silently and independently
- Mark words, phrases, sentences that are meaningful or create a vivid image
- Volunteers read passage aloud—participants mark phrases, sentences, words that move you
NASHVILLE’S GRAY HIGH SCHOOLS 2005

- Three high schools in “restructuring” NCLB
- High student failure rate/low graduation rate
- Low student achievement/high discipline and truancy issues
- Low Advanced Placement participation and passage rates
TO FULL COLOR...
WHY Change?

This is different for every community
...but this holds true for ALL

A NEW GENERATION OF YOUNG PEOPLE WHO WILL GRADUATE FROM HIGH SCHOOL READY FOR COLLEGE, CAREERS, AND LIFE—PREPARED TO COMPETE SUCCESSFULLY IN THE 21ST CENTURY ECONOMY.
Ideal Graduate

The World Is Yours To Conquer
The FORD NGL FRAMEWORK

TRANSFORMING TEACHING & LEARNING
Creating meaningful learning experiences that enable students to learn and apply academic, 21st century, and technical knowledge and skills to real-world challenges

TRANSFORMING THE SECONDARY SCHOOL EXPERIENCE
Creating and maintaining career and interest-themed academies and collaborative culture, structures, and practices

TRANSFORMING BUSINESS & CIVIC ENGAGEMENT
Engaging employers, educators, and community leaders in building and sustaining a transformed secondary school experience

nashville hub
Ford Next Generation Learning Hub
Communities **ARE** seeing **RESULTS**

- Increased high school graduation rates
- Increased academic achievement
- Improved preparation for college, careers, and life
- Development of students’ 21st century skills
- Increased number of students graduating from high school with industry certifications and college credits
- Increased earning potential
- Increased earning potential

---

**nashvillehub**

Ford Next Generation Learning Hub
Implementation with FIDELITY

- Increased Student Attendance
- Increased Student Engagement
- Decreased Student Discipline Issues

Increased Student Academic Performance
Academies of Nashville Graduation Rate
+ 22.5% Since 2005

Graduation rate changes

2005 2006 2007 2008 2009 2010
57.8%

73.8% 74.6% 74.5% 78.7% 81.6% 81% 80.3%

nashvillehub
Ford Next Generation Learning Hub
### Graduation Rate

<table>
<thead>
<tr>
<th></th>
<th>Non-CA</th>
<th>AITR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduation Rate</td>
<td>78%</td>
<td>100%</td>
</tr>
</tbody>
</table>

### End-Of-Course exams (EOC)

<table>
<thead>
<tr>
<th>Subject</th>
<th>AITR</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th Grade Biology</td>
<td>92%</td>
<td>69%</td>
</tr>
<tr>
<td>American Government</td>
<td>64%</td>
<td>60%</td>
</tr>
<tr>
<td>World History</td>
<td>64%</td>
<td>54%</td>
</tr>
</tbody>
</table>

### State Testing Performance

<table>
<thead>
<tr>
<th>Grade</th>
<th>Subject</th>
<th>AITR</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th</td>
<td>Algebra 1</td>
<td>13%</td>
<td>27%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>32%</td>
<td>38%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>55%</td>
<td>31%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0%</td>
<td>3%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0%</td>
<td>1%</td>
</tr>
<tr>
<td></td>
<td>55% met</td>
<td></td>
<td>35% met/exc</td>
</tr>
<tr>
<td>10th</td>
<td>Algebra 1</td>
<td>3%</td>
<td>34%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>17%</td>
<td>37%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>50%</td>
<td>26%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0%</td>
<td>2%</td>
</tr>
<tr>
<td></td>
<td>50% met</td>
<td></td>
<td>28% met/exc</td>
</tr>
</tbody>
</table>

*Florida Comprehensive Assessment Test: Range 1-5 – Level 3 or higher as meeting standard to exceeding standard*
Academies in Action

- Number off 1-4 at each table
  - 1: Relevance
  - 2: Rigor
  - 3: Relationships
  - 4: Readiness

- While watching video, capture evidence of your “R” on separate post-it notes.
Academies of Nashville
The 4 R's of Academies

GALLERY WALK
What is an Academy?

- Academies offer the **small, personalized environment** of a small school.
- Academies offer **applied learning opportunities** of themed magnet schools.
- Academies **partner with businesses** to solve real-world problems for authentic learning.
- Academies focus on the **21st Century Skills** students need to succeed in college and life.
- Academies provide a **culture of teamwork, critical thinking, communications, collaboration, and creativity**.
- Academies provide **rigorous** interdisciplinary curriculum.
- Academies prepare students for **college and career**.
Creating a Paradigm Shift

• It is not another program. It is doing the work differently.

• There is no **RIGHT** way to do this. But if you don’t start, you’ll never get to where you want to be.

• “Slow is Smooth and Smooth is Fast.” – Starr Herrman

• This is a **journey**. The work will never be finished and it is constantly evolving.
TRANSFORMING TEACHING & LEARNING
Creating meaningful learning experiences that enable students to learn and apply academic, 21st century, and technical knowledge and skills to real-world challenges

TRANSFORMING THE SECONDARY SCHOOL EXPERIENCE
Creating and maintaining career and interest-themed academies and collaborative culture, structures, and practices

TRANSFORMING BUSINESS & CIVIC ENGAGEMENT
Engaging employers, educators, and community leaders in building and sustaining a transformed secondary school experience

NEXT GENERATION LEARNERS
Prepared for success in college, career, and life
Engaged and able to apply learning in the real world
Equipped with critical 21st Century skills

nashvillehub
Ford Next Generation Learning Hub
Elementary School
*Relationships*

Middle School
*Teaming*

High School
*Rigorous Content*

College
*Focused Major*

---

**Themed Academies**
Wall-to-Wall Themed Academies

Freshman Academy
Pocket Academies

High School

Traditonal High School Setting

Academy Coach

Pocket Academies

Freshman Academy

Academy
Going from large comprehensive high schools to small “schools within a school”

<table>
<thead>
<tr>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>-Executive Principal</td>
</tr>
<tr>
<td>-Academy Coach</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Freshman Academy</th>
</tr>
</thead>
<tbody>
<tr>
<td>-Academy Principal</td>
</tr>
<tr>
<td>-Counselor</td>
</tr>
<tr>
<td>-Teachers</td>
</tr>
<tr>
<td>-Students</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Academy of Arts and Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>-Academy Principal</td>
</tr>
<tr>
<td>-Counselor</td>
</tr>
<tr>
<td>-Teachers</td>
</tr>
<tr>
<td>-Students</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Academy of Engineering</th>
</tr>
</thead>
<tbody>
<tr>
<td>-Academy Principal</td>
</tr>
<tr>
<td>-Counselor</td>
</tr>
<tr>
<td>-Teachers</td>
</tr>
<tr>
<td>-Students</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Academy of Health Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>-Academy Principal</td>
</tr>
<tr>
<td>-Counselor</td>
</tr>
<tr>
<td>-Teachers</td>
</tr>
<tr>
<td>-Students</td>
</tr>
</tbody>
</table>
Making Themed Academies work in Georgia

All under one roof......

House both CTAE and General Education in the same building organized by Themed Academies

Use existing structures.....

House General Education teachers in existing high schools

House existing CTAE teachers in separate building

All teachers collaborate to support themed academy of students
Academy Structure

• **Themed Academies** – determine which pathways can be grouped together by industry themes
• **Pathways** – determine course sequence for students to follow

**McGavock High School**

**Academy of Aviation & Transportation**
- Aviation Flight
- Auto Diesel Technology
- Engineering by Design
- Mechatronics

**The CMT Academy of Digital Design & Communication**
- Audio Production
- Audio/Visual Production
- Design Communications

**Aegis Sciences Corporation Academy of Life Science & Law**
- Therapeutic Services
- Law Enforcement Services
- Veterinary Science

**The Gaylord Opryland Academy of Hospitality & USCCU Academy of Business & Finance**
- Banking and Finance
- Culinary Arts
- Entrepreneurship
- Hospitality and Tourism Management
<table>
<thead>
<tr>
<th>GRADE</th>
<th>ENGLISH</th>
<th>SOCIAL STUDIES</th>
<th>MATHEMATICS</th>
<th>SCIENCE</th>
<th>Other Required Courses</th>
<th>Other Required Courses</th>
<th>Required Academy Course or Related Elective</th>
<th>Work Based Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Freshman Academy</td>
<td>English I (H)</td>
<td>World Geography (H)</td>
<td>Algebra I &amp; II (H, H)</td>
<td>Out of Team: Geometry (H)</td>
<td>Physical Science II (H)</td>
<td>Biology H</td>
<td>Wellness (1)</td>
</tr>
<tr>
<td>10</td>
<td>Automotive Technology</td>
<td>English II (H)</td>
<td>World History (H)</td>
<td>Geometry (H)</td>
<td>Algebra II (H)</td>
<td>Pre-Calculus</td>
<td>PE (option)</td>
<td>JROTC I, II</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Secondary career and technical education programs may lead to industry recognized certificates, occupational opportunities or postsecondary education options. The following postsecondary options are available.

- **Technical Center Programs**
  - Aviation Mechanics

- **Community College Programs**
  - Associate Degree
  - Auto/Automotive Technicians / Technician

- **University Program (s)**
  - Bachelor and Advanced Degrees
  - Logistics and Materials Management

**Career Credit**

- **Shop Management and Mechanic**
- **Fleet Operations Manager**
- **Service Department Manager**

**Dual Credit Dual Enrollment Opportunities**

- Dual Enrollment (DE) and Dual Credit (DC) opportunities are available through articulation agreements with Middle Tennessee State University, Nashville State Community College, Volunteer State Community College and Tennessee Technology Center.

**Recognized Certification** (earned through industry examinations)

- Secondary: Postsecondary
  - ASE, NATEF
Determining Academies and Pathways

- Work force projections
- Current resources
- Possible community partners
- Student survey
- Gender trends
- Pathway sequence
What Academies?
Which Pathways will you offer?

Table/School Teams:
- Chart thoughts or initial plans.
- What are your current pathways? Are they aligned with workforce data?
- Why this academy or pathway?
- How did you decide?
Table Time—let’s think about existing pathway

STEM Theme
- Engineering
- Health Sciences
- Automotive

Business/Marketing Theme
- Information Technology
- Hospitality Marketing

Arts Theme
- Digital Arts
- AV Production
Pathways and Scheduling

• Master Scheduling is the foundation to a successful academy.
• Course Sequencing
• Student voice and choice – not tracking
• Purity among academies – both students and teachers
  – 50% of the student’s day should be spent with their academy

Master Scheduling will be a separate training
ACADEMY TEAM STRUCTURE

- Teachers have common planning
- Students are cohort scheduled
- Block scheduling
- Business and civic engagement
Scheduling Philosophy

- Student driven, **not** teacher driven
- Collaborative process
- Equity (among students and teachers)
- Purity of teams
- No tracking
- Reducing options without reducing opportunities
<table>
<thead>
<tr>
<th></th>
<th></th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
<th>H</th>
<th>I</th>
<th>J</th>
<th>K</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong></td>
<td><strong>B</strong></td>
<td><strong>C</strong></td>
<td><strong>D</strong></td>
<td><strong>E</strong></td>
<td><strong>F</strong></td>
<td><strong>G</strong></td>
<td><strong>H</strong></td>
<td><strong>I</strong></td>
<td><strong>J</strong></td>
<td><strong>K</strong></td>
</tr>
<tr>
<td><strong>Teachers</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>McNabb</td>
<td>251</td>
<td>Alg I</td>
<td>Alg I</td>
<td>Alg I</td>
<td></td>
<td></td>
<td>Eng I</td>
<td>Eng I</td>
<td>Eng I</td>
<td>Eng I</td>
</tr>
<tr>
<td>Skinner</td>
<td>248A</td>
<td>Fresh Seminar</td>
<td>Fresh Seminar</td>
<td>Fresh Seminar</td>
<td></td>
<td></td>
<td>W Geography</td>
<td>W Geography</td>
<td>W Geography H</td>
<td>W Geography</td>
</tr>
<tr>
<td>Gecewich</td>
<td>245</td>
<td>W Geography</td>
<td>W Geography</td>
<td>W Geography</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. Jones</td>
<td>248B</td>
<td>Fresh Seminar</td>
<td>Fresh Seminar</td>
<td>Fresh Seminar</td>
<td></td>
<td></td>
<td>Fresh Seminar</td>
<td>Fresh Seminar</td>
<td>Fresh Seminar</td>
<td>Fresh Seminar</td>
</tr>
<tr>
<td>Coffee</td>
<td>Gym</td>
<td>PE</td>
<td>PE</td>
<td>PE</td>
<td></td>
<td></td>
<td>Weight Train</td>
<td>PE</td>
<td>Outdoor Act</td>
<td></td>
</tr>
<tr>
<td>Lowe</td>
<td>244</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anderson</td>
<td>239</td>
<td>Eng I H</td>
<td>Eng I H</td>
<td>Eng I</td>
<td></td>
<td></td>
<td>Eng I</td>
<td>Eng I</td>
<td>Eng I</td>
<td>Eng I</td>
</tr>
<tr>
<td>Ezell</td>
<td>242</td>
<td>Alg I</td>
<td>Alg I</td>
<td>Alg I</td>
<td></td>
<td></td>
<td>Alg I</td>
<td>Alg I</td>
<td>Alg I</td>
<td>Alg I</td>
</tr>
<tr>
<td>Fox</td>
<td>241</td>
<td>W Geography</td>
<td>Yearbook</td>
<td>W Geography H</td>
<td></td>
<td></td>
<td>W Geography</td>
<td>W Geography</td>
<td>Alg I</td>
<td>Alg I</td>
</tr>
<tr>
<td>P Childress</td>
<td>237</td>
<td>Fresh Seminar</td>
<td>Fresh Seminar</td>
<td>Fresh Seminar</td>
<td></td>
<td></td>
<td>Fresh Seminar</td>
<td>Fresh Seminar</td>
<td>Fresh Seminar</td>
<td>Fresh Seminar</td>
</tr>
<tr>
<td>Sloss</td>
<td>Gym</td>
<td>PE</td>
<td>PE</td>
<td>Lifetime Wellness</td>
<td></td>
<td></td>
<td>PE</td>
<td>PE</td>
<td>PE</td>
<td></td>
</tr>
<tr>
<td>Yarbury</td>
<td>240</td>
<td>Alg I B</td>
<td>Alg I B</td>
<td>Alg I B</td>
<td></td>
<td></td>
<td>Alg I B</td>
<td>Alg I B</td>
<td>Alg I B</td>
<td>Alg I B</td>
</tr>
<tr>
<td>Blue</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spanos</td>
<td>253</td>
<td>Eng I H</td>
<td>Eng I H</td>
<td>Eng I</td>
<td></td>
<td></td>
<td>Alg I</td>
<td>Alg I</td>
<td>Alg I</td>
<td>Alg I</td>
</tr>
<tr>
<td>Wolford</td>
<td>254</td>
<td>Alg I</td>
<td>Alg I</td>
<td>Alg I</td>
<td></td>
<td></td>
<td>Phy Science</td>
<td>Phy Science</td>
<td>Phy Science H</td>
<td>Phy Science</td>
</tr>
<tr>
<td>Cowan</td>
<td>255</td>
<td>Phy Science</td>
<td>Phy Science</td>
<td>Phy Science</td>
<td></td>
<td></td>
<td>W Geography</td>
<td>W Geography</td>
<td>W Geography H</td>
<td>W Geography</td>
</tr>
<tr>
<td>Hodge</td>
<td>252</td>
<td>W Geography</td>
<td>W Geography</td>
<td>W Geography H</td>
<td></td>
<td></td>
<td>W Geography</td>
<td>W Geography</td>
<td>Alg I</td>
<td>Alg I</td>
</tr>
<tr>
<td>Westbrook</td>
<td>256</td>
<td>Fresh Seminar</td>
<td>Fresh Seminar</td>
<td>Fresh Seminar</td>
<td></td>
<td></td>
<td>Fresh Seminar</td>
<td>Fresh Seminar</td>
<td>Fresh Seminar</td>
<td>Fresh Seminar</td>
</tr>
<tr>
<td>Gilland</td>
<td>Gym</td>
<td>PE</td>
<td>PE</td>
<td>Lifetime Welln</td>
<td>PE</td>
<td></td>
<td>PE</td>
<td>PE</td>
<td>PE</td>
<td></td>
</tr>
<tr>
<td>Buchanan</td>
<td>257</td>
<td>Alg I B</td>
<td>Alg I B</td>
<td>Alg I B</td>
<td></td>
<td></td>
<td>Alg I B</td>
<td>Alg I B</td>
<td>Alg I B</td>
<td>Alg I B</td>
</tr>
</tbody>
</table>
District Priority of Scheduling

- **Academy**
  - Common Planning
  - Academy Team and Content

- **Specialties**
  - AP, IB, AICE, etc.

- **Rest of School**
  - Traditional Scheduling
District Support

- Provides Academy Coaches
- Provides PD
- Marketing
- Creates vision/plan (FORD NGL)

Each student will...
- **create** a plan for postsecondary education and career
- **score** at least a 21 composite score on the ACT
- **participate** in a work-based or service learning experience, or a capstone research project
- **earn** at least one course completed online
- **receive** college credit, a nationally-recognized professional certification, or both
Instructional Coaching Team

• Literacy Coach
• Numeracy Coach
• Data Coach
• Academy Coach
  ✓ Work with both academy teams and content teams
  ✓ Plan individually with teachers

nashvillehub
Ford Next Generation Learning Hub
PLC Structure

Development of leadership for sustainability

• Deliberate planning – selection and PD
• Meaningful meetings - norms and protocols
• Collaboration on multiple levels
• Clear Communication of Mission and Vision
• Continuous improvement
• Evolving with the academy
Inter-disciplinary Team Planning
(Math, English, Science, Social Studies, CTAE)

Weekly Team Meetings During Scheduled Common Planning

• Provide Responsive Interventions
• Ensure Relevant, Real World Connections
• Design Inter-disciplinary, Standards-based, Project-based Units of Instruction
Content/Course Alike Planning

Weekly Team Meetings During Scheduled Common Planning

• Pace and Sequence Instruction

• Discuss Effective Teaching Strategies

• Create Common Summative Assessments

• Analyze Assessments (Building Level, District Level, and State Level Testing Data)
“...it takes an entire system to change education.”

Cheryl Carrier, Executive Director, Ford NGL

WHAT PARTS OF THE SYSTEM DO YOU THINK ARE MOST IMPORTANT FOR CHANGE?
Table Time Reflection

1. Does school leadership support the themed academies model?
2. Do you have a process for identifying and training teacher leaders?
3. Does your school have protocols in place for team meetings?
4. Is data disaggregated and easily accessible for teachers? Is there an expectation from school leadership to use data to transform teaching and learning?
5. Are meetings purposeful and action-oriented?
LUNCH TIME!
Collaboration with a Purpose: Changing Culture Does Not Always Improve Instruction

“A clever arrangement of bad eggs will never make a good omelet.”

-C.S. Lewis
Transforming Teaching & Learning
Creating meaningful learning experiences that enable students to learn and apply academic, 21st century, and technical knowledge and skills to real-world challenges.

Transforming the Secondary School Experience
Creating and maintaining career and interest-themed academies and collaborative culture, structures, and practices.

Transforming Business & Civic Engagement
Engaging employers, educators, and community leaders in building and sustaining a transformed secondary school experience.

Next Generation Learners
- Prepared for success in college, career, and life
- Engaged and able to apply learning in the real world
- Equipped with critical 21st Century skills

Nashville Hub
Ford Next Generation Learning Hub
“...strengthen our commitment to making learning relevant for our students.”

Dr. Donna Hargens, Superintendent, Jefferson County Public Schools

WHAT DOES RELEVANT LEARNING LOOK LIKE FOR YOUR STUDENTS?
FORD NGL BELIEVES...

"...has forced me to step out of my comfort zone and change my way of teaching."

Julie Rouse, Biology, McGavock High School

HOW HAVE YOUR METHODS CHANGED OR EVOLVED?
Transforming Teaching and Learning

- Project and Inquiry-based through real-world application
- Apprenticeships and other Work-based learning experiences
- Advanced Academics options – AP, IB, Cambridge AICE, and dual enrollment
- Virtual/online learning
- PD: blended learning, project-based learning, ACT Prep, highly effective teaming, and Merit Scholar Prep
- Teacher externships

PBL Splash and Interdisciplinary Teaming will be a separate training for teachers in Georgia

nashvillehub
Ford Next Generation Learning Hub
Experiential Learning Model

- 12th Grade: Capstone
- 11th Grade: Job Shadowing
- 10th Grade: Industry-related Fieldtrips and Guest Speakers
- 9th Grade: Career Fair and College Visits

For Georgia, older students are already doing apprenticeships.
Externships over 7 Years

- Total: 140 total externships completed
- Teachers: 678 teachers have participated
- Hosts: 142 business hosts
- Years: 7 consecutive years
- Academies: 40 different Academies
- Lessons: 145 project based lessons developed
Ideal Graduate

The World Is Yours To Conquer
Building a Culture of Best Practices

- On-Site Mini Professional Development sessions
  - Topics recur on a monthly basis to provide follow-up for participating teachers.
  - Sessions occur during each block, so teachers can attend during their planning.
- A book study group meets after school weekly.
- Content groups are given PD days to collaborate and share instructional strategies.
- Instructional Strategies/Activities are posted in teacher work areas.
- SchoolNet/Blackboard – shared lesson plans
Building a Culture of Best Practices

• Coaches collaborate with Content Teams
  – Unpack the course standards
  – Creating and reviewing at pacing guides
  – Create and analyze common assessments
  – Share instructional strategies
  – Analyze student performance data
    • Focus on what the team can control
    • Keep all conversations solution oriented
  – Design intervention strategies
Building a Culture of Best Practices

• Coaches collaborate with Academy teams
  – Interdisciplinary unit planning
  – Integrating the employability rubric
  – Cross-curricular integration of standards
  – Professional Development as requested
  – Utilizing Technology
  – Developing standards-based grade books
  – Develop Project Based Learning Opportunities
  – Emphasizing Common Core Standards across the curriculum.
Guiding Questions for Improving Instruction

- What is it we want our students to know?
- What do we want our students to be able to do with this new knowledge?
- How will we know they know it?
- How will we respond when they don’t know it?
- How will we respond when they do know it?
- What support does our staff need to help them get different results from students in regard to teaching the content standards?
BREAK!
Strand 3 Deep Dive

TRANSFORMING TEACHING & LEARNING
Creating meaningful learning experiences that enable students to learn and apply academic, 21st century, and technical knowledge and skills to real-world challenges

TRANSFORMING THE SECONDARY SCHOOL EXPERIENCE
Creating and maintaining career and interest-themed academies and collaborative culture, structures, and practices

TRANSFORMING BUSINESS & CIVIC ENGAGEMENT
Engaging employers, educators, and community leaders in building and sustaining a transformed secondary school experience

NEXT GENERATION LEARNERS
- Prepared for success in college, career, and life
- Engaged and able to apply learning in the real world
- Equipped with critical 21st Century skills

nashvillehub
Ford Next Generation Learning Hub
Transforming Business and Civic Engagement

- A game-changer
- Room at the table
- Business, civic, post-secondary—the community
Transforming Business and Civic Engagement

Sustained through Business and Post-Secondary Partnerships

Experiences
Work-based learning for all students

Career Exploration

Job Shadowing

Partnerships
365 total strategic community partnerships

Real-World Design
Learning spaces and experiences

Student Internships and Capstone

nashvillehub
Ford Next Generation Learning Hub
Transforming Business and Civic Engagement

CEO Champions: A committee of the Nashville Area Chamber of Commerce that supports the reform effort through advocacy in both policy and the community.

Partnership Councils: 5 industry-specific councils convened by the Nashville Area Chamber of Commerce who provide a district-wide perspective of their industry area and academies.

Advisory Boards: A school based board composed of an academy’s partners, teachers, parents, students, and other stakeholders.

Academy Partners: An individual business or organization that works with an academy during the school year and is overseen by the PENCIL Foundation.

A Teams: Alignment Nashville manages “A-Teams” that provide ongoing progress monitoring and support new initiatives of the Academies.
“cultivates a spirit of sharing and innovation aimed at improving the practices used across our communities.”

Anonymous Survey Response, Florida NGL LC Gathering 2014

HOW DO YOU CULTIVATE THIS SPIRIT?
Assess Your Business Portfolio

1. List your top 5 needs from your business/civic partners?

2. Do you have current, active business/civic partners? Are they the right ones?

3. What does that currently look like in each school?

4. Are their goals for business partner activities?

5. Do activities align with student performance? And success measures?

6. Does your school improvement plan include goals for business/civic partners?
REFLECTION & DEBRIEF
WHAT?

SO WHAT?

NOW WHAT?
School Team Activity

Review takeaways from the day

- Identify key strategies or ideas from each strand?
- Is this feasible for our school?
- What are our next steps?
Upcoming Events

Academies of Nashville
Study Visit:
September 24-26, 2018

Academies of Nashville
Student Ambassadors Workshop:
November 14-16, 2018

The Academies of Nashville Study Visit provides participants with a high-level view of the systemic transformation taking place in Nashville including the engagement of the community. The Student Ambassadors Workshop focuses on empowering authentic student voice in the development of academies.

To register for events, or sign up for updates, visit nashvillehub.org

# ANStudyVisit @NashHub
3-2-1
Exit Slip

3: Things I am excited to go back and start immediately.

2: Things I heard today and would like to learn more about?

1: Question that I still have?