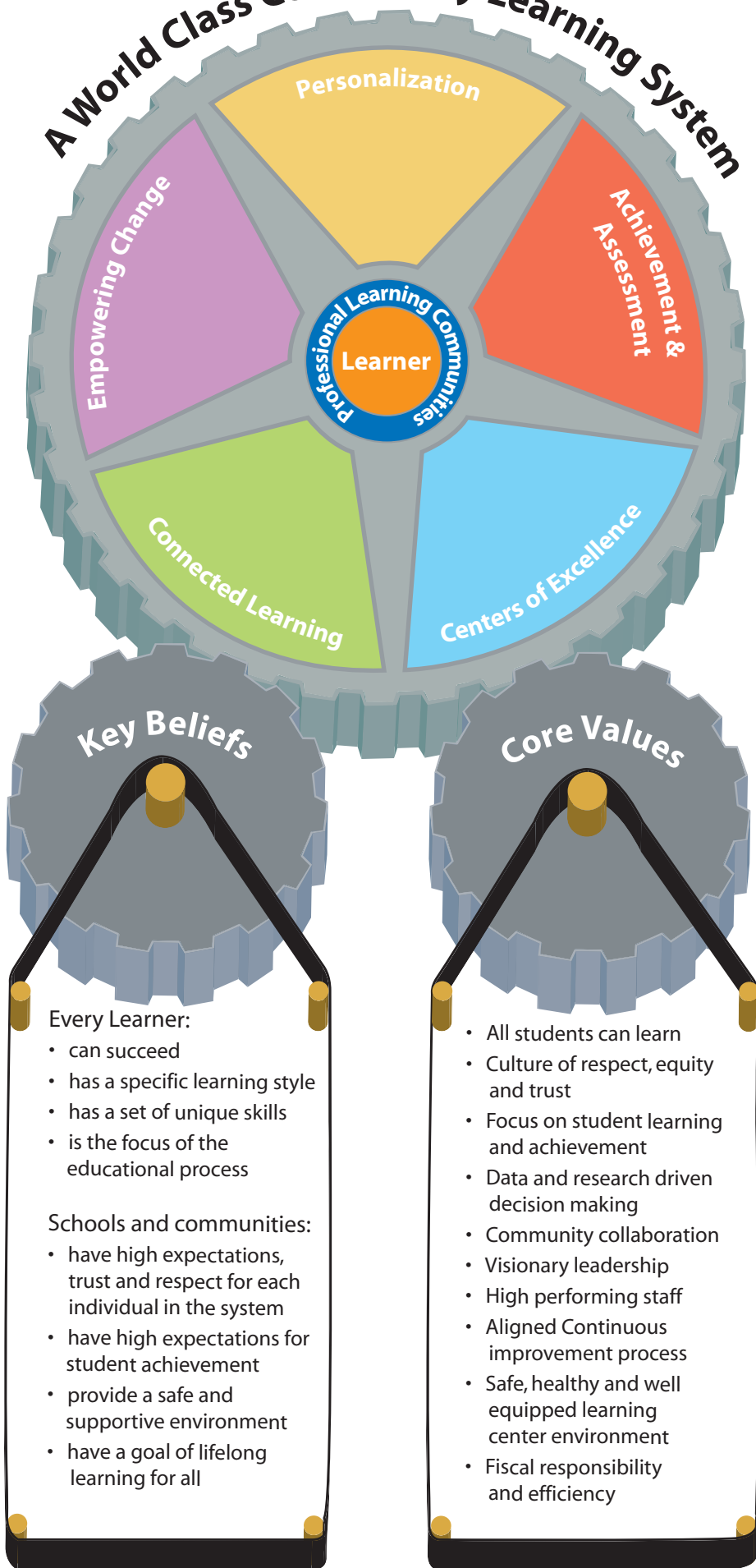


A World Class Community Learning System



A WORLD CLASS COMMUNITY LEARNING SYSTEM

Ever since the publication of the book A Nation At Risk in the early 1980's, high school reform has been at the forefront of many discussions and efforts by educators, business and industrial leaders, and politicians. All of these groups expound upon how schools and especially high schools must adapt to meet the needs of a changing economy, a changing society, and a changing workforce.

Learning, like work, is a lifelong engagement. Prior to the Industrial Revolution, however, most formal education was directly related to community-and work-based activities. Young people learned by watching and working alongside their parents or through apprenticeships with master artisans. With the onset of the Industrial Revolution, educational systems began to separate work from learning and eventually subject from subject so that education followed a factory-line model. This gap between education and the work world grew over time. Concepts learned in the classroom began to have less real-world significance for many students because, in many cases, the classroom was not connected to the outside world.

Most people can agree that many teenagers are disengaged from the challenging intellectual work expected by our schools and our business and political leaders. Despite this acknowledgement, which has gained momentum over the past twenty plus years, high schools often still look as they did thirty or forty years ago. Yes, we have added more required academic course work, implemented graduation qualifying exams, and added differentiated diplomas; but, when one walks the halls of most high schools, one feels right at home as if one had time traveled back to the high schools of the 60's and 70's. The only things that have recognizably changed are the additions of computers in the

classroom and the changing hairstyles and fashions of the students and even that seems to cycle through every fifteen years or so.

We must transform high schools and learning systems into institutions guided by continuous improvement with high expectations for all. These learning systems must address all learners and how to improve teaching and learning for each and every learner in the system. The goal of schooling should focus on helping all learners use their minds well. It is important to know facts, skills, and information, but that is not enough to be successful. To be able to use those facts, skills, and information is better, but it is still not enough to be successful. To be disposed to use facts, skills, and information as a matter of habit is the ultimate standard for future success. If we do not demand this of all learners, then our learners will never work at learning them and thus are unlikely to learn them.

The following narrative describes the conceptual framework for "A World Class Community Learning System." This community learning system addresses many of the concerns and issues surrounding the educational environment of today and tomorrow. The community learning system model looks beyond the high school to a birth through death learning system that sees each person as a learner. In order to improve high schools we must think about a broader systemic and continual approach to educational redesign.

A conceptual framework establishes a shared vision for a system's effort to teach learners. It provides direction for programs, courses, teaching, student performance, and system accountability. The conceptual framework is knowledge-

based, articulated, shared, coherent, and continuously evaluated.

The Learner



At the center of our conceptual framework is the learner. The learner is any person in our community from birth through formal schooling, working years, and retirement. Learners include students, employees, employers, and, most certainly, teachers. We are all learners in a new information age as a knowledge base and accompanying technology grow exponentially.

We must realize that due to this exponential growth of knowledge and technology our learning does not end with our structured or formal education; we will always be learning. In the words of John Dewey “Education is a social process...Education is growth...Education is not preparation for life...Education is life itself.” Learning, therefore, is a requirement from birth to death. Our objective should focus on each and every person as a learner. Our aim should be the learner’s deep understanding of the world and a habitual readiness to act effectively on that understanding. Our strategies should focus not only on what a learner can do in an immediate testing situation but equally on the intellectual habits that learner develops. People have to know things and perform basic academic operations; but they ultimately have to be able to habitually use those skills to understand. Building communities of responsible learners is slow and hard work.

In order to effectively add capacity and capability to the learning system, the learner has to become an active worker in the process. By doing so, the learner also becomes a teacher. There is a Zen saying,

“When the learner is ready, the teacher will appear.” The opposite is equally true.

A key competency for all learners will be “learning about the learning process itself.” That means we need to know ourselves well and look deeply inside to acknowledge how we learn, how we are motivated, and what are the strengths that are uniquely us.

Only learning systems that arise from such careful crafting will provide learners who possess the powerful and often subtle learning required in our modern society.

Professional Learning Communities



The Professional Learning Community refers to the community of teachers who are working to facilitate student success in this powerful learning and flows from the assumption that the core mission of formal education is not simply to ensure that students are taught but to ensure that they learn. This simple shift - from a focus on teaching to a focus on learning – has profound implications for schools. Teachers now must ask reflective and meaningful questions of themselves and colleagues:

- What characteristics and practices have been most successful in helping all learners achieve at high levels?
- How can we adopt those characteristics and practices in these schools?
- What commitments would we have to make to one another and the learners to create such schools?
- What indicators do we monitor to assess our progress?

When teachers build shared knowledge and find common ground on these questions, the school has a solid

foundation for moving forward with improvement.

As the professional learning community moves forward, every professional in the building must engage with colleagues in the ongoing exploration of three essential questions that drive the work of those within a professional learning community:

- What do we want each learner to learn?
- How will we know when each learner has learned it?
- How will we respond when a learner experiences difficulty in learning?

Educators who are building a professional learning community recognize that they must work together to achieve their collective purpose of learning for all. Therefore, they create structures to promote a collaborative culture. The powerful collaboration that characterizes professional learning communities is a systematic process in which teachers work together to analyze and improve their classroom practice. Teachers work in teams rather than in isolation, engaging in an ongoing cycle of questions that promote deep team learning. This process, in turn, leads to higher levels of learner achievement.

Collaborative conversations call on teachers to make public what has traditionally been private – goals, strategies, materials, pacing, questions, concerns, and results. Teachers must focus their efforts on essential questions related to learning and generate products that reflect that focus, such as lists of essential outcomes, different kinds of assessments, analysis of learner achievement, and strategies for improving results.

Professional Learning Communities require teachers to work together to focus on learning rather than teaching. They must work collaboratively on matters related to learning and hold themselves

accountable for the kind of results that fuel continual improvement.

Personalization



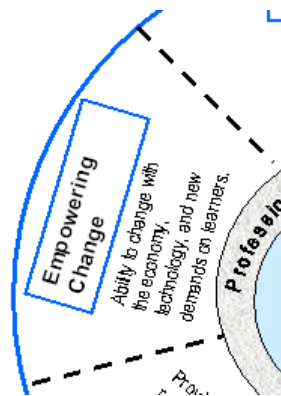
Knowing each student's learning style, unique skills, likes and dislikes, interests, hopes, and dreams is a powerful concept that runs throughout this conceptual framework. Teachers who get to know each student's strengths, weaknesses, and interests are able to promote achievement for all students. Personalized learning builds upon individual student interests so that each student becomes engaged in his or her own learning. This leads to students becoming self-directed learners who can use learning to manage their lives. As learners pursue increasingly independent learning pathways, parents, teachers, and employers can assume new roles as guides and mentors in the learning experience. Learners discover how to set goals and measure success for themselves against common standards.

While we have some of the best-educated students in the world, not all students have access to equitable learning resources. One of the biggest challenges is the resources and attention required to achieve the goal of reaching each and every student. Individual instructional strategies and plans are requisite for increasing personal motivation and achievement. That is also why the student must become the active worker in the learning process and not just be the passive recipient of information and answers for someone else's questions. It will take a supportive environment of teachers, parent figures, and employers along with the respect and

support from peers to encourage and motivate a lifelong learning mindset. All parents would expect and hope that the learning system would know their child well and could address the uniqueness of that learner. We should expect no less than that of our vision of a community learning system.

Empowering Change

All organizations and systems must have the ability to respond to the changing environment to remain viable. The ability to change and adapt to a changing economy, a changing workforce, a changing society, and a changing technical/electronic environment is essential for a high achieving learning system. Empowered individuals within a system are able to respond, change, and take risks while anticipating change. This is vital to the success of the organization.

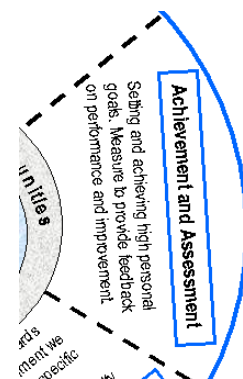


Learning systems have been reluctant to change over the years as practices, policies, and traditions have become institutionalized as forms of cultural icons – “We have always done it that way,” or “It was good enough for me, it is good enough for them.” Many stakeholders view the local learning systems as being successful with no need for change. Unless, a school system is perceived to be in crisis, there is often no public call for change or redesign for that learning system. Yet while the public might settle for or even demand status quo for their schools, the environment around these schools is changing dramatically from year to year or even month to month. Not only is the surrounding environment changing at a fast pace but just as importantly the

research about teaching, learning, and the operations of the brain are changing the thinking and approaches to education. The knowledge base of growing research regarding teaching and learning can not be ignored and must be incorporated into all of the classrooms and learning environments throughout the community learning system. Reform is not a one-time transformation, but a continuous improvement process where the system responds to changes in the environment. It is crucial that teachers and learners alike own the responsibility to adapt and create positive change.

Achievement & Assessment

Setting and achieving high personal goals consistent with the learner’s uniqueness is one of the greatest gifts that the learning system can provide.



Standards must be established to measure progress. In some cases basic subject matter and skills can and should be measured through standardized tests. Because the means to achieve educational excellence and to develop critical thinking skills vary with respect to individual learning differences, the methods to assess this type of learning should vary as well.

Nine years ago a broad based group of community members worked alongside a group of educators to answer one question: What must our graduates know and be able to do to succeed either in post-secondary education or in the workforce? It is a difficult question because traditional measures of high school achievement do not necessarily address this question very well. The group worked diligently to develop a list of “life skills” standards and both the BCSC school board and the local Community Education Coalition endorsed

this list. This “life skills” document helped drive the development of the East High School senior project that was a non-traditional means to measure and quantify many of these skills.

Eight years later another group of community members and members of the education community, including post-secondary educators, reviewed the “life skills” document in light of eight subsequent years of research and ideas about what high school graduates should know and be able to do. The resulting document “Standards for Success for a World Class Community” represents the most comprehensive and thoroughly grounded set of standards and expectations for this community’s high school graduates yet developed.

One of the dominant themes raised during this most recent review is the importance of the habits of mind students develop in high school and bring with them to post-secondary institutions or the workforce. The habits of mind include:

- Critical thinking, analytic thinking, and problem solving
- An inquisitive nature and interest in learning
- The willingness to accept critical feedback and to adjust based on such feedback
- Openness to possible failures from time to time
- The ability and desire to cope with frustrating and ambiguous learning tasks

Other critical skills include:

- Expressing oneself in writing and orally in a clear and convincing fashion
- Discerning the relative importance and credibility of various sources of information
- Drawing inferences and reaching conclusions independently
- Using technology as a tool to assist the learning process

Specific content knowledge should be considered in relation to these overarching attributes and skills.

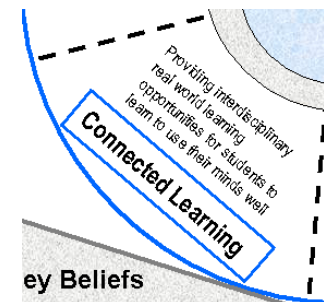
Mastery is the goal. When we learn in a manner consistent with our vision, we will create a virtual cycle of growth that motivates us and sustains our achievement over time.

Connected Learning

If you ask the question “What do grown people need to know and do in order

to perform their jobs well?” you are not likely to come up with answers that fit easily into the conventional high school course of study. Instead you are suddenly immersed in the real world, filled with all its complex connections. All at once distinctions between the disciplines take a back seat to the compelling questions that cannot be answered without competence in several subject areas.

Learning to learn in order to figure out complex problems and issues leads to less concern about traditional coverage of content knowledge. Of greater concern is the learner’s ability to synthesize, analyze, apply, evaluate, and make solid intellectual connections. The questions learners ask become as important as the answers students give. Often the most intellectually demanding tasks lay not so much in solving problems as in learning how to pose questions. Once students come to deal with real situations in life, they will find that few of these situations defined problems. The primary task is often to define a problem or issue so that one can get on with learning about it in order to provide a solution. To define a problem, the learner needs to be able to raise a question.

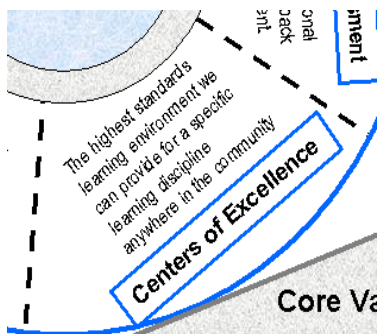


Meaningful educational learning reveals connections – between subjects, between people, and between cultures. To truly learn how to learn, one must go beyond the isolated facts, putting learning in a larger context and discovering the connectedness of things.

There are many ways for exhibition of knowledge, skills, and abilities to take place. Some include senior projects, internships and co-op work experiences, special community projects and assignments, and dual credit opportunities with post-secondary institutions. All provide the opportunity to establish meaningful learning goals and receive feedback on performance.

Centers of Excellence

Borrowed from the business world, this concept allows a more effective use of



assets while still allowing individual schools and their students to maintain their identities. Moving to centers of excellence will provide the best educational opportunities and the highest standards for learning environments we can provide for a specific learning discipline. We must realize that these learning environments could happen anywhere in the community.

Centers of excellence include many of the following characteristics:

- The highest standards and learning environment the community can provide, earned participation criteria
- Innovative, compelling and demanding, “best in class”
- Peer recognition of excellence

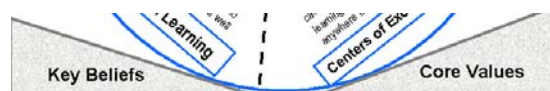
- High achievement and outcomes that can be shared with others

Centers of excellence may take form through all career sectors: the arts, entertainment, government, healthcare, transportation, manufacturing, information technology, community non-profit organizations, financial organizations, transportation, farming, construction, and trade organizations. If the best learning opportunity exists in one of those forums, it becomes a candidate for hosting a learning opportunity. In some ways centers of excellence can be a reflection of the health of the community itself.

The benefits of centers of excellence fall into two categories: comprehensive set of unique learning opportunities and effective use of physical assets. Together both provide a cost effective approach to a comprehensive community learning system.

Key Beliefs & Core Values

There is great interest in and great concern about the quality of education in American schools. Many solutions to our perceived educational ills are often not very deep.



Ironically, what seldom gets addressed in

our efforts to improve schools is a vision of education that serves as the ideal for both the practice of schooling and its outcomes. “The Key Beliefs” and “Core Values” that support and provide the foundation for this conceptual framework provide that basis for the ideal. The “Standards for Success in a World Class Community” document describes the desired outcomes. Each learner in this vision is wonderfully unique, and each learner requires us to see and respond to that uniqueness. Successful and thoughtful school redesign or reform will deliver

strong and persisting schools. We want learners eventually to become the architects of their own education. We want to help learners learn how to formulate their own goals so that they may secure their own freedom.

The idea of “public education” should mean not only the education of the public inside of our schools, but also the education of the public outside schools. The World Class Community Learning System extends the responsibility for learning beyond the confines of our classrooms and beyond the walls of our schools. This system is responsible to the community and includes the community. The collective wisdom of our community can develop and embrace a vision of education that all of us deserve and need.

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INSTRUCTION IN A WORLD CLASS COMMUNITY LEARNING SYSTEM

As outlined in the BCSC document “A World Class Community Learning System” we know that public education here in Columbus as well as in Indiana and the United States is at a critical crossroads. The knowledge/information/conceptual economy and globalization continue to challenge the basic industrial – era assumptions and practices that dominate most schools in their curriculum, instruction and assessment. New interactive and digital media are diffusing rapidly, even in lower-income homes, fostering a youth media culture that is crashing into schools and educators like a tidal wave, raising issues of privacy, pedagogical relevance and equity.

We know that our schools must address all learners and how to improve teaching and learning for each and every learner in the system. The goal of schooling should be helping all learners use their minds well. It is important to know facts, skills, and information, but that is not enough to be successful in this new age of the 21st century. To be disposed to use facts, skills, and information as a matter of habit is the ultimate standard for future success in the 21st century.

Brain research has told us that learners’ abilities are multi-faceted. When two students perform the same academic task, the patterns of activity in the brain are as unique as their fingerprints. For this reason, no one method of instruction or no one method of measurement, can describe individual learning in any meaningful way. This new understanding about neural processing shows that abilities fall along a very large continuum. Further, the importance of a particular strength or weakness depends on what is being asked of the learner. This is why, for example, a student with perfect pitch who has difficulty recognizing letters is seen as disabled, but a student who is tone deaf but

can read words easily is not considered disabled.

Personalized learning plans and approaches can leverage new technology, brain research and school structures to create differentiated learning experiences based on individual needs. Traditionally teachers base their instruction on a whole group process that presents information in one way for the entire class. Brain research clearly tells us that overt and subtle differences in how students best recognize patterns and make connections in their brain, so this demands that teachers must vary means of instruction so they can reach more students. One of the clearest and most important revelations stemming from brain research is that there are no “regular” students. We must develop a high regard as to how students are instructed and assessed since this affects their learning and their ability to demonstrate that learning.

Instruction in a World Class Community Learning System will install flexibility into methods, strategies, and assessments to maximize learning opportunities for all students. Inflexible instruction will create barriers to learning for various students along this very broad continuum of abilities. The key to helping all students achieve is identifying and removing these barriers from our teaching methods and assessment methods.

Drawing from brain research, Universal Design for Learning (UDL) proposes that educators strive for three kinds of flexibility:

- To represent information in multiple formats and media.
- To provide multiple pathways for students’ action and expressions.
- To provide multiple ways to engage students’ interest and motivation.

In the 21st century we want our students to learn how to learn. The three UDL principles can help us improve how we set goals, individualize instruction, and assess student progress. The central practical premise of UDL is that instruction should include alternatives to make it meaningful and appropriate for individuals of different backgrounds, learning styles, and abilities, in widely varied learning contexts. The “universal” in universal design does not imply one optional solution for everyone. Rather it reflects an awareness of the unique nature of each learner and the need to accommodate differences, creating learning experiences that suit the learner and maximize his or her ability to progress. UDL provides a framework for us in this World Class Community Learning System that helps differentiate instruction through carefully articulated goals, individualized materials, methods and assessments.

Interactive and collaborative digital spaces such as the Internet and iPods can provide shared learning experiences that may be flexible while removing barriers from traditional instruction. By using flexible digital media, we can embed options within the instructional process so that it can be adjusted to meet the needs and preferences of each learner. UDL also opens the door for rethinking how we provide instruction. With the challenge of designing instruction that is varied and flexible for each learner, we must be very clear about the learning goals we set for any given lesson or unit. Only when goals are clear can we select and apply flexible instruction to support and challenge each learner. Similarly, clear goals help us focus our assessment of student learning in an accurate and meaningful way. The UDL framework guides the three pedagogical steps of helping teachers set clear goals, individualize instruction, and assess learning.

The digital media age gives us the opportunity to tap into the rapidly evolving proliferation of information and concepts which can provide flexible methods, and strategies of instruction that can reach diverse learners. This digital media can be used and adjusted for different individuals and can open doors to learning. It is important to note that while digital media can greatly enhance UDL, UDL principles are not dependent upon this evolving technology. Individualizing instruction is building flexibility into the instructional and assessment practices of the school.

There is great interest in and great concern about the quality of education in our country, our state, and our community. Many solutions to our perceived educational ills are often not very deep. In many schools we chance structures or reconfigure the use of time and quite often these changes do not result in changing the instructional and assessment practices in our classrooms and that is the place where change is meaningful. Until our classroom instructional and assessment practices change to address the diverse needs and abilities of all learners, our schools will continue to struggle to prepare learners for the rapidly changing and challenging 21st Century. The instruction in a World Class Community Learning System must provide for each learner in this new information/knowledge/conceptual age.

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Standards for Success: Key Characteristics, Skills, and Habits to Assess Student Learning and Influence Teaching in a World Class Community Learning System

Much has been written about how student success is measured – using standardized achievement tests, academic standards, graduation rates, college attendance, and persistence in attaining degrees. In the past several years, additional discussions and research publications have articulated assessments for school readiness (early childhood), college success, and workforce skills for the 21st century.

In Columbus, Indiana, conversations to involve the community in developing measurable standards to evaluate student success began in earnest in 1997, when a broad based group of business leaders in the community worked alongside a group of educators to answer the question: “What must our high school graduates know and be able to do to succeed either in post-secondary education or in the workforce?” These discussions led to the development of the “Lifeskills Expectations” document, identifying “soft skills standards;” the document was endorsed by the BCSC school board and the local Community Education Coalition in 2000. The “Lifeskills Expectations” document influenced the development of the senior exit portfolios and resumes as part of the BCSC graduation requirement.

“Soft skills comprise a variety of basic traits and skills: knowledge, character traits, interpersonal abilities, work ethic, and attitudes. Combined, they are key to an individual's ability to get a job, to keep it, and to move up in the organization.”
The Enterprise Foundation; 2005, www.enterprisefoundation.org

As the Community Education Coalition (CEC) continued to work with an expanding base of partners, the vision of the community and education collaboration focused on creating a

“community learning system” that recognized critical transition work to support and enhance early childhood, K-12, post-secondary, and workforce development. Key projects and programs to making this vision operational included designing and building the Columbus Learning Center (CLC) and the Center for Teaching & Learning (CTL) facility (opened Spring 2005).

“Success begins with clarity and coherence about what we want for students.”
The Results Fieldbook: Practical Strategies, Mike Schmoker

In the spring of 2005, BCSC Secondary Education leadership proposed revisiting the “Lifeskills Expectations” document, beginning with a focus group of educators from elementary, secondary, adult and post-secondary schools and educational programs. The Center for Teaching & Learning and BCSC provided the organizational leadership, communication, and documentation for this phase of work. Additional input to the revised document was then solicited from business and community members through the CEC and the BCSC Secondary Advisory Committee.

Several significant research projects and studies in the past five years have brought greater depth to the discussion of “student learning” and expectations for success in college and careers. Of particular note are the following studies and documents: “Understanding University Success” (2003), “Greater Expectations: A New Vision for Learning as a Nation Goes to College” (2002), “IUPUI’s Six Principles of Undergraduate Learning” (1998), the Search Institute Developmental Assets (2004), new Indiana K-12 Academic Standards, and the Indiana Chamber of

Commerce Foundation report, “A Demand-Side Strategy to Meet Indiana’s Workforce Basic Skills Challenge” (2005).

“One of the most dominant themes raised by participants is the importance of the habits of mind students develop in high school and bring with them to university studies. These habits are considered by many faculty members to be more important than specific content knowledge. The habits of mind include critical thinking, analytic thinking and problem solving; an inquisitive nature and interest in taking advantage of what a research university has to offer; the willingness to accept critical feedback and to adjust based on such feedback; openness to possible failures from time to time; and the ability and desire to cope with frustrating and ambiguous learning tasks. Other critical skills include the ability to express one’s self in writing and orally in a clear and convincing fashion; to discern the relative importance and credibility of various sources of information; to draw inferences and reach conclusions independently; and to use technology as a tool to assist the learning process rather than as a crutch.”

Understanding University Success, 2003, www.s4s.org

Over the course of the focus group discussions, the “Lifeskills Expectations” document was evaluated not only for relevance to 21st century workplace skills, but also as a tool for linking curriculum at all levels, elementary through college and adult programs. The new document is written to articulate the importance of the “habits of the mind” that transcend grade or subject content. The notion that students “learn how to learn” is present very early in life; reclaiming that gift of discovery, exploration, and empowerment by making academic subjects relevant and accessible creates a learning environment that encourages engagement.

As the discussion of the following Standards for Success document touched the various academic settings represented by those in the focus group, many made suggestions for phrases that personalized the Standards for their populations. Our goal was to ensure this document had enough depth and flexibility to be used through the continuum of learners, while maintaining a clear link between the standards and the core values of the community learning system. We encourage teaching faculty at all levels to make the standards “real” for their classrooms and students by translating and interpreting the “Standards for Success” for their students and programs.

The project and portfolio processes that are used in various programs, schools, and degrees provide a learner-centered approach to assessment. The Standards for Success promote metacognition strategies across the learning system, allowing and engaging students to think about thinking and their own learning.

Providing students significant learning experiences in the classroom enables them to better understand and remember content, apply subject matter to meaningful situations, and use the material to enlarge their conception of the world around them. In essence, significant learning experiences created by educators prepare students to be informed, knowledgeable, thoughtful, and effective contributors to society.

Creating Significant Learning Experiences, 2003, L. Dee Fink

In addition to providing students, parents, community members, and employers with identifiable characteristics of successful learners, these Standards encourage those who teach to look deep into the content areas they teach to articulate and highlight the connection of their work and content areas with the framework for the “World Class Community Learning System.”

"...the panel calls for higher education to help college students become **INTENTIONAL LEARNERS** who can adapt to new environments, integrate knowledge from different sources, and continue learning throughout their lives. To thrive in a complex world, these intentional learners should also become:
EMPOWERED through the mastery of intellectual and practical skills
INFORMED by knowledge about the natural and social worlds and about forms of inquiry basic to these studies
RESPONSIBLE for their personal actions and for civic values."
Greater Expectations, 2002, www.greaterexpectations.org

Key Documents Used in Focus Group

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Participants, 2005 focus group:

Libby Arthur, Columbus North High School
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Cynthia Frost, Central Middle School
Karen Garrity, BCSC Administration

Anthony Gaudin, Ivy Tech Community College
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STANDARDS FOR SUCCESS FOR A WORLD CLASS LEARNING COMMUNITY

June 23, 2005 revision

The following are the desired skills for all learners in Bartholomew County that will help bring them success. Development of these skills is ongoing, beginning at an early age. It is expected that these standards for success will be integrated with the academic content standards and used at school, home, and throughout our community. Every student should be able to describe himself/herself by placing I AM before each of the following:

I AM A MOTIVATED LEARNER WHO

- Sets priorities and achievable goals.
- Evaluates and monitors my progress toward goals.
- Uses self-control.
- Takes responsibility for my actions.
- Learns independently.
- Learns from experience through persistence and risk-taking.
- Displays integrity in my learning.
- Turns my curiosity into learning opportunities.

I AM AN EFFECTIVE COMMUNICATOR WHO

- Organizes thoughts and ideas and communicates clearly.
- Listens with an open mind, interprets, and responds to different forms of communication.
- Expresses opinions and varying points-of-view in a constructive and civil manner.
- Is able to express myself to various audiences using forms of communication, such as oral, written, artistic, and electronic.

I AM A CONFIDENT AND EMPOWERED LEARNER WHO

- Seeks and evaluates information from a variety of sources.
- Understands and works within complex systems and with diverse groups.
- Demonstrates intellectual agility and the ability to manage change.
- Transforms information into knowledge and knowledge into judgment and action.
- Recognizes patterns, sequences, relationships and/or principles and applies them to new settings or situations.
- Understands and uses quantitative and qualitative analysis to solve problems.

I AM A COLLABORATIVE WORKER WHO

- Works productively as a group member.
- Values cooperative as well as individual performance to work toward collective goals.
- Considers differences of opinion while open to change.
- Understands myself and respects the complex identities of others, their histories, and their cultures.
- Demonstrates the ability to teach and learn.
- Recognizes the need to bring people together to accomplish the task.

I AM A RESPONSIBLE CONTRIBUTOR WHO

- Demonstrates high moral conduct, intellectual honesty, and understands ethical consequences of decisions and actions.
- Actively participates as a citizen of a diverse democracy, community and work place
- Understands the importance of accountability, completes tasks consistently, reliably and in a timely fashion.
- Actively contributes to shared goals through regular attendance and participation.
- Demonstrates positive, supportive relationships with family, co-workers, and community members.
- Manages personal, financial, social, community, and natural resources with an awareness of local and global consequences.

I AM A QUALITY PERFORMER WHO

- Achieves results for an intended purpose.
- Completes tasks that reflect accuracy and quality.
- Uses technology, tools, and information systems.
- Accesses and disseminates information using the most appropriate technology.
- Manages own continuous education, training, and career development.