School-Based Academies: Personalizing Learning through Multiple Pathways
NESSC - 2013

Rob Reardon (EHS Principal)
Julian Bradshaw (AVPA Director)
Kim Audette (STEM Director)
Lea Ann Smith (STEM Educator)

Essex Junction Vermont
http://www.ccsuvt.org/ehs/
Presentation Outline

• Context
  – EHS demographic info
  – Transformation model
• Story of the Academies
  – Arts Academy (AVPA)
  – STEM
  – New Academy Model
• Reflections
  – Next steps
• Q&A
The Community & School

- Essex HS is one of the largest high school in Vermont
- serving Essex Junction, Essex Town, Westford and tuition students from surrounding communities
- IBM is located in Essex Junction, VT
- Most Essex residents are employed in business, education, and the professions
- Declining enrollment (1605 in 2003-2004 to 1358 in 2009-2010)
- Current graduation rate 89%
- 2011 Post Secondary Plans – 75% 4-year college/university
- Several higher education institutions & school/business partnerships in local community
Learning Communities

• School Action Plan
  – Task Force work within LCs
  – Academy Task Force – allows for HS interdisciplinary groups of faculty to work on academies

• Additional task force work affecting academies
  – Scheduling
  – Advisory
  – School – wide rubrics
Dare To Dream

Academy of Visual & Performing Arts

AVPA

at

Essex High School
Dare To Dream

Mission Statement

The Academy of Visual and Performing Arts (AVPA) provides authentic learning opportunities for all students who wish to cultivate a creative mind using an individualized and interdisciplinary approach to learning. AVPA strives to support student creativity, originality, and artistic development. The Academy integrates technology-based learning into each of the career strands to provide students with the skills and tools necessary to compete and thrive in a 21st century global economy.
Starting The Academy

A smaller “school within a school” that provides unique opportunities for students who have a passion and interest in the arts to explore, create, and focus in particular areas of interest.

AVPA offers classes in the arts along with Experiential Learning Opportunities (ELO’s) available outside of the traditional classroom such as guest artists and performers, fieldtrips, master classes & workshops, mentoring possibilities, job internships/apprenticeships and a culminating Community Capstone Project.

A demanding program that calls upon students to be active learners. Authentic learning opportunities and intensive studies are provided for advanced college prep and careers in the arts or for the student who wishes to cultivate a creative mind.
Resources Needed to Start:

• Dedicated, Innovative and Hard-working Teaching Team

• Collaborative Release Time

• Research of Best Practices

• Other School and Site Visits

• Supportive Administration and School Board
Academy Pathways

Visual Arts and New Media
Theater
Music: Vocal & Instrumental
Film
Dance
What are Pathways?

Each student designs an individualized “pathway” or concentration in an area of interest.

Each Pathway includes required art courses, an AVPA Seminar, as well as “Experiential Learning Opportunities” (ELO’s) such as guest artists, master classes, field trips, and exhibition and performance opportunities.

This individualized curriculum is designed through a Personalized Learning Plan with a teacher mentor.
AVPA Endorsement

In order to gain an AVPA endorsement on their EHS diploma, students must:

• Complete 3 total content credits in their pathway

• Participate in required Experiential Learning Opportunities (ELO’s) such as attending guest artist presentations and participate in master classes, fieldtrips, performances and exhibitions.

• AVPA Seminar

• AVPA Internship and a Community Capstone Project
AVPA Seminar is a faculty guided program in which students work together to develop life skills, explore art, and acquire self-knowledge through regular workshops and learning opportunities.

AVPA Seminar is offered to all sophomores/junior Academy students for ½ block. Seniors participate in a full block Seminar.

- Electronic Portfolios
- Individual and Group Projects
- Leadership and Public Skill Building
- Guest Artists and Master Class
- Community Service Projects
- Outside Exhibition and Performance Reflections
- Fieldtrips
- Bonding activities to create a community
- 3rd year students are pulled out for their internship
- Capstone project
Senior SEMINAR

• **Internship**: 14 classes and 40 hour work experience
• **Capstone Project**: ½ semester

Class includes:

- Writing cover letter and resumes
- Interviewing skills and public speaking skills
- Networking/job shadowing
- Guest speakers
- Identifying personal strengths and skill sets
- Goal setting and career planning
Internship Seminar

Students will complete a pre-internship seminar in which they develop the soft skills necessary to be an effective and contributing member of a professional environment. Upon successful completion of the seminar classes, they will begin a 40 hour internship placement with an area professional/organization in order to acquire and develop specific hard skills related to a particular career path.
Community Capstone Project

The AVPA Senior Community Capstone Project engages students actively in the learning process by facilitating student designed community projects that address a community need.

This process allows students to learn about themselves and strengthen their organizational skills by moving an idea or dream toward a topic of interest while giving back to the community.

It synthesizes previous learning, offers new interactions with ideas and professional people, results in a showcased product, and submits the student in charge of the project to a review and evaluation by a community panel. The work culminates in a formal presentation to the community.
Challenges and Obstacles

- Student Schedules: graduation/college requirements
- Other school transformations initiatives
- Common planning time for AVPA teachers
Careers in the Arts

Video Game Designer  Architect  Art Therapist  Photographer  Museum Curator
Graphic Designer  Gallery Owner  Illustrator  Animator  Movie Producer  Actor
Set Designer  Film Director  Product Designer  Digital Sound Editor  Industrial Designer
Recording Engineer  Costume Designer  Art Conservationist  Interior Designer
Fashion Designer  Screenwriter  Graphic Designer  Music Publisher  Glass Blower  Sound Engineer
Tattoo Artist  Toy Designer  Music Producer  Singer  Songwriter
Film Editor  Jazz Musician  Videographer  Commercial Producer
Web Page Designer  Textile Artist  Special Effects Artist  Broadway Dancer
Choreographer  Advertising Executive  Sound Technician  Sculptor  Art Teacher
Audio Recording Specialist  Music Producer  Jewelry Designer
Magazine Editor  Film Photographer  Film Scorer
Camera Technician  Photo Journalist
Painter  Conductor

What’s Your Dream?
<table>
<thead>
<tr>
<th>Strands</th>
<th>Visual and Performing Arts</th>
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<tbody>
<tr>
<td>The students of the STEM Academy of Essex will select an endorsement</td>
<td>AVPA students select an endorsement in one following strands: Visual Art &amp; New Media or Performing Arts.</td>
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<td>in one the following Pathways: Biology/Medicine, Computer Science/IT,</td>
<td>These can include specializations one of the following Pathways: Vocal or Instrumental Music,</td>
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<td>Engineering or Environmental Science, STEAM (Science, Technology,</td>
<td>Theater, Dance, Film, Visual Art and New Media, or a Self-designed Interdisciplinary Pathway.</td>
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<td>Engineering, Arts, and Mathematics), or an approved STEM student self-</td>
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<td>designed area of focus.</td>
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<tr>
<td>Content</td>
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<tr>
<td>✓ 4 years of science*;</td>
<td>3 Credits of content courses, depending on selected pathway (listed above), and course availability.</td>
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<tr>
<td>✓ 4 years of math*;</td>
<td>ELO’s (Experiential Learning Opportunities)- students will participate in additional learning opportunities outside their content classes including guest artist presentations, master class experiences, fieldtrips, performances, recitals and exhibitions.</td>
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<td>✓ at least 0.5 credits in the strand of interest</td>
<td>ELO requirements will vary depending on the pathway selected</td>
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<td>* Or equivalent CTE – STEM related program</td>
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<td>ELO’s (Experiential Learning Opportunities) – to include guest</td>
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<td>lectures, field trips, and other STEM experiences.</td>
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<td>These are targeted at juniors, but interested freshman or sophomores</td>
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<td>are welcome to attend.</td>
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<td>STEM students must attend at least 50% ELO (example: 8 of the 16</td>
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<td>possible activities in the lecture/field trip series)</td>
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<td>Connection to Life, College, Career</td>
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<td>STEMinar – Internship (1/2 cr.) junior year</td>
<td>AVPA Internship Seminar (1/2 cr.) junior year</td>
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<td>Culminating Project</td>
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<td>STEMinar - Capstone Project (1/2 cr.) senior year</td>
<td>AVPA Community Capstone Project (1/2 cr.) senior year</td>
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Creation of the STEM Academy

- School within a School
- Local Community vs. State Educational System
- Current “STEM” school – existing strands
- CTE on campus - partnership
- Vertical pathways – middle schools
- Funding (grants, school board, FAB LAB)
Establishing partnerships

Community Night

STEM Lecture Series

Join us as Dr. Couture talks about his career in Sports Medicine:
- Educational Experience
- Types of patients/injuries he sees
- Sports team affiliations
- Contributions he has made in his field
- Recommendations for aspiring doctors

Friday, Oct. 5th
EHS - Blackbox Theater at 1:30 pm

Voted TOP DOCTOR
Sports Medicine
2011 & 2012
Christopher J. Couture, MD
Vermont Sports Medicine
Merrimack Medical Center
VERMONT FAB LAB

Grant funded - Essex HS & CTE fabrication lab

Equipment:
• 3D printer
• Vinyl cutter
• Laser printer
• Saw Stop

WCAX video clip
STEM Academy – Year One
STEMinar course

- Class started in Jan 2013
- Combines an internship with personal learning networks
- Each student has a notebook PC
- Students are creating a personal learning network using Diigo, Twitter and Google Reader
- Assemble ideas using MindMaple
- The class is paperless, we are using Google Drive and we communicate with the class website
- They are adding to their e-portfolio on Google Sites as the year goes along, will present at the end
Mind Mapping

- Visits and conferences
- Career Development Curr
- Socrative
  - Google Plus
  - Edmodo
  - Google tutorial
  - Online hub tutorial
  - Twitter
  - follow youtube channel?
  - Setting up blogs
  - Set up Google Reader
  - Starting a blog
  - Tweet as exit card?
  - Google Site
  - My blog
  - Backchannel
  - Wiki
- Class Connections
- Outside Connections
- Internship Development
- Portfolio
- Online Career Research
- Software to try
- Digital Citizenship
- Assessment
- Projects?
EHS/CTE Internships

- Medical internships at UVM/Fletcher Allen
- Medical research labs at UVM
- Radiology Technician at Fletcher Allen
- Vermont Department of Fish and Wildlife
- Horse Training at Enniskerry Farms
- Mechanical and Chemical Engineering at Revision Military
STEM ACADEMY TIMELINES

2011-2012: Research & Development
- STEM Community Night
- Grant Funding for FAB LAB
- Conferences – attendance & presenting

2012-2013: Year One
- STEMinar course (spring semester)
- Ribbon Cutting Ceremony FAB LAB
- Outreach events (Maker Faire, FAB LAB, Community Night Too, conferences)
- Joint Academy model work & development

2013-2014: Year Two
- 11th-12th grade STEM Academy offerings
- Development of 9th-10th grade workshops/courses
- Continued outreach & middle school connections
Next Steps for the STEM Academy of Essex

• Develop curriculum & content for next year courses
• Curriculum, Instruction, & Assessment work tied to both Common Core & Next Generations standards
• Research & design 9<sup>th</sup> & 10<sup>th</sup> grade offerings to prepare students for the academy
• Work on middle school connections & offerings
• Foster community awareness & involvement in program
Reflections

• Leverage points and barriers
• The critical role of school vision, pedagogy and beliefs in this work
• What would we do differently?
• Where can we go from here?