DESIGN ESSENTIALS

A new blueprint for 21st century learning . . .
Self-directed Project-based Learning

Facilitating the work of youth as self-directed producers and learners

Self-directed, project-based learning is the primary focus — driven by constructivist pedagogy.

Personalized work space for each student with Internet access.

Personal Learning Plan for all students emphasize student needs and interests.

Technology-infused environment; technology used as a tool.

Individual/group projects complemented by multiple teaching and learning approaches based on student needs and interests.

Achievement demonstrated publicly; highest workplace standards are the goal.

All students prepared for post-secondary education, workplace, and global citizenship.

Students and staff engage in quiet reading every day.
Small Learning Community

Connecting with young people in a democratic learning community

Small learning communities of 150 students

Full-time, multiage advisories; advisors fully responsible for no more than 20 students

Highly personalized setting; every student treated as an individual; **No Child Left Unknown**

Positive, caring relationships; respect and responsibility practiced and modeled

Mentoring available for all students

Restorative justice practiced

Democratic student government supports active engagement in decision making process

Students experience value of citizenship as they contribute to the greater community
Authentic Assessment

*How we know we are achieving our intended results*

Plan for how projects will be assessed by more than one adult, with opportunities to improve products to meet quality standards.

Demonstrated achievement, with plan for public presentations including community involvement.

Electronic standards tracking/reporting system and electronic student portfolios.

Standardized testing; results inform *Personal Learning Plans* (PLP) and continuous improvement.

Value-added measures including assessment of life skills and results from Hope Study enhance PLPs and continuous improvement.

Post-secondary plans for all students beginning at 9th grade.

Graduation includes standards met as well as project credits, life skills gained, and a senior project.

Portfolio of 21st Century Skills.
Teacher-Ownership

*Teachers model ownership and shared leadership*

Autonomous school management with control over budget and staffing

Individual responsibility and accountability for school finance and educational success

Incorporate consensus model

Teacher evaluations by peers, students, and parents; performance-based pay, at-will employment (where applicable)

Evaluations inform individual Professional Development Plans focusing on self and school improvement

Coaching/mentoring plan for incorporation of new staff and continuous improvement
LESS, MORE AND BETTER

We recently completed a 5-year Evaluation of our first ten schools – “Less, More and Better.” We are very encouraged that students in EdVisions Schools are experiencing academic success, and becoming college ready learners with hopeful expectations for the future.

As we implement our model in an increasing number of urban areas, we recognize that most students come in need of immediate and significant academic remediation and related interventions. To address this issue, we are continuing to refine and enhance our model to ensure that we have a nationally replicable and sustainable model designed to meet the needs of all students, particularly those who have not found success in a traditional school.

We are working with our schools to design structures and processes for understanding and becoming responsive to each student’s unique academic story. What has evolved is a curriculum continuum, or “menu” of choices.

This continuum, together with purposeful diagnostic and value-added assessments provides a way to create:

- The optimal personalized learning program
- Progress monitoring for each student and the school as a whole
- Just the right complement of learning opportunities for students to accelerate their success

It is important to keep in mind that this continuum is a means and not an end. The goal of the EdVisions Schools model is always to create a learning environment that ultimately prepares students to engage in rigorous, high quality projects that are self-directed and based on their interests.

The success of our schools demonstrates that it is this high level of meaningful, real-world learning that engages and prepares youth for success in all areas of their lives.


![EdVisions Schools Logo](image)

**CURRICULUM CONTINUUM**

*Standards-Based Projects*

Individual and group projects that are interdisciplinary, engage students in real-world issues, and provide the ultimate authentic assessment of learning; may be teacher-directed initially as a means to prepare for self-directed projects driven by student interests.

*Content Seminars*

“On-Demand” seminars that are designed and scheduled in response to the Personal Learning Plans of students in the learning community – as an alternative to arbitrary courses and traditional bell schedules; designed to provide direct instruction using a variety of teaching and learning strategies as a means to inform rigorous, high quality projects.

“How-To” Workshops

Designed to prepare students with the skills needed in a project-based learning environment; including brainstorming, decision-making, researching, addressing standards, time management, organization, communications, presentation, use of a wide array of technologies, problem-solving, etc.

*Interventions*

Basic skills instruction based on diagnostic assessment; may be one-on-one or small group depending on needs.

*Enrichment*

Experiential activities that further enhance learning and provide another means of authentic assessment of learning, such as service-learning, place-based learning, internships, concurrent enrollment in a community college as an alternative to traditional AP courses, etc.

*On-Line Learning Opportunities*

Another means to provide a wide array of core content and enrichment that otherwise not be available in a small school.
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