



A SCARSDALE EDUCATION FOR TOMORROW: STATUS REPORT

Board Education Report
January 2016





Non Sibi
Love of Learning
Interdependent World

A THREE YEAR REVISION CYCLE



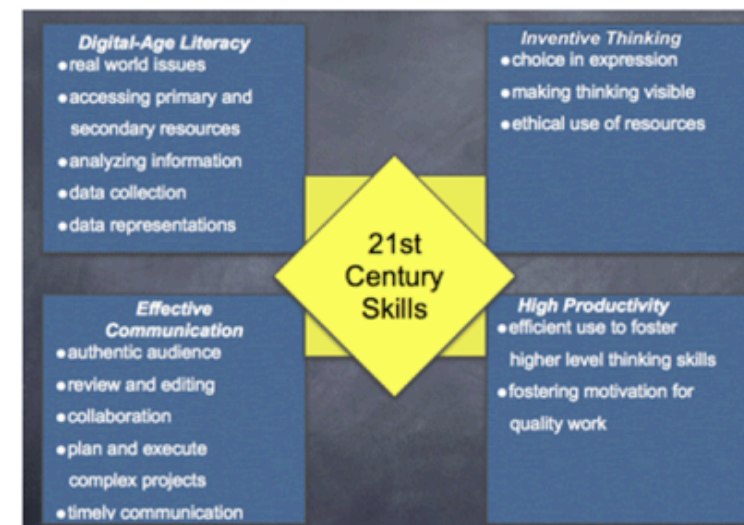
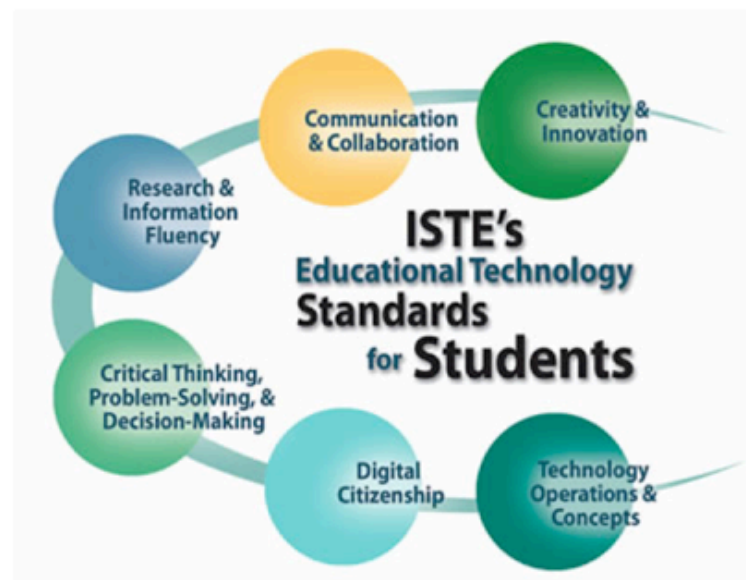
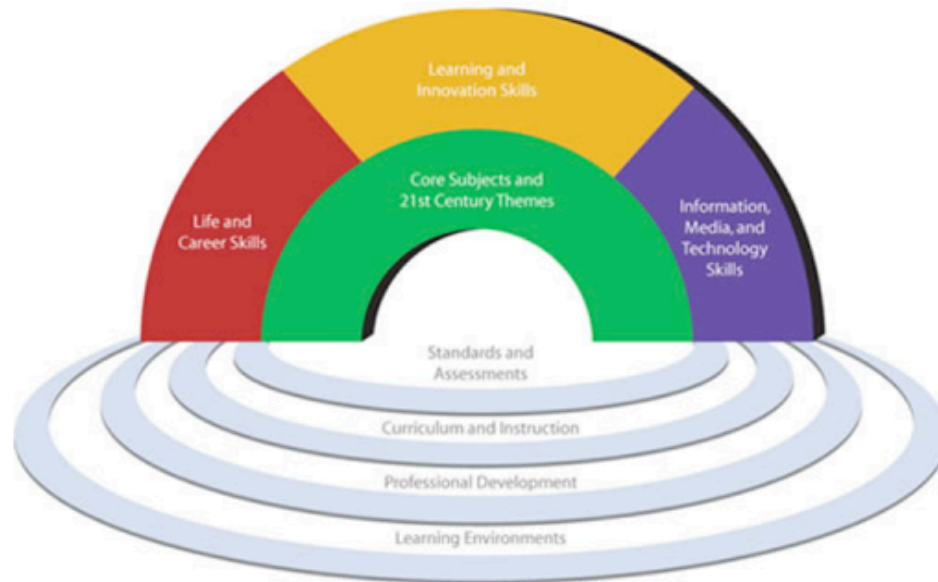
2009



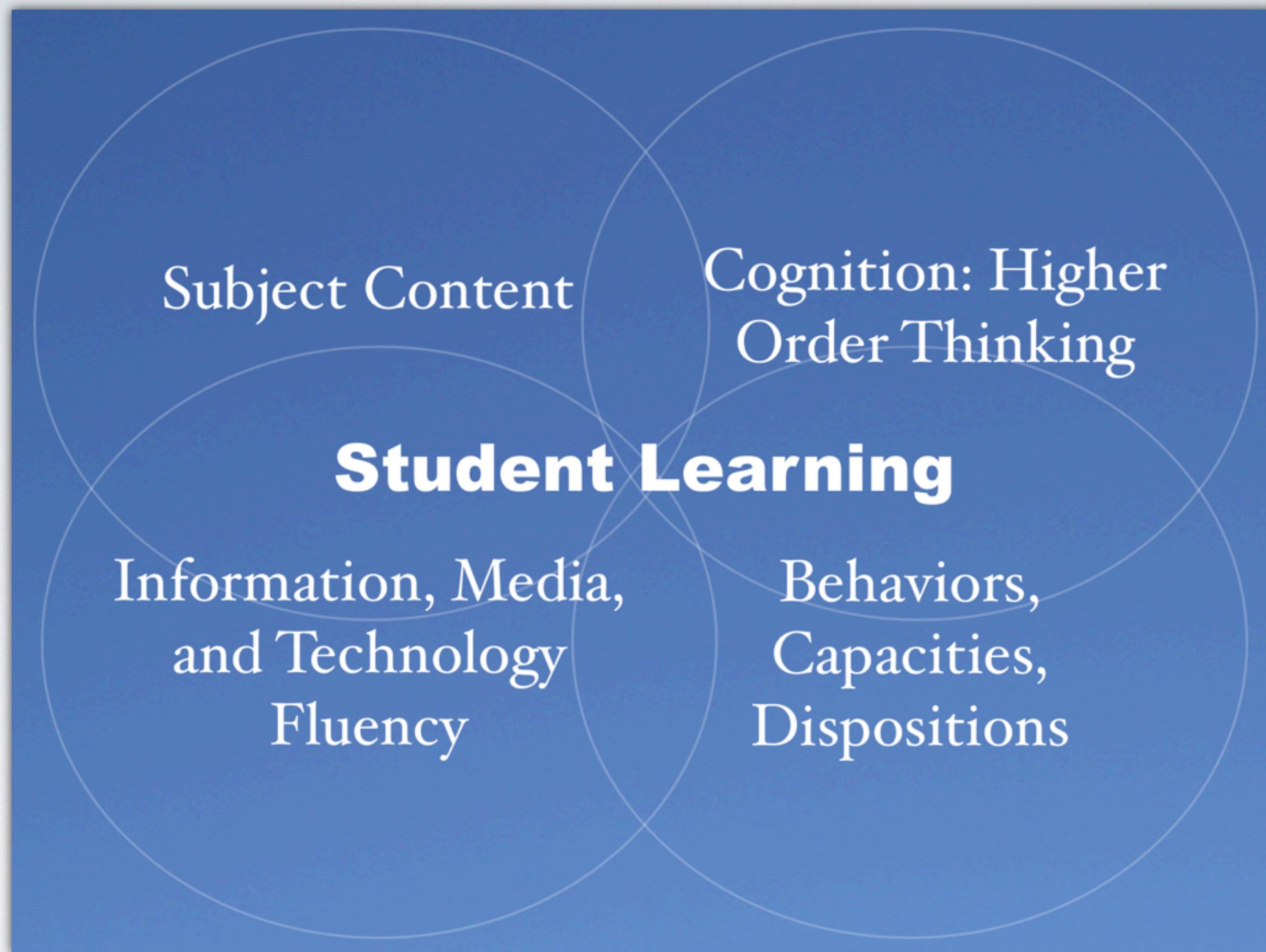
2012



2015



2009



2009

WHAT DISTINGUISHES A SCARSDALE GRADUATE?



2012

The Scarsdale Education for Tomorrow

KNOW

Advancing student knowledge with globally competitive skills and experiences, while fostering a love of learning

THINK

Empowering students to think critically and creatively, learn independently, and persevere

ACT

Inspiring students to collaborate, embrace diversity, and make positive contributions locally and globally

2012



2015



2015

Faculty Feedback

Faculty Feedback

- Whole Child
- Love of Learning
- A Classical Education taught in the Progressive Tradition
- Non Sibi
- Global Connections

Faculty Feedback

A Scarsdale Education for Tomorrow 1.0

Faculty Feedback

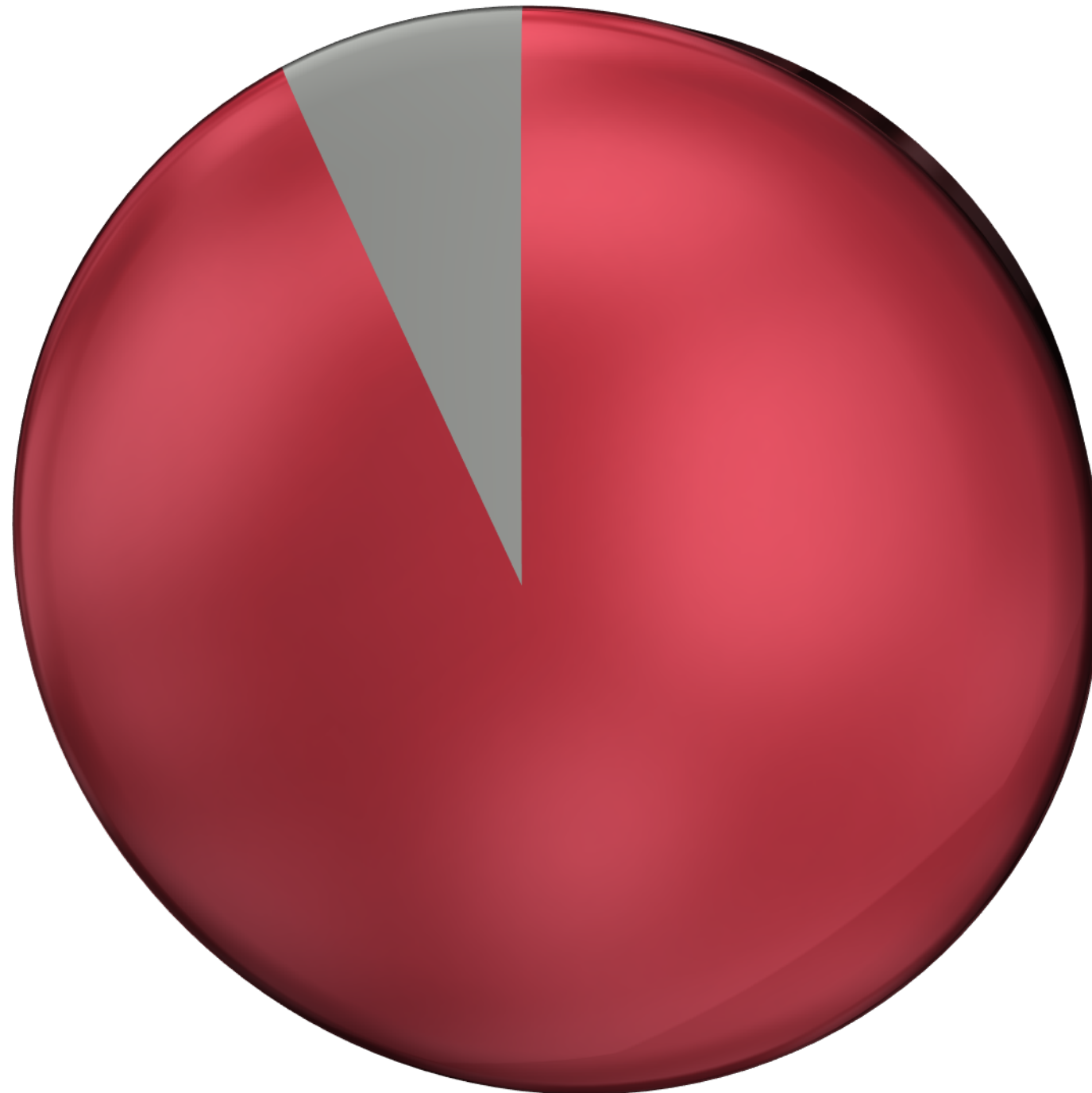
1. Do you agree?

Common themes emerged from the faculty, including the following: Love of Learning, A Classical Education taught in the Progressive Tradition, "Whole" Child, Non Sibi, and Global Connections. Do you believe that these themes appropriately capture our current District vision? Please choose your answer from the pulldown menu below.

- ☐ I agree
- ☐ I disagree
- ☐ Add option or [ADD "OTHER"](#)

● 93% Yes

● 7% No



Faculty Feedback

2. Do you agree?

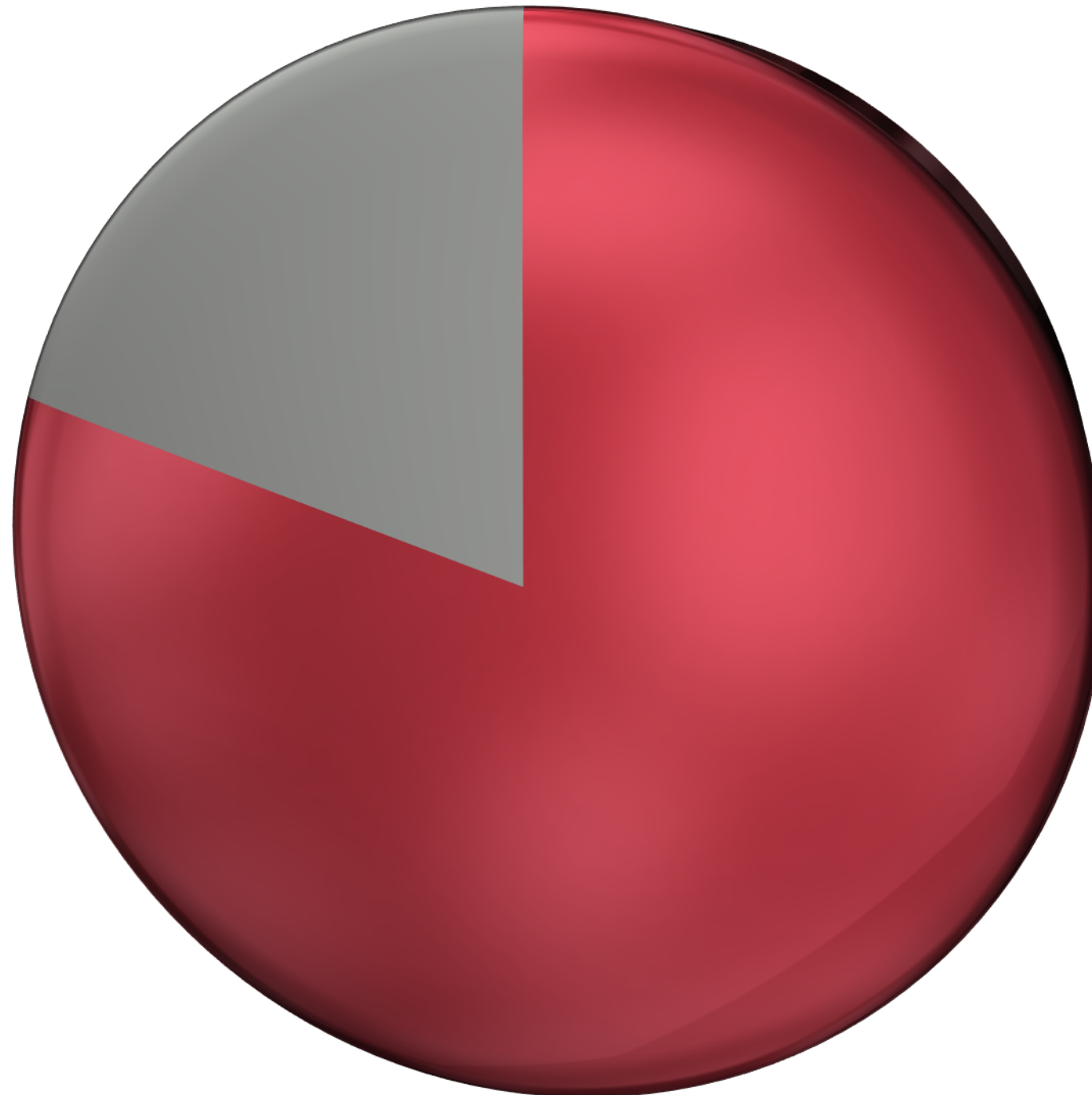
In addition to the aforementioned themes, faculty also acknowledged that our work is changing in response to numerous influences including new research, acceleration of globalization, and the increasing impact of technology. These changes have resulted in the need for increased emphasis on STEAM, Making/Design Thinking, Project-based & Active Learning, and Collaboration. Do you believe this should be mentioned in our current District vision? Please choose your answer from the pulldown menu below.

☐ I agree

☐ I disagree

● 80% Yes

● 20% No



Faculty Feedback

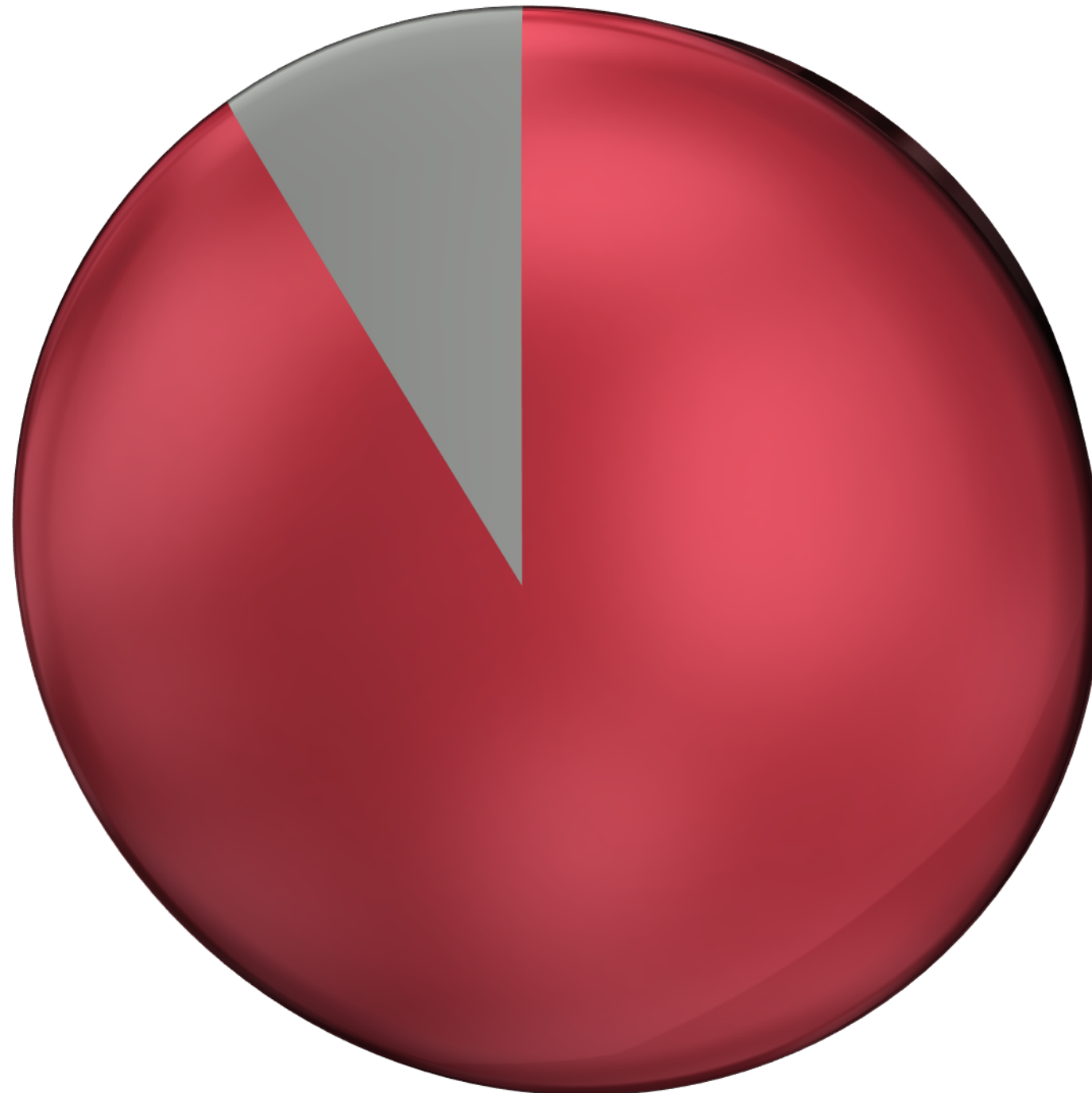
3. Do you agree?

Most of the groups who participated in this work identified "educating the whole child" as our District's highest priority with the understanding that this means: (1) actionable goals should be integrated in current curriculum and work (not add-ons); (2) curriculum and pedagogical practice should encourage active and constructivist learning; (3) process should be as important as any product; (4) academic and social goals should focus on diverse learners, multiple intelligences, and democratic citizenry; and (5) In addition to an academic focus, all educators should attend to non-cognitive skills, including resilience and grit as part of a growth mind-set. Do you believe this these should be part of our District vision? Please choose your answer from the pulldown menu below.

- ☐ I agree
 - ☐ I disagree
-

● 91% Yes

● 9% No



Emphasis on what **students** are **DOING!**

- STEAM
- Making
- Design Thinking
- Project-based Learning
- Active learning
- Collaboration

STRANDS FOR CONTINUED EMPHASIS AND EXPLORATION WITH STUDENTS

Personalized
Learning

STEAM

EXAMPLES OF THIS WORK

- Elementary Teachers College Writing Project
- Middle School Music Makerspace
- High School *Introduction to Programming* Class
- High School Math Class

TEACHERS COLLEGE WRITING PROGRAM

THREE TYPES OF WRITING

- Narrative Writing
- Informational Writing
- Opinion Writing



OVERVIEW AND CONTENTS FOR UNIT 2

Lab Reports and Science Books

Lucy Calkins, Lauren Kolbeck, and Monique Knight



In the first bend in this unit students write about a shared science topic. This is unusual: in a writing workshop students usually pursue topics of their own choosing, and the instruction centers on writing. In the opening of this unit, however, children conduct an entire forces-and-motion experiment, jotting and sketching as they do so, and then write a four-page lab report—their hypotheses on one page, procedures on another, results on a third, conclusions on a fourth. Later, you'll help students reflect on and improve this writing, but for now it is enough to move through the process.

In the second bend your goal will be to help your students master the writing processes they experienced in Bend I. You'll ignite students' enthusiasm for the new round of investigation by reminding them that scientists participate in scientific conversations and that they too need to join the scientific community of their school by communicating clearly all they have learned. You'll also introduce mentor texts so that students can revisit and improve lab reports already in progress. By the end of this bend your students will be able to design and conduct an experiment independently, writing lab reports as they progress through the work. They'll learn to write with domain-specific vocabulary and to elaborate as they write new lab reports and revise previously written ones.

In the third and final bend of the unit you'll invite students to write an information book that teaches readers all about a topic that the writer knows well and that—here's the hard part!—relates to the topic of the first part of the unit, forces and motion. You will, of course, support them extensively in this hard work! Whether they write about bicycling or golf or skateboarding or skating, a good deal of what they

Welcome to Unit 2

BEND I ♦ Writing as Scientists Do

1. Learning to Write about Science

In this session, you'll teach students that scientists study and write about their experiments. They write a question and then what actually happens. Scientists write lab reports.

2. Studying a Mentor Text: Procedural Writing

In this session, you'll teach students that writers study models of writing, like procedural writing, asking what the author is doing.

3. New Wonderings, New Experiments

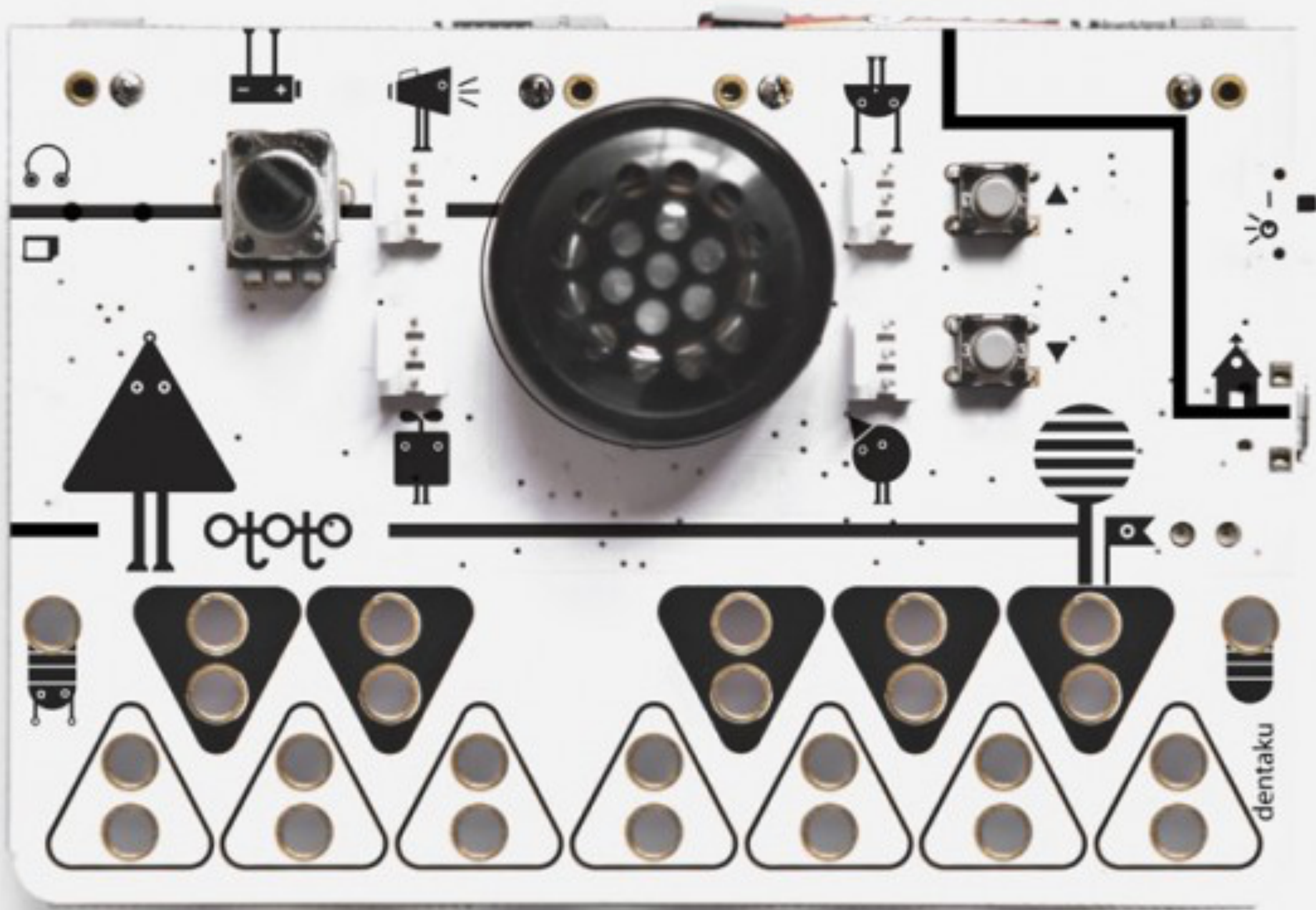
In this session, you'll teach students that scientists—like writers, scientists come up with their own ideas for what they want to find out about and then plan and test their experiments as they go.

“FORCES AND MOTION”

SCIENCE AND WRITING



MIDDLE SCHOOL MUSIC MAKERSPACE











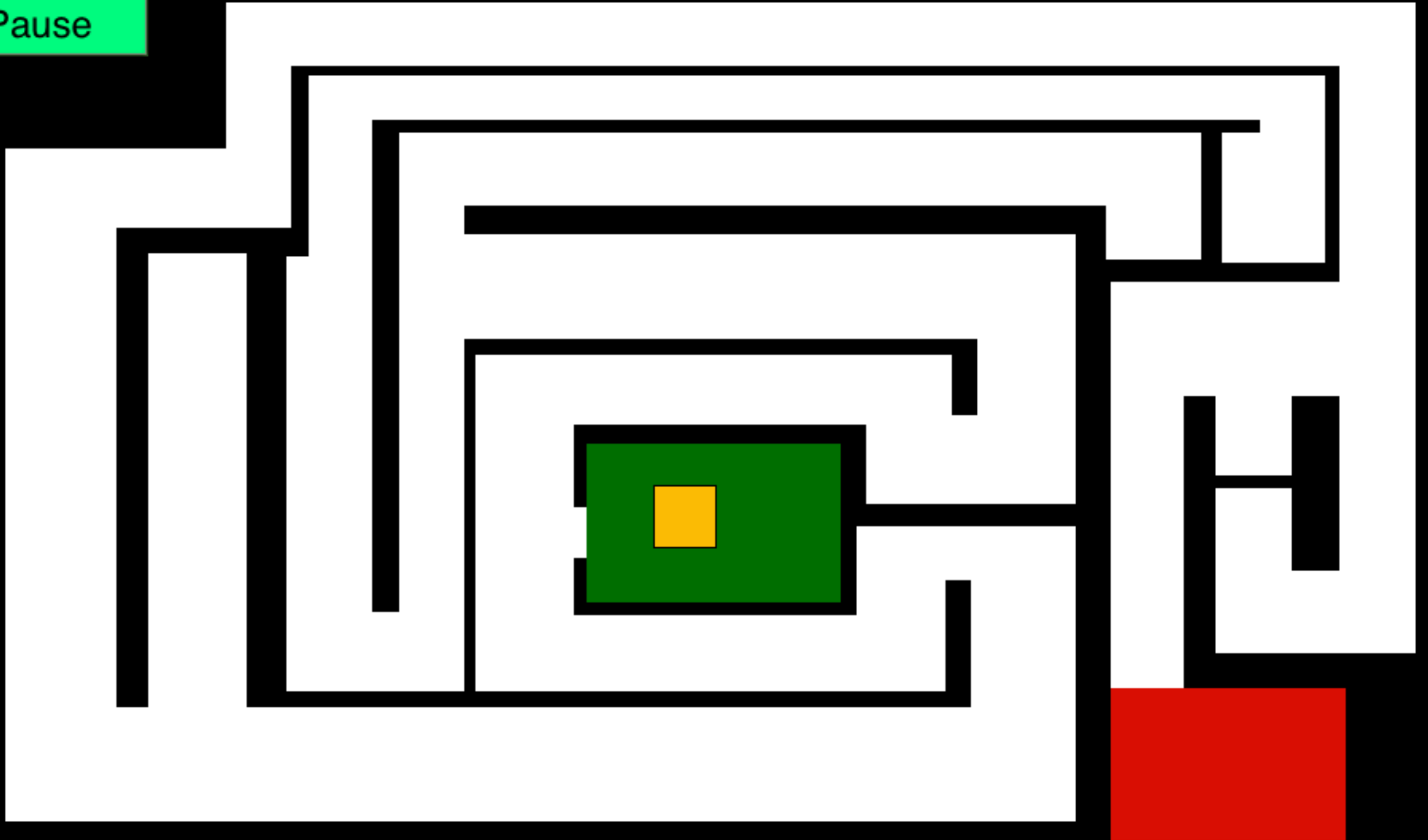
HIGH SCHOOL INTRO TO CODING CLASS





Maze Game

Pause



DIRECTIONS:

Choose a question from one of the 3 categories.

You will be redirected to a new page with the question. Everytime you get a question right, the number of points for the question will be added to your score.

JEOPARDY TRIVIA GAME



100

200

300

400



100

200

300

400



100

200

300

400

Your Current Score:

[Reset the Questions](#)

0

[Exit the Program](#)

TEACHER AND STUDENT REFLECTIONS



HIGH SCHOOL SENIOR MATH APPLICATIONS COURSE

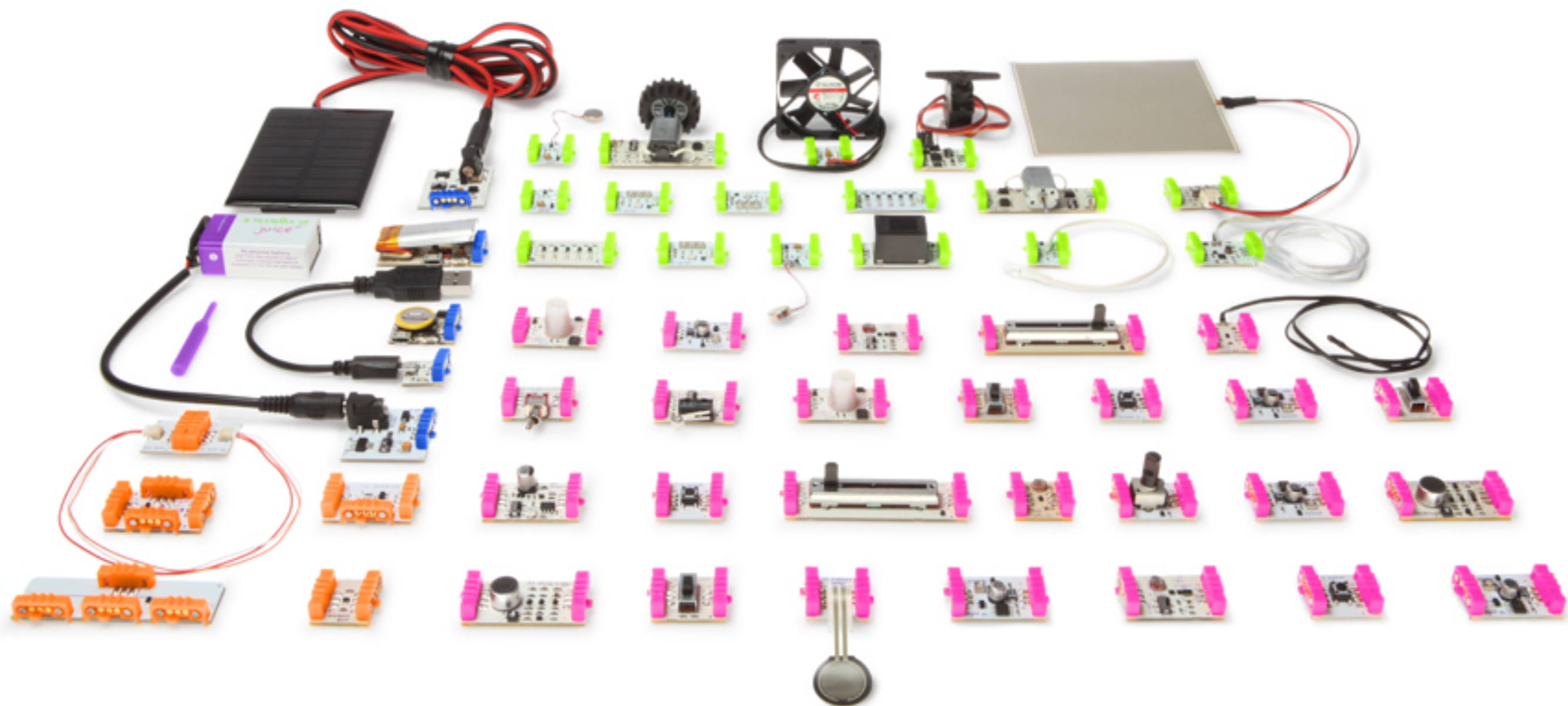
TEACHER REFLECTION: MONICA PALEKAR





“It’s not just what you know, but what you do with what you know that counts.”

-Tony Wagner





CHALLENGE 1

Let's start with a simple circuit. Find one of the lights in your collection (it will be green because it is an output) and snap it to a power Bit. (Hint: Your power Bit will need to be connected to a 9V battery and turned on)



CHALLENGE 2

Imagine you want to create a flashlight. You don't want the light to be on all the time or the battery will run out. What input Bit would you add so that you could turn your flashlight on and off?



CHALLENGE 3

Now let's make a smart flashlight. What could you use to make your flashlight turn on automatically when it gets dark? (Hint: you might need to change the mode or sensitivity of a Bit you add to your circuit)



CHALLENGE 4

What other ways could you use this same circuit? If we put our circuit in a box, what would we need to change so that the light turns on whenever we open the box? (Hint: we will need to change one of the little switches on one of the Bits)



Strands for continued emphasis and exploration with **faculty**

Personalized
Learning

STEAM

Global
Connections

GLOBAL CONNECTIONS

- Interdependence
- World Language
- Global Learning Alliance



SET 1.0 + NEW FOCUS = SET 2.0

- Whole Child
 - Love of Learning
 - A Classical Education taught in the Progressive Tradition
 - Non Sibi
 - Global Connections
- +
- STEAM
 - Making
 - Design Thinking
 - Project-based Learning
 - Active learning
 - Collaboration



NEXT STEPS: INFRASTRUCTURE

- Transition Plan Goals
- Technology Plan
- Learning Spaces: Use and Design
- Budget

NEXT STEPS: WORK WITH TEACHERS

- Program Improvement
- Curriculum Design and Re-design
- Professional Development

PROGRAM IMPROVEMENT

- Digital Literacy blending with K-12 Technology Expectations
- An Inquiry Approach
- Applied Skills and Concepts to Non-Standard Problems
- Student-Centered Learning Experiences

CURRICULUM DESIGN AND RE-DESIGN

- Reviewing Courses to include 21st Century Dispositions
- Creating Interdisciplinary Opportunities
- Providing Opportunities for Student Choice
- Designing Performance-Based Assessments to allow students to show what they know

PROFESSIONAL DEVELOPMENT

- Emphasis on student-centered, constructivist approaches
- Opportunities for teachers to observe and connect with each other
- Foster the use of a variety of assessments and other student feedback
- Ensure teacher comfort and knowledge in using specialized equipment, technologies, and materials for hands-on learning

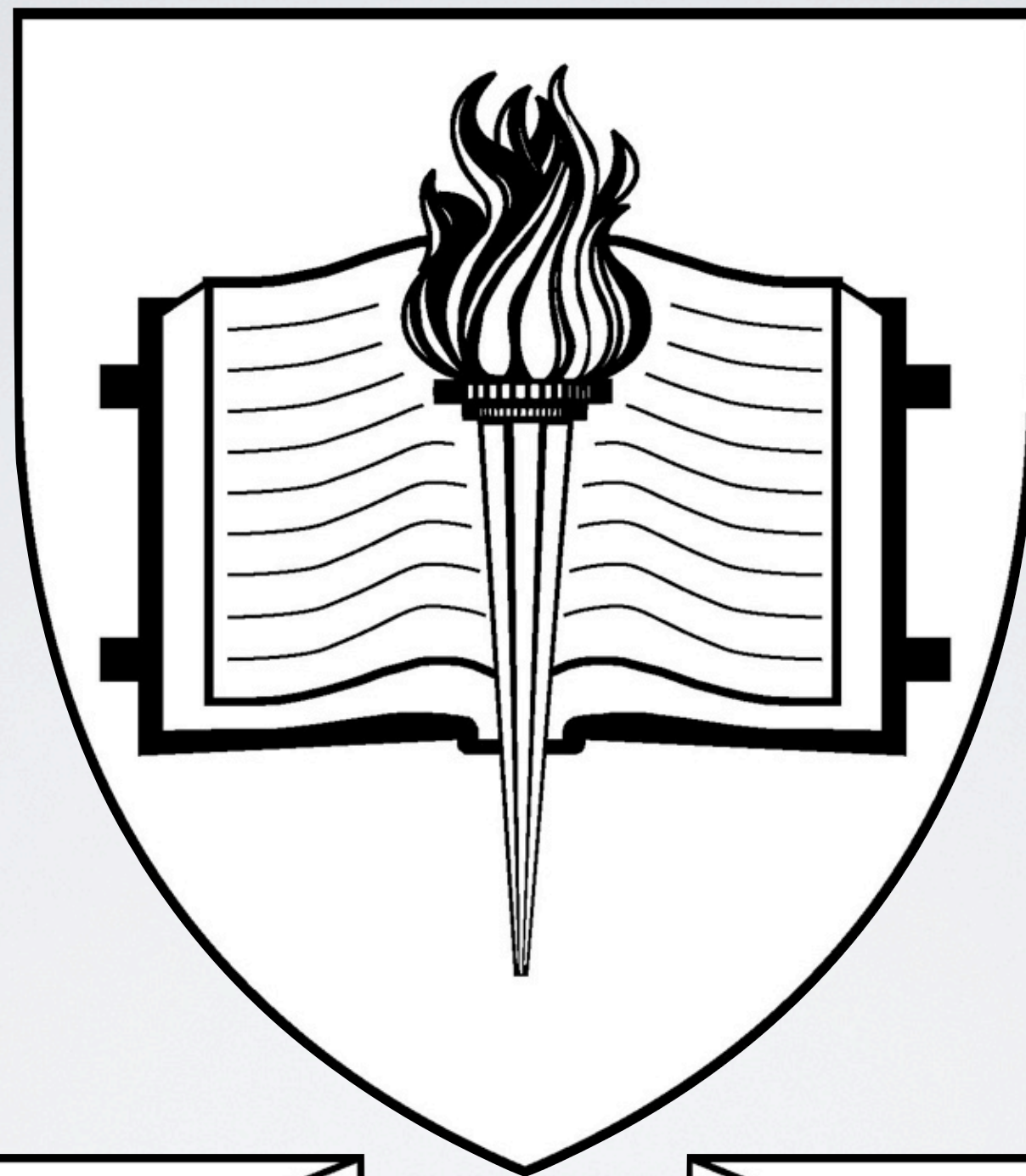
Scarsdale Curriculum



Expanding Implementation



Incubators of Innovation



NON 1784 SIBI