
Executive Summary

The curricular approach to instruction has a dual focus, literacy (math and reading) and real world investigation (social science, life science, and environmental science). To attain this focus, Metro School has developed and implemented an integrated math and science curriculum where mathematics becomes a component of the “language” of science. This approach emphasizes the importance of a fluent knowledge of mathematical and scientific process, application through more in-depth science exploration, elements and aspects of design, and innovation. As a component of the “language” of science, each student must demonstrate their ability to communicate numerically, graphically, algebraically, verbally, and in writing their understanding and evaluation of empirical evidence in all that they do.

The school has a holistic approach to educating the students—focusing on cognitive, social, emotional and physical development through experiential learning, service learning and family and community support. According to our belief, each family is an integral component of our decision-making process. We call this process our STEMocracy. Through mechanisms like our Town Meetings, policy is established from the governed through responsible citizenry.

The Metro High School, opened with ninety-nine 9th grade students August 28, 2006, currently serves 201 students. Metro is designed to offer Central Ohio students an education that is rigorous in content and expectations, relevant to their daily lives now and in the future, and based on the formation of strong relationships with both adults and peers within the learning community. Demographically, sixty-seven percent of the students are from urban districts, thirty-eight percent of the students are students of color, forty-one percent receive free or reduced lunch and we have 20 more boys than girls.

The high school will ultimately serve 400-440 students (approximately 100 students per grade) and will follow the Coalition for Essential Schools’ Ten Common Principles for developing and operating small schools as well as KnowledgeWorks Foundation’s Early College Non-negotiable Attributes.

The learning experience is divided into two distinct developmental phases: preparation and exploration and access to college. During the Core Prep phase, the 9th and 10th grade student experience will focus on learning that promotes performance. To exit the preparatory phase, the students will demonstrate performances in mathematics, science, social studies, and language arts. This performance demonstration includes the successful passage of the Ohio Graduation Tests and performance tasks that showcase the student’s ability to work independently and in-group environments as they investigate solutions to real world problems.

Upon successful demonstration of mastery of the Core Prep phase, the 11th and 12th grade students will learn from a curriculum that is focused on “learning outside of the school walls”, College Access. The Metro School staff designed the curriculum as a series of learning laboratories located in settings from within the central Ohio community. As an example, students may choose, based upon their interest, a math/science focused curriculum where they work with engineers in the field and take corresponding coursework in engineering at The Ohio State University or Columbus State University, or a humanities focused curriculum where they work with a newspaper editor and take corresponding journalism coursework at OSU or Columbus State. (The curriculum will include multiple settings and focus areas and will not be limited to the two examples described.) These experiences will go beyond the traditional internship and include demonstrations of problem solving and critical thinking in a partnership with the learning lab environment. Where the preparatory phase focused on capacity building, the exploratory phase focuses on practical experiences, skill development, social maturity, critical thinking, and responsibility. It is in the exploratory phase that the Metro School will demonstrate the viability and value of open source approach to education.

At its heart, the Metro school is designed to improve student achievement as measured through varied and multiple assessments, including the state required Ohio Graduation Test. This mission will be accomplished by creating an environment that combines intellectual vibrancy with personalization. The school is not being created to serve the “cream of the crop” student, rather it is designed to serve the average or underperforming students looking to be challenged and to improve themselves in a different environment. In particular, there will be a focus on the urban student with admission to the school.

Metro High School Design

Metro High School will consist of two very distinct divisions. Division 1: Core Prep is the 9th and 10th grade student division, Division 2: College Access is the 11th and 12th grade.

Division 1: Core Prep

The program for 9th and 10th grade students is formulated to accomplish several key outcomes:

- Successful passage of the Ohio Graduation Tests
- Performance attainment of core area coursework
- Demonstration of habits of mind that include: disciplined inquiry, independent thinking, analysis, reasoning, creative problem solving and evaluation
 - Specific measurements will be taken in every course in Critical Thinking, Inquiry, Collaboration, Communication, Engagement, and Responsible Decision-making. These are included on Metro's grade reporting system.
- Demonstration of habits of heart that include: compassion for others, responsibility, courage, and honesty
- Demonstration of efficient and effective collaboration
- Demonstration of successful completion of the following college coursework at OSU: EPL 259 Individual Learning and Motivation (ILM) Strategies for Success in College, EEOB 126 Introduction to the Study of Birds, EEOB 125 Entomology, EEOB 126 Introductory Insect Biology (for a total of 15 credit hours).

Division 2: College Access

The program for 11th and 12th grade students is formulated to accomplish additional key outcomes:

- Demonstration of learning to authentic audiences
- Demonstration of habits of cooperation and teamwork
- Successful 12th grade exhibition of knowledge and skill
- Demonstration of successful completion of graduation standards
- Demonstration of successful attainment of college coursework (45 – 60 quarter hours per student)

Metro School Performance Expectations

Metro High School has developed specific performance targets for the educational program based upon published best practices for small, personalized high schools. The source documents for the survey of best practices are; CES Ten Common Principles, Breaking Ranks II, and the programmatic components of the International Baccalaureate. (These attributes have been organized in a matrix located in the section called "Research Summary".) We began the planning through a grant from CES and we are grounded in their principles. Breaking Ranks II was chosen as a body of research because it is the most comprehensive recent study on high school effectiveness. IBO was chosen because it serves as a comprehensive international approach to College Access.

Each of the attributes was organized into performance targets by which measurement, either qualitative or quantitative, will be monitored for impact on overall student achievement. The target areas for performance are categorized under the following titles:

Student Achievement
Classroom Practice
Leadership Practice
Organizational Practice
Community Connections



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Each of the characteristics listed are desired performances or attributes for optimizing learning. Following the detailed expectations is a matrix of research practices and attributes that have been incorporated into the establishment of the school as a result of the planning to date.

Student Achievement – Expectations for Students

- Demonstrate that their learning is purposeful and that they have developed habits of mind by: questioning their work; taking ownership of their work; directing their learning; reflecting on their work; assessing their work; revisiting their work; solving complex problems; sharing their understanding; making connections; finding and assessing evidence for their ideas and others'; asking critical questions of others; using a variety of tools (i.e. technology) to conduct research; conducting action research; and performing at a high level in assessments
- Deepen their understanding of subject areas by making connections between traditional academic disciplines
- Make connections between their academic and personal lives by applying knowledge gained and essential skills developed in school to their lives outside of schools
- Demonstrate intrinsic motivation by becoming increasingly independent learners
- Attend classes and activities which are primarily grouped heterogeneously and accessible to all students
- Recognize that the school applies high standards to all students
- Work with the guidance of adults in the school to set academic and personal goals which are tailored to their individual strengths
- Be able to identify at least one adult in the school community who knows them well and can advocate for them
- Express satisfaction in school because they believe it meets their academic and personal needs
- Use and understand the inquiry model, and as a result, regularly revise their work and generate their own essential questions
- Take on multiple roles ("teacher", "researcher", "student", and "team member") in the classroom/learning process
- Identify, assess, select, find, and use a variety of human and material resources strategically in their work
- Safely, respectfully, and persuasively articulate their ideas and opinions
- Contribute to classroom, school and community decision making and problem solving
- Show the capacity to take positive risks academically and socially and learn from mistakes
- Develop exhibitions for promotion and graduation which show careful selection of topic and format, incorporate required skills and areas of knowledge, involve a wide variety of human and material resources, and show evidence of reflection and habits of mind
- Create portfolios throughout their academic career which demonstrate the evolution of their skills and knowledge

Classroom Practice – Expectation for Teachers and Staff

- Curricula that begins with the Ohio Academic Content Standards and Indicators and ends with successful participation in college level work without remediation
- Curricula that employ essential questions and are aligned with developing “Habits of Mind”
- Varied instructional strategies and assessments that support the development of habits of mind for all students
- Classroom activities that are structured democratically so that students are able to play a variety roles in a variety of settings
- Classroom activities that foster collaboration and independence of thought
- Curricula and activities that are structured to support students as they develop the essential skills they will need to demonstrate in order to be promoted or graduate
- On-going discussions of ways in which "less is more," rather than coverage, leads to effective teaching and learning (depth vs. breadth)
- A variety of resources (i.e. manipulatives, teacher resources, textbooks) being used to inform curricular decisions and deepen knowledge
- Diverse teaching practices that support student success
- Teachers who identify clear and measurable goals for all students and know where all students are in relation to those goals
- Teachers who not only believe that all students can learn to use their minds well, but actively promote this idea
- Teachers who know and share information about students' emotional, academic, and social needs, strengths, weaknesses and how they mesh with the norms and expectations of students' communities
- Strategies and interventions that are developmentally appropriate are being used to support students in a proactive way
- Implied trust (i.e. bells or tones are not used to signal the end of class or class change times) and of respectful behavior among all stakeholders
- Curriculum and activities that give students choices and numerous opportunities to succeed
- Teachers, parents, and students interacting in a variety of settings (inside and outside the classroom), making effective partnerships on behalf of students
- Teachers who analyze their teaching practices (i.e. ratio of teacher talk to student talk, opportunities for student initiated intellectual pursuits, quality and variety of learning activities, opportunities for multiple learning styles)
- Teachers who coach/facilitate student learning rather than rely solely on lecturing
- A curriculum that is flexible enough to allow for independent exploration, student generated questions, and student reflection
- Teachers modeling the use of varied media/technology for presentations and exhibitions
- Promotion of students based on their demonstration of mastery, not by time spent in class
- Teachers who see their role in the school as one that goes beyond their immediate sphere, classroom, or subject area (i.e. advisor, counselor, coach, learner)
- Teachers who work across grade levels and/or disciplines and sharing resource and expertise with each other
- Teachers who believe that understanding various student cultural differences (such as ethnic, gender, economic, linguistic) is a fundamental part of being a generalist

Specific Course Expectations:

Course Expectations:

- Syllabus Prepared and Submitted to each student upon enrollment
- Powerschool monitoring of progress toward accomplishment of the mastery indicators/benchmarks targeted by Syllabus
- 12 Mastery Items per term that include but are not limited by: 2 mid-term assessments that have been formulated as a summative benchmark using OGT format, one project that either has community impact or has been generated in an integrated fashion with another subject area. Teachers may have as many other assignments as deemed necessary as long as they are included in Powerschool and do not exceed more than 10% of the total number of points available.

Example:

1. 5 Paragraph Essay describing student's choice of life system.
 2. Test
 3. Lab Report and Summary for Labs 1 - 5
 4. Mid-Term
 5. Position Paper including analysis and research of two sides of biological issue (genetic cloning, etc.)
 6. Columbus Zoo Project Due
 7. Homework and Portfolio Check
 8. Mid-Term
 9. Lab Report and Summary for Labs 5 - 10
 10. Test
 11. Research paper
 12. Oral Assessment, Laboratory Presentation and Portfolio Assessment
- Project Focus Days are days that are assigned to allow the students to anticipate major assignments while reducing the chances of having major assignments due on the same date.
 - Monday - English, Tuesday - Foreign Language, Wednesday - Math, Thursday - Social Studies, Friday - Science

Leadership – Expectations for the Principal

- Work collaboratively with all stakeholders to create not only a shared school vision, but articulate, share, and revise it when necessary
- Support the continued intellectual focus of the staff and students (i.e. professional development opportunities and resource allocation)
- Model intellectual curiosity by conducting action research and acting as a
- Lifelong learner
- Coach, support, and encourage teachers as they establish clear competencies for all students in each course
- Demonstrate role as learner / teacher through modeling and being present in classrooms
- Articulate and advocate for depth over breadth with district, university, and community members
- Support teachers in the successful implementation of inclusion
- Model personalization by knowing teachers, parents, and students well
- Model respectful behavior during both formal and informal communications (i.e. demonstrate trust until abused) and develop clear, coherent norms and policies about "how we do things" at school
- Revisit the need to model tolerance and respect diversity with the staff and student body over the course of a year
- Structure staff policies so that individuals are given more than one chance to succeed
- Use a decision making process that supports/promotes personalization at both the teacher and student level
- Model and promote the idea that all students can learn to use their minds well
- Make a variety of resources available (library, Internet, community, mentors) and allocate time for teachers to reflect
- Engage the wider community in educational discourse
- Model the metaphor of "coach" by being an "authentic teacher" and "authentic learner"
- Educate the larger community (including representative from universities, businesses, and families) about exhibitions and other performance-based assessments and invite them to provide feedback on the process and content of exhibitions
- Negotiate the relationship between exhibition requirements and state and local standards
- Participate in and encourage conversations throughout the community and district regarding grading and promotion
- Display political/ financial savvy and secure external resources (center, foundations, higher education) to support the work
- Clearly articulate the school's needs, strengths, and weaknesses as they relate to the mission of the school
- Make resource decisions and staffing decisions based on student need and authentic teaching and learning

Organizational Practice – Expectations for Metro School Performance

- Professional development and support system that are framed around intellectual rigor, personalization and habits of the mind
- A learning community of stakeholders, spokespeople and publications that articulate the philosophical foundation of the school (i.e. what "habits of mind" are, how the school addresses emotional and social components, what high levels of learning for all students means)
- School and community resources that are available and well integrated (i.e. libraries, technologies, support programs) to support intellectual purposes
- An academic program that is designed to support cross disciplinary work
- Forums that encourage discussions of "less is more" and professional development opportunities help teachers design curriculum effectively
- Programs and field trips (i.e. community service, work study, internships) that connect "inside" school learning to the community and "real" world
- The collection, disaggregation (i.e. by race, ethnicity, gender, disability), and analysis of student data by individual teachers and the school so that patterns related to student achievement (i.e. school placement, test scores, course selection, post graduate plans) can emerge
- A challenging curriculum and promotion/graduation standards that apply to all students – no tracking
- School activities and resources (financial and human) that are allocated with a focus on student equity
- A schedule that supports small learning communities by reducing student teacher ratio
- Schedules and programs that are organized to accommodate personalized learning
- Professional development and support systems that encourage personalization by providing information about expert/outside and community resources
- Professional development opportunities and support systems that encourage authentic teaching and learning
- Whole-school meetings that are convened to include student voice
- Governance systems that enable all stakeholders (teachers, students, parents, community, and administrators) to have input into planning and assessing of school programs (vision/goal setting process, data review, student exhibitions)
- A learning environment that is both hospitable and authentic
- A schedule and organization that allow for time during the school day to pursue authentic teaching and learning
- Personalized coaching for individual students as they plan and develop their exhibitions
- Curricular goals and outcomes, schedule, teaching load, and programs that provide teachers with time to meet and collaborate during the school day
- Professional development, support systems, and incentives (i.e. sabbaticals, grants, activities, study groups) that help teachers reflect on their profession and learning.
- Expectations of teachers that are realistic and reasonable

Community Connections – Expectations for Metro School Performance

- Work collaboratively with school personnel to create a shared school vision that embraces intellectual rigor for all students
- Help build and sustain a learning community of stakeholders (parents, students, district, non-parent community members who can articulate (i.e. define, discuss, revisit, support) and use "habits of mind"
- Make community resources available i.e. libraries, technologies, support programs) to support intellectual purposes
- Support programs (i.e. service learning, work study, internships, field trips) that connect school learning to the community and world outside of school
- Observe and provide feedback about the content and process of exhibitions and other performance-based assessments
- Participate in and encourage conversations throughout the community and district regarding grading and promotion
- Be involved in planning and assessing of school programs (vision/goal setting process, data review, student exhibitions)
- Provide input into decisions that affect student learning through involvement in parent and community organizations and functions

Performance Assessment Process

Student Achievement

Performance in the classroom is the most regularly assessed practice in the high school. The instructors will determine the subject area performance criteria and incorporate the overall performance attributes listed under the Student Achievement section above. Performances for students will be assessed in a narrative fashion and conversion to sending districts will be made according to their schedule.

Classroom Practice

Performance in the classroom will be assessed in a variety of ways. Metro High School will have a system that incorporates principles and practices of Critical Friends Groups. Administrative appraisal systems will also be implemented. The administrative appraisal systems will be linked to the district in which the teacher is employed as well as to the overarching improvement goals established by Metro High School. LPDC considerations will also be unique to the sending districts.

Leadership Practice

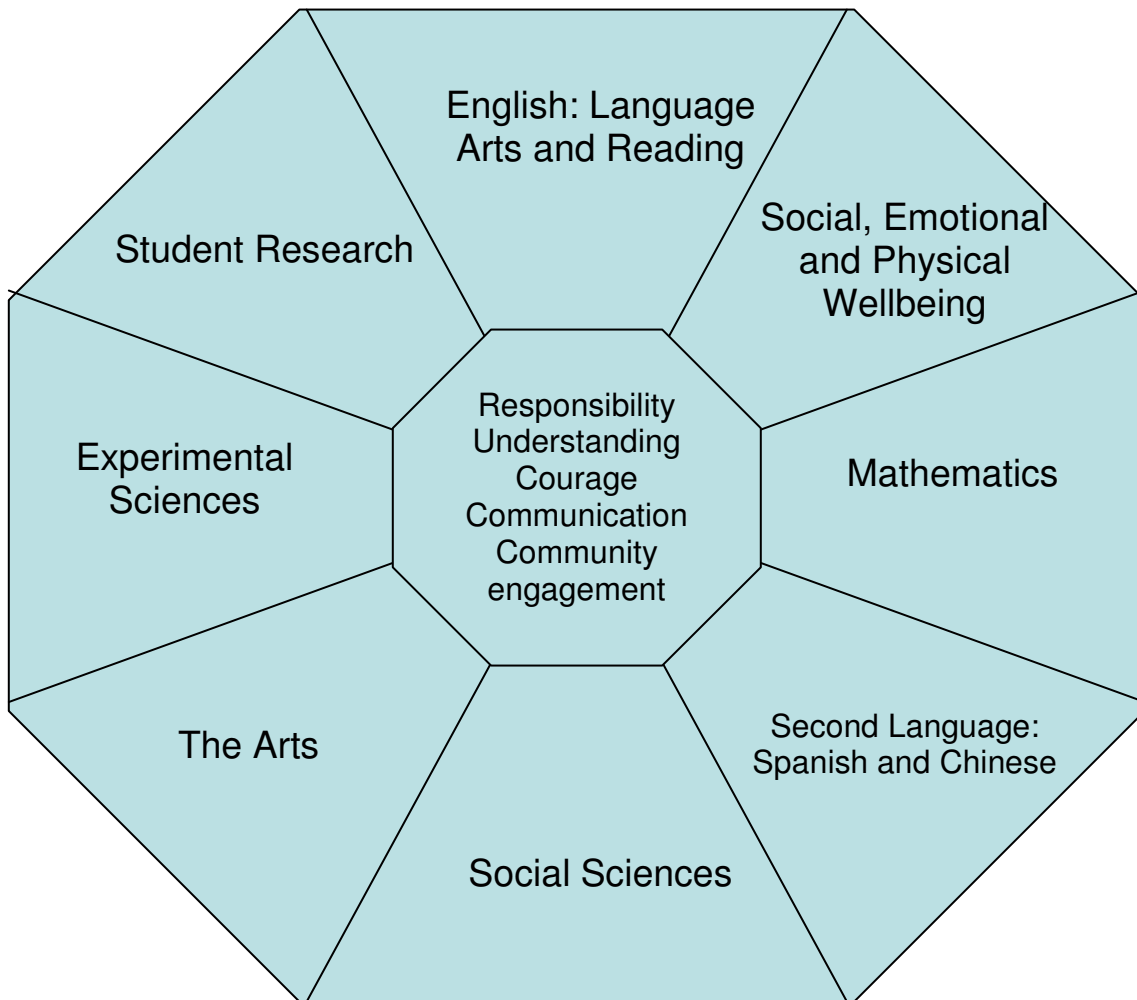
Principal performance will be assessed by the governing body of the school and by the school's own governance system. The criteria for appraisal will be based upon the ISLLC standards and the established performance attributes listed above.

Organizational Practice and Community Connections

Organizational and community engagement performances will be assessed and examined by the governing body and by the larger community. The system for evaluation has yet to be determined.

Courses of Study

The following illustration shows the major domains of instructional practice that will be provided for our students. The courses will be criterion referenced based upon two thresholds: OGT performance expectations and university entrance requirements. Each student may enter with different starting points, so their pathways may be different in their attainment of the requirements for our program. Personalization of instructional delivery is a high priority for our instructors, so differentiation of process, product or content may occur to optimize individual mastery of the established criterion.



Performance assessments and narrative feedback are two of the unique ways in which the staff will provide feedback to the families and advisors of the students of the Metro School. Each student’s performance will then be translated into the system of assessment used by the sending high school and district.

The following tables indicate the courses to be offered and the expected year of completion for our students. The coursework was designed in conjunction with The Ohio State University and Battelle. Specific detail of how the courses will be scheduled is listed under the heading “Schedule and Calendar”.

Upon enrollment, a specific graduation pathway will be formulated with the family of the student according to Metro guidelines and the sending district’s graduation requirements.

Mathematics

Division 1 - Grade 9 <i>Students may earn 3 high school credits based upon mastery performances in each subject area.</i>	Algebra I (1.0 credit)
	Algebra II (1.0 credit)
	Statistics (1.0 credit)
	Trigonometry (1.0 credit)
Division 1 - Grade 10 <i>Students may earn 2 high school credits based upon mastery performances in each subject area.</i>	Advanced Geometry (1.0 credit)
	Pre-Calculus (1.0 credit)
Division 2 - Grade 11 and 12 <i>Students will begin coursework in one of three environments: OSU coursework, Metro High School, Field Placement</i>	OSU College Calculus 151, 152, 153 (15 quarter hours at OSU)
	OSU College Statistics 193 (5 quarter hours at OSU), or Multivariate Calculus 161 (4 quarter hours at OSU)
	Independent and Collaborative Research in Learning Laboratory
	Marketing and Business Statistics (.5 credit)

Experimental Sciences

Division 1 - Grade 9 <i>Students may earn 2.0 high school credits in the physical sciences based upon mastery performances in the subject area.</i>	Physics (1.0 credit)
	Natural Resources, Systems and Engineering (.5 credit)
	Biology (1.0 credit)
	Earth and Space Science (1.0 credit)
Division 1 - Grade 10 <i>Students may earn 3 high school credits based upon mastery performances in the subject area.</i>	Chemistry (1.0 credit)
	Principals of Engineering (1.0 credit)
Division 2 - Grade 11 and 12 <i>Students will be required to take Engineering. Students will begin their remaining coursework in one of four types of environments: OSU coursework, Metro High School, Learning Centers, Field Placement</i>	Calculus-Based Physics (1.0 credit)
	Intro to Engineering Design (1.0 credit)
	Digital Electronics (1.0 credit)
	Biomedical Engineering (1.0 credit)
	Independent and Collaborative Research in Learning Laboratory
	College Biology (1.0 credit)
	College Chemistry (1.0 credit)

English: Language Arts and Reading

Division 1 - Grade 9 <i>Students may earn 3 high school credits in the based upon mastery performances in the subject area.</i>	College Reading/Language Arts 9 (1.0 credit)
	College Writing/Language Arts 10 (1.0 credit)
	Literature/Language Arts 11 (1.0 credit)
	World Literature (1.0 credit)
Division 1 - Grade 10 <i>Students may earn 2 high school credits in the based upon mastery performances in the subject area. These courses are integrated with Social Sciences.</i>	American Literature (1.0 credit)
	Research and Technical Writing (.5 credit)

Metro High School

Curriculum Overview

Division 2 - Grade 11 and 12 <i>Students will be required to write and submit at least one scientific journal entry before graduation through the Research and Technical Writing class. Students will begin their remaining coursework in one of three environments: OSU coursework, Metro High School, Field Placement</i>	OSU 113, 114, or 115
	Independent and Collaborative Research in Learning Laboratory
	OSU European Literature 153
	OSU African Literature 157
	Research and Technical Writing (.5 credit)

Social Sciences

Division 1 - Grade 9	<i>Social Sciences will begin in year 2 of Division 1</i>
Division 1 - Grade 10 <i>Students may earn 3 high school credits in the based upon mastery performances in the subject area.</i>	US Studies (1.0 credit)
	World Studies (1.0 credit)
	American Government (1.0 credit)
Division 2 - Grade 11 and 12 <i>Students will begin coursework in one of three environments: OSU coursework, Metro High School, Field Placement</i>	Internship in City Government (1.0 credit)
	World Politics and Economic Development (1.0 credit)
	Independent and Collaborative Research in Learning Laboratory

Student Research

Division 1 - Grade 9 <i>Students are required to participate in this course and can earn .25 credits based upon mastery performance.</i>	Advisory Collaborative Research and Community Service (70 hours required) .25 credit
	Advisory Small Group Collaborative Research and Experimentation in Community Development (70 hours required) .25 credit
Division 1 - Grade 10 <i>Students are required to participate in this course and can earn .5 credits based upon mastery performance.</i>	
Division 2 - Grade 11 and 12 <i>Students are required to demonstrate their service to the community and their individual research as a graduation standard.</i>	Portfolio 1 - 4: Development of Learning Laboratory Experiences
	Individual Research and Service to Community Development

Social, Emotional, and Physical Wellbeing

Division 2 - Grade 11 and 12 <i>Students will participate in each of these courses for an additional .25 credits each.</i>	Wellness (60 hours of instruction in Health and 120 hours of instruction in Physical Education) 1.0 credit total
	Human Social and Emotional Development
	Independent and Collaborative Research in Learning Laboratory

Second Language: Spanish

Division 1 - Grade 9	Novice (1.0 credit)
Division 1 - Grade 10	Novice/Intermediate (1.0 credit)
	Intermediate (1.0 credit)
	Intermediate/Advanced (1.0 credit)
	Advanced (1.0 credit)
	OSU Spanish 204
Division 2 - Grade 11 and 12	Students have the option to continue learning Spanish and earn up to 2 more credits, or students may choose entry-level college work on foreign language of the student's choice.

Second Language: Chinese

Division 1 - Grade 9	Chinese 1 (1.0 credit)
Division 1 - Grade 10	Chinese 2 (1.0 credit)
	Chinese 3 (1.0 credit)
Division 2 - Grade 11 and 12	Students have the option to continue learning Chinese and earn up to 2 more credits, or students may choose entry-level college work on foreign language of the student's choice.

The Arts

Division 1 - Grade 9	The arts will be integrated into all coursework offered in Division 1 wherever possible.
Division 1 - Grade 10	
Division 2 - Grade 11 and 12 Students should have 1.5 credits in the arts.	Intro to Fine Art Photography (.5 credit) Intro to Fine Art Drawing (.5 credit) Visual and Performance Arts (1.0 credit) Intro to Fine Art Painting (.5 credit) Art in the Environment 293 (OSU 4 quarter credits)

Student Achievement - Expectations for Students During Learning Center Experience

- Demonstrate that their learning is purposeful and that they have developed habits of mind by: questioning their work; taking ownership of their work; directing their learning; reflecting on their work; assessing their work; revisiting their work; solving complex problems; sharing their understanding; making connections; finding and assessing evidence for their ideas and others'; asking critical questions of others; using a variety of tools (i.e. technology) to conduct research; conducting action research; and performing at a high level in assessments by both the coordinator of the internship and the cooperating mentor.
- Deepen their understanding of subject areas by making connections between traditional academic disciplines and the field of work experience in the internship.
- Make connections between their academic and personal lives by applying knowledge gained and essential skills developed in school during the Core Prep study to their lives outside of school and in college.
- Demonstrate intrinsic motivation by becoming increasingly independent learners.
- Attend classes and activities which are targeted toward the general educational units required by The Ohio State University and associated to their field experience internship.
- Work with the guidance of adults both in the classroom setting and in the field experience/internship to set academic and personal goals which are tailored to their individual strengths and documented in their personal portfolio.
- Express satisfaction in the placement because they believe it meets their academic and personal needs.
- Use and understand the inquiry model, and as a result, regularly revise their work and generate their own essential questions for future research.
- Take on multiple roles in the process of developing expertise in the field study/internship.
- Identify, assess, select, find, and use a variety of human and material resources strategically in their work.
- Safely, respectfully, and persuasively articulate their ideas and opinions.
- Contribute to field experience/internship, school and community decision-making and problem solving.
- Show the capacity to take positive risks academically and socially and learn from mistakes.
- Develop exhibitions for promotion and graduation which show careful selection of topic and format, incorporate required skills and areas of knowledge, involve a wide variety of human and material resources, and show evidence of reflection and habits of Metro Graduates.

Learning Centers - Expectation for Metro Staff

- Knowledge of the curriculum and expectations of each course that the student is enrolled in from The Ohio State University.
- Varied instructional strategies and assessments that support the development of habits of mind for all students as they progress in their college coursework.
- Coordinated field activities that are structured democratically so that students are able to play a variety of roles in a variety of settings.
- Field placements that foster collaboration and independence of thought.
- Curricula and activities that are structured to support students as they develop the essential skills they will need to demonstrate in order to be successful in the field placement.
- A variety of resources used to inform field experience related decisions and deepen knowledge of all individuals.
- Staff members who identify clear and measurable goals for all students and know where all students are in relation to those goals.
- Staff members who not only believe that all students can learn to use their minds well, but actively promote this idea.
- Staff members who know and share information about students' emotional, academic, and social needs, strengths, weaknesses and how they mesh with the norms and expectations of field placement.
- Strategies and interventions that are developmentally appropriate are being used to support students in a proactive way.
- Staff, parents, mentors and students interacting in a variety of settings (inside and outside the placement), making effective partnerships on behalf of students
- Staff that is flexible enough to allow for independent exploration, student generated questions, and student reflection

Organizational Practice - Expectations for Learning Center Performance

- Professional development and support system that are framed around intellectual rigor, personalization and the Metro High School Habits.
- A learning community of stakeholders, spokespeople and publications that articulate the philosophical foundation of the Learning Center (i.e. what "habits of mind" are, how to address emotional and social components, what high levels of learning for all students means, ...).
- School and community resources that are available and well integrated (i.e. libraries, technologies, support programs) to support intellectual purposes.
- Forums that encourage dialogue and professional development opportunities help the learning partner establish performance criteria for each placement.
- The collection, disaggregation (i.e. by race, ethnicity, gender, disability), and analysis of student data by individual learning center so that patterns related to student achievement (i.e. school placement, test scores, course selection, post graduate plans) can emerge.
- Activities and resources (financial and human) that are allocated with a focus on student growth and development within the field placement.
- Schedules and programs that are organized to accommodate personalized learning.
- Professional development and support systems that encourage personalization by providing information about expert/outside and community resources.
- Professional development opportunities and support systems that encourage authentic learning.
- Learning Center meetings that are convened to include student voice

- Governance systems that enable all stakeholders (learning partners, students, parents, community, and administrators) to have input into planning and assessing of the learning center program (vision/goal setting process, data review, student exhibitions)
- A learning environment that is both hospitable and authentic.
- Expectations of all learning partners that are realistic and reasonable.

Community Connections - Expectations for Learning Center Partnerships

- Work collaboratively with school personnel to create a shared school vision that embraces intellectual rigor for all students
- Make community resources available (i.e. libraries, technologies, support programs) to support intellectual purposes
- Support programs (i.e. service learning, work study, internships, field trips) that connect college coursework and learning to the community and world of work.
- Observe and provide feedback about the content and process of exhibitions and other performance-based assessments.
- Be involved in planning and assessing of Learning Center programming (vision/goal setting process, data review, student exhibitions).
- Provide input into decisions that affect student learning through involvement in community organizations and functions.

Learning Center Details

Location	Status	Program to be offered	Number of Students Maximum
COSI	COSI has agreed to allow us to use the space, is holding it. We are awaiting word regarding viability from B. Mitchell. Targeting implementation for Spring, 2009.	<ul style="list-style-type: none"> • Internships - working with COSI staff regarding informal learning program implementation, working with WOSU • Electronics and Electrical Engineering • Media and Communications 	50 per term
RPAC	RPAC is excited to work with Metro and will allow the students to use the facility for \$70 per term. Implementation target is Fall, 2008.	<ul style="list-style-type: none"> • Wellness 	20 per term
Franklin Park Conservatory	FPC has agreed to the center placement and have given us 2 classrooms between 8 and 12. They have also begun the internship process with 4 students spring, 2007. Implementation target is Fall, 2008.	<ul style="list-style-type: none"> • Botany • Fine Arts Photography • Internships 	20 per term
Wexner Center	In progress for planning, no decisions yet. Implementation target is Winter, 2008.	<ul style="list-style-type: none"> • Art in the Environment • Fine Arts Drawing • Visual and Performing Arts 	TBD
Columbus Museum of Art	On hold due to upcoming construction. Will work in conjunction with FPC in interim.	TBD	TBD
TBD	Needed, Fall 2008	<ul style="list-style-type: none"> • Biomedical Engineering • Principals of Engineering • Digital Electronics • Electrical Engineering 	TBD