

## **Design Down Committee Progress Report March 13, 2002**

The following information was generated or reviewed/discussed at recent Design Down Committee meetings.

**LEARNING CONTEXT** – *committee members identified and prioritized the assets, problems, opportunities and aspirations for learning for the high school student in the West Des Moines Community School District*

### **Group 1 Responses** **(November 2001)**

### **Group 2 Responses** **(January 2002)**

<b>75</b>	serving all students	<b>41</b>
<b>58</b>	curriculum	<b>48</b>
<b>30</b>	physical fabric	<b>7</b>
<b>21</b>	size	<b>9</b>
<b>10</b>	time	<b>8</b>
<b>6</b>	space	<b>12</b>
<b>6</b>	staff	<b>7</b>
<b>6</b>	technology	<b>3</b>
<b>4</b>	site	<b>0</b>
<b>3</b>	aesthetics	<b>0</b>
<b>0</b>	partnerships	<b>11</b>
<b>0</b>	money	<b>3</b>
<b>0</b>	no preconceptions	<b>3</b>

**LEARNER EXPECTATIONS** *as developed by the Design Down Committee – February 2002*

- Communicate with all
- Interpersonal collaborate/respect
- Citizenship
- Ethics and integrity
- Adaptable and flexible work in teams/cooperative
- Creative
- Compassionate
- Lifelong learner
- Balance life
- Responsible
- Self-disciplined
- Health and well-being
- Critical thinking
- Ability to organize
- Ability to apply knowledge
- Problem solver
- Contributing member
- Respect diversity

**LEARNING PROCESS** *strategies for learning that help students reach the learning expectations*

**Emerging Learning Concepts** *as discussed at the February 2002 Design Down Committee meeting*

- Results/standards-based learning
- All students/multiple approaches
- Active learning/project-based
- Curricular integration
- Cooperative learning
- Community-based learning
- Personalized learning
- Lifelong learning
- Contextualized learning
- Technology-enhanced learning
- Authentic assessment
- Learning communities
- Informal learning