

Academic Program Design and Redesign

Eastside Preparatory School

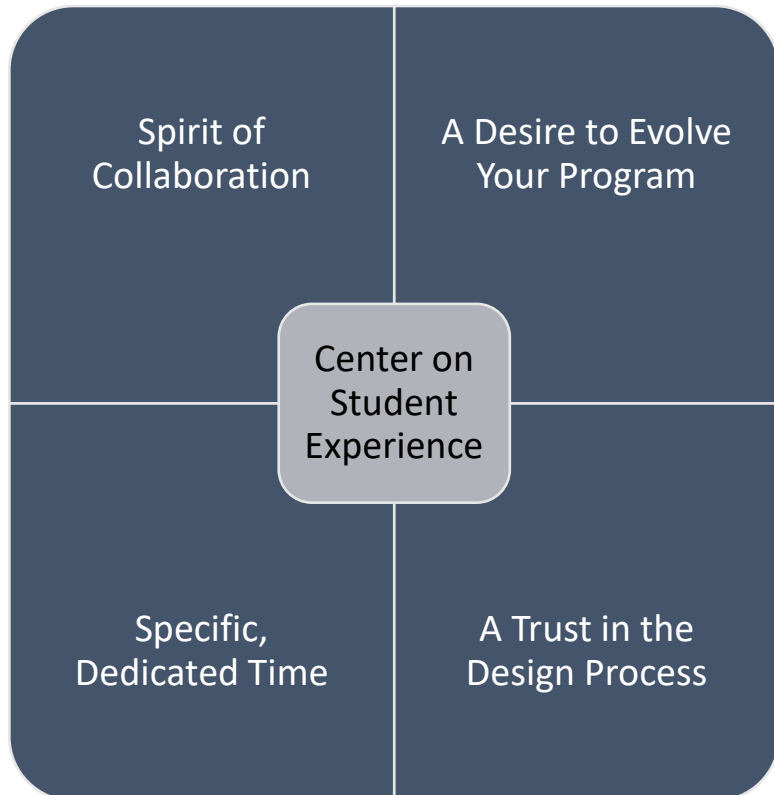
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Academic Design Process

Essential Elements



School Program Section (NWAIS Accreditation Manual)

Standard: The school provides a mission-congruent educational program that promotes the development of its students and is in keeping with NWAIS core values. The program benefits from ongoing evaluation and research, is supported by necessary resources and services, and provides for the assessment of student progress consistent with the school's mission.

CURRICULAR VALUES

1. How effective is the curricular program of the school in terms of its stated mission and how does the school assess and determine this?

HOW STUDENTS LEARN BEST

3. What are the fundamental assumptions of beliefs about how students best learn that guide the school's program? How are those beliefs enacted in the classroom and how effective are they in promoting student learning?

DATA AND IMPROVEMENT

4. How does the school use quantitative and qualitative information about its current students to develop and continually improve the overall school program?

DYNAMIC INSTRUCTION

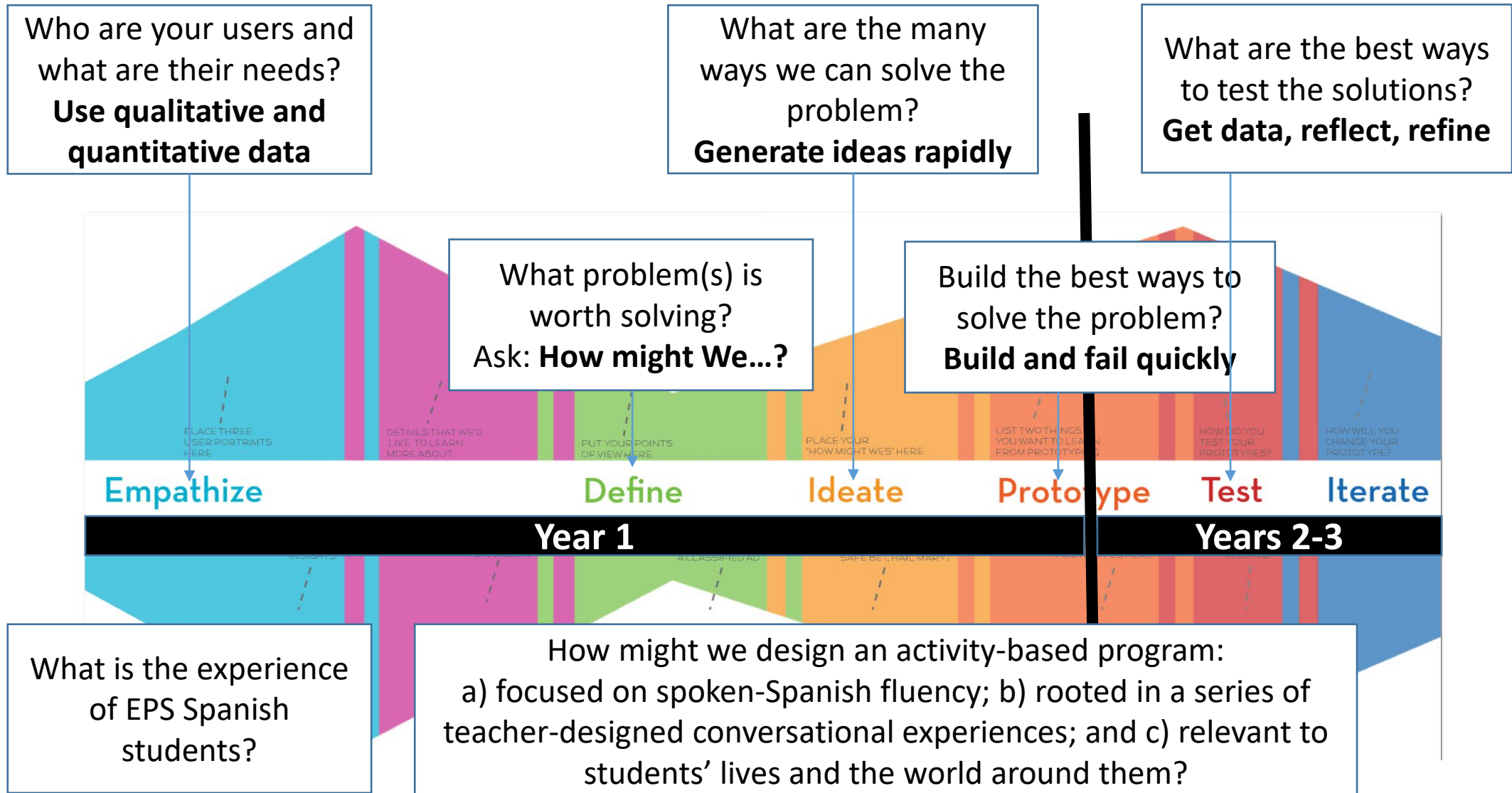
6. Describe the discussions occurring in the school about the nature of effective instruction. How have these discussions informed instructional practices across the grades and/or deepened teachers' understanding of instruction? How does research inform improvement to the school's program?

PROGRAM ASSESSMENT

7. How does the school periodically review each of its educational programs?

INITIATIVES

10. Describe the recent initiatives or anticipated initiatives that will enhance the school's overall program and students' learning experience? How will the school balance the new initiative(s) with the existing program?



EPS Discipline Design / Refine Process

Organizational Key



**Accreditation
Self-Study**

	2013–14	2014–15	2015–16	2016–17	2017–18	2018–19
Spanish	Empathize, Define, Ideate (Year 1)	Prototype, Test (Year 2)	Refine, Reflect (Year 3)			
English						
Math						
Science						
F&PA						
Social Science			Empathize, Define, Ideate (Year 1)	Prototype, Test (Year 2)	Refine, Reflect (Year 3)	
Technology						
P.E.						
Co-Curricular Activities				Empathize, Define, Ideate (Year 1)	Prototype, Test (Year 2)	Refine, Reflect (Year 3)

Academic Discipline Design Process (3 Years)

Discipline Teams meet a minimum of 10 times per year

YEAR 1	Fall Workshop Intro to the Academic Discipline Design Process	Fall Meeting Discipline Team meeting with Core Program Group to discuss Year 1 plan	Discipline Group Presentation of Problem Statement and Prototypes to Curriculum Committee	Commendations, Recs & Suggestions from Core Program and Curriculum Committee	Response to Recs & Suggestions Discipline Team to Core Program and Curriculum Committee
YEAR 2	Opening Meeting Discipline Team reassesses progress and Year 2 plan	Fall Meeting Discipline Team with Core Program Group to revisit Year 2 plan	Spring Meeting Discipline Team with Core Program Group to discuss progress and Year 3 plan		
YEAR 3	Opening Meeting Discipline Team reassesses progress and Year 3 plan	Fall Meeting Discipline Team meeting with Core Program Group to revisit Year 3 plan	Spring Meeting with Core Program Group to Prep for Presentation	Presentation to Full Faculty by Discipline Team	

Discussion

1

What applications do you see for this process in your school?

2

What challenges might you face?

The work you do to understand [students], within the context of your design challenge. Your effort to understand the way they do things and why, their physical and emotional needs, how they think about the world, and what is meaningful to them.

1
EMPATHY
Consider the Student Experience

The goal of the Define mode is to craft a meaningful and actionable problem statement...to articulate a point-of-view by combining three elements—[student], need, and insight—in an actionable problem statement that will drive the rest of your design work.

2
DEFINITION
Define the Challenge
Each Academic Discipline is Working On

Transition from identifying problems to creating solutions for your [students]. Combine the understanding of the problem-space and the [students] with your imagination ...push for the widest possible range of ideas from which you can select, not simply finding a single, best solution

3
IDEATION
Brainstorming Many Solutions; Pursuing a Select Few

4
PROTOTYPING
Try Your Solutions and Seeking Feedback

5
TESTING
Seek More Feedback and Refine

Academic Design Process

Solicit feedback about the content options, activities, and experiences] from your [students] and gain more empathy for them in your design. Testing is a new opportunity to understand your user.

The iterative generation of [content options, activities, and experiences] intended to answer questions that get you closer to your final solution. A prototype can be anything that a [student] can interact with.

Discipline Design (Year 1)

Presentation Details (30 Minutes)

(1) Give an overview of your group's process from this year, reflections on student experience, and the Problem Statement your group constructed

→ **Empathy** discuss the student needs and insights you arrived at as you considered student experience in your discipline classes

→ **Definition** explain your group's *Problem Statement*, why it is valued by the group, and worth pursuing for EPS

(2) Present/explain your group's "How Might We..." Statements

→ **Ideate** summarize your "how might we" statements
and the different ideas your group explored and wants to address

(3) Highlight the prototypes you want support implementing in years 2 & 3

→ **Prototype** give detail on what prototypes and/or initiatives your group wants to pursue and how

→ **Test** discuss how your group plans to gather feedback on, reflect on, and refine your work connected to discipline initiatives and prototypes

Discipline Design (Year 3)

Presentation Details (30 Minutes)

(1) Give overview of group's process and Problem Statement

- Empathy briefly describe/discuss the needs and insights your group identified when considering student experience in your discipline classes
- Definition clearly explain your group's *Problem Statement* (as it has been refined or evolved over 3 years). This may have been phrased as your major recommendation or created by your group.

(2) Present/explain your groups "How Might We..." Statements

- Ideate summarize the "How Might We" statements your group explored and pursued over the last three years

(3) Highlight the prototypes and discipline initiatives your group has implemented in years 2 & 3 and your group's specific plans for the future

- Prototype share details on the steps your group took to implement your discipline initiatives or prototypes
- Test discuss how your group gathered feedback on, reflected on and implemented these initiatives and prototypes as shared programmatic structures and/or practices and what you plan to do in the future