

Beyond the Textbook: School of the Future

Describe the ISSUES (facts, problems, and opportunities) in the case. Look for underlying issues as well as obvious problems the characters face.

- What changes has the school made to more traditional methods of curriculum delivery?
- What problems and opportunities do the teachers face as they implement project-based learning?
- How might the non-traditional scheduling system affect the way students and teachers interact?
- How could test scores in 11th grade influence the way curriculum is delivered at the school?
- What do you think about Aruna Arjunan's suggestion that if the learning is engaging, discipline problems will no longer be an issue?

Consider the PERSPECTIVE of each character or group presented in the case. What is their unique take on the issues? What informs their point-of-view? What insight do you gain into issues by considering others' opinions?

- Compare Aruna Arjunan's perspective of project-based learning with that of Kathleen Ayers and Kelly Cooper.
- How do community members feel about the use of project-based learning in the school?
- Principal LeBrun says that project-based learning is the way to go. What do you think he means by that?
- How do students' perspectives on the school seem to vary?

What KNOWLEDGE might inform how to address issues in the case? Which sources of knowledge might you consider (professional, experiential, empirical)? What more would you like to know before proposing any actions or next steps?

- In terms of implementing project-based learning, identify one or two driving forces and the restraining forces.
- In general, what types of knowledge do the teachers need in order to be able to use project-based learning both effectively and efficiently in their classrooms?
- What other knowledge would you need if your school was planning to implement a similar project-based curriculum?

What ACTIONS might you recommend characters in the case take to address issues? What possible next steps might occur?

- How might the principal support teachers who are struggling with balancing the teaching of skills within a project-based curriculum?
- What types of professional development would be needed to continue improving

- the project-based curriculum?
- As the students move into 11th grade, what actions might need to be taken to ensure success on the state standardized test?
 - As a result of the knowledge you have gained from this case, what actions do you plan to take in your own school setting?

What are the CONSEQUENCES of proposed actions? What might happen, short- and long-term, intentionally and unintentionally, of following your suggestions?

What else might you consider as possible results of suggested actions?

- What might be some of the consequences--intended, unintended, positive and negative--of moving away from more traditional curriculum delivery?
- What lessons can be learned from the School of the Future's experience of the change process, particularly as it relates to the use of project-based learning?
- How might students be better prepared to experience project-based learning?