

New Year, New Opportunities: School of the Future Students

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

- What opportunities do the learners at the school have that they would probably not have had at a more traditional high school?
- What are some of the problems and opportunities related to Ryan's leadership development?
- Quasan would like to work for Microsoft in the future. Do you see any potential problems with his goals?
- The school uses a non-traditional assessment program. What problems and opportunities might be related to the use of this program?

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?

- How might Mrs. Lucas's view of the school be different from others in the surrounding community since her granddaughter Ryan was chosen to attend the school?
- What do you think the music teacher might think about Quasan's goal of working for Microsoft? How might his view of Quasan differ from other teachers in the school?
- Compare and contrast Mrs. Lucas's view of Ryan with her teachers' view.

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?

- What types of knowledge do the teachers need in order to be able to more effectively work with a student like Ryan?
- Quasan works hard but struggles academically. Do you know any students like that? How do you support their achievement?
- The school of the future is geared towards the average student. Are there particular types of knowledge that might be useful for the teachers in the school?

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

- What might Ryan's teachers do to encourage her "good" leadership skills?
- Are there any actions that the music teacher might take to help Quasan succeed in his academic classes?
- Ryan and Quasan are beginning to make post-graduate plans. Describe some

- actions the school might take to support this planning.
- 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 are the potential consequences—positive or negative—of Quasan’s goal of working for Microsoft?
- Describe the intentional and unintentional consequences of viewing students as leaders.
- Students at the school have a variety of opportunities available to them. What might be the potential short-term and long-term consequences of providing these opportunities to students?