



NEXT GENERATION LEARNING CHALLENGES

Common Criteria: Non-Negotiable Expectations

Design

- College & Career Readiness
- PL Design Principles

Capacity

- Leadership
- Budget

Conditions

- Operating Latitude
- Governance Clarity and Support
- Technology Infrastructure

Non-Negotiable Expectations: Design

College & Career Readiness

CCR Expectations: The school has clearly defined graduation learning standards that ultimately lead to college and career readiness in the 21st century, and is on track to adopt these in the participating school(s) for the start of the year of launch/conversion.

CCR Indicators: The school has defined a range of indicators of student progress toward, and attainment of, those standards.

PL Design Principles

Learner Profiles: Students' strengths & weaknesses, motivation, and goals are visible to them and their teachers. Profiles are constantly refreshed, using a range of data inputs.

Competency-based Progression: Student learning is continually assessed against clearly defined expectations & goals. Each student advances as s/he demonstrates mastery.

Flexible Learning Environment: Time, space, roles and instructional modes flex with the needs of students and teachers rather than being fixed variables.

Comprehensive Design: The model reflects a complete, coherent, and comprehensive design, reflecting well-integrated approaches to curriculum, pedagogy, learning strategies, assessment, data-driven decision-making, and professional development).

Student Agency: There is an intentional effort to foster a self-directed learning culture and related skills on the part of students and teachers.

Non-Negotiable Expectations: Capacity

Leadership

The applicant team demonstrates the experience, knowledge, and skills necessary to develop and implement a plan that ultimately would reach the potential of the articulated model.

Budget

The items represented in the budget are high priority investments in alignment with the plan and goals of the proposal. Allocations clearly reflect the differences in the learning model from more traditional approaches. The academic model adheres to the personalized learning school design attributes

The financial plan demonstrates that this school can sustain operations beyond the initial year of implementation, would be sustainable on public funding alone within three years, and has the needed start-up resources to begin working on the proposed timeline.

Non-Negotiable Expectations: Conditions

Operating Latitude

There is sufficient operating latitude to allow the school to proceed with fidelity to the planned model. There is evidence that it has secured district or state sponsored waiver from certain operating conditions and requirements that would serve to undercut the proposed model (i.e., those regarding seat-time student progression, strict adherence to age-based cohorts, teacher roles, planning time, curricular materials, or required assessments)

Governance Clarity and Support

The school is able to demonstrate clear lines of decision-making authority in its governance structure.

The school can indicate strong support for this transition to personalized learning from all appropriate authorizing boards, as well as from community, parent, and other groups as appropriate.

The school is on track with securing a charter authorization (if applicable) or that authorization has already been secured.

Technology Infrastructure

The school has put in place the technical requirements/infrastructure necessary to achieve the proposed plan and vision (or will do so by the specified timelines).