

Blue Ribbon Taskforce – Chart Summary

November 19, 2010

Programming	Diploma & Soft Skills	Partnerships	Other
<ol style="list-style-type: none"> 1. Curriculum and generic skills are more important than the theme 2. Relevancy 3. Need applied learning opportunities 4. Promote broadly-based themes that include a range of opportunities 5. Programming needs to support the full range of post-secondary opportunities (not just university) 6. Worry about compartmentalizing if we focus on clusters/segments 7. Need to identify tangible areas to expose to students 8. Need to engage students in areas that excite and interest them (e.g. mobile phones, video games) 9. Must coordinate with community college structure; Avoid duplication; Maximize integration; Fill in the gaps 10. Look at industries that have the spectrum of job opportunities 	<ol style="list-style-type: none"> 1. Need to look at Oregon diploma requirements re Personalized Learning (career standards and experiences) and the Essential Skills 2. Need a flexible system based on proficiency vs. seat time 3. Skills and attitudes may/will change; flexibility is important 4. Need to look at underlying, generic skill building (transferable skills) 5. Need to provide opportunities for students to learn “life skills” (e.g. personal finance) 6. Don’t lose sight of student interests and skill sets 7. The global market for technological and creative innovation and execution requires students to have basic skills as well as applied skills 8. Help students to identify personal likes/dislikes, both inside and outside of the classroom 	<ol style="list-style-type: none"> 1. Approach this from PPS and partners’ capacity to deliver 2. Focus on partnerships that are feasible 3. What partnerships exist? 4. Ensure that programming is broad enough to include a range of supportive, committed partners as well as those who have a desire to partner. 	<ol style="list-style-type: none"> 1. Programming should promote student ownership of their education 2. Need to connect what’s currently in place with what’s coming 3. Ensure that work is viewed with an equity lens; ensure opportunities for all students 4. What is District’s capacity to move to scale? 5. What is the return on investment? Will the time and interest invested meet what students envision for themselves? 6. Need to provide “exposure” opportunities for all students 7. Many jobs do not require a university degree 8. What is the District’s capacity to execute? 9. Need to show students how technology is used in a variety of ways, in multiple formats – not just technology applications.