

## Documents Used in Developing the Academic Support Unit

### Illinois Learning Standards:

#### Applications of Learning

- Through Applications of Learning, students demonstrate and deepen their understanding of basic knowledge and skills. These applied learning skills cross academic disciplines and reinforce the important learning of the disciplines. The ability to use these skills will greatly influence students' success in school, in the workplace and in the community.

#### Solving Problems

- Recognize and investigate problems; formulate and propose solutions supported by reason and evidence.

#### Communicating

- Express and interpret information and ideas.

#### Using Technology

- Use appropriate instruments, electronic equipment, computers and networks to access information, process ideas and communicate results.

#### Working on Teams

- Learn and contribute productively as individuals and as members of groups.

### District #113 Learning for Life Abilities:

#### We want our graduates to be **complex thinkers** who:

- Make good decisions and solve problems in a timely manner based upon a mixture of analysis, experience, and judgment.
- Make connections among ideas, information, and experience.
- Generate creative ideas.

#### We want our graduates to be effective **communicators** who:

- Ask questions to gain information and to encourage participation.
- Invite and consider multiple perspectives other than ones' own.
- Express reasoned opinions supported by evidence.
- Evaluate and use information to deepen understanding.
- Adapt communication for different audiences and purposes.

## **District #113 Guiding Principles:**

### **1. Nature of the Learning Process**

The learning of complex subject matter is most effective when it is an intentional process of constructing meaning from information and experience.

There are different types of learning processes, for example, habit formation in motor learning; and learning that involves the generation of knowledge, or cognitive skills and learning strategies. Learning in schools emphasizes the use of intentional processes that students can use to construct meaning from information, experiences, and their own thoughts and beliefs. Successful learners are active, goal-directed, self-regulating, and assume personal responsibility for contributing to their own learning. The principles set forth in this document focus on this type of learning.

### **2. Goals of the Learning Process**

The successful learner over time and with support and instructional guidance can create meaningful, coherent representations of knowledge.

The strategic nature of learning requires students to be goal directed. To construct useful representations of knowledge and to acquire the thinking and learning strategies necessary for continued learning success across the life span, students must generate and pursue personally relevant goals. Initially, students' short-term goals and learning may be sketchy in an area, but over time their understanding can be refined by filling gaps, resolving inconsistencies, and deepening their understanding of the subject matter so that they can reach longer-term goals. Educators can assist learners in creating meaningful learning goals that are consistent with both personal and educational aspirations and interests.

## **Websites:**

Performance Descriptors and Classroom Assessments  
<http://www.isbe.state.il.us/ils/html/descriptors.htm>

## **Articles and Other Publications:**

Champeau, Ryan. "Doing Advisories." Principal Leadership. March 2006. Vol. 6, No. 7, pp. 22 – 26.

Cushman, Kathleen. "Help Us Make the 9<sup>th</sup> Grade Transition." Educational Leadership. April 2006, pp. 47 – 51.

Hughes, Georgia K., Copley, Lisa D. and Aaron A. Baker. "Capital High Adademy for Ninth Graders Exceeding Standards (CHANGES): Description and Evaluation of the 22004 - 2005 Implementation." Appalachia Educational Laboratory at Advantia. 2005.

Lampert, Joan. "Easing the Transition to High School." Educational Leadership. April 2005. pp. 61 – 63.