

*“Specific design-thinking professional development was provided to all faculty members throughout the school year.”*

In support of this mission specific goal, DDLHS attaches evidence of its partnership with PDCE at the University of Delaware for the 2017-2018 school year. PDCE provided 8 full days of design-thinking professional development for DDLHS teachers this school year. A sampling of agendas for these professional development days are attached, and the full collection of agendas is available upon request.

In addition, DDLHS teachers participated in excess of 500 hours of additional, optional design thinking professional development between September 1, 2017 and June 30, 2018.

*“Subject coaches supported the professional development of mathematics, science, English language arts, and technology education teachers.”*

In support of this mission specific goal, DDLHS attaches evidence of its partnership with PDCE and redacted coaching logs (complete collection of coaching logs available upon request) created by PDCE for the subject matter teachers identified above. PDCE coaching logs were then utilized by DDLHS administration to support struggling teachers and improve instruction throughout the year.

*“Teachers and students practiced how to use the design thinking process in all classes, and in several clubs, to deepen their learning.”*

In support of this mission specific goal regarding school courses, DDLHS attaches design-thinking Unit and Lesson plans created and utilized this year.

In support of clubs, DDLHS states that, among other activities:

- Seven DDLHS scholars participate in Dual School, a competitive design-thinking and project-based learning experience. DDLHS had the highest number of participants accepted into the program from any Delaware school or district. More information on dual school can be found here: <http://dualschool.com>. After serving as an advisory board member for two DDLHS Dual School scholars, one teacher stated: “[Teacher] and I were very IMPRESSED with [the students’] level of professionalism. These are students we can be very proud to call Design Lab Students. They were using the Design Process. They held a meeting with two others from the school last week and used that as their prototype and came back with a much improved process for collecting their information. As they go to work in local school districts, they will reflect very positively on what a Design-Lab Student is and how such a student presents themselves. Well done.”
- Ten DDLHS scholars participated in Mad About Mattering, a design-thinking app-development program in which students created phone applications designed to address social concerns. Students worked in global teams (with other students from

across America, as well as outside the U.S.). Information on Mad About Mattering can be found here: <http://www.madaboutmattering.com/>

*“100% of DDLHS students in 9<sup>th</sup> and 10<sup>th</sup> grade were enrolled in the mission specific courses of Technology Education or Media Design, in which...[s]tudents demonstrated growth in visual literacy...as measured by work products produced in class work, portfolios, and projects.”*

In support of this mission specific goal, DDLHS presents samples of student work product from the media design courses. (Please note it is impossible to remove identifying information in videos). These projects were created utilizing the design-thinking process identified in the mission-specific goals:

<https://youtu.be/xM4iNpEdcAI>

<https://youtu.be/0IPWglDN24c>

<https://youtu.be/9hrY0eoJoiA>

<https://www.youtube.com/watch?v=CGQ-5svHWcs>

*“100% of DDLHS students in grades 9 and 10 completed 60-hours of participation in collaborative or service learning which was tracked by the guidance counselor and incorporated into each Student Success plan.”*

In support of this mission specific goal, DDLHS attached samples of collaborative and service-learning tracking sheets maintained by the guidance department.