

Table #	Topic	Topic-related Work to be Done -- Key Takeaway 1	Topic-related Work to be Done -- Key Takeaway 2	Topic-related Work to be Done -- Key Takeaway 3
1	Multiple Literacies	Need to include the parents in the school community. Establish a parent-cooperative. Taking ownership of the school community. Resources to help parents develop the skills necessary to support their children's learning.	Some cultural literacies are not valued in schools. For example – literacy of video games (technological literacies.) This can turn students "off" to the formal educational experience. Schools can adopt some of the cultural literacies of the community. Connects to the idea of collaboration between school and community.	Need to continue to reach out to parents to bring them into the school community. Get the parents' input.
2	Multiple Literacies	Focus the Content - Have the right content – How do we deliver that content – How do we ensure that they get the content?	In West Philadelphia, utilize the magnate of resources with Drexel University and the business district to actively engage and provide resources for the community. Moreover, educate the citizenry on how to take advantage of the opportunity.	
3	Multiple Literacies	Recognizing multiple literacies exist and are valuable and are related to culture and SES and are diverse	Recognizing the need to learn and be open to the ideas that things are able to be questioned and are not always correct - there's no one way of doing/ learning/ being literate	Recognize the difficulty of assessing – need to rethink assessments to reflect literacies and reflect the fact that urban education is not an equal place
4	Multiple Literacies	Open-ended curriculum with a lot of latitude: more writing coaching. o Such as learner-based writing coaching. Present more opportunities for students to engage with other students especially outside of their own peer group. o The value to be able to communicate meaningfully to different audiences o Understanding the different ways that students learn.. differentiated learning	ROLES of STAKEHOLDERS - Graduate Student -Identify best practices will be a large part of scenario, and duplicating what works. Find the alternatives to what is not working and implementing those solutions. - College professors should focus on training teachers around best practices, so that teachers are will prepared to apply theory to practice. - Classroom Teachers – Find your voice...develop a voice for what you know is right. And work with the systems to make sure that the teacher's voice gets heard instead of the connected voice. - Parent – Bring attention to issues that are relevant to students and families - Education is a political job. You have to advocate within your schools to get the right resources.	Co-Created Curriculum that revolves around student strengths. That allows diversity in voices and literature, one that allows multiple perspectives.

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1	STEM and Common Core State Standards	We need to find a way to support and inspire parents in STEM, so a constructive environment in STEM happens at home and not just in school.	We need community organizations, with STEM backgrounds or knowledge, to take interest in education and develop and support STEM programs in/for schools, like Drexel's Dragon Teach program. We also need to offer those community organizations support in how to go about doing so.	We need to create and find teachers who are inspired and passionate about STEM to pass that inspiration to students.
2	STEM and Common Core State Standards	Stakeholders need to display the model and understand how the kids can get to their goal – and be successful. Build a mentorship program pulling from different disciplines – a program that allows students to see the people in action – people working in their career. Give kids tours in the workforce. Project based education. Giving them real world scenarios – problems to solve.	Create opportunities for STEAM in the classroom– Tons of physics in the arts. To teach the whole child. The arts help students develop their mega mind skills – executive functions for decision making. Art for art's sake is good too for developing expression and to innovate. Without creativity you can't innovate. Teaching to the test is not innovation.	Collaboration between all teachers, especially the ARTS team – use the ARTS as the hub of learning. ARTS and subjects are interdisciplinary – merge them. If students are struggling to learn – we need to teach them holistically – using the arts – give them the opportunity to express themselves. Creative kids = creative teachers. Creative Teachers = Creative Learning Opportunities = Creative Kids who can innovate.
4	STEM and Common Core State Standards	Specific plans should be created by educational professionals for institutions that will outline what the institutions could do to support educational efforts.	There is often tension between teachers and professional developers because the developers often say, “here is a plan that you should implement”. Teachers’ perspectives should be valued and supported in a way that fosters productive change in schools.	Parents are a critical resource to support change. It is difficult to get parents involved although there are ways (i.e. technology, school events).
5	STEM and Common Core State Standards	Creating STEM awareness in the sense of the pipeline of opportunities; such as a teacher needs books -- there is a grant available; a student wants to consider an engineering career -- possible to gain entrance on competencies and skills versus SAT scores	Career development to build competencies and skills -- example Healthcare will grow and need students to work in the this field...educate them for those careers. Also, white collar manufacturing -- how to get the word out that these jobs exists	Teacher education reform in order to achieve the types of things we are talking about here today.
1	University Assisted Schools	The issues with urban education in Philadelphia is not capable of being fixed in the classroom i.e. poverty, intrinsic motivation, socio-economic issues, health, etc.	It is difficult to change the model of education at schools when UAS works within the current system of SDP (difficult at best) while trying to bring University resources into schools. The best models of reform are with the strong principals/instructional leaders who are able to pick their own teams of strong, competent teachers and committed parents	The university has the desire and resources to address some of the needs in the community: education, economic growth, safety. The universities can provide money for the resources that schools need and assist communities to develop partnership and allow access to university facilities.

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2	University Assisted Schools	Matching school needs with community resources that includes both universities AND businesses is imperative	Creating an advisory board within universities to help University Assisted Schools is essential	To spur financial assistance, shifts need to occur to create a positive, supportive culture of caring to better support public schools in Philadelphia
3	University Assisted Schools	a. Create a teacher/administrator pipeline to help retain community educators in the schools within the area/city that they were raised b. Cultivate K-12 students early through mentorship and expose students to education and leadership/ employment possibilities/ opportunities to reinforce the pipeline and help build a quality leaders/teachers	Create a mentorship program that has the lead administrators/principals in the city to serve as mentors to Drexel students (promotes exposure, assistance, resource, mentorship in an educational context)	Educate all stakeholders (UAS, Drexel students and school leadership) with information regarding the cultural background of the students, area, community and immediate needs of students for academic achievement and educational growth
4	University Assisted Schools	It is critical that the university provide the resources necessary to build community around the school in obvious (teacher PD, academic tools like RtI, programs for students, etc.) and innovative ways (community building and innovative academic and non-academic programming for students, parents, and community members).	It is necessary for school leader to nurture the relationship between the university and the school community (within and beyond the school).	Facilitate the deep partnerships that help strike and maintain balance between schools, the district and the university through open lines of communication