

Design Thinking ACADEMY

The logo for Design Thinking Academy features a stylized, colorful swirl composed of overlapping loops in shades of blue, orange, green, purple, and grey, positioned to the right of the main text.

2017-2018 Annual Report

October 1, 2018

**179 Stanton Christiana Rd,
Newark, DE 19702**

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<http://www.ddlhs.org/>

I. Charter School Program

Narrative:

Provide a Synopsis of the School's Mission and Educational Program, Including Key Components of the Education Model and Any Unique or Innovative Features of the School

Design Thinking Academy (“DTA”)¹ is a dynamic, tuition-free public charter school where students from all backgrounds use an innovative design-thinking pedagogy to imagine, design, and create successful futures in college, careers, and lifelong learning. DTA’s mission is to empower all students to be tomorrow’s innovators and lifelong learners who question, imagine, create, and share every day. In order to achieve its mission, DTA utilizes the design-thinking cycle set forth by leading researchers in the area such as Stanford University’s Design School (d.school)² and IDEO³ across all aspects of its curriculum, from ELA to Driver’s Education. In every subject, students are asked to IDENTIFY problems requiring solutions or improvement, VISUALIZE multiple solutions to the problem, PROTOTYPE the best solution, and PRESENT their findings. Throughout the process, students are taught to empathize with the end user (who might be the reader of a novel in ELA or the driver of a new type of automobile in Driver’s Education) and design solutions that serve their needs. Our students are taught to utilize this approach not only in the classroom, but in daily life, resulting in DTA students who are entrepreneurial in spirit and have the skill set to succeed in the 21st century.

Key components of DTA’s educational model include:⁴

¹ During FY 2018, DTA’s legal name was Delaware Design-Lab High School. Nevertheless, the school will refer to itself as DTA in this Annual Report even when discussing performance from last year.

² <https://dschool-old.stanford.edu/sandbox/groups/designresources/wiki/36873/attachments/74b3d/ModeGuideBOOTCAMP2010L.pdf> (September 20, 2018)

³ <https://www.ideo.com/pages/design-thinking> (September 20, 2018)

⁴ DTA’s educational model aligns with its charter and is framed by the XQ Design Principles found at <https://assets.ctfassets.net/35eubtuv0bcm/2CkQqxdwMwieA2WW6QKQgW/49206601ec953ee874be7613cb9891b0/XQ-Design-Principles.pdf> (September 24, 2018).

- Teaching for deeper learning through, among other things, (i) integrated and effective use of design-thinking pedagogy across all aspects of the curriculum, (ii) relentless focus on excellence in teaching and learning, and (iii) extended length classes and diverse course offerings, allowing for in-depth study in all subjects.
- Student empowerment, voice, and choice through, among other things, (i) student created, student-selected, student-run clubs offered during the school day, (ii) the Making Change Committee, and (iii) student input into course offerings, teacher hiring and retention, and administrative decision making.
- A broad vision of student success through, among other things, (i) creation of learning goals and graduate profiles that integrate academic and socio-emotional learning, as well as enable students to obtain an exceptional education aligned to State standards and (ii) robust guidance and college and career readiness planning that effectively eliminates financial and social barriers to post-secondary education.
- Substantial community partnerships, which provide our students with real-world internships, dual enrollment opportunities, networking opportunities, and more.
- Strong Technology including a 1:1 computer program that allow DTA to leverage online platforms, assessment tools, and other technology to tailor the learning environment to the unique needs of each student.
- Flexible and effective use of time, technology, facilities, human capital, and finances to increase the effectiveness of teaching and learning such as personalized schedules for students with on-campus Dual Enrollment, day-time extra-curricular opportunities, or internships.

A key component of DTA is its flexibility and willingness to adopt cutting edge approaches to education. As a result, DTA has innumerable unique and innovative features, many of which are mentioned above as part of our core educational program. The following is a sampling of additional features and programs at DTA:

- Iterative approach to management – DTA’s Board, administrators, faculty, and staff use the design-thinking process to improve the school year over year;
- Robust summer programming aligned to our design-thinking pedagogy and geared toward college and career readiness;
- On-campus dual enrollment across multiple subject matters from Calculus to Typography at the University of Delaware;
- Relentless efforts to allow for an open and effective dialogue on race, sexual orientation, and other diversity issues affecting DTA families and students;
- Award-winning entrepreneurship program;
- Extensive community partnerships; and
- Project-based and problem-based learning utilized across all curriculum.

Discuss Key Accomplishments of the Charter School Program Over the 2017-18 School Year

DTA’s primary goal for the 2017-2018 school year was to maintain and improve academic performance, stabilize organizational concerns, and resolve any outstanding issues arising from disputes with the School’s founders.

Although DTA did not improve its overall academic performance as much as it would have liked during SY 17-18, it did successfully graduate its first class of seniors with a 96% graduation rate while maintaining its exceptional rate of growth for all other students. DTA is proud of the post-secondary

outcomes for its first class of graduates, 77% of whom are enrolled in a post-secondary educational environment.⁵ A detailed analysis of DTA's overall academic performance is set forth in Section II of this Annual Report.

DTA worked diligently during SY 17-18 to stabilize organizational issues that had affected its operations during its first two years. As part of this effort, DTA hired a new Executive Director and a new Dean of College and Career Readiness for the school year. Under their expert leadership, and with guidance from the Charter School Office and the Delaware Charter School Network, DTA was able to effectively reverse rates of teacher attrition and student attrition, ensure post-secondary success for the senior class, create substantial community partnerships for the benefit of our students, and make considerable strides in organizational effectiveness. As part of its goal of creating the most effective senior leadership team,⁶ DTA conducted a nation-wide search for a new principal for SY 18-19 and was wildly successful in hiring a local design-thinking educational expert to lead the school's academic program. DTA is confident that with its leadership team in place and its organizational concerns stabilized, the next five years of operation will be exceptional.

DTA's final goal for SY 17-18 was to eliminate distractions arising from outstanding issues related to the founding of the school. DTA is pleased to report that all matters pertaining to its relationship with Design Lab Schools, LLC, have been resolved for the benefit of the students of DTA.

⁵ Data surrounding the impressive post-secondary outcomes for these seniors can be located at Section 2.5(a) of DTA's Renewal Application, filed contemporaneously herewith.

⁶ Resumes of DTA's senior leadership team are annexed hereto as Exhibit A.

II. Performance Reflection

Please Complete the Questions that Match the Charter School’s Performance Tier.

Tier 1	Tier 2	Tier 3
“Meets Standard” overall ratings on all of the following: - 2016-17 and 2017-18 Org Frameworks - 2016-17 and 2017-18 Financial Frameworks - 2017-18 Academic Frameworks	“Meets Standard” overall Ratings on one or more Performance Framework reports during 2016-17 and 2017-18 school years OR Opened in 2017-18 School Year, Never on Formal Review	At any point during 2017-18 school year: - Renewed with Conditions - Placed on Formal Review - Earned “Falls Far Below Standard” on any Framework Report

Tier 3 Narrative:

DTA’s charter has never been renewed with conditions, nor has DTA been placed on Formal Review.

A. Academic Performance

Identify areas or factors where the school has met standard in academic performance.

DTA met standard in the area of School Quality and Success within the Academic Framework for the 2017-2018 school year. DTA refers the reader to the Renewal Application, filed contemporaneously herewith, for a detailed discussion of that factor.

DTA did not receive a rating for Graduation Rates or Progress Toward English Language Proficiency.

Identify areas or factors where the school has not met standard in academic performance. Provide an analysis of strengths, challenges, and opportunities for growth in these areas. What are the school’s academic performance outcomes that will improve student growth, proficiency, and college and career readiness levels as measured by the Performance Framework?

During SY 17/18, DTA did not meet academic performance standards in proficiency for ELA or Mathematics. **DTA notes, however, that it is only 0.03 points below the cut score for “Approaching Standard” in this area.** Moreover, outside of a moment in time snapshot of ELA and Mathematics proficiency, DTA scholars accomplished the following during SY 17-18:

- 1) Competed in and won multiple local, regional, and national awards in entrepreneurship, as identified on Exhibit B hereto.
- 2) Completed exceptional amounts of high-quality college and career preparedness programming as detailed in Section 2.5(a) of the Renewal Application.
- 3) Showed exponential growth in core subject matter areas, as discussed below.

Based on a statistical analysis of DTA's academic data, DTA believes that root causes of the failure to meet standard in this area include (i) the number of tested students who enrolled at DTA well below state-proficiency levels, (ii) the short period of time many of these students were at DTA prior to testing, and (iii) last minute/mid-year teacher turnover. Each of the students tested had been enrolled in other educational settings for the majority, if not all, of his or her formal education. DTA's internal assessments show that 9th grade students enrolling at DTA are, on average, at a 5th grade proficiency level in Mathematics and an 8th grade proficiency level in ELA. Raising proficiency scores from well-below standard to above benchmark in less than three years for these students, especially in the first years of a school's operation, is not realistic. Additionally, SY 17/18 presented a challenge for the School regarding teacher hiring. The School lost a highly qualified math teacher in mid-August and a highly qualified English teacher mid-year. Under pressure, the School replaced these teachers with ARTC qualified teachers and long-term substitutes, which caused a disruption in the educational continuum for certain students.

Proficiency Analysis

Proficiency in ELA: The data utilized to create the Academic Achievement rating for the 2017-2018 school year incorporates data from a cohort of 93 students. Of the 93 students tested both in 10th (PSAT) and 11th (SAT) grade, 17 of the students (18%) were in their second year of enrollment at DDLHS (Cohort A) and 76 students (82%) (Cohort B) were in their third year of enrollment. Based upon previous year's

data, 53% of Cohort A increased their ELA Score. Of those who saw growth in Cohort A, the average positive growth was 73 points, which is **1.6 times more** than the expected yearly growth on the SAT as projected by the College Board. Similarly, 67% of Cohort B increased their ELA Score, with an average increase in those seeing growth of 53 points.

Proficiency in Math: The data utilized to create the Academic Achievement rating for the 2017-2018 school year incorporates data from a cohort of 93 students. Of the 93 students tested both in 10th (PSAT) and 11th (SAT) grade, 17 of the students (16%) were in their second year of enrollment at DDLHS (Cohort A) and 76 students (84%) (Cohort B) were in their third year of enrollment. Based upon previous year's data, 56% of Cohort A increased their Math score. Of those who saw growth in Cohort A, the average growth was 60 points, which is **1.2 times more** than the expected yearly growth on the SAT as projected by the College Board. Similarly, 51% of Cohort B increased their Math score, with an average increase in those seeing growth of 61 points.

Growth Analysis

Although growth for a stand-alone high school is no longer calculated under DSSF, DTA believes that growth is one of the most important measures of academic success for a stand-alone high school in areas where DTA students enroll far below proficiency. Given that upon enrollment <1% of DTA 9th graders perform on grade level in Mathematics, it is not realistic to expect DTA to increase proficiency rates to 37% in no more than 3 years, and often a shorter time frame given that DTA accepts students in their 10th and 11th grade years from other schools.

Internal Assessment Analysis: In its SY 16/17 Annual Report, DTA predicted that a student's length of enrollment at DTA would directly correlate to the rate of growth on assessments such as MAP and SAT. Based on the data analyzed in SY 17/18, this prediction remains valid. Analysis of MAP data from SY 17/18 shows that in all subject areas (reading, math, language usage) on average students who attended

DTA for at least two years saw more growth on their MAP scores than those who only attended for one year. DTA believes it makes the largest growth impact in a student’s second year because, after one full year of enrollment, our students better understand and are able to learn through our design-thinking pedagogy. Students still grow dramatically in their third year of enrollment, but the rate of growth levels. The following chart shows the average growth based upon the number of years a student has been enrolled at DTA:

# of Years at DTA	Average Points Growth Mathematics	Average Points Growth Reading	Average Points Growth Language Usage
1	7	6	7
2	10	13	8
3	10	8	10

Overall, DTA students show **4.5 times** the expected rate of grow in Math and Reading, and **4 times** the expected rate of growth in Language Usage, when compared to the NWEA normative growth data charts.

External Assessment Analysis: SY 17/18 is the second year DTA is able to assess growth to proficiency in ELA and Math on a State mandated assessment. After analyzing the student-level data, 65% of students enrolled at DTA saw growth in their overall SAT scores (when compared to the prior year’s PSAT scores). Even more impressive, of those who saw growth, the average growth was **99 points**, which is almost **double** the expected growth per year, according to SAT Benchmarks. This data is consistent with DTA’s internal MAP data, which showed our students exceeding growth goals in Math and Language Usage.

As set forth in the analysis above, DTA has significantly exceeded the expected growth targets in almost all areas and across all assessments (internal and State mandated) throughout the course of its charter.

List Any Academic Performance Conditions That Were Placed Upon the Charter School During the 2017-18 School Year and Discuss the Changes that the Charter School Made In Response

No academic performance conditions were placed upon DTA during SY 2017-2018.

B. Organizational Performance

Discuss the Charter School's Organizational Compliance and Soundness During the 2017-18 School Year.

2017-2018 was a “turn-around” year organizationally for DTA. Although DTA has “met standard” overall in the organizational framework for each year it has been assessed, the Board and administration realized that there was room for substantial improvement. In SY 17/18 the Board’s new Executive Director worked to streamline compliance and reporting requirements, evaluate and increase the effectiveness of Board committees and overall operations, create a strategic plan to guide the Board and the school, and address underlying deficiencies in succession planning, financial planning, and other operational areas. DTA believes that it has made significant progress organizationally and is prepared to face the next five years of operation with an effective and streamlined management system.

Identify areas or factors where the school has met standard in organizational performance.

DTA has received 100% compliance with the following Organizational Framework standards: Mission Fidelity (1a), Applicable State and Federal Requirements (1b), Students with Disabilities (1c), English Language Learners (1d), Oversight of School Management (2b), Reporting Requirements (2c), Students’ Rights (3a), Requirements on Teacher Certification and Hiring Staff (3b), Facilities (4a), Transportation (4b) and Health (4c).

Identify areas or factors where the school has not met standard in organizational performance. Provide an analysis of strengths, challenges, and opportunities for growth in these areas. What are the school’s performance outcomes in meeting its organizational responsibilities including, but not limited to, administrative operations, reporting, and legal responsibilities as measured by the Performance Framework?

DDLHS has achieved scores of 100% in all areas of the Organizational Framework except for Governance and Public Stewardship (2a), where it achieved a score one point below “Approaching Standard.” DTA can attribute the rating to a single factor – Board and CBOC members who did not complete mandatory financial training provided by the DOE. In its SY 16/17 Annual Report, DTA indicated

that this training would be completed by December 31, 2017 (the training was not available for self-paced participation until October 2017). DTA's Board and CBOC members complied with this obligation and, at this time, all Board and CBOC members have been trained. DTA has implemented a Board/CBOC onboarding program that includes this mandatory training to avoid this issue in the future.

List Any Organizational Health Conditions That Were Placed Upon the Charter School During the 2017-18 School Year and Discuss the Changes that the Charter School Made In Response

No organizational health conditions were placed upon DTA during SY 2017-2018.

C. Financial Performance

Discuss the Charter School's Financial Viability During the 2017-18 School Year.

DTA financial position during SY 2017-2018 was strong and showed significant improvement over the previous year. With increased enrollment, DTA received additional funding from State and Federal sources. DTA also increased non-public fund provisions by \$517,827 over the prior year. DTA's Board and executive director prioritized all increases in revenue to instructional services for the direct benefit of DTA's student, as indicated by the Statement of Activities in DTA's final audit. In addition to increased revenue, DTA was able to reduce costs by resolving outstanding organizational issues, leading to more efficient operations. As a result, by year end DTA had increased its available cash by \$355,475 over the prior year (for a total cash on hand dollar amount of \$751,221) and decreased its current liabilities by \$239,208. Although DTA actually received \$24,817 less in revenue than originally budgeted for, DTA expended \$336,204 less than budgeted, for a net savings of \$311,387 during the course of the school year.

Notably, DTA's financials in years past have been affected by the existence of a legally disputed liability (the "Liability") that must be reported for accounting purposes, but which DTA did not believe was owed. Prior to June 30, 2018, DTA was able to resolve the Liability. However, due to a timing issue,

the Liability remains on DTA's books for the fiscal year ending June 30, 2018. As of the date of this report, the Liability has been satisfied and should not be considered in DTA's financial reporting as indicated in Note G to DTA's audited financial statements.

Identify areas or factors where the school has met standard in financial performance.

As of the submission of this Annual Report, DTA had not received Financial Framework data from the Department of Education. The Charter School Office has directed DTA to submit this report without analysis of its Financial Framework and has stated that the School may submit a supplement to the Annual Report subsequent to receipt of the data from DOE.

Identify areas or factors where the school has not met standard in financial performance. Provide an analysis of strengths, challenges, and opportunities for growth in these areas. What are the school's financial performance outcomes that will demonstrate viability and sustainability as measured by the Performance Framework?

As of the submission of this Annual Report, DTA had not received Financial Framework data from the Department of Education. The Charter School Office has directed DTA to submit this report without analysis of its Financial Framework and has stated that the School may submit a supplement to the Annual Report subsequent to receipt of the data from DOE.

List Any Financial Health Conditions That Were Placed Upon the Charter School During the 2017-18 School Year and Discuss the Changes that the Charter School Made In Response

No organizational health conditions were placed upon DTA during SY 2017-2018.

Exhibit A

Senior Leadership Team Resumes

DAMIEN BURKE

PROFESSIONAL SUMMARY

Director of Strategy – Director of College Readiness – Senior Consultant Strategic Partnering. Student-Level Focus. Data-Driven Implementations.

Unparalleled Ability to Execute

College and Career Access Consulting

Owner: Delaware

2011-current

- Increased DE's FAFSA completion rate relative to other states: 10th to 4th. Built relationships in each high school. Commended for considerate, persistent approach.
- Designed dual enrollment program that provided over 350 students with college credits. Instituted partnerships with three universities to maximize options. Analyzed student outcomes to identify most impactful elements and drive improvements.
- Launched collaborations between universities and districts to deliver on-campus, college-prep programs with dual enrollment. Wrote MOUs, managed projects, and executed with precision. Met with scholars through the year to drive high expectations, combat biases/threats, and achieve goals.
- Wrote grant applications that resulted in over \$900,000 of college access awards.
- Proposed CTE pathways (Comp Sci, Engineering, Finance, and Pharm Tech) to prepare students for hi-demand/hi-wage/hi-skill careers. Crafted program of study applications. Sole non-educator to join the state's CTE Directors Cadre.
- Created Summer Melt Prevention Strategy to combat common college transition barriers. Provided at-risk seniors with personalized interventions to complete all college-going requirements. Increased matriculation by 20% over two years.
- Worked with College Ready students (i.e., SAT>1550) to identify and address student-level barriers to college. Increased application rates from 60% to 98%, increased access to financial aid, and reduced under-matching.

The School District of Philadelphia

Broad Fellow- Strategic Planning & Implementation: Philadelphia, PA

2009-2011

- Maintained year-round oversight of district's strategic project portfolio. Collaborated with partners to define project goals, obtain updates, and deliver expected outcomes per timeline. Produced strategic plan updates for the public and responded to media.
- Led School Openings. For first time, achieved 100% readiness across 250 schools. Defined opening requirements and employed Dashboard to openly drive equity.
- Key member of *Project: Safe Schools* team. Managed interactions with City Hall, city police, and parents. Reduced violent incidents by 13% and suspensions by 33%. Removed ten district schools from the state's Persistently Dangerous Schools list.
- Successfully facilitated community meetings to gain valuable citizen input.
- Executed school walk-throughs to improve instructional practices and school

climate. Provided direct feedback to principals and leadership teams. Actively supported follow-up to drive student success.

Stepan Company

Plant Manager: Fieldsboro, NJ

Overall accountability for site operation (64 employees, \$220MM budget)

Initiated company use of Strategy Maps and Balanced Scorecards to drive alignment and results. Commended for superior personnel reviews. Increased profits by \$1.5MM.

- Best in Company for Media Interviews. Sought out regularly for advice.

amazon.com

Operations Manager: New Castle, DE

Provide strategic/tactical leadership and lead daily improvements (130 employees)

- Partnered with suppliers to improve inbound customer orders; Six-Sigma approach

Monsanto Company

Process Engineer through Manufacturing Manager: AL/MO/NJ

- First manufacturing rep to lead Business Team and make commercial decisions
- Recognized implementation specialist and behavior-based safety process expert

EDUCATION

Certificate in Urban Education- Broad Residency in Urban Education

Executive MBA- University of Delaware

Bachelor of Science, Chemical Engineering- University of Virginia

VOLUNTEER

- Leader of district's Communities That Care coalition: interpreted youth survey data and mitigated risk factors associated with substance abuse and antisocial behaviors. Developed multi-layered, five-year strategy that intersects with all significant community organizations and meets students where they most need help.
- President of local high school Home and School Association. Facilitate high school grant process, oversee college admissions panel, provide scholarships, and co- design district technology (blended learning) strategy.
- President of youth soccer club: executed strategy and doubled the number of teenage players. Coach of competitive teams for thirteen years.
- Pro Bono work across DE: focused on increasing college access to students from traditionally underrepresented groups.



OBJECTIVE

Secure a position where I can foster leadership capabilities and build organizational capacity, contributing to the organization's attainment of goals, and engage and inspire employees, volunteers, and stakeholders so that they are able to fully commit to the organization's mission.

EXPERIENCE

PA Health & Wellness | 2017

Director, Long Term Services & Support Network Development

Motivated and directed a team to build a Medicaid network of providers who serve persons who require long term services and support in order to live in the least restrictive environment of their choosing.

- On boarded and trained team to execute Southwest region provider build.
- Secured over 80% of the eligible providers under contract in two months.

Big Brothers Big Sisters of Lancaster County | 2011-2016

Executive Director

Led and directed all strategic operations of the nonprofit organization. Responsibilities included human resource management, fiscal oversight, fund raising, board and volunteer management, program development, quality assurance and community relations.

- Increased revenue 50% from \$300K to \$450K.
- Increased Board giving 250% from \$24K to \$82K.
- Increased fund-raising revenue 167% from \$56K to \$150K.
- Improved mentor/mentee match retention rates 69% from 56% to 95%.
- Improved average mentor/mentee match length 133% from 24 months to 56 months.

United Way of Lancaster County | 2008-2011

Vice President of Community Impact

Led and oversaw the Community Impact Division including four community priority areas, Information and Referral, the development of 211, resource distribution, volunteer management, grant writing, agency relationships and community relations.

- Revised grant allocation process from historical funding to performance funding.

- Implemented 211 and VITA.
- Led the application process and secured the agency's position as one of the first Education Mobilization United Ways in the country.
- Led the development, research, and publication of the 2010 Community Assessment Report

PennSERVE: The Governor's Office of Citizen's Service | 2007-2008

Program Officer

Provided program and fiscal monitoring to state-funded AmeriCorps programs.

United Way of York County | 2001-2007

Senior Director, Volunteer Initiatives

Led volunteer driven initiatives including the Volunteer Center and AmeriCorps.

- Increased budget 370% from \$74K to \$350K.
- Wrote and secured the SecureCorps-An AmeriCorps Program grant.
- Developed and implemented the Youth Volunteer Initiative and VITA.
- Developed and implemented the SecureCorps-An AmeriCorps program providing internships for 25 college students annually and emergency planning for local municipalities and agencies.

EDUCATION

Masters Professional Studies, Organizational Leadership/Development, Central Penn College, 2017

BS-Human Development and Family Studies, Penn State University, 1993

CERTIFICATION

Certified Associate in Project Management (CAPM), Project Management Institute, 2013-2018

MEMBERSHIP/AFFILIATION

- 2010 John R. Baldwin Fellow, Lancaster County Community Foundation
- 2010 Member of United Way Worldwide Education Mobilization
- 2005-2007 Volunteer Center National Network Council (elected position)
- 2005-2009 Volunteer Centers of PA, Co-Chair (elected position)
- Voluntary Organizations Active in Disaster (VOAD)
 - 2006-2008 Pennsylvania VOAD, representing Volunteer Centers of PA
 - 2007 York County VOAD, Chair (elected position)
- York County Citizen's Corps, Volunteer Management Chair (appointed position)

VOLUNTEERISM

- Cub Scouts, Pack 67
- Lancaster Pride
- Lancaster County Community Foundation, Grants Reviewer
- PennSERVE, Grants Reviewer
- Samaritan's Purse, house rebuild, Baton Rouge, LA
- Points of Light Foundation, 2007 National Conference Planning Committee
- Big Brothers Big Sisters of Lancaster County, 2015 Big Sister

STEPHANIE SILVERMAN

PROFILE

National Board Certified Art + Design Educator specializing in teaching both traditional and digital art methods and materials. PA Certified in Art Education K-12, teaching experience encompasses age 3 through graduate level. Expertise includes design thinking, observational painting and drawing, interdisciplinary learning and digital art. Adaptive, flexible teaching style seeks to find and nurture the artist in every student. Secondary students consistently recognized in the Scholastic Art & Writing Awards competition (over 600 regional awards and 20 National medals since 2010) and other regional and national contests. Nearly \$2 million in scholarships and prizes awarded to visual art students since 2010.

EXPERIENCE

2009-PRESENT: UPPER SCHOOL ART & DESIGN TEACHER CHAIR, K-12 VISUAL ART COORDINATOR THE TATNALL

SCHOOL, WILMINGTON, DE

Courses Taught: AP Studio Art (Drawing, 2D Design, 3D Design), Freshmen Foundations, Digital Media, Architectural Design, Drawing, Painting, Printmaking.

Developed & implemented year-long Innovation & Design Thinking Program for the Upper School. Coordinated K-12 curricular documentation in alignment with Middle States Accreditation for Growth, managed annual operations budget, art faculty observations, K-12 collaborative efforts, professional development. Established community partnerships with the Delaware Art Museum and Delaware Contemporary to secure exhibition opportunities for students. Served as a faculty mentor for 5 Independent Scholars.

2016-PRESENT: ADJUNCT ASSISTANT PROFESSOR, UNIVERSITY OF THE ARTS PHILADELPHIA, PA

Courses Taught: *Introduction to Visual Arts Education* and *The Art of Teaching* (Graduate & Undergraduate). Train and support pre-service art educators seeking Pennsylvania Teaching Certification in Art K-12. Courses emphasize interdisciplinary 21st century curriculum design and developing a student-centered pedagogy. Retained as an Educational Consultant to plan and implement a Design Thinking Cognate for Graduate Program.

2006-2010: ART EDUCATOR, ART DEPARTMENT CHAIR — ARCHMERE ACADEMY

STEPHANIE SILVERMAN

Oversight of secondary fine art curriculum and program, support and evaluation of two faculty members, oversight of annual operating budget. Conducted curricular review and revision, designed and implemented new Digital Media curricular track.

EDUCATION

- 2006-2008 MAT Masters of Arts in Teaching Visual Arts, University of the Arts, Philadelphia PA
- 2003 Brown University, Providence RI — Undergraduate coursework 4.0 cum
- 2000-2004 Rhode Island School of Design, Providence RI — BFA Furniture Design, Minor in Women's Studies (Cross-Registered at Brown University)

ADDITIONAL COURSEWORK & CONTINUING EDUCATION

- 2016-2017 The Barnes Foundation, Philadelphia, PA — *Elements of Art, Traditions*
- 2016 NAEA School for Art Leaders, Crystal Bridges, AK
- 2014 National Gallery of Art, Washington, D.C. — *Teacher Summer Institute: French Impressionism & Post Impressionism*
- 2014 Moore College of Art & Design, Philadelphia PA — *Teacher's Summer Institute: Integrative Practices in Art Education*
- 2013 Harvard Graduate School of Education, Cambridge MA — *The Arts & Passion Driven Learning*, Presented with Yo Yo Ma and the Silk Road Project
- 2011 Pennsylvania State University, University Park, PA — *The National Conference on the Beginning Design Student*

PRESENTATIONS

- 2018 NAEA (National Art Education Association) National Webinar: Visible Learning
Design Thinking Methodologies for K-12 Educators
- 2017 *Design Thinking: Visible Learning* National Art Education Association Summer Studio, Design Thinking for Social Equity, University of Dallas, Texas
- 2016 *Building a Framework for Student Innovation: Implementing a Design Thinking Methodology* and *NAEA Secondary Regional Award Winner Showcase*, National Art Education Association National Convention - Chicago, IL
- 2015 Panelist, "RISD Out of Bounds: Past, Present & Future," Rhode Island School of Design - Providence, RI

STEPHANIE SILVERMAN

- 2015 *Design Thinking for the Secondary Classroom* Delaware Art Education Association Fall Conference - New Castle, DE
- 2015 *Teaching French Impressionism & Post Impressionism Using Online Resources from the National Gallery of Art* - Delaware Art Education Association, Wilmington, DE
- 2014 *Strategies for Success: Implementing Technology-based art Practices into the Secondary Curriculum* - National Art Education Association National Convention, San Diego, CA
- 2012 *Scaffolding for Success: Curricular Overview and Student Accomplishments* Independent School Art Instructor's Association, NY, NY
- 2012 *Utilizing Free Social Media Forums to Foster Creativity, Critique and Connection in the Secondary Classroom*, National Art Education Association - National Convention NY, NY
- 2011 *Figure Drawing from Life* Kaleidoscope Seminar for High School Students Delaware College of Art & Design - Wilmington, DE

LEADERSHIP & SERVICE

- 2018 Retained as an AP Studio Art Exam Scorer for Educational Testing Services and the College Board
- 2011-2017 Board of Directors, Delaware Art Education Association
Editor - DAEA Journal, Independent School State Representative,
Chair - Publicity Committee, Chair - Research Committee Editor: DAEA Journal, Youth Art Month Committee Member
- 2013 Curator & Juror for *Art is Healing, Healing is an Art* exhibition, Rehoboth Art League/SOAR
- 2010-2012 Board of Directors, Delaware Foundation for the Visual Arts Chair - Scholarships Committee
- 2010-Present Chapter Sponsor, NAEA National Art Honor Society Chapter #3404

STEPHANIE SILVERMAN

PUBLICATIONS

- 2016 *Elevated Apparel* School Arts Magazine, A Davis Publication, May Issue
2016 *Digital Hybrids: Synthesizing Digital and Traditional Image-Making* DAEA Journal, Vol. 1 Issue 1, Fall 2016.

AWARDS & HONOR

- 2017 *Grant Recipient*-NAEA Summer Studio National Art Education Association
2016 *Ruth Halvorsen Grant Recipient* - The National Art Education Foundation
2016 *Tatnall School Alumni Faculty Award*-The Tatnall School Alumni Association
2015 *First Place Award-Drawing Category and Best in Show Award* - Harford Artist's Association Juried Fine Art Exhibition, Bel Air, MD
2015 *National Eastern Region Secondary Art Educator of the Year* - The National Art Education Association (NAEA): Selected among candidates from 13 states and 7 Canadian provinces
2014 Moore College of Art & Design Establishes the *Stephanie Silverman Scholarship for Excellence in the Arts* - a \$20,000 named scholarship award
2013 *Delaware Secondary Art Educator of the Year* - Awarded by the Delaware Art Education Association
2008 *The Diane Taylor Foxman Award* - Department of Art Education & Art Therapy, The University of the Arts Philadelphia, PA
2007 *Graduate Fellowship* - The Department of Art Education & Art Therapy, The University of the Arts, Philadelphia, PA
2004 *The Tage Frid Award for Excellence in Teaching* - Department of Furniture Design, Rhode Island School of Design

EXHIBITIONS-PERSONAL ARTWORK

Website of Personal Artwork: <http://stephaniesilvermanfineart.blogspot.com/>

- 2018 Delaware Art Museum, Wilmington, DE Lead Installation Artist-2018-2019 Family In Residence Program: Designed and installed an interactive installation based on themes of equity, diversity and creative empowerment for families and children ages infancy through middle school. Designed and lead a series of public workshops in connection to the themes of the exhibition
2017 Brandywine Festival of the Arts Juried Show, Wilmington, DE (Featured Artists)
2017 COCA Gallery, Greenville, DE (Currently Represented)

- 2017 Biggs Museum of American Art, Dover DE *Delaware Art Education Association's Member Exhibition*
- 2016 University of the Arts Faculty Exhibition, The Kimmel Center, Philadelphia, PA

- 2016 First Annual NAEA (National Art Education Association) Juried Member's Exhibition, NAEA Headquarters, Alexandria VA
- 2016 Art + Design Education Faculty Show, University of the Arts, Phila., PA
- 2016 Archmere Academy Fine Art Festival, Claymont, DE (Featured Artist)
- 2015 *Pictures at an Exhibition* Juried Show, Harford Artist's Assn. Bel Air, MD
- 2014 Darley Arts Center Juried Show, Claymont, DE
- 2012 Brigantine Fine Arts Festival Brigantine Historical Museum Brigantine, NJ
- 2012 *What Those Who Teach Can Do* Art Institute of Philadelphia, Phila., PA
- 2012 DFVA Spring Art Show Delaware Foundation for the Visual Arts Wilmington, DE
- 2011 DFVA Summer Art Show Delaware Foundation for the Visual Arts Greenville, DE
- 2005 Continuing Education Juried Exhibition Pennsylvania Academy of the Fine Arts, Philadelphia, PA,
- 2004 — RISD Department of Furniture Design Senior Exhibition, Woods Gerry Gallery, Providence, RI

Exhibit B
Entrepreneurship Winners

Entrepreneurship 2 Classroom Competition

This contest takes place within the classroom and is judged by outside experts in the areas of entrepreneurship and business management.

1st Place – Robert’s Baked Delights (Robert Worth)
Lupebuilders (Cruz Contreras)

2nd Place – Keyhole Games (Michael Shumate)
Brown’s Brownies (Jayvon Brown)

3rd Place - Do It Write (Tara Grier, Natasha Crespo, Casie Heath)
Different (Kaiya Robinson)

NFTE Regional Competition

This contest takes place in Philadelphia, PA, and includes all NFTE classroom winners from NFTE’s Philadelphia region (21 schools and 875 students from southern New Jersey, Philadelphia, and northern Delaware). The contest is judged by NFTE experts and business professionals from various industries. DTA students won all three places in this competition during the 2017-2018 school year.

1st Place Regional Winner - Keyhole Games (Michael Shumate) – Award \$2,000

2nd Place Regional Winner – Do It Write (Tara Grier, Natasha Crespo, Casie Heath) – Award \$500

3rd Place Regional Winner – Robert’s Baked Delights (Robert Worth)

NFTE Elevator Pitch Competition

1st Place – Keyhole Games (Michael Shumate)

University of Delaware Diamond Challenge Competition

This competition is hosted by Horn Entrepreneurship at the University of Delaware.

Quarter Finalist - Keyhole Games (Michael Shumate)

Semi-Finalist – Do It Write (Tara Grier, Natasha Crespo, Casie Heath)