

Disc3: School Culture

# Professional Development Toolkit

Tools and documents from today's most successful small schools, including:

- The CES Common Principles
- Discussion Guides
- School Documents

# Introduction

# Introduction

## About the Project

For over twenty years, the Coalition of Essential Schools has been valued for its ten Common Principles, emphasizing equity, personalization, and students using their minds well. The Coalition is also known for honoring local wisdom, acknowledging that no two schools are alike, and that race, class, culture, gender, geography, and experience all factor into creating unique communities and schools. The Coalition understands that context matters, and that is why Essential schools appear in the country's largest and smallest districts, in urban, suburban, and rural settings, and serve the country's advantaged students as well as those with few resources.

The CES EssentialVisions DVD project brings the Common Principles to life with real stories and tools from today's most successful small schools. Each DVD captures how the Common Principles have been implemented, illustrating how students engage in their own education and how teachers develop as professionals. Focused segments provide unique perspectives on the benefits and challenges of each principle, while discussion questions, lesson plans, and school documents offer tools that educators can use to drive improvement. Three DVDs have been released over the course of the falls 2005, 2006, and 2007. The three-part series will demonstrate all ten principles in action. The third DVD, *Disc 3: School Culture*, captures the principles "Goals Apply to All Students," "A Tone of Decency and Trust," "Democracy and Equity," and "Resources Dedicated to Teaching and Learning."

The Annenberg Foundation generously funded the Coalition of Essential Schools National office (CESN) to create the CES EssentialVisions three-disc DVD series. CES contracted with the Harvard-Smithsonian Center for Astrophysics Science Media Group to videotape and edit the series.

We hope these DVDs will be used for interdisciplinary team meetings, department meetings, year-long staff development in schools, teacher education programs, professional development workshops, and academic and professional conferences—anywhere that school policy and classroom practice is discussed and influenced.

# Introduction

## About the DVD

The schools, teachers, students, and parents featured in the third of this three-part DVD series come from four very different contexts. Amy Biehl High School in Albuquerque, New Mexico, is the first high school in the nation to require each student to complete two college courses before graduation. The Eagle Rock School in Estes Park, Colorado, has created eight themes, five expectations, and ten commitments as a social contract that makes a high-functioning community truly possible, resulting in students who experience social, academic, and emotional success. The Academy of Citizenship and Empowerment is one of three autonomous small schools in SeaTac, Washington, that just two years ago was part of a large school conversion process so students may attend schools where negative predictable outcomes can be interrupted through democratic and equitable practices. Lastly, Peggy Kemp, Principal of Fenway High School in Boston, speaks of her work to keep funds allocated to teaching and learning.

*CES EssentialVisions Disc 3: School Culture* presents real-life video segments of the Common Principles: goals apply to all students, a tone of decency and trust, democracy and equity, and resources dedicated to teaching and learning. In the “goals apply to all students” segment, we hear from teachers and the principal about what specific structures are necessary so all seniors can achieve in college courses. We witness numerous whole school meetings focused on rehabilitating students who break the rules of the community conducted with “decency and trust,” and we view a new small school struggling to practice “democracy and equity” to interrupt and change predictable outcomes. By watching this DVD in its entirety or in individual segments over time, you are seizing the opportunity to reflect on topics most pertinent to educators today.



## Toolkit Elements

1. Using the DVD
2. History of the Coalition of Essential Schools and the Common Principles
3. Description of Video Segments
4. Discussion Questions
5. Structure of Schools
6. Lesson Plans and School Documents
7. Appendices, Glossary of Terms, and Additional Reading

## About the Toolkit

The primary purpose of this toolkit is to introduce the DVD and suggest various discussion entry points to be used by teachers, administrators, students, parents, teacher educators, and policymakers. Amy Biehl, Eagle Rock, ACE, and Fenway are our entry points into viewing the principles “goals apply to all students,” “a tone of decency and trust,” “democracy and equity,” and “resources dedicated to teaching and learning” in action.

The DVD provides a series of video segments from which the viewer can choose; the accompanying toolkit assists the user in making effective use of these possibilities. Viewers can select classroom segments, school tours, discussion questions, lesson plans, and school documents based on their areas of interest. The combinations of paths to explore are unlimited, allowing the DVD and toolkit to be utilized repeatedly in individual and group collaboration efforts. We hope that the DVD and toolkit will be used in many varied contexts, including: faculties

who are trying to decide if they should become a CES school; CES and non-CES teachers alike who want to improve their classroom practice; design teams for small school start-ups; teacher education programs training student teachers, and families, students, community members; and policymakers interested in learning more about the CES educational philosophy and practices.

Recognizing that time for teachers and principals is a limited—even scarce—resource, the toolkit includes a brief description of each of the videos with running time and related discussion questions. This information is intended to help you organize your time and the time of your colleagues to explore areas of interest and move forward the work of your classrooms and school.

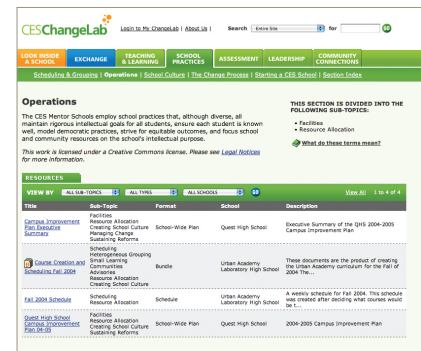
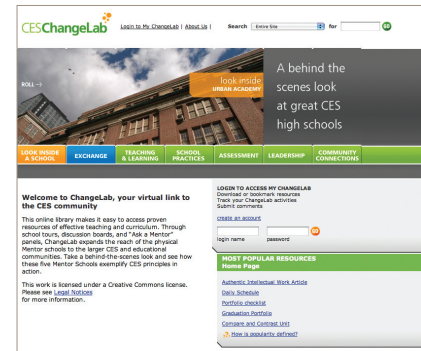
# Introduction

## About CES Affiliation

To affiliate with the Coalition of Essential Schools as a center, organization, district, school, or individual, log onto [www.essentialschools.org](http://www.essentialschools.org) or call 510 433 1451.

## About CES ChangeLab

After using the DVD, viewers may find that they are interested in further exploring the work of innovative and successful CES Mentor Schools. In addition to the DVD, the Coalition of Essential Schools also offers CESChangeLab, which provides a behind-the-scenes look into the most successful CES schools across the country. This online library makes it easy to access proven resources of effective teaching and curriculum 24 hours a day, seven days a week. Through online school tours, discussion boards, and “Ask a Mentor” panels, ChangeLab expands the reach of these schools to the larger CES and educational communities. Help improve your school’s teaching and governance by logging on to [www.ceschangelab.org](http://www.ceschangelab.org).





# Using the DVD

## Introducing the DVD

1. Print and copy the Brief History of CES and the Common Principles in the toolkit and have the participants read the information prior to the workshops or at the very start of the workshop.
2. Be sure you are familiar with the Coalition so you may try to answer any background questions that arise.
3. View selected segments prior to meeting with the group.
4. Select and prepare discussion questions that will help the group engage meaningfully with the material and focus the conversation.

## Planning Your Time

Each classroom video segment is roughly 22–30 minutes long and school tours are between seven and fourteen minutes long. Be aware of how much time you have to conduct a workshop and choose segments that address your goals and that can be viewed and discussed in depth in the allotted amount of time. Remember, “less is more,” so give the group plenty of time to watch, talk, and dig deeply into the chosen issue of the day.

## Consider Your Audience

As you develop a formal workshop or presentation or casually gather a group of colleagues to view *Disc 3: School Culture*, understand your audience. Are you working with a group of student teachers? First-year teachers? Veteran teachers who team teach or who are in the same grade, group or department? How familiar is this group with the principles of the Coalition of Essential Schools? Once you have identified your audience, consider a few useful tips to introduce the DVD to the group.

## Consider Your Goals

Be sure to have goals clearly identified before showing the DVD to a group. Are you showing the DVD to understand how to implement a Common Principle in the classroom? To consider the challenges and benefits of such an approach? As an overview of what successful small schools look like in action? To introduce current issues in education? To support teachers who are developing a more progressive philosophy of education? With a well-defined goal, clear support of the work you are trying to accomplish will surface in the video segments.

## Planning Tips

1. Share identified goals of the viewing with the group.
2. Review background on CES as needed, and the specific segment(s) that will be shown and discussed in the workshop. Take any questions.
3. Particularly with classroom segments, it is useful to have a suggested focus for observation. To which aspects of the classroom experience should viewers pay especially close attention? What questions should viewers have in mind as they watch?
4. Begin segment of choice.
5. Discuss.
6. Reflect on implications for practice. What might be some next steps to take in your classroom or school?
7. Plan date, time, and agreed-upon goals for the next time the group will get together to watch a new video segment or report back on steps taken in the classroom or school.
8. At the next meeting report back on steps taken in the classroom or school.

## Brief History of the Coalition of Essential Schools

In 1984, Theodore R.Sizer and several colleagues published their findings from “A Study of High Schools,” a five-year investigation of teaching, learning, school history, and school design. This study found that, despite their differences in location and demography, American high schools, by and large, were remarkably similar and simply inadequate. By offering an incredible array of courses from “consumer math” to calculus and from drivers’ education to volleyball, schools often failed to focus on their central purpose—helping students learn to use their minds well. Teachers, facing 150 or more students a day, regularly assigned work on the basis of what could be graded quickly rather than on the basis of what would push students to think deeply. Students, traveling from room to room and from teacher to teacher for unrelated fifty-minute classes, rarely had time to sink their teeth into any topic or authentic work and passed their days with little sense of the connections between the

various subjects they studied and the “real” world. The typical American high school, while perhaps a friendly enough place, promoted apathy and intellectual lethargy; the lesson it succeeded in teaching best was that becoming educated is deadly dull.

*Sizer’s Horace’s Compromise: The Dilemma of the American High School* (1984) describes how the typical structures of schools help make these inadequacies all but inevitable. This reality pushed Sizer to consider how schools might be more wisely designed. Given the dismal historical record of major “top-down” reform initiatives over the past 50 years, Sizer chose to approach reform not with a new and improved imposed “model,” but rather with a general set of ideas, today known as the Common Principles, which a school could fashion in ways that made sense to their community. Subsequently, in 1984, a group of twelve schools in seven states agreed to redesign themselves on the

basis of Sizer’s ideas and to form a coalition of schools based on these principles. A team led by Sizer, then based at Brown University, formed to support the reform efforts of these “essential” schools. These principles soon caught on among scores of schools around the country – public, charter, and independent.

As of 2005, the Coalition of Essential Schools included 21 affiliate centers and a national office in Oakland, California, that supports the work of hundreds of schools across the country in the areas of school design, classroom practice (teaching and learning), leadership, and community connections. For more information on the Coalition of Essential Schools, visit [www.essentialschools.org](http://www.essentialschools.org).



# The Common Principles

## The Common Principles

Learning to Use  
One's Mind Well

Less Is More, Depth  
Over Coverage

Goals Apply to All Students

Personalization

Student-as-Worker,  
Teacher-as-Coach

Demonstration of Mastery

A Tone of Decency and Trust

Commitment to the  
Entire School

Resources Dedicated to  
Teaching and Learning

Democracy and Equity

### Learning to Use One's Mind Well

The school should focus on helping young people learn to use their minds well. Schools should not be “comprehensive” if such a claim is made at the expense of the school's central intellectual purpose.

### Less Is More, Depth Over Coverage

The school's goals should be simple: that each student master a limited number of essential skills and areas of knowledge. While these skills and areas will, to varying degrees, reflect the traditional academic disciplines, the program's design should be shaped by the intellectual and imaginative powers and competencies that the students need, rather than by “subjects” as conventionally defined. The aphorism “less is more” should dominate: Curricular decisions should be guided by the aim of thorough student mastery and achievement rather than by an effort to merely cover content.

### Goals Apply to All Students

The school's goals should apply to all students, while the means to these goals will vary as those students themselves vary. School practice should be tailor-made to meet the needs of every group or class of students.

### Personalization

Teaching and learning should be personalized to the maximum feasible extent. Efforts should be directed toward a goal that no teacher have direct responsibility for more than 80 students in the high school and middle school and no more than 20 in the elementary school. To capitalize on this personalization, decisions about the details of the course of study, the use of students' and teachers' time, and the choice of teaching materials and specific pedagogies must be unreservedly placed in the hands of the principal and staff.

# The Common Principles

## **Student-as-Worker, Teacher-as-Coach**

The governing practical metaphor of the school should be student-as-worker, rather than the more familiar metaphor of teacher-as-deliverer-of-instructional-services. Accordingly, a prominent pedagogy will be coaching, to provoke students to learn how to learn and thus to teach themselves.

## **Demonstration of Mastery**

Teaching and learning should be documented and assessed with tools based on student performance of real tasks. Students not yet at appropriate levels of competence should be provided intensive support and resources to assist them to quickly meet those standards. Multiple forms of evidence, ranging from ongoing observation of the learner to completion of specific projects, should be used to better understand the learner's strengths and needs, and to plan for further assistance. Students should have opportunities to exhibit their expertise before family and community. The diploma should be awarded upon a successful final demonstration of mastery for

graduation—an “Exhibition.”

As the diploma is awarded when earned, the school's program proceeds with no strict age grading and with no system of credits earned by “time spent” in class. The emphasis is on the students' demonstration that they can do important things.

## **A Tone of Decency and Trust**

The tone of the school should explicitly and self-consciously stress values of unanxious expectation, of trust, and of decency. Incentives appropriate to the school's particular students and teachers should be emphasized. Parents should be key collaborators and vital members of the school community.

## **Commitment to the Entire School**

The principal and teachers should perceive themselves as generalists first (teachers and scholars in general education) and specialists second (experts in but one particular discipline). Staff should expect multiple obligations (teacher-counselor-manager) and a sense of commitment to the entire school.

## **Resources Dedicated to Teaching and Learning**

Ultimate administrative and budget targets should include, in addition to total student loads per teacher of 80 or fewer pupils on the high school and middle school levels and 20 or fewer on the elementary level, substantial time for collective planning by teachers, competitive salaries for staff, and an ultimate per-pupil cost not to exceed that at traditional schools by more than 10 percent. To accomplish this, administrative plans may have to show the phased reduction or elimination of some services now provided students in many traditional schools.

## **Democracy and Equity**

The school should demonstrate non-discriminatory and inclusive policies, practices, and pedagogies. It should model democratic practices that involve all who are directly affected by the school. The school should honor diversity and build on the strength of its communities, deliberately and explicitly challenging all forms of inequity.

# Description of Video Segments

## **Introduction (2:16)**

Dennis Littky, Co-Founder of The Big Picture Company and Director of The Met Center, invites educators, policymakers, and concerned citizens to use this DVD series to think differently today about how to educate tomorrow's adults for engagement, mastery, and citizenship.

## **"Learning to Use One's Mind Well" (4:57)**

What does the principle "learning to use one's mind well" look like, feel like, and sound like to students, teachers, principals, and parents?

## **"Goals Apply to All Students" Description (0:58)**

Dennis Littky gives a detailed description of the Common Principles that allow all students to be prepared for higher education.

## **College Success for All (26:40)**

Follow Michael as he embarks on a journey with his entire senior class to enroll in and pass two college courses at the University of New Mexico in order to graduate from high school in the spring.

## **Amy Biehl School Tour (8:03)**

Jessica and Catherine take you on a tour of their year-round campus that is the first school to be located in downtown Albuquerque in over 40 years.

## **"A Tone of Decency and Trust" Description (:45)**

Dennis Littky emphasizes that it is nearly impossible for students and faculty to grow and develop intellectually and as a community if they do not live in an atmosphere of decency and trust.

## **Creating Community (23:01)**

Live the difficult conversations the Eagle Rock School community engages in as they work together to figure out how to rehabilitate those who have broken "non-negotiables" from within the community rather than having the students leave the school.

## **Eagle Rock School Tour (9:07)**

Jesse and Tahira walk us through their tuition-free boarding school that is nestled in the foothills of the Rocky Mountain National Park in Estes Park, Colorado.

## **"Democracy and Equity" Description (:45)**

Dennis Littky reminds educators that schools should model democratic practices that involve all directly affected by the school and honor the diversity that lives in every school.

## **Changing Predictable Outcomes (31:11)**

The Academy of Citizenship and Empowerment is one of three schools that are part of the Tyee High School conversion that believes that to truly interrupt predictable outcomes and model democratic practices schools need to be small if issues of equity are going to be challenged.

## **Tyee Educational Complex Tour (12:55)**

Crystal, Lou and Josh, once students at the large, comprehensive Tyee High School in SeaTac, Washington, share the unique attributes of their new small schools that co-exist on the same campus.

## **"Resources Dedicated to Teaching and Learning" Description (:40)**

Dennis Littky supports the notion that monies should be dedicated to teaching and learning while recognizing that this budgetary model will result in difficult decisions concerning other school services.

# Learning to Use One's Mind Well

Discussion Guide

# Learning to Use One's Mind Well

## Thinking about the Principle

1. As an educator, define for yourself what you believe students “learning to use their minds well” would look like, sound like, and feel like.

# Goals Apply to All Students

Discussion Guide



## Goals Apply to All Students

### Thinking about the Principle

1. What goals in your school do you think should apply to all students, regardless of their academic strengths/weaknesses and future plans?
2. How can goals apply to all students while still personalizing education?
3. Compare and contrast this principle with the requirements of NCLB. Is having common goals for all students the same thing as having the same set of academic standards for all students?

## Goals Apply to All Students

### Amy Biehl School

#### Prior to Viewing

1. All students at Amy Biehl High School (ABHS) are expected to experience success in two college-level courses before graduation. Why do you think ABHS set this particular expectation for their students? What academic, social, and emotional challenges lie ahead for students in their first year at college? What obstacles do your students face when even considering college?

#### Reflecting on What You Saw

1. What evidence do you see that students are able to practice, revise, and build toward meeting the goals at ABHS? Where is there room to make mistakes and recover from them?
2. Christina discusses the tension she faces when determining how best to support students during their senior year experiences. One student's support is another's hand-holding, and different kids need different things from her in Passages. How does she negotiate this tension?
3. What structures are in place during the senior year at ABHS to support students as they make the transition to college and adulthood? What curriculum do you see happening in the Passages class? Why is it important to have time carved out for this curriculum? Why does ABHS require this class for all seniors?
4. How can we avoid bias and assumptions when helping students to set and reach goals for their futures?

# Tone of Decency and Trust

Discussion Guide

## Tone of Decency and Trust

### Thinking about the Principle

1. Who decides what decency and trust are, and how are they created/maintained in your school?

# Tone of Decency and Trust

## Eagle Rock School and Professional Development Center

### Prior to Viewing

1. What aspects of your school/classroom culture do you have control over as you work to build a tone of decency and trust?
2. Creating a tone of decency and trust is challenging, particularly when working with students who have not experienced this culture in their previous school experiences.
3. How do schools start building a culture based on trust?

### Reflecting on What You Saw

1. What evidence do you see that student voice/decision-making are genuine, not romanticized or perfunctory?
2. Building and maintaining trust in a school community is quite challenging. Michael Soguero makes the provocative statement that students coming to Eagle Rock initially "... have no reason to trust us or be respectful of us." In what ways are the adults in the community actively cultivating and nurturing trust between students and faculty? Faculty use charged words like "intimacy" or "a sense of love" to describe the culture they are trying to create at the school. What was your reaction to those words? Is there a place for "love" in a public school?
3. How might NOT sending students home immediately upon violating a non-negotiable community expectation be better community-building than automatic expulsion?
4. The faculty at Eagle Rock seems comfortable allowing the conversation about non-negotiables to be ongoing. How does one's perspective on an issue change when you stop trying to solve and wrap up a problem once and for all, and instead commit to revisiting it whenever necessary?
5. Why do relationships matter? What is the connection between a strong community and academic progress/success? What does all of this have to do with learning?
6. What happens at your school to bring people together and foster relationships? What could happen?

# Democracy and Equity

Discussion Guide



## Democracy and Equity

### Thinking about the Principle

1. Define for yourself what democratic/equitable education means. Is it voting on school colors? Students at faculty meetings?
2. What does it mean to prepare all students deeply for participation in a democratic society?

## Democracy and Equity

### Academy of Citizenship and Empowerment

#### Prior to Viewing

1. What do you think you might see in a school that makes a conscious commitment to democracy and equity in both its overall governance and its classroom practice?
2. What does it mean to “do” democracy with students when we are the adults responsible for them?

#### Reflecting on What You Saw

1. How are different constituencies involved in decision-making at ACE?
2. What would it be like to have students at your faculty meetings?
3. How do focus groups and family meetings help cultivate and develop student voice?
4. What evidence do you see that student voice has an impact on academic, social, and emotional development?
5. It's easy to oversimplify democracy to make it simply about voting for your leaders. Teacher Jodie Wiley describes a broader definition of leadership, which includes being a mentor, setting an example, and supporting other students in their work. How does mentoring younger students help students develop their leadership skills? How is this democratic? How is it equitable?
6. What do you see ACE faculty doing both in and out of the classroom to model democratic participation for students and to help students learn and practice these skills?
7. The ACE faculty sees book groups and an emphasis on literacy as a part of their commitment to democracy and equity. What is the connection? How can other academic disciplines be integral to participation in a democratic society?

## Democracy and Equity

### After Viewing the Changing Predictable Outcomes and Tyee Educational Complex Tour Segments

1. Despite being three different small schools in a larger educational complex, what do ACE, Global Connections, and Odyssey have in common? What evidence do you see of a commitment to equity across all three schools?
2. Students and faculty at ACE, Global Connections, and Odyssey describe the strong relationships created within their school community. What is the role of relationships in creating a democratic and equitable school culture? Are strong relationships a precursor to democratic practices?
3. Does a school have to be small to be democratic and equitable?

# Resources Dedicated to Teaching and Learning

Discussion Guide

## Resources Dedicated to Teaching and Learning

### Thinking about the Principle

1. Ultimate administrative and budget targets should include, in addition to total student loads per teacher of 80 or fewer pupils on the high school and middle school levels and 20 or fewer on the elementary level, substantial time for collective planning by teachers, competitive salaries for staff, and an ultimate per-pupil cost not to exceed that at traditional schools by more than 10 percent. To accomplish this, administrative plans may have to show the phased reduction or elimination of some services now provided students in many traditional schools.

### Questions for Discussion

1. How would it change schools to really implement this principle? What gets in the way, and what is at stake?

# Resources Dedicated to Teaching and Learning

## Fenway High School

### Prior to Viewing

1. What resources are at your disposal?
2. How is your budget allocated? Why is it done this way? What priorities are reflected?

### Reflecting on What You Saw

1. How are budget decisions made at Fenway? How does this resonate with other Coalition principles?
2. Peggy Kemp describes the budget process in detail, but she also describes other non-monetary resources that are carefully allocated. Even if your budget is fixed, what other resources in your school might be flexible?
3. When faced with budget cuts, what are Fenway's priorities, and who decides what those are? What are the priorities at your school, and who determines those?



# After Viewing All Segments: Making Connections Among the Schools

## Discussion Guide

**Note:**

The materials that accompany the video segments may be downloaded in PDF format and are intended to serve as a basis for discussion by providing additional insight into the work filmed in each classroom. They do not provide complete lesson plans or school documents out of context. These may be photocopied for discussion purposes only.

# Making Connections Among the Schools

## Thinking about the Principles

1. While the CES Essential Visions project deliberately focuses on a particular principle for each school profiled, the reality is that the 10 Common Principles are not so easy to isolate, and all Coalition schools show evidence of all principles. On Disc 3, Amy Biehl High School, Fenway High School, the Eagle Rock School and Professional Development Center, Tyee Educational Complex, and the Academy of Citizenship and Empowerment showcase the diversity of these principles in action, and demonstrate how flexibly and creatively the Common Principles can be expressed in schools with very different structures and missions. The questions which follow are intended to guide a discussion that reflects on the commonalities that such different schools share.

## Questions for Discussion

1. What similarities did you notice despite the very different contexts and missions of these schools?
2. All three schools profiled in this DVD have kids doing real work—students describe feeling real purpose. What does it take to trust kids to do this kind of work? How do kids benefit?
3. What evidence do you see of all four principles (goals apply to all students, a tone of decency and trust, resources dedicated to teaching and learning, and democracy and equity) in each school's segment? How do these featured principles contribute to the overall commitment that students will learn to use their minds well?
4. What constraints must each school consider as it implements its particular program? What similarities and differences do you see in the way that the schools manage these external requirements?

# Goals Apply to All Students

School Documents

## Amy Biehl High School

### Passage, Fall 2006

(individual lines taking from seniors' First Day written reflections)

#### College, First Day

I was the first one there  
I got lost  
I left home, then turned around to change, then headed out again  
I feared I would sneeze  
I held onto the copies instead of passing them and didn't mean to and embarrassed  
They moved my class  
I thought my class was at another time and missed it  
I told them I was still in high school  
I'll never tell them I am still in high school  
I knew more than I thought  
I was scared  
I opened up  
I clammed up  
My professor was nice  
We reviewed the syllabus  
We got so much homework  
I could be more challenged  
I was the last one there  
I don't know if I can do this  
I can do this.

# Goals Apply to All Students

## Amy Biehl High School

### CIVICS/COMPASS – 11<sup>th</sup> Grade

**Course Description:** Civics/Compass is a required course for all 11<sup>th</sup> grade students at Amy Biehl High School. The first semester students will focus on understanding the systems/structures of government; examine constitutional principles; the concepts of rights, privileges and responsibilities; and the importance of civic participation in the democratic process. The students in this course will pay particular attention to the judicial system at both the Federal and State level and will look in-depth at the ideals of justice within their own communities.

The second semester students will focus on investigating their interests and passions as they may relate to civic engagement; prepare and participate in informational interviews with local organizations; and complete and present their senior project proposals. Students will also prepare for their concurrent enrollment by learning and practicing skills such as resume writing, job interviewing techniques, preparing college essays, completing college applications, and practicing techniques that will help them with their transition to college life.

#### Materials Needed:

- Binder with divider tabs
- Journal or composition book
- 1 spiral notebook or loose leaf paper
- Daily Planner (provided through advisory)
- Pens/pencils

Please make sure you come to class each day with the necessary supplies.

**Make-up Work: No late work will be accepted.** In the event of an excused absence, it is the responsibility of each student to get class notes, assignments and homework when they return. You will have an equal number of days to turn in assignments as days you have been out of school.

**Tipping Points:** All students will have the opportunity to earn “tipping points” that will help in your final quarterly/semester grades. These tipping points can be earned through your participation in activities that enrich your learning experience. I will share a variety of these opportunities with you as they become available.

**Assessments:** This course will include a variety of assessments (i.e., quizzes, final exams, projects, presentations, etc.). It is my goal that all students succeed in their learning; therefore, should you receive a score below 75% on any assessment you will have the opportunity to reflect on your challenge areas and together we will create new assessments that focus on the mastery of certain skills. You may be required to attend tutoring so that we might work together towards these goals.

**Tutoring:** Tutoring will be available each Tuesday and Thursday from 2:00-3:00 p.m and will take place in the Compass classroom. I encourage you to use this time to get extra support from teachers, to work with a study group for quizzes, exams and projects, or simply to have a space and time dedicated to doing your homework.

#### Grading:

Attendance/Participation:	20%
In-class assignments:	30%
Test/Quizzes:	20%
Projects:	<u>30%</u>
	100%

# Goals Apply to All Students

## Amy Biehl High School

### Amy Biehl High School

Passage  
September 2006

#### College Search

- Purpose: The purpose of this project is to research colleges and universities that may be a good match for you both within New Mexico and beyond it in preparation for the upcoming college admission season.
- Scope of Project: Research three colleges/universities using the college/university website and a minimum of one other source (noted in paper):
1. A New Mexico college or university
  2. A college or university beyond New Mexico
  3. A specific college or university suggested for your consideration
- Core Expectations: For each of the three colleges/universities:
1. 5 minute presentation to the class
  2. Poster or brochure that contains key information
  3. 3 page paper that contains key information
- \*\*Your presentation, poster and paper should include the following information:**
1. **Mission/Philosophy** of the college/university: What is distinct about it? What sets it apart from other colleges and
  2. **Location**:-Where is it? universities?  
What is the city/town/cornfield like?
  3. **Student population**: Where do the students come from? Breakdown across states, cultural, religious, first generation college etc. International student population?
  4. **Academic programs offered**: What degrees are offered? What are the core requirements to earn the degree of interest to you? Can you create or combine majors? When do you have to decide your major? Are there graduate programs offered? What specific academic programs are of interest to you?
  5. **Residential community**: Do students live in dorms? What are they like? Are students mixed together or separated according to interest dorms, year in college (such as all freshmen together) etc.?
  6. **Extracurricular activities**: What kinds of organizations, clubs and sports exist here?. Which of these would be of specific interest to you? Is it a political campus? Is community service central? Do they have the champion polka team in the region?



# Goals Apply to All Students

## Amy Biehl High School

### Passage

2006–2007

MWF, 3<sup>rd</sup> and 4<sup>th</sup> periods

Passage Lab: MWF, 2<sup>nd</sup> Block \*\*beginning week of August 28th

Christina S. Griffith, Instructor

#### Central Course Goals:

1. To honor the passage from high school into college and civic life beyond;
2. To provide concrete tools and consistent support during concurrent enrollment coursework;
3. To provide a thoughtful context within which your service work is grounded;
4. To provide support and guidance through the college admissions process;
5. To inspire senior leadership through reflection and action within the ABHS community.

#### Core Course Components:

1. Passage Journal—individual and group Journal
2. Texts: First Semester:  
*Hope in The Unseen*, Ron Suskind  
*The Hero With A Thousand Faces* (selections), Joseph Campbell  
Additional supplementary readings  
Films: *Raising Victor Vargas* and *Real Women Have Curves*
3. Strategies for academic success: at ABHS and CNM/UNM
4. Links with Senior Project Class (Photo Essay)
5. Monday group check-in on concurrent enrollment progress and needs
6. Individual meetings with Christina here on campus and at UNM and CNM
7. Senior Leadership Project within Amy Biehl community
8. Senior logistics such as off-campus lunch, Graduation planning etc.

#### Passage Lab Components:

1. Test prep for ACT, SAT
2. Study skills and strategies (including realities & expectations with academic integrity...plagiarism etc.)
3. Workshops with ABHS staff and UNM /CNM representatives on specific, relevant topics
4. Tutoring/Work Time
5. College application work time

# Tone of Decency and Trust

## School Documents

### Note

The materials that accompany the video segments may be downloaded in PDF format and are intended to serve as a basis for discussion by providing additional insight into the work filmed in each classroom. They do not provide complete lesson plans or school documents out of context. These may be photocopied for discussion purposes only.

# Tone of Decency and Trust

## Eagle Rock School and Professional Development Center

### OUR PHILOSOPHY

#### OUR GOAL

An Eagle Rock student has the desire and is prepared to make a difference in the world.

In order to accomplish this goal, students address and progress towards eight themes, five expectations, and ten commitments:

$$8 + 5 = 10$$

**JUDY GILBERT**

*First Director of Curriculum*

"It's bad math, but good education."



#### EIGHT THEMES

##### Individual Integrity

Intellectual Discipline  
Physical Fitness  
Spiritual Development  
Aesthetic Expression

##### Citizenship

Service to Others  
Cross-cultural Understanding  
Democratic Governance  
Environmental Stewardship

#### FIVE EXPECTATIONS

Developing an expanding knowledge base  
Communicating effectively  
Creating and making healthy life choices  
Participating as an engaged global citizen  
Providing leadership for justice

#### TEN COMMITMENTS

Live in respectful harmony with others  
Develop mind, body, and spirit  
Learn to communicate in speech and writing  
Serve the Eagle Rock and other communities  
Become a steward of the planet  
Make healthy personal choices  
Find, nurture, and develop the artist within  
Increase capacity to exercise leadership for justice  
Practice citizenship and democratic living  
Devise an enduring moral and ethical code

**DANNY**  
I live by these.

# Tone of Decency and Trust

## Eagle Rock School and Professional Development Center

### A TYPICAL SCHEDULE

#### Monday, Tuesday, Thursday, and Friday

6:30 Morning Exercise / Kitchen Patrol (KP)  
 7:00 Breakfast  
 8:00 Gathering  
 8:30 Specials (Choir, Academics, Physical Fitness, etc.)

9:40 Period One  
 11:00 Period Two  
 12:30 Lunch KP  
 1:00 Lunch  
 2:40 Period Three

4:00 Engaged Time  
 5:00 Dinner KP  
 6:00 Dinner  
 7:00 Activities  
 9:00 Quiet-Time, Clean-up

9:30 House Curfew  
 10:00 Wing Curfew

**Tuesdays:** Evening Events  
 (Community Meetings, House  
 Meetings, Gender Meetings)

**Wednesdays:** Community  
 Meeting, Intramurals, Staff and  
 Student Meetings, Advisories

**Saturday:** Current Events,  
 Saturday Seminars, Activities,  
 11:00 Curfew

**Sunday:** 10:30 Brunch, Activities,  
 5:00 Dinner

**Summer trimester:** This trimester affords an opportunity for a block schedule that allows for half or full day long integrated, expeditionary classes from 5-10 weeks in length.



#### HUSANI

I found out and know for a fact that this place is not an easy place to live. Philbert says it is what you make it.



#### IMAGYN

There is so much opportunity here to do things - and not enough hours in a day.

7



# Tone of Decency and Trust

## Eagle Rock School and Professional Development Center

### GRADUATE REQUIREMENTS

MULTIPLE REQUIREMENTS FALL UNDER THE FOLLOWING BROAD CATEGORIES

AIDS Awareness	Human Performance	Service Learning
Art	Literature	Societies & Culture
Career Development / Lifeskills	Mathematics	Technology
Environmental Studies	Music	Wilderness Experience
ERS Orientation (for new students)	Performance	World Language
ERS Transition (for new students)	Personal Growth	Writing & Electives
Human Performance (Physical Education)	Presentations of Learning	
Food Service	Science	

#### LARONDA

I am comfortable with the uncomfortable again.



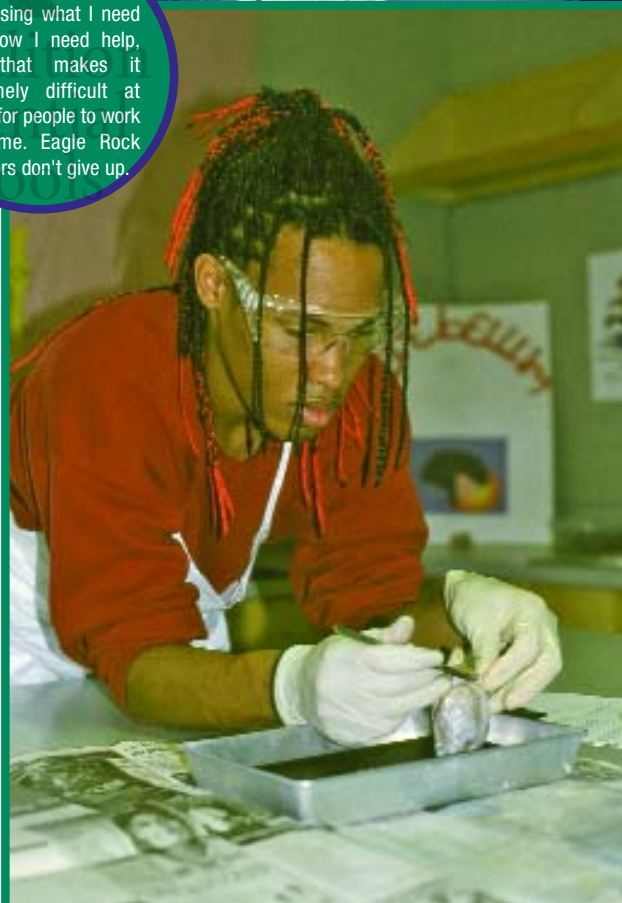
#### RACALL

I have a hard time expressing what I need and how I need help, and that makes it extremely difficult at times for people to work with me. Eagle Rock teachers don't give up.

#### DOCUMENTING LEARNING

Students do not earn credit for graduation by sitting in classes for a year and getting passing grades (sometimes known as "seat-time"). Instead, they must document their learning of the Eagle Rock requirements at a mastery level (known as "proficiency"). Students can document learning in a variety of ways: portfolios, presentations, skits or dramatizations, papers or reports, essays or creative writing, videotape, use of multimedia, projects, self-assessment and interviews with the instructor, finished art pieces, test results, letters or notes verifying learning, physical demonstration of skills, etc. For example, a student may document a requirement in American Government/Civics by doing an action plan for a change that needs to be made in local rules and regulations. The student may even carry out the plan and report on the effects of the policy change. Mastery is usually determined according to a rubric or set of criteria with descriptions of what proficiency and exemplary work look like. The student usually refers to the rubric during the creation of the documentation and may even have helped to create the rubric as part of a class activity.

If a student does not reach proficiency on a documentation, there is no failure. The student is simply not ready YET to achieve mastery and may continue to work on the documentation to bring it to proficiency. Or, the student may take another class - perhaps one that appeals more or is better tailored to his/her learning style — and provide another documentation of mastery for review and approval.



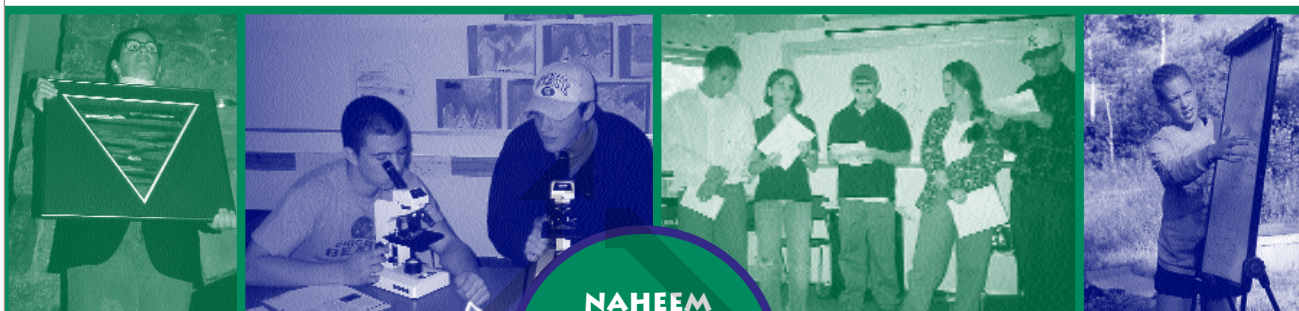
# Tone of Decency and Trust

## Eagle Rock School and Professional Development Center

### ABOUT PRESENTATIONS OF LEARNING

Three times a year, at the end of every trimester, all students at Eagle Rock give Presentations of Learning (POLs). These are not about getting credit in courses; students either have or have not documented learning to a level of mastery in their courses. POLs are an overarching tool for students, allowing them to pause in learning, reflect, synthesize, and analyze. They consider both personal and academic growth, link their learning to past learning, and project future learning goals.

In front of a panel of people from outside Eagle Rock, they make a case that they have learned. They have already sent their panelists packets to introduce themselves. Packets consist of a cover letter; an autobiography; a resume; a list of learning experiences, service projects,



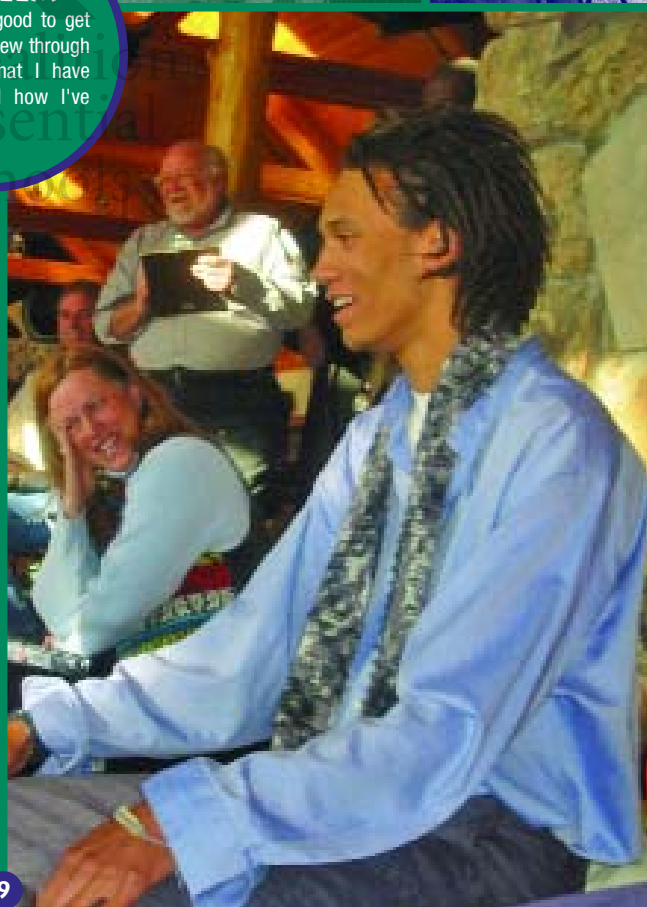
### NAHEEM

It's always good to get an outside view through POLs on what I have learned and how I've grown.

books read, and ambassador activities (such as helping to make a presentation at a conference); a personal growth reflection called "I Used to Be ... But Now I Am"; and a statement of their individual, evolving personal moral and ethical code.

For fifteen minutes, students present themselves as learners to this panel and an audience composed of their peers, staff, family, and friends. First the panel, then the audience ask questions of the student, forcing extemporaneous thinking and response. It's a good learning experience as well as an accountability tool for the whole school.

The end-of-trimester POLs are not the only presentations students make; they learn how to make presentations when they first come to Eagle Rock. As the "running record" of videotapes of the POLs makes clear, students keep getting better at presenting themselves. And graduate POLs, a one-hour presentation, are unsurpassed!



# Democracy and Equity

## School Documents

### Note

The materials that accompany the video segments may be downloaded in PDF format and are intended to serve as a basis for discussion by providing additional insight into the work filmed in each classroom. They do not provide complete lesson plans or school documents out of context. These may be photocopied for discussion purposes only.

# Democracy and Equity Academy of Citizenship and Empowerment

## Wiley's Advisory

### Academy of Citizenship and Empowerment 2006-2007 Course Profile

Teacher: Ms. Jodie Wiley

Phone: 206-433-2342

E-mail: wileyja@hsd401.org

Tutoring: After school by appointment

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#### WHAT IS ADVISORY?

Advisory is a course that is designed to give students an academic and social support system at ACE. The purpose of Advisory is to promote a culture of learning (about yourself, others, school, and your world) and promote a strong ACE community.

#### WHAT IS AN ADVISOR?

An advisor is an adult on campus who has the specific job of supporting students in academic success.

#### HOW CAN MY ADVISOR SUPPORT ME?

- Your advisor is a person to go to if you are having a problem - it is his/her job to help you through tough times and to promote self advocacy.
- Your advisor acts as a point person to contact home - when you succeed and when you stumble, your advisor keeps the communication lines with home open. If your parents/guardians have questions about ACE or your learning, they should contact/call your advisor.
- Your advisor leads you in important conversations about your school, your world and your future, and leads you in addressing issues of or for social justice.

#### WHAT WILL I LEARN THROUGH ADVISORY?

As an advisee it is your role to:

- Grow as a learner by reflecting upon your academic work and by seeking feedback from peers and adults.
- Prepare for graduation and for life after high school, including college and career.
- Become an active member of the SeaTac community by participating in service learning.
- Begin to embody ACE's core beliefs and values by exploring the 11<sup>th</sup> grade essential question, "What can I do about injustices?"

#### HOW WILL I KNOW I AM LEARNING?

Advisory will help you to be more reflective about your learning. You and your advisor will monitor your progress toward specific outcomes in this and other classes. This course will be graded and worth 1.0 credit for the school year. Your consistent and genuine participation in Advisory will shape both your learning in this course and your educational experience at ACE.

Jodie Wiley  
Junior Advisor  
ACE



# Democracy and Equity

## Academy of Citizenship and Empowerment

"Common sense should tell us that reading is the ultimate weapon—destroying ignorance, poverty and despair before they can destroy us. A nation that doesn't read much doesn't know much. And a nation that doesn't know much is more likely to make poor choices in the home, the marketplace, the jury box and the voting booth...The challenge, therefore, is to convince future generations of children that carrying a book is more rewarding than carrying guns."

*Jim Trelease*

### 12<sup>th</sup> Grade Language Arts – Humanities 1, 2

#### 2006–2007 Course Syllabus

Room 769 A.C.E. (Academy of Citizenship & Empowerment)

**Teacher:** Carrie Howell

**Phone:** (206) 433-2342

**Additional Support:** after school tutoring most days **Email:** howellca@hsd401.org

#### **What will I learn in Humanities 1, 2? How will it help me?**

In Humanities 1, 2, students study how perceptions of human nature and the place of humans in the universe change over time. Students examine a variety of literary and informational works in this course. The reading list will be diverse and challenging and serve as a basis for analysis and discussion. At the heart of all student work is the continuing practice of anchoring oral and written arguments in textual support. As students learn to recognize how an author's artistic choices inform his purpose, so too are students expected to polish their own writing as they become increasingly purposeful writers. This course aims to prepare all students with the reading, writing, speaking, listening and thinking skills needed for post-secondary schooling. Students who follow and meet course standards will be able to demonstrate proficiency with understanding and analyzing a variety of texts as well as be able to express their ideas effectively in writing and orally at the college level. This course also equips students with the communication and thinking skills essential for success in social, academic, and business situations.

#### **What will I need to learn in this class in order to be successful?**

In order to succeed in this class, students are expected to work toward meeting the course standards. Some of the standards for this course include:

- applies skills and strategies (to writing and reading texts)
- reads for a variety of purposes
- sets goals (for reading & writing) and evaluates progress
- writes, speaks clearly and effectively
- comprehends a variety of texts (literary & informational texts)
- writes for various purposes
- uses the writing process effectively
- analyzes and evaluates literature and own writing
- builds and effectively uses an accurate vocabulary

#### **What will we read?**

Students will be expected to read regularly, both independently and in small groups. Because this is a high-level course and since much of modern literature deals with "hot topics," there may be materials in this class that are deemed controversial. Should a parent choose to preview any class materials or wish to sit in on a class discussion, I ask that he/she contact me.

#### **How will my work be assessed in this class?**

Students will be assessed in a variety of ways throughout the year (journal writing, reading talks, essay writing, reading comprehension checks, reading group participation, projects, etc). Our grading scale:

**A**= 90% – 100% advanced; far above standard

**B**= 80% - 89.9% skilled; above standard

**C**= 70% - 79.9% satisfactory; meets standard

**D**= below 70% below standard

#### **What materials will I need in this class?**

To succeed in this class, students must come to class each day PREPARED with a book and reading (composition) notebook, a 3-ring binder, a pen/pencil, as well as any homework due.

## Finding Your Voice: Poetry Presentations

If You...	Then...
have perfected (completely revised to meet your personalized outcomes) your poem with others...	...practice, practice, practice delivery of your poem (in a quiet place) using at least one other student as an audience.
have chosen a poem that you want to use, but need to add to it, make revisions for it to be ready to present (and to meet your personalized outcomes)...	...work with me or a peer to set a revision plan (what it is you want to change/how you will do this) and begin making changes to your poem.
have set your personalized outcomes but haven't yet written/chosen a poem...	...review other poems you have written/try using 7-minute poetry techniques (Do you need a prompt? Ask a peer.), write your poem.
have yet to set SPECIFIC personalized outcomes for the poetry presentation...	...SEE ME!!!

# Democracy and Equity

## Academy of Citizenship and Empowerment

### Finding Your Voice: Learning How to Present One's Poetry Aloud

As we begin to intently study spoken word poetry, we will pull upon what we already have learned about poetry and how we can use it to convey feelings and ideas in a way unique to verse. Poetry requires a strong control over language, rhythm, imagery, and the revision process. We will use professional poets (especially those we have on DVD) as our models in our study of HOW artists turn their ideas into powerful spoken word poetry. As we watch their work, we will consider:

- ✓ what types themes/images/poetic devices poets use to engage audiences,
- ✓ how poets use their bodies, their voices, their faces, their hands (nonverbal communication tools) to convey meaning,
- ✓ how poets imbued their own STYLE into the presentation of their poems, AND
- ✓ what it looks/sounds like to FULLY ENGAGE an audience in one's words/poetry.

Your final product for this unit will be an oral presentation of your poem in front of your peers. (I will also want to see evidence of revision and will want to keep a written copy of the poem.) As you prepare for your presentation, you must also define your personalized goals for this unit. What is it you specifically want to learn and how will you demonstrate this learning?

Category	Overall/General Outcomes <i>What will ALL STUDENTS be able to do?</i>	Personalized/Specific Outcomes <i>What does this look like FOR YOU?</i>
Writing	Your poem demonstrates creativity, a unique and original voice, and conveys a clear and interesting theme. You consider your audience in the writing of your poem.	
Revising	There is evidence that you have revised your poem with peers (and on your own) to better convey the meaning you want the audience to feel. You revise knowing that sound devices and rhythm are an essential part of the presentation of a poem.	
Preparation	You thoroughly practice your poem to ensure that delivery is smooth. You consider the length (time) of your presentation and rehearse a variety of nonverbal communication techniques (with peers) as you prepare.	
Delivery	Delivery of the poem is smooth and powerful. You do not rely heavily on a written copy of the poem. You leave a lasting impression on the audience. You introduce yourself and the poem well.	

***Delivery of your poems will begin on Monday, April 30<sup>th</sup>/Tuesday, May 1<sup>st</sup>.  
You MUST BE prepared to present your poem on this day or you will not receive credit for this unit.***

# Featured School Profiles

# Amy Biehl High School

123 4th Street Southwest  
Albuquerque, NM 87102  
505 299 9409  
[www.abhs.k12.nm.us](http://www.abhs.k12.nm.us)  
Founder and Principal: Tony Monfiletto

## Location

Amy Biehl High School (ABHS) is the first school located in downtown Albuquerque, New Mexico, in over 40 years. A 9–12 charter school, the school occupies the refurbished historic federal museum. The school is purposely located downtown so students can have easy access to businesses and organizations for their community service projects.

## Demographics

There are approximately 250 students at Amy Biehl High School, with sixteen teachers, two counselors and one aide. Student population demographic breakdown is:

- Latino – 46%
- Caucasian – 45%
- Native American – 6%
- African American – 2%
- Asian – 1%
- Special education – 16%
- Free and reduced-fee lunch – 24%
- English language learners – 28%

## Mission

The mission of Amy Biehl High School is focused around scholarship and service.

## Admission

Any student in the greater Albuquerque area can attend Amy Biehl High School. It is a public charter school.

## Academic Program

The school calendar runs year round with three “mini-breaks” between trimesters, where students who need extra support can receive it and teachers can engage in professional development.

The school day runs from 8:50 a.m.–3:20 p.m. In the senior year, students are on campus on Mondays, Wednesdays, and Fridays. On Tuesdays and Thursdays seniors are enrolled in their dual-enrollment courses at the University of New Mexico or New Mexico Community College, and they use the afternoons for their community service, both of which are part of their senior project requirement for graduation. Students in their classes at ABHS and in their college and university courses must pass the courses with a 75% or better to earn credit for the courses and toward graduation.

## Scholarship

*Concurrent Enrollment:* This involves taking college classes at New Mexico Community College or University of New Mexico during the senior year. This is a big commitment, but students have three years to grow into this, with support from teachers, staff, and the structured curriculum.

## Service

*Community Involvement (Civic Engagement):* The premise for this is learning from the community and giving back to the community; this means the school is actively looking for ways for students and teachers to be active citizens. Students are using their talents and what they learn at ABHS to engage and help address the challenges faced by their communities. This culminates in the senior year when students complete a self-proposed senior project in the larger community.

Mastery of skills and knowledge is documented through an exhibition process that occurs quarterly for each student from grades 9–12. The exhibitions are a student’s demonstration of their presentation and technological skills, internship experiences, and academic growth so their learning may be assessed.

# Eagle Rock School and Professional Development Center

2750 Notaiiah Road  
P.O. Box 1770  
Estes Park, CO 80517-1770  
970 586 0600  
[www.eaglerockschool.org](http://www.eaglerockschool.org)  
[info@eaglerockschool.org](mailto:info@eaglerockschool.org)  
Head of School: Robert Burkhardt

## Location

Located in the mountain resort community of Estes Park, Colorado, the Eagle Rock School and Professional Development Center is an initiative of the American Honda Education Corporation, a nonprofit subsidiary of the American Honda Motor Company. The school opened its doors in 1993 as a full-scholarship high school that admits and graduates students three times a year.

## Demographics

Eagle Rock students have not experienced success in traditional academic programs and did not expect to graduate from high school. Upon applying and while at Eagle Rock, students have to demonstrate that they are passionate about changing their lives. Students are admitted between the ages of 15 and 17 and graduate only when they can demonstrate mastery of Eagle Rock's requirements, regardless of age. The student body is divided equally among male and female and 50% come from across the United States while the other half come from Colorado:

- Latino – 39%
- Caucasian – 39%
- African American – 22%

Thirty-two percent are eligible for “free” lunch. Does not include “reduced-fee” lunch, which would increase the number dramatically.

- Special education – 8%
- English language learners – 11%

## Admissions

Eagle Rock is selective. The school is interested in young people who are looking to change their lives and their futures because success in traditional academic and social settings has been elusive. While Eagle Rock has been established for youth who are no longer enrolled in school or not on track to graduate, the school is not a drug or behavior treatment program, nor is it a “last option” school. Eagle Rock considers itself a “life preparatory” school rather than a “college preparatory” school.

All prospective students are required to spend a week at the school prior to enrolling. This helps them understand that this is a proactive process and allows them to demonstrate their willingness to contribute. As prospective students, they participate in all community meetings and events, stay in the houses, attend classes, and do chores to fully embrace the commitment to being an Eagle Rock community member.

# Eagle Rock School and Professional Development Center

## Academic Program

Students do not enter at grade level nor graduate at a set time. It is expected that all students will stay for a minimum of six trimesters to take ownership of their academic learning and personal growth. Students can graduate when they are ready to demonstrate mastery in the areas commonly referred to as **8+5=10**.



### **EIGHT THEMES**

#### **Individual Integrity**

- Intellectual Discipline
- Physical Fitness
- Spiritual Development
- Aesthetic Expression

#### **Citizenship**

- Service to Others
- Cross-cultural Understanding
- Democratic Governance
- Environmental Stewardship

### **FIVE EXPECTATIONS**

- Developing an expanding knowledge base
- Communicating effectively
- Creating and making healthy life choices
- Participating as an engaged global citizen
- Providing leadership for justice

### **TEN COMMITMENTS**

- Live in respectful harmony with others
- Develop mind, body, and spirit
- Learn to communicate in speech and writing
- Serve the Eagle Rock and other communities
- Become a steward of the planet
- Make healthy personal choices
- Find, nurture, and develop the artist within
- Increase capacity to exercise leadership for justice
- Practice citizenship and democratic living
- Devise an enduring moral and ethical code



# Academy of Citizenship and Empowerment

One of Three Small Schools  
in the Tyee Educational Complex  
4424 South 188th Street  
SeaTac, WA 98118  
[www.hsd401.org](http://www.hsd401.org)

Academy of Citizenship  
and Empowerment  
Principal: Stacy Spector  
206 433 2342

Odyssey, The Essential School  
Principal: Joan Ferrigno  
(206) 433 2344

Global Connections High School  
Principal: Rick Harwood  
206 433 2343

## Location

Tyee Educational Complex, a large public high school now converted into three small public schools, is located in SeaTac, Washington, just outside of Seattle near the Seattle-Tacoma International airport. The area is urban, multi-ethnic, with multiple generations often living together under one roof. Over one-third of the population in all three schools are first generation immigrants, with a larger percentage of the immigrant population from African countries.

## Demographics

Academy of Citizenship and Empowerment (ACE) has 406 students. There are 19 certificated part- and full-time teachers, 18 interpreters and paraprofessionals, one counselor, and two office staff. Of the three small schools on campus (all with roughly approximately 400 students), ACE is the only school with programs to serve students with exceptional needs such as those who are deaf and hard of hearing, and profoundly mentally and physically disabled.

## Of the student population:

- Special education – 21%
- Free and reduced-fee lunch – 62%
- English language learners – 20%
- Caucasian – 29%
- Asian (including Asian Pacific Islander-Samoa, Tonga) – 20%
- Hispanic – 29%
- African and African American – 21%
- Native American – 1%

## State Standards and Testing

ACE organizes all adult learning in the school specifically to improve student achievement in many different contexts for demonstrating mastery of content. Because ACE is a public school, the school does work with students to help them know and demonstrate their thinking in the context of a testing situation. The school is explicit about how what they are learning is applicable and transferable to a testing or assessment situation. This allows ACE to prepare students for a testing situation without “teaching to the test.”

## First year of conversion:

- Proficient in reading – 71%
- Proficient in writing – 58%
- Proficient in math – 27%
- Proficient in science – 14%

## Second year of conversion:

During the second year of the conversion, ACE focused on writing and math. While test scores have not yet been reported, Principal Stacy Spector expects the writing and science scores to go up significantly, reading to be constant, or a little improved, while math scores will remain stagnant. This is directly connected to the lack of both certificated teachers and the quality of math instruction not yet meeting the needs of the students.

# Academy of Citizenship and Empowerment

## Academic Program

The mission of the ACE is to empower all students for leadership and post-secondary education by improving teaching and learning. ACE is a school built upon:

- The notion of preparing all students to enter and graduate from college
- Learning to use the tools of change
- Engaging in academic rigor, preparing our students to meet the demands of an ever-evolving world
- A commitment to social justice
- The idea that ALL people in the building (staff and students) learn together
- Empowering ALL students to advocate for their learning needs

ACE students enroll in “core” courses that prepare students for success at 4-year universities (4 years each of math, science, social studies, and language arts). In addition, all students are in an advisory and students may take:

- Analyzing Film for Social Justice
- American Sign Language levels 1–4
- Civics/Government
- Journalism
- Mass Media
- Peer Mentorship
- Spanish levels 1–4
- Teaching Academy
- Upward Bound

There are additional college-focused graduation requirements for juniors and seniors.

## All juniors are required to:

- Complete the PSAT
- Complete 20 hours of service learning
- Apply for a minimum of two scholarships
- Write to five colleges/universities requesting information about courses and campus visits

## All seniors are required to:

- Complete the SAT
- Complete 25 hours of community service
- Apply for a minimum of 10 scholarships
- Apply to a minimum of five colleges/universities
- Complete a senior project

# Glossary of Terms

## Glossary

**ADVISORY** is a support mechanism consisting of a group of students and an adult who meet together regularly to discuss individual and collective concerns not typically addressed in the classroom. In addition, they meet to problem-solve and to participate in common activities. There is not one set configuration of an advisory. Schools develop advisory systems to best suit the needs of their community.

**AUTHENTIC ASSESSMENT** requires students to engage in meaningful application of knowledge and skills, often through real-world problems and projects. For assessment tasks to be authentic, they must go beyond basic skills to require students to use higher-order thinking and to synthesize and apply their learning. Student performance on authentic assessment tasks is often assessed using rubrics, and students are often aware of the assessment criteria before beginning their work.

**COALITION OF ESSENTIAL SCHOOLS (CES)** represents a national network of schools and affiliate centers throughout the United States dedicated to restructuring schools using the Common Principles. The Coalition of Essential Schools believes that schools' primary purpose is to help students use their minds well.

**DIVISIONS** are two-year organizational structures that enable teachers and students to get to know one another well so that learning can be personalized. Division I usually represents seventh and eighth grades; Division II 10th and 11th; and Division III the junior and senior years.

**EXHIBITIONS** are public demonstrations of students' knowledge and skills. They may take the form of research reports, experiments, videos, etc. Exhibitions vary from CES school to CES school. Some schools do exhibitions each year, others as a gateway to progress from one division to another, and some as part of a Senior Institute.

**INTERNSHIPS** are an intensive experience in a workplace as part of a specific class or the specific focus of a school. The purpose of internships is to help students develop deeper understanding in areas of intellectual interest.

**LOOPING** describes a structure in which students and teachers teach and learn together for two consecutive years.

**MENTOR SCHOOLS** are a group of small CES secondary schools that demonstrate commitment to the Common Principles; success with their students, families and staff; and serve as mentors to conversion high schools and new small school design teams in the network.

## Glossary

**PERFORMANCE-BASED ASSESSMENT** is a form of assessment that emphasizes the application of knowledge, skills, concepts, and content learned, as opposed to the acquisition of knowledge and skills. It is based upon actual student performances as opposed to tests that are proxies of student performance. Performance-based assessment might include projects, portfolios, oral presentations, and on-demand performance tasks and academic prompts.

**PORTFOLIO** is an exhibition of students' knowledge and skills. A portfolio has specified requirements for depth and breadth of work. Portfolio work embraces diverse forms of expression, including science and social science research papers, lab investigations, multimedia presentations, original works of art, writing, and dramatic productions. Portfolios are often part of the exhibition experience.

**SMALL SCHOOLS** are secondary schools with fewer than 400 students in grades 9–12.

# Additional Reading

## Additional Reading

- Berger, Ron (2003). *An Ethic of Excellence: Building a Culture of Craftsmanship with Students*. Portsmouth, NH: Heinemann.
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- Wood, George H. (1992). *Schools That Work: America's Most Innovative Public Education Programs*. New York: Plume, Penguin Books.

