

## High School Initiatives Crosswalk: Moving Toward a Common Language

Common Elements	High Schools That Work (10 Key Practices) (Southern Regional Education Board) 1987	Redefinition of High School: A Vision for Iowa (Urban Education Network) August 2001	Foundation for Change: Focusing on Iowa High Schools (State Board of Education) October 2002	Breaking Ranks II Core Recommendation Categories 2004	Iowa Learns Council: Team II (Governor's Office) June 2004
<b>High Expectations</b>	<p><b>High Expectations</b> Setting higher expectations and getting more students to meet them.</p> <p><b>Program of Study:</b> Students complete a challenging program of study with upgraded academic core and a major.</p>	<p><b>High Expectations for All:</b> Moving to high achievement for every student particularly with an increasingly diverse population.</p>	<p><b>Assessing and addressing all characteristics for changing high school is vital.</b> A fragmented approach will not result in high school reform.</p>	<p><b>Break Ranks:</b> Moving beyond what is good in high schools and utilize strategies for becoming a great high school.</p>	<p><b>Clear Expectations:</b> Develop and support rigorous and relevant graduation expectations for all students.</p>
<b>Collaborative Leadership</b>	<ul style="list-style-type: none"> <li>• <b>Teachers working together:</b> Having an organization, structure, and schedule, giving academic and career/tech teachers time for planning and delivery of integrated instruction at high-level academic and technical content.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Leadership:</b> Collaborative, instructional, and co-responsibility.</li> <li>• <b>Governance:</b> Changing existing structures. Recreate and clarify new roles based on researching-based models; Implement practices that enhance productivity and effectiveness.</li> </ul>	<p><b>The high school is engaged in dynamic, continuous improvement that is student focused:</b></p> <ul style="list-style-type: none"> <li>• Commitment and investment of school leaders, specially the principal, is essential.</li> <li>• Continually evaluate resource allocation.</li> <li>• Calculated risk taking is fundamental to change.</li> </ul>	<p><b>Collaborative Leadership and Professional Learning Communities:</b></p> <ul style="list-style-type: none"> <li>• Principal: Vision, Direction, Focus.</li> <li>• Site Council.</li> <li>• Promote Policy and practice that recognize diversity.</li> <li>• Staff Collaboration.</li> <li>• Personal learning plan for principal &amp; teachers.</li> <li>• Political and Financial Alliances.</li> <li>• Five-year review.</li> </ul>	<p><b>Leadership/Coordination:</b> Provide for leadership development and support to influence and enact sustainable system change.</p>

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<b>Professional Development</b>	<ul style="list-style-type: none"> <li>Teachers have system of support and are involved in helping to identify and achieve high school reform goals.</li> <li>School leaders are committed to professional development.</li> <li>School administration and staff work as a team to increase student achievement.</li> </ul>	<p><b>Professional Development:</b> Intensive for all personnel; continuous and sustained; active learning; systems of support; follow-up</p>	<p><b>Students, staff, parents and community share responsibility for student success:</b></p> <ul style="list-style-type: none"> <li>Teachers must be highly knowledgeable and qualified.</li> <li>Multiple opportunities for professional development are essential to ensure effective and innovative learning strategies.</li> </ul>	<p><b>Professional Development:</b> Fundamental to Action Plan</p> <ul style="list-style-type: none"> <li>Align professional development plan with action plan.</li> <li>Create personal learning plans for staff and continually update.</li> <li>Match professional development to personal learning plan.</li> <li>Observe and assess application and success.</li> <li>Teacher leaders.</li> </ul>	<p><b>Professional Development:</b> Provide quality professional development opportunities to all educators.</p>
<b>School Environment: Student Focused System</b>	<p><b>Extra Help:</b> A structured system of extra help, enabling students to complete an accelerated program of study (academic &amp; career.)</p>	<p><b>Organization and Time:</b> Create a sense of belonging for all students; structure allows for teachers to be responsible for a maximum of 90 students each term; certify students for graduation using multiple measures; interdisciplinary coalitions among H.S. Departments so students see connections; utilize community-learning opportunities; implement a 12-month calendar for learning opportunities.</p>	<p><b>Students, have deep and supportive relationships with adults over sustained periods of time:</b></p> <ul style="list-style-type: none"> <li>Move toward optimum learning communities: size, adult/student ratio, and time.</li> <li>Using current resources differently.</li> <li>Building caring relationships community wide.</li> </ul>	<p><b>Personalization and the School Environment:</b></p> <ul style="list-style-type: none"> <li>Personal Adult Advocate</li> <li>Recognition.</li> <li>Families as Partners.</li> <li>Personal Plans for Progress.</li> <li>Smaller Learning Communities.</li> <li>Teachers and administrators convey sense of caring.</li> <li>Flexible schedules to ensure academic success.</li> <li>Schools and communities working together for youth services.</li> </ul>	

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<b>Rigorous and Relevant Curriculum</b>	<p><b>Career/Technical Studies:</b> Intellectually challenging career/technical studies, integration with high level math, science, language arts, and problem solving skills - relevant to modern workplace.</p> <p><b>Academic Studies:</b> teaching the essential concepts from a rigorous (college preparatory) curriculum through application of real world projects and problems.</p>	<ul style="list-style-type: none"> <li>• <b>Curriculum:</b> Move beyond the easily tested concepts to deep understanding of foundational concepts and skills.</li> <li>• <b>Technology</b> as a strategy for enhancing classroom instruction.</li> <li>• <b>Post-Secondary Connections:</b> Continually improve partnerships (evaluating graduation requirements, expand connecting programs, etc.).</li> <li>• <b>Instructional Strategies:</b> based on best practice; measure use in the classroom; collaborate with higher education.</li> </ul>	<p><b>All efforts are focused on a clear, powerful educational agenda:</b></p> <ul style="list-style-type: none"> <li>• Curriculum focused on clearly defined student learning outcomes.</li> <li>• Curriculum must be responsive to individual students' needs.</li> <li>• Barriers to a clear, powerful educational agenda should be addressed.</li> </ul>	<p><b>Curriculum, Instruction and Assessment:</b></p> <ul style="list-style-type: none"> <li>• Alternatives to tracking.</li> <li>• Integrated curriculum.</li> <li>• Real-world application.</li> <li>• K-16 continuity.</li> <li>• Integrated technology.</li> <li>• Knowledgeable teachers.</li> <li>• Teachers adept at coaching and facilitation.</li> <li>• Teachers design high-quality work and teach in ways that engage all students.</li> <li>• Teachers will know and use a variety of strategies that identify and accommodate individual learning styles and needs.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Curriculum:</b> Promote and implement access to rigorous course opportunities statewide.</li> </ul> <p><b>Academic and Career Planning:</b></p> <ul style="list-style-type: none"> <li>• Systems for students and parents to assist with planning and decision-making, including individual student plans.</li> </ul> <p><b>Partnerships/Alliances:</b></p> <ul style="list-style-type: none"> <li>• Develop and support partnerships at local, regional and state levels that remove barriers and integrate resources to meet identified student needs.</li> <li>• Establish a system that facilitates curriculum discussions between secondary and postsecondary instructors.</li> </ul>

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<b>Student Assessment and Program Evaluation</b>	<b>Keeping Score:</b> Using data to continuously improve the school climate, organization, management, curricula and instruction to advance student learning and to recognize students meeting both academic and performance goals.	<b>Assessment and accountability:</b> Aligned with instruction; multiple tools; focus on improving student learning; student personal learning plans; school report cards.	<b>The high school is engaged in dynamic, continuous improvement that is student focused:</b> <ul style="list-style-type: none"> <li>• All assessments should enhance student learning.</li> <li>• All students can learn; everyone in the system must take responsibility and is accountable for learning.</li> <li>• Seek and monitor student and community feedback concerning the learning environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Essential Learning, requiring demonstration of achievement to graduate.</li> <li>• Teachers integrate assessment into instruction - making it part of the learning process.</li> </ul>	<b>Results &amp; Indicators:</b> <ul style="list-style-type: none"> <li>• Focus system on attaining the Governor's goal - 90% of IA high school graduates will go on to complete at least two years of college. (Indicators recommended. See full Team 2 Report.)</li> <li>• Evaluate employability.</li> <li>• Develop and promote multiple strategies for helping students and teachers connect academics to real world.</li> </ul>