

# **Federal Way's High School Transition Team Recommendations**

**Approved by the High School Transition Team on 5/22/02  
Presented to the Superintendent on 5/28/02**

## **Vision Statement**

**"Every student . . . an extraordinary education . . .  
prepared to take on the challenges  
of the 21<sup>st</sup> Century."**

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# Federal Way's High School Transition Team

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Carol Eberhart	Administrator
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**Federal Way's High School Transition Team (Continued)**

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Karen Orwig	Staff
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# **Superintendent's Charge for the "Breaking Ranks 2003" Federal Way's High School Transition Team**

- ✓ To present him with Best Practices for instruction and relationships for all 4 high schools and structure to support them
- ✓ To present him with a timeline for implementation 2002 - 2006.

## Next Steps

Board Work Study	June 4, 2002
1 <sup>st</sup> Reading	June 25, 2002
2 <sup>nd</sup> Reading	July 23, 2002
Final Vote	First Board Meeting in August

**Please be aware that the following recommendations are not in a ranked order.**

# Instruction

# Instruction

## **INSTRUCTIONAL STRATEGIES**

### **High School Philosophy:**

All educators in Federal Way high schools will use a rigorous, standards-based curriculum based on the Federal Way Course Expectations and the Washington State Essential Learning Requirements.

### **Research sources:**

Breaking Ranks: Changing an American Institution. National Association of Secondary Principals. 1996.

Carter, Samuel Casey. No Excuses: Lessons from 21 High-Performing, High-Poverty Schools. 2000.

"Class Size, School Size". Educational Leadership. Feb. 2002.

Daniel, Harvey. et al. Rethinking High School. 2001.

Darling-Hammond, Linda. Right To Learn. 1997.

Delpit, Lisa. Teaching Other Children: Cultural Conflict in the Classroom. 1995.

Hill, Paul T. et al. Fixing Urban Schools. 1998.

Holland, Holly, et al. The Heart of a High School. 2001.

Keefe, James W., et al. "A Special Section on Personalized Instruction". Kappan. Feb. 2002.

Keefe, James W. et al. Personalized Instruction: Changing Classroom Practice. 2000.

"Key High School Reform Strategies: An Overview of Research Findings". New American High Schools: Department of Education. March, 1999.

Marsh, David D. et al. The New American High School. 1999.

Murnane, Richard. et al. Teaching the New Basic Skills. 1996.

North Central Regional Educational Laboratory. [www.ncrel.org/sdrs/areas/misc/glossary.htm](http://www.ncrel.org/sdrs/areas/misc/glossary.htm)

One-on-one interviews with students, parents, community, and staff.

Payne, Ruby K. A Framework for Understanding Poverty. 1998.

"Personalizing the High School: NASSP Bulletin. October, 1996.

School Visitations: Washington and Oregon

Sizer, Theodore. Horace's School: Resigning the American High School. 1992.

"Sizing Things Up: What Parents, Teachers, and Students Think About Large and Small High Schools." A Report from Public Agenda for the Bill and Melinda Gates Foundation. 2002.

Wagner, Tony. How Schools Change. 1994.

Wagner, Tony. Making the Grade. 2002.

Wood, George H. A Time To Learn. 1998.

**Recommendation #IS-1:** Instructional strategies to support the philosophy must include but not be limited to:

- Best practices that are inclusive and support equity for all students to close the achievement gap
- Best practices that allow students to collaborate with their teachers in shaping their own learning experiences
- Best practices that use cooperative learning
- Best practices that includes experiential, hands-on, active participation within and beyond the school house
- Best practices that integrate subjects to allow for multi-disciplinary approaches
- Best practices that use inquiry and critical thinking as a framework to empower students to follow their passion and questions
- Best practices that allow a balance between comprehensiveness and depth of subject matter
- Best practices that ensure all students will be skilled in the use of technology as a tool in their learning

## **Curriculum:**

### **State Requirements:**

Curriculum recommendations must reflect the following state requirements:

- Pre-Certificate of Mastery Program will consist of a rigorous course of study in Math, Language Arts, Science, Social Studies, Fine Arts and Physical Education.
- Post-Certificate of Mastery Program will continue with a rigorous course of study in Math, Language Art, Science, Social Studies, and rigorous, relevant electives.
- Culminating Project

### **High School Philosophy:**

In all our high schools, curriculum will be based on the standards as reflected in the Federal Way Public Schools Course Expectations and Washington Essential Academic Learning Requirements (EALRs). All curriculum delivery will center around, but not be limited to these research-based "best practices":

Student Centered	Collaborative	Experiential
Democratic	Holistic	Cognitive
Expressive	Constructivist	Reflective
Challenging	Social	

## **Research Sources:**

Brain Research

Carter, Samuel Casey. No Excuses: Lessons from 21 High-Performing, High-Poverty Schools. 2000.

Daniel, Harvey. et al. Rethinking High School.

Federal Way School District Course Expectations

Federal Way School District Graduation Requirements

Language/PALS

Marsh, David D. et al. The New American High School. 1999.

North Central Regional Educational Laboratory. [www.ncrea.org/sdrs/area/misc/glossary.htm](http://www.ncrea.org/sdrs/area/misc/glossary.htm)

One Child at a Time

One-on-one interviews with parents, staff, students, and community

Tatum, Beverly Daniel. Why Are All the Black Kids Sitting Together in the Cafeteria? 1997.

Visitations from Emerald Ridge, Pasco, Putnam, and Reynolds High Schools.

Washington Administrative Code

Washington Essential Academic Learning Requirements

Washington State Graduation Requirements

**Recommendation #C-1:** Each Federal Way high school will integrate diversity into the high school curriculum. Each Federal Way high school will seek and use curriculum materials that reflect the diverse society we live in to give students an understanding of different cultures and ways of life.

**Recommendation #C-2:** Each Federal Way high school will offer a variety of high quality electives that support academics and the post-secondary plan which have measurable standards of competency as set forth in the Federal Way School District Course Expectation Guide and Washington State Essential Learnings.

**Recommendation #C-3:** Each Federal Way high school will, beginning in the 9<sup>th</sup> grade, define a process to assist students in preparing their post-secondary plan. This plan will provide the opportunity for mentorships, job shadowing, internships, and advanced technical programs. The process will allow a student to change to a different focus area. (See Goal 4 in Glossary)

**Recommendation #C-4:** All Federal Way high schools will provide Honors programs that are open to all students.

**Recommendation #C-5:** Students in all Federal Way high schools will have the opportunity to enroll at other district high schools to take a specific course of study that is not available at their resident high school.

**Recommendation #C-6:** Each Federal Way high school will provide extended learning opportunities for all students who are below standards in all core subject areas to assure successful completion of CIM.

**Recommendation #C-7:** Each Federal Way high school will actively support continued growth in reading skills.

## **ASSESSMENT:**

### **High School Philosophy:**

All students in all Federal Way high schools will know and meet the District Course Expectations and State Essential Academic Learning Requirements.

### **Research Sources:**

ASCE - Best Practices

"Closing the Achievement Gap: Principles for Improving the Educational Success of All Students."

Federal Way School District Course Expectations

Marsh, David D. et al. The New American High School. 1999.

North Central Regional Educational Laboratory. [www.ncrel.org/sdrs/areas/misc/glossary.htm](http://www.ncrel.org/sdrs/areas/misc/glossary.htm)

Visitations to: Emerald Ridge, Sumner, and Wapato High Schools

Washington State EARLs

**Recommendation #A-1:** Staff will know, understand, and teach to the Federal Way School District Course Expectations and State Essential Academic Learning Requirements.

**Recommendation #A-2:** Students at all Federal Way high schools will participate in a variety of on-going assessments that will measure their performance and progress in all courses.

**Recommendation #A-3:** Each high school in the Federal Way School District will have a portfolio system that supports student-centered learning, standards-based assessment, and a post-secondary plan. A student's portfolio will be developed collaboratively with the student and the teacher.

## **District Support:**

The High School Transition Team charges the District with providing support for the preceding recommendations by implementing the following:

**Recommendation: #DS-1:** The Federal Way School District will implement a plan to ensure content and curriculum are sequential between grade levels in all subjects.

**Recommendation #DS-2:** The Federal Way School District will hire, retain, and support future staff that will instruct using "best practices".

**Recommendation: #DS-3:** The Federal Way School District will acquire and maintain instructional materials which will support and enhance Federal Way course expectations and state essential learning requirements.

**Recommendation # DS-4:** The Federal Way School District will provide professional development for effective and research-based strategies based on student needs. The Instructional Strategies recommendations will include, but not be limited to:

- diversity training
- multi-disciplinary unit/planning/strategies
- cooperative learning
- inquiry
- collaborative learning
- experiential learning
- technology as a tool
- critical friends

**Recommendation #DS-5:** The Federal Way School District will adopt a letter grade based report card that reflects student competencies as determined by a standards based rubric.

**Recommendation #DS-6:** Students earning below a C- grade in a subject may choose to accept the grade earned, repeat the course, or petition the teacher to receive an incomplete grade.

**Recommendation #DS-7:** A district wide task force will define common elements of curriculum standards for students in Special Education and LEP. These common elements will be in accordance with federal and state laws by providing the least restrictive environment for each student in these programs with a full range of options.

## **Professional Development:**

### **High School Philosophy:**

The high school must "...shift from the old models of teacher training or inservicing in which an expert imparts new techniques in drive-by workshops to a model in which teachers confront research and theory directly, are regularly engaged in evaluating their practice, and use their colleagues for mutual assistance." (Linda Darling-Hammond, The Right To Learn, 1997)

### **Research sources:**

Breaking Ranks: Changing an American Institution. National Association of Secondary Principals. 1996.

Carter, Samuel Casey. No Excuses: Lessons from 21 High-Performing High-Poverty Schools. 2000.

"Class Size, School Size". Educational Leadership. Feb. 2002.

Daniel, Harvey, et al. Rethinking High School. 2001.

Darling-Hammond, Linda. Right To Learn. 1997.

Delpit, Lisa. Teaching Other Children: Cultural Conflict in the Classroom. 1995

Hill, Paul T. et al. Fixing Urban Schools. 1998.

Holland, Holly, et al. The Heart of a High School. 2001

Keefe, James W. et al. "A Special Section on Personalized Instruction". Kappan. Feb. 2002.

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"Key High School Reform Strategies: An Overview of Research Findings". New American High Schools: Department of Education. March, 1999.

Marsh, David D. et al. The New American High School. 1999.

Murnane, Richard, et al. Teaching the New Basic Skills. 1996.

North Central Regional Educational Laboratory. [www.ncrel.org/sdrs/areas/misc/glossary.htm](http://www.ncrel.org/sdrs/areas/misc/glossary.htm)

One-on-one interviews with students, parents, community, and staff.

Payne, Ruby K. A Framework for Understanding Poverty. 1998.

"Personalizing the High School:" NASSP Bulletin. Oct., 1996.

School Visitations

Sizer, Theodore. Horace's School: Resigning the American High School. 1992.

"Sizing Things Up: What Parents, Teachers, and Students think About Large and Small High Schools." A Report from Public Agenda for The Bill and Melinda Gates Foundation. 2002.

Wagner, Tony. How Schools Change. 1994.

Wagner, Tony. Making the Grade. 2002.

Wood, George H. A Time To Learn. 1998.

**Recommendation #PD-1:** Each Federal Way high school staff will work with the principal and the district staff to decide the professional development topics, methods, and presenters that support best practices and professional goals based on relevant student data (research based) and staff knowledge base. In addition each Federal Way high school will provide adequate time to acquire, process, and effectively implement professional development on an on-going basis.

**Recommendation #PD-2:** Each Federal Way high school will provide opportunities and resources for every staff member to identify and explore how curriculum reflects life experiences and supports career options for students.

**Recommendation #PD-3:** Each Federal Way high school will provide an on-site leader who will provide, implement, and guide professional development for the improvement of instructional practices.

# Relationships

# RELATIONSHIPS

## **Philosophy:**

"You can't motivate a student you don't know." (Ted Sizer, 1994) As we have seen with the recent high school tragedies where the one connecting factor was the anonymity the student felt that led to violence, we can no longer put off dealing with "knowing every child." With the majority of research available today strongly recommending that smaller schools or houses are better for students, we must act. Every student must be well known by at least one adult. And, finally, students, staff, and parents must treat each other with respect and dignity.

## **Research Sources:**

Annenburg Institute

Breaking Ranks: Changing an American Institution. National Association of Secondary Principals. 1996.

Carnegie Council of Adolescent Development. Turning Points: Preparing American Youth for the 21<sup>st</sup> Century. 1989.

Coalition of Essential Schools

Cognitive Coaching

Critical Friends

Daniel, Harvey. et al. Rethinking High School. 2001.

Effective Schools Research-Glickman

Federal Way School District Secondary School programs

Marsh, David D. et al. The New American High School. 1999.

MET Alumni Report 2000-01

North Central Regional Educational Laboratory. [www.ncrel.org/sdrs/areas/misc/glossary.htm](http://www.ncrel.org/sdrs/areas/misc/glossary.htm)

One Child at a Time (MET)

Phi Delta Kappa

PTA/PTSA, Washington State PTA

Research and surveys from students, parents, community and staff.

Visitations to Reynolds, Rex Putnam and River Ridge High Schools.

Wagner, Tony. Making the Grade. 2002.

Washington State Legislature

## **STUDENT TO STAFF RELATIONSHIPS:**

**Recommendation #R-1:** All Federal Way high schools and their feeder middle schools will design and implement an orientation program for ninth graders and new students to assist them academically and socially in the transition into high school.

**Recommendation #R-2:** All Federal Way high schools will promote an active student voice in governance of the school to support traditions and pride in all programs.

**Recommendation #R-3:** Each Federal Way high school will offer a broad spectrum of co-curricular activities based on student interest.

## **STUDENT TO STUDENT RELATIONSHIPS:**

**Recommendation #R-4:** Each Federal Way high school will provide opportunities for upperclassmen to connect with underclassmen in a positive and supportive role. This will include, but not be limited to, a peer-mediation program and collaborative projects to capitalize on student expertise.

**Recommendation #R-5:** All Federal Way high schools will provide leadership opportunities and training open to all students.

## **PARENT/STAFF/STUDENT RELATIONSHIPS:**

**Recommendation #R-6:** Advisory for all students will provide support for students and parents in the following areas:

- student's high school academic plan, course expectations and progress
- post-secondary plan
- guidance regarding opportunities for co-curricular programs
- one adult to have on-going communication with the students and their parents through multiple avenues
- student-led conferences

**Recommendation #R-7:** Each Federal Way high school will provide authentic opportunities for parental involvement.

## **STAFF TO STAFF RELATIONSHIPS:**

**Recommendation #R-8:** Each Federal Way high school will establish opportunities for structured and unstructured team building activities among staff on a regular and on-going basis.

- As part of its site development plan, each Federal Way high school will use release time for teachers to visit and observe other teachers as they teach.
- Each Federal Way high school will mentor new employees to a building.

**Recommendation #R-9:** As part of its on-going staff development plan, each Federal Way high school will create opportunities to work in cooperative teams and learn with peers within and across disciplines and buildings.

## **SCHOOL TO COMMUNITY RELATIONSHIPS:**

**Recommendation #R-10:** Each Federal Way high school will support voluntary community service opportunities for students to make schools an integral part of the community.

**Recommendation #R-11:** All Federal Way high schools will establish partnerships with the business communities to create job shadowing, mentorship and internship opportunities.

## **SCHOOL TO ALUMNI RELATIONSHIPS:**

**Recommendation #R-12:** Each Federal Way high school will use alumni to provide data for on-going program improvement and assistance while providing information for networking, newsletters, awards, and mentoring opportunities for alumni.

## **District Support:** (continuation from p. 7)

The High School Transition Team charges the District with providing support for the preceding recommendations by implementing the following:

**Recommendation #DS-8:** The Federal Way School District will strive to hire, retain, and support qualified staff which reflects the cultural diversity of the student population.

**Recommendation #DS-9:** The Federal Way School District will support building staff by:

- publishing a yearly district calendar of all academic and assessment events
- sharing a matrix of community resources and which building is partnering with which resource
- coordinating curriculum to facilitate flow and subject level continuity

**Recommendation #DS-10:** The Federal Way School District Board of Directors and the Federal Way School District staff will provide building staffs support by:

- being visible in buildings to promote a positive professional communication
- being a resource in classrooms to students and staff
- providing shared and equal access to facilities and resources

# Structure

# STRUCTURE

## **Structure Philosophy:**

"...just simply changing the way we organize our day in high school can improve our schools. The simple reason for this is that changing the schedule releases the time necessary for teachers to build the community relationships necessary for learning to happen." (George Wood. A Time to Learn. 1998) Whatever the structure of the student and staff day, it must be a structure which facilitates the practice of personalized instruction and positive relationships for all members of the school community.

## **Research Resources:**

Breaking Ranks: Changing An American Institution. National Association of Secondary School Principals, 1996.

Coalition of Essential Schools.

"Customizing Our Schools". Education Leadership. April, 2002.

Daniel, Harvey, et al. Rethinking High School. 2001.

Holland, Holly & Kelly Mazzoli. The Heart of the High School. 2001.

Janey, Clifford, "Must High School Last Four Years?" Education Leadership. April, 2002.

Marsh, David D. et al. The New American High School. 1999.

Meier, Deborah. The Power of Their Ideas. 1995.

North Central Regional Educational Laboratory. [www.ncrel.org/sdrs/areas/misc/glossary.htm](http://www.ncrel.org/sdrs/areas/misc/glossary.htm)

One-on-one interviews with students, parents, community and staff

"Personalizing High School: NASSP Bulletin. December, 1996.

School Visitations

Sizer, Ted & Nancy Faust Sizer. The Students are Watching. Boston, 1999.

Wagner, Tony. How Schools Change. 1994.

Wagner, Tony. Making the Grade. 2002.

Wood, George. A Time To Learn. 1998.

**Recommendation #S-1:** All Federal Way high schools will provide a pre-certificate of mastery program that is focused on the core subjects of Math, Language Arts, Social Studies, Science, Fine Arts, and Physical Education.

**Recommendation #S-2:** All Federal Way high schools will provide a post-certificate of mastery program. This must include core subjects that focus on areas of interest and a variety of learning options that allow them to meet the challenges of the post-secondary plan they choose.

**Recommendation #S-3:** Each Federal Way high school will create a structure to provide students with an opportunity to follow an academic direction which supports their post-secondary plan.

**Recommendation #S-4:** All Federal Way high schools will have an advisory program in place for all students which is heterogeneously grouped, with the group staying together with the same staff person for all 4 years.

**Recommendation #S-5:** Each Federal Way high school will institute smaller learning communities system.

**Recommendation #S-6:** Each Federal Way high school will institute a basic daily schedule with extended day opportunities.

**Recommendation #S-7:** All Federal Way high schools will be on a semester system, with each teacher seeing between 90-120 students per semester in core classes.

**Recommendation #S-8:** Each Federal Way high school will meet and redefine its counseling program, especially regarding clerical activities, to allow certificated counselors more time to work with students on academic, personal, and career choices.

**Recommendation #S-9:** The Federal Way School District will institute a later 'basic school day' start time.

# Glossary Terms

Terms listed below can be used for clarification to better understand their meaning when used within this document.

## A

**Achievement Gap** - Lower one fourth of students as defined by district assessments.

**Advisory Program** – a regular time each day/week for a small number of students to meet with one staff member who can act on their behalf to marshal every school and community resource needed for the student to succeed, including personal development and social relations.

**Advocate** - Any staff member that provides an opportunity for personalized guidance and active monitoring of a student's progress. The effectiveness depends on the trust forged through continuity in relationships over time.

**Annenburg Institute (for School Reform)** – Walter Annenburg died in 1994 and left \$500 million for school reform. Ted Sizer heads up it up at Brown University and uses fund to train teachers in facilitating school reform.

**AP** – Advanced placement; a national program with a specific highly academic curriculum in high school core subjects which allows a student to test at the end of the year and be awarded college credit.

**Assessments** - Measuring on-going student progress.

**Authentic** – Genuine, true; in this context it refers to involvement in the school that helps set direction and makes decisions; it also refers to assessment that is multi-faceted, not just a one high-stakes test.

## B

**Best Practices** – As defined by analysis of instructional research, reports from pilot classrooms, and landmark sets of professional recommendations in every field of teaching regardless of grade level. Best educational practice in every content area includes the following: investigation of student's own interests; active, hands-on, concrete experiences; whole ideas in purposeful context; real, rich, complex ideas and materials; employment of a whole range of communication media; reflective of what a student thought, felt and learned; collaborative; inclusive of higher-order thinking skills; developmentally appropriate; challenging; and, mindful of the need to not just receive information, but to re-create and reinvent it to gain understanding.

## C

**CIM (Certificate of Mastery)** – A designation awarded to a student who successfully passes all areas of the 10<sup>th</sup> grade Washington Assessment of Student Learning (WASL).

**Closing the Gap** – A phrase referring to the gap in academic achievement between white students and students of color, and plans to narrow that gap.

**Cognitive** - An instructional strategy in which a teacher assesses what students already know about a subject and then builds on students' prior knowledge.

**Collaborative Learning or Cooperative Learning** - Students of varying abilities and interests work together in small groups to solve a problem, complete a project, or achieve a common goal.

**Common Elements** - All schools will have the same basic structure i.e., start/end times, required courses etc.

**Competencies** - The district and state standards to which a student is expected to perform.

**Comprehensive** - Covering many things or a wide range; in today's high schools this means a variety of electives and activities to try to meet all needs.

**Configuration** - Kindergarten - grade 5 (elementary), grades 6 - 8 (middle school), and Grades 9 - 12 (high school).

**Constructivism** - An approach to teaching and learning based on the premise that cognition (learning) is the result of "mental construction." In other words, students learn by fitting new information together with what they already know. Constructivists believe that learning is affected by the context in which an idea is taught as well as by students' beliefs and attitudes.

**Continuum of Learning** - Demonstrating competency at one level of a course prior to moving to the next level i.e. Algebra 1 is taken before Algebra 2.

**Core Subjects** - Those subjects – math, English, social studies, science, physical education, fine arts – that are required of all students by Washington State Graduation Requirements.

**Course Based Assessments** - Demonstrating competency in a specific course through a variety of activities.

**Course Expectations** - The minimum course content and skill development that all students are expected to acquire while taking a class.

**CRC** - Federal Way Public Schools Community Resource Center located in the SeaTac Mall.

**Critical Friends** - Group that articulates what constitutes good teaching and learning, calling on both outside sources and their own experience. Members visit each other's classes, give feedback on each other's teaching strategies or curricula, and gather evidence of what works best for student learning.

**Culminating Project** - Requirement for graduation as required by Washington State Law. Each student shall complete a culminating project for graduation. The project consists of the student demonstrating both their learning competencies and preparations related to learning goals three and four. Each district shall define the process to implement this graduation requirement, including assessment criteria, in written district policy.

**Curriculum** - The framework for teaching course content, but not content itself.

## D

**Democratic** - Characterized by free and equal participation in the decision-making processes of an organization or group.

**Differentiating Instruction** - Teaching to meet the needs of all students within a setting.

**Direct Instruction** - Model aims to provide intense, efficient lessons that will allow all children to master academic skills.

## E

**EALR's** - Essential Academic Learning Requirements (Based on Washington State Standards).

**Electives** - A class that can be chosen and is not required.

**Endorsements** - Specialized training in a specific subject matter and/or grade level.

**Equity** - Actions, treatment of others or a general condition characterized by justice, fairness, and impartiality, particularly in reference to generally marginalized students.

**Experiential Learning** – Learning which takes place outside of the formal classroom.

**Expressive** - To fully engage ideas, construct meaning, and remember information, students must regularly employ the whole range of communicative media - speech, writing, drawing, poetry, dance, drama, music, movement, and the visual arts.

## F

**Fine Arts** - A course of study designed to teach students practical artistic skills as well as the theory and history of dance, music, theater and visual arts.

**Flexible Scheduling** - A daily/weekly school schedule that allows for classes of different length or re-defines the traditional "school day".

**Flexible Time** - The ability to structure the use of time to best meet the needs of student learning.

**Frameworks** - A systematic approach to teaching skill levels within a subject area.

**FWEA** - Federal Way Education Association

## G

**Goal 4** – The fourth Washington state learning goal as adopted by the Legislature which states: Understand the importance of work and how performance, effort, and decisions directly affect future career and educational opportunities.

## H

**Heterogeneous Grouping** - A wide spectrum of differences within a group which should reflect the school community.

**Holistic** - Young people learn best when they encounter whole ideas, events, and materials in purposeful contexts, not be studying subparts isolated from actual use.

**Honors** - A program of advanced study in a subject area which is available for interested students.

**Houses** – A way of grouping students with teachers designed to keep the number of student limited and the contact with teachers more personal and in-depth; typically 150 students with 5 teachers.

## I

**IB** – International Baccalaureate, a national academic program.

**Inclusion** - The practice of teaching mentally and physically challenged children in public school classrooms instead of in separate classrooms.

**Inclusive** – Using practices that include all students in the classroom.

**Inquiry** - A process through which students investigate a problem, devise and work through a plan to solve the problem, and propose a solution to the problem.

**In-service** – Classes, workshops, seminars or trainings given to staff while they are employed by the district. This word is used interchangeably with 'staff development'.

**Instructional Strategies** - Methods by which material is presented to meet the learning styles of all students.

**Instructional Teams** - One or more teachers responsible for teaching the same group of students.

**Integrated Curriculum** - See Interdisciplinary. Practitioners use these terms interchangeably to describe any effort to make curriculum connections across subjects.

**Interdisciplinary** - Teaching which involves combining different subject areas i.e. math/science or language arts/social studies.

## J

**Job Shadowing** - A student follows closely an adult in their work environment to learn the specifics of their job.

## L

**Learning Styles** - Recognizing the diverse ways that people approach learning i.e., visual, auditory, kinesthetic.

**Least Restrictive Environment** - The students will be in the general education classroom to the maximum extent appropriate to their needs.

**LEP** - Limited English Proficiency formerly known as English as a Second Language (ESL).

**Looping** - A strategy where a class stays with the same teacher for two or more years, then the teacher "loops" back to pick up a new class for two or more years.

## M

**Mentor** - Someone, usually older and more experienced, who provides advice and support to, and watches over and fosters the progress of, a younger, less experienced person.

**Mission Statement** - This is a statement that describes the district's purpose as it pursues its vision.

**Multiple Intelligences** - All people possess, to some degree, the seven intelligences which are commonly referred to as multiple intelligences. They are: musical, spatial, linguistic, logical/mathematical, interpersonal, intrapersonal, and tactile/kinesthetic.

## O

**Optimal, Multiple 4-12 Endorsements** - A teacher who has certification in several subjects/grade levels. This endorsement maximizes flexibility when staffing a building.

**OSC** – Acronym for Occupational Skills Center, located in Burien.

**OSPI** – Acronym for the Office of the Superintendent of Public Instruction, located in Olympia.

## P

**Parent** - Refers to biological parent or a guardian.

**Partnerships** - Community businesses, service groups, churches who share a relationship with schools that benefit all groups involved.

**Partner Teaming** - Consists of 2 or more teachers.

**Portfolios** - A purposeful collection of student work that tells the story of his/her growth as a learner.

**Post-Secondary Plan** - A plan required by the state of Washington for all high school graduates that outlines plans for post-secondary.

## R

**Reflective** - Opportunities for learners to look back, to reflect, to debrief, to abstract from their experiences what they have felt and thought and learned.

**Relationships** - The connection between two or more people or groups and their involvement with each other, especially as regards how they behave and feel toward each other and communicate or cooperate.

**Relevant electives** – Courses that support a student's specific interests.

**Research** - Methodical investigation into a subject in order to discover facts, to establish or revise a theory, or to develop a plan of action based on the facts discovered.

**Rigorous** – Precisely accurate and strict; demanding.

**Rubric** - An established set of criteria for scoring or rating student's performance on tests, portfolios, writing samples, or other performance tasks. Synonym: scoring guide

## S

**Secondary Course Assessments** - Federal Way Public School system of assessing student learning based on the district's course expectations.

**Sequenced** - The following of one thing after another.

**SLT** - School Leadership Team for the purpose of monitoring the school learning plan. This team consists of staff, student, parents, and community members.

**Social** - The methods of instruction and instructional materials that build community within a classroom and create better working relationships between students and teachers and among students.

**Staff development**- A practice of teaching new innovations to the school staff during their employment with the district; adult professional learning. This term is used interchangeable with 'in-service'.

**Standards (Standards-based curriculum)** - Those course expectations from the district and the state which guide instruction; they describe what students should know and be able to do at the end of a course.

**Strategic Planning** - Action plan targeting a set of priorities to improve student learning i.e. literacy focus each student reading at grade level by 2003 (FWPS focus).

**Student Advocate** - An adult staff member who has a professional one-on-one relationship to provide support for a student.

**Student Centered Learning** - Students are active participates in their learning versus course content being the focus.

**Support Services** - These include special needs programs, guidance and counseling, nursing and health care, and learning resource center (library). Support staff enhances the efforts of individual teachers, instructional teams, and the school as a whole.

## T

**Transitions** - Passing from one place to another.

## V

**Vision Statement** - This statement is a description of the middle schools' preferred future. It is an image adjusted to meet new challenges and opportunities.

## W

**WASL** - Washington Assessment of Student Learning - A state required test given to 4<sup>th</sup>, 7<sup>th</sup> and 10<sup>th</sup> graders.