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Windows on Conversions:
Clover Park High School,
Lakewood, WA

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Clover Park High School
Lakewood, Washington

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The School Redesign Network's (SRN) mission is to help create, support and sustain equitable schools that are intellectually rigorous, high performing and provide ALL students access to college and the skills needed to meet the workforce demands of the 21st century. To advance this mission, SRN serves as a research-driven resource for schools, districts, charter developers, and other support providers attempting to transform instructional, administrative, and organizational systems and cultures. SRN combines scholarly investigation with on-the-ground knowledge that comes from working directly with educators, schools, and districts. This intersection between research and practice allows SRN to produce new knowledge about school and district redesign that is informed by practice and focused on improved instruction and student outcomes.

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Our high school system is dangerously out of step with our values and our needs as a society. Our country promises our children they can go as far as their commitment to their education takes them — regardless of the color of their skin, regardless of their family's resources. Yet, our rhetoric doesn't reflect reality. Instead of helping children defy the limitations they face at birth, our high schools usually perpetuate those limitations. And that's a sad fact of the U.S. education system.

That's in part because our large comprehensive high schools were built for the Industrial Age, not the Information Age. Fifty years ago, we mistakenly thought that only select students could do serious academic work. So young people were separated like machine parts on different tracks. Some learned to work with their heads; others with their hands. National reports touting the benefits of these large sprawling schools led to policies mandating them. It made some sense then. But it makes absolutely no sense now.

— Melinda French Gates
Co-chair, The Bill & Melinda Gates Foundation

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FOREWORD

During the past decade implementing content standards and high stakes accountability measures has dominated the educational policy arena at the national, state and district levels. While these policies have ignited a great debate about what standards should be taught and which measurable outcomes are most useful, there is growing understanding that high schools are grossly deficient in preparing all students for knowledge work – getting them ready for challenging jobs in today’s information economy. Simply raising the bar for results without changing the nature and structure of schooling will not be effective in achieving our goal of meeting the learning demands of the 21st century for all students. As School Redesign Network (SRN) Co-Executive Director Linda Darling-Hammond observes, “Every organization is perfectly structured to get the results it gets.” In other words, just working harder will not dramatically alter outcomes.

The factory model for high schools was designed to cream off a small number of students for advanced courses that offer rigorous content and require higher-level thinking. All other students are batch processed and taught rote skills. This model mirrored the needs of the Industrial Era’s workforce. Today’s schools, however, must prepare virtually all students to acquire and manage complex information and to problem solve. And they must do this for a much more diverse population than has ever been served in American schools. The new imperative for our nation’s schools is to succeed with all students rather than perpetuating a system in which language, culture and economic backgrounds become predictors of academic success.

There is a growing consensus that business as usual won’t produce the results we need. Schools must change in fundamental ways. Federal and state policies are just beginning to be formulated to support the rethinking of America’s high schools. Fortunately, pioneering educators have not waited for public policy to change but have begun retooling large, comprehensive high schools into smaller learning communities (SLCs) and small schools that are personal, collaborative, equitable and academically rigorous. To sustain these pioneering efforts, philanthropic organizations have made a significant investment during the past decade to support and grow new images and designs for high schools. Emerging from these “breaking the mold” schools are a range of school designs that span a wide spectrum from charter schools to independent small schools to conversions of large, comprehensive high schools into multiple SLCs. While these various approaches to redesign are all difficult and complex in their own right, the process of redesigning an existing school with existing staff is particularly daunting.

Because most high schools do not have the resources to develop charters and “start up,” they need practical and economically sound models to show them how other schools have re-invented themselves to meet current educational demands. One of the purposes of our work at SRN is to find, document and film schools that are engaged in the conversion process and have demonstrated success (proof positives). Of the more than 150 schools across the nation that were identified and considered for inclusion in this project, four emerged:

- (1) Hillsdale High School in San Mateo, California;
- (2) The School of the Arts at South Shore in Chicago, Illinois;
- (3) Noble High School in North Berwick, Maine; and
- (4) Clover Park High School in Lakewood, Washington.

We selected these schools both because they had converted into smaller learning communities and because they represent critical design features of good small schools. In addition, they have taken approaches that fit the different contexts in which they work – urban, suburban and rural. While all of these schools are still in the process of implementing their reforms, collectively they represent many aspects of what leading researchers consider critical organizational and instructional changes to help all students succeed at high levels. Among these common features are:

- *Small learning communities that serve about 300 to 400 students each;*
- *Smaller class sizes and reduced pupil loads for teachers, which are achieved by rethinking staffing and redesigning schedules;*
- *Teaching teams that plan together, share students and sometimes stay with the same pupils for more than one year;*
- *Advisory systems that assign a small number of students to adults who serve as their primary advocates;*
- *A core academic curriculum offering college preparatory courses for all students;*
- *Project-based learning that actively engages students and connects what they are learning to other subjects and to the real world and*
- *Performance-based assessment that challenges students to apply their knowledge in tasks that resemble what they will need to do outside of school.*

This case features Clover Park High School. This socio-economically and racially diverse school redesigned itself into four small learning communities that seek to provide all students with a core college preparatory curriculum in a personalized

learning environment. Through the use of instructional coaches and teacher-led professional development, Clover Park has maintained a steadfast focus on instructional improvement, which has resulted in substantial achievement gains and a narrowing of gender, socio-economic and racial achievement gaps.

Taken together, the stories of the four high schools show how a set of common principles for redesign unfold in different contexts. These schools took different paths and adapted their designs and change processes to the needs of their local communities. Although each of the schools is a work in progress, all of them have already seen improvements in attendance, school climate, student achievement and graduation rates. We hope the stories of these schools, both in the written cases and through the films, provide a window for glimpsing how schools can change in ways that powerfully benefit teachers and students.

Fundamentally changing secondary education requires tremendous commitment and perseverance. As we move forward let us be guided by Martin Luther King Jr.'s words as he urged Americans to strive for a more just and inclusive nation: "No social advance rolls in on the wheels of inevitability. Every step toward the goal of justice requires sacrifice, suffering, and struggle; the tireless exertions and passionate concern of dedicated individuals."

A handwritten signature in black ink that reads "Raymond L. Pecheone". The signature is written in a cursive style with a prominent initial 'R' and a long, sweeping underline.

Raymond L. Pecheone

Co-Executive Director, School Redesign Network at Stanford University

Introduction

Clover Park High School is located approximately 40 miles south of Seattle in the city of Lakewood, Washington. Lakewood lies near the southern edge of the Puget Sound in a section of western Washington commonly referred to as the Lakes District. Natural lakes dot the city's landscape and Mount Rainier's snow-speckled peak dominates the horizon.

Lakewood's geographic features and its proximity to Seattle, the Puget Sound, two nearby military bases and one National Guard station have created strong socio-economic crosscurrents. Affluent families often live in expansive and well-maintained lakefront homes nested within gated communities, while poor families are concentrated in run-down apartments and small bungalows clustered around the town's commercial strips and military installations.

Clover Park High School is at the confluence of Lakewood's diverse demographic, economic and social streams. Nearly 25 percent of the city's children under the age of 18 live below the poverty line, and 41 percent of Clover Park High School students are enrolled in the district's free- and reduced-lunch program.

At Clover Park High School 64 percent of students are people of color and more than two dozen home languages are spoken. Although no single group constitutes a majority, whites (46 percent) and African Americans (24 percent) are the two largest racial groups at the school. Forty percent of students' families are affiliated with the military and/or national guard — a factor that contributes to the school's high transiency rate. Throughout each school year Clover Park loses approximately 300 students and enrolls about 200 new students.

It is against this backdrop that Clover Park High School has been pursuing a reform agenda designed to address the disparate achievement levels that separate the school's high-achieving students from low-achieving students who are not well prepared for either college or the workplace.

Clover Park High School

Location:

Lakewood, Washington an urban fringe community outside of Tacoma. The school serves one of the most socio-economically diverse populations in the state.

District Size:

There are 19 elementary schools, four middle schools and three high schools.

School Size: 1,478

Student Demographics:

46% White

24% African American

14% Latino

14% Asian and Pacific Islander

2% Native American

41% Free and reduced lunch

5% English Language Learners

15% Special education

Following a district push for whole-school reform in the mid to late 1990s, Clover Park High School began converting into small schools in fall 2001.

During the last four years, Clover Park has transformed itself from a single, comprehensive high school serving approximately 1,500 students into four small schools that serve between 350 and 375 students each. In its fourth year of implementation, Clover Park's achievement data is showing consistent growth and a narrowing of gender, socio-economic, and racial achievement gaps. Between 2001 and 2005, the overall percentage of students who achieved a score of proficient on state assessments in math, reading and writing rose by 16 percent, 25 percent and 30 percent respectively. Between 2003 and 2005, the reading gap between low-income and non-low income students was reduced from 18 percent to 8 percent. Achievement data details are explained further in the outcomes section of this case.

After discussing the district context and reform history at Clover Park, this case study highlights four particularly salient themes that illuminate the school's small school conversion: a commitment to equity, the distribution of leadership, a sharp instructional focus and an emphasis on embedded professional development.

Of these four themes, equity may be the most prominent, and it is suffused throughout the others. Clover Park's commitment to equity is both the impetus for reform and the overarching principle that guides staff actions. For example, in an effort to ensure equitable enrollments, staff opted to randomly assign students to the four small schools. Similarly, the small schools deliberately did not differentiate themselves by theme or career emphasis in an effort to avoid segregating students.

Clover Park's distribution of leadership has helped transition the comprehensive high school into semi-autonomous small schools. By shifting decision making from the building principal to administrators and teacher-leaders in small schools, Clover Park has broadened and strengthened its ability to provide disciplinary support and instructional guidance.

Finally, Clover Park's core redesign efforts focus on instructional improvement and embedded professional development. The school's staff members have sustained block scheduling and implemented interdisciplinary instruction as strategies for reducing pupil loads and increasing personalization. They have also moved toward using exhibitions and performance assessments to demonstrate student learning in ways that are not captured by pencil and paper tests. Instructional facilitators or coaches work closely with teachers to support instructional improvement and plan professional development. Similarly, schoolwide professional development is teacher-driven and focuses primarily on instruction.

“The learning curve of what we’re trying to do is so immense because you’re trying to engage in learning about how you structure a high school differently, you’re engaging in what is best practice and what’s effective instruction, and then you’re implementing that all at the very same time.”

—PRINCIPAL PAUL TYTLER



The Roots of Reform

Clover Park's reform agenda took root in the mid- to late-1990s under the guidance of former Superintendent Hugh Burkett. Burkett spearheaded a districtwide effort to adopt whole-school reform models upon his arrival in 1995. That fall, all of the district's Title I schools initiated a yearlong needs assessment designed to illuminate achievement barriers and chart paths toward reform. In 1996-97, following the needs assessment process, Title I schools were asked to adopt a whole-school reform model that matched their needs and educational philosophy. As these schools selected and implemented their reform models, the district simultaneously increased the autonomy of local campuses by adopting schoolwide use of federal Title I funds and promoting site-based management.

In 1997-98, the district's non-Title I schools engaged in a similar needs assessment and reform selection process. Clover Park High School conducted its needs assessment and selected the Coalition of Essential Schools (CES) as its whole-school reform model in spring 1999. At the same time that Clover Park was transitioning into the CES, the school also applied for and was accepted into a select group of "Achievers" schools sponsored by the Bill & Melinda Gates Foundation. The confluence of CES membership, Achievers status and new district and school leadership helped propel Clover Park toward small school conversion beginning in 2001.

"There [were] huge gaps, according to gender and ethnicity, and that's something that for a lot of us doesn't sit well."

—INSTRUCTIONAL FACILITATOR
KATIE TAYLOR

Coalition of Essential Schools and Achievers Award set the stage for small school conversion

Clover Park's redesign was originally framed by its district's commitment to whole-school reform and site-level autonomy. In 1997-98, high school staff and community members carefully analyzed student achievement data as part of a district-mandated needs assessment. The needs assessment process increased awareness of the depth of problems faced by Clover Park's students and the shared frustrations of the faculty. Commenting about the needs assessment process, one district principal says, "When teachers looked at the data, they convinced themselves that what they had been doing wasn't working."¹

¹Davis, D., Sagmiller, K., and Hagans, R. (2001) *Implementing school reform models: The Clover Park experience*. Retrieved August 3, 2005, from Northwest Regional Educational Laboratory website: www.nwrel.org/csrdp/clover.html

Arguably, Clover Park's most glaring and entrenched problem was an achievement gap that paralleled students' gender, race and socio-economic status. According to Clover Park Instructional Facilitator Katie Taylor, "There [were] huge gaps, according to gender and ethnicity, and that's something that for a lot of us doesn't sit well." Clover Park Principal Paul Tytler suggested that the school's poor academic performance was partly connected to a factory-like organization and culture that failed to nurture strong relationships among its members:

It just was not a community at all, it was an institution that wasn't really connected to some of the needs that we have as humans. I think a lack of performance, lack of student achievement, disciplinary norms, respect and decency — that those sort of fundamentals that we would all want from each other ... didn't exist.

The needs assessment process also made it clear to staff that Clover Park's problems were not limited to students. Many staff at the traditional high school had become frustrated by a system where their hard work frequently failed to produce desirable results. Teacher Leader Travis Campbell, who started teaching social studies at the school in 1998, describes Clover park as a typical "factory model" high school where, "You do the best you can to try and engage kids, but the systems were set up in a way that didn't allow [us] to get to know kids as much."

The same system that produced high dropout rates among students had a similarly corrosive effects on teachers. Teachers left the school in large numbers partly, says one staff member, because they were working as hard as they could but having very little impact on students. Tired of pouring their energy into a broken system, the staff "needed something different," says Katie Taylor.

The district push for whole-school reform coupled with the staff's desire for a different system that would yield improved outcomes guided Clover Park High School



toward the Coalition of Essential Schools (CES). CES, which advocates for equitable, intellectually vibrant and personalized schools, was seen as an antidote to the impersonal and institutional comprehensive high school. After learning about the Coalition's principles and practices in 1997-98, Clover Park joined CES in 1999.

Simultaneously, then-Principal Andy Kelly was working on a proposal to the Bill & Melinda Gates Foundation to gain entry into the foundation's Washington State Achievers Scholarship Program. Kelly, who has been described as having a passion for kids and being driven by a moral imperative for educational equity, leveraged Clover Park's CES membership to demonstrate the school's commitment to whole-school reform. As part of Clover Park's Achievers proposal, Kelly committed to converting the comprehensive high school into four small learning communities.

The Achievers Program, funded by the Gates Foundation and administered by the Washington Education Foundation, is designed to support the college aspirations of low-income and/or underrepresented minorities at selected high schools in Washington State. For each school selected into the program, approximately 40 students per year receive college scholarships for up to five years. To be selected as an Achievers school, Clover Park had to convert to small, autonomous high schools using a design aligned with the Gates Foundation's seven attributes of high achieving schools. These attributes are: 1) a common focus; 2) high expectations; 3) personalized; 4) respect and responsibility; 5) time to collaborate, 6) performance based; and 7) technology as a tool.

Clover Park was selected to be an Achievers school in summer 2001. Because then-Principal Kelly submitted the Achievers proposal with minimal staff input, teachers were enthusiastic about the college scholarships that Clover Park students would receive, but apprehensive about the conversion to small schools. "They didn't quite see the vision of what it would do to our school," says Teacher Leader Travis Campbell, a key contributor to the Achievers proposal.

School Design

Configuration: Functions as four small learning communities currently, but moving toward becoming autonomous small schools in the next few years.

Size: Each school serves 350-375 students who are randomly assigned to a small school.

Implementation Strategy: Starting in 2001, 9th and 10th grade were phased into four small schools, one grade level each year. In 2003, 11th and 12th grade were partially phased into the small schools. Clover Park completed its phase-in in its fourth year, 2004.

Then-Principal Kelly took an incremental approach to introducing the small schools component of the Achievers Program. In fall 2001 Kelly piloted conversion in the 9th grade, by splitting teachers into three houses that would later become semi-autonomous 9th-12th grade smaller learning communities (SLCs). Each house had teachers in English, mathematics, social studies, science, computer applications and special education. House teachers began to meet during common planning time and plan integrated lessons, organize field trips and meet with their students.

The ninth grade pilot coincided with a state bill that allocated money for class-size reduction and school improvement. The district used these resources to hire accomplished teachers as school-based coaches, called instructional facilitators, to support classroom instruction. Each high school received two instructional facilitators while the middle and elementary schools each received one. Clover Park also received three small schools coaches from the Small Schools Collaborative through the Washington State Achievers Program. The coaches complemented the CES-inspired reforms being implemented by Clover Park Staff, such as informal Critical Friends Groups that brought teachers together to discuss their teaching practices and examine student work. Given Clover Park's focus on improving instruction through CES strategies, the addition of instructional facilitators and small schools coaches was consistent with and supported their redesign efforts.

The ninth-grade pilot proved to be immediately popular. Instructional Facilitator Katie Taylor says that the ninth graders were amazed that their teachers talked about them and knew how they were doing in all their classes. Their teachers were even more impressed. Teachers "really got a sense of, 'Wow, this is pretty incredible,'" says Taylor. Counselors began to emerge as key contributors to personalizing instruction on the ninth grade teams. By connecting with teachers through "kid-talk" meetings, counselors infused their knowledge of student needs to help formulate student intervention plans. Counselor's expanded role helped provide a supportive and nurturing climate that supported personalization and meeting students' learning needs.

Building on the rapid acceptance of the ninth-grade pilot, Andy Kelly assigned the school's administrative and instructional staff to each house. By December 2001, the three houses became budding small schools, each with their own assistant principal, counselor and instructional facilitator. Although only ninth grade teachers were teamed, teachers from all grade levels began meeting regularly with their small school colleagues. These meetings were lead by teacher leaders who had been elected by the faculty of each small school.

The redesign effort encountered a significant hurdle in spring 2002, when Clover Park was roiled by a series of administrative staff changes. In quick succession Andy

Kelly announced that he would not return as principal in fall 2003 in order to pursue other opportunities, and two staff members responsible for creating the school's master schedule also departed. Although administrative turnover threatened to derail Clover Park's small school redesign, the district superintendent and new school principal strengthened and deepened the school's commitment to the conversion.

New leadership affirms and deepens commitment to small schools

With key school leaders leaving the school at the end of 2001-02, Superintendent Doris McEwen kept Clover Park High School on the path to redesign. A former associate superintendent in the nearby Edmonds School District, Dr. McEwen was selected to lead the Clover Park School District when Hugh Burkett left the district in 2000 to lead the U.S. Department of Education's Comprehensive School Reform Program. Dr. McEwen was attracted by Clover Park School District's small size, racial and socio-economic



diversity, and the opportunity to help close the achievement gap. As an African American educator who understands the importance of adult expectations for students, Dr. McEwen is committed to raising expectations and narrowing the achievement gap in her district.

One of the ways Dr. McEwen confronts low expectations is by focusing educators on individual students. For example, at a district leadership meeting she shared pictures of 30 babies and asked the leaders to tell her which of the children should not go to college. "I want to keep in front of them actual images all the time," she explains. "I want them to know that this is not only hard work, it's heart work." With respect to school redesign, McEwen says, "My goal is to establish a school culture where every child is successful." McEwen described the need to create a system where:

Every child can make the determination at the end of their secondary studies where they want to go, what they want to do. That we are not pigeonholing them or making decisions that will send them along one track or another.

Dr. McEwen's commitment to school redesign generally, and Clover Park's conversion specifically, reflects her larger interest in ensuring a student-centered focus throughout the district. When she first came to the district she talked to many educators and asked them, "How are the children?" to direct their attention to the students. She explained

that the Masai tribe uses this question to determine the health of a community because they believe that if the children in the community are well, then the community is well, too.

Although Dr. McEwen openly supports multiple reform models that provide all students with access to rigorous instruction and adequately prepare students for college, she praised Clover Park's approach based on her belief that personal relationships between students and caring adults are an essential component to student success. "If you really look back on your high school career, think about what you remember," Dr. McEwen says. "The content of the course is really not what you remember, it is the relationships you had with the teachers, with other students, with other staff."



Dr. McEwen worked to ensure the continuity of Clover Park's conversion process by hiring Paul Tytler to be the school's new principal beginning in fall 2002. McEwen and Tytler had worked together in the Edmonds, Washington, school district when she was the associate superintendent there and he was the assistant principal of Mountlake Terrace High School. Because Tytler had spent three years at the redesigning Mountlake Terrace, McEwen was confident that he had the experience and ability to continue the reforms that had been launched at Clover Park High School earlier that year.

Prior to becoming principal, Tytler met with staff during spring and summer 2002. During this time he carefully avoided imposing redesign answers on the staff. Instead, Tytler immersed himself in study of the school's history, culture and leadership dynamics.

During his first few months at the school he realized that the staff was committed to focusing on exhibitions and assessment. For example, in spring 2002, each ninth grade team presented exhibitions of student learning. To further support staff's exploration of assessment and curriculum development, Tytler ensured they were trained in Understanding by Design, a framework for designing curriculum units, performance assessments and instruction that focuses on differentiated instruction. After "engaging in the inquiry that [the teachers] had gone through," Tytler encouraged the schools to think about their vision and the set of competencies they wanted all their students to master. He also pushed the staff in each newly formed small school to create its own independently operated autonomous school.

Focusing on instruction and assessment in the early years of redesign challenged the leadership and staff. Principal Tytler recalls the challenges of the

early stages of implementation:

Those first couple of years were really demanding on our time and our energies.... The learning curve of what we're trying to do is so immense because you're trying to engage in learning about how you structure a high school differently, you're engaging in what is best practice and what's effective instruction, and then you're implementing that all at the very same time.

In summer 2002, Tytler and the staff from each of the small schools met to review their instructional goals and plan for their second year of implementation. By adding 10th grade teaching teams, Clover Park High School planned to make redesign real for one more grade level of teachers and students.

Making it real: Adding the 10th grade



In 2002-03, the second year of redesign, a fourth small school was added to maintain class sizes. That year all 9th and 10th graders were assigned to one of four small schools: the Power House, the Achiever School, the Phoenix Academy and House C — a temporary name adopted until students named the school. Instructional Facilitator Katie Taylor describes this second year as challenging because the 9th grade houses had moved beyond just having the pioneer teachers and now included staff members who were not always as enthusiastic. She says:

People who were in different places in terms of how they felt about the change were now sitting in staff meetings. You have a core group of teachers who get it — they had experienced it, they loved it — sitting across from colleagues who were saying, “Why are we doing this again?”

A flare-up over detracking was also a challenge. Principal Paul Tytler realized that with 9th and 10th grades assigned to small learning communities, regular English classes would be very large (approximately 35 students), and Pre-AP English classes would be small (approximately 12 students). Finding this unconscionable, the principal unilaterally detracked all 9th and 10th grade English classes. The principal felt it was unacceptable to take a year-long process to convince teachers and parents that

detracking was a good idea. “I said, ‘We are doing this,’” he says.

Although balanced class sizes were generally welcomed, some students, teachers and parents were critical of the detracked English classes. Tytler, reflecting on his experience, says, “I got beat up.” Principal Tytler sought to win parents over by framing detracking as an opportunity to improve the quality of English instruction for all students. He says that prior to detracking, pre-AP students had not benefited from particularly rigorous instruction. They had just read more books and done more work, but they did not necessarily “learn deeper.” Rather than offer pre-AP or honors courses, Clover Park began developing a system where all students in all courses could apply to receive distinguished recognition by doing more in-depth and/or rigorous assignments linked to more demanding assessments.

Teachers initially struggled to teach in these new classes. Recognizing this, the instructional facilitators led three-day professional development sessions that focused on differentiated instruction and working collaboratively on unit and lesson planning. This helped teachers embed differentiated instruction in their practice rather than perceiving it as an add-on necessitated by detracked classrooms.

“I think that part of our effort in the first couple of years was really putting the data out there and saying traditional schooling is working for about 10 percent of our kids, but let’s look at the 90 percent, let’s look at what’s not working for them. You really see the individual kids rather than just this sea of kids that changes every semester and that you’re not connected with.”

—INSTRUCTIONAL FACILITATOR
KATIE TAYLOR

Because their responsibilities for instructional leadership were increasing, teacher leaders from each house received an additional preparation period to support teachers and organize meetings and small school activities. Both 9th and 10th grade teachers met primarily in grade-level teams to discuss concerns about shared students. Teachers also met to improve and develop the 9th and 10th grade exhibitions.

Schoolwide redesign: Adding the 11th and 12th grade

During the next two years, Clover Park incorporated the 11th and 12th grades into the school’s redesign. This process was supported by additional revenues, specifically a three-year \$500,000 Department of Education Smaller Learning Communities grant, which was used to buy time for teacher collaboration, hire an additional instructional facilitator and provide stipends for

teacher leaders. Teachers within each small school continued to align their competencies and exhibitions, and integrate the curriculum in 9th through 12th grade.

In 2004-05, Clover Park's fourth year of redesign, all students were assigned to one of four small schools for the first time. While students took most of their classes in their small school, not all small schools offered the same classes. For example, while all small schools offered AP literature (because of high student enrollment), AP courses with lower enrollments were distributed in particular small schools, with students crossing over to take these classes. Similarly, elective or other non-core courses with high enrollments were offered within each small school, and those with lower enrollments were offered in particular schools. For example, while Spanish was taught in all four small schools, French was taught in only one. Music programs were divided among the small schools; two offered instrumental music and two offered vocal music.

Like electives, courses for English-language learners and special education students were assigned to all small schools where possible, and particular small schools when enrollments were low. Two schools provide instruction for English language learners: House C hosts students beginning to learn the language and the Power House contains those transitioning out of ESL. Special education services are provided in all small schools both in self-contained classrooms and through inclusion.

With greater personalization in small schools, teachers are increasingly aware of specific students whose learning needs are not being met. Instructional Facilitator Katie Taylor says these changes have led teachers to take greater ownership of their students' success:



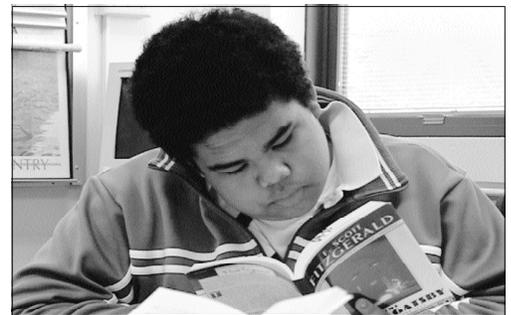
Now, when you're looking at your class, you're realizing who's not succeeding. I think that part of our effort in the first couple of years was really putting the data out there and saying traditional schooling is working for about 10 percent of our kids, but let's look at the 90 percent, let's look at what's not working for them. You really see the individual kids rather than just this sea of kids that changes every semester and that you're not connected with.

Where are they now: Ensuring equity and creating small school identities

After four years of redesign, Clover Park staff members are beginning to make strategic decisions about instruction and small school identity. In the early stages of conversion, the school's staff members went back and forth between focusing on instruction and the larger structures they felt needed to change. As the school enters 2005-06, issues of equity have surfaced for the staff as they consider the relationship between instruction and the development of different small school identities. Paul Tytler suggested the interaction between structures and instruction is a common condition for redesigning schools. He explains how some structural changes were necessary to leverage instructional change:

Initially everybody got stuck on structure, because the structure wasn't in place to accommodate the things we need to do instructionally. But we've gotten to the point where our instructional needs are pushing on what our structural boundaries are.

At the outset of the conversion process Clover Park's four small schools did not differentiate themselves from the others. This lack of differentiation reflected an intentional decision by school leaders to avoid segregating or tracking the small schools. "If you are not careful you end up with a real stratified system," stated Tytler. "We're trying to focus on how you create four quality small schools that are producing effective results as opposed to schools of choice," he added. Small school leaders have been careful not to create school identities that would characterize them as serving high- or low-achieving students. Thus while the schools do not offer very different electives or have a career-based focus, some have particular curriculum themes. For example, in 2004 Instructional Facilitator Jan Lonsway and Achiever School staff identified and selected a curricular focus on human rights and media.



The commitment to equity also informed Clover Park's decision to randomly assign students to small schools rather than giving them choice. Prior to random assignment however, students may be assigned to specific schools if they have an interest in instrumental or vocal music, are English-language learners, or already have a sibling in a small school. Siblings are sent to the same small schools to foster relationships between

families and teachers as well as to facilitate family attendance at activities and develop a stronger support network. School administrators check to ensure that a grade level, gender, racial and socio-economic balance exists between the small schools; they have not yet had to move any students because of imbalances. Tytler believes Clover Park is known for the equity it has achieved between its schools.

After working to establish equity between the schools, school leadership and staff have started to develop individual school identities and school cultures. Instead of career-type



themes that

may inadvertently segregate students in the small schools, the principal has encouraged small schools to organize themselves around the core competencies that staff want their students to develop. “This year we’ve really begun to hit some rhythm where schools are beginning to emerge about who they are and taking on that leadership role about who they are in relationship to

the learning needs of their students,” reflects Tytler. Teacher Leader Travis Campbell noted the Phoenix Academy’s common language and emergent identity around the use of exhibitions, collaboration, subject integration and personalization:

When I lead a staff meeting and we’re talking about identifying our targets and what our competencies and expectations are and how those relate and align with the performance tasks or the exhibition project, there’s a common language that’s been established that people understand and operate from, which was not present five years ago.

As the schools develop their individual goals and competencies, they are gradually becoming more autonomous from each other. In 2004 each school submitted its own school improvement plan to the district and held its own open house. Small schools also made their own professional development budget decisions based on their teaching and learning goals.

“Initially everybody got stuck on structure, because the structure wasn’t in place to accommodate the things we need to do instructionally. But we’ve gotten to the point where our instructional needs are pushing on what our structural boundaries are.”

—PRINCIPAL PAUL TYTLER

“If you really want to help this system improve instructionally you need to have a more distributive leadership model.”

—PRINCIPAL PAUL TYTLER



Building Capacity for Distributed Leadership

As the four small schools at Clover Park have gradually increased their autonomy they have had to figure out how to share leadership responsibilities and redistribute decisionmaking power. The principal described the rationale for this decentralized governance model:

If you really want to help this system improve instructionally you need to have a more distributive leadership model that allows that collaboration.... When teachers work collaboratively together with best practice ideas in front of them, they come up with powerful solutions.... One voice is so incomplete in this conversation; you need multiple voices to address the situations and the complexities of problems.

Small school leadership and governance

Clover Park's principal has shifted responsibility for the day-to-day management of small schools to their leadership teams. Each small school has a leadership team that includes a lead administrator (formerly an assistant principal), a counselor, an instructional facilitator, a small schools coach (funded through the Achievers Grant) and a teacher leader. In addition to the leadership team, teachers serve on grade-level teams and as content area leaders.

In contrast to traditional comprehensive high schools where assistant principals take responsibility for particular functions such as facilities or discipline, Clover Park's assistant principals serve as lead administrators of the small schools. The principal works with his lead administrators to foster their authority over their small schools and ensure equity and excellence. Along with the lead teachers, lead administrators are also responsible for being the instructional leaders — requiring them to balance their administrative duties with teacher mentoring and guidance. A teacher leader describes their assistant principal as “for all intents and purposes, our principal.” In this role the lead administrator serves as the lead change person as well as the person who is responsible for student management (discipline and attendance), teacher evaluation and professional development and working with parents.

The lead administrator also serves as a mentor and support to teacher leaders. Teacher Leader Travis Campbell finds that he turns to his lead administrator for the



guidance that he would have previously asked of his principal. Although teacher leaders' roles vary within each small school, they are primarily instructional leaders. The degree to which the teacher leader has assumed this role depends upon the individual's confidence and skill in providing it. All teacher leaders, however, collaborate with their lead administrator, instructional facilitator and small schools coach in planning and

leading professional development activities. The teacher leaders also support their colleagues by serving as a confidant, providing one-on-one instructional coaching and modeling best instructional practices.

For teachers accustomed to working primarily with students, adjusting to leading their peers can be challenging. For example, Travis Campbell struggles to get all of the staff in his small school to critically analyze their teaching. He has learned the importance of approaching his colleagues gently to avoid defensive reactions. "You find innovative ways to bring them in, you have conversations with them and you have to be just very tactful," he explains. He has also learned the importance of creating teacher teams carefully. He has identified a series of skills necessary to be an effective teacher leader: having good listening, problem-solving and meeting facilitation skills; understanding group processes and having content knowledge around best practices and curriculum design.

In addition to their individual responsibilities, small school leadership team members work together to make instructional and structural decisions, including budget, space and curricular decisions. In 2003, the small schools began developing their own school improvement and professional development plans and making budget decisions in order to implement them.

As small school leaders take on increasing responsibility, the principal serves as an advisor, asking them probing questions to help them shape their school design and ensuring a focus on equity and academic rigor. For example, each small school is creating a new master schedule and Principal Tyler has proposed that math be offered everyday in all small schools to address students' poor math achievement. Within this structure, schools are making different choices. For example, one school is considering

an integrated math and science program as a way to meet the principal's goals and their students' needs. "I will talk through with them what the challenges are," Tytler explains. "[We are] really trying to set some core values around what we need to accomplish around equity and excellence, talk about instructional practice and then try to build capacity for people to [make sound decisions]."

Tytler has also encouraged the small schools to organize themselves in the building so they are physically grouped together. As teachers have organized their schools geographically, students have become more accountable to their teachers. This has changed teachers' willingness to enforce discipline rules among their students and made students more responsive as well. One instructional facilitator commented on the school's instructional climate:

I see many more teachers willing to say, "Jim, take off your hat," or "Susie, please don't use language like that in public." Whereas before, if you don't know the kid, they resent being told what to do by an adult they don't know. So, that changed in terms of discipline and common courtesy and having the climate of respect and trust is already improved.

For the most part, each small school is situated in the same part of the building with the exception of art, business labs and science labs. The goal is to connect these spaces to particular small schools in the coming years.

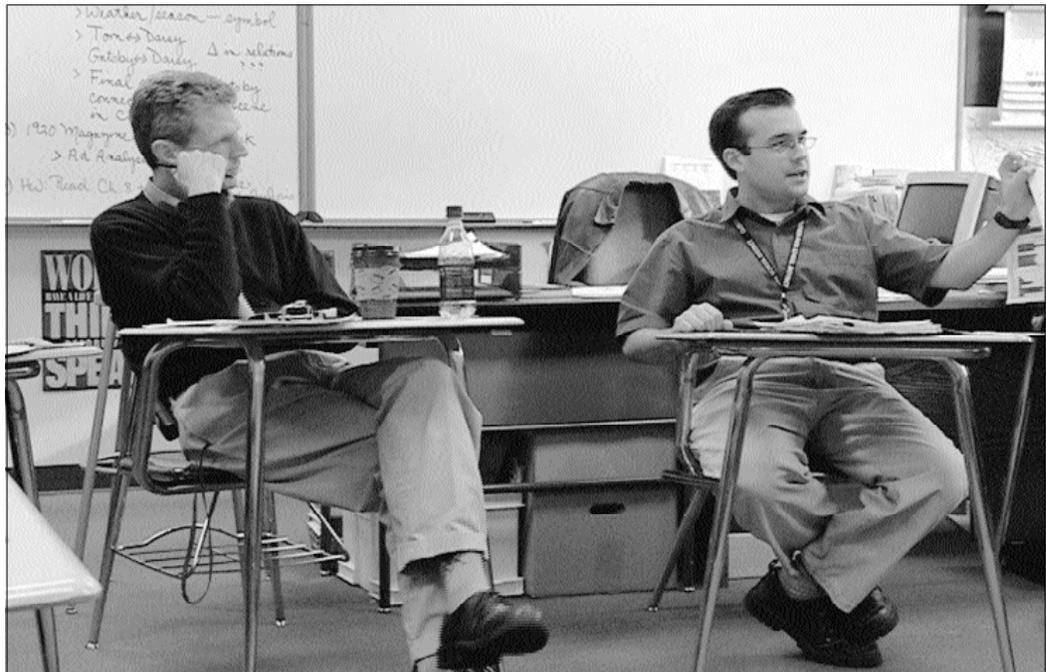
Each small school is developing its own leadership structure. While many of these structures are works in progress, House C developed a governance model with a judicial branch, executive branch and legislative branch. The legislative branch is staffed by students and allows the school to build in a formal avenue for student leadership. "It has really focused our attention on bringing student voice into decisions we make about how we do things," says Instructional Facilitator Katie Taylor.

Regardless of their governance structure, each small school had to develop its own culture and support its entire staff in engaging in the decisionmaking process. When the 10th grade was added to the small schools in 2002, teachers realized that they needed to meet regularly as a small school to address governance issues as well as professional development needs. By adding five minutes to the school day, the small schools were able to add four professional development half-days to the six the district provided. These 10 half-days are scheduled for three-and-a-half hours once or twice a month, and serve as the only meeting time for each small school. Instructional facilitators or teacher leaders lead the meetings, which are primarily used for professional development. Time is also allocated to making schoolwide decisions, developing small school identity and

conducting instructional committee meetings. In addition, instructional committees use these meetings to complete activities such as planning the senior exhibition, articulating the instruction necessary to prepare students for the exhibition and aligning English rubrics.

Redefining the principal's role

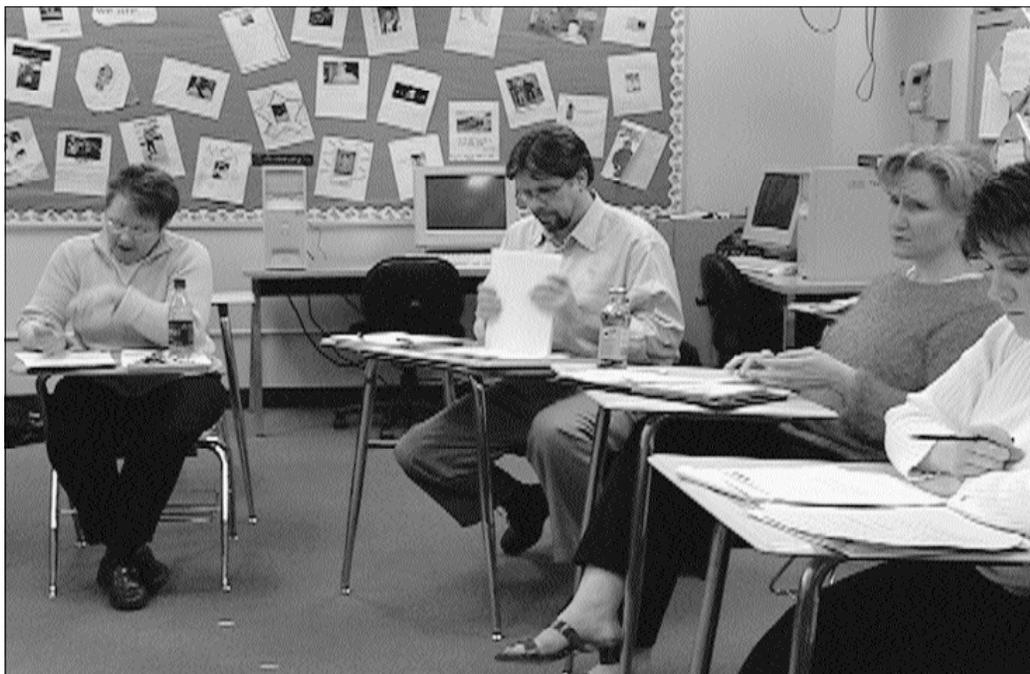
While Paul Tytler suggests that Clover Park High School will not need a principal in the future, he has played a key role as a motivational leader and intellectual guide of the redesign work. Tytler is extremely well read and informed about the latest research and best practices for small schools and authentic curriculum and assessment. He shares insights regularly with his staff and the entire school community through newsletters, in leadership and professional development meetings and informally. Since he was hired, the principal's role has evolved from being "in control to being more of a coach" or an "external reviewer" of each small school, says Teacher Leader Travis Campbell. For example, on professional development days, it is typical for the principal to observe segments of each small schools' activities, make a few encouraging comments, ask some critical questions and then move on to the next small school's group.



Tytler has played an important role in guiding the redesign process by fostering each small school's autonomy and instructional vision. "[The principal] sets the policy tone in the building based on his understandings, reading and visits with people who are engaged in this work," Campbell explains. He describes the principal as highly committed to excellence and equity and as setting the standards for the school, the "non-negotiables." The central non-negotiable has been parity between the small schools to avoid tracking and the racial and socio-economic segregation of students.

To support each school's autonomy and build leadership capacity, the principal has sought to make school governance practices transparent by sharing budget information and engaging in thoughtful discussions about how to allocate funding and make important decisions with the small school leaders. The new leaders were not always as ready to take on increased governance responsibilities as the principal was to share them, however. As the principal pushes small school leaders to come up with a timeline for his role to sunset, they push back on what they are not yet ready to take on. For example, in their second year of redesign the principal tried to give the small schools budget responsibilities, but they felt overwhelmed by all the redesign changes and asked him to delay delegating budgeting decisions.

The principal feels that his role is to build the decisionmaking capacity of those with



whom he is trying to share leadership in order to move the small schools to greater levels of autonomy. “It’s been very interesting as a principal who’s trying to give away my authority to have my authority given back to me in some ways,” explains Tytler. “There’s this constant push and pull around autonomy and capacity building to take on the responsibility, the autonomy requirements.”

As teacher leaders become more invested in the school and experience some initial success, they have been more willing to learn new skills and take on more responsibility. “The ownership of creating a small school has really broken down those walls of frustration about learning something new,” Tytler says.

Using schoolwide decisionmaking to build leadership capacity

Although the small schools are becoming increasingly autonomous, some decisions are still made schoolwide in monthly Small Schools Leadership Team meetings as well as through the School Site Council. Leadership at each small school consists of a lead administrator (formerly assistant principal), instructional facilitator, teacher leader, small schools coach, and counselor. Each small schools’ leadership team members attend Small School Leadership Team meetings.

In many ways the Small School Leadership Team has served to support and aid the conversion process. They evolved as an ad hoc committee of the site council to help manage Clover Park’s redesign. In the first year, the school leaders used the meetings to share their research on small schools and to process the stress and frustrations of the conversion work. Over time the team has evolved to support decisionmaking about the small schools. It is also a place where people celebrate their successes, share effective strategies and learn from each other.

As the small schools matured, the leadership team transitioned from functioning as a support group to providing professional development for leaders. “In a safe way, in a very confidential way, we share what great things are happening in our academies, what challenges we’re having, what questions we have,” says Teacher Leader Travis Campbell. The teams still function partly as a support group, however. “We’re going through a common experience and we’re able to come and share that struggle with each other,” Campbell adds.

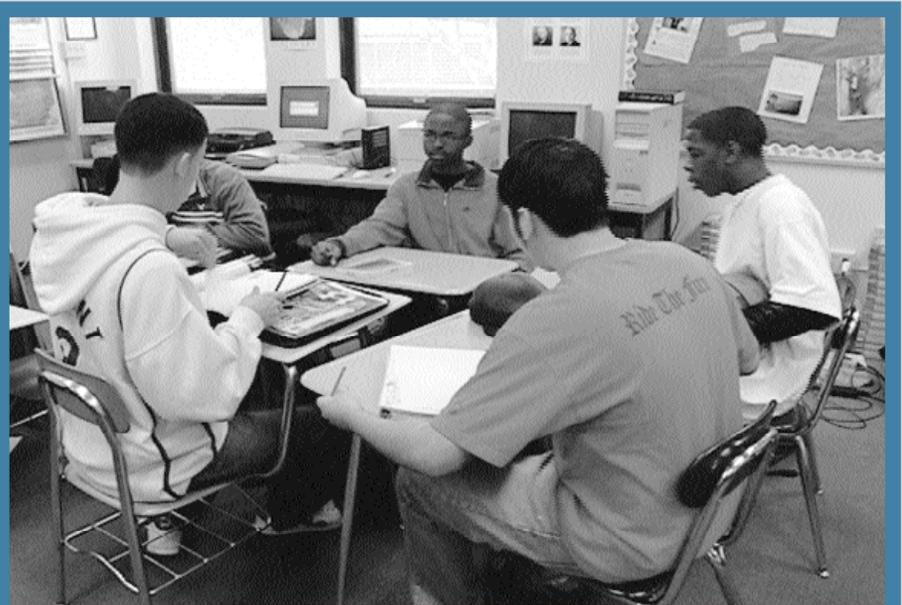
The leadership team meetings provide an opportunity for the small schools to learn from each other. For example, Power House has experienced success conducting student-led conferences. Other small schools were able to learn from their experiences to start their own student-led conferences. Over time the Small School Leadership Team has focused increasingly on instruction and has addressed issues such as developing effective master schedules and professional development strategies.

At Clover Park, staff members in each of the small schools are beginning to take ownership of their students and commit to providing all of them with a rigorous academic environment. The leadership team is particularly important for cultivating a sense of ownership and commitment. The goal of the leadership team, says Tytler, is to:

Build a common vision across all of our schools so that we continue working on what the common understanding and common agreements are around what each school should look like and be accomplishing. So, part of the small school leadership meetings outcome is really building a collective vision around what our work is, and then building our capacity to accomplish that vision and then providing the opportunity for each small school to look different within that vision.

“Whether [teachers] realize it or not, they’ve really changed their teaching because they know their kids.”

—INSTRUCTIONAL FACILITATOR
KATIE TAYLOR



Getting to the Heart of the Matter: A Focus on Instruction

Clover Park has implemented a series of structural changes to support the small schools' focus on performance-based assessment and personalization. School educators realize, however, that structural changes alone will not be enough to narrow the achievement gap and realize their goals. Thus, they have focused on clearly linking structural changes to instructional goals. Instructional Facilitator Katie Taylor has pushed her colleagues to think about making change in the reverse order. She explains:

We've spent a lot of time talking about how to restructure the school — how do we group kids, how do we block their time? And research doesn't show that that makes any difference for kids. But what research does show is that when you pair that with instructional change, you make great results. So, my job really has been to ask teachers to consider if this is what good teaching looks like and this is what's really successful, now think about what changes would need to happen to a bell schedule, to class size, to integration for you to do the kind of teaching that you know you need to do for your kids to be successful.

Personalizing learning: Making changes to know students better

Since launching the redesign Clover Park educators have made structural changes to increase personalization and prevent students from getting lost in the cracks. For example, some English and social studies teachers teach humanities, a course that integrates both disciplines and meets for 90 minutes every day. Through this course the teachers have reduced their pupil loads from 150 students to 90. Reduced pupil load and holding class daily have both contributed to teachers' knowledge about their students. Humanities teacher Travis Campbell describes the impact of meeting with his students for an extended period of time every day: "There's just something you get out of seeing them on that consistent basis."

Several of the small schools are currently exploring ways to integrate other subject areas to both reduce pupil load and increase personalization in other core subjects. For example, one small school is exploring the possibility of an integrated math/science program and an integrated health/physical education program to create a wellness and

fitness course.

About half of the English and social studies teachers and some elective teachers who want to optimize the opportunities to personalize instruction have chosen to stay with their students for more than a year by looping with them for two or four years. English teacher Kathy Hannawalt began with her students as freshmen, has stayed with them in their sophomore year and hopes to continue on with them into their junior and senior years. She describes the benefits as not only helping her



“I could either be teaching the same thing every year ... or I could be in a small school where I have the same students every year and I’m changing my curriculum. I find I would much rather have these personal relationships and work on the curriculum, rather than have the curriculum set for me and then just try and build new relationships every year.”

—TEACHER
KATHY HANNAWALT

know her students better but also as supporting a stronger community among the students. The students have “known each other for a year and a half, they have classes with each other,” she explains. “So, while we still work on building the community, it’s already there, they already trust each other, they know what expectations there are from me and each other.”

Having teachers loop with their students can help the school advance its goal of narrowing the achievement gap. Kathy Hannawalt recalls how a student who struggled with behavior problems asked her:

If I didn’t have you next year Miss Hannawalt, how would they know what works for me? I would just get in so much more trouble next year. Because you know me, if I have to get up and get out and take a quick break; that works.

For teachers, looping’s obvious drawback is that they have to prepare a new curriculum each year. Hannawalt explains, however, that a teacher faces something new each year either way.

I could either be teaching the same thing every year ... or I could be in a small school where I have the

same students every year and I'm changing my curriculum. I find I would much rather have these personal relationships and work on the curriculum, rather than have the curriculum set for me and then just try and build new relationships every year.

Instructional Facilitator Katie Taylor notes that looping helps teachers become more invested in their students' success because of the increased time spent with them. And, she adds, looping causes many teachers to change their teaching practices to meet the needs of their individual kids. "Whether [teachers] realize it or not, they've really changed their teaching because they know their kids," Taylor explains.

Although humanities courses and looping enable students to spend more time with their teachers — students sometimes stay with the same teacher for several years — not all students have these opportunities. Because of this, two small schools began to implement advisories in 2004. Achiever School holds its advisory during the minimum-day mornings that are used by the schools for governance and professional development meetings. Power House made advisory a regular class for 9th and 10th graders. Although both of these schools have struggled to make the experience substantive and meaningful for their students, they remain committed to improving the course. All small schools are scheduled to phase in advisory beginning with 9th graders during the 2005-2006 school year.

Driven by performance-based assessment

Since joining the Coalition of Essential Schools in 1999, many teachers have developed a strong commitment to using rubrics and exhibitions, and to focusing on the process of learning as well as outcomes. For example, each of Clover Park's small schools is committed to better supporting all students' success in culminating exhibitions. This has served as a common thread across the small schools and also as a starting point for instructional change. As teachers' understanding of best practice has evolved over the past four years, the exhibitions have changed from focusing on particular themes to being more skill-based.

Since the redesign's inception, teachers and instructional facilitators have met during the summers to plan and improve their exhibitions. "While we still don't have across-the-board agreement about the required skills, many teachers are more deliberate now about identifying skills that must be mastered," explains Instructional Facilitator Judi Orr.

Because of the way the redesign unfolded, one of the challenges teachers face is that

they initially planned the 9th grade exhibitions without thinking through what would be measured during the 12th grade exhibition. It was not until the redesign's second year that teachers began discussing the competencies they hoped students would master. To support teacher learning around competency-based assessment and backwards mapping of assessment and instruction, the principal provided all teachers with training on the Understanding by Design Framework. Now that each small school serves 9th through 12th graders, teachers can have conversations across grade levels about the competencies that they would like students to master by the end of each year.

With exhibitions in place for all grade levels, some teachers prepare their students for final exhibitions by using the same rubrics and giving them similar types of assignments to produce throughout the year. "One big 'aha' has been that assessment needs to occur on a continuum, not just at the end of the year," says social studies teacher Travis Campbell. "When a student doesn't master something, I need to go back and work with that student."

Math teacher Kyle Hagman has also seen the benefits of the types of authentic, performance-based assessments used in final exhibitions. In the past he has given students a pencil and paper test as the culminating assessment of the ratios and proportions unit, but now he asks them to rescale and enlarge a floor plan. Throughout the unit students practice measuring and converting wall and room sizes of an apartment floor plan. Their culminating assignment is to become "architects" and pick 1 of 12 floor plans to remodel based on requirements from "the city."

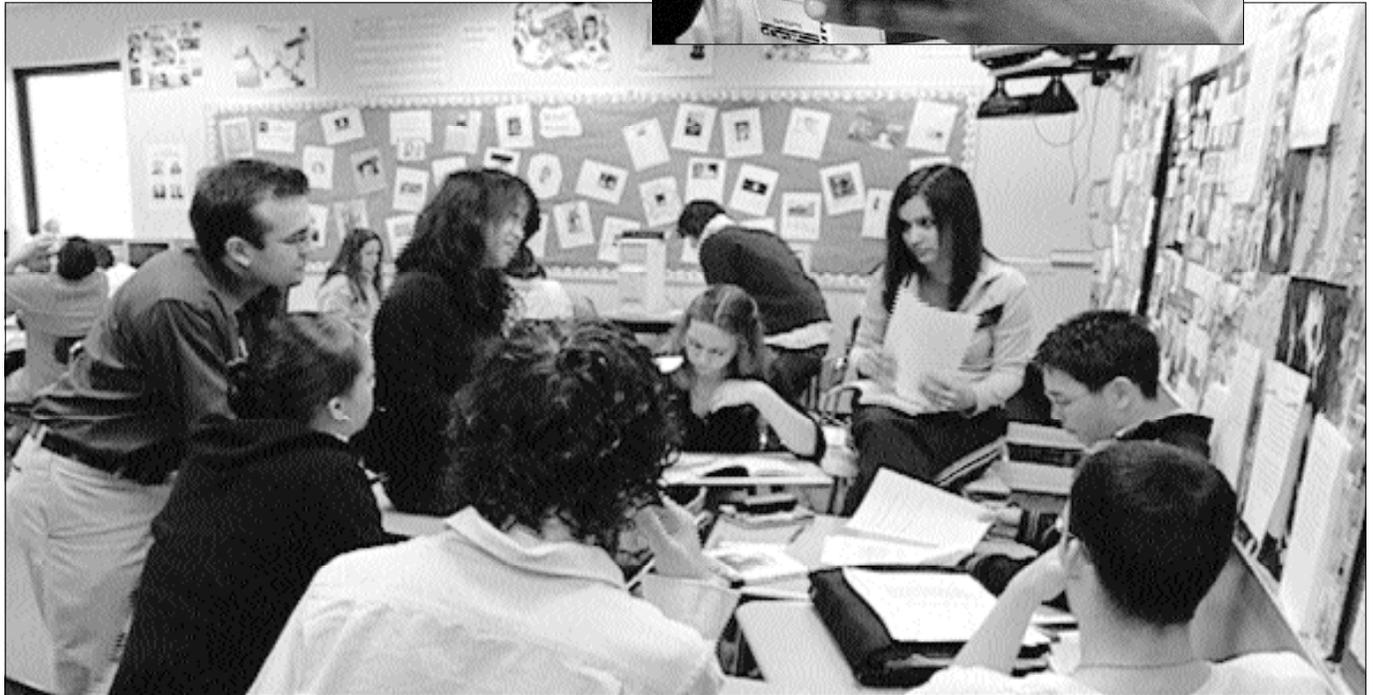
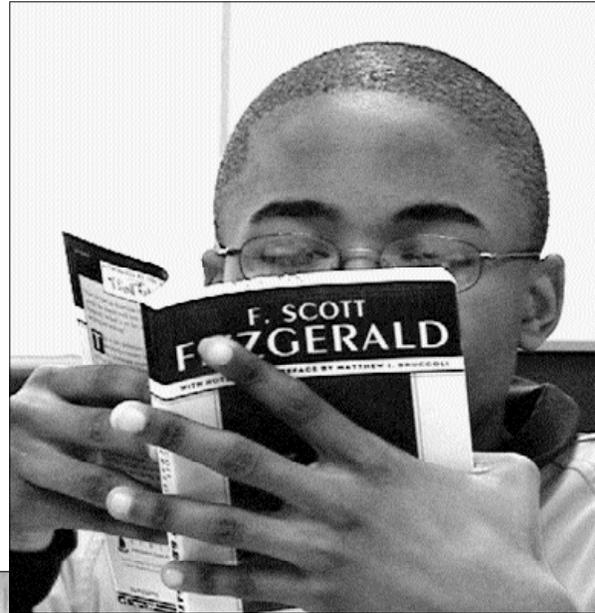
Hagman prepares his students for this culminating activity by allowing them to do a practice assessment in groups and encouraging them to ask as many questions as they want. He explains that these assessment days were "probably the most productive days of the year. Kids were really engaged, instead of becoming helpless and saying, 'I can't do this.'" In addition, many of his students worked above grade level and some previously low-achieving students performed above his expectations.

A focus on exhibitions reveals the power of interdisciplinary instruction

Paul Tytler suggests that culminating exhibitions require teachers to "examine the standards and competencies of student learning that [they] want to measure." The focus on integrating subject matter into exhibitions has forced teachers to think about the natural and logical intersection points between their content areas. Tytler claims that interdisciplinary instruction has moved teachers toward a competency-based focus rather than fact-based instruction. "It's more focusing on what we want students to know and be able to do as opposed to, 'I need to know the dates of World War II,'" he explains.

In 2003, teachers in the other small schools began adopting the humanities program that had been piloted by the Phoenix Academy. The interdisciplinary instructional program focus enables teachers to work with a smaller group of students over a sustained time and integrate learning in a way that becomes more authentic for students. Pioneering humanities teacher Travis Campbell now offers a two-year humanities curriculum that moves from 11th grade American Studies into 12th grade Contemporary Studies. The American Studies course is described on page 28.

Interdisciplinary teaching coupled with a focus on project-based instruction and performance-based assessment is creating increasingly rigorous courses. Clover Park's staff shares the goal of making core courses be as rigorous as AP courses, but more flexible in the ways students can demonstrate their learning. These efforts reflect the larger view that quality integrated courses can be genuinely more rigorous than the AP curricula while offering all students equal access to rigorous instruction.



Integrated Curriculum: 11th Grade American Studies

For teacher leader Travis Campbell, 11th grade American studies is a dream class. It enables him to integrate American literature and history in an authentic way so that the historical context informs students' understanding of the literature they read and the literature they read supports their understanding of a historical period. Campbell focuses the course around these essential questions:

- 1) What is the American dream?
- 2) What is my American dream?

Travis Campbell begins the course by asking each of his students to interview four Americans about their American dream. The students then share and analyze the data from their interviews and identify patterns in how people define the American dream. Campbell maintains his focus on the topic as students study different periods of history. For example, while studying the industrial revolution the students put the industrial revolution through a mock trial to explore whether it supported or degraded the American dream. Students explore issues around immigration, child labor and entrepreneurial opportunities. Concurrently, these students also read *A Tree Grows in Brooklyn* and excerpts from *The Jungle*.

The students also study the 1920s. By reading about the '20s and examining the Harlem Renaissance and the birth of jazz, students study the decade's context. To demonstrate their understanding of the historical context the students produced a magazine. For this period Campbell says he wants his students to understand the "layers of social and moral decay, disillusionment and materialism and how that affected the American dream."

Campbell also teaches about the decade's historical context as a way to lead into the students' literature focus on *The Great Gatsby*. In teaching *The Great Gatsby*, Campbell has students meet in literature circles. Each of the five students in the small circle groups has a particular role including discussion leader, character analyst, historian, language specialist and summarizer. The students switch roles each night. There is a level of accountability placed on the group because Campbell gives content-based quizzes that test knowledge about the book from the perspective of each of the roles. Having a role also helps students read with a clear purpose in mind, says Campbell. "I usually give them some prompts, some 'look-fors' as they head into the reading." Having block periods every day for this class enables students to delve into their literature circles in a much deeper way and allows the conversation to be more fluid and less fractured.

The course culminates with an exhibition during which students answer the question, "How can an individual and his or her ideas transform America? To do this students study prominent Americans and examine the origins of their values and beliefs, who influenced them and how their life and ideas have endured and impacted America and the student."

The need for collaboration

Because teachers work together to create the exhibitions, the redesign has led to increased collaboration. Teachers work together during their common planning time in grade-level teams. Administrators attempted to provide team teachers with a daily 90-minute common planning period, but several do not teach just one grade level. These individuals, however, are still each assigned a grade-level team as their home base. In general, most teachers meet weekly or every other week with their grade-level teams to set shared goals, share instructional strategies and talk about individual students' needs. In particular, when a student is successful in one class but not in another, the teachers brainstorm about which instructional strategies are most effective for that student. While the majority of teachers seem to have been able to improve their instruction skills as a result of using collaboration time productively, a few are not willing to reflect on their practice. The teachers pushing for change are frustrated by the teachers "who don't want to change because the system has worked for them and for their children.... I feel like it's bringing the team down and it's draining," one teacher told us.

Despite some resistance, regular grade level interdisciplinary team meetings have changed the teaching culture at Clover Park. Teachers are now expected to collaborate rather than "close your door and do whatever you want and not talk to anybody," says English teacher Kathy Hannawalt. Hannawalt suggested that Clover Park's culture has changed so teachers feel safe asking for help and sharing their struggles. "At our school it's okay to depend upon others and need others. Here, if you can't do it on your own [teachers say to you], 'great, come talk to me, let's work together on this,'" she says. As teacher collaboration has become part of Clover Park's culture, the students have come to expect it. Hannawalt has witnessed how students love connecting learning in her class to what they are doing in another class. "They say, 'Wait, that sounds like the reading strategy I did in Mr. Wilson's class,'" she says, adding that the students "light up when they see those connections." These positive responses are incentives for teachers to continue collaborating and integrating instruction.

“In a small school when we look at our assessment data we’re looking at names of kids that we know and we’re talking about, ‘How come Daniel didn’t perform on the writing portion?’ And ‘what do we need to do as a whole, small staff for people who actually teach Daniel to make it happen for Daniel when he takes the assessment next time?’”

—INSTRUCTIONAL FACILITATOR
KATIE TAYLOR



Improving Instruction Through Embedded Professional Development

In order to change student learning opportunities, Clover Park High School is committed to leading professional development from within. This embedded professional development is provided through small school based instructional facilitators and monthly half-day professional development meetings.

Differentiating support for teachers: The school coach model

Clover Park's three instructional facilitators are the primary providers of staff professional development. When the state provided additional funds for class size reduction and school improvement in 2001, the school district used these resources to hire school-based coaches focused on improving instruction. The high school received two instructional facilitators through state funds and hired a third with grant money. Each instructional facilitator is assigned to one of the four small schools (with one assigned to two schools).

Principal Paul Tytler views these instructional facilitators as coaches in a job-embedded professional development model. He describes the benefits of this model:

It's really distributed instructional leadership in a way that's more job-embedded, so during the course of a day a teacher on demand can get assistance on an instructional challenge they may have and they don't have to wait to go to some sort of in-service. They don't have to wait to schedule a time with an administrator to talk to them or to discuss issues because something's blown up discipline-wise. They're able to get assistance on demand based on what those immediate individual needs are.

Clover Park's instructional facilitators earned the nickname "the butterfly gals" because they were reading an article that described how a butterfly fluttering its wings in one part of the world could impact the weather in another. The nickname stuck. Pictures of butterflies cover the walls and windows of the instructional facilitators' workspace.

Instructional Facilitator Katie Taylor describes her role as being “the voice of instruction.” She works in many capacities: working one-on-one with teachers, facilitating grade-level and small school professional development meetings and serving as one of several representatives from her small school on the leadership team. In all these capacities she says she works to “make sure that any changes we make are focused on promoting good teaching and good learning.” In comparing how her work differs from traditional professional development, Taylor explains:



In other schools, someone in professional development would do after-school trainings or would work with departments, share big ideas, but there is never an opportunity to embed that in practice. Small schools give me the ability ... to work with the same group of teachers. The other piece is that professional development can be really responsive. Rather than in other schools where the administrators and district people sort of guess at what teachers need to grow in their practice, what teachers tell me they need, I can turn around and on the next half-day or after school, or even during their planning period, develop something that's going to help them.

Supporting individual teachers

Just as the teachers at Clover Park are working to personalize and differentiate instruction for the students, the instructional facilitators seek to personalize and differentiate the support they provide the adults at the school. One of the ways the instructional facilitators support teachers is by mentoring individual teachers, which, says one staff member, “is a much more direct line of effecting change and instruction than talking to a large group.” This mentoring relationship often starts with a passing

“It’s really distributed instructional leadership in a way that’s more job-embedded, so during the course of a day a teacher on demand can get assistance on an instructional challenge they may have and they don’t have to wait to go to some sort of in-service.”

—PRINCIPAL PAUL TYTLER

comment from teachers on a challenge they are facing. Instructional facilitators often follow up on comments with a more substantive conversation and some strategies or coaching around that challenge.

Instructional facilitators have also proven to be good sounding boards and supports for skeptical and questioning teachers. In the second year of implementation a PE teacher was skeptical of about how the redesign would positively impact her job. Instructional Facilitator Katie Taylor asked this teacher,

You've talked about things you want kids to do in PE that they are not doing. You now have 400 kids in our house and you are solely responsible for their physical education. What do you want that to look like? What do you want them to do?

When the teacher realized the new autonomy she had, it was “freeing to see it’s not about whether or not you can schedule 400 kids in the weight room” but about what she wanted them to learn, says Taylor.

Although some clear guidelines exist about the instructional facilitators’ role, their support can also be fluid. For example House C English teacher Kathy Hannawalt recalls spending days in Taylor’s office “chewing her ear off.” Rather than providing Hannawalt with prescriptive solutions to her questions and struggles, Hannawalt said that Taylor “gives me options that I have to work through.” The following year, Hannawalt wanted to try some new assessment strategies and Taylor was working toward acquiring her National Board Certification and needed a classroom where she could teach. Taylor and Hannawalt decided to co-teach to meet both of their needs. Taylor describes Hannawalt as “an incredible teacher who is still learning a lot of things, and I wanted to nurture that learning.” (A description of their co-teaching can be found on page 35.)

Although they co-teach one class, Hannawalt uses the lesson plans they develop together in her other sophomore classes. This intense collaboration began during the summer when they determined their roles in the collaboration and began developing their curriculum. Their collaboration has continued during the school year, and they meet frequently both during Hannawalt’s prep period as well as before and after school, in the evenings and on weekends.

Hannawalt was primarily interested in focusing on her assessment of students and with Taylor’s support felt much more willing to take risks. For example, Hannawalt tried student-led conferences for the first time under Taylor’s guidance. “She helped me set them up and supported me, and now I’m going to do them



with another class without her,” says Hannawalt. In addition, Hannawalt was interested in moving toward a competency-based assessment system where she did not give students points for each completed assignment but rather assessed them on what they



learned through a portfolio-based assessment. “That was a huge leap for me, a risk. It was scary, but Katie [Taylor] just came along with me and that’s why it is working,” explains Hannawalt. This kind of support has provided Hannawalt with the space to experiment with her teaching while having the safety net of an experienced and skilled teacher to help her.

The quality of the support Hannawalt provides her students is directly related to her having taught them for two years, says Taylor. “If Kathy didn’t know her kids as well as she does and if she didn’t have a good read on their abilities, it would be really difficult for her to implement literature circle discussions that are really going to forward their learning.” Taylor’s mentoring of Hannawalt has dramatically influenced Hannawalt’s induction into teaching by providing her the kind of support that few teachers are fortunate enough to receive. Hannawalt explains, “I do not feel like I would be the teacher I am at all without Katie’s collaboration.... I feel so much more willing to take a risk.” Hannawalt’s relationship with Taylor also provides her with a sounding board and guide in navigating the school’s political waters and culture. Hannawalt says:

Katie is an advocate for me as a teacher with administration, with other teachers, with my students or even if I need to tell her something confidentially, I am having a problem with a colleague; she’ll help me figure out how to work through it.

In addition to the support of her instructional facilitator, Hannawalt also benefits from working in a small school with fewer colleagues and students and from having time to collaborate. She compares her experience to friends who began their teaching careers in large, comprehensive high schools:

I have friends in other districts who have first-year nightmare teaching stories of being on their own, at a loss with lesson plans, they have problem students they don’t talk to. They don’t even know their administrator, other teachers never come into their classrooms, and I feel like at my school, I can talk to anybody. We know the same kids, we’re in the same boat. We can share lessons, we can brainstorm together. It is a much more supportive environment.

Team Teaching with a School Coach

Instructional Facilitator Katie Taylor and second-year English Teacher Kathy Hannawalt co-teach one 10th grade English class. The walls in Hannawalt's room are covered with inspirational quotes from famous activists and scholars. On one wall near the door a caption asks, "What does respect and decency look like in our community?" Photos of students with their families and friends — at the prom, at home, and in the community — are posted underneath in visual response to the question. In the corner of the room bookshelves and a rug frame a classroom library filled with fiction and non-fiction books, many of which are written by authors of color. Hannawalt has created a checkout system that enables students to check these books out independently.

Hannawalt received her teaching credential at the University of Puget Sound, a program known for its emphasis on progressive education, authentic instruction and performance-based assessment. Hannawalt, a natural teacher, has developed a strong rapport with her students and an excellent command of classroom management techniques and the English curriculum. Nonetheless, she has benefited from the deep mentoring relationship she has fostered with Taylor.

Taylor and Hannawalt began the year by assigning the same book to all the students. When several students did not read, however, the reflective teachers decided to let groups of students select from a choice of books that related to the year's social justice theme. They hoped that having students select the book would improve their engagement. After letting the students peruse, experience and play with the books they made their selection. The teachers grouped the students strategically to balance academic strengths and weaknesses and personalities and to keep the groups ethnically diverse.

As Taylor and Hannawalt supported students in their literature circles they noticed that students sometimes struggled to engage each other in substantive conversation beyond plot summaries and "had gotten a little lazy and relied upon the two or three good readers." After meeting with Taylor in the morning before class, Hannawalt decided to begin the next class by brainstorming with students about strategies to use when a conversation stalls. Hannawalt used her first date with her husband as an example of poor conversation strategies. The students brainstormed effective strategies and Hannawalt asked them to apply those strategies in their literature circles. Taylor and Hannawalt then circulated to each of the literature circles and stopped for prolonged times at each table group to listen and support the book analysis. The teachers helped the students support their analysis by referring back to examples in the texts and asking the students to compare the text to their own lives. Hannawalt hopes the students develop several skills from the literature circles:

Number one, I hope they're learning reading strategies ... that they're going to use. Two, I think they're really building community with people around them. Three, they're learning communication skills. Just how do you talk to someone? How do you bring up ideas? What do you do when someone hasn't done their job? How do you support that person back into the group?"

In reflecting on the lesson afterward Taylor says, "Today [the students] really stepped up and had much richer discussions, improved their involvement. We saw a lot of students referring back to the text, which is something that we wanted to see."

Throughout the class, Taylor and Hannawalt have an easy flow between them, helped by determining in advance who would lead each portion of the lesson. After the literature circles met, Taylor led the students in selecting their best work to provide evidence for different aspects of the rubric used in their portfolio assessment.

An agent for small school instructional change

Instructional facilitators also support instructional alignment within each school. For example, instructional facilitators assisted in implementing schoolwide reading strategies including literacy circles and direct instruction. To facilitate this process in House C, Instructional Facilitator Katie Taylor has worked with teachers to design, model and even team-teach lessons that use the reading strategies. She reminds House C teachers not to simply pick things that sound exciting and snazzy, but to “really think about what it needs to look like for you to be the kind of teacher you need to be, for your kids to learn.” In the Power House, Instructional Facilitator Judi Orr worked with 9th and 10th grade teachers to ensure that the knowledge and skills assessed during year-end exhibitions were introduced and developed throughout the school year.

As instructional facilitators push teachers to reflect on their practice, teachers at times become disheartened about inequities in student learning. Teachers begin to see how schools sometimes perpetuate the achievement gap and how slow change can be. Taylor says:

I think the part that’s been the hardest about the change is really reflecting on our practice. It was disheartening at first because the kids didn’t perform better overnight. We didn’t suddenly have a drastic reduction in discipline problems. Kids still came with low skills and not wanting to learn, but we were more aware of it and that was really hard.

In some cases, however, teachers have experienced powerful improvements in student engagement and learning. Taylor thinks that a few students have made substantial progress because teachers taught them differently. “I can point to work that their teachers did with them. I can draw a direct, causal line,” she asserts.

“I think the part that’s been the hardest about the change is really reflecting on our practice.”

—INSTRUCTIONAL FACILITATOR
KATIE TAYLOR

Schoolwide teacher-driven professional development

Within each small school, instructional facilitators play an essential role in supporting schoolwide professional development. As each small school creates its instructional goals, competencies and culminating exhibitions, staff meet to examine their practice. The small schools use their monthly half-day professional development meetings for this purpose. The challenge for these half-day meetings is



structuring them to have a direct impact on student learning. This focused attention on instruction has to be balanced with using the time as a forum for schoolwide decisionmaking, however, because it is the only time that the small schools' entire staffs meet. Taylor says:

It's the only time we have to plan our big ideas, but if all we do is talk about big ideas, some people leave feeling energized, some people leave feeling exhausted. It is finding that balance between making big decisions and the governance of your school, but also finding things that you can implement tomorrow, next week, that are going to make a difference for kids.

Instructional facilitators, lead administrators and teacher leaders collaboratively plan



and deliver the majority of each school's professional development in these meetings. The role of the instructional facilitator varies depending upon the capacity of the lead administrator and teacher leader to guide teachers' instruction.

Embedding professional development within small schools allows time to be used in a way that is most useful and practical for the teachers in each school. Taylor contrasts teachers' professional development experiences when Clover Park was a comprehensive high school to what they experience in their small schools:

In the past, these would have been whole day retreats for the whole staff, where we would have met ... and looked at a PowerPoint on our assessment data, which mostly left people feeling defeated, anonymous and frustrated. So now we still do that, but in a small school when we look at our assessment data we're looking at names of kids that we know and we're talking about, "How come Daniel didn't perform on the writing portion?" And what do we need to do as a whole, small staff for people who actually teach Daniel to make it happen for Daniel when he takes the assessment next time?

Clover Park High School's professional development model focuses teachers on "doing the work, rather than telling them how to do it," says Teacher Leader Travis Campbell. Specifically, small schools have targeted their energy on creating an identity and organizational structure for their small school, examining competencies, culminating exhibitions and aligning curriculum.

In 2004, several of the small schools began to explore authentic ways to incorporate student voice in the teachers' professional development. For example, Power House has instituted student-led conferences that, says Paul Tytler, "have really begun to give [staff] feedback on how student learning was going on in much more real ways than traditional assessment can ever accomplish."



In addition, House C and Phoenix Academy have both invited students to participate in half-day teacher professional development to inform teachers of students' perspectives. Tytler is excited by the school's focus on student voice. He says, "We've really begun to attune to what students are telling us of what's important for them to be successful as opposed to just us or policymakers determining what it will take for them to be successful." (Descriptions of two professional

development meetings that involved students can be found on pages 40-41.)

As a result of embedding professional development through instructional facilitators and monthly half-day professional development meetings, reflecting on practice has become more of the norm among teachers. “People have changed, are moving toward something new and different,” says Campbell.

Superintendent Doris McEwen also notes an increased level of teacher commitment and energy. “I have people who stay on Saturday and Sunday to open the building so kids can work on their exhibition projects ... they have the heart for the work that we’re doing,” she says.

Teachers who are energized about change are generally the most willing to reflect on their practice and change their teaching. Taylor says that just participating in a conversation about their practice is “a really scary place” for some teachers. Despite this, the principal notes that teachers are beginning to move away from textbook and worksheet-based instruction and assessments toward authentic demonstrations of learning and are displaying more student work in their classrooms and hallways.



“We’ve really begun to attune to what students are telling us of what’s important for them to be successful as opposed to just us or policy makers determining what it will take for them to be successful.”

—PRINCIPAL PAUL TYTLER

House C's Professional Development Meeting

In a series of professional development meetings House C, which has committed itself to organizing around CES principles, has focused on understanding what those principles look like in practice.² Students were invited to a series of meetings to help teachers identify which teaching practices met CES principles and which did not. The staff and students broke into small groups and each group examined a different principle. "The goal is not to talk in terms of what the whole school structure looks like around those principles, but what does it look like for a student sitting in the classroom," explains Instructional Facilitator Katie Taylor. In particular, the teachers and students looked at student work and examined the ways it did and did not map to the CES principles. One House C teacher viewed the students as "the experts right in front of us," and added that "the dynamics of our group meetings are so much more positive when we have students there and more energetic."

House C teacher Kathy Hannawalt, reflects that she left the meeting with a clearer understanding of how her practice did and did not map onto the student-as-worker principle. She says she felt that she left the meeting "knowing what I was doing well in my room, but also left thinking, 'Wow, I thought I was doing that principle but you wouldn't see it in this evidence.' It was good to hear my students talk about my own work."

This teacher also realizes that there was more she should be doing to personalize instruction for her students in their literature circles. When she and the students examined the definition of personalized teaching, she says, they found that it "didn't really match up. I realized that I need to look more at what does that mean to really personalize instruction for students." Taylor says that bringing students to the professional development meetings has improved the teachers' connection to teaching and learning. "We felt like in the past the conversations we had about structure and bell schedule weren't doing anything for kids" she recalls. "By having kids there and by looking at student work as part of our half-day, we feel like it's producing a change that kids could tell tomorrow."

²The 10 Common Principles espoused by the Coalition of Essential Schools are: 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 and democracy and equity. For a more thorough explanation of these principles please go to <http://www.essentialschools.org/>

Phoenix Academy's Professional Development Meeting

In 2005, 10th grade students in the Phoenix Academy were invited, for the first time, to their teachers' half-day professional development meeting to present an ethnographic study they completed on inter-group relations at school. The 10th grade teachers and a few of their students conducted a fishbowl activity to share the content of the project as well as what they learned and then allow the other teachers to ask questions of them.

After showing a short film about their project, the students and teachers shared with the 9th, 11th and 12th grade teachers in their small school what they had learned. This opportunity was designed to give teachers an example of a project that produced a high level of student engagement and critical thinking. Phoenix Academy Teacher Leader Travis Campbell believes modeling good instruction is an essential professional development tool for teachers. Principal Paul Tytler agrees. "It allowed other teachers who have yet to take the risk of instructing in this manner to hear examples and see visual models of how that could really work and then hear students talk about the value of how that worked." He believes that for several staff members who had not previously been willing to take the risk of more innovative teaching the fishbowl activity provided an opportunity for them to learn from the example provided by the 10th grade teachers and students. In particular, the observing teachers had the opportunity to hear kids who did not come to school regularly say that this project made them excited about school.

Seeing the typically disengaged student excited about learning helped other teachers ask themselves, "How can I make that magic occur in my classroom for my kids?" says Campbell. Campbell also explains that sharing of best practices benefits those teachers that take the risk of sharing their work. "The whole purpose is to examine ways that we can become better and to realize that what we do is really phenomenal work. I think that the affirmation that those [presenting] teachers got in that process is really critical."

The students also learned from both participating in the lesson as well as sharing it with the other teachers in the school. Within the context of a science class they learned about research methodology including data collection and graphing, but they were also able to take the data they gathered and interpret it. One student asked his fellow students in the fishbowl, "What are we going to do with this knowledge that stereotypes exist? We are the youth of America. We are the future"

Campbell says he was excited that these students felt "empowered that they can act and they can do something and that their voice is heard and they are participants in democracy in action." Reflecting on the 10th grade students' learning in the ethnography project, Tytler was excited by the level of thinking that 10th graders could demonstrate and was intrigued by the potential for growth as they moved through the school. He asks, "Where will those students be when they're seniors as we continue to build upon that experience for them? Where will their voice take us in relationship to the challenges we face as a community, as a school, as a society?"

“I’m seeing students engaged in work, I’m seeing exhibitions that I would put with any college-level work in terms of academic performance.”

–SUPERINTENDENT DORIS McEWEN



What It All Means: Outcomes for Students and Next Steps

Tracking changes in student outcomes is challenging at Clover Park because of the extremely high student transience rate. Each year the school gains and loses approximately 38 percent of its student population. Despite this challenge to tracking student growth over time, Clover Park has experienced positive outcomes in school culture, student engagement, the quality of student work, enrollment in college preparatory courses, performance on state tests, graduation rates and college retention rates.

Clover Park's staff members mention improvements in the school's culture and student engagement. Paul Tytler and Kathy Hannawalt note that students are more respectful toward each other, their teachers and their property. For example, the school's records indicate a decline in the number of students disciplined from 525 incidents in 2002-2003 to 422 incidents in 2003-2004. Students also have learned the school norms. Hannawalt explains, "When a new student comes in my room and they break one of our norms, my class holds them accountable. They say, 'We just don't do that in here.'"

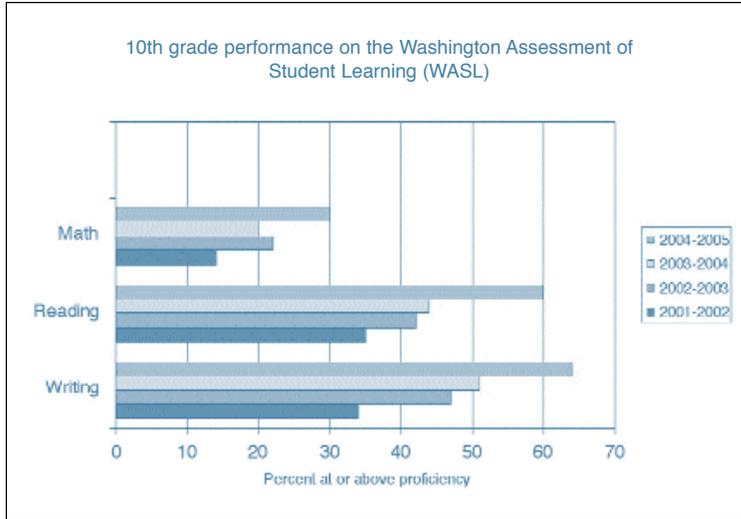
As the student culture has improved, students have become more engaged in their classes. The superintendent notes that she does not see "kids doing a lot of skipping [school]. I don't see the hallway full of kids who are not engaged." She also gets positive feedback from the community, with parents telling her that Clover Park "is a different high school than it was when [they] were in high school."

Several staff members say that students are producing higher quality work as a result of improved engagement and teaching quality. Katie Taylor identifies a "culture of learning among teachers and students that I don't think was here four years ago." The superintendent also identifies a "different level of conversation in the classes. I'm seeing students engaged in work, I'm seeing exhibitions that I would put with any college-level work in terms of academic performance."

Among school staff, Clover Park teachers report improved student achievement in their classrooms. For example, in Travis Campbell's American Studies class he has seen the achievement gap narrowing. Where in the past it would be typical to have 12-15 D's and F's in a class, the numbers of students getting D's and F's has dropped down to 4-7. "It is still not enough ... those are the kids that we really, really need to focus on, but I

certainly have seen ... a dramatic change in achievement in my class," he says. The number of students taking college preparatory classes has also increased substantially — from 644 in 2001-2002 to 980 in 2003-2004. This growth reflects the decision to detrack in 2002, which opened up college preparatory opportunities for all students, as well as the school's participation in the Gates Achievers Program, which increased student awareness of college course requirements.

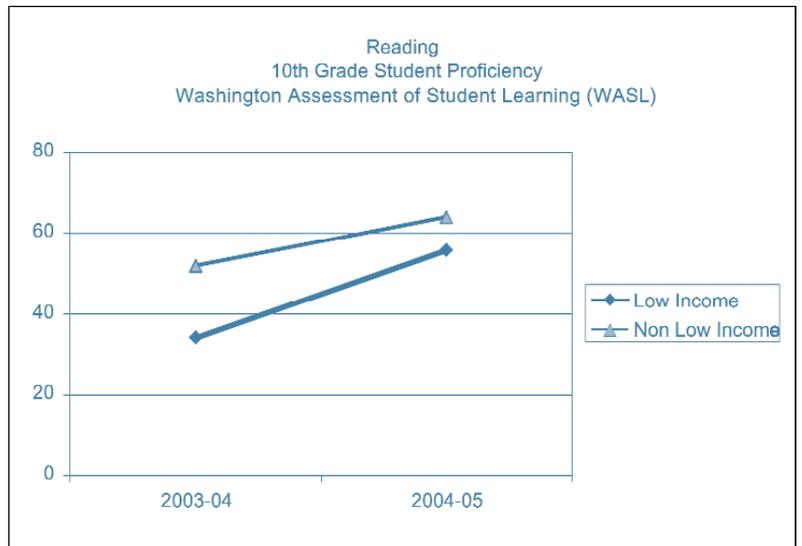
By spring 2005, Clover Park has started to show yearly improvements in standardized



test scores — improvements that the principal credits to the school's focus on instruction and alignment with the content of state testing rather than explicit test preparation. These outcomes were particularly strong in reading and writing as demonstrated in the accompanying charts. From 2001 to 2005 the percentage of students at or above proficiency in reading jumped from 35 percent to 60 percent, and from 34 percent to 64

percent in writing. Math proficiency increased from 14 percent to 30 percent during the same time period. While these significant jumps parallel achievement trends in the district and state, Clover Park's gains are greater in all three subject areas by at least 3 percent in the district and as much as 19 percent in the state.

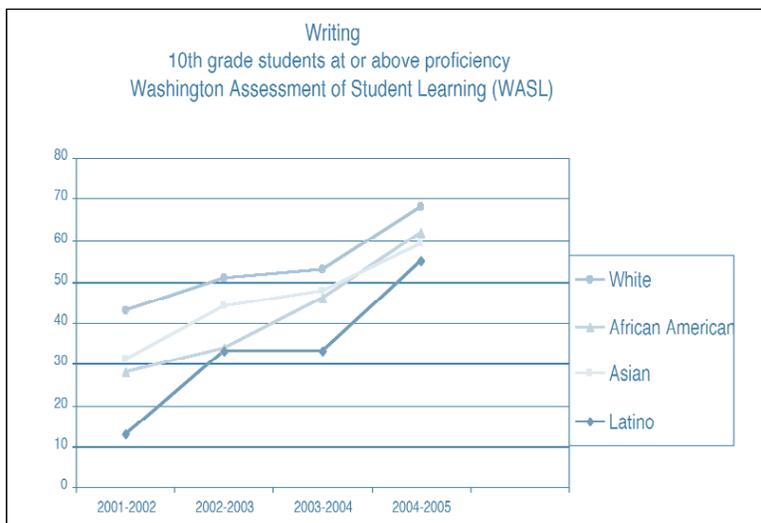
Of particular significance, Clover Park's achievement gains have narrowed gender, socio-economic and racial achievement gaps. With respect to the socio-economic gap in reading, low-income students made a 22 percent gain in reading (from 34 percent proficient to 56 percent proficient) compared to a 12 percent gain for non-low income students (from 52



percent proficient to 64 percent). The socio-economic gap was narrowed in math and writing as well.

The most profound narrowing of the achievement gap occurred between ethnic groups. In writing, for example, while all students' achievement increased by at least 25 percent, African American students made a 34 percent gain in four years and Latinos made a 42 percent gain.

Gains in test scores have been accompanied by steady increases in the school's graduation rate. Between 2003 and 2005 Clover Park's on-time graduation rate improved by nearly 10 percent each year — from 39 percent in 2003 to 48 percent in 2004 and 57 percent in 2005. With respect



to college retention, of the approximately 40 students each year that Clover Park sends to college on Achievers' Scholarships — all of whom come from poor families — 87 percent are staying in college as compared to the national average of 15 percent for students from poverty.

After steady improvements in academic outcomes for all students, Clover Park faces a transition in building-level leadership. In summer 2005, Principal Paul Tytler announced his resignation from the district to pursue new opportunities. Tytler's departure comes at a time when the school is showing positive achievement gains, and his legacy of distributed leadership helps ensure the continuity of Clover Park's redesign agenda. In addition to the strong leadership cultivated at the small school level, Clover Park also benefits from strong district support for reducing the achievement gap; a well-established professional development program focused on instructional improvement and a team of instructional facilitators who work closely with staff to support quality teaching in the context of structural reforms such as block scheduling, interdisciplinary instruction and student exhibitions.

Given strong district support, experienced and enthusiastic staff and impressive academic results that cut across the school's diverse student demographics, Clover Park's small schools are likely to keep pushing forward in their redesign. For example, the leadership team has planned substantial changes to each small school's schedule for the 2005-2006 school year. Just as previous structural reforms were used to leverage

instructional improvement, the proposed schedule changes are seen as a transition toward improved use of student learning time. For example, Instructional Facilitator Katie Taylor is hoping that teachers will be able adjust their schedules based on student needs. She hopes that in the next few years:

The school day looks and feels different for kids and teachers so that we could really point to how what I know about good teaching has meant a change in schedule. Kids are taking fewer classes. We group kids differently. We teach in different ways. We do much more experiential learning. We do more project-based learning. Some of those things are happening with individual teachers now, but it's not happening on a systemwide basis. I would hope that students could tell you how House C is different than Phoenix Academy or the Achiever School.

Taylor's vision for instruction is a plausible one given that the last four years of redesign have placed the school on a positive trajectory of student achievement. Clover Park's commitment to instructional improvement, demonstrated improvements in student outcomes and an equity-minded focus on eliminating the achievement gap put the school in a powerful position to make even greater gains in the years to come.





APPENDICES

Appendix A

Sample Team Schedule

		11 th grade team, Phoenix Academy					
		Science-Ms. T		Math-Mr. H		Humanities-Mr. C	
		A	B	A	B	A	B
Block 1	7:20-8:40	Chemistry	Chemistry	Planning	Algebra 3	12 th grade Writing for College	12 th grade Humanities-Contemp. Affairs
Block 2	8:45-10:10	Chemistry	Chemistry	Algebra 1	Algebra 3	Team Planning (11 th - 12 th)	AP U.S. History
Silent Sustained Reading (SSR)	10:15-10:45	SSR (with Block 3 students)	SSR (with Block 3 students)	SSR (with Block 3 students)	SSR (with Block 3 students)	SSR (with Block 3 students)	SSR (with Block 3 students)
A Lunch	10:50-11:20						
Block 3	11:25-12:55	Team Planning (9 th)	Planning	Geometry 1	Algebra 1	Advisory (Leadership 1)	House Leader
Block 4	12:45 - 2:10	Integrated Science 1 (9 th grade)	Integrated Science 1 (9 th grade)	Geometry 1	Planning	English 5	Planning

Appendix B

Sample Students' Schedule

		11 th Grade Student, Phoenix Academy		11 th Grade Student, Phoenix Academy	
		A	B	A	B
Block 1	7:20-8:40	English 5	Algebra 3	English 5	Pre Calculus 1
Block 2	8:45-10:10	Chemistry 1	Draw/Paint 1	Chemistry 1	Intermediate Band 1
SSR	10:15-10:45	SSR with 3 rd period class	SSR with 3 rd period class	SSR with 3 rd period class	SSR with 3 rd period class
A Lunch	10:50-11:20				
Block 3	11:25-12:55	Space 1-ROTC	U.S. History 1	Space 1-ROTC	U.S. History 1
Block 4	1:00 – 2:25	Human Anatomy	AP English 7	Spanish 5	Yearbook/DTP 1

Appendix C

Small School vs. Whole School Staffing

Building Administrator	Principal
Small School Administrators	Four lead administrators (one for each of the four small schools: Phoenix Academy, Achiever School, House C, Power House)
Small School Teachers	Four counselors (one for each of the four small schools: Phoenix Academy, Achiever School, House C, Power House)
	9 th Grade Teams
	Mathematics
	Integrated Science
	English/ Social Studies
	Special education
	10 th Grade Teams
	Mathematics
	Science
	English/ Social Studies
	Special education
	11 th and 12 th Grade Team
	Two English/ Social Studies
	Fine Arts
	Special education
	Math electives
	Chemistry
	Small School teachers with multiple grade levels
	ROTC (in all four houses at 9 th grade, selected houses in upper grades)
	Spanish (in all four houses) and French (in Powerhouse only)
	Band (Phoenix Academy and House C) with minor crossover from other small schools
	Choir (Powerhouse and Achievers School) with minor crossover from other small schools
Classes Offered Across Small Schools	
	Pre-calculus
	Calculus
	Chemistry
	Anatomy
	Astronomy/Geology
Non-Small School Staff	Professional Development Coordinator
	Literacy Coordinator
	Athletic Director
	Instructional Facilitators (2.5)
	Guidance Office Personnel
	Attendance Office Personnel
	Finance and Main Office Personnel
	Health Office Personnel

Appendix D

Clover Park High School Graduation Requirements

(The requirements below are presented at the grade by which the individual requirement should be fulfilled as noted in the school's course catalog. Some requirements (such as electives) will have been fulfilled or included in earlier years of curriculum.

9 th Grade	10 th Grade
Computer Applications	
English	English
Social Studies (World Cultures and Geography)	Social Studies (State History)
Laboratory Science	
Mathematics (Algebra 1 or 2)	Mathematics (Geometry 1-2)
Health and Fitness	
11 th Grade	12 th Grade
	Fine Arts
English	English
Social Studies (U.S. History and Government)	Social Studies (Government and Politics)
Laboratory Science	Health and Fitness
Mathematics	Other elective credits
Additional Graduation Requirements: Two years of occupational education 1.5 years of history, geography, social studies elective Thirty credits are required for graduation, with one credit equaling 180 class hours of instruction.	

Appendix E

Interdisciplinary Studies Syllabus

Phoenix Academy American Studies 2004-05

Mr. Campbell
American History 1, 2 (1.0 credit)
English 5, 6 (1.0 credit)
*Honors credit available**

I. COURSE OVERVIEW

A. RATIONALE

1. This course is a different way to look at America by exploring its history, literature, art, architecture, and music; students make connections between the arts and humanities for an integrated understanding of the American experience.
2. Integrating the disciplines like History & English—instead of studying each field separately—allows students to make more authentic sense of their culture.
3. Studying a variety of disciplines with this approach promotes higher-level thinking skills and the ability to make connections between several levels of experience.
4. Scheduling History and English together allows for greater flexibility for projects, research, in-depth study, discussion groups, guest lectures, and other activities. *It also encourages a sense of community within the class.*

B. GOALS

All students will:

1. Study American history, classic and modern works of American literature, primary and secondary source readings, art, architecture, and music to understand their relationship to American society/culture; students will develop a working understanding of how they are a part of the richly diverse tapestry of America
2. Improve language skills in reading, writing, speaking and listening
3. Study key issues of America's past and present, seeking to understand the values that underlie these issues
4. Be lifelong learners and experience the challenge, joy, and satisfaction of rigorous learning
5. Practice and develop their thinking skills and problem solving skills

II. COURSE CONTENT AND SKILLS

A. AMERICAN STUDIES CONTENT

SEMESTER ONE

QTR 1

UNIT 1 From Colony to Country: "Inventing America and the American Dream"

- History Content: Colonial America, American Revolution, Constitution, New Republic
- Readings: Miller's *The Crucible*; excerpts from Franklin's *Autobiography*, numerous primary/secondary sources, and sections from the textbooks *America: Pathways to Present*, *Language of Literature*, and *Reasoning with Democratic Values Vol. 1*.
- Honors Reading: Hawthorne's *The Scarlet Letter*
- **This is largely a review of early American history content seen through the lens of the American Dream.*

QTR 2

UNIT 2 Growth & Reform: "Transforming America"

- History Content: Industrialization, Progressive Era, and Social Reform
- Readings: Smith's *A Tree Grows in Brooklyn*, excerpts from Sinclair's *The Jungle*, numerous primary/secondary sources, and sections from the textbooks *America: Pathways to Present* + *Language of Literature*.

- Honors Reading: Select from list

SEMESTER TWO

QTR 3

- UNIT 3 From War to War, Part I: "American Identity Crisis"
- History Content: The Great War (WWI) and the Roaring 20s
 - Readings: Fitzgerald's The Great Gatsby, Wilson's Long Hot Summer in Indiana, Steinbeck's Of Mice & Men, Hurston's Their Eyes Were Watching God, numerous primary/secondary sources, and sections from the textbooks America: Pathways to Present + Language of Literature.
 - Honors reading: Lawrence & Lee's Inherit the Wind

QTR 4

- UNIT 4 From War to War, Part II: "American Dream Tested at Home and Abroad"
- History Content: 1930s Depression Era, 1940s WWII, transitions to next year (1950s)
 - Readings: Taylor's The Bomb, numerous primary/secondary sources, and sections from the textbooks America: Pathways to Present + Language of Literature.
 - Honors reading: Steinbeck's Grapes of Wrath

B. SKILLS

1. Communication skills—speaking, listening, interpersonal
2. Writing
 - Writing Forms:
 - a. Writing forms students show *mastery*: Personal narrative, expository/descriptive ("Powerful Paragraphs")
 - b. Writing forms students show *proficiency*: Persuasive, Argumentation
 - 6 + 1 Traits:
 - a. Students show *mastery* at forming ideas, organizing thoughts, skillful use of correct grammar/spelling (conventions), and word choice
 - b. Students show *proficiency* in sentence fluency/variation, develop their writer's voice, and practice presenting/exhibiting their written work in appropriate form given a particular audience and/or purpose.
3. Study skills/habits
4. Information processing & research skills—library, technology
5. Group process skills
6. Thinking skills: problem solving
7. Reading skills/strategies—marking text/close "active" reading

III. REQUIREMENTS AND EXPECTATIONS

A. REQUIREMENTS:

All students complete/participate in the following:

- All major assignments
- Daily assignments, activities, and discussions
- Tests/quizzes
- Journal
- Papers
- Projects
- American Studies Exhibition

B. EXPECTATIONS:

1. Attend class regularly and be on time (the school attendance policy will be followed) and take full responsibility for making up missed work in a timely fashion. Being late to class may affect your grade because you could miss classroom activities.

2. All major assignments will be completed on time. Late (unexcused) assignments will be reduced by 20% up to a limit of five days. After 5 days the assignment will receive a zero. For special circumstances, see teacher.
3. Daily work will be written in complete sentences using your own words. Homework will not be copied. All work is to be done neatly and with pride.
4. Students are expected to treat all participants with dignity and respect, and work cooperatively in groups.
5. Students will use appropriate language. Profanity, sexist and racist slurs or harassing words will not be tolerated per Washington State law WAC 148-120-100.
6. Students are expected to bring necessary materials to class.
7. Cheating and plagiarism are not acceptable. The school policy will be followed.
8. If you are absent for the entire day an assignment is due, your assignment will be due the day you return unless other arrangements are made. If you are in school part of the day but you are not in class, your assignment is still due that day; there will be a class "Buddy System" meant to encourage teamwork and collective responsibility...it will be explained in class during the first or second week of school.

IV. COURSE EVALUATION & MATERIALS

A. EVALUATION—grade weights

- 15% Daily work in class
- 15% Homework
- 30% Quizzes/Tests
- 40% Performance Assessments: Major Unit Projects (20%), Exhibition (20%)

B. MATERIALS

1. 3-ring binder labeled "American Studies"—use this notebook to organize and keep assignments, notes, and handouts. This notebook **WILL FILL UP** quickly. Please have dividers and organizers.
2. Pens, pencils, and paper every day. Books when required.

V. APPROPRIATE BEHAVIOR

A. Speaking in or before the class

- Eye contact (sweeping, sustained) - Appropriate volume
- Enunciate, use strong and clear voice - Correct posture/hands out of pockets
- Remove gum - Pause before and after presentation
- Formal speeches must have specific intro. + body + conclusion

B. Group Discussion

- Help maintain a comfortable and safe classroom atmosphere
- Concentrate on listening—both eyes, ears and body language
- State your views clearly and simply
- Respect other viewpoints and ask clarifying questions
- Be informed: complete readings, study before a discussion
- **PARTICIPATE!**

Paper Form: American Studies Procedures for Word Processed Work

- ✓ Double spaced, 12 point font, front side only (no double sided printing)
- ✓ Use Courier New font, which is the MLA standard
- ✓ Pages numbered after page one
- ✓ Student's name, class, date on page one, positioned upper right
- ✓ Stapled upper left (no report covers)
- ✓ NOTE: one typed page equals approximately 250 words
- ✓ Use 8.5" x 11" white paper
- ✓ **Keep all drafts: editing, revision, and proofread versions—hand in with final**
- ✓ Examples will be given out so that you clearly know the expectations

Appendix F

Power House Sophomore Exhibition

Introduction

The Scientific Method: It's not just about Science! Power House Sophomore Exhibition

What's this all about?

Scientists use a process called The Scientific Method to study what they see in the world. But, this method can be applied to just about any problem that needs solving. Detectives use it, advertising executives use it, mothers and fathers use it, teachers use it, engineers use it. The process involves observing, wondering, asking questions, guessing outcomes, and testing ideas. In this sophomore exhibition you will be looking at how people or organisms change or adapt to an environment.

You will get to choose a problem in any area that interests you, but it must pass certain criteria to make sure it is a suitable problem. You must have an issue or problem that:

- Has a question that needs answering about adapting or changing
- Is researchable – data can be collected and analyzed, information can be learned about it from a variety of sources
- Has a hypothesis (prediction) that can be formed about it and tested – “If x does this, y will happen”
- Has a possible solution

What do I get to do?

There will be six steps to this exhibition. They include—

- #1 - An essential question that guides your investigation of a problem (Feb. 27)
- #2 - Research , including reading logs and glossary (March 19)
- #3 - A hypothesis and experiment description (March 26)
- #4 - Analysis of data using EXCEL charts and graphs (April 19, 23)
- #5 - An expository lab paper (May 5, rough; May 14, final)
- #6 - Oral presentation (Dress rehearsals, May 17-21; final, May 25)

You will be given a notebook to keep all your documents and research during this exhibition. **Do not lose it.** The notebook will be checked periodically to make sure you are keeping organized and on task. One secret to having everything ready and on time is to – **BE ORGANIZED.** Organization has a positive impact on the outcome of a task.

Why am I doing this?

The purpose of an exhibition is to give you an opportunity to show what you know and can do. Your teachers have been working together on their classroom lessons to make sure you get lots of practice on these skills before your presentation.

The sophomore exhibition will focus on specific research, reading, speaking, listening, and writing skills. You will be actively engaged in exploration, investigation, discussion, and analysis of a problem of your choice. In addition, you will be expected to show that you can apply some of the technology skills you learned as a ninth grader in your computer applications class. You will show how well organized you can be, too. Most importantly, you will show that you can analyze and evaluate information to connect your skills and knowledge in a sophisticated way.

There are some ideas we want you to understand while you work on this exhibition. We call these “enduring understandings” because we want them to stay with you long after you have left high school and have become an adult. Here are the important ones we want you to remember.

- The Scientific Method/Process is bigger than science: it can be applied to many areas of life.
- Organisms adapt to their environment in order to survive.
- People will try to change their environment to meet their needs.
- All research begins with a question.
- People can change their community for the better.
- Organization has a positive impact on the outcome of a task (hey, did you notice that one at the end of the previous section?)

Power House Sophomore Exhibition
Teacher Directions

STEP 1: Creating the Essential Question
Due Feb. 27

Goal: Students will design a central research question relating to their topic of interest after brainstorming several ideas.

FIRST: Students will brainstorm several topics that interest them and that relate to the concept of adaptation or change. They should think about what some problems associated with these topics are that could lead to an interesting research investigation?

Examples: Endangered animals
Skateboarding
School failure rate

NEXT: Students choose one or more of the topics and create several questions about those topics.

Examples – How do Pandas adapt to their natural environment? Why are Pandas on the endangered species list? Have environmental conditions contributed to the near-extinction of Pandas?

What can skateboarders do to change the negative perspective of the community toward them? Why do businesses have bad attitudes about skateboarders? Is there a stereotype about skateboarders?

THEN: Students brainstorm subjects, verbs and objects to fill in the blanks of the question kernel below. The subject will be the person or thing that can make a change; the object will be the problem that needs to be changed. The verb may be the word change or adapt, or a synonym for those words (like improve, decrease, increase...)

“How does/do/can _____ (subject/independent variable) adapt to or change (choose one verb) its/their _____ (object/dependent variable)”

Subject/IV	Verb	Object/DV
Pandas	Adapt to	Natural environment
Skateboarders	Change	Community of Lakewood
A small school	change	Freshman failure rate

WRITE the draft of the research question below:

Examples:
How do pandas adapt to their natural environment?
How can skateboarders change the negative perception by the Lakewood community?
How can the Power House staff decrease the freshman failure rate?

**Power House Sophomore Exhibition
Teacher Directions**

Finally: Students will refine their question for research using the filters below to determine the suitability for inquiry and testing.

- **Is this really a problem?**
- **Is this a problem that interests me?**
- **Is this a researchable problem; can data be collected and analyzed for this problem?**
- **Is this a problem with a possible solution (or many possible solutions)?**
- **Will resources be available from a variety of resources?**

If the student cannot answer "yes" to each of the questions, s/he will need to revise the questions or choose a new topic and formulate a new question.

STEP 2: Researching your question
Due Feb. 27

COMPONENTS

KWHL

Use a KWHL (know, what to know, learned) chart to determine what you already know about your question, what you want to find out more about, and how you will go about finding the information. Turn this in to your mentor. You will fill out the last column ("What I learned") after your research is completed.

Resource Log & Requirements

Search for information needed to better understand your problem and to answer the essential question; use at least 5 different resource types - i.e. periodicals (magazines, newspapers, SIRS articles), people, audio-visuals (videos, cassettes, TV, radio), textbooks, reference books (encyclopedia, almanac, other specialty, pamphlets, primary documents (speeches, laws, minutes of meetings...), technical manuals, internet sources.

Keep a resource log of all sources consulted. This will include all bibliography information in MLA format, a summary of the written piece, important details written as paraphrased or direct quotes with page number citations which you will use in your lab paper, and personal comments/reflection about the details. (see research log form included in this packet.) Resource Logs are due by Feb. 27.

Glossary

Define unfamiliar terms you find during research and create a glossary. (see sample and directions included in this packet). Use at least 5 of the new terms in your lab paper and presentation. Glossaries are due on Feb. 27.

STEP 3: Setting up the Hypothesis and Experiment
Due Mar 26

Introducing your problem and creating the hypothesis

Based on your research, what problem/situation seems to be emerging as most important for you? How might this problem be solved? Make a prediction about what changes or adaptations might result in a solution to the problem. Phrase your idea into an "if...then" statement. This will be your hypothesis.

Example: The problem is that American teenagers are generally overweight and have unhealthy eating habits.

Solution idea/Hypothesis: "If current vending machine items were replaced with more nutritious selections, then student health will improve."

Designing the test/experiment

How will you test your hypothesis? Design a plan to see whether your proposed idea will solve the problem.

Define the purpose of the experiment - what do you hope to learn? What do you want to prove or show?

What data will you collect to validate your prediction? What do you expect the data to reveal?

- Identify the dependent and independent variables and controls
- Determine what data is needed and design the data collection tools (survey, observations, measurements, collecting hard data)
- Set procedures - i.e. control group, test group
- List materials
- Draw or photograph the equipment and/or set up of your experiment (optional)

Power House Sophomore Exhibition

STEP 4: Data Collection and Analysis due April 19-23

Gather data and create graphic organizer to display it

***Please make sure all students have signed a laptop consent form**

After determining what data will be useful to help answer your essential question or solve your problem, create a means of collecting the data (survey, gathering facts...) and gather all the information.

Then, determine the technology software that will be most effective in organizing and explaining the data--tables, bar graphs, pie graphs, line graph (check point). Is data qualitative or quantitative? This makes a difference in selecting the best way to display it.

Create a data display using technology software.

Analysis of Data (need to create a document/protocol to help students work through the analysis)

After looking at the data to uncover trends and patterns, write a summary explaining the relationships you observed. What has the data revealed?

Due date for data display and analysis summary: April 19-23

STEP 5: Scientific Process Paper

Rough draft due May 5; Final draft due May 14

The scientific process paper is a paper that explains a problem that was researched, a solution that was proposed and the results of testing the method of solving the problem.

FORMAT

- typed
- Times New Roman font style
- 12 point font size
- double spacing
- MLA style rules for citing documentation within the paper and Works Cited page at the end

COMPONENTS

You should include **all** components in your paper. The thoroughness of your report will determine the length of the paper.

Include at least 10 of the vocabulary words from your glossary in this process paper. The vocabulary should be woven naturally into your sentence construction. Feel free to use more than 10, if they fit naturally. If a vocabulary word will be unclear, be sure to work the definition into your writing, but do not use parenthesis. When you use the word for the first time, **BOLD** the font.

EX: The Jews were the **scapegoats**, or group who received the blame, for the bad economic times in Germany during the world's Great Depression in the 1930s.

Title Page

The title should tell the reader exactly what you are studying and include the independent and dependent variables. You may use a larger font size for the title of your paper.

Examples: Natural Adaptations of Pandas in the Wild.
Scheduling Changes in the Power House to Increase Student Achievement

Also include your full name, your grade, date the paper is due, and your mentor's name. These should be centered both horizontally and vertically on the title page. You may use a font size larger than 12-point, but smaller than the title for this. See your teacher's example.

Section 1 - Introduction

This section will identify the topic you studied and why it interests you. It should also include your purpose and what you hope to learn.

Section 2 - Background Research

Power House Sophomore Exhibition

This section will include all of the information you gathered before you began thinking about how to solve your problem. It is the information that helped you form your hypothesis, or possible solution. Otherwise, your hypothesis is just a baseless opinion or a guess. Go to the library or internet and learn everything you can about your topic. Use sources such as your textbooks, journal articles, books, and the Internet to explore your topic. You can also make observations, talk to professionals in the field, write or e-mail companies for specific information. When you write factual information you found, be sure that you cite your sources from the research logs you prepared during your investigation.

When you think about your topic problem, what is the question you are trying to answer? This question should be written at the end of your background information. Your entire report should be directed at answering this question.

Examples: What changes will the Power House need to make to increase student achievement?
How can man help Pandas survive in the wild?

Section 3 - Hypothesis and Experimental Design

Based on your research, form a hypothesis that will be an educated guess or prediction about how your proposed solution will affect the problem. The hypothesis should be written in an "if...then" format.

Example: If 3 minutes were added to passing periods, then tardies would decrease.

Next, describe the procedures you followed to test your hypothesis. List all of the materials you needed to investigate your hypothesis. These might include surveys you designed or other resources you used. Write about the procedures you followed so that someone else could repeat the investigation if they wanted. Have a friend or parent read through your procedure to be sure you have not forgotten anything. This part of your paper can be done in a step-by-step list or a written paragraph. You should identify the independent and dependent variables in your procedure as well as the controls you used to guard against erroneous conclusions being drawn.

Section 4 - Analysis of Data

As you followed the plan to test your hypothesis, your observations tell what actually took place. An observation is a description of a change that is measurable in some way. Record the data you gathered from surveys, measurements and other observations in the form of a table or chart. Be sure to label each table and graph. Then transfer this data into an appropriate graph to show trends. All data collected should be included in this section of your report.

Analyze your data and look for patterns. What does the data tell you? Did your results support your hypothesis? Explain why or why not. Be thorough. Allow your readers to see your train of thought. Compare your results to published data, commonly held beliefs and your

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expected results. Include a discussion of possible errors. How did the data vary between repeated observations of similar events? How were your results affected by uncontrolled events (things that you may not have thought of being influential)?

Section 5 - Conclusion

This section begins by stating the answer to the proposed question. Briefly summarize your results and focus on how this experiment applies to the real world. How does this experiment relate to your life and the world around you? What other questions did this project raise for you? What future investigations could be carried out to help readers better understand the concept/problem being studied? How you might you have changed or improved upon the procedure you used?

Most importantly, what did the experience teach you?

Section 6 - Works Cited Page

A Works Cited page is an alphabetical listing of all the documented resources you referred to in your paper. If you found 10 resources, but only used 3 in the paper, ONLY the 3 may be listed on the Works Cited page.

Your research logs will have all the information you should need to assist with this process.

Section 7 - Appendix

This is where you should include your glossary and reading logs, as well as anything you want to add that does not fit anywhere else. An example would be the actual survey you designed to collect data, a drawing of a piece of equipment, or an extra graph that was part of the background research.

