

## 608. Implementing High School Successful Practices

### Student Outcomes

- I. Students will:
  - A. Understand the successful practices educators can use in creating and implementing effective plans to improve the academic performance of all students.
  - B. Understand the implications of a “systems approach” where teachers become agents of change not objects of change.
  - C. Understand the use of data to make decisions.
  - D. Understand the implications of focusing on the transition years (9<sup>th</sup> and 12<sup>th</sup> grades).
  
- II. Students will:
  - E. Identify the characteristics of focusing on instruction – not school structures.
  - F. Identify ways to build relationships.
  - G. Learn about planning to focus on the hardest to serve students.
  - H. Seek ways to organize high expectation instruction and assessment along a continuum to enable students to obtain higher academic standards.
  
- III. Students will:
  - I. Review in-depth analysis of the unifying components and characteristics found in all types of successful high schools.
  - J. Develop a needs assessment to determine their high school(s) highest priorities.
  - K. Develop a team plan with specific activities that address developing a process to move from a traditional high school to one that is highly effective for all students.

## Annotated Syllabus

Course Content	Where/how Covered
<ul style="list-style-type: none"> <li>• <b>Preparing Students for our Changing World</b> <ol style="list-style-type: none"> <li>1. Understand the implications of focusing on the transition years (9<sup>th</sup> and 12<sup>th</sup> grades).</li> <li>2. Understand the use of data to make decisions.</li> <li>3. Understand the implications of a “systems approach” where teachers become agents of change not objects of change. Understand the <u>successful practices</u> educators can use in creating and implementing effective plans to improve the academic performance of all students.</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• Graduate Course Session I</li> <li>• Opening Session</li> <li>• Concurrent sessions</li> <li>• ICLE White Papers</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Successful High Schools – What Makes Them Work</b> <ol style="list-style-type: none"> <li>1. Identify the characteristics of focusing on instruction – not school structures.</li> <li>2. Identify <u>ways to build relationships</u>.</li> <li>3. Learn about planning to focus on the hardest to serve students.</li> <li>4. Seek ways to organize high expectation instruction and assessment along a continuum to enable students to obtain higher academic standards.</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• Opening Session</li> <li>• ICLE White Papers</li> <li>• Concurrent sessions</li> <li>• Graduate Course Session II</li> <li>• Work Team Planning Sessions</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Creating Successful High Schools</b> <ol style="list-style-type: none"> <li>1. Review in-depth analysis of the unifying components and characteristics found in all types of successful high schools.</li> <li>2. Develop a needs assessment to determine their high school(s) highest priorities.</li> <li>3. Develop a team plan with specific activities that address developing a process to move from a traditional high school to one that is highly effective for all students.</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• Graduate Course Sessions II &amp; III</li> <li>• ICLE White Papers</li> <li>• Work Team Planning Sessions</li> <li>• Concurrent sessions</li> <li>• Paper/Project development and submission</li> </ul>

## Course Schedule

### By Saturday, October 1

Register for the three-credit hour graduate course **608. Implementing High School Successful Practices**

### Saturday, October 1

- 7:30 – 8:15 a.m. **Graduate Course Session I: *Registration and Update*** – Dale Eggebraaten, International Center for Leadership in Education – **Ambassador Ballroom**
- 8:30 – 10:00 a.m. **Conference Opening General Session, Dr. Willard Daggett *Learning Criteria*** – Ray McNulty - **Regency Ballroom**
- 10:30 – 12:00 Noon Concurrent Sessions
- 1:00 – 2:30 p.m. Concurrent Sessions
- 2:45 – 4:30 p.m. Work Team – *Needs Assessment Development*
- 4:30 – 5:15 p.m. **Graduate Course Session I (Repeat from 7:30 a.m. Session): *Registration and Update*** – Dale Eggebraaten, International Center for Leadership in Education – **Ambassador Ballroom**

### Sunday, October 2

- 8:30 – 11:45 a.m. **Work Team Sessions** guided by International Center for Leadership in Education Point Person(s)
- 1:15 – 4:30 p.m. **Work Team Sessions Continued**
- 4:30 – 5:30 p.m. **Graduate Course Session II: *Being an Education Change Agent*** – Dale Eggebraaten, International Center for Leadership in Education – **Ambassador Ballroom**
- 4:30 – 10:00 p.m. **Work Team Sessions** – *As needed*

## Monday, October 3

- 8:00 a.m. – 10:00 a.m. – **Facilitated Work Team Session** – *Complete Plan/Assignment*
- 10:30 – 11:30 a.m. **General Session** – *Revisiting the Learning Criteria* – Ray McNulty  
**Closing Remarks:** Dr. Willard R. Daggett
- 11:30 – 12:30 p.m. **Graduate Course Session III:** *Putting the Pieces Together – Your Questions Answered*, Dale Eggebraaten, International Center for Leadership in Education – **Ambassador Ballroom**

## October 31, 2005

### ***Read the following “White Papers:”***

- *Reforming American High Schools – Why, What, How*
- *Achieving Reading Proficiency for All*
- *Jobs and Skills Gap*
- *Why No Child Left Behind Matters*
- *The Future of Career and Technical Education*
- *Technology 2008: Preparing Students for Our Changing World*

These can be downloaded by linking to International Center’s White Papers at:  
[www.icle.net/white\\_papers.html](http://www.icle.net/white_papers.html)

### ***Subscribe and review one of the following electronic newsletters:***

ASCD Smart Brief: <http://www.smartbrief.com/ascd/>

NCLB Newsletter: <http://www.nclb.gov/subscribe.html>

Education Weekly: <http://www.edweek.org/>

### ***Down Load and review***

Lexile Framework Resource Kit <http://www.lexile.com>

Deadline for submitting paper/project (October 31, 2005) (8-12 pages) to International Center for Leadership in Education, 1587 Route 146, Rexford, NY 12148

Attention: Dale Eggebraaten or e-mail: [dale@leadered.com](mailto:dale@leadered.com)

## Outline for Paper (8-12 pages)

- I. The need for high student performance
- II. Description of your high school/district
- III. Local challenges that must be addressed to move toward a more rigorous and relevant curriculum for all students:
  - A. from students
  - B. from faculty
  - C. from parents
  - D. from community
  - E. from others
- IV. Description of your job responsibility
- V. Description of successful practices initiatives to be taken in your high school to address
  - A. Creating the Culture and learning environment that promotes high achievement
  - B. Use data effectively to make instructional decisions
  - C. Create a dynamic real-world curriculum that is both rigorous and relevant
  - D. Redesign both 9<sup>th</sup> and 12<sup>th</sup> grades to meet the needs of students better
  - E. Increase academic success for special education students
  - F. Achieve academic excellence through career-technical education and the arts
  - G. Increase learning time in the high school day/calendar
  - H. Employ practices that actively engage all students in learning
  - I. Teach reading across the curriculum
  - J. Establish innovative school-business partnerships
  - K. Garner community support
  - L. Include Plan developed at Symposium

**Please note: Your paper must be received by October 31, 2005.**

**Please send it to:**

***Dale Eggebraaten***  
***International Center for Leadership in Education***  
***1587 Route 146***  
***Rexford, NY 12148***  
***or***  
***dale@leadered.com***  
  
***fax (518) 399-7607***

Rubric for Graduate Level College Credit

Grade	Criteria			
	Timeliness	Content	Evidence	Presentation
A Outstanding	The paper/project is submitted on time.	The paper/project thoughtfully and thoroughly addresses items I-V as detailed in the "Outline for Paper"	The paper/project cites sufficient, accurate, and appropriate evidences from the required readings and sessions to support major ideas.	The paper/project is well organized, reader friendly and meets traditional scholarly standards.
B Successful	The paper/project is submitted on time.	The paper/project addresses items I-V as detailed in the "Outline for Paper"	The paper/project cites sufficient evidence from the readings and sessions to support major ideas.	The paper/project is well organized and reader friendly.
C Adequate	The paper/project is submitted on time.	The paper/project states items I-V as detailed in the "Outline for Paper" but does not discuss them in depth.	The paper/project cites some evidence from the readings and sessions but does not link evidence clearly to the assigned topics.	The paper/project is organized.