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# High School Redesign

2013-2014  
Foundational Principles  
And CCH

# Assessment

- Variety - including portfolios, projects and performance assessments.
- Opportunities to make up work or redo
- Assessment informs teaching
- Explicit expectations; rubrics and exemplars

- True genius resides in the capacity for evaluation of uncertain, hazardous, and conflicting information.

◦ [Winston Churchill](#)

◦



# Flexible Learning Environments

- Diversity in entry and exit points in the curriculum
- Expansion of the traditional “school day”
- Opportunities for on-line, home, and individual learning time
- Schedule fits the student



# Mastery Learning

- Continuous learning (credit recovery )- opportunities
- Use of formative assessments
- No time barriers
- Self-directed learning is valued
- Project-based learning



# Meaningful Relationships

- o Teachers as mentors
- o Regular communication between teachers and students
- o No student feels anonymous
- o Mutual respect and trust is built



# Personalization

- Teacher advisory programs
- Multiple forms of assessment
- Cross-curricular teaching and learning
- Credit recovery options
- Showcase student work



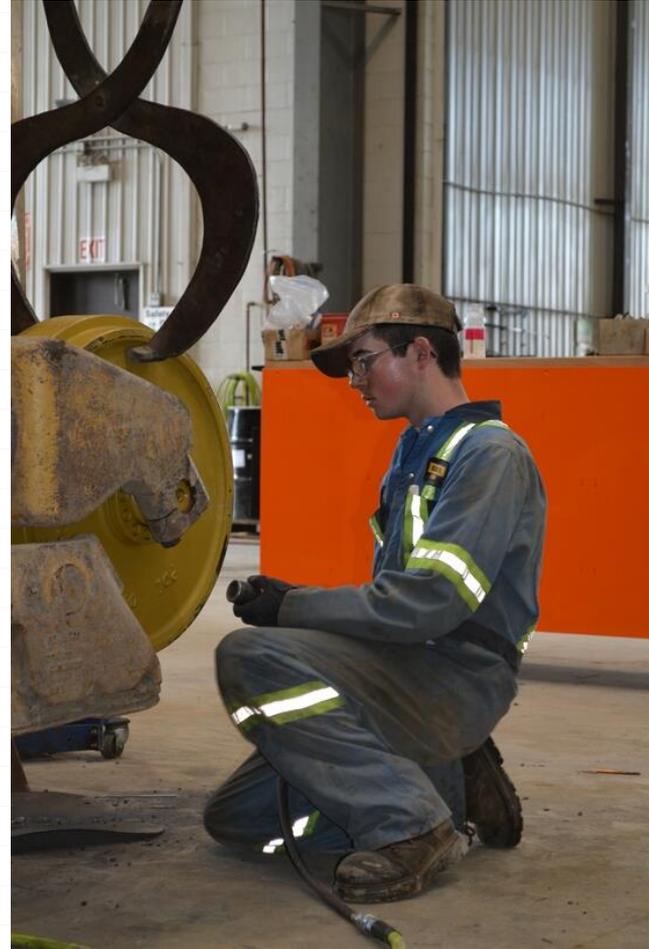
# Rigorous and relevant Curriculum

- Development of real world application of concepts and skills
- Use of sound, research based teaching methods
- Higher-order thinking skills; critical thinking
- Sharing of strategies that work



# Home and community involvement

- Parents are actively involved in learning
- Student interact with the community
- Business and industry are partners



# Educator Roles and Professional Development

- o Time for collaboration and shared decision making
- o Use of instructional leaders and learning coaches
- o More time for professional development



# Welcoming, Caring, Respectful, and Safe

- Student voice is valued, listened to and acted upon
- Shared responsibility is expected.
- Diversity is celebrated
- High expectations are held for all

