

Category C: Standards-based Student Learning: Instruction

C1. INSTRUCTION CRITERION

To what extent are all students involved in challenging learning experiences to achieve the academic standards and the expected school-wide learning results?

Results of Student Observations and Examining Work

Indicator: The school's observations of student working and the examining of student work provide information on the degree to which all students are involved in learning to assist them in achieving the academic standards and the expected school-wide learning results. The school, particularly, has evaluated the degree of involvement in the learning of students with diverse backgrounds and abilities and modified approaches based on findings.

Findings

The close monitoring of students and analysis of their work is done across the board at Woodside. AVID has been successful in keeping students on track for college and highlighting the Leadership and Sense of Accomplishment conditions. The individual subject departments are deeply committed to following and keeping track of student achievement. Many departments provide students with rubrics for assignments to clarify expectations. All teachers incorporate ALS strategies to help with student engagement. New this year, teachers are using the iKnowSurvey (online) which elicits student feedback about a teacher's impact on their learning. Teachers in all departments are tracking CELDT students to monitor their progress.

In the Math and English departments, the students take periodic benchmark tests to measure student achievement and mastery of learning goals. Based on the results of these assessments, teachers can tailor lessons to re-teach challenging material or to move ahead when material is easily comprehended. The Social Studies and Science departments work closely with the students in their departments in making recommendations on courses to pursue in subsequent years. The World Language Department closely monitors student language acquisition via placement tests and interviews. Students are always aware of the levels of achievement necessary to move to the next level.

Over the past three years, Woodside has developed some exciting new course offerings and structures based on student feedback and student need. These offerings are a direct result of interviews and feedback from students as they assess their learning opportunities at Woodside.

The Green Academy was created in response to student interest in a curriculum more concerned with environmental issues. Woodside modeled the Green Academy structure on its already

Supporting Evidence

Collaboration Notes

www.qisa.org

Course Description Handbook

Dept Meeting Agendas

Rubrics

CELDT portfolios

On-line surveys

Bench mark tests

Master Schedule

Academy material

successful Business Tech Academy. Both of these programs have been very successful in overcoming the achievement gap, which is one of our areas of critical need. The Academies offer many opportunities integrating the Quaglia’s “8 Conditions,” which have become the new ESLRs. Students in the Academies work with the same teachers (English, social studies, math/science, and CTE) throughout their three years in the Academy. In addition, all students in these programs work with mentors during the junior year. Student work and academic progress are constantly monitored by this tight team of teachers. Students are aware of what is expected of them, they are aware of the standards, and the ESLR work is implicit in what they do every day.

Digital Media/Art Department

Student interest has led to additional course offerings, particularly in the Arts. Woodside now offers courses such as Guitar Instruction and Audio Production. These courses complement our existing video production and digital photography courses. Woodside has developed a Digital Media Pathway and will be building a Digital Media Center. Woodside also boasts a successful Engineering Pathway. Student and parent interest was also the impetus for opening a section of Mandarin. Additionally, these offerings help students understand and integrate the new ESLRs, especially those related to Belonging, Curiosity & Creativity, Fun & Excitement and Leadership & Responsibility.

Student Understanding of Performance Levels

Indicator: The students know beforehand the standards/expected performance levels for each area of study.

Findings	Supporting Evidence
<p>Teachers at Woodside constantly strive to ensure that students are aware of the standards they are working towards in their various classes. As has been the practice for over ten years, teachers include standards information in their syllabi and on their websites. In addition, teachers often post standards in their daily agendas. This enables students to be accountable for what material they are covering on any given day. Woodside has been careful in selecting textbooks that follow the California State Standards. Student textbooks are an additional resource in outlining for students which standards are the focus of a particular lesson. In these three ways, students are constantly aware of which standards are the current focuses.</p>	<p><i>Syllabi as posted on www.woodsidehs.org</i> <i>Daily Agendas</i> <i>ALS website</i> <i>Benchmark tests</i> <i>AP tests</i> <i>Rubrics</i> <i>School Planner</i> <i>AVID Poster (A-G requirements)</i> <i>College Day</i></p>

Though this work around standards has remained relatively constant, Woodside has employed some new strategies school-

wide to help students identify learning goals. As mentioned in other sections of this self-study, Woodside has been working with Action Learning Systems (ALS). The entire staff was trained in ALS methodologies. Students are now shown “What (the material to be learned for the day), Why (the relevance of the material), How (the way learning will be assessed)” in their classes. Teachers in the core subject areas also had training on additional ALS methodologies in delivering curriculum in ways to make the material accessible to all students, regardless of their gifts or challenges as learners. Students are more likely now to see such things as concept mapping, word banks, or other cognitive tools in their classes. As mentioned previously, students have access to grading rubrics as they work on assignments.

On a broader scale, students meet with their counselors as a grade-level group as well as individually to understand graduation requirements and college entrance requirements. New in 2011, the college/career advisor meets with the entire 9th grade class to outline college entrance requirements.

Differentiation of Instruction

Indicator: The school’s instructional staff members differentiate instruction and evaluate its impact on student learning.

Findings

Woodside has been focusing on the Achievement Gap (CAN) for several years. Among the many strategies to help all students succeed, Woodside had all teachers go through training with ALS. Core subject teachers were also trained in Direction Interactive Instruction (DII). Many classes are heterogeneous, therefore all teachers must have a wide range of techniques in delivering effective curriculum. For example, teachers offer project menus or a choice of assignments based on ability level, or they provide alternative assessments. Several Collaboration 2 groups are designed to look at and implement best-practice strategies. During classroom observations, evaluators are looking for ways teachers implement the DII strategies. Over one-third of Woodside Staff is trained as a Collaborative Learning Group cohort. These teachers went through intensive summer training, and then also participated in multiple on-going school year sessions. They have been responsible for reporting back to their respective departments on new techniques and strategies for effective teaching. To best reach students with varying levels of abilities, Woodside has a wide range of offerings in English and Math. English courses range from Intensive Intervention to Strategic

Supporting Evidence

ALS website

CLG Meeting Schedules

*Department Meeting Agendas
Course Handbook*

Intervention through the Advanced Standing or AP level. The math department also has courses designed to meet students at their current level, and advance them. Math offers the full spectrum of classes from Algebra Readiness and Algebra Support to Calculus AB/BC and Finite Mathematics. Woodside still has plenty of work ahead to close the achievement gap. Woodside has, however, through all the attention to the practice of effective teaching, made great strides in reducing the number of students who are not successful.

Student Perceptions

Indicator: The students understand the expected level of performance based on the standards and the school-wide learning results. Through interviews and dialogue with students that represent the school populations, the school learns about the students' perceptions of their learning experiences.

Findings

Work involving the school ESLRs has seen some dramatic change since our last WASC visit. The senior class of 2011 completed an ESLR portfolio in which they wrote reflective pieces about work they had accumulated over the four years as evidence of the eleven ESLRs. Similar to standards, ESLRs were (and continue to be) included in syllabi or on daily agendas in class. Students were aware that what they were learning was tied to one or more of the identified ESLRs. The 2011 graduates are the last group of students to complete the ESLR project in this form because during the 2010-2011 school year the school community reworked the ESLRs that would guide such a project.

As mentioned in other sections in this self-study, Woodside has worked closely with the Quaglia Institute. This collaboration fostered conversation on campus and in the school community about re-focusing the ESLRs. Beginning with the 2011-2012 school year there are new ESLRs based on the "8 Conditions" for student success. Students will be responsible for explicit curriculum as stated in the California State Standards, and the implicit curriculum, qualities such as leadership, honesty, and heroes are the ESLRs. A new ESLR project/assessment will be generated to help students reflect on their integration of the implicit curriculum. The staff is considering a means to further assess the ESLRs by incorporating the "8 Conditions" more explicitly into the existing school-wide Writing Day.

Students are aware of the 8 Conditions/ESLRs because they are embedded in teacher syllabi, they are discussed in classes, and they are posted in classrooms and printed in student planners.

Supporting Evidence

ESLR portfolios
Course syllabi

www.qisa.org
SDMC minutes
School planners
8 Conditions Posters

Writing Day prompts

C1. Instruction: Additional Findings

Prompt: *From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?*

Findings

Woodside High School prides itself on providing an academically challenging experience to all students. Whether a student is mastering a third language, taking a college course, or is trying to grasp Algebra 1, Woodside is a place where all students learn. Because Woodside recognizes that students have different challenges, the school offers a wide range of courses, and a wide range of support opportunities to help students succeed. Tutoring at Woodside comes in many forms. There is subject-specific tutoring in all core departments and many teachers are available before school, during brunch and lunch, or after school for class specific tutoring. In the past, Woodside offered an Honors Consortium (for higher achieving students looking to advance in a specialized skill) and the After School Program which focused on at risk students.

Unfortunately, due to budget limitations, we are not currently offering these programs. Woodside has been able to maintain Title 1 mentoring. The school submitted a 21st Century grant application that could potentially bring 1.25 million dollars over the next five years for a comprehensive after school program. Students at Woodside know there is always someone available at any level of challenge to help them with their learning needs.

Prompt: *Comment on the degree to which this criterion impacts the school's addressing of one or more of the identified critical academic needs.*

Supporting Evidence

Student Agenda calendars

www.woodsidehs.org

Study Week Schedule

Tutorial list

21st Century grant application

Findings

Woodside is working hard to address both CANs via its instructional offerings. Obviously there is no single magic bullet for the achievement gap, but the school is employing multiple strategies to reach all students. Woodside is working with Academy structures, high-interest course offerings, improved instructional technique, and tutoring opportunities to help all students find success. Our second CAN, Campus Climate, is also being addressed Academy structures, and high-interest course offerings, as well as a concerted effort at creating extra-curricular activities for all students. The Leadership classes have been instrumental in creating opportunities and for driving greater student participation. Students feel like they belong and have a vested interest in Woodside High School. They want to be at school because they feel connected to the school community, or perhaps because they are excited about learning the guitar, or collecting items for a school food drive.

Supporting Evidence

SDMC minutes

Course Catalog

Student Activities Calendar

Collaboration 2 group: Campus Climate

Principal's student advisory

Leadership activities/calendar

C2. INSTRUCTION CRITERION

To what extent do all teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom, that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels?

Current Knowledge

Indicator: Teachers are current in the instructional content taught and research-based instructional methodology.

Findings

Woodside High School has a highly qualified core of teachers who are dedicated to the craft of teaching. All staff are considered highly qualified based on the NCLB guidelines. Teachers regularly participate in staff-development opportunities offered on-site, at the district, or through other professional organizations. Annually, for example, Woodside sends AP-certified staff to AP workshops to keep those teachers prepared and updated on test and/or curricular changes. The teacher-evaluation process has also evolved over the past three years to become more student focused. When evaluators enter the room, they are looking more at what the students are doing, rather than what the teacher is doing. They are looking specifically for student engagement in the learning process. In the classroom teachers are using high-interest ancillary materials such as pod-casts, current event articles, and other content-specific materials that are timely in their course of study.

On site, Woodside has a Bilingual Resource Teacher (BRT) on 80% assignment who works with staff to train them in the most current and effective methodologies for working with English Language Learners (ELL). The BRT also creates a data-trail for all students who have been identified as ELL, and monitors their progress. This type of data collection allows the Woodside staff to constantly be aware of areas that need improvement, as well as areas that are succeeding.

A new development in the past two years has been the use of collaboration time. Every week Woodside teachers set aside an hour to work together in collaboration groups. Woodside currently has two separate collaboration cohorts. Collaboration 1 time is used for teachers who teach the same subjects to work together on articulation, project ideas, innovative strategies, and curricular development. Collaboration 2 groups are comprised of teachers from a variety of disciplines and some include parents and students, working together on a common school-wide goal. For several years, Woodside has had a “Greenies”

Supporting Evidence

Professional Development Forms

Teacher Evaluations

BRT

Collaboration 2 agendas

ALS professional development

group. The “Greenies” work together on school-wide green projects, such a recycling, energy use, etc. Another successful Collaboration Two group is the Language Development Across the Curriculum. This is a group of teachers from a variety of disciplines who want to work on best-practices in language learning and exchange lesson ideas that are applicable across all content areas.

CLG cohort

As mentioned in previous sections, Woodside has done extensive training with ALS. All teachers on staff participated in a 90-minute training session, and teachers in core departments had an additional full day session focusing on DII. One-third of teachers have been trained to be members of a Collaborative Learning Groups (CLG) cohort. The teachers were trained during a week-long summer session, and have participated in monthly training updates. These teachers, in turn, have been responsible for reporting out to their respective departments on successful lessons and techniques.

Teachers as Coaches

Indicator: Teachers work as coaches to facilitate learning for all students.

Findings

Both the Math and English departments use coaches. The coaches are identified as experts in their subject areas, and are trained to assist others with areas of need, specifically related to instructional practices and assessment. Historically this has meant model teaching, observations, or help with curriculum development. Additionally, these coaches work with Data Director to help teachers track and maintain data about their students’ performance.

Supporting Evidence

English and Math Department

Woodside also has teacher coaches to help with our Infinite Campus student data system. Teachers use Infinite Campus to track attendance, grades, and access student information. There are four teachers on staff who are trained to assist other teachers with their IC questions.

The Bilingual Resource Teacher does coaching work with Woodside staff. The BRT can help design or implement a lesson in any class with ELL students.

BRT

Woodside also works extensively with the Stanford School of Education and other local institutions in training new teachers. This relationship becomes a reciprocal training opportunity as the new-teacher candidates can be counted on to share the latest

STEP

pedagogies with their co-operating teachers.

The Teacher Induction Program (TIP) provides an opportunity for first and second year teachers to clear their preliminary credentials and also provides guidance for new teachers. Each new teacher is assigned a coach and mentor from among the teaching staff.

TIP

Woodside teachers have the opportunity to work with Peer Assistance and Review (PAR). PAR is run at the District level. A trained veteran teacher works with any teacher or staff who wishes to have additional feedback on how to improve their practice.

PAR

Examination of Student Work

Indicator: Representative samples of student work demonstrate: a) structured learning so that students organize, access and apply knowledge they already have acquired; b) that students have the tools to gather and create knowledge and have opportunities to use these tools to research, inquire, gather, discover and invent knowledge on their own and communicate this.

Findings

In any given class at Woodside, from Drama to Foods to French, there are examples of student work that is representative of the knowledge they are acquiring in that subject area. There are two school-wide assessments that are more universally illustrative.

Supporting Evidence

SEP – folders

One of the best examples of student work is the Senior Exhibition Project (SEP). Each senior picks an appropriate topic and creates an Essential Question in an area of interest. Students do extensive research on the topic during the course of their senior year. The research process includes an experiential component (interview, job shadow, service learning). The students then submit an eight to ten page research paper as a final product. The final essays are read by the entire staff. A second representative piece of student work is the ESLR portfolio project. The ESLR project was started in 2005. Students had to identify for each class a piece of work or an activity which corresponded to one of the ESLRs. All this work was then collected in a portfolio. Over the four years spent at Woodside, students should have collected a representative piece of work for each of the eleven ESLRs. Annually, the entire staff evaluated the senior portfolios. Though ultimately this project was successful, it was a cumbersome undertaking. This past year, 2011, was the last year the project existed in this format. The ESLR assessment will be revised based on the

ESLR portfolio examples

newly adopted “8 Conditions.”

WHS is working on “Woodside Writes.” This is a school-wide writing project in which students composed a series of writing prompts for each grade level that staff evaluated in January of 2012.

Woodside Writes

Indicator: Representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, project, discussions and debates and inquiries related to investigation.

Findings

Woodside students are given a wide variety of opportunities to explore the world around them. As mentioned previously, the SEP is an intense undertaking where students are required to interview experts, and to use a wide variety of sources in investigating an Essential Question. Many students also complete a preparatory assignment in their junior year to set the stage for the SEP.

In smaller arenas throughout the Woodside community students are engaged in a wide array of learning experiences that require investigation, reasoning, and demonstration of skills. Examples include labs in science classes, catering events in foods classes, debates in social studies, role-playing in language classes, productions in music and drama, and art-shows in the arts, ceramics, or photography classes.

Supporting Evidence

Senior Exhibition Project booklet

Junior Exhibition Project

Syllabi
Student Events calendar
School Clubs
School and teacher web-sites

Indicator: Representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the expected schoolwide learning results.

Findings

Woodside is proud of the way technology is integrated into all classes. There are Smart Boards in all classrooms. There are five dedicated computer labs, six portable cart labs, and countless computers available for student use in individual classrooms.

Woodside staff updates the webpage daily and students and parents can access, syllabi, lessons, homework, and class handouts from individual teacher web-pages. Woodside High School is on both Facebook and Twitter.

Supporting Evidence

Course Handbook
Technology Plan
woodsides.org

Woodside World online

What is perhaps more exciting to us at Woodside, however, is the number of courses directly related to digital technology. Woodside has a Digital Media Pathway (CTE). We offer Audio Production, Video Production, Web Design, Digital Photography and Animation. The journalism class produces a

digital newspaper, complete with sound and video bites. Students in math classes use calculators, java applets, videos, and other software applications. In science, students use a variety of technology from microscopes to motion detector tools. In both math and science teachers use Class Performance Systems to generate instant digital quizzes or questionnaires. In the Green Academy CTE course, students are working with GPS units. In the Business Academy, students have three years of business-related computer technology/software training. In short, students have a vast array of possibilities and opportunities for using and becoming proficient in digital technology.

Indicator: Representative samples of student work demonstrate student use of materials and resources beyond the textbook, such as utilization and availability of library/multimedia resources and services; availability of and opportunities to access data based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.

Findings	Supporting Evidence
<p>As mentioned in early sections, the SEP requires students to use a variety of sources in researching the essential question. The library is fully equipped with a wide range of multi-media resources and subscribes to a variety of on-line data banks. Students have access to this material on a daily basis. Woodside uses Smart Board technology to stream web content ranging from language learning pod-cast to the latest Brian Greene installment on PBS.</p>	<p><i>SEP materials</i></p> <p><i>WHS Library</i></p>
<p>Woodside offers CTE courses that use math and technology to access, critique, and produce media in multiple digital formats. Journalism students investigate and communicate issues in the school community while making use of collaborative Google documents, emerging online media tools (Prezis, Digital Publishing, Digital art submission), audio podcasts, and video pieces. Audio Production, Film Critique, and Animation are all part of the Digital Pathway and are courses that are based on beyond-the-textbook type learning. Students at Woodside participate annually in the Millard Fillmore Trivia Hunt which involves all multi-media sources.</p>	<p><i>Course Handbook</i></p> <p><i>Technology Inventory</i></p> <p><i>School & Teacher websites</i></p> <p><i>Syllabi</i></p> <p><i>Millard Fillmore</i></p>

Real World Experiences

Indicator: Opportunities for shadowing, apprenticeship, community projects and other real world experiences and applications are available to all students.

Findings

There are many opportunities for Woodside students to continue their education beyond the classroom. Both Academies at Woodside offer field trips, mentoring programs that include visits on the job site. Some students participate in internships and the Green Academy has an outdoor teaching station in the garden. When they work in the garden, they are using math, science, and English skills on projects. Students in the Green Academy have started a small farmer's market on campus to promote healthy food choices, as well as to provide business experience. The Green Academy is also currently working with the local transit authorities on a multiple year project called "Safe Routes to School." The students are interviewing and surveying how their peers get to school and working with San Mateo County in improving access and safety for students. Students get additional business world training via the BUILD program at Woodside. BUILD is based on an entrepreneurial business model: students design and implement their own business plan, seek funding, and open a business.

For several years, Woodside Robotics has been an effective partnership with local businesses, parents, and the school. Students work with engineers from NASA to design a robot that can accomplish specific tasks. The Robotics team participates in a series of competitions throughout California.

The Social Studies Department provides a real-world experience by working with county election officials to train students be poll workers on election day,

The Language department has hosted students from French high schools three times over the past six years. Additionally, the Language Department works hard to get students overseas to experience first-hand the cultures, whether it be through school-sponsored tours or on individual family home-stays or service trips through organizations such as Amigos.

Various clubs such as the Octagon Club and Invisible Children also promote off-campus activities such as community service or activism.

Supporting Evidence

*Green Academy
Academy Field Trips*

BUILD

Robotics

Student Poll Worker list and materials

FACES French student hosting

*Octagon Club
Invisible Children
Leadership class
Safe School Ambassadors*

C2. Instruction: Additional Findings

Prompt: *Comment on the degree to which this criterion impacts the school's addressing of one or more of the identified critical academic needs.*

Findings	Supporting Evidence
<p>BOSA, Leadership, KLEAR, AVID, and Safe School Ambassadors are all groups or classes on campus that fit into this criterion about instruction, yet were difficult to mention in previous prompts. Students who participate in these groups truly represent the full spectrum of the student population. Also, students in these groups are all having educational experiences that are beyond the traditional curriculum. For example, students in Leadership are doing literacy work with primary schools as well as trying to book a site for the Junior/Senior Prom while staying within a budget. Leadership works on fostering school spirit. Students who participate in Safe Schools Ambassadors receive conflict-resolution training and design anti-bullying videos for the whole school.</p>	<p><i>Student Activities Calendar</i> <i>Student Planner</i> <i>Club Day</i> <i>School Climate Committee</i></p>

WASC Category C. Standards-based Student Learning: Instruction: Strengths and Growth Needs

Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and areas of growth for the overall category.

Category C. Standards-based Student Learning: Instruction: Areas of Strength

- Getting feedback from and engaging in dialogue with students
- Using websites and integrating technology
- Making real world connections

Category C. Standards-based Student Learning: Instruction: Areas of Growth

- Implement student engagement strategies across the curriculum and beyond core subjects.
- Increase opportunities for real world connections.
- Re-evaluate use academic of coaches.