HSTW/MMGW Key Practice: Access and Equity

Ensure that all students, including the underrepresented and non-traditional students, have equitable access to intellectually challenging academic and technical studies that emphasize the mastery of skills needed in the workplace and further education. (High Quality Career Pathways)

KEY: ? = Not sure; + = Strength; - = Needs Improvement

Practice/Policy	YES	NO	?	+	-
Does your school:					
• Offer access to career pathways for all subgroups?					
• Offer learning support for all subgroups?					
• Provide access for all students to advanced courses and challenging programs of study?					
• Provide access for all students to classes taught by teachers licensed in the subject area they are teaching?					
• Provide access for disadvantaged students to teachers who have taught more than two years?					
• Provide opportunities for students to sign up for career-tech classes if they want?					
• Use student and school data to identify and develop plans to eliminate potential barriers to success?					
Does your district:					
• Engage teachers in targeted professional development, based on needs?					
• Encourage teachers to participate in leadership opportunities?					
• Ensure that all academic and CTE programs are inclusive and accessible?					
• Incentivize and support teachers to teach in high need subjects and high need classrooms?					
• Hire dually licensed special educators?					
Do teachers:					
• Have high expectations for <u>all</u> students?					
• Help students consider past and current events in historical, geographical, social and economic contexts?					
• Prepare lessons that reflect the lived experiences of diverse populations and acknowledge that perceptions of events are affected by race, ethnicity, culture, religion, education, gender, sexual orientation, disability and personal experience?					
• Receive the necessary support for meeting the instructional needs of student subgroups?					

HSTW/MMGW Key Practice: Culture of Continuous Improvement

Engage the whole community in continuously using data to identify problems and develop plans to solve them.

KEY: ? = Not sure; + = Strength; - = Needs Improvement

Practice/Policy	YES	NO	?	+	-
Does your school:					
• Build professional development around the school mission and goals?					
• Communicate with parents when students are excessively absent or tardy?					
• Convey to parents a culture of continuous improvement?					
• Discuss student performance data on a regular basis?					
• Expect all teachers and administrators to participate in team meetings?					
• Expect teachers to implement a new practice following training?					
• Maintain evidence to show that students are expected and successful at making up missed work?					
• Promote and provide professional development with a defined purpose and goal?					
• Promote professional development that includes research-based instructional strategies?					
• Provide scheduling that allows for advisement time?					
Do teachers:					
• Collect data to evaluate and revise their instruction?					
• Discuss and revise their action plans during team meetings?					
• Participate in focus/teacher teams on a regular basis that foster shared responsibility for school improvement?					
• Use the HSTW/MMGW site review recommendations to guide their revisions?					
Does the principal:					
• Actively participate on the leadership team?					
• Assume the role of instructional leader?					
• Employ a distributed leadership approach to engage teachers, counselors and other staff in problem-solving to plan for school improvement?					
• Encourage discussion on school improvement and classroom best practices during staff meetings?					
• Expect teachers to attend professional development and share learned content with the rest of the faculty?					
• Provide support for classroom instruction through feedback to teachers, participating in classroom activities and promoting innovative strategies?					
• Support new teachers through specialized professional learning, collaboration time with other teachers and providing mentorships?					
• Use school data to make effective decisions and monitor progress toward school improvement?					
Does the community:					
• Support district and school activities?					
• Work with school leaders in developing and communicating the school's vision and mission?					

HSTW/MMGW Key Practice: Guidance and Advisement

Offer personalized guidance, advisement and social-emotional supports that empower students to transition successfully to the next grade and to pursue a full range of career and college options.

<u>KEY</u>: **? = Not sure; + = Strength; - = Needs Improvement**

Practice/Policy	YES	NO	?	+	-
Does your school:					
• Arrange junior/senior college visits?					
• Embrace trauma-informed practices that support students who have experienced trauma?					
• Have a program designed for communicating the school's academic and social-emotional expectations, policies, practices and supports with students and parents?					
• Have an advisor/advisee committee?					
• Have regularly scheduled advisement times?					
• Have written lesson plans for the advisement period?					
• Implement programs that provide students and parents with social-emotional supports?					
• Include career exploration and planning in the advisement program?					
• Incorporate reading and writing into the advisement program?					
• Involve parents and the community in the advisement activities?					
• Involve parents in career exploration activities?					
• Orient new teachers to the advisement program?					
• Partner every student with a caring adult who regularly meets with them ad serves as a contact between school and family?					
• Provide junior/senior mentors for 9th grade students?					
• Provide transition activities for 8th grade students by scheduling high school visits and discussing high school expectations?					
Do advisors:					
• Ask for student input when planning scheduled activities?					
• Include the school support staff?					
• Keep the same group of students across grade levels?					
• Support the program?					
• Talk with students about course selections and high school/postsecondary preparation?					
• Work with the school counselor and with parents in helping students design a personalized program of study?					
Does the guidance counselor:					
• Assist with conducting the advisement sessions?					
• Meet with parents to discuss course selections through middle school, high school, and beyond?					

HSTW/MMGW Key Practice: High Expectations

Create a culture of high expectations with established policies and practices that help teachers embrace classroom practices that elevate learning, promote a growth mindset and ensure each student has access to intellectually demanding coursework and resources.

KEY: ? = Not sure; + = Strength; - = Needs Improvement

Practice/Policy	YES	NO	?	+	-
Does your school:					
• Build teacher capacity to implement practices that promote a growth mindset and encourage students to achieve?					
• Celebrate student achievements?					
• Communicate high expectations for student learning?					
• Contact parents each time students fail to turn in satisfactory work?					
• Exclude extra credit for activities unrelated to the learning standards?					
• Have a grading policy in which an "A" grade reflects above average work?					
• Value homework as a learning tool?					
Do teachers:					
• Ask students to explain why they are doing specific learning activities?					
• Assign homework that is relevant and engaging for students?					
• Connect assignments and assessments to college and career-readiness standards?					
• Discuss homework assignments, suggest revisions and allow students to correct their mistakes?					
• Display exemplary student work in the classroom?					
• Indicate the amount and quality of work to obtain an "A" or "B" at the beginning of a project or unit?					
• Inform parents about "re-do" policies, homework expectations and extra help/intervention policies?					
• Post and explain expectations for student work?					
• Suggest revisions and provide opportunities for students to revise their work to meet standards?					
• Use feedback and questioning strategies to help students meet high expectations?					

HSTW Key Practice: Integrated Curriculum   MMGW Key Practice: Integrated Literacy, Balanced Math, STEM

Teach academic content through the lens of real-world problems and projects.(includes application of literacy, balanced math, inquiry-based STEM)

<u>KEY</u>: **? = Not sure; + = Strength; - = Needs Improvement**

Practice/Policy	YES	NO	?	+	-
Do teachers:					
• Collaborate across disciplines to integrate literacy in all courses?					
• Create assignments that are based on real-world scenarios?					
• Unpack and align state standards with relevant, engaging instruction, assignments and assessments?					
LITERACY ACROSS THE CURRICULUM					
Do teachers:					
• Expect students to conduct research in all classes?					
• Expect students to demonstrate understanding through two or more written paragraphs?					
• Expect students to use evidence from texts in their writing to make claims and think critically about essential content?					
• Have confidence in teaching <u>reading strategies</u> for texts specific to their subject area?					
• Require students to discuss connections between what was read and the subject content?					
• Require students to read technical journals or newspaper articles related to the classroom lessons?					
• Use literacy strategies that scaffold reading, writing, speaking and listening skills into their lessons?					
• Use a school-wide writing rubric?					
BALANCED APPROACH TO MATHEMATICS INSTRUCTION					
Do teachers:					
• Challenge students with complex assignments, engaging productive struggle, problem-solving and reasoning skills?					
• Have students engage in discussions with peers to build reasoning skills and a shared understanding of concepts?					
• Provide feedback that advances learning without giving step-by-step instructions to complete an assignment?					
• Require students to provide written explanations of their work?					
INQUIRY-BASED SCIENCE AND STEM INSTRUCTION					
Do teachers require students to:					
• Communicate and justify their explanations?					
• Conduct their own investigations?					
• Prepare a written lab report in science classes?					
• Provide evidence in response to scientifically-oriented questions?					
Is STEM instruction project-based?					
INTELLECTUALLY DEMANDING SOCIAL STUDIES INSTRUCTION					
Do teachers expect students to:					
• Complete assignments that require them to write from a specific historical perspective?					
• Develop a position paper on a controversial issue?					
• Seek, propose and test relationships among facts, events and concepts?					
• Use a variety of materials in relation to what is being taught (maps, graphs, articles, photographs, etc.)?					

HSTW/MMGW Key Practice: Interventions and Enrichment

Provide students with tiered systems of extra help and accelerated learning based on their identified needs, that will help them become independent learners and complete a challenging and technical program of study.

<u>KEY:</u>   ? = Not sure; + = Strength; - = Needs Improvement

Practice/Policy	YES	NO	?	+	-
Does your school:					
• Have a focus team that meets regularly to discuss academic support for students?					
• Have a process for identifying "at risk" students through an early-warning and monitoring system?					
• Have a process for evaluating the effectiveness of academic support?					
• Have a written policy with guidelines for referring students to academic support?					
• Have an expectation that all students complete their assignments?					
• Have evidence to show that the school's academic support is effective?					
• Monitor assignment completion and take action when work is not completed?					
• Provide a tiered intervention system for students who need academic, social-emotional and behavioral support?					
• Share information on available interventions and student progress with students and their families?					
Do students:					
• Have the opportunity to participate in academic support if they want to?					
• Provide feedback that advances learning without giving step-by-step instructions to complete an assignment?					
• Receive new assignments in which they are expected to relearn material?					
• Receive notification of the expectation that they participate in academic support sessions?					
• Receive other challenging assignments when they have already mastered what has been taught?					
Does academic support include the following:					
• A summer program or Saturday school?					
• Assessment prep or computer-based accelerated learning?					
• Attendance documentation?					
• Communication between the academic support teachers and the classroom teacher?					
• Double-dosing, co-teaching and on-line instruction?					
• Innovative technology tools and strategies?					
• Instruction from content experts?					
• Review of projects, test and quizzes by teachers in order for students to master content or competencies?					
• Supervised study groups or peer tutoring?					
• Time to complete homework and re-do/revise work?					

HSTW Key Practice: Program of Study   MMGW Key Practice: Aligned Curriculum

Ensure each student develops and completes a progressively intensive, personalized program of study that leads to industry credentials and postsecondary and career success.

KEY: ? = Not sure; + = Strength; - = Needs Improvement

Practice/Policy	YES	NO	?	+	-
Does your school: (HS/CTC only)					
• Encourage students to take math and sciences courses in their senior year?					
• Give students opportunities to attend college courses off-site during the school day?					
• Have a structure in place for meeting with community colleges about career pathways and awarding college credits in high school?					
• Inform students of the multiple opportunities for earning high school and college credits?					
• Maintains active advisory committees comprised of business, industry, postsecondary and community partners who help design and deliver programs of study and career pathways?					
• Offer college credit courses?					
• Offer career-tech courses that earn articulation credit for community college programs?					
• Provide opportunities for students to attend college courses off-site during the day?					
• Provide opportunities for students to earn an industry-recognized credential by the time they graduate?					
Does your school:					
• Encourage students to take pre-algebra or Algebra 1 by eighth grade? (MS only)					
• Give students course options within the required curriculum to meet grade and/or graduation requirements?					
• Offer programs of study that expand learning beyond the school walls by connecting with career centers, work-based learning options and connections with business and industry partners?					
• Offer students opportunities to plan an academic and career pathway program of study that prepares them for college and/or career?					
Does your district have aligned curricula from middle grades to high school?					
Do teachers:					
• Assign a major research paper in English classes?					
• Assign projects that address workplace/"real-world" problems?					
• Expect students to read for developing an interpretation?					
• Expect students to revise and improve their writing?					
• Require students to complete a joint project in two core academic classes?					
• Require students to prepare a written lab report in science classes?					
• Use protocols to design instruction, assignments, questioning and feedback strategies, and assessments that promotes students' mastery of standards?					

HSTW/MMGW Key Practice: Student Engagement

Use research-based instructional strategies and innovative technology practices to engage each student.

KEY: ? = Not sure; + = Strength; - = Needs Improvement

Practice/Policy	YES	NO	?	+	-
Does your school:					
• Provide learning opportunities for students to be introduced to presentation and web-design software?					
• Invite professional and technical workers to discuss their careers with students?					
Do teachers:					
• Allow time for students to do peer teaching?					
• Assign students problem-solving tasks weekly to work on as a group?					
• Assign students group projects at least once per semester?					
• Collaborate with business partners to provide projects based on investigating and/or solving a work-related problem?					
• Encourage students to conduct parent/teacher conferences?					
• Expect students to explain their work to the class both orally and in written formats?					
• Instruct students on how to search for credible web-based resources?					
• Give students choices on topics to read, discuss and investigate related to the classroom content?					
• Give students opportunities to choose their own approach for completing assignments?					
• Give students opportunities to evaluate their own work and the work of peers?					
• Give students opportunities to investigate and solve problems related to the world of work and careers?					
• Provide class time to research careers?					
• Provide students computer access to create and revise written work?					
• Use blogs, podcasts, webcasts, etc. to communicate with engineers, scientists and other students around the world?					
• Use effective questioning strategies to engage students in their learning?					
• Use inquiry-based learning strategies that promote student-designed investigations, critical thinking, data and technology usage and, analysis and discussion of findings?					

HSTW/MMGW Key Practice: Teacher Collaboration

Provide teams of teachers with the training, time and support they need to work together to improve instruction.

<u>**KEY:**</u> **? = Not sure; + = Strength; - = Needs Improvement**

Practice/Policy	YES	NO	?	+	-
Does your school:					
• Provide common planning time at least monthly?					
In common planning time, do teachers:					
• Develop a plan when student grades fall below a "C"?					
• Discuss student achievement?					
• Meet by focus area?					
• Meet by grade level?					
• Meet by subject?					
• Plan coordinated instructional activities?					
• Review data related to student grades and attendance?					
• Review student work?					
• Share strategies for increasing student motivation?					
• Use meeting structures and protocols that are meaningful, productive and beneficial for all team members?					
Do teachers:					
• Collaborate with student support personnel and other staff to adjust instructional supports and accelerated learning opportunities for students with individualized learning plans and other special needs?					
• Conduct collaborative student and parent conferencing when academic and/or discipline issues exist across subject areas?					
• Co-teach any of their classes?					
• Have opportunities to attend professional development that will improve their instructional skills?					
• Meet with subject area teachers from other grade levels or from feeder schools to align instruction and to ensure smooth transitions for students.					
• Plan cross-curricular assignments and projects?					
• Share best practices?					
• Use a common writing rubric across all curriculum areas?					
• Use tuning protocols to exam assignments for rigor and relevance?					
• Work together to integrate technology across the curriculum?					

HSTW Key Practice: Work-Based Learning   MMGW Key Practice: Quality Career and Technical Education

Provide all students with a structured continuum of "real-world" learning experiences that connect classroom and workplace learning to their personal interests and goals and prepare them to make informed career pathway choices.

<u>KEY</u>:   ? = Not sure; + = Strength; - = Needs Improvement

Practice/Policy	YES	NO	?	+	-
Does your school:					
• Conduct career interest assessments and career fairs for students?					
• Have career pathways?					
• Have career-technical courses that meet industry standards? (HSTW only)					
• Offer a course/courses that introduce students to various careers?					
• Offer extended experiences in the workplace such as job shadowing, internships, etc.?					
• Partner with businesses to mentor students and provide classroom resources?					
Do students:					
• Complete projects that include academic and technical content standards?					
• Have opportunities to participate in career-tech organizations?					
• Present projects to business partners as well as to teachers and other students?					
• Take an end-of-course national or state exam to receive employer certification (HSTW only)					
Do teachers:					
• Ask business partners to assist with classroom instruction and projects?					
• Devote classroom time to discuss workplace observations and practices and to define related vocabulary words?					
• Expect students to write a reflective paper about their experiences from workplace visits?					
• Participate in business externships?					
• Relate classroom learning to workplace experiences?					