

HSTW KEY PRACTICES WITH DESCRIPTORS AND STRATEGIES

| Key Practices | Descriptors/Practices |
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| Access and Equity | <p>Access for all to intellectually challenging career technical studies, resources and opportunities</p> <ul style="list-style-type: none"> • Cultural sensitivity/sharing • Differentiated instruction • Disaggregated data review that identifies gaps in access and opportunities • Emphasize skill mastery needed for the workplace and further education • Flexible scheduling • Universal design for learning • Whole child instruction/trauma informed care |
| Culture of Continuous improvement | <p>Continuous analysis of data to identify problems of practice</p> <ul style="list-style-type: none"> • Action plans created to solve problems • Periodic and timely shared discussions of achievement data • Student learning outcomes monitored through formative assessments <p>High quality school improvement practices</p> <ul style="list-style-type: none"> • Discussion w/feeder schools on student readiness, aligned expectations and content standards • High school redesign/senior year redesign • Use of evidence-based school improvement framework/practices <p>Improvement of teacher practice</p> <ul style="list-style-type: none"> • High quality professional development based on needs • Instructional leaders help good teachers become great teachers <p>Positive school culture</p> <ul style="list-style-type: none"> • Clear vision and mission • Social emotional support for teachers and students • Support from school leadership <p>Shared leadership</p> <ul style="list-style-type: none"> • Administrators regularly participate in leadership and team meetings • Teacher-driven decisions • Teacher participation in leadership training <p>Whole school/community engagement</p> <ul style="list-style-type: none"> • Open system of communication between all stakeholders |

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| Guidance and Advisement | <p>Involve parents and community</p> <ul style="list-style-type: none"> • Community involvement in career exploration and advisement resources/ support • Parent participation and support for career exploration and advisement <p>Personalized career guidance and advisement</p> <ul style="list-style-type: none"> • Adult mentor for each student • Periodic review of student goals and program of study • Senior-freshman mentoring • Service learning • Social and emotional supports • Study/life skills training <p>Students investigate a full range of college and career options</p> <ul style="list-style-type: none"> • Career inventories • College and career fairs/visits • College placement exam for juniors offered in collaboration w/postsecondary institutions • Programs of study developed based on interests |
| High Expectations | <p>Define expectations</p> <ul style="list-style-type: none"> • Examples of exemplary work provided • Identify lesson standards and objectives • Rubrics define expectations for major assignments • Students expected to re-do, revise work <p>Monitor student learning</p> <ul style="list-style-type: none"> • Daily assessment of student learning • Monitoring missing work and expect completion (Power of ICU) • Standards-based assessments and grading <p>Rigorous coursework</p> <ul style="list-style-type: none"> • Classroom practices that elevate learning • Evidence-based instructional practices • High quality homework assignments • Promote a growth mindset • Senior projects w/presentation to community partners • Students solve open-ended questions/problems on a regular basis |
| Integrated Curriculum | <p>College-and-career-readiness curriculum</p> <ul style="list-style-type: none"> • Advanced careers curriculum • Balanced approach to teaching mathematics • Career pathways • Inquiry-based science instruction • Integrated literacy strategies in all subjects • Real-world problems and projects • School-wide writing rubric • STEM learning experiences |

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| Interventions and Enrichments | <p>Expectation that students participate when help is needed</p> <ul style="list-style-type: none"> • Communicate expectations for students to participate in extra help sessions. • Communicate with parents re: missing assignments or when grades fall below “C” <p>Multiple strategies for extra help</p> <ul style="list-style-type: none"> • Flipped classroom • Modified block schedule to allow for double-dosing w/engagement activities. • Peer-tutoring • Study and testing support programs • Weekly scheduled extra help for students who fall below a “C” <p>Tiered systems of extra help, acceleration, and enrichment</p> <ul style="list-style-type: none"> • Prepare students for success in high school and beyond • Support students to become independent learners |
| Program of Study | <p>Accelerated learning options</p> <ul style="list-style-type: none"> • Advanced placement • College credit plus • Weighted (honors) courses <p>Progressively intensive, non-duplicative sequence of courses</p> <ul style="list-style-type: none"> • Co-curricular learning opportunities • Core and career-education courses • Eighth 8th grade students take pre-algebra or Algebra 1 • Recognized industry and/or postsecondary credentials (HSTW only) • Seniors to take a math and lab-based science course. |
| Student Engagement | <p>Innovative technology practices</p> <ul style="list-style-type: none"> • Blended learning • Instruction on searching for credible web-based resources • Opportunities for students to collaborate through the use of technology • Opportunities for students to communicate with content experts globally • Students use computers to create and revise work. <p>Research-based instructional strategies</p> <ul style="list-style-type: none"> • Explicit direct instruction • Learner-centered classrooms. • Project-based instruction. • Real-world scenarios demonstrate an application of learning • Students complete a group project each semester • Students conduct peer reviews and teach. • Students work in groups weekly • Technical journals and newspaper articles included in instruction |

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| Teacher Collaboration | <p>Collaborative instruction</p> <ul style="list-style-type: none"> • Common vocabulary terms • Common writing-rubric • Co-teaching • Peer walk-throughs <p>Collaborative student-parent conferencing when issues exist</p> <p>Scheduled collaboration/planning time</p> <ul style="list-style-type: none"> • Align lesson delivery to standards • Create interdisciplinary assignments • Develop innovative instructional practices • Work together to improve instruction (use tuning protocols to review assignments) |
| Work-based Learning | <p>Connection between classroom and work-based experiences</p> <ul style="list-style-type: none"> • Business partners engaged in the classroom • Career exploration • Experiences align with personal interests and goals • Job shadowing, internships, apprenticeships • Teacher externships |