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A Process Model for Conducting a High School Self-Study at Foster High School, Tukwila, Washington

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A PROCESS MODEL FOR CONDUCTING A HIGH SCHOOL
SELF- STUDY At FOSTER HIGH SCHOOL, TUKWILA, WASHINGTON

A Project Report

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by

Patricia C. Larson

June, 1996

A PROCESS MODEL FOR CONDUCTING A HIGH SCHOOL

SELF-STUDY

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The purpose of this project was to design a process model detailing the evaluation procedure for a high school self-study required for state and regional accreditation. To accomplish this purpose, a review of current literature regarding school self-study, restructuring and educational reform was conducted. The project, describing a collaborative approach, included the planning and organization of staff workshops, a description and implementation plan for the interactive activities used in the evaluation process, and the preparation of the self-study project which was submitted to the South Central School District School Board, the Office of the Superintendant of Public Instruction and the Northwest Association of Schools and Colleges. The process model was designed for use at Foster High School, Tukwila, Washington.

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CHAPTER 1

Background of the Project

Introduction

Before continuing any journey, it is necessary to frequently assess where we are in relation to our destination. Just as the crew on a sailing vessel must constantly keep one eye on the horizon and one eye on the compass while making adjustments for changing wind and sea conditions, so too must the education community look to the future while assessing the present and make the necessary adaptations to ensure that we are on course. In education, we must be able to see beyond what is, to what could be (Gainey, 1993).

As indicated by Gainey in the above statement, it will be necessary for educational communities engaged in restructuring efforts to assess current educational programs, in order to create effective systems for the future.

During the last century, little structural change occurred in classroom teaching. Observations of classrooms have shown little change from 50 years ago: a teacher standing and talking, students sitting and daydreaming or copying material out of a book or from the board. The majority of classroom time has been spent on teachers lecturing and students filling out worksheets. In order to be competitive, everyone must have the opportunity to reach

higher levels of skills and competencies (U.S. Department of Labor,1992). To ensure that the myriad of economic and social problems facing our nation have been addressed appropriately, schools will have had to change (NASSP, 1992).

According to Gainey (1993), educated people are individuals who are capable of doing new things, not simply repeating what other generations have done, individuals who are creative, who are inventive, and who can discover, individuals who are productive members of a democratic society. It was with that view of a high school graduate, a potential productive citizen of the 21st century, that Foster High School undertook a restructuring and accreditation process during the 1994-95 school year.

Purpose of the Project

The purpose of this project was to design a process model detailing the evaluation procedure for a high school self-study required for state and regional accreditation. To accomplish this purpose, a review of current literature regarding school self-study, restructuring, and educational reform was conducted. The study, describing a collaborative approach, included the planning and

organization of staff workshops, a description and implementation plan for the interactive activities used in the evaluation process, and the preparation of the self-study project which was submitted to the South Central School District School Board, the Office of the Superintendant of Public Instruction and the Northwest Association of Schools and Colleges. The process model was designed for use at Foster High School, Tukwila, Washington.

Limitations of the Project

For the purposes of this project the following limitations were identified:

1. Scope: The process model was designed for use at Foster High School, Tukwila, Washington, to meet state and regional accreditation self-study requirements.

2. Target Population: The process model was developed for an "A" classification high school, grades 9-12.

3. Research: The preponderance of research and literature reviewed was limited to research conducted within the past five years.

Definition of Terms

Significant terms used in the context of this project have been defined as follows:

"A" High School Classification: High Schools whose enrollment for grades 10-12 is 151-400 students are classified as "A" (WIAA, 1995-96).

Interdisciplinary team: members from multiple disciplines, with each member relying on the others for important information and suggestions (Baily & Wolery, 1989).

Performance based learning: actual examples of student work that exemplify outcomes specified by content standards (Simmons & Resnick, 1993).

Restructuring: education systems that have been comprehensively redesigned (Newmann & Wehlage, 1995).

Self-study: a systematic process by which to assess the effectiveness of a school and to stimulate a school and community to establish a planned program of continuous growth so that its school may become progressively better (National Study of School Evaluation, 1987).

CHAPTER 2

Review of Related Literature

Introduction

The review of research and literature summarized in Chapter Two has been organized in the following form:

1. Self-study Process: Background Information

2. The Need for Restructuring

3. Components of Restructuring

4. Teaching Methods and Scheduling Plans in a Restructured Environment

5. Roadblocks to Restructuring

6. Summary

Sources, including research from Educational Resources Information Center (ERIC), journals and committee reports are used in Chapter Two.

Self-study Process: Background Information

Our nation is at risk. Our once unchallenged preeminience in commerce, industry, science, and technological innovation is being overtaken by competitors throughout the world. . . the educational foundations of our society are presently being eroded by a rising tide of mediocrity that threatens our very

future as a Nation and a people . . . . If an unfriendly power had attempted to impose on America the mediocre educational performance that exists today, we might well have viewed it as an act of war. . . . We have been committing an act of unthinking, unilateral educational disarmament. Our society and its educational institutions seem to have lost sight of the basic purposes of schooling, and of the high expectations and disciplined effort needed to attain them (National Commission on Excellence in Education 1983).

The above quotation, from A Nation at Risk, cautioned that our education system has failed to produce a work force that can compete with other nations and nothing has been done to change it. It has, therefore, been necessary for our schools to re-evaluate their purpose and to question whether the current programs are improving the education of students and preparing them to be productive members of society.

Revised Code of Washington (RCW) 28A.320.200 Self-study Process by School Districts established that each school district board of directors had to develop a schedule and a process to conduct a self-study on a regular basis. The self-study process had to include participation of staff, parents, members of the community, and students. It also had to focus on the quality and appropriateness of the school's educational program and the results of its operational effort with emphasis on:

1. achieving educational excellence and equity;
2. building stronger links with the community; and
3. reaching consensus upon educational expectations through community involvement and corresponding school management.

Chapter 180-53 of the Washington Administrative Code (WAC) authorized the state board of education to develop the rules and regulations for the self-study process within each school district. Schools have been mandated to conduct a self-study of all instructional programs which included those provided by contractual or cooperative agreements. WAC 180-53-025 stated that the self study process include the same criteria as outlined in RCW 28A.320.200. It also required the implementation of a program for student learning objectives in all courses taught in grades kindergarten through twelve, an analysis of class size and staffing patterns within the school district, and the development of a plan for program improvement, which would be reviewed at least every seven years. Schools have been accredited according to the self-study procedures of the state board of education or the Northwest Association of Schools and Colleges Evaluative Criteria (SPI, 1995).

"If we embrace a will to excellence, we can deeply restructure education in ways that will enable teachers to release the full potential of all our children" (Hilliard III,1991).

Hilliard (1991) states, if educators believe in excellence in education, teachers would restructure their classes and curriculum to meet the needs of all of their students and allow all students the opportunity to reach their full potential.

In 1983, The National Commission on Excellence in Education also warned Americans that a "rising tide of mediocrity" in their educational system threatened the nation's security (Newmann and Wehlage, 1995). Carroll (1994), also reported that our educational efforts were failing to produce either a work force capable of competing with those of other industrialized nations or a citizenry capable of meeting its critically important responsibilities for our form of government.

According to the National Association of Secondary School Principal's Commission on Restructuring (1992),
the traditional role of the school has been the transmission of knowledge. The advent of sophisticated technology and the growth of knowledge, traditional schooling has become obsolete. Students

will have to be able to analyze events and see them in larger, real-world perspectives and therefore, teaching must become more facilitating than didactic

According to a study conducted by the U.S. Department of Labor (1992), a high school diploma has been perceived as little more than a certificate of attendance which has caused the market value of the high school diploma to fall. The proportion of men between the ages of 25 and 54 with high school diplomas who earn less than enough to support a family of four above the poverty line has been steadily increasing. As a result, it has been necessary for our educational communities to look at the production of graduates who have a solid foundation in basic literacy and computational skills, in the thinking skills necessary to put knowledge to work, and in the personal qualities that make people dedicated and trustworthy in order to compete in the workplaces of the 21st century.

David (1991) has observed that, in the past, educational reform attempted to change the educational system one piece at a time. However, in a system of many interlocking pieces, restructuring must address all the pieces. Two key features that have characterized the current restructuring efforts nationwide from

previous reform movements are as follows: it is driven by a focus on student performance, based on the premise that all students can and must learn at higher levels; and it is a long-term commitment to fundamental systemic change.

Restructuring could involve a great variety of changes, but there has been no particular combination or minimum set of changes dictated or implied by the concept of school restructuring (Newmann, 1993-95). The concept of restructuring has presented a great challenge for several reasons. First, it has been difficult for teachers to see beyond their comfortable assumptions regarding how to teach and how students learn. Second, it has been difficult to guarantee success at each step in the restructuring process, which means schools will, to some degree, have to go on faith that the changes being made will improve the educational system. Third, schools will have to continue successful operation of the current education system while restructuring it (Education Vision Team, 1992).

Components of Restructuring

"The critical elements required for success in restructuring are, first and foremost, a sincere invitation to change, then authority and flexibility, access to knowledge, and time to plan" (David,1991)

As stated above by David, educators must be committed to changing the present system before they agree to invest their time and the time of others. Once teachers believe change will take place, districts must provide teachers with additional time, time to do research, to plan, to implement and to evaluate the process as changes are made.

According to the Education Vision Team (1992), restructuring has represented a renaissance -- the comprehensive reinvention of our educational system, resulting in success for all students. During the process, the entire approach to education has been examined, evaluated and re-created. Rather than assuming that some students will just learn, educators had to adopt a new assumption that all students can learn at significantly higher levels.

Hilliard III (1991) stated that to restructure, educators needed to first look deeply at the goals that had been set for children. Once those goals were established, then educators could begin to look at

delivery systems: untracking students, mainstreaming, decentralization, cooperative learning, technology, and multiculturalism. None of these approaches or strategies would mean anything if the fundamental belief system did not fit the new structures that were being created.

For schools to be able to meet the needs of their students in our information society, Gainey (1993) stated there are three common themes of central importance. First, schools had to provide success for all students and teachers. Educators have to affirm and internalize this belief by ensuring that all students do learn and do achieve success in school. Educators will have to look closely at present stratification practices that preclude certain students from access to higher levels of achievement in particular disciplines. Every effort had to be made to see that no student was labeled as likely to fail because of the social, economic, or racial characteristics of their families or of their communities. Second, schools should serve the whole child and recognize that the social, emotional, physical and academic growth and development of the individual child were inextricably linked. Therefore, if educators were to foster the cognitive and academic development of students

in schools, all other facets of development had to be addressed. Finally, educators had to develop a shared responsibility for the total development of the individual student.

According to Newmann (1993-95), the first step in restructuring should be to establish a comprehensive definition. This term has been defined by The Center on Organization and Restructuring "as changes in the organizational features of schools, to increase the intellectual and social competence of students." Further, restructuring should focus on . . .

1. students' experiences in subject matter learning,
2. the professional life of teachers,
3. leadership, management, and governance of schools, and
4. the coordination of community resources to support education.

Research conducted by the Commission on Restructuring (NASSP,1992), indicated restructuring was the reforming of school organizational interrelationships and processes to increase student learning and performance which address . . .

1. The quality of learning experiences and outcomes,
2. The professional role and performance of teachers
3. Collaborative leadership and management
4. Redefined and integrated curriculum

5. Systematic planning and measurement of results

6. Multiple learning sites and school schedules

7. Coordination of community resources, human and fiscal

8. Equity, fairness and inclusion for all students.

For restructuring to have a purpose, educational goals and student outcomes had to be established. In 1989, President Bush set forth the following national goals for public education:

1. By the year 2000, all children in America will start school ready to learn.

2. By the year 2000, the high school graduation rate will increase to at least 90 percent.

3. By the year 2000, American students will leave grades 4, 8 and 12 having demonstrated competency in challenging subject matter, including English, mathematics, science, history, and geography; and every school in America will ensure that all students learn to use their minds well, so that they may be prepared for responsible citizenship, further learning and productive employment in our modern economy.

4. By the year 2000, U. S. Students will be first in the world in mathematics and science achievement.

5. By the year 2000, every adult American will be literate and will possess the skills necessary to compete in a global economy and to exercise the rights and responsibilities of

citizenship.

6. By the year 2000, every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning (Gainey, 1993).

In 1993, the Washington State Legislature adopted common learning goals for all Washington students. RCW 28A.150.210 states: Schools must provide opportunities for students to develop the knowledge and skill essential to . . .

Goal 1   Read with comprehension, write with skill and communicate effectively and responsibly in a variety of ways and settings;

Goal 2   Know and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history; geography; arts; and health and fitness;

Goal 3   Think analytically, logically, and creatively, and to integrate experience and knowledge to form reasoned judgments and solve problems, and

Goal 4   Understand the importance of work and how performance, effort, and decisions directly affect career and educational opportunities (The Commission on Student Learning, 1995).

The Coalition of Essential Schools (NASSP,1992) found the

following as important components of an essential school:

1. The school should focus on helping adolescents learn to use their minds well. Schools should not attempt to be "comprehensive" if such a claim is made at the expense of the school's central intellectual purpose.

2. The school's goals should be simple: that each student master a limited number of essential skills and areas of knowledge. Curricular decisions should be guided by the aim of thorough student mastery and achievement rather than by an effort merely to cover content.

3. The school's goals should apply to all students, while the means to these goals will vary as those students themselves vary.

4. Teaching and learning should be personalized to the maximum feasible extent.

5. The governing practical metaphor of the school should be student-as-worker rather than the more familiar metaphor of teacher-as-deliverer-of-instructional-services.

6. Students entering secondary school are those who can show competence in language and elementary mathematics. The diploma should be awarded upon a successful final demonstration of mastery for graduation. The emphasis is on the students' demonstration that they can do important things.

7. The tone of the school should explicitly and self-consciously stress values of unanxious expectations, of trust, and of decency.

8. The principal and teachers should perceive themselves as teachers first (teachers and scholars in general education) and specialists second (experts in but one particular discipline). Staff should expect multiple obligations, (teacher-counselor-manager) and a sense of commitment to the entire school.

9. Ultimate administrative and budget targets should include, in addition to total student loads per teacher of 80 or fewer pupils, substantial time for collective planning by teachers, competitive salaries for staff members at an ultimate per-pupil cost not to exceed that at traditional schools by more than 10 percent.

Teaching Methods and Scheduling Plans in a Restructured Environment

"Most advocates of restructuring treat reform as a product, but change must be accomplished by people. There can be no significant innovation in education that does not have at its center the attitudes of teachers" Evans (1993)

Evans noted above, change can not take place without the involvement of teachers. To make systemic change, teachers have to be an integral part of the process and adopt a philosophy and vision of excellence in education. Schools that have made the most progress in restructuring have been characterized by conditions that

supported change. The success of restructuring hinged on the ability of people at all levels of the system to change (David, 1991).

For example, Hackman (1995) suggested the following 10 guidelines to assist faculties in developing a collaborative approach to school reform:

1. Employ a systems thinking approach.
2. Secure the support of your superiors.
3. Understand the change process.
4. Involve all stakeholders.
5. Consult sources outside the school.
6. Brainstorm creative alternatives. Pay attention to why you're implementing a change.
7. Examine the budgetary implications.
8. Plan faculty inservice.
9. Include an evaluation component.
10. Share and celebrate your successes.

Many teachers have been resistant to change because there has been an increase in competing demands on their time. The reality has been that day-to-day life for most teachers has been a grueling ordeal, too much to accomplish for too many students, with too few resources in too little time and at too fast a pace (Tye, 1992).

Teachers had to learn multiple ways of teaching students that

engaged their minds, their bodies, and to think about how students think.   Teachers had to listen to students describe what helped them to learn and then to have been able share this knowledge with their colleagues. Teachers had to look beyond their disciplines and their classrooms to the other courses their students took, to their community, and to the lives of their students outside school in order for students to connect what they have learned in class to the world outside (Glickman, 1991).

Glickman further concluded that, "effective teaching is not a set of generic practices, but instead is a set of context-driven decisions about teaching." Teaching should be offered "in context." That is, students should learn content while solving realistic problems. "Learning in order to know" should not be separated from "learning in order to do."

According to the Commission on Student Learning (1995), memorization of facts has always been important, but schools must now more actively engage in helping students understand the meaning of facts and how to use information to solve problems creatively. In short, students must have learned how to learn, and must understand that they will use those skills throughout their

lives.

According to Brandt (1995), scheduling, too, has been a powerful tool that has been used to improve the quality of teaching and learning. Implementation of new instructional methods require longer blocks of instructional time. Block scheduling is not new to education. There was some experimenting with different class formats and lengths-lectures, small-group study, labs and individual help-in the 1960's and 70's. Today's experiments with alternative schedules have depended on teachers being able to use different class formats effectively.

O'Neil (1995) has reminded us, however, that "the schedule can only facilitate learning, it is what happens in the classroom that really counts." Block scheduling has allowed teachers to use a variety of teaching strategies which are aimed at student involvement such as cooperative learning, groupwork, hands on projects and there has been more emphasis on the process. The longer class periods have liberated teachers whose innovative methods didn't fit the traditional schedule and have nudged teachers who "stand and deliver".

A well-crafted schedule can result in more effective use of

time, space, and resources (human as well as material); improve instructional climate; help solve problems related to the delivery of instruction; and assist educators in establishing desired program and instructional practices. Scheduling has varied from district to district, but there are several issues that all schools using alternative scheduling need to address. It must provide quality instructional time, a positive school climate, and varying learning time (Canady, 1995).

Carroll (1994) states the Copernican Plan, an alternative scheduling model, has challenged an article of educational faith - the Carnegie unit, which has dominated schools for 100 years. In this schedule, students took fewer classes and teachers dealt with fewer classes and students each day. Classes are taught in much longer periods (90 minutes, two hours or four hours per day), and they meet for only part of the school year (30 days, 45 days, 60 days, or 90 days). The schedule was designed to create a classroom environment that improved relationships between teachers and students and provided a more manageable workload for students and teachers.

At an alternative high school in Bethel School District,

Tacoma, Washington, students have demonstrated the ability to complete an entire high school semester course in three weeks. They met daily for an hour-and-a-half seminar in a small group and then spent the rest of the coursework on their own contract (David, 1991).

Wasson High School in Colorado Springs went to a 4 X 4 block schedule. Students took four 90-minute classes each day and classes met in the longer format, so courses that used to last a year were finished in half that time and classes that used to take a semester were over in nine weeks. Teachers taught no more than three classes at any given time, so they saw 75-90 students during a term instead of 150 (O'Neil, 1995).

A rural high school in Granville County, North Carolina, decided on a new schedule in which classes met for 90 minutes every other day. They also created their own in-house accountability model with assistance from outside consultants (David, 1991).

Another example of a block schedule was a trimester plan with daily periods of extended learning. Students enrolled in two classes per trimester; each class met for two hours in the morning and reconvened for an additional 45 minutes of extended learning time

each afternoon. If students needed more time to complete course objectives, they were granted an "incomplete", which they could make up during extended learning time in the next trimester (Canady, 1995).

Other schedules have offered block classes on a rotating schedule, with students attending three block classes one day and three different block classes the next (and leaving the duration of the course unchanged from a traditional schedule (O'Neil, 1995).

Canady (1995) has suggested that high schools considering block schedules may elect to alter the regular schedule so that each class meets for a full day on a rotating basis. For example, in a six-period school (on a six-day cycle), teachers would meet with each of their five classes for a full day and then have a full day off for planning for professional development. Schools may also elect to schedule one long lunch period rather than two or three short periods. During this extended time, the library, gym, computer lab, and outdoor recreational areas are opened for student use. Teachers would be able to schedule office hours for extra help and club meetings and other activities would also be scheduled during this time.

Schools that have moved to block schedules have reported that they are more flexible, allowing teachers to accommodate students' different learning needs. The climate in a school seemed to improve because students and teachers spend more concentrated time with each other. Discipline problems seemed to decrease because a less stressful environment and a slowed down pace had been created (O, Neil, 1995).

Roadblocks to Restructuring

History has demonstrated that the most notable winners usually encountered heartbreaking obstacles before they triumphed. They won because they refused to become discouraged by their defeats. B.C. Forbes

Restructuring has not always followed a smooth process, and schools may encounter roadblocks. According to Tomlinson and Cross (1991), educators have continued to look for ways to improve educational systems without looking at the students themselves. Educators have been loath to endorse reform strategies that have required hard work from students as a condition for learning, especially effort outside the classroom. Reformers have continued to look for school improvements that boost academic achievement without necessarily requiring additional effort from the students

themselves. Student learning depends on student effort, and to put forth the effort that ambitious learning required, students needed to be pushed. A consistent demanding and supportive environment that pushed students to do their best came from a strong professional teacher community (Newmann & Wehlage, 1995).

The Model Schools Project (NASSP,1992) identified three reasons for the failure of previous efforts to change schools:

1. Most innovations were superficial rather than real,
2. No school adopted all, or even most, of the proposed innovations in a systemic, total program. Potential gains in one area were nullified by conventional practices in others.
3. Schools failed to evaluate all aspects of their programs in the light of competency goals and objectives.

Another roadblock to successful restructuring has focused on the fact that little or nothing has been done to educate administrative candidates about the societal trends that shape the operation of the schools they are preparing themselves to lead (Tye, 1992). Restructuring has required structural reforms which have included decentralization and shared decisionmaking (Newmann & Wehlage, 1995). As a result, the ability to create a common vision and developing shared leadership were quite beyond most of those

who have occupied administrative positions in our schools.

Consequently, restructuring was imperiled (Tye, 1992).

Tomlinson (1991) cited four reasons for the continued shortfall in academic achievement:

1. the reward systems of most schools deliver a majority of their benefits to high-achieving students,

2. many public policies at federal, state, and local levels and many school and classroom practices have worked unwittingly against the best interest of learning,

3. peer pressure may exert great influence for good or ill on the academic behavior of students, and

4. there is a great deal of confusion about the concept of expectations.

Tye (1992) noted the growing influence of state authority has also impacted the restructuring efforts of schools. With the state government's increased financial support of schools has come an increase in state authority over such matters as curricula, teacher preparation criteria, and assessment of student achievement. Because of the emphasis on compliance with regulations, local and school districts have responded by becoming more bureaucratic, and they have actually used the compliance issue to strengthen their own positions with regard to decision making. Thus, just when the

restructuring movement has called for more decision-making authority to be invested at the school level, educational decision making has become more "top down" and hierarchical than it has ever been.

Tracking has represented another example of an ingrained practice in our schools that has the potential to impede restructuring. Students have been put into ability groups less on their academic abilities and more as a result of their socio-economic status. Once assigned to a low track, very few move into higher tracks; and their performance as low achievers become self perpetuating (Glickman, 1991). Large numbers of teachers and many parents, particularly the parents of students identified as gifted, have believed that students should be separated by academic ability in spite of research to the contrary. If, in a restructured system, teacher and parents at a local school were to cling to conventional wisdom and to continue with a practice such as tracking, their efforts would not necessarily result in better education for the students (Tye, 1992).

According to Westerberg and Brickley (1991) there are several realities that are encountered in the restructuring process. Those

committed to restructuring must be prepared to make sacrifices of time and energy. True restructuring takes time, particularly teacher time; and time costs money. Those engaged in creating a new order of things must have time to talk and people in the school community must have time for dialogue if they are to have collaboratively rethought the American school. Public education cannot be restructured by school personnel alone, and as the time for implementation approaches, schools must be prepared to handle the inevitable fears and rumors that accompany change. Restructuring has been a process of constant mutual adaptation, until the original problems that have given rise to the restructuring effort are solved. The process of political compromise will have to continue indefinitely in a restructured school.

Summary

The research and related literature summarized in Chapter 2 supported the following themes:

1. It is necessary to evaluate our school systems periodically to ensure programs are meeting the needs of students.
2. Our current education system has not been producing a

competitive work force or responsible citizens and the value of a high school diploma has also decreased.

3. Restructuring involves the examination, evaluation and the re-creation of the entire educational system.

4. In a restructured environment, teachers will need to learn multiple ways of teaching students, which includes working in teams and implementing a curriculum that teaches content to be in context.

5. Roadblocks that stand in the way of restructuring efforts include, increased state authority over curricula, teacher preparation criteria and assessment of student achievement.

CHAPTER 3

Procedures of the Project

The purpose of this project was to design a process model detailing the evaluation procedure for a high school self-study required for state and regional accreditation. To accomplish this purpose, a review of current literature regarding school self-study, restructuring and educational reform was conducted. The project, describing a collaborative approach, included the planning and organization of staff workshops, a description and implementation plan for the interactive activities used in the evaluation process, and the preparation of the self-study project which was submitted to the South Central School District School Board, the Office of the Superintendent of Public Instruction, and the Northwest Association of Schools and Colleges. The process model was designed for use at Foster High School, Tukwila, Washington.

Chapter Three contains background information detailing:

1. Need for the project

2. Development of support of the project

3. The planned implementation of the project

<u>Need for the Project</u>

The need for this project was influenced by the following considerations:

1. During the 1992/93 school year, the Foster High School Visions Committee was organized to study the restructuring movement/process. The purpose of the Visions Committee was to consider how Foster High School was preparing students for the demands of our continually changing world.

2. In accordance with RCW 28A.320.200, it was determined that Foster High School would undertake a self-study during the 1994/95 school year.

3. Developing a collaborative approach to restructuring and the accreditation process afforded an opportunity for Foster High School administrators and staff to address both the mission of the Visions Committee and the required self-study.

4. The writer, Patricia C. Larson, was invited by the principal, Dr. Horst Momber, to assume a leadership role in conducting the self-study, utilizing a collaborative approach.

5. This Masters' Degree Project also coincided with the writer's graduate studies in Educational Administration at Central Washington University.

The Development of Support for the Project

Commencing with the 1992/93 school year, events occurring at Foster High School provided ongoing support for the present study. The Foster Visions Committee was formed to consider how Foster High School was preparing students for the demands of our continually changing world. The committee, consisting of approximately 30 members representing parents of elementary, middle, and high school students, staff business people from the community and Foster High School students, met bi-monthly during the 1992-93 school year. The committee's purpose was to identify the needs of future employers and make certain Foster High School was preparing students to be successful in future learning and earning situations.

During the 1993-94 school year, it was determined that the self-study project would use a collaborative approach which included interactive staff activities focusing on team building,

effective communication, group dynamics and decision-making skills.

Dr. Horst Momber, Foster High School principal, invited the writer, Patricia C. Larson, to begin planning activities related to her forthcoming principal internship. This planning focused on the need for the writer to assume a leadership role in the self-study project.

A collaborative planning model would be consistent with the work in progress by the Foster High School Site Council which is dedicated to the administrative management philosophy of collaborative decision making.

Planned Implementation of the Project

The planned implementation of the self-study occurred during the 1994-95 school year and was conducted during staff meetings, district inservice half-days, and extended staff days.

The self-study included interactive staff activities focused on team building, effective communication, group dynamics and decision-making skills. The National Study of School Evaluation Evaluative Criteria Surveys were used by the staff to evaluate curriculum, staff, activities and athletics.

The accreditation process concluded in June, 1995, with a visitation team evaluating the process and findings and submitting a report to the South Central School District School Board, the Washington State Board of Education, and the Northwest Association of Schools and Colleges. On June 29, 1995, Foster High School received notification that the project had satisfied the ten year self-study requirement of the Northwest Association of Schools and Colleges and the Washington State Board of Education's school evaluation requirement.

CHAPTER 4

The Project

The Process Model for Conducting a High School Self-Study, the subject of this project, has been presented in Chapter Four in five sections, including:

1. Introduction

2. Developing the Vision

3. Student Outcomes

4. Self Evaluation Survey Sample

5. Visitation Team

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June, 1996

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SECTION 1:   INTRODUCTION

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INTRODUCTION

The Process Model for Conducting a High School Self-Study was designed for use at Foster High School. The Foster Visions Committee began the restructuring process as a collaborative effort during the 1993-94 school year.

The self-study project was a state requirement, but it also was a benchmark for the Foster High School staff to assess the status of the restructuring process. This process included a restatement of Foster's mission, supported by departmental self evaluations in congruence with that mission. This evaluation process would determine the direction Foster's curriculum would take in the future.

This chapter will describe the planning and scheduling of staff meetings and workshops that were held to accomplish this goal. The meetings and workshops were conducted during regularly scheduled staff meetings, extended school days, and district in-service days.

SECTION 2: DEVELOPING THE VISION

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Developing the Vision

Dr. Momber, principal, Karen Abbott-Custer, planning principal, and the writer, Patricia C. Larson met to discuss the first self-study staff meeting. It was decided the first step was to review, revise, or formulate a new vision statement which would provide guidance to the continuation of the restructuring process and self evaluation.

To create a team atmosphere, the first staff meeting began with a warmup activity which then formed six cooperative teams. Working individually, staff members were given three minutes to read and make changes on the existing 1987 vision statement. Next, they combined with two other members of their cooperative team and working together for six minutes, they continued to revise and make changes getting input from each team other. Finally, they combined their small groups of three, into one group of six members and came up with a final version of the vision statement. This new vision statement was then shared with the entire staff. The final working papers were collected.

At this first meeting, staff members also worked in

departments to evaluate the major expectations of their curricular areas using the 1987 Self-Study as a resource and guide. For fifteen minutes, group members individually read through the major expectations for their subject area, noting any changes. Then group members paired up and shared their changes with each other. Finally, the head of each department, acting as a facilitator, worked with the total group to finalize the major expectations and descriptions for their curricular area.

At the next staff meeting copies of each of the six vision statements were given to individual staff members. The statements were also written on butcher paper and posted around the room. Each person was given time to read the vision statements silently and then formed small groups of three or four to discuss which statements they preferred. Finally, each person was given two self adhesive dots to place on the statement(s) they preferred. After the staff had value voted, the two top choices were discussed and revised. Consensus was reached and Foster High School's Vision statement was finalized.

Foster's Vision Statement

Foster High School provides a challenging and varied academic program complemented with a balanced activities program. The goal of Foster High School is to develop the necessary skills to be responsible, literate and productive citizens in a global community. We provide a safe and supportive learning environment which fosters mutual respect for individual differences.

SECTION 3: STUDENT OUTCOMES

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Student Outcomes

In 1993, South Central School District adopted five Essential Learning Goals (ELG's) for our students. Before making any curricular changes, it was necessary to assess how well our current curriculum was meeting the ELG's.

In a large group, the Essential Learning Goals were reviewed. Working in the cooperative groups that had previously been established, staff members used the ELG matrix to list lessons and activities that were currently begin taught that supported each of the ELG's. Each staff member then shared an area of strength and an area that they felt still needed to be worked on. These matrices were collected and summarized for a visual representation of our curricular support of the district ELG's.

In addition to district goals, it was important to evaluate the implementation of the ELG's. These competencies are described as the "Robo Grad".

SOUTH CENTRAL SCHOOL DISTRICT

ESSENTIAL LEARNING GOALS

Every student graduating form South Central School District will possess a core body of knowledge and skills in math, science, language arts, social studies, the arts, humanities, technology, health and fitness in order to be a Self-Directed Learner, Constructive Thinker, Quality Producer, Collaborative Worker, and Community Contributor.

SELF-DIRECTED LEARNER

- Sets priorities and achievable goals;
- Evaluates and manages own progress toward goals;
- Sees option and makes choices for self;
- Takes responsibility for actions;
- Creates a positive image for self, now and in the future;
- Appreciates learning as a life-long process;
- Is able to describe, analyze and judge.

CONSTRUCTIVE THINKER

- Assesses, evaluates and integrates information from a variety of sources;
- Uses a variety of thinking and reasoning strategies: Identifies problems, solves problems, and makes thoughtful decisions;
- Demonstrates creative, complex and analytical thinking processes.

QUALITY PRODUCER

- Uses a variety of resources/technology in creating a quality product;
- Creates products and delivers services that reflect craftmanship and achieve the intended purpose;
- Recognizes the criteria for identifying quality work;
- Appreciates the work process and demonstrates a positive work ethic.

COLLABORATIVE WORKER

- Evaluates and manages own behavior as a group member;
- Evaluates and contributes toward group functioning to meet the group's purpose;
- Demonstrates interactive communication skills;
- Demonstrates understanding of, and allows for, individual differences.

COMMUNITY CONTRIBUTOR

- Understands and respects the rights and responsibilities of community membership;
- Seeks to understand, and allows for, diverse perspectives;
- Respects and interacts with diverse groups for the betterment of the community;
- Plans and takes action for the welfare of the community;
- Understands the interrelationships between the local and global community.

DEPARTMENT ESSENTIAL LEARNING GOALS MATRICES

Special Education Essential Learning Goals

Self Directed Learner	Constructive Thinker	Quality Producer	Collaborative Worker	Community Contributor
Teach self advocacy	How to process information	High expectations for performance	Occupations Skills Center	Apprenticeships
Use of planner to organize. assignments.	Thinking skills curriculum develop thinking strategies	Teaching the writing process and holding students accountable to standards.	Inclusionary philosophy	Job Shadowing
Assign long term projects and teach the benchmarks they need to meet to complete on time.	Teach higher order thinking skills in in connection with reading materials.	Minimum modifications in general education curriculum.	Cooperative team projects.	
		Standards are the same for all students.		

Social Studies Essential Learning Goals

Self Directed Learner	Constructive Thinker	Quality Producer	Collaborative Worker	Community Contributor
Ability to retrieve information from books and other sources. Using atlases.	Look at historical and present day problems. Solve problems with many options and different perspectives. Not to trust TV, but read and develop their own opinions	Adhering to accepted writing standards: *grammar *punctuation *grade level	Cooperative group projects: ABC Book, Time Lines, Group papers, peer evaluations.	Basic grasp of the government. Importance of voting and personal involvement.

Family and Consumer Sciences Essential Learning Goals

Self Directed Learner	Constructive Thinker	Quality Producer	Collaborative Worker	Community Contributor
Teach decision making models.	Problem solving units and simulations.	Foods labs	Ropes course-team building skills	Utilize experiences in field experiences
Extended learnings to set goals and work toward them.	Practice with real individual and group problems	P.S.A's	Group and team projects with individual evaluations	Run a child care lab in class
Emphasis on components of self esteem, personal power, internal locus of control, responsibility for self and towards others.	Leadership units and components	Visual presentations	Role plays and experiental learning	Utilize a variety of community resources and speakers
	Project oriented learning with opportunities for varied creativity.	Self and group evaluations	Emphasis on communication skills, difference between responsibility for self and towards others	Beginning to include service learning projects
Teaches to the point	Family and Personal Relations and Exploring Childhood curriculum presents various options to form substantiated personal choices and opinions.	Teacher and unit evaluations	Simulations of group tasks	
		Child care lab and lessons	Learns to accept people for who they are	
	Demonstrates what is expected	Group projects and presentations with emphasis on internal locus of control, learning from mistakes and permission to be human.		
		Tasks are expected to be done in an organized manner		

The Arts Essential Learning Goals

Self Directed Learner	Constructive Thinker	Quality Producer	Collaborative Worker	Community Contributor
Evaluates own art work by reflective writing on the process undertaken, the strengths of the artwork and personal recommendation for improvements	Demonstrates ability to make refined and subtle discrimination when analyzing the interrelationships of the elements and principles of design in works of art.	Demonstrates a control of artistic skills that adds craftsmanship to the personal statement.	Works collaboratively in small groups to plan and create works of art.	Uses artistic skills in the planning and creation of community projects. *King County Recycling Bins *Holiday Windows/Boeing Credit Union *Art Contests
Responds to art through use of formal art criticism operations (description, analysis, interpretation and evaluation)	Indentifies and describes the literal and visual qualities that exist in significant works of art and analyze how they are organized in order to communicate expressive content.	Demonstrates ability to design using elements and principles of art to solve visual problems in creative ways through a variety of two dimensional and three dimensional media.	Communicates ideas in small group critiques of artwork. Group work or casts are essential part of drama	Uses Artwork to build and enrich the environment throughout the school.
Makes choices in creating original images in a variety of two dimensional and three dimensional media.	Uses descriptions, similes and metaphors to interpret personal impressions of works of art.	Recognizes standards for indentifying quality art work.		Culturally aware plays
Individual projects		Prepares a personal portfolio of original artwork.		Social issues in scenes
Group project-individual has responsibilities to make it work and get it done.	Understands and uses a variety of criteria through which to evaluate art.	Critique process		Performances for elementary
	Problem solving, analyzing, synthesizing, evaluation an inherent part of the curriculum.	Reflection on performance		Stage crew works with outside groups
		Performance oriented curriculum		

Science Essential Learning Goals

Self Directed Learner	Constructive Thinker	Quality Producer	Collaborative Worker	Community Contributor

Materials	Problem solving
	  *scientific method
		Report	Laboratory:
			  experiments
			  concise and complete
			  steps
				How pollution and water use impact the environment

Report research	Quantitative deduction	Scientific skills		
Problem solving	Mixing and combining of chemicals	Lab: pre-lab write ups	Restoration of stream project	Career opportunity speakers
		Analytical thinking		Restoration projects
	Honors and Chem Com		Brainstorm	
			Hands on labs	

World Language Essential Learning Goals

Self Directed Learner	Constructive Thinker	Quality Producer	Collaborative Worker	Community Contributor
Field trip	Comparing cultures	Individual contact	Topic study	Students teach Japanese language and culture at the elementary schools
Dictionary skills providing resources in the classroom	Makes comparison between first language and culture to new language	Introducing the students to native national language/culture	Family groups	Performing plays for other schools in area
Introduction of TV programs, cultural events, books, contest, camps	Problem solvers	Peer editing	Skit production	Poetry reading in local library
Develops self directed system for: oral practice, memorization, dictionary use, syntax analysis	Evaluates	Journal	Team activities	
		Establish portfolio's	Works cooperatively to produce product, e.g. family unit, restaurant unit	
		Work toward performance based outcomes	Internet-international collaborater	

Business Essential Learning Goals

Self Directed Learner	Constructive Thinker	Quality Producer	Collaborative Worker	Community Contributor
Take responsibility for study sheet	Assess instructions for self paced activities	Demonstrate and chose methods of producing quality work on computers, form work	Assess oneself in behavior and in class participation	Understand the business community's needs: promptness, respon-sibility, cooperation, and integrity
Pace work skills to achieve goals	Indentify and explain activities to others	Demonstration of technique	Assist school members through school store and simulated office	Interact with England and businesses in the community
Transfer information from simple to complex	Problem solve needs for activities	Check work with key	Assist others when directions appear unclear.	Place students in jobs
Analyze task as they proceed through activities	Follow self paced directions	Perform leadership activities	Order for store	Work with schools in Future Business Leaders of America
Study sheets with assign-ments (check off when complete)	Order merchandise	Balance cashier's reports	Run a simulated office	Connect with England
Do inventories	Handle employee problems	Develop work ethic	Cooperative learning	Train students in work-place skills: integrity, follow through, attendance cooperation
Learn jobs and explain	Paced dictation		Group work and presen-tations	Work experience
	Human relations problems		Leadership activities	

Math Essential Learning Goals

Self Directed Learner	Constructive Thinker	Quality Producer	Collaborative Worker	Community Contributor
Open projects	Problem solving	Re-do mistakes	Group projects	Math literacy
Set up own choices	Think at it	No late work	Write out process	Check unit
Unit projects	Projects in Pre-Int * height of building *bridges project	Must show work	Working in small and large groups	Stock unit
Exploration		Set standards	Cooperative group work	Research math in careers
Check system for Frosh	Puzzles	Unit project survey		General ideas that show how using their skills can assist the community
Allowing students lots of leeway for choosing topics	Graphing calculators as a tool - knowing how to use it	When giving test, refuse to accept unanswered questions		
Giving presentations				
Researching information for applied math projects	Make connections between different disciplines of math and realize that there are more than one way to solve problem	Constantly monitor or direct them back to work on assignments now		
Individualized format for project	Applied math projects	Use of technology to to produce final project		
Accessing community resources for information for projects	Think/talk sections of text	Homework: math related projects (surveys, graphs)		
Homework	Math projects	Group puzzles		
	Math as a subject, requires evaluating, reasoning, etc.			

Technology Essential Learning Goals

Self Directed Learner	Constructive Thinker	Quality Producer	Collaborative Worker	Community Contributor
Stay on task while working on assignments	Indentify problems in assignments	Adhere to journalistic standards	Group assignments	Film and video record for community
Plans projects		Evaluate own projects/ products	Script writing	

Speech and Debate Essential Learning Goals

Self Directed Learner	Constructive Thinker	Quality Producer	Collaborative Worker	Community Contributor
Through research and performing at their events, the students are in all of these areas				Public speaking in the community

Library Media Essential Learning Goals

Self Directed Learner	Constructive Thinker	Quality Producer	Collaborative Worker	Community Contributor
All types of research independently.	Figure out what needs to be done and whether it is helpful information.	Use difference media to produce final product, e.g. computers, video's, etc.	Small group work.	Use same skills in other locations in community.
Independently locate and use resources.			Help others when working independently.	Able to access information in a variety of places.
Know how to use resources.				

Foster High School's

"Robo Grad"

What graduates of Foster High School will know, can do, and the behaviors they will demonstrate.

ROBO GRAD
General Competencies

WILL KNOW

- graduation requirements
- how to use career center resources
- which tests are needed for college entrance
- application procedures for post high school training
- resources to access for: medical, living, transportation, education needs
- employment assistance programs
- a variety of modes of communication
- variety of leadership and learning styles
- personal leadership and learning style
- effective group processing
- dynamics of groups
- components of an effective meeting
- elements of effective speaking
- purpose of Library Media Center
- wide range of information available
- a variety of strategies for searching for information
- how to use information and put it to personal use (apply to own needs)
- how to present (verbal, written, etc.) or produce product use information
- personal career interests, skills necessary for careers and values of careers
- what directions and options are available after graduation
- decision making model

CAN DO

- complete applications for post high school training
- research information materials to select post high school training
- use resource books to access information: medical, living, transportation, education

- complete forms necessary for everyday living: W-2, W-4, 1040EZ, employment, library card, driver's license, loan applications
- complete tasks from beginning to end
- find information in library media center
- find information from other places outside FHS library media center
- ask self and others pertinent questions
- read, select (de-select) and synthesize pertinent information
- use computer catalog to find book
- use computer CD ROM to find magazine
- use Dewey and other organizational systems to find information
- use a calculator
- estimate
- renaming skills
- problem solving skills
- write a resume'
- do a job search
- demonstrate customer relation skills
- use decision making model to find an acceptable solution to their problems
- use effective communication techniques: listening skills, bottom lines, paraphrasing, etc.
- recognize personal priorities, set goals & take steps to achieve
- apply learning to self needs and goals
- identify issues

BEHAVIORS

- confidence in themselves to look for a good job
- proper conduct for interviews
- cooperative
- courteous
- focused
- creative
- reflective
- flexible
- creative problem solvers
- critical/divergent thinker
- self evaluation
- competence in a variety of media
- reflective decision makers
- clear writers
- willingness to discuss differences
- on time

- on task
- positive behavior
- tasks finished on time
- socially acceptable appearance and behavior
- positive attitude toward themselves, others, society, and public institutions
- willingness to accept the social system
- reflective behavior toward themselves, their attitudes, thought processes and behavior
- work with other students in a positive worthwhile way
- persistence
- literate
- respectful
- responsible
- good listener
- work with/on a team
- will read
- ask questions when they don't understand
- ask appropriate questions
- takes responsibility for own actions
- contribute to group goals - a team player
- organized
- able to understand
- read without prompting
- question answers as well as answer questions
- write in a disciplined way

ROBO GRAD
Technical Competencies

WILL KNOW

- good keyboarding technique by touch
- how to use Windows word processing, spreadsheets, database, and desktop publishing software
- ten-key by touch
- proofreading skills
- design work software
- how to use the scanner

CAN DO

- keyboard at 35-50 wpm
- open, close, save, and combine documents
- key letters, memos, create reports, tables in Word or Wordperfect
- through use of glossaries, calculations, merges, macros, artwork graphics
- develop a spreadsheet in Excel through use of cells and formulas
- operate program manager: main, accessories, paintbrush
- use desktop and artwork software, i.e. Pagemaker, Paintbrush
- produce photographs that convey a message
- manipulate equipment to produce graphic publications, i.e. scanner

BEHAVIORS

- takes care of equipment
- good posture
- take care of machines, books, etc.
- cooperative
- courteous
- focused
- creative
- reflective
- flexible
- creative problem solvers

- self evaluation
- competence in a variety of media
- reflective decision makers
- clear writers
- willingness to discuss differences
- on time and on task
- positive behavior
- tasks finished on time
- socially acceptable appearance and behavior
- work with other students in a positive worthwhile way
- persistence
- literate
- respectful
- responsible
- good listener
- work with/on a team
- will read
- ask appropriate questions when they don't understand
- takes responsibility for own actions
- contribute to group goals - a team player
- organized
- able to understand
- read without prompting
- question answers as well as answer questions

ROBO GRAD
Health, Personal Fitness, Family & Consumer Sciences Competencies

WILL KNOW

- major nutrients - sources, functions, etc.
- components of self esteem and personal power
- ages and stages of prenatal and child development
- basic safe, efficient, & nutritious food preparation techniques
- health issues - what they are and possible choices
- characteristics of good mental health
- development of good mental health a opposed to poor (mental illness) mental health
- issues dealing with drugs - choices (good & bad)
- personality development - steps in
- relationships - what to look for in relationships
- human sexuality - development of

CAN DO

- exercise safely & effectively
- access health care systems

BEHAVIORS

- responsible for self care (fitness, stress management, positive relationships, etc.)
- able to utilize positive child guidance techniques
- make healthy food choices
- make well thought out decisions about parenting
- cooperative
- courteous
- focused

- creative
- reflective
- flexible
- creative problem solvers; uses problem solving model
- critical/divergent thinker
- self evaluation
- competence in a variety of media
- reflective decision makers
- clear writers
- willingness to discuss differences
- on time
- on task
- positive behavior
- tasks finished on time
- socially acceptable appearance and behavior
- positive attitude toward themselves, others, society, and public institutions
- willingness to work within the social system
- reflective behavior toward themselves, their attitudes, thought processes and behavior
- work with other students in a positive worthwhile way
- persistence
- literate
- respectful
- responsible
- good listener
- work with/on a team
- will read
- ask questions when they don't understand
- ask appropriate questions
- takes responsibility for own actions
- contribute to group goals - a team player
- organized
- able to understand
- read without prompting
- question answers as well as answer questions
- write in a disciplined way

ROBO GRAD
Humanities Competencies

WILL KNOW

- a variety of modes of communication
- variety of leadership and learning styles
- personal leadership and learning style
- effective group processing
- dynamics of groups
- elements of effective speaking
- how to use Library Media Center
- how to access wide range of information available
- a variety of strategies for searching for information
- how to use information and put it to personal use (apply to own needs)
- how to present (verbal, written, etc.) or produce product use information
- decision making skills

CAN DO

- complete tasks from beginning to end
- find information in library media center
- find information from other places outside FHS library media center
- ask self and others pertinent questions
- read, select (de-select) and synthesize pertinent information
- use computer catalog to find book
- use computer CD ROM to find magazine
- use Dewey and other organizational systems to find information
- use a calculator
- estimate
- renaming skills
- problem solving skills
- use effective communication techniques: listening skills, bottom lines, paraphrasing, etc.

- recognize personal priorities, set goals & take steps to achieve
- apply learning to self needs and goals
- identify issues

BEHAVIORS

- confidence in themselves to look for a good job
- cooperative
- courteous
- focused
- creative
- reflective
- flexible
- creative problem solvers
- critical/divergent thinker
- self evaluation
- competence in a variety of media
- reflective decision makers
- clear writers
- willingness to discuss differences
- on time and on task
- positive behavior
- tasks finished on time
- socially acceptable appearance and behavior
- positive attitude toward themselves, others, society, and public institutions
- persistence
- literate
- respectful
- responsible
- good listener
- work with/on a team
- will read
- ask questions when they don't understand
- ask appropriate questions
- organized
- able to understand
- read without prompting
- write in a disciplined way

ROBO GRAD
Math Competencies

WILL KNOW

- relationship of numbers to each other
- basic operations
- strategy to solve 1 and 2 step equations
- relationships between math topics
- applications of math in other disciplines

CAN DO

- use problem solving techniques: able to see a problem and determine how to "attack it"
- when and how to use a calculator/computer
- able to attempt a problem a 2nd time if the solution is not found after the first attempt
- develop logical thinking skills

BEHAVIORS

- cooperative
- courteous
- focused
- flexible
- creative problem solvers
- critical/divergent thinker
- self evaluation
- competence in a variety of media
- reflective decision makers
- clear writers
- willingness to discuss differences in technique
- on time and on task
- positive behavior and attitude
- socially acceptable behavior
- work with other students in a positive worthwhile way, work with/ on a team
- persistence

- literate
- respectful
- responsible
- good listener
- ask appropriate questions when they don't understand
- use text as a resource
- takes responsibility for own actions
- organized
- question answers as well as answer questions

ROBO GRAD
World Language Competencies

WILL KNOW

- the value of studying a second language in a global society
- 4 language skills for basic communication
- basic vocabulary
- strategies for decoding and producing language
- state guidelines for oral competency
- graduation requirements & college entrance requirements
- how to use career center resources
- application procedures for post high school training
- a variety of modes of communication
- variety of leadership and learning styles
- personal leadership and learning style
- effective group processing
- dynamics of groups
- components of an effective meeting
- elements of effective speaking
- purpose of Library Media Center
- wide range of information available
- a variety of strategies for searching for information
- how to use information and put it to personal use (apply to own needs)
- how to present (verbal, written, etc.) or produce product use information
- personal career interests, skills necessary for careers and values of careers
- what directions and options are available after graduation
- decision making model

CAN DO

- use dictionary to find definition and cross reference word meanings
- analyze grammar and syntax
- converse in meaningful sentences

- read and write in target language
- evaluate own performance
- appreciate diversity of culture and language
- produce: letters, essays, poetry, plays, dialogues, video production, journals, collages/posters/jokes, interviews, games
- use technological resources such as the Internet, CD ROM and video disks and Pagemaker
- complete applications for post high school training
- research information materials to select post high school training
- use resource books to access information: medical, living, transportation, education
- complete tasks from beginning to end
- find information in library media center
- find information from other places outside FHS library media center
- ask self and others pertinent questions
- read, select (de-select) and synthesize pertinent information
- use computer catalog to find book
- use computer CD ROM to find magazine
- use Dewey and other organizational systems to find information
- problem solving skills
- do a job search
- use decision making model to find an acceptable solution to their problems
- use effective communication techniques: listening skills, bottom lines, paraphrasing, etc.
- recognize personal priorities, set goals & take steps to achieve
- apply learning to self needs and goals
- identify issues

BEHAVIORS

- confidence in themselves to look for a good job
- proper conduct for interviews
- cooperative
- courteous
- focused
- creative
- reflective
- flexible
- creative problem solvers
- critical/divergent thinker
- self evaluation
- competence in a variety of media

- reflective decision makers
- clear writers
- willingness to discuss differences
- on time and on task
- positive behavior
- tasks finished on time
- socially acceptable appearance and behavior
- positive attitude toward themselves, others, society, and public institutions
- willingness to accept the social system
- reflective behavior toward themselves, their attitudes, thought processes and behavior
- work with other students in a positive worthwhile way
- persistence
- literate
- respectful
- responsible
- good listener
- work with/on a team
- will read
- ask questions when they don't understand
- ask appropriate questions
- takes responsibility for own actions
- contribute to group goals - a team player
- organized
- able to understand
- read without prompting
- question answers as well as answer questions
- write in a disciplined way

ROBO GRAD
English Competencies

WILL KNOW

- elements of literature in short stories, novels poetry
- structure of grammar
- types of writing
- genre of literature
- literacy devices
- clear concise writing
- writing takes a lot of practice
- revision improves not only writing but the understanding
- elements of communication
- have a basic English vocabulary
- basic English grammar
- English spelling
- how to speak and understand English
- how to use: camera, darkroom equipment, developing chemistry, computer programs, elements of composition, enlarging techniques, photographic techniques, video camera, VCR, Video (audio editing deck), elements of script writing, elements of animation
- standard English: grammar, usage & mechanics
- several different forms of written communication (e.g.. poetry, essays, research papers, short stories)
- the writing process and how to use it
- several "eternal questions" & the historical bases thereof

CAN DO

- read w/comprehension
- write w/clarity, purposefully, organized format
- communicate in a variety of modes
- listen and identify main ideas and inferences
- self evaluation
- self revision

- organize thoughts in clear manner on paper
- revision
- expressing concerns and issues in a critical, concise manner
- display competency of a variety of ?
- write letters: business and friendly
- write organized paragraphs
- use of %'s
- understand spoken English
- express their ideas verbally in English
- write grammatically correct sentences
- demonstrate ability to read and understand English
  communicate effectively in a variety of media
  with excellence - write thoughtful essays
                    produce multi-media texts
                    speak clearly & knowledgeably
                    write creatively in several genres
- read for meaning and pleasure
- assemble information in a variety of ways: topically, thematically, etc.
- use a variety of strategies for extracting information from written texts
- apply communication/reading skills to other media

BEHAVIORS

- cooperative
- courteous
- focused
- creative
- reflective
- flexible
- creative problem solvers
- critical/divergent thinker
- self evaluation
- competence in a variety of media
- reflective decision makers
- clear writers
- willingness to discuss differences

- on time
- on task
- positive behavior
- tasks finished on time
- socially acceptable appearance and behavior
- positive attitude toward themselves, others, society, and public institutions
- willingness to accept the social system
- reflective behavior toward themselves, their attitudes, thought processes and behavior
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- ask questions when they don't understand
- ask appropriate questions
- takes responsibility for own actions
- contribute to group goals - a team player
- organized
- able to understand
- read without prompting
- question answers as well as answer questions
- write in a disciplined way

ROBO GRAD
Arts Competencies

WILL KNOW

- elements of plays
- elements of drama
- History of Theater
- basics of stage craft
- art is a form of visual communication
- art is/has different values and functions in different cultures
- a variety of personal and social issues can be addressed through art

CAN DO

- use voice for character presentation
- analyze scripts
- self-evaluate work
- create/perform characters
- evaluate an image and be able to "read" the artist's intent
- realize that history can be learned through art
- self discovery
- express concerns through a variety of media
- write a script containing literacy elements
- produce edited tape of own script

BEHAVIORS

- cooperative
- courteous
- focused
- creative
- reflective
- flexible
- creative problem solvers
- critical/divergent thinker
- self evaluation
- competence in a variety of media
- reflective decision makers

- clear writers
- willingness to discuss differences
- on time
- on task
- positive behavior
- tasks finished on time
- socially acceptable appearance and behavior
- positive attitude toward themselves, others, society, and public institutions
- willingness to accept the social system
- reflective behavior toward themselves, their attitudes, thought processes and behavior
- work with other students in a positive worthwhile way
- persistence
- literate
- respectful
- responsible
- good listener
- work with/on a team
- will read
- ask questions when they don't understand
- ask appropriate questions
- takes responsibility for own actions
- contribute to group goals - a team player
- organized
- able to understand
- read without prompting
- question answers as well as answer questions
- write in a disciplined way

ROBO GRAD
Physical Education
Competencies

WILL KNOW

- stretching techinques
- components of self esteem
- benefits of exercise
- team vs. individual activity
- aerobic exercise
- rules and etiquette of a variety of individual recreational activities as well as team activities
- personal fitness plan

CAN DO

- plan and organize a personal fitness program

BEHAVIORS

- responsible for self care (fitness, positive relationships)
- make healthy food choices
- make well thought out decisions about exercising
- courteous
- reflective
- flexible
- critical thinkers
- self evaluation
- on time and on task
- positive behavior
- socially acceptable appearance and behavior
- positive attitude toward self and others
- work with other students in a positive worthwhile way
- persistence
- responsible

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- respectful
- work with or on a team
- contribute to group's goal-team player
- organized

SECTION 4: SELF EVALUATION SURVEY

Table of Contents

Self-Evaluation Survey

In order to complete the entire self-evaluation process, staff members participated in subcommittee evaluations as well as departmental evaluations. Facilitators were selected for the subcommittees and the head of each department acted as facilitors for deparmental meetings. This work was accomplished through cooperative teams which met weekly until evaluations were completed.

The evaluation surveys were part of the National Study of School Evaluation Evaluative Criteria. The subcommittees had the opportunity to modify the surveys to fit the projects purpose.

In order for each subcommittee and department to complete the self-evaluation, they had to examine the major expectations and descriptive criteria and make any revisions necessary to make them congruent with the school's vision. In addition, committees and departments collected data, lesson plan samples, and syllabi to support their evaluations. Team members were encouraged to include any additional information that might be needed to provide a comprehensive report of their subject area and to describe any

condition that was not adequately covered elsewhere in the subsection.

The self-evaluation criteria also required committee and department members to rate the descriptive criteria and evaluation items using the following scale:

5   excellent
4   good
3   satisfactory
2   poor
1   missing but needed
na not applicable

When the evaluations were completed, each department submitted their recommendations, listing strengths, limitations and areas to target for improvement.

SELF-STUDY SUBCOMMITTEES

Instructional Programs

Facilitator: Cynthia Chesak, English

Members: Andrew Sapp, English; Michael Shannon, Social Studies; Priscilla Zimmerman, Art; Molly Carter, Paraprofessional Special Education.

Learning Resources and Technology

Facilitator: Kathy Kugler, Learning Resource Teacher

Members: Don Garnand, Social Studies; Sue Pike, World Languages: French; Claude Johnson, English; Kathy Felt, Learning Resources Media Technician; Bill Hitchman, Science.

Student Services

Facilitator: A. J. Nusbaum, Career Coach

Members: Hisako Leatherman, World Languages: Japanese and English as a Second Language; Larry Green, Counselor; Kristi Noren, Family and Consumer Sciences; Donna Assam, Special Education.

Student Activities

Facilitator: Gary Luft, History and Athletic Director

Members: Scott Powers, Math; Norma McCarty, P. E., Health and Social Studies; Tim Parker, P. E.; Margaret Peters, Associated Study Body Bookkeeper; Karl Albrecht, Business Education; Ken Kendrick, English as a Second Language.

School Climate

Facilitator: Jean Duran, Business Education

Members: Kathleen Mayhan, Science; Rachel Carlbom, World Languages: Spanish, Karlyn Elfstrom, Office Paraprofessional

Staff

Facilitators: Colleen Nohl, Social Studies; Jan Ferrera, Math

Members: Louise Weaver, English; Beth Shoemaker, Math

DEPARTMENT MEETINGS

P.E.: Rm 112
Kristi Noren
Karl Albrecht
Norman McCarty
Tim Parker

Special Ed. : Rm 103
Pat Larson
Donna Assam
Molly Carter
Jan Kupferer
Jan Widing

Science: Rm 109
Bill Hitchman
Kathleen Mayhan

Math: Rm 113
Jan Ferrera
Scott Powers
Beth Shoemaker

English: Rm 217
Kathy Kugler
Cynthia Chesak
Andrew Sapp
Claude Johnson

World Languages: Rm 202
Sue Pike
Rachael Carlbom
Hisako Leatherman

Business Ed.: Rm 115
Jean Duran
Karl Albrecht
Damon Hunter

Social Studies: Rm 216
Colleen Nohl
Don Garnand
Michael Shannon
Gary Luft

The Arts: Rm 114
Rodger Pinkley
John Goux
Priscilla Zimmerman

BUSINESS EDUCATION

Name of School **Foster High School**   Date **3-30-95**

Self-evaluation by:

Jean Duran	**Business Ed.**	**Karl Albrecht**	**Business Ed**
(Name)	(Position)	(Name)	(Position)

I. MAJOR EXPECTATIONS

Expectations are those expressed beliefs that govern the activities of personnel and organizations. Major expectations communicate the substance and outcomes of school programs. They are the reference from which behaviors are judged to be reasonable, necessary or appropriate by all school participants. Expectations are expressed in the form of goals and organizational procedures. Expectations should be consistent with district and school goals and be reflected in the formation of student programs. They are expressed in the day-to-day activities of personnel. However expressed, expectations become the most powerful standards for quality in a school.

Business education has an important contribution to make to the development of the economic literacy of all secondary school students. It should provide an occupational program for students desiring immediate careers in business, as well as instruction for students who plan programs of postsecondary and higher education in the field.

The following are major expectations commonly associated with an effective business education program.

- Students can interpret economic issues that affect them and develop consumer skill in managing their economic affairs efficiently and wisely.
- Students develop an economic understanding of how the business system operates and the importance of being informed consumers.
- Students achieve occupational competency upon program completion.
- Students develop an understanding of and skill in business technology through the use of electronic equipment.
- Students develop an awareness of personal interests and capabilities for career planning.
- Students demonstrate career interests by participating in business-oriented organizations and activities.

Students demonstrate leadership abilities in work situations including performance of independent problem solving and decision-making abilities, coordinating and implementing plans requiring teamwork, critiquing work of others, offering suggestions and prioritizing work.

1. Indicate the extent to which the expectations for the business education program are consistent with:

   a. The school and community characteristics.

1.   Many small diversified businesses within Tukwila/Sea-Tac area.   In addition, large corporation of Boeing at Southcenter and Sea-Tac.
2.   Population consists of middle to low income and socio-econ level.
3.   Population is becoming multi-ethic in character.

b. The philosophy and goals of the total school program.

Demonstrate a balance of personal, career and family goals in the application of technology, communications, responsibility and ethics and problem solving.

2. Indicate the extent of the commitment to these expectations.

The extent of the commitment to these expectations is an implementation into a <u>real life setting</u> (workplace) of the philosophy and goals of the total school program.

3. Indicate the extent to which these expectations are appropriate for the needs and interests of the students.

Students acquire and develop employment skills as ways to extend themselves into the community. They acquire knowledge of a large range of business careers and competencies to employ in those careers.

4. Indicate any problems in achieving these expectations.

Problems occur with increase of required classes for graduation, with lack of financial resources to update and with the pressure on students to follow college-oriented curriculum. In addition, there is a lack of acceptance and understanding of technical/career education in the general school community.

II. FOLLOW-UP TO PREVIOUS EVALUATIONS

1. Describe three to five significant changes currently in effect resulting from the recommendations of previous accreditation evaluations, state educational agency reports, legislation, local assessment, follow-up studies, opinion inventory surveys, needs assessments, etc. (specify the source of the impetus for change).

1. Typewriters were cleaned during summer, a maintenance agreement is in effect for the XT's.

2. A copy machine has been purchased for the business department.

3. Most technical support is established through Bill Hitchman and his networking class. however, machine maintenance is presently a problem.

2. Describe any recommendations of more than three-years standing resulting from accreditation evaluations that have not been implemented and indicate the rationale for those decisions.

1. As new software or course updates are adopted, teachers should be given days to learn the materials.

2. When it is time for the department budget and order to be placed, release time should be given to the teachers.

III. ORGANIZATION FOR INSTRUCTION

Descriptive Criteria

1 The program stresses the dignity of work and provides for an exploration of career opportunities and their requirements and an orientation to work . 5 X 3 2 1 na

2 Business educators from all educational levels help develop sequential programs .... 5 4 3 2 1 X

3 Advisory committees are utilized in program planning and implementation .... 5 4 3 X 1 na

4 Vocational business offerings are designed to prepare individuals for entry, adjustment and advancement in business occupations ... X 4 3 2 1 na

5 Instructional opportunities at the school provide realistic, job-type experiences for the work that graduates will perform................................ 5 X 3 2 1 na

6 Basic courses, such as general business, consumer economics and business law, are available to all students .... 5 4 3 2 1 X

7 Keyboard instruction is recommended for all students... X 4 3 2 1 na

8 The program provides instruction in the following areas:
    a   secretarial .... X 4 3 2 1 na
    b   clerical.. X 4 3 2 1 na
    c   data processing........................... X 4 3 2 1 na
    d   accounting .... X 4 3 2 1 na
    e   word processing......................... X 4 3 2 1 na

9 Vocational business education is available to all students who want, need and can benefit from the instruction.................................... X 4 3 2 1 na

10 The schedule is planned cooperatively with other departments to allow students to elect courses in the business program................. 5 4 X 2 1 na

11 Prerequisites, prior successes, and other aptitude and interest measures are considered in advising students..................................... 5 4 X 2 1 na

12 Provision is made for assisting students in placement, guidance and follow-up .... 5 X 3 2 1 na

13 Each student is encouraged to take course work related to career goals............................... X 4 3 2 1 na

14 Supervision of instruction is provided by a member within the department............................ 5 4 3 2 1 X

15 The department accepts work orders from other departments only when such work contributes to instruction........................... X 4 3 2 1 na

16 Class size is determined by type of instruction, availability of equipment, materials and facilities .... X 4 3 2 1 na

17 Student organizations and activities related to the field of business are available....... X 4 3 2 1 na

18 Department and course objectives are stated in terms of student outcomes ..... 5 X 3 2 1 na

19 Alternative methods of instruction provide for individual differences .... X 4 3 2 1 na

20 Course outlines or syllabi are available for all course offerings......................... X 4 3 2 1 na

21 Cooperative office education training arrangements and individual student training plans are developed and agreed upon by the employer, training sponsor, student and teacher-coordinator .... X 4 3 2 1 na

22 Cooperative office education students are identified by the teacher-coordinator on the basis of need, interest and the ability to profit from the instruction........................ 5 4 3 2 1 X

23 The classroom instructional phase of cooperative office education that relates to on-the-job training is preceded by a program of well-planned courses designed for the occupational preparation of students ..... X 4 3 2 1 na

24 Enrollment in the vocationally oriented phase of cooperative office education is determined by availability of classroom facilities and teacher-coordinator time to provide instruction .... 5 4 3 2 1 X

25 The vocationally-oriented classroom phase of cooperative office education is taught by the teacher-coordinator................... X 4 3 2 1 na

26 Adequate time is provided in the teacher-coordinator's schedule to direct the classroom instruction and supervise the on-the-job training .... 5 4 3 2 1 X

27 On-the-job training is supervised by a training sponsor who is adequately prepared for the role .... 5 4 3 2 1 X

28 Para-professionals are available to assist with instructional activities that will maximize teacher effectiveness........................... 5 4 3 2 1 X

29 Provision is made for compliance with all legal regulations relating to employment . X 4 3 2 1 na

30 ....5 4 3 2 1 na

Supplementary Data

If necessary and/or more convenient, data may be provided on extra sheets attached to this section in lieu of the space provided.

(Complete the following table for all business education courses; revise as necessary where schedules are modular, block or cycle other than weekly, supplement as necessary with attachments.)

TITLE OF COURSE	Req'd (R)	Elect (E)	Grade Level	# of Males	# of Females	Credit Value	# of Sections	Class Size	Periods Per Week	Total Min. Per Week
Computer applications	X		9			1	3	24	2/3	200/300
Infor. Processing Applic.		X	10-12			2	1	22	2/3	200/300
Office Cooperative		X	10-12			2	2	21	2/3	200/300
Business Basics		X	9			2	1	21	2/3	200/300
Accounting		X	11,12			2	1	16	2/3	200/300
Applied Communications		X	11,12			2	2	25	2/3	200/300

Evaluations

1   To what extent are courses in general business available to all students? .... 5 4 3 2 1 X

2   To what extent does the program make provision for instruction in the following areas:
   a   secretarial?.. X 4 3 2 1 na
   b   clerical? .... X 4 3 2 1 na
   c   data processing?.. X 4 3 2 1 na
   d   accounting? .... X 4 3 2 1 na
   e   word processing?.. X 4 3 2 1 na

3   To what extent are provisions made for the exploration of career opportunities and requirements? .... 5 4 X 2 1 na

   To what extent is vocational business education available to all students? .... X 4 3 2 1 na

   To what extent are provisions made for "special needs" (or exceptional) students? .... X 4 3 2 1 na

6   To what extent do course syllabi include instruction for the skills and/or knowledge needed by students? .... X 4 3 2 1 na

7   To what extent are student organizations and activities available to fulfill the objectives of the program?................... X 4 3 2 1 na

8   To what extent are the recommendations of advisory committees implemented?... 5 4 X 2 1 na

Comments

IV. DESCRIPTION OF OFFERINGS

Descriptive Criteria

1 Planning for program development includes consid-eration of employment opportunities, changing business practices, advancing technology and analyses of duties performed by business employees .... X 4 3 2 1 na

2 Community resources are utilized in planning, developing and implementing the instructional program .... 5 X 3 2 1 na

3 Program offerings are responsive to employment trends and demands .... 5 X 3 2 1 na

4 The program provides a balance among basic business, personal use and vocational course offerings... X 4 3 2 1 na

5 Sequential learning experiences are designed to prepare students for employment .... X 4 3 2 1 na

6 Vocational business education programs are evaluated and updated through periodic analysis of occupational trends.................................. X 4 3 2 1 na

7 Content of basic business courses is determined by analysis of the present and future needs of consumers, citizens, entrepreneurs and workers in the community...................................... 5 X 3 2 1 na

8 Courses emphasize the importance of ethical practices and standards for the conduct of business X 4 3 2 1 na

9 Vocational business education emphasizes skill development, and personal and social competencies.. X 4 3 2 1 na

10 Provision is made for actual or simulated occupational experiences............................. X 4 3 2 1 na

11 Innovative or experimental programs have been implemented in the past five years........... X 4 3 2 1 na

12 .... 5 4 3 2 1 na

Supplementary Data

Attach course descriptions, if available.

Evaluations

1 To what extent is the scope of basic business courses meeting the needs of students?.. 5 4 3 X 1 na

2 How adequate is the quality of basic business courses in meeting the needs of students? .... 5 4 X 2 1 na

3 How adequate are the experiences which provide students with career exploration and orientation? .... 5 X 3 2 1 na

4 How adequate is the scope of vocational business courses meeting the needs of students?................................ 5 X 3 2 1 na

5 How adequate is the quality of vocational business courses in meeting the needs of students? .... 5 4 X 2 1 na

6 How adequate are the opportunities for vocational business students to practice in work situations in the school and community?... 5 X 3 2 1 na

7 How adequate is the scope of courses for the personal skill development of students? .... X 4 3 2 1 na

8 How adequate is the quality of courses for the personal skill development of students? .... X 4 3 2 1 na

Comments
An accounting and computer applications computer lab doesn't exist.

V. COMPONENTS OF THE INSTRUCTIONAL PROGRAM

A. FACULTY

For data on preparation of faculty, see Section 12, "Individual Faculty Member."

Members of the business education faculty:

1 Have a broad preparation in general education ... X 4 3 2 1 na
2 Have intensive preparation for the courses taught .... 5 X 3 2 1 na
3 Have preparation in the methods of the courses taught .... X 4 3 2 1 na
4 Have had successful occupational experience in business .... X 4 3 2 1 na
5 Maintain an active relationship with the business community .... X 4 3 2 1 na
6 Participate in the activities of business and community organizations .... 5 4 3 2 1 X
7 Demonstrate a commitment to the profession as evidenced by quality teaching, by growth in learning, and by participation in professional activities of the field .... 5 4 3 2 1 X
8 Work cooperatively with teachers in other departments in planning and coordinating instruction ..... 5 4 3 2 1 X
9 Encourage students to participate in student organizations and activities related to the field of business .... 5 X 3 2 1 na

10 Have a comprehensive perspective on the field of business education and an understanding of, and respect for, the interrelatedness of the components .... X 4 3 2 1 na
11 Participate regularly in evaluation of the business education curriculum, instructional materials and teaching methods ..... X 4 3 2 1 na
12 Demonstrate an awareness of new developments and changing practices and procedures in their areas of instructional responsibility .... X 4 3 2 1 na
13 Demonstrate knowledge and/or use of changing and advancing technology .... X 4 3 2 1 na
14 Stimulate independent and/or creative thinking and problem solving by students ... X 4 3 2 1 na
15 Maintain current contacts within the field of business .... X 4 3 2 1 na
16 .... 5 4 3 2 1 na

Supplementary Data

If necessary and/or more convenient, data may be provided on extra sheets attached to this section in lieu of the space provided.

1 Indicate the number of faculty in each of the following categories (do not count the same individual more than once in any one category).
a. Educational level:
Less than Bachelor's degree _____
Bachelor's degree ___2__
Master's degree _____
Post Master's degree/ Certificate _____
Doctor's degree _____

b. Semester hours (approximate) of preparation in business education:

0-11 _____
12-23 _____
24-48 _____
more than 48 ___2__

c. Certification status in business education:
Certified ___2__
Non-certified _____

d. Years of experience in business education:

0-2 _____
3-5 _____
6-15 _____
more than 15 ___2__

2 Indicate the number of teachers involved in the following faculty development activities during the past three years.
School sponsored inservice programs _____
Summer workshops ___2__
College courses ___2__
Institutes _____
Other _____
a. ESD classes ___1__
b. _____
c. _____
d. _____

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Supplementary Data -Continued

3   Indicate the subject-related organizations in which faculty members hold membership and the number of faculty belonging to each organization.

	NAME OF ORGANIZATION	NUMBER OF FACULTY
Local	WBEA	DURAN ALBRECHT
State		
National		

Evaluations

1   How adequate is the preparation of faculty members in the subjects they teach?.............................. 5 X 3 2 1 na

2   To what extent do faculty members keep informed about current educational developments in their teaching areas? .... X 4 3 2 1 na

3   To what extent does the faculty demonstrate continued commitment to professional growth? .... X 4 3 2 1 na

Comments

ichers need additional training hours for updated softwares.

B. INSTRUCTIONAL ACTIVITIES

Descriptive Criteria

1   Instructional activities contribute to the general goals of the school .... X 4 3 2 1 na

2   Instructional activities are consistent with program goals .... X 4 3 2 1 na

3   Interests, aptitudes and experiences of students are considered in planning courses .... X 4 3 2 1 na

4   Individual differences of students are considered in selecting course content and in planning and conducting classes..................................... X 4 3 2 1 na

5   Careful planning and preparation for teaching are evident .... X 4 3 2 1 na

6   Teaching methods used are conducive to the achievement of desired outcomes .... X 4 3 2 1 na

7   Community resources are used to enrich instruction and strengthen the total program .... X 4 3 2 1 na

8   Instruction is adapted to changes taking place in business .... 5 X 3 2 1 na

^   Students are provided opportunities to develop social relationships, work habits and attitudes exemplified by business............................... X 4 3 2 1 na

10   Students are made aware of the requirements and opportunities for continuing in advanced business courses .... X 4 3 2 1 na

11   Students can develop the competencies needed to successfully secure an entry level position in business .... X 4 3 2 1 na

12   Students participate in learning experiences simulating business practices .... X 4 3 2 1 na

13   ....5 4 3 2 1 na

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Evaluations

1   How adequate is the planning and preparation for instruction? .... X 4 3 2 1 na
2   How well is instruction adapted to the needs of individual students? .... X 4 3 2 1 na
3   To what extent are resources from the local business community used? .... 5 X 3 2 1 na
4   How appropriate are the teaching methods?.. X 4 3 2 1 na
5   To what degree is the content of the course offerings consistent with program goals? .... X 4 3 2 1 na
6   To what extent are students provided opportunities to develop their interpersonal skills? .... X 4 3 2 1 na

Comments

C. MATERIALS AND MEDIA

Descriptive Criteria

1   A wide and balanced range of reading materials
    is available for students...................................5 4 3 2 1 X
2   Materials provide for different levels of student
    abilities and diverse cultural backgrounds...........5 4 3 2 1 X
3   A variety of instructional equipment is available
    and used .... 5 X 3 2 1 na
4   Resource units, study guides and other support
    materials are available and used .... X 4 3 2 1 na
5   Instructional materials are adequate to meet
    program goals .... 5 X 3 2 1 na
6   Adequate provisions are made for the use of
    computer hardware and software.................... 5 4 3 2 X na
7   Instructional materials, language and strategies
    are free of sex and race bias and stereotyping .....5 4 3 2 1 X
8   Provisions of the copyright law covering the re-
    production and utilization of copyrighted materials
    are observed.. 5 4 X 2 1 na
9   Guidelines have been established for the selection
    of new instructional materials ....5 4 3 2 1 X
10 Faculty members participate on a regular
    basis in decisions related to the selection of
    new materials .... 5 4 3 X 1 na
11 Teachers consult regularly with media faculty
    about the acquisition and utilization of
    resources and services.................................. 5 X 3 2 1 na
12 A professional library of current publi-
    cations and periodicals is accessible to the
    teachers... X 4 3 2 1 na

13 Place a check by each item readily avail-
    able for teacher use and rate the adequacy
    of each:
    X__ books .... 5 4 X 2 1 na
    _X_ periodicals..................................... X 4 3 2 1 na
    __ maps ....5 4 3 2 1 na
    _X_ charts.. 5 4 X 2 1 na
    _X_ transparencies .... 5 X 3 2 1 na
    __ slides ....5 4 3 2 1 na
    _X_ computer software........................... X 4 3 2 1 na
    __ other _____.................................5 4 3 2 1 na
    A variety of instructional materials is
    available .... X 4 3 2 1 na
14 There is evidence that students and teachers
    are making use of the instructional materials
    available to them................................... X 4 3 2 1 na
15 Career exploration and development
    materials are available .... X 4 3 2 1 na
16 Suitable methods are used for ordering
    and keeping an inventory of materials and
    media .... X 4 3 2 1 na
17 Annual budget provisions are made for
    the purchase of consumable supplies
    and resource materials.......................... 5 X 3 2 1 na
18 Adequate storage is provided for materials
    and media .... 5 4 3 2 X na
19 ....5 4 3 2 1 na

Evaluations

1 How adequate is the scope of instructional media and materials?... 5 X 3 2 1 na
2 How adequate is the quality of instructional media and materials? .... 5 4 X 2 1 na
   How adequate is the quantity of instructional media and materials? .... 5 4 3 X 1 na
4 How accessible are instructional materials to the students and teachers?.. 5 4 X 2 1 na
5 How well are instructional materials organized and maintained?.. 5 4 X 2 1 na
6 How well are instructional materials utilized by faculty and students? .... X 4 3 2 1 na
7 How adequate is the provision for the storage of instructional materials?.. 5 4 3 2 1 X

Comments

Instructional materials need to expand with computer expansion and software updates.

D. STUDENT ASSESSMENT AND PROGRAM EVALUATION

Descriptive Criteria

1 Student assessment is an integral part of
   instruction .... x 4 3 2 1 na
2 The student assessment process provides for
   individual differences .... X 4 3 2 1 na
3 Results of the student assessment process
   are reported to students, teachers and
   parents .... X 4 3 2 1 na
4 Results of the student assessment process are used for:
   a diagnosing students' develop-
      mental characteristics, learning styles
      and knowledge/skill levels .... X 4 3 2 1 na
   b determining achievement levels .... X 4 3 2 1 na
   c assessing students' strengths
      and weaknesses .... X 4 3 2 1 na
   d determining students' abilities to
      use knowledge in new situations .... X 4 3 2 1 na
   e counseling students .... X 4 3 2 1 na
5 A continuous evaluation of the program deter-
   mines the extent to which established major
   expectations, goals and objectives are being
   met .... X 4 3 2 1 na
   6 Program evaluation is carried out
      through a variety of measurements,
      formats (methods) which match the charac-
      teristics of the students and the nature of instructional
      objectives ....   5 X 3 2 1 na
   7 Program outcomes and student perfor-

mance are measured on the basis of data
that have been appropriately collected,
analyzed and interpreted .... 5 4 X 2 1 na
8 Results of the program evaluation process
   are used for determining teacher and
   program effectiveness .... 5 4 3 2 1 X
9 Results of the program evaluation process
   are used for making program changes .... 5 4 3 2 1 X
10 ....5 4 3 2 1 na

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Supplementary Data

If necessary and/or more convenient, data may be provided on extra sheets attached to this section in lieu of the space provided.

Describe the student assessment program.

Student assessment is individualized by ech teacher. Teachers assess students by testing and performance based activities.

2. Describe how the student assessment program is used to evaluate:

a. Strengths, weaknesses and yearly growth of individual students.

Teachers advance the individual student as they satisfy the requirements of their performance based activities.

b. Grade level achievement in terms of national, regional, state, local or other norms.

Teachers work in terms of established Tech-Prep norms.

c. Grade level weaknesses.

Not applicable in performance based curriculum.

Evaluations

1   How adequate does the student assessment program provide for individual differences? .... X 4 3 2 1 na

2   How effectively are the results of the student assessment program used for:

      a   diagnosing students' developmental characteristics, learning styles and knowledge/skill levels?................ 5 X 3 2 1 na

      b   assessing students' strengths and weaknesses?... X 4 3 2 1 na

      c   assessing achievement?.. X 4 3 2 1 na

      d   assessing students' abilities to use knowledge in new situations?   X 4 3 2 1 na

      e   counseling students? .... X 4 3 2 1 na

3   How adequate is the reporting of the results to teachers, students and parents?...................................... 5 X 3 2 1 na

4   How effectively are a variety of measurement formats (methods) used in the program evaluation and student assessment processes? .... 5 4 3 2 1 X

5   How adequate is the collection, analysis and interpretation of the data? .... 5 4 3 2 1 X

6   How effectively are the results of the evaluation program used to assess teaching effectiveness?.......................... X 4 3 2 1 na

7   How effectively are the results of the evaluation program used to make program changes?................................. X 4 3 2 1 na

8   How adequate is the evaluation program in determining the overall effectiveness of the program? .... X 4 3 2 1 na

Comments

Assessment takes place on an individual and on-going basis.

VI. FACILITIES AND EQUIPMENT

Descriptive Criteria

ːilities

1 The instructional areas are located so that they are convenient to the common uses and in close proximity to related instructional areas .... X 4 3 2 1 na

2 The instructional areas provide appropriate spaces to accommodate a variety of instructional activities .... X 4 3 2 1 na

3 The instructional areas meet the needs of the handicapped .... X 4 3 2 1 na

4 The instructional areas have provisions for the adequate control of heat, light, ventilation and acoustics .... X 4 3 2 1 na

5 The instructional areas are provided with the appropriate utilities .... 5 X 3 2 1 na

6 The instructional areas meet all safety regulations.. 5 4 3 2 X na

7 The instructional areas provide adequate, safe and secure storage for supplies and equipment.. 5 4 3 2 X na

8 .... 5 4 3 2 1 na

Supplies and Equipment

1 There is a variety of educational equipment and supplies available to carry out the instructional program .... 5 4 X 2 1 na

2 There is an adequate amount of supplies and equipment available to carry out the instructional program .... 5 4 X 2 1 na

3 The equipment is well maintained and meets all safety requirements .... X 4 3 2 1 na

4 Provision is made for equipment inventory and maintenance records .... X 4 3 2 1 na

5 Budget provisions are made for the replacement and addition of equipment .... 5 4 3 2 1 X

6 The furniture is appropriate for the instructional program.. 5 4 3 X 1 na

7 .... 5 4 3 2 1 na

Evaluations

1 To what extent are the facilities and equipment conducive to the achievement of the major expectations, goals and objectives? .... 5 X 3 2 1 na

2 How adequate is the space for instructional activities? .... X 4 3 2 1 na

3 How adequate are the facilities and equipment for instructional activities?............................ 5 4 X 2 1 na

4 To what extent are the facilities and equipment effectively used for instructional activities? .... X 4 3 2 1 na

5 How adequate are the storage facilities for supplies and equipment? .... 5 4 3 X 1 na

6 How well is equipment maintained for efficient use?... 5 X 3 2 1 na

Comments

Process for maintenance <u>SLOW</u> and inefficient.

VII. LEARNING CLIMATE

Descriptive Criteria

1 The major expectations, goals and objectives reflect a clear sense of purpose ..... X 4 3 2 1 na
2 The departmental faculty is competent and dedicated.................................... X 4 3 2 1 na
3 The school administration provides adequate resources and encouragement to the department .... 5 4 X 2 1 na
4 School administration and faculty exhibit high expectations for student achievement .... X 4 3 2 1 na
5 Parental and community support exists for the program .... X 4 3 2 1 na
6 The instructional program is based on the appropriate diagnosis of students' developmental characteristics, learning styles and knowledge/skill levels.. 5 X 3 2 1 na
7 Student placement in the program is predicated on adequate faculty advisement and on the development of individual student plans ....5 4 3 2 1 X
8 Classroom organization provides for optimum use of instructional time................... X 4 3 2 1 na
9 Instructional methods and strategies facilitate the performance of individual students.. 5 X 3 2 1 na

10 All students are provided opportunity and assistance to achieve both the required program and individual student goals .... X 4 3 2 1 na
11 Students are provided frequent feedback about their performance .... X 4 3 2 1 na
12 The appraisal of teacher performance is oriented toward improvement of instruction .... 5 4 3 2 1 X
13 Students' self-esteem is enhanced by positive relationships and mutual respect among peers and teachers .... X 4 3 2 1 na
14 School and classroom disciplinary standards promote a positive learning environment... X 4 3 2 1 na
15 Students and teachers are recognized for achieving the objectives of the program.. X 4 3 2 1 na
16 The facilities are aesthetically pleasing, functional, safe and properly maintained... 5 X 3 2 1 na
17 ....5 4 3 2 1 na

Supplementary Data

Attach summary sheets of any school climate survey and student, teacher or parent/community satisfaction surveys ministered by the department.

Evaluations

1 To what extent does the learning climate of this department support the attainment of the program's major expectations, goals and objectives? .... X 4 3 2 1 na
2 To what extent does the learning climate foster individual student satisfaction and self-esteem?............................ X 4 3 2 1 na
3 To what extent does the learning climate foster individual student achievement? .... 5 X 3 2 1 na
4 How regularly is the program evaluated in terms of content and student needs, and revised if appropriate? .... X 4 3 2 1 na
5 To what degree do the following groups have a positive perception of the learning climate:
    a students?.. 5 X 3 2 1 na
    b teachers?.. X 4 3 2 1 na
    c parents and community? .... X 4 3 2 1 na
    d school administration? .... 5 4 3 2 1 X
    e district administration? .... 5 4 3 2 1 X
    f board of control? .... 5 4 X 2 1 na

Comments

VIII. EVALUATIONS

Process Evaluation

1. Summarize evidence that organization for instruction, offerings, instructional components (faculty, instructional activities, materials and media, student assessment and program evaluation), facilities and learning climate contribute to the achievement of the major expectations.

Students display achievement by progressing through levels of instruction and competencies.

2. Summarize evidence that the program has been carried out as designed.

Student performance and on the job successes.

3. Summarize evidence that the methods of evaluation of the program are valid and reliable in terms of data to be gathered.

Student portfolios and employer feedback.

Product/Outcomes Evaluation

Summarize evidence that students are achieving the major expectations of the program.

Students are achieving the major expectations of the program by displaying leadership, skills and knowledge, and life skills.

2. Summarize evidence that the program contributes to the achievement of those goals identified in Section 3, "Philosophy and Goals."

The program contributes to the achievement of the program philosophy by focusing on achievement, leadership and essential learnings relevant to students preparing for life in the twenty-first century.

IX. JUDGMENTS AND RECOMMENDATIONS

Strengths

Describe those aspects of the program that are most satisfactory.

of the program goals.   See attached sheet.

Limitations

Describe those aspects of the program that are in most need of improvement.

1.   Software updates so that student may align their learning with employment requirements.
2.   All students are able to access the highest level of technology learning on the equipment provided.
3.   Recommendations and feedback of the Business Advisory Committee have not always been recognized and followed.
4.   Schedule for replacement of equipment.
5.   Knowledge of business/vocational operations.
6.   Funding available to allow teachers to attend classes and workshops.

Recommendations

Describe, in priority order, specific means for correcting the limitations.

1.   The district business manager produce an operational budgetary fund.
2.   A report be made on a yearly basis to the Business Advisory Committee acknowledging the status of their recommendations.
3.   A school policy be developed and implemented to replace outdated equipment.
4.   Software be updated on a bi-yearly basis.
5.   Teacher are encouraged to attend classes in their teaching areas.

Special Education Recommendations

Strengths

- transition program is being developed and implemented
- programs can be individualized to meet students needs because of the number of staff
- students receive the majority of their instruction in the general education setting which has increased student self esteem and motivation to achieve
- the student body is accepting of diversity of special need students and works with student to make them as successful as possible
- other faculty members are willing to work with special education personnel to ensure the student's success in their classrooms
- the general education faculty are willing to modify curriculum or grading scales to meet the needs of the special education students.

Limitations

- inadequate supply of taped or lower level reading materials
- inadequate amount of time provided for consultation with general education teachers on curriculum modifications, evaluation of students, etc.
- limited budget does not provide for adequate supplies or maintenance of equipment
- lack of vocational programs within the building limits the vocational training of special needs students
- students are penalized in academic classes for classtime missed while on a vocational placement or job shadowing opportunities
- inadequate space for materials

Recommendations

- additional time for consultation with general education staff
- additional staff to meet the needs of students as our special needs population increases and diversifies
- special education staff input into budget for supplies and training
- general education faculty receive awareness training in providing an education that meets the needs of all students, not just the students on the college bound track
- the general education staff providing alternative assignments for students who have a vocational placement outside of building so they will not be penalized for being out of class

Physical Education Recommendations

Strengths

- provide a good selection of classes for all students
- classes do not have to share facilities or space
- class sizes are very manageable
- PE budget is enough to buy needed equipment
- organization of program
- teaching of skills

Limitations

- more money is needed to teach recreational PE and personal fitnes class. Students should be bowling, golfing, taking aquatices and doing a better variety of weight training lifts.
- another good female PE teacher is needed to take the place of the teacher we now have who doesn't want to teach PE any longer

Recommendations

- Hire a new female PE teacher

- Provide additional money to teach recreational PE

- Add another PE teaching station, which will be needed soon

- create a personal fitness plan

Health Recommendations

Strengths

South Central School District has a solid sequential and comprehensive program. Staff, from elementary to secondary, are well trained and provided with opportunities to attend workshops, etc.

Limitations

- the need for a budget earmarked for Health is need to provide for the purchase of new materials
- the classroom is used for World History and Psychology class. There is little or no storage provided for Health, let alone the other classes.
- there is a need for an elective Health (or Health related) class primarily for juniors and seniors. Money is a problem for books and materials

Recommendations

- request budget for 1995-96.

- additional storage space (shelves, cupboards) in room

- offering two semesters of psychology, Intro. To Psych and Abnormal Psych (an elective offered only to juniors and seniors)

- more variety of course offerings to count toward graduation credit

Student Activities Recommendations

(school goverment, performances and assemblies, school publications, music activities, social activities, athletics - intramural and interscholastic, speech and drama)

Strengths

There are a variety of activities available to students interested in music, drama, speech/debate, athletics and student government. Students and staff support the programs that exist.

Limitations

Although there are opportunities to participate in a variety of activities, there are still many students whose needs are not being met. Limited staff supervision, space availability and lack of funds does not allow the additon of clubs or intramural activities or the increase in the size of the programs already existing.

Recommendations

- inservice for staff about the importance of a comprehensive activities program
- school newspaper needs to be added to the school publications
- club/activity advisors trained to be an advisor
- funds available to support a comprehensive activities program to meet the needs of all students, need a variety of clubs and activities to provide a greater range of students opportunities to participate
- have music and drama productions and speech/debates during school hours for student body
- money allocated to the support of non-athletic activities such as, dance squad, pep club and speech/debate

Visual Arts Recommendations

Strengths

- the components of the instructional program are well thought out and follow state and national guidelines for visual art education
- the instructional activities not only cover the various elements of the program but allow for variety during the 100 minute block
- the facility and equipment are excellent, allowing for both 2 and 3 dimensional art production
- positive learning climate. General art is geared for the non-art student. Art Production is design oriented rather than drawing from observation

Limitations

- collaborations with other departments-
      communications class
      integration with other subjects
- storage shelving/cabinets in storage rooms off main art room. The storage rooms were completed without any shelving and no funding was provided for them
- the physical container for student's process portfolio, we are not using a large manila envelope 14" x 18" and organizing it by date
- being .4 FTE at Foster limits art teacher's time spent in the building. This has limited the development of an after school art club or Art Honor Society. At this time, no survey has been given to the student body to determine interest.

Recommendations

- Acquire additional shelving units. These will come with the transition of Showalter and will remain at Foster.

- The art teacher is working on a second endorsement in History. Teaching in the two schools has been a scheduling challenge. Some conflicts have been and are unresolvable. The art teacher is preparing for more flexibility in how we determine courses and credits in the future.

- Survey the student body for interest as well as current students enrolled in Art

- Share club advisor responsibilities with other faculty member. Inquire among staff.

- additional sections of art offered

World Languages Recommendations

Strengths

- increased use of technology such as teaching via the Internet, CD ROM and Japanese word processort
- maintain three languages in a small school of 500+
- host exchange students and promote foreign study each year
- travel to France, England and Japan with Foster students
- adjusted to 100 minute periods, which is especially difficult with beginners
- promoted language study through native speakers, camps, travel/study programs, field trips, elementary school visitations and World Language Week
- received two state grants to fund internet interactive communications and simulations project

Limitations

- class size
- sequential language study does not begin with high school
- no budget to keep pace with need for up-to-date materials, field trips, and technology
- no International Club
- no stipend for International Club Advisor

Recommendations

- update texts, augment instruction with multi-media
- establish department budget
- search for grant monies, find alternative ways to fund language department needs
- develop a district philosophy for language study with input from school board, administration, site council, teachers and parents which reflects needs of all students
- maximum enrollment of 28 for beginners
- reinstate the International Club with a stipend for the advisor
- provide paid opportunities for teachers to develop additional strategies for 100 min periods

Learning Media Services Recommendations

Strengths

- new and attractive facility with open atmosphere
- facility and service accessible all day with extended hours
- computer workstations for student use
- computerized circulation and magazine index
- multimedia workstations with CD ROM
- video delivery system
- adequate print collection serving diverse populations and various ability levels

Limitations

- unable to keep up with the demand for increased services
- unable to properly maintain the catalog, especially non-print materials, complete MARC records, authority file, and annotations for key word searching
- limited ability to adequately assist and troubleshoot new technologies
- limited student access to information via CD ROM (networked CD ROM)
- limited student access to multimedia production facility/service
- limited print materials (out-dated materials with new curriculum to be supported)
- insufficient budget to keep up with increased cost of books
- inadequate book security system (new system hardware)
- limited access to Internet and other electronic data retrieval systems (router and communication server for direct service)

Recommendations

- add support staff
- purchase more print materials in all areas
- purchase CD ROM tower or file server to be networked
- update book security system
- provide direct connection to Internet
- Mac lab open more hours
- add more computers
- students able to access network
- library open later than 3:00 pm

Math/Science Recommendations

Strengths

- cohesiveness of math faculty
- large number of math offerings for a school our size
- incorporation of a variety of techniques in teaching
- integration, connections with other subjects
- textbook adoption consistent with NCTM standards
- pleasant and adequate lab facilities
- adequate resources in terms of texts and supplemental material
- teachers have the ability to adjust and evaluate the program as needs arise

Limitations

- funds not available for technology
- unable to support needs of all students through differently pace classes
- a math budget is not available and there is no annual science budget for replacement of science equipment
- limited technology for the science department
- no equipment for microcomputer based laboratories

Recommendations

- develop department budgets
- work on integrating the math science curricula
- use budget to purchase technology and train teachers on this technology
- require scientific calculators in all math classes and incorporate use of these in all curricular areas
- hire additional math/science staff
- replace computer lab
- purchase micro computer based equipment for science labs
- expand math and science curricula to include more elective courses to allow students a choice
- provide training in effective implementation of NCTM standards
- work on developing a comprehensive sophomore level test to demonstrate proficiency in Foster's math curriculum
- require students who fail the math competency test to take a one semester class in Practical Math during their senior year
- require 3 years of math and 3 years of science for graduation
- more hands on , one on one teaching time with teachers
- more variety in math/science course offerings

Humanities Recommendations

Strengths

- writing process taught progressively
- balance of literature with writing
- continue to work on revamping content and skills
- multi-cultural literature infusion
- department is flexible and supported in teaching to the best of the teacher's abilities
- a variety of materials and methods are used in developing the cosial and academic skills of our students
- there are constant strides in the social studies program to update and change for the better

Limitations

- integrations of humanities curriculum
- explore future use of software for assessment
- actively work on integration with other subject areas
- student's class schedules don't reflect the ability and/or needs of our students
- growing class sizes have led to an increased burden on the teacher and lecturer
- social studies department lacks time and resources to create a cohesisve curriculum development
- the social studies department lacks sufficient secondary resources, specifically, updated maps, globes and atlases

Recommendations

- Improve and increase the use of technology across the humanities, to make technology an integral part of the humanities program
- Clear, smooth and refine the school-to-work and community transition in regards to the skills humanities teach
- Course offerings have a humanities focus that stress the interrelationship of disciplines
- Improve skill assessment and formalize programs that fit assessed needs
- Promotion based on demonstration of skills, not age
- Increase use of student directed projects
- Promote the exploration of mulitcultural, multiethnic, gender needs, through the humanities in order to develop respect for living in a diverse community.
- more variety in course offerings to meet graduation requirements

Drama Recommendations

The focus of the drama program at Foster is to allow all students to explore the various areas of theatre and to help students develop learner attributes through drama work that will benefit them in other areas of learning. The drama program is inclusive servicing all students grades 9 through 12 and also includes ESL students and Special Ed Students.

Strengths

The drama program has continued to grow and become more refined over the years to meet the needs of the student population. The drama curriculum is a performance based curriculum and is designed to meet the district goals. Drama helps students become **collaborative workers** through their work in casts and with the director and technicians. Students learn to express their ideas, listen to the ideas of others and then work out the best approach to production. Students in drama are **constructive thinkers.** Drama students analyze scripts in preparation for productions; they synthesize information to create characters and evaluate their work in order to further improve and develop their skills. Not all drama work is cooperative or collaborative. Students must do individual work in preparation for rehearsals and production work also allows students to work individually on specific skills they identify as objectives to achieve in their work. Becoming **self-directed learners** is an eventuality through production work. Constant feedback on work allows students to work toward developing a sense of what it takes to be a **quality producer.** Ultimately, the audience gives the students the feedback they need to realistically judge the quality of their work. High standards are set for all productions, and each student is aware of the challenges and work diligently to achieve those expectations. Special drama projects such as the annual children's show and the original play about the ESL students at Foster encourages drama students to use their skills to benefit the community and school of which they are a part. These projects give students a true sense of what a **community contributor** is and how sharing their artistic talents with the larger community benefits all.

Limitations

At this time, the greatest challenge the drama program faces is scheduling. Students are currently participating in an evening class. Because of singleton classes that often resulted in schedule conflicts, Advanced Drama was moved to an evening time. While students have made the commitment to the class, many of them work and participate in other activities such as sport events which are in direct conflict with the evening slot. In addition to that, most drama students are taking a full academic load during the day and adding this class as an extra. Time and energy of most of the students are tapped to their limits.

Recommendations

At this time, the Introduction to Drama class and the Advanced Drama class seem to be meeting the needs of the students. The one area that needs to be addressed is the technical theater. With the outstanding facility that Foster has, it would be advantageous not only to Foster students, but also to others, to offer a vocationally certified stagecraft class. This class would teach students the various aspects of technical theater and prepare them for entry level jobs in lighting, sound, rigging and set work. By maintaining and supporting the current drama program and adding a technical theater class, Foster would be able to service a greater number of students and give them job skills that will be marketable in the Seattle area.

SECTION 5: VISITATION TEAM

Table of Contents

Visitation Team

Dr. Horst Momber and Pat Larson, the self study coordinator, met with Alfred Rasp, Jr., the Executive Secretary of the Washington State Accreditation Committee prior to the visitation. The purpose of the meeting was to discuss the appropriateness of the process to date and the composition of the visitation team. The Foster High School staff felt that the visiting team should be comprised of experts recognized in the profession who could provide a valid critique rather than complimentary phrases.

Dr. David Marshak, Assistant Professor at Seattle University, acted as the chairman for the 18 member team, which visited Foster High School, on May 17, 1995 .

The team met with Dr. Horst Momber, principal and the writer and self study coordinator, Patricia C. Larson, for an introduction to Foster High School, a review of the day's schedule and an overview of the materials that had been provided for them.

Foster High School students led tours of the school which gave the visiting team members an opportunity to observe in classrooms. They also used this opportunity to talk with students and to

validate some of the self study statements. During a working lunch, team members met with teachers in departmental groups to discuss the self evaluations in depth. After lunch, selected team members met in multidisciplinary groups to solicit additional commendations and recommendations regarding curriculum integration.

Foster High School's computer lab was made available to the visitation team in order for them to write and complete their reports prior to leaving for the day. The team was asked to follow the format that had been used during the self evaluation, making commendations, noting limitations and giving recommendations.

The completed reports were edited and submitted to the Northwest Association of Schools and Colleges, by the chairman, Dr. David Marshak. On June 29, 1995, the self-study report was accepted as satisfying the ten year self-study requirement of the Northwest Association of Schools and Colleges and also the Washington State Board of Education's school evaluation requirement.

VISITATION TEAM HANDOUTS

Visiting Team Members
May 17, 1995

Ms. Dorothy Bennett, Math Teacher (retired), Newport High School

Mr. David Cartham, Special Education Teacher, Central Kitsap High School

Ms. Andrea Chapman, Vocational Education, Bethel School District

Ms. Eve Datisman, Library Media Specialist, Forks High School

Ms. Jodel Haag, Math Teacher, Renton High School

Ms. Linda Haderli, Assistant Principal, Kentwood High School

Ms. Claudia Hauck, Special Education Teacher, Pacific Middle School

Ms. Roberta Krause, Vocational Specialist, Highline School District

Mr. Gary LaTurner, Art Teacher, Sammamish High School

Ms. Irene Leggate, Foreign Language Teacher (retired), Newport High School

Dr. David Marshak, Assistant Professor, Seattle University (team chair)

Ms. Cindi Powell, Social Studies Teacher, Vashon Island High School

Ms. Susuan Scholtes, Language Arts Teacher, Kent Meridian High School

Ms. Nancy Scott, Program Supervisor: Self Study and Accreditation, OSPI

Ms. Joan Sikonia, Administrative Intern, Wilson High School

Ms. Peggy Taylor, Program Supervisor, Language Arts, OSPI

Mr. Tim White, Counselor, Renton High School

Mrs. Carol Zuvela, Site Council, Foster High School

Foster High School

SOUTH CENTRAL PUBLIC SCHOOLS
KING COUNTY SCHOOL DISTRICT NO. 406

4242 SOUTH 144th STREET
TUKWILA, WASHINGTON 98168
(206) 248-7570

Wednesday, May 17, 1995

Good Morning and Welcome to Foster High School!

We appreciate your time and expertise and are looking forward to your constructive suggestions. Your schedule for today:

8:30 - 8:45   Greetings, Coffee and a little something to eat

8:45 - 9:30   Professor David Marshak, College of Education, Seattle University
will give a short overview of our school.

9:30 - 11:00   Students will give you a tour of the school. Please feel free to ask them anything you would like to know about our school.

The tour should take about 30 minutes. Following the tour, venture out and observe classes you would like to see. We are on a short schedule today **(Periods 1, 3, and 5)** and classes are 55 minutes long. The Building Schedule will give you subjects and room numbers.

11:00   Come back to the staff room for a cup of coffee and your subject area teacher will come for you. Your charge from 11:00 to 12:00 will be to review the specific curriculum as developed by departments. The recommendations should include the implementation of our Essential Learning Goals, Learning Strategies within the extended period. Take notes, offer comments, make recommendations.

12:00 - 1:00   Lunch in the Commons. Continue with the departmental discussion if you wish, or talk to someone else from our staff.
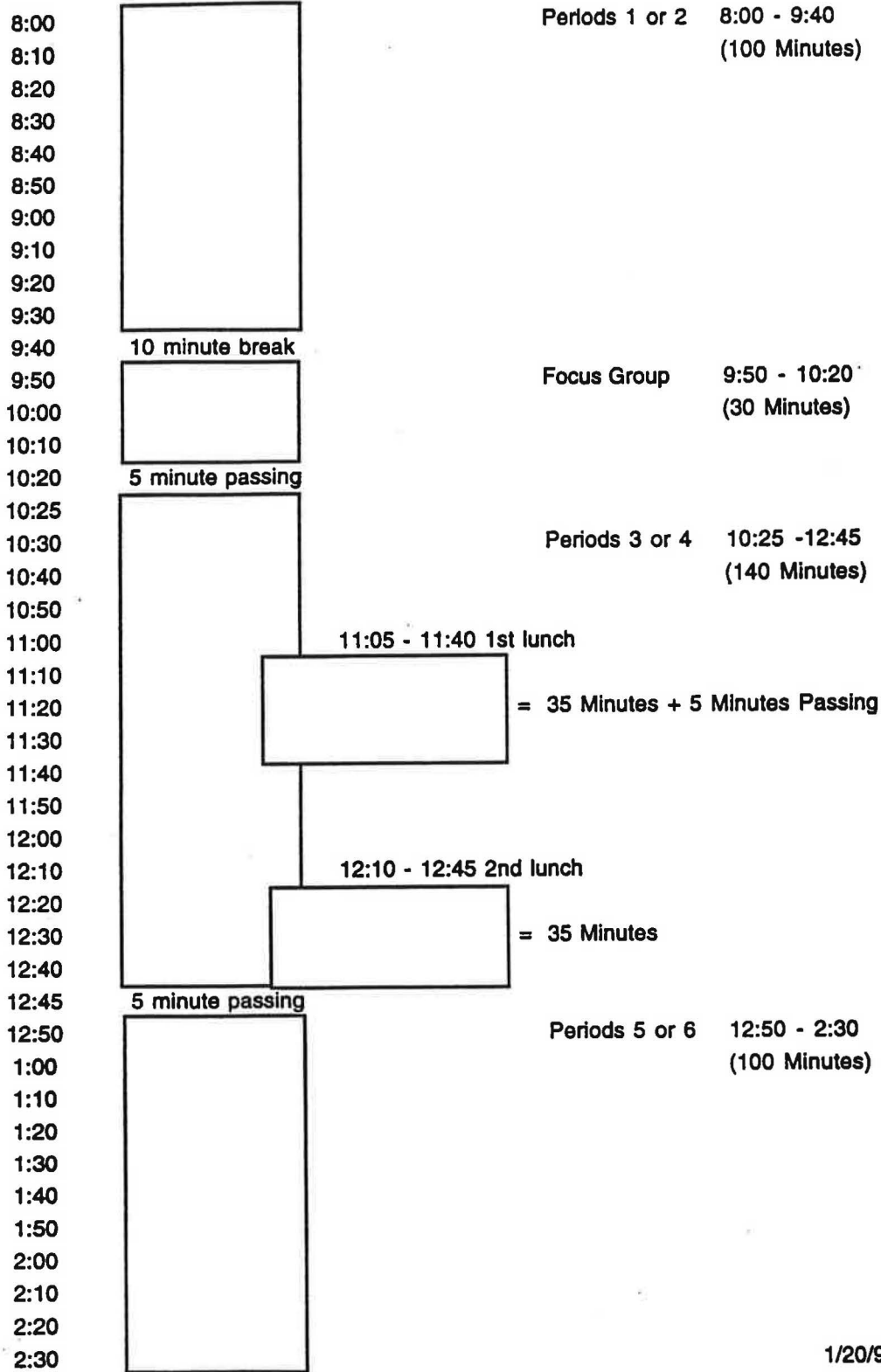
1:00 - 2:00   Review Meetings for the combined *Humanities, Math and Science, P.E./Health* according to the **PM Group Assignments.** Check for room assignments. We are working toward an increasingly inter disciplinary learning approach, so these groups are formed to solicit interdisciplinary commendations and recommendations. The Staff person identified with the *, supported by Foster Staff will speak for the rationale supporting the recommendations. Visiting Team members will ask clarifying questions and offer recommendations. The visiting team member identified with the *, please plan to get the report written with help of other visiting team members.   (Over, Please)

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Art, Business/Vocational, Counseling and Guidance, Home and Family Life, Library Media, Special Ed and World Languages will write their report during this time. Terrie Wilson, our Office Manager will help with computer space and a disc. Please follow the approximate suggested format, giving commendations, limitations and recommendations.

2:00 - 3:00   Visiting Team Members write and complete their reports based on afternoon discussion. We have computers available in a variety of locations. Terrie Wilson, our Office Manager will help you with getting to a disc and a computer. Please follow the approximate format we are suggesting, giving commendations, limitations and recommendations. When you are finished, please give your disc to Terrie before you leave.

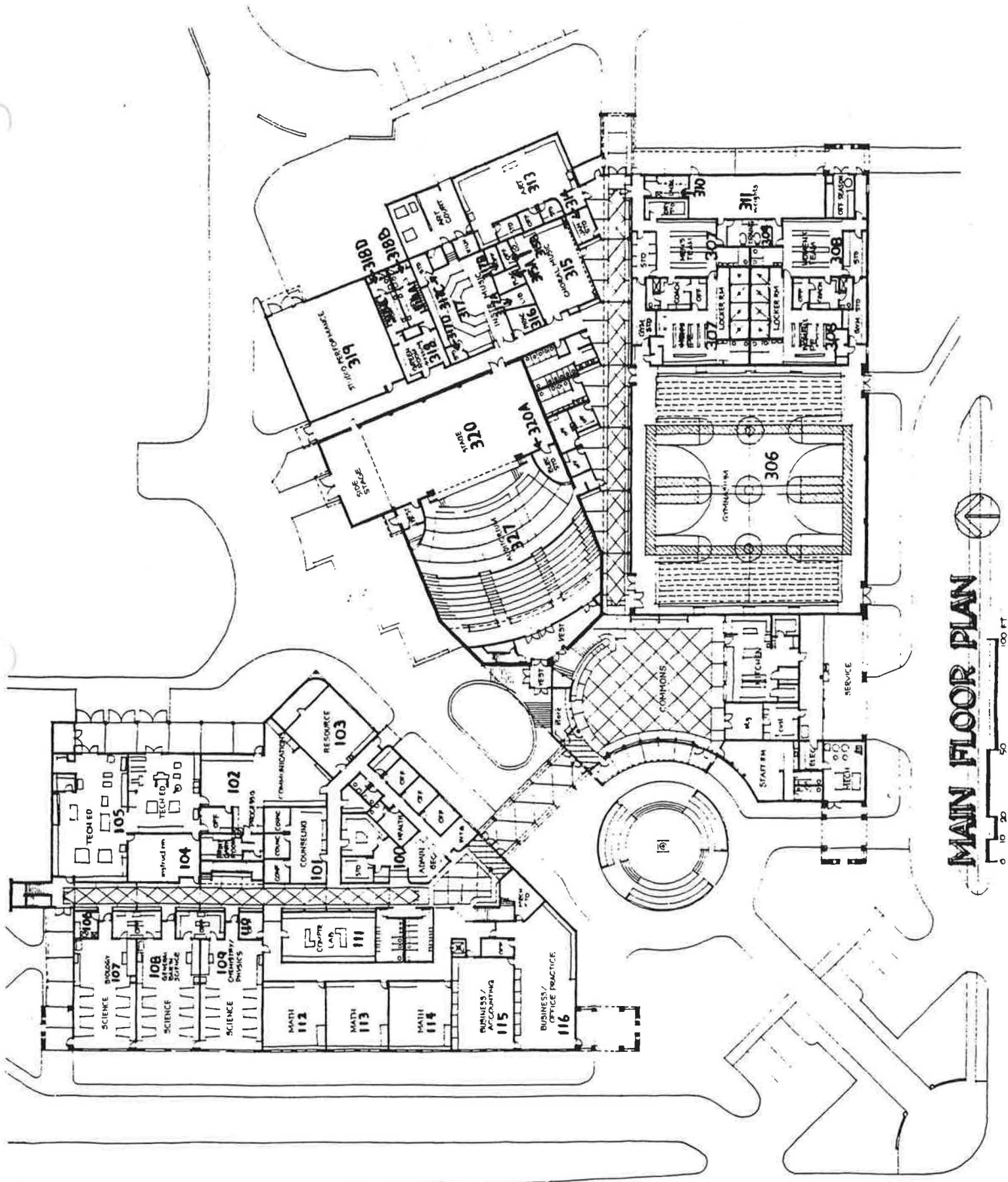|	
8:00	Periods 1 or 2 8:00 - 9:40
8:10	(100 Minutes)
8:20	
8:30	
8:40	
8:50	
9:00	
9:10	
9:20	
9:30	
9:40	10 minute break
9:50	Focus Group 9:50 - 10:20
10:00	(30 Minutes)
10:10	
10:20	5 minute passing
10:25	
10:30	Periods 3 or 4 10:25 -12:45
10:40	(140 Minutes)
10:50	
11:00	
	11:05 - 11:40 1st lunch
11:10	
11:20	= 35 Minutes + 5 Minutes Passing
11:30	
11:40	
11:50	
12:00	
12:10	12:10 - 12:45 2nd lunch
12:20	
12:30	= 35 Minutes
12:40	
12:45	5 minute passing
12:50	Periods 5 or 6 12:50 - 2:30
1:00	(100 Minutes)
1:10	
1:20	
1:30	
1:40	
1:50	
2:00	
2:10	
2:20	
2:30	

1/20/94

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Schedule, 2nd Semester, 94/95

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Name	PURPLE Period 1	WHITE Period 2	PURPLE Period 3	WHITE Period 4	PURPLE Period 5	WHITE Period 6	EH or Late	Focus
	Resource Rm	Resource Rm	Resource Rm	Resource Rm	Resource Rm	Resource Rm		
	Weight Trng		Applied Com 115	Comp App 213	Acounting 115	Applied Com 115		115
	Spanish I	French I	Spanish I	Spanish II				
		AP 12 Engl	Engl 11 Chal	English 11	Drama, Intro		Adv. Drama	218
			Dance					
	IPA	Comp App	Comp App	Office Coop	Office Sim			116
	Integ M 1	Integ M 1	Alg/Trig		Pre-Calc	Alg/Trig		113
		US History	Speech/Deb	US History	College Prep	World Hist		
	Con. Choir						Jazz Choir	
	Biology, 109	Physics, 107		Networking	Biology, 109	Biology, 109		107
	Comm Tech 102	Comm Tech 102		English 12 214	English 12 214	Annual 102		
	ESL 219	ESL 219	ESL 219		English 9 210	English 218		
	Library	Library	Library	Library	Library	Library		Lib
	ASB Ldrshp		Lrng Lab		Lrng Lab			109
				ESL	ESL	Japanese II		210
	World Hist	World Hist	World Hist					207
	Chemistry	Biology		Biology	Chemistry	Chemistry		108
	P.E. 9	Health	Health	World Hist	Psych Intro			211
		NW Hist	NW Hist	NW Hist	US History	US History		216
	Fam/Per Rel		Food/Nutr.	Psych of Suc	Personal Fit	Personal Fit		204
						Career Ed		
		Rec P.E.	Rac. Sports	P.E. 9	P.E. 9	P.E. 9		111
			French I	French III	French II	French II		
	Con. Band						Jazz Band	
		Integ M II	Appl Math	Integ M 1	Integ M II	Integ M II		112
		English 9	English 9	English 9	Eng 10 Chal	English 9		217
	Sr. Econ	Diversity	Sr. Econ	Sr. Econ	Sr. Econ			205
		Pre-Int Math	Integ M 1	Pre-Int Math	Calculus	Integ M 1		114
	English 10	English 10		English 10	English 11	English 10		209
	Art Adv	Art Beg						313

Please note: Names have been redacted from this page due to FERPA concerns.

Updated February 3, 1995

MAIN FLOOR PLAN

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UPPER FLOOR PLAN

ROOF

ROOF

OPEN TO GYM BELOW

OPEN TO AUDITORIUM BELOW

OPEN TO COMMONS BELOW

ROOF

BRIDGE

ROOF

ROOF

LIBRARY 200

HOME AND FAMILY 204

FOREIGN LANGUAGE 203

FOREIGN LANGUAGE 201

SOCIAL STUDIES 205

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ENGLISH AS A SECOND LANGUAGE 211

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215

LANGUAGE ART 216

WORK ROOM

SOCIAL STUDIES 207

SOCIAL STUDIES 209

SOCIAL STUDIES 210

LANGUAGE ART 214

LANGUAGE ART 216

LANGUAGE ART 217

LANGUAGE ART 218

BOOK STO

FOSTER HIGH SCHOOL

STUDENT COURSE GUIDE

DRAFT

4242 South 144th Street
Tukwila, Washington 98168
(206)248-7570

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FOSTER HIGH SCHOOL

STUDENT COURSE GUIDE

The information in this guide is provided so students may make wise decisions as they plan their high school careers. Course descriptions which appear are brief and are not intended to provide a comprehensive look at course content. A personal planner is provided to assist the student in his/her choices.

Contents

FINE ART & PERFORMING ARTS

ART111/112
GENERAL ART (9-12)
Duration: Year   Prerequisite: None

This course is designed for students with little or no prior experience in Art. Students gain the skills needed to use a variety of media in drawing, painting, printmaking and sculpture. Projects are integrated with building a vocabulary related to visual art and an introduction to artists of the past and present. A portfolio of finished projects, process exercises and self evaluation documents are a basic outcome of this course.

ART211/212
ADVANCED ART
Duration: Year   Prerequisite: General Art /Permission

This course is designed for those with a strong interest in art. Students work with advanced techniques in drawing, painting, printmaking and sculpture. Emphasis is placed on drawing both from observation and imagination. Projects are integrated with the history of art, art criticism and aesthetic questions. A portfolio of finished projects, process exercises, self evaluation documents and written responses to art are a basic outcome of this course. Portfolio items can be used to begin building the advanced placement portfolio if the student wishes to continue his/her education in art.. *Entering 9th grade students who previously completed 8th grade Art at Showalter with a grade of "A" may enter Advanced Art*

APA411/412
ADVANCED PLACEMENT ART
Duration: Year   Prerequisite: Two semesters of Advanced Art/Junior standing

A studio art class designed to help students gain college elective credits in art while still in high school. Emphasis will be on preparing an individual general portfolio for submission to the College Board in Princeton, New Jersey in May. The portfolio consists of three parts: Quality, Concentration and Breath. Individual critiques will be a vital component throughout the course.

DRI135/136
INTRODUCTION TO DRAMA/ADVANCED DRAMA *Elective*
Duration: Year   Prerequisite: None/Permission

Students will study and practice basic acting skills and techniques. Stagecraft, costume, and make-up will be included as will history of the theatre and of the literature. Classwork will include both classroom and production work *Meets fine arts requirement.*

English Department
Course Planning Guide

Diploma	Graduation Requirements	Career Path	Language Arts Requirements
Foster High School (Beginning 1995-1996 School Year)	8 Semesters of English and "Satisfactory" on Language Arts Assessment	4-Year College Admission Requirements	8 Semesters of CORE English Classes, plus SAT/ACT test, which includes verbal section
State of Washington	8 Semesters of English	2-Year College Admission Requirements	8 Semesters of ANY English courses and successful completion of entrance assessment
NOTE: ☞ OSC, Summer School, and Night School do NOT grant diplomas to Foster students. ☞ Courses taken at OSC, Summer School and Night School must be approved by the English Department		Vocational School Admission Requirements	Varies--None to 8 Semesters
		Business	8 Semesters of English and demonstrated competency ("Satisfactory" on Language Arts Assessment)

	9th 1st	9th 2nd	10th 1st	10th 2nd	11th 1st	11th 2nd	12th 1st	12th 2nd
C O R E C L A S S E S	HS Writing I	HS Writing II	Lit& Writing I	Lit& Writing II	Junior English I	Junior English II	Cont. Comp.	Lit. Synth.
	Honors English I		Honors English II	Honors English III	Honors English IV	Honors English V	AP English I	AP English II
	ESOL	ESOL	ESOL	ESOL	ESOL	ESOL	ESOL	ESOL
	NW Studies- English	**NOTE:** ☞ Students will take the Foster Language Arts Assessment by the end of the 10th Grade. ☞ Students who do not pass the LA Assessment by the end of the 10th Grade MUST enroll in the LA Workshop			**11th-12th**			
					LA Work-shop	Amer. Studies-English	Lit of the Media	British Studies
					☞ Courses may be taken at any time, subject to prerequisites			
ELECT-IVES	☞ Electives may be taken at any grade level.		Speech & Debate					
TECH PREP	☞ Meets High school graduation requirements. ☞ Does meet MOST 2-year college admission requirements ☞ MAY NOT MEET 4-Year College admission requirements				**11th** Applied Communications I	**12th** Applied Communications I or II		

HSW131
HIGH SCHOOL WRITING I *Core Class*
Duration: First Semester Prerequisite: 9th Grade Standing

High School Writing I ensures that incoming 9th grade students possess the skills necessary to write in the high school classroom. Grammar and mechanics instruction supplements the writing of short and long essays, a major research paper, and other expository writing forms. *Students who demonstrate mastery of written English during this semester may be moved into Writing and Literature or Honors English at the semester.*

HWS132
HIGH SCHOOL WRITING II *Core Class*
Duration: Second Semester Prerequisite: 9th Grade Standing

High School Writing II continues High School Writing I. This class uses various literary forms as the foundation of student expository writing. Depending upon the individual student and class needs, creative writing may be introduced.

ENS150
NORTHWEST STUDIES-ENGLISH *Core Class*
Duration: Year Prerequisite: 9th Grade Standing & Enrolled in NWS-History

Northwest Studies-English is a year-long, interdisciplinary course. The course covers the same topics as High School Writing I and II, but the literature and writing assignments are taken from the study of Northwest History. *Students must be enrolled in Northwest Studies-History to take this class.*

ELW231
LITERATURE AND WRITING I *Core Class*
Duration: First Semester Prerequisite: HS Writing I/Permission

Literature and Writing I expands and builds on High School Writing I and II. Students respond to a variety of literary works which emphasize the elements of literature through written and spoken forms of communication. Texts have a World Literature focus.

ELW232
LITERATURE AND WRITING II *Core Class*
Duration: Second Semester Prerequisite: HS Writing I/Permission

Literature and Writing II continues the work begun in Literature and Writing I with an emphasis on more complex texts and written assignments.

EHE133/233/234
HONORS ENGLISH I/II /III *Core Class*
Duration: Year Prerequisite: Teacher Recommendation/Permission

Honors English I and II are designed to introduce capable 9th* and 10th Grade students to the academic study of literature and writing. The first semester uses The Great Books

curriculum; philosophical and literary texts serve as the basis for class discussions and writings. The study of formal logic is also introduced. In second semester, the content shifts to novels, poetry, and plays, and includes creative writing. *Highly capable incoming 9th Grade students may enroll in this class with their 8th Grade teacher's recommendation, a sample of their expository writing, and the completion of an application. 9th Grade students may be moved into this class at the semester with teacher recommendation.*

LAW255
LANGUAGE ARTS WORKSHOP *Core Class*
Duration: Semester   Prerequisite: Placement from English
                                                        Competency Assessment
Language Arts Workshop offers students who need additional instruction the opportunity to retake the English Competency Assessment. Instruction is individualized to student needs. May be repeated as necessary.

ENG331/332
JUNIOR ENGLISH I/ II *Core Class*
Duration: First/Second Semesters   Prerequisite: English Competency
Focus is on persuasive writing, American literature, as students continue to improve skills and build the knowledge base of English. Emphasis continues on effective written and spoken communications.

ENG333/334
HONORS ENGLISH IV/V *Core Class*
Duration: First/Second Semesters   Prerequisite: English Competency
Similar to Junior English, but with enriched content and more challenging assignments. Geared to the college-bound student.

EAS355
AMERICAN STUDIES I/II *Core Class*
Duration: First/Second Semesters   Prerequisite: English Competency
American Studies is a thematic course which uses American authors to explore contemporary and historic issues in American society and Literature. Writing assignments are linked to U.S. History course.

ECC431
CONTEMPORARY COMPOSITION (12) *Core Class*
Duration: First Semester   Prerequisite: English Competency
A semester course with the focus on advanced forms of expository, critical, persuasive, and research writing through the use of selected short stories, novels, and films.

ELS432
LITERARY SYNTHESIS (12) *Core Class*
Duration: First Semester   Prerequisite: English Competency
A semester course in which students study a wide range of literary genre culminating in the production of a personal anthology.

LIT411
LITERATURE OF THE MEDIA (12) *Core Class*
Duration: First Semester   Prerequisite: English Competency
A semester course which integrates the study of literature and media (film, video, photography). Students will produce a multimedia research project.

BRS410
BRITISH STUDIES (11-12) *Core Class*
Duration: Second Semester   Prerequisite: English Competency
A semester course which integrates British literature and history through self-directed study and application. Students will produce a multimedia research project. *An optional trip to England during spring break is part of the course.*

ENG433/434
ADVANCED PLACEMENT ENGLISH (12) *Core Class*
Duration: First/Second Semesters   Prerequisite: English Competency
A class designed to prepare seniors for college level English classes. Grammar is thoroughly reviewed. Poetry, short stories, novels, and plays are studied. Research papers are written and oral presentations made. Synthesis and analysis are stressed in the writing of papers. Students may be able to gain college credit by taking the advanced placement test following this course.

ELS102/104
ENGLISH FOR STUDENTS OF OTHER LANGUAGES (ESOL) *Core Class*
Duration: Year   Prerequisite: Placement
ESOL allows students of other languages to learn the American language and culture. The course incorporates listening, speaking, reading, and writing. ESOL's main objective is to prepare the students to move into the mainstream English classes as soon as possible.

DEB335
SPEECH/DEBATE *Elective*
Duration: First Semester   Prerequisite: Permission only
A co-curricular program in which the fundamentals of contest speaking and debating are learned. Students in the class participate in interscholastic competition at high school and college invitational speech-debate tournaments.

APC395/495
APPLIED COMMUNICATIONS I & II (11-12) *Tech Prep*
Duration: Year*   Prerequisite: English Competency/Permission
See Business/Vocational listings.

FRE141/142
FIRST YEAR FRENCH
Duration: Year   Prerequisites: None/Satisfactory Completion of
                                                                                    First Semester
This class introduces students to the fundamentals of vocabulary, grammar, and pronunciation needed to understand, speak, read, and write the language in controlled situations pertaining to daily life. It encourages the use of the language in everyday experiences, and through discussion of source cultures begins to develop a spirit of understanding toward cultural differences in general. Question and answer oral exchanges encourage maximum language use in the classroom. Students participate in comprehension exercises and complete written grammar exercises as well as formulating simple sentences. Cultural discussions will be in the target language whenever possible. Students will use text books, audio tapes CD-ROM video, Laser Disc and the Internet.

SPA143/144
FIRST YEAR SPANISH
Duration: Year   Prerequisites: None/Satisfactory Completion of
                                                                                    First Semester
This class introduces students to the fundamentals of vocabulary, grammar, and pronunciation needed to understand, speak, read, and write the language in controlled situations pertaining to daily life. It encourages the use of the language in everyday experiences, and through discussion of source cultures begins to develop a spirit of understanding toward cultural differences in general. Question and answer oral exchanges encourage maximum language use in the classroom. Students participate in comprehension exercises and complete written grammar exercises as well as formulating simple sentences. Cultural discussions will be in the target language whenever possible.

JPN145/146
BEGINNING JAPANESE
Duration: Year   Prerequisites: None/Satisfactory Completion of
                                                                                    First Semester
This class introduces students to the fundamentals of vocabulary, grammar, and pronunciation needed to understand, speak, read, and write the language in controlled situations pertaining to daily life. It encourages the use of the language in everyday experiences, and through discussion of source cultures begins to develop a spirit of understanding toward cultural differences in general. Question and answer oral exchanges encourage maximum language use in the classroom. Students participate in comprehension exercises and complete written grammar exercises as well as formulating simple sentences. Cultural discussions will be in the target language whenever possible.

JPN245/246
ADVANCED JAPANESE
Duration: Year   Prerequisite: Satisfactory completion of
                                                                              First Semester/Permission.
Advanced Japanese students will begin with a brief review of Kana characters, vocabulary and basic grammar. Kanji characters will be taught along with Kana characters. All of the

activities which are described in Beginning Japanese will be included in this class, but the students will be exposed to a more in-depth study of a language. The goal of Advanced Japanese will be to make the students comfortable in the use of Japanese in everyday living situations.

Extra curricular activities such as exchange program, a speech/skit contest, a complete immersion Japanese camp, Japanese T.V./radio programs etc. will be strongly encouraged. Participation in these programs will improve understanding of both Japanese language and culture.

FRE241/242
SECOND YEAR FRENCH
Duration: Year   Prerequisite: Satisfactory First Year.

After a brief review of vocabulary along with fundamentals of grammar and pronunciation acquired in the first year, students build upon these knowledges in order to use the target language in everyday situations. Reading in the target language about culture, folklore, history, and geography is followed up by discussions conducted in that language as much as possible. Students will complete written grammar exercises, and be encouraged to freely formulate short written paragraphs on selected subjects.

Second year foreign language instruction strives to maximize the comfortable use of the target language both in the classroom and beyond. Students will be made aware of the foreign exchange programs available for study in French speaking countries. Students will use text books, audio tapes, CD-ROM video, Laser Disc and the Internet.

SPA243/244
SECOND YEAR SPANISH
Duration: Year   Prerequisite: Satisfactory First Year.

After a brief review of vocabulary along with fundamentals of grammar and pronunciation acquired in the first year, students build upon these knowledges in order to use the target language in everyday situations. Reading in the target language about culture, folklore, history, and geography is followed up by discussions conducted in that language as much as possible. Students will complete written grammar exercises, and be encouraged to freely formulate short written paragraphs on selected subjects.

Second year foreign language instruction strives to maximize the comfortable use of the target language both in the classroom and beyond. Students will be made aware of the foreign exchange programs available for study in Spanish speaking countries.

FRE341/242
THIRD YEAR FRENCH
Duration: Year   Prerequisite: Successful Completion of First& Second Year French

Third year French reviews and expands the entire scope of French grammar studies of first and second year French. Students continue to acquire new vocabulary from a variety of reading sources, including stories, magazines, and readers. Instruction seeks to develop an understanding of the literacy and cultural heritage of the French-speaking people. Students will be instructed in techniques of independently acquiring more vocabulary and knowledge about the French-speaking people and their language.

Students participate in comprehension exercises and complete written grammar exercises, extended reading, writing, and speaking assignments. Communication in French will be

emphasized. Students have the opportunity to attend French Camp. Students will use text books, audio tapes, CD-ROM video, Laser Disc and the Internet.

SPA343/344
THIRD YEAR SPANISH
Duration: Year   Prerequisite: Successful Completion of First&
                                                 Second Year Spanish

The objectives are to (1) review Spanish I, and II skills; (2) increase vocabulary; (3) learn all basic grammatical structures; (4) learn all remaining tenses; (5) further develop reading comprehension skills; and (6) begin a study and appreciation of Hispanic literature.
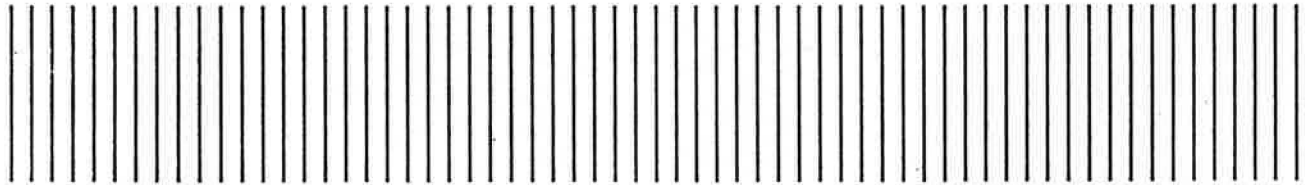
R U N N I N G S T A R T

RUNNING START is a state-wide program allowing qualified juniors

and seniors to attend a local community college. Students must pass the

ASSET test to qualify. The program allows students to earn credit at the

college level and satisfy high school requirements at the same time. Students

are in college classes along with regular college students and must take 100

level, or higher, courses. The tuition for the program is paid for by the State.

The student is responsible for transportation, books and other related

materials. Most students in this program are seeking to continue and com-

plete a four year program, but students may also attend a technical college.

Those interested should contact the Counselor for information and materi-

als. Test taking and registration usually needs to be finished at intervals of

two to three months prior to the start of the college term.
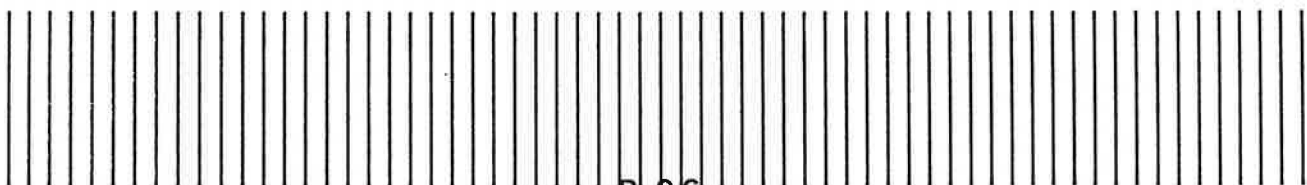
MATHEMATICS

PIM185/186
PRE-INTEGRATED
Duration: Year   Prerequisite: None
An introduction to those concepts which will be needed to successfully enter Integrated I (see description 271/272 INTEGRATED I).

INM275/276
INTEGRATED I
Duration: Year   Prerequisite: **PRE-INTEGRATED** or
                                              instructor recommendation
In this course the student will learn to apply the four basic math operations to the set of real numbers and polynomial functions. The student will also learn to solve linear and quadratic equations and inequalities, as well as graph equations. A brief introduction to trigonometry is included, along with work on Probability and Statistics. Factoring quadratic functions is also an important part of this course.

AMA248/249
APPLIED MATH
Duration: Year   Prerequisite: **INTEGRATED I**
ᵗt is a national math program developed by the Center for Occupational Research. Applied Math is designed for the student who does not feel ready for higher level math classes. Applied Math is made up of two separate units beginning with Problem-Solving Techniques and finishing with using Trigonometric Functions. Each unit is introduced by a video program that sets the stage for the relevance of mathematics in the World of Work, followed by the mathematics concepts explained carefully in the student text, and hands-on math activity labs are provided to make the math concepts "come to life" and be more useful.

INM325/326
INTEGRATED II
Duration: Year   Prerequisite: **INTEGRATED I**
Students will extend their thinking skills to analyze and problem solve. They will increase their reasoning skills and reinforce their algebra skills. Geometric constructions are also included. Students use computers and graphing calculators to solve problems.

INM373/374
INTEGRATED III
Duration: Year   Prerequisite: **INTEGRATED II**
The study of basic algebra and geometry is extended through studying in greater depth those concepts learned in **INTEGRATED I & II** and solving linear and quadratic equations and inequalities of greater difficulty. Learning and using the trigonometry functions and identities in problem applications is also included. (A scientific calculator is highly recommended for students taking this class.)   **P-97**

PCA471/472
PRE-CALCULUS
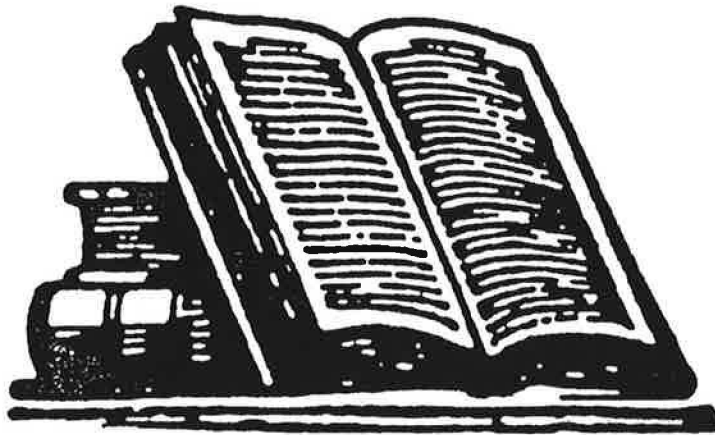Duration: Year   Prerequisite: **INTEGRATED III**
This class offers a more in-depth approach to some of the concepts covered in **INTE-GRATED III** (trig functions, conic sections, etc.). Students will identify the properties of a field and apply these properties in rational, real, and complex number systems.

CAL473/474
CALCULUS
Duration: Year   Prerequisite: **PRE-CALCULUS** or instructor's recommendation
In this course the student will learn the important concept of the limit of a function. This concept will be used to define the two most important parts of calculus—the derivative and the integral of a function. In the remainder of the course the student will learn the various techniques used to differentiate and integrate all types of function (i.e., polynomial, trigonometric, logarithmic, exponential) and applications of these techniques using the graphing calculators. Students may earn college credit by taking an advanced placement test following this course.

CBN113/114

CONCERT BAND

Duration: Year   Prerequisite: Instrumental experience

Production of sound, sight reading, and mastery of music literature are practiced in band. Daily participation, performances, and individual proficiency are used in grading. Band members perform at 5 - 10 concerts or contests per year, support athletics as a pep band at home games, and go on an approved spring tour. Meets fine arts requirement.

JAZ213/214

JAZZ BAND

Duration: Year   Prerequisite: Permission of Director

This class gives 9th graders access to the "stage band" or "jazz band" experience, since Jazz Choir is limited to 10th through 12th graders. Outstanding middle school and 9th grade band members rehearse and perform in concert together. Meets fine arts requirement.

CCH117/118

CONCERT CHOIR

Duration: Year

Vocal production, and sight-reading skills are practiced in Choir, using a Soprano, Alto, Tenor, Bass arrangement. Singing, daily participation, and performances are stressed, and grades are determined from these areas. The choir performs approximately 10-12 times per year, and will go on tour each year when approved. No prior experience is needed. Meets fine arts requirement.

JAZ217/218

JAZZ CHOIR (10-12)

Duration: Year   Prerequisite: Permission/Audition by Director

Styles of jazz music are performed and experienced through rehearsal and private individual practice. The band competes successfully at 4-5 festivals in the Northwest each year. Meets fine arts requirement.

PHE181
PHYSICAL EDUCATION I
Duration: Semester   Prerequisite: None
This course begins the emphasis on physical fitness and continues stress on rules and fundamental skills. Major emphasis is given to individual and team play in success oriented situation.

PHE182
PHYSICAL EDUCATION II
Duration: Semester   Prerequisite: None
This course continues the emphasis on fitness and success oriented PE activities. Students will experience a wide variety of physical activities and be introduced to game strategies.

PRE281
RECREATIONAL PHYSICAL EDUCATION
Duration: Semester   Prerequisite: None
This course involved individual participation in a co-ed, social environment. This will include instruction in and knowledge of a variety of activities such as bowling, swimming, archery, tennis, badminton, golf, weight training, and conditioning exercises. It provides students with experiences in activities that prepare for lifetime enjoyment.

WTK385
WEIGHT TRAINING
Duration: Semester   Prerequisite: None
This course will stress the basic fundamental techniques for weight lifting, e.g., grips, breathing, and spotting, training methods, e.g., low repetition, endurance, power-strength, body building, and fundamentals of basic lifts, e.g., technique, body parts affected, safety, lifting tips. The student will participate in both a circuit training program and a program based on individual goals.

PEF383
PERSONAL FITNESS
Duration: Semester   Prerequisite: None
This course is designed to help students manage their personal fitness in a healthy manner by balancing food, activities, and feelings. Students will participate two to three days a week in class in an aerobic exercise program, working at their own pace. The class also includes lessons on self-esteem, nutrition information, food preparation, and goal setting.

HEA284
HEALTH
Duration: Semester   Prerequisite: None
Health deals with the health and wellness of people. Included in the study are: mental health, affect of stress on the person, stress management, and coping skills: substance use and abuse; communicable and degenerative diseases including AIDS and STD's; sexuality and reproductive health and consumer health. This course is "backed up" with 10th Grade P.E., allowing easier planning for the year's program. *Required of 10th Graders.*

PSY150
INTRODUCTION TO PSYCHOLOGY (9-12)
Duration: Semester   Prerequisite: None
This is a survey class for Juniors and Seniors. It includes historical perspectives and the development of Psychology. The major theories of personality including Freud, Jung, and Erickson. Some research will be addressed as well as "consumer psychology" (I.Q. test, personality tests, and other material found in magazines), and the place that psychology has in our lives. This class may satisfy the 10th Grade Health requirement with permission of teacher. 9th Graders may take it, with permission also, but it will not take the place of Health.

PSY151
ABNORMAL PSYCHOLOGY (11,12)
Duration: Semester   Prerequisite: **Introduction to Psychology/Permission**
Abnormal Psychology will continue on where Introduction to Psychology left off - building on theories and testing to identify some criteria used to define "abnormal behavior." The most common mood disorders, anxiety disorders, personality disorders, substance-related disorders, and psychotic disorders will be discussed and studied along with methods of therapy and treatment.

SCIENCE

BIO272/276
BIOLOGY
Duration: Year   Prerequisite: None

Biology is an introductory course in life science. It deals with a broad range of topics, including cell biology, biochemistry, current biological issues, genetics, human anatomy and physiology, reproduction, evolution, plant and animal biology, and ecology. The course includes lecture, lab, field, and discussion activities and requires the use of various types of lab equipment. Students are expected to master the knowledge and skills of Biology. There are no prerequisites; college bound students are encouraged to enroll in Biology as Freshmen otherwise this is a sophomore level course.

BIO225/226
LIFE SCIENCE
Duration: Year

Essentially this is the same course as Biology described above. However, the credit is different because of the fact that a student will become a user of the knowledge presented as opposed to having to master the knowledge of Biology. Criteria for grading is different as well as altenative test are given.

CHM375/376
CHEMISTRY
Duration: Year   Prerequisite: INTEGRATED I, INTEGRATED II DESIRED,
                                                  plus previous year of Science

Chemistry is the study of the characteristics of substances, the changes that take place when they react with other substances, and the laws describing their combination and behavior under various conditions. Much stress is placed on developing a ;model of atomic structures that will explain chemical behavior. This course is designed to be taken after Biology at the junior or senior level.

This course may be taken for physical science credit, which involves the same content, but uses easier grading system.

PTP380/381
PHYSICS (Principles of Technology)
Duration: Year   Prerequisite: INTEGRATED I, INTEGRATED II DESIRED,
                                                  plus previous year of Science

Physics is the study of the relationships between matter and energy. The main areas studied are motion and forces, rate and work, and energy and power. Many quantitative laboratory exercises are used to illustrate the topics studied.

This course may be taken for physical science credit which involves the same content, but uses an easier grading system.

ABO475/476
ADVANCED PLACEMENT BIOLOGY
Duration: Year (offered every other year when numbers warrant)
Prerequisite: **INTEGRATED II**, Biology and Chemistry with grades of at least a "B."
This is an intense college level course in biology. It covers all content areas from Biochemistry, thru cellular Biology to Ecology and Behavior. The pace is rapid, much outside reading is assigned. Your grade is based on your test scores only. College credit and/or placement may be obtained with the taking of the A.P. Biology Exam in May.

GSC175
GENERAL SCIENCE
Duration: Year   Prerequisite: Permission
This class is is hands-on application of general science principles. It serves as an introduction to all sciences: Life Science, Biology, Geology, and Physics.
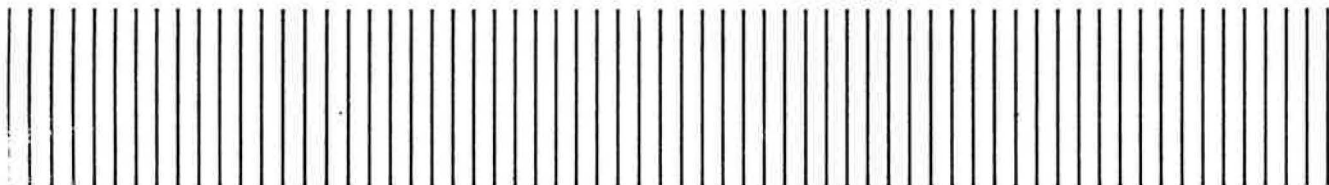
T   E   C   H   P   R   E   P

TECH PREP is a program designed to allow students who earn a "B" grade, or better, or are able to demonstrate a proficiency in a skill, to earn college credit at South Seattle Community College. The programs involved are almost exclusively in the Vocational area. Certain classes at both Foster and the Skills Center may be used in this program. Credit is given retroactively upon enrollment and successful gain in the SSCC program. This program is open to juniors and seniors. Interested students should contact a Vocational Educational teacher or counselor.
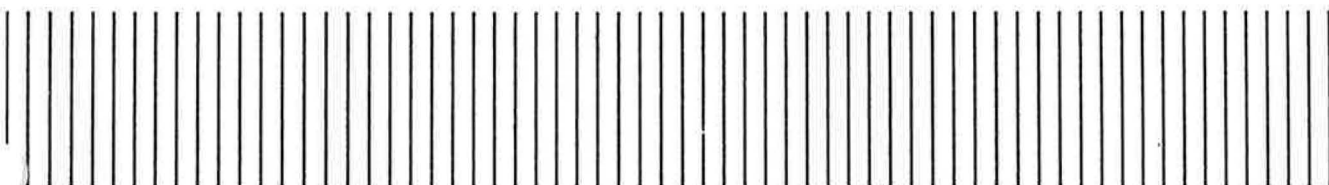
SOCIAL STUDIES

WAH191
NORTHWEST HISTORY
Duration: Semester   Prerequisite: 9th Grade Standing

Both the geography and the history of the Pacific Northwest are treated with the chronological development from early Indian culture to our supersonic society. Crucial issues which helped to form the present and will assist in determining the future are the true focal point of discussion and study.

ENS150
NORTHWEST STUDIES-HISTORY
Duration: Year   Prerequisite: 9th Grade Standing and
                                                 Enrolled in NWS-English

Northwest Studies-History is a year-long, interdisciplinary course. The course covers the same topics as Northwest History, but the topics are expanded and developed in Northwest Studies-English. *Students must be enrolled in Northwest Studies-English to take this class.*

WGH291/292
WORLD HISTORY AND GEOGRAPHY (10)
Duration: Year   Prerequisite: None

World History is primarily structured to the interests and needs of tenth grade students, who need to acquire a set of attitudes, beliefs, and values about such international processes as war and peace, and relations between the superpowers. The course takes a global approach, looking at what affects us worldwide. It will give the student the understanding the today's world has diverse cultural backgrounds and that people live in an increasingly smaller and more interdependent world, developed out of the heritage of the past.

USH391/392
U.S. HISTORY AND GOVERNMENT
Duration: Year   Prerequisite: None

A survey of American history from Reconstruction through modern (current) times. Events are presented chronologically with emphasis on those ideas, happenings, and trends which have shaped modern America. Students are encouraged to look critically at the past in order to become the kind of citizens who will shape a better future.

SSS491/492
APPLIED ECONOMICS
Duration: Year   Prerequisite: None

Senior Economics is a comprehensive look at all aspects of the economic world. This class studies micro as well as macro economics. The students are asked to view their position in the economic world as a consumer and as a productive force in the American system. The students will also see the importance of the international economic scene.

SSS375/376
DIVERSITY
Duration: Semester   Prerequisite: None

Cultural Diversity is the study of differences and similarities between groups and individuals in the world. The "World of Difference" curriculum is used as a foundation for interactive reality based education.

VOCATIONAL • OCCUPATIONAL • TECHNICAL EDUCATION

BUSINESS

*Accounting 1, 2

*Applied Communications

Computer Applications

*Advanced Computer Applications

*Business Connections

SEA-TAC OCCUPATIONAL CENTER

*Culinary Arts

*Carpentry

*Creative Marketing/Management

*Computer Aided Design

*Computer Technology

*Dental Assistant/Clerical

*Diesel Mechanics

*Electronics Technology

*Fashion marketing

*Marine Technology

*Medical Assistant/Clerical

DIVERSIFIED OCCUPATIONS

Diversified Occupations 1, 2

HOME AND FAMILY LIFE

Living Skills

Exploring Childhood

Food and Nutrition

Child Care Practicum

Family and Personal Relations

Housing and Interiors

Personal Fitness

Psychology of Self Esteem

Psychology of Success

TECHNOLOGY

Communication Technology-
Survey

Communication Technology-
Video/Photo

Communication Technology-
Publishing/Yearbook

*Tech-Prep Courses. These credits are applicable to Community College credit. Students may continue in the courses at South Seattle Community College

BUSINESS

ACT321/322
ACCOUNTING (11/12)
Duration: Year   Prerequisite: None
Students will learn to plan, keep, analyze, and interpret financial records of business. Students study the vocabulary of accounting, the relationship between accounting and business, and the accounting cycle for service and merchandising businesses. *Satisfies Occupational Education Requirement.*

APC327/328 ; APC427/428
APPLIED COMMUNICATIONS I & II (11-12)
Duration: Year*   Prerequisite: English Competency/Permission
A Tech. Prep. class, Applied Communications consists of the communication skills that students must have to compete in today's world. The student will learn to communicate in the workplace, gather and use information, use problem-solving strategies, start a new job, communicate with co-workers, supervisors and clients, present one's point of view, communicate to solve interpersonal conflicts, evaluate performance, and improve the quality of communication.
  *May be taken for one or two years; juniors entering the program will commit to two years.
  Meets English requirement for graduation and community college credit but may not be accepted by four year college

COA121
COMPUTER APPLICATIONS (9-12)
Duration: Semester   Prerequisite: None
Students review basic touch keyboarding skills on an alphanumeric keyboard and a 10-key numeric data entry pad. Students learn a software package that includes the following areas: word processing, spreadsheet, database, graphics and communications. *Satisfies Occupational Education Requirement.*

ACA221/222
ADVANCED COMPUTER APPLICATIONS (10-12)
Duration: Year   Prerequisite: Computer Applications
This is an appropriate course for these students considering a career in business. Students will work in a Windows environment. Students preform advanced activities in word processing, spreadsheet, database, graphics, integrated tasking and multimedia. *Satisfies Occupational Education Requirement.*

BUS401/402
BUSINESS CONNECTIONS (11-12)
Duration: Year   Prerequisite: Advanced Computer Applications
Students perform desktop publishing activities with the use of a scanner, complete a business calculator unit and run an information management workflow call *RELAY*. In *RELAY* students gain a clear understanding of the importance of teamwork in a business environment and master previously learned skills on the microcomputer. *Satisfies Occupational Education Requirement.*

HEC1 5 1
LIVING SKILLS (9-12)
Duration: Semester   Prerequisite: None
A one-semester basic level course. Living Skills includes units in all areas of Home and Family Life. Content includes: budgeting and checkbook management, interior design, energy conservation, self-discovery and communication skills, meal preparation and healthy food choices, and parenthood considerations and concerns. *Meets occupational education requirement.*

ECH251
EXPLORING CHILDHOOD (11-12)
Duration: Semester   Prerequisite: None
Parenting perspectives are discussed. Coverage includes prenatal development, with emphasis on maternal/paternal responsibility. Physical mental, social, and emotional aspects of child development are studied, followed by childrens' play and art, and various preschool and daycare alternatives. Classroom learnings are complemented by practicums working with preschoolers. The final covers family crisis that affect children. *Meets occupational requirement.*

FPR354
FAMILY AND PERSONAL RELATIONSHIPS (11-12)
Duration: Semester   Prerequisite: None
ince this is basically a discussion class, grading depends upon class participation and upon a journal which is kept throughout the semester. A sampling of topics covered includes personal identity and self esteem, family types and relationships, personal relationships with friends and romantic interest, sexuality, parenting, choices and styles, and identifying and detailing with personal and family relationship crisis. *Meets occupational education requirements.*

FDS253
FOOD AND NUTRITION (10-12)
Duration: Semester   Prerequisite: None
Food preparation skills are not only learned, but applied to foreign foods, microwave cooking, carious food groups, vegetarianism, baking and specialty food products. Nutrients are studied in detail, and an individual dietary analysis is completed. Also included are recipe costing, market orders, time management, and whole meal planning. *Meets occupational education requirement.*

CCP351
CHILD CARE PRACTICUM (11-12)
Duration: Semester   Prerequisite: Exploring Childhood and permission
The practicum offers opportunity to gain realistic experience in child care occupations, while applying knowledge and skills from Exploring Childhood to different groups of children. Each student will be assigned to one or more field-sites as a temporary teacher's aide. Coursework will consist of keeping a field-site journal, doing observations, and planning, implementing, and evaluating activities for the children. Three days each week will

be spent at the field-site, and two at school for preparation and research. Students will be responsible for their own transportation. Offered during the Exploring Childhood class period. *Meets occupational education requirement.*

HOI357
HOUSING AND INTERIORS (11-12)
Duration: Semester   Prerequisite: None
Basic human needs for housing are analyzed, housing alternatives are explored focusing on a concern for energy efficiency, and the future housing outlook. Also included are: renting options and policies, designing floor plans, design elements and principles, and selecting major elements such as furnishings, walls, floors, etc. The class is project oriented with each student creating an individual final house design. *Meets occupational education requirement.*

PEF383/384
PERSONAL FITNESS (10-12)
Duration: Semester   Prerequisite: None
This course is designed to help students manage their personal fitness in a healthy manner by balancing food, activities, and feelings. Students will participate in a structured Cardio-vascular and resistance training program. Our workouts are balanced by lessons on self-esteem, nutrition information, healthy food preparation, and goal setting. (Also listed in Physical Education and Health) *Meets occupational or P.E. requirement.*

1PSY93
PSYCHOLOGY OF SELF ESTEEM (9-12)
Duration: Semester   Prerequisite: None
This course is intended to help participants know themselves and develop better coping skills and attitudes, be better citizens of school and community. The course will include an introduction to basic psychology with applications to practical daily needs of students. Grading is pass or fail. *Meets occupational education requirement.*

PSY195
PSYCHOLOGY OF SUCCESS (9-12)
Duration: Semester   Prerequisite: None
This course is an extension of Psychology of Self Esteem and may be taken before of after it. Grading is pass or fail. Activities include role playing, games discussions, and group activities. Every day includes time to relax and look at the day in a positive light. We will work on self esteem, problem solving skills, decision making and positive relationships. We will also challenge ourselves on a Ropes Course field trip. *Meets Occupational education requirement.*

TECHNOLOGY

COT155/156
COMMUNICATION TECHNOLOGY- SURVEY (9-10)
Duration: Year   Prerequisite: None
An introduction into the world of communication, this class examines the nature of communication through the use of graphics, computers, video, photography, and electronics. *Meets Occupational education requirement.*

COT257/258
COMMUNICATION TECHNOLOGY- VIDEO/PHOTO (10-12)
Duration: Year   Prerequisite: None

An project based class in which students study video production, photography, and computer graphics. Units include video and still camera operation, directing, script writing, video studio production, editing, animation and darkroom operation. *Meets Occupational education requirement.*

COT235/236
COMMUNICATION TECHNOLOGY- PUBLISHING/YEARBOOK (10-12)
Duration: Year   Prerequisite: Application and Acceptance

A desktop publishing class which produces Foster's Yearbook, The *Klahowyah*. Primary aspects include computer operation, page layout, copy writing, photography, graphics, advertising, and business applications. *Meets Occupational education requirement.*

DIVERSIFIED OCCUPATIONS

DID400
DIVERSIFIED OCCUPATIONS
Duration: Year   Prerequisite: None

This is a two block class offered to junior and senior students who desire to <u>earn credits</u> while working a paid after-school job..

Block1:   *Classroom training:* Students develop skills identified by business and industry as being essential to successful employment in a variety of occupations. Topics covered will include communication skills, personal development goals, work ethics, leadership skills, presentation skills, interviewing skills, handling conflicts on the job and problem solving techniques. Job Portfolios will be developed which will include interest/skill assessments, resumes, goals, examples of accomplishments, and other job employing information.

Block 2:   *One The Job Training:* The student will hold a paid employment position in any area for a minimum of 202.5 hours for .5 credit. The student works with the business and the teacher to perform job skill competencies and demonstrate satisfactory work ethics. If a student would rather job shadow than work, that can be arranged. *Meets Occupational education requirement.*

SEA-TAC OCCUPATIONAL SKILL CENTER

CMF503/504
CULINARY ARTS
Duration: Year   Prerequisite: None

This is a program developed around the daily operation of a restaurant, giving students an opportunity to work in all sections of the kitchen and dining room. The breakfast section is available for interested students who are able to provide their own transportation. All sections of the program are designed for entry-level jobs or preparation for further training in the foods industry.

CPT505/506
CARPENTRY
Duration: Year   Prerequisite: None
This course provides an introduction to the construction field with primary emphasis on residential housing. Students gain construction experience in framing, roofing, plumbing, electrical, heating, and finishing materials.

CMM507/508
CREATIVE MARKETING AND MANAGEMENT
Duration: Semester   Prerequisite: None
This is a one-semester course designed for students pursuing employment in retail grocery or a variety of retail businesses. The curriculum includes 10-key touch system instruction, scanning systems operation, front end procedures, security, safety, and store policies. Designed around a student grocery store which the class manages and operates, the program introduces the student to pricing, stocking, and bagging procedures as well as product merchandising. The course prepares the student for an entry-level job as cashier or further study in the retail industry.

EDT509/510
ENGINEER DESIGN TECHNOLOGY
Duration: Year   Prerequisite: None
Students learn the principles of technical drawing and computer aided design. Engineering techniques used in the areas of architectural, civil, electrical, and mechanical systems are taught..

CNT511/512
COMPUTER TECHNOLOGY
Duration: Year   Prerequisite: None
This program is developed to provide entry level employment in the data processing field or provide a basis for further training in a post-secondary institution. Topics of study include principles of date processing, auxiliary equipment, data entry, application packages in word processing, spreadsheets, and databases, BASIC programming language, problem orientation, and job application. Students may be given the opportunity to enroll in the program for additional semesters of advanced study. A special registration form, including a fact sheet describing the program in greater detail, is available from the school counselor.

DNT513/514
DENTAL ASSISTANT/CLERICAL
Duration: Year   Prerequisite: None
This program with emphasis on dental terminology, instrumentation, telephone usage, assisting procedures, and clerical skills, such as filing and typing, designed for entry-level employment as a dental assistant or to prepare students for further training in the dental field. *Students will need to provide their own transportation during field experience second semester.*

DIE515/516
DIESEL MECHANICS
Duration: Year   Prerequisite: None
Students study the principles of internal combustion diesel engines and perform maintenance, turn-ups, and repair. Diesel power systems used in trucks and boats are also studied.

ELT517/518
ELECTRONICS TECHNOLOGY
Duration: Year   Prerequisite: Completion of 1 year of Algebra
Students will learn the principles of direct and alternating current, semiconductors, transistors, power supplies, printed circuit boards, a computer electronics.

FDM519/520
FASHION, DESIGN & MARKETING
Duration: Semester   Prerequisite: None
This is a one-semester course designed for students pursuing employment in the retailing and marketing of fashion apparel and employment in the retailing and marketing of fashion apparel and accessories. The course of study will include fashion design, merchandising, salesmanship, advertising, customer relations, business management, leadership techniques, and employment applications. Students may be given the opportunity to enroll in the program for a second semester.

MRT523/524
MARINE TECHNOLOGY
Duration: year   Prerequisite: None
This is a program developed to provide training for entry-level employment or to prepare students for further training in marine related occupations. In addition to the general curriculum, students have an opportunity to specialize in a project area such as: hatchery management, marine biology, marine construction, marine engineering, marine geology, oceanography, navigation, seamanship, water chemistry, and water microbiology. This course is taught as the OSC Marine Technology lab located on the shores of Puget Sound at Seahurst King County Park.

MDA525/526
MEDICAL ASSISTANT/CLERICAL
Duration: Year   Prerequisite: None
This is a job training program with emphasis on body structures, body function, medical terminology, sterile technique, medical assisting procedures, in addition to development or medical clerical skills and processing patient charts. The program is designed for entry-level employment in hospitals, clinics, doctor's offices, and insurance medical claims departments or to prepare students for further training in health occupations. A one-semester course specializing in Ward Clerk training is available second semester. *Students must provide their own transportation second semester during field experience.*

PAT527/528
PLASTICS/AUTOBODY TECHNOLOGY
Duration: Year   Prerequisite: None
This is a program developed around a production shop, manufacturing a variety of boats and custom projects. Designed for entry-level employment in the plastics industry, students have the opportunity to learn the skills and techniques of fiberglassing within an on-the-job atmosphere. Students may be given the opportunity to enroll in the program for additional semesters of advanced study. A special registration form, including a fact sheet describing this program in greater detail, is available from the school counselor.

VCM535/536
VISUAL COMMUNICATIONS (Introductory)
Duration: Year   Prerequisite: None
This is a program developed around five communication areas: commercial art, offset printing, closed circuit television, design typesetting, and photography. Necessary background is provided for specialization in one of the areas as a senior. This is a program designed for entry-level employment or to prepare students for further training in the fields mentioned.

VCM539/540
VISUAL COMMUNICATIONS (Advanced)
Duration: Year   Prerequisite: 529/530 **VISUAL COMMUNICATIONS**
This course provides an opportunity for students to specialize in an area of their greatest interest and ability as determined from each students' first year of visual communications. There is much more depth in subject matter during the second year of this two-year program designed for entry-level employment or to prepare students for additional training in the specialty area.

MISCELLANEOUS

ASB402/405
ASB LEADERSHIP CLASS
Duration: Year   Prerequisite: Must be elected to office

This is a class designed for ASB officers, class officers, and cheerleaders to learn and apply leadership skills while working on various school projects.

LIB337/338
LIBRARY ASSISTANT
Duration: Semester/Year   Prerequisite: Permission of Librarian

Aides learn circulation procedures, filing and alphabetizing, and shelving of books and periodicals. They improve in basic knowledge and information skills, assist other students with reference work, while gaining worthwhile work experience.

BUS323/324
OFFICE ASSISTANT
Duration: Year   Prerequisite: Permission only

Students in this class will have the opportunity to learn various office procedures including phone skills, typing, filing, picking up daily attendance and delivering messages, xeroxing, mail sorting and other routine office duties. Students in this class will receive 1/2 credit per semester.

STUDENT PERSONAL
GRADUATION PLANNER

Fill in the chart with courses you have taken and those you plan to take. Be sure to check requirements. Each successfully completed semester earns .5 credits. Twenty-one credits are required for graduation.

Required Courses:

English . . . . 4 credits (8 semesters)
Social Studies: . . . . 3.5 credits (7 semesters)
Math . . . . 2 credits (4 semesters)
Science . . . . 2 credits (4 semesters)
P.E . . . . 2 credits (4 semesters)
Occupational . . . . 1 credit (2 semesters)
Health . . . . 0.5 credits (1 semester)
Computer Applications . . . . 0.5 credits (1 semester)
Electives . . . . 5.5 credits (11 semesters)

GRADE LEVEL

COURSES	9th	10th	11th	12th	REQUIRED SEMESTERS	REQUIRED CREDITS
English					8	4
Social Studies					7	3.5
Math					4	2
Science					4	2
Physical Education					4	2
Occupational					2	1
Health					1	.5
Computer Applications					1	.5
Electives					11	5.5
TOTALS					42	21

FOSTER HIGH SCHOOL

Tukwila, Washington

Report of the Visiting Team

for the

Northwest Association of Schools and Colleges

May 17, 1995

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INTRODUCTION

On May 17, 1995 an 18 member team representing the Northwest Association of Schools and Colleges visited Foster High School (see the list of team members on the following page). From 8:30 to 9:10 AM the team received an introduction to Foster High School from Dr. Horst Momber, the school's principal, and Pat Larson, the self study coordinator. For the following twenty minutes team members discussed their plans for observation and discussion during the day. From 9:30 to 10:00 AM Foster High students led tours of the school for team members organized into a number of small groups.

From 10:00 to 11:00 AM team members observed in classes of their own selection. From 11:00 AM to noon team members met with teachers in departmental groups and engaged in detailed discussions of the self study report.

From noon to 1:00 PM all of the teachers and administrators and almost the entire staff of Foster High joined visiting team members for lunch in the Commons. Most team members conducted additional conversations with teachers for another hour to ninety minutes after lunch.

The visiting team found Foster High School to be a friendly, open, community-oriented, and student-focused school. We appreciated and were impressed by the accomplishments and openness of educators and students at Foster.

For the visiting team members, I want to thank the Foster staff and students for their hospitality during the visit.

Dr. David Marshak
Visiting Team Chair

VISITING TEAM

Ms. Dorothy Bennett, Math Teacher (retired), Newport High School

Mr. David Cartham, Special Education Teacher, Central Kitsap High School

Ms. Ande Chapman, Business Teacher, Bethel High School

Ms. Eve Datisman, Library Media Specialist, Forks High School

Ms. Jodel Haag, Math Teacher, Renton High School

Ms. Linda Haderli, Asst. Principal, Kentwood High School

Ms. Claudia Hauck, Special Education Teacher, Pacific Middle School

Ms. Roberta Krause, Vocational Specialist, Highline School District

Mr. Gary LaTurner, Art Teacher, Sammamish High School

Ms. Irene Leggate, Foreign Language Teacher (retired), Newport High School

Dr. David Marshak, Asst. Professor, Seattle University (team chair)

Ms. Cindy Powell, Social Studies Teacher, Vashon Island High School

Ms. Susan Scholtes, Language Arts Teacher, Kent Meridian High School

Ms. Nancy Scott, Program Supervisor: Self Study and Accreditation, OSPI

Ms. Joan Sikonia, Administrative Intern, Wilson High School

Ms. Peggy Taylor, Program Supervisor, Language Arts, OSPI

Mr. Tim White, Counselor, Renton High School

Mrs. Carol Zuvela, Site Council, Foster High School

ART

Overview

During my visit to Foster I had the opportunity to speak with a variety of teachers, students and a parent.   These opportunities provided a varied experience that allowed me to get a fairly clear picture of the environment, educational offerings, community, and student and teacher involvement at Foster High School. I was able to talk with students in and outside of their classroom setting. They were open and clear about their views.

Validation of Self-Study

The Foster Self-Study was a comprehensive view of its multifaceted school operation. The self-study included a great variety of issues that were identified by teachers and administrators as topics for study. The area of art education was carefully thought out to provide important information describing current and future expectations. The recommendations are clearly aligned to the state and national trends in art education. They will be very appropriate to meeting the needs of the Commission on Student Learning and the Essential Academic Learning Requirements established for art students in Washington State.

Strengths

Expertise of staff
Willingness to be innovative
Compelling interest in technology
Personal communication skills
Human qualities of caring and sharing for students, staff, parents and others
Sincere interest in developing opportunities for integration across disciplines
Aesthetically pleasing surroundings in which students work
Flexibility is included in the workshop design.
Facility is well-designed for multi-use related to art curriculum and instruction.
Desire for improvement of collaborative opportunities

Limitations

There appear to be limited opportunities for collaborative conversation that can lead to better integration of lessons.
Support materials for student portfolios seem somewhat limited.

Lack of full-time position within the building limits opportunities for staff to be involved at the highest level in making critical decisions that affect all issues of restructuring and educational change. After school activities related to art are limited by the part-time position.

Recommendations

Recommend that opportunities for dance, music, theatre, and visual arts teachers to work together be increased. Scheduling for planning shared planning time can assist in the need to collaborate for increased integration efforts.

The art teacher desires to increase her personal awareness and use of Internet as a teaching tool and needs continued support from the district and building level.

Continue the multi-disciplinary development of the art instructor, taking advantage of her personal skills and interests in art, history, and social studies.

Continue to move forward with the building, district, state, and national restructuring efforts.

Make continued efforts at collecting student input for decision making in curriculum development and enrichment activities.

Build a complete schedule of art offerings that includes a full-time art teacher.

BUSINESS EDUCATION

Overview

The committee member reviewed the total certificated staff representing the Business Education Department at Foster High School. The committee member observed and talked with both teachers and students in the Business and Accounting areas.

Validation of Self Study

The conclusions of the school self study team seem accurate and thorough. It is apparent that the Essential Learnings need to be brought into the Business and Accounting areas to provide direction and connections for students between what is learned in school and what is expected as a "Robo Grad" and how it is used in the real world.

Strengths

*The staff members were very open to looking at their programs in "new ways" to meet the needs of their student population.

*Students were able to work individually and at their own pace.

*Many of the students were self-directed learners.

*The computer lab in the Business Dept. has the potential to be a great resource when used in a variety of integrated and authentic ways.

*Both the Accounting and Business areas have large open areas that allow for a lot of flexibility.

*Students were able to use their electronic calculators to complete assignments with little assistance.

Limitations

*Software was not available for accounting class. Doing accounting by hand does not reflect what students will be expected to be able to do in the world of work.

*Some of the students in the Business Basics class were having trouble getting assistance from the teacher. Most of these students were in the word processing part

of the class.

*The electronic calculators used in the class could be used for people who are just learning 10 key and need receipts.

*Students were not involved in doing problem solving together as team members.

*The work done in the different areas seemed disconnected; students did not have the opportunity to integrate information/ skills and transfer them to another situation, analyze them or problem solve with them.

Recommendations

*Students with 10 key pads on their computer keyboard should be using these instead of 10 key electronic calculators.

*The committee member would like to make a strong recommendation to integrate the Computer Applications class with basic bookkeeping. This class would revolve around learning skills and demonstrating these skills through problem solving as an individual and as a team member. Team teaching classes and having students work on authentic projects were discussed. The staff would like this class to be offered in the fall and titled: Integrated Computer Applications. This class would promote the Essential Learnings and "fit" with the vision of the school. See the course description below.

*A peer tutor or a teacher assistant needs to be available in the Business Basics class to meet the needs of the students.

*Accounting software needs to be purchased to reflect what industry and post-secondary institutions are using.

*The business community needs to be accessed more to come into the classes, offer job shadow or work-based learning opportunities for students.

*Classes need to be integrated with a conscious effort to build connections between information/skills learned in school and how these are used in real-life.

*A definite need for staff inservice on integration, connecting with school-to-work, problem solving and curriculum development. It is recommended that there be inservice when new teacher is hired.

*There needs to be a stronger connection School-to-Future with regards to vocational classes offered, post-secondary training and service learning.

Possible new course to be used as 9th grade Keyboarding:

Integrated Computer Applications (9-12) 1 semester course

Students review basic touch keyboarding skills on a computer and use a 10 key data entry pad. Students learn computer software that include the following areas: word processing, spreadsheet, database, graphics, recordkeeping and telecommunications. Students are involved in problem solving that incorporates skills and information learned into authentic projects that reflect current business practice. This class would also serve as an introduction to Accounting, Applied Communications, Advanced Computer Applications and Business Connections.

Counseling

Overview

The committee had an extensive opportunity to talk with the counseling staff and to interview students about the counseling services. We discussed career planning and placement, mechanics of academic advisement within their 100-minute structure, crisis intervention counseling (e.g., substance abuse, personal, and multi-cultural issues), and the provision of services to the special education program. The committee also, during the tour of the school, talked to teachers.

Validation of the Self-Study

The ratings and conclusions of the self-evaluation appear to be an accurate reflection of the counseling program.

Strengths

1. The school has implemented many of the recommendations of the visitation team from the previous self-evaluation (see page 6-2).

2. The 100-minute blocks and 30-minute Focus Groups afford counseling staff more time to work with staff and students in the classroom through presentations, small group work, and individual counseling on career planning, crisis intervention, and academic advising.

3. Use of Focus Groups for academic registration, credit checks, and progress reports:
    * facilitates a positive student-staff relationship;
    * helps better identify students who are in need of referral for personal counseling or more specialized services; and
    * allows the counselors to better manage their counseling case load.

4. The counseling staff make good use of students in new student orientation.

Limitations

1. Funding for an automated career assessment and counseling center has been limited.

Recommendations

1. Staff should do regular student and staff surveys or needs assessments as a means of evaluating their services and student needs.

2. Continue to increase opportunities for students to receive exposure to academic and career planning programs in classrooms, Focus Groups, and the counseling center. Continue efforts to find funding for a computerized career assessment and planning program.

3. Increase School-to-Work Transition opportunities through programs like apprenticeships, Tech Prep, Running Start, part-time and summer job placements, job shadowing, King County Work Training Program, East Madison Y Black Achievers Program, and In-Roads Program.

4. Provide opportunities, information, and support that will encourage more students to go on to a 4-year college or university (e.g., Running Start, SAT/ACT workshops, information over the television system on colleges and universities).

5. Explore possibilities for career portfolios developed around the district's essential learnings and information for job and further education.

6. Students need to have access to professionals and advocates who deal with multi-cultural issues when needed (e.g., Central Area Motivation Program, Youth Advocates, or Atlantic Street Center).

FAMILY AND CONSUMER SCIENCES
(HOME AND FAMILY LIFE)

OVERVIEW

This team member visited a Personal Fitness class and had the opportunity to visit with the instructor. We had about an hour in which to discuss the various components of the program.

VALIDATION OF THE SELF STUDY

Basically, the self study document seems to be carefully thought out, thorough, and accurate.

STRENGTHS

Ms. Noren is to be complimented on offering a good variety of classes from which students may choose. She mentioned one of the strong features of Foster is the fact that she has the freedom to develop classes and curriculum to meet the needs of the students.

The 100 minute periods are a boon to a Family and Consumer Sciences program. Ms. Noren has been able to maximize the benefits of the extended period.

Ms. Noren commented particularly that she has been fortunate in always having a principal who values the contribution of Home and Family Life to the students' education.

LIMITATIONS

As always, there is not enough money. Not enough for purchase and maintenance of equipment; not enough for aides in the classroom. Ms. Noren reports that her budget has remained constant over the years she has been at Foster, making no allowance for the fact that her classes have increased in size and number, nor even for inflation. There is a prime opportunity to include aqua-aerobics in the Personal Fitness class, but seemingly no way to pay the pool costs.

The size and configuration of the room create program constraints. It is very crowded with just furniture and equipment before you even introduce students into the class.

Ms. Noren needs to be able to do periodic "play schools" with her Exploring Childhood

and Living Skills classes, but has been told by district staff that she would need to be licensed for child care. This observer feels that is not the case. It is done in every other high school in the area that chooses to include it in the students' course of study.

RECOMMENDATIONS

Vocational course enrollment should drive the department budget.

In classes with large numbers of special education students, ESOL and/or severely "at risk" students, an aide should be assigned to provide assistance to those students to maximize their opportunities to be successful. Vocational Resource Associate training available to member districts of the King County Vocational/Special Education Cooperative is highly recommended for any special education or vocational education paraprofessionals working at Foster.

Department would benefit from being put on a regular appliance replacement plan; i.e., ranges replaced every three years; refrigerators, washers and dryers every five; and freezers when they die! The instructor expressed (again) the need for a garbage disposal in the one demonstration unit.

Regular repair and maintenance of equipment should be a given. One refrigerator has the wrong door on it, making a good "seal" impossible. No luck getting repair or replacement. The refrigerators need to be put on electrical circuits separate from the shut-off systems.

There are many opportunities to develop integrated curriculum, using Family and Consumer Sciences as the core. It is a natural pairing with social studies (history, economics, psychology); with mathematics (consumer math); with physical education (Personal Fitness); with art (fabric art, various crafts). As education restructuring evolves, Family and Consumer Sciences provides an avenue for students with varying learning styles to achieve the required competencies.

In a commonly held concern, there needs to be a way in which the concerns of the vocational program advisory committees are addressed. They begin to feel like nothing more than "rubber stamps" when their issues receive no response.

Ms. Noren spoke to the concerns arising over the pending transplantation of the middle school home economics program to the Foster site. As a one-time teacher in that area, and a program supervisor for many years, I agree. The innovative schedule and programs at Foster must be considered; the use and abuse of equipment and facilities by the younger students; and the space limitations of the existing classroom are factors that need thorough discussion before allowing the move.

This reviewer would suggest that, as Foster moves toward a Career Path focus for juniors and seniors in the years to come, requiring at least a semester of Living Skills of all students would be

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at least acknowledging the crying need that these students have for developing those skills and that body of knowledge that will promote a higher standard of living.
Contrary to popular notion, consumer skills, relationship skills, proper nutrition and knowing how to cook, and parenting skills are not inborn, nor are they taught at home.

HEALTH

OVERVIEW

The visiting team met with the health and physical education teachers for about an hour. We only were able to devote about twenty minutes to health.

VALIDATION OF SELF STUDY

In general, and with the limited time at hand to review the self study, the group would concur with the findings. Some further conversation would be necessary on some of the recommendations.

STRENGTHS

The comprehensive K-8 health curriculum seems very well thought out.

The staff seems well-prepared to teach health. Further, they believe strongly in the need to provide students with this study.

LIMITATIONS

Lack of options by which students may receive health credit.

Lack of money for up to date books and materials.

RECOMMENDATIONS

This observer recommends that, if it is not now the case, all departments have a working budget for which they are accountable. It should be devised by the staff involved, and they should keep careful records on income and expenditures. Purchases of books and resource materials, as well as small equipment (within the parameters of district policy), should be at the discretion of the staff. If health is a class required of all students, then it should be supported with texts and materials and a working budget.

Provide more options for students to gain health credit. For example, a common practice is to allow health credit for Living Skills, or the two Psychology classes taught in the Family and Consumer Sciences department. The largest part of those curricula are essential learnings for health education as well.

HUMANITIES

OVERVIEW

The committee spoke with a large number of the staff, which included teachers, librarians, the counseling staff, and a career center specialist. We observed classroom instruction, spoke with students in the classrooms and during their free time and at lunch. We read and discussed the staff recommendations with a panel of humanities teachers.

VALIDATION OF SELF STUDY

The committee supports the self study done by the humanities teachers. We support their efforts to increase school and community cooperation to strengthen the curriculum. We want to commend the staff for their high level of dedication to restructuring and change.

STRENGTHS

*   Strong, dedicated, qualified staff who teach in several disciplines
*   Student centered, state-of-the-art facility
*   Students and staff have a strong sense of pride and community which fosters a safe learning environment.
*   Community use of school facilities
*   Commitment of staff to change in order to improve student learning

LIMITATIONS

*   No time for staff to set goals, develop strategies and plan together
*   Lack of process for implementing changes
*   Need for staff development opportunities in assessment, learning styles, and cooperative learning
*   Shortage of money for materials: software, site-licenses, CD ROM
*   No well-defined budget process
*   Time to develop competency standards
*   Need for alternatives to help students meet competencies
*   Long-term planning for course offerings

RECOMMENDATIONS

*   Continue restructuring and integration efforts.
*   Provide time and money for staff development.

* Use faculty meeting time for staff training and team building.
* Examine school budget process.
* Reevaluate school graduation requirements.
* Create assessment options for students.
* Select a goal and establish plan and time-line to accomplish it.

LANGUAGE ARTS

OVERVIEW

We surveyed faculty and students regarding Language Arts curriculum, teaching strategies, and course offerings. We attended a variety of classes across grade levels. A meeting was held with faculty of the Language Arts Department in the morning and with faculty of several departments in the afternoon in regards to the Humanities Recommendation.

VALIDATION OF THE SELF-STUDY

We agree with the process of self-study and commend the Foster High School staff for the work they have done. Because we felt that the level of knowledge came from only one perspective, we urge the continuation of the process by involving parents, students and community and business leaders in order to gain a broader understanding of needs and resources.

STRENGTHS

- A dedicated and energetic faculty committed to building a school climate which addresses student needs

- Small classes which allow individualization and interaction with teacher and peers

- Physical environment which was conducive to student learning (posters, technology clustered with classrooms, light, airy rooms, sturdy desks)

- Technology available in each room and labs for student and staff use (telephone, computers, printers, and a television)

- A document that indicates long-range planning for change in the Language Arts Department has begun

LIMITATIONS

- Not enough time for collaboration and planning for curriculum integration

- A lack of making staff development a priority

- No articulated structure to formalize curriculum and assessment changes

- A lack of assessment techniques to define student competency

- No course description or sequence of what is going to be taught in each class

- Teachers are not told enough in advance which classes they will be teaching.

- Decreased availability of writing lab

- Lack of software and material for assessment

RECOMMENDATIONS

- Provide time and money for collorabation and planning.

- Set priority for staff development (more effective use of faculty meetings).

- Define procedures in order to formalize curriculum adoptions (at present, several models for integration exist but have not been placed in the current schedule).

- Develop assessment techniques for defining students' English competency and how they are placed in classes.

- Develop curricular course description for each class and sequence for the department.

- Establish class schedules and assign teachers early.

- Increase availability of writing lab to the Language Arts Department.

- Purchase software and materials for assessment.

- Accept Language Arts Department's Course Planning Guide document.

- Establish learning goals rather than age as criteria for graduation.

- Review ways to integrate Life/Career Skills in the curriculum.

Learning Media Services

Overview

The committee had the opportunity to visit and observe classes in session, ask questions of student and staff and sit in on discussions concerning humanities integration in the school curriculum and specific concerns in health and P.E. and the beginning of integration between these areas.

Validation of Self-Study

The conclusions of the school self study team seem accurate and thorough. The concerns about technology and support for it are consistent throughout the document and hold with comments made by students and staff. The need for support of technology and its integration into the school via the learning media program deserves its high priority.

Strengths

Great facility, open, inviting. Students want to be there.
Access to help in instruction, the use of technology, and time when the library is open.
Knowledgeable staff.
Video production/delivery system, the mini-computer lab, multimedia workstations, and
    access to CD-ROM technology, automated library system including circulation and
    magazine indexes.
Library media specialist works with staff to integrate information skills into subject
matter--no stand alone instruction.
Adequate print collection to support curriculum and student need.
Strong support of technology use and integration seen in the library media specialist's
    position on the district Technology Committee and in her involvement in the
    school's technology plan. The other members of the self-study committee are
    equally interested and involved.
Good vision of what is happening in technology and its application in schools. They
    have practical means to implement that vision.
The self-study committee has a real understanding of the need to budget to
    replace/renew equipment as needed.
Well-planned school design.

Limitations

Demands upon the library's staff and resources are outstripping its ability to deliver services, maintain the level of routine clerical work needed to support the daily running the library, and at the same time allow staff to learn the skills needed to use the new technologies, trouble-shoot the hardware and software already in place, and provide

additional hours of operation to support the community based vision of Foster High School. In addition time to meet with teachers and plan integrated units using the library as a part of the lesson is limited. Therefore, if teachers are not already well acquainted with what is available, they may not take the initiative to use the library to their advantage.

Limited access to the multimedia stations because they are stand-alone models and because there are only three stations available.

Print materials need to be upgraded to support the new curriculum.

Inadequate budget which does not reflect the increased cost of books or take into consideration inflation.

Limited space in the multimedia production facility.

Limited space in the library for class or large group work.

Recommendations

To provide flexibility in service to students, staff and community, and increase the hours of operation, add support staff.

To maintain the level of commitment to technology, create and fund a full-time, permanent tech. support position.

Increase the access to CD-ROM information by purchasing a tower or file service which can be networked throughout the school's LAN or, att the least, networked through the library's network.

Provide direct access to the Internet and teach students to use this resource.

Keep the library media specialist on the district and school technology committees. Make sure the library media specialist is a member of the school curriculum committee.

Maintain the focus that the library is the center of the school and its information needs.

Make maintenance of technology a yearly budget item and a high priority. Increase the software budget.

Increase the print materials budget to allow for purchase of current materials; add materials which reflect the multi-ethnic, multicultural population of Foster high school.

Involve the library media specialist in the planning and construction of new spaces for expanded multimedia areas.

MATHEMATICS

OVERVIEW

The committee had the opportunity to visit and observe classes. We interviewed students and examined the textbooks in use. We discussed at some length their ideas, concerns, and aspirations with the instructors.

VALIDATION OF THE SELF STUDY

The mathematics department's report seemed to be thorough and accurately reflected our observations of their program during our visit.

STRENGTHS

1. The number of course offerings is commendable for a student body of this size.
2. The department is staffed with well-qualified teachers who communicate well with each other.
3. The integrated program being offered is consistent with NCTM standards and will prepare the students for the new outcome-based essential math learnings.
4. The department actively cooperates with other departments to coordinate curriculum topics. They plan to establish a freshman English/Mathematics block in the fall of 1995.
5. The facility is very conducive to a good learning atmosphere and promotes high morale in both staff and students.

LIMITATIONS

1. Insufficient technology resources are available to the math department.
2. Students who fail a course must wait a year to repeat.
3. There are not enough offerings to provide for the full range of student abilities.

RECOMMENDATIONS

1. Math teachers could incorporate more writing into their math courses.
2. There should be a computer lab completed for use by the math and science departments large enough to accommodate a full class. This would include appropriate software.
3. A classroom set of graphing calculators should be provided.

4. As student population rises, additional math teachers should be hired rather than assigning new math sections to non-math faculty.

5. Establish a budget for the math department so that they are more able to anticipate and prioritize needs.

6. Keep separate pre-calculus and calculus sections regardless of enrollment.

7. Require students who fail the math competency test to take a one semester practical math course in their senior year.

8. Raising graduation requirements to three years is recommended; however, additional courses such as consumer math need to be added   to meet the needs of lower ability students.

ADDITIONAL COMMENT

The use of new textbooks and graphing calculators and the awareness of new NCTM standards have pointed out the need for more staff training. There is a lack of funds for such training, conference attendance, and suitable materials to adequately support the changes the math staff would like to incorporate into their teaching.

One other possibility: a class in World Health Problems was mentioned by one of the staff. Could it be piloted with interested juniors and seniors in the focus period? Directed readings could focus on such issues as famine and nutrition, birth defects, AIDS, ebola virus and other communicable disease.

The room where health is currently taught was not intended for that purpose. There is not sufficient shelving or storage space (according to the teachers). This needs to be provided.

PHYSICAL EDUCATION

Overview

The committee had the opportunity to tour the facilities, observe classes and talk to students. Time was allowed to have a lengthy discussion with teachers from the department in which strengths, weaknesses and dreams for the program were shared.

Validation of the self study

The self study team seems to have done a thoughtful, thorough and accurate analysis of the Physical Education program. The program fits with the school's Mission Statement and the district's overall goal of graduating students' as self-directed learners, constructive thinkers, collaborative workers and quality producers

Strengths

* A positive atmosphere where students are encouraged to compete/improve on a personal level
* Small class sizes
* Wide variety of activities to choose from
* Organization of curriculum to include proper warm up, skill development, and fitness activities as well as playing time
* Adequate facilities for the current student body size
* Class length (100 minutes) helps to allow more student participation and skill development
* Emphasis on personal fitness

Limitations

* Lack of supervision of the girls' locker room is of great concern
* Lack of female P.E. teacher as a role model, potential coach
* Lack of funds to use community resources (i.e. swimming pool next door, bowling alley near by)
* No incorporation of technology within the program
* Lack of staff development

Recommendations

* Hire a full time female Physical Education teacher.

* Provide funding to incorporate more recreational activities and make use of community resources (pool, bowling alley).

* Make use of technology to assist students in creating and maintaining a personal fitness program.

* Need funding and time to insure staff development in the area of curriculum and teaching skills for the 100 minute period.

* There is a concern for the possible impact on the current program by the remodeling of the middle school and the increase in school population in the next three years: there needs to be communication/coordination by all parties concerned.

SCIENCE

OVERVIEW

The committee member discussed the self study report at length with the department's teachers. He also observed classes.

VALIDATION OF THE SELF STUDY

The conclusions of the school self evaluation team seem accurate and thorough.

STRENGTHS

1. Science faculty members are well-qualified professionals who know their disciplines and are willing to explore new ideas and innovate.

2. Science classrooms and labs are quality learning environments.

3. The Water Quality Grant/Project is an innovative, field-based biology unit that has successfully involved diverse students in project-based, hands-on learning.

4. The Computer Networking Technology Class has engaged students in learning about the science of electronic data manipulation and in developing useful skills in regard to configuring and setting up computer equipment and trouble-shooting computer operation. Students in the class have helped to set up and operate the school's computer network.

5. The Principles of Technology course, funded by community resources, has provided successful instruction to students for whom a traditional physics course was not appropriate.

LIMITATIONS

1. Based on national standards of science lab safety, the science labs at Foster are designed for 24 students. Yet many science classes have more than 24 students assigned to them.

2. Scheduling for science classes has created class sizes that are uneven, with some classes of fewer than 20 students and some with more than 30 students.

3. The Math/Science Lab does not have adequate computer hardware. At present the Math/Science Computer Lab does not have a room assigned to it.

4. Science teachers do not have adequate time to prepare for laboratory work within their regular work day schedules.

RECOMMENDATIONS

1. Scheduling procedures should be instituted that will result in science classes of roughly equal size, with the elimination of excessively large classes.

2. Science faculty time should be increased so that lab courses can have enrollments of 24 students, thus resulting in maximally safe use of Foster science labs.

3. Science teachers should be given at least some time within the regular work day for preparing labs.

4. The school should make the room built as a math/science computer lab available to the math and science departments, equipped with adequate computer hardware.

5. The school should allocate an annual budget to the science department for replacement of consumable supplies.

6. Science faculty should explore both informal and formal collaboration with math faculty, with a focus on coordination between science and math courses and possible integrative curriculum and course development.

7. Science faculty should continue the kinds of teaching and learning embodied in the Water Quality Grant/Project as hands-on, project based activities have proven to be effective instruction.

SOCIAL STUDIES

Overview

This assessment is based upon a visitation of classes, a review of the social studies self-evaluation with social studies staff, and a group discussion with persons from throughout the humanities. The discussions with social studies instructors focused on curriculum goals, systemic obstacles, and student needs.

Validation of Self-Study

All identified strengths, limitations, and recommendations stated in the Social Studies Self-Study are found to be in agreement with the information gathered during the site visitation of May 17, 1995. Especially evident is the self-identified strength that staff constantly strives to update and improve instruction in the social studies. It is likewise obvious that the social studies department works within the systemic limitations of time and resources necessary to create a more cohesive curriculum.

Strengths

1. The social studies staff demonstrates a strong commitment to continued change and a desire to strengthen collegiality among themselves and with other staff members.
2. The social studies staff has been responsible for initiating progressive educational programs. These include, but are not limited to, a course in diversity issues, service learning projects, thematic units, and integrated projects with both math and language arts courses.
3. Students and staff exhibit a high degree of pride and personal responsibility in regard to the facilities and learning.
4. The social studies staff appears to foster a student-centered ethic in all discussions concerning curriculum, school reform, and goals for instructional change.
5. The social studies department appears to use a variety of instructional materials and teaching approaches to meet the needs of a diverse student population.
6. The social studies department exhibits a high degree of knowledge, experience, and professionalism.

Limitations

1. Schedule considerations appear to drive curriculum.
2. There currently exists a lack of time for staff to work together on curriculum planning, instructional improvement, etc.
3. Instructional materials related to geographical literacy are outdated. These include

wall maps, globes, and atlases.
4. Instructional hardware is limited by a lack of available software.
5. Staff do not presently have sufficient staff development opportunities.

Recommendations

1. Structure and support opportunities for peer coaching and teaming among staff.
2. Continue to work toward more integration of technology into the social studies curriculum.
3. Continue an examination of competency level requirements while working toward an adoption of essential learning requirements.
4. Promote enhanced instructional skills in the 100 minute period by providing time for collegial teaming and planning as well as staff development opportunities.
5. Provide more ESL support and resources for social studies classrooms where a high percentage of students speak English as a second language. Examine opportunities within the community for such support.
6. Develop a comprehensive plan for staff development based on a school-wide needs assessment.
7. Develop a comprehensive plan for staff members to meet periodically to plan for more integration of curriculum.
8. Provide a professional file of publications or electronically mailed curriculum ideas.
9. Work toward establishing assessment tools that identify skill mastery.
10. Redesign budget process in insure across-board staff access to needed materials and curriculum resources.

SPECIAL EDUCATION

OVERVIEW

Today we visited various classrooms and spoke with students, teachers and instructional assistants. We found them to be open and forthright concerning their perceptions of Foster High School's Special Education programs.

VALIDATION OF THE SELF STUDY

We agree in principle that the conclusions of the school self evaluation team seem accurate and thorough. However, we think that to offer a complete evaluation, parent input is necessary.

STRENGTHS

* Foster High School has sucessfully included most of its special-needs students into its regular education programs.

* There is acceptance, accomodation and understanding by staff and students for all students regardless of specific disabilities.

* Regular education teachers seem to feel that they are adequately supported by the special education staff.

* There is good comunication between the special education staff and regular education staff. If there are program or student concerns, special education staff is easily accessible.

LIMITATIONS

* There is not enough access to vocational classes for special education students.

* There needs to be more access to the community for vocational/career experience.

* There is a lack of common planning time between regular education and special education teachers.

RECOMMENDATIONS

* Community vocational placement.

* Common planning time with the regular education staff.

* Staff development that addresses the needs of students with special needs.

* Increase the vocational class offerings which facilitate the successful post-high school transition of special education students.

WORLD LANGUAGES

Overview

The committee toured the school, talked with students, and observed in classes. Time was allowed for a lengthy discussion with teachers.

Validation of the self-study

The self-study report seems accurate and thorough.

Strengths

These teachers display incredible energy and are interested in using technology to increase student interest and achievement in language learning. They are using technology to aid students in constructive thinking, collaborative work habits, and problem solving, and to connect students to their community so as to expand learning beyond the classroom. One example of a technology activity is their students' participation in the Poetry Guild Competion through the Internet.

The teachers are exploring a variety of teaching strategies to make optimum use of the the 100 minute period. They are up-dating their textbooks and focusing on project oriented learning.

Limitations

The lack of a middle school sequence inhibits the depth of the language program at Foster High School.

The size of the student body and the difficulty of scheduling singleton courses limits the enrollment growth.

Recommendations

To allow teachers a common planning time when they can share ideas about the best ways to utilize the longer periods.
To discuss the integration of language classes with Social Studies classes including the possibility of cross credit.
To encourage participation in World Language camps and Foreign Exchange programs.
To provide more information about budget allocation.

Northwest Association of Schools and Colleges

Commission on Schools
State Committee

June 29, 1995

Mr. Horst Momber
Principal
Foster High School
4242 South 144th Street
Tukwila, WA 98168

Dear Mr. Momber:

I was pleased to receive a copy of your school's self-study report. The enclosed certificate is intended to serve as evidence that your school has satisfied the ten year self-study requirement of the Northwest Association of Schools and Colleges. Additionally, this activity fulfills the Washington State Board of Education's school evaluation requirement.

Congratulations on completing the process and best wishes for continued success in your efforts to improve school programs.

Sincerely,

Alfred Rasp, Jr., Executive Secretary
Washington State Accreditation Committee

AR:gmj

Enclosure

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CHAPTER 5

Summary, Conclusions, and Recommendations

Summary

The purpose of this project was to design a process model detailing the evaluation procedure for a high school self-study required for state and regional accreditation. To accomplish this purpose, a review of current literature regarding school self-study, restructuring and educational reform was conducted. The study, describing a collaborative approach, included the planning and organization of staff workshops, a description and implementation plan for the interactive activities used in the evaluation process, and the preparation of the self-study project which was submitted to the South Central School District School Board, the Office of the Superintendent of Public Instruction and the Northwest Association of Schools and Colleges. The process model was designed for use at Foster High School, Tukwila, Washington.

Conclusions

Conclusions reached as a result of this project were:

1. Prior to conducting a self study, each school needs to adopt an educational philosophy and vision statement.

2. Teaching methods, schedules, and learning environments will need to change to support the school philosophy and allow students to meet the established learning goals.

3. It is important to use a collaborative decision making approach when conducting a school self study to make change systemic and meaningful.

Recommendations

As a result of this project the following recommendations have been suggested:

1. Schools need to establish a common educational philosophy, vision, and student learning goals before implementing the change process.

2. All learning in schools should support the established philosophy and student outcomes.

3. Districts will have to invest extra time and funding to support

the collaborative decision making process needed to ensure that systemic restructuring.

4. Other schools or school districts planning to undertake a high school self study may wish to adopt or utilize the process model developed for this project or undertake further research on this subject to meet their unique needs.

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