

Highline Big Picture HS SBE Waiver Presentation

November 5, 2008

Agenda and Goals

- Context and purpose of waiver
- College pathways
- Assurances
 - School Improvement Trajectory
 - Math and science progress and plans
- Next steps

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The state is shifting from a time and credit-based system of education to a standards and performance-based education system. Certain ways of thinking about time must shift in order to support the ongoing implementation of school reform.

- WAC 180-51-001

“The vast majority of schools and districts we have worked with have commented on the intuitive appeal of this model (non-graded, standards based) and have expressed an interest in working toward implementing it at some future date.”

Marzano et al, *Designing Standards-based Districts, Schools, and Classrooms*

Best Practices

- NASSP *Breaking Ranks*
 - “Carnegie unit will be redefined so that high schools no longer equate seat time with learning.”
- Marzano et al, *Designing Standards-based Districts, Schools, and Classrooms*
 - “The great advantage to this model is that students are not held back from working on advanced standards simply because they are a certain age or are at a certain grade level.”

Why not grades?

- Stiggins, *Student-Centered Classroom Assessment*
 - “Grading is the process of extracting a great deal of information into a single symbol for ease of communication.”
- Berger, *Expanding Student Assessment*
 - “...lack of (grading) creates a school in which there are no ‘C’ or ‘D’ students who have given up on caring or trying...”

Why not grades?

- Marzano et al
 - “In spite of overwhelming evidence that current grades are highly suspect, the general public maintains a tenacious view of the sacred nature of the current grading system.”

In this innovation work the policymakers think they have already identified the problem and are coming up with solutions. We think they aren't near the real problem when it comes to basing our system of education on what learning is and the development of who our entire population of youth really are and aspire to be. We know what is needed is a more fundamental disruption of the system. *A move away from the Carnegie Unit and bell curve assessment to a way to give credit for learning that involves a combination of deliberate practice and demonstrations of know-how and know what is an innovation. A move to a system that follows students through and no matter what happens to them is an innovation.*

- *Elliot Washor, co-founder and co-director
of the Big Picture Company*

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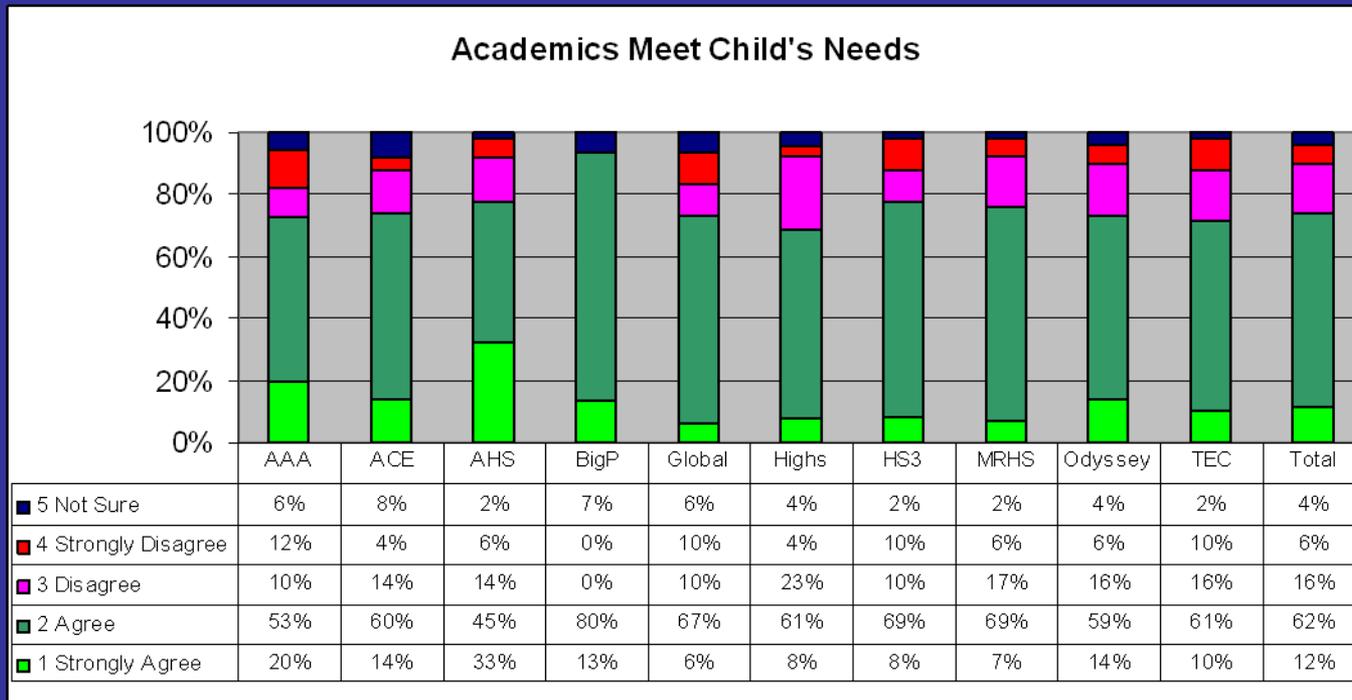
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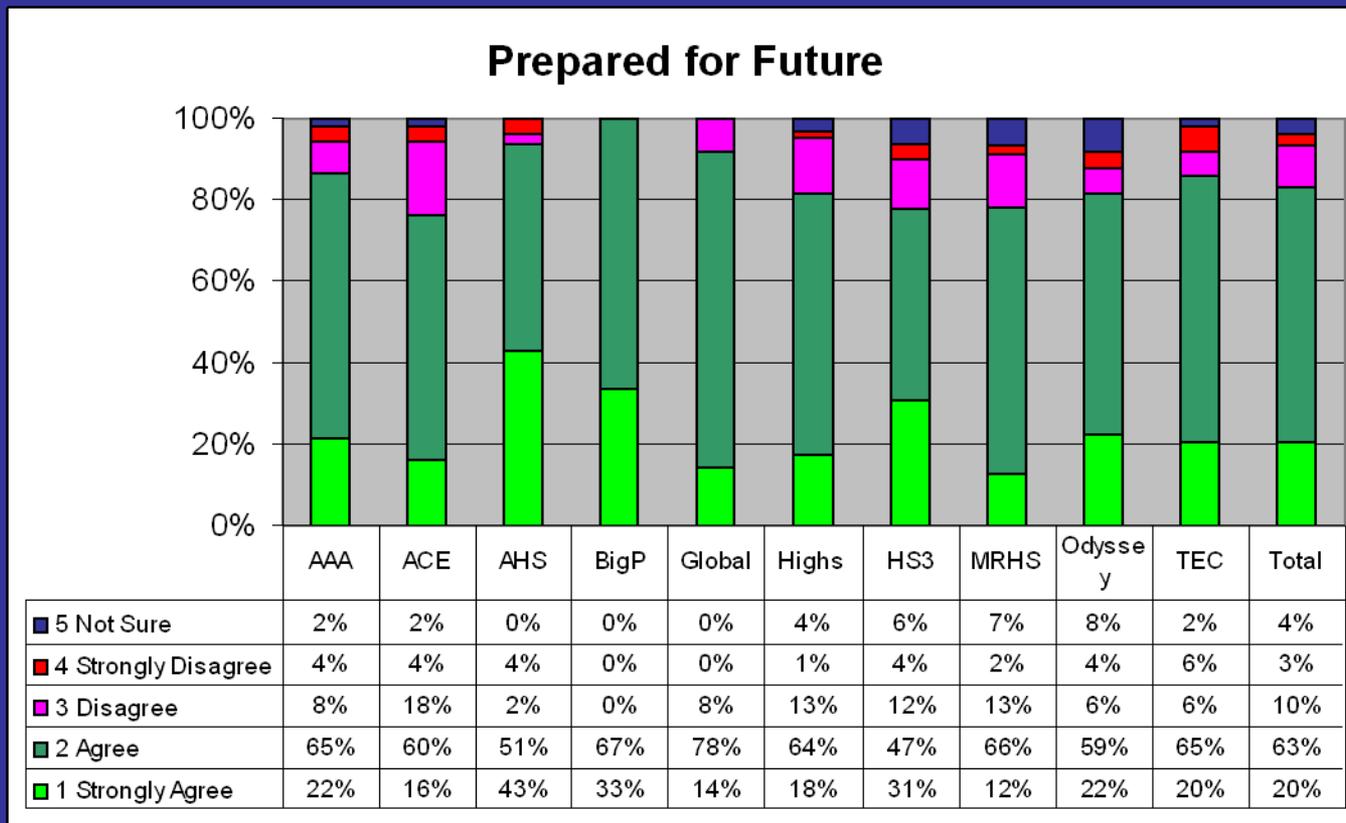
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Academics Meeting Child's Needs



Preparation for Future and Pursuing Higher Education



Math and science in student
project work.



From mentor Suzanne Paulsen of Cascade e-Commerce Solutions

“Colby’s expertise with three dimensional graphics has opened new opportunities for our business. We are now able to provide services we lacked the skills to provide prior to Colby’s work with us. As Colby is learning new skills of interacting with clients, he is teaching adult employees new computer imaging skills.”

From mentor Tyler Robinson of UW Astronomy Dept,
to BP Advisor

“I have set Adrian up with a couple of projects which (I think) will be great for him. **One is very hands-on and one is more mathematical.**

First, he will be working on building a cloud chamber with me. It is his responsibility to learn how to build one. **To simulate what it's like when astronomers propose for funding for a project, I want Adrian to give me a write up which includes the supplies that we will need for the project and how we will execute the project.**

The second part of the project will have him learning about galaxies from an online tutorial. This tutorial uses data from the Sloan Digital Sky Survey. **He will learn how to use the Sloan database to look at images of galaxies and how to collect data on these galaxies. The very last part of the project has him collecting data and analyzing this data to learn things about clusters of galaxies.”**





Do I need another capacitor?
Will this work for a small TV?
What's the polarity of this transformer?
Total voltage & cap

Capacitor
Samsung

|| ||
|| ||

HV Capacitor

SCH-2129MB3-4

2100 WVAC 0.71 uF T-80

INTERNAL RESISTOR

No PCB's ~~TA90623~~ TA90623

Transformer?
→

DEO BO ELECTRONICS CO. LTD

SU 0B542

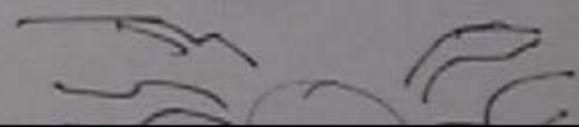
SHN-N860

DB-1340

120-60HZ

96074

222
60
2000 rpm



From mentor Lindsay Crawford of Bassetti Architects,
to BP Internship Coordinator

“It is good to hear from you and know that Christian is doing so well; he seemed to be getting the hang of things toward the end of last semester. I could see the potential even though it was sometimes just below the surface. He was very committed to working with us and **I felt much rewarded knowing that I was able to contribute to helping him overcome some math fears.** I hope that area of growth continues for him.”



From mentor Victoria Terry, Math 7/8 – Algebraic Thinking,
Chinook Middle School, to BP Internship Coordinator

“I just wanted to pass on what a great job Sara is doing for me. She is making my life easier which is what I need right now. Also when I was gone last week Thursday and Friday, my sub had nothing but WONDERFUL things to say about Sara. Since she knows how my class is run, she was a big help to my sub.

I already sang her high praises but if you could tell her again how much I appreciate the work she is doing that would be great!”



Selected Longitudinal Growth on Math WASL, 7th grade to 2008

Student (grade)	2008	7th GR	DIFF
SM* (10)	355	334	21
LS (9)	408	384	24
ST* (9)	355	326	29
SL* (11)	359	329	30
AK* (11)	384	345	39
SS (10)	320	259	61
AP* (11)	365	296	69
SV* (11)	371	302	69

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