

**NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES  
COMMISSION ON PUBLIC SECONDARY SCHOOLS**

**REPORT OF THE VISITING COMMITTEE**

**WAYLAND HIGH SCHOOL**

**Wayland, Massachusetts  
April 3-6, 2005**

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**STATEMENT ON LIMITATIONS  
THE DISTRIBUTION, USE, AND SCOPE OF THE  
VISITING COMMITTEE REPORT**

The Commission on Public Secondary Schools of the New England Association of Schools and Colleges considers this visiting committee report of Wayland High School to be a privileged document submitted by the Commission on Public Secondary Schools of the New England Association of Schools and Colleges to the principal of the school and by the principal to the state department of education. Distribution of the report within the school community is the responsibility of the school principal. The final visiting committee report must be released in its entirety within sixty (60) days of its completion to the superintendent, school board, public library or town office, and the appropriate news media.

The prime concern of the visiting committee has been to assess the quality of the educational program at Wayland High School in terms of the school's stated mission and the Commission's Standards for Accreditation. Neither the total report nor any of its subsections is to be considered an evaluation of any individual staff member but rather a professional appraisal of the school as it appeared to the visiting team.

## **INTRODUCTION**

The New England Association of Schools and Colleges (NEASC) is the oldest of the six regional accrediting agencies in the United States. Since its inception in 1885, the Association has awarded membership and accreditation to those educational institutions in the six-state New England region that seek voluntary affiliation.

The governing body of the Association is its Board of Trustees which supervises the work of six Commissions: the Commission on Institutions of Higher Education (CIHE); the Commission on Independent Schools (CIS); the Commission on Public Secondary Schools (CPSS); the Commission on Technical and Career Institutions (CTCI); the Commission on Public Elementary Schools (CPES), and the Commission on American and International Schools Abroad (CAISA).

As the responsible agency for matters of the evaluation and accreditation of public secondary school member institutions, CPSS requires visiting committees to assess the degree to which the evaluated schools meet the qualitative Standards for Accreditation of the Commission. Those Standards are:

### **Teaching and Learning Standards**

Mission and Expectations for Student Learning  
Curriculum  
Instruction  
Assessment of Student Learning

### **Support Standards**

Leadership and Organization  
School Resources for Learning  
Community Resources for Learning

The accreditation program for public schools involves a threefold process: the self-study conducted by the local professional staff; the on-site evaluation conducted by the Commission's visiting committee; and the follow-up program carried out by the school to implement the findings of its own self-study and the valid recommendations of the visiting committee and those identified by the Commission in the Follow-Up process. Continued accreditation requires that the school be reevaluated at least once every ten years and that it show continued progress addressing identified needs.

### **Preparation for the Evaluation Visit - The School's Self-Study**

A steering committee of the professional staff was appointed to supervise the myriad details inherent in the school's self-study. At Wayland High School, a committee of four members with the principal serving in an ex officio capacity supervised all aspects of the self-study. The steering committee assigned all teachers and administrators in the school to appropriate subcommittees to determine the quality of all programs, activities, and facilities available for young people.

The self-study of Wayland High School extended over a period of twenty-one months from September 2002 to February 2005. The visiting committee was pleased to note that parents joined the professional staff in the deliberations. Public schools evaluated by the Commission on Public Secondary Schools must complete appropriate materials to assess their adherence to the Standards for Accreditation and the quality of their educational offerings in light of the school's mission, learning expectations, and

unique student population. In addition to using the Self-study Guides developed by a representative group of New England educators and approved by the Commission, Wayland High School used student, teacher, and parent surveys approved by NEASC. These materials provided discussion items for a comprehensive assessment of the school by the professional staff during the self-study.

It is important that the reader understand that every subcommittee appointed by the steering committee was required to present its report to the entire professional staff for approval. No single report developed in the self-study became part of the official self-study documents until it was approved by the entire professional staff.

### **The Process Used by the Visiting Committee**

A visiting committee of fifteen evaluators was assigned by the Commission on Public Secondary Schools to evaluate Wayland High School in light of the Commission's Standards for Accreditation. The Committee members spent four days in Wayland, reviewed the self-study documents which had been prepared for their examination, and met with administrators, teachers, other school and system personnel, students, and parents to determine the degree to which the school meets the Commission's Standards for Accreditation. Since the evaluators represented public school teachers, building administrators, and central office administrators, diverse points of view were brought to bear on the evaluation of Wayland High School.

The visiting team built its professional judgment on evidence collected from the following sources:

- review of the school's self-study materials
- a total of nearly 18 hours of classroom observation beyond the shadowing
- numerous informal observations in and around the school
- tours of the facility
- shadowing of 15 students for 1/2 day each
- interviews of 60 individual teachers
- 18 group meetings with self-study committees, students, parents, school and district administrators, teachers, and support staff
- the examination of student work, including a selection of work collected by the school
- use of the New England Association of Schools and Colleges Commission on Public Secondary Schools Self-Study Survey created by the Endicott Center for Research and Education Advancement at Endicott College

Each conclusion on the report was agreed to by team consensus. Sources of evidence for each conclusion drawn by the visiting committee appear in parenthesis in the Standards section of the report. The seven Standards for Accreditation reports include commendations and recommendations that in the team's judgment will be helpful to the school as it works to improve teaching and learning and to better meet Commission Standards. This report of the findings of the visiting committee will be forwarded to the Commission on Public Secondary Schools which will make a decision on the accreditation of Wayland High School.

### **Overview of Findings**

Although the conclusions of the visiting committee on the school's adherence to the Commission's Standards for Accreditation appear in various sections of this report, the committee wishes to highlight some findings in the paragraphs that follow. These findings are not intended to be a summary of the report.

## **Quality of the Self-study**

The self-study completed by the professional staff at Wayland High School was thorough, and the school was candid in its presentation of evidence. For all of the Standards for Accreditation, the information provided the visiting committee with findings reflective of the strengths and needs of the school. Each indicator was addressed and rated, and the staff provided the committee with a judgment of where more work was needed. As a result of this thorough presentation, the visiting committee was able to use the report not only to confirm the school reform work that had been accomplished previously but also to guide the future works of the school in those areas where unmet needs remain. The reports were thoughtful and meticulously written to tell the story of the school candidly, with pride for goals achieved and a commitment to continuous and ongoing improvement.

## **Discussion of Significant Findings**

### **Teaching and Learning and the Support of Teaching and Learning at Wayland High School at Wayland High School**

In the Self-Study, Wayland High School identified a number of issues, both strengths and needs that are significant in scope and important for the future of the school and the community. While the Self-Study is an honest portrayal of the school and identifies the school's accomplishments and needs, there are important additional commendations and recommendations that the visiting committee believes will provide direction to the school as it seeks to meet the needs of its students.

Wayland High School is an excellent high school that has set a high standard for the learning of its students, collectively and individually. Of particular note is the deeply rooted commitment to exceptionally high academic expectations at Wayland High School and the commitment to making high achievement accessible to all students. The school is a positive and safe learning environment where safety measures are appropriately balanced with the need to have students assume increasingly expanded responsibility for their own decisions and behavior, contingent on their maturity and individual records of positive choices. The friendliness and openness of students in communicating with teachers, administrators, staff, other students, and with the visiting team, speaks eloquently to their appreciation for the opportunities they have at Wayland High School to grow as contributing citizens who are developing not only in intellect but also in character.

The creation and publication of the Wayland High School Mission and Expectations for Student Learning has not dramatically shifted the learning environment; instead, the mission statement acts as an affirmation of the deeply embedded cultural and academic values already existing in the school, thereby requiring little adjustment for community members. Academic rigor is evident in the school's curriculum. Faculty pedagogy and diverse teaching methodologies help to promote student acquisition of knowledge and skills, and clubs and activities allow for students to become more socially aware and civic minded.

The mission statement and expectations for student learning guide the procedures, policies, and decisions of Wayland High School and are evident in the culture of the school. Teachers, administrators, students, and parents all concur that the Wayland High School Mission Statement truly reflects the culture of their school; it is a constant reminder of what the school has traditionally done in the past and pledges to strive for in the future. The benchmarks for the school's continued success in

meeting the academic goals of its students are currently based on the locally developed assessments including midyear and final term exams as well as external measures such as graduation, college acceptances, standardized test results, and MCAS performance. This focus on the mission statement has fostered more opportunities for the faculty to make connections within and outside their departments. In addition, having the student learning expectations in place allows all staff members and students to share a common language for continuous improvement in education.

Students have extensive opportunities to extend their learning beyond the normal course offerings and the school campus through numerous academic, social, civic, athletic, and artistic extra-curricular and co-curricular programs. Instructional materials, equipment and supplies are sufficient to allow for the implementation of the curriculum. The media center offers a wide range of current instructional materials to support the curriculum. The staff of Wayland High School is actively involved in and highly committed to the development, evaluation, and revision of the curriculum both formally and informally. Teachers revise the curriculum based on their informal and formal assessment of student performance and review of the Massachusetts Frameworks. The school district commits sufficient time and financial resources to the development, evaluation, and review of curriculum. In addition to the Wednesday release time, paid summer curriculum development time is available to teachers.

Wayland High School teachers employ instructional strategies that align well with the school's mission and expectations for student learning. Faculty members use a variety of teaching approaches to include all students as much as possible. For students who experience difficulty with their learning, Wayland High School provides a broad range of special education support both in and out of the regular classroom. For those students who experience difficulty with their learning but have no diagnosed disabilities, additional tutorial support is offered through the academic support center.

Wayland High School expects students to have an awareness of others and empathy for them. Students are expected to practice tolerance and acceptance of others. Teachers see themselves as important role models and consciously model and monitor respectful and tolerant behaviors. Students self monitor their behavior and as they demonstrate appropriate maturity are given greater freedom than is the norm in many high schools. Students appreciate the trust that this exemplifies and work very hard to honor it. The success of this model of granting greater freedom to students who can handle it deserves to be celebrated.

The Wayland High School faculty effectively employs instructional practices that personalize instruction, engage students as active and self-directed learners, and involve all students in higher order thinking to promote depth of understanding. Teachers make themselves available to students before school, during free periods and prep periods, and after school, thus promoting strong student teacher relationships that personalize instruction and support self-directed learning.

Wayland High School is a traditional, classical high school with a strong commitment to academic achievement. Its assessment practices reflect its commitment to high standards, critical thinking, and open expression. Wayland High School's process for assessing individual student progress in achieving the academic expectations in the mission statement is decentralized and teacher dependent. The administration is justifiably proud of the faculty's commitment to teaching and learning and has great confidence that this "bottom up" leadership style has resulted in appropriate curriculum and assessments. Students and parents believe that this approach has worked very well for the community and offered nearly universal praise for both the curriculum and assessment practices which the faculty has developed.

The school has developed school-wide rubrics, but at the present time these school-wide rubrics are not an integral part of the daily practice of all teachers as they plan for instruction and assess their students' learning. Both the faculty and the administration describe themselves as struggling with the implementation of the school's rubrics. However, without consistent, coherent implementation of school-wide rubrics that accurately describe student achievement and depth of understanding, it will be difficult to successfully assess the degree to which students and the school have met the expectations established in the school's mission statement

Civic and social expectations are an integral part of the curriculum and the culture of Wayland High School. There are extensive opportunities for, and examples of student leadership. Students believe that the school has created a climate where students have ownership and the ability to cause change. The administration is aware that it needs to continue to develop sources of information and methods of measuring achievement against a standard in order to assess the school's success in achieving its civic and social expectations for students and the school.

Teachers engage in frequent discussions with their department colleagues to share best practices and assessments. Looking at student work is an integral part of the professional learning of each department and results in valuable insights into how students think and learn. These shared insights are then used to adjust instruction and assessment practices. Students recognize the high regard that the members of each department demonstrate toward their own colleagues and the pride they express in the level of expertise each has achieved.

The principal of Wayland High School has the appropriate autonomy and decision-making authority to lead the school in achieving the mission and expectations for student learning. Wayland High School has a "bottom up" approach to decision-making. Decisions on curriculum, programming, and staffing are all made at the school level under the guidance and leadership of the principal. The administrative team consisting of a principal, assistant principal, and dean of students, work collaboratively to fulfill the day-to-day responsibilities of the school. The principal consistently provides leadership that creates and maintains a shared vision, direction, and focus for student learning through formal and informal communication with parents, teachers, and students. The principal makes decisions that are based upon the mission of Wayland High School. This vision transcends and encompasses all constituencies, including teachers, support staff, custodians, food service, and the central office. Teachers and other staff members take an active role in the leadership at Wayland High School.

Wayland High School's organization and the structure of the educational program promotes the school's mission and expectations for student learning, presenting a traditional classical model that at the same time encourages some flexibility for less traditional pedagogical approaches. The mission of Wayland High School promotes a rigorous and stimulating academic environment. This is clear in the primary focus of Wayland High School as a classical high school emphasizing English, math, science, social studies, and foreign languages. The schedule at Wayland High School is driven by the school's mission and expectations for student learning and supports effective implementation of curriculum, instruction, and assessment. All school staff members are involved in promoting the well-being and learning of students. All staff members encourage respect for human differences, use of appropriate language, and self-advocacy and expression.

The school recognizes that support services that are fully aligned with the school's mission and expectations for student learning play a significant role in providing a rigorous and stimulating academic environment that promotes the acquisition of knowledge and skills. The allocation of resources, programs, and services is tailored to enable all students to achieve the academic, social, and

civic expectations for student learning. The trust engendered by the open campus environment is conducive to the fostering of honest and respectful interaction with peers, faculty members, administrators, and the community at large. The academic resource center empowers students in need of remediation to take responsibility for their own learning. Conversely, recognizing a responsibility to serve their community, students can volunteer in the academic resource center as tutors.

The school has an excellent system for maintaining ongoing communication with students, parents/guardians, and school personnel in order to keep them informed about the types of available student support services and identified student needs. Each month, the WHSPO Newsletter includes a column of news and information provided by the school's media specialist. Guidance and library media departments maintain comprehensive web pages accessible in school and at home. These websites highlight a number of programs and activities of interest to students and their parents/guardians. The guidance department also runs a series of student and parent evening programs throughout the year. Wayland High School delivers a thorough and full range of special education services appropriate to the needs of its students. Special educators utilize a weekly progress report with teachers in order to engage in a weekly dialogue with parents around achievement of learning goals, behavior, and other concerns. All support services benefit from universal access to e-mail. This allows the various services to be in constant contact with each other, with parents, and with faculty. The media center and technology programs and materials are integrated into the school's curriculum and instructional program. The media specialist is aware of research projects taught in all curricular areas and provides support in the form of appropriate materials. Students and staff members have regular and frequent access to media center facilities. The media center and the computer lab housed within it are open to student use before, during, and after the school day. The school successfully engages parents as partners in the student's education and encourages their participation in school programs and support in many ways.

Wayland High School is a 'campus style' complex consisting of eight buildings, originally completed in 1960. The present school site and plant do not adequately support all aspects of the educational program and the support services for student learning. Many classrooms are smaller than the 750 square feet required by school building assistance. Classrooms are overused. Storage space is not sufficient, not secure, and not easily accessible. For example, English books are stored in the science building. In addition, the science labs lack the capacity for the plumbing essential for creating student lab stations, the athletic facilities are inadequate and compromise the program, the Little Theatre seats only 1/3 of the student body, and no space exists for holding full school assemblies other than the field house and even there portable chairs have to be added. Group work, projects, small and large group discussions, and performances still take place but with great difficulty. The enduring humor of teachers, administrators, staff members, and students is put to the test every day as they diligently try to engage in conducting rigorous twenty-first century teaching and learning in a facility not designed for the level of activity and collaboration required for teaching and learning in this century and in a facility in which a tired and inadequate plumbing system and electrical system severely interfere with rigorous high-quality teaching and learning. Beyond the crowding, plumbing, and electrical challenges a significant number of other facilities constraints continue to negatively impact the school's ability to adequately support the implementation of the curriculum and the delivery of instruction, and compromise student learning needs. Among these are: an inadequate infrastructure for technology, portions of the heating and ventilation system that are more than forty years old and compromise air quality, glare in some classrooms that interferes with students' ability to see the blackboard, daylight that is insufficient to light the space anywhere in the north facing classrooms, corridors that are narrowed below code requirements and result in egress that is compromised in any emergency, study carrels that block corridor egress, and the lack of appropriate spaces for teachers to meet with small

groups and individual students. Athletic field space is insufficient with some fields having substandard drainage. Health and safety violations are present throughout several sections of the campus. Overall, the severe limitations of the current facility seriously impact teaching and learning at Wayland High School, despite the efforts of all school personnel to work around the obstacles. The current physical plant and facilities do not meet all applicable federal and state laws and are not in full compliance with local fire, health, and safety regulations. Furthermore, the entire facility is not completely handicapped accessible. The school is in compliance with the 'life-safety' regulations, including: exit signs and emergency lighting, fire extinguishers appropriately inspected and tagged, adherence to requirements regarding insecticides and herbicides and hazardous substances. In addition, custodians and cafeteria workers receive the Right to Know and the Serve Safe training respectively. The school has also established a close partnership with Cappaccio Environmental Company to deal with hazardous waste. Fire drills are conducted, the local fire department inspects the facility regularly, and a new fire alarm system was installed last year. However, only the field house has a sprinkler system, and the required 36 inch space for egress doesn't exist in many classrooms. In addition, the second floor of the fine arts building, the field house and the lecture house are not handicapped accessible. Also, other code violations involving air quality, glare, and windows exist. Consequently, the safety and welfare of the students and staff is seriously compromised.

The teachers, administrators, and staff members provide exceptional support to help students succeed. Teachers are readily available to help students during and after school. The collaboration between community resources and Wayland High School provides access for Wayland students to programs and resources that richly enhance the school's own offerings. Moreover, the collective content knowledge of the faculty and their expertise in communicating that knowledge, provide an environment where even the most avid learners can be challenged to their capacity. At the same time, programs and personnel are in place to assist those students who need more time and support in order to fulfill their potential.

While the administration, faculty, staff, and students all spoke forcefully about their great pride in their school, they readily admit that the limitations of the physical plant require significant compromises that impact teaching and learning. The present physical plant and facilities do not meet all applicable federal and state laws and are not in full compliance with local fire, health, and safety regulations, nor is the entire facility completely handicapped accessible. The second floor of the fine arts building, the field house, and the lecture hall are not handicapped accessible. Fire drills are conducted, the local fire department inspects the facility regularly, and a new fire alarm system was installed last year. However, only the field house has a sprinkler system, and the required thirty-six inch space for egress doesn't exist in many classrooms. Also, there are other code violations involving air quality, glare, and windows. To ensure the health and safety of all students and school personnel and to ensure that the mission and expectations for student learning can be met, these facilities issues must be resolved.

## **SCHOOL AND COMMUNITY PROFILE EXECUTIVE SUMMARY**

Wayland High School is located in the town of Wayland, approximately 18 miles west of Boston, Massachusetts. Incorporated in 1780, Wayland is a semi-rural suburban community close to major commuting routes to Boston and Worcester. It has a classic New England town center where most of the public offices are located and a second small business area called the village of Cochituate. Wayland is located in an area with easy access to shopping and dining but has little industrial or commercial base. The town has taken steps to retain its quiet rural character by preserving forests, fields and marshes along the Sudbury River, and its area includes a national wildlife refuge.

The school property is located on approximately 85 acres in the southern end of town, close to the borders of Framingham and Natick. It is a “campus-style” complex of eight buildings, originally completed in 1960. Wooded areas, athletic fields, and residential neighborhoods surround the facility. Currently, the town is in the preliminary stages of planning for the possible renovation or new construction of the school. Wayland High underwent its last major structural change during the 1991-1992 academic year.

The town of Wayland has a stable population of about 14,000 residents (13,949 in 2003), with a median household income of \$101,236 in 2000. (The Massachusetts state median household income for the same year was \$50,502). The current unemployment rate for the town is 3%, with the state rate at 5%. As of 1999, 2.1% of families’ incomes fell below the poverty level.

With its proximity to Boston, most Wayland residents work in the city of Boston or along the route 128 “loop.” Approximately 150 small businesses and professional service providers comprise the commercial backdrop of the town. Due to strict zoning guidelines, most of these businesses are limited to two areas: along Route 20 in Wayland Center and at the intersection of Routes 27 and 30 in Cochituate.

The Wayland Business Association lists eighty-eight businesses among its membership. This organization provides two scholarships of \$2,000 - \$4,000 annually to graduating seniors of Wayland High School. The scholarships come from monies raised at an annual auction. There is approximately \$35,000 in the organization’s endowment to supplement the proceeds earned by the auction. To date, no formal internship program has been established between Wayland High School and the business community.

Education is an important part of life in Wayland. The community is very proud of the reputation of its schools and is very supportive of them, both in funding the yearly operating budgets and in recent capital projects at the elementary and middle schools. In 2002-03 the per pupil expenditure by the town for education was \$10,035. The state average was \$8,263. Approximately 56.8% of the local property taxes were allotted to education.

The total student population of the district is 2,925 (October 2004). Three elementary schools with a combined population of 1,306 students feed into one public middle school with a population of 725 students. This middle school, in turn, feeds into the high school. There are no independent schools in Wayland. Almost 90% of Wayland students attend Wayland public schools. Forty-five high school aged students, approximately 5% of the high school aged population attends private schools.

Wayland has been a thirty-six year participant in the METCO program, a state voluntary educational

desegregation program, through which about 40 students of color from the city of Boston are educated at the high school. The METCO program is considered to be an integral part of the high school and considerable effort and resources are put forth to encourage the Boston students to take part in all aspects of student life.

The population of Wayland High School is 894 students, in grades 9 through 12. (Grade 9 - 238; Grade 10 - 236; Grade 11 - 216; Grade 12 - 204) The student body is predominantly white (85%), with an 8% Asian population, 4% Black population, and 3% Hispanic population. Approximately 61 students, or 14% of the student population, speak a language other than English in the home. Non-resident students comprise 5.1% of the school population. Thirty-seven Boston students attend the high school through the METCO program, and six non-resident children of Wayland High School faculty members attend the school. The school population has increased in recent years and is projected to increase through the year 2009 when the high school population is projected to peak at about 1,000 students, with perhaps another growth spurt between the years 2015 and 2020, increasing the population to 1,200.

The daily student attendance rate at the school in 2001-02 was 96.2%. The student dropout rate is less than 1%. About 98% of the class of 2003 graduated. Over 95% of the class of 2004 were students at the high school for all four years.

There is a full-time equivalent total of 72.8 teachers employed at the high school. The teacher attendance rate in the last two years was about 98%. The average student load for teachers is 85 students, and the average class size is 18 students.

Courses are taught at the modified, introductory, college, honors and AP levels. Some science classes, fine arts classes, and senior social studies classes are team-taught. The special education department offers some small tutorial classes, such as Wilson Reading, reading comprehension, and math skills. Twenty-five percent of the students are enrolled in honors and advanced placement classes. Less than 9% of the students is enrolled in the lowest level courses in any discipline. All departments have common planning time for approximately 100 minutes every other Wednesday. The guidance department has an additional ninety minutes of common planning time every Monday. The fine arts Department meets on a system wide basis for ninety minutes six times a year.

The high school adopted a modified block schedule in 2001-02, consisting of eight periods rotating through six 57-minute blocks over an eight-day cycle. Each period does not meet two days of each eight-day cycle. There is a special bell schedule used approximately twice per month to provide time for class and club meetings and a special bell schedule for Wednesdays with a dismissal time approximately one hour early to provide time for conferencing, in-service meetings, and department meetings.

Students are recognized for their accomplishments through a variety of means, including an undergraduate awards ceremony and a separate senior awards ceremony held each June. Individual accomplishments are often noted through the daily announcements and in the WHSPO (parent organization) newsletter. There is also a quarterly honor roll (3.0 average) and high honor roll (3.6 average). In addition, the boosters association holds banquets each season to honor athletes and the creative arts parents association holds a yearly event to honor students' achievements in all of the arts programs.

In 2003, 51% of sophomores scored at the advanced level in math, and 46% scored at the advanced

level in language arts on the MCAS, the Massachusetts required standardized testing. Those figures compare to 24% of students statewide scoring at the advanced level in math, and 20% statewide scoring at the advanced level in language arts. On the SAT for 2003 students' average scores were 607, verbal, and 629 math, compared with 516/522 for Massachusetts and 507/519 for the country. In 2005 SAT math SAT Wayland High School achieved the highest mean math score in the state. There are over 100 members of the National Honor Society, approximately 26% of the junior and senior populations. Another significant indicator of student scores beyond performance on standardized testing is that 98% of the class of 2003 went on to continue their education, 91% going on to attend four-year colleges and 7% attending two-year colleges. The other 2% went directly into the work force, the military, or on to pursue post-graduate or interim years, such as City Year.

Students are required to document 30 hours of community service in order to earn open-campus privileges for their senior year. This privilege allows seniors to leave campus whenever they do not have a class.

As of December of 2003, 146 of the students of Wayland High School have an individualized education plan and receive services from the special education learning resources team (LRT). This represents about 16.6% of the student body. Five students are enrolled in ESL tutoring which is less than .05% of the population.

The student study team is the formal pre-referral process group at Wayland High School. The permanent members of the team are the principal, the assistant Principal, the guidance department head, the learning resource team department head, the school adjustment counselor and the school psychologist. The team serves as the resource for pre-referral conferencing for at-risk students. Teachers, parents and guidance counselors all may make referrals at any time to the student study Team. At the SST meeting, the guidance counselor presents concerns from teachers and/or parents, strategies are developed, and a determination is made as to whether options can be implemented within the regular education program or a referral should be made for a formal evaluation.

Wayland High often hosts student teachers from Lesley, Harvard, Boston College, Simmons College, Emerson College, Boston University, and Brandeis University, as well as, other colleges in the surrounding area. The biology department also collaborates with Boston University in its National Science Foundation Program.

Students benefit from a wide range of cultural activities and events in the Greater Boston area, as well as visiting artists, musicians and theatre specialists. Other enrichment opportunities include the New England Conservatory, Greater Boston Youth Orchestra, the Rivers School and private instruction. The high school is a member of The Education Collaborative (TEC) which provides academic enrichment services through a ten-town consortium. Wayland students can also attend Minuteman Regional-Vocational High School in Lexington. Wayland students participate in the Northeast District Chorus, Band, and Orchestra competitions as well as All-State Competitions. Visual arts students participate in Art-All-State and the Scholastic Arts Awards. Wayland's drama students take part in the annual Emerson College Drama Festival. The WHS Academic Decathlon team, as well as the new WHS Business Club team, competes at the state level each year. Wayland sponsors 58 athletic teams, with 28 varsity programs, and over 35 clubs and student organizations. Student participation in these athletic and co-curricular activities annually exceeds 80%.

Various opportunities for community outreach and interactions among the students and staff and community members have included a WWII Veterans History Project and music concerts at

businesses, clubs, and fundraisers.

Students run a variety of the clubs and groups on campus, such as the ACapella Singing Groups and the Windows Dance Ensemble and also run programming for “Winter Week” in January which features a variety of speakers, entertainers, and activities.

Parents help enrich the life of the school through such organizations as the school improvement council, The Wayland High School Parents Organization, the WHS Creative Arts Parents Association, the booster’s club, the substance abuse task force and the Wayland Schools Foundation. Parents volunteer for field trips, chaperone activities, raise funds, and support co-curricular activities. Parents run a popular and very successful all-night party on the night of the Junior Prom, making this a special fun and safe night for students. Parental attendance at school events and athletic events is very high.

Recent school initiatives have been the adoption of the new block schedule and the addition of new athletic teams and fine arts electives as well as expansion of the learning resources space, all to meet the demands of a growing student population and curriculum requirements. An academic center was added for the 2004-2005 school year to give support to any students with their class work or test, paper, and project preparation. This center is staffed by a certified teacher as well as volunteer tutors from the community, staff, and student body. The upcoming school initiative that will demand a concerted school-wide community effort will be designing a new or significantly renovated high school. All of these initiatives, as well as the community service plan, have been discussed and reviewed by the school improvement council (state-mandated community oversight committee).

Based on a review of the information gathered as part of the school and community profile in preparation for the panel presentation to the visiting committee, the administration, faculty, and staff have identified the following as critical challenges facing the school: the expanding population and space concerns and the accompanying building and/or renovation project; the academic achievement gaps experienced by minority students; the growing needs of the special education students; and the need for the curriculum to expand and become more comprehensive, while adapting to the state frameworks.

# Wayland High School: Mission and Expectations for Learning

## Mission

Personal and civic responsibility, love of learning, and empathy for others: these are qualities that Wayland High School seeks to instill in its students. At its core, our mission is to provide a rigorous and stimulating academic environment that promotes the acquisition of knowledge and skills. Yet we deem it equally important to nurture self-confident, collaborative, and conscientious individuals. We strive to create a climate where risk-taking is safeguarded, open expression is encouraged, and free association is protected. Our goal is to advance our students' growth into principled, informed, and capable citizens who will help guide a democracy that follows humanitarian principles in the global forum, and shape a just society where individuals may reach their full potential.

### EXPECTATIONS FOR STUDENT LEARNING

#### Academic Expectations

Wayland High School students will

- read actively and critically
- communicate effectively in both written and oral forms
- understand and interpret the cultural and historical contexts of the world
- use scientific and mathematical approaches to interpret information and solve problems
- seek and use information effectively, creatively, and ethically to construct knowledge

#### Social Expectations

Wayland High School students will

- treat teachers, staff, other students, and themselves with respect
- exhibit honesty and integrity in all aspects of school life (curricular, extracurricular, and social)

- take responsibility for themselves within Wayland High School and the greater community
- demonstrate empathy with people of different abilities, backgrounds, and cultures and appreciate the commonality and interdependence of all communities.
- show an ability to work collaboratively
- appreciate the importance of a sound mind and body

#### Civic Expectations

Wayland High School students will

- serve their community and society actively through volunteerism
- develop an awareness of local, national, and global issues
- know their rights and responsibilities
- value and respect the environment
- engage in the democratic process in school and in society

Endorsed by the School Committee  
on November 13, 2002

**NEW ENGLAND ASSOCIATION OF SCHOOLS & COLLEGES, INC.**

**COMMISSION ON PUBLIC SECONDARY SCHOOLS**

**STANDARDS FOR ACCREDITATION**

**FOR HIGH SCHOOLS MIDDLE/HIGH SCHOOLS AND K-12 SCHOOLS**

**TEACHING AND LEARNING STANDARDS**

**MISSION AND EXPECTATIONS FOR STUDENT LEARNING**

**CURRICULUM**

**INSTRUCTION**

**ASSESSMENT OF STUDENT LEARNING**

## TEACHING AND LEARNING STANDARD

### 1 Mission and Expectations for Student Learning

The school's mission statement describes the essence of what the school as a community of learners is seeking to achieve. The expectations for student learning are based on and drawn from the school's mission statement. These expectations are the fundamental goals by which the school continually assesses the effectiveness of the teaching and learning process. Every component of the school community must focus on enabling all students to achieve the school's expectations for student learning.

1. The mission statement and expectations for student learning shall be developed by the school community and approved and supported by the professional staff, the school board, and any other school-wide governing organization.
2. The school's mission statement shall represent the school community's fundamental values and beliefs about student learning.
3. The school shall define school-wide academic, civic, and social learning expectations that:
  - are measurable;
  - reflect the school's mission.
4. For each academic expectation in the mission, the school shall have a targeted level of successful achievement identified in a rubric.
5. The school shall have indicators by which it assesses the school's progress in achieving school-wide civic and social expectations.
6. The mission statement and the school's expectations for student learning shall guide the procedures, policies, and decisions of the school and shall be evident in the culture of the school.
7. The school shall review regularly the mission statement and expectations for student learning using a variety of data to ensure that they reflect student needs, community expectations, the district mission, and state and national standards.

## Mission and Expectations for Student Learning

### Conclusions

The mission and expectations for student learning at Wayland High School were developed collaboratively with significant involvement by faculty members, administrators, students, and parents. Feedback on an initial draft of the mission statement and input on expectations for student learning were solicited in various forums, including faculty meetings, school climate committee meetings, a parent brainstorming session on January 10, 2003, the school committee February, 2003 meeting, the Wayland High School Parent Organization (WHSPO) meeting on March 14, 2003, and the principal's coffees. Prior to the current year, 2004-2005, the school council contributed feedback on the mission statement and expectations.

After synthesizing input from these groups, a final draft was written by the mission and expectations committee and overwhelmingly supported by a faculty vote on April 7, 2003. The school committee voted unanimously to approve the draft in May 2003. In 2003-2004, the history department spent a full class period discussing the mission and expectations with all students in their respective history classes, and this past year, 2004-2005, discussions of the mission and expectations took place in the ninth grade history classes. As a result of this process, various constituent groups agree that the mission statement and expectations document captures the essence of what the school community values and it accurately represents both past practice and future aspirations of the faculty. Additionally, the various constituent groups agree this document highlights a shared understanding of the culture of the school that emphasizes the core mission "to help students grow into principled and knowledgeable citizens who will help guide a humanitarian democracy and help shape a just society at home and abroad."

(self-study, teacher interviews, panel presentation, mission and expectations committee)

The WHS Mission Statement and Expectations Committee was formed in 2003 and met for the ensuing academic year. The committee was comprised of a teacher from each academic department, a student, the dean of students, a member of the school committee, and a parent volunteer. Rather than try to retool the former mission statement, the committee determined that it was in their best interests to reinvigorate the self-study process by defining Wayland High School's values and then determining the high school's aspirations for the future. As part of this first step in becoming a mission-driven school, the committee decided that the language they selected needed to set the foundation for creating a "living document of the people." The committee also delineated its expectations for the new mission statement; it had to "be known, memorable, enacted, and legitimate." In addition, everyone in the high school community must "have a stake in its creation." (self-study, teachers, panel presentation, mission and expectations committee)

In identifying Wayland's fundamental community values as being personal and civic responsibility, love of learning, and empathy for others, the drafting committee realized that these values indeed reflected the school's core mission, which is to assist students in becoming principled, knowledgeable citizens who will help guide a humanitarian democracy while helping to shape a just society where individuals may reach their full potential. Once the narrative portion of the mission statement was completed, it was released to the faculty for feedback, with ensuing adjustments to the text resulting in alterations by the drafting committee. This updated-draft was subsequently reviewed by parents and the faculty. A very high percentage of respondents agreed "that the mission statement reflected their values and beliefs about student learning." In May 2003, the faculty and school committee approved

the document, thus finalizing the mission statement. (self-study, teachers, panel presentation, mission and expectations committee)

Many members of the school community have stated that the creation and publication of the mission statement has not dramatically shifted the learning environment; instead, the mission statement acts as an affirmation of the deeply embedded cultural and academic values already existing in the school, thereby requiring little adjustment for community members. Academic rigor is evident in the school's curriculum. Faculty pedagogy and diverse teaching methodologies help to promote student acquisition of knowledge and skills, and clubs and activities allow for students to become more socially aware and civic minded. Since the inception of the mission statement, the history department has taken the responsibility of indoctrinating all students to this document, as well as having these students reflect to what degree the school is living up to its academic, social, and civic expectations. As a result, the articulation of the mission statement offers the possibility of preserving what school community members like about Wayland High School, while at the same time ensuring that the school's mission is very much alive and available for periodic review. (self-study, teachers, student interviews, student shadowing, mission standard committee, panel presentation)

After the mission statement and the expectations for student learning were developed and approved by the faculty, a rubrics committee was convened in the fall of 2003 and charged with creating school-wide academic rubrics that would present the school's new mission and academic expectations in a measurable format so that every student could clearly see what was required to pass or to demonstrate proficiency in his or her work. The rubrics created by this committee were disseminated to all departments for comment. The rubrics committee distilled the comments and feedback from departments and finalized rubrics that detailed four levels of achievement based on relevant indicators for each school-wide academic expectation. Each department then used the school-wide rubrics to begin the process of developing discipline-specific rubrics that aligned with the mission and expectations. ( teachers, panel presentation, mission and expectations committee)

Some faculty members expressed their concern that they are expected to document implementation of the mission and expectations for learning through these rubrics. The school community values and celebrates the mission statement and learning expectations. Because this is a community of critical thinkers, the value of rubric development is openly discussed by faculty members and administrative leadership, as it should be. As a response, continued efforts in implementing rubrics will be a focus for professional development. (teachers, panel presentation, school leadership team, mission and expectations committee)

At this point Wayland High School has a targeted level of successful achievement identified in a rubric for each academic expectation in its mission. School-wide rubrics for each of the eight measurable areas of the academic expectations for student learning were completed at the end of the second semester of 2004. Each is skill-focused and separated into four levels of achievement: exceeds, meets, partially meets, and fails to meet. Although teachers and administrators were "empowered to design the means to best assess," it has been subsequently realized that the implementation of the rubrics across the curriculum is very much a work in progress. More often, when rubrics are employed, they tend to be subject- specific and project-based. (panel presentation, teacher interviews, student interviews, high school leadership meeting)

The document entitled, "Indicators of Social and Civic Expectations" links each of the social and civic expectations to a list of opportunities in which students are involved, but it does not describe indicators that can be used to assess the progress the school is making toward realizing these expectations. For

example, under the social expectation "...demonstrate empathy with people of different abilities, backgrounds, and cultures and appreciate the commonality and interdependence of all communities," the following opportunities are listed: Best Buddies, Gay Straight Alliance, Amnesty, ARC, METCO Tutoring Program, CIGS, Peer Advisors, language clubs, international travel programs, Asian cultures club, METCO program, and Martin Luther King Night. Although this list demonstrates the opportunities for students to learn and practice social responsibility, it does not describe indicators that can be used to assess how these experiences are contributing to student growth nor does it establish a way of insuring that all students pursue these opportunities. (panel presentation, teacher interviews, student interviews, high school leadership meeting)

The mission statement and expectations for student learning currently are guiding the procedures, policies, and decisions of Wayland High School and are evident in the culture of the school. Teachers, administrators, students, and parents all concur that the Wayland High School Mission Statement truly reflects the culture of their school; it is a constant reminder of what the school has traditionally done in the past and pledges to strive for in the future. The benchmarks for the school's continued success in meeting the academic goals of its students are currently based on the locally developed assessments including midyear and final term exams as well as external measures such as graduation, college acceptances, standardized test results, and MCAS performance. This focus on the mission statement has fostered more opportunities for the faculty to make connections within and outside their departments. In addition, having the student learning expectations in place allows all staff members and students to share a common language for continuous improvement in education. A need exists to explicate and codify what is meant by the statement, "a good teacher focuses on all the mission expectations naturally." What does that look like? How is it measured and grown, and how are these vital instincts passed on? (teachers, mission and expectations subcommittee meeting, self-study )

The mission and expectation committee has established a timeline to formally review the mission and expectations for student learning every two years beginning with the upcoming two-year anniversary date in May 2005. Although the formal review will mirror the original design process, it is unclear what data and formal measures will be used to determine whether or not the documents accurately reflect the needs of the school community and whether or not these documents align with state and national standards. Without determining these measures, it will be difficult to perform a reasoned analysis of the impact and potential of the mission and expectations. (panel presentation, mission and expectations subcommittee, meeting with school leadership team)

### **Commendations:**

1. The reflective process used to develop and articulate the mission statement and expectations for student learning with participation by faculty members, administrators, students, and parents
2. The mission statement that represents the core values and beliefs of the school community and serves to "unite and inspire the school as a community of learners"
3. The significant number of co-curricular organizations and clubs that are available that contribute to students' ethical, social, and civic development
4. The rich tradition and high expectations underlying the ideals embodied in the mission and expectations for student learning
5. The extent to which the mission and expectations reflects the present culture of the school

6. The development and implementation of school-wide rubrics
7. The development of a common language shared by students and faculty emanating from the mission and expectations for student learning

**Recommendations:**

1. Develop and implement a system of indicators for social and civic expectations that can be used to assess the school's progress in achieving these school-wide expectations
2. Integrate departmental curricular rubrics with the newly created school-wide rubrics for academic expectations

## **TEACHING AND LEARNING STANDARD**

### **Curriculum**

## **2**

The curriculum, which includes coursework, co-curricular activities, and other school-approved educational experiences, is the school's formal plan to fulfill its mission statement and expectations for student learning. The curriculum links the school's beliefs, its expectations for student learning, and its instructional practices. The strength of that link is dependent upon the professional staff's commitment to and involvement in a comprehensive, ongoing review of the curriculum.

1. Each curriculum area shall identify those school-wide academic expectations for which it is responsible.
2. The curriculum shall be aligned with the school-wide academic expectations and shall ensure that all students have sufficient opportunity to practice and achieve each of those expectations.
3. The written curriculum shall:
  - prescribe content;
  - integrate relevant school-wide learning expectations;
  - identify course-specific learning goals;
  - suggest instructional strategies;
  - suggest assessment techniques including the use of school-wide rubrics.
4. The curriculum shall engage all students in inquiry, problem-solving, and higher order thinking as well as provide opportunities for the authentic application of knowledge and skills.
5. The curriculum shall:
  - be appropriately integrated;
  - emphasize depth of understanding over breadth of coverage.
6. The school shall provide opportunities for all students to extend learning beyond the normal course offerings and the school campus.
7. There shall be effective curricular coordination and articulation between and among all academic areas within the school as well as with sending schools in the district.

8. Instructional materials, technology, equipment, supplies, facilities, staffing levels, and the resources of the library/media center shall be sufficient to allow for the implementation of the curriculum.
9. The professional staff shall be actively involved in the ongoing development, evaluation, and revision of the curriculum based on assessments of student performance in achieving the school's academic expectations and course-specific learning goals.
10. The school shall commit sufficient time, financial resources, and personnel to the development, evaluation, and revision of curriculum.
11. Professional development activities shall support the development and implementation of the curriculum.

## **Conclusions**

Wayland High School adopted its mission statement in May 2003. Each department has identified its areas of responsibility for the academic expectations and is in agreement that certain parts of the mission statement and academic expectations are the responsibility of all departments. The expectations for student learning are posted and discussed in all classrooms and addressed in social studies classes in grades nine and ten as well as in civics classes to emphasize their importance. Individual teachers are able to align instructional objectives to academic expectations. The core academic departments at Wayland High School are in the process of developing rubrics for the academic expectations of the mission statement and expectations for student learning including those courses in business and technology that are offered outside of a departmental structure. Many students and teachers have indicated that the mission statement accurately reflects what Wayland High School is all about, although curriculum guides have not been updated to reflect the connection or alignment to these expectations. (self-study, teachers, students)

Wayland High School students are provided with a wide range of opportunities to practice and achieve the goals of the school's mission. Rigorous and challenging course offerings require students to demonstrate academic growth and achievement in a number of ways. Although curriculum documents do not always reflect the connection of the course content to the mission statement and expectations for student learning, students and teachers are clear about learning experiences, and support systems which give the students opportunities to achieve the academic expectations of the mission statement. Many support systems are in place to help students succeed. Students receive a great deal of individualized instruction by conferencing with their teachers: these teachers are available to students throughout the school day whenever they are not instructing their other classes. Some students believe that they would benefit from increased elective course offerings. Students freely approach teachers for help and guidance. Students also have access to additional support services such as the academic center, and the English writing center that assist students with tutoring and writing. The learning resource team (LRT) and alternative learning resource team (ALRT) assist students with special needs. (student shadowing, facility tour, classroom observations, teachers, parents)

Curriculum guides exist for English, mathematics, social studies, classical and modern languages, and science. These documents, referred to as the Compendia, predate the mission statement and the

defined student expectations identified therein. The documents vary in style. Some documents prescribe content, some reference school-wide academic expectations, and some suggest instructional strategies and/or assessment techniques. While the documents do reflect extensive goals and objectives within each department, they do not directly reference the new mission statement of the school. The written curriculum should prescribe content, integrate relevant school-wide learning expectations, identify course-specific learning goals, and suggest instructional strategies. Teachers have very high expectations for their students and take great pride in the rigor and independence of their curriculum work and course offerings. (self-study, teachers, panel presentation)

Students are engaged in a rigorous curriculum where inquiry, problem-solving, and higher order thinking skills are emphasized. Student work observed clearly provides examples of authentic application of knowledge and skills through an excellent variety of teaching and learning activities. Group and individual projects and presentations such as the World War II and Wayland project on the district web site, the Entrepreneurship and Business Management Course projects, and the collaborative project in business and physics demonstrate the authentic application of student skills. Inquiry, problem-solving, and higher order thinking skills are clearly evident in classroom activities such as the use of tiles to demonstrate equations in mathematics, laboratory experiments in science, social studies student projects and discussions, expository writing and literary discussions in English, and multimedia projects in foreign language. Students leave Wayland High School having had access to an extensive and varied array of opportunities and experiences that reflect the academic expectations of the mission. (student shadowing, classroom observation, students, self-study)

The curriculum at Wayland High School emphasizes depth of understanding over breadth of coverage and provides some opportunities for interdisciplinary collaboration. The faculty demonstrates its commitment to depth of understanding through the academic rigor of coursework, projects and assignments. Teachers acknowledge that interdisciplinary planning and curriculum development is a desirable long-term goal, but they point out that the physical plant of Wayland High School is not conducive to interdisciplinary teaching. Nevertheless, there are several interdisciplinary courses, units and projects developed through teacher initiative and perceived student need. These initiatives offer additional ways to emphasize depth of understanding throughout the curriculum. (self-study, teachers, parents)

Students have extensive opportunities to extend their learning beyond the normal course offerings and the school campus through numerous academic, social, civic, athletic, and artistic extra-curricular and co-curricular programs. In addition to the clubs, activities, and travel opportunities, students are afforded the opportunity for internships, dual enrollment at local community colleges, and The Education Collaborative (TEC) World Class Courses. Off-campus privileges are offered to seniors who complete a community service requirement. These programs significantly enhance student life and experience as well as the curriculum at Wayland High School. (self-study, students, the central office administration)

Curricular coordination and articulation is provided in several ways within academic areas and across grade levels. High school department chairs conduct weekly curriculum meetings on Wednesday release days. Formal planning and revision occurs on these release days and during summer curriculum planning time. At least once a year, middle school curriculum team leaders confer with their high school counterparts to fine-tune and troubleshoot the curriculum. Students entering the high school are placed in ability groups by middle school teacher recommendation although there is a mechanism in place for a parental override. System-wide teams meet four times per year to review curriculum and share K-12 issues with the two elementary school coordinators, including the literacy specialist. The

fine arts department chair and the library media director serve kindergarten through grade 12. Physical education/health programs are supervised through the central office administration, as is the overall responsibility for K-12 curriculum coordination. At the high school, separate buildings for different curriculum areas are conducive to daily informal collaboration, planning and sharing within each department, but severely limit interdisciplinary work. Thus, although systemic coordination is pursued, the layout of the school itself is a barrier to high school academic interdisciplinary planning and implementation. (teachers, central office administration, self-study)

Instructional materials, equipment and supplies are sufficient to allow for the implementation of the curriculum. The media center offers a wide range of current instructional materials to support the curriculum. When a teacher assigns a project, the staff in the media center quickly assembles a resource cart of materials pertinent to the project. Technology is available, but students and teachers often experience difficulty bringing work from home and transferring documents to a different operating system. Some frustration is experienced by faculty members when they need to use computer technology and are impeded constantly by the slow Internet access, outdated hardware and software, and incompatibility of operating systems (MAC/PC). (teachers, self-study, students)

The staff of Wayland High School is actively involved in and highly committed to the development, evaluation, and revision of the curriculum both formally and informally. Teachers revise the curriculum based on their informal and formal assessment of student performance and review of the Massachusetts Frameworks. The use of release time for curriculum development ensures that all teachers are involved in curriculum development and revision. An ongoing process for curriculum review and development is in place, but there is no fixed cycle for curriculum review by departments. There is no formal procedure for review of the curriculum based on student performance data, but teachers are constantly monitoring student performance, discussing it intra-departmentally, and revising the curriculum to accommodate needs. The use of rubrics related to the academic expectations of the mission statement is in the process of being incorporated into the curriculum documents. Although considerable time is dedicated to curriculum review, a uniform, systematic collection of local data, and a time cycle to follow to ensure the ongoing, periodic, formal development, evaluation, and revision of the curriculum is needed. (teachers, self-study, school leadership team)

The school district commits sufficient time and financial resources to the development, evaluation, and review of curriculum. In addition to the Wednesday release time, paid summer curriculum development time is available to teachers. Funds are also available for teachers to take courses and to attend conferences and workshops. What is lacking is a professional development plan that provides a coherent, cohesive approach to developing, teaching, and revising curriculum based on data. More work is needed to ensure substantial and ongoing curriculum coordination and communication between the high school and middle school. (teachers, self-study, school board, school leadership team)

Professional development activities support the development and implementation of the curriculum. In-service courses relating to instructional strategies and technology are offered throughout the district. Stipends are available to teachers for many summer programs and graduate work. Strong support for the professional development of teachers in the district is consistently evident in the numerous opportunities provided. (self-study, teachers, leadership team)

**Commendations:**

1. The rigor of the curriculum that focuses on inquiry, problem-solving and higher-order thinking skills
2. The dedication of the faculty in their commitment to delivering high quality instruction to all students
3. The warm and caring relationship among faculty, students and the administration
4. The extensive array of co-curricular offerings
5. The pride in quality teaching and learning that students and staff consistently exhibit
6. The academic support available to all students
7. The resources dedicated to instructional materials and professional development
8. The opportunities students have to apply their knowledge in other learning experiences
9. The emphasis on depth of understanding over breadth of coverage
10. The media center's resources that positively and effectively support the curriculum

**Recommendations:**

1. Update curriculum guides to clearly indicate the link to each academic learning expectation in the mission
2. Ensure that all curriculum guides prescribe content, integrate school-wide learning expectations, identify course specific learning goals, suggest instructional strategies, and suggest assessment techniques including the use of school-wide rubrics
3. Develop and implement a plan to increase and improve technological support, instruction, and integration into the curriculum
4. Develop and implement more interdisciplinary programs to provide students with more opportunities to integrate their learning

## **TEACHING AND LEARNING STANDARD**

### **INSTRUCTION**

### **3**

The quality of instruction in a school is the single most important factor affecting the quality of student learning, the achievement of expectations for student learning, the delivery of the curriculum, and the assessment of student progress. Instructional practices must be grounded in the school's mission and expectations for student learning, supported by research in best practice, and refined and improved based on identified student needs. Teachers are expected to be reflective about their instructional strategies and to collaborate with their colleagues about instruction and student learning.

1. Instructional strategies shall be consistent with the school's mission statement and expectations for student learning.
2. Instructional strategies shall:
  - personalize instruction;
  - make connections across disciplines;
  - engage students as active learners;
  - engage students as self-directed learners;
  - involve all students in higher order thinking to promote depth of understanding;
  - provide opportunities for students to apply knowledge or skills;
  - promote student self-study and self-reflection.
3. Teachers shall use feedback from a variety of sources including other teachers, students, supervisors, and parents as a means of improving instruction.
4. Teachers shall be expert in their content area, knowledgeable about current research on effective instructional approaches, and reflective about their own practices.
5. Discussion of instructional strategies shall be a significant part of the professional culture of the school.
6. Technology shall be integrated into and supportive of teaching and learning.
7. The school's professional development program shall be guided by identified instructional needs and shall provide opportunities for teachers to develop and improve their instructional strategies.
8. Teacher supervision and evaluation processes shall be used to improve instruction for the purposes of enhancing student learning and meeting student needs.

### **Conclusions**

Wayland High School teachers employ instructional strategies that align well with the school's mission and expectations for student learning. Faculty members use a variety of teaching approaches to include all students as much as possible. Teachers target learning styles by working through small group and cooperative learning experiences, tiered assignments, teacher consultations, class lectures, visual and aural prompts, and self-directed independent learning opportunities. For students who experience difficulty with their learning, Wayland High School provides a broad range of special education support both in and out of the regular classroom. For those students who experience difficulty with their learning but have no diagnosed disabilities, additional tutorial support is offered through the academic support center. Teachers encourage and expect self-advocacy from their students and view it as a necessary component of their education.

All students are encouraged to engage with the academic material they are expected to learn. Students are expected to read, work through, and master material presented to them. In math and science classes students are taught to communicate with symbols and to logically develop solutions to problems using the language of symbols. In English and social studies classes, students are challenged to go beyond the text and derive information from context and sub-text. Students write extensively at Wayland High School and through rigorous content, subject, and genre-specific writing assignments, develop and improve their skills. Students are also expected to work, learn, and function successfully by working cooperatively. Wayland teachers regularly assign students projects, research papers and presentations that require them to work collaboratively in groups. Collaborative learning requires students to access and develop learning strategies that they can use in contexts beyond Wayland High School.

Wayland High School expects students to have an awareness of others and empathy for them. Students are expected to practice tolerance and acceptance of others. Teachers see themselves as important role models and consciously model and monitor respectful and tolerant behaviors. Consistently respectful and tolerant student behavior was observed by the visiting team. Students self monitor their behavior and as they demonstrate appropriate maturity are given greater freedom than is the norm in many high schools. Students appreciate the trust that this exemplifies and work very hard to honor it. The success of this model of granting greater freedom to students who can handle it deserves to be celebrated. At the same time, given the degree of freedom granted to qualifying students, faculty members and administrators need to continue their vigilance in making sure that students are safe and accounted for at all times. The school's mission and expectation for student learning are deeply embedded in the culture of the school and are reflected in the instructional practices employed at Wayland High School as well as in the responsiveness of students to this positive approach. ( teachers, students, administrators)

The Wayland High School faculty effectively employs instructional practices that personalize instruction, engage students as active and self-directed learners, and involve all students in higher order thinking to promote depth of understanding. Teachers make themselves available to students before school, during free periods and prep periods, and after school, thus promoting strong student teacher relationships that personalize instruction and support self-directed learning. Instructional strategies include opportunities for students to apply knowledge or skills traditionally and creatively within the classroom. Science classes provide experiences through traditional labs as well as some inquiry-based, self-directed labs. History and language classes apply knowledge through projects and performance-based assessments and classroom activities. Some teachers work hard to make connections across the disciplines but are limited by the facilities limitations. Students' acceptance of responsibility for learning naturally incorporates self-reflection. Journaling currently takes place on a daily basis and was noted in at least one math class. Instructional strategies at Wayland High School successfully personalize instruction, engage students as active and self-directed learners, and involve all students in

higher order thinking to promote depth of understanding. However limitations exist in making connections across disciplines and in promoting student self-reflection in a formalized manner. (teachers, self study, student shadowing, facility tour, classroom visits)

The Teachers at Wayland High School regularly use feedback from students, colleagues, and parents as a means of improving instructional practices. Students complete course evaluation forms, journals, and critiques in addition to informal verbal communication with teachers. Direct lines of communication exist between parents and teachers through the annual open house, e-mail, and phone conversations, although the parents' goal is usually to improve grades rather than instructional practices. First year teachers discuss instructional practices at monthly meetings with mentors and often in subsequent years as they progress toward professional status. Informal sharing of strategies within the departments is enhanced by the design of the department offices. Every department meets weekly during released time on Wednesday afternoons. At those meetings, general department issues are addressed, and grade level teams can discuss curriculum and pacing of lessons as well as sharing teaching practices and offering feedback to improve instruction. Teachers also receive feedback from department heads and administrators through formal and informal observations. Teachers value and utilize feedback from a variety of sources to improve instruction and are particularly attentive to information provided by students themselves. (facility tour, self-study, teachers, parents)

Wayland High School teachers demonstrate a high level of expertise in their content area. Many exhibit knowledge about current research and are reflective about their own practice. The daily schedule provides some time on a regular basis for teachers to reflect and share ideas and experiences. Teachers report that they frequently discuss methodology and teaching issues within the Wednesday meeting time and time allowed within the daily schedule. Some teachers reference professional journals, attend conferences and workshops, avail themselves of summer study grants, participate in partially reimbursed post-graduate study and are members of professional organizations. Across the board, teachers regularly attend professional development conferences and those sponsored by professional organizations (some as presenters), as well as AP courses and workshops offered system-wide by their peers. The faculty member are committed to increasing their expertise in their content areas, and often investigate current research pertaining to instructional strategies. (self-study, teachers, parents, students)

However, discussion of instructional strategies at Wayland High School is constricted by competing demands despite attempts to build such time into the daily schedule, making these conversations a secondary part of the professional culture of the school. Most teachers indicate that collegiality is restricted by working lunches, isolation within department buildings, and the high demand of teacher time for individual conferencing with students. Although weekly meetings provide opportunities for formalized discussions, teachers admit that they don't leave their respective buildings on a daily basis or have time for dialog involving strategies. Teachers publish their schedules and take pride in making themselves available to students. There is a clear need to provide sufficient time for teachers to balance the conflicting demands of students seeking their help and the need to engage in rewarding, sustaining professional conversations about teaching and learning. (teachers, students, administrators)

Teachers regularly integrate technology into their curricula to support teaching and learning. In classrooms, teachers use overheads, laser disks, VCR/ DVD players, class sets of laptops on carts, and graphing calculators with CBL attachments to support and enhance instruction in the classroom. Three computer labs are available through a sign up schedule, and a language lab is available on an articulated schedule for use in instruction. Although access to the computer labs is reported to be somewhat difficult at the end of the term, scheduling needs are generally met. An increasing number

of school-based websites are available for students to access. Many teachers post assignments online and some utilize Blackboard to integrate online discussion into their instruction. The absence of interfacing software between PC operating systems and Apple operating systems poses problems at times for both students and teachers. The school network capacity puts constraints on instruction for students on individualized education plans as well as for teachers who are adept at technology and want to integrate more advanced technology into their instruction. Technology supplies significant support to instruction at Wayland High School despite limitations of the present operating system and network capacity. However, the current limitations, unless addressed, have the potential to reduce teacher effectiveness as teaching becomes more and more technology embedded. (students, teachers, administrators, facilities tour, panel discussion)

Professional development at Wayland High School is guided in part by a response to the individual needs and interests of the staff members, some of which provide opportunities for teachers to develop and improve their instructional strategies. While many opportunities exist for teachers to engage in professional development, there is no formalized, coherent plan for professional development focused on improvement of instructional strategies. Information regarding workshops, seminars, and/or courses, such as Teachers As Scholars is disseminated by the provider either electronically or in print as they become available. Professional development takes place during some of the Wednesday in-service time. While professional development takes place throughout the school, there is no articulated plan or survey instrument in place to determine the focus of the professional development activities and ensure a coherent whole that is informed by the mission and driven by a reflective analysis of strengths and need. (teachers, school leadership team, self-study)

The teacher supervision and evaluation process at Wayland High School is intended to improve instruction for the purpose of enhancing student learning and meeting student needs. The formal evaluation process examines seven general criteria and six criteria for classroom teachers. According to the contract, "The purpose of classroom observation is to assess and improve instruction. The data gathered will be used as a basis for discussion in supervisory conferences and to establish facts which may be recorded in Evaluation Reports." To achieve this goal, teachers progressing toward professional status are formally evaluated twice each year with one to four classroom observations possible. Teachers with professional status are evaluated on a two-year rotation which includes a full narrative evaluation report, alternating professional development years, and one year using a performance profile sheet. First year teachers benefit greatly from supervision and evaluation processes to improve instructional strategies. Classroom observations of teachers on professional status take place only every other year to support and enhance classroom instruction. (teachers, teacher contract, school leadership team)

### **Commendations:**

1. The school's mission and expectations for student learning are deeply embedded in the culture of the school and are reflected in the instructional strategies
2. The range of instructional strategies that successfully personalizes instruction engages students as active and self-directed learners, and involves all students in higher order thinking to promote depth of understanding
3. Teachers value and utilize feedback from a variety of sources to improve instruction and are particularly attentive to information provided by students themselves

4. The positive impact of the intensive supervision and evaluation of performance provided to first year teachers
5. The civic and social expectations that are an integral part of the curriculum and the culture of the school
6. The connection between academic expectations and civic and social expectations that is exemplified by the action plan students develop in civics classes and implement in the community and the requirement that students in physical science donate eight hours of service “to the earth”
7. The teachers voluntarily meet to discuss student work and assessments in order to revise curriculum and improve instruction within their discipline
8. The extensive writing experiences students have across the curriculum
9. The emphasis on collaborative learning experiences for students
10. The value teachers place on formal and informal feedback and its impact in enhancing instruction
11. The degree to which students exemplify the social and civic expectations through the level of self-monitoring of their behavior in the open campus model

**Recommendations:**

1. Develop and implement a plan to formally ensure that teachers have dedicated time to develop connections across disciplines
2. Provide protected sufficient time for teachers to balance the conflicting demands of students seeking their help and the need to engage in rewarding sustaining professional conversations about teaching and learning
3. Increase the capability of the computer network to promote integration of technology into classroom teaching
4. Implement a plan for professional development that is data-driven and that ensures a coherent whole consistent with the mission
5. Implement a plan to address the significant negative impact of the facilities on instruction

## **TEACHING AND LEARNING STANDARD**

### **4 ASSESSMENT OF STUDENT LEARNING**

Assessment is an integral part of the teaching and learning process. Its purpose is to inform students regarding their learning progress and teachers regarding ways to adjust the curriculum and instruction to respond effectively to the learning needs of students. Further, it communicates to the school community the progress of students in achieving the school's expectations for student learning and course-specific learning goals. Assessment results must be continually discussed to improve curriculum and instruction.

1. The school shall have a process to assess school-wide and individual student progress in achieving the academic expectations in the mission based on school-wide rubrics.
2. The school's professional staff shall use data to assess the success of the school in achieving its civic and social expectations.
3. For each learning activity teachers shall clarify to students the relevant school-wide academic expectations and course-specific learning goals that will be assessed.
4. Teachers shall base classroom assessment of student learning on school-wide and course-specific rubrics.
5. Teachers shall use varied assessment strategies to determine student knowledge, skills, and competencies and to assess student growth over time.
6. Teachers shall meet collaboratively to discuss and share student work and the results of student assessments for the purposes of revising the curriculum and improving instructional strategies.
7. The school's professional development program shall provide opportunities for teachers to collaborate in developing a broad range of student assessment strategies.
8. The school's professional staff shall communicate:
  - individual student progress in achieving school-wide academic expectations to students and their families;
  - the school's progress achieving all school-wide expectations to the school community.

#### **Conclusions**

Wayland High School is a traditional, classical high school with a strong commitment to academic achievement. Its assessment practices reflect its commitment to high standards, critical thinking, and open expression. Wayland High School's process for assessing individual student progress in achieving the academic expectations in the mission statement is decentralized and teacher dependent. The administration is justifiably proud of the faculty's commitment to teaching and learning and has great confidence that this "bottom up" leadership style has resulted in appropriate curriculum and assessments. Students and parents believe that this approach has worked very well for the community and offered nearly universal praise for both the curriculum and assessment practices, which the faculty

has developed. The school is just beginning to engage in the process of linking its current practices to the mission statement through the use of rubrics. (self-study, teachers, leadership team, parents)

Wayland High School's process for assessing school-wide and individual student progress in achieving the academic expectations is based on locally created examinations including midyear, final term exams, and performances and exhibitions such as the Emerson Drama Festival and Boston Globe Scholastic Art Contest, as well as external standardized tests (SAT, MCAS, AP). The school has developed school-wide rubrics, but at the present time these school-wide rubrics are not an integral part of the daily practice of all teachers as they plan for instruction and assess their students' learning. Both the faculty and the administration describe themselves as struggling with the implementation of the school's rubrics. However, without consistent, coherent implementation of school-wide rubrics that accurately describe student achievement and depth of understanding, it will be difficult to successfully assess the degree to which students and the school have met the expectations established in the school's mission statement. (self-study, teachers, class observations)

Civic and social expectations are an integral part of the curriculum and the culture of Wayland High School. There are extensive opportunities for, and examples of student leadership. Students strongly feel that the school has created a climate where experience ownership and the ability to cause change. Three examples of this leadership are students who: (1) worked to change daily school starting time; (2) developed a technology course, and (3) created a jump-roping club. A number of departments have fostered the idea of students giving back to the community by designing activities that are an outgrowth of a particular course or unit of study. For example, students in civics develop an action plan around a topic and implement it in the community. Students in physical science are required to donate eight hours of service "to the earth" and to explain the academic context of their effort. The music department performs in the town's Memorial Day parade to honor local veterans. In addition, community service is required of students seeking to increase their campus privileges in their junior and senior years. Faculty have a list of indicators which are broadly characteristic of achievement which school based groups they can use with students, but they do not have standards of measurement to measure the quality or quantity of student experiences. They use the list of activities contained in the student packets created by the guidance department for college applications as their primary source of evidence of accomplishment of the civic and social expectations. Also, the administration uses data on student detentions to gauge compliance with social goals. The administration is aware that it needs to continue to develop sources of information and methods of measuring achievement against a standard in order to assess the school's success in achieving its civic and social expectations for students and the school. Without an established instrument of measurement, students are impeded in their capacity to understand and implement what it means to become "capable curious citizens who help guide a democracy that follows humanitarian principles," as required by the school's mission and expectations. (self-study, administrators, teachers)

Teachers effectively communicate their academic expectations to their students, but they do not consistently link those expectations to the mission statement or to assessment rubrics. Teachers distribute course descriptions at the beginning of their course and present the requirements of individual assignments both in writing and orally. The departmental "compendia" articulate the course specific academic expectations that each curricular area has adopted for students. Students expressed satisfaction with the clarity of expectations in their courses. In fact, in the student survey 94.7% of students responded affirmatively to the prompt: "I know the learning that is expected of me in my classes." There were rubrics provided for some assignments, generally projects, but this practice is not implemented consistently either among or within departments. Many of the rubrics teachers are using relate to the specific assignment. When developing classroom assignments, teachers are just beginning

to base classroom assessments of student learning on school-wide and course specific rubrics. Rubrics are most commonly utilized to assess projects, and some essays, but they are less often used for other types of assignments. Some of the samples student work submitted demonstrate significant confusion among the faculty about what constitutes an acceptable and effective rubric. The ice cream project in the entrepreneurship class, the foreign language oral presentations, and a number of essays from the English department were excellent examples of the integration of teacher and school goals. The work submitted by the fine arts department was exemplary in its consistent use of individual rubrics aligned with the school rubric and the mission statement. (student work, students, teachers, self-study)

The teachers in all disciplines at Wayland High School employ a variety of assessments to determine student competence in a given subject area. Examples include posters, projects, performances, and presentations. In addition, teachers frequently demonstrate flexibility and creativity as they assess and weigh evaluations of student work to allow students to demonstrate their academic strengths. For example, teachers may allow re-writes, let students drop occasional low grades once the student has demonstrated understanding, or permit them to demonstrate competence in an individualized assignment. Students at Wayland High School have varied opportunities to demonstrate their skills and progress. (self-study, students, teachers, administrators, parents)

Teachers meet informally to discuss student work and assessments in order to revise curriculum and improve instruction, but there is little systemic support for this practice. While it inhibits interactions with faculty in other disciplines, the layout of the school has positively impacted departmental cooperation. Teachers engage in frequent discussions with their department colleagues to share best practices and assessments. Looking at student work is an integral part of the professional learning of each department and results in valuable insights into how students think and learn. These shared insights are then used to adjust instruction and assessment practices. Students recognize the high regard that the members of each department demonstrate toward their own colleagues and the pride they express in the level of expertise each has achieved. Informal contacts with faculty in other disciplines are generally a result of teacher's initiative and sense of professionalism. Some teachers and department heads speak of workshop time and the effort to rotate course assignments as a means to promote sharing among teachers, but little time seems to have been allocated recently to this practice, and there seems to be no consistent structure for encouraging it. While the students certainly benefit from the faculty's collaborative efforts, more structures and support would both encourage this practice and allow it to expand to include further development of inter-department and school wide collaboration that focuses on the goals of the mission statement. (teachers, students, self-study)

Teachers at Wayland High School use a variety of methods to communicate with parents about how students are progressing academically and how they are being assessed. At the beginning of the year, teachers distribute curriculum outlines and explain them to both students and parents. Report cards and progress reports are issued regularly. Parents lauded the school for both the success of the school-wide system of teacher e-mail communication, and the role of the guidance department in facilitating the exchange of information. Although teachers commented on the difficulty of finding both telephones and privacy needed to adequately communicate with parents, both students and their parents stated that they are very satisfied with the level of communication between home and school. In the survey, 92.8% of students who participated agreed that they "are familiar with the school's learning expectations for students," and 87% of parents agreed that they "know the level of learning that my child must demonstrate to meet school-wide learning goals." Finally, the school uses both school based publications and the local newspaper to communicate information on programs and student academic accomplishments.

However, the school does not effectively communicate the civic and social progress of its students. The social and civic expectations are newly developed and not clearly defined. A formal method for communicating student achievement in these areas to the parents and the wider school community has not been established. As a result, there can be no clear understanding of the school's progress in meeting the social and civic expectations expressed in the school's mission statement.

### **Commendations**

1. The excellent communication of clear academic expectations to students and parents
2. The wide range of opportunities for students to meet civic and social expectations
3. The flexibility and creativity teachers demonstrate by providing students with opportunities to re-write or re-do their assignments to demonstrate their learning and level of competence in assignments and projects
4. The fine arts department student work, exemplary in its consistent use of individual rubrics aligned with the school rubric of the mission statement
5. The excellent examples of the integration of teacher and student goals, including the ice cream project in the entrepreneurship class, the foreign language oral presentations, and a number of essays from the English department

### **Recommendations**

1. Develop department rubrics for department-wide assessments to promote consistency in assessment practices
2. Identify the indicators to measure the achievement of civic and social expectations
3. Publicly report the school's progress in meeting the academic, civic and social indicators for student learning
4. Develop and implement a formal method for all teachers to examine student work collegially and use the results to improve instruction and assessment

# **SUPPORT OF TEACHING AND LEARNING STANDARDS**

**LEADERSHIP AND ORGANIZATION**

**SCHOOL RESOURCES FOR LEARNING**

**COMMUNITY RESOURCES FOR LEARNING**

## **SUPPORT OF TEACHING AND LEARNING STANDARDS**

### **5**

### **LEADERSHIP AND ORGANIZATION**

The way in which a school organizes learning for students, fosters leadership, and engages its members has a profound effect on teaching and learning. The professional culture of the school must be characterized by thoughtful, reflective, and constructive discourse about decision-making and practices which supports student learning and well-being.

1. The school board and superintendent shall ensure that the principal has sufficient autonomy and decision-making authority to lead the school in achieving the mission and expectations for student learning.
2. The principal shall provide leadership in the school community by creating and maintaining a shared vision, direction, and focus for student learning.
3. Teachers as well as administrators other than the principal shall provide leadership essential to the improvement of the school.
4. The organization of the school and its educational programs shall promote the school's mission and expectations for student learning.
5. Student grouping patterns shall reflect the diversity of the student body, foster heterogeneity, reflect current research and best practices, and support the achievement of the school's mission and expectations for student learning.
6. The schedule shall be driven by the school's mission and expectations for student learning and shall support the effective implementation of the curriculum, instruction, and assessment
7. Meaningful roles in the decision-making process shall be accorded to students, parents, and all members of the school staff to promote an atmosphere of participation, responsibility, and ownership.
8. Each teacher shall have a student load that enables the teacher to meet the learning needs of individual students.
9. There shall be a formal, ongoing program through which each student has an adult member of the school community in addition to the school guidance counselor who personalizes each student's educational experience, knows the student well, and assists the student in achieving the school-wide expectations for student learning.
10. The professional staff shall collaborate within and across departments in support of learning for all students.
11. All school staff shall be involved in promoting the well-being and learning of students.
12. Student success shall be regularly acknowledged, celebrated, and displayed.

13. The climate of the school shall be safe, positive, respectful, and supportive, resulting in a sense of pride and ownership.
14. The school board shall support the implementation of the school's mission and expectations for student learning.

## **Conclusions**

The principal of Wayland High School has the appropriate autonomy and decision-making authority to lead the school in achieving the mission and expectations for student learning. Wayland High School has a "bottom up" approach to decision-making. Decisions on curriculum, programming, and staffing are all made at the school level under the guidance and leadership of the principal. The administrative team consisting of a principal, vice principal, and dean of students, work collaboratively to fulfill the day-to-day responsibilities of the school. The principal has been in his present position for eight (8) years and is recognized as a strong educational leader. Most recently, his tenure has been marked by the introduction of the new schedule in 2001. This new schedule allows for longer periods that rotate through the morning and the afternoon and skip a given class one day out of every four. This new schedule has allowed for more focused planning. Constituencies such as food service, facilities manager, and custodians view the principal's leadership as autonomous and supportive of their roles in the Wayland High School community. The principal is given full authority to make informed decisions in his building on a day-to-day basis. (teachers, parents, support services)

The principal consistently provides leadership that creates and maintains a shared vision, direction, and focus for student learning through formal and informal communication with parents, teachers, and students. The principal makes decisions that are based upon the mission of Wayland High School. This vision transcends and encompasses all constituencies, including teachers, support staff, custodians, food service, and the central office. For example, the creation of the rotating block schedule in 2001 included input from many different groups including teachers, parents, students, and the school committee. The various parent groups: Wayland High School Parent Organization (WHSPPO), the Creative Arts Parents' Association (CAPA), and the athletics boosters are very involved in promoting the vision of the school. Each group meets with the administration often and feels that it is heard and is part of the decision-making process. This is accomplished during the monthly morning "principal coffees" as well as through the regular meetings. The student study team meets weekly to inform the principal of important information about students. The principal's leadership contributes significantly to the culture of excellence and respect that is the hallmark of the school. (self-study, teachers, parents, staff, students)

Teachers and other staff members take an active role in the leadership at Wayland High School. The survey indicates that 95% of the staff members believes that "teachers assume a variety of leadership roles," and 93% of staff members agree that "I have pride in my contribution to this school." Teachers provide leadership by example, with a strong work ethic and a dedication to Wayland High School. Teacher initiative has led to an expansion of the breadth of the school's traditional curriculum, creating a greater variety of elective courses, some of which cross disciplines. Examples of teachers showing curricular leadership are found within the lessons and units enhanced by a sharing of expertise among teachers, such as: the LRT liaisons co-teaching with science and English teachers; a summer workshop where special needs students and math teachers have worked together to provide clearer accommodations for students and staff; an English teacher visiting a French class to discuss existentialism; and a language teacher visiting an English class to enrich a poetry lesson. Department chairs meet weekly to discuss building issues. Several initiatives are showcased on the Wayland High

School website. The whole school community is mission-driven and the mission is evident in the day-to-day operations at Wayland High School. (teachers, department heads, self-study)

Wayland High School's organization and the structure of the educational program promotes the school's mission and expectations for student learning, presenting a traditional classical model that at the same time encourages some flexibility for less traditional pedagogical approaches. The mission of Wayland High School promotes a rigorous and stimulating academic environment. This is clear in the primary focus of Wayland High School as a classical high school emphasizing English, math, science, social studies, and foreign languages. The change to a class schedule with longer periods that rotate through the morning and afternoon and skip one class one day out of every four has allowed for more focused planning because fewer classes are prepped for each day. Moreover, the day is less frenetic because teachers and students have fewer classes each day and longer free periods. Teachers are able to refer to the compendia containing information about individual courses when planning courses and coverage, and these documents are available to the public for consultation as well. The organizational structure of Wayland High School promotes some flexibility on the teacher's part when planning courses. The compendia are the ultimate guides, but teachers often will make individual decisions about curriculum and coverage based on the needs of a particular course or group of students. Department chairs are the primary overseers of the implementation of the curriculum. The goal of the curricula (compendia) is to provide students with a learning experience that maximizes the learning potential while at the same time fulfilling the WHS mission statement. Additionally, the teachers nurture students in becoming self-confident, collaborative and conscientious individuals. These teachers go beyond their contracted time by beginning their days early and remaining late. Students are able to meet with teachers whenever the teacher is not teaching a class. The democratic process of decision-making is clear in the amount of input teachers have in the running of the day-to-day operations of Wayland High School. Department chair meetings with administrators are held weekly and information from these meetings is disseminated in a timely fashion to members of each department. This structure which capitalizes on administrators' willingness to model a true democracy and on teachers' deep knowledge of content and commitment to personalizing learning for students supports student learning and well-being and adult ownership and pride in all decisions. (teachers, program of studies, central office, students, leadership team)

Much of the high school curriculum follows a competitive model where students are grouped according to academic ability. Teachers make recommendations about student placement, but all students and parents have a right to override this decision and select a different level of difficulty. The high school adheres to the view that all students need to be held to high standards and requirements in order to graduate. Heterogeneous grouping of students occurs most easily in the arts, physical education, and business classes. The school's major academic goal is to prepare students for college. In 2003-2004, twenty five percent of the students were enrolled in honors and AP level courses, while the lowest level courses had less than 4%, with the exception of math which enrolled 9% at that level. In 2002-2003, 95% of the graduating seniors entered college directly from high school. There are few hands-on learning experience at Wayland High, but students do have access to vocational/technical courses at nearby Minuteman High School. While students are grouped by perceived ability, there is flexibility and significant support for all learners. (students, parents, teachers)

The schedule at Wayland High School is driven by the school's mission and expectations for student learning and supports effective implementation of curriculum, instruction, and assessment. Based on an eight-day cycle, the schedule has eight teaching/learning class periods that rotate through a six block day. Four learning periods rotate through the first three blocks of the day, and four rotate through the final three blocks of the day. Two periods are thereby rotated out of the schedule for any

given day. In planning different classes, this rotating schedule has permitted different courses to meet for appropriately different class meeting configurations. The typical academic class meets six times during each eight-day cycle. However, to permit science students to perform and analyze laboratory experiments which require longer blocks, most science classes include a double period block once during each eight day cycle. Then these students can take elective health and arts courses that do not need a full eight-day cycle. This flexibility allows students to have intensive science instruction as well as enrichment through electives. (students, parents, teachers, self-study)

The mission of Wayland High School promotes a rigorous and stimulating academic environment. Wayland High School's primary focus is as a classical high school, emphasizing English, math, science, social studies, and foreign language. The commitment to rigorous academics is reinforced by the dual enrollment program with the local community college. Teachers give students many different opportunities to show what they know and to demonstrate the skills they have learned in their classes. In addition, once a month, a thirty minute block is provided for each grade level to meet as a whole class to plan and initiate events as a class. On another day a month, a similar thirty minute block is used to permit student clubs to meet, to come together in a non-academic environment to pursue a wide variety of personal interests. Students are well served by the range of course offerings and variety of co-curricular opportunities that are built into the schedule. (administrators, students, teachers, mission statement)

Meaningful roles in the decision-making process are accorded to students, parents, and all members of the school staff to promote an atmosphere of participation, responsibility, and ownership. Wayland High School students, parents, and members of the school staff have the opportunity to become part of the decision-making process. For example, the process for developing and implementing the current bell schedule included debate, discussion, and collaboration among all constituents. A committee of faculty members researched and presented a selection of potential models. A different faculty committee was charged with making the final decision, and in so doing, they sought input from students and parents. The faculty committee took a leadership role in facilitating the discussions. The school council comprised of faculty members, parents, and students spent a significant amount of time on this issue, and one student was the focus of a newspaper article for his advocacy of a later start to the school day, for which he did extensive research on the effects of sleep on the adolescent brain. Students are given the opportunity to assume progressively more freedom as they demonstrate increasing maturity and responsibility. This is evidence of adults listening to students' emerging voices and engaging them in decision-making. In general, the faculty committee presents issues to the administration. Department issues are brought to administration through monthly department meetings. The "open-door" policy of the administration welcomes involvement in the decision-making process. Members of the school staff other than faculty also feel they are part of the school community as a whole and have a voice. (support staff, parents, teachers, department heads, students, leadership team)

Each teacher has a student load that enables him/her to provide sufficiently for the needs of individual students. Most teachers teach five (5) courses; English teachers and science teachers teach four (4) classes. Teachers believe that the class sizes support personalized instruction, even though the load for each teacher varies greatly from a range of 47-93 in English to a range of 81-175 in fine arts. The median class sizes for the core subjects ranges from seventeen to twenty one. Teachers report that problems caused by a lack space are more prohibiting than class load issues or class size issues. (classroom visits, building tours, teachers, students )

For 2005-2006 an advisory homerooms have been added for all students through which each student has an adult member of the school community in addition to the school counselor who personalizes

each student's education experience, knows the student well, and assists the student in achieving the school-wide expectations for student learning. This is in addition to the extensive time faculty spends with students outside of the classroom to provide for their learning needs. A formal program is organized and provided through the guidance department, whereby an incoming freshman who may like or need support can request a peer mentor to help with the transition and adjustment to Wayland High School. This peer mentor is a Wayland High School junior or senior and has to be chosen through a substantive screening process. This relationship can last as long as two (2) years, as long as the incoming freshman student still needs the assistance. Approximately forty to fifty students avail themselves of this program upon entering the school, and twenty-five students continue in the program. Beyond this formal peer mentoring program, there is a significant number of informal relationships that students build with multiple members of the adult community at Wayland High School. These adult/student relationships include, teacher/student, guidance counselor/student, coach/student, administrator/student, and support staff/student relationships. Because of the inclusive culture and the interest of adults in students' overall well-being, these relationships are naturally fostered during the school hours and well beyond when teachers routinely encourage students to see them after school hours to review specific classroom work. (teachers, students, parents, classroom observations, administrators)

The professional staff collaborates within departments and occasionally, informally across departments in support of student learning for all students. The impetus for creating the new schedule for the 2001-2002 school year was a desire to introduce more flexibility into the daily life of the school. However, problems of crossover still exist. The every Wednesday afternoon ninety minutes common to all faculty members provides teachers access to each other for organizing, planning, and implementing inter-disciplinary or team-taught classes. Some WHS teachers create their own additional opportunities for collaboration. In recent years, three team-taught courses have been offered, and special educators co-teach courses with regular education teachers. In addition, informal collaboration takes place organized around a single topic or event. Students in classics courses this year will look at warfare in the ancient world through the viewing of a movie entitled *Achilles in Vietnam*. One of the history teachers will moderate the discussion of the film. Courses such as the physics of music, the jazz/rock history course, an interdisciplinary course in art and English medieval literature, and a business and science collaboration have also emerged. Although systemically generated opportunities for collaboration are difficult to create, teachers nonetheless find ways to collaborate and to share knowledge and expertise to benefit students. It is more difficult to collaborate across departments because of the campus style school and time constraints; however, teachers do manage to overcome the obstacles to co-create learning opportunities. (teachers, administrators, students )

All school staff members are involved in promoting the well-being and learning of students. All staff members encourage respect for human differences, use of appropriate language, and self-advocacy and expression. Secretaries in the main office, guidance office, and special education department make an effort to get to know all of the students, check in with students as they enter these offices to see how they are doing, track attendance, and answer questions. The academic center, begun in the fall of 2003-2004 at the inspiration of two seniors and under the guidance of a skilled and dedicated teacher, now has 90 student tutors, mainly members of the school's chapter of the National Honor Society who donate their time to help other students with their course work. Academic teacher aides from the academic center monitor students' progress, provide support to teachers, attend classes, assist with students' organization, and run study groups. Another initiative which seeks to personalize students' learning and speak to their individual interests is Winter Week, a time when staff members and students are afforded the opportunity to present workshops to students on topics that may not be included in the regular curriculum. Many of these presentations are designed to promote well-being,

such as yoga and instruction in drug and alcohol education. In addition to the other presentations during this week, the custodians also take time to teach students about technical equipment, help watch out for student and staff safety during evening activities, assist with supervision during school lunches, and contribute to social functions by helping with set up and break down of equipment. In addition to their other responsibilities, the youth officer from the police department and the school nurse co-teach a rape aggression course. The youth officer also conducts open forum sessions for students during the school day during which students can ask candid questions about the law and how it affects adolescents. Support staff members engage in ongoing conversations about students' lives and what they can do to help them, and parents assist in promoting activities and fundraising to expand and broaden the educational, social, and cultural experiences of the students. Through the hiring and evaluation process, administrators seek to ensure that the very best possible teachers are hired and continue to be employed to serve students well. At Wayland High School, the whole school community is committed to taking responsibility for the total well-being of the students. (administrators, support staff members, parents, teachers, students)

Student success is regularly acknowledged, celebrated, and displayed. Student work is prominently displayed in the classrooms and is interconnected with the curricula being taught. Student work is part of the architecture of the Wayland High School campus. Celebrations of successes in the fine arts, academics, and athletics can be seen across the school campus through the display of banners, plaques, and certificates of achievement. The end of the year recognition ceremonies are held for both seniors and underclassmen. At the underclass awards ceremony, awards are presented to the top performers in every course offered. Performers at each level of multi-level courses are recognized. Awards are distributed from the English, social studies, math, science, foreign language, and fine and performing arts departments. A senior awards ceremony attended by families of the graduating seniors and entire WHS community is held in May when both academic and athletic awards are presented. (school tour, students, self-study, teachers, administrators)

The climate of Wayland High School is positive, respectful, and supportive, resulting in a sense of pride and ownership. Beyond the rules stated in the Handbook, there is also a strict adherence to the Massachusetts state laws regarding hazing and sexual harassment. Similar to the discipline code, the attendance policy adheres closely to the stated expectations for student learning. Teachers take attendance during every block of the day. This information is then scanned into a central database where each student's attendance is available for review by faculty. Each day's attendance is printed out for faculty by the end of the day. The assistant principal, dean of students, and attendance secretary keep close watch over students' accrual of absences and deem an absence excused only if it abides by school committee policy. The clearly transparent connection between consistent attendance and academic success contributes to the high academic, social, and civic achievements of the students.

The school committee supports the implementation of the school's mission and expectations for student learning. The school committee members see themselves as advisory in terms of implementation of the school's mission and expectations for student learning. They are aware of and support the school's mission. The school committee is involved with policy and finances. Finances are connected to the school's mission and student expectations insofar as they assist with the implementation of the school's program. The school committee provides the administration with the autonomy to implement the school's mission and student learning expectations with the exception of teacher evaluation which is closely monitored by central office administrators who must approve the evaluations of non-professional status teachers. (school committee members, central office administrators, teachers, leadership team)

## **Commendations**

1. The mission and vision driven educational program which provides a rigorous and academically stimulating environment
2. The organizational structure that capitalizes on teachers' deep knowledge of content and commitment to personalized learning for all students
3. Students are well served by the range of course offerings and co-curricular activities that school leadership ensures are available to them
4. Students, while grouped by perceived ability, have the flexibility to choose more challenging work and have significant support to achieve to their potential
5. The peer mentor program provides help with the transition to high school
6. The high level of parent involvement in support of the school
7. The highly effective educational leadership of the principal
8. The positive impact on learning of the current scheduling model
9. The principal's participation in the weekly student study meetings
10. The leadership role of the faculty in a variety of forums and activities
11. The use of the mission and expectations by the building administrators and faculty members in the decision making process
12. The recognition and celebration of student learning and accomplishments
13. The positive, respectful, and safe school climate
14. The school committee's support for the mission and expectations

## **Recommendations**

1. Develop and implement a systematic plan to expand on the current interdepartmental collaborative initiatives in support of student learning
2. Increase the level of student involvement in the decision-making process
3. Resolve the facilities issues that interfere with student access to learning, including classrooms that accommodate lecture delivery of information but are too small and crowded to accommodate the implementation of the active learning strategies essential to the instruction of adolescents; severely limited storage space that results in books and materials not being readily accessible; science labs that are outdated and lack sufficient plumbing capacity to allow for multiple student stations for active participation; inadequate athletic facilities; the lack of an

appropriate space for school assemblies, performances and full faculty meetings; and seriously deficient interdepartmental and school-wide communication capacity

## **SUPPORT OF TEACHING AND LEARNING STANDARDS**

### **6**

### **SCHOOL RESOURCES FOR LEARNING**

Student learning and well-being are dependent upon adequate and appropriate support programs and service. The school is responsible for providing an effective range of integrated resources to enhance and improve student learning and well-being and to support the school's mission and expectations.

#### **All Student Support Services**

1. The school's student support services shall be consistent with the school's mission and expectations for student learning.
2. The school shall allocate resources, programs, and services so that all students have an equal opportunity to achieve the school's expectations for student learning.
3. Student support personnel shall enhance student learning by interacting and working cooperatively with professional and other staff and by utilizing community resources to address the academic, social, emotional, and physical needs of students.
4. All student support services shall be regularly evaluated and revised to support improved student learning.
5. There shall be a system for effective and ongoing communication with students, parents/guardians, and school personnel, designed to keep them informed about the types of available student support services and identified student needs.
6. Student records, including health and immunization records, shall be maintained in a confidential and secure manner consistent with federal and state law.
7. There shall be sufficient certified/licensed personnel and support staff to provide effective counseling, health, special education, and library media services.

#### **Guidance Services**

8. The school shall provide a full range of comprehensive guidance services, including:
  - individual and group meetings with counseling personnel;
  - personal, career, and college counseling;
  - student course selection assistance;
  - collaborative outreach to community and area mental health agencies and social service providers;
  - appropriate support in the delivery of special education services for students.

#### **Health Services**

9. The school's health services shall provide:
  - preventive health services and direct intervention services;
  - appropriate referrals;
  - mandated services;

- emergency response mechanisms;
- ongoing student health assessments

### **Library Information Services**

10. The library/information services program and materials shall be fully integrated into the school's curriculum and instructional program.
11. Library/information services personnel shall be knowledgeable about the curriculum and support its implementation.
12. A wide range of materials, technologies, and other library/information services that are responsive to the school's student population shall be available to students and faculty and utilized to improve teaching and learning.
13. Students, faculty, and support staff shall have regular and frequent access to library/information services, facilities, and programs as an integral part of their educational experience before, during, and after the school day.
14. The library/information services program shall foster independent inquiry by enabling students and faculty to use various school and community information resources and technologies.
15. Policies shall be in place for the selection and removal of information resources and the use of technologies and the Internet.

### **Special Education Services**

16. The school shall provide special education services related to the identification, monitoring, and referral of students in accordance with local, state, and federal laws.

### **Conclusions**

Wayland High School recognizes that support services that are fully aligned with the school's mission and expectations for student learning play a significant role in providing a rigorous and stimulating academic environment that promotes the acquisition of knowledge and skills. Representatives from guidance, health services, special education, and library media services participated in the development of the mission and expectations document, bringing to the table the knowledge base of their actual practice and, as a result, creating a direct link between their services and the mission and expectations for student learning. Several programs sponsored by the guidance department are in place to provide students opportunities to develop empathy for others, work collaboratively, and serve their community and society, consistent with the social and civic expectations of the mission and expectations for student learning. The health and physical education curriculum as well as the health services program provided by the school nurse and contracted school physician support students in meeting the expectation to "appreciate the importance of a sound mind and body." The media center's library information services are well integrated into the school's curriculum and instructional program, supporting the school's mission to "provide a rigorous and stimulating academic environment" as well as to encourage students to "read actively and critically." Moreover, the media center's work environment is such that many of the school's social expectations are encouraged and enforced. The faculty members and staff members of student support services need to develop a formalized procedure

to assess and measure progress toward integrating the mission and student expectations into the life of the school. (panel presentation, self-study committee, counselors, teachers, leadership team)

The allocation of resources, programs, and services is tailored to enable all students to achieve the academic, social, and civic expectations for student learning. The trust engendered by the open campus environment is conducive to the fostering of honest and respectful interaction with peers, faculty members, administrators, and the community at large. The academic resource center empowers students in need of remediation to take responsibility for their own learning. Conversely, recognizing a responsibility to serve their community, students can volunteer in the academic resource center as tutors. Teachers conducting research projects readily work with the media center staff to make print materials available and to train students in the use of online databases. The technology staff provides comprehensive support to teachers and classes in all disciplines on an as-needed basis. Guidance personnel work collaboratively with students during the selection of courses, based on long-term goals and learning standards. The guidance staff has a clearly defined freshman curriculum that is focused on aligning freshmen with the mission and expectations of Wayland High School. Students fulfill their civic and social responsibilities by participating in a variety of clubs, activities, and community service experiences, such as the math team, foreign language clubs, GSA, PAWS, and the Climate Club. Students clearly expressed the opinion that clubs and activities were open to all students, and because of the allowance within the schedule for clubs to meet during the school day, over 3/4 of the student body is involved in these activities. With nearly 16% of the school population receiving special education services, there are seventeen teaching assistants and seven full-time staff members supporting this population. For approximately 21 students in the school, there is an alternative learning resource team (ALRT) that is staffed by a full-time school adjustment counselor, a full-time special education liaison, and a number of paraprofessionals. This team is available within the school to meet the needs of students with significant learning and emotional problems. The internal coherence among these support services contributes significantly to enabling students to achieve the academic, social, and civic expectations for learning. However, there is a need to have a consistent and coherent means to assess the impact of the individual components of this system as well as the overall impact on student learning (self-study, counselors, students, administrators, teachers)

Guidance counselors, special education teachers, paraprofessionals, and the school nurse work cooperatively together and with faculty members and professional and community agencies in addressing the academic, social, emotional, and physical needs of students, thereby enhancing student learning. The student study team (SST) is a group of administrators, special educators, and guidance staff members who meet on a weekly basis to identify at-risk students, discuss their progress, and provide feedback to referring teachers. The guidance department works very closely with Wayland Youth and Family Services, the community mental health agency, and the town youth officer. The school has a formal relationship with Human Relations Services of Wellesley, Massachusetts that provides monthly consultation for counselors, special education staff, town social workers and administrators, in addition to consulting on an as-needed basis. For the past twenty years, school personnel have participated in the community-based substance abuse task force whose members include K-12 school counselors, administrators, parents, students, police, and town workers. The Wayland High School administrators and school adjustment counselor meet with the district attorney to review identified students who are involved in the court system. The school nurse, in collaboration with the health and physical education department, team-teaches the Rape Aggression Defense (RAD) course. In addition, *The METCO* program originally located in the guidance area has been moved to a corner of the commons to have the office where the students are. (classroom observations, school leadership team, school tour, teachers, students, counselors)

Wayland High School Support Service Departments recognize the need to assess the impact of their services. The library media specialist is formally evaluated by the principal on an annual basis, but there is no evaluation of the library media program. Guidance, special education, and library media departments need to periodically gather evidence to determine the effectiveness of their services on raising student achievement of the mission and expectations for student learning. (school leadership team, guidance counselors, teachers, students)

Wayland High School has an excellent system for maintaining ongoing communication with students, parents/guardians, and school personnel in order to keep them informed about the types of available student support services and identified student needs. Each month, the WHSPO Newsletter includes a column of news and information provided by the school's media specialist. Guidance and library media departments maintain comprehensive web pages accessible in school and at home. These websites highlight a number of programs and activities of interest to students and their parents/guardians. The guidance department also runs a series of student and parent evening programs throughout the year. Special education utilizes a weekly progress report with teachers in order to engage in a weekly dialogue with parents around achievement of learning goals, behavior, and other concerns. All support services benefit from universal access to e-mail. This allows the various services to be in constant contact with each other, with parents, and with faculty. (teachers, students, counselors, self-study, leadership team )

While student health and immunization records are maintained in a confidential and secure manner consistent with federal and state law, student academic records are not maintained in this way. Health records are kept in a locked filing system in a locked room. Because of space constraints, academic records in the guidance office, while not easily accessible to non-faculty members, are not secure. These files must be secured. (leadership team, facility tour, teachers, self-study)

Sufficient certified/licensed personnel and support staff provide effective counseling, health, special education, and library media services. Funding for a single school nurse is provided through a grant from the Massachusetts Department of Health. The guidance staff, school adjustment counselor, school psychologists, special educators, and media specialist all hold professional certification in their respective fields. The level of certified staffing in guidance, special education, and media is adequate to deliver the services required to support student achievement. With the expected increase in next year's student population, however, two additional special educators will be needed to continue to provide the same level of services. (teachers, leadership team, self-study, panel presentation)

The Wayland High School Guidance Department provides a full range of guidance services to assist students in meeting the academic, social, and civic expectations in the mission statement. The guidance staff provides individual counseling for transition and adjustment issues in the high school, course selection, post-high school planning, and social and emotional support. Members of the guidance staff provide four evening programs for parents that address specific issues relating to each year of high school. There is a comprehensive freshman curriculum that utilizes a small-group model to help students make use of all of the opportunities provided by the high school. Each counselor works closely with special education staff members to monitor the goals in IEPs and to serve as a member of a re-evaluation team for assigned special education students. Working in collaboration with human resource services, a contracted mental health consultation service, counselors are able to draw upon the expertise of outside professionals to better meet the needs of their students. (guidance counselors, students, leadership team, guidance staff)

The school nurse assists the students in a comprehensive manner, performing a wide variety of preventive health services and various screening assessments. She takes part in the referral process of students to the SST, and she co-teaches the RAD health course. While this co-teaching is going on, she is always on call and easily reached through a pager for any emergency medical situation that may arise. (leadership team, students, facility tour, self-study, support services staff)

The media center and technology programs and materials are integrated into the school's curriculum and instructional program. Members of all departments integrate the use of technology into their curricula. The technology specialist fully supports the use of hardware and software by the school's students and teachers. The media specialist maintains close communication with faculty members in all departments concerning curricular needs for library materials. Information literacy skills are integrated by individual teachers and, in some cases such as in the science department, through written curricula shared with a department. A well-developed curriculum provides freshmen with a thorough orientation to the use of the media center and with instruction in the use of the school's online subscription databases. The development of a formal, written, library media curriculum for grades K-12 is in process to ensure the equitable delivery of standards-based instruction in information literacy skills to all students. (teachers, , students, school leadership team)

Each teacher has a student load that enables him/her to provide sufficiently for the needs of individual students. All school staff members are involved in promoting the well-being and learning of students. All staff members encourage respect for human differences, use of appropriate language, and self-advocacy and expression. The media center and technology programs and materials are integrated into the school's curriculum and instructional program. The media specialist is aware of research projects taught in all curricular areas and provides support in the form of appropriate materials. The media specialist has K-12 department head status and attends meetings for all department heads and department meetings. Attending these meetings, as well as communication with individual teachers, allows him to be aware of curriculum for which the media program can provide support. (meetings with teachers, meetings with school leadership team, )

The media center provides a variety of materials and technology in support of the school's curriculum. The collection contains approximately 13,000 print titles. Students have school access to a variety of online subscription databases that support their research, with some titles available off-site. These databases, along with the electronic catalog, are accessible via any computer on the school network. The media specialist works with teachers to ensure that materials represent diverse cultures, with emphasis on fiction, biography, and reference books. Some faculty members expressed concern that the security measures in place to protect against access to inappropriate web materials hinders their access to appropriate and useful teaching technology. They also expressed concern about limitations placed on the purchase of software that they would like to use as teaching tools. During freshman orientation, students submit cards with information on favorite titles and authors. These recommendations allow the staff to purchase titles that will engage their younger readers as well as those at lower achievement levels. Technology and audiovisual resources are available in all buildings of the campus. Students have convenient access to computers, digital cameras, and video equipment. While the campus setting with several buildings lends itself to the decentralized access to some materials and equipment such as TV/VCRs and videotapes, this limits the use of cross-curricular titles without duplication of materials. It also precludes the development of a high-quality and uniformly accessible collection of educational videos and DVDs. Teachers would like a better balance between security for technology and free access at point-of-need. (teachers, self-study, students, leadership team)

Students and staff members have regular and frequent access to media center facilities. The media center and the computer lab housed within it are open to student use before, during, and after the school day. Students feel free to go to the media center for independent work during free time, and are occasionally brought there with their classes for research purposes. The academic resource center which is also located in the media center remains open until even later in the day, allowing additional access to and assistance with online resources for those students who might need it. The extensive access to the media center and academic resource center is an excellent example of Wayland High School's commitment to student-centered learning. (teachers, students, self-study, leadership team )

Students are expected to engage in independent inquiry and to utilize a variety of school and community resources and technologies. The freshman orientation program familiarizes students with the media center and the use of its electronic catalog and online subscription databases. Research strategies are delineated and then applied to a specific project that immediately follows the orientation. While students receive formal instruction from media center and technology personnel as requested by teachers, students are given individual assistance in the media center when needed. For the most part, students feel confident that they are capable of independent work. (students, self-study, teachers)

Appropriate policies are in place for the selection and removal of information resources, and for the use of technologies and the Internet. The school's acceptable use policy is reviewed annually by district technology personnel, approved by the school committee and administrative council, and incorporated into the student handbook. Students then sign off on their agreement to adhere to its stipulations for network and Internet use. A district selection policy is in place for all instructional materials, and all technology is evaluated by the technology committee. A challenged materials policy is available in the school committee's policy manual. All policies are readily available to all members of the public. (self-study, teachers, observations, leadership team)

Wayland High School delivers a thorough and full range of special education services appropriate to the needs of its students. The learning resources team (LRT) and alternative learning resources team (ALRT) address the individual goals of students on IEPs in a systematic manner. Employing a full inclusion model, nearly every special education student at the high school takes almost every one of their classes in a regular classroom with regular education students. Assigning of one-on-one paraprofessionals to mainstreamed special education students is difficult because of the space. Each teacher has a student load that enables him/her to provide sufficiently for the needs of individual students. All school staff members are involved in promoting the well-being and learning of students. All staff members encourage respect for human differences, use of appropriate language, and self-advocacy and expression. The media center and technology programs and materials are integrated into the school's curriculum and instructional program. The media specialist is aware of research projects taught in all curricular areas and provides support in the form of appropriate materials. Students and staff members have regular and frequent access to media center facilities. The media center and the computer lab housed within it are open to student use before, during, and after the school day. Wayland High School delivers a thorough and full range of special education services appropriate to the needs of its students. The LRT staff gathers weekly progress reports on all of its students to evaluate each student's progress within the curriculum. Routine e-mailing between special education personnel, teachers, and parents increases communication. The ALRT provides specialized services for approximately 21 significantly learning disabled or emotionally and behaviorally challenged students. Individual counseling, small group counseling, life skills training, and post-graduate planning is provided for all students receiving special education services. Parent and faculty requests are used to initiate student evaluation for special education services. Members of the special education staff along with the SST then evaluate the evidence and identify students for whom these services are

appropriate. Special education students at Wayland High School are well served by caring and highly trained teachers and aides who work diligently to help the students to meet their potential. (school leadership team, self-study, teachers)

### **Commendations**

1. The student support services personnel for establishing a direct link between their programs and services and the mission and expectations for student learning
2. The commitment to fully fund special education and guidance services to allow for smaller caseloads and more intensive support
3. The trust between students and faculty and staff members that is evident in the success of the open campus model and in the student confidence that teachers are there for them when needed
4. The support provided students by the academic center and its insightful involvement of a wide range of students helping each other to learn
5. The extensive access to the media center and academic center which speaks to Wayland High School's commitment to learning for all students
6. The exemplary service of the technology department which fully supports the integration of technology skills within the curriculum and promotes the responsible use of technology by the students
7. The media center's freshman orientation program which provides students with a solid foundation for independent inquiry
8. The effective ninth grade guidance curriculum
9. The extensive community partnerships and services available to students
10. The guidance and media services WebPages that highlight their programs and services

### **Recommendations**

1. Develop and implement a formal plan to evaluate the guidance, special education, and media services programs
2. Store student confidential records in a secure location
3. Continue work on the development of a written library K-12 media curriculum to ensure the delivery of information literacy skills across all disciplines and grade levels
4. Update selection, weeding, and challenged materials policies for the media services program
5. Develop and implement a plan to make technology more readily accessible to teachers, while maintaining adequate security for its use

## **SUPPORT OF TEACHING AND LEARNING STANDARDS**

### **7 COMMUNITY RESOURCES FOR LEARNING**

Active community and parent participation, facilities which support school programs and services, and dependable and adequate funding are necessary for the school to achieve its mission and expectations for student learning.

1. The school shall engage parents and families as partners in each student's education and shall encourage their participation in school programs and parent support groups.
2. The school shall foster productive business/community/higher education partnerships that support student learning.
3. The school site and plant shall support and enhance all aspects of the educational program and the support services for student learning.
4. The physical plant and facilities shall meet all applicable federal and state laws and shall be in compliance with local fire, health, and safety regulations.
5. Equipment shall be adequate, properly maintained, catalogued, and replaced when appropriate. Faculty and building administrators shall have active involvement in the budgetary process, including its development and implementation.
6. A planned and adequately funded program of building and site management shall ensure the appropriate maintenance, repair, and cleanliness of the school plant.
7. There shall be ongoing planning to address future programs, enrollment changes, staffing, facility, and technology needs as well as capital improvements.
8. The community and the district's governing body shall ensure an adequate and dependable source of revenue to provide and maintain appropriate school programs, personnel, services, facilities, equipment, technological support, materials, and supplies for student learning.

#### **Conclusions**

Wayland High School successfully engages parents as partners in the student's education and encourages their participation in school programs and support in many ways. Several parent support groups including the Wayland High School Parents Organization, The Boosters, the Creative Arts Parents Association, the Special Education Parents Advisory Council, and the Substance Abuse Task Force provide recognition of student achievement and financial support for the school volunteers. The Wayland Public Schools Foundation provides extensive grants to fund special projects such as the language lab, laptops, an adaptive bike, a guest composer to work with the band, and a web site created by the history department. Furthermore, there is frequent and regular communication between the school and parents through evening programs at all grade levels, newsletters, the e-news group, progress reports, regular calls home and the principal's monthly coffee hour. Parents also participate in classes, serve as chaperones, tutor in the academic center, and assist with the connections program

to pair freshmen with upperclassmen. Parents serve on the school council, NEASC committee, and the high school building committee. The school council is also a site-based organization with parent members. The parents of Wayland High School students have ample opportunity to be well informed about and are very actively engaged in their children's education. (self-study, parents, teachers, support services, administrators)

Wayland High School has fostered productive community and higher education partnerships in a variety of ways. Teachers utilize community people as guest presenters to enrich the curriculum. On the co-curricular level, partnerships exist between the WHS Environmental Club and the town's beautification committee and the school's community service leadership program and a variety of town organizations. Also, the foreign language department has a long-standing exchange program with schools in Spain and France. In addition, the school is a long-time participant in the METCO program which educates Boston students. Through the science and foreign language departments, Wayland has formed partnerships with Boston University, Brandeis, and Framingham State College. It is also accepting student teachers from many local colleges. Through TEC, an educational collaborative involving 15 area schools, students can be involved, for a fee, in internships programs or take classes not offered at Wayland High School such as Robotics, Japanese, and Architecture. In addition, the Wayland Youth and Family Services located in the central office building offers free counseling to students and their families. These partnerships help Wayland High School meet the needs of all students, link classroom knowledge with authentic application, and fulfill civic and social expectations to work collaboratively, serve the community, and demonstrate empathy. (guidance counselors, self-study, students, teachers, parents)

Wayland High School is a 'campus style' complex consisting of eight buildings, originally completed in 1960. The present school site and plant do not adequately support all aspects of the educational program and the support services for student learning. Although the teachers have worked hard to compensate for space and facility deficiencies there is severe overcrowding throughout the building. Many classrooms are smaller than the 750 square feet required by school building assistance. Classrooms are overused. Storage space is not sufficient, not secure, and not easily accessible. For example, English books are stored in the science building. In addition, the science labs lack the capacity for the plumbing essential for creating student lab stations, the athletic facilities are inadequate and compromise the program, the Little Theatre seats only 1/3 of the student body, and no space exists for holding full school assemblies other than the field house and even there portable chairs have to be added. Group work, projects, small and large group discussions, and performances still take place but with great difficulty. The enduring humor of teachers, administrators, staff members, and students is put to the test every day as they diligently try to engage in conducting rigorous twenty-first century teaching and learning in a facility not designed for the level of activity and collaboration required for teaching and learning in this century and a facility in which a tired and inadequate plumbing system and electrical system severely interfere with rigorous high-quality teaching and learning. Beyond the crowding, plumbing, and electrical challenges a significant number of other facilities constraints continue to negatively impact the school's ability to adequately support the implementation of the curriculum, the delivery of instruction, and compromise student learning needs. Among these are: an inadequate infrastructure for technology, portions of the heating and ventilation system that are more than forty years old and compromise air quality, glare in some classrooms that interferes with students' ability to see the blackboard, daylight that is insufficient to light the space anywhere in the north facing classrooms, corridors that are narrowed below code requirements and result in egress that is compromised in any emergency, study carrels that block corridor egress, and the lack of appropriate spaces for teachers to meet with small groups and

individual students. Athletic field space is insufficient with some fields having substandard drainage. Health and safety violations are present throughout several sections of the campus. Overall, the severe limitations of the current facility seriously impact teaching and learning at Wayland High School, despite the efforts of all school personnel to work around the obstacles. (teachers, self-study, community resources for learning committee, leadership team, support services staff, tour of facility, students, parents, school committee)

The current physical plant and facilities do not meet all applicable federal and state laws and are not in full compliance with local fire, health, and safety regulations. Furthermore, the entire facility is not completely handicapped accessible. The school is in compliance with the 'life-safety' regulations, including: exit signs and emergency lighting, fire extinguishers appropriately inspected and tagged, adherence to requirements regarding insecticides and herbicides and hazardous substances. In addition, custodians and cafeteria workers receive the Right to Know and the Serve Safe training respectively. The school has also established a close partnership with Cappaccio Environmental Company to deal with hazardous waste. Fire drills are conducted, the local fire department inspects the facility regularly, and a new fire alarm system was installed last year. However, only the field house has a sprinkler system, and the required thirty-six inch space for egress doesn't exist in many classrooms. In addition, the second floor of the fine arts building, the field house and the lecture house are not handicapped accessible. Also, other code violations involving air quality, glare, and windows exist. Consequently, the safety and welfare of the students and staff is seriously compromised. (Meeting with support services, tour, teachers, parents)

The equipment at Wayland High School is adequately and properly maintained and replaced according to schedule or need. Equipment is sent out over the summer for repair and cleaning. The building supervisor who is a licensed plumber and boiler mechanic oversees repairs and maintenance. In addition, a team of trained technology technicians handles computer repairs. Cosmetic repairs are handled during the summer. The school has a planned and adequately funded program of building and site management that provides necessary maintenance and repairs as well as regular cleaning. Two shifts of custodians are responsible for cleaning the building. In addition to the head custodian at the school, there is a facilities director at the town hall who creates repair and maintenance schedules and is in charge of the budget. The task of maintaining the facility is made very difficult by the age of the buildings and the severe overcrowding. (meeting with support services, student shadowing, self-study, leadership team, parents, teachers)

The school addresses future program, staffing, facility, and technology needs in a variety of ways. The SASI database software system provides information for all administrative, guidance, master scheduling, grading, and enrollment needs. It also provides information on attendance, discipline, and classes. In addition, the principal's office generates a staff analysis and class size report that is useful in establishing class size and new programs and needed personnel. In addition, technology planning is accomplished through the annual Wayland Public Schools Technology Report and the recently formed technology committee comprised of teachers from academic departments. Professional development has been offered on Power Point presentations, Web quest, and the creation of Web sites. The school has addressed facility needs and increased enrollment projections through the formation of a high school building committee of 60 volunteers in January 2004. With the recent failure of the override for the high school renovation project in January 2005, the school community is renewing efforts to gain support for this project that will be presented to the community again in April 2006. The school board is working to gain support for this project through press releases, public forums, fliers, a phone chain, and the Save Our Services group. Staffing needs have historically been a priority in the budget. The

existing facility and space problems will be exacerbated if the present facility issues are not addressed. (panel presentation, school board meeting, high school building committee, )

The community and district's governing body provide an adequate and dependable source of revenue to maintain programs, personnel, and facilities. For the last five years, the budget has increased approximately 6.7% per year and passed. The town approved \$350,000 for a design concept for a new high school. In 2002-2003, the per-pupil expenditure was \$10,035. Procuring adequate funding had not been an issue until the recent defeat of the override for the renovation of the high school. This defeat occurred at the same time that state funding for reimbursement had been frozen. As a result, a greater effort is being made to rally public support and inform the public of the dire school facility needs. (self-study, teachers, support staff, parents, school committee, students, administrators)

Faculty and building administrators are actively involved in the budgetary process. Individual teachers submit their needs to department heads that submit the requests to the principal and assistant principal. The requests are prioritized by staffing, academic programs, and facility needs. Budget requests are submitted to the superintendent and then to the school committee. Copies of the preliminary budget are mailed to town residents after school committee approval. After public hearings and discussions, the budget is voted upon at town meeting. (teachers, self-study, leadership team)

## **Commendations**

1. The active support and involvement of parents in the school
2. The Wayland Public Schools Foundation's support of the school
3. The community and higher education partnerships that help Wayland High School to meet the needs of all students, link classroom knowledge with authentic applications, and fulfill civic and social expectations for students
4. The custodial staff for maintaining the facility adequately despite the great challenges created by the age of the buildings and the overcrowding
5. The school committee's support for funding the school's needs
6. The school committee's active role in garnering support for the FY '06 override vote
7. The school committee's decision to support a second override vote in Spring 2006 to allocate monies for a high school renovation project
8. The extensive level to which parents serve as volunteers to support the school's educational programs and services

## **Recommendations**

1. Provide sufficient classroom space to adequately meet the educational needs of all students

2. Provide a facility that allows teachers and student to engage in conducting rigorous twenty-first century teaching and learning in a facility designed for the level of activity and collaboration required for teaching and learning in this century
3. Provide adequate, accessible, secure, and safe storage space that is sufficient, secure, and not easily accessible
4. Provide a facility that is fully in compliance with all building codes
5. Provide a facility that is fully in compliance with ADA handicapped accessibility requirements
6. Develop and implement a plan to provide a technology infrastructure that meets the instructional needs of students of the 21<sup>st</sup> century
7. Immediately remove storage shelves and furniture that block the required thirty-six inch egress from all classrooms and corridors
8. Provide contemporary science classrooms with one student lab station per student in the class
9. Provide within the facility a common space for whole school assemblies and sufficient seating for performances and theatrical events
10. Provide sufficient small meeting spaces to accommodate the meetings teachers have with individual and small groups of students
11. Correct the conditions causing improper lighting, including glare
12. Immediately correct the conditions preventing proper air quality, heating, and ventilation in all spaces used for instruction
13. Install a sprinkler system in all areas of the building to which students have access
14. Correct all electrical system deficiencies
15. Correct all athletic facilities deficiencies, including inadequate field drainage

## **FOLLOW-UP RESPONSIBILITIES**

This comprehensive evaluation report reflects the findings of the school's self-assessment and those of the visiting committee. It provides a blueprint for the faculty, administration, and other officials to use to improve the quality of programs and services for the students at Wayland High School. The faculty, school board, and superintendent should also be apprised by the building administration yearly of progress made addressing visiting committee recommendations.

Since it is in the best interest of the students that the citizens of the district become aware of the strengths and limitations of the school and suggested recommendations for improvement, the Commission requires that the evaluation report be made public in accordance with the Commission's Policy on Distribution, Use, and Scope of the Visiting Committee Report.

A school's continued accreditation is based on satisfactory progress implementing valid recommendations of the visiting committee and others identified by the Commission as it monitors the school's progress and changes that occur at the school throughout the decennial cycle. To monitor the school's progress in the Follow-Up Program, the Commission requires that the principal of Wayland High School submit routine Two-and Five-Year Progress Reports documenting the current status of all evaluation report recommendations, with particular detail provided for any recommendation which may have been rejected or those items on which no action has been taken. In addition, responses must be detailed on all recommendations highlighted by the Commission in its notification letters to the school. School officials are expected to have completed or be in the final stages of completion of all valid visiting committee recommendations by the time the Five-Year Progress Report is submitted. The Commission may request additional Special Progress Reports if one or more of the Standards are not being met in a satisfactory manner or if additional information is needed on matters relating to evaluation report recommendations or substantive changes in the school.

To ensure that it has current information about the school, the Commission has an established Policy on Substantive Change requiring that principals of member schools report to the Commission within sixty (60) days of occurrence any substantive change which negatively impacts the school's adherence to the Commission's Standards for Accreditation. The report of substantive change must describe the change itself and detail any impact which the change has had on the school's ability to meet CPSS Standards. The Commission's Substantive Change Policy is included in the Appendix. All other substantive changes should be included in the Two and Five-Year Progress Reports and/or the Annual Report. Each member school is required to submit an Annual Report form to ensure that the Commission office has current statistical data on the school.

The Commission urges school officials to establish a formal follow-up program at once to review and implement all findings of the self-assessment and valid recommendations identified in the visiting committee report. An outline of the Follow-Up Program is available in the Commission's Accreditation Handbook that was given to the school at the onset of the self-assessment. Additional direction regarding suggested procedures and reporting requirements is provided at Follow-Up Seminars offered by Commission staff following the on-site visit.

The visiting committee is appreciative of the warm hospitality extended to team members during the evaluation visit. Wayland High School faculty, support staff, and administration were helpful and open in their discussions and interviews. School committee, parents, and students were clear and articulate in their descriptions of the school's strengths and needed improvements. The school's self-assessment

report was thorough and introspective, and the school's preparedness for the team visit was evident in attention to detail in facilitating the team's work.

The visiting committee enjoyed this professional experience, and the quality of the final report has been enhanced by the school's own efforts.