

**LOS ANGELES UNIFIED SCHOOL DISTRICT
DISTRICT 4
HOLLYWOOD HIGH SCHOOL
TEACHING CAREER ACADEMY**

Teaching Career Academy Design Team:

Name	Stakeholder	Contact Information
Fonna Bishop	Principal	Hollywood High School
Keri Lew	Assistant Principal	Hollywood High School
Jaime Arevalo	Counselor	Hollywood High School
Julie Anna Glynn	Lead Teacher (English)	Hollywood High School
Carlos Garcia	Teacher (English)	Hollywood High School
Denise Leonard	Teacher (English)	Hollywood High School
Kelly Bender	Teacher (social studies)	Hollywood High School
Alvaro Medina	Teacher (social studies)	Hollywood High School
Lois Murphy	Teacher (science)	Hollywood High School
Kimberly Christensen	Teacher (science)	Hollywood High School
Jess Dominguez	Teacher (Spanish)	Hollywood High School
Leslie Alvarez	Student (11 th grade)	Hollywood High School
Lina Grymchan	Student (10 th grade)	Hollywood High School
Laude Segovia	Student (9 th grade)	Hollywood High School
Mary Dow	Teacher (special education)	Hollywood High School
Maral Heyler	Administrator	Santa Monica College

Purpose:

The purpose of this Proposal is to have Hollywood High School’s Teacher Career Academy recognized as a Small Learning Community by the Los Angeles Unified School District.

Introduction:

Hollywood High School is one of approximately fifty-five comprehensive high schools in the Los Angeles Unified School District. It is located in the community of Hollywood in the City of Los Angeles.

Hollywood High School provides instructional services to approximately 2,900 students in grades 9-12. Just over 1,200 students are English Language Learners. The ethnic breakdown is as follows: 75.8% are Latino, 5.6% are African-American, 3.0% are Asian, 3.2% are Filipino, 0.1% are Pacific Islander, and Caucasian students comprise 12.2% of the student population. Even though our high school is located in a town internationally know for its wealth because of the motion picture and television industries, the majority of our students qualify for Title I services. The subgroups include, English Language Learners, Special Education, and ESL students.

The Teaching Career Academy, now in its third year, will continue in its commitment to standards-based instruction as a foundational element along with introducing teaching strategies to our students. Standards will be delivered through an interest-driven curriculum as a core element in the design of our small learning community. Culminating tasks will be rigorous and relevant. At the heart of our Academy is a dedication to personalized learning. Our personalization methods are illuminated through the interactions with parents, students, teachers, Teaching Career Academy partners, classified personnel and administrators. The size and focus of our small learning community is conducive to our goal of personalization, and to the tutoring done by our students at our local elementary schools. All stakeholders will take ownership of their respective roles to ensure success for our students.

Students enter the Teaching Career Academy as ninth graders, and continue through to graduation at twelfth grade. We currently have students in grades 9-11, with approximately 75 students per grade level, and plan to add twelfth grade for the 2007-2008 year, with a total of approximately 300 students.

I. VISION BENCHMARKS

Our Small Learning Community is a teaching academy with a focus on teaching standards based interdisciplinary lessons, teaching strategies, and tutoring skills to enhance student learning and increase student efficacy, empowering all students, including underachievers to become achievers, thereby creating a humane society through life long teaching and learning.

The Teaching Career Academy is a Small Learning Community focusing on a dedicated community of learners who will participate in interdisciplinary, project based curriculum through creative and rigorous strategies to ensure students work at grade level standards, meet high school graduation requirements, complete A-G college entrance requirements, and prepare for college, a teaching career and/or other fulfilling career choices magnifying students' unique strengths.

Teaching Career Academy classes are organized as project based, teaching preparation environments. The Teaching Academy curriculum is specifically designed with activities related to the art of teaching and learning. These activities provide higher levels of student engagement than is traditionally found in high school classrooms. Class projects are designed to fulfill California State Standards within the framework of existing Los Angeles Unified School District courses. The expectation is that the students will be empowered to fulfill their highest academic and career goals. For example, in every Teaching Academy class, students are learning teaching strategies, such as: collaborative learning, into, through and beyond, reciprocal teaching, think, pair, share, etc. In addition, teachers collaborate, creating inter-disciplinary lessons to insure and enhance student learning. Furthermore, Teaching Academy students are prepared to tutor elementary school children in the areas of math and English thereby being afforded the practical application of their learned teaching strategies. As a result of tutoring, we find that the Teaching

Academy students' attitude toward learning is greatly enhanced as they feel empowerment in direct correlation to improving the academic success of the elementary school students.

All Teaching Career Academy students will receive a challenging college preparatory education fully aligned with the University of California's A-G requirements as well with content standards. Within this context, some of our students choose college courses taught on the Hollywood High School campus. In conjunction with Santa Monica Community College, the students take courses such as Education 1, Education 2, and Psychology, along with other college level classes planned for the Teaching Academy students. Currently twenty-one Teaching Career Academy students are enrolled in Education 1 on the Hollywood campus. In addition, all Teaching Academy students will be equipped with teaching strategies, presentation skills, collaborative work habits, tutoring strategies, and a positive sense of obtaining a career as a teacher or any other field of their choice, bringing with them excellent teaching and learning skills.

The Teaching Career Academy goal is to commission all stakeholders to work cooperatively to ensure students' success in a challenging curriculum in preparation for high school graduation, postsecondary education and becoming empowered productive members of our society.

Our mission statement for the Teaching Career Academy, which has been agreed upon by all stakeholders is: **“Creating a humane society through lifelong teaching and learning.”** Our students are commended to the following: **“Dare to amaze yourself; follow through with all your work, help your classmates along the way, believe in your greatness and the greatness of others, be passionate about your life, and success will be ours forever!”**

Through clustering our students together in a family of caring community members including teachers, administrators, counselors, our special education advisor, support providers in our Healthy Start Program, our local elementary schools, and Santa Monica College, we believe our students will become educated successful members of our society. Through learning teaching strategies, presentation skills, tutoring skills, collaboration with their peers, the empowerment of helping others learn in high interest interdisciplinary standards based lessons, we know our students will achieve well beyond their current aspirations. The Teaching Career Academy will afford our students the opportunity to learn the core skills in an enriched standards-based curriculum. Our students will graduate from Hollywood High School eager to pursue a career in teaching or another profession suited to their talents, where they will help to create a more humane society.

Counseling and intervention recommendations take place within our Teaching Career Academy during our weekly common conference period meetings. Students' behavior, academic, family, and physical needs, are a regular part of our agenda. Students are referred to support agencies within our school and in the surrounding community. As much as possible the teachers and counselor try to meet the needs of the “whole student” from the need for glasses, food, family support, academic, medical, and psychological needs. Based on the analysis of student data students will receive the help they require.

The vision and implementation plan of our Teaching Career Academy will be reviewed yearly beginning with our first graduating class. We plan, with community support, to hold a two-day retreat where we review our vision, successes, and our “need to improve on” areas of the academy. This is the time teachers, stake holders, and parents will put changes into place to make sure our Teaching Career Academy is making the necessary changes to meet the needs of our students.

Our meaningful and realistic goals for the Teaching Career Academy began in July 2004. The Academy opened with approximately 75 ninth graders for the 2004-2005 school year. For the following two academic school years of 2005-2006 and 2006-2007, the Academy enrolled an additional 75 students per year for a total of approximately 225 students in grades nine through eleven. During the academic year of 2007-2008, the Academy intends to enroll an additional 75 ninth grade students creating a full academy of 300 students grades nine through twelve.

Beginning with the school year 2007-2008, the Teaching Career Academy core courses will be housed in contiguous classrooms in the southwest bungalows of Hollywood High School. Students will travel to other parts of the campus to take classes in specialized classrooms for science, computers and physical education. The distributed classrooms are assigned to the Teaching Career Academy and, in general, will be used only by Teaching Academy students.

In the school year 2007-2008, when the Teaching Career Academy will consist of grades nine through twelve, most classes required for graduation, including physical education and foreign language, will be available within the Teaching Academy so students will have a more intense, personalized educational experience. The ELL students of the Teaching Career Academy are supported by culturally relevant curriculum including SDAIE techniques in the core classes. The ESL classes are offered outside the Teaching Career Academy; however, coordination between the ESL and Teaching Career Academy teachers takes place as needed. Special Education students are fully included in the Teaching Academy classes subject to guidance outlined in their Individual Education Plans.

Our Teaching Career Academy vision is driven by the concept that students are motivated by high interest, project based lessons where by the students are teaching and learning from one another as they present assignments to the class. In addition, when our students go to our local elementary schools to tutor the elementary students, they are inspired by knowing that their efforts actually do make a difference, thereby motivating and empowering our Teaching Career Academy students to become better students themselves. We have observed that when our high school students “get out of themselves” to help the elementary students, they in turn believe in their own ability to learn. Equally important, our Teaching Career Academy vision is to ensure that our students become literate, life long learners. Reading, writing, and research coupled with presentation skills drives our high interest interdisciplinary lessons. To achieve the combination of learning skills and the students’ personal belief that they can be successful learners, teacher training through strategically selected, teacher-driven professional development is of highest priority for the growth of the Teaching Career Academy.

All teachers hope their students will be successful; however, making this a reality is difficult. Therefore, a goal of the Teaching Career Academy is for every core academic subject Teaching Academy teacher to give positive reinforcement, teach teaching strategies, literacy, and presentation skills daily. As a result of these strategies and experiences we are beginning to observe in our students increased positive attitudes towards learning, better attendance, better test scores, and higher grades.

In accordance with the LAUSD Secondary District Initiatives, our Teaching Career Academy will include the following:

- 1.) **A-G Initiatives:** Our Teaching Career Academy matrix includes the A-G requirements giving all students access to required curriculum for U.C. eligibility. Students carry their four-year A-G Initiative Plan with them in their required AVID notebook and check-off their classes as they pass them, giving them a constant visual reminder of their goal to graduate from high school and continue on to college.
- 2.) **Diploma Project:** Hollywood High School's Drop-Out Prevention Facilitator works closely with the teachers, parents, counselors, and administrators of the Teaching Career Academy administering intervention for at-risk students.
- 3.) **Destination 2008:** The Teaching Career Academy's professional development time will be used to create inter-disciplinary lessons addressing our students' achievement in their academic courses as well as their standardized tests, such as, CAHSEE, CST, and Periodic Assessments.
- 4.) **Career Technology Education (CTE) Master Plan:** Our Teaching Career Academy teachers work with our CTE coordinator for technology support in the areas of technology needed to assist new teachers in the field of education. For example, our CTE coordinator helped the Teaching Career Academy teachers find and develop grammar lessons on the internet to support Teaching Career Academy students in their grammar acquisition along with showing technology educational support as a teaching strategy.
- 5.) **Middle School Reform:** The Teaching Career Academy plans to develop a partnership with our local middle schools whereby the Teaching Career Academy students will tutor the middle school students. During this tutoring time, the high school students will educate the middle school students on the importance of passing their A-G requirements by sharing with them their own four-year

educational program and the need to pass every class in order to advance to their next grade level.

- 6.) **Transformation High Schools:** There is no doubt within the minds of hearts of our Teaching Career Academy that the Teaching Career Academy overall improves students' achievement. When students are clustered together with informed, caring teachers, with a common vision, students' attitude, attendance, and grades improve. Our Lead Teacher, after coordinating a Teaching Academy for eight years at another LAUSD Title I high school, saw the direct results of this with 100% of the students graduating and 97% of the students matriculating to college.
- 7.) **English Learner Initiatives:** The Teaching Career Academy supports EL students through ESL courses, the Read 180 Program, and scaffolding in all Teaching Academy classes. The scaffolding strategies are incorporated into all inter-disciplinary lessons to ensure access of language for all EL students.
- 8.) **Ensuring Systems of Accountability:** The Teaching Career Academy's teachers, during their weekly meetings review students' CST scores, CAHSEE scores, grades and attendance to determine the successes and needs and future planning to ensure student success.
- 9.) **Small Learning Communities:** The Teaching Career Academy plans to work closely through monthly meetings with the other Small Learning Communities' at Hollywood High School to ensure the successful implementation by sharing, learning, and growing together. In addition, our Lead Teacher meets bi-monthly with the other Lead Teachers of the eleven LAUSD Teaching Career Academies, which has been in place for eleven years at District Headquarters in the Career Ladder Offices.

In addition to the above 9 LAUSD Initiatives, Hollywood High School is proceeding through the requirements of the Student Achievement Instruction Team; therefore, the Teaching Career Academy will assist our ninth and tenth graders to improve their skills in English and algebra. Furthermore, the Teaching Career Academy helped to prepare the Teaching Academy students achieve success in all of Hollywood High School's improvement programs. The Lead Teacher of the Teaching Career Academy is a member of the Instructional Curriculum Council of Hollywood High School where important school improvement programs are discussed, which in turn, are brought to the Teaching Career Academy where plans are made to implement all school improvement programs.

The Teaching Career Academy receives \$20,000.00 a year from the Career Ladder Office of LAUSD. The money is allocated for educational field trips to museums and universities; instructional materials; inter-disciplinary projects; books, videos, c.d.s., etc; teacher conferences; and professional expert time for teachers.

The students of the Teaching Career Academy write personal invitations to their parents inviting them to attend Parent Back To School Nights. During these evenings the Academy Teachers are grouped together in the cafeteria, where parents can easily make contact with all the Teaching Career Academy teachers regarding their children's achievements and challenges. Our plan is to have each student present a portfolio per class of work accomplished during a grading period. At the beginning of the school year, a parent orientation is provided by the Teaching Career Academy for the parents and students entering the Teaching Academy. At this time, parents are advised of all the requirements and activities involved in the Teaching Career Academy. Parental input is encouraged throughout the year to help guide and direct the vision of the Teaching Career Academy. The goal of our Teaching Academy is to create a parent advisory group to meet once a month with the Teaching Academy teachers for the purpose of reviewing students' achievement and encouraging ideas and opportunities for students and parents to help direct the vision of the Teaching Career Academy.

The employers partnering with the Teaching Career Academy are Selma Elementary School, Blessed Sacrament Elementary School and Gardner Elementary School. These schools allow our students to tutor every Monday for two hours. The post-secondary institution we partner with is Santa Monica Community College, which offers Education I and Education II, to our students. In addition, we plan to partner with California State University Northridge in their education program.

The Teaching Career Academy students, beginning in the ninth grade, are equipped with an AVID style notebook, which includes their four-year A-G requirements, which they check off as they pass their classes. All students are aware that if they fail a class they must make it up in intersession. Students also receive AVID strategies in all classes, which they know are provided for their success in high school and college. Students are also provided with information regarding the tutoring they will be a part of at the elementary school, the Teaching Career Academy grade-level officers and meetings, the annual picnic and the Teaching Career Academy vision and motto. In addition, the students of the Teaching Career Academy are informed of LAUSD's promise of a guaranteed teaching position to all who meet the requirements.

The Teaching Career Academy team meets weekly during our common conference period to discuss and make decisions related to our budget, students' conduct, facilities, master schedule, student programming, and issues of community safety. All teachers have input regarding our budget; they are afforded the opportunity to order needed materials; help plan field trips and conferences needed to obtain the vision of our small learning community. During our weekly meeting, student conduct is discussed. We have developed a program titled "Opportunity Learning," which meets one hour, three days a week, after school for students needing improvement with conduct and/or academic tutoring. The Teaching Career Academy maintains

a file on every student that contains students' grades and test scores, which is used to inform and plan curriculum for our students. In addition, during our weekly meetings, the Teaching Career Academy teachers discuss contiguous space, what is needed and what we would like for the betterment of our program. With regard to our master schedule, teachers and students receive preference forms that indicate which small learning community and classes they would prefer attending. Lastly, the master schedule and student programming is charted out, shared, discussed, and reviewed to enhance awareness and collaboration among our teachers, counselors and administrators.

II. IDENTITY BENCHMARKS

Our Small Learning Community is a teaching academy with a focus on teaching standards based interdisciplinary lessons, teaching strategies, and tutoring skills to enhance student learning and increase student efficacy, empowering all students, including underachievers to become achievers, thereby creating a humane society through life long teaching and learning. One of our unique strategies in the Teaching Career Academy is our elementary school tutoring program in which our high school students go to our local elementary schools and tutor the elementary students in the subjects of math and English.

The Teaching Career Academy is a teaching academy focusing on a dedicated community of learners who will participate in interdisciplinary, project based curriculum through creative and rigorous strategies to ensure students work at grade level standards, meet high school graduation requirements, complete A-G college entrance requirements, and prepare for college, a teaching career and/or other fulfilling career choices magnifying students' unique strengths. In addition, the Teaching Career Academy students elect their own Future Educators of America leadership, per grade level. The leadership students meet with an Academy teacher weekly where they express the needs of their grade level, to their grade level Academy sponsor. The Teaching Career Academy students also plan to run student-lead parent workshops where they teach their parents about the weekly tutoring they conduct at the local elementary schools. Also, the Teaching Career Academy teacher's co-sponsor parent educational, bi-monthly, meetings with staff at Hollywood High School. Students, staff, families, and community members (comprised of elementary school administrators, teachers and students), work together to achieve the educational goals of our small learning community.

Students enter the Teaching Career Academy as ninth graders, and continue through graduation at twelfth grade. All Teaching Career Academy students are clustered into Teaching Academy classes creating a heterogeneous group of students. We currently have students in grades 9-11, with approximately 75 students per grade level, and plan to add twelfth grade for the 2007-2008 year, with a total of approximately 300 students.

The size and focus of our small learning community is conducive to our goal of personalization, and to the tutoring done by our students at our local elementary schools (taking more than 75 high school students to our local elementary schools is overwhelming for the elementary school).

Specific courses of the Teaching Career Academy have been integrated into the master schedule in the disciplines of English, Science, Health, Social Studies, Spanish, World of Education, and Child Development.

Beginning with the school year 2007-2008, the Teaching Career Academy core courses will be housed in contiguous classrooms in the southwest bungalows of Hollywood High School. Students will travel to other parts of the campus to take classes in specialized classrooms such as science, computers and physical education. The distributed classrooms are assigned to the Teaching Career Academy and, in general, will be used only by Teaching Academy students. Recently, during the second week of April 2007, our administrators and lead teachers met with LAUSD staff, architects, and space planners to assist us in determining the contiguous space for all small learning communities at Hollywood High School.

The Teaching Career Academy has a Lead Teacher, Julie Anna Glynn and an administrator, Kari Lew, assistant principal.

Our standards-based interdisciplinary lessons include a variety of assessments that correspond to Bloom's Taxonomy and Gardner's Eight Intelligences. All interdisciplinary lessons are focused on project based learning using subject area standards, criteria sheets, and a rubric. Every subject area of our interdisciplinary lessons includes a teaching strategy component enabling our students to understand the art of teaching while simultaneously becoming more engaged, effective and successful presenters and learners. The following are examples of the Academy's lessons:

The English Language Arts component of the Teaching Career Academy bases instruction on grade-level ELA California content standards in reading, writing, speaking, and listening skills. The publishers of Holt, Rinehart, Winston, and Scott Foresman along with the Accelerated Reading Program, the Read 180 Program, our Vantage Writing Lab, assorted grade level novels, short stories, poems, the use of PowerPoint, AVID strategies, literacy teaching strategies, and our local Will and Ariel Durant Public Library, actively engage our students in the acquisition of literacy. The Teaching Career Academy incorporates specific teaching oriented literature such as *The Miracle Worker*, *Stand and Deliver*, and *Freedom Writers*. The novel, *Night*, by Elie Wisel, is an example of a novel used in our 10th grade English class as a component of an interdisciplinary project in conjunction with our 10th grade World History class, and our 10th grade biology class.

The History component of our Teaching Career Academy affords our students the opportunity to demonstrate their mastery of the history standards. Through the use of research strategies, MLA research reports, and power point presentations, intersession projects that prepare our Teaching Career Academy students for their Senior Projects, our Teaching Academy students not only master the standards, they learn skills they will utilize throughout their academic and professional careers. Another tool utilized by our Teaching Career Academy is the use of the Advancement Via Individual Determination (AVID) Socratic Seminars to support students' questioning, reasoning, and fact based documentation of information. As mentioned above, an

example of the 10th grade interdisciplinary World History component is the study of the Holocaust. On a field trip to Rancho Park, students participate in a discussion with Holocaust survivors along with the Huntington Park High School 10th grade Teaching Academy students. Our students then take an additional field trip to the Museum of Tolerance. Next, the students gather information in their collaborative learning teams to synthesize specific information gathered from: Holocaust survivors, the museum, their study of the Holocaust, their study of Eugenics in their Biology class, and from the novel, *Night* to present a power point lesson. In addition, as a culminating project, the students prepare a quilt complete with photos, poems, thank-you letters to the survivors, and symbols representing their learning experience.

Following this the students share the quilt with their parents at parent night. Lastly, the students teach the ninth grade Teaching Career Academy class about the Holocaust as an “into” lesson of what they can expect to learn in their 10th grade Teaching Academy year.

These are examples of more interdisciplinary projects involving the use of teaching strategies, and presenting skills, which are high interest and academically motivating:

- A field trip to the Los Angeles Opera, incorporating the 9th grade English class to teach the story of the opera. The World of Education class to teach the multicultural history of opera, and the Science class to teach sound and lighting.
- A field trip to the UCLA law library incorporating the US History class to research child labor laws and show the video: *Stolen Childhoods*. The 11th grade English class will write letters to government officials regarding child labor laws in the US. The biology class will study the effects on the young human body when exposed to pesticides, and poor working conditions. During a professional development day our students will share parts of the video, teach what they have learned about child labor laws in the U.S.A. to the Hollywood faculty, then ask the interested faculty to sign letters to government officials asking for a reform of the child labor laws.
- Preparing for tutoring at the local elementary schools by incorporating the study of tutoring strategies into the 9th grade World of Education class. Writing learning journals based on the reflections of their tutoring experience in their 9th grade English class. Learning English and math teaching strategies from the elementary coaches at the elementary schools. Sharing tutoring journals with parents at Back to School Night.

In mathematics, the students are clustered with the math teacher of their math level. Math teachers work closely with the academy coordinator to share teaching strategies and special needs of the academy students.

Also, our students are grouped according to their Spanish level in their Spanish classes. Our Teaching Career Academy Spanish teacher and our coordinator work closely with the non-Teaching Career Academy Spanish teachers to ensure success for our students. Our Spanish classes offer a very important culturally relevant aspect to our academy as approximately 85% of our students are of Latin ethnicity. We are finding several of our students are thriving in our AP Spanish classes.

An additional way we work together for the success of our students is through our after-school “Opportunity Learning” program. Three days per week (Monday, Wednesday, and Thursday) from 3:30 PM to 4:30 PM, our academy students receive extra help with their academic and personal challenges.

The Teaching Career Academy team meets weekly during our common conference period to discuss and make decisions related to our budget, students’ conduct, facilities, master schedule, student programming, and issues of community safety. All teachers have input regarding our budget; they are afforded the opportunity to order needed materials; help plan field trips and conferences needed to obtain the vision of our small learning community. During our weekly meeting, student conduct is discussed. We have developed a program titled “Opportunity Learning,” which meets one hour, three days a week, after school for students needing improvement with conduct and/or academic tutoring. The Teaching Career Academy maintains a file on every student that contains students’ grades and test scores, which is used to inform and plan curriculum for our students. In addition, during our weekly meetings, the Teaching Career Academy teachers discuss contiguous space, what is needed and what it would like for the betterment of our program. With regard to our master schedule, teachers and students receive preference forms, which indicate which small learning community and classes they would prefer attending. Lastly, the master schedule and student programming is charted out, shared, discussed, and reviewed to enhance awareness and collaboration among our teachers, counselors and administrators.

The Teaching Career Academy students, beginning in the ninth grade, are equipped with an AVID style notebook, which includes their four-year A-G requirements, which they check off as they pass their classes. All students are aware that if they fail a class they must make it up in intersession. Students also receive AVID strategies in all classes, which they know are provided for their success in high school and college. Students are also provided with information regarding the tutoring they will be a part of at the elementary school, the Teaching Career Academy grade-level officers and meetings, the annual picnic and the Teaching Career Academy vision and motto. In addition, the students of the Teaching Career Academy are informed of LAUSD’s promise of a guaranteed teaching position to all who meet the requirements.

Currently, our Teaching Career Academy ninth graders are cohorted in English, World of Education, Health and Science. Our tenth graders are cohorted in English, Science, Social Studies and Spanish. Our eleventh graders are cohorted in English, Social Studies, Spanish, and soon to be initiated, Child Development/Psychology.

The Teaching Career Academy students plan to run student-lead parent workshops where they teach their parents about the weekly tutoring they conduct at the local elementary schools. Also, the Teaching Career Academy teacher’s co-sponsor parent educational, bi-monthly, meetings with staff at Hollywood High School. Students, staff, families, and community members (comprised of elementary school administrators, teachers and students), work together to achieve the educational goals of our small learning community.

The students of the Teaching Career Academy write personal invitations to their parents inviting them to attend Parent Back To School Nights. During these evenings the Academy Teachers are grouped together in the cafeteria, where parents can easily make contact with all the Teaching Career Academy teachers regarding their children's achievements and challenges. Our plan is to have each student present a portfolio per class of work accomplished during a grading period. At the beginning of the school year, a parent orientation is provided by the Teaching Career Academy for the parents and students entering the Teaching Academy. At this time, parents are advised of all the requirements and activities involved in the Teaching Career Academy. Parental input is encouraged throughout the year to help guide and direct the vision of the Teaching Career Academy. The goal of our Teaching Academy is to create a parent advisory group to meet once a month with the Teaching Academy teachers for the purpose of reviewing students' achievement and encouraging ideas and opportunities for students and parents to help direct the vision of the Teaching Career Academy.

The employers partnering with the Teaching Career Academy are Selma Elementary School, Blessed Sacrament Elementary School and Gardner Elementary School. These schools allow our students to tutor every Monday for two hours. The post-secondary institution we partner with is Santa Monica Community College, which offers Education I and Education II, to our students. In addition, we plan to partner with California State University Northridge in their education program. Parents and community partners are informed by the Lead Teacher and Teaching Career Academy teachers about the vision and goals of the Academy, in addition to the educational impact on students.

The Instruction Curriculum Council meets monthly, at which time all lead teachers share the achievements and challenges and receive advice and support from the council members. Also, our school plan is to institute weekly meetings of the lead teachers, principal, and administrators to discuss the achievements and challenges of the Small Learning Communities. The purpose of these meetings will be to collaborate for the betterment of students, teachers, and staff.

III. EQUITY AND ACCESS BENCHMARKS

The Teaching Career Academy employs a variety of strategies to support a diverse community of learners. Interdisciplinary project based lessons using standards based common rubrics and criteria charts insure a rigorous quality curriculum for all our Teaching Career Academy students. During the teachers' common planning time, teachers will evaluate the strengths and weaknesses of their students based on the rubric evaluations and determine areas of weakness to re-teach so that all students gain mastery of the standards. Instruction and assessment will be made culturally and linguistically relevant by honoring and discussing the ethnic backgrounds of our Teaching Career Academy students in addition to planning lessons based on the rich mix of ethnic heritages represented by our students. Our Teaching Academy students feel honored and respected when they have the opportunity to share and learn about their heritage as well as their peers' heritage, thus creating a high affective filter in which students can learn.

All students entering the Teaching Career Academy do so based on their personal choice. No student will be excluded and no student will be specially included based on any criteria other than the student's indicated choice. Parents and students are invited to an orientation at the beginning of each year at which time student interest and parental desires are discussed regarding the admission process and course programming. Parents and students are informed of the A-G requirements, in addition to the tutoring program, special field trips, grade level leadership opportunities, the LAUSD Career Ladder support, our Saturday School Program, the Teaching Career Academy Opportunity Learning Program, parent information nights as well as Hollywood community support available as recommended by our Healthy Start personnel. All students in the Teaching Career Academy equally receive personal and academic counseling through the resources available at Hollywood High School.

The Teaching Career Academy completes frequent analysis and review of the disaggregated students outcome data and modifies plans as appropriate. The Teaching Career Academy maintains a portfolio on each student that includes all the students' grades and attendance reports. In addition, the student portfolios contain the CST and CAHSEE results. Furthermore, Rudolf Neuhaus, Ph.D., from LAUSD Program Evaluation and Research Branch, provides the Teaching Career Academy data on the students in the Teaching Career Academy compared to non-Teaching Career Academy students. All of the above information is used by the Teaching Career Academy to assist teachers to evaluate the progress of the students and guide lesson planning for the students' success.

The Teaching Career Academy employs heterogeneous groupings of students to support academic and personal development. Students enter the Teaching Career Academy as ninth graders, and continue through graduation at twelfth grade. All Teaching Career Academy students are clustered into Teaching Academy classes creating a heterogeneous group of students. We currently have students in grades 9-11, with approximately 75 students per grade level, and plan to add twelfth grade for the 2007-2008 year, with a total of approximately 300 students. The size and focus of our small learning community is conducive to our goal of personalization, and to the tutoring done by our students at our local elementary schools.

Currently, our Teaching Career Academy ninth graders are cohorted in English, World of Education, Health and Science. Our tenth graders are cohorted in English, Science, Social Studies and Spanish. Our eleventh graders are cohorted in English, Social Studies, Spanish, and soon to be initiated, Child Development/Psychology.

The Teaching Career Academy encourages and supports students to participate in Honors Courses and Advanced Placement Courses. All students wanting to achieve honors credit are able to do so by academy teachers using a split roster and specialized instruction. Beginning with the eleventh grade, the Teaching Career Academy students are encouraged to take Advance Placement classes in the subjects of English and social studies. As our school reconfigures to a traditional schedule next year, Hollywood High School plans to have Advance Placement classes available for those students of all Small Learning Communities and special programs for those who are prepared for the rigors of Advance Placement work.

The Teaching Career Academy holds high expectations for all students with culturally relevant and linguistically responsive teaching that supports all students. As students learn teaching theories they become aware of the importance of honoring themselves and others to create a more humane society. Our students then have the opportunity to put their theory into practice during their tutoring experiences. They are also able to see the international aspects of honoring versus not embracing ethnic, cultural, linguistic, and socio-economic differences as they read literature such as, *Night*, *The Miracle Worker*, *House On Mango Street*, *Always Running*, *The Color Purple*, *The Scarlet Letter*, and Dr. King's speech, "I Have A Dream." In addition, our students will study mathematicians, scientists, historians, teachers, artists, writers, philosophers, politicians, etc., of their various ethnic backgrounds to honor, enhance, and elicit a connection to possibilities in their own lives.

By honoring our students' cultural and linguistic heritage, in addition to maintaining a rigorous quality curriculum the Teaching Career Academy intends for our students to develop a positive attitude toward becoming life long learners. As respected members of our Teaching Career Academy our students' attendance improves, along with their grades, test scores, and their determination to successfully obtain higher education. Through their sense of belonging to the Teaching Career Academy community of learners, our students will discover their individual gifts, and become positive contributing members of our society.

To accomplish these goals the Teaching Career Academy is in partnership with Santa Monica Community College for the dual enrollment program, Selma Elementary School, Gardner Elementary School, and Blessed Sacrament Elementary School for our tutoring program, and The Career Ladder program of LAUSD. The Career Ladder program provides the students with Science and Special Education "teacher training" field trips, paid teacher intern positions, college scholarships, guaranteed teaching positions in LAUSD, and a support system for the coordinator and teachers of the Academy.

In the Teaching Career Academy, all learners are supported through the personalization of teachers and students knowing one another. Our ESL students are able to take their ESL classes with the ESL department while receiving language scaffolding in their academy classes. The Special Education students are mainstreamed into the academy classes; they are supported by the Academy teachers, with the additional support of our Special Education resource teacher. The Special Education students also participate in classes as designated by their I.E.P.s. Alternate teaching and assessments are utilized as necessary for our various programs. In addition, we run an elective English program during intersession that all students are encouraged to attend to support their language acquisition, reading, thinking, writing, and presentation skills. We also support our students by calling home to let their parents know of any classes failed and encourage parents' support to send their child to Intersession where Teaching Career Academy students can make up their classes. Lastly, we encourage all our students to attend Saturday School to support their academic development and prepare the students to pass the CAHSEE.

The Teaching Career Academy has planned for contiguous space. Beginning with the school year 2007-2008, the Teaching Career Academy core courses will be housed in contiguous

classrooms in the southwest bungalows of Hollywood High School. Students will travel to other parts of the campus to take classes in specialized classrooms such as science, computers and physical education. The distributed classrooms are assigned to the Teaching Career Academy and, in general, will be used only by Teaching Academy students. Recently, during the second week of April 2007, our administrators and lead teachers met with LAUSD staff, architects, and space planners to assist us in determining the contiguous space for all Small Learning Communities at Hollywood High School.

In the Teaching Career Academy, there is an equitable distribution of qualified and experienced teaching staff. Two of our teachers bring over 15 years of teaching experience to our Academy. Four of our teachers have been awarded Masters Degrees. Four of the Academy's seven teachers are fluent in Spanish and one Academy teacher is fluent in French. Two of the Academy teachers are new to the teaching profession, giving us a rich diversity of experience, education and youth.

IV. PERSONALIZATION BENCHMARKS

Our Teaching Career Academy "family" of students, teachers, staff, administrators, and parents work closely together through weekly meetings, phone calls home, individualized parent teacher conferences, cohorted classes, Saturday outings, our end of the year picnic, and grade level weekly meetings run by student elected leaders. Teachers discuss students' needs, behavior, and academic issues informally on a daily basis, and formally on a weekly basis where we determine an intervention plan.

The Teaching Career Academy adheres to a zero tolerance plan for inappropriate behavior that detracts from students' learning. Their grade level Teaching Career Academy teacher sponsors, the Teaching Career Academy coordinator, the Teaching Academy counselor, the track coordinator, and the Healthy Start providers counsel disruptive students. Students are also taught listening skills, and "win-win" problem solving skills, which effectively help students solve their problems in a respectful compassionate manner. We encourage a nurturing, positive environment that respects each individual of our Teaching Career Academy for the success of all.

At the beginning of each school year, parents are invited to a Saturday orientation where they are informed about the variety of Small Learning Communities, student programs, and parent support programs offered at Hollywood High School. The Teaching Career Academy teachers utilize our parent center for support in calling our parents for individual meetings and translation. We plan to establish Los Angeles cultural Saturday outings, and speakers for parent-chosen topics to enrich and welcome our parents to the Teaching Career Academy. In addition, we invite parents to volunteer and or observe in our classrooms, and attend student field trips as chaperons.

Students in the Teaching Career Academy receive personalized instruction that incorporates their experiences and cultures and makes connections to the real world. Instruction and assessment will be made culturally and linguistically relevant by honoring and discussing the ethnic backgrounds of our Teaching Career Academy students in addition to planning lessons based on the rich mix of ethnic heritages represented by our students. Our Teaching Academy students feel honored and respected when they have the opportunity to share and learn about their heritage as well as their peers' heritage, thus creating a high affective filter in which students can learn.

As students learn teaching theories they become aware of the importance of honoring themselves and others to create a more humane society. Our students then have the opportunity to put their theory into practice during their tutoring experiences. They are also able to see the international aspects of honoring versus not embracing ethnic, cultural, linguistic, and socio-economic differences as they read literature such as, *Night*, *The Miracle Worker*, *House On Mango Street*, *Always Running*, *The Color Purple*, *The Scarlet Letter*, and Dr. King's speech, "I Have A Dream." In addition, our students will study mathematicians, scientists, historians, teachers, artists, writers, philosophers, politicians, etc., of their various ethnic backgrounds to honor, enhance, and elicit a connection to possibilities in their own lives.

By honoring our students' cultural and linguistic heritage, in addition to maintaining a rigorous quality curriculum, the Academy intends for our students to develop a positive attitude toward becoming life long learners. As respected members of our Teaching Career Academy our students' attendance improves, along with their grades, test scores, and their determination to successfully obtain higher education. Through their sense of belonging to the Academy community of learners, our students will discover their individual gifts, and become positive contributing members of our society.

To accomplish these goals, the Academy is in partnership with Santa Monica Community College for the dual enrollment program, Selma Elementary School, Gardner Elementary School, and Blessed Sacrament Elementary School for our tutoring program, and The Career Ladder program of LAUSD. The Career Ladder program provides the students with Science and Special Education "teacher training" field trips, paid teacher intern positions, college scholarships, guaranteed teaching positions in LAUSD, and a support system for the coordinator and teachers of the Teaching Career Academy.

In the Teaching Career Academy, students are taught diverse learning styles, including multiple intelligences by their Academy instructors as part of the curriculum, in our Academy. Through this instruction, students become aware of their diverse learning styles in addition to learning the skills to prepare lessons for their classmates honoring Gardner's Eight Intelligences. Not only are the Academy students honored by their teachers in their diverse learning styles, the Academy students honor their classmates' diverse learning styles through their presentations to the class.

The Teaching Career Academy team utilizes strategies that help transition students from grade to grade academically, personally and socially. Teachers work together to create interdisciplinary

lessons per grade level, which increase in difficulty as the years progress. For example, the ninth grade student begins with a MLA research paper and PowerPoint presentation, which increases in difficulty up to the culminating senior project. Students have a choice in their subject areas of personally interesting material to present in their preferred learning style as they pass from grade level to grade level. The students have an opportunity to develop socially through their grade level Academy meetings in which they elect officers, and plan events. In addition, the students have a rich social opportunity in their weekly tutoring to the elementary schools.

The students of the Academy are well known by their teachers, counselor and administrator. Through the students' four years in the Academy they will work repeatedly with several of the teachers in the Academy. Students enter the Academy as ninth graders, and continue through graduation at twelfth grade. All Academy students are clustered into Teaching Academy classes creating a heterogeneous group of students. We currently have students in grades 9-11, with approximately 75 students per grade level, and plan to add twelfth grade for the 2007-2008 year, with a total of approximately 300 students.

The size and focus of our small learning community is conducive to our goal of personalization, and to the tutoring done by our students at our local elementary schools (taking more than 75 high school students to our local elementary schools is overwhelming for the elementary school).

Students in the Teaching Career Academy have the opportunity to work with some of the same adults for multiple years in the Teaching Academy. Two teachers sponsor the Academy grade level meetings for four consecutive years. Which means that, two teachers mentor one class of students through ninth, tenth, eleventh and twelfth grades. Those same teachers meet with their grade level group of students to review their academic progress, encouraging students to attend community college classes, Saturday School and Intersession to improve and enrich their education. Any student experiencing difficulties is encouraged by these and other teachers to seek the necessary help and intervention to become successful life long learners. All students have access to any adult mentor and role model of their choice, as all Academy teachers are sincerely invested in the well being and success of all Academy students.

During the beginning of the ninth grade, in their World of Education class, all Teaching Career Academy students receive an AVID style notebook that contains their four-year high school plan of A-G required courses. As students complete their courses, they are instructed to check off those required courses and make up any courses they fail during intersession. Students are counseled and supported with strategies to be successful high school students. Students are told that these strategies are the same strategies that will be helpful as they continue on to their post-secondary education. Students are also given the Road Map To College that outlines all the steps the students need to take to be successful with their post-secondary plans. Our Teaching Academy strategy includes our college counselor, Ms. Campbell meeting with our students in grades nine, ten, eleven and twelve, helping our students complete their written post-secondary plan. Ms. Campbell advises our students on the different college pathways including community college, state college and universities, both public and private. In addition, she helps our students with their college entrance exams, the SAT and/or ACT.

Our Teaching Career Academy communicates monthly with our parents through a school-parent paper that highlights the activities in the Teaching Academy. Parents are also encouraged by written invitation to attend parent conferences four times a year. Our plan is to have our students develop a student-lead conference whereby students will share their progress in their academic classes in addition to their tutoring portfolios, which highlight their weekly tutoring. At the beginning of each year, parents and students are invited to attend an Academy meeting that highlights an overview of our Teaching Career Academy. In addition, we conduct bi-annual conferences regarding our students' personal needs at which time students are encouraged to attend intersession and/or community college classes.

Our Small Learning Community includes opportunities for learning that extends the regular day. The opportunities included are "Opportunity Learning" or where students have the opportunity to make up missed work under the guidance of an Academy teacher, Monday, Wednesday and Thursday, for one hour after school. Students all have the opportunity to attend dual-enrollment Santa Monica Community College classes titled "Education I" and "Education II." Students are also encouraged to help with after-school programs at our local elementary schools. Our students have also been involved with community service at a local orphanage where students read stories to the children and play with them.

Students and parents of the Teaching Career Academy are clearly able to articulate the names of the adults they need to see when they have a concern, question or special need. They simply have to go to the B-Track Center where parents and students will find their administrators, counselors, and teachers of the Academy. Our plan is to publish a list of all teachers by subject and grade level in our monthly parent newspaper so that parents will kept abreast of their children's teachers. During the first week of school, all ninth grade Academy students are given a tour of Hollywood High School, where they are shown the B-Track Center.

The Teaching Career Academy staff has ready access to accurate and timely academic and behavioral data for each student. We ask for and receive a total list of students' grades twice a year in addition to receiving their CST scores and CAHSEE scores that are filed in the Teaching Career Academy student's individual folders maintained by the Academy's Lead Teacher. These folders are shared at any time with administrators, counselors, teachers, parents and the respective student.

V. STANDARDS-BASED BENCHMARKS

The Teaching Career Academy offers classes aligned to District graduation and university admission A-G requirements. In addition, our Academy teachers support our students preparation for performance assessments, and Hollywood High School's ESLRs are incorporated into our Teaching Academy as we prepare our students to be proficient in English, develop goals for their future and become life-long learners. The Academy students, beginning in the ninth grade, are equipped with an AVID style notebook, which includes their four-year A-G requirements, which they check off as they pass their classes. All students are aware that if they

fail a class they must make it up in intersession. Students also receive AVID strategies in all classes, which they know are provided for their success in high school and college. Students are also provided with information regarding the tutoring they will be a part of at the elementary school, the Teaching Career Academy grade-level officers and meetings, the annual picnic and the Teaching Career Academy vision and motto. In addition, the students of the Academy are informed of LAUSD's promise of a guaranteed teaching position to all who meets the requirements.

Our curriculum and instruction is organized around our Teaching Career Academy theme of **“Creating a humane society through life-long teaching and learning.”** In order to help our students gain the confidence to achieve our transcendent theme, the Teaching Career Academy teachers assist the students in several ways. Academy teachers will assist students to achieve a proficient level in their School Performance Assessment and the California Standards Test by becoming proficient in the standards covered in their core academic classes. Students will receive reinforcement in the standards not yet mastered based on assessment results. Students will use the strategies of creating rubrics, criteria charts, cooperative learning, think-pair-share, read arounds, Cornell notes, Socratic seminars, reciprocal reading, and more, to master the standards.

In addition to the subject standards-based curriculum, Teaching Career Academy teachers have determined the following objectives for our teaching academy students:

- Describe the needs in American society for education.
- Describe the qualities of effective teachers.
- Identify issues in education.
- Identify recent changes in American education.
- Identify individual needs of students.
- List effects of socioeconomic cultures on students.
- Describe the qualities of successful students.
- Acquire the skills to become an effective inspiring tutor.
- Research the differences between American education and education in other countries.

The Teaching Career Academy curriculum is articulated to our feeder-middle schools during our recruiting process and during our ninth grade orientation. To provide a coherent educational experience resulting in moving students towards graduation and entrance into college or university, our curriculum is also articulated with Santa Monica Community College's Teaching Academy and with our Academy students each semester as they check off courses they have passed in their four years high school plan which is maintained in their AVID notebook.

Our Teaching Career Academy utilizes multiple forms of student assessments to measure student progress. The instruction is adapted and modified to meet individual learning needs of all students. We have embedded structured academic intervention to ensure the success of our students.

All instruction is scaffolded to assist students in building a base for successful achievement of the standards. Rubrics, and criteria charts are used to assess students' interdisciplinary projects, essays, oral presentations, journals, effectiveness as a tutor, labs, debates, cooperative learning team projects, Power Point projects, and research papers. Students will have the opportunity to review, rewrite, and revise their work to achieve mastery.

Students who need extra support come to our Academy Opportunity Learning classes after school three days per week hosted by an academy teacher. Students who do not do their work in class must come to Opportunity Learning to complete their work. All students soon learn that not doing their work is not an option in our Academy.

We utilize high interest, project based learning and literacy strategies as our foundational instructional strategies to effectively help our students become engaged, while mastering their standards based subjects. Students are informed of the common standards crossing the disciplines in their interdisciplinary project based lessons. They learn a variety of teaching and learning strategies as they work through the steps of their lessons. Students often tutor one another to ensure the success of their classmates. Literacy strategies are taught by all instructors to help insure the success of students. In addition, a common writing strategy is agreed upon by the teachers of an interdisciplinary project and taught by all teachers involved. This insures repetition, practice, and success for our students.

Our interdisciplinary lessons incorporate standards from each discipline involved in the project. Students are taught to recognize the standards common to the various disciplines and help to create a criteria chart and rubric for their projects. This allows for the students and teachers to identify the need for re-teaching and where more effort is needed to master the standard.

Teaching Career Academy teachers teach a standards-based curriculum in all core classes using the standards to assess the students' work. The formative assessments include a combination of standardized tests such as the CAHSSE, District Assessments, CST, in addition to Teaching Career Academy project based assessments. Furthermore, the Teaching Academy teachers will use the students' pre high school reading and math scores along with their language level to determine lesson scaffolding for the students. This data will be used to help teachers assess the need for re-teaching, altering modalities and alternative instruction for the success of all students. Furthermore, our Special Education consultant advises the Teaching Academy teachers in strategies to help our Special Education students. The criteria charts and rubrics based on our common content area standards allow our students and teachers to identify areas of strengths, improvements, and weakness for the purpose of providing feedback and re-teaching.

Our Teaching Academy provides teaching and learning which is enhanced through instructional technology. The Teaching Career Academy home based classroom houses eleven state of the art Mac computers, 3 printers, and a scanner supported by Hollywood High School's computer resource personnel. In addition, our Academy teachers utilize Hollywood High School's Vantage Computer Writing Lab, which is supported by a specially trained Hollywood High

School teacher. Furthermore, our teachers regularly utilize our library computers for MLA research papers and PowerPoint presentations with the support of our computer literate librarian, Mr. Lee.

Our dedicated Teaching Career Academy teachers are fully versed in the standards of their discipline and diligently meet weekly to discuss the students' successes and challenges in meeting the standards. We have found that inter-disciplinary lessons help students to be more successful in accomplishing the standards because they travel from class to class, connecting ideas and forming opinions while using the standards of several disciplines. Our teachers are committed to daily standards based activities, while, at the same time, using the standards to create high interest inter-disciplinary based lessons. We look forward to utilizing professional development time as an Academy for the very purpose of creating more inter-disciplinary standards-based lessons.

Standards based assessments will be used in addition to our interdisciplinary project based assignments using common standards. Students will utilize the criteria charts and rubrics to guide their achievement in their individual classes along with their interdisciplinary project based assignments. Through the repetition of these assessment tools, students will know what is expected of them; therefore, students will be better able to master the standards.

Our standards-based interdisciplinary lessons include a variety of assessments that correspond to Bloom's Taxonomy. All interdisciplinary lessons are focused on project based learning using subject area standards, criteria sheets, and a rubric. Every subject area of our interdisciplinary lessons includes discipline based standards and a teaching strategy component enabling our students to understand the art of teaching while simultaneously becoming more engaged, effective, and successful presenters and learners. The following information highlights how our teachers create weekly, rigorous; standards based activities for their students.

The English Language Arts component of the Academy bases instruction on grade-level ELA California content standards in reading, writing, speaking, and listening skills. The publishers of Holt, Rinehart, Winston, and Scott Foresman along with the Accelerated Reading Program, the Read 180 Program, our Vantage Writing Lab, assorted grade level novels, short stories, poems, the use of PowerPoint, AVID strategies, literacy teaching strategies, and our local Will and Ariel Durant Public Library, actively engage our students in the acquisition of literacy. The Academy incorporates specific teaching oriented literature such as *The Miracle Worker*, *Stand and Deliver*, and *Freedom Writers*. The novel, *Night*, by Elie Wisel, is an example of a novel used in our 10th grade English class as a component of an interdisciplinary project in conjunction with our 10th grade World History class, and our 10th grade biology class.

The History component of our Academy affords our students the opportunity to demonstrate their mastery of the history standards. Through the use of research strategies, MLA research reports, and power point presentations, intersession projects that prepare our TCA students for their Senior Projects, our TCA students not only master the standards, they learn skills they will utilize throughout their academic and professional careers. Another tool utilized by our TCA is

the use of the Advancement Via Individual Determination (AVID) Socratic seminar to support students' questioning, reasoning, and fact based documentation of information. As mentioned above, an example of the 10th grade interdisciplinary World History component is the study of the Holocaust. On a field trip to Rancho Park, students participate in a discussion with Holocaust survivors along with the Huntington Park High School 10th grade Academy students. Our students then take an additional field trip to the Museum of Tolerance. Next, the students gather information in their collaborative learning teams to synthesize specific information gathered from: Holocaust survivors, the museum, their study of the Holocaust, their study of Eugenics in their Biology class, and from the novel, *Night* to present a PowerPoint lesson. In addition, as a culminating project, the students prepare a quilt complete with photos, poems, thank-you letters to the survivors, and symbols representing their learning experience.

Following this the students share the quilt with their parents at parent night. Lastly, the students teach the ninth grade Teaching Career Academy class about the Holocaust as an "into" lesson of what they can expect to learn in their 10th grade Teaching Academy year.

These are examples of more interdisciplinary projects involving the use of teaching strategies, and presenting skills, which are high interest and academically motivating:

- A field trip to the Los Angeles Opera, incorporating the 9th grade English class to teach the story of the opera. The World of Education class to teach the multicultural history of opera, and the Science class to teach sound and lighting.
- A field trip to the UCLA law library incorporating the US History class to research child labor laws and show the video: *Stolen Childhoods*. The 11th grade English class will write letters to government officials regarding child labor laws in the US. The biology class will study the effects on the young human body when exposed to pesticides, and poor working conditions. During a professional development day our students will share parts of the video, teach what they have learned about child labor laws in the U.S.A. to the Hollywood faculty, then ask the interested faculty to sign letters to government officials asking for a reform of the child labor laws.
- Preparing for tutoring at the local elementary schools by incorporating the study of tutoring strategies into the 9th grade World of Education class. Some of the strategies used by our high school students while tutoring are: "Getting To Know You," think, pair, share, flash cards, reading aloud, who, what, where, when, why questions, math manipulative, and word and math bingo. Writing learning journals based on the reflections of their tutoring experience in their 9th grade English class. Learning English and math teaching strategies from the elementary coaches at the elementary schools. Sharing tutoring journals with parents at Back to School Night.

Weekly teacher meetings are held during the Academy's common conference period where the teachers focus on instruction and student learning using common assessments and analysis of student's work and data results. We look forward to building a series of grade level interdisciplinary lessons filled with Bloom's Taxonomy and Gardner's Eight Intelligences that are standards-based, thematically connected to our Small Learning Community and of high

interest to our students and teachers. The Teaching Career Academy completes frequent analysis and review of the disaggregated students outcome data and modifies plans as appropriate. The Teaching Career Academy maintains a portfolio on each student that includes all the students' grades and attendance reports. In addition, the student portfolios contain the CST and CAHSEE results. Furthermore, Rudolf Neuhaus, Ph.D., from LAUSD Program Evaluation and Research Branch, provides the Teaching Career Academy data on the students in the Teaching Career Academy compared to non-Teaching Career Academy students. All of the above information is used by the Teaching Career Academy to assist teachers to evaluate the progress of the students and guide lesson planning for the students' success.

VI. ACCOUNTABILITY AND LEADERSHIP BENCHMARKS

The Teaching Career Academy demonstrates personal and collective responsibility for achieving the vision and goals of our Small Learning Community. Our team meets weekly during our common conference period for the purpose of continuing and enhancing our vision and goals. Based on individual talents, interests, and time, every one contributes equally and joyfully for the success of our team. All stakeholders hold one another accountable for fulfilling our vision through respectful encouragement and support. Review and analysis of our interdisciplinary rubrics, student needs, student behaviors, interaction with our Teaching Career Academy partners (LAUSD Career Ladder, elementary schools, and Santa Monica College) parent needs, and administrators guidance, are our primary methods of measuring success and guaranteeing accountability for the success of our students.

Our leadership plan is clearly articulated involving individual and collective responsibilities. Decision-making and implementation of our program is a collaborative effort among all stakeholders. Our consensus decision-making process takes place openly during our weekly Teaching Career Academy meetings where an open agenda is used and modified according to the needs of the Academy. Our teachers also chose to be sponsors of the different grade levels where student elections are held for leadership and weekly student/sponsor meetings.

Our Teaching Career Academy has the support of our principal, assistant principals, counselors and other LAUSD personnel. The Lead Teacher of the Teaching Career Academy, department chairs, counselors, and administrative staff currently meet monthly in our ICC meeting to share, discuss, plan and integrate the activities of Hollywood High School. Our current plan for the Small Learning Communities is to have the Lead Teachers and administrators meet on a weekly basis.

The Teaching Career Academy has expertise and utilizes internal and external school and student data to make informed decisions. This data is reviewed often during the Teaching Career Academy weekly meetings. Data from the periodic assessments, CST, CAHSEE, and Teaching Career Academy rubric are used. All of the above information is maintained in individual student portfolios for easy access.

The Teaching Career Academy completes frequent analysis and review of the disaggregated students outcome data and modifies plans as appropriate. As stated above, the Teaching Career Academy maintains a portfolio on each student that includes all the students' grades and attendance reports. In addition, the student portfolios contain the CST and CAHSEE results. Furthermore, Rudolf Neuhaus, Ph.D., from LAUSD Program Evaluation and Research Branch, provides the Teaching Career Academy data on the students in the Teaching Career Academy compared to non-Teaching Career Academy students. All of the above information is used by the Teaching Career Academy to assist teachers to evaluate the progress of the students and guide lesson planning for the students' success.

In addition to receiving support and technical assistance from Dr. Neuhaus, the Teaching Career Academy works closely with the Career Ladder of LAUSD. Our Lead Teacher attends monthly meetings that are held for the twelve teaching career academies of LAUSD. The Career Ladder provides special field trip opportunities for the Teaching Career Academy students in the areas of science and Special Education. In addition, the Career Ladder offers any qualified student who is interested in becoming a teacher, an internship and scholarship. The Chief Officer of Human Resources of LAUSD has guaranteed a LAUSD teaching position to any Teaching Career Academy student who has met the requirements.

The Teaching Career Academy team meets weekly during our common conference period to discuss and make decisions related to our budget, students' conduct, facilities, master schedule, student programming, and issues of community safety. All teachers have input regarding our budget; they are afforded the opportunity to order needed materials; help plan field trips and conferences needed to obtain the vision of our small learning community. During our weekly meeting, student conduct is discussed. We have developed a program titled "Opportunity Learning," which meets one hour, three days a week, after school for students needing improvement with conduct and/or academic tutoring.

The Teaching Career Academy maintains a file on every student that contains students' grades and test scores, which is used to inform and plan curriculum for our students. In addition, during our weekly meetings, the Teaching Career Academy teachers discuss contiguous space, what is needed and what it would like for the betterment of our program. With regard to our master schedule, teachers and students receive preference forms that indicate which small learning community and classes they would prefer attending. Lastly, the master schedule and student programming is charted out, shared, discussed, and reviewed to enhance awareness and collaboration among our teachers, counselors and administrators.

The issue of community safety is addressed in our vision statement of "**Creating a humane society through lifelong teaching and learning.**" Humanity and peaceful coexistence are topics integrated into subject matter by each of our Academy teachers. Our students know our philosophy of conflict resolution and win-win problem solving. They are aware that their teachers are truly dedicated and care so that any child feeling an issue of safety feels confident to discuss their concerns with their Academy teachers. The evaluation plan includes data mentioned above which the Academy team reviews at the end of each semester, to guide our

lesson planning for the success of our students. Students, parents and staff commit bi-annually to review the common set of expectations of grades, attendance, work habits, behavior, and test scores for the purpose of informing and setting goals and standards for the Teaching Academy.

VII. COLLABORATION, PARENT & COMMUNITY ENGAGEMENT BENCHMARKS

The Teaching Career Academy has established partnerships with community members, post secondary institutions and other necessary support for our Small Learning Community. Our community support group includes: The LAUSD Career Ladder, Selma Elementary School, Gardner Elementary School, Blessed Sacrament Elementary School and Santa Monica Community College. This year we are planning on including the California State University Northridge Education Department, and the UCLA Education Department.

Our partners are involved in the development of curriculum and activities that support the Teaching Career Academy. Santa Monica Community College offers Education I and Education II, that support our theme of teaching. Our local elementary schools offer support with our weekly tutoring by supporting the students with planned tutoring curriculum. The LAUSD Career Ladder offers support to our students with field trips regarding the teaching of science and Special Education classes, plus the Career Ladder offers internships and scholarships to our students.

Parents are included as participants in our Teaching Academy. They will be encouraged to participate in our Saturday, Los Angeles Cultural outings for parents and students. In addition, our parents will be encouraged to request speakers on topics that will help them support their child's success in high school and higher learning. Parents are also encouraged to observe in their child's classroom, attend parent conferences, back to school night, along with being chaperons for our field trips. Also, our school parent center provides translation services offering friendly and easy access to teachers and activities of the Teaching Career Academy. Parents also receive information through our school newsletter that highlights activities in the Teaching Career Academy.

Students and parents are given thorough information about all Small Learning Communities when making a small learning community choice for placement. Hollywood High School distributes preference sheets to the middle school that are taken home by the middle school students to share with their parents. In addition, the Hollywood High School orientation for ninth graders offers an opportunity for all new ninth graders and parents to visit the staff and students of the Small Learning Community.

Currently, at the end of each year, students and teachers of the Teaching Career Academy complete an evaluation of our small learning community. We plan to include parents in this evaluation beginning with the 2007-2008 year.

Hollywood High School plans to establish a Small Learning Community Advisory Committee that plans to hold bi-monthly meetings that are open to the public. The purpose of these meetings is to share and collaborate successes and challenges for the betterment of the Hollywood High School community.

The Teaching Career Academy has scheduled open weekly meetings during our common conference period where our administrators and counselors are invited. Our Teaching Career Academy utilizes multiple forms of student assessments to measure student progress. The instruction is adapted and modified to meet individual learning needs of all students. We have embedded structured academic intervention to ensure the success of our students.

All instruction is scaffolded to assist students in building a base for successful achievement of the standards. Rubrics, and criteria charts are used to assess students' interdisciplinary projects, essays, oral presentations, journals, and effectiveness as a tutor, labs, debates, cooperative learning team projects, Power Point projects, and research papers. Students will have the opportunity to review, rewrite, and revise their work to achieve mastery.

Students who need extra support come to our Teaching Career Academy Opportunity Learning classes after school three days per week hosted by an academy teacher. Students who do not do their work in class must come to Opportunity Learning to complete their work. All students soon learn that not doing their work is not an option in our Teaching Career Academy.

We utilize high interest, project based learning and literacy strategies as our foundational instructional strategies to effectively help our students become engaged, while mastering their standards based subjects. Students are informed of the common standards crossing the disciplines in their interdisciplinary project based lessons. They learn a variety of teaching and learning strategies as they work through the steps of their lessons. Students often tutor one another to ensure the success of their classmates. Literacy strategies are taught by all instructors to help insure the success of students. In addition, a common writing strategy is agreed upon by the teachers of an interdisciplinary project and taught by all teachers involved. This insures repetition, practice, and success for our students.

Our interdisciplinary lessons incorporate standards from each discipline involved in the project. Students are taught to recognize the standards common to the various disciplines and help to create a criteria chart and rubric for their projects. This allows for the students and teachers to identify the need for re-teaching and where more effort is needed to master the standard.

Teaching Career Academy teachers teach a standards-based curriculum in all core classes using the standards to assess the students' work. The formative assessments include a combination of standardized tests such as the CAHSSE, District Assessments, CST, in addition to Teaching Career Academy project based assessments. Furthermore, the Teaching Academy teachers will use the students' pre high school reading and math scores along with their language level to determine lesson scaffolding for the students. This data will be used to help teachers assess the need for re-teaching, altering modalities and alternative instruction for the success of all students.

Furthermore, our Special Education consultant advises the Teaching Academy teachers in strategies to help our Special Education students. The criteria charts and rubrics based on our common content area standards allow our students and teachers to identify areas of strengths, improvements, and weakness for the purpose of providing feedback and re-teaching.

Our Teaching Academy provides teaching and learning which is enhanced through instructional technology. The Teaching Career Academy home based classroom houses eleven state of the art Mac computers, 3 printers, and a scanner supported by Hollywood High School's computer resource personnel. In addition, our Academy teachers utilize Hollywood High School's Vantage Computer Writing Lab, which is supported by a specially trained Hollywood High School teacher. Furthermore, our teachers regularly utilize our library computers for MLA research papers and PowerPoint presentations with the support of our computer literate librarian, Mr. Lee.

Our dedicated Teaching Career Academy teachers are fully versed in the standards of their discipline and diligently meet weekly to discuss the students' successes and challenges in meeting the standards. We have found that inter-disciplinary lessons help students to be more successful in accomplishing the standards because they travel from class to class, connecting ideas and forming opinions while using the standards of several disciplines. Our teachers are committed to daily standards based activities, while, at the same time, using the standards to create high interest inter-disciplinary based lessons. We look forward to utilizing professional development time as an Academy for the very purpose of creating more inter-disciplinary standards-based lessons.

VIII. PROFESSIONAL DEVELOPMENT BENCHMARKS

The Teaching Career Academy team meets weekly to discuss student work and plan lessons and activities. Our dedicated Teaching Career Academy teachers are fully versed in the standards of their discipline and diligently meet weekly to discuss the students' successes and challenges in meeting the standards. We have found that inter-disciplinary lessons help students to be more successful in accomplishing the standards because they travel from class to class, connecting ideas and forming opinions while using the standards of several disciplines. Our teachers are committed to daily standards based activities, while, at the same time, using the standards to create high interest inter-disciplinary based lessons. We look forward to utilizing professional development time as an Academy for the very purpose of creating more inter-disciplinary standards-based lessons.

Weekly teacher meetings are held during the Academy's common conference period where the teachers focus on instruction and student learning using common assessments and analysis of student's work and data results. The Teaching Career Academy completes frequent analysis and review of the disaggregated students outcome data and modifies plans as appropriate. The Teaching Career Academy maintains a portfolio on each student that includes all the students'

grades and attendance reports. In addition, the student portfolios contain the CST and CAHSEE results. Furthermore, Rudolf Neuhaus, Ph.D., from LAUSD Program Evaluation and Research Branch, provides the Teaching Career Academy data on the students in the Teaching Career Academy compared to non-Teaching Career Academy students. All of the above information is used by the Teaching Career Academy to assist teachers to evaluate the progress of the students and guide lesson planning for the students' success.

Standards based assessments will be used in addition to our interdisciplinary project based assignments using common standards. Students will utilize the criteria charts and rubrics to guide their achievement in their individual classes along with their interdisciplinary project based assignments. Through the repetition of these assessment tools, students will know what is expected of them; therefore, students will be better able to master the standards. Additional assessment tools used to guide planning are the periodic assessments, CAHSEE, and the students' pass rate on their A-G requirements. Individual folders are maintained with a record of the students' grades, attendance, behavior, CST scores and CAHSEE scores for easy access by the individual student, their parents, teachers and counselors. These records are reviewed at the end of each semester by teachers to inform students and their parents of courses the students need to make up during intersession.

Our standards-based interdisciplinary lessons include a variety of assessments that correspond to Bloom's Taxonomy and Gardner's Eight Intelligences. All interdisciplinary lessons are focused on project based learning using subject area standards, criteria sheets, and a rubric. Every subject area of our interdisciplinary lessons includes discipline based standards and a teaching strategy component enabling our students to understand the art of teaching while simultaneously becoming more engaged, effective, and successful presenters and learners. The following information highlights how our teachers create weekly, rigorous; standards based activities for their students.

The English Language Arts component of the Teaching Career Academy bases instruction on grade-level ELA California content standards in reading, writing, speaking, and listening skills. The publishers of Holt, Rinehart, Winston, and Scott Foresman along with the Accelerated Reading Program, the Read 180 Program, our Vantage Writing Lab, assorted grade level novels, short stories, poems, the use of PowerPoint, AVID strategies, literacy teaching strategies, and our local Will and Ariel Durant Public Library, actively engage our students in the acquisition of literacy. The Teaching Career Academy incorporates specific teaching oriented literature such as *The Miracle Worker*, *Stand and Deliver*, and *Freedom Writers*. The novel, *Night*, by Elie Wisel, is an example of a novel used in our 10th grade English class as a component of an interdisciplinary project in conjunction with our 10th grade World History class, and our 10th grade biology class.

The History component of our Teaching Career Academy affords our students the opportunity to demonstrate their mastery of the history standards. Through the use of research strategies, MLA research reports, and power point presentations, intersession projects that prepare our Teaching Career Academy students for their Senior Projects, our Teaching Career Academy students not

only master the standards, they learn skills they will utilize throughout their academic and professional careers. Another tool utilized by our Teaching Career Academy is the use of the Advancement Via Individual Determination (AVID) Socratic seminar to support students' questioning, reasoning, and fact based documentation of information. As mentioned above, an example of the 10th grade interdisciplinary World History component is the study of the Holocaust. On a field trip to Rancho Park, students participate in a discussion with Holocaust survivors along with the Huntington Park High School 10th grade Teaching Career Academy students. Our students then take an additional field trip to the Museum of Tolerance. Next, the students gather information in their collaborative learning teams to synthesize specific information gathered from: Holocaust survivors, the museum, their study of the Holocaust, their study of Eugenics in their Biology class, and from the novel, *Night* to present a PowerPoint lesson. In addition, as a culminating project, the students prepare a quilt complete with photos, poems, and thank-you letters to the survivors, and symbols representing their learning experience.

Following this the students share the quilt with their parents at parent night. Lastly, the students teach the ninth grade Teaching Career Academy class about the Holocaust as an "into" lesson of what they can expect to learn in their 10th grade Teaching Academy year.

These are examples of more interdisciplinary projects involving the use of teaching strategies, and presenting skills, which are high interest and academically motivating:

- A field trip to the Los Angeles Opera, incorporating the 9th grade English class to teach the story of the opera. The World of Education class to teach the multicultural history of opera, and the Science class to teach sound and lighting.
- A field trip to the UCLA law library incorporating the US History class to research child labor laws and show the video: *Stolen Childhoods*. The 11th grade English class will write letters to government officials regarding child labor laws in the US. The biology class will study the effects on the young human body when exposed to pesticides, and poor working conditions. During a professional development day our students will share parts of the video, teach what they have learned about child labor laws in the U.S.A. to the Hollywood faculty, then ask the interested faculty to sign letters to government officials asking for a reform of the child labor laws.
- Preparing for tutoring at the local elementary schools by incorporating the study of tutoring strategies into the 9th grade World of Education class. Some of the strategies used by our high school students while tutoring are: "Getting To Know You," think, pair, share, flash cards, reading aloud, who, what, where, when, why questions, math manipulative, and word and math bingo. Writing learning journals based on the reflections of their tutoring experience in their 9th grade English class. Learning English and math teaching strategies from the elementary coaches at the elementary schools. Sharing tutoring journals with parents at Back to School Night.

The Teaching Career Academy professional development includes time for teachers, counselors and other staff to personalize the educational experience of the students. After reviewing and

discussing the student successes and challenges, adjustments are made through re-teaching, tutoring, and peer group support. The Teaching Career Academy plans to develop advisories for the purpose of personalization and thematic connection to the Teaching Academy for the success of our students. We have plans to work with Wildwood School and U.C.L.A. for the development of our advisories. In addition to the above mentioned professional development, our Teaching Career Academy is dedicated to professional development that:

- * Teaches across the curriculum reading and writing strategies.
- * Teaches the effects of poverty and prejudice on learning.
- * Teaches the effects of trauma on learning.
- * Teaches best practices in education.
- * Teaches professional skills for small learning communities.
- * Teaches grant writing skills.
- * Teaches community outreach skills to create Small Learning Community partnerships.
- * Teaches, “what’s new” in content area classes.
- * Teaches academically inspiring projects for high interest learning.
- * Teaches current teen issues.

The stakeholders of our Teaching Career Academy generate our professional development. When teachers attend professional development workshops they are dedicated to returning to our weekly meeting with exciting information to share with the group. For example, our teachers have shared information in the areas of science, English, AVID, and service learning. In addition, our team has participated in the Facing History and Ourselves professional development, an organization that providing ongoing support. We are planning another professional development with The Catalysis Foundation, an organization dedicated to helping students who have suffered from trauma in their lives and in the lives of their families. Our weekly meetings have an “open door” policy welcoming all interested parties to join. Our agenda saves room weekly for suggestions for next week’s agenda items. All members of our learning community are welcome to provide suggested topics and protocols that will enrich our Teaching Career Academy.

Our primary goal in professional development is to focus on our students’ success in high school and future higher learning in order to help our students become contributing members of our society through the development of their individual gifts and talents. We daily informally discuss issues surrounding the success of our students as we pass one another in the halls, call one another on our classroom phones or meet during nutrition, lunch, or during our common conference period. And we formally discuss our students’ work, academic goals, and their progress meeting these goals during our weekly meetings. We are dedicated to professional development that helps us prepare our students for graduation from high school, success in higher education, and personal empowerment through life long teaching and learning.

Our professional development meetings and weekly meetings are open to parents and partners and, when appropriate, students, for the purpose of collaborating and creating a community of learners.

Our professional development is aligned with central, district, and site-specific improvement goals through using our periodic assessments, A-G requirements, and Student Achievement Improvement Team requirements. Our Student Achievement Improvement Team requirements focus on language arts and mathematics for grades 9 and 10. The Teaching Career Academy teachers will be working closely with our Student Achievement Improvement Team advisors and administrators to prepare our students for success in these areas.

Our professional development supports ongoing leadership development for both Small Learning Community Lead Teachers and administrators. Our plans are for Lead Teachers and Administrators to meet weekly to share and discuss the successes and challenges of all Small Learning Communities. Some of the current areas to discuss are project based learning, the bell schedule, and advisories. Hollywood High School supports instructional experimentation and pilot studies that connect to our Small Learning Community theme and vision of **“Creating a humane society through life long teaching and learning,”**