As a Hillsdale High School graduate you will:

**Communicate** effectively:
- Write logically structured documents that demonstrate an appropriate sense of audience, purpose, and context.
- Speak with poise, clear organization, a command of language, and an appropriate sense of audience, purpose, and context.
- Listen actively, acknowledging and understanding different viewpoints, and providing and accepting feedback.

**Read** for:
- Understanding

**Think**:
- Critically:
  - Ask critical questions
  - Generate hypotheses
  - View problems from multiple perspectives
  - Analyze, evaluate, and synthesize information
  - Pursue answers and solutions through research, experimentation and/or computation.
- Creatively: Generate unique answers and interpretations.
- Metacognitively: Reflect upon and assess your work.

**Respect**:
- Yourself:
  - Make informed and appropriate personal and academic decisions
  - Be prepared, participate and persevere
  - Reflect and self-evaluate
- Your community:
  - Demonstrate integrity and empathy
  - Collaborate in large and small groups
  - Understand, appreciate and respect diversity
- Your world:
  - Participate in civil discourse and the democratic process
  - Make authentic connections between what you have learned and the wider world

**Understand and apply**:
- Content
- Content skills

<table>
<thead>
<tr>
<th>Communicate Effectively</th>
<th>Read for…</th>
<th>Think…</th>
<th>Respect</th>
<th>Understand and Apply…</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write</td>
<td>Understanding</td>
<td>Critically</td>
<td>Yourself</td>
<td>Content</td>
</tr>
<tr>
<td>Speak</td>
<td></td>
<td>Creatively</td>
<td>Your community</td>
<td>Content Skills</td>
</tr>
<tr>
<td>Listen</td>
<td></td>
<td>Metacognitively</td>
<td>Your world</td>
<td></td>
</tr>
</tbody>
</table>
# Hillsdale High School Graduate Profile Rubric

Updated: 8/28/13

## Thinking

<table>
<thead>
<tr>
<th>Exceeding CSM quality</th>
<th>Meeting CSM prepared</th>
<th>Approaching HHS diploma-worthy CSM ready w/substantial support</th>
<th>Initial Stages</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Thinking Critically:</strong> <strong>Curiosity</strong></td>
<td><strong>Thinking Critically:</strong> <strong>Critical Questions Hypotheses</strong></td>
<td><strong>Thinking Critically:</strong> <strong>Multiple Perspectives</strong></td>
<td><strong>Thinking Critically:</strong> <strong>Analyze Evaluate Synthesize</strong></td>
</tr>
<tr>
<td>Forms precise and appropriate questions that are well grounded in the schema of the content area/unit</td>
<td>Forms appropriate questions that are related to the schema of the content area/unit</td>
<td>Forms specific hypotheses based on experience or observation that can be tested with evidence</td>
<td>Gathers detailed information from a wide variety of valid sources</td>
</tr>
<tr>
<td>Forms specific hypotheses based on experience or observation that can be tested with evidence</td>
<td>Forms general hypotheses that can be researched or tested with evidence</td>
<td>Forms general hypotheses that can be researched or tested with evidence</td>
<td>Consistently uses source material to understand the question from multiple perspectives</td>
</tr>
<tr>
<td><strong>Thinking Critically:</strong> <strong>Multiple Perspectives</strong></td>
<td><strong>Thinking Critically:</strong> <strong>Analyze Evaluate Synthesize</strong></td>
<td><strong>Thinking Critically:</strong> <strong>Analyze Evaluate Synthesize</strong></td>
<td><strong>Thinking Critically:</strong> <strong>Analyze Evaluate Synthesize</strong></td>
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<tr>
<td>Gathers detailed information from a wide variety of valid sources</td>
<td>Gathers information from a wide variety of valid sources</td>
<td>Gathers information from a wide variety of valid sources</td>
<td>Gathers information from a wide variety of valid sources</td>
</tr>
<tr>
<td>Strategically uses source material to understand the question from multiple perspectives</td>
<td>Consistently uses source material to understand the question from multiple perspectives</td>
<td>Uses source material to understand the question from one perspective.</td>
<td>Uses source material to understand the question from multiple perspectives</td>
</tr>
<tr>
<td>Accurately assesses the value and reliability of the source material</td>
<td>Assesses the value and reliability of the source material</td>
<td>Questions the value and reliability of the source material</td>
<td>Uses evidence indiscriminately</td>
</tr>
<tr>
<td>Rearranges and combines source material in new ways to justify unique conclusions</td>
<td>Rearranges and combines source material in effective ways to justify conclusions</td>
<td>Combines source material to develop potential conclusions</td>
<td>Summarizes or paraphrases ideas</td>
</tr>
<tr>
<td><strong>Thinking Creatively</strong></td>
<td><strong>Thinking Creatively</strong></td>
<td><strong>Thinking Creatively</strong></td>
<td><strong>Thinking Creatively</strong></td>
</tr>
<tr>
<td>Produces creative interpretations, solutions, or work based on observations, experience, others’ ideas, connections within and between subjects</td>
<td>Produces viable ideas, solutions, or work based on observation, experience, others’ ideas, connections within and between subjects</td>
<td>Produces ideas, solutions, or work based on observation, experience, others’ ideas, connections within and between subjects</td>
<td>Reproduces existing ideas, solutions or work</td>
</tr>
<tr>
<td>Independently critiques solutions, seeking feedback</td>
<td>Critiques his or her solutions, seeking feedback to improve ideas</td>
<td>Critiques his or her solutions and responds to feedback</td>
<td>Responds to feedback</td>
</tr>
<tr>
<td>Creates a new object, solution that is appropriate to the setting</td>
<td>With support, creates a new object, solution or idea that is appropriate to the setting</td>
<td>Adapts an appropriate example to his or her own needs</td>
<td>Successfully reproduces an appropriate</td>
</tr>
<tr>
<td>Understands context, purpose, and content of the activity; applies to</td>
<td>Understands the context purpose, and content of the activity</td>
<td>Understands the activity and its purpose</td>
<td>Understands the activity</td>
</tr>
<tr>
<td>Metacognitively</td>
<td>learning goals</td>
<td></td>
<td></td>
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<tr>
<td>-------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reflection and self-assessment</td>
<td>Effectively selects, adapts, and monitors research, inquiry and/or study strategies</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Selects, adapts and monitors research, inquiry, and/or strategies for studying</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Selects and monitors research, inquiry, and/or strategies for studying</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Selects strategies for research, inquiry and/or studying</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Makes progress by reflecting on strengths and weaknesses</td>
<td>Reflects on progress, including strengths and weakness</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reflects on progress</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Sees progress in terms of grades</td>
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</tbody>
</table>

**key terms:**
- **schema**: a mental model that helps the process of perception and understanding
- **hypothesis**: a tentative explanation for a problem or observation that can be tested
- **perspective**: a particular mental view or outlook
- **critique**: a critical discussion of a topic
- **context**: the interrelated conditions in which something exists or occurs
Hillsdale High School

Assessment System and Structures

Strong assessment systems reflect student achievement of meaningful standards and drive the curriculum that facilitates that achievement. Hillsdale questions the reliability of the current state-mandated system, which has dangerously narrowed the definition of achievement while relying on a flawed testing tool. In the face of this invalid system, HHS is driven to construct an assessment system that defines the standards that reflect our vision and that establish valid measures of these standards. At the heart of the system described below is the fact that we privilege learning over teaching and seek to ensure that student demonstrate that learning authentically.

Graduate Profile:
Hillsdale’s Graduate Profile was generated through extensive staff discussions and describes the core standards that the school believes are necessary in order for graduates to be good citizens and neighbors in the 21st century. The Graduate Profile asks that all students:

• Communicate Effectively
• Read for Understanding
• Think Critically, Creatively and Metacognitively
• Respect Themselves, Their Community and Their World
• Understand and Apply Content and Content Skills

All teachers and all classes should privilege the teaching and assessment of the Graduate Profile.

Learning Outcomes:
Each content team has defined, through the creation of Learning Outcomes, the academic skills and understandings that are to be learned and demonstrated in the content area classrooms. The Learning Outcomes give shape to the final bullet of the Graduate Profile: Understand and Apply Content and Content Skills. The Common Core standards often overlap and inform that Learning Outcomes and provide the detailed description of the content that is taught in each course.

Graduate Profile and Learning Outcome Rubrics:
The Hillsdale Faculty has generated common rubrics that describe the criteria for proficiency in each Graduate Profile and Learning Outcome element. Student performance as measured against these rubrics is the central measure of student academic success at Hillsdale. The term “student achievement” at Hillsdale means, primarily, the demonstration of the Graduate Profile and Learning Outcomes.

Portfolio:
The Senior Portfolio is a collection of work that reflects student achievement vis-à-vis the Graduate Profile and Learning Outcomes. The construction and management of the portfolio is a shared responsibility with each course providing opportunities for students to demonstrate proficiency through portfolio tasks, while the organization and logistics are managed through upper division advisory. See “Hillsdale High School Portfolio Model” for a detailed description of the Portfolio system.
Portfolio Defense:
The defense of the portfolio in February of 12th grade is the critical summative assessment of Hillsdale students’ skills and knowledge. The defense consists of an hour-long presentation and question-answer session of a collection of work within the student’s chosen “major”. The defense is measured against the Graduate Profile rubrics in Communication, Thinking and Content, with multiple opportunities to revise and pass the rigorous process. Curriculum, instruction and assessment over the course of a student’s high school career are, in large part, aimed at ensuring proficiency in the portfolio and portfolio defense.

Portfolio Tasks:
Portfolio tasks are significant project-based assignments embedded in the curriculum of every course at Hillsdale with the intent of teaching the elements of the Graduate Profile and Learning Outcomes across the Smaller Learning Communities. Portfolio tasks represent inquiry-based, student-centered curriculum that results in students “making meaning” of rich and deep content. These tasks often incorporate the following elements:

- Academic Rigor
- Adult Relationships
- Authentic Outcomes
- Active Exploration
- Applied Learning
- Authentic Assessment

Senior Mastery Project:
The Senior Mastery Project (SMP) allows 12th grade students the opportunity to select a topic or project to explore over the course of the senior year. The SMP will include research and substantial writing, including multiple drafts, with an emphasis on authentic projects when possible. The SMP, the capstone project of a student’s career at Hillsdale, is housed in the upper division Social Studies and English classes and the teachers of those classes should not bear any significant burden with regards to the portfolio or portfolio defense. All staff members will coach the same four students in the SMP process as they coach through the portfolio defense. There is an SMP demonstration each Spring.

Benchmarks:
Benchmark assessments at Hillsdale are common assessments that test the most important content and skills within a given course. Proficiency on benchmark assessments demonstrates a student’s capacity to successfully move on to the next level of study in the content area. Benchmarks are aligned to the Graduate Profile and Learning Outcomes.

Benchmark Summer School:
Students who do not pass a class because of a lack of proficiency on one or more benchmarks may be provided the opportunity to pass the benchmark and the class during the summer if the number of students justifies the offering of Benchmark Summer School.

Grades:
Course grades should reflect student achievement of the Graduate Profile and Learning Outcomes, including the ability to Understand and Apply Content. Grading issues that are being discussed and explored in different areas of the school include:
• Percentages and the role of the “0” grade.
• Standards/rubric based assessments and the role of points.
• The meaning of the “A”, “D” and “F” grades in each course and at each grade level.
• Opportunities to personalize assessment for individual students, including the possibility of viewing grades through the lens of a two-year core relationship, where proficiency and passing are not bound by traditional semester markers.
• The possibilities and implications of grading growth over time.

Philosophical Beliefs around Assessment

Formative Assessment: The term “formative assessment” has been co-opted by the testing industry such that its usage is often imprecise and less than useful. In order to be formative (or “educative”) an assessment results must be analyzed and understood by the student as well as the teacher. Three questions can help clarify and focus a formative assessment: 1. What is the student supposed to be learning? 2. What does that student not understand? 3. How can that understanding be gained?

Research by Black and William (“Inside the Black Box: Raising Standards Through Classroom Assessment”) indicates that appropriately used formative assessments have a larger impact on student learning than any other single instructional strategy.

Processing:
In order for an assessment to be formative and for material to be learned, students must be given substantial time to process material and ideas, connecting to and reshaping existing schema. The amount of minutes a student can be expected to concentrate on new material is roughly equivalent to the student’s age, up to 15. Any teaching that lasts more than 10-15 minutes without structured opportunities to make meaning is likely a waste of time.

Questioning:
Questioning is a critical assessment tool. In order to be effective, questioning strategies must be appropriately matched to the goal of the questioning. Teachers need to be particularly attentive to wait-time and the appropriate scaffolding of questions.

Feedback:
Appropriate and specific feedback facilitates deeper learning. Feedback should be disassociated from grades whenever possible. In fact, feedback that is combined with a point grade may be detrimental to learning.

Failure:
Failing grades do not motivate students who have a significant history of academic failure.
Hillsdale High School Portfolio Process and Logistics

Purpose of the Portfolio and Defense
- Establish clear, rigorous, valid and reliable measures of student preparation for post-graduate life.
- Ensure that all students are held to meaningful standards in a supportive environment.
- Create a focused professional development model that will facilitate important conversations about teaching and learning, as well as increased peer feedback on curriculum and instructional strategies.

Timeline for Portfolio Implementation
2010-11: Pilot Portfolio tasks in all content areas
- Maintain Senior Exhibition
- Design Mastery Project
2011-12: Introduce new Portfolio tasks
- Implement school-wide Portfolio defense days on February 8th and 9th
- Class of ’12 will complete modified Portfolio and Mastery Project
2012-13: Class of ’13 will complete Portfolio and Mastery Project

Portfolio Components
The Portfolio is comprised of:
- Title Page and Letter of Introduction that will describe the student’s background and mastery of Hillsdale’s Graduate Profile and growth over time, and synthesize existing reflections.
- One portfolio entry from each of 7 content areas (science, math, social studies, English, world languages, P.E., and visual and performing arts), with at least 4 entries demonstrating proficiency.
- Multiple entries from the Major area, with at least one coming from 11th or 12th grade.
- Reflections and a graded rubric for each entry.

Subject-Area Entries and Reflections:
- Students will complete a small number (1-4) of Portfolio-worthy tasks each year in each class. The teacher will certify deserving work as proficient for the course level as determined by the content team in the normal grading process based on subject matter and Graduate Profile rubrics. Portfolio assignments and reflections will be completed and revised as necessary, in content classes.
- Cross-curricular work/assignments could be included in the Portfolio, but the work would have to align with the content-specific Learning Outcomes and be assessed by content-specific rubrics.
- Work from outside of a Hillsdale class may be submitted as part of the Major, within specific parameters to be established later. This is not relevant for 2011-12.
- Each Portfolio-worthy task will include a reflection (standardized across content-areas and related to the Graduate Profile) that will be stored along with the work.
- Portfolio entries will be chosen and reflections will be updated or reviewed during 12th grade advisory.
- Standardized Graduate Profile and Learning Outcomes rubrics will be used for portfolio pieces. There will be one 5-point rubric used at all levels, with the following descriptors for the 5 levels: Not Proficient, Lower Division Proficient, Graduation Ready, College Ready, and College Level. Lower division or level courses will use the first four levels on the rubric and the upper division or level courses will use the last four. Content teams will determine the connection between proficiency levels and course grades.
- Student growth over time will be reflected both in the reflections and Letter of Introduction and in the student work within the major area.

Storage of Content Entries and Reflections
What will be stored:
- Standardized cover sheet and reflection for each piece
- Portfolio assignment description handout provided by the teacher
- Rubric with teacher’s grade
• Student work that can be stored flat in a binder, no larger than 8.5 x 11
  o Essays, graphs, logs, labs, equations, etc.
  o Video of presentation or performance (burned to CD and stored in binder)
  o Photographs of art or other work

**Student portfolio storage:**

- Hard copies will be stored in one binder per student. Both hard copies and digital copies stored when possible.
- Standardized binder for portfolio:
  o In the front cover: Title page with student name, houses, advisors, major, and Hillsdale logo
  o Spine: name and advisors
  o First page: table of contents
  o Second page: portfolio process logistics
  o Third page: Graduate Profile
  o Content Area tabs: English, math, P.E., science, social studies, VPA, world languages, portfolio defense, Mastery Project
  o Each entry with all pieces stapled together in the correct section.
- Binders will be stored with the students’ advisor. If an advisor does not have space to store binders in their classroom, the binders will be stored in room 226.
- Lost or missing pieces:
  o A calendar of projects will be updated each year to allow for tracking of portfolio opportunities
  o Administration will ensure that appropriate portfolio tasks are offered in each class
  o If a portfolio piece is lost, a “Lost Portfolio Project” form will be completed
  o Each student will maintain a table of contents that will show progress on their portfolio. Advisors will provide time for students to organize binders and update the table of contents
  o 9/10 advisors will pass along to 11/12 advisors the names of students who are missing, or who have lost, portfolio pieces.

**Portfolio Preparation**

- Students will declare a major during 11th grade that will be the focus of their Mastery Project and portfolio defense. Students will be assigned a caseload teacher during the summer before their 12th grade year. The assignments will be made by a committee of faculty members and will be based on student interest and teacher expertise. Priority for selecting majors will be given to Special Education and English Learners.
- Each faculty member will be matched with 4 students with majors in the faculty member’s area of expertise. The faculty member will read and assess the Mastery Projects of those 4 students and meet with the same students in the weeks leading up to the Portfolio defense to help prepare the students for content questions during the defense.
- 12th grade advisors and Humanities teachers will coach students in public speaking and defense of the student’s Graduate Profile proficiency.
- Caseload teachers will have a minimum of 10 hours of professional development time to grade the Mastery Projects and to meet with students about their papers and oral defense.
- Mastery Project curriculum and procedures will be taught and graded in Government/Econ and English 7-8. The Portfolio will be graded in those classes plus Advisory.
- 12th grade advisory will facilitate compilation and completion of the Portfolio.
- Questions for the oral defense will come from a standard list of Process, Graduate Profile and Metacognition questions and specific Content questions generated by the teachers of the assignments.
- Students grades on Portfolio and Mastery Project will count in Advisory, Government/Econ and English 7-8.

**Portfolio Defense**

- All students will defend their Portfolio to a panel that includes at least one Hillsdale teacher who is a content expert, and 1-2 other adults. The caseload teacher may serve as the second panelist to support a student’s Special Education or language needs, or upon special request. Students and other audience members are welcome and an identified student may participate in questioning but not assessment.
- The presentation will take place within a 1-hour time slot and will consist of:
  o Introduction to portfolio and connection to Graduate Profile 10 minutes
  o Questioning 20 minutes
    ▪ General, regarding process and portfolio entries 2 min

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• Questioning in Major 12 min
• Self-reflection and metacognition 6 min
  o Deliberation 15 minutes
  o Conclusion/debrief, including comments from panel, self-reflection & looking forward 10 minutes

• In preparation for the defense, the panel will read the Letter of Introduction, pieces in the portfolio deemed proficient, and the Focus Area assignment.

• Questions will come from:
  1. A standard list that will require students to demonstrate an increasingly sophisticated level of metacognition,
  2. Content- and discipline-specific lists generated by content teams and linked to the Portfolio assignments.

• Hillsdale will designate 2 minimum days in February/March for Portfolio conferences in which classes will not be held in traditional manner, freeing teachers to judge defenses.
  o 9th-11th grade teams will coordinate the days for their students, including the observation of exhibitions.
  o Non-advisors and non-core teachers will support coverage of students.
  o All staff will serve on 6 panels over 2 days.
  o The exhibition days will start and end with community celebrations (BBQ, Senior Class meeting…)

• A Graduate Profile rubric will be used to assess three areas within the defense: Oral Communication, Thinking and Content Understanding and Application.

• Students must demonstrate Graduation Ready proficiency in all three areas. Failure to achieve proficiency in any of the three areas will result in remediation, revision and representation in the area(s) not passed.

• Students scoring at the highest level in all rubric areas will receive an honorary distinction and recognition at Awards Night.

Mastery Project
• Mastery Project will allow students to declare a Major ( Majors will represent one of the content areas represented in the Portfolio and be limited by number in order to balance caseload teachers and students) and create a unique research project within that Major, with an emphasis on community-based and authentic projects that include an annotated bibliography, source citation, interview, 8 pages of writing and a critical thinking component. The Mastery Project will be an evolution of Senior Exhibition, toward a more action-oriented and personal project.
  • A celebration and demonstration of Mastery Projects will occur in May.
  • Mastery Project will be managed in 12th grade English and social studies classes, with support through advisory and with each staff member acting as case managers of 4 projects.
  • Mastery Project proposals will be vetted by a committee of teachers/parents/students/administrators.
  • Mastery Projects will be managed much the same way as Senior Exhibitions are now. Teachers will not “mentor” students but will act as caseload managers for students in the teacher’s area of expertise/interest.
• Content teachers implement and assess Portfolio tasks and reflections.
• Write questions relative to Portfolio task for use during the Portfolio presentation.
• Pass work, reflections and rubrics to advisors.

9/10 Advisors
• Introduce portfolio process
• Collect, store and pass on portfolio work
• Monitor student progress

11th Advisors
• Continue to collect work from teachers
• Help students choose a Major and Mastery Project
• Help students choose a Mastery Project topic

12th Grade

Fall
Portfolio: Students refine reflections and write Letter of Introduction in advisory
Mastery Project: Students define their project and begin research in 12th grade Humanities

January
Portfolio: Students prepare Portfolio Defense in advisory
Portfolio: Reflections and Letter of Introduction graded by advisor
Mastery Project: Students continue to work with caseload and Humanities teachers

February
Portfolio Defense: School scheduled altered for 2 days to accommodate Defenses.

Spring
Mastery Project: Completed and graded by caseload teacher
Portfolio Defense: Students who did not pass re-present to the advisor as necessary
Mastery Project: Demonstration and celebration
HHS - PLC Roadmap (Cycle of Inquiry) 2013-14

Set Team Norms & determine Beliefs

Does your team have clear norms that effectively guide your discussions and work?

___YES

Develop Learning Goals

Is your team clear about how the following define what you want students to know and do, across grade level and course?
1. Graduate Profile
2. Content Learning Outcomes
3. Common Core Standards

___YES

Review & Revise Common Assessments

Does your team have a Portfolio Task at every content level that facilitates student demonstration of the Learning Goals?

___YES

Examine Practice(s)

Reflect on Results & determine “Next Steps”

Has your team analyzed student performance to determine where you can improve your curriculum/instruction/assessment? Have you determined the next step:
Create another task
Review assessment tools
Work on a particular instructional strategy?

___YES

Develop Action Plan

Has your team used tools such as those listed below to examine the success of your action plan?
1. Lesson Study
2. ASW
3. Peer Observations
4. Video

___YES

Does your team have a plan to prepare students to be successful at your task? Have you designed lessons, discussed instructional strategies and implemented formative assessments that support student achievement?

___YES
Expectations for Critical Friends Share-out:

- Brief description of portfolio task (copy of the task and supporting materials)
- Context of where task sits in unit (short description of the task/ unit/ learning goals)
- Rubrics: How task connects to graduate profile and CCSS
- Lenses and scaffolding: what do you do in preparation to make all students successful
- If task is already done:
  - Student work: high/ medium/ low
  - Analysis of Student Work
    - Alignment between goals and task
    - Rigor/ student achievement vs. “meeting” standard
  - Take aways/ changes
- If task not already done:
  - What suggestions do you have before task?
  - Ask for feedback from critical friends
  - Wondering… how to best prepare students?
  - What will be potential for revisions?
  - What will constitute proficiency?
  - How will you calibrate?

Process for exhibition:
- 5-10 minutes to present
- 10-15 questioning
## Decision Matrix, 2013-14

### Issue: Single Plan School Goals
- Each school in California is required to create an annual Single Plan for Student Achievement (SPSA), stating the school’s goals, plans and timelines.
- Before ’07-’08, Hillsdale had not completed a Single Plan for 6 years.

Revisions to the previous plan were made by admin in summer of 2012, presented to LT and then presented back to Houses for feedback. SLC Council approved Single Plan. SPSA was more tightly aligned to the 2012 WASC goals.

**Decision-Maker:** SLC Council

**Next Steps: 2012-13**
- LT reviews admin edits and prepares SPSA for Houses.
- SPSA revised to reflect the WASC Action Plan.

**House Date:** Nov. ‘13 • SLC Council Date: Nov. ‘13

### Issue: Annual Governance Issues

#### Professional Development School Year/Summer ’12
- P.D. is intended to improve student achievement of Hillsdale’s Graduate Profile and Learning Outcomes
- Teams will continue to focus on an equity goal that will be a part of the team work during collaboration.
- Administration and the LT will focus on ensuring appropriate “inputs” and accountability systems.

Staff will be held to two related, but distinct, tasks in ’13-14:
- First: Development of curriculum, instruction and assessment in content teams related to portfolio tasks
- Second: Pursuing a particular equity goal within the core team

**Decision-Maker:** Leadership Team

**Next Steps**
- PD calendar will be roughed out and presented to the staff by August
- Must build in opportunities for reflection/staff advice.
- Balance institutional/individual development.
- Reflect WASC

#### Heterogeneity
- 2009: 5 of the 6 lower division English/History teams integrated cohorts into heterogeneous teams.
- 2010, SLCC voted to allow team autonomy regarding heterogeneity
- 2011, SLCC voted to codify heterogeneity in the 9th grade English/Social Studies as policy with a review of the policy in 2011-12.
- Spring 2012, SLC Council voted to rescind policy.

Hillsdale is moving to a philosophic and structural statement about the nature of heterogeneity in 9/10 Humanities.
- 9/10 Humanities staff began to shape a vision for teaching in a diverse classroom.

**Decision-Maker:** SLC Council

**Next Steps**
- Follow process laid out in 2011 SLC Council decision.
- Review data and shape policy for 9th/10th grades.
- Provide PD opportunities.
- Define Hillsdale approach to heterogeneity.

**SLCC Date:**

#### Data
- The 2012 WASC report calls for an annual report of critical data.

Staff will review the annual report.

**Decision-Maker:** SLC Council

**Next Steps**
- Final review by SLC Council.
- Admin create annual report

**House Date:** LT and staff
**SLCC Date:**

### Issue: Site Budget
- In ’05-’06, district reduced site admin budgets by 50%--the allocation was increased in ’08-09 for a total of $55,133 at Hillsdale.
- The 2012-13 site allocation will be: $87,000.

Ad hoc committee on budget reviewed history and budgets and created budget policy and procedures recommendation for staff.
- SLCC approved a Site Budget that reflected committee and House input.
- Budget was sent back to the staff at a subsequent House meeting.

**Decision-Maker:** SLC Council

**Next Steps**
- Site Budget for 2013-14
- Curriculum/instruction/ field trip/conference budgets
- Alignment w/ Foundation budget

**House Date:**
**SLCC Date:**
## Decision Matrix, 2013-14

<table>
<thead>
<tr>
<th>Committee</th>
<th>Activities</th>
</tr>
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</table>
| Constitution in the Fall of 2009.  | - Structures and policies are codified but not institutionalized as practice.  
- Systems were largely implemented in 2011-12  |
| Decision-Maker          |  
- Staff  
- SLC Council  |
| House Date:             | SLCC Date:  |
| Facilities              | - As SLCs have evolved, the use of facility space to support cohesive SLCs has not always kept up.  
- Committee reviewed current facility usage and recommended plan to staff.  |
| Decision-Maker:         |  
- Facilities plan for summer of 2013  |
| House Date:             | SLCC Date:  |
| Portfolio Structure     | - Portfolios have been:  
  - Part of HHS design plan since inception of SLCs  
  - Included in Hillsdale’s Cornerstones  
  - SLC Council ratified a Portfolio structure for Hillsdale in spring of 2010 with contingencies to be met by January, 2011.  
  - Two-day staff meeting in June, 2011, reviewed detailed plans for implementation in 2011-12.  
  - Initial implementation in February, 2012.  |
| Decision-Maker:         |  
- SLCC vote to approve the next year’s iteration of portfolio.  
- SLCC vote on committee recommendations regarding assessment at Hillsdale.  |
| House Date:             | SLCC Date:  |
| Assessment Systems      | - Staff conversations led to portfolio being included in WASC/SLC goals.  
- Structure proposal emerged from committee in Spring of 2009  
- Staff feedback led to SLC Council vote to institute Portfolios contingent upon revisions in 2011.  
- Committees took up contingencies in 10-11, presented recommendations.  
- Annual SLC Council and faculty review of policy  
- Ad hoc committee will review the portfolio within the context of the larger assessment system at Hillsdale.  |
| Decision-Maker:         |  
- SLC Council  
- Leadership Team (LT) will facilitate P.D  
- Ad hoc committee meet in ’13-14  |
| Sustainability          | - Any necessary adjustments in FTE allocation and SLC Vision will be revisited annually based on funding and enrollment.  |
| Decision-Maker:         |  
- Sustainability plan through 2017 and in preparation for 4th House.  |
| House Date:             | SLCC Date:  |
| Technology              | - District plans include influx of technology in 2012-13 and the years following.  
- Site technology plan has been revised periodically since the late 90s.  |
| Decision-Maker:         |  
- Establish tech coordinator positions.  
- Prepare for tech plan to address hardware and implementation needs.  |
| House Date:             | SLCC Date:  |
| Advisory                | - Course standards and advisory job description were created in 2008.  |
| Decision-Maker:         |  
- Establish standards and job description through 2017.  |
| House Date:             | SLCC Date:  |
| Schedules Calendars     | - Bell schedules and calendars are reviewed annually by administration and SLCC, with low level of focus over the past several years  |
| Decision-Maker:         |  
- Bell schedule, master calendar, school calendar  |
| Revised by SLCC:        |  
- Update minimum days and review with SLCC.  |
| House Date:             | SLCC Date:  |