

<ul style="list-style-type: none"> ▪ Ability to integrate knowledge between disciplines (ESLR #4) 	<ul style="list-style-type: none"> ▪ Cross-curriculum: French class taught pronunciation to English class studying <i>Cyrano de Bergerac</i> ▪ English dept. brings in history, languages, theatre, music, art, into study for novels ▪ English / Theatre class – Shakespeare and Performance; Dramatic Lit. and Performance ▪ English / History Class – American Studies ▪ Creating Power Points for other classes presentations in Computer Applications ▪ Creating video presentations for other classes in Video Production ▪ Students support departments and organizations across campus by filming and editing school events, lectures and public service announcements ▪ Focus on professional communication, especially writing and speaking, in Engineering Tech ▪ Use of math components and computer applications to analyze data in BioTechnology, Biology, Chemistry and Physics ▪ Special Education teachers help students integrate knowledge in completing academic assignments (essays, etc.) ▪ Increase in number of AP test taken and higher score results ▪ AP Studio Art offered ▪ Path levels offered for math and science ▪ Classes in five different languages (Spanish, German, French, Chinese and Japanese) ▪ Incorporate reading into daily lives: outside reading projects in English Dept., current events projects in History Dept. ▪ High enrollment in advanced and elective math courses (including Statistics and Computer Science)
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Areas of Growth	Evidence
<ul style="list-style-type: none"> ▪ Ensure electives reflect the interests, needs and abilities of our diverse student population ▪ Increased teacher use of effective communication ▪ In light of school growth, keeping class size manageable 	

Question #C2:

To what extent do all teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom, that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels?

Strengths	Evidence
<ul style="list-style-type: none"> ▪ There is effective communication between teachers and students (ESLR #2) 	<ul style="list-style-type: none"> ▪ Increased InClass use ▪ Gunn Website with links to information on contacting teachers, club guidelines and upcoming school events ▪ Organizational chart of student assignments in Special Education department ▪ Organizational form for student assignments in Special Education ▪ Course discussions, tutorials, email, extra class hours ▪ “Town meeting” with students from Special Education Department and Superintendent ▪ Behavior contract in Special Education Dept. ▪ Lesson social skills building in Special Education Dept. ▪ Career mapping lesson in Special Education Dept. ▪ Etiquette Lessons, including emailing teachers, in some Communications and Living Skills courses ▪ Twelve engineering mentors who offer individual student attention in Engineering Tech ▪ “Bioside Chats” for BioTech course where student talk with professional in the BioTech field ▪ Hands on individual instruction in Auto Tech ▪ Oral evaluations in Theatre, Art and Communications courses ▪ Use of Google docs to share daily television production files and schedules in Video Production ▪ Astronomy field observations and planetarium visits

<ul style="list-style-type: none"> ▪ Using technology to actively engage students (ESLR #7) 	<ul style="list-style-type: none"> ▪ LCD projectors in most classrooms ▪ Morning announcements filmed and broadcast daily by students ▪ Increased use of Turnitin.com ▪ Computer and mobile labs ▪ Computer lab in Academic Center available for student use during and after school ▪ Videos and DVDs used school-wide ▪ Labs for both Science and World Languages ▪ Tablet PCs used in Math and Science ▪ Podcasting in Beginning Journalism and some Communications Classes ▪ Video assessment in Physical Education ▪ Geometer's sketchpad for teacher demonstrations and student / group / class explorations in Geometry ▪ Graphing calculators used in Math and for research assignment in Biology ▪ Clicker/buzzer used in Chemistry ▪ Iweb in World Languages – Mac application, students create their own webpage to showcase their portfolios ▪ Computers and hi-tech equipment in Science Dept. (especially for biotech & biology), ▪ WWII Radio projects in History Dept. – use Garage band to edit together audio segments together ▪ Science planning survey used to gauge student interest in electives and possible future electives ▪ Gunn Robotics Team ▪ PowerPoint in Computer Applications ▪ Use software "Plato" to engage students in CAHSEE prep in Special Education dept. ▪ Use of software to download books on tape to students' MP3 players ▪ Lab Probes used for data collection in Biology, Chemistry and Physics ▪ Use blog in Photo 4 as a medium for student presentations and peer review
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<ul style="list-style-type: none"> ▪ Variety of assignments and activities to actively engage and assess students 	<ul style="list-style-type: none"> ▪ Individual and collaborative lessons, hands-on activities, lecture, creative writing & arts, video projects, movies/re-enactments, creating commercials & ads, use of authentic material/primary sources, journaling, United Streaming, oral presentations, writing – all used across the curriculum ▪ Media & movies ▪ Field trips ▪ In-house and guest speakers ▪ Oral presentations ▪ Use of standardized formal and informal assessment tools to guide IEP goal and instruction in Special Education dept. ▪ Podcasts in English Dept, ▪ Bill Project (Government) in History Dept. ▪ Current Events assignments in History Dept. ▪ Oral History projects in History Dept. ▪ WWII Radio Projects ▪ Graphic Design course ▪ Tablet PC & smartboards used in Math Dept. ▪ 9th grade research project (portfolio) in Science Dept. ▪ Cooperative learning: Students in groups (lab groups in Science), ▪ Project learning & research projects in Statistics, Biology, History and Engineering Tech ▪ Interdisciplinary writing assignments (WATC “Writing Across the Curriculum”) ▪ Skill-based assessments (PE) ▪ Portfolios in Art, English and Languages ▪ Student modeling in Math, PE and Science ▪ Career preparation including development of resumes and electronic portfolios in BioTech course ▪ Lab notebook in BioTech ▪ Hands on examinations in Auto Tech
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Areas of Growth	Evidence
<ul style="list-style-type: none"> ▪ Increased variety of instructional techniques within content areas ▪ Expand efforts to foster development of effective student study skills, including time management ▪ Increase Gunn community use of our resources 	

WASC 2007-09 Gunn High School Focus Group
“Standards-based Student Learning:
INSTRUCTION”
In V-13

(Facilitators: Jordan Huizing & Chris Johnson. Recorder: Erik Bowman)

Name	Department	Sign-In
Steve Ames	PE	
James Barnett	Student	
Steve Bennet	Parent	
Greta Betteo	World Lang.	
Erik Bowman	Art	
Justin Brown	English	
Judy Buttrill	Special Ed.	
Mike Camicia	Voc. Ed.	
Diane Ciesinski	Parent	
Rachel Congress	Math	
Monica Datta	Student	
Gabriela Dominguez	Languages	
Cristina Florea	Math	
Jim Fox	Parent	
Grace Grimaldo	Teacher	
Kerstin Helbing	Languages	
Faith Hilal	Social Studies	
Jennifer Hogan	Art	
Geri Horsma	Science	
Cynthia Hua	Student	
Jordan Huizing	English	
Rick Jacobs	ELL	
Tom Jacoubowsky	Admin.	
Chris Johnson	Social Studiers	
Angel Lavery	Math	
Janet Ramusack Levine	Parent	
Kyle Lian	Student	
Katrina Lortie	Classified (attend)	
Marcel Losier	Languages	
Angela Merchant	Science	
Ginny Moyer	English	
Jenny Munro	English	
Shivani Pulimamidi	Special Ed.	
Ilya Rotenstein	Student	
Arlyn Sharpe	Social Studies	
Iris Shieh	Student	
Voula Stathopoulos	Math	
Taylor Wallau	Student	
Yanan Vrudny	Languages	