

COLLABORATION WITH HERITAGE GROUPS CAN SUPPORT HIGH PERFORMING SCHOOLS

Education Paper No. 7



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This paper explains how collaborations between heritage organizations and schools can support five of the *Nine Characteristics of High Performing Schools* as defined by the Washington Office of the Superintendent of Public Instruction (OSPI) in its web pages at <http://www.k12.wa.us/research/default.aspx>.

Heritage organizations have many valuable resources that are available to educators; most are working on developing new programs, or aligning current programs that will benefit schools, parents, and students in fulfilling Social Studies Classroom Based Assessment (CBA) expectations. Developing working relationships with heritage organizations provides the opportunity to enhance the following five characteristics:

1. Clear & Shared Focus: *(Everybody knows where they are going and why. The vision is shared - everybody is involved and all understand their roles in achieving the vision. The vision is developed from common beliefs and values, creating a consistent focus.)* Heritage organizations in King County have the unique opportunity to work with local teachers and educators in creating projects or programs funded through Heritage 4Culture Cultural Education program. Many of 4Culture's funded education projects are currently available our heritage education partner page,

<http://www.historylink.org/Index.cfm?DisplayPage=education/index.cfm>. Here educators to explore past and current CBA-aligned curriculum designed by heritage professionals collaborating with teachers.

4. High Levels of Collaboration & Communication: *(There is constant collaboration and communication between and among teachers of all grades. Everybody is involved and connected, including parents and members of the community, to solve problems and create solutions.)* Working together to develop and design CBA related projects (or using available heritage organization resources in curriculum) can provide a creative collaboration between schools and heritage organizations which may also promote pride in local history and neighborhoods, in addition to providing unique CBA sources. Many heritage organizations have specific education focus committees (which include local teachers, parents, community members, college students) who provide input into new programming and monitoring the effectiveness of current ones.

5. Curriculum, Instruction, & Assessment Aligned with Standards: *(Curriculum is aligned with the Essential Learning Requirements (EALRS). Research based materials and teaching and learning strategies are implemented. There is a clear understanding of the assessment system, what is measured in various assessments and how it is measured.)* 4Culture offers consultation services, technical papers, and funding opportunities to all heritage organizations in King County in creating new programs and adapting existing programs, projects, and curricula. Projects funded by heritage education grants are required to show how they relate to EALRS and other educational standards and provide an evaluation process by which to determine effectiveness of the project. Heritage organizations in King County who belong to

AKCHO (Association of King County Historical Organizations) have regular (at least once a year) programs that provide up-to-date information regarding evolving school standards and suggestions on how to keep individual organizations' programming aligned with those standards.

6. Frequent Monitoring of Teaching & Learning: *(Teaching and Learning are continually adjusted based on frequent monitoring of student progress and needs. A variety of assessment procedures are used. The results of the assessments are used to improve student performances and also improve the instructional program.)* Heritage organizations use 4Culture resources (consultants, tech papers, grant opportunities) and available AKCHO resources (AKCHO workshops, meetings, etc.) to keep current with classroom standards. Heritage organizations realize that in order for classroom teachers to utilize the resources and programs that they have to offer, that programming must be easily usable and relevant to current educational expectations.

9. High Level of Community & Parental Involvement: *(There is a sense that all educational stakeholders have a responsibility to educate students, not just the teachers and staff in schools. Parents, as well as businesses, social service agencies, and community colleges/universities all play a vital role in this effort.)* The mission of most heritage organizations includes providing current and relevant heritage education programs for local youth. The importance of teaching children to appreciate and honor the history of the community in which they live is one of most highly regarded responsibilities of each organization. In most cases, this heritage education programming is developed and supported by a collaborative effort involving professional staff, interested and well-trained community members and volunteers, and local school representatives, including educators and parents.

<p>This information is available upon request in alternative formats for persons with disabilities. TTY Relay: 711.</p>

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