# Curriculum and Instruction at East

## Tenets 3 & 4

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# Agenda

(2)	Welcome and agenda overview

(20)	Overview of program, broad outline

(5)	Booklet: select area of interest: what do you want to know more about?

(5)	Dots

(18)	Speak to top areas of interest, questions interspersed

# What do you want to know?

A little bit about everything

Learning principles

Instructional model

Lesson Planning

Curriculum Development and Implementation

Performance Assessment System

Professional Learning

Teacher Leadership

Targeted Interventions

*[separate sessions: Support Model, Behavior Management, Literacy program]*

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# Introduction: Sue Meier

- English teacher '80-'89 Greece, Churchville-Chili
- Asst principal '89-'95 Greece Hoover/Odyssey
- Founding non traditional secondary school
- Principal '95-'99 Hilton Middle School
- Asst Supt '99-'01 Monroe2-Orleans BOCES
- Principal '01-'14 Odyssey
- Chief Academic Officer, Asst Prof. '14-present

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# Theory of Practice

Constructivism

Teaching for understanding

Evidence-based practices

Inquiry

Professional Learning Communities

Learning theory

**See *East Learning Principles*, p _____**

# Context: see history handout

December 2013 RCSD BOE & UR President

Fight to keep East open

Draft Steve Uebbing to be director, declined…

August 2014 interest meetings

September 2014 observations, data collection

Fall 2014: subject specific task forces

December 2014 Plan submitted

January- February 2015 Plan approved

Spring 2015: hire faculty

May 2015: Shaun Nelms superintendent

# Role of the University

*Strong alliance UR President and RCSD BOE President: commitment to East*

*Implementation: Uebbing, a couple of support staff, me, and Warner School faculty members donating their time*

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# How: the broad strokes

**Guaranteed and viable curriculum**

**Performance assessment system**

**Quality initial instruction**

# How: the broad strokes

- **Curriculum** adapting, adopting, creating
- **Instruction** inquiry, evidence-based practices
- Continuous **professional learning**
- Expanded **teacher leadership**
- Academic **support** (additional periods, Support Model)
- Long term, significant relationships with **key consultants**
- **Schedule** that accommodates this
- Foundation of **Learning Principles**

# Evolution of the Initiative

2014-2015 Planning Year

2015-2016 Year One

> Write & implement UbD Units: emphasis stage 1
>
> Instructional Foundations especially targets
>
> Lesson plan requirement; collaborative planning

2016-2017 Year Two

> UbD Units: emphasis stage 2 assessment
>
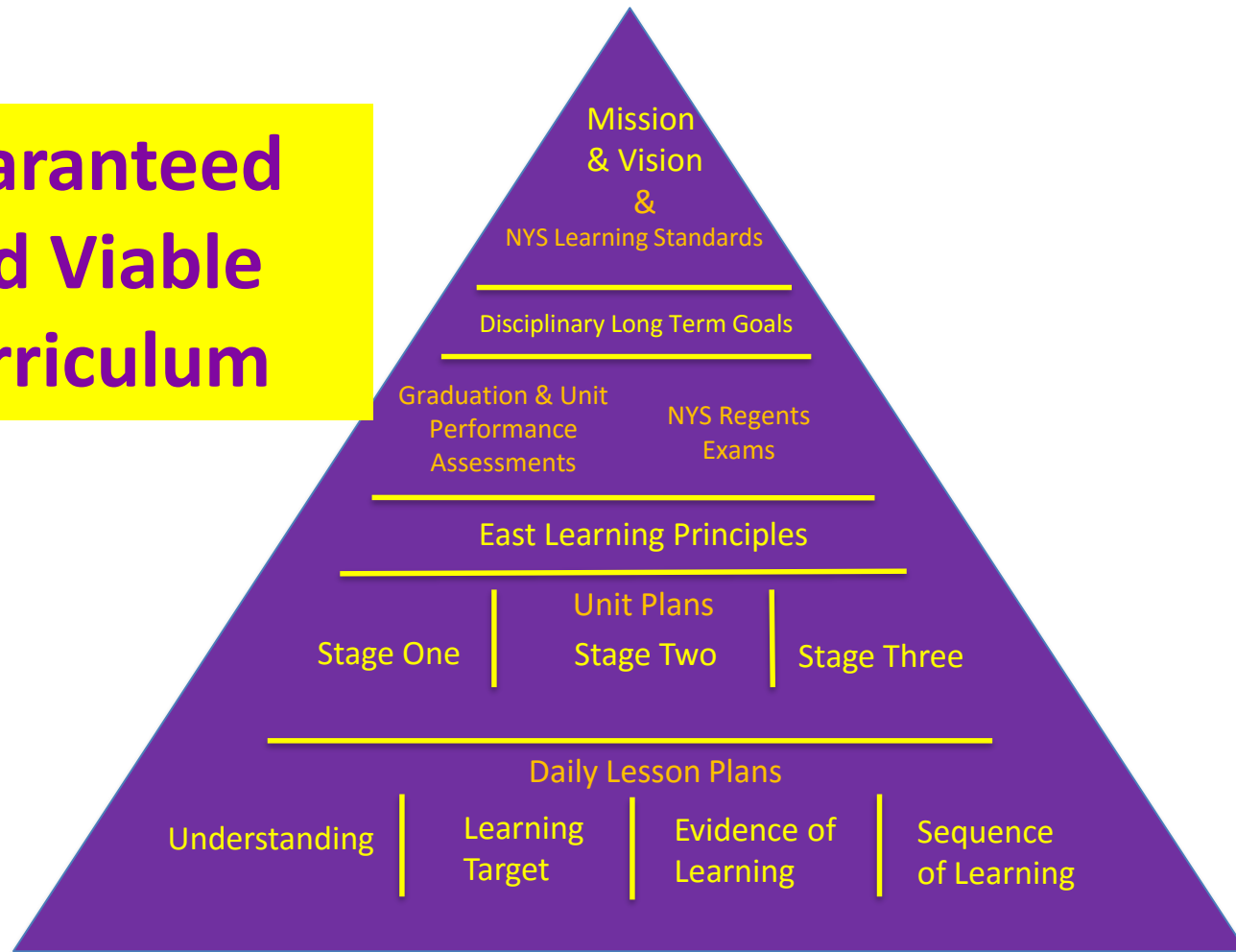> Learning Targets take two; alignment & assessment

2017-2018 Year Three

> UbD units: stage 3, and performance assessments
>
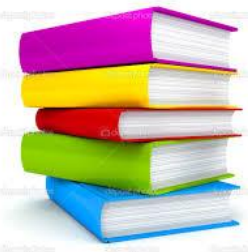> Deliberate Practice: depth topics; collaborative lesson planning

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# The System We Are Creating

**Guaranteed and Viable Curriculum**

Mission & Vision & NYS Learning Standards

Disciplinary Long Term Goals

Graduation & Unit Performance Assessments

NYS Regents Exams

East Learning Principles

Unit Plans

Stage One | Stage Two | Stage Three

Daily Lesson Plans

Understanding | Learning Target | Evidence of Learning | Sequence of Learning

| SUBJECT | | RESOURCES |
|---|---|---|
| Social studies 6-8 | *Original* | *Warner Faculty Support* |
| Social Stud. 9-12 | *Original* | *External Consultant Support* |
| Science | *Adapting* | *Center Support, coaching* |
| Math | *Adopting* | *Major Center Support* |
| English 6-8 | *Adopting* | *Major Ext Consultant Support* |
| English 9-12 | *Adapting* | *External Consultant Support* |
| Literacy | *Hybrid* | *Variety of commercial supports* |
| Music | *Adapting* | *Eastman School support* |
| CTE – medical | *Original* | *Warner Faculty Support* |
| Eng as New Lang | *Original* | *RBERN Support* |
| World Languages | *Adapting* | *Some consultant support* |
| Art | *Adapting* | *Some consultant support* |

**All In: When Theory Meets Practice in School Reform**
**CUES Spring Symposium – April 28, 2018**

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# Every Unit

- We defined the relationship of the mission to long term goal.

- We defined the understandings developed and the knowledge and skills required.

- Which includes multiple assessments including a curriculum embedded performance assessment to show those understandings.

- We defined a series of learning experiences and embedded assessments with feedback.

# Performance Assessment System

Every 6-12 or 7-12 **program** defines TWO CEPTs

-**one** at lower school and **one** at upper school – with the ones at US being <span style="color:red">**graduation requirements.**</span>

Lower school = practice for upper school

Every Graduation CEPT can be explicitly mapped back to the mission – at the bulleted level

Graduation CEPTs ensure every aspect of our mission is assessed

.

|  | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|
| **ELA** | Showcase CEPT | | | | Graduation Req CEPT | | |
| **Soc St** | | | Showcase CEPT | | | | Grad R CEPT |
| **World Languag** | | | Showcase CEPT | GradReq CEPT | | | |
| **The Arts** | | | | Graduation Requirement CEPT | | | |
| **Math** | | Showcase CEPT | | | | Grad Req CEPT | |
| **Science** | | | | Grad Req CEPT | | | |
| **CTE** | | | Showcase CEPT | Graduation Requirement CEPT | | | |
| **PE** | Showcase CEPT | | | Graduation Requirement CEPT | | | |
| **Health** | | Showcse CEPT | | Graduation Requirement CEPT | | | |

At East we are taking charge of our future by being tenacious, thinking purposefully, and advocating for self and others.

## BE TENACIOUS
**Attributes of a scholar who is tenacious:**

o **Recognizes and takes advantages of opportunities (can do attitude) to discover passions/interests**
o **Defines goals and develops a plan to meet them**
o **Sets short term goals knowing they will lead to long term success**
o **Accesses resources necessary to get job done – multiple resources if necessary**
o **Is determined to achieve goals**
o **Learns from mistakes; picks up and keeps going**
o **Uses feedback to refine thinking or actions**
o **Take risks in order to learn and grow**

## THINK PURPOSEFULLY
Attributes of a scholar who thinks purposefully:

o Focuses on the task at hand to get the job done
o Reflects on one's own thinking and the thinking of others to inform future actions
o Thinks creatively and critically to solve problems, make decisions or take action
o Critically questions to refine or extend understanding
o Listens to and seeks out varying perspectives as part of thinking, decision making and problem solving
o Uses foundational knowledge and essential literacies to develop deeper understandings
o Produces work that meets college and work place standards
o Seeks to understand the role of culture in shaping an individual

## ADVOCATE FOR SELF AND OTHERS
Attributes of a scholar who advocates for self and others:

o Respects and cares for others and works to build relationships
o Accepts differences and listens to the voice of others
o Identifies and utilizes skills to support self and others globally
o Speaks confidently and is willing to respectfully voice opinions to advocate for self or others
o Works collaboratively to achieve a goal or effect change
o Leads by example
o Embraces change; is open minded
o Communicates effectively for different purposes and audiences through a variety of media

| | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|
| ELA | Showcase CEPT | | | | Graduation Req CEPT | | |
| Soc St | | | Showcase CEPT | | | | Grad R CEPT |
| World Languag | | | Showcase CEPT | GradReq CEPT | | | |
| The Arts | | | | Graduation Requirement CEPT | | | |
| Math | | Showcase CEPT | | | | Grad Req CEPT | |
| Science | | | | Grad Req CEPT | | | |
| CTE | | | Showcase CEPT | Graduation Requirement CEPT | | | |
| PE | Showcase CEPT | | | Graduation Requirement CEPT | | | |
| Health | | Showcse CEPT | | Graduation Requirement CEPT | | | |

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## Performance Assessment System

# Instructional Framework:



Learning Intentions

Assessment

Deliberate Practice

Level of Challenge

Feedback

Collaboration and Reflection

**Quality Initial Instruction**

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# Year One: Overview

- Learning intentions

- Assessment of learning

- Deliberate practice

- Level of challenge

- Feedback

- Reflection and collaboration

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# Year One: Lesson Plans Posted

Lesson Plan Minimum:

- Understandings
- Learning targets
- Evidence of learning & Criteria for assessment
- Sequence of instruction
- Label acquisition, meaning-making, or transfer

# Year two: Learning Targets & Assessment

**Learning targets**

- Aligned and in trajectory of learning

- Important and right sized

- Learning centered

- Specific and contextualized

- Assessable

- Level of challenge can be deduced from target

- Feedback on LT occurs during lesson

- Requires collaboration and/or reflection

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# Year two: Learning Targets & Assessment

## Assessment

- In class daily: multiple CFUs

- Common formative assessments 6x a year

- Curriculum embedded performance assessments (CEPTs) every unit

- One CEPT per year: external audience

# Year two: Evidence of Learning

**Assessment**

- Individual evidence of learning is defined prior to the lesson and is collected or orchestrated.

- Criteria for success are defined, shared, and applied.

- Models and examples are provided.

- The level of challenge and evidence are appropriate for the grade level and aligned to LT and activities.

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# Year three: Sequence of Learning

Lesson Quality Checklist

- Understandings

- Learning targets

- Evidence of learning

- Sequence of instruction

# Year three: Sequence of Learning

- **The lesson activates prior knowledge.**
- The students are engaged in the thinking; the teacher is not doing the thinking for the students.
- **The lesson is logically sequenced to produce learning at the correct level of challenge. Note: the sequence of instruction includes both planned questions and scaffolds.**
- MAC protocols are used where appropriate.
- **Students talk to construct understanding.**
- Students will get feedback on their progress toward the LT during the lesson.
- **Reflection on learning (metacognition) is built in. Students think about their thinking.**
- Closure (summary) consolidates knowledge at end of lesson and provides more evidence of learning.

# *How: the broad strokes refined*

**Guaranteed and viable curriculum**

*teacher leaders, extensive professional learning, use of consultants, collaborating*

**Performance assessment system**

*professional learning, consultants, CPT*

**Quality initial instruction**

*professional learning, coaching, academic intervention services in tiers, special education, services for ELLs*

# Continuous professional learning

- **Extensive Summer Professional Time:** 10-20 days: 5 days curriculum writing, plus: restorative practices, family group, and support.

- **Collaborative Planning Time:** 50 minutes every other day facilitated by teacher leaders

- **Coaching, learning walks, additional PD time:** All faculty meetings devoted to Learning Targets, half day release days, supt conf days, schoolwide PL Committee, teacher leaders as coaches, walk throughs with admin and TLs; expectation of coaching cycles

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# Expanded Teacher Leadership

- **Every curriculum are has an instructional coach:** some have two; some are 6-12

- **Specialized TL training:** Center for Professional Development at Warner, ongoing coaching all year: content-focused coaching model

- **TLs responsible for:** coaching cycles, leading CPT, assessment creation, curriculum writing, leading curriculum week in summer; exam administration, data analysis, demo lessons

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# Multi-tiered Support System

- **Tier I:** quality initial instruction
  - *80% effort; least costly*

- **Tier II:** built in supports
  - *15% effort: medium costs*

- **Tier III:** targeted supports
  - *5% effort: most costly*

# Special Education & ENL Services

- **Modifications required in plans** - **See Lesson Quality Checklist**

- **Co-teaching and co-planning**

- **ENL services**

*Note: we also have a Bilingual Program*

# Key Consultants

- **Center:** professional learning for TLs, coaching cycles, on site coaches for math and science, ENL
- **Center**: Julie Kopp: chief curriculum consultant for UbD, mission process
- **Warner:** support for social studies, literacy
- **EL:** supports *Managing the Active Classroom*
- **PIRI:** restorative practices; train the trainer
- **Monroe 1 BOCES:** English, social studies
- **Sonia James-Wilson:** Culturally responsive pedagogy
- **RBERN:** Spanish language arts, ENL

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# Schedule

- **Ten Periods (5x5 AB day):** enables double periods for some years and courses plus electives plus Support plus CPTs

- **Collaborative Planning Time subject specific:** every teacher has CPT every other day 72 minutes

- **IDCPT grade level specific:** every teachers have IDCPT every other day for 72 minutes

*The schedule is critical for co-planning, for support, for coaching.*

# Academic Support: Tier II

- **Additional periods:** double math and literacy grades six through nine

- **Support Model:** additional periods in all students' schedules with teachers, volunteers, aides, and other students to complete work which supports performance in the core

- **Developing:** response to data, targeted mini lessons, language dives

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# Academic Support: Tier III

- **Support Model:** more support periods possible for selected students

- **Targeted interventions: piloting:** individual student interventions developed based on data; schedules changed; teachers re-assigned

- **Next year:** *daily* READ180 for 72 minutes a day for basic and below readers grades 9-12 in addition to ELA class

# Literacy Program Three Levels

- **Level 1:** Writers' and Readers' Workshop for all students near or at grade level

- **Level 2:** Houghton Mifflin's READ180 (Universal) grades 6-9

- **Level 3:** Literacy interventions provided to individuals or very small groups in separately scheduled support periods

*These correspond to MTSS*

# What We've Noticed

Major problem areas

Tensions

Collaborative planning

The status quo.

Context matters

Sustained change

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# Academic Progress

## East Historical Math Results by Cohort

| Cohort: | 2016 (EPO) | 2013 (pre-EPO) |
|---|---|---|
| Freshman Year Results | 45.34% | 27.47% |

## East Historical Science Results by Cohort

| Cohort: | 2016 (EPO) | 2013 (pre-EPO) |
|---|---|---|
| Freshman Year Results | 24.84% | 24.50% |

## East Historical Global Results by Cohort

| Cohort: | 2015 (EPO) | 2012 (pre-EPO) |
|---|---|---|
| Sophomore Year Results | 21.63% | 6.39% |

## East Historical ELA Results by Cohort

| Cohort: | 2014 (EPO) | 2011 (pre-EPO) |
|---|---|---|
| Junior Year Results | 35.58% | 29.62% |

## East Historical USHG Results by Cohort

| Cohort: | 2014 (EPO) | 2011 (pre-EPO) |
|---|---|---|
| Junior Year Results | 32.69% | 29.32% |

* Classifications 4 years ago versus last school year

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# Progression Towards Graduation

**2017-18**
**(Post Aug Exams)**

*Projected Graduation Rate 2014 Cohort (2017-18)*
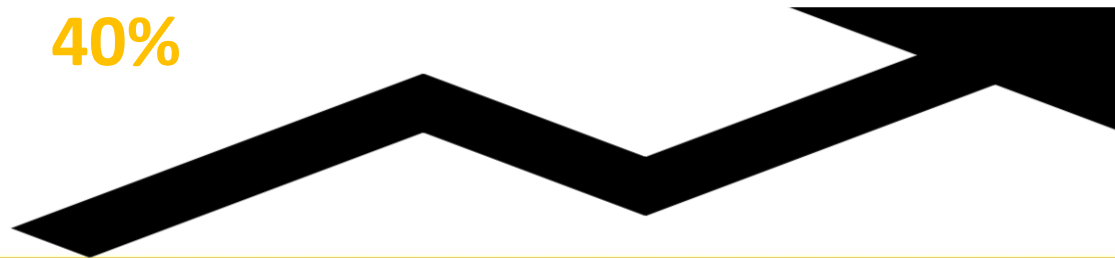
**2016-17**
**(Post Aug Exams)**

Graduation rate for 2013 Cohort

**2015-16**
**(Post Aug Exams)**

Graduation rate for 2012 Cohort

**2015-16**
**(Pre Jan Exams)**

Projected graduation rate for 2012 Cohort

**19%**

**40%**

**45%**

**55-60%**

# Discussion

See topics you selected.

# Take Aways

What are implications for your own work?

Have you heard anything or seen anything else you might want to know more about or to use?

# Key references

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