East Rising

Supporting Slides for Presentation/Handout
Curriculum Evaluation Criteria:

- Is currently developed/existing/in use somewhere
- Has research support for results
- Addresses the CCLS
- Sequentially builds learning over time & across years
- Faithfully aligns to the learning principles (see attached) including guaranteeing rigorous, content-specific knowledge
- Is highly engaging
- Fosters student agency
- Is culturally relevant and responsive
- Prepares students for participation in a democracy
- Teaches thinking skills
- Prepares students for the global workforce
Ten Components of a Coherent Curriculum

- Mission: knowledge in the service of....
- Big ideas, essential questions (standards)
- Mapping
- Major assessments, authentic tasks
- Criteria
- Models
- Activities
- Pre and Formative assessments
- Differentiation strategies
- Trouble shooting guide

Here’s Our Approach

**Five major strands**

A mission driven school community requires:

- guaranteed and viable curriculum (basis is UbD model)
- **common instructional foundations: research based best practices** (Hattie, Petty, Marzano)
- restorative practices: universal approach is reparation not punishment
- support model: support built in
- Daily family group: community building, agency addressing
Common Instructional Foundations: Research-based Best Practices

- Learning intentions
- Level of challenge
- Assessment
- Feedback
- Deliberate practice
- Reflection and collaboration
Reflection and Collaboration

Learning principles:
– Metacognition (*How People Learn*)
– Learning is socially constructed

**Daily collaborative planning time**
Subject specific every other day
Student specific every other day
Assessment

• Daily
  • Self assessment of progress toward goal
  • peer assessment
  • Aligned to learning target

• (UbD) cornerstone assessments = Major assessments are authentic: knowledge in use

• Creation of useful portfolio = end goal

• Currently: every five weeks teachers create, administer, and report on student performance on common formative assessments
Characteristics of Effective Feedback

1. Directs attention to the intended learning, pointing out strengths and offering specific information to guide improvement
2. Occurs during learning, while there is still time to act on it
3. Addresses partial understanding
4. Does not do the thinking for the student
5. Limits corrective information to the amount of advice the student can act on

(Hattie, 2012; Wiliam, also Chappuis, 2015)
Deliberate Practice

Matching overall instructional strategies to type of learning

– gradual release of responsibility for learning of procedural knowledge (Fisher & Frye)

– Connect, organize, deep process, and exercise for retention of declarative knowledge (Silver & Strong)

Emphasis on engagement

- ten strategies of engaging student work (Schlechty)
...walk throughs
(common reporting tool)

Monthly “Look fors”:

• Instructional calendar
• Chosen after staff PL after school
• Linked to Foundations
• PL for leadership = admin and coaches
• Teacher coaches follow up in CPT
<table>
<thead>
<tr>
<th>Issue</th>
<th>Approach:</th>
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<tbody>
<tr>
<td>History of failure, out of control environment</td>
<td>Made two schools Lower school/Upper School</td>
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<td>Made the school somewhat smaller (goal: 180 per grade level)</td>
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<td>Students with academic deficits</td>
<td>Common curriculum writing approach and support across the year: from major understandings to daily learning targets</td>
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<td>Curriculum is job one: curriculum writing days for all in summer, training for all in mission and vision, alignment of curriculum using UbD model</td>
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<tr>
<td>Low levels of instructional press</td>
<td>Increase professional learning: Instructional Foundations across the year, research based best practices</td>
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<td>Lack of coordinated collaboration and focus on instructional</td>
<td>Common formative assessments teacher created every five weeks, action research model for connecting assessment to instructional improvement</td>
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<td>improvement</td>
<td>Collaborative planning time 72 mins a day inside the school day (see New Schedule)</td>
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<td>Teacher leader model</td>
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<td>Students come in under prepared</td>
<td>Grade six added (6-12 program)</td>
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<td>Support Model: chose minimal initial instruction time (except for math and English) to create maximum support time</td>
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<td>New schedule (five 72-minute periods per day every other day = 10 period day: room for electives and support)</td>
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<td>Low level literacy</td>
<td>Double periods added: ELA: added entire literacy program 6-9: READ180, workshop, literacy services</td>
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<td>Faithful implementation of NYS 6-8 curriculum</td>
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<td>Low level numeracy</td>
<td>Double periods math</td>
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<td>New inquiry math curriculum: CMP3</td>
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<td>Science/social studies performance weak</td>
<td>New inquiry science curriculum (It’s about Time)</td>
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<td>New social studies (original) curriculum using NYS Frameworks, inquiry approach</td>
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<td>Subgroup performance week: about ¼ of total population SWD and another ¼ ELL</td>
<td>Support model for all</td>
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<td>Reduced self-contained settings: many CSE meetings</td>
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<td>Bilingual program</td>
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<td>In compliance with new ELL regs increased ENL teachers</td>
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<tr>
<td>Problem</td>
<td>Solution</td>
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| Low achievement | Family Groups (advisory)  
New staff coming to existing school (redefine building culture) | Creating a close knit community in a large school |
| Weak culture and pride | Changed mascot, expanded number of teams |
| Students with weak work habits, life goals | Adopted Leader in Me/Lead (Covey) model: all staff trained summer 2015; Lighthouse team; implementation weekly in Family Group |
| Students disempowered | Emphasis on student agency (interviewed all students, e.g. increased music and art offerings)  
Use family Groups for student input |
<p>| 3000 suspensions | Restorative practices: all staff trained in restorative practices, including peace circles. Peace circle as basic model of daily 30-minute Family Group. |</p>
<table>
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<tr>
<th>Grade nine failure rate 50%</th>
<th>Grade nine approach:</th>
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<td>Concentration of failure</td>
<td>Ninth Grade Academy (double periods math and ELA, heavier staffing; administration, counseling, and social workers)</td>
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<td>Credit deficits in ninth grade</td>
<td>Added 3 credit opportunities for all students grades 7-8 lower school</td>
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<td>9th grade failure 50 percent</td>
<td>Created specialized programs for off-track students, both onsite but off-schedule and off-site (Quest, Big Picture)</td>
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<td>9th grade consisted of students with multiple failures (76% retained in grade at least once, with 23% twice and 18% three times)</td>
<td>In addition to programs above, Freedom School and East Evening for older students</td>
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References


Cover, Sean (2014) Seven habits of highly effective teens.


