Curriculum and Instruction at East

Tenets 3 & 4

Susan Meier Ed.D
Chief Academic Officer, East EPO
Assistant Professor, Warner Graduate School of Education
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]
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
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
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
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

Stage One

Unit Plans

Stage Two

Stage Three

Daily Lesson Plans

Understanding

Learning Target

Evidence of Learning

Sequence of Learning

All In: When Theory Meets Practice in School Reform
CUES Spring Symposium – April 28, 2018
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- Warner Faculty Support
- External Consultant Support
- Center Support, coaching
- Major Center Support
- Major Ext Consultant Support
- External Consultant Support
- Variety of commercial supports
- Eastman School support
- Warner Faculty Support
- RBERN Support
- Some consultant support
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.
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 graduation requirements.

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

**THINK PURPOSEFULLY**
Attributes of a scholar who thinks purposefully:
- Focuses on the task at hand to get the job done
- Reflects on one’s own thinking and the thinking of others to inform future actions
- Thinks creatively and critically to solve problems, make decisions or take action
- Critically questions to refine or extend understanding
- Listens to and seeks out varying perspectives as part of thinking, decision making and problem solving
- Uses foundational knowledge and essential literacies to develop deeper understandings
- Produces work that meets college and work place standards
- 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:
- Respects and cares for others and works to build relationships
- Accepts differences and listens to the voice of others
- Identifies and utilizes skills to support self and others globally
- Speaks confidently and is willing to respectfully voice opinions to advocate for self or others
- Works collaboratively to achieve a goal or effect change
- Leads by example
- Embraces change; is open minded
- Communicates effectively for different purposes and audiences through a variety of media

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Graduation Requirement CEPT
### Instructional Framework:

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<th>Learning Intentions</th>
<th>Assessment</th>
<th>Deliberate Practice</th>
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<td>Level of Challenge</td>
<td>Feedback</td>
<td>Collaboration and Reflection</td>
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**Quality Initial Instruction**
Year One: Overview

• Learning intentions
• Assessment of learning
• Deliberate practice
• Level of challenge
• Feedback
• Reflection and collaboration
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
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.
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
Expanded Teacher Leadership

• Every curriculum area 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
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
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
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
## Academic Progress

### East Historical **Math** Results by Cohort

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<th>Cohort:</th>
<th>2016 (EPO)</th>
<th>2013 (pre-EPO)</th>
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<tr>
<td>Freshman Year Results</td>
<td>45.34%</td>
<td>27.47%</td>
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### East Historical **Science** Results by Cohort

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<td>Freshman Year Results</td>
<td>24.84%</td>
<td>24.50%</td>
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### East Historical **ELA** Results by Cohort

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<td>Junior Year Results</td>
<td>35.58%</td>
<td>29.62%</td>
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### East Historical **USHG** Results by Cohort

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<td>Junior Year Results</td>
<td>32.69%</td>
<td>29.32%</td>
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*Classifications 4 years ago versus last school year*
Progression Towards Graduation

2015-16 (Post Aug Exams)
Graduation rate for 2012 Cohort
Projected graduation rate for 2012 Cohort
19%

2016-17 (Post Aug Exams)
Graduation rate for 2013 Cohort
45%

2017-18 (Post Aug Exams)
Projected Graduation Rate 2014 Cohort (2017-18)
55-60%

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

EAST
IN PARTNERSHIP WITH THE UNIVERSITY OF ROCHESTER
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


