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The Chad School Foundation Special Education Roundtable: *Newark Public Schools Emerging Practices for Special Education Reform*

June 2013

Table of Contents

Acknowledgements
The information in this report was gathered from interviews with building leaders from Central High School, Camden Street, BRICK-Peshine, and McKinley schools. Additionally I received documents that support the description of the programs outlined in this report. Finally, the achievement and special education data was gathered from the New Jersey Department of Education website: http://www.state.nj.us/education/

The Chad School Foundation

Established in 1991 The Chad School Foundation, Inc. is an education policy and advocacy organization seeking to improve conditions in public school systems serving disadvantaged children. Through the commissioning of research and white papers, annual convening of key policy and decision makers, and promotion of evidence-based practices the Foundation champions promising efforts to create high-quality public schools. Chad also assists in providing opportunities to alter the life chances of low-income, yet aspiring students through a limited number of academic scholarships.

Executive Summary

Education reform requires effective practices. As urban schools and districts around the country are attempting common reform priorities – i.e., improve teaching and teachers, focused and competent leaders, better refined curricular standards, and more timely information of improvement – there needs to be an opportunity to understand the process of implementation. Newark Public Schools is embarking on emerging practices for improving the academic and social outcomes of all students, with particular attention to students with disabilities.

The problem occurring in Newark Public Schools (NPS) is two prong – 1) too many students placed in special education and 2) too many students with disabilities are isolated from students not receiving special education services and the district curriculum. According to New Jersey State Department of Education Special Education Data[1], the patterns of special education classification in Newark has risen and declined at multiple times. As recently as 2011-12, Newark, similar to many urban school districts, has a classification rate of 17%, which is higher than the state (11.22%) and national (8.95%) averages for children ages 6-21. The problem is further complicated by placement. In other words, the type of classroom a student with disability is taught. In 2011-12, over 50% of students with disabilities were being taught in self-contained classrooms.

The Solution

As part of its Renew Initiative and Special Education initiative, the current district administration has embarked on addressing these problem outcomes. This report provides an overview of three emerging practices occurring at four schools (Central High School, McKinley, BRICK-Peshine, and Camden Street Schools) focused on improving special education outcomes – **Cultivate Teaching Talent, Deepen Reading Strategies, and Develop, Practice, and Evaluate Co-Teaching Models**. These three components, though not exhaustive of what exists in NPS, provide examples of the types of practices being cultivated to significantly improve the overall achievement outcomes of Newark students.

Figure 1: Three Emerging Practices of Improving Special Education Outcomes

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[1] http://www.state.nj.us/education/specialed/data/
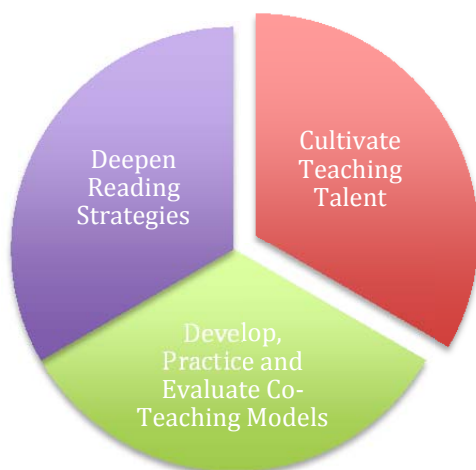
Emerging Strategy 1: Cultivate Teaching Talent

Step 1: SEARCH EARLY FOR TALENT
Scouting for teaching talent for underperforming schools involves looking for teachers that show greatness in commitment, teaching ability, critical thinking, personal responsibility, and achievement. When schools are underperforming finding this type of talent must occur early which means looking winter and spring before the next academic school year. At Camden Street School this process begins in the Spring and is focused on bringing staff that can teach both students with and without disabilities.

Step 2: RIGOROUS SELECTION PROCESS
The selection of teachers is complex. Principal Garrison at Camden Street School devised the key qualities for a teacher leader or "dreamer" for Camden Street. The critical 7 key qualities include commitment, teaching ability, personal responsibility, critical thinking, classroom management, and achievement (See Appendix A). Based on these qualities Camden Street designed a rigorous selection process. Applicants completed an application packet as well as a provided a lesson plan that involved them describing their capacity in the 7 key qualities. Finally applicants participated in an interview process with key school leadership.

STEP 3: NEW AND VETERAN TEACHER INDUCTION
Camden Street identified and begun implementing some key components of teacher induction over the 2012-2013 school year. The following provides an outline of these components of nurturing talent:
1. ***Professional Learning Community*** (PLC) is a practice in which teachers work on a targeted topic on a weekly basis. The topics are focused on topics relevant to the current instructional practice. During 2012-13 school year, Camden's PLC Meetings focused on the following topics: Grading Student Papers, Student Work Analysis, Criterion Referenced Tests, and Revising Unit Plans
2. ***Common Lesson Planning Protocol*** was developed at Camden to assist the alignment of core curriculum to Common Core Learning Standards (CCLS)[2]. According to Camden's plan the protocol provides, "...several checkpoints to assess students' understanding; requires the use of measurable objectives that are aligned to the *CCSS*; uses an anticipatory set or "hook" to establish the purpose for learning; provides for direct instruction via modeling and guided practice; increases time-on-task with daily small group/independent practice sessions; and concludes the lesson with an embedded assessment activity, Demonstration of Student Learning (DSL)." Further this protocol is reviewed on a weekly basis.
3. ***Periodic Data Meetings*** in order to not only examine student growth but also teacher growth; it provides an opportunity "to inform how we modify our course of action to improve both student and teacher performance."
4. ***Directed Instructional Rounds*** are intended to provide focused examination of instructional practice and student learning. These rounds occur in different formats. Daily classroom visits occur with attention to a particular area such as objectives,

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[2] CCLS represent a significant movement to identify what students should learn each grade level. For more information visit: http://www.corestandards.org

student engagement, etc. The rounds also occur on a monthly basis using a more formal template as well as during the spot observations. These rounds provide opportunity for identifying coaching needs as well as define the professional growth plans each teacher maintains. These rounds support the directing of the coaching resources by LitLife on Literacy and National Training Network on Math.

Emerging Strategy 2: Deepen Reading Strategies

Step 1: Identifying the nature of the problem. Through a variety of diagnostic assessments (e.g., Wilson inventory, Scholastic Reading Inventory) the language arts staff were able to identify the state of reading capacity among Central HS students. Such assessments allowed the staff to identify various students that were reading below a second grade level.

Step 2: Knowing where the students stood on their reading level was one part of the process – it also involved knowing how to build the capacity of staff to strengthen students' reading abilities. Over the course of the last three years, the staff throughout the building participated in trainings on the following topics: cloze reading strategies, vocabulary development strategies, context clues, using audio and video to help enhance reading, reading fundamentals, etc. Many of these training sessions kept enhancing the pedagogical content knowledge of special and general education teachers as it relates to the fundamentals of reading (i.e., fluency, comprehension, vocabulary development, phonemic awareness, phonics). More specifically special education students would receive exposure to reading intervention strategies across classrooms. And students identified via diagnostic assessments as beginning readers received intensive reading interventions such as Wilson and Reading Recovery.

Step 3: Another key component of the literacy program was the progress monitoring on how well Central students were doing. Being able to constantly get a temperature check of student progress was a critical strategy. The following are some of the progress monitoring expectations: conduct assessments every two weeks; every teacher maintain an excel spreadsheet of all assessments and analyze progress every month; periodically conduct performance based assessments; and assessments within Read 180 and Wilson Reading.

Emerging Strategy 3: Build Effective Co-Teaching Models

The basic premise of co-teaching is having two highly skilled educators, a general education and a special education teacher, work collaboratively in a classroom. This strategy begun as a way to address the problem of too many students with disabilities being placed in self-contained or segregated classrooms for most of the school day. In order to provide greater opportunity for special education services to be successful and students with disabilities exposed to the overall school curriculum, co-teaching was developed as a strategy. The two schools we examined – BRICK Peshine and McKinley Elementary – are at

different stages in the development of their work. The following represent some of the strategies involved in developing effective co-teaching models.

1. **DEEPEN STAFF CAPACITY**
   a. ***Training for Special Education Aides:*** McKinley is not only providing deepened staff development for the teachers but there is also an intentional development of special education aides working with students with disabilities. According to National Center on Education Statistics, paraprofessionals are about 12% of school staff and primarily work with our students with disabilities. Due to their status they are typically not provided continuous training on deepening their knowledge base in working with various student populations. McKinley has allocated funds to focus on provide ongoing training for their paraprofessionals; school leadership identify paraprofessionals "as an important adult working with our children."
   b. ***Develop Child Study Team:*** Every school is connected with a child study team whose primary task is to manage the special education process, which includes evaluation, classification, program development, and placement of children with identified needs. At McKinley there was a recognition that the child study team, like many across NPS, was comprised of highly skilled specialists who could provide their expertise in a more preventive manner than the compliance which has been their focus. Over the course of the past year and a half the child study team starting also focusing on meeting and providing expertise on non-compliance areas such as classroom management, instruction, de-escalation, and other areas. The team also conducted a book study on various inclusion books, and provided additional trainings to per diem and instruction staff. At the core of this shift is to make a paradigm shift of the child study team to have a shared responsibility for special and general educations students.
   c. ***Creating a Professional Development School (PDS):*** Another component of deepening the instructional well at McKinley, the school leadership has established a relationship with Montclair State University to have the urban teacher residence program involve teaching methodology trainings onsite at McKinley. The model provides an opportunity to groom potential teachers by nurturing their skills, enhancing the depth of current staff, and to potentially create a mechanism for developing the next McKinley talent.

2. **Start Inclusion in Preschool**
   a. ***Preschool inclusion model:*** McKinley, unlike many schools, understands that in a Pre-k to 8th grade setting the paradigm shift towards inclusive education needs to exist at all grade levels. The preschool program at McKinley has shifted into an inclusive model with most preschool classes in which resources are pushed into the classroom rather than pulling students out of the classroom. The inclusion classroom generally contains nine students without disabilities and eight students without disabilities.

3. **Expand Instructional Tools and Methods**
   a. ***Universal Design Learning (UDL):*** McKinley adopted UDL which is focused on building classroom learning environments that maximize you're learning

and knowing how to learn strategically. The intention of this approach is to help teachers know how think and plan for learning and thinking. Universal Design Learning (http://www.udlcenter.org/aboutudl/udlguidelines) began in 2012-13 with conducting a review of every classroom to identify its current status using a UDL rubric (See Appendix for UDL Guidelines).

b. ***Expand Technology Use with All Children:*** At McKinley technology use is not excluded from their inclusion model. All children are provided opportunities to engage learning with technology. For example over the 2012-13 school year the focus has been on the utilization of Ipads across grade levels, and general and special education students (See McKinley Ipad Implementation Plan).

Policy Recommendations

1. Implementation Sustainability Planning

Many urban school districts are struggling with the continuous turnover of leadership, instructional staff and solutions, which in turn disrupts the implementation process. The National Implementation Research Network [3] (NIRN) identifies the stages of implementation as involving ***exploration, installation, initial implementation, and full implementation***. Additionally NIRN identifies specific implementation drivers as key to implementation – decision support data systems, administrative support systems, recruitment and retention, preservice training, consultation and coaching, and staff evaluation. As the district and schools continue with implementation of these emerging practices there needs to be an implementation sustainability planning process that considers the implementation drivers within NPS.

2. Training of Special Education Aides

The development of talent across all staff is a vital step in the process of developing inclusive schools for all students. As schools are adopting new strategies for deepening their instructional capacity there needs to be an attention to special education aides, who are critical adults supporting the academic and social growth of students with disabilities. An intentional and mandatory professional development sequence for special education aides on the needs of students with disabilities will serve as an important support for student outcomes.

3. *Coordination and Alignment of Initiatives*

Within the implementation process there needs to be an attention to the coordination and alignment of reform initiatives. Researcher Charles Payne[4] argues that urban school

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[3] http://nirn.fpg.unc.edu
[4] Payne, C. (2008) So Much Reform, So Little Change. Boston, MA: Harvard Education Press

systems continuously fail because of a poor attention to questions and concerns of value to urban communities. As the emerging practices highlighted in this report suggest there needs to be targeted plans that outline implementation sustainability and that shows how each initiative is building on each other. For example, improving the pool of talented and experienced teachers affects the goodness of co-teaching implementation. The more experience teachers coming into the school system the higher likelihood of improving the implementation of co-teaching.

4. Training on Reading and Literacy Strategies for Secondary Staff

In 1997 the National Reading Panel[5] was commissioned by the National Institutes of Health to focus on what we know about reading and children. Since then numerous research reports have outlined the importance of secondary schools focusing on literacy specifically provide explicit vocabulary instruction, explicit direct comprehension instruction, extended discussion of reading text, and intensive and individualized reading intervention instruction[6]. A sequenced focus on literacy strategies at the secondary level (middle and high school) would greatly support and expand on effective pre-K to 5 reading instruction for students with and without disabilities.

5. Targeted Expansion of Pre-Kindergarten Inclusion Programs

Providing children with a running start on the school environment is good practice. Substantial research documents the importance of early childhood education focused on cognitive development and not simply academic skills development provides a critical running start for all children but especially for children identified with a disability[7]. Targeted expansion of Pre-Kindergarten inclusion programs should consider the types of cognitive development and social skills programming in order to provide the opportunity for children identified with disability at an early age are considered for de-classification, when appropriate.

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[5] The National Reading Panel. http://www.nationalreadingpanel.org/default.htm
[6] *Improving Adolescent Literacy: Effective Classroom and Intervention* Practices.
http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=8
[7] Effective Early Childhood Programs: A Systematic Review. (2010).
http://www.bestevidence.org/word/early_child_ed_Sep_22_2010.pdf

Introduction

Education reform requires effective practices. As urban schools and districts around the country are attempting common reform priorities – i.e., improve teaching and teachers, focused and competent leaders, better refined curricular standards, and more timely information of improvement – there needs to be an opportunity to understand the process of implementation. Michael Fullan's[8] work on school reform has outlined three common phases of implementation – initiation, implementation and institutionalization[9]. Newark Public Schools is embarking on emerging practices for improving the academic and social outcomes of all students, with particular attention to students with disabilities.

In 2012, Superintendent Anderson revealed the beginning elements of a reform agenda involving the closing of under-enrolled schools and creating opportunities for schools and principals to implement different strategies in an initiative titled **ReNew Schools.** In 2013, Superintendent Anderson along with Dr. Katzman, Assistant to the Superintendent for Special Education announced an additional bold initiative to improve the academic outcomes of students with disabilities; to ensure that all NPS schools have the expertise and capacity to meet the needs of ALL students with disabilities and prepare them for postsecondary education, employment and independent living. This initiative from the Office of Special Education includes the following priorities:

- Increasing access to the general education environment;
- Providing access to the Common Core Standards;
- Increasing positive behavioral interventions and supports;
- Developing transition planning and supports;
- Effectively using federal/state/local mandates to ensure access to a high-quality education; and
- Increasing engagement with families and community.

The Problem

The problem occurring in Newark Public Schools is two pronged – 1) too many students placed in special education and 2) too many students with disabilities are isolated from general education students and their curriculum. According to New Jersey State Department of Education Special Education Data[10], the patterns of special education classification in Newark has risen and declined at multiple times. Figure 1 provides a national, state and district comparison of the percent of students with disabilities. Newark, similar to many urban school districts, has a rate of classification higher than state and national averages. More importantly this rate of special education classification represents an overrepresentation of students in special education[11].

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[8] Fullan, M. G. (1991a). The meaning of educational change. In M. G. Fullan, *The new meaning of educational change* (pp. 30-46). New York: Teachers College Press.

[9] Initiation involves embarking on innovation with commitment and requires a visionary leader to drive the mission. Implementation involves the carrying out of action plans, sustained staff development and progress monitoring. Institutionalization is when the innovation becomes part of *what schools do on a daily basis.*

[10] http://www.state.nj.us/education/specialed/data/

[11] Fergus, E. (2010). "Distinguishing Cultural Difference from Disability: Common Causes of

Figure 1: Comparison of National, State and District Special Education Classification Rates
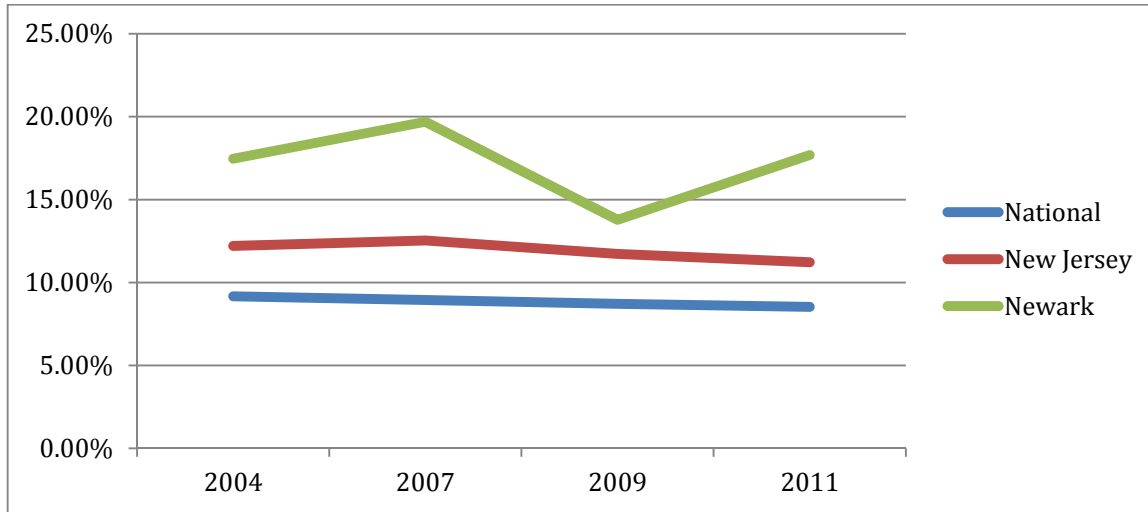
The problem is further complicated by placement. In other words, the type of classroom a student with disability is taught. Across the country, there are various types of classrooms available for students with disabilities, for example, inclusion classrooms (more than 80% of the day is in general education), resource room classrooms (students with disabilities are pulled out for special services throughout the day), and self-contained classrooms (students with disabilities spend more than 80% of their day in a special education classroom). In Newark, the placement patterns are particularly stark and troublesome. Figure 2 shows a comparison of state and district placement rates. In Newark the rates are most recently 30 percentage points higher than across New Jersey.

Figure 2: Comparison of State and District Placement Rates: Students with Disabilities Ages 6-21
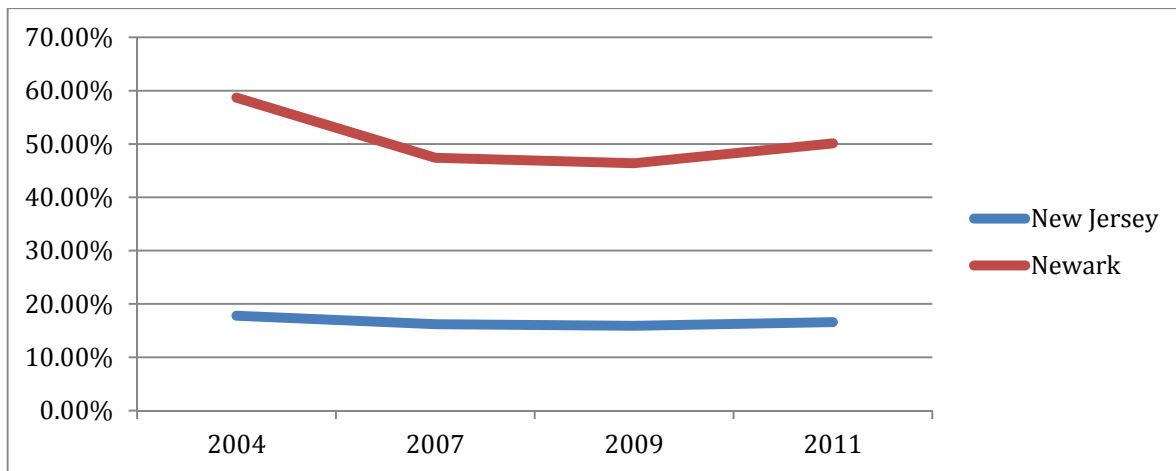
Disproportionality". Equity Alliance at Arizona State University.
http://www.niusileadscape.org/lc/Record/1305

Given that special education is supposed to result in access to enhanced educational services, the reason why disproportionality has increasingly been regarded as a problem and potential civil rights violations requires explanation. After all, each student who has been identified for special education services undergoes a diagnostic learning assessment and is required by law to have an individualized educational program (IEP). With such careful attention to their learning needs it is reasonable to expect that a special education classification would provide some amount of advantage. National research studies identify that in some (but not all) instances, however, special education results in little more than ability segregation, with minimal benefits for students who are excluded from general education due to "disabilities." Available evidence indicates students who enter special education typically make only small (if any) gains in academic proficiency[12]. At the same time, students who are classified as disabled are more likely to be socially and academically isolated from non-classified peers[13] and are more likely to report feelings of loneliness and concerns about being disliked by non-classified students[14]. Moreover, classified students receive limited access to rigorous academic curriculum and consequently experience diminished chances for secondary and post secondary school completions[15]. For Black and Latino students, these effects are even greater given that they are more likely to be placed in more restrictive classroom environments – effectively isolating them from their peers in general education classrooms. Losen[16] describes the harmful effects of racial imbalances in special education. He argues that disproportionality places Black and Latino students in triple jeopardy – first in their increased likelihood of being misclassified as disabled, then in their greater likelihood of being placed in the most restrictive settings (classroom settings with the little of no interaction with general education students), and then in their greater likelihood of receiving poor quality services within those settings.

In order to assist NPS and the Newark community begin a policy dialogue on how to ensure the reduction of inappropriate special education placement and improve outcomes of students with disabilities, the Chad School Foundation in partnership with Dr. Edward Fergus, Assistant Professor of Educational Leadership at New York University examined specific emerging practices focused on achieving these outcomes. More specifically, the project involved working with the NPS Office of Special Education to review building level

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[12] Gottlieb, J. & Alter, M. (1994). An analysis of referrals, placement, and progress of children with disabilities who attend New York City Public Schools. Final Report.

[13] National Research Council. (2002). *Minority students in special and gifted education.* Committee on Minority Representation in Special Education, M. Suzanne Donovan and Christopher T. Cross, (Eds.) Division of Behavioral and Social Sciences and Education. Washington, DC: National Academy Press.; Wagner, M., Newman, L., Cameto, R., Garza, N., & Levine, P. (2005). After high school: A first look at the postschool experiences of youth with disabilities. A report from the National Longitudinal Transition Study-2(NLTS2). Menlo Park, CA: SRI International.

[14] Wagner, M., Newman, L., Cameto, R., Levine, p., and Marder, C. (2007). Perceptions and Expectations of Youth With Disabilities. A Special Topic Report of Findings From the National Longitudinal Transition Study-2 (NLTS2) (NCSER 2007-3006). Menlo park, Ca: SRi international.

[15] Harry, B. & Klingner, J. (2006). *Why are so many minorities in special education?: Understanding race & disability in schools.* New York: Teachers College Press.

[16] Losen, D.J. (2002). Minority overrepresentation and underservicing in special education. *Principal, 81*(3), 45-46.

data to identify potential schools with emerging practices and conduct a summary review of program features in these selected schools, in order to document these practices. This document provides an overview of three specific practices emerging in NPS schools as having the potential of creating academic improvements in forthcoming years.

The emerging practices occurring at four schools across NPS highlight three components of improving special education outcomes – **Cultivate Teaching Talent, Deepen Reading Strategies, and Develop, Practice, and Evaluate Co-Teaching Models**. These three components, though not exhaustive of what exists in NPS, provide examples of areas that matter significantly in improving overall achievement outcomes.

Figure 3: Three Emerging Practices of Improving Special Education Outcomes
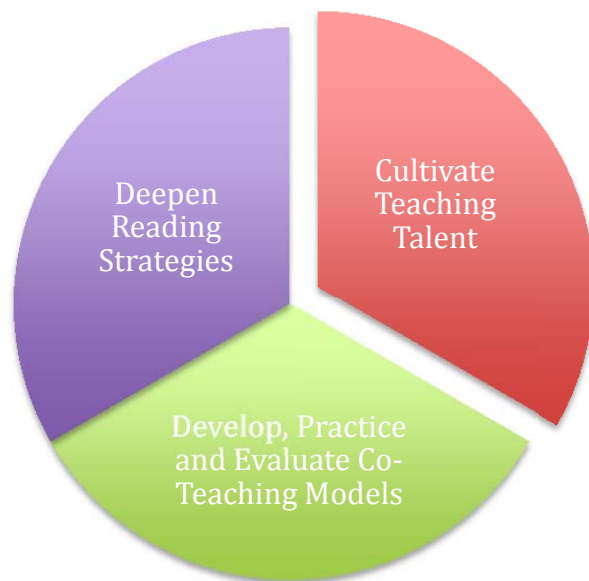
In the following section of this report we provide an overview of four schools at various stages of implementing these three elements of special education reform. The case studies are based on interviews with key school staff, walkthroughs of classrooms, and review of program documents. In addition to providing information about the schools and their key strategies, we also provide external resources and information related to each program strategy.

Case study 1: Cultivating Talent (Camden Street)

Principal Sam Garrison at Camden Street DREAM Academy is focused on talent development; "**our kids need dreamers**." Research documents that at times inexperienced teachers do not have the right skillset to support the development of children at different stages[17]. Cultivating the right talent pool for working with a population of students with diverse needs requires looking for that talent as well as nurturing that talent. In the long term this strategy has the potential of reducing the number of students referred and classified with disabilities. Superintendent Cami Anderson placed *Talent Search Initiative* as an important task to change the trajectory of students with and without disabilities. And Camden Street, as a ReNew School took on this challenge of cultivating talent by received more flexibility in attracting and growing talent .

As a school with a need to improve its outcomes, talent development became one of the several key strategies Principal Garrison put in place in 2012-13. As Table 1 demonstrates the academic performance at Camden Street in 2011-12 is lagging for both students with and without disabilities.

Table 1: Demographic and Achievement Levels among Students Enrolled in Camden Street during the 2011-12 School Year

Indicator	2011-12	
	N	%
Demographics		
Black	444	76.7
Latino	135	23.0
Male	332	57.3
Female	247	42.7
Free Lunch	524	90.5
Limited English Proficient	28	4.8
Students with Disabilities	237	40.9
Total	579	
LAL Achievement		%
Partially Proficient 3rd Grd		77.0
Partially Proficient 4th Grd		77.0
Partially Proficient 5th Grd		87.0
Partially Proficient 6th Grd		84.0
Partially Proficient 7th Grd		89.0
Partially Proficient 8th Grd		56.0

[17] National Research Council. (2002). *Minority students in special and gifted education.* Committee on Minority Representation in Special Education, M. Suzanne Donovan and Christopher T. Cross, (Eds.) Division of Behavioral and Social Sciences and Education. Washington, DC: National Academy Press.;

Math Achievement	%
Partially Proficient 3rd Grd	52.0
Partially Proficient 4th Grd	45.0
Partially Proficient 5th Grd	63.0
Partially Proficient 6th Grd	68.0
Partially Proficient 7th Grd	89.0
Partially Proficient 8th Grd	89.0

In order to change this trajectory, Principal Garrison embarked in Spring 2012 on a journey to attract, grow, and nurture instructional talent for his Camden Street students. Figure 4 provides an overview of the Camden Street talent development process. Each step of Camden's process carries specific architects of beliefs and actions. Though this process primarily focused on bringing in new staff it also assisted in growing talent already present in Camden Street School.

Figure 4: Year One Talent Development

Search Early for Talent
- Partnership with talent development group

Rigorous selection process
- Individual and group interview and teaching demo
- Key qualities: teaching ability, classroom management, commitment, critical thinking, personal responsibility, achievement

Teacher Induction
- Classroom observations
- Teacher leader opportunities

Improved instruction and common core alignment

Step 1: SEARCH EARLY FOR TALENT

In partnership with TNTP (http://tntp.org) and prior to the NPS Talent Office, Principal Garrison was able to utilize an outside expertise that is generally not available to principals to recruit. Scouting for teaching talent for underperforming schools involves looking for teachers that show greatness in commitment, teaching ability, critical thinking, personal responsibility, and achievement. When schools are underperforming finding this type of talent must occur early which means looking winter and spring before the next academic school year. Principal Garrison spent his time in late Spring and Summer seeking new talent for Camden.

Step 2: RIGOROUS SELECTION PROCESS

The selection of teachers is complex. Principal Garrison devised the key qualities for a teacher leader or "dreamer" for Camden Street. The key 7 key qualities include commitment, teaching ability, personal responsibility, critical thinking, classroom management, and achievement (See Appendix A). Based on these qualities Camden Street designed a rigorous selection process. Applicants completed an application packet as well as a provided a lesson plan that involved them describing their capacity in the 7 key qualities. Finally applicants participated in an interview process with key school leadership.

STEP 3: NEW AND VETERAN TEACHER INDUCTION

Much of the research on why teachers leave the profession within the first five years describes two critical reasons – school leadership support and guidance, and opportunities for professional growth. This support, guidance and professional growth looks like structured time for teachers to work together in planning instruction, observing each other's classrooms, and sharing feedback.

Camden Street identified and begun implementing some of these key components of teacher induction over the 2012-2013 school year. The following provides an outline of these components of nurturing talent:

> ### *How important are talented teachers?*
>
> Research on teacher experience and content knowledge demonstrates the more experience and deeper knowledge a teacher develops it improves student performance by as much as one performance level on state exam.
>
> http://www0.gsb.columbia.edu/faculty/jrockoff/rockoff_teachers_march_04.pdf

1. ***Professional Learning Community*** (PLC) is a practice in which teachers work on a targeted topic on a weekly basis. The topics are focused on topics relevant to the current instructional practice. During 2012-13 school year, Camden's PLC Meetings focused on the following topics: Grading Student Papers, Student Work Analysis, Criterion Referenced Tests, and Revising Unit Plans. The PLC work also includes special education being an integral part of the staff development.

2. ***Common Lesson Planning Protocol*** was developed at Camden to assist the alignment of core curriculum to Common Core Learning Standards (CCLS). According to Camden's plan the protocol provides, "…several checkpoints to assess

students' understanding; requires the use of measurable objectives that are aligned to the *CCSS*; uses an anticipatory set or "hook" to establish the purpose for learning; provides for direct instruction via modeling and guided practice; increases time-on-task with daily small group/independent practice sessions; and concludes the lesson with an embedded assessment activity, Demonstration of Student Learning (DSL)." The alignment of lesson planning also included its attention to the needs of students with disabilities particularly in light of CCLS. Further this protocol is reviewed on a weekly basis.

3. ***Periodic Data Meetings*** in order to not only examine student growth but also teacher growth; it provides an opportunity "to inform how we modify our course of action to improve both student and teacher performance." This specifically included looking at students with disabilities and their growth relative to their Individualized Education Plans (IEPs).

4. ***Directed Instructional Rounds*** are intended to provide focused examination of instructional practice and student learning. These rounds occur in different formats. Daily classroom visits occur with attention to a particular area such as objectives, student engagement, etc. The rounds also occur on a monthly basis using a more formal template as well as during the spot observations. These rounds provide opportunity for identifying coaching needs as well as define the professional growth plans each teacher maintains. These rounds support the directing of the coaching resources by LitLife on Literacy and National Training Network on Math

STEP 4: IMPROVED INSTRUCTION AND COMMON CORE ALIGNMENT ARE EXPECTED OUTCOMES FOR YEAR 1

Camden Street has two important and doable goals to attain during year one of implementing their Talent Development Model:

Goal 1: By June 2014, 100% of non-exempt teachers in grades 3-8 will use ANET, DRA, Standardized test data, CRT's and et al. assessment data to address common core weaknesses and improve student performances on interim benchmarks, DRA, Standardized tests, CRT's and other assessments.

 Goal 2: By June, 2014 all unit plans and classroom visitations will show objectives that are aligned to the common core standards and teaching aligned to the standards including teacher generated questions and assessments that include text dependent questions.

These two goals are substantive because they signal the expectation of Camden Street having emerging instructional talent in place by the end of the school year. These types of investments in the teaching staff can strongly result in gradual student academic improvements.

Case Study 2: Literacy as Fundamental at High School (Central HS)

As part of its School Improvement Grant, in 2010-11 Central High School decided to address an issue that is an apparent issue across NPS – reading and writing skills of high school students. From the onset, their focus on improving the reading and writing skills of Central students was outlined as a campus-wide approach including students with disabilities.

As Table 2 demonstrates, the intentional focus has begun to result in major shifts in the proficiency levels of Central HS students. In 2010-11, only 53% of 11th graders attained proficiency and in 2011-12 a larger percentage of 11th graders were proficient (76%). The impact is also present in graduation rates; 77% of overall students graduated and 64% of students with disabilities also graduated in 2011-12.

Table 2: Demographic and Achievement Levels among Students Enrolled in Central High School during the 2011-12 School Year

Indicator	2010-11 N	%	2011-12 N	%
Demographics				
Black			674	91.4
Latino			62	8.4
Male	401		347	47.0
Female	363		391	53.0
Free Lunch	665	87	654	88.6
Limited English Proficient			30	4.1
Students with Disabilities			155	21
Total	764		738	
LAL Achievement		%		%
Partially Proficient 11th Grd		47.0		22.0
Proficient 11th Grd		53.0		76.0
Math Achievement				%
Partially Proficient 11th Grd		60.0		44.0
Proficient 11th Grd		38.0		51.0

As figure 5 demonstrates the focus on developing reading and writing involved a complex array of strategies and activities. The focus on reading and writing began with identifying the nature of the problem. Through a variety of diagnostic assessments (e.g., Wilson inventory, Scholastic Reading Inventory) the language arts staff were able to identify the state of reading capacity among Central HS students. Such assessments allowed to identify various students that were reading below a second grade level. Knowing where the students stood on their reading level was one part of the process – it also involved knowing how to build the capacity of staff to strengthen students reading abilities. Over the course of the last three years, the staff throughout the building participated in trainings on the following topics: close reading strategies, vocabulary

development strategies, context clues, using audio and video to help enhance reading, reading fundamentals, etc. Many of these training sessions kept enhancing the pedagogical content knowledge of teachers as it relates to the fundamentals of reading (i.e., fluency, comprehension, vocabulary development, phonemic awareness, phonics).

Figure 5: Reading and Writing Focus at Central HS 2010-2013

Central High School Principle 1 – Literacy all Day!

An apparent mantra of Central HS is "**literacy all day, everyday**." The students are exposed to various dimensions of literacy. For example, every student receives nearly three literacy course every year. They receive SAT words on a weekly basis which is separate from the SAT prep courses available to them. In science classes students are expected to maintain a lab journal and in math they focus is on lots of word problems.

Though all these literacy strategies were available for all students, smaller groups of students required what is considered Tier 2 supports[18]. This second Tier of support involved two specific reading programs – Wilson Reading and Read 180. Both programs are geared towards working with specific groups of readers. Wilson Reading is primarily geared towards readers that are developmentally reading at early elementary grades and strong focus on decoding and

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[18] In 2004 the reauthorization of the Individuals with Disabilities Education Act (IDEA) required that schools ensure students receive interventions that are progressive in nature. More specifically, response to intervention (RTI – www.rti4success.com) outlines a process for schools to provide scientifically based interventions at different tiers for every student that demonstrates an academic struggle.

encoding. Read 180 focuses on students 2 or more grade levels behind and all five areas of reading. The students participating in these classes are constantly exposed to strategies that are resulting in students making as much as four grade level growth in one year. These strategies have been instrumental for improving the skills of students with disabilities. Specifically Central HS staff identify improvements in student fluency due to intentional work on decoding and encoding, word blending and vocabulary development

Another key component of the literacy program was the progress monitoring or how well were Central students doing. Being able to constantly get a temperature check of student progress was a critical strategy. The following are some of the progress monitoring expectations: conduct assessments every two weeks; every teacher maintain an excel spreadsheet of all assessments and analyze progress every month; periodically conduct performance based assessments; and assessments within Read 180 and Wilson Reading.

What are the most effective types of reading instruction strategies for struggling readers?

A review of programs that focus on struggling readers identify the following as effective strategies: one-on-one phonetic tutoring, and classroom process instruction strategies (e.g., cooperative groups).

Slavin, R.E., Lake, C., Davis, S., & Madden, N. Effective programs for struggling readers: A best evidence synthesis. *Educational Research Review* (2010). http://dx.doi.org/10.1016/j.edurev.2010.07.002

The Best Evidence Encyclopedia: http://www.bestevidence.org/index.cfm

Central High School Principle 2 - Resources and Organization Matters!

Such a comprehensive approach to literacy did not occur overnight nor did it occur without lots of infusion of resources. Some of the resources that mattered most were the outside consultants like LitLife who continuously brought a wealth of knowledge on reading to the teachers; reading programs like Read 180 and Wilson Reading; professional development time; lots of planning time within departments, Professional Learning Communities (PLCs) twice a week, an hour a month with LitLife, and unofficial team meetings. Another key resource was also the professional development on competence and beliefs about the kids; the principal required reading a joint book such as **Pedagogy of Confidence** (Yvette Jackson), and **Teach Like a Champion** (Doug Lamov).

Case Study 3: Early implementation of Co-Teaching (BRICK Peshine)

The focus of the BRICK-Peshine School is to develop globally minded citizens; "Through a global perspective and authentic, inquiry based learning experiences, scholars learn to be socially conscious and caring citizens who are concerned with improving themselves and their community." Part of developing this citizenry, at Peshine school is to also ensure there is inclusive practice among all students. These practices are needed severely, says Principal Chaleeta Barnes. The BRICK Peshine has a substantial academic struggle facing its staff. Table 3 demonstrates the academic performance at BRICK Peshine. Apparent in this table is the overwhelming majority of students are partially proficient.

Table 3: Demographic and Achievement Levels among Students Enrolled in BRICK Peshine during the 2011-12 School Year

Indicator	2011-12 N	%
Demographics		
Black	244	86.1
Latino	39	13.9
Male	169	59.7
Female	114	40.3
Free Lunch	272	96
Limited English Proficient	3	1.1
Students with Disabilities	79	28
Total	283	
LAL Achievement		%
Partially Proficient 3rd Grd		78.0
Partially Proficient 4th Grd		89.0
Partially Proficient 5th Grd		NA
Partially Proficient 6th Grd		88.0
Partially Proficient 7th Grd		88.0
Partially Proficient 8th Grd		68.0
Math Achievement		%
Partially Proficient 3rd Grd		55.0
Partially Proficient 4th Grd		82.0
Partially Proficient 5th Grd		61.0
Partially Proficient 6th Grd		56.0
Partially Proficient 7th Grd		76.0
Partially Proficient 8th Grd		NA

During 2012-13, Principal Barnes embarked on a new instructional practice – **co-teaching.** The basic premise of co-teaching is having two highly skilled educators, a general education and a special education teacher, work collaboratively in a classroom. This strategy began as a way to address the problem of too many students with disabilities being placed in self-contained or segregated classrooms for most of the school day. In order to provide greater opportunity for special education services to be successful and students with disabilities exposed to the overall school curriculum, co-teaching was developed as a strategy.

There are a variety of co-teaching models at the elementary level (See Appendix X). For example, "one teach, one assist" teaching involves a lead teacher conducting the main lesson and support teacher assisting; station teaching involves both teachers agreeing on the various stations and leading those stations; parallel teaching involves both teachers working with different groups of students and rotating throughout the school day; and shared teaching involves both teachers delivery content simultaneously.

Developing the Peshine Co-Teaching Model
At BRICK Peshine, Principal Barnes is allowing for the piloting of various models of co-teaching in order to support the movement of students with disabilities out of self-contained classrooms into general education classrooms (See Figure 6). The most common types of co-teaching model approach at Peshine is station and "one teach, one assist" teaching. The Station teaching is mostly occurring in the elementary classrooms. Teachers are working with students on various aspects of reading development (e.g., fluency, comprehension, vocabulary, phonics, and phonemic awareness). In the middle grade classrooms, the co-teaching model is more complementary teaching. One teacher is leading the content delivery while the second teacher is walking around reinforcing skill practice with targeted students at their desks.

> *What are the different types of co-teaching models?*
>
> 1. **One Teach, One Observe.** *One teacher is main instructor and the other teacher observes student learning.*
> 2. **One Teacher, One Assist.** *One teacher is main instructor and the other teacher assists.*
> 3. **Parallel Teaching.** *Class is divided into groups and each teachers instructs a group.*
> 4. **Station Teaching.** *Class is divided into groups based on content and each teacher instructs a group.*
> 5. **Alternative Teaching.** *One teacher instructs a large group and the other works with a small group.*
> 6. **Team Teaching.** *Both teachers instruct simultaneously.*
>
> **Resource:**
> **National Dissemination Center for Children with Disabilities**
> **http://nichcy.org/schoolage/effective-practices/coteaching**

The early stages of implementing these two models of co-teaching at Peshine has also involved providing certain administrative supports. These supports have included shifting schedules in order to allow for intervisitation of classrooms particularly of Team Academy which is located across the street from Peshine; aside from grade and content level meetings, teachers also have co-teaching planning time twice a week; and Peshine receives professional development opportunities on co-teaching provided by the district.
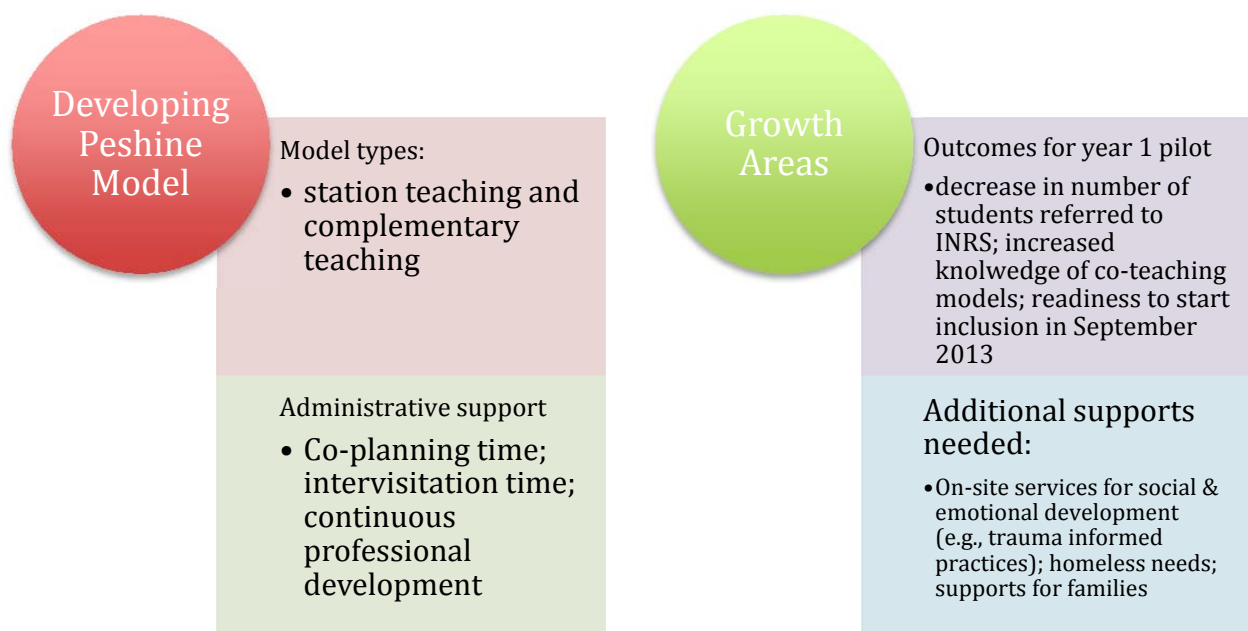
What to expect year one

Documenting this early implementation of co-teaching provides an important landscape for knowing **what to do** in year one and **what to expect** in year one. Principal Barnes is clear that in year one the focus of implementing co-teaching is to ensure competency and capacity development. She has an expectation of seeing decreases in the number of students referred to I&RS based on the availability of greater "push-in" intervention support in these various classrooms. Another important outcome to expect during year one is an increase in the depth of knowledge regarding the various co-teaching models being implemented. As Principal Barnes states, "the co-teaching planning time is leading to more in-depth inquiry…they're asking to have more inter-visitation with TEAM Academy in order to ask questions about strategy." And finally Principal Barnes is anticipating the pilot activities for 2012-2013 will improve readiness to start full school co-teaching in September 2013.

Additional needs

Another area of growth Principal Barnes considers for Peshine is the need for additional supports for students. There are a variety of social and emotional needs Peshine students and their families are experiencing that challenges the learning readiness of youth. Over the next several years, Principal Barnes is seeking partnership to help support on-site social and emotional development such as trauma-informed practices for teachers (See www.thesanctuaryinstitute.org) and specialists to work with families.

Figure 6: Peshine Co-Teaching Approach and Growth Areas

Developing Peshine Model

Model types:
- station teaching and complementary teaching

Administrative support
- Co-planning time; intervisitation time; continuous professional development

Growth Areas

Outcomes for year 1 pilot
- decrease in number of students referred to INRS; increased knolwedge of co-teaching models; readiness to start inclusion in September 2013

Additional supports needed:
- On-site services for social & emotional development (e.g., trauma informed practices); homeless needs; supports for families

Case Study 4: Second Chance at Deepening Co-Teaching Model (McKinley Elementary School)
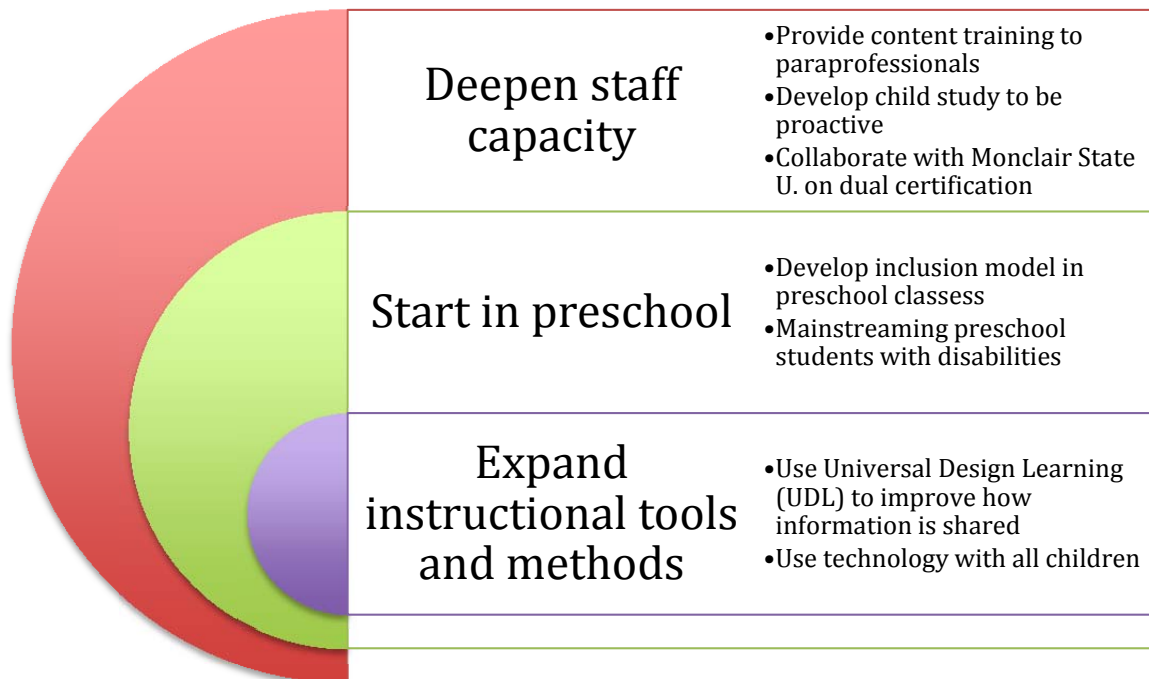
A significant strength of urban schools like McKinley is the opportunity to have a consistent and effective school leader. Over the past decade, McKinley's leader, Principal Carolyn Granato has placed inclusive practices at the center of its core instructional program. Though over this time the school developed an inclusion program with promising results, it suffered what many programs experience in school settings – change in district leadership means change in priorities. Over this past year, McKinley has been provided a second chance to recommit and deepen its co-teaching model.

Table 4: Demographic and Achievement Levels among Students Enrolled in McKinley Elementary during the 2011-12 School Year

Indicator	2011-12 N	%
Demographics		
Black	337	40.6
Latino	477	57.5
Male	462	56
Female	368	44
Free Lunch	738	88.9
Limited English Proficient	53	1.1
Students with Disabilities	239	6.4
Total	830	
LAL Achievement		%
Partially Proficient 3rd Grd		70.0
Partially Proficient 4th Grd		74.0
Partially Proficient 5th Grd		69.0
Partially Proficient 6th Grd		72.0
Partially Proficient 7th Grd		79.0
Partially Proficient 8th Grd		35.0
Math Achievement		%
Partially Proficient 3rd Grd		52.0
Partially Proficient 4th Grd		64.0
Partially Proficient 5th Grd		34.0
Partially Proficient 6th Grd		31.0
Partially Proficient 7th Grd		69.0
Partially Proficient 8th Grd		56.0

The model involves multiple levels of deepened developed. Figure 7 demonstrates three levels of effort.

Figure 7: McKinley Primary Focus on Deepening Inclusion Model

Deepen staff capacity	• Provide content training to paraprofessionals • Develop child study to be proactive • Collaborate with Monclair State U. on dual certification
Start in preschool	• Develop inclusion model in preschool classess • Mainstreaming preschool students with disabilities
Expand instructional tools and methods	• Use Universal Design Learning (UDL) to improve how information is shared • Use technology with all children

1. **DEEPEN STAFF CAPACITY**
   a. *Training for Special Education Aides:* McKinley is not only providing deepened staff development for the teachers but there is also an intentional development of special education aides working with students with disabilities. According to National Center on Education Statistics, paraprofessionals or special education aides are about 12% of school staff and primarily work with our students with disabilities. Due to their status they are typically not provided continuous training on deepening their knowledge base in working with various student populations. McKinley has allocated funds to focus on provide ongoing training for their paraprofessionals; school leadership identify special education aides "as an important adult working with our children."
   b. *Develop Child Study Team:* Every school is connected with a child study team whose primary task is to manage the special education process, which includes evaluation, classification, program development, and placement of children with identified needs. At McKinley there was a recognition that the child study team, like many across NPS, was comprised of highly skilled specialists who could provide their expertise in a more preventive manner than the compliance which has been their focus. Over the course of the past year and a half the child study team starting also focusing on meeting and providing expertise on non-compliance areas such as classroom management, instruction, de-escalation, and other areas. The team also conducted a book study on various inclusion books,

and provided additional trainings to per diem and instruction staff. At the core of this shift is to make a paradigm shift of the child study team to have a shared responsibility for special and general educations students.

c. ***Creating a Professional Development School (PDS):*** Another component of deepening the instructional well at McKinley, the school leadership has established a relationship with Montclair State University to have the urban teacher residence program involve teaching methodology trainings onsite at McKinley. The model provides an opportunity to groom potential teachers by nurturing their skills, enhancing the depth of current staff, and to potentially create a mechanism for developing the next McKinley talent.

Resources on PDS:

1. NCATE Definition of PDS - http://www.ncate.org /Accreditation/AllAccr editationResources/Pr ofessionalDevelopmen tSchools/tabid/497/D efault.aspx
2. National Association of Professional Development Schools - http://www.napds.org /about_napds.html

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2. **Start Inclusion in Preschool**
   a. ***Preschool inclusion model:*** McKinley, unlike many schools, understands that in a Pre-k to 8th grade setting the paradigm shift towards inclusive education needs to exist at all grade levels. The preschool program at McKinley has shifted into an inclusive model with most preschool classes in which resources are pushed into the classroom rather than pulling students out of the classroom. The inclusion classroom generally contains nine students without disabilities and eight students without disabilities.

3. **Expand Instructional Tools and Methods**
   a. ***Universal Design Learning (UDL):*** McKinley adopted UDL which is focused on building classroom learning environments that maximize you're learning and knowing how to learn strategically. The intention of this approach is to help teachers know how think and plan for learning and thinking. Universal Design Learning (http://www.udlcenter.org/aboutudl/udlguidelines) began in 2012-13 with conducting a review of every classroom to identify its current status using a UDL rubric (See Appendix for UDL Guidelines).
   b. ***Expand Technology Use with All Children:*** At McKinley technology use is not excluded from their inclusion model. All children are provided opportunities to engage learning with technology. For example over the 2012-13 school year the focus has been on the utilization of Ipads across grade levels, and general and special education students (See McKinley Ipad Implementation Plan).

Policy Recommendations

1. Implementation Sustainability Planning

Many urban school districts are struggling with the continuous turnover of leadership, instructional staff and solutions, which in turn disrupts the implementation process. The National Implementation Research Network [19] (NIRN) identify the stages of implementation as involving ***exploration, installation, initial implementation, and full implementation***. Additionally NIRN identifies specific implementation drivers as key to implementation – decision support data systems, administrative support systems, recruitment and retention, preservice training, consultation and coaching, and staff evaluation. As the district and schools continue with implementation of these emerging practices there needs to be an implementation sustainability planning process that considers the implementation drivers within NPS.

2. Training of Special Education Aides

The development of talent across all staff is vital step in the process of developing inclusive schools for all students. As schools are adopting new strategies for deepening their instructional capacity there needs to be an attention to special education aides, who are critical adults supporting the academic and social growth of students with disabilities. An intentional and mandatory professional development sequence for special education aides on the needs of students with disabilities will serve as an important support for student outcomes.

3. *Coordination and Alignment of Initiatives*

Within the implementation process there needs to be an attention to the coordination and alignment of reform initiatives. Researcher Charles Payne[20] argues that urban school systems continuously fail because of a poor attention to questions and concerns of value to urban communities. The Newark community as identified in the 2011 PENewark[21] community survey stated that they need school reform that encourages caring and quality teachers, parent engagement, and improvement in student outcomes (achievement and graduation). As the emerging practices highlighted in this report suggest there needs to be

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[19] http://nirn.fpg.unc.edu

[20] Payne, C. (2008) So Much Reform, So Little Change. Boston, MA: Harvard Education Press

[21] *Resident Perceptions of Public Education in Newark: A Community Survey.* http://steinhardt.nyu.edu/scmsAdmin/media/users/eaf7/PENewark.finalreport5.11.11.pdf

targeted plans that outline implementation sustainability and that shows how each initiative is building on each other. For example, improving the pool of talented and experienced teachers affects the goodness of co-teaching implementation. The more experience teachers coming into the school system the higher likelihood of improving the implementation of co-teaching.

4. Training on Reading and Literacy Strategies for Secondary Staff

In 1997 the National Reading Panel[22] was commissioned by the National Institutes of Health to focus on what we know about reading and children. Since then numerous research reports have outlined the importance of secondary schools focusing on literacy specifically provide explicit vocabulary instruction, explicit direct comprehension instruction, extended discussion of reading text, and intensive and individualized reading intervention instruction[23]. A sequenced focus on literacy strategies at the secondary level (middle and high school) would greatly support pre-K to 5 reading instruction for students with and without disabilities.

5. Targeted Expansion of Pre-Kindergarten Inclusion Programs

Providing children with a running start on the school environment is good practice. Substantial research documents the importance of early childhood education focused on cognitive development and not simply academic skills development provides a critical running start for all children but especially for children identified with a disability[24]. Targeted expansion of Pre-Kindergarten inclusion programs should consider the types of cognitive development and social skills programming in order to provide the opportunity for children identified with disability at an early age are considered for de-classification, when appropriate.

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[22] The National Reading Panel. http://www.nationalreadingpanel.org/default.htm
[23] *Improving Adolescent Literacy: Effective Classroom and Intervention* Practices.
http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=8
[24] Effective Early Childhood Programs: A Systematic Review. (2010).
http://www.bestevidence.org/word/early_child_ed_Sep_22_2010.pdf

Author

Edward Fergus, Assistant Professor of Educational Leadership at New York University is a practitioner and researcher whose work explores the effects of educational policy and practices on the lives of people living in vulnerable conditions. More specifically his current work is on the educational outcomes of boys of color, disproportionality in special education and suspensions, and school climate conditions for low-income and marginalized populations. His work is intended to provide ways in which leaders can develop schools as protective environments for low-income and marginalized student populations. Since 2004, Fergus has been the principal investigator of a multi-million dollar state contract with the New York State Department of Education on disproportionality and served as co-principal investigator of a study on single-sex schools for boys of color (funded by the Gates Foundation). Fergus also was appointed in 2011 to the Yonkers Public Schools Board of Education and currently serves on the New York State Governor's Juvenile Justice Advisory Group. He has published numerous articles on disproportionality in special education, race/ethnicity in schools, and is the author of Skin Color and Identity Formation: Perceptions of Opportunity and Academic Orientation among Mexican and Puerto Rican Youth (Routledge Press, 2004), and co-editor of Invisible No More: Disenfranchisement of Latino Men and Boys (Routledge Press, 2011). A former social studies teacher, he received a doctorate from the University of Michigan in Social Foundations and Educational Policy.

APPENDIX

CAMDEN STREET SCHOOL

INTERVIEW QUESTIONS[25]

INTRODUCTORY QUESTIONS

S	Why are you interested in teaching at Camden Renew School?

TEACHING ABILITY
General:

	How will you measure your own success as a teacher? What kind of impact do you want to have in a year? Have you had this kind of impact yet in your (student) teaching experiences?
S	Imagine you have been teaching for one month and feel that your students are no better off than they were when you first arrived. What would you do? After two months, when a third of your students are still no better off? After winter break, when a handful of students are still no better off?

Content mastery:

	Tell me about a specific lesson you felt you were really successful at. o What was the objective? o What were the activities/how did you teach the lesson? o How do you know it was successful? o What would you do differently if you had to teach it again? o Why was that lesson important?
	Tell me about a lesson that didn't go so well. Why did it fail? What would you do differently if you had to teach it again?

Instructional design and strategies:

	How do you know that your students mastered the objective? What do you do if they didn't?
	How can you/do you help students who aren't achieving? How are you going to meet the needs of Special Ed/ELL/ESL students?

CLASSROOM MANAGEMENT

S	A student in your class, Aimee, is being disruptive by talking to other students around her. You approach Aimee and ask her to be respectful of her classmates and quiet down, to which she responds "who are you to tell me to be quiet?" How would you respond in that moment? What would you do that day after school?
	If you were having a classroom management problem, at what point would you want to involve the principal?
	How would you describe your classroom management style?
S	If a student were to communicate inappropriately with you (i.e. curses), how would you respond? What if this behavior persisted? When would you involve the parents? When do you involve me?

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[25] Copyright TNTP, 2012

School Fit/Commitment
Management

	How often do you expect to be observed/receive feedback on your teaching?
	How can I, as the principal, best support you as a teacher?
	Think about a time when you were given advice by a superior or co-worker in the past. How did you feel about someone criticizing work that you had put a lot of energy into? What was your response? How did you handle the advice you were given?
	What kind of management do you work best under?
	Think about your last performance review. What areas did your supervisor highlight for improvement? Do you agree or disagree? What areas do you think you need improvement in? Did you do anything specific to address these issues?

Collegial environment

S	You are teaching middle school. Students move from one classroom to another each period during the day for classes in different content areas. Each day, the teacher who drops off your last class of the day arrives at least 10 minutes late, and the lost time is causing that class to fall behind the others. Once before, you have politely asked the teacher to deliver the students on-time. The teacher replied that his classroom is all the way across the school and he often has a difficult time getting the class into an orderly line. The class continues to be late. How would you approach a conversation with this teacher about getting the class to your room on-time? When would you involve the principal?
	What do you find most frustrating in working with other people? What do they find most frustrating about you?
	What kind of teachers do you work best with?
	What kind of teachers are you challenged by?

Classroom Environment

	If I walked into your classroom and you were in the midst of a successful lesson, what would I see?
	Walk me through what the first 15 minutes of your class, step-by-step.

Parent/community

	Do you prefer parents who are overly involved or not involved at all if you had to choose?
	What are some strategies you might use to engage the parents of students in your class? What about the community?

School particulars

	Our school has a large Special Needs Population, close to 40%
	- What do you think this will be like for you as a teacher? - What in your previous experience has prepared you for working with this population? - What challenges do you expect to encounter in working with this population? - How would you customize a lesson to fit the specific needs of our school population?

Other contributions/Mission

	If I don't hire you, what would I be missing?
	If you had to start an after-school club, what would it be?
	Why do you think some low-income students are currently lagging behind far behind their more affluent peers in American schools? - If external factors are offered: What role do you think you as a teacher could play in overcoming those obstacles? - If teacher isn't sure about some students being able to perform: What should the goals be for the lowest performing students? How likely are you to succeed in meeting those goals?
	What do you find appealing about working in an urban, high-need school?
	What does it mean to be a good teacher? How might I see that in your classroom (push for more than 3 ways)?

ACHIEVEMENT

	Tell me about a situation where you recognized a problem or a challenge and then did something about it
S	It is the first day of school, and you go to your classroom and find that you have no books. What would you do? And then what? And if after a month, there were still no books, what would you do then?
	Would you say that you have succeeded at your prior jobs? If so, how? What is an example of a great contribution you have made at your previous jobs that can't be shown on a resume?

PERSONAL RESPONSIBILITY

	There are obviously many factors that will determine whether you succeed in raising the achievement of your future students. What portion or percentage of the weight rests directly on you as a teacher? Why? How are you going to do it?
	Tell me about a time where you were incredibly busy and had to manage multiple responsibilities. How did you manage it? Is there anything you felt slipped through the cracks or didn't get done?

Competency and Primary Indicators	Additional Indicators
Teaching Ability: **Demonstrates an appropriate knowledge of content and pedagogy** • Provides reasonable examples of effective lesson-planning, instructional strategies, and/or student assessment • Instruction is focused on student achievement • Conveys ideas and information clearly	o Addresses the multiple and varied needs of students in the classroom o Makes content meaningful to students in the district o Sets concrete, ambitious goals for student achievement o Indicates confidence that all students should be held to high standards o Reflects on successes and failures o Maintains high expectations for students when confronted with setbacks; continues to focus on students' academic success
Classroom Management: **Demonstrates ability to deal effectively with negative student behavior** • Remains productive and focused when confronted with challenges • Displays willingness to adapt classroom management style to meet the particular needs of the school or culture	o Assumes accountability for classroom management and culture o Conveys reasonable understanding of potential challenges involved in teaching in a high-need school o Demonstrates ability to deal effectively with negative student behavior o Persists in offering viable and realistic strategies to deal with classroom management challenges o Conveys willingness to try multiple strategies or something new when things change or when confronted with challenges
Critical Thinking: **Analyzes situations thoroughly and generates effective strategies** • Identifies key issues • Generates effective/creative strategies or responses to situations • Develops logical responses to address challenges	o Understands and responds directly to questions o Organizes responses in a coherent manner o Supports response or points with specific and relevant examples/evidence o Stays on point o Analyzes situations thoroughly and generates multiple effective strategies o Has realistic picture of potential challenges
Achievement: **Demonstrates success in achieving student learning and other goals** • Focuses on concrete, measurable results • Teaching success related to specific, measurable student achievement • Demonstrates initiative and general willingness to take on challenges as well as a history of overcoming them • Sets and meets ambitious goals	o Describes, in detail, a significant, quantifiable goal demonstrating excellence o Earns formal recognition or awards for achievement o Demonstrates pattern of going above and beyond normal expectations o Possesses accomplishments with students and/or in other endeavors o Sets ambitious and concrete goals for teaching performance and/or student success o Describes specific examples of taking on challenges or initiatives o Discusses using benchmarks and/or concrete goal setting as a general habit
Personal Responsibility: Assumes accountability for reaching outcomes despite obstacles • Focuses on own capacity to impact situations rather than on external barriers • Understands challenges within larger context • Takes initiative to solve own problems	o Holds self accountable for student learning o Assumes responsibility for classroom environment and culture o Takes ownership of failures o Identifies lessons from past failures o Provides examples of maintaining focus on the big picture and addressing obstacles in past professional or personal experiences o Speaks specifically about setbacks in past experiences and/or scenario questions and is able to maintain appropriate focus and optimism o Persists in offering viable/realistic strategies to address scenarios o Provides examples of being self-reliant

Commitment: Committed to raising academic achievement in urban/high needs schools • Desires to work in a community with high needs schools • Believes that students of all backgrounds can and must learn at high levels • Holds all students to high standards	o Desires to teach specifically in urban/high needs schools o Conveys reasonable understanding of potential challenges involved in teaching in high-need schools o Conveys belief that all students have the ability to learn at high levels o Articulates high expectations for potential and performance of future students (in theory and through scenario examples) o Holds him/herself accountable for the success and growth of students o Maintains high expectations and continues to focus on the students' academic success when confronted with setbacks in scenario questions o Demonstrates persistence

40 minute block:

Daily Objective Aligned to Common Core

Two parts

DOL – Demonstration of Learning

Madeline Hunter Anticipatory Set

Anticipatory Set that Connects to Learner and excites them about the lesson

Hook – 5 minutes

*Check for Understanding 1

Direct Instruction/Modeling – 10 minutes

*Check for Understanding 2

Guided Practice – 10 minutes

*Check for Understanding 3

Independent Practice – 10 minutes

*Check for Understanding 4

DSL/Exit Ticket – 5 minutes

CENTRAL HIGH SCHOOL

Central High School
WRITER'S NOTEBOOKS: FEEDBACK FOR STUDENTS

Student: **Class:**   **Date:**

	Inadequate Command 1 pt	Partial Command 2 pts	Adequate Command 3 pts	Superior Command 4 pts
PARTICIPATION: You have attempted all assignments.				
ROUTINE: You have followed established management routine, *including DO NOW and DOL each day*.				
QUALITY OF RESPONSES: You demonstrate effort to create thoughtful, quality responses connected to class content.				
Total Points (1-12) 1-3=D 3-5=C 6-8=B 9-12=A				

COMMENTS:

GENERAL STRENGTHS…	GENERAL NEEDS…
SHOWCASE PIECE* STRENGTHS…	**SHOWCASE PIECE* NEEDS…**

*Note: When turning in notebook, you will flag two entries for focused teacher feedback.

CENTRAL HIGH SCHOOL
LANGUAGE ARTS,ESL, LIBRARY/MEDIA SERVICES DEPARTMENT
CHAIRPERSON: R. SCIPIO

ENGLISH ENRICHMENT WRITING INTENSIVE 2012-2013

NAME_____PER.____TEACHER_____

CIRCLE ONE: PRE /POST TEST

Expository Essay
You will have 5 minutes to complete the following task.

Directions:
Think carefully about the issue presented in the following excerpt and the assignment below.

Some people believe that making mistakes is unacceptable, that whatever is done must be done error free. However, research has found that perfectionists tend to be less successful than non perfectionists because they spend too much time trying to be perfect. Even when they do some things wrong, non perfectionists often achieve more of their goals than perfectionists do.
Adapted from Glenn Hirsch, "An Imperfect Look At Overcoming Perfectionism"

Assignment:
Would it be better if people were more accepting of mistakes? Using examples from literature, history, science, film, or your own experiences Plan and write an essay in which you develop your point of view on this issue.

Prewriting/Planning Space – You have 5 minutes to plan your essay!
Your Point of View: (Thesis)_____
Paragraph 1 Introduction

Paragraph 2 Introduce your example

S	H	F	L	Y
Science	History	Film	Literature	Your Own Experiences

Paragraph 3 Show how your example supports your thesis

Paragraph 4 Give a personal Example and show how it supports your thesis.

Paragraph 5 Conclusion

MCKINLEY SCHOOL

McKinley IPAD Implementation Plan

September	- Create a multidisciplinary implementation team - Visit Children's Institute- Verona, NJ - Identify pilot classrooms
October	- Identify applications to load - Professional Development for pilot classrooms staff/parents - Create and articulate security plan
November	- Begin usage in piloted classrooms - Begin documenting impact on student learning and performance. - Identify classrooms for second phase implementation
December	- Assess the value of loaded applications and determine alternatives or upgrades as necessary - Make necessary revisions to usage and or security procedures - Professional Development for second phase classroom staff/parents and advanced training for pilot classrooms (phase1)
January	- Begin usage in second phase classrooms - Continue documenting impact on student learning and performance - Continue assessing the value of loaded applications and determine alternatives or upgrades as necessary - Continue making necessary revisions to usage and or security procedures - Professional Development for third phase classrooms staff/parents and advanced training for phase 1 and 2 classrooms
February	- Begin usage in third phase classrooms - Continue documenting impact on student learning and performance - Continue assessing the value of loaded applications and determine alternatives or upgrades as necessary - Continue making necessary revisions to usage and or security procedures
March	- Continue documenting impact on student learning and performance - Continue assessing the value of loaded applications and determine alternatives or upgrades as necessary - Continue making necessary revisions to usage and or security procedures - Plan to showcase impact of IPAD's during Autism Awareness Month
April	Autism Awareness Month Showcase

May	• Develop formal reports of student impact from data collected over the course of the year
June	• Create year two implementation and growth plan

UDL Guidelines – Educator Worksheet - v. 2

I. Provide Multiple Means of Representation:	Your notes
1. Provide options for perception	
1.1 Offer ways of customizing the display of information	
1.2 Offer alternatives for auditory information	
1.3 Offer alternatives for visual information	
2. Provide options for language, mathematical expressions, and symbols	
2.1 Clarify vocabulary and symbols	
2.2 Clarify syntax and structure	
2.3 Support decoding of text, mathematical notation, and symbols	
2.4 Promote understanding across language	
2.5 Illustrate through multiple media	
3. Provide options for comprehension	
3.1 Activate or supply background knowledge	
3.2 Highlight patterns, critical features, big ideas, and relationships	
3.3 Guide information processing, visualization, and manipulation	
3.4 Maximize transfer and generalization	
II. Provide Multiple Means for Action and Expression:	Your notes
4. Provide options for physical action	
4.1 Vary the methods for response and navigation	
4.2 Optimize access to tools and assistive technologies	
5. Provide options for expression and communication	
5.1 Use multiple media for communication	
5.2 Use multiple tools for construction and composition	
5.3 Build fluencies with graduated levels of support for practice and performance	
6. Provide options for executive functions	
6.1 Guide appropriate goal setting	
6.2 Support planning and strategy development	
6.3 Facilitate managing information and resources	
6.4 Enhance capacity for monitoring progress	
III. Provide Multiple Means for Engagement:	Your notes
7. Provide options for recruiting interest	
7.1 Optimize individual choice and autonomy	
7.2 Optimize relevance, value, and authenticity	
7.3 Minimize threats and distractions	
8. Provide options for sustaining effort and persistence	
8.1 Heighten salience of goals and objectives	
8.2 Vary demands and resources to optimize challenge	
8.3 Foster collaboration and community	
8.4 Increase mastery-oriented feedback	

9. Provide options for self-regulation	
9.1 Promote expectations and beliefs that optimize motivation	
9.2 Facilitate personal coping skills and strategies	
9.3 Develop self-assessment and reflection	