



*Investment Partner in Renaissance 2010*

2009 New Ventures in Education Seminar:  
**Remediation, Accelerated Learning, and Curriculum  
Development**

*Creating a New Market of Public Education*

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# Agenda

- ▶ Introduction (4:15 – 4:20 PM)
  - Do Now
  - Background of Roxbury Prep
- ▶ Designing the Educational Program to Meet Remedial Needs (4:20 – 4:30 PM)
- ▶ Reviewing Benchmark Assessments (4:30 – 4:45 PM)
- ▶ Developing Curriculum Based on Student Needs (4:45 – 5:15 PM)
- ▶ Implementing Curricular Innovations in a Start-Up Environment (5:15 – 5:30 PM)

# Introduction

## Do Now: Remediation, Accelerated Learning, and Curriculum Development

- ▶ What are 3 challenges you will face in your school related to student achievement?
- ▶ What ideas do you have to meet those challenges?

## Roxbury Prep is a high-performing charter school located in Roxbury, MA serving 230 students in grades 6<sup>th</sup> - 8<sup>th</sup>

### Highlights of Roxbury Prep

- ▶ Mission: Prepare students to enter, succeed in, and graduate from college
- ▶ 230 students: 100% African-American or Latino, 72% free and reduced price lunch eligible
- ▶ School was founded to serve the underserved communities in Boston without access to college prep schools
- ▶ School opened in September 1999 with a class of 6<sup>th</sup> grade students; first graduating class in June 2002
- ▶ Charter renewed in February 2004 and February 2009

# Roxbury Prep has an effective model that has resulted in high student achievement

## Model

- ▶ **Rigorous Extended Day Curriculum:** Rigorous, college prep Math, Science, English, History, and Reading classes from 7:45 AM to 3:15 PM
- ▶ **Enrichment Activities:** Athletics and visual and performing arts Enrichment classes from 3:15 to 4:15 PM
- ▶ **High Expectations:** Small, focused classes with outstanding teachers, a strict code of conduct, and mandatory uniforms

## Keys to Success

- ▶ Setting High Expectations
- ▶ Providing Support
  - Extended Day/Year
  - Tutoring
  - Homework Center
  - Enrichment/Clubs/Etc.
- ▶ Staff Culture Related to Achievement
- ▶ Structures of Training, Professional Development, etc.

## Results

- ▶ Students scored advanced or proficient on the 2008 Massachusetts Comprehensive Assessment System (MCAS) exams at a higher rate than 80% of all Massachusetts middle schools, including affluent communities such as Wellesley, Weston, Belmont, Brookline, and Cambridge
- ▶ On the 2008 8<sup>th</sup> grade math and 7<sup>th</sup> grade ELA MCAS tests, Roxbury Prep scored in the top 10 of all schools in the Commonwealth of Massachusetts
- ▶ Over 1/2 the students in the Class of 2008 matriculated to independent, parochial, or exam schools. Over 70% of the graduates from Roxbury Prep's first three classes are enrolled in colleges and universities across the nation

## **Designing the Educational Program to Meet Remedial Needs**

**Performance data must be used to identify the needs of your students to ensure time is most effectively used from day one**

### Why Use Baseline Assessments?

- ▶ To decide where to start with content and skills
- ▶ To group students
- ▶ To compare cohorts
- ▶ To prepare students for your school culture

# You must have a clear process for administering baseline assessments and analyzing assessment results

## ▶ Administering Baseline Assessments

- Choose an assessment or write your own
- Be clear with students and teachers about the intent of the assessment

## ▶ Criteria for Strong Baseline Assessment

- Aligned with state standards and college readiness standards for high school
- Clearly assesses mastery of individual and independent skills
- Aligned with school expectations

## ▶ Sample Baseline Assessments

- Review Reading/Math Baseline Assessment and Results
- Standardized (norm referenced [Stanford 10, Terra Nova, etc.]) vs. Internal Teacher-Generated Baseline Assessments

**Once student needs are identified, you can develop a remediation plan that aims for each student to make as much progress as quickly as possible**

### Theories/Principles of Remediation Opportunities

- ▶ More time, when used well, is critical. This includes class time (double math, double literacy, extended year) and out-of-class time (tutoring, Saturday).
- ▶ It is critical to define what all students will know and be able to do. It is also critical to define what mastery “looks like.”
- ▶ Use data to meet students “where they are.”
- ▶ Enrichment/extension activities and high standards allow teachers to push students who are more advanced or progress faster than their peers. These activities take many forms in and out of the classroom.

# It is likely that students will require multiple supports to achieve desired gains

Remediation Learning Opportunities			
Support	Description	When to use it	Roxbury Prep Approach
<b>Extended day and year</b>	<ul style="list-style-type: none"> <li>▶ Add days to the year (beyond 180) and/or hours to the day</li> </ul>	<ul style="list-style-type: none"> <li>▶ Suggested for student populations who need more time to meet the standards because they are starting behind</li> </ul>	<ul style="list-style-type: none"> <li>▶ Longer school day (results in 10 additional weeks/year)</li> <li>▶ Extended year for <u>teachers</u> (200 days for teachers)</li> </ul>
<b>Homework Support</b>	<ul style="list-style-type: none"> <li>▶ Students who struggle to complete homework do their homework after school supervised by staff members</li> </ul>	<ul style="list-style-type: none"> <li>▶ Suggested for student populations for whom homework completion is an impediment to achievement</li> </ul>	<ul style="list-style-type: none"> <li>▶ Two homework centers are staffed daily until 6:00 PM</li> <li>▶ School phases out the program by the 8<sup>th</sup> grade</li> </ul>
<b>Tutoring</b>	<ul style="list-style-type: none"> <li>▶ Individual and small group instruction</li> </ul>	<ul style="list-style-type: none"> <li>▶ Suggested for student populations whose needs have been identified by classroom assessments or baseline assessments</li> </ul>	<ul style="list-style-type: none"> <li>▶ Teachers tutor one period/day</li> <li>▶ Additional tutors are hired as needed</li> </ul>
<b>Differentiation</b>	<ul style="list-style-type: none"> <li>▶ Holding all students to high standards, but creating different paths to the end goal</li> </ul>	<ul style="list-style-type: none"> <li>▶ When abilities and mastery are varied within a class or cohort</li> </ul>	<ul style="list-style-type: none"> <li>▶ Flexible Ability Grouping</li> <li>▶ Tutoring</li> <li>▶ Saturday School</li> </ul>
<b>Enrichment/ Extension Activities</b>	<ul style="list-style-type: none"> <li>▶ Provide students with life-enriching opportunities in the arts, athletics, and other activities</li> </ul>	<ul style="list-style-type: none"> <li>▶ When the most advanced students need additional challenges</li> <li>▶ When struggling students need to feel successful</li> </ul>	<ul style="list-style-type: none"> <li>▶ One hour of arts and athletic Enrichment class each day, Monday – Thursday</li> <li>▶ After school clubs such as Science Olympiad, Model UN, etc.</li> </ul>

# It is likely that students will require multiple supports to achieve desired gains

Remediation Learning Opportunities			
Support	Advantages	Challenges	Implementation Considerations
<b>Extended day and year</b>	<ul style="list-style-type: none"> <li>▶ Students have more time to learn material</li> <li>▶ Allows for remediation <u>and</u> advanced work</li> <li>▶ Allows for more programming (art, etc.)</li> <li>▶ Ensures students are using time productively</li> </ul>	<ul style="list-style-type: none"> <li>▶ Staffing</li> <li>▶ Prioritization</li> </ul>	<ul style="list-style-type: none"> <li>▶ Ensure time is used well</li> <li>▶ Staffing issues</li> </ul>
<b>Homework Support</b>	<ul style="list-style-type: none"> <li>▶ Another opportunity to develop study skills and organizational skills</li> <li>▶ Increased homework completion leads to better student achievement</li> </ul>	<ul style="list-style-type: none"> <li>▶ Staffing – decide how to use staff time best</li> <li>▶ Eventually students need to develop the skills to create their own “homework center”</li> </ul>	<ul style="list-style-type: none"> <li>▶ Mandatory? If so, for how long?</li> <li>▶ Are students getting a quiet space or homework help?</li> </ul>
<b>Tutoring</b>	<ul style="list-style-type: none"> <li>▶ Students have more opportunities to learn material</li> <li>▶ Builds student-teacher relationships</li> <li>▶ Allows teachers to meet the needs of individual learners</li> </ul>	<ul style="list-style-type: none"> <li>▶ Scheduling</li> <li>▶ Staffing</li> </ul>	<ul style="list-style-type: none"> <li>▶ Teacher training</li> <li>▶ Tracking tutoring hours</li> </ul>
<b>Differentiation</b>	<ul style="list-style-type: none"> <li>▶ Ensures all students are challenged at an appropriate level</li> </ul>	<ul style="list-style-type: none"> <li>▶ Difficult to plan for before you know the students</li> <li>▶ Balancing differentiation from low expectations</li> </ul>	<ul style="list-style-type: none"> <li>▶ Teachers need training</li> <li>▶ Ensure students who struggle most have full access to challenging material</li> <li>▶ “Fair” Is not always “equal”</li> </ul>
<b>Enrichment/ Extension Activities</b>	<ul style="list-style-type: none"> <li>▶ Exposes students to life’s possibilities</li> <li>▶ Engages students in school – affecting academic success</li> <li>▶ Develops student-teacher relationships</li> <li>▶ Way to further challenge the most successful students</li> </ul>	<ul style="list-style-type: none"> <li>▶ Finding the time</li> <li>▶ Balancing academics and enrichment</li> <li>▶ External staffing</li> </ul>	<ul style="list-style-type: none"> <li>▶ Teachers need training</li> </ul>

# **Reviewing Benchmark Assessments and Sample Data Handout #1**

## Sample Math Data

First Name	Last Name	Addition Score (Out of 40)	Subtraction Score (Out of 40)	Multiplication Score (Out of 100)	Division Score (Out of 40)	Timed Facts Score (Out of 220)	PCD Score (Out of 25)	PS Score (Out of 12)	Combined PS/PCD (Out of 37)	Overall Score (Out of 257)
Sulaiman	Abdul-Hadi	29	23	79	18	149	13	10	23	172
Jibrail	Abdur-Rashid	26	20	65	25	136	13	4	17	153
Kieara	Beaman	28	17	86	15	146	10	4	14	160
Melissa	Beltran	25	18	77	12	132	9	2	11	143
William	Biggs	36	20	100	20	176	16	10	26	202
Kayla	Brown	40	25	99	22	186	13	6	19	205
Alize	Cabral	31	20	65	20	136	8	10	18	154
Pamela	Cabral	26	15	84	17	142	8	10	18	160
Calina	Cardosa	23	11	69	15	118	8	6	14	132
Michael	Carmona	23	22	53	11	109	12	10	22	131
Kevin	Copeland	27	15	60	20	122	12	6	18	140
Mayda	Curet	15	13	69	10	107	12	4	16	123
Norvia	Deleon	29	27	98	25	179	13	10	23	202
Terell	Denton-Cheek	35	27	85	25	172	1	4	5	177
Kenneara	Dixon	30	20	86	16	152	10	4	14	166

## Sample Reading Data

		Fiction	Poetry	Non-Fiction	Vocabulary	Vocabulary (Writing)	Vocabulary (Tier 1)	Vocabulary (Tier 2)
<b>First Name</b>	<b>Last Name</b>	Sum	Sum	Sum	Sum	Sum	Sum	Sum
Sulaiman	Abdul-Hadi	5	4	5	7	3	1	3
Kassandra	Edouard	5	4	5	7	3	1	3
Jeanette	Guzman	5	5	4	6	3	1	3
Louisha	Laguerre	5	4	5	7	3	1	3
Troy	Lilly	5	5	4	6	3	1	3
Tae-vaughn	McLeod-Palmer	4	5	5	6	3	1	3
Shanice	Pimentel	5	4	5	7	3	1	3
Briana	Williams	5	5	4	6	3	1	3

## **Developing a Curriculum Based on Student Needs**

## There are key questions that every educator should ask themselves when structuring a curriculum based on student needs

### Key Questions

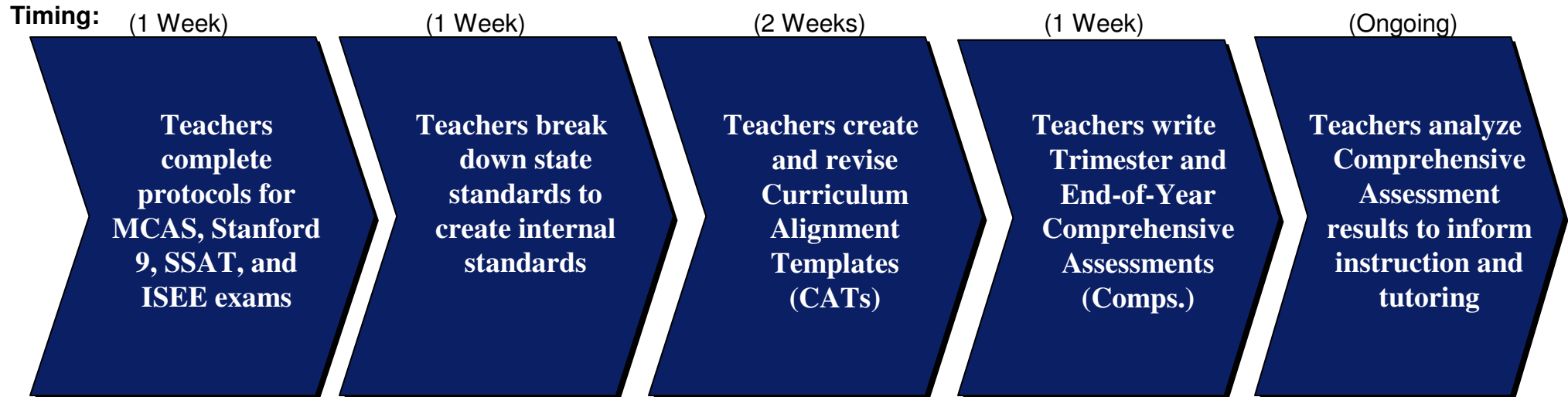
- ▶ What do my students need to know or be able to do by the end of the year?
- ▶ What is the most effective way for me to teach students these important concepts?
- ▶ How do I make sure that students have really learned the concepts that I wanted them to learn?

## A clear vision of student mastery should be the starting point for all curricular decisions and the center of all teachers' efforts

- ▶ Data and student performance should always drive instruction
- ▶ Teachers should plan with a concrete definition of “mastery”
- ▶ Urgency and student progress is driven by teachers
- ▶ Decisions about pacing and content depth and breadth need to be **conscious** decisions

# There must be a clear process for the development of a curriculum that is grounded in standards and baseline assessments

## 3-week Summer Curriculum Development Period each August [5 weeks in the first year]



### Key Take-Aways

- ▶ Data analysis is only effective if curriculum and assessments are standards based and well-planned
- ▶ Time is very important; teachers must have structured time to complete these tasks

# Step One of the process is to analyze the tests

## ▶ Read the Tests

- Read the relevant assessments from cover to cover multiple times
  - **MCAS:** Illustrates the State's definition of "mastery"
  - **Stanford 9:** Administered at the beginning, middle, and end of 6<sup>th</sup> grade to monitor progress and compare cohorts
  - **SSAT exam:** Secondary School Admissions Test; used for Private School admission and for all 7<sup>th</sup> and 8<sup>th</sup> graders at Roxbury Prep)
  - **ISEE exam:** Independent School Entrance Exam; used for Private School Admission in Some Parts of the Country and Exam School Admission in Boston

## ▶ Analyze the Tests

- Complete a detailed "External Exam Protocol" chart listing:
  - Question#
  - Question Format and Vocabulary
  - Content Assessed (in History or Science)
  - Skills assessed

## Analyzing the Tests - Example 1: 2000 ELA Grade 8

**Question:** What is the author's opinion of the conditions in which the mules live in the mine? Use examples from the essay to explain how the author uses descriptive language to convey his opinion

Question #	Question Format and Vocabulary	Content (History/Science)	Skill(s)
1.	<ul style="list-style-type: none"> <li>▶ Open-response about a passage</li> <li>▶ Vocabulary; author, convey</li> </ul>	<ul style="list-style-type: none"> <li>▶ Descriptive Language</li> </ul>	<ul style="list-style-type: none"> <li>▶ Identifying author's opinion</li> <li>▶ Persuasive writing (Argument + Evidence from the Text)</li> <li>▶ Paragraph Writing</li> </ul>

## Analyzing the Tests - Example 2: History and Social Science Grade 8

**Question:** From the list, select two aspects of life in the Roman Empire and discuss how each influenced politics, culture, or economics in the United States (Architecture, Art, Government, Language, Law, Literature, Mathematics, Philosophy, Religion, Science)

Question #	Question Format and Vocabulary	Content (History/Science)	Skill(s)
2.	<ul style="list-style-type: none"> <li>▶ Open-response</li> <li>▶ Vocabulary: aspects, influence, politics, culture, economics</li> </ul>	<ul style="list-style-type: none"> <li>▶ Ancient Rome</li> <li>▶ USA</li> <li>▶ Characterizations of a Civilization</li> <li>▶ Architecture</li> <li>▶ Government</li> <li>▶ Language</li> <li>▶ Law</li> <li>▶ Literature</li> <li>▶ Mathematics</li> <li>▶ Philosophy</li> <li>▶ Religion</li> <li>▶ Science</li> </ul>	<ul style="list-style-type: none"> <li>▶ Grouping information about a civilization by aspect of life</li> <li>▶ Persuasive writing (Argument + Historical Evidence)</li> <li>▶ Paragraph Writing</li> </ul>

## Analyzing the Tests - Example 3: 2000 Science and Technology

**Question:** Chloroplasts in cells make it possible for the cells to: (a) reproduce; (b) hold their rigid shape; (c) absorb and excrete materials; (d) carry out photosynthesis

Question #	Question Format and Vocabulary	Content (History/Science)	Skill(s)
3.	▶ Multiple Choice	<ul style="list-style-type: none"> <li>▶ Chloroplasts</li> <li>▶ Cells</li> <li>▶ Cell Structures</li> <li>▶ Photosynthesis</li> <li>▶ Reproduction</li> <li>▶ Absorption</li> <li>▶ Excretion</li> </ul>	<ul style="list-style-type: none"> <li>▶ Definition Recall</li> <li>▶ Understanding Functionality</li> </ul>

**Refer to handout #2 to practice on your own**

# The school's academic standards must be clear, rigorous, and aligned with State and College Readiness Standards

## Creating Internal Standards

- ▶ Study External Assessment Protocols
- ▶ Breakdown state and college readiness standards to create clear and measurable internal standards
- ▶ Create a true definition of mastery
- ▶ Determine who needs to be involved and how and when it should be determined

# Breaking Down State Standards to Create Internal Standards

## – Social Studies example

- ▶ Massachusetts Grade 7 Social Studies Standard 7.26: Explain why the government of ancient Athens is considered the beginning of democracy and explain the democratic concepts in ancient Greece

Standard	Description
Roxbury Prep History Standard 6.2.2	Students will be able to identify the advantages and disadvantages of the above forms of government
Roxbury Prep History Standard 6.3.2	Students will be able to identify and compare the various legislative bodies in ancient Greece
Roxbury Prep History Standard 6.2.1	Students will be able to define the different forms of government that existed in ancient Greece: aristocracy, oligarchy, tyranny and democracy
Roxbury Prep History Standard 6.2.3	Students will be able to describe the most important values in Athenian culture and explain how those values gave rise to democracy in Athens
Roxbury Prep History Standard 6.3.4	Students will be able to describe the voting rights and civic participation of citizens and non-citizens (women, slaves, etc.) in ancient Athens
Roxbury Prep History Standard 6.3.4	Students will be able to define the word “justice” and will develop and present an argument as to whether or not Greek democracy was just

# Breaking Down State Standards to Create Internal Standards

## – Math example

- ▶ Massachusetts Mathematics Grade 7 Standard 7.G.3 → *Demonstrate an understanding of the relationships of angles formed by intersecting lines, including parallel lines cut by a transversal*

Standard	Description
Roxbury Prep Pre-Algebra Standard	Students will draw, measure, name, and classify angles
Roxbury Prep Pre-Algebra Standard	Students will use the relationships of angles formed by intersecting lines, parallel lines, and parallel lines cut by a transversal to solve problem
Roxbury Prep Pre-Algebra Sub-Standard	Students will use vertical angle relationships in intersecting lines to find unknown angle measures
Roxbury Prep Pre-Algebra Sub-Standard	Students will use corresponding angles in line diagrams to find unknown angle measures
Roxbury Prep Pre-Algebra Standard	Students will define, name, and identify lines, segments, and ray
Roxbury Prep Pre-Algebra Standard	Students will use supplementary and complementary angle relationships to find unknown angle measures

**Refer to handout #3 to practice on your own**

## Step Three of the Process is to ensure curricular alignment

- ▶ Develop Curriculum Alignment Templates
  - Internal Standard
  - Learning Activities
  - Assessment Activities
  - State and College Readiness Alignment
  
- ▶ Ensure that the standards, activities, and assessments on each of the Curriculum Alignment Templates for each course are aligned with State and College Readiness Standards

# Curriculum Alignment Template

School Standard #	Clear and Measurable Standard/Benchmark (What will students know or be able to do?)	Learning Activities (How will I teach the content and skills?)	Assessment (How will I know that students have mastered the standard?)	State and College Readiness Standard

# Curriculum Alignment Template Sample

<b>Curricular Alignment</b>
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Roxbury Preparatory Charter School 6th Grade Ancient History Standards					
	Aims	Learning Activities	Assessment	State Standard	School Standard
<b>Unit 6</b>	<b>Ancient Greece</b>				
<i>Unit Vocabulary</i>	<p><i>Tier 2:</i> citizen, civic, sovereign, oligarchy, democracy, tyranny, monarchy, fate.</p> <p><i>Tier 3:</i> Mediterranean, Peloponnesus, Crete, Rhodes, mountains, trade, maritime, Phoenicians, Persians, city-state, polis, voting rights, Athens, Sparta, Pericles, Persian Wars, Peloponnesian Wars, Alexander the Great, Library of Alexandra, Thales, Pythagoras, Euclid, Hippocrates, Herodotus, Thucydides, Homer, Aeschylus, Sophocles, Aristophanes, Euripides, Parthenon, Acropolis, Temple of Apollo, Greek alphabet.</p>				
6.2	<b>Students will be able to answer the question: Why did democracy develop in Greece?</b>				
6.2.1	Students will be able to define the different forms of government that existed in 500 A.D. -- aristocracy, oligarchy, tyranny, democracy.	Students will use Greek roots and visual representations of each form of government to develop definitions as a class. Students will participate in a simulation of each form of government.	<b>In Class Assessment:</b> Visual Charts of Government.	7.26 CG7	R6
6.2.2	Students will be able to analyze the advantages and disadvantages of each form of government.	Students will create a compare/contrast chart for each form of government, using short descriptions of representative city-states as examples.	<b>Homework:</b> Which form of government would you most like to live under? Why? Which form of government would you most hate to live under? Why?	7.26 CG7	W1 W2 W5
6.2.3	Students will be able to describe the most important values in Ancient Greek culture and how those values helped to give rise to democracy (over other forms of government) in Greece.	Students will read excerpts of Greek Myths and examine artifacts in order to infer major Greek values. Students will also examine excerpts of Greek Myths (in collaboration with Reading Class) in order to discover the roots of modern day idioms such as "opening Pandora's box," "Achilles' heel," "the face that launched 1,000 ships," etc.	<b>Homework:</b> Greek Values: Inference and Evidence sheet.	7.32 7.33	

# Use the Protocols to design class activities for your curriculum alignment template – ELA example

**Question:** What is the author’s opinion of the conditions in which the mules live in the mine? Use examples from the essay to explain how the author uses descriptive language to convey his opinion

Question #	Question Format and Vocabulary	Content (History/Science)	Skill(s)
1.	<ul style="list-style-type: none"> <li>▶ Open-response about a passage</li> <li>▶ Vocabulary; author, convey</li> </ul>	<ul style="list-style-type: none"> <li>▶ Descriptive Language</li> </ul>	<ul style="list-style-type: none"> <li>▶ Identifying author’s opinion</li> <li>▶ Persuasive writing (Argument + Evidence from the Text)</li> <li>▶ Paragraph Writing</li> </ul>



**Do Now**

- ▶ Based on what you have read so far of *The Witch of Blackbird Pond*, is Hannah Tupper a witch or not? Use evidence to support your opinion

**Teaching Activities**

- ▶ Teacher drafts “A” and “F” graded sample responses to a question about a reading passage that requires a persuasive argument. Analyze the “A” and “F” responses as a class. Why is one “A” response and why is one an “F” response?

# Use the Protocols to design class activities for your curriculum alignment template – Social Studies example

**Question:** From the list, select two aspects of life in the Roman Empire and discuss how each influenced politics, culture, or economics in the United States (Architecture, Art, Government, Language, Law, Literature, Mathematics, Philosophy, Religion, Science)

Question #	Question Format and Vocabulary	Content (History/Science)	Skill(s)
1.	<ul style="list-style-type: none"> <li>▶ Open-response</li> <li>▶ Vocabulary: aspects, influence, politics, culture, economics</li> </ul>	<ul style="list-style-type: none"> <li>▶ Ancient Rome</li> <li>▶ USA</li> <li>▶ Characterizations of a Civilization</li> <li>▶ Architecture</li> <li>▶ Government</li> <li>▶ Language</li> <li>▶ Law</li> <li>▶ Literature</li> <li>▶ Mathematics</li> <li>▶ Philosophy</li> <li>▶ Religion</li> <li>▶ Science</li> </ul>	<ul style="list-style-type: none"> <li>▶ Grouping information about a civilization by aspect of life</li> <li>▶ Persuasive writing (Argument + Historical Evidence)</li> <li>▶ Paragraph Writing</li> </ul>

## Do Now

- ▶ List one similarity and one difference between three of the following six aspects of life in Ancient Greece and Ancient Rome: Architecture, Government, Religion, Literature, Philosophy, Science

## Teaching Activities

- ▶ At the end of a unit on Ancient Rome, help students prepare for the exam by creating a class chart showing 10 key facts they have learned about each aspect of life in Ancient Rome

# Use the Protocols to design class activities for your curriculum alignment template – Science example

**Question:** Chloroplasts in cells make it possible for the cells to: (a) reproduce; (b) hold their rigid shape; (c) absorb and excrete materials; (d) carry out photosynthesis

Question #	Question Format and Vocabulary	Content (History/Science)	Skill(s)
1.	<ul style="list-style-type: none"> <li>▶ Multiple Choice</li> </ul>	<ul style="list-style-type: none"> <li>▶ Chloroplasts</li> <li>▶ Cells</li> <li>▶ Cell Structures</li> <li>▶ Photosynthesis</li> <li>▶ Reproduction</li> <li>▶ Absorption</li> <li>▶ Excretion</li> </ul>	<ul style="list-style-type: none"> <li>▶ Definition Recall</li> <li>▶ Understanding Functionality</li> </ul>



**Do Now**

- ▶ The role of the digestive system in the human body is to: (a) produce sperm and eggs; (b) break down food; (c) carry impulses; (d) allow movement and provide support

**Teaching Activities**

- ▶ Have students complete a reading assignment on plant cells for homework. On the next day, play “function of cell components charades” in which students are called to the front to act out cell components and the class has to guess at what component it is.

**Refer to handout #4 to practice on your own**

## Need to continually monitor progress and adjust program to meet emerging needs

- ▶ Assessments
  - Informal Formative Assessments (classwork observations, participation, Do Now)
  - Formal Formative Assessments (quizzes, tests, projects, exit tickets)
  - Formal Summative Assessments (final internal exams, state exams)
  
- ▶ Comprehensive Assessment System
  - Written and Exam Comps
  - Pre-Test, End of 1<sup>st</sup> Trimester, End of 2<sup>nd</sup> Trimester, Finals
  - High-Stakes For Students
  - Written in August
  
- ▶ See Handout #5

# **Implementing Curricular Innovations in a Start-Up Environment**

# There are several key challenges that a new school will face when planning the curriculum for the school

Start-Up Challenges

Challenges of Curriculum Development in a Start-Up Environment	
Challenges	Important Protocols
Need to make progress while still building the team	<ul style="list-style-type: none"> <li>▶ Strong early staff recruitment process</li> </ul>
Ensuring teachers are on board early enough to contribute and have ownership	
Gathering data on expected student needs and actual students once enrolled	<ul style="list-style-type: none"> <li>▶ Census data</li> <li>▶ Data on nearby or feeder schools</li> <li>▶ Baseline assessment in April</li> <li>▶ Strong recruitment plan to ensure enrollment goals are met early</li> </ul>
Balancing logistical and operational decisions that can feel more pressing (facilities, funds, etc.), but put educational plan at risk	<ul style="list-style-type: none"> <li>▶ Strong operations team</li> <li>▶ Defined operations role and process</li> <li>▶ Defined operations work plan</li> <li>▶ Ensure that educational staff is fully dedicated to educational planning</li> </ul>

## When developing curriculum for a new school, the following key players should be involved

<b>Start – Up Curriculum Team</b>		
<b>Key Player</b>	<b>Key Roles</b>	<b>Time Commitment</b>
<ul style="list-style-type: none"> <li>▶ School Founder</li> </ul>	<ul style="list-style-type: none"> <li>▶ Hire instructional leader or be the instructional leader and hire someone to focus on operations</li> </ul>	<ul style="list-style-type: none"> <li>▶ As long as it takes (Most important role)</li> <li>▶ Secure at least 6 months prior to school year</li> </ul>
<ul style="list-style-type: none"> <li>▶ Instructional Leader</li> </ul>	<ul style="list-style-type: none"> <li>▶ Develop a vision for curriculum development</li> <li>▶ Research what successful schools are doing (visit and sit in class)</li> <li>▶ Develop training mechanisms for teachers</li> <li>▶ Gather resources</li> </ul>	<ul style="list-style-type: none"> <li>▶ At east 50% of your time for planning year</li> </ul>

# Curriculum Start-Up Plan

**Start-Up Challenges**

	Jan.	Feb.	March	April	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
Hire Instructional Leader												
Research State Standards and Assessments												
Visit Excellent Schools												
Develop Teacher Training Plan												
Hire Teachers												
Develop School Assessment Calendar												
Develop Internal Standards Benchmark Assessments												
Develop Curriculum Alignment Templates (Examples at least)												
Develop Curriculum Documents (with teachers)												
Give Feedback on Curriculum and Assessment Documents												
Administer and Analyze Benchmark Assessments												
Develop Assessments (with teachers)												
Constant Observation & Feedback Evaluate Curriculum Based on Data									<b>Ongoing</b>			