



**THE NEW YORK CITY DEPARTMENT OF EDUCATION
OFFICE OF PORTFOLIO PLANNING
SPRING 2011 NEW SCHOOL DESIGN AND DEVELOPMENT WORKSHOP SERIES
SESSION 3: COLLEGE READINESS AND DIFFERENTIATION**

The question for institutions is not merely whether they should promote high expectations. They should. The question is not whether they should provide academic and social support. They must. Rather, the question is how they can make sure high expectations and support services are present — visible, accessible, unavoidable — where students are. After all, these efforts will only promote student success if students engage in them.

Vincent Tinto, Syracuse University

AGENDA

ESSENTIAL QUESTIONS
How will you ensure that all students, including ELLs, students with IEPs and struggling students in general are prepared for success at the next level of their education? How will you establish a culture of high expectations in your school? How will you ensure that teachers maintain high standards for <i>all</i> students? What systems will you use to reinforce and maintain that culture?
OVERVIEW
New Schools Team will present perspectives on establishing a culture of high expectations in schools, and supporting all students to meet those standards. Applicant teams will take part in group discussions about the study: “Preparing Students for Success” Applicant teams will use a graphic organizer to develop Student Performance Expectations and Graduation Requirements
INTRODUCTION 5:10 – 5:30
Alex Shub: <ol style="list-style-type: none"> 1. Defining College Readiness 2. Creating a culture of High Expectations 3. Instructional Strategies 4. Holding teachers accountable 5. Systems & Structures – from literacy support to high-level offerings <p>Kim Terranova & Meredith Hill from Columbia Secondary School will discuss the instructional approach at their school, the ways in which they support student learning and hold teachers accountable for providing rigorous instruction, and provide an overview of their ambitious J-Term program.</p>
BREAK 5:30 – 5:40
Split up participants by cohort before dismissing the group. Participants should reconvene in breakout spaces (<i>9th floor classrooms</i>)
SMALL GROUP DISCUSSION 5:40 – 6:00
SYSTEMS FOR CREATING A CULTURE OF HIGH EXPECTATIONS – SUCCESS STORIES: <i>Participants have been asked to read the WestEd study beforehand. In cohort groups, facilitators will lead a discussion of best practices from these schools using the Guiding Questions below.</i> Rethinking High School: Preparing Students for Success... http://www.wested.org/online_pubs/gf-07-02.pdf Guiding Questions: <ol style="list-style-type: none"> 1. How are high expectations reflected both inside and outside the classroom? 2. What evidence do you see of each school’s commitment to academic rigor? 3. What evidence is there of high expectations for the adults in the school? 4. What evidence is there that students set high expectations for themselves? 5. How aware are students of their own progress? 6. Where do you see data being used to inform instruction? 7. What struck you about any of these schools that you might want to incorporate into your school design?

PROCESS TIME 6:00 – 6:55

Post-discussion, Applicant teams sit with their groups to consider the performance expectations they will set for their students.

STUDENT PERFORMANCE EXPECTATIONS / GRADUATION REQUIREMENTS

What are your students working towards? One way to think about High Expectations more concretely is to establish a set of Performance Expectations for your students. What skills, knowledge and competencies do you want your students to master during their years at your school?

- What **requirements** – beyond state tests – will you lay out for students in your school? Your answer should align with the types of thinking you'll be pushing kids towards, as outlined in your Instructional Vision document.
- Students will be required to pass courses to earn credits, but what will you do to establish high standards within those courses?
- How is day-to-day (and year-to-year) instruction and assessment designed in a way that provides a scaffold for your students?

This process will help you determine the types of systems you need to put in place in order to support your students and teachers.

EXTENSION ACTIVITY

Section 2, Part C requires you to provide a sample unit and lesson plan that represents the kind of teaching and learning that defines the school's vision and mission; and to provide sample assessments. If you have already sketched out your performance expectations, use your process time to flesh out one of these elements of your application.

SESSION WRAP-UP

- Next week's session is focused on School Structure & Design – Section 3 of the Application.
- Please Arrive on Time! Sessions begin promptly at 5pm
- Keep an eye out for your invitation to Targeted Feedback #1 – **Please Respond to the Invitation.** If you have not been contacted to schedule a session, please email Nikki Scott at Nscott2@schools.nyc.gov

CONNECTION TO APPLICATION:

Section 2: School Curriculum and Instructional Model Part B

RELATED RESOURCES

Most New York Students Are Not College Ready: http://www.nytimes.com/2011/02/08/nyregion/08regents.html?_r=1

Redefining College Readiness: http://epiconline.org/files/pdf/Redefining_College_Readiness.pdf

Elementary Students Encouraged to Set College Goals: <http://bit.ly/fGKL1b>

Effective Literacy and English Language Instruction for English Learners in the Elementary Grades: <http://1.usa.gov/LzWFn>

Ten Strategies for Creating a Classroom Culture of High Expectations: <http://bit.ly/qdaj5k>

The Case Against Zero: <http://schools.esu13.org/bannercounty/Documents/caseagainstzero.pdf>

Chenoweth, K. (2007). *It's being done: Academic success in unexpected schools*. Boston: Harvard Education Press.

Big Picture: Learning Goals <http://www.bigpicture.org/schools/learning-goals/>

LOOKING AHEAD

Next Session: Monday, April 11th

Topic: School Structure & Design