



**Department of
Education**
Carmen Fariña, Chancellor

**Quality Review
Office of School Quality
Division of Teaching and Learning
2013-2014**

Quality Review Report 2013-2014

Dr. Irving A. Gladstone

Elementary School 186

**7601 19th Avenue
Brooklyn
NY 11214**

Principal: Bayan (Ebeid) Cadotte

Dates of review: February 6 - 7, 2014

Lead Reviewer: Safiyah Satterwhite

Part 1: The school context

Information about the school

Dr. Irving A Gladstone is an elementary school with 958 students from pre-Kindergarten through grade 5. The school population comprises 25% Hispanic, 35% White, and 40% Asian students. The student body includes 23% English language learners and 13% special education students. Boys account for 49% of the students enrolled and girls account for 51%. The average attendance rate for the school year 2012 - 2013 was 96.0%.

Overall Evaluation

This school is well developed.

Part 2: Overview

What the school does well

- Across the vast majority of classrooms teacher pedagogy is reflective of research based common beliefs about how students learn best that incorporates engaging tasks resulting in high levels of student participation and ownership of learning. (1.2)
 - P.S 186 believes that students learn best when they are involved in student-to-student discussions, participate in hands on engaging activities informed by the instructional shifts, are exposed to multiple means of representations, and receive clear expectations from their instructor grounded in Danielson Framework for Teaching best practices. These practices were evident across the school's classrooms and reinforced in teacher team meetings as teachers share strategies to enhance pedagogy. During classroom instruction, teachers engaged with students in activities while serving primarily as facilitators of learning. Classroom events comprise of varied grouping allowing for group choice amongst students, center-based hands on activities that encourage students to challenge one another's thinking, student-led classwork assignments and discussions, as well as peer assessments within defined learning centers, groups, and tables. Classroom environments foster intellectual risk taking by creating safe settings for students to provide unsolicited contributions to daily activities while receiving support from their peers. Universal Design for Learning techniques and systems are consistently apparent across the classrooms as students demonstrate comfort in receiving information from a variety of methods, and model these methods when re-teaching information to their classmates. For example, in one classroom observed, students led a whole class activity where they selected vocabulary words of their choice, acted out and did a chant to support the meaning of the word, and demonstrated to the class their understanding of the word before calling upon another group to demonstrate their learning. Classroom students were captivated and comfortable with this and many other student-led activities observed demonstrated that this methodology was not uncommon in classroom practices. In some classrooms, students are grouped homogenously, allowing the teacher to work one-on-one with those who need guided reading practice and additional supports while other students strategically guide one another through group-based activities. In another classroom observed, one student in the group had a hearing disability and the students in the group who rotated reading to one another used the 'special microphone' to support the student in understanding the content before the activity progressed. Thus, across the vast majority of classrooms students are engaged in projects highly reflective of student participation and ownership in the learning process.
- Teachers use student data from classroom and curriculum aligned common assessments to inform instructional planning and decisions so that instruction is targeted and all students are aware of their next learning steps. (2.2)
 - Teachers use common assessments and administer benchmarks aligned to the ELA curriculum, the *Journeys* literacy program, and Go Math

curriculum, to establish a clear picture of mastery across grades and subjects. Item analyses enable teachers to drill down on specific standards for which students need support. For example, during a team meeting teachers were looking at the results of a literacy quarterly assessment administered to students. The results revealed that students needed support in making inferences. Following this noticing, teachers began to discuss instructional strategies accordingly to support the data's findings. Similarly, in classrooms, ongoing assessments and checks for understanding are strategically embedded in the culture of the class. Students were observed consistently self-assessing their work and supporting their classmates by peer assessing, practices for which students echoed their familiarity. A second grade student stated, "The rubric on the back of my sheet is where I can find my teacher's feedback to me; here she wants me to add additional details to strengthen my argument". Across the vast majority of classrooms, exit tickets were administered and used to group students as well as provide targeted personalized support. These strategies are highly supportive of grade 4 student achievement in reading, evidenced by movement from 3.9% for those on an advanced reading level in September to 13.67 % in January, and similarly the percentage of grade 5 students reading above grade level increased from 5.81% in September to 13.91% in January.

- School leaders and staff establish and communicate a culture connected to college and career readiness, and with high expectations and mutual accountability, resulting in effective partnering with families. (3.4)
 - The development of handbooks and other guiding documents, such as the school mission statement, clarify school expectations and reinforce values of the school community. Specifically, the school's mission, displayed consistently and visibly throughout the school, reminds the school community that P.S 186 strives for excellence in academics, arts, and citizenship. The school builds a community to encourage strong communication between the home and school, engage and challenge students to think creatively, and urges teachers to celebrate diversity as a means towards enhancement of student learning; all areas of foci in the schools mission and vision. To strengthen the culture around these principles, the school focuses yearlong on professional development aligned to the Danielson Framework for Teaching as well as implementation of college ready initiatives. Furthermore, professional development runs the gamut from student engagement and discussion, engaging students in a productive struggle, reflecting on lesson plans, to the reviewing of model teacher clips from the Danielson site to allow for self-reflection on practice. Teachers, many of whom develop and deliver the professional development, have helped to create an environment around high expectations related to college and career and to foster a collaborative school community of mutual accountability.
 - The focus of the school's goal to increase parental involvement and build parent capacity so that parents are clear on the demands of the Common Core Learning Standards (CCLS) is evidenced by a home-school partnership aimed at helping to prepare children for the future. The parent coordinator has been instrumental in partnering with families to promote them being invested in the school's program. This focus has been embodied in the schools extended day programs, aimed at supporting students' progress toward college and career readiness. For

example, Expand-Ed comprises of a college and career emphasis, supporting students skills in acquiring persistence, engagement, work habits, collaboration and self-regulation through hands on after school activities and projects. Consequently, a parent echoed the message of her fellow constituents, stating that she is very pleased to be a part of the school community, which has an open door policy and many opportunities to be involved. “We are a large part of this school and the principal is instrumental in supporting that.” Parents are not only involved in the Parent Teacher Association but 10 to 12 parents volunteer daily to assist with lunch time duties, walking students to class, running picture day, supporting science fairs, sponsoring Valentine’s day bake sales, spearheading holiday boutiques and breakfasts, and tree lighting ceremonies. Activities such as inviting parents in to share their careers and promote student thinking around their future planning are common in the school community. For example, after a career event students were inspired to share with their classmates their tasks around “What does it mean to be successful.” Additionally, to emphasize the focus of “Parents as Partners” teachers commit to planning three classroom celebrations per year, including family hour power, annual wellness fair, take dad to school day, preschool harvest day, VIP Readers, College Day, and Science Fairs. All of these practices help to foster an environment where the school strategically partners with families to reach the expectations of the Common Core and those set by the school community.

- School leaders provide feedback to teachers aligned to professional goals that support teacher growth and development resulting in a strategic professional development system leading to improved quality of student work. (4.1)
 - Teachers receive clear expectations and support through the lens of the Danielson Framework for Teaching as a means of furthering and strengthening their instructional practice. Furthermore, evaluative feedback provided to teachers is clear, actionable, and specific, and aligns to teacher professional goals. In addition to formalized evaluative feedback, teachers are also videotaped, by choice, to receive feedback on their pedagogy. This system ensures that teachers can view their work so that support, collected via multiple venues, can offer suitable assistance for growth and development. For example, the principal provided very specific feedback to a teacher as noted on her evaluation form that included, “Please consider taking the initiative to adjust the physical environment so that there’s a deeper student-to-student discussion taking place between students that have two different answers.” Another teacher received feedback on one of her professional goals relative to challenging students through rigorous tasks. These examples of targeted feedback, ‘glows’ and ‘grows’, referenced by administrators, foster an environment that supports teacher practice and progress. Very specifically, teacher practice in Danielson domain 3a has improved by 48.8%, 3b by 25% and 3C by 27.3% as measured by teacher summary quarterly evaluation data.
 - With a focus on questioning, school leaders tactically and consistently use teacher evaluation data to inform professional development and planning needs. Teachers receive a continuous cycle of professional development, led by peers, outside consultants, and school leaders. Feedback forms are analyzed to gauge teacher perceptions of professional development effectiveness and quality of the workshops

conducted. Furthermore, there are a variety of succession programs in place at P.S 186, evidencing value of teacher leadership. For example, the school participates in an ambassador program commonly referenced by teachers in conversations about developing school leaders. Specifically, teacher leaders are selected and trained for potential leadership positions, and mentors are used to grow new teachers and build capacity. The strategic professional development offered, coupled with the support provided to teachers and school staff, has resulted in improved quality of student work as evidenced in English language arts writing samples.

- Teacher teams consistently analyze student work and data and take ownership of instructional decisions that affect learning across the school resulting in mastery of goals for groups of students. (4.2)
 - Teacher teams meet at least weekly, in both vertical and horizontal configurations, to review student work, modify curriculum, and track student progress per itemized data. For example, in a teacher team meeting observed the teachers started with grade level reminders and a review of a looking at data protocol. The teachers then proceeded to look at the data and record “What do you see?” “What does the data say about how your students are learning?”, “The implications for your grade”, and “Next Steps”. After teachers completed the protocol they left the meeting with strategies and actionable next steps for addressing some of the areas of concerns surfaced during the meeting. This continuous practice, including the strategic tracking of student goals, has resulted in English language learners mastering a variety of skills such as conveying information and ideas through written language at 92.9% mastery amongst third and fourth grade students and 92.6% mastery in listening, speaking and writing in English by all students in fifth grade.
 - Teachers play an important role in the decisions that happen instructionally across the school. Teacher testimony revealed consistently that teachers’ feel empowered to make instructional decisions that relate to how their students are succeeding and teachers serve as the primary drivers in their work by providing training to one another and, giving feedback aligned to Danielson. Additionally, formalized structures exist for teachers to contribute and receive support in their personal and professional leadership development. These opportunities are frequent and include network leadership opportunities, teachers as leaders, and as mentors, all of which increase teachers’ roles in the school decision-making process, resulting in an environment that embodies shared leadership.

What the school needs to improve

- Deepen the work in curriculum development to ensure that teachers plan rigorous activities for all students that are embedded coherently across grades and subjects, resulting in the promotion of college and career readiness. (1.1)
 - The school ensures that curriculum materials are CCLS aligned and modified to build coherence across various subjects and school leaders and faculty use Blooms Taxonomy and Webb’s Depth of Knowledge as tools to inform their planning of emphasizing rigorous habits in student

academic tasks. Tasks prepared for students contain scaffolds and activities that meet the needs of a diversity of learners and ensure that all students have access to grade level challenging material. P.S 186 has adopted Journeys and Go Math as primary curriculum documents. Through the implementation of these materials, the teaching staff discovered that although this curriculum had been vetted, there are areas in which CCLS alignment could be enhanced and modified to allow for greater integration of the instructional shifts. School leaders and faculty have therefore embarked on a process of making purposeful decisions to deepen alignment across all grades and subjects through the curriculum modification process. Additionally the school has adopted a new Danielson Framework for Teaching aligned lesson plan template to support teachers in aligning their classroom planning to the expectations of Danielson. Although this work is demonstrative of the purposeful decisions P.S 186 has made to ensure a CCLS aligned curricula is provided to their student body, lesson plans across all grades and subjects do not contain the same level of rigor nor full alignment, impacting the school's work toward achieving full curricula coherence.

Part 3: School Quality Criteria 2013-2014

School name: Dr. Irving A. Gladstone	UD	D	P	WD			
Overall QR Score				X			
Instructional Core							
<i>To what extent does the school regularly...</i>	UD	D	P	WD			
1.1 Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards?			X				
1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products?				X			
2.2 Align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels?				X			
School Culture							
<i>To what extent does the school ...</i>	UD	D	P	WD			
1.4 Maintain a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults?				X			
3.4 Establish a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve those expectations?				X			
Systems for Improvement							
<i>To what extent does the school ...</i>	UD	D	P	WD			
1.3 Make strategic organizational decisions to support the school's instructional goals and meet student learning needs, as evidenced by meaningful student work products?				X			
3.1 Establish a coherent vision of school improvement that is reflected in a short list of focused, data-based goals that are tracked for progress and are understood and supported by the entire school community?				X			
4.1 Observe teachers using the Danielson Framework for Teaching along with the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection?				X			
4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning?				X			
5.1 Evaluate the quality of school- level decisions, making adjustments as needed to increase the coherence of policies and practices across the school, with particular attention to the CCLS?			X				
Quality Review Scoring Key							
UD	Underdeveloped	D	Developing	P	Proficient	WD	Well Developed