



**Department of
Education**
Carmen Fariña, Chancellor

Office of School Quality
Division of Teaching and Learning

Quality Review Report

2014-2015

Professor Juan Bosch Elementary School

06M178

**12-18 Ellwood Street
Manhattan
NY, 10040**

Principal: Deirdre Budd

**Dates of review: November 21, 2014
Lead Reviewer: Cheryl McClendon**

The School Context

Professor Juan Bosch School is an Early Childhood school with 244 students from grade k through grade 2. The school population comprises 4% Black, 81% Hispanic, 13% White, and 2% Asian students. The student body includes 18% English language learners and 26% special education students. Boys account for 53% of the students enrolled and girls account for 47%. The average attendance rate for the school year 2013 - 2014 was 94.40%.

School Quality Criteria

Instructional Core		
<i>To what extent does the school...</i>	Area of:	Rating:
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	Additional Findings	Proficient
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	Focus	Proficient
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	Additional Findings	Well Developed
School Culture		
<i>To what extent does the school...</i>	Area of:	Rating:
3.4 Establish a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations	Celebration	Well Developed
Systems for Improvement		
<i>To what extent does the school...</i>	Area of:	Rating:
4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning	Additional Findings	Well Developed

Area of Celebration

Quality Indicator:

**3.4 High
Expectations**

Rating:

Well Developed

Findings

School leaders and faculty effectively communicate high expectations and successfully partner with parents to support students in meeting those expectations. Teacher teams and other staff establish a culture for learning that communicates high expectations and provides embedded supports to ensure that all students own their educational experience and are prepared for the next level.

Impact

Students are well-supported by the feedback and guidance that teachers provide. Families are well-informed about school expectations and supported in monitoring their children's progress towards meeting or exceeding those expectations.

Supporting Evidence

- The majority of students interviewed shared that their teachers push them to explain their thinking, using evidence from the text. In addition, students shared that they understand the quality of their work through referring to rubrics and the consistent feedback and extra support that their teachers provide. Students also shared that teachers help them to understand rubrics and this helps them to get to the next level in their work.
- In every classroom teachers use Smartboard applications, with representational images which students manipulate as part of their engagement in solving complex math problems.
- Teachers engage students in hands-on science inquiry activities linked to requirements for their current and next grade. In one class students used candy to create replicas of animal and plant cells, while in another class students explored the brain, using preserved monkey brains.
- Parents stated that teachers are available to meet with them when they have questions or concerns. There is two-way communication between the school and families as teachers and parents email each other often, sharing information on students' progress in meeting learning goals and expectations.
- The school maintains an active website through which parents and teachers frequently post communication, including notes about expectations met or not met by children. All families are also provided with a home license to technology-based instructional programs that they monitor to check their child's progress in reading, math, science and social studies.

Area of Focus

Quality Indicator:

1.2 Pedagogy

Rating:

Proficient

Findings

Across classrooms, teaching practices are aligned to the curricula and reflect the instructional shifts and the Danielson Framework for Teaching and student work reflects high level of student participation and thinking. However, teaching practices are not yet comprehensively linked to opportunities for high-levels of independence and ownership on the part of students.

Impact

Guided reading and partner reading groups provide necessary scaffolds for students in targeted areas of skill development. Missed opportunities for both student to student discussion and extended response-writing or process-writing limits the development of independence and ownership with regard to student work.

Supporting Evidence

- In most classrooms targeted groups of students engaged in math problem-solving, guided reading or partner reading.
- During whole class and small-group discussions, students in the majority of classrooms listened carefully to each other and utilized accountable talk stems to build on each other's responses.
- During classroom visits, students were observed generating questions in response to literature. For example, in one second grade class, rather than asking the students questions about the text, the teacher asked students, "What questions do you now have about *Charlotte's Web*? Students responded with detail-oriented literal questions, inferential questions and questions regarding the writer's craft. Students were also observed asserting claims and defending their claims with evidence from the text.
- Although the principal indicated that there is a school-wide focus on student-to-student discussion and providing evidence from the text, the interaction pattern in a few classrooms was question and response between teacher and student.
- Writing folders for a few students and a few classroom bulletin boards contained minimal samples of extended student writing. The school is working to modify the literacy curriculum in order to reinstate extended process-writing and extended response-writing.

Additional Findings

Quality Indicator:	2.2 Assessment	Rating:	Well Developed
---------------------------	-----------------------	----------------	-----------------------

Findings

Across the vast majority of classrooms, teachers create and use curricula-aligned rubrics and assessments. Throughout the school common assessments provide a transparent picture of student progress, identifying levels of mastery on performance tasks by all students, including English Language Learners and students with disabilities.

Impact

The customization of Common Core Learning Standards-aligned rubrics and checklists, along with common assessments, facilitates meaningful and actionable feedback to staff and students and offers data that teachers use to group students for targeted instruction and to modify and restructure curricula so that all students improve their performance.

Supporting Evidence

- Teachers at the fourth grade teacher team meeting stated that they modify and adapt Common Core Learning Standards-aligned rubrics and checklists to make them more student-friendly. In addition teachers stated that they analyze a range of student work to customize the gradient with criteria that are more closely aligned to their students' ability ranges so that they can accurately gauge students' mastery of learning goals.
- School documents show that common assessments are administered and analyzed for instructional implications across the grades. Among these assessments are performance-based assessments, end of unit tests in science and social studies, running records, reading benchmark assessments in English and Spanish and the New York State English as a Second Language Achievement Test.
- Reviews of student work and conversations with students at the student meeting indicate that teachers consistently provide meaningful rubric-aligned written feedback to students along with actionable verbal feedback.
- During independent and small-group work periods teachers circulate to monitor and confer with individual students. For example, in classrooms visited teachers were observed conferring with students and note-taking as they monitored students working.
- Spreadsheets in data binders show improvement in students' performance in reading and math problem-solving across the school.

Findings

Curricula and academic tasks are consistently planned and revised in alignment with the Common Core Learning Standards, providing access to high-level cognitively engaging tasks for all learners, including English Language Learners and students with disabilities.

Impact

Curricula modifications ensure that all students have a myriad of opportunities to be engaged in assignments and tasks that are challenging and aligned with the Common Core Learning Standards.

Supporting Evidence

- Across classrooms, tasks reflecting math problem-solving are evident as part of teacher focus on instructional shifts. Common Core-aligned rubrics are attached to each task and students are required to use divergent problem-solving strategies and show their work as they write and share explanations.
- The English Language Arts curriculum developed by teacher teams, is a "hybrid" of Ready Gen and Teachers' College Reading and Writing Project. According to teachers, the teams restructured and modified the Ready Gen curriculum by shortening the number of units from 6 to 4 and including more opportunities for on-demand writing. Teachers College Reading and Writing Project literacy components are incorporated into the existing units, further aligning the literacy instructional program with the demands of the Common Core Learning Standards.
- Across classrooms there is a focus on vocabulary, with lesson plans showing vocabulary words from the English Language Arts, social studies and science curricula. Vocabulary words are pre-taught before guided reading lessons take place. Dual Language teachers post cognates (English and Spanish vocabulary words that look the same and have the same meaning) to support English Language Learners in acquiring proficiency in English.
- The school has programs that support students with disabilities and English Language Learners on every grade - such as the Autism Spectrum Disorder NEST program and the Dual Language Program.

Quality Indicator:	4.2 Teacher teams and leadership development	Rating:	Well Developed
---------------------------	---	----------------	-----------------------

Findings

The vast majority of teachers are engaged in inquiry-based professional collaborations that promote curriculum revisions and Common Core Learning Standards implementation. Through these teams, leadership is distributed and teachers play an integral role in instructional decision-making as well as in decisions that support school-wide initiatives.

Impact

Systematized teacher team collaborations positively impact teacher leadership and student progress. Teacher leadership is fostered through the role and responsibility that each team member is expected to fulfill.

Supporting Evidence

- Minutes of team meetings show that teacher teams on every grade meet weekly to engage in teacher led collaborations, where participants analyze student work and data, modify curricula and create Common Core Learning Standards-aligned rubrics. For example at a teacher team meeting observed, one of the goals of the session was to synthesize a rubric into student-friendly language. Teachers also cross-referenced the Common Core Learning Standards writing rubric.
- Common preparation periods are provided several times a week to facilitate teacher team meetings and each member of the team has a designated role and responsibility. For example a fourth grade teacher team was observed examining student work, with each member of the team being responsible for presenting three samples of student work representing three different proficiency levels on the Teacher’s College Reading and Writing Project narrative writing rubric.
- Schoolwide projects result from the efforts of teacher teams, as administrators attend grade level meetings and consult regularly with the teams on each grade. For example the entire school benefitted from the work of a team of teachers who are focused on grant-writing and won a grant for the development of a community garden. A garden committee was formed to spearhead this project.
- According to the principal, the work of teacher teams has strengthened teacher practice, as evidenced by ongoing improvement in student performance, particularly in reading and math problem-solving across grades.