



**Department of  
Education**  
*Carmen Fariña, Chancellor*

Office of School Quality  
Division of Teaching and Learning

# Quality Review Report

## 2014-2015

**The Global Learning Collaborative**

**High School M403**

**145 West 84 Street  
Manhattan  
NY 10024**

**Principal: Karla Chiliza**

**Date of review: May 5, 2015  
Lead Reviewer: Richard Cintron**

## The School Context

The Global Learning Collaborative is a high school with 480 students from grade 9 through grade 12. The school population comprises 27% Black, 64% Hispanic, 5% White, and 3% Asian students. The student body includes 15% English language learners and 24% special education students. Boys account for 54% of the students enrolled and girls account for 46%. The average attendance rate for the school year 2013-2014 was 90.0%.

## School Quality Criteria

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

## Area of Celebration

<b>Quality Indicator:</b>	<b>4.2 Teacher teams and leadership development</b>	<b>Rating:</b>	<b>Well Developed</b>
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### Findings

All teachers are engaged in consistently examining teacher practice and student data within inquiry-based structured professional collaborations. Distributed teacher leadership is embedded across all areas of the school.

### Impact

School-wide instructional coherence is seen throughout all classrooms and teachers play an integral role in key decisions that affect teaching and learning across the school resulting in increased student achievement.

### Supporting Evidence

- All teachers regularly meet in department and grade level teams five days a week to review student and teacher work products to ensure alignment to the Common Core Learning Standards and to share best practices for increasing student achievement. In addition to these regularly scheduled meetings, the vast majority of teachers also work in smaller informal learning groups or communicate through email to discuss best practices and individual supports for specific students.
- All teacher teams use the same protocol to examine student work in which they review student work products of students who have met mastery, partially met mastery, and did not meet mastery, as well as students with disabilities and English language learners. Teachers and the principal spoke to how this practice has helped create instructional coherence across the school, ensured that all students, including the lowest and highest achieving students are regularly discussed, provided students with consistent messages concerning what mastery level work looks like, and helped teachers focus support for targeted groups of students. An example of the impact of these practices can be seen in how all English language arts teachers are implementing the same strategy, for supporting students with disabilities, of elaborating on the evidence used to defend their claims. Teachers spoke to how they have seen increases in student writing products and how student reflections on their own growth have also been positive.
- All teams have goals that are directly connected to the school's instructional focus of improving student literacy skills through reading, writing, and speaking. For example, the English language arts team is focusing on strengthening student's ability to elaborate on evidence-based writing. The science team is focusing on improving student's reading comprehension skills with an additional focus on vocabulary acquisition.
- During two teacher team meetings, teachers spoke about how they have a strong voice in school-wide decisions and their leadership is not only valued, but also actively sought after. Teachers spoke to how they have identified focus areas from the Danielson Framework for Teaching, such as questioning, engagement, and assessment. Teachers mentioned how they have created individual and team goals and how this process has led to a strong level of accountability among teachers. Teachers have created an inter-visitation program that is completely teacher-driven where teachers regularly visit classrooms, meet with each other to debrief the visit, and discuss next steps related to their individual and team goals.

## Area of Focus

**Quality Indicator:**

**1.2 Pedagogy**

**Rating:**

**Developing**

### Findings

Across classrooms, teaching strategies inconsistently provide entry points into the lesson and student discussions reflect uneven levels of student understanding.

### Impact

Across classrooms, there are missed opportunities to consistently engage all learners in challenging tasks and higher order thinking, thus hindering students from exhibiting their work at high levels and being integral to their learning.

### Supporting Evidence

- In classrooms visited, questioning strategies to promote higher levels of student thinking were inconsistent. Some teachers asked only low-level recall questions that did not require students to strategically think or extend their thinking. For example, in a grade 9 Global History class, the teacher asked a series of questions to the entire class regarding a document that was displayed on the white board in the front of the room. Almost all of the questions required simple one or two word answers such as, “Which are countries and which are cities?” and “What was in the Rhineland that Hitler wanted?” In a grade 10 English language arts class, the teacher asked students a series of questions about topics that had been covered in previous lessons; however, the answers to all of the questions were already posted on the white board behind her so students just read the answers and did not have to think about the questions.
- Teaching strategies to encourage student-to-student discussion were not consistently evident across classrooms visited. In several classes, when students asked questions, the teacher did not redirect students back to the texts they were reading or ask them if they had consulted with other students in their group, or ask them to redirect their question to the entire class. The teacher just answered the question and moved on. In other cases, when students provided answers to questions that were asked by the teacher, other students were not engaged for further comments or to turn and speak to their partner about the answer that had just been given, and the teacher repeated the student’s answer and added any missing information. In a Mandarin class; however, when students asked questions regarding the task, the teacher repeatedly referred them to consult with their group members or to look to other groups who were working on a similar task for potential answers to their questions.
- Although students worked in pairs or groups there were several instances where not all students were engaged and when asked, many students could not explain why they were learning the material they were covering in class. In a grade 10 English language arts class, students were learning how to use a quick outline to write a well-developed central idea paragraph. When asked, one student did not know why they were learning this skill and although another student knew that it was supposed to help him write a central idea essay, he did not know if it indeed was actually helping him. In an economics class, where students were learning about how war affects the economy and the American people, when asked the same question, a student replied that it was important to know about history so that we do not repeat it. When asked how that statement related to the Bay of Pigs invasion which was the topic that students were reading about, the student could not make a connection.

## Additional Findings

<b>Quality Indicator:</b>	<b>1.1 Curriculum</b>	<b>Rating:</b>	<b>Proficient</b>
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### Findings

School leaders and faculty ensure curricula are aligned to Common Core Learning Standards and the instructional shifts. Higher order skills are consistently emphasized in curricula and tasks across grades and subject areas for all students.

### Impact

The school's purposeful curricular decisions build coherence and promote cognitive engagement and college and career readiness for all learners, including English language learners (ELLs), students with disabilities and highest achieving learners. Students are consistently exposed to higher level tasks across grades and content areas.

### Supporting Evidence

- All departments have clearly defined criteria for what students need to know and what skills they need to master to move to the next grade. A review of the English language arts department's expectations showed that in ninth and tenth grade students are focused on citing evidence and developing central ideas in their essays. In eleventh and twelfth grade students are focused on developing narrative essays and writing interdisciplinary research papers.
- The school has created templates for all curriculum documents that have been adopted by the majority of teachers and has developed a process for teachers to peer review all teacher work products. The principal shared evidence of curriculum documents that have received feedback and been revised to ensure alignment to the Common Core Learning Standards and/or content standards. In addition, the school provides regular supports to teachers during professional development, such as model unit and lesson plans, to support them with creating and modifying their work products.
- A review of curricular documents revealed purposeful planning aligned to the school's instructional focus of increasing literacy across all subject areas through reading, writing and speaking. Lesson plans consistently introduced new vocabulary to students, called for students to read independently and then discuss their ideas with classmates, and to write using evidence from primary and secondary sources.
- Lesson plans across all content areas revealed that tasks consistently emphasize higher order thinking skills. In a grade 9 Global History lesson plan, students are required to use evidence from multiple sources to explain how Hitler's rise to power and violation of the Treaty of Versailles caused World War II. In a grade 9 algebra lesson plan, students are asked to demonstrate their understanding of linear functions by modeling real world linear relationships using two quantities.
- A review of written lesson plans across all content areas revealed numerous scaffolds and entry points so that all learners could demonstrate their thinking. For example, a grade 10 English language arts lesson was planned to purposefully group students based on their latest central idea essay. A grade 9 Global History lesson was planned to include leveled texts. A grade 9 algebra lesson was planned to modify the number of problems that all students had to solve yet still keeping the level of rigor consistent.

<b>Quality Indicator:</b>	<b>2.2 Assessment</b>	<b>Rating:</b>	<b>Proficient</b>
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### **Findings**

Teachers create assessments and use rubrics aligned to the school's curricula. Data from common assessments is used to determine student progress toward goals across grades and subjects.

### **Impact**

The school's use of common assessments, data analysis, and feedback, allows teachers to provide actionable feedback to students and adjust curricula and instruction accordingly to meet their needs.

### **Supporting Evidence**

- The use of rubrics accompanied by specific, actionable feedback from teachers to students is an established ritual for improving student achievement across the school that the principal, teachers and students were able to speak about. Student work displayed in hallways included rubrics and targeted feedback from teachers. Students spoke to how they regularly use rubrics in class and with homework assignments and how teachers confer with them to provide next steps. Samples of feedback on English language arts papers included specific next steps for how students could elaborate on their textual evidence. Feedback on social studies papers included how students could incorporate more detailed evidence from documents to strengthen their claim.
- The school has developed a comprehensive assessment plan that includes baselines, benchmarks, common end-of-unit assessments, and end-of-year assessments for all classes. Three times per year, in November, January, and April, the school administers interim assessments and uses the information to modify curriculum and create short reteach/retool units to ensure all students are progressing towards mastery. After teachers analyze the student work from the interim assessment, they create a short summary that includes areas of strength, areas for students to improve, objectives for their reteach/retool unit, and they identify any adjustments that may need to be made to future units. Teachers then identify all students who met mastery, partially met mastery, and did not meet mastery and create differentiated lesson plans that outline how they will address all students' needs and what the deliverables will be expected for all three groups of students.
- During an English language arts teacher team meeting, teachers used a school-wide protocol to look at student work, analyze the task, examine the teacher's lesson plan and discuss next steps for re-teaching the content. Teachers spoke to how this is a regular practice that happens formally during teacher team meetings and results in reteach/retool units being created, but also happens informally during free periods between teachers in departments and common grades for individual lessons. Teachers spoke to how students are aware of this process and look forward for the opportunity to resubmit work that is either mastery level or approaching mastery level. Students spoke to how they receive feedback from teachers both before and after reteach/retool units and how this information has helped them to track their own growth as learners.

<b>Quality Indicator:</b>	<b>3.4 High Expectations</b>	<b>Rating:</b>	<b>Proficient</b>
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### Findings

High expectations are consistently communicated to the staff relative to the use of the Danielson Framework for Teaching. Staff provides students with feedback, guidance and ongoing support that convey high expectations.

### Impact

Collaboration between all community stakeholders fosters ongoing communication of high expectations and accountability linked to supporting student achievement and in understanding and meeting expectations that prepare students for the next level.

### Supporting Evidence

- A review of the school's faculty handbook clearly outlines all staff professional responsibilities and expectations and is regularly reviewed each school year to ensure familiarity and relevance. Topics include expectations for teachers connected to the school's instructional focus, development of teacher work products, professional development, re-enforcing a positive school culture, as well as all other professional expectations and responsibilities. In addition, the principal regularly writes an email to all staff members every Sunday outlining important topics of the week and encouraging teacher feedback and participation in all upcoming school-wide events and decisions.
- The school has a very detailed professional development calendar that is aligned to support teachers with the Danielson Framework for Teaching and the school's instructional focus. Teachers frequently facilitate or co-facilitate with the administration and several teachers referenced how this has allowed teachers to take a greater ownership role in professional learning and increased the school's ability to highlight best practices across all departments. Topics facilitated by teachers included literacy strategies for vocabulary and text comprehension, graphic organizers across content areas, utilizing individual education plans (IEP) in the classroom, and assessing students in real time using technology. In addition, the school's literacy coach also publishes a newsletter every two weeks devoted to articles, research, and the sharing of best practices across all departments, related to literacy.
- During a student meeting, students spoke about how teachers and guidance counselors challenge them to take advantage of opportunities such as College Now and Advanced Placement (AP) classes. Students and parents spoke to how the staff models high expectations for them by always being prepared, coming early and staying late to support students, having different types of lessons ready for students to both challenge and support them with reaching mastery, and by working together to ensure that every student's strengths and weakness are known. Students also spoke about how they visit colleges, participate in college and career fairs, and travel the world to visit other countries to learn about the world around them.
- Students spoke to how at the end of every marking period they regularly set goals in Advisory for all of their subject area classes, after they have conferenced with their subject area teachers. Once they have developed their goals, students then work with their advisors and their classmates to identify at least three steps they can take to achieve their goals and also determine what supports they may need from their teachers. Students felt that this process has allowed them to become more responsible and has given them a sense of what it will feel like for them when they are in college.