



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

Office of School Quality  
Division of Teaching and Learning

# Quality Review Report

## 2014-2015

**Chelsea Career and Technical Education High  
School**

**High School M615**

**131 Avenue of the Americas  
Manhattan  
NY 10013**

**Principal: Brian Rosenbloom**

**Date of review: March 25, 2015  
Lead Reviewer: Matthew Angell**

## The School Context

Chelsea Career and Technical Education High School is a high school with 427 students from grade 9 through grade 12. The school population comprises 29% Black, 57% Hispanic, 4% White, and 8% Asian students. The student body includes 3% English language learners and 20% special education students. Boys account for 60% of the students enrolled and girls account for 40%. The average attendance rate for the school year 2013-2014 was 87.9%.

## 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>Celebration</b>	<b>Well Developed</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>Proficient</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>Well Developed</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>Additional Findings</b>	<b>Well Developed</b>

## Area of Celebration

**Quality Indicator:**

**1.1 Curriculum**

**Rating:**

**Well Developed**

### Findings

School leaders and faculty ensure that curricula are aligned to the Common Core Learning Standards and strategically integrate the instructional shifts. Rigorous habits and higher-order thinking skills are emphasized in the curricula and academic tasks and are embedded in a coherent way.

### Impact

All students have access to rigorous curricula that promotes college and career readiness for all students and requires students to demonstrate their thinking.

### Supporting Evidence

- School leaders and teacher teams collaborate to integrate themes and skills across content areas as well as embed the instructional shifts required by the Common Core Learning Standards. For instance, English and social studies coursework is aligned through varied, leveled texts, and rigorous tasks. In 10<sup>th</sup> grade English coursework students read literature connected to time periods or themes from their global history class. Culminating tasks in both courses require students to analyze multiple texts, make claims, and support their claim with textual evidence. Math and science course work is grounded in rigorous, real world problem solving connected to course content. In addition, the school partners with the Epic Theatre group to integrate performing arts into their curriculum. Once a year students from the school perform a Shakespeare play at an off-Broadway theatre as a culminating task.
- The school expands on core course offerings to include career and technical course work for students to acquire real world skills. Courses include graphic arts, A+ and Cisco. Students were observed in a Cisco laboratory assembling computer networks, troubleshooting computer connections and examining network integrity. Teachers and guidance counselors support students in securing work-based learning internships connected to their coursework. One student shared his course workbook for his construction skills math course which covered the mathematics of electrical wiring, energy consumption, material measurement, and blueprints. All problems sets were based on real-world scenarios relevant to the construction of large buildings in New York City. He said that his internship is preparing him for the math skills required to build in New York and that he was working towards a two year certification program.
- A review of curriculum maps, units of study, and lesson plans across content areas reveals that students consistently complete rigorous, higher-order thinking tasks that require students to develop logical arguments supported with evidence, analyze information from multiple sources, and apply concepts to real world applications. All plans identify multiple entry points so that all students, including students with disabilities and English language learners, can access Common Core Learning Standards and content standards.

## Area of Focus

Quality Indicator:

1.2 Pedagogy

Rating:

Proficient

### Findings

Across classrooms, teacher practices are aligned to the curricula and reflect the school wide beliefs of how students learn best that are informed by the Danielson Framework for Teaching. Across classrooms, students' work products and discussions reflected high levels of student thinking.

### Impact

Although teaching practices were consistent across classrooms, there were some missed opportunities to extend on student thinking and for students to take ownership of their learning.

### Supporting Evidence

- School leaders shared that there is a school wide focus on the Danielson Framework for Teaching in the area of questioning and discussion. Across classrooms, students participate in high-level discussions that extend student thinking. For instance, in a 10<sup>th</sup> grade Integrated Co-Teaching English class, teachers employed a fishbowl protocol to engage students in a discussion of *A Long Way Gone*. A group of students in the center of the room cited textual evidence from not only the main text, but also other recent texts read in class that related to the theme and built upon each other's thinking. Each student was assigned a role in the discussion with one student assigned as the monitor to keep the group conversation on course. At the end of the conversation the group monitor asked each participant to summarize their position and asked each member if their position had changed. The rest of the class took notes of the conversation and had an observation sheet they had to complete in which they analyzed the arguments of the participants. In some classes, however, conversations were not deeply connected to a text or did not require students to cite textual evidence, thereby limiting the depth of the conversation.
- Across classrooms students engaged in rigorous class work requiring critical problem solving and citing evidence to support their claims. For instance, in a trigonometry lesson on arithmetic series, students collaborated in discovering a solution to the problem posed by the teacher and used appropriate academic vocabulary to explain their reasoning. Groups tried a variety of methods as the teacher circulated and supported their thinking in the critical struggle. Students were able to extend on the sample problem to develop a formula for determining the solution to similar problems. However some classes' students were more dependent on the teacher in problem solving, thereby limiting their ownership of the work.
- The principal and assistant principals shared that part of the instructional focus was improving teachers' use of multiple entry points, particularly in assessment. Across classrooms teachers implemented lesson strategies aligned to the professional development plan around multiple entry points including fishbowl discussions, the final word text discussion protocol, station teaching, and group discussion roles. Students across classrooms were provided with different methods of engaging in the course content. However, in some classes, the implementation of the strategies did not always engage students in rigorous tasks. For instance, in an English class, students engaged in a final word protocol discussion, but it was not connected to the text students were currently learning, thereby limiting the strategy's effectiveness.

## Additional Findings

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

Across classrooms teachers use or create assessments, and rubrics that are aligned to the curricula. Across classrooms teachers' assessment practices consistently reflect the use of ongoing checks for understanding and student self-assessment.

### Impact

Assessment results provide students and teachers with actionable feedback regarding student achievement. Teachers consistently make effective adjustments to meet all students' learning needs.

### Supporting Evidence

- A review of student work showed teachers wrote rubric-based feedback to students, including next steps and evidence of student self-assessment. For instance, in a 10<sup>th</sup> grade English assignment students revised their writing using different colored highlighters to identify rubric evidence for their own score. Teachers provided written actionable feedback to students regarding their next steps.
- Across classrooms teachers consistently checked for student understanding during instruction and created structures for students to assess their own thinking. For instance, during a U.S. history lesson, as students rotated among stations answering different sets of questions for different documents the teacher circulated around the classroom to assess student progress. As part of the activity students were required to reflect on their answers and their own understanding before handing in the assignment.
- In an 11<sup>th</sup> grade honors chemistry class, students were strategically grouped, based on a previous assessment, and each group was assigned different topics and problems on which to collaborate. The teacher circulated the room supporting students' thinking and assessing their progress.
- Teachers capture student assessment data and rubric data to monitor student progress over time. All grades are captured in Skedula and analyzed by teachers and teacher teams to make lesson adjustments. Students stated that they use the phone application to monitor their grades, see feedback and email their teacher.

## Additional Findings

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

School leaders consistently communicate high expectations to the entire staff and provide effective professional development. Teacher teams and staff establish a culture for learning that systematically communicates a unified set of high expectations for all students and provide clear, focused, and effective feedback.

### Impact

As a result of accountability systems the entire staff shares a culture of mutual accountability for school wide expectations. All students receive counseling and guidance so that they are prepared for the next level whether that is college or career.

### Supporting Evidence

- School leaders, teachers, and guidance counselors ensure all students are aware of the expectations for their next steps in college or career and support them in their goals. The school has two guidance counselors, one serves 9<sup>th</sup> and 10<sup>th</sup> grade and the other serves 11<sup>th</sup> and 12<sup>th</sup> grade. Each plans and facilitates a variety of lessons and meetings to ensure all students are aware that their next steps are a culmination of their entire time in high school. Students in 9<sup>th</sup> and 10<sup>th</sup> grade stated that counselors came to their classes and discussed college requirements and different career paths and they also provide academic one-on-one counseling. Upper classman stated that they had meetings about PSAT and SAT preparatory opportunities and testing counseling. Each counselor knew how many students were applying and were accepted to college, and where they were accepted, as well as who was looking into a career right after high school and what they planned. Students' transcripts are consistently evaluated to identify individual student course needs and requirements.
- Students stated that what they liked most about the school was the ability to explore career options before leaving high school. Students participate in work-based internship programs and take skills courses in graphic design and Cisco networking. Partnerships with performance arts organizations, such as Epic Theatre, give students exposure to rigorous arts programs and performances on a live stage. In the fall the school conducts a career day and invites professionals into classrooms to discuss the requirements for their profession and what daily work life is like.
- School leaders set clear expectations for teachers and teacher teams from the very beginning of the year and every day through daily interactions and weekly written communication. All staff is expected to work bell to bell the entire day. Grade teams have weekly meetings they call Kid Talk where they address students' absences, lateness, and academic performance of struggling students and discuss possible interventions to help those students succeed. Grade team leaders communicate their action plans to school leaders so that everyone can share in supporting students.
- Teacher teams create semester-long outlines for their inquiry process that includes their inquiry focus, student groups, teaching strategies, and assessments. The school professional development committee, which includes a representative from every content area, uses the team outlines, teacher observations, and student data to create professional development opportunities connected to teacher needs.

## Additional Findings

<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

Teacher teams systematically analyze key elements of teacher work including classroom practices, assessment data, and student work. Distributed leadership structures are embedded so that there is effective teacher leadership.

### Impact

Teacher team work results in shared improvements in teacher practice and mastery of goals for students. Teachers play an integral role in key decisions that affect student learning across the school.

### Supporting Evidence

- All teacher teams engage in systematic cycles of inquiry each semester. Teams submit their schedule for the semester to school leaders, which includes their inquiry topic and their action plan. While determining interventions, teachers review instruction as well as data and student work to steer their next steps. For example, one grade 10 interdisciplinary team was observed in a school-adapted student work protocol. One teacher provided an overview of a unit and a specific lesson that produced the sample student work she brought. Student work samples of six students within the team's subgroup focus, students with disabilities, were reviewed in pairs. Teachers provided low inference observations and shared best practices to improve student outcomes on the next assessment. A review of teacher team data shows that a majority of students improve through each cycle of inquiry.
- Teachers stated that the school professional development team has a representative from every content area. Teachers share feedback with school leaders about specific content area needs and school leaders combine that feedback with data from common assessments and observations to create professional development for teachers.
- Teacher teams track student progress through baseline, benchmark and summative assessments using shared Excel spreadsheets and Skedula. Each assessment is broken down by rubric trait or standard. Teachers use the data to select student work for their meetings that represent different subgroups of students and different proficiency levels. Teacher teams are able to make effective adjustments during their inquiry to identify best practices and appropriate strategies that support their students.
- Based on teacher feedback, from the thematic integration of social studies content and English, teachers improved vertical coherency in the skills and standards included in their curriculum map. Teachers were able to collaborate and include the revisions in this year's curriculum maps. Teachers chose leveled texts that aligned to the skills being taught and the school purchased new books to support the alignment.