



**Department of
Education**
Carmen Fariña, Chancellor

Office of School Quality
Division of Teaching and Learning

Quality Review Report

2014-2015

P.S. 022 Thomas Jefferson

Elementary 25Q022

**153-33 Sanford Avenue
Queens
NY, 11355**

Principal: Jennifer Meyer, IA

**Date of review: December 4, 2014
Lead Reviewer: Danielle DiMango**

The School Context

P.S. 022 Thomas Jefferson is an Elementary school with 812 students from PK through grade 5. The school population comprises 1% Black, 36% Hispanic, 4% White, 57% Asian and 2% other students. The student body includes 32.8% English language learners and 8.9% special education students. Boys account for 49.8% of the students enrolled and girls account for 50.2%. The average attendance rate for the school year 2012 - 2013 was 95.9%.

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	Well Developed
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	Celebration	Well Developed
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	Focus	Proficient
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	Additional Findings	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:

1.2 Pedagogy

Rating:

Well Developed

Findings

Within and across classrooms there are consistent teaching practices that reflect strategies aligned to the expectations of the Danielson Framework for Teaching, Common Core Learning Standards and the instructional shifts. School wide there is a clear vision reflective in high levels of student engagement and access and entry to meet the needs of all learners.

Impact

Strategic, purposeful and collaborative pedagogical decision making ensures all students have access to the rigor of the curriculum through engaging tasks and supportive entry points leading to strategic thinking and student ownership of their learning.

Supporting Evidence

- There were multiple opportunities across classrooms where teachers empowered students to take ownership of their learning. For example, during a fifth grade social studies class students used a variety of fiction and non-fiction texts to create discussion questions related to civil rights issues and collaboratively decided what question they would discuss with their peers.
- Meeting the specific needs of struggling and English language learners is an embedded pedagogical practice within and across grades. Classroom environments include resources such as paper choice, sentence starters, writing and discussion prompts, picture queues, a variety of thinking maps and consistent turn and talk protocols that allow student entry into the lesson and opportunities for them to demonstrate their understanding of the task at hand. For example, during a second grade writing lesson, not only did the teacher support all learners in planning to write realistic fiction by using the somebody wanted., but so, strategy, she also provided opportunities for students to read to each other and sat in guided groups to work with students around conversation protocols, such as listening, looking someone in the eye, reinforcing what the partner stated and adding on, using evidence from the text.
- The school wide belief of how students learn best centers on creating a collaborative and trusting environment where students feel safe to explain their thinking to both adults and their peers. This belief was reflective throughout the school, such as with students calling on their peers to support or argue their statements using “I notice, I think” protocols or in one kindergarten class where a student was selected to teach the class about strategies to use to tackle a math word problem and was able to call on friends to come up and help him.
- Teachers have received training from the speech teacher and use appropriate strategies related to auditory processing, such as wait time, presenting directions in short segments and rephrase repeat strategies in order to allow deeper supports for English language learners.

Area of Focus

Quality Indicator:	2.2 Assessment	Rating:	Proficient
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Findings

The school currently has cohesive assessment systems and tools aligned to curriculum that reveal patterns and trends across grades and subjects. However, school level, grade and class decisions made to meet the needs of all learners, do not include opportunity for student analysis of their own work along the continuum and expectations of the Common Core Learning Standards.

Impact

While the school uses student data to inform curricula and instructional revisions, students are not fully involved in goal-setting and reflecting on their progress at clearly defined checkpoints throughout the school year, leaving them unclear and unable to articulate their own specific targets and next learning steps.

Supporting Evidence

- Throughout the school, there is evidence on student work products of clear systems where students use rubrics and checklists as tools for peer editing. However, during the student meeting, many students struggled with translating how they used the feedback of their peers to align to the rubrics in order to make improvements to their work.
- During all classrooms visited, teachers tracked similar data streams using common tools such as Teachers College running records, pre and post writing and math assessments aligned to units of study, that are used to plan for instruction or to group students. For example, during a first grade math lesson, students were engaged in a variety of targeted math center activities where students played games that addressed areas of need revealed from a post lesson assessment focused on student understanding of subtraction strategies.
- The use of rubrics and checklists are currently embedded into the school culture and are aligned to the curricula which allow teachers and students to monitor growth. However, although these tools are used throughout the school and they represent what students need to know for mastery of tasks and standards, they are used differently without scaffolds across grades. For example, in grades kindergarten through second, students use child-friendly checklists, in grade three students use only rubrics, and in grades four and five, students use checklists and rubrics to guide their work. Additionally, not all teachers rate student performance using indicators within the rubric. For example, while some teachers highlighted student progress along the rubric clearly indicating student growth and areas of focus, other student work samples had rubrics attached, but teachers did not use these tools to highlight student mastery of task or to give feedback regarding next steps.
- In one classroom, the teacher worked with the class to create a standards-based rubric aligned to a math task and the students were able to explain how the rubric measured skills necessary to master the task. However, in another classroom, the teacher used a rubric to develop individualized learning goals for her class without participation or input from the students.
- Teachers use common assessments based on units of study to track student progress and make adjustments to curriculum or units to better support students. For example, during one teacher team meeting, first grade teachers redesigned rubrics and tasks based on a post assessment of the “how to” unit to include supportive texts and picture support to better meet the needs of English language learners by providing alternate ways to express their thinking when writing in this genre.

Additional Findings

Quality Indicator:	1.1 Curriculum	Rating:	Well Developed
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Findings

The school's well-structured and monitored curricula design is aligned to the Common Core Learning Standards and provides rigorous opportunities for all students. Student work is used consistently to refine expectations and ensure integration of instructional shifts that supports college and career readiness.

Impact

There are coherent and purposeful expectations and rigorous habits within curricula and tasks across classrooms and grades that challenge individuals and groups of students ensuring readiness for next levels of learning and leading to better student outcomes.

Supporting Evidence

- As a Teacher's College Reading and Writing Project school, administrators and teachers consistently use the tenants of backwards planning, as well as the standards, to ensure consistency and coherence within and across grades. Curriculum units include essential statements such as "We are Readers and Learning through reading: The American Revolution", as well as resources that scaffold reading expectations within and across grades.
- Writing units demonstrate expectations within the genres that clearly scaffold within and across grades. For example during a cross grade team meeting, teachers were using student data and writing samples to examine traits and planning tasks to deepen student understanding of informational writing to include appropriate mentor texts, vocabulary and high level questions, to support students in building upon writing fluency. This work also led to clear scaffolds that highlighted students gaining a deep understanding of the expectations within the standards of this writing genre as well as progression within and across grade levels.
- The school follows Go Math curriculum but teachers engage in planning opportunities where they include skills and strategies to best meet the needs of their students. For example, task design in working with network support staff includes the infusion of both content vocabulary and language acquisition skills in order to fully support English Language learners in tackling word problems and being able to explain their thinking.
- Math and science content is strategically embedded in literacy and writing curriculum to ensure balance of fiction and nonfiction text as well as to provide college and career readiness skills such as "read and analyze like an historian or make predictions like a scientist."

Quality Indicator:	3.4 High Expectations	Rating:	Well Developed
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Findings

School leaders align high expectations to clear and specific feedback that highlights elements of the Danielson Framework for teaching as well as professional learning opportunities for teachers that focus on meeting the needs of students. Additionally, the principal and school staff foster a community that conveys high expectations to students their families and includes them in decisions that focus on raising student achievement.

Impact

There are clear communication streams and collaborative ownership of curricula and instructional expectations that have translated to teacher teams leading to school wide instructional coherence. Students and their families greatly benefit from numerous opportunities to engage with the school regarding student achievement and the resources available to them to support their children in meeting the schools expectations.

Supporting Evidence

- Parents state that beyond the collaborative work of the school leadership team, monthly coffee and conversation meetings held by the principal provides them with supports and understanding of the schools high expectations and allows them to be partners in their students learning. For example, when parents voiced that they needed support in understanding the expectations of the math curriculum, the principal and staff provided opportunities for them to visit classrooms and learn alongside of their children. Additionally, in order to fully work with their children to support reading instruction and comprehension, parents say the school holds book nights, where they are able to come to the school and learn strategies to best support their children as readers.
- The principal believes that the best way to communicate high expectations is through clear and frequent feedback. Throughout all classrooms visited and during teacher team meetings there was clear evidence of teacher accountability, alignment to feedback from the administration and clear examples of supports from teacher leaders and staff developers for teachers in areas such as meeting the diverse needs of struggling learners, reinforcing content vocabulary during lessons and providing student voice in classroom discussion.
- Throughout the school, there was evidence of relevant teacher feedback to students in the form of “glows” and “grows” aligned to state-wide exemplars that directed their work. In review of student writing for a second grade realistic fiction unit, students were able to articulate the qualities of mentor pieces used to model their own writing in this genre, as well as the expectations of tools, such as the use of thinking maps to help plan their stories.
- The school distributes monthly newsletters and curriculum guides that highlight unit expectations to parents as well as monthly progress reports that inform them of their child’s reading and math progress. Additionally, supports such as ways to ask questions about school to your child, how to remove homework stress and creative, fun and educational play date ideas for students help parents further support student learning.
- Teachers are committed to aligning their pedagogy to the rigor of the curriculum and state that clear feedback aligned to weekly professional learning provides them with clear pathways leading to consistent growth in their practice.

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

Teachers work effectively in structured teams within and across grades and content areas and engage in inquiry using relevant data streams and student artifacts. The principal has fostered leadership structures that allow teachers to play an active role in curricula and instructional decision making.

Impact

Through strategic inquiry study and professional learning opportunities, teachers and teacher teams are engaged in coordinated and purposeful decisions about instruction and annual and interim goal setting that is improving pedagogy and supporting optimal learning conditions for all students. Opportunities for teacher leadership and collaboration foster deep commitment by staff to the work of the school.

Supporting Evidence

- Mindful scheduling allows for teachers to meet in a variety of configurations such as cross grade, grade, content, special education/Response to Intervention (RTI), academic and intervention service, and thinking map teams where teachers have opportunities to analyze data, content and student work relating to a specific area and to make decisions about curriculum, instruction and the impact on student outcomes.
- There are clear protocols used within each team that promotes accountability and teacher ownership of their work. For example, during a cross grade team meeting, teachers stayed on focus of the guiding question, “What strategies can we use from previous and upcoming grades to inform our teaching and push our kids to the next level.”
- The principal has organized a lead teacher literacy team that studies curricula units. These teachers meet with teams to turnkey findings and curricular and instructional expectations.
- First grade teacher team engaged in inquiry on how to support students with informational writing looking through the lens of an English Language Learner. A result of this inquiry led to strategic teaching practices that included guided writing, use of mentor texts and scheduled inter-visitations to observe best practices occurring within the school.