

# APPENDIX C

## ACADEMIC SYSTEMS REVIEW

### REPORT

1. CITY HIGH SCHOOL
2. PAULO FRIERE FREEDOM  
SCHOOL - DOWNTOWN
3. PAULO FRIERE FREEDOM  
SCHOOL- UNIVERSITY

## Renewal Interval Review Final Report

### CHARTER INFORMATION

<b>Charter Holder Name</b>	<b>CITY Center for Collaborative Learning</b>	<b>School Name</b>	<b>City High School</b>
<b>Charter Holder Entity ID</b>	<b>85451</b>	<b>Site Visit Date</b>	<b>January 18, 2018</b>
<b>Academic Systems Review due to:</b>	<b>Charter Renewal</b>	<b>Final Report Date</b>	<b>January 26, 2018</b>

In accordance with A.R.S. §15-183(I)(3), all charter authorizers are required to review charters at five-year intervals.

As part of the Board’s statutory requirement to provide general supervision over the charter schools it sponsors (A.R.S. §15-182(E)(1)), Board staff conducted an on-site Academic Systems Review (“ASR”), which includes a contractual compliance review.

### School Background

School Name	Month/ Year Open	Location	ADM*	Grade Levels Served
City High School	July 2004	Tucson	186.445	9-12

\*ADM as of 1/3/2018

### Contractual Compliance Review

Specific areas of the charter contract are reviewed to ensure the Charter Holder is in compliance. If Board staff identified contractual non-compliance issues at the site visit, each issue is reflected on the Charter Holder’s Operational Performance Dashboard, with required submissions to come into compliance due on February 26, 2018. The table below identifies the contractual compliance components that are in and out of compliance. In the case of operational non-compliance issues, the table specifies what the Charter Holder is required to submit by February 26, 2018.

Failure to provide required follow-up, as described below, by February 26, 2018 will be recorded in Measure 2.e. of the Charter Holder’s operational performance dashboard.

Additionally, failure to submit timely may result in the remaining issue being placed on a subsequent Board meeting agenda for possible disciplinary action pursuant to R7-5-505(G), in which the Board may take action, including withholding up to ten percent of the monthly state aid apportionment, issuing a notice of intent to revoke the charter, or other remedial actions.



In accordance with R7-5-501(C), if the specified deadline has not passed, Board staff may grant a charter holder an extension to the specified deadline. In order to request an extension, please send an email to [charterschoolboard@asbcs.az.gov](mailto:charterschoolboard@asbcs.az.gov).

Compliance Item	Findings	Required Submission
<b>School Calendar</b>	The school’s calendar was reviewed. The number of instructional days on the school calendar aligns with the number of instructional days in the contract and on file with the Arizona Department of Education, per A.R.S. §15-901.	NO FOLLOW-UP REQUIRED
<b>Instructional Hours</b>	The minimum required instructional hours are met for all grade levels, per (A.R.S. §15-901).	NO FOLLOW-UP REQUIRED
<b>Instructional Staff Education and Experience</b>	Pursuant to A.R.S. §15-183(F), information about the teaching background and experience for all instructional staff members is available to parents. Availability of this information is communicated to parents.	NO FOLLOW-UP REQUIRED
<b>Open Meeting Law</b>	Pursuant to A.R.S. §38-431.01-09, notifications, minutes, and agendas from the last 12 months is reviewed for compliance with OML requirements. Compliance with requirement of online posting is checked. The school is in compliance.	NO FOLLOW-UP REQUIRED
<b>Board Alignment</b>	Board membership is reviewed for alignment between ASBCS and ACC, pursuant to A.R.S. §38-431.01-09. The school is in compliance.	NO FOLLOW-UP REQUIRED
<b>Enrollment and Attendance Policies</b>	<p>The enrollment policies were reviewed and found NOT to be in compliance pursuant to A.R.S. §15-184.</p> <p>The school’s policy, found in the student handbook, states that “Enrollment Capacities – Special Education Programs</p> <ul style="list-style-type: none"> <li>• In order to maximize the effectiveness of the inclusion program in the schools, the number of students with</li> </ul>	Provide an updated enrollment policy approved by the Board of CITY Center for Collaborative Learning that demonstrates consideration of/compliance with A.R.S. §15-184(I).



	<p>Individualized Education Plans will be capped at 14% of the projected student population at each site.</p> <ul style="list-style-type: none"> <li>• Principals have discretion to exceed the 14% cap in a given year if they determine that the school’s overall capacity can accommodate the increase. The process would include making a proposal/request to the ‘principals + ED’ team.</li> <li>• During the initial years of policy implementation at the middle schools (2017-18, 2018-2019), the program cap will exist for the incoming 6<sup>th</sup> grade class (and other transfers); all current students with IEPs are protected.”</li> </ul> <p>A.R.S.§15-184(I) does not provide a basis for denying enrollment based on special education enrollment percentages.</p>	
<b>Mission Statement</b>	Mission statement on school materials aligns with mission on file with ASBCS.	NO FOLLOW-UP REQUIRED



## Academic Systems Review

Prior to the Academic Systems Review visit, Board staff reviewed the Charter Holder’s contract, as amended, to identify the program of instruction the Charter Holder is required to deliver. Additionally, prior to conducting classroom observations, Board staff discussed the program of instruction with school leadership to further understand the methods of instruction utilized at the school.

The Charter Holder’s program of instruction, per the contract, states students will be challenged with instructional approaches that value the student as the worker, and therefore the central focus of the learning activities. These approaches include inquiry-based learning, writing across the curriculum, and field-based/experiential learning. Technology and media resources will be used to the widest extent possible in all classrooms, while performance based assessments put students into the real world or simulated situations. These assessments require higher order thinking skills in application of disciplinary content.

During classroom observations Board Staff observed cross-curricular and project-based learning communities. Instruction included hands-on activities and inquiry-based integrated curriculum units, that included one to one technology and paired student groupings.

A set of criteria is used by Board staff to review the school’s implementation of its academic systems. The documents provided by the Charter Holder during the ASR site visit leadership discussion and classroom observations, are scanned and recorded as having served as sufficient or insufficient evidence of implementation of the criteria.

Document Name	Documentation	Description
<i>I. An explicit, written curriculum for core content areas that aligns with Arizona academic standards.</i>		
<i>i. Evidence of curriculum alignment with state academic standards for core content areas and grade levels within an academic year.</i>		
<ul style="list-style-type: none"> <li>• Humanities 6-12 Curriculum Map</li> <li>• Span Colonization Unit Plan</li> </ul>	Sufficient	Curriculum Map and Unit Cross Curriculum Maps are done by Units 1, 2, 3 and 4.
<i>ii. Evidence of explicit content and skills to be taught for each grade level and/ or content area.</i>		
<ul style="list-style-type: none"> <li>• Humanities 6-12 Curriculum Map</li> <li>• Span Colonization Unit Plan</li> </ul>	Sufficient	Curriculum Map/ Guide
<ul style="list-style-type: none"> <li>• Continuous Improvement Plan</li> </ul>	Sufficient	Objectives/ Essential Q’s
To view scanned documents, see Appendix A. Academic Systems Review Site Visit Inventory, I. Core Curriculum Inventory.		



<i>II. A systematic process for reviewing and evaluating the curriculum, at specific intervals, for alignment to Arizona Academic standards and improving student academic outcomes for the population served.</i>		
<i>i. Evidence of a process that identifies specific timeframes for monitoring, evaluating, and reviewing curriculum for alignment to standards.</i>		
• Annual Staff Retreat	Sufficient	Calendar
• Humanities Department Team Meeting	Sufficient	Meeting Agendas and Minutes
• Habits of Heart and Mind Growth	Sufficient	Power Point
• Gateway Summary Scores by HHM 2019	Sufficient	Scores
<i>ii. Evidence that the curriculum is reviewed for efficacy for the population served.</i>		
• Gateway Summary Scores by HHM 2019	Sufficient	Data
• Humanities Department Team Meeting	Sufficient	Meeting Agendas/ Minutes
<i>iii. Evidence of a plan of action based on findings.</i>		
• Humanities Department Team Meeting	Sufficient	Meeting Agendas/ Minutes
• Gateway Summary Scores by HHM 2019	Sufficient	Scores
To view scanned documents, see Appendix B. Academic Systems Review Site Visit Inventory, II. Curriculum Evaluation Inventory.		
<i>III. A teacher evaluation system monitoring the integration of state standards into instruction.</i>		
<i>i. Evidence that classroom observations are conducted at specified intervals to confirm standards aligned curriculum are integrated into instruction.</i>		
Informal Observation	Sufficient	Walkthrough
<i>ii. Evidence of observations with feedback provided to teachers after each observation.</i>		
Informal Observation	Sufficient	Walkthrough Form
<i>iii. Evidence that the evaluations of teacher performance include a final, summative component.</i>		
Formal Observation	Sufficient	Teacher Formal Evaluation

To view scanned documents, see Appendix C. Academic Systems Review Site Visit Inventory, III. Teacher Evaluation Inventory.		
<i>IV. An assessment plan to track, analyze, and monitor student academic performance.</i>		
<i>i. Evidence of an assessment plan identifying the types of data collected and periods of review, covering all core content areas and grade levels.</i>		
<ul style="list-style-type: none"> <li>Gateway Summary Scores by HHM 2019</li> <li>Department Meeting 125 PSAT Data</li> <li>Humanities Department Team Meeting</li> </ul>	Sufficient	Benchmark Reports
<ul style="list-style-type: none"> <li>Humanities Department Team Meeting</li> </ul>	Sufficient	Meeting Agendas/ Minutes
<i>ii. Evidence of a process that uses assessment data to create a plan for instruction.</i>		
<ul style="list-style-type: none"> <li>Gateway Summary Scores by HHM 2019</li> <li>Department Meeting 125 PSAT Data</li> <li>Humanities Department Team Meeting</li> </ul>	Sufficient	Benchmark Reports
<ul style="list-style-type: none"> <li>Gateway Summary Scores by HHM 2019</li> </ul>	Sufficient	Formative/ Summative Assessment
<ul style="list-style-type: none"> <li>Humanities Department Team Meeting</li> </ul>	Sufficient	Intervention Reports
<ul style="list-style-type: none"> <li>Humanities Department Team Meeting</li> </ul>	Sufficient	Meeting Agendas
To view scanned documents, Appendix D. Academic Systems Review Site Visit Inventory, IV. Assessment Inventory.		
<i>V. A professional development plan that aligns with the program of instruction and best practices.</i>		
<i>i. Evidence that professional development addresses student achievement and outcomes, supporting implementation of the school's program of instruction.</i>		
<ul style="list-style-type: none"> <li>CHS Wednesday PD and Honors Schedule</li> </ul>	Sufficient	Meeting Agendas/ Minutes



<ul style="list-style-type: none"> <li>• CHS Wednesday PD and Honors Schedule</li> <li>• Network Timeline</li> </ul>	Sufficient	PD Calendar
<i>ii. Evidence of how the implementation of professional development is monitored.</i>		
<ul style="list-style-type: none"> <li>• Professional Learning Plan Coaches notes</li> </ul>	Sufficient	Coaching Forms
<ul style="list-style-type: none"> <li>• Sample Professional Learning Plan 2016-2017</li> </ul>	Sufficient	Feedback Forms
<ul style="list-style-type: none"> <li>• Math Notes 11/9/17</li> </ul>	Sufficient	Follow-up Activity Document
To view scanned documents, see Appendix E. Academic Systems Review Site Visit Inventory, V. Professional Development Inventory.		

Appendix A.  
Academic Systems Review Site  
Visit Inventory

I. Core Curriculum Inventory

QUARTER 1	
GRADE	ANCHOR TEXTS AND WRITING TASKS
12	Text: Writing Task:
11	Text: Writing Task:
10	Texts - Primary source documents from Cabeza De Vaca, Hernan Cartez, Parde Kino. Secondary texts (nonfiction) - Edible Baja, Tony Horowitz, Arizona History textbook, Writing Task: Journal prompts. Cultural Legacies report
9	Text: Article of the Month (current news article), 1 chapter from Duhigg, <i>The Power of Habit</i> Writing Task: AOTM response
8 PFFS-U	Text: The New Jim Crow (excerpts) Writing Task: Research presentation
8 PFFS-D	Text: The Giver, The Last of the Mohicans, The Colorado and It's Canyons, Cadillac Desert Writing Task: metacognitive thinking/discussion
6-7 PFFS-U	Text: Year 1: Informative texts about the Hohokam Year 2: Catherine Called Birdy Writing Task: Creation Myth storytelling interpretation, research paragraph Year 2: creative monologue, fishbowl discussion
6-7 PFFS-D	Text: Various functional texts about children's book writing. Writing Task: SW construct children's books and accompanying metacognitive work on their writing.

		QUARTER 2	
STANDARD	GRADE	ANCHOR TEXTS AND WRITING TASKS	
	12	Text: Ishmael	Writing Task: Problem-Solution, Argument
	11	Text: Brave New World, 1984, Federalist 10 and 37, Brutus	Writing Task: Argument Paper
R1, R2, R3, R7, R8, R9	10	Text: Tony Horowitz, Of plymouth plantation, The New World (film). The enlightenment/YA novel. declaration of independence	Writing Task: student manifesto
R10, R1	9	Text: Drachman, "A Different Tucson" (Intro to <i>From Cowtown to Desert Metropolis</i> ); Intro and Ch. 5 from Otero, <i>La Calle</i> ; Article of the Month	Writing Task: AOTM response, In-class essay test Part 1 & 2
W2, L1&2			
R.1, R.4, R.7, R.10	8 PFFS-U	Text: Campaign websites and current events, primary sources (founding fathers), The Giver	Writing Task: 5 paragraph expository essay (founding fathers vs. candidate policy)
W.6, W.7, W.8, W.9, SL.5			
R.10, SL.1, RH.9	8 PFFS-D	Text: Maus, Tucson Jewish History Museum book	Writing Task: text timeline/structural analysis
W.9			
Year 1: R.1, R.10 Year 2: R.3, R.4	6-7 PFFS-U	Text: Year 1: The Invention of Wings Year 2: Romeo and Juliet	Writing Task: Year 1: Writing paragraphs, perspective diary entries, socratic seminar notes Year 2: Romeo and Juliet adaptation (follows structure of story), R&J song comparison, Renaissance Person presentation
Year 1: W.3 Year 2: W.3, W.9, SL.6			
R5,R6,R4,R2	6-7 PFFS-D	Text: The Evolution of Calpurnia tate	Writing Task: Students keep a journal with functional science writing for Cal Tate. Students write up reports based on a month long religion and social issues questions. Complete and publish children's books in WW
W3,W4,W6			

			QUARTER 3	
STANDARD	GRADE	ANCHOR TEXTS AND WRITING TASKS		
RL.1, RL.2, RL.4, RL.6	12	Text:		
W.1, W.2		Writing Task:		
RL.1, RL.2, R.6, RI.5, RI.9	11	Text:		
W.1, W.4, W.5		Writing Task:		
R5,	10	Text: Adventures of Huckleberry Finn, 12 years a slave & Charles Ball (slave narratives). Gettysburg address		
W1		Writing Task:		
R10, R1, R2, R5	9	Text: Magoon, <i>How It Went Down</i> ; AOTM		
W.1, W.2, W9, W10,		Writing Task: AOTM Response, Visual Essay		
R.1, R.2, R.3, R.6, R.7, R.8	8 PFFS-U	Text: Holocaust Novels (The Book Thief, Diary of Anne Frank, The Boy in the Striped Pajamas)		
W.1, W.2, W.4, W.8, W.10		Writing Task: Socratic Seminar notes, Holocaust hero obituary		
R.1, R.2, SL.1, R.5	8 PFFS-D	Text: Throwing Fire: A History of Projectile Weapons, Animal Farm		
W.9, W.7		Writing Task: evidence based analysis		
Year 1: R.1, R.2, R.3, R.6, R.10 Year 2: R.4, R.5	6-7 PFFS-U	Text: Year 1: TBD Year 2: Primary sources enlightenment thinkers, political cartoons, poetry (The White Man's Burden)		
Year 1: W.3, W.4, W.5, W.9 Year 2: W.3, W.5, W.8		Writing Task: Year 1: TBD Year 2: North Korea enlightenment project		
R10, R1, R2, R5, R6	6-7 PFFS-D	Text: Enchantress from the Stars - American imperialism		
W5,6,7,8		Preparing for debate - argumentative writing		

			QUARTER 4	
STANDARD	GRADE	ANCHOR TEXTS AND WRITING TASKS		
	12	Text:		
		Writing Task:		
	11	Text:		
		Writing Task:		
	10	Text: Nonfiction reporting - sea slavery and the fishi		
		Writing Task:		
R1, R2, R5	9	Text: Something water-related. Don't know yet! Maybe poems??? Also Award-winningYA literature		
W1, W2, W6		Writing Task:		
Year 1: SL.1, R.1, R.2, R.3, R.4, R.5, R.6, R.10	8 PFFS-U	Text: The Crucible, Animal Farm, Choices Curriculum		
W.2, W.3, W.4		Writing Task: Allegory children's story, Protest Songs Project, TBD		
R.4, RH.7	8 PFFS-D	Text: Hurricane Song, Mississippi Trial 1955, The Watson's Go to Birmingham, Ken Burns Jazz, When the Levees Broke		
W.4, W.8, W.9		Writing Task: Historic Fiction		
Year 2: R.1, R.2, R. 4, R.6, R.7, R.9	6-7 PFFS-U	Text: Year 1: To Kill a Mockingbird Year 2: newspaper articles, primary sources		
Year 2: W.4, W.6, W.7, W.8, W.9		Writing Task: Year 1: TBD, Year 2: Yellow Journalism article,		
R8,9	6-7 PFFS-D	Text: To Kill a Mockingbird		
W9,5,4, 1		Writing Task: Literary/character analysis essays		

**STANDARD**

R1, R.2, R.3, R.4, R.5, TBD

W.3, W.9 TBD

R.9, R.7, R.10

W.10

Year 2: R.9, R.4, R.8

Year 2: W.4, W.7, W.8,

R1,3

W5,2,10,9

# City High School UBD Unit Template

## Stage 1: Desired Results

### Established Goals:

#### Arizona Social Studies Standards

American History, Early Civilizations: PO 1. Describe Prehistoric Cultures of the North American continent: a. Paleo-Indians, including Clovis.

World History, Early Civilizations: PO 1. Describe the development of early prehistoric people, their agriculture, and settlements.

World History, World in Transition, PO 4. Describe the interaction of European and Asian civilizations from the 12<sup>th</sup> to the 16<sup>th</sup> centuries: a. Crusades b. commerce and the Silk Road c. impact on culture d. plague

World History, Renaissance and Reformation, PO 1. Analyze the results of Renaissance thoughts and theories: a. rediscovery of Greek and Roman ideas b. humanism and its emphasis on individual potential and achievements c. scientific approach to the natural world d. Middle Eastern contributions (e.g., mathematics, science) e. innovations in the arts and sciences.

World History, Renaissance and Reformation, PO 2. Explain how the ideas of the Protestant Reformation and the Catholic Reformation (e.g. secular authority, individualism, migration, literacy and vernacular, the arts) affected society.

World History, Encounters and Exchange, PO 1. Describe the religious, economic, social, and political interactions among civilizations that resulted from early exploration: a. reasons for European exploration b. impact of expansion and colonization on Europe c. impact of expansion and colonization on the Americas d. role of disease in conquest e. role of trade f. navigational technology g. impact and ramifications of slavery and international slave trade h. contrasting motivations and methods for colonization.

American History, Exploration and Colonization, PO 1. Review the reciprocal impact resulting from early European contact with indigenous peoples: a. religious (e.g., conversion attempts) b. economic (e.g., land disputes, trade) c. social (e.g., spread of disease, partnerships) d. food

Geography, Places and Regions, PO 5. Examine how the geographic characteristics of a place affect economics and culture.

American History, Research Skills, PO 5. Evaluate primary and secondary sources for: a. authors' main points; b. purpose and perspective; c. facts vs. opinions; d. different points of view on the same historical event

More . . . (Language Arts, Reading, Writing, Speaking, and Presentation standards)

### Understandings

Gaps in power and technology between human societies originate in environmental differences (EXPLAIN).

The Renaissance shifted perceptions about personal identity and perceptions about life's purpose (INTERPRET).

The cultures and populations of the indigenous peoples of the Americas were changed by the Spanish

### Essential Questions

Why were European societies the first that became more powerful and innovative compared to the rest of the world?

How did inequalities in wealth in the modern world evolve?

How can the Renaissance be used as a starting point for defining modernity?

## City High School UBD Unit Template

<p>colonization of their lands (HAVE PERSPECTIVE and EMPATHIZE).</p> <p>The names people give names to both human and physical features of the landscape offer insights into who occupied the land in the past (APPLY).</p> <p>Maps of “colonized” areas show the power of place names to shape how the conqueror and the conquered understand the land.</p> <p>EfS Enduring Understandings:</p> <ol style="list-style-type: none"> <li>2. We are all in this together</li> <li>4. Recognize and protect the commons</li> <li>5. Diversity makes our lives possible</li> <li>7. Create change at the source not the symptom</li> <li>8. Think 1000 years</li> <li>9. It all begins with a change in thinking</li> </ol>	<p>How does society influence our identity and the choices we make?</p> <p>Was Spanish colonization of the Americas good or bad for the people who lived here? Or both?</p> <p>How do you evaluate the legacy of historical events?</p> <p>How do societies commemorate difficult or divisive events in the past?</p> <p>What aspects of culture from the Spanish Period in Arizona still have meaning and influence today?</p> <p>What do place names, architectural styles, memorials, and cultural traditions that are observable in and around Tucson today have to say about what happened here in the Spanish Era?</p> <p>Where are you from?</p> <p>Who gives names to places and why?</p> <p>Why do we name places?</p> <p>What is the best way to use public space?</p> <p>What can public spaces tell us about who we are and where we’ve come from?</p> <p>Do public spaces promote or deteriorate democracy?</p>
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>● The Spanish Renaissance emerged from the Italian Renaissance in Italy during the 14th century.</li> <li>● Columbus’ voyages resulted in the conquest of indigenous peoples.</li> <li>● Spanish conquistadors had motives to justify their methods.</li> <li>● The Protestant Reformation was an outcome of the new humanism of the Renaissance.</li> <li>● The Counter Reformation led to the Jesuit order and missionary efforts in the Americas.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● Evaluate primary and secondary sources.</li> <li>● Locate historical information and evaluate sources.</li> <li>● Write an expository essay.</li> <li>● Use photography and iMovie to create engaging presentations.</li> <li>● Present ideas and information in an organized and engaging presentation.</li> </ul>
<p><b>Which Habits of Heart and Mind will students acquire during this unit?</b></p> <p>Expression, Perspective, Evidence, and Action</p>	

## City High School UBD Unit Template

### Stage 2: Evidence

#### Performance Tasks:

Multigenre Research Project:

This project is about uncovering the stories behind the place names, memorials, and buildings in and around Tucson that are connected in some way to the Spanish colonial era. Students will survey many of the physical features and place names around Tucson that draw upon a time when Tucson and southern Arizona were part of New Spain. They will research the history behind the place they selected, write a creative description of the place, create a poster or slideshow to present their work and show it to the class.

#### Other Evidence:

Unit Exam and quizzes

#### Which Habits of Heart and Mind will students demonstrate during this unit?

Expression, Perspective, Evidence, and Action

### Stage 3: Learning Plan

#### Learning Activities:

1. First, the class will make a list of places in and around Tucson named after historical people, places, ideas, or events of the Spanish colonial era.
2. From the list, you'll choose one place to explore and research.
3. Research the history behind the place you have selected. We will be using a combination of internet sites and library books for our sources.
4. Write a 3-page paper on your research, complete with a thesis, PIE paragraphs, a conclusion, and citation of sources.
5. Visit the place you chose and document it either with photographs, a drawing or painting, a sound recording, or a video recording.
6. Write a one-page creative description of the place complete with sensory details you noticed on your visit.
7. Write a thoughtful paragraph response to the questions below on the possible connections between the place and the history behind its name.
8. Prepare a presentation that combines parts of your research paper with parts of your place documentation and your creative writing. You must choose to make either a slideshow using iMovie or a large poster display.
9. Present your work to the class!
10. Be a good audience member to other presenters and ask questions or make comments after some of the presentations.

#### Place-Based-Learning:

**What resources in the community will your students learn about and engage with during this unit?**

## City High School UBD Unit Template

Place names for streets and buildings, historical sites, neighborhoods, memorials and monuments in Tucson.

Ken Scoville, Local Historian

### **Service Learning:**

**How will your students contribute to the community during this unit?**

**Which Habits of Heart and Mind will your students practice during this unit?**

Perspective, Evidence, Expression, Reflection

**City High School  
Continuous Improvement Plan  
2016-2017**

**GOALS:**

**1. Reading Goal:** Increase the percentage of students demonstrating proficiency or higher in Reading assessments:

- a. **Cohort 2018:** Increase passing rate on AZMerit EOC ELA from 46% in 2016 to 50% in 2017.
- b. **Cohort 2019:** Increase passing rate on AZMerit EOC ELA from 32% in 2016 to 40% in 2017.
- c. **Cohort 2020:** Increase percentage of students who demonstrate proficiency in Article of the Month (AOTM) reading assessments from 30% in September 2016 to 70% in April 2017.

**2. Math Goal:** Increase the percentage of students demonstrating proficiency or higher in Math assessments:

- a. **Cohort 2018:** Increase the passing rate on AZMerit EOC Math from 27% in 2016 (Geometry) to 35% in 2017 (Algebra II).
- b. **Cohort 2019:** Increase the passing rate on AZMerit EOC Math from 26% in 2016 (Algebra I) to 35% in 2017 (Geometry).
- c. **Cohort 2020:** Increase the mean score on the 9<sup>th</sup> grade Algebra I Diagnostic test from 23% in August 2016 to 70% in April 2017.

**3. Graduation Goals:**

- a. In 2017, increase college-bound rate to 2-year or 4-year college/university from 78% (Cohort 2016) to 85% (Cohort 2017).
- b. In 2017, increase college-bound rate for 1<sup>st</sup> generation students from 69% (Cohort 2016) to 75% (Cohort 2017).
- c. In 2017, maintain 4-year graduation rate of 90% or higher (2016 graduation rate was 93%).

**4. Habits of Heart and Mind Goal:**

In each of the 4 cohorts, 50% or more will earn a ‘Mastery’ score on the end-of-year Gateway Exhibition. (In 2017 mastery rates were: 40% for Cohort 2016; 69% for Cohort 2017; and 47% for Cohort 2018; 30% for Cohort 2019).

**STRATEGIES AND ACTION STEPS:**

Strategies and Action Steps	Targeted Goals
<p><b>Strategy 1: Response to Intervention—</b> Implement system and structure for supporting students who are either a) behind in grade-level skills in Reading and/or Math, and b) fail to demonstrate proficiency on formative assessments in Reading and Math standards.</p> <ul style="list-style-type: none"> <li>• The Principal will convene a weekly Division team meeting of all teaching staff in which student data (including course grades, formative assessments, and disaggregated ‘F’ Report) are reviewed to identify students who need additional supports; interventions will be documented and may</li> </ul>	<p>1, 2, 3</p>

<p>include:</p> <ul style="list-style-type: none"> <li>- in-class remediation (with assistance from an EA if available)</li> <li>- assignment to academic support class or communication regarding need with academic support teacher if student is already assigned.</li> <li>- assignment to attend after school tutoring sessions or instructor office hours including a match with a specific tutor and communication with parents about the required time needed in tutoring.</li> </ul> <ul style="list-style-type: none"> <li>● The Student Success Team (SST) will meet 2 times each month to review and monitor Division team meeting notes and interventions and follow up with necessary actions to ensure interventions are successful including:             <ul style="list-style-type: none"> <li>- parent communication,</li> <li>- teacher observations,</li> <li>- student schedule changes,</li> <li>- referrals to administration for discipline,</li> <li>- referrals to intervention counselor for 504 concerns and/or social/emotional support,</li> <li>- referrals to Support Services for IEP concerns,</li> <li>- communication to Advisors and teaching teams regarding SST actions.</li> </ul> </li> </ul>	
<p><b>Strategy 2: Teacher Professional Growth and Evaluation Plan—</b>                  All teachers will be engaged in self directed, collaborative professional learning with effective administrative support.</p> <ul style="list-style-type: none"> <li>● Principal develops and shares Professional Learning Plan (PLP) steps and conducts professional development sessions with teachers to communicate goals of the program and implementation steps.</li> <li>● Teachers develop individual PLPs and work with the school principal to find resources (professional literature, access to peer observation opportunities, school visits, PD workshops, etc.) to expand relevant professional knowledge. Teacher PLPs are focused on areas of growth in the teacher evaluation rubrics and that are relevant to CIP goals including, differentiated instruction, project-based learning, and teaching a diverse group of learners.</li> <li>● At the end of the school year, teachers present the results of their PLP in a teacher-led conference to the school principal and an audience of peer teachers.</li> <li>● Principal develops/revises teacher evaluation rubric for classroom observation use and formal evaluation process. Rubrics include the:             <ul style="list-style-type: none"> <li>- Teaching and Learning Rubric</li> <li>- Project-based Teaching Rubric.</li> </ul> </li> <li>● Principal participates in 2 collaborative groups to support the development of the Teacher Professional Growth and Evaluation Plan:             <ul style="list-style-type: none"> <li>- Teaching and Learning Group (participants include principals in CCCL, Executive Director of CCCL, Director of PD Outreach for CCCL, CHS Director of College Access, and teacher representatives from all 3 schools in CCCL).</li> <li>- Principals’ Professional Learning Community (participants are the 3, CCCL school principals and the Director of PD Outreach for CCCL)</li> </ul> </li> </ul>	<p>1, 2, 3, 4</p>
<p><b>Strategy 3: Proficiency-based Learning System—</b>                  We will embark on a multi-year process to implement a proficiency based learning system that will not only include standards based grading, but will also require teachers to change their teaching to focus on mastery of concepts and skills.</p>	<p>1, 2, 3, 4</p>

<ul style="list-style-type: none"> <li>● Create a plan and timeline for implementation. Principals from the three schools in CCCL will work to develop a plan for implementation and then share it with the Teaching &amp; Learning Committee.</li> <li>● Create time in the schedule through release time and summer work for administrators and teachers to articulate benchmarks for standards at each grade level. We will recruit teachers from each core area to work to articulate a progression of benchmarks for each of the state standards.</li> <li>● Provide professional development for teachers on rationale and implementation of PBIS in their courses. Teachers will need professional development in learning about standards based grading, curriculum development, technology software and instruction.</li> <li>● Informational meetings for students/parents/community members. As the plan for implementation is development, key constituents need to be informed about the what, why and how of our plan.</li> </ul>	
<p><b>Strategy 4: Excellence in Project-based Learning (PBL)—</b> The school will continue its efforts to design, facilitate, and showcase project-based learning across the curriculum.</p> <ul style="list-style-type: none"> <li>● Principal and Director of College Access develops beginning of year and end of year staff development experiences to give guidance and support for the development of “gold standard” project Based Learning (see <a href="http://bie.org">bie.org</a>).</li> <li>● Principal provides ongoing coaching and teacher observation feedback on implementation of PBL using the Project-based Teaching Rubric and the Project Design Rubric as a reference for the coaching/feedback meetings.</li> <li>● With the support of the school’s Art Department, teachers curate exhibitions of student work in project-based learning throughout the school and in their own classrooms.</li> <li>● Revise the Pennington Street Block Party to an April Showcase of PBL work. The Principal and Director of College Access will work with a group of 12<sup>th</sup> grade students to revise the block party to make it more of a public forum to showcase student work in project-based learning. Plans will include scheduling, marketing, budget, and evaluation system.</li> <li>● In partnership with <a href="http://CommunityShare">CommunityShare</a>, teachers will strengthen outreach to community professionals to enhance the real-world connection to the content standards. Teachers will be required to involve at least one community partner in a project each semester.</li> <li>● The Principal and Director of College Access will develop and implement a school-wide system for tracking student learning in the Habits of Heart and Mind for student project work in classes. The system will enable the school to track individual student progress in each of the Habits of Heart and Mind in all projects in all classes throughout the school year.</li> </ul>	<p>3, 4</p>
<p><b>Strategy 5: Math Curriculum Revision and Professional Development—</b>Align math curriculum and instruction with Arizona College and Career Readiness Standards for Math and support struggling math students with both in class and out of class remediation.</p> <ul style="list-style-type: none"> <li>● Continue Implementation of the HMH math curriculum for Algebra I, Geometry, and Algebra II classes. At math department meetings (attended by the school principal and math teachers) held at least once a month math teachers will report out curriculum implementation progress and concerns.</li> <li>● Working with the 2 middle schools in CCCL, create a 6-12 grade math department to meet at least</li> </ul>	<p>1, 3</p>

<p>once a quarter during the school year. The goal of the meetings is to improve differentiated instruction and effective use of formative assessments in math classes. The 6-12 math will</p> <ul style="list-style-type: none"> <li>- use collaborative processes to share best practices related to differentiation and set up peer observation opportunities.</li> <li>- Invite outside professional coaches to share strategies for hands-on projects in math instruction and activities that promote mathematical understandings.</li> </ul> <ul style="list-style-type: none"> <li>● Hire a part-time Education Assistant (EA) to co-teach the Algebra I classes with the 9<sup>th</sup> grade math teacher. Both teachers will attend a professional development workshop on effective co-teaching strategies.</li> <li>● Create a section of Geometry especially designed for 9<sup>th</sup> grade students who have earned credit for Algebra I in 8<sup>th</sup> grade. The new section of Geometry will be taught by the school's Geometry teacher. The goal of the class will be to prepare students for the AZMerit EOC test in Geometry as well as give students a sound basis for entering Algebra II in their 10<sup>th</sup> grade year.</li> </ul>	
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Appendix B.  
Academic Systems Review Site  
Visit Inventory

II. Curriculum Evaluation  
Inventory

# City High School Staff Retreat / August 1-4, 2016

## THURSDAY

- 11:00 - 11:30**            **Connections, Housekeeping, and Norms**  
Proposed Norms: Have Fun; Build Community; Stretch Your Mind; Be Ready to Share
- 11:30 - 12:00**            **Retreat Overview and Purpose**
- “ a community of learners in which all members use their minds well and care about one another.”
  - PBL: ensuring that every student has that “jolt of self-discovery and confidence”
- 12:00 - 12:30**            **Essential Elements of Project Design**
- 12:30 - 1:30**            **Lunch (salad and sandwich bar in the meeting space)**
- 1:30 - 3:00**            **Project Planning Time**
- 3:00 - 3:30**            **Mini-Charrettes**
- 3:30 - 4:15**            **Activity Round**
- 4:15 - 4:30**            **Essential Questions and Driving Questions**
- 4:30 - 6:00**            **Project Planning Time**
- 6:00 - 6:30**            **Mini-Charrettes**
- 7:00**            **Dinner**

## FRIDAY

- 8:00 - 9:00**            **Breakfast (in the dining hall)**
- 9:00 - 9:15**            **Connections**
- 9:15 - 9:30**            **Project Assessment Map**
- 9:30 - 11:00**            **Project Planning Time**
- 11:00 - 11:45**            **Activity Rounds**
- 11:45 - 12:15**            **Mini Charrettes**
- 12:15 - 12:30**            **Closing Round**

## Quotes from Ron Berger, *An Ethic of Excellence*

"I look forward to a time when students wouldn't think of going to a college interview or job interview without a portfolio of their work and accomplishments in hand."

"In some small schools, students feel that their work is important, they know their work will be made public, and they feel responsible for documenting their own learning."

"When success at the school is valued in the community it gives students a reason to care."

"It's more useful to consider schooling not as a delivery system but as an experience...What are the opportunities for the student to contribute, to create, and to be recognized for his or her talents?"

"We can't first build the students' self-esteem and then focus on their work. *It is through their own work* that their self-esteem will grow."

"All the self-esteem activities and praise in the world won't make them feel like proud students until they do something they can value."

"Not all projects are major endeavors or community service efforts. Even small projects can be done with care and shared with a wider audience."

"Good projects are structured to make it difficult for students to fall far behind or fail."

"There is almost nothing more exciting in education than being engaged in genuine research--research where teacher and students are exploring new ground together."

"The question is not whether we can afford to keep arts in our schools but how we can ensure that students put artistic care into everything they do."

"If we had a grading system at my school it would have to be described as this: A piece of work deserves either an A or a "Not Done". Work goes through many drafts and isn't considered complete until it represents high-quality work for that child."

"The first step in encouraging high-quality student work is to have assignments that inspire and challenge students."

I want my students to carry around pictures in their head of quality work. It's not enough to make a list, a rubric, of what makes a good essay or science experiment. This is an important step, but it doesn't leave a picture, a vision, an inspiration.

Every final draft my students complete is done for an outside audience.

# Humanities Department Meeting

October 26, 2016

# ELA Draft Standards

- Review and discuss comparison between 2010 standards and 2016 draft standards
- Curriculum Mapping:
  - Think about your upcoming units (between now and April 2017); use the template to identify which standards will be focused on in your upcoming units
  - Think about the culminating assessment for each unit; which standards will be assessed?

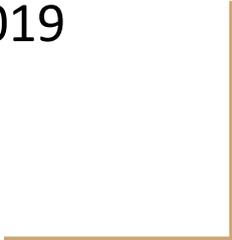
# Standards Based Grading Discussion

- ELA Standards are loaded in PowerTeacher Pro
- Is it possible to enter standards grades for each of the standards you will assess in your upcoming culminating unit assessments.

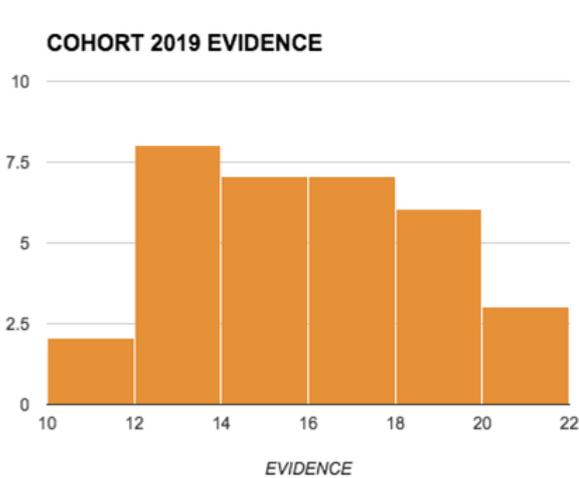


# Habits of Heart and Mind Growth

Cohorts 2017-2019

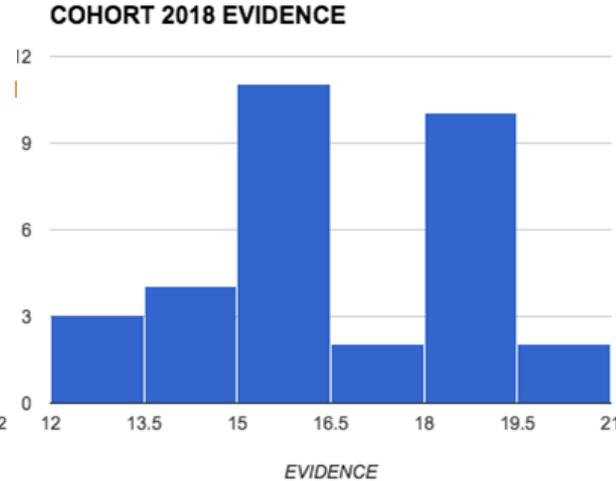


# EVIDENCE: COHORTS 2019-2017



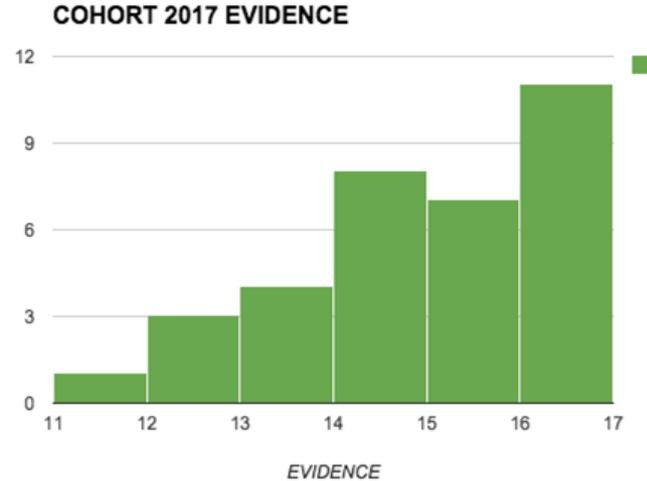
**2019**

MASTERY: 20  
MEETS: 15  
APPROACHES: 10  
10 did not meet



**2018**

MASTERY: 20  
MEETS: 15  
APPROACHES: 10  
4 did not meet

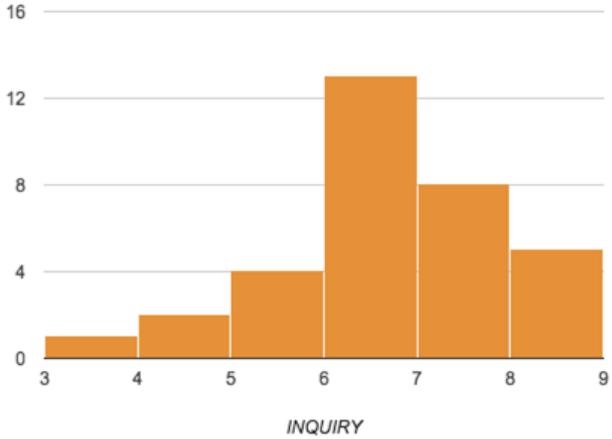


**2017**

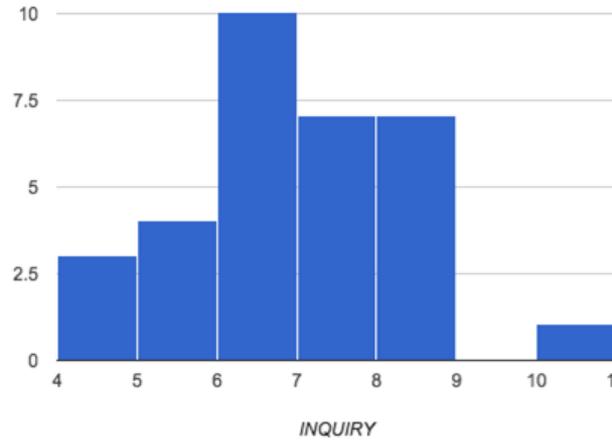
MASTERY: 16  
MEETS: 12  
APPROACHES: 8  
1 did not meet

# INQUIRY: COHORTS 2019-2017

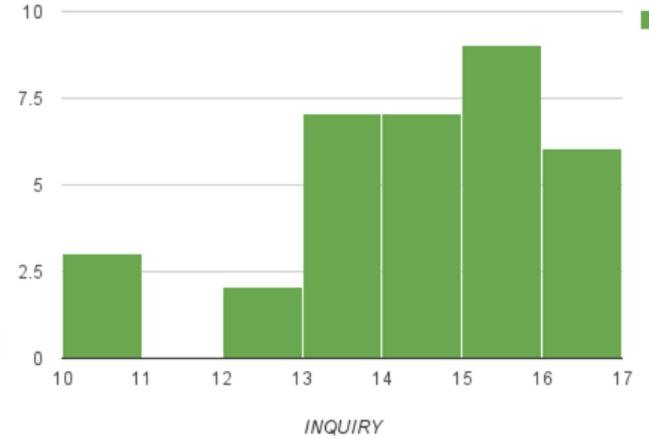
COHORT 2019 INQUIRY



COHORT 2018 INQUIRY

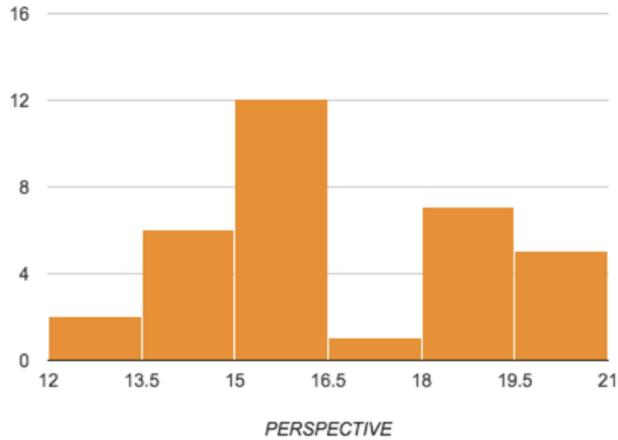


COHORT 2017 INQUIRY

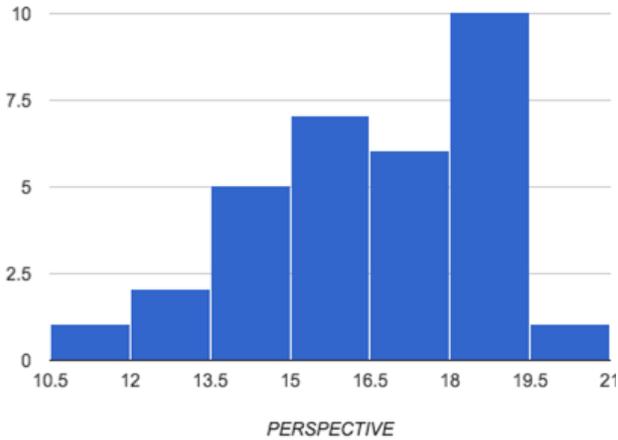


# PERSPECTIVE: COHORTS 2019-2017

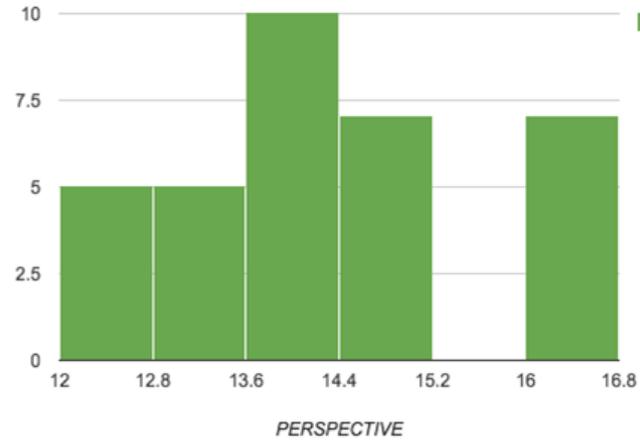
COHORT 2019 PERSPECTIVE



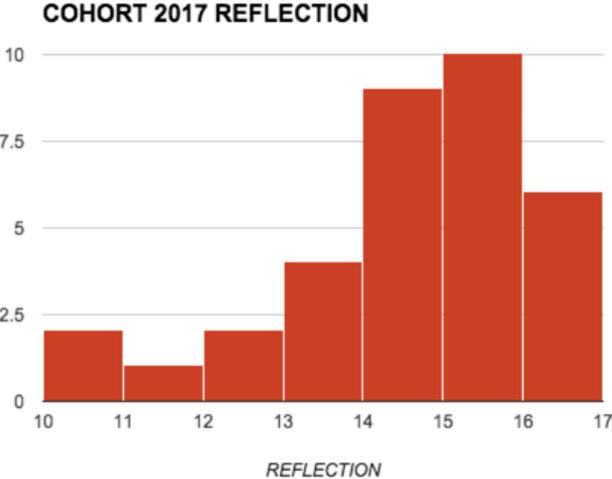
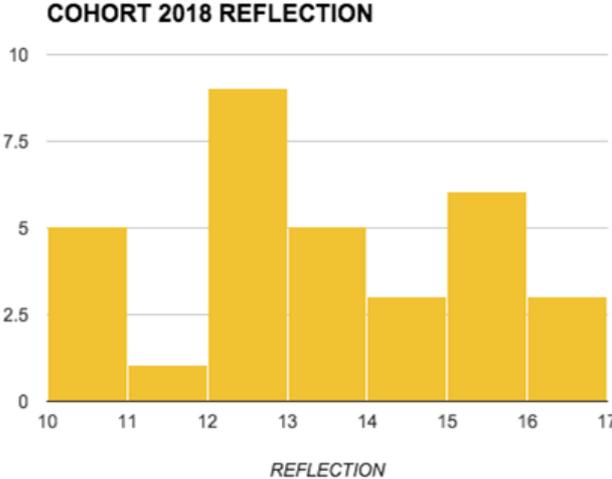
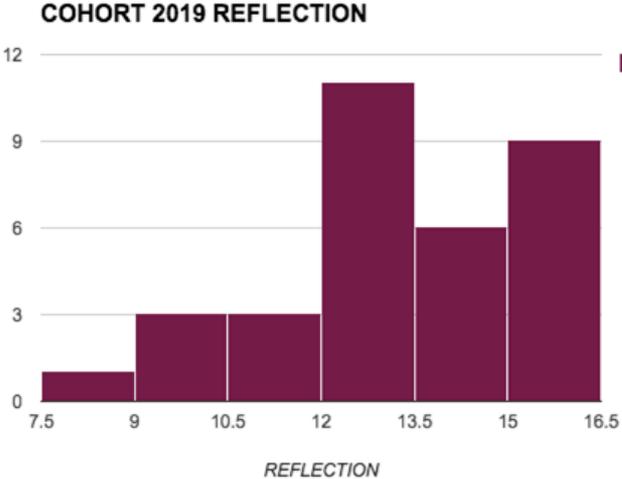
COHORT 2018 PERSPECTIVE



COHORT 2017 PERSPECTIVE

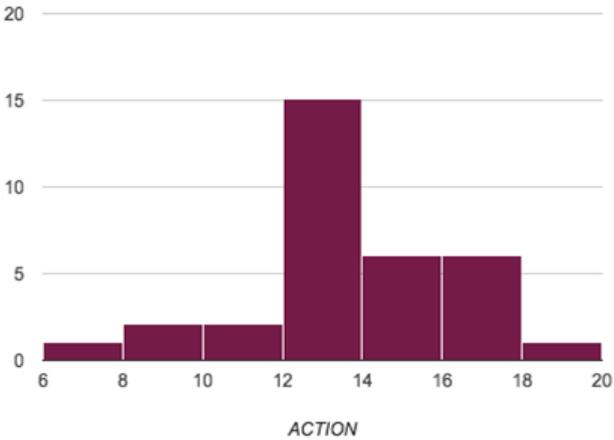


# REFLECTION: COHORTS 2019-2017

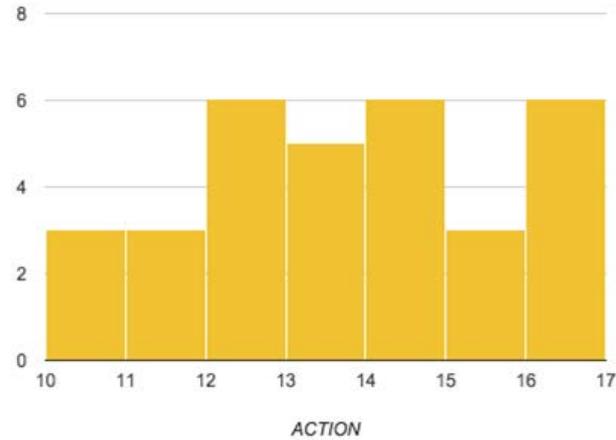


# ACTION: COHORTS 2019-2017

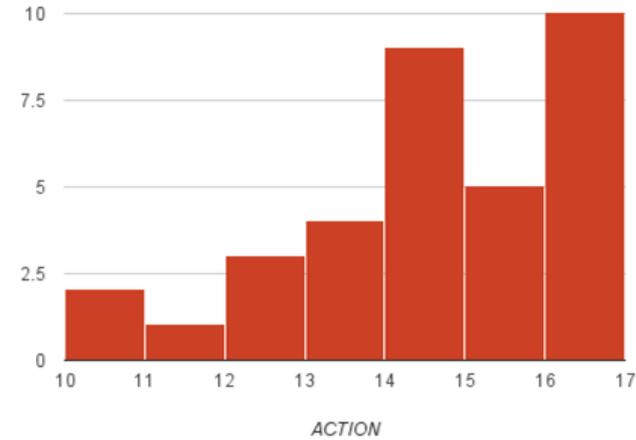
COHORT 2019 ACTION



COHORT 2018 ACTION

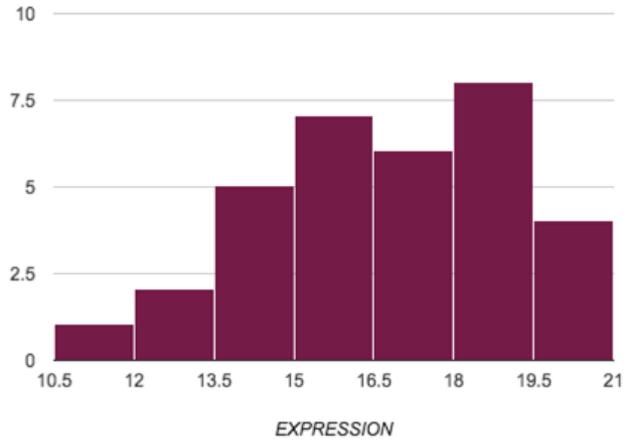


COHORT 2017 ACTION

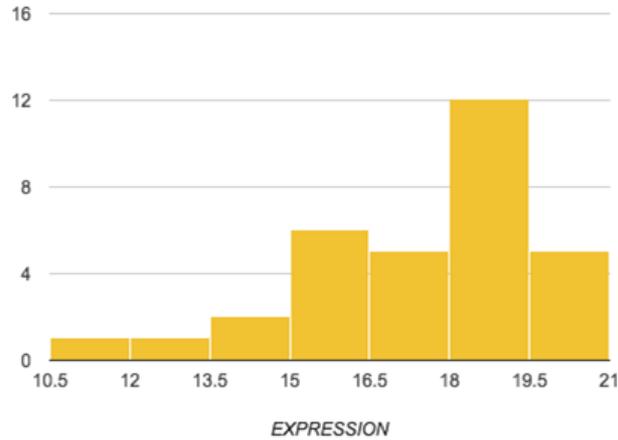


# EXPRESSION: COHORTS 2019-2017

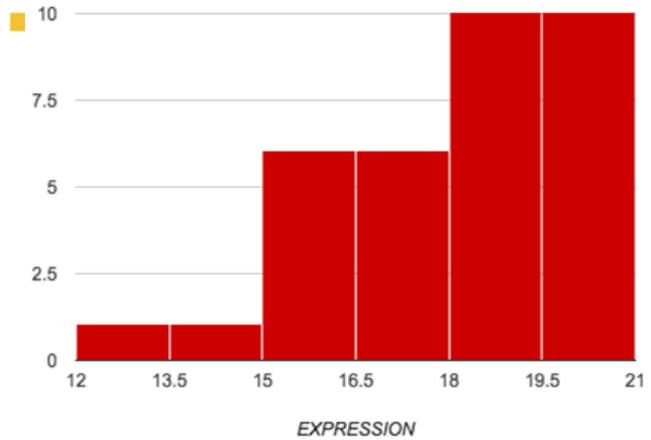
COHORT 2019 EXPRESSION



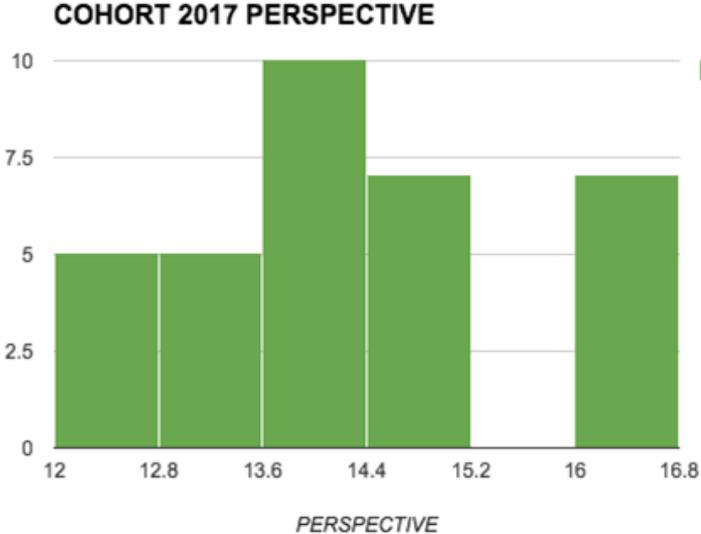
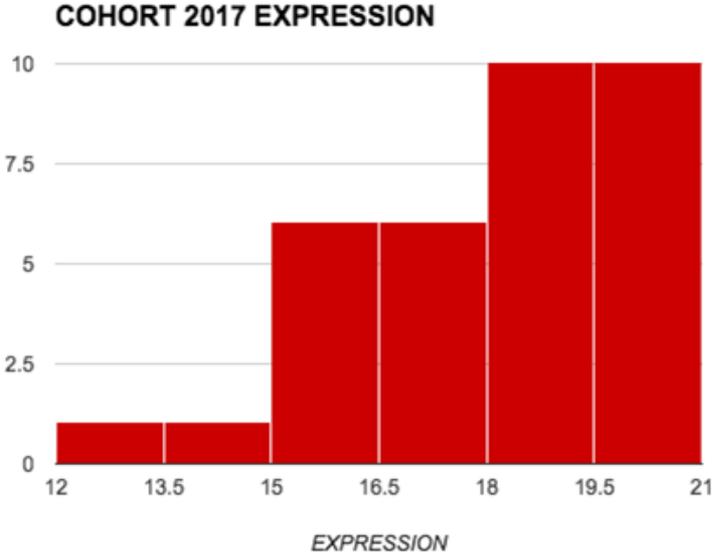
COHORT 2018 EXPRESSION



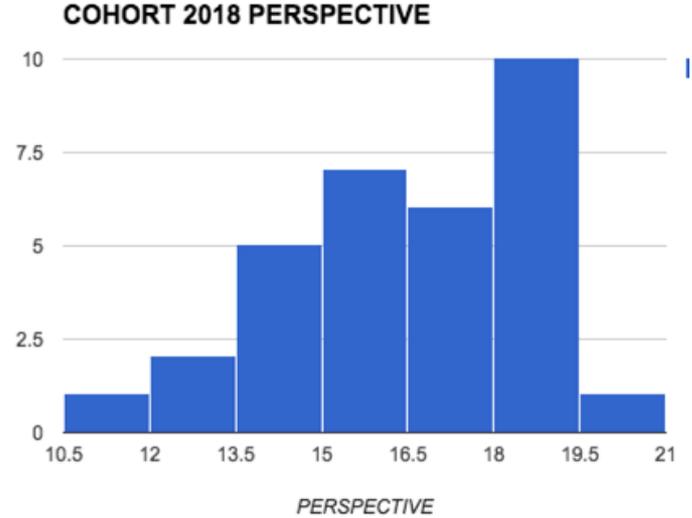
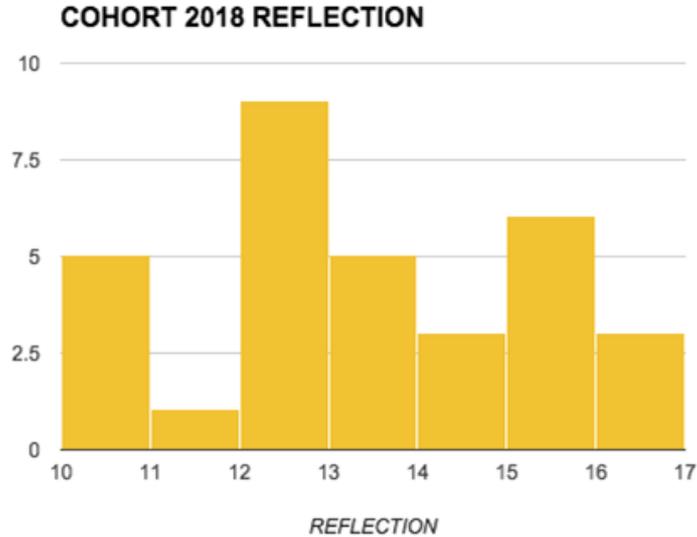
COHORT 2017 EXPRESSION



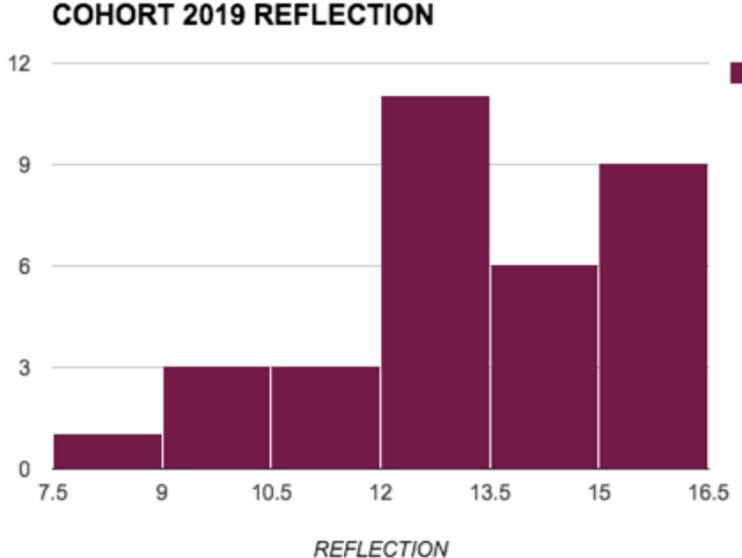
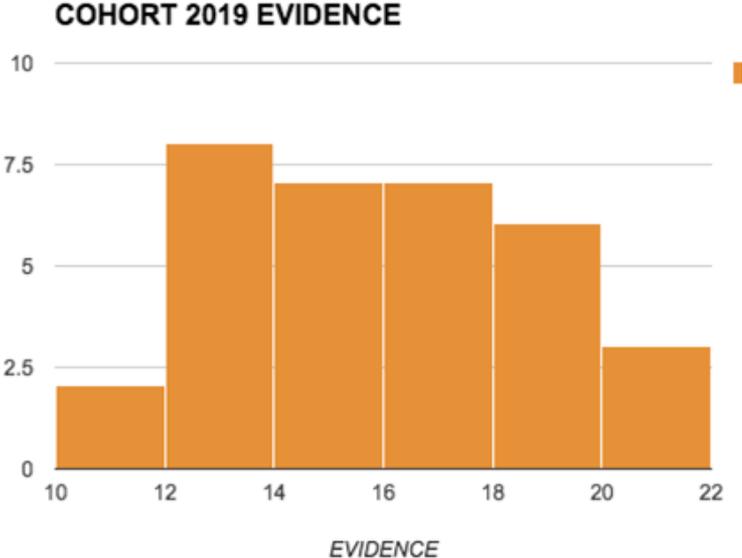
# COHORT 2017: EXPRESSION vs. PERSPECTIVE



# COHORT 2018: REFLECTION vs. PERSPECTIVE



# COHORT 2019: EVIDENCE vs. REFLECTION



ADVISOR	FIRST NAME	LAST NAME	EVIDENCE	INQUIRY	PERSPECTIVE	REFLECTION	ACTION	EXPRESSION	TOTAL	SCORE
			15	6	15	13	13	13	75	MEETS
			16	6	19	12	11	17	81	MEETS
			18	8	18	10	14	19	87	MASTERY
			15	6	14	15	13	15	78	MEETS
			15	7	16	14	14	18	84	MEETS
			13	6	16	10	9	17	71	MEETS
			11	3	15	12	14	14	69	MEETS
			19	7	20	15	16	20	97	MASTERY
			16	7	16	14	13	17	83	MEETS
			12	6	12	12	12	16	70	MEETS
			17	7	18	15	16	19	92	MASTERY
			19	7	20	16	16	20	98	MASTERY
			20	8	20	16	16	20	100	MASTERY
			10	5	13	13	12	12	65	MEETS
			16	6	16	12	13	11	74	MEETS
			13	7	18	12	10	18	78	MEETS
			13	7	14	10	12	17	73	MEETS
			20	8	19	16	16	16	95	MASTERY
			12	5	15	13	12	14	71	MEETS
			15	6	16	14	14	16	81	MEETS
			16	6	16	11	9	18	76	MEETS
			20	8	20	15	18	20	101	MASTERY
			18	6	18	14	14	19	89	MASTERY
			19	8	20	16	15	19	97	MASTERY
			12	5	14	13	13	15	72	MEETS
			17	6	14	13	13	14	77	MEETS
			16	6	16	14	13	16	81	MEETS
			13	6	15	11	12	14	71	MEETS
			12	4	14	8	7	14	59	APPROACHES



Appendix C.  
Academic Systems Review Site  
Visit Inventory

III. Teacher Evaluation  
Inventory

TEACHER: [Redacted]

OBSERVER: [Redacted]

OBSERVATION DATE: 11/3/17

START TIME: END TIME:

TOTAL OBSERVATION TIME:

PERIOD OF THE DAY: 1/2

NUMBER OF STUDENTS: 20

GRADE: 11

CLASS: Democracy

LESSON TOPIC: Proposition debates

POST-OBSERVATION CONFERENCE DATE:

Students were:

- working in small, cooperative groups
- making a presentation
- taking a test
- working independently
- viewing a film
- other: prepping for a debate

Words: ~~could~~ did students self-assess on their performance on the benchmark. Ind. grade / self refl. part of closure after first period!

Yes

Teacher was:

- lecturing
- facilitating a question and answer sequence
- working independently with students / small groups
- demonstrating a concept
- introducing a new concept
- reviewing for a test
- coming to closure
- other:

Comments:

Jessica had templates using G-Docs for individual students to record what the proposition was all about. Differentiated menu options include: - debate - videos - advertising - voting - elevator speeches incl. small groups

Jessica and Corina walking around ~~state~~ checking in on small groups and ind. studs. Good tone, fun. Room set up for debate

TEACHER:

OBSERVER:

OBSERVATION DATE:

START TIME:

END TIME:

TOTAL OBSERVATION TIME:

PERIOD OF THE DAY:

NUMBER OF STUDENTS:

GRADE:

CLASS:

LESSON TOPIC:

POST-OBSERVATION CONFERENCE DATE/TIME:

TIME	RUNNING NOTES	TEACHER QUESTIONS
9:05    9:20	[REDACTED]	
	<p>asks if were going to stretch first.                      lighthearted. 31 kids want to be here, smiles. good nervous energy.</p>	
9:25	<p>Everyone gives applause w/out prompting.  <del>The</del> [REDACTED] kept it moving                      students almost could not wait to get up to present. Great energy.</p>	
	<p>Great use of <u>evidence</u> in each elevator speech (Carlos)                      Great Kudos Videos                      Some videos not ready to go. Tech moes.                      Love that they got the m/s involved.</p>	

# CITY

Brett Goble <bgable@cityhighschool.org>

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## classroom visit, 11/3

1 message

Fri, Nov 3, 2017 at 12:44 PM

[REDACTED]

I enjoyed the visit to your classroom first period today. I thought I'd drop you a line about what I saw:

- students were using a template you provided via G.Docs to record the proposition and their analysis.
- the first group I interacted with [REDACTED] willingly and enthusiastically told me about why their proposition was a good idea, making use of specific evidence from research.
- both you and [REDACTED] were moving throughout the room checking in on all students to make sure they had what they needed and were prepping.
- [REDACTED] was able to tell me about all of the differentiated options for assessment (debate, advertising, elevator speech); [REDACTED] asked him to take out his earphone by giving him a choice--I am sure that is a constant battle.
- your room was set up for both a debate and for small working groups.
- you asked for everyone's attention and for all laptops to be closed once elevator speeches were set to begin (one student asked if they were all going to stretch first, which I assume is a strategy you use for transitions)
- the feeling in the room was nervous excitement; it felt like kids wanted to be there.
- good pacing between elevator speeches; you kept it moving; students were genuinely excited to go next and seemed to know their order;
- feeling of safety created a willingness for students to take risks and present to the class
- everyone applauded after each speech; felt genuine.
- speeches made use of accurate, relevant, and well-placed evidence.
- you had some trouble playing videos (not unusual); students who made videos did not have as much specific evidence; love that they got the middle schoolers involved.
- for closure for the first period, you asked students to reflect on their performance on the learning benchmark, and they seemed to know where to find that.

[REDACTED] saw consistent evidence that you have established and reinforced clear routines in your class. The positive tone and camaraderie among the students is a result of your modeling for them everyday.

It was a relevant, place-based, mini-project that gave students an opportunity to practice important ELA writing standards as well as local government standards on legislative process.

It was fun to see our students in the process of demonstrating what they know and can do.

Congratulations, again on passing the AEPA Political Science/Govt. test.

TEACHER: [REDACTED]  
 OBSERVATION DATE: May 4, 2017  
 NUMBER OF STUDENTS: 25  
 CLASS: Geometry

OBSERVER: [REDACTED]  
 PERIOD OF THE DAY: 5th period  
 GRADE: 10  
 LESSON TOPIC: House Project Presentations

### I. LEARNING OBJECTIVES

a. Content: What will the students learn?

- Getting ready for the house project presentation.
- Geometry connections due on Friday, but need to get finished on Thursday.
- Putting together their presentation. They have added slides as they have gone along.

b. Process: What instructional strategies will be used?

Some direct instruction on requirements for the assignment. Small group check-ins.

Dividing up roles so that everyone has a job to do.

Will review the rubric with them.

c. Resources: What resources and materials will the teacher use throughout the lesson?

### II. CLASSROOM ENVIRONMENT

a. Characteristics of the learners: What are the students like?

Students have grown so much because of consistency.

b. Culture and Climate: How does the teacher characterize the usual atmosphere of the room?

Busy. Multiple activity. Not one sequence. Mandatory tutoring required for students that do not have slide ready.

### III. LOOKING FOR RESULTS

a. Assessment: What teaching behaviors assist the teacher in assessing student learning?

LOOK FOR: Geometry connections (15). Students will be referring to their notebook, or the book for these connections.

### IV. FOCUS FOR THE OBSERVATION

BRETT WILL DO QUALITATIVE AND QUANTITATIVE OBSERVATIONS OF NOTEBOOK USE.

TEACHER: [REDACTED]  
 OBSERVATION DATE: 5/4/11  
 TOTAL OBSERVATION TIME:  
 NUMBER OF STUDENTS: 20  
 CLASS: Geometry  
 POST-OBSERVATION CONFERENCE DATE:

OBSERVER: [REDACTED]  
 START TIME: [REDACTED]  
 PERIOD OF THE DAY: 5  
 GRADE: 10  
 LESSON TOPIC: House of Future Project  
 + Geometry Connections.  
 (prepping for presentations)

TIME	INSTRUCTIONAL METHODS, TEACHER ACTIONS, STUDENT ACTIVITIES	STRENGTHS/CONCERNS/QUESTIONS
1:35	going over agenda on the board. Goal for the day...	Not sure the expectations around the single headphone of Carlos + Alex.
1:36	Some std. chatter during inst. but seemed project related	
1:38	Alex + Carlos discussing a video game but only for 1 minute.	
1:40	[REDACTED] vs. st. ques. "It's on Classroom"	
	[REDACTED] discussing how much space needed for con.	
	[REDACTED] discussing → Dist. [REDACTED] reminder of notebook → Angela reminder Smora → [REDACTED] connections at leg Reiner, → [REDACTED] do them to look in notebook for of Geometry connections	
1:45	[REDACTED] looking for docs on email. - Loh can't find - Hairley st [REDACTED] [REDACTED] alone - looking at assgt sheet → was per [REDACTED]	
1:48	Smora looking through notebook for connections "What was it called when we were learning it where...?" [REDACTED] answers [REDACTED] walked out.	
1:50	[REDACTED] "oh when wait, I can look at [REDACTED] notebook"	What are the bathroom rules? 2 students left together Always
	[REDACTED] [REDACTED] notebook out comes in, talking to Tyren. [REDACTED] to show model to [REDACTED] [REDACTED] reflections	
1:54	[REDACTED] reflections	

moves to back of room to monitor.

Are true and parallel lines.

# of notebooks: 5 open, 7 out

TIME	NOTES	STRENGTHS/CONCERNS/QUESTIONS
1:55	<p>changes font color then asks for approval</p> <p>gets it right - "parallel lines (after checking his ntkb)"</p> <p>etc we made it w/ right triangles" - gives thumbs up</p>	
	<p>to [redacted]</p> <p>taking elevation pics, helps himself to a computer.</p>	
	<p>in his home, and on computer (on task?)</p> <p>notes on classroom and in textbook - hands over own notebook.</p>	
1:	<p>still why on have - are they prepping their presentation</p> <p>How are you doing w/ your connections to</p> <p>"Two left" - "look in textbook" - Ann</p>	
2:01	<p>debate 'who does first' - "I'm tired."</p> <p>ing on presentation</p> <p>o notebook out.</p>	<p>Wandering about seating - middle 3 seats are open and its a crowded corner.</p>
	<p>ay about..."</p> <p>ctions.</p>	
	<p>like is stuck on first page of presentation.</p> <p>engaging <u>Discussion Geometry connection</u> - <u>Deming</u> looking in book.</p>	
2:06	<p>ally. Are they finished?</p>	<p>Does every student turn in Geom. Connections?</p>
2:10	<p>very interested in looking up her grade.</p> <p>'s helping.</p> <p>seen working on this for 10</p> <p>live with system one done</p>	<p>Is it okay if students use each others ntkb from a learning standpoint?</p>
	<p>In about 30 min or so were going to do much presentations.</p> <p>take people talking [redacted] wait, Angela, what?)</p>	
	<p>Once I moved to round the assignment sheet [redacted] decided to ask [redacted]</p>	
	<p>you already got one? (Geom. connection).</p> <p>egarding his notebook on Symm</p> <p>my 5 - pointing to h</p> <p>hand me his notebook</p>	<p>and</p>

No Notebooks.

TEACHER:



CLASS:

Geometry

TODAY'S DATE:

OBSERVER:



OBSERVATION DATE:

PERIOD OF THE DAY:

5th

OBSERVATION FOCUS:

House Project/Notebook use

GRADE:

10

I. INSTRUCTION

a. As you think about your objectives for the lesson, what is some evidence of student successes?

completion. Turned it work early.

→ some students were able to work on notebook geometry connections

b. Based on your assessment of the needs of all students, what strategies might you use going forward?

Breakthrough: → Tsenng/Wetzle success Delegating resp./time made time to do it. <sup>Wing</sup>

b. Process: What did instruction look and sound like? What did the teacher do and what did the students do?

c. What instructional strategies were used?

Differentiation

more scaffolding, specific slides, more specific.

finding a balance between scaffolding and

d. What resources and materials did the teacher use throughout the lesson?

notecard success w/ sonora

for groups that are "going big" have them pair up w/ community partner.

II. DATA ANALYSIS

a. What can we conclude from observational data?

- connections were difficult. Texted them to bring in first semester work.

b. What can be done to improve instruction in the future?

III. FEEDBACK

Appendix D.  
Academic Systems Review Site  
Visit Inventory

IV. Assessment Inventory



ADVISOR	FIRST NAME	LAST NAME	EVIDENCE	INQUIRY	PERSPECTIVE	REFLECTION	ACTION	EXPRESSION	TOTAL	SCORE
			14	4	14	11	12	17	72	MEETS
			14	5	15	12	13	15	74	MEETS
			15	7	17	14	13	17	83	MEETS
			19	6	18	15	16	18	92	MASTERY
									MASTERY	30.30%
									DID NOT PASS	3.03%

**Department Meetings**  
**January 25, 2017**

**ATLAS: Looking at (mostly) PSAT data**

**I. Describing the Data (whole group)**

- a. Eve presents a summary of AZMerit and PSAT data from 2016 from the AdvancED Student Performance slides. (10 minutes)
- b. Department teams break out for a closer look at PSAT data broken down by question. (30 minutes)
  - Group members describe what they see in data, avoiding judgments about quality or interpretations. It is helpful to identify where the observation is being made—e.g., “On page one in the second column, third row . . . .”
  - If judgments or interpretations do arise, the facilitator should ask the person to describe the evidence on which they are based.

**II. Interpreting the Data (15 minutes)**

- The facilitator asks: “What does the data suggest?”
- During this period, the group tries to make sense of what the data says and why. The group should try to find as many different interpretations as possible and evaluate them against the kind and quality of evidence.

**III. Implications for Classroom Practice (15 minutes)**

- The facilitator asks: “What are the implications of this work for teaching and assessment?”
- Based on the group’s observations and interpretations, discuss any implications this work might have for teaching and assessment in the classroom. In particular, consider the following questions:
  - What steps could be taken next?
  - What strategies might be most effective?
  - What else would you like to see happen? What kinds of assignments or assessments could provide this information?
  - What does this conversation make you think about in terms of your own practice? About teaching and learning in general?
  - What are the implications for equity?

# Humanities Department Meeting

October 26, 2016

# ELA Draft Standards

- Review and discuss comparison between 2010 standards and 2016 draft standards
- Curriculum Mapping:
  - Think about your upcoming units (between now and April 2017); use the template to identify which standards will be focused on in your upcoming units
  - Think about the culminating assessment for each unit; which standards will be assessed?

# Standards Based Grading Discussion

- ELA Standards are loaded in PowerTeacher Pro
- Is it possible to enter standards grades for each of the standards you will assess in your upcoming culminating unit assessments.

Appendix E.  
Academic Systems Review Site  
Visit Inventory

V. Professional Development  
Inventory

**CITY HIGH SCHOOL WEDNESDAY PD & HONORS SCHEDULE FALL 2017**

<b>DATE</b>	<b>MEETING</b>	<b>NOTES</b>
<b>9-Aug</b>	<i>Honors Planning Team Meetings (2:00 - 3:00)</i> PD Workshop: '16-'17 Schoolwide Assessment Data (3:00 - 4:00)	
<b>16-Aug</b>	<i>Humanities Honors (1:15 - 2:30)</i> PD Workshop: PBL 101 & 201 (2:40 - 4:00)	
<b>23-Aug</b>	Critical Friends Group @ PFFS-U (2:15 - 4:15)	
<b>30-Aug</b>	<i>Science Honors (1:15 - 2:30)</i> PD Workshop: Advisory (2:40 - 4:00)	
<b>6-Sep</b>	CITY Center PD Session (2:15 - 4:15)	EdCamp, Sept. 9
<b>13-Sep</b>	<i>Math Honors (1:15 - 2:30)</i> PD Workshop: Schoolwide Academic Goals (2:40 - 4:00)	
<b>20-Sep</b>	Critical Friends Group @ PFFS-U (2:15 - 4:15)	
<b>27-Sep</b>	<i>Humanities Honors (1:15 - 2:30)</i> Collaborative Planning Session (2:40 - 4:00)	
<b>4-Oct</b>	<i>Science Honors (1:15 - 2:30)</i> Individual Planning and Grading	Junior Trip 10/2-10/6
<b>11-Oct</b>	FALL BREAK	
<b>18-Oct</b>	Critical Friends Group @ PFFS-U (2:15 - 4:15)	
<b>25-Oct</b>	<i>Humanities Honors (1:15 - 2:30)</i> PD Workshop: Student Presentations of Learning (2:40 - 4:00)	
<b>1-Nov</b>	3-School Department Meetings (2:15 - 4:15)	
<b>8-Nov</b>	<i>Math Honors (1:15 - 2:30)</i> PD Workshop: Habits of Heart and Mind (2:40 - 4:00)	
<b>15-Nov</b>	Critical Friends Group @ PFFS-U (2:15 - 4:15)	
<b>22-Nov</b>	<i>Humanities Honors (1:15 - 2:30)</i> Individual Planning and Grading	Thanksgiving Break 11/23-11/24
<b>29-Nov</b>	<i>Science Honors (1:15 - 2:30)</i> Collaborative Planning Session (2:40 - 4:00)	Oct/Nov Birthdays celebration at 2:30!
<b>6-Dec</b>	EdCamp for PLP Support (2:15 - 4:15)	
<b>13-Dec</b>	<i>Math Honors (1:15 - 2:30)</i> Individual Planning and Grading	
<b>20-Dec</b>	<i>Humanities Honors (1:00 - 2:00)</i> Critical Friends Group @ PFFS-U (2:15 - 4:15)	

# PROFESSIONAL GROWTH AT CITY CENTER FOR COLLABORATIVE LEARNING

## QUARTER 1

**PERSONAL LEARNING PLANS**

**PLP STEPS**  
 STEP ONE: assess needs  
 STEP TWO: identify a goal  
 STEP THREE: establish a focus/begin inquiry cycle

**PLC ACTIVITIES**

- ❑ share observations
- ❑ clarify student learning targets
- ❑ Teaching rubric self-assessment
- ❑ gap analysis

## QUARTER 2

**PLP STEPS**  
 STEP FOUR: develop and implement action plan  
 STEP FIVE: collect data  
 STEP SIX: reflect on effectiveness of plan

**PLC ACTIVITIES**

- ❑ what, so what, now what protocol
- ❑ tuning protocol on action plans

## QUARTER 3

**PLP STEPS**  
 Reframe question and plan as necessary. Return to STEP THREE.

**PLC ACTIVITIES**

- ❑ looking at student work/data analysis protocols
- ❑ continue to reflect on data and refine plan as necessary

## QUARTER 4

**PLP STEPS**  
 Reframe question and plan as necessary. Return to STEP THREE..

**PLC ACTIVITIES**

- ❑ looking at student work/data analysis protocols
- ❑ continue to reflect on data and refine plan as necessary
- ❑ presentation of learning preparation

**PRESENTATION OF LEARNING**

PERSONAL LEARNING PLANS

3-SCHOOL PD WORKSHOPS

**T&L TOPIC**  
 ADOLESCENT DEVELOPMENT  
 (PARTS I&II)

**T&L TOPIC**  
 PLANNING FOR INSTRUCTION  
 (PARTS I&II)

**T&L TOPIC**  
 ASSESSMENT  
 (PARTS I&II)

**T&L TOPIC**  
 TBD

COACHING & EVALUATION

- ❑ INFORMAL CLASSROOM OBSERVATION
- ❑ COACHING SESSIONS

- ❑ FORMAL CLASSROOM OBSERVATION
- ❑ MID-YEAR REVIEW

- ❑ INFORMAL CLASSROOM OBSERVATION
- ❑ COACHING SESSIONS

- ❑ FORMAL CLASSROOM OBSERVATION
- ❑ YEAR-END REVIEW
- ❑ PRESENTATION OF LEARNING

## **The Professional Learning Plan w/ CFG Coaches notes**

Through a cycle of professional inquiry, collegial interactions, protocols, and meaningful development of professional learning goals, you will be empowered to take personal action toward your own learning as an educator and increase your effectiveness with students.

The following steps will guide you through an inquiry cycle designed to help you develop a plan and gather evidence to support what you are learning in pursuit of your identified learning goal.

### **STEP ONE: Needs Assessment**

Engage in an in-depth assessment of your students' needs and your needs as well as your school's and CITY Center's priorities.

Activity: Learning Targets

- What do students need most to be successful?
- What knowledge, skills and dispositions do students need to do this?
- What do students need from us to acquire this?
- What knowledge, skills and dispositions do we need to impact them in this way?

### **STEP TWO: Identify a Goal**

Develop a year-long goal based on a thorough self-assessment and examination of existing student needs and professional teaching standards.

Activities:

- Self-Assessment on teaching standards relevant to the area in which you hope to grow this year
- Gap Analysis to identify potential gaps that exist between the teaching standards and your practice

### **STEP THREE: Establish a Focus**

Begin the inquiry cycle. Select a focus question for exploration for your first cycle. Explore possible learning activities that are meaningful and appropriate for you to answer your focus question and assist you in pursuit of your learning goal.

Activities:

- What? So What? Now What? Protocol (to help generate a focus question)
- Brainstorm the knowledge, skills and dispositions you might need to develop to support your exploration of your focus question.

#### **STEP FOUR: Plan and Act**

Develop a plan of action to include your learning goal, your focus question, collaborative and/or individual learning activities, resources, and data to gather.

Activity: Feedback Rounds to fine-tune professional learning plans

#### **STEP FIVE: Collect Data**

Develop and implement a plan for gathering data that addresses the extent to which your professional learning has impacted student-learning results.

Activities for analyzing data:

- ATLAS Protocol--Looking at Data
- Tuning Protocol
- Critical Incidents Protocol
- Consultancy Protocol--Examining Student Work
- Measuring Success

#### **STEP SIX: Reflect on Effectiveness**

Based on what you learned from the data analysis, reflect on the effectiveness of your learning plan. Go back to Step Three to determine a new focus question that will begin your next professional learning inquiry cycle.

Activity: Reflect on new learning and new student needs



The ways this is different from inquiry-based research (action research) from the past two years:

- expands to include more of the process--especially step two
  - why are you choosing this focus?
  - what do you hope to gain by using this focus?
  - what is the relationship between what you want to accomplish and what you need to learn?

self-assessment on teaching standards

Gap analysis-- requires a most vulnerable look at what you are and are not doing, what you do and do not know. Must push yourself into your risk zone and stay there a very long time. We are asking you to stay in your risk zone for a whole year.

**What is Teacher Evaluation?**

**What is Teacher Professional Growth?**

**What are the connections between TE and TPG?**

Through a cycle of professional inquiry, collegial interactions, protocols, and meaningful development of professional learning goals, you will be empowered to take personal action toward your own learning as an educator and increase your effectiveness with students.

The following steps will guide you through an inquiry cycle designed to help you develop a plan and gather evidence to support what you are learning in pursuit of your identified learning goal.

**STEP ONE: Needs Assessment**

Engage in an in-depth assessment of your students’ needs and your needs as well as your school’s and CITY Center’s priorities.

Answer each of the following prompts:

<p><b>What do my students need most to be successful?</b></p> <p>My students need to become Reflective Practitioners to their own learning and be able to recognize and articulate their thinking process and how it changes as they grow and develop over time.</p>
<p><b>What knowledge, skills, and dispositions do my students need to do this?</b></p> <p>Students need to have reflective vocabulary, willingness to metacognate, and an understanding of claim, evidence and reasoning.</p>
<p><b>What do students need from me to acquire this?</b></p> <p>Students need tools, examples, time and practice in a variety of contexts to develop this skill.</p>

**What knowledge, skills and dispositions do I need to impact them in this way?**

I need to become a reflective practitioner myself and go through the process in front of them on a regular basis. I need to strongly understand and convey claim, evidence and reasoning.

**STEP TWO: Identify a Goal**

Develop a year-long goal based on a thorough self-assessment and examination of existing student needs and professional teaching standards.

Answer each of the following prompts:

**Self-assess on teaching standards relevant to the area in which you hope to grow this year. What are your strengths with these standards, and what are your stretches?**

Authentically assessing student achievement.

I believe my strengths monitoring and adjusting- I'm great at informal formative assessment and responding to where students are.

I need to stretch in summative assessments that I and the students can feel good about. I need to stretch in assessments that make sense to me and my students and we can have an open, real dialog around.

**Gap Analysis: What gaps exist between the teaching standards and your practice? (An authentic gap analysis requires honesty and vulnerability. Work to identify your risk zone and develop strategies for staying in your risk zone. We only change our practice when we are willing to push ourselves to stay in our risk zone.)**

To be brutally honest I don't give summative assessments a whole lot of thought. I have found that there have been so many boxes my students have had to squeeze themselves into under the masquerade of authentic summative assessment that I avoided anything formal.

I have always thought rubrics where over the top prescriptive and multiple choice tests don't really tell me much about what my students are thinking. Instead of creating ways to address this, I have put it on the back burner. (don't judge me, I know, I know)

That being said the last few years I have started allowing students to create their own

rubrics that we used to assess their work and I discovered a couple of big things. They work harder when they set the standard and it opened up a meaningful discussion around our reflective process. Which has informed the direction I am headed.

### **STEP THREE: Establish a Focus**

Begin the inquiry cycle. Select a focus question for exploration for your first cycle. Explore possible learning activities that are meaningful and appropriate for you to answer your focus question and assist you in pursuit of your learning goal.

Answer each of the following prompts:

**What is the focus question which will drive your first inquiry cycle?**

What type of tool can move students from checkbox assessment of themselves?

**What learning activities will help you gain new insights and understandings about your focus question? This might include reading articles, observing others, attending workshops, or watching videos.**

I have been reading countless academic articles on grading and reflection

I am part of a Facebook group called Teachers Throwing Out Grades that includes teachers from all over and every grade level

I have also read a couple books about authentic assessment, hacking assessment.

- I am ALWAYS open to more suggestions for reading

## **STEP FOUR: Plan and Act**

Develop a plan of action to include your learning goal, your focus question, collaborative and/or individual learning activities, resources, and data to gather.

**Describe your plan of action. Remember, your goal will remain the same, but you will explore various focus questions that will inform your goal. Each focus question will lead to various learning activities.**

### **Inquiry One:**

Students went through a process to identify what makes a learner vs being a student and created 4 categories they felt best described a learner and then identified what each of those 4 categories looked like. I synthesized the categories and identifiers into a single document changing the identifiers into questions for reflection.

I then created a spreadsheet for every student that had the categories (perspective, metacognition, risk, action) along the left column and students were to put the title of an assignment along the top and then score themselves 1-10 for each category providing reasoning behind why they scored themselves.

I did not give much guidance for the first round of reflections. I was curious what they would produce and I wasn't 100% sure what I was looking for or expecting.

**I learned:** They need direction and structure. Also, I need a standard for them to gauge themselves.

I also learned I needed a way to translate grades into the gradebook, since I was not giving traditional grades.

### **Inquiry Two:**

I created a structure of Claim, Evidence, Reasoning for their reflections. I chose this for a couple reasons. The first, is that it should look familiar and it is process they would be using in other disciplines and will be asked to do when writing papers. So if

they can do it regularly they will get practice with a skill that is universal beyond this tool. Second, it provided a very clear and yet open structure. It allowed to do more within it, but if they just do the structure they get to what we both need.

I also decided to create a 1-point rubric for every assignment. The rubric will only have the “met” category defined. This way students have the minimum target, or what I call the “floor”. Students who believe they exceeded will have space to explain how and if they are not there yet, they will identify that as well.

I also created a “grading system” to help the students, parents and other teachers to see where students are in the process of their work without being attached to any scores.

NS= Not Started- this means that I posted the assignment, student is aware of it and has chosen to not start it.

WIP= Work In Progress- this means that a student has started the assignment and is still working through one or many iterations of it.

ME= Met Expectation- this means that the student has gotten to the point with an assignment where they are ready to assess themselves with the rubric and reflect in the spreadsheet.

I will give a holistic grade at the end of semester where I will meet with each student and have a performance evaluation. We will discuss and decide what grade they earned that goes on their transcript.

## **Reflection after round 2**

This has been the most challenging semester for me in a very long time. I feel like I am constantly chasing down time and motivation, my own and my students. I am discovering that even in a school that is marketed as “non-traditional” and PBL focused there are still many compliance based, traditional structures in place. Students are still trained to seek the carrot and the stick and are unsure how identify their own learning goals, articulate growth and tap into internal motivation.

I have had a couple breakthroughs and successes.

### **Performance Evaluations:**

I had many incredible conversations with students about their learning and growth. It was nice to sit down and interact 1:1 with every single student.

### **Revision Form:**

Creating the form for students to submit when they have an assignment ready to be re-evaluated was successful for those who used it. I need to figure out a way to get more students to want to and see the value in revising their work.

What needs to improve:

I need to incorporate intentional reflection pieces for them to share- along the lines of roundtable and gateway

I need to make sure that students are self-assessing on the rubrics I provided at the end of each of their assignments.

Feedback:

I was much more consistent and intentional about feedback.

It is ridiculously time consuming and I am not sure how to get them to actually respond to the feedback.

Two of my biggest frustrations and roadblocks are class time and student motivation.

Only have 3 hours and 40 minutes a week with students in class is simply not enough. That is an hour shorter than I have ever had before and I can really feel it. I never feel like I can get anywhere really meaningful and because students won't do work outside of school it makes it that much more challenging to have them dive into anything deeply.

It is hard for me to devote more class time to the reflection process, self- assessment and helping them make their own learning visible. AND this is the critical piece if I really want to capitalize on the value of my system.

Students are so trained to do only what is asked. Make excuses first- there is always an external force, some very valid- many not, to be blamed for lack of work ethic, and they seek external motivators, but when looking at majority of other classes- don't seem motivated by those wither. That has been an extremely steep learning curve for me that has sent me to research land a ton. On top of that their other classes are set up with some frankly dehumanizing grading practices that they are too buried in the weeds of to consider why they are learning something, or even if they are learning something.

--

**STEP FIVE: Collect Data**

Develop and implement a plan for gathering data that addresses the extent to which your professional learning has impacted student-learning results.

Student activity, assessment, or observation	Data Collected	Interpretation of Data	Next Steps
Reflection	In Spreadsheet	Students are not providing specific examples or adequate support for the why behind their scores. Most are in the circular reasoning stage of “I deserve a ___ because I do”	Creating structure for reflection
Cover Sheet on socratic seminar rubric	Students scored self on rubric  I provided feedback	I had them read the feedback and write where they shined, where they need to grow and set	How to figure out this process for more assignments

		<p>a goal for themselves for next seminar</p> <p>Next Seminar: They wrote their goal on top of their new rubrics</p> <p>All but 4 students met their goal!</p>	
Homework inquiry	spreadsheet	<p>Students lack time management and study skills</p> <p>Feel consistently overwhelmed by math.</p>	
Reflection of Learning and class practices for semester 1	spreadsheet	<p>There was a lot of growth- more students are starting to see the value in their own ability to assess.</p> <p>Still some resistance to breaking out of a compliance based model.</p>	<p>I need to be even more explicit in my organizational strategies and MUST give time to self-assess on created rubrics.</p> <p>Must intentionally go through the rubric and have them identify learning goals in advance.</p>

## **STEP SIX: Reflect on Effectiveness**

Based on what you learned from the data analysis, reflect on the effectiveness of your learning plan. Go back to Step Three to determine a new focus question that will begin your next professional learning inquiry cycle.

Gap analysis-- requires a most vulnerable look at what you are and are not doing, what you do and do not know. Must push yourself into your risk zone and stay there a very long time. We are asking you to stay in your risk zone for a whole year.

**What is Teacher Evaluation?**

**What is Teacher Professional Growth?**

**What are the connections between TE  
and TPG?**

## **Math Agenda** (meets in Room 211)

1. Each person shares a one-minute success story from this year.
2. Chalk Talk Brainstorm: What is the ideal design for a math course that addresses learners of different proficiency levels and attitudes towards math?  
Teachers list big ideas and dreams on each of these topics in relation to the EQ
  - a. Classroom Layout
  - b. Unit and Project Design
  - c. Lesson Plan Design
  - d. Assessment and Grading System
  - e. Relationships
  - f. School and Community Supports
  - g. Technology Resources and Manipulatives
3. Individual Reflection: What ideas are you most excited about? Which ones could you implement in the current year? Which ones are you going to implement for future years?
4. If time remains, participants share out.

Follow up notes:

**Classroom Layout:** table on wheels was a big theme. Whiteboard tables. Math vocab word walls, lounge areas (comfortable breakout spots).

**Assessment and Grading System:** standards based grading; no zeros; post-assessment review and how important that is; allowing appropriate allotment for retakes at appropriate times (this should be a discussion item). Appropriate leveling of students (Tracking??) Would some incoming students to hs benefit from lower level and upper level classes? Josh's hunches that 1/3 of the classes probably need early middle school math.

A lot of students don't have internet at home, fewer this year. Joe is having students do individual "homework" on Khan Academy to meet them where they are. 3 times/week for 15 / 20 minutes. Enables those who are ready to move on to do that and students can remediate.

Definitely need a pre-assessment in Math at registration.

Teacher gives an assessment task that will allow the student to demonstrate proficiency. To encourage creativity, application, multiple intelligences, let students choose the assessment task that would go above and beyond. Basically contracting for a grade. Do this on a unit-by-unit basis.

**Relationships:** Math Therapy; traumatized students in math. Reducing the math trauma. Communicating between teachers and students, making connections that are non-math related. Making the math relevant to the family, worthy of dinner talk. Trying to make it fun, being transparent, admitting that some things are "plug and chug."

**School and community supports:** Co-Teaching gets a thumbs up; Everyone is a math person; keep hearing other staff say “I’m not a math person.” School-wide challenges going out throughout the week. Diagnostic Testing per semester. Tests are pre-built in my.hrw.com

**Unit and Project Design:** Make sure that people plan ahead in advance. Plan rubrics that match. Include more skill building sessions. Math support that is not just focused on homework help. Could be in class (in a station type activity, a day in class that puts the regular class on hold, or a special day in Math Support

**Lesson Plan Design:** Enjoy productive struggle. UbD, obviously, know your students and their ability when you are planning. Knowing how to talk about what they are doing. Need to know the vocabulary in order to talk about how they solve the problem.

Maybe try to create some kind of wiki; could be for teachers 6-12 to add to it. Previously successful projects that we could keep on file. Math wiki. Brett will talk to Joe about getting this started. When doing group work, assign specific roles to students.

**Technology Resources and Manipulatives:** Desmos, Plickers, Kahn, and other SRS (student response system). Desmos is the best and we should all be using it. Maker, 3D printer type connections.

11:30 - 12:00 Lunch and Math Connections (go round to share successes and challenges implementing the ideas from the 11/9 chalk talk) (Joe facilitates)

12:00 - 12:45 Consultancy (Kathy or Angela presents) (Carman facilitates)

12:45 - 1:30 Text-based Discussion (Seth facilitates 4 As)

<https://www.middleweb.com/33519/whats-the-best-way-to-give-math-homework/>

1:30 - 1:45 Break

1:45 - 2:30 How do we incorporate more hands on, real world problem solving in our math courses?

## Renewal Interval Review Final Report

### CHARTER INFORMATION

<b>Charter Holder Name</b>	<b>CITY Center for Collaborative Learning</b>	<b>School Name</b>	<b>Paulo Freire Freedom School - Downtown</b>
<b>Charter Holder Entity ID</b>	<b>92561</b>	<b>Site Visit Date</b>	<b>January 18, 2018</b>
<b>Academic Systems Review due to: Charter Renewal</b>		<b>Final Report Date</b>	<b>January 26, 2018</b>

In accordance with A.R.S. §15-183(I)(3), all charter authorizers are required to review charters at five-year intervals.

As part of the Board’s statutory requirement to provide general supervision over the charter schools it sponsors (A.R.S. §15-182(E)(1)), Board staff conducted an on-site Academic Systems Review (“ASR”), which includes a contractual compliance review.

### School Background

School Name	Month/ Year Open	Location	ADM*	Grade Levels Served
Paulo Freire Freedom School - Downtown	August 2016	Tucson	73.81	6-8

\*ADM as of 1/3/2018

### Contractual Compliance Review

Specific areas of the charter contract are reviewed to ensure the Charter Holder is in compliance. If Board staff identified contractual non-compliance issue(s) at the site visit, each issue is reflected on the Charter Holder’s Operational Performance Dashboard, with required submissions to come into compliance due on February 26, 2018. The table below identifies the contractual compliance components that are in and out of compliance. In the case of operational non-compliance issues, the table specifies what the Charter Holder is required to submit by February 26, 2018.

Failure to provide required follow-up, as described below, by February 26, 2018 will be recorded in Measure 2.e. of the Charter Holder’s operational performance dashboard.

Additionally, failure to submit timely may result in the remaining issue being placed on a subsequent Board meeting agenda for possible disciplinary action pursuant to R7-5-505(G), in which the Board may take action, including withholding up to ten percent of the monthly state aid apportionment, issuing a notice of intent to revoke the charter, or other remedial actions.



In accordance with R7-5-501(C), if the specified deadline has not passed, Board staff may grant a charter holder an extension to the specified deadline. In order to request an extension, please send an email to [charterschoolboard@asbcs.az.gov](mailto:charterschoolboard@asbcs.az.gov).

Compliance Item	Findings	Required Submission
<b>School Calendar</b>	The school’s calendar was reviewed. The number of instructional days on the school calendar aligns with the number of instructional days in the contract and on file with the Arizona Department of Education, per A.R.S. §15-901.	NO FOLLOW-UP REQUIRED
<b>Instructional Hours</b>	The minimum required instructional hours are met for all grade levels, per (A.R.S. §15-901).	NO FOLLOW-UP REQUIRED
<b>Instructional Staff Education and Experience</b>	Pursuant to A.R.S. §15-183(F), information about the teaching background and experience for all instructional staff members is available to parents. Availability of this information is communicated to parents.	NO FOLLOW-UP REQUIRED
<b>Open Meeting Law</b>	Pursuant to A.R.S. §38-431.01-09, notifications, minutes, and agendas from the last 12 months is reviewed for compliance with OML requirements. Compliance with requirement of online posting is checked. The school is in compliance.	NO FOLLOW-UP REQUIRED
<b>Board Alignment</b>	Board membership is reviewed for alignment between ASBCS and ACC, pursuant to A.R.S. §38-431.01-09. The school is in compliance.	NO FOLLOW-UP REQUIRED
<b>Enrollment and Attendance Policies</b>	<p>The enrollment policies were reviewed and found NOT to be in compliance pursuant to A.R.S. §15-184.</p> <p>The school’s policy, found in the student handbook, states that “Enrollment Capacities – Special Education Programs</p> <ul style="list-style-type: none"> <li>• In order to maximize the effectiveness of the inclusion program in the schools, the number of students with</li> </ul>	Provide an updated enrollment policy approved by the Board of CITY Center for Collaborative Learning that demonstrates consideration of/compliance with A.R.S. §15-184(I).



	<p>Individualized Education Plans will be capped at 14% of the projected student population at each site.</p> <ul style="list-style-type: none"> <li>• Principals have discretion to exceed the 14% cap in a given year if they determine that the school’s overall capacity can accommodate the increase. The process would include making a proposal/request to the ‘principals + ED’ team.</li> <li>• During the initial years of policy implementation at the middle schools (2017-18, 2018-2019), the program cap will exist for the incoming 6<sup>th</sup> grade class (and other transfers); all current students with IEPs are protected.”</li> </ul> <p>A.R.S.§15-184(I) does not provide a basis for denying enrollment based on special education enrollment percentages.</p>	
<b>Mission Statement</b>	Mission statement on school materials aligns with mission on file with ASBCS.	NO FOLLOW-UP REQUIRED



## Academic Systems Review

Prior to the Academic Systems Review visit, Board staff reviewed the Charter Holder’s contract, as amended, to identify the program of instruction the Charter Holder is required to deliver. Additionally, prior to conducting classroom observations, Board staff discussed the program of instruction with school leadership to further understand the methods of instruction utilized at the school.

The Charter Holder’s program of instruction, per the contract, states students will be challenged with instructional approaches that value the student as the worker, and therefore the central focus of the learning activities. These approaches include inquiry-based learning, writing across the curriculum, and field-based/experiential learning. Technology and media resources will be used to the widest extent possible in all classrooms, while performance based assessments put students into the real world or simulated situations. These assessments require higher order thinking skills in application of disciplinary content.

During classroom observations Board Staff observed cross-curricular and project-based learning communities. Instruction included hands-on activities and inquiry-based integrated curriculum units, that included one to one technology and paired student groupings.

A set of criteria is used by Board staff to review the school’s implementation of its academic systems. The documents provided by the Charter Holder during the ASR site visit leadership discussion and classroom observations, are scanned and recorded as having served as sufficient or insufficient evidence of implementation of the criteria.

Document Name	Documentation	Description
<i>I. An explicit, written curriculum for core content areas that aligns with Arizona academic standards.</i>		
<i>i. Evidence of curriculum alignment with state academic standards for core content areas and grade levels within an academic year.</i>		
<ul style="list-style-type: none"> <li>• PFFS – Downtown</li> <li>• Unit Title</li> <li style="padding-left: 20px;">Z Unit B1: Climate Change</li> </ul>	Sufficient	Curriculum Map/Units Z Unit Plans: Cross curricular Units/Projects are done by quarter and labeled as Unit 1, 2, 3, and 4.
<i>ii. Evidence of explicit content and skills to be taught for each grade level and/ or content area.</i>		
<ul style="list-style-type: none"> <li>• Z Unit Plans</li> <li>• Unit 3A Balance: Resources Management/Personal Finance/Short vs. Long Term Planning/Chemical Reactions/Psychology</li> </ul>	Sufficient	Z Unit Plans
To view scanned documents, see Appendix A. Academic Systems Review Site Visit Inventory, I. Core Curriculum Inventory.		



<i>II. A systematic process for reviewing and evaluating the curriculum, at specific intervals, for alignment to Arizona Academic standards and improving student academic outcomes for the population served.</i>		
<i>i. Evidence of a process that identifies specific timeframes for monitoring, evaluating, and reviewing curriculum for alignment to standards.</i>		
<ul style="list-style-type: none"> <li>• PD Calendar</li> <li>• Professional Growth at City Center for Collaborative Learning</li> </ul>	Sufficient	Calendar
<ul style="list-style-type: none"> <li>• 3-School Professional Development</li> </ul>	Sufficient	Meeting Agendas and Minutes
<i>ii. Evidence that the curriculum is reviewed for efficacy for the population served.</i>		
<ul style="list-style-type: none"> <li>• PD Calendar</li> <li>• Professional Growth at City Center for Collaborative Learning</li> </ul>	Sufficient	Calendar
<ul style="list-style-type: none"> <li>• 3-School Professional Development</li> </ul>	Sufficient	Meeting Agendas/ Minutes
<i>iii. Evidence of a plan of action based on findings.</i>		
<ul style="list-style-type: none"> <li>• 3-School Professional Development</li> </ul>	Sufficient	Meeting Agendas/ Minutes
To view scanned documents, see Appendix B. Academic Systems Review Site Visit Inventory, II. Curriculum Evaluation Inventory.		
<i>III. A teacher evaluation system monitoring the integration of state standards into instruction.</i>		
<i>i. Evidence that classroom observations are conducted at specified intervals to confirm standards aligned curriculum are integrated into instruction.</i>		
<ul style="list-style-type: none"> <li>• 5/25/17 Narratives</li> </ul>	Sufficient	Walkthrough Form
<i>ii. Evidence of observations with feedback provided to teachers after each observation.</i>		
<ul style="list-style-type: none"> <li>• 5/25/17 Narratives</li> </ul>	Sufficient	Walkthrough Form
<i>iii. Evidence that the evaluations of teacher performance include a final, summative component.</i>		



<ul style="list-style-type: none"> <li>Professional Growth at CITY Center for Collaborative Learning</li> </ul>	Sufficient	Formal Observation Year End Review
<ul style="list-style-type: none"> <li>5/25/17 Narratives</li> <li>Project Design Rubric</li> <li>Teaching and Learning Rubric</li> <li>Standard, Trait, Performance Objectives</li> </ul>	Sufficient	Teacher Formal Evaluation Rubric: Teacher chooses from evaluations from rubrics. Narratives between Principal and Teacher gather evidence through the academic year and is used as part of the final evaluation.
To view scanned documents, see Appendix C. Academic Systems Review Site Visit Inventory, III. Teacher Evaluation Inventory.		
<i>IV. An assessment plan to track, analyze, and monitor student academic performance.</i>		
<i>i. Evidence of an assessment plan identifying the types of data collected and periods of review, covering all core content areas and grade levels.</i>		
<ul style="list-style-type: none"> <li>Wednesday Meeting</li> </ul>	Sufficient	Meeting Agendas/ Minutes
<ul style="list-style-type: none"> <li>Student Updates</li> </ul>	Sufficient	The school does not do 'benchmark testing', instead they use self-created quarterly Unit Summative Assessments to monitor progress. During Professional Development, individual student concerns are discussed with the principal.
<i>ii. Evidence of a process that uses assessment data to create a plan for instruction.</i>		
<ul style="list-style-type: none"> <li>Wednesday Meeting</li> </ul>	Sufficient	Meeting Agendas Discuss students
<ul style="list-style-type: none"> <li>Student Updates</li> <li>Connections</li> </ul>	Sufficient	The school does not do 'benchmark testing', instead they use self-created quarterly Unit Summative Assessments to monitor progress. During Professional Development, individual student concerns are discussed with the principal.
To view scanned documents, Appendix D. Academic Systems Review Site Visit Inventory, IV. Assessment Inventory.		
<i>V. A professional development plan that aligns with the program of instruction and best practices.</i>		
<i>i. Evidence that professional development addresses student achievement and outcomes, supporting implementation of the school's program of instruction.</i>		
<ul style="list-style-type: none"> <li>Wednesday Meeting</li> </ul>	Sufficient	Meeting Agendas/ Minutes
<ul style="list-style-type: none"> <li>PD Calendar</li> <li>Outline of CITY Center Working Groups for 2017-2018</li> </ul>	Sufficient	PD Calendar
<i>ii. Evidence of how the implementation of professional development is monitored.</i>		



<ul style="list-style-type: none"> <li>• PD Feedback</li> </ul>	Sufficient	Survey Results are provided through Google forms.
<ul style="list-style-type: none"> <li>• Walkthrough Narratives</li> </ul>	Sufficient	Walkthrough Forms
<ul style="list-style-type: none"> <li>• Teaching and Learning Rubric</li> <li>• Project Design Rubric</li> <li>• Project Based Teaching Rubric</li> <li>• Standard, Trait, Performance Objectives</li> </ul>	Sufficient	Rubrics
To view scanned documents, see Appendix E. Academic Systems Review Site Visit Inventory, V. Professional Development Inventory.		



Appendix A.  
Academic Systems Review Site  
Visit Inventory

I. Core Curriculum Inventory

	1st Quarter	2nd Quarter	American and World History (Cold War)	4th Quarter
<b>8th Science</b>	Physical Science (Properties and Changes of Properties in Matter, Forces and Motion)	Life Science (Reproduction and Heredity)	Science in Personal and Social Perspectives, Life Science Physical Science (Concept 1; Understanding chemical properties in matter) Motion and Forces, S5, C2	Science in Personal and Social Perspectives, Life Science (Concept 4; Diversity, Adaptation, Behavior) Motion and Forces, S5, C2
<b>8th S.S.</b>	American History (American Revolution, Government U.S. Constitution)	American and World History (World War II)		American History (Civil Rights Movements)
<b>ELA</b>				
<b>Math</b>				
<b>Products</b>				
	<b>The Solving of Problems</b>	<b>The Ramifications of Choices</b>	<b>The Ethics of Progress</b>	<b>The Claiming of Justice</b>
		survival	Growth/Adaptations/Progress	Civil Rights
	Designing solution to need or problem	legacy		Environmental Justice
	Bring to contemporary issue like	race	Ethics of Progress? David Orr	Middle East
	Constitutional use of police conduct	Social Darwinism		Henrietta Lacks
	Motion and Forces; Newton's 3 Law	reproduction	Tucson's growth on a local level	Geographic Justice
	Designing use of downtown - microparks; parking spots	heredity	Tension between developed and natural world-- impact on the environment	Jazz History as a lens to view the Civil Rights movement
	power and force-- Newtonian force, but also the force of voices empowered by the Constitution	concepts of chemistry which allowed nuclear weapons to be developed	Growth of Communism and Capitalism.	Hurricane Katrina and today's struggle for civil rights
		nuclear bombs		
		Maus	Hiroshima	
		Why did some Germans become Nazis and others become part of the resistance	Debate around key moments in the cold War	
		WW2 Historic newspaper project		

<p>Q1 - Deconstructing Semiotic Reality</p> <p>SS- Colonial America; Water Policy</p> <p>Sci- Atomic Theory, Elements; PT; States of Matter evidence that a chemical reaction elements, compounds, or mixtures. States, boiling, melting, solubility, pH</p>	<p>Q2</p> <p>SS- Civil Rights; Jazz</p> <p>Sci- basic principles of heredity ; HeLa purposes of cell division: dominant and recessive traits change over several generations (1). UBD → Project Album track/Album Cover → Recording tech and time→ Albums, poster paper, printing/art materials → Experience/Instruction w/content</p>
<p>Q3 WWII, Holocaust</p> <p>SS-</p> <p>Sci- organization of the periodic table. density,</p> <p>organism's behavior allows it to survive ; stable internal environment- homeostasis</p> <p>Determine characteristics of organisms that could change over several generations. (2)</p> <p>symbiotic and competitive relationships in organisms within an ecosystem</p> <p>behavioral cycles of organisms:</p> <ul style="list-style-type: none"> <li>- protective coloration</li> <li>· beak design</li> <li>· seed dispersal</li> <li>· pollination</li> </ul>	<p>Q4- Cold War, Rockets</p> <p>SS- Throwing Fire</p> <p>Sci- Newtons Laws; velocity; position-time graphs &amp; velocity-time graphs</p>

## vUnit B1: Climate and Climate Change

### **Standards (Citation tag and plain-language description):**

- **\*\*Standards central to the unit for which the goal is deep, enduring understanding.**
- **\*Important standards. SWBAT demonstrate at least a solid comprehension, or more.**
- SWBAT demonstrate at least a basic competence for these standards, or more.

MS-ESS2-2. Slow and Fast changes to earth; slow processes can be made quick by catastrophic events.

MS-ESS2-3. Looking at data and fossils to understand changes over time → *This is also in Unit 2, double check to make sure we aren't repeating ourselves*

MS-ESS2-4. Water cycle -- how affected by energy from sun, gravity etc.

MS-ESS2-5. Use Data to predict weather

MS-ESS2-6. How heat and earth rotation causes atmospheric and oceanic patterns

HS-ESS3-5. Analyze data to forecast climate change I

SS - Strand 2 - Concept 6 (Revolution); PO 6 - Industrial Revolution (urban growth, social impact)

SS- Strand 4 Concept 4 PO1-4: Human Systems: demographics, migrations, ecological impact on economies, etc.

SS-Strand 4 Concept 5 PO1-4: Environment and Society

SS- Strand 4 Concept 6 PO1: Geographic features influence settlement in various locations

SS-Strand 4 Concept 6 PO2: Geographic knowledge to discuss current events

- 7.RP.2a/b/c/d Looking to see if data has a linear correlation using tables, graphs, charts.

### **Summative Demonstration of Learning:**

1) Advisory Board for different groups trying to plan for future impact of climate change (e.g. flood planes, claim adjusters, Pentagon, Cruise Ships to the Bahamas, CDC etc.)

or

2) Analyze media portrayal bias re science reporting/climate change. How is it reported? Why?

- Possibly seeing if erosion of soil is a linear function, for example (or growth of the oceans???) . Look at charts of, for example, the Grand Canyon. Find info for every year, say x is year, y is size. Plot the points for the past 50 years and look at its relationship.

Is it linear? How much does it erode each year? Problem: You would need to do some research - does anything erode linearly? I'm not sure, so perhaps this won't work, but it is something to look into.

## **Community Resources:**

Citizen Scientists  
GIS trainer. -  
UA resources? Extension Farm  
Biosphere 2  
NPN students as citizen scientists

## **Informational Resources (Online, print, media, etc.):**

Inconvenient Truth (Al Gore)  
NASA's climate change videos  
<http://www.wunderground.com>

<http://video.nationalgeographic.com/video/environment/global-warming-environment/way-forward-climate/>

[http://www.huffingtonpost.com/renee-parsons/climate-change-national-security\\_b\\_1929398.htm](http://www.huffingtonpost.com/renee-parsons/climate-change-national-security_b_1929398.htm)

App: Climate Data (iPad), Periodic Table, The Elements: A Visual Exploration, and other similar.

- Earth's temperature, carbon emissions/fossil fuels,  
<http://www.opentextbookstore.com/mathinsociety/current/GrowthModels.pdf> to see an example of gas consumption - linear models

Note: The Industrial Revolution (American and World History standards) are repeated -- one could be done deeply and the other one could be a touch upon

NOTES:

Distinguishing work needed with Unit 5

## **Math Stuff 7th grade:**

Units:

Moving Straight Ahead: Linear Relationships (relevant if erosion, etc. relationships are linear or not)

Samples and Populations

Accentuate the Negative (use positive and negative values in analyzing data)

Comparing and Scaling (ratios and percents involved in data analysis)

Thoughts/Ideas:

Water Catchment calculations/construction?

Students' relationship to place

Ecological Footprint

Aquaponics/alternative farming...Manzo Elementary?

## **Unit A3 Balance: Resources Mgmt/Personal Finance/Short vs Long Term Planning/Chemical Reactions/Psychology**

Balance is present in many systems. Systems may tend strongly towards equilibrium or easily become imbalanced. Imbalance may lead to change. There are many different ways to achieve, alter, and perceive balance.

**EQ- What constitutes balance?**

**EQ- What needs to be done to establish or maintain balance in human societies?**

**EQ- What natural systems or processes show balance?**

Balance as it relates to the world making sense.

Balance at expanding scales, butterfly effect. Homeostasis. Equilibrium. Cells.

Balancing the books. Propaganda, branding, marketing. Economics. Feedback.

Change over time.

### **Standards (Citation tag and plain-language description):**

NG MS PS1-2, 5, 6; AZ Strand 5-3-6: Chemical Reactions- conservation of mass/balanced books

SS5 C5: Personal finance (scarcity, personal investments)

SS5 C1

SS2 2.5.1 - Power balance leaders/people.

- 7.RP.2a/b/c/d. Linear relationships (example: If you sell x# of items every hour for \$ per item, how much money will you have after 4 hours?)
- 7.RP.3 use proportions to solve ratio/percent problems (simple interest, tax, commissions/gratuities, markups/markdowns, fees, % increase/decrease, % error
- 6.EE.5. Solve equations/inequalities by answering a question. Use substitution to see if that answer makes the inequality true.
- 6.EE.6. Write expressions that represent real-world events
- 6.EE.9. Use variables to represent 2 quantities in a real-world problem

(or A5?) 2 Concept 5 PO1: Enlightenment/Magna Carta/Separation of powers

(or A5?) Strand 3 Concept 1 PO1: Enlightenment and creation of US government

(or A5?) Strand 3 Concept 4: Rights, Responsibilities, and Roles of Citizens

SS-Strand 5 Concept 1 PO1-2: Foundations of Economics

SS-Strand 5 Concept 5: Personal Finance

6.SL3 Delineate a speaker's argument

6.W,1a Introduce claims and organize evidence

6.W.1b Support claims with clear, relevant evidence, cite sources

6.W.1c Use words, clauses to clarify relationships among claims (reasons)

### **Summative Demonstration of Learning:**

After participating in a series of simulations addressing economic, policy, and power dynamics, students will write a proposal to achieve a balanced solution for a complex challenge involving several stakeholders with conflicting interests. (Rubric, peer review, selection of proposal to argue in debate.) Possible methods of funding will be a part of the challenge. They will then take part in a structured 4-way debate for which their position will be assigned. Students will prepare to argue their given position knowing that any member of the team can be called to make a statement, response, or rebuttal at any time. After the debate and discussion about it, students will revise their written proposal to include perspectives gained in debate and to demonstrate their highest level of writing skill.

Students will calculate their carbon footprint and develop a plan to reduce/balance/eliminate it.

Small Business Project: Small groups of students making soap, bread, or any other product (pick one) that has a chemical reaction involved and managing their small businesses from production to distribution (at a farmer's market, to parents, staff). Small business: accounting, managing costs, product marketing, packaging, pricing, etc. Could turn into longer term business plans that include investment portfolios. Addition - create an "on-line" business to sell products. (set up a website, marketing, pricing)

Contrasting manufacturing and service.

### **Community Resources:**

Mercado kitchen, Commercial kitchen at City High (when available . . . 2015?)

Show a debate

### **Informational Resources (Online, print, media, etc.):**

Apps: Periodic Table, The Elements: A Visual Exploration (stoichiometry), and other similar.

The Stock Market Game: <http://www.stockmarketgame.org/>

Mock credit card purchase paid off with minimum payments, track total cost of item.

Carman & Chris have done the Game of Life (possible resource)

One idea to do it over the course of year -- in advisory or other not

**Math Stuff 7th grade:**

Units:

Moving Straight Ahead

Variables and Patterns (CMP2)

Comparing and Scaling

Accentuate the Negative

Filling and Wrapping (Volume and SA)

Appendix B.  
Academic Systems Review Site  
Visit Inventory

II. Curriculum Evaluation  
Inventory

# PD Calendar 2017-1

## 1st Semester

- 8/9 - Staff (student conversations, calendar and logistics, professional development)
- 8/16 - Staff (student conversations, calendar and logistics, professional development)
- 8/23 - CFG
- 8/30 - Staff(student conversations, calendar and logistics, professional development)
- 9/6 - CCCL Event
- 9/13 - Staff (student conversations, calendar and logistics, professional development)
- 9/20 - CFG
- 9/27 - Staff (student conversations, calendar and logistics, professional development)
- 10/18 – CFG
- 10/25 - Staff (student conversations, calendar and logistics, professional development)
- 11/1 – Three-school Department meeting
- 11/8 – Staff (student conversations, calendar and logistics, professional development)
- 11/15 - CFG
- 11/22 – No meeting
- 11/29 – Staff (student conversations, calendar and logistics, professional development)
- 12/6 – ED camp PLP
- 12/13 – Staff (student conversations, calendar and logistics, professional development)
- 12/20- CFG

## 2nd Semester

- Jan 10 – Staff (student conversations, calendar and logistics, PD)
- Jan 17 – CFG \* on T&L/PD calendar
- Jan. 24 – Staff (student conversations, calendar and logistics, professional development)
- Jan. 31- Three-school Department Meeting \* on T&L/PD calendar
- Feb. 7 – Staff – Intersession brainstorm
- Feb. 14<sup>th</sup> Staff – SLC
- Feb. 21<sup>st</sup> -ED camp PLP \* on T&L/PD calendar
- Feb. 28 – Staff – Identify student struggling
- March 7 –Staff - Intersession prep
- March 28 – CFG \* on T&L/PD calendar
- April 4 – Staff – Identifying students to schedule
- April 11 – Staff Pennington St. Showcase Prep
- April 13 Pennington Street Showcase
- April 18 - CFG \* on T&L/PD calendar
- April 25 – Staff
- May 2 – Staff Meeting – Portfolio Prep
- May 9 – Portfolio
- May 16 – Staff Meeting End of Year Prep
- POL – May 29th \* on T&L/PD calendar

PROFESSIONAL GROWTH AT CITY CENTER FOR COLLABORATIVE LEARNING

	QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
PERSONAL LEARNING PLANS	<p>PLP PHASE ONE                      STEP ONE: assess needs                      STEP TWO: identify a goal                      STEP THREE: establish a focus/begin inquiry cycle</p> <p>ACTIVITIES</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> share observations</li> <li><input type="checkbox"/> clarify student learning targets</li> <li><input type="checkbox"/> Teaching rubric self-assessment gap analysis</li> </ul>	<p>PLP PHASE TWO                      STEP FOUR: develop and implement action plan                      STEP FIVE: collect data                      STEP SIX: reflect on effectiveness of plan</p> <p>ACTIVITIES</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> what, so what, now what protocol</li> <li><input type="checkbox"/> tuning protocol on action plans</li> </ul>	<p>PLP PHASE THREE                      Reframe question and plan as necessary. Return to STEP THREE.</p> <p>ACTIVITIES</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> looking at student work/data analysis protocols</li> <li><input type="checkbox"/> continue to reflect on data and refine plan as necessary</li> </ul>	<p>PLP PHASE FOUR                      Finalize data collection. Analyze learning to prepare for POL.</p> <p>ACTIVITIES</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> looking at student work/data analysis protocols</li> <li><input type="checkbox"/> continue to reflect on data and refine plan as necessary</li> <li><input type="checkbox"/> presentation of learning preparation</li> </ul> <p>PRESENTATION OF LEARNING</p>
3-SCHOOL WORKSHOPS	<p>Aug. 23 CFG                      Sept. 9 Sat. Edcamp                      Sept. 13 CFG</p>	<p>Nov. 1-Department Meetings                      Nov 9-Edcamp - PLPs</p>	<p>Jan. 1 CFG                      Jan. 31 Edcamp - PLP                      Feb. 21-Department Meetings</p>	<p>Mar 28 CFG                      Apr 4 CFG                      May 29 POL</p>
COACHING & EVALUATION	<ul style="list-style-type: none"> <li><input type="checkbox"/> INFORMAL CLASSROOM OBSERVATION</li> <li><input type="checkbox"/> COACHING SESSIONS</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> FORMAL CLASSROOM OBSERVATION</li> <li><input type="checkbox"/> MID-YEAR REVIEW</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> INFORMAL CLASSROOM OBSERVATION</li> <li><input type="checkbox"/> COACHING SESSIONS</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> FORMAL CLASSROOM OBSERVATION</li> <li><input type="checkbox"/> YEAR-END REVIEW</li> <li><input type="checkbox"/> PRESENTATION OF LEARNING</li> </ul>

**3-School Professional Development**  
**PFFS-U / PFFS-D / City High School**  
**2:45 - 4:00 p.m.**

The focus of today's professional development session is on the Teaching & Learning Rubric that focuses on Planning. Specifically we will be working in content area teams to share curriculum content, scope, and sequence. Each team has a designated meeting place and a specific agenda to follow.

<b>Planning</b>	<b>Proficient</b>
<b>Content &amp; Standards</b>	<ul style="list-style-type: none"> <li>• Understands content standards and skills required for the discipline;</li> <li>• Understands how the content and skills need to be sequenced for effective learning;</li> <li>• Effectively plans for a year of instruction that is aligned with standards.</li> </ul>
<b>Unit &amp; Lesson Design</b>	<ul style="list-style-type: none"> <li>• Plans units of instruction backwards by first identifying standards and developing essential questions and enduring understandings for the unit;</li> <li>• Designs a project that includes student-produced deliverables to be used as evidence of learning in the unit;</li> <li>• Learning activities are sequenced, organized, and paced so that students have scaffolding and supports to manage their learning and are appropriately challenging;</li> <li>• Designs lessons that are engaging and likely to motivate all students and involve them in active learning.</li> </ul>

**Math Agenda** (meets in Room 211)

1. Each person shares a one-minute success story from this year.
2. Chalk Talk Brainstorm: What is the ideal design for a math course that addresses learners of different proficiency levels and attitudes towards math?  
 Teachers list big ideas and dreams on each of these topics in relation to the EQ
  - a. Classroom Layout
  - b. Unit and Project Design
  - c. Lesson Plan Design
  - d. Assessment and Grading System
  - e. Relationships
  - f. School and Community Supports
  - g. Technology Resources and Manipulatives
3. Individual Reflection: What ideas are you most excited about? Which ones could you implement in the current year? Which ones are you going to implement for future years?
4. If time remains, participants share out.

Follow up notes:

**Classroom Layout:** table on wheels was a big theme. Whiteboard tables. Math vocab word walls, lounge areas (comfortable breakout spots).

**Assessment and Grading System:** standards based grading; no zeros; post-assessment review and how important that is; allowing appropriate allotment for retakes at appropriate times (this should be a discussion item). Appropriate leveling of students (Tracking??) Would some incoming students to his benefit from lower level and upper level classes? Josh's hunches that 1/3 of the classes probably need early middle school math.

A lot of students don't have internet at home, fewer this year. Joe is having students do individual "homework" on Khan Academy to meet them where they are. 3 times/week for 15 / 20 minutes. Enables those who are ready to move on to do that and students can remediate.

Definitely need a pre-assessment in Math at registration.

Teacher gives an assessment task that will allow the student to demonstrate proficiency. To encourage creativity, application, multiple intelligences, let students choose the assessment task that would go above and beyond. Basically contracting for a grade. Do this on a unit-by-unit basis.

**Relationships:** Math Therapy; traumatized students in math. Reducing the math trauma. Communicating between teachers and students, making connections that are non-math related. Making the math relevant to the family, worthy of dinner talk. Trying to make it fun, being transparent, admitting that some things are "plug and chug."

**School and community supports:** Co-Teaching gets a thumbs up; Everyone is a math person; keep hearing other staff say "I'm not a math person." School-wide challenges going out throughout the week. Diagnostic Testing per semester. Tests are pre-built in my.hrw.com

**Unit and Project Design:** Make sure that people plan ahead in advance. Plan rubrics that match. Include more skill building sessions. Math support that is not just focused on homework help. Could be in class (in a station type activity, a day in class that puts the regular class on hold, or a special day in Math Support

**Lesson Plan Design:** Enjoy productive struggle. UbD, obviously, know your students and their ability when you are planning. Knowing how to talk about what they are doing. Need to know the vocabulary in order to talk about how they solve the problem.

Maybe try to create some kind of wiki; could be for teachers 6-12 to add to it. Previously successful projects that we could keep on file. Math wiki. Brett will talk to Joe about getting this started. When doing group work, assign specific roles to students.

**Technology Resources and Manipulatives:** Desmos, Plickers, Kahn, and other SRS (student response system). Desmos is the best and we should all be using it. Maker, 3D printer type connections.

**Spanish Agenda** (meets in room 218)

1. Each person shares a success story from this year.
2. Review the structure of the Spanish programs at City High School and at PFFS-U
  - a. How are students of different ability levels organized?
  - b. Pick one unit plan or project from your course and share.
  - c. Describe what a typical lesson plan looks like.
  - d. What Spanish instructional materials (including textbooks) do you use?
3. Looking forward:
  - a. How can we make the Spanish program 6-12 more cohesive?
  - b. What can high school Spanish teachers expect from PFFS-U students in terms of language skills and ability?
  - c. What are our next steps?

**Science Agenda** (meets in room 213)

1. Each person shares a one-minute success story from this year.
2. Look at the NGSS
3. Highlight the standards you have covered or are planning to cover
4. Make a master list that shows the standards covered by grade level
5. Prompts:
  - a. Which standards are not being covered?
  - b. Why aren't these standards being covered?
  - c. How can we build on what we're doing and do it better?

**Humanities Agenda** (meets in room 215)

- I. Using the shared Curriculum Map each teacher identifies anchor readings/texts and writing tasks and for each one, identifies the relevant reading and writing standard to be focused on.  
Guiding Questions:
  - What are students reading and why?
  - What are students writing and why?
- II. After examining these reading and writing lists across grades 6-12, teachers discuss
  - Where the gaps are in terms of their own course;
  - Where the gaps are in terms of the 6-12 scope;
  - Opportunities to collaborate.

**Support Services Agenda** (meets in room 201)

1. Quickly share a success story from this year
2. Needs assessment:
  - a. What do the classroom teachers need to differentiate more successfully?
  - b. What resources can we offer teachers?
  - c. How best to structure and share those resources at the next 3-school pd on 12/14

Appendix C.  
Academic Systems Review Site  
Visit Inventory

III. Teacher Evaluation  
Inventory

5/25/17

We discussed both the Socratic Water Discussion and Jazz Cafe Project

#### TEACHER

##### Water

Warm- front loading information followed by open investigation of student directed learning  
Discussion skills front and center- primarily focused on asking questions, quality of questions, follow up questions

Cool- not having multiple groups work on the same topic, maybe using a menu to give choice-  
Figuring out how to connect US Constitution to contemporary water issues ie. Tucson Water

##### Jazz

Warm- repeated writing on a topic without rewriting the same essay,

Cool- including 1960's Civil rights timeline/events, maybe streamlining the unit- allowing more time or dropping the Hurricane Katrina component

- TEACHER shared 2 projects that he felt went well - the water project focused mostly on extended inquiry (at first guided by TEACHER & Debbie and then individually driven); generating questions and speaking
- He felt he might want to make the connection between Colonial American and use of documents to establish functioning governments better
- The Jazz Club focused a lot on writing with attention to details gained from historical knowledge;
- He helped kids improve their writing by revision not of a single document, but through multiple practice of a skill using different prompts
- He wants to have more time for this unit to be able to better allow kids to explore their last prompt which is the one that connects to an important historical event; he might have to drop the Katrina-discussion to accomplish this
- He talked about continuing in grow in using community members as resources (which he has a lot of success with)
- We discussed thinking about using space/time in different ways to deal with the challenge of limited space
- TEACHER shared that he was happy with a lot of the changes done to programs this year, particularly around Portfolio

#### 10/30 Jazz & Civil Rights (Green notebook)

- Class observation included students starting with a writing prompt about a personal road trip and then sharing out to highlight details about the trip; then TEACHER read picture book about the Green Notebook and passed around a copy of a green notebook
- TEACHER has made some changes to this unit - intentional highlighting of civil rights events; we discussed possible historical connections to the project (parallels to the Underground Railroad, historical connections to Reconstruction and the Great Migration)
- TEACHER talked about African-American expedition - the Tucson walk and I shared resources from the Equal Justice Initiative

- We discussed the importance of personal connections with kids and the use of humor - we agreed that the stronger the personal connections, the easier it is to use humor without missteps
- TEACHER shared that a big focus of this unit is student notetaking - particularly around using the notes to further work
- TEACHER shared the way that he is incorporating novels in this unit (book groups by choose) leading to a compare/contrast essay using BOTG

PROFESSIONAL GROWTH AT CITY CENTER FOR COLLABORATIVE LEARNING

	QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
PERSONAL LEARNING PLANS	<p>PLP PHASE ONE                      STEP ONE: assess needs                      STEP TWO: identify a goal                      STEP THREE: establish a focus/begin inquiry cycle</p> <p>ACTIVITIES</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> share observations</li> <li><input type="checkbox"/> clarify student learning targets</li> <li><input type="checkbox"/> Teaching rubric self-assessment</li> <li><input type="checkbox"/> gap analysis</li> </ul>	<p>PLP PHASE TWO                      STEP FOUR: develop and implement action plan                      STEP FIVE: collect data                      STEP SIX: reflect on effectiveness of plan</p> <p>ACTIVITIES</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> what, so what, now what protocol</li> <li><input type="checkbox"/> tuning protocol on action plans</li> </ul>	<p>PLP PHASE THREE                      Reframe question and plan as necessary. Return to STEP THREE.</p> <p>ACTIVITIES</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> looking at student work/data analysis protocols</li> <li><input type="checkbox"/> continue to reflect on data and refine plan as necessary</li> </ul>	<p>PLP PHASE FOUR                      Finalize data collection. Analyze learning to prepare for POL.</p> <p>ACTIVITIES</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> looking at student work/data analysis protocols</li> <li><input type="checkbox"/> continue to reflect on data and refine plan as necessary</li> <li><input type="checkbox"/> presentation of learning preparation</li> </ul> <p>PRESENTATION OF LEARNING</p>
3-SCHOOL WORKSHOPS	<p>Aug. 23 CFG                      Sept. 9 Sat. Edcamp                      Sept. 13 CFG</p>	<p>Nov. 1-Department Meetings                      Nov 9-Edcamp - PLPs</p>	<p>Jan. 1 CFG                      Jan. 31 Edcamp - PLP                      Feb. 21-Department Meetings</p>	<p>Mar 28 CFG                      Apr 4 CFG                      May 29 POL</p>
COACHING & EVALUATION	<ul style="list-style-type: none"> <li><input type="checkbox"/> INFORMAL CLASSROOM OBSERVATION</li> <li><input type="checkbox"/> COACHING SESSIONS</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> FORMAL CLASSROOM OBSERVATION</li> <li><input type="checkbox"/> MID-YEAR REVIEW</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> INFORMAL CLASSROOM OBSERVATION</li> <li><input type="checkbox"/> COACHING SESSIONS</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> FORMAL CLASSROOM OBSERVATION</li> <li><input type="checkbox"/> YEAR-END REVIEW</li> <li><input type="checkbox"/> PRESENTATION OF LEARNING</li> </ul>

**CITY CCL -- Teaching and Learning Rubric ("Proficient" Level only)**

*revised 9/1/16*

<b>Learner and Learning</b>	<b>Proficient</b>
Adolescent Development	<ul style="list-style-type: none"> <li>• Participates in developmentally appropriate interactions, taking into account the learner's strengths, interests and needs in order to advance and accelerate the learning.</li> <li>• Understands the range of abilities associated with disabilities and works to differentiate instruction to meet the needs of all within that range.</li> <li>• Understands the social, emotional, and cognitive contexts for how learning is constructed and uses relevant strategies and assessments to promote student learning.</li> <li>• As Advisor, understands and supports each student's developmental needs.</li> </ul>
Family & Cultural Background	<ul style="list-style-type: none"> <li>• Promotes and values connections with local communities and families;</li> <li>• Understands the role of language and culture in learning and modifies instruction to make learning accessible, relevant, and challenging for all students.</li> <li>• Advocates for advisees and their families</li> </ul>
Learning Climate	<ul style="list-style-type: none"> <li>• Believes that all students can achieve at high levels and works to fulfill that goal;</li> <li>• Intentionally promotes effective collaboration in learning activities through applied practice of face-to-face and virtual interpersonal interactions;</li> <li>• Establishes and monitors a safe and productive learning environment including norms, expectations and routines;</li> <li>• Attends to physical space to promote learning and growth.</li> <li>• As Advisor, makes each student feel valued and helps students learn to value each other.</li> </ul>
<b>Planning</b>	<b>Proficient</b>
Content & Standards	<ul style="list-style-type: none"> <li>• Understands content standards and skills required for the discipline;</li> <li>• Understands how the content and skills need to be sequenced for effective learning;</li> <li>• Effectively plans for a year of instruction that is aligned with standards.</li> </ul>
Unit & Lesson Design	<ul style="list-style-type: none"> <li>• Plans units of instruction backwards by first identifying standards and developing essential questions and enduring understandings for the unit;</li> <li>• Designs a project that includes student-produced deliverables to be used as evidence of learning in the unit;</li> <li>• Learning activities are sequenced, organized, and paced so that students have scaffolding and supports to manage their learning and are appropriately challenging;</li> <li>• Designs lessons that are engaging and likely to motivate all students and involve them in active learning.</li> </ul>
School Focus	<ul style="list-style-type: none"> <li>• Uses the Habits of Heart and Mind to develop learning activities;</li> <li>• Incorporates local resources, community partners, and place-based topics when planning for instruction;</li> <li>• Draws upon themes of social justice and environmental sustainability to shape content and scope of the instructional units.</li> </ul>

<b>Instructional Strategies</b>	<b>Proficient</b>
Assessment	<ul style="list-style-type: none"> <li>* Uses formative assessments to determine effectiveness of previous lessons and monitors and adjusts instruction in order to maximize student performance;</li> <li>* Uses summative assessments that are varied, and there is the opportunity for student choice;</li> <li>• Formative and summative assessments are valid assessments of what students know and can do.</li> </ul>
Engagement	<ul style="list-style-type: none"> <li>• Plans lesson that are meaningful and relevant;</li> <li>• Strategically uses student grouping, chunking &amp; pacing to maximize student learning;</li> <li>• Incorporates students' prior knowledge and experiences to make instruction relevant and accessible for all students, including .</li> </ul>
Differentiation	<ul style="list-style-type: none"> <li>• Creates lesson plans that ensure different learning profiles and abilities can access the learning;</li> <li>• Gives students support as needed;</li> <li>• Varies role in classroom at times providing direct instruction, but also at times acting as the coach, facilitator, and audience as appropriate.</li> </ul>
High Cognition	<ul style="list-style-type: none"> <li>• Poses questions that are high quality often promoting analysis, evaluation and synthesis;</li> <li>• Assigns tasks that require high levels of cognitive demand to complete.</li> </ul>
Tools and Resources	<ul style="list-style-type: none"> <li>• Matches technology and other tools to the needs of students;</li> <li>• Uses technology and tools as required by school for day-to-day functioning.</li> </ul>
Communication	<ul style="list-style-type: none"> <li>• Makes the purpose of the lesson/unit clear;</li> <li>• Enlists students in goal making;</li> <li>• Provides clear directions using multiple modalities;</li> <li>• Consistently uses a variety of medium to ensure communication with students and families about assignments, expectations, and progress.</li> </ul>
<b>Professional Responsibility and Leadership</b>	<b>Proficient</b>
Collaboration and Leadership	<ul style="list-style-type: none"> <li>• Actively participate in PLCs;</li> <li>• Plays an active role on instructional team and in school organization;</li> <li>• Works with colleagues towards achieving shared vision;</li> <li>• Seeks opportunities to serve in leadership roles and models effective practices for colleagues.</li> </ul>
Professional Learning	<ul style="list-style-type: none"> <li>• Engages in meaningful, ongoing learning opportunities in order to promote continued growth;</li> <li>• Analyzes a variety of data to evaluate teaching practices and adapts practice for better learner outcomes and to support school and system wide priorities.</li> </ul>
Collaboration with Families and Community	<ul style="list-style-type: none"> <li>• Openly shares information with families;</li> <li>• Manages family concerns professionally and with sensitivity.</li> </ul>
Professionalism	<ul style="list-style-type: none"> <li>• Performs required tasks as instructed;</li> <li>• Treats everyone in community with civility;</li> <li>• Understands and complies with codes of ethics,</li> <li>• Applies standards of practice and relevant law and policy;</li> <li>• Maintains requisite paperwork and records.</li> </ul>

# P R O J E C T   D E S I G N   R U B R I C

Essential Project Design Element	Lacks Features of Effective PBL <i>The project has one or more of the following problems in each area:</i>	Needs Further Development <i>The project includes some features of effective PBL but has some weaknesses:</i>	Includes Features of Effective PBL <i>The project has the following strengths:</i>
<b>Key Knowledge, Understanding &amp; Success</b>	<ul style="list-style-type: none"> <li>▶ Student learning goals are not clear and specific; the project is not focused on standards.</li> <li>▶ The project does not explicitly target, assess, or scaffold the development of success skills.</li> </ul>	<ul style="list-style-type: none"> <li>▶ The project is focused on standards-derived knowledge and understanding, but it may target too few, too many, or less important goals.</li> <li>▶ Success skills are targeted, but there may be too many to be adequately taught and assessed.</li> </ul>	<ul style="list-style-type: none"> <li>▶ The project is focused on teaching students specific and important knowledge, understanding, and skills derived from standards and central to academic subject areas.</li> <li>▶ Important success skills are explicitly targeted to be taught and assessed, such as critical thinking/problem solving, collaboration, and self-management.</li> </ul>
<b>Challenging Problem or Question</b>	<ul style="list-style-type: none"> <li>▶ The project is not focused on a central problem or question (it may be more like a unit with several tasks); or the problem or question is too easily solved or answered to justify a project.</li> <li>▶ The central problem or question is not framed by a driving question for the project, or it is seriously flawed, for example:                             <ul style="list-style-type: none"> <li>- it has a single or simple answer.</li> <li>- it is not engaging to students (it sounds too complex or “academic” like it came from a textbook or appeals only to a teacher).</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▶ The project is focused on a central problem or question, but the level of challenge might be inappropriate for the intended students.</li> <li>▶ The driving question relates to the project but does not capture its central problem or question (it may be more like a theme).</li> <li>▶ The driving question meets some of the criteria (in the Includes Features column) for an effective driving question, but lacks others.</li> </ul>	<ul style="list-style-type: none"> <li>▶ The project is focused on a central problem or question, at the appropriate level of challenge.</li> <li>▶ The central problem or question is framed by a driving question for the project, which is:                             <ul style="list-style-type: none"> <li>- open-ended; it will allow students to develop more than one reasonable answer.</li> <li>- understandable and inspiring to students.</li> <li>- aligned with learning goals; to answer it, students will need to gain the intended knowledge, understanding, and skills.</li> </ul> </li> </ul>
<b>Sustained Inquiry</b>	<ul style="list-style-type: none"> <li>▶ The “project” is more like an activity or “hands-on” task, rather than an extended process of inquiry.</li> <li>▶ There is no process for students to generate questions to guide inquiry.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Inquiry is limited (it may be brief and only occur once or twice in the project; information-gathering is the main task; deeper questions are not asked).</li> <li>▶ Students generate questions, but while some might be addressed, they are not used to guide inquiry and do not affect the path of the project.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Inquiry is sustained over time and academically rigorous (students pose questions, gather &amp; interpret data, develop and evaluate solutions or build evidence for answers, and ask further questions).</li> <li>▶ Inquiry is driven by student-generated questions throughout the project.</li> </ul>



<b>Authenticity</b>	<ul style="list-style-type: none"> <li>▶ The project resembles traditional “schoolwork;” it lacks a real-world context, tasks and tools, does not make a real impact on the world or speak to students’ personal interests.</li> </ul>	<ul style="list-style-type: none"> <li>▶ The project has some authentic features, but they may be limited or feel contrived.</li> </ul>	<ul style="list-style-type: none"> <li>▶ The project has an authentic context, involves real-world tasks, tools, and quality standards, makes a real impact on the world, and/or speaks to students’ personal concerns, interests, or identities.</li> </ul>
<b>Student Voice &amp; Choice</b>	<ul style="list-style-type: none"> <li>▶ Students are not given opportunities to express voice and choice affecting the content or process of the project.</li> <li>▶ Students are expected to work too much on their own, without adequate guidance from the teacher and/or before they are capable.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Students are given limited opportunities to express voice and choice, generally in less important matters (deciding how to divide tasks within a team or which website to use for research).</li> <li>▶ Students work independently from the teacher to some extent, but they could do more on their own.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Students have opportunities to express voice and choice on important matters (questions asked, texts and resources used, people to work with, products to be created, use of time, organization of tasks).</li> <li>▶ Students have opportunities to take significant responsibility and work as independently from the teacher as is appropriate, with guidance.</li> </ul>
<b>Reflection</b>	<ul style="list-style-type: none"> <li>▶ Students and the teacher do not engage in reflection about what and how students learn or about the project’s design and management.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Students and teachers engage in some reflection during the project and after its culmination, but not regularly or in depth.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Students and teachers engage in thoughtful, comprehensive reflection both during the project and after its culmination, about what and how students learn and the project’s design and management.</li> </ul>
<b>Critique &amp; Revision</b>	<ul style="list-style-type: none"> <li>▶ Students get only limited or irregular feedback about their products and work-in-progress, and only from teachers, not peers.</li> <li>▶ Students do not know how or are not required to use feedback to revise and improve their work.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Students are provided with opportunities to give and receive feedback about the quality of products and work-in-progress, but they may be unstructured or only occur once.</li> <li>▶ Students look at or listen to feedback about the quality of their work, but do not substantially revise and improve it.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Students are provided with regular, structured opportunities to give and receive feedback about the quality of their products and work-in-progress from peers, teachers, and if appropriate from others beyond the classroom.</li> <li>▶ Students use feedback about their work to revise and improve it.</li> </ul>
<b>Public Product</b>	<ul style="list-style-type: none"> <li>▶ Students do not make their work public by presenting it to an audience or offering it to people beyond the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Student work is made public only to classmates and the teacher.</li> <li>▶ Students present products, but are not asked to explain how they worked and what they learned.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Student work is made public by presenting or offering it to people beyond the classroom.</li> <li>▶ Students are asked to publicly explain the reasoning behind choices they made, their inquiry process, how they worked, what they learned, etc.</li> </ul>

## P R O J E C T B A S E D T E A C H I N G R U B R I C

Project Based Teaching Practice	Beginning PBL Teacher	Developing PBL Teacher	Gold Standard PBL Teacher
<b>Design &amp; Plan</b>	<ul style="list-style-type: none"> <li>▶ Project includes some Essential Project Design Elements, but not at the highest level of the <i>Project Design Rubric</i>.</li> <li>▶ Plans for scaffolding and assessing student learning lack some detail; project calendar is not created, does not include enough detail, or is not followed.</li> <li>▶ Some resources for the project have not been anticipated or arranged in advance.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Project includes all Essential Project Design Elements, but some are not at the highest level of the <i>Project Design Rubric</i>.</li> <li>▶ Plans for scaffolding and assessing student learning lack some details; project calendar allows too much or too little time, or is followed too rigidly to respond to student needs.</li> <li>▶ Most resources for the project have been anticipated and arranged in advance.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Project includes all Essential Project Design Elements as described on the <i>Project Design Rubric</i>.</li> <li>▶ Detailed and accurate plans include scaffolding and assessing student learning and a project calendar, which remains flexible to meet student needs.</li> <li>▶ Resources for the project have been anticipated to the fullest extent possible and arranged well in advance.</li> </ul>
<b>Align to Standards</b>	<ul style="list-style-type: none"> <li>▶ Criteria for products are not derived from standards or specified clearly.</li> <li>▶ Scaffolding of student learning, critique and revision protocols, assessments and rubrics do not refer to or support student achievement of specific standards.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Criteria for some products are not specified clearly enough to provide evidence that students have met all targeted standards.</li> <li>▶ Scaffolding of student learning, critique and revision protocols, assessments and rubrics do not always refer to or support student achievement of specific standards.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Criteria for products are clearly and specifically derived from standards.</li> <li>▶ Scaffolding of student learning, critique and revision protocols, assessments and rubrics refer to and support student achievement of specific standards.</li> </ul>
<b>Build the Culture</b>	<ul style="list-style-type: none"> <li>▶ Norms are created to guide project work, but they may still feel like “rules” imposed and monitored by the teacher.</li> <li>▶ Students are asked for their ideas and given some choices to make, but infrequently or only about minor matters.</li> <li>▶ Students rarely work independently, and look to the teacher for guidance.</li> <li>▶ Student teams are often unproductive or require frequent intervention by the teacher.</li> <li>▶ Students feel like there is a “right answer” they are supposed to give, rather than asking their own questions and arriving at their own answers; they are fearful of making mistakes.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Norms to guide the classroom are co-crafted with students, which they are beginning to internalize.</li> <li>▶ Student voice and choice is encouraged through intentionally designed opportunities, e.g., when choosing teams, finding resources, using critique protocols, or creating products.</li> <li>▶ Students work independently to some extent, but tend to look to the teacher for direction more often than necessary.</li> <li>▶ Student teams are generally productive and are learning what it means to move from cooperation to effective collaboration; the teacher occasionally has to intervene or manage their work.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Norms to guide the classroom are co-crafted with students, which they largely self-monitor.</li> <li>▶ Student voice and choice is expected and ongoing, including identification of real-world issues and problems students want to address in projects.</li> <li>▶ Students usually know what they need to do and are directed by the teacher only to the extent necessary when working individually or in teams.</li> <li>▶ Students work collaboratively in healthy, high-functioning teams, much like an authentic work environment; the teacher rarely needs to be involved in handling problems.</li> </ul>

Project Based Teaching Practice	Beginning PBL Teacher	Developing PBL Teacher	Gold Standard PBL Teacher
Scaffold Student Learning (continued)	<ul style="list-style-type: none"> <li>▶ Key success skills are not taught intentionally; teacher may assume students are learning them as a side effect of the project.</li> <li>▶ Students are asked to do research or gather data, but without adequate guidance; teacher does not facilitate the generation of deeper questions based on information gathered.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Key success skills are taught, but students are not provided with adequate opportunities to practice success skills before applying them.</li> <li>▶ Student inquiry is facilitated and scaffolded, but more is needed; or, teacher may over-direct the process and limit independent thinking by students.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Key success skills are taught using a variety of tools and strategies; students are provided with opportunities to practice and apply them, and reflect on progress.</li> <li>▶ Student inquiry is facilitated and scaffolded, while allowing students to act and think as independently as possible.</li> </ul>
Assess Student Learning	<ul style="list-style-type: none"> <li>▶ Student learning of subject-area standards is assessed mainly through traditional means, such as a test, rather than products; success skills are not assessed.</li> <li>▶ Team-created products are used to assess student learning, making it difficult to assess whether individual students have met standards.</li> <li>▶ Formative assessment is used occasionally, but not regularly or with a variety of tools and processes.</li> <li>▶ Protocols for critique and revision are not used, or they are informal; feedback is superficial, or not used to improve work.</li> <li>▶ Students assess their own work informally, but the teacher does not provide regular, structured opportunities to do so.</li> <li>▶ Rubrics are used to assess final products, but not as a formative tool; or, rubrics are not derived from standards.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Project products and other sources of evidence are used to assess subject-area standards; success skills are assessed to some extent.</li> <li>▶ Individual student learning is assessed to some extent, not just team-created products but teacher lacks adequate evidence of individual student mastery.</li> <li>▶ Formative assessment is used on several occasions, using a few different tools and processes.</li> <li>▶ Structured protocols for critique and revision and other formative assessments are used occasionally; students are learning how to give and use feedback.</li> <li>▶ Opportunities are provided for students to self-assess their progress, but they are too unstructured or infrequent.</li> <li>▶ Standards-aligned rubrics are used by students and the teacher to guide both formative and summative assessment.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Project products and other sources of evidence are used to thoroughly assess subject-area standards as well as success skills.</li> <li>▶ Individual student learning is adequately assessed, not just team-created products.</li> <li>▶ Formative assessment is used regularly and frequently, with a variety of tools and processes.</li> <li>▶ Structured protocols for critique and revision are used regularly at checkpoints; students give and receive effective feedback to inform instructional decisions and students' actions.</li> <li>▶ Regular, structured opportunities are provided for students to self-assess their progress and, when appropriate, assess peers on their performance.</li> <li>▶ Standards-aligned rubrics are used by students and the teacher to guide both formative and summative assessment, and to guide students to deeper levels of thinking.</li> </ul>

# Standard, Trait, Performance Objectives

## I. Learner and Learning Standards

- General adolescent development (Developmentally appropriate interactions)
- Family and Cultural Background (Plans for differences, Diversity as strength)
- Individual needs (Plans for differences,
- Learning climate (respect, culture for learning, procedures, behavior, space)
- Advisor role (Family community, culture of care, advocate, academic advisor)

## II. Planning

- Content & Standards
- Unit Design (UbD, PBL)
- School focus (HOHM, Place Based, SJ &ES)

## III. Instructional Strategies

- Assessment (formative, summative, monitor and adjust)
- Engagement (meaningful and accountability, student grouping, chunking & pacing)
- Differentiation (student support, varied activities)
- Teacher Role (Coach, DI, Facilitator, Audience)
- High Cognition (questioning, discourse, inquiry)
- Tools and Resources
- Communication (goal making, setting purpose and context)

## IV. Professional Responsibility and Leadership

1. Collaboration and Leadership (PLCs, School organization)
2. Professional Learning (Continued growth,
3. Communication with Families
4. Professionalism (Performs required tasks; Civility

Appendix D.  
Academic Systems Review Site  
Visit Inventory

IV. Assessment Inventory

## 1st Semester

8/9 - Staff (student conversations, calendar and logistics, professional development)  
8/16 - Staff (student conversations, calendar and logistics, professional development)  
8/23 - CFG  
8/30 - Staff(student conversations, calendar and logistics, professional development)  
9/6 - CCCL Event  
9/13 - Staff (student conversations, calendar and logistics, professional development)  
9/20 - CFG  
9/27 - Staff (student conversations, calendar and logistics, professional development)  
10/18 – CFG  
10/25 - Staff (student conversations, calendar and logistics, professional development)  
11/1 – Three-school Department meeting  
11/8 – Staff (student conversations, calendar and logistics, professional development)  
11/15 - CFG  
11/22 – No meeting  
11/29 – Staff (student conversations, calendar and logistics, professional development)  
12/6 – ED camp PLP  
12/13 – Staff (student conversations, calendar and logistics, professional development)  
12/20- CFG

## 2nd Semester

Jan 10 – Staff (student conversations, calendar and logistics, professional development)  
Jan 17 – CFG  
Jan. 24 – Staff (student conversations, calendar and logistics, professional development)  
Jan. 31- Three-school Department Meeting  
Feb. 7 – Staff – Intersession brainstorm  
Feb. 14<sup>th</sup> Staff – SLC  
Feb. 21<sup>st</sup> -ED camp PLP  
Feb. 28 – Staff – Identify student struggling  
March 7 –Staff - Intersession prep  
March 28 – CFG  
April 4 – Staff – Identifying students to schedule  
April 11 – Staff (student conversations, calendar and logistics, professional development)  
April 18 - CFG  
April 25 – Staff – Showcase Prep  
April 27 PS Showcase  
May 2 – Staff Meeting – Portfolio Prep  
May 9 – Portfolio  
May 16 – Staff Meeting End of Year Prep  
POL – May 29th

# Student Update

A	C	D	E	F	G	H	I	J	K	L	M
		8/30/2017			9/13/2017		9/27/2017		10/25/2017		11/8/2017
	Action	Observation	Action	Observation	Action	Observation					
[Redacted]		Spoke with parents; Setting up meeting;	Setting [Redacted] up with Google Classroom	Not doing any work	Friday connect, planner, missing [Redacted] do Planner check Monday and Friday						Shared info [Redacted] [Redacted] [Redacted] having multiple vocos in [Redacted] encourage that she have his [Redacted] biological see someone dad is bipolar
[Redacted]					Behind in math; [Redacted] has trouble engaging; [Redacted] sees some improvement in class						Not doing well in math; out of control in Kindness; gets mad when she is [Redacted] [Redacted] for support parenting; doesn't do much in afterschool;
[Redacted]				Quiet - out of drama, focused on work							[Redacted] and a little stressed by upcoming wedding
[Redacted]							Questioning the purpose of school and assignments; [Redacted] worries he is [Redacted] [Redacted] connects with kids during Intercession; if not, discussion during SLC				
[Redacted]				Struggling with anxiety	Flow Lab - Kindness, Academic Support, Garden, Passion; Loving but firm boundaries						



█				
█	<p>█</p> <p>Excited about big ideas Wants to connect with people Struggles to know how to connect with others</p> <p>See things as fair or not fair</p> <p>Attention is there and then quickly gone</p> <p>Not a lot of grit for sticking to a conversation or topic</p> <p>Shows a strong desire to leave the classroom at times</p>	<p>Appears to be operating on a different maturity level-- elementary school behaviors</p>	<p>█ with a lot of social skills. Need to █ and direct instruction.</p> <p>Be clear and concrete</p> <p>Joining the speech group █</p> <p>Clear vocabulary from █ █ "bumps" etc.</p> <p>Different seating options, fidgets, █ great partner</p>	
█				
█				
█				
█	<p>So far so good Participating Good at math</p>		<p>Give █ bathroom break a class</p>	

	<p>Likes to be a leader. Likes to be in charge.</p> <p>Opening up to [REDACTED] shares info and feelings</p> <p>Started connecting with other [REDACTED]</p> <p>Will challenge [REDACTED] on their whiteness</p> <p>Defiant looks-- [REDACTED]</p> <p>Obsessed with getting up and moving around-- going to the bathroom, going to the library, etc.</p>		<p>Be positive with her and provide her with a lot of positive feedback</p>	
[REDACTED]	<p>[REDACTED] and kind in advisory</p> <p>[REDACTED] strong</p> <p>[REDACTED] are best friends</p> <p>[REDACTED] gotten into trouble together in the past</p> <p>[REDACTED] adamant about separating [REDACTED] his [REDACTED] "They can be very exclusive"</p> <p>[REDACTED] bright and motivated in the classroom</p> <p>Parents are an [REDACTED]</p>			
[REDACTED]				
[REDACTED]	<p>On [REDACTED] Takes two</p>		[REDACTED]	

	<p>different pills after lunch</p> <p>Meds give him a grumpy  [REDACTED] in a bad mood. Also [REDACTED] eye ticks</p> <p>Lives with [REDACTED]  [REDACTED]</p> <p>Forming a friendship with [REDACTED]</p> <p>IEP for reading, writing, and math</p> <p>Diagnosis of [REDACTED]</p>		<p>of having [REDACTED] like one thing about school.</p> <p>[REDACTED] upbeat [REDACTED]</p>	
<p>[REDACTED]</p> <p>[REDACTED]</p>	<p>Traumatic experiences at other schools.</p> <p>[REDACTED]</p> <p>[REDACTED] hyper, but has trouble focusing</p> <p>[REDACTED] -audiological and auditory processing [REDACTED]</p> <p>Received speech services  Was nonverbal until 4</p> <p>Recommendation for an fm amplifier system to improve [REDACTED] and focus</p> <p>Appears to be listening through [REDACTED]  [REDACTED]  [REDACTED]</p> <p>[REDACTED] in literacy</p>		<p>[REDACTED] front</p> <p>Repeat [REDACTED]</p> <p>Touch his shoulder</p> <p>Provide visual cues</p> <p>[REDACTED]  [REDACTED] heard</p>	

School Details  
3. Child Find

Appendix E.  
Academic Systems Review Site  
Visit Inventory

V. Professional Development  
Inventory

## 1st Semester

8/9 - Staff (student conversations, calendar and logistics, professional development)  
8/16 - Staff (student conversations, calendar and logistics, professional development)  
8/23 - CFG  
8/30 - Staff (student conversations, calendar and logistics, professional development)  
9/6 - CCCL Event  
9/13 - Staff (student conversations, calendar and logistics, professional development)  
9/20 - CFG  
9/27 - Staff (student conversations, calendar and logistics, professional development)  
10/18 - CFG  
10/25 - Staff (student conversations, calendar and logistics, professional development)  
11/1 - Three-school Department meeting  
11/8 - Staff (student conversations, calendar and logistics, professional development)  
11/15 - CFG  
11/22 - No meeting  
11/29 - Staff (student conversations, calendar and logistics, professional development)  
12/6 - ED camp PLP  
12/13 - Staff (student conversations, calendar and logistics, professional development)  
12/20 - CFG

## 2nd Semester

Jan 10 - Staff (student conversations, calendar and logistics, professional development)  
Jan 17 - CFG  
Jan. 24 - Staff (student conversations, calendar and logistics, professional development)  
Jan. 31 - Three-school Department Meeting  
Feb. 7 - Staff - Intersession brainstorm  
Feb. 14<sup>th</sup> Staff - SLC  
Feb. 21<sup>st</sup> - ED camp PLP  
Feb. 28 - Staff - Identify student struggling  
March 7 - Staff - Intersession prep  
March 28 - CFG  
April 4 - Staff - Identifying students to schedule  
April 11 - Staff (student conversations, calendar and logistics, professional development)  
April 18 - CFG  
April 25 - Staff - Showcase Prep  
April 27 PS Showcase  
May 2 - Staff Meeting - Portfolio Prep  
May 9 - Portfolio  
May 16 - Staff Meeting End of Year Prep  
POL - May 29<sup>th</sup>

# PD Calendar 2017-1

## 1st Semester

- 8/9 - Staff (student conversations, calendar and logistics, professional development)
- 8/16 - Staff (student conversations, calendar and logistics, professional development)
- 8/23 - CFG
- 8/30 - Staff(student conversations, calendar and logistics, professional development)
- 9/6 - CCCL Event
- 9/13 - Staff (student conversations, calendar and logistics, professional development)
- 9/20 - CFG
- 9/27 - Staff (student conversations, calendar and logistics, professional development)
- 10/18 – CFG
- 10/25 - Staff (student conversations, calendar and logistics, professional development)
- 11/1 – Three-school Department meeting
- 11/8 – Staff (student conversations, calendar and logistics, professional development)
- 11/15 - CFG
- 11/22 – No meeting
- 11/29 – Staff (student conversations, calendar and logistics, professional development)
- 12/6 – ED camp PLP
- 12/13 – Staff (student conversations, calendar and logistics, professional development)
- 12/20- CFG

## 2nd Semester

- Jan 10 – Staff (student conversations, calendar and logistics, PD)
- Jan 17 – CFG \* on T&L/PD calendar
- Jan. 24 – Staff (student conversations, calendar and logistics, professional development)
- Jan. 31- Three-school Department Meeting \* on T&L/PD calendar
- Feb. 7 – Staff – Intersession brainstorm
- Feb. 14<sup>th</sup> Staff – SLC
- Feb. 21<sup>st</sup> -ED camp PLP \* on T&L/PD calendar
- Feb. 28 – Staff – Identify student struggling
- March 7 –Staff - Intersession prep
- March 28 – CFG \* on T&L/PD calendar
- April 4 – Staff – Identifying students to schedule
- April 11 – Staff Pennington St. Showcase Prep
- April 13 Pennington Street Showcase
- April 18 - CFG \* on T&L/PD calendar
- April 25 – Staff
- May 2 – Staff Meeting – Portfolio Prep
- May 9 – Portfolio
- May 16 – Staff Meeting End of Year Prep
- POL – May 29th \* on T&L/PD calendar

## Outline of CITY Center Working Groups for 2017-18

E

Working Group	Focus	Lead Role of Convenor	Additional Members	Reports to / Communicates with / Engages ...	Timeframe
<b>Teaching &amp; Learning Leadership Team</b>	Guidance of top priority initiatives related to academic program throughout the organization (3 schools + PD Center)			<ul style="list-style-type: none"> <li>* Reports to E.D.</li> <li>* Shares progress w/all stakeholders – staff, school boards, CITY Center board</li> </ul>	Started Spring 2016; ongoing group w/rotating membership; added teacher reps Spring 2017
<b>Demonstrations of Learning</b>	Document, align, strengthen the existing DOL programs in place (eg. SLCs, gateways, using tech platform)			* Reports to T & L Leadership Team	Launched with T2L event, June 2017
<b>Competency-Based Learning</b>	Design / implement competency-based program for the 3 schools; build on our existing HHM approach			* Reports to T & L Leadership Team	Launched with Ted Hall work, Summer 2017
<b>Critical Friends Group Coaches Group</b>	Leadership and coordination of CFGs			* Reports to T & L Leadership Team	Ongoing group consisting of current CFG coaches

DE

Timestamp	At which school do you spen
2017/12/21 11:44:2	City High School
2017/12/21 1:22:14	Paulo Freire University
2017/12/21 1:40:46	City High School
2017/12/21 1:47:33	City High School
2017/12/21 1:51:09	Paulo Freire University

2017/12/21 2:05:51 City High School

2017/12/21 2:07:18 Paulo Freire Downtown

2017/12/21 3:01:27 Paulo Freire Downtown

2017/12/21 3:26:08 City High School

2017/12/21 3:33:04 City High School

2017/12/21 4:16:42 Paulo Freire University

2017/12/22 8:02:53 Paulo Freire University

2017/12/22 8:51:38 City High School

2017/12/22 9:18:37 City High School

2018/01/05 11:12:4 Paulo Freire Downtown

2018/01/05 11:54:0 Paulo Freire Downtown

2018/01/05 12:48:0 City High School

2018/01/05 1:38:38 Paulo Freire Downtown

2018/01/06 10:10:2 City High School

2018/01/08 1:31:05 City High School

2018/01/09 11:12:0 City High School

2018/01/09 12:22:5 City High School

2018/01/09 3:52:22 Paulo Freire University

2018/01/09 3:59:15 Paulo Freire University

General comments about 3-school department meeting:

I like being able to meet with people in my content area.

I really enjoy them. They are critical to build culture in my opinion.

I was disheartening to learn that one of the major reasons our freshmen have such a hard time adapting to a high school standard of math work is that they are consistently not assigned homework in middle school, and that this absurd and negligent practice is somehow backed by a teaching philosophy.

Definitely good to have them split up by department. We need more of those for aligning curricula, standards coverage, best practices, etc.

They are good, but best if scheduled towards the beginning of the quarter. Work load pressures at the end of terms make it hard to be all-in at these meeting.

It didn't feel as if anything was "figured out" when we left. It was a lot of talking, but not much product. Felt a little useless...

I really appreciate the three school department meeting and am looking forward to more of them :)

I think the way we went about the discussion wasn't helpful. I think that the 3-school department meeting, should be organized more. Each department should create their own agenda for discussion before the meeting, then have the meeting where we talk out things. The math department meeting could have been a lot more effective if we could have had a plan of action perhaps instead of trying to re-invent the wheel. Personally, I think the time should have been spent having each teacher lay out how they run the class in terms of homework/classwork/projects/expectations, then try and get some kind of alignment. At the moment, the middle school math programs doesn't always seem to prepare students for freshman year, not necessarily content wise, but in terms of study habits and work habits. We could have also spent time talking more about specific students, like doing some kind of protocol. Having teachers who had some of our students in the past is invaluable and we should have more PD time to be able to talk with them, not just at the lunch table!

If it was less structured it would have been more beneficial to me. I had things I would of liked to of talked about but didn't get to.

I really enjoyed getting to chat and walk. It boosted my brain, and led to amazing conversation.

I like when the 3 schools get together. I wish there was a little more intentionality built into the process.

I like it

The purpose of the meeting is very good and so was meeting other teachers, but when teachers explain their situation, they need to be more focused and follow more of a pedagogy strategy using didactic models. It is a good idea to explain some of the school specific acronyms because new teachers do not understand what they are. Perhaps providing acronym definition sheet to new teacher would be helpful. This is exceptionally true for teachers coming from another country or have completed their studies abroad.

It is so Perfect for building Teacher/ Team Morale.

I always find it helpful to work with the staff of all three schools, so many great people/ideas/experiences.

5/25/17

We discussed both the Socratic Water Discussion and Jazz Cafe Project

#### TEACHER

##### Water

Warm- front loading information followed by open investigation of student directed learning  
Discussion skills front and center- primarily focused on asking questions, quality of questions, follow up questions

Cool- not having multiple groups work on the same topic, maybe using a menu to give choice-  
Figuring out how to connect US Constitution to contemporary water issues ie. Tucson Water

##### Jazz

Warm- repeated writing on a topic without rewriting the same essay,

Cool- including 1960's Civil rights timeline/events, maybe streamlining the unit- allowing more time or dropping the Hurricane Katrina component

- TEACHER shared 2 projects that he felt went well - the water project focused mostly on extended inquiry (at first guided by TEACHER & Debbie and then individually driven); generating questions and speaking
- He felt he might want to make the connection between Colonial American and use of documents to establish functioning governments better
- The Jazz Club focused a lot on writing with attention to details gained from historical knowledge;
- He helped kids improve their writing by revision not of a single document, but through multiple practice of a skill using different prompts
- He wants to have more time for this unit to be able to better allow kids to explore their last prompt which is the one that connects to an important historical event; he might have to drop the Katrina-discussion to accomplish this
- He talked about continuing in grow in using community members as resources (which he has a lot of success with)
- We discussed thinking about using space/time in different ways to deal with the challenge of limited space
- TEACHER shared that he was happy with a lot of the changes done to programs this year, particularly around Portfolio

#### 10/30 Jazz & Civil Rights (Green notebook)

- Class observation included students starting with a writing prompt about a personal road trip and then sharing out to highlight details about the trip; then TEACHER read picture book about the Green Notebook and passed around a copy of a green notebook
- TEACHER has made some changes to this unit - intentional highlighting of civil rights events; we discussed possible historical connections to the project (parallels to the Underground Railroad, historical connections to Reconstruction and the Great Migration)
- TEACHER talked about African-American expedition - the Tucson walk and I shared resources from the Equal Justice Initiative

- We discussed the importance of personal connections with kids and the use of humor - we agreed that the stronger the personal connections, the easier it is to use humor without missteps
- TEACHER shared that a big focus of this unit is student notetaking - particularly around using the notes to further work
- TEACHER shared the way that he is incorporating novels in this unit (book groups by choose) leading to a compare/contrast essay using BOTG

**CITY CCL -- Teaching and Learning Rubric ("Proficient" Level only)**

*revised 9/1/16*

<b>Learner and Learning</b>	<b>Proficient</b>
Adolescent Development	<ul style="list-style-type: none"> <li>• Participates in developmentally appropriate interactions, taking into account the learner's strengths, interests and needs in order to advance and accelerate the learning.</li> <li>• Understands the range of abilities associated with disabilities and works to differentiate instruction to meet the needs of all within that range.</li> <li>• Understands the social, emotional, and cognitive contexts for how learning is constructed and uses relevant strategies and assessments to promote student learning.</li> <li>• As Advisor, understands and supports each student's developmental needs.</li> </ul>
Family & Cultural Background	<ul style="list-style-type: none"> <li>• Promotes and values connections with local communities and families;</li> <li>• Understands the role of language and culture in learning and modifies instruction to make learning accessible, relevant, and challenging for all students.</li> <li>• Advocates for advisees and their families</li> </ul>
Learning Climate	<ul style="list-style-type: none"> <li>• Believes that all students can achieve at high levels and works to fulfill that goal;</li> <li>• Intentionally promotes effective collaboration in learning activities through applied practice of face-to-face and virtual interpersonal interactions;</li> <li>• Establishes and monitors a safe and productive learning environment including norms, expectations and routines;</li> <li>• Attends to physical space to promote learning and growth.</li> <li>• As Advisor, makes each student feel valued and helps students learn to value each other.</li> </ul>
<b>Planning</b>	<b>Proficient</b>
Content & Standards	<ul style="list-style-type: none"> <li>• Understands content standards and skills required for the discipline;</li> <li>• Understands how the content and skills need to be sequenced for effective learning;</li> <li>• Effectively plans for a year of instruction that is aligned with standards.</li> </ul>
Unit & Lesson Design	<ul style="list-style-type: none"> <li>• Plans units of instruction backwards by first identifying standards and developing essential questions and enduring understandings for the unit;</li> <li>• Designs a project that includes student-produced deliverables to be used as evidence of learning in the unit;</li> <li>• Learning activities are sequenced, organized, and paced so that students have scaffolding and supports to manage their learning and are appropriately challenging;</li> <li>• Designs lessons that are engaging and likely to motivate all students and involve them in active learning.</li> </ul>
School Focus	<ul style="list-style-type: none"> <li>• Uses the Habits of Heart and Mind to develop learning activities;</li> <li>• Incorporates local resources, community partners, and place-based topics when planning for instruction;</li> <li>• Draws upon themes of social justice and environmental sustainability to shape content and scope of the instructional units.</li> </ul>

<b>Instructional Strategies</b>	<b>Proficient</b>
Assessment	<ul style="list-style-type: none"> <li>* Uses formative assessments to determine effectiveness of previous lessons and monitors and adjusts instruction in order to maximize student performance;</li> <li>* Uses summative assessments that are varied, and there is the opportunity for student choice;</li> <li>• Formative and summative assessments are valid assessments of what students know and can do.</li> </ul>
Engagement	<ul style="list-style-type: none"> <li>• Plans lesson that are meaningful and relevant;</li> <li>• Strategically uses student grouping, chunking &amp; pacing to maximize student learning;</li> <li>• Incorporates students' prior knowledge and experiences to make instruction relevant and accessible for all students, including .</li> </ul>
Differentiation	<ul style="list-style-type: none"> <li>• Creates lesson plans that ensure different learning profiles and abilities can access the learning;</li> <li>• Gives students support as needed;</li> <li>• Varies role in classroom at times providing direct instruction, but also at times acting as the coach, facilitator, and audience as appropriate.</li> </ul>
High Cognition	<ul style="list-style-type: none"> <li>• Poses questions that are high quality often promoting analysis, evaluation and synthesis;</li> <li>• Assigns tasks that require high levels of cognitive demand to complete.</li> </ul>
Tools and Resources	<ul style="list-style-type: none"> <li>• Matches technology and other tools to the needs of students;</li> <li>• Uses technology and tools as required by school for day-to-day functioning.</li> </ul>
Communication	<ul style="list-style-type: none"> <li>• Makes the purpose of the lesson/unit clear;</li> <li>• Enlists students in goal making;</li> <li>• Provides clear directions using multiple modalities;</li> <li>• Consistently uses a variety of medium to ensure communication with students and families about assignments, expectations, and progress.</li> </ul>
<b>Professional Responsibility and Leadership</b>	<b>Proficient</b>
Collaboration and Leadership	<ul style="list-style-type: none"> <li>• Actively participate in PLCs;</li> <li>• Plays an active role on instructional team and in school organization;</li> <li>• Works with colleagues towards achieving shared vision;</li> <li>• Seeks opportunities to serve in leadership roles and models effective practices for colleagues.</li> </ul>
Professional Learning	<ul style="list-style-type: none"> <li>• Engages in meaningful, ongoing learning opportunities in order to promote continued growth;</li> <li>• Analyzes a variety of data to evaluate teaching practices and adapts practice for better learner outcomes and to support school and system wide priorities.</li> </ul>
Collaboration with Families and Community	<ul style="list-style-type: none"> <li>• Openly shares information with families;</li> <li>• Manages family concerns professionally and with sensitivity.</li> </ul>
Professionalism	<ul style="list-style-type: none"> <li>• Performs required tasks as instructed;</li> <li>• Treats everyone in community with civility;</li> <li>• Understands and complies with codes of ethics,</li> <li>• Applies standards of practice and relevant law and policy;</li> <li>• Maintains requisite paperwork and records.</li> </ul>

# P R O J E C T   D E S I G N   R U B R I C

Essential Project Design Element	Lacks Features of Effective PBL <i>The project has one or more of the following problems in each area:</i>	Needs Further Development <i>The project includes some features of effective PBL but has some weaknesses:</i>	Includes Features of Effective PBL <i>The project has the following strengths:</i>
<b>Key Knowledge, Understanding &amp; Success</b>	<ul style="list-style-type: none"> <li>▶ Student learning goals are not clear and specific; the project is not focused on standards.</li> <li>▶ The project does not explicitly target, assess, or scaffold the development of success skills.</li> </ul>	<ul style="list-style-type: none"> <li>▶ The project is focused on standards-derived knowledge and understanding, but it may target too few, too many, or less important goals.</li> <li>▶ Success skills are targeted, but there may be too many to be adequately taught and assessed.</li> </ul>	<ul style="list-style-type: none"> <li>▶ The project is focused on teaching students specific and important knowledge, understanding, and skills derived from standards and central to academic subject areas.</li> <li>▶ Important success skills are explicitly targeted to be taught and assessed, such as critical thinking/problem solving, collaboration, and self-management.</li> </ul>
<b>Challenging Problem or Question</b>	<ul style="list-style-type: none"> <li>▶ The project is not focused on a central problem or question (it may be more like a unit with several tasks); or the problem or question is too easily solved or answered to justify a project.</li> <li>▶ The central problem or question is not framed by a driving question for the project, or it is seriously flawed, for example:                             <ul style="list-style-type: none"> <li>- it has a single or simple answer.</li> <li>- it is not engaging to students (it sounds too complex or “academic” like it came from a textbook or appeals only to a teacher).</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▶ The project is focused on a central problem or question, but the level of challenge might be inappropriate for the intended students.</li> <li>▶ The driving question relates to the project but does not capture its central problem or question (it may be more like a theme).</li> <li>▶ The driving question meets some of the criteria (in the Includes Features column) for an effective driving question, but lacks others.</li> </ul>	<ul style="list-style-type: none"> <li>▶ The project is focused on a central problem or question, at the appropriate level of challenge.</li> <li>▶ The central problem or question is framed by a driving question for the project, which is:                             <ul style="list-style-type: none"> <li>- open-ended; it will allow students to develop more than one reasonable answer.</li> <li>- understandable and inspiring to students.</li> <li>- aligned with learning goals; to answer it, students will need to gain the intended knowledge, understanding, and skills.</li> </ul> </li> </ul>
<b>Sustained Inquiry</b>	<ul style="list-style-type: none"> <li>▶ The “project” is more like an activity or “hands-on” task, rather than an extended process of inquiry.</li> <li>▶ There is no process for students to generate questions to guide inquiry.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Inquiry is limited (it may be brief and only occur once or twice in the project; information-gathering is the main task; deeper questions are not asked).</li> <li>▶ Students generate questions, but while some might be addressed, they are not used to guide inquiry and do not affect the path of the project.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Inquiry is sustained over time and academically rigorous (students pose questions, gather &amp; interpret data, develop and evaluate solutions or build evidence for answers, and ask further questions).</li> <li>▶ Inquiry is driven by student-generated questions throughout the project.</li> </ul>



<b>Authenticity</b>	<ul style="list-style-type: none"> <li>▶ The project resembles traditional “schoolwork;” it lacks a real-world context, tasks and tools, does not make a real impact on the world or speak to students’ personal interests.</li> </ul>	<ul style="list-style-type: none"> <li>▶ The project has some authentic features, but they may be limited or feel contrived.</li> </ul>	<ul style="list-style-type: none"> <li>▶ The project has an authentic context, involves real-world tasks, tools, and quality standards, makes a real impact on the world, and/or speaks to students’ personal concerns, interests, or identities.</li> </ul>
<b>Student Voice &amp; Choice</b>	<ul style="list-style-type: none"> <li>▶ Students are not given opportunities to express voice and choice affecting the content or process of the project.</li> <li>▶ Students are expected to work too much on their own, without adequate guidance from the teacher and/or before they are capable.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Students are given limited opportunities to express voice and choice, generally in less important matters (deciding how to divide tasks within a team or which website to use for research).</li> <li>▶ Students work independently from the teacher to some extent, but they could do more on their own.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Students have opportunities to express voice and choice on important matters (questions asked, texts and resources used, people to work with, products to be created, use of time, organization of tasks).</li> <li>▶ Students have opportunities to take significant responsibility and work as independently from the teacher as is appropriate, with guidance.</li> </ul>
<b>Reflection</b>	<ul style="list-style-type: none"> <li>▶ Students and the teacher do not engage in reflection about what and how students learn or about the project’s design and management.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Students and teachers engage in some reflection during the project and after its culmination, but not regularly or in depth.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Students and teachers engage in thoughtful, comprehensive reflection both during the project and after its culmination, about what and how students learn and the project’s design and management.</li> </ul>
<b>Critique &amp; Revision</b>	<ul style="list-style-type: none"> <li>▶ Students get only limited or irregular feedback about their products and work-in-progress, and only from teachers, not peers.</li> <li>▶ Students do not know how or are not required to use feedback to revise and improve their work.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Students are provided with opportunities to give and receive feedback about the quality of products and work-in-progress, but they may be unstructured or only occur once.</li> <li>▶ Students look at or listen to feedback about the quality of their work, but do not substantially revise and improve it.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Students are provided with regular, structured opportunities to give and receive feedback about the quality of their products and work-in-progress from peers, teachers, and if appropriate from others beyond the classroom.</li> <li>▶ Students use feedback about their work to revise and improve it.</li> </ul>
<b>Public Product</b>	<ul style="list-style-type: none"> <li>▶ Students do not make their work public by presenting it to an audience or offering it to people beyond the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Student work is made public only to classmates and the teacher.</li> <li>▶ Students present products, but are not asked to explain how they worked and what they learned.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Student work is made public by presenting or offering it to people beyond the classroom.</li> <li>▶ Students are asked to publicly explain the reasoning behind choices they made, their inquiry process, how they worked, what they learned, etc.</li> </ul>

## P R O J E C T B A S E D T E A C H I N G R U B R I C

Project Based Teaching Practice	Beginning PBL Teacher	Developing PBL Teacher	Gold Standard PBL Teacher
<b>Design &amp; Plan</b>	<ul style="list-style-type: none"> <li>▶ Project includes some Essential Project Design Elements, but not at the highest level of the <i>Project Design Rubric</i>.</li> <li>▶ Plans for scaffolding and assessing student learning lack some detail; project calendar is not created, does not include enough detail, or is not followed.</li> <li>▶ Some resources for the project have not been anticipated or arranged in advance.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Project includes all Essential Project Design Elements, but some are not at the highest level of the <i>Project Design Rubric</i>.</li> <li>▶ Plans for scaffolding and assessing student learning lack some details; project calendar allows too much or too little time, or is followed too rigidly to respond to student needs.</li> <li>▶ Most resources for the project have been anticipated and arranged in advance.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Project includes all Essential Project Design Elements as described on the <i>Project Design Rubric</i>.</li> <li>▶ Detailed and accurate plans include scaffolding and assessing student learning and a project calendar, which remains flexible to meet student needs.</li> <li>▶ Resources for the project have been anticipated to the fullest extent possible and arranged well in advance.</li> </ul>
<b>Align to Standards</b>	<ul style="list-style-type: none"> <li>▶ Criteria for products are not derived from standards or specified clearly.</li> <li>▶ Scaffolding of student learning, critique and revision protocols, assessments and rubrics do not refer to or support student achievement of specific standards.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Criteria for some products are not specified clearly enough to provide evidence that students have met all targeted standards.</li> <li>▶ Scaffolding of student learning, critique and revision protocols, assessments and rubrics do not always refer to or support student achievement of specific standards.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Criteria for products are clearly and specifically derived from standards.</li> <li>▶ Scaffolding of student learning, critique and revision protocols, assessments and rubrics refer to and support student achievement of specific standards.</li> </ul>
<b>Build the Culture</b>	<ul style="list-style-type: none"> <li>▶ Norms are created to guide project work, but they may still feel like “rules” imposed and monitored by the teacher.</li> <li>▶ Students are asked for their ideas and given some choices to make, but infrequently or only about minor matters.</li> <li>▶ Students rarely work independently, and look to the teacher for guidance.</li> <li>▶ Student teams are often unproductive or require frequent intervention by the teacher.</li> <li>▶ Students feel like there is a “right answer” they are supposed to give, rather than asking their own questions and arriving at their own answers; they are fearful of making mistakes.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Norms to guide the classroom are co-crafted with students, which they are beginning to internalize.</li> <li>▶ Student voice and choice is encouraged through intentionally designed opportunities, e.g., when choosing teams, finding resources, using critique protocols, or creating products.</li> <li>▶ Students work independently to some extent, but tend to look to the teacher for direction more often than necessary.</li> <li>▶ Student teams are generally productive and are learning what it means to move from cooperation to effective collaboration; the teacher occasionally has to intervene or manage their work.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Norms to guide the classroom are co-crafted with students, which they largely self-monitor.</li> <li>▶ Student voice and choice is expected and ongoing, including identification of real-world issues and problems students want to address in projects.</li> <li>▶ Students usually know what they need to do and are directed by the teacher only to the extent necessary when working individually or in teams.</li> <li>▶ Students work collaboratively in healthy, high-functioning teams, much like an authentic work environment; the teacher rarely needs to be involved in handling problems.</li> </ul>

Project Based Teaching Practice	Beginning PBL Teacher	Developing PBL Teacher	Gold Standard PBL Teacher
Scaffold Student Learning (continued)	<ul style="list-style-type: none"> <li>▶ Key success skills are not taught intentionally; teacher may assume students are learning them as a side effect of the project.</li> <li>▶ Students are asked to do research or gather data, but without adequate guidance; teacher does not facilitate the generation of deeper questions based on information gathered.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Key success skills are taught, but students are not provided with adequate opportunities to practice success skills before applying them.</li> <li>▶ Student inquiry is facilitated and scaffolded, but more is needed; or, teacher may over-direct the process and limit independent thinking by students.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Key success skills are taught using a variety of tools and strategies; students are provided with opportunities to practice and apply them, and reflect on progress.</li> <li>▶ Student inquiry is facilitated and scaffolded, while allowing students to act and think as independently as possible.</li> </ul>
Assess Student Learning	<ul style="list-style-type: none"> <li>▶ Student learning of subject-area standards is assessed mainly through traditional means, such as a test, rather than products; success skills are not assessed.</li> <li>▶ Team-created products are used to assess student learning, making it difficult to assess whether individual students have met standards.</li> <li>▶ Formative assessment is used occasionally, but not regularly or with a variety of tools and processes.</li> <li>▶ Protocols for critique and revision are not used, or they are informal; feedback is superficial, or not used to improve work.</li> <li>▶ Students assess their own work informally, but the teacher does not provide regular, structured opportunities to do so.</li> <li>▶ Rubrics are used to assess final products, but not as a formative tool; or, rubrics are not derived from standards.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Project products and other sources of evidence are used to assess subject-area standards; success skills are assessed to some extent.</li> <li>▶ Individual student learning is assessed to some extent, not just team-created products but teacher lacks adequate evidence of individual student mastery.</li> <li>▶ Formative assessment is used on several occasions, using a few different tools and processes.</li> <li>▶ Structured protocols for critique and revision and other formative assessments are used occasionally; students are learning how to give and use feedback.</li> <li>▶ Opportunities are provided for students to self-assess their progress, but they are too unstructured or infrequent.</li> <li>▶ Standards-aligned rubrics are used by students and the teacher to guide both formative and summative assessment.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Project products and other sources of evidence are used to thoroughly assess subject-area standards as well as success skills.</li> <li>▶ Individual student learning is adequately assessed, not just team-created products.</li> <li>▶ Formative assessment is used regularly and frequently, with a variety of tools and processes.</li> <li>▶ Structured protocols for critique and revision are used regularly at checkpoints; students give and receive effective feedback to inform instructional decisions and students' actions.</li> <li>▶ Regular, structured opportunities are provided for students to self-assess their progress and, when appropriate, assess peers on their performance.</li> <li>▶ Standards-aligned rubrics are used by students and the teacher to guide both formative and summative assessment, and to guide students to deeper levels of thinking.</li> </ul>

# Standard, Trait, Performance Objectives

## I. Learner and Learning Standards

- General adolescent development (Developmentally appropriate interactions)
- Family and Cultural Background (Plans for differences, Diversity as strength)
- Individual needs (Plans for differences,
- Learning climate (respect, culture for learning, procedures, behavior, space)
- Advisor role (Family community, culture of care, advocate, academic advisor)

## II. Planning

- Content & Standards
- Unit Design (UbD, PBL)
- School focus (HOHM, Place Based, SJ &ES)

## III. Instructional Strategies

- Assessment (formative, summative, monitor and adjust)
- Engagement (meaningful and accountability, student grouping, chunking & pacing)
- Differentiation (student support, varied activities)
- Teacher Role (Coach, DI, Facilitator, Audience)
- High Cognition (questioning, discourse, inquiry)
- Tools and Resources
- Communication (goal making, setting purpose and context)

## IV. Professional Responsibility and Leadership

1. Collaboration and Leadership (PLCs, School organization)
2. Professional Learning (Continued growth,
3. Communication with Families
4. Professionalism (Performs required tasks; Civility)

## Renewal Interval Review Final Report

### CHARTER INFORMATION

<b>Charter Holder Name</b>	<b>CITY Center for Collaborative Learning</b>	<b>School Name</b>	<b>Paulo Freire Freedom School - University</b>
<b>Charter Holder Entity ID</b>	<b>87441</b>	<b>Site Visit Date</b>	<b>January 18, 2018</b>
<b>Academic Systems Review due to: Charter Renewal</b>		<b>Final Report Date</b>	<b>January 26, 2018</b>

In accordance with A.R.S. §15-183(I)(3), all charter authorizers are required to review charters at five-year intervals.

As part of the Board’s statutory requirement to provide general supervision over the charter schools it sponsors (A.R.S. §15-182(E)(1)), Board staff conducted an on-site Academic Systems Review (“ASR”), which includes a contractual compliance review.

### School Background

School Name	Month/ Year Open	Location	ADM*	Grade Levels Served
Paulo Freire Freedom School - University	August 2016	Tucson	72.260	6-8

\*ADM as of 1/3/2018

### Contractual Compliance Review

Specific areas of the charter contract are reviewed to ensure the Charter Holder is in compliance. If Board staff identified contractual non-compliance issue(s) at the site visit, each issue is reflected on the Charter Holder’s Operational Performance Dashboard, with required submissions to come into compliance due on February 26, 2018. The table below identifies the contractual compliance components that are in and out of compliance. In the case of operational non-compliance issues, the table specifies what the Charter Holder is required to submit by February 26, 2018.

Failure to provide required follow-up, as described below, by February 26, 2018 will be recorded in Measure 2.e. of the Charter Holder’s operational performance dashboard.

Additionally, failure to submit timely may result in the remaining issue being placed on a subsequent Board meeting agenda for possible disciplinary action pursuant to R7-5-505(G), in which the Board may take action, including withholding up to ten percent of the monthly state aid apportionment, issuing a notice of intent to revoke the charter, or other remedial actions.



In accordance with R7-5-501(C), if the specified deadline has not passed, Board staff may grant a charter holder an extension to the specified deadline. In order to request an extension, please send an email to [charterschoolboard@asbcs.az.gov](mailto:charterschoolboard@asbcs.az.gov).

Compliance Item	Findings	Required Submission
<b>School Calendar</b>	The school’s calendar was reviewed. The number of instructional days on the school calendar aligns with the number of instructional days in the contract and on file with the Arizona Department of Education, per A.R.S. §15-901.	NO FOLLOW-UP REQUIRED
<b>Instructional Hours</b>	The minimum required instructional hours are met for all grade levels, per (A.R.S. §15-901).	NO FOLLOW-UP REQUIRED
<b>Instructional Staff Education and Experience</b>	Pursuant to A.R.S. §15-183(F), information about the teaching background and experience for all instructional staff members is available to parents. Availability of this information is communicated to parents.	NO FOLLOW-UP REQUIRED
<b>Open Meeting Law</b>	Pursuant to A.R.S. §38-431.01-09, notifications, minutes, and agendas from the last 12 months is reviewed for compliance with OML requirements. Compliance with requirement of online posting is checked. The school is in compliance.	NO FOLLOW-UP REQUIRED
<b>Board Alignment</b>	Board membership is reviewed for alignment between ASBCS and ACC, pursuant to A.R.S. §38-431.01-09. The school is in compliance.	NO FOLLOW-UP REQUIRED
<b>Enrollment and Attendance Policies</b>	<p>The enrollment policies were reviewed and found NOT to be in compliance pursuant to A.R.S. §15-184.</p> <p>The school’s policy, found in the student handbook, states that “Enrollment Capacities – Special Education Programs</p> <ul style="list-style-type: none"> <li>• In order to maximize the effectiveness of the inclusion program in the schools, the number of students with</li> </ul>	Provide an updated enrollment policy approved by the Board of CITY Center for Collaborative Learning that demonstrates consideration of/compliance with A.R.S. §15-184(I).



	<p>Individualized Education Plans will be capped at 14% of the projected student population at each site.</p> <ul style="list-style-type: none"> <li>• Principals have discretion to exceed the 14% cap in a given year if they determine that the school’s overall capacity can accommodate the increase. The process would include making a proposal/request to the ‘principals + ED’ team.</li> <li>• During the initial years of policy implementation at the middle schools (2017-18, 2018-2019), the program cap will exist for the incoming 6<sup>th</sup> grade class (and other transfers); all current students with IEPs are protected.”</li> </ul> <p>A.R.S.§15-184(I) does not provide a basis for denying enrollment based on special education enrollment percentages.</p>	
<b>Mission Statement</b>	Mission statement on school materials aligns with mission on file with ASBCS.	NO FOLLOW-UP REQUIRED



## Academic Systems Review

Prior to the Academic Systems Review visit, Board staff reviewed the Charter Holder’s contract, as amended, to identify the program of instruction the Charter Holder is required to deliver. Additionally, prior to conducting classroom observations, Board staff discussed the program of instruction with school leadership to further understand the methods of instruction utilized at the school.

The Charter Holder’s program of instruction, per the contract, states students will be challenged with instructional approaches that value the student as the worker, and therefore the central focus of the learning activities. These approaches include inquiry-based learning, writing across the curriculum, and field-based/experiential learning. Technology and media resources will be used to the widest extent possible in all classrooms, while performance based assessments put students into the real world or simulated situations. These assessments require higher order thinking skills in application of disciplinary content.

During classroom observations Board Staff observed cross-curricular and project-based learning communities. Instruction included hands-on activities and inquiry-based integrated curriculum units, that included one to one technology and paired student groupings.

A set of criteria is used by Board staff to review the school’s implementation of its academic systems. The documents provided by the Charter Holder during the ASR site visit leadership discussion and classroom observations, are scanned and recorded as having served as sufficient or insufficient evidence of implementation of the criteria.

Document Name	Documentation	Description
<i>I. An explicit, written curriculum for core content areas that aligns with Arizona academic standards.</i>		
<i>i. Evidence of curriculum alignment with state academic standards for core content areas and grade levels within an academic year.</i>		
<ul style="list-style-type: none"> <li>• PFFS</li> <li>• Unit Title</li> <li style="padding-left: 20px;">Z Unit B1: Climate Change</li> </ul>	Sufficient	Curriculum Map/Units Z Unit Plans: Cross curricular Units/Projects are done by quarter and labeled as Unit 1, 2, 3, and 4.
<i>ii. Evidence of explicit content and skills to be taught for each grade level and/ or content area.</i>		
<ul style="list-style-type: none"> <li>• Z Unit Plans</li> <li>• Z Unit: Scale and Space</li> </ul>	Sufficient	Z Unit Plans
To view scanned documents, see Appendix A. Academic Systems Review Site Visit Inventory, I. Core Curriculum Inventory.		
<i>II. A systematic process for reviewing and evaluating the curriculum, at specific intervals, for alignment to Arizona Academic standards and improving student academic outcomes for the population served.</i>		
<i>i. Evidence of a process that identifies specific timeframes for monitoring, evaluating, and reviewing curriculum for alignment to standards.</i>		



<ul style="list-style-type: none"> <li>• PD Calendar</li> <li>• Professional Growth at City Center for Collaborative Learning</li> </ul>	Sufficient	Calendar
<ul style="list-style-type: none"> <li>• 3-School Professional Development</li> </ul>	Sufficient	Meeting Agendas and Minutes
<i>ii. Evidence that the curriculum is reviewed for efficacy for the population served.</i>		
<ul style="list-style-type: none"> <li>• PD Calendar</li> <li>• Professional Growth at City Center for Collaborative Learning</li> </ul>	Sufficient	Calendar
<ul style="list-style-type: none"> <li>• 3-School Professional Development</li> </ul>	Sufficient	Meeting Agendas/ Minutes
<i>iii. Evidence of a plan of action based on findings.</i>		
<ul style="list-style-type: none"> <li>• 3-School Professional Development</li> </ul>	Sufficient	Meeting Agendas/ Minutes
To view scanned documents, see Appendix B. Academic Systems Review Site Visit Inventory, II. Curriculum Evaluation Inventory.		
<i>III. A teacher evaluation system monitoring the integration of state standards into instruction.</i>		
<i>i. Evidence that classroom observations are conducted at specified intervals to confirm standards aligned curriculum are integrated into instruction.</i>		
<ul style="list-style-type: none"> <li>• 5/25/17 Narratives</li> </ul>	Sufficient	Walkthrough Narrative
<i>ii. Evidence of observations with feedback provided to teachers after each observation.</i>		
<ul style="list-style-type: none"> <li>• 5/25/17 Narratives</li> </ul>	Sufficient	Walkthrough Narrative
<i>iii. Evidence that the evaluations of teacher performance include a final, summative component.</i>		
<ul style="list-style-type: none"> <li>• Professional Growth at CITY Center for Collaborative Learning</li> </ul>	Sufficient	Formal Observation Year End Review
<ul style="list-style-type: none"> <li>• 5/25/17 Narratives</li> <li>• Project Design Rubric</li> <li>• Teaching and Learning Rubric</li> </ul>	Sufficient	Teacher Formal Evaluation Rubric:



<ul style="list-style-type: none"> <li>Standard, Trait, Performance Objectives</li> </ul>		Teacher chooses from evaluations from rubrics. Narratives between Principal and Teacher gather evidence through the academic year and is used as part of the final evaluation.
To view scanned documents, see Appendix C. Academic Systems Review Site Visit Inventory, III. Teacher Evaluation Inventory.		
<i>IV. An assessment plan to track, analyze, and monitor student academic performance.</i>		
<i>i. Evidence of an assessment plan identifying the types of data collected and periods of review, covering all core content areas and grade levels.</i>		
<ul style="list-style-type: none"> <li>Wednesday Meeting</li> </ul>	Sufficient	Meeting Agendas/ Minutes
<ul style="list-style-type: none"> <li>Student Updates</li> </ul>	Sufficient	The school does not do 'benchmark testing', instead they use self-created quarterly Unit Summative Assessments to monitor progress. During Professional Development, individual student concerns are discussed with the principal.
<i>ii. Evidence of a process that uses assessment data to create a plan for instruction.</i>		
<ul style="list-style-type: none"> <li>Wednesday Meeting</li> </ul>	Sufficient	Meeting Agendas Discuss students
<ul style="list-style-type: none"> <li>Student Updates</li> <li>Connections</li> </ul>	Sufficient	The school does not do 'benchmark testing', instead they use self-created quarterly Unit Summative Assessments to monitor progress. During Professional Development, individual student concerns are discussed with the principal.
To view scanned documents, Appendix D. Academic Systems Review Site Visit Inventory, IV. Assessment Inventory.		
<i>V. A professional development plan that aligns with the program of instruction and best practices.</i>		
<i>i. Evidence that professional development addresses student achievement and outcomes, supporting implementation of the school's program of instruction.</i>		
<ul style="list-style-type: none"> <li>Wednesday Meeting</li> </ul>	Sufficient	Meeting Agendas/ Minutes
<ul style="list-style-type: none"> <li>PD Calendar</li> <li>Outline of CITY Center Working Groups for 2017-2018</li> </ul>	Sufficient	PD Calendar
<i>ii. Evidence of how the implementation of professional development is monitored.</i>		
<ul style="list-style-type: none"> <li>PD Feedback</li> </ul>	Sufficient	Survey Results are provided through Google forms.
<ul style="list-style-type: none"> <li>Walkthrough Narratives</li> </ul>	Sufficient	Walkthrough Forms
<ul style="list-style-type: none"> <li>Project Based Teaching Rubric</li> <li>Teaching and Learning Rubric</li> </ul>	Sufficient	Rubrics
To view scanned documents, see Appendix E. Academic Systems Review Site Visit Inventory, V. Professional Development Inventory.		



Appendix A.  
Academic Systems Review Site  
Visit Inventory

I. Core Curriculum Inventory

	1st Quarter	2nd Quarter	American and World History (Cold War)	4th Quarter
<b>8th Science</b>	Physical Science (Properties and Changes of Properties in Matter, Forces and Motion)	Life Science (Reproduction and Heredity)	Science in Personal and Social Perspectives, Life Science Physical Science (Concept 1; Understanding chemical properties in matter) Motion and Forces, S5, C2	Science in Personal and Social Perspectives, Life Science (Concept 4; Diversity, Adaptation, Behavior) Motion and Forces, S5, C2
<b>8th S.S.</b>	American History (American Revolution, Government U.S. Constitution)	American and World History (World War II)		American History (Civil Rights Movements)
<b>ELA</b>				
<b>Math</b>				
<b>Products</b>				
	<b>The Solving of Problems</b>	<b>The Ramifications of Choices</b>	<b>The Ethics of Progress</b>	<b>The Claiming of Justice</b>
		survival	Growth/Adaptations/Progress	Civil Rights
	Designing solution to need or problem	legacy		Environmental Justice
	Bring to contemporary issue like	race	Ethics of Progress? David Orr	Middle East
	Constitutional use of police conduct	Social Darwinism		Henrietta Lacks
	Motion and Forces; Newton's 3 Law	reproduction	Tucson's growth on a local level	Geographic Justice
	Designing use of downtown - microparks; parking spots	heredity	Tension between developed and natural world-- impact on the environment	Jazz History as a lens to view the Civil Rights movement
	power and force-- Newtonian force, but also the force of voices empowered by the Constitution	concepts of chemistry which allowed nuclear weapons to be developed	Growth of Communism and Capitalism.	Hurricane Katrina and today's struggle for civil rights
		nuclear bombs		
		Maus	Hiroshima	
		Why did some Germans become Nazis and others become part of the resistance	Debate around key moments in the cold War	
		WW2 Historic newspaper project		

<p>Q1 - Deconstructing Semiotic Reality</p> <p>SS- Colonial America; Water Policy</p> <p>Sci- Atomic Theory, Elements; PT; States of Matter evidence that a chemical reaction elements, compounds, or mixtures. States, boiling, melting, solubility, pH</p>	<p>Q2</p> <p>SS- Civil Rights; Jazz</p> <p>Sci- basic principles of heredity ; HeLa purposes of cell division: dominant and recessive traits change over several generations (1). UBD → Project Album track/Album Cover → Recording tech and time→ Albums, poster paper, printing/art materials → Experience/Instruction w/content</p>
<p>Q3 WWII, Holocaust</p> <p>SS-</p> <p>Sci- organization of the periodic table. density,</p> <p>organism's behavior allows it to survive ; stable internal environment- homeostasis</p> <p>Determine characteristics of organisms that could change over several generations. (2)</p> <p>symbiotic and competitive relationships in organisms within an ecosystem</p> <p>behavioral cycles of organisms:</p> <ul style="list-style-type: none"> <li>- protective coloration</li> <li>· beak design</li> <li>· seed dispersal</li> <li>· pollination</li> </ul>	<p>Q4- Cold War, Rockets</p> <p>SS- Throwing Fire</p> <p>Sci- Newtons Laws; velocity; position-time graphs &amp; velocity-time graphs</p>

## vUnit B1: Climate and Climate Change

### **Standards (Citation tag and plain-language description):**

- **\*\*Standards central to the unit for which the goal is deep, enduring understanding.**
- **\*Important standards. SWBAT demonstrate at least a solid comprehension, or more.**
- SWBAT demonstrate at least a basic competence for these standards, or more.

MS-ESS2-2. Slow and Fast changes to earth; slow processes can be made quick by catastrophic events.

MS-ESS2-3. Looking at data and fossils to understand changes over time → *This is also in Unit 2, double check to make sure we aren't repeating ourselves*

MS-ESS2-4. Water cycle -- how affected by energy from sun, gravity etc.

MS-ESS2-5. Use Data to predict weather

MS-ESS2-6. How heat and earth rotation causes atmospheric and oceanic patterns

HS-ESS3-5. Analyze data to forecast climate change I

SS - Strand 2 - Concept 6 (Revolution); PO 6 - Industrial Revolution (urban growth, social impact)

SS- Strand 4 Concept 4 PO1-4: Human Systems: demographics, migrations, ecological impact on economies, etc.

SS-Strand 4 Concept 5 PO1-4: Environment and Society

SS- Strand 4 Concept 6 PO1: Geographic features influence settlement in various locations

SS-Strand 4 Concept 6 PO2: Geographic knowledge to discuss current events

- 7.RP.2a/b/c/d Looking to see if data has a linear correlation using tables, graphs, charts.

### **Summative Demonstration of Learning:**

1) Advisory Board for different groups trying to plan for future impact of climate change (e.g. flood planes, claim adjusters, Pentagon, Cruise Ships to the Bahamas, CDC etc.)

or

2) Analyze media portrayal bias re science reporting/climate change. How is it reported? Why?

- Possibly seeing if erosion of soil is a linear function, for example (or growth of the oceans???) . Look at charts of, for example, the Grand Canyon. Find info for every year, say x is year, y is size. Plot the points for the past 50 years and look at its relationship.

Is it linear? How much does it erode each year? Problem: You would need to do some research - does anything erode linearly? I'm not sure, so perhaps this won't work, but it is something to look into.

## **Community Resources:**

Citizen Scientists  
GIS trainer. -  
UA resources? Extension Farm  
Biosphere 2  
NPN students as citizen scientists

## **Informational Resources (Online, print, media, etc.):**

Inconvenient Truth (Al Gore)  
NASA's climate change videos  
<http://www.wunderground.com>

<http://video.nationalgeographic.com/video/environment/global-warming-environment/way-forward-climate/>

[http://www.huffingtonpost.com/renee-parsons/climate-change-national-security\\_b\\_1929398.htm](http://www.huffingtonpost.com/renee-parsons/climate-change-national-security_b_1929398.htm)

App: Climate Data (iPad), Periodic Table, The Elements: A Visual Exploration, and other similar.

- Earth's temperature, carbon emissions/fossil fuels,  
<http://www.opentextbookstore.com/mathinsociety/current/GrowthModels.pdf> to see an example of gas consumption - linear models

Note: The Industrial Revolution (American and World History standards) are repeated -- one could be done deeply and the other one could be a touch upon

NOTES:

Distinguishing work needed with Unit 5

## **Math Stuff 7th grade:**

Units:

Moving Straight Ahead: Linear Relationships (relevant if erosion, etc. relationships are linear or not)

Samples and Populations

Accentuate the Negative (use positive and negative values in analyzing data)

Comparing and Scaling (ratios and percents involved in data analysis)

Thoughts/Ideas:

Water Catchment calculations/construction?

Students' relationship to place

Ecological Footprint

Aquaponics/alternative farming...Manzo Elementary?

Start of Year-

- establish culture and community
- note taking
- digital literacy
- diagnostics- math, writing, reading, reasoning, social
- Evaluation norms: rubrics, peer review,

## Unit A-1: Scale and Space

Big Idea: The solar system is a complex system influenced by forces that act at a distance and cannot be directly observed, however, the system can be accurately understood through careful observation and experimentation. Mathematics is essential for understanding and depicting large differences in scale.

EQs: How can we explain the size of really, REALLY big things?

How can you *prove* that the Earth goes around sun? (without merely citing references)

Why did the heliocentric (sun-in-the-center) model last for so long?

- **\*\*Standards central to the unit for which the goal is deep, enduring understanding.**
- **\*Important standards. SWBAT demonstrate at least a solid comprehension, or more.**
- SWBAT demonstrate at least a basic competence for these standards, or more.

### **Standards (Citation tag and plain-language description):**

- **\*\*MS-ESS1-1. Develop and use a model of the Earth-Sun-Moon system. Use this to discuss lunar phases, eclipses, **seasons****
- MS-ESS1-2. Develop and use a model to show role of gravity within galaxies and the solar system
- **\*\*MS-ESS1-3. Determine scale properties of objects in the solar system.**
- MS-PS2-1. Newton's 3rd Law - collision of 2 objects
- MS-PS2-2. Object's change in motion depends on the forces around it and its mass.
- MS-PS2-3. Determine the things that affect the strength of electric and magnetic forces.
- MS-PS2-4. Argue and provide evidence that gravitational interactions depend on the masses of the objects
- **\*MS-PS2-5. Investigate/experiment to prove that fields exist between objects that aren't in contact - that they are exerting force on each other**
- **\*\*7-G-1. Use scale drawings of geometric figures, finding area and making a scale drawing at a different scale. (draw a 2-D representation of the solar system, making sure all planets are the correct ratio of size to one another, correct distance, find their areas of just the drawn circles,**

and make another drawing but at a different scale rate)

- \*6.RP.3 c/d. Finding percents, finding the whole given a percent, using ratios to convert measurement units. (discussion of different properties of planets - mass, distance from sun, gravity on each planet and how they relate to each other using ratios or tables/graphs)

Possible LA: W.7.2 - Write informational/explanatory texts using relevant content (have student write process for creating models).

ELA 7.RL.8 Delineate and Evaluate specific claims in a text

7.W.2 Write informative explanatory text to examine a topic and convey ideas

ELA Credibility, Bias, Sources

7.RL.6 How pOV or purpose shapes content and style of text.

G6 SS2.2.5 SS2.2.6 Impact of culture on ancient civs. Mythology

G6 SS1.2.5 mayan/aztec astronomy

SS 2.3.3 Arab science

SS 2.5.1 Newton, Galileo, Copernicus

SS 4.1.1-3 World in spatial terms

## **Demonstration of Learning and Activities:**

**8-10 scale models of Earth, space and bodies:**

**-Solar system classic, sun-Neptune.**

**-Earth, sun, moon (tides)**

**-Earth, moon**

**-Seasons (Axial tilt)**

**-Moon phases (Non-model?)**

**-Extended Solar system (Oort Cloud)**

**-Constellations with depth**

**-Solar system**

**-local -> global geography (comparative representations beyond conventional maps)**

**Guide notes for model walk through (per student)**

Letters of explanation to heliocentrists.

Timeline of solar system conception. [activity]

Experiments with collision, falling, rolling.

## Water rockets

### Rubrics

- Creating 2-D and 3D models of the solar system
- Experimenting with force and collisions - pool tables, computer simulations, dodge ball competition
- Completing a moon journal to document phases
- Create the solar system with correct scale representations in the downtown - see the article link below for further directions
- Poems: Why there is no dark side of the moon. Why summer is. Why winter is. Why a month is a month.
- Scale model of the Solar system

### **Community Resources:**

- Kitt Peak
- UofA Sky Center
- Use telescopes (ask parents, etc) to do a night sky viewing from Las Milpitas
- Tiffany Wiley (KC's sister) - Manzanita Elementary School in the Foothills district. 1st/2nd grade teacher who teaches a night sky/moon unit. Good connect with an elementary school, even though it is far away. She really wants to work with neat kids! Talk to KC at City if interested
- Miniature Museum - discussion of scale
- Check out Tucson Museum of Art/MOCA/Center for Creative Photography for exhibits relating to space/forces and interactions.
- Lowell Observatory in Flagstaff, AZ - part of a multi-day field trip???

### **Informational Resources (Online, print, media, etc.):**

- 8th grade does spheres in math - might be interesting for them to eventually do a teaching lesson related to the space unit. Perhaps doing a 3-D model, discussing scale, volume/surface area of the planets???
- Sky View - app for IPad/smartphones. Shows constellations, planets, and gives info
- Solar System (scale model on our street) - you tube video
- <http://ncesse.org/programs/voyage-national-program/> - National center for earth and space science education - voyage program
- <http://www.airspacemag.com/space-exploration/A-Walk-Through-the-Solar-System.html> - article about cities that are putting in installations of actual representation of the solar system to scale
- [http://undsci.berkeley.edu/lessons/scaling\\_solar\\_system.html](http://undsci.berkeley.edu/lessons/scaling_solar_system.html) - complete lesson plan on scaling the solar system
- <http://science.howstuffworks.com/innovation/scientific-experiments/newton-law-of-motion4.htm> - Newton's 3rd law

- Bill Nye and Newton's Third Law - YouTube video
- Scale of the Universe (2,3) (Flash animaiton)

Apps:

Sky Safari and others - using iPad & GPS to map current night sky while viewing at specific time

Math: geometry equations and calculator

Notes:

- \* Suggestion to combine unit 1 and 2 (social studies definitely fits)
- \* Can use Ariane and Kight as resource who taught part of this unit (but their unit didn't have geology or evolution)
- \* They teach Romeo & Juliet which is great for middle school kids even if it isn't connected topically to the subject

**Math Stuff 7th grade:**

Units:

Stretching and Shrinking: Similarity

Filling and Wrapping: Volume and Surface Area (students struggled with this unit...worth time/repetition)

Comparing and Scaling: Ratios, Proportions, and Percents

Other Ideas:

\*3-D model of planets would be great!

\*trip to mini-museum...some kind of scale construction related to domestic space/representation of social studies standards covered (?)

Appendix B.  
Academic Systems Review Site  
Visit Inventory

II. Curriculum Evaluation  
Inventory

# PD Calendar 2017-1

## 1st Semester

- 8/9 - Staff (student conversations, calendar and logistics, professional development)
- 8/16 - Staff (student conversations, calendar and logistics, professional development)
- 8/23 - CFG
- 8/30 - Staff(student conversations, calendar and logistics, professional development)
- 9/6 - CCCL Event
- 9/13 - Staff (student conversations, calendar and logistics, professional development)
- 9/20 - CFG
- 9/27 - Staff (student conversations, calendar and logistics, professional development)
- 10/18 – CFG
- 10/25 - Staff (student conversations, calendar and logistics, professional development)
- 11/1 – Three-school Department meeting
- 11/8 – Staff (student conversations, calendar and logistics, professional development)
- 11/15 - CFG
- 11/22 – No meeting
- 11/29 – Staff (student conversations, calendar and logistics, professional development)
- 12/6 – ED camp PLP
- 12/13 – Staff (student conversations, calendar and logistics, professional development)
- 12/20- CFG

## 2nd Semester

- Jan 10 – Staff (student conversations, calendar and logistics, PD)
- Jan 17 – CFG \* on T&L/PD calendar
- Jan. 24 – Staff (student conversations, calendar and logistics, professional development)
- Jan. 31- Three-school Department Meeting \* on T&L/PD calendar
- Feb. 7 – Staff – Intersession brainstorm
- Feb. 14<sup>th</sup> Staff – SLC
- Feb. 21<sup>st</sup> -ED camp PLP \* on T&L/PD calendar
- Feb. 28 – Staff – Identify student struggling
- March 7 –Staff - Intersession prep
- March 28 – CFG \* on T&L/PD calendar
- April 4 – Staff – Identifying students to schedule
- April 11 – Staff Pennington St. Showcase Prep
- April 13 Pennington Street Showcase
- April 18 - CFG \* on T&L/PD calendar
- April 25 – Staff
- May 2 – Staff Meeting – Portfolio Prep
- May 9 – Portfolio
- May 16 – Staff Meeting End of Year Prep
- POL – May 29th \* on T&L/PD calendar

PROFESSIONAL GROWTH AT CITY CENTER FOR COLLABORATIVE LEARNING

	QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
PERSONAL LEARNING PLANS	<p>PLP PHASE ONE                      STEP ONE: assess needs                      STEP TWO: identify a goal                      STEP THREE: establish a focus/begin inquiry cycle</p> <p>ACTIVITIES</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> share observations</li> <li><input type="checkbox"/> clarify student learning targets</li> <li><input type="checkbox"/> Teaching rubric self-assessment gap analysis</li> </ul>	<p>PLP PHASE TWO                      STEP FOUR: develop and implement action plan                      STEP FIVE: collect data                      STEP SIX: reflect on effectiveness of plan</p> <p>ACTIVITIES</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> what, so what, now what protocol</li> <li><input type="checkbox"/> tuning protocol on action plans</li> </ul>	<p>PLP PHASE THREE                      Reframe question and plan as necessary. Return to STEP THREE.</p> <p>ACTIVITIES</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> looking at student work/data analysis protocols</li> <li><input type="checkbox"/> continue to reflect on data and refine plan as necessary</li> </ul>	<p>PLP PHASE FOUR                      Finalize data collection. Analyze learning to prepare for POL.</p> <p>ACTIVITIES</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> looking at student work/data analysis protocols</li> <li><input type="checkbox"/> continue to reflect on data and refine plan as necessary</li> <li><input type="checkbox"/> presentation of learning preparation</li> </ul> <p>PRESENTATION OF LEARNING</p>
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**3-School Professional Development**  
**PFFS-U / PFFS-D / City High School**  
**2:45 - 4:00 p.m.**

The focus of today's professional development session is on the Teaching & Learning Rubric that focuses on Planning. Specifically we will be working in content area teams to share curriculum content, scope, and sequence. Each team has a designated meeting place and a specific agenda to follow.

<b>Planning</b>	<b>Proficient</b>
<b>Content &amp; Standards</b>	<ul style="list-style-type: none"> <li>• Understands content standards and skills required for the discipline;</li> <li>• Understands how the content and skills need to be sequenced for effective learning;</li> <li>• Effectively plans for a year of instruction that is aligned with standards.</li> </ul>
<b>Unit &amp; Lesson Design</b>	<ul style="list-style-type: none"> <li>• Plans units of instruction backwards by first identifying standards and developing essential questions and enduring understandings for the unit;</li> <li>• Designs a project that includes student-produced deliverables to be used as evidence of learning in the unit;</li> <li>• Learning activities are sequenced, organized, and paced so that students have scaffolding and supports to manage their learning and are appropriately challenging;</li> <li>• Designs lessons that are engaging and likely to motivate all students and involve them in active learning.</li> </ul>

**Math Agenda** (meets in Room 211)

1. Each person shares a one-minute success story from this year.
2. Chalk Talk Brainstorm: What is the ideal design for a math course that addresses learners of different proficiency levels and attitudes towards math?  
 Teachers list big ideas and dreams on each of these topics in relation to the EQ
  - a. Classroom Layout
  - b. Unit and Project Design
  - c. Lesson Plan Design
  - d. Assessment and Grading System
  - e. Relationships
  - f. School and Community Supports
  - g. Technology Resources and Manipulatives
3. Individual Reflection: What ideas are you most excited about? Which ones could you implement in the current year? Which ones are you going to implement for future years?
4. If time remains, participants share out.

Follow up notes:

**Classroom Layout:** table on wheels was a big theme. Whiteboard tables. Math vocab word walls, lounge areas (comfortable breakout spots).

**Assessment and Grading System:** standards based grading; no zeros; post-assessment review and how important that is; allowing appropriate allotment for retakes at appropriate times (this should be a discussion item). Appropriate leveling of students (Tracking??) Would some incoming students to his benefit from lower level and upper level classes? Josh's hunches that 1/3 of the classes probably need early middle school math.

A lot of students don't have internet at home, fewer this year. Joe is having students do individual "homework" on Khan Academy to meet them where they are. 3 times/week for 15 / 20 minutes. Enables those who are ready to move on to do that and students can remediate.

Definitely need a pre-assessment in Math at registration.

Teacher gives an assessment task that will allow the student to demonstrate proficiency. To encourage creativity, application, multiple intelligences, let students choose the assessment task that would go above and beyond. Basically contracting for a grade. Do this on a unit-by-unit basis.

**Relationships:** Math Therapy; [REDACTED]. Reducing the math trauma. Communicating between teachers and students, making connections that are non-math related. Making the math relevant to the family, worthy of dinner talk. Trying to make it fun, being transparent, admitting that some things are "plug and chug."

**School and community supports:** Co-Teaching gets a thumbs up; Everyone is a math person; keep hearing other staff say "I'm not a math person." School-wide challenges going out throughout the week. Diagnostic Testing per semester. Tests are pre-built in my.hrw.com

**Unit and Project Design:** Make sure that people plan ahead in advance. Plan rubrics that match. Include more skill building sessions. Math support that is not just focused on homework help. Could be in class (in a station type activity, a day in class that puts the regular class on hold, or a special day in Math Support

**Lesson Plan Design:** Enjoy productive struggle. UbD, obviously, know your students and their ability when you are planning. Knowing how to talk about what they are doing. Need to know the vocabulary in order to talk about how they solve the problem.

Maybe try to create some kind of wiki; could be for teachers 6-12 to add to it. Previously successful projects that we could keep on file. Math wiki. Brett will talk to Joe about getting this started. When doing group work, assign specific roles to students.

**Technology Resources and Manipulatives:** Desmos, Plickers, Kahn, and other SRS (student response system). Desmos is the best and we should all be using it. Maker, 3D printer type connections.

**Spanish Agenda** (meets in room 218)

1. Each person shares a success story from this year.
2. Review the structure of the Spanish programs at City High School and at PFFS-U
  - a. How are students of different ability levels organized?
  - b. Pick one unit plan or project from your course and share.
  - c. Describe what a typical lesson plan looks like.
  - d. What Spanish instructional materials (including textbooks) do you use?
3. Looking forward:
  - a. How can we make the Spanish program 6-12 more cohesive?
  - b. What can high school Spanish teachers expect from PFFS-U students in terms of language skills and ability?
  - c. What are our next steps?

**Science Agenda** (meets in room 213)

1. Each person shares a one-minute success story from this year.
2. Look at the NGSS
3. Highlight the standards you have covered or are planning to cover
4. Make a master list that shows the standards covered by grade level
5. Prompts:
  - a. Which standards are not being covered?
  - b. Why aren't these standards being covered?
  - c. How can we build on what we're doing and do it better?

**Humanities Agenda** (meets in room 215)

- I. Using the shared Curriculum Map each teacher identifies anchor readings/texts and writing tasks and for each one, identifies the relevant reading and writing standard to be focused on.  
Guiding Questions:
  - What are students reading and why?
  - What are students writing and why?
- II. After examining these reading and writing lists across grades 6-12, teachers discuss
  - Where the gaps are in terms of their own course;
  - Where the gaps are in terms of the 6-12 scope;
  - Opportunities to collaborate.

**Support Services Agenda** (meets in room 201)

1. Quickly share a success story from this year
2. Needs assessment:
  - a. What do the classroom teachers need to differentiate more successfully?
  - b. What resources can we offer teachers?
  - c. How best to structure and share those resources at the next 3-school pd on 12/14

Appendix C.  
Academic Systems Review Site  
Visit Inventory

III. Teacher Evaluation  
Inventory

5/25/17

We discussed both the Socratic Water Discussion and Jazz Cafe Project

#### TEACHER

##### Water

Warm- front loading information followed by open investigation of student directed learning  
Discussion skills front and center- primarily focused on asking questions, quality of questions, follow up questions

Cool- not having multiple groups work on the same topic, maybe using a menu to give choice-  
Figuring out how to connect US Constitution to contemporary water issues ie. Tucson Water

##### Jazz

Warm- repeated writing on a topic without rewriting the same essay,

Cool- including 1960's Civil rights timeline/events, maybe streamlining the unit- allowing more time or dropping the Hurricane Katrina component

- TEACHER shared 2 projects that he felt went well - the water project focused mostly on extended inquiry (at first guided by TEACHER & [REDACTED] and then individually driven); generating questions and speaking
- He felt he might want to make the connection between Colonial American and use of documents to establish functioning governments better
- The Jazz Club focused a lot on writing with attention to details gained from historical knowledge;
- He helped kids improve their writing by revision not of a single document, but through multiple practice of a skill using different prompts
- He wants to have more time for this unit to be able to better allow kids to explore their last prompt which is the one that connects to an important historical event; he might have to drop the Katrina-discussion to accomplish this
- He talked about continuing in grow in using community members as resources (which he has a lot of success with)
- We discussed thinking about using space/time in different ways to deal with the challenge of limited space
- TEACHER shared that he was happy with a lot of the changes done to programs this year, particularly around Portfolio

#### 10/30 Jazz & Civil Rights (Green notebook)

- Class observation included students starting with a writing prompt about a personal road trip and then sharing out to highlight details about the trip; then TEACHER read picture book about the Green Notebook and passed around a copy of a green notebook
- TEACHER has made some changes to this unit - intentional highlighting of civil rights events; we discussed possible historical connections to the project (parallels to the Underground Railroad, historical connections to Reconstruction and the Great Migration)
- TEACHER talked about African-American expedition - the Tucson walk and I shared resources from the Equal Justice Initiative

- We discussed the importance of personal connections with kids and the use of humor - we agreed that the stronger the personal connections, the easier it is to use humor without missteps
- TEACHER shared that a big focus of this unit is student notetaking - particularly around using the notes to further work
- TEACHER shared the way that he is incorporating novels in this unit (book groups by choose) leading to a compare/contrast essay using BOTG

PROFESSIONAL GROWTH AT CITY CENTER FOR COLLABORATIVE LEARNING

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**CITY CCL -- Teaching and Learning Rubric ("Proficient" Level only)**

*revised 9/1/16*

<b>Learner and Learning</b>	<b>Proficient</b>
Adolescent Development	<ul style="list-style-type: none"> <li>• Participates in developmentally appropriate interactions, taking into account the learner's strengths, interests and needs in order to advance and accelerate the learning.</li> <li>• Understands the range of abilities associated with disabilities and works to differentiate instruction to meet the needs of all within that range.</li> <li>• Understands the social, emotional, and cognitive contexts for how learning is constructed and uses relevant strategies and assessments to promote student learning.</li> <li>• As Advisor, understands and supports each student's developmental needs.</li> </ul>
Family & Cultural Background	<ul style="list-style-type: none"> <li>• Promotes and values connections with local communities and families;</li> <li>• Understands the role of language and culture in learning and modifies instruction to make learning accessible, relevant, and challenging for all students.</li> <li>• Advocates for advisees and their families</li> </ul>
Learning Climate	<ul style="list-style-type: none"> <li>• Believes that all students can achieve at high levels and works to fulfill that goal;</li> <li>• Intentionally promotes effective collaboration in learning activities through applied practice of face-to-face and virtual interpersonal interactions;</li> <li>• Establishes and monitors a safe and productive learning environment including norms, expectations and routines;</li> <li>• Attends to physical space to promote learning and growth.</li> <li>• As Advisor, makes each student feel valued and helps students learn to value each other.</li> </ul>
<b>Planning</b>	<b>Proficient</b>
Content & Standards	<ul style="list-style-type: none"> <li>• Understands content standards and skills required for the discipline;</li> <li>• Understands how the content and skills need to be sequenced for effective learning;</li> <li>• Effectively plans for a year of instruction that is aligned with standards.</li> </ul>
Unit & Lesson Design	<ul style="list-style-type: none"> <li>• Plans units of instruction backwards by first identifying standards and developing essential questions and enduring understandings for the unit;</li> <li>• Designs a project that includes student-produced deliverables to be used as evidence of learning in the unit;</li> <li>• Learning activities are sequenced, organized, and paced so that students have scaffolding and supports to manage their learning and are appropriately challenging;</li> <li>• Designs lessons that are engaging and likely to motivate all students and involve them in active learning.</li> </ul>
School Focus	<ul style="list-style-type: none"> <li>• Uses the Habits of Heart and Mind to develop learning activities;</li> <li>• Incorporates local resources, community partners, and place-based topics when planning for instruction;</li> <li>• Draws upon themes of social justice and environmental sustainability to shape content and scope of the instructional units.</li> </ul>

<b>Instructional Strategies</b>	<b>Proficient</b>
Assessment	<ul style="list-style-type: none"> <li>* Uses formative assessments to determine effectiveness of previous lessons and monitors and adjusts instruction in order to maximize student performance;</li> <li>* Uses summative assessments that are varied, and there is the opportunity for student choice;</li> <li>• Formative and summative assessments are valid assessments of what students know and can do.</li> </ul>
Engagement	<ul style="list-style-type: none"> <li>• Plans lesson that are meaningful and relevant;</li> <li>• Strategically uses student grouping, chunking &amp; pacing to maximize student learning;</li> <li>• Incorporates students' prior knowledge and experiences to make instruction relevant and accessible for all students, including .</li> </ul>
Differentiation	<ul style="list-style-type: none"> <li>• Creates lesson plans that ensure different learning profiles and abilities can access the learning;</li> <li>• Gives students support as needed;</li> <li>• Varies role in classroom at times providing direct instruction, but also at times acting as the coach, facilitator, and audience as appropriate.</li> </ul>
High Cognition	<ul style="list-style-type: none"> <li>• Poses questions that are high quality often promoting analysis, evaluation and synthesis;</li> <li>• Assigns tasks that require high levels of cognitive demand to complete.</li> </ul>
Tools and Resources	<ul style="list-style-type: none"> <li>• Matches technology and other tools to the needs of students;</li> <li>• Uses technology and tools as required by school for day-to-day functioning.</li> </ul>
Communication	<ul style="list-style-type: none"> <li>• Makes the purpose of the lesson/unit clear;</li> <li>• Enlists students in goal making;</li> <li>• Provides clear directions using multiple modalities;</li> <li>• Consistently uses a variety of medium to ensure communication with students and families about assignments, expectations, and progress.</li> </ul>
<b>Professional Responsibility and Leadership</b>	<b>Proficient</b>
Collaboration and Leadership	<ul style="list-style-type: none"> <li>• Actively participate in PLCs;</li> <li>• Plays an active role on instructional team and in school organization;</li> <li>• Works with colleagues towards achieving shared vision;</li> <li>• Seeks opportunities to serve in leadership roles and models effective practices for colleagues.</li> </ul>
Professional Learning	<ul style="list-style-type: none"> <li>• Engages in meaningful, ongoing learning opportunities in order to promote continued growth;</li> <li>• Analyzes a variety of data to evaluate teaching practices and adapts practice for better learner outcomes and to support school and system wide priorities.</li> </ul>
Collaboration with Families and Community	<ul style="list-style-type: none"> <li>• Openly shares information with families;</li> <li>• Manages family concerns professionally and with sensitivity.</li> </ul>
Professionalism	<ul style="list-style-type: none"> <li>• Performs required tasks as instructed;</li> <li>• Treats everyone in community with civility;</li> <li>• Understands and complies with codes of ethics,</li> <li>• Applies standards of practice and relevant law and policy;</li> <li>• Maintains requisite paperwork and records.</li> </ul>

# P R O J E C T   D E S I G N   R U B R I C

Essential Project Design Element	Lacks Features of Effective PBL <i>The project has one or more of the following problems in each area:</i>	Needs Further Development <i>The project includes some features of effective PBL but has some weaknesses:</i>	Includes Features of Effective PBL <i>The project has the following strengths:</i>
<b>Key Knowledge, Understanding &amp; Success</b>	<ul style="list-style-type: none"> <li>▶ Student learning goals are not clear and specific; the project is not focused on standards.</li> <li>▶ The project does not explicitly target, assess, or scaffold the development of success skills.</li> </ul>	<ul style="list-style-type: none"> <li>▶ The project is focused on standards-derived knowledge and understanding, but it may target too few, too many, or less important goals.</li> <li>▶ Success skills are targeted, but there may be too many to be adequately taught and assessed.</li> </ul>	<ul style="list-style-type: none"> <li>▶ The project is focused on teaching students specific and important knowledge, understanding, and skills derived from standards and central to academic subject areas.</li> <li>▶ Important success skills are explicitly targeted to be taught and assessed, such as critical thinking/problem solving, collaboration, and self-management.</li> </ul>
<b>Challenging Problem or Question</b>	<ul style="list-style-type: none"> <li>▶ The project is not focused on a central problem or question (it may be more like a unit with several tasks); or the problem or question is too easily solved or answered to justify a project.</li> <li>▶ The central problem or question is not framed by a driving question for the project, or it is seriously flawed, for example:                             <ul style="list-style-type: none"> <li>- it has a single or simple answer.</li> <li>- it is not engaging to students (it sounds too complex or “academic” like it came from a textbook or appeals only to a teacher).</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▶ The project is focused on a central problem or question, but the level of challenge might be inappropriate for the intended students.</li> <li>▶ The driving question relates to the project but does not capture its central problem or question (it may be more like a theme).</li> <li>▶ The driving question meets some of the criteria (in the Includes Features column) for an effective driving question, but lacks others.</li> </ul>	<ul style="list-style-type: none"> <li>▶ The project is focused on a central problem or question, at the appropriate level of challenge.</li> <li>▶ The central problem or question is framed by a driving question for the project, which is:                             <ul style="list-style-type: none"> <li>- open-ended; it will allow students to develop more than one reasonable answer.</li> <li>- understandable and inspiring to students.</li> <li>- aligned with learning goals; to answer it, students will need to gain the intended knowledge, understanding, and skills.</li> </ul> </li> </ul>
<b>Sustained Inquiry</b>	<ul style="list-style-type: none"> <li>▶ The “project” is more like an activity or “hands-on” task, rather than an extended process of inquiry.</li> <li>▶ There is no process for students to generate questions to guide inquiry.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Inquiry is limited (it may be brief and only occur once or twice in the project; information-gathering is the main task; deeper questions are not asked).</li> <li>▶ Students generate questions, but while some might be addressed, they are not used to guide inquiry and do not affect the path of the project.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Inquiry is sustained over time and academically rigorous (students pose questions, gather &amp; interpret data, develop and evaluate solutions or build evidence for answers, and ask further questions).</li> <li>▶ Inquiry is driven by student-generated questions throughout the project.</li> </ul>



<b>Authenticity</b>	<ul style="list-style-type: none"> <li>▶ The project resembles traditional “schoolwork;” it lacks a real-world context, tasks and tools, does not make a real impact on the world or speak to students’ personal interests.</li> </ul>	<ul style="list-style-type: none"> <li>▶ The project has some authentic features, but they may be limited or feel contrived.</li> </ul>	<ul style="list-style-type: none"> <li>▶ The project has an authentic context, involves real-world tasks, tools, and quality standards, makes a real impact on the world, and/or speaks to students’ personal concerns, interests, or identities.</li> </ul>
<b>Student Voice &amp; Choice</b>	<ul style="list-style-type: none"> <li>▶ Students are not given opportunities to express voice and choice affecting the content or process of the project.</li> <li>▶ Students are expected to work too much on their own, without adequate guidance from the teacher and/or before they are capable.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Students are given limited opportunities to express voice and choice, generally in less important matters (deciding how to divide tasks within a team or which website to use for research).</li> <li>▶ Students work independently from the teacher to some extent, but they could do more on their own.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Students have opportunities to express voice and choice on important matters (questions asked, texts and resources used, people to work with, products to be created, use of time, organization of tasks).</li> <li>▶ Students have opportunities to take significant responsibility and work as independently from the teacher as is appropriate, with guidance.</li> </ul>
<b>Reflection</b>	<ul style="list-style-type: none"> <li>▶ Students and the teacher do not engage in reflection about what and how students learn or about the project’s design and management.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Students and teachers engage in some reflection during the project and after its culmination, but not regularly or in depth.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Students and teachers engage in thoughtful, comprehensive reflection both during the project and after its culmination, about what and how students learn and the project’s design and management.</li> </ul>
<b>Critique &amp; Revision</b>	<ul style="list-style-type: none"> <li>▶ Students get only limited or irregular feedback about their products and work-in-progress, and only from teachers, not peers.</li> <li>▶ Students do not know how or are not required to use feedback to revise and improve their work.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Students are provided with opportunities to give and receive feedback about the quality of products and work-in-progress, but they may be unstructured or only occur once.</li> <li>▶ Students look at or listen to feedback about the quality of their work, but do not substantially revise and improve it.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Students are provided with regular, structured opportunities to give and receive feedback about the quality of their products and work-in-progress from peers, teachers, and if appropriate from others beyond the classroom.</li> <li>▶ Students use feedback about their work to revise and improve it.</li> </ul>
<b>Public Product</b>	<ul style="list-style-type: none"> <li>▶ Students do not make their work public by presenting it to an audience or offering it to people beyond the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Student work is made public only to classmates and the teacher.</li> <li>▶ Students present products, but are not asked to explain how they worked and what they learned.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Student work is made public by presenting or offering it to people beyond the classroom.</li> <li>▶ Students are asked to publicly explain the reasoning behind choices they made, their inquiry process, how they worked, what they learned, etc.</li> </ul>

## P R O J E C T B A S E D T E A C H I N G R U B R I C

Project Based Teaching Practice	Beginning PBL Teacher	Developing PBL Teacher	Gold Standard PBL Teacher
<b>Design &amp; Plan</b>	<ul style="list-style-type: none"> <li>▶ Project includes some Essential Project Design Elements, but not at the highest level of the <i>Project Design Rubric</i>.</li> <li>▶ Plans for scaffolding and assessing student learning lack some detail; project calendar is not created, does not include enough detail, or is not followed.</li> <li>▶ Some resources for the project have not been anticipated or arranged in advance.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Project includes all Essential Project Design Elements, but some are not at the highest level of the <i>Project Design Rubric</i>.</li> <li>▶ Plans for scaffolding and assessing student learning lack some details; project calendar allows too much or too little time, or is followed too rigidly to respond to student needs.</li> <li>▶ Most resources for the project have been anticipated and arranged in advance.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Project includes all Essential Project Design Elements as described on the <i>Project Design Rubric</i>.</li> <li>▶ Detailed and accurate plans include scaffolding and assessing student learning and a project calendar, which remains flexible to meet student needs.</li> <li>▶ Resources for the project have been anticipated to the fullest extent possible and arranged well in advance.</li> </ul>
<b>Align to Standards</b>	<ul style="list-style-type: none"> <li>▶ Criteria for products are not derived from standards or specified clearly.</li> <li>▶ Scaffolding of student learning, critique and revision protocols, assessments and rubrics do not refer to or support student achievement of specific standards.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Criteria for some products are not specified clearly enough to provide evidence that students have met all targeted standards.</li> <li>▶ Scaffolding of student learning, critique and revision protocols, assessments and rubrics do not always refer to or support student achievement of specific standards.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Criteria for products are clearly and specifically derived from standards.</li> <li>▶ Scaffolding of student learning, critique and revision protocols, assessments and rubrics refer to and support student achievement of specific standards.</li> </ul>
<b>Build the Culture</b>	<ul style="list-style-type: none"> <li>▶ Norms are created to guide project work, but they may still feel like “rules” imposed and monitored by the teacher.</li> <li>▶ Students are asked for their ideas and given some choices to make, but infrequently or only about minor matters.</li> <li>▶ Students rarely work independently, and look to the teacher for guidance.</li> <li>▶ Student teams are often unproductive or require frequent intervention by the teacher.</li> <li>▶ Students feel like there is a “right answer” they are supposed to give, rather than asking their own questions and arriving at their own answers; they are fearful of making mistakes.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Norms to guide the classroom are co-crafted with students, which they are beginning to internalize.</li> <li>▶ Student voice and choice is encouraged through intentionally designed opportunities, e.g., when choosing teams, finding resources, using critique protocols, or creating products.</li> <li>▶ Students work independently to some extent, but tend to look to the teacher for direction more often than necessary.</li> <li>▶ Student teams are generally productive and are learning what it means to move from cooperation to effective collaboration; the teacher occasionally has to intervene or manage their work.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Norms to guide the classroom are co-crafted with students, which they largely self-monitor.</li> <li>▶ Student voice and choice is expected and ongoing, including identification of real-world issues and problems students want to address in projects.</li> <li>▶ Students usually know what they need to do and are directed by the teacher only to the extent necessary when working individually or in teams.</li> <li>▶ Students work collaboratively in healthy, high-functioning teams, much like an authentic work environment; the teacher rarely needs to be involved in handling problems.</li> </ul>

Project Based Teaching Practice	Beginning PBL Teacher	Developing PBL Teacher	Gold Standard PBL Teacher
Scaffold Student Learning <i>(continued)</i>	<ul style="list-style-type: none"> <li>▶ Key success skills are not taught intentionally; teacher may assume students are learning them as a side effect of the project.</li> <li>▶ Students are asked to do research or gather data, but without adequate guidance; teacher does not facilitate the generation of deeper questions based on information gathered.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Key success skills are taught, but students are not provided with adequate opportunities to practice success skills before applying them.</li> <li>▶ Student inquiry is facilitated and scaffolded, but more is needed; or, teacher may over-direct the process and limit independent thinking by students.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Key success skills are taught using a variety of tools and strategies; students are provided with opportunities to practice and apply them, and reflect on progress.</li> <li>▶ Student inquiry is facilitated and scaffolded, while allowing students to act and think as independently as possible.</li> </ul>
Assess Student Learning	<ul style="list-style-type: none"> <li>▶ Student learning of subject-area standards is assessed mainly through traditional means, such as a test, rather than products; success skills are not assessed.</li> <li>▶ Team-created products are used to assess student learning, making it difficult to assess whether individual students have met standards.</li> <li>▶ Formative assessment is used occasionally, but not regularly or with a variety of tools and processes.</li> <li>▶ Protocols for critique and revision are not used, or they are informal; feedback is superficial, or not used to improve work.</li> <li>▶ Students assess their own work informally, but the teacher does not provide regular, structured opportunities to do so.</li> <li>▶ Rubrics are used to assess final products, but not as a formative tool; or, rubrics are not derived from standards.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Project products and other sources of evidence are used to assess subject-area standards; success skills are assessed to some extent.</li> <li>▶ Individual student learning is assessed to some extent, not just team-created products but teacher lacks adequate evidence of individual student mastery.</li> <li>▶ Formative assessment is used on several occasions, using a few different tools and processes.</li> <li>▶ Structured protocols for critique and revision and other formative assessments are used occasionally; students are learning how to give and use feedback.</li> <li>▶ Opportunities are provided for students to self-assess their progress, but they are too unstructured or infrequent.</li> <li>▶ Standards-aligned rubrics are used by students and the teacher to guide both formative and summative assessment.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Project products and other sources of evidence are used to thoroughly assess subject-area standards as well as success skills.</li> <li>▶ Individual student learning is adequately assessed, not just team-created products.</li> <li>▶ Formative assessment is used regularly and frequently, with a variety of tools and processes.</li> <li>▶ Structured protocols for critique and revision are used regularly at checkpoints; students give and receive effective feedback to inform instructional decisions and students' actions.</li> <li>▶ Regular, structured opportunities are provided for students to self-assess their progress and, when appropriate, assess peers on their performance.</li> <li>▶ Standards-aligned rubrics are used by students and the teacher to guide both formative and summative assessment, and to guide students to deeper levels of thinking.</li> </ul>

# Standard, Trait, Performance Objectives

## I. Learner and Learning Standards

- General adolescent development (Developmentally appropriate interactions)
- Family and Cultural Background (Plans for differences, Diversity as strength)
- Individual needs (Plans for differences,
- Learning climate (respect, culture for learning, procedures, behavior, space)
- Advisor role (Family community, culture of care, advocate, academic advisor)

## II. Planning

- Content & Standards
- Unit Design (UbD, PBL)
- School focus (HOHM, Place Based, SJ &ES)

## III. Instructional Strategies

- Assessment (formative, summative, monitor and adjust)
- Engagement (meaningful and accountability, student grouping, chunking & pacing)
- Differentiation (student support, varied activities)
- Teacher Role (Coach, DI, Facilitator, Audience)
- High Cognition (questioning, discourse, inquiry)
- Tools and Resources
- Communication (goal making, setting purpose and context)

## IV. Professional Responsibility and Leadership

1. Collaboration and Leadership (PLCs, School organization)
2. Professional Learning (Continued growth,
3. Communication with Families
4. Professionalism (Performs required tasks; Civility

Appendix D.  
Academic Systems Review Site  
Visit Inventory

IV. Assessment Inventory

## 1st Semester

8/9 - Staff (student conversations, calendar and logistics, professional development)  
8/16 - Staff (student conversations, calendar and logistics, professional development)  
8/23 - CFG  
8/30 - Staff(student conversations, calendar and logistics, professional development)  
9/6 - CCCL Event  
9/13 - Staff (student conversations, calendar and logistics, professional development)  
9/20 - CFG  
9/27 - Staff (student conversations, calendar and logistics, professional development)  
10/18 – CFG  
10/25 - Staff (student conversations, calendar and logistics, professional development)  
11/1 – Three-school Department meeting  
11/8 – Staff (student conversations, calendar and logistics, professional development)  
11/15 - CFG  
11/22 – No meeting  
11/29 – Staff (student conversations, calendar and logistics, professional development)  
12/6 – ED camp PLP  
12/13 – Staff (student conversations, calendar and logistics, professional development)  
12/20- CFG

## 2nd Semester

Jan 10 – Staff (student conversations, calendar and logistics, professional development)  
Jan 17 – CFG  
Jan. 24 – Staff (student conversations, calendar and logistics, professional development)  
Jan. 31- Three-school Department Meeting  
Feb. 7 – Staff – Intersession brainstorm  
Feb. 14<sup>th</sup> Staff – SLC  
Feb. 21<sup>st</sup> -ED camp PLP  
Feb. 28 – Staff – Identify student struggling  
March 7 –Staff - Intersession prep  
March 28 – CFG  
April 4 – Staff – Identifying students to schedule  
April 11 – Staff (student conversations, calendar and logistics, professional development)  
April 18 - CFG  
April 25 – Staff – Showcase Prep  
April 27 PS Showcase  
May 2 – Staff Meeting – Portfolio Prep  
May 9 – Portfolio  
May 16 – Staff Meeting End of Year Prep  
POL – May 29th

# Student Update

A	C	D	E	F	G	H	I	J	K	L	M
		8/30/2017			9/13/2017		9/27/2017		10/25/2017		11/8/2017
	Action	Observation	Action	Observation	Action	Observation	Action				
[Redacted]		Spoke with parents; Setting up meeting;	Setting her up with Google Classroom	Not doing any work	Friday connect, planner, missing break; Misa do Planner check Monday and Friday					Shared info with [Redacted] will call Mom and having multiple vocos in encourage that she have his head; [Redacted] b [Redacted] see someone [Redacted] is bipolar	
[Redacted]					Behind in math; Joe has trouble engaging; [Redacted] sees some improvement in class					Not doing well in math; out of control in Kindness; gets mad when she is redirected; [Redacted] for support parenting; doesn't do much in afterschool; Need to have meeting w/ parents - teachers to atte meeting or send [Redacted]	
[Redacted]				Quiet - out of drama, focused on work							
[Redacted]						Questioning the purpose of school and assignments; [Redacted] worries he is feeling disconnected	Will check in with new quarter to see if he connects with kids during Intercession; if not, discussion during SLC			Sad because [Redacted] and a little stressed by upcoming wedding	
[Redacted]				Struggling with anxiety	Flow Lab - Kindness, Academic Support, Garden, Passion; Loving but firm boundanes						

8/10

Connections "share a really happy moment from the start of the year"

Student Name	Observations	Insights	Next Steps	Changes in Behavior
██████	<p>██████ is involved but busy. She has ██████ back. Said "I'm going to f ██████ ██████ to another student. Didn't listen to other student. Not following instructions well. Constantly pressing to use the computer. Rushes through ██████ work and then wants to get on the computer. ██████ is not to use computers for games. ██████ reports that h ██████ has ODD, takes focalin and needs really consistent boundaries. ██████ sensitivity</p>	<p>History of being bullied, but ██████ himself as a victim. Good at backpedaling and working ██████ feedback-- way out of responsibility. Trust issues.</p>	<p>Keep consistent but loving ██████ Use empathetic language to give "that made me feel sad" or "that made the other student uncomfortable" Check in on ██████ a lot, especially when in groups. Pay attention to how ██████ is talking and interacting with others</p>	
██████	<p>Asked to be addressed as "they" although they said "it doesn't really matter." Looks to have ██████ ██████ on their arm. Wearing long sleeves. ██████ seems to have a disconnect-- know about the cuts but didn't follow up when ██████ said they were caused by a tree. ██████ ██████ ██████</p>	<p>Cutting happened after the ██████ to ██████ e this ██████ ██████ is journaling about it. Worried about possible eating disorder as well</p>	<p>Check in on ██████ writing about it. ██████ first chance to tell their ██████ about the ██████ -- maybe writing a letter to ██████. Schedule a meeting with ██████ to discuss</p>	

<p>█</p>				
<p>█</p>	<p>█ ideas  Wants to connect with people  Struggles to know how to connect with others</p> <p>See things as fair or not fair</p> <p>Attention is there and then quickly gone</p> <p>Not a lot of grit for sticking to a conversation or topic</p> <p>Shows a strong desire to leave the classroom at times</p>	<p>█ operating on a different maturity level-- elementary school behaviors</p>	<p>█ a lot of social skills. Need to give █ clear and direct instruction.</p> <p>Be clear and concrete</p> <p>Joining the speech group with Tara.</p> <p>Clear vocabulary from █  █ bumps” etc.</p> <p>Different seating options, fidgets,</p> <p>█ is a great partner</p>	
<p>█</p>				
<p>█</p>				
<p>█</p>				
<p>█</p>	<p>So far so good  Participating  Good at math</p>		<p>█ one bathroom break a class</p>	

	<p>Likes to be a leader. Likes to be in charge.</p> <p>Opening up to [REDACTED] shares info and feelings</p> <p>Started connecting with other [REDACTED]</p> <p>Will challenge other [REDACTED] on their [REDACTED]</p> <p>Defiant looks-- who [REDACTED] is</p> <p>Obsessed with getting up and moving around-- going to the bathroom, going to the library, etc.</p>		<p>Be positive with [REDACTED] and provide [REDACTED] with a lot of positive feedback</p>	
<p>[REDACTED] [REDACTED]</p>	<p>[REDACTED] advisory</p> <p>[REDACTED] is academically strong</p> <p>[REDACTED] are best friends</p> <p>[REDACTED] have gotten into trouble together in the past</p> <p>[REDACTED] are adamant about separating [REDACTED] from [REDACTED] friends. "They can be very exclusive"</p> <p>[REDACTED] is bright and motivated in the classroom</p> <p>[REDACTED] are an ally in helping push [REDACTED]</p>			
<p>[REDACTED]</p>				
<p>[REDACTED]</p>	<p>[REDACTED]</p>		<p>[REDACTED] has a goal</p>	

	<p>different pills after lunch</p> <p>Meds [redacted] a grumpy face, but [redacted] is not in a bad mood. Also [redacted]</p> <p>Lives with [redacted] of the picture</p> <p>Forming a friendship with [redacted]</p> <p>[redacted]</p> <p>Diagnosis of [redacted]</p>		<p>of having [redacted] like one thing about school.</p> <p>[redacted] upbeat with [redacted]</p>	
<p>[redacted]</p>	<p>Traumatic experiences at other schools.</p> <p>[redacted]</p> <p>[redacted]</p> <p>Slow processing: -audiological and auditory processing challenges</p> <p>Received speech services Was nonverbal until 4</p> <p>Recommendation for an fm amplifier system to improve [redacted] hearing and focus</p> <p>Appears to be listening through a fog-- [redacted] is trying, but there seems to be a delay</p> <p>Not focused in literacy</p>		<p>Put [redacted] up front</p> <p>Repeat information</p> <p>[redacted] shoulder</p> <p>Provide visual cues</p> <p>[redacted] to repeat back to [redacted] what [redacted] heard</p>	

[redacted]  
[redacted]

Appendix E.  
Academic Systems Review Site  
Visit Inventory

V. Professional Development  
Inventory

## 1st Semester

8/9 - Staff (student conversations, calendar and logistics, professional development)  
8/16 - Staff (student conversations, calendar and logistics, professional development)  
8/23 - CFG  
8/30 - Staff (student conversations, calendar and logistics, professional development)  
9/6 - CCCL Event  
9/13 - Staff (student conversations, calendar and logistics, professional development)  
9/20 - CFG  
9/27 - Staff (student conversations, calendar and logistics, professional development)  
10/18 - CFG  
10/25 - Staff (student conversations, calendar and logistics, professional development)  
11/1 - Three-school Department meeting  
11/8 - Staff (student conversations, calendar and logistics, professional development)  
11/15 - CFG  
11/22 - No meeting  
11/29 - Staff (student conversations, calendar and logistics, professional development)  
12/6 - ED camp PLP  
12/13 - Staff (student conversations, calendar and logistics, professional development)  
12/20 - CFG

## 2nd Semester

Jan 10 - Staff (student conversations, calendar and logistics, professional development)  
Jan 17 - CFG  
Jan. 24 - Staff (student conversations, calendar and logistics, professional development)  
Jan. 31 - Three-school Department Meeting  
Feb. 7 - Staff - Intersession brainstorm  
Feb. 14<sup>th</sup> Staff - SLC  
Feb. 21<sup>st</sup> - ED camp PLP  
Feb. 28 - Staff - Identify student struggling  
March 7 - Staff - Intersession prep  
March 28 - CFG  
April 4 - Staff - Identifying students to schedule  
April 11 - Staff (student conversations, calendar and logistics, professional development)  
April 18 - CFG  
April 25 - Staff - Showcase Prep  
April 27 PS Showcase  
May 2 - Staff Meeting - Portfolio Prep  
May 9 - Portfolio  
May 16 - Staff Meeting End of Year Prep  
POL - May 29<sup>th</sup>

# PD Calendar 2017-1

## 1st Semester

- 8/9 - Staff (student conversations, calendar and logistics, professional development)
- 8/16 - Staff (student conversations, calendar and logistics, professional development)
- 8/23 - CFG
- 8/30 - Staff(student conversations, calendar and logistics, professional development)
- 9/6 - CCCL Event
- 9/13 - Staff (student conversations, calendar and logistics, professional development)
- 9/20 - CFG
- 9/27 - Staff (student conversations, calendar and logistics, professional development)
- 10/18 – CFG
- 10/25 - Staff (student conversations, calendar and logistics, professional development)
- 11/1 – Three-school Department meeting
- 11/8 – Staff (student conversations, calendar and logistics, professional development)
- 11/15 - CFG
- 11/22 – No meeting
- 11/29 – Staff (student conversations, calendar and logistics, professional development)
- 12/6 – ED camp PLP
- 12/13 – Staff (student conversations, calendar and logistics, professional development)
- 12/20- CFG

## 2nd Semester

- Jan 10 – Staff (student conversations, calendar and logistics, PD)
- Jan 17 – CFG \* on T&L/PD calendar
- Jan. 24 – Staff (student conversations, calendar and logistics, professional development)
- Jan. 31- Three-school Department Meeting \* on T&L/PD calendar
- Feb. 7 – Staff – Intersession brainstorm
- Feb. 14<sup>th</sup> Staff – SLC
- Feb. 21<sup>st</sup> -ED camp PLP \* on T&L/PD calendar
- Feb. 28 – Staff – Identify student struggling
- March 7 –Staff - Intersession prep
- March 28 – CFG \* on T&L/PD calendar
- April 4 – Staff – Identifying students to schedule
- April 11 – Staff Pennington St. Showcase Prep
- April 13 Pennington Street Showcase
- April 18 - CFG \* on T&L/PD calendar
- April 25 – Staff
- May 2 – Staff Meeting – Portfolio Prep
- May 9 – Portfolio
- May 16 – Staff Meeting End of Year Prep
- POL – May 29th \* on T&L/PD calendar

## Outline of CITY Center Working Groups for 2017-18

E

Working Group	Focus	Lead Role of Convener	Additional Members	Reports to / Communicates with / Engages ...	Timeframe
<b>Teaching &amp; Learning</b>	Guidance of top program throughout the organization (3 schools + PD Center)	[Redacted]	[Redacted]	* Shares progress w/all stakeholders - staff, school boards, CITY Center board	group w/rotating membership; added teacher reps Spring 2017
<b>Demonstrations of Learning</b>	Document, align, strengthen the existing DOL programs in place (eg. SLCs, gateways, using tech platform)	[Redacted]	[Redacted]	* Reports to T & L Leadership Team * Engages and shares progress w/all school [Redacted]	Launched with T2L event, June 2017
<b>Competency-Based Learning</b>	Design / implement competency-based program for the 3 schools; build on our existing HHM approach	Brett	[Redacted]	* Reports to T & L Leadership Team * Engages and shares progress w/all school staff	Launched with Ted Hall work, Summer 2017
<b>Critical Friends Group Coaches</b>	Leadership and coordination of CFGs	Eve	[Redacted] S	* Reports to T & L [Redacted] * Engages all school staff	Ongoing group [Redacted] current CFG coaches

DE

Timestamp            At which school do you spen  
2017/12/21 11:44:2 City High School  
2017/12/21 1:22:14 Paulo Freire University  
2017/12/21 1:40:46 City High School  
2017/12/21 1:47:33 City High School  
2017/12/21 1:51:09 Paulo Freire University

2017/12/21 2:05:51 City High School

2017/12/21 2:07:18 Paulo Freire Downtown

2017/12/21 3:01:27 Paulo Freire Downtown

2017/12/21 3:26:08 City High School  
2017/12/21 3:33:04 City High School  
2017/12/21 4:16:42 Paulo Freire University  
2017/12/22 8:02:53 Paulo Freire University

2017/12/22 8:51:38 City High School

2017/12/22 9:18:37 City High School  
2018/01/05 11:12:4 Paulo Freire Downtown  
2018/01/05 11:54:0 Paulo Freire Downtown  
2018/01/05 12:48:0 City High School  
2018/01/05 1:38:38 Paulo Freire Downtown

2018/01/06 10:10:2 City High School  
2018/01/08 1:31:05 City High School  
2018/01/09 11:12:0 City High School  
2018/01/09 12:22:5 City High School  
2018/01/09 3:52:22 Paulo Freire University  
2018/01/09 3:59:15 Paulo Freire University

General comments about 3-school department meeting:

I like being able to meet with people in my content area.

I really enjoy them. They are critical to build culture in my opinion.

I was disheartening to learn that one of the major reasons our freshmen have such a hard time adapting to a high school standard of math work is that they are consistently not assigned homework in middle school, and that this absurd and negligent practice is somehow backed by a teaching philosophy

Definitely good to have them split up by department. We need more of those for aligning curricula, standards coverage, best practices, etc.

They are good, but best if scheduled towards the beginning of the quarter. Work load pressures at the end of terms make it hard to be all-in at these meeting.

It didn't feel as if anything was "figured out" when we left. It was a lot of talking, but not much product. Felt a little useless...

I really appreciate the three school department meeting and am looking forward to more of them :)

I think the way we went about the discussion wasn't helpful. I think that the 3-school department meeting, should be organized more. Each department should create their own agenda for discussion before the meeting, then have the meeting where we talk out things. The math department meeting could have been a lot more effective if we could have had a plan of action perhaps instead of trying to re-invent the wheel. Personally, I think the time should have been spent having each teacher lay out how they run the class in terms of homework/classwork/projects/expectations, then try and get some kind of alignment. At the moment, the middle school math programs doesn't always seem to prepare students for freshman year, not necessarily content wise, but in terms of study habits and work habits. We could have also spent time talking more about specific students, like doing some kind of protocol. Having teachers who had some of our students in the past is invaluable and we should have more PD time to be able to talk with them, not just at the lunch table!

If it was less structured it would have been more beneficial to me. I had things I would of liked to of talked about but didn't get to.

I really enjoyed getting to chat and walk. It boosted my brain, and led to amazing conversation.

I like when the 3 schools get together. I wish there was a little more intentionality built into the process.

I like it

The purpose of the meeting is very good and so was meeting other teachers, but when teachers explain their situation, they need to be more focused and follow more of a pedagogy strategy using didactic models. It is a good idea to explain some of the school specific acronyms because new teachers do not understand what they are. Perhaps providing acronym definition sheet to new teacher would be helpful. This is exceptionally true for teachers coming from another country or have completed their studies abroad.

It is so Perfect for building Teacher/ Team Morale.

I always find it helpful to work with the staff of all three schools, so many great people/ideas/experiences.

5/25/17

We discussed both the Socratic Water Discussion and Jazz Cafe Project

#### TEACHER

##### Water

Warm- front loading information followed by open investigation of student directed learning  
Discussion skills front and center- primarily focused on asking questions, quality of questions, follow up questions

Cool- not having multiple groups work on the same topic, maybe using a menu to give choice-  
Figuring out how to connect US Constitution to contemporary water issues ie. Tucson Water

##### Jazz

Warm- repeated writing on a topic without rewriting the same essay,

Cool- including 1960's Civil rights timeline/events, maybe streamlining the unit- allowing more time or dropping the Hurricane Katrina component

- TEACHER shared 2 projects that he felt went well - the water project focused mostly on extended inquiry (at first guided by TEACHER & [REDACTED] and then individually driven); generating questions and speaking
- He felt he might want to make the connection between Colonial American and use of documents to establish functioning governments better
- The Jazz Club focused a lot on writing with attention to details gained from historical knowledge;
- He helped kids improve their writing by revision not of a single document, but through multiple practice of a skill using different prompts
- He wants to have more time for this unit to be able to better allow kids to explore their last prompt which is the one that connects to an important historical event; he might have to drop the Katrina-discussion to accomplish this
- He talked about continuing in grow in using community members as resources (which he has a lot of success with)
- We discussed thinking about using space/time in different ways to deal with the challenge of limited space
- TEACHER shared that he was happy with a lot of the changes done to programs this year, particularly around Portfolio

#### 10/30 Jazz & Civil Rights (Green notebook)

- Class observation included students starting with a writing prompt about a personal road trip and then sharing out to highlight details about the trip; then TEACHER read picture book about the Green Notebook and passed around a copy of a green notebook
- TEACHER has made some changes to this unit - intentional highlighting of civil rights events; we discussed possible historical connections to the project (parallels to the Underground Railroad, historical connections to Reconstruction and the Great Migration)
- TEACHER talked about African-American expedition - the Tucson walk and I shared resources from the Equal Justice Initiative

- We discussed the importance of personal connections with kids and the use of humor - we agreed that the stronger the personal connections, the easier it is to use humor without missteps
- TEACHER shared that a big focus of this unit is student notetaking - particularly around using the notes to further work
- TEACHER shared the way that he is incorporating novels in this unit (book groups by choose) leading to a compare/contrast essay using BOTG

# P R O J E C T B A S E D T E A C H I N G R U B R I C



Project Based Teaching Practice	Beginning PBL Teacher	Developing PBL Teacher	Gold Standard PBL Teacher
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<b>Align to Standards</b>	<ul style="list-style-type: none"> <li>▶ Criteria for products are given but are not specifically derived from standards.</li> <li>▶ Scaffolding of student learning, critique and revision protocols, assessments and rubrics do not refer to or support student achievement of specific standards.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Criteria for some products are not specified clearly enough to provide evidence that students have met all targeted standards.</li> <li>▶ Scaffolding of student learning, critique and revision protocols, assessments and rubrics do not always refer to or support student achievement of specific standards.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Criteria for products are clearly and specifically derived from standards and allows demonstration of mastery.</li> <li>▶ Scaffolding of student learning, critique and revision protocols, assessments and rubrics consistently refer to and support student achievement of specific standards.</li> </ul>
<b>Build the Culture</b>	<ul style="list-style-type: none"> <li>▶ Norms are created to guide project work, but they may still feel like “rules” imposed and monitored by the teacher.</li> <li>▶ Students are asked for their ideas and given some choices to make, but opportunities for student voice and choice are infrequent or are only related to minor matters.</li> <li>▶ Students occasionally work independently, but often look to the teacher for guidance.</li> <li>▶ Student teams are often unproductive or require frequent intervention by the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Norms to guide the classroom are co-crafted with students, and students are beginning to internalize these norms.</li> <li>▶ Student voice and choice is encouraged through intentionally designed opportunities, e.g., when choosing teams, finding resources, using critique protocols, or creating products.</li> <li>▶ Students work independently to some extent, but look to the teacher for direction more often than necessary.</li> <li>▶ Student teams are generally productive and are learning what it means to move from cooperation to effective collaboration; the teacher occasionally has to intervene or manage their work.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Norms to guide the classroom are co-crafted with and self-monitored by students.</li> <li>▶ Student voice and choice is regularly leveraged and ongoing, including identification of real-world issues and problems students want to address in projects.</li> <li>▶ Students usually know what they need to do with minimal direction from the teacher.</li> <li>▶ Students work collaboratively in healthy, high-functioning teams, much like an authentic work environment; the teacher rarely needs to be involved in managing teams.</li> </ul>

Project Based Teaching Practice	Beginning PBL Teacher	Developing PBL Teacher	Gold Standard PBL Teacher
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Manage Activities	<ul style="list-style-type: none"> <li>▶ The classroom features some individual and team work time and small group instruction, but too much time is given to whole group instruction.</li> <li>▶ Classroom routines and norms for project work time are not clearly established; time is not used productively.</li> <li>▶ Schedules, checkpoints, and deadlines are set, but they are loosely followed or unrealistic; bottlenecks impede workflow.</li> <li>▶ Teams are formed using either a random process (e.g., counting off) or students are allowed to form their own teams with no formal criteria or process.</li> </ul>	<ul style="list-style-type: none"> <li>▶ The classroom features individual and team work time, whole group and small group instruction, but these structures are not well-balanced throughout the project.</li> <li>▶ Classroom routines and norms are established for project work time, but are not consistently followed; productivity is variable.</li> <li>▶ Realistic schedules, checkpoints, and deadlines are set, but more flexibility is needed; bottlenecks sometimes occur.</li> <li>▶ Generally well-balanced teams are formed, but without considering the specific nature of the project; students have too much voice and choice in the process, or not enough.</li> </ul>	<ul style="list-style-type: none"> <li>▶ The classroom features an appropriate mixture of individual and team work time, whole group and small group instruction.</li> <li>▶ Classroom routines and norms are consistently followed during project work time to maximize productivity.</li> <li>▶ Project management tools (group calendar, contract, learning log, etc.) are used to support student self-management and independence.</li> <li>▶ Realistic schedules, checkpoints, and deadlines are set but flexible; no bottlenecks impede workflow.</li> <li>▶ Well-balanced teams are formed according to the nature of the project and student needs, with appropriate student voice and choice.</li> </ul>
Scaffold Student Learning	<ul style="list-style-type: none"> <li>▶ Students receive some instructional supports to access both content and resources, but many individual needs are not met.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Most students receive instructional supports to access both content and resources, but some individual needs are not met.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Each student receives necessary instructional supports to access content, skills, and resources; these supports are removed when no longer needed.</li> </ul>

Don't always leave the

Project-Based Teaching Practice	Beginning PBL Teacher	Developing PBL Teacher	Gold Standard PBL Teacher
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PROJECT BASED TEACHING RUBRIC

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Project Based Teaching Practice	Beginning PBL Teacher	Developing PBL Teacher	Gold Standard PBL Teacher
Build the Culture <i>continued</i>	<ul style="list-style-type: none"> <li>▶ Students feel like there is a “right answer” they are supposed to give, rather than asking their own questions and arriving at their own answers; they are fearful of making mistakes.</li> <li>▶ Value is placed on “getting it done” and time is not allowed for revision of work; “coverage” is emphasized over quality and depth.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Students understand there is more than one way to answer a driving question and complete the project, but are still cautious about proposing and testing ideas in case they are perceived to be “wrong.”</li> <li>▶ The values of critique and revision, persistence, rigorous thinking, and pride in doing high-quality work are promoted by the teacher but not yet owned by students.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Students understand there is no single “right answer” or preferred way to do the project, and that it is OK to take risks, make mistakes, and learn from them.</li> <li>▶ The values of critique and revision, persistence, rigorous thinking, and pride in doing high-quality work are shared, and students hold each other accountable to them.</li> </ul>
Manage Activities	<ul style="list-style-type: none"> <li>▶ The classroom features some individual and team work time and small group instruction, but too much time is given to whole group instruction.</li> <li>▶ Classroom routines and norms for project work time are not clearly established; time is not used productively.</li> <li>▶ Schedules, checkpoints, and deadlines are set, but they are loosely followed or unrealistic; bottlenecks impede workflow.</li> <li>▶ Teams are formed using either a random process (e.g., counting off) or students are allowed to form their own teams with no formal criteria or process.</li> </ul>	<ul style="list-style-type: none"> <li>▶ The classroom features individual and team work time, whole group and small group instruction, but these structures are not well-balanced throughout the project.</li> <li>▶ Classroom routines and norms are established for project work time, but are not consistently followed; productivity is variable.</li> <li>▶ Realistic schedules, checkpoints, and deadlines are set, but more flexibility is needed; bottlenecks sometimes occur.</li> <li>▶ Generally well-balanced teams are formed, but without considering the specific nature of the project; students have too much voice and choice in the process, or not enough.</li> </ul>	<ul style="list-style-type: none"> <li>▶ The classroom features an appropriate mixture of individual and team work time, whole group and small group instruction.</li> <li>▶ Classroom routines and norms are consistently followed during project work time to maximize productivity.</li> <li>▶ Project management tools (group calendar, contract, learning log, etc.) are used to support student self-management and independence.</li> <li>▶ Realistic schedules, checkpoints, and deadlines are set but flexible; no bottlenecks impede workflow.</li> <li>▶ Well-balanced teams are formed according to the nature of the project and student needs, with appropriate student voice and choice.</li> </ul>
Scaffold Student Learning	<ul style="list-style-type: none"> <li>▶ Students receive some instructional supports to access both content and resources, but many individual needs are not met.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Most students receive instructional supports to access both content and resources, but some individual needs are not met.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Each student receives necessary instructional supports to access content, skills, and resources; these supports are removed when no longer needed.</li> </ul>

**CITY CCL -- Teaching and Learning Rubric ("Proficient" Level only)**

*revised 9/1/16*

<b>Learner and Learning</b>	<b>Proficient</b>
Adolescent Development	<ul style="list-style-type: none"> <li>• Participates in developmentally appropriate interactions, taking into account the learner's strengths, interests and needs in order to advance and accelerate the learning.</li> <li>• Understands the range of abilities associated with disabilities and works to differentiate instruction to meet the needs of all within that range.</li> <li>• Understands the social, emotional, and cognitive contexts for how learning is constructed and uses relevant strategies and assessments to promote student learning.</li> <li>• As Advisor, understands and supports each student's developmental needs.</li> </ul>
Family & Cultural Background	<ul style="list-style-type: none"> <li>• Promotes and values connections with local communities and families;</li> <li>• Understands the role of language and culture in learning and modifies instruction to make learning accessible, relevant, and challenging for all students.</li> <li>• Advocates for advisees and their families</li> </ul>
Learning Climate	<ul style="list-style-type: none"> <li>• Believes that all students can achieve at high levels and works to fulfill that goal;</li> <li>• Intentionally promotes effective collaboration in learning activities through applied practice of face-to-face and virtual interpersonal interactions;</li> <li>• Establishes and monitors a safe and productive learning environment including norms, expectations and routines;</li> <li>• Attends to physical space to promote learning and growth.</li> <li>• As Advisor, makes each student feel valued and helps students learn to value each other.</li> </ul>
<b>Planning</b>	<b>Proficient</b>
Content & Standards	<ul style="list-style-type: none"> <li>• Understands content standards and skills required for the discipline;</li> <li>• Understands how the content and skills need to be sequenced for effective learning;</li> <li>• Effectively plans for a year of instruction that is aligned with standards.</li> </ul>
Unit & Lesson Design	<ul style="list-style-type: none"> <li>• Plans units of instruction backwards by first identifying standards and developing essential questions and enduring understandings for the unit;</li> <li>• Designs a project that includes student-produced deliverables to be used as evidence of learning in the unit;</li> <li>• Learning activities are sequenced, organized, and paced so that students have scaffolding and supports to manage their learning and are appropriately challenging;</li> <li>• Designs lessons that are engaging and likely to motivate all students and involve them in active learning.</li> </ul>
School Focus	<ul style="list-style-type: none"> <li>• Uses the Habits of Heart and Mind to develop learning activities;</li> <li>• Incorporates local resources, community partners, and place-based topics when planning for instruction;</li> <li>• Draws upon themes of social justice and environmental sustainability to shape content and scope of the instructional units.</li> </ul>

<b>Instructional Strategies</b>	<b>Proficient</b>
Assessment	<ul style="list-style-type: none"> <li>* Uses formative assessments to determine effectiveness of previous lessons and monitors and adjusts instruction in order to maximize student performance;</li> <li>* Uses summative assessments that are varied, and there is the opportunity for student choice;</li> <li>• Formative and summative assessments are valid assessments of what students know and can do.</li> </ul>
Engagement	<ul style="list-style-type: none"> <li>• Plans lesson that are meaningful and relevant;</li> <li>• Strategically uses student grouping, chunking &amp; pacing to maximize student learning;</li> <li>• Incorporates students' prior knowledge and experiences to make instruction relevant and accessible for all students, including .</li> </ul>
Differentiation	<ul style="list-style-type: none"> <li>• Creates lesson plans that ensure different learning profiles and abilities can access the learning;</li> <li>• Gives students support as needed;</li> <li>• Varies role in classroom at times providing direct instruction, but also at times acting as the coach, facilitator, and audience as appropriate.</li> </ul>
High Cognition	<ul style="list-style-type: none"> <li>• Poses questions that are high quality often promoting analysis, evaluation and synthesis;</li> <li>• Assigns tasks that require high levels of cognitive demand to complete.</li> </ul>
Tools and Resources	<ul style="list-style-type: none"> <li>• Matches technology and other tools to the needs of students;</li> <li>• Uses technology and tools as required by school for day-to-day functioning.</li> </ul>
Communication	<ul style="list-style-type: none"> <li>• Makes the purpose of the lesson/unit clear;</li> <li>• Enlists students in goal making;</li> <li>• Provides clear directions using multiple modalities;</li> <li>• Consistently uses a variety of medium to ensure communication with students and families about assignments, expectations, and progress.</li> </ul>
<b>Professional Responsibility and Leadership</b>	<b>Proficient</b>
Collaboration and Leadership	<ul style="list-style-type: none"> <li>• Actively participate in PLCs;</li> <li>• Plays an active role on instructional team and in school organization;</li> <li>• Works with colleagues towards achieving shared vision;</li> <li>• Seeks opportunities to serve in leadership roles and models effective practices for colleagues.</li> </ul>
Professional Learning	<ul style="list-style-type: none"> <li>• Engages in meaningful, ongoing learning opportunities in order to promote continued growth;</li> <li>• Analyzes a variety of data to evaluate teaching practices and adapts practice for better learner outcomes and to support school and system wide priorities.</li> </ul>
Collaboration with Families and Community	<ul style="list-style-type: none"> <li>• Openly shares information with families;</li> <li>• Manages family concerns professionally and with sensitivity.</li> </ul>
Professionalism	<ul style="list-style-type: none"> <li>• Performs required tasks as instructed;</li> <li>• Treats everyone in community with civility;</li> <li>• Understands and complies with codes of ethics,</li> <li>• Applies standards of practice and relevant law and policy;</li> <li>• Maintains requisite paperwork and records.</li> </ul>