A.3 Program of Instruction

Curriculum

Common Core State Standards

The Common Core standards, adopted for use in Arizona starting with Language/Arts and Mathematics in 2011 SY, are research and evidence-based as well as internationally benchmarked. If students meet these new rigorous and clear standards, they will have better choices in their lives and the nation will be more competitive in today's global economy. Additionally, these sets of standards define the knowledge and skills students should have to succeed in entry-level, credit-bearing, academic college courses and in workforce training programs when they graduate high school. Students at The Paideia Academy just starting their educational journey with those enhanced standards certainly have the advantage of building a strong foundation of knowledge in their K-8 program for a successful transition to high school and beyond.[1]

Core Knowledge®

The rigorous, content rich curriculum of The Paideia Academy of Chandler will also incorporate the Core Knowledge® Sequence, which provides a detailed outline of specific knowledge in Language Arts, American and World History, Geography, Visual Arts, Music, Math and Science. It supports the need of K-8 grade students to have a specific, integrated core curriculum in order to help them establish a strong foundation of knowledge, grade by grade.

The Core Knowledge® Sequence maps out a complete program that provides the student with a broad-based education, free of significant gaps. It clearly defines the knowledge and skills that each student must master at each grade level and creates high levels of academic expectations. In addition, the Core Knowledge Sequence not only eliminates some of the gaps and repetition characterized in standard curriculums, but it also aids in delivering cultural literacy in a systematic manner while leaving room for creativity.[2]

The Core Knowledge® structural curriculum approach supports the Paideia philosophy and instructional methodology and provides the knowledge essential for higher levels of learning and builds the confidence necessary for student achievement.

Curriculum maps

All curricula will be mapped using the Core Knowledge® Sequence. The curriculum maps will include: (a) Clearly defined goals and measurable objectives aligned with the Common Core Standards; (b) Instructional strategies incorporating direct teaching, intellectual coaching, and Paideia Seminar activities; and (c) Formative and summative assessments incorporating the principles of direct teaching, intellectual coaching, and the Paideia Seminar. Curriculum mapping will also include regular opportunities for Learning-In-Depth exploration and coaching.

Daily lesson plans

All daily lesson plans will incorporate direct instruction, intellectual coaching, and Socratic methods of inquiry. The Essential Elements of Instruction model of planning will provide the framework for daily lesson plans. Each lesson will include: (a) an anticipatory set; (b) direct instruction; (c) checking for understanding; (e) group and independent practice; and (f) closure.

Technology in the classroom

The Paideia Academy's program will provide opportunities for students by including 21st Century Skills. Student learning and growth will be facilitated by a high level of digital literacy in order to compete in a changing global market that demands innovation. The goal is to equip each classroom with mimeo boards with LCD projectors, teacher laptop, and student netbook computers. This technology will facilitate exploration and demonstration of discovery on student Learning-In-Depth projects. Students will also have access to technology programs to supplement curriculum needs.

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[1] http://www.ade.az.gov/standards/CommonCoreStandards/default.asp
[2] The Core Knowledge® Foundation: www.coreknowledge.org/

The program of instruction will use researched-based materials and strategies to meet academic needs. The following research proven resources will be adopted:

Language Arts

- The Spalding Writing Road to Reading is a comprehensive K-6 total language arts program, where all elements of the language, are integrated in spelling, writing, and reading lessons. It incorporates all the components identified by the National Reading Panel as essential and necessary for success in reading and acquiring early literacy skills required to build a strong foundation for ongoing reading development - phonemic awareness, systematic phonics, high-frequency vocabulary, word meanings and usages, word parts, grammar, composition, literary appreciation, text structure, fluency, listening and reading comprehension.[3]
  In a four-year longitudinal of the effectiveness of The Writing Road to Reading program, researchers from the Arizona State University the results of study as follows: "According to the year four results, students who used The Writing Road to Reading demonstrate higher and statistically significant learning as measured by DIBELS. The four-year findings strongly suggest that use of The Writing Road to Reading program is an effective method for enhancing performance on critical early literacy skills." [4],[5]These results are consistent with national research data on the Spalding Method which covers increased scores on standardized achievement tests in reading reported by the schools for children of a wide range of backgrounds and intelligence and represent a sampling of small and large schools, public and private (Arizona, California, Hawaii, Idaho, Illinois, New Hampshire, Texas, and Virginia). [6]
- Junior Great Books Shared Inquiry programs help students in grades 3 through 8 become independent readers and thinkers ready for the diverse demands of the 21st century. The Great Books program aligns with the Common Core standards and matches key components of language arts curriculum standards and helps students meet specific performance objectives—which typically include reading comprehension, oral communication, writing, vocabulary, literature, and literary response. Common Core picks Junior Great Books® as "a program that helps develop essential literacy skills", and cites it as one of eight programs "that are making a difference by creating and promoting exemplary curricula."[7] National research strongly supports the use of Junior Great Books core reading program for increased student achievement, thus addressing the needs of variety of learners in the elementary and middle school grades.[8]

Mathematics

- Singapore Math: This system is designed to build a foundation of arithmetic theory into students that will position them for more advanced math. The way Singapore Math does this is by first introducing students to a few key concepts with concrete examples and pictures. Then, the student is led progressively and logically to understand the abstract concept. Singapore Math is a pleasing balance between drill and creative problem solving. Those who have compared Singapore Math with other math curriculum report that Singapore math moves the students more quickly and rationally toward abstract concepts. There is an emphasis on homework and practice, and an effective mix of word problems, drills and mental calculation. Instruction is paced to the needs of each individual student.

  Singapore ranked No. 1 among all nations in TIMSS (Trends in International Mathematics and Science Study) in 1995, 1999 and 2003 and has been consistently near the top of other TIMSS studies. In the US, The Singapore Math teaching method is increasingly being used in more than 140 schools, 80 of them public, where students in all grades place higher than the state average in math in state mandated tests (Massachussetts) and show considerable improvements in computation skills, including special education students (South Street Elementary School), and below grade level students (Beachmont Elementary school).[9]

Social Studies

- The Core Knowledge Sequence will be used as the basis for the History and Geography content taught at The Paideia Academy. The Core Knowledge Sequence provides rich content in both World and American history at each grade level.
- In addition, The Paideia Academy will implement the recently published Pearson Core Knowledge History series[10] in grades K-6, edited by Core Knowledge founder E.D. Hirsch, Jr. and aligned to the Core Knowledge Sequence for history and geography curriculum. This program was specifically developed to support the Core Knowledge

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[3] Spalding Education International (SEI) http://www.spalding.org
[4] The Research Basis for Spalding's *The Writing Road to Reading* and the Evidence for its Effectiveness, From: Spalding Education International: Behind the Spalding Method (2005). http://www.spalding.org/home/Behind_The_Method.pdf
[5] Bitter, Gary, White, Aleta Mary. (2010) Final Summary Report: Evaluation Study Of *The Writing Road To Reading,* Mary Lou Fulton College Of Education, Arizona State University.
[6] (Aukerman, 1984, Bitter, Gary et al. 2010, ASU, Farnham-Diggory 1990, SEI published research found on www.spalding.org).
[7] The Great Books Foundation http://www.greatbooks.org/
[8] The Great Books Foundation http://www.greatbooks.org/programs-for-all-ages/junior/research-effectiveness.html
[9] The American Institutes for Research (AIR) 2005.*What the United States Can Learn From Singapore's World-Class Mathematics System (and what Singapore can learn from the United States.* Study funded by the U.S. Department of Education.
[10] Pearson Core Knowledge http://www.pearsonschool.com

Sequence. The Pearson texts are classical in approach and historical epochs serve as the framework for discussions of art, science, literature, philosophy and politics. Key vocabulary is reinforced and students are encouraged to make connections across the disciplines using history as a starting point. Students will possess a solid base of knowledge of both American and World history, understand and will be able to discuss the cause and effect of historical events, and demonstrate an understanding of how historical events have influenced the world. The social studies content is aligned with the State Academic Standards.

Science

- Full Option Science System (FOSS) Science program is a research-based science curriculum for grades K–8 developed at the Lawrence Hall of Science, University of California at Berkeley. FOSS is also an ongoing research project dedicated to improving the learning and teaching of science. The FOSS program materials are designed to meet the challenge of providing meaningful science education for all students in diverse American classrooms and to prepare them for life in the 21st century.[11]

World Cultures and Languages

- Students will attend the World Cultures and Languages class once per week - The Paideia Academy celebrates the individual worth and immeasurable potential of every child. Further, it is our intent to nurture every child's sense of potential and worth of every other person on earth. To facilitate this goal, The Paideia Academy will implement school-wide experience/study of world cultures and languages through the visual and performing arts, physical fitness, and foreign language programs. Each quarter the school will choose a geographic region for the World Cultures and Languages experience/study program. Classroom teachers will support this program through reading, writing, and assisting in projects about the targeted region.

Music, Visual and Performing Arts

- The visual arts program at The Paideia Academy follows the Core Knowledge Sequence, which emphasizes an interdisciplinary approach to Art History, introducing students to key movements of each period. Students are expected to gain an appreciation for the interpretation of art, issues and viewpoints about art, understand the styles, influences and themes in art, and the historical and cultural contexts in which the art was generated.
  Numerous studies (Champions of Change, 1999)[12] have shown the connection between participation in art and music education and success in academics. The Paideia Academy wants its students to experience "success" on a broader scale. Participation in music and art education during the formative school years brings countless benefits to each individual throughout life.
- Students will attend music class one time per week. The music curriculum aligns with the Arizona music standards.
- Students will attend visual art class one time per week. The visual art curriculum aligns with the Arizona art standards.

Physical Education / Dance

- Students will attend physical education / dance class two times per week. The physical education and dance curriculum aligns with the Arizona physical and dance standards.

Methods of instruction

To instill in the learner the sense of self-worth and potential and to nurture the productive exercise of free agency, The Paideia Academy will use the instructional methods of direct instruction, intellectual coaching, Paideia seminars, and Learning in Depth projects.

Rationale

The rationale for our approach and methodology is based on a market study of our target population and geographic area and the founder's experience with students in low socio-economic and ethnically underserved areas. While consulting for schools in the urban inner-cities, Dr. Winsor discovered the benefit of minimal direct instruction and maximum intellectual coaching for higher order thinking skills.

The Power of Early Intervention: To further address the needs of the target population and The Paideia Academy will implement a comprehensive "tiered intervention" through the Response to Intervention model, which is a widely

[11] Full Option Science System (FOSS) Science: www.FOSSweb com

[12] *Champions of Change*, 1999 - Report funded by The GE Fund and The John D. and Catherine T. Macarthur Foundation under the auspices of The Arts Education Partnership and The President's Committee on the Arts and the Humanities.

researched and proven instructional method to produce optimal student learning (Reschly et al., 2007)[13]. Additionally, educators at The Paideia Academy will use RTI as a proven strategy to improve school discipline, improve instruction for English-language learners, and as a lever for schoolwide improvement.

All program decisions are based on current research, as evidenced by Robert Marzano's work with instructional strategies which supports our at-risk, academically underserved students and product-oriented learning (Marzano, 2000, 2004).[14],[15]

Direct Instruction

Direct Instruction is the delivery of factual information through teacher led discussion, demonstration, videos, and reading – **the acquisition of organized knowledge**. The goal of Direct Instruction is for students to acquire the basic "must know information" about a subject. By acquiring the basic knowledge of a subject, students gain confidence to move to the next level of learning. Direct instruction focuses on the lower level critical thinking skills of remembering, understanding, and applying. Because direct instruction typically puts students in a passive role, this method of instruction will be limited to 10-15% of instructional time. Assessment and evaluation of direct instruction and factual learning is effectively conducted through traditional short answer and multiple choice tests.

Intellectual Coaching

Intellectual Coaching is guidance through modeling and questioning – **development of intellectual skills**. When our teacher engages in intellectual coaching, she presents models to the students for mutual contemplation. To help our students learn a mathematical concept in geometry, our teachers will place examples of that geometrical concept before them for all to contemplate together. To help our students understand a poetic device, a reading passage, writing prompt, or a musical idea, we will place before them examples and contemplate together through dialog, cooperative group activities, and self reflection. Note that in this approach to intellectual coaching the teacher and the students are engaged in a mutual contemplation. Both are actively thinking about the models placed before them. As a result, both move toward a more accurate understanding of the ideas contained in the object. The goal of Intellectual Coaching is for students to acquire expertise in skills of critical thinking in the context of reading, writing, calculating, and observing. Intellectual Coaching ideally will occur 70% of instructional time. Assessment and evaluation of Intellectual Coaching is conducted through performance tasks and cooperative and independent projects. Assessment often takes the form of checklists and rubrics.

Paideia Seminar

Paideia Seminar is a collaborative, intellectual dialogue facilitated by open-ended questions about a text or topic – increased understanding of ideas and values. This method is more often referred to as the Socratic Method during which the teacher acts as facilitator guiding the students into meaningful dialog. As questions drive critical thought, the goal of Paideia Seminar is for students to expand their understanding of ideas, concepts, and values about the curriculum through thoughtful dialog rather than by memorizing bits of information. The Paideia Seminar nurtures intellectual skills by teaching students to ask higher order critical thinking questions of analyzing, evaluating, and creating. This instructional method nurtures social skills by teaching students the art of speaking and listening within respectful dialog. This instructional method also nurtures the academic skills of critical, purposeful reading and reflective writing in Paideia Seminar journals. The seminars occur approximately 15-20% of instructional time. Assessment and evaluation of the seminars occurs through pre and post seminar tools and processes including self identified goals, discussion, and writing.

Learning-In-Depth Project

All students will be assigned a topic (e.g., apple, cats, money, mountain, reptiles, stars, wood) to study for the time they attend The Paideia Academy. Each year the topic will be assigned to new first through sixth grade students during a ceremony in the fall. The student is encouraged to explore the topic from any perspective they choose and at a pace that suits them; it is an opportunity to discover how knowledge works and become the expert of that topic. The topic is to be studied outside of the core curriculum time with coaching from the teacher, parents, older students, and community mentors. It is meant to be a student-directed activity supervised but not led by teachers. Teachers, particularly in the early grades, will make suggestions, offer guiding questions, and make recommendations for avenues worth exploring. However, over time, the teacher's role will become greatly reduced as students soon know more about their topics than the teacher. The student will keep a journal and portfolio of what he or she has

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13 Reschly, A., Coolong, M. A., Christenson, S. L., & Gutkin, T. B. (2007). Contextual influences and RTI: Critical issues and strategies. In S. R. Jimerson, M. K. Burns ,& A. M. VanDerHeyden (Eds.), The handbook of response to intervention: The science and practice of assessment and intervention. New York: Springer.

14 Marzano, R. J., Gaddy, B. B., & Dean, C. (2000). *What works in classroom instruction*. Aurora, CO: Mid-continent Research for Education and Learning.

15 Marzano, R. J. (2004). Direct instruction in vocabulary. In B. Williams (Ed.) *Closing the achievement gap*.(2nd ed.) (pp. 48-66). Alexandria, VA: Association for Supervision and Curriculum Development

discovered about the topic over time. Learning-In-Depth celebrations showcasing student expertise will be held throughout the year.

Response to Intervention

The Paideia Academy will institute a school wide, comprehensive "tiered intervention" model - Response to Intervention, which involves the early identification of students' learning needs and problems and the use of focused lessons and interventions, to address those problems before they become entrenched.[16],[17],[18]

The Special Education Program at The Paideia Academy

The Paideia Academy of Chandler will provide special education services to all qualified students. As a public school, The Paideia Academy will follow all procedures set forth by the Individuals with Disabilities Act (IDEA). The Paideia Academy will ensure that the design, implementation, and monitoring of Individual Education Plans (IEPs) meet the needs of the student.

Placement Options

Students at The Paideia Academy will be provided services specific to the student's needs as identified in their IEPs, 504's, or other accommodation plan. The school will provide such services in the least restrictive environment and in an inclusive model to the greatest extent possible. Inclusion encompasses the philosophy that all students can learn and the environment, staff, and IEP support that belief. [19]We believe that students are best served alongside their classroom peers and within the context of their already differentiated curriculum currently offered in their classroom. [20]Additionally, we will have a resource period, which will allow the student to receive one-on-one tutoring which will help to make the curriculum accessible to the student, if accommodations made within the regular classroom are not sufficient. Outside therapists will also be employed to serve students during resource periods, as in the case, for instance, of students requiring speech and language therapy. Other delivery models will be employed by the school if a student disability warrants such, ranging from alternative curricula to home-based services.

Training of Staff

The Paideia Academy will provide time for professional development for classroom teachers and other personnel who interact with either the special education student, or the special education procedures. The Principal at The Paideia Academy will be in charge of the training. Professional development activities will be initially done in the summer period prior to the opening of school, and will also be sustained and on-going throughout the year. The Principal's Office, LLC will be contracted to provide initial and ongoing training of all special education staff.Regular education teachers will receive training on the inclusion model by the Principal's Office – on how to work together with the special education teachers to teach students with/without disabilities in a shared classroom. Teachers will receive training on instruction planning and delivery, student achievement, assessment, and discipline. Teams of teachers will also receive training on the implications of specific student disabilities, such as emotional or psychological disabilities.

Resources

Special Education will be financed mainly through equalization funds and formula entitlement grants (IDEA – Part B), as described in the Budget. We will have sufficient resources to meet the needs of our special education population. Our projections for the percentage of special education students enrolled at the school are 12% which is on the upper range of the national average (8%-12%).

Duties and Qualifications of Special Education Service Providers

Only appropriately certified personnel who possess current categorical certifications or endorsements will provide special education services.

Servicing of ELL students

The Paideia Academy of Chandler shall follow Arizona Department of Education policy for the identification and assessment of students identified as English Language Learners (ELL). The Paideia Academy shall timely assess the student's English language proficiency with Arizona's English proficiency assessment – Arizona English Language

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[16] Fuchs, L., Compton D. L., & Fuchs, D., Paulsen, K., et al. (2005). Responsiveness to intervention: preventing and identifying mathematics disabilities. *Teaching Exceptional Children, 37*(4), 60-63

[17] Lovett, M. W., Palma, M. D., Frijters, J., Steinbach, K., Benson, N., & Lacerenza, L. (2008). Interventions for Reading Difficulties: A comparison of Response to Intervention by ELL and EFL struggling readers. *Journal of Learning Disabilities, 4*(4), 333-352.

[18] VanderHeyDen, A. M., Witt, J. C., & Gilbertson, D. (2007). A multi-year evaluation of the effects of a Response to Intervention (RTI) model on identification of children for special education. *Journal of School Psychogy, 45,* 225-256.

[19] Affleck, Madge, Adams, and Lowenbraun. "Integrated Classroom versus Resource Model: Academic Viability and Effectiveness." *Exceptional Children* (1988): 339-348.

[20] Wisconsin Education Association Council. Special Education Inclusion. Accessed on http://www.weac.org/Issues_Advocacy/Resource_Pages_On_Issues_one/Special_Education/special_education_inclusion.aspx

Learner Assessment (AZELLA). Any student identified as not proficient on the English proficiency assessment is entitled to ELL services.

Assessment

In our commitment to measure and quantify our students' academic progress and provide effective intervention we will utilize a variety of assessment measures. To provide our students with an education that meets their individual needs, The Paideia Academy recognizes the necessity and value of frequent and varied assessments. A variety of formative and summative assessments will be implemented to provide teachers with the data to tailor their educational plan for each student.

Data Disaggregation

Student achievement data will be disaggregated to identify achievement gaps among various student subpopulations. Ethnic Groups: White, Asian, Hispanic, Black, Native-American, ELLs, Students with disabilities, Economically Disadvantaged. The disaggregated data will direct the school leadership in researching, choosing and applying educational strategies to close the identified gaps. Analysis of the disaggregated data will be used to identify particular strengths and weaknesses in curriculum and instruction. This analysis will also serve as the basis to examine policies and structures to improve learning and teaching within diverse and multicultural communities, set priorities for professional development and set priorities to reallocate resources.

Formative assessments will include:

(a) Ongoing classroom assessment such as daily class-work, student projects, portfolios, checklists, rubrics and curriculum-based measures;
(b) Response To Intervention (RTI) screening and progress monitoring;
(c) Interim and benchmark assessments through CTB/McGraw Hill Acuity Testing in cooperation with the Arizona Charter Schools Association "Success Center".
(d) Arizona English Language Learner Assessment (AZELLA);
(e) Cognitive Abilities Test (CogAt) will be routinely scheduled and administered.

Summative assessments

End-of-unit and grading period tests will also be administered.

Criterion referenced (AIMS) and standardized (AIMSDPA) assessments

Will be administered in compliance with Arizona state requirements. The Paideia Academy values the data from the annual AIMSDPA and TerraNova assessment. These data will be analyzed in late-summer in PLC data meetings to give teachers information when designing first quarter learning activities.

Academic Screening

All Paideia Academy students will be assessed through the Response To Intervention (RTI) model three times a year (August, January, May) for basic academic skill level in reading fluency and comprehension, writing fluency and expression, and math computation and reasoning. These initial and ongoing assessment data will be entered and tracked through AIMSweb software. Reports will be generated and given to administrators, teachers, and parents. Teachers will utilize these reports in Professional Learning Community (PLC) meetings to design grade-level instructional interventions. Students who achieve below the 20th percentile in any basic academic skill area will receive a Response to Intervention (RTI) remediation plan.

Progress Monitoring

Students receiving RTI remediation will be given progress monitoring assessments in their target academic area each week. The data from these assessments will be tracked through AIMSweb and reviewed once a month in PLC data meetings to determine if the student is responding to the intervention and to make adjustments to the intervention if needed.

Benchmark Assessments

Students will be administered 5 times through the year on a bi-monthly schedule. Benchmark tests will enable teachers to determine progress and plan for students to reach the Arizona Instrument to Measure Standards (AIMS) goals. Progress will be tracked, disaggregated and reported though the ACUITY software program. The PLC teams will analyze the data to determine which individual students require increased targeted intervention and which classwide learning objectives require added instruction. Results of these assessments will be shared with professional learning community (PLC) teams, parents, and school leadership. Individual student data will be made available to students and parents. Any student, classroom, and/or grade-level who fail to meet the benchmark goals will be given a remediation plan through the Response To Intervention delivery model.