



**Department of
Education**
Carmen Fariña, Chancellor

Office of School Quality
Division of Teaching and Learning

Quality Review Report

2014-2015

Richard R. Green High School of Teaching

High School 580

**26 Broadway
Manhattan
NY 10004**

Principal: Nigel Pugh

**Date of review: January 22, 2015
Lead Reviewer: Mark Ossenheimer**

The School Context

Richard R. Green High School of Teaching is a high school with 561 students from grade 9 through grade 12. The school population comprises 32% Black, 59% Hispanic, 2% White, and 6% Asian students. The student body includes 5% English language learners and 13% special education students. Boys account for 33% of the students enrolled and girls account for 67%. The average attendance rate for the school year 2013-2014 was 82.0%.

School Quality Criteria

Instructional Core		
<i>To what extent does the school...</i>	Area of:	Rating:
1.1 Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards	Additional Findings	Proficient
1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products	Additional Findings	Proficient
2.2 Align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels	Focus	Developing
School Culture		
<i>To what extent does the school...</i>	Area of:	Rating:
3.4 Establish a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations	Celebration	Proficient
Systems for Improvement		
<i>To what extent does the school...</i>	Area of:	Rating:
4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning	Additional Findings	Proficient

Area of Celebration

Quality Indicator:	3.4 High Expectations	Rating:	Proficient
---------------------------	------------------------------	----------------	-------------------

Findings

School leaders consistently communicate high expectations of professionalism and instruction to the entire staff, providing training and accountability for those expectations. The school consistently communicates expectations and offers ongoing feedback to help families understand their children's progress.

Impact

The clarity of expectations, feedback, and supports to staff and families, have resulted in a consistent culture for learning.

Supporting Evidence

- There is a clear and detailed instructional focus for the year that is centered on purposeful grouping of students and implementing collaborative academic tasks to lead to higher student engagement and authentic learning. This is communicated to staff at faculty meetings, team meetings, and posted in all classrooms, so that teachers and students understand the expected culture in classrooms. During both teacher team meetings, teachers were able to discuss the instructional focus and its impact on their practice.
- To support the implementation of the instructional expectations connected to the Danielson Framework for Teaching, there is a detailed calendar of professional development opportunities in the form of workshops, seminars, and team meetings, centered on grouping of students, student discussion techniques, and designing collaborative tasks. Teachers receive detailed ongoing feedback in relation to the instructional focus as evidenced in observation notes from administration to teachers.
- Families receive ongoing feedback from teachers regarding their children's academic progress through Jupiter Grades, the online gradebook. The system sends a weekly progress report emailed to every family. Teachers send emails to individual students and families as well as whole class. During the parent meeting, parents showed emails they had received from staff on their phones.
- The school has a partnership with The Leadership Program and has developed a series of workshops selected by and designed for families that are connected to helping parents in supporting their children at home. Topics include graduation requirements, college searches, yoga for families, and managing conflict.

Area of Focus

Quality Indicator:

2.2 Assessment

Rating:

Developing

Findings

Across classrooms, teachers use assessments and rubrics that are inconsistently aligned to curricula and standards. Teachers' assessment practices in the classroom inconsistently reflect the use of ongoing checks for understanding.

Impact

Classroom assessments provide limited feedback to students and teachers regarding achievement, thus there are missed opportunities for teachers to adjust classroom instruction effectively to meet student-learning needs.

Supporting Evidence

- A posted rubric in a Global History class was tied to Common Core Learning Standards and the State curriculum. However, a rubric in an observed Living Environment class for a mitosis storybook project did not include all of the CCLS in the lesson, but did include standards such as creativity and drawings that were neither embedded in the unit or lesson plan, leading to a disconnect between what was taught and assessed.
- Student work posted in a Geometry class had actionable feedback attached that included both content standards and group work expectations, as part of the instructional focus. However, student work in binders and portfolios had feedback that was predominately checkmarks or were missing a rubric. For example, one essay for an Advanced Placement class had feedback for the student, but no rubric to reference Advanced Placement scoring.
- An English as a second language co-teacher in an observed twelfth grade English language arts class was tracking student understanding through written conference notes attached to a clipboard to be used in adjusting groups for that lesson, as well as planning the next lesson. However, this level of checking for understanding was not observed in most classes, thereby limiting the ability of teachers to adjust instruction to meet the needs of all learners. An algebra class and a ninth grade English language arts class had exit slips planned in order to assess student understanding. However, because students were not given adequate time at the end of the period, they were not able to fully engage with the activity leaving some questions blank, thus providing limited feedback relative to mastery.

Additional Findings

Quality Indicator:	1.1 Curriculum	Rating:	Proficient
---------------------------	-----------------------	----------------	-------------------

Findings

School leaders and faculty ensure curricula are aligned to the Common Core Learning Standards and integrate the instructional shifts. Curricula and academic tasks are planned and refined using student work.

Impact

The school's curricular decisions build coherency promoting college and career readiness. A diversity of learners including students with learning disabilities and English language learners have access to the curricula.

Supporting Evidence

- A review of the Living Environment curriculum map and unit plans demonstrates explicit planning and integration of both New York State content standards and the Common Core ELA-Literacy Standards. For example, in a unit on the scientific method, the plan indicates that students use data from an experiment to support or refute their hypothesis via graphs and written responses.
- Coherency of planning in English language arts is evident between the tenth and eleventh grade curricula. For example, tenth grade has a unit using the text *Ma Rainey's Black Bottom* and eleventh-grade has a unit using the text *Fences*, both by August Wilson. A tenth-grade learning objective was to understand the historical context of the play, including the impact of Blues and Jazz on American society. This objective is deepened in the eleventh grade curriculum, which asks students to demonstrate understanding of the context by researching and presenting a related piece of poetry, art form, or non-fiction article.
- The Common Core standards of math modeling, make sense of problems and persevere in solving them, and constructing viable arguments has been incorporated in the Integrated Algebra curriculum based on results from the new Common Core Algebra Regents' Exam. For example, a unit on quadratic equations includes a student investigation to determine the effectiveness of an emergency plan to save the African elephants, whose decline can be represented by a quadratic function.
- Across subjects, units and lesson plans reflect explicit differentiation strategies using the Universal Design for Learning principles. For example, an algebra class had a differentiated Do Now and exit slip with fewer questions or questions written in a simplified format. A ninth grade English language arts class plan demonstrated planning for learning styles by incorporating visual and aural learning such as the use of slides and charts, as well as partner discussions and audio books.

Findings

Across classrooms, teaching practices reflect an articulated set of beliefs about how students learn best that is informed by the Danielson Framework for Teaching and the school's instructional focus. Teaching strategies, including purposeful grouping and collaborative tasks, provide entry points into the curricula.

Impact

The school has a coherent instructional focus for the year and incorporates strategies that ensure that all learners including students with disabilities and English language learners are engaged in appropriate tasks.

Supporting Evidence

- Across classrooms students engaged in collaborative tasks that required they engage with one another and the content in order to create meaning. For example, in a Global History class students shared various perspectives of Soviet society, such as women or factory workers, to determine how they would regard Lenin as an effective leader. A geometry class had pairs of students investigating patterns in comparing and contrasting the measurements of line segments from various trapezoids in order to discover the definition of a mid-segment and the corresponding properties.
- Teachers frequently organize students in purposeful groups that provide multiple entry points for students into the curricula. For example, an algebra class had students organized into groups of three with a mix of high, medium, and low performance levels. Students engaged in group and independent work providing each other with support as they worked on Common Core aligned tasks. An Advanced Placement government course had students in groups of three collaborating to analyze using set criteria and then identify trends in opinion poll information.
- Students with disabilities and English language learners were supported through various team teaching strategies within Integrated Collaborative Teaching classrooms. For example, a twelfth grade English language arts course had a content specialist, special education, and English as a second language teacher. Students were grouped heterogeneously analyzing literature through different literary theory lenses with teachers engaging in co-leading, parallel teaching, small-group instruction, as well as conferencing with individuals, ensuring all students were engaged with the Common Core task.

Quality Indicator:	4.2 Teacher teams and leadership development	Rating:	Proficient
---------------------------	---	----------------	-------------------

Findings

Teachers are engaged in structured, inquiry-based professional collaborations, allowing them to consistently analyze student work and data for students they share.

Impact

The work of teacher teams promotes the implementation of the school's instructional focus and goals, as well as improves teacher practice.

Supporting Evidence

- Teachers are organized in various teams in order to meet school, student, and instructional needs. Grade teams meet three times a week with teachers analyzing data and work for two different focus groups, discipline teams meet monthly to ensure alignment to Common Core and implement the instructional shifts into tasks, advisory teams meet monthly to develop curriculum, and the student intervention team meets twice a month.
- Through teacher feedback during the team interview, and via a review of agendas and minutes, it was evident that grade teams have a focus group of "borderline" students who are struggling academically but have good attendance, and a focus group of students with attendance issues. Grade teams develop interventions across the grade, assign faculty mentors, student mentors, and conduct Quality Circles that bring the student, family, and all subject area teachers together to develop goals, interventions, and responsibilities.
- An observed eleventh grade team used a tuning protocol from the National School Reform Faculty to analyze work from a student in the borderline focus group. Teachers analyzed the work and developed possible teaching strategies to address the student's achievement in relation to the writing task. The team was able to discuss a different student who had been the topic of a previous completed inquiry cycle and identify key strategies the team developed for him to organize his thoughts, such as individualized graphic organizers and checklists.
- Teachers engage in inter-visitations and lead workshops in order to share effective practice. Teachers have led workshops for colleagues this year on grouping strategies, group facilitation techniques, and the use of Smart Board clickers for on-the-spot assessment.