

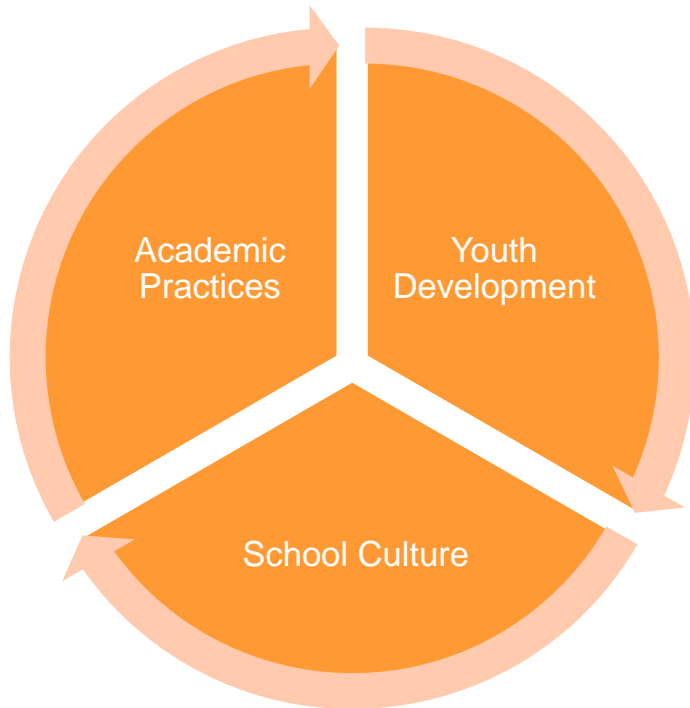


Expanded Success Initiative

Approaching Coherence:
Academics, Youth Development & School Culture

Webinar
March 5, 2012

The ESI design challenge is to bring coherence to key areas of school operations



- **ACADEMIC PRACTICES** that build towards the Common Core Learning Standards and college ready indicators in ways that engage Black/Latino young men and build towards college access and success; **aligned with**
- **STRENGTH-BASED YOUTH DEVELOPMENT PRACTICES** that build towards indicators of resilience and productive persistence with a focus particularly on the needs of Black and Latino young men; **aligned with a**
- **SCHOOL-WIDE CULTURE** that builds towards college and career access and success and makes postsecondary entry points transparent to students and families.

Approaching the Academic Challenge

The challenge involves design/redesign of **academic practices** and **teacher development**:

- Implement a strategic approach towards maximizing the number of Black and Latino young men who take and achieve credit for four years of college ready math, science and ELA. For example,
 - **Re-program so that entering freshman gain credit for a 4-year sequence of college ready courses in math (achieving success in at least Algebra 2) and science (achieving success in Chemistry and Physics.)**
- Develop a program that maximizes college access by offering Black and Latino young men college level courses and access to meaningful internships and out-of-classroom experiences that align to the academic program. For example,
 - **Increase equitable access and success in college level courses and internships by aligning freshman courses to college and workplace expectations.**
- Build on the citywide instructional expectations for Common Core implementation with focused attention on **explicit teaching of academic behaviors and cognitive skills** across all disciplines, and promote an active learning environment that is enhanced by **digital literacy skills**.

Academic intensity matters to college success

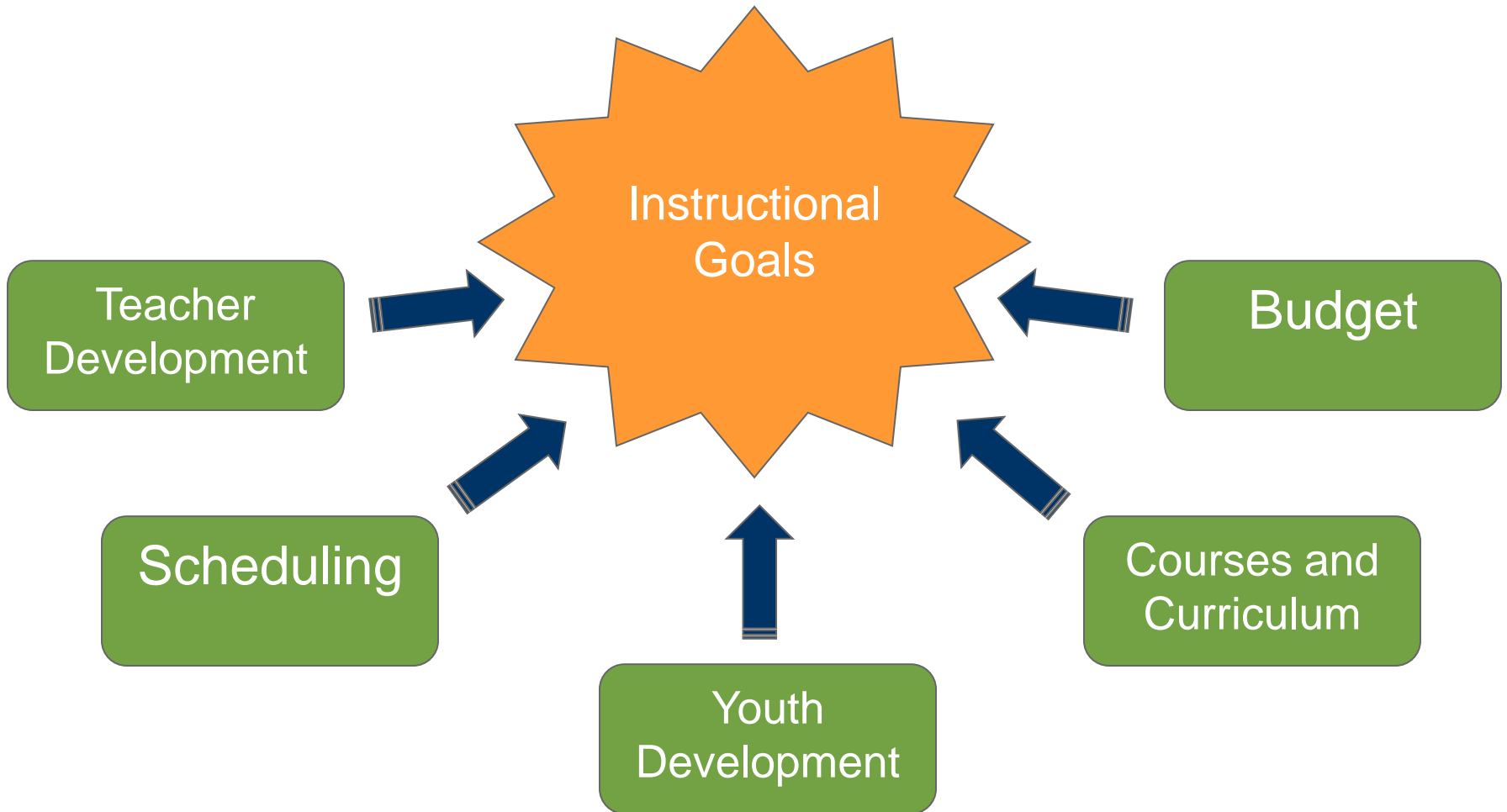
- Provide a cohesive academic program paying particular attention to the sequence of courses
- Take continuous math through high school
- Offer the highest levels of lab science
- Align high school level work to college expectations
- Students should experience college success while in high school

Suggestions from Clifford Adelman's Toolbox Revisited: Paths to degree completion from high school through college

How should schools program for college readiness?

*Lisa Anzalone
Director of the School Time Lab,
Office of Postsecondary Readiness*

Using school time to support instructional goals



Challenge

How can you maximize the number of Black and Latino young men who pursue and earn credit for four years in math leading to college readiness/success?

Use school time strategically

	Strategic School	No Strategy
12 th Grade	AP Calculus OR Pre-Calculus OR course with similar rigor	???
11 th Grade	Advanced Algebra/ Trigonometry	Geometry 3
10 th Grade	Geometry	Algebra 3
9 th Grade	Algebra	Algebra 1 2 3

Decisions/Impacts

- 1** How do we offer algebra to help students reach our instructional goals? Are we leveraging time/scheduling? What resources are needed, and how are they best used?
- 2** How does our schedule impact teacher time, staffing, and budget? How can teacher team time be programmed?
- 3** Are students on track to reach goals? What further supports are needed? How can we provide them? What are the impacts?

School Time Considerations

- How does a school use their schedule to increase academic intensity?
- As a school rethinks their program to prepare students for college and career readiness, what are the challenges, parameters, and constraints?
- How do we use extended day and other out-of-school time resources to target students' specific needs? How do we align these resources and activities with school day instruction to provide targeted and cohesive support?

Math is a Gatekeeper: How can you maximize the number of Black and Latino young men who achieve success in college level math?

*Cathy Seeley
Senior Fellow, Dana Center
University of Texas at Austin*

Math Considerations I

What key considerations should schools pay attention to as they plan to offer 4 years of college level math?

- Consider when actual HS math content begins. Its a mistake to start Algebra after 9th grade.
- Consider what the 4th year of math is. HS math could be a springboard to careers. Precalc/Cal may not be the best choice and some schools like at statistics, financial math, etc.
- Consider how you will organize the 3 years in between and integrate the content of Alg/Trig/Geometry
- Consider ways to make the math relevant, engaging, multi-purpose and applied

Math Considerations II

As a school rethinks their math program to prepare students for college readiness, how should they face the challenges of teacher preparation and development?

- Consider supporting teachers as they develop strategies beyond telling, towards ‘upside down teaching’ where students grapple with a problem before they have all the tools to fully solve it.
- Consider rich tasks that can be acquired from authentic problems e.g. understanding costs and benefits of various cell phone plans
- Consider PD that is embedded in teachers actually doing the math and practicing the problems they want students to grapple with.

Math Considerations III

How should teachers explicitly teach problem solving as part of the math curriculum? How can the concept of ‘academic youth development’ be a useful frame for ESI schools?

- Consider that students need to be trained to be problem-solvers. They need to develop independence and resilience to work through problems.
- Consider integrating concepts of ‘academic youth development’ where students are taught about the brain and how intelligence is malleable and not fixed.
- Consider integrating psych-social messages so that students learn resiliency skills and are willing to engage in academic actions.

How can digital literacy skills maximize college access and success for Black and Latino youth?

*Michael Preston
Director of Blended Learning,
Office of Postsecondary Readiness*

Why blended learning?

- Voguish term in educational technology
- Important because:
 - Pedagogically-driven
 - Developmental context
- Key component of college and career readiness

Blended learning as an authentic context

- Digital literacy skills
 - Don't be fooled by “digital natives”
- Self-regulation and independence
 - The importance of scaffolding, feedback
- Communication and collaboration
 - For education and for work
 - New modalities

Blended learning: a definition

- Combination of online and face-to-face
- Inside the school building, and perhaps outside
- *Increases* student-teacher interaction

Technical requirements

- Ideally 1:1
- NOT:
 - An end unto itself
 - Way to replace teachers
 - In absence of larger vision

A shifting dynamic

- Flexibility
- Personalization
- Anytime learning
- Redistribution of responsibility
- Focus on student work

Flexibility

- Across the curriculum
- Within a given course

Personalization

- Student choice of pathway
- Project-based work

Anytime learning

- 24/7 access to content and interactivity
- Flexibility for internships, attendance issues

Redistribution of roles

- Teachers: shift away from content delivery to other modes
- Students: receiver to producer

Focus on student work

- Much more frequent and voluminous evidence of learning
- Opportunities for assessment, feedback
- Leading back to personalization

What we offer

- Connected Foundations
 - Course in digital literacy, free netbooks for students, discounted broadband for the home

<http://schools.nyc.gov/connectedfoundations>

- Guidance around blended learning for your school