

RELATIONSHIPS, RELEVANCE, AND RIGOR: IMPLICATIONS FOR THE SCHOOL HOUSE

Phil Byers, Sandalwood Elementary School
Christina Byers, Milbrook Elementary School

Phil's School

- Sandalwood is located in Essex, Maryland.



Christina's School

- Milbrook is located in Pikesville, Maryland



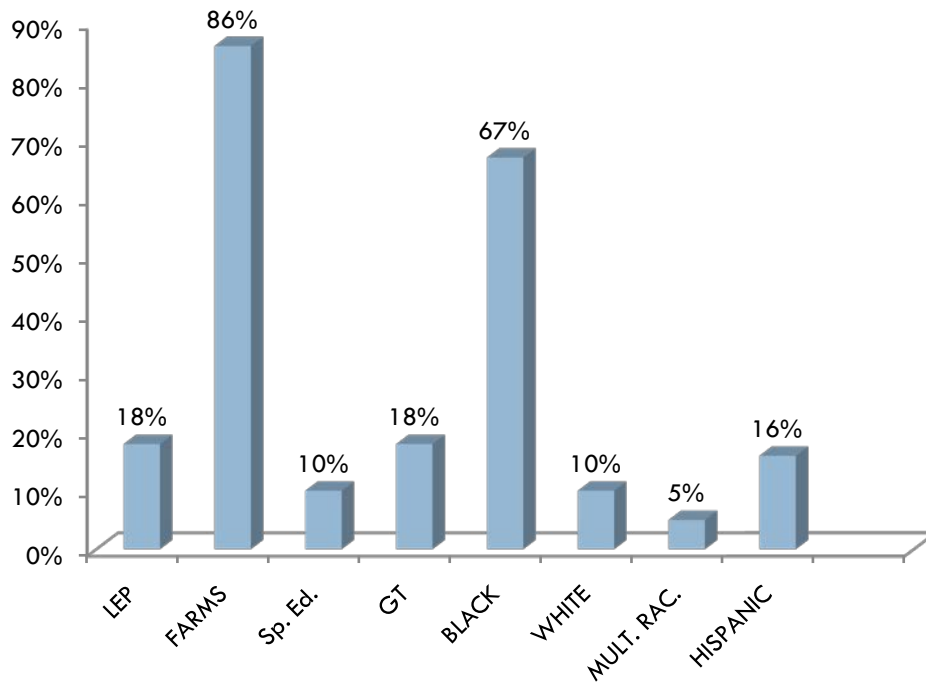
Our School away from School

- Centrally located in Towson, Maryland



Phil's Kids

Sandalwood Demographics

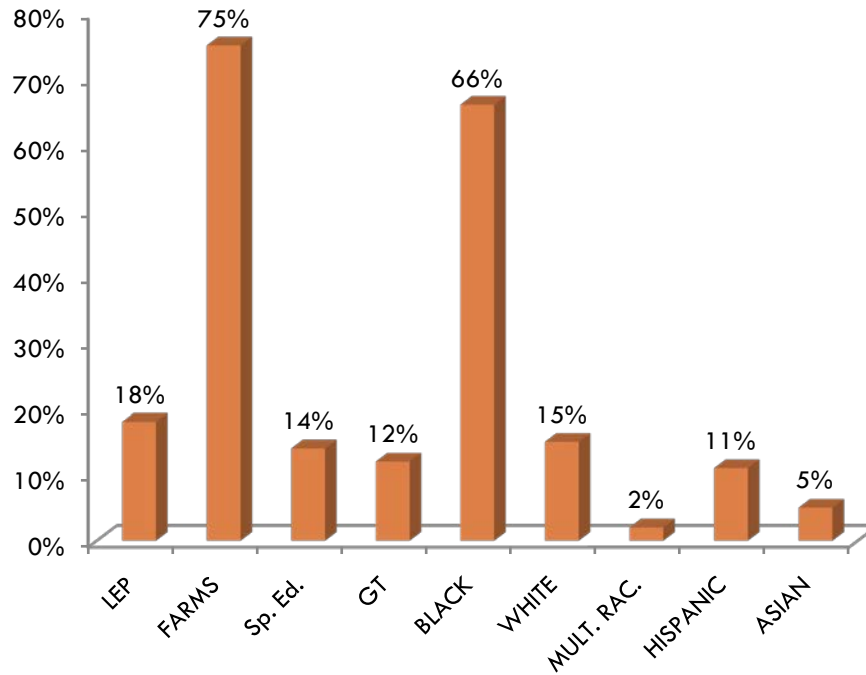


Sandalwood Students



Christina's Kids

Milbrook's Demographics



Milbrook Students



Our Kids: Hope and Julia Byers



What we have in common...besides two daughters

- Teachers who were working hard, but independent of each other
- Teachers who were teaching the same regardless of who was in front of them.
- Teachers with a “surface level” of content understanding impacting students’ abilities to acquire necessary content and skills.
- Missed students
 - “This kid just can’t do it.”
 - “This kid just doesn’t care.”
 - “This kid just doesn’t have home support.”

Relationships

It takes a village? Great line...but what are the villagers supposed to do?

Students who feel they have a relationship with their teacher or a member of the school community consistently outperform those who do not.

Building Relationships with Students

- Providing professional development
- Setting goals
- Providing opportunities
 - ▣ Weekly meetings
 - ▣ Homework clubs
 - ▣ After school clubs
 - ▣ Lunch bunches
 - ▣ Environments: “hand scheduling students” for relationship purposes not just academic



Building Relationships as a Staff

- Moving from, “we’re friends” to “we’re colleagues”
- Providing opportunities for collaboration and professional development
- Scheduling



Schedule to Foster Collaboration

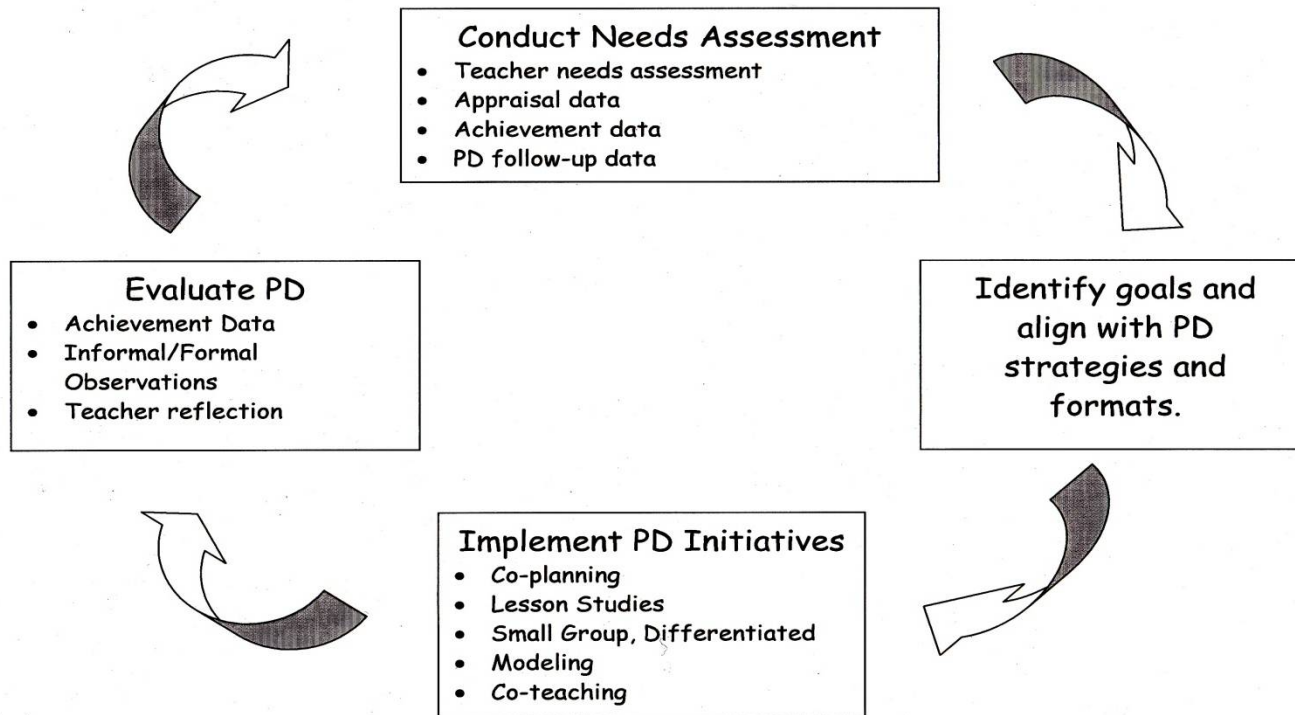
Milbrook Elementary Master Schedule

	Monday (No Tech)	Tuesday (No Vocal)	Wednesday (No Art) (No Tech)	Thursday (No Vocal)	Friday (No PE) (No Tech)
Block 1 Fifth Grade 9:10-10:00	5A (Math) 5B (Reading) 5C (Math) 5D (Reading)	5A (Math) 5B (Reading) 5C (Math) 5D (Reading)	5A (Math) 5B (Reading) 5C (Math) 5D (Reading)	5A (Math) 5B (Reading) 5C (Math) 5D (Reading)*	5A (Math) 5B (Reading) 5C (Math) 5D (Reading)
Block 2 3 rd /4 th Grade Math 10:05- 10:55	3/4 (Math) 3A (Math) 4A (Math)	3A (Math) 3B (Reading) 4A (Math) 4B (Reading)	3/4 (Math) 3A (Math) 4A (Math)	3A (Math) 3B (Reading) 4A (Math) 4B (Reading)	3/4 (Math) 3A (Math) 4A (Math)
Block 3 3 rd /4 th Grade Reading 11:00 - 11:50	3/4 (Reading) 3B (Reading) 4B (Reading)	3/4 (Math) 3/4 (Reading)	3/4 (Reading) 3B (Reading) 4B (Reading)	3/4 (Math) 3/4 (Reading)	3/4 (Reading) 3B (Reading) 4B (Reading)
Block 4 Second Grade 1:35 - 2:25	2A 2B 2C	2A 2B 2C*	2A 2B 2C	2A 2B 2C	2A 2B 2C
Block 5 First Grade 2:30 - 3:20	1A 1B 1C	1A 1B 1C*	1A 1B 1C	1A 1B 1C	1A 1B 1C

Professional Development

Students' needs are teachers' needs: developing teachers in a way that is relevant to their students' needs.

Professional Development: Relevance



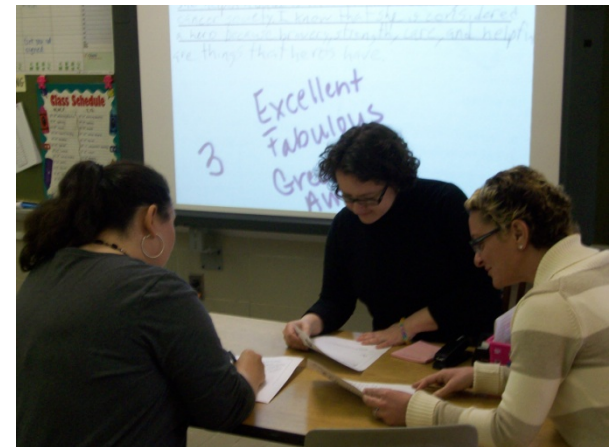
Professional Development: Content

The smarter we are, the better we teach.

- The balance of content and pedagogy.
- Understanding State Curriculum expectations
- Focusing on the enduring learning and planning for student understanding of that learning
- Align resources to State Curriculum expectations, not curriculum to resources.
(This will prepare for Common Core).

Professional Development: Job Embedded

- Co-Planning
 - ▣ Meeting in content groups (vertical or horizontal)
 - ▣ Identifying student needs
 - ▣ Consulting state expectations and discussing the implications of those expectations to instruction
 - ▣ Designing aligned assessments
 - ▣ Determining how to impart the enduring learning
 - ▣ Planning lessons
 - ▣ Evaluating effectiveness



Professional Development: Job Embedded

□ Lesson Studies

- More than just finding good strategies
 - Experiment with alternatives to the “pure version”
- Allows conversations for differentiation
- Supports reflection on the cause and effect relationship between teaching and learning
 - “When you did _____, the students _____.”

Professional Development: Job Embedded

□ Instructional Models

- Mentors, Exemplary Teachers, Leadership Team, etc
- Reviewing a model plan
- Watching implementation of the plan
- Reviewing and reflecting
- Co-planning
- Co-teaching
- Planning alone
- Teaching alone



Professional Development: Job Embedded

- Co-Teaching
 - ▣ The merge of content experts
 - ▣ Special Education
 - ▣ English Language Learners



Rigor

This isn't about knowing what the star looks like, but more about how to reach it.

Rigor: The Beginning

Teachers' expectations become students' expectations

- Expectations
 - Teachers
 - Students
- Identifying students' needs
 - Skill level (reading, math)
 - Barriers to learning (environment and organic)
- Aligning instruction to those needs

Rigor: Teacher Expectations

- Know the bar; it is already high
- Commit to believing everyone will reach the bar
- Commit to learning ways to provide support so all students reach the bar
- Understand the causes of students not reaching the bar and adjusting appropriately



Rigor: Student Expectations

- Developing “I can” mentality
 - Opportunities to re-learn
 - Small groups
 - One-on-one
 - Intervention
 - Celebration of success



Rigor: Knowing Student Needs

- What do you look at?
 - ▣ Multiple sources (aka triangulation)
 - ▣ Quantitative and qualitative

Rich Data Analysis

Milbrook Elementary
Intermediate Data Analysis: Math

DATA SUMMARY: Roberts 4th grade

Assessment: Unit Assessments

Based on skills taught this quarter, identify skills mastered or deficit.

Mastered Skills/Objectives	Deficit Skills/Objectives
<p>Unit 1 Read, write, and represent numbers to 1,000,000 Express whole numbers through 1,000,000 in standard, word, and expanded form Read, write, represent, and compare decimals using symbols, words, models</p> <p>Unit 2 Estimate sums and differences Add and subtract whole numbers and money Generate a rule for the next level of a growing pattern and repeating pattern Represent numeric quantities and relationships, and find an unknown in an equation</p> <p>Unit 3 Demonstrate knowledge of multiplication and division facts Represent numeric quantities and relationships using $<>$ and $=$ Determine equivalent expressions, and evaluate expressions using multiplication and division Complete a function table with a one operation rule</p> <p>Unit 4 Determine range, median, and mode of a set of data Identify positions on a coordinate plane using ordered pairs</p> <p>Unit 5 Multiply by multiples of 10,100 or 1,000 Multiply whole numbers and money amounts by one-digit numbers</p>	<p>Compare and order whole numbers through 1,000,000 77% Compare the value of sets of mixed currency</p> <p>Use skip counting to determine a pattern 77%</p> <p>Determine start time, elapsed time and end time 56% Analyze data to interpret line plots and line graphs 77%</p> <p>Round and estimate to determine products 79%</p>

Assessment: Short Cycles

Mastered Skills/Objectives	Deficit Skills/Objectives
Short Cycle 1	
<p>Represent and analyze numeric patterns using skip counting Generate a rule for the next level of a growing pattern Generate a rule for a repeating pattern Represent numeric quantities using operational symbols Determine equivalent expressions Represent relationships using $<>$ Find the unknown in an equation with one operation Express whole numbers in expanded form Identify the place value of a digit in a number Compare, order and describe whole numbers Compare the value of sets of mixed currency Identify multiples Add whole numbers Subtract whole numbers Add 2 decimals Subtract decimals</p>	<p>Read, write, and represent decimals using symbol, words, and models Compare the value of sets of mixed currency Determine the appropriate sum and difference of 2 numbers</p>

Assessment: Benchmark

Mastered Skills/Objectives	Deficit Skills/Objectives
<p>Complete function table using one operation Generate a rule for the next level of a growing pattern Generate a rule for a repeating pattern Represent numeric quantities using operational symbols(+, -, X, with no remainders) Determine equivalent expressions Represent relationship using relational symbols($<$, $>$) Find the unknown in an equation with 1 operation Express whole numbers in expanded form Identify the place value of a digit in a number Compare, order, and describe whole numbers Compare the value of sets of mixed currency Identify multiples Add whole numbers Subtract whole numbers Add 2 decimals Subtract decimals</p>	<p>Complete a function table using one operation Read, write, and represent whole numbers using symbols, words, and models Read, write, and represent whole decimals using symbols, words, and models Express decimals in expanded form Identify factors Multiply whole numbers Divide whole numbers Determine the approximate sum and difference of 2 numbers</p>

Rich Data Analysis

DATA ANALYSIS: Class Patterns

Identify the patterns of strength and weakness using the three sources of data.

Patterns of Strength (What knowledge, skills, and objectives have your students mastered?)	Patterns of Weakness (What knowledge, skills, and objectives are weaknesses/deficits for your students?)
<p>Earlier these were weaknesses, but recent BM identifies them as mastered skills:</p> <ul style="list-style-type: none"> Compare the value of sets of mixed currency Compare and order whole numbers through 1,000,000 Multiplying whole numbers <p>Complete function table using one operation Generate a rule for the next level of a growing pattern Generate a rule for a repeating pattern Represent numeric quantities using operational symbols(+, -, X, with no remainders) Determine equivalent expressions Represent relationship using relational symbols(<, >) Find the unknown in an equation with 1 operation Express whole numbers in expanded form Identify the place value of a digit in a number Compare, order, and describe whole numbers Compare the value of sets of mixed currency Identify multiples Add whole numbers Subtract whole numbers Add 2 decimals Subtract decimals</p>	<p>Determine start time, elapsed time and end time Read, write, and represent whole numbers using symbols, words, and models Read, write, and represent whole decimals using symbols, words, and models Express decimals in expanded form Divide whole numbers (We are currently doing this unit) Determine the approximate sum and difference of 2 numbers Estimate to determine products Analyze and interpret line plots and line graphs Subtract whole numbers with zeros</p> <p>* Use vocabulary, pictures, and symbols to solve problem using a variety of math operations</p>

ACTION PLAN: Class Needs

Before completing the chart, think about the following as you attempt to identify how and if deficit areas will be addressed:

- How essential is the content/skill that all students need to know it right NOW?
- How many students don't know it?
- Do you have a new way to teach it?

Will you re-teach or differentiate? How will you implement the plan?

Instructional Plan and Steps Needed to Address Class Patterns	
Need	Plan
<p>My needs are two fold:</p> <ul style="list-style-type: none"> Students also need specific skills review for deficit skills. 	<ul style="list-style-type: none"> Re-teach : Skills missed on unit assessments, and Short Cycle are incorporated into daily Warm Up Differentiate: Small re-teach groups are created for specific skills students are still having difficulty with. Mrs. Zeigler can work individually with students needing more help with a skill. Re-teach: Using data from previous summative assessments, a day is set aside to review specific skills for SC and BMA. A mini lesson is given for each skill, then practice and homework is provided. Re-teach: Beginning in mid January, all data will be reviewed. One night a week will be set aside for MSA review. Review packets for each unit will be created focusing on specific deficit skills. Homework for these skills will be provided. Small re-teach groups will be formed of students needing additional help with specific skills.
<ul style="list-style-type: none"> Students need ongoing review so they won't forget skills they have mastered. 	<ul style="list-style-type: none"> Re-teach: From September through December, SF-AW Spiral Review and Test Prep will be given weekly to review skills. Beginning in January and running until MSA one of these test preps will start be given in addition to the daily Warm Up for each lesson. Beginning in January "MSA Review Homework" will be given once a week. This will be checked the next day. Students having difficulty with specific skills will be put into re-teach groups. This will be organized by units at first. Then, I will combine the units to create an overall review for the 2 weeks before MSA. Re-teach: It was very helpful last year to focus on deficit skills from BM 2. A review was created from the BM.

Data Reflection and Discussion

ANALYSIS/ACTION PLAN: Individual Students

Use the chart below to identify specific needs and plans for individual students not meeting with success.

Student	Subgroup	Needs	Intervention (Please identify current intervention and any proposed changes to intervention)
[REDACTED]	Currently has a 504. Further testing is being completed	Modified curriculum Attention issues have created gaps in his learning, and made it difficult for him to stay focused to successfully complete a test. Inability to deal with questions he can't answer. He shuts down and is unable to finish. Difficulty clearly expressing himself on bcr's.	Further testing is now being completed for Marquise. A calculator was added to his 504 accommodations. He works in a small differentiated group with Mr. Dennis daily to monitor attention, and to try to break the cycle of shutting down when he doesn't get the answer. Ongoing review of skills is provided in Daily Warm Ups is helping him retain skills.
[REDACTED]	IEP	Modified curriculum, further differentiation of skills, and additional opportunities for review to retain what she has learned. (Basic on MSA last year).	Works with Mr. Dennis daily in small differentiated group. A calculator was added to her accommodations. Ongoing review of skills is provided in daily Warm Ups is helping her retain skills. She will get a Mod-MSA this year. Her overall test scores this year are much higher than last year.
[REDACTED]	IEP	Modified curriculum, further differentiation of skills, and additional opportunities for review to retain what he has learned. (Basic on MSA last year).	Works with Mr. Dennis daily in small differentiated group. His calculator skills have improved. Ongoing review of skills is provided in Daily Warm Ups is helping him retain skills. His overall test scores this year are much higher than last year. [REDACTED] will take a Mod-MSA.
[REDACTED]	IEP	Modified curriculum, further differentiation of skills, and additional opportunities for review to retain what he has learned.	Works with Mr. Dennis daily in small differentiated group. Ongoing review of skills is provided in Daily Warm Ups is helping him retain skills. A calculator was added to his IEP accommodations. However, it is unclear if he will use it on the MSA. [REDACTED] will take a Mod-MSA. He was invited to attend Mustang Academy.
[REDACTED]		Modified curriculum, further differentiation of skills, and additional opportunities for review to retain what she has learned.	

Rigor: Aligning to Student Needs

- Collective analysis
 - What does this mean?
 - Student performance
 - Whole-child implications (attendance, behavior, etc)
 - What are we going to do about it?
 - Instructional
 - differentiation, questioning, independent and critical thinking, communication
 - Intervention
 - Layers of support (Referrals as a result of analysis)
- Build the structure to promote success



Relationships, Relevance, and Rigor

The job of the villagers is to develop strong relationships, foster relevant growth, and consistently maintain high expectations for the entire school community.