LEARNING
BEYOND
BOUNDARIES

Case Studies of
Interschool Collaboration
in the New York City
Department of Education
Learning Partners Program

Department of
Education
Carmen Fariña, Chancellor

ACKNOWLEDGEMENTS

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MESSAGE FROM CHRISTINA FUENTES

Open doors, open minds, and strong, reflective teaching practice have great power to improve our schools. The Learning Partners Program gives life to this idea through structured interschool collaborative learning including intervisitations, joint planning, and inquiry work. The basis of the Learning Partners Program is the belief that by sharing knowledge through intentionally created networks of schools organized around a self-identified learning focus area we can leverage the rich reservoir of expertise that resides in our school communities to improve outcomes for all students.

After a 2014 spring pilot with seven school triads, the Office of Interschool Collaborative Learning (OICL) has just completed its first full year of the Learning Partners Program with 24 triads. During the 2015-16 school year the Learning Partners Program will double in size and include a total of 146 schools.

From the program's inception OICL has collaborated with the Research & Policy Support Group and the Center for Public Research and Leadership at Columbia University to evaluate and strengthen the Learning Partners Program. These groups have observed, documented, and reflected back to us how the Learning Partners Program has taken shape in schools. The case studies that you are about to read provide a window into the program's approach to school improvement and provide detailed accounts of program implementation in select triads.

We are excited to share the case studies and hope that they will spark ideas for those seeking to undertake similar work. If you are part of a school community, I invite you to consider how participating in some form of interschool collaborative learning could enhance your school improvement work. I hope that you will join us in this important work. Together we will strengthen practice in service of our students and demonstrate that "the answer is in the room."

Sincerely,

Christina Fuentes
Senior Executive Director, Office of Interschool Collaborative Learning
New York City Department of Education

LEARNING TOGETHER

Overview and Guide to Reading the Learning Partners Case Studies

1 The Learning Partners Program

The Learning Partners Program (LPP)[1] is designed to promote interschool collaborative learning. Using the Framework for Great Schools[2] as a lens, the program creates triads of schools by matching a host school with strong practices in a specific learning focus area (LFA) with two partner schools interested in strengthening their practices in that area. Teams within each LPP school participate in a series of intervisitations, school team meetings, and related learning activities. LPP schools are supported in their work by central office facilitators, experienced educators who guide participants through the process. Through this structure and these activities, LPP seeks to:

> ▲ **Strengthen school practices** in specific learning focus areas by helping build the capacity of LPP school teams to lead cycles of learning that result in improved outcomes for all learners.
>
> ▲ **Support collaboration** within and across LPP school groups by cultivating and sustaining cultures conducive to adult learning and leadership development.
>
> ▲ **Strengthen system-wide knowledge** sharing about strong practices in order to improve school quality and equity.

The following report introduces the case study triads, describes the LPP learning process, identifies key components of successful collaboration and provides three detailed case studies. The report is meant to help schools and school support staff better understand the process of interschool collaboration and provide ideas about how to successfully implement similar models. We encourage schools to take on this work and hope that the case studies will help generate ideas to get started or continue efforts in collaboration.

2 Who are the LPP Case Study Triads?

The case studies in this report present the processes and practices that schools use to successfully engage in interschool collaboration through LPP. These case studies are the result of a yearlong qualitative investigation that involved observations of LPP activities, interviews with principals, teachers and facilitators, and analysis of artifacts from the triads' work. We initially focused on six triads that represented a variety of LFAs and grade levels. After a thorough assessment of the data collected from site visit observations of the original sample, we identified three case study triads for in-depth focus. The intention was to select triads that represented different approaches to the LPP process, and to ensure that schools with different characteristics (e.g. location, size, student population) were included in the sample. See tables below for information about each case study triad.

[1] To learn more about the Learning Partners Program, visit http://schools.nyc.gov/Academics/InterschoolCollaboration/default.htm

[2] To learn more about the NYCDOE Framework for Great Schools visit, schools.nyc.gov/AboutUs/schools/framework

TRIAD INFORMATION

Case Study	Grade Level	School Name	LFA(s)
1	Middle	▲ Metropolitan Expeditionary Learners (host) ▲ Hunters Point Community MS ▲ Fort Greene Preparatory Academy	Create positive school culture through developing student voice and strengthening instruction
2	Elementary	▲ P.S. 214 (host) ▲ P.S. 143 Louis Armstrong ▲ P.S. 109 Sedgwick	Develop student, paraprofessional, teacher, and assistant principal leadership; and build students' social-emotional development
3	Elementary & Middle	▲ P.S. 089 Cypress Hills Community School (host) ▲ Citizens of the World Charter School 1 ▲ M.S. 390	Support English Language Learners both in and out of the classroom and support students with disabilities

SCHOOL INFORMATION

Case Study	School	Grades Served	Borough	# of Students	% Black	% Hispanic	% FRL	% ELL	% SWD	Years Principal at School	Year Open
1	▲ Metropolitan Expeditionary Learners (host)	6-11	Queens	722	19	37	63	1	19	5	2010
	▲ Hunters Point Community MS	6-7	Queens	227	16	50	63	8	23	2	2013
	▲ Fort Greene Preparatory Academy	6-8	Brooklyn	243	70	24	82	6	21	5	2010
2	▲ P.S. 214 (host)	PK-8	Bronx	1,038	25	70	89	11	17	7	1999
	▲ P.S. 143 Louis Armstrong	K-5	Queens	1,797	2	94	95	45	15	3	1929
	▲ P.S. 109 Sedgwick	PK-5	Bronx	812	22	77	93	23	20	3	1953
3	▲ P.S. 089 Cypress Hills Community School (host)	PK-8	Brooklyn	454	3	95	95	43	21	11	1997
	▲ Citizens of the World Charter School 1	K-2	Brooklyn	106	22	73	86	24	20	2	2013
	▲ M.S. 390	6-8	Bronx	397	17	82	88	29	24	16	1999

FRL % Receiving Free or Reduced Price Lunch   ELL % English Language Learners   SWD % Students with Disabilities

Collaborative Learning Process

The case studies in this report present each triad's collaborative learning process, which involves similar stages across triads. We describe the basic activities involved in the stages below, and the case studies that follow demonstrate each particular triad's approach to the process in greater detail. The order, process, and sequence of the stages vary across triads; for some, the stages have a clearly temporal nature, while for others, the stages overlap, persist throughout the year, or occur repeatedly. Throughout the learning process, participants develop transferable skills and knowledge, including **increased leadership and greater self-awareness.** This is especially true for host schools, which develop in these areas as they articulate and teach strong practices to others.

Preparing for LPP

School leaders begin preparing for LPP and the process of collaboration when they apply for the program. They assess their strengths, areas for growth, readiness for collaboration, define their goals, and begin assembling their LPP teams.

Building Relationships

Participants build relationships between and within school teams, as well as with their facilitator. Participants establish familiarity and trust through journey stories, team-building activities, and by establishing norms.

Refining and Tailoring the LFA

During the first few site visits, triads refine and tailor their LFA by reconsidering areas for growth and observing other schools' strengths. This involves agreeing on the triad's overarching LFA, as well as individual schools' interests within it.

Researching and Sharing Effective Practices

This stage typically overlaps with refining and tailoring the LFA and may occur at just one point in the process, or in multiple recurring cycles. Practices are researched and shared through observations, discussions of existing practices, the giving and receiving of feedback, shared readings of mentor texts, and more.

Adapting and Implementing Practices

After a triad researches and shares practices, schools begin adapting and implementing practices at their home schools. This begins with the creation of an action plan (see Action Plan Template in the individual case study appendices), followed by designing and piloting new or refined practices.

Reflecting on and Refining Practices

After piloting, triads and schools reflect by giving and receiving feedback on implementation. This may lead participants to return to an earlier stage in the process to research practices further, or refine adaptations previously made.

Disseminating Practices

Once practices have been strengthened, triads disseminate them to their wider school communities, as well as to the larger LPP community.

Collaborative Learning Process

Preparing for LPP

Refining and Tailoring the LFA

Adapting and Implementing Practices

Disseminating Practices

Building Relationships

Researching and Sharing Effective Practices

Reflecting on and Refining Practices

Developing Leadership and Self-Knowledge throughout the Learning Process

4 The Role of the Facilitator

Various facilitator styles and strategies, ranging from active leadership to responsive support, aided collaboration within triads. For instance, the second case study triad's facilitator was an active leader, bringing mentor texts and activity ideas to the triad. The first case study triad's facilitator was less involved in planning site visits, but deepened triad work with probing questions and comments that elicited reflection among participants. The third case study triad's facilitator was least involved in planning site visits, but participated fully, acting as a sounding board and providing comments to prompt reflection. The case studies provide detailed illustrations of the vastly different ways facilitators can support schools.

LEADING

- Planning site visits and activities
- Providing participants with resources
- Reinforcing norms
- Tending to triad relationships
- Thought-partnering
- Monitoring triad's status in the learning process
- Calendaring

SUPPORTING

5   Components of Successful Collaboration

The case studies reveal three major components of successful engagement with the LPP process. Each of these components supports LPP collaboration, and is also developed through the collaborative process. In this way, building the capacity to collaborate and moving through the LPP process are mutually reinforcing. We define the components as follows:

TRUST	Characterized by **receptiveness to feedback, continuous learning, open communication, and risk-taking**; requires a safe, reliable, and competent community
COHERENCE	Characterized by **alignment of the triad's LPP goals to school needs** and sustained focus on those goals; requires engaging in structured and intensive self-reflection and using existing school systems to initiate and further LPP work
DISTRIBUTED LEADERSHIP	Characterized by **leadership and accountability shared across the triad vertically and horizontally**; developing knowledge of one's practices and using this knowledge to positively influence the work of others

These components are exemplified by specific practices and approaches used in the three case study triads, which are described through detailed vignettes in the case studies.

6   Road Map for the Case Studies

Below is a Road Map for navigating the case studies, which should help identify which ones may provide the most insight into achieving your goals.

The table below summarizes the ways each triad approached the Components of Collaboration. You can find more information about specific strategies in the vignettes within each case study.

	CASE STUDY 1	CASE STUDY 2	CASE STUDY 3
TRUST	Engaging in Rigorous Learning through a Culture of "Critical Friends"	Establishing a Safe and Honest Community	Establishing Common Ground with Mentor Texts
COHERENCE	Aligning LPP Work to Existing School Structures	Self-Assessing to Align LPP Work with School Goals	Matching Host Support to Partners' Distinct Needs
DISTRIBUTED LEADERSHIP	Improving Practice through Teacher-to-Teacher Learning and Leadership	Disseminating Practices through Teacher Leadership	Developing Leadership through New Staff Configurations and Roles

Each school in the three triads implemented new practices or refined existing practices within their LFAs. The table below summarizes the key outcomes for each triad, and the case studies that follow explain the processes that led schools to identify these practices as areas for improvement and then work across schools to achieve their goals.

CASE STUDY 1	CASE STUDY 2	CASE STUDY 3
▲ HPCMS and MELS improved and codified **student-led conferences (SLCs).** ▲ FGPA implemented a set of **school-wide instructional practices** including consistent procedures during the first fifteen minutes of class, the gradual release of responsibility from teacher to student, and student checks for understanding (CFUs). ▲ MELS generated new resources for fostering **critical thinking** in the classroom through a teacher inquiry group.	▲ P.S. 214 extended their **SEL activities** to non-SEL classes. ▲ P.S. 143 Established **teacher-led committees** focused on improving school culture and systems. ▲ P.S. 143 established a common vision and expectations for **teacher teams.** ▲ P.S. 109 implemented the **4Rs Social-Emotional Curriculum.** ▲ P.S. 109 implemented a new **Positive Behavioral Intervention and Supports (PBIS)** system.	▲ CHCS piloted **the Leveled Literacy Interventions (LLI) program** with grades K-3. ▲ CHCS and CWC revised their supports to students with disabilities, such as their **Response to Intervention (RTI) and integrated co-teaching (ICT) practices.** ▲ CWC implemented **"descriptive reviews"** to identify students' strengths and needs. ▲ M.S. 390 adapted their **Word Generation program** to make it more meaningful to their particular students. ▲ M.S. 390 created a plan for the implementation of a **dual language program.**

CASE STUDY 1

"Critical Friends" Working Toward Improved School Culture

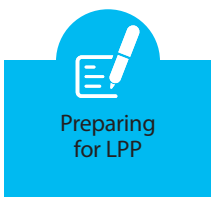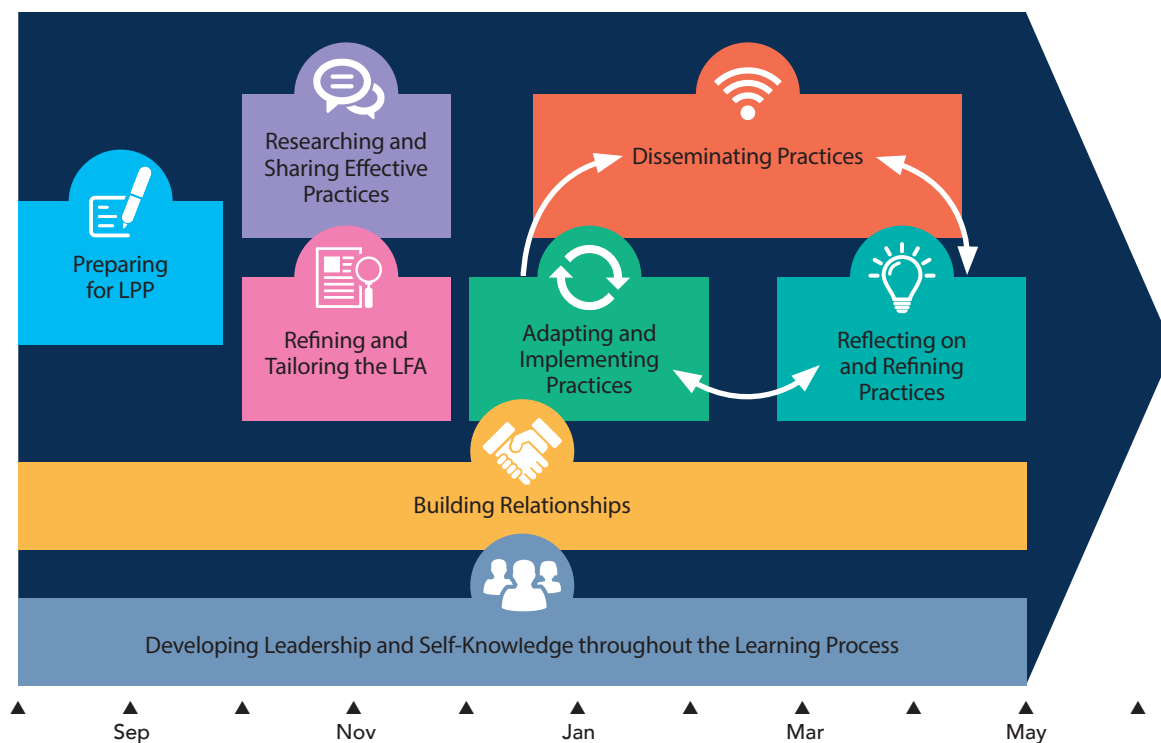| 1	Introduction

Triad 1 developed an environment where honest critical feedback was welcome and planning was highly responsive to school needs. The host school, The Metropolitan Expeditionary Learning School (MELS), and the triad facilitator served as sources of expertise, support, and feedback for the partner schools to further the triad's goal of building positive school culture. Within this broad goal, Hunters Point Community Middle School (HPCMS) refined its student-led conferences (SLCs), and Fort Greene Preparatory Academy (FGPA) focused on instructional improvement to build teacher confidence and capacity. MELS established partner school-aligned goals, and worked to establish systems and structures for supporting interschool collaboration. This case study presents how the triad utilized a culture of critical friends, aligned LPP goals with existing school structures, and fostered host teacher learning through leadership.

School	Grade Span	Borough	Learning Focus Area
Metropolitan Expeditionary Learning School	6-11	Queens	
Hunters Point Community Middle School	6-7	Queens	Creating positive school culture through developing student voice and strengthening instruction
Fort Greene Preparatory Academy	6-8	Brooklyn	

Each triad approached the collaborative learning process in a unique way. The figure below shows how Triad 1 approached the stages of learning.
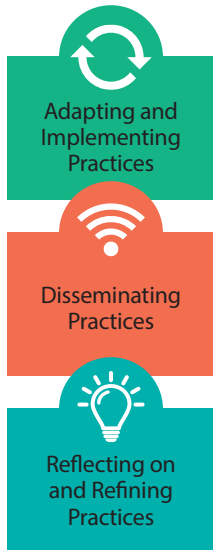

In August-September, the triad **prepared for LPP.**

▲ Schools established individual school teams, attended summer training where they learned about the program and met the other members of their triad, and began to define their goals for interschool collaboration.

In October and early November, **refining and tailoring the LFA** and **researching and sharing effective practices** occurred simultaneously.

▲ During the first triad visit to MELS, the two partner schools saw how the Expeditionary Learning[3] advisory system ("Crew") and school-wide instructional practices, such as explicitly stating learning targets and maintaining a visually appealing learning environment, support the school's positive culture. At the second visit to MELS, participants observed SLCs.

▲ Through these observations, document sharing, and discussion, as well as debriefing at their respective schools, the partner schools considered which aspects of MELS' culture they wanted to adapt for their own schools.

▲ In October, FGPA decided to focus on building common instructional practices as a means for improving school culture. They also began a book study of *Better Learning through Structured Teaching,* a mentor text suggested by the facilitator, in order to research additional practices.

▲ HPCMS hosted an October visit to gather feedback on their school's culture and, in November, decided to focus on improving their SLCs as a mechanism for fostering student voice and improving school culture.

3 To learn more about the ExpeditionaryLearning model, visit: http://elschools.org.

Adapting and Implementing Practices

Disseminating Practices

Reflecting on and Refining Practices

From mid-November to early May, partner schools conducted cycles of action research involving **adapting and implementing practices,** often after **disseminating practices** to the whole school, and then **reflecting on and refining practices.**

▲ FGPA selected instructional practices the entire school would adopt based on what they saw at MELS and discussed with the facilitator. These included procedures for the first fifteen minutes of lessons and the gradual release of responsibility from teacher to student, among others (☞ FGPA Foundational Practices Note Catcher in Appendix 1). FGPA set benchmarks for the percent of teachers using these practices at various points in the year, and created a work plan with activities such as walk-throughs and data reviews to assess progress.

▲ HPCMS set goals for student responses on the Learning Environment Survey, which they believed would reflect their efforts around school culture, including SLCs. They established a plan for improving SLC materials, including student preparation packets and the rubrics used to assess students during SLCs.

▲ MELS supported this process by providing feedback to FGPA using structured observation protocols (see CFU evidence card on the left) and to HPCMS by observing two sets of SLCs and collaboratively revising SLC documents (☞ Collaboratively Revised Rubric in Appendix 1).

▲ After receiving feedback from partner participants, and additional self-reflection, MELS also came to identify areas of focus, including codifying SLC practices and developing students' critical thinking skills through professional inquiry groups (PIGs) (☞ MELS Year End Handout in Appendix 1).

▲ Both partners implemented the practices school-wide. FGPA used school-wide professional development sessions and HPCMS used instructional cabinet meetings to disseminate information about new practices. MELS developed teacher led sub-teams to work on their growth areas.

▲ Partners also returned to researching during this time in order to further refine practices; host teachers modeled "SLC rollout lessons" (when SLCs are introduced to students) at HPCMS (☞ HPCMS January Site Visit Agenda in Appendix 1). FGPA began to focus on checks for understanding (CFUs) as an instructional practice to develop school-wide after reviewing feedback from their recent Quality Review.

Building Relationships

Participants **built relationships** over the course of the year through teambuilding activities and through the collaborative learning process described above.

▲ Often, teambuilding activities served the dual purpose of building relationships and modeling practices used by the host school to build positive school culture.

▲ The triad also built relationships through LPP activities, such as analyzing data collected from observations using a structured protocol. These activities helped participants establish trust in each other's abilities, and contributed to a desire to learn from and teach one another.

▲ MELS plans to continue collaborating with both partner schools next year.

Developing Leadership and Self-Knowledge

Schools **built self-knowledge and leadership** during all stages of the collaborative learning process, strengthening their ability to engage in interschool collaboration and school improvement.

▲ MELS teachers took on leadership roles within the triad and built self-knowledge as they thought critically about their strengths, selected practices to share, demonstrated these, articulated how they are developed and used, and worked to further codify them.

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▲ The partner teachers developed leadership by taking on responsibilities, such as planning and leading site visits, creating and documenting new practices, and disseminating work school-wide.

▲ All three schools learned new strategies for engaging in action research, including self-assessing to drive school improvement and using structured protocols to explore and test new or refined practices.

3 | The Role of the Facilitator

The facilitator characterized his work as "co-facilitation," with school teams taking on the tasks of planning and leading visits while the facilitator provided support through thought-partnering, organizing logistics, and holding participants accountable for preparing for and participating in site visits.

Throughout the year, the facilitator made the processes of collaboration and school improvement explicit in order to strengthen their ability to independently engage in the work in the future. Site visits were planned and led by school teams in response to both schools' individual goals and feedback from previous visits. During planning, the facilitator ensured school teams had clear goals for the visit and that the agenda and activities supported these goals. At site visits, the facilitator asked questions strategically to prompt participants' reflection and deepen their work by clarifying underlying reasons for certain structures or strategies.

The facilitator also supported participants by prompting their thinking and providing information and ideas to support their goals. Early in the process, he worked with the partner principals to align LPP work to their Comprehensive Educational Plan (CEP) goals, and later, he helped the host school develop goals that would foster their own school improvement while supporting partner learning. He also shared his instructional knowledge and experience as a middle school assistant principal with both partner schools. He helped FGPA determine what instructional practices would push their school's culture forward during school team meetings, and provided the HPCMS principal with leadership insight and feedback.

> *"I'm there to help bring out the stuff that's happening so that if I leave you can do it on your own anyway … I was jumping in to frame [the work], or to narrow it in a way that would make sense for the partners."* Facilitator

> *"He was a founding member of a new school, when he's at our instructional cabinet meetings he can bring that experience… So I've used him for some personal leadership feedback."* Partner School Principal

> *"[The facilitator] likes to use an inquiry approach to everything so he'll just ask a lot of questions to pull peoples' thinking out, which I think – especially earlier on in the meetings – was really helpful when my team was getting stuck."* Partner School Principal

> *"I'm looping into what's happening. I'm not driving what's happening, they are driving what's happening. I become the person holding them accountable."* Facilitator

By encouraging participants to plan and complete tasks, and by acting as the primary line of communication between schools, the facilitator brought urgency to the triad's work. He also scheduled meetings, site visits, and emphasized due dates for items like the teams' action plans. Finally, he supported schools in implementing changes and disseminating information between site visits.

TRUST Engaging in Rigorous Learning through a Culture of "Critical Friends"

Triad 1 developed a community of "critical friends" where participants took risks by completing challenging tasks and exchanging candid feedback. This culture developed as host school principals and teachers explicitly stated their desire to learn from partners, while also demonstrating exemplary practices at their school. In turn, participants both recognized one another's competence and felt secure learning from each other. The culture also developed through the use of structures

that focused the triads' work, such as guiding questions and templates for feedback (for example, see the "Tracking My Learning Targets" poster on the left). These tools provided clarity around site visit goals and the type of feedback necessary to meet those goals. Providing such a framework for feedback also made non-judgmental

criticism easy to share. For example, at FGPA, participants conducted lesson observations of the use of CFUs during instruction. On a small card created by FGPA, triad members indicated whether a CFU was used in a lesson, and if so, the type of CFU, how students responded, and, in turn, how the teacher responded. The triad then analyzed the data together using pre-printed posters on topics such as "process versus content CFUs" to guide the conversation. Feedback was shared honestly during many activities like this, as the structures focused participants' attention on ways to improve their work, which reinforced (and was reinforced by) the trust established early in the triad's work.

> *"The very first meeting at MELS was highly, highly, highly, highly structured and really set the tone of high expectations in terms of the ways that we were going to organize our time as groups."*
> Partner School Principal

> *"One of the things I really appreciate about MELS is that they are really forthcoming about their process. They're very transparent…That's what fosters trust."*
> Partner School Teacher

> *"The activity that they had that day, that had a really big impact on me, the way that they asked everybody to look at their teachers' practices and then take notes at a very specific level…I thought that was so smart… Things like that that allow people to look at how teaching is going down and how it's affecting kids."* Partner School Teacher

COHERENCE Aligning LPP Work to Existing School Structures

The partner schools in this triad used established school structures, such as regularly scheduled meetings and professional development (PD) time, to complete LPP-initiated work. HPCMS used existing weekly instructional cabinet meetings to reflect on LPP work and further refine documents and systems related to SLCs, eliminating the need for an additional meeting. The triad's facilitator commented that the school's LPP goals were "so integrated into what they're already doing," that this structure was "the only way to make the work, work." FGPA did establish an additional bi-

> *"If you don't have [structures] built into the schedule, [LPP is going to] be a heavy, heavy lift…so the fact that we had [structures] built in already…just made it really easy for the teachers to come onboard."*
> Partner School Principal

weekly LPP school team meeting, during which they debriefed and planned, however they also used existing structures to disseminate LPP work to the larger school community and drive instructional improvement school-wide. Specifically, FGPA used their weekly eighty minute PD block to run six-week professional development cycles on specific instructional practices they learned through LPP work, such as procedures for the first fifteen minutes of class, the gradual release of responsibility instructional model, and CFUs. This alignment of LPP work to existing school structures helped participants manage program time commitments, disseminate information to the larger school community, and prioritize the work.

> *"[The LPP work] has to be present on a daily basis in the school and it has to permeate through everything…We do grade team meetings twice-a-week. We do content meetings once-a-week and then we have… this eighty minute block of PD Monday. And all of those meetings are connected to the [LPP] action planning in the initiatives that we are doing."* Partner School Principal

DISTRIBUTED LEADERSHIP Improving Host Teacher Practices through Teacher-to-Teacher Learning and Leadership

Leading triad work pushed host teachers to reflect on, refine, codify, and clearly articulate their existing practices. MELS teachers took on responsibilities such as planning agendas for site visits, leading visit activities, presenting school strengths, sharing teacher documents and student work, co-teaching with partner school participants, and providing specific feedback to partner teachers. These responsibilities required host teachers to think critically about their own practices in order to determine key aspects likely to be effective at partner schools. One MELS teacher noted it was a good time in the schools' development to do this critical thinking because it required them to revisit initiatives implemented over the six years since the school was opened. Another MELS teacher explained that collaborating in this way pushed her to be more conscious of her classroom environment by considering whether visitors would get a clear understanding of the learning occurring and the mechanisms driving it. This awareness led MELS teachers to refine already strong practices and to make them more explicit. For example, they scaffolded and documented their SLC procedures across grade levels. In the end, through their leadership roles, MELS teachers not only supported partner teachers' improvement efforts, but also increased their understanding of what made their work strong, leading to further refinement of practices.

> *"I thought it was a good time to think outside of ourselves to hold up a mirror and see it reflect back."* Host School Teacher

> *"When I was really having people come into the space and learn from it, it made me feel really responsible that they were getting what they deserved out of the space."* Host School Teacher

> *"It's helped us think about what inquiry looks like here, and then I think it has helped us refine some of our specific practices…It's also helped us with documenting what we do well."* Host School Principal

Recurring activities

▲ Opening activity and framing for the day

▲ Classroom observations, usually with an observation protocol

▲ Debriefing and planning as a whole triad, in school teams, and also with principals

▲ Closing activity

October 7, 2014 Site Visit #1 at MELS/ 9Q167

▲ FGPA and HPCMS got to know MELS through a journey story, classroom observations, and Q&A

▲ Partners began action planning as school teams, with the support of the facilitator and MELS

October 23, 2014 Site Visit #2 at HPCMS/ 3Q291

▲ MELS and FGPA got to know HPCMS through classroom observations, interviews with students, and debriefing with teachers

▲ Participants completed a survey at the end of the visit to give HPCMS feedback on the school's culture and the format of the day

November 6, 2015 Student Leader Conferences observation at MELS/ 9Q167

▲ HPCMS observed MELS' SLCs and debriefed with teachers

December 5, 2014 Site Visit #3 at FGPA/ 13K691

▲ MELS and HPCMS gave FGPA feedback on its climate and instructional practices using a structured observation protocol, as well as a structured debriefing activity

▲ FGPA shared their strong student discipline team practices with the MELS and HPCMS principals

December 16, 2014 Site Visit #4 at MELS/ 9Q167

▲ FGPA and HPCMS completed more classroom observations, this time guided by a protocol similar to the one previously used at FGPA

▲ Partner participants also had conversations with students, much like at HPCMS

▲ School teams met to action plan

January 29, 2015 Site Visit #5 at HPCMS/ 3Q291

▲ MELS worked with HPCMS to revise their SLC rubric using a shared GoogleDoc

▲ MELS teachers modeled lessons that introduce SLCs to students with HPCMS advisory classes

March 4, 2015 Site Visits #6 at MELS/ 9Q167

▲ MELS shared its work around deepening students' critical thinking, followed by classroom visits

▲ Partner participants were also introduced to collaborative grade teams at MELS through a presentation, meeting observations, and debriefing

▲ School teams chose between additional classroom observations and action planning time

March 12, 2015 Student Leader Conferences observation at HPCMS/ 3Q291

▲ MELS observed HPCMS' SLCs and debriefed with teachers

▲ The principals met informally over lunch outside the school

March 19, 2015 Site Visit #7 at FGPA/ 13K691

▲ After an introduction to the use of CFUs at FGPA, participants observed classes with a structured protocol to gather data and debriefed using these data and prompts

March 27, 2015 Student Leader Conferences observation at MELS/ 9Q167

▲ FGPA sent non-LPP teachers to observe SLCs at MELS so they can lead PD at FGPA next year

May 12, 2015 Site Visit # 8 at MELS/ 9Q167

▲ Representatives from each school team came together at MELS to discuss open questions, reflect, and plan for the future based on individual partner school needs

APPENDIX 1

NYC Department of Education
Carmen Fariña, Chancellor

DIVISION OF TEACHING AND LEARNING
OFFICE OF INTERSCHOOL COLLABORATIVE LEARNING

Learning Partners Program Action Plan (Draft)

Triad Name:
Host Principal: Partner Principal:
Host School DBN: Partner School DBN:
Program Facilitator:

| FOCUS | **LEARNING FOCUS AREA** |
| | **INSTRUCTIONAL FOCUS** |

STATE	**PREVIOUS STATE**
	CURRENT STATE
	DESIRED STATE

| SCHOOL LANDSCAPE | **STRENGTHS/ASSESTS** | **CHALLENGES** |
| | **IMPLICATIONS** | |

| RESOURCES | |

DIVISION OF TEACHING AND LEARNING
OFFICE OF INTERSCHOOL COLLABORATIVE LEARNING

GOALS	
G O A L S	**GOALS** 1. 2. 3.

	GOAL(S)	STEPS	BENCHMARK(S)/ DELIVERABLE(S)	POINT PERSON
W O R K P L A N O U T L I N E				

	CEP	QUALITY REVIEW	CIE
A L I G N M E N T			

	School A	School B	School C
INITIAL MEETING DATES			
	Bi-Weekly Meeting Dates		

HPCMS SLC Rubric

Nov SFA Goal Sheet
March HPCMS SLC Student Guide

Student Led Conferences Rubric

Standard	4	3	2	1	Comments
I can speak clearly, audibly, and at an appropriate pace with a respectful tone. [RESPECT]	Student is clear, engaging, and respectful.	Student is mostly clear, engaging, and respectful.	Student is sometimes clear, engaging, and respectful.	Student fails to engage or convey information to audience.	
I can take responsibility for my progress, explaining how I have improved and what mistakes I have made. [RESPONSIBILITY] Wonder if you might want to include language around "specific examples"	Student identifies at least two areas of success and two areas of failure Maybe in addition to failure you could say area for improvement. and avoids blame.	Student identifies at least one area of success and one area of failure, and avoids blame.	Student identifies at least one area of success or failure, and blames others partially.	Student fails to identify areas of success and failure, or blames others for mistakes.	
I can take responsibility for my Character Traits, explaining how they have affected my grade in that class. [RESPONSIBILITY]	Student describes his/her Character Traits accurately, and avoids blame.	Student describes his/her Character Traits mostly accurately, and avoids blame.	Student describes his/her Character Traits inaccurately, and avoids blame.	Student fails to describe work habits, or blames others for difficulties.	
I can explain the	Student explains	Student explains	Student explains	Student does not	

Comment [1]: I wonder in what ways we can leverage all of these standards/threads throughout all of a students experience at HPCMS - and shift the understanding of the SLC as focusing in on these themes (communication, self reflection, responsibility) to communicate to a larger group of stakeholders.

Comment [2]: Will students been given these documents? Perhaps their is a version that could be made that is more child friendly...?

Comment [5]: I really like this and wonder if we can add in STAR language here too?

Comment [6]: Yes! Plus this ties in to a bigger question about how we might be adding these grades/standards in to Jumprope. Would we? Do you MELS?

Comment [7]: what is the criteria from this? how do kids know if they are mostly or sometimes and what they can do to be more clear?

Comment [3]: These standards at MELS are mapped onto our HOWLs. Do you share the same Character Traits?

Comment [4]: great question-- we have persistence and grit, STAR, independent study skills...

Comment [8]: Did including this phrasing help with students avoiding blame?

Comment [9]: I have the same question I'd like to hear more about how this came to be at MELS and how it plays out.

HPCMS School Visit
January 29, 2015

Goals

Visitors: To support HPCMS as they refine/revise their SLC process including developing a SLC student and advisor rubric, developing advisory lessons and activities, etc.

HPCMS: (1) To gather critical friend feedback for SLC rubric and Student Guidelines Draft to make further edits for v.2. (2) Observe and reflect on SLC prep classes led by MELS teachers to inform and help create HPCMS SLC prep lessons.

Agenda

11:00-11:10	Arrival and Coffee/ Lunch	Room 323
11:10- 11:20	Welcome and Framing the Day/ CEP Goal 2 and Action Plan	Room 323
11:20-12:10	Critical Friend Feedback on our SLC Rubric	Room 323
12:10-12:15	Setup for Classes	Room 361
12:15-1:00	Guest Teaching with Grade 7 Advisory	Room 361
1:00-1:50	Debriefing Session	Room 323
1:50-2:35	Guest Teaching with Grade 6 Advisory	Room 355
2:45-3:00	Debriefing Session	Room 323
3:00-3:15	Full Triad Closing Activity	Room 323
3:15-4:00	HPCMS School Team Meeting	TBD

FORT GREENE PREP FOUNDATIONAL PRACTICES

Date_____ Class_____ Time_____ Subject_____

Structure	Learning
Consistent daily routines 1. 2. 3.	**Differentiation** ☐ By process ☐ By product ☐ By content ☐ By partnership ☐ By modality ☐ Other ☐ Not evidenced
Discipline: Clearly tell the expectation 1. 2. 3.	**Planning/ chunking time** ☐ Entry (Time_____ - _____) ☐ Model/I do(Time_____ - _____) ☐ We do (Time_____ - _____) ☐ You do it together (Time_____ - _____) ☐ You do it independently (Time_____ - _____) ☐ Closing (Time_____ - _____)
Seeing everything and addressing it ☐ Most to all misbehaviors are seen and addressed ☐ Some misbehaviors are seen and addressed ☐ Most misbehaviors are not seen or addressed ☐ Inconsistency in addressing some behaviors or students and not others **Notes:**	**Effective Modeling** ☐ Most students could begin work without further prompts ☐ Some students could begin work without further prompts ☐ Few students could begin work without further prompts **Model Notes:**
Alignment of Lesson Learning Target: Task(s): ☐ Align ☐ Do not align	**Teacher Feedback to Students** ☐ Use of capture tool ☐ On student work ☐ Verbal ☐ Relevant ☐ Consistent ☐ Inconsistent ☐ Not evidenced

How has this lesson been designed for and experienced by the following students?
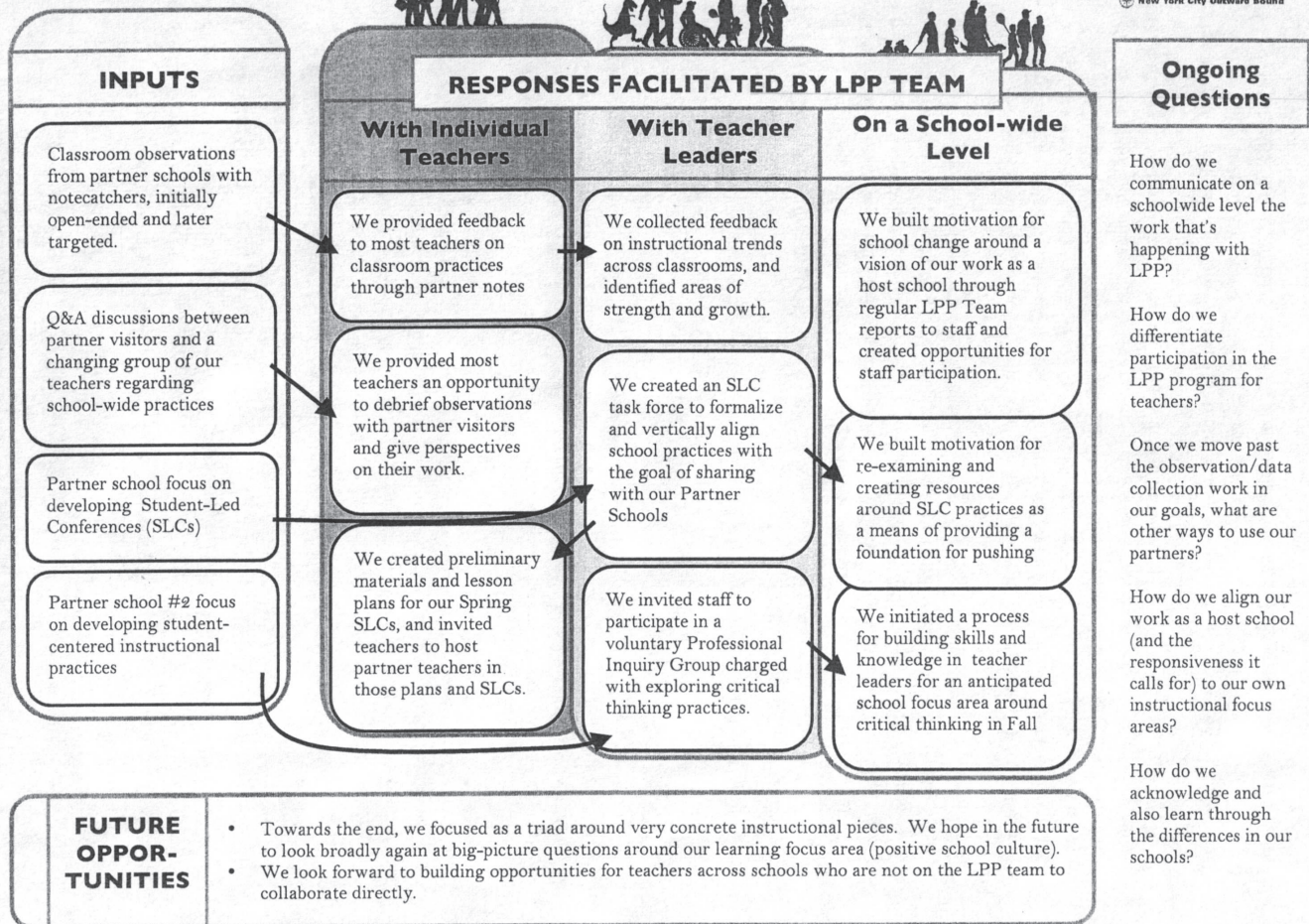
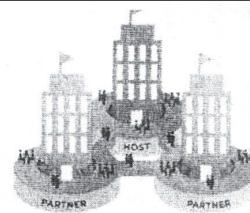| Boys	Girls
Special Education Students—Academics	Special Education Students—Emotional/ Physical

NOTICINGS	WONDERINGS

LEVERAGING LEARNING PARTNERS FOR SCHOOLWIDE LEARNING
How can we extend the program to our entire staff?

Metropolitan
Expeditionary Learning School
⊕ New York City Outward Bound

INPUTS

Classroom observations from partner schools with notecatchers, initially open-ended and later targeted.

Q&A discussions between partner visitors and a changing group of our teachers regarding school-wide practices

Partner school focus on developing Student-Led Conferences (SLCs)

Partner school #2 focus on developing student-centered instructional practices

RESPONSES FACILITATED BY LPP TEAM

With Individual Teachers

We provided feedback to most teachers on classroom practices through partner notes

We provided most teachers an opportunity to debrief observations with partner visitors and give perspectives on their work.

We created preliminary materials and lesson plans for our Spring SLCs, and invited teachers to host partner teachers in those plans and SLCs.

With Teacher Leaders

We collected feedback on instructional trends across classrooms, and identified areas of strength and growth.

We created an SLC task force to formalize and vertically align school practices with the goal of sharing with our Partner Schools

We invited staff to participate in a voluntary Professional Inquiry Group charged with exploring critical thinking practices.

On a School-wide Level

We built motivation for school change around a vision of our work as a host school through regular LPP Team reports to staff and created opportunities for staff participation.

We built motivation for re-examining and creating resources around SLC practices as a means of providing a foundation for pushing

We initiated a process for building skills and knowledge in teacher leaders for an anticipated school focus area around critical thinking in Fall

Ongoing Questions

How do we communicate on a schoolwide level the work that's happening with LPP?

How do we differentiate participation in the LPP program for teachers?

Once we move past the observation/data collection work in our goals, what are other ways to use our partners?

How do we align our work as a host school (and the responsiveness it calls for) to our own instructional focus areas?

How do we acknowledge and also learn through the differences in our schools?

FUTURE OPPORTUNITIES

- Towards the end, we focused as a triad around very concrete instructional pieces. We hope in the future to look broadly again at big-picture questions around our learning focus area (positive school culture).
- We look forward to building opportunities for teachers across schools who are not on the LPP team to collaborate directly.

MELS-LPP Action Plan Goals for the 2015-16 School Year

1. To *increase student responsibility* in **Student-Led Conferences** (SLCs):   Codify best practices and document grade-level approaches
2. To *build capacity* for **critical thinking in curriculum and instruction**: Research and define practices in a **Professional Inquiry Group**

Student-Led Conferences (SLCs)

At MELS, we hold student-led conferences (SLCs) twice a year in lieu of parent-teacher conferences. Student-led conferences are an essential core practice of Expeditionary Learning schools. At these conferences, students present a portfolio of their work from multiple classes to their family members with the support of their advisor. Students highlight areas of strength and areas for growth, and take ownership for their learning.   The conferences really allow students to articulate their own levels of mastery.

As part of our LPP work, we chose to inventory and archive our current SLC practices in a comprehensive Google Drive digital repository. We hope this archive will lay the groundwork for future vertical alignment, deeper student reflection at SLCs from grade to grade, and a streamlined process that asks students to grow their reflective abilities as they grow and develop across the grades.

Learn more about student-led conferences here: http://www.ascd.org/publications/educational-leadership/mar14/vol71/num06/When-Students-Lead-Their-Learning.aspx

Professional Inquiry Groups (PIGs)

At MELS over the past two years, groups of teachers have developed professional inquiry groups (PIGs) around a common theme. These have been grassroots, teacher-driven efforts from the bottom up, building upon the idea of the school as a learning organizatio. PIGs are generally structured so that teachers to engage in literature reviews, conduct inter-visitations, and debrief those observations with their colleagues outside of the school day. Participating teachers have helped develop and pilot the structures for inquiry.

As part of our LPP work, we convened a PIG about Critical Thinking in our classrooms. Eight teachers across the middle school and high school chose to participate. We conducted a 7-session inquiry cycle in which we developed working inter-visitation groups interested in inquiring about similar sub-topics of Critical Thinking. These working groups looked at areas such as student-to-student interactions and critiques, providing scaffolds for critical thinking, and designing curricula and case studies that invite critical thinking. We conducted a literature review to establish a working definition of critical thinking, and we captured our shifts in practice in learning narratives.

There are many resources for Professional Inquiry Groups (also often called Professional Learning Communities when implemented as a school-wide reform). A good starting place might be:
https://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/CBS_Collaborative_Teacher_Inquiry.pdf

CASE STUDY 2

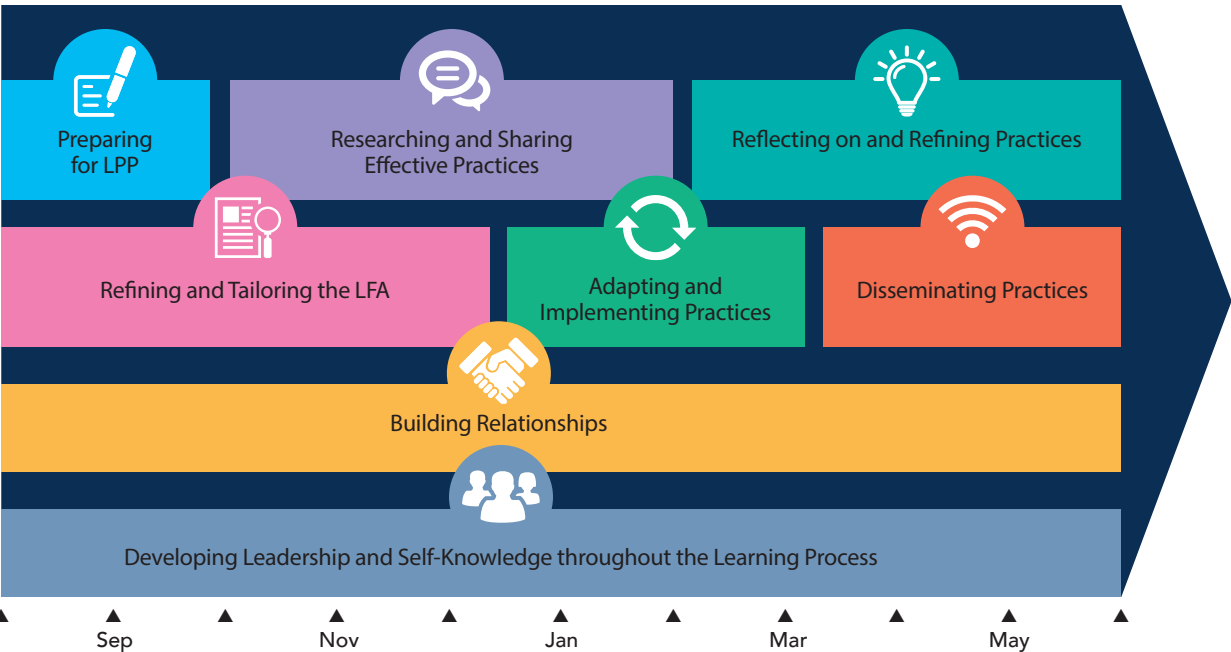## Relationship Building and Self-Assessing to Create School Improvement Plans
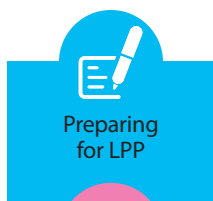
1   Introduction

Triad 2 took a gradual, methodical approach to LPP, guided by a facilitator who prioritized relationship building and schools' self-assessment. The focus on these aspects of the process contributed to active and honest participation from all schools and extensive action planning that drove implementation. Early on, the partner schools selected their learning focus areas (LFAs) by self-assessing their needs and matching them to the host school's strengths. P.S. 109 chose to implement a social-emotional learning (SEL) program, while P.S. 143 worked on teacher leadership through their teacher teams. This case study presents how the triad established a culture of trust and aligned LPP work to school improvement efforts.

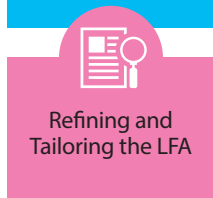| School	Grade Span	Borough	Learning Focus Area
P.S. 214 Lorraine Hansberry	PK-8	Bronx	Develop student, paraprofessional, teacher, and assistant principal leadership.
P.S. 109 Sedgwick	PK-5	Bronx	
P.S. 143 Louis Armstrong	K-5	Queens	Build students' social-emotional development.

2   The Collaborative Learning Process

Each triad approached the collaborative learning process in a unique way. The figure below shows how Triad 2 approached the stages of learning.

Preparing for LPP

Refining and Tailoring the LFA

In August through September participants **prepared for LPP** by creating their LPP teams and **refining and tailoring the LFA.**

▲ Early on, the facilitator coordinated a meeting with all three principals to build personal relationships. The principals described their backgrounds and experiences and began to identify commonalities among their strengths and needs.

▲ Based on this initial conversation, the partner school principals selected "developing teacher and assistant principal leadership" and "social-emotional learning" as their focus areas to match the strengths of the host school.

▲ While the two partner schools had established LPP teams before this principal meeting, the host school principal decided to adjust his team to fit the needs of the partner schools.

Building Relationships

Participants began with a strong focus on **building relationships,** and they maintained an emphasis on building relationships throughout the entire LPP year.

▲ The first site visits at each school shared common agenda items, including a team-building activity, a journey story that described the past, present, and desired future state of the school, a school tour with classroom observations, and a question and answer period (☛ October Site Visit Agenda in Appendix 2).

▲ Subsequent site visits maintained a team-building activities, and time for socialization during breakfast and lunch. The triad also attended a retreat in Tarrytown, New York to bond outside of their school contexts.

▲ The team developed norms for collaboration that addressed attendance, communication, participation, and decision making (☛ Triad 2 Norms in Appendix 2), which were revisited and updated throughout the program. Honest conversations about challenges also became a norm and further strengthened the dynamic between the schools.

▲ All three schools plan to continue their work together in the coming year.

Researching and Sharing Effective Practices

Refining and Tailoring the LFA

In early October and mid-December, Triad 2 began **researching and sharing effective practices,** which led partner schools to further **refine and tailor the LFA.**

▲ During the first site visit to the host school, partner schools were exposed to new ideas, including developing leadership through school teams, building relationships between adults and students through mentoring programs, resolving student conflict through peer mediation, and managing student behavior through a Positive Behavior Interventions & Supports (PBIS)[4] system of "better bucks."

▲ The second site visit to the host school went deeper, as P.S. 214 described SEL models and introduced the Social and Emotional Learning Core Competencies by the Collaborative for Academic, Social, and Emotional Learning (CASEL) (See CASEL SEL Competencies on the right)[5]. The host also presented a more detailed journey story to explain their implementation of SEL, and the partner schools observed the 4Rs Social-Emotional Curriculum (Reading, Writing, Respect and Resolution), developed by the Morningside Center for Teaching Social Responsibility[6].

4 For more information about PBIS, visit www.pbis.org

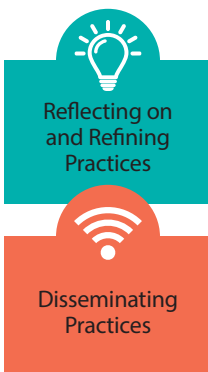5 For more information about CASEL or their SEL Competencies, visit www.casel.org

6 For more information about the Morningside Center for Teaching Social Responsibility, or their 4Rs Social-Emotional Curriculum, visit http://www.morningsidecenter.org/

▲ After these site visits, P.S. 143 decided to focus on teacher-led school committees and teacher teams and P.S. 109 decided to focus on implementing the 4Rs curriculum. At the same time, partner schools began action planning, which involved developing goals with next steps, benchmarks, and point people to lead the work.

Adapting and Implementing Practices

Disseminating Practices

Researching and Sharing Effective Practices

Beginning in January, the partner schools began **adapting and implementing practices** by **disseminating practices** within their schools while continuing to **research and share effective practices.**

▲ P.S. 109 developed a new school vision that shifted their focus to creating a positive school community. The vision included the words, "compassion," "problem solving," "integrity," "resilience," "critical thinking," and "collaboration," which became the school's core values and were used in a matrix for assessing student behavior (☞ P.S. 109 Behavior Matrix in Appendix 2)

▲ P.S. 143 established four committees to focus on the following: PBIS/SEL; family and community engagement; school culture; and mentoring. These committees were composed of LPP team members and non-LPP teachers to disseminate the new practices throughout the school.

▲ During a site visit, P.S. 214 provided P.S. 109 with the opportunity to observe a 4Rs curriculum lesson in full, and discussed the structure of effective teacher teams with P.S. 143. P.S. 214 also provided a detailed description of their mentoring program to the partner schools.

▲ In early March, teachers at P.S. 109 began implementing the 4Rs curriculum in kindergarten, third grade, and fifth grade classrooms. Similarly, in February, the P.S. 143 LPP team decided to focus on making their teacher teams more effective.

Reflecting on and Refining Practices

Disseminating Practices

In March through June, four site visits occurred with the purpose of **reflecting on and refining practices** at the partner schools. During that time, P.S. 143 began **disseminating practices** related to teacher teams, and P.S. 109 began disseminating practices related to PBIS.

▲ At P.S. 143 in March, LPP members used a chapter from *The Power of Teacher Teams: With Cases, Analyses, and Strategies for Success* by Vivien Troen and Katherine C. Boles to discuss effective teacher team characteristics. P.S. 214 and P.S. 109 then observed two teacher teams at P.S. 143 and debriefed using a Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis matrix. P.S. 214 also observed and provided feedback on a 5th grade teacher team meeting in May.

▲ At P.S. 109 in March, the visit similarly involved lesson observations and a subsequent feedback exchange. P.S. 214 and P.S. 143 observed classes implementing the 4Rs curriculum, and provided P.S. 109 with low-inference observations, asked clarifying questions, and discussed areas of growth.

▲ In between site visits, P.S. 143 teachers developed and led a Professional Development (PD) for their team leaders to identify effective teacher team practices, create a vision for teacher teams at P.S. 143, and set teacher team expectations. PS 143's LPP team rolled out their vision and expectations for teacher teams to the rest of the school in June. At the same time, P.S. 109 updated their whole-school behavior matrix and clarified the PBIS system of rewards.

▲ During the last site visit at P.S. 214, partner schools raised questions about how to establish trust in their teacher teams and asked for advice from P.S. 214 teachers using a consultancy protocol. Partner schools were also given time to decide on action steps for addressing their challenges.

▲ After every site visit, the facilitator encouraged LPP participants to reflect as a way of further refining their work together. All participants would get into a circle and identify pluses and deltas from the site visit (see poster on page 24).

Developing Leadership and Self-Knowledge

During all stages of the collaborative learning process, teachers and principals **developed leadership and self-knowledge.**

▲ The host principal explained that he originally signed up for LPP to further develop his own leadership abilities. He did so as he articulated his school's strengths to the partner schools, and as he distributed leadership roles among his staff. He gradually released responsibility for making decisions regarding site visits, providing direct support to teachers, and leading school team meetings. As a result, P.S. 214 school staff articulated their own practices, gained an appreciation of those practices, and developed their leadership skills.

▲ At the partner schools, assistant principals and teachers developed leadership by taking on decision-making responsibilities. In P.S. 143, the assistant principals set the agenda for cabinet meetings and teachers led school-wide activities such as committees and PD sessions. At P.S. 109, teachers led both community-building activities during PD and the implementation of the PBIS system.

3 The Role of the Facilitator

The facilitator supported coordination between schools, helped participants self-assess to identify their needs, shared her expertise, and fostered communication among schools.
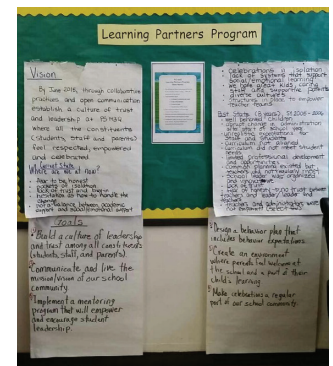
The facilitator supported coordination among the three schools, especially in the first few months of the school year. She scheduled meetings among principals, between schools and external organizations, and she created monthly schedules of individual school team meetings and site visits. The facilitator also helped plan site visits by suggesting activities and drafting agendas. Over time, she stepped away from planning and facilitating those activities to help build LPP team members' presentation and facilitation skills. However, the facilitator continued to support the planning of site visits throughout the year by providing skeleton agendas, reminding school teams what the other schools were interested in observing, and asking probing questions to clarify the purpose of each activity.

> *"Throughout the year [the facilitator] has wanted to pass along the work to us. She told us she wanted to build our leadership; she wanted us to be able to more facilitate on our own…by taking a back seat and allowing people to feel comfortable sharing their own ideas"* Host School Teacher

> *"[The facilitator] guided the work, but she didn't tell us, 'this is what you have to do.' I think that's why it was important to do this past history, current state thing, because it put the framework in our heads as to what we needed to focus on. So then, we developed these goals, and then, from there, the action plans."* Partner School Principal

Early on, the facilitator guided participants through a process of telling stories about their past and current states ("journey stories") in order to help them identify areas of growth, visions of success in those areas, and necessary steps to achieve their goals (see P.S. 143 Journey Story on the right). These became the basis of action plans, which were used to track progress in each school's identified area of growth and to determine steps each school still needed to take.

The facilitator drew on her experience as a former principal and her knowledge of the SEL curriculum being used at the host school, P.S. 214, to support the partner schools in deciding what new practices to adopt. The facilitator connected one partner school, P.S. 109, to a SEL community-based organization that provides curriculum training. The facilitator also relayed personal experiences about her previous SEL work, which helped P.S. 109 make SEL curriculum implementation decisions. At the same time, the facilitator's expertise in SEL led her to understand that teacher leadership is a precursor to SEL, and thus she redirected the LFA to teacher leadership in the other partner school.

Because of her regular communication with individual schools, and her global perspective of interactions and dynamics within the triad, the facilitator anticipated potential tension between team members and pre-emptively supported team building among school staff. Specifically, she encouraged staff to regularly use team-building activities in school team meetings and site visits, to focus on low-level inferences that avoid evaluative language, and to debrief during and after site visits, allowing participants to express fears or concerns.

> *"[The facilitator] is the person who we can reach out to when we are in crisis and we need more direction on the SEL work."*
> Partner School Principal

4 Components of Successful Collaboration

TRUST Establishing a Safe and Honest Community

Triad 2 participants developed personal and professional relationships through activities that encouraged discussion of both individual vulnerabilities and school challenges. Every site visit and school team meeting began with a team-building activity, which elicited conversations about topics including childhood memories, lost loved ones, and other life experiences. These exchanges fostered deep relationships, with participants describing the triad as a "community of three schools" and a "dynamic family." The culture of honesty carried over to action planning when schools developed next steps based on the challenges in their schools. Each school presented these challenges in the form of a journey story to the rest of the triad members. The partner schools described their desire to make their school communities more cohesive, safe, and positive. Especially meaningful for several LPP participants, the host principal shared the struggles of changing the culture at P.S. 214 when he first joined the school. Such candor was made possible through a deliberate focus on relationship building, and this led to a safe atmosphere that allowed the schools to address these challenges and strengthen their school communities through the work of LPP.

> *"We saw how open they were, how honest they were, they talked about the good and they talked about the ugly … We always go back and say 'they're in year 7, we're in year 1' so that has definitely supported our vision."* Partner School Assistant Principal

> *"I'm struggling with certain things as a principal; I'm going to be struggling with some of these things for years, as long as I'm here. [And I appreciate that the host principal] is very honest and says, 'I'm still struggling with certain things'…the learning part of it [is] there for me."*
> Partner School Principal

> *"There were toys strewn around in the middle of our circle, and participants were asked to each choose one. After each participant gathered a toy, they then had to explain why they chose the toy and what memories it evoked. During this team-building activity, most participants thought back to their childhoods, and growing up in New York."* Site visit observation notes, October 9, 2014

The partner schools used self-assessment tools to align their LPP work to school-wide improvement goals. After P.S. 109 saw the SEL curriculum at the host school, the facilitator suggested P.S. 109 review their school data from the Office of Safety and Youth Development's Online Occurrence Reporting System to develop their action plan. They found that they had a high percentage of students with multiple behavior incidents and decided to focus their efforts on this population. The LPP team then developed goals and next steps, focusing on the needs of students in Tier 2 and Tier 3 of their Response to Intervention (RTI) framework. P.S. 109 also adjusted their PBIS behavior matrix to align with their new school vision, and they implemented a SEL curriculum. During action planning, the facilitator also encouraged the partner schools to self-assess by documenting the history of the school (the journey story), the school's strengths, and the school's challenges. These strategies created buy-in for social-emotional work within the LPP team by identifying problems in objective ways—quantitatively and historically. Data was also important for helping non-LPP teachers in the school see the connection between LPP work and school goals. This came through in the other partner school's experience. P.S. 143 conducted a needs assessment and learned that many teachers wanted to be more involved in decision making. As a result, the LPP team focused on participation and leadership in teacher teams and school committees. During a site visit at P.S. 143, the host principal suggested connecting LPP work with Quality Review data so that teacher teams would support changes in their practice. After implementing that suggestion in the P.S. 143 fifth grade team, an LPP participant noticed that teachers were more engaged when connections to data were explicit. Using various sources of evidence to identify school needs helped LPP participants and other school staff understand the importance of the LPP work.

> *"In the initial meetings with [P.S. 109], we did some visioning work where we talked about the past state in relation to the LFA, what the state is now, and what's their desired state. So we charted those things, and then I typed them up, and I shared it with them, but we also put it in the action plan."* Facilitator

> *"We used [the] occurences report – it's like the incident report – and based on that, we developed goals in the action plan, and developed action steps to be able to move our goals forwards."* Partner School Teacher

> *"We did a needs analysis assessment, and based on that assessment, we realized we needed a lot of support and school culture building. Based on the information [provided about LPP], that would support the work that we were looking to do."* Partner School Assistant Principal

DISTRIBUTED LEADERSHIP Disseminating Practices Through Teacher Leadership

LPP teams disseminated new practices through the leadership of teachers and assistant principals who were responsible for piloting new practices and for teaching them to the rest of the faculty. Teachers and assistant principals at P.S. 143, who witnessed well-functioning committees at the host school, began to lead several committees in their own school that were composed of LPP and non-LPP members. The LPP team and the Professional Development Committee also developed and led a PD session for all the teacher leaders at P.S. 143 to create norms and expectations for teacher teams. LPP teachers at P.S. 109 were trained in a SEL curriculum, and then implemented the curriculum in their classes before it was presented to the whole school. During implementation, P.S. 109 teachers asked the host school clarifying questions about SEL and PBIS to better explain the new practices to their fellow teachers. One P.S. 109 teacher, in particular, was responsible for overseeing the PBIS system of rewards by ensuring the school store was open and assigning teachers to help with the implementation. Overall, teachers, assistant principals, and paraprofessionals on the LPP teams helped disseminate practices by reaching more people and by engaging non-LPP staff.

> *"LPP is working in collaboration with our PD committee, so we're spreading what we're learning in LPP to our PD committee, and our PD committee is all different teachers…We kind of showed them the work we've done in LPP and now they embrace it."* Partner School Assistant Principal

> *"We need a third grade teacher next year in our LPP so they can see that work and they can start transferring that into [their team]."* Partner School Assistant Principal

> *"Every time we acquire more knowledge from [the host school], we are better able to give clear information to the rest of the teachers at our school."* Partner School Teacher

Recurring activities

▲ Activities for team building

▲ Classroom observations

▲ Closing activity that involved debriefing the day

October 9, 2014 Site Visit #1 at P.S. 214

▲ P.S. 109 and P.S. 143 got to know the host school through team-building activities, P.S. 214's journey story, and a school tour

▲ All the schools set norms for collaboration

▲ P.S. 109 and P.S. 143 began discussions of their areas of growth

October 29, 2014 Site Visit #2 at P.S. 143

▲ P.S. 214 and P.S. 109 got to know the partner school through team building activities, the telling of a journey story by P.S. 143 teachers, and a school tour

▲ All the schools revised norms for collaboration, including the use of low level inferences

▲ With the help of P.S. 214 and P.S. 109, P.S. 143 identified next steps related to the LFA

November 21, 2014 Site Visit #3 at P.S. 109

▲ P.S. 143 and P.S. 214 got to know the partner school through team building activities, the telling of a journey story by P.S. 109 teachers, and a school tour

▲ With the help of P.S. 143 and P.S. 214, P.S. 109 identified next steps related to the LFA

December 18, 2014 Site Visit #4 at P.S. 214

▲ P.S. 214 shared information about SEL

  – P.S. 214 described different SEL models, and practices they utilized, through a mentor text ("Social and Emotional Learning Core Competencies" by CASEL) and presentation

  – P.S. 214 presented a more detailed journey story to explain implementation of SEL

  – P.S. 143 and P.S. 109 observed the SEL curriculum used in P.S. 214 classrooms

▲ The triad discussed potential adaptations for each partner school

January 23, 2015 Site Visit #5 at P.S. 214

▲ All schools provided updates about progress they have made so far in the LFAs

▲ P.S. 214 provided differentiated activities for each partner school with P.S. 109 observing a full SEL lesson, and P.S. 143 discussing teacher teams with P.S. 214 more in depth

▲ P.S. 214 described the mentoring program at their school

January 24, 2015 Site Visit #6 Retreat in Tarrytown

▲ All schools engaged in team-building activities and planning for upcoming work

March 4, 2015 Site Visit #7 at P.S. 143

▲ P.S. 143 described the teacher-led committee work done so far

▲ All schools participated in a discussion of effective teacher teams using a chapter from a mentor text (*The Power of Teacher Teams: With Cases, Analysis, and Strategies for Success* by Vivien Troen and Katherine C. Boles)

▲ P.S. 214 and P.S. 109 teams observed P.S. 143 teacher teams and provided feedback

▲ All schools created another set of norms for collaboration for relationship building with new members

▲ With the help of P.S. 214 and P.S. 109, P.S. 143 identified next steps related to teacher teams

March 31, 2015 Site Visit #8 at P.S. 109

▲ P.S. 109 described the SEL work done so far

▲ P.S. 214 and P.S. 143 observed P.S. 109 SEL classes and provided feedback

▲ With the help of P.S. 143 and P.S. 214, P.S. 109 identified next steps related to SEL

May 7, 2015 Site Visit #9 at P.S. 214

▲ P.S. 109 observed the P.S. 214 SEL committee; P.S. 143 observed a P.S. 214 teacher team

▲ P.S. 214 teachers led a consultancy protocol with P.S. 143 and P.S. 109 to work through challenges

May 20, 2015 Site Visit #10 at P.S. 143

▲ P.S. 143 described the PD they developed and led for team leaders

▲ P.S. 214 observed the fifth grade teacher team meeting and provided feedback

▲ P.S. 109 worked with P.S. 214 teachers to ask questions related to PBIS

June 3, 2015 Site Visit #11 at P.S. 109

▲ Each school discussed final preparations for the end of year Share Fair

▲ All participants reflected on the year with LPP as individuals, as teams, and as a triad

APPENDIX 2

DIVISION OF TEACHING AND LEARNING
OFFICE OF INTERSCHOOL COLLABORATIVE LEARNING

Learning Partners Program Action Plan (Draft)

Triad Name:
Host Principal: Partner Principal:
Host School DBN: Partner School DBN:
Program Facilitator:

FOCUS	
	LEARNING FOCUS AREA
	INSTRUCTIONAL FOCUS

STATE	
	PREVIOUS STATE
	CURRENT STATE
	DESIRED STATE

SCHOOL LANDSCAPE		
	STRENGTHS/ASSESTS	**CHALLENGES**
	IMPLICATIONS	

RESOURCES	

GOALS	
GOALS	1. 2. 3.

	GOAL(S)	STEPS	BENCHMARK(S)/ DELIVERABLE(S)	POINT PERSON
WORK PLAN OUTLINE				

	CEP	QUALITY REVIEW	CIE
ALIGNMENT			

	School A	School B	School C
INITIAL MEETING DATES			
	Bi-Weekly Meeting Dates		

OFFICE OF INTERSCHOOL COLLABORATIVE LEARNING

"The Answer is in the Room!"

Learning Partners Program
Full Triad Meeting at PS/MS 214X (Host)
Triad B: PS/MS 214X, PS 143Q , and 109X
Visit #1
October 9, 2014
Agenda

8:45 am   Welcome/Introductions/Breakfast

9:00 am   Connections/Teambuilding

- Memories Activity
  Facilitator:

9:30 am   PS/MS 214's Learning Focus Area Journey

       Facilitators:

10:00 am   Tour of PS/MS 214

       Facilitators:

10:40 am   Presentation and Tour Debrief

       Facilitators:

11:00 am   Our Triad Norms

- Synthesis of Our Team Norms Activity
  Facilitator:

11:40 am   Closing

       Facilitator:

12:00 pm   Learning Partners Feedback Form

       Please take a few minutes to fill out a brief survey to help our program better meet the needs of our schools.

                                       Triad B Facilitator:

It Takes Us ALL to Build Better Schools and a Better World!

Triad B's Norms

PS/MS 214X, PS 109X, and PS 143Q

The Learning Partners Teams of PS/MS 214, PS 109, and PS 143 agree to the following norms.....

Time and Attendance

We will start on time, come prepared, and stay for the duration of the meeting-within the constraints of our school.

Listening and Communication

Team members agree....
- -to respect all opinions and ideas
- -to be active listeners
- -to stay on topic
- -that all voices will be heard

Participation

Be an active participant and encourage everyone to participate.

Expectations

We will take the work seriously by holding ourselves and each other accountable to the work.

Decision-Making

Keep all decisions grounded on what is best for students!

Evaluation

Periodically revisit the norms to see if any should be revised. All group members are responsible for enforcing the norms.

PS 109 Matrix			
PS 109	**Integrity**	**Compassion**	**Problem Solvers**
Classroom	I can stay in my seat and not speak during independent work.	I can help a student that is not following directions by showing them the correct way to do something.	I can resolve my problem by stopping, taking a deep breath, and thinking about how I can solve the problem in a positive way.
Auditorium	I can sit with my feet on the floor with my bottom on the seat with my sign up.	I can listen to the speaker by making eye contact and not speaking. I will continue to use my whisper voice when there is no speaker.	I can raise my hand and ask to move my seat when I feel that there is a problem.
Cafeteria	I can keep my food to myself. I can sit with my feet on the floor and my bottom on the bench facing the table on the side my class sits on.	I can clean up after myself and assist others clean up if they need help. I will use a whisper voice.	I can resolve my problem by stopping, taking a deep breath, and thinking about how I can solve the problem in a positive way. I can use the adults around me to help when needed.
Playground	I can follow the rules of a game when playing with others.	I can include others when playing.	I can tell an adult when something or someone is upsetting me. I can tell an adult when I get hurt.
Gym	I can sit with my feet crisscrossed. I can read a book quietly while I wait for directions.	I can show others the correct way to sit and listen to the speaker.	I can find the adult in charge and ask for help if there is a problem.
Hallways/Stairways	I can walk one step at a time.	I can keep my hands and feet to myself.	I can keep a safe distance in order to avoid conflicts with others.

CASE STUDY 3

Addressing School Difference Through a Host-Partner, Host-Partner Model
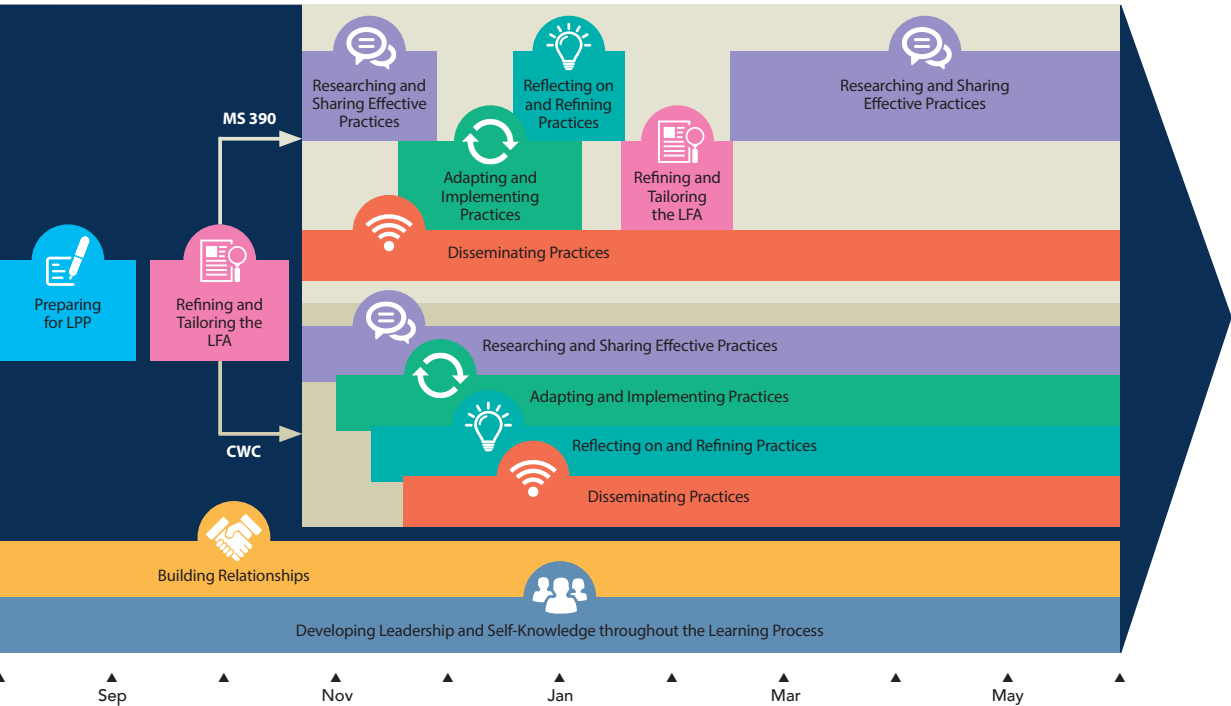
1 Introduction

Triad 3 operated in a host-partner, host-partner model with each partner school working primarily with the host school, independently of each other. The schools in the triad shared practices and structures to better support English language learners (ELLs) and students with disabilities (SWDs). M.S. 390 focused on a vocabulary development program and then a dual language program; Citizens of the World Charter (CWC) refined their structures for classroom observations and teacher debriefs through the lens of language development. This case study presents how the triad used the program's flexible structure to address school differences and changing circumstances.

School	Grade Span	Borough	Learning Focus Area
P.S. 89 Cypress Hills Community School	PK-8	Brooklyn	Support English language learners and students with disabilities, both in and out of the classroom
Citizens of the World Charter School 1	K-5	Brooklyn	
M.S. 390	6-8	Bronx	

2 The Collaborative Learning Process

Each triad approached the collaborative learning process in a unique way. The figure below shows how Triad 3 approached the stages of learning.

Preparing for LPP

Building Relationships

Refining and Tailoring the LFA

In August through September, participants **prepared for LPP** and began **building relationships** and **refining and tailoring their LFAs.**

▲ Participants established individual school teams and attended summer training where they learned about the program and met teachers and school leaders from across the triad.

▲ Before site visits officially began, the host principal scheduled meetings with the two other partner schools to define their goals for interschool collaboration. At those meetings, the principals decided to focus on supporting ELLs and SWDs based on the host's strengths and the partners' desire to improve practices in these areas.

▲ The triad's first visit was at CHCS, the host school. While there, the participants engaged in icebreaker activities to build relationships that would support their collaborative work (☛ CHCS October Site Visit Agenda in Appendix 3). At this site visit, the host school concluded that the differences between partner schools—one is a middle school, while the other is a new charter elementary school with only kindergarten and first grades—would require them to adjust their collaboration. After consultation with both partner principals and the facilitator, the decision was made to schedule host visits separately.

Researching and Sharing Effective Practices

Adapting and Implementing Practices

Reflecting on and Refining Practices

Disseminating Practices

M.S. 390 AND CYPRESS HILLS COMMUNITY SCHOOL

The relationship between M.S. 390 and CHCS was marked by two phases, with the schools **researching and sharing effective practices, adapting and implementing practices,** and **reflecting on and refining practices** in the first phase, and then, after a shift in focus, repeating some of these stages in a second phase, while also **disseminating practices** throughout the year.

▲ At first, the schools focused on Word Generation (WG[7]), a vocabulary development program used at M.S. 390 that the school wished to adapt to the needs of its students. Together, the schools used mentor texts on language acquisition and the host's experience with WG to explore ways to make aspects of the program more relevant to students, to reduce its breadth, and to increase its depth. This work culminated in the two schools bringing students together for an exciting WG debate.

▲ In February M.S. 390 and CHCS further refined their LFA to focus on dual-language education. The host emphasized the need to respond to new and diverse student populations by assigning partner participants to observe and take notes on students in English and Spanish classes (☛ Student Work Note Catcher in Appendix 3). This was followed by a discussion of strategies to use when working with students with different language backgrounds.

▲ M.S. 390 also disseminated practices in their teacher teams throughout the year. They linked the LPP work to the school's overall instructional focus of supporting SWDs and ELLs, which provided a unifying lens for collaborative work across the school.

▲ M.S. 390 will continue to collaborate with CHCS in the coming year as M.S. 390 implements the dual language program and as CHCS implements Expeditionary Learning, a program currently used in CHCS.
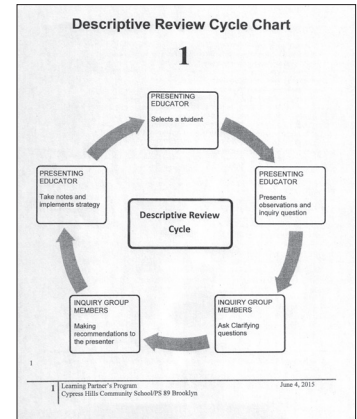
[7] To learn more about Word Generation, visit http://wordgen.serpmedia.org/

Researching and Sharing Effective Practices

Adapting and Implementing Practices

Reflecting on and Refining Practices

Disseminating Practices

CWC AND CYPRESS HILLS COMMUNITY SCHOOL

The relationship between CWC and CHCS was characterized by simultaneous and ongoing **researching and sharing, adapting and implementing, reflecting on and refining,** and **disseminating best practices** in multiple areas.

▲ Throughout collaboration, CHCS supported CWC by sharing mentor texts and drawing on their own strong practices related to SEL and holistic education, or instruction that is guided by individual student needs across multiple domains. They helped CWC to refine its SEL evaluation, its Response to Intervention (RTI) program, its integrated co-teaching (ICT) structures, and helped them to implement "descriptive reviews[8]," or low-inference observations, of students in classrooms.

▲ Rather than taking place in distinct stages, CWC implemented practices on an ongoing basis throughout the year. This included specific practices and protocols for descriptive review of students, which CWC observed at CHCS. (see Descriptive Review Cycle diagram on the right).

Descriptive Review Cycle Chart

1

PRESENTING EDUCATOR
Selects a student

PRESENTING EDUCATOR
Presents observations and inquiry question

Descriptive Review Cycle

INQUIRY GROUP MEMBERS
Ask Clarifying questions

INQUIRY GROUP MEMBERS
Making recommendations to the presenter

PRESENTING EDUCATOR
Take notes and implements strategy

1 Learning Partner's Program
Cypress Hills Community School/PS 89 Brooklyn   June 4, 2015

▲ CWC included many teachers on its LPP team so they would be able to immediately bring new practices into their teaching. In addition, because CWC is a very small school, dissemination happened naturally, as a critical mass of its staff participated in LPP.

▲ CHCS will continue to work with CWC in the coming year as both schools further develop their Leveled Literacy Intervention (LLI[9]) programs.

Developing Leadership and Self-Knowledge

Reflecting on and Refining Practices

Throughout the year, the host school **developed self-knowledge and leadership** and **refined its practices** through its work with both partner schools.

▲ Through the visits to the partner schools, host school participants took ideas back to CHCS. For example, after seeing CWC's use of LLI, the host school began using LLI, which they credit for increasing students' reading levels. In addition, CHCS learned about the Expeditionary Leraning curriculum from M.S. 390, which CHCS will implement in the coming year.

▲ As host participants supported the partner schools, they deepened their understanding of their own practices. Working on WG with M.S. 390 encouraged the host school to analyze the way they foster academic conversations among students. In preparing to articulate their approach to the partners, they pinpointed aspects of their own instruction that made it successful.

8 CHCS's descriptive review process is based on the process described in From Another Angle: Children's Strengths and School Standards by Margaret Himley and Patricia F. Carini

9 To learn more about LLI, visit https://www.heinemann.com/ fountasandpinnell/lli_overview.aspx

The facilitator helped establish trust among the participants, assisted in planning for site visits, focused the work to target the learning focus area, and supported the triad in adjusting the structure of LPP to suit its needs.

Prior to the first site visit, the facilitator met with each school principal to establish relationships. He shared his own experience as a principal and framed the learning process as an exchange of strengths between schools. After this initial contact, the facilitator helped the host school plan an agenda for the first site visit and prepared an icebreaker that challenged participants to make groups that fulfilled a list of requirements, which encouraged conservations about everyone's backgrounds.

Early in the year, the facilitator played a crucial role in planning site visits, slowly stepping back as the year progressed. In the first round of site visits, he helped create agendas during meetings with individual schools and communicated expectations and logistical information to the other two schools. The facilitator acknowledged that his "voice was a lot more prominent early on," but that after the first round, he honored the host school's expertise by releasing planning responsibilities. Meanwhile, he continued to provide the partner schools more support in planning their second round of site visits and continued to support communication between schools.

> *"What I expect from him is to maintain the focus and to ensure that there is a clear articulation of what next steps are."*
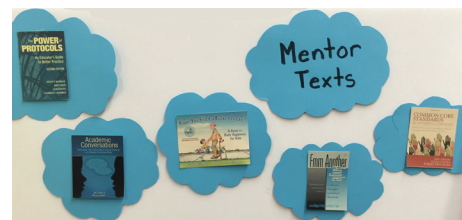> Host School Principal

> *"We could make this more targeted to the needs of individual schools [by adopting the two stream model] and it would be less likely to kill us in terms of logistics... We could serve the schools and serve ourselves and our own students better if we split this up."* Facilitator

The facilitator was responsible for framing the day's activities to ensure the work was focused and targeted to the LFA. For example, before visits he often sent triad-wide emails containing the agenda as well as a question, idea, or word for participants to reflect on in preparation for the visit. Each visit also began with an introduction by the principal of the hosting school, followed by remarks from the facilitator framing the day's activities. During activities the facilitator provided suggestions for ways to alter an activity's structure in order to foster more collaboration between schools, or to deepen learning. For example, during a debriefing activity, he suggested sharing themes observed across multiple classrooms, instead of within single classrooms, in order for the group to begin recognizing patterns of practice at the host school. After each activity, the facilitator asked participants to share key takeaways and next steps based on what they just learned.

After the first three site visits, it became apparent that the triad would take on a host-partner, host-partner model to address school differences. While this model was a significant change, the facilitator honored the triad's decision and supported them in this shift by differentiating his support for each partner school and encouraging all three schools to vocalize how the triad could best support their school.

TRUST Establishing Common Ground with Mentor Texts

Participants developed a common language by using mentor texts (see Mentor Text poster on the right). Through readings and discussions, they familiarized themselves with definitions of particular school practices related to their LFA, which led to a shared understanding of how to best support SWDs and ELLs. During the first triad site visit, the partner schools were introduced to "academic conversations," or student dialogues focused on a topic in a sustained and purposeful way. They saw a presentation, a model lesson, and a document entitled "Academic Conversations Placemat with Prompts," all of which came from *Academic Conversations: Classroom Talk that Fosters Critical Thinking and Content Understandings* by Jeff Zwiers and Marie Crawford (☛ Academic Conversations Placemat in Appendix 3). The CWC participants were then asked to observe classrooms specifically looking for the five specific conversation skills delineated in the text: elaborate and clarify, support ideas with examples, paraphrase, build on and/or challenge ideas, and synthesize. By learning about academic conversations through a shared text, participants used the language of the five conversation skills to describe what was happening in lessons they observed. For instance, they said they noticed teachers asking questions that required "clarification and paraphrasing" from the students. In another site visit, CHCS and CWC participants read a chapter entitled "Classroom Talk: Creating Contexts for Language Learning," in *Scaffolding Language, Scaffolding Learning: Teaching Second Language Learners in the Mainstream Classroom* by Pauline Gibbons, which focuses on language development using "group talk" and "partner talk." Participants were able to compare group talk examples from the book to examples in their own teaching, and to think about strategies for supporting student development by using activities from the text. By providing a common language to discuss particular practices, mentor texts encouraged participants to communicate effectively about their LFA.

> *"It was really purposeful visits that were aligned to academic readings that really helped us develop our understandings together and have some frame of context for the conversations that we were having within those work sessions."*
> Partner School Principal

> *"Our goal is that people truly understand the theory behind the work that we're doing and so that's why we're always bringing in experts from the field, literature, starting off with that so that they are thinking about why we're doing the things that we're doing ... it gives them a framework from which to look at the practices that they're going to be looking at."* Host School Principal
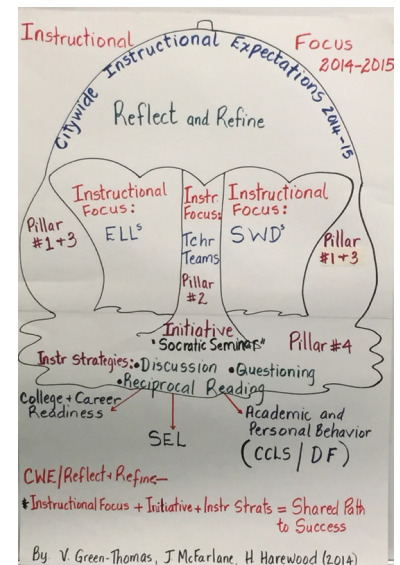
Addressing School Differences by Matching Host Support to Partners' Distinct Needs

Triad 3 overcame school differences and ensured LPP was relevant to all participants by differentiating its work for each partner school. Before the first site visit, the host principal met with each partner school separately to determine their needs and how CHCS could best support them. Although both schools indicated an interest in better supporting SWDs and ELLs, they serve different age ranges, and are at different stages of development, making focusing on the same practices across the triad challenging. As a result, after one visit to each school, the triad began working in two streams. The host school identified and shared different practices with the two partners selected specifically because they matched the schools' individual goals. M.S. 390 and CWC visited CHCS separately, which allowed topics, mentor texts, and observations to be tailored to the partners' respective grade levels and needs. CHCS worked with M.S. 390 to redesign their use of WG and to prepare to implement a dual language program next year, two programs CHCS currently uses. M.S. 390 chose to focus on these programs because they support their instructional focus for the year of "[ensuring] that the curricula is accessible to a wide variety of learners, including ELLs and SWDs" (see M.S. 390 Instructional Focus Poster on the right). CWC did not enter the year with as clearly a defined instructional focus, but did emphasize the school's commitment to educating the "whole child" during the first visit to their school. As a result, the host shared procedures for gathering observational data on students and teachers through descriptive review and a consultancy protocol. Separating the triad's work into these two streams allowed both partner schools to focus their learning so it fit the current state of each school.

> *"One of the things…that would be really important in schools selecting their focus areas and partnerships is really thinking about what are the big buckets that you're working on as a school on the whole, and how does the LPP fit into at least one of those big buckets in ways that keep you grounded and keep you focused on the things that you most need to work on as a school."* Partner School Principal

> *"[The host school] really tailored the visits to the needs of our particular site … because they took that into account and made accommodations for that and differentiated the work that we were doing, it really made it much more powerful than if we had tried to do something all together that just didn't fit the needs of all of the stakeholders."* Partner School Principal

DISTRIBUTED LEADERSHIP Developing Leadership through New Staff Configurations and Roles

Faculty and staff developed their leadership capacity by collaborating with colleagues outside of their usual professional networks and stepping into unfamiliar roles. These opportunities came about through the diversity of faculty and staff represented on the LPP teams and the ways principals in this triad interpreted their roles as leaders. Although nearly all LPP participants spoke about the value of interacting with educators from different schools, teachers in this triad also discussed the importance of collaborating with members of their own schools' LPP teams with whom they do not normally work closely. For example, one host school teacher rarely interacted with administrators or with teachers outside of her grade team, however by being on a LPP team, she was able to do so and to be part of decisions that would influence the entire school. Similarly, a social worker at M.S. 390 worked closely with teachers on instructional reforms that overlapped with the social-emotional work that is traditionally her domain.

> *"It's also getting the opportunity to work much more closely with administrators. In the past I've primarily worked with them in terms of them evaluating me…. But being able to see them really think through these bigger issues and thinking it through with them and with the facilitator, that was a whole other level that I hadn't really experienced."*
> Host School Teacher

As staff participated in these configurations to make decisions that went beyond the scope of their typical areas of work, they also adopted leadership roles. Principals supported them by prioritizing and helping to establish a vision for LPP, but encouraging teachers and other staff members to actually lead the work. Teachers and assistant principals created agendas, planned activities for site visits, and led those activities. Releasing responsibility in this way while connecting faculty and staff to less familiar colleagues promoted leadership and spread it across the triad.

> *"[Members of the LPP team] are more concerned about not only their own [class] population, but the population of other [teachers'] kids… It has put those folks on a platform…And they plan for the activities, they plan for the icebreakers, they want to put together a program and sometimes my role is to say, 'Go ahead, let's schedule a time.'"*
> Partner School Principal

> *"Our school is K-8 and… we have three different lunch periods, and what that means is that we just don't see each other… so right away just collaborating with other people on different grade levels in my school and bringing in that perspective of what's happening, I was just learning so much about this place where I work."*
> Host School Teacher

> *"[The principal] really puts it out there for other people to develop their ideas and really run things. She never stood in front of the group, other people led everything."*
> Host School Teacher

Recurring activities

▲ Classroom observations

▲ Debriefs with observed teachers

▲ Discussion using a mentor text

October 30, 2014 Site Visit #1 at 19K089

▲ All three schools engaged in an activity on using academic language

▲ M.S. 390 participated in professional development sessions focused on WG and its adaptation to meet the needs of a dual language program

▲ Citizens of the World Charter School (CWC) observed elementary level classrooms and connected their observations to readings on using academic language

November 19, 2014 Site Visit #2 at 10X390

▲ M.S. 390 told its journey story and presented its current challenges to both other schools

▲ A presentation of Reciprocal Reading was followed by classroom observations on the reading strategy and WG

▲ The triad engaged in an "appreciations" and "key takeaways" discussion to conclude site visit

December 4, 2014 Site Visit #3 at 84K689

▲ CWC presented its journey story to both schools and explained its RTI structure

▲ Participants visited classrooms with a focus on ways the RTI structure supports ELLS and SWDs

▲ The triad engaged in an "appreciations" and "key takeaways" discussion to conclude site visit

January 8, 2015 Site Visit #4 at 19K089

▲ M.S. 390 visited the host school to continue their work on WG

▲ Participants engaged in four major activities including an observation and debrief during a WG lesson, a reading from a mentor text, examination of student work from WG, and jigsaw reading of a mentor text on student support strategies

February 4, 2015 Site Visit #5 at 19K089

▲ CWC visited the host school to learn to use the descriptive review protocol

▲ CHCS introduced "The Final Word" protocol to engage participants in a discussion about an assigned reading

▲ The host school showcased the use of descriptive review for participants from CWC to learn

February 10, 2015 #6 at 10X390

▲ CHCS students traveled to M.S. 390 to engage in a WG debate

February 26, 2015 Site Visit #7 at 84K689

▲ All three schools were present during the site visit, which started with an ice breaker and a classroom observation norms explanation

▲ Members of CWC led an activity using the descriptive review protocol they learned from CHCS

March 27, 2015 Site Visit #8 at 19K089

▲ M.S. 390 visited CHCS to learn strategies to use for the dual language program

▲ M.S. 390 participants engaged in classroom observations, teacher debriefs, and mentor texts to learn how to initiate a dual language program

April 2, 2015 Site Visit #9 at 19K089

▲ CWC visited the host school and learned to use a consultancy protocol

▲ CWC participants engaged with the protocol by observing classrooms, engaging in teacher debriefs, and reading a mentor text on scaffolding reading strategies

June 17, 2015 Site Visit #10 at 19K089

▲ CWC and M.S. 390 visited CHCS to reflect on their work for the year and make plans for next steps in the year to come

APPENDIX 3

DIVISION OF TEACHING AND LEARNING
OFFICE OF INTERSCHOOL COLLABORATIVE LEARNING

Learning Partners Program Action Plan (Draft)

Triad Name:
Host Principal: Partner Principal:
Host School DBN: Partner School DBN:
Program Facilitator:

FOCUS	LEARNING FOCUS AREA
	INSTRUCTIONAL FOCUS

STATE	PREVIOUS STATE
	CURRENT STATE
	DESIRED STATE

SCHOOL LANDSCAPE	STRENGTHS/ASSESTS	CHALLENGES
	IMPLICATIONS	

RESOURCES	

DIVISION OF TEACHING AND LEARNING
OFFICE OF INTERSCHOOL COLLABORATIVE LEARNING

GOALS
1.
2.
3.

WORK PLAN OUTLINE

GOAL(S)	STEPS	BENCHMARK(S)/ DELIVERABLE(S)	POINT PERSON

ALIGNMENT

CEP	QUALITY REVIEW	CIE

INITIAL MEETING DATES

School A	School B	School C
Bi-Weekly Meeting Dates		

Academic Conversation Placemat with Prompts

Conversation Skills	Prompting	Responding
Elaborate and Clarify	Can you elaborate on ...? What do you mean by ...? Can you tell me more about ...? What makes you think that? Can you clarify the part about ...? Can you be more specific? How so? How/Why is that important? I'd love to hear more about ... How does that connect to ...? I wonder if ... How so? Can you unpack that for me? I am a little confused about the part ...	I think it means that ... In other words ... I believe that ... An analogy for this might be ... It is important because ... It's similar to when ...
Support Ideas with Examples (from this text, other texts, the world, and life)	Can you give an example from the text? Can you show me where it says that? What are some examples from other texts? What is a real-world example? What is an example from your life? Are there any cases of that? What is the evidence for that ...? Like what? Why do you say that? How do you justify that? What does that look like? Such as? What would illustrate that? Why is that a good example?	For example ... In the text is said that ... One case showed that ... An example from my life is ... For instance, ... According to ... An illustration of this could be ... On one occasion ... In this situation ... To demonstrate, ... In fact, ... Indeed, ... such as ... Have you ever ...?

Key question, main idea, theme, topic

Conversation Skills	Prompting	Responding
Build On and/or Challenge a Partner's Idea	What do you think about the idea that ...? Can you add to this idea ...? Do you agree? What might be other points of view? What are other ideas? How does that connect to the idea ...? I am not sure if this is relevant, but ... How can we bring this back to the question of ...?	I would add that I want to expand on you point about ... I want to follow up on your idea ... (To challenge) Then again, I think that ... Another way to look at this could be ... Yet I wonder also if ... If _____, then ... What struck me about what you said it ...

Conversation Skills	Prompting	Responding
Paraphrase	I'm not sure that was clear ... I can't remember all that I said. How can we relate what I said to the topic/question? What do we know so far? What is your take on what I said I don't know. Did that make sense? What are you hearing	So, you are saying that ... Let me see if I understand you ... Am I right in hearing you say that ...? In a nutshell, you are arguing that ... In other words... What I am hearing is ... Essentially you think that ... It sounds like you are saying that ...
Synthesize Conversation Points	What have we discussed so far? How should we synthesize what we talked about? How can we bring this all together? What can we agree upon? What main points can we share? What was our original question? What key idea can we take away?	We can say that ... The main theme/point seems to be ... As a result of this conversation, we think that we should ... How does this sound ...? What if we ...? The evidence seems to suggest that ...

Name: _____

"Looking At Student Work" NOTE-CATCHER

Part I. Become familiar with Word Generation unit topic.

Word Association				
Instructions: List all of the words that are associated with the focus words below.				
design	**feature**	**impact**	**potential**	**transfer**

Part II. Looking at student work using a modified Tuning Protocol.

Clarifying questions	
Instructions: **While looking through student work, write down questions that you need to clarify regarding the tasks student was given, the process for completing the task, and / or any questions that will help participants understand the context for the student work.**	
Participant's Role • Participants ask "clarifying" questions in order to get information that may not be clear from looking at student work or was omitted in the presentation and which would help participants understand the context for the student work.	Presenter's Role: • Writes down these questions and answers after all participants have added to this section of protocol.
Clarifying questions:	

Warm and Cool Feedback

Warm Feedback Participant's Role:	Cool Feedback Participant's Role:	During Warm and Cool Feedback,
• *Warm feedback* points to strengths. For example, comments about how the work presented seems to meet the desired goals.	• *Cool feedback* identifies possible "disconnects," or gaps, between the work and the teachers' goals for it; cool feedback is often phrased as a question.	Presenter Role: • Presenter is silent; he may choose to take notes.
Warm Feedback	**Cool Feedback**	

Part III. Review Student's Final Piece

Usage of Focus Words

Instructions:
Tally the number of times student used the focus words in the final piece.

Design	feature	impact	potential	transfer

Cypress Hills Community School – P. S. 89

Learning Partner's Program Host Visit
Thursday, October 30, 2014
AGENDA

Periods	Time	MS 390		Citizens of the World Charter School	
1st	8:00 – 8:15	Breakfast Library			
	8:15 – 8:30	Welcome / Introductions Library			
2nd	8:30 – 9:30	Accelerating Oral Language with Academic Conversations Library			
3rd	9:35 – 10:20	Another Perspective on Word Generation Planning Room 114		Observe Kindergarten Reader's Workshop Room 106	Observe 1st Grade ICT Reader's Workshop Room 103
4th	10:22 – 11:07	Looking at Word Generation Student Work Room 114		Debrief and Next Steps Room 106	
5th	11:09 – 11:40	Observe 7th/8th Grade Word Generation Room 404	Observe 7th/8th Grade Word Generation Room 402		
	11:40 – 12:00	Observation Debrief Room 114			
6th	12:01 – 12:46	Lunch			
7	12:48 – 1:33	Partnership Planning Room 114			
8th	1:35 – 2:20				