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## Professional Development for Cross Hill Academy, Yonkers Public Schools, Yonkers, New York



***Submitted to:***

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***Submitted by:***

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## Overview of Proposed Professional Development Services for Cross Hill

Based on initial planning conversations, Teaching Matters is proposing that our coaches support to support teachers to:

- Align the Benchmark Curriculum with Next Generation Learning Standards;
- Effectively implement the student workshop model; and
- Promote instruction that clearly evidences the principles of Culturally Responsive and Sustaining Education.

Teaching Matters' coaching services will foster improved student engagement. More generally, we will improve literacy teaching and learning in ELA across the school. The following is a proposed service offering designed to meet the overarching goals listed above:

### Through our *Literacy Matters* offering:

1. Teachers will establish methods and instructional practices that create curriculum cohesion for ELA instruction
2. Students will experience and be exposed to increased academic rigor, elevating their academic expectations.
3. Teachers will have an operational understanding of Culturally Responsive and Sustaining Education principles that align to ELA instruction.

Specifically, teachers will engage students in closely analyzing and discussing grade level texts while ensuring that they are Culturally Responsive and Sustaining Education aligned.

While working with Teaching Matters, school leadership can expect:

- Support in identifying effective practices in literacy lessons
- Thought partnership toward developing your school's literacy initiatives
- Comprehensive reporting around the impact of our intervention



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## Components of Teaching Matters Services

### **Coaching Model for Curriculum Cohesion**

In order to achieve movement in student outcomes that align with school and district goals, Teaching Matters is proposing a minimum of 25-days of onsite support from a Teaching Matters' literacy expert. This will cover two coaching cycles of work, as well a full-day custom Culturally Responsive and Sustaining Education workshop.

- Coaching cycle 1 will be 11 days of work and address the literacy needs of teachers in grades 3 and 4.
- Coaching cycle 2 will also be 11 days and will address the needs of the literacy teachers in grades 5 - 8.

### **Assessing School & Individual Needs**

Through initial planning visits, the Teaching Matters team has learned that Cross Hill Academy teachers are in various stages of their own growth. As such, we are proposing services that are sufficiently flexible to adapt to individual teacher needs (please see a description of the coaching cycle included with this proposal). Our model of support always begins with a needs assessment so we can individualize our coaching to meet the needs of the teachers we are supporting.

### **Gauging Outcomes for Students and Teachers**

Teaching Matters will use a combination of assessments to evaluate the impact of our intervention, specifically looking at changing outcomes for students and teachers. By building the capacity of teachers, we improve outcomes for students - therefore, we can observe our impact on teachers as well as students by evaluating student outcomes.

#### **Student Outcomes: Student Experience Surveys**

During this project, Teaching Matters will administer two student surveys: one at the beginning of our intervention, and one at the end of the year. The purpose of these surveys is to:

1. Determine student connection to the curriculum and their classroom environment,
2. Use the results as a barometer of *our* success in increasing levels of student engagement.

### **Pre- and Post-Cycle Assessment of Student Classroom Experience**

We want to be held accountable to improvement in academic achievement. To that end, the Teaching Matters consultant will collaborate with classroom teachers to develop and administer a pre-cycle



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assessment based on identified areas of student need in reading and writing. At the end of the cycle, the consultant will administer a second assessment to measure student growth.

For example: when evaluating student improvements in writing, we may administer a writing task that evaluates whether students cite more examples of evidence to support their claims at the end of cycle than they did at the pre-cycle assessment. It has been our experience that evidence of improvement on these assessments typically translate into improvements on end of year testing.



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## Cost Breakdown for Recommended Professional Development

The professional development cost breakdown below is based on a reduced daily coaching rate for a content expert of \$1,340/day. We can modify this plan based on school needs that may surface over the course of this project.

<i>Activity</i>	<i>Description</i>	<i># of Days</i>	<i>Price Point</i>	<i>Time of Year</i>	<i>Impact</i>	<i>Total Price</i>
Needs Assessment & School Plan	A comprehensive school-level needs assessment that identifies strengths and areas of growth in literacy instruction	1 Day Needs Assessment	\$1,340 / day	November 2022	Ability to set clear objectives and outcomes per classroom, teacher and school leader	\$1,340
On Site Literacy Coaching for Curriculum Cohesion and Academic Rigor & Impact Evaluation	Teaching Matters coach works with teachers and/or teaching teams providing mentoring, observations/feedback, modeling and data analysis  2 student perception surveys (pre and post). Administered and analyzed by Teaching Matters	11 days per coaching cycle for 2 coaching cycles	\$1,340 / day	November 2022 - June 2023	Deepening teachers' content knowledge in service of Improving rigorous instruction  Build teachers' cultural competence	\$29,480
Custom Culturally Responsive and Sustaining Education Workshop Preparation	Full day custom workshop focused on developing teachers' skills in culturally responsive practice	1 day for prep & content development  1 day for delivery (actual workshop)	\$1,340 / day	TBD	Building teacher competencies in culturally responsive instruction and practices to build more	\$2,690



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		2 days total			inclusive classrooms and improve student classroom experiences	
					<b>Total Cost</b>	<b>\$33,500</b>

## Additional Information: Partnering with Teaching Matters

For more than 25 years, *Teaching Matters* has been dedicated to increasing teacher effectiveness, a critical factor in student achievement. *Teaching Matters* is an educational non-profit organization dedicated to providing all students equitable access to excellent teaching, regardless of zip code. Our mission is to close the opportunity gap of a radically unequal education system for underserved and historically marginalized children.

Our services transform how educators work together in urban public schools, helping the most effective teachers and leaders to develop the skills they need to lead their peers and drive school-wide improvement. We partner with school leadership to create a work environment that equips teachers to succeed in the classroom.

### Our Experience

*Teaching Matters* has decades of experience developing curricula and providing professional development services, including in the areas of literacy and mathematics. We are a national professional learning organization dedicated to increasing teacher effectiveness, a critical factor in student success. From states and districts to schools and classrooms, we partner to help teachers and school leaders develop the skills they need to teach well, lead their peers, and drive school-wide improvement. We envision a nation where every student has equitable access to excellent teaching, regardless of zip code.

Our core values (referenced below) fuel our commitment to student success and are evident in all aspects of what we do, from how we have designed our services to the way we approach each day of work. We collaborate with educators in pursuit of student success. Our partnerships are a dynamic exchange of ideas, and we invest deeply in every one of the relationships we have with teachers and administrators. We share ownership of student outcomes with the educators we support, and we persist



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until there is real, measurable improvement in teacher effectiveness. As practitioners working in the classroom with educators, we take a balanced approach, with practical solutions that account for each school's unique needs.

## **Core Values**

**Equity:** We partner with educators to identify and address inequities caused by our radically unequal education system.

**Collaboration:** We collaborate with educators in pursuit of student success and invest deeply in every relationship we cultivate.

**Perseverance:** We are committed to student success and work tirelessly to get there.

**Innovation:** We bridge the gap between proven new ideas and how to make them work in public schools.

## **Our Reach**

In our decades of supporting schools and districts, we have:

- Partnered with more than 1,500 schools
- Coached over 35,000 K-12 teachers
- Developed over 1,100 teacher leaders
- Impacted over 600,000 students

## **Who We Are**

We have a team of high-quality Educational Consultants.

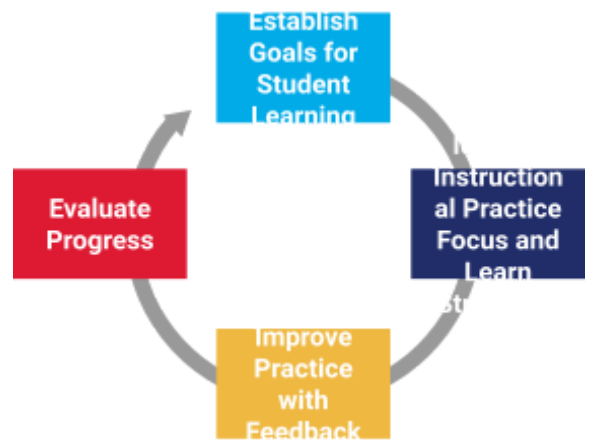
- Average of 20 years experience teaching, coaching, and leading urban schools
- Experience in some of the highest quality charter schools
- Content and pedagogical expertise at elementary, middle, and high school levels
- Deep content expertise across all subject areas with specialties in the education of students with special needs and English language learners

# Appendix A

## Coaching Cycle Snapshot

A coaching cycle is a goal-driven, iterative process that seeks to achieve targeted student outcomes by improving teachers' practice in a collaborative, evidence-based partnership.

Use this worksheet to summarize the coaching support and progress that you made related to the student learning goal for one coaching cycle.



<b>Teacher or Group</b>	
<b>Establish Goals for Student Learning</b>	
<b>Student Learning Goal:</b> What is our student learning goal for this cycle (academic or behavioral)? Reference	Students will....





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<p>Look Fors from <a href="#">@SchoolAnytime Competencies</a></p>	
<p><b>Rationale for selecting this goal:</b> What specific evidence did we base this goal upon (i.e., student learning data, essential standards for the unit of study, research, school-wide priorities)?</p> <p>Where are students currently in relation to this goal?</p>	
<p><b>Expected evidence:</b> What data / evidence will we look at to assess progress at the end of the cycle? How will we know how successful we were?</p>	
<p><b>Identify Instructional Practice Focus and Improve Practice with Feedback</b></p>	
<p><b>Instructional Practice Focus:</b> What area(s) of teacher practice / instructional strategies will we focus on to move students towards the goal?</p> <p><b>Look Fors:</b> If we achieve this goal, what will teachers be doing?</p>	<p>Nearpod</p>



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<p><b>Coaching Approaches:</b> What coaching practices will we implement during this cycle to support improved practice?</p>	<p>Collaborative Conversations with teacher(s):</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Assess needs and set goals</li> <li><input type="checkbox"/> Other...</li> </ul> <p>Gather evidence and track progress:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Analyze student work or data</li> <li><input type="checkbox"/> Coach collects student evidence during instruction</li> <li><input type="checkbox"/> Assess progress on goals</li> <li><input type="checkbox"/> Other...</li> </ul> <p>Teacher learns a new practice:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Review online @School Anytime Lesson</li> <li><input type="checkbox"/> Plan collaboratively (lessons, assessments, units of study)</li> <li><input type="checkbox"/> Watch and analyze video of a practice</li> <li><input type="checkbox"/> Read and analyze a text</li> <li><input type="checkbox"/> Coach models a practice in the classroom or with teachers</li> <li><input type="checkbox"/> Visit another teacher at the school who implements the practice</li> <li><input type="checkbox"/> Other...</li> </ul> <p>Teacher implements the practice:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Rehearsal of practice with coach or group of teachers</li> <li><input type="checkbox"/> Coach and teacher co-teach</li> <li><input type="checkbox"/> Coach observes and provides feedback (video or in-person)</li> <li><input type="checkbox"/> Other...</li> </ul> <p>Other</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Other...</li> </ul>
<p><b>Coaching Activities</b></p>	<p>See table below for running agendas, notes and next steps</p>
<p><b>Evaluate Progress and Decide on Next Steps</b></p>	
<p><b>Teacher Impact:</b> As a result of this cycle, what improvements in teacher practice do we observe, in alignment with the</p>	<p>Summary of improvements: Evidence:</p>



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cycle goal?	
<b>Student Impact:</b> As a result of this cycle, what improvements in student learning and/or behavior do we observe, in alignment with cycle goals?	Summary of improvements:  Evidence:
<b>Next steps:</b> What are our next steps to continue to advance teacher practice and student learning?	

**Running Agendas:**

Date	Notes/Agenda	Feedback	Next steps