

Cambridge Education, LLC – Comprehensive Instructional Reform

One of the key issues that we find in almost every SIG school, which is increasingly supported by research, is that there is a lack of alignment between the states/districts written curriculum, the school's planned curriculum, the assessed curriculum and the curriculum enacted in the classroom. Therefore, as Lead Partner we provide coaching and support to the school administration, instructional coaches and teachers to enable effective implementation of a comprehensive instructional model. Our approach is customized to meet the specific needs of the individual schools but typically it includes:

- Developing a priorities-driven curriculum to ensure that the enacted curriculum is aligned with CCSS and State Standards, including implementing ELA and math instructional shifts with fidelity
- Embedding formative assessment and data-driven instruction, incorporating student feedback and peer assessment practices with feedback to students
- Promoting professional learning to ensure best practices are shared among teachers
- Providing training and professional development for school administrators and peers to undertake effective classroom observation
- Developing student support, intervention, and enrichment systems like MTSS/RtI, to ensure that all students have access to rigorous and relevant curriculum

Our coaches work with teachers, school administrators and district leaders to enhance their understanding of the CCSS and the corresponding instructional shifts in ELA and math, within the context of curriculum mapping, lesson planning, effective pedagogical strategies, evidence of quality learning from classroom observations, and analysis of student work samples and current data. We begin this process by unpacking the implications for student learning of each instructional shift and reinforcing the fact that the skills embedded in each shift are applicable and important across subjects from K-Grade 12. Once educators are clear on what the common core requires of students that is different than current expectations, our coaches facilitate a process where participants collaboratively determine the implications for teachers, principals and district educators aligned with the agreed-upon expectations for students.

When working with teams of teachers and instructional leaders, we engage in meaningful activities that lead to clear articulation of what students need to know and be able to do and the most effective pedagogical strategies or moves that will ensure students achieve these goals along a continuum of K-Grade 12. For example, using evidence from sources to defend or support an argument should begin in kindergarten and builds in sophistication up to high school. It also carries relevance through all subjects including Math, Science, Social Studies, Physical Education, World Languages and the Arts. This work with teacher teams involves unpacking the CCSS and content standards (when applicable) to identify skill and concepts to be learned, developing learning objectives that come straight from the unpacked standards, and designing learning experiences, tasks, and formative assessments that promote independence.

A typical example of the impact of our work is a high school in New York City where, in just six months, the results in the January Regents examinations showed the following increases compared to the previous year:

ELA +23%; Algebra + 31%; Geometry +33%; US History +31%; Living Environment +36%

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