Quality Review Report

2017-2018

J.H.S. 067 Louis Pasteur

Junior High-Intermediate-Middle 26Q067

51-60 Marathon Parkway
Queens
NY 11362

Principal: Brian Anello

Dates of Review:
December 4, 2017 - December 5, 2017

Lead Reviewer: Lenneen Gibson
The Quality Review Report

The Quality Review is a two-day school visit by an experienced educator. During the review, the reviewer visits classrooms, talks with parents, students, teachers, and school leaders and uses a rubric to evaluate how well the school is organized to support student achievement.

The Quality Review Report provides a rating for all ten indicators of the Quality Review Rubric in three categories: Instructional Core, School Culture, and Systems for Improvement. One indicator is identified as the Area of Celebration to highlight an area in which the school does well to support student learning and achievement. One indicator is identified as the Area of Focus to highlight an area the school should work on to support student learning and achievement. The remaining indicators are identified as Additional Finding. This report presents written findings, impact, and site-specific supporting evidence for six indicators.

Information about the School

J.H.S. 067 Louis Pasteur serves students in grade 6 through grade 8. You will find information about this school, including enrollment, attendance, student demographics, and data regarding academic performance, at http://schools.nyc.gov/Accountability/tools/report/default.htm.

School Quality Ratings

<table>
<thead>
<tr>
<th>Instructional Core</th>
<th>Area</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>To what extent does the school...</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.1 Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards</td>
<td>Additional Finding</td>
<td>Well Developed</td>
</tr>
<tr>
<td>1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products</td>
<td>Area of Celebration</td>
<td>Well Developed</td>
</tr>
<tr>
<td>2.2 Align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels</td>
<td>Additional Finding</td>
<td>Proficient</td>
</tr>
</tbody>
</table>
### School Culture

**To what extent does the school...**

<table>
<thead>
<tr>
<th>Area</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.4 Maintain a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults</td>
<td>Additional Finding</td>
</tr>
<tr>
<td>3.4 Establish a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve those expectations</td>
<td>Additional Finding</td>
</tr>
</tbody>
</table>

### Systems for Improvement

**To what extent does the school...**

<table>
<thead>
<tr>
<th>Area</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.3 Make strategic organizational decisions to support the school’s instructional goals and meet student learning needs, as evidenced by meaningful student work products</td>
<td>Additional Finding</td>
</tr>
<tr>
<td>3.1 Establish a coherent vision of school improvement that is reflected in a short list of focused, data-based goals that are tracked for progress and are understood and supported by the entire school community</td>
<td>Additional Finding</td>
</tr>
<tr>
<td>4.1 Observe teachers using the Danielson Framework for Teaching along with the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection</td>
<td>Additional Finding</td>
</tr>
<tr>
<td>4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning</td>
<td>Area of Focus</td>
</tr>
<tr>
<td>5.1 Evaluate the quality of school-level decisions, making adjustments as needed to increase the coherence of policies and practices across the school, with particular attention to the CCLS</td>
<td>Additional Finding</td>
</tr>
</tbody>
</table>
Findings
Across the vast majority of classrooms, student work and discussions reflected the school’s belief of student-led class discussions and providing peers with feedback.

Impact
Student work products and discussions reflected high levels of student ownership of their learning in alignment with the Danielson Framework for Teaching.

Supporting Evidence
- Across the preponderance of classrooms, teacher practices consistently reflect and support how students learn best through the school’s theory of action. The theory of action articulated the allowance for student-led discussions that were inclusive of peer feedback and student-to-student questioning. In an Integrated Co-Teaching (ICT) Algebra 1 class, the aim of the lesson stated, “SWBAT Solve systems of equations by elimination.” Students in collaborative working groups were engaged in peer support and were working on the following problem projected on the interactive whiteboard, $4x - y = 10$ and $2x + 3y = 12$. Students in their groups questioned one another, “What is the lowest common multiple [lcm]?” Students were observed asking each other for assistance and posing additional questions to one another. In a social studies class, students were required to analyze documents and make inferences about how the Nile helped Egyptian civilization. Students watched a video about the benefits of the Nile River and the teacher posed a question, “If it is just a river, why are people so happy?” Students responded to one another during a whole group discussion by stating people praised the Nile because it helped with their land. Using discussion stems such as I agree and I would like to add on, students extended the conversation by mentioning the benefits of the Nile River for the Egyptians.

- Students made their thinking visible as they carried out their assigned tasks. In an Algebra 1 class, students were tasked with solving real world problem by creating and solving systems of linear equations. Students were given a visual of pennies stacked in patterns of three, five, seven, and nine. Students in their groups discussed their noticing of the patterns such as, adding by seven going across and subtracting by one going down. Students called on another and added their noticing. In a gifted and talented math class, students were required to figure out the percent of tax, tip, or discount. The class was assigned a problem and a student went to the interactive whiteboard to demonstrate stepwise with explanations how and why the process was used. Another student showed an alternative strategy to solving the problem and a class discussion ensued about both students’ work with students responding to one another. Math and ELA teachers at the team level discuss coherence in lesson planning. Students commented on the process and noted which process was more accurate.

- Classroom practices provided students with opportunities to engage in student-led discussions that exemplified ownership of student learning. Students were given the opportunity to craft their own questions and lead a discussion. In a science class, the objective of the lesson required students to outline the parts of a weather station and analyze a weather map. Before engaging in a station activity, students engaged in a student-led discussion on questions they designed such as, “What effect does technology have on the United States?” An additional question posed by a student was, “Why is technology complicated and how can we understand it?” A student-led discussion ensued that answered the question. In an ICT English Language Arts class, students were engaged in a student-led whole group discussion about the do now statement, “Evaluate the purpose of the pyramid.” Students commented that the pyramids exemplified the afterlife for pharaohs were buried with their treasure.
Teachers engage in professional collaborations such as vertical and department teams and a Think Tank. Distributed leadership practices are in place but are not yet embedded in school practices.

Impact

Teachers have a voice in decisions that affect student learning across the school. Teachers engage in professional collaborations that are leading to schoolwide coherence.

Supporting Evidence

- Teachers were engaged in a structured professional collaboration that used a prescribed protocol to look at student work. A vertical math teacher team was observed engaged in the inquiry process of looking at a sample of student work. Teachers used the Conference Protocol tool to analyze the student work. After analyzing the work sample, the teachers noted trends and patterns in the work such as the student labeled the graph, but were unclear on how the student calculated the slope. The teachers had wonderings such as the time allotted for the student to complete the activity, the student's progress in their performance of solving linear equations, and the student's ability to make real world connections to the work. The teacher team noted next steps for the student such as providing feedback to the student on the systems of equations as well as from a peer, on how to make real world connections in their work. Teachers mentioned that the feedback received from their colleagues is used to adjust instruction, be reflective of their practices, and look at data to drive instruction. In turn, this has helped to push the thinking of the students.

- Teachers collaborate on professional teams to promote the school goal of student-led discussions in the classroom and teachers posing critical-thinking questions. The team discussed designing activities and assessments that demonstrated rigor. As a result of the professional collaboration, a science project on the different perspectives of genetic engineering was developed using a Rigor and Relevance Framework and emphasized real world applicability. A teacher team known as the Think Tank paired up with a teacher from another discipline to provide feedback on lesson plans. A review of lesson plans from a Think Tank meeting showed teachers where thinkable moments, purposeful assessments and effective feedback are outlined in their lesson plans. Teachers provided feedback such as including formative assessment strategies, student-student discussions, and suggestions for opening up student-led discussions. This work promotes the school goal of student-led discussions and pushing student thinking and is leading to school wide instructional coherence.

- Distributed leadership practices are becoming embedded across the school. Distributed leadership structures are in place with support from the peer tutoring coordinator, the service league advisor, and the Arista (honor society) coordinator so that teachers have a voice in decisions that affect student learning across the school. The service league advisor maintains service records for students across all grades and coordinates induction ceremony for the students. The Arista coordinator maintains student academic records and tracks students’ selection criteria into ARISTA and coordinates the induction ceremony for the students. The peer tutoring coordinator communicates with the teachers and develops a roster for available peer tutors across grades and subjects. Reflection sheets are created and used to monitor the progress of the tutors, tutee, and the program.
Additional Finding

<table>
<thead>
<tr>
<th>Quality Indicator:</th>
<th>1.1 Curriculum</th>
<th>Rating:</th>
<th>Well Developed</th>
</tr>
</thead>
</table>

Findings

Curricula documents across the content areas show strategic integration of the instructional shift such as citing textual evidence. Rigorous tasks exemplify higher-order thinking skills.

Impact

There is coherence across grades and subject areas in curricular documents with an emphasis on college and career readiness. Academic tasks emphasize rigor so that all learners have access to the curricula.

Supporting Evidence

- Teachers strategically integrate the instructional shift of citing textual evidence and supporting claims through logical reasoning by making purposeful connections between the shifts and the topics in each subject. In a grade-six ELA curriculum map, a task requires students to read about the impact of the chemical dichlorodiphenyltrichloroethane (DDT) on the environment. Students were required to cite evidence and draw inferences from articles such as, “The Exterminator” and “A New Home for DDT.” In addition to viewing a video on DDT, they were to research both sides of an argument about DDT. An Earth Science curriculum map also integrated the shift of citing textual evidence from informational texts. A Living Environment lesson plan included an article on the selective breeding of animals and had students cite evidence from the articles on questions such as “What, if any social and legal controls or reviews should be placed on such research?” In a Global History lesson plan, students were tasked with citing textual evidence from the “Hymn to the Nile” and discerning why the Egyptians praised the river. Through strategically integrating the instructional shifts, curricular coherence has been established between the various content areas.

- Curricula and academic tasks across grades and subjects challenge all students to think critically ensuring that students can demonstrate their thinking through the work products they are asked to create. In a grade-seven ELA curriculum map, students had a multi-tiered task that required them to utilize a graphic organizer to discern Frederick Douglass’ position on slavery, and create a storyboard on a personal slave narrative. The culminating task required students to write a persuasive research essay on a personal slave narrative. In an ELA lesson plan, students were required to create their own higher-order thinking questions around a theme that compares and contrasts points of view from the text A Long Walk to Water. A model was presented to the students as a reference. A grade-eight mathematics task presented a scenario of a passenger having a choice of three cab companies to take to the airport using information about fees and cost per mile. Students were responsible for creating a function table showing the comparison of total cost, graphing the function, and writing a recommendation to the passenger noting which cab company should be taken to the airport. The lesson plan identified possible scaffolds and supports such as partially filled tables, texts in varied Lexile levels, and a task for early finishers to create their own problem with specific parameters thus allowing all learners to have access to cognitively challenging tasks.

- Rigorous habits require students to integrate skills into processes. In a grade-six science lesson plan, students were tasked with the choice of conducting three differentiated station activities related to weather. Students were given a choice of designing their own weather station model, analyzing a weather map, or creating a weather report that would be read on the news. In a grade-six mathematics lesson plan, students solved real world problems by calculating the percent of tax, tip, and discount. Using IPads, student accessed a department store website and located sale items and discounted prices and calculated the discount percent.
Additional Finding

<table>
<thead>
<tr>
<th>Quality Indicator:</th>
<th>2.2 Assessment</th>
<th>Rating:</th>
<th>Proficient</th>
</tr>
</thead>
</table>

Findings

Teachers use task specific rubrics aligned to the school’s curricula. Teachers check for understanding through individual student conferences and provide opportunities for students to check for their own understanding through peer feedback.

Impact

Teachers provide actionable feedback to students with clear next steps. Teachers and students make adjustments to the lesson so that all students’ learning needs are met.

Supporting Evidence

- Teachers monitoring student understanding during lessons is visible, and they take a pulse of the class by conferencing with students, using formative assessment tools, and posing specific questions. In a seventh-grade ELA class, the teacher conducted a lesson on the author’s craft in the text, *The Chimney Sweeper*. The teacher projected a multiple choice question from the text on the interactive whiteboard as a mid-lesson assessment that stated, “The author uses the color black to...” As a check for understanding, the teacher instructed the students to put their heads on the desk and to hold up their fingers for their multiple-choice answer. In an Algebra 1 class, the teacher checked for understanding by conferencing with students within their groups. When a student appeared to be unclear of the expectations for the task, the teacher provided the student with feedback on how to attempt the problem. Afterwards, the student stated that she understood what her next steps were. In addition, the teacher was in the process of using Plickers, a formative assessment tool, to check for understanding for the entire class. In the class, students were giving each other feedback. In a talent band with mixed-ability students, the teacher allowed the students to check for understanding by posing questions to their classmates. For example, a student asked what to do if your string is out of tune while playing and a student said to play quietly until the end of the song. The teacher adjusted the lesson by stating he would work with students individually.

- Teachers and students check for understanding and make adjustments to the lesson to support all learners. In an Algebra 1 class, while the students were engaged in a turn-and-talk discussing the number patterns in their visuals, the teacher listened to the students’ conversations and stated, “I didn’t hear the diagonals.” As students shared out their responses, the students looked at the diagonals and reported out their observations in the number pattern. In a dance class, students were choreographing a dance routine. Students utilized a viewing performance checklist to peer assess their classmates. The teacher allowed the students to adjust the lesson by allowing the students to provide feedback on their colleague’s performance. For example, one student recommended that the classmate improvise and perform a half-split instead of a whole split. Another student said that in the routine, students were running into each other and recommended using a technique to improve their performance.

- Teachers used State standards-aligned rubrics to provide actionable feedback to students. A review of student work revealed a sixth-grade expository writing task which commended a student for having a clear thesis statement, good use of textual evidence, and good word choice that conveyed student voice. The recommendation to the student mentioned to add more details to the body paragraphs. A math project on factors to consider when buying a car commended the student on the use of graphs and the analyses presented in the essay. The student was alerted that work was missing in the calculations. A sample of student work on an argumentative essay noted that one student performed exceptionally well by including proper citation and details. A student's persuasive essay cited feedback to be mindful of comma placement.
Additional Finding

<table>
<thead>
<tr>
<th>Quality Indicator:</th>
<th>3.4 High Expectations</th>
<th>Rating:</th>
<th>Well Developed</th>
</tr>
</thead>
</table>

Findings

High expectations are articulated through peer inter-visitation, professional development, *The Weekly Newsletter*, and the administrative cabinet. School staff establishes a culture for learning by communicating high expectations for all learners through Regents level courses.

Impact

A system of mutual accountability is achieved through peer inter-visitations and professional development. Feedback to all students prepares them for their next educational steps such as high school.

Supporting Evidence

- The school has professional development opportunities that support the school’s goals, instructional foci, and elements of the Danielson *Framework for Teaching*. A review of the professional development plan and workshop notes revealed a series of professional development sessions on assessment and feedback, defining rigor, and analyzing tasks and lessons for rigor using the Rigor and Relevance Framework. Teachers turnkey professional development workshops such as the Teachers College writing project, facilitating student-led discussions, and how to provide meaningful feedback to students. Teachers self-select their workshops based on the school’s instructional goals and teachers’ professional goals such as the *Teachers College Reading and Writing* program in the ELA curricula. Additionally, workshops implementing the *Mood Meter*, a chart used to gauge the student’s emotions and an emotional theme of happiness, are in alignment with the school’s instructional focus of maintaining a supportive environment.

- School leaders convey high expectations through written and verbal communication. The Principal’s *Weekly Newsletter* articulates high expectations for instruction by apprising the staff of strategies to support the school’s instructional goals of student ownership of their learning, utilizing peer feedback in classrooms, and student-led classroom discussions. Additionally, the newsletter informs the staff of upcoming professional development workshops supporting the schools goals as well as expectations for student work portfolios and the classroom environment. Weekly administrative cabinet meeting agendas captured professional learning opportunities on social emotional learning for teachers, and school wide priorities such as summative and formative assessments. Mutual accountability is attained through teacher intervisitations and observations conducted by school administrators.

- During the student group meeting, they discussed expectations about entering high school. In the meeting, students talked about getting prepared for high school by being enrolled in Regents classes and earning high school credit, giving them a head start for high school. The school is an Algebra for All school and offers Regents level courses to all eighth graders in Algebra 1, Geometry, Earth Science, and Living Environment. Based on 2016-17 School Quality Snapshot, ninety-five percent of the former eighth grade students earned enough high school credits in the ninth grade to be on track for graduation. All incoming students are enrolled in courses such as study skills and informational literacy in order to prepare them for the next educational level. Parents and students mentioned that the courses supported students in areas such as time management and being organized in notebooks.
### Additional Finding

<table>
<thead>
<tr>
<th>Quality Indicator:</th>
<th>4.1 Teacher Support and Supervision</th>
<th>Rating:</th>
<th>Well Developed</th>
</tr>
</thead>
</table>

#### Findings

School leaders and peers support teachers with feedback in six-week feedback cycles. Feedback to teachers captures next steps using the Danielson *Framework for Teaching.* (a, b)

#### Impact

Feedback to teachers articulates clear expectations for teacher practice and aligns with teachers’ instructional goals and the school’s instructional focus, thus promoting teacher professional growth and development.

#### Supporting Evidence

- School leaders provide ongoing cycles of focused observations of classroom practices that support teachers in understanding their strengths, challenges, and next steps. The administrative team conducts six-week observation cycles and learning walks that focus on specific areas of questioning and discussion that are aligned with the Danielson *Framework for Teaching.* An observation report cited the difficulty to capture student work data during the lesson due to classroom management issues. In addition, not being able to diagnose evidence of student learning through continuous questioning and assessing of students was noted as a challenge as well. Next steps included professional reading material about generating content specific higher-order thinking questions, using Webb’s *Depth of Knowledge,* using formative assessment strategies such as Plickers, and feedback from an intervisitation was captured as next steps.

- Across multiple teachers, next steps in observation notes consistently align with the teacher’s instructional goals to improve teacher practice. A review of a teacher’s instructional goal cited the implementation of peer assessment in class. Observation reports noted that the teacher’s next step was to provide opportunities for students to offer feedback to promote peer assessments and student ownership. Follow-up observation reports mentioned that students used checklists to evaluate their work, and a forum to provide peer feedback in class was exercised so that students could take ownership of their learning. The teacher showed improvement from effective to highly effective in the questioning and discussion component of the Danielson *Framework for Teaching* which is in alignment with the school’s goal of infusing peer feedback during instruction. Another teacher identified that their instructional goal was to provide opportunities for students to engage in self and peer-assessment. Observation reports noted that students needed opportunities for giving feedback to their peers and recommended using a protocol for students to utilize when providing feedback to one another. Subsequent observations commended the teacher for providing the students the opportunities to craft their own questions for discussion and also recommended students use rubrics to evaluate their work. The teacher demonstrated growth in questioning and discussion on subsequent observation reports.

- Multitudes of teachers’ feedback including next steps were in alignment with the school’s instructional focus of student-led discussions, student generating their own questions, and peer assessment. A review of observation reports noted feedback such as providing students the opportunities to formulate their own questions, initiate topics to challenge one another’s thinking, and students justifying their thinking through student-led discussions. Teachers were recommended formative assessment strategies, such as Plickers, to initiate discussions using open-ended questions based on the data captured. Strategies such as supporting students in providing feedback to their classmates in the form of glows and grows were mentioned. Subsequent observation reports showed teachers vacillating between effective and highly effective in areas such as assessment, as well as questioning and discussion.