



MARYLAND ALLIANCE  
OF PUBLIC CHARTER SCHOOLS

*charterstarter* 

# Charter Design Series Workshop 3



## **Innovation and Excellence in Educational Programming, Part 2**

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**The Maryland Alliance of Public Charter Schools** supports quality public charter school education on behalf of students and families. We are a non-partisan organization that serves as a voice for charter school communities so we can:

- Advocate for equitable and transparent conditions for public charter schools
- Offer support to new and existing public charter schools
- Drive the discussion around innovative educational practices that lead to positive outcomes for students

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# Agenda

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- 5:00-5:10 Introductions and Norms
- 5:10-5:40 Your Two Minute Speeches, “Less-Rough Drafts”
- 5:40-7:00 Student and Programmatic Assessment
- 7:00-7:40 Building An Amazing Teaching Team
- 7:40-7:55 Special Populations
- 7:55-8:00 Wrap-Up, Homework, Next Session
- 8:00-8:30 Optional: Questions/Answers

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# Learning Objectives

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Participants will be able to:

- Give a more refined, clear, powerful 2 minute charter pitch.
- Hone in on a philosophy of assessment aligned with the school's mission as well as develop aligned accountability goals that meet district standards.
- Understand the components of building a powerful teaching team, including the components of a professional development plan.
- Articulate an approach to special populations that align with your mission and vision.

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# Virtual Workshop Logistics & Norms

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- Please mute yourself unless you are speaking.
- Video sharing is on to create a in person feel, but please turn off your video if distractions arise.
- Use the chat feature for any questions.
- Those with groups will be assigned together in breakout rooms. Those without groups will be randomly assigned into a group of four.
- The presentation will be recorded, breakout session discussions will not.
- You can exit the shared screen by pressing escape. Re-access by clicking on blue ZOOM icon
- We will ask you to fill out a survey after the workshop concludes.

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# Share Out...

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- An innovative practice or concept that your school will bring to public education.



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# 2 Minute Charter Pitches Bonanza

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## Again!

- Who You Are Serving
- Your Core, Unmovable Ideals
- The Need/Demand Your Filling
- Your Rationale for Your Approach
- The Structures, Programs That Will Realize Your Mission
- The People Who Will Make the Dream Come Alive
- What It Looks Like When the Dream Is Realized

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# Charter Pitches: What To Look For

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- Does it stay around the 2 minute mark?
- Does it include all of the components of the pitch?
- Which parts sounded right on, clear, and compelling?
- Do all the parts of the pitch connect together?
- Which parts could use more clarity?
- Where could it be more powerful?

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# **Worktime 1: 2 Minute Charter Pitches Bonanza**

**10 minutes to share your pitch and get feedback in  
breakout rooms**

We'll bring you back to the main room

**10 minutes to revise and strengthen your pitch**

SEE IN-SESSION HANDOUT

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# Assessment

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**The root of the word assessment:  
“to sit beside”**

**You measure what you value.**

**How you measure matters.**

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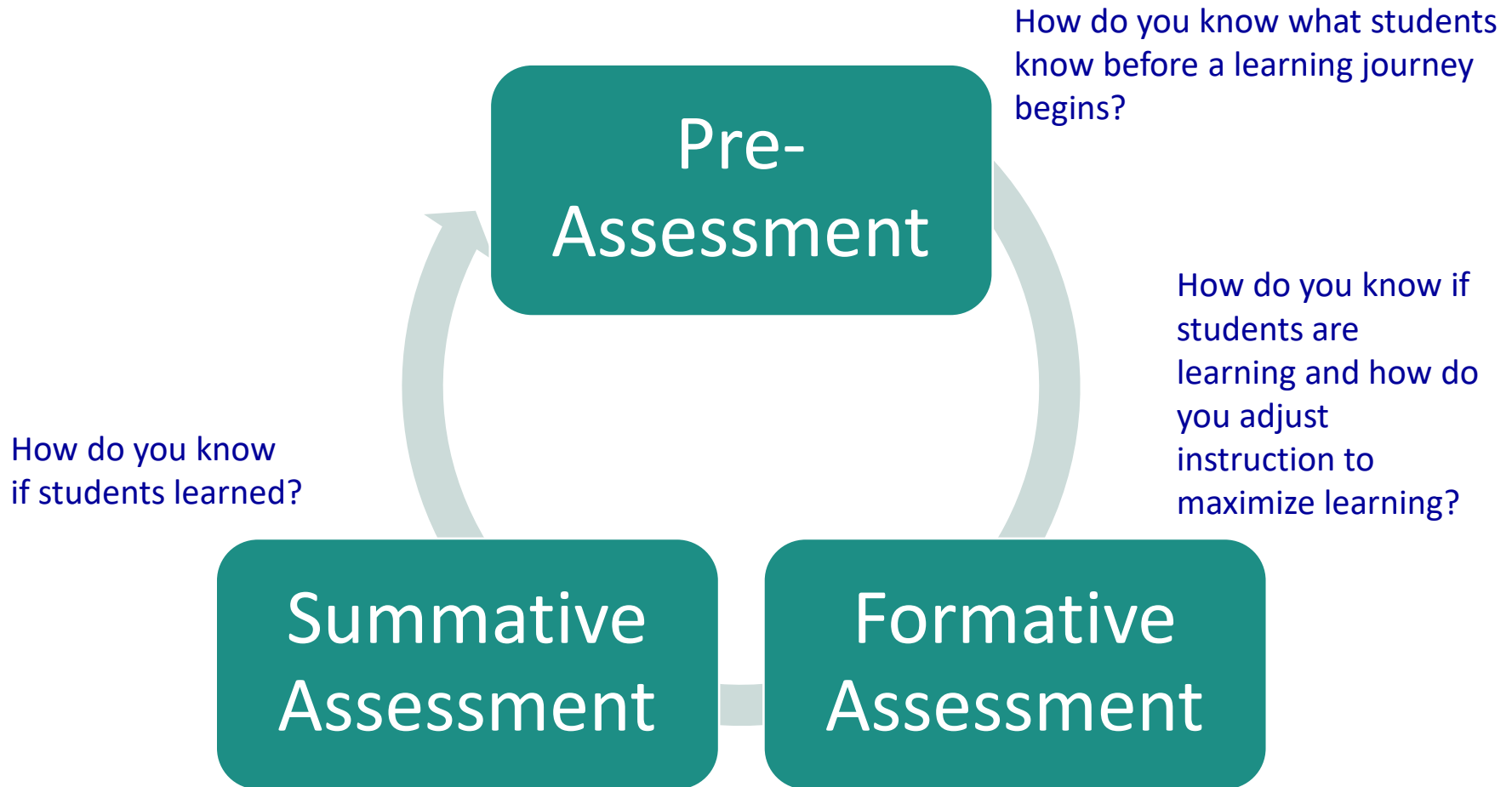
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**What could a school choose to measure to understand student growth and development?**

# Assessment

Assessment	Grading	Standardized Testing
Methods used to understand what skills, contents, and ideas students have at any given point in the instructional cycle.	A system developed by which to assign and communicate value of student performance.	A standardized system of summative assessment used, mostly, to measure school or district performance.

# Assessment



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# Assessment

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Student Learning Assessment	Program Assessment
Ways of understanding what individual students have learned and how to support their learning going forward.	Ways of understanding whether your educational program is meeting the outcomes that you value.
Used by teachers, educators, parents, and leadership.	Used by educators, School Leader, and Board.

**Forms of Student Learning Assessment:** Performance-Based Tasks, Writing Pieces, Interviews or Oral Inquiry, Portfolios, Tests, Standardized Testing, Computerized Graduated Assessment (Iready, MAP), Exit Tickets, Classroom Polls.



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# Assessment

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Your assessment process must:

- Have a cohesive approach
- Be connected to your Mission/Vision
- Cover every area of your Program

# Student Assessment Planning Document



## Student Assessment Planning Document

*What is your overarching approach to assessment? What do you believe is the purpose of strong assessment practices? And, what kinds of assessment practices are most effective to understand student progress to inform instruction?*

Assessment Area	Selected Assessment Tools/Approaches	Formative or Summative Assessment? <input type="checkbox"/>	Rationale/Research	Alignment to Mission and Assessment Philosophy	Cost? Training? Other?
Reading					
Writing					
Math					
Science					
Social Studies					



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# Worktime 2: Student Assessment Planning Document

Take 20 minutes with your team to begin the following document. Strive for cohesion, mission-aligned, and effective measurement.

SEE IN-SESSION HANDOUT

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# Programmatic Assessment

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You will need to determine ways to measure the efficacy of your program – both for your own understanding and to meet the demands of your authorizer.

The most usual format for this is SMART Goals.

Goals should cover - at the very least - the areas of academics, climate and culture, management/governance.

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**What could a school choose to measure to determine its own success?**

# Program Assessment: SMART Goals

Specific

Measurable

Achievable

Relevant

Timely

# Assessing SMART GOALS

**Goal: 95% of students will score Proficient (4 or 5) on annual MCAP testing in mathematics.**

Is this specific?	How will you measure it? What tool/s will you use?	What actions will you be able to take to effect this outcome? And why is it reasonable?	How does this goal connect to the purpose and mission of your school?	What is your timeline for this goal?

**Goal: On MCAP Math testing, 5th and 8th grade students at our school will surpass the District average by 10% and exceed a 5% growth trend by year 3.**

Is this specific?	How will you measure it? What tool/s will you use?	What actions will you be able to take to effect this outcome? And why is it reasonable?	How does this goal connect to the purpose and mission of your school?	What is your timeline for this goal?

# Assessing SMART GOALS

**Goal: Students will become lifelong learners with a deep curiosity for the world around them.**

Is this specific?	How will you measure it? What tool/s will you use?	What actions will you be able to take to effect this outcome? And why is it reasonable?	How does this goal connect to the purpose and mission of your school?	What is your timeline for this goal?

**Goal: In an effort to nurture children’s curiosity, all elementary students will increase their entries in the “Question Development Assessment” and “Areas of Wonder Inventory” by at least 50% within eighteen months of entry into our school program.**

Is this specific?	How will you measure it? What tool/s will you use?	What actions will you be able to take to effect this outcome? And why is it reasonable?	How does this goal connect to the purpose and mission of your school?	What is your timeline for this goal?



# Program Assessment

<b>What will you measure? (Remember, we measure what we value!)</b>	
<b>Expected</b>	<b>School/Mission-Specific</b>
Reading	
Math	
Culture/Behavior	
Attendance/Chronic Attendance	
Subgroups/Achievement Gap	

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# Program Assessment

**Choose one that is mission specific and try creating a SMART Goal for it.**

<b>Goal:</b>				
<b>Is this specific?</b>	<b>How will you measure it? What tool/s will you use?</b>	<b>What actions will you be able to take to effect this outcome? And why is it reasonable?</b>	<b>How does this goal connect to the purpose and mission of your school?</b>	<b>What is your timeline for this goal?</b>

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# Worktime 3: Program Assessment

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Take 20 minutes with your complete your Program Assessment inventory and to create at least one draft SMART goal.

SEE IN-SESSION HANDOUT

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# Teachers

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**Teachers** are the carriers of your mission, vision, philosophy – and the core of your efficacy.

A robust plan for the recruitment, nurturing, development, support and accountability of teachers is, in many ways, the heart of a great school.

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**Think about how adults grow,  
learn and get better at  
something. What conditions or  
structures need to be in place?**

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# Components of Professional Development

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# Teachers

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How do we find arts-integrated, project-based, Reggio Emilia inspired teachers?

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# Teachers

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# Teachers



**We believe that adults learn best when they are in an environment of supported risk-taking, where each adult has multiple layers of support, ongoing opportunities to learn in collective and individual ways, and invested clarity on what it means to be successful at our City Neighbors work. We believe that teaching is a craft and that we are all striving to be the most expert craftspeople possible.**



## Recruitment and Hiring

### Recruitment

College Partnerships  
Diverse Posting Process  
Para to Teacher Program

### Hiring

Staff Decision Making  
4 part process, including two days in the school, curriculum design task,  
meeting with every constituency, and a feedback process

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## Induction

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### Summer (August)

One week Summer Induction including

- One day on our story ideals
- Project Based Learning
- Arts Integration
- Workshop Model
- Identity and Equity
- School-based Structures

### September to December

- Monthly Cohort Meetings
- Observations of other teachers
- Resource Support (texts, books)
- Individual Mentorship from School Leader

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## Mentorship

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### **Every new teacher to City Neighbors receives a mentor for two years**

- In year one, new teachers meet with their mentor teacher 1-2 times per week and are observed (with feedback) monthly.
- In year two, new teachers meet with their mentor teacher 1 time per week and observed at least 2-3 times over the year.
- Teachers new to the profession receive a third year of mentorship, adapted to the needs of the mentee.

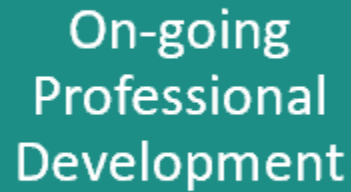
### **Every mentor teacher at City Neighbors**

- Is selected specifically to match the needs of the mentee and is compensated for their mentorship.
- Receives professional development and on-going cohort support to strengthen their skills as mentor.

\*\*\*\* NOTE: New COMAR Regulations state that new teachers to the profession must have a mentor for three years.

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## On-going Professional Development

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### Time Structure

- Wednesdays
- Summer Institute
- Professional Development Days
- Annual Retreat

### Tiered Types of Professional Development

- Whole Group
- Cohort Specific
- Individual Grants
- Collaborative (Work Analysis Protocol, Arts Integration Cohorts)
- Expert (Arts Integration Specialist, Learning Specialists)

### Decision-Making Around Professional Development

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Feedback

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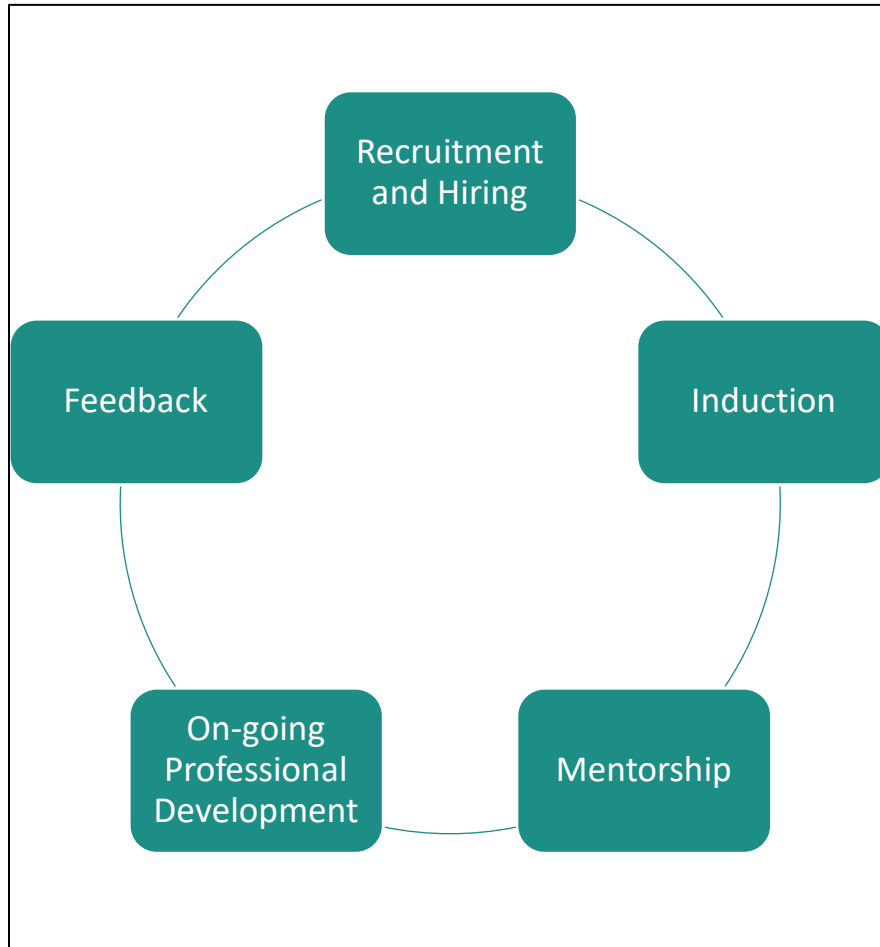
## The Teacher Evaluation Process

- Self-Design
- Emphasis

## Other Forms of Feedback

- Peer Observation
- Video Observation
- Informal Observation
- Collective Observation
- Survey

# Components of Professional Development



***Good Professional Development is robust, multi-layered, on-going, multi-faceted, built on a philosophy of adult learning and mission aligned.***

# Components of Professional Development

## STRUCTURES OF PROFESSIONAL DEVELOPMENT

*How will you develop teachers to fit your model?*

### What is your theory of professional development?

- *How do adults best learn?*
- *What are the conditions and structures necessary for maximizing adult professional growth and development?*

### Recruitment

- *Where/how will you recruit highly successful teachers that are most aligned with your philosophy and approach?*
- *What will you do during your hiring process that will begin the process of developing effective, mission-aligned teachers?*

### Induction

#### **Part 1. The Founding Teachers.**

- *When will induction take place?*

- *How long will it be?*
- *What is the table of contents for that induction?*
- *What are the outcomes?*
- *Who will lead it?*





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# Worktime 4: Teachers

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Take 20 minutes to begin to construct your powerful approach to developing highly effective, mission-aligned teachers.

[SEE IN-SESSION HANDOUT](#)

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# Special Populations

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**Your school and program will need to take into careful consideration how it will address and counter historical inequities of school in our country. While not a complete list, you should carefully consider at least:**

Be sure to watch  
the SPED and ELL  
On- Demand  
videos

**Special Education Student  
English Language Learners  
Black and Brown Students  
Students Living in Poverty  
Homeless Students  
Foster care Students  
LGBTQ Students**

# Special Populations



Understand the root causes of historical inequities.

Develop a philosophy or approach. Root it in research.

Articulate layered structures that will bring to life that approach.

Articulate how will you monitor these structures, approaches and results.

Ensure that your approach is mission aligned.

# Special Populations: A Very Brief Example



Special Education

Understanding of learning disabilities, equitable resourcing, ...

Inclusion Model within a UDL Framework

Special Education Staffing, targeted co-teaching classrooms, on-going UDL training for all teachers, etc...

Special Education oversight team that includes....with quarterly school-wide reviews of....

Inclusion and UDL are consistent with a social constructivist approach and commitment to diversity.

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# Special Populations

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## Be sure to:

- View our webinars on Special Education and ELL.
- Find members of your founding team who have expertise in these various areas.
- Get outside review of your approaches, structures, and implementation plans before going forward.
- Understand research and what detractors may say.
- Map out the budgetary implications of your approach.
- Apply this lens through to all of your other school design components.
- Where there are legal requirements or state policies, be sure you develop and show expertise in those.
- Be very explicit and pro-active in your application and school model around student subgroups.

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# YOUR HOMEWORK

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# For Next Time

Choose to complete at least one:

- **Assessment Inventory**
- **SMART Goal Samples (create at least 5)**
- **Professional Development Approach**

**Watch On-Demand Videos**

- **Facilities**
- **Budget**

# From Previous Sessions

## From previous sessions:

Complete “Connecting Mission to Practice”

Core Team Assessment

Complete Community Outreach Plan

## Watch On-demand Videos:

- Non-profit and charter fundamentals
- Special Education
- ELL