Curriculum and Instruction Review Debriefing
We appreciate you!

Team members (Introductions)
School leaders
Chef Heidenreich and his students
Teachers
Students
CIR Review Purpose

• Collect data on curriculum, instruction, student support, systems for continuous improvement and career pathway practices to help the school graduate more students college and career ready

• Identify promising practices and potential problems of practice

• Provide a set of recommendations to help the school improve student learning
CIR Review Components

Interviews
  Teachers
  School Leaders
  Students
  Parents
  District Leaders
  Guidance
  Postsecondary Partners

Data Review
School Team Presentation
Classroom Observations
Instructional Review of Assignments, Assessments and Course Syllabi
Informal discussions
Thoughts from 130 RBCTC Students!

I respect my teachers
130 responses

- 74.6% Strongly agree
- 25.4% Agree

Original Thinking…

I am often encouraged to use original thinking and creativity in classes.

130 responses
Where is the center in terms of...

- Engaging Instruction
- Quality Curricula
- Improvement Systems
- Student Supports
- Career Pathways

Focus Areas for Improvement
School Debriefing Questions

Where is the school in terms of:

1. Quality instructional practices;
2. Alignment of curriculum to readiness standards;
3. Each student completing intellectually demanding career pathways;
4. Systems of support for students; and
5. Leaders establish systems to create a high-performance learning culture?
How does the school ensure each student is engaged in all classrooms via quality instruction?

**Academics through CTE Applications**
- Asst. Supt: I was pleasantly surprised by how much embedding literacy and math is occurring.
- Observed students using math skills in an applied way
- Evidence of journaling and writing multiple classes

**Effective Instructional Planning**
- 5 E Lesson Planning Template used
- Essential question posed in Public Safety Classroom

**Effective Instructional Practices**
- Moodle used in media design to create a project
- Culinary students preparing to participate in Pro-Start Competition
- Students create their own rubrics for projects
- Some students could identify and describe projects that required high effort.
What evidence exists supporting a need to continuously improve instruction?

Although observed, the team believes embedded academics needs to continue to be a focus.

The team heard about projects and training in PBL, but no lesson plans included any project-based learning.

The team believes that the portfolio process is of value, but wonders about the purpose.

Students and teachers could not provide clear examples of complex work that students had to complete.

Leveraging CTSOs as a co-curricular/empowering resource
Standards/Expectations

30 responses

- Posted: 9 (30%)
- Discussed/Referenced: 6 (20%)
- Provided in student friendly language: 7 (23.3%)
- Multi-level class with students working...: 3 (10%)
- Not observed: 15 (50%)
Questioning

30 responses

- Posing questions to the whole class: 9 (30%)
- Calling on specific students in whole class: 5 (16.7%)
- Questioning while facilitating whole group: 8 (26.7%)
- Questioning process keeps students engaged: 10 (33.3%)
- Teacher posed and answered majority of...: 2 (6.7%)
- No question observed: 12 (40%)
What are recommended actions RBCTC could take?

Ensure problem-solving is a key element of all projects.

Continue the work to embed academics in each pathway.

Determine the focus of the portfolios and update the technology used and ensure its alignment to the career area.

Consider having teacher script complex questions to use in classes.
How does the center provide each student with access to a curriculum aligned to readiness standards?

Industry Recognized Credentials in all programs

Consistent format for course syllabi

Availability of dual enrollment/articulation agreements in place
What evidence exists supporting a need to improve various aspects of the curriculum?

- Lack of publication and documentation of state core competencies is a concern
- Lack of publication and documentation of academic competencies (especially for embedded credit)
- Clear differentiation lacking for Level 1 and Level 2 courses in combined classrooms
What are recommended actions RBCTC could take?

Set a goal to have published curriculum products (e.g. curriculum map) for each pathway by the end of this year.

Create tools, including assessments, that document mastery of proficiencies (both academic and technical) for each pathway and communicate the results to all school communities.

Align core curriculum and academic proficiencies with industry standards ---tap your advisory boards for this work.
How does the school ensure each student completes an intellectually demanding career pathway program of study?

Promising Practices:
Expanded opportunities for students:
• Teacher Education Pathway added
• Expanded Work-based Learning opportunities
• Alignment of programs to needs by working with state
• High quality equipment in programs

Continuous Expansion of Career Exploration
• Summer Camp
• Field Trips
• Mascot
• New one hour courses
• Criminal Justice Project
What evidence exists to indicate a problem in getting students to select and complete an intellectually demanding career pathway?

There is a lack of pathway tools that clearly articulate the pathway through grade 16 that include:

• Career options
• Postsecondary education
• PLPs not used in planning with students and parents here

The team has a concern about the standardization and quality of work-based Learning opportunities.

• Students missing class for WBL
• Students having WBL with parents

Lack of clear expectations/work plans/proficiencies/rubrics/assessments to document learning

The team has concerns about the vision for the 21st Century Media and Design Pathway being too broad
Students Need to See the Value of the Pathway Both Academically and Technically

Students have high academic expectations for themselves.

16 responses

31.3% Strongly Agree
43.8% Agree
18.8% Disagree

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
<table>
<thead>
<tr>
<th>Subject</th>
<th>Course Details</th>
<th>Career Pathway Course Options</th>
<th>Academic Electives</th>
<th>Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts</td>
<td>9th Grade Literature &amp; Composition, 10th Grade Literature &amp; Composition or World Literature</td>
<td>Employment Out of High School: Bank Teller, Bookkeeping Clerk, Accounting Clerk, Auditing Clerk</td>
<td>Advanced Placement (AP)</td>
<td>½ Semester Math and English-Lang Arts Catch-Up Courses*, ½ Semester Course in Exploring Careers and Educational Options</td>
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<tr>
<td>Mathematics</td>
<td>Geometry, Algebra II (Advanced Algebra)</td>
<td>Post-Secondary Certificate Programs: AIB - Certified Bank Teller; GCFM - Certified Government Financial Manager; CMRE - Certified Money Services Business Examiner; COE - Certified Operations Examiner; GRF - Global Risk Professional</td>
<td>United States History or AP US History or IB History of the Americas</td>
<td>SREB College Readiness Courses: Transitioning to College and Careers (Math Ready: Ready for college-level math; Literacy Ready: Ready for reading in all disciplines—if needed**</td>
</tr>
<tr>
<td>Science</td>
<td>Biology, Physical Science or Physics, Chemistry or Environmental Science</td>
<td>AA, AAS or Diploma Programs; AA - Banking and Financial Support Services; AA - Business Management and Accounting Technology</td>
<td>Computer Science</td>
<td>Careers: Accountants, Brokerage Clerks, Financial Managers, Personal Financial Advisors, Financial Examiners, Financial Analysts, Accountants, Branch Bank Managers, Tellers, Loan Counselors, Credit Counselors, Business Teachers (Secondary/Postsecondary), Insurance Sales Agents, etc.</td>
</tr>
<tr>
<td>Social Studies</td>
<td>American Government/Civics or AP Government/Politics, World History or AP World History</td>
<td>Four-Year Degree Programs: BA - Finance; BA-Insurance</td>
<td>United States History or AP US History or IB History of the Americas</td>
<td></td>
</tr>
<tr>
<td>Career Pathway Course</td>
<td>Business in a Global Economy, AP Comparative Government &amp; Politics, AP Macroeconomics or AP Microeconomics</td>
<td>Work-Based Learning Experience/Compensation Internship</td>
<td>World Language I, Health &amp; PE - ½ unit ex. Required</td>
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<tr>
<td>Support</td>
<td></td>
<td></td>
<td>World Language II</td>
<td></td>
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<tr>
<td>Support</td>
<td></td>
<td></td>
<td>AP Computer Science A</td>
<td></td>
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Culinary Arts Pathway

12th Grade
- English 12
- Pre-Calculus or College Algebra (Concurrent)
- AP Chemistry II, Physiology, AP Biology
- TCC Concurrent Enrollment
- TulsaTech Culinary Arts II
- Tulsa Technology Programs

11th Grade
- English 11
- U.S. History
- Alg II, Alg III, College Alg or Pre-Cal
- Chemistry, Physiology, or TCC Concurrent Enrollment
- TulsaTech Culinary Arts I
- Tulsa Technology Programs

10th Grade
- English 10
- World History
- Alg II or Alg III
- Biology
- Culinary Basics
- Electives (1)

9th Grade
- English 9
- Oklahoma History / Govt
- Geometry or Alg II
- Physical Science
- FACS Basics
- Electives (2)

8th Grade
- Literature
- Writing
- Social Studies 8
- Alg I or Geometry
- Science 7
- Electives (2)

7th Grade
- Literature
- Writing
- Social Studies 7
- Math 7 or Algebra 1
- Science 7
- Electives (2)

6th Grade
- Literature
- Writing
- Social Studies 6
- Math 6
- Science 6
- Electives (2)
What are recommended actions RBCTC could take?

Create both posters and documents that clearly articulate each career pathway 9-16. Use infographics and engage students in the development of the tools.

Consider developing sets of guidelines for employers and students for participation in WBL experiences. Investigate different approaches to offer WBL and ensure students do not miss core instruction.

Narrow the focus for the 21st Century Media and Design Pathway.

Do more of the basic WBL opportunities like the feeder schools last year.
How does the school ensure each student receives appropriate support to prepare them for careers and college?

Good communication between River Bend and feeder schools in terms of discipline, social emotional development, attendance and academics.

Teachers do a great job of getting to know the students and address issues before they become bigger problems.

Developing school systems (MTSS and EST) to better support students.

The teachers talked about the quality of the Learning Center supports.
What evidence exists keeping each student from receiving needed support to be prepared for careers and college?

The team has concerns that students do not understand the great value and opportunities at the Learning Center.

The team has concerns that some teachers need assistance with scaffolded learning and providing accommodations to support students.
What are recommended actions the school could take?

Find ways to promote all the resources that are available through the Learning Center.

Articulate extra help options via Course Syllabi
How has leadership established systems and processes to support a culture of continuous improvement?

Promising Practices:
The center effectively used the first SREB report to guide improvements.

Student voice is evident and positive relationships have developed.

Advisory boards are in place for each program.

New hires to address curriculum crosswalks (mathematics)

Appreciate and use data to inform decisions/actions… such as student placement/follow-up data.
What evidence exists indicating a need to create systems and processes for a high-performance learning culture?

The teachers and leaders expressed concern about the downtime when students are arriving and the early departures.

The school still has a PR issue that is improving - still tensions exist with feeder schools.

Consider alternative morning start time or alternative use of the time for those who arrive early.

Engage a team of teachers to address the embedded credit concerns that exist.

Engage advisory boards to enhance center’s strategic efforts and the work-based learning system.
What are recommended actions RBCTC could take?

Continue to build on the focus on internal relationships and communication by shifting the focus to outside the center and all the audiences.

Create the curriculum products mentioned earlier to help address some negative concerns (e.g. embedded credit).
Next Steps

Take this PPT to jumpstart improvement conversations.
SREB will complete a detailed report of findings and provide it to you.
Plan for an Unpacking Workshop to delve more deeply into the report with the faculty and to organize faculty for continuous improvement.
How can SREB, the state and others provide support to teachers, and school leadership to implement needed changes?

Once the final report is received, use the follow-up unpacking workshop to engage all faculty in taking ownership of the problems and solutions.

Consider SREB’s fully developed Career Pathway, Clean Energy Technology, as a potential new pathway that can address an emerging need.

Consider the state’s request to look at Cybersecurity as a pathway by possibly revamping the 21st Century Media and using a fully developed curriculum.

Build on your introductory PBL training with job-embedded coaching and just-in time PBL training.
River Bend Talents.. For all you do for your students!