

GUIDING QUESTIONS FOR DISTRICT/SCHOOL SITE VISITS

Questions for All Interviewees:

| | CATEGORIES | WHITTIER HIGH SCHOOL | SANGER HIGH SCHOOL | TOKAY HIGH SCHOOL | RONALD McNAIR HIGH SCHOOL |
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| 1. | Tell us about your math curriculum. | Big ideas. | HMH Integrated. | Comments delivered in person from committee members who attended the day prior. | Comments delivered in person from committee members who attended the day prior. |
| 2. | What are the strengths of your math program and conversely some of the shortcomings? | They recently adopted this and are still learning the best way to use it in class. They are excited about a new app that is coming out shortly that will allow students to use their phones and devices to complete their HW. | They spoke of very little strengths. They felt the weakness were so great that none of the teachers used it on a regular basis. | | |
| 3. | Tell us about the integration of technology into the curriculum. | There are COWs of Chromebooks in most classrooms. These are used to supplement the lessons. They use Kahn Academy, Desmos, Quizizz, Google, and other tools. | Students all have 1:1 iPads. These are used to supplement the lessons. They use Kahn Academy, Desmos, Google, and other tools. | | |
| 4. | What resources are available to assist in differentiation? | They offer a support class for the neediest students. Some sites have a built in tutorial time twice a week to allow for remediation of identified students. | The school has two math paraprofessionals (pre-service college students) who will pull-out struggling math students from their electives to help them get back on track. | | |

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| 5. | How do you determine which students require intervention? How are students placed and promoted? | Teacher identified and discussed in the PLC time. | Teacher identified and discussed in the PLC time. | Comments delivered in person from committee members who attended the day prior. | Comments delivered in person from committee members who attended the day prior. |
| 6. | What math course pathways are available? | Algebra, Geometry, Advanced Algebra, Math Analysis (Pre-Calc), Calculus. Just now adding Stats and maybe Quantitative Reasoning. | Integrated I, II, III, Stats, Calculus They offer a course for 11th graders that struggled in I and II to review. | | |
| 7. | How are teachers assigned courses? | By committee and recommendation with the department chair. | By committee and recommendation with the department chair. | | |
| 8. | What types of math assessments are conducted districtwide? | Most use the CAASPP Interim assessments. There are four district-common assessments, and each PLC group at the suite must have four common assessments (i.e., chapter or unit assessments at the site level). | They use the CAASPP Interim assessments. | | |
| 9. | What supports are available for EL students, students with disabilities, and parents? | Tutorial time was the only real answer we got for this one. | No answer. | | |

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| 10. | What supports are available for students who transfer into the District from other districts? | No answer. | No answer. | | |

Additional Questions for Administrators:

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| 1. | What professional development opportunities are offered to math teachers in the District? | Extensive PLC training. Many summer and school year opportunities to work as a group. All PD is teacher lead and driven. | Extensive PLC training. | Comments delivered in person from committee members who attended the day prior. | Comments delivered in person from committee members who attended the day prior. |
| 2. | How was your program of PD rolled out? | Over many years. | No answer. | | |
| 3. | How are students placed? | All students start out in at least Algebra 1. They are fed from seven feeder districts. They have a common assessment they ask each feeder school to administer. | All students start out in at least Integrated I. | | |
| 4. | Tell us about teacher collaboration and how it is structured? | AMAZING! This is the secret to their success. PLC for each level meet weekly and one site meets daily. They discuss common planning and common | AMAZING! This is the secret to their success. PLC for each level meet weekly. They discuss common planning and common assessments. | | |

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| | | <p>assessments. They review the data as a team and agree on what worked well and what each one needs to change. Pride is checked at the door. They all agree to be vulnerable with each other so that they can identify how to best help their students. They have district leads that meet as a group quarterly and for a week during the summer. They take this message back to their site level teams. In our opinion, the PLC process is what makes these schools successful.</p> | <p>They review the data as a team and agree on what worked well and what each one needs to change. Pride is checked at the door. They all agree to be vulnerable with each other so that they can identify how to best help their students. In the Integrated III PLC, we observed the teachers talking about individual questions and the best strategies to make sure students understood the concept. They even spoke about the possible areas of distraction and what they could do to help students avoid the mistakes. In our opinion, the PLC process is what makes this school successful, in spite of their adopted curriculum and</p> | | |

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| | | | observed instructional practices. | | |
| 5. | How do you ensure that teachers are successful with the math curriculum? | Strong and vibrant PLCs. | Strong and vibrant PLCs. | Comments delivered in person from committee members who attended the day prior. | Comments delivered in person from committee members who attended the day prior. |
| 6. | What percentage of students are A-G college-ready? | About 62%. | No answer. | | |
| 7. | Do you have partnerships with local institutions of Higher Education (IHE)? | Yes. They work closely with their local community colleges and universities. | Yes. They work closely with Fresno State. | | |
| 8. | What research was done around effective mathematics instruction? | They constantly share best practices among themselves during the PLC time. | This is their next focus, based on conversations with their administration. | | |
| 9. | What are the expectations for instruction? How are expectations communicated to teachers, and how is feedback provided? | These are set from the district-level lead teams and then communicated to their respective groups. This is entirely teacher driven, with very little oversight from the district, other than to make sure they are headed in the right direction. | No answer. | | |
| 10. | What are the rates of seniors in math courses? | They have a three-year math and a three-year | They have a three-year math and a three-year | | |

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| | | science requirement for graduation. Most students take a fourth year of math. | science requirement for graduation. | | |
| 11. | Can you share information about students enrolled in below grade-level courses in Grade 9? | There are no below grade-level options. | There are no below grade-level options. | | |

Additional Questions for Math Teachers:

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| 1. | Tell us about your math curriculum likes, dislikes, and challenges? | Answered above. | Answered above. | Comments delivered in person from committee members who attended the day prior. | Comments delivered in person from committee members who attended the day prior. |
| 2. | What common instructional practices and strategies are used? | Answered above. | Answered above. | | |
| 3. | Do you engage in PLC-like process? How are they structured, and what makes them successful? | Answered above. | Answered above. | | |
| 4. | Tell us about the interaction between the math department and/or math teachers and special education staff? | The SpEd teachers are part of the PLCs and they use a push in model for math, as well as the option to pull out as needed. | The SpEd teachers are part of the PLCs and they use a push in model for math, as well as the option to pull out as needed. | | |

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| 5. | Do students with disabilities have access to rigorous math instruction? | Yes. | Yes. | Comments delivered in person from committee members who attended the day prior. | Comments delivered in person from committee members who attended the day prior. |
| 6. | Tell us about the interaction between the math department and/or math teachers with science teachers, and in particular, those teaching chemistry and physics. | No answer. | Not a lot of cross over. But the chemistry teachers are aware of the areas where the CAASPP identifies weaknesses, and supports appropriately. | | |
| 7. | Does professional development support developing pedagogy? | They have an extensive plan for teacher-driven PD. They bring in almost no outside Professional Development consultants. Teachers are open and eager to share and learn from each other. | This is their next focus. | | |
| 8. | How did common teaching practices become universal on campus? | Sixteen years of using the PLC model. | Twenty years of using the PLC model. | | |
| 9. | What strategies/practices work best with your curriculum? | No answer. | No answer. | | |
| 10. | Is there a common framework for instruction with | No answer. | This is their next focus. | | |

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| | in the school and/or districtwide? | | | | |

Additional Questions for Chemistry and Physics Teachers

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| 1. | Tell us about the interaction between the science department and/or chemistry and physics teachers with teachers in the math department? | Did not talk to science teachers. | Answered above. | Comments delivered in person from committee members who attended the day prior. | Comments delivered in person from committee members who attended the day prior. |
| 2. | Have your student's math skills changed over the last three years? If so, in what way? How has it impacted their success in your class? | | Yes. They feel they have improved and makes teaching chemistry more effective. | | |

Additional Questions for Special Education Teachers:

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| 1. | How successful are your students with the math curriculum? | Did not talk to Special Education teachers. | No answer. | Comments delivered in person from committee members who attended the day prior. | Comments delivered in person from committee members who attended the day prior. |
| 2. | What general education accommodations are, or can, be made to ensure | | No answer. | | |

MODESTO CITY SCHOOLS MATH STUDY COMMITTEE

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| | your students are successful in math? | | | | |
| 3. | What opportunities do you have to collaborate with your student's math teachers? | | They work together in the PLCs. | | |

Additional Questions for Students:

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| | | Did not talk with students. | Did not talk with students. | | |

Requests for documents/information:

- Course descriptions and/or course catalog
- Bell schedules
- List of professional development opportunities in 2018-19 and 2019-20

Observation Tool – *Whittier High School*

Class Visited: _____

| Curriculum | E | PE | NE | NA | Comments |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|----|----|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Utilization of curriculum | | X | | | They adopted Big Ideas last year. They are still working on how to best utilize the curriculum. |
| Utilization of supplemental materials/supports | | X | | | They are still learning what resources are available. They are excited for the new app that will allow students to do their homework. They use is self-generated through the PLC process. |
| Utilization of Technology | | X | | | Most schools have a COW available to them to use. Teachers use these as a resource to supplement activities in the classroom. They talked a great deal about Desmos and how they use it to have students complete Performance Tasks. |
| Instructional Strategies | E | PE | NE | NA | Comments |
| Teacher appears confident in use of curriculum | | X | | | Teacher are not confident in the use of the curriculum as they are still learning it. They are EXTREEMLY confident in the use of the PLC process to plan collaboratively, develop curriculum based on the standards, adjust instruction based on peer review, and use formative feedback to adjust their instruction. |
| Instruction appeared rigorous (Students engaged in critical thinking, the lesson is challenging, and the environment encourages students to question their assumptions) | | | | X | We did not get to see instruction in action. But in the meeting with school leads, we saw evidence of thoughtful and rigorous curriculum including the common assessment. |
| Differentiation (Materials at varied reading levels, using both auditory and visual instruction, providing options to express learning) | | | X | | We did not get to see classrooms in action. But we did learn of the twice a week Tutorial time that allows for targeted help for those in need. |
| Student Engagement | E | PE | NE | NA | Comments |
| <input type="checkbox"/> Lecture <input checked="" type="checkbox"/> Seat work <input checked="" type="checkbox"/> Project/Group Work | | | | | |
| Students were engaged and on task | | | X | | We did not see classrooms. |

E—Evident PE—Partially Evident NE—Not Evident NA—Not Applicable

Observation Tool – Sanger High School

Class Visited: _____

| Curriculum | E | PE | NE | NA | Comments |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|----|----|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Utilization of curriculum | | | X | | Sanger adopted HMH Integrated curriculum. All of the teachers we spoke to said that they hate the book and only use it as a resource for problems when they need it. |
| Utilization of supplemental materials/supports | | | X | | Very little supplementary materials are used from the adopted curriculum. What they use is self-generated through the PLC process. |
| Utilization of Technology | | X | | | Sanger is 1:1 with iPads. Teachers use these as a resource to supplement activities in the classroom. |
| Instructional Strategies | E | PE | NE | NA | Comments |
| Teacher appears confident in use of curriculum | | | | X | Teacher are not confident in the use of the curriculum. They are EXTREMELY confident in the use of the PLC process to plan collaboratively, develop curriculum based on the standards, adjust instruction based on peer review, and use formative feedback to adjust their instruction. |
| Instruction appeared rigorous (Students engaged in critical thinking, the lesson is challenging, and the environment encourages students to question their assumptions) | | | X | | In the 8 math classrooms that we visited, we only saw one classroom where the students were engaged. All other classrooms were taught in a very lecture heavy way. |
| Differentiation (Materials at varied reading levels, using both auditory and visual instruction, providing options to express learning) | | | X | | We did not see this in the classroom, but the school has two math paraprofessionals (pre-service college students) who will pull-out struggling math students from their electives to help them get back on track. When we asked if there was evidence to support these positions, they said no, because they were fairly recent additions to the campus. |
| Student Engagement | E | PE | NE | NA | Comments |
| <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Seat work <input type="checkbox"/> Project/Group Work | | | X | | As stated above, students were not very engaged in the lessons we saw. |

E—Evident PE—Partially Evident NE—Not Evident NA—Not Applicable