

# Excel·lència educativa per a tothom: una realitat possible

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Fundació Jaume Bofill - Universitat Oberta de Catalunya  
1 de Juny del 2010

# És possible una educació d'excel·lència davant del repte de la diversitat?

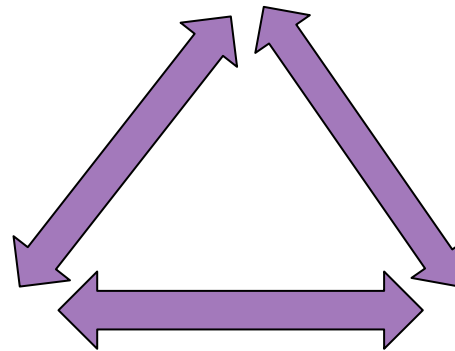
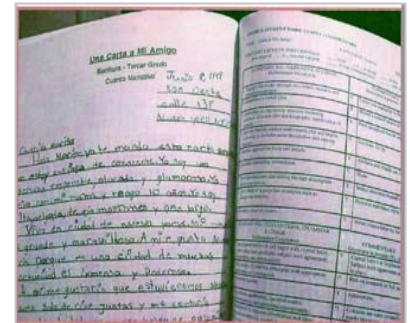
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- Context:
  - Educació/Currículum vs. Educació/Resultats
- La llei federal “No Child Left Behind” (2001)
  - Conseqüències a nivell nacional i a la ciutat de Nova York
- La reforma educativa a la ciutat de Nova York
  - Lideratge (directors i professorat)
  - Autonomia dels centres docents
  - Avaluació basada en resultats (alumnes i centres)
- Progrés i reptes
  - Alguns exemples
  - L'administració Obama i “NCLB”
- Consideracions finals

# El context



ENSENYAMENT



APRENTATGE

CONTINGUTS



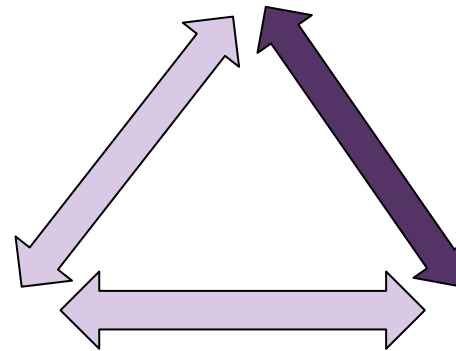
La clau de l'èxit d'un alumne és saber com intervenir en el procés d'instrucció per tal de millorar la qualitat i el nivell d'aprenentatge de l'alumnat (Elmore, 2009)



## Educació tradicional

# Ensenyament

ENSENYAMENT



APRENTATGE

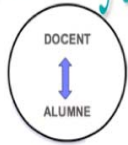
CONTINGUTS

# Aprentatge

En un context tradicional, l'èxit escolar ve determinat per avaluacions normatives.



Ensenyament



Aprenentatge

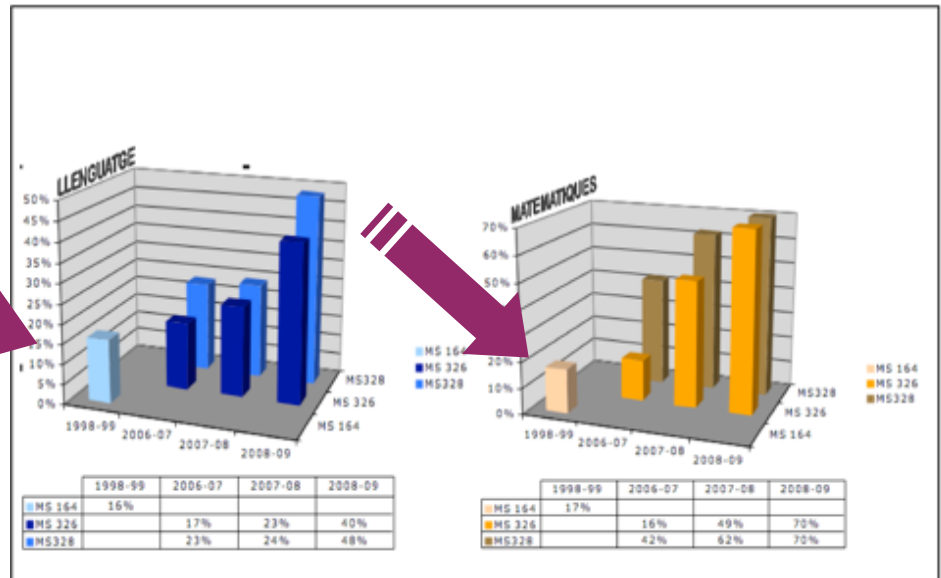
Educació tradicional

# Aproximació a l'ensenyament de l'alumne estranger

- modificació curricular-expectatives baixes
- model basat en dèficit -manca d'anglès
- serveis d'educació especial
- educació bilingüe de transició



*Alt fracàs escolar*

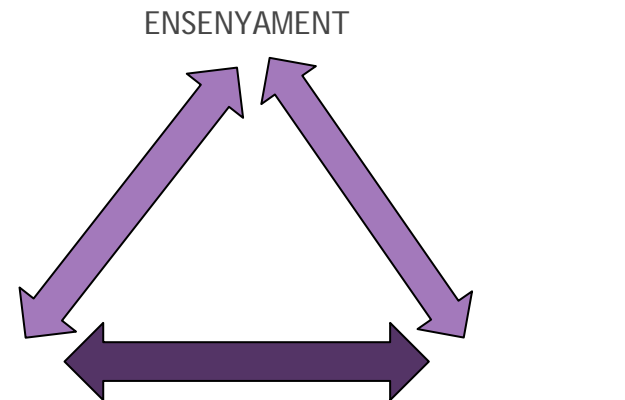


Escoles 326 i 328, Manhattan



## Educació per resultats

# Ensenyament



# Aprentatge

Premissa fonamental: Tot alumne té la capacitat i el dret d'aprendre i, per tant, d'adquirir unes competències bàsiques o estàndards.

# Bases de l'educació per resultats

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## Principis d'aprenentatge

1. L'esforç, base de l'aprenentatge
2. Expectatives clares
3. Reconeixement dels èxits
4. Avaluacions justes i autèntiques
5. Rigor acadèmic
6. Comunicació responsable
7. Intel·ligència aplicada
8. Aprendre 'd'aprenent'

En aquest context, l'èxit escolar ve determinat per avaluacions externes basades en els estàndards estatals.



## Superlibros Big Books

**F**avorite children's books in Spanish, including works by well-known authors, are available in Big Book format. Your students will experience the excitement and fun of shared reading, build beginning reading strategies, and gain confidence in listening, speaking, and writing.

**Two ways to buy Scholastic Superlibros to meet your needs:**

**Superlibros with Teaching Guide** written in Spanish and English offering teaching strategies and follow-up activities including English as a Second Language projects (Books measure at least 15" x 18").

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- 1 **Superlibro**
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- Audioassessments of the **Superlibro** when noted by
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- **Superlibro** storage bag

**Also available:**

For English editions of **Superlibros** titles, see page 36.

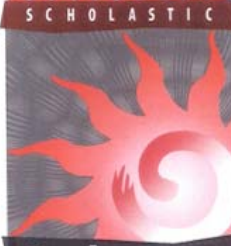
For many titles, standard size paperback versions of the **Superlibro** for preview and individual reading are available separately. See pages 23-35.

*Engage your Spanish-speaking students with a comprehensive library of children's favorites.*



# TALLER INTENSIVO de español

SCHOLASTIC



## Solares

TALLER INTENSIVO DE ESPAÑOL

THE LEVELED INTERVENTION PROGRAM FOR BEGINNING READERS IN GRADES 4, 5, AND 6.

SCHOLASTIC

**Una Carta a Mi Amigo**

Escritura - Tercer Grado

Cuento Narrativo Junio 8, 1988

San Diego

Calle 138

Nueva York, NY 10011

Carecía María

Hala María ya tr mundo esta carta para  
 en estoy en casa de conarante. Yo soy un  
 persona responsable, educada y glamorosa. Ya  
 vivo con mi mamá y tengo 10 años. Yo soy  
 Ita, educada, de ojos marrones y pelo largo.  
 Viva en ciudad de nueva york. Mi mamá  
 grande y maravillosa. A mí le gusta Nueva  
 York porque es una ciudad de muchas  
 actividad es hermosa y Poderosa.  
 A mí me gustaría que estuviéramos almor  
 una sola de irse juntas y me sentiría

GRADE 4 STUDENT WORK SAMPLE / COMMENTARY

STANDARD 1: READING: LITERATURE

STANDARD 1: READING: LITERATURE	PERFORMANCE INDICATORS	COMMENTS
1.1	1.1.1	Y
1.1	1.1.2	Y
1.1	1.1.3	Y
1.1	1.1.4	Y
1.1	1.1.5	Y
1.1	1.1.6	Y
1.1	1.1.7	Y
1.1	1.1.8	Y
1.1	1.1.9	Y
1.1	1.1.10	Y
1.1	1.1.11	Y
1.1	1.1.12	Y
1.1	1.1.13	Y
1.1	1.1.14	Y
1.1	1.1.15	Y
1.1	1.1.16	Y
1.1	1.1.17	Y
1.1	1.1.18	Y
1.1	1.1.19	Y
1.1	1.1.20	Y
1.1	1.1.21	Y
1.1	1.1.22	Y
1.1	1.1.23	Y
1.1	1.1.24	Y
1.1	1.1.25	Y
1.1	1.1.26	Y
1.1	1.1.27	Y
1.1	1.1.28	Y
1.1	1.1.29	Y
1.1	1.1.30	Y
1.1	1.1.31	Y
1.1	1.1.32	Y
1.1	1.1.33	Y
1.1	1.1.34	Y
1.1	1.1.35	Y
1.1	1.1.36	Y
1.1	1.1.37	Y
1.1	1.1.38	Y
1.1	1.1.39	Y
1.1	1.1.40	Y
1.1	1.1.41	Y
1.1	1.1.42	Y
1.1	1.1.43	Y
1.1	1.1.44	Y
1.1	1.1.45	Y
1.1	1.1.46	Y
1.1	1.1.47	Y
1.1	1.1.48	Y
1.1	1.1.49	Y
1.1	1.1.50	Y
1.1	1.1.51	Y
1.1	1.1.52	Y
1.1	1.1.53	Y
1.1	1.1.54	Y
1.1	1.1.55	Y
1.1	1.1.56	Y
1.1	1.1.57	Y
1.1	1.1.58	Y
1.1	1.1.59	Y
1.1	1.1.60	Y
1.1	1.1.61	Y
1.1	1.1.62	Y
1.1	1.1.63	Y
1.1	1.1.64	Y
1.1	1.1.65	Y
1.1	1.1.66	Y
1.1	1.1.67	Y
1.1	1.1.68	Y
1.1	1.1.69	Y
1.1	1.1.70	Y
1.1	1.1.71	Y
1.1	1.1.72	Y
1.1	1.1.73	Y
1.1	1.1.74	Y
1.1	1.1.75	Y
1.1	1.1.76	Y
1.1	1.1.77	Y
1.1	1.1.78	Y
1.1	1.1.79	Y
1.1	1.1.80	Y
1.1	1.1.81	Y
1.1	1.1.82	Y
1.1	1.1.83	Y
1.1	1.1.84	Y
1.1	1.1.85	Y
1.1	1.1.86	Y
1.1	1.1.87	Y
1.1	1.1.88	Y
1.1	1.1.89	Y
1.1	1.1.90	Y
1.1	1.1.91	Y
1.1	1.1.92	Y
1.1	1.1.93	Y
1.1	1.1.94	Y
1.1	1.1.95	Y
1.1	1.1.96	Y
1.1	1.1.97	Y
1.1	1.1.98	Y
1.1	1.1.99	Y
1.1	1.1.100	Y

Habilitats fonamentals:

- lectura independent
- tècniques d'escriptura
- resolució de problemes

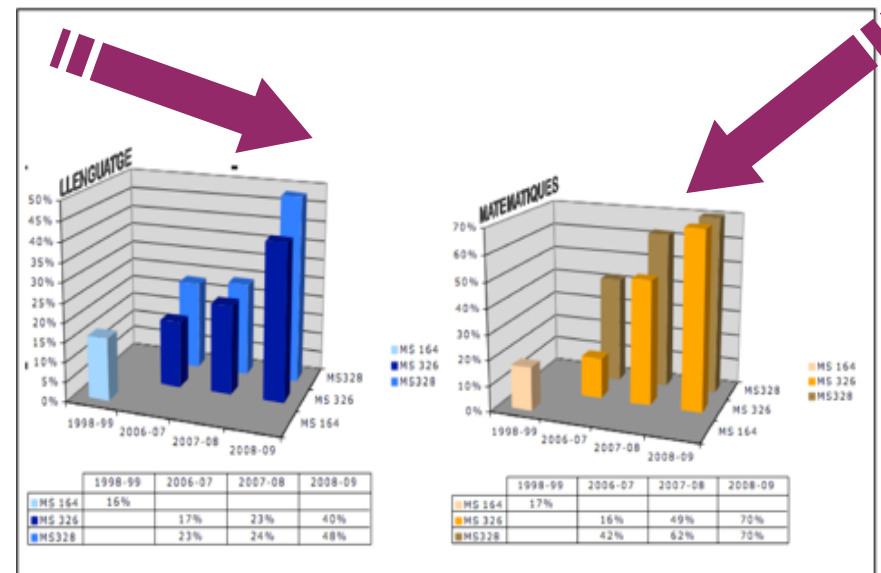


# Aproximació a l'ensenyament de l'alumne estranger

- modificació de les condicions de l'ensenyament; expectatives rigoroses per a tots els alumnes
- model basat en estratègies d'aprenentatge
- pedagogia diferenciada dins de l'aula
- programes bilingües d'immersió dual



## Millora del rendiment escolar





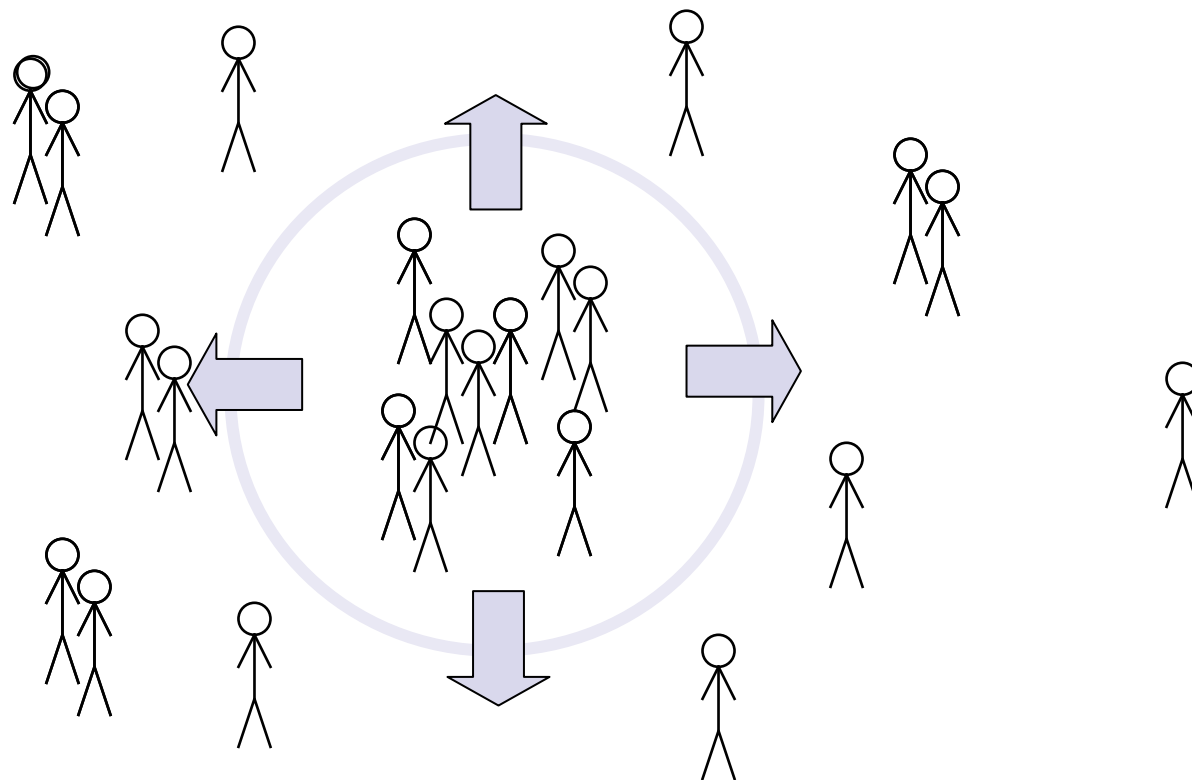
President Bush signing the bipartisan No Child Left Behind Act at Hamilton H.S. in Hamilton, Ohio.

## **No Child Left Behind Act of 2001**

NCLB és una legislació federal. Promulga la reforma de l'educació sobre la base d'uns nivells alts de coneixements, i uns objectius mesurables com a vehicle per millorar els resultats individuals de l'alumnat. NCLB és un compromís nacional amb l'excel·lència i l'equitat en l'educació.

A l'any 2013-2014, tots els alumnes de 3<sup>r</sup> grau demostraran domini de las habilitats de lectura.

... i  
quina  
és  
la meta?



Expandir l'esfera d'èxit escolar a tot l'alumnat

# Aplicació de NCLB

ANY ESCOLAR	PRIMARIA I PRIMER CICLE SECUNDARIA		SEGON CICLE SECUNDARIA
	Llenguatge	Matemàtiques	
2005-06	122	86	
2006-07	122	86	
2007-08	133	102	
2008-09	144	119	
2009-10	155	135	
2010-2011	167	151	
2011-2012	178	167	
2012-2013	189	183	
2013-2014	299	200	

*8th Grade School Mathematics*

## Work Sample & Commentary: Science Fair

**The task**  
 The context of this task is a science fair with three attending middle schools of different populations. The student must consider the numbers of students as fractions and percents of the total. The student also must appropriately divide among the schools both the area in which the fair will be conducted and the cost of the fair.

**Circumstances of performance**  
 This sample of student work was produced under the following conditions:  
 ✓ alone in a group  
 ✓ in class as homework  
 ✓ with teacher feedback with peer feedback  
 ✓ timed opportunity for revision

This is a Released Task from the New Grade-levels.

**Science Fair**  
 Three middle schools are going to have a science fair. The science fair will be in one exhibition. The amount of space given to each school should be based on number of students. Elm Street Middle School has about 1,200 students, Madison C Middle School has about 800 students, and Kennedy Middle School has about 600 students.

1. The rectangles below represent the exhibition. Divide the rectangles to show the amount of space each school should get based on number of students. Label each section BH for Elm Street, MK for Madison C, or K for Kennedy.

1000 = 1,000 ft<sup>2</sup>  
 800 = 800 ft<sup>2</sup>  
 600 = 600 ft<sup>2</sup>  
 1,000 + 800 + 600 = 2,400 ft<sup>2</sup>  
 1,000 / 2,400 = 10/24 = 5/12  
 800 / 2,400 = 8/24 = 1/3  
 600 / 2,400 = 6/24 = 1/4

2. What fraction of the space should each school get based on number of students? Show your mathematical reasoning.

School BH: 1,000 = 5/12 (1000/2400 = 5/12)  
 School MK: 800 = 1/3 (800/2400 = 1/3)  
 School K: 600 = 1/4 (600/2400 = 1/4)

**This work sample illustrates a standard-setting performance for the following parts of the standards:**


- 8.NF.A.1** Number and Operation Concepts: Add, subtract, multiply, and divide rational numbers.
- 8.NF.A.2** Number and Operation Concepts: Apply and convert the different kinds and forms of rational numbers.
- 8.NF.A.3** Number and Operation Concepts: Reason proportionally to solve problems involving equivalent fractions.
- 8.PS.1** Problem Solving and Mathematical Reasoning: Conclusion.
- 8.NF.A.2** Mathematical Skills and Tools: Compute accurately with arithmetic operations on rational numbers.

**8.NF.A.2** Number and Operations Concepts: The student...applies and converts the different kinds and forms of rational numbers.  
 The work makes clear the relationship between fractions and quotients, that "5/12 = 5 ÷ 12," etc. He converted the fractions into percentages.

Objectius anuals en llengua i matemàtiques

Estàndards alineats amb NCLB

# Informes estatals per a la família



NEW YORK STATE EDUCATION DEPARTMENT

## Parent Report

**New York State Testing Program (NYSTP)**  
**Your Child's Mathematics Results**  
 For the parent or guardian of:  
**Jonathan S. Carranza**  
 Student ID 215166042  
 Assessment Grade 3  
 School PS 145 BLOOMINGDALE  
 District NYC GEOG DIST # 3 - ISC-MANHATTAN

**Parent Report**

Each year students in grades 3 through 8 take part in the New York State Testing Program (NYSTP) in English language arts (ELA) and mathematics, as required under No Child Left Behind (NCLB). This report explains your child's scores on the assessment to you and the tools and resources available to support your child's education. We encourage you to refer to this report when talking with your child's teachers and other education providers.

**Your Child's Score and Performance Level**

2008-09 School Year	Mathematics
Level 4	703-770
Level 3	650-702
Level 2	624-649
Level 1	470-623

Minimum for meeting the standard: 650

Score: 620

**Desempeño de su hijo: Nivel 1**

Your child's performance in the 2008-09 school year  
 Scale Score: 620 Performance Level: 1

This year, your child did not demonstrate the knowledge and skills required by the Mathematics Learning Standard. Therefore, the school is required to provide academic intervention services for your child. Discuss the school's plan for these services with your child's teacher.

Your child's scale score for each year is an estimate of achievement based on one test. Discuss with the teacher how this year's test results compare with your child's classroom performance on similar tasks and how these test results compare with last year's results.

**What's Next?**

To meet the New York State Learning Standard, students need to perform at **Level 3** or above. Your child's performance on this test in the 2008-09 school year: **Level 1, Not Meeting the Learning Standard**

Discuss your child's test performance with the teacher. Visit [www.NYSParents.com](http://www.NYSParents.com) to find:

- Learning activities at home
- Tips for communicating with your child's teacher
- Information on the NYS Mathematics Learning Standard, content and process strands and the testing program
- Information about academic intervention services and tutoring programs

Use these tools to help your child learn and improve.

**More about the Mathematics score for Jonathan S. Carranza**

Student ID 215166042  
 Assessment Grade 3  
 School PS 145 BLOOMINGDALE

**Your Child's Performance on This Test in the 2008-09 School Year: Level 1, Not Meeting the Learning Standard**

About Mathematics content strands and your child's results:

The information below is based on the New York State Learning Standard. This standard describes what your child should know and be able to do at this grade level. The Mathematics Learning Standard contains five content and five process strands. While the content strands focus on specific math skills, the process strands focus on how your child uses math skills. Your child's performance on each content strand is presented as a Standard Performance Index (SPI).

The SPI estimates the number of questions your child would answer correctly if there were 100 items per strand. Your child's performance on each strand is compared with the SPI target range. A student scoring within the target range demonstrates the expected understanding of the content strand. The target ranges vary across content strands because some strands may contain more difficult items than others.

Content Strand	Your Child's SPI	SPI Target Range	Your Child's SPI is:
<b>Number Sense and Operations Strand</b> Students understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems. They also understand meanings of operations and procedures, and how they relate to one another. They compute accurately and make reasonable estimates.	24	42-58	Below the Target Range
<b>Algebra Strand</b> Students use, represent and analyze algebraically a wide variety of problem solving situations. They also perform algebraic procedures accurately and recognize, use, and represent algebraically patterns, relations, and functions.	13	32-51	Below the Target Range
<b>Geometry Strand</b> Students use visualization and spatial reasoning to analyze characteristics and properties of geometric shapes. They identify and justify geometric relationships, formally and informally and apply transformations and symmetry to analyze problem solving situations. They also apply coordinate geometry to analyze problem solving situations.	49	60-77	Below the Target Range
<b>Measurement Strand</b> Students determine what can be measured and how, using appropriate methods and formulas. They use units to give meaning to measurements and understand that all measurement contains error and are able to determine its significance. They also develop strategies for estimating measurements.	33	56-70	Below the Target Range
<b>Statistics and Probability Strand</b> Students collect, organize, display, and analyze data. They make predictions that are based upon data analysis and understand and apply concepts of probability.	24	44-59	Below the Target Range

**USE DATA THOUGHTFULLY** Results by content strand should be used as a starting point to help you understand your child's performance in mathematics. The scale score and performance level are better indicators than the SPIs of your child's performance on the New York State Learning Standard for mathematics.

Si el centre no ha assolit els objectius esperats, la llei NCLB dóna als pares l'opció de sol·licitar la transferència a una altra escola. L'Estat també finança classes de reforç / serveis de tutoria.

# New York State English as a Second Language Achievement Test (NYSESLAT -2009)

		All Students				General-Education Students				Students with Disabilities						
		Total Tested	Percent of students scoring in each performance level:				Total Tested	Percent of students scoring in each performance level:				Total Tested	Percent of students scoring in each performance level:			
			Begin.	Interm.	Adv.	Prof.		Begin.	Interm.	Adv.	Prof.		Begin.	Interm.	Adv.	Prof.
<b>Listening and Speaking (Grades K-1)</b>	2007-08	358	3%	20%	54%	23%	311	3%	18%	56%	23%	47	4%	32%	45%	19%
	2006-07	396	3%	21%	46%	30%	354	3%	19%	46%	31%	42	2%	33%	43%	21%
	2005-06	427	3%	22%	47%	28%	388	3%	22%	45%	30%	39	0%	18%	67%	15%
<b>Reading and Writing (Grades K-1)</b>	2007-08	358	33%	33%	23%	11%	311	31%	32%	25%	12%	47	47%	38%	9%	6%
	2006-07	395	31%	39%	17%	13%	353	30%	39%	17%	14%	42	43%	36%	19%	2%
	2005-06	427	26%	38%	21%	15%	388	27%	36%	22%	16%	39	18%	59%	18%	5%

L'avaluació estatal de llengua per a estudiants amb anglès com a segon idioma reflecteix rigor acadèmic, però té en compte el procés de desenvolupament de l'idioma.

La prova de matemàtiques està disponible en diverses llengües, i els alumnes tenen l'opció d'escollir l'idioma de la prova.

# Impacte de NCLB a l'aula

## Expectatives/grau



3<sup>rd</sup> Grade Writing Curriculum 2006-2007

### Unit 1 – Launching a Productive Writing Workshop: Cycling Through the Writing Process in Writer's Notebook

September  
Introduce Writers' Notebooks and Teach Third Graders a New Version of the Writing Process

September rather than what we want. This unit is enough to explicitly skip on minimalist designate for an in hard part interrupt able to te independ In the thi the

### Effective Reading Strategies for ELLs

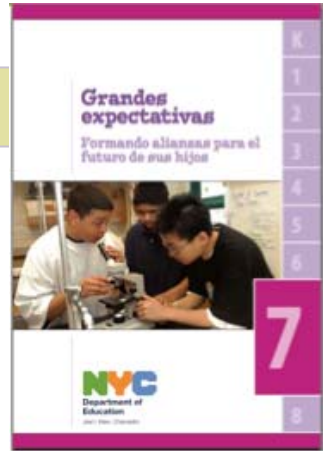
#### Vocabulary

##### Choosing Words to Teach

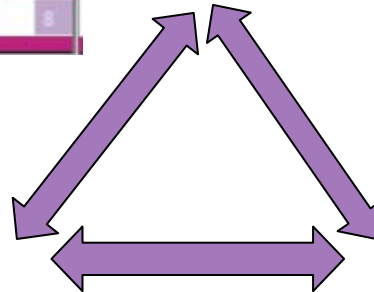
Starting point: words in a language have different levels of utility

<b>Tier I – 8000 words</b>	<b>Tier I for ELLs–</b> Survival vocabulary.
The most basic words (clock, baby, happy).	Basic words that students know in Spanish and English (e.g. dog, cat, run, song).
rarely require instructional attention to their meanings in school.	Basic words that students know in Spanish and need English label (e.g. find, hate, tooth).
	Idioms, metaphors or everyday expressions (e.g. make up your mind; let's hit the books; once upon a time).
	Connotes for which students know

## Estratègies d'aprenentatge

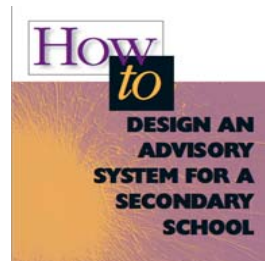


ENSENYAMENT



APRENTATGE

CONTINGUTS

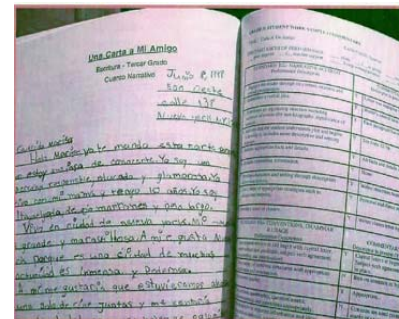


Mathematics, Grades 4-8 (continued)

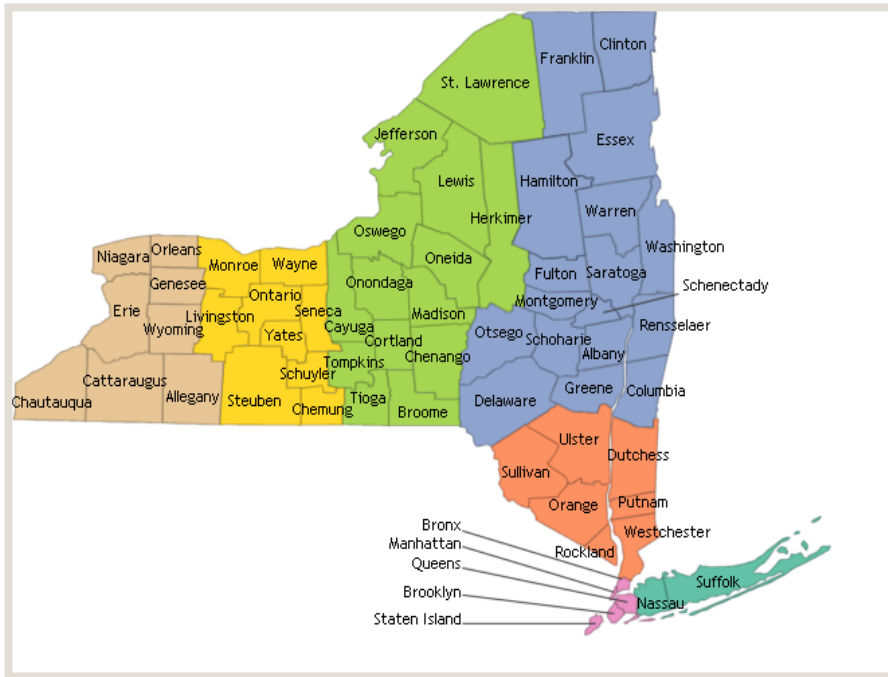
### FUNCTION AND ALGEBRA CONCEPTS

GRADE FOUR	GRADE FIVE	GRADE SIX	GRADE SEVEN	GRADE EIGHT
By the end of the school year, students should:				
<ul style="list-style-type: none"> <li>Recognize, describe, extend, and create numeric and geometric patterns.</li> <li>Represent and analyze patterns and functions using tables (e.g., triangular boxes, function tables).</li> <li>Begin to develop the concept of a variable.</li> <li>Use letters, boxes, or other symbols to represent variables.</li> </ul>	<ul style="list-style-type: none"> <li>Use patterns and functions to represent and solve problems.</li> <li>Show how one quantity determines another in a functional relationship (e.g., how square numbers grow: 1, 4, 9, 16, ...).</li> <li>Understand that the relationship between two quantities remains the same as long as the same change is made to both quantities.</li> </ul>	<ul style="list-style-type: none"> <li>Find succeeding terms in a sequence of numbers (e.g., 1, 3, 5, 10, 15, ...)</li> <li>Understand ratio and proportion.</li> <li>Use rectangular notation to show ratios.</li> <li>Develop an understanding of a variable in an open sentence with variables on both sides (e.g., <math>5x + 4 = 8x - 5</math>).</li> </ul>	<ul style="list-style-type: none"> <li>Find the missing term in a sequence and write the rule.</li> <li>Find the missing term in a proportion where terms can be fractions, decimals, or percents.</li> <li>Describe functions and generalize them by the use of tables and algebraic expressions.</li> <li>Use algebra to translate verbal phrases into mathematical form.</li> </ul>	<ul style="list-style-type: none"> <li>Identify, describe, represent, extend, and create patterns.</li> <li>Describe and represent functions using tables, graphs, and equations.</li> <li>Analyze tables, graphs, and rules to determine functional relationships.</li> <li>Find solutions for unknown quantities in linear equations, inequalities, and systems of equations.</li> </ul>

## Objectius mesurables basats en els estàndards



# La reforma educativa a Nova York



- Estat de Nova York: 2.750.000 alumnes
- Ciutat de Nova York: 1.200.000 (46% del total)
  - 1.400 centres docents
  - 79.000 professors

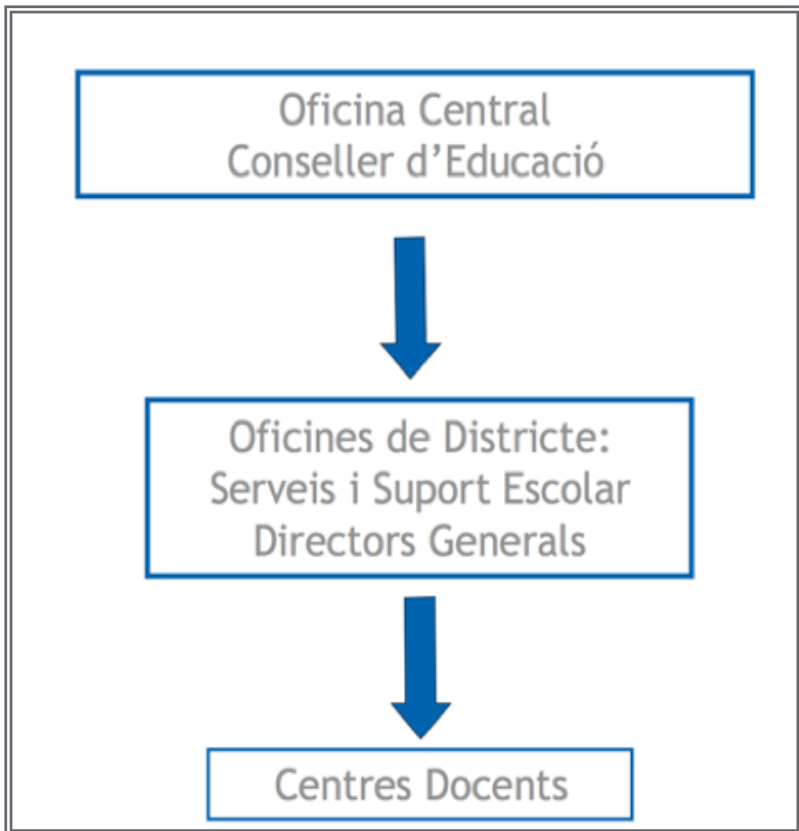
## Alumnat estranger a la ciutat de Nova York:

- 13% de l'alumnat no sap l'anglès (ELLs)
- 11% d'ELLs presenten educació formal interrompuda
- 141 llengües estrangeres (castellà i xinès, predominants)



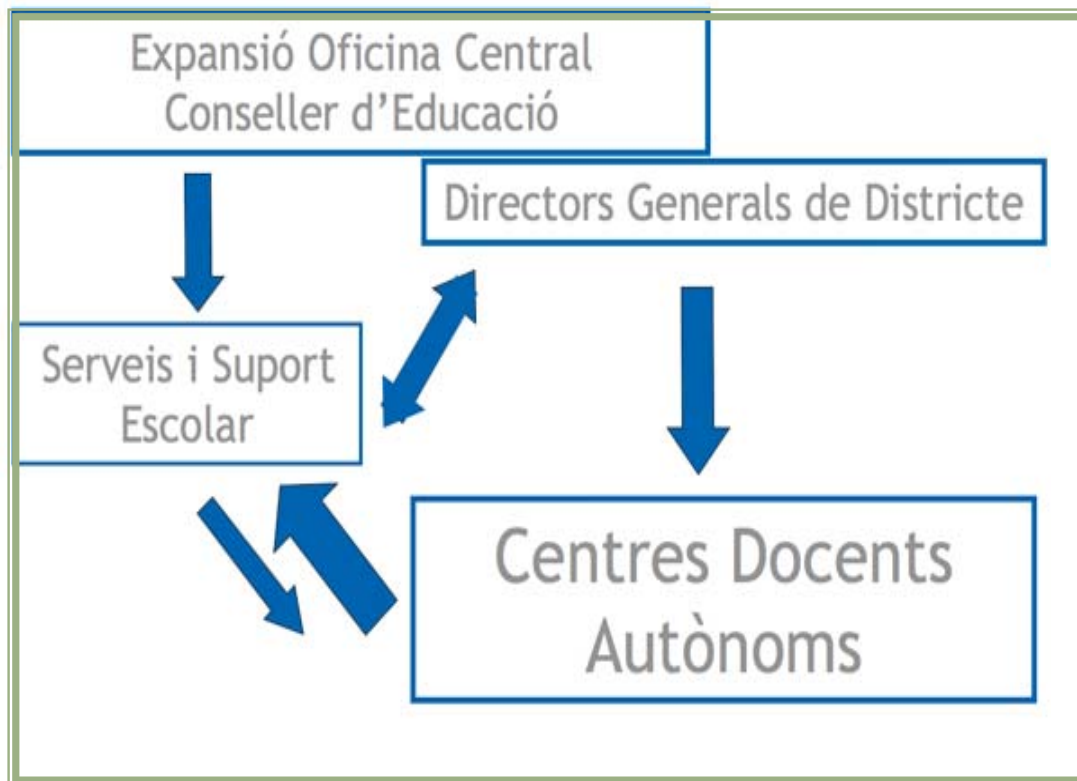
Reforma  
sistemàtica

# Autonomia dels centres docents



Fins el 2002

Organigrama del  
Departament d'Educació

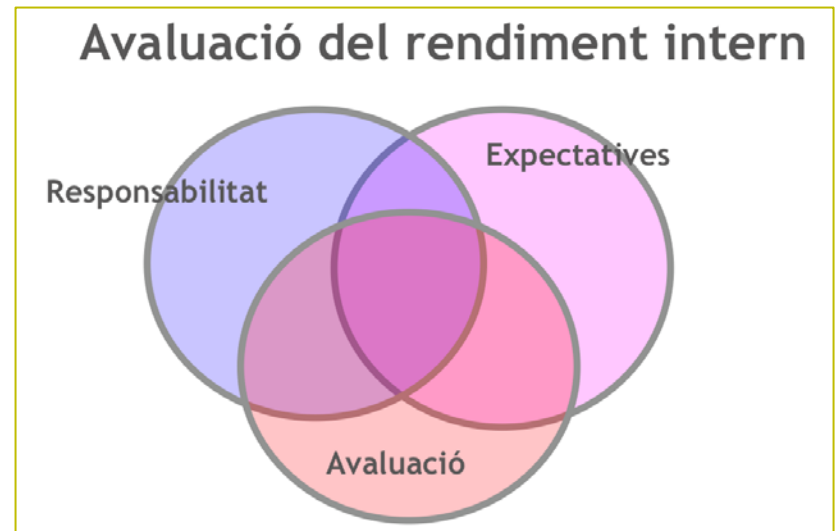


Avui

# Eixos d'una reforma sistemàtica a Nova York

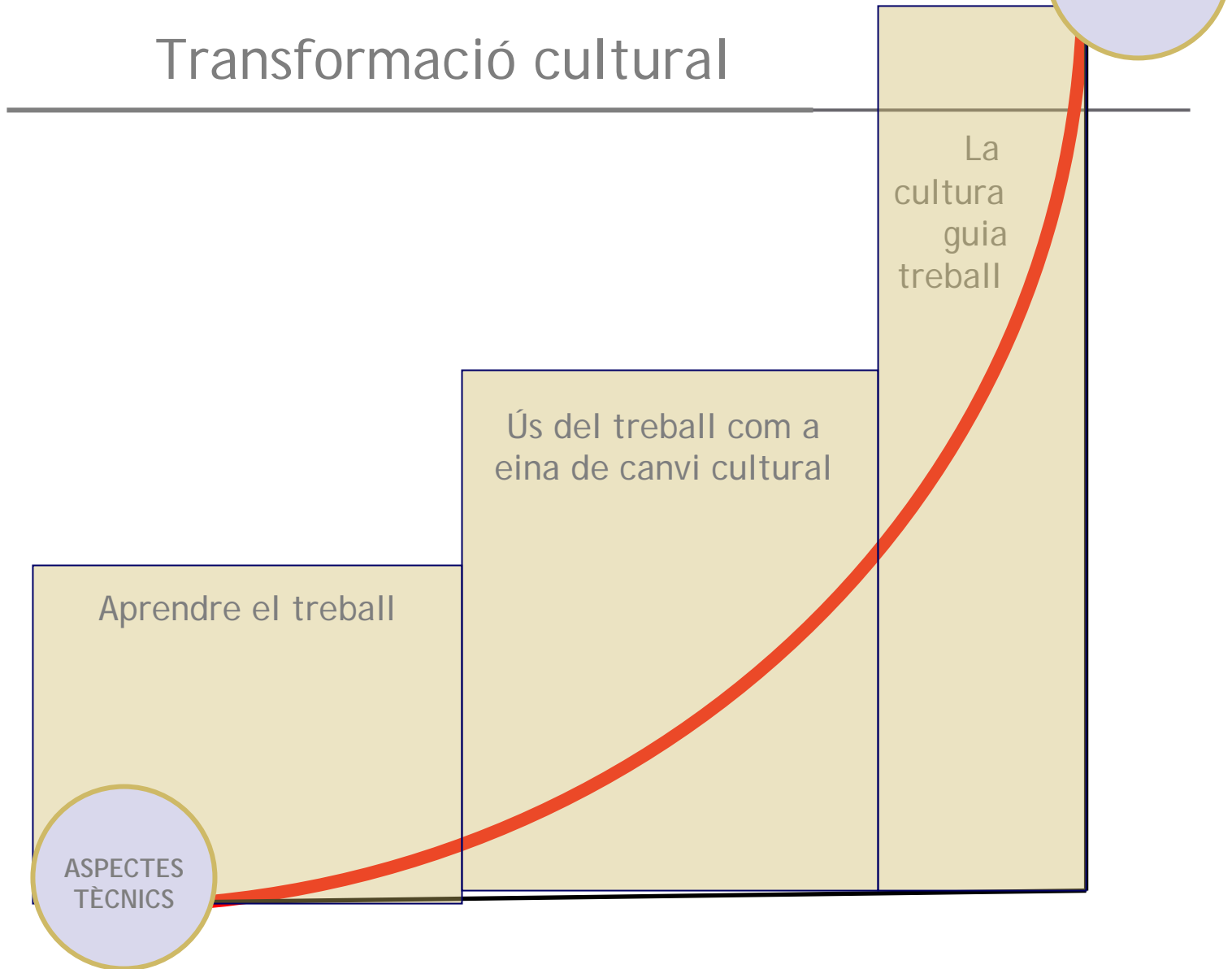
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- Lideratge
  - Alumne
  - Mestre/professor
  - Director del centre
- Autonomia
  - Curricular
  - Pressupostos
  - Xarxes de centres
  - Equips d'innovació
- Avaluació basada en resultats
  - Alumnat
  - Centres



Reforma  
sistemàtica

## Transformació cultural



# Sistema de dades per al professorat i els pares

Reforma sistemàtica



**ARIS** Home My Students Connect Reports

Advanced Search | Taxonomy Browser

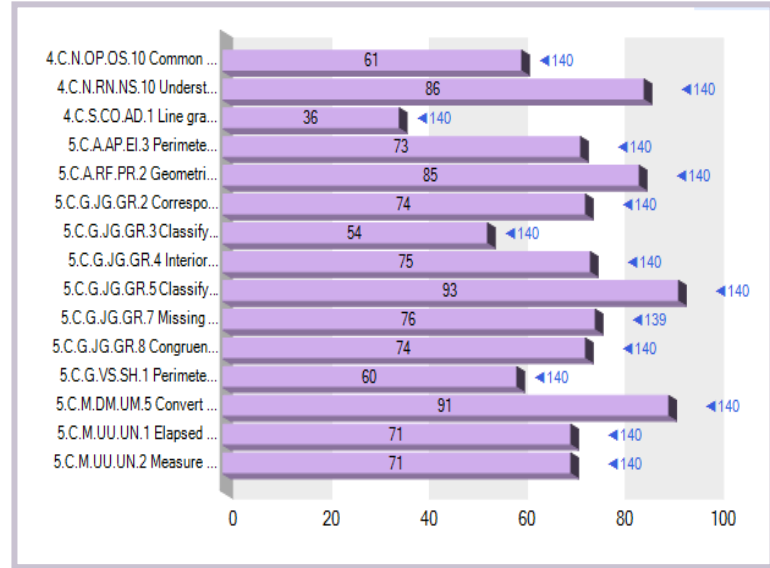
**My Schools**  
 Aggregate Schools  
 or  
 01M650: Cascades High School  
 Aggregate Grades

**HS Graduation Requirements**  
 School: Cascades High School Class: SC1 - 01 - Chemistry Term 1 Teacher: Oscar Stephenson Filter: Lowest Third Citywide

Name	Cohort Gr.	Year	Prior YTD	Total Credits (44)	Reg RCT
<input type="checkbox"/> Burnett, Cora	11	2006	30 2	26.32	67
<input type="checkbox"/> Cuevas, Yeriel	12	2004	71 7	24.98	57
<input type="checkbox"/> Depass Hurd, Nicole	12	2005	34 4	30.58	67
<input type="checkbox"/> Moran, Gabriela	12	2005	21 3	34.24	69
<input type="checkbox"/> Powers, Shaniqua	12	2004	14 1	38.48	65
<input type="checkbox"/> Sanchez, Cathleen	12	2005	12 0	40.16	65
<input type="checkbox"/> Warner, Kaelif	12	2005	53 9	32.74	65
<input type="checkbox"/> Williams, Nlasha	12	2005	120 7	35.58	68

Select: All | None Add selected students to: A New Group Add

8 Students match the selected filter



## Avaluacions periòdiques

### Schools' Periodic Assessment Selections

- 2008-09 Periodic Assessment selections reports include general selections for all schools in each network
- Schools' selections are divided by grade band (K-2, 3-8, 9-12) and subject
- Reports flag schools that did not make selections or that have missing information (as of August 26):
  - "Defaulted" (no selection)
    - K-8 schools defaulted to Acuity (multiple-choice-only Predictive)
    - Schools can still make choices for remaining assessments
  - "No selection"
    - No defaults for high schools
    - Need selections and enrollment info
  - "No selection (DYO)"
    - Schools administering both DYO and DOE-provided assessments
    - Need details of DOE component
- Please reach out to your schools that have outstanding selection decisions

### Student Assessment Report

- Students were assessed on grade-level standards and performance indicators from 2007-08 as well as some skills they will learn this fall
- Click **VIEW STUDENT ITEM ANALYSIS REPORT** or drill into standards

### Student Item Analysis Report

- The Item Analysis report displays student performance on each item
- Click the **Item Number** link to view any item
- Click **VIEW DISTRACTOR ANALYSIS** to see possible reasons the student chose a particular response

### ECLAS-2 and EPAL: Administration

Assessment	Administration Window
ECLAS-2 fall administration (grades 1-3)	September 2 – October 31
ECLAS-2 administration (kindergarten)	January 5 – February 13
ECLAS-2 spring administration (grades 1-3)	April 20 – May 29
E-PAL administration	May 11 – May 29

### ELL Assessment Reporting Tool – Dashboard View

### Performance Series: Sample Parent Extended Report

**ACOSTA, DOREEN S.** NYC-School of Excellence ID: 3191

Math Performance  
 Score 22/30 (December 10, 2007) of a max. 30/30 (50%)  
**Student Score: 22/30**

**Overall SGP (Grade 4): 50**  
 Number & Operations SGP: 63  
 Algebra SGP: 77  
 Geometry SGP: 63  
 Measurement SGP: 51  
 Data Analysis & Probability SGP: 23

**GLE: 4.5**

Top 3 Suggested Learning Objectives:  
 4.N.15 The learner will add and subtract problems by decomposing that multiplication to develop area for problem.  
 4.N.21 The learner will divide one to two digit whole numbers by one digit whole numbers with no remainder.  
 4.N.17 The learner will recognize number patterns that generate the inverse operations of multiplication and division.

## Capacitació del professorat

---

- ❑ Analitzar treballs d'alumnes (seguint uns protocols)
- ❑ Crear i usar rúbriques - pautes amb criteris d'avaluació
- ❑ Visitar aules de col·legues amb el propòsit d'aprendre; no d'avaluar o inspeccionar - *learningwalks*

### Principis d'aprenentatge

1. Organitzar per l'esforç
2. Expectatives clares
3. Reconeixement dels èxits
4. Avaluacions justes i autèntiques
5. Rigor acadèmic
6. Comunicació responsable
7. Intel·ligència aplicada
8. Aprendre com 'd'aprenent'

- ❑ Tenir en compte les condicions de l'aprenentatge
- ❑ Recollir, analitzar i saber interpretar dades sobre el progrés de l'alumne
- ❑ Crear aules 'laboratori'
- ❑ Integrar les arts i les tecnologies de la informació a la pràctica pedagògica

# Capacitació del professorat: innovació i col·laboració

Reforma  
sistemàtica

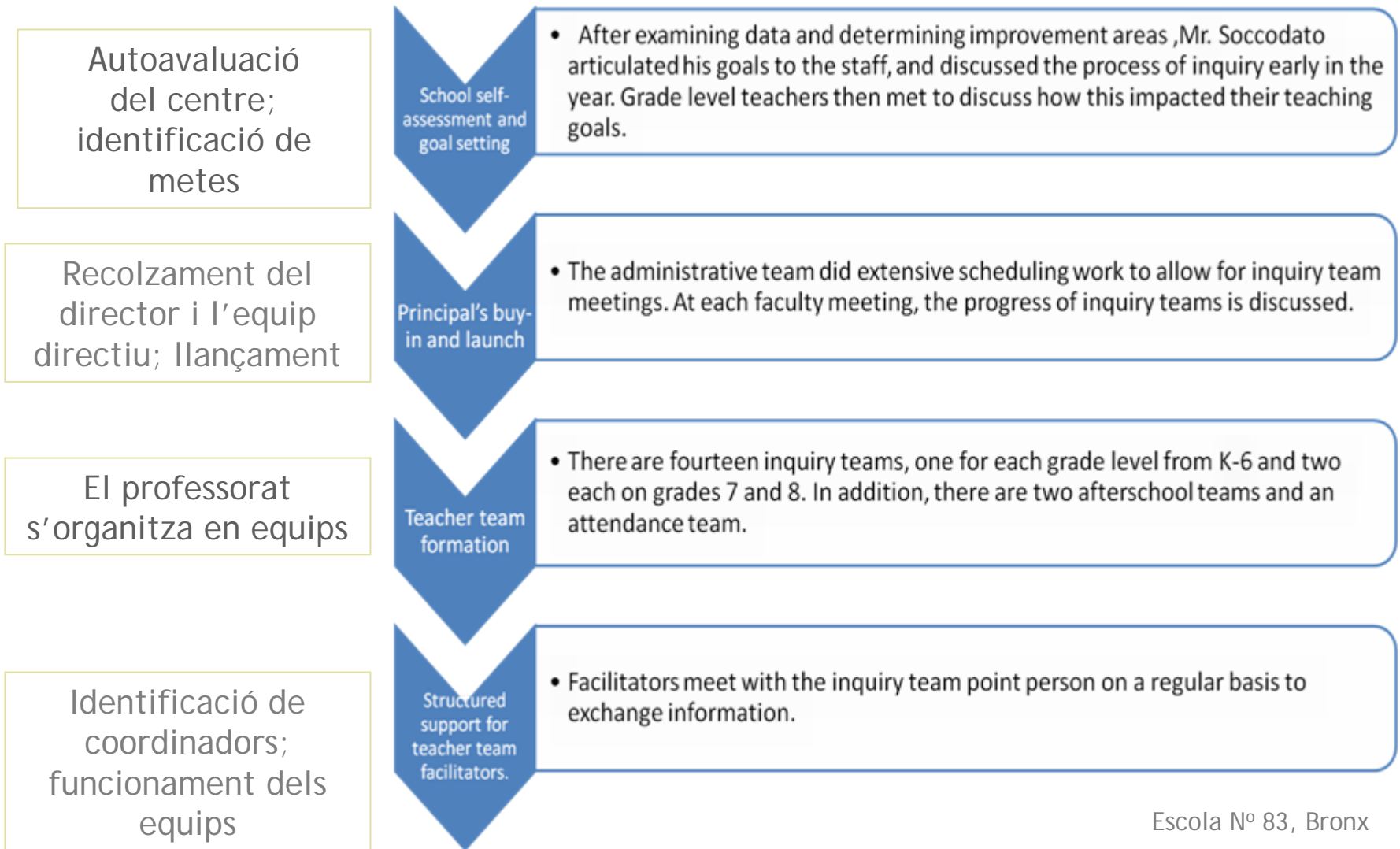


La innovació per equips és un procés de col·laboració sostingut i sistemàtic que ofereix al professorat una via de millora del rendiment dels estudiants sobre la base de l'anàlisi continuada de dades sobre el seu progrés.

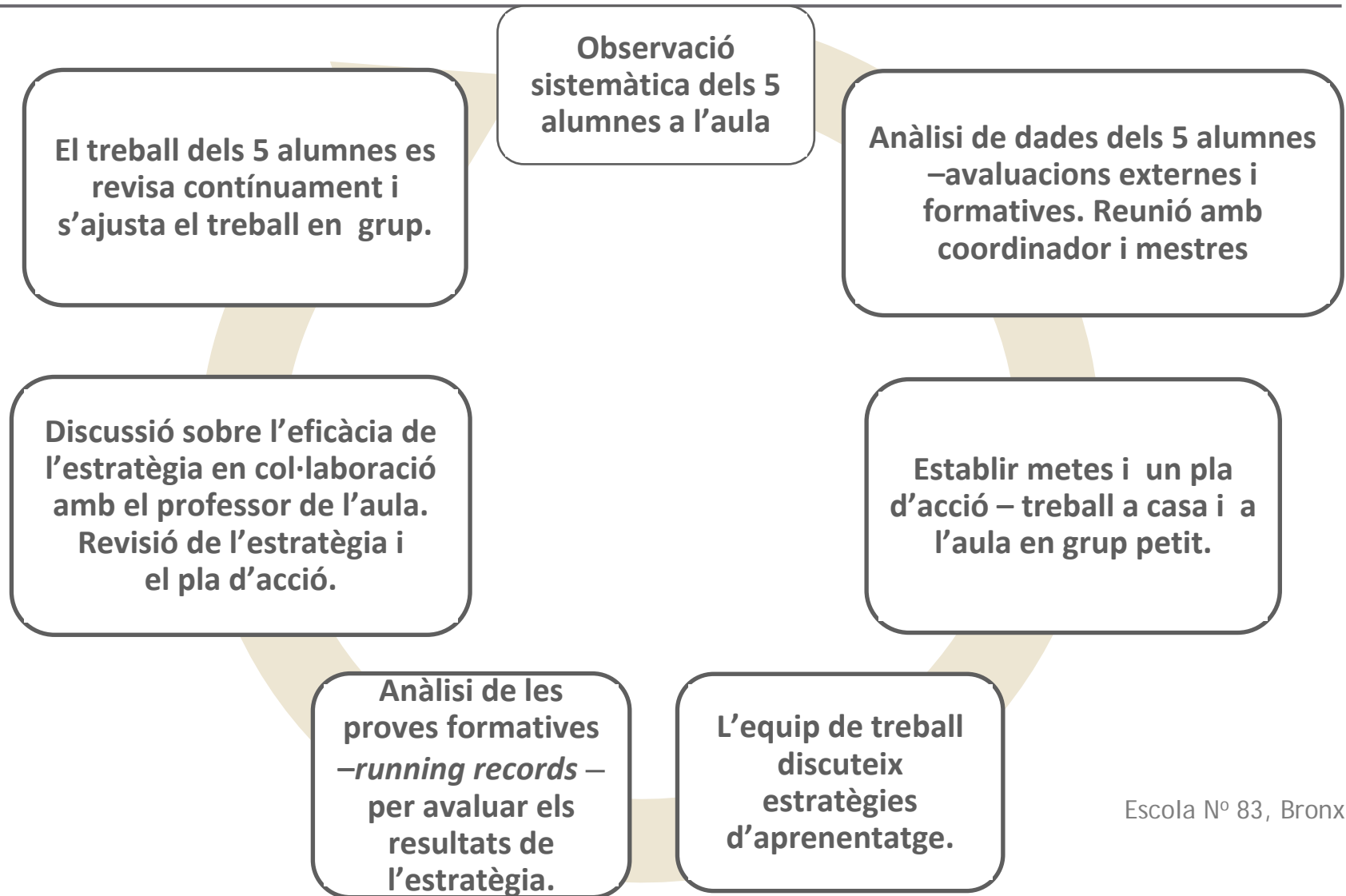


La finalitat d'aquesta col·laboració és identificar estratègies diferenciades que ajudin a millorar el rendiment d'alumnes amb reptes acadèmics específics. La investigació és en grup reduït, però els resultats es poden aplicar a tot el centre.

# Exemple del procés de col·laboració



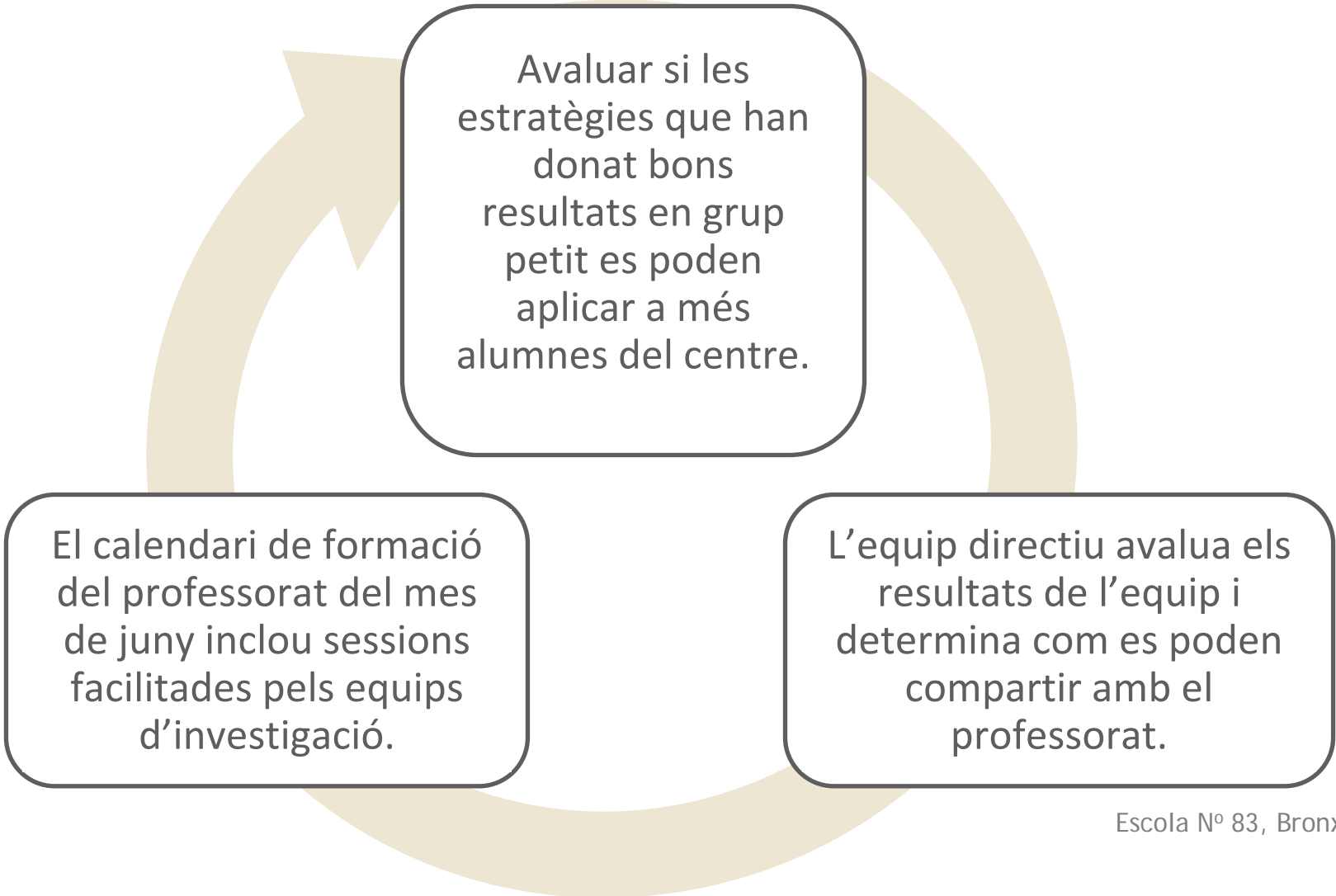
## El procés d'investigació en equip





## El procés de capacitació del professorat

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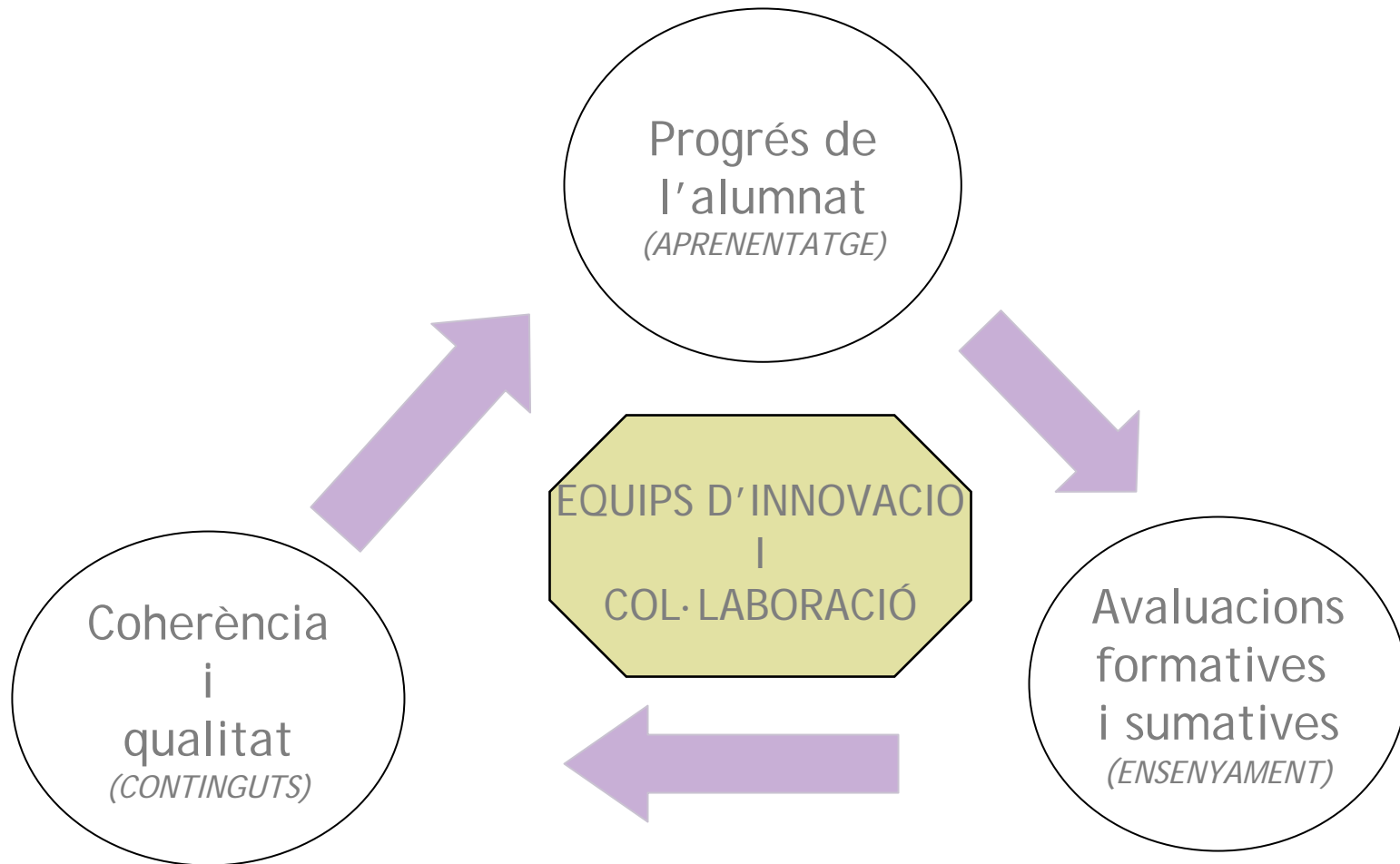
Avaluar si les estratègies que han donat bons resultats en grup petit es poden aplicar a més alumnes del centre.

El diagrama mostra un cicle de tres passos connectats per una línia de fletxes corbades de color beige. El primer pas (inferior esquerre) descriu el calendari de formació. El segon pas (superior) descriu l'avaluació de les estratègies. El tercer pas (inferior dret) descriu l'avaluació dels resultats i la compartició amb el professorat.

El calendari de formació del professorat del mes de juny inclou sessions facilitades pels equips d'investigació.

L'equip directiu avalua els resultats de l'equip i determina com es poden compartir amb el professorat.

# Avaluació del rendiment



# Avaluació anual dels centres docents



Department of  
Education

Progress Report  
2007-08

HIGH SCHOOL

## This Progress Report is for:

SCHOOL	<b>A New York City High School</b>
PRINCIPAL	<b>A. Principal</b>
ENROLLMENT	<b>349</b>
SCHOOL TYPE	<b>HIGH SCHOOL</b>
PEER INDEX	<b>2.34</b>

1






# A

### What does this grade mean?

Schools are assigned letter grades based on their overall Progress Report score. Schools that get As and Bs are eligible for rewards. Schools that get Ds and Fs, or 3 Cs in a row, face consequences, including change in school leadership or school closure.

### How did this school perform?

- This school's overall score for 2007-08 is 68.3
- This score places the School in the 72 percentile of all high schools Citywide--i.e., 72 percent of those schools scored lower than this school
- This school met its 2007-08 target because it received an A two years in a row

Category	Calculated Score	Category Grade
School Environment	13.0 out of 15 	<b>A</b>
Student Performance	19.9 out of 25 	<b>A</b>
Student Progress	33.4 out of 60 	<b>B</b>
Additional Credit	2.0 (16 max) 	
Overall Score	68.3 out of 100 	<b>A</b>

2

### Quality Review Score

This school's 2007-08 Quality Review score is:  
Well Developed

To see this school's Quality Review report, find the school's Web site at <http://schools.nyc.gov/>, click 'Statistics' and scroll down to Quality Review Report.

3

### State Accountability Status

Based on its 2006-07 performance, this school is:  
In Good Standing

This status is determined by the New York State Department of Education under the No Child Left Behind (NCLB) Act. It is separate from the school's Progress Report Grade.

## L'avaluació anual es basa en:

1. L' Informe de progrés del centre
2. El nivell de desenvolupament segons l'auditoria (*Quality Review*)
3. El progrés d'acord amb l'NCLB

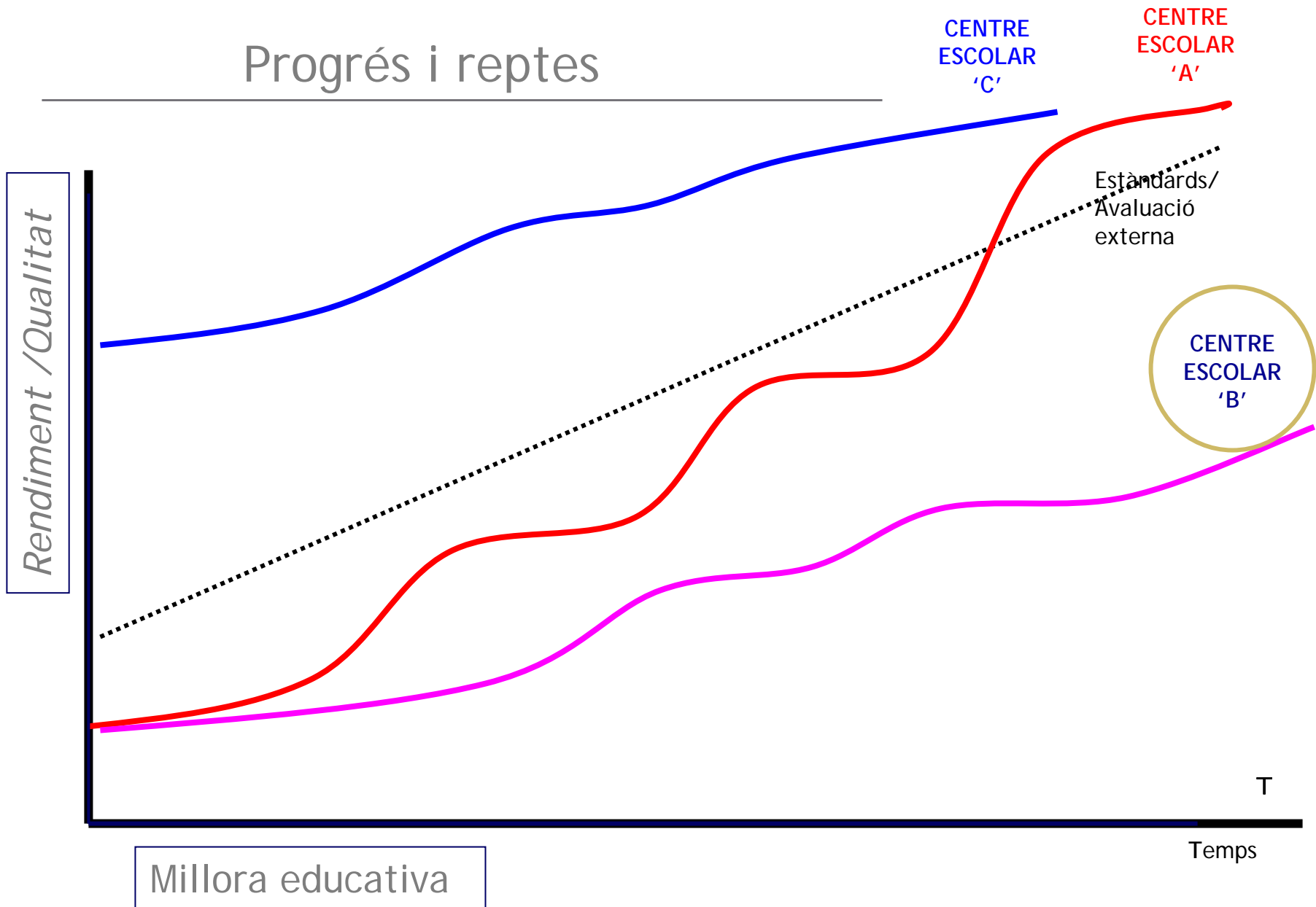
A	64.2-106.5	39% of schools
B	43.5-64.1	44% of schools
C	34.3-43.4	12% of schools
D	29.7-34.2	3% of schools
F	26-29.6	2% of schools

evaluates annual student advancement toward graduation through credit accumulation and passed Regents. In the weighted Regents pass rate measures, schools receive more points if they are able to help high need students pass the exams.

Closing the Achievement Gap gives schools additional credit for moving high-need students toward graduation.

The back page provides specific information about how the school performed in each of these areas.

# Progrés i reptes



## Progrés i reptes: exemples

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- Manhattan nord (85% 'ELL')
  - MS: 319, 324, 326 i 328 - Reconegudes avui com escoles model
- Harlem
  - PS 180 - Rep el reconeixement de l'Estat de NY per la seva educació d'infants
  - PS 76 - Seleccionada per la Universitat de Colúmbia com a centre laboratori per la transformació cultural i el rendiment
- Manhattan West Side
  - PS 84 - Reconeguda avui per la qualitat dels programes duals en castellà i francès
  - MS 247 - Una de les escoles de més alt rendiment de la ciutat a l'any 2009, tot i que l'alumnat es 98% bilingüe
- Bronx
  - PS 69 - Centre model arran de la seva transformació
- *EL GRAN REPTE: Instituts o high schools*
  - NYC 1- Institut Now, petit i selectivitat

## L'administració Obama i 'NCLB'

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- L'esperit de la llei és el mateix: El compromís nacional amb l'excel·lència i l'equitat en l'educació
- L'objectiu és l'acreditació dels estudiants al final de l'educació obligatòria - *high school* són 4 anys (va més enllà de l'èxit a finals de 3<sup>r</sup> de primària)
- Estàndards més rigorosos: *core standards*
- Revisió dels horaris dels centres
- Capacitació, rendiment i salaris del professorat
- Recolzament econòmic com incentiu de millora

# És possible una educació d'excel·lència davant del repte de la diversitat?

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LIDERATGE – AUTONOMIA- AVALUACIÓ DEL RENDIMENT



CENTRE

LIDERATGE – AUTONOMIA- AVALUACIÓ DEL RENDIMENT



AULA

- ❑ Cal evolucionar d'una *cultura de conformitat* a una cultura on *cal rendir comptes* del rendiment acadèmic de tot l'alumnat
- ❑ D'una *cultura d'uniformitat* a una *cultura de diferenciació* per accelerar l'aprenentatge de tot l'alumnat
- ❑ D'una cultura on l'avaluació és l'objectiu *de* l'aprenentatge a una cultura on l'avaluació recolza i és *part* d'aquest aprenentatge, i
- ❑ D'una cultura on el *docent actua individualment*, a una cultura de *col·laboració estratègica* i lideratge distribuït.



*Una educació d'excel·lència sostinguda*

*Moltes gràcies, Roser Salavert*