

# Horace Greeley Innovative and Programmatic Highlights

World Language

Social Studies

Government, Activities, and Clubs

# Instructional Space: Part I, World Language

World Language in and out of new L building

- Half the department - immersive space in renovated L
- Half the department - centered in D wing
- Both groups are thinking about space / instruction



**Chappaqua Central School District**  
**2017-2018**  
**Teaching and Learning**  
**Vision and Goals**



**From Best Practice to Next Practice <sup>1</sup>**  
**Let's Work Together**

**Board of Education Strategic Question**

*How can the District ensure that all students think deeply, support their thinking, apply problem-solving skills, and actively participate in their learning as they acquire content knowledge?*

**VISION: Active student learning**

We want students engaged in experiences that involve meaningful inquiry, action, imagination, invention, interaction, hypothesizing, and personal reflection. <sup>2</sup>

*How do we create learning environments in which learners are solving relevant, complex problems both individually and collaboratively by using varied approaches, are providing accurate feedback to each other, and are setting their own learning goals?*

**GOALS: Instruction that includes**

- Regular feedback to students that allows for revision, produces learning, and relates to learning targets.
- Language that promotes students' sense of self and well-being.
- Small group instruction based on ongoing assessment.
- Use of time, configuration of space, and technology that provide opportunities for student collaboration, creativity and innovation.
- Analysis of student work to inform instruction.

**VISION: Strong student collaboration**

We want students to work cooperatively toward a common goal, exchange ideas, and rely on one another to create a product or arrive at a solution that could not be achieved by an individual.

*How do we create learning environments that ensure students learn meaningful collaboration skills, and have frequent, on-going, and varied opportunities to use those skills?*

**GOALS: Teaching students to**

- |                                   |                             |
|-----------------------------------|-----------------------------|
| • Make good decisions             | • Think divergently         |
| • Persevere                       | • Show empathy              |
| • Be resilient                    | • Ask thoughtful questions  |
| • Apply problem-solving processes | • Give and receive feedback |
| • Be creative                     |                             |

- Use of time, configuration of space, and technology that provide opportunities for student collaboration, creativity and innovation
- Give and receive feedback
- Ongoing assessment and revision
- Be creative

# World Language in and out of L building

- Active Learning Environments inside and across rooms
- All teachers as instructors
- Common goals: seeing other students learning across levels
- Content / culture, content based skills, general skills (inc. Mood Meter)
- All students have access, see it, and are impacted



# **WORLD LANGUAGE – SPACE AND CULTURE**

## **Winter 2018 Cultural Celebration**

Chinese, French, Latin and Spanish students in levels 4 & 5

The Celebration coincided with the Lunar New Year Celebration







# Why Organize a Cultural Celebration?

- Provide students the opportunity to
    - become language, culinary or culture experts
    - share and learn from their peers

(within their language study group & across languages)

  - feel empowered & proud as experts
- Highlight the depth & breadth of language and culture
  - Strengthen connections within our school community
  - Have fun!

# How Did Students Direct Their Own Learning?

Students worked together, then individually to:

- brainstorm a wide range of potential topics
- narrow the list
- choose a personal area of interest to explore in depth





# Student Learning: A Range of Projects

- Traditional: Posters and Presentations
  - Music, transportation systems, architecture, history, vacation destinations and more!
- Actively engaging: Roman games, mosaic tile making, cultural Jeopardy, karaoke and dance lessons.
- Reporting and Reflection:

Students completed individual 2018 Celebration Passports identifying both newly acquired content and describing their experiences.







Sarah Harris

Name  
Description

Me gusta polvorones de  
Canale y tres leches. Yo  
tengo dos perros y una  
gata. Además, yo me  
inscribí a la clase de español.

Today I look forward  
my presentation / Pos  
board on basic phr  
in Spanish

Today I hope to discov  
more new foods of other  
cultures. I enjoy  
will enjoy.



# Impact On Teaching & Learning

- Student choice (topics & projects) revealed a wealth of areas to explore further, both for individual students as well as by incorporating topics into our classroom practices.
- Learning was student-driven, with opportunities to work and be supported in class and to work independently outside of class.







# Instructional Space: Part II, Social Studies

- Project Based Learning (PBL) – assessment and lesson planning for each grade across rooms
- Content, content based skills (i.e. continuity and change), general skills explicitly taught
- All students have access, see it, actively engage
- Grade 9 & 10 Teams taking over immersive spaces in L
- Change in NY State assessments and shifting standards

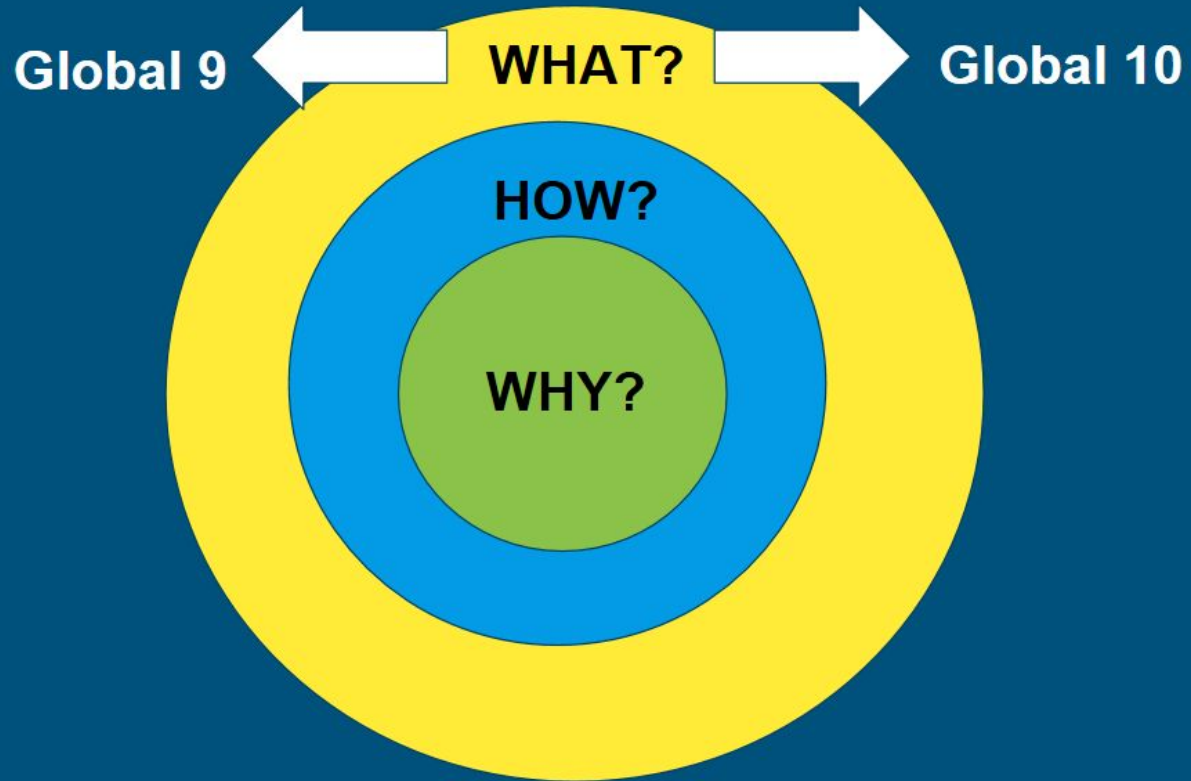


# Project Based Learning in Social Studies:



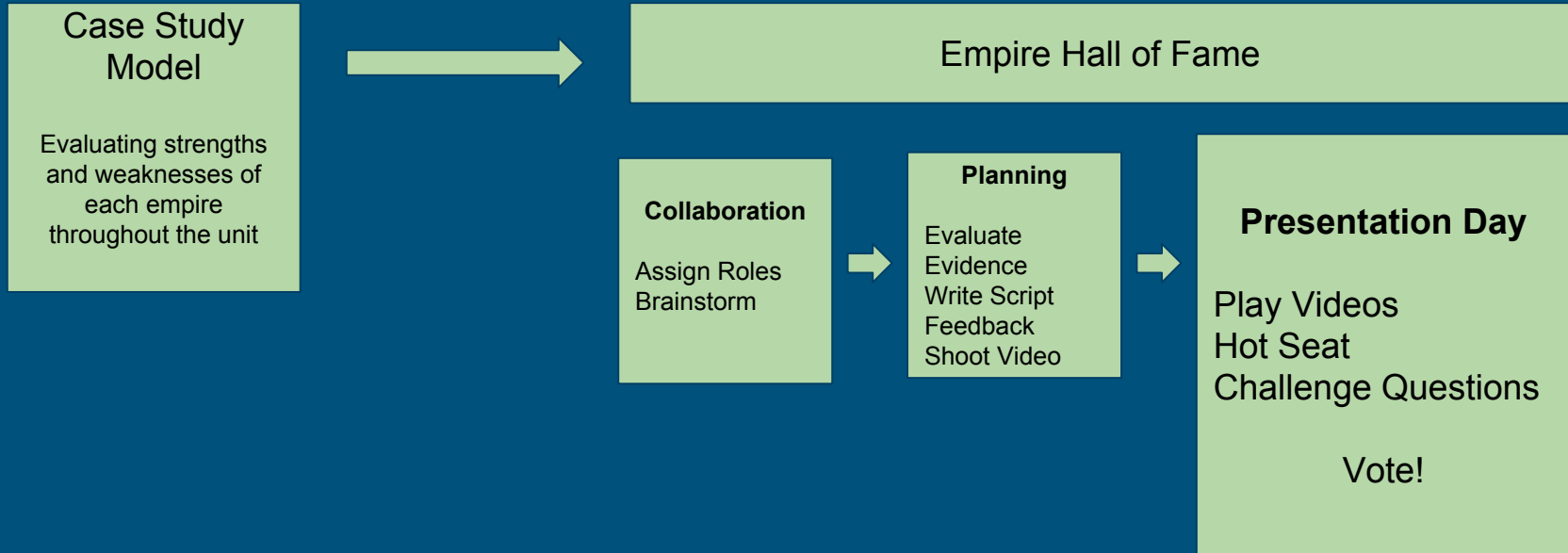
Global 9 & 10





# Driving question:

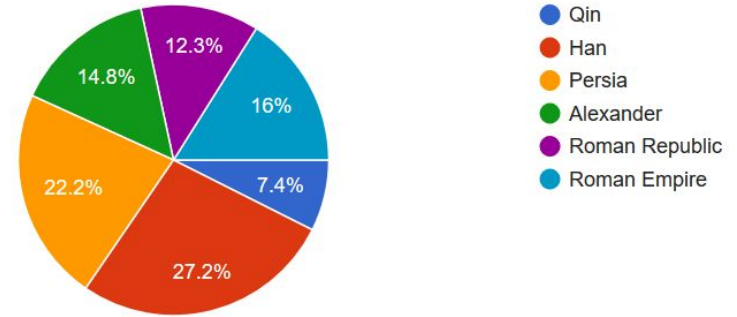
Which characteristics allow empires to be successful?





# Global 9 Student Work

## — Empire Hall of Fame



# Driving question:

How did the Industrial Revolution impact thinking about rights?

## Simulation:

British  
Parliamentary  
Hearing on  
Industrial  
Revolution

## Sample Roles

Factory Owners  
Factory Workers  
Adam Smith  
Karl Marx  
Thomas Malthus  
Riccardo  
Misc. Reformers



Modern Day

Choose  
company  
today



Research  
human  
rights  
abuses

Write  
Paper

Feedback  
Revise

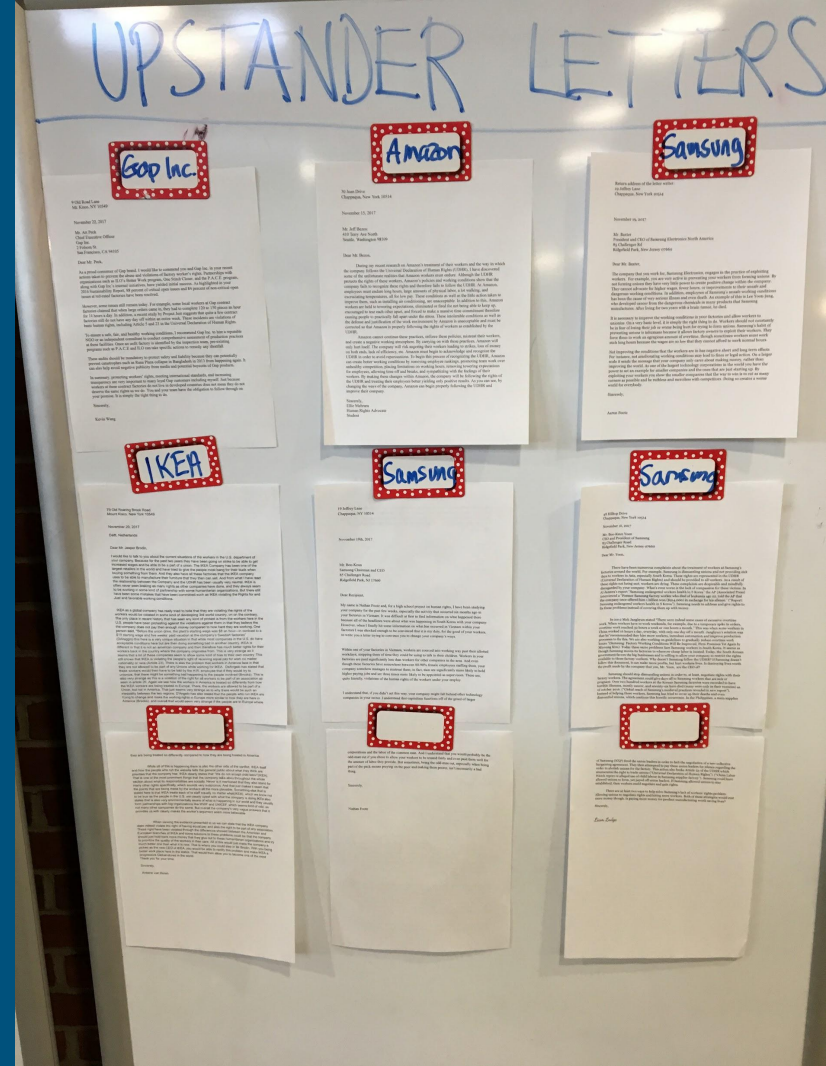


## Upstander Activity:

Letter to CEO  
Poster  
Pamphlet  
Petition  
Social Media Campaign  
Newspaper article

# Global 10 Student Work

## Posters





## DO YOU WEAR ADIDAS?



### Well, Did You Know?

Adidas has been known to abuse the rights of their workers, especially in underdeveloped countries.

- Paid wages not sufficient to live on (ex. 30 cents)
- 15 hour workdays
- Punishment for joining Unions
- Not paid if sick

### What you can do about it

Do your part to ensure they continue to make reforms!

Pull a tab down below, and use the link to find a prewritten letter to send to the Adidas company. Just print and sign your name :)

# STAND UP

### What is Adidas doing about it?

- Gave more than 300,000 workers anonymous report and suggestion apps
- New position created to end modern slavery in workforce
- PT Kizone factories are finally paying their workers for their labor
- Signed Bangladesh Fire & Safety Accord

100%

# What's Really Inside the Bar



In Côte d'Ivoire, children are being forced to farm on cocoa plants. Nestlé's cocoa farmers traffic and abuse their workers.

Instead of going and getting an education at school the children get exploited. These actions are unacceptable.

Sign the petition below to help stop child labour

<https://www.change.org/p/nestle-%C3%A9-stopchildlab>



# H&M

## Informational Poster

**ISSUE:** H&M treats their factory Workers poorly and has made false Commitments to fix these Problems making them dishonest and insincere

### Injustices within H&M ★

- 1) unfair labor practices concerning pregnant women who work in factories
- 2) Serious fire hazards
- 3) little compensation for all workers
- 4) Dishonesty and insincerity within the company

### Injustices in depth

- 1) During the time period of their pregnancies, most women get fired. The reason behind this is that they supposedly work slower and have to take more bathroom breaks. When workers take even 1 or 2 bathroom breaks, it can provoke bosses to become angry and even act out. Not only do pregnant women get fired, but they also don't get paid for maternity leave, which leaves them even less money to survive and less money to support their child/children with.
- 2) Many H&M factories lack the proper fire systems. Adequate fire systems include fire doors, fire exits, proper alarm and sprinkler systems. Not one factory in Bangladesh has any of these installed which is a huge fire hazard. If there were to be a fire, workers could be in a lot of danger and even at risk of their own life.
- 3) Factory workers for H&M get paid a significant amount under minimum wage and continue to get underpaid. Some workers in Bangladesh get paid only \$37 per month. That's including working overtime. Almost every job in America would pay you so you'd get well over 37 dollars in just one day.
- 4) H&M has vowed to install adequate fire systems in factories in Bangladesh, however, they still haven't. They had said that there was a delay in shipping the products and that's why there wasn't the right fire equipment, but it is really believable that after years there still isn't the right equipment? I don't think so! Their insincerity could lead to many deaths yet they don't care enough to fix this.

### Recommended Action

- 1) Do not fire women who are pregnant and give them a paid maternity leave. If not paid, let them come back after they have the baby.
- 2) Install all of the proper fire systems needed to keep all workers safe. (set up in every factory not just a few).
- 3) Pay all workers minimum wage at least. Very bare minimum, enough to live.
- 4) Follow through with any past promises



Women working long hours and getting underpaid.



Collapsing of the Saver building in Rana Plaza, Bangladesh. 1,134 people died from unsafe working conditions and approximately 2,500 people were injured.



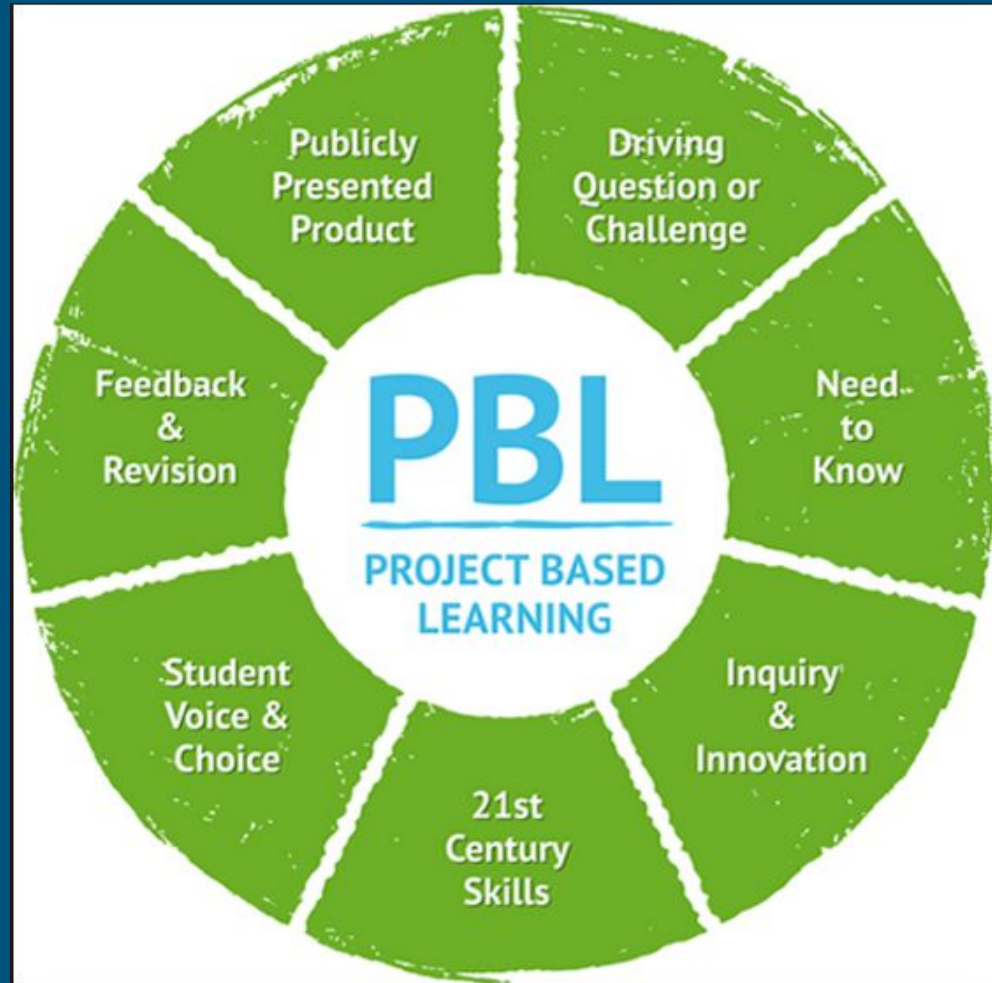
Men and women protesting the Rana plaza incident.





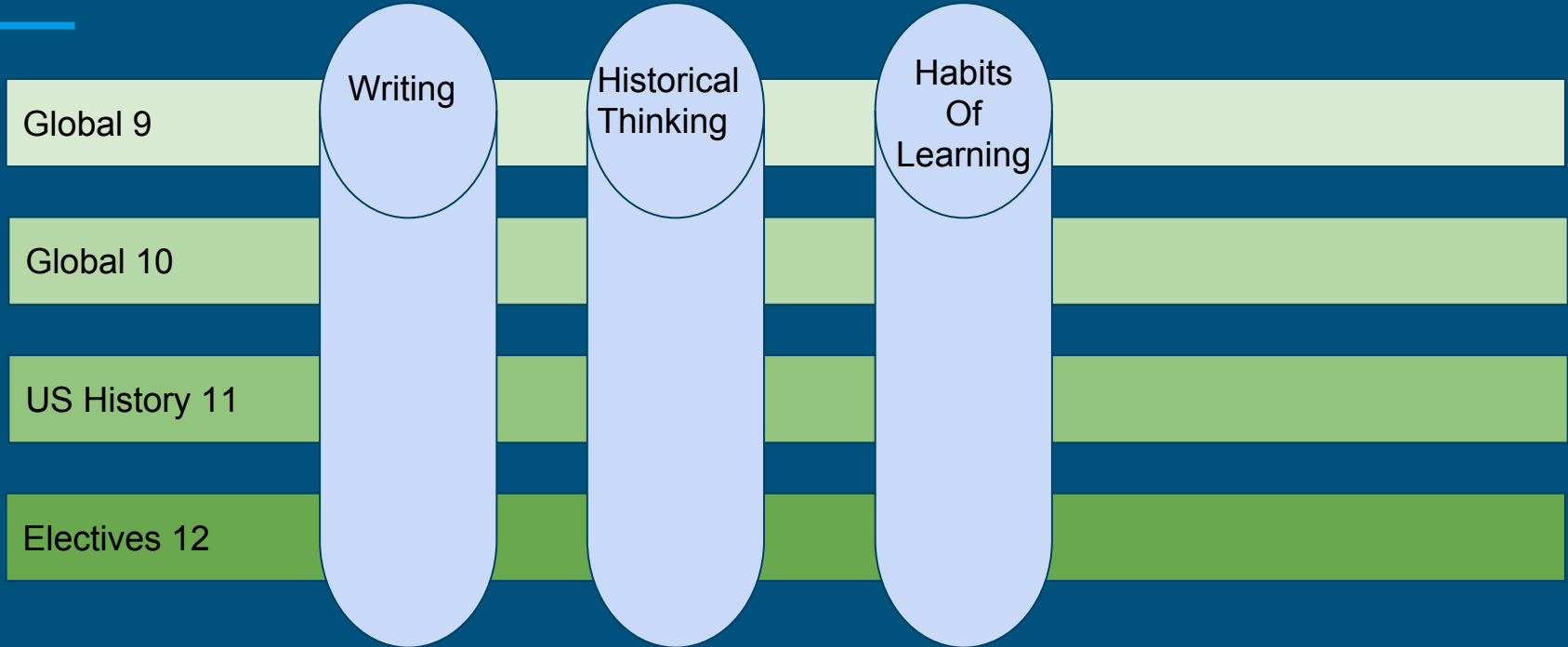
# How are we doing it?

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# Why are we doing it?

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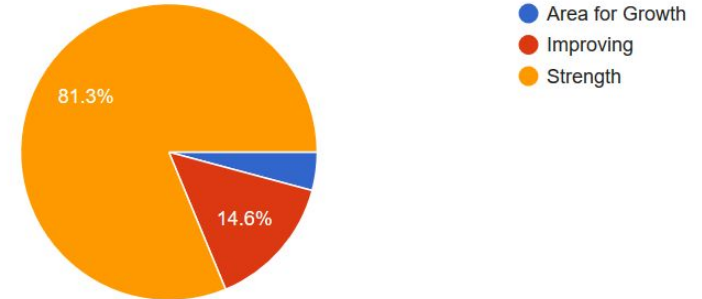


# Rubric - Habits of Learning

A	B	C	D	E	F
	"How can the District ensure that all students think deeply, support their thinking, apply problem-solving skills, and actively participate in their learning as they acquire content knowledge?"				
	<b>Collaboration</b>		Area for growth	Improving	Strength
1A	Listens actively to group members				
1B	Shares leadership and responsibility for the work and follows through with delegated tasks; adopts formal roles as needed				
1C	Takes steps to draw all group members into conversations and work				
1D	Draws out divergent ideas; respectfully considers the ideas of others				
1E	Shares personal perspective with the group				

I listen actively to group members

48 responses



# Impact on Teaching

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- Collaboration periods
- Afterschool
- Digital collaboration
- iFellow
- L-Fellows
- Summer work



# Impact on Learning

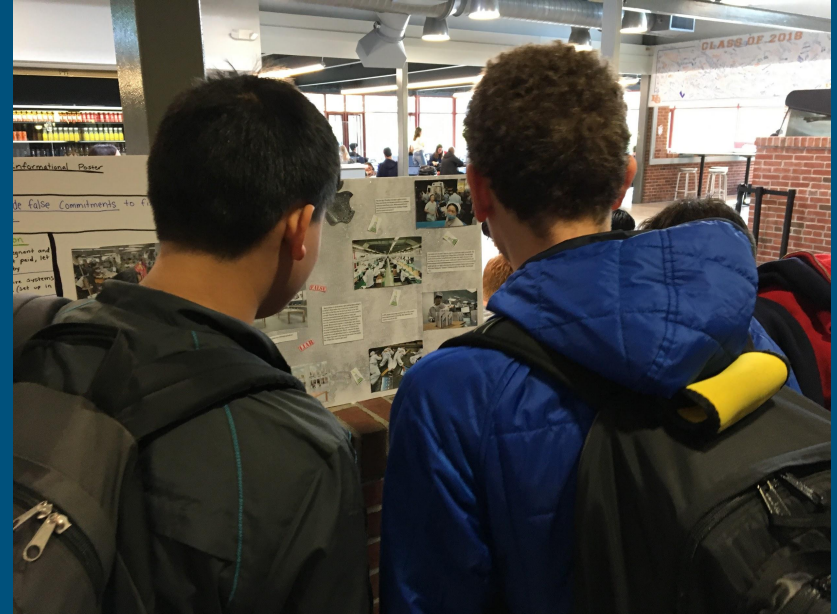
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# Impact on Learning

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# Instructional Space: Part III

## Government, Clubs and Activities

- Activities and Clubs – learning outside academic courses
  - Move to be more than clubs and fundraising
  - Systematic work on building policy
  - Social and Emotional Learning (SEL): i.e. Mingles, RULER
  - Leadership opportunities
  - Apprentice with adults



# Restructuring Student Leadership to Support Change and Growth



# Proposed Changes to Current Student Government

- Replace “student government” with council comprised of students, faculty and administrators
- Modify activity period rotation to include a “government” day (blue, orange and government with clubs free to meet on government days as well)
- Establish communication coordinators for all student groups engaged in event planning



# Proposed Changes to Current Student Government *cont.*

- Establish liaisons *to* this council from clubs, teams, publications and performing arts groups
- Establish liaisons *from* this council to the PTA, School Board, Chappaqua School Foundation and to the wider community





# Potential Benefits

- Reduce conflicts and enhance attendance
- Share ownership and accountability
- Balance leadership roles
- Improve communication
- Sustained student input
- Set time for grade level leadership to meet



# Potential Challenges

- Resistance to what may appear to be fewer opportunities
- Protecting time for faculty and administrators to be present for all council meetings
- Time available to implement change



# Student Government Focus



## Regular Members

**Class Reps**  
chosen by grade  
(8)

**At-Large  
Reps**  
By application  
(Open)

**Faculty**  
(6+2)

**Peer  
Leader  
Leaders**  
(3)

**Admin**  
(2)

**COSL**  
(1)

### Functions

- Establish norms
- Maintain norms
- Coordinate school-wide events and traditions
- Liaison to School Board, PTA, CSF and outside community
- Shared-Decision Making
- Club Approval
- Interview committees

### Executive Committee

- President
- Spirit King/Queen
- Chief Event Coordinator
- Moderator
- Director of Communication
- Senior and Junior Treasurer
- Admin Rep
- Faculty STAC Advisors
- At-Large Reps

## Auxiliary Members

Teams

Clubs

Perf  
Arts  
Groups

Staff

### Roles

- Liaison to Town Meetings
- Group Event Coordinator

# Timeline

- Introduce proposal
- Amend proposal
- Hold interest meetings for potential candidates

April

Early May

- Interview leadership candidates
- Grade levels choose representatives

Late May

- School-wide elections for officers
- Convene first meeting to plan 2018-2019





# Epilogue / Prologue: Flexible Registration

**Goal: Allow greater student choice/access/entry points, value role of teacher recommendations / feedback.**

- We know that students can access content outside of classes AND
- We know that high school classes offer most opportunities for comprehensive study, feedback, socialization, and support

# Prologue: Flexible Registration

**Increased demand for higher level courses, same level of achievement.**

- AP exams taken has risen by ~18% over the last five years
- Students scoring a 3 or better, consistently over 82%.
- Students taking an AP exam increased by ~13% over the last five years.

# Prologue: Flexible Registration

## **Common Informed Passive Consent**

- providing more options / entry points, helping students make thoughtful decisions

**Students follow course sequences, can (generally) move between levels:**

- Tilt now towards student decision

**There are set add / drop dates:**

- Alerts students to decision points / impacts of those decisions
- Schedules counselor check-ins
- Aggregates / maximizes potential changes

# Conclusion

- **Preparing to take advantage of new spaces and rethink how we use existing spaces for active learning:**
  - Create content rich, project based learning opportunities
  - Embed social emotional learning (SEL) into content/study skills
  - Provide opportunities for active learning outside of classes (clubs, activities, student government)