

Archdiocese of Seattle

May 15, 2012

Title I Student Intervention
iPad-Enabled Blended Learning Program
Title IIA Professional Development – CCSS



Who We Are

The nation's largest K-12 educational services provider



- 35+ years providing instructional services and professional development services to private and religious schools
- 100,000 students
- 1,200 private and religious schools
- 42 states and the District of Columbia
- 3,800 employees
- Student Intervention, Professional Development, Federal Guidance Support to Private Schools



Catapult Learning 2

Where We Operate

| | | |
|-------------------|------------------|--------------------|
| Austin, TX | Hartford, CT | Philadelphia, PA |
| Baltimore, MD | Houston, TX | Polk, FL |
| Bartow, FL | Jacksonville, FL | Portland, OR |
| Boston, MA | Long Beach, CA | Rialto, CA |
| Bowling Green, KY | Los Angeles, CA | Richmond, VA |
| Camden, NJ | Memphis, TN | San Bernardino, CA |
| Central Falls, RI | Miami, FL | San Francisco, CA |
| Charleston, SC | Nashville, TN | Springfield, MA |
| Chester, PA | New Orleans, LA | St. Cloud, FL |
| Chicago, IL | New York, NY | Tampa, FL |
| Columbus, OH | Norwich, CT | Washington, DC |
| Cleveland, OH | Orange, CA | Webster, MA |
| Dallas, TX | Orlando, FL | Worcester, MA |
| Detroit, MI | Palm Beach, FL | |
| | Pensacola, FL | |



Catapult Learning 3

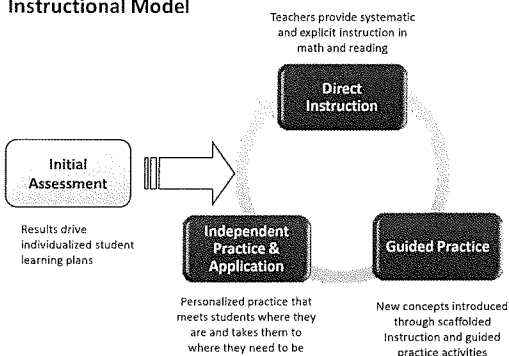
Catapult Learning Programs

- Small Group / Blended Learning w/Technology
- Research-Based – intensive, explicit, systematic instruction for at-risk students
- Aligned to State & National Standards and Common Core State Standards
- Lesson Design & Timed Sequence
- Performance Tracking Tools and Progress Reports
- Motivational



Catapult Learning 4

Instructional Model



Catapult Learning 5

Reading

- Addresses key areas identified by the National Reading Panel
- Carefully scaffolded lessons including direct instruction, modeling, guided practice, independent practice and application activities.
- Structured lessons with differentiation
- Response writing opportunities



Catapult Learning 6

Math

Research-based:




- Systematic, Intensive, Explicit
- NCTM Content and Process Standards and Curriculum Focal Points
- NMAP Recommendations

Structured and scaffolded lessons that include:

- Brief Review and Practice, Math Vocabulary, Concept Development, Problem Solving, Daily Lesson Assessment

Incorporates best practices in teaching mathematics

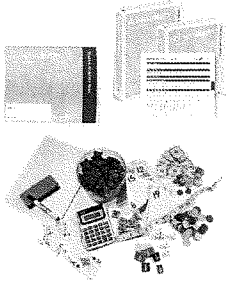


- Teacher-led questioning and wait time
- Self-monitoring strategies
- Recorded and monitored student progress
- Differentiation

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Math: Sample Instructional Materials

- Teacher Lesson Manual
- Student Resource Book
- Manipulatives

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Education Quality

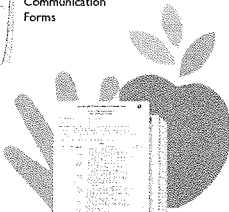


2-Way Communication Forms

Teacher Observation Forms

Lesson Performance Tracking Tool

Site Visit Checklist

Progress Reports





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iPad-Enabled Blended Learning

eSpark Learning Overview

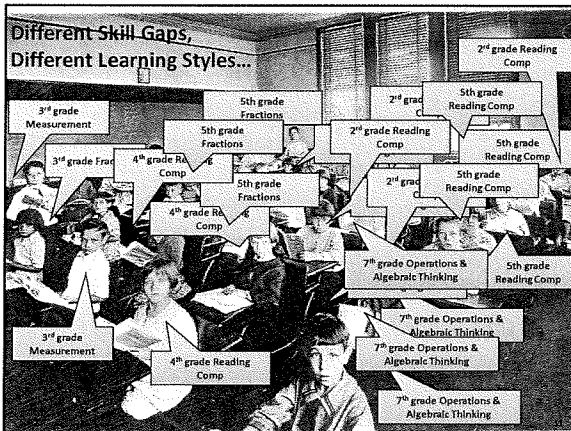
"Pandora of Education Apps"

- First iPad-based learning management system that uses *any* assessment results to create a personalized learning system for students incorporating the most engaging and effective education apps.
- Built from (vs. "Aligned to") the Common Core
- Networked into the Apple Developer Community
- Research-Based
 - Motivation (Harvard University's Education Innovation Lab)
 - Student Learning & Choice (Stanford and Columbia)
- Provides flexibility so we're always providing the most engaging and most effective education apps to our students.

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Different Skill Gaps, Different Learning Styles...



3rd grade Measurement

3rd grade Fractions

4th grade Reading Comp

5th grade Fractions

5th grade Reading Comp

2nd grade Reading Comp

5th grade Reading Comp

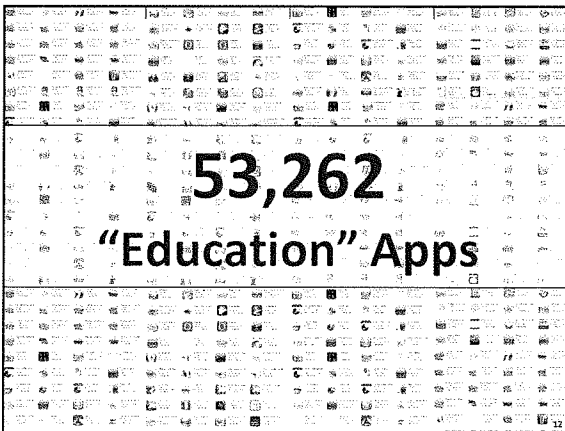
7th grade Operations & Algebraic Thinking

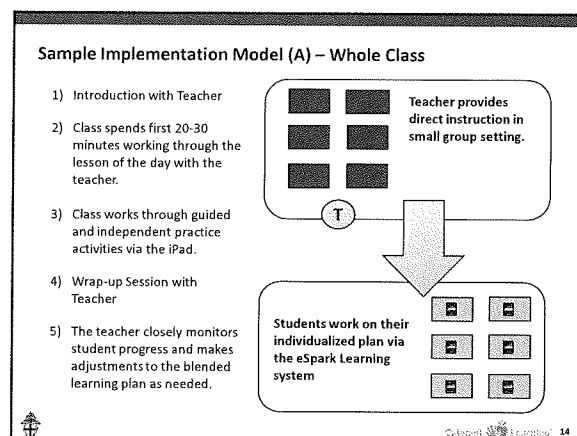
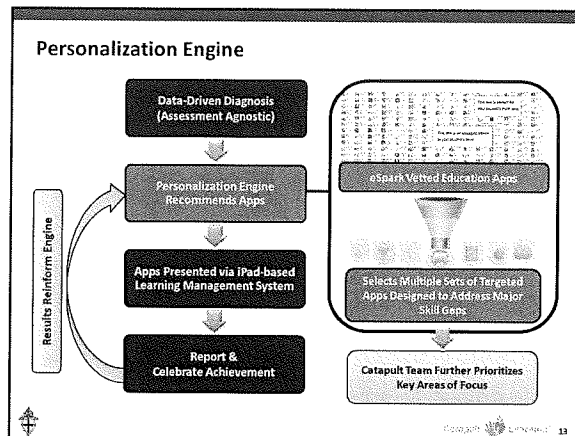
3rd grade Measurement

4th grade Reading Comp

7th grade Operations & Algebraic Thinking

53,262 "Education" Apps





Reporting & Usage Tracking

- Students login with a unique username and “pass picture” (picture-based password).
- Whether students access eSpark from their own individual iPad - *or the same iPad* – the system tracks logins, activity, and completion.

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Professional Development Support for Teachers and Leaders

1. Workshops
2. Institutes
3. Coaching
4. Data Analysis
5. Customized Services
6. Teachscapes – Classroom Observation w/Technology

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Common Core Support

1. Grade-by-Grade Snapshot of Common Core Standards
2. Year at a Glance
3. Unit Planning Tools
4. Workshops / Coaching

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Common Core – Curriculum Support Materials

Grade-by-Grade Snapshot:

- Unpack standards by getting to core concepts and grade level limits
- Include vertical articulation of preceding and following grades

| GRADE 1 STANDARDS “What should students have learned?” | GRADE 2 STANDARDS “What are students supposed to be learning?” | GRADE 3 STANDARDS “What will students learn next?” |
|--|--|---|
| <ul style="list-style-type: none"> Count, read and write numbers to 120 Compare 2-digit numbers Solve addition and subtraction to 20 Place value (tens and ones) Measure lengths indirectly Understand concept of whole number length units Tell time to the hour and half hour Organize, represent, interpret data Reason with shapes and their attributes introducing the concept of halves and fourths | <ul style="list-style-type: none"> Count, read and write numbers to 1000 Addition and Subtraction of multi-digit numbers Memorize addition/subtraction facts to 20 Place value (thousands, hundreds, tens, ones) Round whole numbers to the nearest 10 or 100 Concept of both multiplication and division Fluently multiply and divide with 100 Multiply one-digit whole numbers by multiples of 10 in the range of 10-50 Concept of fraction using a number line, equivalent fractions | <ul style="list-style-type: none"> Represent and solve problems involving addition and subtraction Add and subtract within 20 Work with equal groups of objects to gain foundations for multiplication Understand place value |

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Common Core – Curriculum Support Materials

Sample Year At-A-Glance

- Overview pacing document
- Concepts in each domain across a calendar year

Year-At-A-Glance – Math – Grade 5

| | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | Jul |
|---|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 1. Understand the four operations with whole numbers. | | | | | | | | | | | | |
| 2. Understand fractions and decimals. | | | | | | | | | | | | |
| 3. Understand ratios and proportions. | | | | | | | | | | | | |
| 4. Understand geometry and measurement. | | | | | | | | | | | | |
| 5. Understand data analysis and probability. | | | | | | | | | | | | |
| 6. Understand number systems. | | | | | | | | | | | | |
| 7. Understand algebraic thinking. | | | | | | | | | | | | |
| 8. Understand functions. | | | | | | | | | | | | |
| 9. Understand statistics. | | | | | | | | | | | | |
| 10. Understand mathematical practices. | | | | | | | | | | | | |

Common Core – Professional Development Support

- Job-Embedded Coaching (for principals and/or teachers)
- Professional Development Seminars
 - Leading for the Common Core
 - Introduction to the Common Core State Standards
 - Math / ELA focused CCSS Seminars

Sample Professional Development (for Leaders)

What School Leaders Need to Know to Support the Adoption of the Common Core State Standards

- Equip school leaders with the expertise and support tools to help their faculty and staff make the transition:
 - Expand their knowledge and skills about instructional pacing, assessments, and the Common Core State Standards.
 - Help them understand what to look for in current curriculum and teaching practices—“Does the curriculum at each grade level include a clear progression of skills and focus on depth of understanding? What are students reading? What should they be reading?”
 - Create a supportive environment for teachers to engage in discussions about what works and what does not work as they implement the CCSS in their classrooms.
 - Encourage and model school-based professional learning activities including book studies, webinars, journaling, and collaborative planning and reflection activities.

Sample Professional Development (for Teachers)

How is the mathematics more focused in the new standards?

- Goals – participants will:
- Be introduced to the Critical Areas at each grade level.
 - Unpack the big ideas, skills, and concepts for at least one Critical Area.
 - Understand how the Critical Areas organize and bring focus to the grade level standards.

How do domains and clusters in the Math CCSS contribute to coherence for student learning?

- Goals – participants will:
- Learn the domains, clusters, and standards organization of the new standards.
 - Explore the connection of concepts within a grade and the vertical progression of concepts between grades.
 - The domains and clusters help organize and bring coherence to the grade level standards.

How are the new standards different in terms of content and clarity and what are the implications for teaching and learning?

- Goals – participants will:
- Engage with the new standards at their grade level.
 - Understand the relationship between the old and the new standards.
 - Collaborate with peers to identify areas where they would like support or further learning.
 - Discuss implications for teaching and learning.

How do the Standards for Mathematical Practice intersect with the grade level mathematics content standards?

- Goals – participants will:
- Be familiar with the format and terminology of the standards for mathematical practice.
 - Understand how the practice standards bring rigor to the grade level standards.
 - Understand the difference and connection between the Standards for Mathematical Practice and the grade level mathematics content standards.

Questions?

Thank you!