PROSE Application Process

NYC DOE, CSA & UFT

What we will talk about today:

- Our mission

- What do PROSE schools do?

- Application process and timeline

- PROSE Panel Selection Process

- PROSE school's innovations (Appendix)

Our Mission

- To demonstrate creativity and innovation in the pursuit of educational excellence.

- To foster continuous innovation in the way that [schools] share information, share decision-making, and share accountability for student achievement.

- To treat instructional staff as professionals by empowering them and holding them responsible for providing the highest quality of teaching.

What do PROSE schools do?

*PROSE schools are schools that bring everyone into the process of **innovation**.*

What does Innovation mean for PROSE schools?

Here is what it does not mean:

It does not mean "innovating" for the sake of impressing others

It does not mean "innovating" for the sake of Innovation

PROSE innovation is about real schools, real problems, and real solutions.

Challenges

and

Solutions

from our

PROSE Schools

The Challenge

Providing at-risk students the time they need to be academically successful

The Solution

Re-distributing time for some teachers into a 4-day schedule, resulting in additional hours of school time every week for kids.

The Solution

Turning low-attendance days into PD days; re-allocating traditional PD time into class time with kids

The Challenge
Providing small group intervention and enrichment

The Solution

Teacher-driven flexible class sizes throughout the week based on teacher team decisions about student need

The Solution

Including students into Professional Development time; students receive small-group instruction as teachers observe; afterwards, teachers debrief

The Solution

Creating a new SWD model so that students are programmed as individuals, not blocks, *and* get to meet with their content-area teachers every single week

The Challenge
New leaders, new teachers and other forces of change: *making sure collaboration lasts*

The Solution

Creating flexible Shared-Decision making structures that keep everyone involved (and ensure that initiatives have a good chance of success)

School Narrative Application Components

Collaborative and teacher led structures already in place at the school

Goals that the school is looking to accomplish through PROSE

Evidence of current success and capacity for further improvement

Description of collaborative process used to develop the application

PROSE

Sample Application Questions

- Describe the process in which you engaged with members of your school to gain support for your school's PROSE application.

- Describe 2-3 innovative, teacher-led practices in place at your school and the steps taken to ensure collaborative, quality implementation and positive impact on students.

- Describe the goals your school wants to accomplish through its participation in PROSE and the innovation/s you would like to pursue in order to meet those goals.

PROSE Innovations can include modifications to the UFT contract and Chancellor's Regulations
(but do not have to)

UFT Contract :

- Schedules and the Annual Calendar
  - Programs, assignments and teaching conditions in schools and programs
- Professional support for new teachers
- Professional development assignments and positions
- Other articles and Chancellor's Regulations & SED Regulations (as agreed upon by Chancellor and/or UFT President)

Part Two of the Application: Flexibility Details

Description of the flexibility school is seeking in regulations or contract

Specific implementation details for the innovation or flexibility

Formative metrics to be used to inform implementation

Review, Selection & Voting Overview

Schools submit a School Application & Implementation Plan(s) that have been approved by the SLT in December 2018 (for early applications) or March, 2019.
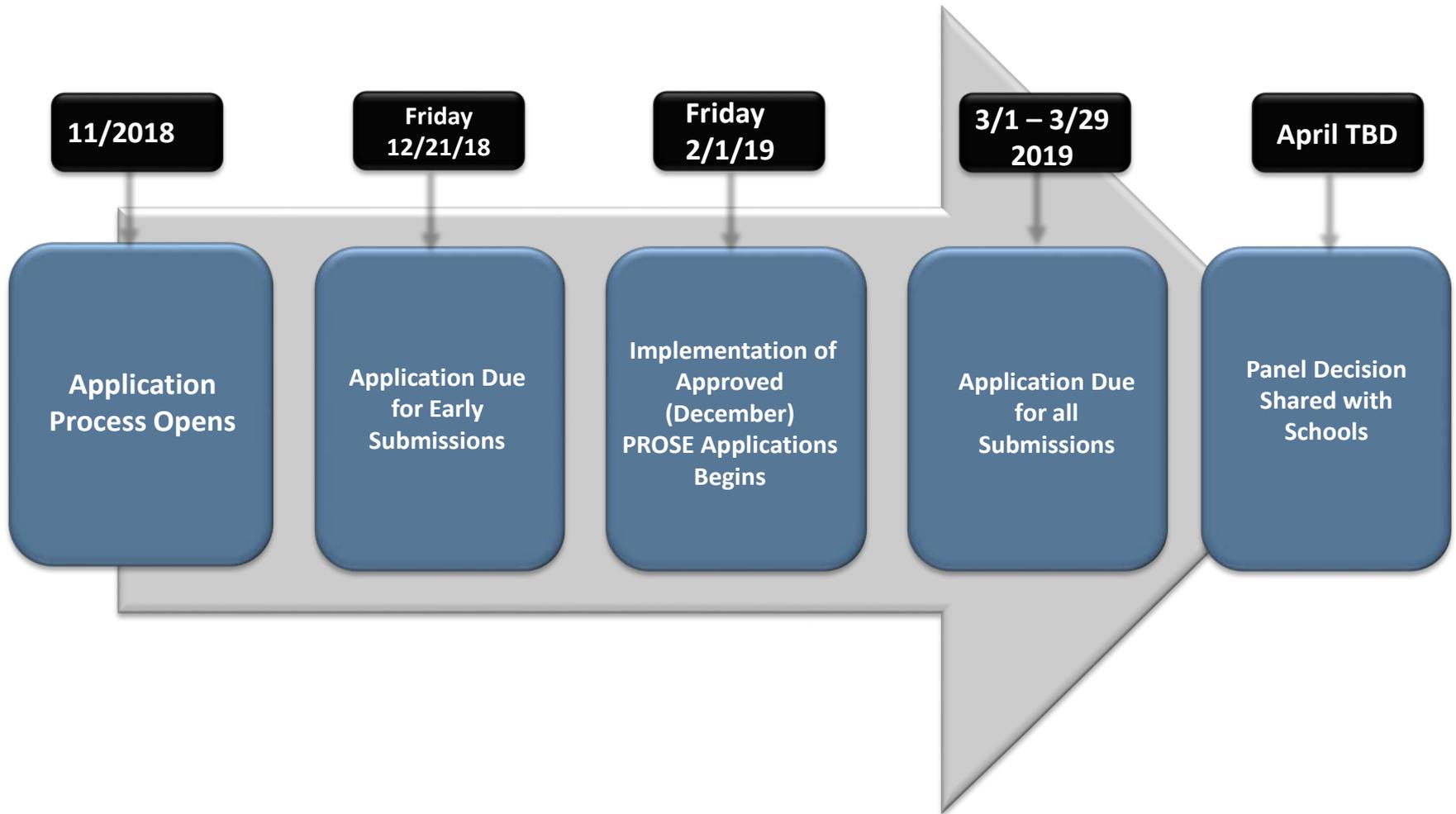
The Panel members agree to accept or reject the school. The accepted schools and Panel members will work to create a voting ballot.

The proposal can be implemented upon ratification by 65% of all UFT-represented employees voting and acceptance by the school's principal.

UFT, CSA and DOE seek additional regulatory flexibility (if required).

Unless the proposal is modified by the same ratification and approval process, it can be implemented for the duration of the school's 5-year PROSE status.

PROSE

PROSE 2019 Planning & Application Timeline

11/2018	Friday 12/21/18	Friday 2/1/19	3/1 – 3/29 2019	April TBD
Application Process Opens	Application Due for Early Submissions	Implementation of Approved (December) PROSE Applications Begins	Application Due for all Submissions	Panel Decision Shared with Schools

PROSE

Suggested School Planning Activities

- Establish a PROSE Planning Team.

- Seek input from stakeholders to establish goals for PROSE proposal.

- Identify existing areas of strength and learn about innovative practices at other schools.

  - Connect with other schools interested in pursuing similar applications

- Develop priorities for PROSE planning and begin to develop application and implementation plans.

- Ensure that stakeholders are invested prior to application submission.

- Invite the PROSE Panel in to meet with your staff during PD session to discuss PROSE.

- Build collective knowledge and ownership of PROSE plans.

Planning Resources

- PROSE at UFT http://www.proseschools.org/ and UFT.org/teaching/prose

- Schedule a school visit with our PROSE Team at https://oswi.simplybook.me/sheduler/manage

- Reach out with questions and conversation to: DOE & UFT by contacting prose@schools.nyc.gov or prose@uft.org

- PROSE Application http://www.uft.org/teaching/prose

- Application Template

- PROSE Application Rubric

Questions?

- Contact Information:

    - DOE PROSE Team: PROSE@schools.nyc.gov
    - UFT PROSE Team: PROSE@uft.org

Current Innovations

Scheduling Changes

Concord H.S.

Teachers work a 4-day work week to create 5 longer day for students, Teachers work 8 hours and 34 minutes a day to create an 11 period day for students,

The Children's Workshop School-PS 361

Grades 1 and 2 utilizes bridge classes to optimize instruction and social emotional growth. In the upper grades the school created space for Small group instruction.

Urban School Design/Construction

Implements a unique schedule that creates space for longer classes so that individual teacher can create intensives in their subject each week.

School Calendar Variations

Redwood Middle School

Twice each year, the school may schedule an Inquiry and Exploration week. This schedule will challenge students through immersion in unique and compelling topics.

School of Integrated Learning

Based on the DOE calendar the school changes vacation days to maximize instruction before state tests

PBAT

Schools that conduct Performance Based Assessment and other student-driven presentations have the ability to move state-determined Regents days (i.e., the days where students come in only to take their Regents). Specifically, they use some Regents days for full instruction, in exchange for using some regular instruction days for presentations. On these days, students would come in as needed.

Current Innovations

ICT –Special Ed
(Example: Beacon)

To support social and emotional growth – based upon each student's IEP:

- Students will not have to travel as a block as they would in a traditional ICT model. Students will be programmed as appropriate for their general education content classes

- Based on their IEP, special education students will also be programmed for a Content Skills Class, per identified subject, once per week, which will allow for an additional period of small group instruction.

- They will be programmed for the subject areas where, according to their IEP, they need content support. Beacon classes meet four times per week, but students whose IEPs call for a Content Skills Class (or classes) will meet for a fifth time.

Flexible Time
(Example: PD/PE/OPW & PTC)

The Children's Workshop School-PS 361
Teachers have the ability to move their Parent Engagement time to mornings or afternoon to better accommodate parent needs.

Origins High School
Folds in the extra 155 minutes each week creating the room in the weeks schedule to create an early dismissal for students and creates a space for teachers to work each week in grade teams and professional development.

PS 452
Staff has the ability to use Other Professional work in the mornings or afternoon to better meet the needs of a teacher's schedule.

The Laboratory School. of Fin. and Tech. H.S.
Staff banks their PD/PE/OPW time to create space for grade /faculty conference and to build up to three hours for PD of the teacher's choice outside of the school day.

PROSE

Current Innovations

Intervention & Enrichment

The Urban Assembly Unison School
Uses seven-week cycles creates time for intervention, enrichment and STEAM programs

P.S. 249 The Caton School
School uses PD time each week to create a space for small group intervention while teachers are receiving PD – Teachers watch as a colleague conducts a lesson with a small group of students which can then be assessed and turn keyed into daily classes**.**

Hunter's Point Community Middle School
Uses varying length periods so that students can have advisory and intervention

Flexible Class Sizes
(Example: School of Integrated Learning)

- Teachers co-teach two classes during the same period, grouping and regrouping students as needed. This allows for writing across genres as part of their PROSE work.
- Sixth grade math teacher works closely with sixth grade ELA teacher.
- The Math teacher infuses writing into math projects and assignments adapting ELA structures and writing supports.
- Seventh grade math and ELA teachers incorporate peer tutoring
- The math teacher may lead a larger group of students with varying abilities while advanced students tutor struggling students.
- ELA teacher may provide intensive support to a smaller group of struggling students
- Expanded to include 8th grade in 2015.

Current Innovations

Steering Committee

Founding Schools – Intl. H.S. at LaGuardia & Baldwin H.S

PEOPLE:
- Principal and chapter leader (or their designees)
- An individual from each instructional team selected by each instructional team done by selection criteria (we can provide) one-year term can be renewed.
- A committee chair person from among those above.*

LOGISTICS:
- Weekly meeting at time all can attend
- Explicit form of communication

FACILITATION:
- Norms and Protocols
- Explicit form of communication

CORE WORK:
- Addressing issues as they arise.
- Generating and reviewing proposals from where ever they come from and deciding on proper decision pathways and facilitating them.

*Principals are ultimately responsible for the smooth functioning of their schools. Therefore, in many schools using PROSE's collaborative governance structures, the principal is the chair of the steering committee, sometimes with a co-leader.

*Schools using Steering Committees - 01M696, 02M297, 04M310, & 22K890

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