

EngageNY ELA Curriculum Implementation Support Workshop Series for NYC Renewal Schools

Case Study



The Client

New York City Department of Education

The Project

EngageNY ELA Curriculum Implementation Support
Workshop Series for NYC Renewal Schools

The Opportunity

The New York City Department of Education (NYCDOE) sought Public Consulting Group (PCG) as a partner to provide training and help build the capacity of teachers to implement the EngageNY Grades 9-12 English Language Arts (ELA) curriculum. As the author and lead designer of New York State's Common Core-aligned high school ELA curriculum, PCG was well-positioned to support the NYCDOE's initiative, and to help educators unpack and deepen their understanding of standards-aligned curriculum in ways that build ownership and strengthen teacher practice and student achievement. This direct support to Renewal High Schools builds on two years of professional development and support for NYCDOE high schools beginning in February of 2014.

The PCG Approach

PCG partnered with NYCDOE leadership to design and deliver a series of yearlong, purpose-built professional learning workshops around the EngageNY grades 9-12 ELA curriculum, the Common Core State Standards (CCSS) for ELA/Literacy and the instructional shifts. The design of services targets three key goals the NYCDOE has identified as focus areas for grades 9-12 ELA teachers:

- Strengthening the capacity of teachers to implement and adapt CCSS-aligned curriculum effectively.
- Building the skills of faculty members to implement the Common Core Learning Standards and the instructional shifts in ELA/Literacy.
- Increasing teachers' ownership and buy-in of CCSS-aligned curriculum, and developing a positive orientation among teachers towards implementing this curriculum.

The professional learning workshops guide teachers through the process of leveraging rigorous, aligned curriculum to enact the standards and instructional shifts in their planning and instruction. By closely studying the curriculum's approach, teachers have deepened their understanding of how to: design strong sequences of text-dependent questions; develop students' close reading skills; create opportunities for evidence-based argumentation, informative writing, and inquiry-based processes for research. Additionally, teachers learn how the curriculum is constructed, including its design principles and intent in order to make smart instructional decisions in ways that meet students' diverse learning needs. Participants explore the curriculum through the lens of Universal Design for Learning (UDL), and consider how to leverage and build additional scaffolds for English Learners, students with disabilities, and struggling readers.

The Result

Since February 2012, PCG has provided 12 full-day professional development workshops for up to 125 participants per session. Based on the success of the professional learning series, the NYCDOE Office of Renewal Schools has asked PCG to expand its support for Renewal High Schools in school year 2016-17. PCG will be providing 16 full-day workshops, 12 of which will be small-group, borough-based professional development sessions targeting Renewal Schools in the Bronx, Brooklyn and Queens.