

Ogden International School of Chicago
2018-2019 Curriculum Change Responses from Teachers

1st Grade Response

Q: Do you anticipate your curriculum will change next year?

A: Not at all

Q: Do you anticipate your teaching strategies will change?

A: No

2nd Grade Response

Q: Do you anticipate your curriculum will change next year? If so, how?

A: No

Q: Do you anticipate your teaching strategies will change?

A: No

Q: What is the range of academic ability in your current classroom, and do you anticipate struggling with differentiation next year?

A: We currently have a wide range of academic ability, and we do not anticipate struggling with differentiation.

Q: Do you feel you have the ability to simultaneously challenge students of all academic levels?

A: Yes

Q: What improvements to the written or the taught curriculum do you anticipate next year?

A: None outside of the normal reflection on the previous year and updating the unit for greater success.

3rd Grade Response

Q: Do you anticipate your curriculum will change next year? If so, how?

A: No, I do not think the curriculum will change. The workshop model allows all students (any level) to access the concepts and skills at their level. The Units of Inquiry are also designed with many entry points so all students can continue to share their previous experiences and continue to build on their prior knowledge.

Q: Do you anticipate your teaching strategies will change? If so, how?

A: I do not think my teaching strategies will change as I work to create a classroom that allows me to work on small groups so I am meeting the needs of all students based on where they are with that particular unit (reading/writing/math/U of I, etc).

Q: What is the range of academic ability in your current classroom, and do you anticipate struggling with differentiation next year?

A: I work with students that are below grade level, at grade level, and above grade level. I do not believe I will struggle with differentiation next year as the curriculum and teaching model

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that is used allows me to work with students in small group and individually. I do not struggle this year so I do not believe I will struggle next year.

Q: Do you feel you have the ability to simultaneously challenge students of all academic levels?

A: Critical thinking is a key part of our curriculum at Ogden. I work with students to help push their thinking and learning further and deeper. They have worked on making connections and applying skills/strategies to real-world problems. I believe I will be able to continue to work with students of all levels and help them grow as learners through the curriculum and their interests.

Q: What improvements to the written or the taught curriculum do you anticipate next year?

A: We have been working to create a vertically and horizontally aligned literacy curriculum. Reading and Writing workshop will be fully implemented at the start of the year which will allow Ogden to continue to grow with our literacy and communication skills.

Q: What other initiatives or improvement is your grade level or department working on that you'd like parents to know about?

A: The third grade team has continued to work on making sure we have a balanced curriculum that allows all students to research and continue to learn about their interests while meeting the Common Core Standards. We will continue to work together to make sure our curriculum and teaching methods stay current.

4th Grade Response

Q: Do you anticipate your curriculum will change next year? If so, how?

A: Our IB units of inquiry will remain the same. Each year we reflect and develop the units considering students' interests and current world events.

Q: Do you anticipate your teaching strategies will change? If so, how?

A: Students will learn through inquiry-based learning, reader's and writers workshop and differentiated instruction. Students will also focus on social emotional learning through morning meeting and self-check in's which regulate emotions and encourage wellness.

Q: What is the range of academic ability in your current classroom, and do you anticipate struggling with differentiation next year?

A: Each year, we differentiate instruction for a wide range of students with different academic abilities. We use flexible grouping to meet and challenge students at their individual level, which allows teachers to conference with students to ensure mastery of skills. This is accomplished through reading and writing workshop. We currently have students who range from the 4th percentile to the 99th percentile.

Q: Do you feel you have the ability to simultaneously challenge students of all academic levels?

A: Through flexible grouping, we can challenge students at all academic levels.

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5th Grade Response

Q: Do you anticipate your curriculum will change next year? If so, how?

A: The curriculum we currently have in the fifth grade will remain the same. There are six IB Units of Inquiry in each grade level that align with the six IB PYP Transdisciplinary themes. We also follow Ogden Scope and Sequence documents to implement the conceptual understandings of the IB PYP, Common Core State Standards, Next Generation Science Standards and ISBE Social Science standards using a variety of teacher generated materials. Envision math is used as a base teaching tool supplemented with teacher generated materials.

Q: Do you anticipate your teaching strategies will change? If so, how?

A: Teaching strategies will remain the same. The core of instruction uses math, reading and writing workshops. The structure of the workshop is a mini lesson followed by independent group, partner or individual work time, and ending with sharing and/or exit ticket. Within the workshop structure, teachers are able to address both the whole group's needs as well as differentiating for the needs of small groups and individuals. The workshop structure is made up of the mini-lesson, work time and share time.

- Mini-Lesson - The instructor teaches the students a skill or strategy through demonstration and direct instruction.
- Work Time - Students are reading and writing and directly applying the lesson they just learned. This is also when teachers conduct small groups and individual conferences with students.
- Share Time - Students have the opportunity to share with the rest of the class how they used the skill or strategy just learned or reinforced in the mini-lesson.

Q: What is the range of academic ability in your current classroom, and do you anticipate struggling with differentiation next year?

A: Currently, NWEA scores reflect a range from the 7th to the 99th percentile in the classroom. Workshops allow differentiation by meeting with individual or small groups of students. Materials are differentiated within lessons as well. This successful model will be continued next year.

Q: Do you feel you have the ability to simultaneously challenge students of all academic levels?

A: Yes. Math, writing and reading workshops allow teachers to differentiate within the classroom which addresses the academic needs of students at different ability levels.

Q: What improvements to the written or the taught curriculum do you anticipate next year?

A: We are constantly reflecting on our Units of Inquiry and Scope and Sequences to improve them. We will continue to do this while we work as a school to continue improving our Reading and Writing Workshop practices.

Q: What other initiatives or improvement is your grade level or department working on that you'd like parents to know about?

A: The fifth grade team is continuously revising curriculum, timelines and teaching strategies.

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Middle School Diverse Learner Department Response

Q: Do you anticipate your curriculum will change next year? If so, how?

A: IB curriculum and philosophy will be maintained, regardless of the merger. We will continue to value diversity within each classroom and construct learning environments that meet individual student needs.

Q: Do you anticipate your teaching strategies will change? If so, how?

A: No. We will continue to honor the individual student and use effective teaching strategies that provide the greatest impact for all students.

Q: What is the range of academic ability in your current classroom, and do you anticipate struggling with differentiation next year?

A: Our classrooms, as all classrooms, possess a wide range of diversity. We value diversity in all its forms. We look forward to continuing our teaching practices with a diverse range of learners.

Q: Do you feel you have the ability to simultaneously challenge students of all academic levels?

A: Yes! This is the nature of teaching. It is our honor to assess every student's need and promote growth. The art of teaching is when we allow for growth for ALL of our students while assisting students to understand what it means to learn and thrive within a democratic learning community.

Q: What improvements to the written or the taught curriculum do you anticipate next year?

A: We expect a stronger MTSS system, increased vertical alignment across grade levels, and increased enrichment opportunities.

Q: What other initiatives or improvement is your grade level or department working on that you'd like parents to know about?

A: The diverse learner department is committed to increasing our understanding of inclusive ideals and practices. We are working on ensuring continued PD on inclusive ideals and practices, the creation of strong co-teaching teams, intentional heterogeneous grouping of students, the assurance of a strong MTSS system, and consistent restorative justice practices. In addition, the department - along with an inclusion cohort - will be committed to identifying barriers to inclusive practice and will create a plan to address those barriers within the 2018-2019 academic year. We anticipate the PYP Exhibition starting earlier with mentor involvement beginning from the initial research leading to a topic of inquiry, through completion of the Exhibition. We are aligning our core materials to be used in all classrooms for each subject. Workshop models are evolving through peer cooperation and observation to provide effective and consistent instruction

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Middle School Math Response

Q: Do you anticipate your curriculum will change next year? If so, how?

A: We will be moving towards criterion-based grading that allows for a growth mindset for all children. We will continue inquiry-based learning in the same rigorous manner. We will continue to incorporate MYP Global contexts and ATL's in our instruction.

Q: Do you anticipate your teaching strategies will change? If so, how?

A: We do not anticipate that our teaching strategies will change, we will continue to focus on what is best for the children in front of us. We will continue to be flexible and responsive to student academic and social emotional needs as we continuously reflect upon our own practice.

Q: What is the range of academic ability in your current classroom, and do you anticipate struggling with differentiation next year?

A: All standardized and content knowledge percentiles are present across the classes in the middle school. We do not anticipate struggling with differentiation next year. We currently differentiate successfully in our classes and will continue to do so.

Q: Do you feel you have the ability to simultaneously challenge students of all academic levels?

A: Yes. The math department works as a team, in conjunction with our diverse learner teachers, to create assignments that meet students where they are and push them to the next level. We strive to provide enough scaffolding to allow for student success, while still allowing students to persevere and struggle through problem solving.

Q: What improvements to the written or the taught curriculum do you anticipate next year?

A: As a middle school math team, we constantly reflect and revise our unit plans and goals to meet the needs of our students. As we move towards criterion-based grading, we will continue to improve upon our pedagogy to meet the needs of all of our students.

Q: What other initiatives or improvement is your grade level or department working on that you'd like parents to know about?

A: The department is working toward more National Board Certified teachers and continue to lead CPS professional development through the Leading with Algebra Initiative and other professional development to help us further hone our practice. The department is working to develop criterion-based grading and student self-reflection of their own learning process and attainment with goal setting. Department staff is taking summer classes at University of Chicago to further development of mathematical pedagogy. All of the middle school math teachers are certified Algebra teachers. The department has SEED trained members.