



Hackensack Public Schools UnboundEd Standards Institute Presentation September 25, 2024

**Elevating Student Achievement
A Comprehensive Approach to Equitable Education
Overview By: Marlene Somerville, Board of Education Trustee**

Standards Institute July 15-18, 2024 Attendees

Marlene Somerville - Board of Education Trustee

Andrea Oates-Parchment – Assistant Superintendent

Rosemary Marks – Assistant Superintendent

James Montesano – High School Principal

Dr. Judy Soto – Elementary Principal

Daniel Sass – Middle School Co-Principal

Patricia Lozano – High School Assistant Principal

Nicole Adams – High School Assistant Principal

Mark Johnson – Middle School Assistant Principal

Darius Pemberton – Special Services Director

Robyn Perkins – Elementary Math Coach



A message from Lacey Robinson

President and CEO of UnboundEd

<https://youtu.be/MVkiLCNdAdg>



What is GLEAM Instruction?

GLEAM Instruction is rooted in the idea that all students should receive instruction that is grade-level, engaging, affirming, and meaningful.

The aim is to have all teachers use students' academic, linguistic, local-contextual, and cultural identities as on-ramps to encompass student's intellectual capacity.

GLEAM



Grade-Level	<p>Educational materials and tasks aligned to the appropriate grade-level standards. This allows students an opportunity to deal with grade-level texts and tasks, with support provided as needed.</p>
Engaging	<p>Grade-level work that builds students' interest tied to knowledge, culture and beliefs. This builds on students' interests and supports their beliefs about who they are, where they come from, and what they can be.</p>
Affirming	<p>Ethnicity, racial, and language identities within the context of grade-level work. This acknowledges and honors student's ethnic, racial, and linguistic identities and their current and historical experiences within the context of grade-level work.</p>
Meaningful	<p>Examine cultural norms and social positions to understand and foster a sense of advocacy and change. This provides learners opportunities to gain knowledge, make observations of the world around them, and then decide how the knowledge relates to them or their lived experiences.</p>

Pathways to GLEAM

English Language Arts (ELA) Pathway

Math Pathway

Science Pathway

Leadership Pathway

UnboundEd Planning Process Pathway

NEW Multilingual Learners Pathway

CORE Learning: Elementary Reading

Academy

GLEAM: what this looks and doesn't look like



What it Looks Like	What it Doesn't Look Like
Providing grade-level texts and tasks for all students	Reserving grade-level texts and tasks for only some students
Scaffolding complex texts by chunking and offering multiple opportunities to comprehend	Replacing opportunities to read complex texts with read aloud or below-grade-level texts
Offering opportunities for students to explain their thinking and engage in discourse	Offering only repetitive, low-level tasks that students must complete silently and independently
Giving students opportunities to understand and explain math concepts	Focusing mathematics instruction on repeating procedures without conceptual understanding



**Standards Institute:
A School Board Member's Perspective**

Marlene Somerville

GLEAM: Board Member Perspective



UnboundEd is a professional development program focused on equipping educators with the knowledge and tools to implement high-quality, content-rich curriculum, particularly in English and math.

Here's how this board member benefited from attending.

Curriculum Development: Provided context on the structure and development of high impact curriculum.

- **Curriculum Effectiveness:** Align the district's educational standards, to college and career readiness standards.
- **Make Informed Decisions:** Data is important; It creates a shared understand & language.
- **Equity Advocacy:** Emphasised culturally responsive teaching practices. Address the needs of diverse learners. Advocate for equitable educational opportunities for all students.
- **Board Alignment:** A board's responsibility is to hold the superintendent responsible by making sure student achievement is aligned to educational goals and success.
- **Communication:** Key to student success is productive communication. Informed communication between all stakeholders on curriculum goals, challenges, and progress.

GLEAM: The Board's Place in Rolling Out



As a Board members our responsibility is to support the administration, and teachers to become key drivers for successful curriculum implementation.

- **Support Professional Development**
 - Professional Development / Workshops.
 - Train the Trainer Initiatives.
 - Focus on a culture of learning.

- **Alignment of Best Practices**
 - Alignment with state standards.
 - Foster a more inclusive climate for learning.
 - Create a data driven culture that includes culturally responsive learning practices.

- **Stakeholders Engagement**
 - Open and transparent communication.
 - Seek constant feedback and inputs.
 - Ability to review and revise what is not working.



**Standards Institute
Perspective of Assistant Superintendent
of Instruction & Curriculum**

**A Few Highlights
Ongoing Theme: Mindset
Andrea Oates-Parchment**

GLEAM HYPOTHESIS: Mindset + Planning



Only when **mindset** and **planning** are purposefully put into the service of **Grade-level, Engaging, Affirming, and Meaningful–GLEAM–**instruction do we see the teacher actions and student experiences that exemplify culturally responsive and sustaining instruction.

Highlights from Keynotes



Day 1



Lacey Robinson is the President and Chief Executive Officer of UnboundEd, social justice activist, and veteran educator. Her life's work aims to help educators in school systems disrupt systemic racism and all of its legacies in classrooms.

Day 2



Nicole M. Joseph is an associate professor with tenure of mathematics education in the department of Teaching and Learning at Vanderbilt University. She is also the Associate Dean of Equity, Diversity, and Inclusion at Peabody College. She directs the Joseph Mathematics Education Research Lab (JMEL), an intergenerational lab that focuses on training and mentoring its members on Black Feminist and intersectional epistemological orientations.

Day 4



Maurice Swinney is the Chief Innovation Officer, Chicago Beyond, a nationally recognized equity leader in education who served as Chicago Public Schools' (CPS) first-ever Chief Equity Officer and the interim Chief Education Officer.

Day 1: Keynote Speaker: Lacey Robinson



- **Whatever happens in our community is brought into our schools.**
- **Harvard dropped its undergraduate teachers program.**
- **Teachers stay because of meaning and purpose, connection with colleagues, and compensation.**
- **Figure out where your love and passion lie.**
- **Ask yourself, “Who Am I?” “Who are you?”**

Day 2: Keynote Speaker: Dr. Nicole Joseph



- Shared research focusing of math and student learning
- **Emphasized *Math identity***
- Questions teachers can ask to get to know their kids.
- ***Suggested:***
 - How Black and Immigrant Girls of Color Experience the Classroom.
 - Making Black Girls Count in Math Education: A Feminist Vision for Transformative Teaching (Race and Education), by Nicole M. Joseph, H. Richard Milner, and Erica M. Walker (Forward)
- Math teachers must understand Black girlhood.
- Create conditions to make it impossible for Black Girls to fail.

Day 4 Keynote: Maurice Swinney



Theme: Multi- Dimensional

- Notice differently - Notice the context working around us.
- What is our wellness strategy to do our best in education?
- Theme in his school: *Today the Class-Tomorrow the World*
- **Person Self: Who I Am**
- **Civic Self: Where I Live**
- **Professional Self: The Work I Do**
- What does it mean to have a safe community?
- ***How can I integrate my talents, abilities and strengths into my work to strengthen collaborative relationships in schools?***

Day 4 Keynote: Maurice Swinney continued...



- We need to start with Joy!
- ***Take care of yourself (e.g., Keep your doctor's appointments.)***
- Move from penalties and rewards to collaboration.
- How do we make spaces for children to practice what they are learning?
- How can we encourage and facilitate student thinking and participation that promote inclusivity in classrooms in order to model and practice civic participation. (Note: You can also explore this question with students.)
- ***Care Equity: Finding the right spaces to feel full and alive.***

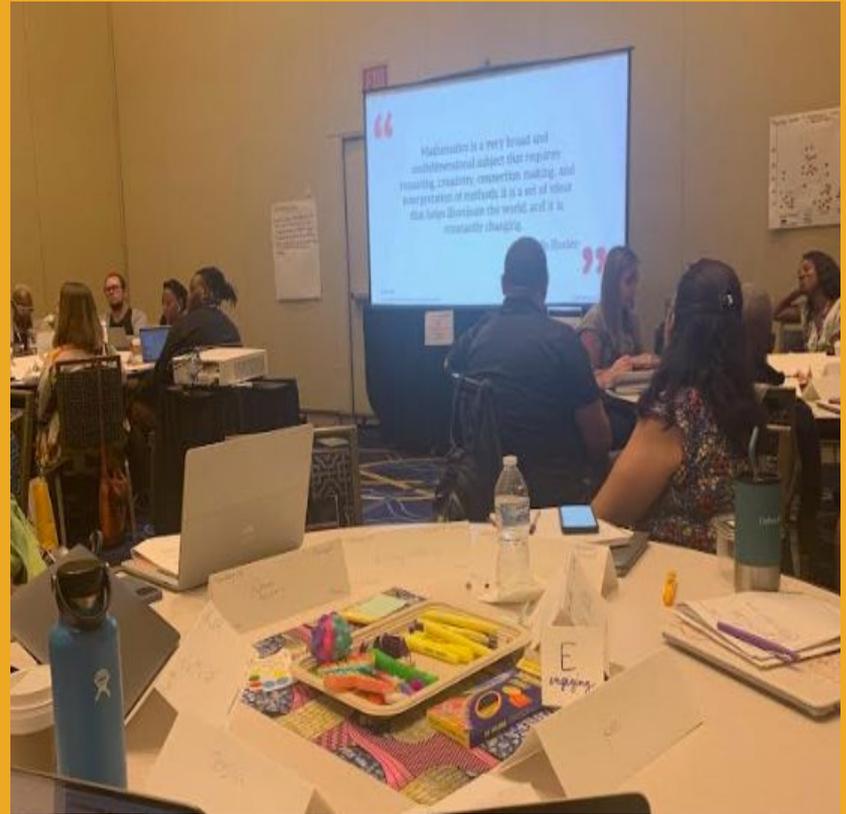
Day 4 Keynote: Maurice Swinney continued...



- We design the solution without understanding the need.
- What does it mean to care? What will it take to make this a safe and supportive community?
- If the curriculum does not bring students to where they need to be, disrupt it and find alternatives.
- How do I convince staff that I care for them? Answer: Stop convincing and ask the question.

Key Points Day 1 - Day 4

Small Group Leadership Sessions Grades 6-8 Pathway



DAY 1: Leadership 6-8 Small Group - Key Points



- Shared the Unbound Ed Vision: *We empower educators to eliminate the predictability by race, language, socioeconomic status through evidence-informed, engaging, affirming, and meaningful grade-level instruction—so that all students succeed academically.*
- **Provided the definition of Educational Equity: Educational Equity means achieving the same student outcomes for *all* social, cultural, economic, or linguistic groups. It's about ensuring fairness by producing similar results for all groups, rather than just providing the same resources to everyone.**
- Unbound Ed Approach: Content, Standards, Equity, and Curriculum.
- **What causes the predictability of student outcomes:**
 - ❖ Instruction
 - ❖ Low expectations
 - ❖ Lack of pedagogical effective practices
 - ❖ Systemic/Strategic
- How do you build the culture of collective responsibility?
- **Foster a culture of reflection, growth, and accountability to *disrupt unproductive mindsets* and practices.**

Equity Detours



1. **Pacing for Privilege Detour:** Implementing equity work at a pace that is comfortable for the people who are most resistant to conversations about equity.
2. **Poverty of Cultural Detour:** Attributing educational disparities to students' cultures.
3. **Deficit Ideology Detour:** Trying to adjust the mindsets of behaviors of marginalized students while ignoring the systems around them.

Note: Our District Equity Team has laid the foundation to help us avoid these detours.

Example questions for “A Pathway to Action”



- Where are we?
- Where are we as an evidence-based district?
- Where are we with our belief system?
- Hone in on the power of others.
- Where do we want to go?
- What do we want to get better at?
- How do we get there?

We are engaging in these actions now.

GLEAM DEFINED



- **GRADE-LEVEL** - Provide texts, tasks, and materials aligned to the appropriate college and career standards.
- **ENGAGING** - Foster persistence in grade-level work that builds students' interest tied to knowledge and culture, helping them see themselves as learners with agency.
- **AFFIRMING** - Honor and acknowledge students' ethnic, racial, and linguistic identities and their current and historical experiences within the context of grade-level work.
- **MEANINGFUL** - Understand and critique dominant cultural norms and examine their community's social position to foster a sense of advocacy and change.

Day 2 Leadership 6-8: Key Points & Learning Activities



Theme: Our Math Identity

- Using coherence maps (Achieve the Core) to support teachers
- Examined a lesson and examined the mindset of the teacher
- **It's All Connected:**
 - ❑ **Your math identity (Your math learning experiences shaped your math identity.)**
 - ❑ **Math Educator Identity (Your math identity shapes your identity as a teacher of leader of math.)**
 - ❑ **Instruction Decisions (Your identity as a teacher of leader of math influences your daily micro-decisions.)**
 - ❑ **Students' Math Identities (Your instructional decisions influence students' math identities.)**

Day 2 Leadership Continued: Topics explored & Resources



- Through the Leader Lens (Look Fors):
 - ❑ *Is there evidence that the teacher planned to surface the social context and/or identity of students?*
 - ❑ *How is the teacher making space for perspectives not included in the curriculum and affirming students as humans and scholars within this lesson?*
 - ❑ *How is the teacher drawing on students' interests and concerns within the grade-level lesson? What do students already know about this topic?*
 - ❑ *How is the teacher building a community of learners?*
- Create planning structures that allow teachers to adapt units and lessons to address unfinished learning.
- Observe instruction for grade-level alignment to the standards and for supports that provide access to grade-level learning.

Day 3 Leadership: ELA Mindsets in Literacy



PRODUCTIVE

- **Believe literacy is a fundamental right for all students.**
- **Deeply understand curriculum, content, standards, language, and knowledge demands required to meet unit goals.**
- Attend to the language of the standards to ensure that instruction matches grade-level expectations with complex text.
- Recognize that curriculum is a cultural artifact with embedded perspectives to leverage through knowledge building within the context of grade-level learning.
- Value student culture, social position, agency, and advocacy in literacy.

Day 3 Leadership: ELA Mindsets in Literacy continued



UNPRODUCTIVE (Disrupt!, Disrupt! Disrupt!)

- Literacy is not a fundamental right
- Students can not do the work of the standards.
- Students should **ONLY** read text that matches their individual reading level.

Day 4 Leadership Session ELA: Learning Activities & Scenarios



- ELA Shifts: Text Complexity (page 25)
- A Staircase of Complexity (page 27)
- Text Complexity–Unpacking Layers (page 28)
- Using the Qualitative Tool Analysis (pages 29-32)
- Cultural Lenses & Cultural Lenses Scenario (pages 33-34)
- **Instructional Impact Statements (VIP) - (page 35) - Alarming!**
- Building Knowledge: The Power of Text Sets (pages 36-37)
- Observing for GLEAM in Math (pages 38 - 39)
- Observing for GLEAM in ELA (pages 40 - 41)

Alarming Nationwide Statistics



- Only 26% of ELA teachers regularly use an aligned curriculum
- Only 39% of ELA assignments students receive align with grade-level standards.

High level: GLEAM IMPLEMENTATION for HPS



- **GLEAM is directly aligned to our district focus:**
 - ❑ ***STANDARDS-BASED INSTRUCTION***
 - ❑ ***CULTURE***
 - ❑ ***BUILDING CAPACITY***
- Ensuring that every building administrator who did not attend in July will become part of this next cohort for the two-day experience on October 8 and 9.
- Aligning GLEAM, with our Danielson Framework and to content specific look-fors in the classroom.
- Starting with the **GL** of **GLEAM**: **Grade-Level, Standards-Based-Instruction.**
- Including a teacher cohort planned for October 8 and 9, including representation from members of the District Equity Team.



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GLEAM at Hackensack Middle School

Daniel Sass

Implications at Implementation at HMS



- **At HMS, we will first aim to commit towards providing all students with access to grade-level instruction. Successful implementation of GLEAM initiatives include:**
 - An overhauled AC Support class (COMETS Class) where both students and teachers are using data to access grade-level learning materials
 - Targeted time for meaningful SEL-aligned community building
 - A reconfigured approach to educating newcomer students that increases access to English language curricular resources with built-in native language support
 - Classroom expectations across all grades/subjects that prioritize grade-level learning for ALL students, not just the highest-performing ones
 - A shift from T-centered to S-centered instruction, emphasizing S discourse and providing Ss w/ opportunities to explain thinking to their peers
 - Embracing the “productive struggle” → chunking/scaffolding and offering multiple opportunities for students to master difficult concepts

Moves for School Leadership



In order to make this happen:

1. School leaders should push into COMETS Classes regularly. This is a critical opportunity for Ts to provide Ss with data-informed, grade-level learning experiences centered on “productive struggle,” but it has often been reduced to a study hall. Intentionality in math/ELA curriculum can change this narrative.
2. Feedback/coaching should address a shift from a “sage on the stage” model of instruction to a “guide on the side” model wherein Ss collaborate, engage in meaningful discourse, and push one another to explain their thinking.
3. PD should push teachers to identify and use complex, grade-appropriate texts in instruction (while providing resources to support chunking and scaffolding).
4. Leaders need to be conducting instructional walkthroughs w/ supervisors regularly and be committed to providing teachers with actionable feedback re: planning and teaching.

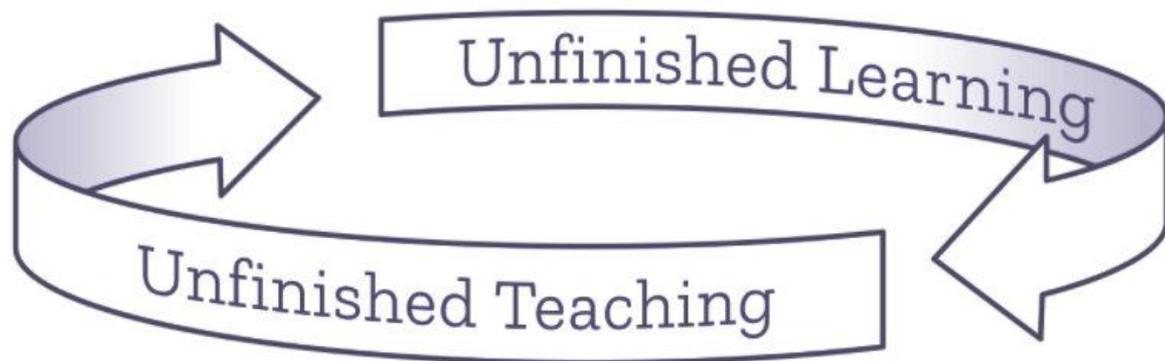


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GLEAM at Fanny Meyer Hillers

Dr. Judith A. Soto

Defining Unfinished Instruction



Grade level standards and concepts that were not directly taught nor assessed prior to students entering the next grade.

Grade level standards and concepts that students did not demonstrate proficiency in prior to entering the next grade.

Unfinished Instruction Is...

Any combination of teaching and learning occurring within an academic year that fails to provide students with the opportunity to demonstrate proficiency with grade-level skills through texts, tasks, and/or problems.

“Just in time, not just in case.”



Teacher
Mindset



Teacher
Actions



GLEAM™

instruction

Only when mindset and planning are purposefully put into the service of **GLEAM™** — grade-level, engaging, affirming, and meaningful — instruction do we see the teacher actions and student experiences that exemplify culturally responsive and sustaining instruction.



Teacher
Planning



Student
Experiences



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GLEAM at Hackensack High School

James Montesano

High School UnboundEd Standards Institute



Commitment to Equity and Rigor

- Focus on High Expectations for ALL students, regardless of their background
- Rigorous Content and Deeper Learning - Standards aligned, content rich instruction. Challenge students to think critically and problem solve

Culturally Responsive Teaching

- Incorporate students' cultural contexts and backgrounds - inclusive environments
- Bringing diverse perspectives into lessons

Professional Learning and Support

Instructional Shifts and Scaffolding

- Teaching for understanding - encouraging student engagement
- Scaffolding - help students without watering down rigor

High School Implementation



Year 1:

Look inward and examine our leadership practices through the lens of equity. The institute energized and caused the administrative team to reflect

Creating an educational environment where all students have access to the same opportunities for success

Ensure lessons are aligned to standards through classroom visits and walkthroughs, and lesson plan analysis

Continued professional development





GLEAMifying Math Instruction

Robyn Perkins
K-2 Math Coach

Reflecting on Your Math Identity



"The mathematics perspective that teachers embrace has an impact on their view of their role and their effectiveness as educators (teacher identity) and subsequently governs the content that they teach and the instructional practices they employ." Aguirre, Mayfield-Ingram, & Martin (2013)

Dr. Nicole M. Joseph, author of [Making Black Girls Count in Math Education: A Black Feminist Vision for Transformative Teaching](#) asked us to consider:

- What experiences contributed to your recognition as a strong math student during your K-12 education?
- What experiences marginalized your math identity?

GRADE-LEVEL



Reveal Math 2nd Grade Lesson

LESSON 2-2

Understand 3-Digit Numbers

Learning Targets

- I can identify the digits in a 3-digit number.
- I can show 3-digit numbers.

Standards

◆ Major ▲ Supporting ● Additional

Content

- ◆ **2.NBT.A.1** Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones: e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:
- ◆ **2.NBT.A.1.b** The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).

Math Practices and Processes

- MPP** Reason abstractly and quantitatively.
- MPP** Look for and make use of structure.

Focus

Content Objectives

- Students explain what the digits in a 3-digit number represent.
- Students represent 3-digit numbers.

Coherence

Previous

- Students explained that the digits of a 2-digit number represent amounts of tens and ones (Grade 1).
- Students demonstrated that 100 can be thought of as 10 groups of ten (Unit 2).

Rigor

Conceptual Understanding

- Students build on their understanding of numbers to represent 3-digit numbers as groups of hundreds, tens, and ones.

Grade-Level Standards



ENGAGING



Activity-Based Exploration

Pairs or small groups of students create 3-digit numbers with base-ten blocks to develop understanding of the value of each digit in a 3-digit number. Students use the 3-Digit Numbers Teaching Resource and base-ten blocks to choose between one and nine of each type of base-ten block (hundreds flats, tens rods, and ones units), review the value of each type of block, and then trade with classmates.



Activity-Based Exploration: 3 Digit Numbers

Description: This printable resource includes the 3-Digit Numbers Teaching Resource. It is required to support the Activity-Based Exploration.

Tags: PDF

Presentation

Download

Assign



Guided Exploration



Guided Exploration: Understand 3-Digit Numbers

Description: This teacher presentation develops the understanding of explaining what the digits in a 3-digit number represent.

Tags: Learning Resource

Presentation

Assign



AFFIRMING



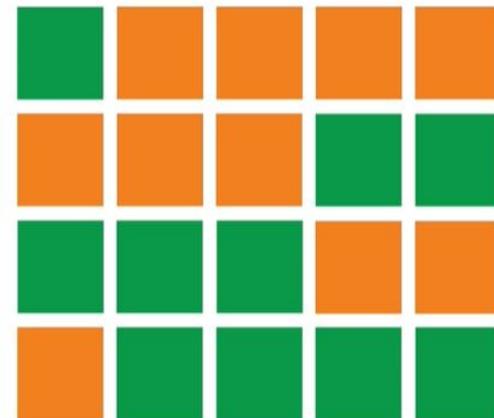
Reveal Math 1st Grade Lesson



Be Curious

What do you notice?

What do you wonder?



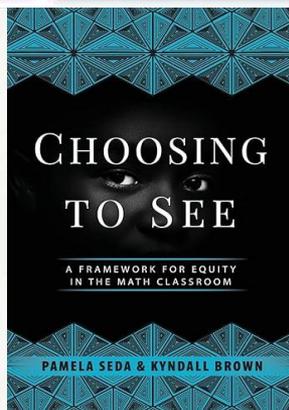
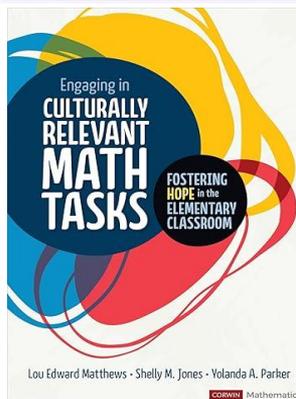
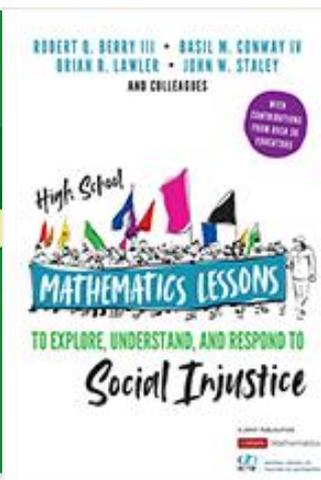
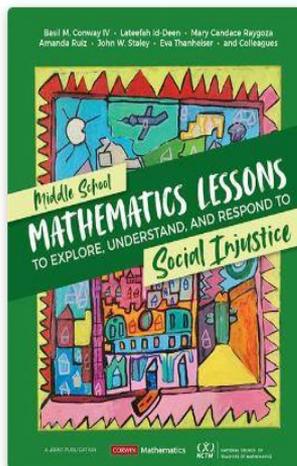
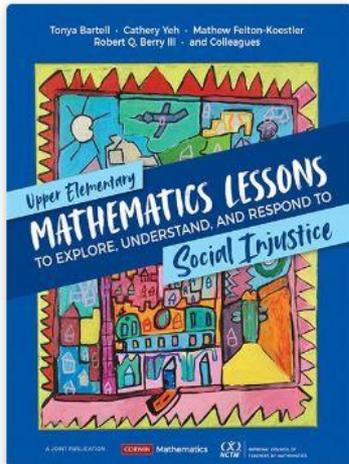
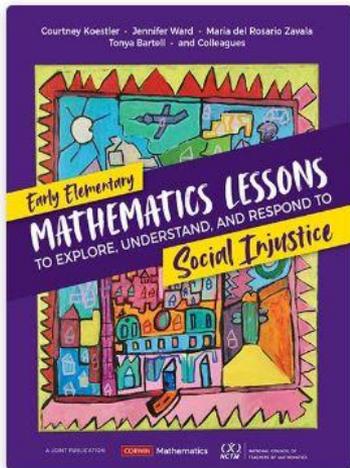
MEANINGFUL



Meaningful Spectrum

- **Surface Level:** Changes to names, locations, pictures, etc., that students recognize.
- **Relevant Level:** Changes to context based on what is known about the students; connections to interests and/or experiences.
- **Meaningful Level:** Understand and critique dominant cultural norms and examine their community's social position to foster a sense of advocacy and change.

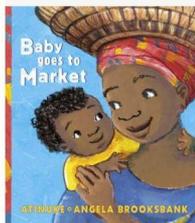
Books To Support Meaningful Math Instruction



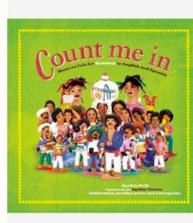
Books To Support Meaningful Math Instruction



Picture Books: Counting



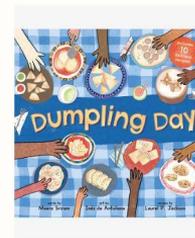
Baby Goes to Market
By Atinuke, Angela Brooksbank



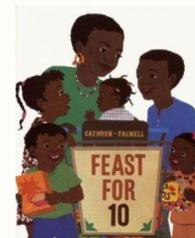
Count Me in: A Parade of Mexican Folk Art Numbers in English and Spanish
By Cynthia Weill, The Aguilar Sisters (Illustrator)



Counting Up the Olive Tree
By Golbarg Bashi and Nabi H. Ali (Illustrator)



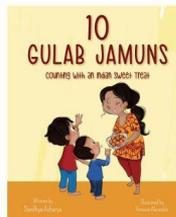
Dumpling Day
By Meera Sriram and Inés de Antuñano (Illustrator)



Feast for 10
By Cathryn Falwell

[SocialJusticeBooks.org](https://www.socialjusticebooks.org) is a project of Teaching for Change, a non-profit organization whose mission is to provide teachers and parents with the tools to create schools where students learn to read, write and change the world.

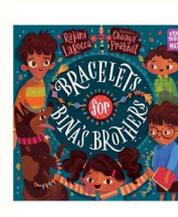
Picture Books: Stories



10 Gulab Jamuns: Counting with an Indian Sweet Treat
By Sandhya Acharya, Vanessa Alexandre



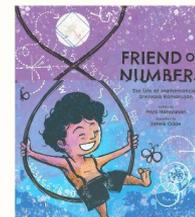
A Beautiful House for Birds
By Grace Lin



Bracelets for Bina's Brothers
By Rajani Laroocca and Chaaya Prabhat (Illustrator)

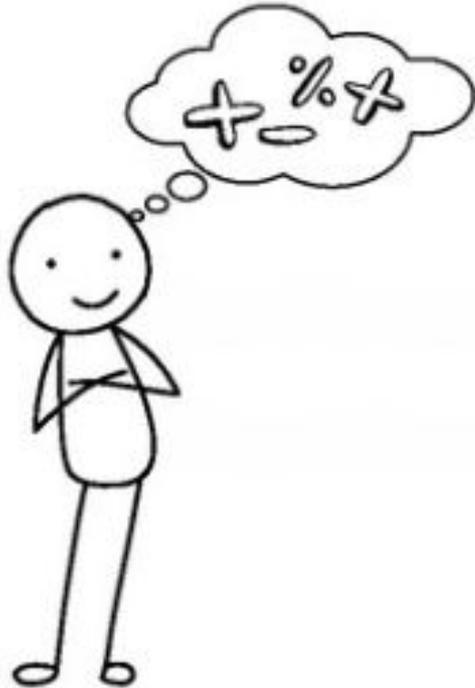


Circle! Sphere!
By Grace Lin



Friends of Numbers
By Priya Narayanan and Satwik Gade (Illustrator)

How To Be A Math Person!



Step 1:
Be a Person!

Step 2:
Do Math!



Standards Institute

Darius Pemberton
Director of Special Services



Crosswalk for Students with Disabilities

- Grade Level= **G**oal **L**evel
- Student **E**ngagement with supports for case managers, related services and support staff
- **A**ffirming the students disability and focusing on their strengths
- **M**eaningful and parallel to the IEP, evaluations, and plans



Crosswalk for Students with Disabilities

- Enhance technology and AI features to provide access
- Connect the present levels to grade-level standards
- Standards based instruction for all programs that utilize district curriculum
- Great instruction is Great instruction- ALL Students deserve rigor and to be challenged
- Knowing and affirming your students is a priority, focus on the strengths



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Nicole Adams
11th Grade Assistant Principal

Circle of Concern, Circle of Influence, Circle of Control



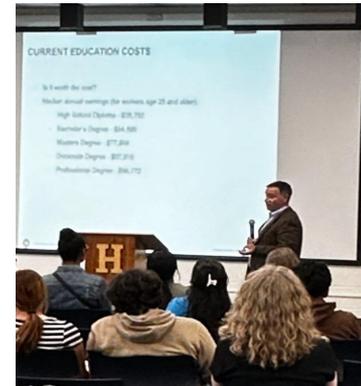
ACCESS

*Ensuring our students have multiple entry points to access the content, while gradually increasing rigor by providing them with academic challenges that require productive struggle in a supportive, affirming environment is the collective goal.

*This includes exposing them to learning opportunities where they see themselves and those where they do not.

*Students need deliberate, multi-faceted strategies that require them to stretch beyond what is comfortable, in terms of curriculum materials, questions and process reasoning.

*Providing parents with multiple opportunities to receive information, updates and engage with the educational community regarding student performance data, social emotional wellness, remediation and enrichment opportunities.





What do we value?

How do we show it?

- Before you start teaching, identify standards in the curriculum; expose them to the language that allows them to articulate skill proficiency focus.
- Where does life intersect with learning?
- Use the knowledge of your students to embed deliberate, differentiated and dynamic teaching moves.
- Highlight student voice-What can we do to help them be successful? What do they need from their teacher to be the best version of themselves?

Frame Expectations

Significantly narrow and deepen the way time and energy is spent in the classroom

Cultivating a Climate for Equitable Instruction

Why are you in this work?

Why do you believe it to be true?

Identify and Dismantle Unproductive Mindsets

Mindset: Some students are not good at math.

Result: Lower expectations for “those” students.

Mindset: These students do not have the prerequisite skills for standards based instruction.

Result: Teach students below grade level content because that is where they are.

Are we focused on the process or getting the right answer?

Honor mistakes with affirming language.

What does Support Look Like?



Is the culture of our schools reflective of our values as it relates to social emotional wellness, standards-based instruction and culturally responsive practices that affirm our students?

Our Pledge of Support:

Planning actionable steps that promote an asset-based approach to improving every educator's practice to optimize the impact on student achievement

QUOTE FROM GLEAM

****Planning is the most underutilized strategy to improve student achievement****
