
Joan H. Smith // Aaron Turner
Director, Office of Small Learning Communities and Assistant Director
New York City Department of Education
52 Chambers St., Room 209
New York, NY 10007
212-374-7535 / jsmith33@schools.nyc.gov
www.nycls.org

Curriculum Units - Backwards Design Model

We will share the Framework for this work in NYC and the ways in which we have tackled teaching and learning improvement with the SLC model. We will talk about a backwards design model for curriculum units layered with differentiated instruction in order to leverage academic literacy for all students and closing of the Gap.

Average District HS Demographics (%)						provided by NYC, 2007	
African American	White	Asian	Hispanic	Native American	Other Ethnicity	Free & Reduced Lunch	Total # of students
50	5	10	33	1	1	75	37,043

We serve 18 large high schools within the NYCDOE—the aggregate is about 37,000 students with the approximate overall % of demographic information (some schools have more African American students and others more Hispanic, etc.)

Professional Development to help move teaching and learning forward

We have provided extensive staff development for almost 200 administrators and teachers on Backwards by Design Curriculum work, Curriculum mapping, and Differentiated Instruction. Each school team that has been trained has then rolled out the professional development at their site. We provided one full week of curriculum mapping and curriculum writing for teams from our schools last summer (65 teachers and assistant principals), six full days plus coaching on Differentiated Instruction for teams of 2-4 people from each of our schools (NWREL), and Jay McTighe UBD Training for 65 principals and teachers and administrators. We have also designed a self-assessment tool to be utilized by schools to use evidence, student work, and data to be reflective about their progress in the SLC journey.