

# **New Visions for Public Schools Small Learning Communities Initiative: Scaffolded Apprenticeship Model Proposal**

## **I. Executive Summary**

New Visions for Public Schools, together with its partners, the School of Public Affairs at Baruch College and the New York City Department of Education, has piloted the Scaffolded Apprenticeship Model (SAM) as a way to develop school leaders who can transform large high schools into effective small learning communities (SLCs). For the past two years, New Visions has worked with staff at two large high schools, using SAM to build the capacity of leadership to plan, implement and lead small learning communities as an organizational strategy for improving student performance.

The strategy of small learning communities is part of the NYC DOE's overall effort to transform a secondary education system with a 58% graduation rate. The emerging approach includes:

- Small schools to replace large, failing high schools;
- 6-12 schools to address the challenges around transition from middle to high school;
- Piloting SLCs to improve “mid-tier” high schools whose achievement rates need improvement but do not warrant school closing; and
- Creating multiple pathways to graduation for overage, undercredited youth.

In this way, New York City is beginning to implement secondary level improvements based on the different needs of schools and students.

Because SAM is a leadership development model that builds the capacity of school leaders to lead school improvement, it does not superimpose a small learning community structure on a large high school. Instead, SAM builds leadership capacity across roles to create and lead SLCs that support student performance. SAM develops school leaders' ability to determine the specific needs of their school and students and then implement, assess and revise strategies to meet those needs. The SAM pilot shows that large schools involved with SAM may have small learning communities that hold common principles but look very different from one another. SAM helps schools customize their organizational and instructional practices around the needs and interests of their particular students, staff and community.

New Visions' work in using SAM to transform schools into SLCs has made significant progress and, as a result, is impacting student performance. In this next phase of SAM we will work to ensure that the new SLCs become a self-sustaining culture of leadership development and school improvement. Equally important, we will evaluate, document and begin to disseminate SAM as a method for large high schools across New York City and beyond to design and implement small learning communities that support student achievement.

## **II. Project Description**

## A. Need Statement

### *Background: Need for Transformation to SLCs*

New York City has made significant strides in improving graduation and attendance rates for targeted student populations by shutting large failing high schools and replacing them with small high schools. At the same time, while citywide graduation rates have improved slightly, they continue to hover at 58%. The seeming intractability of overall city rates is due in part to the large number of “mid-tier” high schools in the city—mid-sized to large high schools in which large numbers of students are not graduating on time but whose overall school performance does not warrant their closure. While many students continue to function in these schools, the trappings of the large, comprehensive high school—lack of personalization, rigorous and relevant instruction, access to coordinated supports—are undermining learning for a whole swath of students.

Over two years ago, New Visions joined the New York City DOE in beginning to address this challenge by piloting SLCs as a catalyst for transforming these “mid-tier” schools. New Visions sought to apply the Scaffolded Apprenticeship Model—a leadership development and certification model based on using data to drive school improvement—as a methodology for transforming large high schools into SLCs. At the time, SAM was showing evidence of school improvement through our work with small high schools and held promise for transporting effective small school practices to larger high schools.

New Visions partnered with two large high schools to launch this effort. In many ways, these high schools are representative of New York City’s mid-tier schools and, therefore, are applicable as pilot sites for using SAM as a methodology to transform high schools into SLCs that support student performance. At one (High School A)<sup>1</sup>, the student population of 3,000 is 47% African American and 22% Hispanic. Fifty percent of students receive free or reduced lunch, but the actual percentage is expected to be far greater due to the number of students who do not report. In 2005, prior to their involvement with the SAM SLC Initiative, this school’s graduation rate was slightly higher than 61%.<sup>2</sup> The other school (High School B) serves 2,500 students, of whom 16% are African American and 22% are Hispanic. Forty-four percent of students receive free or reduced lunch, but again it is expected that the actual percentage should be larger due the large number of students who do not report. Moreover, while only 6% of students are ELL, 20% are identified as special education. For 2005, this school’s graduation rates were 60%.<sup>34</sup>

### *Challenges to the SLC Strategy*

Prior to their work with SAM in the New Visions’ SLC Initiative, leaders from both high schools were beginning to create SLCs at their sites. In both cases, their initial efforts to implement SLCs resulted in huge variance in terms of the quality of practices and opportunities for students and, as a result, in student performance. In High School B, for instance, one of the SLCs was exhibiting high quality practices and students were excelling, while, at the same time, many of the other SLCs were struggling to implement critical SLC strategies and were not achieving strong results for students. In

---

<sup>1</sup> The names of both high schools have been removed from this document.

<sup>2</sup> NYC DOE.

<sup>3</sup> NYC DOE.

<sup>4</sup> Please note, according to the NYC DOE, both High School A and High School B graduation rates increased in 2006 to 65.8% and 63.5%, respectively.

many ways, these initial efforts at both schools reflected three key challenges of moving to small learning communities—challenges that have been well documented on SLCs and high school reform nationally:

- *The lack of broad school leadership prepared to lead change.* While both schools have strong school principals well prepared to lead school change, the onus for school improvement rested mostly on their shoulders prior to their schools’ involvement with SAM. Leadership was not broadly shared and, with a few exceptions, many of the school staff involved in implementing the initial SLCs did not have the necessary leadership development to lead change at that level. As we see in these schools and nationally, the lack of distributed, prepared leadership undermines the potential of SLCs as a strategy for school improvement.<sup>5</sup>
- *Maximizing the benefits of “small structures.”* Three years ago, both schools were also facing an issue seen in other SLC initiatives: replicating the large high school experience in small schools. Both schools had not implemented SLCs “wall to wall” and both were continuing to schedule based on the traditional 8-period day. At High School B, special education and ELL students were not placed in SLCs and at High School A students were placed in core subjects with students and teachers from across the school. Most SLCs at these sites (again, with the exception of the successful SLC at High School B) were not leveraging the key improvement strategies that small structures—as we have learned from effective small schools—lend themselves to: personalized relationships, multiple learning pathways that connect core subjects with electives around student interests, and teacher professional communities to support collaboration and planning.
- *Failing to ensure organizational changes affected practices.* As has been the case in many high schools and districts, the initial move by High School A and High School B to SLCs had little impact in improving student performance schoolwide, with student achievement varying significantly based on the SLC they were in. With a few exceptions, instructional practice mostly focused on using only summative data; teachers focused on what they were teaching, not on what students needed to learn; teachers used a narrow range of instructional strategies; and teachers worked in isolation. While the school structure was changing, classroom practices were not.<sup>6</sup>

#### *Results to Date*

The purpose of the New Visions SAM pilot at these schools was to address these challenges and test the use of SAM as a method for ensuring schools develop, implement and lead SLCs that maximize their potential for supporting high levels of student performance schoolwide. Within two years of working with SAM, both sites have shown emerging evidence of:

- *School leadership prepared to lead change.* 98% of participants (55 out of 56) successfully completed the professional development in SAM and all attained competence on leadership standards. Additionally, 12 participants at High School A obtained building level certification and are prepared to step into the roles of principal, assistant principal

---

<sup>5</sup> Elmore, R.F. (2000). *Building a New Structure for School Leadership* [Electronic Version]. The Albert Shanker Institute.

<sup>6</sup> Fouts, J.T., Baker, D.B., Brown, C.J., & Riley, S.C. (2006). *Leading the Conversion Process: Lessons Learned and Recommendations for Converting to Small Learning Communities*. Fouts & Associates (prepared for the Bill & Melinda Gates Foundation).

and teacher leader, and two participants received district level certification. All participants at High School B already had certification prior to their involvement in SAM.

- *Effective practices that maximize the benefit of SLCs:* Through SAM, High School A and High School B have made significant progress in implementing SLCs in ways that are positively changing leadership, classroom and school practices by using data to drive change and shifting all efforts around the goal of student achievement:

	<b>Before SAM...</b>	<b>SAM Year 2...</b>
Leadership	Leadership focused on management	Leadership aligned to support instructional programs of individual SLCs
	Top-down leadership	Emerging distributed leadership
	Working with many organizations to address a variety of student needs	Coordination of external resources in pursuit of an overarching goal
	Reliance on professional development with no explicit linkages to student outcomes	Professional development embedded in school site and differentiated based on identified teacher and student needs
Instruction	Focus on summative data	Increasing focus on formative data to inform instructional choices
	Reliance on vertical alignment of curriculum, with little attention paid to horizontal, or cross-curricular, alignment	Horizontal alignment of curriculum complements vertical alignment
	Teachers working in isolation	Collaborative planning time; Transparency of practice: SAM members conducting low-inference observations (High School B); Each SLC makes common time for case conferencing and looking at student work
	Focus on “what I’m teaching”	Focus on “what they’re learning”
	Use of a narrow band of instructional strategies	Use of differentiated instruction based on identified student needs
	Tracking	High expectations and opportunities for all students; Elimination of tracking (High School B)
Operations	Scheduling based on traditional 8-period day	Alternative methods of scheduling explored
	Large high schools serving 2,000 to 4,000 students each	Wall-to-wall SLCs of 350-500 students

- *Changes in practices affecting student achievement:* Both High School A and High School B are experiencing increases in student performance as a result of their work through SAM. Examples of these results include:

- Increased college readiness at High School A. As part of the move to SLCs, High School A reorganized the college guidance office and integrated the counselors into the new SLCs to identify and address the exact barriers to college readiness in each SLC. Using the SAM methodology, the SLC leadership and guidance counselors were able to identify which students were completing which admission requirements, who was applying and where and then ensure students had the necessary supports. As a result of this intensive use of data, High School A was able to increase the percentage of students who took the PSAT from 28% to 74%. Additionally, in the past, 68% of High School A graduates attended a two- or four-year college; this year, 91% of High School A seniors applied and 80% were accepted.
- Improved student performance at the 9<sup>th</sup> grade level at High School B. During this past year, High School B's SLCs focused on providing targeted supports to its 9<sup>th</sup> graders. As a result of this work, High School B's 9<sup>th</sup> graders experienced a drop in suspensions from 290 in 2005-06 to 182 this year; monthly attendance rates for 9<sup>th</sup> graders were above 89% each month and at or above 92% in five of those months; and the percentage of 9<sup>th</sup> graders completing 10 or more credits toward graduation rose from 57.4% in 2005-06 to 70.91% in 2006-07.

#### *Need for Institutionalization and Dissemination*

These results are just the beginning. We know from our work with SAM in small schools that two years is simply not enough to ensure that emerging school improvements take hold and are institutionalized. SAM is specifically designed so that year one is introductory, in which New Visions staff model practices for school teams; year two is collaborative, in which New Visions co-leads the improvement efforts with school teams; and year three is about sustainability, with school teams beginning to lead the work of improvement on their own with coaching and support from New Visions. Plans for the next year will address the following needs:

- Establishing and securing a culture of continual improvement within each SLC by engaging additional staff in the SAM methodology;
- Ensuring that new SLC action plans for meeting the targeted students are implemented and result in improved student performance; and
- Continuing the evaluation of SAM as a means to transform mid-tier high schools to SLCs and to document the impact of SAM on improved student achievement to be shared across the district and nationally.

#### B. Goals and Objectives

From its inception, SAM has been designed to improve student achievement by building leadership capacity and embedding deep, data-driven inquiry at each school site. Its goals follow from this need:

- *Increase student achievement and graduation rates.* All schools participating in SAM demonstrate improvement in student achievement as evidenced through multiple assessments.

- *Increase the collective efficacy of all staff at SAM schools.* Staff of SAM schools exhibit increased collective efficacy.
- *Increase the capacity for distributive leadership.* All schools participating in SAM exhibit increased distributive leadership.
- *Increase the leadership skills of individual participants in the SAM model:*
  - More than 90% of members of a SAM school’s leadership team will complete the professional development requirements.
  - More than 90% of teachers participating on the leadership team will attain competence on leadership standards adopted from Doug Reeves’ *Assessing Educational Leaders*.
  - More than 90% of SAM participants, both leadership team and school staff, will report they feel part of a community to drive high achievement for every child and view each other as resources and supports.
- *Develop Small Learning Communities that are driven by the needs of students at each school:* All of the schools participating in SAM have evidence that the specific SLC structure they design and implement is aligned with the identified needs of students.

The Scaffolded Apprenticeship Model is specifically designed to improve schools and student achievement, particularly graduation rates, by developing strong school leadership across many roles and creating school cultures of continual improvement through the use of data. Teachers are trained to become school leaders and principals are trained to become “leaders of leaders” through the practice of school improvement. School SLCs learn to collect and analyze data, particularly regarding student learning needs; adopt, adapt and develop instructional and structural strategies to meet the needs; design and adapt organizational strategies that maximize teaching and learning; build upon the school and community assets to support student learning; engage parents and the public; and develop strategic partnerships with external organizations around rigorous instruction. During the upcoming year, New Visions will focus SAM activities on assisting High School B and High School A in institutionalizing SLCs that effectively support high levels of student performance. This work will result in High School A and High School B’s further progress toward obtaining the goals outlined above and establishing a schoolwide culture of using data for continual improvement. Additionally, it will contribute important evidence to the education field on how SLCs can be effectively implemented to improve student achievement.

### C. Project Implementation Plan

Early support enabled High School B and High School A to restructure into wall-to-wall SLCs that embody the following key principles:

- *Theme-based:* They are theme-based with core subjects aligned with college access;
- *Small:* Student populations are capped, High School A at 500 and High School B at 350;
- *Choice:* They include students and faculty who have chosen their SLC and will take or teach all core and most elective classes within the community;
- *Professional community:* They provide common planning time for teachers; and
- *Instructional leadership:* They have developed a cadre of leaders dedicated full-time to governance and focused on instruction.

This past year, the New Visions SAM facilitators worked with 55 professionals from High School B and High School A, including two school principals, 21 assistant principals, eight teacher coordinators, 21 teachers and three guidance professionals. Through the program components of apprenticeships, intervisitations, coaching, low inference observations and course work, SAM facilitators guided participants through the implementation of action plans to improve the performance of a targeted group of students. To support this effort, the SAM second year curriculum focused on making explicit the process by which organizational changes are made and new knowledge acquired to result in gains in student achievement. In particular, SAM participants learned and applied the principles of:

- *Management* – provides participants with support in four major areas: organizational management, self-management, management of others and management of change;
- *Law* – provides participants with guidelines for decision-making that are consistent with legal principles and practices regarding the rights of students, parents and teachers;
- *School-Wide Accountability* – provides participants with the information they need to take a leadership role in supporting school community engagement around a new definition of school success embedded in the DOE’s new accountability structure; and
- *Presentation Skills* – provides participants with strategies they need to effectively communicate complex ideas to the various school constituencies in a wide variety of forums and formats.

During this next phase of work, the goal for fall SAM participants is to internalize and apply their new leadership skills so that the SAM methodology is institutionalized within their SLCs for continual improvement and increased student achievement. The SAM participants will continue to lead action plans to improve performance of targeted student populations, as well as assume the responsibility for training other colleagues in their SLCs in the SAM methodology. In this way, the improvement efforts over the last few years will become sustainable.

To that end, the SAM participants will participate in the following program components:

- *Coaching from New Visions SAM facilitators.* Participants have made great strides in their ability to analyze and use student data. This year, the SAM coaching will help the participants act as informal leaders among their peers by engaging in reflective, data-driven discussions about student needs and instructional practices. Much of the coaching will be focused on helping the SAM participants apply the skills in analyzing and using data learned through SAM to the New York City DOE’s new accountability structure, which includes multiple measures of school performance and requirements for schools to establish inquiry teams around student data. The schools have structured this work in the following way:
  - At High School A, the New Visions SAM facilitators will support the SAM participants in providing leadership to each SLC inquiry team in using the SAM methodology. The inquiry team consists of a group of teachers and guidance counselors who will use common time during and after school to analyze student data, plan and implement interventions, assess and report on progress and revise strategies. The SAM participants will work with their inquiry teams to oversee the process and

present monthly mini-reports to school administration on progress of the improvement efforts.

- At High School B, the New Visions SAM facilitator will work with the SAM participants in each SLC (one assistant principal and two teachers per SLC) to engage staff in the SAM methodology. The SAM SLC teams will work with their colleagues during common time, held four times per week, to analyze student data, develop action plans, assess the implementation of the plans and revise their strategies. Not every common time will be devoted to SAM, but many will. In effect, the SAM team of each SLCs will become the "facilitators" of SAM for the rest of the school next year, with support from the New Visions facilitator.
- *Weekly coursework.* SAM participants will also continue to participate in weekly course work that will shed light on their day-to-day efforts to use data to improve practices. High School A's and High School B's use of SAM during the past year revealed two common areas in which staff across SLCs needed additional supports and training. First, the data analysis through SAM showed that for a huge number of targeted student groups, literacy skills represented the major roadblock to academic success. At the same time, as content specialists, high school teachers are rarely trained in addressing these skill deficits with their students. Through SAM's targeted exploration of data, this gap between teacher expertise and student needs became apparent. Similarly, few teachers are trained in the use of formative assessments as an instructional tool. Based on this data work, the SAM curricula for year three in High School A and High School B is being customized around adolescent literacy and formative assessment, specifically developing the leadership skills of SAM participants to both support and develop teacher skills in these areas.

In conjunction with this work during the upcoming year, both schools are also pursuing the certification of the next cohort at their sites—High School B is funding the certification through new Title I dollars and High School A is funding the next cohort through outside support. Additionally, New Visions will begin to share the products from this work—such as the curriculum modules and evaluation—as a means to disseminate lessons and resources in New York City and nationally.

#### D. Evaluation Plan

To help measure the impact of SAM, New Visions has engaged Dr. Joan Talbert at the Center for Research on the Context of Teaching at Stanford University to conduct an outside evaluation of SAM across all 15 participating schools, including High School A and High School B. Dr. Talbert has designed a survey to gather baseline data on student achievement within participating schools as well as the instructional leadership abilities of SAM participants. The study will include survey and student record data, combined with participant reports and SAM records, to yield:

- Quantitative analyses of trends in leadership conditions and school culture outcomes through teacher surveys in each school and SAM team surveys;
- Evidence of improved student outcomes using SAM teams' research and standard record data; and

- An analysis of how changes came about and factors that supported or inhibited team leadership and change through facilitator interviews, principal interviews, SAM team surveys and focus groups.

Over the next year, the progress and challenges articulated in the evaluation will heavily inform the direction, and scaling, of SAM.

E. Project Timeline

**Project Timeline**

<b>Timeline</b>	<b>Milestone</b>	<b>Implementation Plan</b>
September–October 2005	New Visions identifies potential participating schools.	<ul style="list-style-type: none"> <li>• Discussions with NYC DOE and Regions</li> <li>• Talking with potential school applicants</li> <li>• Release of application</li> </ul>
October–December 2005	Four school sites are selected and commit to participating	<ul style="list-style-type: none"> <li>• Schools select team members based on criteria</li> <li>• Schools submit application</li> <li>• New Visions conducts interview/observations of schools</li> <li>• Schools conduct walk-throughs</li> <li>• Baruch College approves application</li> </ul>
December 2005	Finalize Work for Year 1	<ul style="list-style-type: none"> <li>• Based on information from schools, work with SAM Site Facilitator to finalize curriculum and program for first semester</li> <li>• Work includes preparing syllabus and readings; developing tasks; scheduling visits, etc.</li> </ul>
January 2006–December 2006	<p>Year 1 Training: <u>Apprenticeship</u> Aspiring leaders complete Year 1 apprenticeship</p> <p><u>Seminars</u> Aspiring leaders complete Year 1 seminars</p> <p><u>Inter-visitations</u> Aspiring leaders complete Year 1</p> <p><u>Support for Principals</u> Principals complete Year 1 collaborative work</p> <p><u>Summer Institute</u> School teams complete 4-Week Summer Institute</p> <p>Continual refinement of work</p>	<p><u>Apprenticeship</u></p> <ul style="list-style-type: none"> <li>• Aspiring leaders released a portion of their time from positions to take on leadership responsibilities and practice leadership skills for school improvement</li> <li>• Site administrator released a portion of their time from position to focus on building leadership capacity and working with aspiring leaders</li> <li>• Site facilitator works with school teams and individuals on improving their skills and practice</li> </ul> <p><u>Seminars</u></p> <ul style="list-style-type: none"> <li>• SAM Program Manager works with site facilitator and school administrators to refine and co-facilitate seminars for aspiring principals</li> </ul> <p><u>Inter-visitation</u></p> <ul style="list-style-type: none"> <li>• SAM Program Manager works with site facilitator and school administrators to conduct visits</li> </ul> <p><u>Support for Principals</u></p> <ul style="list-style-type: none"> <li>• SAM Program Manager works with site facilitator and school administrators to refine and facilitate peer collaboratives</li> </ul> <p><u>Summer Institute</u></p> <ul style="list-style-type: none"> <li>• Four-week intensive for school needs analysis, team building for SLCs and school improvement planning.</li> </ul> <p><u>Continual refinement of work</u></p> <ul style="list-style-type: none"> <li>• Collect feedback from participants via informal conversations; formal conversations at trainings and surveys</li> <li>• Assess participants’ progress against the ISLLC standards</li> </ul>

		<ul style="list-style-type: none"> <li>• Make refinements and adjustments in each of the components based on the feedback</li> </ul>
January–December 2007	Year 2 Training: Program components are the same as Year 1	<ul style="list-style-type: none"> <li>• Program components are same as Year 1: apprenticeship; seminars; inter-visitations; summer institutes and principal collaborative.</li> <li>• Make refinements and adjustments in each of the components based on the feedback</li> </ul>
January–December 2008	Year 3 Training <u>Support for Leaders</u>	<ul style="list-style-type: none"> <li>• Provide individual coaching to support SLC teams, observe them at work, and assess each new leaders progress</li> <li>• Weekly coursework focused on literacy and assessment</li> <li>• On-going support for administrators at schools that participated.</li> <li>• Training for new SAM cohorts</li> </ul>
Ongoing	<u>Evaluation &amp; Knowledge Dissemination</u> : Conduct internal and external evaluation	<ul style="list-style-type: none"> <li>• Collect and analyze data as outlined in evaluation plan</li> <li>• Produce evaluation reports on work and its outcomes</li> <li>• Use information to inform New Visions policy work and publications.</li> </ul>

### III. Organizational Capacity

#### A. Mission, strengths and expertise

New Visions for Public Schools, founded in 1989, is dedicated to improving the quality of education children receive in New York City's public schools. Working with the public and private sectors, New Visions develops programs and policies to energize teaching and learning and to raise the level of student achievement. As a newly appointed Partnership Support Organization to the New York City DOE, New Visions will be accountable for improving student achievement in 63 New York City public schools, serving more than 30,000 students. The goal of the New Visions PSO is to graduate at least 80% of our PSO students college and career ready. Our key accomplishments include:

- Creation of 112 new small public schools, including the creation of 83 New Century High Schools (NCHS) in the last five years;
- Intensive support to our schools resulting in graduation rates for the first cohort of New Century High Schools of 78%, and a preliminary graduation rate for the second cohort of New Century High Schools of 70%, both of which are 20% higher than the city-wide rate; and
- The certification of over 57 new school leaders in the last two years through the Scaffolded Apprenticeship Model.

New Visions staff have both brought and built exceptional capacity, knowledge and skills within the key areas for school change: small school creation, leadership development, classroom practices and public engagement. Over the course of 18 years, we have developed deep working partnerships with the DOE, teachers and principals unions, community organizations, universities, foundations, and civic and business leaders around school improvement. In this way, we seek to leverage the strengths and expertise across many organizations.

## B. Extent of similar projects, success and lessons learned

New Visions' success and lessons from working with High School B and High School A in implementing SAM as a method for transforming to SLCs are well documented, and we plan on continuing to learn from these efforts through Dr. Talbert's evaluation and ongoing feedback from participants. Additionally, New Visions has successfully piloted SAM in 13 small high schools and will be implementing the methodology with our PSO schools as the method for school improvement. These experiences and results are also being evaluated by Dr. Talbert, who is currently aggregating and analyzing data of the progress of participants at High School A and High School B from this past year.

Moreover, the success of SAM to date as a method for improving school practices and results has garnered interest by the New York City DOE and by other urban areas across the nation. Locally, the New York City DOE has adopted the SAM methodology of analyzing and using data as the backbone of its new assessment and accountability system. Inquiry teams at each school will be using the methodology to identify the needs of groups of students and develop targeted interventions. Improving achievement for those students will have a dramatic, system-wide impact. Additionally, nationally several school districts, including Hamilton County-Chattanooga, Palm Beach County and Charlotte-Mecklenberg have expressed interest in adopting the model as a way to certify school leaders through school improvement. Boston is currently preparing to adapt and implement SAM.

## C. Key partners and personnel

The Scaffolded Apprenticeship Model was designed in conjunction with the School of Public Affairs at Baruch College during 2003. Baruch College leaders continue to play a key role in ensuring that SAM meets state certification requirements and participants meet eligibility/admissions requirements, as well as providing overall guidance, advice and feedback on the model as it is implemented. Additionally, New Visions for Public Schools has a long-established relationship with the New York City Department of Education and we have been working closely with a number of DOE offices in implementing and refining the Scaffolded Apprenticeship Model.

### *New Visions Personnel: Roles, Responsibilities and Qualifications*

**Ron Chaluisan, Vice President of Programs** serves part-time on this project designing, analyzing data on and refining SAM. He works closely with the DOE and Baruch College to ensure that the implementation of SAM has the necessary supports to be successful. Additionally, Mr. Chaluisan leads the replication of the model at other NYC schools and works with the New Visions Policy Office and Office of External Affairs to disseminate the model locally and nationally. Mr. Chaluisan was the Director of Small Schools at New Visions and, since 2002, led the comprehensive process of providing a wide range of supports to new and existing small schools throughout NYC. Mr. Chaluisan brings 15 years of experience in the NYC public schools. Most recently, from 1994 to 2002, he served as the co-founder and principal of The New York City Museum School, a New Visions small school collaboration between Community School District 2 and the American Museum of Natural History, Brooklyn Museum of Art, Children's Museum of Manhattan, and the South Street Seaport Museum.

**Liz Gewirtzman, Director of the Scaffolded Apprenticeship Model,** serves full-time leading SAM. Working with Mr. Chaluisan and the NYC DOE, she leads the design and implementation of this project at High School B and High School A and is responsible for managing the implementation and overseeing the overall quality and consistency of SAM as it is implemented in additional schools. Ms. Gewirtzman coordinates the overall project, including recruiting new schools and designing the curriculum to train SAM facilitators and the curriculum for SAM participants. Additionally, she participates in co-developing and co-teaching the course and is the liaison to the evaluator. Ms. Gewirtzman has extensive experience leading improvements in NYC Schools as the Director of Operations for Community School District Two during its successful reform efforts and leading the design, administration and implementation of performance driven budgeting at the NYC DOE. Most recently, Ms. Gewirtzman served as the Acting Director for the Center of Educational Leadership at Baruch College and as a Lead Facilitator at the New York City Leadership Academy.

**SAM Site Facilitators.** Each high school has a SAM Site Facilitator who provides on-site coaching, facilitates inter-site visitations, teaches the course work, analyzes and assesses the participants' course work including conducting observations, etc. The site facilitators have experience and a track record of leading instructional change as a school leader (either principal or teacher leader). For example, Dr. Helen Scharff serves as a SAM Site Facilitator at one of our sites. A Ph.D. from New York University, Ms. Scharff has researched and written on education instruction and education reform. She was at Hunter College High School for 14 years and was recognized for her contributions as a teacher leader. Her accomplishments include designing and co-directing a New Teacher Support Program, supervising over 20 new teachers and participating on the professional development and curriculum development committees. She served as an adjunct instructor at New York University, Brooklyn College and Baruch College. Most recently, she is serving as a substitute assistant professor in Educational Leadership at Baruch College's School of Public Affairs.