

Maryland School Review

Expert Review Team Report

Domain 1: Curriculum and Instruction

Eastern Technical High School

Table of Contents

Overview of Maryland School Site Reviews.....	2
Executive Summary	4
Domain 1: Curriculum and Instruction.....	7
Appendix A	10
Appendix B	12

Overview of Maryland School Site Reviews

PURPOSE

The Maryland State Department of Education (MSDE) is committed to supporting school systems in improving student outcomes. MSDE conducts comprehensive school reviews to identify promising practices and opportunities for growth in curriculum, instruction, interventions, socio-emotional and mental health services, educator support, and school management. School reviews are a collaborative process among local education agencies (LEAs), schools, and MSDE aimed at accelerating student learning, supporting the whole child, and enhancing educator practice.

SCHOOL REVIEW PROCESS AND METHODOLOGY

All school reviews are facilitated by an Expert Review Team (ERT) led by MSDE. ERT members consist of trained teachers, school leaders, and education experts with experience in improving student outcomes. Members participate in extensive training led by MSDE to calibrate the review process to ensure a consistent approach to school reviews. To identify effective practices and opportunities for growth in a school, the ERT analyzes school data, reviews documents submitted by the school, and conducts a one or two-day site visit that includes classroom observations, focus groups, and a principal interview.

The Expert Review Team uses a rubric (see Appendix B) to form a consensus rating for each measure based on student data, documents, observations, focus groups, and a principal interview. The rubric consists of three domains:

- **Domain 1: Curriculum and Instruction** - High-quality curriculum, instructional materials, teaching practices, and assessments are implemented to support student learning.
- **Domain 2: Student Support** - Schools use data to identify students and implement a multi-tiered approach to support all student groups.
- **Domain 3: Educator Support** - Educators at all levels are provided with support to improve results and shift instructional practice.

Each domain contains indicators and measures. Indicators specify criteria within the domain that will be reviewed. Measures identify the component that will be rated within the indicator. Each measure can earn one of four ratings:

- **Accomplishing with Continuous Improvement** - evidence reviewed demonstrates that a school fully addressed action(s) while implementing measures and attaining outcomes and demonstrates a commitment to continuous improvement.
- **Accomplishing** - evidence reviewed demonstrates that a school fully addressed action(s) while implementing measures and attaining outcomes.
- **Developing** - a plan and/or process is observed; however, actions towards attaining measures and outcomes have not yet been implemented.

- **Not Evident** – a plan and/or process towards implementing measures or obtaining outcomes was not observed.

In cases where the measure and/or component does not apply, it will be marked as not applicable.

MSDE will collaborate with LEAs for any school that earns a rating of Developing or Not Evident for any measure to develop recommendations, a support plan, and a timeline for the school to make progress toward the Accomplishing or Accomplishing with Continuous Improvement rating.

STRUCTURE OF THIS REPORT

The following report is organized into three different sections.

Executive Summary: In this section, you will find a summary of the school's review. This includes:

- Information about the school, with more detailed information, can be found online in [the Maryland School Report Card](#).
- The summary of findings is a snapshot of the ratings the school received by each domain, with more detailed ratings of each measure embedded in the complete school rubric in Appendix B.
- Overall recommendations for the school to focus their school improvement work.

Findings and Recommendations by Domain: Each domain contains a section that outlines ERT findings, including strengths and areas for growth. For each domain, targeted recommendations are provided with evidence, action steps, and resources to address the recommendation. Resources are currently being reviewed for accessibility.

Appendices: Two appendices expand on information provided in the body of this report. They provide detailed information on the specific methods used by the ERT during the site visit and a deeper dive into the ratings the school received on the School Review Rubric.

Executive Summary

ABOUT EASTERN TECHNICAL HIGH SCHOOL

Eastern Technical High School, located in Baltimore County, serves a total of 1,215 students in grades 9th – 12th. The enrolled population is made up of 24% Asians, 20% African Americans, 5% Hispanics, and 47% White. The school's population includes approximately 25% of students that receive free or reduced meals and 5% or less of the population includes either students with disabilities or students with 504 plans. More detailed information, including enrollment, attendance, demographics, and student outcome data, can be found in the [Maryland School Report Card](#).

SUMMARY OF FINDINGS

The following table summarizes the school's rating on Domain 1. The school scored its highest rating of Accomplishing in Assessment and Timing and its lowest rating of Accomplishing in Curriculum and Instructional Materials. A comprehensive list of measures, indicators, and ratings can be found in the full School Review Rubric in Appendix B.

Domain 1: Curriculum and Instruction		
Indicator	Percentage	Rating
Curriculum and Instructional Materials	81%	Accomplishing
Classroom Instruction	82%	Accomplishing
Assessment and Timing	85%	Accomplishing

OVERALL RECOMMENDATIONS

The following actions are recommended to support improvement in the areas identified as needing improvement through the School Review process. More detailed information about these recommendations, linking them to specific findings in each domain and providing action steps and resources to implement them, can be found in the following sections.

- Provide differentiated instruction to better meet student's individual needs by utilizing multiple strategies that engage students in the learning of content.
- Provide more opportunities for student-driven learning within the classroom such as choices of assignments/projects to demonstrate competency.

Domain 1: Curriculum and Instruction

Curriculum and Instruction

High-quality curriculum, instructional materials, teaching practices, and assessment are implemented to support student learning.

Findings and Recommendations

STRENGTHS

The Local Education Agency (LEA) provided documentation supporting the high-quality curricula aligned with the Maryland College and Career Readiness Standards (MCCRS). The school documentation is aligned with the LEA documents provided to MSDE.

The school's overall environment exhibits high expectations and positivity, and the student body is learning-focused.

- In six out of ten classes reviewed, students were specifically asked to cite evidence or defend their responses to questions. One teacher said, "Telling me 'yes' is just agreeing with me. I want you to support your answer." Another said, "We want data to tell the story."
- Nine out of ten classes reviewed demonstrated students receiving feedback specifically aligned to the task provided during the lesson. An example was teachers circulating the room, as students worked on the task, and offering specific guidance.
- The culture of high expectations was evident as students applied the feedback to the assignment right away. Reviewers noted that students were listening to the teacher's feedback and applying it to improve work products.
- All ten of the classrooms reviewed had the learning objective posted and in nine out of the ten classes, the teacher verbally stated the objective, and all activities were aligned.
- There is a focus on building a learning culture as evidenced by four classrooms with student roles explicitly stated for the collaborative activities.
- In five classrooms, students provided feedback and responses to each other regarding the assignment.

Expectations around student empowerment were evident in multiple ways as students engaged in routine learning expectations.

- In one of the three classrooms, the students were engaged in the peer editing process using the advanced placement (AP) scoring rubric, with specific objectives and targeted responses. The students also had an exemplar of a peer response and were required to peer edit more than one paper.
- In two of the three classes, the students were engaged in deep and multi-level literary analysis, especially examining the motives of characters, symbols, and themes.

- Both mathematics classes reviewed mathematics goals that were visible in student-friendly language with standard aligned vocabulary. For example, teachers posted “I can” statements next to the lesson objective on the front whiteboard.
- In three of the classrooms, the teacher encouraged students to help each other, move to another group to help, or pair together to offer each other assistance. Students felt empowered to discuss answers, share notes, and tally their groups' completion of work.

AREAS FOR GROWTH

Provide students with clearer literacy instruction and better scaffolding to achieve higher-order thinking.

- In the three ELA classrooms reviewed, the instructors missed the opportunity to reference syntax or grammar; however, the students were 100% engaged in other literacy instruction.
- In the two classrooms reviewed, there was no collaboration and only teacher-to-student communication. However, in one of those classes, students referenced and elaborated on each other's answers in their responses to the teacher.

RECOMMENDATIONS

The following recommendations are meant to support school leadership in improving in the areas that were identified as needing growth. Each is closely connected to the evidence presented above under “Areas for Growth,” and includes specific action steps and resources to support the implementation of these improvements. Domain-specific ratings can be found in Appendix B.

FOCUS AREA 1

Provide differentiated instruction to better meet student's individual needs by utilizing multiple strategies that engage students in the learning of content. Provide more opportunities for student-driven learning within the classroom such as choices of assignments/projects to demonstrate competency.

ACTION STEPS:

As a result of this school review:

- Leverage the current structures for teacher planning to implement peer-to-peer learning opportunities with classroom teachers who currently implement collaborative learning as model classrooms.
- Utilize the current monitoring system to ensure that professional learning is implemented with fidelity.
- Provide professional development opportunities for teachers on structured collaborative learning aligned to differentiated learning strategies.
- Provide teachers with professional development focused on implementing student-driven learning opportunities in collaborative learning activities.

RESOURCES:

1. [Differentiating up. Strategies to Enhance, Extend, and Enrich Learning](#)
2. [Differentiated Instruction](#)
3. [Leveraging Teacher Leadership](#)
4. [What is a learner Agency](#)

Appendix A

SUMMARY OF EXPERT REVIEW TEAM ACTIVITIES

Expert Review Team Members

1. Robert Limpert, Retired
2. John Halmi, Mathematics Teacher Specialist, Anne Arundel County Public Schools
3. Natalie Rebetsky, Retired, Retired High School English Teacher
4. Scott Ruehl, Director of Leadership Development, Howard County Public Schools
5. Amanda Stewart, Coordinator & County Commissioner, Charles County Government
6. Katherine Airey, Classroom Teacher, Harford County Public Schools

Site Visit Day 1

Wednesday, March 6, 2024

Site Visit Day 2

Thursday, March 7, 2024

Number of Classroom Reviewed

Eleven

Description of Classroom Visited

Wednesday, March 6, 2024	Thursday, March 7, 2024
<ul style="list-style-type: none"> • English 10 GT • English 9 (Intervention) • Public Policy Constitutional Law • AP English II • Engineering 2 • GT Physics • Algebra 2 	<ul style="list-style-type: none"> • AP Calculus • Allied Health • AP Environmental Science

Number of Interviews

One

- Principal

Number of Focus Groups

Five

- 17 students (2 groups)
- 13 school leaders
- 10 teachers
- 14 parents

Documents Analyzed

- Site visit documentation submitted by the school and LEA.

Appendix B

MARYLAND SCHOOL REVIEW RUBRIC

Ratings for Eastern Technical High School

The Expert Review Team Rubric is used by the review team to form a consensus on a rating for each measure based on all collected evidence. Collected evidence includes documents submitted by the school prior to the on-site review; outcomes of classroom observations; answers to focus group questions from teachers, administrators, students, and parents; and student data. Items checked were reviewed through data documentation or during the on-site school review.