



# **Companion Redesign**

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**Director Teaching, Learning, Educational Equity**

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**Goal**

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# Imperative

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Count of PermID	Grade Level						
Row Labels		6	7	8	9	10	Grand Total
▼ Bancroft		111	88	65			264
▶ Companion Math		63	39	18			120
▶ Companion ELA		48	49	47			144
▼ Muir		120	84	62			266
▶ Companion Math		70	42				112
▶ Companion ELA		50	42	62			154
▼ SLHS					111	12	123
▶ Companion Math					49		49
▶ Companion ELA					62	12	74
Grand Total		231	172	127	111	12	653

# Current Companion Students





**Compliance**

**Straight Ahead**



**Landscape at Design  
Time**

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**Landscape now**

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# Vision

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**What is the impact of Companion on both the affective and cognitive (reading or math) skills on the students placed into the course?**

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**Time to talk**

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**Look for patterns**

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- **Objective**
- **Assessment (lack of multiple points)**
- **Entry-exit**
- **Resources**
- **Training**
- **DOUBLE DOUBLE**
- **Enrichment**
- **ELECTIVES**
- **Long Term English Learners**
- **Role of Executive Functioning**
- **Role of Common Core**
- **Role of Integrated Learning**

# **Patterns from teacher voice**

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**Intervention that opens  
access, prevents tracking**

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Education policies that emphasize literacy (or math) instruction alone are missing an important opportunity to increase their effectiveness by including attention to the development of **executive functioning skills: working memory, cognitive flexibility, inhibitory control.**

[WWW.DEVELOPINGCHILD.HARVARD.EDU](http://WWW.DEVELOPINGCHILD.HARVARD.EDU)

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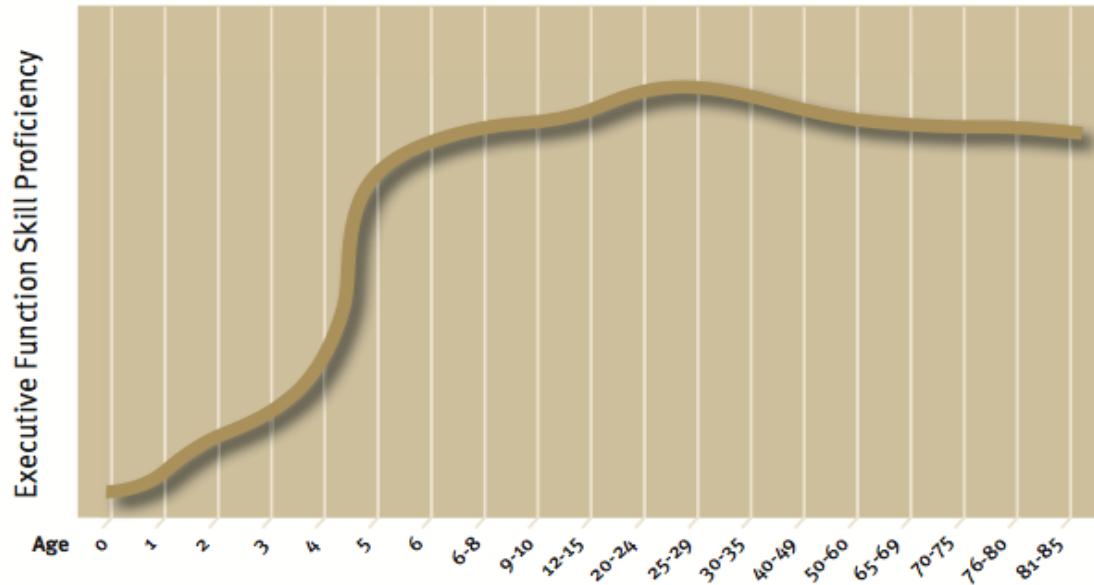


Having executive function in the brain is like having an air traffic control system at a busy airport to manage the arrivals and departures of dozens of planes on multiple runways.

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## Executive Function Skills Build Throughout Childhood and Adolescence



A range of tests measuring different forms of executive function skills indicates that they begin to develop shortly after birth, with ages 3 to 5 providing a window of opportunity for dramatic growth in these skills. Growth continues throughout adolescence and early adulthood; proficiency begins to decline in later life.

Source: Weintraub et al. (In Press).<sup>99</sup>

# Good News: Not Too Late



**Where do we need to go?**

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- **Semester long course, flexibility in and out at semester**
- **Assessment in, progress monitoring, exit out linked to course content**
- **Course content centered on executive functioning skills plus key literacy skills, mathematical thinking skills**
- **Technology integration for more individualized learning**
- **Rename: Math Lab, Literacy Lab**

# **2014-2015 Companion**

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# Milestones



- ☑ **Identify the teaching and learning context around Companion**
  - ☑ **Collaborate with Ed Services Team, Site Leadership, Teachers to develop redesign**
  - ☑ **Connect intervention plan to Common Core**
  - ☑ **Understand the role of technology integration**
  - ☑ **Evaluate intervention plan scope for LTEL's**
  - ☑ **Identify the impact on Master Schedule**
  - ☑ **Provide viable options for 2014-2015**
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