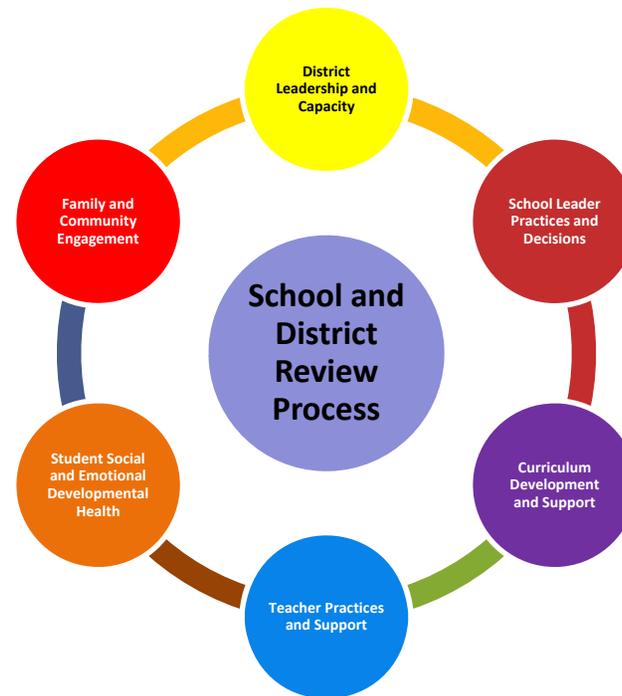


DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS



**DTSDE 2.0 Training Institute
May 9, 2014**

MAXIMIZE THE LEARNING

In the spirit of sharing knowledge and best practices, we ask that you

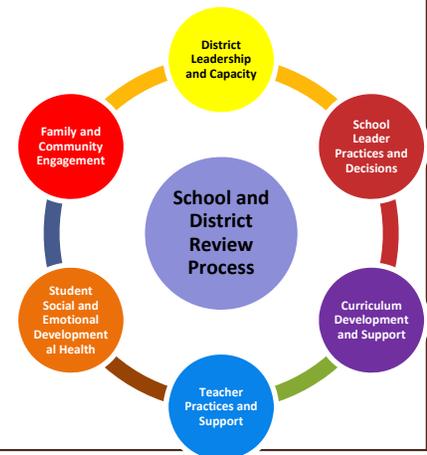
- Split your team
- Sit with a person you don't know
- Introduce yourself



WELCOME

Today, we will

- Receive an overview of the DTSDE Process
- Take a *Deep Dive* into the DTSDE 2.0 Rubric
- Engage in scenario work
- Reflect on our own practice
- Engage in professional dialogue



PROFESSIONAL DEVELOPMENT NORMS

A Few Agreements for our Work Together

- **Ask** Questions
- **Engage** Fully
- **Integrate** New Information
- **Open** Your Mind to Diverse Views
- **Utilize** What You Learn



<http://learningforward.org/>

DTSDE REVIEW PROCESS

Review Process

- Principal self-assessment
- Analysis of self-assessments
- Review of school data
- School visit includes
 - Interviews
 - Classroom visit
 - Observations of grade-level/subject-team meeting
 - End-of-day check-in



FOR MORE INFORMATION

Visit the NYSED Website:

<http://www.p12.nysed.gov/accountability/diagnostic-tool-institute/2013-14ReviewMaterials.html>



DTSDE 2.0 DOCUMENTS

- Schematic Map
- Tenets Big Ideas
- Mental Model of Statement Interdependence and Mental Map

DTSDE 2.0 - SCHEMATIC MAP

EXAMINE THE LOGIC

Handouts: Schematic Map and DTSDE Rubric - Tenet 2

Tenet Logic

- SOP .2 focuses on the **school leader** and the **plan** for the work
- SOP .3 focuses on **resources** (resources as curriculum, people, budget, or any other assistive type tools that can help school communities do their job better)
- SOP .4 focuses on **collaboration/capacity-building** via TLE
- SOP .5 focuses on **systems** and **structures**

DTSDE 2.0 SCHEMATIC MAP

EXAMINE THE LOGIC, CONTINUED

Focus: Sub-Statement of Practice - Tenet 2

Statement of Practice (SOP) Logic

- The (a) sub-statements of practice (SSOP) all relate to a **plan** that the school should be implementing or considering pertaining to the SOP.
- The (b) sub-statements of practice all relate to the **implementation** of the plan.
- The (c) sub-statements of practice all relate to how the school is **monitoring** and **revising** their thinking aligned to the plan so that it is as effective as possible.

EXAMINE THE LOGIC

Individually

- Take two minutes to read each of the SOPs in Tenet 2
- Select one SOP and detect the language that identifies the schematic framework for the SOP
- Then, read each sub-statement (i.e., SSOP a, b, and c) under the *Highly Effective* column to identify the explicit and/or implicit language in the sub-statements.

In triads

- Share and discuss your findings
- Identify what SSOP would look like?
- What are the implications of your understanding?

Be prepared to share

30:00
Minutes

SHARE

Highlights of Your Discussion

- Identify the SOP you selected
- Share one or two points of your discussion
- Identify what the SOP may look like in a school

10:00
Minutes

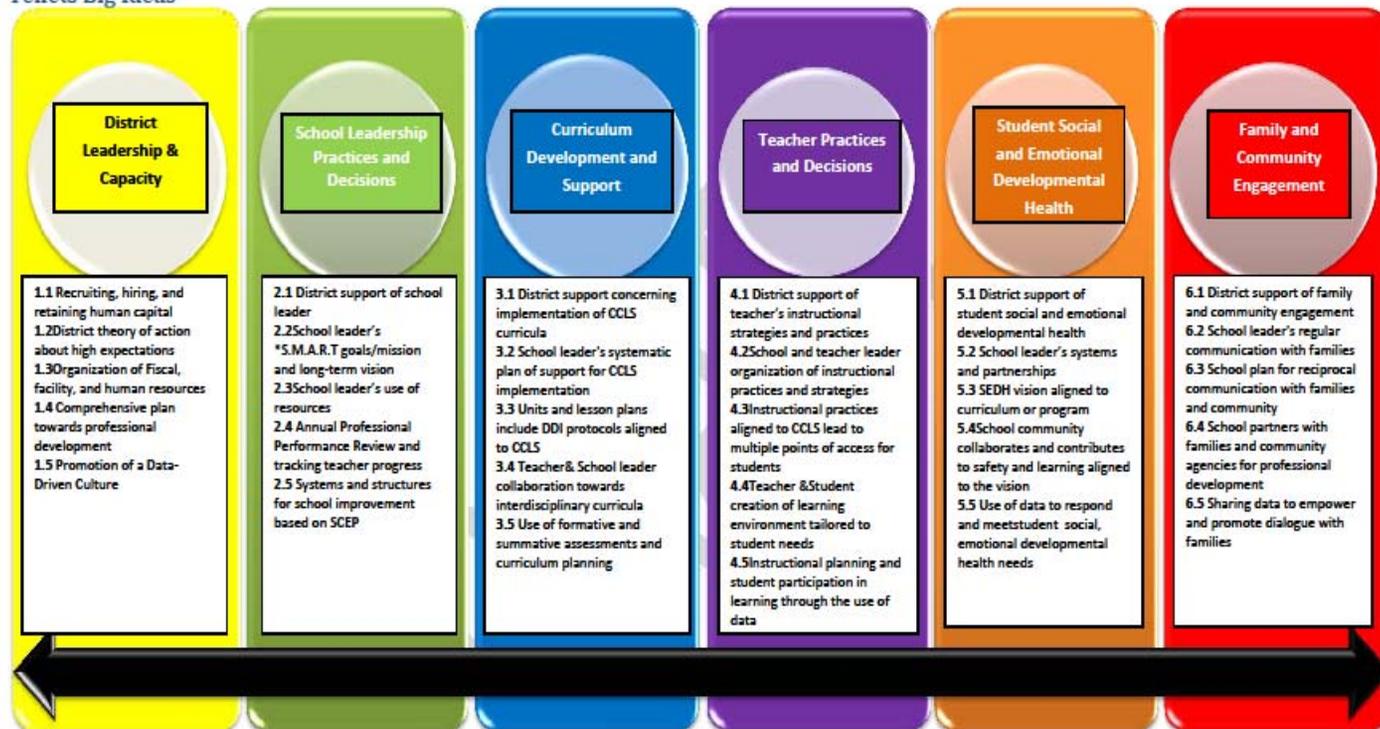
BREAK TIME

**15 MINUTES
PLEASE BE BACK ON TIME**



DTSDE: TENETS BIG IDEAS DOCUMENT

Tenets Big Ideas



DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS

DTSDE TENETS BIG IDEAS DOCUMENT

Handouts: Tenets Big Ideas and DTSDE Rubric Individually

- Read the *entire* Tenets Big Ideas document

Group

- Divide into two groups
 - Group One will focus on Tenet 3 and read 3.5*
 - Group Two will focus on Tenet 4 and read 4.4*

***Note: Read both the SOP and the SSOP
under *Highly Effective***

5:00
Minutes

DTSDE TENETS BIG IDEAS DOCUMENT

In your perspective groups, look for a partner.

In pairs

- Share your noticings
- Identify what *highly effective* practice would look like; “Look Fors” for your SOP

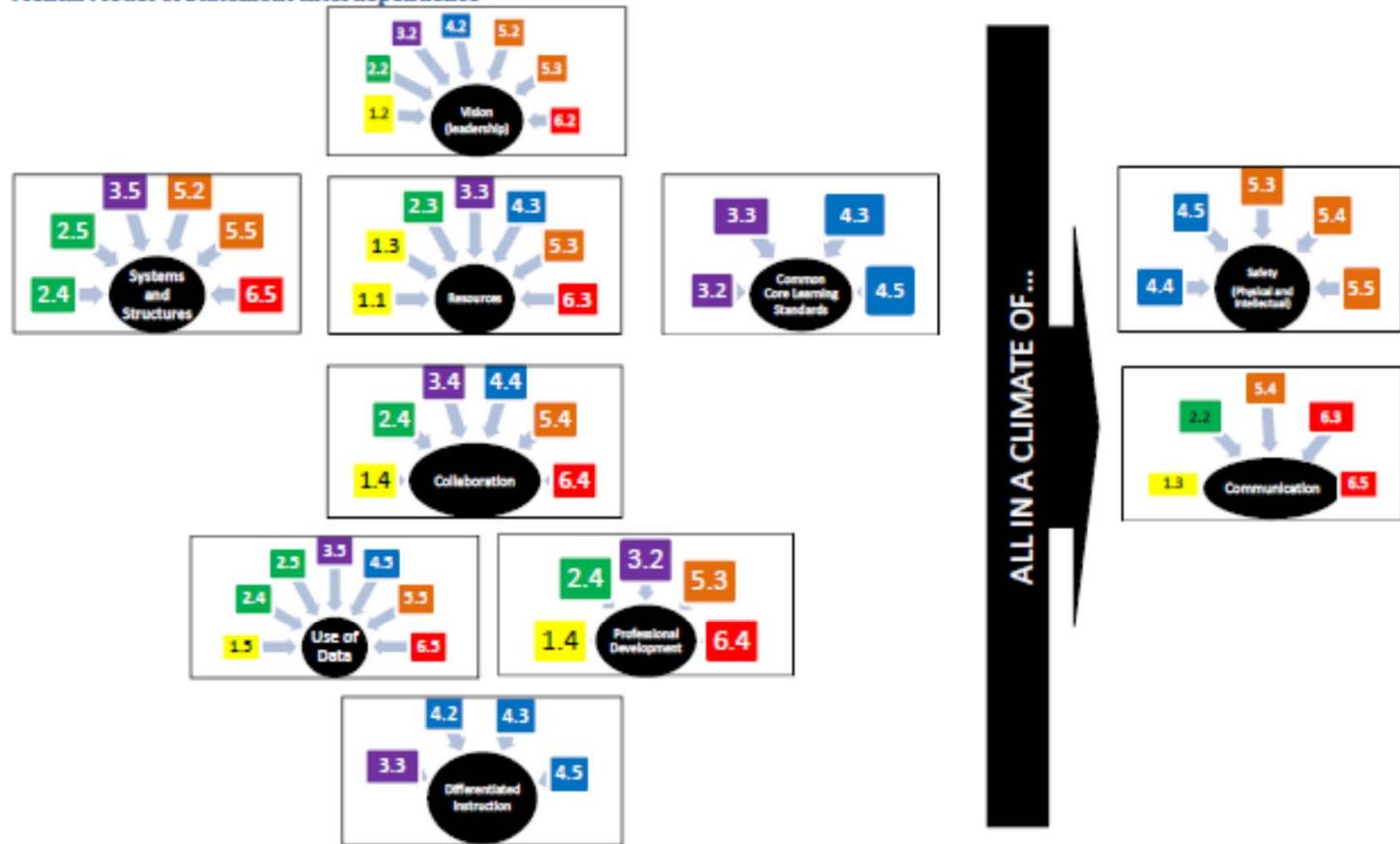
Be prepared to share

- Highlights of your conversation
- SOP “Look Fors”
- Wonderings

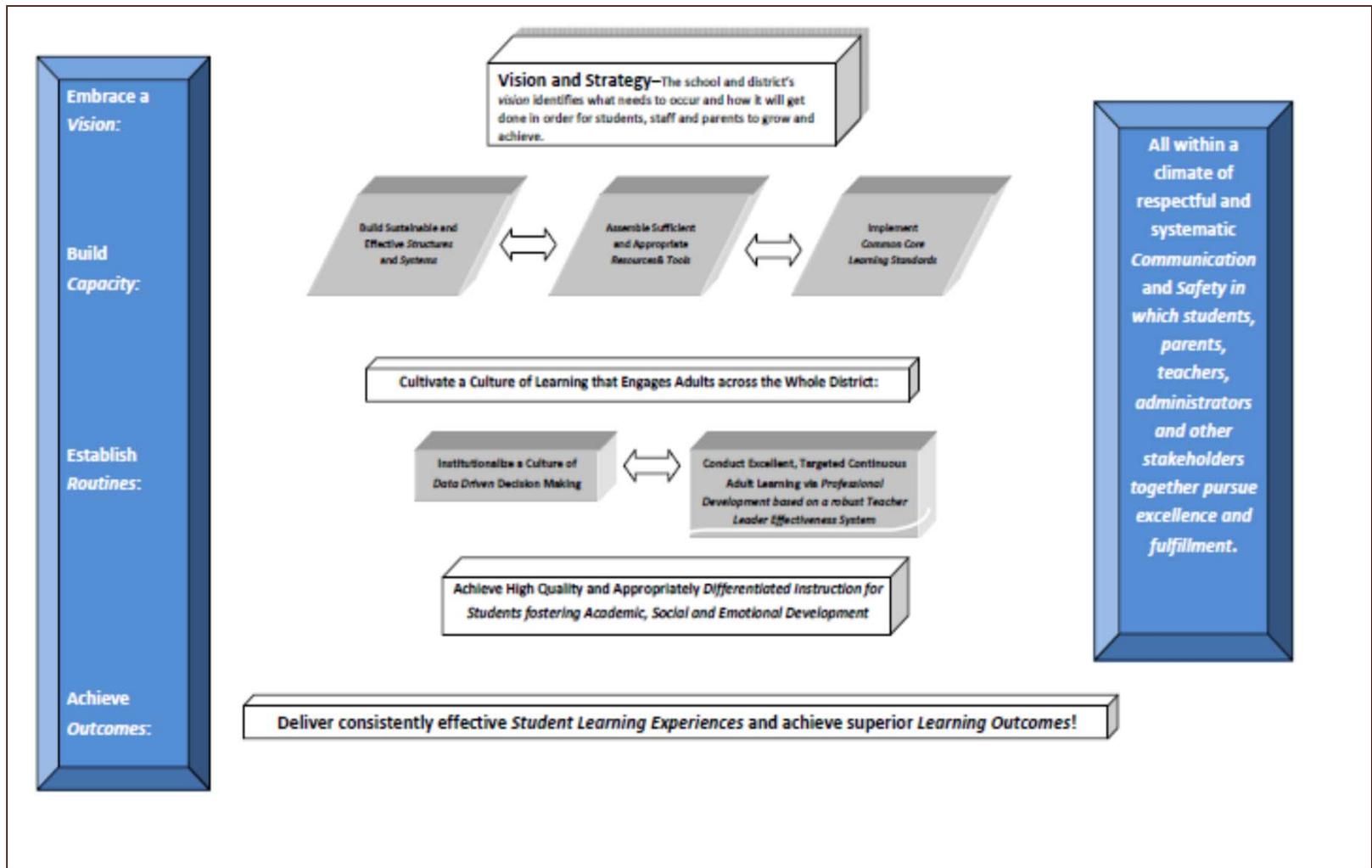
30:00
Minutes

EXAMINE THE MENTAL MODEL OF STATEMENT INTERDEPENDENCE

Mental Model of Statement Interdependence

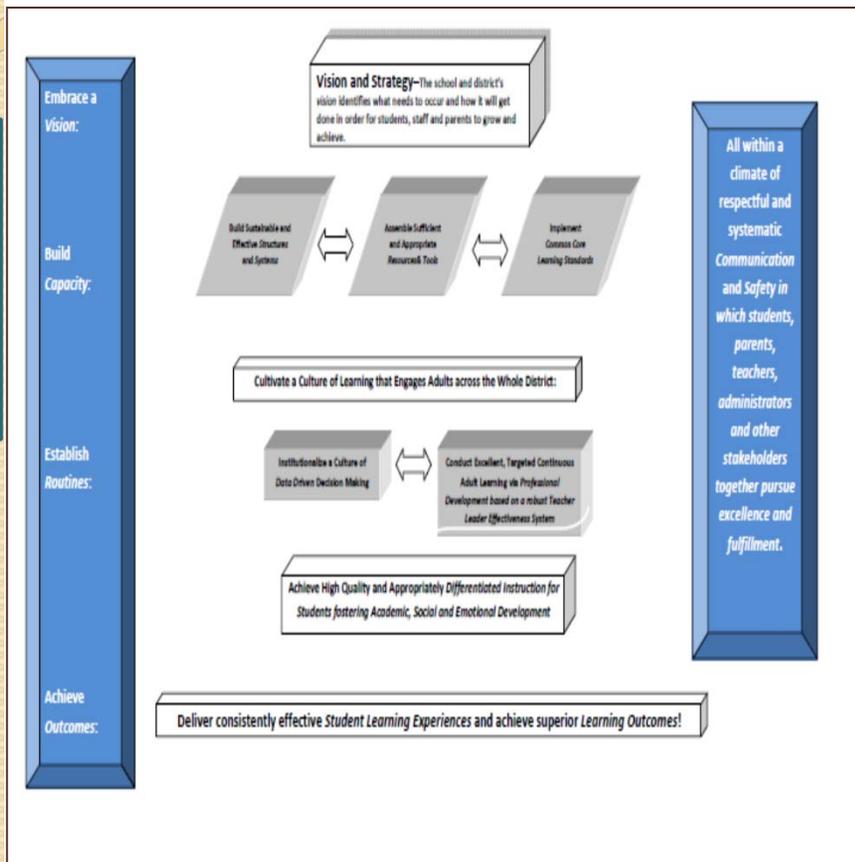


EXAMINE THE MENTAL MAP



EXAMINE THE MENTAL MAP

30:00
Minutes



GUIDING QUESTIONS:

- What is this document trying to communicate?
- How would you use this document?
- Take a look at the “Look Fors” you identified, are they aligned with this model? How so?

LUNCH

12:00 P.M. – 1:00 PM
PLEASE BE BACK ON TIME



UNPACK THE DTSDE 2.0 RUBRIC

Handouts: DTSDE 2.0 Rubric

Review Rubric

Each table will review **one** Tenet

- Examine the **Tenet as a whole**
- **Divide the SOP** among the participants in the table
- **Examine it** going across the HEDI continuum
 - Consider what you have learned about the schematic map, Tenets Big ideas and the mental model of statement interdependence and mental map
- Underline what you identified is being measured within the **SOP and SSOP**
- Have a conversation at your table as a group

10:00
Minutes

SCENARIO WORK

Handouts: Scenario and the Rubric

Individually (5 minutes)

- Read the scenario quietly
- Take notes and mark up your scenario in preparation to share with your group
- Identify the evidence aligned to the SOP
- Identify the challenge

In your group (20 minutes)

- What are the patterns/challenges in the school review practices?
- What is the storyline in the school scenarios?
- What can you discern from the information thus far provided?
- What other information or questions may you ask to identify the backstory?
- What SOP/SSOP does the school most struggle with based on the scenario?

20:00
Minutes

PREPARE FOR SHARING

On your chart, please

- Write the scenario you analyzed
- Write what the core challenge is
- Share the evidence for one SOP
- Identify which SSOP the school struggles with the most

Guiding questions for your discussion

- What are the patterns/challenges in the school review practices?
- What is the storyline in these particular school scenarios?
- What can you discern from the information thus far provided?
- What other information or questions may you ask to identify the backstory? What SSOP does the school most struggle with based on the scenario?

SCENARIO FINDINGS GALLERY WALK

10:00
Minutes

- Post your chart
- At the signal,
 - Move clockwise to another group's chart
 - Read
 - Use your post-its to ask questions

TABLE TALK

Table Debrief

- What did you notice?
- Did you find any patterns among the scenarios?
- What resonates?

5:00
Minutes

FINAL SCHOOL REPORT: FEI

Handout: FEI Document

FINDINGS

The school leader does not make fiscal decisions that are beneficial and prudent to the school's needs. Decisions about teacher practices and resources are not aligned to the school's staff needs. The school leader and administrators do not provide adequate support for effective teacher development.

EVIDENCE

According to the school leader, fiscal changes have not been made to a grant that can better meet the needs of students. The assistant principal articulated that, due to teacher absences, coaches cannot seek professional assistance during the day. The review team observed teachers using a variety of instructional programs and were unable to explain the use of instructional resources. As a result, these actions are

IMPACT

preventing the school from achieving academic improvement.

SCHOOL FINAL REPORT

Handout: School Final Report

Individually (5 minutes)

- Select SOP
- Review the ratings
- Read the narrative
- Read the recommendations for the Tenet

In your group (20 minutes)

- Share your thoughts
- Use guiding questions (next slide)

25:00
Minutes

SCHOOL FINAL REPORT: DISCUSSION

Guiding Questions for Table Discussion

- What do you notice about the report?
- Can you identify the FEIs ?
- What questions do you have?
- What would be your next steps? What would you focus on to get the highest leverage?
- If you were given this report to support a colleague, what would your conversation sound like?

20:00
Minutes

Resource Guide

Highlights

- Developed as a companion to the DTSDE 2.0 Rubric
- Useful at the end of the assessment process
- Supports the improvement plans
- Provides strategies for each SSOP
- Provides leaders with useful resources (primary purpose)
- Facilitates colleagues' professional development; recognizing that improvement fundamentally depends on adult learning and development (secondary purpose).

SAMPLE PAGE

Resource Guide for Schools and Districts

Tenet Two

Statement of Practice 2.2

DTSDE Tenet 2.2: *The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).*

Impact: The uniformly seen, heard, and known long-term vision is accomplished by the achievement of the school's SMART goals.

Strategies

- d. School stakeholders (Principal, staff, students, parents) created and support the SMART goals/mission and vision of the school.
- e. The school leader use a data-driven plan to achieve the SMART goals/mission and vision of the school
- f. The school leader, in collaboration with school stakeholders, monitors and evaluates progress toward achievement of SMART goals and vision of the school.

School leaders use the following strategies in the creation, use, and monitoring of the school's SMART goals/mission and vision:

- Rely on systems thinking in your school improvement planning and SMART goal development.
- Look for data-based patterns and interactions among your school's identified DTSDE improvement priorities so that you are able to address two or more priorities at the same time, creating a powerful synergy.

FINAL THOUGHTS

Please complete the evaluation form.

Thank you for

- Engaging in rich conversation
- Being present and mindful
- Asking questions
- Being reflective

A hope

- That you had a rewarding experience that you can build upon and share with others.