

DTSD E Institute

Evidence of Effort vs. Evidence of Impact

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Evidence of Effort vs. Impact

AGENDA

- ▶ Welcome/Overview
- ▶ Mock Principal Interview
- ▶ Triad Activity
- ▶ Gallery Walk
- ▶ Table Group Activity
- ▶ Role Play Feedback
- ▶ “Wave” Debrief

OBJECTIVES

- ▶ Understand the difference between evidence of effort and evidence of impact.
- ▶ Recognize sources to identify evidence of impact throughout the SOPs.
- ▶ Know the questions to ask to assess evidence of impact.

What is the difference between Effort vs. Impact?

- ▶ As a mock Principal Interview is conducted, Jot down examples of efforts mentioned by the principal. Make note of efforts with and without impact.

TRIAD ACTIVITY:

- ▶ In groups of three (3), using your assigned Tenet, generate a list of reasonable efforts and impacts that are aligned to your Tenet.
- ▶ On chart paper, present the efforts and impacts found.
- ▶ Include one to two questions that DTSDE reviewers could ask to identify evidence of impact.

GALLERY WALK:

- ▶ As the music plays, take a walk around and view the information on the charts.
- ▶ When the music stops, focus on the Tenet in front of you.
- ▶ Add a question to the chart that could be asked to identify evidence of impact during a DTSDE school visit.

DEBRIEF:

- ▶ What did you learn from this activity?
- ▶ About your Tenet?
- ▶ About understanding ways to identify the impact of efforts?

TABLE GROUP ACTIVITY:

- ▶ Review **The Hanson Place School** overview.
- ▶ Imagine that your group is the (group/event name assigned to your table) at **The Hanson Place School**.
- ▶ Develop examples of evidence that would address student improvement at the school.
- ▶ Create a brief skit (3-4 minutes) of a question and answer session sharing the efforts/impacts made by your group.

THE HANSON PLACE SCHOOL:

The Hanson Place School is a grade 6 to 8 middle school established in 2008, with a focus on performing arts. Students at the school are struggling academically and in the areas of social and emotional development. The school has had 4 principals since opening and the teaching staff is relatively new with little familiarity with the home and cultural backgrounds of the students.

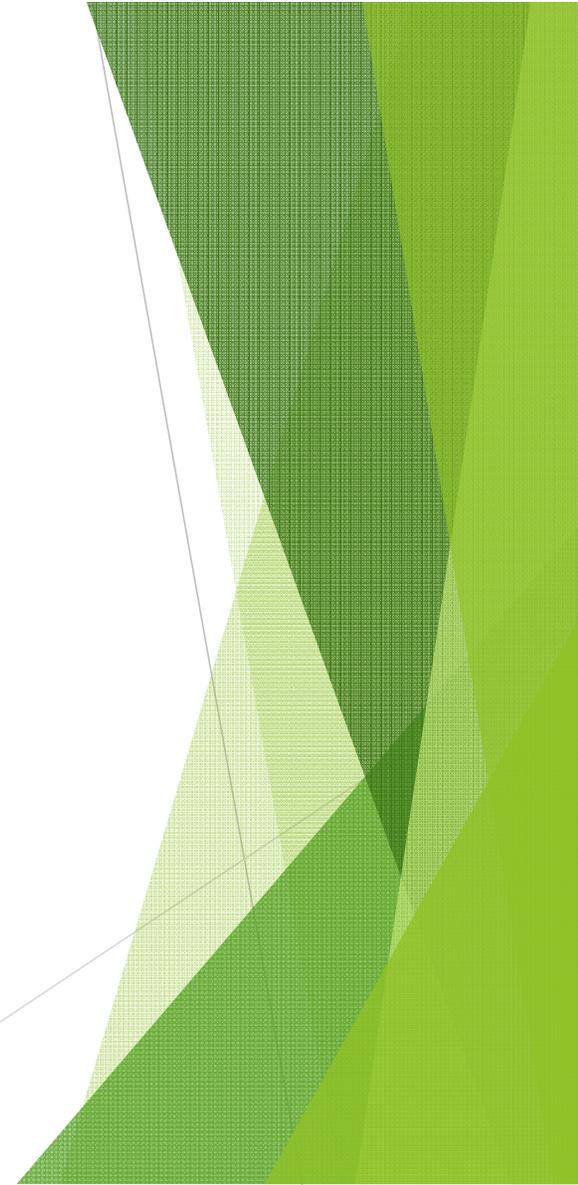
Students participate in one arts discipline and academic and advisory programming. The school has an ELA proficiency rate of 43.4% and a mathematics proficiency rate of 51.5%. Student enrollment is 446 (Students with disabilities- 22%; ELLs- 6%; African-American/Black- 80%; Latino/Hispanic- 10%; and Asian-American- 10%).

The new principal has developed extended day programming for all students whose grades fall below 75% and has asked the parent coordinator to work with parents on the importance of daily student attendance. Most students and parents say they like the school's programs and feel safe at the school; however, the school has been identified as a persistently dangerous school. The principal is excited about the upcoming DTSDE review because she wants to share her efforts and ideas and build a stronger school improvement partnership.

ROLE PLAY & SESSION DEBRIEF:

- ▶ Reflect on the skits and note suggestions for focusing DTSDE review interview discussions.
- ▶ In writing, respond to the following:

It is important to ensure that schools demonstrate efforts and their impacts because...



THANK YOU for PARTICIPATING!

