

Understanding the Expectations of the District Submitted Reports

Facilitators:

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WELCOME AND INTRODUCTIONS

- New York State Education Department (SED) Staff
- Regional Bilingual Education – Resource Network (RBE-RN) Staff
- Regional Special Education Technical Assistance Center (RSE-TASC) Staff or Special Education School Improvement Specialists (SEIS)
- Integrated Intervention Team (IIT) or District-appointed Outside Educational Experts (OEE)
- District Staff
- School Staff
- School Leaders

SESSION OBJECTIVES/AGENDA

- Understand the different reports for a School Review with District Oversight (SRWDO) and a District-Led (DL) Review
 - Learn the format options for district submitted reports
- Identify “Common Mis-steps” in SRWDO/DL vs. the SED Integrated Intervention Team (IIT) Visits
 - Re-examine Avoiding the Rubric “Myths”
- Understand the SED Criterion for Reviewing District Submitted Reports
- Review report samples using SED Criteria
- Using the Guiding Questions Document
- Understand how to write a report to the Tenet

SED GUIDANCE ON DISTRICT-LED (DL) REVIEWS

- Districts are expected to follow the same process as the IIT visits with the exception that districts can select from two options to document the results of the DL review.
 - Option One: Select at least three tenets as a focus for the review. This must include Tenet 3: Curriculum Development and Support and any two of the remaining: Tenets 2, 4, 5, or 6. The report is written at the SOP level.
 - Option Two: Select all five tenets and write the report to the tenet level. (See 2014-15 Reports posted at: http://www.p12.nysed.gov/accountability/School_Improvement/DTSDEReports2014-15.html)
- Districts are also expected to administer surveys as part of the District-led review.
- Districts develop their own schedule to conduct its review of the Priority and Focus Schools that will not be reviewed by an SED IIT. However, the district should use the same forms and protocols that are used for the IIT visits. (See Review Materials posted at: <http://www.p12.nysed.gov/accountability/diagnostic-tool-institute/2013-14ReviewMaterials.html>)

SED GUIDANCE ON A SCHOOL REVIEW WITH DISTRICT OVERSIGHT (SRWDO)

- The SRWDO focuses on the evaluation of the curriculum development and instructional practices.
 - Reports must focus on the Common Core Conceptual Frame: Statement of Practice (SOP) 2.3, 3.2, 3.3, 3.5, 4.2, 4.3, and 4.5.
- Districts are also expected to administer surveys as part of the SRWDO.
- The school should use the results of the review as a guide to develop its next School Comprehensive Education Plan (SCEP).
- The district should use the synthesis of school reviews as a guide to develop its next District Comprehensive Improvement Plan (DCIP).

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

DL REVIEW TEAM MEMBERS:

- District-assigned Administrator and/or an OEE appointed by the district and approved by SED.
 - Should be individuals who have participated in DTSDE trainings.
 - The district will want to ensure that there is a curriculum specialist on the team, as an assessment of Tenet 3 is a required part of the district-led reviews.
- Districts identified for the performance of limited English proficient (LEP) or students with disabilities subgroups should request the support of staff for their district-led reviews from:
 - The Regional Bilingual Education Resource Network (RBE-RN); and/or
 - The Regional Special Education Technical Assistance Support Center (RSE-TASC) or School Improvement Specialists Special Education School Improvement Support (SEIS).

SRWDO TEAM MEMBERS:

- District-assigned Administrator for oversight.
 - Convenes the team.
 - Plans the review.
- School Leader in collaboration with:
 - Other instructional leaders and those with instructional expertise, selected and trained by the district.
 - When applicable, a District-appointed and SED Approved OEE, and request an RBE-RN and/or SESIS.

REVIEW DOCUMENTS TO BE USED:

▪ DTSDE documents found at:

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

- Self-Assessment
- Comprehensive School Rubric for DTSDE
- Classroom Visitation Tools
- Scoring Guide for Schools

▪ Tri-State Rubric(s) found at:

- English language arts (ELA)

<http://engageny.org/sites/default/files/resource/attachments/tri-state-ela-rubric.pdf>

- Mathematics

http://engageny.org/sites/default/files/resource/attachments/tri-state-math-rubric_0.pdf

▪ Tools to Guide Collection of Evidence of Shifts in Practice found at:

<http://engageny.org/resource/tools-to-guide-the-collection-of-evidence-of-shifts-in-practice>

- Instructional Practice Evidence Guide for Common Core State Standards-ELA: K-2,3-5,6-12
- Instructional Practice Evidence Guide for Common Core State Standards-Mathematics: K-8

COMPONENTS OF THE VISIT

For DL Reviews

- Approved Internal Self-Review Process
- Alternatively, we require:***
- Pre-visit document review
- In-school document review
- Interviews:
 - Principal
 - Vertical teacher focus group
 - Student support staff group
 - Parent focus group
 - Large student focus group
 - Small student focus group
- Observe a grade/subject level team meeting
- Visit Classrooms

For SRWDO

- Approved Internal Self-Review Process
- Alternatively, we recommend:***
- On-site document review
- Interviews:
 - Vertical teacher focus group
 - Parent focus group
 - Large student focus group and/or Small student focus group
- Observe a grade/subject level team meeting
- Visit Classrooms

ELBOW PARTNERS ACTIVITY

- Brainstorm examples of team members, events scheduled, and documents used.
 - ?
 - ?
 - ?
- Share out examples.
 - ...
 - ...
 - ...

EXAMPLES OF COMMON SRWDO AND DL REVIEWS MIS-STEPS

■ SRWDO

- Used formal or informal classroom observations to complete review.
- Did not interview any teachers or students.
- Did not observe a teacher team meeting.
- Wrote the report on other SOPs but not Tenet 3.

■ DL Reviews

- Reviewed only Tenet 3 and wrote the report about it.
- Reviewed self-selected SOPs only.
- Did not interview any teachers, parents, or students. Used the survey results only.
- Did not review student work.
- Did not review unit or lesson plans because this is issued by the district.
- Did not administer a survey.

ELBOW PARTNERS ACTIVITY

- Brainstorm examples of possible review mis-steps.
 - ?
 - ?
 - ?
- Share out examples.
 - ...
 - ...
 - ...

RE-EXAMINING THE RUBRIC MYTHS

What do we recall about the Common DTSDE Rubric Myths and Misunderstandings?

- All .2s:
 - Reflects on how the **school leader** is leading the vision regarding school goals, curriculum development, instructional delivery, student social emotional health, and family engagement.
- SOP 2.3:
 - Reflects on how school leader is using resources **strategically and purposefully**.
- Tenet 3.3 and 4.3:
 - Reflects on the plan for CCLS, which is not just what is taught, but **how it is taught** (instructional shifts);
 - Using **modules are not enough**, especially at schools with students significantly below grade level.
- SOP 3.5 vs. SOP 4.5:
 - Reflects on the clarification that these SOPs are not interchangeable.
 - 3.5 – how do data and assessments **inform the curriculum?**
 - 4.5 – how do data and assessments **inform instruction?**

TENET LOGIC: STATEMENT OF PRACTICE

SOP	Focus for School Visits
.1	District Support of School Improvement Efforts
.2	School Leadership and the Vision for the work
.3	Use of Resources (resources as curriculum, people, budget, or any other assistive type tools that can help school communities do their job better)
.4	Collaboration/Capacity-building Connecting All Stakeholders
.5	Systems and Structures to Use Data to Inform School Decisions, Lesson Planning, and Classroom Instruction

STATEMENT OF PRACTICE LOGIC

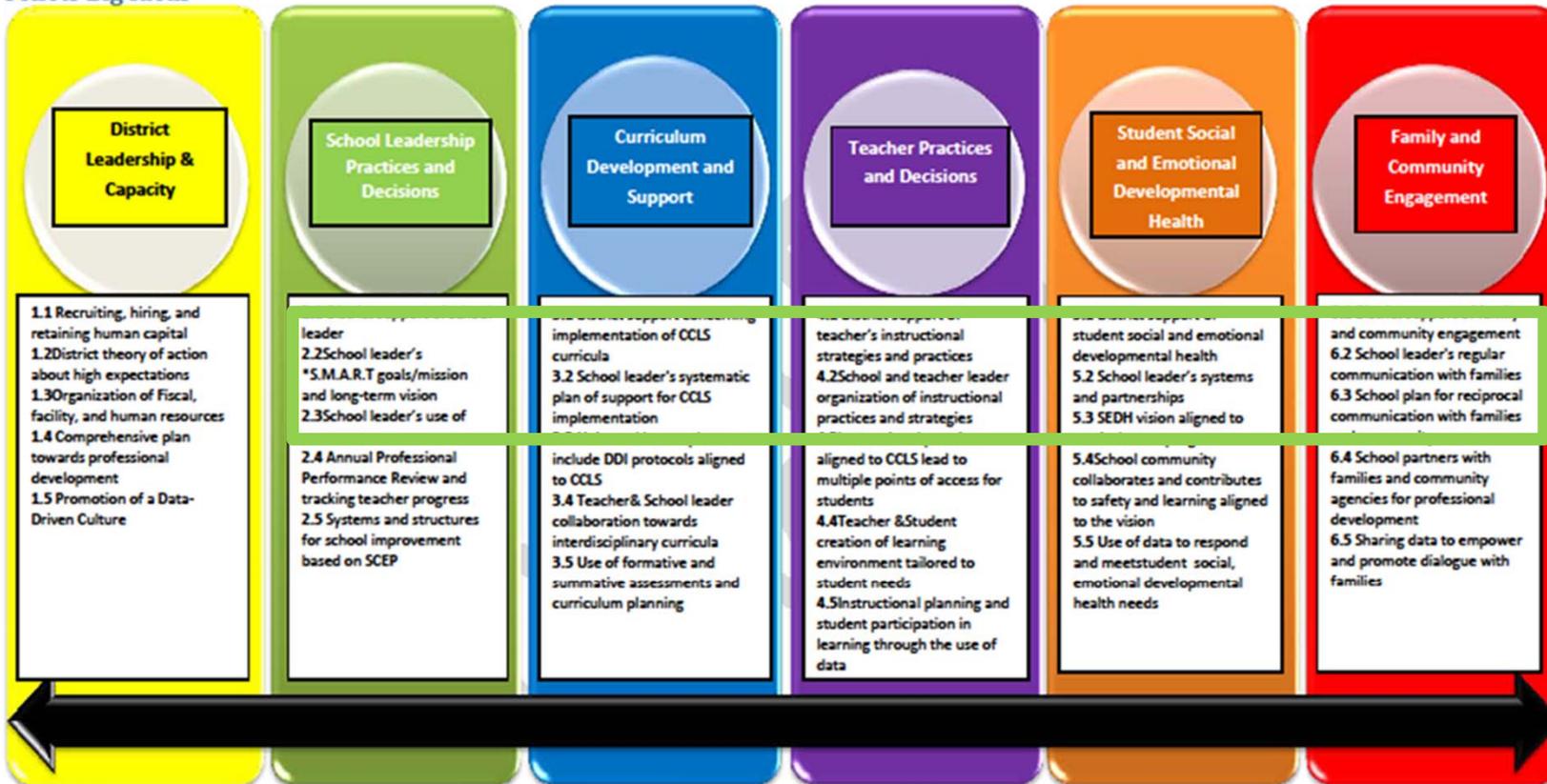
New York State Education Department Diagnostic Tool for School and District Effectiveness	
<p>*Tenet 3 - Curriculum Development and Support: The school has rigorous and coherent curricula and assessments that are appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student-learning outcomes.</p>	
Statements of Practice	Highly Effective
<p>Statement of Practice 3.2:</p> <p>The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.</p> <p>Impact: Curricula used meet the needs of students, leading to college and career readiness.</p>	<p>a) The school leader, using a distributive leadership model, ensures that a systematic plan (i.e., a plan that has targeted goals to address the needs of all students and subgroups, a schedule for professional development support, and vertical/horizontal collaborative meeting time) exists for the quality implementation of rigorous CCLS curricula.</p> <p>b) The school leader uses the systematic plan to provide teachers access to robust pedagogical support (i.e., inter-visitiation, cross-grade conversations, exemplar curriculum models, access to expert CCLS curriculum writers, and CCLS conferences), materials, and training aligned to CCLS curricula and instructional shifts for individual and subgroups of students.</p> <p>c) The school leader ensures that a cohesive, comprehensive, and adaptive curricula, inclusive of clearly developed units aligned to CCLS and NYS standards, is used across all areas of study, including interventions, AIS/RTI, dual credit courses, and electives, by monitoring the implementation of the curricula and regularly examining formative and summative assessments and student work.</p>

- 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.

If there is only SSOP a and b, **(a)** always addresses the **plan for** the SOP and **(b)** addresses either the **implementation or the monitoring and revision** of the plan.

THROUGHOUT THE RUBRIC ... EACH OF THE ‘.2’S”

Tenets Big Ideas



DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS

EXAMINING STATEMENT OF PRACTICE 2.3

Leaders make strategic decisions to organize programmatic, human and fiscal capital resources to ensure that available resources address the immediate needs of the school community.

“We have a budget, use our SIG money for school improvement, and hired 2 coaches.”

Evidence: Budget, requisitions, SCER, etc...

Therefore...

“We must be strategic AND using our resources.”

Rating = “E”

THINK: Is the **SCHOOL LEADERSHIP** ensuring, using, and providing information about...

- Protocols, Systems, and monitoring mechanisms for:
 - Collaborations/Partnerships for identifying and meeting school needs?
 - Identification and Analysis of Fiscal Capital?
 - Short, midterm, and long term goals for resource utilization that attend to the needs of all students and staff?
 - Articulation and advocacy to the District of school needs?



EXAMINING STATEMENT OF PRACTICE 3.3

- Teachers use EngageNY modules.
 - Lessons are teacher-directed.
 - Following the module (“script”) word for word.
 - Students quietly taking notes.
 - Technology, such as Smartboards, used as an overhead projector.
 - Students are not provided multiple and substantial opportunities for discussion.
 - Modules are not being adapted to address the needs of the students in each classroom.

- Unit and lesson plans developed include data-driven instruction (DDI) protocols that are CCLS aligned and address student achievement needs.
 - **Reading text closely** (examining evidence, discerning deep meaning).
 - **Text-based evidence** (facilitates rich and rigorous discussions and writing through specific, thought-provoking, and text-dependent questions).
 - **Writing from sources** (students draw evidence from texts to produce clear and coherent writing that informs, explains, or makes an argument in various written forms).
 - **Academic vocabulary** (focuses on building academic vocabulary in context throughout instruction).



EXAMINING STATEMENT OF PRACTICE 4.3

CCLS means end of the year standards. The school's use of modules are enough to be CCLS aligned.

- **Differentiated Instruction** allows for **multiple entry points** for students' varying abilities as well as interests using the **same curriculum**:
 - **Content** (methods that students use to **access** key content).
 - **Process** (activities that assist with **sense making** and helping students "own" the content .
 - **Product** (**Demonstrations** of what student know/can (apply and extend what they have learned over a period of time).
 - **Affect** (how emotions/feelings impact learning).
 - **Learning Environment** (the physical and emotional context of learning).



EXAMINING STATEMENT OF PRACTICE 3.3 and 4.3

Consider the following when collecting information:

- What are the “Instructional Shifts” and what do they look like in unit and lesson planning?
- Do core subject teachers plan their lessons with teachers in art, music, and technology? How does this happen?
- How is interdisciplinary instruction reflected in the unit and lesson plans?
- How does the school provide interdisciplinary instruction?
- Do teachers provide differentiated instruction that allows for multiple entry points to address students’ varying abilities and interests?

EXAMINING STATEMENT OF PRACTICE 3.5 AND 4.5

SOP 3.5 & 4.5 are
interchangeable.



- SOP 3.5 – Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long range curriculum planning that involves student reflection, tracking of, and ownership of learning.
 - SOP 4.5 – Teachers inform planning and foster student learning process by using a variety of summative and formative data sources.
- 

EXAMINING TENET 5

- About misbehavior.
- About a subgroup of students.
- Operates as a Response Plan.



- **Tenet 5** concerns all aspects of social emotional developmental health (SEDH) for all students.
- **PROACTIVE METHODS OF SUPPORTING STUDENTS' SEDH:**
 - Structured curriculum being taught to address the necessary topics.
 - Advisory/Guidance for all students.
 - Ongoing PD to address the school community needs.
 - Multiple adult resources in/outside of the school building for all aspects of SEDH.



EXAMINING TENET 6

- We engage families through:
 - Representation on the School Leadership Team.
 - Having PTA or PA meetings.
 - Distribution of report cards and hosting open school nights.

- **Tenet 6** concerns open and reciprocal communication with families of all students within the school.
- **FAMILY ENGAGEMENT CONSISTS OF:**
 - Structured systems for families to volunteer and share ideas with staff to improve student engagement and involvement.
 - Ongoing PD to help families understand data about attendance, assessments, enrollment, enrichment activities, and competency growth.
 - Opportunities for families to advocate for the needed resources and contribute to positive student achievement.



DATA DOESN'T BECOME **EVIDENCE** UNTIL IT IS TRIANGULATED.

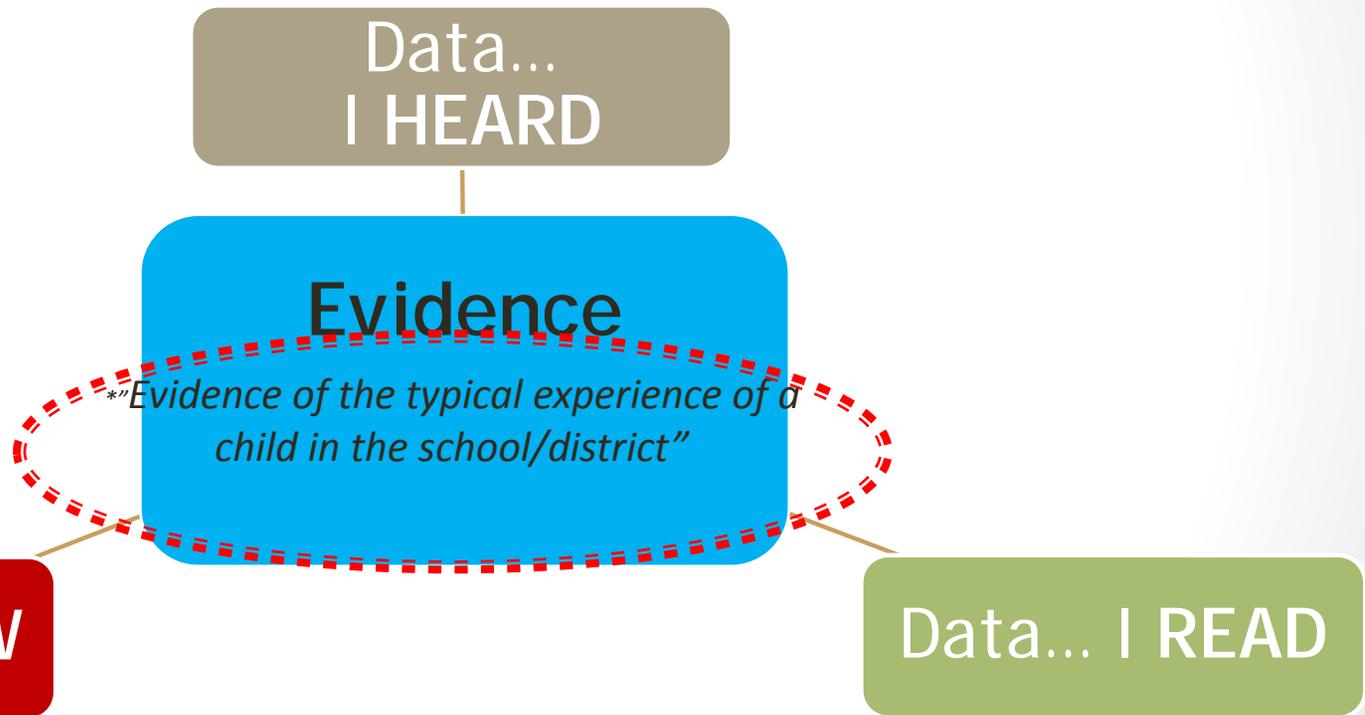
Data...
I HEARD

Evidence

“Evidence of the typical experience of a child in the school/district”

Data... I SAW

Data... I READ



FROM RUBRIC MYTHS TO REPORT MIS-STEPS

What are some possible mis-steps that reviewers might write into SRWDO or DL review reports?

- The report indicates several SOPs that are not addressed in the narratives.
- The report has significant grammatical and spelling errors and/or indicates one or more points in an area of the report that it refutes in another area of the report.
- The report indicates findings that does not include corresponding evidence. In addition, the report has finding rated “D” or “I” but there are no specific recommendations.
- The report indicates a rating that does not align to the evidence provided. For example, a Highly Effective (HE) and/or Effective (E) rating indicate several shortcomings. While ratings of Developing (D) and/or Ineffective (I) make clear reference to mostly positive outcomes.
- The report has evidence but does not indicate the impact or outcomes of the efforts described.
- The report did not follow the writing style guide or the template guidance provided.

SED CRITERIA FOR DISTRICT SUBMITTED REPORTS

- A. The report narrative **aligns to** the **SOPs or Tenet**, to which it is written.
- B. The report is **clear** and **does not contain contradictions**.
- C. The report provides **sufficient evidence** to **support** the **findings**.
- D. The **evidence supports** the **ratings**.
 - Ratings of HE and/or E are mostly positive, while ratings of D and/or I make clear reference to shortcomings.
- E. The evidence is **connected** to the **impact** it is **having**.
- F. The report **adheres** to the **guidance/directions** provided.

ELBOW PARTNERS ACTIVITY

- Brainstorm examples of possible report missteps.
 - ?
 - ?
 - ?
- Share out examples.
 - ...
 - ...
 - ...

SED CRITERIA REPORT REVIEW SCALE

- **Rarely/Never** – “There are many SOPs where there is not enough evidence presented to substantiate the findings.”
- **In Some Instances** – “There are some contradictions.”
- **In Most Instances** – “For the most part, ... the ratings provided are supported by evidence presented.”
- **In All Instances** – “Throughout the report the evidence in the report is clearly connected to the impact it is having.”

LET'S GET STARTED

Clarification Points For Activity:

- We are using various district submitted reports.
- For the purpose of this session, we pulled one SOP from different reports, to discuss each area of the rubric.
- We want you to use the Report Review Rubric to rate the narrative of the SOP.
- **When SED uses the Report Review Rubric, it rates the entire report not just each SOP.**

ACTIVITY: REPORT REVIEWS

Directions:

- Review District Submitted Narrative and Rating for each SOP.
- Using the measures of the report review rubric and determine where the SOP narrative should be rated.

COMPREHENSIVE SCHOOL RUBRIC 2.0 FOR DTSDE TENETS

Materials Needed:

- DTSDE School Rubric
- Report Review Rubric
- Session Activity Sheets

New York State Education Department Diagnostic Tool for School and District Effectiveness				
*Tenet 2 - School Leader Practices and Decisions: Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.				
Statements of Practice	Highly Effective	Effective	Developing	Ineffective
<p>Statement of Practice 2.1: The district works collaboratively with the school to provide opportunities and supports for the school leader to create, develop and nurture a school environment that is responsive to the needs of the entire school community.</p> <p>Impact: The school community has a clear vision supported by district staff members that positively affects student achievement.</p>	<p>a) The district forges a reciprocal relationship with the school leader fostering a culture of collegiality and support that results in the school leader consulting, engaging and partnering with the district, or the district implements interventions as necessary and the school leader is consulted as needed.</p> <p>b) The district provides the school leader with a wide range of high-quality support options that have been designed and tailored to meet the various needs of the school community.</p> <p>c) The district and school leader collaborate to create, nurture and sustain a school-wide vision and learning environment that is responsive to the needs of all of its stakeholders and the school community.</p>	<p>a) The district forges a relationship with the school leader that encourages the school leader to consult and engage with the district, or the district implements interventions as necessary.</p> <p>b) The district provides the school leader with high-quality support options that meet the instructional needs of the school community.</p> <p>c) The district supports and promotes the school leader's vision to create, nurture and sustain a school community that is responsive to the needs of all of its stakeholders.</p>	<p>a) The district's relationship with the school leader is reactionary and based on observed practices and district-assigned tasks.</p> <p>b) The district provides the school leader with select support options that meet specific needs within the school community.</p> <p>c) The district is aware of the school leader's vision to create, nurture and sustain a school community that is responsive to the needs of all of its stakeholders, but does not actively support the vision.</p>	<p>a) The district is not cognizant of the school's abilities to respond and complete district-assigned tasks or the needs of the school community to foster an effective relationship.</p> <p>b) The district support is not targeted to address the needs of the school community.</p> <p>c) The district has not collaborated or engaged with the school leader regarding his/her vision.</p>
<p>Statement of Practice 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).</p> <p>Impact: The uniformly seen, heard, and known long-term vision is accomplished by the achievement of the school's SMART goals.</p>	<p>a) The SMART goals/mission and long-term vision are created and supported by staff, families, and students and are uniformly seen, heard, and known across the entire school community and affiliated partnerships.</p> <p>b) The school leader champions the implementation of a data-driven mission for student achievement and well-being and holds the school community of stakeholders accountable for working to realize the long-term vision and the school priorities as outlined in the SCEP and other school improvement documents.</p> <p>c) The school leader and community stakeholders regularly monitor and evaluate progress toward attainment of SMART goals and priorities in the SCEP that are aligned to the long-term vision, making adjustments when goals are not achieved, improvements are needed, and priorities become misaligned.</p>	<p>a) The SMART goals/mission and long-term vision are created and supported by a representative group of staff, families, and students and some affiliated partnerships.</p> <p>b) The school leader shares a data-driven mission for student achievement and well-being with the school community of stakeholders and has a plan for how to work together to realize this long-term vision and the school priorities as outlined in the SCEP and other school improvement documents.</p> <p>c) The school leader and community stakeholders monitor and evaluate progress once or twice a year toward SMART goals and priorities in the SCEP aligned to the long-term vision.</p>	<p>a) The SMART goals/mission and long-term vision are created with limited input by stakeholders, and are in the process of being shared with staff, families, and students across the school community.</p> <p>b) The school leader has a data-driven mission for student achievement and well-being, outlined in the SCEP, and is in the process of developing how the school community will work to realize the long-term vision.</p> <p>c) The school leader is in the process of adapting SMART goals that better align to the long-term vision, or these SMART goals exist but are not monitored and evaluated.</p>	<p>a) The SMART goals/mission and long-term vision are unknown, not commonly understood, and/or have not been shared with staff, families, and students across the school community.</p> <p>b) The school leader has not developed a data-driven mission that is connected to the long-term vision.</p> <p>c) The school leader has not developed SMART goals or the current goals are not aligned to the long-term vision.</p>

ALIGNMENT TO SOP AND EVIDENCE CONNECTED TO IMPACT

Review SOP 3.2

Report Review Rubric:	<u>Rarely/ Never</u>	<u>In Some Instances</u>	<u>In Most Instances</u>	<u>In All Instances</u>
1. The report narrative aligns to the SOPs.				
5. The evidence is connected to impact it is having.				

EVIDENCE SUPPORTING THE RATING

Review SOP 3.3

Report Review Rubric:	<u>Rarely/ Never</u>	<u>In Some Instances</u>	<u>In Most Instances</u>	<u>In All Instances</u>
4. The evidence supports the ratings. (Highly Effective and/or Effective are mostly positive, while the ratings of Developing and/or Ineffective make clear reference to shortcomings)				

SUFFICIENT EVIDENCE TO SUPPORT FINDING

Review SOP 3.4

Report Review Rubric:	<u>Rarely/ Never</u>	<u>In Some Instances</u>	<u>In Most Instances</u>	<u>In All Instances</u>
3. The report provides sufficient evidence to support the findings.				

CLEAR WITH NO CONTRADICTIONS

Review SOP 3.5

Report Review Rubric:	<u>Rarely/ Never</u>	<u>In Some Instances</u>	<u>In Most Instances</u>	<u>In All Instances</u>
2. The report is clear and does not contain contradictions.				

CLEAR WITH NO CONTRADICTIONS

Review SOP 4.3

Report Review Rubric:	<u>Rarely/ Never</u>	<u>In Some Instances</u>	<u>In Most Instances</u>	<u>In All Instances</u>
2. The report is clear and does not contain contradictions.				

EVIDENCE CONNECTED TO IMPACT

Review SOP 2.2

Report Review Rubric:	<u>Rarely/ Never</u>	<u>In Some Instances</u>	<u>In Most Instances</u>	<u>In All Instances</u>
5. The evidence is connected to impact it is having.				

SUFFICIENT EVIDENCE TO SUPPORT FINDING

Review SOP 5.4

Report Review Rubric:	<u>Rarely/ Never</u>	<u>In Some Instances</u>	<u>In Most Instances</u>	<u>In All Instances</u>
3. The report provides sufficient evidence to support the findings.				

EVIDENCE SUPPORTING THE RATING

Review SOP 6.5

Report Review Rubric:	<u>Rarely/ Never</u>	<u>In Some Instances</u>	<u>In Most Instances</u>	<u>In All Instances</u>
4. The evidence supports the ratings. (Highly Effective and/or Effective are mostly positive, while the ratings of Developing and/or Ineffective make clear reference to shortcomings)				

USING THE GUIDING QUESTIONS

<p><u>Statement of Practice 2.3:</u> Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources. :</p>	<p>Has the school leader used resources strategically to bring about school improvement and increased opportunities for student success?</p>
<p><u>Statement of Practice 2.4:</u> The school leaders has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on students data and feedback.</p>	<p>Is the school leader providing frequent and targeted observations and reviewing observation and classroom data to provide targeted feedback and make strategic decisions (PD, placement, coaching etc.) to ensure continuous improvement in instructional practices?</p>
<p><u>Statement of Practice 2.5:</u> Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).</p>	<p>Have the school leaders established systems to track and monitor individual and school wide practices to know what is happening in the school, and does he/she use this insight to make informed decisions that will move the school forward?</p>
<p><u>Statement of Practice 3.2:</u> The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.</p>	<p>Is the school leader ensuring that the CCLS are being implemented and that the school's curriculum takes into account student needs and contributes to college and career readiness?</p>
<p><u>Statement of Practice 3.3:</u> Teachers develop and ensure that unit and lesson plans used include data-drive instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.</p>	<p>Do teachers plan and deliver effective lessons that include DDI, align to the CCLS and incorporate student needs, complex materials and higher-order questioning?</p>
<p><u>Statement of Practice 3.4:</u> The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology and other enrichment opportunities.</p>	<p>Are teachers providing interdisciplinary curricula and working together to connect the curriculum across subjects in ways that increase students' engagement and promote better opportunities for student success?</p>

Statement of Practice 3.5: Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.

Are teachers using a range of assessments to guide and inform their curriculum planning, and are they giving students the feedback they need to ensure ownership of learning and improve achievement?

Statement of Practice 4.2: School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.

Do school and teacher leaders ensure that teachers' instructional plans and practices are adaptive and informed by data, reflective of students' needs and learning styles and lead to increased achievement and the meeting of student goals?

Statement of Practice 4.3: Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.

Do teachers provide engaging, CCLS-aligned lessons that incorporate higher-order questions, text complexity and multiple opportunities to learn?

Statement of Practice 4.4: Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students' varied experiences and tailored to the strengths and needs of all students.

Are students actively engaged in an intellectually safe learning environment that meets the needs of every student?

Statement of Practice 4.5: Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., creating, interim measures, and progress monitoring).

Do teachers use data and assessments to inform and adjust their instructional strategies and groupings while engaging students in self-evaluation through feedback and other approaches?

WRITING TO THE TENET VS. THE SOP

- Each tenet narrative should have one overall finding.
 - Pull together the findings from each SOP to create an overall finding.
- Provide 3-5 key pieces of evidence that support the finding.
- Weave the impact into the evidence statements, when possible, to clearly reference the outcomes of the school's efforts.
- Provide school-specific recommendations for tenets rated D or I.
 - **Exception**: provide recommendations for any tenet that has at least one SOP rated D or I, even if the tenet is rated E.

DL REVIEWS AND SRWDO REPORT TEMPLATES

Reports Written to the Tenet

Tenet 3 - Curriculum Development and Support: The school has rigorous and coherent curricula and assessments that are appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student-learning outcomes.	Tenet Rating	ENTER RATING
Delete this text before making the report final –		
<i>This section should encompass a summary of the tenet.</i>		
<i>The text for the Tenets should explain clearly why they have been awarded a particular score. It is important that the reader should be left in no doubt why a judgment was made. It is important that the reader understands why a higher score has not been awarded.</i>		
<i>Concrete examples should be provided to support conclusions.</i>		
<i>Different ideas can be separated into different bullets. If the tenet is written as one long paragraph, be sure to use transitional phrases when needed.</i>		
<i>Commentary should not be duplicated across the report.</i>		
<i>This should be approximately 400-500 words</i>		
The school has received a rating of <i>Highly Effective/Effective/Developing/Ineffective</i> (DELETE all but 1) for Tenet 3 – Curriculum Development and Support.		
<ul style="list-style-type: none"> Begin your text here with an overall finding unless writing with multiple bullets. Conclude your text with an impact statement connected to the tenet unless writing with multiple bullets. FOR ALL REPORTS: Impact should be weaved into references of things the school is doing – in other words, include whether or not the activities are working. 		

Reports Written to the SOP

Tenet 3 - Curriculum Development and Support: The school has rigorous and coherent curricula and assessments that are appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student-learning outcomes.	Tenet Rating	ENTER RATING
DELETE ALL RED TEXT BEFORE MAKING THE REPORT FINAL		
The school has received a rating of <i>Highly Effective/Effective/Developing/Ineffective</i> (DELETE all but 1) for Tenet 3 – Curriculum Development and Support.		
<u>Debriefing Statement:</u>		
<u>Strengths:</u> MOVE ANY SOP RATED EFFECTIVE OR HIGHLY EFFECTIVE TO THIS SECTION		
<u>Areas for Improvement:</u> MOVE ANY SOP RATED DEVELOPING OR INEFFECTIVE TO THIS SECTION		
<u>Areas for Improvement:</u>		
3.2 <u>The school has received a rating of ENTER HERE for this Statement of Practice:</u> The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.		
<ul style="list-style-type: none"> 		
<u>Recommendation:</u> DELETE IF THE SOP IS RATED EFFECTIVE OR HIGHLY EFFECTIVE		
<ul style="list-style-type: none"> 		

Reports for SRWDO Only

3.3 Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	Choose an item.	Choose an item.	Choose an item.	Choose an item.
<u>Strength/Area for Improvement</u> [Select one. DELETE the remaining choice based on rating]:				
<u>Next Steps if Developing or Ineffective</u> [DELETE if Effective or Highly Effective]:				
3.5 Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	Choose an item.	Choose an item.	Choose an item.	Choose an item.
<u>Strength/Area for Improvement</u> [Select one. DELETE the remaining choice based on rating]:				
<u>Next Steps if Developing or Ineffective</u> [DELETE if Effective or Highly Effective]:				
4.2 School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	Choose an item.	Choose an item.	Choose an item.	Choose an item.
<u>Strength/Area for Improvement</u> [Select one. DELETE the remaining choice based on rating]:				

EXPECTATIONS FOR DISTRICT SUBMITTED REPORTS

- School Review with District Oversight use the Common Core Conceptual Frame (SOPs 2.3, 3.2, 3.3, 3.5, 4.2, 4.3, and 4.5).
- District-Led Review is at least 3 tenets, and must include Tenet 3.
- Each narrative should have one bullet with an overall finding, unless written in a bulleted format.
- Concrete evidence should be provided to support conclusions. The impact should be weaved into references of things the school is doing including whether or not the efforts are working.
- If rated HE or E, do not include next steps.
- If rated D or I, include recommendations for next steps must be indicated.
- Reports need to follow the report template guidance; align to the SOPs or Tenet; be clear and not contain contradictions; connect the efforts to the actual impact it is having; and have sufficient evidence to support the findings and the ratings.
 - *Highly Effective and/or Effective are mostly positive, while ratings of Developing and/or Ineffective make clear reference to shortcomings.*

LINKS TO RESOURCES

- DTSDE Review Materials
<http://www.p12.nysed.gov/accountability/diagnostic-tool-institute/2013-14ReviewMaterials.html>
- DTSDE Resource Guide
<http://www.p12.nysed.gov/accountability/diagnostic-tool-institute/documents/DTSDEResourceGuide-060314.pdf>
- DTSDE Support Documents
<http://www.p12.nysed.gov/accountability/diagnostic-tool-institute/DTSDESupportDocuments.html>
- DTSDE School Rubric
<http://www.p12.nysed.gov/accountability/diagnostic-tool-institute/documents/DTSDESchoolRubricwith1s.pdf>
- DTSDE SOP Prompts – Guiding Questions
<http://www.p12.nysed.gov/accountability/diagnostic-tool-institute/documents/DTSDESOPPromptsGuidingQuestions.pdf>
- Key Instructional Shifts in ELA
<http://www.corestandards.org/other-resources/key-shifts-in-english-language-arts/>
- Key Instructional Shifts in Math
<http://www.corestandards.org/other-resources/key-shifts-in-mathematics/>

3 – 2 – 1: REFLECT ON OUR LEARNING...

- **3 – New things I learned were...**
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- **2 – Questions I still have...**
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- **1 – Action step I will now take...**
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