

EIGHT COMMON DTSDE RUBRIC MYTHS & MISUNDERSTANDINGS

Tenet/ SOP	Common Myths, Misinterpretations & Misunderstandings	SHOULD MEAN	QUESTIONS TO THINK ABOUT...
SOP 2.3	Misinterpreted as “The school leader is using resources” that should be normal part of his/her job	The school leader is using resources strategically and purposefully	-What do we mean by strategic? - What are some examples of strategic use of resources concerning people, money, and time?
SOP 2.5	Misinterpreted as “There is a culture of data at the school”	Assessment of the school leader and how the school leader knows what is happening at the school and makes decisions based on that understanding	-What are ways school leaders know what is happening at the school?
All .2s	Misinterpreted as “what the school is doing regarding curriculum, instruction, SEDH, families”	How the school leader , with the help of others, is leading the vision regarding curriculum, instruction, SEDH, families	-How do school leaders accomplish this? -What is the difference between a school that has a piecemeal approach to these topics vs. one that has vision and leadership guiding these topics?
All Tenet 3	Misinterpreted as “Textbooks designated CCLS-aligned and NYS Modules are enough to qualify as implementing CCLS-aligned curricula.”	CCLS requires the instructional shifts and curricular opportunities that promote deep understanding and higher-order thinking reflective of the students’ needs. Modules are not enough, especially at schools with students significantly below grade level.	-What are the instructional shifts? -How do they look in classrooms and in plans?
SOP 3.4	Misinterpreted as “Multi-disciplinary” OR “Extension and enrichment activities address this SOP (ex. The students have art once a week).”	SOP is there to assess interdisciplinary instruction – how one subject incorporates other subjects into its lessons.	-What does interdisciplinary instruction mean? -What does it look like in different subjects?
SOP 3.5 vs. SOP 4.5	The two are interchangeable	3.5 – how do data and assessments inform the curriculum? 4.5 – how do data and assessments inform instructional practices?	-What does it look like when assessments inform the curriculum? -What does it look like when assessments inform instruction?
SOP 4.4	Misinterpreted as “Students feel physically safe” OR “Students feel comfortable asking questions.” While both are needed for there to be intellectual safety, the SOP is looking at instructional practices that go beyond that.	Concerns students’ intellectual safety and the instructional practices used to promote intellectual safety such as asking questions with more than one right answer and asking students for their opinions.	-What does intellectual safety mean (beyond just asking questions)? -What does intellectual safety look like?
All Tenet 5	Misinterpreted as “This Tenet concerns student behavior and how schools respond to those who misbehave.”	This Tenet concerns all aspects of Student Emotional Development Health (SEDH) for all students, and how schools are proactive in their approach to SEDH, not just reactive.	-What does SEDH mean (persistence, conscientiousness, curiosity, resilience, confidence, self-control, etc.)? -What are the sources/approaches to develop those skills? -How can schools be proactive to support SEDH, as opposed to reactive?