

# DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



**RUBRIC “MYTH BUSTERS”**

**SEPTEMBER 22-23, 2014**

# YOUR *MYTH BUSTERS* FOR TODAY...



**Mrs. Crystal Cumberbatch-Greene – NYSED**  
[ccumberb@mail.nysed.gov](mailto:ccumberb@mail.nysed.gov)

**Dr. Claytisha Walden - NYSED**  
[cwalden@mail.nysed.gov](mailto:cwalden@mail.nysed.gov)



**Dr. Nicole G Eschler – Tribal/Class Measures**  
[ngeschler@gmail.com](mailto:ngeschler@gmail.com)

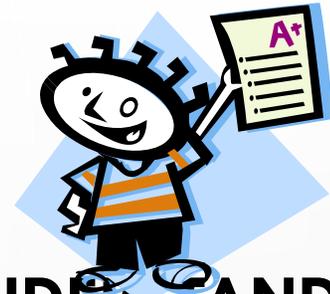
**Dr. Elise Russo – Tribal/Class Measures**  
[Elise.russo826@gmail.com](mailto:Elise.russo826@gmail.com)

- **JUST LIKE ME!**

- ▶ **I am a representative of the New York State Education Department.**
- ▶ **I am a principal.**
- ▶ **I am a district office administrator.**
- ▶ **I am an assistant principal.**
- ▶ **I am a SESIS.**
- ▶ **I am a R-BERN.**
- ▶ **I am an OEE.**
- ▶ **I have been exposed to the DTSDE Rubric.**
- ▶ **I am excited about the start of a new school year.**
- ▶ **I've had a DTSDE review before.**
- ▶ **I'm eager to learn more about how to apply my understanding to prepare for a School/District Review.**



## LEARNER OUTCOMES



- **IDENTIFY COMMON RUBRIC *MYTHS* AND MISUNDERSTANDINGS FOR SELECT SOPS IN THE DTSDE RUBRIC.**
- **IDENTIFY THE MEANING AND MEASUREMENT OF SELECT SOPS**
- **IDENTIFY SPECIFIC EXAMPLES OF EVIDENCE RELATED TO THE SELECTED SOPS**

## OUR 'MYTH BUSTING' PROCESS...

- **8 MOST COMMON MYTHS AND MISUNDERSTANDINGS OF THE DTSDE RUBRIC.**
  - **Rubric Check** - *What is the Tenet SOP mean?*
  - **Rubric Meaning** – *What does it mean? What is being measured? Identify key words noting the commonalities, differences and stakeholders involved.*
  - **Examples** – *What does it look like in action?*
  - **Lesson Learned** - *What can be takeaway to guide our thinking and practice for 2014-15*

FIRST, LET'S REFRESH WITH THE OVERALL DESIGN OF THE DTSDE RUBRIC...

# COMPREHENSIVE SCHOOL RUBRIC 2.0 FOR DTSDE TENETS

## 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><b>Statement of Practice 2.1:</b> 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><b>Impact: The school community has a clear vision supported by district staff members that positively affects student achievement.</b></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><b>Statement of Practice 2.2:</b> 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><b>Impact: The uniformly seen, heard, and known long-term vision is accomplished by the achievement of the school's SMART goals.</b></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>

# RUBRIC ORGANIZATION: THE TENET “BIG IDEAS”

## Tenets Big Ideas

### District Leadership & Capacity

- 1.1 Recruiting, hiring, and retaining human capital
- 1.2 District theory of action about high expectations
- 1.3 Organization of Fiscal, facility, and human resources
- 1.4 Comprehensive plan towards professional development
- 1.5 Promotion of a Data-Driven Culture

### School Leadership Practices and Decisions

- 2.1 District support of school leader
- 2.2 School leader's \*S.M.A.R.T goals/mission and long-term vision
- 2.3 School leader's use of resources
- 2.4 Annual Professional Performance Review and tracking teacher progress
- 2.5 Systems and structures for school improvement based on SCEP

### Curriculum Development and Support

- 3.1 District support concerning implementation of CCLS curricula
- 3.2 School leader's systematic plan of support for CCLS implementation
- 3.3 Units and lesson plans include DDI protocols aligned to CCLS
- 3.4 Teacher & School leader collaboration towards interdisciplinary curricula
- 3.5 Use of formative and summative assessments and curriculum planning

### Teacher Practices and Decisions

- 4.1 District support of teacher's instructional strategies and practices
- 4.2 School and teacher leader organization of instructional practices and strategies
- 4.3 Instructional practices aligned to CCLS lead to multiple points of access for students
- 4.4 Teacher & Student creation of learning environment tailored to student needs
- 4.5 Instructional planning and student participation in learning through the use of data

### Student Social and Emotional Developmental Health

- 5.1 District support of student social and emotional developmental health
- 5.2 School leader's systems and partnerships
- 5.3 SEDH vision aligned to curriculum or program
- 5.4 School community collaborates and contributes to safety and learning aligned to the vision
- 5.5 Use of data to respond and meet student social, emotional developmental health needs

### Family and Community Engagement

- 6.1 District support of family and community engagement
- 6.2 School leader's regular communication with families
- 6.3 School plan for reciprocal communication with families and community
- 6.4 School partners with families and community agencies for professional development
- 6.5 Sharing data to empower and promote dialogue with families

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS

# RUBRIC ORGANIZATION: THE SOPS

SOP \_\_.1 FOCUSES ON THE **DISTRICT**

*(NOT USED FOR SCHOOL REPORT)*

SOP \_\_.2 FOCUSES ON THE **VISION/LEADERSHIP**

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**

SOP \_\_.5 FOCUSES ON **USE OF DATA**

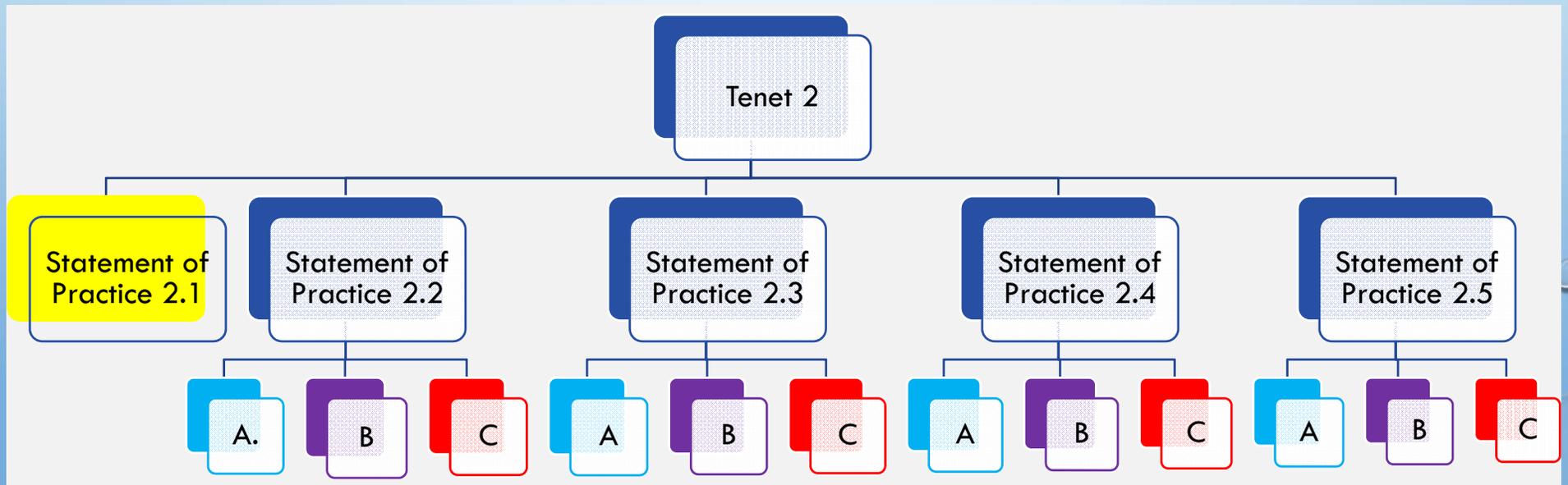
# RUBRIC ORGANIZATION: THE SSOPS

THE STATEMENTS OF PRACTICE ARE COMPRISED OF AN **A**, **B**, AND **C**, (SOME ONLY HAVE A AND B)

THE **A** REPRESENTS: **CREATION** OF THE (COMPREHENSIVE) PLAN

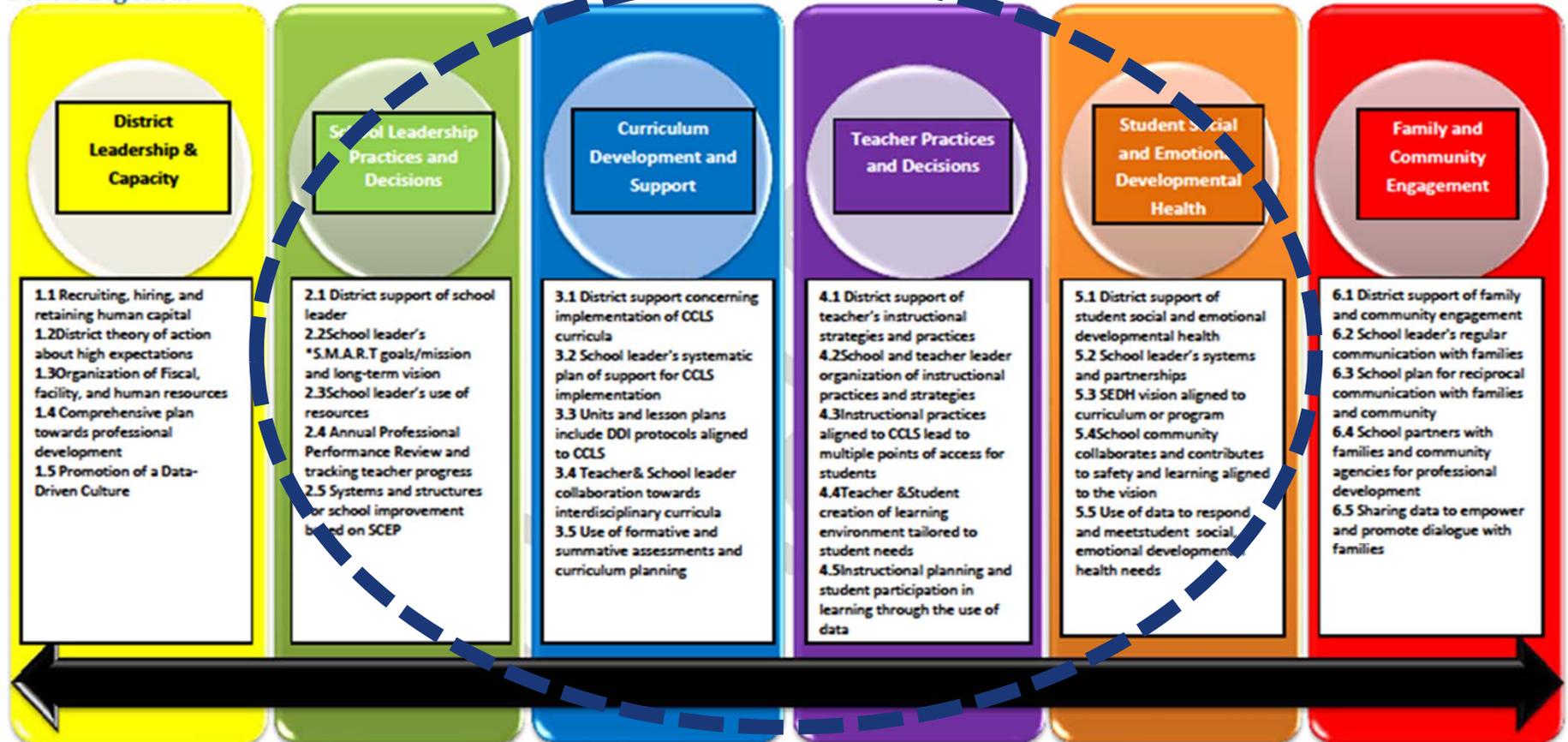
THE **B** REPRESENTS: **IMPLEMENTATION** OF THE PLAN

THE **C** REPRESENTS: **MONITORING AND REVISION** OF THE PLAN



# THE RUBRIC...

## Tenets Big Ideas



DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS

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

Data...  
I HEARD

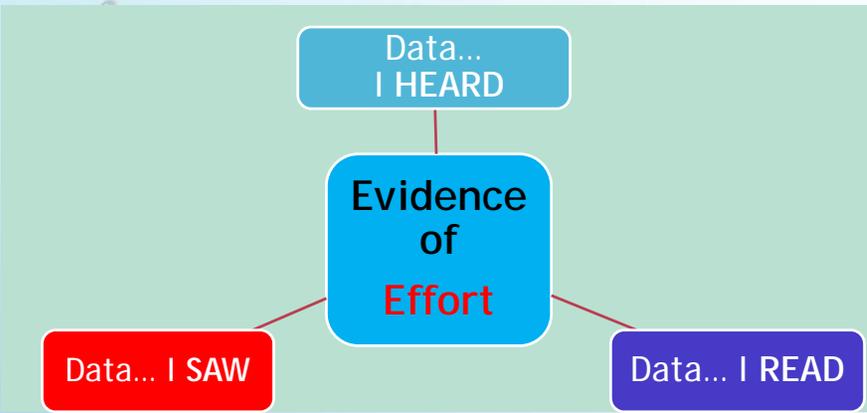
**Evidence**

*\*"Evidence of the typical experience of a  
child in the school/district"*

Data... I SAW

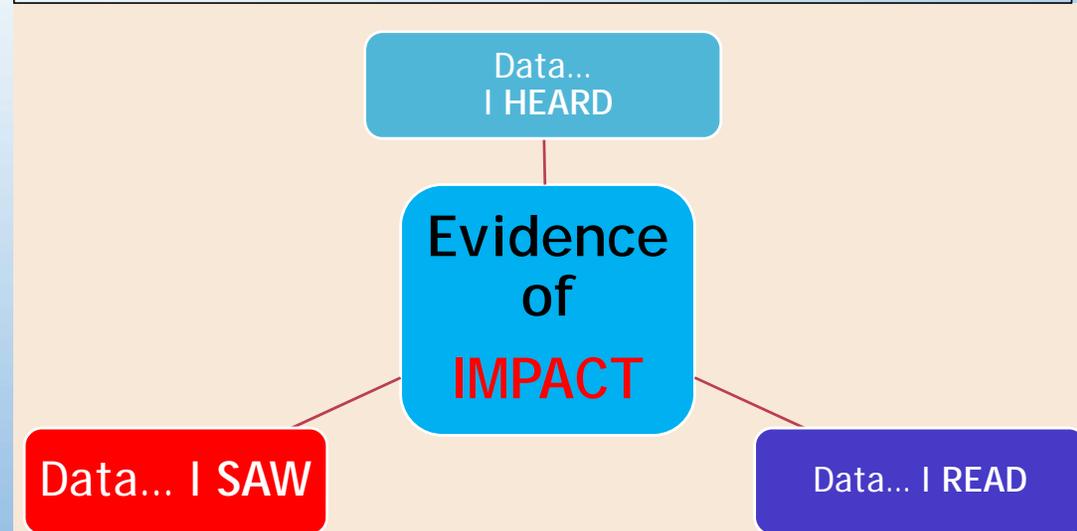
Data... I READ

**'Data' doesn't become EVIDENCE until it is 'triangulated'.**



**Evidence of IMPACT:**

- As a result of the monthly memos sent by the school leader, all staff now include the instructional expectations in the written unit and lesson plans.
- School Leaders use a walkthrough protocol each week to review the presence of the instructional planning expectations, resulting in a 50% increase of implementation from September to March.



**Evidence of Intent:**

- School Leader sends monthly memos explaining the instructional planning expectations
- School Leader uses a walkthrough protocol to review the presence of the instructional planning expectations
- The school regularly sends letters and makes calls to parents about upcoming events

# TENET 2



## SCHOOL LEADERSHIP PRACTICES AND DECISIONS

VISIONARY LEADERS CREATE A SCHOOL COMMUNITY AND CULTURE THAT LEADS TO SUCCESS, WELL-BEING AND HIGH ACADEMIC OUTCOMES FOR ALL STUDENTS VIA SYSTEMS OF CONTINUOUS AND SUSTAINABLE SCHOOL IMPROVEMENT.



# EXAMINING THE “MEANING” OF SOP 2.3

Statements of Practice	Highly Effective	Effective	Developing	Ineffective
<p><b>Statement of Practice 2.3:</b></p> <p>Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.</p> <p><b>Impact: Available resources address the immediate needs of the school community.</b></p>	<p>a) The school leader collaborates with staff to create and use transparent systems and protocols that afford students and teachers the ability to fully benefit from a flexible and thoughtful program, which includes a creative expanded learning time program, that are aligned to student achievement.</p> <p>b) The school leader strategically recruits, hires, and sustains personnel. The leader uses a variety of partner organizations to create a pool of internal and external human capital that enables the school to creatively, equitably, and adequately meet the academic and social needs of all students. Where the district makes the hiring decisions, the school leader articulates successfully the need for appropriate staff.</p> <p>c) The school leader analyzes and identifies fiscal capital available to the school community throughout the school year, making on-going strategic and sustainable decisions to fund targeted efforts aligned to school-wide goals, considering the needs of all students and staff members. Where the district makes the fiscal decisions, the school leader articulates successfully the need for appropriate funding.</p>	<p>a) The school leader collaborates with staff to create and use systems and protocols for programming for students and teachers, which incorporates an expanded learning time program that are aligned to student achievement.</p> <p>b) The school leader uses some partnerships to recruit, hire, and sustain personnel that enable the school to meet the academic and social needs of the students. Where the district makes the hiring decisions, the school leader articulates the need for appropriate staff.</p> <p>c) The school leader analyzes and identifies fiscal capital available to the school community throughout the school year, making interim strategic decisions to fund targeted efforts aligned to school-wide goals, considering the needs of all students and staff members. Where the district makes the fiscal decisions, the school leader articulates the need for appropriate funding.</p>	<p>a) The school leader uses systems, including an expanded learning time program, for programming for students and teachers that are aligned to student achievement for some groups of students.</p> <p>b) The school leader has taken some steps to secure personnel who will enable the school to meet the academic and social needs of the students. Where the district makes the hiring decisions, the school leader has not clearly articulated the school's needs.</p> <p>c) The school leader makes decisions sporadically on the use of available fiscal capital to fund efforts aligned to school-wide goals. Where the district makes the fiscal decisions, the school leader has not clearly articulated the school's funding need.</p>	<p>a) The school leader does not have systems for programming for students and teachers or the systems, including an expanded learning time program, are not aligned to student achievement, or an expanded learning time program does not exist and there are no plans to create one.</p> <p>b) The school leader is not addressing the need to hire personnel to meet the academic and social needs of the students. Where the district makes the hiring decisions, the school leader has not made an effort to communicate with the district about hiring needs.</p> <p>c) The school leader does not connect the use of fiscal capital to school goals. Where the district makes the fiscal decisions, the school leader has not made an effort to communicate with the district about funding needs.</p>

*With your thinking partner.*

? What are the **key themes being measured** in this SOP?

? What data or **information** should a school provide **to demonstrate** their practice in this SOP?

## Examining SOP 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, SCEP, etc...

***Therefore...***

***“We must be strategic AND using all resources.”***

**Rating = “E”**

**MISCONCEPTION**

## Examining SOP 2.3

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, medium, and long term goals for resource utilization that attend to the needs of all students and staff?
  - ✓ Articulation and advocacy of school needs to the District?

## Examining SOP 2.3



Consider the following **areas of resource** when collecting information about “**strategic**” :

- Human capital (*Staff*)
- Time management (*scheduling, school programming*)
- Fiscal Capital (*Budget, funding, grant, other sources*)
- Physical Plant (*classes, common spaces, building, location, site, etc.*)

*With your thinking partner, revise your list from the opening prompt to identify:*

- ? **What should a school provide to demonstrate they have been STRATEGIC with their resources (people, money, time and building)?**

# EXAMINING THE MEANING OF SOP 2.5

Statements of Practice	Highly Effective	Effective	Developing	Ineffective
<p><b>Statement of Practice 2.5:</b></p> <p>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><b>Impact:</b> Measurable progress toward critical school-wide goals is achieved.</p>	<p>a) The school leader models excellence for the staff in the creation and use of evidence-based systems that are dynamic, adaptive, and interconnected and address individual and school-wide practices.</p> <p>b) The school leader, in collaboration with the school community, monitors and revises evidence-based systems that address practices used by staff members connected to improvement areas in the SCEP.</p>	<p>a) The school leader requires the staff to use evidence-based systems that are dynamic, adaptive, and interconnected and address individual and school-wide practices.</p> <p>b) The school leader monitors and revises evidence-based systems that address practices used by staff members connected to improvement areas in the SCEP.</p>	<p>a) The school leader encourages the staff to use systems that are interconnected and/or systems are not modified based on analysis of school-wide practices.</p> <p>b) The school leader is working to develop an evidence-based system to monitor and revise practices used by staff members.</p>	<p>a) The school leader does not encourage the staff to use systems, or systems do not exist to address school-wide practices.</p> <p>b) The school leader has not taken steps to develop an evidence-based system to monitor and revise practices used by the staff members.</p>

*With your thinking partner.*

- ? What are the **key themes being measured** in this SOP?
- ? What data or **information** should a school provide **to demonstrate** their practice in this SOP?

## Examining SOP 2.5

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). TO ENSURE MEASURABLE PROGRESS TOWARD CRITICAL SCHOOL-WIDE GOALS IS ACHIEVED.



**“We use data for everything, and have [monthly] data meetings. We also collect evidence for APPR.”**

**Evidence:** Data meeting minutes/protocol, APPRs, PD schedule

**“We have an evidence based, data-driven school culture.”**

**Rating = “E”**

**MISCONCEPTION**

**Therefore,**

## Examining SOP 2.5

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

- ❑ Effective systems and structures to examine and improve:
  - ✓ The “ways” school leaders know what is happening at the school?
  - ✓ Examples of evidence –based systems and structures?
  - ✓ How evidence based structures are interconnected to support school-wide progress and improvement?

## Examining SOP 2.5



Consider the following **areas to assess** how the school leader *knows what is happening* at the school **AND makes decisions based on that understanding**:

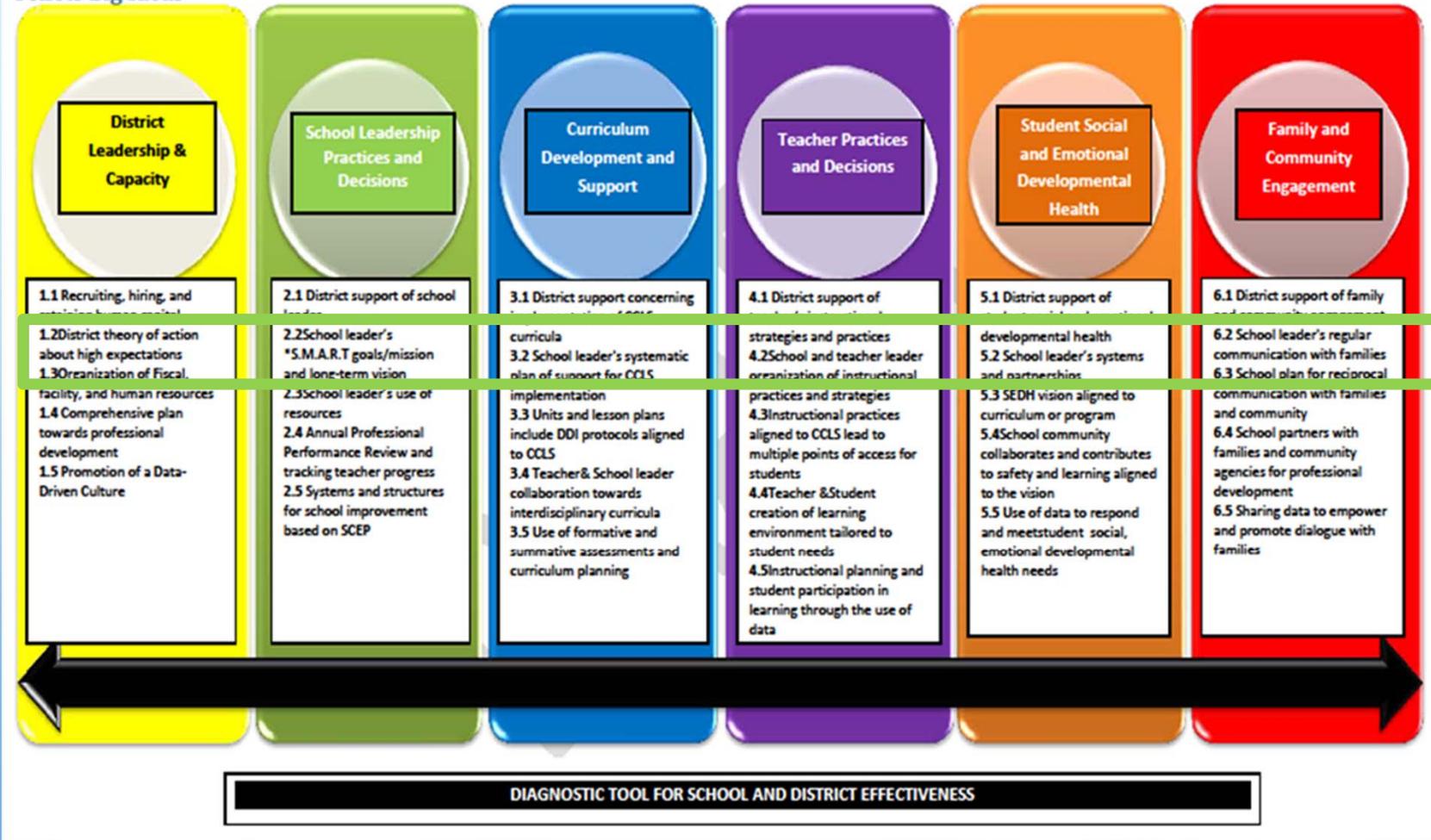
- Human capital (*Staff*) – *Cabinet Meetings, Support Teams, Weekly PD*
- Curricular and Instructional - *Common Student Performance Assessments (formative and summative), Interventions*
- Professional Development
- Student / Family needs (*SEDH and Engagement efforts*)

*With your thinking partner, revise your list from the opening prompt to identify:*

- ? **What could a school leader provide to demonstrate that he/she has a systematic way to know what is happening in the school, and that good decisions are made as a result of this knowledge?**

# THROUGHOUT THE RUBRIC ... EACH OF THE '.2'S"

## Tenets Big Ideas



## EXAMINING THE .2'S...

### School Leadership Practices and Decisions 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).

### Curriculum Development and Support 3.2

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.

### Teacher Practices and Decisions 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.

### Student Social and Emotional Developmental Health 5.2

The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.

### Family and Community Engagement 6.2

The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.

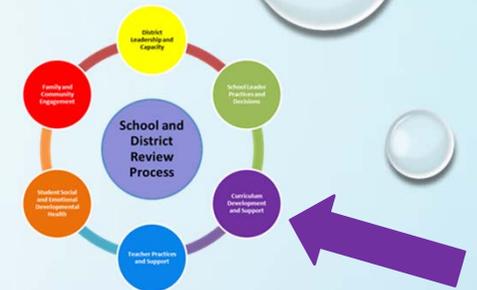
## EXAMINING THE .2'S...

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

- An **INTERCONNECTED** vision, systems, goals and protocols that are implemented and monitored across all areas (3.2, 4.2, 5.2, 6.2) of the school:

- ✓ **Curriculum**
- ✓ **Instruction**
- ✓ **Student Emotional Health**
- ✓ **Family & Community**

# 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 MONITORED FOR IDENTIFIED SUBGROUPS IN ORDER TO MAXIMIZE TEACHER INSTRUCTIONAL PRACTICES AND STUDENT LEARNING OUTCOMES.



# COMMON “MIS”-INTERPRETATIONS”



1. SCHOOLS THAT USE THE CCLS MODULES AS PRESENTED BY NYSED ARE “GOOD TO GO”, CURRICULUM-WISE.
2. “INSTRUCTIONAL SHIFTS” MEANS LEARNING AND USING ALL NEW AND IMPROVED INSTRUCTIONAL STRATEGIES, INCLUDING FORMATIVE ASSESSMENTS.
3. JUST ADDING SOME READING AND WRITING ASSIGNMENTS IN MATH, SCIENCE, AND THE ARTS PROVIDE INTERDISCIPLINARY INSTRUCTION FOR STUDENTS.
4. SUMMATIVE ASSESSMENT DATA SHOULD BE THE BASIS FOR ALL CURRICULUM DEVELOPMENT/REVISION.

**MISCONCEPTION** – CCLS MEANS END OF THE YEAR STANDARDS. THE SCHOOL’S USE OF MODULES ARE ENOUGH TO BE CCLS ALIGNED.

**1. "SCHOOLS THAT USE THE CCLS MODULES AS PRESENTED BY NYSED ARE 'GOOD TO GO', CURRICULUM-WISE.**

- Modules (both ELA and math) were designed to address the CCLS, be in service to instructional shifts, and meet student needs.
- Not intended as scripts.
- Teachers expected to adapt for student needs, appropriate pacing, and to ensure relevance for a particular group or location.
- What modifications for ELLs, students with disabilities, accelerated students, and those performing below grade level?

## LESSONS LEARNED

- Teachers using modules but haven't changed instructional strategies:
  - Lessons are teacher-directed
  - Following the "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

## 2. **“INSTRUCTIONAL SHIFTS’ MEANS USING NEW AND IMPROVED INSTRUCTIONAL STRATEGIES, INCLUDING FORMATIVE ASSESSMENTS.”**

- **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)

# LESSONS LEARNED

- “I can’t get through everything in the module. I don’t know what I’m going to do.”  
(leave out important standards?)
- Textbook says it is aligned to CCLS, so teachers continue to follow the text as their curriculum
- Modifications are not made for students with disabilities or English Language Learners
- Lessons are based solely on the modules without taking into account multiple intelligences, text complexity, modifications
- Teacher lessons are heavily textbook, module driven with no to little focus on instructional shifts

3. “ **JUST ADDING SOME READING AND WRITING ASSIGNMENTS IN MATH, SCIENCE, AND THE ARTS PROVIDE INTERDISCIPLINARY INSTRUCTION FOR STUDENTS**” (SOP 3.4)

**MISCONCEPTION** – EXTENSION AND ENRICHMENT ACTIVITIES ADDRESS THIS SOP (E.G. GRADE 3 HAS ART CLASSES). “OFFERING ARTS CLASSES AND TECHNOLOGY COURSES ALONE ARE ENOUGH”

- More than just reading and writing in content area
- Common understanding of instructional shifts across content areas.
- Teachers must collaborate, especially to incorporate the arts, technology, and other enrichment areas.



## LESSONS LEARNED

- Content is not deeply covered
- Opportunities for teachers to partner with each other across grades and content areas to develop interdisciplinary curricula are limited
- Assignments/projects are not adapted for student interests
- Students have limited opportunities to engage in cross-curricular activities

## Examining Tenet 3

### THINK:

- ✓ What are the “Shifts” and what do they look like in planning?
- ✓ How does interdisciplinary instruction look in the school?
- ✓ Do arts instructors and core subject instructors plan together?  
How so?
- ✓ How is interdisciplinary instruction reflected in plans?

# TENET 4



## TEACHER PRACTICES AND DECISIONS

TEACHERS ENGAGE IN STRATEGIC PRACTICES AND DECISION-MAKING IN ORDER TO ADDRESS THE GAP BETWEEN WHAT STUDENTS KNOW AND NEED TO LEARN, SO THAT ALL STUDENTS AND PERTINENT SUBGROUPS EXPERIENCE CONSISTENT HIGH LEVELS OF ENGAGEMENT, THINKING AND ACHIEVEMENT.



# COMMON “MIS”- INTERPRETATION

## SOP 4.4

*TEACHERS AND STUDENTS WORK TOGETHER TO IMPLEMENT A PROGRAM/PLAN TO CREATE A LEARNING ENVIRONMENT THAT IS RESPONSIVE TO STUDENT’S VARIED EXPERIENCES AND TAILORED TO THE STRENGTHS AND NEEDS OF ALL STUDENTS.*

**MISCONCEPTION** – THIS SOP IS MOSTLY CONCERNED WITH STUDENTS’ PHYSICAL SAFETY.

# MISCONCEPTION V. MEANING - SOP 4.4



## MISCONCEPTION

- ~~STUDENTS ARE PHYSICALLY SAFE~~

## MEANING

- ✓ Both physical and intellectual safety.
- ✓ What does intellectual safety mean (beyond asking questions)?
- ✓ What does intellectual safety look like?



# INTELLECTUAL SAFETY

## *IN YOUR GROUPS...*

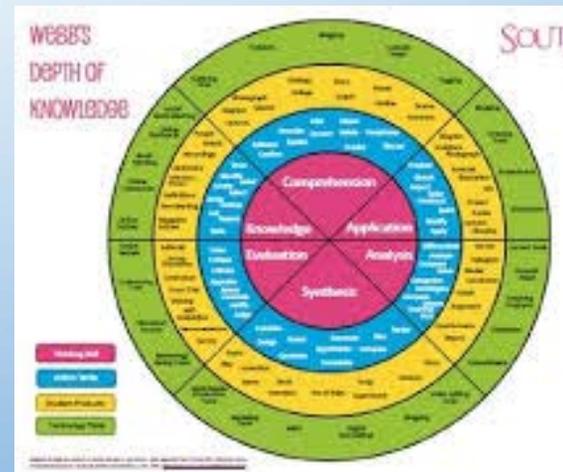
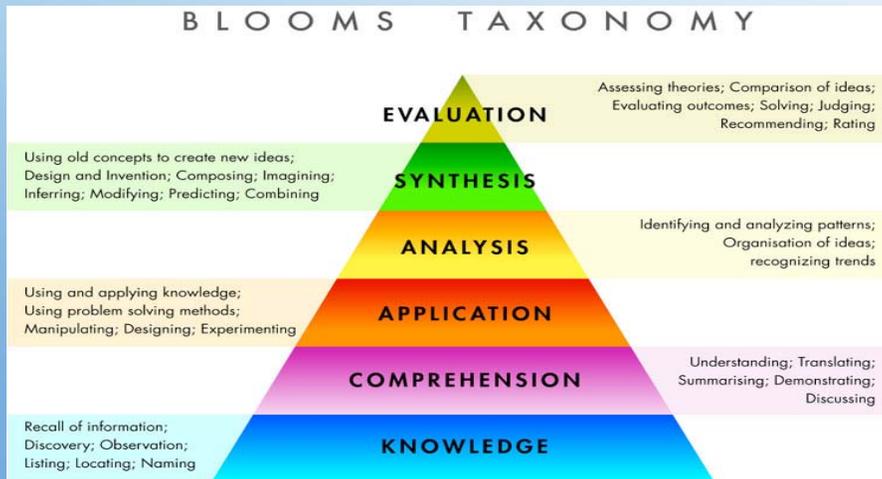
- What does intellectual safety look like? Sound like? Feel like?
- Identify examples of intellectual safety that a Reviewer will encounter on an IIT school visit

# INTELLECTUAL SAFETY

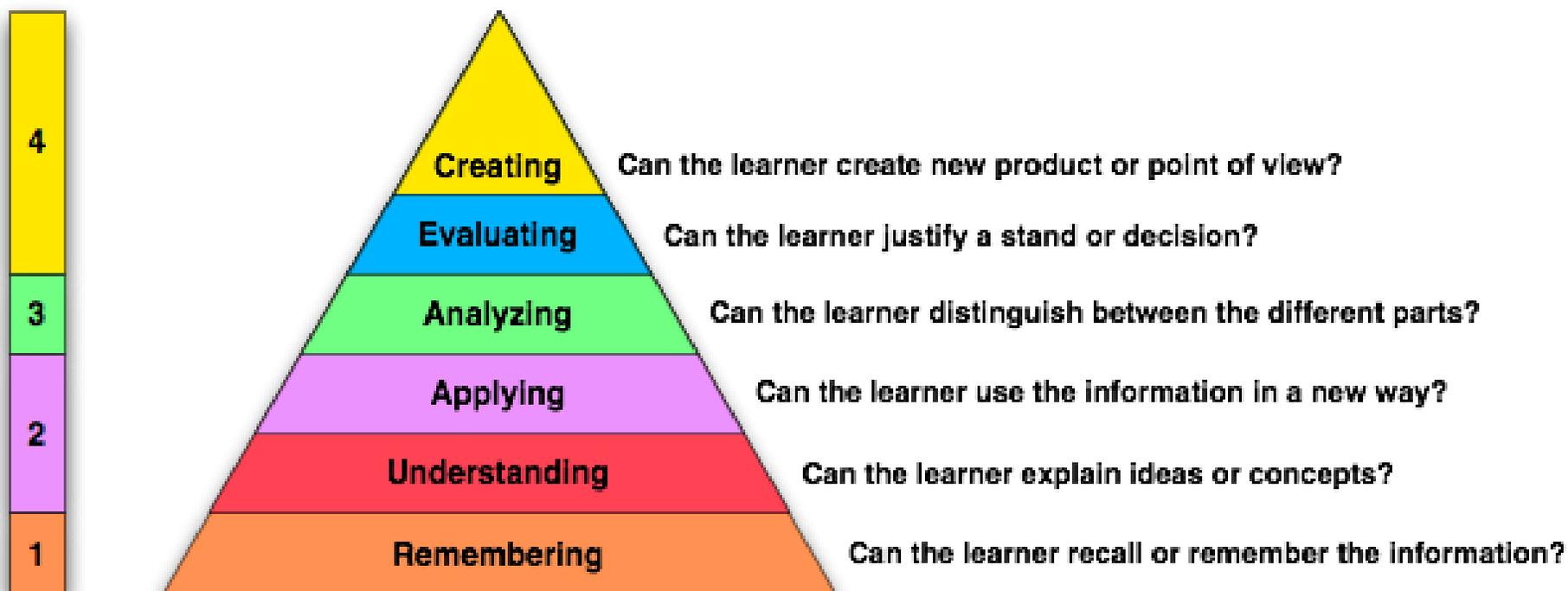
- **The school stakeholders are encouraged to take risks and attempt new approaches to learning:**
- **Differentiated student outcomes (assignment choice, different activities, centers in classrooms, cooperative groups)**
- **Student Academic Choice**
- **Student Voice**
- **Tapping into and celebrating multiple intelligences**
- **Flexible grouping (levels, interests, task complexity, student choice)**

# QUESTIONING

- **Key to student engagement – Can questions be answered with one or two words? Are there multiple correct answers or approaches?**
  - Bloom's Taxonomy (*Knowledge/Comprehension to Synthesis/Evaluation*)
  - Depth of Knowledge (DOK)



## Relationship between Depth of Knowledge and Bloom's Taxonomy



**DoK Levels**

**New Version of Bloom's Taxonomy**

[http://www.odu.edu/educ/llschult/blooms\\_taxonomy.html](http://www.odu.edu/educ/llschult/blooms_taxonomy.html)

Depth of Knowledge was developed through a ten-state grant initiative to streamline Bloom's taxonomy to facilitate state-wide assessments.

# 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)

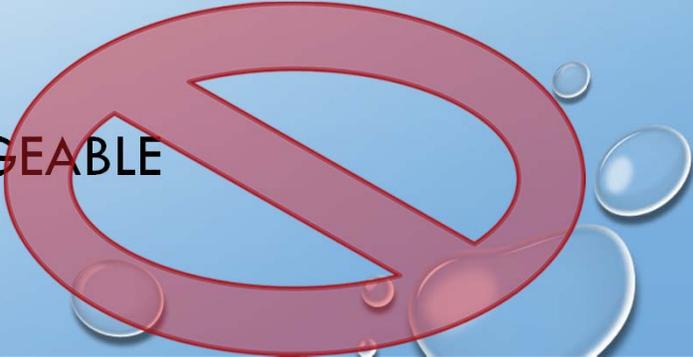
## COMMON “MIS”-INTERPRETATIONS

### SOP: 3.5 & 4.5

**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.

**MISCONCEPTION** – SOP 3.5 & 4.5 ARE INTERCHANGEABLE



# MISCONCEPTION V. MEANING - SOP 3.5 & 4.5



## MISCONCEPTION

THE TWO SOPS ARE INTERCHANGEABLE.



## MEANING

- ✓ SOP 3.5 – HOW DO DATA AND ASSESSMENTS INFORM THE CURRICULUM?
- ✓ SOP 4.5 – HOW DO DATA AND ASSESSMENTS INFORM INSTRUCTION?



# TENET 5



## STUDENT SOCIAL EMOTIONAL AND DEVELOPMENTAL HEALTH

THE SCHOOL COMMUNITY IDENTIFIES, PROMOTES, AND SUPPORTS SOCIAL AND EMOTIONAL DEVELOPMENT BY DESIGNING SYSTEMS AND EXPERIENCES THAT LEAD TO HEALTHY RELATIONSHIPS AND A SAFE, RESPECTFUL ENVIRONMENT THAT IS CONDUCTIVE TO LEARNING FOR ALL CONSTITUENTS.

# MISCONCEPTION V. MEANING -

## TENET 5

### MISCONCEPTION

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



### MEANING

- ✓ **Tenet 5** concerns all aspects of social emotional developmental health for all students.



# TENET 5: SOCIAL EMOTIONAL AND DEVELOPMENTAL HEALTH



- A **SEDH** plan means that students are learning and adults are modeling required developmental skills:

- ❖ **Persistence**
  - ❖ (Goal Setting and Pursuing Ambitions/Aspirations)
- ❖ **Conscientiousness**
  - ❖ (Understanding One's Environment – Knowledge of Family and Community)
- ❖ **Curiosity**
  - ❖ (Self-Understanding - Development and Ability)
- ❖ **Resilience**
  - ❖ (Overcoming Obstacles and Disappointments)
- ❖ **Self-confidence and Self-control**
  - ❖ (Expressing Emotions)
- ❖ **Interacting with Others**
  - ❖ (Relationships with Peers and Adults – Cooperation and Consideration)



The instructional focus is on cultivating the important skills students need through a structured plan.

# TENET 5: SOCIAL EMOTIONAL AND DEVELOPMENTAL HEALTH (SEDH)



## Things we see/hear vs. Things we need to see/hear

"Survey says..."

- ▶ PBIS or RTI models instituted - Not Sufficient to address SEDH - only related to one aspect of need (e.g., behavior).
- ▶ Reactive things being done (e.g., contacting Social Services, calling the Social Worker, or referring families to the Food Pantry).
- ▶ There is a focus on a subgroup of students. Usually, it's the students who are disruptive or get in trouble often.



# TENET 5: SOCIAL EMOTIONAL AND DEVELOPMENTAL HEALTH (SEDH)

Things we see/hear vs. **Things we need to see/hear**

## 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



## ONGOING DATA ANALYSIS

This is more than just the referral source/purpose – it includes but is not limited to data from **attendance, assessments, enrollment, enrichment activities, competency growth** (knowledge, interpersonal skills and personal well-being).



# TENET 5: SOCIAL EMOTIONAL AND DEVELOPMENTAL HEALTH IS...



- A school with a clear vision for the social and emotional developmental health of its students, provides warm, supportive relationships with one another (students, families, and staff) in a safe, caring learning environment.
- This means it is observable because students typically do not learn alone but rather in collaboration with their teachers, in the company of their peers, and with the encouragement of their families.

***With your thinking partner:***

? What data or **information** should a school provide **to demonstrate** their practice in this Tenet?

## **3 – 2 – 1: REFLECTING ON OUR LEARNING...**

- **3- NEW THINGS I LEARNED WERE...**

- 1.
- 2.
- 3.

- **2 – QUESTIONS I STILL HAVE...**

- 1.
- 2.

- **1 – ACTION STEP I WILL NOW TAKE...**

- 1.

# THE NYSED OFFICE OF ACCOUNTABILITY SED REVIEW TEAM MEMBERS

MR. STEPHEN EARLEY, **DIRECTOR** - OFFICE OF DISTRICT AND SCHOOL REVIEW

## **UPSTATE AND DOWNSTATE REVIEW TEAM MEMBERS:**

- **DOWNSTATE (*BROOKLYN BASED*):** CRYSTAL CUMBERBATCH-GREENE (SUPERVISOR)
  - KATHRYN AHERN, LINDA DONNELLEY, TANYA ENGLAND, KALIMAH GETER, WILLIAM ROBERTS, SYLVIA SULOWSKI, CLAYTISHA WALDEN
- **UPSTATE (*ALBANY BASED*):** MARY SAPP (SUPERVISOR)
  - GAIL VOLK, ELIZABETH WHIPPLE, MARIBETH BARNEY, AMANDA PALMER, MICHAEL ROGOZINSKI, MAXINE MORGENBESSER

# THANK YOU!

- THANK YOUR TABLE-MATES AND COLLECT CONTACT INFO
- COMPLETE OUR SESSION FEEDBACK FORM AND GIVE TO THE TABLE FACILITATOR
- PLAN TO ATTEND THE NEXT DTSDE INSTITUTE TO CONTINUE YOUR LEARNING

**Mrs. Crystal Cumberbatch-Greene – NYSED**

[ccumberb@mail.nysed.gov](mailto:ccumberb@mail.nysed.gov)

**Dr. Claytisha Walden - NYSED**

[cwalden@mail.nysed.gov](mailto:cwalden@mail.nysed.gov)

**Dr. Nicole G Eschler – Tribal/Class Measures**

[ngeschler@gmail.com](mailto:ngeschler@gmail.com)

**Dr. Elise Russo – Tribal/Class Measures**

[Elise.russo826@gmail.com](mailto:Elise.russo826@gmail.com)