



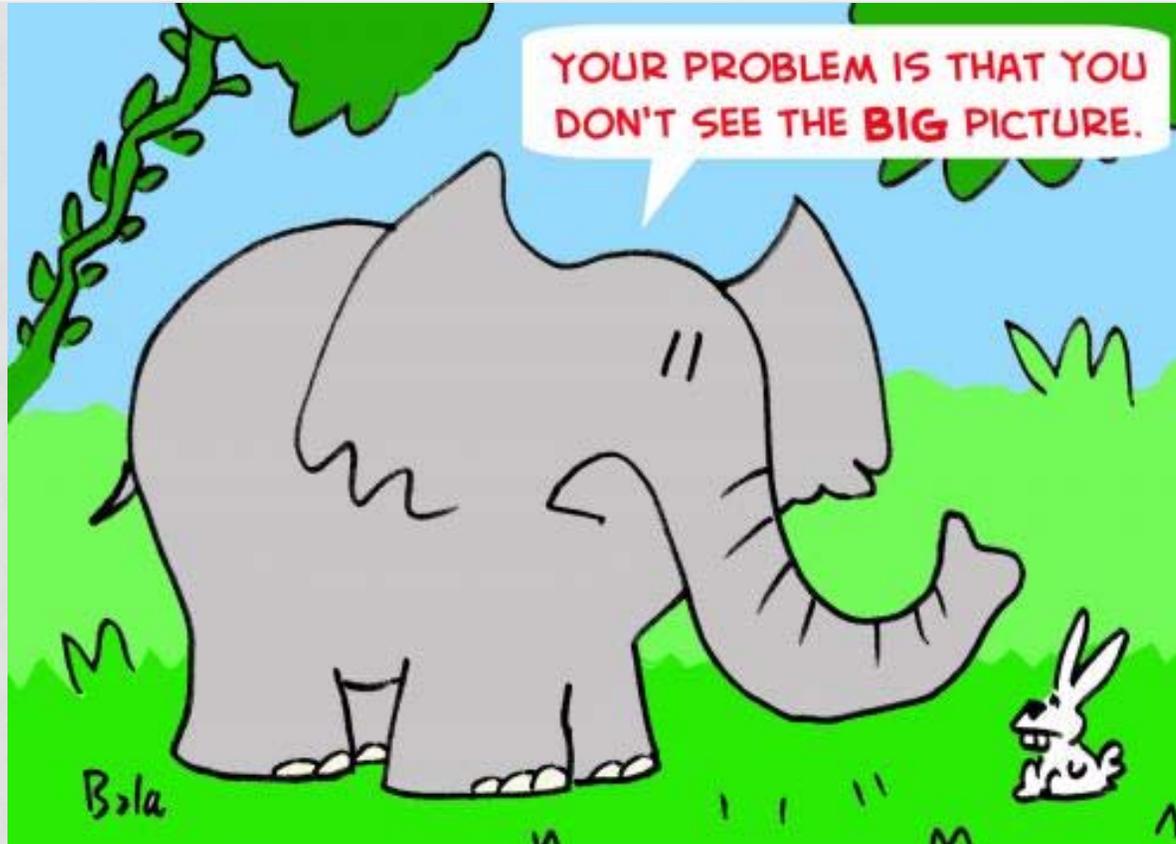
THINKING BIG PICTURE

DTSDE 2014



- I am a school leader
- I am a district office administrator
- I am a district representative on an Integrated Intervention Team (IIT)
- I am a RBE-RN
- I am a SESIS
- I am a "Outside Educational Expert" (OEE)
- I am a representative of the New York State Education Department

THE PROBLEM IS ....



WE DON'T SEE THE BIG PICTURE

# AGENDA

- Session Objectives
- The Big Picture
- Anecdotes and Trends – Introductory Activity
- Overall Impact
- Snapshots in the Classroom – Video Activity
- Guiding Questions
- Recording SOP Evidence
- Thinking Big Picture – Closing Activity

# SESSION OBJECTIVES

- Understand the difference between anecdotes and trends.
- Understand how to incorporate subgroup evidence into understanding of anecdotes vs. trends.
- Understand how the impact statements for each Statement of Practice (SOP) is connected to the a, b, and c, and that the SOP cannot be effective if the impact is not occurring.
- Become familiar with the SOP prompts as a tool to help understanding the “Big Picture.”
- Understand how reports should include the most pertinent evidence to support the Big Picture judgment.

# ESSENTIAL QUESTIONS

- What is the difference between anecdotes and trends?
- How would you include subgroup anecdotes into triangulated evidence that the IIT is collecting?
- Can a SOP, that includes evidence of effort regarding the a, b, and c, be effective if the impact is not occurring?
- What are the SOP prompts to help IIT reviewers understand the “Big Picture?”
- What is the most pertinent evidence that should be included in reports to support the Big Picture judgment?

# THE RUBRIC...

## COMPREHENSIVE SCHOOL RUBRIC 2.0 FOR DTSDE TENETS

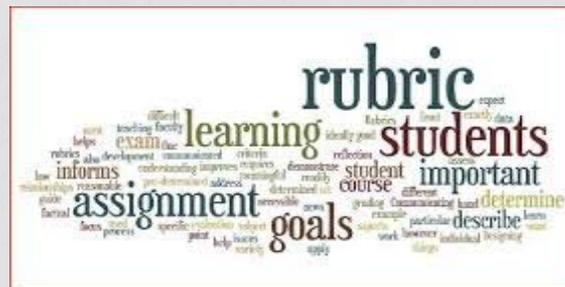
New York State Education Department Diagnostic Tool for School and District Effectiveness				
*Tenet 2 - School Leader Practices and Decisions: Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous 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>

# THE DTSDE RUBRIC AS A THEORY OF ACTION TO ADDRESS

- APPR
- Formative/Summative Assessments
- Next Generation Assessments
- Differentiated Learning
- CCLS
- CCLS Instructional Shifts
- Data Driven Instruction
- Interdisciplinary Connections
- Citing Text in Extended Writing
- Rigorous Instruction (critical thinking)
- ELL and SWD adaptations
- Best Practices

# HEDI

- If one is willing to consider the Rubric as a “Theory of Action”, then it is helpful to consider HEDI as stages of implementation:
  - I (Stage 1);
  - D (Stage 2);
  - E (Stage 3);
  - H(Stage 4).

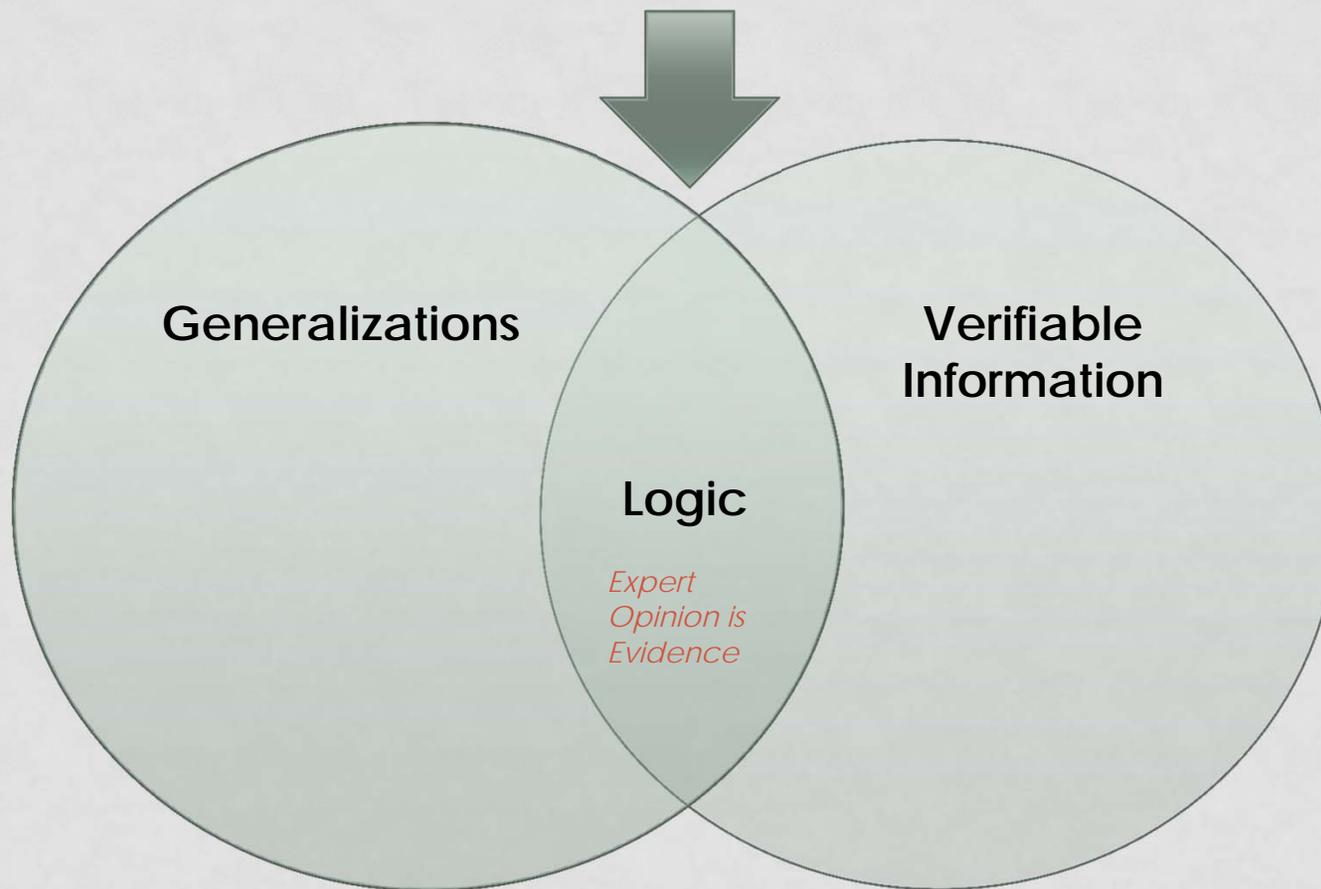


# OUR MISSION

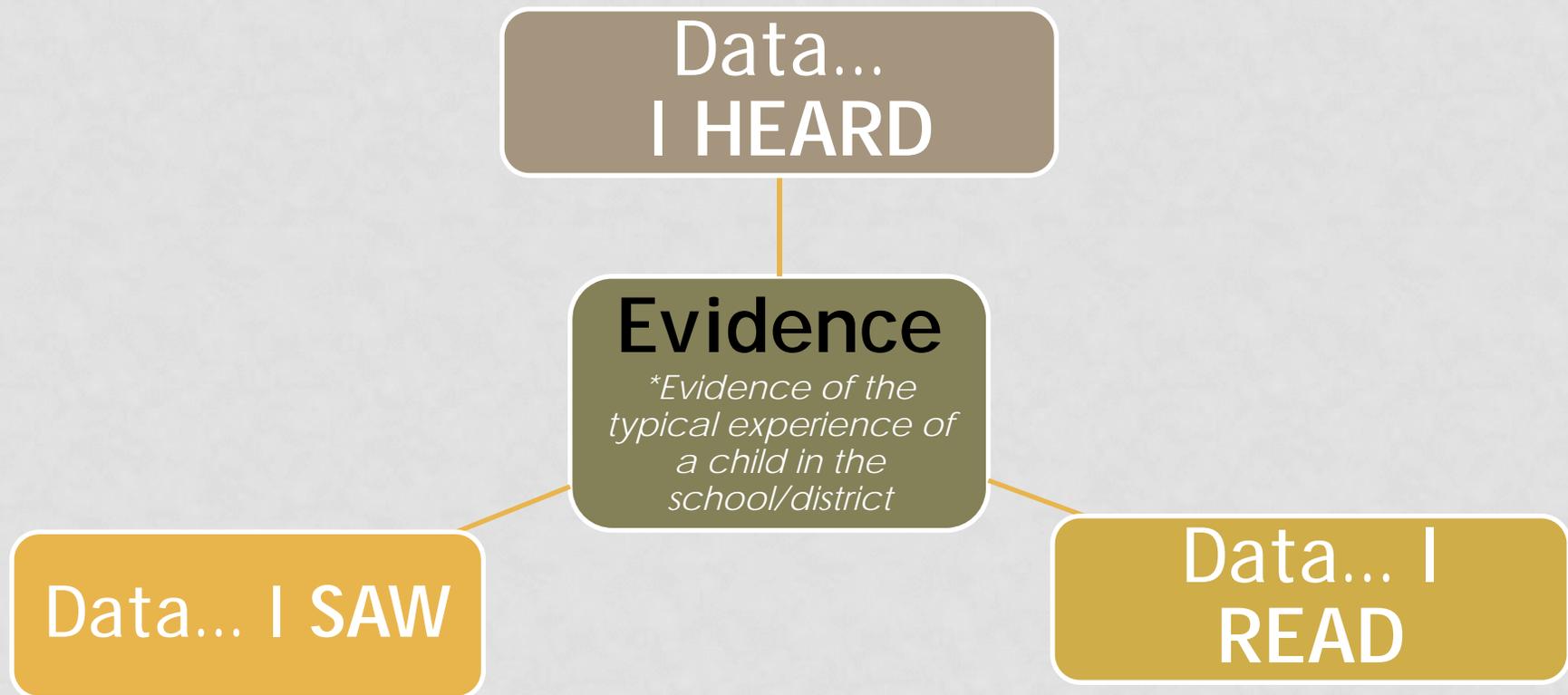
Provide Feedback and Guidance on the Degree of Implementation of that “Theory of Action” in a school or district.



# LOGICAL THINKING



# TRIANGULATED DATA = EVIDENCE



# THE DIFFERENCE BETWEEN ANECDOTES AND TRENDS

- “**Anecdotes** are snapshots of practice.”
  - The fifth grade teacher has provided extra tutoring during lunch for one student who recently arrived from another country.
  - There was one child crying in the corner of a classroom, so the school is not reaching all students. (“all students” is written in the rubric)
  
- “**Trends** are the generalizations drawn from snapshots of practice.”
  - Some instruction across grades and content areas is not interdisciplinary (3.4)
  - Students do not receive purposeful feedback based on data (4.5)

## ELBOW PARTNER

- Turn to an elbow partner to have a conversation about an example of ...
- An Anecdote
- A Trend

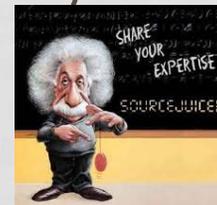
# IT TAKES AN EXPERT!

It takes a skilled stenographer to record the interviews and lessons observed.



Only an experienced, knowledgeable professional can notice trends in administration, instruction, curricula, delivery of social emotional developmental health support, and parent & community relations (by actively listening and looking for connections) during a two day visit...

You are that expert!



# INTERVIEWS OBSERVED AND RECORDED - SNAPSHOTS

- **School leader's \*S.M.A.R.T Goals/Mission and Long-term Vision (SOP 2.2):** Please describe key aspects of your School Comprehensive Educational Plan (SCEP).
- The principal stated that the focus is making students life ready. There are signs around the school around four indicators of the school vision. Visual aids are seen in the class, PD aligned to 3 goals, seen through e-mails from staff. Common language and linguistic stems are used when addressing students around the six core character values. Parent meetings also reinforce the vision, etc. Teachers receive feedback verbally to discuss life readiness.
- The principal indicated that "Life ready" means students are ready for career (with teachers aligning the CCLS). Students are independent thinkers. In the classrooms, students are engaged in doing work not just teachers doing work. Students geared for college and career ready.
- The principal indicated that "Life ready" means students are socially and emotionally life ready. She stated that this was the poorest Congressional district in the country and that there are 62 students in foster care. The life challenges impact the social emotional readiness. Students must believe in themselves – as "relentless learners."
- College and career life readiness theme– is still being fleshed out- with a full time college counselor. Students believe that the HS diploma is not the end. There are many supports during advisory.
  
- **School leader's Use of Resources (SOP 2.3):** Please describe how you decide to allocate resources within the school, such as human, programmatic, and fiscal capital.
- There are 2 after school programs – CASA funded by 30,000 Achieve Now grant.
- The school leader stated that she allocated money for Building Bridges for SWD to provide them extra support. There is also Reading Plus (to help students increase their reading level).
- Additionally, the school leader decided on FT guidance counselor instead of AP supported through New Settlement.
- She bought additional reading materials.
- There is the Dream yard project
- There are 3 ESL teachers to support ELLS
- There are also ICT classes.
- PD for teachers off site. The principal stated that she believes in investing in adult development (i.e. Judith Hoffman - for writing deficits PD). In June teachers were sent to a conference on modeling.
- Overnight trip with 10<sup>th</sup> grade

# SNAPSHOTS OF LEADERSHIP, FACULTY, PARENT, AND STUDENT PERCEPTIONS



Purposeful questioning is focused on the end in mind: Essential Questions and Impact!

- Purposeful Questioning grows out of listening not only to the events and policies in place but pressing for how those events and policies address the guiding questions, are connected to evidence seen/heard throughout the review, and whether there is any evidence that they are producing results aligned to the tenets and SOPs.

# SOP

An SOP is greater than the sum of its parts, issues of:

- Universality of Application
- Automaticity of Elements
- Consistency of Expression
- Assessment of Effectiveness

# GUIDING QUESTIONS

Can a SOP, including A, B, and C, be effective if the impact is not occurring?

Example:

"We use the Danielson Framework, rating teachers on all aspects of performance, and following the district protocols for evaluation. However, since the teachers may grieve any rating of 'developing' or 'ineffective', we avoid any ratings other than 'effective' or 'highly effective.'"

# GUIDING QUESTIONS

- Let's Review the Guiding Questions Form...

**"THE ART AND SCIENCE OF ASKING QUESTIONS  
IS THE SOURCE OF ALL KNOWLEDGE."**

THOMAS BERGER

 Lifhack Quotes

# GUIDING QUESTION FORM

## SOP PROMPT 2.3

<b>Guiding Question:</b>	Has the school leader used resources strategically to bring about school improvement and increased opportunities for student success?
<b>Finding:</b>	
<b>Evidence to Support the Finding:</b>  (What is actually happening – should serve as “proof” of the finding and identified in concrete terms)	1.  2.  3.  4.
<b>Impact Statement:</b>  (The impact the finding and evidence described have had on the ability to improve student achievement. Should align with finding.)	

# GUIDING QUESTIONS TEMPLATE

## SAMPLE: MISSING THE BIG PICTURE

### Statement of Practice 5.2

- **Guiding Question:**

- Has the school leader established systems that identify social/emotional developmental health (SEDH) needs and ensure that appropriate SEDH supports are provided to students?

- **Finding:**

- **Evidence to Support the Finding:** (What is actually happening – should serve as “proof” of the finding and identified in concrete terms)

1. PBIS- is used in the building although staff indicates a need to revitalize the program.
2. Updating the IST (Instructional Support Team) referral process has begun. Support staff indicates that in the coming year there will be a pre-referral meeting at the grade level team time to discuss areas of concern and to develop an intervention in the classroom setting.
3. There is no use of data to identify the social emotional needs of students.
4. Staff will be using RTI software system to track the student interventions for academic and social/emotional needs.

- **Impact Statement:** (The impact the finding and evidence described have had on the ability to improve student achievement. Should align with finding.)

# SNAPSHOTS IN THE CLASSROOM

- Classroom visitations find examples of wide ranges of teaching styles and effectiveness.
  - For example, in seven of the ten ELA classes visited, instruction was teacher-directed, lecture style, and directed at the entire class of students.
  - In two of the ten ELA classes visited, instruction was student-centered.
  - In one of ten ELA classes visited, instruction was differentiated to meet the needs of targeted student groups.
- The purpose of the visitations is not to document that range of examples, but to collectively lead to generalizations of the nature of instruction substantiated by the verifiable information collected.
  - Example: Shifts of instructional practice aligned with the CCLS are not practiced in all ELA classes.

# ENGLISH LANGUAGE LEARNERS/ STUDENTS WITH DISABILITIES

## SUBGROUP INFORMATION

- Are ELL and Special Education Students being engaged in the rubric's tenets, the CCLS, Instructional Shifts, and SOPs?
- What adaptations are consistently being used to ensure meaningful engagement?
- Issues of compliance may or may not be directly related to the Big Picture and the purposes of the Rubric.

# RECORDING CLASSROOM WORK

- A transcript of events and dialogue in the classroom omits “findings” and “impact”. Collectively it becomes a photo album without expert analysis and collective assessment.



# SNAPSHOTS VS. THE BIG PICTURE



- <https://www.youtube.com/watch?v=RQZcXCDr4Wc>

# MR. GRIMES TEACHES MATH



# ELBOW PARTNER

- Turn to your other elbow partner to have a conversation based on the snippet video shown highlighting...
- Examples of effective teaching style
- Generalizations based on effective teaching styles
- Examples of non-effective teaching style
- Generalizations based on non-effective teaching styles

# WHAT DID YOU SEE?

- Differentiation Activities
- Aligned to CCLS
- CCLS Instructional Shifts
- DDI
- Gathering Formative Assessments (analysis of student work, use of rubrics)
- Interdisciplinary connections between subject specific curricula and technology, arts, and/or other core subject areas
- Self-tracking of progress
- Self reflection and adjustment of individual learning strategies
- Strategies adapted for groups of students, including ELL and SWD
- Rigorous instruction (Critical Thinking, Evaluation, Synthesis, Creative Responses, Analysis, Problem Solving)
- Students Engaged in own Learning
- Citing Text/Evidence in Extended Writing

# THE BIG PICTURE REPORT

2.5 **The school has received a rating of *Developing* for this Statement of Practice:** 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).

**Overall Finding:**

- The school leader is in the initial stages of using key data to assess the efficacy of current practices and to modify school-wide practices and to guide the modification of individual instructional practices.

**Evidence/Information that Lead to this Finding:**

- Although the school leader reviewed the NYSESLAT data for the school and concluded that “students did very well”, a closer analysis of that data by the review team indicated that out of 40 students who took the test in 2013, only 14 increased their level of proficiency. An additional 16 performed at the same level. Of the remaining ten, eight were new students and two performed less well than they had during the previous testing.
- The school leader reports that she reviews progress reports, report card grades, disciplinary records, and classroom observation data. The school leader reviews lesson plans that conform to a template. The school leader reviews the curriculum maps. However, all of this data is not interconnected to produce a seamless interface among curriculum planning, lesson planning, and dynamic instructional practices.
- Although the recent introduction of the Side-By-Side mentoring program is a proactive activity linked to a review of SEDH data, there is no evidence that the available SEDH data consistently leads to school-wide practices that guide proactive programs.
- The school leader has made it her priority to “know” each student at a personal level, but there is no evidence of an interconnected system to address students’ instructional needs, to revise and adjust school practices based on that knowledge on a regular basis to move the school toward clear and measurable objectives.

# IMPACT/RECOMMENDATIONS

## **Impact Statement:**

- As a result of the limited analysis of available academic and SEDH data, there are limited opportunities for measuring progress toward critical school-wide goals, and the school leader inconsistently uses the available data to make informed decisions that move the school forward.

## **Recommendation:**

In order for the school's strategy and practices to align with the Effective rating on the DTSDE rubric, the school should:

- Create and use formal evidence-based systems that are dynamic, adaptive, and interconnected and that address individual and school-wide practices.

# CLOSING ACTIVITY

- List three “Big Picture” takeaways
- Be prepared to report out your insights



# IN CLOSING ...

See the Big Picture



  
**KEEP  
CALM  
AND  
THINK  
BIG**