

# Diagnostic Tool for School and District Effectiveness (DTSDE)



## Orientation for School-based Teams September and October 2015

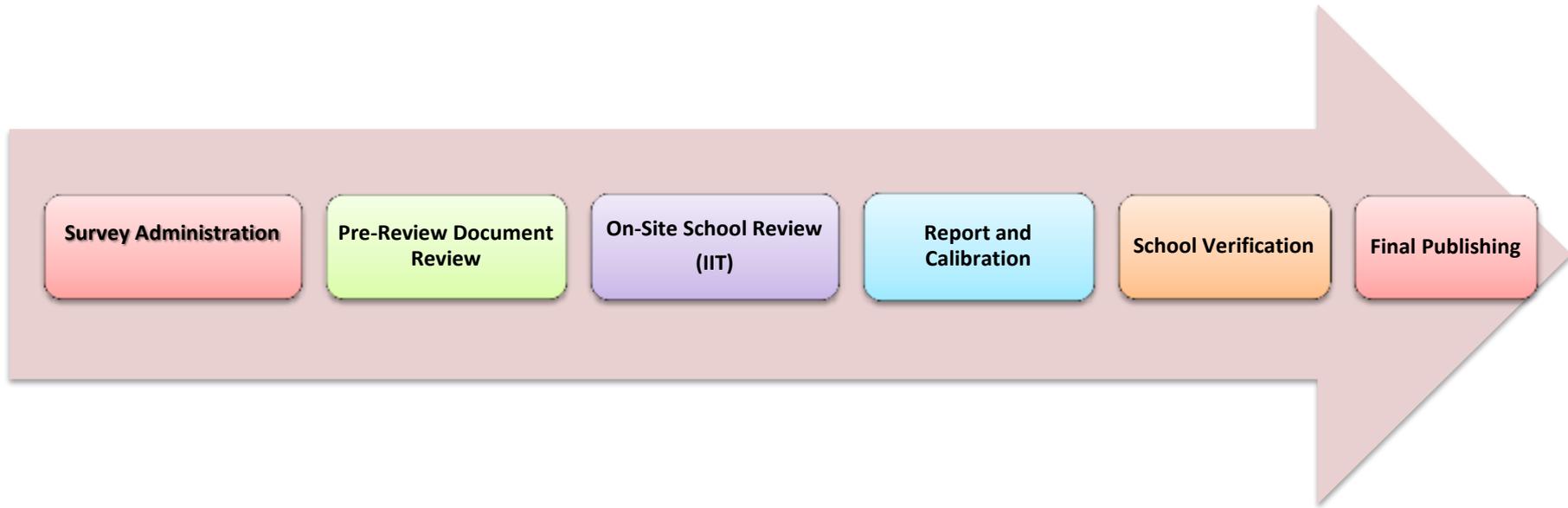


# Workshop outline



# Overview: DTSDE School Review Process

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## ***Goal of the School Review Process:***

Collaboratively, with schools, conduct a NEEDS ASSESSMENT to accurately determine **WHY** the school is in focus or priority status, in order to:

- Provide actionable feedback
- Timely, realistic, and high-leverage recommendations

Resulting in increased student achievement and removal from focus/priority status.

# The Integrated Intervention Team (IIT)

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Members of the **IIT** are comprised of:

- NYSED Reviewer
- NYSED supplied OEE
- District Representative
- District supplied OEE (*optional*)
- RBERN  
(*Regional Bilingual Educational Resource Network*)
- SESIS  
(*Special Education School Improvement Specialist*)



\* ***School Leader***

# Survey Administration

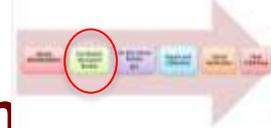
## Pre-Review Document Preparation

**Prior to Notification:** Surveys must have been administered to students, staff, and parents prior to the scheduled date of the DTSDE Review. Results from the survey must be provided at least 4 weeks prior to the review.

**6 Weeks Prior:** NYSED send an email confirmation regarding the DTSDE Review and introduces the IIT Members.

**5-6 weeks prior:** School Leader begins logistics planning, self-reflection, document collection and submission

# Preparing for the DTSDE Visit: Notification



## □ NYSED Logistics team will send a notification letter to the school leader with important review information:

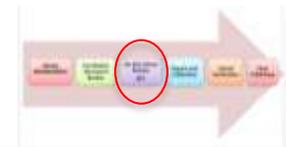
- Date of the Visit
- Members of the IIT Team – names & roles
- List of the Pre-review documents (see handout – *“Guidance on the Preparation of Documents for On-Site Review during an IIT visit”*)
  - Must provide
  - May provide
  - May be requested
- Due dates for document submission
- **REPLY ALL**



## □ A NYSED Reviewer will follow the notification letter with an introduction letter to the school leader to schedule a preparatory **conference call** and coordinate **pre-review document submission**.



# On-site Review Activities



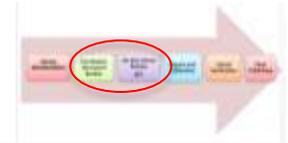
***What are the ‘typical’ conditions of learning, for every child at the school?”***



## ***Lessons Learned:***

- ✓ The best reviews have principals who are actively engaged throughout the process
- ✓ Principals are a great resource for explaining what **is working** and **not working** at the school, and helping reviewers understand **why** some things are working better than others
- ✓ For IIT reviews to have an impact, reviewers need to be able to provide the guidance for the school's improvement efforts sooner, rather than later.

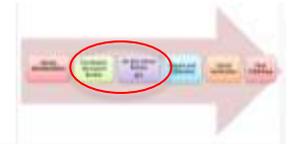
# School Event Scheduler



DAY 1	Room	Proposed Time	Participants Names Add the subjects <b>and</b> grade levels, as applicable for each person listed.	
<p><b>Vertical Teacher Meeting</b> - Vertical Teacher Meeting – <u>1 class period</u> – Day 1 –minimum of 6 <b>teachers representing multiple grade levels and subject areas.</b></p>				
<p><b>Grade/Subject Level Teacher Observation Meeting</b> – <u>1 class period</u> – Day 1 – regularly scheduled attendees</p> <p>(list staff names, grades, and subject/content – <i>e.g. James Doe (Eng.) – Gr.6</i>)</p>				
<p><b>Large Student Group Meeting</b> – <u>1 class period</u> – Day 1 – between 7 and 10 students <b>representing a cross-section of grade levels and performance levels</b></p>				

**SAMPLE**

# School Event Scheduler



DAY 2	Room	Proposed Time	Participants Add the grade levels <b>or</b> job title, as applicable for each person listed.	
<p><b>Small Student Group Meeting – <u>1 class period</u> – Day 2 – (must occur after the Large Student Group Meeting)</b></p>				
<p><b>Parent Meeting – <u>45 minutes</u> – Day 2 – minimum of 8 parents <b>representing grade levels and subgroups</b></b></p> <p><input type="checkbox"/> Open Invitation to All Parents</p> <p><input type="checkbox"/> Select group of parents</p> <p>(list name(s) and their child/children's grade(s))</p>				
<p><b>Student Support Staff Meeting – <u>45 minutes</u> – Day 2 – vertical representation of the student support team within the school</b></p> <p>(list staff names and their job titles)</p>				

SAMPLE

# On-Site Review: Classroom Visitations



All Reviewers collect information from Classroom Visits that:

- Describes the degree of learning of all the students in the classroom
- Describes what the teacher does to contribute to the conditions of student learning
- Indicates the degree of implementation of the NYS CCLS and instructional shifts.
- School Leader and IIT members, specifically leading OEE, visit several classrooms together with collaborative reflection

## Six Shifts in ELA/Literacy:

- Balancing Informational and Literary Text
- Building Knowledge in the Disciplines
- Staircase of Complexity
- Text-Based Answers
- Writing From Sources
- Academic Vocabulary



## Six Shifts in Math:

- Focus
- Coherence
- Fluency
- Deep Understanding
- Applications
- Dual Intensity

# On-Site Review: Debriefing



- ❑ Throughout the on-site review, the IIT will collaborate with the school leader to learn what is working and not working in the school :
  - Day 1 and 2:
    - IIT members will check-in with the school leader at the beginning and end of each day
    - IIT members and school leader will visit classes together
    - IIT members will formally interview the school leader
  
- ❑ The IIT meets with school leader(s) at the end of Day 3:
  - **Actionable, timely** recommendations\* are formalized
  - Evidence or ratings\* are not shared
  - Clarifying questions are encouraged, but findings should not be challenged

*\*All findings, evidence, and recommendations will undergo a quality assurance process before the school final report are shared with the district and made public*

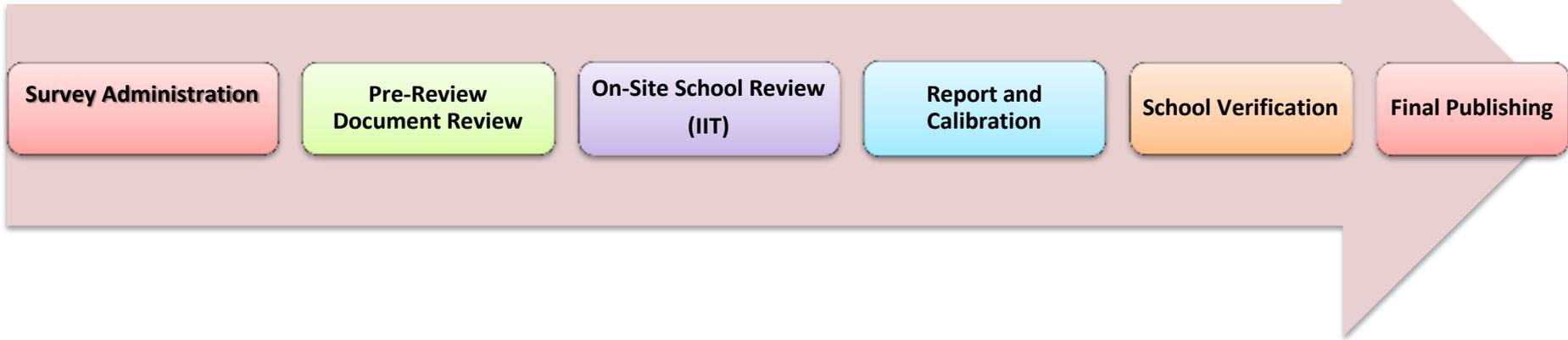
# RECOMMENDATIONS

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**\*\*Tip:** As a school completes the self-reflection process, areas for improvement or ‘gaps’ may emerge. Keep record of these to explore with the IIT during the on-site review.

## **Additional insights about IIT review recommendations:**

- they will be few in number (max of 1 per Tenet) and will not be address **everything** in need of improvement
- school specific, collaboratively generated with school leaders
- will provide the timely next steps in actionable language. They will not provide the guidance for what the school needs to do after those steps are accomplished, but this may be discussed and brainstormed with the IIT throughout the review, if relevant.
- challenging but achievable



## COMPONENTS OF A SCHOOL REPORT:

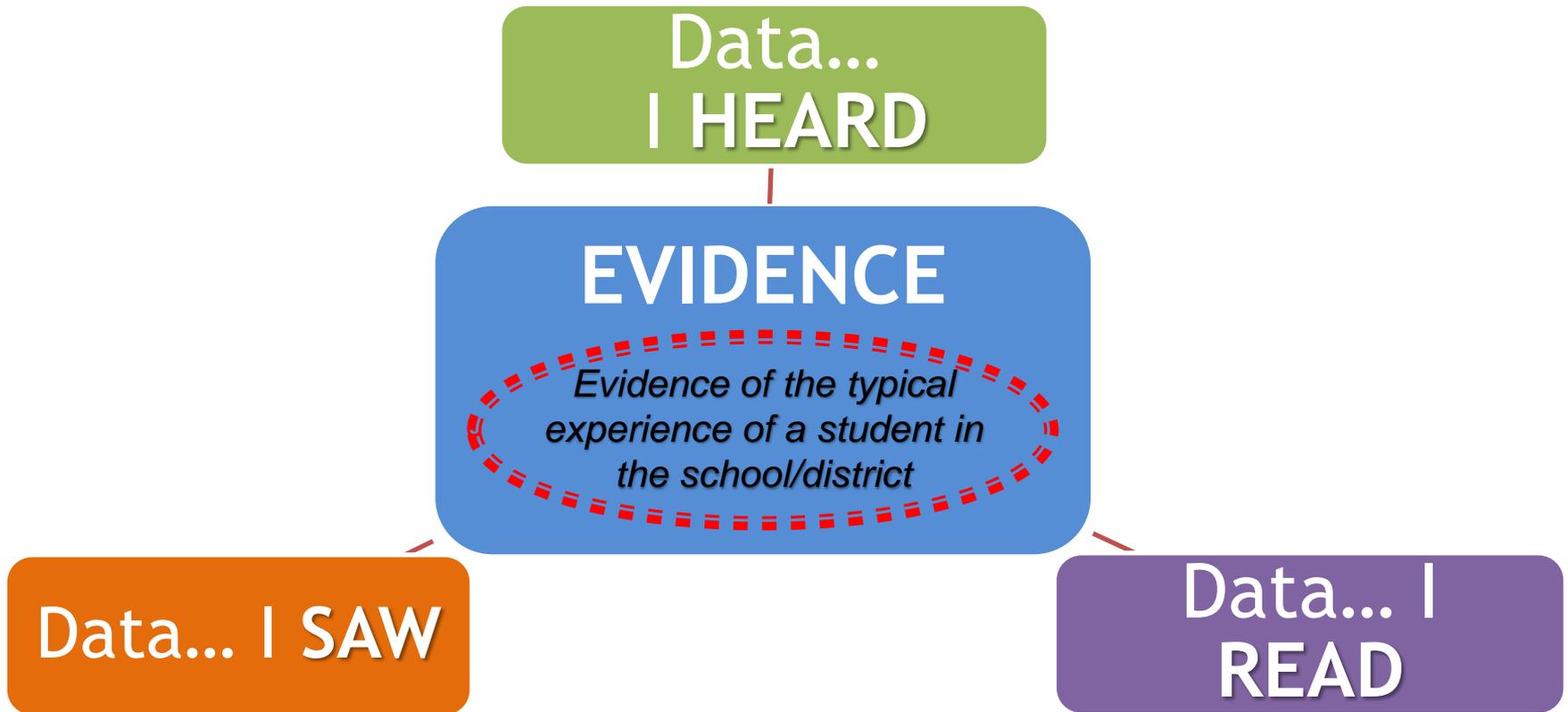
- School Information Sheet (provided by school)
- Overall ratings for each tenet
- Narrative for each tenet (less than 500 words)
- Actionable, timely and school specific recommendations for all Statements of Practice deemed Stage 1 or 2

[p12.nysed.gov/accountability/School\\_Improvement/DTSDEReports2014-15](http://p12.nysed.gov/accountability/School_Improvement/DTSDEReports2014-15)

# Data Collection: Triangulation

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





**Evidence of EFFORT:**

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



*- As a result of the monthly memos sent by the school leader, all staff now include the instructional expectations in their written unit and lesson plans, which has ensured that differentiated lessons are planned each day, where ESL students can now more readily access the text.*

*- School leaders use a walkthrough protocol weekly to review the presence of the instructional planning expectations for differentiated instruction, resulting in a 50% increase in student-centered lessons between Sept.- March and increased time on CCLS tasks in 90% of all classrooms K-2.*

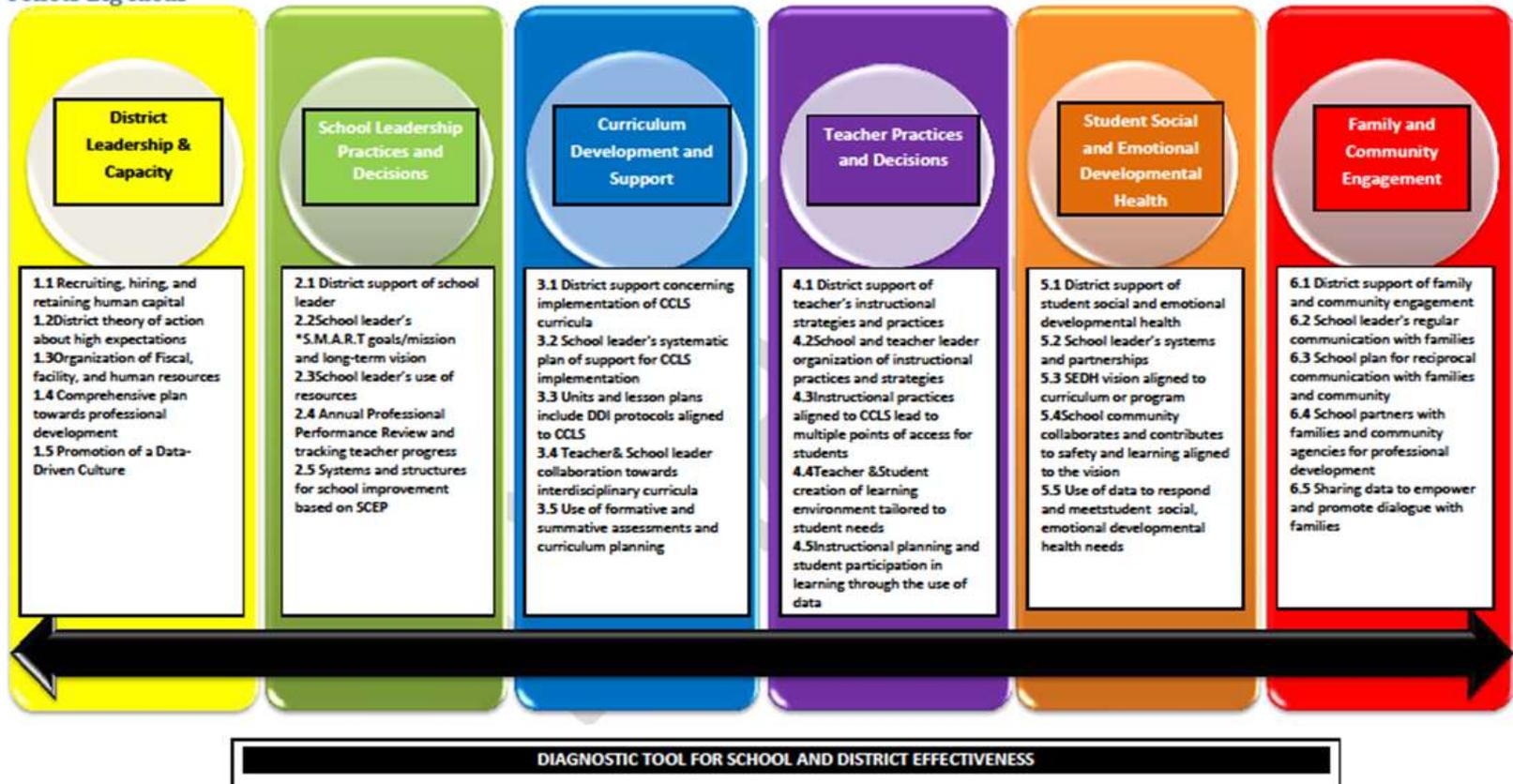
# EFFORT or IMPACT?

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- Teachers received PD on higher order questioning techniques in February.
- As a result of sustained PD and targeted coaching, walkthrough data indicated that teachers asked 40% more higher order questions in March than October.
- The school hosted a workshop for parents on using the Parent Portal, online system to access student data.
- Our goal was to have our Kindergarten students reading at Level C by March, so we hired an early childhood reading specialist to assist in this goal through PD and push-in programming for the literacy block.
- The number of students at Level C went from 25% last year to 85% this year.
- After analyzing the on-line reports, the support staff found that parent log-ins increased from 8 to 78 in one month, indicating that more parents have accessed student data.

# Rubric Organization: The Tenet “BIG IDEAS”

## Tenets Big Ideas



# Rubric Organization: The SOPs

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**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 work, better)*

SOP \_\_.4 focuses on **collaboration/**  
**capacity- building**

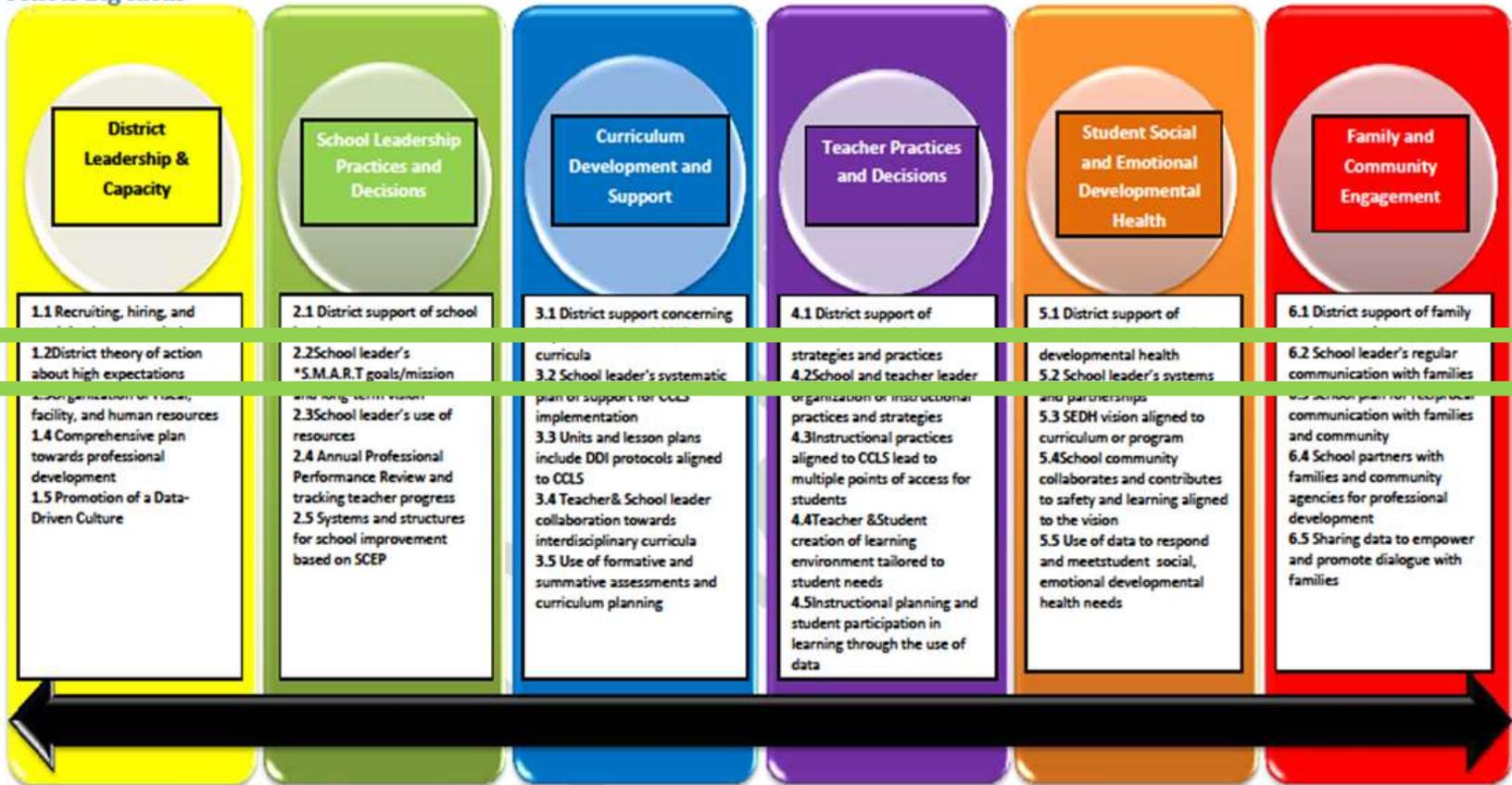
SOP \_\_.5 focuses on **use of data**



# Rubric Organization: The SOPs

Throughout the Rubric ... each of the ‘.2’s”

## Tenets Big Ideas



DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS

# Rubric Organization: Stages

- ❑ Each column describes a developmental stage in attaining the SOP
- ❑ Stage 1 = Beginning; Stage 4 = Advanced

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 leads to student success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.				
Statements of Practice	Stage 4	Stage 3	Stage 2	Stage 1
<p><b>Statement of Practice 2.2:</b></p> <p>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>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>
	<p><b>Impact:</b> The uniformly seen, heard, and known long-term vision, mission, and goals have resulted in measurable school improvement.</p>			

# Rubric Organization: IMPACT statements

- ❑ Each **SOP** has a corresponding **IMPACT** statement that describes a school in the advanced stages (3/4) of development
- ❑ **IMPACT** statements should be used to guide a school and IIT in determining the degree to which improvement activities are successfully contributing to increased student achievement.
- ❑ **For schools or districts to achieve Stage 3, it is expected that the Impact Statement has been achieved**

**COMPREHENSIVE SCHOOL RUBRIC FOR DTSDE TENETS**

New York State Education Department Diagnostic Tools for School and District Effectiveness

Tenet 2 - School Leader Practices and Decisions: Visionary leaders create a shared vision, mission, and culture that leads to student success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.

Statements of Practice	Stage 4	Stage 3	Stage 2	Stage 1
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	<p><b>Impact:</b> The uniformly seen, heard, and known long-term vision, mission, and goals have resulted in measurable school improvement.</p>			



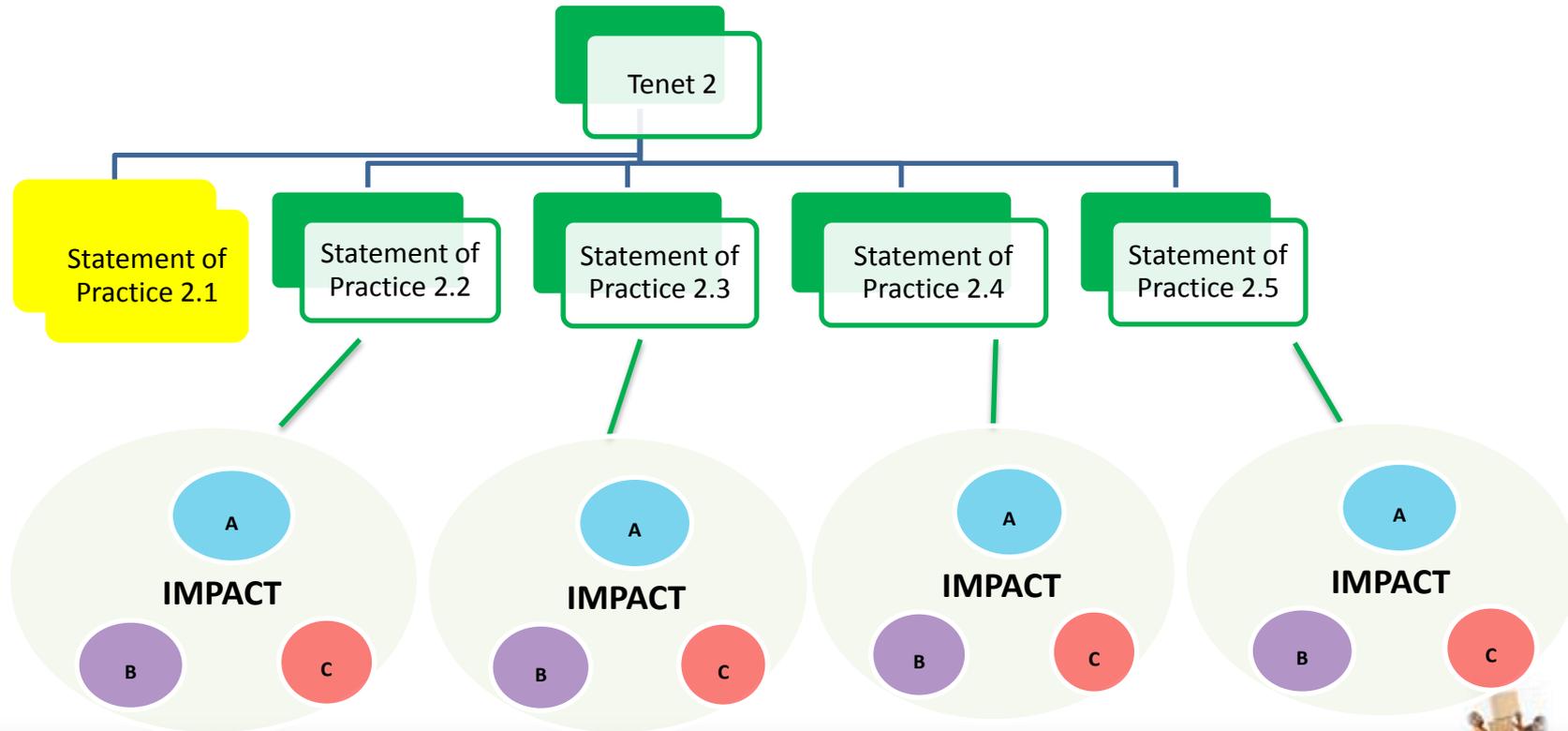
# Rubric Organization: The sSOPs

The **SOPs** are comprised of an **IMPACT** and sub-statements of practice, as an **A**, **B**, and **C**, (some only have **A** and **B**), but often a pattern exists among **A**, **B**, and **C** where:

The **A** represents: **Creation** of a (comprehensive) plan

The **B** represents: **Implementation** of the plan

The **C** represents: **Monitoring and Revision** of the plan



# Using the DTSDE Rubric

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**Applying the sub-statements of practice and impact statements:**

**NOT an overall school GRADE**

**IS a 'needs assessment' of implementation progress**

**NOT used as a 'checklist'**

**IS a preponderance of all evidence**

**NOT a "gotcha snapshot"**

**IS an assessment of 'typicality'**

**NOT a TEACHER EVALUATION**

**IS a 'needs assessment' of LEARNING**

**NOT a measure of every individual sSOP (SubStatements)**

**IS a 'best fit' holistic 'answer' to the corresponding SOP prompt (Guiding Question)**

# SELF-REFLECTION 2015-16

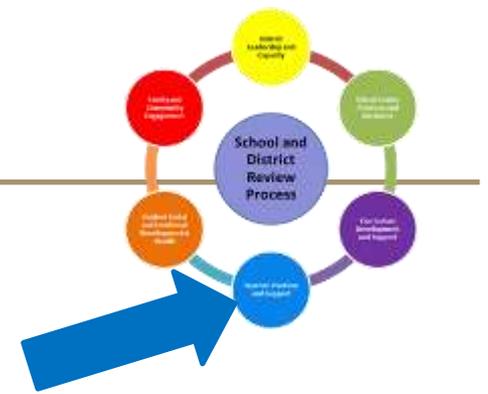
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- ❑ **As part of pre-review preparations, all schools submit a SELF-REFLECTION.**
  - School leaders should guide the school in a collaborative review of the rubric and guiding questions document prior to completing the self-reflection.
  - Reviewers will use this document to learn about the school AND to get a sense of the *school's ability to self-assess and understand the work ahead (2.5).*
  - A thorough self-reflection will be more informative than a large pile of documents and files.
  
- ❑ **Avoid providing a list of activities** unless you can provide evidence of how you know the activity is impacting and adding value to the school.
  
- ❑ Be sure **ALL aspects** of the Guiding Question have been realized, including the **impact portion of the question, before answering 'YES' !**



# TENET 4

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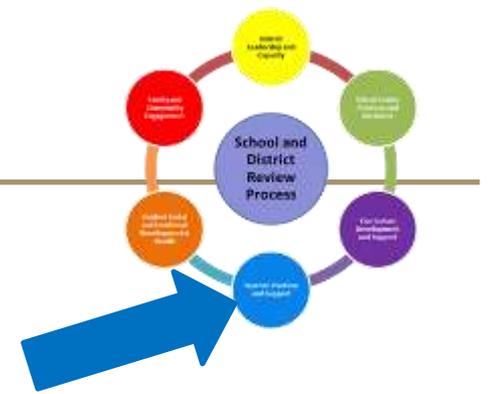


## Teacher Practices and Decisions

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.

# TENET 4

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## 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.***

# SELF-REFLECTION 2015-16

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## Tenet 4

**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.

**IMPACT:** Instructional practices lead to high levels of student engagement and achievement.

**Guiding Question/SOP Prompt:** Do the teachers' instructional practices incorporate higher-order questions, text complexity and multiple opportunities to learn, leading to **high levels of engagement and improved achievement?**

**School's Response:**

# SELF-REFLECTION 2015-16

## TENET 3 –Curriculum – What is the IMPACT?

The Impact Statements for Tenet 3 are as follows:

SOP 3.2: The school leaders' vision for curriculum ensures that teachers understand how to develop and offer a rigorous curriculum, resulting in students receiving a curriculum that leads to college and career readiness.

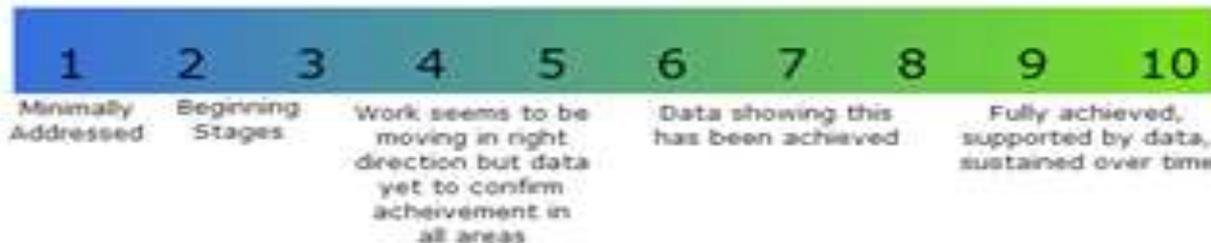
SOP 3.3: The lessons delivered incorporate student needs, complex materials and higher-order questioning, leading students to college and career readiness.

SOP 3.4: The interdisciplinary curricular opportunities have increased student engagement and deepened students' understanding of the curriculum, leading to academic success.

SOP 3.5: Teachers use assessments to inform and modify their curriculum and provide feedback that ensures student ownership, leading to improved achievement.

1. Using the 1-10 scale below, how would you rate the school's achievement of the Expected Impact for this TENET:

School's response:



Answer one of the following based on your response to the question above:

- A. If your answer was a number between 1 and 5, what has kept the school from achieving the full expected impact for this Tenet?

# SELF-REFLECTION 2015-16

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Provide response when applicable:

The curriculum looks different this year compared to previous years:

In what **students** do, such as:

In what **adults** do, such as:

In the **way the school is organized**, such as:

In **other ways**, such as:

The **one to five NEXT STEPS** for improving Curriculum are:

1.

## Tenet 4: Teacher Practices and Decisions

1			
2			
3		<b>Tenet 4 - Teacher Practices and Decisions</b>	<b>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</b>
4		<b>B1. HEDI Rating:</b>	
5		<b>B2. HEDI Rating Source:</b>	
6		<b>B3. HEDI Rating Date:</b>	
7			
8		<b>C1. Needs Statement:</b> Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	
9			
10		<b>D1. SMART Goal:</b> Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	
11		<b>D2. Leading Indicator(s):</b> Identify the specific indicators that will be used to monitor progress toward the goal.	
12			
13		<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.
14		<b>E3. Action Plan:</b> Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.	
15			
16			
17			
18			
19			

## Unpacking 4.3

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*Table Talk:*

**a. What does student engagement look like in your school right now?**

**b. Now, at the 5 week mark, has achievement improved? WHY?**

# Pulling it all together: The SELF-REFLECTION

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*With an elbow partner:*

- 1. Review** the SOP and Impact for **4.2** (*refer to the rubric where needed*)
- Tentatively **answer** the Guiding Question: YES NO
- 3. Reflect** on what is working/not working in your school. Is the impact attained? What data do you have to demonstrate what is working? (*see Resource Guide for corresponding strategies*)
- 4. Record** a response in the “School’s Response” section. Be sure to include things that are working so far and how they have contributed to the attainment of the impact statement ?
- 5. Prepare** to share-out with the large group.

# SELF-REFLECTION 2015-16

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*With your school team:*

1. Tentatively **answer** the Guiding Question: YES NO
2. **Reflect** on what is working/not working in your school. Is the impact attained? (*see SCEP and/or Resource Guide for corresponding strategies*).
3. **Record** a response in the “School’s Response” section. Be sure to include things that are working so far and how they have contributed to the attainment of the impact statement ?
5. **Prepare** to share-out with the large group.

## Thinking frame...

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The school leaders' made the decision to \_\_\_\_\_ *<example of decision>* in order to \_\_\_\_\_ *<goal the decision hoped to achieve>*. We know this decision was correct because of the following improvements in data:

# Continued...

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## **EXAMPLE:**

The school leaders made the decision to increase class sizes in the upper grades in order to hire a primary grade reading intervention specialist in order to ensure that all students are reading at grade level by the end of first grade. We know this decision was correct because of the following improvements in data:

- *The percent of students reading at Fountas and Pinnell Guided Reading Level I at the end of first grade has grown from 45% to 88% in one year.*
- *The school went from having 58% of its students below the national average on the Kindergarten Fall Sight Word benchmark assessment to having 92% of students of students at or above the national average on the Kindergarten Spring Sight Word benchmark assessment.*

# Using the DTSDE Rubric: Guiding Questions

## SOP Prompts – Guiding Questions

<p><u>Statement of Practice 2.2:</u> 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>Have school leaders worked with the school community to develop and promote goals/mission/vision that drive and bring about measurable school improvement?</p>
<p><u>Statement of Practice 2.3:</u> Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.</p>	<p>Have school leaders used resources strategically to bring about school improvement and increased 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>Have school leaders increased the instructional capacity of staff through collaboration, support, and targeted feedback to ensure continuous improvement in instructional practices and ensure high-quality instruction exists?</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 school leaders established systems to track and monitor individual and school-wide practices to know what is happening in the school, and do they 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>Do the school leaders ensure that staff are able to develop and offer a rigorous, coherent curriculum that takes into account student needs and leads 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 effective lessons that include DDI, align to the CCLS and incorporate student needs, complex materials and higher-order questioning, so that what students are taught prepares them for their future?</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, deepen students’ understanding of the curriculum, and provide better opportunities for student success?</p>

## Wrapping up... "Getting Started"

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A. As a \_\_\_\_\_ (your role), my next step is \_\_\_\_\_?

B. For help in planning my next steps, I will contact \_\_\_\_\_ in my district?

C. I need the following resources to implement my next steps:

D. For my next professional learning, I need:

# Q&A

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What are your:

- ✓ **Questions**
- ✓ **Thoughts**
- ✓ **Concerns/Fears**
- ✓ **Clarifications**

