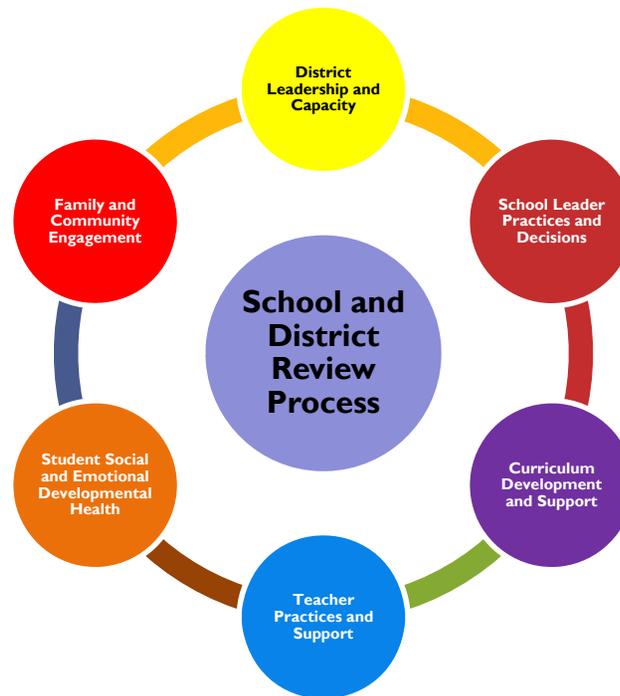


DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS



**DTSDE 2.0 Training Institute
February 27-28, 2014**

Welcoming and Greetings

Welcoming:

Sandra Herndon, Coordinator of Logistics, Office of Accountability

Greetings:

Ira Schwartz, Associate Commissioner, Office of Accountability

Stephen Earley, Director of Office of School and District Review Unit

15:00
Minutes

Introductions-NYSED and RRF

5:00
Minutes

Facilitators

Affiliation

Wendy Perdomo

Fellow for School Innovation,
NYS Regents Research Fund

Stephen Earley

Director of School and District Review Unit

Monica George-Fields

NYS Regents Research Fund, Senior Fellow

Peter McFarlane

Senior Program Director for School
Innovation

Introductions-Guest Speakers

Presenters

Affiliation

Dr. Warren Simmons
(SOP 2.5)

Executive Director,
Annenberg Institute for School Reform,
Brown University

Dr. Pamela Cantor

CEO and President of Turnaround for
Children

Tanya Johnson

Senior Director for Program Design

(SOP 4.4)

Principal Panel of Presenters

Robert Bender, Principal PS 11 in Chelsea,
NYC

(SOP 3.5)

Desiree, Hunter, Principal of the Bronx
Charter School of Excellence, Bronx NY
Maria Esponda, Former Principal of Jonas
Bronck Academy, Bronx, NY

5:00
Minutes

DAY I - AGENDA

5:00
Minutes

Time	Activity
9:00 am-9:15 am	Welcome & Introduction to Facilitators and Presenters
9:15 am-9:50 am	Agenda Review-Overview of the Two Days A Focused Discussion on Highly Effective and Effective practices aligned to SOP 2.5, Pre-Speaker Activity
9:50 am-11:20 am	Dr. Warren Simmons, Annenberg Institute for School Reform, Brown University with 30 minute Q&A with audience
11:20 a.m.-11:35 a.m. BREAK	
11:35 am- 12:30 am	Post Speaker Reflection Activity and Scenario Work aligned to SOP 2.5
12:30 noon – 1:30 p.m. LUNCH	
1:30pm-1:45 pm	Pre-Speaker Activity aligned to SOP 4.4
1:45 pm-3:20 pm	Guest Speakers, Dr. Pamela Cantor, CEO and President, Turnaround for Children and Tanya Johnson, Senior Director for Program Design
3:20 pm-4:00 pm	Reflection, Group Debrief and Closing Comments for the Institute
4:15 pm-5:30 pm	DTSDE Growth Review Proposal –Stephen Earley

Pre-Work for SOP 2.5-Assumptions

Take out the Pre-Speaker Activity Chart for SOP 2.5:

Answer the questions from the lens that you approach the DTSDE work (reviewer, school leader, district practitioner and/or reviewer, other):

- How can districts support school leaders in their development of evidence-based systems and structures?
- How can school leaders create and use evidence based systems and structures to effectively run their schools ?

15:00
Minutes

Guest Speaker for SOP 2.5

**Dr. Warren Simmons,
Executive Director for School Reform at the
Annenberg Institute; Assistant Clinical Professor,
Master's Program in Urban Education Policy,
Brown University**

Launches SOP 2.5

90:00
Minutes



BREAK
15 minutes

Post Speaker Reflection Activity

10:00
Minutes

At your tables reflect upon the message that Dr. Simmons put forth and examine your recorded thoughts and assumption about SOP 2.5 before his message.

Thinking about this work from your lens and approach to the DTSDE work:

What did you learn?

As District or SED reviewers:

What are the look-fors aligned to SOP 2.5?

As District practitioners who support schools:

How can you take the information to adapt or enhance your current practice at your district?

As School Leaders:

How can you take the information to adapt and/or enhance your current practice at your school?

How has your thinking changed if at all?

Table Discussion

Whole Room Debrief

Large-group Debrief

Select participants to share out thoughts on
Speaker's message

10:00
Minutes

Scenario Work for SOP 2.5

35:00
Minutes

- Participants take out the scenario aligned to SOP 2.5.
 - Read the scenario
 - Complete the HE & E Chart for SOP 2.5
 - Using the information identified in **the scenario, the speaker's message** and **your personal experience**
- As you answer the questions, consider:
 - What are the nuanced differences between HE and E?
 - What are the key terms that appear in one SSOP versus the other to contribute to the difference in what you see in HE versus E?

1:00
Hour

LUNCH

12:30 PM-1:30 PM



Pre-Work for SOP 4.4-Assumptions

Take out the Pre-Speaker Activity Chart for SOP 4.4:

Answer the questions from the lens that you approach the DTSE work (reviewer, school leader, district practitioner and/or reviewer):

- How can districts support school leaders in their development of learning environments that are responsive to students' varied experiences and tailored to the strengths and needs of all students?
- How do school leaders create learning environments that are responsive to students' varied experiences and tailored to the strengths and needs of all students?

15:00
Minutes

Guest Speakers for SOP 4.4

Guest Speakers, Dr. Pamela Cantor, CEO and President of Turnaround for Children

Tanya Johnson, Senior Program Director of Program Design

Video used:

<http://bit.ly/1ib4Hzd>

90:00
Minutes

Post Speaker Reflection Activity

15:00
Minutes

At your tables reflect upon the message that Dr. Pam Cantor and Tanya Johnson put forth and examine your recorded thoughts and assumption about SOP 4.4 before his message.

Thinking about this work from your lens and approach to the DTSDE work:

What did you learn?

As District or SED reviewers:

What are the look-fors aligned to SOP 4.4?

As District practitioners who support schools:

How can you take the information to adapt or enhance your current practice at your district?

As School Leaders:

How can you take the information to adapt and/or enhance your current practice at your school?

How has your thinking changed if at all?

Table Discussion

Whole Room Debrief

Reflecting on today's speakers and the scenario work aligned to SOP 2.5 and SOP 4.4 :

- What are your key takeaways?
- What are your remaining questions?

25:00
Minutes



Day 2

DAY 2 - AGENDA

5:00
Minutes

Time	Activity
9:00 am-9:10 am	Welcome Back to Day 2 & Overview of Agenda for Day 2: Continued Focus on SOP 4.4 and Launch of SOP 3.5
9:10 am-10:00 am	Scenario Work Aligned to SOP 4.4 & Large Group Debrief
10:00 am-10:15 am	Pre-Panel Activity Aligned to SOP 3.5
10:15 a.m.-10:30 a.m. BREAK	
10:30 am- 12:00 pm	Principal Panel Presentation aligned to SOP 3.5
12:00 noon – 1:00 p.m. LUNCH	
1:00 pm-1:30 pm	Post Panel Reflection Activity
1:30 pm-2:50 pm	Video for SOP 3.5, Scenario work aligned to SOP 3.5 and SOP 3.5 HE and E Activity Chart and Large Group Debrief
2:50 pm-3:30 pm	Closing Comments for the Institute, Ira Schwartz, Assistant Commissioner for Office Accountability to address Questions from Audience.

Key takeaways from Dr. Simmons Presentation New Vision for Schools: Connections to DTSDE rubric

5:00
Minutes

- Clear mission, coherent culture (SOP 2.2)
- Integrates positive youth engagement (SOP 4.4, 5.4b)
- Mastery of rigorous standards (SOP 4.3)
- Personalizes student learning (SOP 4.4, 5.2)
- Empowers & supports students (SOP 4.4., Tenet 5)
- Effective human capital strategy (SOP 2.3b)
- Continuously improves model and operations (SOP 2.5 b and all of the “c” sub statement of practices that refer to monitoring and revising)
- Develops and deploys collective strengths (SOP 3.2a, 4.2, 5.5, 5.4a, 6.2 a)
- Manages school operations effectively & efficiently (SOP 2.3)
- Porous & Connected (SOP 5.4, 6.4)

5:00
Minutes

Key takeaways from Dr. Cantor's presentation: A fortified environment-connections to the DTSDE rubric

- A fortified teaching and learning environment:
 1. Reduces Stress (Tenet 5)
 2. Fosters, positive connections with adults, peers, families and communities (SOP 5.2 a and 5.4 a, b and c)
 3. Increases readiness for learning (SOP 4.4, 5.2)
 4. Delivers rigorous and engaging content. (SOP 4.3)
 5. Promotes attributes common among all successful students, such as motivation, self-regulation, tenacity and resilience. (SOP 5.3)

SCENARIO FOR SOP 4.4

Participants take out the scenario aligned to SOP 4.4.

- Read the scenario
- Complete the HE & E Chart for SOP 4.4
- Using the information identified in **the scenario**, recalling **the speaker's message and video** and **your personal experience**.
- As you answer the questions, consider:
 - What are the nuanced differences between HE and E?
 - What are the key terms that appear in one versus the other to contribute to the difference in what you see in HE versus E?

35:00
Minutes

WHOLE ROOM DEBRIEF

Whole Room Debrief

Select participants from the audience to share out portions of the completed chart for SOP 4.4.

- Probing Questions:
- What did you glean from the scenarios that could be applied to the chart?
- What are the nuanced differences between HE and E that contribute to the difference in what you see measured in HE versus E in SOP 4.4?

15:00
Minutes

Pre-Work for SOP 3.5-Assumptions

Take out the Pre-Speaker Activity Chart for SOP 3.5:

Answer the questions from the lens that you approach the DTSDE work (reviewer, school leader, district practitioner and/or reviewer, other):

- How can districts support school leaders and teachers in the development of a comprehensive system for using formative and summative assessments that will inform the curriculum planning and decision-making and that involves student ownership of learning?
- How do school leaders support their teachers in the implementation of a comprehensive system for using formative and summative assessments that will be used to inform the curriculum planning and decision-making and that involves student ownership of learning?

15:00
Minutes



BREAK
15 minutes

Principal Panel Presentation: SOP 3.5

Principal Panel Discussion for SOP 3.5

- Desiree Hunter, **Bronx Charter School for Excellence**, Bronx, NY
- Robert Bender, **PS 11, Chelsea, NYC**
- Maria Esponda, Former Principal of **Jonas Bronck Academy**, Bronx, NY

90:00
Minutes

1:00
Hour

LUNCH

12:00 PM-1:00 PM



Post Panel Reflection Activity

30:00
Minutes

At your tables reflect upon the message the Principal Panel put forth and examine your recorded thoughts and assumption about SOP 3.5 before his message.

Thinking about this work from your lens and approach to the DTSDE work:

What did you learn?

As District or SED reviewers:

What are the look-fors aligned to SOP 3.5?

As District practitioners who support schools:

How can you take the information to adapt or enhance your current practice at your district?

As School Leaders:

How can you take the information to adapt and/or enhance your current practice at your school?

How has your thinking changed if at all?

Table Discussion

Video for SOP 3.5

Participants view and take notes on the video for SOP 3.5

VIDEO:

<http://www.americaachieves.org/issues/great-principals-making-data-useful>

13:00
Minutes

Scenario for SOP 3.5

Participants take out the scenario aligned to SOP 3.5.

- **Read the scenario**
- Complete the HE & E Chart for SOP 3.5
- Using the information identified from **the principal panel presentation, the video, the scenario and your personal experience.**
- As you answer the questions, consider:
 - What are the nuanced differences between HE and E?
 - What are the key terms that appear in one versus the other to contribute to the difference in what you see in HE versus E?
 - What does SOP 3.5 sound like as an embedded practice within the school and what it sounds like within the context of a school review.
 - What should the teachers be talking about? What about the students?

52:00
Minutes

Whole Room Debrief

Large Group Debrief

Share-Out by select participants to discuss their completion of the
SOP 3.5 Chart

- What are the nuanced differences between HE and E that appear in one versus the other to contribute to the difference in what you see in HE versus E?
- What does SOP 3.5 sounds like as an embedded practice within the school and what does it sounds like within the context of a school review.

25:00
Minutes



“Learning is a treasure that will follow its owner everywhere.”

-Chinese Proverb

“Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it’s the only thing that ever has.”

-Margaret Mead

Question and Answer

**Q & A with Ira Schwartz, Assistant
Commissioner for the Office of
Accountability**

30:00
Minutes