

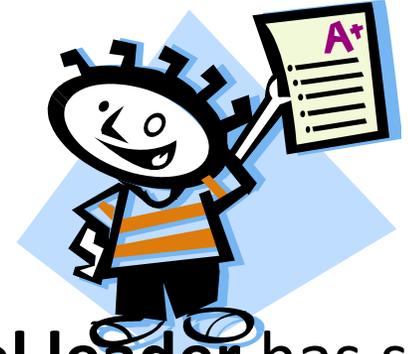
Diagnostic Tool for School and District Effectiveness (DTSDE)



Point Twos (.2s) and Tenet 2

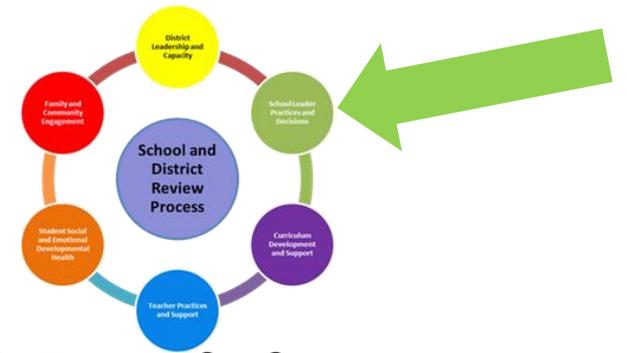
January 8-9, 2015

Learner Outcomes



1. Clearly understand that the .2s reflect how the **school leader** has set the tone for:
 - a. Curriculum (Tenet 3)
 - b. Instruction (Tenet 4)
 - c. Social and Emotional Dev. Health (Tenet 5)
 - d. Family Engagement (Tenet 6)
 - e. The whole school (Tenet 2)
2. See the connections between Tenet 2 and other parts of the rubric (specifically 2.3 and 2.4, but also 2.2 and 2.5)

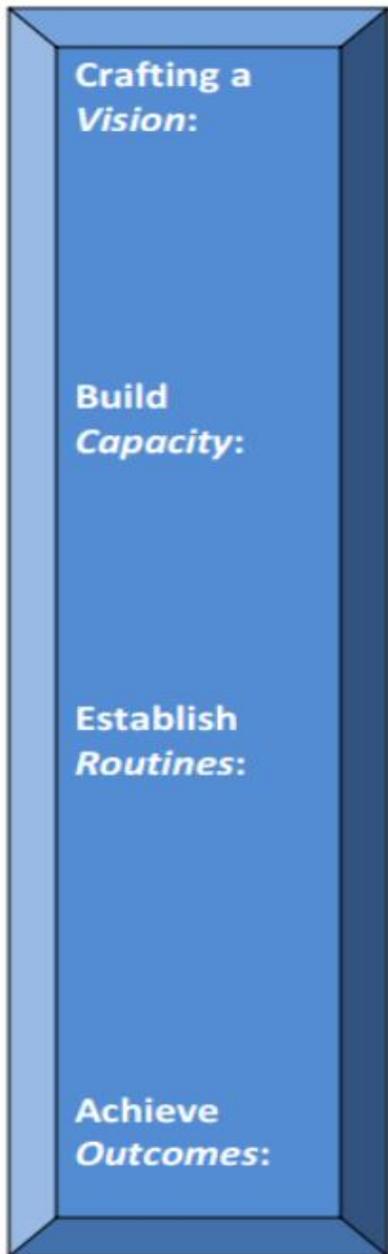
Tenet 2



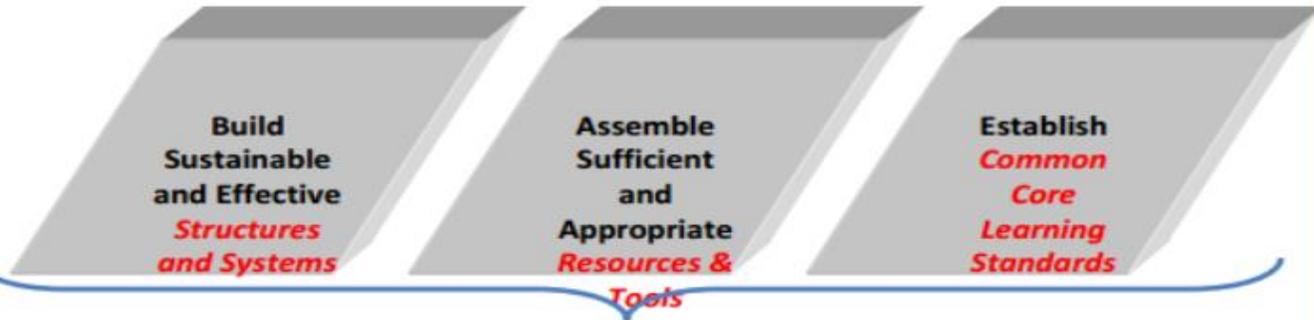
School Leadership Practices and Decisions

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.





Vision and Strategy
School and district *vision and strategy* define key ideals and specify what students, staff, parents and other stakeholders need to do in order to achieve those ideals.



Cultivate a Culture of Learning that Engages Adults across the whole District:



Achieve High Quality and Appropriately Differentiated Instruction for Students fostering *Academic, Social and Emotional Development*

Deliver consistently effective Student *Learning Experiences* and achieve superior *Learning Outcomes!*



Adapted from: "Vision, Capacity, Routines and Outcomes: How the PROBE Diagnostic Tool for School and District Effectiveness (PROBE) and Tripod Surveys for School Improvement Can Help Guide the Work" by Ronald F. Ferguson, PhD
Faculty Co-Chair and Director of the Achievement Gap Initiative at Harvard University;
Founder of the Tripod Project for School Improvement

Who **LEADS** the development of a school-wide vision **AND** strategy?

How do we know when it has happened?



Adapted from: "Vision, Capacity, Routines and Outcomes: How the NYSDOE Diagnostic Tool for School and District Effectiveness (DTSDE) and Tripod Surveys for School Improvement Can Help Guide the Work" by **Ronald F. Ferguson, PhD**
Faculty Co-Chair and Director of the Achievement Gap Initiative at Harvard University
Founder of the Tripod Project for School Improvement

Uniformly seen and heard throughout the school (students, parents, teachers, staff, materials)

WELL DEVELOPED and EXP

school wide vision

How do has

If the answer is *NO* or *somewhat...*
Leadership practices must be deeper examined for effectiveness

Regularly assessed for effectiveness

MAKING A DIFFERENCE IN STUDENT ACHIEVEMENT (even early stages)

Community relationships

Feedback to staff

Questions to explore Tenet 2.2 ...?

- Is there an articulated vision and explicit strategy for improvement (goals and action plans)?
- What does the community think is the vision? Have they participated in the development? Is it the best way to solve the performance and/or culture issues in the school?
- Is the vision and strategy leading to improved achievement? **HOW DO YOU KNOW?**
- Is there any urgency for accomplishing the vision and improvement goals? **HOW DO YOU KNOW?**
- How is the vision **monitored**? What do we do with the information from the monitoring?

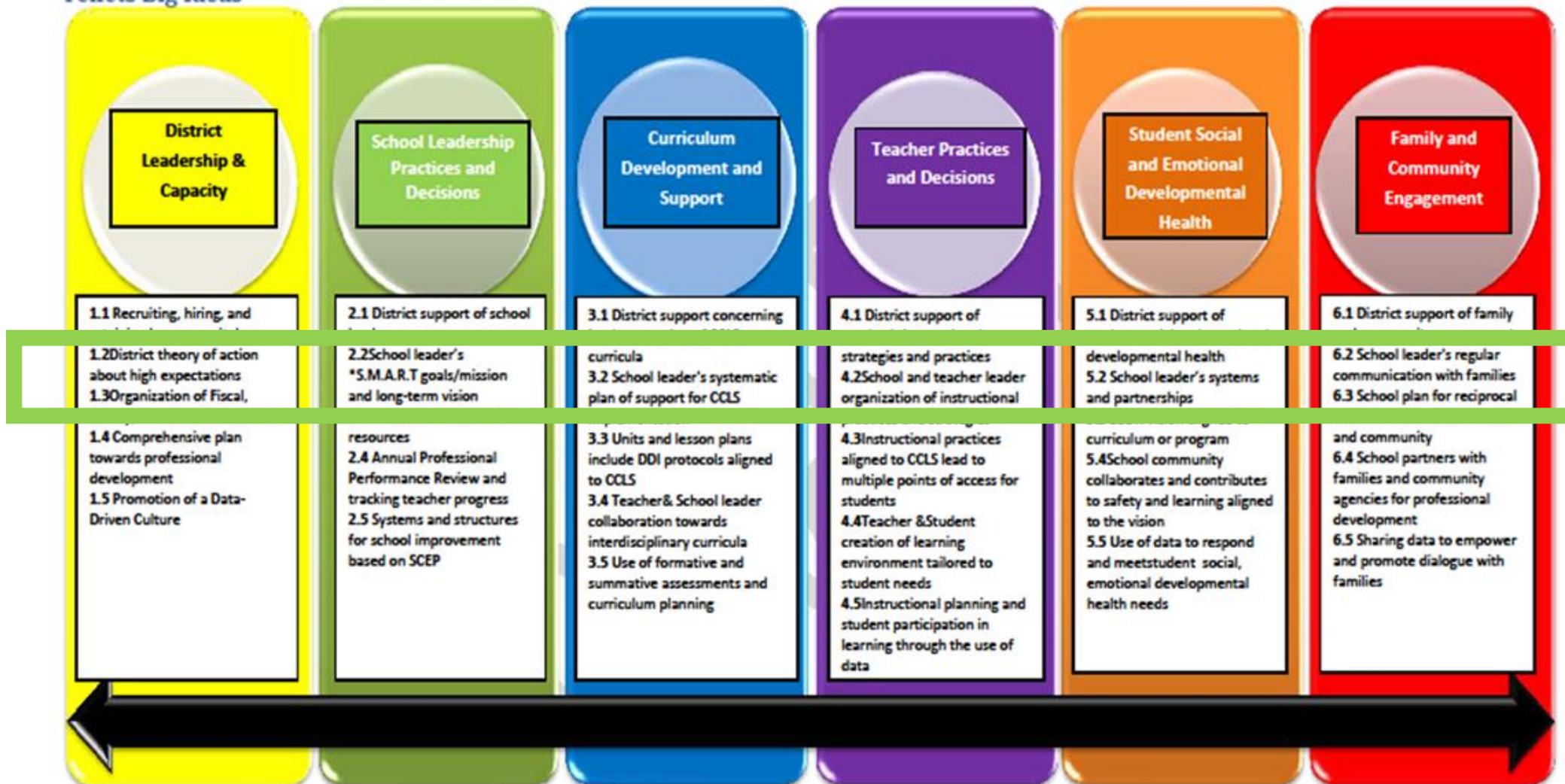


Examining the .2's...

<p>School Leadership Practices and Decisions 2.2</p>	<p>Curriculum Development and Support 3.2</p>	<p>Teacher Practices and Decisions 4.2</p>	<p>Student Social and Emotional Developmental Health 5.2</p>	<p>Family and Community Engagement 6.2</p>
<p>The <u>school leader ensures</u> 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>The <u>school leader ensures and supports</u> 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><u>School and teacher leaders ensure</u> that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.</p>	<p>The <u>school leader establishes</u> overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.</p>	<p>The <u>school leader ensures</u> that regular communication with students and families fosters their high expectations for student academic achievement.</p>

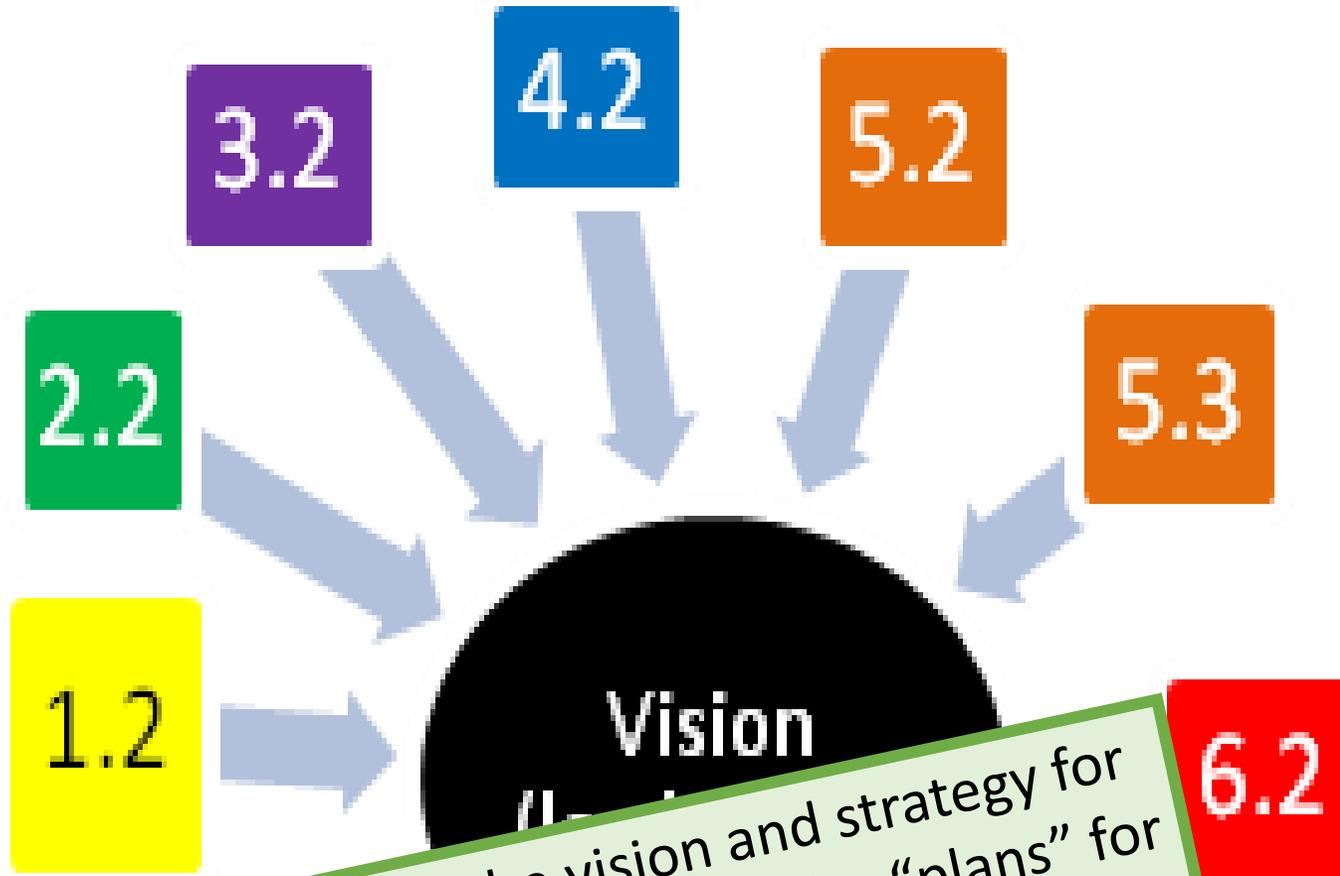
Throughout the Rubric ... each of the ‘.2’s”

Tenets Big Ideas



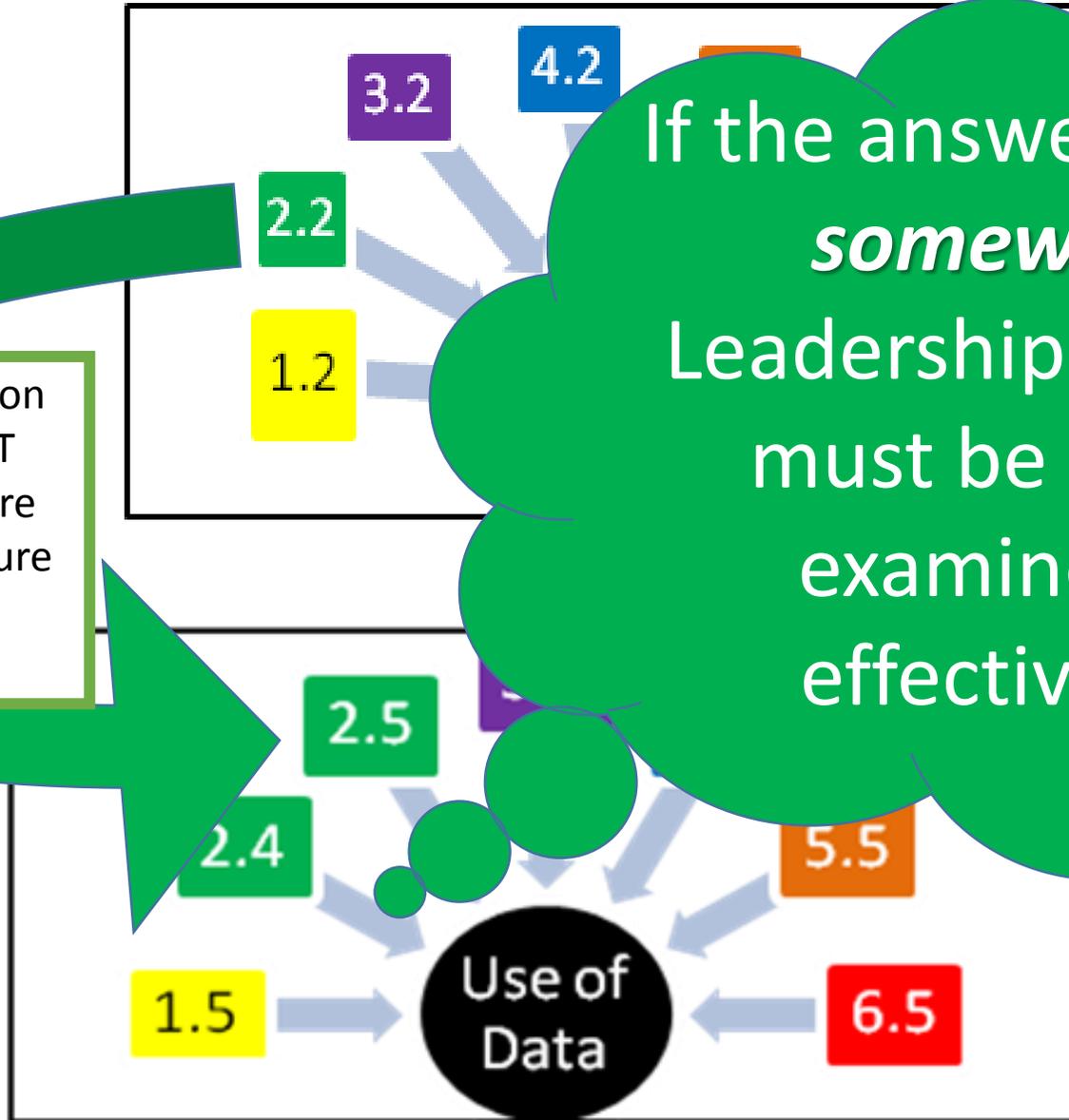
Triad/Quad Activity:

- In groups of 3 to 4 people, work together to read your assigned SOP (2.2, 3.2, 4.2, 5.2, 6.2)
- Read the DTSDE School Rubric 2.0 related to your assigned SOP, the “Effective” column and the Impact.
- Create a list of at least 2 plans (a) that relate to your SOP; 2 ways the plans could be implemented (b); and 2 ways the plans and implementation could be monitored and revised (c).



Think: Is the vision and strategy for improvement seen in the “plans” for curriculum, instruction, SEDH, Parent and family engagement too?

Think: If there is a vision on the letterhead and SMART goals in the SCEP, are there any mechanisms to measure implementation or effectiveness??



If the answer is *NO* or *somewhat...*

Leadership practices must be deeper examined for effectiveness

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 and 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

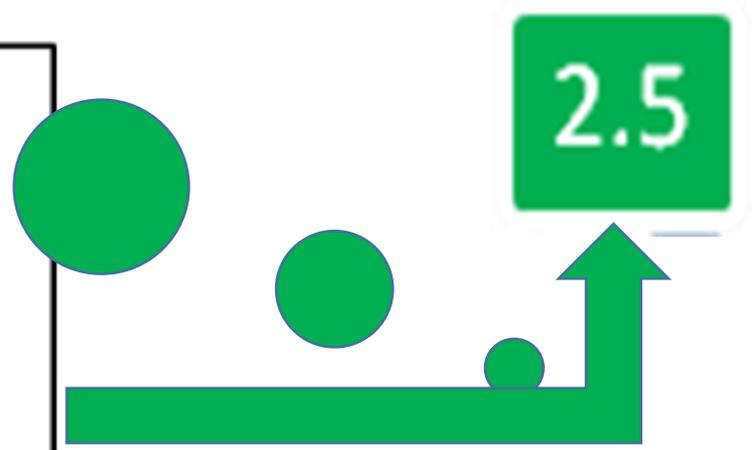
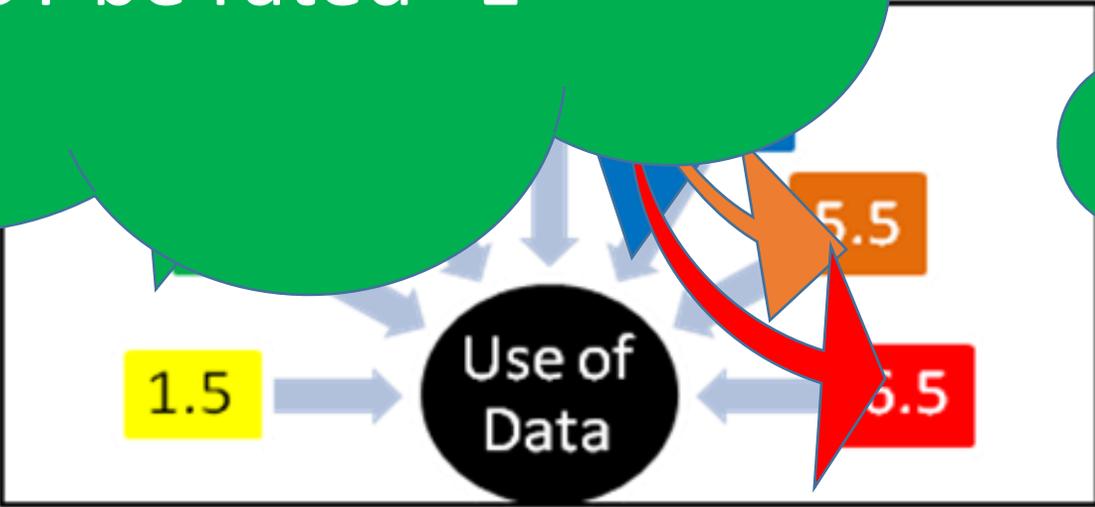
Therefore...

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?**
 - ✓ **How evidence based structures are interconnected to support school-wide progress and improvement?**
- 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*)

If the answer is *NO* or *somewhat*... Leadership practices must be deeper examined ...and **2.5** CAN NOT be rated "E"



Questions to explore Tenet 2.5 ...?

- Are there systems and/or structures to collect data about the critical school goals?
- Are there formal and explicit protocols to assess the data and to what degree it is accomplishing the vision (or strategy for improvement)?
- What are examples of when student data was connected to observations or improvement plan decisions?



Table Group Activity:

As a table group, generate up to 5 additional questions to explore/ask at a school, when thinking about SOP 2.5.

Essential Question:

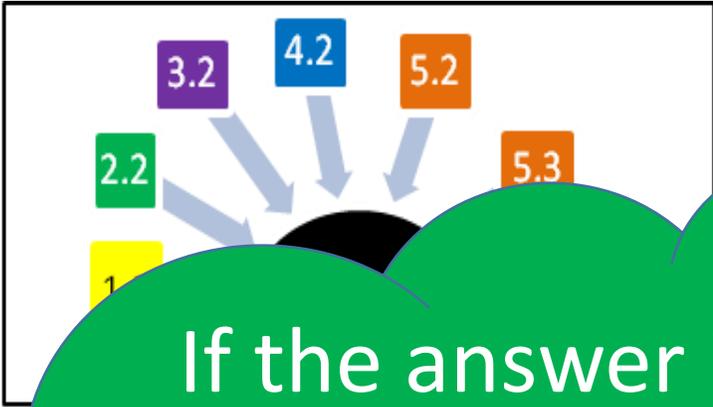
How can a school leader be “**strategic**” in the deployment of resources (2.3), if they have not effectively set a vision (and strategy for improvement), monitored the conditions of the critical systems in the school, and used that information explicitly to make decisions (*that are aligned with the vision and the data*)?



Essential Question:



How can a school leader be “strategic” in the use of data gathered during teacher observations **(2.4)**, if they are not providing actionable feedback on teacher practices based on student data?



If the answer is *NO* or *somewhat*... Leadership practices must be deeper examined ...and most likely, **2.3** CAN NOT be rated "E"



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 our resources."

Rating = "E"

MISCONCEPTION

stra·te·gic

/strə'tējɪk/ 

adjective

relating to the identification of long-term or overall aims and interests and the means of achieving them.

"the company should take strategic actions to cope with fundamental changes in the environment"

synonyms: planned, calculated, tactical, politic, judicious, prudent, shrewd

"his lawyers were known for their strategic defense methods"

- carefully designed or planned to serve a particular purpose or advantage.

"alarms are positioned at strategic points around the prison"

- relating to the gaining of overall or long-term military advantage.

"New Orleans was of strategic importance"

Strategy is important because the resources available to achieve these goals are usually limited. Many companies use strategies to set goals. Strategy generally involves setting goals, determining actions to achieve the goals, and mobilizing resources to execute the actions. A strategy describes how the ends (goals) will be achieved by the means (resources). The senior leadership of an organization is generally tasked with determining strategy. Strategy can be intended or can emerge as a pattern of activity as the organization adapts to its environment or competes. It involves activities such as [strategic planning](#) and [strategic thinking](#).^[3]

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

Questions to explore SOPs 2.3 and 2.4 ...?

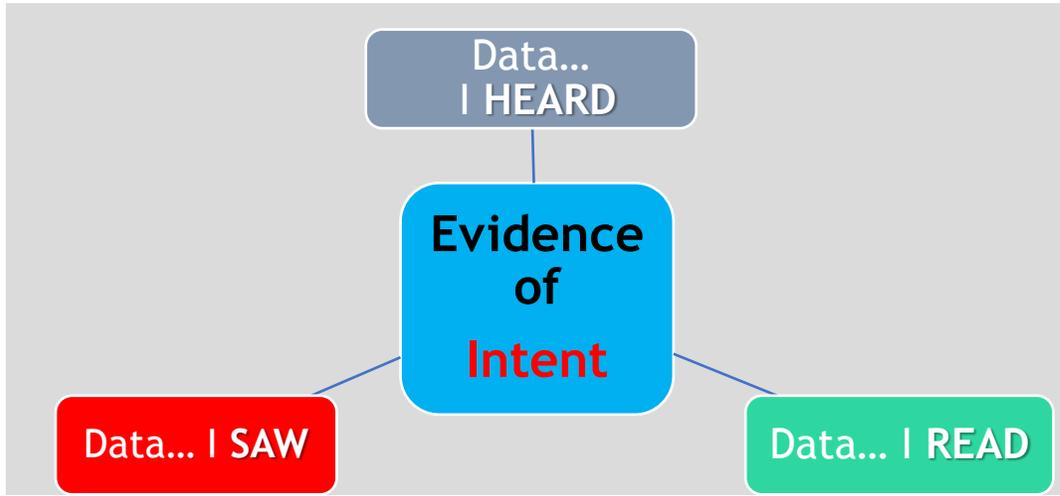
2.3

- How are resources understood to contribute towards solving the school's issues?
- How are personnel decisions (recruitment, hiring, firing, evaluation, remediation) made?
- What influences the way students and teachers are scheduled?
- How is funding used to address the goals or needs? Physical plant? School Calendar?

2.4

- What system does the school leader have in place to conduct targeted teacher observations?
- How is teacher progress or lack of progress tracked? Are teachers made aware of the tracking system?
- How is student data used in the process of teacher observation, tracking and feedback?

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

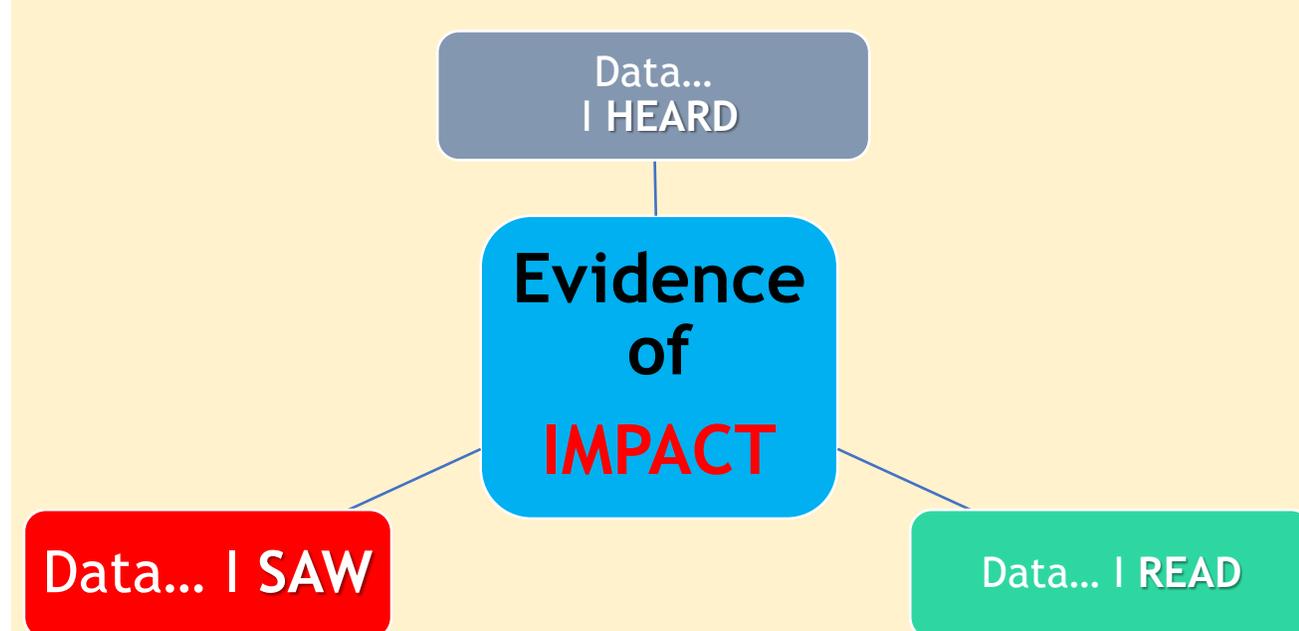


Evidence of **Intent**:

- 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

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.



Generic “Leadership” Questions for any tenet....

- What was the expectation for: _____
- How (and by whom) was it communicated to all relevant stakeholders?
- What is the plan for meeting the expectation?
- How was it “inspected” (the expectation and/or the plan)?
- How was feedback from the “inspection” communicated?
- How were all staff held accountable for implementing the “feedback from the inspection”?
- Did it make any difference?
- How (IF) has the expectation and/or plan been revised (strategically?)

“NAME THAT SOP” (Point 2s Edition)

Participants are shown a series of evidence scenarios and are asked to identify the SOP that the piece of evidence might support.

Placeholder for Scenarios....

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 Spring DTSDE Institute to continue your learning

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