

# **DTSDE Supports: Academic Year 2016-17**

## **Scope of Work Options**

**PLC** ASSOCIATES, INC.

**PLC Associates, Inc. is a NYS certified Woman Business Enterprise (WBE)  
Federal ID# 16-1474033**

## PLC DTSDE Supports 2016-17

<b>PLC Team:</b>	<p>PLC Associates, Inc. has 14 approved OEEs. Depending upon the projects, the following OEEs may be part of the support team. Penny Ciaburri will be responsible for project managing all elements of the work to assure all deliverables are met. Schools working with PLC Associates have a tremendous advantage with the depth of our PLC Team as we are able to match expertise to the needs of the school and District. The District will have access, as needed, to our entire slate of OEEs and Associates. Based upon discussion with the client, Associates will be assigned.</p> <p><b>The PLC Associates, Inc. Team of OEEs:</b> Dr. Tamara Lipke, Outside Educational Expert Tammy Farrell, Outside Educational Expert Karen Markoff, Outside Educational Expert Donna Fountain, Outside Educational Expert Dr. Linda McGinley, Outside Educational Expert Jan Lutterbein, Outside Educational Expert Dr. Deana Stevenson, Outside Educational Expert Linda Sykut, Outside Educational Expert Greg Speranza, Outside Educational Expert Dr. Diane Reed, Outside Educational Expert Sandy Griffin, Outside Educational Expert Penny Ciaburri, Outside Educational Expert Dr. Elise Russo, Outside Educational Expert Janet Gillmeister, Outside Educational Expert</p> <p>PLC Associates is supported by nine additional Associates as well as a Technical Team responsible for all metrics and reports, a Quality Assurance Team that supports all functions, a Marketing Team responsible for PLC offerings and a Coordinator of Client Services who coordinates PLC communications and campaigns.</p> <p>The PLC approach is “hands on,” comprehensive, and results-based. Our Associates not only have vast education experience as practitioners, but also are current on research and best practices.</p>
<b>Deliverables:</b>	<p><b>2016/17 Academic Year</b></p> <p>The District may select from these comprehensive offerings and/or secure a block of time that can be devoted to any of these activities. This gives our Districts tremendous flexibility. Additional days and items may be added, as needed, through the course of the work. Days are interchangeable and may be moved between activities, as needed.</p> <p><b>Activity 1: Staff Targeted Professional Development and Support (Tenets 3/4)</b></p> <p>This will support the targeted PD planned by the District and offer additional assistance in areas that support best practices, all aligning to the school and District plans. This PD will be for staff and may include a turn-key approach to cascade the work. Topics will be linked to recommendations in the DTSDE Reports/Assessments and may include implementing structures such as teacher-led learning walks, data cycles, differentiation, use of learning targets, high student engagement/cognition, higher order questioning strategies, formative assessments, etc. Our sessions are</p>

highly participatory and abide by a “learning by doing” format to assure that participants are able to apply the information, knowledge and skills in their immediate settings.

**Activity 2: Leadership Team Support (Tenet 2)**

Sessions are based upon the identified needs of the District. This may include Leadership Team walkthroughs with Look Fors, creation of Data Dashboards for progress monitoring, data cycles, targeted PD related to alignment of lesson plans and curriculum to CCLS Standards, creating a “systems model” for District-wide change and review of research based practices that impact instruction. May include SCEP/DCIP implementation and individual coaching with school leaders.

**Activity 3: The Data Triangle (SED Approved Staff, Student and Family Surveys)**

Analysis Options: Onsite Administrative Data Workshop/Data Cafes/Webinar Analysis Workshop

The Data Triangle has been certified as an approved instrument for use in the DTSDE Review. From the SED Website: PLC Associates' Data Triangle surveys (The Family/Community Engagement Survey, The Student Voice, and The School Performance Scan) are approved for use as part of the DTSDE review. To contact PLC Associates, Inc. regarding use of their surveys, please visit:

[www.plcassociates.com](http://www.plcassociates.com) or email [pciaburri@plcassociates.com](mailto:pciaburri@plcassociates.com). Only a New York State approved survey vendor can be used for the DTSDE review process. <http://www.p12.nysed.gov/accountability/diagnostic-tool-institute/DTSDESURVEYINFORMATION.html>

The Data Triangle is research and best practices based. It contains research-based Performance Benchmarks and allows for qualitative data (commentary). This information supports data informed decision making that may be used by the District, school or with particular parent and student groups. It has been widely across New York State and has a response rate of greater than 200,000.

The DTSDE 2.0 Version must be used in its exact form for all Districts and schools identified for DTSDE Review.

**For DTSDE 2.0 Version:**

Tenet 2 Leadership Practices and Decisions

Tenet 3 Curriculum

Tenet 4 Teacher Practices and Decisions

Tenet 5 Student Social/Emotional/Developmental Health

Tenet 6 Family Engagement

- **School Performance Scan**

This is an internal assessment of the practices of the school. The SPS provides a very valuable database for measuring performance, year after year, as well as benchmarking high performance.

- **Student Voice**

This protocol is suited for students, grades 3-12, and provides input from the student viewpoint. The Student Voice grade 3-5 version has a high grade

two readability level; the grade 6-12 has a high grade five readability level. The surveys may be tailored to meet the District configuration of schools and grade spans.

- **The Family Engagement Survey**

This valuable tool allows Districts to measure the perception of families, according to several critical areas. For Districts in strategic planning, community members may also be included.

For each survey, the data will be compiled in a comprehensive format as well as disaggregated by groups. The SPS is disaggregated by school; SV, by school and grade (optional) and FES, by school. The District has final choice over how the data is disaggregated. The data reports also include a separate section of commentary. Typically, Districts ask three open ended questions. (Note: This is not a requirement of DTSDE and is an option to the District.)

A full color comprehensive report will be provided electronically to the District with coding for Asset, Emerging Strength and Possible Risk categories. This facilitates planning for the DTSDE and assists in setting District and school wide goals. PLC provides guidance on set up and example communications to stakeholders taking the survey. Additionally, PLC Associates, Inc. provides a Data Triangle Guidance Document which outlines how best to use the data to set SMART goals and build strategies.

#### **Activity 4: DTSDE Reviews**

District-Led DTSDE Reviews

Conducted by our highly experienced and skilled Outside Educational Experts. Includes all pre-planning, conferencing, scheduling of activities, facilitation of focus groups, class visit walkthroughs, data collection, and report writing. The OEEs will be responsible for creating all agendas, materials, and activities, which are required in completing the reviews. This includes the facilitation of staff, student and family focus groups, as required and school leader interviews. The facilitators will write and deliver final reports. Reports will be calibrated by PLC Associates, Inc.

- 3 day onsite DTSDE Review: (standard), plus offsite report writing and calibration.
- 2 day onsite DTSDE Review: (smaller schools), plus offsite report writing and calibration.

#### **Activity 5: Leveraged Leadership: A Systems Approach To High Performance**

Leveraged Leadership (LL) is a high-impact program designed to give school leaders the specific competencies to impact teaching/learning and establish the structures, practices and systems that drive student achievement and school success.

□ Text: The Principal As A Leader of Challenging Conversations, Corwin Press (each participant to purchase)

#### **Orientation**

**Module 1:** Setting Up For Success – Core Beliefs and Structures

**Module 2:** High Impact Data Cycles

**Module 3:** Targeted Feedback – Verbal

**Module 4:** Continuation of Targeted Feedback – Verbal and Written

**Module 5:** The Coaching Mindset

**Module 6:** High Stakes Challenging Conversations

**Module 7:** Using Evidence/Research Based Best Practices in Coaching Conversations

**Module 8:** Using Our Leadership Skills of Influence In a Group Format

**Module 9:** Norms of Excellence – Creating Sustaining Systems

Each school leader/Leadership Team will have a PLC Coach. All school leaders will conduct Calibration Walkthroughs when on site. Each Cohort will have nine onsite half days from their PLC Coach plus an orientation session.

All participants will complete the Leveraged Leadership Inventory, pre and post which will be used to monitor progress. Additionally, each will maintain the Case Study protocol which is designed to specifically track improvements in instruction and progress of teams. Session work will be closely monitored through the PLC Session Notes which are detailed by the PLC Coach. Participants will engage in the Leveraged Leadership Modules, as outlined in this Scope of Work. Additionally, each will complete assigned readings. Pre and post work will be identified by the PLC Coach.

The PLC Coach will work with the District to design and implement school-based practices which will create a system for instructional practice feedback to be delivered not only to individual teachers, consistent with the current APPR, but also a format which provides composite feedback relevant to particular grade level and content area teams for processing and action. This creates greater impact and utilizes existing District structures.

Data Dashboards will be created for grade level/content area teams and the entire school, to progress monitor collective improvements in school-wide instructional practices. This system would connect to current structures inside the District and align all structures for common outcomes, principally, student achievement. The PLC Coach would assist each school to successfully implement these practices and tailor it to their school.

**Format Components:**

The Leveraged Leadership program is succinctly divided into four components during the 3 to 3.5 hour session. Each Module includes pre and post work. Action items are closely monitored.

**Orientation:**

The PLC Coach will meet with the participants prior to the start of Leveraged Leadership and overview the essential elements of the program.

**A. Learning Lab**

The PLC Coach and Leadership Team will go through the specific Look Fors that will be viewed that day. The group will discuss the relevant research base around the Look Fors and describe the particulars of what that specific practice should include, done well. This will allow all participating to have an exact description of the instructional practice in its ideal form, thus calibrating. Further, this level of

specificity will enhance the school leader's capacity to give explicit feedback to the teacher, post visit. Research-based content is shared in each Learning Lab.

#### B. Calibration Walks

The PLC Coach and school leaders will walk the school and visit identified classes. In order to have maximum impact, the Leadership Team will keep track of classrooms visited and make certain as walkthroughs occur, all teachers are covered.

#### C. Leadership Team Guided Practice and Discussion

The PLC Coach and school leaders, post walkthroughs, will discuss observations, and compare notes and ratings. Following, they will have a conversation around the feedback that will be given to each staff member visited.

#### D. Focus Forward

Coaches will assign tasks for the next session. This will include items such as walkthroughs to be completed, examples of written feedback to teachers, results from teacher discussions, and noted changes in practice. The purpose is to methodically implement strategies and knowledge gained through Leveraged Leadership sessions.

#### **Metrics:**

PLC Associates, Inc., in collaboration with the District, will measure impact of Leadership Team coaching and individual coaching from the perspective of changing instructional practices, calibrating as a Leadership Team and delivering targeted feedback to teachers for improvement purposes. This will assure the effectiveness and impact of the initiative. Data will be provided to the District, along with recommendations for next steps.

#### **Activity 6: DTSDE Required Plans (For next academic year) Option**

##### DTSDE Plans – SCEP and DCIP

Includes assessment of current plans, review and resubmission for the following academic year. PLC Associates, Inc. OEEs will provide support and guidance as related to the requirements of the DTSDE SCEP and DCIP plans, as stipulated by The New York State Department of Education (SED). We will follow the documented process outlined and prescribed by SED in the DTSDE.

- The OEE will meet with district personnel and staff for purposes of familiarizing with the current structures, practices and systems of the school/district.
- OEE will review all documentation, including the Self-Reflection document. Additionally, the OEE will review all pertinent district and school data in preparation for the construction of the plans.
- Development of SCEP and/or DCIP. Includes the identification of SMART Goals aligned to the Recommendations of the DTSDE Report/Self Reflection and corresponding Action Plans.
- CAT (Calibration) Review of SCEPs and DCIPs.

2 days onsite and 1 offsite for each SCEP/DCIP Option

1 day onsite and 1 day offsite SCEP/DCIP Option

#### **Activity 7: Curriculum Audit and Development**

This project has two parts. Part 1 includes a Comprehensive Curriculum Audit. Part 2 will include curriculum work and alignment based upon the findings of the audit.

The goal of any curriculum is to articulate what students should know, understand, and be able to do in each discipline. It should also support teachers in knowing how to achieve these goals. Having a guaranteed, viable curriculum is identified by Marzano (2003) as a primary factor influencing improved student achievement. Lezotte and Snyder (2011) in conjunction with Marzano (2003) maintain curriculum alignment provides an opportunity-to-learn. Alignment of Standards to curriculum ensures that students are taught the Standards. Equitable access to an aligned curriculum supports student learning.

The purpose of this audit is to look closely at the system as a whole to ensure that when a discipline has a curriculum review that it is research-based and comprehensive. This will ensure that reviews are consistent and thoroughly implemented and will alleviate concerns of over-focus on any one aspect of the review such as the textbook selection process. The audit will identify strength and gap areas in the process and documentation of curriculum development. It will also explore the extent to which the written curriculum is also the taught curriculum. The intention of this audit is formative with the goal of curriculum improvement.

Following the Audit, a comprehensive report will be delivered to the District. Subsequently, based upon the level of support that a District selects, the PLC facilitator will guide the work of the teams, creating curricula. This may include both onsite facilitation and assistance offsite reviewing documents and supporting through technical writing.

Pricing based upon level of support and size of project.

#### **Activity 8: Board Development**

Our facilitators will guide Boards through an array of topics that range from roles and responsibilities, organizational guidelines for working together and strategies for high performance Boards. As well, we are able to facilitate sessions around the work of the District and assist the Board in successfully fulfilling their leadership role relative to District goals and strategies.

#### **Activity 9 : Independent Evaluator (Focus Districts)**

The PLC OEE will work with the District and focus schools to specifically monitor and assist in the judicious implementation of SCEP and DCIP plans. This will include strategies for identifying data dashboards which will track the progress of SMART Goals in the District and school plans through the use and application of designated leading indicators. Additionally, the OEE will facilitate the development of strategy maps which will create a visual for monitoring the implementation of Action Plans. Particular attention will be given to establishing accountabilities on the part of the person/group/team leading the Action Plans as well as making certain those involved in the work are in place, creating the needed guiding coalition for supporting the work, District and school-wide. All of the work will be integrated and aligned to established SCEPs and/or DCIPs, creating well-structured sustaining systems. The OEE will maintain monthly contact with the District through scheduled conference calls, provide onsite technical assistance, meet with the District and school leadership and support the required quarterly reports required by SED.

- 3 days onsite; initial full day planning session followed by onsite and offsite support. 2 days offsite for scheduled follow-up.
- 2 days onsite; quarterly support; 2 days offsite for scheduled follow-up.

	<p><b>Activity 10: Parent Workshops/Parent Academy</b></p> <p>This will include any of the following activities: Setting up a Parent Academy concept which would design and offer parent friendly workshops and sessions to families on topics of interest, canvassing families for the topics they are interested in and delivering sessions, in partnership with District staff. Topics to be decide by the school/District.</p> <p><b>Other: Customized Support</b></p> <p>PLC Associates has vast resources and depth of expertise; any program can be set up and customized to the needs and interests of the district/school.</p> <p>This may include professional development activities with administrators and staff to ensure the active implementation of strategies in support of the Tenets of the DTSDE. PLC Associates, Inc. may assist the District in creating sustaining systems and understanding “high yield” instructional practices. Activities and content may include Learning Walks, introduction of “Instructional Picture” Data Dashboard, administrative walkthroughs with identified Look Fors, processes, and protocols to analyze data in a DDI protocol, cognitive coaching, delivering feedback, creating high performance grade and content area teams, and developing explicit SMART Goals and strategies in the SCEP, DCIP and/or school-based planning formats. The purpose of these supports is to build the capacity of the District to benefit from a well-constructed, high performance system, increase the skills of administrators as instructional leaders, and promote effective ratings (Stage 1 2 3 4) according to the DTSDE Rubric. Time and content will be flexible based upon District identified needs and interests.</p>
<b>SED Approvals:</b>	<p>The Data Triangle has been certified as an approved instrument for use in the DTSDE Review. From the SED Website:</p> <p>PLC Associates' Data Triangle surveys (The Community Engagement Survey, The Student Voice, and The School Performance Scan) are approved for use as part of the DTSDE review. To contact PLC Associates regarding use of their surveys, please visit:</p> <p><a href="http://www.plcassociates.com">www.plcassociates.com</a> or email <a href="mailto:pciaburri@plcassociates.com">pciaburri@plcassociates.com</a>. Only a State approved survey vendor can be used for the DTSDE review process.</p> <p><a href="http://www.p12.nysed.gov/accountability/diagnostic-tool-institute/DTSDESurveyInformation.html">http://www.p12.nysed.gov/accountability/diagnostic-tool-institute/DTSDESurveyInformation.html</a></p>
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