

SECTION 7 – ADDITIONAL INFORMATION

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS

NYSED
Fall 2012

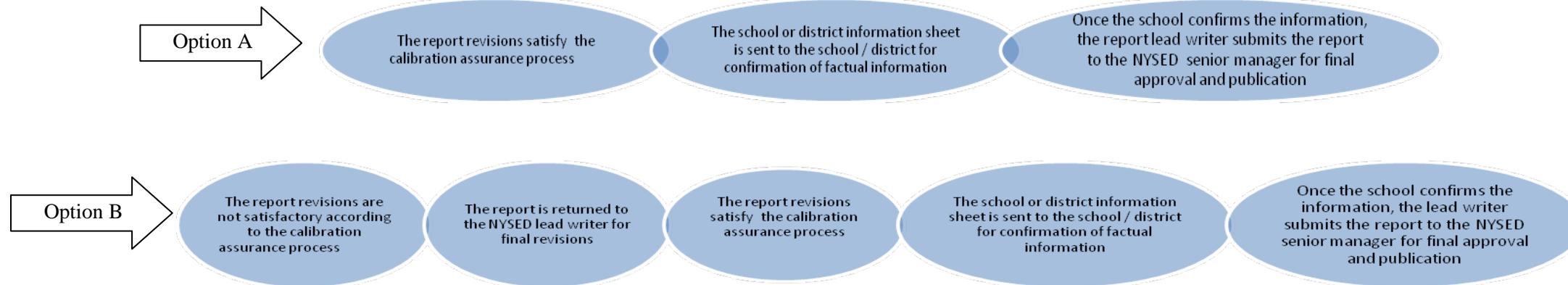
Following the School / District Review

Now that the review is over, the following will take place

- The review team will formally debrief with the school and district representatives. We ask that the representatives from the school and district be kept to a minimum, as this debriefing will not yield final results from the review.
- After a school and district have participated in the review process, the NYSED team will begin working on synthesizing their notes to determine and connect findings to evidence.
- A final team meeting will take place to review the draft report that will be submitted for calibration assurance.

The Calibration Assurance Process

- Every draft report will be reviewed for calibration assurance by a member of the calibration assurance team. The purpose of the calibration assurance process is to address the following:
 - Alignment of the team's findings and evidence
 - Calibration of the team's findings and evidence to sub-statement ratings
 - Calibration of the team's sub-statement ratings and statement of practice ratings
 - Alignment of the narrative statements for each tenet and the sub-statement and statement of practice ratings
 - Alignment of the team's findings connected to the school's improvement plan (SIG, SCEP, etc.)
 - Grammar and language style
 - Formatting
- Feedback
 - The calibration assurance reader will provide feedback to the lead writer concerning strengths and areas that need editing
 - The lead writer will reach out to the team members for further information, if necessary, in order to edit the draft report
 - The calibration assurance reader will review the edited draft and one of the following road maps will follow:



Final Report: The report is sent to the school and district and posted on the SED website

PROPOSED 2012 -2013 DTSDE PROFESSIONAL DEVELOPMENT CALENDAR

Month	Dates	Participants	Location
July 2012	July 24 th – 27 th	NYSED Reviewers	New York City
September 2012	Sept. 18 th – 21 st	NYSED Reviewers	New York City
November 2012	November 13 th – 16 th	NYSED, District and Outside Educational Experts	Albany
December 2012	December 18 th – 19 th	NYSED, District and Outside Educational Experts	Albany
	*CAT: December 20 th – 21 st	All NYSED and District CAT members	Albany
January 2013	January 22 nd -23 rd	NYSED, District and Outside Educational Experts	Albany
	*CAT: January 24 th – 25 th	All NYSED and District CAT members	Albany
February 2013	February 4 th – 7 th (Evening session focused on DTSDE alignment)	NYSED, District and Outside Educational Experts	Albany
March 2013	March 19 th – 20 th	NYSED, District and Outside Educational Experts	New York City
	*CAT: March 21 st – 22 nd	All NYSED and District CAT members	New York City
April 2013	April 16 th – 17 th	NYSED, District and Outside Educational Experts	Albany
	April 18 th – 19 th	All NYSED and District CAT members	Albany
May 2013	**May 14 th – 15 th	All NYSED and District CAT members	Albany
	May 16 th – 17 th	NYSED, District and Outside Educational Experts	Albany
June 2013	June 18 th – 19 th	NYSED, District and Outside Educational Experts	Albany
	*CAT: June 20 th – 21 st	All NYSED and District CAT members	Albany
Summer 2013	TBD	NYSED, District and Outside Educational Experts	Albany

*Calibration Assurance Team (CAT) – These team members will be responsible for reviewing the draft written reports and assuring that the reports are closely aligned to the expectations set forth in the DTSDE rubric.

**The CAT session will take place prior to the mandated professional development session in May only, due to the overlapping schedule with NTI.

Calibration Assurance Team Timeline

Step 1: The day following the school review will be scheduled for reviewer reflection in the a.m. and whole group debrief in the p.m. Reviewers should expect to be in the p.m. debrief from 1:00 p.m. to 4:30 p.m.



Step 2: The day following the group debrief, reviewers complete the *School Summary Sheet* that reflects the synthesis of the evidence gathered during the visit. Reviewers must write their analysis in Finding, Evidence, Impact statements. The *School Summary Sheet* is due to the lead reviewer by 10:00 a.m. and the SOP rating and the CAT liaison the following morning. The expectation is that the SED co-lead will write the first draft of the Final report however there is a mutual agreement that the other co-lead write the final report that is acceptable.



Step 3: The lead reviewer synthesizes all school summary reports into a draft report and submit the draft to their Calibration Assurance Team (CAT) liaison no later than 10 business days after the *School Summary Sheets* are due to lead reviewers.



Step 4: The CAT reviewer will return the first draft of the report no later than two weeks after receiving the draft report with comments and recommended revisions that will ensure proper alignment has been made between evidence and the DTSDE rubric and ratings.



Step 5: The lead reviewer responds to the CAT's request and re-submits the 2nd draft no later than one week after receiving it from their liaison.



Step 6: The CAT finalizes the 2nd draft with the lead CAT's approval no later than one week after receiving it. The school receives the draft report for verification of factual information. The verification process is not an opportunity for a school to counter a rating, finding statement or recommendation the has made to the school. Instead, the school should check the *School Information* sheet and other factual information that appears in the report about the school.

Tri-State Quality Review Rubric for Lessons & Units: ELA/Literacy (Grades 3-5) and ELA (Grades 6-12) – Version 2.0

Grade: Literacy Lesson/Unit Title:

Overall Rating:

I. Alignment to the Rigors of the CCSS	II. Key Areas of Focus in the CCSS	III. Instructional Supports	IV. Assessment
<p><i>The lesson/unit aligns with the letter and spirit of the CCSS:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Focuses teaching and learning on a targeted set of grade-level CCS ELA/Literacy standards.** <input type="checkbox"/> Makes reading text(s) closely a central focus of instruction and includes sequences of text-dependent questions that cause students to examine textual evidence and discern deep meaning.** <input type="checkbox"/> Includes a clear and explicit purpose for instruction and selects text(s) that are of sufficient quality and scope for the stated purpose.** <input type="checkbox"/> Focuses on quality text selections that measure within the grade-level text complexity band.** (i.e., present vocabulary, syntax, text structures, levels of meaning/purpose, and other qualitative characteristics similar to CCSS grade-level exemplars in Appendices A & B) <p><i>In addition, for units:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Integrates reading, writing, speaking and listening so that students apply and synthesize advancing literacy skills. <input type="checkbox"/> (Grades 3-5) Builds students' content knowledge and their understanding of reading and writing in social studies, the arts, science or technical subjects through the coherent selection of texts. [Disciplinary rubrics for grades 6-12 under development.] 	<p><i>The lesson/unit addresses key areas of focus in the CCSS:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Text-Based Evidence: Facilitates rich and rigorous evidence-based discussions and writing through specific, thought-provoking questions about common texts (including, when applicable, illustrations, charts, diagrams, audio/video, and media).** <input type="checkbox"/> Writing from Sources: Routinely expects that students draw evidence from texts to inform, explain, or make an argument in various written forms (notes, summaries, short responses, or formal essays).** <input type="checkbox"/> Academic Vocabulary: Focuses on building students' academic vocabulary in context throughout instruction.** <p><i>In addition, for units:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Increasing Text Complexity: Focuses students on reading a progression of complex texts drawn from the grade-level band. Provides text-centered learning that is sequenced, scaffolded, and supported to advance students toward independent reading of complex texts at the CCR level.** <input type="checkbox"/> Balance of Texts: Includes a balance of informational and literary texts as stipulated in the CCSS [p.5] and indicated by instructional time.** <input type="checkbox"/> Building Disciplinary Knowledge: Provides opportunities for students to build knowledge about a topic or subject through analysis of a coherent selection of strategically sequenced, discipline-specific texts. <input type="checkbox"/> Balance of Writing: Includes a balance of on-demand and process writing (e.g. multiple drafts and revisions over time) and short, focused research projects, incorporating digital texts where appropriate. 	<p><i>The lesson/unit is responsive to varied student learning needs:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Cultivates student interest and engagement in reading, writing, and speaking about texts.** <input type="checkbox"/> Provides all students with multiple opportunities to engage with text of appropriate complexity for the grade level; includes appropriate scaffolding so that students directly experience the complexity of the text.** <input type="checkbox"/> Focuses on sections of text(s) presenting the greatest challenge through discussion questions and other supports that promote deep thinking. <input type="checkbox"/> Integrates appropriate supports for students who are ELL, have disabilities, or read well below the grade level text band. <input type="checkbox"/> Provides extensions and/or more advanced text for students who read well above the grade level text band. <p><i>In addition, for units:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Includes a progression of learning where concepts and skills advance and deepen over time.** <input type="checkbox"/> Gradually removes supports, requiring students to demonstrate their independent capacities. <input type="checkbox"/> Provides for authentic learning, application of literacy skills, student-directed inquiry, analysis, evaluation, and/or reflection. <input type="checkbox"/> Integrates targeted instruction in such areas as grammar and conventions, writing strategies, discussion rules, and all aspects of foundational reading for grades 3-5. <input type="checkbox"/> Includes independent reading based on student choice and interest to build stamina, confidence, and motivation; indicates how students are accountable for that reading. <input type="checkbox"/> Uses technology and media to deepen learning and draw attention to evidence and texts as appropriate. 	<p><i>The lesson/unit regularly assesses whether students are mastering standards-based content and skills:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Elicits direct, observable evidence of the degree to which a student can independently demonstrate the major targeted grade level CCSS standards with appropriately complex text(s).** <input type="checkbox"/> Assesses student proficiency using methods that are unbiased and accessible to all students.** <input type="checkbox"/> Includes aligned rubrics or assessment guidelines that provide sufficient guidance for interpreting student performance ** <p><i>In addition, for units:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses varied modes of assessment, including a range of pre, formative, summative, and self-assessment measures.
<p>Rating: 3 2 1 0</p>	<p>Rating: 3 2 1 0</p>	<p>Rating: 3 2 1 0</p>	<p>Rating: 3 2 1 0</p>

Rating Scale for Each Dimension:

- 3: Meets all "must have" criteria (**) and most of the other criteria in the dimension.
- 2: Meets many of the "must have" criteria and many of the other criteria in the dimension.
- 1: Meets some of the criteria in the dimension.
- 0: Does not meet the criteria in the dimension.

Overall Rating for the Lesson/Unit:

- E: Exemplar Lesson/Unit - meets all the "must have" criteria (**) and most of the other criteria in all four dimensions (mainly 3's).
- E/I: Exemplar if Improved - needs some improvement in one or more dimensions (mainly 3's and 2's).
- R: Needs Revision - is a "work in progress" and requires significant revision in one or more dimensions (mainly 2's and 1's).
- N: Not Recommended - does not meet the criteria in the dimensions (mainly 1's and 0's).

Tri-State Quality Review Rubric for Mathematics Lessons & Units – Version 2.0

Grade: _____ Mathematics Lesson/Unit Title: _____		Overall Rating: _____	
I. Alignment to the Rigor of the CCSS	II. Key Areas of Focus in the CCSS	III. Instructional Supports	IV. Assessment
<p><i>The lesson/unit aligns with the letter and spirit of the CCSS:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Focuses teaching and learning on a targeted set of grade level content mathematics standard(s) at the level of rigor in the CCSS. ** <input type="checkbox"/> Identifies, addresses, and integrates into the lesson/unit the relevant Standards for Mathematical Practice. ** <input type="checkbox"/> Presents a balance of mathematical procedures and deeper conceptual understanding inherent in the CCSS. 	<p><i>The lesson/unit reflects evidence of key shifts that are reflected in the CCSS:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Focus: Centers on the concepts, foundational knowledge, and level of rigor that are prioritized in the standards. ** <input type="checkbox"/> Coherence: Makes connections and provides opportunities for students to transfer knowledge and skills within and across domains and learning progressions. <input type="checkbox"/> Rigor: Requires students to engage with and demonstrate challenging mathematics. <input type="checkbox"/> Application: Provides opportunities for students to independently apply mathematical concepts in real-world situations and problem solve with persistence, choosing and applying an appropriate model or strategy to new situations. <input type="checkbox"/> Deep Understanding: Requires students to demonstrate deep conceptual understanding through complex problem solving, in addition to writing and speaking about their understanding. 	<p><i>The lesson/unit is responsive to varied student learning needs:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Includes clear and sufficient guidance to support teaching and learning of the targeted standards, including, when appropriate, the use of technology and media. ** <input type="checkbox"/> Uses and encourages precise and accurate mathematics, academic language, terminology, and concrete or abstract representations (e.g. pictures, symbols, expressions, equations, graphics, models) in the discipline. ** <input type="checkbox"/> Engages students through relevant, thought-provoking questions, problems, and tasks that stimulate interest and elicit mathematical thinking. <p>Provides appropriate level and type of scaffolding, differentiation, intervention, and support for a broad range of learners.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Supports diverse cultural and linguistic backgrounds, interests, and styles. <input type="checkbox"/> Provides extra supports for students working below grade level. <input type="checkbox"/> Provides extensions for students with high interest or working above grade level. <p><u><i>A unit or longer lesson should:</i></u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Recommend and facilitate a mix of instructional approaches for a variety of learners, including such strategies as modeling, using a range of questions, checking for understanding, flexible grouping, pair-share, etc. <input type="checkbox"/> Gradually remove supports, requiring students to demonstrate their mathematical understanding independently. <input type="checkbox"/> Demonstrate an effective sequence and a progression of learning where the concepts or skills advance and deepen over time. <input type="checkbox"/> Expect, support, and provide guidelines for fluency with core calculations and mathematical procedures to be performed quickly and accurately. 	<p><i>The lesson/unit regularly assesses whether students are mastering standards-based content and skills:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Is designed to elicit direct, observable evidence of the degree to which a student can independently demonstrate the targeted CCSS.** <input type="checkbox"/> Assesses student proficiency using methods that are accessible and unbiased, including the use of grade level language in student prompts.** <input type="checkbox"/> Includes aligned rubrics, answer keys, and scoring guidelines that provide sufficient guidance for interpreting student performance. ** <p><u><i>A unit or longer lesson should:</i></u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Use varied modes of curriculum embedded assessments that may include pre-, formative, summative and self-assessment measures.
Rating: 3 2 1 0	Rating: 3 2 1 0	Rating: 3 2 1 0	Rating: 3 2 1 0

Rating Scale for Each Dimension:

- 3: Meets all "must have" criteria (**) and most of the other criteria in the dimension.
- 2: Meets many of the "must have" criteria and many of the other criteria in the dimension.
- 1: Meets some of the criteria in the dimension.
- 0: Does not meet the criteria in the dimension.

Overall Rating for the Lesson/Unit:

- E: Exemplar Lesson/Unit - meets all the "must have" criteria (**) and most of the other criteria in all four dimensions (mainly 3's).
- E/I: Exemplar if Improved - needs some improvement in one or more dimensions (mainly 3's and 2's).
- R: Needs Revision - is a "work in progress" and requires significant revision in one or more dimensions (mainly 2's and 1's).
- N: Not Recommended - does not meet the criteria in the dimensions (mainly 1's and 0's).

Tri-State Quality Review Rubric for Mathematics Lessons & Units – Version 2.0

Grade: Mathematics Lesson/Unit Title:

Overall Rating:

Reviewer's Observations, Comments, and Suggestions:

I. Alignment to the Rigor of the CCSS	II. Key Areas of Focus in the CCSS	III. Instructional Supports	IV. Assessment
Observations and Comments:	Observations and Comments:	Observations and Comments:	Observations and Comments:
Recommendations for Improvement:	Recommendations for Improvement:	Recommendations for Improvement:	Recommendations for Improvement:
SUMMARY COMMENTS:			