



Bank Street Education Center

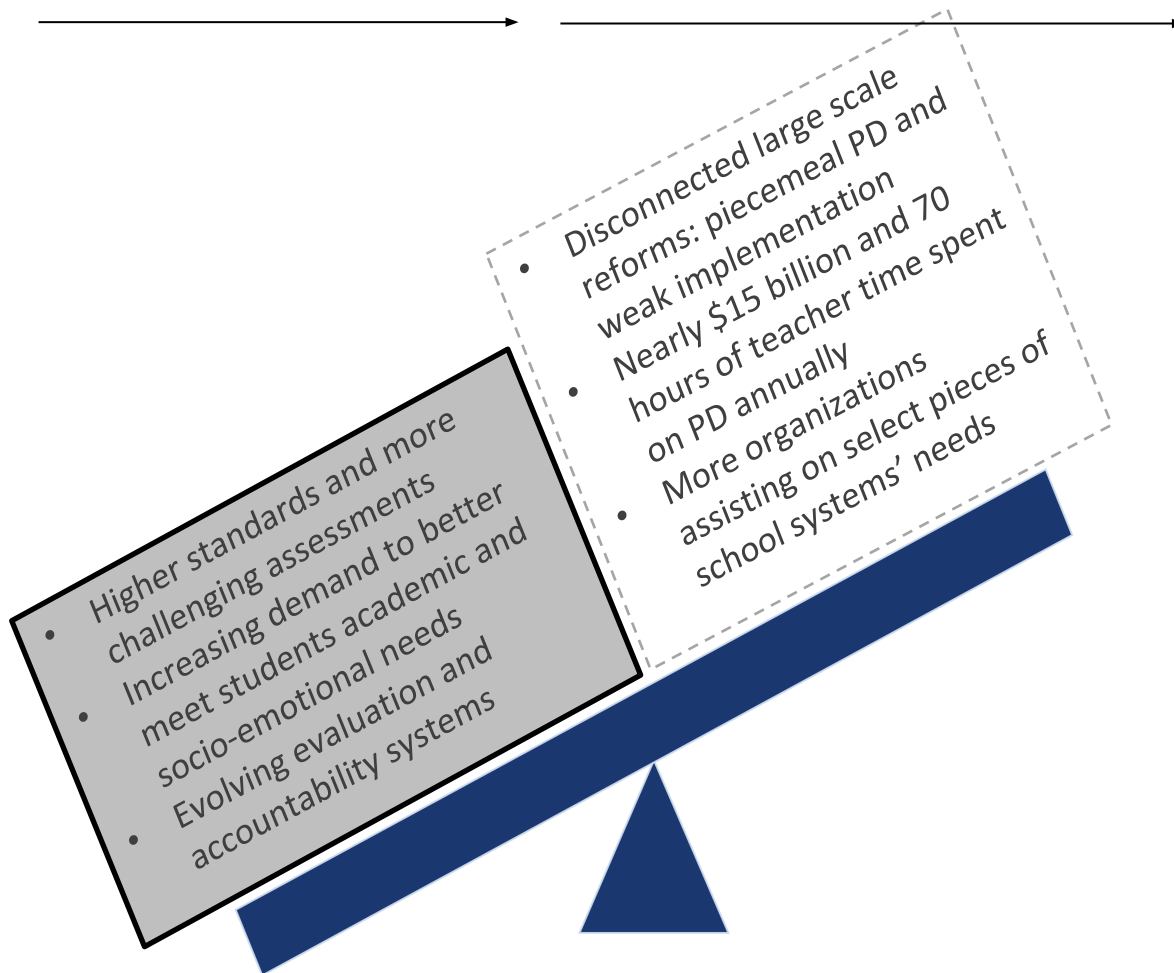
**The NY Network: Strengthening Internal Coherence
Throughout the System**

Presenters: Tracy Fray-Oliver and Doug Knecht

2018 Carnegie Summit Foundation Summit on Improvement in Education

Demands on educators have never been greater

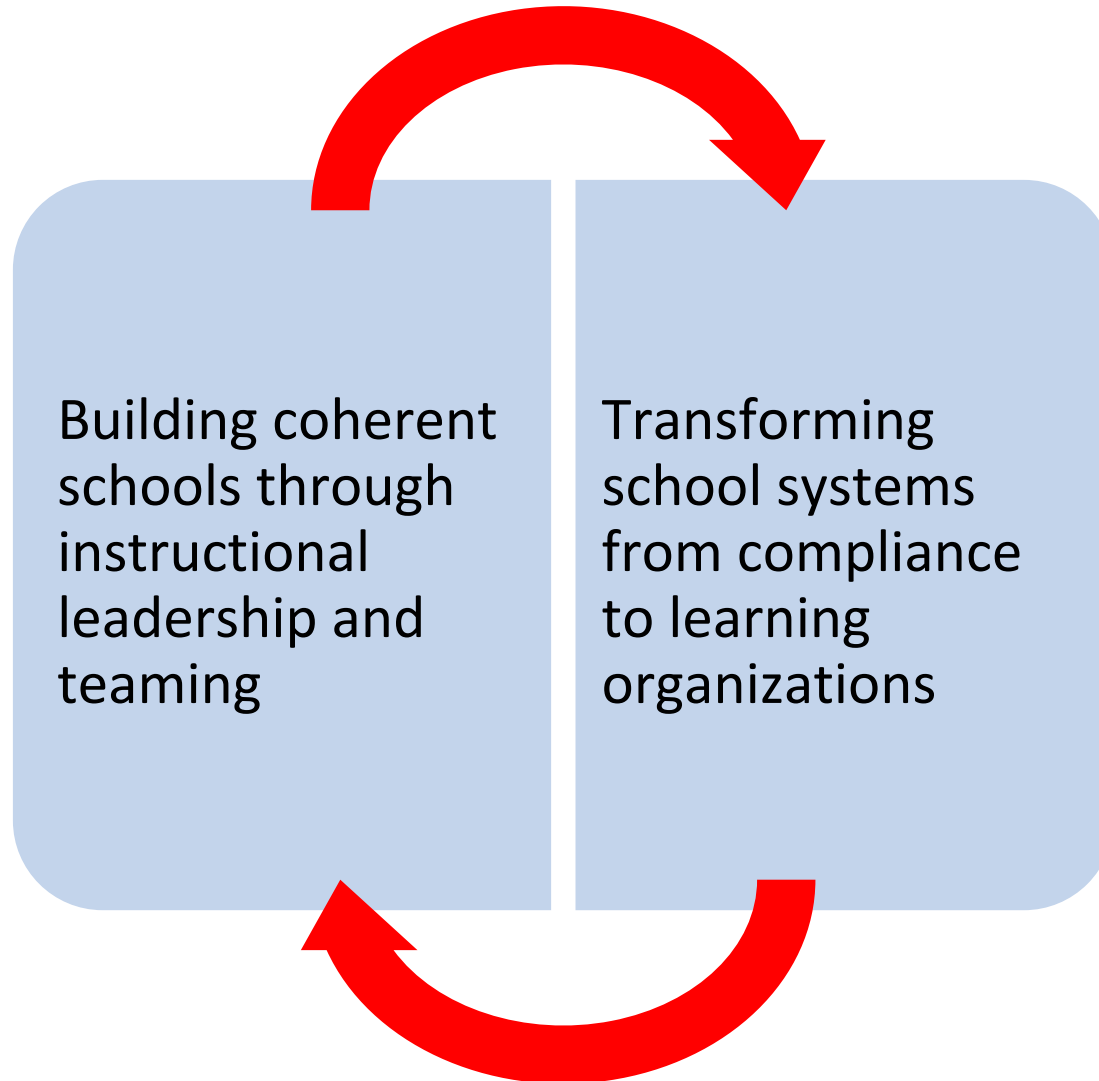
School systems struggle to improve instruction and student outcomes despite investments in time and money



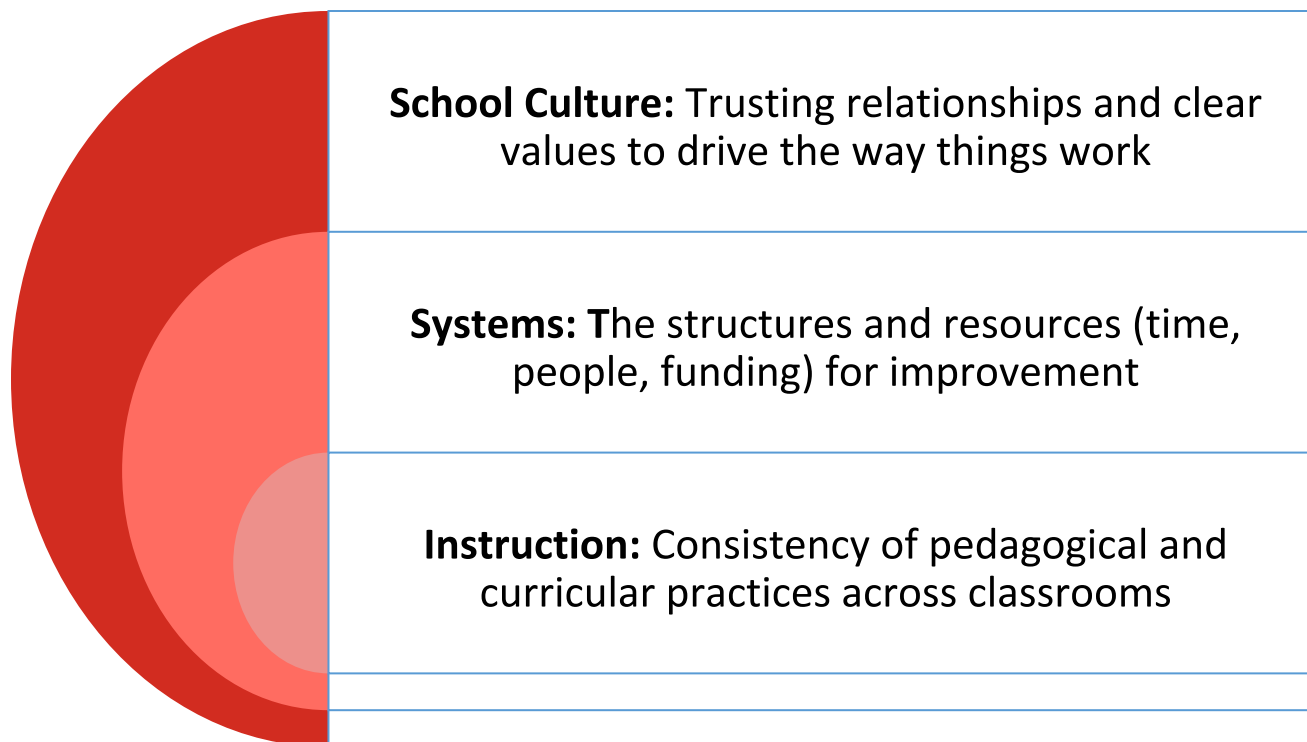
Needed:

A partner that understands system change and works *with* school systems to translate thoughtful policies and PD into improvements at scale for educators and children, academically and socio-emotionally

Our approach includes two interconnected strategies:



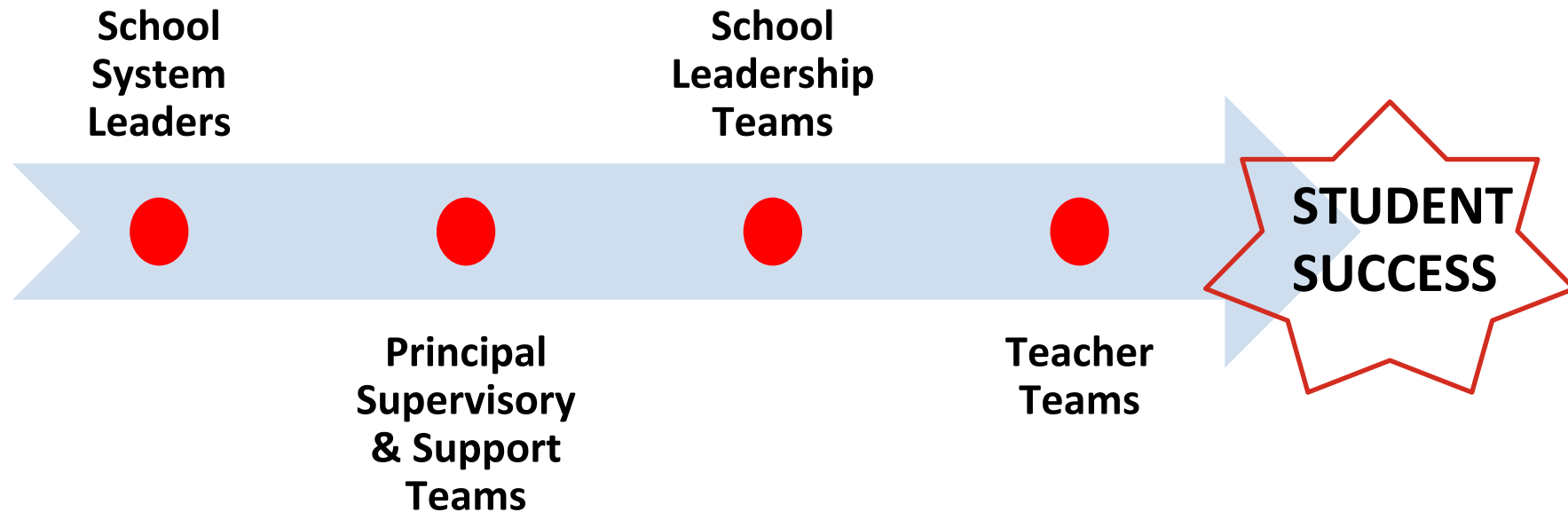
We believe **schools are the unit of change** within the education systems. But for schools to work for kids, they must have **tight coherence** between their *instructional approach, their culture, and the systems*.



We combine our **expertise in adult and child development** to ensure professional learning and teaming meaningfully impact students.

SCHOOL SYSTEMS MUST ALSO CHANGE

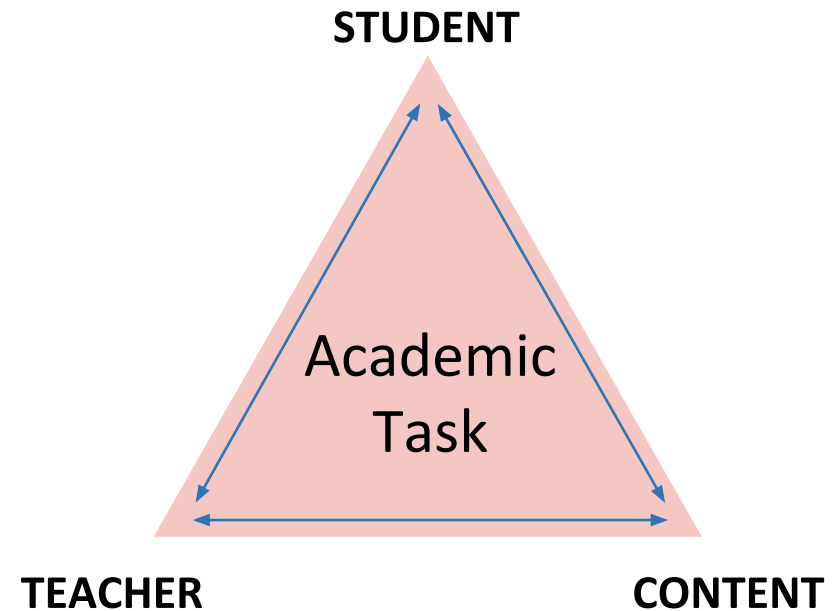
In order for schools to develop their own capacity for this kind of coherence, school systems must also adapt. We support a systemic transformation from a compliance to learning organization, developing a ***throughline of learning from central office to classrooms.***



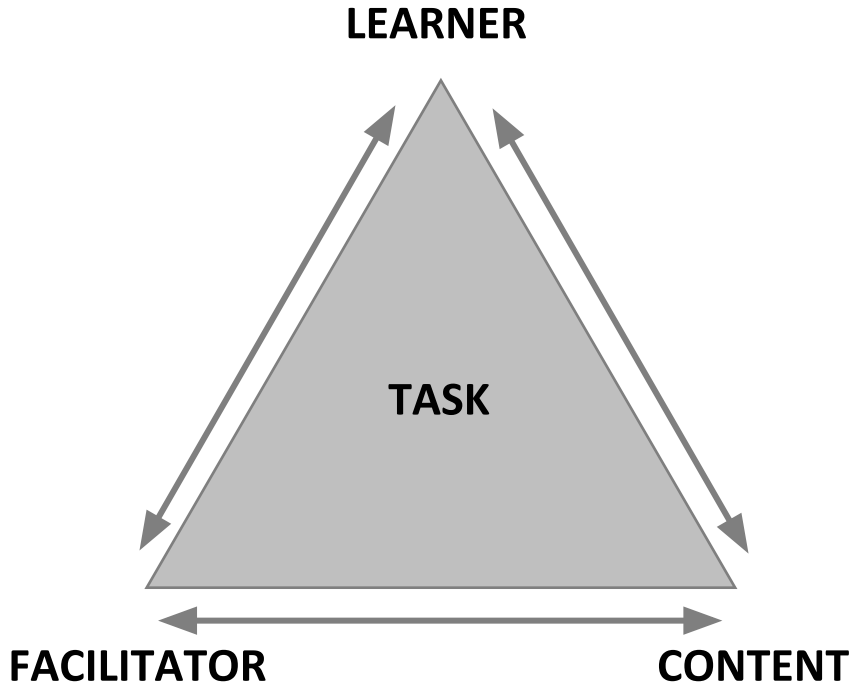
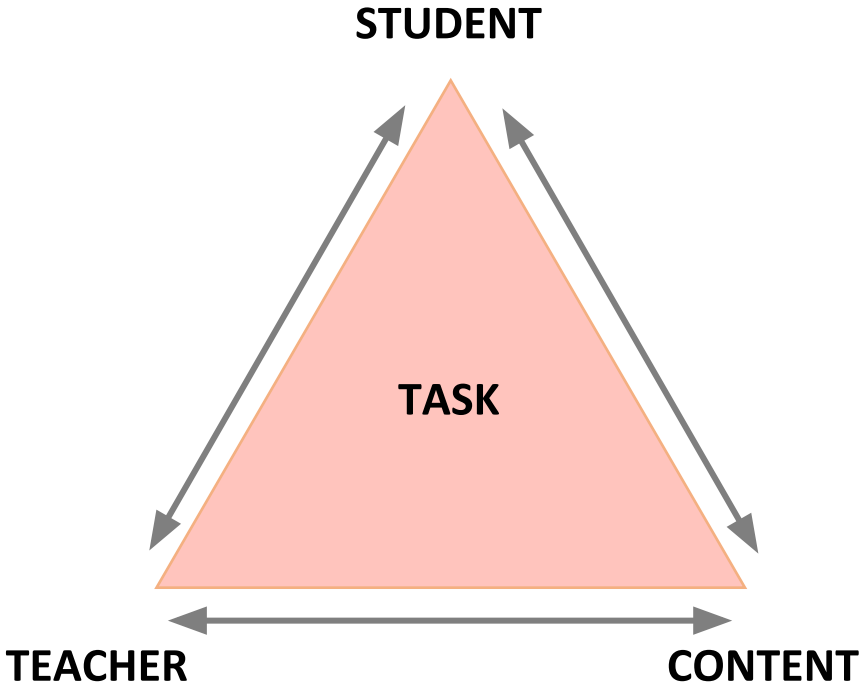
Educators ***learn their way through their challenges in professional learning communities*** and into new mindsets and habits of work to place schools as the unit of change for students.

Instructional Core: The relationships between teachers and students in the presence of content that influence student learning.

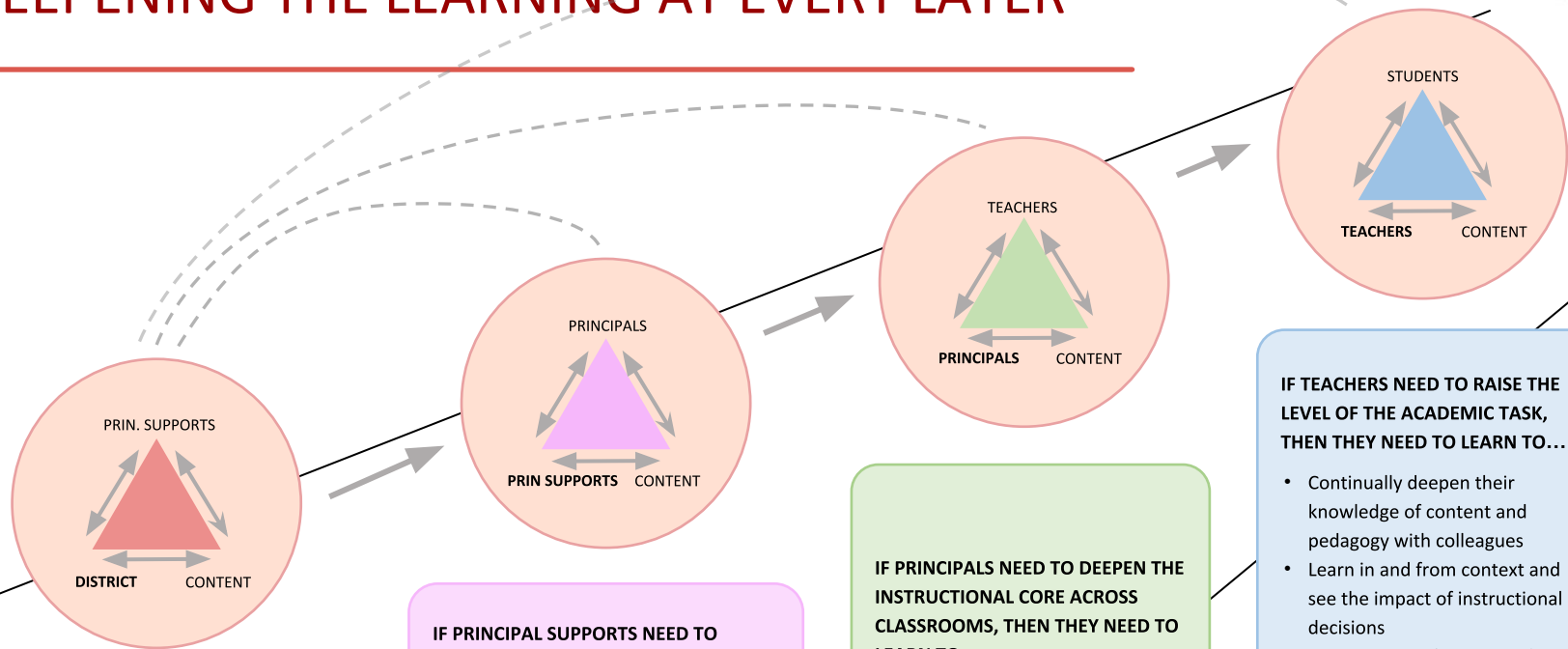
Academic Task: The work that students actually do.



THE INSTRUCTIONAL CORE REIMAGINED



DEEPENING THE LEARNING AT EVERY LAYER



IF DISTRICTS NEED TO CREATE CONDITIONS FOR LEARNING AT EACH LAYER OF THE SYSTEM, THEN THEY NEED TO...

- Understand the importance of continuously prioritizing and examining the instructional core and task
- Ensure the elements are in place to support the structures for adult learning at each level
- Have criteria for worthwhile professional adult learning experiences
- Examine the impact of district policies on principals' efforts to create a coherent strategy to reach an instructional vision

IF PRINCIPAL SUPPORTS NEED TO SUPPORT PRINCIPALS' INSTRUCTIONAL IMPROVEMENT STRATEGY, THEN THEY NEED TO LEARN TO...

- Provide access to content expertise to guide a school-level vision for the instructional core
- Frame strategy as the processes by which adults continuously deepen knowledge, content, and pedagogy to reach a vision for the instructional core
- Support principals to "see the system" and align initiatives and structures with vision
- Offer strategies for creation of psychological safety for public learning

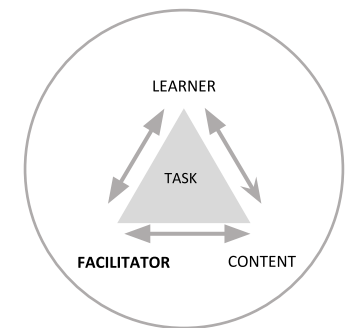
IF PRINCIPALS NEED TO DEEPEN THE INSTRUCTIONAL CORE ACROSS CLASSROOMS, THEN THEY NEED TO LEARN TO...

- Create a vision for the instructional core
- Design team structures and a purpose aligned to that vision
- Support the work of teams, content and process
- Model shared and public learning to make adult learning safe

IF TEACHERS NEED TO RAISE THE LEVEL OF THE ACADEMIC TASK, THEN THEY NEED TO LEARN TO...

- Continually deepen their knowledge of content and pedagogy with colleagues
- Learn in and from context and see the impact of instructional decisions
- Commit to working toward a shared understanding of ambitious teaching and learning

KEY





SMALL GROUP DISCUSSION

- **Create** a group of 4.
- **Assign** a layer to each participant in the group to read.
- **Read** through the descriptors of the learning at every layer of the system.
- **Jot down** initial reactions and discuss in small groups.



WHOLE GROUP SHARE-OUT

Since March 2016, we have been partnering with schools and district leadership teams in four upstate New York districts:



**ROCHESTER CITY
SCHOOL DISTRICT**



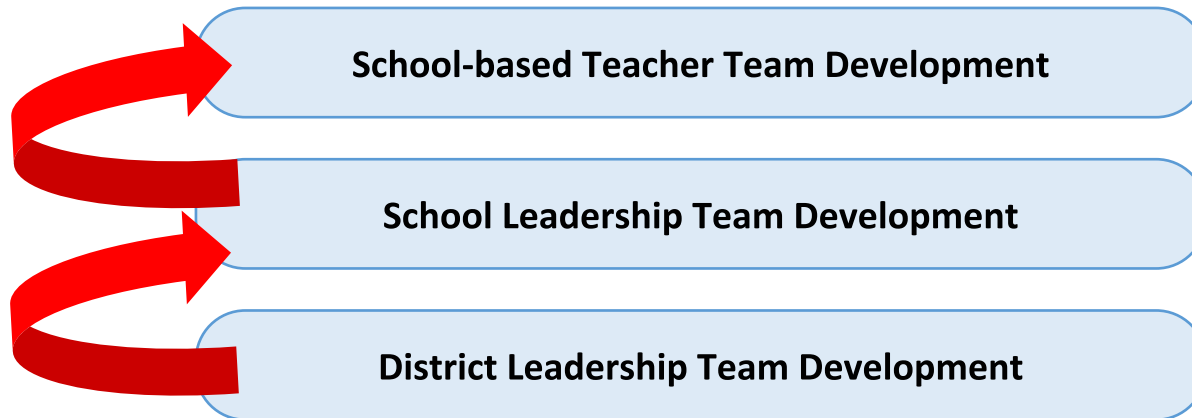
**UTICA CITY SCHOOL
DISTRICT**



**SYRACUSE CITY
SCHOOL DISTRICT**



**YONKERS
PUBLIC SCHOOLS**



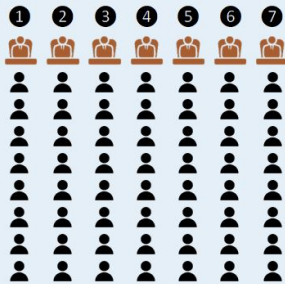
YONKERS PUBLIC SCHOOLS – NY NETWORK PROJECT OVERVIEW

PHASE 1
March 2017-August 2017

SCHOOL-BASED PLCs

7 schools
Focused on emerging problem of practice or one of the districtwide instructional priorities

7 PLCs – each PLC consists of a principal, an AP, an ENL teacher, a special education teacher, and others – at up to 8 people



PILOT PRINCIPAL PLC

7 schools
Focused on how principals are dealing with implementation of PLCs

7 early adopter principals, led by two district executive leadership – Dr. Coddett and Dr. Macaluso



DISTRICT-LEVEL EXECUTIVE PLCs

District office
Focused on how the implementation of the SSS structure is supporting the development of principals through the lens of leadership competencies; and the principals' understanding in distinguishing between impact and implementation



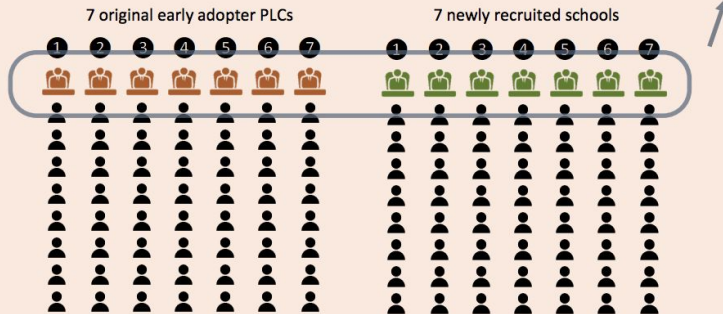
KEY

- Pilot Principals
- Phase 2 Principals
- Other principals in SSS
- Teachers
- Dr. Andrea Coddett
- Other Executive Leaders
- Bank Street facilitators
- Superintendent – Dr. Edwin Quezada

PHASE 2
Sept 2017-August 2018

SCHOOL-BASED PLCs

7 original early adopter schools + 7 newly recruited schools
Each PLC team will have about 5-7 teachers and the school leader. Teams must have content or students in common, and teams must have an existing meeting structure and time in their schools to continue to do the work in between PD sessions.

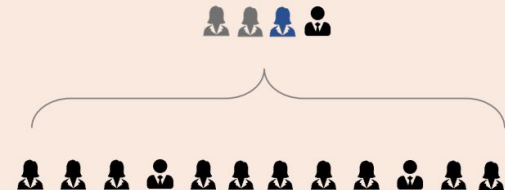


PRINCIPALS

Principals will participate in monthly school-based PLC PD sessions led by Bank Street and receive school leader specific content through principal breakouts.

DISTRICT-LEVEL ARTICULATION MEETINGS

Bank Street Education Center will lead a selection of Articulation Meetings for the full 2.5 hours, in partnership with district leadership.



*School Support Structure developed by Dr. Edwin Quezada, Superintendent, Yonkers Public Schools

PHASE 2
Sept 2017-August 2018

YONKERS PUBLIC SCHOOLS – NY NETWORK PROJECT OVERVIEW

SSS MONTHLY PRINCIPAL MEETINGS

Principals will participate in SSS monthly principal meetings led by an Executive Cabinet leader. Each SSS will be assigned an area of focus, and will generate a Problem of Practice within that area of focus. The SSS monthly principal meetings are intended to serve as a professional learning community for principals where they will be able to engage in shared learning and discuss instruction and leadership practices with their peers and SSS leader. Each SSS will have one Pilot Principal within the team.

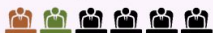
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Cluster 1 – POP Focus Structures, Systems, Inquiry

Dr. Christopher Macaluso
 Carmela Valente

6 principals



School 13, School 17, School 23, Paideia 24, Montessori 27, Cedar Place

Cluster 2 – POP Focus Instruction/Leadership

RoseAnne Collins-Judon
 Alex Servello

7 principals



YMA, Family 32, Palisade Prep, Riverside, Lincoln, YMHS, Saunders

Cluster 3 – POP Equity/ Restorative Practices

Elaine Shine
 Gina Bell

6 principals



DiChiaro, School 16, School 22, Gibran, Montessori 31, Roosevelt

Cluster 4 – POP Focus Instruction/Leadership

Assistant Supt. Supervision,
Curriculum, Instruction
Jordan Gonzalez

7 principals



School 9, Siragusa, Scholastic, School 21, Pulaski, Dodson, Fermi

Cluster 5 – POP Focus Instruction/Leadership

Dr. Edwin Quezada
 Dawn Bartz

2 principals



MLK, Gorton

Cluster 6 – POP Structures, Systems, Inquiry

Dr. Andrea Coddett
 Jennifer Coggio

3 principals



Cornell, Museum 25, Cross Hill

Cluster 7 – POP Focus Equity/ Restorative Practices

Dr. Luis Rodriguez
 Debra DeVito

7 principals



School 5, Paideia 15, Hostos, Westchester 29, School 30, Boyce Thompson, PEARLS



With a Partner

- **Identify** a specific district-wide instructional initiative that impacts schools.
- **Map** out how the initiative *might live* at every layer of the system on your LAELOTS handout.
- **Be sure to consider and include:**
 - How the initiative impacts students, teachers, principals, and district leaders



WHOLE GROUP SHARE-OUT

Part 1: Give One, Get One

- **Write down** a key takeaway on a Post-It.
- **Exchange** a key takeaway with a partner.
- **Explain** why you thought it was important.

Part 2: Whole Room Popcorn Share

*What is your most compelling
takeaway from the Convening?*



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Doug Knecht

Executive Director

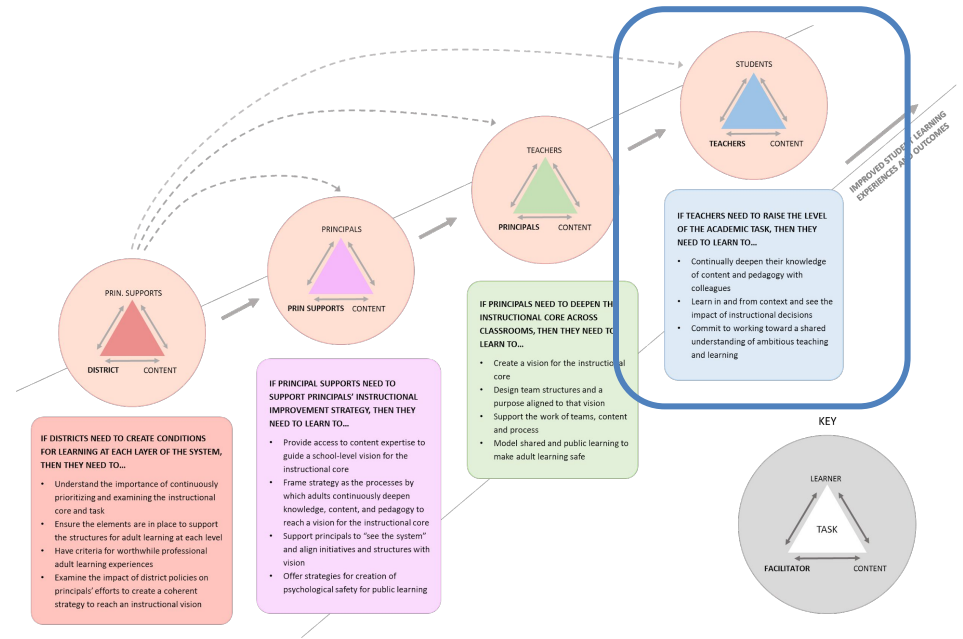
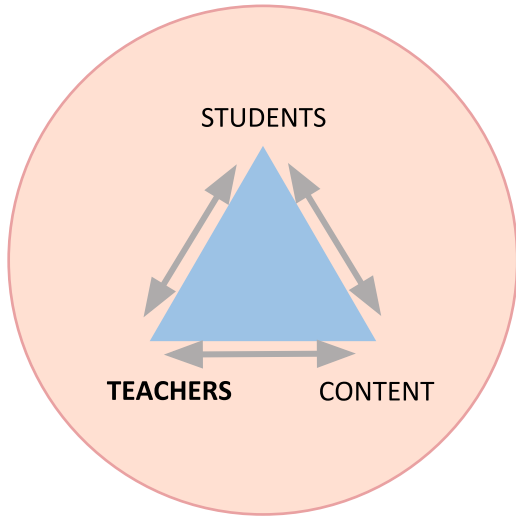
Bank Street Education Center

dknecht@bankstreet.edu

Thank you for joining us for our presentation today!

APPENDIX

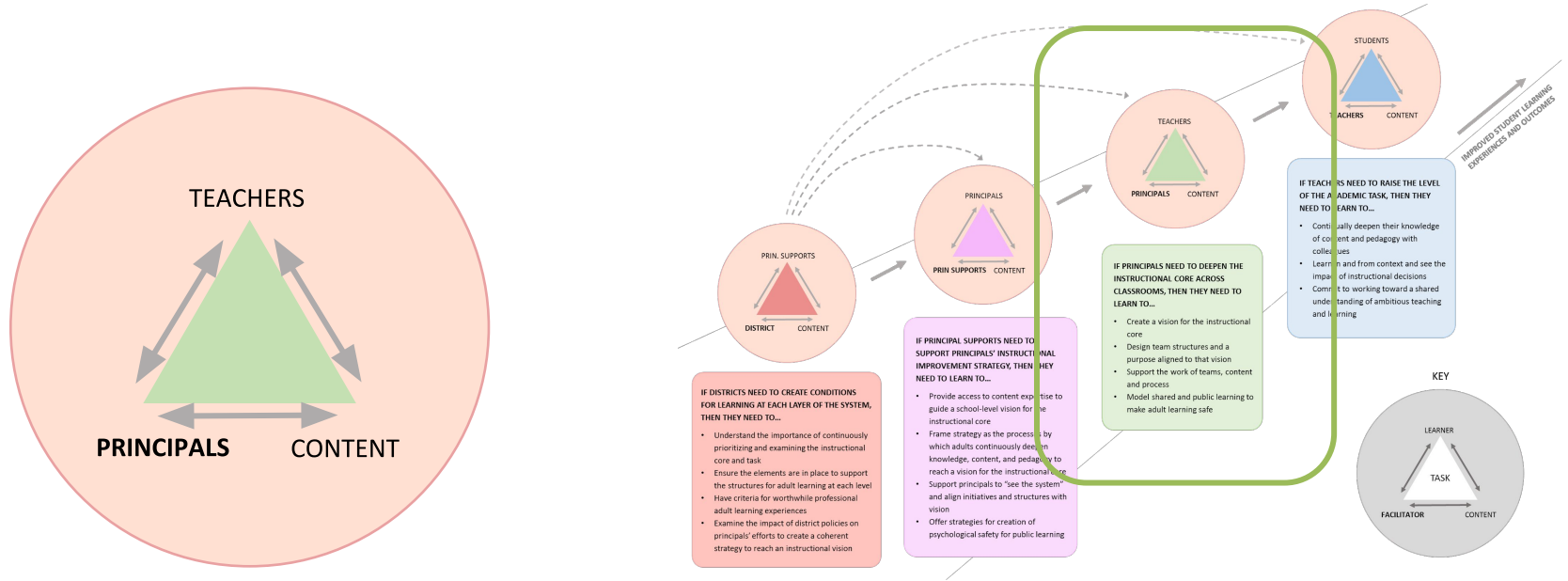
LEARNING AT EVERY LAYER: Focus on Classroom Layer



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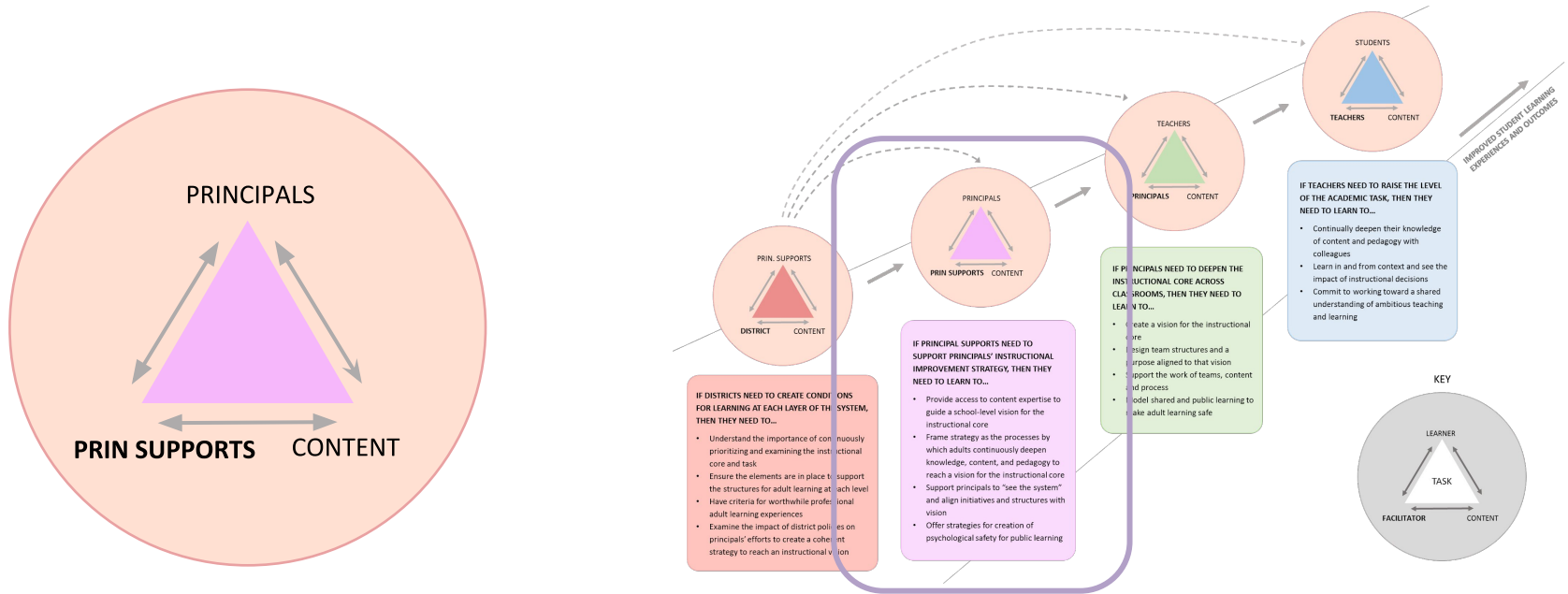
LEARNING AT EVERY LAYER: Focus on Principal Layer



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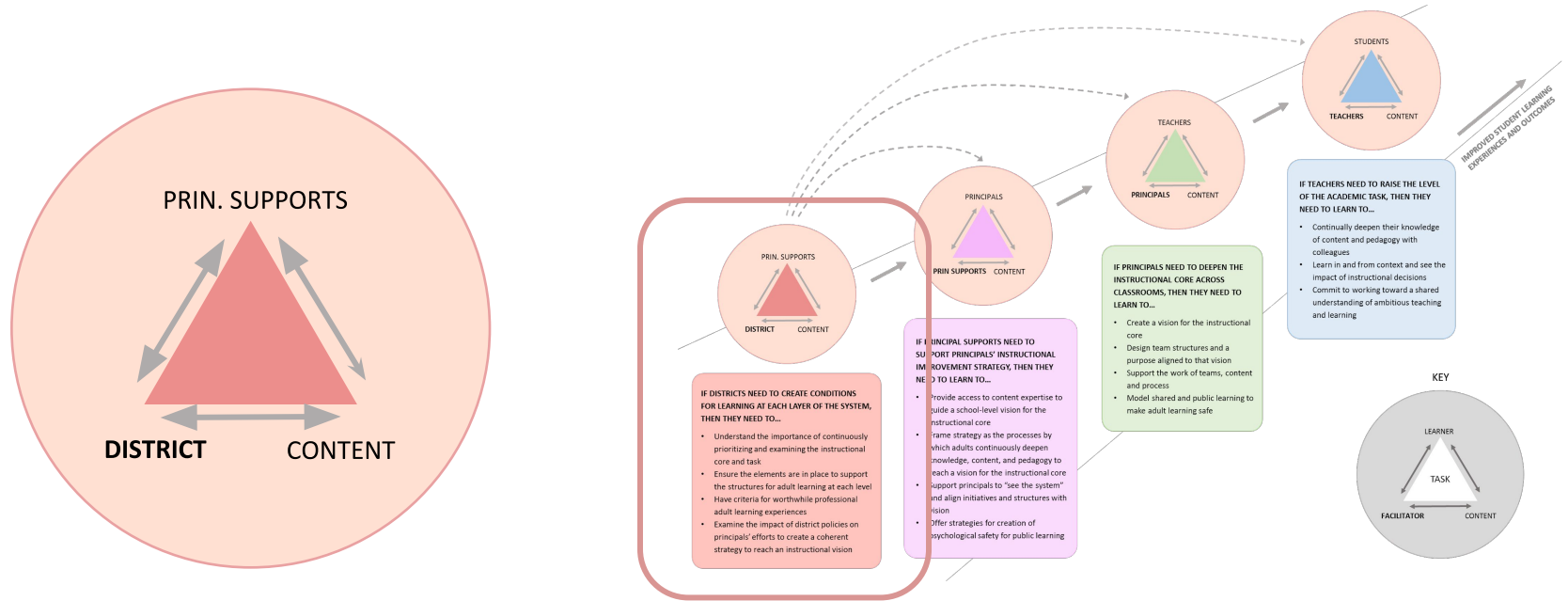
LEARNING AT EACH LAYER: Focus on Principal Supports Layer



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LEARNING AT EVERY LAYER: Focus on District Layer



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School as the Unit of Change

Vision for Instructional Core

- Teachers experiment with more ambitious instructional approaches, raising the level of the academic task.
- Teachers internalize the connection between their instructional decisions and student learning.

Work of Teams

- Purpose of teams' work aligns with strategy and vision.
- Principals support "team talk" focused on the core.
- Teachers evaluate curricula, plan instruction, and share teaching decisions based on vision and student data.
- Teams make commitments to experiment with more ambitious instructional practice.

Whole-School Improvement

- Faculty understands vision for ambitious teaching and learning.
- Faculty collaborates around an improvement strategy to reach the vision.
- Faculty believes that curricula and improvement initiatives align with strategy.

Leadership Practice

- Leaders commit to making public learning safe.
- Leaders develop and share a vision for the instructional core.
- Leaders provide relevant professional learning experiences.
- Leaders align purpose of teams' work with vision.

