

**RHINEBECK CENTRAL SCHOOL DISTRICT
COMPREHENSIVE DISTRICT EDUCATION PLAN (CDEP)
COMMITTEE MEETING MINUTES
Tuesday, December 6, 2011
11:30 a.m. - 2:15 p.m.**

Members Present

Bobbie Bie	Edwin Davenport	Katherine Younger
Brett King	Erin O'Brien	Marvin Kreps
Cynthia Ping	Jennifer Hammond-King	Richard Zipp
Deirdre Burns	John Kemnitzer	Susan VanVlack
Diane Linenbroker	Joseph Phelan	Victor Britton

Members Absent

Bonnie Murphy	Pat Sexton	Shaun Ramsey
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The meeting was opened with a welcome and a statement reiterating that due to the urgency and complexity of the issues the CDEP Team agreed to schedule this meeting for the purpose of addressing the reform agenda set forth by the State Education Department in the Race to the Top initiative. The CDEP team collaboratively developed the agenda for the meeting.

Copies of meeting minutes from the CDEP meeting in October 2011 and a copy of the power point presentation shared by Tina DeSa and Maria Petrella outlining the provisions of the Race To The Top initiative to all members present (copies attached). The team conducted a brainstorming session to generate discussion items for the meeting.

Team members suggested agenda items for discussion as follows:

- Plan for upcoming Superintendent's Conference Day (date to be determined)
- How will the District measure the 20% student local achievement assessment required by the new APPR regulation? What assessments are currently used by the District that might satisfy the 20% requirement?
- How can the District repurpose what the vertical teams are doing to facilitate/serve the inquiry team tasks?
- How much work has been completed regarding aligning the K-12 curriculum with the Common Core State Learning standards? What work remains in order to be adequately prepared to meet the deadlines embedded in the SED timelines for implementing the new Common Core assessments?
- How is the District going to organize and make available data for teachers and principals to make decisions? How will the District disseminate this information to the teachers?
- The District will need to review and revise the CDEP plan. Should the District continue to utilize the CDEP process to address the new requirements?
- Discuss the relationship between units of learning and what we might do as a district and what SED is asking companies to create curriculum. Should the district create curriculum internally or use what's handed down by SED?
- Decide how the district will track curriculum and access resources. There are several curriculum mapping software products available. With the many changes coming from SED, it seems a good idea to explore the feasibility of implementing a digital curriculum resource.
- Discuss new teacher and administrator standards.
- Communication with students and the community.
- Master schedule; preserving first teaching time and how services are provided (OT, PT, speech, counseling, etc.); how to incorporate these services into the schedule; how many minutes are

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students receiving in Every Day Math (EDM) and literacy program instruction in the classroom; how to optimize first teaching and still provide support services.

- How can the district preserve the most valued programs in a difficult economic environment?
- How can the school board support all this in terms of resources with the goal being to help everyone be successful?
- CDEP team is to set priorities and a process to create a plan; how do we report out? How do we respond? Who is accountable for achieving goals?

The following essential questions were discussed:

1. How shall the CDEP team proceed in order to meet the priorities articulated in the timelines articulated by the State Education Department regarding curriculum, instruction, assessment and professional development?
2. How shall the CDEP team revise the APPR so that it reflects the new regulations and includes the teaching standards, ISLLC standards, State assessments (where administered), the Student Learning Objectives (SLO), and Local assessments?
3. How shall the CDEP team proceed with regard to meeting expectations regarding data driven instruction and decision making:
 - a. Vertical teams
 - b. Building level teams
 - c. CDEP action plan goals/performance targets
4. How will the CDEP team ensure that professional practice is aligned with:
 - a. Shifts
 - b. Common core
 - c. Assessments
 - d. standards } = Effective or Highly Effective

What is our planning process going forward? The team discussed the instructional change implications - the how and quality of how instruction is delivered. The District currently has at least eleven planning teams (Vertical teams, CDEP, and Building Level Planning Teams) in action as well as grade level chairs/team leaders/department chairs. The State Education Department is currently recommending that districts establish school based inquiry teams. The team discussed the parameters for the inquiry team. How do all these groups interact with each other? What is the action plan and who sets the goals? Who writes the CDEP plan? How do we scale up effectiveness?

The team reviewed the following additional topics that will require some type of planning:

1. GTTT – PLTW – Robotics – RSF Projects
2. Madagascar
3. Eco Initiative
4. Implement RTI/AIS Plan
5. DASA - School Climate Initiative
6. Balanced Literacy (AUSSIE???)
7. Technology Plan – AUP/internet safety – iPads??/laptops??
8. April Superintendent Conference Day

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9. Summer Curriculum Projects: Should the district use the same procedure used in past years?
10. Special Ed Students
11. Arts in Education

In the past, we took a set of compliance issues and identified what we needed to do and created a working list. It was suggested that we do the same thing and look at the current expectations and identify what we are already doing, what we are not doing, and come up with a plan on how to meet these new expectations. A short discussion on how some decisions may need to be made from “the top down” in order to expedite the process due to the timeline while keeping our focus on the classroom and not losing sight of our values. We need to examine if our structures support the classroom the best way. We should focus on creating teacher professional communities with administrator support reflecting on practice and communicating ideas.

The team discussed if it is wise to maintain our current team structure to meet the demands of the new reform agenda and if so what would each team be responsible for? How best to write the next version of the CDEP?

The team went into a brainstorming session regarding the issues that seem to surface as a result of the discussion and current knowledge of the reform agenda. The following is a list of the items discussed.

- Common Core State Standards (CCSS):
 - Gap Analysis between the current curriculum and the CCSS
 - How will teachers be informed about expectations and provided time to collaborate, reflect, obtain support, and be provided professional development in literacy and mathematics?
 - Parent communication is critical.
 - Student communication is critical.
 - Should the district acquire Curriculum Mapping software?
 - Summer Curriculum Development: What is the process for this summer?
- Assessment of students: What local assessment should the district select?
 - Identify current local assessments being administered.
 - Comprehensive assessment program (CAP) The district needs to evaluate the current assessment process.
 - Student growth metrics
 - Technology may be an answer
- Professional Practice Standards for: how will the district clarify expectations for both teachers and administrators?
- DDI – DM (Data Driven Instruction – Decision Making) How shall the district structure this process and what teams will use this process?
- Dignity for All Students Act (DASA) will be a requirement on July 2012.
- Response to Intervention and Academic Intervention Services: How will these programs be aligned with first teaching? How shall the master schedule in the elementary school be developed to accommodate for these services?

The team reviewed the current CDEP plan structure and the way it is outlined and briefly discussed the process to develop the next iteration of the plan. A draft CDEP plan will be created and posted on Moodle for all CDEP members to comment on should they be interested in participating in the plan development process.

What is RTTT? Race to the Top

USDE grant that supports:

- ❖ Internationally-benchmarked [standards and assessments](#) that prepare students for success in college and the workplace
- ❖ Recruiting, developing, retaining, and rewarding [effective teachers and principals](#)
- ❖ School-based inquiry and [data driven instruction](#)
- ❖ Turning around the lowest-performing schools

What [and who] is the Dutchess BOCES Network Team?

The Network Team will support all Race to the Top initiatives and work directly with educators from participating member districts to provide consistent, high-quality professional development and related services to ensure successful statewide implementation of the RTTT project.

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Deliverables, Metrics and Evidence for 2011-2012

Share engage document

Common Core Learning Standards

Principles upon which the CCLS were founded:

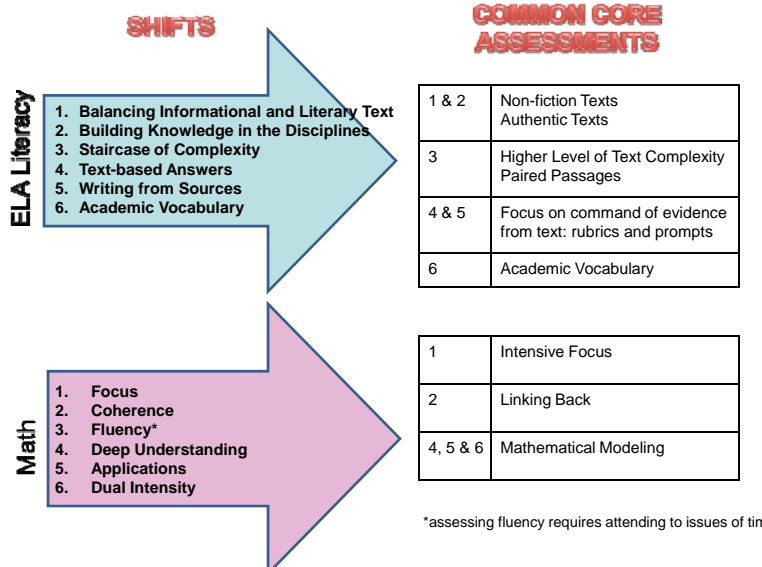
1. College & Career Ready
2. Based on Evidence
3. Time Sensitivity

The CCLS Shifts

There are twelve shifts that the Common Core requires of us if we are to be truly aligned with it in terms of curricular materials and classroom instruction.

Shift	ELA/ Literacy	Math
1	PK-5, Balancing Informational & Literary Texts	Focus
2	6-12, Building Knowledge in the Disciplines	Coherence
3	Staircase of Complexity	Fluency
4	Text-Based Answers	Deep Understanding
5	Writing from Sources	Applications
6	Academic Vocabulary	Dual Intensity

Common Core Learning Standards Shifts Impact NYS Assessments



NYSED Timelines

School Year 11-12

- Recommend initial phase of CCSS implementation: every teacher is delivering at least one CCSS-aligned unit each semester
- Math and ELA tests continue to be aligned with 2005 Standards

School Year 12-13

- Ongoing CCSS rollout happens in the schools via State Network Teams
- NYS tests aligned to CCSS in Grades 3-8 ELA and Grades 3-8 Math

School Year 13-14

- Full implementation of CCSS in schools

School Year 14-15

- PARCC assessments (if adopted by the Board of Regents)

PARCC Assessment

- K-12 Math & ELA college and career ready assessment
- In the process of being developed
- So far there is a draft model of the content frameworks in English Language Arts/Literacy and Mathematics
- Collaborative state-led process between state experts and members of the Common Core State Standards writing teams

CCLS Resources

EngageNY.org

- Common Core Learning Standards
- Common Core Video Series
- Curriculum Exemplars
- Publishers Criteria for ELA/Literacy and Math

Unit Plans

<http://schools.nyc.gov/Academics/CommonCoreLibrary/SeeStudentWork/default>

Mathematics

<http://illustrativemathematics.org/>

<http://commoncoretools.wordpress.com/>

ELA/Literacy

<http://www.readwritethink.org/>

PARCC

<http://parconline.org/>

Data Driven Instruction

Did the students learn?



THE FOUR KEYS

ASSESSMENTS

(Interim, Transparent, Aligned, Re-Assess)

ANALYSIS

*(Quick, User-friendly, Teacher-owned,
Test-in-hand, Deep)*

ACTION in a Data-driven **CULTURE**

Paul Bambrick-Santoyo

Driven By Data

The NYS Teaching Standards

- I. Knowledge of Students and Student Learning
- II. Knowledge of Content and Instructional Planning
- III. Instructional Practice
- IV. Learning Environment
- V. Assessment for Student Learning
- VI. Professional Responsibilities and Collaboration
- VII. Professional Growth

ISLLC Standards

- I. The Administrator has an understanding of and demonstrates competence in the teacher standards.
- II. A School administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
- III. The administrator manages by advocating, nurturing, and sustaining a school culture and instructional program conducive to pupil learning and staff professional growth.
- IV. The administrator ensures management of the organization, operations, finances, and resources for a safe, efficient, and effective learning environment.
- V. The administrator models collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
- VI. The administrator acts with integrity, fairness, and in an ethical manner.
- VII. The administrator understands, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling.

Teacher and Principal Effectiveness

Key Elements of Education Law 3012-C

Comprehensive system with *multiple measures* of effectiveness that includes student growth measures which would result in a single composite score

- 40% student achievement
 - 20% growth on State assessments
 - 20% student achievement on local measures
- 60% non-growth measures locally developed and negotiated consistent with standards prescribed by the Commissioner
 - SED approved rubrics

Teacher and Principal Effectiveness

- Differentiated rating categories (HEDI):
 - Highly Effective, Effective, Developing, or Ineffective
- Timely and constructive feedback on all criteria
- Improvement plans for teachers/principals rated as ineffective or developing will be:
 - 1) locally negotiated; and
 - 2) consistent with Commissioner's Regulations
- Evaluator training in accordance with Regulation for each individual conducting teacher and principal evaluations
- A process for appeals for teacher and principals to challenge

Teacher and Principal Effectiveness

~Items to be Negotiated~

- Appeals process
- Teacher/Principal Improvement Plan
- The procedures related to the 20% locally defined measures of student achievement
- Evaluation, ratings and effective scores 60% as they relate to teacher performance

Lead Evaluator Training

Staff conducting teacher and principal evaluation

- Lead evaluator must receive appropriate training in accordance with Commissioner’s Regulations.
 - “Lead evaluator” is the primary individual responsible for conducting and completing an evaluation of a classroom teacher or building principal
 - BOCES and SED will provide training for Lead evaluators
- Must receive training before completing an evaluation under the new law
- Responsibility is on “governing body” to ensure lead evaluator has been certified

Moving Forward with the CCLS:

- Create a shared understanding of CCLS
- Create an action plan to implement the CCLS
- Develop a scope and sequence for professional development
- Conduct a gap analysis of current curriculum and materials
- Revise or rewrite Curriculum Map
- Implement one CCLS aligned unit each semester
- Analyze student work and use analysis to inform instruction/ differentiate instruction

Moving Forward with DDI:

- Create a shared understanding around DDI
- Develop a scope and sequence for professional development
- Assess capacity for implementation and develop a plan for DDI
- Select or develop assessment tools

Moving Forward with Teacher and Leader Effectiveness:

1. Select both teacher and principal evaluation rubrics
2. Agree on classroom observations and any additional measures in the 60 point other category
3. Select local measures of student achievement (20% local assessment)

Other Local Decisions

- Certification for lead evaluators
- Subcomponent and overall scoring
- Improvement plans
- Appeals procedures

Thank You!

Just start...