

From Instructional Focus to Action Planning: Where Should We Start?

Self-Assessment for School Leaders & School Support Staff

If your schools:	Then Start with Activity 1 in order to:
<ul style="list-style-type: none"> A. Have an Instructional Focus that their school staff has not normed or agreed upon yet. B. Have an Instructional Focus that has various interpretations that have not been clearly understood yet by staff C. Have identified an Instructional Focus but the present practices and impact have not been explored or shared. D. Have identified an Instructional Focus but the connection among Curriculum, Pedagogy and Assessment has not been explored. 	<ul style="list-style-type: none"> • Ensure that there is a shared understanding of the School’s Instructional Focus by identifying what it looks and sounds like in practice. • Reflect on practices and their impact on teaching and learning aligned to the Instructional Focus. • Identify shared practices and impact, alignment to assessment tools, and misconceptions, ahead of diving into the NYC School Quality Rubric.
If your schools’ teams:	Then Start with Activity 2 in order to:
<ul style="list-style-type: none"> A. Have normed and agreed upon the Instructional Focus and begun to align its connection across Curriculum, Pedagogy and Assessment. B. Have an understanding of present practices and impact that reside in their Instructional Focus. C. Have just begun exploring Culturally Relevant and Sustaining Education (CR-SE) as it resides in their school. 	<ul style="list-style-type: none"> • Reflect on the NYC DOE’s Approach and Definition of Culturally Responsive-Sustaining Education and ways that it does and does not live in school’s IF. • Align the practices and expected impact connected to school’s IF to the NYC School Quality Rubric at the sub-indicator or indicator level. • Select one Quality Indicator from the Instructional Core that aligns to the school’s IF for further reflection and planning. • Identify where current instructional practices and impact land across rubric in the sub-indicators for that rating.
If your schools’ teams:	Then Start on Activity 3 in order to:
<ul style="list-style-type: none"> A. Have normed and agreed upon the Instructional Focus and its relationship to Curriculum, Pedagogy and Assessment across the school. B. Have a deeper understanding of present practices and impact that reside in their Instructional Focus. C. Have a deeper understanding of CR-SE as it is supported and practiced in your school. 	<ul style="list-style-type: none"> • Reflect on how well school’s Instructional Core, School Culture, and Systems for Improvement are aligned to support their IF. • Identify key school members/teams/constituents whose work closely aligns to each indicator. • Reflect on how current school practices and impacts across the rubric support their IF, areas where they are uncertain of connections, and areas where they might strengthen the connection.

	<ul style="list-style-type: none"> • Construct a table of possible areas of inquiry in the school’s Instructional Core, School Culture, and Systems for Improvement to support school’s IF for further action planning.
<p>If your schools’ teams:</p>	<p>Then Start on Activity 4 in order to:</p>
<ul style="list-style-type: none"> A. Have a shared understanding of their Instructional Focus and its relationship to NYC School Quality Rubric and the indicators in the Instructional Core (1.1, 1.2, 2.2); School Culture (1.4, 3.4) and Systems for Improvement (1.3, 3.1, 4.1, 4.2, 5.1). B. Have made decisions about who in the school community can be counted upon to support the implementation of the Instructional Focus. C. Have begun determining what new, refined or expanded policies and practices need to be implemented to further support your Instructional Focus. 	<ul style="list-style-type: none"> • Begin action planning to ensure that their school’s Instructional Core, School Culture, and Systems for Improvement are aligned to support their IF. • Select an area(s) to focus action planning efforts and begin drafting plans for school improvement. • Action plan to support their IF, including key school members/teams/constituents, School Quality Indicators of focus, improvements in teacher practice and student work, measurement tools, professional learning and material needs. • Identify opportunities for distributive leadership • Develop a timeline for action planning