Alignment across the NYCDOE:
Linking Each Element of the *Framework for Great Schools* with NYCDOE Measures and Resources

To support schools in identifying and strengthening connections between the elements of the *Framework for Great Schools* and current practices aligned to measures of performance and growth across the New York City Department of Education (NYCDOE), the exploration of each element in this document includes the following:

1. **Description from Dr. Anthony Bryk:** Dr. Bryk's research exploring the essential elements of school improvement in a longitudinal study in Chicago acts as a foundation to the *Framework for Great Schools* and offers key insights into what each element looks like in practice.

2. **Quality Review connections:** Indicators of school performance that most closely align to each element.

3. **Danielson's *Framework for Teaching* connections:** Components of teacher practice that most closely align to each element.

4. **School Survey connections:** Indicators related to each element that are measured using the School Survey.

5. **Related resources:** Tools, activities, and literature that support the development of strong practices aligned to each element.

The *Framework for Great Schools* reminds us that our work must encompass the full complexity of schools and the interaction among the six essential elements. While each element of the *Framework* is a unique ingredient for school success, the impact on student learning is strongest when all elements are connected throughout the school community. Further exploring the importance of the interconnectedness of the elements, Dr. Bryk suggests:

> "While it is tempting to argue about the significance of one individual support over another, we ultimately came to view the five supports as an organized system of elements in dynamic interaction with one another. In a sense, school development is like baking a cake . . . one needs an appropriate mix of flour, sugar, eggs, oil, baking powder, and flavoring to produce a light, delicious cake. Without the sugar, the cake will be tasteless. Without the eggs or the baking powder, it will be flat and chewy. Once one operates within the general confines of such a recipe, however, marginal changes in a single ingredient—a bit more flour, large versus extra-large eggs, and so on—may not have noticeable effects. But if one ingredient is absent, it is just not a cake . . . Similarly, we can think of . . . trust as the oven heat that transforms the blended ingredients into a full, rich cake."[1]

Effective School Leadership
Rigorous Instruction
Supportive Environment
Collaborative Teachers
Strong Family-Community Ties
Trust

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[1] Bryk, A. *Organizing Schools for Improvement: Lessons from Chicago*. Chicago: University of Chicago Press, 2010.

Effective School Leadership

"[Bryk's work] . . . begins with leadership as the driver for change and more specifically with principals as catalytic agents for systemic improvement. These school-based leaders build agency for change at the community level, nurturing the leadership of others through a shared vision for local reform, and provide the necessary guidance over time to sustain a coherent program of schoolwide development."[2]

– Dr. Anthony Bryk

Connected NYCDOE Measures

NYCDOE measures are comprehensive, and many address multiple elements of the *Framework for Great Schools.* The following measures are those that most closely align to this element:

Quality Review
- **1.3:** Make strategic organizational decisions to support the school's instructional goals and meet student learning needs, as evidenced by meaningful student work products
- **1.4:** Maintain a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults
- **3.1:** Establish a coherent vision of school improvement that is reflected in a short list of focused, data-based goals that are tracked for progress and are understood and supported by the entire school community
- **4.1:** Observe teachers using the Danielson *Framework for Teaching* along with the analysis of learning outcomes to elevate schoolwide instructional practices and implement strategies that promote professional growth and reflection
- **5.1:** Evaluate the quality of school-level decisions, making adjustments as needed to increase the coherence of policies and practices across the school, with particular attention to the CCLS

Principal Performance Review

School Survey
- **Inclusive/facilitative leadership:** Broad-scale organizational transformation demands that leaders nurture individual agency and build collective capacity from teachers, parents, school community leaders, and students around a common vision of reform
- **Instructional leadership:** Strong instructional leaders have a clear and deliberate instructional vision, which they use as a road map to allocate the resources and focus of the school community

Connected Resources

- Leadership Library
- Principal's Guide to Inclusive Schools
- Principal Practice Observation Tool
- WeTeachNYC: Access in the Teacher Development and Evaluation Tile
    - Planning Differentiated Professional Learning
    - Tools to Share With Your Teachers

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[2] Bryk, A. *Organizing Schools for Improvement: Lessons from Chicago*. Chicago: University of Chicago Press, 2010.

Rigorous Instruction

"Schools in which student learning improves have coherent instructional guidance systems that articulate the what and how of instruction. Learning tasks posed for students are key here, as are the assessments that make manifest what students actually need to know and provide feedback to inform subsequent instruction. Coordinated with this are the materials, tools, and instructional routines shared across a faculty that scaffold instruction. Although individual teachers may have substantial discretion in how they use these resources, the efficacy of individual teacher efforts depends on the quality of the supports and the local community of practice that forms around their use and refinement."[3]

– Dr. Anthony Bryk

Connected NYCDOE Measures

NYCDOE measures are comprehensive and many address multiple elements of the *Framework for Great Schools.* The following measures are those that most closely align to this element:

Quality Review
- **1.1*:** Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards
- **1.2*:** Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson *Framework for Teaching*, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products
- **2.2*:** Align assessments to curricula, use ongoing assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels
  *1.1, 1.2, and 2.2 are focus indicators for the 2014–15 school year

Danielson's *Framework for Teaching*
- **1a:** Demonstrate Knowledge of Content and Pedagogy
- **1b:** Knowledge of Students
- **1c:** Setting Instructional Outcomes
- **1d:** Demonstrating Knowledge of Resources
- **1e:** Designing Coherent Instruction
- **1f:** Designing Student Assessments
- **3a:** Communicating with Students
- **3b:** Using Questioning and Discussion Techniques
- **3c:** Engaging Students in Learning
- **3d:** Using Assessment in Instruction
- **3e:** Demonstrating Flexibility and Responsiveness

School Survey
- **Common Core shifts:** Teachers have made the shifts in pedagogy required of the Common Core
- **Course clarity:** Students are provided with a set of clear expectations and understand how their work relates to the goals of the course
- **Quality of student discussion:** Students participate in constructive discussions in the classroom that include useful feedback from their teachers and peers, and students use data and text references to support their ideas

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[3] Bryk, A. "Organizing Schools for Improvement." *Phi Delta Kappan* 97, no. 7 (April 2010).

Connected Resources

- [Common Core Learning Standards](#)
- [Common Core Library](#)
- [WeTeachNYC](#): Access in the Teacher Development and Evaluation Tile
    - Knowing the *Framework for Teaching*
- [Citywide Instructional Expectations: Resources and Case Studies](#)
- [Depth of Knowledge](#)
- [New York State Prekindergarten Foundation for the Common Core](#)
- Social Studies Scope & Sequence: [K–8](#) and [9–12](#)
- [MSQI: Five Pillars of Literacy](#)
- [Instruction: Resources for Special Education and General Education Classrooms](#)
- [Specific Considerations for Teachers of Students with Disabilities](#)
- [Special Considerations for Teachers of English Language Learners](#)
- [English Language Learners and Student Support Research Briefs](#)
- [Universal Design for Learning (UDL)](#)
- [Common Core Application to Students with Disabilities](#)

Supportive Environment

"All adults in a school community forge a climate that enables students to think of themselves as learners. At a minimum, improving schools establish a safe and orderly environment—the most basic prerequisite for learning. They endorse ambitious academic work coupled with support for each student. The combination allows students to believe in themselves, to persist, and ultimately to achieve."[4]

– Dr. Anthony Bryk

Connected NYCDOE Measures

NYCDOE measures are comprehensive and many address multiple elements of the *Framework for Great Schools.* The following measures are those that most closely align to this element:

Quality Review
- **1.4:** Maintain a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults
- **3.4*:** Establish a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations
  3.4 is a focus indicator for the 2014–15 school year

Danielson's *Framework for Teaching*
- **2a:** Creating an Environment of Respect and Rapport
- **2b:** Establishing a Culture for Learning
- **2c:** Managing Classroom Procedures
- **2d:** Managing Student Behavior
- **2e:** Organizing Physical Space

School Survey
- **Safety and order:** The school acts as a safe space for students, and classrooms are structured to enhance learning time by minimizing school and classroom disruptions
- **Social and emotional learning:** The school works to develop norms that can proactively support student learning, setting high standards for students, encouraging supportive peer norms, and providing strong next-level guidance

Connected Resources

- Academic and Personal Behaviors
  - Building Student Persistence by Changing Student Mindsets: Lessons from the 2013–14 New York City Academic and Personal Behaviors Pilot
- Special Education's Shared Path to Success
- Safety and Youth Development Resources
- New York State (NYSED) Social/Emotional Development and Learning (SEDL)
- Collaborative for Academic, Social, and Emotional Learning (CASEL)
- Blueprint for English Language Learners (ELLs) Success
- SIFE: Meeting the Challenge

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[4] Bryk, A. "Organizing Schools for Improvement." *Phi Delta Kappan* 97, no. 7 (April 2010).

Collaborative Teachers

"School is a human-resource-intensive enterprise. Schools are only as good as the quality of faculty, the professional development that supports their learning, and the faculty's capacity to work together to improve instruction. This element directs our attention to a school's ability to recruit and retain capable staff, the efficacy of performance feedback and professional development, and the social resources within a staff to work together to solve local problems."[5]

– Dr. Anthony Bryk

Connected NYCDOE Measures

NYCDOE measures are comprehensive and many address multiple elements of the *Framework for Great Schools.* The following measures are those that most closely align to this element:

Quality Review
- **2.2*:** Align assessments to curricula, use ongoing assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom level
- **4.2*:** Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning
  *2.2 and 4.2 are focus indicators for the 2014–15 school year

Danielson's *Framework for Teaching*
- **4a:** Reflecting on Teaching
- **4d:** Participating in a Professional Community
- **4e:** Growing and Developing Professionally
- **4f:** Showing Professionalism

School Survey
- **Inclusive instructional practices:** Inclusive schools are ones where students and staff alike recognize, appreciate, and capitalize on diversity so as to enrich the overall learning experience
- **Professional development:** The school attends to the continuing education of its staff—teachers take part in ongoing professional development activity to keep abreast of new knowledge and to continue their individual growth
- **School commitment:** School commitment captures critical aspects of teachers' willingness to maintain a "can do" attitude and internalize responsibility for improving their school
- **Professional community:** Professional community focuses on specific practices and whether teachers embrace a collective responsibility for school improvement, with a specific focus on student learning—this combination of norms influences how teachers enact their daily instruction and engage with colleagues

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[5] Bryk, A. "Organizing Schools for Improvement." *Phi Delta Kappan* 97, no. 7 (April 2010).

Connected Resources

- Professional Learning:
    - [Professional Learning Handbook](#)
    - [Collaborative Learning Through Peer Inter-visitation: A Toolkit for Educators](#)
    - [Professional Learning Activities](#)
- [Resources for Teacher Teams: Professional Learning Activities](#)
    - [Common Core Support](#)
    - [Literacy](#)
    - [Math](#)
    - [Danielson Framework](#)
- [Special Education: Related Services and Therapies](#)
- [WeTeachNYC](#): Access in the Teacher Development and Evaluation Tile
    - Planning Differentiated Professional Learning
    - Tools to Share with Your Teachers
- [Teaming for Success: Common Core Implementation at an Urban High School](#)

Strong Family-Community Ties

"Through active outreach efforts, staff members seek to make the school a more hospitable and welcoming environment for parents and strengthen the connections to other local institutions concerned with the care and well-being of children and their families."[6]

– Dr. Anthony Bryk

Connected NYCDOE Measures

NYCDOE measures are comprehensive and many address multiple elements of the *Framework for Great Schools.* The following measures are those that most closely align to this element:

Quality Review
- **3.4*:** Establish a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations
  *3.4 is a focus indicator for the 2014–15 school year

Danielson's *Framework for Teaching*
- **4c:** Communicating with Families
- **1b:** Demonstrating Knowledge of Students

School Survey
- **Parent involvement:** The school makes an effort to reach out to parents to engage them directly in the processes of strengthening student learning

Connected Resources

- Resources for Learning at Home
- Resources for Parents and Families
- Achieve NYC Guide
- Family Guide to Special Education Services for School-Age Children: A Shared Path to Success
- Family Resource Corner
- Five Pillars of Early Childhood Education Family Engagement
- New York State Toolkit for Parents and Families
- English Language Learners and Student Support: Family Resources

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[6] Bryk, A. *Organizing Schools for Improvement: Lessons from Chicago*. Chicago: University of Chicago Press, 2010.

Trust

"At the most basic level, relational trust is grounded in social respect. Key in this regard are the conversations that occur within a school community. Respectful exchanges are marked by a genuine sense of listening to what each person has to say, and in some fashion taking this into account in subsequent actions. Even when people disagree, individuals feel that the value of their opinion has been recognized. Such social exchanges foster a sense of connectedness among participants and promote affiliation with the larger institutional context."[7]

– Dr. Anthony Bryk

Connected NYCDOE Measures

NYCDOE measures are comprehensive and many address multiple elements of the *Framework for Great Schools.* The following measures are those that most closely align to this element:

Quality Review
- **1.4:** Maintain a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults

Danielson's *Framework for Teaching*
- **4e:** Growing and Developing Professionally

School Survey
- **Parent-staff trust:** Parents feel respected and supported by their child's teachers and school leadership and are treated as partners in educating their children
- **Student-teacher trust:** Teachers build trust by treating students with respect, matching their words and actions and maintaining an open dialogue with students
- **Staff trust:** Relationships between professionals in the system are grounded in social respect—teachers and principals, teacher-to-teacher relationships, and the Central office's relationship with teachers and principals are marked by a genuine sense that all actors are working toward outcomes that are best for students

Connected Resources

- *Trust in Schools: A Core Resource for School Reform* by Anthony Bryk and Barbara Schneider
    - Research Brief
- *Trust Matters: Leadership for Successful Schools* by Megan Tschannen-Moran
- *A School Leader's Guide to Excellence: Collaborating Our Way to Better Schools* (chapter 2) by Carmen Fariña and Laura Kotch
- *Cognitive Coaching: A Foundation for Renaissance Schools* (chapter 5) by Arthur Costa and Robert Garmston
- Moving towards Greatness: One school's improvement journey through the lens of the *Framework for Great Schools*

In addition to the resources listed above, the resources connected to the other five elements are also helpful tools in strengthening trust in a school community. As trust is a key component in shifting and strengthening practice, the resources aligned to the other elements focus on increasing trust through relationships in order to do this complex work effectively.

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[7] Bryk, A. *Organizing Schools for Improvement: Lessons from Chicago*. Chicago: University of Chicago Press, 2010.