**2013-14 Dean of School Culture Scope and Sequence**

**Context**

Creating and sustaining vibrant school culture in every classroom, in every school, and across a network of schools is quite complex. In response to various culture challenges that surfaced a few years back, we gravitated towards a systems-based approach to creating and sustaining school culture. Three years later, we’ve seen both the positive impact and negative ramifications of this decision. By strengthening school-wide behavior management systems, buildings are safer and more time is spent on task. This has led to stronger academic outcomes across our network. At the same time though, we’ve over-relied on reactive systems (the REACH Bar, Merit-Demerit System, send-outs, detentions and suspensions), which has had a significant impact on the tone in our buildings and our relationships with kids and families. Continuing to strengthen leader and teacher skill by focusing on the proactive strategies that ensure students comply with high expectations and are engage in learning is at the core of our work. We strategically widened the lens this past year to better articulate key components of the “what” and “how” of building strong school culture. First, DOSs made significant revisions to their Common Picture manuals to ensure their schools have a comprehensive vision for school-wide routines and procedures (“the what”). While a vision is essential, we knew we must develop a strategy for building teacher skill (the “how”) to ensure that vision becomes reality. The cohort aligned on core Taxonomy skills essential to establishing strong school culture and the elements of effective practice. This work resulted in many “train the trainer” Taxonomy sessions that DOSs turnkeyed at their school sites this summer. To build on the 12-13 work, the cohort will work on two power skills this upcoming year: “*Practice-based PD*” and “*Culture-Focused Coaching*.” Additionally, we will focus on two other strands of work: *“Strengthening the Send-Out and Reentry Process”* and *“Supporting Struggling Scholars.”*

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| **Power Skill or Strand:** | **Rationale for Power Skill or Strand:** | **Owner:** | **Initial Module:** |
| Practice-based PD | Schools have over 100 hours of potential teacher development time between Friday PD and weekly meetings. If we maximized this time with practice-focused PD, we could dramatically accelerate the rate of teacher development and student achievement. | Chi | June |
| Culture-Focused Coaching | Ongoing support of teacher skill development is essential to ensuring strong classroom culture. If we prioritize building teacher skill in classroom management throughout the year, we will see a dramatic decrease in overreliance on systems like send-outs, detentions and suspensions. Please note, this power skill is intended to build on the work done through the Observation-Feedback power skill and will also include elements like Real Time Coaching and video viewing protocols. | Miri and Darryl | September |
| Strengthening the Send-out and Reentry Process | Across our network, a significant number of children are sent out of classrooms daily. While we believe strongly that increased teacher skill will lead to less send-outs, we also want to ensure that this process is structured in a way that leads to successful reentry and sustained engagement in class. | Miri and Darryl | August |
| Supporting Struggling Scholars | 3-5% of our scholars truly require additional preventative and ongoing supports in order to thrive in our school communities. Accurately analyzing their needs and putting strong support plans in place will result in their increased academic success, a minimized impact on the learning of others and additional staff capacity to support elsewhere. DOSs and SSCs will train on this work together and collaborate at school sites. | Miri and Shannon | January |
| Character and Leadership Development | Supporting and cultivating our students’ character and leadership skills is essential to their academic success, college persistence and capacity to thrive in an increasingly competitive world. We will spend the upcoming year developing a K-12 strategy for 14-15 that will be launched in May. | Miri | May |

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|  | **Workshop 1**  **(Day of Practice)**  **9/27 (CT)**  **9/30 (NY)** | **Workshop 2**  **(Day of Practice)**  **11/15 (NY)**  **11/18 (CT)** | **Workshop 3**  **1/8 (ES)**  **1/9 (MS/HS)** | **School Leader Summit**  **1/31 and 2/1** | **Workshop 4**  **(Day of Practice)**  **3/24 (CT)**  **4/4 (NY)** | **Workshop 5**  **5/6 (CT)**  **5/7 (NY)** |
| **Initial Module** (2.5 hours) | Culture-Focused Coaching |  | Internal Excellent School Visits  (ES and MS/HS)  Culture-Focused Coaching  Supporting Struggling Scholars  (Joint session with Team Special Services) | Joint DOS/Principal School Culture Session |  | Character Launch |
| **Session** | Practice Based PD | Culture-Focused Coaching |  |  | Culture-Focused Coaching | Culture-Focused Coaching |
| **Session** | Meeting the Week 8 Goal | Practice Based PD |  |  | Practice Based PD | Practice Based PD |
| **Session** | Strengthening the Send Out and Reentry Process | Strengthening the Send Out and Reentry Process |  |  | Supporting Struggling Scholars  (Joint session with Team Special Services) | Supporting Struggling Scholars  (Joint session with Team Special Services) |