

# How CiTi Instructional Support Services Can Work With Your Organization to Improve Results



179 County Route 64  
Mexico, NY 13114  
315.963.4251

# Contact Information

To discuss any services, please contact:

## **Iraina Gerchman**

*Director of Instructional Support Services*

P: 315.963.4300 | C: 607.244.5953

[igerchman@CITiboces.org](mailto:igerchman@CITiboces.org)



# Services Offered

## Leadership Development

A leadership that has vision, purpose, and unity can move a district further than any “been there, done that” initiative. Through an intensive three year process, districts will work with a leadership coach from CiTi to develop a district identity, collaborative working relationships, and a focused plan of action. Leaders will learn how important it is to carry the same message, measure impact of work, and think systemically.

## Comprehensive Planning

Through the process of Comprehensive Planning we will take a look at the core of high quality planning, data driven decision making, matching strategic actions to identified needs, aligning all the district plans with the core of the district, and designing on-going monitoring and program evaluation. Comprehensive Planning creates a tightly aligned system that produces results.

## Data Action Model

Creating informed decisions that drive productive strategies for classroom change depend on data. Understanding which questions to ask, what data to look at, and how to interpret data that leads to informed decision making is critical to school improvement. The Data Action Model takes the best strategies and distills the data process to 5 steps. The process is clear, simple and effective. Teachers and leaders become empowered to look at the relationship between data and action through a new lens. This training is intended for any district personnel engaged in improving teaching and learning.

## Adaptive Schools

The Adaptive Schools Foundation Seminar offers a practical set of ideas and tools for developing collaborative groups in becoming effective and better equipped to resolve complex issues around student learning. It operates under the assumption that productive teams are developed, not born. The goal of Adaptive Schools Seminars is to develop the collective identity and capacity of organization members as collaborators and inquirers. (Adapted from the Thinking Collaborative)

# Diagnostic Tool for School and District Effectiveness (DTSDE)

This review process provides targeted and specialized assistance in order to build school and district capacity to support sustainable school turnaround. The DTSDE uses multiple means such as interviews, classroom observations and surveys to gather evidence. The protocol includes a rubric, which identifies clear and cogent expectations of the optimal conditions of an effective school and school district across six tenets. These tenets include: District Leadership and Capacity, School Leader Practices and Decisions, Curriculum Development and Support, 11 Teacher Practices and Decisions, Student Social and Emotional Developmental Health, and Family and Community Engagement. The instruments comprising the protocol were created to measure how close or far away a particular school or school district is to the optimal conditions. Once reviewed, the school and school district will engage in creating a Comprehensive Plan to address the areas for improvement.

## Program Evaluation and Auditing

You have worked hard, provided professional development, spent a great deal of money. Is it working? Is the program or initiative actually resulting in improved student achievement? It is essential that you have high quality, objective data which can be examined and from which conclusions can be drawn regarding the current state of affairs and the impact of your work. This data should be gathered from multiple sources including demographics, perceptions, student achievement, and school processes. What needs to be examined? What is the scope of the study? What multiple data points will give you the most accurate, unbiased picture of what is happening? We can work with you to define the questions, collect the data, examine the results, focus the lens, and make recommendations.

## Facilitation Support

To facilitate means “to make easier.” We offer trained facilitators to assist with conducting meetings in which the purpose is dialogue, shared decision-making, planning or problem solving. By using an outside facilitator, all members of a team or meeting are able to participate unhindered. The facilitator directs the processes and protocols used in the meeting, choreographs the energy of the group and helps the group maintain focus on the content and process at hand.

## Teacher Networks

Teacher collaboration supports student learning through an exchange of ideas and strategies. CiTi offers several content-specific Teacher Networks that meet bi-monthly. The focus of these meetings is on instructional practices that are standards-aligned. Integrated into these sessions are strategies for assessment creation, integration of Bloom's Taxonomy and Webb's Depth of Knowledge, technology tools, data analysis, and lesson plan development. Currently we offer Teacher Networks for Foreign Language, Science, Social Studies, ELA and math teachers.

## Job-Embedded Professional Development

Job-embedded professional development supports educators' learning that is grounded in day-to-day practice and is designed to enhance instructional practices with the intent of improving student learning. It is primarily school or classroom based and is integrated into the workday, consisting of assessing and finding solutions for authentic and immediate problems of practice as part of a cycle of continuous improvement. Job-embedded professional development is an ongoing process that makes a direct connection between learning and application in daily practice. It is aligned with state standards for student academic achievement and any related local educational agency and school improvement goals.

## Overcoming the Effects of Poverty

The rise in poverty across the state and county is reflected in a persistent achievement gap for our economically disadvantaged students. Poverty affects learning, but it also affects brain development and cognition. Fortunately, strategies are available that can help overcome some of the learning deficits faced by children from poverty. CiTi offers training in poverty awareness through a simulation practice that allows participants a glimpse into the obstacles faced by families living in poverty. We also offer training on strategies developed through research that promote greater learning for struggling student.

## Instructional Rounds

The rounds process is an adaptation and extension of the medical rounds model. It is a model that embodies a specific set of ideas about how practitioners work together to solve common problems and improve their practice. Through the use of a set of protocols and processes for observing, analyzing, discussing and understanding instruction, practitioners can improve student learning at scale. The process includes teams of practitioners making "rounds," collecting focused observational notes around a problem of practice identified through an analysis of various levels and types of data. This allows for planning of the next level of work focused on what is discovered through the visits.

## School Library System

The School Library System in Oswego County is always available to assist you and your librarian in the development of a quality school library program as indicated in the SLMPE rubric. Research shows that one of the chief characteristics of a high performing school is a quality Library Media Program. Based upon this research, the School Library System has encouraged all the librarians in the county to use this self-assessment instrument to assess the Library Media Program across 25 different “Essential Elements.” The School Library Media Program Evaluation (SLMPE) rubric is also recommended for use by teachers, librarians, students, administrators, parents, and school community members to create Library Media Program self-assessments that include qualitative and quantitative evidence and aid in development of action plans for program improvements that strive to reach “Proficient” or “Distinguished” status in each “Essential Element,” meet higher learning standards, and improve student achievement.

## Instructional Technology Integration

The ITS: Model Schools Team facilitates the immersion of innovative pedagogies into districts by supporting and designing lessons and developing instructional materials to meet the curricular needs of all learners; modeling effective instructional design using innovative technologies to support higher levels of learning; providing learning opportunities for embedded individualized learning to enhance classroom instruction; and examining emerging technologies in teaching and learning. Educators can borrow materials, once trained, from ITS: Model Schools including MakeyMakey, LEGO Robotics, MinecraftEDU licenses, and Cubelets.

## Arts-In-Education

This department will work directly with teachers or administrative staff to find and coordinate programming that enriches and strengthens curriculum specific to your district needs. With enrichment programming, students are able to fully engage in the content because they are exposed to real world examples paired with experts in the field. Each program can be designed to meet specific learning goals that are standards based and provide students with experiences that help them to grasp the content in new and exciting ways.





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