Analyze: Tenet 1 Systems and Structures Inventory
Facilitator Guidance Document

Why It's Important

- Schools and districts are best positioned for Continuous Improvement to occur when they carefully consider how to develop effective systems and structures to promote growth and respond to needs.
- Effective schools are organized to ensure that efforts, structures, people, and resources are aligned around a clear schoolwide vision and a shared understanding of why this drives everyone's work.
- Effective schools have embedded established systems, structures, protocols, and processes into the culture of the school so that there is a common understanding that these protocols and processes are the way in which things are "done" at the school.
- The Tenet 1 Systems and Structures Inventory is rooted in Tenet 1 of the DTSDE Framework and is a means for SCEP Development Teams to consider the extent to which systems and structures are established within their building. School teams are encouraged to review the Framework as they complete this document.

How the Systems and Structures Inventory Fits into the Improvement Planning Process

- The Tenet 1 Systems and Structures Inventory is one of the three *Analyze* activities within the Improvement Planning process. This should be done after *Envision* and before *Listen*.

Needs Assessment and Plan Development Activities	Envision: Exploring the Vision, Values and Aspirations for the school	Analyze: Internal and External Data	Analyze: Survey Data	Analyze: Completing and Discussing the Tenet 1 Inventory	Listen: Interviewing Students	Putting it all Together: Completing the SCEP Planning Document	Writing the Plan	Plan Approval and Next Steps

- While the *Analyze* activities can occur in any order, teams may find it helpful to complete the Tenet 1 Systems and Structures Inventory after analyzing local data and survey data so that they can incorporate some of the observations from those activities when completing the Inventory.

Facilitator Guidance

Potential to Customize and Adapt

The facilitator or team may modify the structure of the meeting outlined under "Conducting Your Meeting," based on the needs of the school; however, for schools identified for CSI, ATSI, and TSI, at least one of the inventories provided must be completed.

The facilitator should read through the outline below in advance of the meeting to determine if or where adjustments may be appropriate.

Prior to the Meeting

1. Share the article, **Five Strategies for Creating a High-Growth School** prior to the meeting.   If you are having an in-person meeting, print multiple copies of the article to distribute during the meeting.
2. Encourage team members to read the article before the meeting. The purpose of this is to establish common language and understanding around systems thinking in schools.   Within the article are five strategies that help establish and support school systems:

- *Limit Goals and/or Initiatives to Focus on Student Learning.*
- *Strategically Leverage Time and Resources.*
- *Develop a Balanced Assessment Approach*.
- *Use Multiple Measures, Including Growth Measures, to Inform Improvement and Accountability, Empower Teachers, and Develop Leaders.*

3. Distribute Tenet 1 of the [DTSDE Framework](#) and [Phases of Implementation](#)

Conducting Your Meeting (Approximately 80 minutes total)

Activate Prior Knowledge and Introduce Concept (5 minutes)

1. Review the **[Five Strategies for Creating a High-Growth School](#)** article. Pass out copies if applicable. Ask one or two discussion questions such as:
   - *"What resonated with you from the article?"*
   - *"Where do you see our school in relation to some of the practices described?"*

2. Share with the team that today we will be exploring systems and structures within our school by examining closely one or two ways in which our school is positioned for success through its systems.

3. Provide norms for the conversation, such as:
   - Consider avoiding statements that represent deficit thinking: *We don't do..., This isn't…, We are not good at...*
   - Use statements that focus on what is in place currently: *We have begun to…, We are in the process of…, This has not been considered at this time.*

4. Identify a Timekeeper, Recorder, Equity & Inclusion Advocate and Norm Checker for the conversation. The Timekeeper will ensure that the team moves to "Debrief" approximately 15 minutes before the end of the meeting, the Recorder will be responsible for capturing the team's final thoughts and distributing back to the team after the meeting, and the Norm Checker will be responsible for reminding the group of the norms if they are not being followed. The Equity & Inclusion Advocate will have the responsibility of encouraging the group to consider how what is being discussed fits into consideration of all groups of students.

Explore Systems (65 minutes total)

Choose What to Explore (5 minutes)

1. Distribute the Tenet 1 Systems and Structures Inventory document to all members of the team.

2. There are 5 potential systems to explore:
   a. Systems for Ongoing Evaluation
   b. Systems for Intervention, Identification, and Support
   c. Systems for Attendance
   d. Systems for Culture
   e. Systems for Staff Collaboration and Support

   Ask team members to flip through the document and identify which **one system** they would like to explore.

3. Ask team members if they would like to limit the discussion to one system or aim to explore a second. If the team would like to discuss a second system, the team should shift to that discussion after 30 minutes. The Timekeeper will need to ensure that the team stays on track based on how they decide to allocate this time.

Explore the System(s) Chosen (60 minutes total – 30 minutes each if exploring two systems)

1. Pick one question for whole group discussion. Read the question and allow the team about 30 seconds to individually reflect on the school's strengths within that practice as well as potential opportunities for growth. Encourage each team member to identify at least one thing to share with the group.

2. Begin sharing as a group.

3. Have the Recorder capture ideas shared.

4. After discussing one question together, determine how the team would like to complete the remaining questions:
   - Continue with whole group discussion,
   - Have participants first consider each question individually, write down their ideas, and then share with the whole group, or
   - Divide into smaller groups to consider each question and then share out with the larger group.

5. During the discussions of individual questions, the facilitator may find it helpful to ask one or more of the prompts below to connect the discussion to systems and structures:
   - *Is this universally accepted as the way things are done, or is this dependent on the teacher?*
   - *Is what we are describing working? How do we know it is working?*
   - *Would students benefit if we explored this system more?*

6. After all of the questions have been answered, have the team collaboratively develop a list of "Noticings" and "Wonderings" based on themes or observations discussed.

7. Explore additional systems as time permits.

Debrief (15 minutes)

1. After exploring at least one of the five systems, the facilitator can move the discussion to focus on next steps by asking a series of debriefing questions:
   - *Is there anything that we learned today that sheds more light on ideas we explored during the other Analyze sessions?*
   - *Are there things from this discussion that we want to incorporate into our student interviews in order to gain students' perspectives? How would that work?*
   - *Would putting more attention to this system move us closer to the school we imagined during our Envision activity? How would that work?*
   - *Would we benefit from exploring the systems that we didn't discuss today? How would that work?*
   - *How does what we learned from the* **Five Strategies for Creating a High-Growth School** *article regarding limiting the number of initiatives fit into what we may consider next?*

2. The facilitator should thank the group for their time and remind them of the next scheduled meeting. Following the meeting, the Recorder should email the Noticings and Wonderings from the meeting to team members.

Considerations to Promote Equity and Inclusion

As the team explores its systems, structures, protocols, and processes, there may be barriers that need to be addressed so that these systems and structures minimize gaps and create opportunities that promote diversity, equity, and inclusion.

In addition to making sure that all students are considered as part of the Tenet 1 Systems and Structures Inventory activity the team completes, the following reflective questions are offered as suggestions for teams to consider:

- What barriers exist in our systems, structures, protocols, and processes that prevent access, equity, inclusion, and meaningful participation for all individuals and groups of students?
- What strengths and opportunities for growth do we find in our systems when using an equity and inclusion lens?

- Do we regularly examine our systems to specifically probe for diversity, equity, and inclusion?

Teams may also find the Department's resources on [Culturally Relevant and Sustaining Practices](#) and the Board of Regents' [Framework on Diversity, Equity, and Inclusion in New York's Schools: A Call to Action](#) useful in exploring this topic further.

Tenet 1 Systems and Structures Inventory

SCEP Development Teams from schools identified for CSI, ATSI, and TSI should complete at least one of the five systems inventories that follow.

Part A: Systems for Ongoing Evaluation

Guiding Inquiry	Strengths	Opportunities For Growth
In what ways do our measurable goals drive decision-making?		
How are we inputting, storing, organizing, and ultimately accessing data in a way that allows for identifying schoolwide trends to monitor progress and practices?		
How do teacher observations and academic data inform training needs and professional development for staff?		
How do we know we are making progress toward our goals? When and why do we make mid-course corrections based on our findings?		
In what ways do we incorporate grade-level and content-specific goals that support the achievement of school-wide goals?		
How systematized is our process for knowing that our academic intervention and enrichment programs are effective?		

Part B: Consolidate Thinking

Noticings	Wonderings

Part A: Systems for Intervention, Identification, and Support

Guiding Inquiry	Strengths	Opportunities For Growth
When we see that students are struggling, how standard is our process for distinguishing between the need for revisiting tier 1 instruction and the need for providing additional support and intervention?		
How systematized is our process for referring students for additional social-emotional support?		
How systematized is our process for referring students for additional academic support?		
How systematized is our process for monitoring additional support to know if it is working? How well do we measure impact?		
Other than individual supports for students, how do we use behavior data?		

Part B: Consolidate Thinking

Noticings	Wonderings

Part A: Systems for Attendance

Guiding Inquiry	Strengths	Opportunities For Growth
How customized is our approach to responding to student attendance?		
How do our formal processes allow us to promote attendance by making connections beyond individual student data, especially for individuals within the same family?		
In what ways does our school provide regular recognition to students and families who have good and improved attendance?		
In what ways do school staff frequently monitor the attendance and academic data for students who are identified as being at-risk for being chronically absent?		
In what ways does our school examine students' previous year's attendance patterns?		

Part B: Consolidate Thinking

Noticings	Wonderings

Part A: Systems for Culture

Guiding Inquiry	Strengths	Opportunities For Growth
How are we monitoring and promoting school connectedness? How systematized is our approach when we worry that a student may not feel connected to the school?		
In what formal and informal ways are we promoting positive student-to-student interactions and student-to-student problem solving?		
How deliberate are our efforts to be sensitive to student and adult stress? How do we ensure our expectations are both high and reasonable?		
In what ways are we ensuring the learning environment is inclusive to all students' backgrounds, cultures, and self-to-world connections?		
What systems exist for students to provide feedback at the classroom level and at the school level? How do we know that what we do with this feedback addresses their needs?		
How do we ensure parents have equitable and continual input on the academic and SEL process within the school?		

Part B: Consolidate Thinking

Noticings	Wonderings

Part A: Staff Collaboration and Support

Guiding Inquiry	Strengths	Opportunities For Growth
What formal systems exist for staff to influence the direction of the school? How are we allowing a diverse set of voices to participate in these conversations?		
In what ways do we create and encourage opportunities for teacher teams to meet across grade levels, content areas, and subgroups?		
How do we encourage, create, and support continual opportunities for teachers to seek out and apply ideas for improving practice from supervisors, coaches, colleagues, and professional development activities?		
In what formal ways do we support and value new teachers?		
In what formal ways do we support and value veteran teachers?		

Part B: Consolidate Thinking

Noticings	Wonderings

Systems and Structures Resource Appendix

Systems for On-going Evaluation:	Culture Shifts:
Collect and analyze data about current and past practices Data Protocols Teacher observations and Walkthrough data How To Build Internal School Systems and District Systems Walkthrough data Weekly or bi-weekly progress monitoring	Elevating Student Voice in Education CR-S Framework Inclusive Classroom Climate School Parent and Family Engagement Policy Checklist Guidance Document: Parent and Family Engagement: Title 1, Part A Strengthening Multilingual Learner Instruction Impact of Family Engagement
Attendance: Daily attendance data Surveys	**Staff Collaboration and Support:** Learning from Instructional Rounds New Teacher Induction Standards

Data Use Among Principals and Teachers

Resources
Albiladi, W.S., et.al. (2020). Data use among principals and teachers: Divergent paths or common ground? Implications for the leadership preparation programs. Journal of School Administration Research and Development, 5, 63-76.

The Center on School Turnaround. (2017). Four domains for rapid school improvement: A systems framework [The Center for School Turnaround at WestEd]. San Francisco, CA: WestEd.

Dunetz, M. and Farrell, T. (2014, June 24). Systems are Key to School Success | New Visions for Public Schools.

Levene, J. (2016, Sept.15). Solving the problem with problem-Solving meetings. Professional Development Harvard Division of Continuing Education. https://professional.dce.harvard.edu/blog/solving-the-problem-with-problem-solving-meetings/

Shaked, H. and Schechter, C. (2018, February). *Holistic school leadership: Development of systems thinking in school leaders*. Teachers College, Columbia University.

SOAR Learning and Leading Collaborative. (2015). Five strategies for creating a high-growth school.