

**S/CDN EXECUTIVE COMMITTEE MEETING WITH DR. DAVID STEINER,  
PRESIDENT OF THE UNIVERSITY OF THE STATE OF NEW YORK AND COMMISSIONER OF EDUCATION  
FEBRUARY 18, 2010**

**HISTORY OF S/CDN** – S/CDN was established in 1986 by NYSED, BOCES and the Big Five as a response to the need for a statewide network that could disseminate information and provide training on curriculum, instruction, and assessments across NYS in a consistent manner. This network would also be a vehicle for NYSED’s dissemination of policies and information to districts statewide. S/CDN was originally funded by the NYSED. As the network became self sustainable the budget and operations were transferred to the network’s leadership committee.

**MEMBERSHIP** – S/CDN members are appointed by District Superintendents in the BOCES and Deputy Superintendents in the Big Five cities. Members consist mainly of Assistant Superintendents, Directors and or Coordinators of programs. Most S/CDN members have direct supervision of professional development programs for their district, BOCES and support BOCES component districts.

**MEETINGS** – S/CDN schedules four 2 day meetings each school year that generally take place in September, December, March and June. The agendas for the meetings are developed jointly by NYSED and the S/CDN Executive Committee. S/CDN membership was surveyed during the 2008-09 school year and the results indicated the importance of this collaboration and getting information from NYSED to disseminate to the field. S/CDN members greatly appreciate meeting time that is used to provide NYSED with feedback on initiatives that are under development. The S/CDN Executive Committee would like to engage newly appointed Senior Deputy Commissioner, Associate and Assistant Commissioners and staff in their future meetings (i.e., S/CDN breakfast Meetings).

<b><i>SED REFORM AGENDA</i></b>	<b><i>ALIGNMENT TO RACE TO THE TOP</i></b>	<b><i>S/CDN REFORM AGENDA: S/CDN ROLE</i></b>
1. Curriculum and Professional Development: Provide students with a world class curriculum and align professional development to the new curriculum.	<u>Section B</u> Standards and Assessments – Developing and adopting common standards	S/CDN has been the primary network that has disseminated new standards, curriculum and professional development to the K-12 field in a consistent manner. As a self-sustained statewide network (mainly assistant superintendents for curriculum and instruction), this is possible as it

<b>SED REFORM AGENDA</b>	<b>ALIGNMENT TO RACE TO THE TOP</b>	<b>S/CDN REFORM AGENDA: S/CDN ROLE</b>
<p>1. Curriculum and Professional Development: Provide students with a world class curriculum and align professional development to the new curriculum.</p>	<p><u>Section B</u> Standards and Assessments – Developing and adopting common standards</p>	<p>includes representatives from all BOCES, the big four, and NYC. This network has the experience of developing and implementing professional improvement modules and implementing them in a consistent manner throughout the entire state. Some examples of roll out activities include – NYS standards and assessment, PE tool kit, Science Regents’ Part D training, 4 &amp; 8 regional scoring, 3-8 assessments workgroups and regional scoring, statewide Professional Development, Professional Development Plan (PDP), Annual Professional Performance Review (APPR), Comprehensive District Education Plans (CDEP), among others.</p> <p>S/CDN is ready to continue to do this work in collaboration with the NYSED and other key partners. S/CDN would like to be included in the development process of standards and assessments. S/CDN members also have the infrastructure through the BOCES and Big Cities to bring together practitioners’ forums to provide feedback on common core standards.</p>
<p>2. Assessment: Allow for student preparedness and provide data for decision making.</p>	<p><u>Section C</u> Data Systems to Support Instruction</p>	<p>S/CDN through its representatives has in the past supported NYSED’s strategy on data systems. Upon the development of the NYstart system, S/CDN members were taken through a Train the Trainer program and were instrumental in taking the information out to districts statewide.</p>

<b>SED REFORM AGENDA</b>	<b>ALIGNMENT TO RACE TO THE TOP</b>	<b>S/CDN REFORM AGENDA: S/CDN ROLE</b>
2. Assessment: Allow for student preparedness and provide data for decision making.	<u>Section C</u> Data Systems to Support Instruction	<p>In addition, many of S/CDN members oversee Co-Sers on data analysis through their local BOCES. The RICs have representation at S/CDN as well. S/CDN is always looking for ways to strengthen the use of data to support instruction. S/CDN representatives often bring together data analysts, embedded staff developers and school teams to analyze data and target professional development and instruction.</p> <p>S/CDN is ready to continue to support the NYSED in the roll out and dissemination of information regarding a robust Pre K – 20 data system that includes both formative and summative assessment results.</p>
3. Teacher Preparation and Effectiveness: Transform teacher preparation to focus on outcome measures by performance-based assessments.	<u>Section D</u> Great Teachers and Leaders	<p>S/CDN members are staff developers and/or oversee staff development activities for teachers and school leaders across the state. S/CDN members provide ongoing support to districts across the state in the areas of staff development that includes both the development and implementation of staff development programs for teachers. S/CDN members have experience in providing ongoing teacher professional programs in curriculum, instruction and assessment practices aligned with best practices and research.</p> <p>S/CDN can partner with Institutions of Higher</p>

<b>SED REFORM AGENDA</b>	<b>ALIGNMENT TO RACE TO THE TOP</b>	<b>S/CDN REFORM AGENDA: S/CDN ROLE</b>
<p>3. Teacher Preparation and Effectiveness: Transform teacher preparation to focus on outcome measures by performance-based assessments.</p>	<p><u>Section D</u> Great Teachers and Leaders</p>	<p>Education (IHE's) to develop programs that are focused on the art of teaching. S/CDN members are also open to explore, develop and implement Pilot programs across the state in BOCES to develop teacher preparation programs that have a greater focus on the practical and technical skills of the art of teaching. BOCES settings can be ideal in preparing teachers as they have accomplished educators who can serve as "round leaders" in a clinical supervision model for both pre-service and in-service in general Education. BOCES are also well positioned to support educators to work with special populations such as students with disabilities, Career Technical Education and limited English proficient/English language learners which have not been a focus of higher education teacher preparation programs and can provide the practical setting for teachers to work with these student populations. S/CDN is also interested in being an active participant in developing any mentor programs that have a focus on performance based practices. S/CDN will have a representative on NYSED's sub-committee for Teaching Standards.</p>
<p>4. Replace Failing Schools: Exercise authority to close chronically underperforming schools and work to implement a plan to improve student outcomes.</p>	<p><u>Section E</u> Turning Around the Lowest Achieving Schools</p>	<p>Many of S/CDN members have been involved in the SURR process, SQR process, and other processes to review and assess low performing schools. District Superintendents have led teams in the review of the schools farthest away from</p>

<b>SED REFORM AGENDA</b>	<b>ALIGNMENT TO RACE TO THE TOP</b>	<b>S/CDN REFORM AGENDA: S/CDN ROLE</b>
<p>4. Replace Failing Schools: Exercise authority to close chronically underperforming schools and work to implement a plan to improve student outcomes.</p>	<p><u>Section E</u> Turning Around the Lowest Achieving Schools</p>	<p>achieving state standards that often include S/CDN members. This work can be expanded by using S/CDN as a “think tank” to continue to develop programs to turn around the lowest performing schools. S/CDN has a lot of expertise and experience in this area – both representing BOCES and the big 5 cities. The infrastructure and expertise to provide ongoing technical assistance, data analysis, targeted professional development, and engage the district’s community in making changes in school systems is among S/CDN membership. As an example, S/CDN members worked collaboratively in developing an AIS program assessment tool that was rolled out to S/CDN membership and used statewide. This tool was used to improve AIS services for low performing students. S/CDN was also a partner in NYSED’s effort to bring the networks together – NYSED’s Professional Development Initiative.</p> <p>S/CDN can support the NYSED in building and maintaining a comprehensive system of supports that is not directly NYSED funding dependant – some systems of support have been provided through state contracts that expire. S/CDN representatives are working through the BOCES and big 5 to improve student achievement. Funding may include BOCES services purchased by districts and multiple funding streams in the big</p>

<b>SED REFORM AGENDA</b>	<b>ALIGNMENT TO RACE TO THE TOP</b>	<b>S/CDN REFORM AGENDA: S/CDN ROLE</b>
4. Replace Failing Schools: Exercise authority to close chronically underperforming schools and work to implement a plan to improve student outcomes.	<u>Section E</u> Turning Around the Lowest Achieving Schools	cities. State funded contracts often become an impediment to continuing school improvement work as groups often have a very narrow focus whereas BOCES and Big 5 cities focus on ALL STUDENTS.
5. Raise Graduation Rates for At-Risk Students	<u>Section E</u> Turning Around the Lowest Achieving Schools	<p>S/CDN members have worked on projects over the years in collaboration with NYSED and other agencies within the USNY system to increase graduation rates for “at risk” students. Some activities include the Diploma Destination and the Governor’s Dropout Summit. S/CDN members are highly aware of the research on dropouts and the fact that there are many factors that affect low graduation rates. Among the factors found in the literature are lack of student engagement, lack of sufficient credits for the grade, low reading skills, lack of interesting and challenging curricula, lack of family involvement, among other factors. Research is clear on the fact that teachers and leaders can make a difference in student achievement.</p> <p>S/CDN can be instrumental in disseminating new standards, providing consistent PD across the state on new standards and assessments, and creating programs to increase graduation rates for “at risk’ populations.</p>
6. School Leader Preparation	<u>Section D</u> Great Teachers and Leaders	S/CDN members have experience in planning and implementing professional development programs

<b>SED REFORM AGENDA</b>	<b>ALIGNMENT TO RACE TO THE TOP</b>	<b>S/CDN REFORM AGENDA: S/CDN ROLE</b>
6. School Leader Preparation	<u>Section D</u> Great Teachers and Leaders	<p>for leaders that are ongoing. Among these are exemplary programs that NYSED can look upon for alternate programs to support NYSED. S/CDN members are ready to continue the conversation in developing programs for school leaders.</p> <p>S/CDN will have a presentation by Jean Claude Brizard, Dr. Samuel Walton, and Dr. Robert McClure on the Wallace Foundation Leadership Academy during the March S/CDN meeting and is ready to engage in a conversation with this group and NYSED on how this work can be used across the state. S/CDN members are also interested in extending their collaborations to include IHE's and supporting their programs to address the current needs of "at risk" populations.</p>
<b>OTHER AREAS OF INTEREST TO S/CDN</b>		
<b>CURRENT FINANCIAL CRISIS</b>	<p>S/CDN members are concerned about current fiscal condition of the state and interested in developing processes and systems to support NYSED in finding creative ways for districts to deal with current economic situation. Some areas that S/CDN members would like to consider are inequities in formulas and state budget cuts. S/CDN members are also concerned about network funding ending. S/CDN members can bridge the gap with networks that are funded by NYSED (i.e., RSE-TASC) as the funding ends and continue to support districts in school improvement activities beyond network contract funding ending. Often S/CDN members oversee and supervise staff in state funded contracts; this allows for a closer coordination and collaboration on school improvement initiatives.</p>	

