



Citywide Professional Services
2015-2016

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Historical Experience and Impact

The Center for Educational Innovation was founded in 1989 to advance quality public education in New York City and other communities across the United States. The organization has a long history of creating successful public schools and educational programs. CEI's success is focused on promoting teamwork and collaboration to ensure for the success of the students.

CEI has built its reputation on transforming schools and communities, anchored in innovation by providing quality, hands on, customized support, staffed by experienced leaders. Most recently, what began as providing support for 53 schools, grew into 207 Principals selecting CEI as their Partnership Support Organization. The Team accomplishes this by improving the skills of teachers and school leaders and ultimately creating high performing professional learning communities where all children can succeed by receiving differentiated support. CEI recognizes the importance of Educational Renewal to increase student performance and narrow the performance gap.

CEI looks forward to providing support for the implementation of the new reform agenda being implemented by the Chancellor's team, Community Districts, Superintendents and School Leaders. Service offerings presented in this document will complement and support the work of the Chancellor's Office. The Center for Educational Innovation is prepared to align its human capital and resources to support the Capacity Framework, the Renewal agenda and Citywide Instructional Expectations.

**The Six Elements of the Capacity Framework:
Effective School Leadership, Collaborative Teachers, Rigorous Instruction, Supportive
Environment, Strong Family-Community Ties**

The Center for Educational Innovation will work with school leaders to provide differentiated, customized support through our wide range of services to **complement** and **support** the implementation of the vision of the New York City Department of Education. CEI is committed to support the Capacity Framework in the following ways:

School Support and Accountability:

- **Conduct comprehensive needs assessments**
- **Develop instructional goals**
- **Facilitate the analysis of all data including state reviews, Quality Reviews, PPO's, NYC School Quality Reports**
- **School improvement planning and implementation**
- **Improving pedagogy through the common language of the Danielson Framework for Teaching**
- **Strengthening the Implementation of a comprehensive literacy program**
- **Provide training and support to improve and enhance service to special populations including SWD's via training for CTT/ICT teachers, exploration of interventions**
- **Strengthening services for English Language Learners based on Part 154 and the Blueprint**
- **Strategies to engage students and creating lifelong learners**

Foster professional learning communities:

- **Differentiated professional development planning**
- **Provide capacity building and support for teacher leaders and teams including specific training in the inquiry process, LASW protocols, curriculum mapping , data protocols**
- **Provide training in distributive leadership, facilitating collaboration, and School leadership Team planning.**
- **Provide guidance, planning and training to ensure for a strong parent engagement including family literacy and community collaborations.**
- **Provide support for full service schools and extended day**

Accountability for the shared goal of building capacity to drive student achievement:

- **Provide support and training for all members of the school community**
- **Provide training in analysis of all assessments including MOSL and local assessments**
- **Facilitate the strengthening of curriculum maps with multiple points of entry**
- **Strengthening delivery of the common core, comprehensive literacy, and differentiated interventions.**

Support collaboration and establish a common language for improvement:

- **Establishing and supporting the language of the Quality Review**
- **Facilitate discussions on research based best practice**
- **Provide opportunities for peer to peer sharing of exemplary lessons**
- **Strengthening the implementation of the Danielson Framework for Teaching, NYC APPR, Measures of Teacher Practice MOTP.**
- **Facilitate vertical and horizontal articulation**

Support students and their communities throughout the school day and beyond:

- **Facilitate training and support on the benefits of full service schools**
- **Support the facilitation of a Community School Advisory Board**
- **Provide and manage the planning, scheduling, and logistics of school based after school program design**
- **Support the alignment/coherence of after school programs**
- **Support community and stakeholders collaboration to schools and districts**

Preparing every New York City public school graduate to compete in the 21st century workplace:

- **Implementation of the K-12 college and career readiness plan**
- **Strengthen guidance protocols to ensure access for all students**
- **Support Guidance personnel in the college admissions process, enhancing differentiated guidance protocols**
- **Facilitate university partnerships including college visitation programs**
- **Implement and strengthen CTE programs including the expansion of exemplary models**
- **Training in the innovative use of Instructional Technology K – 12**

***Detailed offerings available at:**

<http://www.thecci-pea.org/programs-initiatives/citywide-professional-services/>

**Customized Support, Technical Assistance and Professional Development to be offered to
Superintendents and School Leaders in the following areas:**

- ✓ **Support for Struggling Schools**
 - Support for SIG Schools, Renewal Schools, Priority and Focus Schools Understanding AYP, Setting Goals, Using Data to Drive Instruction, Creating a Culture for Data
 - Creating your SCEP/CEP
 - Creating your Professional Development Plan aligned with your School, District Goals and Citywide Expectations
 - Strengthening Teacher Teams and the Inquiry Process
 - Teacher Improvement Planning
 - Mentoring New Leaders
 - Support for Assistant Principals

- ✓ **Support for All Leaders**
 - Quality Review Process and Rubric I & II
 - Danielson Framework for Teaching: Teacher Evaluation and Advance I & II
 - Budget SOP and Operational Issues
 - Master Scheduling / Programming for a Strong Instructional Program
 - Leadership Styles: What Kind of Leader Are You
 - Instructional Rounds
 - Pre K Classroom Environments Designed for Success
 - Common Core Aligned Comprehensive Literacy K – 12
 - Accountability / Data Training: Analyzing State and City Reporting
 - Technology, Computer and Network Security

- ✓ **Citywide Advisory Groups: Peer to Peer Roundtable Series**
 - Support for English Language Learners: Compliance, Instructional Practices and Collaborative Planning for Success
 - Support for Students with Disabilities: Compliance, Instructional Practices and Collaborative Planning for Success
 - Common Core Critical Friends Roundtable for Coaches
 - STEM Support
 - Elementary, Middle and High School Cohorts, Collaborative Planning and Resource Development Sessions
 - Student Support Services Roundtable
 - Attendance Teacher/Team Roundtable
 - Borough wide ACS Expos
 - Parent Engagement / Parent Coordinators Roundtable
 - Strengthening the Arts in Your School: NYC Resources and Partnerships

- ✓ **Support for Middle Schools**
 - Reading Interventions for Middle School
 - Interdisciplinary Planning for Teacher Teams
 - Leadership Support and 1:1 Mentoring

- ✓ **Support for High Schools**
 - CTE
 - College and Career Readiness
 - Interventions for non-readers, under credited and special populations
 - Attendance Intervention and Prevention
 - Content Area Common Core Curriculum Alignment
 - Instructional Technology Integration
 - Developing University and Community Partnerships

- ✓ **Support for Students with Disabilities**
 - Special Education Compliance
 - Alternative Assessment Training
 - Curriculum Mapping and Lesson Plan Development
 - Collaborative Teaching
 - Reading Interventions for Struggling Readers
 - Wilson Reading Training

- ✓ **Response to Intervention Training**

- ✓ **Support for Teachers of English Language Learners**
 - Assessing New Arrivals
 - Staffing and Reorganizing for Serving ELL's
 - Support for Dual Language Program Staff
 - Support for Bilingual and ESL Teachers

- ✓ **Instructional Technology Workshops and Technical Support**
 - Instructional Technology Planning to Enhance Student Outcomes
 - Conducting a Technology Audit and Technology Inventory
 - Product Support and Implementing a Technology Intervention with Fidelity
 - Using Interactive White Boards to Enhance a Lesson
 - Using Web Resources to enhance a Unit of Study
 - Using Technology to Increase Student Engagement and Family Engagement
 - Support for School Based Single Points of Contacts, SPOCS

- ✓ **Operational Issues: Workshops and Onsite Technical Support**
 - Allocating Resources and Maximizing a Budget
 - Preparing a Budget
 - Grant Writing and Funding Special Projects

- ✓ **Pre-Kindergarten and Early Childhood**
 - **Setting up a New Pre-K Classroom**
 - **Enhancing the Pre-K Environment for Success**
 - **Support for New Leaders**

- ✓ **Citywide Professional Development Conferences**
 - **Election Day**
 - **Pre K Non Attendance Days**
 - **High School Chancellor’s Day**
 - **Brooklyn Queens Day**

- ✓ **Intensive Support / Full School Reform**
 - **Customized differentiated school based support: full school reform, including extensive supervisory support for the Principal and Assistant Principals**
 - **Conducting a Needs Assessment, Instructional Planning and Data Analysis**
 - **Providing Hands On Leadership Development**
 - **Strengthening Curriculum and Instruction**
 - **Supporting Chancellor’s Instructional Expectations and Capacity Framework**
 - **Facilitating Instructional Technology Planning**
 - **Strengthening Parent and Community Engagement**

- ✓ **Project BOOST (Building Options and Opportunities for Students)**
 - **Prevention program targeted at late elementary and middle school students who have demonstrated academic talent but come from disadvantaged neighborhoods where they do not have the opportunity to develop their talent. Project BOOST’s main goal is to help participating students gain admission to quality high schools upon completion of the project (eighth grade). “Quality high school” is defined as competitive and specialized high schools, including local educational option schools and private schools, as well as independent schools (both commuter and residential) and parochial schools.**
 - **To accomplish this goal, Project BOOST schools provide students with academic and cultural enrichment experiences, test prep services, academic guidance, and community service opportunities**