

**Crosswalk of Diagnostic Tool and Other NYSED Materials and Protocols**

**Tenet 1 - District Leadership and Capacity:** The district examines schools systems and makes intentional decisions to identify and provide critical expectations, supports and structures in all areas of need so that schools are able to respond to their community and ensure that all students are successful.

Document or Materials Used/Referenced to Create the Statement of Practice	<b>1.1</b> The district has a comprehensive approach for recruiting, evaluating and sustaining high-quality personnel that affords schools the ability to ensure success by addressing the needs of their community.	<b>1.2</b> The district is organized and allocates resources (i.e., financial, staff support, materials, etc.) in a way that leads to appropriate levels of support for schools based on the needs of the school community, which promotes school improvement and success.	<b>1.3</b> The district leadership has a comprehensive explicit theory of action about school culture that robustly communicates high expectations for addressing the needs of all constituents.	<b>1.4</b> The district has a comprehensive plan to create, deliver and monitor professional development in all pertinent areas that is adaptive and tailored to the needs of individual schools.	<b>1.5</b> The district promotes a data-driven culture by providing strategies connected to best practices that all staff members and school communities are expected to be held accountable for implementing.
Tri-State Rubric					
ISLLC		Educational Leadership Policy Standards: ILLC 2008, page 6, #3; Standard 3, page 14.	Educational Leadership Policy Standards: ILLC 2008, Improving Leadership Standards 1 and 2, page 6; Setting Common Expectations Section, page 16; Standard 1, page 14	Educational Leadership Policy Standards: ILLC 2008, Improving Leadership Standards2, page 6	Educational Leadership Policy Standards: ILLC 2008, Standard 2, page 14
Teacher Standards		Standard IV: Learning Environment; Element IV.4, page 22	Standard III: Instructional Practice, Element III.3, page 15; Standard VI: Professional Responsibilities and Collaboration, Element VI.2, page 28	Standard VII: Professional Growth, Element VII.I, page 32	Standard V: Assessment for Student Learning, Element V.2, page 24
SEDL				How is SEDL Relevant to ESD/SVP?, Bullet 7, Slide 5	
CPRE: District Role in Building Capacity	The District Role in Building Capacity: Four Strategies, CPRE Policy Brief; Building Teacher Knowledge and Skills, School-Based Support, Teacher Leaders, Teacher Participation in Development; pages 4-5	The District Role in Building Capacity: Four Strategies, CPRE Policy Brief; Targeted Intervention: Schools and Students, page 6	The District Role in Building Capacity: Four Strategies, CPRE Policy Brief; Sidebar 1, Data School District, page 4	The District Role in Building Capacity: Four Strategies, CPRE Policy Brief; School-Based Support, page 4	The District Role in Building Capacity: Four Strategies, CPRE Policy Brief; Data, Data and More Data, page 3
Data-Driven Rubric				Data Driven Culture #4	Data Driven Culture #4
PTA Nat'l Standards for Family-School Partnerships Assessment Guide		Standard 6: Collaborating with the Community, page 64	Standard 2: Communicating Effectively, pages 45-48		
ELL Bilingual PET Procedural Manual/Self Assessment Instrument	Self Assessment Instrument: II. Leadership, Requirement A, Objective 3, page 10	Self Assessment Instrument: II. Leadership, Requirement A, Objective 1, page 10; X. Resource Allocation Review, Requirement A, Objectives 1 and 2, page 42	Self Assessment Instrument: II. Leadership, Requirement A, Objective 3, page 10	PET Procedural Manual: VII. Professional Development, page 18	Self Assessment Instrument: V. Assessment District Planning, Requirement B, Objective IB, page 25
SQR					
RSE-TASC Walk-through Tool					
Tripod					
Ed. Expert	X	X	X	X	X

**Tenet 2 - School Leader Practices and Decisions:** Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.

Document or Materials Used/Referenced to Create the Statement of Practice	<b>Statement of Practice 2.1:</b> The district works collaboratively with the school to provide opportunities and supports for the school leader to create, develop and nurture a school environment that is responsive to the needs of the entire school community.	<b>Statement of Practice 2.2:</b> Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).	<b>Statement of Practice 2.3:</b> Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.	<b>Statement of Practice 2.4:</b> Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	<b>Statement of Practice 2.5:</b> The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.
Tri-State Rubric					
ISLLC	Educational Leadership Policy Standards: ILLC 2008, Standard 1, page 14	Educational Leadership Policy Standards: ILLC 2008, Standard 1, page 14	Educational Leadership Policy Standards: ILLC 2008, Standards 2, 4 and 6, pages 14-15	Educational Leadership Policy Standards: ILLC 2008, Standard 3, page 14	Educational Leadership Policy Standards: ILLC 2008, Standard 2, page 14
Teacher Standards	Standard VI: Professional Responsibilities and Collaboration, Element VI.2, Indicator C, page 28	Standard VII: Professional Growth, Elements VII.1 and VII.2, pages 32-33	Standard III: Instructional Practice, Element III.3, page 15; Standard VI: Professional Responsibilities and Collaboration, Element VI.2, page 28	Standard IV: Learning Environment, Element IV. 4, page 19	Standard III: Instructional Practice, Element III.6, page 18
SEDL	How is SEDL Relevant to ESD/SVP?, Bullet 2, Slide 5		How is SEDL Relevant to ESD/SVP?, Bullet 6, Slide 5	How is SEDL Relevant to ESD/SVP?, Bullet 5, Slide 5	
CPRE: District Role in Building Capacity	The District Role in Building Capacity: Four Strategies, CPRE Policy Brief; School-Based Support, page 4	The District Role in Building Capacity: Four Strategies, CPRE Policy Brief; Curriculum and Instruction, page 5	The District Role in Building Capacity: Four Strategies, CPRE Policy Brief: Data, Data and More Data; Building Teacher Knowledge and Skills, Curriculum and Instruction, Targeted Intervention: Schools and Students, pages 3-6	The District Role in Building Capacity: Four Strategies, CPRE Policy Brief; Targeted Interventions: Schools and Students, page 6	The District Role in Building Capacity: Four Strategies, CPRE Policy Brief: Data, Data and More Data; Building Teacher Knowledge and Skills, Curriculum and Instruction, Targeted Intervention: Schools and Students, pages 3-6
Data-Driven Rubric					Analysis #1, 3; Action #1, 4

PTA Nat'l Standards for Family-School Partnerships Assessment Guide	Standard 1: Welcoming All Families into the School Community: Creating a Family-Friendly Atmosphere, Indicator, page 42	Standard 3: Supporting Student Success, Engaging Families in Classroom Learning Indicator, page 52	Standard 3: Supporting Student Success, Engaging Families in Classroom Learning Indicator, page 52	Standard 6: Collaborating with the Community, Linking to Community Resources Indicator, page 64	
ELL Bilingual PET Procedural Manual/Self Assessment Instrument	Self Assessment Instrument: VII. Professional Development, Requirement A, Objectives 1,2 and 3, page 31	Self Assessment Instrument: II. Leadership, Requirement A, Objective 1, page 10	Self Assessment Instrument: II. Leadership, Requirement B, page 11	Self Assessment Instrument: X. Resource Allocation Review Requirement A, Objectives 1 and 2, page 42	Self Assessment Instrument: VII Professional Development: Requirement C, Objective 2a, page 32
SQR					
RSE-TASC Walk-through Tool					
Tripod					
Ed. Expert		X	X	X	X
<b>Tenet 3 - Curriculum Development and Support:</b> The school has rigorous and coherent curricula and assessments that are appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student-learning outcomes.					
Document or Materials Used/Referenced to Create the Statement of Practice	<b>Statement of Practice 3.1:</b> The district works collaboratively with the school to provide opportunities and supports that are connected to the implementation of a comprehensive curriculum appropriately aligned to the and are inclusive of the arts, technology and other enrichment subjects in a data-driven culture.	<b>Statement of Practice 3.2:</b> The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the CCLS in Pre K-12.	<b>Statement of Practice 3.3:</b> Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.	<b>Statement of Practice 3.4:</b> The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.	<b>Statement of Practice 3.5:</b> The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.
Tri-State Rubric	Quality Review Rubric Criteria, II. Key Areas to Focus in the CCSS, Slide 8	Quality Review Rubric Criteria, II. Key Areas to Focus in the CCSS, Bullet 4, Slide 8	Quality Review Rubric Criteria, II. Key Areas to Focus in the CCSS, Bullet 4, Slide 8		Quality Review Rubric Criteria, IV. Assessment, Bullet 4, page 11
ISLLC	Educational Leadership Policy Standards: ILLC 2008, Standard 2, page 14	Educational Leadership Policy Standards: ILLC 2008, Standard 2, page 14	Educational Leadership Policy Standards: ILLC 2008, Standard 2, page 14	Educational Leadership Policy Standards: ILLC 2008, Standard 2, page 14	Educational Leadership Policy Standards: ILLC 2008, Standard 2, page 14
Teacher Standards	Standard III: Instructional Practice, Element III.1, Indicator A, page 13	Standard II: Knowledge of Content and Instructional Planning; Element II.1, page 7	Standard II: Knowledge of Content and Instructional Planning; Element II.1, page 7	Standard VI: Professional Responsibilities and Collaboration, Element VI.2, Indicator B; Element VII.3, Indicator B, pages 28-29	Standard V: Assessment for Student Learning, Element V.1, page 23
SEDL					

CPRE: District Role in Building Capacity	The District Role in Building Capacity: Four Strategies, CPRE Policy Brief; Curriculum and Instruction, page 5	The District Role in Building Capacity: Four Strategies, CPRE Policy Brief; Curriculum and Instruction, page 5	The District Role in Building Capacity: Four Strategies, CPRE Policy Brief; Curriculum and Instruction, page 5	The District Role in Building Capacity: Four Strategies, CPRE Policy Brief; Curriculum and Instruction, page 5	The District Role in Building Capacity: Four Strategies; CPRE Policy Brief; Data, Data and More Data and Data School District, pages 3-4
Data-Driven Rubric					Analysis #1, 3; Action #1
PTA Nat'l Standards for Family-School Partnerships Assessment Guide					
ELL Bilingual PET Procedural Manual/Self Assessment Instrument	PET Procedural Manual: IV. Quality Instruction, page 15; Self Assessment Instrument: IV. Quality Instruction Standard A, Objective 2, page 18	Self Assessment Instrument; IV Quality Instruction, Standard A, Objective 2, page 18	Self Assessment Instrument; IV Quality Instruction, Standard A, Objective 2, page 18	Self Assessment Instrument: Leadership, Requirement A, Objective 5b page 10	PET Procedural Manual: V. Assessment/School Planning, page 16; Self Assessment Instrument: V. Assessment District Planning, Objective 2a, page 26
SQR					
RSE-TASC Walk-through Tool					
Tripod					
Ed. Expert		X	X	X	X
<b>Tenet 4 - Teacher Practices and Decisions:</b> Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students and pertinent subgroups experience consistent high levels of engagement, thinking and achievement.					
Document or Materials Used/Referenced to Create the Statement of Practice	<b>Statement of Practice 4.1:</b> The district works collaboratively with the school to provide opportunities and supports for teachers to develop strategies and practices that lead to effective planning and account for student data, needs, goals and levels of engagement.	<b>Statement of Practice 4.2:</b> Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.	<b>Statement of Practice 4.3:</b> Teachers provide coherent, appropriately aligned CCLS-based instruction that leads to multiple points of access for all students to achieve targeted goals.	<b>Statement of Practice 4.4:</b> Teachers create a safe environment that is responsive to students' varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.	<b>Statement of Practice 4.5:</b> Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.
Tri-State Rubric				Dimensions of the Rubric: IIII Instructional Supports for Student Needs, Slide 10 of the Mathematics Lessons /Unit	Quality Review Rubric Criteria, IV. Assessment, Bullet 4, page 11.
ISLLC	Educational Leadership Policy Standards: ILLC 2008, Standard 1, page 14	Educational Leadership Policy Standards: ILLC 2008, Standard 1, Bullet E, page 14	Educational Leadership Policy Standards: ILLC 2008, Standard 1, Bullet C, page 14	Educational Leadership Policy Standards: ILLC 2008, Standard 2, Bullet A, page 14; Standard 4, Bullet B, page 15	Educational Leadership Policy Standards: ILLC 2008, Standard 2, page 14
Teacher Standards	Standard VI: Professional Responsibilities and Collaboration, Element VI.2, page 28	Standard 1: Knowledge of Students and Student Learning; Element I.2, Indicator A, page 1	Standard II: Knowledge of Content and Instructional Planning; Element II.4, page 10	Standard 1: Knowledge of Students and Students Learning; Element I.3, Indicators A & B, Element I.5, Indicator B., pages 3-5 Standard IV: Learning Environment; Element IV.1, page 19	Standard V: Assessment for Student Learning; Elements V.1, V.2, V.4, V.5, pages 23-27

SEDL	How is SEDL Relevant to ESD/SVP?, Bullet 7, Slide 5			What does it mean to educate the Whole Child?, Bullet 3, Slide 4	
CPRE: District Role in Building Capacity	The District Role in Building Capacity: Four Strategies, CPRE Policy Brief; Learning Community School District; Teacher Leaders, Teacher Participation in Development, page 5	The District Role in Building Capacity: Four Strategies, CPRE Policy Brief; Learning Community School District; Teacher Leaders, Teacher Participation in Development, page 5	The District Role in Building Capacity: Four Strategies, CPRE Policy Brief; Learning Community School District; Teacher Leaders, Teacher Participation in Development, page 5		The District Role in Building Capacity: Four Strategies, CPRE Policy Brief; Data, Data and More Data; Building Teacher Knowledge and Skills, pages 3-4
Data-Driven Rubric	Data Driven Culture, #1	Action, #5			Assessments, # 1
PTA Nat'l Standards for Family-School Partnerships Assessment Guide	Standard 3 -Supporting Student Success, Sharing School Progress, Excelling Indicator, page 51			Standard 3: Supporting Student Success, Ensuring Parent-Teacher Communication about Student Progress Excelling Indicator, page 49	
ELL Bilingual PET Procedural Manual/Self Assessment Instrument	Self Assessment Instrument VII. Professional Development, Requirement A, Objective 2a, page 31	Self Assessment Instrument VII. Professional Development, Requirement A, Objective 2b, page 31	Self Assessment Instrument IV. Quality Instruction, Objective 3G, page 21	Self Assessment Instrument: II. Leadership, Objective 6, page 10	Self Assessment Instrument: IV. Quality Instruction, Objective 3L, page 21; V. Assessment District Planning, Requirement B, Objective IC, page 25
SQR					
RSE-TASC Walk-through Tool			Direct Instruction of Targeted Skills #2 a, b, c and d, page 2		Positive Behavioral Supports and Routines, #8, page 1; Lesson Closure, #7b, page 3
Tripod					
Ed. Expert		X	X	X	X
<b>Tenet 5 - Student Social and Emotional Developmental Health:</b> The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.					
Document or Materials Used/Referenced to Create the Statement of Practice	<b>Statement of Practice 5.1:</b> The district creates policy and works collaboratively with the school to provide opportunities and resources that positively support students' social and emotional developmental health.	<b>Statement of Practice 5.2:</b> The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	<b>Statement of Practice 5.3:</b> The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.	<b>Statement of Practice 5.4:</b> All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	<b>Statement of Practice 5.5:</b> The school leader and student support staff work together to develop teachers' ability to use data to respond to students' social and emotional developmental health needs, so students can become academically and socially successful.
Tri-State Rubric					
ISLLC	Educational Leadership Policy Standards: ILLC 2008, Standards 4 and 6, page 15	Educational Leadership Policy Standards: ILLC 2008, Standards 4 and 6, page 15	Educational Leadership Policy Standards: ILLC 2008, Standard 4 and 6, page 15	Educational Leadership Policy Standards: ILLC 2008, Standard 2, Bullet C, page 14	Educational Leadership Policy Standards: ILLC 2008, Standard 4, Bullet A, page 15
Teacher Standards	Standard 1: Knowledge of Students and Student Learning, Element I.5, page 5	Standard 1: Knowledge of Students and Student Learning, Element I.5, page 5	Standard 1: Knowledge of Students and Students Learning, Element 1.5, page 5 Standard VI: Professional Responsibilities and Collaboration, Element VI.3, page 29	Standard IV: Learning Environment; Element IV.1, page 19	Standard V: Assessment for Student Learning; Element V.2, page 24

SEDL	How is SEDL Relevant to ESD/SVP?, Bullet 7, Slide 5	How is SEDL Relevant to ESD/SVP?, Bullet 6, Slide 5		What does it mean to educate the Whole Child?, Bullet 3, Slide 4	
CPRE: District Role in Building Capacity					The District Role in Building Capacity: Four Strategies, CPRE Policy Brief, Data, Data and More Data; pages 3-4
Data-Driven Rubric					
PTA Nat'l Standards for Family-School Partnerships Assessment Guide		Standard 6: Collaborating with Community, pages 64-66	Standard 4: Speaking Up for Every Child; Developing Families' Capacity to be effective advocates, page 57	Standard 1: Welcoming All Families into the School Community, pages 41-42	
ELL Bilingual PET Procedural Manual/Self Assessment Instrument	PET Procedural Manual: IX. Support Services, page 21				
SQR					
RSE-TASC Walk-through Tool					
Tripod					
Ed. Expert		X	X	X	X
<b>Tenet 6 - Family and Community Engagement:</b> The school creates a culture of partnership where families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.					
Document or Materials Used/Referenced to Create the Statement of Practice	<b>6.1</b> The district has a comprehensive family and community engagement strategic plan that states the expectations around creating and sustaining a welcoming environment for families, reciprocal communication, and establishing partnerships with community organizations and families.	<b>6.2</b> The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.	<b>6.3</b> The school engages in effective planning and reciprocal communication with family and community stakeholders so that students' strength and needs are identified and used to augment learning.	<b>6.4</b> The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.	<b>6.5</b> The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students, and school constituents centered on student learning and success.
Tri-State Rubric					
ISLLC	Educational Leadership Policy Standards: ILLC 2008, Standard 4, Bullet D, page 15	Educational Leadership Policy Standards: ILLC 2008, Standard 2, Bullet A, page 14	Educational Leadership Policy Standards: ILLC 2008, Standard 4, Bullets C and D, page 15	Educational Leadership Policy Standards: ILLC 2008, Standard 4, Bullets B, C and D, page 15	Educational Leadership Policy Standards: ILLC 2008, Standard 4, Bullets C and D, page 15
Teacher Standards	Standard 1: Knowledge of Students and Student Learning; Elements I.4 and 1.5; pages 4-5 Standard VI: Professional Responsibilities and Collaboration, Element VI.3, page 29	Standard IV: Learning Environment; Element IV.1, page 19	Standard VI: Professional Responsibilities and Collaboration, Element VI.3, page 29	Standard VI: Professional Responsibilities and Collaboration, Element VI.3, page 29	Standard VI: Professional Responsibilities and Collaboration, Element VI.3, page 29

SEDL	How is SEDL Relevant to ESD/SVP?, Bullet 1, Slide 5	How is SEDL Relevant to ESD/SVP?, Bullet 2, Slide 5	How is SEDL Relevant to ESD/SVP?, Bullet 1, Slide 5	How is SEDL Relevant to ESD/SVP?, Bullet 1, Slide 5	
CPRE: District Role in Building Capacity					
Data-Driven Rubric					
PTA Nat'l Standards for Family-School Partnerships Assessment Guide	Standard 1: Welcoming all Families into the School Community; Standard 2: Communicating Effectively; Standard 6: Collaborating with the Community, pages 41-48; 64-66	Standard 1: Welcoming all Families into the School Community, pages 42-44	Standard 2: Communicating Effectively, pages 45-48	Standard 3: Supporting Student Success, pages 49-53; Standard 6: Collaborating with Community, pages 64-66	Standard 5: Sharing Power, pages 60-63
ELL Bilingual PET Procedural Manual/Self Assessment Instrument	Self Assessment, VIII. Parent Involvement: Requirement A, Objective 1, page 25; Requirement C, objective IC, page 37; IX Support Services, Requirement B, Objective IC, page 39		PET Procedural Manual: VIII. Parental Involvement, page 20	Self Assessment, VIII. Parental Involvement, Requirement D, Objective IB, page 37	
SQR					
RSE-TASC Walk-through Tool					
Tripod					
Ed. Expert		X	X	X	X