



# SECTION 2 – SUPPORT DOCUMENTS

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## DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS

NYSED  
Fall 2012

## Support Documents

<b>Resource Tools and Documents to Support the Review Process</b>	
<b>Resources/Documents</b>	<b>How to Use</b>
Origins of the Diagnostic Tool Statements of Practice	This document provides a snapshot view of the various resources used to create the statements of practice and sub-statements that are found in the Diagnostic Tool for School and District Effectiveness (DTSDE) Rubric. It is not an exhaustive list. For example, several other documents were considered and used when creating the statements of practice, such as the School Quality Review, Office of School Innovation Site Visit Protocol, the Indianapolis Mayor’s Office Fourth Year Charter Review, The Tripod Study, Eight Components of College and Career Readiness by College Board Advocacy and Policy Center, New York City Department of Education Quality Review Rubric and many other resources and guides. Reviewers and schools can use this document to learn about the origins of statements and the theory behind them.
Glossary	Because the DTSDE Rubric is intended to highlight key themes found in people’s tacit behaviors in effective school environments, a glossary of terms was necessary to set parameters around what the intended use of a term or word is in a statement. Reviewers and schools should use the glossary to confirm that there is a common understanding of how words and terms are used and interpreted when considering the DTSDE Rubric.
Six Tenets for School and District Effectiveness Rubric	Another intent of the rubric is to highlight the optimal conditions for student achievement, and staff and family engagement growth and development. It is not intended to be prescriptive or limit schools and districts to one set of practices since every school and district has unique needs and areas of concerns to address. The rubric highlights six tenets that together provide an evaluative understanding of how the entire community is functioning to address student achievement as well as staff and family engagement growth and development. It is important to note that research steadily points to the fact that when students or subgroups of students struggle in a school setting, the cause is usually more than a specific aspect of a school. For example, schools with high populations of students with disabilities need to not only provide their teachers professional development connected to appropriately supporting those students; they also need to focus on the use of external resources such as parent engagement and social and emotional developmental health supports. It is very rare that school issues, regardless of their nature, can be resolved in isolation. Therefore, the statements of practice are interdependent and there are connections across tenets.
Tenets’ Big Ideas	The Big Ideas document is intended to provide reviewers in the field with a quick synopsis of the key concepts each statement of practice is focused on within the DTSDE Rubric. At a glance, a reader will be able to ascertain where to find specific language or themes within the rubric by using the Big Idea document as a guide.
Sub-Statement Big Ideas	The sub-statement Big Ideas document provides the reader the ability to shift through each sub-statement separately and understand how the key concepts are fleshed out by eliminating non-essential words and phrases. This document can help reviewers and school/district communities quickly understand how each statement of practice is being measured or perceived.

<p>Statements and Sub-Statements Interdependence</p>	<p>Since the rubric is intended to promote an understanding of how systems in effective schools and districts are synergetic, caring for one area will inevitably impact other areas in the school and vice versa. Reviewers and school/district communities should use this interdependence chart to help guide their understanding of how the rubric is organized to connect tenets across practices.</p>
<p>Crosswalk of Diagnostic Tool and Other NYSED Materials and Protocols</p>	<p>The crosswalk of the Diagnostic tool is a summary of the documents, materials, referenced and consulted to create the statements of practice and sub-statements of practice that form the rubric.</p>

**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	1.1 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.	1.2 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.	1.3 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.	1.4 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.	1.5 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		
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	
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					
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	
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 1.5, page 5	Standard 1: Knowledge of Students and Student Learning, Element 1.5, 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

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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	
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
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

NEW YORK STATE EDUCATION DEPARTMENT  
DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS GLOSSARY OF TERMS

Terms:	SoPs or Tenet	Definition
<b>Generic</b>	1.1 1.4	Refers to a plan or support that is general and not specific.
<b>Systemic</b>	1.1	Relating to or affecting an entire group as a whole; can be found throughout or system-wide.
<b>Adaptive Support</b>	1.2 1.4	Refers to the district’s capacity to differentiate the levels and mode of support services provided to a school grounded in the needs of that school community.
<b>Theory of Action</b>	1.3	“Action plans for school improvement and the acceleration of student learning should be founded on a theory (hypothesis or well thought-out idea) derived from the analysis of school data and linked to research on effective practice whenever possible. The theory structures the intention of the action plan with logic: <i>If we make X changes, then we will see Y results.</i> ”  <a href="http://schools.nyc.gov/NR/ronlyres/A170ADCA-E7DE-4D38-A03F-7BDE68A883AC/0/QRGlossary20102011.pdf">http://schools.nyc.gov/NR/ronlyres/A170ADCA-E7DE-4D38-A03F-7BDE68A883AC/0/QRGlossary20102011.pdf</a>
<b>Data-Driven Culture</b>	1.5 3.1 3.5	“The data culture is a learning environment within a school or district that includes attitudes, values, goals, norms of behavior, and practices, accompanied by an explicit vision for data use by leadership, that characterize a group’s appreciation for the importance and power that data can bring to the decision-making process. It also includes the recognition that data collection is a necessary part of an educator’s responsibilities and that the use of data to influence and inform practice is an essential tool that will be used frequently.”  <a href="http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf">http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf</a>
<b>Specific, Measurable, Attainable, Results-Oriented and Timely Goals</b>	2.2	<b>SMART Goals are...</b>  Specific and Strategic. In this sense "specific" relates to clarity. "Strategic" relates to alignment with our mission and vision.  Measurable. In most cases, this means quantifiable.  Attainable. People must believe, based on past data and current capabilities, that success is realistic.  Results Oriented. This means focusing on the outcome, not the process for getting there. This refers to our desired end result, versus inputs to the process.  Time-Bound. When will the goals be accomplished?
<b>Feedback Loops</b>	2.3	<b>Concept used in The Five Disciplines of Organizational Learning</b> as published in <a href="#">The Dance of Change</a> .  “Each of the five disciplines represents a lifelong body of study and practice for individuals and teams in organizations.

		<p><b>Systems Thinking</b>          In this discipline, people learn to better understand interdependency and change, and thereby to deal more effectively with the forces that shape the consequences of our actions. Systems thinking is based upon a growing body of theory about the behavior of feedback and complexity—the innate tendencies of a system that lead to growth or stability over time. Tools and techniques such as systems archetypes and various types of learning labs and simulations help people see how to change systems more effectively, and how to act more in tune with the larger processes of the natural and economic world. The circle in this icon represents the fundamental building block of all systems: the circular "<b>feedback loop</b>" underlying all growing and limiting processes in nature.”</p> <p>“In systems thinking, every picture tells a story. From any element in a situation (or ‘variable’), you can trace arrows (‘links’) that represent influence on another element. These, in turn, reveal cycles that repeat themselves, time after time, making situations better or worse.</p> <div data-bbox="1330 454 1868 787" data-label="Diagram"> </div> <p>This image, for instance, from the Acme Company, shows the level of service influencing sales. Every time service grows poorer (when billing and delivery problems increase), sales will also decrease. Conversely, if the level of service improves, we can expect (eventually, at least) more sales.</p> <p>But links never exist in isolation. They always comprise a circle of causality, a <b>feedback ‘loop,’</b> in which every element is both ‘cause’ and ‘effect’ influenced by some, and influencing others, so that every one of its effects, sooner or later, comes back to roost.”</p>
<b>Mission Critical Goals</b>	<b>2.3</b>	Those goals that are so paramount to the success and mission of the school that failure to execute or implement would result in school-wide decline. These goals are inextricably linked to the school mission.
<b>Interconnected Systems</b>	<b>2.3</b>	Refers to the use and/or creation of systems that connect reciprocally and are co-dependent.
<b>Self-Generative</b>	<b>2.3</b>	Producing from within itself.
<b>Comprehensive Curriculum/NYSCCLS</b>	<b>3.1</b>	“A comprehensive curriculum is a curriculum that is appropriately aligned to the Common Core standards and is consistent, clear and provides an understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards were developed in collaboration with teachers, school administrators, and

		<p>experts, to provide a clear and consistent framework to prepare our children for college and the workforce.</p> <p>The standards are informed by the highest, most effective models from states across the country and countries around the world, and provide teachers and parents with a common understanding of what students are expected to learn. Consistent standards will provide appropriate benchmarks for all students, regardless of where they live.</p> <p>These standards define the knowledge and skills students should have within their K-12 education careers so that they will graduate high school able to succeed in entry-level, credit-bearing academic college courses and in workforce training programs. The standards:</p> <ul style="list-style-type: none"> <li>• Are aligned with college and work expectations;</li> <li>• Are clear, understandable and consistent;</li> <li>• Include rigorous content and application of knowledge through high-order skills;</li> <li>• Build upon strengths and lessons of current state standards;</li> <li>• Are informed by other top performing countries, so that all students are prepared to succeed in our global economy and society; and</li> <li>• Are evidence-based.”</li> </ul> <p><a href="http://engageny.org/wp-content/uploads/2011/11/nysp12ccls-overview.pdf">http://engageny.org/wp-content/uploads/2011/11/nysp12ccls-overview.pdf</a></p>
<b>Scaffolded Complex Materials</b>	<b>3.3</b>	<p>“The term ‘scaffolding’ was developed as a metaphor to describe the type of assistance offered by a teacher or peer to support learning. In the process of scaffolding, the teacher helps the student master a task or concept that the student is initially unable to grasp independently. The teacher offers assistance with only those skills that are beyond the student’s capability. Of great importance is allowing the student to complete as much of the task as possible, unassisted. The teacher only attempts to help the student with tasks that are just beyond his current capability. Student errors are expected, but, with teacher feedback and prompting, the student is able to achieve the task or goal. When the student takes responsibility for or masters the task, the teacher begins the process of ‘fading,’ or the gradual removal of the scaffolding, which allows the student to work independently. ‘Scaffolding is actually a bridge used to build upon what students already know to arrive at something they do not know. If scaffolding is properly administered, it will act as an enabler, not as a disabler’ (Benson, 1997).”</p> <p><a href="http://projects.coe.uga.edu/epltt/index.php?title=Scaffolding#What_is_Scaffolding.3F">http://projects.coe.uga.edu/epltt/index.php?title=Scaffolding#What is Scaffolding.3F</a></p>
<b>Supports and Extensions</b>	<b>3.3</b>	<p>“Students bring varying skills and understanding to a topic—what Tomlinson (2001) calls ‘readiness’ levels. Teachers should plan supports and extensions for those groups of students who struggle and those who quickly master the standard.”</p> <p><a href="http://schools.nyc.gov/NR/rdonlyres/A170ADCA-E7DE-4D38-A03F-7BDE68A883AC/0/QRGlossary20102011.pdf">http://schools.nyc.gov/NR/rdonlyres/A170ADCA-E7DE-4D38-A03F-7BDE68A883AC/0/QRGlossary20102011.pdf</a></p>
<b>Strategic Action Planning</b>	<b>3.5</b>	<p>“The organization’s commitment to strategic planning is commensurate to the extent that a) the organization completes action plans to reach each strategic goal and b) includes numerous methods for verifying and evaluating the actual extent of implementation of the action plan.</p> <p><b>Developing Action Plans (or Work Plans)</b></p> <ol style="list-style-type: none"> <li>1. Actions plans specify the actions needed to address each of the top organizational issues and to reach each of the associated goals, who will complete each action and according to what timeline.</li> <li>2. Develop an overall, top-level action plan that depicts how each strategic goal will be reached.</li> <li>3. Develop an action plan for each major function in the organization, e.g., marketing, development, finance, personnel, and for each program/service, etc. These plans, in total, should depict how the overall action plan will be implemented. In each action plan, specify the relationship of the action plan to the organization's</li> </ol>

- overall, top-level action plan.
4. Ensure each manager (and, ideally each employee) has an action plan that contributes to the overall. These plans, in total, should depict how the action plans of the major functions will be implemented. Again, specify the relationship of these action plans to the organization's overall, top-level action plan.
  5. The format of the action plan depends on the nature and needs of the organization. The plan for the organization, each major function, each manager and each employee, might specify:
    - a) The goal(s) that are to be accomplished
    - b) How each goal contributes to the organization's overall strategic goals
    - c) What specific results (or objectives) much be accomplished that, in total, reach the goal of the organization
    - d) How those results will be achieved
    - e) When the results will be achieved (or timelines for each objective)

**Developing Objectives and Timelines**

1. Objectives are specific, measurable results produced while implementing strategies.
2. While identifying objectives, keep asking 'Are you sure you can do this?'
3. Integrate the current year's objectives as performance criteria in each implementer's job description and performance review.
4. Remember that objectives and their timelines are only guidelines, not rules set in stone. They can be deviated from, but deviations should be understood and explained.
5. Consider the following example format for action your plan."

Strategic Goal	Strategy	Objective	Responsibility	Timeline
1. (Goal #1)	1.1 (first strategy to reach Goal #1)	1.1.1 (first objective to reach while implementing Strategy #1.1)	(who's going to accomplish that objective)	(when the implementer is going to accomplish that objective)

<http://managementhelp.org/strategicplanning/actionplanning.htm>

<p><b>Formative and Summative Assessments</b></p>	<p><b>3.5 4.5</b></p>	<p>"Formative assessment is a process that is intended to provide feedback to teachers and students at regular intervals during the course of instruction. The purpose of formative assessment is to influence the teaching and learning process so as to close the gap between current learning and a desired goal. Assessments used for formative purposes—often called formative assessments—are those that are given in the classroom by the teacher for the explicit purpose of diagnosing where students are in their learning, where gaps in knowledge and understanding exist, and how to help teachers and students improve student learning. The assessment is embedded within the learning activity and linked directly to the current unit of instruction. However, because most assessments can be used in both formative and summative ways, the term formative refers less to a particular type of assessment than to the purposes for which the assessment is used."</p>
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<b>Interim Measures/Assessments</b>	<b>3.5 4.5</b>	<p>“Interim assessments are typically administered on a school or district-wide scale at regular intervals during a single school year. Although the results from interim assessments may be used at the teacher or student level, the assessment is typically designed to be aggregated at a level beyond the classroom, such as the school or district level. Interim assessments may be used in both formative and summative ways.”</p> <p><a href="http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf">http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf</a></p>
<b>Pertinent Subgroups</b>	<b>Tenet 4</b>	<p>The groups of students that a school or district possesses (i.e., students with disabilities, English language learners, students with chronic absenteeism, students with interrupted formal education, students re-entering from transitional sites, over-aged and under-credited, high-achieving students, etc.).</p>
<b>Multiple Points of Access/Entry</b>	<b>4.1 4.3 6.2</b>	<p>“By using a variety of instructional strategies and resources to respond to students’ diverse learning strengths, needs, and prior background knowledge, teachers offer more than one entry point into the curriculum, making the complexity and depth of any subject matter accessible to a range of students.”</p> <p><a href="http://schools.nyc.gov/NR/ronlyres/A170ADCA-E7DE-4D38-A03F-7BDE68A883AC/0/QRGlossary20102011.pdf">http://schools.nyc.gov/NR/ronlyres/A170ADCA-E7DE-4D38-A03F-7BDE68A883AC/0/QRGlossary20102011.pdf</a></p>
<b>Text and Content Complexity</b>	<b>4.4</b>	<p>“The CCSS document identifies three inter-related aspects of text complexity: qualitative analysis, quantitative analysis, and matching readers with texts and tasks. The authors define each of these as follows:</p> <ul style="list-style-type: none"> <li>• Qualitative evaluation of the text: Levels of meaning, structure, language conventionality and clarity, and knowledge demands.</li> <li>• Quantitative evaluation of the text: Readability measures and other scores of text complexity.</li> <li>• Matching reader to the text and task: Reader variables (such as motivation, knowledge, and experiences) and task variables (such as purpose and the complexity generated by the task assigned and the questions posed).”</li> </ul> <p><a href="http://www.corestandards.org/assets/Appendix_A.pdf">http://www.corestandards.org/assets/Appendix_A.pdf</a></p>

<p><b>Student Social and Emotional Developmental Health</b></p>	<p><b>Tenet 5</b></p>	<p>“Social and emotional competence is the ability to understand, manage, and express the social and emotional aspects of one’s life in ways that enable the successful management of life tasks such as learning, forming relationships, solving everyday problems, and adapting to the complex demands of growth and development.”(Elias et al., 1997)</p> <p>SEDL begins at home and is further facilitated through <i>seven approaches</i> in different combinations determined locally:</p> <ul style="list-style-type: none"> <li>• Continual outreach to and inclusion of families and the surrounding community;</li> <li>• Attention to school climate and to relationships among and between students and adults;</li> <li>• Age-appropriate skill acquisition through character education, social-emotional learning and standards-based instruction;</li> <li>• After school, out-of-school, extra-curricular, service learning programs and mentoring;</li> <li>• Alignment of district and school support personnel, policies, and practices—in special and general education—to assist all students;</li> <li>• Cross-systems collaboration with community-based child and family services for students in greater need;</li> <li>• Appropriate ongoing development of professional and support staff and partners.”</li> </ul> <p><a href="http://www.p12.nysed.gov/sss/sedl/SEDLguidelines.pdf">http://www.p12.nysed.gov/sss/sedl/SEDLguidelines.pdf</a></p> <p>To define social and emotional developmental health we also examined James Comer’s seminal work, <i>Six Pathways to Healthy Child Development and Academic Success</i>, which identifies six interconnected developmental pathways that lead to academic success and healthy development into adulthood. Understanding how young people develop is important to teachers and parents and a core component of the school development program. The School Development Program enables educators, parents and families, and community partners to support development, integrate learning, and as a result, improve academic and behavioral outcomes.</p> <p>The developmental sciences are foundational in the School Development Program. Dr. Comer identifies six of many domains of child and adolescent development that are key to academic learning. They are:</p> <p><b>Physical</b> The physical pathway refers to the physical health and well-being of children. In addressing this pathway, the goal is to help children and adolescents acquire knowledge about their physical development, and to use this knowledge to make good decisions that will promote healthy development.</p> <p><b>Cognitive</b> This pathway refers to an individual’s ability to think critically and creatively, to retain and mentally manipulate information, and to set and work toward accomplishing desired goals. In addressing this pathway, the goal is for children and adolescents to increase their capacity to analyze, synthesize, and evaluate information; to achieve mastery in required and selected content areas; to use information to effectively solve problems; and to enjoy learning.</p> <p><b>Language</b> This pathway refers to a) receptive language, which is an individual’s ability to understand spoken and written communication, and to accurately interpret non-verbal cues; and b) expressive language, the ability to effectively communicate verbally and through writing. In addressing this pathway, the goal is to help children and adolescents to increase their capacity for receptive and expressive language in a variety of contexts.</p> <p><b>Social</b> This pathway refers to the individual’s ability to develop and maintain healthy relationships, and to adequately negotiate challenging relationships. In addressing this pathway, the goal is to help children and adolescents to increase their capacity to build and maintain healthy relationships across the range of human diversity.</p> <p><b>Ethical</b> This pathway focuses on the individual’s knowledge of appropriate and acceptable behaviors, and the practice of these behaviors including respect for the rights and integrity of self and others. In addressing this pathway, the goal is to help children and adolescents to increase their capacity for behaving with justice and fairness toward others, and enhance their</p>
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		<p>ability to make decisions that promote their well-being, and the collective good.</p> <p><b>Psychological</b></p> <p>This pathway focuses on an individual’s self-awareness and self-esteem, including feelings of worth and competence. It also refers to an individual’s ability to appropriately manage emotions. In addressing this pathway, the goals are to help children and adolescents to develop a strong, positive sense of self, and to increase their capacity to manage their emotions well.</p> <p><a href="http://www.schooldevelopmentprogram.org/about/development.aspx">http://www.schooldevelopmentprogram.org/about/development.aspx</a></p>
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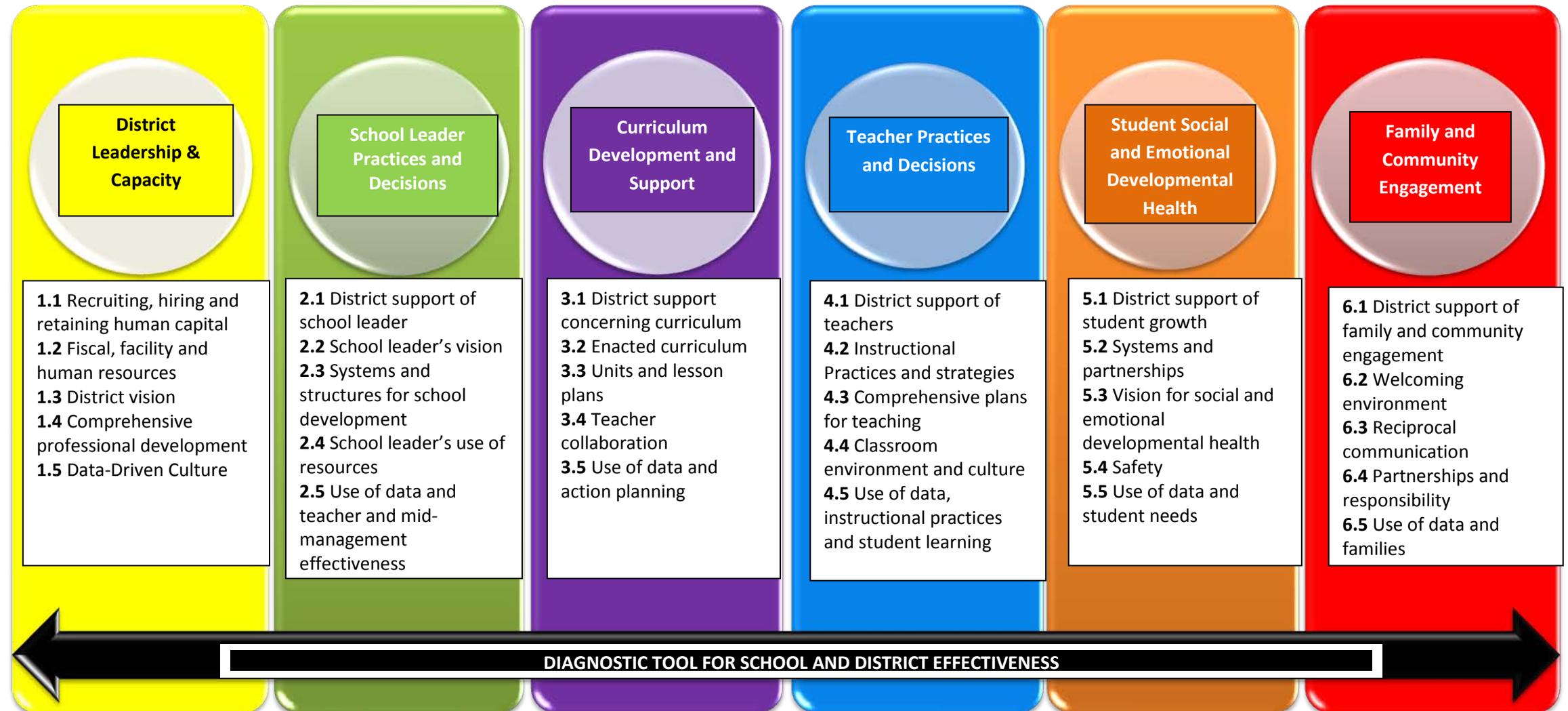
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<b>Tri State Rubric</b>	Tri State Quality Review Rubric & Rating Process: ELA/Literacy Lessons/Units <a href="http://engageny.org/wp-content/uploads/2012/04/Tri-State-ELA-Rubric-V2-Slides-04-12-2012.pdf">http://engageny.org/wp-content/uploads/2012/04/Tri-State-ELA-Rubric-V2-Slides-04-12-2012.pdf</a>  Tri State Quality Review Rubric & Rating Process: Mathematics Lessons/Units <a href="http://engageny.org/wp-content/uploads/2012/04/Tri-State-Math-Rubric-V2-Slides-04-12-2012.pdf">http://engageny.org/wp-content/uploads/2012/04/Tri-State-Math-Rubric-V2-Slides-04-12-2012.pdf</a>
<b>Teacher Standards</b>	NYSUT's Teacher Practice Rubrics: New York State Teacher Standards. June 22, 2011 <a href="http://www.highered.nysed.gov/tcert/pdf/teachingstandards9122011.pdf">http://www.highered.nysed.gov/tcert/pdf/teachingstandards9122011.pdf</a>
<b>SEDL</b>	Guidelines and Resources for Social and Emotional Development and Learning: Educating the Whole Child Engaging the Whole School <a href="http://www.google.com/url?sa=t&amp;rct=j&amp;q=&amp;esrc=s&amp;frm=1&amp;source=web&amp;cd=2&amp;ved=0CDIQFjAB&amp;url=http%3A%2F%2Fwww.p12.nysed.gov%2Fsss%2Fexpandedlearningopps%2Fesd-svp%2FSEDL.ppt&amp;ei=DUIYT8bVFcHD6AG6xOzRBg&amp;usg=AFQjCNH9RqTaXh8ePV4hBcRaWO7cmYtSOQ">http://www.google.com/url?sa=t&amp;rct=j&amp;q=&amp;esrc=s&amp;frm=1&amp;source=web&amp;cd=2&amp;ved=0CDIQFjAB&amp;url=http%3A%2F%2Fwww.p12.nysed.gov%2Fsss%2Fexpandedlearningopps%2Fesd-svp%2FSEDL.ppt&amp;ei=DUIYT8bVFcHD6AG6xOzRBg&amp;usg=AFQjCNH9RqTaXh8ePV4hBcRaWO7cmYtSOQ</a>
<b>CPRE: District Role in Building Capacity</b>	The District Role in Building Capacity: Four Strategies. CPRE Policy Briefs. Author: Diane Massell <a href="http://www.cpre.org/images/stories/cpre_pdfs/rb32.pdf">http://www.cpre.org/images/stories/cpre_pdfs/rb32.pdf</a>
<b>Data-Driven Rubric</b>	Implementation Rubric Data-Driven Instruction and Assessment, by Paul Bambrick-Santoyo and New Leaders for New Schools <a href="http://engageny.org/wp-content/uploads/2011/07/9A-Implementation-Rubric-fordata-driven-instruction-08-09-v3.pdf">http://engageny.org/wp-content/uploads/2011/07/9A-Implementation-Rubric-fordata-driven-instruction-08-09-v3.pdf</a>
<b>PTA Nat'l Standards for Family-School Partnerships Assessment Guide</b>	PTA National Standards for Family-School Partnerships: Assessment Guide (2007) <a href="http://www.pta.org/National_Standards_Assessment_Guide.pdf">http://www.pta.org/National_Standards_Assessment_Guide.pdf</a>
<b>PET Procedural Manual/Self Assessment Instrument</b>	The State Education Department: The University of the State of New York Office of Accountability, Office of Bilingual Education and Foreign Language Studies: PET LEP/ELL Program Evaluation Kit: Procedural Manual: A Companion Guide and Resources  The State Education Department: The University of the State of New York Office of Accountability, Office of Bilingual Education and Foreign Language Studies: PET LEP/ELL Program Evaluation Kit: Self-Assessment Instrument
<b>RSE-TASC Walk-through Tool</b>	NYS Education Department Regional Special Education Technical Assistance Support Center (RSE-TASC) Walk-Through Tool Supportive and Accessible Classroom Environment; Special Designed Instruction
<b>SQR</b>	New York State Education Department Differentiated Accountability School Quality Review (SQR) Quality Indicators School Information Sheet

## Tenets Big Ideas



# COMPREHENSIVE SCHOOL RUBRIC FOR DTSDE TENETS

New York State Education Department Diagnostic Tool for School and District Effectiveness				
*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.				
Statements of Practice	Highly Effective	Effective	Developing	Ineffective
<p><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).</p>	<p>a) The school community shares and promotes a distinctive and robust vision for student achievement and well-being based on data and holds itself accountable for working as a community to realize this vision as outlined in its SCEP and other school improvement documents. b) The vision is created and enthusiastically supported by staff, families and students such that it is uniformly seen, heard and known across the community. c) The school community develops and works toward specific, measurable, ambitious, results oriented and timely goals that reflect urgent priorities and ensure the realization of the vision.</p>	<p>a) The school community shares a vision concerning student achievement and well-being and for how they want to work as a community to realize this vision as outlined in the SCEP and other school improvement documents and data. b) The vision is created by a select group of staff and families and is supported by the school community such that it is uniformly seen, heard and known across the community. c) The school community develops and works toward specific, measurable, ambitious, results oriented and timely goals that reflect priorities that are aligned with the vision.</p>	<p>a) The school community has a vision for student achievement and well-being and is in the process of developing shared ownership and ways to incorporate findings from the school's data. b) The vision created is gaining more support with the staff, families and students across the community. c) The school community is developing and working toward specific, measurable, ambitious, results oriented and timely goals; these goals are not priorities aligned to the vision.</p>	<p>a) The school community has a vision, but it is misaligned to student achievement and well-being based on the school's data. b) The vision is unknown, not commonly understood and/or has not been shared with the staff, families and students across the community. c) The school community does not develop and work toward goals, or, if the community is working toward goals, they are not specific, measurable, ambitious, results oriented and timely.</p>
<p><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 &amp; teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.</p>	<p>a) The school leader models excellence in the creation and use of systems that are dynamic, adaptive and interconnected and lead to the collection and analysis of outcomes that will guide a cycle of continuous improvement and action. b) The school leader espouses and supports practices in all areas that impact a school and student progress and achievement that are self-generative, which include virtuous feedback loops and examples of best practices that lead to sustained high performance. c) The school leader creates—and, where appropriate, collaborates with staff and families to explicitly communicate—pertinent school goals that are timely, transparent and widely available to all stakeholders and used by them to improve the quality of student life.</p>	<p>a) The school leader encourages the staff to use systems that are dynamic, adaptive, interconnected and lead to the collection and analysis of outcomes. b) The school leader espouses and supports practices in areas that impact a school and student progress and achievement, which include feedback loops and examples of best practices connected to student achievement. c) The school leader communicates pertinent school goals that are timely, transparent and widely available to all stakeholders.</p>	<p>a) The school leader encourages the staff to use systems that lead to the collection and analysis of outcomes. b) The school leader expects staff to use best practices related to school and student progress and achievement. c) The school leader is working on developing school goals and putting steps into place to communicate them to all stakeholders.</p>	<p>a) The school leader does not encourage the staff to use systems that lead to the collection and analysis of outcomes. b) The school leader expects the staff to use best practices, but has not clearly articulated what and how those practices are; nor has the leader provided space for the staff to identify the best practices. c) Creating school goals is not a priority, or the school leader has not communicated the goals to the stakeholders.</p>
<p><b>Statement of Practice 2.4:</b> Leaders make strategic decisions to organize resources concerning</p>	<p>a) The school leader strategically recruits, hires (and, where the district makes the hiring decisions, the school leader ensures that the appropriate staff is assigned to</p>	<p>a) The school leader recruits, hires (and, where the district makes the hiring decisions, the school leader ensures that the appropriate staff is assigned</p>	<p>a) The school leader aspires to hire, but has not taken the appropriate steps to secure personnel that will allow the school to meet the academic</p>	<p>a) The school leader does not link the hiring of personnel with the need to meet the academic and social goals of students, and</p>

\*Note: In addition to the above tenet and statements of practice, districts and schools must align all improvement plans with the performance of students with disabilities and English language learner sub-groups, as well as any other sub-group of students not performing well or who have a significant achievement gap compared to other groups of students within their school and district.

\*\*Note: Statements of practice 2.1, 3.1, 4.1, 5.1 and 6.1 measures how the school perceives the district's efforts with supporting the school's effort in this area.

\*\*\*Note: Curriculum appropriately aligned to the Common Core Learning Standards will be determined by schools having a robust and active plan addressing the expectations articulated in New York's Vision and Metrics for Implementing CCSS, APPR and DDI for SY 2012-2013 located at <http://engageny.org/wp-content/uploads/2012/07/CCSS-APPR-and-DDI-Workbook-for-Network-Teams-Implementation.pdf>.

<p>human, programmatic and fiscal capital so that school improvement and student goals are achieved.</p>	<p>the school) and sustains personnel. The leader also uses partnerships with organizations to create a pool of internal and external human capital that enables the school to creatively, equitably and adequately meet the academic and social needs of all students.  b) The school leader creates and uses robust systems and structures that afford students and teachers the ability to fully benefit from a flexible and thoughtful program, which includes a creative extended learning time program that is aligned to student achievement.  c) The school leader consistently analyzes the fiscal capital available to the school community, making critical and strategic decisions to fund targeted efforts that are aligned to school-wide goals, and considers the needs of all students and staff members on an ongoing basis.</p>	<p>to the school) and sustains personnel that enable the school to meet the academic and social needs of the students and school.  b) The school leader creates and uses generic systems and structures for programming students and teachers that address student achievement, and incorporates an extended learning time program.  c) The school leader analyzes the fiscal capital available to the school community to make funding decisions that address the school goals once a year.</p>	<p>and social needs of the students; where the district makes the hiring decisions, the school leader has not clearly articulated the school's needs.  b) The school leader uses static systems and structures for programming students and teachers that do not address the changing needs of student achievement.  c) The school leader considers the fiscal capital available to the school community with the intent to connect it with school goals in the future.</p>	<p>where the district makes the hiring decisions, the school leader does not communicate with the district about hiring needs.  b) The school leader does not have established systems and structures for programming students and teachers connected to student achievement.  c) The school leader does not connect the use of fiscal capital and school goals.</p>
<p><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.</p>	<p>a) The school leader and other school administrators have developed and implemented an explicit and widely communicated system for frequently observing targeted teacher practices throughout the school year that result in relevant feedback and individualized teacher improvement plans.  b) The school leader and other school administrators strategically use student data over time, feedback from formal and informal observations, and professional development opportunities connected to improvement plans and conversations to assess and adjust supports provided to teachers and other staff members.  c) The school leader conducts periodic check-ins of other school administrators (especially administrators supervising subgroups of students who are experiencing achievement and developmental lags, i.e., special education and English language learner supervisors) and staff members that lead to a clear understanding of the next steps, aligned to their improvement plan, that are necessary to be able to yield a positive year-end evaluation rating.</p>	<p>a) The school leader and other school administrators have developed and implemented a system for frequently observing targeted teacher practices throughout the school year that result in relevant feedback and teacher improvement plans.  b) The school leader and other school administrators use student data, feedback from formal and informal observations, and professional development opportunities connected to improvement plans and conversations to provide supports to teachers and other staff members.  c) The school leader conducts periodic check-ins of other school administrators (especially administrators supervising subgroups of students who are experiencing achievement and developmental lags, i.e., special education and English language learner supervisors) and staff members that lead to an understanding of the next steps that are necessary to be able to yield a positive year-end evaluation rating.</p>	<p>a) The school leader and other school administrators are planning to develop a system for frequently observing teachers that will result in relevant feedback and teacher improvement plans.  b) The school leader and other school administrators use feedback from formal and informal observations to provide supports to teachers and other staff members.  c) The school leader conducts check-ins of specific staff members, but does not align the findings of the check-ins to improvement steps necessary to yield a positive year-end evaluation rating.</p>	<p>a) The school leader and other school administrators have no formal plans for frequently observing teachers, do not have teacher improvement plans or conversations about teacher improvement plans are not prioritized.  b) The school leader and other school administrators do not connect information about student data or former feedback to the development of supports provided to teachers and other staff members.  c) The school leader does not conduct periodic check-ins of staff and administrators, and the steps necessary for positive year-end evaluation ratings are not known or communicated.</p>

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\*\*Note: Statements of practice 2.1, 3.1, 4.1, 5.1 and 6.1 measures how the school perceives the district's efforts with supporting the school's effort in this area.

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**\*Tenet 3 - Curriculum Development and Support: 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.**

Statements of Practice	Highly Effective	Effective	Developing	Ineffective
<p><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 Common Core Learning Standards (CCLS) in Pre K-12.</p>	<p>a) The school leader and staff provide consistent, systematic, and timely individualized and group professional development support to all teachers across grades and subjects to ensure that pertinent decisions are made about the delivery of the curricula. b) The school leader fosters a culture where teachers ensure that the implemented CCLS curricula are dynamic and address what students need to know in order for the school-wide goals to be achieved. c) The school uses cohesive and comprehensive curricula that include clear, descriptive units of studies appropriately aligned to the CCLS and consider what students need to know across all grades to become college and career ready.</p>	<p>a) The school leader and staff provide consistent and systematic support to all teachers across grades and subjects appropriately aligned to rigorous and coherent CCLS curricula. b) The school leader and teachers work to ensure that the implemented curricula are appropriately aligned to the CCLS. c) The school uses cohesive and comprehensive curricula that include clear, descriptive units of studies appropriately aligned to standards and consider what students need to know across all grades.</p>	<p>a) The school leader and staff provide curriculum support that does not target the expectations set forth in the CCLS. b) The school leader and staff use of curricula focuses on standards that are not CCLS-appropriately aligned. c) The school uses curricula that consider standards and what students need to know.</p>	<p>a) The school leader and staff do not provide curriculum support to teachers. b) The school leader and staff use of curricula are static and are not appropriately aligned to standards. c) The school has plans for teaching students that are not aligned to any standards.</p>
<p><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.</p>	<p>a) Teachers are supported so that their instructional expertise is developed and nurtured during regularly scheduled grade-level meetings, which are guided by targeted agendas based on student and school data to ensure that all unit plans across their grade/subject are appropriately aligned to the CCLS coherent curriculum and meet students' needs. b) Teachers use pacing calendars and unit plans across all grades, content areas and classes that expose students to a progression of sequenced and scaffolded complex materials appropriately aligned to the CCLS that meet the learning needs of pertinent groups of students (i.e., special education and English language learners) so that they are able to achieve at high consistent rates. c) Teachers use CCLS appropriately aligned lesson plans that promote higher-order thinking skills in all groups of students and develop analytical, evaluative and reflective skills across content areas by providing supports and extensions necessary for student achievement.</p>	<p>a) Teachers formally participate in grade-level or other meetings to collaboratively create and examine coherent CCLS-appropriately aligned curriculum unit plans across their grade/subject. b) Teachers use appropriately aligned CCLS pacing calendars and unit plans across all grades, content areas and classes that expose students to a progression of sequenced complex materials. c) Teachers use CCLS-appropriately aligned lesson plans that promote higher-order thinking skills and help students analyze information.</p>	<p>a) Teachers formally participate in grade-level or other meeting opportunities to discuss unit plans across their grade/subject areas. b) Teachers use unit plans in classes that expose students to materials aligned to their grade. c) Teachers use lesson plans that are aligned to standards and appropriate for the grade and subject.</p>	<p>a) Teachers meet informally and/or have no systems or protocols for working on unit plans. b) Teachers use grade/subject materials that are not aligned to unit plans or pacing calendars. c) Teachers do not consistently use lesson plans to instruct students that are aligned to the standards or appropriately addresses the grade and subject.</p>

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<p><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.</p>	<p>a) The school has a culture where all teachers work in partnerships within and across grades and subjects vertically and horizontally on a regular basis targeting student development, what is taught and why it is taught. b) The school leader and teachers ensure that students are exposed to a rich CCLS-appropriately aligned academic curriculum that enables them to develop and demonstrate high cognitive abilities/competency in discovering, creating and communicating information using the arts, technology and other enrichment areas.</p>	<p>a) The school leader and staff create opportunities for all teachers to work in partnerships within and across grades and subjects vertically and horizontally on a regular basis targeting what is taught and why it is taught. b) The school leader and teachers ensure that students are exposed to a standards-based aligned curriculum that enables students to discover, create and communicate information using the arts, technology and other enrichment areas.</p>	<p>a) The school leader creates opportunities for specific teams of teachers to work horizontally across grades or subjects on a regular basis. b) The school leader has not ensured that students' exposure to the arts and technology is aligned to the implemented academic curriculum, which limits how students fully benefit from using the arts, technology and other enrichment areas.</p>	<p>a) Formal opportunities for teachers to meet across grades or subjects to plan and discuss strategies do not exist. b) The school leader has not taken measures to ensure that students are exposed to the arts, technology and other enrichment areas.</p>
<p><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.</p>	<p>a) The school leader cultivates exemplary practices and models the collection and use of timely data (formative and summative assessments including screening, interim measures and progress monitoring) to assess school-wide effectiveness, identify student needs, and promote high levels of student learning and success. b) The school leader and teachers actively develop multiple points of assessments for students that immerse school teams in an in-depth analysis of assessment results and lead to the adaptation of instruction that is empirically/evidence based. c) The school leader and teachers collaboratively analyze collected data, leading to the development of comprehensive instructional plans for groups of students that capture current levels of student achievement, map out a clear and timely path for progress and growth, and engage students as active participants in their own learning.</p>	<p>a) The school leader collects timely data (formative and summative assessments including screening, interim measures and progress monitoring) and shares it with teachers and instructional staff so they can assess school effectiveness, identify student needs, and promote high levels of student learning and success. b) The school leader and teachers use assessment tools to identify patterns of student learning that lead to the adaptation of instruction. c) The school leader and teachers analyze collected data, leading to the development of instructional plans for groups of students that capture current levels of student achievement and map out a clear and timely path for progress and growth.</p>	<p>a) The school leader reviews limited data and informs teachers and instructional staff of student achievement levels. b) The school leader and teachers use summative assessments to identify patterns of student learning and inform instruction. c) The school leader and teachers' analysis of data leads to an adaptation of instructional plans based on the performance of specific students, which causes a misalignment of instruction for other students.</p>	<p>a) The school leader does not use data as a mechanism to assess student achievement levels. b) The school leader and teachers do not utilize assessment tools as a vehicle to identify patterns of student learning. c) The school leader and teachers struggle with the use of data, which impedes their ability to inform the development of instructional plans for students.</p>

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**\*Tenet 4 - Teacher Practices and Decisions: 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.**

Statements of Practice	Highly Effective	Effective	Developing	Ineffective
<p><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.</p>	<p>a) Teachers have a transparent, targeted plan that is informed by data (summative, interim, attendance, IEPs, NYSESLAT, etc.), grade-level and school-wide goals for all groups of students. b) Teachers use instructional practices and strategies that are aligned to plans and include accommodations for groups of students with disabilities and linguistic needs of English language learners/limited English proficient students to provide timely and appropriate instructional interventions and extensions for all students. c) Teachers create short- and long-term goals based on data with learning trajectories for groups of students based on identified and timely needs that lead to student involvement in their own learning.</p>	<p>a) Teachers have a plan that is informed by data (summative, interim, attendance, IEPs, NYSESLAT, etc.) and grade-level goals for all groups of students. b) Teachers use instructional practices and strategies that are aligned to plans and include accommodations for groups of students with disabilities and linguistic needs of English language learners/limited English proficient students and provide instructional interventions to students that lead to inquiry and engagement. c) Teachers create short- and long-term goals for groups of students based on grade-level benchmarks and leads to student involvement in their own learning.</p>	<p>a) Teachers have a plan and are learning how to align it to class data. b) Teachers use instructional practices and strategies that are aligned to plans and provide instructional interventions to students. c) Teachers' established goals for groups of students are static and do not consider students' short- or long-term progress.</p>	<p>a) Teachers do not have plans that are based on data. b) Teachers use instructional practices and strategies that are neither aligned to a plan nor provide instructional interventions to students. c) Teachers have not established short or long-term goals for groups of students.</p>
<p><b>Statement of Practice 4.3:</b> Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.</p>	<p>a) Teachers use instructional practices that are systematic and explicit, based on sequential lesson plans appropriately aligned to CCLS curriculum maps to instruct students, leading to high levels of achievement. b) Teachers use data and multiple strategies to provide students with a wide variety of ways to engage in learning so that the students can achieve their targeted goals.</p>	<p>a) Teachers use instructional practices appropriately aligned to CCLS curriculum maps to instruct students, leading to student achievement. b) Teachers provide students with a wide variety of ways to engage in learning that enable students to achieve their targeted goals.</p>	<p>a) Teachers use instructional practices that are aligned to standards but do not lead to increased student achievement. b) Teachers provide generic instruction to students that limits the ways in which students are able to access learning and achieve goals.</p>	<p>a) Teacher instruction is incoherent and not based on any lesson plans. b) Teachers' instruction is not purposeful or adaptive.</p>
<p><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.</p>	<p>a) Teachers and students create environments by which students are citizens of their class and there is a common understanding of how one is treated, treats others and contributes to positive reinforcements of behaviors by using behavioral expectations that are explicitly taught. b) Teachers across the school use strategies that acknowledge diverse groups of students, provide access to learning and social opportunities, and encourage students to have a voice in their educational experience. c) Teachers and students stimulate deep levels of thinking and questioning through the use of instructional materials that contain high levels of text and content complexity.</p>	<p>a) Teachers create environments by which there is a common understanding and recognition of acceptable and safe behaviors by using behavioral expectations that are explicitly taught. b) Teachers use strategies that are sensitive to diverse groups of students and their needs, which provide access to learning and social opportunities. c) Teachers stimulate student thinking by asking questions that relate to instructional materials that contain high levels of text and content complexity.</p>	<p>a) Teachers put forth a plan for acceptable student behaviors that is inconsistently recognized by students. b) Some teachers provide opportunities to acknowledge diverse groups of students. c) Teachers ask questions that relate to generic instructional materials and foster a compliant classroom environment.</p>	<p>a) Teachers do not have an established set of expectations for student behavior. b) Teachers' strategies are not sensitive to students' needs and limit learning and social opportunities. c) Teachers ask lower-order thinking questions that do not garner student engagement.</p>

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\*\*Note: Statements of practice 2.1, 3.1, 4.1, 5.1 and 6.1 measures how the school perceives the district's efforts with supporting the school's effort in this area.

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<p><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.</p>	<p>a) Teachers use summative and formative assessments including screening, progress monitoring, interim measures and outcome assessments to develop highly dynamic and responsive plans, based on students' strengths and needs. b) Teachers use a wide variety of relevant data sources to create robust lesson plans that account for student grouping and to determine the appropriate intensity and duration of instruction. c) Teachers provide frequent and relevant feedback to students based on the analysis of timely data, and students draw on the feedback so that they can reflect, adjust and assess their own progress.</p>	<p>a) Teachers utilize data sources and analyze the information provided from such sources to inform instructional decision-making, including student grouping and instructional strategies. b) Teachers use targeted plans to adjust student grouping and instructional strategies based on data for most students. c) Teachers provide frequent feedback to students based on the analysis of timely data and provide students with their next steps.</p>	<p>a) Teachers utilize data sources to inform instructional decision-making. b) Teachers have action plans for adjusting student groupings, but the plans lack specificity and do not provide targeted intervention for students requiring additional support. c) Teachers provide data-based feedback to students.</p>	<p>a) Teachers do not use assessments to inform instructional decision-making. b) Teachers do not use their action plans for grouping and adjusting their instruction, or they do not have action plans. c) Teachers do not use data to provide feedback to students, which makes the feedback inadequate.</p>
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**\*Tenet 5 - Student Social and Emotional Developmental Health:** 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.

Statements of Practice	Highly Effective	Effective	Developing	Ineffective
<p><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.</p>	<p>a) A deliberate system has been established that allows each child to be well known by a designated adult who coordinates social and emotional developmental health needs in a system that positively reinforces academic success for all students. b) There is a strategic and comprehensive system for referral and support for all students that effectively addresses barriers to social and emotional developmental health and academic success. c) The school strategically uses data to identify areas of need and leverages internal or external resources and cultivates partnerships that strongly impact the social and emotional developmental health of students.</p>	<p>a) A system has been established that allows each child to be known by a designated adult who coordinates social and emotional developmental health needs. b) There is a system for referral and support for all students that addresses barriers to social and emotional developmental health and academic needs. c) The school uses data to identify areas of need and cultivates partnerships that impact student social and emotional developmental health.</p>	<p>a) The school is developing a system to address the social and emotional developmental health needs of students. b) The school is developing a system of referral and support that addresses the social and emotional developmental health and academic success of students. c) The school use of data identifies surface areas of need connected to the social and emotional developmental health of students.</p>	<p>a) The school does not have a system to coordinate the social and emotional developmental health needs of students. b) The school does not have a system of referral and support, or the system in place is ineffective. c) The school does not use data to identify student areas of need connected to social and emotional developmental health.</p>
<p><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,</p>	<p>a) All school constituents can articulate a shared understanding of skills and behaviors that demonstrate social and emotional developmental health and how those behaviors are linked and lead to academic success. b) There is a rigorous and coherent curriculum/program in place that teaches, supports and measures social and emotional developmental health for students that results in all students demonstrating these skills and articulating</p>	<p>a) All school constituents can articulate the skills and behaviors that demonstrate social and emotional developmental health and lead to academic success. b) There is a curriculum/program in place that teaches, supports and measures social and emotional developmental health for students that results in a significant number of students</p>	<p>a) The school is developing an understanding of the skills and behaviors connected to social and emotional developmental health and how those behaviors are linked to academic success. b) The school is developing a curriculum/program to teach, support, and measure social and emotional developmental health for students, or there is a curriculum in place that is not clearly</p>	<p>a) The school has not identified skills and behaviors connected to social and emotional developmental health. b) The school does not have a curriculum or program in place to support social and emotional developmental health. c) The school does not provide professional development to support staff and faculty in</p>

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teachers and students.	a sense of belonging and ownership in the school community. c) There is a deliberate professional development plan that builds adult capacity to facilitate learning experiences and to support social and emotional developmental health for all students, resulting in a safe and healthy environment that is conducive to learning across the school community and impacts student academic success.	demonstrating these skills. c) There is professional development in place that builds adult capacity in supporting students' social and emotional developmental health that results in a safe, respectful learning community.	aligned to defined outcomes. c) The school is developing supports to build adult capacity in terms of supporting students' social and emotional developmental health.	supporting the social and emotional developmental health of 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.	a) Across the school community, students are able to express that they feel safe, supported in their social and emotional developmental health growth, and have a voice in decisions that impact their lives as students (as developmentally appropriate). b) Across the school community, teachers articulate their investment in the school vision and how they have a voice in decisions that impact the school environment and student learning. c) Across the school community, parents are able to express how their children have demonstrated growth as a result of the school's social and emotional developmental health support and how this support is tied to the school's vision and students' needs.	a) Across the school community, students express that they feel safe and supported in their social and emotional developmental health growth. b) Across the school community, teachers are able to articulate the school vision and how it is connected to student social and emotional developmental health and the role teachers play in achieving that vision. c) Across the school community, parents are able to express the work the school does that is linked to the social and emotional developmental health of their children and how this support is tied to the school's vision.	a) Students express that the school supports their social and emotional developmental health, but they do not consistently feel safe—or students express that they feel safe but are unaware of where to turn for social and emotional supports. b) Among teachers, there is uncertainty regarding their role in supporting students' social and emotional developmental health, and how it ties into the school vision or the limited awareness of the vision hinders teachers from making meaningful connections to student support. c) Parents are able to express how the school provides levels of social and emotional developmental health supports to students, but there isn't a clear understanding of how the support connects to the school's vision.	a) Students express that they do not feel safe and supported in their school community. b) Teachers are unable to articulate the school's vision connected to social and emotional developmental health and/or do not express their role in supporting students. c) Parents are unable to express the school vision connected to social and emotional developmental health and/or express that they do not feel their children are supported.
<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.	a) The school leader and student support staff work collaboratively to develop a strategic plan to incentivize teachers' use of a wide variety of data to address students' social and emotional developmental health needs that align to academic and social success. b) The school leader provides time and space for teachers to work with other staff members so that a comprehensive action plan is developed and implemented, so students can become academically and socially successful.	a) The school leader and student support staff work with teachers to develop an understanding of how to use data to address students' social and emotional developmental health needs that align to academic and social success. b) The school leader and student support staff expect staff members to use data to effectively address student needs.	a) The school leader encourages specific teachers to use data to address students' social and emotional developmental health needs. b) The school leader is developing support systems to address the staff's ability to meet student needs.	a) The school leader has not prioritized the need for systems that address how teachers and other staff use data to address students' social and emotional developmental health needs. b) The school has no specific plan to support staff efforts to address student needs.

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**\*Tenet 6 - Family and Community Engagement:** 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.

Statements of Practice	Highly Effective	Effective	Developing	Ineffective
<p><b>Statement of Practice 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.</p>	<p>a) The school is a welcoming space and is responsive to families and community members and collaboratively designs an open-door policy to ensure appropriate access to school leaders and staff. b) The school community proactively cultivates trusting and respectful relationships with diverse families and community stakeholders. c) The school provides support to families by creating diverse and meaningful opportunities for volunteering and engaging with the school using multiple points of entry focused on student learning and development.</p>	<p>a) The school is a welcoming space and is responsive to families and community members and designs an open-door policy to ensure appropriate access to school leaders and staff. b) The school community espouses a trusting and respectful relationship with diverse families and community stakeholders. c) The school offers families opportunities for volunteering and engaging with the school focused on student learning and development.</p>	<p>a) The school welcomes families and provides opportunities to engage with staff during select times throughout the year. b) The school community encourages relationships with families and community stakeholders who are consistently visible/vocal at the school or whose children are in immediate need. c) The school delegates promoting volunteer opportunities to the parent association or other involved families at the school.</p>	<p>a) The school is welcoming to parents who can access English and parents who initiate the relationship. b) The school community does not prioritize relationships with families or the community. c) There are no efforts made to promote volunteers opportunities.</p>
<p><b>Statement of Practice 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.</p>	<p>a) The school staff respects, acknowledges, and validates the diversity of the existing knowledge and culture held by families and community members and provides a space to celebrate the diversity. b) The school staff provides opportunities for purposeful, strategic and authentic dialogue about school achievement, development and improvement in all pertinent languages so that all parents can participate in the dialogue. c) The school staff regularly communicates and solicits family feedback concerning student achievement, needs, issues and concerns using multiple, interactive communication paths in all pertinent languages so that student achievement is increased.</p>	<p>a) The school staff respects and acknowledges the diversity of the existing knowledge and culture held by families and community members. b) The school staff communicates about school issues and concerns in all languages so that all parents are aware of the communication. c) The school staff regularly communicates with families concerning student achievement information using multiple tools in all pertinent languages so that student achievement is increased.</p>	<p>a) The school staff is aware of the diverse culture and is developing a plan to cultivate an understanding of the diversity and needs of the community. b) The school staff sends communications out to families and provides translations upon request. c) The school disseminates information to families about students during scheduled parent-teacher conferences and provides translations upon request.</p>	<p>a) The school staff has not made efforts toward recognizing all cultural groups that makeup their community. b) The school staff communicates with families without considering translation needs. c) The school sends summative student information to families at the end of the year and does not consider translation needs.</p>
<p><b>Statement of Practice 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.</p>	<p>a) The school builds partnerships and creates opportunities that link and engage all families with the community to support student learning and growth. b) The school provides professional development for all school staff on how to actively seek and sustain healthy partnerships with families and community organizations that is linked to student needs.</p>	<p>a) The school makes connections between families and the community to support student learning and growth. b) The school provides professional development for targeted school staff on how to actively seek and sustain healthy partnerships with families and community organizations that is linked to student needs.</p>	<p>a) The school shares information with families regarding community resources. b) The professional development for targeted school staff is inclusive of information on how staff can seek partnerships with families.</p>	<p>a) The school does not have partnerships that link families with the community and does not share community resources to support student learning. b) The school does not provide professional development for staff concerning developing partnerships with families and/or the community.</p>

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\*\*Note: Statements of practice 2.1, 3.1, 4.1, 5.1 and 6.1 measures how the school perceives the district's efforts with supporting the school's effort in this area.

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<p><b>Statement of Practice 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.</p>	<p>a) The school community provides a wide range of learning opportunities for families and community members to elevate their understanding of student and school data. b) The entire school community shares data in a way in which families can understand student learning needs and successes so that they can proactively advocate and partner with the school around student support and sustainability.</p>	<p>a) The school community provides a wide range of learning opportunities for families to elevate their understanding of student data. b) The school community shares data in a way in which families can understand student learning needs and successes and are encouraged to advocate around student support and sustainability.</p>	<p>a) The school community provides learning opportunities for families who actively seek to understand their student data. b) The school community shares data, and families can access it to understand student learning needs and successes.</p>	<p>a) The school community does not provide learning opportunities for families to understand student data. b) The school community shares data in a way that limits the way in which families understand student learning and needs.</p>
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# COMPREHENSIVE DISTRICT RUBRIC FOR DTSDE

New York State Education Department Diagnostic Tool for School and District Effectiveness				
*Tenet 1 - District Leadership and Capacity: The district examines school 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.				
Statements of Practice	Highly Effective	Effective	Developing	Ineffective
<b>Statement of Practice 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.	<p>a) The district has vigorous recruitment strategies and structures that include partnerships with colleges, institutions and other agencies that lead to highly effective personnel in all schools.</p> <p>b) The district adaptively uses a comprehensive plan for supporting school leaders to create systems for evaluating staff and providing frequent, relevant feedback and professional development that lead to an improvement of practices.</p> <p>c) The district collaborates with schools to develop and implement strategies that lead to high levels of staff retention.</p>	<p>a) The district has recruitment strategies and structures inclusive of external partnerships that lead to adequate personnel in all schools.</p> <p>b) The district has a generic plan for supporting school leaders that leads to an understanding of staff evaluation, frequent feedback and professional development that reflect on practices.</p> <p>c) The district develops and implements strategies that lead to high levels of staff retention.</p>	<p>a) The district recruitment strategies and partnerships are not systemic and do not provide schools the opportunity to readily access highly effective or adequate personnel.</p> <p>b) The district plan is not comprehensive and addresses only a subset of school needs, leading to inconsistent professional development.</p> <p>c) The district provides feedback to schools on staff retention.</p>	<p>a) The district does not recruit personnel and does not have partnerships with external agencies.</p> <p>b) The district does not have a plan and/or does not implement its plan to support school leaders in a way that enables them to effectively evaluate their staff and provide them with appropriate professional development.</p> <p>c) The district does not involve itself with staff retention.</p>
<b>Statement of Practice 1.2:</b> The district is organized and allocates resources (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.	<p>a) The district has developed structures for assessing and deploying resources that readily respond to the expressed needs of school communities.</p> <p>b) The district uses ongoing assessments to provide adaptive support to school leaders around how their school is organized and fully benefits from resources allocated by the district.</p> <p>c) The district ensures that resources are equitably and adequately allocated throughout the district to meet student, staff and family needs.</p>	<p>a) The district has developed structures for assessing and deploying resources that eventually respond to the needs of school communities.</p> <p>b) The district provides school leaders generic support around how their school is organized and benefits from resources allocated by the district.</p> <p>c) The district ensures that resources are adequately allocated throughout the district to meet student, staff and family needs.</p>	<p>a) The district has structures for deploying resources that address the needs of school communities.</p> <p>b) The district provides school leaders generic support concerning resources allocated by the district.</p> <p>c) The district allocation of resources to schools considers the needs of students, staff and families.</p>	<p>a) The district does not have structures in place for assessing and/or deploying resources that address the needs of school communities.</p> <p>b) The district does not provide support to schools concerning the use of resources.</p> <p>c) The district's allocation of resources does not adequately consider the needs of students, staff and families.</p>
<b>Statement of Practice 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.	<p>a) The district leadership has created and explicitly communicated a strong, cogent theory of action that includes how all staff members must establish a set of high expectations for connecting their professional practices to student outcomes.</p> <p>b) The district leadership has established an organized approach for timely communication of the strong, cogent theory of action using a variety of strategies and methods, including translations into all pertinent languages, for all constituents.</p>	<p>a) The district leadership has communicated a set of high expectations for connecting professional practices to student outcomes.</p> <p>b) The district has established an approach for communicating its theory of action, which includes translations into all pertinent languages, for all constituents.</p>	<p>a) The district leadership has a set of high expectations that have not been widely communicated and have limited connections to how staff align their professional practices to student outcomes.</p> <p>b) The district communicates the theory of action using limited methods that do not meet the needs of all constituents.</p>	<p>a) The district leadership has not explicitly committed to high expectations that connect to professional practices and student outcomes.</p> <p>b) The district does not have an established routine for communicating its theory of action to any of its constituents.</p>

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\*\*Note: Statements of practice 2.1, 3.1, 4.1, 5.1 and 6.1 measures how the school perceives the district's efforts with supporting the school's effort in this area.

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<p><b>Statement of Practice 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.</p>	<p>a) The district has a comprehensive plan that leads to the creation of a wide array of professional development opportunities concerning all areas of a school community.  b) The district widely communicates an established calendar of professional development opportunities that are based on the assessment of school staff practices and are offered in ways that allow and encourage high levels of participation and engagement.  c) The district has established mechanisms for providing follow-up support that are adaptive and tailored to the needs of staff members from individual schools.</p>	<p>a) The district has a plan that leads to the creation of professional development opportunities that addresses concentrated areas of a school community.  b) The district communicates an established calendar of professional development opportunities that are based on the assessment of school staff practices.  c) The district has established mechanisms for providing follow-up support that is generic to the needs of staff members from individual schools.</p>	<p>a) The district offers professional development as a reactive measure to respond to areas of need based on occurrences and observations.  b) The district communicates available professional development opportunities.  c) The district provides follow-up support on professional development that it has provided to school staff.</p>	<p>a) The district provides professional development upon school requests.  b) The district does not maintain a calendar of professional development opportunities to communicate to schools.  c) The district does not provide follow-up support on professional development for school staff.</p>
<p><b>Statement of Practice 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.</p>	<p>a) The district widely communicates a vision and expectations for how data is to be used by all staff members for supporting, instructing, and establishing goals for students and the school.  b) The district readily identifies a wide array of evidenced-based best practices concerning teachers' use of data that inform what, when and how teachers instruct students that lead to increased student achievement and successfully meet school goals.</p>	<p>a) The district communicates expectations for how data is to be used by staff members for supporting, instructing, and establishing goals for students and the school.  b) The district identifies a best practice concerning teachers' use of data that informs how teachers instruct students and addresses student achievement and school goals.</p>	<p>a) The district communicates expectations for how data is to be used by specific and targeted staff members.  b) The district identifies practices concerning teachers' use of data that inform how teachers instruct students.</p>	<p>a) The district does not communicate its expectations for how data is to be used by staff members for supporting, instructing and establishing goals for students.  b) The district has identified practices connected to how teachers instruct students, but they are not aligned to the use of data.</p>
<p><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.</p>	<p>a) The district forges a reciprocal relationship with the school leader fostering a culture of collegiality and support that results in the school leader consulting, engaging and partnering with the district, or the district implements interventions as necessary and the school leader is consulted as needed.  b) The district provides the school leader with a wide range of high-quality support options that have been designed and tailored to meet the various needs of the school community.  c) The district and school leader collaborate to create, nurture and sustain a school-wide vision and learning environment that is responsive to the needs of all of its stakeholders and the school community.</p>	<p>a) The district forges a relationship with the school leader that encourages the school leader to consult and engage with the district, or the district implements interventions as necessary.  b) The district provides the school leader with high-quality support options that meet the instructional needs of the school community.  c) The district supports and promotes the school leader's vision to create, nurture and sustain a school community that is responsive to the needs of all of its stakeholders.</p>	<p>a) The district's relationship with the school leader is reactionary based on observed practices and district-assigned tasks.  b) The district provides the school leader with select support options that meet specific needs within the school community.  c) The district is aware of the school leader's vision to create, nurture and sustain a school community that is responsive to the needs of all of its stakeholders, but does not actively support the vision.</p>	<p>a) The district is not cognizant of the school's abilities to respond and complete district-assigned tasks or the needs of the school community to foster an effective relationship.  b) The district support is not targeted to address the needs of the school community.  c) The district has not collaborated or engaged with the school leader regarding his/her vision.</p>

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<p><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 <b>***</b>appropriately aligned to the Common Core Learning Standards (CCLS) and are inclusive of the arts, technology and other enrichment subjects in a data-driven culture.</p>	<p>a) The district establishes open and reciprocal communication with the school that leads to high levels of ownership of collaboration, transparency and accountability concerning what and how teachers instruct students. b) The district partners with the school to design a robust support infrastructure that is aligned to the instructional needs and the implementation of CCLS curricula (curriculum modules, district/school-developed CCLS curricula, etc.) that incorporate the arts, technology and other enrichment subjects. c) The district proactively utilizes assessment and accountability systems to assess school-wide effectiveness, monitor school progress and provide the school with real-time analysis of student learning and patterns and trends that lead to the development of school-wide improvement plans.</p>	<p>a) The district establishes open and reciprocal communication with the school that leads to high levels of ownership of accountability. b) The district provides the school community with support that is aligned to the instructional needs and use of CCLS curricula (curriculum modules, district/school-developed CCLS curricula, etc.) that incorporate the arts, technology and other enrichment subjects. c) The district utilizes assessment and accountability systems to assess school-wide effectiveness, monitor school progress and determine patterns in student learning, and shares its findings with the schools.</p>	<p>a) The district has intermittent communication with the school and/or communicates only during periods of concern. b) The district offers the school community support that is aligned to the use of CCLS curricula and instructional needs. c) The district utilizes assessment and accountability tools to monitor school progress and identify patterns in student learning.</p>	<p>a) The district's communication with the school does not effectively address what and how teachers should instruct students, and does not foster a sense of ownership on the school's behalf. b) The school is not receiving supports from the district concerning the use of CCLS curricula. c) The district's utilization of assessment and accountability tools does not focus on analyzing student learning in schools.</p>
<p><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.</p>	<p>a) There is reciprocal communication between the district and school to make decisions around the various professional development needs of all groups of teachers concerning instructional practices and decisions aligned to school data, leading to consistent and sustained student improvement. b) The district provides multiple points of entry for teachers to participate in learning opportunities to understand and utilize best practices, effective instructional planning, decision-making and delivery. c) The district has systems and structures that lead to comprehensive follow-up support for teacher development in the areas of student data use, goal-setting, and instructional practices that yield high levels of student engagement and achievement.</p>	<p>a) The district and school communicate around professional development needs of groups of teachers concerning instructional practices and decisions aligned to school data, which leads to increased student outcomes. b) The district provides teachers with learning opportunities that help teachers identify best practices and strategies. c) The district has a system for providing follow-up support based on its professional development offerings to teachers that addresses areas of instructional practices aligned to data.</p>	<p>a) The district and school's communication around professional development does not take school or student data and learning into account, which leads to inconsistent improvements in student outcomes. b) The district provides learning opportunities that do not add to teachers' knowledge of best practices and strategies. c) The district provides follow-up on support for professional development to teachers in areas of instructional practices.</p>	<p>a) The district and school do not communicate around professional development, which leads to the professional development being misaligned with the needs of the school's teachers and students. b) The district does not provide professional development in areas that are responsive to teacher needs. c) The district does not provide follow-up support for teachers in areas of instructional practices.</p>

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<p><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.</p>	<p>a) The district has a comprehensive support policy that focuses on proactively working with schools and community organizations, which includes delivering a wide range of professional development topics and opportunities to school staff so that an array of student social and emotional developmental health needs are met to ensure academic success.</p> <p>b) The district provides follow-up support (coaching, modeling, subject matter expertise, etc.) that is dynamic and tailored to the skill and capacity of the school-level staff, which enables them to effectively implement the strategies learned during district-level professional development.</p>	<p>a) The district has a policy where the district, schools and community organizations collaborate to deliver professional development topics to school staff so that student social and emotional developmental health needs are met to ensure academic success.</p> <p>b) The district, school and community organizations provide follow-up support that addresses the school-level staff's ability to implement strategies learned during district-level professional development.</p>	<p>a) The district delivers professional development topics to school staff concerning student social and emotional developmental health needs.</p> <p>b) The district provides follow-up support to school-level staff connected to district-level professional development.</p>	<p>a) The district does not provide professional development in the area of student social and emotional developmental health.</p> <p>b) The district does not provide follow-up support.</p>
<p><b>**Statement of Practice 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.</p>	<p>a) The district has policies, systems and structures that create a climate of belonging for families and communities and incentivizes and emulates practices that will lead to school-wide adoption.</p> <p>b) The district has implemented a purposeful communication strategy that includes how information is disseminated, in all pertinent languages, to families and community members that enables the exchange, understanding and fluid access of timely student-, school- and district-based information.</p> <p>c) The district cultivates robust partnerships and has identified and developed a toolkit of effective resources and supports to respond to the needs of students and families that have been widely shared and proven to effectuate greater student and family outcomes.</p>	<p>a) The district creates policies, systems and structures that espouse a climate of belonging for families and communities and incentivizes school-wide adoption of the district's policies.</p> <p>b) The district has implemented a purposeful communication strategy, in all pertinent languages, to families and community members that allows for the exchange of student, school and/or district information.</p> <p>c) The district cultivates partnerships and has identified resources and supports to respond to the needs of students and families that have been shared with families and schools.</p>	<p>a) The district policy espouses a climate of belonging for families and communities and encourages school-wide adoption of the district's policies.</p> <p>b) The district communicates about school and district information to families in a way that does not meet families' varying needs.</p> <p>c) The district's partnerships and supports are focused on limited areas of support that do not fully address the needs of all students and families.</p>	<p>a) The district's policy for family and community engagement does not extend to the schools, or there is not a district-wide family engagement policy in place.</p> <p>b) The district communicates with families only around district-level information.</p> <p>c) The district has not cultivated the necessary partnerships or developed or allocated resources appropriately to respond to the needs of its students and families.</p>

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## Tenets & Sub-Statements

Statement of Practice	A	B	C
<b>Statement of Practice 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.	Vigorous recruitment, partnerships with agencies, highly effective personnel	Comprehensive plan, support school leaders, frequent feedback	Collaboration, staff retention
<b>Statement of Practice 1.2:</b> The district is organized and allocates resources (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.	Deployment of resources, respond to school community	Ongoing assessments, adaptive support to school leaders	Equitable and adequate resource allocation
<b>Statement of Practice 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.	District theory of action	Timely communication, all pertinent languages	
<b>Statement of Practice 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.	Professional development plan	Communication of opportunities, assessment of staff	Follow-up support, tailored to needs of staff
<b>Statement of Practice 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.	Vision for use of data	Best practices for data use	
<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.	Reciprocal relationship, culture of collegiality and support or district interventions	Wide range of support options, tailored to community needs	Promotes and supports school vision
<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).	School leader vision, student achievement, accountability	Staff enthusiastically supports vision	S.M.A.R.T School goals
<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.	Models excellence, adaptive, interconnected systems	Espouses and supports practices, impacts school and student achievement, feedback loops	Explicit communication, transparent school 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.	School leader or district recruits, hires, retains personnel, pool of internal & external human capital	Robust systems & structures flexible programming, extended learning time	Resources aligned to critical decisions, school-wide goals
<b>Statement of Practice 2.5:</b> The school leader has a fully functional system to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators & staff accountable for continuous improvement.	Frequent observations, feedback, teacher plan	Use of all data, professional development	Periodic check-ins, clear next steps, year-end evaluations
<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 Common Core Learning Standards (CCLS) and are inclusive of the arts, technology and other enrichment subjects in a data-driven culture.	Reciprocal communication, ownership, accountability, transparency	Partnerships with school, use of appropriately aligned CCLS curriculum	Proactive, assessment, accountability, real-time analysis
<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 Common Core Learning Standards (CCLS) in Pre K-12.	Timely professional development, pertinent decisions about curriculum	Fosters culture of dynamic curriculum, school-wide and student goals	Cohesive, comprehensive curriculum, units of studies appropriately aligned to CCLS, college-& career-ready

Statement of Practice	A	B	C
<p><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.</p>	<p>Instructional expertise is developed and nurtured, targeted agendas, appropriately aligned to the CCLS coherent curriculum</p>	<p>Pacing calendars and unit plans, progression of sequenced and scaffolded complex materials, pertinent groups of students</p>	<p>Teachers use CCLS-appropriately aligned lesson plans, higher-order thinking skills, develop analytical, evaluative and reflective skills</p>
<p><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.</p>	<p>School leaders &amp; teachers, culture of partnerships, vertical &amp; horizontal</p>	<p>appropriately-aligned academic curriculum, high cognitive abilities</p>	
<p><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.</p>	<p>Cultivates exemplary practices, use of data, high levels of student learning</p>	<p>Multiple points of data, immerse school team, in-depth analysis</p>	<p>School leader &amp; teachers collaborate, analyze data, student engagement</p>
<p><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.</p>	<p>Reciprocal communication, professional development, instructional practices &amp; decisions</p>	<p>Multiple points of entry, learning opportunities, best practices</p>	<p>Comprehensive follow-up support, goal-setting, high levels of student engagement and achievement</p>
<p><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.</p>	<p>Transparent, targeted plan, variety of data</p>	<p>Instructional strategies, instructional interventions and extensions</p>	<p>Short- and long-term goals, learning trajectories</p>
<p><b>Statement of Practice 4.3:</b> Teachers provide coherent appropriately aligned Common Core Learning Standards (CCLS)-based instruction that lead to multiple points of access for all students to achieve targeted goals.</p>	<p>Explicit, sequential lesson plans, Common Core learning standards curriculum map</p>	<p>Use of data, targeted individual goals</p>	
<p><b>Statement of Practice 4.4:</b> Teachers create a safe environment that is responsive to students' varied experiences, tailored to the needs of all students, and leads to high levels of student engagement and inquiry.</p>	<p>Class environments, common understanding, behavioral expectations</p>	<p>Diverse groups, access, learning &amp; social opportunities</p>	<p>Stimulate deep thinking &amp; questioning, high levels of text &amp; content complexity</p>
<p><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.</p>	<p>Use data, variety of data sources, dynamic &amp; responsive plans, student strength &amp; needs</p>	<p>Targeted plans, adjust student groups, instructional intensity</p>	<p>Frequent &amp; relevant feedback, timely data, self-assessment</p>
<p><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.</p>	<p>Comprehensive support policy, community organizations, professional development</p>	<p>Follow-up supports, capacity of school-level staff</p>	
<p><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.</p>	<p>Deliberate system, students known well by adults, impact student success</p>	<p>Strategic, comprehensive, referral, addresses barriers</p>	<p>Use of data, internal &amp; external resources, impact student socio-emotional developmental health</p>
<p><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.</p>	<p>Articulate a shared understanding, academic success</p>	<p>Rigorous &amp; coherent curriculum, belonging &amp; ownership</p>	<p>Deliberate professional development, conducive to learning, impact student achievement</p>
<p><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.</p>	<p>Safety, social-emotional growth, voice in decisions</p>	<p>Voice, impact, vision, impact student learning</p>	<p>Parents articulate student growth, support tied to school vision &amp; student growth</p>

Statement of Practice	A	B	C
<p><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.</p>	<p>Support staff &amp; school leader collaborate, incentivize student support</p>	<p>Comprehensive action plan, use of data, effectively addresses student needs</p>	
<p><b>Statement of Practice 6.1:</b> The district has a comprehensive family and community engagement strategic plan that states the expectations around creating a welcoming environment for families, reciprocal communication, and establishing partnerships with community organizations and families.</p>	<p>Climate of belonging, emulates practices, school-wide adoption</p>	<p>Purposeful communication, fluid access &amp; exchange</p>	<p>Cultivates robust partnerships, responds to student &amp; family needs</p>
<p><b>Statement of Practice 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.</p>	<p>Welcoming and inviting space, access to school leaders</p>	<p>Proactively cultivates trust, respectful relationships</p>	<p>Supports diversity, meaningful opportunities, multiple entry points</p>
<p><b>Statement of Practice 6.3:</b> The school engages in effective planning and reciprocal communication with family and community stakeholders so that students' strengths and needs are identified and used to augment learning.</p>	<p>Respects, validates diversity, existing knowledge and culture</p>	<p>Opportunities for purposeful, strategic, meaningful dialogue</p>	<p>Communicate, solicit community feedback in pertinent languages</p>
<p><b>Statement of Practice 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.</p>	<p>Opportunities, link engagement, student learning and growth</p>	<p>Professional development, sustain healthy partnerships</p>	
<p><b>Statement of Practice 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.</p>	<p>Wide range of learning opportunities, understanding student and school data</p>	<p>Share data, advocate and partner, student support and sustainability</p>	

## Mental Model of Statement Interdependence

