The University of the State of New York
The State Education Department

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS
Fall 2012 –Reviewer's School Review Notebook

THE UNIVERSITY OF THE STATE OF NEW YORK

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SECTION 1 – INTRODUCTION

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS

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The University of the State of New York
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A Message from Commissioner John B. King, Jr.

As you know, the United States Education Department recently granted New York a waiver from certain provisions of the Elementary and Secondary Education Act (also known as the No Child Left Behind Act). The waiver provides us with a valuable opportunity to better target the work we have already started through the Regents Reform Agenda and Race to the Top. It's a chance to spur innovative ideas while eliminating programs and mandates that have not proven effective in helping all students progress towards college and career readiness.

Under current practice, the Department uses various assessment tools -- tools such as School Quality Review, Curriculum Audit, Joint Intervention Team Review, PLA program evaluation visits and charter school reviews -- to gauge schools' progress towards accountability goals or charter performance agreements. But there is no formalized common training across review teams; as a result, schools are not benefitting from our review processes as much as they should be.

To strengthen the existing system, we have developed a new tool that captures the best practices from each of the current tools -- we call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement.

We will begin implementing the new protocol during the 2012-2013 school year. All Priority and Focus Schools and Focus Districts must use the new tool; we urge schools and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Education Plans to also use the tool. Schools and districts in good academic standing may also find the tool to be useful.

The Diagnostic Tool will help New York develop systems and structures so that schools and districts can receive consistent feedback that is aligned with the Regents Reform Agenda. I am confident that these new protocols will help us support improvement efforts throughout the State, with the ultimate goal of preparing all children for college and careers. I urge all schools and districts to use these new tools in the coming school year.

Embrace a *Vision:*

Vision –The school and district's *vision* identifies what needs to occur and how it will get done in order for students, staff and parents to grow and achieve.

Build *Capacity:*

Build Sustainable and Effective *Structures* and *Systems*

Assemble Sufficient and Appropriate *Resources*

Implement *Common Core Learning Standards*

Cultivate a Culture of Learning that Engages Adults across the whole district:

Establish *Routines*:

Institutionalize a Culture of *Data-Driven* Decision-Making

Conduct Excellent, Targeted *Professional Development based on a robust Teacher Leader Effectiveness system*

Achieve *Outcomes*:

Achieve High-Quality and Appropriately *Differentiated Instruction*

Deliver consistently effective *Student Learning Experiences* and achieve superior *Learning Outcomes*!

All within a climate of collegial and systematic *Communication* and *Safety*.

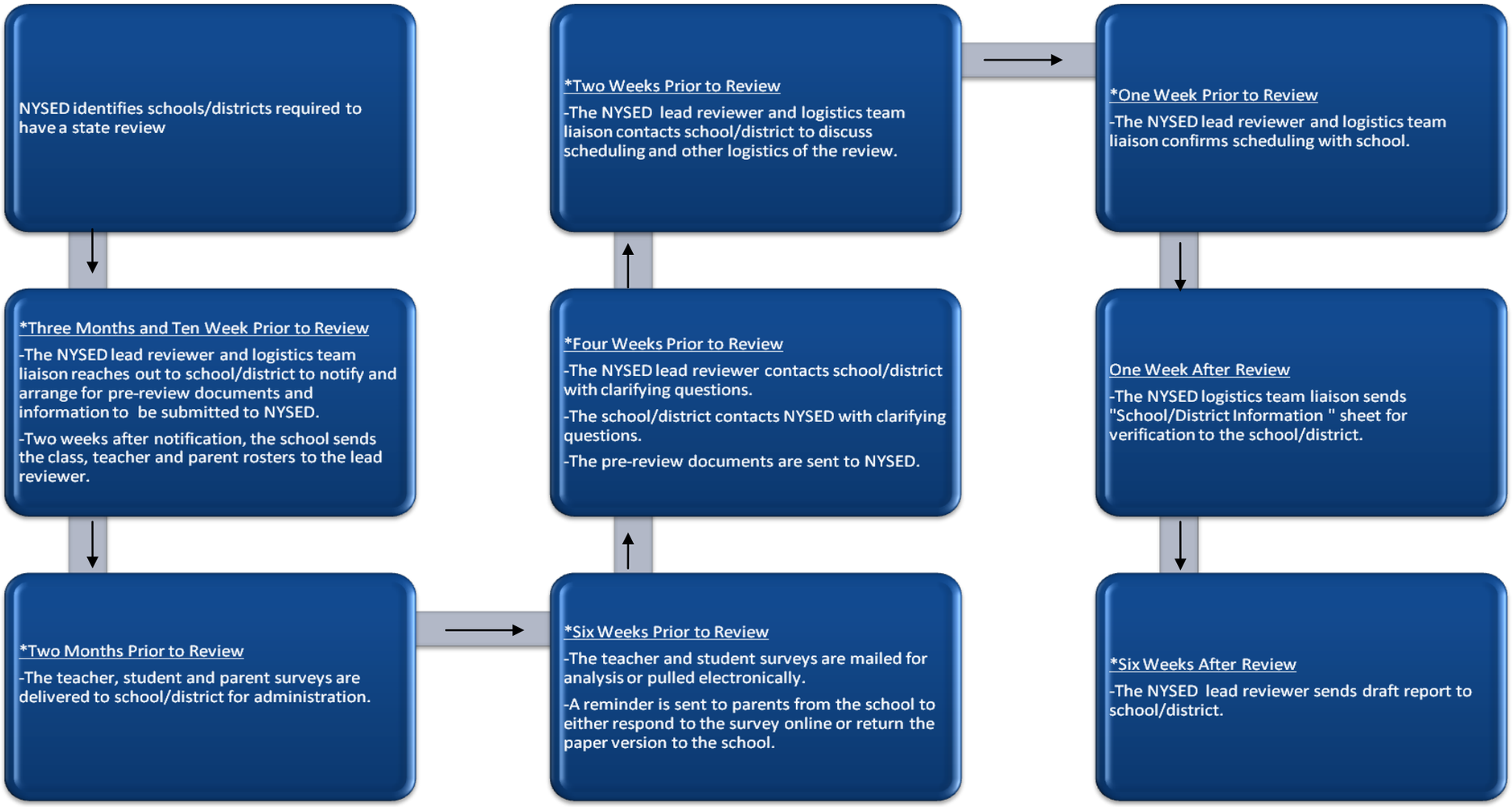
Components of the School Review

To ensure consistency in the school review practice, the following components will be conducted during a full review:

Event	Description	Explanation
In-School Document Review	• School schedule • All curriculum plans • Professional Development Plans • Teacher observation feedback • Additional school data • Agendas and attendance sheets for parent meetings • Sample correspondence to parents	The purpose of the in-school document review is for the reviewers to have the opportunity to examine school-level documents while in the school so that clarifying questions can be asked. During this event, the school will have the opportunity to present documents aligned to a conversation about the strategies and practices the school is focused on establishing.
Interviews	Principal • Beginning of each day • Midday check on first and second day (for three-day reviews) • Clarifying review on last day • Debrief of findings at end of review	The purpose of these meetings is for the reviewers to be able to communicate with the school leader throughout the school review process. This will encourage and enable fluid communication during the entire review process.
Focus Groups	Vertical teacher meeting (pre-selected group of teachers that are mutually agreed upon by the lead reviewer and school leader)	The purpose of this meeting is for the reviewers to ascertain a sense of how expectations, communications and practices are consistently recognized and distributed across the school. This group should represent all grades across subject areas. For example, an elementary school meeting should consist of a teacher from each grade and several clusters, or specialists.
	Parent Meeting (pre-selected group of parents that are mutually agreed upon by the lead reviewer and school leader)	The purpose of this meeting is for the reviewers to ascertain families' perception of how they are received, included and encouraged to partner with the school community for the betterment of their children's development, learning and achievement.
	Small Student Group Meeting (the reviewer will select these students on the first day of the review)	The purpose of this meeting is for the reviewers to discuss with a small group of students (3-5) the work they have produced this school year. Reviewers will ask students questions based on the work that appears in each child's work folder/portfolio.
	Large Student Group (the reviewer will select half of these students on the first day of the review, and the school leader may select the other half of the participants)	The purpose of this meeting is for the reviewers to ascertain how a wide variety of students perceive the school as a community and the school-wide expectations for their work. This group of students should be a vertical representation of the school that includes students from all grade levels and pertinent subgroups (including English language learners, special education, etc.).

		Schools that are identified for specific subgroups should expect to have a greater representation of that subgroup participate in the meeting.
	Student Support Staff Meeting (pre-selected group of staff members that are mutually agreed upon by the reviewer and school leader)	The purpose of this meeting is for the reviewers to ascertain how the school is using its student support staff, along with core teachers, to support students' social and emotional developmental health and academic growth. Additionally, the meeting is to ascertain how well the school works to engage parents and community organizations to support students.
Observations	Grade/Subject-Level Teachers	The purpose of this meeting is for the reviewers to observe a focused teacher meeting while the teachers look at student work and create an action plan to address the findings from the work. The reviewers will only ask clarifying questions prior to and/or after the meeting takes place. The teachers and school leaders should not expect this session to be led by the reviewer.
Visitations	Each Reviewer will visit seven to ten classes • After each visit, the reviewer will ask the teacher two to three questions (if doing so does not interrupt the lesson)	The purpose of the classroom visits is for reviewers to ascertain how students are being instructed, and to make connections between the curriculum the school uses and strategies and practices the teachers are employing compared to the goals set by the teacher and school.
Review Debrief	School and District Representatives	The purpose of this meeting is for the reviewers to communicate the preliminary findings of the school's performance compared to the rubric in a formal manner that is consistent with all NYS School Review debriefing sessions across New York State. The principal should be present during this meeting. The principal may be accompanied with a small cabinet (no more than three additional people) during the debriefing session.

School Review Timeline



*Schools/districts that are scheduled for reviews early in the school year will have a slightly modified timeline applied to their process.

SECTION 2 – SUPPORT DOCUMENTS

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS

NYSED

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Support Documents

Resource Tools and Documents to Support the Review Process	
Resources/Documents	**How to Use**
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.
Statements and Sub-Statements Interdependence	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.
Crosswalk of Diagnostic Tool and Other NYSED Materials and Protocols	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.

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 IIII.3, page 15; Standard VI: Professional Responsibilities and Collaboration, Element VI.2, page 28	Standard VII: Professional Growth, Element VII.I, page 32	Standard V: Assessment for Student Learning, Element V.2, page 24
SEDL				How is SEDL Relevant to ESD/SVP?, Bullet 7, Slide 5	
CPRE: District Role in Building Capacity	The District Role in Building Capacity: Four Strategies, CPRE Policy Brief; Building Teacher Knowledge and Skills, School-Based Support, Teacher Leaders, Teacher Participation in Development; pages 4-5	The District Role in Building Capacity: Four Strategies, CPRE Policy Brief; Targeted Intervention: Schools and Students, page 6	The District Role in Building Capacity: Four Strategies, CPRE Policy Brief; Sidebar 1, Data School District, page 4	The District Role in Building Capacity: Four Strategies, CPRE Policy Brief; School-Based Support, page 4	The District Role in Building Capacity: Four Strategies, CPRE Policy Brief; Data, Data and More Data, page 3
Data-Driven Rubric				Data Driven Culture #4	Data Driven Culture #4
PTA Nat'l Standards for Family-School Partnerships Assessment Guide		Standard 6: Collaborating with the Community, page 64	Standard 2: Communicating Effectively, pages 45-48		
ELL Bilingual PET Procedural Manual/Self Assessment Instrument	Self-Assessment Instrument: II. Leadership, Requirement A, Objective 3	Self-Assessment Instrument: II. Leadership, Requirement A, Objective 1, X. Resource Allocation Review, Requirement A, Objectives 1 and 2	Self-Assessment Instrument: II. Leadership, Requirement A, Objective 3	PET Procedural Manual: VII. Professional Development	Self-Assessment Instrument: V. Assessment District Planning, Requirement B, Objective IB
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	**Statement of Practice 2.1:** 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.	**Statement of Practice 2.2:** 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).	**Statement of Practice 2.3:** 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.	**Statement of Practice 2.4:** Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	**Statement of Practice 2.5:** 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.I and VII.2, pages 32-33	Standard III: Instructional Practice, Element IIII.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, page4	The District Role in Building Capacity: Four Strategies, CPRE Policy Brief; Curriculum and Instruction, page5	The District Role in Building Capacity: Four Strategies, CPRE Policy Brief: Data, Data and More Data; Building Teacher Knowledge and Skills, Curriculum and Instruction, Targeted Intervention: Schools and Students, pages 3-6	The District Role in Building Capacity: Four Strategies, CPRE Policy Brief; Targeted Interventions: Schools and Students, page 6	The District Role in Building Capacity: Four Strategies, CPRE Policy Brief: Data, Data and More Data; Building Teacher Knowledge and Skills, Curriculum and Instruction, Targeted Intervention: Schools and Students, pages 3-6
Data-Driven Rubric					Analysis #1, 3; Action #1, 4

PTA Nat'l Standards for Family-School Partnerships Assessment Guide	Standard 1: Welcoming All Families into the School Community: Creating a Family-Friendly Atmosphere, Indicator, page 42	Standard 3: Supporting Student Success, Engaging Families in Classroom Learning Indicator, page 52	Standard 3: Supporting Student Success, Engaging Families in Classroom Learning Indicator, page 52	Standard 6: Collaborating with the Community, Linking to Community Resources Indicator, page 64	
ELL Bilingual PET Procedural Manual/Self Assessment Instrument	Self-Assessment Instrument: VII. Professional Development, Requirement A, Objectives 1,2 and 3	Self-Assessment Instrument: II. Leadership, Requirement A, Objective 1	Self-Assessment Instrument: II. Leadership, Requirement B	Self-Assessment Instrument: X. Resource Allocation Review Requirement A, Objectives 1 and 2	Self-Assessment Instrument: VII Professional Development: Requirement C, Objective 2a
SQR					
RSE-TASC Walk-through Tool					
Tripod					
Ed. Expert		X	X	X	X
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.					
Document or Materials Used/Referenced to Create the Statement of Practice	**Statement of Practice 3.1:** 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.	**Statement of Practice 3.2:** 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.	**Statement of Practice 3.3:** 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.	**Statement of Practice 3.4:** 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.	**Statement of Practice 3.5:** 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 IIII.1, Indicator A, page 13	Standard II: Knowledge of Content and Instructional Planning; Element II.1, page 7	Standard II: Knowledge of Content and Instructional Planning; Element II.1, page 7	Standard VI: Professional Responsibilities and Collaboration, Element VI.2, Indicator B; Element VII.3, Indicator B, pages 28-29	Standard V: Assessment for Student Learning, Element V.1, page 23
SEDL					

CPRE: District Role in Building Capacity	The District Role in Building Capacity: Four Strategies, CPRE Policy Brief; Curriculum and Instruction, page 5	The District Role in Building Capacity: Four Strategies, CPRE Policy Brief; Curriculum and Instruction, page 5	The District Role in Building Capacity: Four Strategies, CPRE Policy Brief; Curriculum and Instruction, page 5	The District Role in Building Capacity: Four Strategies, CPRE Policy Brief; Curriculum and Instruction, page 5	The District Role in Building Capacity: Four Strategies; CPRE Policy Brief; Data, Data and More Data and Data School District, pages 3-4
Data-Driven Rubric					Analysis #1, 3; Action #1
PTA Nat'l Standards for Family-School Partnerships Assessment Guide					
ELL Bilingual PET Procedural Manual/Self Assessment Instrument	PET Procedural Manual: IV. Quality Instruction, Self-Assessment Instrument: IV. Quality Instruction Standard A, Objective 2	Self-Assessment Instrument: IV Quality Instruction, Standard A, Objective 2	Self-Assessment Instrument: IV Quality Instruction, Standard A, Objective 2	Self-Assessment Instrument: Leadership, Requirement A, Objective 5b	PET Procedural Manual: V. Assessment/School Planning, Self-Assessment Instrument: V. Assessment District Planning, Objective 2a
SQR					
RSE-TASC Walk-through Tool					
Tripod					
Ed. Expert		X	X	X	X

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.

Document or Materials Used/Referenced to Create the Statement of Practice	**Statement of Practice 4.1:** 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.	**Statement of Practice 4.2:** 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.	**Statement of Practice 4.3:** Teachers provide coherent, appropriately aligned CCLS-based instruction that leads to multiple points of access for all students to achieve targeted goals.	**Statement of Practice 4.4:** Teachers create a safe environment that is culturally responsive, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.	**Statement of Practice 4.5:** Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.
Tri-State Rubric				Dimensions of the Rubric: IIII Instructional Supports for Student Needs, Slide 10 of the Mathematics Lessons /Unit	Quality Review Rubric Criteria, IV. Assessment, Bullet 4, page 11.
ISLLC	Educational Leadership Policy Standards: ILLC 2008, Standard 1, page 14	Educational Leadership Policy Standards: ILLC 2008, Standard 1, Bullet E, page 14	Educational Leadership Policy Standards: ILLC 2008, Standard 1, Bullet C, page 14	Educational Leadership Policy Standards: ILLC 2008, Standard 2, Bullet A, page 14; Standard 4, Bullet B, page 15	Educational Leadership Policy Standards: ILLC 2008, Standard 2, page 14
Teacher Standards	Standard VI: Professional Responsibilities and Collaboration, Element VI.2, page 28	Standard 1: Knowledge of Students and Student Learning; Element I.2, Indicator A, page 1	Standard II: Knowledge of Content and Instructional Planning; Element II.4, page 10	Standard 1: Knowledge of Students and Students Learning; Element I.3, Indicators A & B, Element I.5, Indicator B., pages 3-5 Standard IV: Learning Environment; Element IV.1, page 19	Standard V: Assessment for Student Learning; Elements V.1, V.2, V.4, V.5, pages 23-27

SEDL	How is SEDL Relevant to ESD/SVP?, Bullet 7, Slide 5			What does it mean to educate the Whole Child?, Bullet 3, Slide 4	
CPRE: District Role in Building Capacity	The District Role in Building Capacity: Four Strategies, CPRE Policy Brief; Learning Community School District; Teacher Leaders, Teacher Participation in Development, page 5	The District Role in Building Capacity: Four Strategies, CPRE Policy Brief; Learning Community School District; Teacher Leaders, Teacher Participation in Development, page 5	The District Role in Building Capacity: Four Strategies, CPRE Policy Brief; Learning Community School District; Teacher Leaders, Teacher Participation in Development, page 5		The District Role in Building Capacity: Four Strategies, CPRE Policy Brief; Data, Data and More Data; Building Teacher Knowledge and Skills, pages 3-4
Data-Driven Rubric	Data Driven Culture, #1	Action, #5			Assessments, # 1
PTA Nat'l Standards for Family-School Partnerships Assessment Guide	Standard 3 -Supporting Student Success, Sharing School Progress, Excelling Indicator, page 51			Standard 3: Supporting Student Success, Ensuring Parent-Teacher Communication about Student Progress Excelling Indicator, page 49	
ELL Bilingual PET Procedural Manual/Self Assessment Instrument	Self-Assessment Instrument: VII. Professional Development, Requirement A, Objective 2a	Self-Assessment Instrument: VII. Professional Development, Requirement A, Objective 2b	Self-Assessment Instrument: IV. Quality Instruction, Objective 3g	Self-Assessment Instrument: II. Leadership, Objective 6	Self-Assessment Instrument: IV. Quality Instruction, Objective 3l, V. Assessment District Planning, Requirement B, Objective Ic
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
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.					
Document or Materials Used/Referenced to Create the Statement of Practice	**Statement of Practice 5.1:** The district creates policy and works collaboratively with the school to provide opportunities and resources that positively support students' social and emotional developmental health.	**Statement of Practice 5.2:** The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	**Statement of Practice 5.3:** 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.	**Statement of Practice 5.4:** 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.	**Statement of Practice 5.5:** The school leader and student support staff work together to develop teachers' ability to use data to respond to students' social and emotional developmental health needs, so students can become academically and socially successful.
Tri-State Rubric					
ISLLC	Educational Leadership Policy Standards: ILLC 2008, Standards 4 and 6, page 15	Educational Leadership Policy Standards: ILLC 2008, Standards 4 and 6, page 15	Educational Leadership Policy Standards: ILLC 2008, Standard 4 and 6, page 15	Educational Leadership Policy Standards: ILLC 2008, Standard 2, Bullet C, page 14	Educational Leadership Policy Standards: ILLC 2008, Standard 4, Bullet A, page 15
Teacher Standards	Standard 1: Knowledge of Students and Student Learning, Element I.5, page 5	Standard 1: Knowledge of Students and Student Learning, Element I.5, page 5	Standard 1: Knowledge of Students and Students Learning, Element 1.5, page 5 Standard VI: Professional Responsibilities and Collaboration, Element VI.3, page 29	Standard IV: Learning Environment; Element IV.1, page 19	Standard V: Assessment for Student Learning; Element V.2, page 24

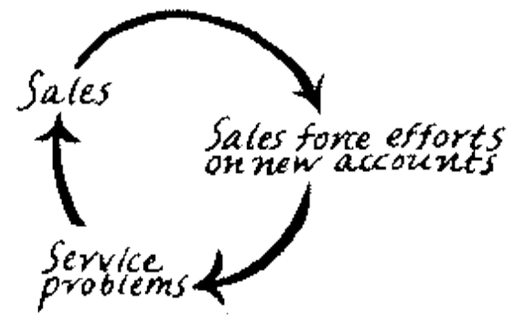
SEDL	How is SEDL Relevant to ESD/SVP?, Bullet 7, Slide 5	How is SEDL Relevant to ESD/SVP?, Bullet 6, Slide 5		What does it mean to educate the Whole Child?, Bullet 3, Slide 4	
CPRE: District Role in Building Capacity					The District Role in Building Capacity: Four Strategies, CPRE Policy Brief, Data, Data and More Data; pages 3-4
Data-Driven Rubric					
PTA Nat'l Standards for Family-School Partnerships Assessment Guide		Standard 6: Collaborating with Community, pages 64-66	Standard 4: Speaking Up for Every Child; Developing Families' Capacity to be effective advocates, page 57	Standard 1: Welcoming All Families into the School Community, pages 41-42	
ELL Bilingual PET Procedural Manual/Self Assessment Instrument	PET Procedural Manual: IX. Support Services				
SQR					
RSE-TASC Walk-through Tool					
Tripod					
Ed. Expert		X	X	X	X
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.					
Document or Materials Used/Referenced to Create the Statement of Practice	**6.1** 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.	**6.2** 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.	**6.3** 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.	**6.4** 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.	**6.5** The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students, and school constituents centered on student learning and success.
Tri-State Rubric					
ISLLC	Educational Leadership Policy Standards: ILLC 2008, Standard 4, Bullet D, page 15	Educational Leadership Policy Standards: ILLC 2008, Standard 2, Bullet A, page 14	Educational Leadership Policy Standards: ILLC 2008, Standard 4, Bullets C and D, page 15	Educational Leadership Policy Standards: ILLC 2008, Standard 4, Bullets B, C and D, page 15	Educational Leadership Policy Standards: ILLC 2008, Standard 4, Bullets C and D, page 15
Teacher Standards	Standard 1: Knowledge of Students and Student Learning; Elements I.4 and 1.5; pages 4-5 Standard VI: Professional Responsibilities and Collaboration, Element VI.3, page 29	Standard IV: Learning Environment; Element IV.1, page 19	Standard VI: Professional Responsibilities and Collaboration, Element VI.3, page 29	Standard VI: Professional Responsibilities and Collaboration, Element VI.3, page 29	Standard VI: Professional Responsibilities and Collaboration, Element VI.3, page 29

SEDL	How is SEDL Relevant to ESD/SVP?, Bullet 1, Slide 5	How is SEDL Relevant to ESD/SVP?, Bullet 2, Slide 5	How is SEDL Relevant to ESD/SVP?, Bullet 1, Slide 5	How is SEDL Relevant to ESD/SVP?, Bullet 1, Slide 5	
CPRE: District Role in Building Capacity					
Data-Driven Rubric					
PTA Nat'l Standards for Family-School Partnerships Assessment Guide	Standard 1: Welcoming all Families into the School Community; Standard 2: Communicating Effectively; Standard 6: Collaborating with the Community, pages 41-48; 64-66	Standard 1: Welcoming all Families into the School Community, pages 42-44	Standard 2: Communicating Effectively, pages 45-48	Standard 3: Supporting Student Success, pages 49-53; Standard 6: Collaborating with Community, pages 64-66	Standard 5: Sharing Power, pages 60-63
ELL Bilingual PET Procedural Manual/Self Assessment Instrument	Self-Assessment Instrument: VIII. Parent Involvement: Requirement A, Objective 1, Requirement C, objective Ic, IX Support Services, Requirement B, Objective Ic,		PET Procedural Manual: VIII. Parental Involvement	Self-Assessment Instrument: VIII. Parental Involvement, Requirement D, Objective Ib	
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
Generic	**1.1** **1.4**	Refers to a plan or support that is general and not specific.
Systemic	**1.1**	Relating to or affecting an entire group as a whole; can be found throughout or system-wide.
Adaptive Support	**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.
Theory of Action	**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: *If we make X changes, then we will see Y results*." http://schools.nyc.gov/NR/rdonlyres/A170ADCA-E7DE-4D38-A03F-7BDE68A883AC/0/QRGlossary20102011.pdf
Data-Driven Culture	**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." http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf
Specific, Measurable, Attainable, Results-Oriented and Timely Goals	**2.2**	**SMART Goals are...** 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?
Feedback Loops	**2.3**	**Concept used in The Five Disciplines of Organizational Learning** as published in The Dance of Change. "Each of the five disciplines represents a lifelong body of study and practice for individuals and teams in organizations.

		Systems Thinking 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 "**feedback loop** underlying all growing and limiting processes in nature." "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.  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. But links never exist in isolation. They always comprise a circle of causality, a **feedback 'loop,'** 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."
Mission Critical Goals	**2.3**	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.
Interconnected Systems	**2.3**	Refers to the use and/or creation of systems that connect reciprocally and are co-dependent.
Self-Generative	**2.3**	Producing from within itself.
Comprehensive Curriculum/NYSCCLS	**3.1**	"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

		experts, to provide a clear and consistent framework to prepare our children for college and the workforce. 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. 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: • Are aligned with college and work expectations; • Are clear, understandable and consistent; • Include rigorous content and application of knowledge through high-order skills; • Build upon strengths and lessons of current state standards; • Are informed by other top performing countries, so that all students are prepared to succeed in our global economy and society; and • Are evidence-based." http://engageny.org/wp-content/uploads/2011/11/nysp12ccls-overview.pdf
Scaffolded Complex Materials	**3.3**	"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)." http://projects.coe.uga.edu/epltt/index.php?title=Scaffolding#What_is_Scaffolding.3F
Supports and Extensions	**3.3**	"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." http://schools.nyc.gov/NR/rdonlyres/A170ADCA-E7DE-4D38-A03F-7BDE68A883AC/0/QRGlossary20102011.pdf
Strategic Action Planning	**3.5**	"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. **Developing Action Plans (or Work Plans)** 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. 2. Develop an overall, top-level action plan that depicts how each strategic goal will be reached. 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

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

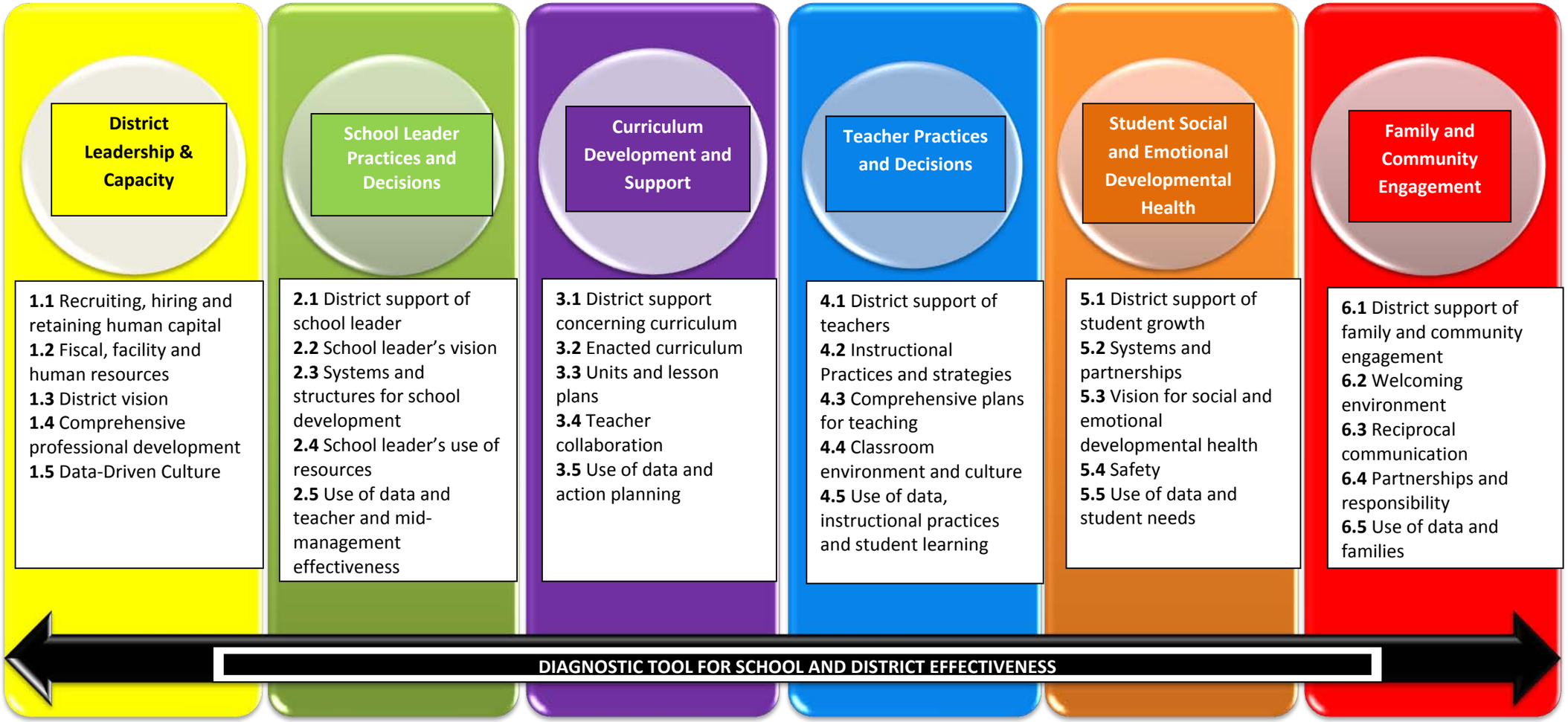
Formative and Summative Assessments	**3.5 4.5**	"Formative assessment is a process that is intended to provide feedback to teachers and students at regular intervals during the course of instruction. The purpose of formative assessment is to influence the teaching and learning process so as to close 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."

		"Summative assessment is a process that establishes what students have and have not accomplished at the culmination of a specific unit of instruction, such as a curriculum unit, grading period, or school year. Rather than specifically informing the learning process as it takes place, summative assessment is intended to evaluate the knowledge and skills of the test taker at a given point in time. Assessments used for summative purposes—often called summative assessments—also may be used to evaluate the effectiveness of programs, school improvement goals, or curriculum alignment processes. However, because most assessments can be used in both formative and summative ways, the term summative refers less to a particular type of assessment than to the purposes for which the assessment is used. Assessments that often are used in summative ways include state assessments, district benchmark or interim assessments, end- of-unit or end-of-chapter tests, end-of-term exams, and scores that are used for accountability of schools (AYP) and students (report card grades)." http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf
Interim Measures/Assessments	**3.5** **4.5**	**"**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." http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf
Pertinent Subgroups	**Tenet 4**	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.).
Multiple Points of Access/Entry	**4.1** **4.3** **6.2**	"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." http://schools.nyc.gov/NR/rdonlyres/A170ADCA-E7DE-4D38-A03F-7BDE68A883AC/0/QRGlossary20102011.pdf
Text and Content Complexity	**4.4**	"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: • Qualitative evaluation of the text: Levels of meaning, structure, language conventionality and clarity, and knowledge demands. • Quantitative evaluation of the text: Readability measures and other scores of text complexity. • 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)." http://www.corestandards.org/assets/Appendix_A.pdf

Student Social and Emotional Developmental Health	**Tenet 5**	"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) SEDL begins at home and is further facilitated through ***seven approaches*** in different combinations determined locally: • Continual outreach to and inclusion of families and the surrounding community; • Attention to school climate and to relationships among and between students and adults; • Age-appropriate skill acquisition through character education, social-emotional learning and standards-based instruction; • After school, out-of-school, extra-curricular, service learning programs and mentoring; • Alignment of district and school support personnel, policies, and practices—in special and general education—to assist all students; • Cross-systems collaboration with community-based child and family services for students in greater need; • Appropriate ongoing development of professional and support staff and partners." http://www.p12.nysed.gov/sss/sedl/SEDLguidelines.pdf To define social and emotional developmental health we also examined James Comer's seminal work, *Six Pathways to Healthy Child Development and Academic Success*, 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. 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: **Physical** 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**.** **Cognitive** 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. **Language** 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. **Social** 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. **Ethical** 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

		ability to make decisions that promote their well-being, and the collective good. **Psychological** 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. http://www.schooldevelopmentprogram.org/about/development.aspx

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**
Statement of Practice 2.2: 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).	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.	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.	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.	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.
Statement of Practice 2.3: 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.	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.	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.	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.	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.

*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.

Statement of Practice 2.4: Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	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 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.	a) The school leader recruits, hires (and, where the district makes the hiring decisions, the school leader ensures that the appropriate staff is assigned 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.	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 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.	a) The school leader does not link the hiring of personnel with the need to meet the academic and social goals of students, and 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.
Statement of Practice 2.5: 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.	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.	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.	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.	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.

*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.

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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**
Statement of Practice 3.2: 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.	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.	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.	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.	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.
Statement of Practice 3.3: 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.	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.	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.	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.	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.

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Statement of Practice 3.4: 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.	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.	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.	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.	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.
Statement of Practice 3.5: 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.	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.	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.	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.	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.

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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**
Statement of Practice 4.2: 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.	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.	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.	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.	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.
Statement of Practice 4.3: 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.	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.	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.	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.	a) Teacher instruction is incoherent and not based on any lesson plans. b) Teachers' instruction is not purposeful or adaptive.
Statement of Practice 4.4: 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.	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.	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.	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.	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.

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Statement of Practice 4.5: 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.	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.	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.	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.	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.
***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**
Statement of Practice 5.2: The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	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.	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.	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.	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.
Statement of Practice 5.3: 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,	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	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	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	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

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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.
Statement of Practice 5.4: 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.
Statement of Practice 5.5: 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**
Statement of Practice 6.2: 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.	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.	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.	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.	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.
Statement of Practice 6.3: 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.	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.	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.	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.	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.
Statement of Practice 6.4: 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.	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.	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.	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.	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.

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Statement of Practice 6.5: 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.	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.	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.	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.	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.

*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.

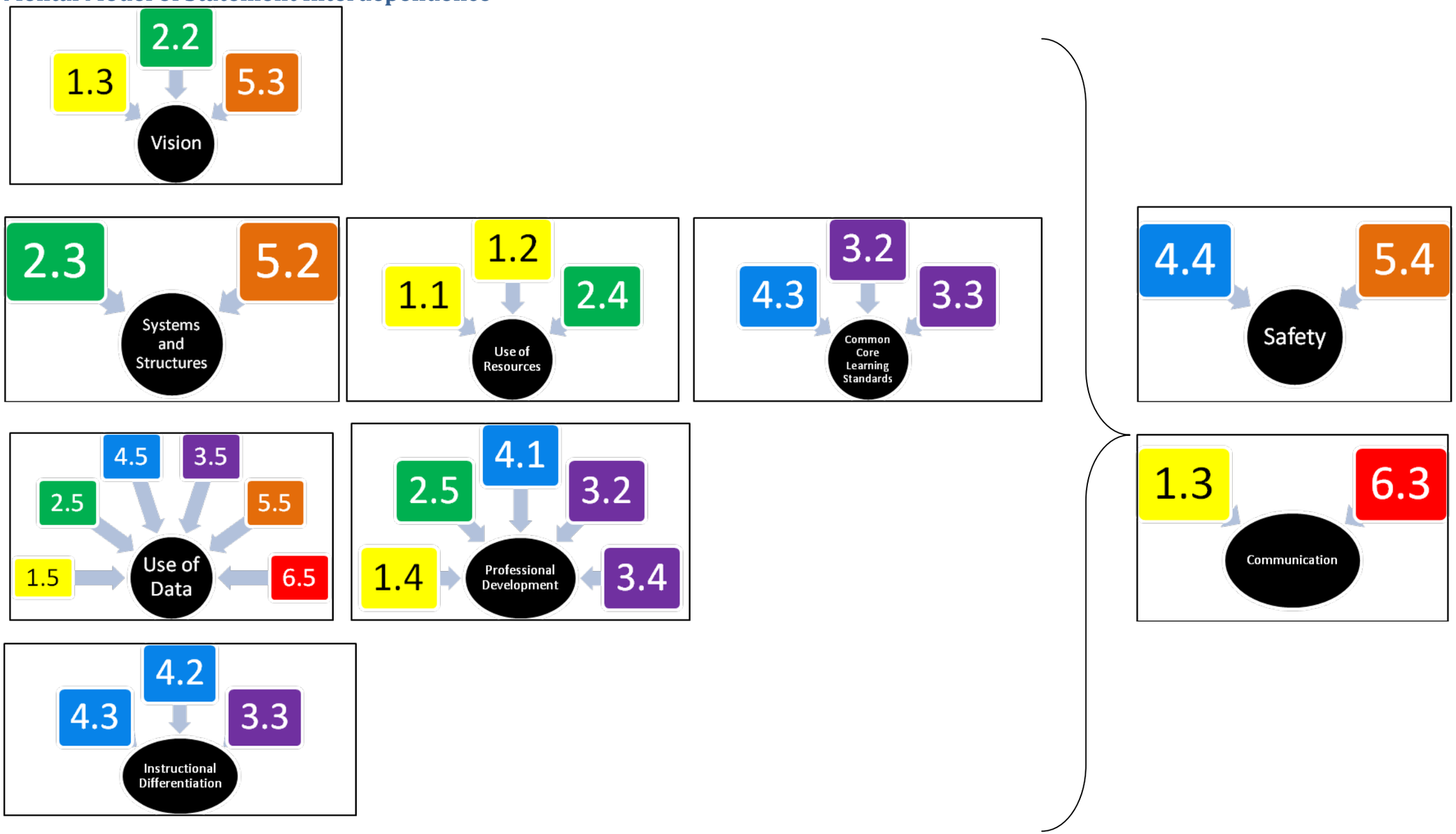
Tenets & Sub-Statements

Statement of Practice	A	B	C
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.	**Vigorous recruitment, partnerships with agencies, highly effective personnel**	**Comprehensive plan, support school leaders, frequent feedback**	**Collaboration, staff retention**
Statement of Practice 1.2: 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**
Statement of Practice 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.	**District theory of action**	**Timely communication, all pertinent languages**	
Statement of Practice 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.	**Professional development plan**	**Communication of opportunities, assessment of staff**	**Follow-up support, tailored to needs of staff**
Statement of Practice 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.	**Vision for use of data**	**Best practices for data use**	
Statement of Practice 2.1: 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**
Statement of Practice 2.2: 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**
Statement of Practice 2.3: 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**
Statement of Practice 2.4: 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**
Statement of Practice 2.5: 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**
Statement of Practice 3.1: 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**
Statement of Practice 3.2: 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
Statement of Practice 3.3: 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.	**Instructional expertise is developed and nurtured, targeted agendas, appropriately aligned to the CCLS coherent curriculum**	**Pacing calendars and unit plans, progression of sequenced and scaffolded complex materials, pertinent groups of students**	**Teachers use CCLS-appropriately aligned lesson plans, higher-order thinking skills, develop analytical, evaluative and reflective skills**
Statement of Practice 3.4: 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.	**School leaders & teachers, culture of partnerships, vertical & horizontal**	**appropriately-aligned academic curriculum, high cognitive abilities**	
Statement of Practice 3.5: 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.	**Cultivates exemplary practices, use of data, high levels of student learning**	**Multiple points of data, immerse school team, in-depth analysis**	**School leader & teachers collaborate, analyze data, student engagement**
Statement of Practice 4.1: 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.	**Reciprocal communication, professional development, instructional practices &decisions**	**Multiple points of entry, learning opportunities, best practices**	**Comprehensive follow-up support, goal-setting, high levels of student engagement and achievement**
Statement of Practice 4.2: 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.	**Transparent, targeted plan, variety of data**	**Instructional strategies, instructional interventions and extensions**	**Short- and long-term goals, learning trajectories**
Statement of Practice 4.3: 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.	**Explicit, sequential lesson plans, Common Core learning standards curriculum map**	**Use of data, targeted individual goals**	
Statement of Practice 4.4: 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.	**Class environments, common understanding, behavioral expectations**	**Diverse groups, access, learning & social opportunities**	**Stimulate deep thinking& questioning, high levels of text & content complexity**
Statement of Practice 4.5: 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.	**Use data, variety of data sources, dynamic & responsive plans, student strength &needs**	**Targeted plans, adjust student groups, instructional intensity**	**Frequent & relevant feedback, timely data, self-assessment**
Statement of Practice 5.1: The district creates policy and works collaboratively with the school to provide opportunities and resources that positively support students' social and emotional developmental health.	**Comprehensive support policy, community organizations, professional development**	**Follow-up supports, capacity of school-level staff**	
Statement of Practice 5.2: The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	**Deliberate system, students known well by adults, impact student success**	**Strategic, comprehensive, referral, addresses barriers**	**Use of data, internal & external resources, impact student socio-emotional developmental health**
Statement of Practice 5.3: 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.	**Articulate a shared understanding, academic success**	**Rigorous & coherent curriculum, belonging & ownership**	**Deliberate professional development, conducive to learning, impact student achievement**
Statement of Practice 5.4: 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.	**Safety, social-emotional growth, voice in decisions**	**Voice, impact, vision, impact student learning**	**Parents articulate student growth, support tied to school vision & student growth**

Statement of Practice	A	B	C
Statement of Practice 5.5: 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.	**Support staff & school leader collaborate, incentivize student support**	**Comprehensive action plan, use of data, effectively addresses student needs**	
Statement of Practice 6.1: 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.	**Climate of belonging, emulates practices, school-wide adoption**	**Purposeful communication, fluid access & exchange**	**Cultivates robust partnerships, responds to student & family needs**
Statement of Practice 6.2: 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.	**Welcoming and inviting space, access to school leaders**	**Proactively cultivates trust, respectful relationships**	**Supports diversity, meaningful opportunities, multiple entry points**
Statement of Practice 6.3: 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.	**Respects, validates diversity, existing knowledge and culture**	**Opportunities for purposeful, strategic, meaningful dialogue**	**Communicate, solicit community feedback in pertinent languages**
Statement of Practice 6.4: 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.	**Opportunities, link engagement, student learning and growth**	**Professional development, sustain healthy partnerships**	
Statement of Practice 6.5: 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.	**Wide range of learning opportunities, understanding student and school data**	**Share data, advocate and partner, student support and sustainability**	

Mental Model of Statement Interdependence



SECTION 3 – SCHOOL VISIT

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS

NYSED

Fall 2012

Overview of the School Review

The review will be carried out by an Integrated Intervention Team (IIT) composed of New York State Education Department (NYSED) reviewers and/or consultant reviewers over a period of one, two or three days. The length of the review will depend on the accountability identification status or the size of the school. Approximately six weeks before the IIT visits a school, members of the school community—specifically, students, teachers and parents—will respond to a survey. All reviewers will receive the survey results prior to the start of the school review. The IIT will use the information to identify the ***potential*** strengths and areas for improvement in the school. Also, the results will serve to provide a contextual background for the school visit. Prior to the school review, the team will conduct a document review of the school's assessment data, teacher schedules and the school-completed "School Information" document.

Prior to the start of the review, the principal, in consultation with the lead reviewer of the IIT, will draft a schedule for the review. The schedule may be adjusted by either the school or the lead reviewer of the IIT during the initial meeting of the review. The schedule should remain flexible as long as all essential components of the review are completed in a time-appropriate manner. Below is a summary of the essential components of the review that must be scheduled to take place throughout the one-day, two-day or three-day review process:

- **Principal Interviews**- The IIT will meet with the principal at the beginning of each day, conduct midday check-ins as necessary, ask clarifying questions at the end of each review day and facilitate a debriefing session. Principal interviews will continue on the second and third days of multi-day reviews.
- **Document Review-**School data set, demographic information, school schedule, all curriculum plans, professional development plans, teacher observation feedback, as well as human resources information and budget data may be reviewed during the document review event.
- **Classroom Visitations**- Each reviewer will visit seven to ten classes.
- **Focus Groups**-Members of the IIT will meet with focus groups that are composed of:
    - Students in both a large group setting and in a small group with no more than five students. Students of the small group meeting should bring their work folders or portfolios to the meeting;
    - Teachers and Student Support Staff meetings; and
    - Students' family members
- **Observations**- Grade/subject-level teacher meetings focused on looking at student work where teachers discuss findings and create an action plan to address the findings.

The IIT will visit the school and collect first-hand evidence using the resources and visitation tools provided in this handbook. At the end of day one, the IIT will reflect on and discuss the initial findings of day one (and day two for three-day reviews). At the end of day two (or day three for three-day reviews), the team will provide preliminary findings to the school during the debriefing session. Throughout the visit, the reviewers will complete the classroom visitation template for the specific classes at the school (General Education, Self-Contained and/or ESL-Focused group setting, Transitional Bilingual Setting Classroom, Dual Language Setting, Self-Contained Special Education and/or ICT Setting Classroom Visitation). The template will be used to record notes and the evidence of occurrences within a particular classroom, by utilizing key concepts for classroom visits as a guide.

As the visitation tools may be audited later for purposes of calibration assurance, it is essential that the documents are carefully kept and stored after the submission of the second draft of the report. Following the visit, the lead reviewer is responsible for producing a written report using the School Review Report template, which is closely aligned to the rubric. Evidence to support findings will be included for each of the tenets, and the school will receive an overall rating for each tenet section but will not receive an aggregate rating for the school. Using the High Effective, Effective, Developing and Ineffective (HEDI) scoring framework, the IIT will complete the score for each tenet statement of practice that will ultimately lead to an overall rating for a tenet that is either Highly Effective, Effective, Developing or Ineffective. Lead reviewers on the IIT will be responsible for completing the report.

School Effectiveness Review Steps

The NYSED school effectiveness reviews consist of six steps:

Step 1: Pre-Review Document Review
Step 2: Survey Administration
Step 3: School Site Process
Step 4: The School Effectiveness Report and Calibration Assurance Process
Step 5: School Verification
Step 6: Final Publishing of Report

Pre-Review Document Analysis and Preparation

In preparation, the IIT will need to spend time prior to the visit carefully reviewing all of the provided documentation. This information will provide focus for the time spent in school and simplifies evidence gathering by setting up questions that drive the direction and level of questioning throughout the review. It is essential to analyze all pre-review documentation in an efficient and effective way. The lead reviewer on the IIT will be responsible for ensuring that the components of the pre-review process are completed with fidelity and must convene the IIT at least four weeks prior to review to discuss and map out the review process, identify key questions, and review the resources and tools to be used during the review.

Additionally, the lead reviewer must make contact with the principal of the school three months prior to the review to discuss the expectations of the visit and request the data and/or supporting information the team will need to complete the review process. The School Review Timeline must be used to ensure that the review process is on track and conducted as seamlessly as possible.

Step 1: Pre-Review Document Review

The lead reviewer will assign each reviewer pre-review documents to synthesize and create inquiry questions to share with the team approximately two weeks prior to the school review. Pre-review documents will include:

- The most recent NYSED school review report.
- A completed "School Self-Assessment" form. This form will provide the team with information about the school's personnel, student assessment data, student demographics, attendance averages for both students and teachers, and a concise synopsis of the school's current goals for improvement or sustainability.
- The current teacher and school schedules submitted, so that reviewers are familiar, prior to the school's review, with how the school day is organized. The schedules will also be an indication of how the school leader is using resources to support student growth and achievement.
- Class rosters and a school organization sheet submitted by the school, so that the surveys can be created and coded before being mailed to the school.

Step 2: Survey Administration

The information from the student, teacher and parent surveys provides reviewers with access to the perspectives of the school community and complements the discussions that are held with small groups of students, parents and teachers. The survey results serve as a foundation for those discussions. It gives the reviewer a chance to examine responses that are either significantly above the average response or significantly below, and to probe the reasons for these responses. Teacher surveys focus on their perceptions of the students, parents and school leadership, and how they perceive they are being supported and growing as professionals. Student surveys focus on engagement and teacher effectiveness. The parent surveys focus on their perception about how they are perceived by the school community, welcomed by the school staff and encouraged to be a partner in their child's educational experience.

- Surveys will arrive to the school approximately two weeks after the class rosters and organization sheet are sent to the survey distributor.
- The principal should take note of when the surveys must be mailed back to the survey distributor.
- Once the surveys are received at the school, the principal should begin to immediately distribute them to the teachers. Principals should identify a time of day where the entire student body will be engaged in responding to the surveys. Students in classes lower than third grade will need their surveys administered in a one-on-one scenario. Principals and teachers should account for this necessity and map the administration time backwards to ensure that the surveys are ready to be sent to the distributor at the appropriate time.
- Parent surveys should be sent home with a letter explaining that the school is being reviewed by NYSED and their input is greatly needed. A sample of the letter may be found in the School and District Effectiveness Review Principal Guide.
- Parents are asked to return their surveys to the school in a sealed envelope. The school should provide a secure and convenient location for parents to drop off their surveys or for teachers to submit surveys that have been returned to them by students.
- By the appointed date specified in the survey packet, principals must place all of the surveys in the pre-addressed envelope and send this to the survey distributor.
- The survey distributor will analyze the responses and send the link to access the reports of the findings to the NYSED survey administrator.
- The NYSED administrator will forward the link to the review team, school principal and district representative.

Step 3: School Site Visit

- The review team arrives at the school no later than 15 minutes prior to the first scheduled event.
- The lead reviewer introduces the team to the principal, school and district representatives.
- The team reviews the agreed upon schedule with the principal.
- The lead reviewer reminds the principal that the schedule must remain flexible to accommodate any unforeseen circumstances (such as teacher absences or school schedule changes).
- Reviewers visit seven to ten classes accompanied, when possible, by a school leader spending 20-30 minutes in each classroom. The reviewer chooses all classrooms on the first day, and there is a conversation between the reviewer and principal around the selection of classes for day two. The lead reviewer will inform the principal of the classes to be visited on the day of the review. Where possible, the IIT selects a cross section of grades, subjects, English language learners, special education students, strong teachers and possibly an improved teacher as a result of an intervention. The reviewer should be provided with opportunities for conversations to occur with classroom teachers prior to, or immediately after, the actual classroom visit. This will provide context for the visit and allow the teachers to articulate what was expected in the lesson.
- A representative from the review team will conduct a:
    - One-hour meeting with the student support staff pre-selected and mutually agreed upon by the lead reviewer and principal.
    - One-hour meeting with parents who have been pre-selected and mutually agreed upon by the principal and lead reviewer.
    - Period-long meeting with a vertical teacher group. This group should represent every grade and subject in the school. In the case of elementary schools, a representation of cluster (specialists) may join the vertical teacher group, but a representation of every cluster subject is not necessary.
- Observe a grade/subject team's meeting focused on student work and action plans to address the findings of the work.
- A reviewer from the IIT team will meet with a:
    - Large group of eight to ten students. A counselor from the school should attend this meeting.
    - Small group of three to five students to discuss the students' work products evident in their work folders/portfolios. A school counselor should be present at this meeting.
- The IIT team will conduct several interviews with the school principal throughout the process to ensure that there is a continuous flow of communication. There will be end-of-day debriefs on day one for two-day reviews or days one and two for reviews scheduled for three days.
- Conduct the formal last-day debriefing session, leaving the school/district representatives with the debriefing report.

Step 4: The School Effectiveness Report and Calibration Assurance Process

- The lead reviewer will facilitate a meeting of the review team to debrief their findings and evidence of the school review.
- Following the debrief with the lead reviewer, the review team submits their individual "Summary of School Review" form.
- The lead reviewer synthesizes the information provided on the "Summary of School Review" forms to create a "School Review Report."
- A draft of the report is submitted to the calibration assurance reader assigned to the review.
- The calibration assurance reader will return the review for edits.
- The lead reviewer will facilitate the edit process and resubmit the report to the calibration assurance reader.
- If the edits are acceptable, the report is forwarded to the school for review and verification of the "School Information" sheet.
- If the edits are not acceptable, the report is returned to the lead reviewer for further editing.
- The lead reviewer facilitates the edit process and resubmits the report to the calibration assurance reader.

Step 5: School Verification

- Once the school verifies the information and the edits are acceptable, the review is submitted to the senior manager for approval.

Step 6: Final Publishing of Report

- Once the senior manager approves the report, it is published on the NYSED website.

PRE-REVIEW DOCUMENT REVIEW

DOCUMENT	EVENT TO GET CLARIFYING ANSWERS OR VALIDATION OF INFORMATION	INFORMATION ASCERTAINED AND QUESTIONS PERTAINING TO THE DOCUMENT OR INFORMATION IN IT

PRE-REVIEW DOCUMENT REVIEW

IN-SCHOOL DOCUMENT REVIEW SESSION

DOCUMENT PRESENTED	PURPOSE OF THE DOCUMENT	EVENT TO CONFIRM OR ANSWER QUESTION ABOUT THE DOCUMENT	QUESTIONS OR INFORMATION ASCERTAINED FROM THE DOCUMENTS

IN-SCHOOL DOCUMENT REVIEW SESSION

ADDITIONAL INTERVIEWS

Name of interviewees:	**Name of interviewees:**
Name of interviewees:	**Name of interviewees:**

ADDITIONAL INTERVIEWS

Name of interviewees:	**Name of interviewees:**
Name of interviewees:	**Name of interviewees:**

Connecting with the School Leader

The lead reviewer and logistics team liaison will contact the principal several times prior to the school visit. The first point of contact is to establish when the review will take place and to inform the principal of the pre-review documents that must be submitted.

First point of contact is to speak with the principal about the school review logistics.

- Introduce yourself as ******, the lead reviewer from the NYS Department of Education Integrated Intervention team, and speak with the principal. The logistics team liaison assigned to the review should also participate on this call.
- If the principal has a concern about the scheduled date, the school leader should memorialize their concern in writing, and the logistics team liaison will notify the district director and senior NYSED administrator immediately. The principal should not be told that the review date will be changed, but rather that they will receive written correspondence in response to their written request.
- Explain to the principal that there is a school support guide that can be found on EngageNY. Explain to the principal that at this time you will review the documents that need to be submitted and the timeline by which they should be submitted. Stress the importance of a timely submission of all documents, especially the administration, collection and administration of the surveys.
- Inform the principal that you will be calling back to check on survey administration in a couple of weeks.

Second point of contact is to speak to the principal about the surveys.

- Introduce yourself, once again as *****, the lead reviewer from the NYS Department of Education, and speak directly with the principal. The logistics team liaison assigned to the review should also participate on this call.
- Ask the principal for an update of the survey administration and remind her/him that they must mail the surveys by the date they were notified of in the survey shipment.
- Ask that they send a reminder home to parents so that there is a robust response from parents to be analyzed.
- Remind the principal that the survey responses will be used to inform the reviewers' thinking around questions to be asked and practices to be observed, but no pre-judgment will be made of the school solely based on the responses.
- Inform the principal that you will be calling back to discuss the scheduling and logistics of the review process.

Third point of contact is to seek clarification and provide clarification of the process.

- Prior to calling the school, send the principal a sample schedule that represents the number of days the school is scheduled to have its review.
- Call the school and speak only with the principal. Explain that this call will take a bit longer than the previous calls because you will be reviewing the process with her/him.
- Ask the principal to open the sample schedule and begin to review the events that will occur. You should explicitly communicate the expectations around the focus groups and small group teacher observation meetings. You should also review any areas that you will be paying particular attention to due to the school's accountability status or data (such as students with disabilities, English-language learners, students with high absenteeism, etc.). Emphasis can be placed on one subgroup by ensuring that the core classes where the students are being instructed are visited and by having a high representation of those teachers, students and parents in the focus and observation groups.
- Notify the principal of who will be accompanying you on the review and explain which events may be scheduled to occur simultaneously.
- Establish when the principal should send you the schedule for the visit, and inform her/him that you will be calling back in a week to confirm that the schedule and other logistics are in solidified.

Fourth point of contact is to confirm the schedule.

- Prior to calling the school, ensure that you have the submitted schedule opened.
- Call the school and speak only with the principal. Explain that you received the schedule and only need to confirm that it is solidified.
- Answer any process clarification questions the principal may have at the time.
- Give your own contact information to ensure the principal can reach you prior to the visit if the need arises.

COMMUNICATION TO THE SCHOOL LEADER

Dear Principal _____:

As you know, your school is scheduled to have a New York State Education Department school review visit. This visit is scheduled to take place on _____. It will take place during the course of _____ day(s). Your lead reviewer will be _____. The school review process is composed of several events that require pre-school review tasks that you will need to complete according to the chart below:

Task	Purpose	Type of Submission	Date to be Completed
School Information Sheet (part of the school Self-Assessment)	The School Information Sheet will be reviewed and used by reviewers to garner an understanding of the school. The document will also be inserted in the school's final report.	Submit via email	
School Self-Assessment	A successfully completed self-assessment document creates an accurate, real-time picture of the school that allows the reviewer to see evidence and artifacts of the work that the school has been doing in creating an effective and coherent educational experience for the school community.		
School's curriculum	Reviewing the curriculum prior to visiting the school will enable the reviewers to understand what the school is using to plan and provide instruction to students. This document will also be used during the document review session to be held during the course of the review.		
Professional development plan (if available)	The school's professional development plan (if available) will be examined next to the curriculum to determine how teachers and other staff members receive support. The document will also be used during the document review session.		
School bell schedule	The school bell schedule is necessary for the lead reviewer to have an informed conversation with the principal when arranging the school review schedule. Please note that the schedule is flexible, and event timing (other than the parent focus group) may be altered during the course of the review.		
Organization Sheet	The organization sheet serves to provide staffing information to the review team.		
Classroom Visitation Scheduler	The classroom visitation scheduler will provide the reviewers with relevant information on all of the classrooms that will be visited during the school review.		
School Event Scheduler (to be completed in consultation with the lead reviewer)	The school event scheduler will provide the reviewing team with information detailing the participants who will be a part of the various school events (focus groups).		
Administer survey to students and teachers	Information from the surveys will provide a view of the perceptions of students, parents and teachers pertaining to the school's strategies, practices, goals and accomplishments. Pre-determine a point of time in a school day where the maximum number of teachers are instructing the maximum number of students so that as many students and teachers respond to the surveys at one time. You should also send the parent surveys home as soon as you receive them.		
Send a reminder notice to parents to ask that they respond to the parents	Parent surveys will be sent to the school for you to backpack (send home by students) to the parents. However, parents will have the option of responding to the surveys via paper or online. They should be reminded of the importance of responding to the survey by the date noted in this chart to ensure a greater response rate.	Backpack with students	
Mail paper surveys to survey administrator in pre-addressed /postage envelope	It is imperative that the surveys are mailed to the survey administrator by the time noted in this chart to ensure that the review team receives the information prior to visiting the school.	Mail to the survey administrator	

You should expect to receive several calls during the above timeline so that we can discuss how the tasks are being completed. If you have any questions about the tasks above, please feel free to reach out to me at _____.

Sincerely,

New York State School Review: Sample Schedules

Components of the Review:

Focus Group	Parents, large student group, small student group (3-5 students) with work folders/portfolios, vertical teacher meeting, and student support staff meeting
Observations	Grade/subject-level teacher meeting focused on looking at student work and before and/or extended day activities
Visitations	Each reviewer will visit 7-10 classes
Reviews	School schedule, all curriculum plans, professional development plans, and teacher observation feedback, additional school data
Interviews	Principal: beginning of each day, midday check on first day, clarifying review on last day, and debrief of findings at end of review

Reviewers should use the following schedules as a guide to review the assigned school. It is important that reviewers and school staff understand that schedules may and will be adjusted to ensure that the full scope of the school involvement is reviewed and that all protocols are conducted during the visit. Prior to the visit, the principal and reviewer will connect to discuss the necessary arrangements for the visits and protocols.

Day 1 – Components of a Review

Time	Schedule – Part 1	Time	Schedule – Part 2
8:00 – 8:30	• Introductions • Principal Debrief / Schedule Review		
8:30 – 9:30	• Document Review	8:30 – 9:30	• Student Support Staff meeting
9:30 – 10:30	• Initial meeting with Principal	9:30 – 10:30	• Classroom visitations • Grade/subject teacher meeting
10:30 – 12:30	• Classroom visits • Large Student Focus Group	10:30 – 12:30	• Parent Meeting (45 minutes) • Small Student Group: 3-5 students (30 minutes)
12 noon – 12:30	• Midday Check with Principal		
12:30 – 1:20	**Lunch**		
1:30 – 2:15	• Teacher Focus Group • Classroom visits • Principal Review		
2:15 – 3:15	• Reviewer Reflection Time		
3:15 – 4:00	• Debrief of Findings		

2-Day School Review Schedule

Time	Components of Review – Day 1	Time	Components of Review – Day 2
8:00 – 8:30	• Introductions	8:00 – 8:30	• Principal Debrief / Schedule Review
8:30 – 9:30	• Document Review	8:30 – 9:30	• Document Review • Student Support Staff Mtg.
9:30 – 10:30	• Initial meeting with Principal	9:30 – 10:30	• Classroom visitations • Grade/subject teacher meeting
10:30 – 12:30	• Classroom visits • Large Student Focus Group	10:30 – 12:30	• Parent Meeting (45 minutes) • Small Student Group: 3-5 students (30 minutes) • Classroom Visitations
12 noon – 12:30	• Midday Check with Principal		
12:30 – 1:20	**Lunch**	12:30 – 1:20	**Lunch**
1:30 – 2:15	• Teacher Focus Group • Classroom visits	1:30 – 2:15	• Clarifying Review with Principal
2:15 – 3:15	• Reviewer Reflection Time	2:15 – 3:00	• Reviewer Reflection Time
3:15 – 4:00	• Principal Review • Extended Day Observation	3:15 – 4:00	• Debrief of Findings

3-Day School Review Schedule

Time	Components of Review – Day 1	Time	Components of Review – Day 2
8:00 – 8:30	• Principal Debrief / Schedule Review	8:00 – 8:30	• Principal Debrief / Schedule Review
8:30 – 9:30	• Document Review	8:30 – 9:30	• Document Review
9:30 – 10:30	• Initial meeting with Principal	9:30 – 10:30	• Classroom visitations • Grade/subject teacher meeting
10:30 – 12:30	• Classroom visits • Large Student Focus Group	10:30 – 12:30	• Parent Meeting (45 minutes) • Small Student Group: 3-5 students (30 minutes) • Classroom Visitations
12 noon – 12:30	• Midday Check with Principal		
12:30 – 1:20	**Lunch**	12:30 – 1:20	**Lunch**
1:30 – 2:15	• Teacher Focus Group • Classroom visits	1:30 – 2:15	• Classroom Visitations
2:15 – 3:15	• Reviewer Reflection Time	2:15 – 3:15	• Reviewer Reflection Time
Day 3			
8:00 – 8:30	• Principal Debrief/Schedule Review	12:30 – 1:30	• Reviewer Reflection Time
8:30 – 9:30	• Student Support Staff Meeting	11:30 – 12:30	• Lunch
9:30 – 11:30	Classroom Visitation / Flexible Time	12:30 – 1:15	• Debrief

Principal Interview

Although the principal and other school staff will be interviewed throughout the school review process, formal interviews will take place. Reviewers should use this form to document the formal interview process. Please note the questions listed below are merely suggestions and can and should be substituted if there are more appropriate questions that need to be asked of the principal. The below questions have been tagged for your convenience.

Introductory Interview:

Statements of Practice	Suggested Questions to Ask During the Principal Interview
2.1 - 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.	• Support: o In which ways does the district provide support for your professional practices so that you can effectively lead the school?

2.2 - 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).	• Vision:
	  o What is the vision and how did you establish the vision for your school?
	  o How do you know if the vision addresses the needs of the school community?
	• Communication:
	  o In what ways have you attempted to communicate it to the staff, students and parents?

2.3- 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.	• What systems have you put in place to address the needs of the school concerning student achievement, curriculum, teacher practices, leadership development, community/family engagement, and student social and emotional developmental health?

2.4- Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	• How have you organized the resources in the school to support student goals and achievement?
2.5-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.	• What structures have you established to be able to conduct frequent observations of teachers? • How do you track progress in teacher practice? • How do you use student data to develop teacher improvement plans?

3.1- The district works collaboratively with the school to provide opportunities and supports that are connected to the implementation of a comprehensive curriculum that is 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.	• How has the district helped support you with curriculum development and implementation?
3.4-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.	• How have you ensured that teachers get the full benefits from collaborating with one another? • In what ways do you expect teachers to ensure that students are exposed to a robust curriculum?

3.5-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.	• In which ways do you encourage teachers to use data? • What types of supports do you provide teachers' use of data?
4.1: 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.	• How does the district support your efforts around teacher development?

5.1- The district creates policy and works collaboratively with the school to provide opportunities and resources that positively support students' social and emotional developmental health.	• How has the district provided guidance and support to your school concerning student social, emotional and developmental health?
5.5-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.	• Describe how you collaborate with the student support staff in an effort to help them use data when considering supports for students and teachers.

6.1 -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.	• How does the district's plan relate to the plan and vision you have created for the school? • Describe the partnerships you have established with parents and community agencies that assist with accomplishing the school's goals.
6.3-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.	• Communication: o In which ways and how often does the school communicate with families concerning student data and achievement?

6.5-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.	• Professional Development: o How does the school provide workshops to parents so that they may understand student achievement?

Vertical Teacher Focus Group

Statements of Practice	Suggested Questions to ask during the Vertical Teacher focus group
Statement of Practice 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.	• Critical expectations: o Describe how the district communicates expectations for teacher instructional practices and student achievement to your school community. • Supports and structures: o What support has the district offered that you have taken advantage of this school year? How did the support impact your practice, decisions or student achievement? o Describe the structures the district has in place that work best for your support needs.

Statement of Practice 2.2: 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).
 	
Statement of Practice 2.3: 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.
 	
Statement of Practice 6.2: 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.
 	
Statement of Practice 6.3: 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.
	• Visionary:
	  o How is the vision for the school communicated, and what are the next steps to accomplish the goals in the vision?
	  o What is your role in accomplishing the goals and vision of the school?
	  o How is success of accomplishing the goals determined?
	• Climate and culture:
	  o What structures are in place to promote a positive school community?
	  o How do you determine the success of these initiatives?
	  o In which ways are students, parents and community organizations encouraged to collaboratively partner with the school?
	• Care:
	  o How does the school support your social, emotional and developmental needs as professionals?
	• High expectations:
	  o How does the school promote high expectations for all?
	• Sustainable systems:
	  o How are efforts in your school structured to ensure that capacity is built and maintained?

Statement of Practice 3.2: 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.
 	
Statement of Practice 3.3: 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.
 	
Statement of Practice 3.5: 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
	• Rigorous & coherent curricula:
	  o What structures are in place to ensure that there is contiguous alignment across grades and subjects?
	  o How do you determine if your curriculum is rigorous?
	• Assessments:
	  o What assessments are utilized in the school?
	  o How is assessment data used and shared to address student achievement and goals across the school?
	• CCLS appropriate alignment:
	  o How do you ensure that student tasks are appropriately aligned to CCLS?
	• Modifications:
	  o How is the curriculum modified to ensure the success for all students?

Statement of Practice 4.4: 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.
 	
Statement of Practice 4.5: 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.
	• Strategic practices:
	  o Describe the supports that are provided to you by the school to ensure that students' learning needs are met.
	  o Do the structures in place for teacher development lead to collaboration across the school?
	  o How are best practices shared?
	• Gap:
	  o How do you determine what the learning gaps are for all of the students in your class?
	  o How are gaps addressed and shared across the school?
	  o What is the feedback loop for decision-making for teacher-to-teacher, administrators-to-teacher, and teacher-to-administrator?
	
	• High levels of engagement, thinking and achievement:
	  o What practices do you use to promote high levels of engagement and achievement for all of your students?

Statement of Practice 5.2: The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.
 	
Statement of Practice 5.4: 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.
	• Identify and Promote:
	  o In what ways does your school community seek to make early identification of students who need support for social, emotional and developmental health growth?
	  o How are acts of support between students promoted school-wide?
	• Systems:
	  o What school-wide systems of positive reinforcement are in place in your school?
	  o What district-wide systems of positive reinforcement are in place in your school?
	• Respectful:
	  o Describe how random acts of kindness by students and staff members are celebrated in your school/district.
	  o What actions has your school taken to establish a common understanding about reciprocal (adult to student, student to adult) respect?
	  o Describe the steps that are taken when a lack of respect is recognized by an adult or student.

Statement of Practice 6.3: 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.
 	
Statement of Practice 6.4: 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.
	• Culture:
	  o What is the common understanding of how teachers and staff members should encourage family partnerships?
	  o What efforts are made by the school and individual teachers to find community partners that can provide supports to students and parents?
	• Collaboration:
	  o In which ways, if any, do the school and parents collaborate to support student academic and emotional growth? Does this lead to a sense of shared responsibility between the school and parents concerning student achievement?
	  o Describe the collaboration between the school and district that leads to a shared responsibility for supporting students.

Grade/Subject Observation Meeting Focused on Student Work

Statements of Practice	Suggested Look & Listen Cues Tagged to the Rubric

Statement of Practice 2.2: 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).	• Vision:
	  o How does the school vision and expectations for teacher practices and student achievement surface in the teachers' conversation?
	• Sense of urgency:
	  o What is the sense of urgency that surfaces during the conversation among the teachers when looking at student work or curriculum?

Statement of Practice 2.4: Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	• Strategic Decisions:
	  o Are the principal decisions and teacher support aligned?
	  o What steps have been taken by the leader to ensure that teacher meetings lead to appropriate responses to school goals?

Statement of Practice 3.3: 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.	• CCLS appropriate alignment:
	  o How are teachers considering appropriate alignment to CCLS when looking at student work or discussing curriculum?
	• Rigorous & coherent curricula:
	  o Are the adjustments being made to the curriculum, unit or lesson plans to address the needs of students still leading to rigorous expectations?
	  o How equipped are teachers to modify the curriculum (if adjustments are being discussed) and ensure that what they are planning to deliver to students is coherent so that learning is achieved?
	• Modifications:
	  o What sense is there that teachers feel empowered to modify the curriculum to meet student needs?
	  o How are teachers connecting deep understanding and knowledge to student learning?

Statement of Practice 4.2: 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.	• Practices and strategies:
	  o How freely and comfortably do teachers describe their successes and struggles with practices and strategies?
	  o How are teachers discussing their practices and strategies to their year-long plan?
	• Goals:
	  o What goals have been established for student achievement? If goals are established, are they rigorous?
	  o How are goals adjusted and modified based on analysis of student work?

Statement of Practice 4.5:
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.
	• Use of assessment:
	  o What assessments are being used or discussed in the meeting?
	  o If assessment is being examined, what types of action-planning are being connected to it?
	• Progress monitoring:
	  o How are teachers using their time together to discuss and monitor student progress?
	  o How are teachers using their time together to discuss and monitor their own progress concerning teaching practices?
	• Explicit teacher plans:
	  o What types of explicit teacher plans are being created during the meeting?
	• Foster student participation:
	  o How are the teachers' plans considering student participation and shared responsibility for learning and achievement?

Student Support Staff Focus Group Meeting

Statements of Practice	Suggested Questions to Ask During the Student Support Staff Focus Group Meeting

Statement of Practice 2.2: 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).	• Vision:
	  o What is the school vision, and how does it connect to student support?
	• Sense of urgency:
	  o **(This question is for observation purposes—do not ask)** What level of urgency is communicated during the staff members' articulation of how they address student and family needs?

Statement of Practice 2.3: 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.	• Systems:
	  o In what ways are students' social, emotional and developmental health needs addressed systematically in the school?
	  o How are time and space provided and organized to promote collaboration between teachers and support staff?
	  o How is the school ensuring that the actionable practices for student growth and success become sustained?
	• Critical areas:
	  o How are the students' social, emotional and developmental health needs prioritized in comparison to student achievement?
	• Critical goals:
	  o What are the established goals for students and teachers connecting to school-wide practices?

Statement of Practice 5.2: The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health. **Statement of Practice 5.3:** 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.	
Statement of Practice 2.4: Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	• Strategic Decisions: o What purposeful decisions about staff, programs or partnerships have been made that lead to increased student support?

Statement of Practice 4.4:
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.
	• Safe environment:
	  o How does the student support staff work with classroom teachers to ensure that classes are an intellectually safe space for students?
	• Varied experiences:
	  o In which ways might a staff member show that he or she is responsive to students' varied experiences in the school?
	  o What tools does the school provide to staff to help them understand how to be responsive to students' varied experiences?

Statement of Practice 5.5:
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.
	• Data:
	  o How does the student support staff use data to determine next steps concerning student support?
	  o In what ways are student academic data connected to social, emotional and developmental health support?

Statement of Practice 6.3
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.
	• Use of communication:
	  o How has your school defined reciprocal communication?
	  o How is staff supported to ensure that the communication with families is reciprocal?
	  o How involved are community agencies with the teachers and support staff's efforts to address student support and growth?

Statement of Practice 6.4 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.	• Partnerships: o What efforts has the school made to ensure that parents feel welcome and are viewed as partners in their children's success?

Parent Focus Group Meeting

Statements of Practice	Suggested Questions to Ask During the Parent Focus Group Meeting

Statement of Practice 2.2:
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).
 	
Statement of Practice 5.3:
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.
	• Vision:
	  o What goals does the school want to accomplish?
	• Sense of urgency:
	  o What are the most important issues in the school that all adults and other students talk about improving or keeping the same?

Statement of Practice 4.4:
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.
	• Varied experiences & student engagement:
	  o How do the teachers show that they understand your child's progress and encourage them to do their best?
	  o Are your child's experiences valued, and is it used as a mechanism to stimulate learning?

Statement of Practice 5.4:	• Safe: o Describe what makes the school safe or unsafe for students and staff.

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.	o In your opinion, has the school done everything possible to ensure that students stay safe in the school? • Ownership: o If and when your child has broken any of the school rules, what has been your experience? o How do you know that your child is doing well in class?
Statement of Practice 6.2 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.	• Welcoming Environment: o Do you feel welcomed when you enter the school building? o Are you provided with opportunities to communicate and engage often with the school leadership and your child's teachers?

Statement of Practice 6.3 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.	• Communication: o Does the school communicate with you frequently regarding your child's needs? o Does the school listen to the concerns you have raised, if any, regarding your child's learning? o Are you aware of community agencies that are involved with the school to support and address student support and growth?
Statement of Practice 6.4 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.	• Partnerships: o What efforts has the school made to ensure that as parents you feel welcomed and are viewed as partners in your child's success?

Statement of Practice 6.5 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.	• Share data: o Does the school use data in a user-friendly way to communicate with you regarding your child's learning strengths and needs?

Large Student Focus Group Meeting

Statements of Practice	Suggested Questions to Ask During the Large Student Focus Group Meeting

Statement of Practice 2.2:
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).
	• Vision:
	  o What goals does the school want to accomplish?
	• Sense of urgency:
	  o What are the most important issues in your school that all adults and other students talk about improving or keeping the same?

Statement of Practice 5.4:
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.
	• Safe:
	  o Describe what makes the school safe or unsafe for students and staff.
	  o In your opinion, has the school done everything possible to ensure that students stay safe in the school?
	• Ownership:
	  o When a student breaks the rules, whose fault is it? How is it fixed?
	  o How do you know you are doing well in class?

Statement of Practice 3.4:
The school leader and teachers ensure that teacher collaboration within and across grades and subjects exist to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.
	• Safe environment:
	  o Describe what makes your class safe or unsafe.
	  o How do you feel about asking questions in class?
	  o How do your teachers show that they understand who you are as a student and encourage you to do your best?
	  o Describe how you feel about your school.

Statement of Practice 5.2: The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	• Student Support: o When you have needed help at the school, who has helped you?

Statement of Practice 4.4: 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.	Awareness of student experiences: • What makes you unique, and how do teachers respond to it?

Small Student Focus Group Meeting

Statements of Practice	Suggested Questions to Ask During the Small Student Focus Group Meeting

Statement of Practice 2.2:
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).
	• Vision:
	  o What do you need to do to help the school?
	• Sense of urgency:
	  o What are the most important issues in your school that all adults and other students talk about improving or keeping the same?

Statement of Practice 5.4:
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.
	• Safe:
	  o Describe what makes the school safe or unsafe for students and staff.
	  o In your opinion, has the school done everything possible to ensure that students stay safe in the school?
	• Ownership:
	  o When a student breaks the rules, whose fault is it? How is it fixed?
	  o How do you know you are doing well in class?

Statement of Practice 3.4:
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.
	• Safe environment:
	  o Describe what makes your class safe or unsafe.
	  o How do you feel about asking questions in class?
	  o How do your teachers show that they understand who you are as a student and encourage you to do your best?
	  o Describe how you feel about your school.

Ask additional questions pertaining to the students' work folders/portfolios	• Why did you earn the grade? • How could you have done better? • Have you set new goals based on the grades in your folder/portfolio? • What conversations did you have with your teacher about your grade?

Overview of Visitation Concepts

General Education		
Aligned to instructional sequence of clearly defined grade level/content expectations	Ongoing assessment: Utilize in-the-moment checks for understanding and in-class assessment to ensure student progress between interim assessments	Objective: Includes a clear and explicit purpose for instruction and selects instructional materials that are of sufficient quality and scope for the lesson
Engaged: Students know the end goal, how they did, and what actions they are taking to improve	Deep: Moves beyond "what" students got wrong and answers "why" they got it wrong	Rigor: Facilitates rich and rigorous evidence-based discussions and writing through specific, thought-provoking questions about common texts or subject matters (including, when applicable, illustrations, charts, diagrams, audio/video and media)
English Language Learners Setting		
Free Standing ESL and/or ESL Focused Group(s) Setting	**In Dual Language Setting** {applicable to all methodology, i.e. side-by-side, self-contained- roller coaster }	**Transitional Bilingual Program Setting**
Explicit language objectives in English, with the appropriate/applicable ESL standards- based supports for comprehension in order to communicate a clear and explicit purpose for instruction.	Explicit language objectives in both English and second language, with the appropriate/applicable second language learner standards-based (ESL methodology)supports for comprehension in order to communicate a clear and explicit purpose for instruction.	Explicit language objectives in the class's native language, with the appropriate ESL standards- based supports for comprehension in order to communicate a clear and explicit purpose for instruction.
Rigorous academic language used by teacher and students in English with the appropriate level of ESL scaffolds for comprehension that encourages evidence-based discussions and writing through specific, thought-provoking questions about common text or subject matters (including, when applicable, illustrations, charts, diagrams, audio/video and media).	Rigorous academic language used by teacher and students in English and second language with the appropriate level of second language learner scaffolds for comprehension that encourages evidence-based discussions and writing through specific, thought-provoking questions about common text or subject matters (including when applicable, illustrations, charts, diagrams, audio/video and media).	Rigorous academic language used by teacher and students in English and second language with the appropriate level of second language learner scaffolds for comprehension that encourages evidence-based discussions and writing, through specific, thought-provoking questions about common text or subject matters (including, when applicable, illustrations, charts, diagrams,
Instructional goals, directions, activities, and discussions are conducted in English, with the appropriate range of ESL scaffolds for comprehension, and are standards-based.	Instructional goals, directions, activities and discussions are conducted in English, with the appropriate range of second language learner scaffolds for comprehension, and are standards-based.	Instructional goals, directions, activities, and discussions are conducted in class's native language, with the appropriate ESL supports for comprehension, and are standards-based.
Instruction provided directly acknowledges the ESL standards and the beginning, intermediate and advanced ranges of scaffolds within its performance indicators.	Instruction provided directly and simultaneously addresses the ELA and second language development standards.	Instruction provided directly acknowledges the NLA and ESL standards; where/when applicable/appropriate.
Substantial amounts and high quality instructional materials and technology provided in English; demonstrating the beginning, intermediate and advanced range of abilities in student groups.	Equal amounts and high quality instructional materials and technology provided in both English and second language, demonstrating the beginning, intermediate and advanced range of abilities in student groups.	Equal amounts and high-quality instructional materials and technology provided in class's native language, demonstrating the beginning, intermediate and advanced range of abilities in the student groups.

Utilizing a variety of methods [charts, portfolios, progress reports, etc.] to report on-going assessment of progress in both academic and social ESL skills; to students and their families in both English and students' native languages.	Utilizing a variety of methods [charts, portfolios, progress reports, etc.] to report ongoing assessment of progress in both academic and social ESL skills, to students and their families in both English and students' second languages.	Utilizing a variety of methods [charts, portfolios, progress reports, etc.] to report ongoing assessment of progress in both academic and social ESL skills; to students and their families in the class's native language.
Utilizes formative (in-the-moment) and summative assessments in the beginning, intermediate and advanced range of English abilities to ensure student progress.	Utilizes formative (in-the-moment) and summative assessments in the beginning, intermediate and advanced range of English and second language abilities to ensure student progress.	Utilizes formative (in-the-moment) and summative assessments in the beginning, intermediate and advanced range of class's native language and appropriate ESL variance to ensure student progress.

Special Education

Positive Behavioral Supports & Routines provide visual/verbal cues to prompt routines for expected student behaviors during instruction; acknowledge student demonstrations of appropriate behavior more frequently than inappropriate behavior; use strategies such as scanning, interacting frequently with students and purposeful movement (e.g. proximity control); and set-up routines that lead to extensive and effective time on task for both special and general education students.

Positive Classroom Climate is fostered by teachers and other staff that model positive statements about others; use activities explicitly designed to ensure positive staff and peer interactions; make explicit statements to encourage students to accomplish the stated objective. Positive behavioral statements are posted. Teachers remind students of expectations; acknowledge student demonstrations of appropriate behavior. Individualized behavioral supports are provided, as appropriate.

Accessibility to space is organized; students can be seen and heard by teachers; instructional space is adequate for staff and students to move throughout the classroom; equipment is adapted, as appropriate. Accommodations are provided to students, as appropriate. Instruction is culturally and linguistically appropriate.

Engaged students are monitoring and self-correcting their own work, know the goals of each task, and feel free and are encouraged to work with other students to increase their achievement.
Teachers provide direct instruction of targeted skills; explicitly introduce lessons, including reference to content of previous lessons, objectives, purpose for the content and strategies to be taught. Teachers check for understanding and students demonstrate understanding; teachers actively teach vocabulary, content and strategies; use appropriate wait time for student responses; re-teach if responses are inaccurate. Teachers use guided practice of content/strategies; model learning strategies; foster independent practice of content/strategies; and appropriately close lesson.

On-going assessment including use of formative assessment is consistently conducted of students' work at various points of the lesson (before, during, and after) and, as appropriate, in consideration of the IEP goals for students with disabilities.

Students with disabilities in each of the classroom visitations receive:

Supplementary Aids and Services	Accommodations	Program Modifications	Specially Designed Instruction
Students, as appropriate, receive aids, services and other supports (e.g., a note taker; assignment of paraprofessional staff; study guide outlines of key concepts).	Students, as appropriate, receive adjustments to the environment, instruction or materials (e.g., instructional materials in alternative format such as large print or Braille, fewer items on each page; extra time to complete tasks) that allow a student with a disability to access the content or complete assigned tasks. Accommodations do not alter what is being taught.	Students, as appropriate, receive changes in the curriculum or measurement of learning, for example, when a student with a disability is unable to comprehend all of the content an instructor is teaching (e.g., reduced number of assignments; alternate grading system).	Students receive specially-designed instruction which means instruction adapted, as appropriate, to the needs of an eligible student, the content, methodology, or delivery of instruction to address the unique needs that result from the student's disability; and to ensure access of the student to the general curriculum, so that he or she can meet the educational standards that apply to all students.

Resource Room (RR)	Consultant Teacher (CT)	Integrated Co-Teaching (ICT)	Special Class
Students receive specialized instruction in an individual or small group setting for a portion of the school day for the purpose of supplementing the general education or special education classroom instruction of students with disabilities (not provided in place of the student's regular academic instruction.)	Direct CT services are services of a special education teacher provided to an individual student or a small group of students with disabilities to adapt, as appropriate to the needs of an eligible student, the content, methodology, or delivery of instruction to support the student to successfully participate and progress in the general curriculum during regular instruction, so that he or she can meet the educational standards that apply to all students. Consultant teacher services are provided simultaneously with general education content area instruction.	Integrated co-teaching services, as defined in regulation, means the provision of specially designed instruction and academic instruction provided to a group of students with disabilities and non-disabled students by both a general and a special education teacher.	Special class means a class consisting of students with disabilities who have been grouped together because of similarity of individual needs for the purpose of receiving specially designed instruction in a self-contained setting, meaning that such students are receiving their primary instruction separate from their non-disabled peers.
Students grouped based on the similarity of the individual needs according to levels of academic or educational achievement and learning characteristics; levels of social development; levels of physical development; and the management needs of the students in the classroom.	*CT is provided to students while they are participating in the general education class (not a pull out service)*	Instruction reflects: • clearly defined classroom roles and responsibilities. • support to individual students. Curriculum in co-taught classes explicitly addresses academic, developmental, compensatory, and life skills and reflects the needs of students in the class.	Students grouped based on the similarity of the individual needs according to levels of academic or educational achievement and learning characteristics; levels of social development; levels of physical development; and the management needs of the students in the classroom.
Bilingual Special Education			
The bilingual special needs classroom should be viewed as a combination of the above description of transitional bilingual education (TBE) classes and the expectations for special education. Teachers and assistants must consider the proficient language of the students and the students' NYSESLAT results when providing supports to students who are English language learners and possess Individual Educational Plans.			

General Education Classroom Visitation Tool

Teacher:	**Class/Period:**	**# of Students:**	If known: # of students who are: _____Sp. Ed. / _____ELLs /
Grade (circle one): PreK, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12	**Time Started:** **Time Completed:**	**Lesson: ___Beginning ___Middle ___End**	Teacher has and understands IEPs __Y __N / NYSESLAT scores __Y __N
Rigor: Facilitates rich and rigorous evidence-based discussions and writing through specific, thought-provoking questions about common texts or subject matters (including, when applicable, illustrations, charts, diagrams, audio/video and media).	**Ongoing assessment**: Utilize in-the-moment checks for understanding and in-class assessment to ensure student progress between interim assessments.	**Objective:** Includes a clear and explicit purpose for instruction and selects instructional materials that are of sufficient quality and scope for the lesson.	**Materials:** Equal amounts and high-quality instructional materials and technology provided; demonstrating the beginning, intermediate and advanced range of abilities in student groups.
Engaged Students know the end goal, how they did and what actions they are taking to improve.	**Deep:** Moves beyond "what" students got wrong and answers "why" they got it wrong.	**Aligned to instructional sequence** of clearly defined grade level/content expectations.	**Family Engagement:** Utilizing a variety of methods (charts, portfolios, progress reports, etc.) to report ongoing assessment of progress in both academic and social skills, to students and their families.

Provide Evidence of How the above is Occurring in the Classroom with Students and Teachers

Rigor (What is the teacher doing/saying):	**Rigor (What are the students doing/saying):**
Engaged Students (What is the teacher doing/saying):	**Engaged Students (What are the students doing/saying):**
Ongoing Assessment (What is the teacher doing/saying):	**Ongoing Assessment (What are the students doing/saying):**
Deep (What is the teacher doing/saying):	**Deep (What are the students doing/saying):**

Summary of Class Visit

Instructional Supports in Classroom (charts, manipulatives, technology)	Display of Student Work (alignment of rubric and comments)

Conversation with Teacher (were the decisions made about instructional sequence and objective purposeful?)

Conversation with Administrator (how is the instruction aligned to school goals?)	Professional Development and this Teacher (is it working?)

Remaining Questions: _____

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General Education Classroom Visitation Tool

Teacher:	**Class/Period:**	**# of Students:**	If known: # of students who are: _____Sp. Ed. / _____ELLs /
Grade (circle one): PreK, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12	**Time Started:** **Time Completed:**	**Lesson: ___Beginning ___Middle ___End**	Teacher has and understands IEPs __Y __N / NYSESLAT scores __Y __N
Rigor: Facilitates rich and rigorous evidence-based discussions and writing through specific, thought-provoking questions about common texts or subject matters (including, when applicable, illustrations, charts, diagrams, audio/video and media).	**Ongoing assessment**: Utilize in-the-moment checks for understanding and in-class assessment to ensure student progress between interim assessments.	**Objective:** Includes a clear and explicit purpose for instruction and selects instructional materials that are of sufficient quality and scope for the lesson.	**Materials:** Equal amounts and high-quality instructional materials and technology provided; demonstrating the beginning, intermediate and advanced range of abilities in student groups.
Engaged Students know the end goal, how they did and what actions they are taking to improve.	**Deep:** Moves beyond "what" students got wrong and answers "why" they got it wrong.	**Aligned to instructional sequence** of clearly defined grade level/content expectations.	**Family Engagement:** Utilizing a variety of methods (charts, portfolios, progress reports, etc.) to report ongoing assessment of progress in both academic and social skills, to students and their families.

Provide Evidence of How the above is Occurring in the Classroom with Students and Teachers

Rigor (What is the teacher doing/saying):	**Rigor (What are the students doing/saying):**
Engaged Students (What is the teacher doing/saying):	**Engaged Students (What are the students doing/saying):**
Ongoing Assessment (What is the teacher doing/saying):	**Ongoing Assessment (What are the students doing/saying):**
Deep (What is the teacher doing/saying):	**Deep (What are the students doing/saying):**

Summary of Class Visit

Instructional Supports in Classroom (charts, manipulatives, technology)	Display of Student Work (alignment of rubric and comments)

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Conversation with Administrator (how is the instruction aligned to school goals?)	Professional Development and this Teacher (is it working?)

Remaining Questions: _____

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Rigor (What is the teacher doing/saying):	**Rigor (What are the students doing/saying):**
Engaged Students (What is the teacher doing/saying):	**Engaged Students (What are the students doing/saying):**
Ongoing Assessment (What is the teacher doing/saying):	**Ongoing Assessment (What are the students doing/saying):**
Deep (What is the teacher doing/saying):	**Deep (What are the students doing/saying):**

Summary of Class Visit

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Rigor: Facilitates rich and rigorous evidence-based discussions and writing through specific, thought-provoking questions about common texts or subject matters (including, when applicable, illustrations, charts, diagrams, audio/video and media).	**Ongoing assessment**: Utilize in-the-moment checks for understanding and in-class assessment to ensure student progress between interim assessments.	**Objective:** Includes a clear and explicit purpose for instruction and selects instructional materials that are of sufficient quality and scope for the lesson.	**Materials:** Equal amounts and high-quality instructional materials and technology provided; demonstrating the beginning, intermediate and advanced range of abilities in student groups.
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Rigor (What is the teacher doing/saying):	**Rigor (What are the students doing/saying):**
Engaged Students (What is the teacher doing/saying):	**Engaged Students (What are the students doing/saying):**
Ongoing Assessment (What is the teacher doing/saying):	**Ongoing Assessment (What are the students doing/saying):**
Deep (What is the teacher doing/saying):	**Deep (What are the students doing/saying):**

Summary of Class Visit

Instructional Supports in Classroom (charts, manipulatives, technology)	Display of Student Work (alignment of rubric and comments)

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Conversation with Administrator (how is the instruction aligned to school goals?)	Professional Development and this Teacher (is it working?)

Remaining Questions: _____

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General Education Classroom Visitation Tool

Teacher:	**Class/Period:**	**# of Students:**	If known: # of students who are: _____Sp. Ed. / _____ELLs /
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Rigor (What is the teacher doing/saying):	**Rigor (What are the students doing/saying):**
Engaged Students (What is the teacher doing/saying):	**Engaged Students (What are the students doing/saying):**
Ongoing Assessment (What is the teacher doing/saying):	**Ongoing Assessment (What are the students doing/saying):**
Deep (What is the teacher doing/saying):	**Deep (What are the students doing/saying):**

Summary of Class Visit

Instructional Supports in Classroom (charts, manipulatives, technology)	Display of Student Work (alignment of rubric and comments)

Conversation with Teacher (were the decisions made about instructional sequence and objective purposeful?)

Conversation with Administrator (how is the instruction aligned to school goals?)	Professional Development and this Teacher (is it working?)

Remaining Questions: _____

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Free Standing and/or ESL-Focused Group(s) Setting Classroom Visitation Tool

Teacher:	**Class/Period:**	**# of Students:**	If known: # of P _____ # of A _____ # I _____ # of B _____
Grade (circle one): PreK, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12	**Time Started: Time Completed: /Lesson: ___Beginning ___Middle ___End**		Teacher had NYSESLAT Data __Y __ N /Teacher understood data __Y __N

Key Concepts for Classroom Visits

Rigor: Rigorous academic language used by teacher and students in English with the appropriate level of ESL scaffolds for comprehension that encourages evidence-based discussions and writing through specific, thought-provoking questions about common text or subject matters (including, when applicable, illustrations, charts, diagrams, audio/video and media).	**Ongoing assessment:** Utilizes formative (in-the-moment) and summative assessments in the beginning, intermediate and advanced range of English abilities to ensure student progress.	**Objective:** Explicit language objectives in English, with the appropriate/applicable ESL standards- based supports for comprehension in order to communicate a clear and explicit purpose for instruction.	**Materials:** Substantial amounts and high-quality instructional materials and technology provided in English, demonstrating the beginning, intermediate and advanced range of abilities in student groups.
Engaged Students know the end goal, how they did and what actions they are taking to improve.	**Deep:** Moves beyond "what" students got wrong and answers "why" they got it wrong.	**Aligned to instructional sequence:** Instructional goals, directions, activities and discussions are conducted in English, with the appropriate range of ESL scaffolds for comprehension, and are standards-based.	**Family Engagement:** Utilizing a variety of methods (charts, portfolios, progress reports, etc.) to report ongoing assessment of progress in both academic and social ESL skills, to students and their families—in both English and students' native languages.

Provide Evidence of How the above is Occurring in the Classroom with Students and Teachers

Rigor (What is the teacher doing/saying):	**Rigor (What are the students doing/saying):**
Engaged Students (What is the teacher doing/saying):	**Engaged Students (What are the students doing/saying):**
Ongoing Assessment (What is the teacher doing/saying):	**Ongoing Assessment (What are the students doing/saying):**
Deep (What is the teacher doing/saying):	**Deep (What are the students doing/saying):**

Summary of Class Visit

Instructional Supports in Classroom (charts, manipulatives, technology)	**Display of Student Work (alignment of rubric and comments)**

Conversation with Teacher (were the decisions made about instructional sequence and objective purposeful?)

Conversation with Administrator (how is the instruction aligned to school goals?)	Professional Development and this Teacher (is it working?)

Remaining Questions: _____

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Free Standing and/or ESL-Focused Group(s) Setting Classroom Visitation Tool

Teacher:	**Class/Period:**	**# of Students:**	If known: # of P _____ # of A _____ # I _____ # of B _____
Grade (circle one): PreK, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12	**Time Started: Time Completed: /Lesson: ___Beginning ___Middle ___End**		Teacher had NYSESLAT Data __Y __ N /Teacher understood data __Y __N

Key Concepts for Classroom Visits

Rigor: Rigorous academic language used by teacher and students in English with the appropriate level of ESL scaffolds for comprehension that encourages evidence-based discussions and writing through specific, thought-provoking questions about common text or subject matters (including, when applicable, illustrations, charts, diagrams, audio/video and media).	**Ongoing assessment:** Utilizes formative (in-the-moment) and summative assessments in the beginning, intermediate and advanced range of English abilities to ensure student progress.	**Objective:** Explicit language objectives in English, with the appropriate/applicable ESL standards- based supports for comprehension in order to communicate a clear and explicit purpose for instruction.	**Materials:** Substantial amounts and high-quality instructional materials and technology provided in English, demonstrating the beginning, intermediate and advanced range of abilities in student groups.
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Provide Evidence of How the above is Occurring in the Classroom with Students and Teachers

Rigor (What is the teacher doing/saying):	**Rigor (What are the students doing/saying):**
Engaged Students (What is the teacher doing/saying):	**Engaged Students (What are the students doing/saying):**
Ongoing Assessment (What is the teacher doing/saying):	**Ongoing Assessment (What are the students doing/saying):**
Deep (What is the teacher doing/saying):	**Deep (What are the students doing/saying):**

Summary of Class Visit

Instructional Supports in Classroom (charts, manipulatives, technology)	**Display of Student Work (alignment of rubric and comments)**

Conversation with Teacher (were the decisions made about instructional sequence and objective purposeful?)

Conversation with Administrator (how is the instruction aligned to school goals?)	Professional Development and this Teacher (is it working?)

Remaining Questions: _____

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Free Standing and/or ESL-Focused Group(s) Setting Classroom Visitation Tool

Teacher:	**Class/Period:**	**# of Students:**	If known: # of P _____ # of A _____ # I _____ # of B _____
Grade (circle one): PreK, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12	**Time Started: Time Completed: /Lesson: ___Beginning ___Middle ___End**		Teacher had NYSESLAT Data __Y __ N /Teacher understood data __Y __N

Key Concepts for Classroom Visits

Rigor: Rigorous academic language used by teacher and students in English with the appropriate level of ESL scaffolds for comprehension that encourages evidence-based discussions and writing through specific, thought-provoking questions about common text or subject matters (including, when applicable, illustrations, charts, diagrams, audio/video and media).	**Ongoing assessment:** Utilizes formative (in-the-moment) and summative assessments in the beginning, intermediate and advanced range of English abilities to ensure student progress.	**Objective:** Explicit language objectives in English, with the appropriate/applicable ESL standards- based supports for comprehension in order to communicate a clear and explicit purpose for instruction.	**Materials:** Substantial amounts and high-quality instructional materials and technology provided in English, demonstrating the beginning, intermediate and advanced range of abilities in student groups.
Engaged Students know the end goal, how they did and what actions they are taking to improve.	**Deep:** Moves beyond "what" students got wrong and answers "why" they got it wrong.	**Aligned to instructional sequence:** Instructional goals, directions, activities and discussions are conducted in English, with the appropriate range of ESL scaffolds for comprehension, and are standards-based.	**Family Engagement:** Utilizing a variety of methods (charts, portfolios, progress reports, etc.) to report ongoing assessment of progress in both academic and social ESL skills, to students and their families—in both English and students' native languages.

Provide Evidence of How the above is Occurring in the Classroom with Students and Teachers

Rigor (What is the teacher doing/saying):	**Rigor (What are the students doing/saying):**
Engaged Students (What is the teacher doing/saying):	**Engaged Students (What are the students doing/saying):**
Ongoing Assessment (What is the teacher doing/saying):	**Ongoing Assessment (What are the students doing/saying):**
Deep (What is the teacher doing/saying):	**Deep (What are the students doing/saying):**

Summary of Class Visit

Instructional Supports in Classroom (charts, manipulatives, technology)	**Display of Student Work (alignment of rubric and comments)**

Conversation with Teacher (were the decisions made about instructional sequence and objective purposeful?)

Conversation with Administrator (how is the instruction aligned to school goals?)	Professional Development and this Teacher (is it working?)

Remaining Questions: _____
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Dual Language Setting Classroom Visitation Tool {applicable to all methodology, i.e., side-by-side, self-contained - rollercoaster}

Teacher:	**Class/Period:**	**# of Students:**	If known: # English Proficient _____ #Second Language _____
Grade (circle one): PreK, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12	**Time Started: Time Completed: /Lesson: ___Beginning ___Middle ___End**		

Rigor: Rigorous academic language used by teacher and students in English and second language with the appropriate level of second language learner scaffolds for comprehension that encourages evidence-based discussions and writing through specific, thought-provoking questions about common text or subject matters (including, when applicable, illustrations, charts, diagrams, audio/video and media).	**Ongoing assessment:** Utilizes formative (in-the-moment) and summative assessments in the beginning, intermediate and advanced range of English and second language abilities to ensure student progress.	**Objective:** Explicit language objectives in both English and second language, with the appropriate/applicable second language learner standards-based (ESL methodology) supports for comprehension in order to communicate a clear and explicit purpose for instruction.	**Materials:** Equal amounts and high-quality instructional materials and technology provided in English and second language, demonstrating the beginning, intermediate and advanced range of abilities in student groups.
Engaged Students know the end goal, how they did and what actions they are taking to improve.	**Deep:** Moves beyond "what" students got wrong and answers "why" they got it wrong.	**Aligned to instructional sequence:** Instructional goals, directions, activities and discussions are conducted in English, with the appropriate range of second language learner scaffolds for comprehension, and are standards-based.	**Family Engagement:** Utilizing a variety of methods (charts, portfolios, progress reports, etc.) to report ongoing assessment of progress in both academic and social ESL skills, to students and their families—in both English and students' second languages.

Provide Evidence of How the above is Occurring in the Classroom with Students and Teachers

Rigor (What is the teacher doing/saying):	**Rigor (What are the students doing/saying):**
Engaged Students (What is the teacher doing/saying):	**Engaged Students (What are the students doing/saying):**
Ongoing Assessment (What is the teacher doing/saying):	**Ongoing Assessment (What are the students doing/saying):**
Deep (What is the teacher doing/saying):	**Deep (What are the students doing/saying):**

Summary of Class Visit

Instructional Supports in Classroom (charts, manipulatives, technology)	Display of Student Work (alignment of rubric and comments)

Conversation with Teacher (were the decisions made about instructional sequence and objective purposeful?)

Conversation with Administrator (how is the instruction aligned to school goals?)	Professional Development and this Teacher (is it working?)

Remaining Questions: _____
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Dual Language Setting Classroom Visitation Tool {applicable to all methodology, i.e., side-by-side, self-contained - rollercoaster}

Teacher:	**Class/Period:**	**# of Students:**	If known: # English Proficient _____ #Second Language _____
Grade (circle one): PreK, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12	**Time Started: Time Completed: /Lesson: ___Beginning ___Middle ___End**		

Rigor: Rigorous academic language used by teacher and students in English and second language with the appropriate level of second language learner scaffolds for comprehension that encourages evidence-based discussions and writing through specific, thought-provoking questions about common text or subject matters (including, when applicable, illustrations, charts, diagrams, audio/video and media).	**Ongoing assessment:** Utilizes formative (in-the-moment) and summative assessments in the beginning, intermediate and advanced range of English and second language abilities to ensure student progress.	**Objective:** Explicit language objectives in both English and second language, with the appropriate/applicable second language learner standards-based (ESL methodology) supports for comprehension in order to communicate a clear and explicit purpose for instruction.	**Materials:** Equal amounts and high-quality instructional materials and technology provided in English and second language, demonstrating the beginning, intermediate and advanced range of abilities in student groups.
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Provide Evidence of How the above is Occurring in the Classroom with Students and Teachers

Rigor (What is the teacher doing/saying):	**Rigor (What are the students doing/saying):**
Engaged Students (What is the teacher doing/saying):	**Engaged Students (What are the students doing/saying):**
Ongoing Assessment (What is the teacher doing/saying):	**Ongoing Assessment (What are the students doing/saying):**
Deep (What is the teacher doing/saying):	**Deep (What are the students doing/saying):**

Summary of Class Visit

Instructional Supports in Classroom (charts, manipulatives, technology)	**Display of Student Work (alignment of rubric and comments)**

Conversation with Teacher (were the decisions made about instructional sequence and objective purposeful?)

Conversation with Administrator (how is the instruction aligned to school goals?)	**Professional Development and this Teacher (is it working?)**

Remaining Questions: _____

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Dual Language Setting Classroom Visitation Tool {applicable to all methodology, i.e., side-by-side, self-contained - rollercoaster}

Teacher:	**Class/Period:**	**# of Students:**	If known: # English Proficient _____ #Second Language _____
Grade (circle one): PreK, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12	**Time Started: Time Completed: /Lesson: ___Beginning ___Middle ___End**		

Rigor: Rigorous academic language used by teacher and students in English and second language with the appropriate level of second language learner scaffolds for comprehension that encourages evidence-based discussions and writing through specific, thought-provoking questions about common text or subject matters (including, when applicable, illustrations, charts, diagrams, audio/video and media).	**Ongoing assessment:** Utilizes formative (in-the-moment) and summative assessments in the beginning, intermediate and advanced range of English and second language abilities to ensure student progress.	**Objective:** Explicit language objectives in both English and second language, with the appropriate/applicable second language learner standards-based (ESL methodology) supports for comprehension in order to communicate a clear and explicit purpose for instruction.	**Materials:** Equal amounts and high-quality instructional materials and technology provided in English and second language, demonstrating the beginning, intermediate and advanced range of abilities in student groups.
Engaged Students know the end goal, how they did and what actions they are taking to improve.	**Deep:** Moves beyond "what" students got wrong and answers "why" they got it wrong.	**Aligned to instructional sequence:** Instructional goals, directions, activities and discussions are conducted in English, with the appropriate range of second language learner scaffolds for comprehension, and are standards-based.	**Family Engagement:** Utilizing a variety of methods (charts, portfolios, progress reports, etc.) to report ongoing assessment of progress in both academic and social ESL skills, to students and their families—in both English and students' second languages.

Provide Evidence of How the above is Occurring in the Classroom with Students and Teachers

Rigor (What is the teacher doing/saying):	**Rigor (What are the students doing/saying):**
Engaged Students (What is the teacher doing/saying):	**Engaged Students (What are the students doing/saying):**
Ongoing Assessment (What is the teacher doing/saying):	**Ongoing Assessment (What are the students doing/saying):**
Deep (What is the teacher doing/saying):	**Deep (What are the students doing/saying):**

Summary of Class Visit

Instructional Supports in Classroom (charts, manipulatives, technology)	Display of Student Work (alignment of rubric and comments)

Conversation with Teacher (were the decisions made about instructional sequence and objective purposeful?)

Conversation with Administrator (how is the instruction aligned to school goals?)	Professional Development and this Teacher (is it working?)

Remaining Questions: _____

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Transitional Bilingual Setting Classroom Visitation Tool

Teacher:	**Class/Period:**	**# of Students:**
Grade (circle one): PreK, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12	**Time Started: Time Completed: /Lesson: ___Beginning ___Middle ___End**	

Key Concepts for Classroom Visits

Rigor: Rigorous academic language used by teacher and students in English and second language with the appropriate level of second language learner scaffolds for comprehension that encourages evidence-based discussions and writing through specific, thought-provoking questions about common text or subject matters (including, when applicable, illustrations, charts, diagrams, audio/video, and media).	**Ongoing assessment:** Utilizes formative (in-the-moment) and summative assessments in the beginning, intermediate and advanced range of class's native language and appropriate ESL variance to ensure student progress.	**Deep:** Moves beyond "what" students got wrong and answers "why" they got it wrong.	**Materials:** Equal amounts and high-quality instructional materials and technology provided in class's native language, demonstrating the beginning, intermediate and advanced range of abilities in student groups.
Engaged Students know the end goal, how they did and what actions they are taking to improve. There is an understanding that language allocation progresses over time that shifts how students engage in certain subjects.	**Aligned to instructional sequence:** Instructional goals, directions, activities and discussions are conducted in class's native language, with the appropriate ESL supports for comprehension, and are standards-based.	**Objective:** Explicit language objectives in class's native language, with the appropriate ESL standards-based supports for comprehension in order to communicate a clear and explicit purpose for instruction.	**Family Engagement:** Utilizing a variety of methods (charts, portfolios, progress reports, etc.) to report ongoing assessment of progress in both academic and social ESL skills, to students and their families—in class's native language.

Provide Evidence of How the above is Occurring in the Classroom with Students and Teachers

Rigor (What is the teacher doing/saying):	**Rigor (What are the students doing/saying):**
Ongoing Assessment (What is the teacher doing/saying):	**Ongoing Assessment (What are the students doing/saying):**
Engaged Students (What is the teacher doing/saying):	**Engaged Students (What are the students doing/saying):**
Deep (What is the teacher doing/saying):	**Deep (What are the students doing/saying):**

Summary of Class Visit

Instructional Supports in Classroom (charts, manipulatives, technology) Display of Student Work (alignment of rubric and comments)

Conversation with Teacher (were the decisions made about instructional sequence and objective purposeful?)

Conversation with Administrator (how is the instruction aligned to school goals?) Professional Development and this Teacher (is it working?)

Remaining Questions: _____

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Transitional Bilingual Setting Classroom Visitation Tool

Teacher:	**Class/Period:**	**# of Students:**
Grade (circle one): PreK, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12	**Time Started: Time Completed: /Lesson: ___Beginning ___Middle ___End**	

Key Concepts for Classroom Visits

Rigor: Rigorous academic language used by teacher and students in English and second language with the appropriate level of second language learner scaffolds for comprehension that encourages evidence-based discussions and writing through specific, thought-provoking questions about common text or subject matters (including, when applicable, illustrations, charts, diagrams, audio/video, and media).	**Ongoing assessment:** Utilizes formative (in-the-moment) and summative assessments in the beginning, intermediate and advanced range of class's native language and appropriate ESL variance to ensure student progress.	**Deep:** Moves beyond "what" students got wrong and answers "why" they got it wrong.	**Materials:** Equal amounts and high-quality instructional materials and technology provided in class's native language, demonstrating the beginning, intermediate and advanced range of abilities in student groups.
Engaged Students know the end goal, how they did and what actions they are taking to improve. There is an understanding that language allocation progresses over time that shifts how students engage in certain subjects.	**Aligned to instructional sequence:** Instructional goals, directions, activities and discussions are conducted in class's native language, with the appropriate ESL supports for comprehension, and are standards-based.	**Objective:** Explicit language objectives in class's native language, with the appropriate ESL standards-based supports for comprehension in order to communicate a clear and explicit purpose for instruction.	**Family Engagement:** Utilizing a variety of methods (charts, portfolios, progress reports, etc.) to report ongoing assessment of progress in both academic and social ESL skills, to students and their families—in class's native language.

Provide Evidence of How the above is Occurring in the Classroom with Students and Teachers

Rigor (What is the teacher doing/saying):	**Rigor (What are the students doing/saying):**
Ongoing Assessment (What is the teacher doing/saying):	**Ongoing Assessment (What are the students doing/saying):**
Engaged Students (What is the teacher doing/saying):	**Engaged Students (What are the students doing/saying):**
Deep (What is the teacher doing/saying):	**Deep (What are the students doing/saying):**

Summary of Class Visit

Instructional Supports in Classroom (charts, manipulatives, technology) Display of Student Work (alignment of rubric and comments)

Conversation with Teacher (were the decisions made about instructional sequence and objective purposeful?)

Conversation with Administrator (how is the instruction aligned to school goals?) Professional Development and this Teacher (is it working?)

Remaining Questions: _____

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Transitional Bilingual Setting Classroom Visitation Tool

Teacher:	**Class/Period:**	**# of Students:**
Grade (circle one): PreK, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12	**Time Started: Time Completed: /Lesson: ___Beginning ___Middle ___End**	

Key Concepts for Classroom Visits

Rigor: Rigorous academic language used by teacher and students in English and second language with the appropriate level of second language learner scaffolds for comprehension that encourages evidence-based discussions and writing through specific, thought-provoking questions about common text or subject matters (including, when applicable, illustrations, charts, diagrams, audio/video, and media).	**Ongoing assessment:** Utilizes formative (in-the-moment) and summative assessments in the beginning, intermediate and advanced range of class's native language and appropriate ESL variance to ensure student progress.	**Deep:** Moves beyond "what" students got wrong and answers "why" they got it wrong.	**Materials:** Equal amounts and high-quality instructional materials and technology provided in class's native language, demonstrating the beginning, intermediate and advanced range of abilities in student groups.
Engaged Students know the end goal, how they did and what actions they are taking to improve. There is an understanding that language allocation progresses over time that shifts how students engage in certain subjects.	**Aligned to instructional sequence:** Instructional goals, directions, activities and discussions are conducted in class's native language, with the appropriate ESL supports for comprehension, and are standards-based.	**Objective:** Explicit language objectives in class's native language, with the appropriate ESL standards-based supports for comprehension in order to communicate a clear and explicit purpose for instruction.	**Family Engagement:** Utilizing a variety of methods (charts, portfolios, progress reports, etc.) to report ongoing assessment of progress in both academic and social ESL skills, to students and their families—in class's native language.

Provide Evidence of How the above is Occurring in the Classroom with Students and Teachers

Rigor (What is the teacher doing/saying):	**Rigor (What are the students doing/saying):**
Ongoing Assessment (What is the teacher doing/saying):	**Ongoing Assessment (What are the students doing/saying):**
Engaged Students (What is the teacher doing/saying):	**Engaged Students (What are the students doing/saying):**
Deep (What is the teacher doing/saying):	**Deep (What are the students doing/saying):**

Summary of Class Visit

Instructional Supports in Classroom (charts, manipulatives, technology) Display of Student Work (alignment of rubric and comments)

Conversation with Teacher (were the decisions made about instructional sequence and objective purposeful?)

Conversation with Administrator (how is the instruction aligned to school goals?) Professional Development and this Teacher (is it working?)

Remaining Questions: _____

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Classroom Visitation Tool: Special Education – Special Class

Special class means a class consisting of students with disabilities who have been grouped together because of similarity of individual needs for the purpose of receiving specially designed instruction in a self-contained setting, meaning that such students are receiving their primary instruction separate from their non-disabled peers.

Students grouped based on the similarity of the individual needs according to levels of academic or educational achievement and learning characteristics; levels of social development; levels of physical development; and the management needs of the students in the classroom.

Teacher:	**Class/Period:**	**# of Students _____**
Grade (circle one): PreK, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12	**Time Started: Time Completed: /Lesson: ___Beginning ___Middle ___End**	

Positive Behavioral Supports & Routines: Teachers use visual/verbal cues to prompt routines for expected student behaviors during instruction; acknowledge student demonstrations of appropriate behavior more frequently than inappropriate behavior; use strategies such as scanning, interacting frequently with students and purposeful movement (e.g. proximity control); and set-up routines that lead to extensive and effective time on task for students based on individual needs.	**Accessibility:** Space is organized; students can be seen and heard by teachers; instructional space is adequate for staff and students to move throughout the classroom; equipment is adapted, as appropriate. Accommodations, supplementary supports and services, and modifications are provided to students, as appropriate. Instruction is culturally and linguistically appropriate.	**Ongoing assessment,** including use of formative assessment is consistently conducted of students' work at various points of the lesson (before, during, and after) and in consideration of the IEP goals for students with disabilities.	**Materials:** Equal amounts and high-quality instructional materials and technology; students and teachers have necessary materials at hand; students have materials in accessible formats, as appropriate. Instructional materials are age appropriate and culturally relevant. Instructional materials adapted/modified, as appropriate, to meet individual student needs. Assistive technology used, as appropriate to meet individual student needs.
Positive Classroom Climate: Teachers and other staff model positive statements about others; use activities explicitly designed to ensure positive staff and peer interactions; make explicit statements to encourage students to accomplish the stated objective. Positive behavioral statements are posted. Teachers remind students of expectations; acknowledge student demonstrations of appropriate behavior. Individualized behavioral supports are provided, as appropriate.	**Instruction / Engagement:** Teachers provide explicit direct instruction of targeted skills; explicitly introduce lessons, including reference to content of previous lessons, objectives, purpose for the content and strategies to be taught. Teachers check for understanding and students demonstrate understanding; teachers actively and explicitly teach vocabulary, content and strategies; use appropriate wait time for student responses; reteach if responses are inaccurate. Teachers use guided practice of content/strategies; model learning strategies; foster independent practice of content/strategies; and appropriately close lessons **Students** are engaged and monitoring and self-correcting their own work, know the goals of each task, and feel free to work with other students as partners or in groups to increase their achievement.	**Aligned to instructional sequence** of clearly defined grade level/content expectations; all students are working on content aligned with the content of the work of their grade level peers.	**Family Engagement:** Utilizing a variety of methods (charts, portfolios, progress reports, etc.) to report ongoing assessment of progress in both academic and social skills, to students and their families.

Provide Evidence of How the above is Occurring in the Classroom with Students and Teachers

Positive Behavioral Supports & Routines (What is the teacher doing/saying):	**Positive Behavioral Supports & Routines (What are the students doing/saying):**

Positive Classroom Climate (What is the teacher doing/saying):	**Positive Classroom Climate (What are the students doing/saying):**

Accessibility (What is the teacher doing/saying):	**Accessibility (What are the students doing/saying):**
Instruction / Engaged students (What is the teacher doing/saying):	**Instruction / Engaged students (What are the students doing/saying):**
Ongoing assessment (What is the teacher doing/saying):	**Ongoing assessment (What are the students doing/saying):**

Summary of Class Visit

Instructional Supports in Classroom (charts, manipulatives, technology)	Display of Student Work (alignment of rubric and comments)

Conversation with Teacher (were the decisions made about instructional sequence and objective purposeful?)

Conversation with Administrator (how is the instruction aligned to school goals?)	Professional Development and this Teacher (is it working?)

Remaining Questions:

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Classroom Visitation Tool: Special Education – Special Class

Special class means a class consisting of students with disabilities who have been grouped together because of similarity of individual needs for the purpose of receiving specially designed instruction in a self-contained setting, meaning that such students are receiving their primary instruction separate from their non-disabled peers.

Students grouped based on the similarity of the individual needs according to levels of academic or educational achievement and learning characteristics; levels of social development; levels of physical development; and the management needs of the students in the classroom.

Teacher:	**Class/Period:**	**# of Students _____**
Grade (circle one): PreK, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12	**Time Started: Time Completed: /Lesson: ___Beginning ___Middle ___End**	

Positive Behavioral Supports & Routines: Teachers use visual/verbal cues to prompt routines for expected student behaviors during instruction; acknowledge student demonstrations of appropriate behavior more frequently than inappropriate behavior; use strategies such as scanning, interacting frequently with students and purposeful movement (e.g. proximity control); and set-up routines that lead to extensive and effective time on task for students based on individual needs.	**Accessibility:** Space is organized; students can be seen and heard by teachers; instructional space is adequate for staff and students to move throughout the classroom; equipment is adapted, as appropriate. Accommodations, supplementary supports and services, and modifications are provided to students, as appropriate. Instruction is culturally and linguistically appropriate.	**Ongoing assessment,** including use of formative assessment is consistently conducted of students' work at various points of the lesson (before, during, and after) and in consideration of the IEP goals for students with disabilities.	**Materials:** Equal amounts and high-quality instructional materials and technology; students and teachers have necessary materials at hand; students have materials in accessible formats, as appropriate. Instructional materials are age appropriate and culturally relevant. Instructional materials adapted/modified, as appropriate, to meet individual student needs. Assistive technology used, as appropriate to meet individual student needs.
Positive Classroom Climate: Teachers and other staff model positive statements about others; use activities explicitly designed to ensure positive staff and peer interactions; make explicit statements to encourage students to accomplish the stated objective. Positive behavioral statements are posted. Teachers remind students of expectations; acknowledge student demonstrations of appropriate behavior. Individualized behavioral supports are provided, as appropriate.	**Instruction / Engagement:** Teachers provide explicit direct instruction of targeted skills; explicitly introduce lessons, including reference to content of previous lessons, objectives, purpose for the content and strategies to be taught. Teachers check for understanding and students demonstrate understanding; teachers actively and explicitly teach vocabulary, content and strategies; use appropriate wait time for student responses; reteach if responses are inaccurate. Teachers use guided practice of content/strategies; model learning strategies; foster independent practice of content/strategies; and appropriately close lessons **Students** are engaged and monitoring and self-correcting their own work, know the goals of each task, and feel free to work with other students as partners or in groups to increase their achievement.	**Aligned to instructional sequence** of clearly defined grade level/content expectations; all students are working on content aligned with the content of the work of their grade level peers.	**Family Engagement:** Utilizing a variety of methods (charts, portfolios, progress reports, etc.) to report ongoing assessment of progress in both academic and social skills, to students and their families.

Provide Evidence of How the above is Occurring in the Classroom with Students and Teachers

Positive Behavioral Supports & Routines (What is the teacher doing/saying):	**Positive Behavioral Supports & Routines (What are the students doing/saying):**

Positive Classroom Climate (What is the teacher doing/saying):	**Positive Classroom Climate (What are the students doing/saying):**

Accessibility (What is the teacher doing/saying):	**Accessibility (What are the students doing/saying):**
Instruction / Engaged students (What is the teacher doing/saying):	**Instruction / Engaged students (What are the students doing/saying):**
Ongoing assessment (What is the teacher doing/saying):	**Ongoing assessment (What are the students doing/saying):**

Summary of Class Visit

Instructional Supports in Classroom (charts, manipulatives, technology)	Display of Student Work (alignment of rubric and comments)

Conversation with Teacher (were the decisions made about instructional sequence and objective purposeful?)

Conversation with Administrator (how is the instruction aligned to school goals?)	Professional Development and this Teacher (is it working?)

Remaining Questions:

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Classroom Visitation Tool: Special Education – Special Class

Special class means a class consisting of students with disabilities who have been grouped together because of similarity of individual needs for the purpose of receiving specially designed instruction in a self-contained setting, meaning that such students are receiving their primary instruction separate from their non-disabled peers.

Students grouped based on the similarity of the individual needs according to levels of academic or educational achievement and learning characteristics; levels of social development; levels of physical development; and the management needs of the students in the classroom.

Teacher:	**Class/Period:**	**# of Students _____**
Grade (circle one): PreK, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12	**Time Started: Time Completed: /Lesson: ___Beginning ___Middle ___End**	

Positive Behavioral Supports & Routines: Teachers use visual/verbal cues to prompt routines for expected student behaviors during instruction; acknowledge student demonstrations of appropriate behavior more frequently than inappropriate behavior; use strategies such as scanning, interacting frequently with students and purposeful movement (e.g. proximity control); and set-up routines that lead to extensive and effective time on task for students based on individual needs.	**Accessibility:** Space is organized; students can be seen and heard by teachers; instructional space is adequate for staff and students to move throughout the classroom; equipment is adapted, as appropriate. Accommodations, supplementary supports and services, and modifications are provided to students, as appropriate. Instruction is culturally and linguistically appropriate.	**Ongoing assessment,** including use of formative assessment is consistently conducted of students' work at various points of the lesson (before, during, and after) and in consideration of the IEP goals for students with disabilities.	**Materials:** Equal amounts and high-quality instructional materials and technology; students and teachers have necessary materials at hand; students have materials in accessible formats, as appropriate. Instructional materials are age appropriate and culturally relevant. Instructional materials adapted/modified, as appropriate, to meet individual student needs. Assistive technology used, as appropriate to meet individual student needs.
Positive Classroom Climate: Teachers and other staff model positive statements about others; use activities explicitly designed to ensure positive staff and peer interactions; make explicit statements to encourage students to accomplish the stated objective. Positive behavioral statements are posted. Teachers remind students of expectations; acknowledge student demonstrations of appropriate behavior. Individualized behavioral supports are provided, as appropriate.	**Instruction / Engagement:** Teachers provide explicit direct instruction of targeted skills; explicitly introduce lessons, including reference to content of previous lessons, objectives, purpose for the content and strategies to be taught. Teachers check for understanding and students demonstrate understanding; teachers actively and explicitly teach vocabulary, content and strategies; use appropriate wait time for student responses; reteach if responses are inaccurate. Teachers use guided practice of content/strategies; model learning strategies; foster independent practice of content/strategies; and appropriately close lessons **Students** are engaged and monitoring and self-correcting their own work, know the goals of each task, and feel free to work with other students as partners or in groups to increase their achievement.	**Aligned to instructional sequence** of clearly defined grade level/content expectations; all students are working on content aligned with the content of the work of their grade level peers.	**Family Engagement:** Utilizing a variety of methods (charts, portfolios, progress reports, etc.) to report ongoing assessment of progress in both academic and social skills, to students and their families.

Provide Evidence of How the above is Occurring in the Classroom with Students and Teachers

Positive Behavioral Supports & Routines (What is the teacher doing/saying):	**Positive Behavioral Supports & Routines (What are the students doing/saying):**

Positive Classroom Climate (What is the teacher doing/saying):	**Positive Classroom Climate (What are the students doing/saying):**

Accessibility (What is the teacher doing/saying):	**Accessibility (What are the students doing/saying):**
Instruction / Engaged students (What is the teacher doing/saying):	**Instruction / Engaged students (What are the students doing/saying):**
Ongoing assessment (What is the teacher doing/saying):	**Ongoing assessment (What are the students doing/saying):**

Summary of Class Visit

Instructional Supports in Classroom (charts, manipulatives, technology)	Display of Student Work (alignment of rubric and comments)

Conversation with Teacher (were the decisions made about instructional sequence and objective purposeful?)

Conversation with Administrator (how is the instruction aligned to school goals?)	Professional Development and this Teacher (is it working?)

Remaining Questions:

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Classroom Visitation Tool: Special Education – Integrated Co-Teaching Services

Integrated co-teaching services, as defined in regulation, means the provision of specially designed instruction and academic instruction provided to a group of students with disabilities and non-disabled students by both a general and a special education teacher.

Instruction reflects clearly defined classroom roles and responsibilities and support to individual students.
Curriculum in co-taught classes explicitly addresses academic, developmental, compensatory, and life skills and reflects the needs of students in the class.

Teacher 1:	**Teacher 2**	**Class/Period:**	**# of IEP Students _____ # of Non IEP Students _____**
Grade (circle one): PreK, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12		**Time Started: Time Completed: /Lesson: ___Beginning ___Middle ___End**	
Positive Behavioral Supports & Routines: Teachers use visual/verbal cues to prompt routines for expected student behaviors during instruction; acknowledge student demonstrations of appropriate behavior more frequently than inappropriate behavior; use strategies such as scanning, interacting frequently with students and purposeful movement (e.g. proximity control); and set-up routines that lead to extensive and effective time on task for both special and general education students.	**Accessibility:** Space is organized; students can be seen and heard by teachers; instructional space is adequate for staff and students to move throughout the classroom; equipment is adapted, as appropriate. Accommodations are provided to students, as appropriate. Instruction is culturally and linguistically appropriate.	**Ongoing assessment,** including use of formative assessment is consistently conducted of students' work at various points of the lesson (before, during, and after) and, as appropriate, in consideration of the IEP goals for students with disabilities.	**Materials:** Equal amounts and high-quality and age appropriate instructional materials and technology provided; students and teachers have necessary materials at hand; students have materials in accessible formats, as appropriate. Materials adapted/modified, as appropriate, to meet individual student needs. Assistive technology used, as appropriate to meet individual student needs.
Positive Classroom Climate: Teachers and other staff model positive statements about others; use activities explicitly designed to ensure positive staff and peer interactions; make explicit statements to encourage students to accomplish the stated objective. Positive behavioral statements are posted. Teachers remind students of expectations; acknowledge student demonstrations of appropriate behavior. Individualized behavioral supports are provided, as appropriate.	**Instruction / Engagement:** Teachers provide direct and explicitly instruction of targeted skills to students with disabilities; explicitly introduce lessons, including reference to content of previous lessons, objectives, purpose for the content and strategies to be taught. Teachers check for understanding and students demonstrate understanding; teachers actively teach vocabulary, content and strategies; use appropriate wait time for student responses; re-teach if responses are inaccurate. Teachers use guided practice of content/strategies; model learning strategies; foster independent practice of content/strategies; and appropriately close lessons **Students** are engaged and monitoring and self-correcting their own work, know the goals of each task, and feel free to work with other students as partners or in groups to increase their achievement.	**Aligned to instructional sequence** of clearly defined grade level/content expectations; all students are working on content aligned with the content of the work of their grade level peers.	**Family Engagement:** Utilizing a variety of methods (charts, portfolios, progress reports, etc.) to report ongoing assessment of progress in both academic and social ESL skills, to students and their families—in both English and students' second languages.

Provide Evidence of How the above is Occurring in the Classroom with Students and Teachers

Positive Behavioral Supports & Routines (What is the teacher doing/saying):	**Positive Behavioral Supports & Routines (What are the students doing/saying):**

Positive Classroom Climate (What is the teacher doing/saying):	**Positive Classroom Climate (What are the students doing/saying):**
Accessibility (What is the teacher doing/saying):	**Accessibility (What are the students doing/saying):**
Instruction / Engaged students (What is the teacher doing/saying):	**Instruction / Engaged students (What are the students doing/saying):**
Ongoing assessment (What is the teacher doing/saying):	**Ongoing assessment (What are the students doing/saying):**

Summary of Class Visit

Instructional Supports in Classroom (charts, manipulatives, technology)	Display of Student Work (alignment of rubric and comments)

Conversation with Teacher (were the decisions made about instructional sequence and objective purposeful?)

Conversation with Administrator (how is the instruction aligned to school goals?)	Professional Development and this Teacher (is it working?)

Remaining Questions:

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Classroom Visitation Tool: Special Education – Integrated Co-Teaching Services

Integrated co-teaching services, as defined in regulation, means the provision of specially designed instruction and academic instruction provided to a group of students with disabilities and non-disabled students by both a general and a special education teacher.

Instruction reflects clearly defined classroom roles and responsibilities and support to individual students.
Curriculum in co-taught classes explicitly addresses academic, developmental, compensatory, and life skills and reflects the needs of students in the class.

Teacher 1:	**Teacher 2**	**Class/Period:**	**# of IEP Students _____ # of Non IEP Students _____**
Grade (circle one): PreK, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12		**Time Started: Time Completed: /Lesson: ___Beginning ___Middle ___End**	
Positive Behavioral Supports & Routines: Teachers use visual/verbal cues to prompt routines for expected student behaviors during instruction; acknowledge student demonstrations of appropriate behavior more frequently than inappropriate behavior; use strategies such as scanning, interacting frequently with students and purposeful movement (e.g. proximity control); and set-up routines that lead to extensive and effective time on task for both special and general education students.	**Accessibility:** Space is organized; students can be seen and heard by teachers; instructional space is adequate for staff and students to move throughout the classroom; equipment is adapted, as appropriate. Accommodations are provided to students, as appropriate. Instruction is culturally and linguistically appropriate.	**Ongoing assessment,** including use of formative assessment is consistently conducted of students' work at various points of the lesson (before, during, and after) and, as appropriate, in consideration of the IEP goals for students with disabilities.	**Materials:** Equal amounts and high-quality and age appropriate instructional materials and technology provided; students and teachers have necessary materials at hand; students have materials in accessible formats, as appropriate. Materials adapted/modified, as appropriate, to meet individual student needs. Assistive technology used, as appropriate to meet individual student needs.
Positive Classroom Climate: Teachers and other staff model positive statements about others; use activities explicitly designed to ensure positive staff and peer interactions; make explicit statements to encourage students to accomplish the stated objective. Positive behavioral statements are posted. Teachers remind students of expectations; acknowledge student demonstrations of appropriate behavior. Individualized behavioral supports are provided, as appropriate.	**Instruction / Engagement:** Teachers provide direct and explicitly instruction of targeted skills to students with disabilities; explicitly introduce lessons, including reference to content of previous lessons, objectives, purpose for the content and strategies to be taught. Teachers check for understanding and students demonstrate understanding; teachers actively teach vocabulary, content and strategies; use appropriate wait time for student responses; re-teach if responses are inaccurate. Teachers use guided practice of content/strategies; model learning strategies; foster independent practice of content/strategies; and appropriately close lessons **Students** are engaged and monitoring and self-correcting their own work, know the goals of each task, and feel free to work with other students as partners or in groups to increase their achievement.	**Aligned to instructional sequence** of clearly defined grade level/content expectations; all students are working on content aligned with the content of the work of their grade level peers.	**Family Engagement:** Utilizing a variety of methods (charts, portfolios, progress reports, etc.) to report ongoing assessment of progress in both academic and social ESL skills, to students and their families—in both English and students' second languages.

Provide Evidence of How the above is Occurring in the Classroom with Students and Teachers

Positive Behavioral Supports & Routines (What is the teacher doing/saying):	**Positive Behavioral Supports & Routines (What are the students doing/saying):**

Positive Classroom Climate (What is the teacher doing/saying):	**Positive Classroom Climate (What are the students doing/saying):**
Accessibility (What is the teacher doing/saying):	**Accessibility (What are the students doing/saying):**
Instruction / Engaged students (What is the teacher doing/saying):	**Instruction / Engaged students (What are the students doing/saying):**
Ongoing assessment (What is the teacher doing/saying):	**Ongoing assessment (What are the students doing/saying):**

Summary of Class Visit

Instructional Supports in Classroom (charts, manipulatives, technology)	Display of Student Work (alignment of rubric and comments)

Conversation with Teacher (were the decisions made about instructional sequence and objective purposeful?)

Conversation with Administrator (how is the instruction aligned to school goals?)	Professional Development and this Teacher (is it working?)

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Classroom Visitation Tool: Special Education – Integrated Co-Teaching Services

Integrated co-teaching services, as defined in regulation, means the provision of specially designed instruction and academic instruction provided to a group of students with disabilities and non-disabled students by both a general and a special education teacher.

Instruction reflects clearly defined classroom roles and responsibilities and support to individual students.
Curriculum in co-taught classes explicitly addresses academic, developmental, compensatory, and life skills and reflects the needs of students in the class.

Teacher 1:	**Teacher 2**	**Class/Period:**	**# of IEP Students _____ # of Non IEP Students _____**
Grade (circle one): PreK, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12		**Time Started: Time Completed: /Lesson: ___Beginning ___Middle ___End**	
Positive Behavioral Supports & Routines: Teachers use visual/verbal cues to prompt routines for expected student behaviors during instruction; acknowledge student demonstrations of appropriate behavior more frequently than inappropriate behavior; use strategies such as scanning, interacting frequently with students and purposeful movement (e.g. proximity control); and set-up routines that lead to extensive and effective time on task for both special and general education students.	**Accessibility:** Space is organized; students can be seen and heard by teachers; instructional space is adequate for staff and students to move throughout the classroom; equipment is adapted, as appropriate. Accommodations are provided to students, as appropriate. Instruction is culturally and linguistically appropriate.	**Ongoing assessment,** including use of formative assessment is consistently conducted of students' work at various points of the lesson (before, during, and after) and, as appropriate, in consideration of the IEP goals for students with disabilities.	**Materials:** Equal amounts and high-quality and age appropriate instructional materials and technology provided; students and teachers have necessary materials at hand; students have materials in accessible formats, as appropriate. Materials adapted/modified, as appropriate, to meet individual student needs. Assistive technology used, as appropriate to meet individual student needs.
Positive Classroom Climate: Teachers and other staff model positive statements about others; use activities explicitly designed to ensure positive staff and peer interactions; make explicit statements to encourage students to accomplish the stated objective. Positive behavioral statements are posted. Teachers remind students of expectations; acknowledge student demonstrations of appropriate behavior. Individualized behavioral supports are provided, as appropriate.	**Instruction / Engagement:** Teachers provide direct and explicitly instruction of targeted skills to students with disabilities; explicitly introduce lessons, including reference to content of previous lessons, objectives, purpose for the content and strategies to be taught. Teachers check for understanding and students demonstrate understanding; teachers actively teach vocabulary, content and strategies; use appropriate wait time for student responses; re-teach if responses are inaccurate. Teachers use guided practice of content/strategies; model learning strategies; foster independent practice of content/strategies; and appropriately close lessons **Students** are engaged and monitoring and self-correcting their own work, know the goals of each task, and feel free to work with other students as partners or in groups to increase their achievement.	**Aligned to instructional sequence** of clearly defined grade level/content expectations; all students are working on content aligned with the content of the work of their grade level peers.	**Family Engagement:** Utilizing a variety of methods (charts, portfolios, progress reports, etc.) to report ongoing assessment of progress in both academic and social ESL skills, to students and their families—in both English and students' second languages.

Provide Evidence of How the above is Occurring in the Classroom with Students and Teachers

Positive Behavioral Supports & Routines (What is the teacher doing/saying):	**Positive Behavioral Supports & Routines (What are the students doing/saying):**

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Instruction / Engaged students (What is the teacher doing/saying):	**Instruction / Engaged students (What are the students doing/saying):**
Ongoing assessment (What is the teacher doing/saying):	**Ongoing assessment (What are the students doing/saying):**

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Students grouped based on the similarity of the individual needs according to levels of academic or educational achievement and learning characteristics; levels of social development; levels of physical development; and the management needs of the students in the classroom.

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SECTION 4 – SCHOOL DEBRIEF

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS

NYSED

Fall 2012

Post School Review Documents

Resource Tools and Documents to Support the Review Process	
Resources / Documents	**How to Use**
School Summary Report	The reviewer should use this document when synthesizing the low-inference observations from every event s/he participated in during the school review. The document is divided by tenets and sub-statements. This will assist the reviewer with determining the final rating for the sub-section.
Scoring Guide for Schools	The scoring guide intends to demonstrate how observations, evidence and impact lead to a final rating. Reviewers should pay particular attention to the scoring and points accumulated especially those statements of practice with only two sub-statements, as the points for sub-statements are different.
Debriefing Session	The debriefing session is scripted to ensure that there is a common understanding around how the session will take place.

School Summary Report

Tenet 2_____ Tenet 3_____ Tenet 4_____ Tenet 5_____ Tenet 6_____

HEDI	Tenet 2
	Statement of Practice 2.1: 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.
Write evidence for why the district earned the rating for this Tenet:	
HEDI	**Statement of Practice 2.2:** 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).
Write evidence for why the school earned the rating for this Tenet:	

School Name: Lead Reviewer: Date of Review:

HEDI	**Statement of Practice 2.3:** 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.
Write evidence for why the school earned the rating for this Tenet:	

HEDI	**Statement of Practice 2.4:** Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.
Write evidence for why the school earned the rating for this Tenet:	

School Name: Lead Reviewer: Date of Review:

HEDI	Statement of Practice 2.5:
	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.

Write evidence for why the school earned the rating for this Tenet:

HEDI	Tenet 3
	Statement of Practice 3.1: The district works collaboratively with the school to provide opportunities and supports that are connected to the implementation of a comprehensive curriculum that is 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.

Write evidence for why the district earned the rating for this Tenet:

School Name: Lead Reviewer: Date of Review:

HEDI	**Statement of Practice 3.2:** 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.
Write evidence for why the school earned the rating for this Tenet:	

HEDI	**Statement of Practice 3.3:** 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.
Write evidence for why the school earned the rating for this Tenet:	

School Name: Lead Reviewer: Date of Review:

HEDI	**Statement of Practice 3.4:** 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.
Write evidence for why the school earned the rating for this Tenet:	
HEDI	**Statement of Practice 3.5:** 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.
Write evidence for why the school earned the rating for this Tenet:	

School Name: Lead Reviewer: Date of Review:

HEDI	Tenet 4
	Statement of Practice 4.1: 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.
Write evidence for why the district earned the rating for this Tenet:	
HEDI	**Statement of Practice 4.2:** 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.
Write evidence for why the school earned the rating for this Tenet:	

School Name: Lead Reviewer: Date of Review:

HEDI	**Statement of Practice 4.3:** 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.
Write evidence for why the school earned the rating for this Tenet:	

HEDI	**Statement of Practice 4.4:** 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.
Write evidence for why the school earned the rating for this Tenet:	

School Name: Lead Reviewer: Date of Review:

HEDI	**Statement of Practice 4.5:** 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.
Write evidence for why the school earned the rating for this Tenet:	

HEDI	**Tenet 5**
	Statement of Practice 5.1: The district creates policy and works collaboratively with the school to provide opportunities and resources that positively support students' social and emotional developmental health.
Write evidence for why the district earned the rating for this Tenet:	

School Name: Lead Reviewer: Date of Review:

HEDI	**Statement of Practice 5.2:** The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.
Write evidence for why the school earned the rating for this Tenet:	

HEDI	**Statement of Practice 5.3:** 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.
Write evidence for why the school earned the rating for this Tenet:	

School Name: Lead Reviewer: Date of Review:

HEDI	**Statement of Practice 5.4:** 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.
Write evidence for why the school earned the rating for this Tenet:	

HEDI	**Statement of Practice 5.5:** 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.
Write evidence for why the school earned the rating for this Tenet:	

School Name: Lead Reviewer: Date of Review:

HEDI	Tenet 6
	Statement of Practice 6.1: 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.
Write evidence for why the district earned the rating for this Tenet:	
HEDI	**Statement of Practice 6.2:** 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.
Write evidence for why the school earned the rating for this Tenet:	

School Name: Lead Reviewer: Date of Review:

HEDI	**Statement of Practice 6.3:** 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.
Write evidence for why the school earned the rating for this Tenet:	

HEDI	**Statement of Practice 6.4:** 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.
Write evidence for why the school earned the rating for this Tenet:	

School Name: Lead Reviewer: Date of Review:

HEDI	**Statement of Practice 6.5:** 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.
Write evidence for why the school earned the rating for this Tenet:	

School Name: Lead Reviewer: Date of Review:

Scoring Guide for Schools

Statements of Practice	Sub-Statement of Practice	Score			
School Review		H	E	D	I
Statement of Practice 2.2: 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).	A	3	2	1	0
	B	3	2	1	0
	C	3	2	1	0
Statement of Practice 2.3: 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.	A	3	2	1	0
	B	3	2	1	0
	C	3	2	1	0
Statement of Practice 2.4: Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	A	3	2	1	0
	B	3	2	1	0
	C	3	2	1	0
Statement of Practice 2.5: 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.	A	3	2	1	0
	B	3	2	1	0
	C	3	2	1	0
Statement of Practice 3.2: 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.	A	3	2	1	0
	B	3	2	1	0
	C	3	2	1	0
Statement of Practice 3.3: 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.	A	3	2	1	0
	B	3	2	1	0
	C	3	2	1	0
Statement of Practice 3.4: 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.	A	4.5	3	1.5	0
	B	4.5	3	1.5	0
Statement of Practice 3.5: 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.	A	3	2	1	0
	B	3	2	1	0
	C	3	2	1	0
Statement of Practice 4.2: 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.	A	3	2	1	0
	B	3	2	1	0
	C	3	2	1	0
Statement of Practice 4.3: 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.	A	4.5	3	1.5	0
	B	4.5	3	1.5	0
Statement of Practice 4.4: 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.	A	3	2	1	0
	B	3	2	1	0
	C	3	2	1	0

Explanation

Statements pertaining to the district will not count against the school's overall rating. Statements 1.1-1.5, 2.1, 3.1, 4.1, 5.1 & 6.1 will only count toward the district's overall rating.

Individual ratings:

The ratings for the following statements of practice are based on three sub-statements (a, b & c): 2.2, 2.3, 2.4, 2.5, 3.2, 3.3, 3.5, 4.2, 4.4, 4.5, 5.2, 5.3, 5.4, 6.2 & 6.3 – Schools will earn an individual rating for each of the sub-statements listed above. Ratings will be earned by the following formula:

- For the same rating in two or more sub-statements within a statement of practice, that rating will be given (for example: H, H & E = H **or** E, I & I = I).
- If a school earns three different sub-statement ratings within a statement of practice, the school will receive the mid-level rating (for example: H, E & D = E **or** E, D & I = D **or** H, E & I = E **or** H, D & I = D).

3.4, 4.3, 5.5, 6.4 & 6.5– A school that has received the same rating in two or more sub-statements within this statement will receive that rating. If a school receives two different contiguous ratings for each of the sub-statements, the school earns the lower rating (for example: H & E = E **or** E & D = D **or** D & I = I). However, ratings that are not contiguous earn the mid-point (for example: H & D = E **or** E & I = D **or** H & I = D).

Overall rating:

The school will receive 5 overall ratings representing Tenets 2-6. The overall ratings will be an aggregate of the earned ratings for each sub-statement using the formula below.

Schools will earn ratings based on the following scores:

OVERALL RATING FOR EACH TENET	
Highly Effective	33 and above
Effective	21 – 32.5
Developing	9 – 20.5
Ineffective	0 – 8.5

Scoring Guide for Schools, Continued

Statement of Practice 4.5: 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.	A	3	2	1	0
	B	3	2	1	0
	C	3	2	1	0
Statement of Practice 5.2: The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	A	3	2	1	0
	B	3	2	1	0
	C	3	2	1	0
Statement of Practice 5.3: 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.	A	3	2	1	0
	B	3	2	1	0
	C	3	2	1	0
Statement of Practice 5.4: 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	3	2	1	0
	B	3	2	1	0
	C	3	2	1	0
Statement of Practice 5.5: 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	4.5	3	1.5	0
	B	4.5	3	1.5	0
Statement of Practice 6.2 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.	A	3	2	1	0
	B	3	2	1	0
	C	3	2	1	0
Statement of Practice 6.3 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.	A	3	2	1	0
	B	3	2	1	0
	C	3	2	1	0
Statement of Practice 6.4 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.	A	4.5	3	1.5	0
	B	4.5	3	1.5	0
Statement of Practice 6.5 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.	A	4.5	3	1.5	0
	B	4.5	3	1.5	0

School Debriefing Session

The purpose of this protocol is to ensure that all debriefings across the state are consistent. The debriefing session is an opportunity for the school leadership, district or support representatives, and reviewers to meet and discuss the preliminary findings of the school. At this point in the process, schools will not be informed of the ratings for individual tenets, points earned or overall statement of practice ratings. There is a quality assurance process that must take place before any school or district community is informed of pending ratings. All reviewers should leave the district and school with five bullet points that align to the school's overall tenet ratings. The session should take place as follows:

Timing of Session	NYSED Review Team	School/District Representatives
5 minutes	The lead reviewer thanks the school and district for the opportunity to partner with her/him in reviewing the school.	
5 minutes	The lead reviewer hands out the "Following the Review" document and FAQ and then explains the process and information that will be given to the school during the debriefing session.	
5 minutes		The school/district representatives have an opportunity to respond and ask **clarifying** questions.
15 minutes	The lead reviewer reads the five bullets from her/his paper. Then s/he passes copies of the paper around to the group and asks for any **clarifying** questions and/or comments.	
10 minutes	The lead reviewer or another pre-assigned team member writes down the comments and questions.	The school/district representatives take a moment to read over the five bullets and proceed to ask **clarifying** questions or make comments.
10 minutes	The lead reviewer answers any **clarifying** questions. Please note that reviewers should not provide additional information about ratings or points earned. Clarifying questions may consist of questions about word choice, meaning of phrases, etc. The lead reviewer should also acknowledge the comments that were made by the school/district representatives by only stating that the comments have been noted.	
5 minutes	The lead reviewer or another pre-assigned team member writes down the comments and questions.	The school/district representatives provide any additional comments they may want to add for the record.
5 minutes	The lead reviewer thanks the school/district again, and the team proceeds to leave.	

Debriefing Report for Schools

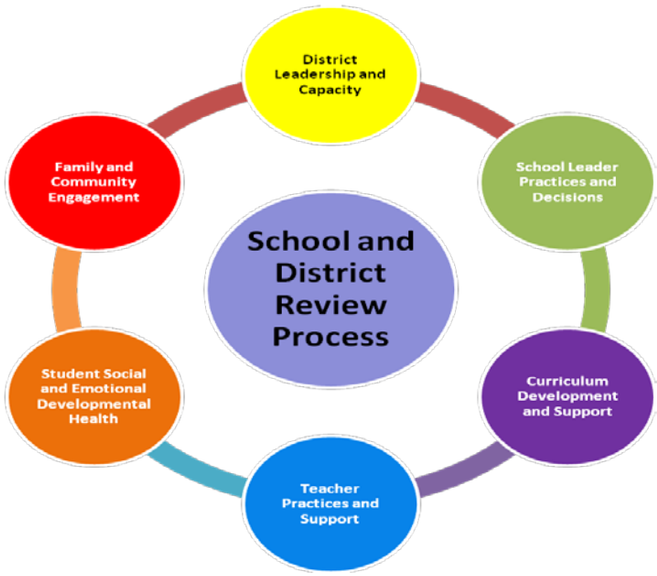
School:	District:	Date of Review:	Principal

This debriefing document consists of preliminary bullet points that align to the overall rating of your school across tenets 2-6. Please note that all reviewers' findings must be quality assured before a final rating, points and/or narratives are final. School leaders will have an opportunity to respond to the findings and check for factual accuracy prior to the team finalizing any report.

Tenet	Draft Overarching Bullet
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. (Big Ideas: 2.2 School leader's vision, 2.3 Systems and structures for school development, 2.4 School leader's use of resources, 2.5 Use of data and teacher and mid-management effectiveness)	
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. (Big Ideas: 3.2 Enacted curriculum, 3.3 Units & lesson plans, 3.4 Teacher collaboration, 3.5 Use of data and action-planning)	

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. (Big Ideas: 4.2 Instructional Practices and strategies, 4.3 Comprehensive plans for teaching, 4.4 Classroom environment & culture, 4.5 Use of data, instructional practices and student learning)	
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. (Big Ideas: 5.2 Systems & partnerships, 5.3 Vision for social, emotional developmental health, 5.4 Safety, 5.5 Use of data and student needs)	
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. (Big Ideas: 6.2 Welcoming environment, 6.3 Reciprocal communication, 6.4 Partnerships and responsibility, 6.5 Use of data and families)	

School Name: Lead Reviewer: Date of Review:



SECTION 5 – ADDITIONAL INFORMATION

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS

NYSED

Fall 2012

School Name: Lead Reviewer:

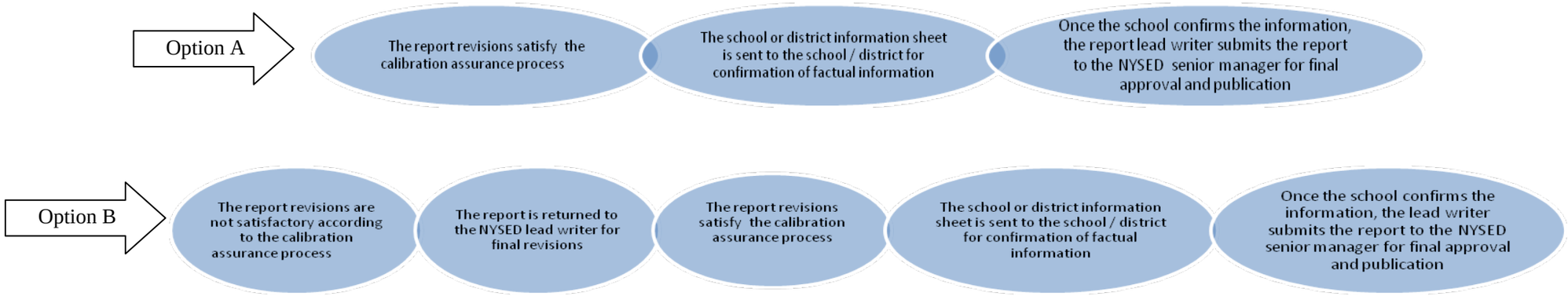
Following the School / District Review

Now that the review is over, the following will take place

- The review team will formally debrief with the school and district representatives. We ask that the representatives from the school and district be kept to a minimum, as this debriefing will not yield final results from the review.
- After a school and district have participated in the review process, the NYSED team will begin working on synthesizing their notes to determine and connect findings to evidence.
- A final team meeting will take place to review the draft report that will be submitted for calibration assurance.

The Calibration Assurance Process

- Every draft report will be reviewed for calibration assurance by a member of the calibration assurance team. The purpose of the calibration assurance process is to address the following:
    - Alignment of the team's findings and evidence
    - Calibration of the team's findings and evidence to sub-statement ratings
    - Calibration of the team's sub-statement ratings and statement of practice ratings
    - Alignment of the narrative statements for each tenet and the sub-statement and statement of practice ratings
    - Alignment of the team's findings connected to the school's improvement plan (SIG, SCEP, etc.)
    - Grammar and language style
    - Formatting
- Feedback
    - The calibration assurance reader will provide feedback to the lead writer concerning strengths and areas that need editing
    - The lead writer will reach out to the team members for further information, if necessary, in order to edit the draft report
    - The calibration assurance reader will review the edited draft and one of the following road maps will follow:



Final Report: The report is sent to the school and district and posted on the SED website

PROPOSED 2012 -2013 DTSDE PROFESSIONAL DEVELOPMENT CALENDAR

Month	Dates	Participants	Location
July 2012	July 24th – 27th	NYSED Reviewers	New York City
September 2012	Sept. 18th – 21st	NYSED Reviewers	New York City
November 2012	November 13th – 16th	NYSED, District and Outside Educational Experts	Albany
December 2012	December 18th – 19th	NYSED, District and Outside Educational Experts	Albany
	*CAT: December 20th – 21st	All NYSED and District CAT members	Albany
January 2013	January 22nd -23rd	NYSED, District and Outside Educational Experts	Albany
	*CAT: January 24th – 25th	All NYSED and District CAT members	Albany
February 2013	February 4th – 7th (Evening session focused on DTSDE alignment)	NYSED, District and Outside Educational Experts	Albany
March 2013	March 19th – 20th	NYSED, District and Outside Educational Experts	New York City
	*CAT: March 21st – 22nd	All NYSED and District CAT members	New York City
April 2013	April 16th – 17th	NYSED, District and Outside Educational Experts	Albany
	April 18th – 19th	All NYSED and District CAT members	Albany
May 2013	**May 14th – 15th	All NYSED and District CAT members	Albany
	May 16th – 17th	NYSED, District and Outside Educational Experts	Albany
June 2013	June 18th – 19th	NYSED, District and Outside Educational Experts	Albany
	*CAT: June 20th – 21st	All NYSED and District CAT members	Albany
Summer 2013	TBD	NYSED, District and Outside Educational Experts	Albany

*Calibration Assurance Team (CAT) – These team members will be responsible for reviewing the draft written reports and assuring that the reports are closely aligned to the expectations set forth in the DTSDE rubric.
**The CAT session will take place prior to the mandated professional development session in May only, due to the overlapping schedule with NTI.

Calibration Assurance Team
Timeline

Step 1: The day following the school review will be scheduled for reviewer reflection in the a.m. and whole group debrief in the p.m. Reviewers should expect to be in the p.m. debrief from 1:00 p.m. to 4:30 p.m.

Step 2: The day following the group debrief, reviewers complete the *School Summary Sheet* that reflects the synthesis of the evidence gathered during the visit. Reviewers must write their analysis in Finding, Evidence, Impact statements. The *School Summary Sheet* is due to the lead reviewer by 10:00 a.m. and the SOP rating and the CAT liaison the following morning. The expectation is that the SED co-lead will write the first draft of the Final report however there is a mutual agreement that the other co-lead write the final report that is acceptable .

Step 3: The lead reviewer synthesizes all school summary reports into a draft report and submit the draft to their Calibration Assurance Team (CAT) liaison no later than 10 business days after the *School Summary Sheets* are due to lead reviewers.

Step 4: The CAT reviewer will return the first draft of the report no later than two weeks after receiving the draft report with comments and recommended revisions that will ensure proper alignment has been made between evidence and the DTSDE rubric and ratings.

Step 5: The lead reviewer responds to the CAT's request and re-submits the 2nd draft no later than one week after receiving it from their liaison.

Step 6: The CAT finalizes the 2nd draft with the lead CAT's approval no later than one week after receiving it. The school receives the draft report for verification of factual information. The verification process is not an opportunity for a school to counter a rating, finding statement or recommendation the has made to the school. Instead, the school should check the *School Information* sheet and other factual information that appears in the report about the school.

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