

CONCEPTUAL FRAMEWORK SCHOOL RUBRIC FOR DTSDE TENETS

New York State Education Department Diagnostic Tool for School and District Effectiveness				
Conceptual Frame 4: Common Core Learning Standards				
Statements of Practice	Highly Effective	Effective	Developing	Ineffective
<p>Statement of Practice 2.3: Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.</p> <p>Impact: Available resources address the immediate needs of the school community.</p>	<p>a) The school leader collaborates with staff to create and use transparent systems and protocols that afford students and teachers the ability to fully benefit from a flexible and thoughtful program, which includes a creative expanded learning time program, that are aligned to student achievement.</p> <p>b) The school leader strategically recruits, hires, and sustains personnel. The leader uses a variety of partner 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. Where the district makes the hiring decisions, the school leader articulates successfully the need for appropriate staff.</p> <p>c) The school leader analyzes and identifies fiscal capital available to the school community throughout the school year, making on-going strategic and sustainable decisions to fund targeted efforts aligned to school-wide goals, considering the needs of all students and staff members. Where the district makes the fiscal decisions, the school leader articulates successfully the need for appropriate funding.</p>	<p>a) The school leader collaborates with staff to create and use systems and protocols for programming for students and teachers, which incorporates an expanded learning time program, that are aligned to student achievement.</p> <p>b) The school leader uses some partnerships to recruit, hire, and sustain personnel that enable the school to meet the academic and social needs of the students. Where the district makes the hiring decisions, the school leader articulates the need for appropriate staff.</p> <p>c) The school leader analyzes and identifies fiscal capital available to the school community throughout the school year, making interim strategic decisions to fund targeted efforts aligned to school-wide goals, considering the needs of all students and staff members. Where the district makes the fiscal decisions, the school leader articulates the need for appropriate funding.</p>	<p>a) The school leader uses systems, including an expanded learning time program, for programming for students and teachers that are aligned to student achievement for some groups of students.</p> <p>b) The school leader has taken some steps to secure personnel who will enable 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.</p> <p>c) The school leader makes decisions sporadically on the use of available fiscal capital to fund efforts aligned to school-wide goals. Where the district makes the fiscal decisions, the school leader has not clearly articulated the school's funding need.</p>	<p>a) The school leader does not have systems for programming for students and teachers or the systems, including an expanded learning time program, are not aligned to student achievement, or an expanded learning time program does not exist and there are no plans to create one.</p> <p>b) The school leader is not addressing the need to hire personnel to meet the academic and social needs of the students. Where the district makes the hiring decisions, the school leader has not made an effort to communicate with the district about hiring needs.</p> <p>c) The school leader does not connect the use of fiscal capital to school goals. Where the district makes the fiscal decisions, the school leader has not made an effort to communicate with the district about funding needs.</p>
<p>Statement of Practice 3.2: The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.</p> <p>Impact: Curricula used</p>	<p>a) The school leader, using a distributive leadership model, ensures that a systematic plan (i.e., a plan that has targeted goals to address the needs of all students and subgroups, a schedule for professional development support, and vertical/horizontal collaborative meeting time) exists for the quality implementation of rigorous CCLS curricula.</p> <p>b) The school leader uses the systematic plan to provide teachers access to robust pedagogical support (i.e., inter-visitiation, cross-grade conversations, exemplar curriculum models, access to expert CCLS curriculum writers, and CCLS conferences), materials, and training aligned to CCLS curricula and instructional shifts for individual and</p>	<p>a) The school leader ensures that a systematic plan (i.e., a plan that has targeted goals to address the needs of all students and subgroups, a schedule for professional development support, and vertical/horizontal collaborative meeting time) exists for the quality implementation of rigorous CCLS curricula.</p> <p>b) The school leader uses the systematic plan to provide teachers access to pedagogical support, materials, and training aligned to CCLS curricula and instructional shifts for individual and subgroups of students.</p>	<p>a) The school leader is in the process of developing a written plan that includes targeted goals to address the needs of students, schedule/calendar for professional development support, and vertical/horizontal collaborative meeting time for implementing CCLS curricula.</p> <p>b) The school leader is beginning to provide appropriate access to pedagogical support, materials, and training to teachers aligned to CCLS curricula and instructional shifts for individual and subgroups of</p>	<p>a) The school leader has no written plan for CCLS and NYS curricula alignment across all areas of study and is not developing one.</p> <p>b) The school leader does not provide access to pedagogical support, materials, and training to teachers aligned to CCLS curricula and instructional shifts for individual and subgroups of students.</p> <p>c) The school leader does not ensure and makes little effort to encourage teachers across all areas of study to use curricula</p>

CONCEPTUAL FRAMEWORK SCHOOL RUBRIC FOR DTSDE TENETS

<p>meet the needs of students, leading to college and career readiness.</p>	<p>subgroups of students.</p> <p>c) The school leader ensures that a cohesive, comprehensive, and adaptive curricula, inclusive of clearly developed units aligned to CCLS and NYS standards, is used across all areas of study, including interventions, AIS/RTI, dual credit courses, and electives, by monitoring the implementation of the curricula and regularly examining formative and summative assessments and student work.</p>	<p>c) The school leader ensures that staff use a comprehensive and adaptive curricula, inclusive of clearly developed units aligned to CCLS and NYS standards, across all areas of study, including interventions, AIS/RTI, dual credit courses, and electives, by monitoring the implementation of curricula.</p>	<p>students.</p> <p>c) The school leader encourages staff to use comprehensive curricula, inclusive of clearly developed units aligned to CCLS and NYS standards, across all areas of study, including interventions, AIS/RTI, dual credit courses, and electives.</p>	<p>aligned to CCLS and NYS standards.</p>
<p>Statement of Practice 3.3: Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.</p> <p>Impact: All students show growth in meeting the demands of CCLS across grade/subject areas, leading to improvements in achievement.</p>	<p>a) Teachers use targeted agendas based on student and school data to develop collaboratively unit and lesson plans to meet the demands of CCLS and grade level DDI protocols (e.g., documentation of ongoing analysis of formative and summative assessments, student work, use of rubrics) in all grades and subject areas.</p> <p>b) Teachers use a full complement of curricula tools, such as pacing calendars, curriculum maps, unit and lesson plans, across all grades, content areas, and classes that incorporate a progression of sequenced and scaffolded skills for all groups of students (including special education and English language learners) and use a variety of complex materials appropriately aligned to the CCLS.</p> <p>c) Teachers consistently monitor and adjust curricula to support the CCLS instructional shifts and NYS content standards and ensure higher-order thinking skills are consistently present by providing necessary supports and extensions for all groups of students across all content areas and grades.</p>	<p>a) Teachers develop collaboratively unit and lesson plans that meet the demands of CCLS and grade-level DDI protocols (e.g., documentation of ongoing analysis of formative and summative assessments, student work, use of rubrics) and address student achievement needs in all grades and subject areas.</p> <p>b) Teachers use unit and lesson plans across all grades, content areas, and classes that incorporate a progression of sequenced and scaffolded skills for all groups of students (including special education and English language learners) and use a variety of complex materials appropriately aligned to the CCLS.</p> <p>c) Teachers monitor and adjust curricula to support the CCLS instructional shifts and NYS content standards and ensure higher-order thinking skills are consistently present by providing necessary supports and extensions for all groups of students across core content areas and grades.</p>	<p>a) Teachers individually or inconsistently collaborate to develop unit and lesson plans based on student data to meet the demands of CCLS and grade level DDI protocols (e.g., documentation of ongoing analysis of formative and summative assessments, student work, use of rubrics) in all grades and subject areas.</p> <p>b) Teachers use lesson plans that are either inconsistently aligned to CCLS or are aligned to the CCLS but do not use a variety of complex materials that incorporate a progression of sequenced and scaffolded skills.</p> <p>c) Teachers either are in the process of developing protocols to monitor and adjust curricula to support the CCLS instructional shifts and NYS content standards, or teachers inconsistently monitor and adjust curricula across the school, or teachers monitor and adjust no more than twice a year for all groups of students across content areas and grades.</p>	<p>a) Teachers do not use formal structures and data to work collaboratively to develop unit and lesson plans.</p> <p>b) Teachers use lesson plans that are not aligned to CCLS.</p> <p>c) Teachers do not monitor and adjust curricula, and there is no plan to begin to do so.</p>
<p>Statement of Practice 3.5: Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student</p>	<p>a) Teachers have and use strategic comprehensive assessment system for using multiple measures of data: structure and protocols for analysis, plan to track progress over time on explicitly identified targets, creation of pre- and post-unit assessments and have a process for adapting curriculum that demonstrates improving individual and subgroup achievement.</p>	<p>a) Teachers have and use a comprehensive system for using data: identified targets, pre- and post-unit assessments and have a process for adapting curriculum that demonstrates improving individual and subgroup achievement.</p> <p>b) Teachers use pre-, post-, formative and</p>	<p>a) Teachers are beginning to develop a system to analyze and use data to make curricular decisions.</p> <p>b) Teachers are in the process of developing multiples types of assessments to ensure alignment between curriculum and assessment, or the use of the variety</p>	<p>a) Teachers discuss data, but these discussions do not inform curricular decisions.</p> <p>b) Teachers do not use a variety of assessments, or the assessments used are</p>

CONCEPTUAL FRAMEWORK SCHOOL RUBRIC FOR DTSDE TENETS

<p>reflection, tracking of, and ownership of learning.</p> <p>Impact: The alignment between the curriculum and the assessment leads to improved student achievement.</p>	<p>b) Teachers create and use a variety of appropriate, common assessments data (including pre-, post-, formative and summative) across all grades and subject areas ensuring alignment between the curriculum and assessment tools.</p> <p>c) Teachers have a system for providing regular and explicit feedback to students that is based on data and facilitates student ownership of learning. This system includes student use of rubrics to complete assignments, student self-assessment, student tracking of individual progress, and student reflection upon and adjustment of individual learning strategies to address explicit teacher feedback.</p>	<p>summative assessment data across all grades and subject areas, ensuring alignment between the curriculum and assessment tools.</p> <p>c) Teachers provide on-going feedback on data to students, supporting student ownership of learning.</p>	<p>of assessments is inconsistent throughout the school.</p> <p>c) Teachers are learning to provide feedback based on data to students to address student ownership of learning.</p>	<p>misaligned.</p> <p>c) Teachers do not provide feedback based on data.</p>
<p>Statement of Practice 4.2: School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.</p> <p>Impact: The school's instructional practices promote high levels of student engagement and inquiry, leading to increased student achievement and the meeting of student goals.</p>	<p>a) School and teacher leaders ensure that teachers use daily a transparent, targeted plan that is informed by data (summative, interim, attendance, IEPs, NYSESLAT, etc.) and grade-level and school-wide goals for all groups of students.</p> <p>b) Teacher leaders and coaches ensure that teachers use instructional practices and strategies that are adaptive and aligned to plans for groups of students with a variety of needs and learning styles (including students with disabilities, English language learners and other sub-groups) and provide timely and appropriate instructional interventions and extensions for all students.</p> <p>c) Teacher leaders and coaches ensure that teachers use data to establish short- and long-term goals with learning trajectories for groups of students based on identified and timely needs.</p>	<p>a) School and teacher leaders ensure that teachers use a plan that is informed by data (summative, interim, attendance, IEPs, NYSESLAT, etc.) and grade-level goals for all groups of students.</p> <p>b) Teacher leaders and coaches ensure that teachers use instructional practices and strategies that are adaptive and aligned to plans for groups of students with a variety of needs and learning styles (including students with disabilities, English language learners and other sub-groups) and provide instructional interventions to students.</p> <p>c) Teacher leaders and coaches ensure that teachers establish short- and long-term goals for groups of students based on grade-level benchmarks.</p>	<p>a) School and teacher leaders are beginning to engage teachers in a conversation about aligning plans to data.</p> <p>b) Teacher leaders and coaches support teachers' use of instructional practices and strategies that are aligned to plans to provide instructional interventions to students, or teacher leaders and coaches are beginning to support the alignment of teachers' instruction to newly developed plans.</p> <p>c) Teacher leaders and coaches are beginning to work with teachers to establish short or long-term goals for groups of students.</p>	<p>a) School and teacher leaders do not support or engage teachers in a conversation about aligning plans to data.</p> <p>b) Teacher leaders and coaches do not support teachers in the use of instructional practices and strategies aligned to plans, or teachers are not providing instructional interventions to students.</p> <p>c) Teachers have not created goals for groups of students, and there is no plan for teacher leaders and coaches to support this effort.</p>

CONCEPTUAL FRAMEWORK SCHOOL RUBRIC FOR DTSDE TENETS

<p>Statement of Practice 4.3: Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.</p> <p>Impact: Instructional practices lead to high levels of student engagement and achievement.</p>	<p>a) Teachers use instructional practices that are systematic and explicit, based on sequential lesson plans appropriately aligned to CCLS (or content based standards), and reflective of the CCLS SHIFTS to instruct all groups of students.</p> <p>b) Teachers stimulate deep levels of thinking and questioning in students through the use of adaptive CCLS (or content based standards) instructional materials that contain high levels of text and content complexity and multiple strategies to provide a wide variety of ways to engage in learning.</p>	<p>a) Teachers use instructional practices appropriately aligned to CCLS (or content based standards) lesson plans are reflective of the CCLS SHIFTS to instruct all groups of students.</p> <p>b) Teachers stimulate student thinking by asking questions through the use of adaptive CCLS (or content-based standards) instructional materials that contain high levels of text and content complexity.</p>	<p>a) Teachers are beginning to develop lesson plans that are appropriately aligned to CCLS (or content based standards) and reflective of the CCLS SHIFTS to inform their instructional practices, or some teachers use instructional practices aligned to CCLS lesson plans and reflective of the CCLS SHIFTS in specific content areas.</p> <p>b) Teachers across the school do not consistently ask higher-order thinking questions, or the instructional materials do not contain high levels of text and content complexity.</p>	<p>a) Teacher instruction is not aligned to CCLS or content-based standards and not based on lesson plans.</p> <p>b) Teachers use strategies and ask questions that require only basic knowledge of the subject and limit ways in which students are able to acquire learning by providing a single point of access for all students.</p>
<p>Statement of Practice 4.5: Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).</p> <p>Impact: Data-based instruction is timely and purposeful and leads to high levels of student achievement.</p>	<p>a) Teachers use a wide variety of relevant data to create adaptive lesson plans that account for student grouping and determine the appropriate intensity and duration of instruction.</p> <p>b) 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.</p> <p>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 upon and assess their own progress.</p>	<p>a) Teachers use data to create targeted plans and adjust student groupings and instructional strategies for most students.</p> <p>b) Teachers use summative and formative assessment data to inform instructional decision making, including student grouping and instructional strategies.</p> <p>c) Teachers provide frequent feedback to students based on the analysis of timely data and provide students with next steps for students to take to progress.</p>	<p>a) Teachers are beginning to use plans for adjusting student groupings and instructional strategies.</p> <p>b) Teachers are in the process of using summative and formative assessments that inform instructional decision making, or the practice of using data sources and analyzing the information to inform instructional decision making is inconsistent.</p> <p>c) Teachers provide limited data-based feedback to students.</p>	<p>a) Teachers do not have or use plans for grouping students and adjusting their instruction.</p> <p>b) Teachers do not use summative and formative assessments to inform instructional decision making.</p> <p>c) Teachers provide feedback that is not purposeful or based on data.</p>