

DTSDE Rubric Report Writing Look-Fors

Below are specific points to consider when writing and calibrating DTSDE reports.

SIX GENERAL DTSDE REPORT GUIDELINES

General expectations that should be evident throughout the report:

1. There is an expectation that the writing clearly identifies **the impact and effectiveness** of various initiatives the school has undertaken for all SOPs.
2. Examples are provided to explain the findings and conclusions of the review team. The examples and the conclusions represent what is typical at the school, if applicable, typical for a specific subgroup.
3. For schools or districts to achieve Stage 3, it is expected that the Impact Statement has been achieved.
4. For areas of improvement, reviewers should identify any reasons they found to be keeping the school from making progress.
5. The rubric and the review apply to all students. For focus schools/districts in particular, gaps in the quality of education that various subgroups receive that may be contributing the school’s focus status should be looked for throughout the review and identified in the report.
6. The report should be read for consistency. The writer must avoid making conclusions that could lead to potential contradictions. The conclusions made in SOPs must connect to the conclusions made in other SOPs.

Statement of Practice Look-Fors

****NOTE ABOUT THESE LOOK-FORS: These Look-fors are not intended to serve as checklist. Instead they are intended to make sure that each review team approaches every Statement of Practice in a similar fashion. The questions, Focus School Alert, and Contradiction Alerts that appear are questions for review teams to reflect upon when reviewing evidence and reviewing reports. They are not intended to be answered directly in the report.***

TENET 2
Statement of Practice 2.2
<p>GUIDING QUESTION: Have school leaders worked with the school community to develop and promote goals/mission/vision that drive and bring about measurable school improvement?</p> <ul style="list-style-type: none"> • Is this about leadership and the school leader(s)? • Is this written around the specific actions the LEADERS have done or not done – as opposed to being written around the state of the school? • Is there reference to the quality of goals/mission/ vision? • Is there indication that these have been shared with stakeholders and that they understand and embrace them? • Is there an indication that it is known how these ideas should translate into actions and the day-to-day operations of the school? <p>FOCUS SCHOOL ALERT: How does this SOP connect to the school’s Focus status? Do the vision and the associated activities look differently for some students as opposed to others in a way that may be contributing to the school’s/district’s Focus identification?</p> <p>CONTRADICTION ALERT: Is there a disconnect between the judgments in Tenet 3 and Tenet 4 (particularly .2 SOPs) and the reviewer’s conclusions about the school leaders’ development of the goals/mission/vision that have led to school improvement?</p> <p>CONTRADICTION ALERT: There is a natural connection between 2.5, 2.3, and 2.2. Priorities should guide what</p>

gets attention (2.3), and should guide how decisions are made (2.5).

ALERT: TENET 2 should be finalized after all of the other Tenets.

Statement of Practice 2.3

GUIDING QUESTION: Have school leaders used resources strategically to bring about school improvement and increased student success?

- Is this about leadership and the school leader(s)?
- Is there clear evidence that the leader has used resources **strategically**, as opposed to just using resources?
- Do the activities described provide a clear indication of the impact that the activities have had? What is the return on the investment of these resources? What measurable data suggests that these resource decisions have been the right ones?

FOCUS SCHOOL ALERT: If the resource decisions are having an impact with some subgroups more than others, why is that? Has the school made gains with its identified subgroups? How does that progress/lack of progress connect to effectiveness of the resources allocated?

CONTRADICTION ALERT: Are there any shortcomings in the rest of the report? Could these shortcomings be connected to less than strategic use of people, people's time, and the school's money?

CONTRADICTION ALERT: Is there an indication that the school leaders have aligned resources to the priorities identified in 2.2? There is a natural connection between these SOPs. If you don't have priorities, how are resource decisions being made?

CONTRADICTION ALERT: What does teaching and learning look like at the school? How does this reflect the use of resources?

CONTRADICTION ALERT: Is there a clear understanding in 2.4 that the school leaders have used the evaluation and feedback process to ensure effective instruction exists throughout the school? If not, this could be connected to a less than strategic use of resources.

CONTRADICTION ALERT: Is there a clear understanding in 2.5 that the school leaders understand the school and makes decisions according? If not, this could be connected to poor use of resources.

CONTRADICTION ALERT: If there is any SOP rated Stage 1 that would seem to suggest that resources have not been allocated strategically.

ALERT: TENET 2 should be finalized after all of the other Tenets. SOP 2.3 should be finalized after all other SOPs.

Statement of Practice 2.4

GUIDING QUESTION: Have school leaders increased the instructional capacity of staff through collaboration, support, and targeted feedback to ensure continuous improvement in instructional practices and ensure high-quality instruction exists?

- Is this about leadership and the school leader(s)?
- Is there mention of the quality of the feedback?
- Is there indication that the teachers value the feedback/support and make changes to practices as a result of the feedback/support?
- Is there any indication that the reviewer has reviewed the feedback and can provide his/her own opinion regarding the quality of the feedback?
- Is there discussion about how the school leaders' feedback/support has affected teacher practices or student achievement?

FOCUS SCHOOL ALERT: If the feedback/support is having an impact on teaching and learning with some subgroups more than others, why is that?

CONTRADICTION ALERT: What did reviewers conclude for Tenet 3 and Tenet 4? Is there a disconnect between the judgments in Tenet 3 and Tenet 4 and the reviewer's conclusions about the school leader's ability to provide feedback/support that leads to effective practices?

CONTRADICTION ALERT: There should be a natural connection with the judgments for 2.4 (instructional leadership) and those made for 3.2, 3.3, 4.2, and 4.3.

ALERT: TENET 2 should be finalized after all of the other Tenets.

Statement of Practice 2.5

GUIDING QUESTION: Have school leaders established systems to track and monitor individual and school-wide practices to know what is happening in the school, and do they use this insight to make informed decisions that will move the school forward?

- Is this about leadership and the school leader(s)?
- Is this about systems that have been created so that the school leader knows what is happening in the school?
- Is there an indication that the school leader makes decisions based on whatever has been created, and that the school leader modifies plans when things are not going as planned?
- Is there any mention of how this process has resulted in improved outcomes?

FOCUS SCHOOL ALERT: What accounts for the school's/district's focus status? If there are gaps between some subgroups and others, why is that?

CONTRADICTION ALERT: Are these decisions connected to the schools' priorities from 2.2? If the school doesn't have priorities, what is guiding decision making?

CONTRADICTION ALERT: Are there shortcomings elsewhere in the report? How might these connect to decisions that have or have not been made?

CONTRADICTION ALERT: There should be a natural connection with the judgments for 2.5 and those for 2.2 and 2.3.

ALERT: TENET 2 should be finalized after all of the other Tenets.

TENET 3**Statement of Practice 3.2**

GUIDING QUESTION: Do the school leaders ensure that staff are able to develop and offer a rigorous, coherent curriculum that takes into account student needs and leads to college and career readiness?

- Is this about the school leaders and the actions and supervisory practices of the school leaders?
- Is this written around the specific actions the LEADERS have done or not done – as opposed to being written around the state of the school?
- Is this about how the school leaders set the vision for curriculum and ensure that vision is occurring?
- Does this cover what the school leaders have done to ensure that the curricula is aligned to the Common Core Learning Standards (CCLS) AND the CCLS Instructional Shifts and adapted to individuals and subgroups of students?

FOCUS SCHOOL ALERT: If there are gaps between the quality of the curriculum for some subgroups and as opposed to others, why is that, and how does that connect to leadership?

CONTRADICTION ALERT: There should be a natural connection with the judgments for 3.2 and those for 2.4, 3.3, 4.2, and 4.3.

CONTRADICTION ALERT: What does curriculum look like at the school? How is this a reflection of the school's leadership? If there are noticeable shortcomings elsewhere in Tenet 3, to what extent are these connected to the effectiveness of the leaders' actions and priorities?

CONTRADICTION ALERT: The judgments in this SOP should align to the judgments in 2.3 in regard to curriculum and Professional Development (PD) resources.

Statement of Practice 3.3

GUIDING QUESTION: Do teachers plan effective lessons that include DDI, align to the CCLS and incorporate student needs, complex materials and higher-order questioning, so that what students are taught prepares them for their future?

- Is this about the quality of the teachers' lesson plans?
- Is this about teacher lesson plans being scaffolded to meet student needs, especially as it relates to subgroups such as English language learners (ELLs) and students with disabilities?
- Is this about how teachers develop lessons that incorporate complex materials and pose higher-order questions?
- Is it clear that alignment with the CCLS includes not just the CCLS grade-level expectations, but also the CCLS instructional shifts, which should be built into lessons?

FOCUS SCHOOL ALERT: Are there gaps between the quality of the curriculum for some subgroups as opposed to others that may be contributing to the school/district's Focus status?

CONTRADICTION ALERT: There should be a natural connection with the judgments for 3.3 and those for 2.4, 3.2, 4.2, and 4.3.

ALERT: Use of the New York State (NYS) Modules does not in itself equal CCLS aligned lessons scaffolded to meet student instructional needs.

Statement of Practice 3.4

GUIDING QUESTION: Are teachers providing interdisciplinary curricula and working together to connect the curriculum across subjects in ways that increase students' engagement, deepen students' understanding of the curriculum, and provide better opportunities for student success?

- Is this about how lessons connect across subjects?
- Does this address the extent to which this occurs, or are there examples that are provided that are not typical?
- For elementary schools, does this address the extent to which teachers connect subjects within their classroom?

FOCUS SCHOOL ALERT: Are there gaps between the quality of the interdisciplinary curriculum for some subgroups as opposed to others that may be contributing to the school/district's Focus status?

ALERT: There is a difference between having art classes and designing interdisciplinary curricula that incorporates the arts into instruction across content areas. Is it clear that students are benefitting from the interdisciplinary practices?

Statement of Practice 3.5

GUIDING QUESTION: Are teachers using a range of assessments to guide and inform their curriculum planning, and are they giving students the feedback they need to ensure ownership of learning and improve achievement?

- Is this about how teachers use data to change curriculum (what they teach)?
- Is this about how teachers provide feedback to students based on data?

FOCUS SCHOOL ALERT: Are there gaps between how teachers modify curriculum for some subgroups as opposed to others that may be contributing to the school/district's Focus status? Are there gaps between the feedback provided to some subgroups as opposed to others?

CONTRADICTION ALERT: There should be a natural connection with the judgments for 3.5 and those for 3.3 and 4.5.

CONTRADICTION ALERT: Is there a disconnect between what is noted in 3.5 about how teachers use data to inform curriculum and 4.5 about how data and assessment inform classroom instructional practices?

TENET 4**Statement of Practice 4.2**

GUIDING QUESTION: Do the actions, practices, and decisions of school and teacher leaders ensure that teachers' instructional practices promote high levels of student engagement and result in increased achievement?

- Is this about leadership and the school leader(s) and teacher leaders?
- Is this written around the specific actions the LEADERS have done or not done – as opposed to being written around the state of the school?
- Is this about how the school leader sets the vision for instruction and ensures that vision is occurring through his/her actions and supervisory practices?
- Is this about how the school leader sets expectations and ensures that teacher practices are effective?

FOCUS SCHOOL ALERT: If there are gaps between the quality of the instruction for some subgroups and as opposed to others, why is that, and how does that connect to leadership?

CONTRADICTION ALERT: What does instruction look like at the school? How is that connected to the role of leadership?

CONTRADICTION ALERT: There should be a natural connection with the judgments for 4.2 and those for 2.4, 3.2, 3.3, and 4.3, 4.4, and 4.5.

CONTRADICTION ALERT: The judgments in this SOP should align to the judgments in 2.3 in regard to what the leadership is doing to ensure that instruction is effective.

Statement of Practice 4.3

GUIDING QUESTION: Do the teachers' instructional practices lead to high levels of engagement and improved achievement?

- Is this about the quality of the instructional practices?
- Is there evidence teachers use a variety of materials and strategies to engage students and provide multiple opportunities to learn, such as higher-order questions, and text and content complexity?
- Is what is described typical across the school?
- Do these instructional practices extended to all groups of students including ELLs and students with disabilities?

FOCUS SCHOOL ALERT: Are there gaps between the quality of the instruction for some subgroups as opposed to others that may be contributing to the school/district's Focus status?

CONTRADICTION ALERT: There should be a natural connection with the judgments for 4.3 and those for 2.4, 3.2, 3.3, and 4.2.

Statement of Practice 4.4

GUIDING QUESTION: Do the teachers' instructional practices meet the diverse needs of the class, allow students to feel physically and intellectually safe, and promote intellectual discovery and rigorous thinking leading to increased achievement?

- Is this about teacher practices?
- Is this about the practices teachers use so that children feel comfortable sharing their opinions and taking risks?
- Do teacher instructional practices promote student voice and acknowledge diverse student backgrounds and needs?
- Is this about how teachers' practices create a classroom environment that supports student learning and intellectual safety, not just physical safety?

- Is there evidence that staff and students discuss and plan opportunities for acknowledging diversity across the school?

FOCUS SCHOOL ALERT: Are there gaps between the instructional practices used to provide a safe, rigorous environment for some subgroups as opposed to others that may be contributing to the school/district's Focus status?

CONTRADICTION ALERT: There should be a natural connection with the judgments for 4.4 and those for 5.3.

CONTRADICTION ALERT: The judgments in 4.4 should not contradict the judgments in 3.3, 3.5, 4.2, and 4.3, 4.5 in regard to how learning is tailored to meet the individual needs of all students.

Statement of Practice 4.5

GUIDING QUESTION: Do teachers use data and assessments to inform and adjust their instructional strategies and groupings while engaging students in self-evaluation through feedback and other approaches to ensure that students are learning at high levels?

- Is this about how teachers use data to change instructional practices (how they teach)?
- Is this about how teachers use data to adjust student groupings and instructional decision-making?
- Is this about how teachers provide feedback to students based on data and provide next steps to improve learning?

FOCUS SCHOOL ALERT: Are there gaps between how teachers modify instruction and grouping for some subgroups as opposed to others that may be contributing to the school/district's Focus status?

CONTRADICTION ALERT: There should be a natural connection with the judgments for 4.5 and those for 3.5.

CONTRADICTION ALERT: Is there a disconnect between what is noted in 3.5 about how teachers use data to inform curriculum and 4.5 about how data and assessment inform classroom instructional practices?

TENET 5**Statement of Practice 5.2**

GUIDING QUESTION: Have school leaders established systems that identify the social/emotional developmental health needs to ensure that appropriate social/emotional developmental health supports are provided to students so that barriers to learning are removed?

- Is this about the school leader(s)/leadership and the actions and supervisory practices of the leaders?
- Is this written around the specific actions the LEADERS have done or not done – as opposed to being written around the state of the school?
- Is this about how the school leader sets the vision for social and emotional developmental health and ensures that vision is occurring?
- Is this about how the school leaders develop systems to identify and support student social and emotional health needs?
- Is that about how the school leaders ensure that all staff know and use the referral and support systems that are in place?

FOCUS SCHOOL ALERT: If there are gaps between the quality of the social-emotional developmental health supports and learning for some subgroups and as opposed to others, why is that, and how does that connect to leadership?

CONTRADICTION ALERT: The judgments in this SOP should align to the judgments in 2.3 in regard to resources for student social and emotional developmental health.

CONTRADICTION ALERT: The judgments in 2.2 should align to 5.2 in terms of the school’s vision for student social and emotional developmental health.

CONTRADICTION ALERT: What does social and emotional developmental health look like at the school? How is this a reflection of the school’s leadership? If there are noticeable shortcomings elsewhere in Tenet 5, to what extent are these connected to the effectiveness of the leaders’ vision, actions and priorities?

Statement of Practice 5.3

GUIDING QUESTION: Are all students’ social/emotional health needs being met as a result of the school’s social/emotional curricula, programs, and materials and the professional development addressing social/emotional developmental health?

- Is this about how the school implements a curriculum or program aligned to the vision for teaching student social and emotional developmental health?
- Is this about how the school provides PD to staff to develop adult capacity to support student social and emotional developmental health?
- Does the school’s approach a reactive one that addresses students in crisis, or are there proactive measures to allow the school the reach all students?
- Is there indication that the curriculum and the PD are removing barriers and increasing skills for students?

FOCUS SCHOOL ALERT: Are there gaps between the quality of the social-emotional resources for some subgroups as opposed to others that may be contributing to the school/district’s Focus status?

CONTRADICTION ALERT: There should be a natural connection with the judgments for 4.4 and 5.3 in terms of the learning environment.

Statement of Practice 5.4

GUIDING QUESTION: Has the school strategically organized their work with school stakeholders to support students’ social/emotional developmental health needs and remove barriers to success?

- Is this about how stakeholders have strategically organized their work to support student social and emotional developmental health?
- Is this about how students, teachers, parents, and other community stakeholders work together to ensure the vision for student social and emotional developmental health is achieved?
- Is this about how the school has developed a system to monitor that groups are working together to enhance student social and emotional developmental health?
- Is there indication that the supports are removing barriers and increasing skills to know that they are the right supports?

FOCUS SCHOOL ALERT: Are there gaps between the quality of the partnerships for some subgroups as opposed to others that may be contributing to the school/district's Focus status?

CONTRADICTION ALERT: Is there a disconnect between 5.4 and 6.3 in how the school communicates with families in regard to student social and emotional developmental health?

Statement of Practice 5.5

GUIDING QUESTION: Has the school developed and implemented a strategic plan to collect, analyze and utilize data to identify and address the social/emotional developmental health needs of all students?

- Is this about how the school implements a plan to collect, analyze, and use data to provide support for student social and emotional developmental health needs?
- Is this approach toward data helping remove barriers and increase students' social-emotional skills?

CONTRADICTION ALERT: The judgments in 5.5 should not contradict the judgments in 2.5 in regard to the use of data to monitor student social emotional developmental health.

TENET 6

Statement of Practice 6.2

GUIDING QUESTION: Do school leaders' actions, practices, and decisions for promoting family and community engagement result in partnerships with families that allow children to reach the leaders' high expectations?

- Is this about the school leader/leadership and the actions and supervisory practices of the leaders?
- Is this written around the specific actions the LEADERS have done or not done – as opposed to being written around the state of the school?
- Is this about how the school leaders set the vision for family engagement and ensure that vision is occurring?
- Is this about how the school leaders communicate high expectations for student academic achievement to families in a way that families understand and embrace?

FOCUS SCHOOL ALERT: If there are gaps between the quality of the family engagement and parental supports for some subgroups and as opposed to others, why is that, and how does that connect to leadership?

ALERT: Does this SOP blame parents for lack of involvement or look at what the school leader is doing to improve parent involvement?

CONTRADICTION ALERT: What does family engagement look like at the school? How is this a reflection of the school's leadership? If there are noticeable shortcomings elsewhere in Tenet 6, to what extent are these connected to the effectiveness of the leaders' vision, actions and priorities?

Statement of Practice 6.3

GUIDING QUESTION: Is the school providing multiple and equitable opportunities for reciprocal communication to increase staff and families' understanding about student needs and further support student achievement?

- Is this about how the school fosters reciprocal communication with families or is this about one-way communication from the school to families?
- Is it clear how the school benefits from the communication it has with families?
- Is this about how the school communicates with parents using multiple tools and monitors and revises these communication tools?

FOCUS SCHOOL ALERT: If there are gaps between the quality of the communication and degree of reciprocal communication for some subgroups and as opposed to others, why is that?

ALERT: Communication is more than just sending out documents or making phone calls. For communication to be successful, it has to be understood by those who receive it.

ALERT: Does this SOP blame parents for lack of involvement or look at what the school is doing to improve parent involvement?

Statement of Practice 6.4

GUIDING QUESTION: Has the school's training to parents and to staff on creating and sustaining home-school partnerships allowed both parties to be able to work together to support student achievement?

- Is there mention of how the school provides PD to staff on how to build partnerships with parents and community agencies?
- Is there mention of how the school works with parents to support student-learning?

FOCUS SCHOOL ALERT: If there are gaps between the quality of the training on developing parent partnership for some subgroups and as opposed to others, why is that?

ALERT: If providing the name of a community partnership, please indicate the benefit this partnership provides to the school, students, and families.

Statement of Practice 6.5

GUIDING QUESTION: Is data shared in a way that allows stakeholders to understand both student and family needs and advocate for services that address those needs?

- Is this about how the school communicates student academic data with families in ways that families can understand?
- Is this about how the school shares data in ways that empowers families to take action to support student learning and advocate for student support services?
- Is this about how the school community uses data to target and support family and student needs?

FOCUS SCHOOL ALERT: If there are gaps between the degree to which data is shared and understood for some subgroups and as opposed to others, why is that?