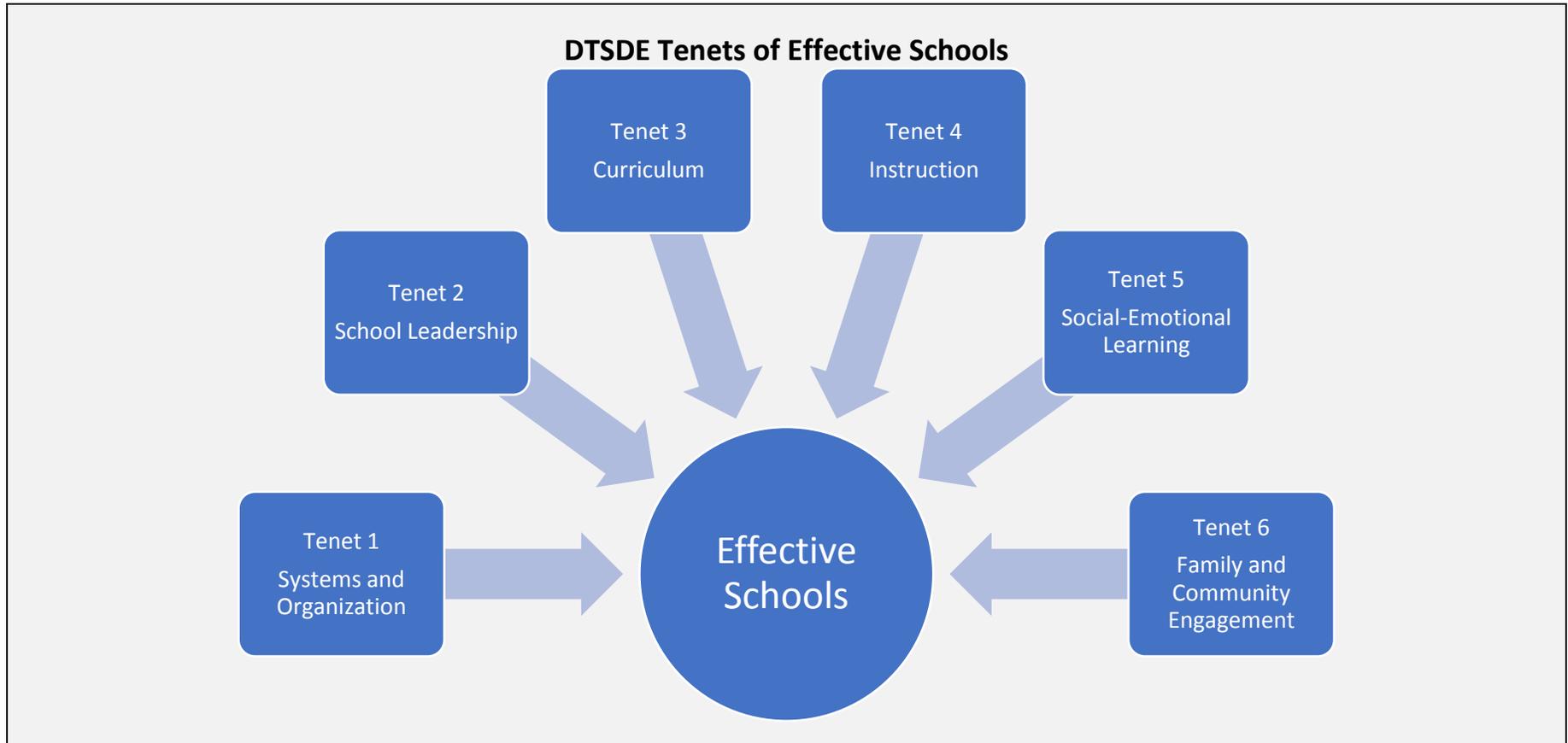


COMPREHENSIVE DTSDE SCHOOL FRAMEWORK

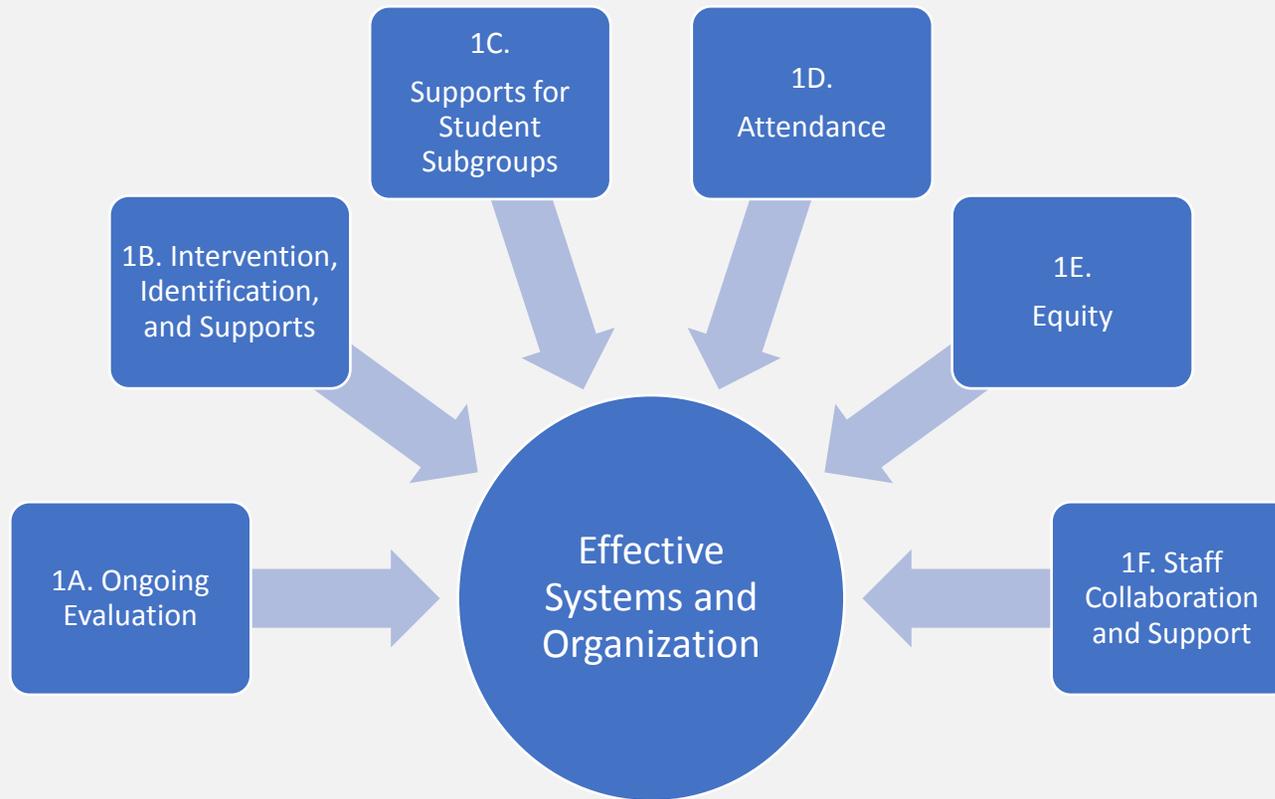
Role of the framework: This framework outlines effective practices organized along the Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets of Systems and Organization, Leadership, Curriculum, Instruction, Social-Emotional Learning, and Parent and Community Engagement. The framework is being offered as a reference tool to assist schools in examining the practices and engaging in reflective dialogue to improve practice.

The framework and its descriptors should not be used as a checklist. Educators should use their professional judgment to determine the degree to which the indicators exist within a school.



COMPREHENSIVE DTSDE SCHOOL FRAMEWORK

Tenet 1 – Systems and Organizations: Effective schools establish schoolwide systems and structures that promote continuous improvement and success for all students.



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<p>1A Ongoing Evaluation and Continuous Improvement</p>	<p>Monitoring and Adjusting Practices</p> <ul style="list-style-type: none"> • The school identifies intended long-term goals and short-term benchmarks for new initiatives it undertakes. • When identifying annual goals, the school identifies incremental steps and activities that build from one another to understand its progress toward its larger goals. • When new initiatives begin, school leaders monitor the first stages of implementation very closely to ensure fidelity and alignment to the vision for the initiative. • When school goals or benchmarks have not been met, school leaders make revisions and adjustments to the school’s approach based on an analysis of implementation evidence and student achievement data to determine why the goals and benchmarks were not reached. <p>Analyzing</p> <ul style="list-style-type: none"> • The school has established systems to collect and analyze data about current and past practices to inform school improvement decisions. • School leaders use data to accurately identify the school strengths and areas for improvement to inform the creation of focused, measurable, schoolwide goals. • School leaders collect and analyze data to determine the impact of professional development on the improvement of teacher planning and instructional practices to engage and support all students. • School leaders analyze teacher observation and student learning data to identify trends and determine areas of teacher strength and growth opportunities. School leaders use their analysis to inform, assess, and adjust professional learning goals and plans.
<p>1B Intervention and Identification</p>	<p>Academic Supports</p> <ul style="list-style-type: none"> • The school has a system to routinely use data to identify individual and groups of students in need of academic supports, intervention, and/or enrichment. • The school has a system to regularly analyze intervention data to identify students no longer needing additional academic supports. • The school has a system to routinely analyze multiple data sources to develop and implement differentiated academic interventions and enrichment opportunities within and outside of the normal classroom structure. • The school has a system to routinely set goals and targets for individual students and/or sub-groups. • The school has a system to routinely monitor, evaluate, and adjust intervention and enrichment opportunities as needed.

COMPREHENSIVE DTSDE SCHOOL FRAMEWORK

	<ul style="list-style-type: none"> • The school has a system to monitor student credit accumulation to identify students at risk of not graduating and plan interventions accordingly. • In secondary schools, school personnel, students, and families have a clear understanding of the current pathways to graduation and what courses and assessments individual students need in order to graduate. <p>Social-Emotional Supports</p> <ul style="list-style-type: none"> • The school has a system to routinely analyze multiple data sources to develop and implement differentiated supports, resources and interventions to address student social-emotional learning needs. • The school has a system to regularly analyze intervention data to identify students no longer needing additional social-emotional learning supports. • The school has clear policies and procedures for referring students in need of social-emotional learning intervention and supports. Data, parental/student concerns and staff referrals are used to identify students in need of interventions and supports. • School leaders ensure that all school staff have been provided with training and targeted supports so that they are able to identify and support the social-emotional learning needs of students. • The school has a system to regularly analyze and monitor data to determine the impact of SEDH interventions and initiatives and adjust as needed.
<p>1C Supports for Student Subgroups</p>	<p>Students with Disabilities</p> <ul style="list-style-type: none"> • The school has a system for coordinating services for students with special needs to ensure there is a continuum of services offered to allow students that are differently abled to be educated in the least restrictive environment. • The student and parents actively participate in IEP development. Annual goals are identified to enable students to progress in the general education curriculum and meet other disability-related needs. • The roles and responsibilities of service providers are clearly defined and implemented. • The school schedules common planning time for special education and general education teachers. • Special education and general education teachers of students with disabilities engage in intentional collaborative lesson planning to meet the needs of each individual student with a disability. • All school staff who are responsible for implementing a student’s IEP are aware of the student’s annual goals and provide the accommodations and modifications recommended in the IEP. • Students with disabilities are provided explicit and specially-designed instruction needed to progress in the curriculum. • School leadership and staff demonstrate and perpetuate the message that all teachers are teachers of students with disabilities.

COMPREHENSIVE DTSDE SCHOOL FRAMEWORK

- The school has a system for progress monitoring students' IEP goals and teachers engage in progress monitoring of student IEP goals on a consistent basis based on the schedule documented in students' IEPs.
- Students with disabilities are general education students first and have access to the full range of supports available to all students.
- Supports are provided in the school to empower teaching assistants/aides to effectively support instruction.
- The school has established systems for students to engage in self-advocacy and be involved in determining their own education goals and program.
- The school has established systems to engage parents and other family members as meaningful partners in the special education process and the education of the student.
- The school ensures that teachers design, provide, and assess the effectiveness of specially-designed instruction to provide students with disabilities access to participate and progress in the general education curriculum.
- The school ensures that teachers provide research-based instructional teaching and learning strategies and supports for students with disabilities.
- The school provides multi-tiered systems of behavioral and academic support
- The school provides high-quality inclusive programs and activities.
- The school provides appropriate instruction for students with disabilities in career development and opportunities to participate in work-based learning.

English Language Learners/Multilingual Learners (ELLs/MLLs)

- School leaders and teachers ensure that both content standards and language development standards are planned for, taught, and assessed for each ELL/MLL in a school.
- The school has an expectation that instruction in language development is the responsibility of all teachers throughout the school and instruction to ELLs/MLLs includes explicit and implicit evidence-based academic vocabulary instruction.
- Bilingual, ELL/MLL, and content-area teachers intentionally collaborate to design instruction, analyze student work and data, and develop rigorous lessons in all subjects.
- School leaders and teachers build on ELLs/MLLs assets and incorporate the culture, language, background and experiences that ELLs/MLLs bring to school to build and enrich their academic language. Teachers integrate language and content to make learning relevant and purposeful.
- All teachers use instructional supports to help scaffold language and content learning of ELLs/MLLs.
- The school provides opportunities to use and develop academic language and content knowledge both in English and Languages Other Than English, including the student's home language.

COMPREHENSIVE DTSDE SCHOOL FRAMEWORK

	<ul style="list-style-type: none"> • The school carries out a range of assessment practices in English, and, in students’ second language, that elicit knowledge about student growth, learning, and competencies that are used to inform teaching and learning decisions. <p>Homeless and Highly-Mobile Students</p> <ul style="list-style-type: none"> • The school makes sure that students experiencing homeless do not face barriers to accessing academic and extracurricular activities. • School leaders and teachers ensure students are not subject to rigid school discipline for experiencing homelessness or for behaviors prompted by past traumatic experiences. • School leaders and teachers connect students with flexible ways to obtain academic credit such as through partial credit and credit recovery programs. • Teachers create a portfolio to document the student’s work, personal characteristics, and learning preferences so that if the student transfers, the next teacher can resume instruction where the former teacher left off. • School staff are careful not to stigmatize students because of their living conditions. The school is mindful not to give assignments that would be difficult or impossible for mobile students to complete. • School leaders and teachers assign a peer or adult mentor to facilitate an easier adjustment for students new to the school. <p>Delinquent, Neglected, Abused or Victimized Students</p> <ul style="list-style-type: none"> • School leaders and teachers regularly check-in with students, either in a small group or individually to gauge their well-being and engagement. • Teachers structure learning projects to maximize cooperation and problem solving while minimizing competition. • School leaders and teachers offer a curriculum consisting of skills that can be easily applied to real-life situations. • School leaders and teachers encourage school connectedness by empowering students to communicate openly with school staff and parents.
<p>1D Attendance</p>	<p>Proactive Emphasis</p> <ul style="list-style-type: none"> • The school recognizes the connection between attendance and the school environment, and makes purposeful efforts to provide a warm, welcoming atmosphere that engages students and families in their preferred language and mode of communication and offers enriching learning opportunities. • The school emphasizes the importance of going to school every day by providing regular recognition to students and families who have good and improved attendance. These efforts are not focused entirely on perfect attendance, since the children who struggle the most with attendance will be left out of such awards. • Attendance is emphasized from the start of the school year, rather than waiting until it becomes a problem with specific students.

COMPREHENSIVE DTSDE SCHOOL FRAMEWORK

	<p>Identifying and Responding to Areas of Need</p> <ul style="list-style-type: none">• The school has a system to look for patterns regarding attendance data to identify trends and areas of need, including looking at trends among teachers. When trends are identified, the school considers approaches to address the challenges, and closely monitors the effectiveness of these strategies.• The school has a system of using data to trigger early, caring outreach to families and students once students begin showing difficulty maintaining consistent attendance. The outreach is personal, and whenever possible, done by an adult with a strong relationship with the student or family. The outreach allows the school to learn of specific challenges the child may be facing so that supports can be identified to address those challenges.• The school has an attendance team that meets regularly to analyze attendance data and coordinate efforts to address students who are chronically absent. If large numbers of students are chronically absent, the school considers programmatic and whole school solutions that would address challenges faced by many students. The interventions identified are monitored to determine if they are effective in improving attendance, and when interventions do not achieve the desired result, the interventions are modified.
1E Equity	<p>Equitable Access and Opportunities</p> <ul style="list-style-type: none">• Staff throughout the school send clear messages that they believe all students can achieve to high standards.• The school’s approach to discipline focuses on conflict prevention and resolution and attempts to minimize removing or isolating students.• Activities are planned to ensure students are not excluded due to an inability to pay/financial hardship.• Opportunities for academic coursework, enrichment, tutoring, and extracurricular activities are clearly communicated to all students and families, in their preferred language, through a variety of methods. School policies ensure that all students have equal access and supports to engage in the most advanced coursework available and include a plan to assist low-income students with associated fees and resource needs.• Scheduling practices ensure that all students have equal access to all courses of study. Students are not placed in educational tracks based on academic performance or asked to choose career pathways that limit course selection. Course enrollment and success data is analyzed to inform continuous improvement.• The school’s calendar of events and teachers’ due dates for assignments and exams take into consideration the religious and cultural traditions of students.

COMPREHENSIVE DTSDE SCHOOL FRAMEWORK

- The school’s grading and homework policies allow students equal opportunity for success regardless of the assistance they can receive at home. Any assigned homework can be done by students independently and with resources to which they have easy access.
- The school has a grading policy that is implemented consistently across classrooms and ensures that academic performance is separated from subjective measures like “effort,” “growth” and “participation.” The school has reviewed how staff approach late submissions of assignments, homework, extra credit, and other aspects of the school’s grading policy to ensure that all students have equitable opportunities for success.
- The school has clear protocols for assigning students to teachers that ensure equitable access to high-quality instructors and does not allow parents to select their child’s teacher.
- The school also assigns ELLs/MLLs to teachers who share their home language as they consider the academic language development and support needs of ELLs/MLLs.

Monitoring to Ensure Equity

- School leaders track and analyze behavioral data by all student sub-groups to ensure equitable application of positive and negative consequences.
- School leaders monitor the enrollment of advanced and other non-core classes to ensure all students have equal access to these courses.
- School leaders monitor referrals and classifications for special education services to ensure specific subgroups are not inappropriately and/or disproportionately identified.
- School leaders regularly analyze schoolwide, grade-level, and classroom student sub-group data in comparison to schoolwide student data to identify segregation, discrepancies and adjust programming/practices as needed.
- When assigning students to classes, the school reviews assignments made in previous years to ensure that students have equitable access to high-quality, experienced, teachers over the years they attend that school.

Culturally Responsive and Sustaining Practices

- Staff acknowledge the contributions of all students. The curriculum incorporates students’ experiences and connects to the real world. Curricular materials and displays reflect students’ backgrounds. Texts and other teaching materials offer multiple perspectives and are appropriate for culturally and linguistically diverse learners.
- Textbooks, text, classroom libraries, and school libraries are available in the languages of students in the school.

COMPREHENSIVE DTSDE SCHOOL FRAMEWORK

	<ul style="list-style-type: none"> • The school is responsive to linguistic diversity of its students and families, making sure that those who speak, read, or write English less than proficiently are not excluded from participating and engaging with any school activity, including extracurricular activities. • Staff have received training on incorporating diverse perspectives, understanding various cultures, and recognizing implicit biases. • Staff use consistent body language and affirmative statements with all students. • Students routinely work together in diverse groups. • School leaders provide staff with relevant resources to build cultural proficiency and promote a school culture that affirms individual differences. • The school actively recruits teachers, staff, and mentors from the language and cultural backgrounds of the students.
<p>1F Staff Collaboration and Support</p>	<p>Collaborative Opportunities</p> <ul style="list-style-type: none"> • The school has a structure for teacher team meetings that allows teachers to meet across grade levels, content areas, and sub-groups to review student work, assess the effectiveness of instructional activities, and identify specific ways in which lessons might be improved. • Teachers regularly seek out and apply ideas for improving practice from supervisors, coaches, colleagues, and professional development activities. • Teachers welcome colleagues and supervisors into the classroom to gain insight from their feedback. • Teachers participate in activities such as inter-visitations or mentoring to share expertise and demonstrate effective practices. • Peer collaboration is routinely used to seek feedback about and share instructional or assessment practices that support student learning and strengthen their instructional skills. • Special education and general education teachers of students with disabilities engage in intentional collaborative lesson planning to meet the needs of each individual student with a disability <p>Support for Staff</p> <ul style="list-style-type: none"> • School leaders have established an induction program for new teachers that encourages collaboration and includes specific criteria for identifying high quality mentors, on-going professional development, time for collaboration, and regular actionable feedback to continually support the growth of teacher practice and pedagogy.

COMPREHENSIVE DTSDE SCHOOL FRAMEWORK

- School leaders provide teachers with clear protocols on the preparation of information and materials to allow substitute teachers to provide instruction and manage their classroom.
- The school has a system to provide substitute teachers with information regarding the school building, daily routines and schedules, school policies, and procedures. School leaders provide substitute teachers with clear expectations for instruction and classroom management.

COMPREHENSIVE DTSDE SCHOOL FRAMEWORK

Tenet 2 – School Leadership: Visionary leaders create a school community and culture that leads to success, well-being, and high academic outcomes for all students.



COMPREHENSIVE DTSDE SCHOOL FRAMEWORK

2A Awareness and Problem-Solving	<p>Self-Awareness</p> <ul style="list-style-type: none">• The principal understands and manages his or her strengths and weaknesses to optimize his or her impact.• The principal recognizes when others have greater expertise and knowledge and identifies and empowers those individuals. The principal shows a commitment to results over status or power.• The principal reflects on his or her interactions and communications with others and takes responsibility for communication choices that have not been effective in delivering his or her message. <p>Environmental Awareness</p> <ul style="list-style-type: none">• The principal is aware of the general mood and sense of morale among the staff, informal groups and relationships that may influence staff behavior, and potential issues that have not yet surfaced. The principal uses this insight when making decisions. The principal anticipates the potential unintended consequences that may result from decisions and considers ways to handle these potential problems. The principal adapts his or her leadership style to the needs of the situation.• The principal understands the unique challenges and circumstances facing the school and has worked with others to strategically address these challenges.• The principal understands the strengths and weaknesses among staff and uses this understanding to ensure that initiatives and school improvement strategies are tailored to the capacity of the staff. <p>Problem-Solving</p> <ul style="list-style-type: none">• The principal and his or her leadership team approach problems strategically by gathering information from multiple sources, considering the pros and cons of different solutions, anticipating potential challenges, and closely monitoring the selected strategy to ensure that success is achieved. When success does not occur, alternate approaches are implemented and monitored until a sustainable solution can be achieved.• The principal embraces feedback and continuously seeks feedback from others, including those with differing perspectives. The principal encourages people to express their opinions, even when they may be contrary.
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COMPREHENSIVE DTSDE SCHOOL FRAMEWORK

2B
Ensures a
Culture and
Climate of
Success

High Expectations

- The school leaders are dedicated to high-quality teaching for all students and prioritize their time to ensure that they visit classrooms daily.
- The school leaders frequently and passionately communicate an unwavering belief in the potential of all students. School leaders work with students, staff and community members so that they understand these expectations, believe in the potential of students and adults, and see themselves as partners in the efforts to make these expectations reality.
- The principal accepts responsibility for ensuring that all students receive high-quality instruction and holds himself or herself accountable for the success of the school.
- The school leaders support the shared ownership and responsibility of school goals. Staff assume collective responsibility for achieving these goals, rather than focusing exclusively on the students they teach. The school leaders recognize the importance of establishing a sense of collective responsibility and promote opportunities for collaboration among staff and among students to support shared ownership of work the school is doing. Students hold one another accountable for student conduct.
- The school leaders use a deliberate school continuous improvement planning process to identify specific goals. These goals are shared, understood, and embraced by staff, parents, and students. The school leaders keep staff, parents, and students apprised on the status of these goals and use interim benchmarks to learn if strategies need to be adjusted to improve the likelihood of the goals being met.
- The principal has clear goals for the staff that he or she supervises directly. The principal gives high-quality feedback to allow those that he or she supervises to improve their professional practice.
- The school leaders demonstrate that they are willing to do what it takes to help students to be successful and challenge students and adults who are quick to resort to excuses or display low expectations about student potential.

Safe Learning Environment

- The school leaders develop clear expectations for student and adult behaviors based on the school values and beliefs to ensure students and adults feel safe in the building.
- The school leaders ensure that staff are following a clear and consistent positive and assets-oriented behavior system.
- The school leaders regularly collect data through surveys and frequent meetings with adults and students to ensure that they experience and report similar expectations across all classrooms and that adults and students feel safe and welcome at school.

COMPREHENSIVE DTSDE SCHOOL FRAMEWORK

	<p>Trust and Respect</p> <ul style="list-style-type: none"> • The school leaders support the development of collaborative and trusting relationships among adults based on mutual respect, a willingness to listen and personal concern. • The school leaders support collaborative opportunities for staff and identify ways for staff to learn from one another. The school leaders make purposeful efforts to acknowledge staff’s assets and to develop the confidence of staff members. • The school leaders are accessible and visible throughout the school day. The principal is viewed as being kind toward others, cheerful, patient, respectful, friendly, and approachable. Problems are analyzed before making judgments, and the principal shows a willingness to be flexible when appropriate. • The school leaders are seen as being knowledgeable about what needs to be done to improve achievement. Staff value the feedback school leaders provide and the opportunities for professional growth that the school leaders support staff in pursuing. • The school staff, families, and students know who school leaders are and their primary functions.
<p>2C Promotes a Shared Vision for Learning and Achievement</p>	<p>Establishes a Shared Vision</p> <ul style="list-style-type: none"> • School leaders work with staff, students, families, and community members to develop a vision for the school that includes high expectations and student achievement, college and career readiness, and effective adult practice. School leaders clearly communicate the school’s vision and core values to adults and students in the school community in their preferred language and mode of communication. • School leaders engage adults and students in the school and community to build ownership of the vision. School leaders use a variety of strategies to build consensus within the school community around critical school decisions aligned to school vision and goals. • School leaders frequently seek feedback from members of the school community to determine support for the school vision. • School leaders conduct an accurate assessment of community partners and resources to ensure that they support the school’s mission, vision, and goals. <p>Connects Vision to Practices</p> <ul style="list-style-type: none"> • School leaders develop a shared vision for cultural responsiveness and respect, provide staff with relevant resources to build cultural competencies and promote a school environment that supports individual differences.

COMPREHENSIVE DTSDE SCHOOL FRAMEWORK

	<ul style="list-style-type: none"> • School leaders align all school practices with school vision, core values, and goal attainment and work with their leadership team to implement strategies to achieve the vision. School leaders continuously monitor progress toward attainment of goals aligned to the vision, adjusting strategies as needed. • School leaders clearly identify the roles and responsibilities of students, staff, family, and community partners in supporting the school’s vision. School leaders hold adults and students accountable for demonstrating values and behaviors that align with the school’s vision.
<p>2D Provides High-Quality Instructional Leadership</p>	<p>Expectations</p> <ul style="list-style-type: none"> • School leaders communicate clear expectations for the content and quality of lesson planning and delivery. • School leaders ensure that instructional practices engage all students and are personalized to accommodate diverse learning needs, interests and levels of readiness. • School leaders communicate expectations for implementing knowledge and skills learned through professional development. • School leaders expect that teachers remain current in research-based best practices and incorporate them into their own work. <p>Monitoring and Analysis</p> <ul style="list-style-type: none"> • School leaders supervise instruction by reviewing plans and making frequent and regular visits to classrooms. Monitoring by school leaders ensures that teachers are meeting school-wide instructional expectations and lesson goals and objectives are aligned with performance standards, including the expectation that there is rich academic discourse (in every classroom every day). • School leaders monitor and assess the extent to which teachers apply the knowledge and skills learned through professional development. • School leaders regularly review and analyze schoolwide, teacher, and student data to identify instructional trends and areas of need. When concerns are identified, school leaders develop action plans that lead to improved teacher practice and student performance. • School leaders analyze alignment between teacher practice and student learning data to inform teacher evaluations and subsequent supports. • School leaders use observations and reviews of planning materials to ensure that teachers know and use teaching strategies and practices that are proven successful with diverse learners.

COMPREHENSIVE DTSDE SCHOOL FRAMEWORK

Feedback and Support

- School leaders use evidence collected from observations and student learning data to provide frequent individualized, actionable feedback that teachers can use to improve practices. School leaders ensure that feedback is incorporated into teacher practice.
- School leaders provide teachers with clear, ongoing evaluations of their pedagogical strengths and areas of improvement based on multiple indicators linked to student engagement and outcomes.
- School leaders use shared leadership practices to provide targeted instructional supports and training to teachers based on ongoing monitoring of teacher practice and data.
- School leaders provide professional learning opportunities and coaching differentiated to meet teachers' learning preferences and growth needs.
- School leaders support struggling teachers through targeted improvement plans.
- School leaders support educators and educator teams to develop and attain meaningful, actionable, and measurable professional practice and student learning goals. School leaders provide teachers with job-embedded professional development that is directly related to their instructional growth goals and the needs of the students and subgroups that they are teaching.
- School leaders provide teachers with opportunities to observe and discuss effective teaching practices.
- School leaders regularly recognize and celebrate educator performance and growth based on clearly communicated criteria.

Professional Accountability

- The principal ensures that all school leaders evaluate teachers and other staff in a fair and equitable manner using clear and consistent criteria. The principal coaches other administrative staff on observation and feedback strategies to ensure consistent implementation across the school.
- School leaders monitor teacher-leaders in a variety of settings and provide specific feedback to support their continued development.
- School leaders assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies for the school's needs.

COMPREHENSIVE DTSDE SCHOOL FRAMEWORK

2E. Effectively Manages Resources	<p>Staffing</p> <ul style="list-style-type: none">• School leaders use data to establish priorities for recruiting, selecting, inducting, supporting, evaluating, and developing staff. School leaders recruit within and beyond the district for high-quality staff with the appropriate certification using clear selection and hiring processes.• School leaders identify and fill vacancies in a timely manner to ensure that all students are provided with equal access to education and to guarantee that the school has a diverse expertise and skill set.• School leaders track the success of recruitment and hiring strategies, learn from past experience, and revisit the process annually to continually improve the process.• School leaders strategically place teachers in grade levels and content areas based on student learning needs, school goals, and teacher skills, strengths, and qualifications. School leaders use student and teacher performance data to review and revise assignments.• School leaders capitalize on the strengths of existing staff by teaming them with new employees.• School leaders retain existing teachers by consistently providing them with growth or leadership opportunities aligned to the teachers' interests.• School leaders involve teacher leaders and the leadership team in the hiring and induction process. <p>Time</p> <ul style="list-style-type: none">• School leaders create a master schedule to maximize blocks of uninterrupted instructional time and institute policies to eliminate unnecessary interruptions to instruction. School leaders systematically monitor the effect of the master schedule on teacher planning and student achievement.• School leaders create a schedule that provides sufficient meeting time for all teams. Team meetings are structured and focused to support quality instruction and student learning. Activities are scheduled to minimize disruptions to team meetings.• School leaders ensure that general education teachers and subgroup-specific educators have time designated for co-planning activities.• School leaders ensure that the daily schedule includes time for integrated supports, interventions and enrichment activities.• School leaders develop a schedule that provides designated time for staff training and development.
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COMPREHENSIVE DTSDE SCHOOL FRAMEWORK

- School leaders manage their own schedule to ensure that instruction is monitored daily and the most critical tasks are completed in a timely manner and proactively plan for crisis management to avoid disruptions in their own schedules.

Purposeful Planning

- School leaders use data to determine school needs and allocate resources such as time, money, space, technology, materials, expertise, and partnerships to maximize their benefits to students and support the implementation of school goals and instructional initiatives.
- School leaders continually monitor, assess, and enhance the effectiveness of programs and equitable use of resources.
- School leaders provide educators with sufficient resources (time, space, technology) needed to communicate regularly with families.
- The needs of the students are the primary consideration in the configuration of programs and services for students with disabilities and ELL/MLL students.

Capacity Building

- School leaders recruit and develop a leadership team with a balance of skills. School leaders build a team of teacher leaders from within the school, drawing upon different strengths and strategically assigning responsibilities.
- School leaders develop the leadership capacity of others in the school by providing opportunities to extend the impact of high-performing staff based on areas of demonstrated effectiveness.
- School leaders engage staff in solving schoolwide challenges that hinder student success and achievement.
- School leaders empower teacher leaders to proactively initiate, plan, implement and monitor projects.

COMPREHENSIVE DTSDE SCHOOL FRAMEWORK

2F. Cultivates Partnerships

Connecting with Others

- School leaders recognize the value of cultural and linguistic diversity in forming school partnerships. School leaders engage a diverse group of families, community members, students, and staff to develop a learning environment and activities that are connected to students' experiences, needs, and cultures.
- School leaders encourage staff, students, families, and community partners to work together on key projects.
- School leaders establish ongoing relationships with outside organizations, community members, and businesses to maximize community contributions for school effectiveness.
- School leaders collaborate with families to identify school and community resources to address student as well as family needs.

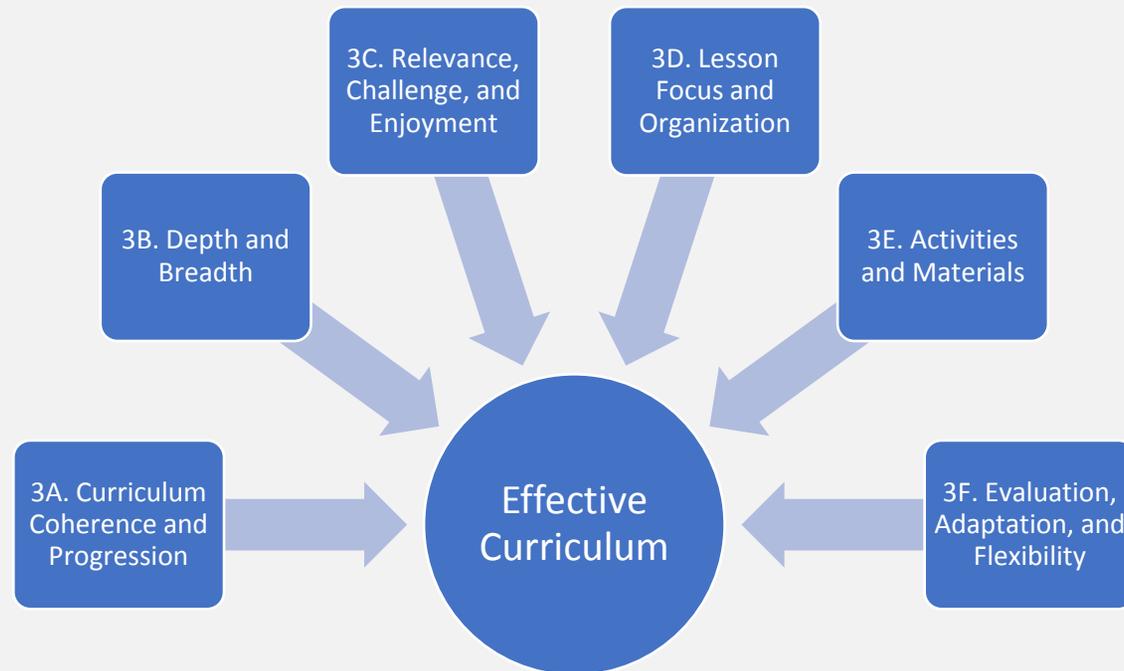
Empowering Others through Shared Decision-Making

- School leaders develop structures to ensure that staff, students, families, and community members have opportunities to be actively involved in decision-making that supports school improvement.
- School leaders solicit input from various stakeholders such as families, community members, external partners, students, and staff in determining, obtaining, allocating, and utilizing resources.

COMPREHENSIVE DTSDE SCHOOL FRAMEWORK

Tenet 3 - Curriculum: Effective schools provide students with rigorous, coherent, and relevant curricula that prepares students for success.

Pillars of Effective Curriculum



COMPREHENSIVE DTSDE SCHOOL FRAMEWORK

3A Curriculum Coherence and Progression	<p>Alignment</p> <ul style="list-style-type: none">• The school has made purposeful efforts to develop a curriculum that addresses grade level expectations and is horizontally and vertically aligned across the school.• Teachers are aware of the content and strategies taught to students in lower grades and higher grades and ensure that the content and strategies taught are aligned to what is taught in other grades. <p>Connection to Prior Learning</p> <ul style="list-style-type: none">• Teachers use their understanding of their students to ensure that what is taught builds upon what students have already learned and provide sufficient opportunities for students who learn at differing rates and ways.• Lessons are connected to what students have previously learned. Lessons allow sufficient opportunities for students to make connections to their prior knowledge.
3B Depth and Breadth	<p>Depth</p> <ul style="list-style-type: none">• The curriculum provides ample opportunities for students to delve deeply into content. Lessons are designed to promote higher-level thinking.• Students have considerable opportunities to consider multiple perspectives and multiple solutions.• Lessons require students to interpret information rather than reproduce it, draw conclusions, make inferences and support their opinions. <p>Range of Opportunities</p> <ul style="list-style-type: none">• The curriculum allows students to have opportunities for a broad range of experiences to reinforce what is taught, both within the classroom and beyond the classroom.• Students experience a range of subjects and courses that provide them with high-quality opportunities to develop knowledge, understanding, and skills in all aspects of their education, including science, mathematics, the humanities, the arts, and physical education. The range of opportunities allows all students to experience success and develop confidence in at least one aspect of their education.

COMPREHENSIVE DTSDE SCHOOL FRAMEWORK

<p>3C Relevance, Challenge, and Enjoyment</p>	<p>Making Connections</p> <ul style="list-style-type: none"> • Students understand the purpose of their learning. They see the value of what they are learning and its relevance to their world in the present and future. • The curriculum incorporates an understanding of students’ cultural backgrounds to allow students to feel connected to what is taught. The curriculum provides opportunities for students to understand diverse cultures and beliefs and supports students in developing concern, tolerance, care and respect for themselves and others. • The curriculum takes into consideration the interests of the students to deepen students’ engagement with what is taught. Lessons provide opportunities for students to develop and demonstrate their creativity. <p>Engaging Students</p> <ul style="list-style-type: none"> • The curriculum allows students to find their learning challenging, motivating, and enjoyable. Students experience the appropriate level of challenge allowing each child to achieve his or her potential. The curriculum encourages high aspirations and accomplishments for all. • Lessons allow students to be active participants in their learning and to learn from their experiences. • Lessons allow multiple entry points and multiple modes of engagement for students with diverse needs.
<p>3D Lesson Focus and Organization</p>	<p>Lesson Focus</p> <ul style="list-style-type: none"> • Lessons have clear objectives that are explicitly communicated in language easily understood by students. • Lesson objectives connect to State standards and are referenced throughout the lesson. • Teachers check that students understand the objective. • Teachers provide the purpose for what is being taught, including “what, why, and when.” <p>Lesson Structure</p> <ul style="list-style-type: none"> • Expectations for what students should be able to do at the beginning, middle, and end of the lesson are clear. There is evidence that most students demonstrate mastery of the daily objective. • Lessons are developed with a clear understanding of what will happen at the beginning, middle, and end of the lesson. Lessons include adequate time for teacher modeling, student reflection, student discussion, student work time, and lesson closure. Lessons are developed taking into account that students learn at different rates and in different ways.

COMPREHENSIVE DTSDE SCHOOL FRAMEWORK

	<ul style="list-style-type: none"> • Teachers structure lessons and group students so that students can use peers as resources. • Lessons include verbal explanation and visual prompts to introduce new content or strategy. • Lessons include modeling of concepts and skills through strategies such as a think aloud. • Independent work is related to the lesson objective. • Lesson closure includes restating the objective and purpose, as well as connecting key themes to prior and upcoming lessons.
3E Activities and Materials	<p>Complex Activities and Materials</p> <ul style="list-style-type: none"> • Curriculum activities emphasize 21st century skills such as collaboration, digital literacy, critical thinking, and problem-solving. • Teachers incorporate resources and materials into lessons to extend students’ thinking beyond the curriculum text. • Planned tasks are challenging and incorporate instructional strategies intended to expand student thinking/inquiry and actively engage students in the lesson content. Students are engaged in productive struggle with text, tasks, and ideas. <p>Accessible Activities and Materials</p> <ul style="list-style-type: none"> • Activities are designed based on a knowledge of students’ learning and academic needs. • Materials are adapted, and learning supports are provided so individual and groups of students can access challenging materials to meet and exceed learning goals. • Teachers incorporate hands-on learning experiences and multiple modalities to help students better understand concepts. • Students with disabilities receive instructional materials in alternative formats at the same time other students receive their instructional materials. • Students’ individualized needs for assistive technology devices and services are considered and such devices are provided.
3F Evaluation, Adaptation, and Flexibility	<p>Student Feedback and Reflection</p> <ul style="list-style-type: none"> • Students are provided with actionable feedback allowing them to identify areas of strength and weakness and monitor their own progress. • Students are provided with opportunities to evaluate, reflect on, and improve their work based on descriptive feedback received from peers or teacher. • Students participate in the creation of their academic and social goals and monitor their own progress. • Students regularly offer peers respectful, accurate, and useful feedback.

COMPREHENSIVE DTSDE SCHOOL FRAMEWORK

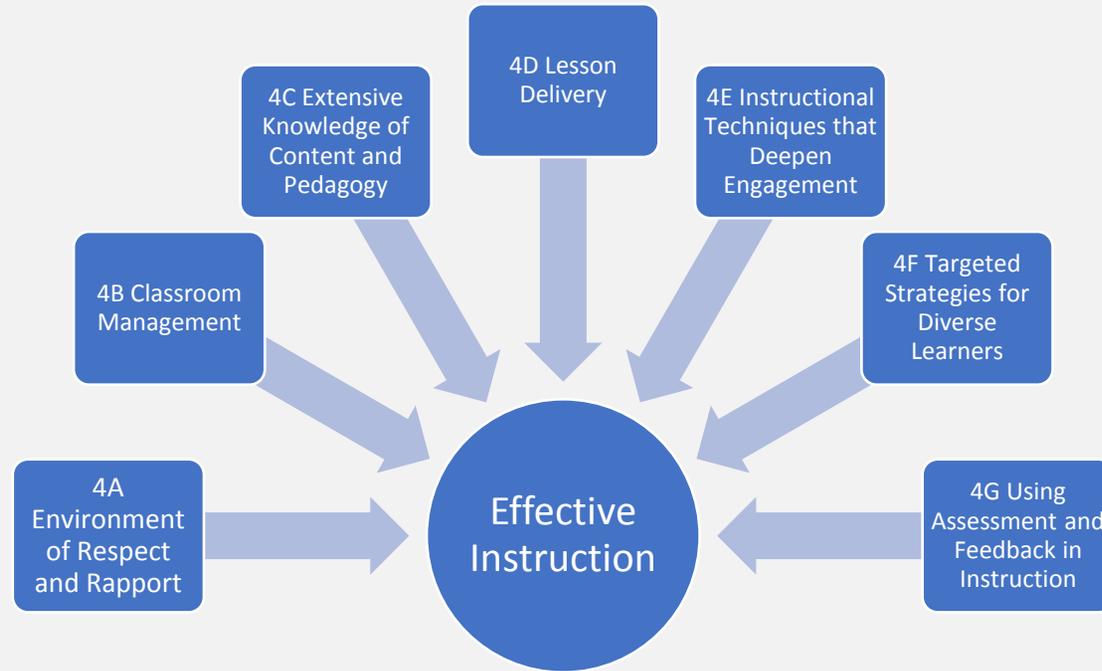
Teacher Analysis and Reflection

- A variety of assessments are used to monitor and evaluate student learning. The results are used to monitor progress, identify trends, adjust curricula, and implement interventions and enrichments for individuals and groups of students.
- Teachers constantly reflect on what is taught in the classroom. Curriculum maps, pacing guides, and lessons evolve and improve based on the progress and needs of the students. New ideas are continuously brought to the classroom to connect what is being taught to events and experiences outside of school and what students experience within school.
- Teachers use their understanding of their students to make effective decisions about when it is appropriate and necessary to deviate from the curriculum and pacing guide to ensure that students have sufficient opportunities for mastery.

COMPREHENSIVE DTSDE SCHOOL FRAMEWORK

Tenet 4 - Instruction: Effective teachers engage with students in a manner that promotes mastery and allows students to stretch their knowledge and deepen their understanding.

Pillars of Effective Instruction



COMPREHENSIVE DTSDE SCHOOL FRAMEWORK

<p>4A Environment of Respect and Rapport</p>	<p>Knowledge of Students</p> <ul style="list-style-type: none"> • Teachers demonstrate knowledge and care about individual students’ lives beyond the class and school. • Teachers make connections to students’ background knowledge, experiences, and cultural and linguistic diversity allowing students to better understand the lesson. <p>Positive Interactions</p> <ul style="list-style-type: none"> • Students treat each other respectfully. • Teachers acknowledge appropriate behavior more frequently than inappropriate behavior. • Teachers encourage students through positive language. The classroom is free from disparaging comments. The body language used by teachers is warm and caring. <p>Understanding Differences</p> <ul style="list-style-type: none"> • Teachers provide students with opportunities to consider multiple perspectives, including opposing points of view, in an objective manner. • Students are provided opportunities to work in groups with diverse peers. <p>Environment of Support</p> <ul style="list-style-type: none"> • Teachers acknowledge and celebrate student effort. • Teachers look for ways to have students share and defend their opinions without fear of ridicule. Questions asked to students do not always result in one “right” answer. • Students participate freely. Teachers look for ways to bring all students into discussions.
<p>4B Classroom Management</p>	<p>Preventing Problematic Behaviors</p> <ul style="list-style-type: none"> • Teachers post and reference positively stated behavioral expectations. • Students understand the expectations for behavior in different settings. • Teachers are proactive in avoiding situations that may result in potential problems. Teacher monitoring of student behavior is subtle and preventative, using strategies such as scanning, frequent interaction and purposeful movement. • Teachers use verbal and/or non-verbal prompts to cue responses or action routines that have clearly been taught to students. • Teachers use verbal and/or non-verbal prompts to cue transitions between instructional groupings, tasks, etc.

COMPREHENSIVE DTSDE SCHOOL FRAMEWORK

	<ul style="list-style-type: none"> • Students complete cued routines within stated time limits. <p>Effective Intervention</p> <ul style="list-style-type: none"> • Teachers attend to disruptions quickly and firmly, without allowing disruptions to inhibit the pace of the lesson. • The techniques used prevent and/or reduce misbehavior. These techniques are sensitive to individual student needs and respect students' dignity. • Student behavior is appropriate in all settings, including during collaborative learning opportunities and other times when students are actively participating in lessons. • Teachers explicitly teach and/or re-teach behavior self-regulation strategies, e.g., self-talk, self-rating, scripting, social stories. • Teachers provide structured accommodations that enable the student with behavioral difficulties to manage his/her participation, e.g., behavior report card, student-specific acknowledgement system, check in-check out card, seating arrangement. <p>Student Ownership</p> <ul style="list-style-type: none"> • Students are actively encouraged to take responsibility for their behavior. • Students have input into the classroom norms and expectations. • Students demonstrate expected behaviors • Students demonstrate understanding and the use of self-regulation strategies.
<p>4C Extensive Knowledge of Content and Pedagogy</p>	<p>Subject-Area Expertise</p> <ul style="list-style-type: none"> • Teachers exhibit extensive knowledge of the concepts they teach, and how these relate to other concepts within their discipline and in other disciplines. • Teachers consistently answer students' questions accurately. • Teachers continuously gauge prior knowledge. Teachers are aware of the prerequisite skills and understanding that is needed to master new concepts. When students struggle, teachers use their understanding to identify appropriate scaffolds that assist their students in better accessing the concept. • During lessons, teachers assess student understanding regularly to ensure that concepts are being correctly understood. Teachers anticipate possible student misconceptions, and when misconceptions occur, teachers understand how students may have arrived at the misconception.

COMPREHENSIVE DTSDE SCHOOL FRAMEWORK

	<p>Skillful Adaptation</p> <ul style="list-style-type: none">• When students struggle to understand a concept, teachers identify alternate ways to approach the concept differently from how it was originally taught, rather than teaching the concept the same way again. These approaches result in students learning concepts they did not fully grasp originally.• Teachers use their understanding of the content area to identify activities that extend students' thinking for students who grasp concepts quickly. Instead of providing students with additional work regarding concepts these students have mastered, teachers offer students opportunities that provide appropriate challenge and build on the student's knowledge and mastery.• Teachers are familiar with ways in which children learn, along with the particular ways in which their students learn. Teachers use a range of instructional techniques, methods, and materials based on this insight.
<p>4D Lesson Delivery</p>	<p>Time Management</p> <ul style="list-style-type: none">• Lessons start promptly, and lessons have a coherent structure with a clear beginning, middle, and end.• The teacher ensures that the lesson progresses at an appropriate pace so that students are neither bored nor rushed. Classroom routines, transitions, and the distribution of materials are efficient and do not impede instructional time.• The teacher gives adequate time for summary, reflection, and closure.• Teachers pause to allow students to ask questions. <p>Organization and Focus</p> <ul style="list-style-type: none">• Lessons are logically sequenced and include examples, clear directions, visual aids, and teacher modelling to demonstrate the skills students are expected to perform. The objectives of the lesson are reinforced by the teacher throughout the lesson.• Teachers are mindful of the essential information and vocabulary necessary to access the lesson. Teachers do not bring in irrelevant and non-essential information that may cause confusion.• The classroom has been arranged in a manner that supports the instructional methods being used. <p>Engaging with Students</p> <ul style="list-style-type: none">• Teachers make connections between what students already know and the material being taught. Teachers find ways to connect the material to the world beyond the classroom.

COMPREHENSIVE DTSDE SCHOOL FRAMEWORK

	<ul style="list-style-type: none"> Teachers interact with students in an engaging way that draws the attention of the class. Teachers circulate throughout the room when students are completing assignments to assist or extend the thinking of individual students. Students are active participants in the lessons. Lessons provide opportunities for students to engage in discussion and debate and contribute to the class' understanding of the content.
<p>4E Instructional Techniques that Deepen Engagement</p>	<p>Questioning</p> <ul style="list-style-type: none"> Teachers use open-ended questions that invite students to consider and/or offer multiple possible answers. Student responses are highly valued. Teachers build on student responses to ask additional questions and deepen student understanding. Teachers use sufficient wait time for students to process questions and provide thoughtful responses. Teachers approach incorrect answers as learning opportunities. <p>Higher-Level Thinking</p> <ul style="list-style-type: none"> Teachers provide opportunities for students to formulate hypotheses, make connections, or challenge previously held views. Students are asked to justify their reasoning. Students provide specific evidence to support their thinking. Teacher conversations allow the students to have opportunities to generate a variety of ideas and alternatives, and result in students analyzing problems from multiple perspectives and viewpoints. Teachers provide opportunities through the questions and prompts posed and the activities offered for students to be cognitively challenged during lessons. <p>Student Discussion</p> <ul style="list-style-type: none"> Teachers call on all of their students, including those who do not volunteer. Teachers use a variety of techniques to ensure that discussion is not dominated by a limited number of students. Students are not able to be passive observers during lessons. Teachers use prompts and questions that result in students being actively engaged in discussions with both peers and teachers. Students build upon other students' responses. Teachers establish systems and structures to create respectful risk-taking environments that afford students multiple opportunities to engage in extended and sustained discussions. <p>Individualization</p>

COMPREHENSIVE DTSDE SCHOOL FRAMEWORK

	<ul style="list-style-type: none"> • Teachers offer varied instructional practices based on an understanding that children have different learning needs. • Teachers engage with students on a one-to-one basis or through small groups during student activities to provide students with supports and prompts that deepen students’ understanding. • Teacher practices display an understanding of each student’s anticipated learning difficulties and misconceptions. • IEPs are implemented in all settings. • Teachers use differentiated prompts based on individual student need (i.e., intensive for students who have not mastered the content, fading and error correction for students with partial mastery, reminders for students at mastery.) • Teachers conduct formative assessments prior to independent work and re-teach students who are demonstrating difficulty.
<p>4F Targeted Strategies for Diverse Learners</p>	<ul style="list-style-type: none"> • Teaching aides and assistants are actively engaged in supporting instruction. • Teachers present the content in an organized manner to assist student understanding. • There are structured supports for reading, writing, and/or math tasks such as charts, reference tables, manipulatives, individual work folders and student grouping. • Teacher(s) ensures multiple opportunities for students with disabilities and ELLs/MLLs to respond orally and in writing. • Students with disabilities and ELLs/MLLs work on content aligned with the content of their grade level peers. • Students engage in productive struggle with complex text, tasks, ideas using strategically selected learning supports and analysis tools. • Classroom walls reflect the linguistic and cultural diversity of the student population in the class (ex. labels, rules, and assignments are posted in English and students’ home language(s)). • Bilingual glossaries, native language materials and English as a New Language (ENL) materials are readily available in the classroom. Students use these materials independently and/or with guidance. • There are structured language comprehension supports for English Language Learners (ex. practicing with native speakers of English or speakers of their native language, use of nonverbal cues, picture symbol cards, pre-teaching specific vocabulary or grammatical structures needed to participate in the lesson). • Students are regularly afforded opportunities to refine their communication using formulaic expressions, representations, metaphors, and multiple examples. • Teachers provide students with multimodal materials and appropriate scaffolds for purposeful learning of content, analytical practices, and language.

COMPREHENSIVE DTSDE SCHOOL FRAMEWORK

**4G
Using
Assessment and
Feedback in
Instruction**

Monitoring Student Learning While Teaching

- Teachers integrate assessments throughout the lesson to check student understanding, measure student progress, provide students with feedback, identify gaps in student learning, and adjust and refine instruction to meet student needs and prepare students for future learning.
- Teachers recognize patterns in student inquiries and responses and use this information to adjust the lesson, provide scaffolds and re-teach content so that mastery can be achieved.
- Teachers regularly monitor student independent practice throughout the classroom as students work to determine students' understanding of the lesson. Teachers provide students with feedback and prompts that deepen students' understanding.

Feedback and Student Reflection and Revision

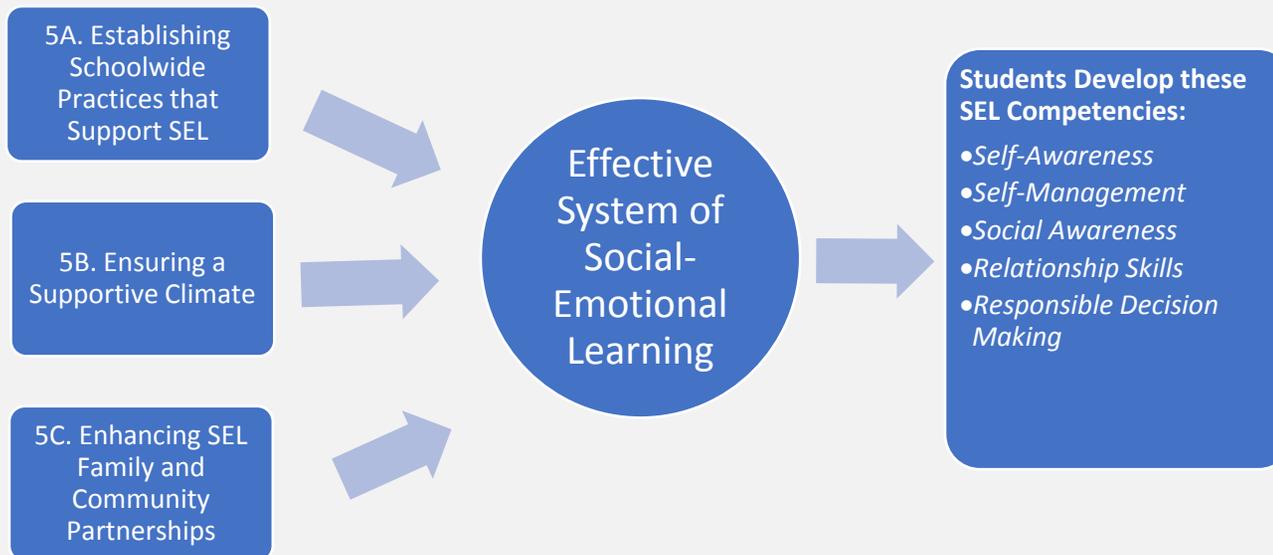
- Teachers provide students with opportunities to reflect and assess their own performance and progress. Students do not rely on the teacher's validation to determine their success.
- Students make revisions to their work based on the feedback they receive from peers and teachers.

COMPREHENSIVE DTSDE SCHOOL FRAMEWORK

Tenet 5 overview: The Pillars below identify the components of a robust Social-Emotional Learning system that develops in students the social-emotional learning competencies that students need to be successful in life beyond school.

Tenet 5 – Social-Emotional Learning: Effective schools develop a systematic approach to Social-Emotional Learning to ensure that all students can develop social-emotional learning skills necessary for success within and beyond school.

Pillars of an Effective Systematic Approach to Social-Emotional Learning (SEL)



COMPREHENSIVE DTSDE SCHOOL FRAMEWORK

<p>5A Establishing Schoolwide Practices and Policies that support SEL</p>	<p>Schoolwide Approach</p> <ul style="list-style-type: none">• The school establishes a common language and a consistent approach for SEL.• The school’s vision for SEL identifies the school’s values for supporting the non-academic needs of students. All stakeholders understand the school’s vision for SEL and work together to meet the non-academic needs of all students.• Schoolwide practices reinforce the school’s vision for SEL, and the vision is reflected in how students and adults interact with one another throughout the school. All staff (e.g., teachers, bus drivers, lunch monitors) have been given guidance to understand their role in promoting students’ development of social-emotional learning.• Students have opportunities to develop SEL core competencies throughout the school day.• The school has policies and practices to prevent and address bullying and other behaviors that threaten student social and emotional well-being.• Students are identified for additional SEL supports based on clear criteria that are consistently applied throughout the school to ensure that those receiving additional supports are the ones who need supports, independent of teacher or parent advocacy.• The school provides staff with ongoing training on SEL core competencies and strategies to support student development of SEL competencies.• Student social-emotional needs are considered when scheduling and grouping students to ensure that the learning environment meets the needs of all students.• The school has adequate personnel to provide necessary services to students (e.g., Guidance Counselors, Social Workers, School Psychologists). These staff members help support the school’s proactive approach toward SEL by providing guidance and training to staff and students. <p>Goals and Data</p> <ul style="list-style-type: none">• The school has identified annual goals for SEL. The school has identified benchmarks throughout the year to determine if they are on track toward meeting the annual goals.• The school staff has identified a range of data sources, including surveys, rubrics, and observations, to measure the degree to which the school is meeting SEL goals. The school staff use longitudinal schoolwide data to measure effectiveness over time, identify areas that require further action planning, and identify specific goals to achieve. The school staff’s strategic action planning and effective implementation of strategies result in the school meeting these goals.
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COMPREHENSIVE DTSDE SCHOOL FRAMEWORK

	<ul style="list-style-type: none"> • The school staff regularly analyze and compare outcome data such as student attendance, academic achievement, disciplinary referrals, and suspension data at frequent intervals throughout the school year to identify areas that require additional attention. The data is analyzed so that root causes can be considered and interventions targeting the identified root causes can be implemented. The data show progress over time. • When a student is identified for additional supports, the student works with staff to identify goals and monitor his/her progress toward these goals. Students goals are adjusted based on progress made. If students are not achieving their goals, then modifications are made to ensure that they are receiving the necessary supports. <p>Staff Collaboration</p> <ul style="list-style-type: none"> • There is a clear system in place for all teachers and staff who work with the same student to share information about that particular student’s SEL needs so that students receive an informed response to their needs. • There is a system in place to allow teachers of the same student to share SEL supports and strategies so that the student can receive a consistent approach from the school staff. • Teachers reach out to their students’ former teachers to learn about the effectiveness of SEL strategies used in previous years so that current teachers avoid strategies that were ineffective, and students continue to receive interventions that build upon past success.
<p>5B Ensuring a Supportive Environment</p>	<p>Belonging</p> <ul style="list-style-type: none"> • Students feel like valued members of the school and classroom community by the ways in which teachers and school staff treat students with compassion and respect. Teachers validate, affirm, and build upon the experiences and assets students bring. • Staff members’ approach toward discipline focuses on skill-building and enhancing the school community rather than punishing students. • Staff interactions support the dignity of individual students. Staff do not use shaming, humiliation, or isolation as consequences. • Teachers establish opportunities for students to connect with one another and apply SEL skills throughout the day. Students routinely engage in group assignments in which they are all expected to contribute. • The school has specific systems in place to ensure that new students are welcomed into the school community. Staff identify isolated students and incorporate a variety of strategies specific to the student to integrate the students into the school community.

COMPREHENSIVE DTSDE SCHOOL FRAMEWORK

	<p>Independence and Autonomy</p> <ul style="list-style-type: none"> • Students are routinely given activities that can be done in more than one way. • Choice is embedded into the structure of the school and its classrooms, including choice in activity and choice in consequence. <p>Growth</p> <ul style="list-style-type: none"> • Teachers promote high expectations and communicate that through hard work, students can reach those expectations. • The school emphasizes the importance of effort and promotes goal-setting and reflection. • Students are expected to make revisions based on feedback from teachers, peers, and self-reflection. • Students routinely engage in projects, long-term assignments, or other tasks that require perseverance. <p>Relevance and Purpose</p> <ul style="list-style-type: none"> • Students find that the work they do has value. • Students apply their learning to help others. • Teachers and students routinely make connections between the specific lesson being taught and other learning, life outside of school, and students’ futures. • Teachers seek out authentic tasks, experiences, and real-life problems for students to consider and address.
<p>5C Enhancing Family and Community Partnerships</p>	<p>Collaboration</p> <ul style="list-style-type: none"> • Outside partners (e.g., service providers, mentors, after school programs) and school staff connect to share their insights regarding the non-academic needs of students. This collaboration informs how all parties approach their work and strengthens their ability to support students’ needs. • The school shares non-academic and academic curriculum, textbooks, assignments, and learning materials with after-school programs to ensure that students receive continuity in programming. • Families and community partners receive training on SEL core competencies and strategies to support student development of SEL competencies. Families reinforce and support student learning of SEL competencies at home. Community partners regularly support students’ learning of these concepts and strategies through their interactions with students. • Families and school staff connect and share information regarding the SEL skills and needs of students. Families and school staff work together to plan consistent strategies to support student needs both at home and at school.

COMPREHENSIVE DTSDE SCHOOL FRAMEWORK

- The school has staff who can communicate with families about the SEL needs of their children in the mode of communication that the family can best understand.

Linking Students to Supports

- The school has a system in place to identify students who might benefit from non-academic support from outside providers and assist families in connecting with the necessary resources.
- Families and students understand how to raise concerns with the school staff so that their children can receive additional support when necessary.
- The school connects students to potential role models that share their home language and have cultural backgrounds that are relatable to the students.
- The school staff has a system to link students to programs and activities that exist outside of school (e.g., scholarships, internships, summer work programs, extracurricular activities) to provide students with a range of opportunities beyond the classroom.

COMPREHENSIVE DTSDE SCHOOL FRAMEWORK

The above systems are intended to result in students developing the following five Social-Emotional Learning (SEL) Core Competencies.

<p>Social-Emotional Core Competencies for schools to support</p>	<p>Self-Awareness</p>	<p>Emotional Awareness</p> <ul style="list-style-type: none"> • Students recognize and accurately label their emotions. • Students describe their emotions and identify the situations that trigger them. • Students describe how their own behavior can be impacted by their emotions. • Students can use self-reflection to make sure the intensity of their emotions is in line with the situation. • Students are aware of how their emotions and behaviors impact learning during instruction. • Students can describe the role attitude plays in determining success, i.e., pessimism vs. optimism. <p>Self-Assessment</p> <ul style="list-style-type: none"> • Students describe their own strengths and areas for improvement. • Students identify their own needs and values. • Students identify their likes and dislikes. • Students identify things that they have accomplished. • Students identify when they need help. • Students describe how their behavior influences the classroom and school community. • Students can describe connections between their efforts and academic and behavioral results.
	<p>Self-Management</p>	<p>Goal-Setting and Monitoring</p> <ul style="list-style-type: none"> • Students identify obstacles to achieving their goals and work to overcome them. • Students monitor their own progress towards achieving their goals and make adjustments as needed. • Students analyze why they did or did not achieve their goals. • Students can describe and evaluate action steps for achieving short-term and long-term goals. • Students can identify outside resources that can help in achieving their goals. • Students demonstrate an understanding that goal-setting promotes success. <p>Personal Management Skills</p> <ul style="list-style-type: none"> • Students identify and use strategies for managing their emotions and behaviors. • Students demonstrate control of impulsive behavior. • Students use coping skills to manage stressful situations.

COMPREHENSIVE DTSDE SCHOOL FRAMEWORK

		<ul style="list-style-type: none"> • Students self-advocate in a respectful and deliberate manner. • Students can adjust behaviors based on specific teacher feedback. • Students incorporate personal management skills, such as time management and organizational skills, into daily activities. <p>Self-Correction</p> <ul style="list-style-type: none"> • Students improve their work habits based upon specific teacher feedback and suggestions for improvement. • Students recognize that mistakes are part of the learning process and take steps to fix them. • Students are able to self-correct based on prior learning.
	<p>Social Awareness</p>	<p>Empathy and Perspective Taking</p> <ul style="list-style-type: none"> • Students use verbal, physical, and situational cues to determine how others are feeling. • Students understand and can explain others’ points of view. • Students identify words and actions that are hurtful to others. • Students recognize how their actions impact others and adjust their behavior accordingly. • Students can explain how individual, social, and cultural differences may increase vulnerability to bullying and show empathy towards those experiencing it. • Students evaluate how expressing more positive attitudes might influence others and act on this understanding. • Students understand the needs of others. <p>Understanding Differences</p> <ul style="list-style-type: none"> • Students demonstrate an awareness of the differences among individuals’, groups’, and others’ language and cultural backgrounds. • Students recognize that others have different perspectives and are respectful of their differences. • Students know about the interests and backgrounds of their peers. <p>Politeness and Understanding Social Norms</p> <ul style="list-style-type: none"> • Students treat each other with care and respect. • Students demonstrate an awareness of the importance of personal space. • Students demonstrate an awareness of the expectations for social interactions in a variety of settings. • Students welcome all members of the school community and guests to the classroom.

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	Relationship Skills	Communication Skills <ul style="list-style-type: none"> • Students pay attention to others when they are speaking. • Students initiate and maintain conversations. • Students use assertive communication to get their needs met without negatively impacting others. • Students can describe the role of body language and facial expressions in communication. • Students use effective and culturally appropriate communication skills to present their point of view. • Students recognize that effective communication strategies may differ depending on the audience. • Students understand the appropriate usage of social media when communicating with others.
		Healthy Relationships <ul style="list-style-type: none"> • Students recognize the difference between positive and negative relationships. • Students can form and maintain friendships. • Students involve themselves in positive activities with their peer group and resist inappropriate social pressures. • Students can prevent and resolve conflicts in constructive ways. • Students understand how to access problem-solving resources, such as security staff, trusted adults, peer mediators, and counselors, to facilitate resolution of conflict situations. • Students understand and can describe the benefits of honesty to building and sustaining healthy relationships. • Students can identify positive peer/adult support and know when and how to access them. Collaboration <ul style="list-style-type: none"> • Students work cooperatively with others towards a group goal and hold each other accountable. • Students demonstrate the ability to be both a leader and a team member. • Students collaborate effectively with many different peers. • Students focus on promoting the group’s success and support the participation of everyone in the learning task. • Students are open and receptive to feedback from others. Helping Others <ul style="list-style-type: none"> • Students are involved in home, school, and/or community service.

COMPREHENSIVE DTSDE SCHOOL FRAMEWORK

		<ul style="list-style-type: none"> • Students describe ways that responsible students help their classmates (e.g., including examples of how to prevent bullying or teasing). • Students provide specific, constructive feedback to each other regarding school and classroom behavior. • Students provide support and encouragement to others in need. • Students provide language, academic and emotional help to those who need it and accept help from others. • Students advocate for the needs of others.
	<p>Responsible Decision-Making</p>	<p>Analysis</p> <ul style="list-style-type: none"> • Students recognize that they have choices in how to respond to a situation. • Students reflect on possible consequences, both negative and positive, before making a decision. • Students identify and evaluate strategies to succeed academically, behaviorally, and socially. • Students consider ethical, safety, and societal factors and consequences when making decisions. • Students consider input from others when making decisions. • Students take the needs of others into account when making decisions. • Students consider the effect of external influences, such as media, peers, social and cultural norms, and expectations of authority, on their decision-making. • Students identify challenges in solving problems and potential solutions. • Students evaluate the costs and benefits of taking academic and social risks in the classroom. <p>Persistence</p> <ul style="list-style-type: none"> • Students sustain the problem-solving process over time. • Students continue to look for solutions to problems, even when faced with challenges or when encountering setbacks. • Students seek clarification, assistance, and/or resources as needed to solve the problem. <p>Understanding Impact of Decisions</p> <ul style="list-style-type: none"> • Students understand how decisions made now can impact their future and have long-term effects. • Students accept responsibility for their decisions, both positive and negative. • Students evaluate the impact of their decisions and modify their decisions if necessary.

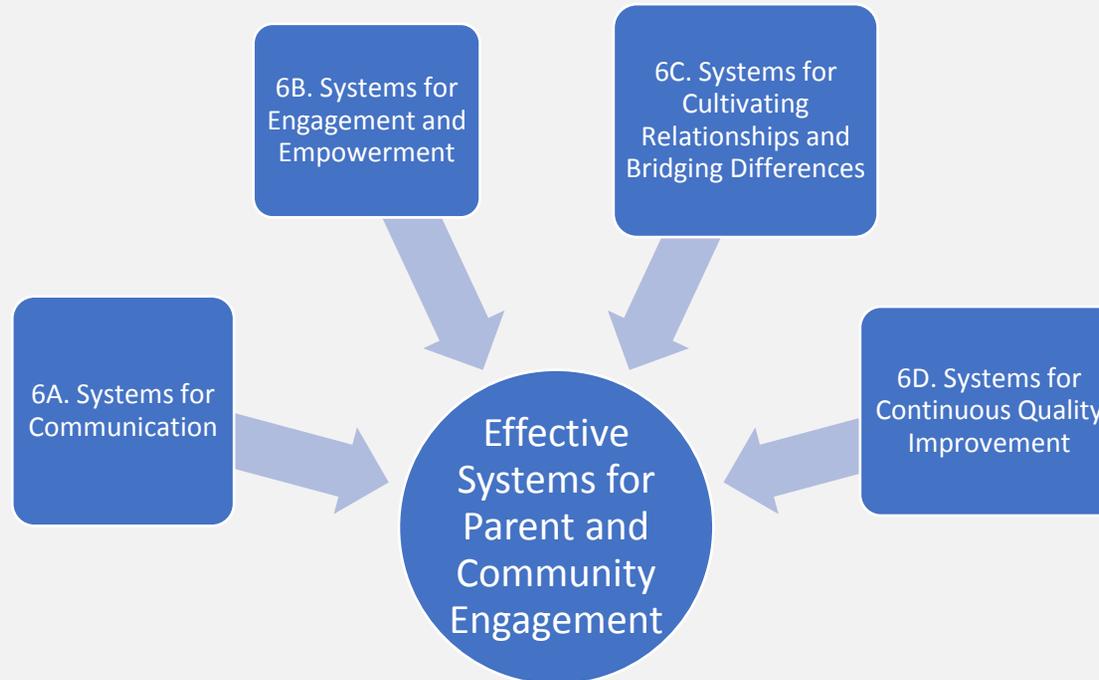
COMPREHENSIVE DTSDE SCHOOL FRAMEWORK

		<ul style="list-style-type: none">• Students can explain how decision-making skills can improve study habits and academic performance.• Students follow through on commitments once a decision is made. <p>Group Decision Making</p> <ul style="list-style-type: none">• Students play a developmentally appropriate role in classroom management and school governance.• Students actively participate in improving classroom culture.• Students identify ways that they can help improve their classroom and school community.• Students effectively participate in group decision-making.
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COMPREHENSIVE DTSDE SCHOOL FRAMEWORK

Tenet 6– Parent and Community Engagement: Effective schools develop a systematic approach to Parent and Community Engagement to empower parents to effectively advocate for their child’s learning and for the improvement of the school.

Pillars of Effective Systems for Parent and Community Engagement



COMPREHENSIVE DTSDE SCHOOL FRAMEWORK

6A. Systems for Communication

Communication to Families

- Communication occurs at regular intervals so that families know when to expect communication.
- The principal communicates his or her vision for success regularly to help shape the identity of the school and keep families up-to-date on what is happening within the school. Teachers share their insight with families regularly to keep families up-to-date on what is happening within the classroom. This communication is presented in a manner that allows families to understand key points.
- Families are knowledgeable about classroom learning or events, school-wide events, individual student progress or concerns, relevant community events, and opportunities for parents to help at the school.
- Families regularly receive information and materials on how to help children at home. Workshops and other information sessions help families understand how children learn and how children are being taught. Families have input on the topics discussed at workshops and information sessions.
- Students and families are provided early and clear information on graduation requirements and post-secondary options.
- Families of new students feel welcome as a result of the purposeful efforts the school makes to connect with new families. The school ensures that new families access the multiple opportunities the school provides to new parents to learn about the school, its instructional programs, and its services and supports for students and families.
- Communication with families is presented in families' preferred languages and modes of communication.
- Families are invited to participate in the development of the student's IEP.
- Communication with families is in language that is easy to understand and avoids the use of educational jargon.

Communication with Families

- Families receive outreach from designated staff who are skilled in addressing the identified area of concern.
- Families can communicate with the school through multiple methods (e.g., face to face meetings, video meetings, email, letters via backpacks, text, school websites, report cards, school-to-home journals, phone calls, social media) and with the help of an interpreter, if the parent desires. Families can easily contact staff for information and receive prompt and cordial responses to their inquiries.
- The school uses creative solutions for communicating with and partnering with parents and caregivers with non-traditional situations (e.g., working parents, non-English speakers, those without transportation, health issues). This ensures that all families are able to actively communication with school staff.

COMPREHENSIVE DTSDE SCHOOL FRAMEWORK

	<ul style="list-style-type: none"> Families receive communication in their preferred language. Families are provided with translators to assist, especially at parent-teacher conferences. <p>Communication from Families</p> <ul style="list-style-type: none"> The school regularly solicits feedback from a diverse range of families. Families share their insight and provide feedback on school policies and practice. When necessary, changes are made as a result of this feedback. Families communicate their concerns to school staff and feel that school staff work to address these concerns. Families report that they understand any additional services their child receives. Families of students with disabilities report that they understand their due process rights. Families feel that their perspective is valued and heard by the school.
<p>6B. Systems for Engagement and Empowerment</p>	<p>Systems for Engagement</p> <ul style="list-style-type: none"> Families receive student work at regular intervals and at least several times a month. Families receive feedback from teachers that allows them to understand how their child performed. Families know what is being taught in each class. With older students, the school makes purposeful efforts to ensure that families are aware of the variety of opportunities that exist outside of school and following graduation. Families are contacted regularly by teachers to discuss their children’s progress. The degree to which contact is made is reflective of the system and the expectations the school has established, rather than the initiative of the teacher. Families can easily understand the information found in report cards and progress reports and know how to use this information to assist their child. The school’s outreach allows report conferences to be well attended. The school supports families in understanding how to benefit from these conferences and what potential questions families may want to ask during these conferences so that they can better understand how their child is doing and how they can provide support at home. Students speak about the quality of their work during conferences. Families understand how to support their child in completing homework assignments. Families understand who to contact at the school if their child is experiencing academic difficulties. Families understand who to contact at the school if their child is struggling with non-academic issues.

COMPREHENSIVE DTSDE SCHOOL FRAMEWORK

	<ul style="list-style-type: none"> Families understand the graduation requirements, the types of diplomas, the pathways to achieving each diploma type, the advantages of each diploma, the Advanced Placement and Concurrent Enrollment courses available, the Seal of Biliteracy, Career Pathways, and all the internal and external opportunities and supports available for students.
	<p>Systems for Empowerment</p> <ul style="list-style-type: none"> Families are involved in school planning and decision making. The parents who participate vary depending on the initiative. Parents and Families have a role in the hiring process at the school. Families are surveyed at least annually by the school. The survey is co-designed by families, and families are aware of the results of the survey. Families are involved in identifying solutions to address areas of need that are identified through the survey process. The parent organization recommends ways to improve student achievement and increase family engagement. School staff work with local community organizations to address neighborhood concerns. Families and staff work together to examine relevant issues concerning schooling, youth, and the community. When school staff discuss community issues with parents, they make sure that families have ample opportunities to participate in the discussion. The school taps local businesses and community institutions for technical services, job opportunities for families and students, reduced fees, tutoring, mentoring, and training. Families have access to a variety of community resources. Staff and families work with community organizers and locally elected officials to identify solutions to problems that families and students face, such as traffic hazards and gang activity. Schools facilitate timely student and family connections to post-secondary supports and services.
<p>6C. Systems for Cultivating Relationships and Bridging Differences</p>	<p>Cultivating Relationships</p> <ul style="list-style-type: none"> The school makes purposeful efforts to include all families in school activities and decision making. Families feel that the school honors their contributions and values their assets, including their cultural and language backgrounds. Staff speak about families without condescension. Families feel respected and believe that school staff treat them as equal partners in their children’s education. Families are encouraged to participate in the parent organization. The parent organization reflects the cultural, linguistic, racial, and economic diversity of the school’s students. Families feel that their views and perspectives are represented.

COMPREHENSIVE DTSDE SCHOOL FRAMEWORK

	<ul style="list-style-type: none"> • Families are able to contact school staff through a variety of methods that take into consideration families’ varying needs. • The school works with outside organizations to help staff better understand and reach families. Families feel that staff understand their needs and engage the necessary resources to ensure their needs are met. • When the school has encountered challenges cultivating relationships, it has reflected on why those challenges exist and has continually modified its approach so that those challenges can be addressed. Families feel that the school has worked to remove barriers that prevent their involvement in the children’s education. <p>Bridging Differences</p> <ul style="list-style-type: none"> • The materials and books used in the school reflect families’ cultures and languages. The school makes ongoing efforts to celebrate multiculturalism, including multilingualism, so that all parents feel included. • The school makes purposeful efforts to avoid perpetuating stereotypes of any fashion, including cultural, linguistic, racial, and gender stereotypes. Families of all backgrounds feel welcome and valued. • Staff are mindful of implicit and unconscious bias, and staff reflect on how their responses may be informed by their own experiences and upbringing. Staff monitor outreach from the school to ensure that it is free from bias. Families feel they are treated respectfully and fairly by all staff. • Families are provided with translators, and the school ensures that translators understand the importance of respecting student and parent confidentiality. • The school is mindful of the economic hardships some families may face and makes sure that families and students are not excluded from events or activities because of financial reasons. • Families of all backgrounds feel accepted by the school and feel a connection to the success of the school.
<p>6D. Systems for Continuous Quality Improvement</p>	<p>Goal Setting</p> <ul style="list-style-type: none"> • The school has clear goals it would like to accomplish with families during a school year and has a plan to monitor progress and meet the benchmarks of each goal. • Families are aware of the school’s goals for family engagement and participate in efforts to reach these goals. Families are knowledgeable about the school’s progress towards meeting these goals. <p>Assessing Success and Modifying Practices</p>

COMPREHENSIVE DTSDE SCHOOL FRAMEWORK

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| | <ul style="list-style-type: none">• The school monitors outreach efforts to determine the success of outreach strategies and makes adjustments based on the results. The school surveys families regularly to learn their concerns and to determine if efforts have been successful. The school analyzes the survey results, determines what benchmarks were not achieved, and modifies the school's approach so that results improve. Families participate in identifying strategies to address concerns that emerge from survey data. |
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