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| **DTSDE Tenet** | **Possible Sources of Evidence of Current Practice** |
| **District Leadership and Capacity** |  |
| 1.1 Recruiting, hiring and retaining human capital\*  1.2 Fiscal , facility and fiscal resources\*  1.3 District vision\*  1.4 Comprehensive professional development\*  1.5 Data-Driven Culture\* | -APPR, PD plans, feedback on recent PD offerings  -Vision and mission statements on publications, websites  -Teacher, parent and student surveys  -Interactions observed during IIT site visit |
| **School Leader Practices and Decisions** |  |
| 2.1 District support of school leader\*  2.2 School leader’s vision  2.3 Systems and structure for school development  2.4 School leader’s sue of resources  2.5 Use of data and teacher and mid-management effectiveness | -Building level professional development plans, including follow up  -Teacher, parent and student surveys  - Classroom visits conducted with the principal  -Observations of teacher grade level/vertical teams, student support focus group meetings  -Feedback principal has given to teachers in observation reports, after walkthroughs  -Principal/school leader(s) interview(s) |
| **Curriculum Development and Support** |  |
| 3.1 District support concerning curriculum\*  3.2 Enacted curriculum  3.3 Units and lesson plans  3.4 Teacher collaboration  3.5 Use of data and action planning | -Teacher, student and parent surveys  -Curriculum maps/guides, curriculum modules currently in use  -Classroom lessons visited (using Tri-state Rubric for CCLS including co-taught classes)  -Lessons and unit plans written for classrooms visited during the review  -Principal/school leader(s) interview(s)  -Observations of teacher grade level/vertical teams, student support focus group meetings |
| **Teacher Practices and Decisions** |  |
| 4.1 District support of teachers\*  4.2 Instructional practices and strategies  4.3 Comprehensive plans for teaching  4.4 Classroom environment and culture  4.5 Use of data, instructional practices and student learning | -District PD plan  -Teacher, student and parent surveys  -Classroom visits (instruction for SWD’s, ELLs, ED students)  -Lesson and unit plans written for classrooms visited during the review  -Observations of teacher grade level/vertical teams, student support focus group meetings  -Parent group interview |
| **Student Social and Emotional Developmental Health** |  |
| 5.1 District support of student growth\*  5.2 Systems and partnerships  5.3 Vision for social/emotional developmental health  5.4 Safety  5.5 Use of data and student needs | -Student and parent surveys, classroom and school visits  -Small and large group student interviews  -Classroom visits (instruction for SWD’s, ELLs, ED students)  -School support team meeting interview  -Principal interview  -School safety plan  -Parent group interview |
| **Family and Community Engagement** |  |
| 6. 1 District support of family and community engagement\*  6.2 Welcoming environment  6.3 Reciprocal communication  6.4 Partnerships and responsibility  6.5 Use of data and families | -Student and parent surveys, classroom and school visits  -Small and large group student interviews  -School building websites, calendars, newsletters  -Observation during school building visits (school office, hallways, entryways)  -School support team meeting interview |

\*For district level review