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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 development2.4 School leader’s sue of resources2.5 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 curriculum3.3 Units and lesson plans3.4 Teacher collaboration3.5 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 strategies4.3 Comprehensive plans for teaching4.4 Classroom environment and culture4.5 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 partnerships5.3 Vision for social/emotional developmental health5.4 Safety5.5 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 environment6.3 Reciprocal communication6.4 Partnerships and responsibility6.5 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