

# ACTIVE INGREDIENT



## STAKEHOLDER UNDERSTANDING RUBRIC

The purposes of this rubric are to: 1) help gauge levels of understanding and action about the Active Ingredients concept; and 2) provide guidance as to what strategies and materials are most appropriate to increase the stakeholder group's understanding of Active Ingredients.

The rubric is designed to guide the user to reflect on their interactions with and observations of the stakeholder group, in order to estimate their learning stage and identify the most appropriate actions to further socialize the stakeholders.

### INSTRUCTIONS

- Select the rubric appropriate to the relevant type of Active Ingredient.
- For each row/learning stage, select a rating to reflect whether the stakeholder group exhibits No Evidence (1), Some Evidence (2), or Substantial Evidence (3) (see the Key for rating definitions). Write the rating number in the "Rating" column.  
*Note: It is expected that the learning stages will build on each other (i.e., it is unlikely that someone will score a 3 in Behavior/Action without first scoring a 3 in Awareness).*
- If the score is below 3 in any row, use the "Action" column to determine what type of strategies might be most appropriate to move the stakeholders to the next learning stage.
- For each Active Ingredient Category, add up the numbers in the score column. The total score will indicate whether the stakeholders can be characterized as Novice, Developing Supporter, or Informed Practitioner.

### KEY Rating (0-3)

- 0 N/A or Don't Know
- 1 No Evidence = No examples observed
- 2 Some Evidence = One or two isolated examples, or spotty implementation
- 3 Substantial Evidence = Multiple examples; School-wide, consistent implementation



## WHOLE CHILD/SOCIAL EMOTIONAL LEARNING

### School Stakeholders:

### Family Stakeholders:

### Governance Stakeholders:

Look for evidence that the stakeholder(s) understand(s) the benefits of using a whole child approach/ incorporating social-emotional learning in schools

|  |   |  |  |
|--|---|--|--|
| <b>AWARENESS / UNDERSTANDING</b>   | Has explored partnerships with wraparound service providers<br>Teachers have requested support or training to address students social-emotional needs<br>School mission and/or theory of action includes reference to students' social-emotional well-being and development<br>Teachers or school seek to reform exclusionary discipline practices<br>School collects data on students' social, emotional, or behavioral well-being but does not use it to inform instruction or support services | Have asked for school to provide more supports to address students' social-emotional needs<br>Have asked school to reform exclusionary discipline practices<br>Parent-teacher organization has focused on topics related to students' social, emotional, or behavioral needs | Have inquired about providing supports to address students' social-emotional needs<br>Have inquired about or offered to help facilitate building partnerships with wraparound service providers to help meet students' needs<br>Have inquired about training or support for teachers to address students' social-emotional needs<br>Have requested and/or encouraged efforts to reform exclusionary discipline practices |
|  | <b>Other Observables:</b> _____ <b>Rating:</b> _____  | <b>Other Observables:</b> _____ <b>Rating:</b> _____   | <b>Other Observables:</b> _____ <b>Rating:</b> _____   |
| <i>If score is 2 or 1: Refer to Message Map to educate about SEL programs and whole child approachide examples of why schools and authorizers in pilot decided to adopt SEL/ whole child approach. OR Provide examples of why schools and authorizers in pilot decided to adopt SEL/whole child approach</i> |   |  |  |

### levels of understanding among stakeholder groups

|  |  |  |  |
|--|--|--|--|
| <b>BEHAVIOR / ACTION</b>   | School-wide SEL curriculum is being implemented<br>Partnerships have been established with wraparound service providers<br>School-wide discipline approach is tied to strategies for supporting social, emotional, and behavioral growth<br>Teachers receive training in whole child approaches and SEL-related practices<br>Teachers collaborate with counseling department to integrate SEL into instruction<br>Staff includes specialized roles dedicated to supporting students' social and emotional well-being, such as social workers, wraparound services coordinator, director of restorative practices<br>School offers regular information sessions or trainings for parents about SEL programs | Parents attend information sessions and/or trainings about SEL/whole child approach<br>Parents participate in restorative conversations as needed<br>Parents collaborate with teachers and counselors to support students' social, emotional, and/or behavioral growth | Participate in information sessions and/or trainings about SEL/whole child approach<br>Have facilitated building partnerships with wraparound service providers to help meet students' needs<br>Support investing resources necessary to sustain specialized roles dedicated to supporting students' social and emotional well-being, such as social workers, wraparound services coordinator, director of restorative practices<br>Consistently request and review data related to students' social, emotional, and behavioral outcomes in addition to academic outcomes<br>Ensure that board includes member(s) with expertise in children's social-emotional development and/or SEL/whole child education |
|  | <b>Other Observables:</b> _____ <b>Rating:</b> _____   | <b>Other Observables:</b> _____ <b>Rating:</b> _____   | <b>Other Observables:</b> _____ <b>Rating:</b> _____   |
| <i>If score is 2 or 1: Refer to Message Map to educate about academic and other benefits of SEL/whole child approach...and provide support for/examples of designing a program aligned with a theory of action</i> |  |  |  |

### Refer to Active Ingredients Framework to provide support with identifying appropriate measures

|   |   |  |  |
|---|---|--|--|
| <b>RESULTS</b>  | School collects relevant data and uses it to connect students to multi-tiered system of academic, social, emotional, and behavioral supports<br>Report cards include information about social emotional, behavioral learning over time<br>Annual report includes relevant indicators of SEL/ whole child outcomes (such as attendance, test scores, school climate survey, valid assessment of behavioral/ cognitive/social skills and awareness) | Parent surveys or other data collection show that parents perceive improvement in their students' social, emotional, behavioral skills | Use data related to SEL/whole child outcomes to inform governing decisions<br>Use data related to SEL/whole child outcomes to inform continuous improvement and long-term strategic planning |
|   | <b>Other Observables:</b> _____ <b>Rating:</b> _____  | <b>Other Observables:</b> _____ <b>Rating:</b> _____   | <b>Other Observables:</b> _____ <b>Rating:</b> _____   |
| <i>If score is 2 or 1: Refer to Active Ingredients Framework to provide support with identifying appropriate measures</i> |   |  |  |

Overall Scoring: Novice (1-4); Developing Supporter (5-8); Informed Practitioner (9-12)

# APPLIED LEARNING

# PERSONALIZED LEARNING PLANS/IEPS

| School Stakeholders:  |   |                | Family Stakeholders:   |                | Governance Stakeholders:  |  | School Stakeholders:             |   |                | Family Stakeholders:  |                | Governance Stakeholders:   |                |
|---|---|----------------|--|----------------|---|--|----------------------------------|---|----------------|---|----------------|--|----------------|
| <i>Look for evidence that the stakeholder(s) understand(s) the benefits of using a whole child approach/ incorporating social-emotional learning in schools</i>   |   |                |  |                |   | <i>Look for evidence that the stakeholder(s) understand(s) the benefits of aligning IEPs/PLPs with college and career ready standards</i>  |                                  |   |                |   |                |  |                |
| <b>AWARENESS / UNDERSTANDING</b>  | <p>School has explored partnerships with businesses that could provide work experiences</p> <p>School has explored partnerships with local higher education institutions</p> <p>School theory of action includes reference to preparing students with career and technical knowledge and skills</p> <p>Teachers or school leaders have attended professional development related to implementing applied learning programs</p> <p>Individual teachers have integrated applied learning into their courses</p>   |                | <p>Parents have asked for school to provide more career and technical education opportunities</p> <p>Parent-teacher organization has focused on topics related to career readiness</p> <p>Parents or community members have approached school about partnering with their business or higher education institution</p> |                | <p>Have inquired about providing more career and technical education opportunities</p> <p>Have inquired about or offered to help facilitate building partnerships with businesses that could provide work/ internship experiences</p> <p>Have inquired about or offered to help facilitate building partnerships with local higher education institutions</p> <p>Have inquired about training for teachers related to implementing applied learning programs</p>  |  | <b>AWARENESS / UNDERSTANDING</b> | <p>School theory of action includes reference to preparing all students with college and career ready skills</p> <p>Teachers or school leaders have attended professional development related to implementing standards-aligned IEPs/PLPs</p> <p>Individual teachers have integrated standards-aligned PLPs into their classes</p> <p>Individual staff write standards-aligned IEP goals</p>  |                | <p>Parents have asked for school to improve academic outcomes and college/career readiness for students with IEPs</p> <p>Parent-teacher organization has focused on topics related to personalized learning and/or college &amp; career readiness for students with IEPs</p>  |                | <p>Have inquired about improving academic outcomes and college/career readiness for students with IEPs</p> <p>Have inquired about training for teachers related to implementing standards-aligned IEPs/PLPs</p>  |                |
|   | <b>Other Observables:</b>   | <b>Rating:</b> | <b>Other Observables:</b>  | <b>Rating:</b> | <b>Other Observables:</b>   | <b>Rating:</b>   |                                  | <b>Other Observables:</b>   | <b>Rating:</b> | <b>Other Observables:</b>   | <b>Rating:</b> | <b>Other Observables:</b>  | <b>Rating:</b> |
| <i>If score is 2 or 1: Refer to Message Map to educate about applied learning...and provide examples of why schools and authorizers in pilot decided to incorporate applied learning into educational model</i> |   |                |  |                |   | <i>If score is 2 or 1: Refer to Message Map to educate about standards-aligned IEPs/PLPs...and provide examples of why schools and authorizers in pilot decided to focus on standards-aligned IEPs/PLPs</i>            |                                  |   |                |   |                |  |                |
| <i>Examples of strategies/programs that the stakeholder is implementing to provide students with applied learning experiences</i>   |   |                |  |                |   | <i>Examples of strategies/programs that the stakeholder is using to align IEPs and/or PLPs to college and career-ready standards</i>   |                                  |   |                |   |                |  |                |
| <b>BEHAVIOR / ACTION</b>  | <p>School offers fully articulated applied learning program of study (e.g., CTE courses, apprenticeship/internship programs, early college high school)</p> <p>Partnerships are established with local employers to provide work experiences</p> <p>Partnerships are established with local higher education institutions to provide concurrent enrollment opportunities</p> <p>Teachers receive training in applied learning approaches</p> <p>Staff includes specialized roles dedicated to supporting applied learning, such as CTE director and instructors, internship coordinator, career counselor, early college enrollment coordinator</p> <p>School offers regular information sessions or trainings for parents about applied learning</p> |                | <p>Parents attend information sessions and/or trainings about applied learning opportunities</p> <p>Parents collaborate with teachers and dedicated staff to support students' applied learning</p>  |                | <p>Participate in information sessions and/or trainings about applied learning opportunities</p> <p>Have facilitated building partnerships with local employers and/or local higher education institutions</p> <p>Support investing in resources necessary to sustain specialized roles dedicated to supporting applied learning, such as CTE director and instructors, internship coordinator, career counselor, early college enrollment coordinator</p> <p>Consistently request and review data related to students' applied learning outcomes in addition to academic outcomes</p> <p>Ensure that board includes member(s) with expertise in applied learning</p> |  | <b>BEHAVIOR / ACTION</b>         | <p>Teachers receive training related to implementing standards-aligned IEPs/PLPs</p> <p>Teachers consistently design instruction around standards-aligned PLPs for all students</p> <p>Teachers work with IEP teams to develop standards-aligned goals for each student</p> <p>IEP teams consistently align IEPs with students' PLPs</p> <p>Staff includes specialized role(s) dedicated to supporting personalized learning</p> <p>School offers regular information sessions or trainings for parents about standards-aligned IEPs/PLPs</p> |                | <p>Parents attend information sessions and/or trainings about standards-aligned IEPs/PLPs</p> <p>Parents collaborate with teachers and IEP team to develop standards-aligned goals for each student</p> <p>Parents work with IEP team to align IEP and PLP</p>  |                | <p>Participate in information sessions and/or trainings about standards-aligned IEPs/PLPs</p> <p>Support investing resources necessary to sustain specialized roles dedicated to supporting personalized learning</p> <p>Consistently request and review data on outcomes related to students' IEPs/PLPs</p> <p>Ensure that board includes member(s) with expertise in personalized learning and/or students with IEPs</p> |                |
|   | <b>Other Observables:</b>   | <b>Rating:</b> | <b>Other Observables:</b>  | <b>Rating:</b> | <b>Other Observables:</b>   | <b>Rating:</b>   |                                  | <b>Other Observables:</b>   | <b>Rating:</b> | <b>Other Observables:</b>   | <b>Rating:</b> | <b>Other Observables:</b>  | <b>Rating:</b> |
| <i>If score is 2 or 1: Refer to Message Map to educate about academic and other benefits of applied learning...and provide support for/examples of designing a program aligned with a theory of action</i>      |   |                |  |                |   | <i>If score is 2 or 1: Refer to Message Map to educate about academic and other benefits of standards-aligned IEPs/PLPs ...and provide support for/examples of designing a program aligned with a theory of action</i> |                                  |   |                |   |                |  |                |
| <i>Evidence that the stakeholder is measuring and reporting the results of programs that provide students with applied learning experiences</i>   |   |                |  |                |   | <i>Evidence that the stakeholder is measuring and reporting the results of standards-aligned IEPs/PLPs</i>   |                                  |   |                |   |                |  |                |
| <b>RESULTS</b>  | <p>Report cards include information about applied learning indicators, such as college credit accumulation, internship or work hours and performance ratings, progress toward trade certification.</p> <p>School collects and reports data on outcomes associated with applied learning, such as engagement, attendance, college credit accumulation, ACT scores, college matriculation, trade certifications, and employment.</p>  |                | <p>Parent surveys or other data collection show that parents perceive improvement in their students' career, technical, and/or college readiness skills.</p>   |                | <p>Use data related to applied learning outcomes to inform governing decisions</p> <p>Use data related to applied learning outcomes to inform continuous improvement and long-term strategic planning</p>   |  | <b>RESULTS</b>                   | <p>IEP teams regularly review data about students' progress toward standards-aligned goals</p> <p>School collects, reviews, and reports on academic outcomes and progress toward grade-level goals for all students with IEPs</p> <p>School collects, reviews, and reports data on outcomes associated with standards-aligned PLPs, such as engagement, attendance, and career goal-setting.</p>  |                | <p>Parent surveys or other data collection show that parents perceive improvement in outcomes associated with standards-aligned PLPs, such as engagement, attendance, and career goal-setting.</p> <p>Parent surveys or other data collection show that parents perceive that students with IEPs are progressing toward college and career-ready goals.</p> |                | <p>Use data related to standards-aligned IEPs/PLPs to inform governing decisions</p> <p>Use data related to standards-aligned IEPs/PLPs to inform continuous improvement and long-term strategic planning</p>  |                |
|   | <b>Other Observables:</b>   | <b>Rating:</b> | <b>Other Observables:</b>  | <b>Rating:</b> | <b>Other Observables:</b>   | <b>Rating:</b>   |                                  | <b>Other Observables:</b>   | <b>Rating:</b> | <b>Other Observables:</b>   | <b>Rating:</b> | <b>Other Observables:</b>  | <b>Rating:</b> |
| <i>If score is 2 or 1: Refer to Active Ingredients Framework to provide support with identifying appropriate measures</i>   |   |                |  |                |   | <i>If score is 2 or 1: Refer to Active Ingredients Framework to provide support with identifying appropriate measures</i>  |                                  |   |                |   |                |  |                |
| <i>Suggested Scoring: Novice (1-4); Developing Supporter (5-8); Informed Practitioner (9-12)</i>  |   |                |  |                |   | <i>Suggested Scoring: Novice (1-4); Developing Supporter (5-8); Informed Practitioner (9-12)</i>   |                                  |   |                |   |                |  |                |