

Developing Assets in Our Schools

www.asdk12.org/depts/SDFS/

October 23, 2006

Two Options

OPTION 1	Pick a promising or proven practice.	Consensus and buy-in for program by selected school(s).	Hire a person or train a staff member to provide the program to students.
OPTION 2			

OPTION 1	Consensus and buy-in for program by selected school(s).	Hire a person or train a staff member to provide the program to students.	In-service staff on program. Staff integrates into classroom as they can.
OPTION 2			

130-470	Hire a person or train a staff member to provide the program to students.	In-service staff on program. Staff integrates into classroom as they can.	Lessons taught to students. Complete the program.
230-470			

130-470	In-service staff on program. Staff integrates into classroom as they can.	Lessons taught to students. Complete the program.	Grant renewed.
230-470			

130-470	Lessons taught to students. Complete the program.	Grant renewed.	Facilitators re-trained and updated on latest changes in curriculum / program.
230-470			

130-470	Grant renewed.	Facilitators re-trained and updated on latest changes in curriculum / program.	In-service to staff, given-highlighting the goals and student feedback stories of the program.
230-470			

2007-08	Facilitators re-trained and updated on latest changes in curriculum / program.	In-service to staff, given-highlighting the goals and student feedback stories of the program.	More students taught lessons. Complete program.
2006-07			

2007-08	Facilitators re-trained and updated on latest changes in curriculum / program.	In-service to staff, given-highlighting the goals and student feedback stories of the program.	More students taught lessons. Complete program.
2006-07	Begin basic Developmental Asset® training to anyone & everyone.	Begin to train every new teacher to the district in Developmental Assets.	Use some grant money to seed asset building efforts in schools.

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2007-08	Facilitators re-trained and updated on latest changes in curriculum / program.	In-service to staff, given-highlighting the goals and student feedback stories of the program.	More students taught lessons. Complete program.
2006-07	Begin to train every new teacher to the district in Developmental Assets.	Use some grant money to seed asset building efforts in schools.	Provide basic asset training to all principal interns.

2007-08	Facilitators re-trained and updated on latest changes in curriculum / program.	In-service to staff, given-highlighting the goals and student feedback stories of the program.	More students taught lessons. Complete program.
2006-07	Use some grant money to seed asset building efforts in schools.	Provide basic asset training to all principal interns.	Hold an all day training with a keynote speaker; breakouts highlight asset building efforts going on in schools already.

2006-07	Facilitators re-trained and updated on latest changes in curriculum / program.	In-service to staff, given-highlighting the goals and student feedback stories of the program.	More students taught lessons. Complete program.
2007-08	Provide basic asset training to all principal interns.	Hold an all day training with a keynote speaker; breakouts highlight asset building efforts going on in schools already.	Provide training and coordination for student groups to do asset building efforts in their schools.

2006-07	Facilitators re-trained and updated on latest changes in curriculum / program.	In-service to staff, given-highlighting the goals and student feedback stories of the program.	More students taught lessons. Complete program.
2007-08	Hold an all day training with a keynote speaker; breakouts highlight asset building efforts going on in schools already.	Provide training and coordination for student groups to do asset building efforts in their schools.	Provide on-site consultation and guidance with individual schools. Can build assets into the school day.

2008-09	Facilitators re-trained and updated on latest changes in curriculum / program.	In-service to staff, given-highlighting the goals and student feedback stories of the program.	More students taught lessons. Complete program.
2009-10	Provide training and coordination for student groups to do asset building efforts in their schools.	Provide on-site consultation and guidance with individual schools. Can build assets into the school day.	Provide training to principals and administrators on the role climate & connectedness and academic achievement.

2008-09	Facilitators re-trained and updated on latest changes in curriculum / program.	In-service to staff, given-highlighting the goals and student feedback stories of the program.	More students taught lessons. Complete program.
2009-10	Provide on-site consultation and guidance with individual schools. Can build assets into the school day.	Provide training to principals and administrators on the role climate & connectedness and academic achievement.	Train teachers and staff on climate / connectedness strategies.

October 1	Facilitators re-trained and updated on latest changes in curriculum / program.	In-service to staff, given-highlighting the goals and student feedback stories of the program.	More students taught lessons. Complete program.
October 2	Provide training to principals and administrators on the role climate & connectedness and academic achievement.	Train teachers and staff on climate / connectedness strategies.	Hold an annual day long training with a keynote linking climate / connectedness with academic achievement. Breakout sessions highlight climate & connectedness building efforts going on in the schools already.

Evaluation of Developmental Assets[®] Application in Schools

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	What are the goals of this option?	What are some of the process evaluation indicators related to the goal?	What are some outcome evaluation indicators related to the goal?	What kind of behaviors / attitudes would document moving the needle toward the goal?
OPTION 1				
OPTION 2				

	What are the goals of this option?	What are some of the process evaluation indicators related to the goal?	What are some outcome evaluation indicators related to the goal?	What kind of behaviors / attitudes would document moving the needle toward the goal?
OPTION 1	Change Student Behavior.			
OPTION 2	Institutionalization of Developmental Asset Framework, Which will affect student behavior.			

	What are the goals of this option?	What are some of the process evaluation indicators related to the goal?	What are some outcome evaluation indicators related to the goal?	What kind of behaviors / attitudes would document moving the needle toward the goal?
2004-05	Change Student Behavior.	How many students completed the program?	Percentage of change in skills / attitudes targeted by program.	Teachers reporting noticeable changes in student behavior / attitudes.
		How many staff trained?	Change in student thriving indicators.	Grant gets Re-Funded.
2005-06	Institutionalization of Developmental Asset Framework, Which will affect student behavior.			

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2004-05	Change Student Behavior.	How many students completed the program?	Change in student thriving indicators.	Grant gets Re-Funded.
		How many staff trained?	Change in student risk indicators.	Students refer their friends to go through the program.
2005-06	Institutionalization of Developmental Asset Framework, Which will affect student behavior.			

	What are the goals of this option?	What are some of the process evaluation indicators related to the goal?	What are some outcome evaluation indicators related to the goal?	What kind of behaviors / attitudes would document moving the needle toward the goal?
Option 1	Change Student Behavior.	How many students completed the program?	Change in student thriving indicators.	Students refer their friends to go through the program.
		How many staff trained?	Change in student risk indicators.	Parents call and ask how to get a son or daughter into the program.
Option 2	Institutionalization of Developmental Asset Framework, Which will affect student behavior.			

	What are the goals of this option?	What are some of the process evaluation indicators related to the goal?	What are some outcome evaluation indicators related to the goal?	What kind of behaviors / attitudes would document moving the needle toward the goal?
Option 1	Change Student Behavior	How many students completed the program?	Change in student thriving indicators.	Students refer their friends to go through the program.
		How many staff trained?	Change in student risk indicators.	Parents call and ask how to get a son or daughter into the program.
Option 2	Institutionalization of Developmental Asset Framework, Which will affect student behavior.	How many schools are initiating asset building activities?	What concrete steps / policies or changes has the district taken that reflects institutionalization of Developmental Asset Framework?	School board adopts Social & Emotional Learning standards & benchmarks.
		What are some stories of creative steps developed to implement the Developmental Asset Framework?	All teacher advancement courses related to behavior need to reflect Developmental Asset Framework.	District contracts with Robert Marzano to develop assessment rubrics for SEL benchmarks.

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		How many staff trained?	Change in student risk indicators.	Parents call and ask how to get a son or daughter into the program.
2006-07	Institutionalization of Developmental Asset Framework, Which will affect student behavior.	What are some stories of creative steps developed to implement the Developmental Asset Framework?	All teacher advancement courses related to behavior need to reflect Developmental Asset Framework.	District contracts with Robert Marzano to develop assessment rubrics for SEL benchmarks.
		Parents reporting that they are hearing assets at school, at work, and at day care.	Climate and connectedness survey given to all staff, parents & students.	Individual student report cards will convey student assessment on SEL benchmark indicators.

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		How many staff trained?	Change in student risk indicators.	Parents call and ask how to get a son or daughter into the program.
2006-07	Institutionalization of Developmental Asset Framework, Which will affect student behavior.	Parents reporting that they are hearing assets at school, at work, and at day care.	Climate and connectedness survey given to all staff, parents & students.	Individual student report cards will convey student assessment on SEL benchmark indicators.
		School board members no longer call it Social Engineering-but debate ho best the Asset Framework should be implemented.	"Helping Kids Succeed-ASD Style" – Documenting ASD efforts.	District creates and funds Social & Emotional Learning Curriculum Department.