

## Attendance-Danielson Crosswalk

Schools that can consider the ways classroom teachers...

		Encourage good attendance	Prevent absences	Provide continuity of instruction when students do miss school
75% of MOTP	Domain 2 (The Classroom Environment)	<b>2a Creating an environment of respect and rapport; 2c Managing classroom procedures</b>		
		<p><b>(2a)</b> All students want feel valued, safe and comfortable.</p> <ul style="list-style-type: none"> <li>• Students are greeted warmly;</li> <li>• Students want to be in the class.</li> <li>• Students are celebrated for good/improved attendance</li> </ul> <p><b>(2c)</b> Routines and procedures for the smooth operation of the classroom.</p> <ul style="list-style-type: none"> <li>• Attendance and lateness policies are known and consistently followed.</li> <li>• There are efficient and accurate attendance-taking procedures.</li> </ul>	<p><b>(2a)</b> Teacher acknowledges students' backgrounds and lives outside the classroom.</p> <ul style="list-style-type: none"> <li>• Students are welcomed back into classrooms when they have been absent.</li> <li>• Teacher asks about the reasons for absences, in a way respectful of student privacy.</li> <li>• Teacher is prepared for unexpected absences with make-up work.</li> </ul>	<p><b>(2c)</b> Students ensure that transitions and other routines are accomplished smoothly.</p> <ul style="list-style-type: none"> <li>• Students are aware of their attendance and take responsibility for bringing absence notes and requesting make-up work.</li> </ul>
75% of MOTP	Domain 3 (Instruction)	<b>3a Communicating with students; 3c Engaging students in learning; 3e Demonstrating flexibility and responsiveness</b>		
		<p><b>(3a)</b> Teacher conveys that teaching and learning are purposeful activities; they make that purpose clear to students.</p> <ul style="list-style-type: none"> <li>• Students know the reasons for coming to school.</li> </ul> <p><b>(3c)</b> Student enthusiasm; students are highly motivated.</p> <ul style="list-style-type: none"> <li>• Students know their attendance rates and are celebrated for improvements.</li> </ul>	<p><b>(3e)</b> Teacher adjusts instruction in response to evidence of student understanding (or lack of it).</p> <ul style="list-style-type: none"> <li>• Teacher builds in supports in daily lessons for students who missed the previous day.</li> <li>• Students are given opportunities to catch up after an absence.</li> </ul>	<p><b>(3c)</b> Teacher provides suitable scaffolding; Students serve as resources for one another.</p> <ul style="list-style-type: none"> <li>• Appropriate efforts are made to transition absentee students back into the class after absences.</li> </ul> <p><b>(3e)</b> Teacher persists in seeking effective approaches for students who need help.</p> <ul style="list-style-type: none"> <li>• Teacher maintains connection with or outreach to students with repeated absences.</li> </ul>
25% of MOTP	Domain 1 (Planning & Preparation)	<b>1b Demonstrating knowledge of students; 1d Demonstrating knowledge of resources</b>		
		<p><b>(1b)</b> That students have lives beyond school . . . is considered when a teacher is planning lessons and identifying resources to ensure that all students will be able to learn.</p> <ul style="list-style-type: none"> <li>• Parents and students have class calendars that show what students are learning with key dates of tests as well as school breaks.</li> </ul>	<p><b>(1b)</b> Teacher gathers formal and informal information about students for use in planning instruction</p> <ul style="list-style-type: none"> <li>• Number of days missed or late.</li> <li>• Reasons for days missed.</li> </ul> <p><b>(1d)</b> Teacher can provide non-instructional assistance to students.</p> <ul style="list-style-type: none"> <li>• Teacher uses data on reasons for absences and looks for resources to address the reasons.</li> </ul>	<p><b>(1b)</b> The teacher plans his lessons with three different follow-up activities, designed to meet the varied ability levels of his students.</p> <ul style="list-style-type: none"> <li>• Teacher plans for occasional absences with make-up activities.</li> <li>• Teacher prepares for the return of absentee students.</li> </ul> <p><b>(1d)</b> Teacher looks beyond the school for resources...to assist students who need help inn their nonacademic lives.</p>
25% of MOTP	Domain 4 (Professional Responsibilities)	<b>4b Maintaining accurate records; 4c Communicating with families; 4d Participating in the Professional Community</b>		
		<p><b>(4b)</b> Teacher keeps accurate records of both instructional and non-instructional events.</p> <ul style="list-style-type: none"> <li>• Teacher knows the attendance rate of the class and of each student.</li> <li>• Teacher tracks attendance to spot patterns of absences early.</li> </ul> <p><b>(4c)</b> Teacher effort to communicate with families conveys essential caring.</p> <ul style="list-style-type: none"> <li>• Families know the students' attendance rates and are celebrated for good/improved attendance.</li> </ul>	<p><b>(4b)</b> Students contribute information and participate in maintaining the records.</p> <ul style="list-style-type: none"> <li>• Students know their attendance.</li> <li>• Students know to share the reasons for absences.</li> </ul> <p><b>(4c)</b> Two-way communications between teachers and families.</p> <ul style="list-style-type: none"> <li>• Teacher calls home when students are absent and finds supports the family to prevent future absences.</li> </ul>	<p><b>(4d)</b> Teacher works with colleagues to share strategies, plan joint efforts and plan for the learning of individual students.</p> <ul style="list-style-type: none"> <li>• Teacher works with the Attendance Team to plan for outreach to and return of absent students.</li> </ul>

### **Additional Talking Points for Instructional Staff**

- The key to academic success starts with attendance. Only students who are in class each day can benefit from instruction.
- A student with 90% attendance has almost 20 days of absence, or the equivalent of about 2 days each month. We consider that student “chronically absent.”
- Chronic Absenteeism is a concern of every member of the school community because every student outcome (exam scores, credit accumulation, graduation) is impacted by our students’ attendance.
- Knowing what keeps a student from school (underlying causes) can help teachers adjust instruction and supports.
- Personal mentoring relationships with school staff and/or student peers are often successful in creating a more welcoming environment promoting more regular school attendance.

### **Ideas for Promoting Attendance throughout the Curriculum**

#### **Math**

- Calculate attendance rates using days absent and present.
- Plot the attendance rates of all the students in the class on a graph. Continue to graph over time.

#### **Literacy**

- Use evidence from the school’s attendance policies to inform an argument for a student newsletter.
- Write a letter to parents about the school’s attendance policies and the importance of coming to school every day.

#### **Social Studies**

- Survey classmates on the common reasons they miss school. Discuss patterns and possible solutions.
- Build a list of neighborhood resources for students that address the common reasons students miss school.

#### **Arts**

- Design posters promoting attendance in the school.
- Write and perform a role play acting out typical reasons students miss school.
- Illustrate the school’s attendance policies.