



School District of Greenfield

PROGRESSIONS: Greenfield's *Sure Six*

Background:

- In 2014 members of the School District of Greenfield's learning community participated in a strategic planning process that resulted in the district's *Pathways to Success*. The content of this Progressions document is based on the *Pathways to Success*.
- These Progressions, or *Sure Six*, are founded on Dr. Tony Wagner's "...essential conditions for adult learning in schools and communities:
 - Shared vision of the goals of learning, good teaching, and assessment;
 - Understanding of the urgent need for change;
 - Relationships based on mutual respect and trust; and
 - Engagement strategies that create commitment rather than mere compliance"

(Wagner, 2001).

The six elements in the Progressions represent Greenfield's specific and visible steps in the vital work of creating and sustaining a district that consists of learning communities proficient in the expectations needed to equip learners for success in the 21st Century.

<p style="text-align: center;">Pathways to Success</p> <p><i>Desired Results</i></p>	<p style="text-align: center;">Kids First:</p> <p style="text-align: center;"><i>How do our actions demonstrate our belief that all learning begins with meaningful relationships?</i></p>	<p style="text-align: center;">Engagement:</p> <p style="text-align: center;"><i>How do we engage parents, families, and other stakeholders in educational pursuits?</i></p>	<p style="text-align: center;">Teaching and Learning:</p> <p style="text-align: center;"><i>How do we design and facilitate rigorous and relevant opportunities to equip learners for success?</i></p>
<p>School District of Greenfield Mission:</p> <p><i>We believe that all learning begins with meaningful relationships. Our mission is to develop learners who can apply knowledge and think innovatively as a result of engaging in rigorous and relevant opportunities.</i></p>	<p>Set and reach high expectations, with an emphasis on continuous growth for all</p>	<p>Facilitate understanding of context related to current academic, social and economic conditions</p>	<p>Create and maintain positive and supportive learning environments</p>
	<p>Prioritize and demonstrate a laser-like focus on enhancing student learning and achievement</p>	<p>Communicate consistent and clear expectations throughout the learning process</p>	<p>Experience an understandings-based engaging curriculum, including the meaningful integration of technology and 21st Century transfer goals, innovative thinking and application/contribution</p>
	<p>Model expectations of valued skills and habits of mind in collaborative adult interactions</p>		<p>Use high-leverage assessment practices to equip students with the ability to apply knowledge and meet expectations evidenced by a meaningful array of artifacts anchored in rich performance tasks</p>
	<p>Include experiences designed to develop learners who are responsible, respectful and positively engaged</p>		

<i>Element</i>	<i>Description</i>	<i>Page Numbers</i>
I. CONTINUOUS GROWTH/COMMITMENT	Learning community members seek and provide feedback regarding current practice and next steps for growth. All actively engage in professional learning and apply feedback to upgrade current practice. Educators consistently reflect on current instructional practices and implement strategic next steps designed to enhance student learning.	4 & 5
II. MEANINGFUL RELATIONSHIPS	Learning community members develop and maintain genuine connections with other members of the school community. We recognize people as unique individuals; we value differences and contributions with the purpose of helping all learning community members learn and grow.	6 & 7
III. ALIGNED LEARNING	Educators use processes that think first of desired outcomes and overarching goals. We visualize and communicate evidence of success then take bold, purposeful steps to reach goals.	8 & 9
IV. COLLECTIVE OWNERSHIP: BEST PRACTICES FOR ALL LEARNERS	Learning community members work symbiotically as a collective community to ensure that all students learn and grow. We strategically and collaboratively implement a variety of effective practices designed to support all students' needs.	10 & 11
V. ACTIVE STUDENT ENGAGEMENT	Educators design and scaffold instruction and assessment aligned to outcomes intended to challenge and stretch student thinking. Strong evidence of student ownership exists. There is excitement for learning; intellectually stimulating learning experiences are regular occurrences for all students.	12 & 13
VI. RICH EVIDENCE OF LEARNING	Educators use a purposeful array of aligned assessment types to assess and accelerate learning. Educators and students use formative practices to assess growth and provide feedback designed to inform and support next steps. Students are producers of applied knowledge; learning culminates in the application of student understanding in novel contexts.	14 & 15

I. CONTINUOUS GROWTH/COMMITMENT

Learning community members seek and provide feedback regarding current practice and next steps for growth. All actively engage in professional learning and apply feedback to upgrade current practice. Educators consistently reflect on current instructional practices and implement strategic next steps designed to enhance student learning.

<p>From:</p> <ul style="list-style-type: none"> ➤ <i>Compliance</i> ➤ <i>Accordance with mandated expectations to promote growth as provided by the district or state; individuals and teams continuously monitor progress</i> 	<p>To:</p> <ul style="list-style-type: none"> ➤ <i>Commitment</i> ➤ <i>Growth of professional practices (application and reflection) of self and colleagues enhances instructional approaches and positively impacts student learning and achievement; all monitor progress and act on results</i>
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Not Yet	NOVICE	CAPABLE	PROFICIENT
	<ul style="list-style-type: none"> • Educators set an annual SLO (Student Learning Objective) & a PPG (Professional Practice Goal); they monitor results at regular intervals • Educators participate in scheduled professional learning • Educators positively contribute to professional learning community • Educators articulate features of current practice and identify next steps • Educators use resources provided to learn and grow; they share articles, texts and other professional resources • Educators discuss the results of their teaching with others • Educators read texts and articles distributed by the school and/or district believe • Educators believe all learners have the potential to learn and grow • Educators reflect annually to plan for their SLOs and PPGs • Educators know that self-monitoring and self-regulation are important 	<ul style="list-style-type: none"> • Educators set appropriate SLO's & PPG's annually using district resources; they continuously monitor and adjust the process to meet goal; they seek peer input and feedback related to their SLOs and PPGs • Educators seek professional learning opportunities and apply to practice • Educators actively and positively participate in a culture of professional inquiry • Educators determine and take action toward completion of action plans and next steps • Educators identify ways that they and others can learn, grow and succeed; they share articles, texts and other professional resources • Educators (video) record lessons; they view, discuss and identify areas to grow • Educators seek out additional resources to support and enhance professional learning • Educators believe all learners can learn and grow; their actions, including sharing learning to learn strategies, reflect their beliefs; • Educators reflect regularly; they plan using data to guide next steps • Educators regularly practice mindfulness 	<ul style="list-style-type: none"> • In addition to rigorous and meaningful SLO's & PPG's, educators regularly set and adjust short and long-term goals based on student needs and results • Educators seek and engage in a variety of professional learning opportunities; they apply what they learn to practice and routinely share learning, results and adjustments with others; they utilize feedback from a variety of stakeholders, including students, to grow practice • Educators take leadership roles in promoting and executing professional inquiry and learning • Educators seek additional expertise to continuously enhance next steps and action plans • Educators optimize, create and share resources to support and enhance professional learning • Educators regularly use media to capture, view and self/peer assess performance • Educators contribute to and persist in their growth, and the growth of all stakeholders; they embrace challenges as growth opportunities • Educators believe all learners can learn, grow and succeed; they demonstrate this belief in words and actions; they apply a solution-focused mindset and work through challenges in order to maximize success; learning to learn is integral to learning • Educators continuously reflect; they collect and examine multiple data sources then revise practices based on results; they facilitate professional learning and help students and colleagues learn and grow • Educators and students regularly practice mindfulness

<p>Alignment to Danielson: 1a: Demonstrating Knowledge of Content & Pedagogy 4a: Reflecting on Teaching 4d: Participating in a Professional Community 4e: Growing & Developing Professionally 4f: Showing Professionalism</p>	<p>As Evidenced By:</p> <ul style="list-style-type: none"> • New learning = inquiry → reflection • Feedback from colleagues & supervisor(s) • Growth is focused on student learning • A culture for learning for all (teachers, students, families, community, etc.) • Professional learning/inquiry in a community is a bright line boundary • SLO = Action Research - Reflecting & assessing is what we do, in order to enhance student learning • Talk of commitment and relentless pursuit of excellence (vs. compliance) • Language that reflects possibility, innovation & forward-thinking • Collegial conversations focus on student learning & professional learning communities engage in continuous learning 	
<p>Research Support: Durlak, et al. (2011) Park, et al. (2013) Hattie and Timperley (2007) Brubaker, et al. (1994) Danielson (2007) Dweck (2006) Zmuda (2008) Rossi (2015) Kabat-Zinn (2014) Bransford, et al. (2000) Vygotsky (1986) Tough (2012) Schmoker (2011; 2016) Duckworth (2016) Turkle (2015) Zehr (1990)</p>	<p>Resources: Educator Effectiveness / Danielson Framework School-based Continuous Growth Plan Department/Grade Level Goals Professional Practice Goals & Student Learning Objectives <i>Unmistakable Impact Focus</i> <i>Leading with Focus</i> Collegial Circles Collaborative Time Instructional Coaching MindfulSchools.org <i>Mindset</i> <i>How People Learn</i></p>	<p>Professional Learning: Cycles of instructional coaching Educator effectiveness process Dr. Tony Frontier – <i>Five Levers to Improve Learning</i> Showcase of professional practice / Adult learning -Exhibition of learning Rubrics with a growth mindset Collaborative discussions as an opportunity to discuss, agree & disagree, & engage in professional inquiry leading to deeper understanding & enhanced practices Restorative practices Leadership coaching Professional Learning Communities Differentiated Feedback Formative Assessment Practices</p>
<p>High-leverage Practices: Educator effectiveness Growth mindset Goal Setting & monitoring Mindfulness Reflection & self-assessment Restorative justice/circles</p>	<p><i>How Children Succeed: Grit, Curiosity, and the Hidden Power of Character</i> <i>Grit: The Power of Passion and Perseverance</i> <i>Reclaiming Conversation</i> <i>Strength Finders 2.0</i> <i>Five Levers to Improve Learning</i></p>	

II. MEANINGFUL RELATIONSHIPS

Learning community members develop and maintain genuine connections with other members of the school community. We recognize people as unique individuals; we value differences and contributions with the purpose of helping all learning community members learn and grow.

<p>From:</p> <ul style="list-style-type: none"> ➤ Directed learning ➤ Knowing and understanding the importance of developing and maintaining relationships 	<p>To:</p> <ul style="list-style-type: none"> ➤ All learning community members are meaningfully engaged in the processes of learning and growing ➤ In words and actions, learning community members demonstrate that relationships are at the heart of learning and growth for all
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Not Yet	NOVICE	CAPABLE	PROFICIENT
	<ul style="list-style-type: none"> • Educators use interactive learning approaches and strategies in the classroom • Educators share classroom procedures • Educators provide and receive feedback according to patterned intervals; each believes that “I” and “my students” am/are capable of learning and growing • Reciprocal interactions take place in organized classrooms and during parent-student-teacher conferences • Goal is for others to understand message(s) sent • Professional learning, feedback and actions lead to upgrades in classroom practice • Professional meetings are cordial • Learning community members seek mutual understanding • Learning community members believe that relationships are important • Traditional interactions with community members are maintained; parent, family and/or community input is sought at periodic intervals 	<ul style="list-style-type: none"> • Inputs from students are used to meet instructional needs identified via student interests, readiness level(s) and/or learning profiles • Educators effectively communicate, revisit and update classroom norms • Educators strategically offer and accept feedback as a means of respect; they embody the notion that we are all here to learn and grow • Physical environment supports communication and learning; questioning is welcomed as a way to probe for deeper understanding • Educators practice active listening • Professional learning, practice, feedback, reflection and goal-setting lead to professional growth, as evidenced by notable upgrades in practice in classrooms and schools • Collaborative time is constructive • Learning community members are empathetic • Learning community members believe that positive relationships are key; relationships are an important part of a healthy learning community • Parent, family and community partnerships are established, maintained and grown 	<ul style="list-style-type: none"> • Inputs from a variety of learning community members are strategically used to enhance understanding and best meet goals • Educators and students co-construct norms; they monitor and make revisions as needed • Educators give and seek feedback from varied sources; they listen for patterns and seek suggestions for enhanced performance; they demonstrate a desire to grow and support all learners’ commitment to flourish • Environment, including physical space, contributes to effective communication; purposeful techniques are employed to build and maintain meaningful dialogue; input sought to recognize and address root cause(s) • Regular use of strategies to engage in proactive and interactive listening • Professional learning, practice, feedback, reflection and focused actions lead to professional growth and enhanced student performance; educators share learning with others to multiply successes • Collaborative time is positive, productive and co-facilitated; everyone has a valued voice • Learning community members show genuine compassion and commitment • In words and actions, learning community members show that meaningful relationships are vital to achieving optimal student learning results; we work relentlessly to cultivate and grow partnerships • Community and global partners, along with family and school community members, are meaningfully engaged in ways that support learning and student success

<p>Alignment to Danielson: 1b: Demonstrating Knowledge of Students 2a: Creating an Environment of Respect & Rapport 2b: Establishing a Culture for Learning 2c: Managing Classroom Procedures 2d: Managing Student Behavior 3e: Demonstrating Flexibility & Responsiveness 4c: Communicating with Families 4d: Participating in a Professional Learning Community 4f: Showing Professionalism</p>	<p>As Evidenced By:</p> <ul style="list-style-type: none"> • Knowledge of students helps with instructional decisions, such as recommending a book • Building trust with adults and students- we are ALL here with each other's best interest at heart/in mind • TRUST is present; we can observe, model and offer effective feedback to all (everyone is coaching!) • Modeling for students what is expected by our own interactions- Character Principle #7: Who do you want to be when no one is watching? (teacher/principal) • Building/developing/possibly repairing our interactions with one another to support the development of everyone; building interpersonal connections and loyalty • Assuming positive intentions in ALL interactions • Positive peer to peer interactions; adults are positive relationship role models • Understanding the comprehensive abilities of all learners • Visible and audible evidence of support, encouragement & appreciation • Interactions with community members demonstrate positivity; strong interdependent relationships 			
<p>Research Support: Cornelius-White (2007) Hattie and Timperley (2007) Wentzel (2010) Epstein (2011) Goleman (2004; 2011) Shickler (2014) Denton (2013) Johnston (2012) Piaget (1972)</p>	<table border="1"> <tr> <td data-bbox="888 816 1266 1424"> <p>Resources PLCs - Use of Rubric Meaningful time together Visiting other classroom and schools <i>High Impact Instruction</i> text Circles/community building <i>Choosing Civility</i> book <i>Social Interaction Skills</i> book Evidence of growth survey Physical spaces conducive to facilitate and support collaboration and dialogue Coaching question stems instructionalcoach.org Social interaction continuum (progression)</p> </td> <td data-bbox="1266 816 1944 1424"> <p>Professional Learning Leadership Advancing Character and Culture in Schools (LACCS) Character Education Instructional Coaching Coaching coaches Mentoring Content, grade and department collaboration Working on the Work (WOW) time Responsive Schools/Classrooms Community building and social interaction Social-Emotional learning Growth mindset Feedback Productive collaboration Restorative practices</p> </td> </tr> </table>		<p>Resources PLCs - Use of Rubric Meaningful time together Visiting other classroom and schools <i>High Impact Instruction</i> text Circles/community building <i>Choosing Civility</i> book <i>Social Interaction Skills</i> book Evidence of growth survey Physical spaces conducive to facilitate and support collaboration and dialogue Coaching question stems instructionalcoach.org Social interaction continuum (progression)</p>	<p>Professional Learning Leadership Advancing Character and Culture in Schools (LACCS) Character Education Instructional Coaching Coaching coaches Mentoring Content, grade and department collaboration Working on the Work (WOW) time Responsive Schools/Classrooms Community building and social interaction Social-Emotional learning Growth mindset Feedback Productive collaboration Restorative practices</p>
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<p>High-leverage Practices: Parent/family & community engagement Representation/input from a variety of stakeholders Conferring and conferencing Frequent communication via a variety of modes & systems Locus of control; belief that one can make a difference Classroom lessons reflect collective ownership and desire to problem solve to meet and address challenges Student Leadership Council Feedback Character lessons Social interaction lessons Social-emotional practices Mindset Education Restorative Circles</p>				

III. ALIGNED LEARNING

Educators use processes that think first of desired outcomes and overarching goals. We visualize and communicate evidence of success then take bold, purposeful steps to reach goals.

<p>From:</p> <ul style="list-style-type: none"> ➤ Educators seek coaching and use data to improve strategies and increase measurable student learning; goal = meeting external expectations in curriculum alignment 	<p>To:</p> <ul style="list-style-type: none"> ➤ Educators coach, facilitate groups and participate in the collaborative analysis of student work to ensure continuous growth throughout the school community and to increase student learning; goal = owning the processes and products of curriculum alignment to enhance learning
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NOT YET	NOVICE	CAPABLE	PROFICIENT
	<ul style="list-style-type: none"> • Educators possess necessary knowledge, skills and dispositions needed to plan, gather, analyze, interpret and respond to a variety of data • Educators regularly share learning intentions, crafted from important learning in the discipline, with students • Educators acknowledge individual and collective ownership of results; they focus primarily on problem solving to move forward • Educators participate in grade level and/or department coaching processes, including data collection and collaborative problem solving; they provide feedback • Educators use a collaborative backward design planning process • Educators actively participate in on-going professional learning and collaboration during scheduled opportunities • Educators periodically document the current reality via curriculum mapping • Educators use a variety of assessments 	<ul style="list-style-type: none"> • Educators understand the importance and applications of a data analysis process; they use a range of summative data to inform future instructional decisions • Educators communicate high-quality learning intentions aligned to learning targets/standards/goals; learning intentions reflect essentials of the discipline • Educators take individual and collective ownership of results; they focus on problem solving and best practices to move forward • Educators understand and value a coaching model; they participate in coaching opportunities and they give and receive feedback designed to enhance professional practice • Educators apply micro and macro design thinking when planning and implementing daily, unit and course/grade level instruction and assessment • Educators engage in formal and informal professional learning and other collaborative opportunities • Educators document and review various (grade) level and discipline-specific curriculum maps in order to communicate, discuss and address areas of professional inquiry • Educators utilize aligned assessments, including quality performance tasks 	<ul style="list-style-type: none"> • Educators apply knowledge, understandings, skills and dispositions related to a decision-driven data collection process (cycle = plan, gather, analyze, interpret and respond) to a variety of purposely selected data sources • Educators consistently communicate high-quality, aligned co-constructed learning intentions; goals reflect a range of types: factual knowledge, conceptual understandings, reasoning abilities, performances, social interaction, management and communication; students can explain the learning intentions and tell how they connect to the activities and assessments • Educators take leadership roles in problem solving and best practices to act on current data, including action planning and steps to move forward • Educators initiate coaching opportunities; they give and receive effective feedback and actively participates in coaching cycles • Educators lead others in the backward design process, providing explanations, examples, feedback, coaching and guidance/support • Educators co-construct, facilitate and empower others in on-going, aligned professional learning and collaborative opportunities targeted at meaningful involvement of all professional learning community members; all impacts focus on student learning • Educators individually and collaboratively use the process and products of curriculum mapping to regularly reflect on results (of student learning) and strategically upgrade alignment between and among expectations, evidence and experiences in order to enhance effectiveness and coherence • Educators use a range of assessments aligned to learning goals; they collaboratively determine and implement quality cornerstone assessments

<p>Alignment to Danielson: 1a: Demonstrating Knowledge of Content & Pedagogy 1b: Demonstrating Knowledge of Students 1c: Setting Instructional Outcomes 1d: Demonstrating Knowledge of Resources 1e: Designing Coherent Instruction 1f: Designing Student Assessments 3d Using Assessment in Instruction 4a: Reflecting on Teaching 4d: Participating in a Professional Community 4e: Growing & Developing Professionally 4f: Showing Professionalism</p>	<p>As Evidenced By:</p> <ul style="list-style-type: none"> • PLC/Collaboration time focuses on students at the center; always an empty chair representing students’ perspectives • Participate in effective coaching cycles • Vertical & horizontal collaborative teams • Discussion of instructional strategies, assessment & standards between/among grade levels & across buildings • Use of collaborative opportunities to connect day-to-day school life to our bigger picture goals—transfer to the “real world” & G21 • On-going reflective practices embedded in all work • Relevant formal & informal professional learning • Reoccurring, embedded backward design: determine outcomes, identify evidence & create action plans • Dynamic curricular documents, including curriculum maps, syllabi & course descriptions & learning progressions • High-quality rubrics aligned to purpose (single point for formative; leveled for summative); all focus on progressions designed with a growth mindset framework • Purposeful use of curriculum maps to identify & address overlaps/gaps • Iterative curriculum alignment, across all courses and grade levels, with the goal of providing contemporary, relevant & interactive learning experiences for all learners • Understanding and actions reflect the notion that curriculum alignment is an ongoing, iterative process that is dynamic and meant to adjust to reflect the current context, and the needs of contemporary learners 	
<p>Research Support: Wiggins and McTighe (2012) Knight and Cornett (2008) Hayes Jacobs and Johnson (2009) Zemelman, Daniels and Hyde (2012) DuFour and Reeves (2016) Marzano (2007) Schmoker (2011) Stiggins and Chappuis (2012) Perkins (1999) McTighe & Curtis (2016)</p>		
<p>High-leverage Practices: Feedback aligned to goals (motivational, effective, evaluative &/or descriptive) Curriculum mapping Instructional coaching Strategic & aligned professional learning Collaboration Backward design Data analysis & action planning; Decision-driven data collection Active literacy Assessment for learning Examining student work</p>	<p>Resources: Understanding by Design books & resources <i>Levers of Learning</i> WOW (PLC/collaborative time) EduPlanet21 <i>Active Literacy</i> Instructional coaching Mentors Curriculum mapping texts Curriculum21 <i>Leading Modern Learning</i></p>	<p>Professional Learning: Creative Leadership Solutions Professional learning – individual, site and district-based = explicitly aligned to data-based needs Digitally connected Performance tasks Learning intentions & success criteria Understanding by Design Dr. Harvey “Smokey” Daniels Dr. Heidi Hayes Jacobs Dr. Douglas Reeves Dr. Jim Knight Jay McTighe Greg Curtis</p>

IV. COLLECTIVE OWNERSHIP: BEST PRACTICES FOR ALL LEARNERS

Learning community members work symbiotically as a collective community to ensure that all students learn and grow. We strategically and collaboratively implement a variety of effective practices designed to support all students' needs.

<p>From:</p> <ul style="list-style-type: none"> ➤ <i>Expectations and routines, and student engagement and collaboration focus (collectively) on all students; the majority of classroom interactions take place in whole group</i> 	<p>To:</p> <ul style="list-style-type: none"> ➤ <i>Universal evidence of culturally responsive practices, student ownership and the use of student needs and educator strengths (vs. a specific title or label) to foster student growth and learning; groupings purposefully vary</i>
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NOT YET	NOVICE	CAPABLE	PROFICIENT
	<ul style="list-style-type: none"> • Language reflects ownership of assigned students (per class, course, grade level, etc.); “My students”, “Our class”, “Our department” • There is evidence of a general awareness of the students’ interests, cultural identities, academic strengths and areas of growth; some instructional plans and lessons reflect interests, strengths and needs • Educator-created expectations and routines contribute to a classroom environment conducive to learning • The planning and delivery of instruction including: focus and pace of learning, learning materials and classroom space reflect that all students will engage in the same experiences • General educators and educators who support special populations meet periodically to discuss student progress, lessons, and modifications and/or accommodations • Educators understand and carry out the expectations of the school’s response to intervention system as it applies to each teacher’s students • Special populations are included in general education environments by providing an alternate curriculum or providing different skill-based tasks and/or activities 	<ul style="list-style-type: none"> • Language expresses collective responsibility; students as “all” of our students; families as “our” community; leadership as part of “we” (vs. “they”) • Understanding of each individual student’s interests, cultural identity, academic strengths and areas of needed growth are evident in instructional plans appropriate for each student • Evidence of clear expectations and routines that are explicitly taught, practiced and retaught to ensure positive interactions between and among students • The focus and pace of learning, the range and learning materials (including, but not limited to reading levels, visuals, audio and other supports) and the learning environments are purposefully differentiated to meet the needs of all learners • General educators and educators who support special populations meet regularly to review student needs and share planning, instruction and assessment that takes place in the general education setting • Site-based educators work together to develop, monitor and adjust approaches and strategies in a school-based response to intervention system • All students, including students in special populations, are provided high-quality instruction in the general education classroom with appropriate accommodations and modifications 	<ul style="list-style-type: none"> • Students’ interactions reflect productive communication modeled in adult behaviors— positivity toward diversity and multiple perspectives; language is inclusive • Each student, along with his/her teachers, is aware of interests, cultural identity, academic strengths and areas of needed growth; students and teachers identify, employ and adjust effective strategies to ensure learning • Students’ ideas about how to foster respect in the classroom are regularly integrated into the classroom expectations and routines; students and teachers take responsibility for the learning environment • Educators plan, adapt and adjust the focus and pace of learning, the learning materials (including reading levels, visuals, audio, technologies) and the classroom space to ensure customization and flexibility, meeting the needs of all students in a timely manner • General educators and educators who support special populations make on-going collaboration a priority. They co-plan instruction and assessment; they share instructional and evaluative responsibilities of student progress • Educators regularly collaborate to create and sustain a strong response to intervention system that is centered on high-quality Tier I instruction and includes effective interventions and collective ownership • All students, including students in special populations, are empowered and supported with opportunities to have input into and execute tailored learning plans

<p>Alignment to Danielson: 1b: Demonstrating Knowledge of Students 1d: Demonstrating Knowledge of Resources 2a: Creating an Environment of Respect & Rapport 2b: Establishing a Culture for Learning 2d: Managing Student Behavior 2e: Organizing Physical Space 3a: Communicating with Students 3e: Demonstrating Flexibility & Responsiveness 4d: Participating in the Professional Community 4f: Showing Professionalism</p>	<p>As Evidenced By:</p> <ul style="list-style-type: none"> • Teachers & (all) support staff communicate & provide feedback to meet all students' needs • Staff consistently utilize effective classroom practices, approaches & strategies purposefully selected to support students from all backgrounds & abilities • Relevant tasks & content; inclusive resources • Purposefully creating norms to support success, including plans to meet & work through challenges • Constant assessment; timely, constructive feedback • Goals clearly are consistently communicated—multiple times & via a variety of modes; time for reflection on progress & next steps is purposefully built into lessons (vs. rushed or skipped) • Daily communicated learning intentions include both academic & affective goals/standards/targets & include aligned qualitative success criteria • Assessment centered on real-world tasks; cornerstone assessments that scaffold & spiral over time • Belief—in words & in practice—that all students & adults can learn & grow; relentless pursuit of high levels of learning for all students 	
<p>Research Support: Banks (2007) Deshler (2005) Nuri-Robins, et al. (2012) Darling-Hammond (2010) Zmuda (2008; 2015) Saphier (2005) Pane, et al. (2015) Willis (2007) Lave & Wenger (1998) Tomlinson & Sousa (2010) Tomlinson & McTighe (2006)</p>		
<p>High-leverage Practices: Inclusionary practices Best practices in literacies, disciplines & transdisciplinary learning Co-teaching Differentiation in Tier I Proactive interventions & plans PLC (Professional Learning Community) questions Self-reflection & goal setting High-quality, universal Tier I instruction Personalized Learning Engagement, Joyful Learning Communities of practice Multiple entry & evidence points</p>	<p>Resources: <i>Literacy is Not Enough</i> Dr. Harvey (Smokey) Daniels - resources Dr. Jim Knight's work <i>High Impact Instruction</i> Defined STEM <i>UbD and Differentiation</i> text Strategies in Stage III of UbD EduPlanet21 <i>The Understanding by Design Guide to Advanced Concepts</i> <i>Differentiation & the Brain</i> Greenfield PLC Rubric allthingsplc.info jaymctighe.com <i>Learning Personalized</i></p>	<p>Professional Learning: Workshop/Centers – Teachers' College Self-Assessment process (reflecting to self-monitoring an adjusting) Student goal setting Responsive classroom Cultural awareness & actions – based on student demographics Reflective teaching Differentiation Restorative practices Growth mindset practices Formative assessment practices Small group instruction G21</p>

V. ACTIVE STUDENT ENGAGEMENT

Educators design and scaffold instruction and assessment aligned to outcomes intended to challenge and stretch student thinking. Strong evidence of student ownership exists. There is excitement for learning; intellectually stimulating learning experiences are regular occurrences for all students.

From:

- *Students are engaged in a variety of activities throughout the lesson*

To:

- *Students and teachers co-facilitate learning through active, minds-on, relevant experiences that challenge and stretch understanding and focus on application*

NOT YET	NOVICE	CAPABLE	PROFICIENT
	<ul style="list-style-type: none"> • Educators provide primarily direct instruction • Understanding by Design (UbD) Stages 1, 2 & 3 are common for all students • Educators set and monitor learning goals • Educators select and use primarily traditional resources designed to cover content • Delivery system is teacher-centered • Learning plan is carried out as designed/written • Educators encourage persistence • Educators use whole and small group instruction • Educators use questioning and discussion methods • Sound pace of instruction; layers of class/course work are evident 	<ul style="list-style-type: none"> • Educators are the primary guides of interactive learning • Learning experiences in Stage 3 of Understanding by Design (UbD) are based on student needs • Educators involve students in setting and monitoring learning goals • Educators craft and share essential questions and enduring understandings • Educators use a variety of resources to meet outcomes • Delivery system involves meaningful student interaction and is adaptive, as needed; adjustments to the learning plan (learning intentions, assessments and/or instruction) to meet student needs; instruction includes blended learning • Educators model and encourage perseverance; students encourage each other • Educators purposefully utilize whole and small group instruction • Educators use a variety of effective questioning and discussion techniques • Pace of instruction aligns to learners' needs and complexity of task(s); students always have meaningful work to engage (in) 	<ul style="list-style-type: none"> • Students clearly understand learning plan; they partner with educators to plan and guide learning • UbD Stage 1 is common; UbD Stages 2 & 3 are purposefully differentiated and customized to meet learners' unique needs (interests, readiness levels and/or learning profiles) • Students and educators co-construct and jointly monitor, adjust and assess learning goals; student agency is evident • Students uncover content based on enduring understandings; they differentiate learning through the exploration of essential questions • Students and educators select and utilize a range of effective resources, including technology, to meet learning goals; learning experiences and resources reflect contemporary learners' needs by meaningfully integrating digital, media and global literacies using traditional and blended approaches to learning • Delivery system is student-centered, with on-going, adaptive and meaningful interactions; adjustments to the learning plan are intentional and timely based on student needs; class time is spent applying and practicing students' flexible understanding versus (just) recording & knowing information; understanding is co-constructed • Students and educators demonstrate perseverance and a desire to learn; they problem-solve through challenges; they encourage others • Educators and students coordinate configurations of learners according to student needs and requirements of goals and/or task complexities • Students and educators use a range of aligned and effective questioning and discussion techniques • Pace of instruction flows seamlessly; educators and students adjust rate to match learners' needs; educators and students engage in layers of meaningful and intellectually engaging learning tasks

<p>Alignment to Danielson: 1c: Setting Instructional Outcomes 1d: Demonstrating Knowledge of Resources 1e: Designing Coherent Instruction 2b: Establishing a Culture for Learning 2e: Organizing Physical Space 3a: Communicating with Students 3c: Engaging Students in Learning 3e: Demonstrating Flexibility & Responsiveness</p>	<p>As Evidenced By:</p> <ul style="list-style-type: none"> • Students are excited to learn, as evidenced by words and actions • All are invested in learning; they believe in—and understand the relevance of long and short-term goals • Complex, challenging questions to encourage deep thinking • Reflection and feedback (from students & teachers) • Thoughtful planning for all • “Minds on” work • Differentiated according to interests, readiness & /or learning preferences • Student-led discussions, goal setting; student ownership • Doing the work of a discipline (vs. just knowing about it) • Wonder walls & curiosity corners • Students are able to explain how what they are learning connect to expectations and long-term goals • Students discuss tasks with family & others out of school • Teachers collaborate across disciplines to construct transdisciplinary tasks • Strong connections to world outside school; students can explain how what they are learning connects and has importance in the “real” world 			
<p>Research Support: Hattie, et al. (2009) Robinson (2015) Marzano, et al. (2007) Zmuda (2015) Tomlinson (2014) Jewett (2013) Harvey & Daniels (2016) Steineke & Daniels (2014) Newman, et al. (2001) Wagner (2012) Pink (2006) McTighe & Curtis (2016) Jukes et al. (2011) Johnston (2014) Pink (2006)</p>	<table border="1"> <tr> <td data-bbox="900 945 1360 1461"> <p>Resources: <i>High Impact Instruction</i> <i>Best Practices</i> <i>Collaboration & Comprehension</i> Units of Study <i>Literacy is Not Enough</i> PLCs Defined STEM Learning Progressions Moodle <i>Leading Modern Learning</i> <i>Creative Schools</i> <i>Student-involved Classroom</i> <i>Assessment FOR Learning (6th ed.)</i> <i>Visible Learning</i> <i>A Whole New Mind</i></p> </td> <td data-bbox="1360 945 1936 1461"> <p>Professional Learning: Workshop/Centers/Stations Inquiry Active learning Mini & micro lessons Conferring and feedback Inquiry, writing, and literature circles Instructional technology UbD: performance tasks, essential questions & enduring understandings Differentiation Transfer goals 21st Century abilities (G21) Disciplinary literacy Reflection & goal setting Shadow a student for a day</p> </td> </tr> </table>		<p>Resources: <i>High Impact Instruction</i> <i>Best Practices</i> <i>Collaboration & Comprehension</i> Units of Study <i>Literacy is Not Enough</i> PLCs Defined STEM Learning Progressions Moodle <i>Leading Modern Learning</i> <i>Creative Schools</i> <i>Student-involved Classroom</i> <i>Assessment FOR Learning (6th ed.)</i> <i>Visible Learning</i> <i>A Whole New Mind</i></p>	<p>Professional Learning: Workshop/Centers/Stations Inquiry Active learning Mini & micro lessons Conferring and feedback Inquiry, writing, and literature circles Instructional technology UbD: performance tasks, essential questions & enduring understandings Differentiation Transfer goals 21st Century abilities (G21) Disciplinary literacy Reflection & goal setting Shadow a student for a day</p>
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<p>High-leverage Practices: Inquiry, research, communication & action Differentiated instruction Personalization; student voice & choice Students as consumers & producers Workshop Disciplinary literacy Teaching for understanding; application of learning Teaching for transfer/21st Century skills/G21 Blended learning; purposeful technology integration Productive practice with feedback Learner agency Self-regulated strategy development Use of mentor text/mentor performances; work samples exemplify quality performance Project-based learning</p>				

VI. RICH EVIDENCE OF LEARNING

Educators use a purposeful array of aligned assessment types to assess and accelerate learning. Educators and students use formative practices to assess growth and provide feedback designed to inform and support next steps. Students are producers of applied knowledge; learning culminates in the application of student understanding in novel contexts.

From:

- Use of data sources to gather information in order to construct and communicate inferences about current levels of student achievement

To:

- Ability to construct a valid body of evidence of learning that is accurately aligned to goals (G21/standards/targets/learning intentions) and consists of a purposeful range of types of assessments, with an emphasis on rich performance tasks

Not Yet	NOVICE	CAPABLE	PROFICIENT
	<ul style="list-style-type: none"> • Educators use entrance and/or exit slips to gather information • Educators focus primarily on summative assessments to influence instruction • Educators regularly provide feedback • Educators value self-assessment practices; students periodically self and/or peer assess • Educators primarily use select response assessments • Educators include student reflection and self-assessment activities at the end of a unit or chunk of learning • Educators use a variety of assessment types • Educators communicate summative results in a timely manner • Most assessments focus on Webb’s Depth of Knowledge (DOK) 1 & 2 • Educators review assessment results 	<ul style="list-style-type: none"> • Educators employ a variety of formative assessment strategies • Educators utilize formative, interim and summative assessments to drive and adjust instruction • Educators provide appropriate feedback in a timely basis • Educators and students regularly self and peer assess to reflect and plan • Educators design sound assessments according to target-method-match • Students and educators reflect on learning on a regular basis • Educators align assessment types to level of cognitive demand/rigor of target(s) • Educators provide ongoing communication related to assessment purposes, types and results in a timely manner • Assessments focus primarily on understanding; some emphasize application; most assessments assess Webb’s DOK 1, 2 or 3 • Educators collaboratively discuss and plan based on assessment results 	<ul style="list-style-type: none"> • Educators and students use varied aligned formative assessment practices and a range of formative assessments to identify, analyze, reflect upon and take actions to enhance learning • Educators create rigorous and comprehensive assessment systems including multiple sources of evidence to guide, monitor, measure and enhance the impact of teaching on student learning • Educators and students provide and apply frequent, accurate, aligned and meaningful feedback to promote growth and learning • Students are actively involved in the assessment process; they co-construct tasks and criteria then apply to self and peer assessment practices; they use results to set meaningful goals and identify specific next steps • Educators use target-method-match to select or construct quality assessments, including authentic performance tasks and cornerstone assessments designed to enrich learning • Students and educators use metacognitive strategies to reflect and plan next steps in learning; they communicate their learning and processes of learning with others, explaining the strategies they employed; they practice self-awareness, self-monitoring and self-regulating strategies to make productive choices • Student evidence of learning demonstrates understanding and the ability to transfer learning to novel contexts, across grade levels and disciplines, including integration of aligned G21 goals • Educators provide ongoing communication related to assessment purposes, types and results via multiple modes with key stakeholders; shared data are aligned to stakeholder needs • Evidence of learning and assessments are centered on application—things people do in the “real” world (vs. just in academic settings); Webb’s DOK level 3 and 4 assessments are evident; assessments align to the cognitive demand of expectation(s), including G21 abilities and transfer goals • Educators meet regularly to discuss and take action on assessment results; they make timely instructional adjustments

<p>Alignment to Danielson: 1f: Designing Student Assessments 3b: Using Questioning & Discussion Techniques 3d: Using Assessment in Instruction 4a: Reflecting on Teaching 4b: Maintaining Accurate Records 4c: Communicating with Families</p>	<p>As Evidenced By:</p> <ul style="list-style-type: none"> • Student portfolios - using varied multiple sources of evidence (artifacts); with G21 & authentic tasks/audiences • Teachers’ questions purposefully vary in complexity & depth of thought, depending on goal(s) • Responses based on credible sources/facts—not opinion • Varied ways of certifying student learning at “levels” that include transference of learning to novel situations • Clear expectations of where students need to be are communicated to all; exemplars used to show the way • Well-written criteria; use of common quality rubrics • Student choice and ownership of how & what evidence is selected; therefore, students need to be able to explain how & why the work exemplifies quality evidence • Students self-assess, set & monitor goals • Effective feedback (self, peer, teacher & external) • Sound & consistent grading & reporting practices • Aligned assessment practice (effective target-method-match) • Evidence of assessment literacy across stakeholders; communication is tailored to audience • Use of a range of student work samples to co-construct and refine rubrics • Cornerstone assessments, common in courses and/or grade levels 			
<p>Research Support: Hattie, et al. (2009) Rothstein & Santana (2011) Stiggins & Chappuis (2012) Wiggins & McTighe (2012) Popham (2008) Black & Wiliam (1998; 2004; 2008) Conley (2014) Heritage (2007) Knight (2013) Fisher (2008) Reeves (2015) Alverno Faculty (1994; 2015) Butler (1996; 2013) Sadler (1989; 2013) Brookhart (2008; 2015) Shepard (2000; 2005)</p>	<table border="1"> <tr> <td data-bbox="995 875 1451 1354"> <p>Resources: <i>High Impact Instruction</i> Richer Picture UbD texts Authentic Education Defined STEM Dr. Rick Stiggins’ work Dr. Margaret Heritage’s work Dr. Deborah Butler’s work Dr. James Popham’s work Dr. Samuel Meisels’ work Dr. Susan Brookhart’s work Dr. James Popham’s work Creative Leadership Solutions Assessment Reform Group</p> </td> <td data-bbox="1451 875 1919 1354"> <p>Professional Learning: Understanding by Design (UbD) Assessment literacy Academic prompts High quality, growth mindset-based rubrics Meaningful data analysis Performance tasks; grafting Feedback – types & uses Formative assessment practices Self-assessment and goal setting Collaborative analysis of student learning; examining, discussing & making decisions based on student work samples</p> </td> </tr> </table>		<p>Resources: <i>High Impact Instruction</i> Richer Picture UbD texts Authentic Education Defined STEM Dr. Rick Stiggins’ work Dr. Margaret Heritage’s work Dr. Deborah Butler’s work Dr. James Popham’s work Dr. Samuel Meisels’ work Dr. Susan Brookhart’s work Dr. James Popham’s work Creative Leadership Solutions Assessment Reform Group</p>	<p>Professional Learning: Understanding by Design (UbD) Assessment literacy Academic prompts High quality, growth mindset-based rubrics Meaningful data analysis Performance tasks; grafting Feedback – types & uses Formative assessment practices Self-assessment and goal setting Collaborative analysis of student learning; examining, discussing & making decisions based on student work samples</p>
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<p>High-leverage Practices: Crafting learning intentions based on rigorous goals Artifacts of learning: use of portfolios & exhibitions Beginning with the end in mind—students learning content in order to understand & apply (not just to know) Performance tasks with student voice & choice Self-assessment & reflection; peer assessment Differentiation Collaborative Analysis of Student Learning/work Student-involved classroom assessment for learning Formative assessment practices Appropriate use of standardized measures/results Gradual release Ten Principles for Assessment For Learning Self-regulated Learning</p>				