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|  |  | **Standards** | **Data Driven Instruction** | **Professional Practice** | **Culture** | **Notes & Suggestions** |
| **2012-2013** | **Q1** | Power Standards (determine most important standards; consider local needs and context; compare with national/state assessments; vertical alignment; sequence standards (or use state scope & sequence); reach consensus. Understand state curriculum models. Ensure that prerequisite training occurs. | Common Interim Assessment Mapping (items maps; calendaring; integrating with Standards work). Ensure that prerequisite training occurs. Consider connections between new CCLS units and common assessments. | SLO's set via "Beginning of the Year" meetings between teachers and Lead Evaluators (principal supervisor observes some of these meeting). | Common planning time is built in the schedule.  Mission/vision updated; aligned to PLCs. | **All staff will need consistent and repeated communication of RTTT expectations and implementation. This is important for all four RTTT priorities including CCLS, shifts, unit planning, common assessments, PLC, and the APPR evidence-collection process. Monitor curriculum models as SED posts.**  Chapter 3\* describes process for Power Standards Chapters 5\* & 7\* describe assessment process Chapter 1\* describes PLC  Chapter 9\* suggests a data inquiry cycle for teams |
| **Q2** | Evidence collection reminders and discussion; evidence collected from teachers and observers including the common assessment meetings. Principal evaluators conduct school visits. | Norms and structures for teams established and rehearsed. |
| **Q3** | A "new" standards-based unit developed and implemented collaboratively by teachers, including use of buffer to re-teach based on common assessment data. Refer to state curriculum models. | A common interim assessment implemented (make test, administer, analyze, adjust instruction). | Evidence collection reminders and discussion; evidence collected from teachers and observers including the common assessment meetings. Principal evaluators conduct school visits. | Protocols for use of common planning time developed (or adopted) for Looking At Student Work. | Chapter 6\* describes unit planning (suggest that unit plans turned in and feedback provided using unit planning rubric).  Assessment spreadsheets submitted to principal (principal attends meeting, too). |
| **Q4** | A "new" standards-based unit developed and implemented collaboratively by teachers, including use of buffer to re-teach based on common assessment data. Refer to state curriculum models. | A common interim assessment implemented (make test, administer, analyze, adjust instruction). | Evidence/rubric comparison, SLO's rating, summative score via "End of the Year" meetings between teachers and Lead Evaluators (principal supervisor observes some of these meeting). | Looking At Student Work; Identify needed professional development and support for teachers based on the assessments. |  |
| **Summer** | Revisit vertical alignment; consider state curriculum models; consider school wide data-identified priorities; identify which units to develop in following year. | Revisit common interim assessments; integrate PARCC information; consider school wide data-identified priorities; make necessary revisions. | Principals and evaluators review: goal-setting ISLLC initiative contextualization, review teacher APPR data, collected evidence, rubric, etc. | Professional development to support all aspects of RTTT (CCLS, DDI, PLC, etc.)  Reflect and adjust protocols and structures. | Assess school and district readiness to form an Inquiry Team(s) which would look for trends and needs in school wide data and convey to Standards and common interim assessment work. Your readiness assessment should consider whether a team would detract from the more important work of data driven instruction. |
| **2013-2014** | **Q1** | A "new" standards-based unit developed and implemented collaboratively by teachers, including use of buffer to re-teach based on common assessment data. Refer to state curriculum models. | A common interim assessment implemented (make test, administer, analyze, adjust instruction). | SLO's set via "Beginning of the Year" meetings between teachers and Lead Evaluators (principal supervisor observes some). Principal evaluators conduct school visits. | Collectively, common formative/interim assessment data are reviewed and instructional changes made. |  |
| **Q2** | A "new" standards-based unit developed and implemented collaboratively by teachers, including use of buffer to re-teach based on common assessment data. Refer to state curriculum models. | A common interim assessment implemented (make test, administer, analyze, adjust instruction). | Evidence collection reminders and discussion; evidence collected from teachers and observers including the common assessment meetings. Principal evaluators conduct school visits. | Collectively, common formative/interim assessment data are reviewed and instructional changes made. |  |
| **Q3** | A "new" standards-based unit developed and implemented collaboratively by teachers, including use of buffer to re-teach based on common assessment data. Refer to state curriculum models. | A common interim assessment implemented (make test, administer, analyze, adjust instruction). | Evidence collection reminders and discussion; evidence collected from teachers and observers including the common assessment meetings. Principal evaluators conduct school visits. | Collectively, common formative/interim assessment data are reviewed and instructional changes made. |  |
| **Q4** | A "new" standards-based unit developed and implemented collaboratively by teachers, including use of buffer to re-teach based on common assessment data. Refer to state curriculum models. | A common interim assessment implemented (make test, administer, analyze, adjust instruction). | Evidence/rubric comparison, SLO's rating, summative score via "End of the Year" meetings between teachers and Lead Evaluators (principal supervisor observes some of these meeting). | Collectively, common formative/interim assessment data are reviewed and instructional changes made and reflect on year. |  |
| **Summer** | Revisit vertical alignment; consider state curriculum models; identify which units to develop in following year. | Revisit common interim assessments; integrate PARCC information; make necessary revisions. | Principals and evaluators review: goal-setting ISLLC initiative contextualization, review teacher APPR data, collected evidence, rubric, etc. | Professional development to support all aspects of RTTT (CCLS, DDI, PLC, etc.)    Programmatic changes and resource allocation are considered based on end-of-year reflection. | Assess school and district readiness to form an Inquiry Team(s) which would look for trends and needs in school wide data and convey to Standards and common interim assessment work. Your readiness assessment should consider whether a team would detract from the more important work of data driven instruction. |