

Race To The Top Roadmap

Practice
Continuous Improvement

APPR System

- ♦ Process
- ♦ Plan
- ♦ Rubric
- ♦ Tools

Multiple Measures

- ♦ Observations
- ♦ Mini-Observations
- ♦ Other Evidence
- ♦ Growth-Producing Feedback

Student Growth

- ♦ Student Learning Objectives
- ♦ District Process
- ♦ School Processes
- ♦ Five Decision Points

Achievement

- ♦ District Process
- ♦ School Processes

Alignment

- ♦ Teacher/Principal
- ♦ Training
- ♦ PD for continuous improvement

Data Driven
Common Formative Assessment

Cyclical Process Repeats

- ## PLCs
- ♦ Focus on Learning (4 questions)
 - ♦ Collaborative Culture
 - ♦ Focus on Results

Awareness

Staff members can describe the characteristics of a collaborative culture and are aware that it is important to use data on a formative basis to make decisions. Collaboration is superficial.

Connections

Staff members take collective responsibility for student learning. Their actions demonstrate a commitment to meaningful collaboration on curriculum, instruction, and assessment.

Integration

A "Whatever It Takes" mentality pervades the school and all decision making. Collaboration (co-laboring on the right work) is expected and valued. Continuous improvement is a core belief and is evident in all decisions.

- ## Common Assessments
- ♦ Create
 - ♦ Calendar

Awareness

Staff members are aware of the power of common assessments and are aware of the research supporting it. Staff members are learning about quality assessment practices.

Connections

Staff members periodically work together to design common formative assessments that are based on common curricula. There is some plan about when to give the assessments.

Integration

Staff members regularly co-labor on the right work of quality common assessments based on a guaranteed and viable curriculum. Common assessments are scheduled and published on a calendar.

- ## Assess
- ♦ Administration
 - ♦ Collaborative Analysis
 - ♦ Processes & Protocols

Awareness

Staff members are willing to look at data in order to gauge student understanding. They focus on improving assessment questions more than they actually look at student data and student work.

Connections

Staff members analyze common assessments looking for patterns in the data and student work. Proficiency levels for the assessment data are determined and used for analysis.

Integration

Staff members co-labor to review assessment data employing agreed-upon protocols. Based on this, differentiated goals for teaching and learning are established. Ultimately, students are involved in this process, too.

- ## Action
- ♦ Instructional Adjustments
 - ♦ Use Buffer
 - ♦ Involve Students

Awareness

Staff members discuss and use common assessment to adjust instructional decisions. Outside intervention is relied on heavily. Some intervention occurs before instruction proceeds to next unit.

Connections

Staff members plan intervention and enrichment based on the results of their common formative assessment. The buffer time is used effectively and collectively.

Integration

Using the unit buffer as well as other uses of time, staff members plan and deliver instruction that is differentiated. Students actively use assessment information themselves.

- ## Inquiry Team
- ♦ Building Team
 - ♦ Process
 - ♦ Protocols
 - ♦ Culture

Awareness

Some staff members participate on data teams (RTI, PST, IST, shared decision-making, etc.) - often select staff already responsible for data analysis. Some goals based on data, other are goals "softer."

Connections

Programmatic decisions are based on the student achievement goals and collective analysis of representative and key stakeholders working as a data team. Data are used to introduce and discontinue programs.

Integration

School-wide goals, based on data, are translated into team goals that are frequently monitored and are linked to their everyday responsibilities. Teams work interdependently and hold each other mutually accountable.

Standards
Guaranteed and Viable

- ## Priorities
- ♦ Engagement
 - ♦ Constructivism
 - ♦ 21C (Creativity, Collaboration, Critical Thinking, Communication)

Awareness

Staff members can articulate the three priorities of professional practice. Discussions between stakeholders as to what the three priorities look/sound like take place.

Connections

Staff members discuss & understand how the three priorities impact instructional methods, environmental structures, and student learning. Efforts are made to modify current teaching & learning

Integration

Staff members have a concrete understanding of what each priority should look like within their content area/grade. The priorities are routinely apparent in the teaching & learning processes.

- ## Shifts
- ♦ ELA
 - ♦ Math
 - ♦ Literacy (for all)

Awareness

Staff members can articulate the six (or 12) shifts of CCLS. Staff have a rudimentary idea of what the shifts might mean as they contemplate their specific grade/content area.

Connections

Staff members discuss & understand how the shifts differ from pre-CCLS methods, structures, and practices. Tweaks in instruction or materials are made in response to the shifts.

Integration

Staff members consciously plan with the shifts in mind. Instructional strategies & materials match the intent of the shifts. Programmatic decisions are made with consideration to the shifts.

- ## Standards
- ♦ Prioritize
 - ♦ Unpack

Awareness

Staff members have examined the CCLS for the following: how to read the standards; gap analysis to current standards; unknown/confusing language; progression of skills; and contents of Appendices.

Connections

Staff members have identified the power standards. Power standards are unpacked to determine learning progressions. Some lesson/unit/assessment activities are revised or matched to the power standards. Gap analysis.

Integration

Staff members knowledgeably use the CCLS to plan & align lessons/units/assessments. Culture reflects the importance of the CCLS in curriculum, instruction and assessment decisions.

- ## Unit Planning
- ♦ Standards
 - ♦ Assessment/Evidence
 - ♦ Activities
 - ♦ Buffer

Awareness

Staff members take existing unit plans and match activities to the standards in a checklist-type exercise. No attempt is made to alter current practice.

Connections

Staff members use the power standards to identify best practices currently in place. Teaching and learning practices are modified or created to increase alignment with the power standards.

Integration

Staff members plan new learning experiences based on the power standards. Previously taught units may be discarded if not aligned or revamped to reflect a standards-based alignment.

- ## Mapping
- ♦ Curriculum Maps
 - ♦ Program Maps
 - ♦ Scopes & Sequences
 - ♦ Pacing Guides

Awareness

Staff members are aware of or have participated in the creation of curriculum, program or scope & sequence documents. These documents are available to inform instructional decision-making.

Connections

Staff members examine grade/content-specific curriculum, program, and scope & sequence documents to determine gap analyses. These documents are standards-referenced i.e., revised to infuse the CCLS.

Integration

Staff members actively collaborate across grade/content areas to plan instruction using CCLS-based curriculum, program, and scope & sequence documents. District culture reflects the goal of preparing students for 21C.

21st Century Readiness

College, Career and Citizenship Readiness

Critical thinking and problem solving, Communication, Collaboration, and Creativity and innovation