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|  | **Principles** | **Beginning***Little/No Evidence* | **Progressing***Some Evidence* | **Proficient***Clear Evidence* | **Indicators** |
|  | **Selected PDSA Initiative Review for:****-Evidence****-Match to Need****-Priority****-Expected Magnitude of Impact** | Comments: | * Deliberate district and building processes for identifying priority gaps in student outcomes are in place
* Selection of practices for improvement is linked clearly to “Root Cause” analyses and/or a specific “theory of action”
* Initiative is considered for its contribution to student learning and fit with existing practices
* Explicit benchmarks indicating successful implementation are defined and measurement strategies are established
* Impact on student learning can be attributed to initiative
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| **Practice is Defined in Observable and Measurable Terms** | Comments: | * Specific operational definition of practice is developed that meets these criterion:
	+ Practice outline or overview that describes critical elements and rationale for the practice
	+ Observable characteristics of the practice are described. (Key indicators)
	+ Descriptors are clear enough that all observers will recognize presence and absence of the practice
	+ Specific examples and non-examples are provided to differentiate between the actual practice behaviors and “close” approximations
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| **Foundations training and support is provided and minimal standards of competence are demonstrated** | Comments: | * Initial and ongoing training for Principals, administrators and coaches is provided
* Initial and ongoing training for teachers that includes:
	+ Active group training to establish understanding of the practice and the purpose
	+ Demonstrations of practice through video or live observations
	+ Guided practice with feedback
	+ Self-evaluation and peer feedback
	+ Measured and documented knowledge and skills to meet minimal standards for independent practice
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| **Focused coaching provided by expert coaches on a routine and consistent schedule** | Comments: | * Coaching for Principals
* Coaching for teachers – Not part of evaluation
* Coaching support provided individually 1 – 2 times per month
* Follow-up group training (half-day or more) at least once during independent practice
* Monthly reflections with principal or peers regarding implementation success and challenges
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| **Targeted performance data collected and provided to teachers** | Comments: | * Principal walk-throughs or “instructional rounds” visits 3 times per year
* Principal training provided regarding walk-through routines and observational data collection
* Principal cross-building walk-throughs established to refine performance data collection routines and “pollinate” effective practices
* Prompt feedback to teachers
* Electronic recording and summarization of practice data
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| **Performance data reviewed by instructional leaders and coaches routinely** | Comments: | * Principals, instructional leaders, and coaches review practice data monthly compared to implementation benchmarks
* Practice data considered as a source of information about the need for targeted group/individual professional development
* Extension of effective coaching and leadership practices is promoted along with actions for improving teacher support routines
* Implementation fidelity interpreted as an indicator of training and coaching quality
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| **Internal infrastructure for ongoing training and support developed** | Comments: | * Ongoing training routines and scheduled support for principals and coaches are established
* Protocols for training new teachers and new staff established and delivered annually
* Protocols for “refresher” training established
* Protocols for remedial training established
* Succession plan for internal coaches established to ensure “expert” support will always be available
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|  | **Student data improvements considered after implementation targets are accomplished** | Comments: | * Long-range (3-5 year) goals for improving student performance data
* Performance data regarding instructional practice improvements considered alongside student outcome data
* Student data improvements on formative assessments and benchmark assessments emphasized in data review
* Summative Assessments recognized as “lagging indicators”
* Summative assessments reflect predicted changes or (lack of change) as indicated from instructional practice data, benchmark and formative assessments
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