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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 |
| **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 |
| **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 |
| **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 |
| **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 |
| **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 |
| **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 |
|  | **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 |