**School District of Greenfield**

Greenfield's SURE Six are founded on Dr. Tony Wagner's, "essential conditions for adult learning in schools and communities:

- **S**hared vision of the goals of learning, good teaching, and assessment;
- **U**nderstanding of the urgent need for change;
- **R**elationships based on mutual respect and trust; and
- **E**ngagement strategies that create commitment rather than mere compliance" (Wagner, 2001).

The SURE Six elements 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. The content of Greenfield's SURE Six is based on the District's Pathways to Success.

**School District of Greenfield's SURE Six Elements:**

| CONTINUOUS GROWTH AND COMMITMENT | | MEANINGFUL RELATIONSHIPS | | ALIGNED LEARNING | |
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| *Learning community members seek and provide feedback in order to determine the next bold step in the upgrade of their current practice. All members design and actively engage in professional learning based on evidence, feedback and reflection. Reflection results in personal goals and professional engagement designed to enhance student learning.* | | *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 empowering all learning community members to learn and grow.* | | *Educators use processes that think first of desired outcomes and overarching goals. Desired outcomes are reflective of the core understandings of the discipline as well as G21 goals. We visualize and communicate evidence of success then take bold, purposeful and developmentally appropriate steps to reach goals.* | |
| **From:** | **To:** | **From:** | **To:** | **From:** | **To:** |
| ➢ Compliance <br> ➢ Accordance with mandated expectations to promote growth as provided by the district or state; individuals and teams continuously monitor progress | ➢ Commitment <br> ➢ Growth of professional practice (application and reflection) of self and colleagues enhances instructional approaches and positively impacts student learning and achievement; all monitor progress and act on results | ➢ Directed learning <br> ➢ Knowing and understanding the importance of developing and maintaining relationships | ➢ All learning community members are meaningfully engaged in the processes of learning and growing <br> ➢ In words and actions, learning community members demonstrate that relationships are at the heart of learning and growth for all | ➢ Educators seek coaching and use data to improve strategies and increase measurable student learning. | ➢ 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. |

**Professional Learning** and continuous growth is valued by each member of the learning community as evidenced by the realization of rigorous short and long-term goals. Deep learning occurs through inquiry-based, growth focused, learner driven and evidence informed approaches.

**Reflection** is utilized by the learning community to examine evidence and revise practice based on results in order to help students and colleagues learn and grow; challenges are embraced as growth opportunities.

**Feedback** is a necessary tool to determine the next step to upgrade professional practice. All members of the learning community demonstrate expertise in seeking and providing meaningful and actionable feedback

**A Strengths Approach** acknowledges and celebrates the fact that every professional educator brings knowledge, expertise, and professionalism to the organization. Educators take on formal and informal **Leadership Roles** to promote and execute professional inquiry and learning.

- How do the members of our Learning Community contribute to the growth of all stakeholders?
- Who is currently responsible for the design, facilitation, appraisal, and application of school-based professional learning?
- Is there clear alignment between and among individual teacher goals, school-based growth goals and district-level desired outcomes?
- Are our professional learning opportunities reflective of best practice for adult learners?
- How do teachers engage with the professional community and demonstrate their commitment to continuous growth?
- When teachers reflect on a unit or a lesson, what are some ways they demonstrate awareness of their success in promoting student learning?

**Individual Identity** is at the heart of the teaching and learning process; each student, along with his/her teachers is aware of and respects interests, cultural identity, academic strengths and areas of needed growth along the learning trajectory.

**Partnerships** are vital to achieving optimal results. In words and actions, learning community members seek to engage school community members in ways that support learning and student success.

**Family, school community members, and global partners** are meaningfully empowered in ways that support learning and student success.

- How do we empower parents, families and other stakeholders to fully participate in educational pursuits?
- How do our actions demonstrate our belief that all learning begins with meaningful relationships?
- In what ways do educators establish learning conditions that recognize and value students' identities as well as their social, emotional, and academic needs?
- How does our school community support a strong culture of trust and belonging for all members of the learning community?
- What strategies does the learning community employ to ensure learning by all students?
- What evidence demonstrates our ability to work through challenges and obstacles in a healthy, productive, and student-centered manner?
- How do we know that our work as a Learning Community is reflective of our Learning Principles?
- How effective is our communications with our stakeholders? How do we know?

**Instructional Design Processes** begin with determining the desired outcomes and overarching goals followed by identifying the aligned evidence in order to design customized and personalized learning experiences.

**Collaboration** is utilized 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; the time is positive, productive and co-facilitated.

**High-Quality Rubrics** are co-constructed and aligned to purpose; all focus on progressions designed with a growth mindset framework.

**Coaching** opportunities are initiated by the members of the learning community; they give and receive feedback and actively participate in formal and informal coaching conversations resulting in growth in professional practice.

- When a group of teachers come together to collaborate, what are some examples which demonstrate their ability to work together to ensure learning for all?
- In what ways are units and lessons customized and personalized for learners?
- What are some strong examples of students being provided voice and choice in their learning environment?
- What strategies do we implement regularly to amplify student strengths?
- How is aligned formative and summative evidence determined and utilized for a unit or lesson?
- How do professional educators demonstrate the commitment to each individual serving as a coach and providing feedback to peers; leading to professional growth?

| COLLECTIVE OWNERSHIP: BEST PRACTICES FOR ALL LEARNERS | | ACTIVE STUDENT ENGAGEMENT | | RICH EVIDENCE OF LEARNING | |
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| *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.* | | *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.* | | *Educators use a purposeful array of aligned assessment types to generate a contemporary, comprehensive and balanced classroom assessment system which assesses and accelerates student learning. Educators and students use formative practices to assess growth and provide feedback designed to inform and support next steps. Learning culminates in the application of student understanding of content standards, practice standards, and aligned G21 goals in novel contexts.* | |
| **From:** | **To:** | **From:** | **To:** | **From:** | **To:** |
| ➢ Expectations and routines, and student engagement and collaboration focus (collectively) on ALL students; the majority of classroom interactions take place in whole group | ➢ 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 | ➢ Students are engaged in a variety of activities throughout the lesson | ➢ Students and teachers co-facilitate through active, minds-on, relevant experiences that challenge and stretch understanding and focus on application | ➢ Use of data sources to gather information in order to construct and communicate inferences about current levels of student achievement | ➢ 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 |

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| **Customization and Flexibility** ensures the needs of all students are met in a timely manner; educators plan, adapt, and adjust learning experiences to empower and support learners throughout instruction. <br> **Co-planning** between general educators and educators who support special populations focuses on designing instruction and assessment to meet the needs of each student. The educators share instructional and evaluative responsibilities of student progress. <br> **Strong Classroom-Based Response to Intervention System** centered on high-quality Tier 1 instruction is created and sustained through collaboration, collective problem-solving and sharing of effective strategies and interventions. <br> • What types of strategic modifications do professional educators make to their lessons in response to student need? Are these | **Learning Outcomes** reflect the core understandings of the discipline; they are rigorous and reflect high expectations for EACH learner. <br> **Instructional Design** reflects contemporary best practices as well as demonstrates an intimate understanding of students' strengths and areas for growth. The architecture of the unit/lesson is clear, aligned, and provides personalized pathways for EACH learner. <br> **Learning Experiences** are learner driven and evidence informed. Students are empowered to uncover content as well as demonstrate G21 impacts. <br> • In what ways do the learning outcomes challenge students to think innovatively and apply knowledge? <br> • To what level do the learning outcomes reflect a meaningful and purposeful integration of the | **Contemporary, Comprehensive and Balanced Classroom Assessment Systems** include multiple sources of aligned evidence to guide, monitor, measure, and enhance the impact of teaching on student learning. <br> **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. <br> **Feedback** to students is an essential tool in promoting growth and learning. Educators and students provide aligned feedback to inform and support next steps. <br> • In what ways do our assessment practices equip students with the ability to apply knowledge to novel, real-world settings? <br> • What are some examples of students monitoring their own learning and providing |

modifications made in isolation or in collaboration with key teaching partners?

- What types of resources are being accessed in response to student needs?
- What evidence indicates a strong universal Tier 1 instructional model?
- What examples of high-quality, classroom based interventions point to improved student achievement and learning?

key content standards, practice standards and the appropriate G21 impacts?

- In what ways do the learning experiences promote intellectual engagement and student empowerment?
- What examples can you provide of congruence between the learning outcomes and the learning experiences?
- How does the instructional design promote students' abilities to engage with challenging content and solve problems in their collaborative and individual work?

meaningful and actionable feedback to their classmates?

- How do we systematically provide feedback to students throughout the teaching and learning process? How do students utilize that feedback to uplevel their performances?
- What does the preponderance of student evidence indicate about our ability to meaningfully braid together content standards, practices standards and the G21 Impacts?