School District of Greenfield

PROGRESSIONS: Greenfield's *Sure Six*

Background:

- In 2014 members of the School District of Greenfield's learning community participated in a strategic planning process that resulted in the district's *Pathways to Success*. The content of this Progressions document is based on the *Pathways to Success*.

- These Progressions, or *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 six elements in the Progressions represent Greenfield's specific and visible steps in the vital work of creating and sustaining a district that consists of educators and learning communities proficient in the expectations needed to equip learners for success in the 21st Century.

Update: In 2019 The School District of Greenfield embraced a focus on equity, access and inclusion in order to best address the needs of all students. In addition, contemporary research and resources have grown since the original document was published in 2017. The SURE Six has been updated to reflect these areas.

*Note:
The progressions are written using positive language that describes what current is—not what is lacking. As such, the descriptions model an asset-based, growth mindset perspective.

Pathways to Success 2.0

Desired Results

	The School District of Greenfield has identified three primary, system-wide levers that focus our efforts for all learners and achieve our desired results in our Pathways to Success.		
	Whole Learner	**Authentic Learning**	**Personalized Learning**
	Create and maintain positive and supportive learning environments rooted in meaningful relationships		
	Set and reach high expectations with an emphasis on continuous growth for ALL	Facilitate understanding of context related to current academic, social and economic conditions	Experience an understanding-based engaging curriculum, including personalized learning, contemporary integration of technology and 21st Century transfer goals
Mission Statement: ***We believe all learning begins with meaningful relationships. Our mission is to develop learners who can apply knowledge and think innovatively as a result of engaging in rigorous and relevant opportunities.***	Prioritize and demonstrate a laser-like focus on enhancing learning and achievement	Communicate consistent, clear and rigorous expectations throughout the learning process	
	Elevate the whole learner by intentionally designing experiences for access, equity and inclusion (both academic <u>and</u> affective)	Use high-leverage assessment practices to equip students with the ability to apply knowledge and meet expectations evidenced by a meaningful array of artifacts anchored in rich and authentic performance tasks	
	Model expectations of valued skills and habits of mind in strengths-based collaborative interactions	Design authentic performance and transfer-based experiences with growth-mindset rubrics; provide actionable feedback	
	Include experiences designed to develop learners who are responsible, empathetic and actively engaged		

As a result of the Strategic Planning process conducted in 2014, the Greenfield learning community identified 9 desired outcomes to attain by 2021. In 2022, the School District of Greenfield engaged with various stakeholders to clearly and boldly articulate our next desired state to innovate, redesign, and realize the systems needed to best meet our students' needs. Based on the themes from the various stakeholder groups, the Pathways to Success has been updated and includes 11 desired outcomes to attain by 2027.

Element	Description	Page Numbers
I. CONTINUOUS GROWTH & COMMITMENT	Learning community members seek and provide feedback regarding current practice and next steps for growth. All actively engage in professional learning and apply feedback to upgrade current practice. Educators consistently reflect on current instructional practice, collaborate and implement strategic next steps designed to enhance each student's learning.	4 & 5
II. MEANINGFUL RELATIONSHIPS	Learning community members develop and maintain genuine connections with other members of the school community. We recognize people as unique individuals; we value differences, use our strengths and contributions with the purpose of helping all learning community members learn and grow.	6 & 7
III. ALIGNED LEARNING	Educators use processes that think first of desired outcomes and overarching goals. Goals are based on contemporary expectations. We visualize and communicate evidence sources of success then design and take purposeful steps to reach goals.	8 & 9
IV. COLLECTIVE OWNERSHIP: BEST PRACTICES FOR ALL LEARNERS	Learning community members work symbiotically. We strategically select and implement a variety of effective practices designed to support all learners' diverse needs. We leverage strengths, accentuate interests and align resources to meet learner profiles in order to continue to learn and grow.	10 & 11
V. ACTIVE STUDENT ENGAGEMENT	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 and joy for learning; intellectually stimulating learning experiences are regular occurrences for all students. Educators use effective contemporary practices to facilitate learning through well-designed instruction and assessment.	12 & 13
VI. RICH EVIDENCE OF LEARNING	Educators use a purposeful array of aligned assessment types to monitor, assess and accelerate learning. Educators and students use formative practices to assess growth and provide feedback designed to inform and support next steps. Students are producers of applied knowledge; learning culminates in the application of student understanding in novel contexts.	14 & 15

I. CONTINUOUS GROWTH & COMMITMENT

Learning community members seek and provide feedback regarding current practice and next steps for growth. All actively engage in professional learning and apply feedback to upgrade current practice. Educators consistently reflect on current instructional practice, collaborate and implement strategic next steps designed to enhance each student's learning.

From:	To:
➢ *Compliance* ➢ *Accordance with mandated expectations to promote growth as provided by the district or state; individuals and teams continuously monitor progress*	➢ *Commitment* ➢ *Growth of professional practices (reflection and application) of self and colleagues enhances instructional approaches and positively impacts student learning and achievement; all monitor progress and act on results*

Not Yet	NOVICE	CAPABLE	PROFICIENT
	• Educators set an annual PPG+ (Professional Practice Goal plus Impact); they monitor results at regular intervals • Educators participate in scheduled professional learning • Educators positively contribute to professional learning community • Educators articulate features of current practice and identify next steps • Educators use resources provided to learn and grow; they share articles, texts and other professional resources • Educators discuss the results of their teaching with others • Educators read texts and articles distributed by the school and/or district • Educators believe all learners have the potential to learn and grow • Educators reflect annually to plan for their PPG+ • Educators know that self-monitoring and self-regulation are important	• Educators set appropriate PPG+ annually using district resources; they continuously monitor and adjust the process to meet goal; they seek peer input and feedback related to their PPG+ • Educators seek professional learning opportunities and apply to practice • Educators actively and positively participate in a culture of professional inquiry • Educators determine and take action toward completion of action plans and next steps • Educators identify ways that they and others can learn, grow and succeed; they share articles, texts and other professional resources • Educators record lessons; they view, discuss and identify areas to grow • Educators seek additional resources to support and enhance professional learning • Educators believe all learners can learn and grow; their actions, including sharing learning to learn strategies, reflect their beliefs; • Educators reflect regularly; they plan using data to guide next steps • Educators implement strategies to support health and wellness	• In addition to rigorous and meaningful PPG+, educators regularly set short and long-term goals aligned to achieving equitable student results • Educators seek and engage in a variety of formal and informal professional learning opportunities; they apply what they learn to practice and routinely share learning, results and adjustments with others; they utilize feedback from a variety of stakeholders, including students, to grow practice • Educators take leadership roles in promoting and executing professional inquiry and learning • Educators seek expertise to continuously enhance next steps and action plans in order to achieve equity • Educators consistently create and share resources to support and enhance professional learning • Educators regularly use media to capture, view and self/peer assess performance • Educators contribute to and persist in their growth, and the growth of all stakeholders; they embrace challenges as growth opportunities • Educators believe all learners can learn, grow and succeed; they demonstrate this belief in words and actions; they apply a solution-focused mindset and work through challenges in order to maximize success; continuous learning is integral to learning • Educators continuously reflect; they collect and examine multiple data sources then revise practices based on results; they facilitate professional learning and help students and colleagues learn and grow • Educators regularly practice strategies to support well-being; they share with others

Alignment to Danielson:	As Evidenced By:
1a: Demonstrating Knowledge of Content & Pedagogy 4a: Reflecting on Teaching 4d: Participating in a Professional Community 4e: Growing & Developing Professionally 4f: Showing Professionalism	• New learning = inquiry + practice + reflection ⟶ growth • Feedback from colleagues and supervisor(s) • Goals and growth based and centered on a mosaic of student learning results • A culture for learning for all (educators, students, families and community) • Self-initiated professional inquiry and learning is a norm • PPG+ = Learning and Action Research: Reflecting and assessing what we can do differently, in order to enhance student learning; teaching makes a difference • Talk based on commitment and relentless pursuit of excellence (vs. compliance) • Language that reflects possibility, innovation; is productive and forward-thinking • Collegial conversations focus on student learning and professional learning; learning communities engage in continuous learning

Research Support:	Resources:	Professional Learning:
Aguilar & Cohen (2022) Bransford, et al. (2000) Brown (2018) Boudett, et al. (2018) Danielson (2007) Donohoo (2017) Durlak, et al. (2011) Dweck (2006) Hattie and Timperley (2007) Kabat-Zinn (2014) Moore (2016) Park, et al. (2013) Posey & Novak (2020) Rossi (2015) Schmoker (2011; 2016) Vygotsky (1987) Turkle (2015) Yurkofsky (2022) Zehr (1990) **High-leverage Practices:** Growth mindset Collaboration Goal Setting and monitoring Mindfulness Reflection and self-assessment	Danielson framework School continuous growth plan Department/grade level goals Professional Practice Goal-Plus Collegial circles Collaborative time Instructional coaching Self-directed professional learning *Bold Moves* *Mindset* *Unmistakable Impact* *Focus* *Leading with Focus* *How People Learn, I & II* *Reclaiming Conversation* *Strength Finders 2.0* *Five Levers to Improve Learning* *So Each May Soar: The Principles and Practices of Learner-Centered Classrooms* *Student-Centered Classrooms* *Unlearning: Changing your beliefs and your classroom with UDL* *The PD Book* *Data Wise*	Cycles of instructional coaching Educator effectiveness process Rubrics with a growth mindset Collaborative discussions as an opportunity to share, discuss, agree and disagree, and engage in professional inquiry leading to deeper understanding and enhanced practices Restorative practices; circles Leadership coaching Professional Learning Communities Differentiated Feedback Lori Cohen – Artful Design and Facilitation Tony Frontier – Five Levers to Improve Learning Heidi Hayes Jacobs – Contemporary Learning and Environments Allison Posey – Universal Design for Learning Dylan Wiliam - Formative Assessment Practices Professional Learning Library

II. MEANINGFUL RELATIONSHIPS

Learning community members develop and maintain genuine connections with other members of the school community. We recognize people as unique individuals; we value differences, use our strengths and contributions with the purpose of helping all learning community members learn and grow.

From:	To:
➢ Directed learning ➢ Knowing and understanding the importance of developing and maintaining relationships	➢ Learning community members are meaningfully engaged in the processes of learning and growing; they support others' growth ➢ In words and actions, learning community members demonstrate that relationships are at the heart of learning and growth for all

Not Yet	NOVICE	CAPABLE	PROFICIENT
	• Educators use interactive learning approaches and strategies in the classroom • Educators share classroom procedures • Educators provide and receive feedback according to patterned intervals; each believes that "I" and "my students" am/are capable of learning and growing • Reciprocal interactions take place in organized classrooms and during parent-student-teacher conferences • Goal is for others to understand message(s) sent • Professional learning, feedback and actions lead to upgrades in classroom practice • Professional meetings are cordial • Learning community members seek mutual understanding • Learning community members believe that relationships are important • Traditional interactions with community members are maintained; family and/or community input is sought at periodic intervals	• Inputs from students are used to meet instructional needs identified via student interests, readiness level(s) and/or learning profiles • Educators effectively communicate, revisit and update classroom norms • Educators strategically offer and accept feedback as a means of respect; they embody the notion that we are all here to learn and grow • Physical environment supports communication and learning; questioning is welcomed as a way to probe for deeper understanding • Educators practice active listening • Professional learning, practice, feedback, reflection and goal-setting lead to professional growth, as evidenced by notable upgrades in practice in classrooms and schools • Collaborative time is constructive • Learning community members are empathetic • Learning community members believe that positive relationships are key; relationships are an important part of a healthy learning community • Family and community partnerships are established, maintained and grown	• Inputs from a variety of data sources, including learning community members, are strategically used to enhance understanding and best meet goals • Educators and students co-construct and use norms; they monitor and make revisions as needed • Educators give and seek feedback from varied sources; they listen for patterns and seek suggestions for enhanced performance; they demonstrate a desire to grow and support all learners' commitment to flourish • Environment, including physical space, contributes to effective communication; purposeful techniques are employed to build and maintain meaningful dialogue; input used to recognize and address root cause(s) • Regular use of effective strategies to engage in proactive, active and interactive listening • Professional learning, practice, feedback, reflection and focused actions lead to professional growth and enhanced student performance; educators regularly share learning with others to multiply successes • Collaborative time is positive, productive and co-facilitated; everyone has a valued voice • Learning community members show genuine compassion, care and commitment to learning for all • In words and actions, learning community members show that meaningful relationships are vital to achieving optimal student learning results; we work relentlessly to cultivate and grow true partnerships • Community and global partners, along with family and school community members, are meaningfully engaged and committed to learning and growing

Alignment to Danielson:	As Evidenced By:
1b: Demonstrating Knowledge of Students 2a: Creating an Environment of Respect & Rapport 2b: Establishing a Culture for Learning 2c: Managing Classroom Procedures 2d: Managing Student Behavior 3e: Demonstrating Flexibility & Responsiveness 4c: Communicating with Families 4d: Participating in a Professional Learning Community 4f: Showing Professionalism	• Knowledge and understanding of students help to make instructional decisions, such as effective strategies and approaches for specific learners • Building and maintain trust with adults and students is imperative—we are here with each other's best interest at heart and in mind • Genuine trust is present; we observe, model and offer effective feedback to all (everyone provides feedback; everyone coaches and is coached) • Modeling for students what is expected by our own interactions- Character Principle #7: *Who do you want to be when no one is watching*? • Building/developing/possibly repairing interactions with one another to support the development of everyone; building interpersonal connections and faithful (inter)dependability • Individuals assume positive intentions; individuals inventory self to gauge internal feelings then quell outbursts with positive presuppositions • Positive peer to peer interactions; educators and others in the learning community serve as positive relationship role models • Thorough understanding of the comprehensive abilities of all learners • Visible and audible evidence of support, encouragement and appreciation is enculturated; genuine gratitude is expressed often • Interactions with community members demonstrate positivity; strong interdependent relationships; unconditional care • Educators strive to know students and each other; they greet by name
Research Support: Anderson (2019) Brown (2018) Cornelius-White (2007) Denton (2013) Epstein (2011) Fisher & Frey (2015) Goleman (2004; 2011) Hattie and Timperley (2007) Johnston (2012) Piaget (1972) Shickler (2014) Wentzel (2010)	

High-leverage Practices:	Resources:	Professional Learning:
Family and community engagement Representation/input from a variety of stakeholders Conferring and conferencing; active listening Frequent communication via a variety of modes and systems Locus of control; belief that one can make a difference Classroom lessons reflect collective ownership and desire to problem solve to meet and address challenges Collective Efficacy Feedback aligned to need and goal (motivational, descriptive, effective and evaluative) Social interaction lessons; social-emotional practices Mindset Education Restorative Circles Restorative Assessment Use of norms and protocols Purposeful agendas and rehearsals	Community building Coaching question stems PLC Rubrics *Choosing Civility* *Teaching the Social Skills of Academic Interaction* *High Impact Instruction* *Better than Carrots or Sticks: Restorative Practices for Positive Classroom Management* *Opening Minds* *The Power of Our Words* *What We Say and How We Say It Matter* *Tackling the Motivational Crisis*	Instructional Coaching Alignment Coaching Coaching Teams Professional Learning Communities Mentoring Grade, class, course and department collaboration Responsive Schools and Classrooms Community building and social interaction Social-Emotional learning Growth Mindset Feedback Productive collaboration Restorative practices Mike Anderson Jim Knight Harvey "Smokey" Daniels Jane Kise

III. ALIGNED LEARNING
Educators use processes that think first of desired outcomes and overarching goals. Goals are based on contemporary expectations. We visualize and communicate evidence sources of success then design and take purposeful steps to reach goals.

From:	*To:*
➤ *Educators seek coaching and use data to improve strategies and increase measurable student learning; goal = meeting external expectations in curriculum alignment*	➤ *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; goal = owning the processes and products of curriculum alignment to enhance learning*

NOT YET	NOVICE	CAPABLE	PROFICIENT
	• Educators possess necessary knowledge, skills and dispositions needed to plan, gather, analyze, interpret and respond to a variety of summative data sources • Educators regularly share learning intentions, crafted from important learning in the discipline, with students • Educators acknowledge individual and collective ownership of results; they focus primarily on problem solving to move forward • Educators participate in grade level and/or department coaching processes, including data collection and collaborative problem solving; they provide feedback • Educators use a collaborative backward design planning process • Educators actively participate in on-going professional learning and collaboration during scheduled opportunities • Educators periodically document the current reality via curriculum mapping • Educators use a variety of assessments to gauge student learning	• Educators understand the importance and applications of a data analysis process; they use a range of summative and formative data to inform future instructional decisions • Educators communicate high-quality learning intentions aligned to learning targets/standards/essential learning goals; learning intentions reflect key elements of the discipline • Educators take individual and collective ownership of results; they focus on problem solving and best practices to move forward • Educators understand and value a coaching model; they participate in coaching opportunities and they give and receive feedback designed to enhance professional practice • Educators apply micro and macro design thinking when planning and implementing daily, unit and course/grade level instruction and assessment • Educators engage in formal and informal professional learning and other collaborative opportunities • Educators document and review various grade level and discipline-specific curriculum maps in order to communicate, discuss and address areas of professional inquiry • Educators utilize aligned assessments, including high-quality performance tasks	• Educators apply knowledge, understandings, skills and dispositions related to a data-informed collection and analysis process (plan, gather, analyze, interpret and respond) to a variety of purposely selected data sources • Educators consistently communicate high-quality, aligned co-constructed learning intentions; goals purposefully reflect a range of types: factual knowledge, conceptual understandings, reasoning abilities, performances, social interaction, culture and communication; students can explain the learning intentions and tell how they connect to the activities and assessments • Educators take leadership roles in problem solving, addressing challenges and utilizing best practices to act on current data, including action planning to grow • Educators initiate coaching opportunities; they give and receive effective feedback and actively participate in coaching cycles to develop and grow • Educators lead others in the backward design process; they provide explanations, examples, feedback, coaching, guidance and support • Educators co-construct, facilitate and empower others in on-going, aligned professional learning and collaborative opportunities targeted at meaningful involvement of all professional learning community members; all impacts focus on student learning for all • Educators individually and collaboratively use the process and products of curriculum mapping 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 • Educators use a range of assessments aligned to learning goals; they collaboratively determine and implement differentiated, aligned assessments to provide a comprehensive picture of student learning

Alignment to Danielson:	As Evidenced By:
1a: Demonstrating Knowledge of Content & Pedagogy 1b: Demonstrating Knowledge of Students 1c: Setting Instructional Outcomes 1d: Demonstrating Knowledge of Resources 1e: Designing Coherent Instruction 1f: Designing Student Assessments 3d Using Assessment in Instruction 4a: Reflecting on Teaching 4d: Participating in a Professional Community 4e: Growing & Developing Professionally 4f: Showing Professionalism	• PLC/Collaboration time focuses on students at the center; always an empty chair representing student perspective • Participate in coaching cycles; applying learning to grow practice • Vertical & horizontal collaborative teams • Discussion of instructional strategies, assessment and essential learning goals between/among grade levels and across buildings • Use of collaborative opportunities to connect day-to-day school life to our bigger picture goals; transfer to authentic contexts and G21 abilities • On-going reflective practices embedded in all work • Relevant formal and informal professional learning, including reflection • Reoccurring, embedded backward design: determine needs based on a range of data; name outcomes, identify evidence and create action plans • Dynamic curricular documents, including curriculum maps, syllabi and course descriptions and learning progressions shared publicly • High-quality rubrics aligned to purpose (single point for formative; leveled for summative); all use growth mindset language and focus on progressions designed with a growth mindset framework • Purposeful use of curriculum maps to identify and address overlaps/gaps; educators choose what to cut, keep and create • Iterative curriculum alignment, across all courses and grade levels, with the goal of providing contemporary, relevant and interactive learning experiences for all learners • Understanding and actions reflect the notion that curriculum alignment is an ongoing, iterative process that is dynamic and meant to adjust to reflect the current context and the needs of contemporary learners
Research Support: DuFour and Reeves (2016) Jacobs and Johnson (2009) Knight (2007; 2012) Knight and Cornett (2008) Marzano (2007) Perkins (1999) McTighe & Curtis (2016) Schmoker (2011) Stiggins and Chappuis (2017) Wiggins and McTighe (2012) Zemelman, Daniels and Hyde (2012)	

High-leverage Practices:	Resources:	Professional Learning:
Feedback aligned to goals (motivational, effective, evaluative and/or descriptive) Curriculum mapping Instructional coaching Strategic and aligned professional learning Collaboration Backward design Data collection, analysis and action planning Active literacy Assessment for learning Examining student work Mentoring	PLC/collaborative time EduPlanet21 Understanding by Design Curriculum mapping Curriculum21 *Active Literacy* *Leading Modern Learning* *Data Wise* *Achieving Equity and Excellence* *UbD Meets Neuroscience* *Levers of Learning*	Digital networks Learning intentions and success criteria Harvey "Smokey" Daniels Heidi Hayes Jacobs Douglas Reeves Jim Knight Jay McTighe Greg Curtis Thomas Guskey Judy Willis Ian Jukes Bill Daggett George Couros

IV. COLLECTIVE OWNERSHIP: BEST PRACTICES FOR ALL LEARNERS

Learning community members work symbiotically. We strategically select and implement a variety of effective practices designed to support all learners' diverse needs. We leverage strengths, accentuate interests and align resources to meet learner profiles in order to continue to learn and grow.

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*

NOT YET	NOVICE	CAPABLE	PROFICIENT
	• Language reflects ownership of assigned students (per class, course, grade level, etc.); "My students", "Our class", "Our department" • There is evidence of a general awareness of the students' interests, cultural identities, academic strengths and areas of growth; there is evidence that instructional plans and lessons reflect different interests, strengths and needs • Educator-created expectations and routines contribute to a classroom environment conducive to learning • The planning and delivery of instruction including: focus and pace of learning, learning materials and classroom space reflect that all students will engage in the same experiences • General educators and educators who support special populations meet periodically to discuss student progress, lessons, and modifications and/or accommodations • Educators understand and carry out the expectations of the school's system of support as it applies to each teacher's students • Special populations are included in general education environments by providing an alternate curriculum or providing different skill-based tasks and/or activities	• Language expresses collective responsibility; students as "all" of our students; families as "our" community; leadership as part of "we" (vs. "they"); from tolerance to acceptance • Understanding of each individual student's interests, cultural identity, academic strengths and areas of needed growth are evident in instructional plans appropriate for each student • Evidence of clear expectations and routines that are explicitly taught, practiced and retaught to ensure positive interactions between and among students • The focus and pace of learning, the range and learning materials (including, but not limited to reading levels, visuals, audio and other supports) and the learning environments are purposefully differentiated to meet the needs of all learners • General educators and educators who support special populations meet regularly to review student needs and share planning, instruction and assessment that takes place in the general education setting • Site-based educators work together to develop, monitor and adjust approaches and strategies in a school-based response to intervention system • All students, including students in special populations, are provided high-quality instruction in the general education classroom with appropriate accommodations and modifications; educators work together to ensure the needs of all students are met and challenged	• Students' interactions reflect productive communication modeled in adult behaviors: inclusivity, positivity toward diversity and multiple perspectives; language is equity-focused • Each learner and their teachers are aware of interests, cultural identity, academic and socio-emotional strengths and challenges and areas of needed growth; all identify, employ and adjust effective strategies to ensure learning • Students' ideas about how to foster respect in the classroom are regularly integrated into the classroom expectations and routines; students and teachers are empowered and take responsibility for the learning environment • Educators plan, adapt and adjust the focus and pace of learning, the learning materials (including reading levels, visuals, audio, technologies) and the classroom space to ensure customization and flexibility, meeting the needs of each student in a timely manner • General educators and educators who support special populations make on-going collaboration a priority. They co-plan instruction and assessment; they share instructional and evaluative responsibilities of student progress • Educators regularly collaborate to create and sustain a strong, proactive intervention system that is centered on high-quality Tier I instruction and includes effective interventions, systems of support and collective ownership • All students, including students in special populations, are empowered, advocate and are supported with opportunities to have input into and execute tailored learning plans designed to support learning needs and showcase areas of exceptional strength

Alignment to Danielson:
1b: Demonstrating Knowledge of Students
1d: Demonstrating Knowledge of Resources
2a: Creating an Environment of Respect & Rapport
2b: Establishing a Culture for Learning
2d: Managing Student Behavior
2e: Organizing Physical Space
3a: Communicating with Students
3e: Demonstrating Flexibility & Responsiveness
4d: Participating in the Professional Community
4f: Showing Professionalism

Research Support:
Aguilar (2013; 2016; 2020)
Banks (2007)
Darling-Hammond (2010)
Deshler (2005)
Jacobs and Alcock (2017)
Lave & Wenger (1998)
Nuri-Robins, et al. (2012)
Saphier (2005)
Tomlinson & McTighe (2006); Tomlinson & Sousa (2010)
Willis (2007)
Zmuda (2008; 2015)

As Evidenced By:
- Teachers and (all) support staff communicate & provide feedback to meet **all** students' needs
- Staff consistently utilize effective classroom practices, approaches and strategies purposefully selected to support students from all backgrounds and abilities
- Relevant tasks and content; inclusive resources
- Purposefully creating norms to support success, including plans to meet and work through challenges
- Constant assessment; timely, constructive feedback
- Goals clearly are consistently communicated—multiple times and via a variety of modes; time is made for reflection on progress and next steps is purposefully built into lessons (vs. rushed or skipped)
- Daily communicated learning intentions include both academic and affective goals/ELGs/targets and include aligned qualitative success criteria
- Assessment centered on authentic tasks; cornerstone assessments that scaffold and spiral over time
- Belief—in words and in practice—that all students and adults can learn and grow; relentless pursuit of high levels of learning for all
- Accommodations enhance learning and success

High-leverage Practices:	**Resources:**	**Professional Learning:**
Inclusionary practices	*High Impact Instruction*	Collaborative Learning; Workshop; Centers
Best practices in literacies, disciplines and transdisciplinary learning	*UbD and Differentiation*	Self-Assessment process—reflecting to self-monitoring and self-adjusting; goal setting
Co-teaching; Differentiation; PLC Questions	*Comprehension and Collaboration*	Responsive classroom
Proactive interventions and plans	*The Understanding by Design*	Cultural competence and aligned actions
Self-reflection and goal setting	*Differentiation & the Brain*	Reflective teaching
High-quality, universal Tier I instruction	*Learning Transformed*	Differentiation and Personalization
Engaged, joyful learning	*Literacy is Not Enough*	Restorative practices
Communities of practice	*Learning Personalized*	Growth mindset practices
Multiple entry, evidence and adjustment points	*We got this: Equity, access, and the quest to be who our students need us to be*	Formative assessment practices
Use of data to modify for learner success	*Coaching for Equity*	Small group instruction; mini-lessons
Restorative practices / Restorative assessment	*Kids 1st from Day 1*	Cornelius Minor
Multiple systems of support	*Being the Change*	Sara Ahmed

V. ACTIVE STUDENT ENGAGEMENT

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 and joy for learning; intellectually stimulating learning experiences are regular occurrences for all students. Educators use effective contemporary practices to facilitate learning through well-designed instruction and assessment.

From:	To:
➢ Students are engaged in a variety of activities throughout the lesson	➢ Students and teachers co-facilitate learning through active, minds-on, relevant experiences that challenge, stretch understanding and focus on application

NOT YET	NOVICE	CAPABLE	PROFICIENT
	• Educators provide primarily direct instruction • Understanding by Design (UbD) Stages 1, 2 and 3 are common for all students • Educators set and monitor learning goals • Educators select and use primarily traditional resources designed to cover content • Delivery system is teacher-centered • Learning plan is carried out as designed/written • Educators encourage persistence • Educators use whole and small group instruction • Educators use questioning and discussion methods • Sound pace of instruction; layers of class/course work are evident	• Educators are the primary guides of interactive learning • Learning experiences in Stage 3 of UbD are based on student needs • Educators involve students in setting and monitoring learning goals • Educators craft and share essential questions and enduring understandings • Educators use a variety of resources to meet outcomes • Delivery system involves meaningful student interaction and is adaptive, as needed; adjustments to the learning plan (learning intentions, assessments and/or instruction) to meet student needs; instruction includes blended learning • Educators model and encourage perseverance; students encourage each other • Educators purposefully utilize whole and small group instruction • Educators use a variety of effective questioning and discussion techniques • Pace of instruction aligns to learners' needs and complexity of task(s); students always have meaningful work to engage (in)	• Students display a clear understanding of the learning plan; they partner with educators to design and guide learning • UbD Stage 1 is common; UbD Stages 2 and 3 are purposefully differentiated and personalized to meet learners' unique needs (interests, readiness levels and/or learning profiles) • Students and educators co-construct and jointly monitor, assess and adjust learning goals; student agency is evident • Students uncover content based on enduring understandings; they engage in differentiated learning through the exploration of essential questions; they explore curiosities • Students and educators select and utilize a range of effective resources, including technology, to meet relevant learning goals; learning experiences and diverse resources reflect contemporary learners' needs by meaningfully integrating digital, media and global literacies using traditional and blended approaches to learning • Delivery system is student-centered, with on-going, adaptive and meaningful interactions; adjustments to the learning plan are intentional and timely based on student needs; class time is spent applying and practicing students' flexible understanding versus (just) recording and knowing information; understanding is co-constructed • Students and educators demonstrate resilience and academic buoyancy; they problem-solve through challenges; they encourage others to take risks and stretch to learn • Students and educators coordinate configurations of learners (groupings) according to student needs and requirements of goals and/or task complexities • Students and educators use a range of aligned and effective questioning and discussion techniques; responses to rich and relevant questions lead to more questions (inquiry process) • Pace of instruction flows seamlessly; educators and students adjust rates to match learners' needs; educators and students engage in layers of meaningful and intellectually engaging learning tasks

Alignment to Danielson: 1c: Setting Instructional Outcomes 1d: Demonstrating Knowledge of Resources 1e: Designing Coherent Instruction 2b: Establishing a Culture for Learning 2e: Organizing Physical Space 3a: Communicating with Students 3c: Engaging Students in Learning 3e: Demonstrating Flexibility & Responsiveness	**As Evidenced By:** • Students are excited to learn, as evidenced by their words and actions • All are invested in learning; they believe in—and understand the relevance of short-term, mid-term and long-term goals • Complex, challenging questions to encourage deep thinking • Reflection and feedback (from students and educators) • Thoughtful planning for all • "Minds on" work; challenging opportunities built-in for enrichment • Differentiated according to interests, readiness and/or learning preferences • Student-led discussions, goal setting; student empowerment and ownership • Doing the work of a discipline (vs. just knowing about it) • Wonder walls and curiosity corners • Students are able to explain how what they are learning connect to expectations and long-term goals • Students discuss tasks with family and others out of school • Teachers collaborate across disciplines to construct transdisciplinary tasks • Tasks and assignments show a strong connections to world outside school; students can explain how what they are learning connects and has importance in their world • The percentage of student talk is greater than the percentage of teacher talk • Students are able to independently plan and implement designs to approach tasks because they have been guided to do so; teachers have designed and implemented purposefully scaffolded lessons to provide students with a clear vision of success, vast feedback and opportunities to practice then adjust
Research Support: Boyki & Noguera (2011) Gay (2018) Hattie, et al. (2009) Harvey & Daniels (2016) Jewett (2013) Johnston (2014) Jukes et al. (2011) Marzano, et al. (2007) McTighe & Curtis (2016; 2019) Pink (2006) Robinson (2015) Steineke & Daniels (2014) Tomlinson (2014, 2021) Wagner (2012) Zmuda (2015)	

High-leverage Practices:	**Resources:**	**Professional Learning:**
Inquiry, research, communication and action Differentiated instruction; personalization Student voice and choice; learner agency Students as consumers and producers Project-based learning; authentic learning Workshop Disciplinary literacy Teaching for understanding; application of learning Teaching for transfer/21st Century skills/G21 Blended learning; purposeful technology integration Productive practice with feedback Self-regulated strategy development Use of mentor text/mentor performances; work samples exemplify quality performance	Moodle Eduplanet21 Units of Study *High Impact Instruction* *Collaboration and Comprehension* *Literacy is Not Enough* *Leading Modern Learning I and II* *Creative Schools* *Student-involved Classroom* *Assessment FOR Learning (6th ed.)* *Visible Learning* *A Whole New Mind* Kevin Anderson (WI DPI) Mary Mooney (WI DPI)	Workshop/Centers/Stations Active learning Mini and micro lessons Conferring and feedback Inquiry, writing, and literature circles Instructional technology UbD: performance tasks, essential questions and enduring understandings Differentiation 21st Century abilities (G21) and Transfer goals Disciplinary literacy Reflection and goal setting Shadow a student for a day Learning Progressions

VI.   RICH EVIDENCE OF LEARNING

Educators use a purposeful array of aligned assessment types to monitor, assess and accelerate learning. Educators and students use formative practices to assess growth and provide feedback designed to inform and support next steps. Students are producers of applied knowledge; learning culminates in the application of student understanding in novel contexts.

From:	*To:*
➢ *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, Essential Learning Goals, targets, and/or learning intentions) and consists of a purposeful range of types of assessments, with an emphasis on rich performance tasks*

Not Yet	NOVICE	CAPABLE	PROFICIENT
	• Educators use entrance and/or exit slips to gather information • Educators focus primarily on summative assessments to influence instruction • Educators regularly provide feedback • Educators value self-assessment practices; students periodically self and/or peer assess • Educators primarily use select response assessments • Educators include student reflection and self-assessment activities at the end of a unit or chunk of learning • Educators use a variety of assessment types • Educators communicate summative results in a timely manner • Most assessments used focus on Webb's Depth of Knowledge (DOK) 1-2 • Educators review assessment results; they follow legal and ethical requirements	• Educators employ a variety of formative assessment strategies • Educators utilize formative, interim and summative assessments to drive and adjust instruction • Educators provide appropriate feedback in a timely basis • Educators and students regularly self and peer assess to reflect and plan • Educators design sound assessments according to target-method-match • Students and educators reflect on learning on a regular basis • Educators align assessment types to level of cognitive demand/rigor of target(s) • Educators provide ongoing communication related to assessment purposes, types and results in a timely manner • Assessments focus primarily on understanding; some emphasize application; most assessments assess Webb's DOK 1, 2 or 3 • Educators collaboratively discuss and plan based on varied assessment results; they create criteria and plans to monitor progress	• Educators and students use varied aligned formative assessment practices and a range of formative assessments to identify, analyze, reflect upon and take actions to enhance learning • Educators create rigorous and comprehensive assessment systems including multiple sources of evidence to guide, monitor, measure and enhance the impact of teaching on student learning • Educators and students provide and apply frequent, accurate, aligned and meaningful feedback to promote growth and learning • Students are actively involved in the assessment process; they co-construct tasks and criteria then apply to self and peer assessment practices; they use results to set meaningful goals and identify specific next steps • Educators use target-method-match to select or construct quality assessments, including authentic performance tasks and cornerstone assessments designed to enrich learning • Students and educators use metacognitive strategies to reflect and plan next steps in learning; they communicate their learning and processes of learning with others, explaining the strategies they employed; they practice self-awareness, self-monitoring and self-regulating strategies to make productive choices • Student evidence of learning demonstrates understanding and the ability to transfer learning to novel contexts, across grade levels and disciplines, including integration of G21 Performance Areas • Educators provide ongoing communication related to assessment purposes, types and results via multiple modes with stakeholders; aligned to needs; appropriate student data are secure • Evidence of learning and assessments are centered on application—things people do in and out of school; Webb's DOK level 3 and 4 assessments are evident; they align to the cognitive demand of expectation(s) • Educators collaborate regularly and take action on assessment results; they make and enact timely adjustments to curriculum, instruction and assessment; they craft short, medium and long-term plans to address diverse student needs; they apply criteria

Alignment to Danielson: 1f: Designing Student Assessments 3b: Using Questioning & Discussion Techniques 3d: Using Assessment in Instruction 4a: Reflecting on Teaching 4b: Maintaining Accurate Records 4c: Communicating with Families	**As Evidenced By:** • Student portfolios - using varied multiple sources of evidence (artifacts); with G21 and authentic tasks/audiences (GRASPS) • Teachers' questions purposefully vary in complexity and depth of thought, depending on goal(s) • Responses based on credible sources/facts–not opinion • Varied ways of certifying student learning at "levels" that include transference of learning to novel situations • Clear expectations of where students need to be are communicated to all; exemplars used to show the way • Well-written criteria; use of common quality rubrics • Student choice and ownership of how and what evidence is selected; students can explain how the work exemplifies quality evidence • Students reflect, self-assess, set, monitor and celebrate goals • Effective feedback (self, peer, teacher and external) • Sound, consistent and contemporary grading and reporting practices • Aligned assessment practice (effective target-method-match) • Evidence of assessment literacy across stakeholders; assessment communication frequency and type tailored to audience's needs • Use of a range of student work samples to co-construct and refine criteria and rubrics • Teachers gather regularly to discuss and act on student evidence • Schools, professional learning communities (PLCs) and individuals (PPG+) establish and monitor short, mid and long-term goals
Research Support: Alverno Faculty (1994; 2015) Black & Wiliam (1998; 2004; 2008) Brookhart (2008; 2015) Brookhart & Guskey (2019) Butler (1996; 2013) Conley (2014) Fisher (2008) Hattie, et al. (2009; 2013; 2017) Heritage (2007) Knight (2013) Popham (2008) Reeves (2015; 2020) Rothstein & Santana (2011) Sadler (1989; 2013) Shepard (2000; 2005) Stiggins & Chappuis (2017) Wiggins & McTighe (2012)	

High-leverage Practices:	**Resources:**	**Professional Learning:**
Crafting learning intentions based on rigorous goals Artifacts of learning: use of portfolios and exhibitions Beginning with the end in mind—students learning content in order to understand and apply (not just to know) Performance tasks with student voice and choice Self-assessment and reflection; peer assessment Differentiation and Personalization Collaborative Analysis of Student Learning Student-involved classroom assessment for learning Formative assessment practices Appropriate use of standardized measures and results Gradual release; purposeful scaffolding to independence Self-regulated Learning Mastery Learning	*High Impact Instruction* UbD materials *What we know about grading: What works, what doesn't, and what's next* *Bold Moves* Alverno Faculty Assessment Reform Group Benjamin Bloom's work Samuel Meisels' work Greg Curtis Thomas Guskey Heidi Hayes Jacobs Dylan Wiliam Alison Zmuda	Understanding by Design (UbD) Assessment literacy Designing performance tasks, assessments and academic prompts Growth mindset-based rubrics Grafting performance tasks Feedback – types and uses Formative assessment practices Self-assessment and goal setting Collaborative analysis of student learning: gathering, examining, discussing and making decisions and actions based on student samples and other evidence